



2023 Temporary Guidance for Completing the School Expansion Charter Agreement Amendment Application

Overview

This application explains how the DC Public Charter School Board (DC PCSB) will review charter amendment petition requests for enrollment ceiling increases (ECI)¹ and grade expansions² for the remainder of school year (SY) 2022 – 23. This temporary guidance will remain in effect until the publication of the revised accountability framework’s technical guide. During this time period, DC PCSB will use its [ECI Policy](#),³ supplemented by this guidance, to evaluate both ECI and grade expansion requests.

Following the release of the technical guide, DC PCSB staff will open the ECI Policy for public comment under a new name—the School Expansion Policy—with significant proposed updates. Among these proposed updates, the policy will align with standards from the revised accountability framework and incorporate measures of citywide need. In addition, the School Expansion Policy will expand the scope of the current ECI Policy to include grade expansion and replication requests.

Standard for Approval

According to the ECI Policy, a local educational agency (LEA) seeking a school expansion must demonstrate at a minimum: A) high performance, defined generally as Tier 1 on the most recent Performance Management Framework (PMF); B) a compelling case for demand; and C) evidence that it has engaged and responded to community stakeholders. If an LEA meets those criteria, then it must meet at least eight of the listed 10 indicators to be considered for approval.

¹ An ECI amendment increases the number of students a school may receive funding for through the Uniform Per Student Funding Formula (UPSFF) as established in the maximum enrollment schedule in its charter agreement.

² A grade expansion amendment changes the grades a school may provide instruction to in accordance with the maximum enrollment schedule in its charter agreement.

³ DC PCSB’s Enrollment Ceiling Increase Policy can be found at <https://dcpcs.org/enrollment-ceiling-increase-policy>. Schools seeking an expansion request should familiarize themselves with both this policy and this guidance document.

2023 Updated or Supplemental Evidence

LEAs are eligible for an expansion per the ECI Policy based on the most recently available data. As such, DC PCSB will use the most recent and complete data to determine if a school has met Indicators C, 1-7, 9, and 10. Please consult the ECI Policy to learn more about these indicators.

Assessing other indicators requires further clarification because some data sources used in the ECI Policy are no longer published or do not represent a school's current performance. For example, DC PCSB has not published the PMF since SY 2018 – 19 due to the coronavirus pandemic, and it has updated the *Analysis on Charter School Programs, Need, and Growth* cited in the ECI Policy as the *Sector Planning Supplement*. Because Indicators A, B, and 8 reference the PMF, a PMF measure, or the *Analysis on Charter School Programs, Need, and Growth*, DC PCSB will also consider the following updated or supplemental evidence to evaluate expansion requests for those indicators.

A) Performance

The following standards in the ECI Policy shall still apply:

- a. For single campus LEAs with a single pre-kindergarten (PK) – 8, HS, or Adult Education PMF, earn Tier 1 in SY 2018 – 19.
- b. For multiple campus LEAs or campuses with two PMFs under the PK – 8 and/or HS framework(s), earn Tier 1 on at least two-thirds of campuses in SY 2018 – 19, AND an overall PMF average of 50% or more over three years (i.e., SY 2016 – 17, 2017 – 18, 2018 – 19), AND no campus can be below 45% in SY 2018 – 19.
- c. For Alternative Accountability schools, meet 100% of goals in SY 2018 – 19 for student achievement and student progress AND 100% of goals in SY 2018 – 19 for school environment/ student engagement.

DC PCSB will also consider the following supplemental data.

- d. For single campus LEAs serving grades 3 – 12, whether the LEA meet or exceed the overall state proficiency rates⁴ for the Partnership for Assessment of Readiness for College and Careers (PARCC) in English language arts (ELA) and Math in SY 2021 – 22.⁵
- e. For multiple campus LEAs, whether the LEA meet or exceed the state proficiency rates for PARCC in ELA and Math for at least two-thirds of campuses in SY 2021 – 22.

⁴ In SY 2021 – 22, the overall DC state proficiency rates on PARCC were 31% in ELA and 20% in Math.

⁵ Here and throughout this guidance DC PCSB may consider data from SY 2022 – 23 in addition to or in replacement of data from SY 2021 – 22 if available.

