

CHAVEZ



SCHOOLS



ANNUAL REPORT **2015-2016**

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STARTS WITH US

CESAR CHAVEZ PUBLIC CHARTER SCHOOLS FOR PUBLIC POLICY
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ANNUAL REPORT NARRATIVE

I. SCHOOL DESCRIPTION

A. Mission Statement

- Mission:** The Chavez School's mission is to prepare scholars to succeed in competitive colleges and to empower them to use public policy to create a more just, free, and equal world.
- Vision:** Our vision is that all Chavez alumni have college degrees and lead lives of personal achievement and productive engagement in local and national public policy challenges. Further, Chavez scholars are sought out by elected officials, civic leaders, community organizers and the media when they are seeking student voices on public policy issues.
- Approach:** We accomplish our mission by challenging our students with a rigorous college prep and public policy curriculum – focusing on real-world public policy experiences – that foster critical and disciplinary thinking, deep knowledge of our country's founding principles, and strong advocacy skills.



B. School Program

1. Summary of Curriculum Design & Instructional Approach

Curriculum: For the 2015-2016 school year, Chavez schools continued to implement and refine a curriculum aligned with the Common Core State Standards (CCSS) for Math and ELA, literacy standards in History and introduced the Next Generation Science Standards (NGSS) for our science classes. These standards demand an increased proficiency in problem solving, critical analysis, and evaluating strength of supports and claims through the quality of evidence provided and utilized. The Common Core State Standards also promote an increased focus on scholars' proficiency with conceptual knowledge, application, analysis, and evaluation, while the Next Generation Science Standards place an emphasis on science and engineering practices that help students build a deep understanding of science over the years at Chavez.

In order to meet the increased demands of the CCSS and the NGSS, Chavez developed an aligned curriculum for core courses in the 2015-2016 school year. This Chavez curriculum is motivated by two guiding principles: first, that curriculum is a living document that should be continuously improved and refined; and second, that teachers need to be engaged in this process to increase their ownership and deep understanding of the curriculum. The plan for curriculum development over the next three years aligns with that philosophy while providing oversight.

Interim assessments were revised based on our analysis of data from the previous year. We also began the process of transitioning our interims to be more aligned with PARCC, particularly in quarter four. In the 2015-2016 school year, mid-quarter assessments were added in math, English and science that were PARCC aligned and provided teachers with more timely feedback on student progress towards mastery of the CCSS and NGSS.

Curriculum Overview: During the summer of 2015, curriculum managers and teachers worked collaboratively to revise the Chavez curriculum to further align it with CCSS and NGSS. The curriculum revisions integrated research from several sources, most notably Wiggins & McTighe's *Understanding by Design*, and H. Lynn Erickson's *Concepts-Based Curriculum and Instruction for the Thinking Classroom*.

The Chavez curriculum now consists of unit plans that include:

- Unit Name
- Unit Length
- Narrative Overview
- Standards
- Essential Questions
- Enduring Understandings
- Common Misunderstandings
- Key Vocabulary
- Performance Tasks
- Weekly Objectives
- Supplementary Resources

Throughout the summer, curriculum managers and instructional coaches worked collaboratively with teachers in all content areas to unpack standards, develop a strong understanding of the outcomes, and plan instruction with the end in mind. This process is repeated every quarter during a Professional Learning Day for teachers. During this session, teachers met in cross-campus course teams to deepen their understanding of their units and design their instructional plans. In addition, teachers were supported in their planning and implementation of the units through instructional coaching and direct and indirect support from curriculum managers. There is also an opportunity to continue collaborative planning across campuses since teachers have a common planning period across all Chavez campuses.

Instructional Approach: Chavez teachers use instruction to empower students with the critical and disciplinary thinking skills necessary to tackle complex, novel situations. A key component of that instruction is a focus on authentic intellectual work that focuses on students constructing their own knowledge through learning tasks that require higher-order critical thinking. In order to achieve this goal, teachers use a variety of instructional methods and strategies to ensure that all students have access to quality, rigorous instruction. In addition, this goal means that Chavez places a heavy focus on developing its teachers both in pedagogy and content knowledge.

At Chavez, instructional planning is key to improving students' learning. In order to ensure that instruction is effective, we employ the research-based model of backwards design. In this model, teachers must first understand the curricular goals, have clear assessments to measure those goals, and then determine what learning opportunities scholars will need to meet those goals and succeed on the correlated assessment. Finally, teachers and leaders use data from assessments to give feedback, re-teach, or move to the next level.

Assessments: At Chavez, teachers use a variety of assessments to measure student progress, design appropriate instruction, and determine professional development needs. We employ both formative and summative assessments that span the spectrum from informal and frequent teacher-developed checks-for-understanding to the state-mandated PARCC Assessment. Teachers and staff use the data from these assessments to inform instruction as we strive to provide the best possible education to our students.

In the 2015-2016 school year, we used data points from multiple assessments to gauge scholar progress, trigger immediate professional development needs, and inform adjustments that needed to be made in instruction. Below is a summary of the major assessment tools, both internal & external, used at Chavez in SY2015-2016.

AP Tests - Grades 11 and 12

Advanced Placement Tests, or AP Tests, are administered typically in May, to those scholars who took AP courses throughout the year. College credit can be earned if a scholar obtains a score of 3 or higher on an AP exam, depending on the university.

Formative Assessment – All Grades

Teachers develop and use a variety of formal and informal assessments to measure students' progress throughout the quarter. These assessments include pre-assessments, exit tickets, quizzes, unit tests, and academic notebooks. Teachers use the data gathered from these assessments to tailor their instructional planning to students' needs.

Measures of Academic Progress (MAP) – Grades 6-11

Measures of Academic Progress (MAP) assessments in reading and mathematics are administered twice a year to all Chavez scholars in grades six through 11. This computer-adaptive test—where subsequent questions rise in difficulty for each correct student answer and become less difficult for incorrect answers—can be used to measure scholar mastery of the D.C. standards to show academic growth between administrations of the test, and can provide comparative data by both school and scholar based on the assessment's normative scales. The data from MAP exams were also used to determine individual needs for long-term interventions such as Read 180 and the National Training Network (NTN) for math.

Mid-Term and Final Exams – Science, Social Studies, Math & ELA – All Grades

In the 2015-2016 school year, mid-term and final assessments were developed by Chavez curriculum managers based on the curriculum. These assessments are aligned across the campuses and allowed staff to measure students' progress relative to the goals defined by the Chavez curriculum. Mid-Terms and finals were given in Quarter 2 and Quarter 4 for all subjects. Each semester, teachers met to review the assessment data and created action plans based on that data.

Mid-Quarter Assessments—Science, Math and ELA – All Grades

In the 2015-2016 school year, Chavez's curriculum managers created mid-quarter assessments that are aligned to the PARCC assessment and measure CCSS and NGSS. Curriculum managers developed the assessments and teachers provided feedback for revision of those assessments. Teachers, instructional coaches and curriculum managers used the data collected from the mid-quarter assessments to measure students' academic progress and to create instructional action plans to positively impact student achievement.

PARCC – Grades 6, 7, 8, 9 & 10

All middle school, 9th and 10th grade scholars take this mandated standardized test as determined by the District of Columbia to assess mastery of content standards in reading and math. The PARCC assessment was administered to determine students' mastery/ proficiency of the Common Core State Standards.

Performance Tasks

Each unit in the Chavez curriculum is assessed via a performance task that requires students to transfer their learning and apply it in a novel situation. In developing performance tasks, Chavez used the framework from *Understanding by Design* as well as sample items released by PARCC and Smarter Balanced. Performance tasks assess the major goals of the unit and include a focus on developing students' writing and speaking skills aligned with the demands of Common Core.

PSAT – Grades 10 and 11

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program co-sponsored by the College Board and National Merit Scholarship Corporation (NMSC). It is a standardized test that provides firsthand practice for the SAT in critical reading, math and writing.

SAT – Grades 11 and 12

The SAT Reasoning Test (formerly Scholastic Aptitude Test and Scholastic Assessment Test) is a standardized test that measures college readiness. The SAT is used for college admissions in the United States and is aligned with the 21st Century skills that colleges require.



