



# **2017-18 Twenty-Year Charter Review Report**

## **Cesar Chavez Public Charter School**

**December 18, 2017**

DC Public Charter School Board  
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## **KEY FINDINGS and BOARD VOTE**

The District of Columbia Public Charter School Board (DC PCSB) staff conducted a twenty-year charter review of the Cesar Chavez Public Charter School (Chavez PCS) according to the standard required by the School Reform Act (SRA), D.C. Code §§ 38-1802 *et seq.*<sup>1</sup>

Chavez PCS is a multi-campus local education agency (LEA) that adopted the Performance Management Framework (PMF) as its goals and student achievement expectations. Pursuant to the school's Charter<sup>2</sup> and Charter Agreement, Chavez PCS did not meet its goals and student achievement expectations.

The Capitol Hill, Chavez Prep, and Parkside High School campuses had average PMF scores above 50%, which is the minimum required by the school's Charter Agreement. However, two of these campuses, Capitol Hill and Chavez Prep, have experienced significant declines in almost every metric over the past two years and cannot continue with current performance levels.

Additionally, the Parkside Middle campus scored below the 50% threshold, with an average PMF score of 40.5%.

The school's Charter Agreement requires every campus to earn an average PMF score equal to or above 50%. Therefore, the entire LEA has failed to meet the PMF goal.

Chavez PCS also has four mission-specific goals. Of these, the school met three goals and substantially met one goal as described later in this report.

DC PCSB staff has determined that the school has not committed a material violation of the law or of its charter. However, the school has a history of not complying with DC PCSB's Procurement Contract Submission Policy, and has been cited by the Office of the State Superintendent of Education (OSSE) for noncompliance with federal laws regulating special education.

DC PCSB has also determined that the school has adhered to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

When a school at its twenty-year review fails to meet its goals, the SRA provides that the board "may" revoke the school's charter.<sup>3</sup>

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<sup>1</sup> D.C. Code § 38-1802.12(a)(3).

<sup>2</sup> D.C. Code § 38-1802.03(h)(2) lists the six specific provisions that comprise a school's charter under the SRA.

<sup>3</sup> D.C. Code § 38-1802.13(a)(2).

On December 18, 2017 the DC PCSB Board voted 4 – 2 to continue the school’s charter with the following conditions:

- The LEA and DC PCSB execute a charter amendment by January 12, 2018, that provides for the following:
  - The Parkside Middle campus will close one grade at a time, starting with sixth grade prior to SY 2018-19, seventh grade prior to SY 2019-20, and eighth grade by the start of SY 2020-21. During this time, the school will not be able to admit new students to its middle school grades and will reduce its enrollment ceiling each year by 100 students, ultimately resulting in a maximum enrollment ceiling of 1,320.
  - If the Capitol Hill campus receives a PMF score of below 40 in 2017-18, below 45 in 2018-19, or below 50 in 2019-20 the campus will close at the end of the year following the year the school failed to achieve the target, with a commensurate decrease in the school’s enrollment ceiling.
  - If the Chavez Prep campus receives a PMF score of below 40 in 2017-18, below 45 in 2018-19, or below 50 in 2019-20 the campus will close at the end of the year following the year the school failed to achieve the target, with a commensurate decrease in the school’s enrollment ceiling.
- The internal control environment at Chavez PCS must be strengthened to ensure compliance with relevant laws, regulations, and DC PCSB requirements, including compliance with DC PCSB’s Contract Submission Policy. To do so, the school must draft and submit a financial corrective action plan, subject to the DC PCSB Board’s approval.

### **CHARTER REVIEW STANDARD**

The SRA provides that DC PCSB “shall review [a school’s] charter at least once every [five] years.”<sup>4</sup> As part of this review, DC PCSB must determine whether:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

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<sup>4</sup> D.C. Code § 38-1802.12(a)(3).

- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.

If DC PCSB determines that a school has committed a material violation of applicable law or has not met its goals and expectations, as described above, it may, at its discretion, grant the school a conditional continuance or revoke the school's charter. Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to GAAP; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.<sup>5</sup>

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<sup>5</sup> D.C. Code § 38-1802.13(b).

## **BACKGROUND INFORMATION ABOUT SCHOOL**

### **School History and Overview**

Chavez PCS began operating in 1998 under authorization from DC PCSB and serves students in grades six through twelve across two middle school and two high school campuses:

- Chavez Parkside Middle and Chavez Parkside High, co-located in a single building in Ward 7.
- Chavez Capitol Hill High, a standalone high school located in Ward 6.
- Chavez Prep, which is the only school in DC to offer a 6<sup>th</sup>-9<sup>th</sup> grade span, and is located in Ward 1.

Chavez PCS offers a college preparatory and public policy curriculum, and the mission of the school is:

To prepare scholars to enter and succeed in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world.<sup>6</sup>

As part of the school's public policy focus, Chavez PCS students in each grade pursue an annual advocacy project, such as advocating at the DC City Council or at federal congressional offices. At the high school level, students in each grade complete a public policy project. Ninth grade students complete a public policy capstone project; tenth grade students complete a community action project; eleventh grade students complete a public policy fellowship; and twelfth grade students complete a public policy thesis.

### **Enrollment and Demographic Trends**

The table below shows the school's enrollment, which has declined across all campuses in the past two years. Cesar Chavez PCS has an enrollment ceiling of 1,620 and an actual enrollment of 1,172 for SY 2017-18.

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<sup>6</sup> See Chavez PCS Charter Renewal Agreement, p. 2, attached to this report as Appendix A.

## Chavez PCS - Enrollment

Campus	First Year of operation	Grades Served		2013-14	2014-15	2015-16	2016-17	2017-18
<b>Capitol Hill Ward 6</b>	1998-99	9-12	Number of Students	389	358	387	332	258
			<i>Enrollment Projection</i>	<i>410</i>	<i>400</i>	<i>380</i>	<i>406</i>	<i>330</i>
<b>Chavez Prep Ward 1</b>	2007-08	6-9	Number of Students	322	331	357	306	294
			<i>Enrollment Projection</i>	<i>305</i>	<i>325</i>	<i>375</i>	<i>358</i>	<i>310</i>
<b>Parkside Middle School Ward 7</b>		6-8	Number of Students	305	303	302	278	256
			<i>Enrollment Projection</i>	<i>312</i>	<i>305</i>	<i>310</i>	<i>305</i>	<i>260</i>
<b>Parkside High School Ward 7</b>	2004-05	9-12	Number of Students	373	356	374	359	364
			<i>Enrollment Projection</i>	<i>380</i>	<i>390</i>	<i>385</i>	<i>382</i>	<i>370</i>
<b>Total Students</b>			Number of Students	1,389	1,348	1,420	1,275	1,172
			<i>Enrollment Projection</i>	<i>1,407</i>	<i>1,420</i>	<i>1,450</i>	<i>1,451</i>	<i>1,270</i>

Below is an analysis of the demographics and enrollment by grade at each campus.

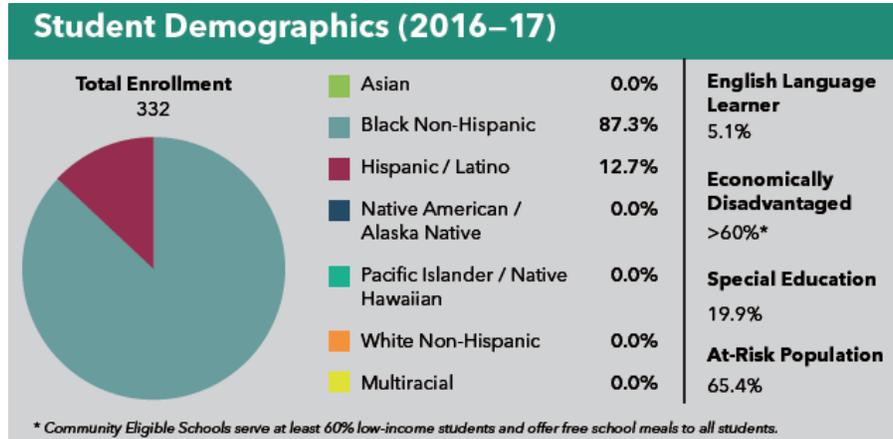
Three of the four campuses enroll primarily African American students, with between 5-12% Hispanic students, and 2-6% English language learners, while the Chavez Prep campus has a population that is over 75% Hispanic. Every campus has a high "at-risk"<sup>7</sup>

<sup>7</sup> OSSE definition for an at-risk student: An indication that in 2015-16, the student was under the care of the District's foster care system, Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP) eligible, identified as homeless, or an overage high school student. Students in adult and alternative programs are not eligible to be identified as at risk.

population (ranging from 55% to 76%) and a special education population that is close to DC averages, ranging from 14% to 20%.

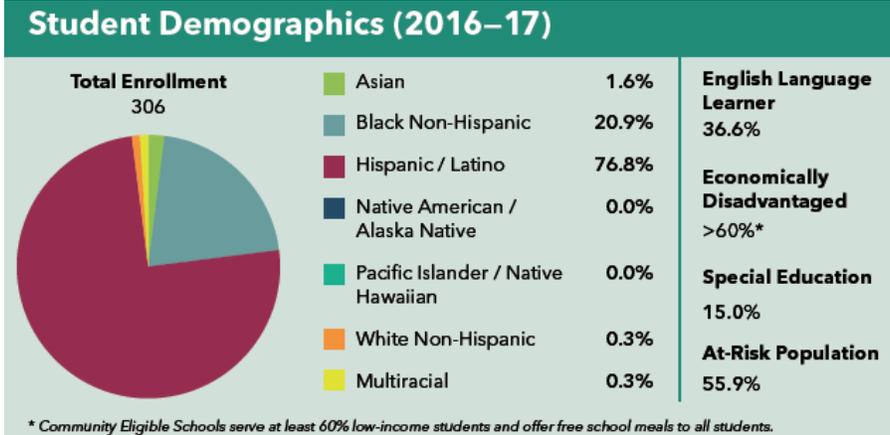
According to My School DC, the school enrolls in grades 6-10 and makes seats available each year for these grades. The grade analysis shows significant attrition from grade to grade at most campuses.

### Capitol Hill



Capitol Hill - Enrollment by Grade					
	2012-13	2013-14	2014-15	2015-16	2016-17
<b>9</b>	154	122	152	149	87
<b>10</b>	105	118	85	92	109
<b>11</b>	72	58	61	76	72
<b>12</b>	78	91	60	70	64
<b>Total</b>	409	389	358	387	332

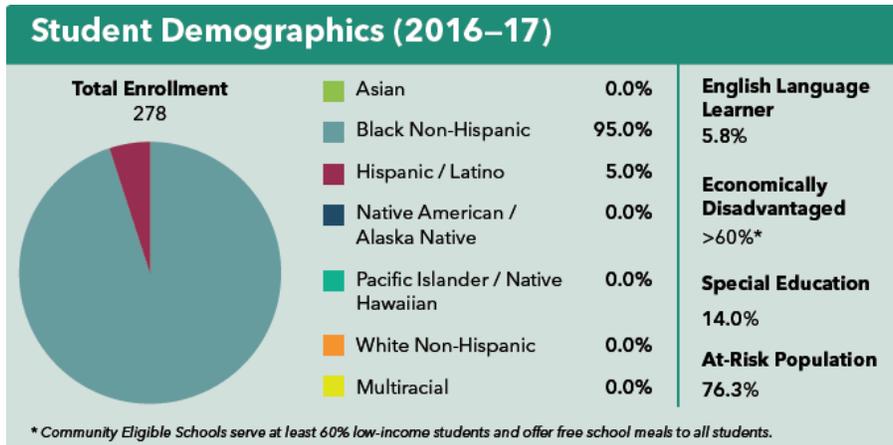
## Chavez Prep



### Chavez Prep - Enrollment by Grade

	2012-13	2013-14	2014-15	2015-16	2016-17
<b>6</b>	96	90	84	90	56
<b>7</b>	87	96	102	85	94
<b>8</b>	73	81	93	106	76
<b>9</b>	62	55	52	76	80
<b>Total</b>	318	322	331	357	306

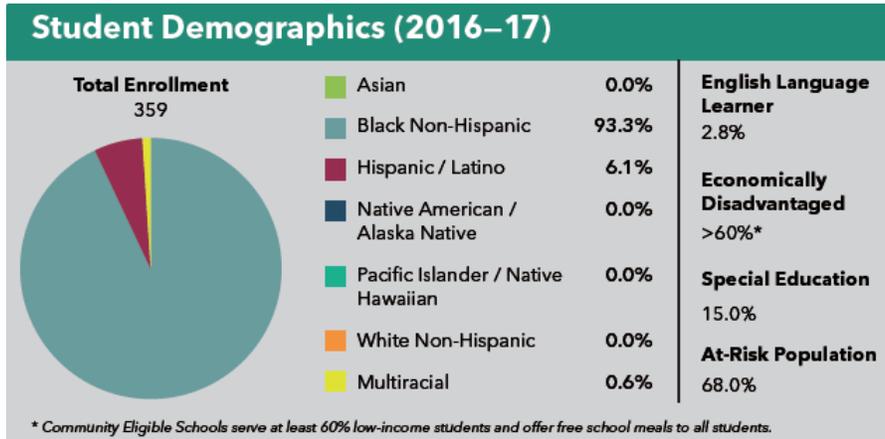
## Parkside Middle



### Parkside Middle - Enrollment by Grade

	2012-13	2013-14	2014-15	2015-16	2016-17
<b>6</b>	117	100	103	80	82
<b>7</b>	106	113	101	110	83
<b>8</b>	95	92	99	112	113
<b>Total</b>	318	305	303	302	278

## Parkside High



<b>Parkside High - Enrollment by Grade</b>					
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>9</b>	137	113	115	131	115
<b>10</b>	85	108	95	100	105
<b>11</b>	94	71	76	71	69
<b>12</b>	73	81	70	72	70
<b>Total</b>	389	373	356	374	359

### Communication with the School

DC PCSB staff and a Board member discussed performance with Chavez PCS in the spring and fall of 2016. During these meetings,<sup>8</sup> we discussed the school’s Partnership for Assessment of Readiness for College and Careers (PARCC) assessment performance, attendance rates, mid-year withdrawal rates, suspension rates, and the upcoming charter review. DC PCSB staff expressed our concern in the school’s ability to meet its goals at every campus.

In addition, DC PCSB staff met with school leaders at Chavez PCS on April 18, 2017. During this meeting, staff reiterated that Parkside Middle needed to earn a score of 71.1% or higher on the 2016-17 PMF in order for the school as a whole to meet its goals and student academic achievement expectations. Staff provided the school with a similar table to the one below.

<sup>8</sup> Please letters attached as Appendix B.

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17 Score Needed</b>
Capitol Hill (Grades 9-12)	57.7%	57.2%		44.4%	40.7%
Chavez Prep (Grades 6-9)	65.2%	59.8%		37.9%	37.1%
Parkside MS (Grades 6-8)	48.7%	40.9%		39.3%	71.1%
Parkside HS (Grades 9-12)	62.7%	65.2%		54.5%	17.6%

### **Performance Management Framework Outcomes**

The school's overall performance data on the PMFs – which assess reading and math proficiency, academic growth, attendance, and re-enrollment, as well as other measures for high school – are summarized in the table below. PMF scores have decreased at the middle and high school campuses since SY 2012-13.

<b>Chavez PCS – PMF Outcomes</b>						
<b>Campus</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Average</b>
Capitol Hill (Grades 9-12)	<b>Tier 2</b> 57.7%	<b>Tier 2</b> 57.2%	PMF not scored or tiered	<b>Tier 2</b> 44.4%	<b>Tier 2</b> 41.5%	<b>50.2%</b>
Chavez Prep (Grades 6-9)	<b>Tier 1</b> 65.2%	<b>Tier 2</b> 59.8%		<b>Tier 2</b> 37.9%	<b>Tier 2</b> 40.3%	<b>50.8%</b>
Parkside MS (Grades 6-8)	<b>Tier 2</b> 48.7%	<b>Tier 2</b> 40.9%		<b>Tier 2</b> 39.3%	<b>Tier 3</b> 33.0%	<b>40.5%</b>
Parkside HS (Grades 9-12)	<b>Tier 2</b> 62.7%	<b>Tier 1</b> 65.2%		<b>Tier 2</b> 54.5%	<b>Tier 2</b> 50.9%	<b>58.3%</b>

### **Prior Charter Reviews and Renewal**

DC PCSB conducted a five-year review of Chavez PCS in 2004 and a ten-year review in 2009. For both of these reviews, the school was initially conditionally continued based on low academic performance, and later fully continued. DC PCSB renewed the school's charter in 2013.

### Five-Year Review

In January 2004, DC PCSB conducted a charter review of Chavez PCS and determined that the school did not meet the standards evaluated as part of DC PCSB's charter review framework in place at the time.<sup>9</sup> The DC PCSB Board voted to conditionally continue the school's charter, requiring it to develop a strategic plan to align and integrate the school's public policy program across its curriculum, and identify core skills that students develop through the public policy program. In December 2004, the DC PCSB Board found that Chavez PCS had met these conditions and fully continued the school's charter.

### Ten-Year Review

In January 2009, DC PCSB conducted a ten-year charter review of Chavez PCS, and determined that the school met three of four non-academic standards, and all governance, compliance, and fiscal performance standards. However, the school did not meet any of the three academic standards in place.<sup>10</sup> Based on this, the DC PCSB Board voted to conditionally continue the school's charter, requiring it to fulfill 26 conditions related to assessment, curriculum, and instruction. In February 2010, the DC PCSB Board found that the school had met 21 of these 26 conditions. Based on this, the DC PCSB Board voted to fully continue the school's charter, with a request that the school continue to focus on the five conditions that had not yet been met.<sup>11</sup>

### Charter Renewal

In 2013, Chavez PCS applied for DC PCSB to renew its charter.<sup>12</sup> DC PCSB staff determined that the school met six goals and did not meet four goals. DC PCSB staff noted that, "of the four goals not met, there are important caveats in three of these that make the failure to meet these goals less absolute."<sup>13</sup> DC PCSB concluded that Chavez PCS's "relatively strong performance [on the PMF], taken in conjunction with Chavez's overall performance on its goals and expectations, has led us to conclude that Chavez PCS has substantially met the goals and expectations it has set out to meet and is delivering a quality education to the students it serves."<sup>14</sup> DC PCSB also concluded that Chavez PCS had met the compliance and fiscal standards of the charter review.

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9 See Chavez PCS five-year review, attached to this report as Appendix C.

10 See Chavez PCS ten-year charter review, attached to this report as Appendix D.

11 See February 22, 2010 DC PCSB Board Action Proposal, attached to this report as Appendix E.

12 See Chavez PCS charter renewal application, attached to this report as Appendix F.

13 See Chavez Renewal Report, p. 2, attached to this report as Appendix G. There were two goals, one related to Advanced Placement performance, and another related to PSAT outcomes, that DC PCSB did not assess in its renewal analysis because they had not been historically pursued by the school or measured by DC PCSB.

14 See Appendix G, p. 2.

Based on this analysis, in December 2012 the DC PCSB Board voted to continue the school's charter, on the condition that the school adopt rigorous goals for future academic performance. Chavez fulfilled this condition, executing a renewed charter with DC PCSB that included campus-level goals tied to the PMF.<sup>15</sup>

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<sup>15</sup> See Appendix A.

## **SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

The SRA requires DC PCSB to review whether a school has met its goals and academic expectations at least once every five years. Goals and expectations are only considered as part of the review analysis if they were included in a school’s charter or charter amendment approved by the DC PCSB Board.

In September 2017, Chavez PCS amended its charter to adopt as its goals and academic achievement expectations the most recent version of the Elect to Adopt the PMF As Goals Policy<sup>16</sup> for its middle and high school campuses.

The chart below summarizes DC PCSB’s determinations of whether each campus met its respective goals and academic expectations. These determinations are further detailed in the body of this report.

	<b>Goals and Academic Expectations</b>	<b>Met?</b>
1	<b>The School Corporation will be deemed to have met its goals and academic achievement expectations if, at its twenty-year charter review, the average PMF score for each campus for SY 2012-13, 2013-14, 2015-16, and 2016-17 is equal to or exceeds 50%.</b>	<b>No.</b>
2	<b>Middle School: 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 for the following school years: 2013-14, 2014-15, 2015-16, 2016-17.</b>	<b>Yes.</b>

<sup>16</sup> Please see the Elect to Adopt the PMF As Goals Policy attached as Appendix H.

Goals and Academic Expectations	Met?
3 High School: 95% of seniors receive a passing grade on their culminating thesis paper by August 1 <sup>st</sup> of their senior year for the following school years: 2013-14, 2014-15, 2015-16, 2016-17.	Yes.
4 High School: 90% of juniors on track to graduate the next year complete a fellowship (internship) with a government agency, nonprofit or other organization aligned to the goal of offering students an opportunity to apply their academic skills and civic knowledge to address a policy issue or community concern for the following school years: 2013-14, 2014-15, 2015-16, 2016-17.	Yes.
5 High School: A minimum of 90% of seniors with an IEP will be accepted to at least one college for the following school years: 2013-14, 2014-15, 2015-16, 2016-17.	Substantially.

**Goal 1: The School Corporation will be deemed to have met its goals and academic achievement expectations if, at its twenty-year charter review, the average PMF score for each campus for SY 2012-13, 2013-14, 2015-16, and 2016-17 is equal to or exceeds 50%.**

**Assessment: Chavez PCS did not meet this goal.** The following table provides an overview of the school’s PMF performance. The Capitol Hill, Chavez Prep, and Parkside HS campuses had average PMF scores that exceeded 50%. However, the Parkside MS campus average PMF score was below 50%. Therefore, the LEA did not meet this goal. The school’s PMF trends by campus are detailed on the following pages. Note that DC charter schools did not receive a score on the SY 2014-15 PMF, given the District of Columbia’s transition from the DC Comprehensive Assessment System (DC CAS) to the PARCC assessment.

<b>Chavez PCS – PMF Outcomes</b>						
<b>Campus</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Average</b>
Capitol Hill (Grades 9-12)	<b>Tier 2</b> 57.7%	<b>Tier 2</b> 57.2%	PMF not scored or tiered	<b>Tier 2</b> 44.4%	<b>Tier 2</b> 41.5%	<b>50.2%</b>
Chavez Prep (Grades 6-9)	<b>Tier 1</b> 65.2%	<b>Tier 2</b> 59.8%		<b>Tier 2</b> 37.9%	<b>Tier 2</b> 40.3%	<b>50.8%</b>
Parkside MS (Grades 6-8)	<b>Tier 2</b> 48.7%	<b>Tier 2</b> 40.9%		<b>Tier 2</b> 39.3%	<b>Tier 3</b> 33.0%	<b>40.5%</b>
Parkside HS (Grades 9-12)	<b>Tier 2</b> 62.7%	<b>Tier 1</b> 65.2%		<b>Tier 2</b> 54.5%	<b>Tier 2</b> 50.9%	<b>58.3%</b>

## Overall Analysis of PMF Measures by Campus

This section describes the overall, academic, and climate performance of each of Chavez PCS’s four campuses.

<b>Capitol Hill – PMF Performance Grades 9 – 12</b>						
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Average</b>
PMF Score	<b>Tier 2</b> 57.7%	<b>Tier 2</b> 57.2%	N/A	<b>Tier 2</b> 44.4%	<b>Tier 2</b> 41.5%	<b>50.2%</b>
Overall	While Capitol Hill High School has achieved a Tier 2 status on the PMF for each of the past four years, its overall PMF score has declined each year, falling from a 57.7% in SY 2012-13 to 41.5% in SY 2016-17.					
Academic	Capitol Hill High School’s overall population and all subgroups except Hispanic students, students with disabilities, and female students had ELA proficiency rates above the state average from SY 2012-13 to SY 2015-16, but all declined to below the state average in the most recent school year. In this year, none of the students with disabilities who took the PARCC earned a score of 3, 4, or 5 in English or math. Early in the review cycle, when students took the DC CAS, for the most part the school’s subgroups outperformed the state average. Yet in the most recent two school years, after the transition to the PARCC, overall and subgroup math proficiency have been below the state average, with zero students earning a proficient score in SY 2015-16, and no more than 2.2% in any subgroup earning a proficient score in SY 2016-17.					
Gateway	Capitol Hill High School’s outcomes aligned to college and career readiness have been mixed. Its four-year graduation rate has been consistently below average, while its college acceptance rate has been above average. The school’s PSAT and SAT outcomes have been below the charter sector average in most years as well. The rate of ninth grade students on track to graduate was below the charter sector average in all but one year. The AP/dual enrollment rates declined significantly from SY 2014-15 to SY 2015-16 and have been below the charter average in the two most recent school years.					
Climate	While Capitol Hill High School’s in-seat attendance rate has exceeded the charter sector average in each of the past five years, its re-enrollment rate has been below the charter sector during this time.					

<b>Chavez Prep – PMF Performance Grades 6 - 9</b>						
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Average</b>
PMF Score	<b>Tier 1</b> 65.2%	<b>Tier 2</b> 59.8%	N/A	<b>Tier 2</b> 37.9%	<b>Tier 2</b> 40.3%	<b>50.8%</b>
Overall	Chavez Prep achieved Tier 1 status on the PMF in SY 2012-13, but its overall PMF score decreased significantly from SY 2013-14 to SY 2015-16, after the PARCC was introduced.					
Academic	<p>Chavez Prep’s ELA overall and subgroup proficiency for the most part was above the state average in SY 2013-13 and SY 2013-14, but below the state average in the most recent two years. In SYs 2012-13 and 2013-14, for the most part, Chavez Prep’s ELA MGP exceeded 50. These rates declined after the introduction of the PARCC, though the campus overall and many subgroup scores improved in SY 2016-17.</p> <p>In SYs 2012-13 and 2013-14, Chavez Prep’s overall and subgroup math proficiency exceeded the state average. Yet in the most recent two school years, after the transition to the PARCC, overall and subgroup math proficiency have been below the state average, with the only exception being at-risk students nearing proficiency in SY 2016-17. In SYs 2012-13 and 2013-14, Chavez Prep’s overall and subgroup math MGP exceeded 50, with the exception of students with disabilities in SY 2013-14. Yet in the most recent two school years, after the transition to the PARCC, the campus’s overall and subgroup math MGP rates have all been below 50.</p>					
Climate	Chavez Prep’s in-seat attendance rate has exceeded the charter sector in each of the past five years. While the campus’s re-enrollment rate was above the charter sector from SY 2012-13 to SY 2015-16, it has declined over the past three years and was below the charter sector rate for the first time in the most recent school year.					

<b>Parkside Middle – PMF Performance Grades 6 - 8</b>						
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Average</b>
PMF Score	<b>Tier 2</b> 48.7%	<b>Tier 2</b> 40.9%	N/A	<b>Tier 2</b> 39.3%	<b>Tier 3</b> 33.0%	<b>40.5%</b>
Overall	Parkside Middle School has achieved Tier 2 status on each PMF from SY 2012-13 to SY 2015-16. In 2016-17 it was Tier 3. This campus was the reason for the LEA missing the PMF as Goals standard and has had a consistent downward trend.					
Academic	For the most part, Parkside Middle School’s ELA proficiency has been below the state average over the past four years. In SYs 2012-13 and 2013-14, when the state assessment was the DC CAS, Parkside Middle School’s overall and subgroup ELA MGPs were for the most part below 50. In SY 2015-16, after the PARCC was introduced, the school’s overall and subgroup ELA MGPs were almost entirely above 50. The school’s ELA MGP outcomes in the most recent school year are more mixed, with the overall ELA MGP under 50. Parkside Middle School’s overall and subgroup math proficiency rates have been below the state average for each of the years assessed in this review, overall and for most subgroups. The campus’s overall math MGP was 50 in SY 2014-15, the first year the PARCC assessment was introduced. However, in the most recent two school years, Parkside Middle School’s overall and subgroup MGPs have for the most part been below 50.					
Climate	Parkside Middle School’s in-seat attendance rate was below the charter sector in SYs 2015-16 and 2016-17, and it is the only Chavez campus that has not consistently exceeded the charter sector in this metric. Its re-enrollment rate was below the charter sector every year under review but one.					

<b>Parkside High School – PMF Performance Grades 9 – 12</b>						
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Average</b>
PMF Score	<b>Tier 2</b> 62.7%	<b>Tier 1</b> 65.2%	N/A	<b>Tier 2</b> 54.5%	<b>Tier 2</b> 50.9%	<b>58.3%</b>
Overall	While Parkside High School achieved Tier 1 status on the PMF in SY 2013-14, its overall PMF score has decreased since that time, and it dropped to 50.9% in SY 2016-17.					
Academic	Parkside High School’s overall ELA proficiency has exceeded the state average in each of the past four years assessed in this charter review. In SYs 2012-13 and 2013-14, Parkside High School’s overall and subgroup math proficiency rates were above the state average. Yet since the introduction of the PARCC, the school’s overall and subgroup math proficiency rates have been below the state average.					
Gateway	Parkside High School’s outcomes aligned to college and career readiness have been mixed. Its four-year graduation rates were above the charter average in the most recent two school years, and its college acceptance rate has been above the charter average in all five years. For the most part, the school’s PSAT and SAT outcomes have been below the charter average. The rate of ninth grade students on track to graduate exceeded the charter sector in all five years, although its AP/dual enrollment rates have been below the charter average over the past four years.					
Climate	While Parkside High School’s in-seat attendance rate has exceeded the charter sector in each of the past five years, its re-enrollment rate has been below the charter sector since SY 2014-15.					

## **Student Academic Achievement and Progress Measures**

The PMF measures progress and achievement in English Language Arts and math. The proficiency tables display results for subgroups if more than 10 students took the state assessment. The PMF also includes school environment measures such as attendance and re-enrollment. Additional proficiency data has been included in Appendix **XX** at the request of the school.

**Proficiency:** These charts display the results from the state assessments. In 2014-15, the state switched to the PARCC assessment. To allow schools an opportunity to adjust to the new assessment, 2014-15 PARCC outcomes that are lower than the state average will not be included in charter review analyses regarding goal attainment.

**Median Growth Percentile:** An MGP of 50 indicates that a school's students have average year-to-year growth in reading or math proficiency, as compared to other DC students in the same grades and with the same initial state assessment performance. High schools do not have MGP because the PARCC is only administered in 10<sup>th</sup> grade and two years of data are needed to calculate growth.

Many charts are color coded according to the following key:

<b>KEY for Campus Rate Data Charts</b>	
<b>3+</b>	A PARCC score of 3 = Approaching College and Career Ready 3+ denotes the percentage of students who obtained a 3, 4 or 5 on the PARCC
<b>4+</b>	A PARCC score of 4 = College and Career Ready 4+ denotes the percentage of students who obtained a 4 or 5 on the PARCC 4+ is considered proficient
<b>n-size</b>	Number of students who took the state assessment at this school
<b>Green</b>	Greater than or equal the state average or charter sector average of the same grade band
<b>Red</b>	Less than the state average or charter sector average of the same grade band
<b>No Shading</b>	Data from 2014-15, when the state transitioned to PARCC. (Note – if the school did better than the state average, this is colored green.)

## English Language Arts

### Capitol Hill ELA Proficiency Grades 9-12

While Capitol Hill High School's ELA proficiency was above the state average from SY 2012-13 through SY 2015-16, in the most recent school year, its ELA proficiency rates declined and were below the state average. Among the school's subgroups, the trend is the same: for the most part, subgroups scored above the state average from SY 2012-13 through SY 2015-16, but all subgroups scored below the state average in SY 2016-17. Last year, no student with disabilities scored at "approaching standards," let alone proficient or advanced.

Capitol Hill ELA Proficiency: Grades 9-12											
Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	47.5	45.0	55.1	49.3	3 +	53.2	42.4	48.4	36.9	26.0	43.8
					4 +	30.4	25.1	22.0	21.0	11.5	27.3
	101		107		n-size	79		91		96	
Black Non-Hispanic	45.2	40.7	54.3	45.9	3 +	55.1	37.6	45.3	33.1	25.9	39.1
					4 +	31.9	19.6	22.7	17.4	11.8	21.3
	84		81		n-size	69		75		85	
Hispanic Students	58.8	50.1	60.0	48.9	3 +	40.0	44.3	62.5	37.3	27.3	40.5
					4 +	20.0	25.5	18.8	20.5	9.1	25.7
	17		25		n-size	10		16		11	
Students with Disabilities	16.7	13.9	33.3	15.2	3 +	27.3	11.3	9.1	9.4	0	13.7
					4 +	18.2	3.8	0	3.9	0	5.1
	12		18		n-size	11		22		19	
Economically Disadvantaged	50.6	37.6	55.1	41.6	3 +	55.1	33.7	48.4	33.1	26.0	38.1
					4 +	34.7	16.5	22.0	17.4	11.5	21.2
	87		107		n-size	49		91		96	
At-Risk	N/A	N/A	N/A	N/A	3 +			35.3	25.0	21.9	29.3
					4 +	N/A	N/A	15.7	11.6	10.9	14.6
					n-size			51		64	
Male	50.0	38.9	47.9	41.7	3 +	43.6	34.9	41.9	29.6	26.1	35.6
					4 +	20.5	19.2	18.6	15.2	8.7	19.9
	38		48		n-size	39		43		46	

### Capitol Hill ELA Proficiency: Grades 9-12

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
Female	46.0	50.6	61.0	56.4	3 +	62.5	49.7	54.2	44.1	26.0	52.0
					4 +	40.0	30.7	25.0	26.6	14.0	34.7
	63		59		<i>n-size</i>	40		48		50	

### Chavez Prep ELA Proficiency Grades 6-9

Chavez Prep’s ELA proficiency rates were at or above the state average in the early years of this review. For the past two years, results have declined considerably, and virtually every subgroup is below state averages.

### Chavez Prep ELA Proficiency: Grades 6-9

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	53.1	50.9	53.7	51.8	3 +	41.0	47.8	39.7	51.8	41.0	53.9
					4 +	13.4	24.2	15.7	27.3	16.6	30.2
	245		259		<i>n-size</i>	261		267		205	
Black Non-Hispanic	54.4	46.2	55.2	46.2	3 +	40.0	40.5	39.3	45.3	33.3	46.8
					4 +	21.5	16.5	15.6	19.5	13.7	21.8
	68		67		<i>n-size</i>	65		122		51	
Hispanic Students	52.3	54.5	53.4	54.1	3 +	41.3	52.1	39.3	53.2	42.7	56.1
					4 +	10.6	22.6	16.4	27	16.7	29.8
	172		189		<i>n-size</i>	189		140		150	
English Learners	40.8	36.8	41.3	35.3	3 +	14.7	28	9.9	28.5	11.4	31.2
					4 +	4.0	8.8	0	9.5	0	12.3
	130		109		<i>n-size</i>	75		71		70	
Students with Disabilities	N/A	19.5	27.8	20.9	3 +	16.1	12.5	16.2	15.3	3.2	16.8
					4 +	0	4.0	0	4.5	0	5.2
	<i>n &lt; 10</i>		36		<i>n-size</i>	31		37		31	
Economically Disadvantaged	53	44.7	53.7	44.3	3 +	40.2	38.2	40.6	43.5	41.0	50.2
					4 +	13.9	13.9	16.1	18.2	16.6	26.3
	236		259		<i>n-size</i>	194		261		205	

### Chavez Prep ELA Proficiency: Grades 6-9

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
At-Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	41.2	37.8	39.3	39.5
					4 +			13.2	13.8	16.1	15.8
					<i>n-size</i>			136		112	
Male	44.2	44	47.7	45.3	3 +	33.9	39.8	32.0	43.0	34.4	44.9
					4 +	7.9	19.1	13.3	21.3	10.8	23.2
	<i>129</i>		<i>132</i>		<i>n-size</i>	<i>127</i>		<i>128</i>		<i>93</i>	
Female	62.9	58	59.8	58.2	3 +	47.8	55.9	46.8	60.6	46.4	62.9
					4 +	18.7	29.3	18.0	33.3	21.4	37.3
	<i>116</i>		<i>127</i>		<i>n-size</i>	<i>134</i>		<i>139</i>		<i>112</i>	

#### Chavez Prep ELA Median Growth Percentile Grades 6-9

In SYs 2012-13 and 2013-14, Chavez Prep's overall ELA MGP was at or above 50. In SY 2015-16, after the transition to the PARCC, the campus's outcomes decreased, with all subgroup MGPs below 50, except for female students. In the most recent school year, Chavez Prep's overall ELA MGP was 52, but its subgroup outcomes were mixed, with four subgroups exceeding 50 and three subgroups below 50.

#### Cesar Chavez PCS – Chavez Prep

##### Grades 6-9 Subgroup ELA MGP

	2012-13	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All Students	52	52	45	45	52
Black Non-Hispanic	62	57	43	42	43
Hispanic	49	51	45	45	56
English Learners	46	53	45	39	48

Cesar Chavez PCS – Chavez Prep

Grades 6-9  
Subgroup ELA MGP

	2012-13	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
Students with Disabilities	55	56	41	44	54
Economically Disadvantaged	52	52	46	46	52
Male	51	48	40	37	45
Female	56	58	48	50	57

Parkside Middle ELA Proficiency Grades 6-8

Parkside Middle School’s ELA proficiency has been below the state average overall and for all subgroups over the past four years, except for the small number of English language learners. Only 6.2% of male students were proficient last year.

Parkside Middle ELA Proficiency: Grades 6-8											
Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	41.7	50.9	39.9	51.8	3 +	26.9	47.8	36.5	51.8	34.5	53.9
					4 +	6.0	24.2	13.5	27.3	13.4	30.2
	288		283		<i>n-size</i>	283		282		261	
Black Non-Hispanic	40.6	46.2	39.8	46.2	3 +	25.6	40.5	36.2	45.3	33.5	46.8
					4 +	5.9	16.5	13.3	19.5	12.9	21.8
	271		269		<i>n-size</i>	273		271		248	
Hispanic	N/A	54.5	N/A	54.1	3 +	60.0	52.1	50.0	53.2	53.8	56.1
					4 +	10.0	22.6	20.0	27.0	23.1	29.8
	<i>n &lt; 10</i>		<i>n &lt; 10</i>		<i>n-size</i>	10		10		13	
English Learners	N/A	36.8	N/A	35.3	3 +	N/A	28.0	N/A	28.5	64.3	31.2
					4 +		8.8		9.5	35.7	12.3
	<i>n &lt; 10</i>		<i>n &lt; 10</i>		<i>n-size</i>	<i>n &lt; 10</i>		<i>n &lt; 10</i>		14	

## Parkside Middle ELA Proficiency: Grades 6-8

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
Students with Disabilities	7.0	19.5	8.5	20.9	3 +	6.7	12.5	2.4	15.3	5.9	16.8
					4 +	0	4.0	0	4.5	2.9	5.2
	43		47		<i>n-size</i>	30		42		34	
Economically Disadvantaged	41.0	44.7	39.9	44.3	3 +	26.9	38.2	36.5	43.5	34.5	50.2
					4 +	6	13.9	13.5	18.2	13.4	26.3
	261		283		<i>n-size</i>	283		282		261	
At-Risk	N/A	N/A	N/A	N/A	3 +			37.2	37.8	31.5	39.5
					4 +	N/A	N/A	12.6	13.8	12.0	15.8
					<i>n-size</i>			191		200	
Male	36.1	44.0	33.6	45.3	3 +	21.4	39.8	26.8	43.0	22.6	44.9
					4 +	5.7	19.1	9.9	21.3	6.2	23.2
	144		134		<i>n-size</i>	140		142		146	
Female	47.2	58.0	45.6	58.2	3 +	32.2	55.9	46.4	60.6	49.6	62.9
					4 +	6.3	29.3	17.1	33.3	22.6	37.3
	144		149		<i>n-size</i>	143		140		115	

### Parkside Middle ELA MGP Grades 6-8

In SYs 2012-13 and 2013-14, when the state assessment was the DC CAS, Parkside Middle School's overall and subgroup ELA MGPs were for the most part below 50, with the exception of students with disabilities in SY 2012-13 and a small number of Hispanic students in SY 2013-14. In SY 2015-16, after the PARCC was introduced, the school's overall and subgroup ELA MGPs were all above 50, with the exception of its students with disabilities. The school's ELA MGP outcomes in the most recent school year are more mixed, with the overall MGP, along with the MGPs of black students, male students, and economically disadvantaged students, all below 50.

Cesar Chavez PCS – Parkside Middle

Grades 6-8  
Subgroup ELA MGP

	2012-13	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	44	41	42	50	46
Black Non-Hispanic	43	39	42	50	46
Hispanic	41	50	60	58	60
Students with Disabilities	50	41	37	42	55
Economically Disadvantaged	42	40	42	50	46
Male	42	38	41	50	43
Female	43	41	45	51	52

Parkside High School ELA Proficiency Grades 9-12

Parkside High School’s overall ELA proficiency has exceeded the state average in three of the past four years assessed in this charter review. The school’s subgroups have also for the most part exceeded the state average. The lowest performing subgroup (and also the smallest, with 13 test takers in SY 2016-17) is students with disabilities, where none of the students scored proficient in the past two years.

**Parkside High ELA Proficiency: Grades 9-12**

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	52.6	45	50.0	49.3	3 +	38.4	42.4	48.3	36.9	51.6	43.8
					4 +	8.1	25.1	23.0	21.0	19.4	27.3
	76		92		<i>n-size</i>	86		87		93	
Black Non-Hispanic	52.8	40.7	48.8	45.9	3 +	36.8	37.6	47.6	33.1	52.2	39.1
					4 +	5.3	19.6	20.7	17.4	20.0	21.3

## Parkside High ELA Proficiency: Grades 9-12

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
	72		82		<i>n-size</i>	76		82		90	
Hispanic Students	N/A	50.1	N/A	48.9	3 +	50.0	44.3	N/A	37.3	N/A	40.5
					4 +	30.0	25.5		20.5		25.7
	<i>n &lt; 10</i>		<i>n &lt; 10</i>		<i>n-size</i>	10		<i>n &lt; 10</i>		<i>n &lt; 10</i>	
Students with Disabilities	N/A	13.9	20.0	15.2	3 +	N/A	11.3	10.0	9.4	23.1	13.7
					4 +		3.8	0	3.9	0	5.1
	<i>n &lt; 10</i>		10		<i>n-size</i>	<i>n &lt; 10</i>		10		13	
Economically Disadvantaged	50.0	37.6	50.0	41.6	3 +	38.4	33.7	48.3	33.1	51.6	38.1
					4 +	8.1	16.5	23.0	17.4	19.4	21.2
	66		92		<i>n-size</i>	86		87		93	
At-Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	48.2	25.0	53.1	29.3
					4 +			19.6	11.6	20.3	14.6
					<i>n-size</i>			56		64	
Male	48.6	38.9	37.8	41.7	3 +	36.4	34.9	50.0	29.6	46.0	35.6
					4 +	11.4	19.2	23.8	15.2	12.0	19.9
	35		37		<i>n-size</i>	44		42		50	
Female	56.1	50.6	58.2	56.4	3 +	40.5	49.7	46.7	44.1	58.1	52.0
					4 +	4.8	30.7	22.2	26.6	27.9	34.7
	41		55		<i>n-size</i>	42		45		43	

## Math

### Capitol Hill Math Proficiency Grades 9-12

Capitol Hill High School's math proficiency rates for all students have been below the state average in three of the four years assessed in this charter review. In the most recent two years, no female, at-risk, or Hispanic students or students with disabilities earned a score of proficient.

Capitol Hill Math Proficiency: Grades 9-12											
Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	41.6	44.8	68.2	51.0	3 +	27.2	44.7	31.1	43.9	16.7	46.1
					4 +	4.0	17.8	0	20.3	1.0	23.1
	101		107		n-size	151		90		96	
Black Non-Hispanic	36.9	40.4	67.9	47.3	3 +	27.5	33.0	29.3	31.8	16.9	34.3
					4 +	4.6	7.7	0	9.2	1.2	11.9
	84		81		n-size	131		75		83	
Hispanic Students	64.7	50.2	72.0	51.6	3 +	25.0	38.9	40.0	33.0	15.4	39.8
					4 +	0	12.7	0	10.6	0	13.5
	17		25		n-size	20		15		13	
English Learners	50.0	39.6	46.7	37.1	3 +	26.7	18.9	N/A	16.3	N/A	20.8
					4 +	0	5.6		5.8		7.9
	12		15		n-size	15		n < 10		n < 10	
Students with Disabilities	25.0	16.1	38.9	18.3	3 +	7.1	10.6	5.3	11.4	0	8.7
					4 +	3.6	1.4	0	3.2	0	1.4
	12		18		n-size	28		19		25	
Economically Disadvantaged	43.7	37.5	68.2	44.2	3 +	27.6	29.2	30.7	27.8	16.7	41.5
					4 +	3.8	7.0	0	7.5	1.0	18.9
	87		107		n-size	105		88		96	
At-Risk	N/A	N/A	N/A	N/A	3 +			30.8	20.9	13.4	23.6
					4 +	N/A	N/A	0	5.2	0	5.8
					n-size			52		67	
Male	44.7	41.8	68.8	45.6	3 +	26.9	41.9	21.4	41.6	15.2	45.1
					4 +	5.1	16.8	0	19.5	2.2	22.1
	38		48		n-size	78		42		46	
Female	39.7	47.5	67.8	56.0	3 +	27.4	47.3	39.6	46.1	18.0	47.1
					4 +	2.7	18.9	0	21.0	0	24

## Capitol Hill Math Proficiency: Grades 9-12

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
	63		59		<i>n-size</i>	73		48		50	

### Chavez Prep Math Proficiency Grades 6-9

In SYs 2012-13 and 2013-14, Chavez Prep's overall and subgroup math proficiency exceeded the state average. Yet in the most recent two school years, after the transition to the PARCC, overall and subgroup math proficiency have been below the state average, with the only exception being at-risk students approaching proficiency (3+) in SY 2016-17.

## Chavez Prep Math Proficiency: Grades 6-9

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	78.0	58.5	67.3	58.5	3 +	42.4	44.2	28.4	44.1	33.6	46.0
					4 +	13.0	18.8	6.9	19.7	6.6	21.9
	246		260		<i>n-size</i>	316		303		226	
Black Non-Hispanic	73.5	53.9	64.2	52.9	3 +	34.6	37.2	23.7	36.1	36.5	37.7
					4 +	15.4	12.7	5.3	12.5	5.8	14.0
	68		67		<i>n-size</i>	78		131		52	
Hispanic Students	79.8	64.4	68.9	64.0	3 +	44.6	45.4	31.1	45.5	31.8	47.9
					4 +	12.1	16.5	7.8	16.8	5.3	18.9
	173		190		<i>n-size</i>	231		167		170	
English Learners	71.8	51.6	61.8	48.4	3 +	25.7	28.8	5.1	25.7	12.9	27.5
					4 +	2.0	9.6	0	8.4	0	10.3
	131		110		<i>n-size</i>	101		79		70	
Students with Disabilities	N/A	25.8	30.6	25.9	3 +	10.0	11.9	8.1	13.7	6.2	14.4
					4 +	2.5	2.7	2.7	3.1	3.1	4.0
	<i>n &lt; 10</i>		36		<i>n-size</i>	40		37		32	
Economically Disadvantaged	77.6	53.3	67.3	51.8	3 +	42.8	34.9	29.0	34.9	33.6	41.9
					4 +	14.4	11.1	7.1	11.6	6.6	18.3
	237		260		<i>n-size</i>	236		297		226	
At-Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	26.1	28.5	34.4	30.2

### Chavez Prep Math Proficiency: Grades 6-9

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
					4 +			4.6	8.4	4.0	9.6
					<i>n-size</i>			153		125	
Male	73.1	55.4	62.4	55.3	3 +	40.5	40.6	28.1	41.5	34.9	42.2
					4 +	13.9	17.3	6.2	18.3	7.5	19.5
	130		133		<i>n-size</i>	158		146		106	
Female	83.6	61.7	72.4	61.7	3 +	44.3	47.7	28.7	46.6	32.5	49.8
					4 +	12.0	20.4	7.6	21.2	5.8	24.2
	116		127		<i>n-size</i>	158		157		120	

#### Chavez Prep Math MGP Grades 6-9

In SYs 2012-13 and 2013-14, Chavez Prep’s overall and subgroup math MGP exceeded 50, with the exception of students with disabilities in SY 2013-14. Yet in the most recent two school years, after the transition to the PARCC, the campus’s overall and subgroup math MGP rates have all been below 50. Black students, EL students, and Males all had MGPs below 45.

#### Cesar Chavez PCS – Chavez Prep

#### Grades 6-9 Subgroup Math MGP

	2012-13	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	61	52	45	42	44
Black Non-Hispanic	62	50	45	39	43
Hispanic	60	52	45	44	46
English Learners	63	56	46	47	42

Cesar Chavez PCS – Chavez Prep

Grades 6-9  
Subgroup Math MGP

	2012-13	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
Students with Disabilities	54	47	44	48	46
Economically Disadvantaged	61	51	45	42	44
Male	61	52	45	41	43
Female	61	50	45	42	45

Parkside Middle Math Proficiency Grades 6-8

Parkside Middle School’s overall and subgroup math proficiency rates have been below the state average for each of the past four years assessed in this review. In fact, last year only 5.0% of all students and 1.4% of male students earned a proficient score, compared to 21.9% and 19.5%, respectively, citywide. The only two exceptions to this are the outcomes of Hispanic students approaching and achieving math proficiency and math proficiency outcomes for English Learners in SY 2016-17.

**Parkside Middle Math Proficiency: Grades 6-8**

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	50.0	58.5	48.6	58.5	3 +	31.2	44.2	23.3	44.1	25.9	46.0
					4 +	5.3	18.8	6.5	19.7	5.0	21.9
	288		284		<i>n-size</i>	282		275		259	
Black Non-Hispanic	49.8	53.9	47.8	52.9	3 +	30.5	37.2	22.7	36.1	24.5	37.7
					4 +	4.8	12.7	6.1	12.5	4.5	14.0
	271		270		<i>n-size</i>	272		264		245	
Hispanic Students	N/A	64.4	N/A	64.0	3 +	50.0	45.4	40.0	45.5	50.0	47.9
					4 +	20.0	16.5	20.0	16.8	14.3	18.9

Parkside Middle Math Proficiency: Grades 6-8											
Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
	<i>n &lt; 10</i>		<i>n &lt; 10</i>		<i>n-size</i>	10		10		14	
English Learners	N/A	51.6	N/A	48.4	3 +	N/A	28.8	N/A	25.7	53.3	27.5
					4 +		9.6		8.4	13.3	10.3
	<i>n &lt; 10</i>		<i>n &lt; 10</i>		<i>n-size</i>	<i>n &lt; 10</i>		<i>n &lt; 10</i>		15	
Students with Disabilities	14.0	25.8	17.0	25.9	3 +	3.3	11.9	2.6	13.7	8.8	14.4
					4 +	3.3	2.7	0	3.1	0	4.0
	43		47		<i>n-size</i>	30		39		34	
Economically Disadvantaged	49.8	53.3	48.6	51.8	3 +	31.2	34.9	23.3	34.9	25.9	41.9
					4 +	5.3	11.1	6.5	11.6	5.0	18.3
	261		284		<i>n-size</i>	282		275		259	
At-Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	23.1	28.5	23.2	30.2
					4 +			7.5	8.4	6.1	9.6
					<i>n-size</i>			186		198	
Male	49.3	55.4	48.1	55.3	3 +	29.5	40.6	23.4	41.5	17.9	42.2
					4 +	6.5	17.3	5.8	18.3	1.4	19.5
	144		135		<i>n-size</i>	139		137		145	
Female	50.7	61.7	49.0	61.7	3 +	32.9	47.7	23.2	46.6	36.0	49.8
					4 +	4.2	20.4	7.2	21.2	9.6	24.2
	144		149		<i>n-size</i>	143		138		114	

### Parkside Middle Math MGP Grades 6-8

In SY 2012-13, Parkside Middle School's overall math MGP exceeded 50, as did the MGPs of all subgroups. Yet the following year, the school's overall MGP decreased below 50, as did the MGPs of all subgroups, except for Hispanic and male students. The school's overall math MGP was 50 in SY 2014-15, the first year the PARCC assessment was introduced. However, in the most recent two school years, Parkside Middle School's overall and subgroup MGPs have been below 50, with the exception of Hispanic students in SY 2015-16. The school's overall MGP for SY 2016-17 is low—with a score of just 36 for all students.

Cesar Chavez PCS – Parkside Middle

Grades 6-8  
Subgroup Math MGP

	2012-13	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	54	48	50	44	36
Black Non-Hispanic	53	47	49	43	36
Hispanic	75	65	63	54	41
Students with Disabilities	56	42	30	29	34
Economically Disadvantaged	55	48	50	44	36
Male	60	51	49	49	38
Female	53	46	47	40	35

Parkside High School Math Proficiency Grades 9-12

In SYs 2012-13 and 2013-14, Parkside High School’s overall and subgroup math proficiency rates were consistently above the state average. Yet since the introduction of the PARCC, the school’s overall and subgroup math proficiency rates have been below the state average, with the exception of at-risk students approaching proficiency (3+) in SY 2015-16, and students with disabilities approaching proficiency (3+) in SY 2016-17.

**Parkside High Math Proficiency: Grades 9-12**

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	64.5	44.8	72.8	51.0	3 +	27.1	44.7	22.0	43.9	19.0	46.1
					4 +	1.2	17.8	1.1	20.3	0	23.1
	76		92		<i>n-size</i>	85		91		79	

## Parkside High Math Proficiency: Grades 9-12

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
Black Non-Hispanic	62.5	40.4	72.0	47.3	3 +	29.1	33.0	20.7	31.8	18.4	34.3
					4 +	1.3	7.7	1.1	9.2	0	11.9
	72		82		<i>n-size</i>	79		87		76	
Students with Disabilities	N/A	16.1	20.0	18.3	3 +	5.6	10.6	0	11.4	18.2	8.7
					4 +	0	1.4	0	3.2	0	1.4
	<i>n &lt; 10</i>		10		<i>n-size</i>	18		10		11	
Economically Disadvantaged	63.6	37.5	72.8	44.2	3 +	27.1	29.2	22.0	27.8	19.0	41.5
					4 +	1.2	7.0	1.1	7.5	0	18.9
	66		92		<i>n-size</i>	85		91		79	
At-Risk	N/A	N/A	N/A	N/A	3 +			21.3	20.9	22.2	23.6
					4 +	N/A	N/A	1.6	5.2	0	5.8
					<i>n-size</i>			61		54	
Male	68.6	41.8	64.9	45.6	3 +	26.3	41.9	21.1	41.6	24.4	45.1
					4 +	2.6	16.8	0	19.5	0	22.1
	35		37		<i>n-size</i>	38		38		41	
Female	61.0	47.5	78.2	56	3 +	27.7	47.3	22.6	46.1	13.2	47.1
					4 +	0	18.9	1.9	21	0	24
	41		55		<i>n-size</i>	47		53		38	

## High School PMF Metrics

The following table details how DC PCSB measures various high school metrics on the PMF.

Indicator	Notes
Ninth grade students on track to graduate	DC PCSB calculates the percentage of ninth grade students earning enough credits to be on track to meet OSSE/LEA graduation requirements in four years.
PSAT	DC PCSB calculates the percentage of eleventh grade students scoring a combined score of at least 80 on the PSAT.
SAT	DC PCSB calculates the percentage of twelfth grade students scoring at least 800 on the SAT (math plus critical reading score) or 16 on the ACT.
Advanced Placement (AP), International Baccalaureate (IB), dual enrollment	DC PCSB calculates this rate by dividing the number of passing AP/IB exams and dual enrollment courses by the number of twelfth grade students.
High school graduation rate	DC PCSB calculates an adjusted cohort graduation rate by dividing the number of graduating seniors by the number of students who started in the cohort's ninth grade class.
College acceptance	DC PCSB measures the percentage of twelfth grade students accepted in a full-time college program.

### Ninth Grade Students on Track to Graduate

The percent of Capitol Hill High School's students on track to graduate is below the charter sector average in four of the five past years, including the most recent two years. However, overall, its rate has increased during this time from 65.7% in SY 2012-13 to 80.2% in SY 2016-17.

Parkside High School's rate of ninth grade students on track to graduate has been above the charter sector in each of the past five years and has increased slightly from the previous year to 91.6% in SY 2016-17.

<b>Cesar Chavez PCS</b>										
<b>9<sup>th</sup> grade students on track to graduate</b>										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	School	Charter								
Capitol Hill	65.7%	83.1%	66.0%	72.0%	78.7%	73.4%	72.4%	75.9%	80.2%	82.4%
Parkside High	87.6%		81.0%		83.8%		87.5%		91.6%	

PSAT

The rate of Capitol Hill High School eleventh grade students scoring 80 or higher on the PSAT has been below the charter sector in three of the five past years, and declined by 12.9 percentage points from 28.6% in SY 2015-16 to 15.7% in SY 2016-17, its lowest outcome for this metric over five years.

Parkside High School has been above the charter sector average for this metric in four of the past five years, but experienced a similar decline from SY 2015-16 to SY 2016-17. Last year, just 17.9% of eleventh grade students earned a score of 80 or higher on the PSAT.

<b>Cesar Chavez PCS</b>										
<b>11<sup>th</sup> grade students scoring 80+ on PSAT</b>										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	School	Charter								
Capitol Hill	33.8%	26.0%	28.3%	29.6%	24.6%	24.2%	28.6%	29.2%	15.7%	26.5%
Parkside High	29.3%		38.8%		25.0%		33.3%		17.9%	

SAT

Capitol Hill High School’s outcomes in this area were above the charter sector in SYs 2012-13 and 2016-17. They have been below the charter sector in three of the five past years, its rate of twelfth grade students scoring 800 or higher on the SAT, or 16 or higher on the ACT, increased by 24.8 percentage points from SY 2013-14 to SY 2016-17.

Parkside High School experienced an increase in this metric from SY 2012-13 to SY 2016-17, and has exceeded the charter sector in each of the past five years.

<b>Cesar Chavez PCS</b>										
<b>12<sup>th</sup> grade students scoring 800 on the SAT (math plus critical reading score) or 16 on the ACT</b>										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	School	Charter								
Capitol Hill	48.0%	37.9%	35.2%	37.5%	35.1%	40.8%	35.3%	44.3%	60.0%	54.4%
Parkside High	41.9%		50.0%		51.6%		44.4%		55.4%	

Advanced Placement/Dual Enrollment

Capitol Hill High School’s Advanced Placement/dual enrollment passage rates were above the charter sector from SY 2013-13 to SY 2014-15. Yet, from SY 2014-15 to SY 2015-16, its outcomes for this metric dropped by 48.2 percentage points, and the campus rate has been less than half the charter sector rate each of the past two years.

Parkside High has been below the charter sector rate for this metric in each of the past four years.

<b>Cesar Chavez PCS</b>										
<b>12<sup>th</sup> grade students Advanced Placement/Dual Enrollment Passage Rates</b>										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	School	Charter								
Capitol Hill	15.0%	9.0%	12.1%	10.2%	52.6%	22.5%	4.4%	25.2%	12.3%	28.2%
Parkside High	12.5%		7.5%		17.2%		15.3%		16.9%	

Four-Year Graduation Rate

Capitol Hill High School’s four-year graduation rate has been below the charter sector in each of the past five years, although it has seen an overall increase from 68.0% to 72.1%.

Parkside High School has outperformed Capitol Hill High School in this metric in each of the past five years, and has been above the charter sector in three of the past five years, including the most recent two.

<b>Cesar Chavez PCS</b>										
<b>Four-Year Graduation Rate <sup>17</sup></b>										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	School	Charter								
Capitol Hill	68.0%	76.7%	66.4%	67.5%	66.1%	71.2%	74.2%	75.8%	72.1%	80.3%
Parkside High	71.0%		68.2%		68.2%		79.4%		85.0%	

<sup>17</sup> Starting in SY 2014-15, DC PCSB reported the four-year graduation rate one year behind on the High School PMF in order to align cohorts with the five-year graduation rate.

College Acceptance

Both Capitol Hill High School and Parkside High School’s college acceptance rates have exceeded the charter sector in each of the past five years. Both schools achieved a 100% college acceptance rate in three of the past five years, and were within 6 percentage points of a 100% rate in the other years.