- f. For adult, alternative, or PK – 2 only LEAs, whether externally-validated assessment data from SY 2021 – 22 demonstrates student proficiency meets or exceeds state or national rates.

B) Demand

- a. Make a compelling case for demand informed by the [Sector Planning Supplement](#),⁶ which has replaced the *Analysis on Charter Programs, Need, and Growth*. The description of the scope, pace, and need for the expansion must still reflect knowledge of DC’s current demographics and growth projections. Note that DC PCSB continues to not consider school financial issues as a need.
- b. Schools serving grades PK3 – 12 must, at minimum, discuss waitlist-to-seats offered ratios and enrollment trends at all campuses. Alternative and adult schools must, at minimum, discuss mobility data.

8) Student Group Performance/Growth for PK3 – 12 Schools⁷

Schools ending in grades 4 through 12

- a. Historically marginalized student groups⁸ must perform at or above the state proficiency rate on PARCC in SY 2021 – 22 for that group.
- b. If a PK3 – 12 school does not meet the above criteria, then DC PCSB will consider the median growth percentile (MGP) scores at or above the state average for that student group from SY 2018 – 19.

Schools ending in grades 3 or below, with no campuses with an MGP

- c. The “all students” category must score at least a 50% on the K – 3 growth assessment in SY 2021 – 22 for Reading and Math.⁹

Additional Criteria for Grade Expansion Requests

- The proposed grade expansion must align with the mission and/or goals and academic achievement expectations in the school’s charter agreement. In some instances, a school may seek to amend its mission and/or charter goals at the same time it seeks to expand its grades served.¹⁰

⁶ The Sector Planning Supplement can be found at <https://dcpcsb.eqnyte.com/dl/4hw2aK2AyT>. School-specific data pertaining to waitlists, enrollment, and mobility can be found on slide 50.

⁷ In the ECI Policy, “student groups” are referred to as “subgroups.” Although the terms are synonymous, “student groups” aligns with DC PCSB’s Strategic Roadmap, thus is used here. Moreover, this indicator is only applicable to PK3 – 12 schools with a minimum of 25 test takers.

⁸ The student groups are Black Non-Hispanic, Hispanic/Latino, Economically Disadvantaged/At-Risk, special education, and English learners. These groups will be identified following the Office of the State Superintendent of Education’s (OSSE) business rules.

⁹ DC PCSB will calculate this indicator according to the business rules explained on page 17 of DC PCSB’s COVID-19 Impact Policy on page 17. That policy can be found at <https://dcpcsb.org/covid-19-impact-policy>.

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- The school must demonstrate through its recruitment plan, retention plan, and concrete evidence from prospective and eligible families that it will meet its proposed growth trajectory.
- The curriculum and staffing plan must be comprehensive of each new grade served and likely to result in improved outcomes for all students.
- Each element of the grade expansion must be deliberately designed to be inclusive of all students, including students with disabilities, English learners, at-risk students, and students who are academically struggling or advanced.
- The finance plan is thoroughly developed and aligned with the school's mission and program. The Five-Year Budget must be balanced, conservative, and reflect all necessary outlays, including unique elements of the expansion.

Submission Deadlines

In alignment with the [Charter Agreement Amendment Petition Submission Policy](#),¹¹ schools must submit all ECI and grade expansion requests no later than June 1 one year before the start of the SY in which the proposed changes will be implemented.

Contact

Before completing the application, please contact Hannah Cousino at hcousino@dcpcb.org to discuss the proposed change. If you have general questions about the charter agreement amendment process, please contact Melodi Sampson at msampson@dcpcs.org.

The submission deadlines for mission and goals amendment requests are different than the submission deadline for an expansion amendment request. Thus, the earlier deadline—June 1 one year before the start of school year in which the proposed changes are to be implemented—prevails for all three amendment requests. See the mission amendment application here: <https://bit.ly/3PTYkpE>. See the goals amendment application here: <https://bit.ly/37RAFoS>.

¹¹ DC PCSB's Charter Agreement Amendment Petition Submission Policy can be found at <https://dcpcs.org/charter-agreement-amendment-petition-submission-policy>.