2. Parent Involvement Efforts

Chavez Schools employ several strategies to increase parental involvement. We offer families support through our mental health and student support services with parenting and child-rearing skills that include encouraging and sharing ways that families can be involved in learning activities at home. We communicate frequently with families about our school programs and student progress and needs regarding academics, attendance, discipline, community service, and enrichment opportunities. We have continued to improve recruitment, training, and scheduling to ensure the involvement of families as volunteers in school activities and parent participation in important school decisions via our local Parent Teacher Organizations (PTO) and/or the monthly family engagement activity. Chavez also coordinates with businesses and agencies to provide resources and services for families, students, and the community. Additionally, our high schools offer financial aid sessions for parents of upperclassmen.

Chavez Schools' Home Office had the privilege of hosting the inaugural Parent Advisory Committee (PAC) in October 2015. The Parent Advisory Committee to Chavez Schools is comprised of PTO parent representatives from each campus. This committee meets with the Chavez Schools CEO and home office administration which includes, but isn't limited to the CEO, Chief of Staff, Head of Schools, Director of Teaching and Learning and the Director of Student Recruitment and Parent Engagement. Meetings occurred bi-monthly throughout the school year.

The PAC worked together to:

- Identify common needs and goals among the families of scholars enrolled in Chavez Schools and facilitate strategies to increase the efficiency and effectiveness of their campus' PTO;
- Provide Chavez Schools' CEO and home office administration with feedback and insight from the parent's perspective on school processes, policies and initiatives to ensure that the needs of parents and their families are included as decisions are being made;
- Bring attention to existing and emerging issues expressed by parents at the campus they represent;
- Serve as an advisory body that makes recommendations, encourages brainstorming, and provides opportunities for parent involvement on committees and task forces;
- To assist the school staff in creating a community atmosphere of pride and concern in regards to the school and its programs, by encouraging parent participation in the various school activities; and
- Facilitate two-way communication between and among Chavez Schools' families and each PTO.

Some campus specific activities from the 2015-2016 school year are included below:

Capitol Hill: The Capitol Hill Campus offered a variety of opportunities for parents to become involved and active in the life of the school, although participation was sporadic throughout the year. Opportunities included:

- Quarterly parent teacher conferences
- Family Field Day
- Monthly PTO meetings

Chavez Prep: The Prep Campus focused their various opportunities for parents to become involved and active in the life of the school, on health, wellness, and creating a stronger sense of community with our families. Opportunities included:

- Parent teacher conferences
- Family Health Forums (in partnership with the Children's Hospital Community Outreach Program)

Parkside: During the 2015-2016 school year, Chavez Parkside engaged its parents with the intent to increase students' academic performance and foster our school community. In regards to the former, some of the events listed below showcased our students' academic growth and achievement of excellence. Our parents attended these events with pride, and this pride encouraged our students to continue their growth and pursuit of excellence. For the latter, we sought to have our parents in our building more often by giving them a voice and engaging them socially so that they feel both heard and appreciated.

Chavez Parkside held/hosted the following events designed to engage our parents:

- Quarterly Honor Roll Assemblies
- Quarterly PTO Family Nights
- Family Resource Night (hosted by our Mental Health Team)
- College Night
- Community BBQ and Backpack Giveaway

Chavez Parkside seeks to further increase its efforts to engage parents during the 2016-2017 school year, seeking other innovative ways to increase their involvement in our schools, which will have a direct correlation to and positive effect on our students' achievement.

II. SCHOOL PERFORMANCE

A. Performance & Progress

1. Fulfillment of Mission

Unique Public Policy Curriculum: At Chavez Schools, we seek to empower students to use public policy to create a more just, free, and equal world. In order to fulfill that mission, we use the framework of "*understand, act, and believe*". This approach recognizes that to be empowered, students must understand key concepts, develop critical and disciplinary skills and have a sophisticated understanding of founding ideals derived from reading seminal texts. Students also must take action and in so doing develop advocacy skills, professionalism, and effective communication. Finally, students must grow to see themselves as change-agents capable of making a difference in the world. The elements of this approach are incorporated into school at Chavez through a combination of authentic integration of public policy into all courses, including an advocacy project in each grade level, required public policy courses, and enriching events and opportunities throughout the year.

Authentic integration of public policy at Chavez takes many different forms. First and foremost, our curriculum requires students to transfer their learning to novel, complex, real world situations, as assessed through the authentic intellectual

performance tasks that are included in each unit for each course. In addition, our curriculum is focused on developing students' critical and disciplinary thinking skills – both of which are key to helping students use public policy to tackle real world situations and prepare them to be college-ready.

Authentic integration connects most often with the *understand* element of our approach to public policy, but also incorporates elements of *act* through advocacy projects. Each grade level takes part in an advocacy project (see below list) where they learn about an important public policy issue (*understand*) and take action in the real world to advocate for change (*act*). These projects also include a reflection that helps students develop their identities as change agents (*believe*).

Advocacy Projects

6th Grade – Chavez City Council Day

7th Grade – Chavez Capitol Hill Day

8th Grade – We the People

9th Grade – National History Day & Environmental Sustainability Project

10th Grade – Chavez Youth Summit on Drug Trafficking

11th Grade – National History Day

12th Grade – We the People

In addition to the above experiences, students also use their ability to think critically to take action in the real world through public policy courses. Like advocacy projects, each public policy course helps students in the “*understand, act, and believe*” sectors of our approach to public policy.

Public Policy Courses

9th Grade Public Policy Capstone Project [.25 credit and 15 hours of community service]

- Full time, 2-week course at the end of the 9th grade year
- Students analyze a public problem, choose a solution, and advocate for change
- Employs experiential, service-learning, and develops activism skills in students

10th Grade Community Action Project [.25 credit and 15 hours of community service]

- Full time, 2-week program at the end of the 10th grade year
- Students present their analysis of an issue and make recommendations
- Students advocate to influence positive change in society

11th Grade Public Policy Fellowship [.5 credit and 45 hours of community service]

- Full-time academic internship for an insider's view of the public policy process
- Students gain important professional skills: resume writing, interviewing, networking
- Fellowship sites have included: the Department of Education, the Department of Agriculture, Office of Councilmember Grosso, CARECEN, Playworks, Washington Area Rescue League

12th Grade Public Policy Thesis and Presentation [1 credit]

- In-depth analysis and culminating project
- Students research and write a 15-20 page research paper on a public policy issue
- Students enroll in an expanded Thesis Advisor Program (TAP) that supports students remotely
- Students present their research to public policy professionals and community members
- Topics for past research papers: Residential Segregation, Climate Change, Immigration Reform, Syrian Refugee Crisis, Reforming Gun Laws

Finally, students are exposed to several public policy opportunities and events each year at Chavez. Students have unique opportunities to attend policy-related events both in D.C. and across the country. For example this year, students participated in the national competition for National History Day, organized by the National Archives Museum. In D.C., students have had the opportunity to attend U.S. Department of Education events as well as various policy events held by nonprofit agencies, government entities, and think tanks. In addition, Chavez Schools holds its annual Public Policy Symposium in June, where top thesis students present their research and analysis to a packed auditorium.

Rigorous College Prep Program: Since our inception in 1998, the Chavez Schools have worked diligently to ensure that our seniors have been admitted to college. In 2015-2016, **100% of Parkside High School and 100% Capitol Hill graduates received admission to a two- or four-year college.** Additionally, the Class of 2016 collectively amassed nearly **\$3,000,000 in scholarships.** More specific information on our college acceptances and scholarships is provided in the Unique Accomplishments section of this report.



We are proud of our students' successes in college admittance and scholarships, but college retention and graduation are as equally important to understand. To that end, the Chavez Schools have been using data from the National Student Clearinghouse to determine how our students fare once they leave us. We have looked at metrics on college persistence and success and have realized that we have to do more to ensure that when our graduates leave us to enroll in college they have the skills necessary to be college-ready and successful.

In acknowledging this data, the Chavez Schools have begun intensive and purposeful work around college readiness that moves beyond the College Prep Advisory class first introduced in 2011. Our leaders have embraced a definition of college readiness first introduced by David T. Conley in his research for Gates entitled *Redefining College Readiness* and further defined by the Gardner Center at Stanford and the Annenberg Institute at Brown. Chavez acknowledges that for students to be college-ready in the 21st century, it requires more than high school competency. Our learners need to be academically prepared, measured by both content and cognitive skills; have the academic tenacity, shown in their attitudes and behaviors; and the contextual or college knowledge necessary for the transition and success once in college. As such, for the 2016-2017 school year, we are introducing a seminar course for grades 9-12 which will cover topics such as the college application process, career exploration, SAT preparation, etiquette, and more.