<b>Cesar Chavez PCS College Acceptance</b>										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	School	Charter								
Capitol Hill	96.0%	92.0%	94.5%	89.7%	100%	91.4%	100%	97.2%	100%	96.3%
Parkside High	100%		100%		96.9%		100%		98.4%	

**School Environment Measures**

School environment measures include in-seat attendance and re-enrollment. These measures are designed to show the school’s climate and parent satisfaction.

In-Seat Attendance

Three of the four Chavez PCS campuses have exceeded the charter sector in-seat attendance rate in each of the past five years. The exception is the Parkside Middle School campus, which had in-seat attendance rates below the charter average in three of the past five years, although never by more than four percentage points.

<b>Chavez PCS – In-Seat Attendance</b>										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	School	Charter Sector								
Capitol Hill (Grades 9-12)	89.0%	84.0%	89.0%	80.0%	87.3%	83.0%	90.3%	83.2%	87.8%	87.3%
Chavez Prep (Grades 6-9)	92.1%	91.2%	94.4%	91.6%	92.2%	91.7%	92.5%	92.3%	91.9%	91.3%

### Chavez PCS – In-Seat Attendance

	2012-13		2013-14		2014-15		2015-16		2016-17	
	School	Charter Sector								
Parkside MS (Grades 6-8)	90.0%	93.0%	92.0%	88.0%	90.0%	89.0%	92.0%	92.9%	90.3%	93.7%
Parkside HS (Grades 9-12)	88.0%	84.0%	90.0%	80.0%	85.3%	83.0%	90.2%	83.2%	90.6%	87.3%

#### Re-Enrollment

With the exception of Chavez Prep, all Chavez PCS campuses had re-enrollment rates lower than the charter sector average for the majority of the past five years.

### Chavez PCS – Re-enrollment Rates

	2012-13 to 2013-14		2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17	
	School	Charter Sector						
Capitol Hill (Grades 9-12)	78.8%	80.2%	70.9%	79.7%	75.4%	82.2%	76.3%	84.4%
Chavez Prep (Grades 6-9)	86.5%	83.9%	91.6%	82.8%	83.2%	78.6%	80.5%	85.2%
Parkside MS (Grades 6-8)	81.2%	83.9%	73.1%	82.8%	86.3%	80.7%	84.3%	86.3%
Parkside HS (Grades 9-12)	84.5%	80.2%	76.9%	79.7%	81.9%	82.2%	77.0%	84.4%

#### Qualitative Site Review Outcomes

DC PCSB conducts Qualitative Site Reviews (QSRs) of charter schools to observe qualitative evidence of the extent to which the school is meeting its mission and goals, as

well as to assess classroom environments and quality of instruction. In spring 2017, in anticipation of this charter review, DC PCSB conducted a QSR of each Chavez PCS campus.

PCSB observed evidence at Chavez Prep and Parkside Middle School that these campuses were meeting the school’s mission, although it was observed at Parkside Middle that there was an uneven implementation of the school’s program, with wide variation in student behavior across classes. DC PCSB observed mixed evidence that Parkside High was meeting its mission, and weak evidence that Capitol Hill was meeting its mission. At the Capitol Hill campus, DC PCSB concluded that, “[w]hile several teachers demonstrated strong instructional delivery, the overall academic levels were low and did not align with the goal of preparing scholars to enter and succeed in competitive colleges. The majority of students were not engaged in the content.”

In QSRs, each observed classroom is assigned an Unsatisfactory, Basic, Proficient, or Distinguished rating in the domains of classroom environment<sup>18</sup> and instruction.<sup>19</sup> The following table details the percentage of classrooms at each campus that were rated proficient or distinguished in each domain. Of the 38 QSRs conducted by DC PCSB in SY 2016-17, Capitol Hill had the lowest classroom environment score, and the sixth-lowest instruction score. All Chavez PCS campuses were in the bottom 50th percentile in classroom environment and instruction among SY 2016-17 QSRs.

<b>% of Classrooms Rated Proficient or Distinguished in the Domain</b>		
	<b>Classroom Environment</b>	<b>Instruction</b>
<b>Capitol Hill High School</b>	47	41
<b>Chavez Prep</b>	61	57
<b>Parkside Middle School</b>	56	60
<b>Parkside High School</b>	59	48

18 To assess classroom environment, DC PCSB observes whether teachers (a) create an environment of respect and rapport; (b) establish a culture for learning; (c) manage classroom procedures; and (d) manage student behavior.

19 To assess instruction, DC PCSB observes how teachers (a) communicate with students; (b) use questioning/prompts and discussion techniques; (c) engage students in learning; and (d) use assessment for instruction.

**Goal 2: Middle School: 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 for the following school years: 2013-14, 2014-15, 2015-16, 2016-17.**

**Assessment: Chavez PCS met this goal.** Chavez PCS was never classified by OSSE as a Focus or Priority school under the 2012 Waiver to the Elementary and Secondary Education Act.

The United States Department of Education defines Focus and Priority schools according to the following definitions:

A Focus school may be classified as:

A "within-school-gaps" focus school must:

1. Be a Title I school;
2. Have the largest gaps in achievement, or at the high school level, in graduation rates, between subgroups within the school; and
3. Have had a lack of progress over a number of years of the lowest achieving subgroup or subgroups in terms of proficiency on the statewide assessments, or at the high school level, graduation rates.

A "low-achieving-subgroup" focus school must:

1. Be a Title I school;
2. Have one or more subgroups with low achievement or, at the high school level, low graduation rates; and
3. Have had a lack of progress over a number of years of the lowest achieving subgroup or subgroups in terms of proficiency on the statewide assessments or, at the high school level, graduation rates.

A "low-graduation rate" focus school must:

1. Be a Title I school;
2. Have had a graduation rate less than 60 percent over a number of years; and
3. Not be identified as a priority school.

A Priority school must be at least one of the following:

1. Among the lowest five percent of Title I schools in the State based on both achievement and lack of progress of the "all students" group;
2. A Title I participating or Title I eligible high school with a graduation rate less than 60 percent over a number of years; or

3. A currently served Tier I or Tier II School Improvement Grant (SIG) school.

**Goal 3: High School: 95% of seniors receive a passing grade on their culminating thesis paper by August 1<sup>st</sup> of their senior year for the following school years: 2013-14, 2014-15, 2015-16, 2016-17.**

**Assessment: Chavez PCS met this goal.** In SY 2013-14 through SY 2016-17, over 95% of seniors received a passing grade on their culminating thesis papers by August 1<sup>st</sup> of their senior year.

Thesis		
Year	Target	Target Met?
2013-14	<b>High School: 95% of seniors receive a passing grade on their culminating thesis paper by August 1<sup>st</sup> of their senior year for the following school years: 2013-14, 2014-15, 2015-16, 2016-17.</b>	<b>Yes.</b> 100% of students met this target.
2014-15		<b>Yes.</b> 98.5% of students met this target.
2015-16		<b>Yes.</b> 99.3% of students met this target.
2016-17		<b>Yes.</b> 97.0% of students met this target.

**Goal 4: High School: 90% of juniors on track to graduate the next year complete a fellowship (internship) with a government agency, nonprofit or other organization aligned to the goal of offering students an opportunity to apply their academic skills and civic knowledge to address a policy issue or community concern for the following school years: 2013-14, 2014-15, 2015-16, 2016-17.**

**Assessment: Chavez PCS met this goal.** Over 90% of juniors on track to graduate completed a fellowship or internship in SY 2013-14 through SY 2016-17.

Fellowship		
Year	Target	Target Met?
2013-14	<b>High School: 90% of juniors on track to graduate the next year complete a fellowship (internship) with a government agency, nonprofit or other organization aligned to the goal of offering students an opportunity to apply their academic skills and civic knowledge to address a policy issue or community concern for the following school years: 2013-14, 2014-15, 2015-16, 2016-17.</b>	<b>Yes.</b> 91.9% of students met this target.
2014-15		<b>Yes.</b> 96.8% of students met this target.
2015-16		<b>Yes.</b> 94.0% of students met this target.
2016-17		<b>Yes.</b>

Fellowship		
Year	Target	Target Met?
		94.1% of students met this target.

**Goal 5: High School: A minimum of 90% of seniors with an IEP will be accepted to at least one college for the following school years: 2013-14, 2014-15, 2015-16, 2016-17.**

**Assessment: Chavez PCS substantially met this goal.** In SYs 2013-14, 2014-15, and 2016-17, 100% of high school seniors with an IEP were accepted to at least one college. The school missed the goal in SY 2015-16, with 83.3% of seniors with an IEP being accepted to a college. The number of seniors with IEPs in SY 2015-16 was 12 students.

Fellowship		
Year	Target	Target Met?
2013-14	<b>High School: A minimum of 90% of seniors with an IEP will be accepted to at least one college for the following school years: 2013-14, 2014-15, 2015-16, 2016-17.</b>	<b>Yes.</b> 100% of students met this target.
2014-15		<b>Yes.</b> 100% of students met this target.
2015-16		<b>No.</b> 83.3% of students met this target.
2016-17		<b>Yes.</b> 100% of students met this target.

## **SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS**

The SRA requires DC PCSB to determine at least once every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”<sup>20</sup> The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below table discusses the school’s compliance with various requirements from 2013-14 to the time of this report’s publication.

<b>Compliance Item</b>	<b>Description</b>	<b>School’s Compliance Status 2013-14 to Present<sup>21</sup></b>
<b>Fair enrollment process</b>  D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2013-14
<b>Notice and due process for suspensions and expulsions</b>  D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process <sup>22</sup> and the school must distribute such policies to students and parents.	Compliant since 2013-14

<sup>20</sup> D.C. Code § 38.1803.12(a)(1).

<sup>21</sup> See Compliance Reports, attached to this report as Appendix I.

<sup>22</sup> See *Goss v. Lopez*, 419 U.S. 565 (1975).

<b>Compliance Item</b>	<b>Description</b>	<b>School's Compliance Status 2013-14 to Present<sup>21</sup></b>
<p><b>Student health and safety</b></p> <p>D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651</p>	<p>The SRA requires DC charter schools to maintain the health and safety of its students.<sup>23</sup> To ensure that schools adhere to this clause, DC PCSB monitors schools for various indicators, including but not limited to whether schools:</p> <ul style="list-style-type: none"> <li>- have qualified staff members that can administer medications;</li> <li>- conduct background checks for all school employees and volunteers; and</li> <li>- have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.</li> </ul>	<p>Compliant since 2013-14</p>
<p><b>Equal employment</b></p> <p>D.C. Code § 38-1802.04(c)(5)</p>	<p>A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.</p>	<p>Compliant since 2013-14</p>
<p><b>Insurance</b></p> <p>As required by the school's charter</p>	<p>A DC charter school must be adequately insured.</p>	<p>Compliant since 2013-14</p>
<p><b>Facility licenses</b></p> <p>D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.</p>	<p>A DC charter school must possess all required local licenses.</p>	<p>Compliant since 2013-14</p>
<p><b>Proper composition of board of trustees</b></p> <p>D.C. Code § 38-1802.05(a)</p>	<p>A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.</p>	<p>Compliant since 2013-14</p>

<sup>23</sup> D.C. Code § 38.1802.04(c)(4)(A).

<b>Compliance Item</b>	<b>Description</b>	<b>School's Compliance Status 2013-14 to Present<sup>21</sup></b>
<b>Accreditation Status</b>  D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2013-14

### **Procurement Contracts**

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at \$25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

For SYs 2013-14 and 2014-15, the school did not properly submit all contract documents. However, these contracts were entered into before DC PCSB implemented the current version of the Procurement Contract Submission Policy and it would be impractical for the school to submit these contracts at this time. For SY 2015-16, DC PCSB staff found the school to be in compliance with the Procurement Contract Submission Policy.

### **Special Education Compliance**

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act<sup>24</sup> (IDEA) and Section 504 of the Rehabilitation Act of 1973.<sup>25</sup> The following section summarizes the Chavez PCS's special education compliance from SY 2013-14 to the present.

#### **The D.C. Office of the State Superintendent of Education (OSSE) Special Education Compliance Reviews**

OSSE monitors charter schools' special education compliance and publishes three primary types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Special Conditions Reports. OSSE's findings regarding special education compliance are summarized below.

Because of its dependent charter status prior to SY 2015-2016, the school's special education compliance performance, except for Special Conditions reports, was reported by

<sup>24</sup> 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. §1413(a)(5).

<sup>25</sup> 29 U.S.C. § 794.

OSSE as part of District of Columbia Public Schools’ (DCPS) overall compliance performance and is not a part of this report.

**(1) Annual Determinations**

As required by a federal regulation, OSSE annually analyzes each LEA’s compliance with special education compliance indicators and publishes these findings in an Annual Determination report.<sup>26</sup> Each year’s report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2016-17, OSSE published its 2014 Annual Determination reports (based on the school’s 2014-15 performance).

The LEA’s Annual Determination performance is detailed in the table below from when it became an independent LEA beginning in SY 2015-16.<sup>27</sup> All prior years’ determination levels are listed as Not Applicable (N/A).

<b>Year</b>	<b>Percent Compliant with Audited Special Education Federal Requirements</b>	<b>Determination Level<sup>28</sup></b>
2013	N/A	N/A
2014	N/A	N/A
2015	68%	Needs Assistance

Chavez PCS received a Needs Assistance designation in its 2015 Determination. OSSE recommended that the school’s team seek training and technical assistance to improve overall performance. However, the LEA is not legally required to undertake the recommendations or any corrective actions.

**(2) On-Site Monitoring Report**

OSSE conducts an on-site assessment of an LEA’s special education compliance with student-level and LEA-level indicators in alignment with their coordinated Risk

<sup>26</sup> As required by federal regulation 34 CFR § 300.600(c).

<sup>27</sup> See Annual Determination reports, attached to this report as Appendix J.

<sup>28</sup> IDEA requires OSSE as the State educational agency (SEA) to make determinations annually about the performance of LEAs. OSSE is required to use the same categories that the US Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. In making such determinations, OSSE will assign LEAs one of the following determination levels: *Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention*.

Based Monitoring,<sup>29</sup> and publishes its findings in an On-Site Monitoring Report. Annually, OSSE assigns a risk designation to each LEA based on several criteria, including its IDEA Part B performance,<sup>30</sup> which OSSE then uses to determine if an LEA will receive on-site monitoring.<sup>31</sup> LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.<sup>32</sup>

As of July 2017, OSSE had not conducted an On-Site Monitoring of the school since it became an independent LEA.

**(3) Special Conditions Reports**

OSSE submits reports to OSEP three times annually,<sup>33</sup> detailing LEAs’ compliance in three areas: (1) Initial Evaluation timeliness;<sup>34</sup> (2) Reevaluation timeliness; and (3) Secondary Transition requirements (for students at age 16 and up). Chavez PCS is evaluated in adhering to all three of these areas and the outcomes are detailed in the tables below. The school has since cured all identified points of noncompliance.

<b>Special Conditions Reporting Period – April 2013 through March 2014</b>				
	<b>Quarter 1 (April 1 – June 30)</b>	<b>Quarter 2 (July 1 – September 30)</b>	<b>Quarter 3 (October 1 – December 31)</b>	<b>Quarter 4 (January 1 – March 31)</b>
<b>Initial Evaluation Timeliness</b>	N/A <sup>35</sup>	N/A	N/A	Compliant
<b>Reevaluation Timeliness</b>	Compliant	N/A	N/A	Compliant
<b>Secondary Transition</b>	N/A	N/A	N/A	Not compliant

<sup>29</sup> <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Risk-Based%20Monitoring%20Guidance.pdf>

<sup>30</sup> Part B of IDEA applies to students ages 3-22.

<sup>31</sup> The type of monitoring an LEA will receive varies depending on its designation as a “high,” “medium,” or “low risk” sub-grantee. An on-site monitoring visit will occur for schools classified as “high” risk.

<sup>32</sup> If the school were found to be less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation and give the LEA 365 days to cure the finding.

<sup>33</sup> Prior to SY 2014-15, OSSE conducted reviews quarterly. The data for the special conditions from that timeframe is thus organized across four quarters.

<sup>34</sup> Starting with SY 2017-18, OSSE is no longer under special conditions with OSEP on Initial Evaluations. Moving forward, OSSE will only report on Reevaluation and Secondary Transition in Special Conditions reporting. Initial evaluation data will still be periodically reviewed for compliance and included in Public Reporting for Annual Performance Reports (APRs). For the purposes of this report, Initial Evaluations are included since OSSE reported on this area of compliance in the past.

<sup>35</sup> Not applicable (N/A) in Special Conditions indicates that OSSE did not conduct a review for the listed compliance area during the specified timeframe for the school.

<b>Special Conditions Reporting Period – April 2014 through March 2015</b>			
	<b>August 1 Report (April 1 – June 30)</b>	<b>November 1 Report (July 1 – Sept. 30)</b>	<b>May 1 Report (October 1 – March 31)</b>
<b>Initial Evaluation Timeliness</b>	N/A	Compliant	Compliant
<b>Reevaluation Timeliness</b>	Compliant	Compliant	Compliant
<b>Secondary Transition</b>	Not compliant	N/A	Compliant

<b>Special Conditions Reporting Period – April 2015 through March 2016</b>			
	<b>August 1 Report (April 1 – June 30)</b>	<b>November 1 Report (July 1 – Sept. 30)</b>	<b>May 1 Report (October 1 – March 31)</b>
<b>Initial Evaluation Timeliness</b>	N/A	N/A	N/A
<b>Reevaluation Timeliness</b>	Compliant	Compliant	Not compliant
<b>Secondary Transition</b>	N/A	Compliant	Compliant

<b>Special Conditions Reporting Period – April 2016 through March 2017</b>			
	<b>August 1 Report (April 1 – June 30)</b>	<b>November 1 Report (July 1 – Sept. 30)</b>	<b>May 1 Report (October 1 – March 31)</b>
<b>Initial Evaluation Timeliness</b>	N/A	N/A	N/A
<b>Reevaluation Timeliness</b>	Compliant	N/A	N/A
<b>Secondary Transition</b>	Compliant	Not compliant	N/A

Disproportionate Representation Finding

OSSE annually reviews LEAs for inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities. On May 15,

2017,<sup>36</sup> Chavez PCS was notified that it was found to have disproportionate representation in the areas of:

- over identification in the Other Health Impairment category for African American students,
- over identification in the Multiple Disabilities category for African American students, and
- over identification in the Emotional Disturbance category for African American students.

As a result, Chavez PCS was required to complete a self-assessment; however, the LEA did not respond to the requirements of this activity. As a result, the school has received a data finding and must correct the noncompliance no later than one year after the identification of noncompliance.

#### Hearing Officer Determination (HOD) Implementation Review

OSSE manages and oversees compliance through the HOD Tracker (formerly called the Blackman Jones database) that tracks the timely implementation of actions required by HODs. As of July 2017, no HODs have been issued against Chavez PCS since it became an independent LEA.<sup>37</sup>

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<sup>36</sup> See 2016-2017 Disproportionate Representation Review Report Attachments, attached to this report as Appendix K.

<sup>37</sup> HODs are the written decisions issued as a result of a due process complaint that proceeded to hearing. Many other complaints are withdrawn for a number of reasons, including settlement. Not all outcomes are required to be tracked; thus, for the purposes of charter reviews, DC PCSB reports only on HODs that resulted in a finding of noncompliance against the LEA.

## **SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY**

### **INTRODUCTION**

The SRA requires DC PCSB to revoke a school's charter if DC PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.<sup>38</sup>

The results of DC PCSB's review of Chavez PCS's financial records are presented below.

### **SUMMARY OF FINDINGS**

Overall, Chavez PCS has demonstrated adequate financial performance and has complied with GAAP, has not engaged in a pattern of fiscal mismanagement, and is currently economically viable. However, there are two concerns:

First, enrollment trends for the school are negative. Enrollment declined by 10% in FY 2017 and 8% in FY 2018<sup>39</sup>. This downward trend in enrollment and related revenue may limit the school's ability to service its debt or to comply with debt covenants.

Ongoing enrollment declines, should they occur will continue to put pressure on the school. Furthermore, if the Parkside Middle School campus should close, this sudden drop in enrollment and revenue will only exacerbate the potential problem. In the event of a Parkside Middle School closure, the school may be forced to restructure its debt, and despite multiple conversations with the school about the likelihood of the campus not meeting its goals and a staff recommendation for closure, the school has not been forthcoming with evidence that restructuring is likely or possible. Without a debt restructuring, the school may violate terms of its debt covenants, thereby putting the school in default and opening the door for some recovery action initiated by the debt holders, which could jeopardize the economic viability of the LEA as a whole.

Second, while the school had no material weaknesses in internal controls, annual audits have identified findings each year, some of which have repeated, implying the internal control environment needs to be strengthened.<sup>40</sup>

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<sup>38</sup> See D.C. Code § 38-1802.13(b).

<sup>39</sup> FY 2018 enrollment figures are from the pre-audit count day roster. The final audited numbers were not available at the time this report was drafted.

<sup>40</sup> This report was done prior to the completion of the FY 2017 Financial Audit, which revealed Chavez PCS received no findings in its most recent audit.

Chavez PCS's first year of operation was Fiscal Year (FY) 1999. The data examined as a part of this review includes the last five years of audited financial data, FY 2012 through FY 2016<sup>41</sup>.

This review also assesses the impact of a potential closure of Parkside Middle School, as this campus did not meet its student academic achievement expectations. This analysis is based on revenue projections provided by the LEA to DC PCSB on June 20<sup>th</sup>, 2017<sup>42</sup>, and audited enrollment numbers for FY 2017 and FY 2018.

During the five years through FY16, Chavez PCS operated with modest fluctuations of enrollment and revenue. Enrollment was essentially unchanged (annual changes of (3% to 5%) and financial results were near break-even levels (changes in net assets margin of (4%) to 3%). The school's cash balances and net asset position allowed the school to operate with a low level of variability in operating results. Chavez PCS was financially viable at FY 2016 levels of enrollment and revenues.

Most of the analysis in this report covers the period through the end of FY16 – that is, June of 2016. Therefore, enrollment declines in FY17 and FY18 are not reflected in the tables shown below.

It should be emphasized that the school has a strong balance sheet, and that its balance sheet appears to remain strong as of today, based on recent unaudited financial statements.

However, significant reductions in the school's revenues—whether caused by continued declines in enrollment at existing campuses or by the closure of the middle school— could erode the financial position of Chavez PCS over time. Moreover, weakened performance levels may result in breaches of existing debt covenants, which may further threaten financial viability. These are discussed further below.

## **FINANCIAL OVERVIEW**

The following table provides an overview of Chavez PCS's financial information from the school's last five financial audits. Between FY 2012 and FY 2016, the school maintained a Net Asset Position of roughly \$12 million, and maintained cash balances above targeted levels. Overall, the school exhibited adequate financial results.

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<sup>41</sup> The FY17 Financial Audit was submitted in late November. Due to time constraints, we were only able to use that information in select circumstances. We also relied on unaudited FY17 financial statements submitted by the school, which we noted when appropriate.

<sup>42</sup> School officials and their representatives met with the FAST team on June 20<sup>th</sup>, 2017 to discuss the school's finances and the impact of a potential Parkside Middle School closure.

<b>Financial Highlights (\$ in 000s)</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Maximum Enrollment<sup>43</sup></b>	Unknown	Unknown <sup>44</sup>	1,620	1,620	1,620
<b>Audited Enrollment</b>	1,382	1,436	1,389	1,348	1,275
<b>Total Revenue</b>	\$25,732	\$25,876	\$25,751	\$28,266	\$29,217
<b>Surplus/(Deficit)<sup>45</sup></b>	\$674	\$4	(\$1,023)	\$506	\$148
<b>Unrestricted Cash Balances</b>	\$4,208	\$6,048	\$4,402	\$5,029	\$6,525
<b>Number of Days of Cash on Hand<sup>46</sup></b>	65	90	63	70	87
<b>Net Asset Position<sup>47</sup></b>	\$12,663	\$12,667	\$11,644	\$12,150	\$12,298
<b>Primary Reserve Ratio<sup>48</sup></b>	50%	49%	43%	43%	42%

Strong cash balances and reserves will allow the school to absorb some variability in enrollment and revenues. According to unaudited data provided by the school, cash at the end of FY17 remained strong at \$6.54 million.

In June 2017, the school projected that if the Parkside Middle School campus were closed by DC PCSB, the LEA's deficit would be roughly \$1.6 million per year, assuming all other campuses maintain enrollment at FY 2017 levels. The school estimates that would also reduce cash balances by over \$500,000 per year. These results may be sustainable for a few years when considering the school's cash balances and reserves. However, the most recent enrollment data shows a decline of 8%, which calls into question the applicability of the school's projections given in June of 2017.

Operating the school in this manner would likely violate performance standards required by the school's debt covenants. While the debtholders could agree to modify the terms of the debt to factor in projected operating losses, failure to do so could threaten the school's financial viability. Therefore, should DC PCSB close the Parkside Middle School campus, Chavez PCS would likely need to renegotiate its debt structure.

## **FISCAL MANAGEMENT**

Overall fiscal management considers the school's liquidity, debt burden, cost management, and internal controls. Together, these factors reflect the effectiveness of school leaders and the school's board in managing school finances.

<sup>43</sup> Maximum Enrollment represents the largest possible number of students for which the school may receive public funding. It may be higher than the school's targeted or budgeted enrollment, but provides a good proxy for the school's enrollment expectations over time.

<sup>44</sup> The maximum enrollment prior to FY 2014 was not located due to missing records.

<sup>45</sup> Surplus / (Deficit) is total revenue minus total expenses.

<sup>46</sup> Number of Days of Cash on Hand equals unrestricted cash and cash equivalents divided by daily operating expenses (which equals annual operating expenses divided by 365 days). It is a measure of the school's ability to pay debts and claims as they come due.

<sup>47</sup> Net Asset Position equals total assets minus total liabilities.

<sup>48</sup> Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.

## Liquidity

Liquidity refers to the school's ability to meet its financial obligations, particularly in the short term. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school's viability.

The first indicator of a school's liquidity is its current ratio.<sup>49</sup> The current ratio measures a school's financial resources available to meet short-term obligations (i.e., those obligations due in the following 12 months). When the current ratio is less than one, the school's ability to meet these obligations is in doubt; we consider a current ratio of greater than 1.0 the "target" of acceptable performance. A current ratio below 0.7 raises concern about the school's liquidity; we consider this the "floor" of acceptable performance.

Chavez PCS's current ratio exceeds the target substantially.

The second measure, days of cash on hand, reflects a school's ability to satisfy its financial obligations using only existing cash balances (in the event of unexpected cash delays). Typically, 45 days of cash or more is recommended; we consider this the target. Less than 15 days of cash is a liquidity concern; we consider this the floor of acceptable performance.

Chavez PCS's cash on hand exceeded the target in each of the five years under review.

Together, these indicators reflect strong liquidity between FY 2012 and FY 2016.

<b>Liquidity</b>							
	<b>Floor</b>	<b>Target</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Current Ratio</b>	<0.7	>1.0	3.7	3.4	2.5	3.2	2.8
<b>Number of Days of Cash on Hand</b>	<15	>45	65	90	63	70	87

According to unaudited data provided by the school, the current ratio at the end of FY17 remained strong at 3.4 and days of cash is also relatively high, at 88.

The final measure of liquidity is solvency,<sup>50</sup> or the school's ability to pay outstanding obligations, including amounts due to vendors, employees and lenders, if the school's charter is revoked. DC PCSB reviewed Chavez PCS's audited financial statements and real estate appraisal to determine the risk to third parties in the event of school closure.

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<sup>49</sup> A school's current ratio is its current assets divided by current liabilities.

<sup>50</sup> Solvency equals unrestricted cash, estimated proceeds from a real estate liquidation, plus receivables with a high probability of collection, minus liabilities and closure expenses.

Should the DC PCSB Board vote to close the Parkside Middle School campus, the school projects that the network would generate operating deficits and negative cash flows, even if the vacant space were sublet to another school. These deficits would largely be the result of high interest expense from the school's debt, which cannot be refinanced before 2020. The school's projection assumes no change in enrollment at the remaining three campuses. Maintaining enrollment may be a significant challenge, as closure of Parkside Middle School may effectively eliminate a feeder to the high school. In FY 2017, 55% of Parkside High School students transitioned from the middle school. Annual deficits would erode the school's net asset position, increasing the school's solvency risk over time.

If the entire LEA were to close in the near term, the school's strong balance sheet may not protect its creditors and allow for substantial repayment of outstanding obligations. As of June 30, 2017, the school has fixed assets totaling \$26,400,000<sup>5152</sup>. The school's largest marketable asset is the Parkside Campus, whose current market value is \$19,500,000<sup>5354</sup>. When combined with the school's \$7,400,000<sup>55</sup> in current assets, the estimated total funds available to cover the school's outstanding obligations could be \$26,900,000<sup>56</sup>. Total liabilities as of June 30, 2017 are \$25,600,000<sup>57</sup>. However, if the school were to default on its bonds, all interest, principal, penalties and expenses would become due and payable immediately, thereby increasing the total liabilities. It is likely an asset liquidation would result in a situation where the school was unable to meet all of its obligations to employees, vendors, and creditors.

Please note: asset liquidations are unpredictable. The timing of creditor claims, the vigor with which they are pursued, and the uncertainty of the real estate market makes any predictions on creditor repayment highly speculative.

### Debt Burden

As part of the evaluation of a school's long-term viability, DC PCSB considers a school's

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<sup>51</sup> FY 2017 Financial Audit.

<sup>52</sup> The school's audit shows \$15,000,000 of its fixed assets (before depreciation) is comprised of leasehold improvements such as drywall, mechanical systems, and light fixtures. Because these have little value outside of their current use, we've omitted their liquidation value from our calculation.

<sup>53</sup> Real Estate Appraisal Report for 3701 Hayes Street NE, Washington, DC 20019, September 27, 2017, by Gutridge Realty Services.

<sup>54</sup> This appraised value omits real estate sale transaction costs, marketing expenses, and the carrying costs of during the marketing period, which could be 3%-10% of total value.

<sup>55</sup> FY 2017 Financial Audit.

<sup>56</sup> The school has other fixed assets such as computers and furniture which may be liquidated to cover obligations, however, with no readily discernible market value for these assets they have been omitted from this calculation.

<sup>57</sup> FY 2017 Financial Audit.

debt burden. DC PCSB reviews two debt ratios – the debt ratio<sup>58</sup> and the debt service coverage ratio.<sup>59</sup>

First, the debt ratio measures how leveraged a school is, or the extent to which a school relies on borrowed funds to finance its operations. A ratio greater than 0.90 is a cause for concern (the floor for this metric); a ratio below 0.50 is a signal of financial strength (the target).

Chavez PCS’s debt ratio has been better than the floor each of the past year years.

Second, the debt service coverage ratio flags schools with high debt payments relative to the norm; a low ratio indicates a school’s inability to service its debt. For this metric, a ratio less than 1.0 is a cause for concern (the floor) and a ratio above 1.2 is a sign of strength (the target).

The debt service coverage ratio in FY 2016 indicates that the school has the ability to service its debt, assuming no change in the number of campuses operated by the LEA. However, based on Chavez PCS’s projections, if Parkside Middle School is closed, the debt service coverage ratio could fall below 1.1, the level specified in the school’s debt covenants.

Together, these indicators reflect no concern regarding the school’s current debt structure. However, if the Parkside Middle School were to close or the recent enrollment trends continue, the school’s debt would need modification or the school’s viability will be at risk.

Debt Burden							
	Floor	Target	2012	2013	2014	2015	2016
<b>Debt Ratio</b>	>0.90	<0.50	0.69	0.69	0.70	0.69	0.69
<b>Debt Service Coverage Ratio</b>	<1.0	>1.2	<i>N/A-metric introduced in FY16</i>				1.5

According to unaudited data provided by the school, the debt ratio remained at 0.69 at the end of FY17.

Cost Management

The following table provides an overview of the school’s spending decisions over the past five years. Since FY 2012, expenses have grown 16%, slightly higher than the 13% growth in revenues.

<sup>58</sup> Debt Ratio equals the total liabilities divided by the total assets.  
<sup>59</sup> Debt Service Coverage Ratio equals Earnings Before Interest, Depreciation, and Amortization divided by the sum of scheduled principal payments and interest paid (not including balloon payments).

In FY 2016, Chavez PCS’s occupancy as a percent of total expense was 19% or 300 basis points higher than the sector median of 16%. As a result, direct student expenses were 9% or 2 percentage points lower than the sector median of 11%.

High occupancy expenses become even more burdensome if the school experiences substantially lower enrollment than it is accustomed to. The fixed nature of occupancy costs suggests lower enrollment may lead to lower levels of direct student expense and teacher salaries, both of which may impact academic success of the students.

If recent enrollment trends continue, or the Parkside Middle School is closed, occupancy expenses will likely consume an even greater portion of the overall budget.

<b>Cost Management (\$ in 000s)</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Salaries and Benefits</b>	\$15,062	\$15,528	\$16,405	\$16,843	\$17,787
<b>Direct Student Costs</b>	\$2,332	\$1,573	\$2,069	\$1,663	\$2,632
<b>Occupancy Expenses</b>	\$5,767	\$5,652	\$5,644	\$5,681	\$5,576
<b>General Expenses<sup>60</sup></b>	\$1,898	\$3,119	\$2,656	\$3,573	\$3,045

<b>As a Percent of Expenses</b>						
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>FY16 Sector Median</b>
<b>Salaries and Benefits</b>	60%	60%	61%	61%	61%	61%
<b>Direct Student Costs</b>	9%	6%	8%	6%	9%	11%
<b>Occupancy Expenses</b>	23%	22%	21%	20%	19%	16%
<b>General Expenses</b>	8%	12%	10%	13%	11%	11%

Internal Controls

At the highest level, internal controls are processes assuring achievement of an organization's objectives in operational effectiveness and efficiency, reliable financial reporting, and compliance with laws, regulations, and policies.

Audits of Chavez PCS establish that the school has adhered to GAAP. The school’s auditors issued unmodified audit opinions for all years and there were no material weaknesses.

<sup>60</sup> DC PCSB has worked with the Financial Oversight Task Force to revise definitions of cost categories, including combining Office Expenses and General Expenses beginning in FY 2016. Other category definitions have also changed over time.

However, the school’s auditors have identified significant deficiencies in each of the audits performed between FY 2012 and FY 2016, as noted in the Findings & Questioned Costs section below.<sup>61</sup> For example, Chavez PCS had significant deficiencies for revenue recognition in FY 2013 and FY 2014, understatement of federal expenditures in FY 2014, and errors in the Schedule of Expenditures of Federal Awards in FY 2015 and FY 2016. Repeated findings raise concerns about the strength of the school’s internal control environment. While the school was able to remedy some findings, some went unresolved from FY 2015 to FY 2016.

In light of these findings, the internal control environment at Chavez PCS must be strengthened to ensure compliance with relevant laws and regulations.

Internal Controls					
	2012	2013	2014	2015	2016
<b>Modified Statement Opinion.</b> The auditor issues an opinion letter on the basic financial statements. An <i>unmodified</i> opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be <i>modified, adverse, or disclaimed</i> .	No	No	No	No	No
<b>Material Weakness.</b> A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the school’s financial statements will not be prevented, or detected and corrected in a timely manner.	No	No	No	No	No
<b>Statement Non-Compliance.</b> The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.	No	No	No	No	Yes
<b>Modified Program Opinion (Uniform Guidance).</b> When expenditures of federal funds are greater than \$750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school’s major federal programs. A <i>modified opinion</i> indicates instances of non-compliance.	No	No	No	No	No
<b>Program Material Weakness (Uniform Guidance).</b> In planning and performing the audit of major federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable	No	No	No	No	No

<sup>61</sup> This was report was done prior to the completion of the FY 2017 Financial Audit, which revealed Chavez PCS received no findings in its most recent audit.

Internal Controls					
	2012	2013	2014	2015	2016
possibility of material noncompliance with a requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.					
<b>Findings &amp; Questioned Costs.</b> The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	2	1	2	2	2
<b>Unresolved Prior Year Findings.</b> The auditor discloses prior year audit findings that have not been corrected.	No	No	No	No	Yes
<b>Going-Concern Issue.</b> The auditor indicates that the financial strength of the school is questioned.	No	No	No	No	No
<b>Debt-Compliance Issue.</b> The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No	No	No

### **ECONOMIC VIABILITY**

DC PCSB assesses economic viability through six measures: cash flow, earnings, net assets, reserve balances, and trends in enrollment and revenue. Based on these six criteria, **Chavez PCS’s economic viability is at risk if Parkside Middle School closes.**

#### Operating Results

A school’s fiscal operation produces a surplus or deficit each year. DC PCSB recommends a school’s revenues should exceed their expenditures. Chavez PCS exceeded our floor of \$0 by generating a surplus in all but one of the years under review.

#### Earnings

DC PCSB reviews earnings before depreciation and amortization (EDBA)<sup>62</sup> separately from the first measure because depreciation is a non-cash expense which impacts the surplus/deficit, but not actual cash flow. Here, Chavez exceeds our floor of \$0 each year, generating positive EBDA annually.

Based on these measures, Chavez PCS’s performance has been adequate between FY 2012 and FY 2016. While the school had a deficit in one year of the period under review, it did maintain a positive EBDA. According to unaudited data provided by the school, the school ran a deficit in FY17 of over \$500,000, with EBDA declining to just over \$1mm.

<sup>62</sup>EBDA is the change in net assets plus depreciation and amortization.

However, should negative enrollment trends continue, or if the Parkside Middle School is closed, it is possible the school will incur annual operating deficits and EBDA below zero.

(\$ in 000s)	Floor	2012	2013	2014	2015	2016
<b>Surplus/(Deficit)</b>	<0	\$674	\$4	(\$1,023)	\$506	\$148
<b>Earnings before Depreciation and Amortization</b>	<0	\$2,214	\$1,565	\$437	\$2,157	\$1,797

#### Net Asset Position

The net asset position is the accumulation of operating results over time. DC PCSB does not set a target for this ratio but we do set a floor of \$0. Chavez PCS has a strong net asset position of approximately \$12 million, which is well above DC PCSB’s target.

#### Primary Reserve Ratio

The primary reserve ratio is the proportion of reserves relative to operating expenditures. Our target is 25% and our floor is 0%. Chavez PCS exceeded our floor each year for this metric, despite a negative downward trend since FY 2012. This level of reserves may allow the school to sustain operating losses in the near term. According to unaudited data provided by the school, at the end of FY17 net assets had declined to \$11.7mm with an implied primary reserve ratio remaining 42%.

(\$ in 000s)	Floor	Target	2012	2013	2014	2015	2016
<b>Net Asset Position</b>	<0	N/A	\$12,663	\$12,667	\$11,644	\$12,150	\$12,298
<b>Primary Reserve Ratio</b>	<0	>25%	50%	49%	43%	43%	42%

#### Enrollment and Revenue Trends

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about the school’s ability to attract students and earn DC and federal funds for operations. Stable or growing enrollment and revenue indicate that the school is likely to remain financially stable. Declining enrollment, however, may be a cause for concern.

Chavez PCS’s enrollment and revenue was stable for most of the FY 2012 through FY 2016 period.

However, enrollment declined substantially in the last two years: by 10% in FY 2017 and 8% in FY 2018. Should enrollment continue to decline, or the Parkside Middle School campus be closed, the economic viability of the school is at risk due to the combination of lower revenue and high fixed facilities expenses.

These circumstances can produce many different outcomes. Listed below are four possible results:

- 1) Chavez PCS’s bond holders agree to modify or refinance the school’s debt to accommodate a reduction in enrollment.
- 2) The school may default on its debt. This could lead to potential foreclosure or repossession in the near term. On the other hand, it could lead to a forced restructuring of the school’s debt, which could leave the school in a better fiscal position.
- 3) The school may finance its operating losses with cash reserves until they are exhausted, or tighten spending in ways that could put stresses on the school’s program.

<b>Enrollment over Time</b>							
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018<sup>63</sup></b>
<b>Enrollment</b>	1,382	1,436	1,389	1,348	1,420	1,277	1,172
<b>Growth in Enrollment</b>	(3%)	4%	(3%)	(3%)	5%	(10%)	(8%)
<b>Growth in Revenues</b>	(1%)	1%	0%	10%	3%	N/A	N/A

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<sup>63</sup> FY 2018 enrollment figures are from the pre-audit count day roster. The final audited numbers were not available at the time this report was drafted.

# **Appendix A**

## **Charter Renewal Agreement**

CHARTER SCHOOL RENEWAL AGREEMENT

BETWEEN

DISTRICT OF COLUMBIA PUBLIC  
CHARTER SCHOOL BOARD

AND

CESAR CHAVEZ PUBLIC CHARTER SCHOOLS FOR PUBLIC POLICY

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## CHARTER SCHOOL RENEWAL AGREEMENT

This CHARTER SCHOOL RENEWAL AGREEMENT (this “**Agreement**”) is effective as of July 1, 2013 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (“**PCSB**”) and CESAR CHAVEZ PUBLIC CHARTER SCHOOLS FOR PUBLIC POLICY, a District of Columbia nonprofit corporation (the “**School Corporation**”).

### RECITALS

**WHEREAS**, pursuant to the Congressionally-enacted District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the “**Act**”), PCSB has authority to charter, monitor, oversee, and approve amendments, renew and/or revoke charters of School Corporations in a manner consistent with the letter and intent of the Act;

**WHEREAS**, PCSB granted a charter to the Trustees of Cesar Chavez Public Charter Schools for Public Policy for the establishment of a public charter school, effective on September 2, 1998;

**WHEREAS**, the Trustees of the Cesar Chavez Public Charter Schools for Public Policy entered into a Contractual Agreement with PCSB regarding the establishment of the charter school;

**WHEREAS**, all District of Columbia public charter schools, including Cesar Chavez Public Charter Schools for Public Policy were combined under a single charter authority, PCSB in 2007;

**WHEREAS**, pursuant to §38-1802.12 of the Act, PCSB has the authority to approve petitions to renew the charters of established public charter schools in the District of Columbia;

**WHEREAS**, the School Corporation submitted a petition for charter renewal in accordance with §38-1802.12 of the Act to renew its charter (the “**Petition**”);

**WHEREAS**, PCSB has determined (i) that the Petition satisfies the requirements set forth in §Section 38-1802.12 of the Act; and (ii) approved the Petition, thereby renewing the charter of the School Corporation, effective upon the expiration of its current charter for an additional 15 years and subject to the execution of this Agreement by PCSB and the School Corporation;

**WHEREAS**, §38-1802.04(c)(3)(A) of the Act gives broad decision-making authority over school operations to the board of trustees of the School Corporation (“**Board of Trustees**”), including exclusive control over administration, expenditures, personnel, and instruction methods; and

**WHEREAS**, PCSB and the School Corporation seek to foster a cooperative and responsive relationship;

**NOW, THEREFORE,** in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the parties agree as follows:

## **SECTION 1. CONTINUED OPERATION OF SCHOOL CHARTER**

**1.1** Charter. **A.** The School Corporation shall continue to operate a public charter school (the “**School**”) in the District of Columbia and shall operate such School in accordance with this Agreement, the Act, and other applicable federal and District of Columbia laws. This Agreement shall constitute the School Corporation’s charter (the “**Charter**”) and shall be binding on the School Corporation, the School, and PCSB.

**B.** Pursuant to §38-1802. of the Act, the following sections of the Petition are specifically included as part of the School’s Charter and attached hereto:

(i) The School’s statement regarding the mission and goals of the School and the manner in which the school will conduct any district-wide assessments;

(ii) Proposed Rules and Policies for Governance and Operation of School Corporation [Attachment A];

(iii) Articles of Incorporation and Bylaws [Attachment B];

(iv) Procedures to Ensure Health and Safety of Students and Employees [Attachment C];

(v) Assurance to Seek, Obtain, and Maintain Accreditation [Attachment D];  
and

(vi) Relationship Between School and Employees [Attachment E].

The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to these provisions in this Section 1.1(B) of the Agreement, except that a School Corporation shall not be required to provide PCSB a petition for a charter revision for any proposed changes to its Articles of Incorporation or Bylaws or changes in its accrediting body.

**1.2** Effective Date and Term. This Agreement shall be effective upon the expiration of the School Corporation’s current charter agreement and shall continue for a term of fifteen (15) years unless renewed, revoked, or terminated in accordance with Sections §§38-1802.12 and 1802.13 of the Act and Section 9 below of this Agreement.

## **SECTION 2. EDUCATIONAL PROGRAM**

**2.1** Mission Statement. **A.** The School Corporation shall operate the School in accordance with its mission statement: The School’s mission is to prepare scholars to enter and succeed in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world.

**B.** The School Corporation shall provide the PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the School’s mission.

**2.2 Age-Grade. A.** Pursuant to § 38-1802.04(c)(14) of the Act, in its first Academic Year of renewal (16th year of operation), the Schools shall provide instruction to students in ages/grades six through twelve. In each of the succeeding four (4) Academic Years, the School may provide instruction to students in accordance with Schedule I. “**Academic Year**” shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year.

**B.** The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act in order to instruct students in any other age/grade.

**2.3 Academic Achievement Expectations and Goals. A.** The School Corporation has selected as its measure of academic achievement expectations the indicators listed in the elementary/middle, high school, adult education, early childhood, and/or alternative accountability Performance Management Frameworks developed by PCSB (“**PMFs**”). Accordingly, changes to any PMF implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights will automatically become part of the measurement of the School’s academic achievement expectations. However, if changes other than those listed above are made to any PMF that a School Corporation elects not to accept, the School Corporation shall provide PCSB a petition for a charter revision pursuant to §38-1802.04(c)(10). That notwithstanding, at the School Corporation’s five year review (no later than the 20th year of operation), the School will be subject to the following criteria: School must earn at least 50% on the PMF in two of the previous three years and not under 43% for any of the past five). However, for the School Corporation’s ten year review (no later than the 25th year of operation) and renewal, the School will be subject to the following criteria: School must earn at least 55% of the possible PMF points in two of the previous three years and not under 45% for any of the past five years.

**B.** Additionally, the School Corporation shall be evaluated in accordance with the following mission-specific and other goals:

**Middle School**

Goal	Evidence
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	OSSE accountability results

**High School**

Goal	Evidence
95% of seniors receive a passing grade on their culminating thesis paper by August 1 <sup>st</sup> of their senior year.	Thesis grades by student with rubric  PCSB observes one or more thesis presentations

	A copy of a high, medium and low thesis (A, C and Failed)
90% of juniors on track to graduate the next year complete a fellowship (internship) with a government agency, non profit or other organization aligned to the goal of offering students an opportunity to apply their academic skills and civic knowledge to a address a policy issue or community concern.	List of students with their internship grade, internship organization and description of internship.
A minimum of 90% of seniors with an IEP will be accepted to at least one college	Acceptance letters from colleges.

**C.** The School Corporation shall test every enrolled student in the grades tested by district-wide assessments in core academic subjects (e.g., math, reading, science, and social studies) and report the scores to PCSB in a timely manner if PCSB does not receive them directly from OSSE.

**D.** If the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section 2.3. (“**Campus**” is defined as a distinct grade-span, such as early childhood, elementary, middle, or high school or a combination of the above. These may be in the same facility or different facilities).

**E.** The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the School’s academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other basis against which the School will be evaluated by PCSB, or the manner in which the School will conduct district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

**2.4** Curriculum. The School Corporation shall have exclusive control over its instructional methods, consistent with §38-1802.04(c)(3)(a) of the Act, but the School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any material change in the curriculum that results in a material change in the School’s mission or goals no later than April 1 prior to the Academic Year in which the modified curriculum will take effect. The School Corporation shall provide PCSB any materials requested by PCSB in connection with the petition for charter revision. A change in textbooks, formative assessments, or other instructional resources shall not be deemed a material change.

**2.5** Students with Disabilities. **A.** The School Corporation shall provide services and accommodations to students with disabilities in accordance with part B of the Individuals with Disabilities Education Act (20 U.S.C. §1411 *et. seq.*), the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 *et. seq.*), Section 504 of the Rehabilitation Act of 1973 (20 U.S.C. 794), and any other federal requirements concerning the education of students with disabilities.

**B.** Pursuant to §38-1802.10(c) of the Act, the School Corporation shall elect to be treated as a local educational agency or a District of Columbia Public School for the purpose of providing services to students with disabilities and shall notify PCSB of its election at least thirty (30) days prior to the first day of the Academic Year. The School Corporation shall notify PCSB in writing of any change in election by April 1 prior to any Academic Year in which the change in election shall be effective.

### **SECTION 3. ADMINISTRATION AND OPERATION**

**3.1** Location. **A.** The School shall be located at 709 12<sup>th</sup> Street, S.E., Washington, D.C. 20003; 770 Kenyon Street, N.W., Washington, D.C. 20010; 3701 Hayes Street, N.W., Washington, D.C. 20019, (the “**School Property**”). A copy of the information submitted to PCSB pursuant to Attachment F shall be kept on file at the School.

**B.** The School Corporation may submit a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act to expand into additional campuses. Such an amendment shall include the distinct campus location(s), age and/or grade levels to be served, enrollment ceilings, and curriculum if different from that approved by PCSB in the Petition. PCSB shall approve or deny the request within ninety (90) days of the date of its submission.

**C.** The School shall not operate at a location other than the School Property unless the School Corporation provides a written request for approval to PCSB at least three (3) months prior to its intended relocation. PCSB reserves the right to delay or prohibit the School’s opening at the new property until the School Corporation has satisfied the pre-opening requirements listed in Attachment F at least one (1) month prior to the first day of the School’s operation at the new School Property.

**3.2** Enrollment. **A.** Enrollment in the School shall be open to all students of ages or in grades as set forth in Section 2.2 above who are residents of the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by §38-1802.06 of the Act. The School Corporation shall determine whether each student resides in the District of Columbia according to guidelines established by the D.C. Office of the State Superintendent of Education (“**OSSE**”).

**B.** If eligible applicants for enrollment at the School for any Academic Year exceed the number of spaces available at the School for such Academic Year, the School Corporation shall select students pursuant to the random selection process in Attachment G and in accordance with the requirements of the Act. The random selection process shall include (i) an annual deadline for enrollment applications that is fair and set in advance of the deadline; and (ii) a process for selecting students for each Academic Year (a) if applications submitted by the deadline exceed available spaces, and (b) if spaces become available after the beginning of the Academic Year.

**C.** The School shall maintain an enrollment of no more than 1620 students substantially in accordance with Schedule I. The total annual student enrollment caps set forth in Schedule I shall set limit the total enrollment for the School, but the enrollment numbers provided for each grade shall not operate as an enrollment cap for that grade. The School

Corporation shall provide PCSB a written request for approval for an increase in the maximum enrollment of the School no later than three (3) months before the requested change date with (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, and (b) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (ii) a revised Schedule I; and (iii) such other items as PCSB may request.

**3.3** Disciplinary Policies. **A.** The School Corporation shall implement the student disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students, described in its petition and included as Attachment H, and shall provide a copy of those policies and procedures to students, parents, and PCSB within the first ten (10) days of the beginning of each Academic Year. Such policies and procedures shall be age/grade level appropriate and consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction, and federal laws and regulations governing the discipline and placement of students with disabilities. The School Corporation further agrees that if, at the end of the 2017-18 school year, the School's rate of "exclusionary discipline events" for the five-year period leads it to rank in the highest 30% for public charter middle and high schools, the School Corporation will revise Attachment H in a manner satisfactory to PCSB. "**Exclusionary discipline events**" are measured by (a) the percentage of instructional days lost due to exclusionary discipline and (b) the expulsion rate.

**B.** Pursuant to PCSB's Attendance and Discipline Data Policy, the School Corporation shall track suspensions and expulsions on a monthly basis using the data management reporting software identified by PCSB. If the School Corporation operates two or more campuses, the School Corporation shall maintain, track, and report discipline data for each campus separately.

**C.** The School Corporation shall report any student expulsions or suspensions for longer than five (5) days to PCSB within ten (10) days of the expulsion or suspension and will maintain records of all expulsions and suspensions by the School. If the School Corporation operates two or more campuses, the School Corporation shall report the data for each campus separately.

**3.4** Complaint Resolution Process. Pursuant to §38-1802.04(c)(13) of the Act, the School Corporation shall establish an informal complaint resolution process and shall provide a copy to students, parents, and PCSB. Such policies and procedures shall be consistent with applicable law. The School Corporation shall provide PCSB written notice of a material change to its complaint resolution process at least three (3) months prior to adoption.

**3.5** Operational Control. **A.** Pursuant to §1802.04(c)(3) of the Act, the School Corporation shall exercise exclusive control over its expenditures, administration, personnel and instructional methods subject to limitations imposed in § 38-1802.04 of the Act.

**B.** Pursuant to §38-1802.04(b) of the Act, the School Corporation shall have the following powers consistent with the Act and the terms of this Agreement:

- (i) to adopt a name and a corporate seal;

- (ii) to acquire real property for use as the School's facilities;
- (iii) to receive and disburse funds for School purposes;
- (iv) subject to §38-1802.04 (c)(1) of the Act, to make contracts and leases including agreements to procure or purchase services, equipment, and supplies;
- (v) subject to §38-1802.04 (c)(1) of the Act, to secure appropriate insurance;
- (vi) to incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of federal or private funds;
- (vii) to solicit and accept any grants or gifts for School purposes;
- (viii) to be responsible for the School's operation, including preparation of a budget and personnel matters; and
- (ix) to sue and be sued in the School Corporation's own name.

**3.6** Accreditation. **A.** The School Corporation shall maintain accreditation from an appropriate accrediting agency as set forth in §38-1802.02(16) of the Act and renew the accreditation on the accrediting agency's renewal cycle.

**B.** The School Corporation shall provide PCSB with a written request for approval for any proposed changes to the School's accreditation.

**3.7** Nonsectarian. The School Corporation and the School shall be nonsectarian and shall not be affiliated with a sectarian school or religious institution.

## SECTION 4. GOVERNANCE

**4.1** Organization. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

**4.2** Corporate Purpose. The purpose of the School Corporation as set forth in its articles of incorporation shall be limited to the operation of a public charter school pursuant to §38-1802.04(c)(16) of the Act.

**4.3** Governance. **A.** The School Corporation shall be governed by a Board of Trustees. The Board of Trustees are fiduciaries of the School and shall set overall policy for the School Corporation. The Board of Trustee shall and operate in accordance with the School Corporation's articles of incorporation and by-laws consistent with this Agreement and the provisions of the Act and the District of Columbia Nonprofit Corporation Act.

**B.** Pursuant to §38-1802.04(c)(10) of the Act, the Board of Trustees shall provide PCSB with written a request for approval of any material change(s) to its articles of incorporation or bylaws within three (3) months of the effective date of such change.

**4.4** Composition. Pursuant to §38-1802.05 of the Act, the Board of Trustees of the School Corporation shall consist of an odd number of members, with a minimum of three (3) members and a maximum of fifteen (15) members, at least two of whom shall be parents of students currently attending the School, and the majority of whom shall be residents of the District of Columbia.

**4.5** Authority. Pursuant to §38-1802.05 of the Act, the Board of Trustees shall have the final decision-making authority for all matters relating to the operation of the School, consistent with this Agreement, the Act, and other applicable law; however nothing herein shall prevent the Board of Trustees from delegating decision-making authority to officers, employees, and agents of the School Corporation. The Board of Trustees shall (i) set the overall policy for the School; (ii) be responsible for overseeing the academic and fiscal integrity of the School; and (iii) assure the School's compliance with this Agreement and the Act.

## **SECTION 5. FINANCIAL OPERATION AND RECORD KEEPING**

**5.1** Financial Management. The School Corporation shall operate in accordance with Generally Accepted Accounting Principles (“GAAP”) and other generally accepted standards of fiscal management and sound business practices to permit preparation of the audited financial statements required in §38-1802.04(c)(11) of the Act. The School Corporation's accounting methods shall comply in all instances with any applicable governmental accounting requirements.

**5.2** Tuition and Fees. The School Corporation shall not charge tuition to any student, other than a non-resident student in accordance with §38-1802.06(e) of the Act, unless such student would otherwise be liable for tuition costs under the Act. The School Corporation may charge reasonable fees or other payment for after school programs, field trips, or similar student activities.

**5.3** Costs. The School Corporation shall be responsible for all costs associated with operation of the School including the costs of goods, services, and any district-wide assessments or standardized testing required by this Agreement or by applicable law.

**5.4** Contracts. **A.** Pursuant to §38-1802.04(c)(1) of the Act, the School Corporation shall provide PCSB with respect to any procurement contract awarded by the School Corporation or any entity on its behalf and having a value equal to or exceeding \$25,000, not later than three (3) days after the date on which such award is made (i) all bids for the contract received by the School Corporation, if any; (ii) the name of the contractor who is awarded the contract; and (iii) the rationale for the award of the contract. The PCSB may request copies of these procurement contracts to be provided to the PCSB upon request. The foregoing shall not apply to any contract for the lease or purchase of real property by the School Corporation, any employment contract for a staff member, or any management contract between the School Corporation and a management company designated in its charter or petition for a revised charter.

**B.** The School Corporation shall follow the requirements of §38-1802.04(c)(1) of the Act for contracts entered into with a third party for the management of the School, other than the third party designated in its petition (a “**School Management Contract**”). The School

Corporation shall notify PCSB at least thirty (30) days before canceling, terminating, or materially amending, modifying, or supplementing any School Management Contract.

**C.** If a procurement contract having a value equal to or exceeding \$25,000, is awarded by the School Corporation to an affiliated party, the School Corporation will award that contract pursuant to conflict of interest policies and procedures that include notice to the Board of Trustees of the School Corporation and recusal from discussion and decision of the affiliated party. (“Affiliated Party” means any person who is a member of the Board of Trustees, an entity indirectly controlled, controlled by, or under common control with a member of the Board of Trustees of the Corporation, or such individual who is a member of the immediate family (including parents, spouse, children, siblings) of a member of the Board of Trustees and any trust whose principal beneficiary is a member of the Board of Trustees or such an individual. “Control” means the possession, directly or indirectly, of the power to direct or cause the direction of the management of policies of that entity, whether through the ownership of voting securities or by contract or otherwise.

**D.** The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that PCSB has no responsibility for the debts or action of the School Corporation or the School. The School Corporation shall not purport to act as the agent of PCSB or the government of the District of Columbia with respect to any contract.

**5.5** Insurance. The School Corporation shall procure and maintain appropriate insurance sufficient to cover its operations. This shall include the types of insurance set forth in Attachment I and in no less than the respective coverage and limits set forth therein. All insurers shall be independent brokers licensed in the District of Columbia. All insurance policies shall be endorsed to name the Board of Trustees and its directors, officers, employees, and agents as additional insureds. The Board of Trustees may by written notice amend the insurance coverage required by this Section 5.5 and Attachment I to include such additional insurance coverage that the Board of Trustees determines is reasonably necessary, subject to the availability of such insurance on commercially reasonable terms.

**5.6** Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two (2) years from the date hereof and shall maintain such tax-exempt status.

**5.7** Enrollment and Attendance Records. **A.** The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Section 7 below.

**B.** If the School Corporation operates two or more campuses under the Charter, each campus shall maintain and submit to PCSB and in state and federal reports, distinct and unique enrollment and attendance records.

**5.8** Board of Trustee Meeting Minutes. The School Corporation shall maintain copies of all minutes of meetings of the Board of Trustees of the School Corporation, including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting, certified by an officer of the School Corporation or a member of the Board of Trustees as to their

completeness and accuracy. The School Corporation shall make such documents available for inspection by PCSB, its officer, employees, or agents upon request.

## SECTION 6. PERSONNEL

**6.1** Relationship. All employees hired by the School Corporation shall be employees of the School and, pursuant to §38.1802.07(c) of the Act, shall not be considered to be an employee of the District of Columbia government for any purpose.

**6.2** Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons either directly or through a School Management Contract. From time to time as established by the School Corporation, the School Corporation shall conduct random background checks on each employee and each person who regularly volunteers at the School more than ten (10) hours a week, but at a minimum once every two (2) years.

