**DC Council
Committee of the Whole
FY 20-21 Performance Oversight Questions
February 26, 2021**

DC Public Charter School Board Fiscal Year 20-21 Performance Oversight Questions

1. **Please provide, as an attachment to your answers, a current organizational chart for your agency with the number of vacant and filled FTEs marked in each box. Include the names of all senior personnel. Also include the effective date on the chart.**

See attachment Q1.

2. **Please provide, as an attachment, a Schedule A for your agency which identifies all employees by title/position, current salary, fringe benefits, and program office as of January 31, 2021. The Schedule A also should indicate all vacant positions in the agency. Please do not include Social Security numbers.**

See attachment Q2.

3. **In table format, provide a list of the board of trustees at each public charter school local education agency (LEA).**

LEA	Role	First Name	Last Name
Academy of Hope Adult PCS	Member	Todd L.	Campbell
Academy of Hope Adult PCS	Member	Darrell	Darnell
Academy of Hope Adult PCS	Member	Madi	Ford
Academy of Hope Adult PCS	Treasurer	Barbara	Jumper
Academy of Hope Adult PCS	Member	Kermit	Keleba
Academy of Hope Adult PCS	Board Chair	Mark	Kutner
Academy of Hope Adult PCS	Member	Y.K. Karen	Leung
Academy of Hope Adult PCS	Member	Julie	Meyer
Academy of Hope Adult PCS	Member	Lawrence	Meyer
Academy of Hope Adult PCS	Member	Joe	Mitchell
Academy of Hope Adult PCS	Member	Paul	Suijk
Academy of Hope Adult PCS	Secretary	Rachel	Zinn
Academy of Hope Adult PCS	Member	John	Zoltner
Achievement Preparatory Academy PCS	Member	Ahmed	Ali
Achievement Preparatory Academy PCS	Board Chair	Jason	Andrean
Achievement Preparatory Academy PCS	Member	Rufus	Davis
Achievement Preparatory Academy PCS	Member	Dwight	Draughon
Achievement Preparatory Academy PCS	Member	DeeDee	George
Achievement Preparatory Academy PCS	Member	Patricia	Grant
Achievement Preparatory Academy PCS	Member	Amber	Jackson
Achievement Preparatory Academy PCS	Member	Julie	Johnson

LEA	Role	First Name	Last Name
Achievement Preparatory Academy PCS	Vice Chair	Barbara	Nophlin
Achievement Preparatory Academy PCS	Member	Susan	Rosenbaum
Achievement Preparatory Academy PCS	Member	Kenneth	Ward
Achievement Preparatory Academy PCS	Member	Ed	Williams
Achievement Preparatory Academy PCS	Member	Shantelle	Wright
Achievement Preparatory Academy PCS	Treasurer	Ursula	Wright
AppleTree Early Learning PCS	Secretary	Karen	Davenport
AppleTree Early Learning PCS	Member	Matthew	Downs
AppleTree Early Learning PCS	Member	Sara	Glenn
AppleTree Early Learning PCS	Treasurer	Bridget	Gray
AppleTree Early Learning PCS	Member	Celia	Martin
AppleTree Early Learning PCS	Board Chair	Jack	McCarthy
AppleTree Early Learning PCS	Member	Jennifer	McKinney
AppleTree Early Learning PCS	Member	Andrea	Montgomery
AppleTree Early Learning PCS	Member	Skyle	Pearson
AppleTree Early Learning PCS	Member	Jacek	Pruski
AppleTree Early Learning PCS	Vice Chair	Paula	Shelton
BASIS DC PCS	Member	Tony	Axam
BASIS DC PCS	Board Chair	Craig	Barrett
BASIS DC PCS	Treasurer	Chad	Colby
BASIS DC PCS	Secretary	Anne	House Quinn
BASIS DC PCS	Member	Mali	Parke
BASIS DC PCS	Member	Candice	Santomauro
BASIS DC PCS	Member	Debbie	Veney
Breakthrough Montessori PCS	Member	David	Bagnoli
Breakthrough Montessori PCS	Treasurer	Michael	Bing
Breakthrough Montessori PCS	Secretary	Katie	Brown
Breakthrough Montessori PCS	Member	Bonnie	Gallion
Breakthrough Montessori PCS	Member	Rachel	Kimboko
Breakthrough Montessori PCS	Member	Chris	Lohse
Breakthrough Montessori PCS	Member	Sara	Suchman
Breakthrough Montessori PCS	Member	Vivek	Swaminathan
Breakthrough Montessori PCS	Board Chair	Keith	Whitscarver
Bridges PCS	Member	Leslie	Annexstein
Bridges PCS	Member	Tracy	Clarke
Bridges PCS	Secretary	Hassan	Dhouti
Bridges PCS	Member	Daniel	Jinich
Bridges PCS	Member	Marissa	Morabito
Bridges PCS	Member	Linday	Northup-Moore
Bridges PCS	Treasurer	Richard	Plackter
Bridges PCS	Member	Woodrow	Scott

LEA	Role	First Name	Last Name
Bridges PCS	Member	Olivia	Smith
Bridges PCS	Member	Rikki	Taylor
Bridges PCS	Board Chair	Charles	Warner
Briya PCS	Secretary	Flor	Buruca
Briya PCS	Member	Darryl	Clay
Briya PCS	Vice Chair	Doris	Garay
Briya PCS	Member	Thomas	Gerkin
Briya PCS	Board Chair	Daniela	Grigioni-Carozza
Briya PCS	Member	Judy	Mortrude
Briya PCS	Member	Alejandra	Sandoval
Briya PCS	Member	Todd	Shears
Briya PCS	Treasurer	Nishit "Nick"	Sheth
Briya PCS	Member	Cara	Sklar
Briya PCS	Member	Deborah	Spitz
Capital City PCS	Board Chair	Alison	Arnold
Capital City PCS	Secretary	Maggie	Boland
Capital City PCS	Member	Sarah	Dillard
Capital City PCS	Member	Karen	Dresden
Capital City PCS	Member	Quameice	Harris
Capital City PCS	Member	Anne	Herr
Capital City PCS	Member	Rochanda	Hiligh-Thomas
Capital City PCS	Member	Mizmun	Kusairi
Capital City PCS	Treasurer	Galo	Pazmino
Capital City PCS	Member	Hiram	Puig-Lugo
Capital City PCS	Member	Xiomara	Santos
Capital City PCS	Vice Chair	Nitikia	Tolani
Capital Village PCS	Member	Katrina	Floyd
Capital Village PCS	Member	Martrice	Gandy
Capital Village PCS	Member	Matthew	Hare
Capital Village PCS	Member	Jenese	Jones
Capital Village PCS	Board Chair	Christopher	Purdy
Capital Village PCS	Treasurer	Latoya	Tolbert
Carlos Rosario International PCS	Member	Yeshimebet T.	Belay
Carlos Rosario International PCS	Member	Francisco	Ferrufino
Carlos Rosario International PCS	Member	Allison	Kokkoros
Carlos Rosario International PCS	Treasurer	James	Moore
Carlos Rosario International PCS	Member	Bo	Pham
Carlos Rosario International PCS	Vice Chair	Brahim	Rawi
Carlos Rosario International PCS	Member	Vilma	Rosario
Carlos Rosario International PCS	Board Chair	Patricia	Sosa
Carlos Rosario International PCS	Member	Hector J.	Torres

LEA	Role	First Name	Last Name
Carlos Rosario International PCS	Member	Johan	Uvin
Carlos Rosario International PCS	Secretary	Margaret	Yao
Cedar Tree Academy PCS	Secretary	Sandy	Allen
Cedar Tree Academy PCS	Board Chair	Carla	Bailey
Cedar Tree Academy PCS	Member	Tyon	Jones
Cedar Tree Academy PCS	Member	Devon	Lesesne
Cedar Tree Academy PCS	Treasurer	Tanetta	Merritt
Cedar Tree Academy PCS	Member	Katherine	Mitchell
Cedar Tree Academy PCS	Vice Chair	Monica	Ray
Center City PCS	Member	Lydia	Adelfio
Center City PCS	Member	Jerenze	Campbell
Center City PCS	Member	Gretchen	Guffy
Center City PCS	Board Chair	Betsy	Hanlon
Center City PCS	Member	Margaret	Horn
Center City PCS	Member	Roneal	Josephs
Center City PCS	Vice Chair	Art	Moran
Center City PCS	Member	Thomas	O'Hara
Center City PCS	Secretary	Neville	Waters
Center City PCS	Treasurer	JD	Wilde
Cesar Chavez PCS for Public Policy	Board Chair	Andre	Bhatia
Cesar Chavez PCS for Public Policy	Treasurer	Debra	Drumheller
Cesar Chavez PCS for Public Policy	Member	Lisa	Grillo
Cesar Chavez PCS for Public Policy	Member	Amber	Jackson
Cesar Chavez PCS for Public Policy	Member	Lonell	Johnson
Cesar Chavez PCS for Public Policy	Member	Sam	Kaymans
Cesar Chavez PCS for Public Policy	Board Chair	Bethany	Little
Cesar Chavez PCS for Public Policy	Member	Jamaal	Mobley
Cesar Chavez PCS for Public Policy	Member	Jonathan	Nobil
Cesar Chavez PCS for Public Policy	Secretary	Darryl	Robinson
Cesar Chavez PCS for Public Policy	Member	Irasema	Salcido
Cesar Chavez PCS for Public Policy	Member	Rebeca	Shackleford
Cesar Chavez PCS for Public Policy	Member	Donna	Stewart
Cesar Chavez PCS for Public Policy	Member	Erik	Thompson
Cesar Chavez PCS for Public Policy	Member	Frances	Whalen
Community College Preparatory Academy PCS	Treasurer	Clyde	Edwards
Community College Preparatory Academy PCS	Member	Marilyn	Hamilton
Community College Preparatory Academy PCS	Member	Keyonna	Jones
Community College Preparatory Academy PCS	Secretary	Ty'on	Jones
Community College Preparatory Academy PCS	Vice Chair	Ashley	Mitchell

LEA	Role	First Name	Last Name
Community College Preparatory Academy PCS	Member	Calvin	Nophlin
Community College Preparatory Academy PCS	Board Chair	Monica	Ray
Community College Preparatory Academy PCS	Member	Michael	Rutledge-Bey
Community College Preparatory Academy PCS	Member	Jovanda	Warren
Community College Preparatory Academy PCS	Member	Hayden	Williams
Creative Minds International PCS	Member	Neal	Brown
Creative Minds International PCS	Member	Michael	Curran
Creative Minds International PCS	Member	Charles	Jackson
Creative Minds International PCS	Member	Lynn	Jennings
Creative Minds International PCS	Treasurer	Jeanelle	Johnson
Creative Minds International PCS	Member	Navin	Nayak
Creative Minds International PCS	Member	Dionne	Tyus Garvin
Creative Minds International PCS	Secretary	Matt	Walker
Creative Minds International PCS	Member	Jenni	Wallace
Creative Minds International PCS	Board Chair	Val	Wise
DC Bilingual PCS	Member	Ahmar	Abbas
DC Bilingual PCS	Member	Naomi	DeVeraux
DC Bilingual PCS	Member	Denise	Gershowitz
DC Bilingual PCS	Member	Maya	Holt-Brockenbrough
DC Bilingual PCS	Member	Iris	Juarez
DC Bilingual PCS	Member	Richard	Lambert
DC Bilingual PCS	Secretary	Aaron	Lemon-Strauss
DC Bilingual PCS	Member	Lori	Parris Brooks
DC Bilingual PCS	Board Chair	Nadia	Ramey
DC Bilingual PCS	Member	Shannon	Redd
DC Bilingual PCS	Member	Dara	Shaw
DC Bilingual PCS	Member	Mekdi	Taddese
DC Bilingual PCS	Member	Brandon	Wallace
DC Prep PCS	Member	Jenny	Abramson
DC Prep PCS	Member	Patrick	Clowney
DC Prep PCS	Member	Hadley	Cooper
DC Prep PCS	Member	Nicole	Davy
DC Prep PCS	Member	Terry	Eakin
DC Prep PCS	Board Chair	Michela	English
DC Prep PCS	Vice Chair	Brian	Jones
DC Prep PCS	Member	Mercedes	Kearney
DC Prep PCS	Member	Judy	Kovler
DC Prep PCS	Member	Emily	Lawson

LEA	Role	First Name	Last Name
DC Prep PCS	Member	Maura	Marino
DC Prep PCS	Member	Larry	Nussdorf
DC Prep PCS	Member	Valerie	Rockefeller
DC Scholars PCS	Treasurer	Andrew	Ellenbogen
DC Scholars PCS	Member	Tiffianne	Hudnall
DC Scholars PCS	Member	Erica	Jackson
DC Scholars PCS	Member	Jacquelyn	Lendsey
DC Scholars PCS	Member	Maegan	Marcano
DC Scholars PCS	Member	Porchia	Nixon
DC Scholars PCS	Member	Robert	Patterson
DC Scholars PCS	Member	Evan	Piekara
DC Scholars PCS	Member	Janelle	Suggs
DC Scholars PCS	Board Chair	Robert	Weinberg
DC Scholars PCS	Member	Crystal	Williams
Digital Pioneers Academy PCS	Member	Mashea	Ashton
Digital Pioneers Academy PCS	Treasurer	Sara	Batterton
Digital Pioneers Academy PCS	Secretary	Orlena	Blanchard
Digital Pioneers Academy PCS	Member	Legand	Burge
Digital Pioneers Academy PCS	Member	Chase	Glass
Digital Pioneers Academy PCS	Member	Henry	Hipps
Digital Pioneers Academy PCS	Member	Paul	O'Neill
Digital Pioneers Academy PCS	Vice Chair	Johnny	Taylor
Digital Pioneers Academy PCS	Board Chair	Mary	Wells
District of Columbia International School	Vice Chair	David	Carl
District of Columbia International School	Treasurer	Leroy	Clay III
District of Columbia International School	Member	Yuanxia	Ding
District of Columbia International School	Board Chair	Jamila	Frone
District of Columbia International School	Member	Lisa	Grillo
District of Columbia International School	Member	Melissa	Kim
District of Columbia International School	Board Chair	Andrea	Lachenmayr
District of Columbia International School	Member	Clinton	Randolph
District of Columbia International School	Member	Mary	Shaffner
District of Columbia International School	Member	Shalini	Shybut
District of Columbia International School	Secretary	Sarah	Snyder
District of Columbia International School	Member	Deanna	Troust
District of Columbia International School	Member	Anna	Zawislanski
E.L. Haynes PCS	Vice Chair	Lisa	Carlton
E.L. Haynes PCS	Board Chair	Josh	Edelman
E.L. Haynes PCS	Member	Tom	Gibian
E.L. Haynes PCS	Treasurer	Norm	Greene
E.L. Haynes PCS	Member	Michael	Hall

LEA	Role	First Name	Last Name
E.L. Haynes PCS	Member	LeKisha	Jordan
E.L. Haynes PCS	Member	Claudia	Lujan
E.L. Haynes PCS	Secretary	Danielle	McCoy
E.L. Haynes PCS	Member	Monique	McDonough
E.L. Haynes PCS	Member	Roshelle	Payes
E.L. Haynes PCS	Member	Shivam	Shah
E.L. Haynes PCS	Member	Karima	Simmons
E.L. Haynes PCS	Member	Abigail	Smith
E.L. Haynes PCS	Member	Eric	Westendorf
E.L. Haynes PCS	Member	Tammy	Wincup
Eagle Academy PCS	Board Chair	Ronald	Hasty
Eagle Academy PCS	Member	Angelle	Kwemo
Eagle Academy PCS	Member	Aaron	Lentner
Eagle Academy PCS	Member	Keisha	Mims
Eagle Academy PCS	Member	Asmara	Sium
Eagle Academy PCS	Member	Joe	Smith
Eagle Academy PCS	Member	Jennifer	Thompson
Early Childhood Academy PCS	Member	Patrick	Akers
Early Childhood Academy PCS	Member	Renesha	Alphonso
Early Childhood Academy PCS	Treasurer	Eric	Bellamy
Early Childhood Academy PCS	Member	DaNa	Carlis
Early Childhood Academy PCS	Secretary	David A.	DeSchryver
Early Childhood Academy PCS	Member	Arleta	Fleet
Early Childhood Academy PCS	Member	Deborah A.	Hall
Early Childhood Academy PCS	Member	Pat	Hall Jaynes
Early Childhood Academy PCS	Member	Gerald D.	Jaynes
Early Childhood Academy PCS	Member	Chanielle	Lancaster
Early Childhood Academy PCS	Board Chair	Dennis	Sawyers
Early Childhood Academy PCS	Member	Kevin	Speed
Early Childhood Academy PCS	Member	James C.	Williams
Elsie Whitlow Stokes Community Freedom PCS	Member	Carlos	Bonner
Elsie Whitlow Stokes Community Freedom PCS	Member	Tracey	Friedlander
Elsie Whitlow Stokes Community Freedom PCS	Member	Crystal	Goliday
Elsie Whitlow Stokes Community Freedom PCS	Member	Heather	Harding
Elsie Whitlow Stokes Community Freedom PCS	Member	Hoyt	King
Elsie Whitlow Stokes Community Freedom PCS	Member	Verleria	King-Jones
Elsie Whitlow Stokes Community Freedom PCS	Member	Robyn	Lingo