The curriculum work being done to align to the Common Core is one critical component of this work. The challenge lies in ensuring that the vehicles for academic tenacity and for contextual knowledge are in place and that they work in an integrated manner with the curriculum. For 2016-2017, we will be continuing our six period schedule but giving students the opportunity to earn seven credits.

2. Achievement of Goals

During the 2015-2016 school year, Chavez focused on the goals currently being used to measure performance on the PMF metrics. Information on our performance toward these metrics is available on the PMF reports produced annually by the D.C. Public Charter School Board and is not included for discussion in this report. A discussion of our unique mission specific goals follows.

MISSION SPECIFIC GOALS

As part of our American Academy for Liberal Education (AALE) renewal agreement, Chavez agreed to use the PMF metrics going forward as well as several additional, unique indicators. These unique indicators are identified below along with a brief discussion of our SY2015-2016 performance.

Indicator 1: On state standardized tests, all subgroups will score high enough such that the school will never be identified as Priority or Focus status by OSSE for subgroup performance.

The "Priority" and "Focus" designations are no longer applicable due to changes in federal law from the No Child Left Behind Act (NCLB) to the Every Student Succeeds Act (ESSA). The Office of the State Superintendent for Education (OSSE) has not yet established new accountability rubrics and designations under ESSA.

Indicator 2: 95% of seniors receive a passing grade on their culminating thesis paper by August 1st of their senior year.

Ninety-nine percent of seniors received a passing grade on their thesis as of August 1, 2016. Some of the thesis topics include: LGBT Housing Discrimination, Federal Budget Mismanagement, Global Warming, Cyber Bullying, and Police Brutality.

Specific student and grade information is not being provided as part of the public Annual Report due to the confidential nature of this information. A breakdown of grades is as follows:

GRADES	# OF STUDENTS	% OF STUDENTS
"A" grades	13 (5 Parkside, 8 Capitol Hill)	9% (7% of Parkside, 12% of Capitol Hill)
"B" grades	58 (34 Parkside, 24 Capitol Hill)	42% (47% of Parkside, 37% of Capitol Hill)
"C" grades	64 (31 Parkside, 33 Capitol Hill)	47% (44% of Parkside, 51% of Capitol Hill)

Any seniors that had failed prior to graduation were assigned to work with a tutor through the end of the school year on June 20th to rewrite their thesis until it earned a passing grade from their thesis teacher. Of the 138 scholars completing their thesis, one Parkside student did not successfully complete the rewriting task.

Indicator 3: 90% of juniors on track to graduate the next year complete a fellowship (internship).

By the end of August 2016, 127 of 140 rising seniors, or **92.8%, met this goal**. The breakdown by campus is as follows:

- 63 of 70 rising seniors at Parkside, or 90%, have completed the fellowship requirement.
- 64 of 70 rising seniors at Capitol Hill, or 91%, have completed the fellowship requirement.

In order to complete Fellowship, students must be enrolled in Public Policy 2 or Fellowship Academy and complete all programmatic requirements, including submitting a resume, attending Professionalism Day, and completing interviews with Fellowship Host Organizations. Those students who failed Fellowship in June will repeat the course next school year.

The success rate for Fellowship in SY 2015-2016 is largely credited to the Public Policy 2 course, as well as the Fellowship Academy on Fridays for students who could not enroll in the Public Policy 2 course. This same success is expected to repeat itself in SY 2016-2017 through Public Policy Practicum which all juniors will take.

Students completed Fellowships at a variety of policy organizations across the city, including: American Psychological Association, Life Pieces to Masterpieces, D.C. Public Charter School Board, US Attorney's Office for the District of Columbia, National Parks Service, Children's Defense Fund, Common Good City Farm, CARECEN, United Planning Organization, U.S. Department of Education, Woodrow Wilson Center for International Scholars, and Georgetown University.

Indicator 4: A minimum of 90% of seniors with an IEP will be accepted to at least one college.

All seniors with an IEP, or **100%, received admission to at least one college** – six Capitol Hill seniors and six Parkside seniors. Our scholars with IEPs were accepted to a variety of two- and four-year colleges and universities, including: Bethune-Cookman University, Catholic University of America, Dean College, Virginia State University, Virginia Union University, Livingstone College, George Mason University, Bowie State University, Florida Memorial University, and Harrisburg University. The average number of acceptances per special education student was two (both campuses).

The acceptance letters to support this were previously provided to the Charter Board as part of the graduation validation process. Evidence is not being provided as part of the public Annual Report due to the confidential nature of this information.

Chavez Schools' Performance on PARCC: Across all four Chavez Schools campuses, the number of students who are meeting or exceeding expectations in ELA (English Language Arts) increased by 4.5 percent since last year's PARCC assessment. Both Parkside Middle School and High School saw large gains in the percent of students who met or exceeded expectations on the ELA assessment. Since 2015, the middle school increased by seven percent and the high school by 15 percent, one of the largest gains for a charter school campus in the district.

The Capitol Hill Campus, which serves grades 9-12, increased the percentage of students who met or exceeded expectations in math by ten percent since last year's assessment. Academic growth at all levels of the PARCC assessments was seen throughout Chavez Schools, and we expect to see continued progress towards grade level achievement through our rigorous college prep curriculum program.



B. Lessons Learned and Actions Taken

The Chavez Schools were incredibly thoughtful about minimizing changes for the 2014-2015 school year, choosing to use last year to do extensive planning for the introduction of new initiatives. Some of the key lessons learned and actions underway for the 2015-2016 school year are described below.

Core Beliefs

Chavez believes that all children are capable of achieving at the highest levels and we are committed to doing the work to ensure the success of our students. All Chavez scholars are capable of learning complex concepts and therefore all students should be provided with challenging, rigorous learning. We will strive for greatness and not merely success.

The Chavez academic program and experiences must prepare students to complete college and pursue personally fulfilling careers. Through explicit cultivation of 21st century skills, we believe students' postsecondary achievement allows for responsible citizenship and development as world change agents.

Mission-Aligned Instructional Practices

In order to help students achieve our mission, we need to ensure our classrooms are places of inquiry, problem solving, communication, collaboration and critical thinking. We cannot make the assumption students arrive at Chavez with these skills. As Eric Jensen states in *Teaching with Poverty in Mind*, "Every proper response you do not see at your school is one you need to be teaching."

These instructional practices may manifest themselves in the classroom in a variety of ways, and teachers have autonomy to match the appropriate instructional strategies with expected student learning objectives. The instructional strategies chosen by the teacher should teach and develop inquiry, problem solving, communication, collaboration, and critical thinking. Teachers who want to expand their repertoire of instructional practices to help our scholars realize our vision can reach out to our instructional coaches to learn a variety of instructional practices to develop these critical attributes in our scholars. It is expected that every teacher, in every grade, in every content area utilize instructional practices that teach our scholars to become better thinkers and communicators.

Evaluation

During the 2015-2016 school year, Chavez adopted and implemented the Danielson Framework for Effective Teaching as its evaluation tool. In order to increase and improve on the feedback teachers receive from school leaders and

instructional coaches, Chavez adopted and implemented TeachBoost, an online platform that records and shares observations and feedback.

Interventions

Chavez Schools is committed to increasing the reading and math achievement of all students to facilitate their success in college and as effective public policy change agents in the future. Historically, the majority of our students fall below nationally normed averages based on the NWEA-MAP test. Without effective academic intervention, their chances of graduating high school on time and entering and completing college are lower than students who are on grade level. To address these learning needs, Chavez Schools introduced blended learning reading and math intervention classes to supplement core classes and scale up our efforts to support struggling students.