## SECTION 7. REPORTING REQUIREMENTS

**7.1** Annual Reports. The School Corporation shall deliver to PCSB, by a date specified by PCSB, an annual report in a format acceptable to PCSB which shall include all items required by §38-1802.04(c)(11)(B) of the Act (the “**Annual Report**”). The Annual Report shall include an assessment of compliance with the performance goals, objectives, standards, indicators, targets, or any other basis for measuring the School’s performance as PCSB may request. The School Corporation shall permit any member of the public to view such report on request.

**7.2** Audited Financial Statements. As soon as available but no later than one hundred and twenty (120) days after the end of each Academic Year, the School Corporation shall deliver to PCSB financial statements audited by an independent certified public accountant or accounting firm who shall be selected from an approved list developed pursuant to §38-1802.04(c)(11)(B)(ix) of the Act in accordance with GAAP and government auditing standards for financial audits issued by the Comptroller General of the United States. Such audited financial statements shall be made available to the public upon request. These statements may include supplemental schedules as required by PCSB.

**7.3** Quarterly Financial Reports. Unless otherwise notified by PCSB, the School Corporation shall prepare and submit to PCSB within thirty (30) days after the end of each quarter (i) the balance sheet of the School Corporation at the end of each quarter and the related statements of income and cash flows of the School Corporation for such quarter and for the period from the beginning of the then current Academic Year to the end of such quarter, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as of the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments; and (ii) notes to the balance sheet describing the financial status of the School Corporation

including contributions (monetary or in-kind) in excess of \$500 and fundraising efforts for such quarter and for the period from the beginning of the then current Academic Year to the end of such quarter. These reports may include supplemental schedules as required by PCSB.

**7.4** Budget. No later than June 1 of each Academic Year, the School Corporation shall submit to PCSB its budget, including an annual operating budget, an annual capital budget, and cash flow projections (collectively, a “**Budget**”) for the next succeeding Academic Year. If PCSB has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded in writing, the School Corporation may only implement a Budget with the prior written approval of PCSB. PCSB may specify the format and categories and information contained in the Budget.

**7.5** Enrollment Census. Pursuant to §38-1802.04(c)(12) of the Act, the School Corporation shall provide to OSSE student enrollment data required by OSSE to comply with §38-204 of the District of Columbia Code. Such report shall be in the format required by OSSE for similar reports from District of Columbia Public Schools, and all counts of students shall be conducted in a manner comparable to that required by OSSE for enrollment counts by District of Columbia Public Schools.

**7.6** Attendance Data. No later than fifteen (15) days after the end of each month during the Academic Year and during summer school, if offered, the School Corporation shall provide student daily attendance data, including present, tardy, partial-day absence, excused absence, and unexcused absence for the School using attendance management reporting software identified by PCSB. If the School Corporation operates two or more campuses under the Charter, each campus shall maintain and submit to PCSB distinct and unique attendance data.

**7.7** Key Personnel Changes. Within five (5) days of the chair of the Board of Trustees or an officer of the School Corporation receiving written notice of the intended departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees, an officer of the School Corporation, or a key personnel as identified by position in Attachment J (but no later than the time the School Corporation announces such departure publicly), the chair of the Board of Trustees or an officer of the School Corporation shall provide to PCSB notice identifying the person, the position such person is leaving, the date of such departure, and the actions the School Corporation has taken or intends to take to replace such person.

**7.8** Authorizations. Within forty-five (45) days after the end of each Academic Year, the School Corporation shall provide a certification by an officer of the School Corporation or its Board of Trustees that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect. If the School Corporation receives notice, whether formal or informal, of any alleged failure to comply with the terms or conditions of any Authorization, the School Corporation shall provide PCSB, within seven (7) days of receiving such notice, a report detailing the nature and date of such notice and the School Corporation’s intended actions in response. “**Authorizations**” shall mean any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive, declaration, registration, or notice to, from, or with any governmental authority that is required in order to operate the School.

**7.9** Events of Default. The School Corporation shall promptly report to PCSB any notice of default or claim of material breach it receives that seriously jeopardizes the continued operation of the School Corporation or the School including: (i) any claim there has been a material breach of any contract that affects the operation of the School; (ii) any claim or notice of a default under any financing obtained by the School Corporation; and (iii) any claim that the School Corporation has failed to comply with the terms and conditions of any Authorizations required to operate the School. The report shall include an explanation of the circumstances giving rise to the alleged default or breach and the School Corporation's intended response.

**7.10** Litigation. The School Corporation shall promptly report to PCSB the institution of any material action, arbitration, government investigation, or other proceeding against the School Corporation or any property thereof (collectively "**Proceedings**") and shall keep PCSB apprised of any material developments in such Proceedings. No later than February 14 and August 14 of each Academic Year, the School Corporation shall provide PCSB a schedule of all Proceedings involving any alleged liability or claim or, if there has been no change since the last report, a statement to that effect.

**7.11** Certificates of Insurance. No later than August 15 of each Academic Year, the School Corporation shall deliver to PCSB a certificate of insurance with respect to each insurance policy required pursuant to Section 5.5 above and Attachment I. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall identify underwriters, the type of insurance, the insurance limits, and the policy term. The School Corporation shall furnish PCSB with copies of all insurance policies or other evidence of insurance required pursuant to Section 5.5 above and Attachment I upon request.

**7.12** Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide PCSB with a copy of each such report at the time the School Corporation provides the report as required by the Act.

## **SECTION 8. COMPLIANCE**

**8.1** Compliance With Applicable Laws. The School Corporation shall operate at all times in accordance with the Act and all other applicable District of Columbia and federal laws subject to the limitations in Sections 8.2 and 8.3 below or from which the School Corporation is not otherwise exempt, and District of Columbia and federal provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion, ancestry, sexual orientation, gender identification or expression, marital status, or need for special education services.

**8.2** Waiver of Application of Duplicate and Conflicting Provisions. Pursuant to §38-1802.10(d) of the Act, no provision of any law regarding the establishment, administration, or operation of public charter schools in the District of Columbia shall apply to the School Corporation or PCSB to the extent that the provision duplicates or is inconsistent with the Act.

**8.3** Exemption From Provisions Applicable to D.C. Public Schools. Pursuant to §38-1802.04(c)(3)(B) of the Act, the School Corporation shall be exempt from District of Columbia statutes, policies, rules, and regulations established for the District of Columbia Public Schools

by OSSE, Board of Education, Mayor, or District of Columbia Council, except as otherwise provided in the Charter or in the Act.

**8.4** Cooperation. The School Corporation shall, and shall cause its Board of Trustees, officers, employees, and contractors to, cooperate with PCSB, its staff, and its agents in connection with PCSB's obligations to monitor the School Corporation.

**8.5** Access. Upon reasonable notice, the School Corporation shall grant to PCSB, its officers, employees, or agents, access to the School's property, books, records, operating instructions and procedures, curriculum materials, and all other information with respect to the operation of the School and the School Corporation that PCSB may from time to time request, and allow copies to be made of the same and shall cooperate with PCSB, its officers, employees, or agents, including allowing site visits as PCSB considers necessary or appropriate for the purposes of fulfilling its oversight responsibilities consistent with §38-1802.11(a) of the Act, provided that the review or access will not unreasonably interfere with the operation of the School.

**8.6** Notice of Concern. If PCSB determines through its oversight of the School Corporation that any condition exists that (i) seriously jeopardizes the continued operation of the School Corporation, the School, or a School's campus; (ii) is substantially likely to satisfy the conditions for charter revocation pursuant to §38-1802.13 of the Act; and/or (iii) threatens the health, safety, or welfare of students of the School, then PCSB may issue a written notice to the School Corporation stating the reasons for its concerns and inquiry ("**Notice of Concern**"). Upon receipt of such notice and upon request of PCSB, the School Corporation shall meet with PCSB to discuss PCSB's concerns and the School Corporation's response to PCSB's Notice of Concern.

**8.7** Administrative Fee. The School Corporation shall pay annually to PCSB, no later than November 15 of each Academic Year, the maximum amount permitted by the Act to cover the administrative responsibilities of PCSB. Notwithstanding the foregoing, PCSB shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual Academic Year funding from the government of the District of Columbia by such date provided that the School Corporation pays PCSB such fee within five (5) business days of the School Corporation's receipt of such funding.

## **SECTION 9. CHARTER RENEWAL, REVOCATION, AND TERMINATION**

**9.1** Charter Renewal. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act. If such renewal is granted by PCSB in accordance with the Act, PCSB and the School Corporation shall (i) renew this Agreement with amendments satisfactory to PCSB and the School Corporation; or (ii) enter into a substitute agreement satisfactory to PCSB and the School Corporation.

**9.2** Charter Revocation. **A.** Pursuant to §38-1802.13 of the Act, PCSB may revoke the Charter if PCSB determines that the School has (i) committed a violation of applicable law or

a material violation of the conditions, terms, standards, or procedures set forth in the Charter, including violations relating to the education of children with disabilities; or (ii) failed to meet the goals and student academic achievement expectations set forth in the Charter.

**B.** Pursuant to §38-1802.13 of the Act, PCSB shall revoke the Charter if PCSB determines that the School (i) has engaged in a pattern of nonadherence to generally accepted accounting principles; (ii) has engaged in a pattern of fiscal mismanagement; or (iii) is no longer economically viable.

**C.** If the School Corporation operates two or more campuses under the Charter, PCSB has the authority to propose revocation of the School or any of its campus locations pursuant to this Section 9.2.

**9.3** Termination. This Agreement shall terminate upon Charter revocation or nonrenewal; or by mutual written agreement of the parties hereto.

**9.4** Probation and Corrective Action. **A.** If PCSB proposes to revoke the Charter pursuant to §38-1802.13(a) of the Act, PCSB may, as an alternative to charter revocation, place the School or any of the School's campuses on probation and require the School Corporation, in consultation with PCSB, to develop and implement a written corrective action plan ("**Corrective Plan**"). The Corrective Plan shall include the reasons that the Charter is subject to revocation under § 38-1802.13(a), the terms and conditions of probation and the results the School shall achieve to avoid charter revocation. Although PCSB may elect to enter into a Corrective Plan with the School Corporation as an alternative to charter revocation, nothing herein shall require PCSB to place the School or any of its campuses on probation or develop a Corrective Plan.

**B.** If PCSB elects to place the School or one of the School's campuses on probation and enters into a Corrective Plan with the School Corporation, the School Corporation shall provide PCSB a written request for approval five (5) business days prior to taking any of the following actions: (i) waiving any material default under, or material breach of, any School Management Contract; (b) taking any action affecting or waiving or failing to enforce any material right, interest, or entitlement arising under or in connection with any School Management Contract; (c) taking any action affecting any material provision of any School Management Contract or the performance of any material covenant or obligation by any other party under any School Management Contract; or (d) providing any notice, request, or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits, or obligations under any such School Management Contract in any material respect.

**9.5** Mandatory Dissolution. **A.** In accordance with §38-1802.13a of the Act, the School Corporation shall dissolve if the Charter (i) has been revoked by PCSB; (ii) has not been renewed by PCSB; or (iii) has been voluntarily relinquished by the School Corporation.

**B.** In the event of dissolution, PCSB, in consultation with the Board of Trustees of the School Corporation, shall develop and execute a plan for (i) liquidating the School Corporation's assets in a timely fashion and in a manner that will achieve maximum value; (ii)

discharge the School Corporation's debts; and (iii) distribute any remaining assets in accordance with §29-301.48(3) of the District of Columbia Code and §38-1802.13a of the Act.

## SECTION 10. OTHER PROVISIONS

**10.1** Applicable Law. This Agreement and the Charter and the rights and obligations of the parties hereunder shall be governed by, subject to, construed under, and enforced in accordance with, the laws of the District of Columbia, without regard to conflicts of laws principles.

**10.2** Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of PCSB in the exercise of any power, right, or privilege hereunder shall impair such power, right, or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right, or privilege preclude other or further exercise thereof or of any other power, right, or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

**10.3** Counterparts and Electronic Signature or Signature by Facsimile. This Agreement and any amendments, waivers, consents, or supplements hereto or in connection herewith may be signed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures or signatures received by facsimile by either of the parties shall have the same effect as original signatures.

**10.4** Entire Agreement; Amendments. This Agreement, together with all the attachments hereto, constitutes the entire agreement of the parties and all prior representations, understandings, and agreements are merged herein and superseded by this Agreement. This Agreement may be amended or modified only by written agreement of the parties hereto.

**10.5** Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations shall not in any way be affected or impaired thereby.

**10.6** Assignment. The Charter runs solely and exclusively to the benefit of the School Corporation and shall not be assignable by either party; provided that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

**10.7** No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement. "Person" shall mean and include natural persons, corporations, limited

liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

**10.8** Waiver. No waiver of any breach of this Agreement or the Charter shall be held as a waiver of any other subsequent breach.

**10.9** Construction. This Agreement shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party drafted the underlying document.

**10.10** Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Agreement without (i) first providing written notice to the other party hereto describing the nature of the dispute; and (ii) thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke, not renew, or terminate the Charter pursuant to §38-180213 of the Act and Sections 9.1, 9.2, and 9.3 above of this Agreement.

**10.11** Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change thereof is delivered as provided in this Section 10.11) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board  
3333 14<sup>th</sup> St., NW; Suite 210  
Washington, D.C. 20010  
Attention: Scott Pearson, Executive Director  
spears@dcpcsb.org  
Telephone: (202) 328-2660

If to the School Corporation:

Cesar Chavez Public Charter Schools For Public Policy  
709 12<sup>th</sup> St, SE  
Washington, D.C. 20003  
Attention: Jeff Cooper  
Email jeff.cooper@chavezschools.org  
Telephone: (202) 547-3975

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the dates written below.

Cesar Chavez Public Charter Schools for  
Public Policy



By: Jeff Cooper

Title: Managing Director and COO

Date: 8/29/13

**DISTRICT OF COLUMBIA PUBLIC  
CHARTER SCHOOL BOARD**

By: John H. "Skip" McKoy

Title: PCSB Board Chair

Date:

**IN WITNESS WHEREOF**, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the dates written below.

**Cesar Chavez Public Charter Schools for  
Public Policy**

\_\_\_\_\_  
By: Jeff Cooper

Title: Managing Director and COO

Date:

**DISTRICT OF COLUMBIA PUBLIC  
CHARTER SCHOOL BOARD**



By: John H. "Skip" McKoy

Title: PCSB Board Chair

Date:

**SCHEDULE I**

**Maximum Enrollment**

<b>Grade</b>	<b>Academic Year 2014</b>	<b>Academic Year 2015</b>	<b>Academic Year 2016</b>	<b>Academic Year 2017</b>	<b>Academic Year 2018</b>
6					
7					
8					
9					
10					
11					
12					
<b>Total</b>	<b>1620</b>	<b>1620</b>	<b>1620</b>	<b>1620</b>	<b>1620</b>

## ATTACHMENTS

ATTACHMENT A	<u>Proposed Rules and Policies for Governance and Operation of School Corporation</u>
ATTACHMENT B	<u>Articles of Incorporation and Bylaws</u>
ATTACHMENT C	<u>Procedures to Ensure Health and Safety of Students and Employees</u>
ATTACHMENT D	<u>Assurance to Seek, Obtain, and Maintain Accreditation</u>
ATTACHMENT E	<u>Relationship Between School and Employees</u>
ATTACHMENT F	<u>Pre-opening Requirements</u>
ATTACHMENT G	<u>Random Selection Process</u>
ATTACHMENT H	<u>Disciplinary Policies</u>
ATTACHMENT I	<u>Insurance Requirements</u>
ATTACHMENT J	<u>Key Personnel</u>

**ATTACHMENT A**

## **CESAR CHAVEZ PUBLIC CHARTER SCHOOLS FOR PUBLIC POLICY**

### **Statement of Responsibilities of Board of Trustees**

The stated mission of the organization is:

The Chavez School's mission is to prepare scholars to enter and succeed in competitive colleges and to empower scholars to use public policy to create a more just, free, and equal world.

The Board of Trustees shall provide oversight and guidance to the CEO on the achievement of the mission and stated goals of the Chavez Schools. The Board will monitor the effectiveness of the management of the schools and provide frequent, substantive advice and support to the CEO.

The Board of Trustees shall select a CEO in the event the position shall become vacant. The Board of Trustees, through the Governance Committee shall establish a succession planning process.

The Board of Trustees shall provide an annual performance review of the CEO, which shall include a review of annual goals and objectives that have been mutually established by the CEO and the Board. The review shall also include an examination of the compensation and benefits received by the CEO and adjustments thereof as deemed appropriate.

The Board of Trustees shall provide oversight and direction to the COO for specific responsibilities delegated to the COO by the Board of Trustees.

The Board of Trustees shall be responsible for actively participating in and approving decisions that set the Chavez Schools' strategic direction. The Board shall participate in the strategic planning process, approve agreed upon outcomes and assess the plan's implementation and the Chavez Schools' progress based on the stated goals and objectives.

The Board of Trustees shall also ensure that current and proposed programs, initiatives and strategies align with the Chavez Schools' stated mission and goals. The Board shall assess the effectiveness and strengths of programs and services provided by Chavez Schools. To ensure that this responsibility is fulfilled, the DC Public School Charter Board ("Charter Board") requires that the Board of Trustees approve all Chavez Schools' policies and procedures and amendments thereof.

The Board of Trustees shall provide oversight of the fiscal management of the Chavez Schools' revenues, expenditures, assets, investments and overall financial condition. The Board shall review and approve the annual budget, real property leases, and contracts that require Charter Board approval. The Board shall ensure that an annual, independent

audit is conducted following generally accepted accounting practices and accurately reporting the Chavez Schools' financial condition.

The Board of Trustees shall identify and recruit Board member candidates as vacancies on the Board occur.

The Board of Trustees shall ensure compliance by the Chavez Schools with the regulatory and legal requirements imposed by the government and regulatory bodies for a non-profit public charter school. The Board shall also monitor the compliance of the Chavez Schools with the requirements of the Charter Board, as issued from time to time.

The Board of Trustees shall serve as advocates for the Chavez Schools and contribute to advancing an accurate and positive public image of the Schools.

The individual responsibilities of Trustees consist of:

- Conducting oneself with respect, humility, integrity, confidentiality, and a drive for student achievement.
- Attending at least 75% of regular and special meetings of the Board. Participation by conference call by is acceptable, if needed.
- Becoming a member of an advisory committee of the Board and attend at least 75% of meetings of the advisory committee.
- Pre-reading all Board materials sent in advance of meetings
- Supporting Chavez Schools by making an annual financial contribution.
- Supporting fundraising activities of Chavez Schools with financial and/or in kind contributions.
- Participating in annual Charter Board audits of individual Chavez Schools to enable compliance by Chavez Schools with the Charter Board's requirement of Board participation.
- Supporting and advocating on Chavez Schools' behalf at Charter Board meetings when requested by the CEO or COO/Managing Director.
- Informing the Board of any potential conflicts of interest

Just as you have responsibilities to the school, you also have the right to expect that the school will fulfill its responsibilities to you as a member of its board of trustees. These responsibilities include:

- Sending financial statements, agendas, minutes, and key documents to board members at least one week ahead of the board meeting to give ample time for board members to read and prepare for the meeting
- Providing orientation to new board members
- Providing Directors and Officers Liability Insurance/Indemnification
- Offering opportunities for board development

**APPROVED:** October 10, 2012

## **ATTACHMENT B**

FEB 12 1998  
D

**Articles of Incorporation  
Cesar Chavez Public Policy Charter High School**

We, the undersigned, natural persons of the age of twenty-one years or more, acting as incorporators of a corporation under the Non-profit Corporation Act, Title 29, Chapter 5 of the Code of Laws of the District of Columbia, adopt the following Articles of Incorporation for such corporation:

**FIRST:** The name of the corporation (which is hereinafter called the "Corporation") is: Cesar Chavez Public Policy Charter High School.

**SECOND:** The period of its duration is perpetual.

**THIRD:** The purposes or purposes for which the Corporation is organized are as follows:

- (a) To provide public education; to foster educational innovation and reform; to inspire young people to become involved in public policy; and, to develop and improve the quality of schools and curricula; and
- (b) To carry on all acts or activities incidental or related thereto, included, for such purposes, the making of, distribution and the provision of funding under Section 501(c)(3) of the Internal Revenue Code; and
- (c) To carry on all activities that may be lawfully carried on by a corporation formed under the District of Columbia Nonprofit Corporation Act and which are not inconsistent with the Corporation's qualification as an organization described in Section 501(c)(3) of the Internal Revenue Code or corresponding section of any future tax code.

**FOURTH:** The Corporation shall have no members.

**FIFTH:** The Corporation is not organized for the pecuniary benefit of its directors or officers. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to its directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay compensation for services rendered and to make payments and distributions in furtherance of IRC Section 501(c)(3) or the corresponding section of any future tax code. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation.

The Corporation shall not authorize or issue any capital stock. No dividend shall be paid, nor shall any part of the Corporation be distributed to the Corporation's Trustees or Officers. No loan shall be made by the Corporation to its Trustees or Officers. A Trustee shall receive no compensation for services as a Trustee.

SIXTH: The affairs of the Corporation shall be managed and conducted by a Board of Trustees, the number and qualifications of which shall be fixed by the Bylaws, provided that the number of Trustees as fixed by the Bylaws shall not be less than three (3) nor more than the number proscribed in the District of Columbia School Reform Act of 1995, as amended. The initial Board of Trustees shall number three (3) members, whose names and addresses are as follows:

Dale Robinson	644 Massachusetts Avenue NE Apartment 207 Washington, DC 20002
Irasema Salcido	12209 Eagles Nest Court (J) Germantown, MD 20874
Alexis C. Towle	2501 M Street NW Suite 720 Washington, DC 20037

SEVENTH: The manner of election or appointment of the Board of Trustees shall be provided in the Bylaws. The Board of Directors is herein designated as the "Board of Trustees."

EIGHTH: The Officers of the Corporation and their appointment shall be as provided in the bylaws.

NINTH: The property of the Trustees and Officers of this Corporation shall not be subject to or chargeable with the payment of corporate debts or obligations.

TENTH: In the event of the dissolution or final liquidation of the Corporation, all of the remaining assets and property of the Corporation shall, after paying or making provisions for the payment of all of the liabilities and obligations of the Corporation and for necessary expenses thereof, be distributed to such organization or organizations organized and operated exclusively for charitable purposes as shall at the time qualify as an exempt organization or

organizations under IRC Section 501(c) (3), or the corresponding section of any future tax code, or shall be distributed to the federal government for public purposes, as the Board of Trustees shall determine. In no event shall any of such assets or property be distributed to any director or officer or any private individual.

ELEVENTH: The Trustees and Officers shall have limited liability and rights of indemnification to the full extent permitted by the Code of Laws of the District of Columbia, as it exists on the date hereof or may hereafter be amended, and any other applicable law. The Corporation shall indemnify any person who was or is a party to any threatened, pending or completed action, suit or proceeding, by reason of the fact that he is or was a Trustee, Officer, employee or agent of the Corporation, or is or was serving at the request of the corporation as a Trustee, Officer, employee or agent of another corporation, partnership, joint venture, trust, employee benefit plan or other enterprise, against expenses (including attorneys' fees), judgements, fines and amounts paid in settlements actually and reasonably incurred in connection with such actions. The Board of Trustees is hereby empowered to contract in advance to indemnify such persons.

TWELFTH: Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not directly or indirectly carry on any activity which would prevent it from obtaining exemption from Federal income taxation as a corporation described in IRC Section 501(c)(3), or cause the Corporation to lose such exempt status, or carry on any activity not permitted to be carried on by a corporation, contributions to which are deductible under IRC Section 170(c) (2), or the corresponding section of any future tax code.

THIRTEENTH: The address of the initial registered office of the Corporation in the District of Columbia is 1427 21<sup>st</sup> Street NW, Washington DC, 20037. The name of the registered agent at such address is Heather R. Weston, who is a resident of the District of Columbia.

FOURTEENTH: The name and address, including street and number, of each incorporator are:

Dale Robinson	644 Massachusetts Avenue NE Apartment 207 Washington, DC 20002
---------------	--

Irasema Salcido 12209 Eagles Nest Court (J)  
Germantown, MD 20874

Alexis C. Towle 2501 M Street NW  
Suite 720  
Washington, DC 20037

IN WITNESS WHEREOF, we have signed these Articles of Incorporation  
on this 11 day of February, 1998

[Redacted]  
Dale Robinson

[Redacted]  
Irasema Salcido

[Redacted]  
Alexis C. Towle

ss: District of Columbia

I, Rebecca Ann Woods Gooding, a Notary Public in and for the  
District of Columbia, hereby certify that on the 11<sup>th</sup> day of February, 1998,  
Dale Robinson appeared before me and signed the foregoing Articles of  
Incorporation, having averred that the statements contained herein are true to the  
best of her knowledge and belief. *(My Commission Expires: 8/15/02)*

ss: District of Columbia

I, Evelyn Hughes Williams, a Notary Public in and for the  
District of Columbia, hereby certify that on the 11<sup>th</sup> day of February, 1998,  
Irasema Salcido appeared before me and signed the foregoing Articles of  
Incorporation, having averred that the statements contained herein are true to the  
best of her knowledge and belief. [Redacted]

*My Commission Expires May 31, 2002*

ss: District of Columbia

I, Rebecca Ann Woods Gooding, a Notary Public in and for the  
District of Columbia, hereby certify that on the 11<sup>th</sup> day of February, 1998,  
Alexis C. Towle appeared before me and signed the foregoing Articles of  
Incorporation, having averred that the statements contained herein are true to the  
best of his knowledge and belief. *(My Commission Expires: 8/15/02)*

GOVERNMENT OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS  
BUSINESS REGULATION ADMINISTRATION



CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the DISTRICT  
OF COLUMBIA NONPROFIT CORPORATION ACT have been complied with and  
accordingly, this CERTIFICATE of INCORPORATION is hereby issued to  
CESAR CHAVEZ PUBLIC POLICY CHARTER HIGH SCHOOL

as of FEBRUARY 12TH , 1998 .

W. David Watts  
Director

Patricia A. Montgomery  
Administrator  
Business Regulation Administration

  
Act. Asst. Desiree M. Jones  
Superintendent of Corporations  
Corporations Division

Marion Barry, Jr.  
Mayor

GOVERNMENT OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS  
BUSINESS REGULATION ADMINISTRATION



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the DISTRICT OF COLUMBIA NONPROFIT CORPORATION ACT have been complied with and accordingly, this CERTIFICATE of AMENDMENT is hereby issued to CESAR CHAVEZ PUBLIC POLICY CHARTER HIGH SCHOOL

Name Change To  
CESAR CHAVEZ PUBLIC CHARTER HIGH SCHOOL FOR PUBLIC POLICY

as of May 12th , 1998 ,

W. David Watts  
Director

Patricia A. Montgomery  
Administrator  
Business Regulation Administration



Act. Asst. William E. Jones, Jr.  
Superintendent of Corporations  
Corporations Division

Marion Barry, Jr.  
Mayor

GOVERNMENT OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



C E R T I F I C A T E

**THIS IS TO CERTIFY** that there were received and accepted for record in the Department of Consumer and Regulatory Affairs, Corporations Division, on the 12th day of February, 1998 *Articles of Incorporation of:*

**CESAR CHAVEZ PUBLIC CHARTER HIGH SCHOOL FOR PUBLIC POLICY**

**WE FURTHER CERTIFY** that the above named corporation is in Good Standing and duly incorporated and existing according to the records of Corporations Division, having filed all reports as required by the District of Columbia Business Corporation Act.

**IN TESTIMONY WHEREOF I** have hereunto set my hand and caused the seal of this office to be affixed this 19th day of July, 2005 .



Patrick J. Canavan, Psy. D.  
Director

John T. Drann  
Administrator  
Business and Professional Licensing Administration



Patricia E. Grays  
Superintendent of Corporations  
Corporations Division

Anthony A. Williams  
Mayor

GOVERNMENT OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



**C E R T I F I C A T E**

**THIS IS TO CERTIFY** that all applicable provisions of the District of Columbia Nonprofit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF AMENDMENT** is hereby issued to:

**CESAR CHAVEZ PUBLIC CHARTER HIGH SCHOOL FOR PUBLIC POLICY**

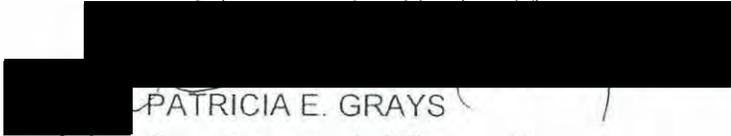
Name Changed To

**CESAR CHAVEZ PUBLIC CHARTER SCHOOLS FOR PUBLIC POLICY**

**IN WITNESS WHEREOF I** have hereunto set my hand and caused the seal of this office to be affixed as of the **20th** day of **March**, 2007 .

LISA M. MORGAN  
Interim Director

Business and Professional Licensing Administration

  
PATRICIA E. GRAYS  
Superintendent of Corporations  
Corporations Division

Adrian M. Fenty  
Mayor

SECOND  
AMENDED AND RESTATED BYLAWS

OF

CESAR CHAVEZ PUBLIC CHARTER SCHOOLS FOR PUBLIC POLICY, INC.

In accordance with ARTICLE 13 of the Bylaws of Cesar Chavez Public Charter High School for Public Policy, Inc. adopted on March 31, 1998 by the Board of Trustees, the Bylaws are hereby amended and restated in their entirety as follows:

**ARTICLE 1 – GENERAL PROVISIONS**

Section 1.1 NAME. The name of this corporation shall be:

Cesar Chavez Public Charter Schools for Public Policy, Inc.

Section 1.2 PRINCIPAL OFFICE. The principal business office of the corporation shall be 709 12<sup>th</sup> Street, S.E., Washington, DC 20003. The corporation may also have offices at such other places as the corporation may require.

Section 1.3 FISCAL YEAR. The fiscal year of the corporation shall begin July 1 and end the following June 30 of each year.

**ARTICLE 2 – STATEMENT OF PURPOSE**

The corporation is organized to provide public education, to foster educational innovation and reform, to inspire young people to become involved in public policy, to develop and improve the quality of schools and curricula, and to undertake any and all activities in furtherance of or related to these purposes including, for such purposes, the making of distributions and the provision of funding under Section 501(c)(3) of the Internal Revenue Code. The corporation may also engage in all activities which may lawfully be carried on by a corporation formed under the District of Columbia Nonprofit Corporation Act (the “DC Code”) and which are not inconsistent with the corporation’s qualification as an organization described in Section 501(c)(3) of the Internal Revenue Code or corresponding section of any future tax code.

**ARTICLE 3 - MEMBERS**

There will be no members of the corporation.

**ARTICLE 4 – BOARD OF TRUSTEES**

Section 4.1 AUTHORITY. The business and affairs of the corporation shall be controlled and governed by the board of trustees, which shall have the right to exercise all powers of the corporation consistent with the Articles of Incorporation and these Bylaws.

Section 4.2 NUMBER OF TRUSTEES. The board of trustees shall consist of an odd number of trustees that does not exceed fifteen (15) and is not less than seven (7).

Section 4.3 ELIGIBILITY; COMPOSITION. New trustees shall be elected by current trustees at meetings of the board of trustees. A majority of trustees shall reside in the District of Columbia. At least two (2) trustees shall be parents of students enrolled in the corporation's schools, with at least two (2) of the three (3) campuses being represented by one of the parents. Parent trustees shall be recommended by the school principals, reviewed by the chief executive officer and elected by the board of trustees. The chief executive officer of the corporation shall be a member of the board of trustees.

Section 4.4 TERMS. Trustees shall serve terms of three years and shall serve no more than two consecutive terms, unless otherwise determined by the board of trustees on a case-by-case basis. After two consecutive terms (or three terms as provided below) and at least one year without service on the board, a former trustee may be reelected as a trustee. Notwithstanding the foregoing, trustees whose terms began prior to January 1, 2012, and who have served or are serving a second consecutive term are eligible to serve an additional term. The chief executive officer shall not be subject to term limits that apply to other trustees and officers. Notwithstanding the foregoing, parent trustees may serve up to four (4) one year terms.

Section 4.5 COMPENSATION. Trustees shall receive no compensation for their services as trustee or for their attendance at meetings of the Board or of any committees. Trustees serving the corporation in any other capacity are not precluded from receiving reasonable compensation for their services.

Section 4.6 RESIGNATION. Any trustee may resign by delivering a written resignation to the chair, the chief executive officer or any other officer of the corporation, in each case at the corporation's principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time.

Section 4.7 REMOVAL. Any trustee may be removed, with or without cause, by a vote of three fourths (3/4) of the entire board of trustees (excluding the trustee in question) at any meeting of the trustees. No trustee shall be removed from office unless the notice of the meeting at which removal is to be considered states such purpose and opportunity to be heard at such meeting is given to the trustee whose removal is sought.

Section 4.8 VACANCIES. Vacancies on the board of trustees, including a vacancy resulting from an increase in the number of trustees shall be filled by a majority of the trustees remaining in office even if they constitute less than a quorum. A trustee selected to fill a vacancy shall serve for the unexpired term of his or her predecessor in office.

## **ARTICLE 5 – MEETINGS OF TRUSTEES**

Section 5.1 MEETINGS. The board of trustees shall hold meetings at least quarterly and may select the time and place for the meetings of the board. Special meetings of the board of trustees may be called by the chair, the chief executive officer, 20% of the trustees then in office, by delivering notice of the date, time, place, and purpose of such meeting to all trustees at

least three (3) business days in advance of such meeting; provided, that at the beginning of each one-year period, the corporation may provide a single notice of all regularly scheduled meetings for that year, or for a lesser period, without having to give notice of each meeting individually.

Section 5.2 ANNUAL MEETINGS. An annual meeting of the board of trustees shall be held during the month of July. At this meeting officers shall be elected for one (1) year terms and the budget for the following year shall be adopted. Notice of the annual meeting shall be given to each trustee at least seven (7) business days before such meeting, stating the time and place of the meeting.

Section 5.3 WAIVER OF NOTICE. Notice of any meeting may be waived by any trustee in writing, either before or after a meeting, or in such other manner as may be permitted by the laws of the District of Columbia. Attendance by a trustee at a meeting of the board of trustees constitutes a waiver of notice of the meeting, except when the trustee attends a meeting for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened.

Section 5.4 PARTICIPATION IN MEETINGS BY MEANS OF COMMUNICATION EQUIPMENT. Trustees may participate in a meeting of the board or committee meetings by means of conference telephones or similar communications equipment so long as all trustees participating in such meeting can hear one another. Participation in a meeting pursuant to this Section shall constitute presence in person at such meeting.

Section 5.5 ACTION WITHOUT A MEETING. Any action required or permitted to be taken at any meeting of the board of trustees or any committee designated by the board may be taken without a meeting if a written consent signed by each member of the board of trustees or committee, as applicable, is delivered to the corporation in writing in the form of a record describing the action to be taken by fax, mail or by electronic mail. Such consent, which may be signed in counterparts, shall have the same force and effect as the unanimous vote of the trustees at a duly called and noticed meeting, and shall be filed with the minutes of the proceedings of the board or committee.

Section 5.6 QUORUM AND VOTING. Unless a greater proportion is required by law, a majority of the board of trustees then in office shall constitute a quorum for the transaction of business at any meeting of the board. At any meeting of the board of trustees at which a quorum is present, a majority of those trustees present shall decide any matter, unless a different vote is specified by law, the Articles of Incorporation, or these Bylaws. Each member of the board of trustees has one vote. All voting at meetings shall be done personally and no proxy is allowed.

Section 5.7 ABSENCE. Each trustee is expected to communicate with the corporation in advance of all board of trustee meetings stating whether or not she or he is able to attend or participate by conference telephone or other agreed-upon means of communication. Any trustee who is absent from three successive board of trustee meetings or fails to participate for a full year shall be deemed to have resigned due to non-participation, and his or her position shall be declared vacant, unless the board of trustees affirmatively votes to retain that trustee as a member of the board of trustees.

## ARTICLE 6 - COMMITTEES

Section 6.1 ESTABLISHMENT OF COMMITTEES. The board of trustees may create one or more committees that shall have such name or names as may be determined from time to time by the board of trustees. Such committees shall be designated as either (a) governing committees that are delegated the authority to act on behalf of the board of trustees ("Governing Committees"), or (b) advisory committees that are created to advise the board but which do not have the authority to act on behalf thereof ("Advisory Committees").

Section 6.2 GOVERNING COMMITTEES. Each Governing Committee shall consist of one or more members of the board of trustees, and the board shall designate a chair of each committee from among the committee's members. The board shall determine the duties, powers and composition of any such committee in a resolution of the board or a committee charter adopted by the board, except that the board shall not delegate to such committees the authority to: amend or repeal these Bylaws; fill vacancies on the board of trustees or its committees; authorize distributions; adopt a plan of merger; authorize the voluntary dissolution of the corporation; or any other powers that may not be delegated. Unless otherwise required by applicable law, the creation of a Governing Committee and appointment of trustees to it shall be approved by a majority of all trustees then in office. The board of trustees may appoint one or more trustees as alternate members of any committee to replace any absent or disqualified member during the member's absence or disqualification.

Section 6.3 ADVISORY COMMITTEES. Each Advisory Committee shall consist of one or more persons designated by the board of trustees, and the board shall designate a chair of each Advisory Committee from among the committee's members. The board shall determine the duties and composition of any such committee in a resolution of the board or a committee charter adopted by the board. Advisory Committees may not exercise any powers of the board of trustees and persons who are not trustees may serve as members of an Advisory Committee. Each Advisory Committee shall submit to the board of trustees at such meetings as the board may designate, a report of the actions and recommendations of such committee for consideration and approval by the board of trustees.

Section 6.2 TERM OF OFFICE. Each member of a committee shall serve for one year until the next annual meeting of the board of trustees and until a successor is appointed, unless the committee is sooner dissolved.

Section 6.3 VACANCIES. Vacancies in the membership of committees may be filled by the chair of the board.

Section 6.4 RULES. Each committee may adopt rules for its meetings not inconsistent with these Bylaws or with any rules adopted by the board of trustees.

## ARTICLE 7 - OFFICERS

Section 7.1 OFFICERS. The board of trustees of the corporation shall elect a chair, a vice-chair, a chief executive officer, a secretary, a treasurer, and such other officers as the board of trustees may establish from time to time. Any two offices may be held by the same person, except that the chair may not hold another office.

Section 7.2 ELECTION. The officers of the corporation shall be elected annually by the board of trustees at the first meeting of each fiscal year. Terms for officers shall be one year.

Section 7.3 VACANCIES. A vacancy in any office due to death, resignation, disqualification, or otherwise, shall be filled by the board of trustees for the unexpired portion of the term. Each officer shall hold office until a successor shall have been duly elected, appointed and qualified.

Section 7.4 RESIGNATION. Any officer may resign at any time by delivering a written resignation to the chair, the chief executive officer or any other officer of the corporation at the corporation's principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time.

Section 7.5 REMOVAL. Any officer may be removed, with or without cause, by a vote of a majority of the entire board of trustees at any meeting of the board of trustees. No officer shall be removed from office unless the notice of the meeting at which removal is to be considered states such purpose and the opportunity at such meeting is given to the officer whose removal is sought.

Section 7.6 POWERS AND DUTIES. The powers and duties of the officers of the corporation shall be as follows:

- (a) Chair. The chair shall preside at all meetings of the board of trustees. The chair shall communicate to the other officers or to the board of trustees such matters and make such suggestions as may in her or his opinion tend to promote the prosperity and welfare of the corporation, and subject to the supervision of the board of trustees, shall perform all duties customary to that office.
- (b) Vice-Chair. In the case of the absence of the chair, or of her/his inability from any cause to act, the Vice-Chair shall perform the duties of that office.
- (c) Chief Executive Officer. The chief executive officer shall perform all duties incident to the office chief executive officer and such other duties as may be prescribed by the board of trustees from time to time. The chief executive officer shall be a salaried employee of the corporation and shall receive such compensation as the board of trustees shall determine.
- (d) Secretary. The secretary shall keep the minutes of the meetings of the board of trustees, ensure that all notices are given in accordance with the provisions of these bylaws, be custodian of the corporate records, and in general perform all such duties as may from time to time be assigned by the board of trustees.

- (e) Treasurer. The Treasurer, or other proper officer or agent of the corporation authorized by the board of trustees, shall have charge and custody of and be responsible for all funds and securities of the corporation, receive and give receipt for moneys due and payable to the corporation from any source whatsoever, and deposit all such moneys in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the board of trustees, and in general perform all of the duties incident to the office of treasurer and such others as may from time to time be assigned by the board of trustees. The treasurer shall not be chief executive officer.

## **ARTICLE 8 – CORPORATE TRANSACTIONS**

Section 8.1 **CONTRACTS**. The board of trustees may authorize any officer or agent of the corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined by specific instances.

Section 8.2 **INDEBTEDNESS**. All checks, drafts, or orders for the payment of money, notes or other evidence of indebtedness issued in the name of the corporation, shall be signed by such officer or agent of the corporation as from time to time may be determined by the board of trustees. In the absence of such determination of the board, such instruments shall be signed by the Treasurer of the corporation.

Section 8.3 **DEPOSITS**. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the board of trustees shall select.

Section 8.4 **CONTRIBUTIONS**. The board of trustees may accept, or authorize any officer to accept, on behalf of the corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the corporation.

## **ARTICLE 9 – BOOKS AND RECORDS**

The corporation shall keep at the principal office of the corporation, correct and complete books and records of account, minutes of the proceedings of the board of trustees, and a register of the names and addresses of the trustees of the corporation. All books and records of the corporation may be inspected by any trustee, or agent or attorney thereof, for any proper purpose at any reasonable time.

## **ARTICLE 10 – RESTRICTION ON ACTIVITIES**

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

Notwithstanding any other provision of these bylaws, no trustee, officer, employee, agent or any other representative of the corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken by an organization exempt under Section 501(c)(3) of the Internal Revenue Code, as it now exists or may hereafter be amended, or any corresponding section of any future tax code.

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its trustees, trustees, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation, and to make payments and distributions in furtherance of the purposes of this corporation.

#### **ARTICLE 11 – DISSOLUTION**

In the event of the dissolution of the corporation, the board of trustees shall, after paying or making provisions for the payment of all the liabilities of the corporation to the extent assets of the corporation permit, dispose of all the assets of the corporation exclusively for one or more exempt purposes of the corporation, as the board of trustees shall determine, in such manner as required within the meaning of Section 501(c)(3) of the Internal Revenue Code (or corresponding provision of any future Internal Revenue law) and in accordance with the statutes of the District of Columbia, or shall be distributed to the federal government, or the government of the District of Columbia for a public purpose. Notwithstanding the foregoing, (A) the corporation shall dissolve if its public charter school charter has been revoked, has not been renewed, or has been voluntarily relinquished; and (B) any assets to be distributed pursuant to a plan of distribution under DC Code Section 29-301.48(3) shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

#### **ARTICLE 12 – CONFLICTS POLICY**

Each trustee and officer shall sign and comply with the Conflicts of Interest Policy of the corporation. With respect to any contract or transaction of the corporation, each trustee and officer shall promptly disclose any known actual or potential conflict of interest to the board of trustees, including but not limited to the existence of any affiliation with an actual or potential vendor or grantor. Upon disclosure of any actual or potential conflict of interest, the board and any such trustee or officer shall review and fully comply with each of the requirements of the Conflicts of Interest Policy of the corporation.

#### **ARTICLE 13 – PERSONAL LIABILITY**

No officer or trustee of the corporation shall be personally liable to the corporation for monetary damages for or arising out of a breach of fiduciary duty as an officer or trustee, notwithstanding any provision of law imposing such liability, provided, however, that the foregoing shall not eliminate or limit the liability of an officer or trustee to the extent that such liability is imposed by the applicable law (a) for a breach of the trustee's duty of loyalty to the corporation, (b) for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the law, or (c) for any transaction from which the officer or trustee derived an improper personal benefit.

## ARTICLE 14 – INDEMNIFICATION

The corporation shall, to the extent legally permissible, indemnify each person who may serve or who has served at any time as an officer, trustee, employee or agent of the corporation against all reasonable expenses and liabilities, including, without limitation, counsel fees, judgments, fines, excise taxes, penalties and settlement payments, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or proceeding in which he or she may become involved by any reason of his or her service in such capacity; provided, that no indemnification shall be provided for any such person with respect to any matter as to which it is determined in accordance with Section 29-406.55 of the DC Code that he or she did not act in good faith in the reasonable belief that such action, in the case of conduct in an official capacity, was in the best interest of the corporation, and in all other cases, was at least not opposed to the best interests of the corporation, or in the case of any criminal proceedings, such person had reasonable cause to believe his or her conduct was unlawful; and further provided that any compromise or settlement payment shall be approved by a majority vote of a quorum who are not at that time parties to the proceeding.

Notwithstanding anything to the contrary contained herein, unless ordered by a court, the corporation shall not indemnify any person: (a) in connection with a proceeding by or in the right of the corporation, except for reasonable expenses incurred in connection with the proceeding if it is determined that such person has met the standard of conduct set forth above; (b) in connection with any proceeding with respect to conduct for which such person was adjudged liable on the basis that such person received a financial benefit to which he or she was not entitled, whether or not involving action in an official capacity; or (c) in the case of an officer of the corporation who is not also a member of the board of trustees or who is being made party to a proceeding as a result of his or her act or omission solely as an officer of the corporation, for any liability arising out of conduct that constitutes (i) receipt by the officer of a financial benefit to which the officer was not entitled, (ii) an intentional infliction of harm on the corporation; or (iii) an intentional violation of criminal law.

The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of persons entitled to indemnification hereunder. The right of the indemnification under this Article shall be in addition to and not exclusive of all other rights to which any person may be entitled.

This Article constitutes a contract between the corporation and the indemnified persons. No amendment or repeal of the provisions of this Article which adversely affects the right of an indemnified person under this Article shall apply to such indemnified person with respect to those acts or omissions which occurred at any time prior to such amendment or repeal.

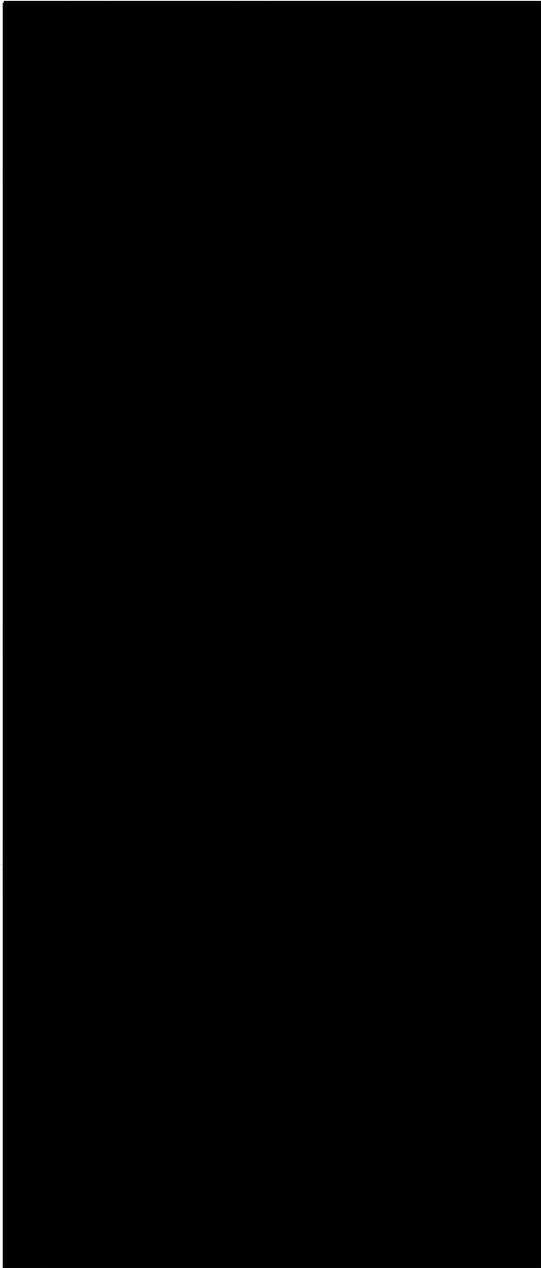
## ARTICLE 15 – DISCRIMINATION

The corporation will make no policy that discriminates against individuals based on race, religion, age, gender, sexual preference, or country of national origin.

## **ARTICLE 16 – AMENDMENTS TO BYLAWS**

These bylaws may be amended at any regular or special meeting of the board of trustees by a majority vote of the trustees.

(End of bylaws)



12/16/13  
Date

12/16/13  
Date

1/13/14  
Date

12-16-13  
Date

12-16-13  
Date

12-16-13  
Date

01/25/14  
Date

12-16-13  
Date

12-16-13  
Date

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Date

1/13/14  
Date

                      
Date

12/16/13  
Date

12/16/13

## **ATTACHMENT C**

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<u>Capitol Hill Campus</u>	<u>Bruce Prep Campus</u>	<u>Parkside Campus</u>
709 12th Street SE Washington, DC 20003 P (202) 547-3424 F (202) 547-2507	770 Kenyon Street NW Washington, DC 20010 P (202) 723-3975 F (202) 723-3976	3701 Hayes Street NE Washington, DC 20019 P (202) 398-2230 F (202) 398-1966

### **Procedures to Ensure Health & Safety of Students and Employees**

All campuses of the Cesar Chavez Public Charter Schools for Public Policy comply with all local and federal regulations pertaining to the health and safety of our students and employees. Additionally, the Chavez Schools are compliant with all stated building codes. Examples of how Chavez has diligently addressed the health and wellbeing of our students and employees include, but are not limited to:

- Chavez complies with all facility inspections by the DC Department of Health and the fire department, and upon request of any other local agency.
- The LEA employs a full time Manager of Facilities to ensure that the buildings are well-maintained and to troubleshoot any issues efficiently and effectively.
- Each campus has at least two employees on-site that are trained and certified in the administration of medicine, and two of our three campus sites have full time nurses.
- The system has a published Emergency Procedures Manual with staff assigned to key roles. This information is updated annually.
- Each campus conducts 11 fire drills each year – one during the first 10 days, and one per month September through June.
- Our two high school campuses have been assigned School Resource Officers from the Metropolitan Police Department.
- Our LEA holds appropriate liability insurance as well as disability and Worker’s compensation coverage.
- Each campus employs multiple licensed clinical social workers to address the mental health needs of our student body.
- Employment at Chavez is contingent upon a federal background check investigation.
- The Chavez Employee handbook contains written policies and consequences pertaining to sexual harassment and other examples of misconduct. The Director of Human Resources partners closely with campus leaders to address any employee concerns and conducts thorough investigations of any misconduct claims to render a decision.
- The Chavez Schools Code of Conduct has consequences for any student that jeopardizes the health and well-being of students, employees, or the school.

## **ATTACHMENT D**



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June 20, 2012

Mr. Jeff Cooper  
Chief Operating Officer  
Cesar Chavez Prep Public Charter School  
770 Kenyon Street NW  
Washington DC 20010  
jeff.cooper@chavezschools.org

Dear Mr. Cooper,

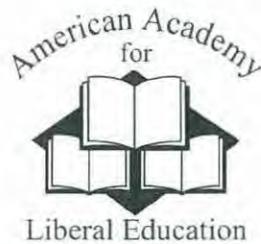
On June 1, 2012 the Board of Trustees of the American Academy for Liberal Education (AALE) considered carefully the Cesar Chavez Prep Public Charter School (CCPrep) application for *K-12 Charter School Accreditation*.

It is with pleasure that I now write to inform you that the Academy's Board of Trustees voted to award K-12 Charter School Accreditation to Cesar Chavez Prep Public Charter School for a period of two (2) years ending June 30, 2014 with the requirement that the School must submit an interim report by March 15, 2014. Upon a favorable review of the interim report by the AALE Board, Cesar Chavez Prep Public Charter School may seek extension of this award, by an Academy Board vote, for an additional three (3) years to complete a full five (5) year term. Consideration of extension by the Board requires that all deadlines for submission of the interim report, Board review, and formal request for extension before the end of the two (2) year term of accreditation must be met.

The AALE Board, the Council of Scholars, and Site Evaluation Visit Team were in agreement that CCPrep's emphasis on academic achievement evidenced through its mission statement, curriculum and facility are outstanding. Likewise commendation is extended for the rigorous, frequent and systematic assessment of student achievement that informs both curriculum and instruction and for the consistently high quality of instruction that was observed by the Site Evaluation Team during their visit.

At the same time, the AALE Board recognizes the concerns presented in the Site Visit Evaluation Report (March 2012) and supported by the Council of Scholars recommendation. Although the Council of Scholars concluded that the CCPrep Institutional Response (May 2012) adequately addresses the majority of concerns cited in the Site Evaluation Visit Report (March 2012), the Board in its final review determined that in order to ensure that teaching and learning goals, as well as school goals, presented and projected, are met during the initial accreditation period of two (2) years, CCPrep must submit an interim report by March 15, 2014, including supporting evidence, demonstrating continued progress, and improvement in the following areas:

1. Standard II - Curriculum: integration of the arts into the curriculum;
2. Standard III - Assessment: remediation and improvement of reading scores through increase of



- ELL instruction and plans for faculty development;
3. Standard III - Assessment: achieving a better balance between the role of the administrators in the Cesar Chavez Home Office and the classroom teachers in determining which assessment tools are to be used and how adjustments and improvements in curriculum, instruction and school operations are to be made;
  4. Standard VII - Organization and Governance: strategic plan presented to CCPrep Board for approval in April 2012 is in place and operative and addresses educational resources, general facilities, art and music facilities and science laboratories.
  5. Standard I - Mission: annual review of the mission statement is conducted by the Board of Trustees;
  6. Standard I - Mission and Standard II - Curriculum: how, in practice, the CCPrep public policy curriculum aligns with the goals of liberal arts learning as reflected in the AALE Standards;
  7. Standard VII - Organization and Governance: Cesar Chavez Home Office policy ensures that personnel files for administrative staff are kept current and academic credentials are verified through certified transcripts.

In keeping with AALE accreditation policies, CCPrep must meet all of the requirements of membership, including submission of the annual institutional reporting forms (AIRF), responding to Board requests for information in a timely manner and payment of annual membership dues. As an accredited K-12 Charter School member of the American Academy for Liberal Education, CCPrep must adhere to the AALE standards and criteria and all Academy policies and procedures as set forth by *AALE Bylaws* and the Board of Trustees, as these may be modified hereafter, consistent with Academy policy and procedures.

Once again, it is my pleasure to welcome you as a member of the community of K-12 charter schools accredited by the American Academy for Liberal Education.

Sincerely,

A black rectangular redaction box covers the signature of Rodney K. Smith. A faint circular stamp is visible behind the redaction.

Rodney K. Smith  
Chairman, AALE Board of Trustees

cc. Dominic Aquila, Chair-Council of Scholars  
Charles Butterworth, President  
Mary Ann Powers, Executive Director  
Academy master file: Cesar Chavez Prep Public Charter School

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Telephone: 703.717.9719  
[www.aale.org](http://www.aale.org)



January 30, 2013

Mr. Jeff Cooper  
Chief Operating Officer  
Cesar Chavez Capitol Hill Public Charter School  
709 12<sup>th</sup> Street SE  
Washington DC 20003  
jeff.cooper@chavezschools.org

Dear Mr. Cooper,

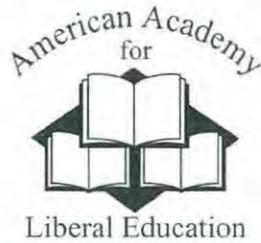
On January 9, 2013 the Board of Trustees of the American Academy for Liberal Education (AALE) considered carefully the Cesar Chavez Capitol Hill Public Charter School (CCCH) application for renewal of K-12 Charter School Accreditation.

It is with pleasure that I now write to inform you that the Academy's Board of Trustees voted to award renewal of K-12 Charter School Accreditation to Cesar Chavez Capitol Hill Public Charter School for a period of five (5) years ending January 31, 2018 with the requirement that the School must submit with their annual reports updates of their progress on recommendations as referenced in this letter. These updates will be reviewed, and if at any time the Board requires further information with regard to progress on a recommendation CCCH will be asked to provide a focused interim report.

The AALE Board, the Council of Scholars, and Site Evaluation Visit Team were in agreement that CCCH's emphasis on academic achievement evidenced through its mission statement, curriculum and facility are outstanding. Likewise commendation is extended for the rigorous, frequent and systematic assessment of student achievement that informs both curriculum and instruction, and the comprehensive set of interventions for students who are struggling academically, emotionally, or socially and in need of additional support. Of particular note is the dedicated, knowledgeable and resourceful college counseling staff, which is committed to helping each student and their families through the college application process. Finally, recognition is extended for the consistently high quality of instruction that was observed by the Site Evaluation Team during their visit.

The AALE Board, however, also recognizes the concerns presented in the Site Evaluation Visit Report (November 2012) and supported by the Council of Scholars recommendation. Although the Council of Scholars concluded that the CCCH Institutional Response (November 2012) adequately addresses the majority of concerns cited in the Site Evaluation Visit Report (November 2012), the Board in its final review determined that in order to ensure that teaching and learning goals, as well as school goals, presented and projected, are met during the accreditation period of five (5) years, CCCH must provide annual updates when filing the annual report and include supporting evidence demonstrating continued progress and improvement in the following areas:

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1. Standard I - Mission

I.B: While it is true the CCCH curriculum emphasizes “investigation over memorization,” it is not altogether clear what CCCH’s overall philosophy is with respect to liberal education, or how this philosophy informs the structure of its curriculum. This point is particularly pressing, since the idea of “public policy” clearly informs the philosophy of education and, thus the curriculum. But it is not clear how the notion of liberal learning does so. The AALE Board is in agreement with the Council of Scholars concern that the public policy mission of the school, if not pursued in the spirit of free inquiry that is the hallmark of the liberally educated student, may become a program of advocacy for certain policy paradigms rather than the pursuit of truth, by weighing various public policy perspectives and historical paradigms, that is the hallmark of a liberal arts education. The AALE Board seeks further clarification from CCCH on this point.

I.C: The AALE Board acknowledged the Institutional Response (November 2012) to Criterion I.C which indicates that the CCCH Board will be reviewing the mission statement on an annual basis. However until there is evidence in the form of board minutes on record that the CCCH Board generates and completes an annual review of the mission statement, Criterion I.C only approaches being met.

2. Standard II - Curriculum

II.A: The AALE Board concluded that while there are liberal arts subjects being taught, it is unclear how they represent an integrated liberal arts education, rather than a collection of distribution requirements and seeks further clarification from CCCH on this point.

II.C: The AALE Board is in agreement with the site visit team’s suggestion that translators be available at all public meetings where parents are in attendance.

II.D: The AALE Board reminds CCCH that the school website should be updated regularly to provide current information for parents, students and the community-at-large.

3. Standard III - Assessment

III.D: The AALE Board acknowledged the Institutional Response (November 2012) to Criterion III.D which outlines strategies CCCH will use to improve key goals related to literacy. However it agrees with the Council of Scholars and the Site Evaluation Visit Report (November 2012) that Criterion III.D approaches being met.

III.E: The Institutional Response (November 2012) acknowledges an apparent oversight of not placing adequate explanation of the new mastery grading system in the Self-study (rev. Aug 2012) and indicates it will be added to the CCCH Student Handbook for 2013-14. A review of the CCCH 2013-14 Handbook will be needed in light of meeting fully Criterion III.E.

4. Standard V - Teacher Quality

V.A: The AALE Board, in agreement with the Council of Scholars, concluded that a point of clarification is needed for Criterion V.A. It was not clear from the Site Evaluation Visit Report (November 2012) how much influence the Home Office administrators of the Chavez Schools have upon evaluation and teacher effectiveness. The Officers are listed as the “first” level of leadership in this arena, and it is



not clear what the relationship between these officers and the school principal and teachers is. The AALE Board seeks further clarification on this point.

V.B: The AALE Board acknowledged the Institutional Response (November 2012) to the suggestion for improvement for Criterion V.B. However it agrees with the Council of Scholars that the site visit team's suggestion that keeping staff in place is a goal which needs to be pursued aggressively by CCCH.