LOCAL EDUCATION AGENCY (LEA) NAME: YouthBuild DC PCS

BOARD CHAIR NAME: Elizabeth Grant

SUBMISSION DATE: June 1, 2023

SUBJECT: School Expansion Amendment Request

SCHOOL BACKGROUND AND PROPOSAL SUMMARY

Campus name(s): YouthBuild DC PCS (single site LEA)

Year(s) opened: 2005

Grades served: Adult - Non-Graded

Year the school will undergo its next charter review or renewal: 2025

Proposal summary: This proposal seeks to expand YouthBuild's DC PCS' (YouthBuild's) enrollment ceiling by 28 students, moving our enrollment cap from 122 to 150 over the course of four years. Over the past two years, YouthBuild has increased the number of enrollment windows, to include six throughout the school year, and this past school year we served 200 unique students, despite being funded for only 122. This increase will allow YouthBuild to enroll more students at the beginning of the school year, and it will also enable us to welcome new students into a program we hope to offer, virtually, in collaboration with the DC Department of Corrections.

Year the school plans to implement the proposed changes: SY24-25

When did the school's board approve the proposed changes? The amendment was approved at the May 25, 2023 YouthBuild DC PCS Board Meeting. See attached minutes.

SCHOOL EXPANSION

All schools seeking to increase their enrollment ceiling or expand their grades served must complete this section.

1. What is the rationale for requesting a school expansion?

YouthBuild DC PCS is applying for an enrollment ceiling increase for two reasons.

First, this year (SY22-23), we have served 200 unique students over the course of the school year, far exceeding our enrollment ceiling of 122 students.

YouthBuild's model is unique in the adult and alternative education sectors in DC. We provide personalized learning, counseling, and wrap-around supports for students, based on each students' learning and social-emotional needs. Our students strengthen their literacy and numeracy skills, work toward earning the GED (now a DC High School Diploma), gain invaluable real-world work experience, (while earning industry-recognized construction certifications), and prepare for college and careers. All YouthBuild students are eligible to earn a stipend of \$15/hour for a six hour school day, for engaging actively throughout the school day. This stipend enables students who have dropped out, aged out, or recently immigrated to the US to earn while they learn.

Since instituting this stipend increase at the beginning of SY22-23, we have enrolled to our cap of 122, added new students each enrollment period (six times over the course of the year), and have maintained a waiting list as well. Our mobility rate is -1.5%, indicating that we are successfully backfilling seats throughout the year.

So far this year:

- Thirteen students have earned their GED, and several more have only one test to complete;
- Twenty-nine students have passed at least one GED test;
- 111 students have demonstrated 2-3 grade levels' growth in numeracy and/or literacy;
- And, 68 have earned their Home Builders Institute PACT-Core construction certification.

By increasing our enrollment cap, DC PCSB will allow us to help these students (who must otherwise choose between work and school) attend school, and graduate, with skills to earn a living wage and continue contributing to our community.

Second, this increase would also potentially allow us to extend the reach of our virtual program, to serve students currently housed in the DC Department of Corrections.

As part of our ongoing work to serve young people most at risk of being victims of or perpetrating violent crimes, this enrollment increase will enable us to expand our capacity to serve our city's most vulnerable youth and young adults.

We partner actively with DC's judicial system to ensure that students who have been victims of crime - often violent crime - or who have been incarcerated, themselves, have a safe space to learn, grow, and achieve. Our instructional model enables us to reach students wherever they are - whether they are reading at a first grade level or a

12th grade level - set goals, reach those goals, graduate, and achieve. As recent [research](#) has shown, and as [news reports](#) have illustrated, violence has increased across the city this year, and this is having a [devastating impact on our youth](#). As the DC Policy Center notes, however, programs like YouthBuild's, can change the trajectory of students' lives - by providing access to consistent relationships with caring adults, positive school culture initiatives, and effective instruction.¹² We see this promise in our students every day. This enrollment ceiling increase would allow us to meet the needs of our city's most vulnerable youth.

Currently, we are exploring a partnership with the DC Department of Corrections which would enable us to serve students housed in the correctional system. This could be an invaluable resource for our most vulnerable youth - they could participate in virtual instruction and counseling, making progress toward their high school credential, while also earning a stipend. When released, they would be much better prepared for next steps.