Educators have increasingly recognized that the traditional “one-size fits all,” “sage-on-the-stage” teaching model that caters to the “average student” fails to adequately address individual student needs. Harvard Professor, L. Todd Rose, recently published a book titled, *The End of Average*¹. In it, he presents multiple research studies demonstrating how “jagged” each person’s learning profile is and contrasts these findings with the typical design of most classroom instructional models. Due to the wide variance in skills, knowledge, strengths, challenges, mindsets, and learning styles of students, intervention teachers must demonstrate exceptional competence diagnosing and understanding each student’s specific needs, interests, motivations, behaviors, and abilities and perpetually crafting meaningful, coherent academic experiences for them to accelerate progress and mastery. Although each class is capped at 20 students, effectively differentiating lessons, tasks, and supplemental practice requires intense dedication and expertise from the teacher. For this reason, Chavez Schools has adopted a three-station blended approach to math and reading interventions. These lab models allow for increased differentiation through targeted skill development through the teacher, peers, and customized, independent practice. Recent research-based online software development aligned with Common Core State Standards has created viable opportunities to leverage technology to complement teacher-led instruction.

This blended instructional model aims to optimize the time students spend with teachers by enabling educators to address specific learning needs through small-group instruction while the rest of the class works on targeted skills through online content or offline tasks. While no digital tool is perfect, ones such as i-Ready and Read 180 can provide customized pathways for individual students based on valid and reliable diagnostic data. Furthermore, the data and reports generated by online supplemental programs facilitate identification of strengths, skill gaps, and misconceptions while also offering teachers and students a means of tracking, monitoring, and celebrating achievement of individual performance goals.

Throughout the course, students complete related performance tasks or projects to promote the application of skills learned over time. While small group instruction and tailored practice are the crux of the model, teachers actively build increasing levels of student ownership over their learning and growth through data-driven conferences, goal-setting, and performance tracking. These actions can help cultivate students’ growth mindsets about their capabilities and intelligence.

Chavez blended learning intervention classes target students in grades 6-10 who are significantly behind grade level and need more time and a different modality for developing core skills. Initially, they are screened and identified using the NWEA-MAP math and reading assessments. Afterwards, they are prioritized for one subject or the other and take a criterion-referenced assessment aligned with each model’s programs to confirm that assistance is required. Students are then enrolled in either a reading or math intervention class depending on their area of highest demonstrated need.

Class sizes are typically small (e.g., max of 20 students) and each lab meets for a one hour period daily during electives. Our blended approach optimizes the time students spend with teachers by enabling teachers to address specific learning needs through small-group instruction while the rest of the class works on targeted skills through online content or offline tasks. The data and reports generated by the online supplemental programs facilitate identification of gaps and misconceptions while also offering teachers and students a means of tracking, monitoring, and celebrating achievement of individual performance goals. Throughout the course, students complete performance tasks (e.g., essays, research projects, math projects) to promote the application of skills learned over time. What makes the Chavez approach more

¹ L. Todd Rose, *The End of Average: How We Succeed in a World of Sameness* (New York: HarperOne, 2015)



unique, however, is our belief in developing student ownership over their learning and growth through data-driven conferences, goal-setting, and performance tracking.

Reading intervention labs use Read 180 and System 44 as their anchor programs. These programs were selected based on the research and evidence backing their efficacy. Read 180 is used for students who need support with vocabulary and reading comprehension strategies. System 44 focuses on more intensive skill development including phonemic awareness and decoding to seamlessly transition students to Read 180 when they are ready. Students rotate between small group lessons, tailored, online software-based practice, and independent or modeled reading stations.

Math intervention labs are in their inaugural year and use a three-station rotation model. Students are flexibly grouped based on diagnostics and observations. Learning needs are addressed in small groups with the teacher, through online i-Ready lessons, and at independent or collaborative learning stations where students practice targeted skills using online programs such as First in Math or offline performance tasks that can be completed independently or as a team.

In addition to the Reading and Math Intervention Labs, there are multiple opportunities for intervention that campuses can access through the Response to Intervention (RTI) process. Having a robust RTI program includes a campus-based model of fidelity, research-based interventions, and on-going progress monitoring. Students may be referred to RTI by any school staff as well as by their parents. RTI is designed to be proactive—Chavez Schools does not wait for students to fail before putting these structures in place. Through diagnostic and benchmark testing and continual review of classroom and school-wide data, students are monitored to ensure their progression.

For students who need greater than Tier 1 support, a menu of options exists. Through the RTI process, academic and behavioral intervention plans are created to ensure that students not only remain on target but also receive the support necessary to be successful. In and out of class accommodations are open to all students who require them. Students who are struggling academically can attend after school tutoring, Saturday Academy for credit recovery, and Thesis support. Chavez also offers options for outside tutoring through Tutor Find and Educational Solutions.

Focus on Academic Preparation for College Success

Explicit in the Chavez Schools' mission is our promise to ensure that our graduates are prepared to succeed in competitive colleges. We have worked diligently to build a college preparatory program, with specific attention being given to building the academic and contextual, or "college," knowledge that students need in order to attend college and complete a degree. While we have noted some successes in these areas, we have identified academic preparation for college as one of the key areas for improvement.

- ner Institute to prepare for
colleges with high
urs based on their current
recent graduates received a
ing but not limited to:

[illegible]

Washington College
Pace University
Alabama State
Spelman College
Barry University
Wright State
University of West Georgia
Winston-Salem State
Garrett College
Lincoln University
Daytona State College
University (MD)
Capitol College
Livingstone College
University
Institute of Charlotte
Greenville State
College
wealth University

2016 15

Scholarships

The Class of 2016 accumulated nearly **3 million** in scholarship monies to help offset the cost of college tuition. One student received the POSSE Scholarship for the University of Rochester, which covers full tuition for four years. The Class of 2016 was accepted to notable colleges such as Tuskegee University, Union College, University of Virginia, University of Rochester, Hampton University, Temple University, Clark Atlanta University, and Old Dominion University.

Chavez Schools' Three Top Senior Scholars Present Critical Public Policy Solutions at Symposium

On June 1, 2016, Brenda Guevara, Alexys Hewlett, and Nicolas Villarroel presented their solutions to some of our nation's most pressing public policy challenges at our annual Public Policy Symposium held at Georgetown University. Area leaders in education, the nonprofit sector, business, and government communities listened to our presenters' solutions to Residential Segregation, the Syrian Refugee Crisis, and Immigration Reform. These students became content experts, spirited advocates, and critical consumers of information that prepared them for competitive colleges and for creating a more just, free, and equal world.

To watch a video of the symposium, please [click here](#).

Highlights for School Year 2015-2016

Irina Bokova Visits Chavez Schools

We truly saw the power of our partnership with The Wilson Center in action as we had the pleasure of hosting UNESCO Director-General Irina Bokova. With the support of the Women in Public Service Project, we brought 30 of our young women scholars together for a vital conversation with Director General Bokova about the importance of education as a way to participate as a global citizen and how to build a generation of women who will invest in their countries and communities.

Chavez Schools Wins the Inaugural PCSAA Football Championship

The Chavez Eagles Football team took on KIPP DC for the Inaugural PCSAA Championship. It was a brutal game as both squads relied on their running game. The game was scoreless until Jamal Abraham (QB), ran for more than 40 yards in the early going of the 3rd quarter to score the only six points of the game. KIPP took a couple of good shots into the end-zone but our defense held. Final score was 6-0 Chavez!



Chavez Schools' Three Top Senior Scholars Present Critical Public Policy Solutions at Symposium



Irina Bokova Visits Chavez Schools



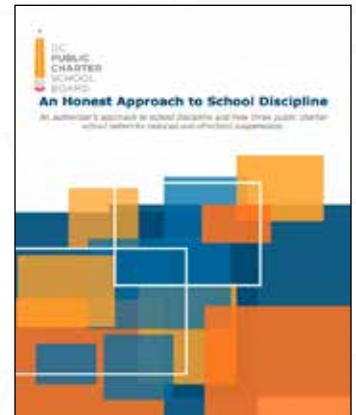
Chavez Schools Wins the Inaugural PCSAA Football Championship



Parkside Middle School Scholars Visit the White House

Chavez Recognized as One of Three Schools Decreasing Discipline per DCPCSB Report

Chavez Schools were recognized by the D.C. Public Charter School Board (DCPCSB) for its approach to behavior modification which has led to decreased discipline rates and improved student performance.



Since 2012, Chavez Schools has been dedicated to changing our approach to discipline, taking the focus off of punishments and on to determining the cause of behavioral issues. Along with a committed staff, we have worked to make suspensions a last resort.