#### 5. Standard VI - Educational Resources

VI.A: The AALE Board acknowledged the Institutional Response (November 2012) to the recommendation for Criterion VI.A. However it agrees with the Council of Scholars and the Site Evaluation Visit Report (November 2012) that Criterion VI.A approaches being met and that the library size, full-time staffing and the results of the implementation of Read 180 needs to be monitored.

VI.B: The AALE Board acknowledged the Institutional Response (November 2012) to the recommendation for Criterion VI.B. However it agrees with the Council of Scholars and the Site Evaluation Visit Report (November 2012) that Criterion VI.B approaches being met and that sufficient access to computer equipment adequate to CCCH's educational program continue to be monitored.

#### 6. Standard VII - Organization and Governance

The AALE Board concurred with a general observation made by the Council of Scholars that the Chavez Board should take a more active role in oversight and long-term planning. It should continually be attending to the school's fulfillment of its mission statement. Continual, substantive board involvement allows the Board to see the school from various perspectives without engaging in micro-management.

VII.J: The AALE Board acknowledged the Institutional Response (November 2012) to Criterion VII.J and agrees with the Council of Scholars and the Site Evaluation Visit Report (November 2012) that evidence that the strategic plan is operative must be provided before CCCH is determined to have fully met Standard VII.

#### 7. Standard IX - Student Services

IX.A: The AALE Board acknowledged the Institutional Response (November 2012) to Criterion IX.A and deemed it sufficient. However, it agrees with the Council of Scholars and the Site Visit Report (November 2012) that a school-wide intercom system would enhance safety.

#### 8. Standard X – Facilities Standard

X.C: The AALE Board acknowledged the Institutional Response (November 2012) to Criterion X.C which indicates that there are no plans to increase enrollment beyond what the CCCH facilities can serve. However this area needs to be monitored.

X.D: The AALE Board acknowledged the Institutional Response (November 2012) to Criterion X.D. However it agrees with the Council of Scholars and the Site Evaluation Visit Report (November 2012) that this is an area to be monitored.

American Academy  
for



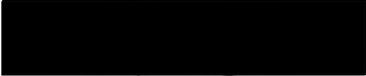
Liberal Education

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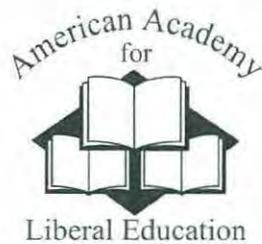
In keeping with AALE accreditation policies, CCCH must meet all of the requirements of membership, including submission of the annual institutional reporting forms (AIRF), responding to Board requests for information in a timely manner and payment of annual membership dues. As an accredited K-12 Charter School member of the American Academy for Liberal Education, CCCH must adhere to the AALE standards and criteria and all Academy policies and procedures as set forth by *AALE Bylaws* and the Board of Trustees, as these may be modified hereafter, consistent with Academy policy and procedures.

The Academy views the renewal of accreditation as the continuation of a dialogue which begins with the original self-study and is designed to assist the school in meeting its mission according to standards of excellence for K-12 liberal arts learning. In this spirit, it is my pleasure to welcome as a returning member to the community of K-12 charter schools accredited by the American Academy for Liberal Education.

Sincerely,

  
Rodney K. Smith  
Chairman, AALE Board of Trustees

cc. Dominic Aquila, Chair-Council of Scholars  
Charles Butterworth, President  
Mary Ann Powers, Executive Director  
Academy master file: Cesar Chavez Capitol Hill Public Charter School



January 30, 2013

Mr. Jeff Cooper  
Chief Operating Officer  
Cesar Chavez Parkside Middle and High Public Charter School  
3701 Hayes Street NE  
Washington DC 20019  
jeff.cooper@chavezschools.org

Dear Mr. Cooper,

On January 9, 2013 the Board of Trustees of the American Academy for Liberal Education (AALE) considered carefully the Cesar Chavez Parkside Middle and High Public Charter School (CCPMHS) application for renewal of K-12 Charter School Accreditation.

It is with pleasure that I now write to inform you that the Academy's Board of Trustees voted to award renewal of K-12 Charter School Accreditation to Cesar Chavez Parkside Middle and High Public Charter School for a period of five (5) years ending January 31, 2018 with the requirement that the School must submit with their annual reports updates of their progress on recommendations as referenced in this letter. These updates will be reviewed, and if at any time the Board requires further information with regard to progress on a recommendation CCPMHS will be asked to provide a focused interim report.

The AALE Board, the Council of Scholars, and Site Evaluation Visit Team were in agreement that CCPMHS's emphasis on academic achievement evidenced through its mission statement, curriculum and facility are outstanding. Likewise commendation is extended for the rigorous, frequent and systematic assessment of student achievement that informs both curriculum and instruction, and the comprehensive set of interventions for students who are struggling academically, emotionally, or socially and in need of additional support. Of particular note is the dedicated, knowledgeable and resourceful college counseling staff which is committed to helping each student and their families through the college application process. Finally, special recognition is extended to the CCPMHS administration that was lauded by parents and teachers as having made marked improvements in the culture and learning environment of both the middle and high school during the last year.

At the same time, the AALE Board recognizes the concerns presented in the Site Evaluation Visit Report (November 2012) and supported by the Council of Scholars recommendation. Although the Council of Scholars concluded that the CCPMHS Institutional Response (November 2012) adequately addresses the majority of concerns cited in the Site Evaluation Visit Report (November 2012), the Board in its final review determined that in order to ensure that teaching and learning goals, as well as school goals, presented and projected, are met during the accreditation period of five (5) years, CCPMHS must

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provide annual updates when filing the annual report and include supporting evidence demonstrating continued progress and improvement in the following areas:

1. Standard I - Mission

I.B: I.B: While it is true the CCPMHS curriculum emphasizes "investigation over memorization," it is not altogether clear what CCPMHS's overall philosophy is with respect to liberal education, or how this philosophy informs the structure of its curriculum. This point is particularly pressing, since the idea of "public policy" clearly informs the philosophy of education and, thus the curriculum. But it is not clear how the notion of liberal learning does so. The AALE Board is agreement with the Council of Scholars concern that the public policy mission of the school, if not pursued in the spirit of free inquiry that is the hallmark of the liberally educated student, may become a program of advocacy for certain policy paradigms rather than the pursuit of truth, by weighing various public policy perspectives and historical paradigms, that is the hallmark of a liberal arts education. The AALE Board seeks further clarification from CCPMHS on this point.

I.C: The AALE Board acknowledged the Institutional Response (November 2012) to Criterion I.C which indicates that the CCPMHS Board will be reviewing the mission statement on an annual basis. However until there is evidence in the form of board minutes on record that the CCPMHS Board generates and completes an annual review of the mission statement, Criterion I.C only approaches being met.

2. Standard II - Curriculum

II.A: The AALE Board concluded that while there are liberal arts subjects being taught, it is unclear how they represent an integrated liberal arts education, rather than a collection of distribution requirements and seeks further clarification from CCPMHS on this point.

II.D: The AALE Board reminds CCPMHS that the school website should be updated regularly to provide current information for parents, students and the community-at-large.

3. Standard III - Assessment

III.D: The AALE Board acknowledged the Institutional Response (November 2012) to Criterion III.D which outlines strategies CCPMHS will use to improve key goals related to literacy. However it agrees with the Council of Scholars and the Site Evaluation Visit Report (November 2012) that Criterion III.D approaches being met.

4. Standard V - Teacher Quality

V.A: The AALE Board, in agreement with the Council of Scholars, concluded that a point of clarification is needed for Criterion V.A. It was not clear from the Site Evaluation Visit Report (November 2012) how much influence the Home Office administrators of the Chavez Schools have upon evaluation and teacher effectiveness. The Officers are listed as the "first" level of leadership in this arena, and it is not clear what the relationship between these officers and the school principal and teachers is. The AALE Board seeks further clarification on this point.



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V.B: The AALE Board acknowledged the Institutional Response (November 2012) to the suggestion for improvement for Criterion V.B. However it agrees with the Council of Scholars that the site visit team's suggestion that keeping staff in place is a goal which needs to be pursued aggressively by CCPMHS.

5. Standard VI - Educational Resources

VI.A: The AALE Board acknowledged the Institutional Response (November 2012) to the recommendation for Criterion VI.A. However it agrees with the Council of Scholars and the Site Evaluation Visit Report (November 2012) that Criterion VI.A approaches being met and that the emphasis CCPMHS has placed on collection improvement under the leadership of a highly qualified librarian needs to be monitored. The results of the implementation of Read 180 also need to be monitored.

VI.B: The AALE Board acknowledged the Institutional Response (November 2012) to the recommendation for Criterion VI.B. Sufficient access to computer equipment adequate to CCPMHS's educational program is an area to be monitored.

6. Standard VII - Organization and Governance

The AALE Board concurred with a general observation made by the Council of Scholars that the Chavez Board should take a more active role in oversight and long-term planning. It should continually be attending to the school's fulfillment of its mission statement. Continual, substantive board involvement allows the Board to see the school from various perspectives without engaging in micro-management.

VII.J: The AALE Board acknowledged the Institutional Response (November 2012) to Criterion VII.J and agrees with the Council of Scholars and the Site Evaluation Visit Report (November 2012) that evidence that the strategic plan is operative must be provided before CCPMHS is determined to have fully met Standard VII.

7. Standard IX - Student Services

IX.A.4 and IX.B: The AALE Board acknowledged the Institutional Response (November 2012) to Criterion IX.A.4 and IX.B however clarification of the timeline of the hiring which took place to improve the program for and services provided to English Language Learners is needed. Clarification should be included in the first annual report subsequent to receipt of this award letter.

8. Standard X – Facilities Standard

X.D: The AALE Board acknowledged the Institutional Response (November 2012) to Criterion X.D. However it requests a report on the scheduling and availability of physical education classes for all middle and high school students to be included with the annual report for the academic year 2013-14.

In keeping with AALE accreditation policies, CCPMHS must meet all of the requirements of membership, including submission of the annual institutional reporting forms (AIRF), responding to Board requests for



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information in a timely manner and payment of annual membership dues. As an accredited K-12 Charter School member of the American Academy for Liberal Education, CCPMHS must adhere to the AALE standards and criteria and all Academy policies and procedures as set forth by *AALE Bylaws* and the Board of Trustees, as these may be modified hereafter, consistent with Academy policy and procedures.

The Academy views the renewal of accreditation as the continuation of a dialogue which begins with the original self-study and is designed to assist the school in meeting its mission according to standards of excellence for K-12 liberal arts learning. In this spirit, it is my pleasure to welcome you as a returning member to the community of K-12 charter schools accredited by the American Academy for Liberal Education.

Sincerely,

[REDACTED]

Rodney K. Smith  
Chairman, AALE Board of Trustees

cc. Dominic Aquila, Chair-Council of Scholars  
Charles Butterworth, President  
Mary Ann Powers, Executive Director  
Academy master file: Cesar Chavez Parkside Middle and High Public Charter School

# **ATTACHMENT E**

## PURPOSE

This Handbook is a guide to personnel policies and practices. For the purposes of this Handbook, "Chavez", "Chavez Schools", and "the Organization" shall refer to Cesar Chavez Public Schools for Public Policy.

THE PROVISIONS IN THIS HANDBOOK ARE ONLY GUIDELINES AND DO NOT ESTABLISH A CONTRACT OR ANY PARTICULAR TERMS OR CONDITIONS OF EMPLOYMENT BETWEEN YOU AND CHAVEZ. NONE OF THE POLICIES CONSTITUTE OR ARE INTENDED TO CONSTITUTE A PROMISE OF EMPLOYMENT. WHILE WE HOPE TO MAINTAIN AN ENJOYABLE WORKING RELATIONSHIP, SHOULD YOU EVER DESIRE TO TERMINATE YOUR EMPLOYMENT, YOU ARE FREE TO DO SO AT ANY TIME, WITH OR WITHOUT NOTICE, FOR ANY REASON; SIMILARLY, CHAVEZ MAY TERMINATE YOUR EMPLOYMENT AT ANY TIME, WITH OR WITHOUT NOTICE, FOR ANY OR NO REASON. THIS EMPLOYMENT "AT-WILL" RELATIONSHIP MAY NOT BE MODIFIED FOR ANY EMPLOYEE. NO CONTRACT OR PROMISE RELATING TO EMPLOYMENT MAY BE MADE, UNLESS IN WRITING BY HUMAN RESOURCES.

Understanding that the variations in the laws in different states and localities may affect our policies and their application, where direct conflicts between this Handbook and applicable laws exist, the law will prevail. The terms of this Handbook are intended to comply with Federal and District of Columbia law. To the extent a law of any other state or jurisdiction applies, Chavez intends to comply fully.

This Handbook shall supersede all previously published employee handbooks and policy statements. All employees are expected to read and become familiar with its terms. Please always feel free to contact Human Resources (HR) with any questions.

## UPDATES

As you are notified of updates and/or modifications to this Handbook, you are responsible for abiding by these modifications. Failure to update your Handbook does not release you from your obligation to adhere to new/modified policies.

## EMPLOYEE RELATIONS AND COMMUNICATIONS

The Organization is committed to open communications and recognizes the importance of providing resources for you to express your thoughts and suggestions, get answers to your questions, and have your challenges addressed. Your primary resources are listed below; additionally, a list of all employees and internal contact information should be accessible at your campus. This policy does not apply to complaints of harassment or discrimination. For complaints of harassment or discrimination, please refer to the Harassment and Equal Opportunity policies in this handbook.

Your manager/supervisor

...is your principal source of information and should generally be your starting point in getting help with your issues. Where appropriate, he or she will make every effort to work through your challenges and find answers to your questions. In the event you and your supervisor/manager do not agree on an issue, or in cases where it is not appropriate to discuss your issues with him or her or it is not appropriate for him or her to address your question, you may utilize other resources such as Human Resources.

Human Resources (HR)

...will always serve as a resource for you. If your supervisor/manager is unavailable or not able to help you, contact HR for assistance. Like your supervisor/manager, HR will make every effort to resolve your issues.

Internal Dispute Resolution (IDR)

If your issue cannot be resolved informally, Chavez offers a more formal resolution process, detailed later in this Handbook.

# **ATTACHMENT F**

## ATTACHMENT F

### Pre-Opening Visit Checklist – New Charter School

*\*Items may be uploaded into Epicenter*

#### Governance and Management

Area of Review	Examples of Acceptable Documentation
The Board of Trustees has been established.	<ul style="list-style-type: none"> <li>• Meeting minutes from the most recent board meeting*</li> <li>• BOT membership roster*</li> </ul>
Leadership roles have been filled.	<ul style="list-style-type: none"> <li>• Organizational Chart with names</li> <li>• Contracts, including position description</li> </ul>

#### Staffing

Area of Review	Examples of Acceptable Documentation
The number of teachers and staff, including special education and/ or ELL teachers	<ul style="list-style-type: none"> <li>• Staffing plan</li> <li>• Teacher roster</li> </ul>
Employee roles and responsibilities have been clearly articulated	<ul style="list-style-type: none"> <li>• Staff position descriptions</li> </ul>
Employment policies for full-time and part-time staff have been established and are available to teachers and other staff.	<ul style="list-style-type: none"> <li>• Employee handbook*</li> <li>• Confirmation of Receipt (e.g., form from handbook; staff meeting sign-in; etc.)</li> </ul>
There is documentation that initial background checks for all staff have been completed.	<ul style="list-style-type: none"> <li>• Background check clearances*</li> </ul>
Each teacher has been offered a retirement plan.	<ul style="list-style-type: none"> <li>• DC Teacher Retirement Opt In/Opt Out Form, or similar form.</li> </ul>
Leave of absence forms for former DCPS employees have been processed and are on file.	<ul style="list-style-type: none"> <li>• Leave of absence forms on file and reflect processing through DCPS</li> </ul>
Plan for when teachers are absent	<ul style="list-style-type: none"> <li>• Copy of school's plan for covering teacher absences (e.g., substitute bank; teacher request form; permanent substitute contracts; etc.)</li> </ul>

#### Curriculum and Instruction

Area of Review	Examples of Acceptable Documentation
Needed instructional materials and supplies have been procured to classrooms at every grade level.	<ul style="list-style-type: none"> <li>• Actual instructional materials and supplies, or evidence that materials and supplies are on order and will be delivered in time for school opening</li> </ul>
A school calendar and class schedules exist and provisions have been made for them to be available to every student and every family.	<ul style="list-style-type: none"> <li>• School calendar—includes 180 instructional days, holidays, PD days, inclement weather and emergency closure make-up days*</li> </ul>

## ATTACHMENT F

Area of Review	Examples of Acceptable Documentation
	<ul style="list-style-type: none"> <li>• Class Schedules</li> <li>• Copy of parent/student/family handbook / resource in which calendar was printed, along with confirmation of receipt (however school tracks that information was given to parent).</li> </ul>
Provisions have been made for assessing and serving students with special needs.	<ul style="list-style-type: none"> <li>• Evidence that needed staff is on board to provide special needs services, or evidence that services have been contracted.</li> <li>• Documentation that contracts for services equal to or exceeding \$25,000 have been reviewed by PCSB.</li> </ul>

### Students and Parents

Area of Review	Examples of Acceptable Documentation
Parents and students will be provided with written information about the school including Discipline Plan (suspensions and expulsions)	<ul style="list-style-type: none"> <li>• Copy of parent/student/family handbook / resource in which the discipline policy is printed, along with confirmation of receipt *</li> </ul>
Preliminary class rosters are available to teachers for planning	<ul style="list-style-type: none"> <li>• Student rosters/records are on file and accessible to teachers for planning</li> </ul>
Intake process includes measures to identify students with special needs.	<ul style="list-style-type: none"> <li>• Description of process for identifying students with special needs (e.g., copy of information in enrollment packet)</li> </ul>
Valid proof of DC residency is on file for each student	<ul style="list-style-type: none"> <li>• All residency forms from OSSE have been completed, including proof of residency form complete with parent's or guardian's name, student name, school staff person's signature, date, and appropriate check offs indicating documents submitted and copy of document submitted.</li> </ul>
Procedures are in place for creating, storing, securing and using student academic, attendance, and discipline records.	<ul style="list-style-type: none"> <li>• Evidence that procedures are in place for creating, storing, securing, and using student academic, attendance, and discipline records. (Includes a Safeguard of Student Information Policy that aligns with FERPA)</li> <li>• Evidence that the records of students with disabilities are kept in a secure location</li> <li>• Evidence that parents or adult students have been provided with notice of their rights under FERPA</li> </ul>
A complaint resolution process is in place and has been distributed to employees, parents, and students.	<ul style="list-style-type: none"> <li>• Description of complaint resolution process in employee, parent, and student handbooks. *</li> </ul>

## ATTACHMENT F

### Operations

Area of Review	Examples of Acceptable Documentation
<p>Systems are in place to accurately collect and submit attendance and discipline data, and Compliance documents, including the following:</p> <ul style="list-style-type: none"> <li>-system to accurately collect and submit daily attendance</li> <li>-system to accurately collect excused absence documentation</li> <li>-system for mandatory reporting to CFSA and/or DC Superior Court, when applicable</li> <li>-system to accurately submit discipline incidents</li> <li>-system to accurately submit Compliance documents to PCSB</li> </ul>	<ul style="list-style-type: none"> <li>• Student Information System is in place</li> <li>• Staff member(s) have been trained on ProActive, the school's Student Information System, and Epicenter</li> </ul>
<p>Arrangements have been made for food service.</p>	<ul style="list-style-type: none"> <li>• Food service contract</li> <li>• Documentation that contract equal to or exceeding \$25,000 has been reviewed by PCSB.</li> <li>• Record of Basic Business License (BBL)</li> </ul>
<p>Provisions have been made for health services and immunization, if appropriate.</p>	<ul style="list-style-type: none"> <li>• Evidence that health services and immunizations services are available (school nurse, contract with local health facility, etc.)</li> <li>• Evidence of access to the immunization registry and a mechanism for entering immunization data.</li> </ul>
<p>There are written plans for such life safety procedures as fire drills and emergency evacuation.</p>	<ul style="list-style-type: none"> <li>• Written plans for life safety procedures included in faculty and student handbooks</li> <li>• Fire drill schedule (one drill within the first ten days; and conducted monthly for the remainder of the school year) *</li> </ul>
<p>A system is in place for gathering and reporting information needed to qualify for federal entitlement programs, including reporting to PCSB</p>	<ul style="list-style-type: none"> <li>• Evidence that a system is in place for gathering and reporting data needed to qualify for federal entitlement programs (e.g., database on Free and Reduced Lunch paperwork), including reporting to PCSB</li> </ul>

### Facilities, Furnishings and Equipment

Area of Review	Examples of Acceptable Documentation
<p>Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.</p>	<ul style="list-style-type: none"> <li>• Space meets the needs of the program and number of students to be served</li> </ul>

## ATTACHMENT F

Area of Review	Examples of Acceptable Documentation
Systems are in place for student drop-off and pick-up	<ul style="list-style-type: none"> <li>• Clear plans on file for student drop-off and pick-up before school, during school hours, and after school</li> </ul>
Classroom furniture is available for instruction (or will be)	<ul style="list-style-type: none"> <li>• School admin confirms that classroom furnishings are appropriate for the school's educational model</li> </ul>
Necessary equipment, including educational technologies, is installed and ready to operate.	<ul style="list-style-type: none"> <li>• School admin confirms that equipment is installed and is ready (or will be ready) to operate by the first day of school</li> </ul>
A Certificate of Occupancy is on file at the school.	<ul style="list-style-type: none"> <li>• Certificate of Occupancy on file at school with an occupancy load that is greater or equal to the number of students PLUS staff in the building*</li> </ul>
If needed (eg., for a school occupying temporary space), parent permission slips are on file.	<ul style="list-style-type: none"> <li>• Parent permission slips</li> </ul>
Certificates of insurance are on file at the school and PCSB, meeting at least the minimum levels required by the PCSB.	<ul style="list-style-type: none"> <li>• Certificates of insurance on file at school with coverage in accordance with their charter or meeting the minimum levels recommended*:               <ul style="list-style-type: none"> <li>• General Liability - \$1000 per occurrence, \$2000 aggregate</li> <li>• Directors and Officers Liability - \$1000</li> <li>• Educators Legal Liability - \$1000</li> <li>• Umbrella Coverage - \$3000; \$5000 if providing transportation</li> <li>• Property/Lease Insurance - 100 percent of replacement cost</li> <li>• Boiler and Machinery Insurance - \$1000 (if appropriate actual loss sustained )</li> <li>• Auto Liability Insurance - \$1000</li> <li>• Workers Compensation - As required by law</li> </ul> </li> </ul>

## **ATTACHMENT G**



**Cesar Chavez Public Charter Schools for Public Policy** ♦ www.chavezschools.org  
Home Office: 709 12<sup>th</sup> Street, SE ♦ Washington, DC 20003 ♦ (202) 547-3975 ♦ fax (202) 547-3424 ♦

**Capitol Hill Campus**

709 12<sup>th</sup> Street, SE  
Washington, DC 20003  
(202) 547-3424  
Fax (202) 547-2507

**Chavez Bruce Prep**

770 Kenyon Street, NW  
Washington, DC 20010  
(202) 723-3975  
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**Parkside Campus**

3701 Hayes Street, NE  
Washington, DC 20019  
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**ENROLLMENT LOTTERY PROCEDURES**

***What is a lottery?***

A lottery refers to the selection of applicants for enrollment by a random method such as the drawing of numbers from a container until all of the numbers in the container have been drawn. During the lottery, numbers assigned to each application are drawn in random order to fill the available spaces for each grade. Numbers assigned to the remainder of applications exceeding available spaces are placed on the school's waiting list in the order that they are drawn.

***Why are the Cesar Chavez Public Charter Schools holding a lottery?***

In accordance with the DC charter school law, all DC Public Charter Schools must hold a random public lottery to select new scholars **if** the total number of applicants for any grade level exceeds the number of spaces available on or before a specific deadline. **The deadline for the 2013-2014 school year is March 15, 2013.**

However, if there are more spaces than applications, all eligible applicants will be admitted and the Chavez Schools will continue to accept applications on a first come/first serve basis until all spaces are filled, at which point a wait list will be started.

***When is the lottery?***

If a lottery is necessary, it will be conducted on **March 22, 2013**. Parents will be invited to attend the lottery although their presence is not required to be given a space. Notification letters will be mailed on or about March 25, 2013 as to your child's admission status.

***What if I want to apply after the lottery has been conducted?***

Applications will continue to be accepted after the March 15, 2013 date lottery. Scholars will be placed on the waiting list in the order that they are received after those who participate in the lottery. In the event that a lottery is not necessary, eligible students will be accepted on a first come/first serve basis to the grade that they applied. Once grade level spaces have been filled a wait list will be started. Students will be placed on the wait list in the order that their application was received.

***Who is eligible to participate in the lottery?***

Any scholar who is a resident of the District of Columbia is eligible to apply for enrollment in a DC Public Charter School. Scholars who apply by the March 15, 2013 deadline and meet all applicant eligibility criteria will be included in the lottery.

***Is there any preference for sibling applicants to the Chavez Schools?***

The DC charter school law allows siblings of enrolled scholars to receive a preference in their admission to public charter schools. The intent of the sibling preference law is to keep families together.

The most common example of sibling preference is when a younger sibling of a child already enrolled wishes to attend the school. That younger sibling is automatically granted admission to the school (assuming space is available at that grade level) and need not apply through the lottery (assuming any other eligibility guidelines are met).

There are other instances of sibling preference, such as two siblings applying for new admission in the same year. In this example, if a lottery is in place by grade, then if the first sibling is selected, e.g. for grade 6, then the second sibling would automatically be allowed into grade 7, assuming space is available at that particular grade level.

Preference is given as follows:

- Any available seats are first given to siblings of scholars already currently attending the school and that will be in attendance the next year. Admission of these siblings occurs following the close of applications but prior to the public lottery.
- However, if the number of new sibling applicants exceeds the available seats in any grade, sibling applicants will participate in a separate sibling lottery to determine in what order siblings will be offered available spaces. The sibling lottery may also create a sibling waiting list if there are no spaces available in a specific grade. When a space opens up, the scholar at the top of the sibling waiting list for that grade is invited to enroll.
- Once the sibling waiting list is exhausted, scholars on the regular (non-sibling) waiting list are invited to enroll.
- When spaces become available, the Chavez Schools will offer admission to families on the waiting list.

### **What defines a sibling?**

A sibling is defined as

- Biological/adoptive sibling residing within the same household.
- Stepsiblings residing in the same household.
- Foster children residing within the same household.

Sibling notes:

- *Stepsiblings living in different households are not considered for a sibling preference.*
- *Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not considered siblings.*
- *A former scholar or alumnus of the school with a sibling applying does not qualify as a sibling for entrance preference.*
- *Siblings of current scholars must submit an application to the school during the open enrollment period to be considered for sibling preference and must meet all eligibility criteria.*
- *Same grade siblings will be treated as one single applicant unit, rather than as multiple applicants. When that one applicant unit is drawn in the lottery, the same grade siblings will be numerically ordered on the waiting list or conditionally accepted dependent upon where in the lottery that applicant unit was drawn.*
- *In order for siblings to be considered under the sibling preference policy, parents/guardians must complete and submit a completed Intent to Re-Enroll Form for their current scholar by the required deadline, AND an Application for Admission for each sibling they wish to enroll in the school. If we do not receive an Intent to Re-Enroll Form for the current scholar and separate Admissions Application for each sibling, the sibling will not qualify for enrollment under the Sibling Preference Policy.*

### **What happens after the lottery? How do I secure my child's space at Chavez?**

All families will be informed of their child's admission status during the last week of March. All notifications will be sent by US Postal Mail on or about March 25, 2013.

*Please make sure our office has your current contact information, the Chavez Schools are not responsible for returned mail. If we are unable to contact you, you jeopardize your child's seat at Chavez and we move on to the next child.*

You will receive one of three letters from Chavez:

- Offer of Admission
- Notification of Placement on the Wait List, or
- Notification of Ineligibility to Enroll

If your child is **accepted**, you will receive an **Offer of Admission**. This letter means that there is a space available for your child but it does not guarantee enrollment. The letter will outline the **required** next steps and deadlines that must be completed to secure your child's space at Chavez, to include:

- *Acceptance of Offer of Admission by Family* – families are required to inform Chavez of their intent to enroll their child by the date specified in the letter. Families who do not respond by the deadline or who decline the offer of admission are removed from the accepted scholar roster and will need to reapply if they change their mind.
- *Scholar Enrollment Package Information* – families are required to complete the Scholar Enrollment Package by the stated deadline. This includes registration forms, proof of DC residency, immunization certificates, and other specified documents. Your child's enrollment is only complete when **all** of the Scholar Enrollment Package materials have been received by posted deadlines.

**\*\*\*Please pay close attention to the deadlines; failure to return all of the registration materials by the deadlines will put your child's space at Chavez Schools at risk.\*\*\***

### **What if I have more questions?**

Additional information about the Chavez Schools can be found on our website, [www.chavezschools.org](http://www.chavezschools.org). If you would like to speak to someone, please call one of our campuses (contact information on the top of page one).

# **ATTACHMENT H**

## Citizenship / PAR Points

To establish an atmosphere that supports scholar learning, Chavez High Schools have a system that includes rewards for positive behaviors that advance learning and consequences for misbehavior that detract from learning through *Weekly Citizenship Points*.

While we believe that the loss of *Citizenship Points* will help scholars learn to self-regulate actions, make better choices and avoid escalation of situations, Chavez High Schools will not tolerate disciplinary infractions that cause serious disruption of teaching and learning or behaviors that threaten the safety of our community. Please see the code of conduct for discussion of more serious infractions.

Chavez High School scholars begin every week with 10 *Citizenship Points*. Scholars who end the week with 10 or greater *Citizenship Points* will be able to use their points in the school store or save them for a monthly incentive, while scholars who lose 10 or more *Citizenship Points* will receive escalating consequences for their behavior. Within the spectrum of points, scholars will learn to make positive choices and correct their behavior to avoid consequences and earn rewards.

### *Earning & Losing Citizenship Points:*

While a scholar who does what he/she is supposed to do and meets expectations should be able to maintain his/her 10 *Citizenship Points* each week, adults in the community can award scholars who exceed expectations with additional points. *Citizenship Points* can be earned by scholars who are “On P.A.R.” – Professional, Actively Engaged, and Respectful. Conversely, scholars who are not “On P.A.R.” will lose *Citizenship Points*, with consequences to follow. Behaviors attributed to “On P.A.R.” behavior are defined in the chart below:

	<b>PROFESSIONAL</b>	<b>ACTIVELY ENGAGED</b>	<b>RESPECTFUL</b>
<p><b>“On P.A.R.”</b> The following are examples of actions that will earn scholars additional <i>Citizenship Points</i>. (Plus 1 point per action)</p>	<ul style="list-style-type: none"> <li>• 100% homework completion for a week</li> <li>• Doing what is expected when others are not</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent class participation</li> <li>• Class leadership</li> <li>• Attended tutoring voluntarily</li> </ul>	<ul style="list-style-type: none"> <li>• Random acts of kindness</li> <li>• Helping a member of the school community</li> </ul>
<p><b>Not “On P.A.R.”</b> The following actions will cause scholars to lose <i>Citizenship Points</i>. (Minus 1 point per infraction)</p>	<ul style="list-style-type: none"> <li>• Unprepared for class.</li> <li>• Uniform issue*</li> <li>• Gum/food/drink in class</li> <li>• Late to class</li> </ul>	<ul style="list-style-type: none"> <li>• Head down</li> <li>• Lack of participation in class activities</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate response to a teacher or a peer</li> <li>• Criticizing a member of the school community</li> </ul>

\* *This is for small issues like shirt un-tucked*

*Citizenship Points* will be tallied every week and scholars will be informed of their totals. Weekly or monthly rewards and consequences based on *Citizenship Point* totals are as follows:

<b>Total Citizenship Points</b>	<b>Reward/Consequence</b>
10 +	Positive Incentive to be defined by campus principal
0 to -9	2 hour Wednesday or Friday Detention
-10+	2 hour Wednesday or Friday Detention and mandatory parent conference

Additionally, campuses are considering longer-term incentives (Monthly/quarterly) based on positive Citizenship Points (e.g., field trips).

## **SCHOOL CODE OF CONDUCT**

### **Discipline Philosophy**

The Cesar Chavez Public Charter Schools for Public Policy Discipline Standards are guided by our commitment to offering our students an excellent education that prepares them to succeed in college and to become future leaders who will contribute to the betterment of our society. Our discipline standards demand that students meet high standards for professional behavior, respect for self, others and others' property and active participation as a "scholar" at all times. Every scholar in our community has the right to an uninterrupted, college preparatory education. Every teacher and administrator in our community has the right to deliver valuable instruction and life lessons without interruption.

The aim of the Cesar Chavez Public Charter Schools for Public Policy Student Discipline Code is to provide structures and guidelines for students, parents, and staff to reference to create conscious accountability within our students. The rationale behind the School Code of Conduct is to provide offense-appropriate consequences for student behavior that is not grounded in punitive measures, but rather in the fundamental belief of instilling accountability and consciousness that our students will use as benchmarks for a productive citizenship. To that end, all available resources will be utilized, including preventive and responsive interventions to support students' needs. Whenever appropriate, we will seek alternatives to out of school suspensions and focus on consequences that help students learn from poor choices.

This handbook provides a framework to guide school administrators in determining appropriate consequences, including expulsion for egregious offenses. Disciplined behavior and academic success go hand-in-hand. The habits of heart demonstrated by our students are as vitally important as their habits of mind. We believe this philosophy will foster the development of positive, self-disciplined, self-reliant individuals capable of making appropriate academic and behavioral choices as the situation demands.

### **IDEA/ Section 504 Compliance**

All disciplinary actions must be compliant with the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA). Students with disabilities are subject to the same disciplinary action as a non-disabled student, provided that the student's behavior is not a manifestation of his or her qualifying disability. A Manifestation Determination Team must conduct a manifestation determination meeting whenever a student protected under IDEA or Section 504 is subject to out-of-school suspension for 10 consecutive school days or more. If the team concludes that the violation is a manifestation of the student's qualifying disability, the discipline process must end and the MDT should review the IEP or 504 Plan to determine if changes are appropriate. If the violation is not a manifestation, the student is subject to the same disciplinary action that any non-disabled student would receive for the same violation.

### **Suspension/Exclusion**

Any student serving a suspension is not allowed to return to school until he/she attends a mandatory re-entry conference with an administrator. A parent/guardian will receive written notification of the time and date of the re-entry conference and should participate. During the suspension, teachers

will provide work for students to ensure they will not fall behind. Students are responsible for picking up and completing any missed assignments and homework. Students serving a suspension may come to the school after dismissal in order to pick up their work or to attend scheduled appointments. Students **must** be in full uniform to do so. At the school's discretion, suspension days may be reduced or students may be allowed to perform service hours in lieu of suspension at approved sites.

### **Disciplinary Actions**

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student's actions constitute a violation of the Code of Conduct. The levels of offenses shown on the following pages are designed to guide administrators to use progressive interventions and responses to teach or motivate students to change their behaviors. Moreover, if a behavior is deemed a criminal offense by local authorities and such offense is not identified in the Code of Conduct, the consequence may be expulsion.

Student disciplinary offenses and the responses to them are divided into four levels. Each level represents progressively more serious offenses; therefore, interventions, supports, and consequences used should be designed to improve the student's behavior or to prevent the student's behavior from continually interrupting the safe and orderly learning environment for other students. Behavior offenses, interventions, supports, and disciplinary responses are outlined below. Students who take part in inappropriate behaviors are subject to discipline that may range from staff/administrative responses to expulsions. School administrators have the authority to review and assess each individual situation to determine, if any, the type and number of interventions and supports to use prior to any disciplinary action being taken. School administrators will consider the seriousness of the offense and the students' prior behavior and seek an appropriate consequence that minimizes students missing days of school.

#### ***Level I Violations (note: all violations with an \* are defined further in the glossary)***

Listed below are infractions classified as "Level I." These infractions may result in one or more of the following consequences: student conference, parent conference, lunch detention, after-school detention, office referral, parent shadowing, or loss of privileges.

- Disruptive Behavior
- Contraband
- Display of Electronic Device - If an electronic device is seen or heard, it will be confiscated and a parent/guardian has to come to the school to retrieve it. If a student refuses to turn over the electronic device, his/her consequence is moved to Level Two. The second time a device is confiscated, it will not be returned for 30 days and parent/guardian will need to come to the school to retrieve it. The third time a device is confiscated, it will NOT BE RETURNED TO THE STUDENT OR THE SCHOOL. NO EXCEPTIONS. We understand that some of these devices are expensive and phones are needed after school for safety; nevertheless, we will not make exceptions to this policy so scholars must have all devices in the off position and out of sight all day.
- Skipping detention
- Cutting class
- Cutting school (See Attendance Policy; will result in a unexcused absence)

- Dress code violations □ Students must be in full uniform to attend class. Scholars will receive detention if they change at any point during the day to get out of uniform.

**Out□□School Time Disciplina□y Actions □Le□el II □I□□**

The following violations are e□□□es of behaviors that are disruptive to the Chavez learning environment or threaten the safety of the school community. Therefore, these violations carry more severe consequences per infractions. Chavez Schools reserve the right to apply the appropriate consequences when a violation not on this list occurs. Chavez Schools may take disciplinary action even when the misbehavior occurs off school property or outside of the regular school hours. The Metropolitan Police Department will be notified in all **Level IV** violations, and in any other instance that warrants police involvement, regardless of the level of the violation.

**Level II Violations**

□isted below are infractions classified as “□level II.” These infractions may result in a short-term suspension of 1 to □days.

- Insubordination□
- Misbehavior on bus or school transportation, field trip or public policy activity outside of school□
- □andalizing, Damaging or Destroying School Property or Property of Others, valued at less than □50□(plus restitution□).
- □erbal □arassment□
- Academic Dishonesty□- □holar will re□eive a □ero on the assign□ent or assess□ent and □ay also re□eive a sus□ension for □ore egregious offenses (e□□□urning in a □a□er written □y so□eone else)□
- □ersistent level □violations

**Stu□ent Use an□ Possession o□To□acco**

The school buildings and grounds of the Cesar Chavez Public Schools for Public Policy are tobacco-free. The sale, use, or possession of tobacco in any form is prohibited in all Cesar Chavez PCS buildings, grounds, and at any school-sponsored activities. Administrators will process violations in a given school year on a four-step progression□

- irst offenses □hold a conference with student and parent.
- Second offense □hold a conference with student and parent and student may be required to attend counseling and/or community service
- Third offense □student may be suspended.
- ourth and subsequent offenses □hold a conference with student and parent, student may be suspended and proposed for expulsion.

**Level III Violations**

□isted below are infractions classified as “□level III.” These infractions may result in up to a five□ day suspension.

- Alcohol/Drug use, possession of alcohol or small quantities of illegal drugs
- □andalizing, Damaging or Destroying School Property or Property of Others (□alued between □50 to □500)□(plus restitution□).

- Theft (value of property taken is \$500 or less) (plus restitution)
- Fighting
- Participation in a food fight
- Sexual Harassment
- Bullying, Harassment or Intimidation (see below for full description)
- Physical Assault of student
- Gang Affiliation
- Gambling
- Consensual sexual activity on campus
- Trespassing

### Voluntary Admission of Drug Use

If a student who is neither under the influence nor in possession of drugs voluntarily acknowledges drug use, it is possible that the student is asking for help. Therefore, punishing the student may not help that student and could discourage other students from admitting that they have drug problems. Under current law, there is no need to report the matter to the police. Support and resources will be offered to help the student with the problem.

### Presence of Illegal Evidence

If suspected illegal drugs are found by school personnel, the matter must be reported to the Washington DC Police Department by informing the school resource officer or by dialing 911 to request a police officer to take possession of the illegal drug.

### Student Bullying, Harassment, or Intimidation

A person is **bullied** when he/she is exposed to intentional negative actions on the part of one or more students, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying often occurs repeatedly and over time.

A person is **harassed** when he/she perceives or actually experiences discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected.

A person is **intimidated** when he/she is subjected to intentional action that seriously threatens and induces a sense of fear and/or inferiority, and whose ability to participate in, or benefit from, the school's educational programs or activities is adversely affected.

Bullying, harassment or intimidation includes verbal abuse/assault, ethnic slurs, vulgar statements or gestures, whether in person or through other means (e.g., Facebook, Twitter, other internet sites, text messages, etc.),

Bullying, harassment, or intimidation is strictly prohibited by federal law and will not be tolerated in Cesar Chavez Public Charter Schools for Public Policy.

Students may report bullying, harassment, or intimidation without fear of harmful consequences.

Students, parents, close adult relatives, and/or staff may complete a Bullying, Harassment, or Intimidation Reporting Form. This form may be obtained from a school principal, the principal's designee, or on the Cesar Chavez Public Charter Schools for Public Policy Web site [chavezschools.org](http://chavezschools.org) under Resources. Completed forms should be given to the principal of the school or the principal's designee.

#### ***Level IV Violations***

Listed below are infractions classified as "Level IV." These infractions result in a long-term suspension and notification to the Metropolitan Police Department and likely result in proposed expulsion,. In the event of a proposed expulsion, the scholar is entitled to due process. See the Due Process section below for more information.

- Alcohol/Drug sale or distribution or possession of a large quantity of drugs that could be indicative of the intent to sell or distribute
- Arranging for others to assault a student or staff member
- Possession of Weapon(s) or Explosive(s)
- Theft (Value of property taken is greater than \$500) (plus restitution)
- Vandalizing, Damaging or Destroying School Property or Property of Others (Valued greater than \$500)(plus restitution)
- Arson
- False Fire Alarm or Bomb Threats
- Gang Participation
- Sexual Assault/Rape
- Physical Assault of Adult or scholar
- Extreme Violence

Where monetary restitution is required, the student and/or parent on behalf of student cannot be ordered to pay more than \$500. This does not apply if there is a referral to the Department of Juvenile Justice and/or the Criminal Justice System.

**When Expulsion is Recommended – The School Will Follow to Ensure Due Process**

- Provide written notice of the intent to expel the scholar to the child's parent/guardian. The Vice Principal or Principal will inform the parent/guardian by telephone and in a meeting with the child and parent, in which they will also provide written notice (in the native language of the parent/guardian) of the proposed expulsion. Parents will be required to sign a document indicating that they have received written notice of the recommended expulsion.
- Within five (5) school days of the decision to recommend expulsion, the Principal will hold a meeting to determine whether or not the school will move forward with a formal expulsion hearing and an independent hearing officer.
- Following the principal's meeting, the parent/guardian will receive verbal and written documentation of the findings and recommendations from the Principal or Vice Principal. If the recommendation for expulsion is upheld by the Principal, the parent/guardian will be informed in writing of the scholar's right to a hearing. If the decision is overturned, the Principal or Vice Principal will notify the Parent/Guardian that the student may return to school after the completion of the 10-day Suspension.
- The School will notify the parent/guardian of the scheduled expulsion hearing date and time. The hearing must be held within five (5) school days of receipt of the notice of the administrative decision to recommend expulsion.
- If a parent/guardian and/or scholar does not attend the expulsion hearing, he/she automatically waives the right to a hearing and the expulsion recommendation is upheld. This will also be made clear in the written notice that is given to the parent/guardian following the principal's meeting.
- The expulsion hearing consists of an independent hearing officer (someone not affiliated with Chavez Schools) who will consider all evidence, including possible mitigating factors. The scholar shall be placed on suspension and can continue to receive schoolwork until a determination has been made regarding the recommended expulsion.
- Within three (3) business days, the school shall provide written notice to the parent/guardian regarding their final determination.
- If the Hearing Officer determines that an expulsion is not warranted, then the scholar can return to school immediately.
- A scholar who is expelled may not apply for readmission into any Cesar Chavez Public Charter School campus.

Scholars on suspension are not permitted in the building until after school hours to pick up missed homework and class work assignments. Scholars must arrange a time with the Principal, Vice Principal or a Dean of Students to pick up their missed work.

## DISCIPLINE VIOLATIONS LOSSA

**Academic Dishonesty** Plagiarizing or cheating on any homework, quiz, test, paper, project, or report assigned by a teacher.

**Arson** Setting a fire or the use of flammable devices on school property.

**Assault** An intentional act by one person that creates an apprehension in another of an imminent harmful or offensive contact to include throwing objects, hitting, pushing, shoving, biting and/or kicking.

**Bullying** The repeated infliction or attempted infliction of injury, discomfort, or humiliation on a student by one or more students.

**Carrying a Weapon** Including but not limited to Aerosol can, Candles, Cameras, Cigarettes, Class container/bottles, Drum, Hair Skull Cap (unless for religious purposes), Magic Markers, Medicine (unless approved by School Nurse), Metal hair picks, Open food or candy items, Sunflower Seeds, Wallet Chains.

**Disruptive Behavior** Inappropriate/off-task behavior that interferes with the functioning and flow of the learning environment. It hinders or prevents teaching and learning. Examples include yelling, using profanity, and horse-playing.

**Extreme Violence** Using excessive violence, force, coercion, or violent physical bullying or intimidation that results in or has a high likelihood of resulting in injury, death, psychological harm or deprivation.

**False Fire Alarm or Threats** Causing the fire alarm to be sounded, unless an emergency exists, or falsely communicating that a bomb is located in a building or on the premises of a Cesar Chavez Public Charter School or extra-curricular event sponsored by the school.

**Fighting** Being in a physical combat with another where blows are being delivered or exchanged. A student may not physically attack or fight with another person. Included are acts of bullying and/or intimidation.

**Gaming** All games, devices, and contrivances at which money or other things shall be bet or wagered shall be deemed a gaming table. Some examples are participation in craps or dice, pitching coins, or betting on pools of sporting events.

**Gang Affiliation** Engaging in behavior on or off school property or at school-related activities that represents affiliation with a gang. This includes, but is not limited to, association with gang members and other acts that can be associated with gangs.

**Gang Participation/Relationship** Engaging in behavior on or off school property or at school-related activities that represents activity with a gang. This includes, but is not limited to, wearing gang-related clothing or "colors," committing vandalism through the use of graffiti depicting gang signs, exposing tattoos that represent gang membership, and engaging in the recruitment of gang members.

**Insubordination** Defying an order given by a teacher or by authorized school personnel. Some examples are failure to leave the building promptly when the fire alarm sounds, failure to follow directions given in any emergency or non-emergency situation, refusing to participate in classroom activities or assignments and refusing to attend after-school detention.

**Jeopardization of School Transportation** Any actions that jeopardize the safety of others. Some examples are throwing objects, using vulgar language, fighting, and insubordination. (Metropolitan Police Department will be notified where appropriate.)

**Possession of Weapons and Explosives** Possessing, handling, transmitting, concealing, or using explosive devices (or substances that can be used as explosives) and weapons or instruments such as rifles, guns, knives, brass knuckles, chains, pipes, or look-alikes, etc. This includes using as a weapon or in any manner likely to cause injury to another person, any object that is permitted in the school.

**Sexting** "Sexting" means sex texting, sending or receiving a text message that has sexual content. "Sexting" can also be defined as sending nude, semi-nude, or erotic pictures or video via cell phone.

**Sexual Assault/Abuse** Sexually attacking or abusing another person.

**Sexual Harassment / Sexual Inconduct** Some examples are indecent exposure, unwanted sexual touching, grabbing, harassment, unwelcome sexual advances, requests for sexual favors, and other verbal and non-verbal, or physical conduct of a sexual nature by a student that are sufficiently severe, persistent, or pervasive to limit a student's ability to participate or benefit from an educational program or activity, or that create a hostile or abusive educational environment. Includes the distribution of obscene materials or sexting.

**Trespassing** Entering school property (either the building or campus) without permission. Some examples are electronically accessing any computerized systems of the school without permission, returning while under suspension or expulsion, to school without permission or entering the premises of another Cesar Chavez School without authorization.

**Verbal Harassment** Verbal attacks or taunting of another student, which includes bullying or intimidation.

**Verbal Abuse/Assault Ethnic Slurs and Statements of Hostility Inclusion of the Distribution of Obscene Materials** Some examples are directing vulgarity to another person verbally, electronically, by written words, in photographs, in drawings, or with obscene gestures, and written or verbal bullying or intimidation.

# **ATTACHMENT I**



## **ATTACHMENT J**

**Capitol Hill Campus**  
709 12th Street SE  
Washington, DC 20003  
P (202) 547-3424  
F (202) 547-2507

**Bruce Prep Campus**  
770 Kenyon Street NW  
Washington, DC 20010  
P (202) 723-3975  
F (202) 723-3976

**Parkside Campus**  
3701 Hayes Street NE  
Washington, DC 20019  
P (202) 398-2230  
F (202) 398-1966

**Key Leadership – System Level**

Irasema Salcido, Founder & CEO  
Jeff Cooper, Managing Director & COO  
Tracy Wright, Chief Academic Officer

**Key Leadership – Campus Level**

Bryan Eberwein, Principal - Chavez Prep  
L. Daneen Keaton, Principal - Capitol Hill  
Dwan Jordon, Principal – Parkside High School  
Felecia Irick, Principal – Parkside Middle School

# **Appendix B**

**Letters documenting  
meeting between DC PCSB  
and Chavez PCS**



SCOTT PEARSON, EXECUTIVE DIRECTOR

November 16, 2016

Ms. Kathy Bihr, Board Chair  
Cesar Chavez Public Charter School for Public Policy  
3701 Hayes Street NE  
Washington, DC 20019

Dear Ms. Bihr,

Members of the DC Public Charter School Board would like to meet with members of your Board to continue the discussion we had on October 4, 2016 regarding the community complaint and resignation of your former Head of School, Joan Massey. In this meeting, we also reiterated the concerns raised in a board-to-board discussion on June 22, 2016, and summarized in a letter, dated June 30, 2016 (Attachment A).

We remain concerned about your school's continued downward trend in academic performance. As you know, Cesar Chavez Public Charter School for Public Policy adopted a variation of the Performance Management Framework (PMF) as its charter goals and academic achievement expectations and thereby committed to the following at its 20-year charter review in SY 2018-19:

- Earn at least 50% of the possible PMF points in at least two of the previous three years; and
- Earn at least 43% of the possible PMF points in all of the previous five years.

The goals negotiated and in your charter agreement commit your school to a lower standard than our [policy](#) but do not include a provision for improvement or flexibility if the goals are missed, even in just one year.

The following chart shows the school's performance on its charter goals and student achievement expectations for the years included in the school's 20-year charter review and the needed results for school year 2016-17.

	2016-17	2015-16	2013-14	2012-13
Capitol Hill	Must exceed 50%	<b>44.4</b>	57.2	57.7
Chavez Prep	<b>Standard missed</b> in SY 2015-16. Not a candidate for continuance	<b>37.9</b>	59.8	65.2
Parkside HS	Standard Met	<b>54.5</b>	65.2	62.7
Parkside MS	<b>Standard missed</b> in SY 2013-14 and SY 2015-16. Not a candidate for continuance	<b>39.3</b>	<b>40.9</b>	48.7

As you can see, Parkside Middle School and Chavez Prep are not meeting the standard for review in your charter agreement and Capitol Hill must meet or exceed 50.0% of the possible PMF points in SY 2016-17 to meet the standard for review. We would like to discuss your plans for Parkside Middle School in particular, given that the school is clearly not meeting its goals and student achievement expectations.

At the meeting on October 20, 2016 with your interim Head of School, Katie Herman, we discussed adopting the official [PMF as Goals policy](#), which would commit you to earning 55% of the possible points on the PMF in two out of the most recent three years and 45% in three of the four years counted in your review (2012-13, 2013-14, 2015-16, and 2016-17). Given that 2014-15 there was no PMF Score or Tier due to the change in assessment, the school is held harmless for its performance that year per our [policy](#).

The following table shows the targets the school would have to meet under the standard PMF as goals policy.

	2016-17	2015-16	2013-14	2012-13
Capitol Hill	Must meet or exceed <b>55%</b>	44.4	57.2	57.7
Chavez Prep	Must meet or exceed <b>55%</b>	<b>37.9</b>	59.8	65.2
Parkside HS	Must meet or exceed <b>55%</b>	54.5	65.2	62.7
Parkside MS	<b>Standard missed</b> in SY 2013-14 and SY 2015-16. Not a candidate for continuance	<b>39.3</b>	<b>40.9</b>	48.7

We would like to discuss these issues further at a Board-to-Board meeting. Please contact Jiselle O'Neal by November 30<sup>th</sup> to schedule a meeting. Please confirm who from your team will attend this meeting. Thank you in advance for your attention to this matter.

Thank you in advance for your immediate attention to this matter.

Sincerely,



Scott Pearson  
Executive Director

CC: Ms. Katie Herman, Interim Head of Schools

3333 14th Street, NW, Suite 210, Washington, DC 20010 (202) 328-2662 [spearson@dcpcsb.org](mailto:spearson@dcpcsb.org)

Attachment A: June 2016 Board-to-Board Meeting Follow-Up Letter



NAOMI DEVEAUX, DEPUTY DIRECTOR

June 30, 2016

Ms. Kathy Blhr, Board Chair  
Ms. Joan Massey, Chief Executive Officer  
Cesar Chavez Public Charter School for Public Policy  
3701 Hayes Street NE  
Washington, DC 20019

Dear Ms. Blhr and Ms. Massey,

Thank you for meeting with us on June 22, 2016. We appreciated the discussion that occurred between you, the Chief of Staff of Cesar Chavez Public Charter School (Chavez PCS), Board members of Chavez PCS, and representatives from the DC Public Charter School Board (DC PCSB), including Board member Sara Mead, and staff members Avni Patel Murray, Emma McGinn, and me. The purpose of the meeting was to discuss your academic performance at Parkside Middle, your mid-year withdrawal rates at all campuses, your graduation rates, and your charter goals as you prepare for your twenty-year charter review in school year 2017-18.

You spoke of various strategies you are using to improve academics and student behavior, including: reading and math intervention programs, Saturday school, after-school tutoring, student leadership programming, guest speakers, DC civic engagement opportunities, instructional coaching, behavior intervention training for your teachers, and stabilizing your school leadership. You also addressed changes to your Special Education program to better support the influx of Level 3 and Level 4 students, including the Studio Program and specialized classes for students. You also discussed efforts to ensure the safety of students around your school, stating that most of your suspensions were for infractions that occurred outside of the school. You also described the need for a stronger city-wide response to student safety, particularly at the metro and we offered to help advocate.

We reviewed your school's goals in preparation for your twenty-year charter review in school year 2017-18, noting that you elected to adopt the Performance Management Framework (PMF) as goals but negotiated a lower floor of 43% and a target of 50% of the possible PMF points in two of the most recent three years preceding your twenty-year review. We focused our discussion on the performance at the Parkside Middle campus; it fell below the floor of 43% in school year 2013-14, making it critical that the school achieve 50% in school years 2015-16 and 2016-17. We encouraged you to focus on attendance, re-enrollment and academic growth.

3333 14th Street, NW, Suite 210, Washington, DC 20010

We also talked about mid-year withdrawals and you explained your efforts to keep students engaged at Chavez PCS. You also highlighted your commitment to serving students and families, pointing out that your school, unlike many, backfills upper grades, which may impact your academic performance. We commended this practice and encouraged you to consider a cohort goal for students who have been with you longer.

Finally, you described the strong governance structure you have put in place and the strategic operating plan, giving you confidence that your schools are on the right trajectory. We shared that there would be an increased focus from DC PCSB on the performance of English language learners.

We appreciate you and your board's commitment to the success of the school. Thank you for taking the time to meet with us. If you have any questions or wish to further discuss any issue, please feel free to reach out to me.

Sincerely,



Naomi DeVeaux  
Deputy Director



January 27, 2017

Ms. Sulee Clay and Mr. Rick Torres, Board Chairs  
Ms. Katie Herman, Executive Director  
Cesar Chavez Public Charter School for Public Policy  
3701 Hayes Street NE  
Washington, DC 20019

Dear Ms. Clay, Mr. Torres, and Ms. Herman,

Thank you for meeting with us on January 12, 2017. We appreciated the discussion that occurred among you, your fellow Board members Andre Bhatia and Bethany Little, and representatives from the DC Public Charter School Board (DC PCSB), including Board members Rick Cruz and Darren Woodruff, staff members Naomi DeVeaux, Mikayla Lytton, Emma McGann and me. The purpose of the meeting was to discuss the school's academic performance and leadership transitions at Cesar Chavez Public Charter School for Public Policy. At the start of the meeting, DC PCSB confirmed the confidentiality of the meeting, stating that the discussion would be kept between participants and summarized in this letter.

We appreciated the level of transparency in which we were able to openly discuss the performance and leadership challenges you have faced since your school was renewed in 2012-13. You described several problems that contributed to your school's decline in performance, particularly a lack of focus on the goals and student academic achievement expectations that are stated in your charter agreement. You spoke of the former head of school providing the board with substantial data about the school's performance that were unfortunately not well aligned to the state assessment or your charter goals.

In response to the departure at the beginning of school year 2016-17 of your former leader, you hired TenSquare and, in face of lower than expected student enrollment and pending financial shortfall, you authorized the immediate termination of several home office positions. However, you pointed out that you were able to preserve teaching positions in the hopes that students would not be

affected by the downsizing. You also noted, and we expressed congratulations, that your schools is now financially viable.

You stated that in addition to Tensquare right-sizing the home office, they audited the school and have started implementing turn-around strategies. These strategies include the direct management of principals by TenSquare, a comprehensive review of the school's English language arts and math curricula, and changes to your teacher coaching model. In response to our questions about your English language learner (EL) program, you assured us that you have already made changes at Chavez Prep, which is now fully staffed with an EL Director and five experienced EL teachers.

As you know, in 2012-13 the Board approved goals in your charter agreement that hold each campus of the network responsible for meeting specific targets on DC PCSB's Performance Management Framework (PMF). These targets are lower than we typically hold schools to in their 20<sup>th</sup> year of operation. I explained that both your ten-year charter review and your fifteen-year charter renewal were challenging, as both times we had significant performance concerns. We discussed individual school performance, focusing on Parkside Middle School, as we are most concerned about that campus' performance. Under the standard in the school's charter agreement, neither Chavez Prep nor Parkside Middle School would meet the standard for twenty-year charter review. Under the proposed changes to the [PMF as Goals Policy](#), Parkside Middle still would not meet the standard for twenty-year charter review and we asked you what steps you are taking to address this reality.

You explained your commitment to improving performance at Parkside Middle School, highlighting its importance as a neighborhood school in an area of the city where students have few high quality middle school options and as a feeder school to Parkside High School, your highest performing campus, and, therefore, your reluctance to close the school. You mentioned that Parkside High School outperforms schools with similar demographics nationally in college access, persistence, and completion, metrics not measured on the high school PMF. We would appreciate you sending us this data. You also stated that you believe your school network would not be financially viable if you were to close Parkside Middle School. You agreed to rethink your network configuration to support school improvement and expressed interest in opening a high school for students currently at Chavez Prep.

We reiterated our concern that Parkside Middle is in jeopardy of not meeting the standard for review, either in your current charter agreement or in the new PMF as

Goals policy, which is scheduled to be voted on by our Board in February 2017. We also reminded you that this was not the first time you had heard about your low performance, as we held board to board meetings in June of 2016 and at your renewal in 2013.

Thank you for taking the time to meet with us. If you have any questions or wish to further discuss any issue, please feel free to reach out to me.

Sincerely yours,

Scott Pearson  
Executive Director

# **Appendix C**

## **5-Year Charter Review**

**Cesar Chavez Accountability Plan Summary 2003-2004  
Data Provided in 2002-2003 Annual Report**

<b>5<sup>th</sup> Year Target 2003 (approved Plan 5/01)</b>	<b>Data Provided</b>	<b>Target Met?</b>
70% of students will have received a passing grade in core academic courses.	2002-03, 50% of entire student population passed core subjects (with 93% of seniors passing and only 24% of freshman).average	<b>NO</b> , although there is progress annually. 1999-00 data 39%; 2000-01 data 34% and 2001-02 data 45% pass rate.
75% of Chavez students will have a positive NCE gain.	47%	<b>NO</b> , but there were positive gains in 2001-02 reading +2, 2002-03 +2.91; math 2001-02 -3; 2002-03 +2.37. Moving in the right direction
70% of Chavez students will score at least “basic” on the reading portion of the SAT-9.	56%	<b>NO</b>
25% of Chavez students will score at least “basic” on the math portion of the SAT-9.	34%	<b>YES</b>
70% of all graduates will be accepted into at least one two- or four-year college of their choice	100 % of graduates (90% of the seniors). College acceptance letters/invitations were presented for verification.	<b>YES</b> (29 seniors, 26 graduated. One senior not encouraged to apply b/c she was told she would be retained. In addition, 6 students didn't matriculate to college after invitation letter was received.