LEA	Role	First Name	Last Name
Elsie Whitlow Stokes Community Freedom PCS	Board Chair	Erica	McGrady
Elsie Whitlow Stokes Community Freedom PCS	Member	Rodney	Rice
Elsie Whitlow Stokes Community Freedom PCS	Member	Ami	Richardson
Elsie Whitlow Stokes Community Freedom PCS	Member	Jenice	View
Friendship PCS	Member	Patricia	Brantley
Friendship PCS	Treasurer	Darrin	Glymph
Friendship PCS	Member	Tracy	Gray
Friendship PCS	Board Chair	Donald L.	Hense
Friendship PCS	Secretary	Victor	Long
Friendship PCS	Member	Deborah	McGriff
Friendship PCS	Member	Eric	McKinley King
Friendship PCS	Member	Jeanette	Mendes
Friendship PCS	Vice Chair	Gregory	Prince
Friendship PCS	Member	Carol	Thompson Cole
Friendship PCS	Member	Anise	Walker
Friendship PCS	Member	Chris	White
Friendship PCS	Member	Chris	Whittle
Girls Global Academy PCS	Vice Chair	Shalini	Benson
Girls Global Academy PCS	Member	Mary Beth	Blaufuss
Girls Global Academy PCS	Member	Kevin	Bryant
Girls Global Academy PCS	Member	Maureen	Colburn
Girls Global Academy PCS	Member	Maura	Dunn
Girls Global Academy PCS	Member	Marilyn	Edmunds
Girls Global Academy PCS	Member	Scott	Ganske
Girls Global Academy PCS	Secretary	Elaine	Harris
Girls Global Academy PCS	Board Chair	Max	Levasseur
Girls Global Academy PCS	Member	Christine	Miller
Girls Global Academy PCS	Member	Lakisha	Myrick
Girls Global Academy PCS	Member	Janice	Parker
Girls Global Academy PCS	Member	Mary	Pendleton
Girls Global Academy PCS	Member	Catalina	Talero
Girls Global Academy PCS	Member	Donna	Tymus
Global Citizens PCS	Member	Iolani	Bullock
Global Citizens PCS	Secretary	Robert	Crosby
Global Citizens PCS	Member	Dora	Currea
Global Citizens PCS	Treasurer	Raven	Freeman
Global Citizens PCS	Member	Bisi	Oyedele
Global Citizens PCS	Board Chair	Taura	Smalls
Global Citizens PCS	Member	Natalie	Smith, Ph.D

LEA	Role	First Name	Last Name
Goodwill Excel Center PCS	Member	Scott	Bess
Goodwill Excel Center PCS	Member	Michelle	Gilliard
Goodwill Excel Center PCS	Board Chair	Glen	Howard
Goodwill Excel Center PCS	Secretary	Elizabeth	Karmin
Goodwill Excel Center PCS	Member	Elizabeth	Lindsey
Goodwill Excel Center PCS	Member	Lisa	Mallory
Goodwill Excel Center PCS	Member	Catherine	Meloy
Goodwill Excel Center PCS	Member	Debra	Swangin
Goodwill Excel Center PCS	Member	Jose	Turscios
Goodwill Excel Center PCS	Treasurer	April	Young
Harmony DC PCS	Board Chair	Yalcin	Akyildiz
Harmony DC PCS	Secretary	Julia	Irving
Harmony DC PCS	Treasurer	Charles	Lincoln
Harmony DC PCS	Member	Diane	Magruder
Harmony DC PCS	Member	Brian	Sylvester
Hope Community PCS	Member	Adam	Adler
Hope Community PCS	Member	Austin	Alderdice
Hope Community PCS	Member	Stacy	Boykin
Hope Community PCS	Member	Alteria	Brown
Hope Community PCS	Member	Chris	Cody
Hope Community PCS	Board Chair	Rebecca	Doherty
Hope Community PCS	Secretary	Orinthia	Harris
Hope Community PCS	Treasurer	Susan	Sabella
Hope Community PCS	Member	David	Sigman
Howard University Middle School of Mathematics and Science PCS	Member	David	Bennet
Howard University Middle School of Mathematics and Science PCS	Member	Tiffany	Edmonds
Howard University Middle School of Mathematics and Science PCS	Member	Kim	Hassan
Howard University Middle School of Mathematics and Science PCS	Board Chair	Wendell L.	Johns
Howard University Middle School of Mathematics and Science PCS	Member	Annemieke	Martinez
Howard University Middle School of Mathematics and Science PCS	Member	Feleece	Mitchell
Howard University Middle School of Mathematics and Science PCS	Member	Derrek	Niec-Williams
Howard University Middle School of Mathematics and Science PCS	Member	Wendy	Pace Lewis
Howard University Middle School of Mathematics and Science PCS	Member	Talia	Robinson
Howard University Middle School of Mathematics and Science PCS	Treasurer	Frank K.	Ross
Howard University Middle School of Mathematics and Science PCS	Vice Chair	Larry	Smith

LEA	Role	First Name	Last Name
Howard University Middle School of Mathematics and Science PCS	Member	Holley	Walker
I Dream PCS	Member	John	Boochever
I Dream PCS	Member	Natalia	Bovkun
I Dream PCS	Vice Chair	Chante'	Chambers
I Dream PCS	Member	Danielle	Champ
I Dream PCS	Member	Dickey	Comeaux
I Dream PCS	Board Chair	Kandis	Gibson
I Dream PCS	Secretary	Doug	Hollis
I Dream PCS	Member	Cristen	Jones
I Dream PCS	Treasurer	Ted	Joseph
I Dream PCS	Member	Kerron	Kalloo
I Dream PCS	Member	Tony	Keith
IDEA PCS	Member	Edward	Dunson
IDEA PCS	Vice Chair	Lakeshia N.	Highsmith
IDEA PCS	Member	Kelly	Nakamoto
IDEA PCS	Member	David	Owens
IDEA PCS	Board Chair	Calvin	Snowden
Ingenuity Prep PCS	Member	Frankie	Brown
Ingenuity Prep PCS	Member	Jennipher	Coleman
Ingenuity Prep PCS	Member	Vinice	Davis
Ingenuity Prep PCS	Member	Tracy	London
Ingenuity Prep PCS	Member	Maura	Marino
Ingenuity Prep PCS	Member	Patricia	Martin
Ingenuity Prep PCS	Member	Keleigh	Montgomery
Ingenuity Prep PCS	Member	Christopher	Riddick
Ingenuity Prep PCS	Member	Kaya	Stone
Ingenuity Prep PCS	Board Chair	Peter	Winik
Inspired Teaching Demonstration PCS	Vice Chair	Andrea	Browning
Inspired Teaching Demonstration PCS	Member	Morris	Clarke
Inspired Teaching Demonstration PCS	Member	Jeri	Epstein
Inspired Teaching Demonstration PCS	Member	Maureen	Ingram
Inspired Teaching Demonstration PCS	Secretary	Joanne	Irby
Inspired Teaching Demonstration PCS	Board Chair	John	Leibovitz
Inspired Teaching Demonstration PCS	Member	Michelle	Lerner
Inspired Teaching Demonstration PCS	Member	Aleta	Margolis
Inspired Teaching Demonstration PCS	Member	Lucy	Newton
Inspired Teaching Demonstration PCS	Member	Peter	Weber
Inspired Teaching Demonstration PCS	Member	Deborah Dantzler	Williams
Inspired Teaching Demonstration PCS	Treasurer	Rusty	Wilson
Kingsman Academy PCS	Member	Maria	Blaeuer

LEA	Role	First Name	Last Name
Kingsman Academy PCS	Member	Julia	Bloom-Weltman
Kingsman Academy PCS	Vice Chair	Indra	Chalk
Kingsman Academy PCS	Member	Toloria	Gant
Kingsman Academy PCS	Member	Tameka	Harris Williams
Kingsman Academy PCS	Member	Taharee	Jackson
Kingsman Academy PCS	Board Chair	Stephen	Messner
Kingsman Academy PCS	Treasurer	Peter	Olle
Kingsman Academy PCS	Member	Martine	Solages
KIPP DC PCS	Member	David	Bradley
KIPP DC PCS	Vice Chair	Barry	Caldwell
KIPP DC PCS	Secretary	Katie	Cole
KIPP DC PCS	Member	Charlene	Drew Jarvis
KIPP DC PCS	Treasurer	John	Duff
KIPP DC PCS	Member	Terry	Golden
KIPP DC PCS	Board Chair	Anthony	Lewis
KIPP DC PCS	Member	Crystal	Lockerman
KIPP DC PCS	Member	Carol	Ludwig
KIPP DC PCS	Member	Marty	Rodgers
KIPP DC PCS	Member	Susan	Schaeffler
KIPP DC PCS	Member	Joel	Smilow
KIPP DC PCS	Member	Judson	Starr
KIPP DC PCS	Member	Reginald	Workman
KIPP DC PCS	Member	Alan	Wurtzel
KIPP DC PCS	Vice Chair	Pam	Yee
Latin American Montessori Bilingual PCS	Board Chair	Roxana	Barillas
Latin American Montessori Bilingual PCS	Member	ElShadey	Bekele
Latin American Montessori Bilingual PCS	Member	Jennifer	Carrier
Latin American Montessori Bilingual PCS	Vice Chair	Suzanne	Ehlers
Latin American Montessori Bilingual PCS	Member	Alan	Golding
Latin American Montessori Bilingual PCS	Member	Najia	Lupson
Latin American Montessori Bilingual PCS	Member	Ericka	Markman
Latin American Montessori Bilingual PCS	Member	Laura	Slover
Latin American Montessori Bilingual PCS	Member	Renee	Stikes
Latin American Montessori Bilingual PCS	Treasurer	John	Zakrajsek
LAYC Career Academy PCS	Treasurer	Kate	Brannon
LAYC Career Academy PCS	Member	Elizabeth	Burrell
LAYC Career Academy PCS	Member	Emmanuel	Caudillo
LAYC Career Academy PCS	Member	Ana	Hageage
LAYC Career Academy PCS	Board Chair	Lori	Kaplan
LAYC Career Academy PCS	Member	Justin	Lofton
LAYC Career Academy PCS	Secretary	Linda	Moore

LEA	Role	First Name	Last Name
LAYC Career Academy PCS	Member	Juan Carlos	Pereira
LAYC Career Academy PCS	Member	Lesly	Zelayandia Lopez
LEARN DC PCS	Secretary	Tara	Brown
LEARN DC PCS	Board Chair	Maya	Martin Cadogan
LEARN DC PCS	Treasurer	Marco	Quintana
Lee Montessori PCS	Member	Catharine	Bellinger
Lee Montessori PCS	Board Chair	Bonnie	Beste
Lee Montessori PCS	Vice Chair	Eric	Bethel
Lee Montessori PCS	Member	Whitney	Donaldson
Lee Montessori PCS	Member	Marimba	Johnson-Bright
Lee Montessori PCS	Treasurer	Lorraine	Madala
Lee Montessori PCS	Member	Brian	McClure
Lee Montessori PCS	Member	Chris	Pencikowski
Lee Montessori PCS	Member	Christine	Platt
Mary McLeod Bethune Day Academy PCS	Member	Magdalena	Acevedo
Mary McLeod Bethune Day Academy PCS	Member	Patricia	Callis
Mary McLeod Bethune Day Academy PCS	Member	Pamela	Cole
Mary McLeod Bethune Day Academy PCS	Member	Camia	Lane
Mary McLeod Bethune Day Academy PCS	Member	Azura	Mason
Mary McLeod Bethune Day Academy PCS	Member	Linda	McKay
Mary McLeod Bethune Day Academy PCS	Board Chair	Valerie	Smith
Mary McLeod Bethune Day Academy PCS	Member	Jimia	Williams
Maya Angelou PCS	Member	Darren	Cambridge
Maya Angelou PCS	Member	Cheryl	Chun
Maya Angelou PCS	Member	David	Domenici
Maya Angelou PCS	Member	James	Forman
Maya Angelou PCS	Member	Lewis	Goss
Maya Angelou PCS	Member	Denise	Jackson
Maya Angelou PCS	Member	Julie	Johnson
Maya Angelou PCS	Board Chair	Peter	Leone
Maya Angelou PCS	Member	Alise	Marshall
Maya Angelou PCS	Member	Cheryl	Mills
Maya Angelou PCS	Member	Shameka	Pugh
Maya Angelou PCS	Member	Tanji	Reed Marshall
Maya Angelou PCS	Vice Chair	Michael	Vu
Maya Angelou PCS	Member	Ross	Weingarten
Maya Angelou PCS	Secretary	Thomas	White
Meridian PCS	Board Chair	Edie	Ashton
Meridian PCS	Member	Keith Wade	Colllins
Meridian PCS	Member	Justin	Duiguid
Meridian PCS	Member	Annie	Hsiao

LEA	Role	First Name	Last Name
Meridian PCS	Secretary	Payson	Peabody
Meridian PCS	Member	Steve	Pearcy
Meridian PCS	Treasurer	Mahmia	Richards
Meridian PCS	Member	Karen	Rivas
Meridian PCS	Member	Ali	Samir
Monument Academy PCS	Member	Donna	Anthony
Monument Academy PCS	Member	Sharisse	Baltimore
Monument Academy PCS	Member	Matthew	Biel
Monument Academy PCS	Member	Emily	Bloomfield
Monument Academy PCS	Member	Maurice	Douglas
Monument Academy PCS	Member	Jeffrey	Grant
Monument Academy PCS	Member	Brian	Jones
Monument Academy PCS	Member	Dale	Jones
Monument Academy PCS	Vice Chair	Tameria	Lewis
Monument Academy PCS	Member	Neela	Rathinasamy
Monument Academy PCS	Member	James	Waller
Monument Academy PCS	Member	Carla	Watson
Monument Academy PCS	Board Chair	Tycely	Williams
Mundo Verde Bilingual PCS	Member	Valecia	Biddix
Mundo Verde Bilingual PCS	Board Chair	Corey	Ealons
Mundo Verde Bilingual PCS	Member	Ajani	Husbands
Mundo Verde Bilingual PCS	Member	Jason	Lorenz
Mundo Verde Bilingual PCS	Member	John	Mahaffie
Mundo Verde Bilingual PCS	Member	Carmenchu	Mendiola-Fernandez
Mundo Verde Bilingual PCS	Member	Bisi	Oyedele
Mundo Verde Bilingual PCS	Member	Kristin	Scotchmer
Mundo Verde Bilingual PCS	Member	Mikaela	Seligman
Mundo Verde Bilingual PCS	Member	Alicia	Williams
Paul PCS	Board Chair	Erin	Albright
Paul PCS	Secretary	Jackie	Beatty
Paul PCS	Member	Ryan	Evans
Paul PCS	Treasurer	Daniel	Fine
Paul PCS	Member	Yohance	Fuller
Paul PCS	Member	Janisa	Hayes
Paul PCS	Vice Chair	Kemba	Hendrix
Paul PCS	Member	Christina	Jones
Paul PCS	Member	Gina	Mahony
Paul PCS	Member	Jeffrey	Nellhaus
Paul PCS	Member	Kathy	Quigley
Paul PCS	Member	Pamela	Taylor
Paul PCS	Member	Sterling	Ward

LEA	Role	First Name	Last Name
Perry Street Preparatory PCS	Member	Darwin	Bagley
Perry Street Preparatory PCS	Treasurer	Harold	Bardonille
Perry Street Preparatory PCS	Board Chair	Cynthia	Brown
Perry Street Preparatory PCS	Secretary	Vinette	Brown
Perry Street Preparatory PCS	Member	Martinique	Free
Perry Street Preparatory PCS	Vice Chair	Consuelo	Nelson
Perry Street Preparatory PCS	Member	Bruce	Newby
Perry Street Preparatory PCS	Member	Katheryn	Noonan
Perry Street Preparatory PCS	Member	Catherine	Randall
Richard Wright PCS for Journalism and Media Arts	Board Chair	Gregory	Adams
Richard Wright PCS for Journalism and Media Arts	Member	Keisha	Biscoe
Richard Wright PCS for Journalism and Media Arts	Secretary	Essie	Charles
Richard Wright PCS for Journalism and Media Arts	Member	Jelani	D. Jones, Esq
Richard Wright PCS for Journalism and Media Arts	Member	Marcia	Dyson
Richard Wright PCS for Journalism and Media Arts	Treasurer	Wayne	Eley
Richard Wright PCS for Journalism and Media Arts	Member	Chris	Fratta
Richard Wright PCS for Journalism and Media Arts	Member	Carla	Holly
Richard Wright PCS for Journalism and Media Arts	Member	Obi	Holly
Richard Wright PCS for Journalism and Media Arts	Member	Melvin	Maxwell
Richard Wright PCS for Journalism and Media Arts	Member	Troy	Priest
Richard Wright PCS for Journalism and Media Arts	Vice Chair	Derwin	Ross
Richard Wright PCS for Journalism and Media Arts	Member	Leonard	Upson
Rocketship Education DC PCS	Member	Matthew	Aaron
Rocketship Education DC PCS	Member	Justin	Bakewell
Rocketship Education DC PCS	Member	Keshia	Battle
Rocketship Education DC PCS	Member	Simone	Brown
Rocketship Education DC PCS	Member	Rena	Johnson
Rocketship Education DC PCS	Member	Melissa	Martin
Rocketship Education DC PCS	Member	Rashida	Tyler
Rocketship Education DC PCS	Member	Barry	Rosenthal
Rocketship Education DC PCS	Member	Zakiyah	Sackor
Rocketship Education DC PCS	Board Chair	Jolene	Sloter
Rocketship Education DC PCS	Member	Rose	Waller
Roots PCS	Member	Kim	Bryant- Hughes
Roots PCS	Member	Gail	Gray