2. What do you anticipate will be the challenges of expanding your school? How will you address these challenges?

We do not anticipate any significant challenges from this increase. Our school follows a cohort model, where students are assigned to cohorts based on their reading, math, and English literacy skills (if applicable for ESL students) at entry. We typically have seven cohorts of students, with 15-20 students per cohort. As we add more students, we will increase the cohort size. When we grow to serve 150 students, we would simply add an additional cohort ($150 \text{ students} / 8 \text{ cohorts} = \sim 19 \text{ students per cohort}$).

Our facility can easily accommodate up to 300 people; this request adds an additional 28 students over the course of four years, some of which we would serve virtually. We do not see any significant challenges from this increase.

It should also be noted that this request will also enable us to expand to reach students at the Department of Corrections. That program will operate virtually, so it will not add to our facility burden.

We do anticipate adding more staff to better serve students, including teachers and social workers/counselors. Since our model is designed to provide extensive wrap-around supports for students (every student has a student success coach/counselor, for example), we plan to keep student-teacher and student-counselor ratios low. We will add more staff as we add students.

¹² See <https://www.dcpolicycenter.org/publications/community-violence-exposure/>.

3. Do you meet the performance criteria described in the ECI Policy and the 2023 Temporary Guidance? Explain.

Yes, YouthBuild has met the criteria in the policy and as well as those listed above in the Temporary Guidance.

A. Performance

- a. YouthBuild DC PCS was rated Tier I on the PMF in 2016-17, 2017-18 and 2018-19;
- b. Validated state-level data are not yet available; however our performance in SY21-22 indicates that we met or exceeded all of our Charter Goals, with the exception of attendance which PCSB plans to exclude from the accountability framework. We applied for an amendment to exclude attendance from our charter goals some time ago as well.
- c. This year, our results are even better, as we explain below.

B. Demand

As enrollment data indicate, and as we explain in further detail below, demand for our program model indicates that we will easily be able to meet this increase. We have added enrollment periods throughout the year, and as a result, we have served 200 unique students this school year, while only being funded for 122. As we noted above, our overall mobility rate is -1.5% indicating that we are backfilling seats for students that we lose over the course of the school year.

Below, we also show that demand for adult/alternative seats has increased across the adult and alternative education sectors, fully recovering this year, post-pandemic. See also <https://www.washingtonpost.com/education/2023/05/06/dc-schools-enrollment-adult-education/>.

4. Demonstrate that there will be sufficient demand to sustain the proposed expansion by responding to the data in the Sector Planning Supplement. To inform your case for demand, answer these questions.

- a. **How does the scope, pace, and need for the expansion reflect DC's current demographics and growth projections?**

As DCPCSB's Sector Planning Supplement shows, enrollment in Adult education programs grew steadily until the pandemic. As the OSSE audited enrollment data

below shows, enrollment has rebounded and continued to grow in 22-23 (see charts I & II below). We are asking for a very small increase - 28 students over the course of 4 years; clearly there is a need and demand for these seats.

Table I - Enrollment Across the Adult and Alternative Sectors in DC - SY 18-19 - SY22-23¹³