<b>5<sup>th</sup> Year Target 2003 (approved Plan 5/01)</b>	<b>Data Provided</b>	<b>Target Met?</b>
70% of Chavez 10th grade students will receive a passing grade on their Community Service Project.	91%	YES
70% of Chavez 11th grade students will receive a passing grade on their Public Policy Internship.	70%	YES
70% of Chavez 12th graders will receive a passing grade on their senior policy thesis.	93%	YES
All Chavez students, on average, will be at school 95 percent or more of possible days.	87% daily attendance rate	NO
Of the students who attended the previous year, 80% or more will re-enroll.	77% (2002-03 data 77%, 2003-04 data reported as 85% of “eligible” students returned.)	YES (Note: the student attrition and drop rates are significant. 63 students left in the 2002-03 school year.)

### Organizational and Management Objectives from Accountability Plan

The BOT will meet at least 12 times annually, with a 75% attendance rate at all meetings.	From 8/02- 6/03, the BOT meet 6 times, with attendance rates ranging from 60-70 percent.	<b>NO and NO</b>
All BOT members would financially contribute to the school.	BOT members made financial contributions and sponsored fundraisers.	<b>YES</b>
All BOT would serve on at least one committee.	No committees were formed because of small size. The BOT used existing taskforce groups established in 2002-2003.	<b>NO</b>
BOT members would complete a self-evaluation of his or her performance.	No evaluation instrument presented or findings reported.	<b>NO</b>
The Chavez school will successfully manage its finances. 95% of time at least 95% of employees and contractors paid in timely fashion.	The school staff and contractors were paid in a timely fashion (evidence: annual report narrative).	<b>See audit and compliance review notes to verify</b>
School funding from government and private organizations will be met 95% of the time.	Fundraising exceeded the FY 03 goals, so the school had a surplus.	
June 2003, school personnel will administer a school quality/satisfaction survey to all parent/guardians, students, faculty, and staff.	No survey administered. Alternative data provided: 85% student re-enrollment, large applicant pool (132 applications for 60 seats) and 42% of staff retained for the past 3 years.	<b>NO</b>

*Note: Cesar Chavez's May 2001 approved accountability plan does not include annual targets, only five year measures. As this is a fifth year school the analysis is appropriate for this year as well as the fifth year review. A new accountability plan will have to be created if the school goes forward.*

### Cesar Chavez Annual Report 2002-03: Issues and Concerns

1. School needs to develop a systematic approach for ELL in all core subjects. Science is not offered in ESL and is indiscriminately offered in Spanish for some students in 9<sup>th</sup> grade.
2. Student attrition/retention. There appears to be a connection between the percentage of students that are promoted and the student retention levels. It appears as if the low performing students are transferring or dropping out. (Re-enrollment 77% and promotion rate at 76%; 63 transfers and 10 drop outs. Transfers 63 (13 moved, 16 drop out (6 school dropped b/c didn't show for summer school, 7 GED, 2 jail, 4 expelled, 21 transferred to DCPS). PDR 6/02 report documents same situation (2000-01 attrition at 39%; 13% drop out). If this is a pattern, then it is a serious problem and it not well reflected in the graduation rates.
3. 2002-03 staff attrition rate was 13%, (5 of 38 left). Three of the five were teachers, two were not asked back due to poor performance. The other two staff members were administrators. They lost their business manager mid-year 2002-03, but was able to replace that staff position. In the 2003-04 school year, the replacement did not return, so what plan does the school have to address their business administration matters. Forty-two percent of teachers employed for three or more years
4. BOT only meet 6 times in 2002-03. Chavez's BOT decided that bi-monthly meetings are more efficient than annual meetings as stated in their accountability plan. If Chavez will continue in this practice, then the change needs to be made in the school accountability plan and approved by the DC PCSB. The board attendance rate is low, so the school needs to address this issue. We need a calendar of BOT meeting dates and times to insure that the school is in compliance with open meeting laws.
5. Need for background: What happened in 2000-01? Based on 6/02 PDR Report teacher turnover was very high 73% of staff. First year of school 1998-99 held over 75% of student population. Now that they are in the fifth year what policies and practices has the school put into place to create a positive and successful school climate?
6. The accountability plan needs to be revised for the next five years to reflect measurable goals. The school needs annual targets in addition to five year targets. It would be helpful to have discrete benchmarks for subject area performance. If Chavez would like to report comparable student performance data to DCPS students (as seen in the annual report) then Chavez will have to be able to get that data for a similar group of students (suggestion: use students' residential wards as an

indicator). Rubrics for school assessments need to accompany the accountability plan, so student projects and course performance is based a consistent measure.

# **Appendix D**

## **10-Year Charter Review**

**Narrative Analysis on  
Cesar Chavez Public Charter High School for Public Policy's Performance  
Based on Fifth Year Review Framework**

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**ACADEMIC PERFORMANCE**

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*A school becomes a candidate for revocation if it fails to meet 2 of the 3 academic standards below:*

**Criterion #1:** The school must attain the majority of the 5-year academic performance goals.

Chavez has 9 academic targets. Therefore, the school needs to meet 5 of 9 targets. Chavez has met 5 targets.

**Overall, Chavez did meet this criterion.**

**Criterion #2:** The school must show improvement on a majority of academic goals over the recent two school years.

Chavez has 9 academic targets. Therefore, the school needs to show improvement in 5 of 9 targets. The school did show improvement in achieving 1 of its targets. For other targets, the school's performance over the most recent two years was mixed for 5 targets, remained constant in another, and experienced a downward trend in 2. Additionally, three of the measures had very high performance in previous years, making it extremely difficult for the school to 1) repeat the high performance, and 2) demonstrate improvement in the remaining years.

**Overall, Chavez did not meet this criterion.**

**Criterion #3:** The school must come within 80 percent of the five-year Stanford 9 achievement targets in its accountability plan. If the targets are expressed in terms of NCE gain, the school wide average must be 80 percent of the stated goal.

Chavez had 4 targets related to SAT-9 performance. Of those, the school attained its target related to basic performance on the math portion of the test. For the remaining 3 targets the school came within 80% of the target related to basic performance on the reading test.

**Overall, Chavez did not meet this criterion.**

**OUTCOME: Chavez met 1 of the 3 academic standards, and thus fails to meet the standards for academic performance.**

**Narrative Analysis on  
Cesar Chavez Public Charter High School for Public Policy's Performance  
Based on Fifth Year Review Framework**

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**NON-ACADEMIC PERFORMANCE**

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*A school becomes a candidate for revocation if it fails to meet 2 of the 4 academic standards below:*

**Criterion #1:** For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the five-year targets.

Chavez has 2 non-academic targets, and met none of them. However, the school came within 80% of both targets.

**Overall, Chavez did meet this criterion.**

**Criterion #2:** The school must attain the attendance targets set in its accountability plan.

Chavez had an 87% attendance rate, not meeting its target of 95%.

**Overall, Chavez did not meet this criterion.**

**Criterion #3:** Enrollment levels must be sufficient to sustain the economic viability of the school.

Chavez's student enrollment has steadily increased over the years. The enrollment numbers will not threaten the fiscal viability of the school.

**Overall, Chavez did meet this criterion.**

**Criterion #4:** Re-enrollment of eligible students should average 75 percent or higher for the past two years.

Chavez reported re-enrollment rates of 78% and 77% for SY 2002-2003 and 2001-2002 respectively.

**Overall, Chavez did meet this criterion.**

**OUTCOME: Chavez has met 3 of the 4 non-academic standards, and thus meets the standards for non-academic performance.**

**Narrative Analysis on  
Cesar Chavez Public Charter High School for Public Policy's Performance  
Based on Fifth Year Review Framework**

**Summary:**

Chavez had a mixed review, failing to meet the academic performance standards and meeting the non-academic performance standards. However, the school did have positive gains in reading in math over a five-year period, just not consistently on an upward trajectory because of peak performances in year three.

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

<b>ACADEMIC PERFORMANCE STANDARDS</b>						
<b>Annual Year Target</b>	<b>Performance/Data Verified</b>				<b>Target Met?</b>	
	<b>Baseline</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Y</b>	<b>N</b>
<b>Capitol Hill Campus</b>						
Chavez students will make a year or more of progress on the SAT-9 Reading test, as measured by NCE gains. <b>+5 points per year (target 48%)<sup>1</sup></b>  PCSB's Fourth Year Target: School-wide, Chavez will achieve no less than the middle performance level in reading on the DCCAS. <sup>2</sup>	52% SAT-9	77% SAT-9		55.5%	62.9%	X
Chavez students will make a year or more of progress on the SAT-9 Math test, as measured by NCE gains. <b>+4 points (target 59%)</b>  PCSB's Fourth Year Target: School-wide, Chavez will achieve no less than the middle performance level in reading on the DCCAS. <sup>2</sup>	57% SAT-9	64% SAT-9		36.9%	48.0%	X
<b>Parkside Campus</b>						
Chavez students will make a year or more of progress on the SAT-9 Reading test, as measured by NCE gains. <b>+5 points per year</b>  PCSB's Fourth Year Target: School-wide, Chavez will achieve no less than the middle performance level in reading on the DCCAS.				52.2	55.9	X
Chavez students will make a year or more of progress on the SAT-9 Math test, as measured by NCE gains. <b>+4 points</b>  PCSB's Fourth Year Target: School-wide, Chavez will achieve no less than the middle performance level in reading on the DCCAS.				55.9%	42.2%	X
<b>High School (Capitol Hill and Parkside High School Data Combined)</b>						

<sup>1</sup> DCPS, acting as the State Education Agency, changed the standardized assessment from SAT-9 to DC CAS in spring 2006. Therefore, the absence of common data does not allow for an evaluation of the fourth year reading target as stated in the accountability plan.

<sup>2</sup> In its December 2006 monthly meeting, the PCSB approved final revisions to the Charter Review Framework for schools undergoing Charter Review. Using DC CAS P-Value, the percentage of items answered correctly, the PCSB established that a school undergoing Charter Review must achieve no less than a school-wide average of middle performance level (50-70% of questions answered correctly) on the DC CAS in reading and mathematics.

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

<b>ACADEMIC PERFORMANCE STANDARDS</b>						
<b>Annual Year Target</b>	<b>Performance/Data Verified</b>				<b>Target Met?</b>	
	<b>Baseline</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Y</b>	<b>N</b>
Chavez students will be able to read at the grade appropriate level – STAR Test <b>+10 point increase between Fall and Spring administrations</b>	18%	10%	11%	7%		X
Culminating writing assessments in grades 9, 10, and 11 (separate goal for the grade 12 culminating writing assignment: the Thesis) <b>+ 4 points increase per year (baseline 64% = 72% target)</b>	64%	73%	71%	58%		X
Departmental final assessments aligned with course standards – Mathematics: 65-75% English: 70-80% History/Politics: 70-80% Science: 65-75%	Math-65% English-82% History-72% Science-66%	Math-44% English-78% History-62% Science-63%	Math-48.5 English-73.3 History-59.5 Science-64.4	Math-44% English-62% History-46% Science-42%		X
Chavez students will be accepted into a post-secondary 2 or 4 year institution <b>87-95% will be accepted</b>	100%	92%	98%	100%	X	
Chavez students will demonstrate mastery of the public policy curriculum at Chavez – <b>CAP: 90% or more</b> <b>Fellowship: 80-90%</b> <b>Thesis: 90% or more</b>	CAP-99% Fellowship-100% Thesis-97%	Cap-75% Fellowship-80% Thesis-100%	Cap-86% Fellowship-86% Thesis-75%	Cap-71% Fellowship-80% Thesis-92%		X
Percentage of participating students demonstrating proficiency in final presentations for CAP, Fellowship, Thesis <b>CAP: target 90% or more</b> <b>Fellowship: target 80 – 90%</b> <b>Thesis: target 90% or more</b>	Cap-100 Fellowship-90 Thesis-97	Cap-88% Fellowship-89% Thesis-100%	Cap-88% Fellowship-89% Thesis-100%	Cap-68% Fellowship-83% Thesis-95%		X
Chavez students will attain competitive scores on college entrance examinations + 5% <sup>3</sup>	1231		1231	1172	n/a	n/a
<b>Middle School (Parkside Campus)</b>						
Chavez students will be able to read at the grade appropriate level – STAR Test <b>+10 point increase between Fall and Spring administrations</b>	10%	6%	6%			X

<sup>3</sup> An annual target has not yet been established for this goal.

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

<b>ACADEMIC PERFORMANCE STANDARDS</b>						
<b>Annual Year Target</b>	<b>Performance/Data Verified</b>				<b>Target Met?</b>	
	<b>Baseline</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Y</b>	<b>N</b>
Culminating writing assessments <b>65-75% proficient</b>	57%	57%	63%			X
Departmental final assessments aligned with course standards – Mathematics: 65-75% English: 70-80% History/Politics: 70-80% Science: 65-75%	Math-46% English-85% History-71% Science-70%	Math-25% English-56% History-75% Science-48%	Math-30% English 65% History- 47% Science- 42%			X
Chavez students will demonstrate mastery of the public policy curriculum at Chavez – Capstone assessments <b>-- MIDDLE SCHOOL 70% proficient</b>	66%	80%	72%		X	
Chavez students will demonstrate mastery of the public policy curriculum at Chavez. <sup>3</sup> above	70%	70%	No Data Provided		n/a	n/a
90-100% of Chavez middle school graduates will visit a college campus while still in middle school.	76%	76%	No Data Provided			X
Attained majority of fourth year annual academic performance targets?						X
Achieved no less than the middle performance level on DC CAS in reading and math?						X
Currently meets the State Education Agency’s standard for AYP in reading and math?						X

**Comments: Cesar Chavez PCS met 4 of 16 annual performance goals and none of the three academic performance standards.**

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

<b>NON-ACADEMIC PERFORMANCE STANDARDS</b>				
<b>Annual Target</b>	<b>Performance/Data Verified</b>		<b>Target Met?</b>	
	<b>Baseline</b>	<b>Year 4</b>	<b>Y</b>	<b>N</b>
<b>Capitol Hill and Parkside</b>				
Chavez students will demonstrate regular attendance at school [87-95% daily attendance.	89%	88%	X	
Percentage of students re-enrolling from the end of one school year to the beginning of the next school year [75-85%].	85%	78%	X	
[+10% of parents attending school events designed to keep them informed about student progress]	10%	15%		X
Percent of senior parents attending the Senior thesis presentations [+5]	52%	75%	X	
<b>Parkside-Middle School</b>				
10% of parents attending school events designed to keep them informed about student progress]	8%	72%	X	
School-wide average within 80% of annual targets?				X
Attendance targets met?			X	
Enrollment levels sufficient to sustain the economic viability of the school?			X	
Re-enrollment of eligible students average 75% or higher for the past two years? 2005 – 2006 re-enrollment rate = 78% 2006– 2007 re-enrollment rate = 76%			X	

**Comments: Cesar Chavez met 4 of 5 annual non-academic performance goals and met 3 of 4 non-academic performance standards.**

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - MEETINGS AND BOARD STRUCTURE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
<p>The board holds regular meetings with sufficient membership to meet a quorum and submits copies of all minutes to the PCSB as required. The minutes reflect exceptional governance practices in areas such as policy making and oversight of academic and financial performance through the effective use of committees.</p>	<p>The board meets regularly and submits a majority of the minutes to the PCSB as required, which demonstrate sufficient membership to meet a quorum. The minutes reflect appropriate governance practices, such as policy making, and oversight of academic, operational, and financial performance. The minutes demonstrate the Board's awareness of the school's performance, and that appropriate action is taken, as warranted, with or without a committee structure in place.</p>	<p>The board meets sporadically and submits some of the minutes to the PCSB as required, which inconsistently demonstrate membership to meet a quorum. The minutes provide limited evidence of the Board's familiarity with the school's performance as it relates to academic, operational, and/or financial performance. Committees, if in place, play a limited role in the oversight of assigned responsibilities. The Board does not give full attention to all issues confronting the school, but focuses on only one or two.</p>	<p>The board meets infrequently, and most often with low attendance, and submits few, if any, copies of minutes to the PCSB as required. The minutes reflect poor governance practices in the face of serious academic, operational, and/or financial problems. In particular, the minutes do not reflect evidence of sound decision-making at the Board level to effectively address issues facing the school. Committees are not in place, or are not used effectively. The Board's composition and membership have not been modified to address the school's challenges.</p>

**COMMENTS:** Board minutes indicate a functioning board with committee structures. It is evident that the school's board is focused on the school's mission and performance indicators.

**PERFORMANCE LEVEL: 4**

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - REQUIREMENT FOR PCSB ACTION**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The school has demonstrated exceptional performance, thereby requiring no remedial action from the PCSB.	The school has demonstrated above average to average performance, requiring minimal remedial action from the PCSB. The school has provided satisfactory responses to the remedial action within the designated timeframe.	The school has demonstrated below average performance, requiring substantial and/or repeated remedial action from the PCSB. The school has provided weak and/or incomplete responses to the conditions set by the Public Charter School Board, thereby failing to adequately respond within the designated timeframe. Given time, the school is able to provide a satisfactory response.	The school has demonstrated failing performance, requiring increasingly substantial remedial action over an extended period of time from the PCSB for issues for which the school has not provided an adequate response. Examples of inadequate responses include failure to submit a response within the designated timeframe, weak and/or incomplete responses that fail to fully respond to the conditions.

**COMMENTS: The school has not been under remedial action from the PCSB.**

**PERFORMANCE LEVEL: 4**

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - ANNUAL REPORTING**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The board submits timely Annual Reports that fully describe the school’s performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with all accountability plan targets.	The board submits timely Annual Reports that describe the school’s performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with the majority of accountability plan targets.	Although not timely, the board submits Annual Reports within a reasonable amount of time from the due date that describes the school’s performance in relation to the targets established in its accountability plan on a limited basis. Quantitative evidence of performance is available for some of the accountability plan targets and/or evidence is aligned with some of the accountability plan targets.	The board submits late Annual Reports that largely fail to describe the school’s performance in relation to the targets in its established accountability plan. Quantitative evidence of performance is lacking substantially, either due to a failure to report performance or a failure to present evidence that is aligned with the accountability plan targets. School may have been required to submit an amended or supplemental report.

**COMMENTS:** Annual reports are submitted timely and performance evidence is present and aligned with the majority of targets.

**PERFORMANCE LEVEL: 3**

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – ADEQUATE RESOURCES**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The board and the school’s administration deploy resources effectively to further the academic and organizational success of the school.	The board and administration deploy resources that further the academic and organizational success of the school.	The school’s deployment of resources at times contributes to the academic and organizational success of the school.	There is little or no evidence that the school’s board and administration work to deploy resources in a way that supports the academic and organizational work of the school.

**COMMENTS:** It is clear that the board has been proactive in securing additional resources to help the school. However, school administrators and board members are advised to review the school’s academic performance to ascertain whether additional resources are needed.

**PERFORMANCE LEVEL: 3**

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – IMPLEMENTATION OF SCHOOL DESIGN**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
Administrators and board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.	Administrators and board members understand the school design, but minimally use it to manage and govern the school.	Most board members and school administrators understand the school’s design, but evidence of its use in the management and governance of the school is lacking substantially.	Board members and administrators fail to demonstrate an understanding of the school’s design and/or they have failed to use the design in the management and governance of the school.

**COMMENTS:** Administrators and board members clearly have a strong understanding of the school’s design and mission.

**PERFORMANCE LEVEL: 4**

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – LEADERSHIP**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The board has established a school that maintains exceptional performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school’s exceptional performance.	The board has established a school that maintains above average to average performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school’s existing performance.	The board has established a school that maintains below average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance.	The board has established a school that is unstable and maintains failing performance through its school leader. There have been no changes in school leadership in an attempt to improve performance.

**COMMENTS:** The school has established a strong leadership structure and turnover in leadership has been minimal.

**PERFORMANCE LEVEL: 3**

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – OPERATING WITHIN BYLAWS**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The board’s composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed on a regular basis to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board’s composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed occasionally to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board’s composition and/or operations are largely not in keeping with its bylaws. Bylaws are reviewed sporadically, if at all, but do not result in changes to ensure alignment between operations and the bylaws.	The board’s composition and operations are not in keeping with its bylaws. Bylaws are not reviewed or consulted as it relates to the board’s composition and operations.

**COMMENTS:** The board’s composition and operation is in keeping with its bylaws.

**PERFORMANCE LEVEL: 4**

**OVERALL COMMENTS - ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE**

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: COMPLIANCE WITH APPLICABLE LAWS, RULES AND REGULATIONS**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Operational level of implementation and development</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
School has an exemplary record of compliance with applicable laws, rules and regulations, maintains highly effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of substantial compliance with applicable laws, rules and regulations, maintains effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of partial compliance with applicable laws, rules and regulations, maintains inconsistently effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a poor record of compliance with applicable laws, rules and regulations, has ineffective or non-existent systems and controls in place for ensuring that legal requirements are met, and is currently out of compliance with relevant authorities.

**COMMENTS:** The school has complied applicable, laws, rules, and regulations but needs to monitor its Highly Qualified Teachers (HQT) records and offering of supplemental services.

**PERFORMANCE LEVEL: 3.4**

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – ACCOUNTING POLICIES**

<b>1. Accounting Policies</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School follows PCSB accounting guidelines. Guidelines include 1) using approved auditors as required; 2) following audit policies; 3) maintaining records under accrual basis of accounting; 4) and reporting financial statements according to GAAP.	With minor exceptions, school follows PCSB accounting guidelines.	The school has failed to follow PCSB accounting guidelines for one audit cycle. School has implemented a corrective plan.	The school has failed to follow PCSB accounting guidelines for more than one audit cycle and/or the school has committed a significant breach in one cycle. A corrective plan is in development.	The school has failed to follow all PCSB accounting guidelines for more than one audit cycle. A corrective plan was not developed or was never followed.

**Comments:** Based on its interim financial reports and annual financial audits, Chavez has adhered to GAAP. Key results of the FY07 financial audit are...

- Financial statements conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses.
- No instances of noncompliance which are required to be reported under Government Auditing Standards.

Overall, Chavez has been efficient in administering accounting policies which follow PCSB accounting guidelines.

<b>GRADE FOR ACCOUNTING POLICIES: <u>5.00</u></b>
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**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING**

<b>2. Financial Reporting</b>				
<b>a. Audited Statements</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management displays a high level of transparency and an interest in continuous improvement of financial management.	Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management letter reflects minimal need for changes in financial management. Any changes are implemented immediately.	Audits are submitted on time or with slight delay due to specific circumstances. Audit findings show need for significant improvement; school implements changes immediately. Procedures are tracked to ensure compliance with auditor’s recommendations.	At least one audit has been significantly delayed. Annual audit receives a qualified opinion. Audit report or management letter indicates significant financial problems; changes not implemented from prior year’s findings. School develops realistic plan based on auditor’s recommendations to be implemented over the next year.	Audits have been significantly delayed for more than one cycle and/or not submitted at all. Annual audit receives a qualified opinion for two years or more. Audit report or management letter indicates significant financial problems for which turnaround is not feasible; changes not implemented from prior year’s management letter.

**Comments:** Chavez has submitted its annual audits to the PCSB in a timely fashion. Each of the school’s audits received an unqualified opinion.

**GRADE FOR FINANCIAL REPORTING (Audited Statements): 4.50**

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING**

<b>2. Financial Reporting</b>				
<b>b. Budgets and Interim Financials</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Budgets and interim financials are submitted on time and follow the PCSB template. No significant problems identified in reports.	Budgets and interim financials are submitted on time and follow the PCSB template with few exceptions. Only minor spending variances or other problems are reported.	Budgets and interim financials are submitted late and/or do not follow the PCSB template. Significant variances or other problems are reported, but they have reasonable justifications and do not necessarily jeopardize the school’s financial health.	Budgets and interim financials have not been submitted one or two times. Or, significant variances or other problems are reported without reasonable justifications. The school’s financial health is potentially weakened.	Budgets and interim financials have not been submitted on several occasions. Or significant variances or other problems are reported, considerably jeopardizing the school’s ability to operate as a going-concern.

**Comments:** Chavez has submitted its annual budgets and interim financial statements to the PCSB on time with no material problems identified. The school’s budgets tend to be conservative reflections of management’s cash flow expectations.

**GRADE FOR FINANCIAL REPORTING (Budgets and Interim Financials): 5.00**

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING**

<b>2. Financial Reporting</b>				
<b>c. Taxes and Insurance</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Required IRS forms are filed and evidence of adequate insurance coverage is provided. All documentation is adequately maintained.	Required IRS forms are filed and evidence of minimal insurance coverage is provided. All documentation is adequately maintained, with minor exceptions.	Required IRS forms are filed, but have been late once or twice. Evidence of insurance is provided. Documentation is not properly filed or maintained.	Required IRS forms are consistently filed late. The school shows no evidence of adequate insurance coverage. Documentation is not properly filed or maintained.	Required IRS forms are not filed. The school does not have adequate insurance coverage. Adequate documentation is lacking.

**Comments:** The PCSB has not previously monitored schools’ submission of filings to the Internal Revenue Service, so data are not available to confirm or deny that forms have been filed. Similarly, historical data on schools’ level of insurance coverage are incomplete, as this criterion was previously checked onsite without documenting specific levels.

**GRADE FOR FINANCIAL REPORTING (Taxes and Insurance): n/a**

<b>OVERALL GRADE FOR FINANCIAL REPORTING (AVERAGE): <u>4.75</u></b>
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**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS**

<b>3. Internal Controls</b>				
<b>a. Establishment and Adherence to Internal Controls Policy</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Based on PCSB review and annual audit, school has clear, written internal controls in place to provide checks and balances. Audit indicates that all internal control policies are followed.	School has clear, written internal controls in place to provide checks and balances, with minor exceptions. Weaknesses identified by PCSB or auditor are minor and can be addressed immediately.	School has some internal controls in place. Weaknesses identified by PCSB or an auditor can be addressed over the course of the fiscal year.	School lacks some major internal controls. Weaknesses identified by PCSB or auditor need one to two years to be addressed. School is developing a corrective action plan.	School lacks basic internal controls and there is evidence of financial mismanagement.

**Comments:** The PCSB has not previously directly monitored schools’ adoption of internal controls, so the PCSB lacks data to affirm the existence of written policies other than what is reported by an independent auditor. The school has engaged thorough audits and appears to have responded to recommendations for improvements to internal controls and as stated earlier, no matters involving the internal control over financial reporting that are considered to be weaknesses were presented in the school’s latest audit.

**GRADE FOR INTERNAL CONTROLS (Internal Controls Policy): 5.00**

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS**

<b>3. Internal Controls</b>				
<b>b. Procurement</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School is in compliance with PCSB’s contracting / procurement requirements.	School is in compliance with PCSB’s contracting / procurement requirements, with minor exceptions noted.	School has had some violations of PCSB’s contracting / procurement requirements over the course of the year. Violations were reasonably justified. Policies and procedures are in place to preclude future violations.	School has had consistent violations of PCSB’s contracting / procurement requirements. A corrective plan is in development.	School has had consistent violations of PCSB’s contracting / procurement requirements. Management lacks capacity to assure compliance.

**Comments:** Chavez regularly submits appropriate documentation of contracts to the PCSB for review. The PCSB believes that the school has historically been compliant in following procurement requirements

**GRADE FOR INTERNAL CONTROLS (Procurement): 4.50**

<b>OVERALL GRADE FOR INTERNAL CONTROLS (AVERAGE): <u>4.75</u></b>
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**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

<b>ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT</b>
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<b>4. Transparency of Financial Management</b>				
<b>a. Annual Budgets</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
<p>The schools prepares an annual operating budget, a cash flow projection and, when required, a capital budget by June 1 each year. Budget reflects thoughtful planning and detailed assumptions. These documents are certified by the Board of Trustees. Modifications are made as necessary and are submitted to PCSB.</p>	<p>With some exceptions, school regularly prepares annual operating budget, cash flow projection and, as required, a capital budget. Budget reflects thoughtful planning. These documents are certified by the Board of Trustees. Modifications occur as necessary and are submitted to PCSB.</p>	<p>The school does not consistently submit budgets and/or modifications of budgets to PCSB. Budget lacks planning and/or clear assumptions. There appears to be a lack of consensus or understanding of the budget by board members. Corrective plans are in process and will be implemented within a fiscal quarter.</p>	<p>Budgets are not submitted on time and/or do not have board’s approval. Clear budget policies are in development.</p>	<p>School lacks budget policies and procedures. The board and staff lack capacity to implement standard budgeting procedures.</p>

**Comments:** Chavez has been very proactive in revising its budget as needed and providing updates to the PCSB. Budgets are thoughtful, show detail and provide relevant explanations. Budgets have been submitted to the PCSB on time.

**GRADE FOR TRANSPARENCY (Annual Budgets): 5.00**

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT**

<b>4. Transparency of Financial Management</b>				
<b>b. Management Organizations</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair.	School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair with few exceptions.	School does not adequately disclose relationship with organization upfront. Information is provided at PCSB’s request. Contracts are unclear or present concerns in terms of financial and /or management control. There are indications of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. Information is not easily obtained by PCSB. There is evidence of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information.

**Comments:** Not applicable to this school.

**GRADE FOR TRANSPARENCY (Management Organizations):** n/a

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT**

<b>4. Transparency of Financial Management</b>				
<b>c. Related Party Transactions</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses transactions with related parties, as required by PCSB’s guidelines.	School accurately discloses transactions with related parties, with minor exceptions.	School fails to disclose related party transactions. Information is provided at PCSB’s request.	School fails to disclose related party transactions. Information is not easily obtained by PCSB. There is evidence of inadvertent mismanagement.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information and/or there is evidence of unethical behavior and mismanagement.

**Comments:** Based on the information available, the PCSB believes that the school discloses all related party transactions as required.

**GRADE FOR TRANSPARENCY (Related Party Transactions): 4.50**

<b>OVERALL GRADE FOR TRANSPARENCY (AVERAGE): <u>4.75</u></b>
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**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE**

<b>5. Fiscal Prudence</b>				
<b>a. Balanced Budget</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The school has a balanced budget, based on reasonable assumptions, for the upcoming fiscal year. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Budgeting is thoughtfully aligned with long-term financial goals.	The school has a balanced budget using reasonable assumptions. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Current spending plans will contribute to long-term financial goals.	The school has a balanced budget using some questionable assumptions. Expenses are greater than revenues for one or more years.	The school does not have a balanced budget nor has one with questionable assumptions. Expenses have exceeded revenues more often than not.	The school has no prepared budget. Expenses consistently exceed revenues.

**Comments:** Chavez has concluded each of its fiscal periods with positive net income balances, enabling the school to amass an adequate net asset reserve (see table).

Fiscal period	2004	2005	2006	2007
<b>Net Income</b>	\$ 395,824	\$ 1,392,131	\$ 2,287,262	\$ 915,468
<b>Net Assets</b>	\$ 526,140	\$ 953,490	\$ 2,141,856	\$ 3,364,545

**GRADE FOR FISCAL PRUDENCE (Balanced Budget): 5.00**

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE**

<b>5. Fiscal Prudence</b>				
<b>b. Debt Capacity</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school takes on debt only with very thoughtful planning and well within its debt service capacity. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school stays within its debt service capacity as required by the lender. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school has significant debt and has exceeded its debt service capacity, potentially violating loan covenants. School and lender are implementing remedies. Policies were in place and were followed but extraordinary circumstances led to the current situation.	According to financial statements, school has significant debt and/or has defaulted on its loan. Lender has school on a watch list. School and lender are discussing remedies. Policies were not in place or were not followed.	According to financial statements, school has significant debt and defaulted on its loan. The lender has called the loan. No remedies are possible.

**Comments:**

The School has a loan agreement for \$225,000 with a local non-profit organization to obtain property and equipment and bears interest at a fixed rate of 2%. Current monthly principal and interest payments are \$3,944. On October 28, 2009, any remaining outstanding principal and accrued interest payments are due. A Deed of Trust constituting a first lien on all of the School’s property and equipment collateralizes the note. As of June 30, 2007, the outstanding principal balance was \$199,894. The School has a loan agreement for \$1,000,000 with a local non-profit organization to reimburse the landlord’s expenditures for tenant improvements at 709 12th Street, SE and bearing interest at a fixed rate of 2%. Current monthly principal and interest payments are \$4,239. On September 20, 2010, any remaining outstanding principal and accrued interest payments are due. The loan is recorded net of a discount of \$150,922. The discount will be amortized on an effective interest basis over the life of the issue. Amortization of the note discount for the year ended June 30, 2007, was \$49,699, which has been charged to interest expense on the Statement of Activities. The loan is unsecured. As of June 30, 2007, outstanding principal due was \$979,305.

**GRADE FOR FISCAL PRUDENCE (Debt Capacity): 4.50**

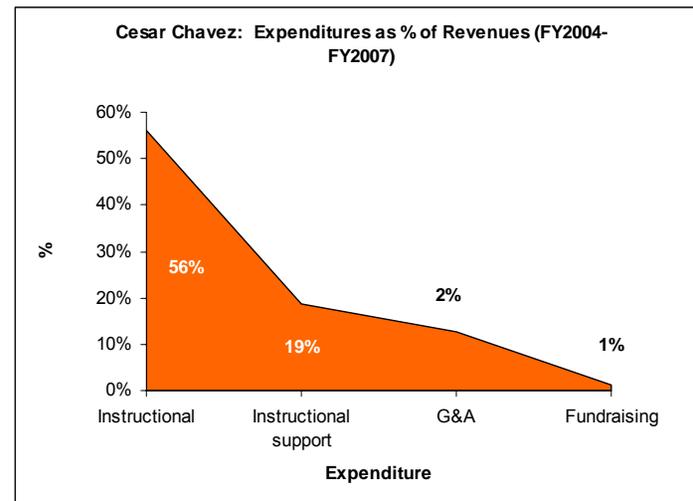
**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE**

<b>5. Fiscal Prudence</b>				
<b>c. Appropriate Spending Decisions</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs, in particular, are in line with industry comparables. Minor variances from industry standards are well explained and justified.	School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are slightly out of line with industry comparables, but with reasonable justifications.	School makes some inappropriate spending decisions, inadvertently. Salaries and occupancy costs are out of line with industry comparables but still have sufficient justifications. A corrective plan is being implemented.	School has a record of inappropriate spending decisions, with some reasonable justification. Salaries and occupancy costs are considerably out of line with industry comparables. A corrective plan is in development.	School has a record of inappropriate spending decisions which adversely impact programming, with no rational justifications. There is evidence of unethical behavior and fiscal mismanagement. Salaries and occupancy costs are egregiously out of line with industry comparables. No corrective plan is feasible.

**Comments:**

Chavez makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are in line with industry comparables and PCSB financial metrics.



**GRADE FOR FISCAL PRUDENCE (Appropriate Spending): 5.00**

**Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE**

<b>5. Fiscal Prudence</b>				
<b>d. Investment Decisions</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school has significant liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets but their management is questionable; investment decisions appear somewhat risky.	According to financial statements, school has minimal to no liquid assets. Any assets invested are in high-risk/questionable areas.	According to financial statements, school has no liquid assets or minimal assets with no track record of investment decisions.

**Comments:** Chavez has been able to successfully manage its working capital needs and has been able to generate positive working capital balances at the conclusion of each fiscal period (see table below).

Fiscal period	2004	2005	2006	2007
Net working capital	\$ 1,078,364	\$ 783,813	\$ 1,793,911	\$ 3,542,477
Liquidity ratio	2.72	3.85	6.78	8.23

**GRADE FOR FISCAL PRUDENCE (Investment Decisions): 4.50**

**OVERALL GRADE FOR FISCAL PRUDENCE (AVERAGE): 4.75**

**Fourth Year Review - Accountability Plan Performance Analysis**  
**School: Cesar Chavez Public Charter School for Public Policy**

# **Appendix E**

**February 22, 2010 DC PCSB  
Board Action Proposal**

# DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

<input type="checkbox"/>	Staff Proposal	<input type="checkbox"/>	School Request
<input type="checkbox"/>	Corrective Action	<input type="checkbox"/>	Enrollment Ceiling Increase
<input type="checkbox"/>	PCSB Policy	<input type="checkbox"/>	Change in LEA Status
		X	Lift Board Action
		<input type="checkbox"/>	Approve Accountability Plan
		<input type="checkbox"/>	Operate in a New Location
		<input type="checkbox"/>	Charter Amendment
		<input type="checkbox"/>	Approve E-Rate Plan

## BOARD ACTION PROPOSAL

**PREPARED BY:** (Staff) Dr. Jacquelyn Boddie

**SUBJECT:** Cesar Chavez Public Charter School: Request to Lift Conditional Continuance

**DATE:** February 22, 2010

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### **BACKGROUND**

Cesar Chavez Public Charter School (Chavez) is in its twelfth year of operation, opening its first campus in 1998. Its mission is to provide a college preparatory education infused with public policy for grades 6-12. In 2004, Chávez began its first phase of replication: it opened a second campus – a combined middle and high school in Parkside. In 2008, Chavez opened a middle school campus in the old Bruce Elementary School on Sherman Avenue in northwest. Chavez has grown from serving 250 students in temporary facilities in its early years to operating three permanent campuses with nearly four times as many students in 2010.

Based on an analysis of fifth year accountability plan performance in January 2009, Chavez met the non-academic, governance, compliance, and financial performance standards for the Charter Review. The school did not meet the academic performance standards; therefore, the school was a candidate for charter revocation. The school was subsequently issued a Notice of Conditional Continuance on January 26, 2009, which was based on the charter review performance for 2003/2004 through 2007/2008.

Annotations below indicate school progress related to addressing the 26 conditions cited, in order for the Notice of Conditional Continuance to be lifted within a year's time:

1. Curriculum

**Parkside Campus**

- Implement the stated vision to create a comprehensive curriculum in all grades and subjects.
- Include Public Policy themes in the scope and sequence.

- Mandate and monitor grade-level and subject-area planning time.
- Plan for supplemental resources to be ordered and delivered in a timely fashion.
- The home office should work closely with school personnel to ensure that 21st technology and corresponding professional development are available to all teachers.
- Develop a system to continually reflect on and modify curriculum once assessment data is available.

### **Bruce-Preparatory Campus**

- ✓ Ensure that teachers adhere to the scope and sequence of lessons with strategies to address students' different learning styles and abilities. **Principal interview evidenced area needing further attention (PCSB Staff interview).**
  - Include a column in the curriculum framework for each sub-standard to address strategies, materials, and alternative lessons for struggling students, ELL, and students with special needs.
  - Provide teachers with research-based instructional materials, resources and corresponding professional development to enhance the development of a comprehensive curriculum.
  - Dedicate and structure particular time throughout the school year to review, update, and continue curriculum development and coordination. Be sure to document all curriculum changes in a timely and systematic way.

## 2. Instruction

### **Parkside Campus**

- Provide professional development for integration of technology
- ✓ Structure professional development to include teacher differentiated workshops that address hands-on learning and differentiation instruction for students, and offer follow up throughout the school year. **PDR (12/2010) cites as area needing further attention.**
  - Time should be designated to collaboratively plan for interventions using data.
  - Formalize and schedule reading program for low-level readers.

### **Bruce Preparatory Campus**

- ✓ Thoroughly research strategies included in differentiated instruction and provide staff with professional development to enhance their pedagogy. **Principal interview evidenced area needing further attention (PCSB Staff Interview).**
  - Address learner needs specifically in math and reading (consider regrouping).
  - Address instructional rigor when developing a long-term yearly professional development plan.
- ✓ Build on current reading strategies and initiatives to develop a reading across the curriculum program that addresses adolescent's literacy needs. **Principal interview evidenced area needing further attention (PCSB Staff Interview).**



in reading to 55.47%. The Parkside campus, although its improvement was not as dramatic due to consistent changes and turnover in leadership, proficiency in reading moved from 27.7% proficiency to 40.4% proficiency; proficiency in mathematics moved from 26% proficiency to 45.5% proficiency.

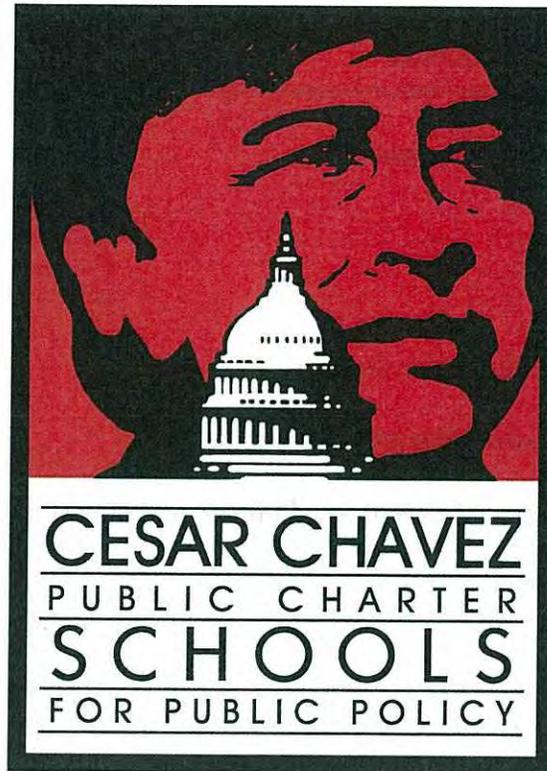
**PROPOSAL**

Twenty-one of the 26 conditions have been satisfactorily addressed; five conditions require *further* attention. All campuses have demonstrated degrees of progress in the 26 areas set forth in the Notice of Conditional Continuance; some more satisfactorily than others. Therefore, Cesar Chavez Public Charter School is a candidate for charter continuance. The Notice of Continuance should be lifted and full continuance should be granted, as the campuses continue to focus on maintaining improved conditions and “more satisfactorily” meeting the last five areas of concern.

Date: _____
PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected
Changes to the Original Proposal/Request: _____
_____
_____
_____
_____

# **Appendix F**

## **Renewal Application**



# **Application for Charter Renewal**

## **Part 1**

Submitted to the District of Columbia Public Charter School Board  
November 16, 2012

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  - Criterion 1: Fulfillment of Charter Goals 6
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  - Criterion 3: Compliance with Applicable Laws 24
- Appendices (if applicable)
  - Appendix A: Graduation Requirements
  - Appendix B: Conditions of Continuance Chart
  - Appendix C: Chart of Vendor Contracts

**APPLICANT INFORMATION SHEET AND REQUEST FOR RENEWAL**

**Name of School:** Cesar Chávez Public Charter Schools for Public Policy

**Address of School:** Home Office: 709 12<sup>th</sup> St. SE, Washington, DC 20003

**Telephone Number:** (202) 547-3975    **Fax:** (202) 547-3449

**School Board of Trustees' Certification Statement:**

*I, Irasema Salcido, hereby certify that the information submitted in this Application for Charter Renewal is accurate to the best of my knowledge and that this Application has been reviewed by the school's Board of Trustees.*

**Authorized Signature:** \_\_\_\_\_ *11/15/12*

*(Must be a member of the Board of Trustees and not serving as a consultant or affiliated with an educational service provider.)*

**Print Name:** Irasema Salcido    **Date:** November 15, 2012

**Address:** 709 12<sup>th</sup> St. SE, Washington, DC 20003

**Daytime Telephone** (202) 547-3975    **Email:** irasema.salcido@Chavezschools.org

**Fax:** (202) 547-3449

**Name of Educational Service Provider (if applicable):** N/A

## EXECUTIVE SUMMARY

The Cesar Chávez Public Charter Schools for Public Policy began operating in September 1998. Over the past fifteen years we have been driven by our mission to ensure that the young people of DC whom we serve are prepared for success in college and to lead change in the world. What started as a school with sixty ninth grade students, three teachers and a Principal, has now grown into a charter school system serving approximately 1,400 scholars in grades six through twelve across four campuses, with over 600 alumni and 200 plus tireless faculty and staff members dedicated to the success of all our scholars. The work of our campuses is supported by a strong Home Office leadership team that brings a diverse range of expertise and professional backgrounds in education and business.

During our first fifteen years, the Chávez Schools have remained true to our core mission and founding ideals – that all our scholars can go to college and make a positive difference in the world. We are the only public policy focused school in Washington, DC and we attempt to infuse public policy into everything we do. Over the years, we have supplemented the signature public policy experiences for students (e.g., thesis, fellowship) with a concepts-based curriculum that pushes scholars to think critically across all their classes and set the foundation for students to make a positive difference in the world. Our dual mission also pushes every student to see graduating from college as their destination.

We have met all the academic and mission specific goals of our charter within the context of an evolving educational and charter school environment. The only goal that was not completely met is with respect to our reenrollment targets, discussed later in this document. Within the context of DCPCSB's PMF framework, we are pleased to have one campus, Chávez Prep, identified as a Tier 1 school, and our other three schools, Capitol Hill, Parkside Middle, and Parkside High, all identified as Tier 2. We are committed to getting all of our campuses to Tier 1 in the next few years.

We have worked diligently to remain fully compliant with all federal and local regulations governing our work and the other expectations of our charter agreement. In the few instances when problems were identified, we were responsive and diligent in bringing quick resolution to the issues.

We have always been prudent financially and consequently we have a rock-solid balance sheet that provides stability and flexibility for the future. We are meeting our goal to have three months of operating expenses saved so we can withstand any surprises in funding.

It is true that many of the specifics of our work have evolved over the past fifteen years, natural responses to the changes in citywide and federal educational policies and DCPCSB oversight. Today, the Chávez Schools are intently focused on growth in the metrics in DC Public Charter School Board's (DCPCSB) Performance Management Framework (PMF), additional goals that demonstrate that we are honoring our public policy mission and alignment to the Common Core standards. The Common Core Standards have generated great enthusiasm within our LEA, especially for their emphasis on critical thinking and problem solving skills that tie so closely with our public policy mission.

The Chávez Schools have proven in our first fifteen years that we are charter system committed to our mission and the success of our scholars, now and in their futures, and that will not change. Without a doubt there will be challenges ahead, but the Chávez Schools are incredibly confident in our ability to provide a great education to every family who chooses us to educate their students over the next fifteen years. Si, Se Puede!

## REQUIRED DOCUMENTATION

### ***Request 1: Articles of Incorporation***

The Articles of Incorporation have been submitted to Epicenter as of 10/15/2012.

### ***Request 2: Current Bylaws***

The current bylaws have been submitted to Epicenter as of 10/15/2012.

### ***Request 3: Audited Financial Statements***

All financial audits for fiscal years 2009, 2010, 2011, and 2012 have been provided to DCPCSB via AOIS, with the exception of the 2012 audit which was submitted to Epicenter as of 11/5/2012.

**Criterion 1: Fulfillment of Charter Goals**

Academic Goals

**Category:** Public Policy Metrics

**Goals in Charter Application:**

1. All students will work each year on a project that contributes to their communities.
2. All students will participate each year in a public policy decision process.
3. All students will spend at least two weeks each year in an internship at a public interest organization.
4. Each year at least 25 executives from public interest organizations will visit the school and interact with the students.
5. All students will present a policy research project before a panel of community leaders before they graduate.

**Accountability Plan Goals:**

1. Chávez's high school students will demonstrate a mastery of the public policy curriculum by scoring 70% or more on culminating products and presentations in Community Action Project, Fellowship and Thesis.
2. Chávez Middle School students will demonstrate mastery of the public policy curriculum at Chávez by scoring 70% or more on Capstone units.
3. Chávez Middle School students will demonstrate mastery of the public policy curriculum at Chávez by scoring proficient on a public policy assessment in the 8<sup>th</sup> grade.

**Progress to Date:**

The spirit of our public policy mission on which the Chávez Schools were founded is still vivid in our work. All of our charter goals have been fulfilled, although with some modification given the increased scale of our organization and changes to our curriculum to align with district, and now, the common core, standards. Specifically<sup>1</sup>:

1. Every scholar has worked on a project that contributed to their community. This happens annually through interdisciplinary units and defined policy projects, including the required Community Action Project that scholars must complete to graduate.

---

<sup>1</sup> These goals focused on defined public policy projects at our high schools. The performance summary reflects information from both of our high school campuses.

2. Many students participate in a public policy decision process each year and certainly at least once before they graduate.
3. Every junior spends 3 weeks at a public policy fellowship and must fulfill this requirement in order to graduate.
4. The Chávez Schools exceed the target of having 25 executives visiting our schools to present, coach and/or judge students.
5. Every student must complete and present a public policy thesis before an external panel of leaders in order to graduate.

### **Evolution of Goals:**

From the beginning, public policy has been at the heart of our work at Chávez, although we struggled in our early years to figure out how to best make it fully integrated in the school experience of our scholars. The public policy program quickly evolved as a distinct entity with projects (i.e. Capstones, Community Action Project, Fellowship) built around specific goals, but it often felt disconnected – as if a stand-alone program instead of the foundation of our scholar’s educational experience.

Our early metrics, both in the charter application and the accountability plan, serve to illustrate how public policy was a program or extension of our work and not the underlying foundation. Therefore our metrics have substantially changed so that we are measuring more than a few specific activities, although many of the ideas on which we are founded are still vibrant in the life of the school. Our students continue to work to contribute to their communities, although that is hard to measure and capture using data. That is why we began to define public policy projects like the Capstone (refined from their original purpose as interdisciplinary demonstrations of content learning) and the Community Action Project requirement. Students are also still required to conduct a three-week fellowship in order to graduate, although we limit this to one grade level because realistically we cannot place all students every year. Additionally, all students must complete and present a policy research project – the Senior Thesis – to graduate. Chávez has also welcomed representatives from the public policy community into Chávez and far exceeds the target of 25 laid-out in our application.

More important is the fundamental shift that has occurred in how we “do” public policy at Chávez. This shift has been simmering below the surface for several years and was captured by DCPCSB in our Conditions of Continuance issued in 2008. At that time, we were directed to include public policy themes in the course scope and sequence. In short, Chávez was challenged to integrate public policy into all that we do – the experiencing of public policy had to be more authentic and more routine and not during a set-aside time or project.

In 2009-2010 public policy themes and standards were incorporated across the content areas and included on the assessments and a public policy manual was developed as a tool-kit for teachers to use during instruction. In 2010-2011 the organization of public policy leadership was restructured to a system level role to lead the necessary work of taking public policy from a “program” at Chávez to the heart of the “curriculum.”

The alignment to the Common Core Standards that gained momentum in 2011-2012 invited public policy further into the leadership of the curriculum because the Common Core Standards demand an increased proficiency in problem solving, critical analysis, and evaluating the strength of claims through the quality of evidence provided and utilized. Additionally, the drive for authentic performance tasks under PARCC often connect directly to Chávez’s public policy mission as students use their learning to make sense of the world, their place in it, their vision of what it should be, and determine how to use their voice to affect positive change in the real world.

To support our curriculum initiatives, the role of a stand-alone Director of Curriculum Alignment and Assessment was eliminated in 2012-2013 and leadership of the curriculum was enveloped under the Department of Public Policy and Curriculum Innovation. Capacity was added to this team, which now consists of a Director, a Deputy Director, a Curriculum Innovation Specialist for Math & Science, an Assessment Specialist, and an Experiential Learning Manager. These system leaders work closely with campus instructional leaders and Principals to support the implementation of the curriculum and the professional development of our teachers, under the leadership of the Chief Academic Officer.

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**Category:** Performance in Core Academic Classes

**Goals in Charter Application:** N/A

**Goals in Accountability Plan:**

- Chávez students will demonstrate mastery of core academic material by scoring 70% or greater on core subject final assessments.
- Chávez students will be able to write extensive analytical papers, as measured by scoring 70% or more on culminating writing assessments.

**Progress to Date:**

The Chávez Schools curriculum has evolved considerably over the first 15 years and especially in the last five years. However, the college prep emphasis outlined in our charter application still underscores our work. The Chávez Schools have graduation requirements that exceed those of the DC Public Schools; continue to have a grading scale that does not award ‘D’ grades

(requiring scholars a grade of 70% or higher to pass any class), has strict policies for promotion and does not practice social promotion; all while offering an inclusive academic program.

Because the Chávez Schools no longer use final assessments in each class or a culminating writing assessment, we cannot measure progress to date toward the accountability plan goals. Student assessment data is still being used to monitor student progress and adjust the curriculum and our schedule allows for extensive data dialogues at the campus, cross-campus, and system level.

### **Evolution of Goal:**

The Chávez Schools did not originally have formal individual class assessments – the original curriculum model built on the Modern Red Schoolhouse program had end of semester interdisciplinary Capstone units as the assessment model. Students also completed portfolio assessments in the early years of the school.

As Chávez evolved, the Capstone unit became a component of our public policy program and portfolios were eliminated. In 2001-2002, the Chávez Schools began to measure performance in the core academic class by passing rates. This measure was flawed for several reasons, including student failure due to absenteeism despite content mastery and the potential for subjectivity. It was during the 2002-2003 school year that Chávez adopted exams, first introducing mid-term and final exams. These assessments expanded in 2007-2008 to a quarterly assessment system that culminated in an end-of-year final exam.

For two years, until the 2009-2010 school year, the Chávez Schools administered quarterly exams with greater weight given to student performance on the end-of-year final exam. Exams administered in the first three quarters were used to drive instructional planning toward the end-of-year assessment. A review of the final exams in the summer of 2009 called out several deficiencies in our practice, especially in that the final exams being administered were not always cumulative in practice.

The decision to move away from a single end-of-year high stakes final assessment in favor of equally weighted quarterly interim exams was coupled with a larger curriculum alignment process that was in response to discrepancies in the pacing and units being administered and assessed. The result of this work was to create standardized scope and sequences and instituting a common set of course offerings.

During the 2009-2010 school year Chávez teachers were engaged in an ongoing curriculum review process using quarterly interim results to modify the curriculum. One of the impetuses

for this early curriculum work was the conditions of continuance of charter that the Chávez Schools were placed on during the 2008-2009 school year by DCPCSB as part of the ten year review process. These actions spoke to the following two conditions:

- Implement the stated vision to create a comprehensive curriculum in all grades and subjects.
- Develop a system to continually reflect on and modify curriculum once assessment data is available.

The curriculum work has since evolved. In 2010-2011, Chávez adopted standardized quarterly assessments across the system. In English and Math these assessments were built using the Scantron Achievement Series test question banks for high school while our middle schools continued to use the Achievement Network series which we had universally adopted in 2009.

In 2011-2012, external consultants were used to ensure that the assessments allowed teachers to measure student progress relative to the goals defined by the Chávez curriculum. In math and English these assessments were based on the Common Core State Standards. For the current school year, our history and science assessments have also been aligned to the literacy standards of the Common Core. Additionally, Chávez is expanding the scope of the quarterly interim assessments by including rigorous performance-based tasks that will be aligned to the PARCC assessments.

### Non-Academic Goals

**Category:** Attendance

**Goals in Charter Application:** N/A

**Goals in Accountability Plan:**

- High school attendance rate – 87%
- Middle school attendance rate – 90%

**Progress to Date:**

There were no goals in our charter related to attendance. However, all of our campuses met the accountability plan goals (87% at the high school level, 90% at the middle school level) in each of the last few years. Performance for the 2011-2012 school year is below:

Chávez Prep	Parkside Middle	Capitol Hill	Parkside High
94%	90%	91%	91%

**Evolution of Goal:**

Metrics for attendance, although not specifically outlined in our charter application, were developed in the early years as Chávez negotiated its accountability plan with DCPCSB. The metric evolved from baseline data and included benchmark annual and five-year targets. Attendance targets are now established under the DCPCSB’s PMF.

**Category:** Re-enrollment

**Goals in Charter Application:** N/A

**Goals in Accountability Plan:**

- Chávez Middle Schools will have a 74% reenrollment rate and Chávez High Schools will have a 80% reenrollment rate.
- Chávez Middle School students will choose to enroll at Chávez High School.

**Progress to Date:**

There were no goals in our charter related to reenrollment. As for accountability plan goals, the average across the system was 72% in 2011-2012. Parkside Middle School was the only campus to meet the 74% accountability plan target with a reenrollment rate of 75%.

Reenrollment at our high schools is challenging. We have strict academic expectations and scholars who enroll at Chávez with skills that are below grade level often fail some classes despite a huge amount of intervention. These scholars can transfer to DCPS and stay on a four-year trajectory.

**Evolution of Goals:**

Metrics for reenrollment, although not specifically outlined in our charter application, were developed in the early years as Chávez negotiated its accountability plan with DCPCSB. The metric evolved from baseline data and included benchmark annual and five-year targets.

No target was formally established for the goal around Chávez Middle School enrollment at our high school campuses. This was partly due to the transition to the PMF.

**Category:** Senior Graduation

**Charter Application Goals:**

- Over 85% of students will meet graduation requirements within five years.

**Accountability Plan Goals:** N/A

**Progress to Date:**

In 2010-2011, the Chávez graduation rate (as calculated by OSSE under No Child Left Behind) was 88% for both of our high school campuses, which exceeds the goal in our original charter application.

In 2011-2012, the formula for calculating the graduation rate was changed to a cohort formula, resulting in a decrease in our graduation rate to 69% at Parkside and 64% at Capitol Hill.

- At Capitol Hill this change is due to a difference in documentation and how graduation rate is calculated, but is also a function of a lot of students who are in their 5th year at Chávez. If all of the 5th year students at Capitol Hill who are on track to graduate do indeed graduate this year, our 5-year cohort graduation rate would be 87%. If you then add students who went to Next Step PCS or other non-standard degree-granting high schools, the number could be 91%. Chávez has improved and the ironic thing is that because we are doing a better job convincing our scholars to tough it out and stay at Chávez rather than transferring to a school with lower standards, it is hurting our cohort graduation rate.
- For Parkside, our graduation rate is 69% but we do not have a similar large number of students who are in their fifth year. The five-year rate would inch up to 71%. We attribute this difference at Parkside to two factors. One, because we have a middle school feeder, there are far fewer kids who need the fifth year to graduate. Second, because we had a transition in the registrar role at this campus our data on where kids went when they left Parkside is very spotty. We believe that there are students who moved to Prince Georges county for whom we do not have records. Fortunately, we anticipate that we will have better records next year and will expend more energy on tracking down kids.

**Evolution of Goals:**

The Chávez Schools established this metric in our charter but it was not included in our most recent accountability plan because graduation rates were assigned a formula under No Child Left Behind.

**Category:** College Acceptance and Matriculation

**Goals in Charter Application:**

- Over 80% of our students will enroll in a post-secondary institution after graduating.

**Goals in Accountability Plan:**

- At least 87% of Chávez students will be accepted into a post-secondary two or four-year institution.
- Chávez Middle School graduates will visit a college campus while still in middle school.

**Progress to Date:**

Chávez has exceeded the college acceptance and matriculation goals established in both our charter and our accountability plan. In 2011-2012:

- 100% of students were accepted into at least one college.
- 84% of the seniors graduating in 2012 from Capitol Hill and 86% of the seniors graduating in 2012 from Parkside matriculated in college this fall.
- All middle school scholars have visited at least one college during the middle school grades.

**Evolution of the Goal:**

Chávez was founded on the principle of preparing students for success in college and in life. From our inception, ensuring that all of our graduates are accepted into at least one post-secondary institution has been understood to be our practice. In the early years of negotiating our accountability plan, the Chávez Schools founder, Irasema Salcido, hesitated on lowering the target to anything less than the 100% mark in terms of college acceptance. The Chávez Schools have maintained this target as our internal mark, despite the target established in the most recent accountability plan. In all 15 years except for one, we met this goal, and were only off by one student in the one off year.