LEA	Role	First Name	Last Name
Roots PCS	Secretary	Cherice	Jones
Roots PCS	Member	Patricia	Mitchell
Roots PCS	Vice Chair	Cameron	Poles
Roots PCS	Treasurer	Jesse	Sharpe
Roots PCS	Board Chair	Gilda	Sherrod-Ali
Roots PCS	Member	Selena	Spencer-Lipscomb
Roots PCS	Member	Otto	Wilson
SEED PCS	Member	Angelita	Buckman
SEED PCS	Member	Vasco	Fernandes
SEED PCS	Member	Huck	O'Connor
SEED PCS	Member	Lesley	Poole
SEED PCS	Board Chair	Desa	Sealy
SEED PCS	Member	Ken	Slaughter
SEED PCS	Member	David	Steinberg
SEED PCS	Member	Rajiv	Vinnakota
SEED PCS	Member	Eric	Vinson
Sela PCS	Member	Aster	Allen-Patel
Sela PCS	Member	Lisa	Apple
Sela PCS	Member	Rose	Benson
Sela PCS	Member	Joshua	Bork
Sela PCS	Member	Heather	Capell Bramble
Sela PCS	Member	Kiara	Cross
Sela PCS	Board Chair	Deena	Fox
Sela PCS	Member	Yair	Inspektor
Sela PCS	Member	Bryce	Jacobs
Sela PCS	Treasurer	Steve	Messner
Sela PCS	Member	Smruti	Radkar
Sela PCS	Member	Rebecca	Rubin Damari
Sela PCS	Member	Jenifer	Shapiro
Sela PCS	Member	Michael	Walker
Shining Stars Montessori Academy PCS	Member	Aldel	Brown
Shining Stars Montessori Academy PCS	Member	Willa	Golden
Shining Stars Montessori Academy PCS	Member	Teischa	Harris
Shining Stars Montessori Academy PCS	Board Chair	Anthony	King
Shining Stars Montessori Academy PCS	Member	Tatiana	Laborde
Shining Stars Montessori Academy PCS	Member	Regina	Rodriguez
Shining Stars Montessori Academy PCS	Member	Shawn	Samuels
Shining Stars Montessori Academy PCS	Vice Chair	Kamal	Wright-Cunningham
Social Justice PCS	Member	Tiffany	Clemmons
Social Justice PCS	Member	Derrick	Johnson
Social Justice PCS	Member	Justin	Jones

LEA	Role	First Name	Last Name
Social Justice PCS	Treasurer	Meenakshi	Nankani
Social Justice PCS	Board Chair	Rael	Nelson James
Social Justice PCS	Member	Lorraine	Ramos
Social Justice PCS	Member	Maia	Shanklin-Roberts
Social Justice PCS	Member	Aaron	Stallworth
Social Justice PCS	Member	Tammy	Tuck
St. Coletta Special Education PCS	Treasurer	Francis	Campbell
St. Coletta Special Education PCS	Member	Donald	Denton
St. Coletta Special Education PCS	Secretary	Chip	Henstenburg
St. Coletta Special Education PCS	Member	Josh	Lewis
St. Coletta Special Education PCS	Board Chair	Peggy	O'Brien
St. Coletta Special Education PCS	Member	Frances	Slaughter
St. Coletta Special Education PCS	Member	Carla	Ware-Easterling
Statesmen College Preparatory Academy for Boys PCS	Member	Alicia	Adams
Statesmen College Preparatory Academy for Boys PCS	Treasurer	Samantha	Barbee
Statesmen College Preparatory Academy for Boys PCS	Member	Toni	Barton
Statesmen College Preparatory Academy for Boys PCS	Member	Mary	Brown
Statesmen College Preparatory Academy for Boys PCS	Member	James Anthony Alexander	Cadogan
Statesmen College Preparatory Academy for Boys PCS	Member	Shawn	Hardnett
Statesmen College Preparatory Academy for Boys PCS	Member	Sandi	McCoy
Statesmen College Preparatory Academy for Boys PCS	Member	Ray	McKenzie
Statesmen College Preparatory Academy for Boys PCS	Member	Bisi	Oyedele
Statesmen College Preparatory Academy for Boys PCS	Board Chair	Nicole	Solomon Mitchell
Statesmen College Preparatory Academy for Boys PCS	Member	Satira	Streeter Corbitt
Statesmen College Preparatory Academy for Boys PCS	Secretary	Gregory	Van-Houten
Statesmen College Preparatory Academy for Boys PCS	Vice Chair	Raymond	Weeden
The Children's Guild DC PCS	Member	Dana	Baughns
The Children's Guild DC PCS	Member	Marie	Caputo
The Children's Guild DC PCS	Member	Michael	Curran
The Children's Guild DC PCS	Member	Tiffany	Dunston
The Children's Guild DC PCS	Member	Mayra	Figueroa-Clark
The Children's Guild DC PCS	Member	Melody	Giles
The Children's Guild DC PCS	Member	Cleopatra	Green-Clark
The Children's Guild DC PCS	Member	Jason	Henderson
The Children's Guild DC PCS	Member	Yolanda	Lusane

LEA	Role	First Name	Last Name
The Children's Guild DC PCS	Member	Charles	McNeill
The Children's Guild DC PCS	Board Chair	Robert	Seabrooks
The Children's Guild DC PCS	Member	Seema	Thomas
The Children's Guild DC PCS	Member	Angelo	Wong
The Family Place PCS	Member	Valentina	Ballesteros
The Family Place PCS	Member	Ann	Barnet
The Family Place PCS	Board Chair	Michael	Barnet
The Family Place PCS	Secretary	Shawn	Chakrabarti
The Family Place PCS	Member	Sarah	Friedman
The Family Place PCS	Member	Natalia	Isaza
The Family Place PCS	Member	Maribel	Maya
The Family Place PCS	Member	Domminick	McParland
The Family Place PCS	Member	Oralia	Puente
The Family Place PCS	Member	Marino	Ramirez
The Family Place PCS	Member	Elain Weiss	Weiss
The Next Step/El Proximo Paso PCS	Member	DeMornai	Blackwell
The Next Step/El Proximo Paso PCS	Vice Chair	Steve	Cartwright
The Next Step/El Proximo Paso PCS	Member	Michael	Cuellar
The Next Step/El Proximo Paso PCS	Member	Sahira	Fernandez
The Next Step/El Proximo Paso PCS	Treasurer	John	Ingold
The Next Step/El Proximo Paso PCS	Board Chair	Melissa	McKnight
The Next Step/El Proximo Paso PCS	Secretary	Shawn	Richardson
The Next Step/El Proximo Paso PCS	Member	Blanchi	Roblero
The Next Step/El Proximo Paso PCS	Member	Housnatou	Vologuem
The Next Step/El Proximo Paso PCS	Member	Naomi	Watson
The Sojourner Truth School PCS	Member	Laure	Fleming
The Sojourner Truth School PCS	Member	Caroline	Hill
The Sojourner Truth School PCS	Member	Atalie	Jacobs
The Sojourner Truth School PCS	Member	Donice	Leak
The Sojourner Truth School PCS	Member	Justin	Lessek
The Sojourner Truth School PCS	Member	Laura	Masimini
The Sojourner Truth School PCS	Member	Marlena	McWilliams
The Sojourner Truth School PCS	Board Chair	Sarah	Navarro
The Sojourner Truth School PCS	Secretary	Jonathan	O'Connell
The Sojourner Truth School PCS	Member	Richard	Pohlman
The Sojourner Truth School PCS	Vice Chair	Wendy	Pugh
The Sojourner Truth School PCS	Treasurer	Craig	Robinson
The Sojourner Truth School PCS	Member	Charis	Sharp
The Sojourner Truth School PCS	Member	Kiva	Zytnick
Thurgood Marshall Academy PCS	Member	Bruce	Berman
Thurgood Marshall Academy PCS	Member	Danielle	Bierzynski

LEA	Role	First Name	Last Name
Thurgood Marshall Academy PCS	Member	Kia	Burnett
Thurgood Marshall Academy PCS	Member	Jerome	Epstein
Thurgood Marshall Academy PCS	Member	Regina	Foshee
Thurgood Marshall Academy PCS	Secretary	Dan	Gordon
Thurgood Marshall Academy PCS	Vice Chair	Mark	Harrison
Thurgood Marshall Academy PCS	Treasurer	Kenneth	Jones
Thurgood Marshall Academy PCS	Member	Richard	Roes
Thurgood Marshall Academy PCS	Member	Andrew	Rosenberg
Thurgood Marshall Academy PCS	Board Chair	Jonathan	Stoel
Thurgood Marshall Academy PCS	Member	Laurence	Telson
Two Rivers PCS	Member	Kimberly	Eddings
Two Rivers PCS	Board Chair	Clara	Haskell Botstein
Two Rivers PCS	Member	S. Malik	Husser
Two Rivers PCS	Member	Kristina	Kyles-Smith
Two Rivers PCS	Member	Reem	Labib Tyson
Two Rivers PCS	Member	Anne	Lackritz
Two Rivers PCS	Member	Ann	McElwain
Two Rivers PCS	Member	Lucas	Pipes
Two Rivers PCS	Member	Nick	Rodriguez
Two Rivers PCS	Member	Eli	Schlam
Two Rivers PCS	Treasurer	Saumil	Shah
Two Rivers PCS	Member	Matthew	Steenhoek
Two Rivers PCS	Member	Penelope	Thornton Talley
Two Rivers PCS	Vice Chair	Justin	Valentine
Two Rivers PCS	Secretary	Aswathi	Zachariah
Washington Global PCS	Member	Carlos	Ardilla
Washington Global PCS	Member	Daniel	Brewer
Washington Global PCS	Secretary	Linda	Brown
Washington Global PCS	Treasurer	Candice	Cloos Haney
Washington Global PCS	Board Chair	Teresa	Curristine
Washington Global PCS	Member	Vanessa	Harvey-Lykes
Washington Global PCS	Member	Kesha	Hillary
Washington Global PCS	Member	Elizabeth	Shook Torres
Washington Global PCS	Vice Chair	Alexandra	Zeiler
Washington Latin PCS	Member	Laurie	Ballenger
Washington Latin PCS	Member	Barry	Caldwell
Washington Latin PCS	Member	Christina	Culver
Washington Latin PCS	Member	Ragini	Dalal
Washington Latin PCS	Member	Alyse	Graham
Washington Latin PCS	Member	Ann Elizabeth	Lovett
Washington Latin PCS	Member	Patrick	Mara

LEA	Role	First Name	Last Name
Washington Latin PCS	Secretary	Georgeanne	Matthews
Washington Latin PCS	Member	Caitlin	McGurn
Washington Latin PCS	Member	Kenneth	Merritt
Washington Latin PCS	Treasurer	Timothy	Morgan
Washington Latin PCS	Member	Kimberly	Osagie
Washington Latin PCS	Member	Hunter	Rawlings III
Washington Latin PCS	Member	Lisa	Rucker
Washington Latin PCS	Board Chair	Christopher	Wilkinson
Washington Leadership Academy PCS	Member	Tama	Aga
Washington Leadership Academy PCS	Member	Mashea	Ashton
Washington Leadership Academy PCS	Member	Marvette	Cofield
Washington Leadership Academy PCS	Member	Jim	Doyle
Washington Leadership Academy PCS	Vice Chair	Nicole	Latimer Wood
Washington Leadership Academy PCS	Secretary	Arthur	McKee
Washington Leadership Academy PCS	Member	Bisi	Oyedele
Washington Leadership Academy PCS	Treasurer	Arya	Parvizi
Washington Leadership Academy PCS	Member	Simon	Rodberg
Washington Leadership Academy PCS	Member	Aaron	Saunders
Washington Leadership Academy PCS	Member	Andrea	Sparks-Brown
Washington Leadership Academy PCS	Member	Veronica	Toney
Washington Leadership Academy PCS	Board Chair	Antonio	Williams
Washington Yu Ying PCS	Member	Robert	Anderson
Washington Yu Ying PCS	Board Chair	Vincent	Baxter
Washington Yu Ying PCS	Member	Sarabeth	Berman
Washington Yu Ying PCS	Member	Liza	Douglas
Washington Yu Ying PCS	Treasurer	Amy	Lee
Washington Yu Ying PCS	Member	Wendy	Reuda
Washington Yu Ying PCS	Member	Darren	Riley
Washington Yu Ying PCS	Member	Jose	Sousa
Washington Yu Ying PCS	Member	Michelle	Stuntz
Washington Yu Ying PCS	Member	Abi	Sze-Levine
Washington Yu Ying PCS	Member	Jevon	Walton
Washington Yu Ying PCS	Member	LeMar	White
Washington Yu Ying PCS	Vice Chair	Kelly	Yee
YouthBuild DC PCS	Member	Mary	Blatch
YouthBuild DC PCS	Member	Noel	Bravo
YouthBuild DC PCS	Board Chair	Elizabeth	Grant
YouthBuild DC PCS	Member	Giselle	Jones
YouthBuild DC PCS	Member	Mark	Jordan
YouthBuild DC PCS	Member	Amira	Kamara
YouthBuild DC PCS	Treasurer	Suraj	Patel

LEA	Role	First Name	Last Name
YouthBuild DC PCS	Member	Andrew	Patricio
YouthBuild DC PCS	Member	Yolanda	Torres

4. **Please list as of January 31, 2021 all employees detailed to or from your agency, if any, anytime this fiscal year (up to the date of your answer). For each employee identified, please provide the name of the agency the employee is detailed to or from, the reason for the detail, the date the detail began, and the employee's actual or projected date of return.**

Marvin Cross, Agency Financial Manager, is detailed to DC PCSB from the Office of the Chief Financial Officer (OCFO). Marvin Cross works with agency leadership to monitor agency financial activities and assists with payments from public charter schools, the agency's primary source of revenue. He was detailed to the agency in January 2016 and is expected to remain in place indefinitely.

Tatia Pritchett, Accountant, is detailed to DC PCSB from the OCFO too. Tatia Pritchett reports to Marvin Cross and assists in processing agency financial activities. She was detailed to agency in May 2017 and is expected to remain in place indefinitely.

5. **(a) For fiscal year 2020, please list each employee whose salary was $125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay.**

   (b) For fiscal year 2021, please list each employee whose salary is or was $125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay as of the date of your response.

(a) For fiscal year 2020, please list each employee whose salary was $125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay.

Name	Salary	Title
BAYUK, MICHAEL	$150,000.00	Director of Finance
BETHKE, ADAM	$125,000.00	Sr Manager, Data Engineering
BOWDEN, TOMEIKA	$176,686.00	Chief Communications Officer
CHEATHAM, SARAH	$172,454.00	General Counsel
KUPFERBERG, ERIN	$130,432.00	Senior Manager, FAQ
PEARSON, SCOTT	$230,242.00	Executive Director
ROBINSON, LENORA	$191,646.00	Chief Operating Officer

TOMKINSON, ANNE	$130,123.00	Sr Manager, HR & Operations
WALKER-DAVIS, MICHELLE	$240,000.00	Executive Director
YOUNG, RASHIDA	$180,000.00	Chief School Compliance Officer

(b) For fiscal year 2021, please list each employee whose salary is or was $125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay as of the date of your response.

Name	Salary	Title
BAYUK, MICHAEL	$150,000.00	Director of Finance
BOWDEN, TOMEIKA	$176,686.00	Chief Communications Officer
CHEATHAM, SARAH	$172,454.00	General Counsel
KUPFERBERG, ERIN	$130,432.00	Senior Manager, FAQ
ROBINSON, LENORA	$191,646.00	Chief Operating Officer
TOMKINSON, ANNE	$130,123.00	Sr. Manager, HR & Operations
WALKER-DAVIS, MICHELLE	$240,000.00	Executive Director
YOUNG, RASHIDA	$180,000.00	Chief School Compliance Officer

6. **Please list, in descending order, the top 15 overtime earners in your agency for fiscal year 2020. For each, state the employee's name, position or title, salary, and aggregate overtime pay.**

For FY 2020, one employee earned overtime: Danielle Bell, Operations Coordinator. The aggregate overtime pay during this period was $6,061.12.