[Click here to read the full report.](#)

Parkside Middle School Scholars Visit the White House

Four Parkside Middle School scholars had the opportunity to visit the White House for "Take Your Daughter & Son to Work Day"! Our scholars were VERY professional, polite, and had inquisitive questions. Eighth grader Demonte Stiney was given the opportunity to ask our First Lady Michelle Obama, "What was your dream job before you became the First Lady of the United States?"



Capitol Hill Scholars Speak at the Teach For America 25th Anniversary Summit

Capitol Hill Scholars Speak at the Teach For America 25th Anniversary Summit

Capitol Hill Seniors were invited by the White House Initiative on Educational Excellence for African Americans to speak on a panel at the Teach For America 25th Anniversary Summit. The panel, #StayWoke: Stop the Violence, Increase the Opportunity, was a conversation about how poverty and gun violence impact the education of Black and Latino boys.

Capitol Hill Scholars Speak on Panel at the Congressional Black Caucus Foundation's 2015 Annual Legislative Conference

Capitol Hill Seniors SaDaja Keith, Remy Gant, and Jabari Alexander were invited to speak on a panel and share recommendations for what adults must do to ensure students feel safe and engaged in the education process. The panel was moderated by David Johns, Executive Director of the White House Initiative on Educational Excellence for African Americans. Our three scholars represented our schools very well.



Capitol Hill Scholars Speak on Panel at the Congressional Black Caucus Foundation's 2015 Annual Legislative Conference

Public Policy Showcase Hosted by Department of Education

Chavez Schools Seniors presented their thesis topics to a room of education leaders and staff at the U.S. Department of Education. After presentations, in a panel discussion moderated by David Johns, scholars thoughtfully and confidently answered questions related to their thesis and preparedness for college. In addition, each scholar offered advice to the Department of Education about ways to improve education for high schoolers.

Watch the video here.

Capitol Hill Named OSSE Reward School

Capitol Hill High School was named an OSSE Reward School for the second year in a row! Under D.C.'s current Waiver to the Elementary and Secondary Education Act (ESEA), the Reward classification is designated for schools with the highest levels of student performance (student growth and/or proficiency).



CEO Joan Massey Featured on Comcast Newsmakers

CEO Joan Massey sat down with Elena Russo of Comcast Newsmakers to discuss her vision for the future of Chavez Schools.

Watch the video here.

Capitol Hill High School Hosts "The Griot"

The Griot event brought together a dynamic and powerful group of men that clearly demonstrates how small and large decisions impact each person's future. Celebrity guests shared their life story with our students in such a meaningful and genuine way, and our young men walked away with the understanding that the power is within them.

Watch the video here.

Scholars & CEO Testify on behalf of DC Public Charter School Board

Capitol Hill Seniors Camille G. and Cedric H., and Prep 8th Grader Jazmin G. joined CEO Joan Massey on the witness stand to share testimony about the support they receive from teachers and staff on a regular basis, how they feel prepared for college and life beyond, and were afforded unique opportunities through our public policy and advocacy work to become engaged and involved in their community. Members of the DC Council Education Committee, especially Committee Chairman David Grosso were impressed with the poise, and stories shared by the scholars.



Public Policy Showcase Hosted by Department of Education



CEO Joan Massey Featured on Comcast Newsmakers



Capitol Hill High School Hosts "The Griot"

Public Policy Showcase Hosted on Hill at Canon House Office Building

Chavez Schools, in partnership with the Congressional Black Caucus Foundation, Inc. (CBCF) hosted a breakfast conversation on Capitol Hill Monday, April 18, for Chavez scholars to discuss their senior thesis projects with Hill staffers, policy experts, and CBCF Fellows.

Chavez Prep Visits the Capitol Building

Fifty of Chavez Prep's 8th and 9th graders visited the Capitol for a House Floor Tour with Congresswoman Eleanor Holmes Norton. At the event scholars were invited to experience the House Floor, asked Congresswoman Norton thoughtful questions, learned about her push for DC statehood, and toured the building with Capitol Staff.

Capitol Hill Wins We The People Competition

For the 5th year in a row, Chavez Schools won the local We the People competition! Organized by the Center for Civic Education, We the People is a program that requires students to use their knowledge of our country's founding and the Constitution itself to argue about this seminal document's purpose, implementation, and effectiveness over time. While the Parkside campus won last year, Capitol Hill campus claimed the champion title for the 2015-2016 school year, which means we're set up for a showdown this coming February as the schools compete against each other again.



Scholars & CEO Testify on behalf of DC Public Charter School Board



Chavez Prep Visits the Capitol Building



Public Policy Showcase Hosted on Hill at Canon House Office Building

Chavez School in the Press, SY 2015-2016

June 17, 2016	How Tiger Woods Foundation is Breaking the Cycle of Poverty with the Transformative Power of Education	3BL Media
June 10, 2016	D.C. students become advocates at Cesar Chavez Public Charter Schools for Public Policy	Watchdog.org
June 2, 2016	D.C. charter school seniors join national policy conversation	Watchdog.org
May 12, 2016	D.C. Charter Schools Institute Safe Passage Program for Students	Afro.com
May 2, 2016	Chavez Schools: Where Grads Leave Ready to Make a Difference	Edweek.com
April 21, 2016	Alumni Reunion Celebrates the Then and Now	John Jay College Online
March 15, 2016	Family Mourning, Mystified After Young Man Killed in Montgomery County	NBC Washington
March 10, 2016	Strong teacher induction programs key to educator, student success	Education Dive
February 26, 2016	DCSAA boys' and girls' basketball tournament preview	Washington Post
February 24, 2016	This D.C. family has endured murders and misery. Can basketball save it?	Washington Post
January 2, 2016	Kaleaf Tate, Cesar Chavez power past Wilson at Uptown Hoopfest	Washington Post
December 30, 2015	How Edbacker Is Closing the Education Funding Gap	Tech.co
December 2, 2015	2015-16 Basketball preview: PCSAA boys	Washington Post
October 30, 2015	Cesar Chavez comes up clutch in overtime to top KIPP in matchup of PCSAA unbeatens.	Washington Post
October 29, 2015	Cesar Chavez and KIPP meet in possible charter school title game ...	Washington Post
October 13, 2015	Friday night football: The early report, including South Lakes ...	Washington Post
September 21, 2015	Queen Silvia of Sweden to Meet with D.C. High School Youth from ...	PR Newswire

September 17, 2015	How school choice can make it harder to solve the problems of poverty	Greater-Greater Washington
September 12, 2015	School choice complicates Promise Neighborhood's Effort to Help Students	Washington Post
September 9, 2015	More colleges opt for 'test-optional' policy, drop SAT score requirement	Review Journal
September 8, 2015	Here's what happened when these colleges ditched SAT scores	CNN Money
August 25, 2015	2015 Football preview: Public Charter School Athletic Association	Washington Post

Scholar Community Action and Other Notable Accomplishments

Throughout the school year, all Chavez Scholars take action in addressing issues that affect their community through course-specific advocacy projects and/or interdisciplinary advocacy projects. Scholars analyzed and made recommendations on policy issues, such as immigration and juvenile justice. Additionally:

September 2015:

- All Chavez campuses celebrated Constitution Day with a variety of activities and events.
- Students participated in a panel hosted by the White House Initiative on Educational Excellence for African Americans as part of the annual Congressional Black Caucus Conference.

October 2015:

- Students participated in an advocacy training hosted by the Friends of Choice in Urban Schools (FOCUS).
- Volunteers from Deloitte provided professional development to 11th grade students through Deloitte Academy, which started in October 2015 and ended in April 2016.
- Volunteers for the Thesis Advisor Program were connected to 12th grade students to provide feedback about their research papers and PowerPoint presentations, which continued through May 2016.

November 2015:

- Chavez hosted the first ever Teach-In initiated by the White House Initiative on Educational Excellence for African Americans. Students participated as panelists to share their views about education reform in America.

December 2015:

- Students participated in a panel on youth leadership at the U.S. Department of Education.
- Chavez hosted its first ever Poetry Slam, which included students from Chavez and other area high schools.

January 2016:

- 8th grade and 12th grade students participated in the school-based We the People competition.

February 2016:

- Irina Bokova, Deputy-General of UNESCO, spoke to middle and high school girls about the importance of obtaining an education.
- 8th and 12th grade students from all campuses competed in the D.C.-wide We the People competition. Capitol Hill campus took home 1st place and the Parkside campus came in 3rd place in the high school competition, and Prep campus took home 2nd place in the middle school competition.