Total Enrollment - All DC Adult Comps

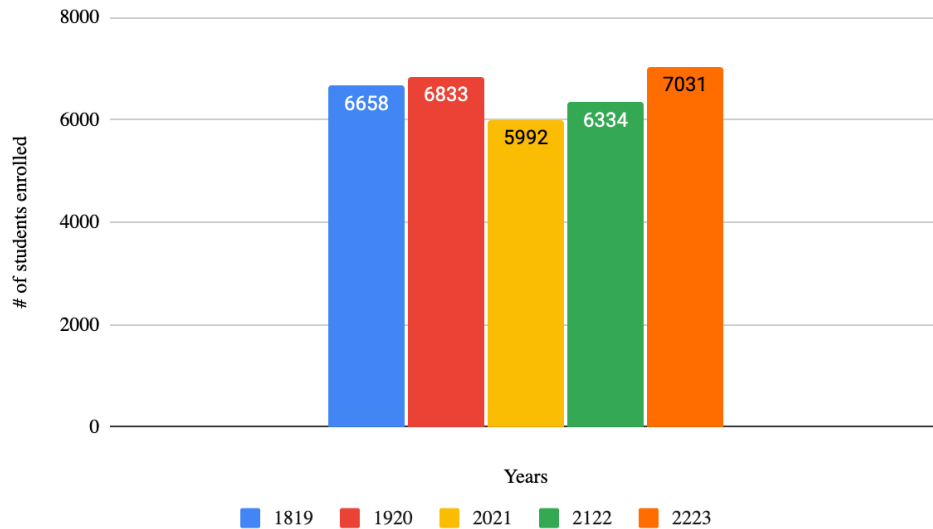
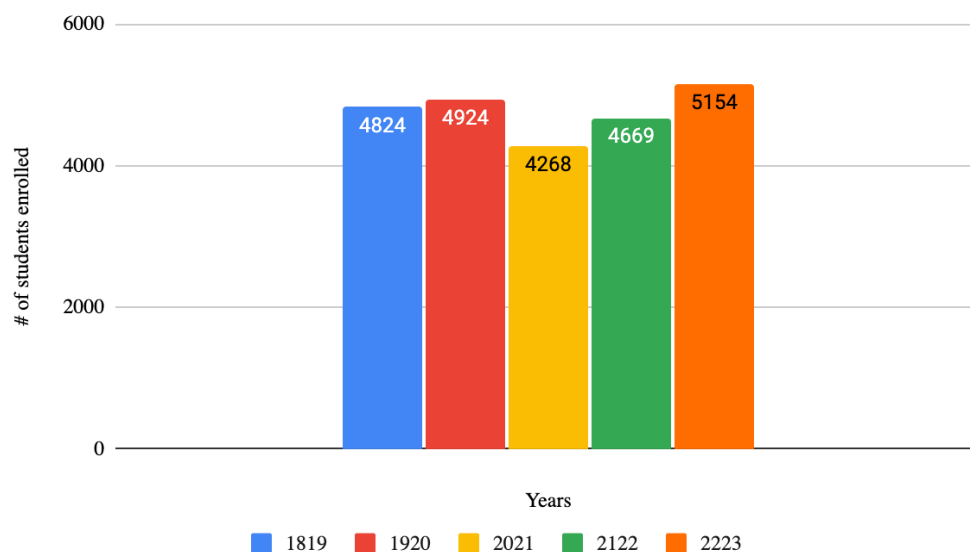


Table II - Adult Charter Sector Enrollment SY18-19 - SY22-23¹⁴

Total Enrollment - Adult Charter Comps



¹³ OSSE Audited Enrollment Data, SY18-19 - SY22-23, including DC Alt Schools (Ballou & Roosevelt STAY, Luke C. Moore), Goodwill, Maya Angelou Alt schools, and Adult Public Charter Schools.

¹⁴ OSSE Audited Enrollment Data, SY18-19 - SY22-23, including all nine Adult Public Charter Schools.

- b. For schools serving grades PK3 – 12, discuss, at minimum, the waitlist-to-seats offered ratios and enrollment trends at all campuses. For alternative and adult schools, discuss, at minimum, mobility data.**

YouthBuild’s net mobility rate for SY22-23 is only -1.5%, indicating that for almost every student who disenrolls during the school year, we enroll another. It should also be noted that a number of these students have left the program because they have completed their GED! By increasing our stipend this year, and continuing to offer enrollment periods throughout the school year, we have continued to backfill seats throughout the school year.

- 5. Describe how the school has engaged its internal community in its decision to expand. Submit documentation of the school’s communications with its staff and families or adult students regarding the proposed expansion. Identify the internal community’s concerns and how the school is responding to their needs.**

The YouthBuild DC PCS community has been involved in this decision on an ongoing basis. We have worked to build our enrollment over the past several years, adding new enrollment periods each school year. As part of this process, we have had continual conversations with our staff and student communities about ensuring that our school remains fully enrolled and vibrant throughout the school year.

Most recently, we shared our enrollment plans with staff at our May 22 all staff meeting,, and we have shared plans with our students over the course of the year.. Both students and staff have expressed their enthusiasm for the increase.

- 6. Describe how the school has engaged the surrounding external community. Submit documentation of communications with neighbors, Advisory Neighborhood Commission (ANC) Commissioners, Councilmembers, and other community groups, notifying them of the school’s plans.**

- a. When did the school inform the ANC of its proposed expansion? Has the school already presented its expansion plans during an ANC meeting? If not, when will it do so?**

YouthBuild shared plans for our proposed increase with our ANC representative, Yasmin Romero, on May 26, 2023. Since the increase is so small and planned over a long period of time, it will have very little (if any) impact on our neighborhood community. We also plan to attend the June 20 ANC meeting to share more information about the request. Thus far, we have received no response from Ms. Romero.

b. Summarize the external community’s concerns, if any, and describe the school’s response with specificity.