7. **For fiscal years 2020 and 2021 (through January 31), please provide a list of employee bonuses or special award pay granted that identifies the employee receiving the bonus or special pay, the amount received, and the reason for the bonus or special pay.**

Name	Amount	Bonus Reason
Scott Pearson	$20,000	annual performance bonus
Erin Kupferberg	$5,000	bonus for interim duties while manager/colleague position vacant for extended period
Melodi Sampson	$5,000	bonus for interim duties while manager/colleague position vacant for extended period
Tanyr Seay	$5,000	bonus for interim duties while manager/colleague position vacant for extended period
Adam Bethke	$4,000	bonus for interim duties while manager/colleague on extended FMLA leave
Alison Waddy	$4,000	bonus for interim duties while manager/colleague on extended FMLA leave

Anne Tomkinson	$4,000	bonus for interim duties while manager/colleague on extended FMLA leave
Charlene Haigler-Mickles	$4,000	bonus for interim duties while manager/colleague on extended FMLA leave
Hannah Cousino	$4,000	bonus for interim duties while manager/colleague on extended FMLA leave
Katherine Dammann	$3,000	bonus for interim duties while manager/colleague position vacant for extended period
Abby Getzel	$1,500	employee referral bonus
Hannah Cousino	$1,000	bonus for performing additional Qualitative Site Reviews
Abby Getzel	$200	bonus for performing additional Qualitative Site Reviews
Olivia Gusman	$200	bonus for performing additional Qualitative Site Reviews

8. **For fiscal years 2020 and 2021 (through January 31), please list each employee separated from the agency with separation pay. State the amount and number of weeks of pay. Also, for each, state the reason for the separation.**

In FY 2020 and 2021 (through January 31) separation pay totaling $111,046 was paid to three employees.

9. **For fiscal years 2019, 2020, and 2021 (through January 31), please state the total number of employees receiving worker's compensation payments.**

No employees received worker's compensation payments in FY 2019, 2020 and 2021 (through January 31).

10. **Please provide the name of each employee who was or is on administrative leave in fiscal years 2020 and 2021 (through January 31). In addition, for each employee identified, please provide: (1) their position; (2) a brief description of the reason they were placed on leave; (3) the dates they were/are on administrative leave; (4) whether the leave was/is paid or unpaid; and (5) their current status (as of January 31, 2020).**

No employees have been placed on administrative leave in fiscal years 2020 and 2021 (through January 31).

11. **For fiscal years 2020 and 2021 (through January 31), please list, in chronological order, all intra-District transfers to or from the agency. Give the date, amount, and reason for the transfer.**

The transfers for DC PCSB to/from other District agencies for fiscal years 2020 and 2021 (through January 31) are as follows:

Fiscal Year	Date	Amount	Reason
FY 2020	10/01/2019	$1,800,000	from the DC 2020 Fiscal Budget, Special Needs PCS Funding Authorization Act of 2019 then to St. Coletta Special Ed PCS on 10/10/2019
FY 2020	10/07/2019	$50,000	to OSSE to assist in ensuring that DC parents and families are aware of the common lottery system
FY 2020	06/30/2020	$67,174	to DCHR for school background checks
FY 2021	10/1/2020	$50,000	to OSSE to assist in ensuring that DC parents and families are aware of the common lottery system

12. **Please list, in chronological order, every reprogramming of funds into or out of the agency for fiscal years 2020 and 2021 (through January 31). Include a "bottom line" that explains the revised final budget for your agency. For each reprogramming, list the reprogramming number (if submitted to the Council for approval), the date, the amount, and the rationale.**

Please see response to question 11.

13. **Please list, in chronological order, every reprogramming within your agency during fiscal year 2021 to date. Also, include both known and anticipated intraagency reprogrammings. For each, give the date, amount, and rationale.**

Category	Comptroller Source Group	FY21 Beginning Budget	30-Nov-20 Reprogrammings	Revised FY21 Budget	Rationale
Income	0	$(9,959,208)	$(894,000)	$(10,853,208)	$418k net increase in admin fees from schools, $144k in grant revenue from Dept. of Energy & Environment (DOEE) Lead Testing/ Remediation and $332k in net interest/fund balance support
Expense	CSG 0041 - CONTRACTUAL SERVICES - OTHER	$1,324,216	$894,000	$2,218,216	$250k for COVID expenses, $144k for DOEE Lead Testing/ Remediation in schools and $500K for school water filter replacements

14. **For fiscal years 2020 and 2021 (as of January 31), please identify each special purpose revenue fund maintained by, used by, or available for use by your agency. For each fund identified, provide: (1) the revenue source name and code; (2) the source of funding; (3) a description of the programs that generates the funds; (4) the amount of funds generated annually by each source or program; and (5) expenditures of funds, including the purpose of each expenditure. For (4) and (5) provide specific data for fiscal years 2019, 2020, and 2021 (as of January 31) and give starting and ending balances. You may wish to present this information first as a list (for numbers 1-5) and then as separate tables for numbers 4 and 5.**

The source of the Special Purpose Revenue for DC PCSB, which funds the agency's operations, is derived from an administrative fee of one percent of each public charter school's (PCS) annual total revenues (including federal and other revenue sources) minus philanthropic revenues under its mandated chartering authority. For FY20 and FY21, while not required, DC PCSB provided a tenth of a percent discount on the administrative fee for each public charter school, netting the fee to nine tenths of one percent. After netting the discount of approximately $1 million, the total administrative fees were $8.9 million and $9.7 million for FY20 and FY21, respectively. This Special Purpose Revenue is allocated to pay expenses for DC PCSB's ongoing oversight responsibilities and general operations. The following list outlines the amount of funds generated by revenue sources in FY20 and FY21 for each PCS LEA.

LEA	FY 2020 Special Purpose Revenue	FY 2021 Special Purpose Revenue
Academy of Hope PCS	$65,884	$70,686
Achievement Preparatory Academy PCS	$150,252	$65,632
Appletree Early Learning PCS	$110,871	$103,859
BASIS DC PCS	$98,858	$104,759
Breakthrough Montessori	$44,492	$50,283
Bridges PCS	$115,557	$136,371
Briya PCS	$105,508	$112,015
Capital City PCS	$219,913	$229,721
Capital Village (Opened SY 20-21)	$0	$20,490
Carlos Rosario Intl PCS	$265,539	$269,180
Cedar Tree Academy PCS	$76,115	$91,492
Center City PCS	$283,168	$297,598
César Chávez PCS for Public Policy	$98,095	$105,114
Children's Guild DC PCS	$110,192	$101,435
Community College Prep PCS	$74,302	$77,529
Creative Minds PCS	$108,275	$128,510
DC Bilingual PCS	$92,471	$101,308
DC International PCS	$240,403	$283,669
DC Preparatory Academy PCS	$392,489	$435,062
DC Scholars Academy PCS	$110,109	$127,443
Digital Pioneers PCS	$48,385	$73,307
E.L. Haynes PCS	$253,978	$274,090
Eagle Academy PCS	$201,422	$179,643
Early Childhood Academy PCS	$60,762	$61,027
Elsie Whitlow Stokes Community PCS	$102,798	$105,694
Friendship PCS	$874,271	$1,013,900
Girls Global (Opened SY 20-21)	$0	$20,106
Goodwill Excel Center PCS	$69,315	$66,380
Harmony Prep PCS	$22,588	$23,870
Hope Community PCS	$139,721	$122,321
Howard University Math and Science PCS	$52,008	$63,002

LEA	FY 2020 Special Purpose Revenue	FY 2021 Special Purpose Revenue
I Dream School (Opened SY 20-21)	$0	$17,109
IDEA PCS	$76,334	$81,115
Ingenuity PCS	$135,628	$159,708
Inspired Teaching Demonstration PCS	$92,609	$94,230
Kingsman Academy PCS	$65,144	$75,780
KIPP DC PCS	$1,395,508	$1,531,569
Latin American Montessori Bilingual PCS	$96,971	$108,248
LAYC Career Academy PCS	$27,084	$23,423
Lee Montessori PCS	$61,983	$78,923
Mary McLeod Bethune PCS	$84,700	$80,421
Maya Angelou PCS	$98,244	$78,957
Meridian PCS	$129,625	$154,033
Monument Academy	$58,208	$89,981
Mundo Verde Bilingual PCS	$168,048	$197,936
National Collegiate Preparatory PCHS (Closed SY 19-20)	$25,424	$0
Next Step PCS	$91,071	$90,962
Paul PCS	$162,245	$185,829
Perry Street Prep PCS	$85,855	$107,240
Richard Wright PCS	$67,942	$79,459
Rocketship PCS	$265,900	$352,698
Roots PCS	$22,359	$20,541
The SEED School of Washington, DC	$113,124	$104,208
Sela PCS	$43,176	$48,307
Shining Stars Montessori PCS	$55,450	$56,323
Social Justice (Opened SY 20-21)	$0	$14,739
St Coletta PCS	$152,849	$158,051
Statesmen College Prep Acad. for Boys PCS	$30,978	$47,605
The Family Place PCS	$15,510	$18,155
The Sojourner Truth (Opened SY 20-21)	$0	$21,821
Thurgood Marshall Academy PCS	$84,781	$83,515

LEA	FY 2020 Special Purpose Revenue	FY 2021 Special Purpose Revenue
Two Rivers Public Charter School	$183,492	$190,719
Washington Global	$49,320	$54,477
Washington Latin PCS	$123,157	$133,057
Washington Leadership Academy PCS	$86,989	$103,525
Washington Yu Ying PCS	$104,906	$105,775
Youthbuild PCS	$29,833	$32,360
TOTAL	**$8,872,187**	**$9,696,297**

15. **Please provide a table showing your agency's Council-approved original budget, revised budget (after reprogrammings, etc.) for fiscal years 2019, 2020, and the first quarter of 2021. In addition, please explain the variances between fiscal year appropriations and actual expenditures for fiscal years 2019 and 2020.**

The following charts are also attached in Q15.

Comptroller Source Group	FY19 APPROVED BUDGET			FY19 REVISED BUDGET		
	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Special Purpose)	Total
0011 - REGULAR PAY - CONT FULL TIME	$0	$4,145,998	$4,145,998	$0	$4,453,114	$4,453,114
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	$0	$1,090,923	$1,090,923	$0	$1,079,588	$1,079,588
01 - PERSONNEL SERVICES	$0	$5,236,921	$5,236,921	$0	$5,532,702	$5,532,702
0020 - SUPPLIES AND MATERIALS	$0	$148,126	$148,126	$0	$148,126	$148,126
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	$0	$41,280	$41,280	$0	$41,280	$41,280
0040 - OTHER SERVICES AND CHARGES	$0	$1,873,682	$1,873,682	$0	$1,949,879	$1,949,879
0041 - CONTRACTUAL SERVICES - OTHER	$0	$1,149,869	$1,149,869	$0	$1,097,723	$1,097,723
0050 - SUBSIDIES AND TRANSFERS	$0	$75,000	$75,000	$0	$75,000	$75,000
02 - NON-PERSONNEL SERVICES	$0	$3,287,957	$3,287,957	$0	$3,312,008	$3,312,008
TOTAL GENERAL FUNDS	$0	$8,524,878	$8,524,878	$0	$8,844,710	$8,844,710

Comptroller Source Group	FY19 ACTUAL EXPENDITURES			FY19 VARIANCE		
	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Special Purpose)	Total
0011 - REGULAR PAY - CONT FULL TIME	$0	($4,543,426)	($4,543,426)	$0	($90,312)	($90,312)
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	$0	($967,023)	($967,023)	$0	$112,565	$112,565
01 - PERSONNEL SERVICES	$0	($5,510,449)	($5,510,449)	$0	$22,253	$22,253
0020 - SUPPLIES AND MATERIALS	$0	($206,068)	($206,068)	$0	($57,942)	($57,942)
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	$0	($56,408)	($56,408)	$0	($15,128)	($15,128)
0040 - OTHER SERVICES AND CHARGES	$0	($1,835,094)	($1,835,094)	$0	$114,785	$114,785
0041 - CONTRACTUAL SERVICES - OTHER	$0	($1,665,732)	($1,665,732)	$0	($568,009)	($568,009)
0050 - SUBSIDIES AND TRANSFERS	$0	($56,357)	($56,357)	$0	$18,643	$18,643
02 - NON-PERSONNEL SERVICES	$0	($3,819,658)	($3,819,658)	$0	($507,650)	($507,650)
TOTAL GENERAL FUNDS	$0	($9,330,107)	($9,330,107)	$0	($485,397)	($485,397)

Comptroller Source Group	FY19 VARIANCE Total	FY19 VARIANCE EXPLANATION
0011 - REGULAR PAY - CONT FULL TIME	($90,312)	driven by costs associated with Family Engagement Coordinators to support families during school closure
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	$112,565	savings in health insurance and commuting benefits
01 - PERSONNEL SERVICES	$22,253	
0020 - SUPPLIES AND MATERIALS	($57,942)	overruns for the FY in meeting expenses, tech. equipment & software and office maintenance
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	($15,128)	overruns related to implementation of Zoom Video Communications subscription and backup ethernet costs
0040 - OTHER SERVICES AND CHARGES	$114,785	savings from community outreach, PMF consultants, legal fees and web development/maintenance
0041 - CONTRACTUAL SERVICES - OTHER	($568,009)	special projects cost offset by revenue from safe drinking water MOU
0050 - SUBSIDIES AND TRANSFERS	$18,643	savings from Ahead of the Curve and administrators of medicine trainings
02 - NON-PERSONNEL SERVICES	($507,650)	
TOTAL GENERAL FUNDS	($485,397)	

Comptroller Source Group	FY20 APPROVED BUDGET			FY20 REVISED BUDGET		
	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Special Purpose)	Total
0011 - REGULAR PAY - CONT FULL TIME	$0	$4,748,177	$4,748,177	$0	$4,826,982	$4,826,982
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	$0	$1,055,237	$1,055,237	$0	$1,074,342	$1,074,342
01 - PERSONNEL SERVICES	$0	$5,803,414	$5,803,414	$0	$5,901,324	$5,901,324
0020 - SUPPLIES AND MATERIALS	$0	$171,470	$171,470	$0	$177,470	$177,470
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	$0	$55,020	$55,020	$0	$55,020	$55,020
0040 - OTHER SERVICES AND CHARGES	$0	$2,826,394	$2,826,394	$0	$2,340,917	$2,340,917
0041 - CONTRACTUAL SERVICES - OTHER	$0	$1,243,183	$1,243,183	$0	$1,335,357	$1,335,357
0050 - SUBSIDIES AND TRANSFERS	$1,800,000	$60,000	$1,860,000	$1,800,000	$218,800	$2,018,800
02 - NON-PERSONNEL SERVICES	$1,800,000	$4,356,068	$6,156,068	$1,800,000	$4,127,564	$5,927,564
TOTAL GENERAL FUNDS	$1,800,000	$10,159,481	$11,959,481	$1,800,000	$10,028,888	$11,828,888

Comptroller Source Group	FY20 ACTUAL EXPENDITURES			FY20 VARIANCE		
	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Special Purpose)	Total
0011 - REGULAR PAY - CONT FULL TIME	$0	($4,563,734)	($4,563,734)	$0	$263,248	$263,248
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	$0	($979,827)	($979,827)	$0	$94,514	$94,514
01 - PERSONNEL SERVICES	$0	($5,543,561)	($5,543,561)	$0	$357,763	$357,763
0020 - SUPPLIES AND MATERIALS	$0	($154,677)	($154,677)	$0	$22,793	$22,793
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	$0	($60,776)	($60,776)	$0	($5,756)	($5,756)
0040 - OTHER SERVICES AND CHARGES	$0	($1,532,088)	($1,532,088)	$0	$808,829	$808,829
0041 - CONTRACTUAL SERVICES - OTHER	$0	($1,460,794)	($1,460,794)	$0	($125,437)	($125,437)
0050 - SUBSIDIES AND TRANSFERS	($1,800,000)	($148,030)	($1,948,030)	$0	$70,770	$70,770
02 - NON-PERSONNEL SERVICES	($1,800,000)	($3,356,365)	($5,156,365)	$0	$771,199	$771,199
TOTAL GENERAL FUNDS	($1,800,000)	($8,899,927)	($10,699,927)	$0	$1,128,962	$1,128,962

Comptroller Source Group	FY20 VARIANCE Total	FY20 VARIANCE EXPLANATION
0011 - REGULAR PAY - CONT FULL TIME	$263,248	$358k net Salaries & Fringe Benefits savings [accounts for savings from vacancies]
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	$94,514	associated savings from vacancies
01 - PERSONNEL SERVICES	$357,763	
0020 - SUPPLIES AND MATERIALS	$22,793	savings from meeting expenses and office supplies
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	($5,756)	increased enhancements/security for Zoom Video Communications
0040 - OTHER SERVICES AND CHARGES	$808,829	surpluses of $218k in Project Consultants, $80k in Other Personnel (trainings/ development and travel), $115k in Web Dev. Maintenance and Outreach & Publicity and $360k in reserves savings.
0041 - CONTRACTUAL SERVICES - OTHER	($125,437)	deficit primarily from unanticipated COVID-19 expenses
0050 - SUBSIDIES AND TRANSFERS	$70,770	savings from the annual Ahead of the Curve Conf. and administrators of medicine trainings
02 - NON-PERSONNEL SERVICES	$771,199	
TOTAL GENERAL FUNDS	$1,128,962	

Comptroller Source Group	FY21 APPROVED BUDGET			FY21 REVISED BUDGET - QTR 1		
	0100 (Local Funds)	0600 (Special Purpose)	Total	0100 (Local Funds)	0600 (Special Purpose)	Total
0011 - REGULAR PAY - CONT FULL TIME	$0	$5,075,182	$5,075,182	$0	$4,782,441	$4,782,441
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	$0	$1,137,618	$1,137,618	$0	$1,102,314	$1,102,314
01 - PERSONNEL SERVICES	$0	$6,212,799	$6,212,799	$0	$5,884,755	$5,884,755
0020 - SUPPLIES AND MATERIALS	$0	$196,000	$196,000	$0	$196,000	$196,000
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	$0	$55,020	$55,020	$0	$55,020	$55,020
0040 - OTHER SERVICES AND CHARGES	$0	$2,359,217	$2,359,217	$0	$2,359,217	$2,359,217
0041 - CONTRACTUAL SERVICES - OTHER	$0	$1,124,216	$1,124,216	$0	$2,218,216	$2,218,216
0050 - SUBSIDIES AND TRANSFERS	$0	$140,000	$140,000	$0	$140,000	$140,000
02 - NON-PERSONNEL SERVICES	$0	$3,874,453	$3,874,453	$0	$4,968,453	$4,968,453
TOTAL GENERAL FUNDS	$0	$10,087,252	$10,087,252	$0	$10,853,208	$10,853,208

Comptroller Source Group	FY21 ACTUAL EXPENDITURES - QTR 1		
	0100 (Local Funds)	0600 (Special Purpose)	Total
0011 - REGULAR PAY - CONT FULL TIME	$0	($1,098,405)	($1,098,405)
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	$0	($259,042)	($259,042)
01 - PERSONNEL SERVICES	$0	($1,357,446)	($1,357,446)
0020 - SUPPLIES AND MATERIALS	$0	($92,230)	($92,230)
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	$0	($15,607)	($15,607)
0040 - OTHER SERVICES AND CHARGES	$0	($349,818)	($349,818)
0041 - CONTRACTUAL SERVICES - OTHER	$0	($407,493)	($407,493)
0050 - SUBSIDIES AND TRANSFERS	$0	($58,636)	($58,636)
02 - NON-PERSONNEL SERVICES	$0	($923,785)	($923,785)
TOTAL GENERAL FUNDS	$0	($2,281,231)	($2,281,231)

16. **(a) Describe any spending pressures for public charter schools and PCSB that existed in fiscal year 2020. Include a description of each spending pressure, how it was identified, and how it was remedied.**

b) Identify potential areas where spending pressures may exist in fiscal year 2021 for PCSB and public charter schools. Include a description of the spending pressure and what steps are being taken to minimize the impact on the fiscal year 2021 budget.