College matriculation has been a trickier goal but one that we have pushed with our scholars from the time they enroll at one of our campuses. We recognize that gaining admission to college is not the same as student matriculation, and we know that our scholars face myriad challenges that can preclude them from enrolling – whether it be financial, family, or personal. It's also a bigger issue than simply enrolling; Chávez is also looking at retention and persistence data. To support work in this area the Chávez Schools now have two college counselors and a DCCAP advisor at each high school campus as well as an Alumni Coordinator to support our scholars as they transition to and complete college. This is compared to just three years ago when we had one college counselor at each high school.

**Category:** Parent Involvement

**Goals in Charter Application:** N/A

**Goals in Accountability Plan:**

- Chávez parents will be active and engaged in their student's education and in the life of the school by attending Parent-Teacher conferences (+10% each year) and Thesis Presentations. (+5% each year).

**Progress to Date/Evolution of Goal:**

The Chávez Schools no longer collect specific data around these targets. The reason we moved away from these measures is twofold: the advent of the PMF and the recognition that these goals, although measurable, are not a good gauge of parent involvement. However, anecdotal evidence suggests that we have seen increases at both parent teacher conferences and senior thesis presentations. The Chávez Schools have worked hard on our communication with parents and bringing them in to discuss academic performance, and also at messaging around how the thesis is really the culminating project of their high school child's journey at Chávez. We do know that we can still do more work in this area and will continue to do so in the years ahead.

## ***Criterion 2: Fulfillment of Student Academic Achievement Expectations<sup>2</sup>***

**Category:** State Assessments

**Goals in Charter:**

- Over 50% of students testing below basic on the Stanford 9 test administered in eighth grade will be at or above basic by the beginning of 10<sup>th</sup> grade.

**Goals in Accountability Plan:**

- 63% of Chávez scholars will make a year or more of progress on the SAT-9 reading test, as measured by NCE gains.
- 72% of Chávez scholars will make a year or more of progress on the SAT-9 math test, as measured by NCE gains.

**Progress to Date:**

Neither the charter or accountability plan goals are relevant as the Stanford 9 test was replaced by the DCCAS in 2005-2006.

However, under the PMF, DCPCSB has adopted indicators for assessing DCCAS performance. Our performance toward these metrics follows:

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<sup>2</sup> Mission-related metrics are discussed under Criterion 1 in the public policy category.

Percent of Scholars Meeting or Exceeding DCCAS Reading Proficiency Standards in SY2011-2012

The tables below indicate the percent of our scholars who met or exceeded the DCCAS proficiency standard, by scoring proficient or advanced, on the 2011-2012 DCCAS test.

<b>Subject</b>	<b>Bruce Prep</b>	<b>Parkside Middle</b>	<b>Capitol Hill</b>	<b>Parkside High</b>
<b>Reading</b>	<b>47.4%</b>	<b>41.0%</b>	<b>40%</b>	<b>47%</b>
<b>Math</b>	<b>72.9%</b>	<b>58%</b>	<b>51%</b>	<b>56%</b>

Median Growth Percentile:

Another measure used to capture student achievement data on the DCCAS is the median growth percentile (MGP). This measure examines how much a student's performance has improved from one year to the next relative to his or her academic peers: other students statewide with similar DC CAS test scores in prior years. We value this information because we accept students across multiple grades, many of whom come to us well below grade level. Our MGP data for 2011-2012 is as follows:

<b>Subject</b>	<b>Bruce Prep</b>	<b>Parkside Middle</b>	<b>Capitol Hill</b>	<b>Parkside High</b>
<b>Reading</b>	<b>52%</b>	<b>44%</b>	<b>53%</b>	<b>59%</b>
<b>Math</b>	<b>67%</b>	<b>56%</b>	<b>72%</b>	<b>69%</b>

Both middle schools had significantly better MGP scores for math than reading. This is not surprising given the proficiency rates at each school.

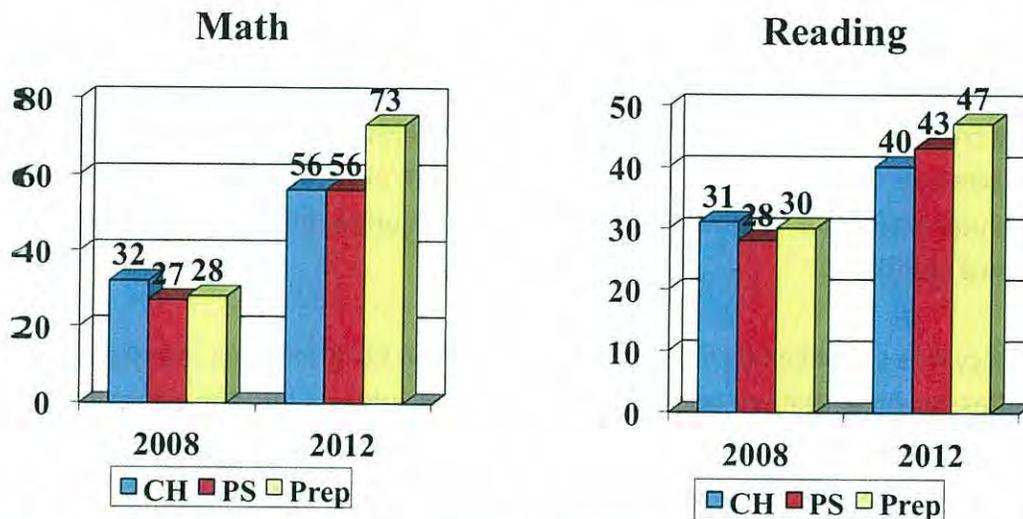
- The scores for math were 56% at Parkside Middle and 62% at Chávez Prep. Examining the grade level breakout for MGP scores at Chávez Prep yields some more interesting insights. While absolute proficiency scores are clearly highest in the 8<sup>th</sup> grade, the MGP scores are highest for 6<sup>th</sup> graders (67%).
- The reading scores were more disappointing. At Chávez Prep they were 52% and at Parkside, they were 44%.

While we are generally pleased that our MGP scores demonstrate that we are outperforming many schools in DC (and some of our math scores are among the very highest in the city) we are particularly disappointed by the reading results of Parkside Middle School. In addition to replacing the Principal of this campus for 2012-2013, we have established a comprehensive literacy strategy to improve reading performance across the system. Additionally, we are putting new interventions in place in 2012-2013, especially for 6<sup>th</sup> graders which we expect will improve these scores.

Both high schools had very impressive MGP scores for math (69% for Parkside High and 72% at Capitol Hill). This is a testament to the excellent work our high schools are doing with scholars who come to Chávez far behind grade level. While the absolute proficiency scores are lower than some schools that have a k-12 model, the MGP scores level the playing field and show we are pushing students to improve on their prior scores. Our ELA scores are not as high as math but still very respectable at 53% at Capitol Hill and 69% at Parkside High.

Summary:

An historical analysis of our students' performance on the DC CAS shows a significant increase in the percent of students scoring proficient or advanced in both math and reading and at each campus since 2008.<sup>3</sup> Each of the three schools has shown tremendous growth in student proficiency in math and reading over the last four years, as the table below shows:



While we are encouraged by this overall trend of improvement we must acknowledge that we saw decreases from the 2011 to 2012 administration in both subjects at all campuses, with the lone exception of reading at Parkside High School.

In reflecting on the school year and planning for 2012-2013, we have identified the following root causes of our 2012 test performance and made the following changes for 2012-2013 with the goal of improving performance:

- 1.) Our English/Language Arts intervention is not sufficient.

*Response:* In addition to intervention programs already in place (i.e. Saturday School, Summer School, 8<sup>th</sup> Period, *My Reading Coach*), Chávez is piloting a Response to

<sup>3</sup> The 2007- 2008 school year is used for our baseline as that was the first year that we had all three campuses in our LEA in operation.

Intervention (RTI) monitoring framework for our 6<sup>th</sup> and 9<sup>th</sup> grade students who are two or more years below grade level in reading. The RTI model involves providing targeted intervention and specialized intervention in literacy for 180 minutes weekly within the regular school day. Essential to this program is continuous monitoring of the student's response to the skills being taught. These courses use the *Read 180* program, a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers. The program leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.

- 2.) We have been making broad curricular and assessment shifts to align with Common Core. *Response:* During the spring and summer of 2012, Chávez revised its curriculum to further align it with the Common Core Standards, include recommendations from the Partnership for Assessment of Readiness for College and Careers, enhance the conceptual and literacy elements, increase vertical and horizontal alignment, and the provide teachers with full unit plans and additional resources. In addition, unit plans were created for related arts classes including Health, Spanish, Art, & Music. Performance tasks were also added to each unit to ensure common assessments for each unit across our system. In addition science courses integrated the Next Generation Science Standards.

Literacy was enhanced by integrating the Common Core's literacy standards for Social Studies, Science, Mathematics, and the Technical subjects into the unit plans for those courses and ensuring all performance tasks connected with the those standards. Writing standards were aligned horizontally in order to allow teachers to coordinate their instruction across the curriculum and organized to match PARCC's recommendations.

To support these curriculum initiatives, Chávez has added capacity to the academic leadership team, as discussed on page 8 of this document.

**Evolution of Goal:**

The DCCAS test was not administered until the 2005-2006 school year. Prior to the adoption of the DCCAS, all DC students were administered the Stanford 9 test. The academic performance goals in our accountability plan for the Stanford 9 read: *Chávez students will make a year or*

more of progress on the SAT-9 reading and math tests, as measured by NCE gains of zero or more.<sup>4</sup>

In 2004-2005 we only had data for our Capitol Hill campus, as the Parkside campus had just opened that year and gain scores were not measurable as they depend on two years of data. At Capitol Hill in 2004-2005, more than half of the student body made a year or more of progress on both tests (77% in reading and 64% in math), with mean NCE scores of 7 in reading and 3 in math. Additionally, our performance exceeded all other open-enrollment DC public high schools in its absolute math performance on the SAT-9 and in its growth on the reading test.

Since the adoption of the DCCAS test in 2005-2006, and even in anticipation of that change, the Chávez Schools curriculum was evolving. During our first decade, our curriculum was based first on the Modern Red Schoolhouse standards and then expanded to include standards recommended from content area experts (i.e. National Council of Teachers of English and National Council of Teachers of Mathematics) and then to the DCPS standards. During this process we were also expanding as a system, first with the creation of a middle school program and the founding of what is now our Parkside Campus in 2004-2005, and again in 2007-2008 with the inception of Chávez Prep. This context is important to understanding the transition from Stanford 9 to the DCCAS and our growth on the DCCAS over the past four years.

We once again revised our curriculum to align with the Common Core standards (CCS) and the recommendations from the Partnership for Assessment of Readiness for College and Careers (PARCC), and are already ahead of the curve in our adoption and alignment process. The Chávez Schools have embraced the CCS and PARCC recommendations because the emphasis that is placed on problem solving, critical analysis, evaluating and using evidence, conceptual knowledge and higher order thinking skills is a perfect platform for building our public policy infused curriculum. This alignment work is discussed previously on page 17 of this document.

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**Category :** Other Student Performance Growth Assessments

**Goals in Charter:** N/A

**Goals in Accountability Plan:**

- 50% of graduating seniors will test at or above grade level on the STAR Test
- 35% of 8<sup>th</sup> graders will test at or above grade level on the STAR Test.

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<sup>4</sup> An NCE score of zero indicated a year's growth.

**Progress to Date:**

In 2007-2008, Chávez replaced the STAR Test with the NWEA Measures of Academic Progress (MAP) test. We administer the MAP reading and mathematics test twice a year to all Chávez scholars in grades six through eleven.<sup>5</sup> 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 DC standards to show scholar 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 MAP test provides normative data permitting Chávez to determine grade-level equivalent of student performance based on a RIT score.

The table below shows the percentage of students meeting their individual growth targets for each campus over a three year period.

Percent of Students Meeting the Growth Goal Set By NWEA 2010 to 2012:

Weighted Percentile Meeting Growth Projection (Reading)			
	2010	2011	2012
Prep	61.6	67.0	58.1
Capitol Hill	66.5	65.7	49.8
Parkside HS	54.5	57.9	32.3
Parkside MS	66.7	26.4	54.6

Weighted Percentile Meeting Growth Projection (Math)			
	2010	2011	2012
Prep	66.5	67.9	70.0
Capitol Hill	62.4	60.8	52.6
Parkside HS	51.5	62.9	46.4
Parkside MS	54.6	32.1	59.3

Of all of our results, the MAP data is the most complicated to assess. Growth is measured from the Fall test to the Spring test. While the data is intended to measure a full academic year, we do not assess students in the first few weeks and we normally do end of year progress about a month before school ends. Also, because the test is adaptive and gets more difficult as students answer correctly, there is a danger in students who have taken multiple high stakes tests in the Spring do not give a full effort on the Spring Map assessment. We believe this is evident at PSHS in 2012 and Parkside MS in 2011. While we get great value out of the Fall map data to determine the math and reading level of students, we are now debating whether to continue to give the Spring Map assessment since schools now have MGP as a measure of growth in both reading and math.

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<sup>5</sup> The MAP only measures student growth through the 11<sup>th</sup> grade.

**Evolution of Goal:**

The Chávez Schools did not have a standardized reading assessment in our initial charter application outside of the state Stanford-9 assessment. We decided to adopt a reading performance test after our fifth year review, in 2002-2003, when we realized that a measure expressing reading goals in terms of grade level proficiency would not be sufficient, since so many of our scholars entered our school significantly behind in reading. We needed an assessment that allowed us to know where our students were when they enrolled and allowed us to measure gains we were making.

Chávez adopted STAR Reading Software from Renaissance Learning, Inc. in 2004, after accountability plan negotiations were complete with DCPCSB, funding was secured, and adequate training was provided. The STAR test is also a computer-based adaptive reading test with questions that vary in difficulty according to the test-taker's history of answers.

We used the STAR test from 2004-2007. Baseline data was collected in September 2004 and the results illustrated the breadth of the challenge we faced – 82% of Chávez high school scholars read below their current grade level, with most scholars two or more grade levels behind (in all grades, at both campuses<sup>6</sup>). Using this test we were able to gauge grade-level increases in reading performance but the test did not provide us with enough information, especially as a predictability tool for the DCCAS.

In 2007-2008, Chávez decided to adopt the MAP test (described above) because it was aligned to DC standards, providing data to help us in adjusting instruction for the DCCAS, and because it also included a mathematics test. Chávez did develop a mission specific goal for the PMF that relates to MAP data, however these goals are not currently actively monitored by DCPCSB.

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**Category:** Advanced Placement Tests

**Goals in Charter:** Over 40% of students will take at least one AP course before graduating.

**Goals in Accountability Plan:** N/A

**Progress to Date/Evolution of Goal:**

In 2011-2012, 38% of Capitol Hill seniors and 34% of Parkside seniors took at least one AP exam, although many took more than one. However, we have moved away from measuring percent of scholars taking an AP course to instead emphasize the percent of scholars scoring a three or higher on the test and thereby qualifying for college credit.

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<sup>6</sup> The Chavez Prep campus did not open until 2007; this discussion pertains to Parkside and Capitol Hill.

Percent of Students Scoring a Three or Higher on AP Exams:

<i>Capitol Hill</i>	<i>Parkside High School</i>
17%	10%

Both of our high school campuses saw an increase in the percent of students scoring a three or higher on AP exams:

- 17% of Capitol Hill scholars scored a 3 or higher in 2011-2012, compared to 7% in 2010-2011 (+10%).
- 10% of Parkside High School scholars scored a 3 or higher in 2011-2012, compared to 0% in 2010-2011 (+10%).

Additionally, DCPCSB has established a different indicator for Advanced Placement test performance under the PMF. This measure is calculated by using the ratio of number of passing scores for the entire population to number of seniors, written as a percentage. Chávez performance in 2011-2012 is as follows:

<i>Capitol Hill</i>	<i>Parkside High School</i>
21	8.5

Chávez recognizes its need to improve performance on AP tests. We believe that the extensive work being done on curriculum to align with the Common Core standards and integrate critical thinking skills will enhance student performance on the AP test, as these skills are more aligned with college-readiness and college-level work. There has also been purposeful infusion in science and history courses of AP/College Board standards. Additionally, Chávez is working on building out Honors course curriculum in key content areas and better defining AP enrollment eligibility and prerequisites. Further, Chávez is committed to providing focused professional development for teachers selected to teach AP courses. Finally, we believe that the SAT Prep classes offered to all juniors in SY11-12 will help build student vocabulary and test-taking confidence, especially around the areas of rigor on these types of assessments that our challenging to our students.

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**Category:** SAT Tests

**Goal in Charter:** Over 30% of students will score above the national average on the SAT.

**Goal in Accountability Plan:** Chávez students will attain competitive scores on the SAT.

**Progress to Date/Evolution of Goal:**

Both the goal in our charter and our accountability plan lack specificity. Chávez shifted our measure to align with the PMF indicator established by DCPCSB. Students meet this indicator if they score 800 or above on the combined math and critical reading portions of the SAT or 16 or higher on the ACT. Chávez performance in 2011-2012 toward this measure is as follows:

<i>Capitol Hill</i>	<i>Parkside High School</i>
44%	43 %

Capitol Hill seniors had a slight decrease in the number of students meeting the indicator this year while Parkside seniors had a significant increase from 2011.

- In 2011, 47.2% of Capitol Hill students met the indicator, compared to 43.8% in 2012 – a decrease of 3.4%.
- In 2011, 30.4% of Parkside High School students met the indicator, compared to 43.2% in 2012 – a gain of 12.8%.

Due to the addition of a mandatory SAT Prep class for all juniors in SY11-12 on Wednesday afternoon through a partnership with Kaplan K-12 Education Services, we believe that we will see larger increases at both high schools next year (since the SY12-13 seniors have the benefit of this class, unlike years past).

**Category:** PSAT

**Goals in Charter:** N/A

**Goals in Accountability Plan:** N/A

**Progress to Date/Evolution of Goal:**

Chávez did not adopt a specific goal related to the PSAT and viewed it more as a score predictability measure and tool for our SAT performance. However, a PSAT indicator has been included in the DCPCSB PMF. Students meet this indicator if they score 80 or above on the combined math and critical reading portions of the PSAT. Chávez performance in 2011-2012 is as follows:

<i>Capitol Hill</i>	<i>Parkside High School</i>
48%	45.9%

Juniors at both campuses improved performance toward the PSAT indicator in 2012.

- In October 2010, 29.8% of Capitol Hill juniors met the indicator, compared to 48% in October 2011 – a gain of 18.4%.
- In October 2010, 15.5% of Parkside High School juniors met the indicator, compared to 45.9% in October 2011 – a gain of 30.4%.

***Performance of Special Populations:***

Chávez serves a culturally, linguistically, and academically diverse student body, and is committed to helping every scholar succeed. To ensure that all scholars meet our rigorous standards, Chávez provides a variety of student support services and programs (e.g., mental health specialists and social workers), adapts courses to address the wide range of abilities amongst our scholars, implements an inclusion model for special needs scholars and those with limited English proficiency, and operates a three-week mandatory summer school program. Chávez is committed to a mainstreaming model for both ELL and scholars with special needs, fostering supportive relationships between scholars and adults, and maintaining a school environment that is safe and conducive to scholar learning. Performance data for these populations on the 2011-2012 DCCAS is provided below.

Percentage of Special Education Scholars Scoring Proficient or Advanced, 2011-2012:

<b><i>Subject</i></b>	<b><i>Chávez Prep</i></b>	<b><i>Parkside Middle</i></b>	<b><i>Capitol Hill</i></b>	<b><i>Parkside High</i></b>
<b>Reading</b>	<b>13.8%</b>	<b>17%</b>	<b>19%</b>	<b>6.3%</b>
<b>Math</b>	<b>41.4%</b>	<b>22.9%</b>	<b>38.1%</b>	<b>12.5%</b>

Chávez Schools continued to implement a modified inclusion model to serve scholars with disabilities. There are, at each campus, special education teachers who work in the regular education classrooms as co-teachers—providing accommodations to the special education scholars and instructional planning assistance to the general education teacher. Additional support is provided by the Director of Special Education, licensed Social Workers, and contractors who work closely with Special Education Coordinators to provide speech and language services and occupational therapy.

Percentage of English Language Learners Scoring Proficient or Advanced, 2011-2012<sup>7</sup>:

<b><i>Subject</i></b>	<b><i>Chávez Prep</i></b>
<b>Reading</b>	<b>27.4%</b>
<b>Math</b>	<b>59.3%</b>

<sup>7</sup> ELL data is only provided for our Chavez Prep campus. Our other campuses do not have a large enough subgroup for reporting.

At each of our campuses, we have ensured that we have hired professionals who are highly trained in teaching English to speakers of other languages. These ELL teachers work with both scholars and teachers to ensure that our scholars get the best support day in and day out. At Chávez we implement a pull-out model in some classes, where the ELL teacher pulls individual scholars to provide individualized language services; and we practice a push-in model as well, where the ELL teacher works inside the classroom to assist multiple ELL scholars who need academic support on a daily basis. Combining these two models provides the best possible support for our ELL scholars. Tutoring services round up a full supportive environment where our ELL scholars can thrive.

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### ***Criterion 3: Compliance with Applicable Laws***

#### General Laws

The Chávez Schools have consistently complied with all applicable laws during our 1998-2013 charter term, including those pertaining to Health and Safety, Enrollment Data, Maintenance and Dissemination of Student Records, Compulsory Attendance Laws, Title I of the Improving America's Schools Act, Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia, Special Education, and all other applicable laws.

During our first 15 years, there have been two instances in which we had to work closely with DCPCSB to remedy concerns – aligning with new citywide graduation requirement policies and after the 10 year review when we were placed under conditions for continuance of our charter.

#### **Graduation Requirements:**

In May 2007, new citywide graduation requirements approved by the DC Board of Education took effect for all entering high school freshman. Prior to the adoption of these policies, the graduation requirements for the Chávez Schools were approved by DCPCSB in 2003 that only required 21.5 credits. By 2007, the Parkside Campus was requiring students to graduate with 23.5 credits but Capitol Hill was cited for only graduating students with 21.5 credits. Chávez responded quickly and upped the requirement at Capitol Hill to 23.5 credits for scholars in the classes of 2008, 2009, and 2010. This also raised the issue of alignment across the two high school campuses in terms of course offerings and sequencing, which would become a part of the conditions of continuance. To address these issues, Chávez took the following actions:

- Starting with the class of 2011, who were freshmen in 2007, both Chávez campuses revamped the academic program and schedule to align with the new citywide standards. In the fall of 2009, Chávez submitted new requirements to DCPCSB which

were approved on June 24, 2010. We worked closely with DCPCSB to navigate how to include community service hours and the unique components of our public policy program. The approved graduation requirements are included as Appendix A.

- Beginning in the 2008-2009, Chávez began the work of aligning our curriculum across the system and ensuring the integration of public policy, especially at our high schools. Both high schools introduced a seven-period schedule and adopted a common family/scholar handbook as well as operational and instructional manuals for faculty. We added a Director of Curriculum to our home office team who oversaw the alignment of course materials, scope and sequences, and syllabi. In 2009-2010 we adopted common mid-term and final assessments, and in 2010-2011 we adopted common quarterly interims. Our course catalog was aligned as part of this process, although it took a few years to complete this process as we had to grandfather in exceptions for students who had enrolled prior to and during this transition. The current course catalog was submitted to Epicenter as of 10/15/2012.

#### **Conditions of Continuance:**

In January 2009 as part of the ten year charter review process the Chávez Schools were given a notice of conditional continuance by DCPCSB based on performance data and reports from on-site performance reviews that indicated that Chávez had limited development in fifteen areas and inadequate development in two areas of the rubric. This quickly became a priority focus area for our work and over the next year, the Chávez Schools worked diligently to satisfy the twenty-six conditions. In the following year, 2009-2010, the DCPCSB site reviews only identified two areas as limited development and none as inadequate. As a result, the DCPCSB voted unanimously in February 2010 to lift the notice of conditional continuance. A chart outlining the specific conditions, actions taken, and results as it relates to the conditions of continuance is included as Appendix B.

The conditions of continuance and the subsequent work has put the Chávez Schools on the right trajectory, especially as it relates to the development of our curriculum. The Chávez Schools are positioned to be leaders in the shift to the Common Core standards and PARCC assessments. We are optimistic about what the next fifteen years will allow us to do in terms of fulfilling our mission to provide all scholars a high quality education that prepares them to succeed in competitive colleges and to make a positive difference in the world.

## Financial Laws

The financial management procedures of the Chávez Schools are in compliance with SRA 38-1802.04©(11)(ix) and (xi). Chávez employs an outside audit firm that is on the approved auditor list from the DCPCSB and has been approved by its board of directors. The audit firm conducts the annual audit in accordance with the audit guidelines established by DCPCSB. The annual audit meets the guideline for reporting and presentation, revenues and expenses, assets, liabilities and net asset and all other DCPCSB reporting requirements.

Chávez employs both a Director of Finance and Senior Accountant to oversee its day to day accounting operation. In addition, Chávez engages the services of an outside accounting firm to assist with preparation of the monthly financial statements and account reconciliations.

Chávez follows DCPCSB guidelines for sound and transparent fiscal management policies and procedures, including policies and procedures that establish internal controls, segregation of duties, authorization and approval levels, reconciliation and review standards and procurement procedures.

Chávez follows DCPCSB guidelines for recording donations and federal funds and complies with all federal reimbursement requirements. Chávez uses restricted funds in the manner outlined by the contributor.

Attached (Appendix C) is a list of vendors for 2011 and 2012 with spending over \$25,000.



**Appendix A:  
Graduation Requirements**





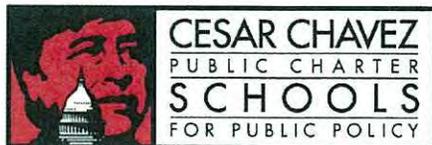


## Graduation Requirements (2011 and beyond)

Chavez Schools High School Courses	Number of Carnegie Units
<b>English</b>	4
<b>Mathematics</b> <i>To include Algebra I, Geometry, Algebra II.</i>	4
<b>Science</b> <i>To include Biology, Chemistry and 1 additional lab sciences.</i>	4
<b>History/Social Studies</b> <i>To include World History I &amp; II, DC History, US Government, and US History.</i>	4
<b>World Language</b> <i>To include at least 2 consecutive years of the same language.</i>	3
<b>Health &amp; Physical Education</b>	1.5
<b>Art</b>	0.5
<b>Music</b>	0.5
<b>Career and Technical Education (CTE)</b> <i>To include Community Action Project (.25), Fellowship (.5)^, and Thesis (1).</i> <b>PLUS EITHER</b> <b>(A.)</b> .25 credit in Capstone (for those with .5 Fellowship credit) <b>(B.)</b> .5 credit in Foundations in Public Policy. <b>(C.)</b> .5 credit in CTE designated elective (see course matrix) <b>(D.)</b> Credit in core content area AP course or HISCIP program participation. <i>(Scholars meeting Option D must earn 2.0 general elective credits to meet 25 credit req.)**</i>	2
<b>Electives**</b>	1.5
<b>TOTAL Carnegie Units Required for a Chavez Diploma</b>	<b>25</b>
<b>Community Service Hours</b>  <i>All Chavez scholars earn 15 hours of Community Service hours upon completion of a Capstone and Community Action Project and 45 hours upon completion of Fellowship. Scholars are responsible for an additional 25 hours (or 40 hours total, if they do not do a Capstone) of community service.</i>	<b>100</b>



**Appendix B:**  
**Conditions of Continuance Chart**





**Current Status of Progress towards 100% Completion on 56 Action Plans:**

21 action plans Completed (✓)

35 action plans that are both completed (✓) and ongoing (part of the action plans were done in August at the teacher training (20 action plans), and ‘ongoing’ refers to weekly, monthly and or quarterly follow-ups).

**1. CURRICULUM**

Parkside Campus

<b>Implement the stated vision to create a comprehensive curriculum in all grades and subjects.</b>		<b>STATUS</b>
		<b>Check for</b>
		<b>Completion ✓</b>
	<b>July 2009</b>	
Director of Curriculum & Instruction, Principals, and Sue Walsh from BES Teachers	Will work jointly on finalizing curriculum framework, and curriculum expectations and guidelines for the Chávez high schools	<b>Completed (✓)</b>
	<b>August 2009</b>	
	Teachers will create a comprehensive curriculum, using common planning templates (for scope and sequences for all courses, unit plans and weekly plans), and using guidelines set forth in July, 2009	<b>Completed (✓)</b>
	<b>July 2009</b>	
PARKSIDE MIDDLE SCHOOL Lead Teachers	Have already completed curriculum work for English, math, social studies and science	<b>Completed (✓)</b>
<b>Include Public Policy themes in the scope and sequence.</b>		
	<b>August 2009</b>	
Public Policy director/coordinator and Teachers	Public Policy director/coordinator will work with teachers to incorporate public policy skills and specific public policy themes in scope and sequences	<b>Completed (✓) and Ongoing</b>
	<b>August 2009</b>	
Teachers	Teachers will incorporate public policy skills and specific public policy themes in scope and sequences	<b>Completed (✓) and Ongoing Quarterly</b>
	<b>Quarter 1</b>	<b>Quarter 1</b>
	Teachers will assess students' public policy skills on Interim Exam	Teachers will assess students' public policy skills on Interim Exam
	<b>Quarter 2</b>	<b>Quarter 2</b>
	Teachers will assess students' public policy skills on Interim Exam	Teachers will assess students' public policy skills on Interim Exam
	<b>Quarter 3</b>	<b>Quarter 3</b>
	Teachers will assess students' public policy skills on Interim Exam	Teachers will assess students' public policy skills on Interim Exam
	<b>Quarter 4</b>	<b>Quarter 4</b>
	Teachers will assess students' public policy skills on Interim Exam	Teachers will assess students' public policy skills on Interim Exam

Public Charter Schools Board: Conditions for Continuance for the Chávez Schools and Actions Chart

Public Policy Director and Teachers	Public Policy Director will work closely with teachers to compile quarterly reports, which will consist of lesson plans across the curricula that integrate public policy skills, across grade-levels, and across campuses. <b>July and August 2009</b>	Ongoing Monthly				
PARKSIDE MIDDLE SCHOOL Lead Teachers	Have attended a summer institute at the Center for Civics Education. They will introduce various aspects of public policy into the curriculum: They will integrate into the curriculum what public policy is, they will have students research topics, and complete public policy projects (students will go through this process twice).	Completed (✓) and Ongoing Weekly				
<b>Mandate and monitor grade-level and subject-area planning time</b>						
Home Office	<b>July 2009</b> Home office has created a yearly calendar with mandated grade-level and subject-area planning times, on a weekly basis. These common planning times are during ChALC (Chávez Adult Learning Communities), which serve as planning by Grade Level.	Completed (✓) and Ongoing Weekly				
Principal, Vice Principal, Department Chairs and Teachers	<b>2009-2010 School Year (weekly meetings)</b> Vice Principal and Department Chairs will ensure that grade-level and subject-area planning times focus on student instructional needs (minutes from meetings, and curricular deliverables expected).	Ongoing Weekly				
<b>Plan for supplemental resources to be ordered and delivered in a timely fashion.</b>						
Director of Curriculum & Instruction, Principals, vice Principal, and Department Chairs	<b>July 2009</b> Verification that curricular/supplemental materials have been ordered for '09-'10 for English, Science, mathematics, and social studies (namely textbooks, lab materials, student workbooks, 20 additional computers for student use & student agendas for writing down homework). See new schedule below for 2009-2010SY.	Completed (✓)				
Department Chairs	<table border="1"> <tr> <td><b>August 15, 2009</b> Department Chairs submit final requests for educational materials (mainly textbooks and reusable materials) for the 2009-2010SY.</td> <td><b>October 15, 2009</b> Department Chairs submit additional educational materials requests, if needed, based on our final enrollment roster on October 5, 2009.</td> <td><b>December 15, 2009</b> Department Chairs submit requests for educational materials for courses taught during the 2nd Semester only.</td> <td><b>June 15, 2010</b> Department Chairs submit requests to replace lost, damaged, or new educational materials, including textbooks.</td> </tr> </table>	<b>August 15, 2009</b> Department Chairs submit final requests for educational materials (mainly textbooks and reusable materials) for the 2009-2010SY.	<b>October 15, 2009</b> Department Chairs submit additional educational materials requests, if needed, based on our final enrollment roster on October 5, 2009.	<b>December 15, 2009</b> Department Chairs submit requests for educational materials for courses taught during the 2nd Semester only.	<b>June 15, 2010</b> Department Chairs submit requests to replace lost, damaged, or new educational materials, including textbooks.	Completed (✓) and Ongoing
<b>August 15, 2009</b> Department Chairs submit final requests for educational materials (mainly textbooks and reusable materials) for the 2009-2010SY.	<b>October 15, 2009</b> Department Chairs submit additional educational materials requests, if needed, based on our final enrollment roster on October 5, 2009.	<b>December 15, 2009</b> Department Chairs submit requests for educational materials for courses taught during the 2nd Semester only.	<b>June 15, 2010</b> Department Chairs submit requests to replace lost, damaged, or new educational materials, including textbooks.			
Department Chairs, Teachers, Vice Principals, and Director of Curriculum & Instruction	<b>July and early August 2009</b> Will meet to assess additional supplemental resources needs, and request additional/supplemental resources for the beginning of school (8-31-09). The deadline to order curricular materials is scheduled to be on 8-21-09.	Completed (✓)				

Public Charter Schools Board: Conditions for Continuance for the Chávez Schools and Actions Chart

	<b>July 31, 2009</b>	<b>Completed (✓)</b>
PARKSIDE MIDDLE SCHOOL	Will order class sets of Worldly Wise, Elements of Literature, and History Alive! (The United States and Geography and Regions)	
<b>The home office should work closely with school personnel to ensure that 21st technology and corresponding professional development are available to all teachers.</b>		
<b>As of July 2009</b>		
Home Office and Technology Director	As of July 2009, there are 60 computers available just to students, and an additional 20 are only available to teachers and staff. The computers are available to whole classes (whenever reserved by teachers), to students after school from 3:00 to 5:00 p.m., and for teachers, they are available during their planning periods.	<b>Completed (✓)</b>
<b>July 31, 2009</b>		
PARKSIDE MIDDLE SCHOOL (Principal)	Will order 22 LCD Projectors for teacher use to integrate technology in the classroom. These LCD Projectors will be shared with the high school.	<b>Completed (✓)</b>
<b>August 2009</b>		
Director of Technology	<p>Will provide technology training for all teachers with respect to our PowerSchool online grading system, the Chávez e-mail system, the H://Drive where curriculum materials are readily available, the use of LCD projectors for in-class instruction, and training on highly advanced, multiple uses of photocopying machines, for better, more presentable handouts for classroom use.</p> <p><b>Throughout the '09-'10 School Year</b>                  With help from Home Office, the Director of Technology will broaden technology training expectations for all teachers, quarterly. Teachers will be required to attend one of the quarterly trainings set forth by the Technology Director.</p>	<b>Completed (✓) and Ongoing Quarterly</b>
<b>Develop a system to continually reflect on and modify curriculum once assessment data is available.</b>		
<b>October 2009</b>		
Principals, Vice Principals and Department Chairs	Will review and devise a system to continually (every 6-7 weeks) reflect on, and modify curriculum, based on assessment data (namely: A standards-mastery tracking spreadsheet for interim exam analysis, which is used quarterly, and a document to plan and modify curriculum, based on the assessment results of each quarter).	<b>Completed (✓)</b>
<b>Every 6-7 Weeks</b>		
PARKSIDE MIDDLE SCHOOL Teachers	Will conduct Interim Exams Analysis with the assistance of <b>Achievement Network</b> . The 6-7 week cycles will allow for the re-teaching of standards missed in between cycles, and after analyzing assessments.	<b>Ongoing, 6-7 Week Cycles</b>

Public Charter Schools Board: Conditions for Continuance for the Chávez Schools and Actions Chart

	<b>August 2009</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Ongoing Quarterly</b>
<b>Teachers</b>	Will learn to use the documents mentioned above (interim analysis spreadsheet to modify curriculum, using data from the last school year ('08-'09).	After the Quarterly Interim Assessments, teachers revise curriculum to plan for the next quarter, based on students' needs	After the Quarterly Interim Assessments, teachers revise curriculum to plan for the next quarter, based on students' needs	After the Quarterly Interim Assessments, teachers revise curriculum to plan for the next quarter, based on students' needs	

**Bruce-Preparatory Campus**

<b>Ensure that teachers adhere to the scope and sequence of lessons with strategies to address students' different learning styles and abilities.</b>					
	<b>School Year 2009-2010</b>				
<b>Principal and Vice Principal</b>	Will ensure that teachers are adhering to the scope and sequence, through observations, and through verification that teachers are doing weekly planning, and that the documents are submitted to the H:/Drive where these documents are readily available to teachers, vice principal, principal and director of curriculum and instruction for review.				
<b>Include a column in the curriculum framework for each sub-standard to address strategies, materials, and alternative lessons for struggling students, ELL, and students with special needs.</b>					
	<b>School Year 2008-2009 and 2009-2010</b>				
<b>Teachers</b>	Teachers have added differentiated strategies to the curriculum framework, to address the needs of ELLs and students with Special Needs, students who struggle, and have started to develop these curricular materials for '09-'10				
<b>Provide teachers with research-based instructional materials, resources and corresponding professional development to enhance the development of a comprehensive curriculum.</b>					
	<b>School Year 2009-2010</b>				
<b>Home Office, Middle Schools' Principals and Instructional Leaders</b>	Have partnered with <b>Achievement Network</b> for assessments and analysis professional development. Instructional and assessment materials have been purchased and more materials will be purchased for this upcoming school year. This partnership will provide our teachers professional development all year.				
	<b>Completed (✓) and Ongoing Quarterly Assessments, and 6-7 Week Cycle</b>				

Public Charter Schools Board: Conditions for Continuance for the Chávez Schools and Actions Chart

Home Office	<p><b>October 2009</b>                  Teachers have been referred to a research-based educational materials website that has incredible resources, by the Verizon Foundation (<a href="http://www.thinkfinity.org">www.thinkfinity.org</a>). Thinkfinity.org is the cornerstone of Verizon Foundation's literacy, education and technology initiatives. Their goal is to improve student achievement in traditional classroom settings and beyond by providing high-quality content and extensive professional development training.</p>	Completed (✓)						
	<p><b>Dedicate and structure particular time throughout the school year to review, update, and continue curriculum development and coordination. Be sure to document all curriculum changes in a timely and systematic way.</b></p>							
Teachers	<p>Every 6-7 Weeks</p> <p>Will conduct Interim Exams Analysis with the assistance of <b>Achievement Network</b>. The 6-7 week cycles will allow for the re-teaching of standards missed in between cycles, and after analyzing assessments.</p>	Completed and Ongoing, 6-7 Week Cycles						
Teachers	<p><b>School Year 2008-2009</b></p> <p>Reviewed classroom curricula, at least quarterly, after each scheduled assessment.</p>	Completed (✓)						
Teachers	<p><b>August 2009</b></p> <p>Will revisit the documents required for the modification and updating of curriculum, using data from the last school year ('08-'09); such as DCCAS and MAP Tests</p> <table border="1" data-bbox="764 306 1055 989"> <tr> <td data-bbox="764 989 812 1365"><b>Quarter 1</b></td> <td data-bbox="812 989 893 1365">After the Quarterly Interim Assessments, teachers revise curriculum to plan for the next quarter, based on students' needs</td> </tr> <tr> <td data-bbox="893 989 974 1365"><b>Quarter 2</b></td> <td data-bbox="974 989 1055 1365">After the Quarterly Interim Assessments, teachers revise curriculum to plan for the next quarter, based on students' needs</td> </tr> <tr> <td data-bbox="1055 989 1136 1365"><b>Quarter 3</b></td> <td data-bbox="1136 989 1218 1365">After the Quarterly Interim Assessments, teachers revise curriculum to plan for the next quarter, based on students' needs</td> </tr> </table>	<b>Quarter 1</b>	After the Quarterly Interim Assessments, teachers revise curriculum to plan for the next quarter, based on students' needs	<b>Quarter 2</b>	After the Quarterly Interim Assessments, teachers revise curriculum to plan for the next quarter, based on students' needs	<b>Quarter 3</b>	After the Quarterly Interim Assessments, teachers revise curriculum to plan for the next quarter, based on students' needs	Completed (✓)  Ongoing Quarterly
<b>Quarter 1</b>	After the Quarterly Interim Assessments, teachers revise curriculum to plan for the next quarter, based on students' needs							
<b>Quarter 2</b>	After the Quarterly Interim Assessments, teachers revise curriculum to plan for the next quarter, based on students' needs							
<b>Quarter 3</b>	After the Quarterly Interim Assessments, teachers revise curriculum to plan for the next quarter, based on students' needs							

Public Charter Schools Board: Conditions for Continuance for the Chávez Schools and Actions Chart

2. Instruction

Parkside Campus

<b>Provide professional development for integration of technology.</b>		<b>STATUS</b>
<b>August 2009</b>		<b>Check for</b>
Will provide technology training for all teachers with respect to our PowerSchool online grading system, the Chávez e-mail system, the Hi/Drive where curriculum materials are readily available, and the use of LCD projectors for in-class instruction.		<b>Completion</b>
		√
<b>Structure professional development to include teacher-differentiated workshops that address hands-on learning and differentiation instruction for students, and offer follow up throughout the school year.</b>		
<b>July 2009</b>		
Principals and Instructional Leaders	Are attending a “Train the Trainers”, three-day professional development conference in New York, presented by <b>Uncommon Schools</b> , on the <b>Taxonomy of Learning</b> , targeting all learners in a diverse classroom.	<b>Completed (√)</b>
<b>August 2009</b>		
Teachers	Teachers are scheduled to learn multiple strategies from the Uncommon Schools training, directly from the principals and instructional leaders, and all teachers are expected to implement effective classroom strategies in their classrooms throughout the school year.	
	<b>Quarter 1</b> Each quarter, teachers will report on the success of at least 3 “Uncommon Schools Strategies” and their success in class	
	<b>Quarter 2</b> Each quarter, teachers will report on the success of at least 3 “Uncommon Schools Strategies” and their success in class	
	<b>Quarter 3</b> Each quarter, teachers will report on the success of at least 3 “Uncommon Schools Strategies” and their success in class	<b>Completed (√) and Ongoing Quarterly</b>
<b>Time should be designated to collaboratively plan for interventions using data.</b>		
<b>School Year 2009-2010</b>		
Instructional Leaders and Teachers	The yearly calendar has designated weekly meetings, during CHALC (Chávez Adult Learning Communities) which are used for the sole purpose of teachers coming together and plan collaboratively, using student data to improve student achievement.	<b>Completed (√) and Ongoing Weekly</b>
<b>September 2009</b>		
Technology Director, Vice Principal and Principal	Provide teachers student data for teacher use: DCCAS scores, MAP Test results, and final exam passing rates for planning.	<b>Completed (√)</b>

Public Charter Schools Board: Conditions for Continuance for the Chávez Schools and Actions Chart

	August Planning	Quarter 1	Quarter 2	Quarter 3	Completed (√) and Ongoing Quarterly
Teachers	Teachers use student data to plan for the year	Teachers revisit plans, with new data after quarter 1 (for quarter 2). Teachers will turn in a 6 week plan and an interim analysis spreadsheet	Teachers revisit plans, with new data after quarter 2 (for quarter 3). Teachers will turn in a 6 week plan and an interim analysis spreadsheet	Teachers revisit plans, with new data after quarter 3 (for quarter 4). Teachers will turn in a 6 week plan and an interim analysis spreadsheet	
<b>Formalize and schedule reading program for low-level readers.</b>					
	<b>July and August 2009</b>				
PARKSIDE MIDDLE SCHOOL Reading Specialist	During the 2008-2009 school year, the Academic Office and campus leaders implemented a pilot reading program. The Home office and campus are reviewing the results of the program to make final decisions for the 2009-2010 academic year.				
	<b>School Year 2009-2010</b>				
Reading Specialist & Teachers	Will track students' reading progress by performing quarterly assessments and adjusting to the student zone of proximal development.				

**Bruce Preparatory Campus**

<b>Thoroughly research strategies included in differentiated instruction and provide staff with professional development to enhance their pedagogy.</b>					
	<b>July and August, 2009 (and throughout the school year 2009-2010)</b>				
Home Office	Has contacted the Association for Supervision of Curriculum Development (ASCD) to set-up professional development sessions (tailored workshops) for our teachers and curriculum leaders, to enhance differentiated instruction strategies and techniques. This will start in August and will continue throughout the year, bi-monthly.				
	<b>School Year 2009</b>				
Teachers	Will include differentiation strategies in their weekly planning, throughout the school year. The ASCD will conduct observations and provide coaching to teachers.				
<b>Address learner needs specifically in math and reading (consider regrouping).</b>					
	<b>July 2009</b>				
Home Office and Principal	Will review educational outcomes from this grouping strategy, which is utilized by some of the highest performing middle schools in the country. A report will be provided by August 31, 2009.				

Public Charter Schools Board: Conditions for Continuance for the Chávez Schools and Actions Chart

<b>Address instructional rigor when developing a long-term yearly professional development plan.</b>				
	<b>July 2009</b>			
Principals and Instructional Leaders	<p>Are attending a "Train the Trainers", three-day professional development conference in New York, presented by <b>Uncommon Schools</b>, on the <b>Taxonomy of Learning</b>, targeting all learners in a diverse classroom. Techniques of rigorous questioning in the classroom are key in the training, as the experts present the techniques and demonstrate how successful they are in actual classroom videos.</p>			<b>Completed (✓)</b>
	<b>August 2009</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>
Teachers	<p>Teachers are scheduled to learn multiple strategies from the Uncommon Schools training, directly from the principals and instructional leaders, and all teachers are expected to implement effective rigorous questioning in their classrooms, throughout the school year.</p>	<p>Each quarter, teachers will specifically report on the success of the rigorous questioning "Uncommon Schools Strategy" and its success in class by reducing the number of students who refuse to answer on first call</p>	<p>Each quarter, teachers will specifically report on the success of the rigorous questioning "Uncommon Schools Strategy" and its success in class by reducing the number of students who refuse to answer on first call</p>	<p>Each quarter, teachers will specifically report on the success of the rigorous questioning "Uncommon Schools Strategy" and its success in class by reducing the number of students who refuse to answer on first call</p>
				<b>Completed (✓) and Ongoing Quarterly</b>
<b>Build on current reading strategies and initiatives to develop a reading across the curriculum program that addresses adolescent's literacy needs.</b>				
	<b>School Year 2008-2009 and August 2009</b>			
Reading Specialist, Principal, & Director of Curriculum	<p>Will review the reading program that was implemented in 2008-2009, across the curriculum. The program will be revised for the 2009-2010 school year. For ESL students and low-readers the Wilson Reading Program will be implemented (pull-out services will be conducted, per day to work on improving reading skills). In addition, students will have 20 minutes of silent sustained reading per day to improve their reading skills.</p>			<b>Completed (✓) and Ongoing</b>

Public Charter Schools Board: Conditions for Continuance for the Chávez Schools and Actions Chart

Capitol Hill Campus

<b>Provide professional development around a clearly articulated instructional philosophy that addresses the needs of diverse learners.</b>			
	<b>July 2009</b>	Are attending a "Train the Trainers", three-day professional development conference in New York, presented by <b>Uncommon Schools</b> , on the <b>Taxonomy of Learning</b> , using a rigorous instructional philosophy targeting diverse learners in a diverse classroom. Techniques for all learners in the classroom are key in the training, as the experts present the techniques and demonstrate how successful they are in actual classroom videos.	
Principals and Instructional Leaders	<b>August 2009</b>	<b>Quarter 1</b> Each quarter, Department Chairs and Principals will report on the success of 2-3 "Uncommon Schools training, directly from the principals and instructional leaders, and all teachers are expected to implement these effective classroom strategies in their classrooms throughout the school year.	<b>Quarter 2</b> Each quarter, Department Chairs and Principals will report on the success of 2-3 "Uncommon Schools Strategies" and their success in class, as observed by student engagement and student achievement results from quarter to quarter.
Teachers, Department Chairs and Principals		<b>Quarter 1</b> Each quarter, Department Chairs and Principals will report on the success of 2-3 "Uncommon Schools Strategies" and their success in class, as observed by student engagement and student achievement results from quarter to quarter.	<b>Quarter 3</b> Each quarter, Department Chairs and Principals will report on the success of 2-3 "Uncommon Schools Strategies" and their success in class, as observed by student engagement and student achievement results from quarter to quarter.
		<b>Completed (√)</b>	
<b>Address the need for more structured cooperative learning activities as part of the school's professional development in lesson design, and match instructional strategies to the needs of a diverse population.</b>			
	<b>School Year 2008-2009</b>	Attended a two-day training on the " <b>Workshop Model</b> ", sponsored by <b>PEBC</b> (Public Education Business Coalition) in Denver, for cooperative learning. The idea behind the workshop model is that the students do the work, instead of the teacher. The workshop model allows for structured time for students to engage in thinking, learning and conferring with each other and with the teacher, and on debriefing on their own learning. These academic leaders began to implement the workshop model in some classroom with success, and the idea is to make it more of a school-wide effort.	
Literacy Coordinator and Mentor Teachers	<b>August 2009</b>	Will present workshops, on The Workshop Model, to all teachers with the expectation that teachers will implement this practice in their classroom throughout the school year.	
Department Chairs and Lead Teachers		<b>Completed (√)</b>	
		<b>Completed (√)</b>	

Public Charter Schools Board: Conditions for Continuance for the Chávez Schools and Actions Chart

<b>Investigate effective methods of classroom management and provide professional development on those methods.</b>		
	<b>August 2009</b>	
Academic Department in the Home Office	Has selected the texts, “Tools for Teaching” and “Well Managed Classrooms” as the core classroom management references. These will be part of teacher professional development in August.	Completed (√)
<b>Provide professional development on the art of questioning, and monitor teacher questioning in the classroom to ensure a rigorous environment.</b>		
	<b>July 2009</b>	
Principals and Instructional Leaders	Are attending a “Train the Trainers”, three-day professional development conference in New York, presented by <b>Uncommon Schools</b> , on the <b>Taxonomy of Learning</b> , targeting all learners in a diverse classroom. Techniques of rigorous questioning in the classroom are key in the training, as the experts present the techniques and demonstrate how successful they are in actual classroom videos.	Completed (√)
	<b>August 2009</b>	
Teachers and Principals	Teachers are scheduled to learn multiple strategies from the Uncommon Schools training, directly from the principals and instructional leaders, and all teachers are expected to implement effective questioning techniques in their classrooms throughout the school year.	Completed (√) and Ongoing Quarterly
	<b>Quarter 1</b>	
	Each quarter, teachers and Principals will report on the success of the art of questioning “Uncommon Schools Strategy” and its success in class, by reporting on the increase number who answer on first call	
	<b>Quarter 2</b>	
	Each quarter, teachers and Principals will report on the success of the art of questioning “Uncommon Schools Strategy” and its success in class, by reporting on the increase number who answer on first call	
	<b>Quarter 3</b>	
	Each quarter, teachers and Principals will report on the success of the art of questioning “Uncommon Schools Strategy” and its success in class, by reporting on the increase number who answer on first call	

Public Charter Schools Board: Conditions for Continuance for the Chávez Schools and Actions Chart

3. Assessment

Parkside Campus

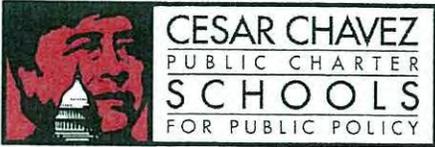
		STATUS	
		Check for	Completion
		√	
<b>As part of the professional development process to support full implementation of the interim assessment system, develop templates for teachers to use as action plans for re-teaching.</b>			
	<b>September 2009</b>		
Teachers	Will get training on using <b>interim analysis spreadsheet</b> for tracking student progress on mastering standards. Teachers will also use the <b>6-week plan</b> to identify students with greatest needs, and what will be done to help them, and to also identify standards that need to be re-taught, during the next quarter.	<b>Completed (√)</b>	<b>and Ongoing Quarterly</b>
	<b>Every 6-7 Weeks</b>		
PARKSIDE MIDDLE SCHOOL Teachers	Will conduct Interim Exams Analysis with the assistance of <b>Achievement Network</b> . The 6-7 week cycles will allow for the re-teaching of standards missed in between cycles, and after analyzing assessments.	<b>Ongoing, 6-7 Week Cycles</b>	
<b>Teachers should receive professional development on formative assessment strategies to be implemented as part of the lesson cycle.</b>			
	<b>July 2009</b>		
Principals and Instructional Leaders	Are attending a "Train the Trainers", three-day professional development conference in New York, presented by <b>Uncommon Schools</b> , on the <b>Taxonomy of Learning</b> , targeting all learners in a diverse classroom. Techniques around checking for understanding, and formative assessment, in the classroom are key in the training. The experts present the techniques and demonstrate how successful they are in actual classroom videos.	<b>Completed (√)</b>	
	<b>August 2009</b>		
Teachers	Teachers are scheduled to learn multiple strategies from the Uncommon Schools training, directly from the principals and instructional leaders, and all teachers are expected to implement effective classroom strategies as they relate to formative assessment in their classrooms throughout the school year.	<b>Quarter 1</b> Each quarter, teachers will report on the success of checking for understanding "Uncommon Schools Strategy" and its success in class, by increasing the number of students the teacher calls for checking understanding, from quarter to quarter	<b>Quarter 2</b> Each quarter, teachers will report on the success of checking for understanding "Uncommon Schools Strategy" and its success in class, by increasing the number of students the teacher calls for checking understanding, from quarter to quarter
	<b>Quarter 3</b>		
		<b>Quarter 3</b> Each quarter, teachers will report on the success of checking for understanding "Uncommon Schools Strategy" and its success in class, by increasing the number of students the teacher calls for checking understanding, from quarter to quarter	<b>Completed (√)</b>

Public Charter Schools Board: Conditions for Continuance for the Chávez Schools and Actions Chart

**Bruce Preparatory Campus**

<b>Develop and maintain data analysis processes as part of an ongoing professional development cycle</b>			
<b>School Year 2008-2009</b>			
	<b>August 2009</b>	<b>Quarter 1</b>	<b>Quarter 2</b>
<b>Teachers</b>	Extensive data analysis and instructional planning occurred quarterly after each benchmark assessment administration, during the past two school years. These analytical processes will continue in 2009-201, supported through the assessments and professional development we will receive through our partnership with <b>Achievement Network.</b>	<b>Quarter 1</b> After the Quarterly Interim Assessments, teachers revise curriculum to plan for the next quarter, based on students' needs	<b>Quarter 2</b> After the Quarterly Interim Assessments, teachers revise curriculum to plan for the next quarter, based on students' need
<b>Teachers</b>	Will revisit the documents required for the modification and updating of curriculum, using data from the last school year ('08-'09); such as DCCAS and MAP Tests	<b>Quarter 3</b> After the Quarterly Interim Assessments, teachers revise curriculum to plan for the next quarter, based on students' needs	<b>Quarterly</b>
<b>Document efforts to recruit a staff that is more reflective of the student body.</b>			
<b>March – Present</b>			
<b>Human Resources</b>	Chávez is an Equal Employment Opportunity employer. We've broadened our search for the highest quality teachers and school leaders that reflect our student body, more. We've relied on Carney & Sandoe and Associates, Teach for America, as well as the Washington Post, for recruiting efforts in the past. More recently, we've opened our search to include Historically Black Colleges and Universities, <a href="http://www.craigslist.com">www.craigslist.com</a> , and people can now apply directly on our website by filling out an application, online, through <a href="http://www.ICIMS.com">www.ICIMS.com</a> , a website that helps us track, and pre-screen our applicants online, purely based on qualifications (degrees and teaching experience). Our goal is to bring on board the best teachers for our students. <b>Hiring Status Comparison:</b> <b>In 2008-2009:</b> White 50%, African American 40%, Hispanic 7%, Asian 2%, and Other 1% <b>In 2009-2010:</b> White 41%, African American 48%, Hispanic 8%, Asian 2%, and Other 1% <b>On Saturday, July 11, 2009</b>		
<b>PARKSIDE HIGH SCHOOL Principals</b>	The Parkside Campus Principals conducted an open call <b>Job fair</b> ; it was an open call to teachers in the Metropolitan Area. Over 200 hundred teachers participated in the job fair, form which multiple hires were done. <b>On Monday, July 13, 2009</b>		
<b>Home Office and Principals</b>	Reached out to " <b>Troops to Teachers</b> ", a government-based organization that helps ex-troops (men and women) to make the transition into teaching, after leaving the Service. We are looking at potential candidates.		

**Appendix C:  
Chart of Vendors**





**Cesar Chavez Public Charter Schools for Public Policy  
Spending over \$25,000**

	2011	2012
A to Z Home Tutoring	69,436.25	-
Achieve Tutoring LLC	179,350.00	125,220.00
Achievement Network	59,000.00	34,000.00
ADP	89,083.36	58,667.60
Amazon Credit Plan	27,477.84	35,758.30
Bank of America	607,416.30	654,466.45
BB&T of VA Business Loan Center	147,594.15	-
BMS Realty Services, LLC	806,222.01	818,129.92
Building Hope	75,643.28	-
Building Hope Parkside Foundation	761,555.45	-
Busy Bee Environmental Services	567,803.73	613,495.14
C & A Services	152,925.00	-
Capital Construction Group, LLC	119,340.00	-
Catholic Charities Enterprises	21,155.05	-
CBS Outdoor	29,928.25	-
Center City Public Charter schools	-	44,736.89
Certified Contracting Systems and Contr	-	73,550.00
CMA Construction Services, LLC	121,325.00	328,752.00
Copier Workshop	120,227.42	84,695.52
Covington & Burling	76,482.12	-
D.C Public Charter School Board	106,486.50	106,805.77
DC Government	184,655.08	145,574.40
Digital Network Group	25,650.00	-
Donnita Bennett	51,408.55	-
Follett Library Resources	-	35,384.47
Friendship Public Charter Schools	-	31,954.92
GE Capital	100,329.60	78,094.56
Glacial Energy	225,424.61	133,299.59
Gregg Rhett	81,523.71	-
Group Benefits Services, Inc	473,316.32	-
Guerilla Arts Ink LLC	-	43,141.00
Houghton Mifflin Company	146,151.42	26,268.05
Intac Inc	36,993.38	
Johnson Controls	32,547.97	29,445.98
K12 Learning Services	-	61,600.00
Karsonya Whitehead	-	29,750.00
Kelly & Associates Insurance Group Inc	743,488.63	1,322,397.00
kmG Hauling, Inc.	44,870.51	41,707.07
Mary Bogle Malzahn	126,025.00	30,000.00
McGladrey & Pullen, LLP	29,954.00	25,700.00
McGraw-Hill Companies	45,383.00	-
Metropolitan Area Communication Service	58,312.00	105,857.20
Metropolitan Educational & Therapeutic	149,368.40	27,669.30
Mind Play Inc	67,520.00	-
MNB Transportation	-	46,730.00

**Cesar Chavez Public Charter Schools for Public Policy  
Spending over \$25,000**

	2011	2012
Multiple Funding Solutions Inc	46,134.55	-
Nesso LLC	26,600.00	-
Northwest Evaluation Association	33,900.00	-
Nurse Finders	-	54,270.00
Office Team	-	26,234.80
Pearson Education	53,532.16	34,464.70
Pepco	262,162.23	138,919.81
Performance Management Consulting ,Inc	35,345.50	-
Performance Management Consulting ,Inc	-	31,830.10
Phoenix Technologies LLC	98,666.06	-
Pitney Bowes Purchase Power	21,255.84	28,418.18
Raffa, PC	121,018.77	115,311.32
Raymond Laszczych	68,750.00	-
Research for Better Teaching, Inc.	-	30,200.00
Resources for Inner City Children	42,192.86	57,413.94
Revolution Foods	869,268.42	747,560.48
Scantron Corporation		44,850.00
Seasonair Inc/Comfort Systems USA	25,323.50	-
Seasonair Inc/Comfort Systems USA	-	31,249.54
Sprint	-	67,901.93
Staples	28,095.18	-
Staples Business Advantage	112,565.97	29,257.74
Suntrust Bank	118,000.00	-
SunTrust Bankcard	108,235.55	31,363.30
TASC	59,924.42	86,970.98
Teach for America	90,000.00	55,000.00
The Booksource	-	36,987.57
The Right Prep, LLC	26,504.94	-
The Urban Institute	183,673.53	27,618.79
TIAA-CREF	437,105.19	583,328.07
Tidewater Refrigeration LLC	26,303.00	-
Tiger Direct.com	241,374.12	136,124.61
Tony Electrical Service Inc	117,046.35	25,982.00
Unum Life Insurance Company	54,767.41	-
Urban Teacher Center	42,000.00	256,491.04
US Office Solutions	156,720.48	150,262.86
US Security Associates Inc	-	154,563.97
Vending Plus, Inc.	24,699.26	-
Verizon	32,924.40	-
Waldorf Risk Solutions LLC	151,114.34	138,921.28
Washington Charter School Athletic	-	27,764.00
Washington Gas	55,579.16	28,941.31
Working Media Group	-	54,335.10
XO Communications	-	25,242.11

## Memorandum

To: DC Public Charter School Board  
From: Cesar Chavez PCS  
Date: November 29, 2012  
Re: Update to Application for Charter Renewal (part 1)

In response to questions raised by PCSB staff, we are providing additional information around five areas:

- Origination of Middle School Reenrollment Rate Target
- Parental Involvement
- AP Test participation
- Board Roster Composition
- Graduation Rates

### **MS Reenrollment Target:**

In our application to amend our charter to include a middle school program, submitted and approved in 2004, Chavez stated the following goal:

*Key stakeholders, including students, parents, and staff, will demonstrate satisfaction with the school's educational offerings and support programs and services. (See page 13 of the Amendment Application).*

A proposed target for this goal was established in the middle school accountability plan that we submitted with the application:

*Overall 85% of Chavez Middle School graduates will enroll at the Chavez High School each year (see page 52 of the Amendment Application).*

In August 2005, Chavez leadership and DCPCSB worked together to update the accountability plan to include middle school goals and targets at the end of its first year of operation. However, because the middle school opened in 2004 with only students in grades 6 and 7 there was no baseline data for this target, so a target was not yet established. Chavez first reported on our performance toward this target in our 2005-2006 Annual Report - 44 of the 67 8<sup>th</sup> graders enrolled at the high school, or 66%. We continued to report our performance in the 2006-2007, 2007-2008, and 2008-2009 Annual Reports but indicated that an approved target was not yet set each of these years in our discussion and accountability plan submission. Beginning in 2009-2010 the charter board switched to the new metrics under the original PMF and this target was no longer applicable.