The community has not expressed any concerns. In fact, quite the opposite is true. Please see attached letters from our community partners supporting our proposed increase.

We work in active partnership with several community groups, including the University of the District of Columbia, where we have completed a number of community building projects; Yachad, where we have partnered to build and renovate housing for low-income DC residents; and most recently with Baldwin House, an affordable housing and mutual aid hub for working class Washingtonians, where we plan to work on an affordable housing project next fall.

7. Which, if any, of the 10 additional indicators did the school not meet? For each indicator missed, explain why. What evidence suggests that you are improving in these areas?

- Persistence - We believe the only area where we did not meet the criteria specified in the ECI Policy is in our persistence rate, which is below the required 75% threshold.
- Our persistence rate has continued to improve over the last three years, however. Each year, we have tightened our post-testing practices, ensuring that we post-test as many students as possible. Our current persistence rate is 68%, meeting last year’s rate, and we anticipate this number will continue to increase by the end of the year as students complete testing.

8. Complete and submit DC PCSB’s [Five-Year Operating Budget](#) template in accordance with its instructions. Explain the financial objectives supported in the attached Five-Year Budget.

a. Describe contingencies if per-pupil funding is lower or outlays are higher, any planned fundraising efforts, and cash flow management.

Please see attached Budget Worksheet. As the Five-Year Operating Budget illustrates, YouthBuild has built contingencies into our budgeting process to address any unplanned shortfalls. We also have ample cash reserves, which we have built over the course of several years, to address other contingencies that may arise.

- b. What impact will the proposed expansion have on facilities?** *If the school proposes operating a new facility, skip this question and instead complete the [Facility Amendment Application](#).*

Since this is such a small increase, and we expect that at least some of the increase will be absorbed by our virtual program, there will be very little to any impact on our facility. Our facility can easily accommodate up to 300 persons in the building. At most, when we are fully enrolled in five years, we would have no more than 185-200 people in the building at any given time.

ENROLLMENT CEILING INCREASE

Schools seeking an ECI must also complete this section.

- 9. Describe the school’s current and proposed enrollment matrices. Complete the proposed enrollment matrix below.**

Proposed Enrollment Schedule					
	SY 2024 – 25	SY 2025 – 26	SY 2026 – 27	SY 2027 – 28	SY 2028 – 29
Adult	130	137	144	150	150

- 10. Describe the staffing plan for the proposed expansion. Include the anticipated number of academic staff, non-academic, special education and EL staff, and mission-specific staff required for the ECI.**

As we add additional students, we will bring on additional staff - including at least one an additional teacher, a special education teacher if needed, and an additional success coach/counselor, to meet students’ needs. Since this is such a small increase, we do not anticipate needing to add other staff members.

- a. How will you attract and retain high-quality staff for the proposed ECI?**

We believe that our students deserve high quality staff, and we have designed our recruitment and retention strategies - including a very competitive salary and benefits package (which includes retirement and tuition assistance), on-going job-embedded professional development, and various staff culture initiatives - to ensure that we are able to recruit, retain and develop high-quality staff members

YouthBuild DC PCS has had very high staff retention rates over the past several years - around 95%. Additionally, all staff participate in ongoing development and evaluation over the course of the year, ensuring that we retain and continue to develop the highest quality staff team. We will continue to improve these strategies in the years to come.

b. How will the proposed ECI affect student-teacher ratios?

The proposed ECI will have virtually no effect on student to teacher ratios. As explained earlier in this application, as we add additional students - eventually adding 28 students total - we will add additional teachers and counseling/social work staff. Our staff to student ratio will remain low.

c. What impact will the grade expansion have on the school's leadership team and reporting structure? If the ECI requires the school to hire a new leader, please provide an updated organizational chart and describe the expertise necessary for the role.

N/A - No new leader will be necessary.

Attachments

- Five-Year Budget
- Board Meeting Minutes
- Staff Meeting Presentation