(a) Describe any spending pressures for public charter schools and PCSB that existed in fiscal year 2020. Include a description of each spending pressure, how it was identified, and how it was remedied.

The FY20 spending pressures for DC PCSB were those unanticipated costs related to COVID-19 which necessitated various upgrades to the office space environment, technology enhancements for remote work as well as additional support for public charter schools through webinars and other trainings. These were all mitigated by the reprogramming of savings within the budget.

While DC PCSB does not have control over schools' operating budgets, LEAs' continuous learning plans revealed some new school expenditures to address the challenges of the pandemic. For example, Center City PCS bought 200 hotspots to help families get internet access in May 2020. Two Rivers PCS's

plan reported that they planned to purchase HEPA/UV-C units for classrooms and health suites by the second quarter of SY 2020-21. In addition, many schools reported purchasing personal protective equipment (PPE) for staff and students.

(b) Identify potential areas where spending pressures may exist in fiscal year 2021 for PCSB and public charter schools. Include a description of the spending pressure and what steps are being taken to minimize the impact on the fiscal year 2021 budget.

There are no known spending pressures presently for DC PCSB in fiscal year 2021 that could not be resolved by the current budget. Fiscal year 2021 spending pressures for some public charter schools include decreases in enrollment, delays in obtaining financing, pandemic recovery efforts, and addressing school reopenings. To minimize these impacts on the FY21 budget, LEAs are applying for emergency relief funds provided by Scholarships for Opportunity and Results (SOAR), Academic Quality (AQ), Facilities, CARES Equivalent, and Early Childhood Allowable Uses.

17. **Please list all memoranda of understanding (MOU) either entered into by your agency or in effect during fiscal years 2020 and 2021 (through January 31). For each, describe its purpose, indicate the date entered, and provide the actual or anticipated termination date.**

- OSSE Data Sharing MOU: Entered June 24, 2014. Does not expire until terminated. This MOU allows OSSE and DC PCSB to share student data consistent with the Family Educational Rights and Privacy Act (FERPA).
- University of the District of Columbia (UDC) Data Sharing MOU: Entered September 19, 2014. Does not expire until terminated. This MOU allows UDC to share student data consistent with FERPA, for public charter school students who receive services from UDC.
- OSSE, DME, DCPS, DC PCSB, DC Auditor, Data Ethics, LLC Data Sharing MOU: Entered June 14, 2019. Expires April 15, 2021. This MOU allows the parties to share student data consistent with FERPA to facilitate an audit of public education data.
- OSSE 2020 Common Lottery MOU: Entered September 20, 2019. Expired September 30, 2020. Under this MOU DC PCSB transferred $50,000 to OSSE, which OSSE used to support the operation of the common lottery system.
- OSSE 2021 Common Lottery MOU: Entered September 17, 2020. Expires September 30, 2021. Under this MOU DC PCSB transferred $50,000 to OSSE, which OSSE used to support the operation of the common lottery system.

- DCHR Background Check MOU: Entered April 22, 2020. Expired September 30, 2020. Under this MOU, DC PCSB transferred $67,174 to DCHR to establish a pilot program wherein DCHR would conduct background checks of employees and volunteers for participating DC public charter schools, which would then reimburse DC PCSB for services received.
- Department of Energy and Environment (DOEE) Lead Testing MOU: Entered September 25, 2020. Expires September 30, 2021. Under this MOU DOEE transferred $144,000 to DC PCSB and DC PCSB used the funds to conduct lead testing in public charter schools.
- Georgetown Legal Fellowship MOU: Entered June 14, 2019. Expired September 30, 2020. Under this MOU, DC PCSB hired a Georgetown Legal Fellow and Georgetown University Law Center transferred $20,000 to DC PCSB, which DC PCSB was required to use solely toward the salary paid to its Georgetown Law Fellow.
- 2019 Leadership for Educational Equity Foundation (LEE) Fellowship MOU: Entered April 29, 2019. Expired May 29, 2020. Under this MOU, DC PCSB paid LEE $22,500 and LEE provided DC PCSB with a fellow to work at DC PCSB from September 3, 2019 through May 29, 2020.
- 2020 LEE Fellowship MOU: Entered April 15, 2012. Expires May 28, 2021. Under this MOU, DC PCSB paid LEE $28,125 and LEE provided DC PCSB with a fellow to work at DC PCSB from September 1, 2020 through May 28, 2021.

18. **D.C. Law requires the Mayor and the Chief Financial Officer to submit to the Council, simultaneously with a proposed budget submission, actual copies of all agency budget enhancements requests, such as the "Form B" for all District agencies (See D.C. Code § 47- 318.05a). In order to help the Committee understand agency needs, and the cost of those needs for your agency, please provide, as an attachment to your answers, all budget enhancement requests submitted by your agency to the Mayor or Chief Financial Officer as part of the budget process for fiscal years 2019, 2020, and 2021.**

As an independent agency, DC PCSB did not submit budget enhancement requests to the Mayor or Chief Financial Officer as part of the budget process for these fiscal years.

19. **Please list all pending lawsuits that name your agency as a party. Please identify which cases on the list are lawsuits that potentially expose the city to significant liability in terms of money and/or change in practices. The Committee is not asking for your judgment as to the city's liability; rather, we are asking about the extent of the claim. For those claims identified, please include an explanation about the issues for each case.**

There are no pending lawsuits that name DC PCSB as a party.

20. **(a) Please list and describe any investigations, studies, audits, or reports on your agency or any employee of your agency that were completed at any time in fiscal years 2020 or 2021 (through January 31).**

(b) Please list and describe any ongoing investigations, audits, or reports of your agency or any employee of your agency.

(a) Please list and describe any investigations, studies, audits, or reports on your agency or any employee of your agency that were completed at any time in fiscal years 2020 or 2021 (through January 31).

Consistent with the District of Columbia Education Research Practice Partnership Establishment and Audit Act of 2018, the Office of the District of Columbia Auditor (ODCA) initiated a contract audit of public education data in March 2019. This audit included DC PCSB, the Office of the State Superintendent of Education, the Deputy Mayor for Education, District of Columbia Public Schools, and public charter local education agencies. The audit has been completed, and ODCA will issue its final report in 2021.

(b) Please list and describe any ongoing investigations, audits, or reports of your agency or any employee of your agency.

There are no such ongoing investigations, audits, or reports.

21.   How many grievances have been filed by employees against PCSB management? Please list each of them by year for fiscal years 2019, 2020, and 2021 (through January 31). Give a brief description of each grievance, and the outcome as of January 31, 2021. Include on the chronological list any earlier grievance that is still pending in any judicial forum.

Two grievances were filed by employees against management in 2020, one for alleged failure to appropriately implement DC PCSB corrective disciplinary action and one for alleged manager misconduct. Both were investigated pursuant to DC PCSB policy and protocol. Neither was substantiated.

22.   (a) Please describe the agency's procedures for investigating allegations of sexual harassment committed by or against its employees.

(b) If different, describe the agency's procedures for investigating allegations of misconduct.

(c) List and describe each allegation received by the agency in FY 2020 and FY 2021 (as of January 31) and the resolution of each as of the date of your answer.

(a) Please describe the agency's procedures for investigating allegations of sexual harassment committed by or against its employees.

(b) If different, describe the agency's procedures for investigating allegations of misconduct.

Per DC PCSB's Employee Handbook, it is the policy of DC PCSB to vigorously investigate reports of sexual harassment and prohibit retaliation against individuals who report such an incident or participate in an investigation. If sexual harassment is found to exist in the workplace, immediate and appropriate disciplinary action, up to and including dismissal, will be taken against the individual who violated DC PCSB's policies against discrimination, harassment, and retaliation.

All reported allegations of sexual harassment or retaliation will be investigated promptly. Such investigations may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. It may also include review of personnel files and other pertinent documents for the purpose of discovering or analyzing facts.

Misconduct constituting discrimination, harassment, or retaliation is dealt with appropriately.

Responsive action may include:
* Training;
* Referral to counseling;
* Disciplinary actions such as warnings or reprimands;
* Demotions and/or withholding promotions;
* Reassignment;
* Suspension without pay; and
* Dismissal.

(c) List and describe each allegation received by the agency in FY 2020 and FY 2021 (as of January 31) and the resolution of each as of the date of your answer.

There have been no allegations of sexual harassment reported in FY20 and FY21, to date.

23.   **(a) What is the status of PCSB development of a model policy for charter LEAs on sexual abuse and misconduct by staff and student-to-student sexual assault and harassment?**

(b) How many LEAs have revised their policies on these topics in fiscal years 2020 and 2021 (as of January 31)?

(c) Provide a list of LEAs that have participated in PCSB activities (including conferences, trainings, etc.) on these topics in fiscal years 2020 and 2021 (as of January 31).

DC PCSB is committed to working with schools to find ways to reduce and prevent sexual assault, abuse, and harassment in schools. Currently, schools must have a policy around sexual violations and affirm that their policy regarding sexual violations has been reviewed by all staff members annually, but they do not submit their full policies to DC PCSB. Public charter school sexual violation policies must meet the policy criteria mandated by OSSE.

The School Safety Omnibus Amendment Act of 2018 asked OSSE to develop a model policy for schools. DC PCSB collaborated with OSSE as they gathered information to inform the development of their policy. DC PCSB staff participated in OSSE focus groups with community-based organizations and school leaders. OSSE's model policy was completed in February 2020. As part of its compliance oversight, DC PCSB requires schools to submit an assurance

letter affirming that they have developed the policies required by the School Safety Act in line with the mandated criteria. All 66 charter LEAs were compliant in submitting these assurance letters during DC PCSB's review in October 2020.

(c) Provide a list of LEAs that have participated in PCSB activities (including conferences, trainings, etc.) on these topics in fiscal years 2020 and 2021 (as of January 31).

DC PCSB did not host any trainings or activities on sex abuse prevention for schools during FY20 or FY21 to date.

24. **Please provide a list of all procurements for goods or services for use by your agency over $10,000 for fiscal years 2020 and 2021 (through January 31). Give a brief explanation of each, including the name of the contractor, purpose of the contract, and the total dollar amount of the contract. Exclude from this answer purchase card (SmartPay) purchases.**

Fiscal Year 2020 Contracts

Contractor	Purpose	Total Dollar Amount
QuickBase	Application, space, premium support	$178,000.00
Looker	1 Pwered platform license	$59,976.00
Leadership for Educational Equity (LEE)	Fellow to assist w/ governmental relations	$22,500.00
Sarah Dugan	QSR observations	$10,000.00
Carahsoft	3 yr. license for Okta	$26,277.30
EdOps	Financial and business consulting for Congress Heights	$37,625.00
SaLut	Water testing sources (Lead)	$600,000.00
Neal R. Gross	2020 court reporting, transcribing for board meetings	$15,840.00
CITI	All-inclusive IT Services and Desktop Support	$145,000.00
Commonwealth	Printer services and equipment leasing (3 copiers)	$34,608.00
Kyndra Middleton	Data analysis	$20,000.00
Naomi DeVeaux	Support on charter reviews	$17,500.00
Fionta	Ad hoc Salesforce tech support services	$10,000.00
TNTP	Training QSR team	$17,573.00
Comcast Business	Comcast fiber internet services	$24,480.00

Contractor	Purpose	Total Dollar Amount
Institute for Excellence in Education	Application services for LEA and requirement tracking	$117,800.00
Creative Print Group	Bulk order- various projects	$55,323.25
Isaacson Miller Inc.	Recruitment for new executive director	$66,666.00
Chosen Media	Video services for Best Practices Awards	$10,000.00
Taoti Creative	Web support & Maintenance services	$55,080.00
C-Ink	EdFest swag	$12,000.00
Taoti Creative	Website redesign and Drupal upgrade	$23,935.50
Rescue One	AED Program Management for PCS'	$79,035.00
ACSI Translations	Parent guide translations services	$10,292.40
Cindy Gertz	FAR observations	$10,000.00
Audio Visual Actions, Inc	AV services for 2020 board meetings	$14,538.00
QuickBase	Application, space, premium support	$180,000.00
Trap Recruiter	HR Recruiting Services	$25,000.00
Simmons Lettre Consulting	Support for webinars during distance learning	$25,000.00
Looker	1 Pwered platform license	$59,976.00
CITI	POE enable network switches upgrade	$13,343.44
Corporate Media Solutions	Bulk PO- Printing Services	$29,484.11
Zoom Video Communications	Adding telephony services	$18,500.00
Alicia Robinson dba Edplus Consulting	Recruitment services for Director of Finance	$28,000.00
Diana Bruce dsb Collaborate w/ DB	Re-Open health work for LEA's	$99,500.00
Sharon P. Bostic	Re-Open health work for LEA's	$99,500.00
Teachstone Teaching	CLASS observations	$63,250.00
Apple Inc.	New computers	$13,769.00
TNTP	3 Day Training for staff and consultants on virtual observations	$15,456.00
Sarah Dugan	QSR observations	$10,000.00
Emily McGann	QSR observations	$10,000.00
Leadership for Educational Equity (LEE)	Fellow to assist w/ governmental relations	$28,125.00

Fiscal Year 2021 Contracts

Contractor	Purpose	Total Dollar Amount
Taoti Creative	Web support & Maintenance services	$55,080.00
Council for Exceptional Children	Develop and lead custom training and coaching practices	$10,000.00
Carahsoft	3 yr. license for Okta	$26,277.30
Commonwealth	Printer services and equipment leasing (3 copiers)	$34,608.00
Comcast Business	Comcast fiber internet services	$24,480.00
Sarah Dugan	QSR observations	$10,000.00
Emily McGann	QSR observations	$10,000.00
Zoom Video Communications	Adding telephony services	$18,500.00
Egnyte	Annual Renewal	$28,560.00
Scribbles	Student records management for closed schools records	$24,180.00
T.R. Smith	Install sensory	$20,612.00
Fedlock	Install wave panel access to doors and restrooms	$65,000.00
EdOps	Manage admin and financial ops for NCP	$22,500.00
Glynda Brown	Assist with NCP close-out	$21,896.00
Yohance Maqubela	Assist with NCP close-out	$20,000.00
DELL	Workspace One	$26,260.27
Jones, Maresca & McQuade	Preparation of NCP Audit and Final 990	$15,750.00
Taoti Creative	Web support & Maintenance services	$48,000.00
Building for Mission	Board REDI consultant group sessions and coaching	$43,500.00
Cascade Strategy	Communications strategies support	$120,000.00
Rescue One	AED Program Management for PCS'	$44,250.00
Aneesh Kodali	Data support	$50,800.00
T. Farley/ Alpine Terrace Enterprises	Staff Training	$10,080.00
NorthStar Education Partners	Strategic Planning	$55,000.00
Pete Petrin	FAQ support	$15,300.00

25. **(a) Please describe how your agency manages and limits its mobile, voice, and data costs, including cellular phones and mobile devices.**

(b) In table format if the answer is more than 20 lines, and as an attachment, please provide the following information for fiscal years 2020 and 2021 (through January 31), regarding your agency's use of cellular phones and mobile devices: (1) individuals (by name and title/position) authorized to carry and use such devices; (2) total annual expense (FY) for each individual's use; and (3) justification for such use (per person). If the list is more than 20 individuals, group the answer by program, giving the total number of FTEs for that program as well as the number of cellular phones and mobile devices.