**Parental Involvement:**

While we don't formally track metrics around parent involvement, all of our campuses are focused on getting a high percentage of parents to be actively engaged at Chavez Schools. We have sign in sheets for major events like back to school night.

On June 3-4, 2010 OSSE conducted an Elementary and Secondary Education Act program monitoring to evaluate our compliance with all federal title programs. A component of this audit was to provide support and documentation of parent participation in the school life and compliance with Standard 2.1 Sections: 1118(a)-(h), 1111(c) (14), 1111(d), and 1116(a): ESEA Parental Involvement Requirements. We provide numerous sign in sheets from parent conferences and other special events/meetings. After reviewing the evidence we provided to determine if we complied with the parental involvement requirements we received a status of "Met Requirement" on their evaluation rubric.

With the advent of the PMF, we no longer formally maintain this kind of information, although sign-in sheets are still commonly used to track attendance at our campuses.

**AP Scores:**

The charts below indicate the percentage of seniors who took at least one AP test for each of the past three years (2010-2012) broken down by high school campus:

<b>Capitol Hill</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
# of Seniors	67	72	51
# of Seniors taking at least one AP test	34	29	18
% of seniors taking at least one AP test	51%	40%	35%
# of seniors taking more than one AP test	16	17	8
% of seniors taking more than one AP test	24%	24%	16%

<b>Parkside</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
# of Seniors	48	53	45
# of Seniors taking at least one AP test	16	22	16
% of seniors taking at least one AP test	33%	42%	36%
# of seniors taking more than one AP test	4	16	11
% of seniors taking more than one AP test	8%	30%	24%

**Board Roster:**

Currently, our Board meets all requirements for DC residency, parent representation and an odd number of representatives. The Current Board roster is attached.

**Graduation Rates:**

	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Capitol Hill	88%*	77%	76%	88%	64%

*\* OSSE reported a combined graduation rate for the LEA*

Looking at graduation rates for our original campus over a five year period, it is clear that we hit the 85% target in some years, but not every year. Graduation rates are complex because the formula has changed over the years, and prior to SLED we are not confident that all students coded as dropouts are accurate. For 2012, it is important to reiterate what we wrote in the application for charter renewal regarding the 2012 data:

- At Capitol Hill this change is due to a difference in documentation and how graduation rate is calculated, but is also a function of a lot of students who are in their 5th year at Chávez. If all of the 5th year students at Capitol Hill who are on track to graduate do indeed graduate this year, our 5-year cohort graduation rate would be 87%. If you then add students who went to Next Step PCS or other non-standard degree-granting high schools, the number could be 91%. Chávez has improved and the ironic thing is that because we are doing a better job convincing our scholars to tough it out and stay at Chávez rather than transferring to a school with lower standards, it is hurting our cohort graduation rate.



**CESAR CHAVEZ PUBLIC CHARTER SCHOOLS FOR PUBLIC POLICY**  
**BOARD OF TRUSTEES, SY 2012-2013**

NAME	COMMITTEE	WORK ORGANIZATION & TITLE	PHONE	EMAIL	HOME ADDRESS
<b>Albert Lord</b>	<i>Board Chair</i>	<b>Sallie Mae</b> <i>Vice Chairman &amp; CEO</i> 12061 Bluemont Way Reston, VA 21090	<u>Work:</u> 703-984-5674 <u>Fax:</u> 703.984.5671 <u>Assistant:</u> 703.984.5010	<i>albert.l.lord@ salliemae.com</i>  <i>cc: regina.g.manville@ salliemae.com</i>	1805 Riverwatch Crt. Annapolis, MD 21401
<b>Tim Foley</b>	<i>Treasurer</i>  <i>Chair of Finance</i>	<b>Studley, Inc.</b> <i>Assistant Managing Director</i> 555 13 <sup>th</sup> St., NW, Ste 420E Washington, DC 20036	<u>Work:</u> 202.624.8543 <u>Fax:</u> 202.624.8555	<i>tfoley@ studley.com</i>	1654 Euclid St, Apt 201 Washington, DC 20009
<b>Margaret Simms</b>	<i>Governance</i>	<b>The Urban Institute</b> <i>Senior Fellow</i> 2100 M St., NW, Ste 500 Washington, DC 20037	<u>Work:</u> 202.833.7200	<i>msimms@urban.org</i>	1608 Taylor St. NW Washington, DC 20011
<b>Irasema Salcido</b>	<i>Academic Excellence and Finance</i>	<b>Cesar Chavez Public Charter Schools</b> <i>CEO &amp; Founder</i> 709 12 <sup>th</sup> St., SE Washington, DC 20003	<u>Work:</u> 202.547.3975 <u>Fax:</u> 202.547.3449 <u>Cell:</u> 202.210.8237	<i>irasema.salcido@ chavezschools.org</i>	9716 Overlea Drive Rockville, MD 20850
<b>Justin Cohen</b>	<i>Chair of Academic Excellence</i>	<b>Mass Insight Education &amp; Research Institute</b> <i>President, The School Turnaround Strategy Group</i> 18 Tremont Street, Suite 930 Boston, MA 02108	<u>Cell:</u> 609.636.3131	<i>juscohen@gmail.com</i>	Boston, MA



**CESAR CHAVEZ PUBLIC CHARTER SCHOOLS FOR PUBLIC POLICY**  
**BOARD OF TRUSTEES, SY 2012-2013**

NAME	COMMITTEE	WORK ORGANIZATION & TITLE	PHONE	EMAIL	HOME ADDRESS
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<b>Kathy Bihr</b>	<i>Chair of Governance</i>	<b>Tiger Woods Learning Center Foundation</b> Vice President and Executive Director One Tiger Woods Way Anaheim, CA 92801	<u>Work: 714.765.8000</u>	<a href="mailto:kbihr@twlc.org">kbihr@twlc.org</a>	2450 Rue De Cannes Costa Mesa, CA 92627
<b>Elizabeth Molina Morgan, PhD</b>		<b>America's Promise Alliance</b> Chief Education Advisor, Grad Nation Campaign Washington, DC	<u>Home: 301.293.8963</u> <u>Cell: 703.677.0868</u>	<a href="mailto:drbmorgan@yahoo.com">drbmorgan@yahoo.com</a>	11223 Church Hill Road Myersville, MD 21773
<b>Sulee Clay</b>	<i>Secretary Governance</i>	<b>PCT Law Group, PLLC</b> 600 13 <sup>th</sup> Street NW, suite 790 Washington, DC 20005	<u>Work: 202.681.0343</u> <u>Cell: 202-486-0708</u>	<a href="mailto:sclay@pctlg.com">sclay@pctlg.com</a>	1121 Columbia Rd Washington, DC 20009
<b>Lance Morgan</b>		<b>Powell Tate</b> Chief Communications Strategist Washington, DC	<u>Work: 202/585-2785</u> <u>Cell: 202.360.7251</u>	<a href="mailto:lanceimorgan@gmail.com">lanceimorgan@gmail.com</a>	Washington, DC

<p><b>Wanda Taylor</b></p>	<p><i>Parent Rep</i></p>	<p><b>National Geospatial Intelligence Agency</b>  Staff Officer</p>	<p>Home: 202-399-4270 Cell: 571-557-5470</p>	<p><u><a href="mailto:Wanda.A.Taylor@nga.mil">Wanda.A.Taylor@nga.mil</a></u>  <u><a href="mailto:taylorw4@verizon.net">taylorw4@verizon.net</a></u></p>	<p>3738 Burnham Place N.E. Washington, DC 20019</p>
<p><b>Wendy Dominick Wilkinson</b></p>		<p><b>Sidwell Friends School</b> Assistant Director, Upper School Admissions &amp; Financial Aid</p>	<p>Home: 415-531-0354 Cell:</p>	<p><u><a href="mailto:wendywilkinson@gmail.com">wendywilkinson@gmail.com</a></u></p>	<p>3310 Idaho Avenue, NW Washington, DC 20016</p>

# **Appendix G**

## **Renewal Report**

# **2012-13 Charter Renewal Report**

## **Cesar Chávez Public Charter School**

**December 6, 2012**

DC Public Charter School Board  
3333 14th St., NW  
Washington, DC 20010  
[www.dcpubliccharter.com](http://www.dcpubliccharter.com)

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## **RECOMMENDATION**

The District of Columbia Public Charter School Board (“PCSB”) recommends Cesar Chávez Public Charter School’s (“Chávez PCS”) charter be renewed based on the school’s overall academic, compliance, and fiscal performance.

## **EXECUTIVE SUMMARY**

Chávez PCS is a charter Local Education Agency (LEA) with four campuses in three facilities. The campuses’ 2011 and 2012 PMF results are as follows:

Campus	2012 PMF results	2011 PMF Results
Chávez Prep Middle School (formally Bruce Prep)	Tier 1 (66.6%)	Tier 1 (73.6%)
Parkside Middle School	Tier 2 (47.3%)	Tier 2 (52.7%)
Capitol Hill High School	Tier 2 (52.6%)	Tier 2 (57.8%)
Parkside High School	Tier 2 (56.6%)	Tier 2 (49.7%)

Chávez PCS substantially met its goals and student academic achievement expectations. In its charter application, the school identified “four elements of student achievement” that “flow[ed] directly” from their mission: (1) promoting academic excellence; (2) fostering citizenship; (3) providing direct experience with public interest organizations; and (4) preparing students for college. Over the course of fifteen years, Chávez PCS has met the goals relating to fostering citizenship and providing its students experience with public interest organizations. However, its performance relating to academic excellence and college preparation are mixed. While the school has fostered great gains in its students’ mathematical abilities, it has not achieved similar results in reading. Additionally, while 100% of its high school students are accepted to college, their SAT scores, which have been found to be a predictor of college success, are low.

Chávez PCS’s performance on its fifth and tenth-year charter reviews indicated that it was a candidate for revocation in both instances. However, Memoranda of Understanding were created in which the school had to meet benchmarks in order to be granted continuance. In each instance Chávez PCS met those conditions and received full continuance to operate.

Over the course of fifteen years, Chávez PCS has been substantially compliant with general, special education, and financial laws. A review of the school’s annual audited financial statements from 2008 – 2011 indicate that the school has adhered to generally accepted accounting principles, practiced sound fiscal management, and is economically viable.

Given the ongoing weaknesses in reading and certain other academic areas, as well as the consistently weaker performance of Chávez PCS' Parkside campuses, it is recommended that the school's renewed charter contain rigorous goals for future academic performance.

## **GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

The District of Columbia School Reform Act ("SRA") provides that PCSB shall not approve a charter renewal application if it determines that the school has failed to meet its goals and academic achievement expectations set out in its charter agreement.<sup>1</sup> Goals are general aims, which may be categorized as academic, non-academic, and organizational, whereas student academic achievement expectations ("expectations") are student academic aims measured by assessments. Goals and expectations are only considered as part of the renewal decision if they were approved by the PCSB Board in a school's charter agreement, charter amendment, or Accountability Plans (collectively, the "Charter").

Chávez has met 6 of its 10 goals and academic achievement expectations. Of the four goals not met, there are important caveats in three of these that make the failure to meet these goals less absolute. The chart below summarizes these determinations, which are detailed in the body of this report. Also included are goals and expectations presented by Chávez PCS in its renewal petition that PCSB determined not to have been historically measured, reported, or assessed.

Given the importance of the PMF as a guide to school quality in the past two years, it is also important to note that all of Chávez' campuses have generally scored above 50 points, an important threshold of quality. This relatively strong performance, taken in conjunction with Chávez's overall performance on its goals and expectations, has led us to conclude that Chávez has substantially met the goals and expectations it has set out to meet and is delivering a quality education to the students it serves.

In some instances, Chávez PCS used an updated assessment tool to measure the expectation without updating its charter accordingly to reflect this change. In those cases, the updated assessment will be spoken to in this report. Chávez PCS started reporting only on PMF indicators and mission-specific goals in 2009, when the PMF was introduced as a pilot program. As such, PMF indicators addressed in Chávez PCS' renewal application are included as well in this report.

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<sup>1</sup> SRA §38-1802.12(c)(2).

	<b>Goal or Expectation</b>	<b>Met?</b>
1	Chávez PCS Students will demonstrate mastery of the public policy curriculum at Chávez.	Yes
2	Chávez PCS students will demonstrate mastery of core academic material.	Yes
3	Chávez PCS students will demonstrate regular attendance at school.	Yes
4	The Chávez school will achieve a high reenrollment rate.	No, with caveats
5	Over 85% of students will meet graduation requirements within five years.	No, with caveats
6	Chávez PCS students will be accepted into a post-secondary 2- or 4-year institution.	Yes
7	Chávez parents will be active and engaged in their student's education and in the life of the school.	Yes
8	Chávez students will be able to read at the grade appropriate level.	No, with caveats
9	Chávez students will make a year or more of progress on the SAT-9 Math test, as measured by NCE gains. (Updated Assessment: DC-CAS)	Yes
10	AP Performance	Not historically measured
11	Chávez students will attain competitive scores on the SAT	No
12	PSAT Performance	Not historically measured

## **1. Chávez PCS students will master a public policy curriculum.**

Assessment: **Chávez PCS has met this goal.** Students participate in annual Public Policy Capstone and/or Community Action Projects. Additionally, Chávez PCS has integrated public policy themes throughout its curriculum and created a Department of Public Policy and Curriculum Innovation to ensure that students learn about public policy in an authentic manner.

### High School Public Policy Projects

In its second year in operation, Chávez PCS implemented grade-level public policy projects for students in the tenth grade.<sup>2</sup> As the school expanded to include the eleventh and twelfth grades, it added public policy projects to be completed in those grades as well. Each project consists of a written product and a presentation. Chávez PCS set annual targets for student completion of these projects, and was found to have met these targets in its fifth and tenth year review, which supports a determination that Chávez PCS students mastered the school's public policy curriculum. Sophomore, junior, and senior completion rates of these projects are detailed in the charts below. Chávez PCS stopped reporting this data once the PMF was introduced as a pilot program in 2009-10.

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<sup>2</sup> Chávez Annual Report 1999-2000, attached to this document as Appendix A.

<sup>3</sup> In the fifth year review, separate written product and presentation completion rates were not reported. Presentation completion rate was not reported in 2008-09 due to a technical error. Source: Chávez Annual Report 2008-09, attached to this document as Appendix B.

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<sup>4</sup> In the fifth year review, separate written product and presentation completion rates were not reported. Presentation completion rate was not reported in 2008-09 due to a technical error. See Appendix B.

<sup>5</sup> In the fifth year review, separate written product and presentation completion rates were not reported.

### Middle School Public Policy Capstone Units

In 2005-06, Chávez PCS also set a goal that 70% of its middle school students would complete a public policy capstone unit.<sup>6</sup> In its tenth year review, PCSB noted that over 70% of middle school students had completed this capstone unit. Since 2008, there has been no mention of the middle school capstone unit completion rate.

### Public Policy Assessment

Chávez PCS collaborated with the Center for Civic Education<sup>7</sup> to create a public policy and civics assessment at the middle school level tailored to its curriculum, which it administered for the first time to its middle school students in the 2009-10 school year.<sup>8</sup> That year, it set a goal that 70% of its middle school students would pass this exam.<sup>9</sup> However, only 27% of its students scored 70% or higher on the assessment,<sup>10</sup> indicating that although Chávez PCS middle school students were exposed to a public policy curriculum, they did not master the subject. While Chávez PCS continued to administer this assessment in 2010-11<sup>11</sup> it did not report the students' results. While these test results weigh against a determination that Chávez PCS has met this goal, they are outweighed by Chávez PCS' other public policy efforts.

### Restructuring of Delivery of Public Policy Curriculum

In 2009-10, Chávez PCS incorporated public policy themes throughout its content areas and assessments.<sup>12</sup> In the same year, the school developed a public policy manual for teachers to use in developing lessons. In 2012-13, Chávez PCS created a Department of Public Policy and Curriculum Innovation to support the development of its public policy curriculum and integration of public policy across subject areas.<sup>13</sup>

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<sup>6</sup> Chávez Annual Report 2005-06, attached to this report as Appendix C.

<sup>7</sup> The Center for Civic Education is a nonprofit, nonpartisan organization founded in 1981 that collaborates with public and private-sector organizations and education leaders to implement civic education programming. For more information about this organization, please see [www.newciviced.org](http://www.newciviced.org).

<sup>8</sup> See Chávez Annual Report 2009-10, attached to this document as Appendix D.

<sup>9</sup> See Appendix D.

<sup>10</sup> See Appendix D.

<sup>11</sup> See Chávez Annual Report 2010-11, attached to this document as Appendix E.

<sup>12</sup> See Chávez PCS Application for Charter Renewal, attached to this document as Appendix F.

<sup>13</sup> See Appendix F.

## 2. Chávez PCS students will demonstrate mastery of core academic material.

Assessment: **Chávez PCS has met this goal.** Chávez PCS demonstrated much progress towards the goal from its fifth to its tenth year review, and it met the goal in 2008-09, the last year it measured or reported mastery of core academic material. When the PMF was introduced as a pilot program in 2009, Chávez PCS stopped measuring or reporting this goal.

In its fifth year review, Chávez PCS was found not to have met its fifth year target (70% of students passing core academic courses) associated with this goal. Only 50% of its students passed their core academic classes.<sup>14</sup> In its tenth year review, Chávez PCS was found not to have met its fifth year target associated with this goal, but demonstrated significant progress towards meeting this goal. Targets and actual passage rates are detailed in the chart below.

### Tenth Year Review Passage Rates

<b>Subject</b>	<b>Tenth Year Target</b>	<b>Actual Passage Rate</b>
Mathematics	65-70%	46%
English	75%	73%
History/Politics	75%	61%
Science	70%	65%

2008-09 was the last year that Chávez PCS reported data on this goal; this year Chávez PCS did meet its annual targets associated with this goal. These targets and actual passage rates are detailed in the chart below.

### 2008-09 Passage Rates

<b>High School</b>		
<b>Subject</b>	<b>Annual Target</b>	<b>Actual Passage Rate</b>
Mathematics	65%	73%
English	70%	75%
History	70%	75%
Science	65%	78%

<b>Middle School</b>		
<b>Subject</b>	<b>Annual Target</b>	<b>Actual Passage Rate</b>
Mathematics	65%	89%
English	70%	86%
History	70%	85%
Science	65%	85%

<sup>14</sup> See Chávez Fifth Year Accountability Plan Performance Analysis, attached to this document as Appendix G.

**3. Chávez students will demonstrate regular attendance at school.**

Assessment: **Chávez has met this goal.** Chávez has increased its attendance rates since its inception, with attendance rates nearing the PMF 95% target and above the PMF floor.

#### **4. The Chávez school will achieve a high reenrollment rate.<sup>15</sup>**

Assessment: **Chávez PCS has not met this goal.** Chávez PCS's middle school reenrollment rate peaked in 2008-09 and has since decreased. Chávez PCS' high school reenrollment rate has decreased since its fifth year review and has remained stagnant around 70% since 2009-10. Chávez PCS stopped reporting a specific reenrollment percentage target since the introduction of the PMF as a pilot in 2009. As noted previously, PMF scores of Chávez's four schools, which incorporate reenrollment rates, have, with rare exceptions, been in excess of 50 percentage points.

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<sup>15</sup> This is the goal as stated in the school's 2000-01 Accountability Plan. Chávez PCS updated this goal to include an 80% reenrollment target in its Accountability Plan created in 2003, attached to this document as Appendix H.

**5. Over 85% of students will meet graduation requirements within five years.**

**Assessment: Chávez PCS appears to have not met the goal, however the change in how graduation rate is measured makes it impossible to compare Chávez PCS' original goal with the most recent results.** Chávez PCS set this goal in its charter application, but the indicator was not considered in its Accountability Plans, and graduation rates were not discussed in the school's fifth or tenth year review. In 2008-09, the school began reporting graduating rates according to the Leaver method, based on the number of seniors who graduated, irrespective of whether they graduated after four or five years in high school. In 2010-11 Chávez PCS met its 85% goal for the first and only time. In 2011-12, Chávez PCS calculated its graduation rate using the newly introduced Adjusted Cohort Graduation Rate ("ACGR"). The ACGR is a much more rigorous standard than that committed to in its original goals.

*2008-09 through 2010-11 calculated using Leaver rates.*

*2011-12 calculated using Adjusted Cohort Graduation Rate.*

**6. Students will be accepted into a post-secondary institution.**

Assessment: **Chávez PCS has met this goal.** Chávez PCS experienced a decline in college acceptance from 2004 to 2008, reaching its lowest percentage of college acceptance in 2008-09, with an acceptance rate of 87%. However, since 2009 this rate has steadily improved. In 2009, over 95% of its graduating seniors were accepted into a post-secondary institution, with 100% of graduating seniors being accepted in to a post-secondary institution in the last two years.

**7. Chávez parents will be active and engaged in their student’s education and in the life of the school.**

Assessment: **Chávez PCS has met this goal.** This goal was not discussed in Chávez PCS’ fifth year review. Chávez PCS was found not to have met this goal in its tenth year review. In 2010, Office of the State Superintendent of Education (“OSSE”) found that Chávez PCS had met all the ESEA Parent Involvement Requirements.<sup>16</sup>

In its renewal application, Chávez PCS indicated that it no longer collected specific data on parent involvement because of “the advent of the PMF and the recognition that these goals, although measurable, are not a good gauge of parent involvement.” It also offered that “anecdotal evidence suggests that we have seen increases at both parent teacher conferences and senior thesis presentations.”

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<sup>16</sup> See Appendix F.

## **8. Chávez students will be able to read at the grade appropriate level.**

Assessment: **Chávez PCS has largely not met this expectation.** Chávez PCS has consistently measured its students' reading proficiency and growth over the course of fifteen years. It has met neither of the goals it set for these indicators. As further described below, Chávez has recently achieved gains in high school reading that exceed the charter average.

### Reading Proficiency

Chávez PCS measured reading proficiency by the SAT-9 until 2006-07, when the DC-CAS was introduced. In the school's fifth year review, it did not meet its five-year reading proficiency target.<sup>17</sup> In its tenth year review, PCSB found Chávez students to have met Chávez PCS' reading proficiency expectations because the school achieved "the middle performance level" on the DC-CAS reading section.<sup>18</sup>

### Middle School Reading Proficiency

At the Chávez PCS - Prep campus, the percentage of students scoring proficient or advanced on the DC-CAS reading section has increased from 30% to 48% since its tenth year review. At its Parkside middle school campus, the percentage of students scoring proficient or advanced on the DC-CAS reading section has increased from 29% to 46% since its tenth year review.

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<sup>17</sup> Its fifth year target for reading proficiency was that 70% of its students would score at least "basic" on the reading portion of the SAT-9.

<sup>18</sup> See Charter Review Analysis, attached to this document as Appendix I.

### High School Reading Performance

At the Capitol Hill campus, the percentage of students scoring proficient or advanced on the DC-CAS reading section has increased from 31% to 40% since its tenth year review. This percentage peaked in 2008-09 at 56% and has since declined. At its Parkside high school campus, the percentage of students scoring proficient or advanced on the DC-CAS reading section has increased from 36% to 47% since its tenth year review.

### Reading Growth

Chávez PCS initially measured reading growth with the STAR test, which it replaced in 2007-08 with the NWEA MAP test. Both tests were administered in the Fall and Spring to measure student gains in reading over the course of the year. In its 2003-08 Accountability Plan, Chávez PCS set a goal that its students would increase by 10 points on this assessment from the Fall to the Spring. In its tenth year review, it was found to have not met this goal. More recently, however, Chávez has scored at or slightly above the DC average for reading growth using the Median Growth Percentile methodology.

### **Middle School Median Growth Percentile on DC-CAS Reading**

	<b>Chávez Prep</b>	<b>Parkside</b>
2011-12	52%	44%
2010-11	58%	48%

### **High School Median Growth Percentile on DC-CAS Reading**

	<b>Capitol Hill</b>	<b>Parkside</b>
2011-12	53%	59%
2010-11	56%	49%

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<sup>19</sup> Data from 2009-present is presented as reported in Chávez's renewal application. Data for 2007-08 and 2008-09 is presented as reported in Chávez's 2008-09 annual report.

**9. Chávez students will make a year or more of progress on the SAT-9 Math test, as measured by NCE gains.**

Assessment: **Chávez PCS has met this academic achievement expectation.** It should be noted that Chávez replaced the SAT-9 with the DC-CAS in 2006-07.

Middle Score Mathematics Performance

At the Chávez Prep campus, the percentage of students scoring proficient or advanced on the DC-CAS mathematics section has increased from 28% in its tenth year review to 73% in 2012.

**Middle School Median Growth Percentile on DC-CAS Math**

	<b>Chávez Prep</b>	<b>Parkside</b>
2011-12	67.4%	55.9%
2010-11	71.5%	55.1%

### High School Mathematics Performance

At the Capitol Hill campus, the percentage of students scoring proficient or advanced on the DC-CAS mathematics section has increased from 32% in its tenth year review to 56% in 2012. At the Parkside campus, the percentage of students scoring proficient or advanced on the DC-CAS mathematics section has increased from 26% in its tenth year review to 52% in 2012.

### **High School Median Growth Percentile on DC-CAS Mathematics**

	<b>Capitol Hill</b>	<b>Parkside</b>
2011-12	72.2%	68.5%
2010-11	61.2%	59.8%

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<sup>20</sup> Data from 2009-present is presented as reported in Chávez PCS's renewal application, in which it is indicated that this assessment is only administered to students in the ninth, tenth, and eleventh grade. Data for 2007-08 and 2008-09 is presented as reported in Chávez PCS's 2008-09 annual report, during which time the exam was administered to twelfth grade students as well. For consistency among the years, twelfth grade scores are excluded from the 2007-08 and 2008-09 data.

## 10. AP Performance.

Assessment: **This expectation has not been historically measured.**

In Chávez PCS' charter, it set a goal that 40% of its students would take at least one AP test during high school. However, it did not historically measure or report on this goal. Below are the percentage of students who took at least one AP test since 2009, as reported in Chávez PCS' renewal application.

Beginning in 2010, Chávez PCS began reporting on AP passage rate as calculated for the PMF. The rates have increased significantly in just one year.

### AP Passage Rate

	2011-12	2010-2011
Capitol Hill High School	17%	7%
Parkside High School	10%	0%

## **11. Chávez PCS students will attain competitive scores on the SAT.<sup>21</sup>**

**Assessment; Chávez PCS has not met this academic achievement expectation.**

For the most part, Chávez PCS did not report a yearly target regarding SAT scores in its annual reports. However, the school did set a goal in 2008-09 that in 2009-10 the overall average SAT score for all twelfth grade scholars would rise by 100 points in all three areas.<sup>22</sup> It did not meet this goal in 2009-10.<sup>23</sup>

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<sup>21</sup> In its charter application, Chávez had provided a more specific target that 30% of its students would score above the national average on the SAT. However, in both subsequent Accountability Plans, the more general language was used regarding SAT Achievement.

<sup>22</sup> See Appendix B.

<sup>23</sup> See Appendix D.

<sup>24</sup> Chávez PCS reported its students' average SAT scores until 2009-10. SAT scores were not included in Chávez PCS' 5th year review.

In 2009, when PCSB introduced the PMF as the pilot program, PCSB and Chávez PCS both began to measure SAT performance differently. Instead of looking at average scores across the three sections of the SAT, the percentage of students attaining a combined score of 800 in the reading and mathematics section was measured. The below graph details Chávez PCS's SAT scores according to this measure of performance.

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<sup>25</sup> Note that these percentages also include a limited number of students who had a combined score of 16 or higher on the reading and math section on the ACT (an analogous score to 800 on the SAT).

## 12. PSAT Performance

Assessment: **This expectation has not been historically measured.**

Chávez PCS spoke to PSAT performance in its renewal report, noting that while it had not adopted a goal related to the PSAT, it was measured “as a predictability measure and tool for SAT performance.”

**Percentage of Chávez PCS students that scored 80 or above on the combined math and critical reading portions of the PSAT.**

	2011-12	2010-2011
Capitol Hill High School	48%	37.8%
Parkside High School	45.9%	13.4%

## **COMPLIANCE WITH APPLICABLE LAWS**

The SRA provides that PCSB shall not approve a charter renewal application if it determines that the school has committed a material violation of applicable laws.<sup>26</sup> Several such laws are specifically referenced in the SRA, and PCSB has also monitored schools' compliance with additional laws. The following section identifies these laws and includes a determination of whether Chávez PCS has consistently complied with these laws over the past fifteen years.

### **Overview of Chávez's Legal Compliance**

**Over the past fifteen years, Chávez PCS has largely been found to be in compliance with general, special education, and financial laws.** In its tenth year review, PCSB noted that “[Chávez PCS] demonstrated exemplary or fully functioning compliance in five of seven categories over the past four years.”<sup>27</sup> Although PCSB issued a Notice of Concern to Chávez PCS in September 2009 for its failure to submit required documentation to provide evidence of legal compliance in several areas,<sup>28</sup> the Notice was quickly lifted after Chávez PCS submitted all required documents in the following month.<sup>29</sup> In 2010-11, Chávez PCS was found to be in full compliance with all applicable laws.<sup>30</sup>

### **General Laws**

Chávez PCS has remained in substantial compliance with all general laws.

#### **Health and Safety**

From 2003-2005, Chávez PCS was out of compliance with the Criminal Background Checks for the Protection of Children Act of 2004<sup>31</sup> that requires all school employees to undergo background checks.<sup>32</sup> In 2007, the school did not possess a current Basic Business License that is required for schools that serve food to students.<sup>33</sup> In more recent years, it appears that Chávez PCS has corrected these compliance issues, given that they are not mentioned in compliance reports after 2005. Indeed, in Chávez PCS' tenth year review, PCSB assessed that the school's health and safety regulations were at an exemplary level,<sup>34</sup> and compliance reports drafted after 2008 all indicate that Chávez PCS was in full compliance with applicable health and safety laws.<sup>35</sup>

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<sup>26</sup> SRA §38-1802.12(c)(2).

<sup>27</sup> See Appendix I.

<sup>28</sup> See Nida, T.A. (September 24, 2009) [letter to Chávez Board Chair], attached to this document as Appendix J.

<sup>29</sup> See Appendix J.

<sup>30</sup> See Appendix E.

<sup>31</sup> DC Code §1-1501.01 *et seq.*

<sup>32</sup> See Chávez PCS 2003-04 Compliance Review Report (November 13, 2003); Chávez Massachusetts Campus 2004-05 Compliance Review Report (December 8, 2004); Chávez Capitol Hill Campus 2005-06 Compliance Review Report (October 20, 2005), attached to this document as Appendix K.

<sup>33</sup> See Chávez PCS Compliance Review Report (2007), attached to this document as Appendix L.

<sup>34</sup> See Appendix I

<sup>35</sup> See Chávez PCS Compliance Review Report 2011-12, attached to this document as Appendix M.

### Enrollment and Attendance

The SRA requires schools to conduct a fair and open enrollment process that randomly selects applicants and does not discriminate against students. In Chávez PCS' tenth year review, PCSB noted that the school's open enrollment process was fully functioning.<sup>36</sup> In the past four years, Chávez PCS has consistently found to be compliant with the mandated enrollment process.<sup>37</sup>

### Maintenance and Dissemination of Student Records

The Family Educational Rights and Privacy Act requires schools to properly maintain and disseminate student records.<sup>38</sup> Chávez PCS has consistently complied with these laws, keeping its student records in a secure location.<sup>39</sup>

### Title I of the Elementary and Secondary Education Act

Because Chávez PCS receives Title I funds, it has been expected to adhere to a number of requirements under the ESEA. The federal Department of Education granted DC schools a waiver regarding many provisions under the ESEA. However, DC schools are still required to hire "Highly Qualified Teachers" and distribute information regarding this to parents. Chávez PCS has been out of compliance with this requirement several times over the years.

In 2003, the school did not make "highly qualified teacher" data available to parents in a timely manner.<sup>40</sup> In 2006, two teachers were not certified as being Highly Qualified, and no paraprofessionals were found to meet the HQT requirements.<sup>41</sup> In 2007, at least three teachers were not certified as being Highly Qualified.<sup>42</sup> In 2011, eight teachers were not certified as being Highly Qualified.<sup>43</sup>

### Civil Rights Statutes and Regulations

Charter schools must comply with all applicable local and federal civil rights statutes.<sup>44</sup> Chávez PCS has consistently been in compliance with all such laws. No mention is made of any such violations in Chávez PCS's five- or ten-year charter review.<sup>45</sup> In the past four years, there is no indication that Chávez PCS has violated any such statute.<sup>46</sup>

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<sup>36</sup> See Appendix I.

<sup>37</sup> See Appendix M.

<sup>38</sup> 20 USC §1232g.

<sup>39</sup> See Chávez PCS Compliance Review Report 2002; Chávez PCS Compliance Review Report 2003, attached to this document as Appendix N; See Appendix K; See Appendix L; See Appendix M

<sup>40</sup> See Appendix K; No Child Left Behind (NCLB) Act of 2001, §6311(h)(2)(E); §6311(h)(6)(A).

<sup>41</sup> See Appendix K

<sup>42</sup> See Appendix L

<sup>43</sup> See Appendix M

<sup>44</sup> SRA §38-1802.02(11). This includes The Age Discrimination Act of 1985, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, part B of the Individuals with Disabilities Education Act, and the Americans with Disabilities Act of 1990.

<sup>45</sup> Chávez PCS Fifth-Year Charter Review Narrative Analysis (2003); Chávez PCS Ten-Year Charter Review Analysis (2008).

<sup>46</sup> See Appendix I

## Governance

The SRA requires that a school's board of trustees have an odd number of members on it that does not exceed fifteen, of which the majority must be DC residents, and two must be parents.<sup>47</sup> Chávez PCS has been out of compliance with this requirement several times. In 2003, there was only one parent on the board.<sup>48</sup> In 2004, there was an even number of board members.<sup>49</sup> In 2005, there was not a majority of DC residents on the board.<sup>50</sup> In 2008, there were not two parents sitting on Chávez PCS's board of trustees.<sup>51</sup> This year, Chávez PCS is in compliance with these requirements.

## Special Education Laws

Schools are required to comply with Subchapter B of the Individuals with Disabilities Education<sup>52</sup> Act and Section 504 of the Rehabilitation Act of 1973.<sup>53</sup> A review of the record indicates that Chávez PCS has for the most part remained in compliance with these special education requirements, with only a few aberrations.

In January 2008, PCSB conducted a special education quality review of Chávez PCS's middle school campus.<sup>54</sup> At this time, only three students with an IEP plan attended this campus. This review found Chávez PCS to be mostly in compliance with special education laws. However, there was not documentation in the students' IEPs that an Extended School Year had been considered for them, as required by federal regulations.<sup>55</sup> Additionally, in two of the three student files there was no evidence that a special education eligibility determination had been made using appropriate data from student assessments, or that a meeting had been held to review the files and determine the students' eligibility, as required by IDEA and federal regulations.<sup>56</sup>

In 2011, in response to a student complaint, OSSE issued a Letter of Decision indicating that Chávez was out of compliance with several federal regulations. First, it was determined that Chávez had not complied with a regulation<sup>57</sup> requiring the school to make reasonable efforts to obtain a parent's signature for initial consent for special education services.<sup>58</sup> Second, it was found to be out of compliance with a federal regulation<sup>59</sup> requiring special education services to be made available in accordance with a student's IEP when it did not provide the student with a

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<sup>47</sup> SRA §38-1802.5(a).

<sup>48</sup> See Appendix K

<sup>49</sup> See Appendix K

<sup>50</sup> See Appendix K

<sup>51</sup> See Appendix L

<sup>52</sup> 20 USC §1411, *et seq.*

<sup>53</sup> 20 USC §794.

<sup>54</sup> See Chávez PCS Special Education Quality Review (January 16, 2008), attached to this document as Appendix O.

<sup>55</sup> 34 CFR §300.106(a).

<sup>56</sup> 20 USC §1414(b)(4); 34 CFR §300.311.

<sup>57</sup> CFR §300.300(b)(2); CFR §300.322(d).

<sup>58</sup> See A. Maisterra, Letter of Decision, August 26, 2011, attached to this document as Appendix P.

<sup>59</sup> 34 CFR §300.323(c)(2).

fulltime dedicated aide as specified in her IEP.<sup>60</sup> Third, it was out of compliance for not providing twenty hours of specialized instruction per week as specified in the student’s IEP.<sup>61</sup> Finally, it was out of compliance for not providing home instruction to the student when she was homebound with an injury.<sup>62</sup> The student transferred to another school before Chávez PCS could cure the incompliances identified by OSSE.

In 2012, PCSB conducted a desktop audit of eight special education indicators to assess Chávez’s compliance with the Individuals with Disabilities Education Act (“IDEA”) and the Americans with Disabilities Act (“ADA”). In this review, discriminatory language was located in Chávez PCS’s charter application.<sup>63</sup> Such language must be removed from its charter if Chávez PCS is renewed. DCPS delivers Chávez’s special education services; PCSB has requested information from DCPS to further assess special education compliance and is awaiting a response.

## **Financial Laws**

### **Procurement Contracts**

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract \$25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a Determinations and Findings form to detail any qualifying procurement contract entered into.

In Chávez PCS’ tenth year charter review, PCSB found the school to be in compliance with this law. The school submitted the required Determinations and Findings forms consistently from 2002 through 2008. However, Chávez PCS did not submit any such forms in a timely manner since 2009. Upon request in 2012, Chávez PCS cured this deficiency by submitting the outstanding forms. This is an important issue and must be addressed in the renewed charter.

### **Timely Audits**

The SRA requires schools to submit to PCSB an annual financial audit conducted by an independent certified public accountant or accounting firm.<sup>64</sup> In Chávez PCS’s tenth year charter review, PCSB noted that the school had submitted all of its audits in a timely fashion.<sup>65</sup> Since 2008, Chávez PCS has continued to submit audits in a timely fashion.

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<sup>60</sup> See Appendix P

<sup>61</sup> See Appendix P; 34 CFR §300.323(c)(2).

<sup>62</sup> See Appendix P; 34 CFR §300.323(c)(2); 34 CFR §300.324(b)(1)(ii)(D).

<sup>63</sup> “We recognize that there are various populations of students with such severe disabilities (levels III and IV) whose needs are met by more specialized schools in the District of Columbia. The Cesar Chávez Public Policy Charter High School anticipates serving those students at levels 1 and 2.” Chávez Charter Application, p. 20.

<sup>64</sup> SRA §38-1802.04(c)(11)(ix).

<sup>65</sup> See Appendix I

### Submission of Information about Donors and Grantors

The SRA requires schools to submit to PCSB an annual list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500.<sup>66</sup> Chávez PCS has fulfilled this requirement consistently by reporting this information in its annual reports.

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<sup>66</sup> SRA §38-1802.04(c)(11)(xi).

## **FISCAL MANAGEMENT AND ECONOMIC VIABILITY**

The SRA requires the Board to revoke a charter at any time if it determines that the school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles;
- Has engaged in a pattern of fiscal mismanagement; or
- Is no longer economically viable.

As part of the 15-year renewal process, PCSB has reviewed Chávez PCS's documentation supporting these areas. **Over the course of fifteen years Chávez PCS has demonstrated adherence to generally accepted accounting principles, sound fiscal management, and economic viability.**

### **Adherence to Accounting Principles**

Based on a review of Chávez PCS's financial record, PCSB concludes that Chávez PCS has adhered to generally accepted accounting principles and all applicable accounting rules and regulations dictated by the Financial Accounting Standards Board. In its tenth year charter review, PCSB found that Chávez PCS "has been efficient in administering accounting policies which follow PCSB accounting guidelines," and assigned it the highest score in this area.<sup>67</sup> A review of Chávez PCS's financial audits since 2008 reveals the same adherence to such accounting principles.

Key results of Chávez PCS's FY 2011 financial audit are:

- The school's financial statements were conformed to accounting principles generally accepted nationally;
- The school's financial statements were absent of matters involving the internal control over financial reporting that are considered to be deficiencies; and
- The school's financial statements were absent of instances of noncompliance that are required to be reported under Government Auditing Standards as promulgated by the U.S. Government Accountability Office.

### **Fiscal Management**

Chávez PCS has solid fiscal management processes in place. In the school's tenth-year charter review, PCSB noted that it had "solid fiscal management processes in place."<sup>68</sup> The school's audit reports over the last four years reflect sound accounting and internal controls policies. It has consistently submitted all necessary documents to PCSB in a timely manner when required.

PCSB supports schools' attainment of net asset reserves capable of absorbing three to six months of operational expenditures. For the period ending June 30, 2011, Chávez PCS's total net assets

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<sup>67</sup> See Appendix I

<sup>68</sup> See Appendix I

approached \$12MM up from \$10.5 million the prior year and monthly expenditures were approximately \$2MM, indicating an asset reserve of six months. This is a superior outcome per PCSB standards. Additionally, the school’s liquidity ratio of 4.14:1 indicates that the school possessed \$4.14 of liquid assets for every \$1 of short-term debt (a one-to-one ratio is adequate).

Based on its FY 2011 financial audit, the school has clear, written internal controls in place to provide checks and balances to minimize the chance of misappropriation of funding. However, as with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls structures. The school should also strive to maintain a healthy net asset reserve, which will ensure that a school can maintain its operations if planned revenues due not materialize in a timely fashion.

**Economic Viability**

A review of the record indicates Chávez PCS is economically viable<sup>69</sup>. It should be noted that a significant portion (approximately 75%) of the school’s total asset position is attributable to fixed assets, indicating the school’s reliance on debt to finance expansionary activities. High levels of fixed assets relative to current assets, coupled with minimal liquid assets, could lead to insolvency. However, Chávez PCS’s cash levels have been sufficient during the majority of the school’s lifecycle and are slated to increase steadily going forward. For a detailed overview of Chávez’s finances since 2008, please refer to Appendix B.

One indicator of economic viability is a positive year-end annualized net income, which indicates that school management effectively deploys financial resources. Chávez PCS has concluded its last four fiscal periods with positive net income balances.

Another indicator of economic viability is high net asset reserves, which demonstrates a school’s solvency. Chávez PCS has amassed a substantial net asset reserve (see table below). Specifically, a net asset reserves equivalent to three to six months of operational expenditures is recommended. For the period ending June 30, 2011, Chávez PCS’s total net assets approached \$12 million and monthly expenditures were approximately \$2 million per month, which indicates reserves could cover operational expenses for approximately six months.

<b>Fiscal Period</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Net Income</b>	\$949,982	\$1,624,357	\$2,601,803	\$1,406,069
<b>Cumulative Reserves</b>	\$6,356,708	\$7,981,065	\$10,582,868	\$11,988,937

A positive year-end amount of net working capital demonstrates a school’s ability to meet immediate financial obligations and is another indicator of economic viability. Additionally, a liquidity ratio greater than one points to a school’s ability to satisfy immediate financial obligations. Chávez PCS has been able to successfully manage its working capital needs and has

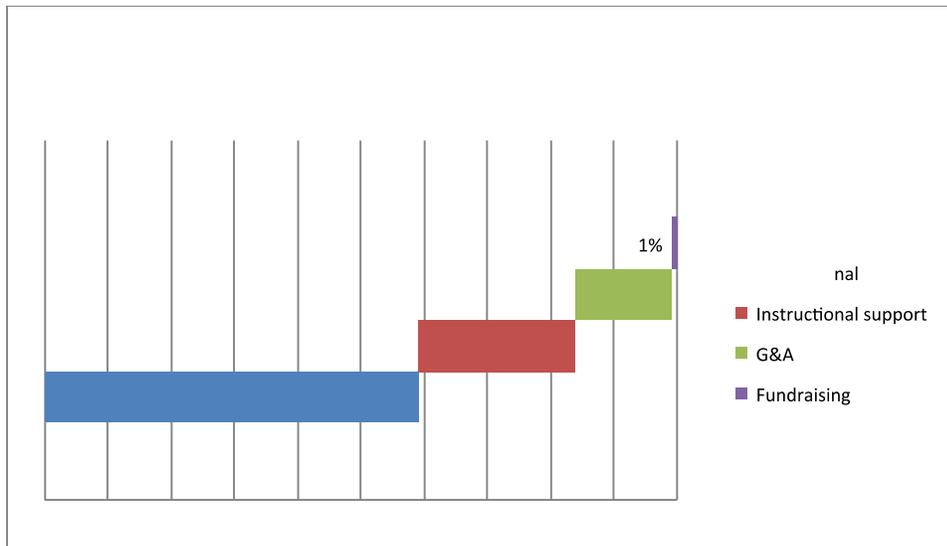
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<sup>69</sup> See Cesar Chávez activities and financial analysis sheet, attached to this document as Attachment Q.

been able to generate positive working capital balances at the conclusion of each fiscal period (see table below). The school has sufficient liquid assets as indicated by the FY11 liquidity ratio of 4.14. The school should continue to strive to increase its liquidity to ensure that short-term payables are effectively managed and cash levels are adequate to cover debt payments.

<b>Fiscal Period</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Net Working capital</b>	\$2,877,519	\$4,389,173	\$7,536,330	\$8,658,304
<b>Liquidity ratio</b>	2.22	2.85	4.63	4.14

The chart below details Chávez PCS’s expenditures as a percentage of revenues. The school makes spending decisions appropriate for managing education programs. Salaries and occupancy costs are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.



# **Appendix H**

## **PMF as Goals Policy**

POLICY TITLE:	Elect to Adopt the Performance Management Framework as Charter Goals
ADOPTION/EFFECTIVE DATE	Adopted: February 25, 2013 Updated: May 19, 2014  Updated: November 17, 2014 Updated: November 16, 2015 Updated: March 20, 2017 Updated: September 18, 2017

**PURPOSE of this Revision**

The revision to this policy corrects one word in the grandfather clause of the Elect to Adopt the Performance Management Framework ("PMF") as Charter Goals policy. DCPCSB staff included a grandfather clause in the revisions to this policy specifically for schools undergoing review or renewal in school year ("SY") 2017-18 or SY 2018-19. One of the terms for these schools to be deemed as fully meeting the charter goals and academic achievement expectations currently states that schools must have "met all early childhood PMF **targets** in SY2013-14". This language should read that schools must have "met all early childhood PMF **floors** in SY2013-14". The corresponding footnote likewise changes from targets to floors.

**ELECT PMF AS GOALS POLICY**

Schools may choose to replace their charter goals and student academic achievement expectations with the Performance Management Framework(s), as amended over time, for the grade levels they serve. Upon a school's request, the below review and renewal language and improvement clause will be added to its charter as an amendment, which will be approved by DC PCSB's Board. For specific information related to the timing of charter goals amendments, please refer to our Policy for Charter Amendments and Revised Goals and Academic Achievement Expectations.

The goals and student achievement expectations for students attending a given public charter school will be updated from those currently detailed in its charter, or subsequently created accountability plans, and replaced with the Early Childhood/Elementary/Middle School ("PK-8"), high school ("HS"), and/or adult education ("AE"), PMFs. Any updates to the PMF(s), including changes in state assessments, performance indicators, floors, targets, and formulas will be automatically updated and accepted by the school without requiring a charter amendment as long as the PMF was updated through a fair and transparent process involving a task force that comprises school leaders, charter advocates, and DC PCSB staff and was officially adopted by DC PCSB's Board of Trustees in a public vote. Charter schools with mission-specific goals, non-academic goals, and/or goals relating to achievement gaps or subgroup performance are encouraged to include these as supplemental goals and academic achievement expectations. Wherever possible these

should be measurable and feasible to assess objectively.

Upon adoption, the new PMF-based goals will be used to evaluate a school's performance for the years beginning with the year the PMF was formally adopted by the Board. The Board formally adopted the ES/MS PMF for schools serving grades 3-8, or a subset thereof, (now PK-8) and the HS PMF in school year 2010-11. The Board formally adopted the EC PMF (now included in the PK-8 PMF) and the adult education PMF in school year 2013-14. Through the 2017-2018 review cycles PCSB will provide flexibility in the use of the 2014-15 Partnership for Assessment of Readiness for College and Careers ("PARCC") scores in calculating a school's PMF score as indicated below. However, PCSB will continue to use the non-PARCC-related PMF measures (e.g. attendance, re-enrollment, SAT, CLASS) as well as prior year DCCAS results to determine school performance during a charter review and renewal.

PCSB will not score or tier the PK-8 or HS PMF for the 2014-15 PMF. The school's performance on each measure will be displayed separately without percentages of total points.

#### **Fifth-Year Charter Review**

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF<sup>1</sup> as goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its fifth-year charter review, the school's average PMF score for the first four years must be equal to or exceed 40%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

#### **Tenth-Year Charter Review**

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF<sup>1</sup> as its goals and student academic achievement expectations to be considered as having met its goals and student academic achievement expectations at its tenth-year charter review, the school will need to have earned an average PMF score since the previous review equal to or exceeding 45%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

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<sup>1</sup> See table at end of policy for which PMFs are applicable to this policy since school year 2010-11.  
Page 2

## **Charter Renewal and Every Review Thereafter**

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF as its goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its 15-year charter renewal and every review thereafter, a school will need to have earned an average PMF score since the previous review equal to or exceeding 50%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

If there is a conflict between the terms in the Hold Harmless section and existing charter agreements, the existing charter agreement terms will supersede the Hold Harmless section of the Elect the PMF as Goals Policy.

### *Tier 3 PMF Results*

As stated in the 2016-17 PMF Policy & Technical Guide, a school with a Tier 3 PMF result that meets one or more of the below criteria may be subject to a high-stakes review to determine whether the school's charter should be revoked pursuant to the School Reform Act (SRA).

- PK-8 or HS PMF score of 20.0% or lower in the most recent year.
- PK-8 or HS PMF score that is a 5.0% decrease or greater within Tier 3 from one year to the next.
- Adult Education PMF score in which the school earns an N/A or 35.0% or less of the possible points in three or more indicators.
- Any school performing in Tier 3 for any three of the previous five years.

### *Additional Review Outside of 5-year Cycle*

DC PCSB may, as permitted by law,<sup>2</sup> elect at any time to conduct an "out-of-cycle" review – that is, outside of the reviews that occur every five years. Out-of-cycle reviews may be due to a school's Tier 3 status, or because a school is identified as low-performing by the Office of the State Superintendent of Education ("OSSE") under ESSA, or for other reasons of poor performance or non-compliance. When conducting such a review, DC PCSB will conduct an "out of cycle" charter review using the last five years of the school's data to determine if the school is meeting its charter goals under this policy. If a school is reviewed out-of-cycle, DC PCSB will evaluate the school according to the most recent review standard. For example, if a school is in its 7<sup>th</sup> year of operation, DC PCSB would conduct a review using the previous five years of data to determine if it is meeting the five-year review standard. If a school is in its 12<sup>th</sup> year of operation, DC PCSB would

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<sup>2</sup> D.C. Official Code § 38-1802.12(a)(3) states that "An eligible chartering authority that grants or renews a charter ...shall review the charter at least once every 5 years..." Thus DC PCSB may review a charter more than once within a 5 year cycle.

conduct a review using the previous five years of data to determine if it is meeting the ten-year review standard.

#### *New Campuses of Existing LEAS/Campuses with Multiple PMF Frameworks*

If existing LEAs open new campuses between charter review cycles, their new campuses must have at least two years of PMF scores prior to the next review to be evaluated on their student academic achievement expectations.

In the case that new campuses have three years of PMF scores, new campuses will be evaluated based on the LEA's standard for review. For example, if a 10-year old LEA has a new campus that has three years of PMF scores, that new campus will have to meet the 10-year review standard. New campuses with only one year of a PMF score will not have their score included in the upcoming review. At charter review or charter renewal, continuance or closure/revocation decisions applied to the LEA's existing campuses will also be applied to the new campus whose scores were not included in the review or renewal analysis because only one score was available.

In the case that new campuses or a campus with a new framework (such as a middle school that is growing to grade 12) only has two years of PMF scores prior to the next review, those new campuses or the newest grades that use a different PMF framework (in the case of expanding schools) will be held to the 5-year review standard.<sup>3</sup> At the following review, the new campuses and new frameworks would have to meet the LEA's standard for review. For example, if a 10-year old charter middle school grows to serve through grade 12, and only has two high school PMF scores at the time of its 10-year review, DC PCSB would evaluate grades 6 through 8 using the ten-year review standard, and grades 9 through 11 using the 5-year review standard. At the LEA's 15-year charter renewal, all grades would be held to the 15-year charter renewal standard.

#### *Grandfather Clause for Schools Undergoing Review or Renewal in SY 2017-18 and SY 2018-19*

For campuses that transitioned to a new PMF framework after SY 2013-14 (those that were previously on the Early Childhood PMF framework and are now on the PK-8 PMF framework) that are undergoing review or renewal in SY 2017-18, the campuses' standard for review or renewal is as follows:

In order to be deemed as having fully met<sup>4</sup> the charter goals and academic achievement expectations, the campus will need to have:

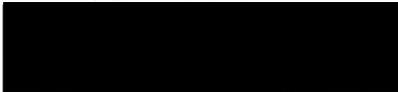
- Met all Early Childhood PMF floors in SY 2013-14; and
- Obtain an average score of 40% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for five-year

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<sup>4</sup> DC PCSB will determine a school to have substantially met their goals if they meet the PMF percentage average for their review cycle but missed no more than a quarter of their EC PMF floors in SY 2013-14. DC PCSB will determine a school to have partially met its goals if it meets the percentage average for their review cycle but missed no more than half of their EC PMF floors in 2013-14.

- review schools; OR
- Obtain an average score of 45% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for ten-year review schools; OR
  - Obtain an average score of 50% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for fifteen-year charter renewal schools and all subsequent reviews/renewals.
  - SY 2012-13 Early Childhood PMF pilot and SY 2012-13 Accountability Plan results will be displayed but not included in the analysis of whether or not schools met their charter goals and academic achievement expectations.