- 11th graders from Capitol Hill participated in Professionalism Day at Deloitte, while 11th graders at Parkside participated in Professionalism Day at the U.S. State Department, National Alliance for Public Charter Schools, and HSBC Bank USA.

March 2016:

- 11th grade students participated in the Fellowship Interview Fair at the Hill Center at the Old Naval Hospital.
- 9th and 11th grade students participated in their school-based National History Day competitions.

April 2016:

- Chavez hosted a Thesis Showcase Breakfast at the U.S. Department of Education.
- Tom Vander Ark brought a group of education professionals to tour Chavez Schools, as part of his professional development series on innovative education models.
- 11th grade students completed their Fellowship orientation during OnBoarding Day.

May 2016:

- 12th grade students presented their Thesis to community leaders, with three being identified to participate in the annual Public Policy Symposium.
- 11th grade students began their Fellowships at a variety of organizations throughout the D.C. metro area.
- 10th grade students participated in a system-wide competition for the annual Drug Trafficking Summit at the headquarters for the U.S. Coast Guard.
- 9th grade students participated in their Environmental Sustainability Project at the Earth Conservation Corps.

June 2016:

- 6th grade students participated in City Council Day, advocating for safer streets and greater food access in poor neighborhoods.
- 7th grade students participated in Hill Day, advocating for policies that could improve community-police relations.
- 9th and 10th grade students participated in the first ever Policy Palooza Fair, which allowed students to share their policy recommendations for the issues they studied through their Capstone and CAP courses.
- Chavez hosted its 5th annual Public Policy Symposium at Georgetown University.



D. List of Donors

The school raised approximately \$1,330,168 in funding during the 2015-2016 school year from public and private allocations, grants, and individual donations.

The school received funding and donations from the following organizations and foundations, and individuals:

Alan & Amy Meltzer Family Foundation Inc.

America Institutes for Research

American Charities

Andre Bhatia and Irene Noemi Pantelis

Anthony Patrick LLC

Ashlee Lawson

Smart Cleaning Solutions Inc.

Bethany Little

CMA Construction Inc.

Craigrick Irving

David Robinson

DCPNI

Debra Drumheller

Dexter Hooks

Edith Catherine Healy

Employee One

ExxonMobil Foundation

Faida Fuller

Family and Children Legacy Fund

Harris Teeter, LLC

Joan Massey

Katherine Bihr

Katherine Calabria

Kristin Nordeen

Lowe's

Margaret Simms

Mentors, Inc.

Metropolitan Bankers Association

Morgan Education Group

Nitchet Quarles

Pamela Merkersen

Peter and Laura Olle

PNC Bank N.A.

Ricardo Torres

Ruby Sherman

School Kit

Scott Rechler

Shell Science Lab Challenge

Shippy Foundation

Simon Family Foundation

Target-Take Charge of Education

Teach to Lead

The Aspen Institute

The Washington Dental Studio

Thomas B. Fordham Institute

Tiger Woods Learning Center

Timothy Magruder

Trisource Contracting LLC

U.S. Security Associates

United Way of National Capital Area

Velvet Wright

Vera Krimnus

Wendy Wilkinson

Total grant dollars received: \$ 1,274,990.00

Total donations received: \$1,330,168.00



DATA REPORTS



CHAVEZ PREP CAMPUS

SY 2015-16 Annual Report Campus Data Report

SOURCE	DATA POINT
PCSB	LEA Name: César Chávez PCS for Public Policy
PCSB	Campus Name: César Chávez PCS for Public Policy - Chávez Prep
PCSB	Grades served: 6-9
PCSB	Overall Audited Enrollment: 357

Enrollment by grade level according to OSSE's Audited Enrollment Report

GRADE	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	90
GRADE	7	8	9	10	11	12	ALTERNATIVE	ADULT	SPED*
Student Count	85	106	76	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

STUDENT DATA POINTS	
School	Total number of instructional days: 183 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 10.6%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.2%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: Validated in mid-August
PCSB	Midyear Entries: Validated in mid-August
PCSB	Promotion Rate: 97.9%
PCSB (SY14-15)	College Acceptance Rates: Not applicable
PCSB (SY14-15)	College Admission Test Scores: Not applicable
PCSB (SY14-15)	Graduation Rates: Not applicable

FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 36.79%
School	<p>Number of Teachers: 22</p> <p>"Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</p>
School	<p>Teacher Salary</p> <p>1. Average: \$65,854</p> <p>2. Range -- Minimum: \$50,000 Maximum: \$87,550</p>

PARKSIDE MIDDLE SCHOOL CAMPUS

SY 2015-16 Annual Report Campus Data Report

SOURCE	DATA POINT
PCSB	LEA Name: César Chávez PCS for Public Policy
PCSB	Campus Name: César Chávez PCS for Public Policy - Parkside Middle School
PCSB	Grades served: 6-8
PCSB	Overall Audited Enrollment: 302

Enrollment by grade level according to OSSE's Audited Enrollment Report

GRADE	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	80
GRADE	7	8	9	10	11	12	ALTERNATIVE	ADULT	SPED*
Student Count	110	112	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

STUDENT DATA POINTS	
School	Total number of instructional days: 183 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 10.6%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.2%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: Validated in mid-August
PCSB	Midyear Entries: Validated in mid-August
PCSB	Promotion Rate: 97.9%
PCSB (SY14-15)	College Acceptance Rates: Not applicable
PCSB (SY14-15)	College Admission Test Scores: Not applicable
PCSB (SY14-15)	Graduation Rates: Not applicable

FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 36.79%
School	<p>Number of Teachers: 30</p> <p>"Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</p>
School	<p>Teacher Salary</p> <p>1. Average: \$65,854</p> <p>2. Range -- Minimum: \$50,000 Maximum: \$87,550</p>

CAPITOL HILL CAMPUS

SY 2015-16 Annual Report Campus Data Report

SOURCE	DATA POINT
PCSB	LEA Name: César Chávez PCS for Public Policy
PCSB	Campus Name: César Chávez PCS for Public Policy - Capitol Hill
PCSB	Grades served: 9-12
PCSB	Overall Audited Enrollment: 387

Enrollment by grade level according to OSSE's Audited Enrollment Report

GRADE	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
GRADE	7	8	9	10	11	12	ALTERNATIVE	ADULT	SPED*
Student Count	0	0	149	92	76	70	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

STUDENT DATA POINTS	
School	Total number of instructional days: 183 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 16.5%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.5%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: Validated in mid-August
PCSB	Midyear Entries: Validated in mid-August
PCSB	Promotion Rate: 97.9%
PCSB (SY14-15)	College Acceptance Rates: 100%
PCSB (SY14-15)	College Admission Test Scores: 35.1%
PCSB (SY14-15)	Graduation Rates: 74.2%

FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 36.79%
School	<p>Number of Teachers: 33</p> <p>"Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</p>
School	<p>Teacher Salary</p> <p>1. Average: \$65,854</p> <p>2. Range -- Minimum: \$50,000 Maximum: \$87,550</p>

PARKSIDE HIGH SCHOOL

SY 2015-16 Annual Report Campus Data Report

SOURCE	DATA POINT
PCSB	LEA Name: César Chávez PCS for Public Policy
PCSB	Campus Name: César Chávez PCS for Public Policy - Parkside High School
PCSB	Grades served: 9-12
PCSB	Overall Audited Enrollment: 374

Enrollment by grade level according to OSSE's Audited Enrollment Report

GRADE	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
GRADE	7	8	9	10	11	12	ALTERNATIVE	ADULT	SPED*
Student Count	0	0	131	100	71	72	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

STUDENT DATA POINTS	
School	Total number of instructional days: 183 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 12.6%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.3%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: Validated in mid-August
PCSB	Midyear Entries: Validated in mid-August
PCSB	Promotion Rate: 97.9%
PCSB (SY14-15)	College Acceptance Rates: 96.9%
PCSB (SY14-15)	College Admission Test Scores: 51.6%
PCSB (SY14-15)	Graduation Rates: 79.4%

FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 36.79%
School	<p>Number of Teachers: 31</p> <p>"Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</p>
School	<p>Teacher Salary</p> <p>1. Average: \$65,854</p> <p>2. Range -- Minimum: \$50,000 Maximum: \$87,550</p>



APPENDIX

APPENDIX A: STAFF ROSTERS

All Chavez teachers, instructional support staff and school administrators have a minimum of a bachelor's degree . Other staff members who work directly with our staff also have a minimum of a bachelor's degree with few exceptions e.g. cafeteria support staff, attendance monitors, etc.