(a) Please describe how your agency manages and limits its mobile, voice, and data costs, including cellular phones and mobile devices.

DC PCSB tracks and manages the cost of its mobile devices several ways. DC PCSB maintains a relationship with its Sprint representative to ensure that the organization is taking advantage of all available discounts and promotions. DC PCSB's IT staff suspends lines that are not in use when employees transition away from the organization. DC PCSB IT staff proactively manages its mobile device inventory to ensure that there are no unnecessary device purchases. Inventory tracking includes staff assignments and device life status to ensure new devices are purchased only when current devices reach end of life.

(b) In table format if the answer is more than 20 lines, and as an attachment, please provide the following information for fiscal years 2020 and 2021 (through January 31), regarding your agency's use of cellular phones and mobile devices: (1) individuals (by name and title/position) authorized to carry and use such devices; (2) total annual expense (FY) for each individual's use; and (3) justification for such use (per person). If the list is more than 20 individuals, group the answer by program, giving the total number of FTEs for that program as well as the number of cellular phones and mobile devices.

All DC PCSB employees have the option to access a DC PCSB-provided mobile device, though they are not required to have a mobile device. The tables below show all employees who had a DC PCSB mobile device in FY20 and FY21, to date. The justification for each staff person's mobile device use is standard DC PCSB authorizing work. The following tables are also attached in Q25.

FY 2020 (10/2019 – 09/2020)

User	Title	Cost ($)
Abby Getzel	Specialist	410.76
Adam Bethke	Data Engineering Sr Manager	410.76
Alexis Henry	Data Analyst	410.76
Aliya Drake	Comms Specialist	410.76
Anne Tomkinson	HR and Ops Sr. Manager	410.76
Audrey Williams	School Support Sr. Manager	410.76
Avni Patel	EAST Sr. Manager	410.76
Briani Boyd	Executive Admin Specialist	342.30
Charlene Mickles	Ops Specialist	410.76
Danielle Bell	Ops Coordinator	410.76
Drew Snyder	Govt Relations Specialist	410.76
Eric Pait	Legal Associate	410.76
Erin Kupferberg	FAQ Sr. Manager	410.76
Flor Cabrera	Executive Team Coordinator	34.40
Hannah Cousino	Manager	410.76
James Taylor	KM IT Specialist	137.60
Janay Saunders	Specialist	410.76
Jennifer Pavon	Family Engagement Coordinator	410.76
Katherine Dammann	FAS Sr. Manager	410.76
Max Tingle	Data Engineering Specialist	330.21
Mbachur Mbenga	Family Engagement Coordinator	410.76
Melissa Taylor	Family Engagement Coordinator	34.40
Melodi Sampson	SQA Sr. Manager	410.76
Dr. Michelle Walker-Davis	Executive Director	68.80
Nicole Cole	Sr. Specialist	410.76
Nikhil Vashee	SQA Specialist	365.84
Olivia Gusman	Specialist	410.76
Ozoemena Nnamadim	FAST Sr. Specialist	166.86
Patrick Pope	EAST Specialist	185.61
Reema Paracha	Legal Associate	410.76
Rocio Tyler	Specialist	83.43
Sadina Brown	Program Coordinator	136.92
Tatia Pritchett	Accountant	410.76
Theresa Kemp	Specialist	347.14
Tomeika Bowden	Chief Communications Officer	410.76
Toni Bell	Family Engagement Coordinator	410.76
Wintana Yohannes	Communications Fellow	410.76

FY 2021, To Date (10/2020 - 01/2021)

User	Title	Cost ($)
Abby Getzel	Specialist	141.72
Adam Bethke	Data Engineering Sr Manager	47.24
Alexis Henry	Data Analyst	141.72
Aliya Drake	Comms Specialist	141.72
Anne Tomkinson	HR and Ops Sr. Manager	141.72
Audrey Williams	School Support Sr. Manager	141.72
Avni Patel	EAST Sr. Manager	141.83
Briani Boyd	Executive Admin. Specialist	141.72
Charlene Mickles	Ops Specialist	141.72
Danielle Bell	Ops Coordinator	141.72
Drew Snyder	Govt Relations Specialist	141.72
Erin Kupferberg	FAQ Sr. Manager	141.72
Hannah Cousino	Manager	141.72
Janay Saunders	Specialist	141.72
Jennifer Pavon	Family Engagement Coordinator	47.24
Katherine Dammann	FAS Sr. Manager	141.72
Max Tingle	Data Engineering Specialist	141.72
Mbachur Mbenga	Family Engagement Coordinator	47.24
Melodi Sampson	SQA Sr. Manager	141.72
Dr. Michelle Walker-Davis	Executive Director	141.72
Nicole Cole	Sr. Specialist	141.72
Olivia Gusman	Specialist	141.72
Reema Paracha	Associate Attorney	141.83
Tatia Pritchett	Accountant	141.72
Theresa Kemp	Specialist	141.72
Tomeika Bowden	Chief Communications Officer	141.72
Wintana Yohannes	Communications LEE Fellow	47.24

26. **(a) Does your agency have or use one or more government vehicle? If so, for fiscal years 2020 and 2021 (through January 31), please list any vehicle the agency owns, leases, or has assigned to it. You may group the vehicles by category (e.g., 15 sedans, 33 pick-up trucks, three transport buses, etc.).**

(b) Please list all vehicle accidents involving your agency's vehicles for fiscal years 2019, 2020, and 2021 (through January 31). Provide: (1) a brief description of each accident; (2) the type of vehicle involved; (3) the name and title/position of the driver involved; (4) the justification for using such vehicle; (5) whether there was a finding of fault and, if so, who was determined to be at fault; and (6) what employee discipline resulted, if any.

DC PCSB does not have or use government vehicles.

27. **Please list every lawsuit against the agency that was settled or decided by a trial court in FY 2020 and FY 2021 to date. Briefly describe each and the sanction, if any.**

There were two lawsuits against the agency in FY20 and FY21 to date, both of which stemmed from the same charter revocation decision and both of which were ultimately dismissed: *National Collegiate Preparatory et al. v. District of Columbia Charter School Board Civil Action No. 19-1785 (JEB),* and *National Collegiate Preparatory et al. v. District of Columbia Charter School Board Case No.: 2020 CA 001339 B.*

On January 22, 2019, the DC PCSB Board voted to revoke the charter of National Collegiate Preparatory Public Charter High School (the school) for failure to meet its charter goals, requiring the school to close on the last day of school year 2019-20. The school and its founder first challenged the revocation decision in federal court. The District Court dismissed the complaint on December 11, 2019, finding that DC PCSB's charter revocation proceedings, which comported with the process outlined in the School Reform Act, satisfied constitutional due process requirements. The school and its founder then filed a substantially similar lawsuit in Superior Court, again seeking restoration of the charter. This complaint, too, was dismissed on September 3, 2020.

28. **Please list all settlements entered into by PCSB or by the District on behalf of PCSB in fiscal years 2020 or 2021 (through January 31), and provide the parties' names, the amount of the settlement, and if related to litigation, the case name and a brief description of the case. If unrelated to litigation, please describe the underlying issue or reason for the settlement (e.g. administrative complaint, etc.).**

DC PCSB has not entered into any settlements in FY20 or FY21 to date.

29. **(a) D.C. Law prohibits chauffeurs, take-home vehicles, and the use of SUVs (see D.C. Code §§ 50-203 and 50-204). Is your agency in compliance with this law?**

    (b) Please explain all exceptions, if any, and provide the following: (1) type of vehicle (make, model, year); (2) individuals (name/position) authorized to use the vehicle; (3) jurisdictional residence of the individual (e.g., Bowie, MD); and (4) justification for the chauffer or take- home status.

DC PCSB does not have or use government vehicles.

30. **In table format, provide the following information for fiscal years 2020 and 2021 (through January 31) regarding your agency's authorization of employee travel: (1) each trip outside the region on official business or agency expense; (2) individuals (by name and title/position) who traveled outside the region; (3) total expense for each trip (per person, per trip, etc.); (4) what agency or entity paid for the trips; and (5) justification for the travel (per person and trip).**

DC PCSB staff has had no costs for travel outside the region for fiscal year 2021 (through January 31). Here are the costs for fiscal year 2020:

Staff	Title	Trip	Paid By	Total
Alexis Henry	Financial and Academic Quality Data Analyst	COABE 2020 Conf.	DC PCSB	$558
Aliya Drake	Communications Coordinator	2020 Education Equity Conference	DC PCSB	$1,939
Anne Tomkinson	Sr Mgr, HR and Operations	NEXUS Fellowship Conf. for REDI	DC PCSB	$3,111
		Gallup at Work Summit 2020	DC PCSB	$795
Avni Murray	Equity and Accessibility Team Sr Mgr	2019 NACSA Leadership Conf.	DC PCSB	$1,276
Erin Kupferberg	Sr Mgr, Financial and Academic Quality	AGAME Grant Conf.	AGAME Grant	$406
		2020 National Campaign Strategy Session	AGAME Grant	$769

Staff	Title	Trip	Paid By	Total
		2019 NACSA Leadership Conf.	NACSA	$516
Hannah Cousino	Equity and Accessibility Team Specialist	2019 NACSA Leadership Conf.	DC PCSB	$941
James Taylor	Knowledge Mgt. Specialist	Scribbles User Conf.	DC PCSB	$1,102
Katherine Dammann	Fidelity Impact Team Sr Mgr	2019 NACSA Leadership Conf	DC PCSB	$894
Laterica Quinn	Sr Mgr, School Quality and Accountability	2019 NABSE Conf	DC PCSB	$1,400
Lenora Robinson	Chief Operating Officer	NEXUS Fellowship Conf. for REDI	DC PCSB	$2,299
Mecole Hayes	Digital Media Specialist	2019 NACSA Leadership Conf	DC PCSB	$688
Rashida Young	Chief School Performance Officer	2019 NACSA Leadership Conf	DC PCSB	$727
Tomeika Bowden	Chief Communications Officer	2019 NACSA Leadership Conf	DC PCSB	$589
TOTAL				**$18,010**

31. **Please provide and itemize, as of January 31, 2021, the current number of When Actually Employed (WAE), term, and contract personnel within your agency. If your agency employs WAE or term personnel, please provide, in table format, the name of each employee, position title, the length of his or her term or contract, the date on which he or she first started with your agency, and the date on which his or her current term expires.**

As of January 31, 2021, there are no WAE, term, or contract personnel within the agency.

32. **What efforts has your agency made in the past year to increase transparency? Explain.**

Over the last year, DC PCSB has reimagined and reworked our website to make it easier to navigate and to make important information more accessible. Based on data and analytics, we updated our tool bar on the home page to reflect the prioritized topics under which most searches fall. For example, our most sought-after resources, public charter school data and policies, were added to the tool bar in the last year. We've also retooled the navigation bar and search function on the website to emphasize relevancy, prioritize commonly searched for content, and included a word predictor. DC PCSB continues to analyze data from our website to improve it and make content easier to access on a regular basis.

In addition to steps taken in 2020, DC PCSB regularly updates information on the website. Key data and documents are reviewed and updated as needed.

This includes enrollment numbers, staff contacts, and documents that are a part of our transparency policy. Audits, testimony, and facts and figures on our organizations and LEAs are updated when necessary. DC PCSB is committed to ensuring the information on our website is accurate to be transparent and helpful to the public.

DC PCSB also worked to make information regarding COVID-19 and education as accessible as possible for schools, families, and students. Our website serves as a central point for information regarding schools' operating status, LEAs' Continuous Learning Plans, information on meal distribution, and for a number of resources regarding health and safety guidelines. Due to the need for virtual meetings, all of our Board meetings are on Zoom and we post a video and transcript of all of our board meetings on the website. DC PCSB understands the need for access to information during this time and works to keep information updated in order to be a resource for residents.

33. What efforts will your agency be making to increase transparency? Explain.

DC PCSB's work to improve the website and make content more accessible is ongoing. We hope to provide a platform for the public to give us feedback on how they use the website in the foreseeable future.

We chose not to score and tier the PMF in 2020 since the school year ended with the pandemic and subsequent lockdown making the conditions under which we would score the PMF incomparable other years. We also wanted schools and their staffs focused on supporting students and not concerned with data collection and dissemination. We made the same choice for 2021. However, this year we will display some data on schools' facts and figures and potentially on student performance or growth. Currently, we are determining what exactly we will display in the future.

34. Please identify any legislative requirements that your agency lacks sufficient resources to properly implement. Explain.

DC PCSB does not lack resources to properly implement any legislative requirements at this time.

35. **Please identify any statutory or regulatory impediments to your agency's operations.**

Our biggest statutory need as an agency is to move up the date for charter review and renewal applications to better align with the MySchoolDC lottery dates. Currently, the law permits LEAs to submit renewal applications as late as the spring of a school year, making it difficult to reject a renewal application before the enrollment deadline for MySchoolDC. Adjusting the required submission date would better allow sufficient due process to occur and provide families more time to prepare if a school closes.

Additionally, we are in favor of adding an optional preference for students who attend a school subject to closure. A lottery preference for students leaving a closed school would help DC families who have experienced underperforming schools. While DC PCSB strives to make tough decisions regarding charter revocation before the lottery, we believe this preference would add another layer of equity and give the students who need help the most an opportunity to attend a top-performing school.

36. **Did your agency receive any FOIA requests in fiscal year 2020? If yes, did the agency file a report of FOIA disclosure activities with the Secretary of the District of Columbia? If available, please provide a copy of that report as an attachment. Also state here the total cost incurred by your agency for each fiscal year 2019, 2020, and 2021 (as of January 31) related to FOIA.**

DC PCSB received 64 FOIA requests during fiscal year 2020 and filed a report of FOIA disclosure activities with the Secretary of the District of Columbia. The requested report is Attachment Q36. The total cost incurred by DC PCSB related to FOIA was $69,500 in FY 2019, $29,400 in FY 2020, and $5,200 thus far in FY 2021.

37. **(a) What are PCSB's key performance indicators? What has been PCSB's performance (for each of these) in fiscal year (or calendar year) 2019, 2020, and 2021 (through the first quarter).**

   (b) What KPIs have been dropped (or changed) since 2019? List each specifically and explain why it was dropped or changed.

(a) What are PCSB's key performance indicators? What has been PCSB's performance (for each of these) in fiscal year (or calendar year) 2019, 2020, and 2021 (through the first quarter).

KPI 2019 Measure	FY 2019 Report
Number of PMF Parent Guides distributed	6000
Percent of charter school data available on www.dcpcsb.org, compared to the previous school year.	10%
Number of meetings with key city officials	13
Number of Task Force Meetings PCSB attended	42
Percent Increase in Social Media Followers	10%
Number of charter LEAs receiving 5, 10 or 15 year reviews	14
Number of Tier 1 charter LEAs with announced plans to expand or replicate	0
Number of qualitative site review reports	21
Reduction in expulsion rate for the five schools that had the highest expulsion rate in the previous school year	56%
Number of charter school campuses receiving an out-of-compliance warning from our Board for violating our Data Submission Policy	44
Number of adult education focused meetings (eg. Board-to-Board meetings, workshops)	2
Number of Financial Audit Reports issued	37
Number of charter LEAs with weak financials receiving enhanced fiscal oversight from PCSB	14
Number of charter LEAs whose fiscal health improved as a result of oversight efforts	6

KPI 2020 Measure	FY 2020 Report
Number of PMF Parent Guides distributed	4500
Percent of charter school data available on www.dcpcsb.org, in compliance to our transparency policy.	90%
Number of Task Force Meetings PCSB attended	42
Percent Increase in Social Media Followers	26%
Number of charter LEAs receiving 5, 10 or 15 year reviews	22
Number of Tier 1 charter LEAs with announced plans to expand or replicate	2
Reduction in expulsion rate for the five schools that had the highest expulsion rate in the previous school year	23%
Number of charter school campuses receiving a Notice of Concern from DC PCSB Board for violating DC PCSB's Data Submission Policy	0
Reduction in suspension rate for the five schools that had the highest suspension rate in the previous school year	11%
Improvement in PARCC performance in ELA for At-Risk Students	No data available
Improvement in PARCC performance in ELA for Students with Disabilities	No data available
Improvement in PARCC performance in Math for At-Risk Students	No applicable incidents
Improvement in PARCC performance in Math for Students with Disabilities	No data available
Percentage of schools who pass both rounds of Mystery Caller	76%

KPI 2020 Measure	FY 2020 Report
Initiative, which monitors for open enrollment	
Number of Financial Analysis Reports issued	No applicable incidents
Number of charter LEAs with weak financials receiving enhanced fiscal oversight from PCSB	Waiting on Data
Number of charter LEAs whose fiscal health improved as a result of oversight efforts	Waiting on Data
Percentage of newly approved schools that receive a final charter after pre-operating year?	100%
Percentage of newly approved schools with facility by February 12th (MSDC deadline)?	100%

KPI 2021 Measure	FY 2021 Quarter 1
Number of PMF Parent Guides distributed	Annual Measure
Number of Task Force Meetings PCSB attended	Annual Measure
Percent Increase in Social Media Followers	Annual Measure
Percent of charter school data available on www.dcpcsb.org, in compliance to our transparency policy.	Annual Measure
Number of charter LEAs receiving 5, 10 or 15 year reviews	8
Number of Tier 1 charter LEAs with announced plans to expand or replicate	Annual Measure
Reduction in expulsion rate for the five schools that had the highest expulsion rate in the previous school year	Annual Measure
Number of charter school campuses receiving a Notice of Concern from DC PCSB Board for violating DC PCSB's Data Submission Policy	0

KPI 2021 Measure	FY 2021 Quarter 1
Reduction in suspension rate for the five schools that had the highest suspension rate in the previous school year	Annual Measure
Improvement in PARCC performance in ELA for At-Risk Students	Annual Measure
Improvement in PARCC performance in ELA for Students with Disabilities	Annual Measure
Improvement in PARCC performance in Math for At-Risk Students	Annual Measure
Improvement in PARCC performance in Math for Students with Disabilities	Annual Measure
Percentage of schools who pass both rounds of Mystery Caller Initiative, which monitors for open enrollment	Annual Measure
Number of charter LEAs with weak financials receiving enhanced fiscal oversight from PCSB	Annual Measure
Number of charter LEAs whose fiscal health improved as a result of oversight efforts	Annual Measure
Number of Financial Analysis Reports issued	Annual Measure
Percentage of newly approved schools that receive a final charter after pre-operating year?	Annual Measure
Percentage of newly approved schools with facility by February 12th (MSDC deadline)?	Annual Measure

(b) What KPIs have been dropped (or changed) since 2019? List each specifically and explain why it was dropped or changed.