Board Approval Acknowledged by:



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Darren Woodruff  
DC PCSB Board Chair

# **Appendix I**

## **Compliance Reports**



**Cesar Chavez Public Charter School- Bruce Preparatory**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fair Enrollment Process</b>	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
<b>Notice and Due Process (suspension and expulsion)</b>	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
<b>Student Health</b>	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
<b>Student Safety</b>	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



**Cesar Chavez Public Charter School- Bruce Preparatory**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Charter School Employees</b>	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
<b>Insurance</b>	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
<b>Occupancy, Lease and License for the Facility</b>	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)		
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
<b>High Quality Teachers: Elementary and Secondary Education Act (ESEA)</b>	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



**Cesar Chavez Public Charter School- Bruce Preparatory**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fiduciary Duty: Board of Trustees</b>	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
<b>Articles of Incorporation</b>	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
<b>School Organization</b>	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>Litigation Status</b>	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>School Calendar</b>	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>High School Courses for Graduation</b>	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>Submission of Annual Report</b>	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
<b>Accreditation Status</b>	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



**Cesar Chavez Public Charter School - Capitol Hill**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fair Enrollment Process</b>	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
<b>Notice and Due Process (suspension and expulsion)</b>	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
<b>Student Health</b>	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
<b>Student Safety</b>	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



**Cesar Chavez Public Charter School - Capitol Hill**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Charter School Employees</b>	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
<b>Insurance</b>	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
<b>Occupancy, Lease and License for the Facility</b>	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)		
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
<b>High Quality Teachers: Elementary and Secondary Education Act (ESEA)</b>	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



**Cesar Chavez Public Charter School - Capitol Hill**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fiduciary Duty: Board of Trustees</b>	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
<b>Articles of Incorporation</b>	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
<b>School Organization</b>	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>Litigation Status</b>	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>School Calendar</b>	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>High School Courses for Graduation</b>	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>Submission of Annual Report</b>	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
<b>Accreditation Status</b>	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



**Cesar Chavez Public Charter School - Parkside-Middle**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fair Enrollment Process</b>	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
<b>Notice and Due Process (suspension and expulsion)</b>	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
<b>Student Health</b>	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
<b>Student Safety</b>	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



**Cesar Chavez Public Charter School - Parkside-Middle**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Charter School Employees</b>	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
<b>Insurance</b>	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
<b>Occupancy, Lease and License for the Facility</b>	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)		
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
<b>High Quality Teachers: Elementary and Secondary Education Act (ESEA)</b>	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



**Cesar Chavez Public Charter School - Parkside-Middle**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fiduciary Duty: Board of Trustees</b>	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
<b>Articles of Incorporation</b>	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
<b>School Organization</b>	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>Litigation Status</b>	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>School Calendar</b>	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>High School Courses for Graduation</b>	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>Submission of Annual Report</b>	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
<b>Accreditation Status</b>	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



**Cesar Chavez Public Charter School - Parkside Upper**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fair Enrollment Process</b>	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
<b>Notice and Due Process (suspension and expulsion)</b>	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
<b>Student Health</b>	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
<b>Student Safety</b>	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



**Cesar Chavez Public Charter School - Parkside Upper**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Charter School Employees</b>	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
<b>Insurance</b>	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
<b>Occupancy, Lease and License for the Facility</b>	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)		
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
<b>High Quality Teachers: Elementary and Secondary Education Act (ESEA)</b>	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



**Cesar Chavez Public Charter School - Parkside Upper**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fiduciary Duty: Board of Trustees</b>	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
<b>Articles of Incorporation</b>	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
<b>School Organization</b>	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>Litigation Status</b>	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>School Calendar</b>	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>High School Courses for Graduation</b>	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>Submission of Annual Report</b>	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
<b>Accreditation Status</b>	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



**César Chávez PCS for Public Policy – Capitol Hill**  
**COMPLIANCE REVIEW REPORT**  
**2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Discipline Policy and Due Process</b>	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
<b>Attendance Policy</b>	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
<b>Student Health</b>	Option 1: Notice of assigned nurse on staff Option 2: Copy of staff certificate to administer medications	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
<b>Student Safety</b>	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
<b>Student Safety</b>	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
<b>Student Safety</b>	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	



**César Chávez PCS for Public Policy – Capitol Hill**  
**COMPLIANCE REVIEW REPORT**  
**2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Charter School Employees</b>	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
<b>Insurance</b>	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
<b>Occupancy, Lease and License for the Facility</b>	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
<b>Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)</b>	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	COMPLIANT	



**César Chávez PCS for Public Policy – Capitol Hill**  
**COMPLIANCE REVIEW REPORT**  
**2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fiduciary Duty: Board of Trustees</b>	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
<b>Articles of Incorporation</b>	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
<b>Special Education</b>	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
<b>Litigation Status</b>	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
<b>School Calendar</b>	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
<b>High School Courses for Graduation</b>	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	COMPLIANT	
<b>Annual Report</b>	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
<b>Accreditation Status</b>	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	



**César Chávez PCS for Public Policy – Chávez Prep**  
**COMPLIANCE REVIEW REPORT**  
**2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Discipline Policy and Due Process</b>	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
<b>Attendance Policy</b>	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
<b>Student Health</b>	Option 1: Notice of assigned nurse on staff Option 2: Copy of staff certificate to administer medications	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
<b>Student Safety</b>	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
<b>Student Safety</b>	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
<b>Student Safety</b>	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	



**César Chávez PCS for Public Policy – Chávez Prep**  
**COMPLIANCE REVIEW REPORT**  
**2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Charter School Employees</b>	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
<b>Insurance</b>	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
<b>Occupancy, Lease and License for the Facility</b>	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
<b>Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)</b>	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	COMPLIANT	



**César Chávez PCS for Public Policy – Chávez Prep**  
**COMPLIANCE REVIEW REPORT**  
**2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fiduciary Duty: Board of Trustees</b>	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
<b>Articles of Incorporation</b>	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
<b>Special Education</b>	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
<b>Litigation Status</b>	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
<b>School Calendar</b>	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
<b>High School Courses for Graduation</b>	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	COMPLIANT	
<b>Annual Report</b>	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
<b>Accreditation Status</b>	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	



**César Chávez PCS for Public Policy – Parkside High School**

**COMPLIANCE REVIEW REPORT**

**2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Discipline Policy and Due Process</b>	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
<b>Attendance Policy</b>	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
<b>Student Health</b>	Option 1: Notice of assigned nurse on staff Option 2: Copy of staff certificate to administer medications	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
<b>Student Safety</b>	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	



**César Chávez PCS for Public Policy – Parkside High School**

**COMPLIANCE REVIEW REPORT**

**2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Charter School Employees</b>	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
<b>Insurance</b>	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
<b>Occupancy, Lease and License for the Facility</b>	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
<b>Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)</b>	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	COMPLIANT	



**César Chávez PCS for Public Policy – Parkside High School**

**COMPLIANCE REVIEW REPORT**

**2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fiduciary Duty: Board of Trustees</b>	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
<b>Articles of Incorporation</b>	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
<b>Special Education</b>	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
<b>Litigation Status</b>	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
<b>School Calendar</b>	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
<b>High School Courses for Graduation</b>	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	COMPLIANT	
<b>Annual Report</b>	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
<b>Accreditation Status</b>	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	



**César Chávez PCS for Public Policy – Parkside Middle School**  
**COMPLIANCE REVIEW REPORT**  
**2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Discipline Policy and Due Process</b>	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
<b>Attendance Policy</b>	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
<b>Student Health</b>	Option 1: Notice of assigned nurse on staff Option 2: Copy of staff certificate to administer medications	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
<b>Student Safety</b>	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
<b>Student Safety</b>	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
<b>Student Safety</b>	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	



**César Chávez PCS for Public Policy – Parkside Middle School**

**COMPLIANCE REVIEW REPORT**

**2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Charter School Employees</b>	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
<b>Insurance</b>	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
<b>Occupancy, Lease and License for the Facility</b>	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
<b>Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)</b>	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	COMPLIANT	



**César Chávez PCS for Public Policy – Parkside Middle School**  
**COMPLIANCE REVIEW REPORT**  
**2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fiduciary Duty: Board of Trustees</b>	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
<b>Articles of Incorporation</b>	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
<b>Special Education</b>	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
<b>Litigation Status</b>	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
<b>School Calendar</b>	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
<b>High School Courses for Graduation</b>	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	N/A	
<b>Annual Report</b>	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
<b>Accreditation Status</b>	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	

# SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *César Chávez PCS for Public Policy*

January 15, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	Compliant	7/25/14	✓
School Calendar	Compliant	7/25/14	✓
Quarterly Financial Statements - 4th	Compliant	7/31/14	✗
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/15/14	X
Auditor Engagement Letter	Compliant	8/15/14	✓
Annual Report SY2013-2014	Compliant	9/5/14	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/14	✓
Accreditation	Compliant	10/10/14	✓
Board Meeting Approved Minutes	Compliant	10/10/14	✓
Board Roster	Compliant	10/10/14	✗
Certificate of Insurance	Compliant	10/10/14	✓
Child Find Policy	Compliant	10/10/14	✗
Student Handbook	Compliant	10/10/14	✓
Quarterly Financial Statements - 1st	Compliant	10/31/14	✓
Audited Financial Statements	Compliant	11/3/14	✓
Audited Financial Statements - FAR Data Entry Form	Compliant	11/7/14	✓
Employee Handbook: Employment Policies	Compliant	12/8/14	✓
Litigation Proceedings Calendar	Compliant	12/9/14	✗

# SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *César Chávez PCS for Public Policy – Capitol Hill*

Requirement	Compliance Status	Due	On Time
High School - Course Offering	Compliant	7/25/14	X
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	X
Fire Drills	Compliant	8/20/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	X
Basic Business License	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	✓
SPED-Continuum of Services	Compliant	10/10/14	X
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	10/10/14	✓
Fire Drills	Compliant	12/5/14	✓

# SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: César Chávez PCS for Public Policy – Chávez Prep

Requirement	Compliance Status	Due	On Time
Fire Drills	Compliant	7/25/14	X
High School - Course Offering	Compliant	7/25/14	X
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	X
Charter School Athletics Compliance	Compliant	8/31/14	X
Basic Business License	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	✓
SPED-Continuum of Services	Compliant	10/10/14	X
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	10/10/14	✓
Fire Drills	Compliant	12/5/14	✓

# SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: César Chávez PCS for Public Policy – Parkside Middle

Requirement	Compliance Status	Due	On Time
Fire Drills	Compliant	7/25/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✗
Charter School Athletics Compliance	Compliant	8/31/14	✗
Basic Business License	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	✓
SPED-Continuum of Services	Compliant	10/10/14	✗
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	10/10/14	✓
Fire Drills	Compliant	12/5/14	✓

# SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: César Chávez PCS for Public Policy – Parkside High

Requirement	Compliance Status	Due	On Time
Fire Drills	Compliant	7/25/14	✓
High School - Course Offering	Compliant	7/25/14	✗
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✗
Charter School Athletics Compliance	Compliant	8/31/14	✗
Basic Business License	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	✓
SPED-Continuum of Services	Compliant	10/10/14	✗
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	10/10/14	✓
Fire Drills	Compliant	12/5/14	✓

## SY 2014-2015 DC Public Charter School Board Compliance Review Report - Contracts Submission

For LEA/Campus: *César Chávez PCS for Public Policy*

Requirement	Compliance Status	Due	On Time
Contracts	<b>3 Submitted</b>	3 days after contract is awarded	<b>3 of 3</b>

Date of Submission to PCSB	Name of Charter School	Vendor	Services to be Provided	Effective Date of Contract-10 days (SRA)	Value of Contract	# of Days Between Date of Contract Award to Vendor & Submission to PCSB
8/1/14	Cesar Chavez PCS for Public Policy	Special Education Resources, LLC	SPED	8/11/14	\$25,000	<b>Compliant</b>
10/6/14	Cesar Chavez PCS for Public Policy	Johns Hopkins University	training, technical assistance, curriculum materials	10/16/14	\$25,000	<b>Compliant</b>
11/5/14	Cesar Chavez PCS for Public Policy	Computerware, Inc.	computers,	11/15/14	\$97,689	<b>Compliant</b>

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	<p>Calendar must include the following:</p> <ul style="list-style-type: none"> <li>-minimum 180 days of school (6+ hours)</li> <li>-first and last day of school listed</li> <li>-start and end times listed</li> <li>-instructional days and holidays listed</li> <li>-make-up days for inclement weather listed</li> <li>-indicate staggered start dates if applicable</li> </ul> <p>*If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p>
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	<p><u>Fire drill schedule</u></p> <ul style="list-style-type: none"> <li>-Must include TWO drills within the first two weeks of the school year</li> <li>-monthly thereafter (total of 10 per year)</li> </ul>
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	<p><u>2013-14 Annual Report includes:</u></p> <ul style="list-style-type: none"> <li>-Narrative (description of performance and progress; goal attainment; school program)</li> <li>-Data Report</li> <li>-Appendices (staff roster; board roster; financials)</li> </ul>
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

2014-15 Compliance Review Requirements

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; <b>Occupancy load on form is equal to or greater than the sum of staff and students</b>
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's <b>charter agreement</b> ); should include all addresses/campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	<p>Board makeup must include:</p> <ul style="list-style-type: none"> <li>-Odd number of voting members (odd number of voting members/ doesn't include ex-officio)</li> <li>-Greater than 3 but no more than 15</li> <li>-Majority of members residing in DC (include address or city of residence)</li> <li>-2 parent members (voting members) *</li> </ul> <p><i>*Adult schools may use alumnae or adult students to satisfy the parent requirement</i></p>
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. <b>OR</b> , an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members  <i>*Should confirm staff's understanding of their obligation for reporting sexual abuse of student.</i>

2014-15 Compliance Review Requirements

Requirement	Description
Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: <ul style="list-style-type: none"> <li>• Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment</li> <li>• Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment</li> </ul>
Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past <b>TWO years</b>  <i>*All volunteers working more than 10 hrs/ week must have background checks</i>
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: <ul style="list-style-type: none"> <li>*sexual harassment</li> <li>*equal opportunity</li> <li>*drug-free workplace</li> <li>*complaint Resolution Process</li> <li>*Whistle blower Policy (best practice, not mandatory)</li> </ul>
Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process
SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)
Student Handbook  or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	<p><b>Discipline Policy</b></p> <ul style="list-style-type: none"> <li>-clear explanation of infractions</li> <li>-clear explanation of consequences (basis for suspensions/ expulsions)</li> <li>-manifestation determination process for students with disabilities</li> <li>-due process and appeals procedures for student/ parents for disciplinary incidents</li> </ul> <p><b>Attendance Policy</b></p> <ul style="list-style-type: none"> <li>-clear explanation of consequences of tardiness and absences</li> <li>-clear explanation of what constitutes an excused absence (including documentation required)</li> <li>-aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013)</li> </ul> <p><b>Safeguard of Student Information Policy</b>--aligns with FERPA regulations</p>
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

2014-15 Compliance Review Requirements

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year

## SY 2015-2016 DC Public Charter School Board Compliance Review Report

César Chávez PCS for Public Policy

March 16, 2016

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	Compliant	7/28/15	✓
IRS Form 990 or Extension	Compliant	7/30/15	✓
Auditor Engagement Letter FY2015	Compliant	8/17/15	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/31/15	✓
Annual Report	Compliant	9/15/15	✗
School Calendar	Compliant	9/16/15	✗
Professional Development Calendar (Title I Schools)	Compliant	9/30/15	✗
Litigation Proceedings Calendar	Compliant	10/8/15	✓
Title IX	Compliant	10/8/15	✓
Child Find Policy	Compliant	10/8/15	✓
Certificate of Insurance	Compliant	10/8/15	✓
Employee Handbook: Employment Policies	Compliant	10/8/15	✓
Accreditation	Compliant	10/8/15	✓
Board Meeting Approved Minutes - 1st Quarter	Compliant	10/8/15	✗
ELL	Compliant	10/8/15	✓
Staff Preference	Compliant	10/8/15	✓
Quarterly Financial Statements - 1st Quarter	Compliant	10/31/15	✗
Audited Financial Statements - FAR Data Entry Form 2014-2015	Compliant	12/1/15	✗
Board Roster	Compliant	3/22/16	✓
Student/Family Handbook	Compliant	12/22/15	✓
DC Non-Profit Status	Compliant	N/A	✓

# SY 2015-2016 DC Public Charter School Board Compliance Review Report

*César Chávez PCS for Public Policy – Capitol Hill*

Requirement	Compliance Status	Due	On Time
Fire Drill Schedule	Compliant	7/28/15	✓
High School - Course Offering	Compliant	8/7/15	✗
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✓
Charter School Athletics Compliance	Compliant	8/31/15	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✓
Certificate of Occupancy	Compliant	10/8/15	✓
School Emergency Response Plan	Compliant	10/8/15	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/8/15	✓
ADA	Compliant	10/8/15	✗
SPED-Continuum of Services	Compliant	10/8/15	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/20/15	✓
Fire Drills Conducted	Compliant	12/8/15	✓
Basic Business License	Compliant	N/A	✓

# SY 2015-2016 DC Public Charter School Board Compliance Review Report

*César Chávez PCS for Public Policy – Chávez Prep*

Requirement	Compliance Status	Due	On Time
Fire Drill Schedule	Compliant	7/28/15	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✓
Charter School Athletics Compliance	Compliant	8/31/15	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✓
Certificate of Occupancy	Compliant	10/8/15	✓
School Emergency Response Plan	Compliant	10/8/15	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/8/15	✓
ADA	Compliant	10/8/15	X
SPED-Continuum of Services	Compliant	10/8/15	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/20/15	✓
Fire Drills Conducted	Compliant	12/8/15	✓
Basic Business License	Compliant	N/A	✓

# SY 2015-2016 DC Public Charter School Board Compliance Review Report

*César Chávez PCS for Public Policy – Parkside Middle*

Requirement	Compliance Status	Due	On Time
Fire Drill Schedule	Compliant	7/28/15	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✓
Charter School Athletics Compliance	Compliant	8/31/15	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✓
Certificate of Occupancy	Compliant	10/8/15	✓
School Emergency Response Plan	Compliant	10/8/15	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/8/15	✓
ADA	Compliant	10/8/15	X
SPED-Continuum of Services	Compliant	10/8/15	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/20/15	✓
Fire Drills Conducted	Compliant	12/8/15	✓
Basic Business License	Compliant	N/A	✓

## SY 2015-2016 DC Public Charter School Board Compliance Review Report

*César Chávez PCS for Public Policy – Parkside High*

Requirement	Compliance Status	Due	On Time
Fire Drill Schedule	Compliant	7/28/15	✓
High School - Course Offering	Compliant	8/7/15	✗
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✓
Charter School Athletics Compliance	Compliant	8/31/15	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✓
Certificate of Occupancy	Compliant	10/8/15	✓
School Emergency Response Plan	Compliant	10/8/15	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/8/15	✗
ADA	Compliant	10/8/15	✓
SPED-Continuum of Services	Compliant	10/8/15	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/20/15	✓
Fire Drills Conducted	Compliant	12/8/15	✓
Basic Business License	Compliant	N/A	✓

**SY 2015-16 DC Public Charter School Board Compliance Review Report - Contract Submission Summary**  
**Cesar Chavez PCS for Public Policy**

This report summarizes the school's compliance with contract submission requirements for Fiscal Year 2015 (July 1, 2014 - June 30, 2015).

Cells highlighted in the following table indicate that the school did not submit contract information for an expenditure over \$25,000.  
 If you believe that DC PCSB is missing records or flagging expenditures in error, please contact Mikayla Lytton at mlytton@dcpcsb.org.

Expenditures over \$25,000 (submitted as part of the audited financial statements)						
Vendor Name	Services Provided	Value	Submitted for Bid?	Explanation, if No	If Renewal, when was contract bid?	DC PCSB Review Notes
Align Staffing	Staffing	\$ 32,371.13	Yes			No Epicenter submission
Beacon Hill Staffing Group	Staffing	\$ 32,859.79	Yes			No Epicenter submission
Berkshire Hathaway Homestate C	Business Insurance	\$ 29,656.00	Yes			No Epicenter submission
Busy Bee Environmental Service	Janitorial Services	\$ 321,787.98	Yes			No Epicenter submission
Charis Consulting CS3	Educational Consulting	\$ 30,666.46	Yes			No Epicenter submission
City Year Washington, DC	Educational Consulting	\$ 50,000.00	Yes			No Epicenter submission
CMA Construction Services, Inc	Janitorial & Construction	\$ 535,618.53	Yes			No Epicenter submission
Copier Workshop	Equipment Service	\$ 61,628.49	Yes	Multi-Year Contract		While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Dr. Fran Prolman	Educational Consulting	\$ 70,125.00	Yes			No Epicenter submission
Elevate, LLC	Educational Consulting	\$ 26,690.00	Yes			No Epicenter submission
Ethan Mitnick	Educational Consulting	\$ 228,014.49	Yes			No Epicenter submission
GE Capital	Copier Lease	\$ 46,857.26	Yes	Multi-Year Contract		While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Hunton & Williams	Legal Fees	\$ 42,714.88	Yes			No Epicenter submission
Kelly & Associates Insurance G	Business Insurance	\$ 120,283.94	Yes			No Epicenter submission
Kelly Services, Inc.	Business Insurance	\$ 64,450.88	Yes			No Epicenter submission
kmG Hauling, Inc.	Trash Services	\$ 47,524.08	Yes			No Epicenter submission
McGladrey & Pullen, LLP	Auditing	\$ 38,400.00	No	On approved PCSB auditor list		The school should contact DC PCSB to discuss its rationale for this exemption.
Pepco	Utilities	\$ 275,496.49	No	Only vendor providing services		
Raffa, PC	Accounting	\$ 119,311.89	No	On approved PCSB auditor list		The school should contact DC PCSB to discuss its rationale for this exemption.
Robert A Pauker	Educational Software	\$ 30,277.75	No			No Epicenter submission
Scholastic Inc.	Educational Consulting	\$ 59,688.51	Yes			No Epicenter submission
Seasonair Inc/Comfort Systems	HVAC Maintenance & Repair	\$ 25,368.11	No			No Epicenter submission
Special Education Resources LL	Educational Consulting	\$ 224,876.00	Yes			No Epicenter submission
Sprint	Mobile Phone Service	\$ 145,264.29	Yes			No Epicenter submission
Teach to Lead, LLC	Educational Consulting	\$ 141,175.00	Yes			No Epicenter submission
The K12 Search Group	Educational Consulting	\$ 32,361.30	Yes			No Epicenter submission
Top Spanish Cafe and Catering	Food Services	\$ 766,485.28	Yes			No Epicenter submission

Urban Teacher Center	Educational Consulting	\$ 80,000.00	Yes			No Epicenter submission
US Office Solutions	Office Supplies	\$ 33,557.74	Yes			No Epicenter submission
US Security Associates Inc	Security Guards	\$ 155,881.56	Yes			No Epicenter submission
Washington Gas	Utilities	\$ 42,758.29	No	Only vendor providing services		
XO Communications	Telecommunications	\$ 168,509.02	Yes	Multi-Year Contract		While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.

Cells highlighted below indicate that the contract was not submitted timely or was not bid appropriately.

Submitted Contracts (submitted to Epicenter throughout the fiscal year)							
Vendor Name	Services Provided	Value	Submission Date	Award Date	Contract Effective Date	Bid Appropriately?	Timely Submitted?
Computerware, Inc.	projectors, computers, installation	\$ 97,689.00	11/5/2014	10/24/2014	11/15/2014	Y	Untimely
Computerware, Inc.	Chromebook laptops & computer carts	\$ 128,255.00	3/4/2015	2/27/2015	3/14/2015	Y	Untimely
Johns Hopkins University	training, technical assistance, curriculum materials	\$ 25,000.00	10/6/2014	8/1/2014	10/16/2014	N	Untimely
Special Education Resources, LLC	SPED	\$ 42,947.00	8/1/2014	7/29/2014	8/11/2014	Y	Timely

## School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
7/28/2015	2015-16 School Calendar	<p>Calendar must include the following:                      -minimum 180 days of school (6+ hours)*                      -first and last day of school listed                      -start and end times listed                      -instructional days and holidays listed                      -make-up days for inclement weather listed                      -indicate staggered start dates if applicable If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p> <p>*If the school has received permission from PCSB to waive the 6-hour requirement, please make that notation on the school calendar</p> <p>**All Adult Education Programs must include start and end dates for each semester and orientation period</p>	LEA	All Schools
7/28/2015	Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2015-2016 school year. This calendar must also include an assurance statement that the number of meetings is no fewer than what is stated in the school's bylaws.	LEA	All Schools
7/28/2015	High School Course Offering	<p>All courses and credits offered to high school students; include graduation requirements</p> <p>Note: All schools should have the minimum DC graduation course requirements (unless already specified otherwise in the school's charter agreement). Any school that wishes to change their graduation requirements to require less than what OSSE mandates must submit a charter amendment request.</p>	Campus	High Schools ONLY
7/28/2015	Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)	Campus (1 for each facility)	All Schools
8/17/2015	Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools

## School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
8/31/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> <li>-Breakout of current assets and current liabilities from long-term assets and liabilities; and</li> <li>-Breakout of restricted and unrestricted cash balances.</li> </ul> <p>Income Statement</p> <ul style="list-style-type: none"> <li>-Actuals reported on a monthly basis and all activity year-to-date;</li> <li>-Comparison of the actuals to the budget over the same year-to-date reporting period;</li> <li>-Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels.</li> </ul> <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
8/31/2015	Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided	Campus	All schools that offer sports
8/31/2015	Annual Teacher and Principal Evaluation Reflection (SY 2014-15)	This reflection details a brief summary of the evaluation process, a classification of the number of teachers and principals in each performance area and next steps for improving your school's evaluation process. Required for PCSB monitoring of Principle 3 of the ESEA Waiver.	LEA and Campus	Title 1 Schools
9/8/2015	Annual Report	<p>2014-15 Annual Report is one document that includes:</p> <ul style="list-style-type: none"> <li>-Narrative (including goal attainment with a description of whether each charter goal was "met" or "missed" and evidence explaining why)</li> <li>-Data Report</li> <li>-Appendices (staff roster; board roster; financials)</li> </ul>	LEA	All Schools in operation SY 2014-2015

## School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
9/30/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> <li>-Breakout of current assets and current liabilities from long-term assets and liabilities; and</li> <li>-Breakout of restricted and unrestricted cash balances.</li> </ul> <p>Income Statement</p> <ul style="list-style-type: none"> <li>-Actuals reported on a monthly basis and all activity year-to-date;</li> <li>-Comparison of the actuals to the budget over the same year-to-date reporting period;</li> <li>-Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels.</li> </ul> <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2014-2015; PCSB identified schools
9/30/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2013-2014 and those identified in SY 14-15.
9/30/2015	Professional Development Calendar (SY 2015-16), Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)	LEA	Title 1 Schools
9/30/2015	Adult Education Assessments	Adult education assessment form indicating what assessments the school plans to administer for the current school year. Each adult education program must let PCSB know which assessments the school will be held accountable to for the Adult Education PMF.	Campus	Adult Education Schools
9/30/2015	Early Childhood Assessments	EC Assessment Selection Form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC/ES/MS PMF.	Campus	Early Childhood Schools
10/8/2015	Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students	Campus (1 for each facility)	All Schools

## School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/ campuses of an LEA	LEA	All Schools
10/8/2015	School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)	Campus	All Schools
10/8/2015	Board Roster	<p>Board makeup must include:</p> <ul style="list-style-type: none"> <li>-Odd number of voting members</li> <li>-Greater than 3 but no more than 15</li> <li>-Majority of members residing in DC (include address OR city of residence)</li> <li>-2 parent members (voting members)</li> </ul> <p>*Please include all members' email addresses **Adult schools may use alumnae or adult students to satisfy the parent requirement</p>	LEA	All Schools
10/8/2015	Litigation Proceedings Calendar	<p>Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo.</p> <p>*In addition to this annual requirement, please note schools are required to notify PCSB within seven days of receiving any new complaint</p>	LEA	All Schools
10/8/2015	Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2015; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law	LEA	All Schools
10/8/2015	School Emergency Response Plan	An assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.	Campus  (1 for each facility)	All Schools
10/8/2015	Sexual Violation Protocol	<p>An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members</p> <p>-should confirm staff's understanding of their obligation for reporting sexual abuse of students</p>	Campus	All Schools

## School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Child Find Policy	<p>An LEA's Child Find procedures should include, but are not limited to, a written description of:</p> <ul style="list-style-type: none"> <li>-how the LEA transitions students from Part C to Part B (if applicable to your student population)</li> <li>-public awareness and universal screening</li> <li>-identification/referral</li> <li>-evaluation and assessment</li> <li>-serving the student</li> </ul> <p>*Child Find Procedures apply to students 21 and under (Adult Education programs should also complete this requirement)</p>	LEA	All Schools (DCPS Dependent LEAs should complete the assurance that they comply with DCPS's Child Find Policies and Procedures)
10/8/2015	Staff Roster & Background Checks	<p>Staff/volunteer name, position, indication that background check has been conducted</p> <p>*All volunteers working more than 10 hrs/ week must have background checks</p>	Campus	All Schools
10/8/2015	Employee Handbook (or submit individual policies)	<p>Includes school board-approved policies around compliance with applicable employment laws including:</p> <ul style="list-style-type: none"> <li>-sexual harassment</li> <li>-equal opportunity</li> <li>-drug-free workplace</li> <li>-staff complaint Resolution Process</li> <li>-whistle blower Policy (best practice, not mandatory)</li> </ul>	LEA	All Schools
10/8/2015	Accreditation	<p>Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process</p> <p>*ALL schools in operation for five years or more must be accredited or may be subject to board action per PCSB's Accreditation Policy</p>	LEA	All Schools
10/8/2015	SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)	Campus	All Schools

## School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Student/Family Handbook  or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	<p>Discipline Policy                      -clear explanation of infractions and what leads to a suspension or expulsion                      -explanation of manifestation determination process for students with disabilities                      -due process and appeals procedures for parents if their child is issued a suspension or expulsion                      *Please note that substantive changes to the discipline policy must be submitted to PCSB as an amendment to the school's charter agreement.</p> <p>Attendance Policy                      -clear explanation of consequences of tardiness and absences                      -clear explanation of what constitutes an excused absence (including documentation required)                      -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013)                      -Grievance Procedure -- process for resolving parent/student complaints                      -Safeguard of Student Information Policy--aligns with FERPA regulations</p>	LEA	All Schools
10/8/2015	Lease	Lease	Campus (1 for each facility)	New Schools, Schools in a new facility Schools with a new lease agreement
10/8/2015	Staff Preference	<p>Assurance letter stating that enrollment based on staff preference is limited to 10% of the total student population or to 20 students, whichever is less.</p> <p>*If your school does not enact staff preference, please also submit an assurance letter making that clear</p>	LEA	All Schools
10/8/2015	ELL	Assurance letter attesting to and describing the school's compliance with laws and regulations related to the education of English Language Learners.	LEA	All Schools
10/8/2015	ADA	Assurance that the facility is ADA compliant OR if it is not, how the school will meet the needs of students, staff, and community stakeholders who may require accommodations to access the facility.	Campus	All Schools
10/8/2015	Title IX	Assurance letter attesting to and describing the school's compliance with laws and regulations related to Title IX.	LEA	All Schools

## School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/31/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> <li>-Breakout of current assets and current liabilities from long-term assets and liabilities; and</li> <li>-Breakout of restricted and unrestricted cash balances.</li> </ul> <p>Income Statement</p> <ul style="list-style-type: none"> <li>-Actuals reported on a monthly basis and all activity year-to-date;</li> <li>-Comparison of the actuals to the budget over the same year-to-date reporting period;</li> <li>-Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels.</li> </ul> <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
10/31/2015	Quarterly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> <li>-Breakout of current assets and current liabilities from long-term assets and liabilities; and</li> <li>-Breakout of restricted and unrestricted cash balances.</li> </ul> <p>Income Statement</p> <ul style="list-style-type: none"> <li>-Actuals reported on a monthly basis and all activity year-to-date;</li> <li>-Comparison of the actuals to the budget over the same year-to-date reporting period;</li> <li>-Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels.</li> </ul> <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	All schools (except those submitting monthly financials)

## School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
11/30/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> <li>-Breakout of current assets and current liabilities from long-term assets and liabilities; and</li> <li>-Breakout of restricted and unrestricted cash balances.</li> </ul> <p>Income Statement</p> <ul style="list-style-type: none"> <li>-Actuals reported on a monthly basis and all activity year-to-date;</li> <li>-Comparison of the actuals to the budget over the same year-to-date reporting period;</li> <li>-Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels.</li> </ul> <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
12/1/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 13-14 and those identified in SY 14-15.
12/1/2015	Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools
12/1/2015	Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.	LEA	All Schools
12/8/2015	2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/guardian address, parent/ guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>	LEA	Schools not participating in MySchoolsDC
12/8/2015	2016-2017 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement	LEA	Schools not participating in MySchoolsDC
12/8/2015	Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year	Campus (1 for each facility)	All Schools

## SY 2016-2017 DC Public Charter School Board Compliance Review Report

Cesar Chavez PCS for Public Policy

Requirement	Compliance Status	Due	On Time
Goals and Assessments	<b>Compliant</b>	7/26/16	✓
School Calendar	<b>Compliant</b>	7/26/16	✓
Charters Board Calendar	<b>Compliant</b>	8/8/16	✓
Auditor Engagement Letter	<b>Compliant</b>	8/16/16	✓
Quarterly Financial Statements - 4th Quarter	<b>Compliant</b>	8/31/16	✓
Student/Family Handbook	<b>Compliant</b>	9/6/16	✓
Annual Report	<b>Compliant</b>	9/27/16	✓
Professional Development Calendar (Title I Schools)	<b>Compliant</b>	9/30/16	✓
Accreditation	<b>Compliant</b>	10/6/16	✓
Employee Handbook: Employment Policies	<b>Compliant</b>	10/6/16	✓
Child Find Policy	<b>Compliant</b>	10/6/16	✓
Board Meeting Approved Minutes - 1st Quarter	<b>Compliant</b>	10/6/16	✓
Title IX	<b>Compliant</b>	10/6/16	✓
Certificate of Insurance	<b>Compliant</b>	10/6/16	✓
Litigation Proceedings Calendar	<b>Compliant</b>	10/6/16	✓
Staff Preference	<b>Compliant</b>	10/6/16	✓
Quarterly Financial Statements - 1st Quarter	<b>Compliant</b>	10/31/16	✓
Student Enrollment Forms	<b>Compliant</b>	12/8/16	✓
Facilities Expenditure Data Inputs	<b>Compliant</b>	12/15/16	✓
Basic Business License	<b>Compliant</b>	N/A	✓
DC Non-Profit Status	<b>Compliant</b>	N/A	✓

A rating of **compliant** means the school has satisfied the compliance standards.

A rating of **in progress** means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.

A rating of **not compliant** means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at [kdammann@dcpcsb.org](mailto:kdammann@dcpcsb.org).

## SY 2016-2017 DC Public Charter School Board Compliance Review Report

Cesar Chavez PCS for Public Policy Campus Level Submissions

Requirement	Campus	Compliance Status	Due	On Time
Fire Drill Schedule	Cesar Chavez PCS for Public Policy - Capitol Hill	<b>Compliant</b>	7/26/16	✓
Charter School Athletics Compliance	Cesar Chavez PCS for Public Policy - Capitol Hill	<b>Compliant</b>	9/14/16	✓
Staff/Volunteer Roster and Background Checks	Cesar Chavez PCS for Public Policy - Capitol Hill	<b>Compliant</b>	10/6/16	✓
SPED-Continuum of Services	Cesar Chavez PCS for Public Policy - Capitol Hill	<b>Compliant</b>	10/6/16	✓
ADA	Cesar Chavez PCS for Public Policy - Capitol Hill	<b>Compliant</b>	10/6/16	✓
School Nurse Notification/Certified Staff to Administer Medication	Cesar Chavez PCS for Public Policy - Capitol Hill	<b>Compliant</b>	10/6/16	✓
Certificate of Occupancy	Cesar Chavez PCS for Public Policy - Capitol Hill	<b>Compliant</b>	10/6/16	✓
School Emergency Response Plan	Cesar Chavez PCS for Public Policy - Capitol Hill	<b>Compliant</b>	10/6/16	✓
Sexual Violation Protocol Assurance Letter	Cesar Chavez PCS for Public Policy - Capitol Hill	<b>Compliant</b>	10/6/16	✓
Lease/Purchase Agreement and Right of Entry	Cesar Chavez PCS for Public Policy - Capitol Hill	<b>Compliant</b>	10/6/16	✓
Fire Drills Conducted	Cesar Chavez PCS for Public Policy - Capitol Hill	<b>Compliant</b>	12/14/16	✓
Fire Drill Schedule	Cesar Chavez PCS for Public Policy - Chavez Prep	<b>Compliant</b>	7/26/16	✓
Charter School Athletics Compliance	Cesar Chavez PCS for Public Policy - Chavez Prep	<b>Compliant</b>	9/14/16	✓
Staff/Volunteer Roster and Background Checks	Cesar Chavez PCS for Public Policy - Chavez Prep	<b>Compliant</b>	10/6/16	✓
SPED-Continuum of Services	Cesar Chavez PCS for Public Policy - Chavez Prep	<b>Compliant</b>	10/6/16	✓
ADA	Cesar Chavez PCS for Public Policy - Chavez Prep	<b>Compliant</b>	10/6/16	✓
School Nurse Notification/Certified Staff to Administer Medication	Cesar Chavez PCS for Public Policy - Chavez Prep	<b>Compliant</b>	10/6/16	✓
Certificate of Occupancy	Cesar Chavez PCS for Public Policy - Chavez Prep	<b>Compliant</b>	10/6/16	✓
School Emergency Response Plan	Cesar Chavez PCS for Public Policy - Chavez Prep	<b>Compliant</b>	10/6/16	✓
Sexual Violation Protocol Assurance Letter	Cesar Chavez PCS for Public Policy - Chavez Prep	<b>Compliant</b>	10/6/16	✓
Lease/Purchase Agreement and Right of Entry	Cesar Chavez PCS for Public Policy - Chavez Prep	<b>Compliant</b>	10/6/16	✓
Fire Drills Conducted	Cesar Chavez PCS for Public Policy - Chavez Prep	<b>Compliant</b>	12/14/16	✓
Fire Drill Schedule	Cesar Chavez PCS for Public Policy - Parkside High School	<b>Compliant</b>	7/26/16	✓
Charter School Athletics Compliance	Cesar Chavez PCS for Public Policy - Parkside High School	<b>Compliant</b>	9/14/16	✓
Staff/Volunteer Roster and Background Checks	Cesar Chavez PCS for Public Policy - Parkside High School	<b>Compliant</b>	10/6/16	✓
SPED-Continuum of Services	Cesar Chavez PCS for Public Policy - Parkside High School	<b>Compliant</b>	10/6/16	✓
ADA	Cesar Chavez PCS for Public Policy - Parkside High School	<b>Compliant</b>	10/6/16	✓
School Nurse Notification/Certified Staff to Administer Medication	Cesar Chavez PCS for Public Policy - Parkside High School	<b>Compliant</b>	10/6/16	✓
Certificate of Occupancy	Cesar Chavez PCS for Public Policy - Parkside High School	<b>Compliant</b>	10/6/16	✓
School Emergency Response Plan	Cesar Chavez PCS for Public Policy - Parkside High School	<b>Compliant</b>	10/6/16	✓
Sexual Violation Protocol Assurance Letter	Cesar Chavez PCS for Public Policy - Parkside High School	<b>Compliant</b>	10/6/16	✓
Lease/Purchase Agreement and Right of Entry	Cesar Chavez PCS for Public Policy - Parkside High School	<b>Compliant</b>	10/6/16	✓

<b>Requirement</b>	<b>Campus</b>	<b>Compliance Status</b>	<b>Due</b>	<b>On Time</b>
Fire Drills Conducted	Cesar Chavez PCS for Public Policy - Parkside High School	<b>Compliant</b>	12/8/16	✓
Fire Drill Schedule	Cesar Chavez PCS for Public Policy - Parkside Middle School	<b>Compliant</b>	7/26/16	✓
Charter School Athletics Compliance	Cesar Chavez PCS for Public Policy - Parkside Middle School	<b>Compliant</b>	9/14/16	✓
Staff/Volunteer Roster and Background Checks	Cesar Chavez PCS for Public Policy - Parkside Middle School	<b>Compliant</b>	10/6/16	✓
SPED-Continuum of Services	Cesar Chavez PCS for Public Policy - Parkside Middle School	<b>Compliant</b>	10/6/16	✓
ADA	Cesar Chavez PCS for Public Policy - Parkside Middle School	<b>Compliant</b>	10/6/16	✓
School Nurse Notification/Certified Staff to Administer Medication	Cesar Chavez PCS for Public Policy - Parkside Middle School	<b>Compliant</b>	10/6/16	✓
Certificate of Occupancy	Cesar Chavez PCS for Public Policy - Parkside Middle School	<b>Compliant</b>	10/6/16	✓
School Emergency Response Plan	Cesar Chavez PCS for Public Policy - Parkside Middle School	<b>Compliant</b>	10/6/16	✓
Sexual Violation Protocol Assurance Letter	Cesar Chavez PCS for Public Policy - Parkside Middle School	<b>Compliant</b>	10/6/16	✓
Lease/Purchase Agreement and Right of Entry	Cesar Chavez PCS for Public Policy - Parkside Middle School	<b>Compliant</b>	10/6/16	✓
Fire Drills Conducted	Cesar Chavez PCS for Public Policy - Parkside Middle School	<b>Compliant</b>	12/8/16	✓

# **Appendix J**

## **Annual Determination Reports**

Report Section  
Initial Evaluation

Compliance Item  
Timely Completion of Initial Evaluation 300.301(c)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	1	0	0.00	1	0	0	100.00

Report Section

Compliance Item

#C (Initial)

#NC (Initial)

#NA (Initial)

% (Initial)

#C (Final)

#NC (Final)

#NA (Final)

% (Final)

Report Section  
Reevaluation

Compliance Item  
Reevaluation §300.303(b)(2)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	3	0	0.00	2	0	1	100.00

Report Section  
Reevaluation

Compliance Item  
Reevaluation §300.303(b)(2)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	4	0	0.00	0	4	0	0.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Secondary Transition	12) Postsecondary Goal Addresses Education or Training §300.320(b)	2	0	0	100.00	2	0	0	100.00
Secondary Transition	13) Postsecondary Goal Addresses Employment §300.320(b)	2	0	0	100.00	2	0	0	100.00
Secondary Transition	14) Postsecondary Goal Addresses Independent Living §300.320(b)	2	0	0	100.00	2	0	0	100.00
Secondary Transition	15) Postsecondary Goal(s) Updated Annually §300.320(b)	2	0	0	100.00	2	0	0	100.00
Secondary Transition	16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.:	2	0	0	100.00	2	0	0	100.00
Secondary Transition	17) Transition Services Assist Student To Meet Postsecondary Goals §300.320	2	0	0	100.00	2	0	0	100.00
Secondary Transition	18) Transition Services Include Courses of Study §300.320(b)(2)	2	0	0	100.00	2	0	0	100.00
Secondary Transition	19) Student Invited To IEP Meeting §300.321(b)	0	2	0	0.00	0	2	0	0.00
Secondary Transition	20) Representative Participating Agency Invited to IEP Meeting §300.321(b)	0	0	2	0.00	0	0	2	0.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Secondary Transition	12) Postsecondary Goal Addresses Education or Training §300.320(b)	3	1	0	75.00	3	1	0	75.00
Secondary Transition	13) Postsecondary Goal Addresses Employment §300.320(b)	2	2	0	50.00	3	1	0	75.00
Secondary Transition	14) Postsecondary Goal Addresses Independent Living §300.320(b)	2	1	1	66.67	3	0	1	100.00
Secondary Transition	15) Postsecondary Goal(s) Updated Annually §300.320(b)	4	0	0	100.00	4	0	0	100.00
Secondary Transition	16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b)	4	0	0	100.00	4	0	0	100.00
Secondary Transition	17) Transition Services Assist Student To Meet Postsecondary Goals §300.320	4	0	0	100.00	4	0	0	100.00
Secondary Transition	18) Transition Services Include Courses of Study §300.320(b)(2)	4	0	0	100.00	4	0	0	100.00
Secondary Transition	19) Student Invited To IEP Meeting §300.321(b)	2	2	0	50.00	2	2	0	50.00
Secondary Transition	20) Representative Participating Agency Invited to IEP Meeting §300.321(b)	0	0	4	0.00	0	0	4	0.00

Report Section  
Initial Evaluation

Compliance Item  
Timely Completion of Initial Evaluation 300.301(c)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	2	0	0.00	2	0	0	100.00

Report Section  
Reevaluation

Compliance Item  
Reevaluation §300.303(b)(2)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	5	0	0.00	0	5	0	0.00

Report Section  
Reevaluation

Compliance Item  
Reevaluation §300.303(b)(2)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	5	0	0.00	5	0	0	100.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Secondary Transition	12) Postsecondary Goal Addresses Education or Training §300.320(b)	4	0	0	100.00	4	0	0	100.00
Secondary Transition	13) Postsecondary Goal Addresses Employment §300.320(b)	4	0	0	100.00	4	0	0	100.00
Secondary Transition	14) Postsecondary Goal Addresses Independent Living §300.320(b)	2	0	2	100.00	2	0	2	100.00
Secondary Transition	15) Postsecondary Goal(s) Updated Annually §300.320(b)	3	1	0	75.00	3	1	0	75.00
Secondary Transition	16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b)	4	0	0	100.00	4	0	0	100.00
Secondary Transition	17) Transition Services Assist Student To Meet Postsecondary Goals §300.320	4	0	0	100.00	4	0	0	100.00
Secondary Transition	18) Transition Services Include Courses of Study §300.320(b)(2)	2	2	0	50.00	2	2	0	50.00
Secondary Transition	18a) Annual Goal(s) Related to Transition Service's Needs (20 W.S.C. 1416(a)(3)(B))	3	1	0	75.00	3	1	0	75.00
Secondary Transition	19) Student Invited To IEP Meeting §300.321(b)	2	2	0	50.00	2	2	0	50.00
Secondary Transition	20) Representative Participating Agency Invited to IEP Meeting §300.321(b)	0	0	4	0.00	0	0	4	0.00

# Initial Evaluation Student Noncompliance May 2015 (October 1, 2014 - March 31, 2015)

Initial Release Date: 5/27/2015  
Date of Notification: 6/12/2015  
Days Remaining: -290

Viewing Data For Cesar Chavez PCS

Citation Item	Student ID	Student Name	Corrective Action
Timely Completion of Initial Evaluation §300.301(c)	[REDACTED]	[REDACTED]	Complete the evaluation and upload into SEDS.
Timely Completion of Initial Evaluation §300.301(c)	[REDACTED]	[REDACTED]	Complete the evaluation and upload into SEDS.
Timely Completion of Initial Evaluation §300.301(c)	[REDACTED]	[REDACTED]	Complete the evaluation and upload into SEDS.

# Initial Evaluation Student Noncompliance November 2014 (July 1, 2014 - September 30, 2014)

Initial Release Date: 12/22/2014  
Date of Notification: 1/26/2015  
Days Remaining: -427

Viewing Data For Cesar Chavez PCS

Citation Item

Student ID

Student Name

Corrective Action

# Reevaluation Student Noncompliance August 2014 (April 1, 2014 - June 30, 2014)

Initial Release Date: 9/17/2014  
Date of Notification: 9/30/2014  
Days Remaining: -545

Viewing Data For Cesar Chavez PCS

Citation Item	Student ID	Student Name	Corrective Action
Reevaluation §300.303(b)(2)	[REDACTED]	[REDACTED]	Complete the evaluation and upload into SEDS.

# Reevaluation Student Noncompliance May 2015 (October 1, 2014 - March 31, 2015)

Initial Release Date: 5/27/2015  
Date of Notification: 6/12/2015  
Days Remaining: -290

Viewing Data For Cesar Chavez PCS

Citation Item	Student ID	Student Name	Corrective Action
Reevaluation §300.303(b)(2)	[REDACTED]	[REDACTED]	Complete evaluation and upload into SEDS.
Reevaluation §300.303(b)(2)	[REDACTED]	[REDACTED]	Complete evaluation and upload into SEDS.
Reevaluation §300.303(b)(2)	[REDACTED]	[REDACTED]	Complete evaluation and upload into SEDS.
Reevaluation §300.303(b)(2)	[REDACTED]	[REDACTED]	Complete evaluation and upload into SEDS.
Reevaluation §300.303(b)(2)	[REDACTED]	[REDACTED]	Complete evaluation and upload into SEDS.

# Reevaluation Student Noncompliance November 2014 (July 1, 2014 - September 30, 2014)

Initial Release Date: 12/5/2014  
Date of Notification: 1/26/2015  
Days Remaining: -427

Viewing Data For Cesar Chavez PCS

Citation Item	Student ID	Student Name	Corrective Action
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# Secondary Transition Student Noncompliance August 2014 (April 1, 2014 - June 30, 2014)

Initial Release Date: 8/12/2014  
Date of Notification: 8/26/2014  
Days Remaining: -580

Viewing Data For Cesar Chavez PCS

Citation Item	Student ID	Student Name	Corrective Action
19) Student Invited to IEP Meeting §300.321(b)	[REDACTED]	[REDACTED]	In student's next annual IEP, invite and document the invitation of the student to the IEP meeting.

# Secondary Transition Student Noncompliance May 2015 (October 1, 2014 - March 31, 2015)

Initial Release Date: 5/4/2015  
Date of Notification: 5/18/2015  
Days Remaining: -315

Viewing Data For Cesar Chavez PCS

Citation Item	Student ID	Student Name	Corrective Action
<b>17) Transition Services Assist Student to Meet Postsecondary Goals</b> §300.320	[REDACTED]	[REDACTED]	Convene IEP team, or amend IEP, to identify transition services.
<b>18a) Annual Goal(s) Related to Transition Service's Needs</b> (20 W.S.C. 1416(a)(3)(B))	[REDACTED]	[REDACTED]	Convene IEP meeting or amend IEP to add, or correct annual goal(s).

# Reevaluation Student Noncompliance August 2015 (April 1, 2015 - June 30, 2015)

Initial Release Date: 1/14/2016  
Date of Notification: 1/29/2016  
Days Remaining: -59

Viewing Data For Cesar Chavez PCS

Citation Item	Student ID	Student Name	Corrective Action
Reevaluation §300.303(b)(2)	[REDACTED]	[REDACTED]	Complete the evaluation and upload into SEDS.



# Reevaluation Student Noncompliance November 2015 (July 1, 2015 - September 30, 2015)

Initial Release Date: 2/4/2016  
Date of Notification: 2/16/2016  
Days Remaining: -41

Viewing Data For Cesar Chavez PCS

Citation Item	Student ID	Student Name	Corrective Action
Reevaluation §300.303(b)(2)	[REDACTED]	[REDACTED]	Complete the evaluation and upload into SEDS.

# Secondary Transition Student Noncompliance May 2016 (October 1, 2015 - March 31, 2016)

Initial Release Date: 6/1/2016  
 Date of Notification: 6/17/2016  
 Days Remaining: 81

Viewing Data For Cesar Chavez PCS

Citation Item	Student ID	Student Name	Corrective Action
12) Postsecondary Goal Addresses Education or Training §300.320(b)	[REDACTED]	[REDACTED]	Convene IEP team, or amend IEP, to develop appropriate goal.
13) Postsecondary Goal Addresses Employment §300.320(b)	[REDACTED]	[REDACTED]	Convene IEP team, or amend IEP, to develop appropriate goal.
15) Postsecondary Goal(s) Updated Annually §300.320(b)	[REDACTED]	[REDACTED]	Convene IEP team, or amend IEP, to develop appropriate goal.
17) Transition Services Assist Student to Meet Postsecondary Goals §300.320	[REDACTED]	[REDACTED]	Convene IEP team, or amend IEP, to identify transition services.
18a) Annual Goal(s) Related to Transition Service's Needs (20 U.S.C. 1416(a)(3)(B))	[REDACTED]	[REDACTED]	Convene IEP meeting, or amend IEP to add, or correct annual goal(s).
15) Postsecondary Goal(s) Updated Annually §300.320(b)	[REDACTED]	[REDACTED]	Convene IEP team, or amend IEP, to develop appropriate goal.
17) Transition Services Assist Student to Meet Postsecondary Goals §300.320	[REDACTED]	[REDACTED]	Convene IEP team, or amend IEP, to identify transition services.
18a) Annual Goal(s) Related to Transition Service's Needs (20 U.S.C. 1416(a)(3)(B))	[REDACTED]	[REDACTED]	Convene IEP meeting, or amend IEP to add, or correct annual goal(s).

# Reevaluation Student Noncompliance August 2016 (April 1, 2016 - June 30, 2016)

Initial Release Date: 12/6/2016  
Date of Notification: 12/21/2016  
Days Remaining: 268

Viewing Data For Cesar Chavez PCS

Citation Item	Student ID	Student Name	Corrective Action
Reevaluation §300.303(b)(2)	[REDACTED]	[REDACTED]	Complete the evaluation and upload into SEDS
Reevaluation §300.303(b)(2)	[REDACTED]	[REDACTED]	Complete the evaluation and upload into SEDS
Reevaluation §300.303(b)(2)	[REDACTED]	[REDACTED]	Complete the evaluation and upload into SEDS
Reevaluation §300.303(b)(2)	[REDACTED]	[REDACTED]	Complete the evaluation and upload into SEDS

# Secondary Transition Student Noncompliance August 2016 (April 1, 2016 - June 30, 2016)

Initial Release Date: 9/14/2016  
Date of Notification: 10/3/2016  
Days Remaining: 189

Viewing Data For Cesar Chavez PCS

Citation Item	Student ID	Student Name	Corrective Action
15) Postsecondary Goal(s) Updated Annually §300.320(b)			Convene IEP team, or amend IEP, to develop appropriate goal.

# Secondary Transition Student Noncompliance November 2016 (July 1, 2016 - September 30, 2016)

Initial Release Date: 10/24/2016  
Date of Notification: 11/10/2016  
Days Remaining: 227

Viewing Data For Cesar Chavez PCS

Citation Item	Student ID	Student Name	Corrective Action
19) Student Invited to IEP Meeting §300.321(b)	[REDACTED]	[REDACTED]	In student's next annual IEP, invite and document the invitation of the student to the IEP meeting.
19) Student Invited to IEP Meeting §300.321(b)	[REDACTED]	[REDACTED]	In student's next annual IEP, invite and document the invitation of the student to the IEP meeting.

# **Appendix K**

**2016-2017**

## **Disproportionate Representation Review Report Attachments**



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

June 30, 2017

Katie Herman  
Head of School  
Cesar Chavez Public Charter Schools for Public Policy  
709 12<sup>th</sup> Street SE  
Washington, DC 20003

Re: Results of FFY 2016 Disproportionate Representation Self-Study Review

Dear Ms. Herman:

The IDEA requires the State to have policies and procedures in effect which are designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 CFR 300.8 of the IDEA regulations. [34 CFR §300.173] [20 U.S.C. 1412(a)(24)]. The State may use monitoring data; review district policies, procedures, and practices, etc. The State must determine whether districts with disproportionate representation of racial and ethnic groups in specific disability categories are in compliance with the child find, evaluation, and eligibility requirements in 34 CFR §§300.111, 300.201 and 300.301 through 300.311.

On May 15, 2017, Cesar Chavez Public Charter Schools (PCS) for Public Policy was notified that it was found to have disproportionate representation in the areas of:

- overidentification in the Other Health Impairment category for African American students
- overidentification in the Multiple Disabilities category for African American students
- overidentification in the Emotional Disturbance category for African American students

OSSE requested Cesar Chavez PCS to complete a self-assessment in order for OSSE to conduct the required review. The self-assessment included a review of student files, and submission of LEA policies. Our records indicate that Cesar Chavez PCS did not respond to requirements related to this activity. As a result OSSE does not have sufficient information to determine compliance with this requirement.

Therefore, OSSE is issuing a finding to Cesar Chavez PCS for failure to submit data requested by OSSE in a timely manner, in accordance with 34 CFR § 300.211. Please note that noncompliance with the data submissions is factored into OSSE's LEA risk assessment and IDEA Determinations. In addition, in accordance with 2 CFR §200.338, LEAs that repeatedly fail to meet required data

submission requirements may be subject to the imposition of special conditions on their federal grant awards.

For all identified noncompliance, LEAs must correct the noncompliance as soon as possible but in no case later than one year after the identification of the noncompliance.

If you have any questions, please contact Debra Melville at [Debra.Melville@dc.gov](mailto:Debra.Melville@dc.gov) or (202) 741-0265.

Thank you for your cooperation and continued work to improve results for children with disabilities.

Sincerely,

A black rectangular redaction box covering the signature area.

Amy Maisterra  
Assistant Superintendent  
Elementary, Secondary, and Specialized Education

## Appendix L: Additional Student Academic Achievement Measures

These charts include additional results from the PARCC assessment, included at the request of the LEA and consistent with the “Detailed 2016-17, 2015-16, and 2014-15 PARCC and MSAA Performance Results” made publicly available by OSSE<sup>1</sup>.

PCSB reports rates for all student academic achievement and progress measures that meet a minimum n-size of 10 students on both charter review reports and the PMF, while OSSE suppresses rates that do not meet a minimum n-size of 25 students. For all metrics where 10 to 24 students are included in the subgroup, PCSB calculates the rate from the student-level outcomes. PCSB did not have access to the at-risk information in the student-level PARCC assessment file reports for SY 2014-15 and could not follow the minimum cohort size guidance from the PMF technical guide for this metric, and therefore omitted this rate from all charter review reports this year. The rates below follow OSSE’s minimum n-size guidance.

The Students with Disabilities and English Learner subgroup rates in the charter review report include only students actively receiving services as an English Language Learner (ELL) or as a special education student (SPED) at the time of the state assessment. Students who exited ELL or SPED status but who were monitored during the school year to ensure academic achievement on grade level are considered “monitored” for the state assessment. OSSE’s subgroup reporting categories include both students who are actively receiving services as well as those being monitored for academic achievement, and the rates below reflect those combined subgroups.

## English Language Arts

Capitol Hill ELA Proficiency: Grades 9-12							
Subgroup		2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
		School	State	School	State	School	State
Active or Monitored Special Education	3 +	N/A	11.3	N/A	9.4	N/A	13.7
	4 +		3.8		3.9		5.1
	<i>n-size</i>	<i>n &lt; 25</i>		<i>n &lt; 25</i>		<i>n &lt; 25</i>	
Active or Monitored English Learners	3 +	N/A	22.7	N/A	19.3	N/A	18.7
	4 +		4.6		8.2		7.6
	<i>n-size</i>	<i>n &lt; 25</i>		<i>n &lt; 25</i>		<i>n &lt; 25</i>	
At-Risk	3 +	47.3	31.2	Data included in charter review report			
	4 +	23.6	15.2				
	<i>n-size</i>	55					

Chavez Prep ELA Proficiency: Grades 6-9							
Subgroup		2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
		School	State	School	State	School	State
Active or Monitored Special Education	3 +	13.5	12.5	21.4	15.3	3.1	16.8
	4 +	0.0	4.0	7.1	4.5	0	5.2
	<i>n-size</i>	37		42		32	
Active or Monitored English Learners	3 +	24.8	28.0	14.9	28.5	15.4	31.2
	4 +	8.6	8.8	1.1	9.5	1.3	12.3
	<i>n-size</i>	105		94		78	
At-Risk	3 +	39.6	33.7	Data included in charter review report			
	4 +	12.7	11.1				
	<i>n-size</i>	134					

<sup>1</sup> "Detailed 2016-17, 2015-16, and 2014-15 PARCC and MSAA Performance Results" <https://osse.dc.gov/page/2016-17-results-and-resources>.

### Parkside High ELA Proficiency: Grades 9-12

Subgroup		2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
		School	State	School	State	School	State
Active or Monitored Special Education	3 +	N/A	11.3	N/A	9.4	N/A	13.7
	4 +		3.8		3.9		5.1
	<i>n-size</i>	<i>n &lt; 25</i>		<i>n &lt; 25</i>		<i>n &lt; 25</i>	
Active or Monitored English Learners	3 +	N/A	22.7	N/A	19.3	N/A	18.7
	4 +		4.6		8.2		7.6
	<i>n-size</i>	<i>n &lt; 25</i>		<i>n &lt; 25</i>		<i>n &lt; 25</i>	
At-Risk	3 +	31.0	31.2	Data included in charter review report			
	4 +	3.4	15.2				
	<i>n-size</i>	58					

### Parkside Middle ELA Proficiency: Grades 6-8

Subgroup		2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
		School	State	School	State	School	State
Active or Monitored Special Education	3 +	4.7	12.5	2.3	15.3	5.7	16.8
	4 +	0	4.0	0	4.5	2.9	5.2
	<i>n-size</i>	43		43		35	
Active or Monitored English Learners	3 +	N/A	28.0	N/A	28.5	N/A	31.2
	4 +		8.8		9.5		12.3
	<i>n-size</i>	<i>n &lt; 25</i>		<i>n &lt; 25</i>		<i>n &lt; 25</i>	
At-Risk	3 +	25.8	33.7	Data included in charter review report			
	4 +	4.3	11.1				
	<i>n-size</i>	186					

## Math

Capitol Hill Math Proficiency: Grades 9-12							
Subgroup		2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
		School	State	School	State	School	State
Active or Monitored Special Education	3 +	N/A	9.6	N/A	9.4	0	8.7
	4 +		1.4		2.6	0	1.4
	<i>n-size</i>	<i>n &lt; 25</i>		<i>n &lt; 25</i>		25	
Active or Monitored English Learners	3 +	N/A	19.1	N/A	14.7	N/A	19.7
	4 +		5.8		5.0		6.9
	<i>n-size</i>	<i>n &lt; 25</i>		<i>n &lt; 25</i>		<i>n &lt; 25</i>	
At-Risk	3 +	16.7	23.4	Data included in charter review report			
	4 +	0	4.3				
	<i>n-size</i>	36					

Chavez Prep Math Proficiency: Grades 6-9							
Subgroup		2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
		School	State	School	State	School	State
Active or Monitored Special Education	3 +	2.7	11.7	9.5	13.0	6.1	14.4
	4 +	2.7	2.7	2.4	2.9	3.0	4.0
	<i>n-size</i>	37		42		33	
Active or Monitored English Learners	3 +	28.8	29.7	9.5	25.3	12.8	27.3
	4 +	4.5	10.1	1.9	8.1	0	9.9
	<i>n-size</i>	111		105		78	
At-Risk	3 +	38.7	30.3	Data included in charter review report			
	4 +	11.3	8.4				
	<i>n-size</i>	142					

## Parkside High Math Proficiency: Grades 9-12

Subgroup		2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
		School	State	School	State	School	State
Active or Monitored Special Education	3 +	N/A	9.6	N/A	9.4	N/A	8.7
	4 +		1.4		2.6		1.4
	<i>n-size</i>	<i>n &lt; 25</i>		<i>n &lt; 25</i>		25	
Active or Monitored English Learners	3 +	N/A	19.1	N/A	14.7	N/A	19.7
	4 +		5.8		5.0		6.9
	<i>n-size</i>	<i>n &lt; 25</i>		<i>n &lt; 25</i>		<i>n &lt; 25</i>	
At-Risk	3 +	26.3	23.4	Data included in charter review report			
	4 +	0	4.3				
	<i>n-size</i>	57					

## Parkside Middle Math Proficiency: Grades 6-8

Subgroup		2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
		School	State	School	State	School	State
Active or Monitored Special Education	3 +	7.0	11.7	5.0	13.0	11.4	14.4
	4 +	2.3	2.7	0	2.9	0	4.0
	<i>n-size</i>	43		40		35	
Active or Monitored English Learners	3 +	N/A	29.7	N/A	25.3	N/A	27.3
	4 +		10.1		8.1		9.9
	<i>n-size</i>	<i>n &lt; 25</i>		<i>n &lt; 25</i>		<i>n &lt; 25</i>	
At-Risk	3 +	28.1	30.3	Data included in charter review report			
	4 +	3.8	8.4				
	<i>n-size</i>	185					