Chavez Capitol Hill Staff Roster

Name

Baum, Nicole O
Bush-Joseph, Samuel
Carlo, Iris F
Coleman, Michael
Cornelius, Charles
Coster, Dylan W
Diggs, Charles E
Douglas-McLean, Rose
Finger, Aja D
Grube, Katherine M
Hartzell, Sarah C
Hoestermann, Carrie M.
Huey, Stephannie S.
Jackson, Tuwanda
Janeczko, Elizabeth A
Johnson, Jonathan Siafa
Jones, Christopher D
Lee, Shelton R.
Leonard, Katherine M
Liang, Terri A.
Lyles, Lakisha S
Maier, Kristine A
Masimini, Mpumelelo V
McClain, Justin
McCormick, Katherine S
McDonald, Allen C.
McNeill, Daviryne M
Montague, Brandon L.
Payne, Syndia
Penn, Belinda M
Phillips, Timothy L
Pigford, Ray

Title

English Teacher
History Teacher
Office Coordinator
Art Teacher
History Teacher
Math Teacher
Music Teacher
Math Teacher
Foreign Language Teacher
Foreign Language Teacher
Special Education Teacher
Social Worker
Math Teacher
College Counselor
History Teacher
Thesis Teacher
Coordinator, Alternative Learning Center
English Teacher
Special Education Teacher
Special Education Teacher
Coordinator, Admissions
Social Worker
Coordinator, Student Services
Special Education Teacher
Science Teacher
Special Education Teacher
Social Worker
History Teacher
English Teacher
College Counselor
Behavior Intervention Specialist
Coordinator, Maintenance

Pimentel, Mireille
 Robertson, Marcia A
 Robinson, Anecca
 Robinson-Taylor, Oriel T.
 Scott, Tiffany J
 Steele, Donna M.
 Vick, Christopher L
 Williams, Starre N
 Wilson, Mark E.

Chavez Prep Staff Roster

Name

Adewumi, Anthony O.
 Andrade, Claudia
 Charland, Chelsea A
 Chelala, Celina
 Conway, Toni N.
 Coston, Nathaniel K
 Desormeaux, Donna
 Flood, Thomas P
 French, Sita S.
 Gabbedon, Arturo
 Hagerty, Katherine D.
 Hanaee, Claire J
 Herr, Christian
 Hobbs, Matthew T
 Lee, Do Hee
 Linehan, Meghan
 Lizardo, Julita
 Mansoor, Sameen
 Mercado, Aileen
 Miller, Kourtney
 Mitchell, Maureen M.
 Morgan, Keisha Y.
 Morrison, January
 Nelson, Glenna D
 Nova, Kandra E
 Orcullo, Daniel
 Purvis, Mark T.
 Reddick, Kimberly L
 Rivera, Luz Marian
 Robinson, Lashaunda A
 Saldeno, Sandra
 Samper, Mateo E
 Samson, Aileen
 Schrage, Trevor
 Serrano, Orlando
 Spears, William M
 Storr, Ryan J
 Sutton, Alexandra J

Math Teacher
 Special Education Teacher
 Assistant Principal
 Principal
 Program Manager, SPED
 Reading Intervention Teacher
 Program Manager, Student Support Services
 Science Teacher
 Science Teacher

Title

Instructional Aide, English Language Learners
 English Teacher
 Science Teacher
 Social Worker
 Physical Education Teacher
 Health Teacher
 Dedicated Aide
 Math Teacher
 Art Teacher
 ELL Teacher
 Music Teacher
 Special Education Teacher
 Science Teacher
 Lower School Coordinator
 Math Teacher
 History Teacher
 Reading Intervention Teacher
 Science Teacher
 Program Manager, Student Support Services
 Principal
 Science Teacher
 School Nurse
 History Teacher
 Special Education Teacher
 Office Coordinator
 Special Education Teacher
 Math Teacher
 Coordinator, English Language Learners
 English Teacher
 History Teacher
 Coordinator, Admissions
 English Teacher
 Program Manager, SPED
 English Teacher
 English Teacher
 Coordinator, Alternative Learning Center
 Foreign Language Teacher
 ELL Teacher

Thomas, Audrey N
 Thompson, Jennifer L.s.
 Tomlinson, Jennie
 Trice, Myisha
 Vastek, Stefan A
 Villacres, Alyssa M.

Math Intervention Teacher
 Coach, Literacy
 Librarian
 Upper School Coordinator
 Math Teacher
 Math Teacher

Chavez Parkside High School Staff Roster

Name

Barbour, Kerwyn W
 Barnes, Michael J
 Benge, Elizabeth M
 Blye, Kiara M
 Bradshaw, Deneen M
 Chapman, Michelle T
 Connelly, Rashita L
 Cook, Latasha
 Cornell, Adam D
 Cyrus, Maya F
 Edwards, Denetrice
 Fomukong, Godlove M
 Gagliano, Daniel I
 Giles, Nathaniel L.
 Gray, Jennifer-Leigh Y
 Hardy, Tracy D
 Johnson, Denise L.
 Jones, Michelle
 Kohn, Daniel
 Lucas, Guy Larry
 Massey, William E
 Miller, Shenise
 Mitchell, Dionna Q
 Montgomery, April S
 Mosley, Catherine
 Murray, Tyren D
 Nguetta, Jean-Basile
 Ottley, Tiana C
 Parsons, Melinda K.
 Pendleton, Alicia R
 Pope, James E.
 Posey, Teyona
 Quick, Asia T.
 Reed, Niomi
 Salas-Campos, Mileidy
 Schmitt, Amanda
 Shaw, Charlie
 Soddors, Steven D
 Vasquez, Erin R.
 Watson, Jimmon L
 Williams, Terry J

Title

Math Teacher
 Science Teacher
 History Teacher
 English Teacher
 School Nurse
 Coordinator, Admissions
 Art Teacher
 Program Manager, Student Support Services
 Special Education Teacher
 Math Teacher
 Music Teacher
 Science Teacher
 History Teacher
 Behavior Intervention Specialist
 College Counselor
 Social Worker
 Thesis Teacher
 Operations Assistant
 History Teacher
 Math Intervention Teacher
 Principal
 Reading Intervention Teacher
 History Teacher
 Science Teacher
 English Teacher
 Coordinator, Alternative Learning Center
 Coordinator, English Language Learners
 College Counselor
 Special Education Teacher
 English Teacher
 Physical Education Teacher
 Office Coordinator
 Health Teacher
 Special Education Teacher
 Foreign Language Teacher
 Assistant Principal
 Math Teacher
 History Teacher
 Science Teacher
 Special Education Teacher
 Math Teacher

Chavez Parkside Middle School Staff Roster

Name

Akers, Denise J
 Allen, Tonya L
 Almanzar, Darnell
 Anderson, Chinara
 Anderson, Leonard Dijon
 Barkley, Deneatra S
 Bynum, Shirell D
 Clarke, Tranecia Y
 Clemmons, Tia
 Deanon, Toni Rose H
 Feraria, Paula
 Fisher, Erin
 Gentry-Nelson, Ashley
 Henry, Adrian L
 Henson, Asha E.
 Hines, Jerrod
 Hooks, Shayla K.
 Howlett, Jill E.
 Jovine, Stephanie L
 Keller, Nicole M.
 Malcolm, Toyen A
 Mallard, Raven
 McLean, Andrea M
 Roper, Shatarah J.
 Russo, Eric J
 Satterfield-Myles, Sandra
 Smedley-Hasty, Andrea
 Soumahoro, Mariam
 Stewart, Donice C
 Taylor, Lawrence Caprice
 Thomas, Vashti B
 Toomer, Bernard
 Weingarten, Dwight A.
 Williamson, Erica