2019 KPI	Current KPI	Reason For Change
Percent of charter school data available on www.dcpcsb.org, compared to the previous school year.	Percent of charter school data available on www.dcpcsb.org, **in compliance with our transparency policy.**	2019 School Transparency Policy passed in 2019, requiring the improvement of accessibility for DC PCS families and stakeholders
Number of meetings with key city officials	This was dropped	No longer a reflection of DC PCSB's performance
Number of qualitative site review reports	This was dropped	Due to COVID, QSRs are now conducted remotely and will not be scored and so this measure has been temporarily dropped.
Number of charter school campuses receiving an out-of-compliance warning from our Board for violating our Data Submission Policy	Number of charter school campuses receiving a **Notice of Concern** from DC PCSB Board for violating DC PCSB's Data Submission Policy	Removed "out of compliance notice" and put in "Notice of Concern" given our Board does not vote on out of compliance notices
Number of adult education focused meetings (eg. Board-to-Board meetings, workshops)	This was dropped	DC PCSB did a major overhaul to the Adult Education PMF in 2018 and do not predict to make any additional changes to the framework.
Number of Financial Audit Reports issued	Number of Financial **Analysis** Reports issued	This was a technical change. Official name of reports on financial audits is referred to as Financial Analysis Report

38. **What are your top five priorities for the agency? Please provide a detailed explanation for how the agency achieved or worked toward these priorities in fiscal years 2020 and 2021.**

DC PCSB Objectives	FY20 and FY21 Means to Achievement
Increase community engagement and parent education about school quality.	· Measure annual number of PMF guides distributed · Measure percent of school data made available on dcpcsb.org website · Measure number of task force meetings PCSB has attended · Track the increase of social media followers
Promote increased school academic quality through improved oversight.	· Track number of charter LEAs receiving reviews · Track number of Tier 1 charters LEAs with plants to expand or replicate
Ensure charter schools fulfill their roles as public schools serving all students.	· Track annually the expulsion rate in top five schools that had the highest expulsion rate in previous year · Track number of charter campuses receiving a Notice of Concern · Track annually the suspension rate in top five schools that had the highest suspension rate in previous year · Track improvement in PARCC performance in ELA and math for students that are at-risk and/or with disability · Track percentage of schools who pass both rounds of mystery caller
Improve fiscal and compliance oversight.	· Track number of financial analysis reports issued · Track number of charter LEAs with weak financials receiving oversight

DC PCSB Objectives	FY20 and FY21 Means to Achievement
	· Track number of charter LEAs whose fiscal health improved from oversight
Improve support for schools by interfacing effectively with city agencies.	· Track percent of new schools that receive a charter after pre-operating year · Track percentage of new schools with a facility by 2/12

39. **How many public charter schools and LEAs are currently operating in the District? Please provide a current list of all charter schools operating during School Year 2020-2021 and those which PCSB approved to open or expand in fiscal years 2020 and 2021 (as of January 31).**

There are 66 public charter LEAs, operating 128 campuses in the District in SY 2020-21. Of these 128 campuses, eight are in their first year of operation: Capital Village PCS, DC Prep PCS – Anacostia Middle School, Girls Global Academy PCS, I Dream PCS, Rocketship PCS – Infinity Community Prep, Social Justice PCS, The Sojourner Truth School PCS, and Two Rivers PCS – Young Middle School. In FY20, DC PCSB authorized one new LEA: Global Citizens PCS. Global Citizens PCS and LEARN DC PCS (authorized to open in FY19) will open their respective campuses in SY 2021-22.

Charter Schools Operating During SY 2020-21

Local Education Agency (LEA)	Campus
Academy of Hope Adult PCS	Academy of Hope Adult PCS
Achievement Preparatory Academy PCS	Achievement Preparatory Academy PCS - Wahler Place Elementary School
AppleTree Early Learning PCS	AppleTree Early Learning Center PCS - Oklahoma Avenue
	AppleTree Early Learning Center PCS - Columbia Heights
	AppleTree Early Learning Center PCS - Southwest
	AppleTree Early Learning Center PCS - Douglas Knoll

Local Education Agency (LEA)	Campus
	AppleTree Early Learning Center PCS - Lincoln Park
	AppleTree Early Learning Center PCS - Parklands at THEARC
BASIS DC PCS	BASIS DC PCS
Breakthrough Montessori PCS	Breakthrough Montessori PCS
Bridges PCS	Bridges PCS
Briya PCS	Briya PCS
Capital City PCS	Capital City PCS - High School
	Capital City PCS - Lower School
	Capital City PCS - Middle School
Carlos Rosario International PCS	Carlos Rosario International PCS
Cedar Tree Academy PCS	Cedar Tree Academy PCS
Center City PCS	Center City PCS - Brightwood
	Center City PCS - Capitol Hill
	Center City PCS - Congress Heights
	Center City PCS - Petworth
	Center City PCS - Shaw
	Center City PCS - Trinidad
Cesar Chavez PCS for Public Policy	Cesar Chavez Public Charter Schools for Public Policy
Community College Preparatory Academy PCS	Community College Preparatory Academy PCS
Creative Minds International PCS	Creative Minds International PCS
DC Bilingual PCS	DC Bilingual PCS
DC Prep PCS	DC Prep PCS - Edgewood Middle School
	DC Prep PCS - Benning Middle School
	DC Prep PCS - Benning Elementary School
	DC Prep PCS - Edgewood Elementary School
	DC Prep PCS - Anacostia Elementary School
	DC Prep PCS - Anacostia Middle School
DC Scholars PCS	DC Scholars PCS
District of Columbia International School	District of Columbia International School
E.L. Haynes PCS	E.L. Haynes PCS - Elementary School

Local Education Agency (LEA)	Campus
	E.L. Haynes PCS - High School
	E.L. Haynes PCS - Middle School
Eagle Academy PCS	Eagle Academy PCS - Capitol Riverfront
	Eagle Academy PCS - Congress Heights
Early Childhood Academy PCS	Early Childhood Academy PCS
Elsie Whitlow Stokes Community Freedom PCS	Elsie Whitlow Stokes Community Freedom PCS - Brookland
	Elsie Whitlow Stokes Community Freedom PCS - East End
Friendship PCS	Friendship PCS - Southeast Elementary
	Friendship PCS - Chamberlain Elementary
	Friendship PCS - Woodridge International Elementary
	Friendship PCS - Blow Pierce Elementary
	Friendship PCS - Collegiate Academy
	Friendship PCS - Blow Pierce Middle
	Friendship PCS - Chamberlain Middle
	Friendship PCS - Woodridge International Middle
	Friendship PCS - Online Academy
	Friendship PCS - Armstrong Elementary
	Friendship PCS - Technology Preparatory High School
	Friendship PCS - Southeast Middle
	Friendship PCS - Ideal Elementary
	Friendship PCS - Ideal Middle
	Friendship PCS - Armstrong Middle
Goodwill Excel Center PCS	Goodwill Excel Center PCS
Harmony DC PCS	Harmony DC PCS - School of Excellence
Hope Community PCS	Hope Community PCS - Tolson
	Hope Community PCS - Lamond
Howard University Middle School of Mathematics and Science PCS	Howard University Middle School of Mathematics and Science PCS
IDEA PCS	IDEA PCS
Ingenuity Prep PCS	Ingenuity Prep PCS
Inspired Teaching Demonstration PCS	Inspired Teaching Demonstration PCS
Kingsman Academy PCS	Kingsman Academy PCS

Local Education Agency (LEA)	Campus
KIPP DC PCS	KIPP DC - Promise Academy PCS
	KIPP DC - Discover Academy PCS
	KIPP DC - College Preparatory PCS
	KIPP DC - Grow Academy PCS
	KIPP DC - AIM Academy PCS
	KIPP DC - WILL Academy PCS
	KIPP DC - LEAP Academy PCS
	KIPP DC - KEY Academy PCS
	KIPP DC - Heights Academy PCS
	KIPP DC - Lead Academy PCS
	KIPP DC - Connect Academy PCS
	KIPP DC - Spring Academy PCS
	KIPP DC - Arts and Technology Academy PCS
	KIPP DC - Quest Academy PCS
	KIPP DC - Northeast Academy PCS
	KIPP DC - Valor Academy PCS
	KIPP DC - Honor Academy PCS
	KIPP DC - Somerset College Preparatory PCS
Latin American Montessori Bilingual PCS	Latin American Montessori Bilingual PCS
LAYC Career Academy PCS	LAYC Career Academy PCS
Lee Montessori PCS	Lee Montessori PCS - Brookland
	Lee Montessori PCS - East End
Mary McLeod Bethune Day Academy PCS	Mary McLeod Bethune Day Academy PCS
Maya Angelou PCS	Maya Angelou PCS - High School
	Maya Angelou PCS - Young Adult Learning Center
Meridian PCS	Meridian PCS
Monument Academy PCS	Monument Academy PCS
Mundo Verde Bilingual PCS	Mundo Verde Bilingual PCS - J.F. Cook
	Mundo Verde Bilingual PCS - Calle Ocho
Paul PCS	Paul PCS - Middle School
	Paul PCS - International High School
Perry Street Preparatory PCS	Perry Street Preparatory PCS
Richard Wright PCS for Journalism and Media Arts	Richard Wright PCS for Journalism and Media Arts
Rocketship Education DC PCS	Rocketship PCS - Rise Academy

Local Education Agency (LEA)	Campus
	Rocketship PCS - Legacy Prep
	Rocketship PCS - Infinity Community Prep
Roots PCS	Roots PCS
SEED PCS	SEED PCS of Washington DC
Sela PCS	Sela PCS
Shining Stars Montessori Academy PCS	Shining Stars Montessori Academy PCS
St. Coletta Special Education PCS	St. Coletta Special Education PCS
The Children's Guild DC PCS	The Children's Guild DC PCS
The Next Step/El Proximo Paso PCS	The Next Step/El Proximo Paso PCS
Thurgood Marshall Academy PCS	Thurgood Marshall Academy PCS
Two Rivers PCS	Two Rivers PCS - 4th Street
	Two Rivers PCS - Young Elementary School
	Two Rivers PCS - Young Middle School
Washington Global PCS	Washington Global PCS
Washington Latin PCS	Washington Latin PCS - Upper School
	Washington Latin PCS - Middle School
Washington Leadership Academy PCS	Washington Leadership Academy PCS
Washington Yu Ying PCS	Washington Yu Ying PCS
YouthBuild DC PCS	YouthBuild DC PCS
Digital Pioneers Academy PCS	Digital Pioneers Academy PCS
Statesmen College Preparatory Academy for Boys PCS	Statesmen College Preparatory Academy for Boys PCS
The Family Place PCS	The Family Place PCS
Capital Village PCS	Capital Village PCS
Girls Global Academy PCS	Girls Global Academy PCS
The Sojourner Truth School PCS	The Sojourner Truth School PCS
I Dream PCS	I Dream PCS
Social Justice PCS	Social Justice PCS

Charter Schools approved to open or expand in FY20 and FY21

Status	Local Education Agency (LEA)	Campus	Description
New LEA; New Campus	Global Citizens PCS	Global Citizens PCS	New PK3-5 Campus set to open in SY 21-22 with grades PK3-PK4 in Ward 7
New Campus	Two Rivers PCS	Two Rivers PCS - Young Middle School	New 6-8 Campus that will serve the 6-8 grade span previously served at Two Rivers - 4th Street
Grades Served Change	Digital Pioneers Academy PCS	Digital Pioneers Academy PCS	Approved to expand grades served from 6-8 to 6-12.
Grades Served Change	Two Rivers PCS	Two Rivers PCS - 4th Street	Approved to reduce grades served from PK3-8 to PK3-5.
Enrollment Ceiling Increase	DC Bilingual PCS		Approved for Enrollment Ceiling increase of 212 additional students by SY 27-28.
Enrollment Ceiling Increase	Digital Pioneers Academy PCS		Approved for Enrollment Ceiling increase of 480 additional students as campus expands to serve grades 9-12.

40. **Provide a detailed update about the current status of the LEA payment initiative. In this discussion, include PCSB's collaborative process with the Office of the State Superintendent of Education (OSSE), the Deputy Mayor for Education (DME), and the Office of the Chief Financial Officer (OCFO) on local payments process and enrollment projections.**

For years, DC PCSB has supported the DME's efforts to reform the LEA payment process so that all public schools – DCPS and public charter schools -- are paid on actual enrollments rather than on projected enrollments. We also have supported multiple enrollment counts throughout the year. We were disappointed when momentum to reform the payment process came to a halt in 2017 and hope to see the reform efforts resume in the future. We believe that enacting these reforms would alleviate many of the issues with midyear enrollment that DCPS experiences and will also remove a historical funding inequity between sectors.

While we look forward to discussing future reforms, the payment process has improved in recent years. Projections are developed through a collaborative process between the DME, OCFO, OSSE, and DC PCSB (the Enrollment Projections Working Group, or EPWC). Each public charter school submits to DC PCSB its enrollment projections by grade and by special population. DC PCSB collaborates with the schools to ensure that the schools' opinions and rationales for their projections are fully considered by the EPWC, who reviews the projections and determines if any adjustments are warranted after also considering demographic, sector, cohort, and historical data.

Around August 1, the first quarter payment to the public charter schools is 35% of the total amount of the projections (45% for LEAs in their first year other than for residential or adult programs). Around October 25 and January 15, the second and third quarter payments are 25% and 20% (15% for LEAs in their first year other than for residential or adult programs), respectively, of the pre-audited October enrollment counts. Around April 15, the fourth quarter payment is for the balance (approximately 15%-20%, subject to true-up reconciliation) based on the final audited enrollment counts. Facilities allocations are paid in the first quarter at 35% (45% for LEAs in their first year), second quarter at 65% (55% for LEAs in their first year), and fourth quarter if there is a true-up reconciliation).

The disproportionately larger first quarter payment allows schools enrolling more students than projected to avoid the need for an emergency release of funds, a practice occurring with some regularity in years' past; this year, no LEA has required an emergency payment.

OSSE and DC PCSB also use an Enrollment Audit and Child Count Application to gather public charter school enrollment information through automated feeds that connect directly from public charter schools' student information systems to OSSE's system and from OSSE's system to DC PCSB's. DC PCSB works with individual public charter schools experiencing trouble entering student data into the system and with OSSE to ensure the data reflect actual enrollment. This practice has increased accuracy.

Additional improvements to our practice include greater sharing of enrollment data across agencies, reducing reporting burdens to schools, and prompt supplemental payments for additional services for special education, English learners, and at-risk students throughout the school year.

We continue to look for ways to improve the process and believe that with ongoing emphasis on transparent and timely communication, both within and between OSSE and DC PCSB, public charter schools will get paid the correct per pupil amount on time.

41. **Describe any partnerships or collaborations currently underway with the following District government agencies. Indicate any new partnerships or collaborations developed, planned, or implemented during fiscal year 2020:**

    (a) D.C. Public Schools
    (b) OSSE
    (c) DME
    (d) D.C. Public Library
    (e) D.C. Department of General Services
    (f) Department of Transportation
    (g) Department of Parks & Recreation
    (h) Office of the Deputy Mayor for Health and Human Services
    (i) Department of Behavioral Health
    (j) Department of Health
    (k) Child and Family Services Agency
    (l) Office of Human Rights
    (m) Metropolitan Police Department
    (n) Office of Planning

DC PCSB participates in more than 40 task forces and working groups including the truancy task force, cross-sector task force, and the career pathways task force. These task forces bring together multiple city agencies and community-based organizations across the city. Our engagement in

citywide initiatives has improved the ability of city agencies to coordinate with public charter schools, has influenced city agencies' decision-making, and improved the resources available to public charter schools.

Below is a list of the collaborations and partnerships in which DC PCSB participates:

(a) DCPS
Overall
DC PCSB's Executive Director meets monthly with the DCPS Chancellor to support communication and collaboration across the public education sector in the city.