Title

Special Education Teacher
 Behavior Intervention Specialist
 English Teacher
 Coordinator, Admissions
 Math Teacher
 Math Teacher
 Music Teacher
 Science Teacher
 Health Teacher
 English Teacher
 English Teacher
 Principal
 Science Teacher
 Art Teacher
 Social Worker
 Program Manager, Student Support Services
 Reading Intervention Teacher
 Program Manager, SPED
 Special Education Teacher
 History Teacher
 Math Intervention Teacher
 Special Education Teacher
 Office Coordinator
 Science Teacher
 Assistant Principal
 Math Teacher
 Dedicated Aide
 Math Teacher
 Special Education Teacher
 Dedicated Aide
 Social Worker
 History Teacher
 History Teacher
 Librarian/Media Specialist

Chavez Home Office Staff Roster

Name

Alston, Jamal L.
 Aryoubi, Hogai
 Battle, Malcolm
 Biggins, Howard G.
 Brown, Desiree T.
 Bryant, Victor
 Bulls, Cassandra R
 Campbell, Carol E
 Chang, Jeannette Y

Title

Substitute Teacher
 Substitute Teacher
 Coordinator, Athletics
 Maintenance Worker
 Director, Student Recruit & Parent
 English Teacher
 Coach, Math
 Coach, Literacy
 Director, Online Learning

Cunningham, Cheryl
Dean, Marla M
Fletcher, Kenneth J.
Gelmi, Gustavo
Jones, Erik
Kanatzar, Brandy S.
Krimnus, Vera
Lawson, Ashlee
Lease, Mary V
Leftwich, Tarita L.
Lewis, Taiesha D
Lewis, Tameria J
Long, Quentin
Lue, Phuong
Malone, Ayana K
Malone, Matthew R
Marshall, Adriene L.
Martinez, Hugo A
Martz, Whitney E
Massey, Joan E
McLinton, Anita M
Murphy, Robert
Natera, Ernesto
Nordeen, Kristin
Patel, Hemangini B
Remick, Stephanie
Roberts, Gregory A
Sherman, Ruby
Sipe, Marjean
Smith, Gerald Kenneth
Stevenson, Doniqua R
Sumbrum, Gretchen A.
Toyer, Keon K
Turner, Megan C
Tyler, Demetri
Uppuluri, Ram Y
Williams, Rostam
Wright, Tracy
Yarbrough, Shalima
Young, Nicoisa

Director, School Finance
Senior Director, School Accountability
Supervisor, Maintenance
Foreign Language Teacher
Manager, Public Policy
Coach, Literacy
Director, Performance Mgmt
Manager, Marketing & Comm
Manager, English Curriculum
Manager, Human Resources
Director, Human Resources
Compliance Officer
Maintenance Worker
Coach, Science
Senior Director, SPED & Student Support Services
Coach, Social Studies
Coach, Math
Operations Assistant
Coach, Math
Chief Executive Officer
Procurement Assistant
Senior Director, Teaching & Learning
Director, Athletics
Manager, Science Curriculum
Manager, Math Curriculum
Director, Public Policy
School Psychologist
Director, Resource Development
Director, Operations
Substitute Teacher
Operations Assistant
Coach, Science
Chief Operating Officer
Executive Assistant
Director, Student Information
Chief Policy Officer
Director, Technology
Chief of Staff
Coach, Literacy
Director, College Success

APPENDIX B: BOARD ROSTER

Name	Committee	Work Organization & Title	DC Resident	Date of Appointment	Date Term Expires
Katherine Bihr, Ed.D.	Board Chair	Tiger Woods Foundation, Vice President Programs & Education	No	September 2010	September 2016 (2nd term)**
Andre Bhatia	Chair, Finance	Acon Investments, Partner	No	May 2013	May 2018 (2nd term)**
Kathryn Clay	Chair, Development	Community Development & Banking, Vice President/Community Consultant	No	September 2015	September 2015
Sulee Stinson Clay	Chair, Governance	Stinson Law Group, PLLC	Yes	Sept 2010	September 2016 (2nd term)**
Debra Drumheller	Finance	Exxon-Mobil, retired	No	October 2014	October 2017
Ken Joiner*	Governance	Environmental Protection Agency, Toxics Release Inventory (TRO) Program Division, DBA/Webmaster	Yes	August 2014	August 2017
Craig Irving	Governance	American Airlines, Manager Government and Military	Yes	July 2012	July 2018 (2nd term)**
Bethany Little	Chair, Academic	Education Counsel	Yes	September 2015	September 2018
Betty Morgan, PhD	Academic	Morgan Education Group	No	July 2012	July 2018 (2nd term)**
Laura Olle	Finance	Independent Consultant - Capitol One, retired	Yes	March 2010	March 2016 (2nd term)**
Ariana Quinones, Esq.*		Otero Strategy Group	Yes	February 2015	February 2018
Margaret Simms, PhD	Governance	Urban Institute, Senior Fellow	Yes	January 2010	January 2016 (2nd term)**
Rick Torres	Academic	National Student Clearinghouse, CEO	No	July 2013	July 2019 (2nd term)**
Wendy Wilkinson	Fund Development	National Cathedral School, Director of Admissions	Yes	October 2012	October 2018 (2nd term)**

*Parent Representative

** Board terms are for three years. Board members can serve two consecutive three-year terms, and the end of the second term is noted above.

APPENDIX C: UNAUDITED YEAR END FINANCIAL STATEMENT, 2015-2016

Cesar Chavez Public Charter Schools Statement of Activities 30-Jun-16		
	Actual	Budget
Revenues		
Per Pupil Charter Revenue	\$ 25,862,559.00	\$ 25,567,545.52
Federal Entitlement Revenue	957,031.66	1,023,187.99
District of Columbia Grants	154,252.04	0.00
Other Grants/Donations	1,651,906.23	1,978,891.08
Other Income	98,845.37	174,316.01
Total Revenues	28,724,594.30	28,743,940.60
Expenses		
Salaries and Benefits	18,166,496.11	17,901,294.46
Direct Student Expenses	2,506,293.37	2,388,552.76
Occupancy Expenses	3,752,099.23	3,675,581.04
Office Expenses	752,813.63	804,578.64
General Expenses	2,602,484.34	2,239,050.00
Professional Fees	1,111,091.16	1,343,657.88
Total Expenses	28,891,277.84	28,352,714.78
Change in Net Assets	(\$ 166,683.54)	\$ 391,225.82

Cesar Chavez Public Charter Schools Statement of Financial Position 30-Jun-16		
Assets		
Checking & Sweep Account Cash	\$ 6,612,963.69	
Savings and Petty Cash	12,132.81	
Accounts Receivable	775,289.06	
Other Current Assets	157,992.13	
Other Long-Term Assets	4,130,499.14	
Subtotal		11,688,876.83
Fixed Assets		
Computer Hardware and Software	2,362,516.30	
Furniture and Fixtures	1,507,743.41	

Textbooks	1,246,813.49	
Buildings & Leasehold Improvements	31,311,513.48	
Vehicles	43,945.00	
Land	2,170,205.00	
Accumulated Depr. and Amort.	(11,080,490.18)	
Total Fixed Assets, Net		27,562,246.50
Total Assets		\$ 39,251,123.33
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts Payable	\$ 883,948.50	
Deferred Revenue	33,896.71	
Other Current Liabilities	1,445,350.36	
Long-term Liabilities	24,905,087.23	
Total Liabilities		27,268,282.80
Net Assets		
Beginning Net Assets	12,149,524.07	
Change in Net Assets	(166,683.54)	
Total Net Assets		11,982,840.53
Total Liabilities & Net Assets		\$ 39,251,123.33

APPENDIX D: APPROVED 2016-2017 BUDGET

Cesar Chavez Public Charter Schools FY17 Budget		
REVENUE		
	UPSFF (Per Pupil) Payments	\$ 21,132,389
	Facilities Allowance Payments	\$ 4,403,895
	Federal Entitlements	\$ 1,045,963
	Other Government Funding / Grants	\$ 1,336,536
	Private Grants and Donations	\$ 97,000
	Other Income	\$ 25,000
	TOTAL REVENUES	\$ 28,040,783
EXPENSE		
	Personnel Costs	\$ (18,556,610)
	Direct Student Costs	\$ (890,250)
	Occupancy Expenses	\$ (3,881,948)
	Office Expenses	\$ (1,168,166)
	General Expenses	\$ (3,450,026)
	TOTAL EXPENSES	\$ (27,947,000)
NET INCOME		\$ 93,783