Health, Transportation & Safety
In our work to help ensure that all schools have at least three people trained to administer medication, DC PCSB collaborates with DCPS to provide a combined training session for public charter school staff and DCPS staff. The training is provided by Children's School Services. DC PCSB also works closely with DCPS to share best practices about school-based nursing. DC PCSB also works closely with DCPS on the Kids Ride Free working group.

Master Course Offering List
Through the DC PCSB website, we routinely post and update a master course offering document that includes all available courses offered at every high school LEA. The document identifies through what mechanism the course is offered (i.e., during regular school year, summer school, and/or virtual credit recovery program). It also identifies the LEAs that are currently offering courses to students outside of those enrolled full time at that LEA. More importantly, schools have committed to maintaining rigorous course offering during current remote learning. Several course offerings for SY 2020-21 specify this, including detailed descriptions of rigorous, college-level courses.

(b) Office of the State Superintendent of Education (OSSE)
Overall
The leadership of DC PCSB and OSSE meet monthly, the data teams from both agencies meet weekly, and there are more frequent meetings as needed, given the level of collaboration between the two agencies. DC PCSB also works closely with My School DC, supporting EdFEST, a city-wide school-fair event started by DC PCSB exclusively for public charter schools, that later expanded to serve all families interested in sending their child to a public school in the District. In addition, DC PCSB participates in many OSSE-led efforts including the following:

Discipline
OSSE and DC PCSB meet bi-weekly to discuss discipline in DC Public Charter Schools. These discussions range in content from the technicalities of discipline data collection to policies impacting schools and students. DC PCSB works with OSSE to clarify and streamline guidance around discipline data collection, and supports schools submitting their data.

DC PCSB participates in OSSE's School Discipline Working Group. This working group is intended to convene schools, and other relevant stakeholders, to discuss the implementation of the Student Fair Access to School Act.

Common Lottery Board
DC PCSB holds a non-voting seat on the Common Lottery Board, which governs My School DC. In this capacity, DC PCSB keeps a pulse on LEA and city-wide concerns about school applications and enrollment. Further, DC PCSB uses this opportunity to coordinate with My School DC around school openings and closings that may impact the lottery in the upcoming year.

ESSA Statewide Accountability
DC PCSB leadership and staff work closely with OSSE leadership and staff to assist in modifications to the common statewide accountability system under the federal education law.

School Garden Taskforce and Healthy Youth and Schools Commission
DC PCSB participates on the School Garden Taskforce and the Healthy Youth and School's Commission with OSSE. DC PCSB helps ensure that public charter schools are kept abreast of the requirements of the Healthy Schools Act and offers insight into barriers public charter schools experience with implementing all aspects of the act. The Healthy Youth and School's Commission publishes a report to the Mayor at the end of each school year.

Community Schools Advisory Board
The role of the Community Schools Advisory Board is to advise OSSE and the Mayor on the progress of community schools in the District of Columbia, identify supports that can further enhance the implementation of the community schools, provide feedback on the evaluation plan, and assess sustainability of the initiative. DC PCSB is a member of the advisory board and worked with OSSE to review the evaluation of the community school grantees.

General School Health Issues
DC PCSB works closely with the OSSE Health & Wellness division on numerous school-based health issues including immunization and mental health. DC PCSB collaborated with the Division of Health & Wellness to host the Ahead of the Curve Conference on November 5, 2019. The theme of the conference was Improving Sexual Health Outcomes Among Students. The workshops provided information for school staff to help them with their sexual health curriculum and lesson plans. During the COVID-19 pandemic, DC PCSB worked closely with OSSE on the health guidance for schools to implement. We partnered on weekly calls with school leaders to explain this health guidance. We partnered on COVID testing programs in schools and on vaccine access for school staff.

Data
DC PCSB collaborates with OSSE on various data collection systems and data uses with the goal of reducing burden on public charter schools. See Question 43 for more details.

CLASS Monitoring
As part of the city's initiative to have all public pre-kindergarten classrooms evaluated using the same accountability system, DC PCSB worked with OSSE to select an observation protocol that would meet the needs of DC PCSB's oversight as measured in the Performance Management Framework, OSSE's STAR system, and Capital Quality (the Quality Rating and Improvement System (QRIS) for community-based organizations). DC PCSB agreed to use the same vendor as OSSE selected. In SY 2019-20, the CLASS observations were disrupted due to COVID-19 and stopped, not allowing all charter schools to be observed. SY 2019-20 marked the seventh year of this partnership.

Early Learning
DC PCSB's Early Childhood point of contact communicates regularly with OSSE's Assistant Superintendent for Early Learning to ensure clear communication and advance planning related to early childhood oversight.

Career and Technical Education (CTE)
DC PCSB participates in the ad-hoc DC CTE Working Group hosted by OSSE. The purpose of the group is to monitor the implementation of the citywide CTE Strategic Plan that was adopted in December 2012. Other members of the group include DCPS, UDC, DME, and WIC.

Special Education Oversight and School Support Collaboration
DC PCSB and OSSE share information to support each other's oversight responsibilities for special education through monthly staff meetings, regular

check-ins with OSSE's LEA Supervisory Monitoring Specialist, and access to OSSE's data systems that warehouse data on students with disabilities attending public charter schools. OSSE will either include, or separately send DC PCSB a copy of, any additional monitoring reports or data reported on a public charter LEA.

DC PCSB and OSSE regularly collaborate on school support initiatives and the dissemination of OSSE's PD/training opportunities to public charter school staff. OSSE staff also help plan DC PCSB's Special Education Professional Learning Community (SPED PLC), which seeks to develop the special education leadership of PK3-12 DC public charter schools. The SPED PLC provides public charter schools the opportunity to engage in best practice sharing, collaboration, and discussions focused on instruction, program management, and accountability. The SPED PLC will meet five times during SY 2020-21. For more information, please see the response to question 52.

English Learner (EL) Oversight and School Support Collaboration
DC PCSB and OSSE staff meet regularly to ensure that both agencies are informed about the progress of EL students enrolled in public charter schools and opportunities to enhance EL programming. Staff from both agencies have a monthly call to discuss monitoring activities, trainings, events, policy, and guidance. Furthermore, OSSE staff members help plan the meetings of DC PCSB's English Learner Professional Learning Community (EL PLC), which seeks to develop the EL leadership of PK3-12 DC public charter schools. The EL PLC provides public charter schools the opportunity to engage in best practice sharing, collaboration, and discussions focused on EL instruction, program management, and accountability. The EL PLC will meet five times in SY 2020-21. For more information, see the response to question 56.

State Title III Advisory Committee
A DC PCSB staff member sits on OSSE's State Title III Advisory Committee. The State Title III Advisory Committee serves as an advisory body to support OSSE in carrying out its responsibilities to EL students. Committee members can discuss and provide input on proposed revisions to the EL exit criteria, EL monitoring guidance, and the Home Language Survey. For more information, see the response to question 56.

New Schools Workshop Series
DC PCSB coordinates an annual workshop to connect leaders from conditionally approved LEAs with representatives from DC government agencies, including: Metropolitan Police Department (MPD), Department of Behavioral Health (DBH), Office of Human Rights (OHR), DC Health, and DC Department of Transportation (DDOT). The goal of the workshop is to prepare

schools to meet citywide health, safety, and transportation policies and practices. For more information, see question 66.

Furthermore, DC PCSB and OSSE meet periodically to ensure that the training and guidance that they provide to new schools are aligned and consistent. For example, OSSE reviewed and provided input on the SY 2020-21 Planning Year Playbook, a how-to guide that aims to provide conditionally-approved schools with the knowledge, resources, and experiences of past new school leaders to have a successful school opening.

(c) Office of the Deputy Mayor of Education (DME)
Overall
The DC PCSB Executive Director and the DME have a standing bi-weekly meeting, in addition to communicating frequently as issues arise. DC PCSB's Executive Director also participates in the monthly Education Cluster leadership meetings with OSSE and DCPS, led by the DME. DC PCSB works closely and broadly with the DME to improve coordination across education agencies on a number of specific issues. These include COVID-19 response and school recovery, school-based health (nurses & immunization), transportation, developing the master facilities plan, enrollment forecasting, transit subsidies (Kids Ride Free), Summer School planning, School Safety and Safe Passage Working Group, legislation, communication strategies, and the Truancy Task Force. Additionally, DC PCSB participated for over two years in the DME-led "Cross Sector Collaboration Task Force" and looks forward to working with the DME, OSSE and DCPS to enact many of the recommendations that will better coordinate each agency's planning processes.

DC PCSB is a member of the School Safety and Safe Passage Working Group, led by the DME. The School Safety and Safe Passage Working Group was established to better understand and enhance safety-related policies that affect both public charter and DCPS schools, as well as the intersections with MPD and MTPD (Metro Transit Police Dept. under WMATA).

Enrollment Projections
The enrollment projections committee (DME, OCFO, and DC PCSB staff) work together closely throughout the charter enrollment projections process. Annually, DC PCSB obtains initial projections and tentative growth plans from all charter schools. The committee discusses the feasibility of the sector and school's projections and provides adjustments as needed based on current growth plans and historical enrollment trends. When complete, the DME submits the projections to the DC Office of Budget and Planning.

Every Day Counts! Taskforce
DC PCSB also participates in the Every Day Counts! Taskforce, facilitated by DME. This taskforce is aimed at reducing truancy across both sectors, using data to drive discussions and decision-making across various DC education agencies.

Out of School Time Commission (OST)
DC PCSB serves on the OST Commission with other community and government agencies and assisted in creating the Office of Out of School Time Grants and Youth Outcomes' five-year strategic plan, mission statement and vision statement. The commission works toward providing support and resources for community organizations to ensure high-quality out of school time programs for all District youth.

(d) DC Public Library (DPL)
DC PCSB works with DPL to share information about resources and events taking place in libraries in DC PCSB's Wednesday Bulletin, a weekly email sent to schools every Wednesday.

(e) DC Department of General Services (DGS)
DC PCSB collaborated with DGS on lead testing in public charter school water sources. DGS provided guidance on lead testing protocols.

(f) DC Department of Transportation (DDOT)
Overall
DC PCSB works closely with DC Department of Transportation (DDOT), the Office of the Chief Technology Officer (OCTO), the Office of the City Administrator (OCA), Office of the Deputy Mayor for Education (DME) and DCPS to provide transit subsidies to public charter school students for the Kids Ride Free Program. The team implemented the Kids Ride Free Program in 2020 for students age five and older to allow them free access to Metro and Metro Bus during school hours. The collaboration offers training for designated school ID administrators, who are responsible for processing Kids Ride Free Smartrip cards for each student. The DC PCSB Kids Ride Free team provides on-going support to public charter schools throughout the school year for the 8,209 Smartrip cards issued for public charter school students this school year.

DDOT also facilitates DC PCSB's relationship with WMATA to improve bus transportation around public charter schools. In SY 2019-20, DC PCSB worked with WMATA to improve bus schedules and ensure student safety during dismissal at DC International PCS.

Transportation Working Group
The Transportation Working Group is a forum to support interagency and public school coordination to maximize and ensure safe and efficient travel by public and public charter school students. DC PCSB serves on this working group to ensure that transportation issues relevant to public charter schools inform analysis and decision-making.

(g) DC Department of Parks and Recreation (DPR)
DC PCSB works with DPR to ensure that public charter schools have access to public parks and fields as needed. More than 35 public charter schools use DPR fields for athletics and PE classes.

(h) DC Office of Human Rights (OHR)
DC PCSB serves on the citywide Bullying Prevention Taskforce, which is managed by OHR. The taskforce aims to reduce incidents of bullying across the city by emphasizing prevention and proper procedures for responding when incidents occur. DC PCSB works to ensure that public charter schools have developed their bullying prevention policies.

(i) Metropolitan Police Department (MPD)
DC PCSB and MPD have developed a close working relationship. DC PCSB supports MPD during investigations related to the safety and security of children attending public charter schools. DC PCSB assists MPD with addressing parent complaints and ensuring school safety. DC PCSB also works closely with Metro Transit Police to ensure the safety of students traveling to and from school.

(j) Child and Family Services (CFSA)
DC PCSB staff works with CFSA regarding the number of students who are eligible to be referred for truancy educational neglect (students that have 10+ unexcused absences). In turn, CFSA provides DC PCSB with the number of referrals they have received per public charter school campus. This enables DC PCSB staff to follow up with schools that may be underreporting. Further, during COVID-19, DC PCSB worked with CFSA to identify and support students who disengaged from distance learning by providing input about their SY 20-21 referral and reporting processes.

(k) Office of the Deputy Mayor for Health and Human Services, including the D.C. Department of Behavioral Health and the D.C. Department of Health
Overall
DC PCSB works with DMHHS on school-based health issues related to school nurses, immunization compliance (No Shots, No School campaign), and the Coordinating Council on School Mental Health.

Immunization Data Task Force
DC PCSB participates on the Immunization Data Task Force led by DMHHS and in partnership with DC Health, OSSE, and DCPS. This task force analyzes school level immunization data and works together to create supports and action plans that will assist LEAs with their immunization compliance rates.

DC Department of Behavioral Health (DBH)
DC PCSB works closely with DC Department of Behavioral Health to ensure that mental health clinicians are placed in public charter schools. DC PCSB actively participates on the Coordinating Council on School Mental Health. The Coordinating Council on School Mental Health was tasked with implementing the expansion of school-based mental and behavioral health services for all public and public charter students and expanding to child development centers. As a result, 73 charter schools currently have mental health services through the expansion. An additional nine charter schools receive services from a DBH clinician. With these two programs, 82 charter school campuses currently receive behavioral health services as a result of the partnership with DBH.

Department of Health (DC Health)
DC PCSB works closely with the Department of Health to help public charter schools secure school nurses for their campuses. The collaboration includes working with Children's School Services, the vendor that provides school nurses. DC PCSB also works to ensure that all schools have at least three people trained to administer medication, especially if the school does not have a nurse. Public charter school staff participate in several training sessions for initial and refresher training for medication administration. DC PCSB has worked collaboratively with DC Health for several years to help public charter school campuses create compliant nurses' suites, which allows a campus to be eligible for a DC Health-provided school nurse. This joint effort has been successful: Currently 100 of the 128 public charter school campuses are served by a school nurse, up from 45 in 2012. Of the 100 campuses, nine pay for a private nurse. There are seven schools currently going through the approval process. DC PCSB's goal is to have a publicly provided school nurse at every public charter school campus.

State Early Childhood Development Coordinating Council (SECDCC)
DC PCSB has a seat on the SECDCC, which is co-chaired by the DME and DMHHS. DC PCSB participates in all meetings. The vision of this group is that all young children and families in the District of Columbia will receive the necessary supports and services from birth to age 8 to be ready to learn and develop successfully. The SECDCC supports and advocates for policies and

practices to ensure a comprehensive early childhood education and development system for infants, toddlers, and young children by improving collaboration and coordination among agencies and community partners in the District.

(l) Office of Planning (OP)
DC PCSB interfaces with the Office of Planning (OP) to analyze forecasted population and neighborhood growth and larger trends of movement, both within and outside of the District. DC PCSB also works with OP to understand the city's proposed housing developments and renovation strategies as well as the broader availability of public facilities and infrastructure for charter schools.

42.   There was no question 42 in the original document.

43.   (a) Identify all electronic applications/databases maintained by your agency, including – but not limited to – those databases containing information about special education, 504 plans, student discipline, and student support teams. Please provide the following: (1) a detailed description of the information tracked within each system, including each recordable data element; (2) identification of persons who have access to each system, and whether the public can be granted access to all or part of each system; and (3) the age of the system and a discussion of substantial upgrades that have been made or are planned to be made to the system.

(b) As OSSE builds out their data systems, what focus has PCSB shifted from data collection to data analysis and how is this used to work with LEAs?

(a) Identify all electronic applications/databases maintained by your agency, including – but not limited to – those databases containing information about special education, 504 plans, student discipline, and student support teams. Please provide the following: (1) a detailed description of the information tracked within each system, including each recordable data element; (2) identification of persons who have access to each system, and whether the public can be granted access to all or part of each system; and (3) the age of the system and a discussion of substantial upgrades that have been made or are planned to be made to the system.

Amazon Web Services Virtual Private Cloud
Amazon Web Services (AWS) provides DC PCSB a variety of cloud-based computing services under a single umbrella agreement. Since migrating our

servers and applications from other locations to AWS, DC PCSB has realized lower costs and an increased ability to scale our applications and database management. AWS now hosts many of DC PCSB's databases and services.

Access to DC PCSB's AWS infrastructure is restricted in two ways: 1) access to AWS infrastructure, and 2) access to applications and databases hosted using AWS resources. Access to DC PCSB's AWS infrastructure is limited to DC PCSB's data engineering team. Access control for specific applications and databases are described in the corresponding sections below.

Epicenter
Epicenter is a web application DC PCSB uses to collect and store school documents related to academic goals, academic performance, compliance, finances, governance, and operations. LEAs submit documents to DC PCSB via Epicenter, and DC PCSB accepts the documents based on completion and accuracy of content. Criteria for document acceptance vary by document type.

The following compliance and non-compliance document types are collected by DC PCSB in Epicenter:

Compliance Documents
- Accreditation
- Charter LEA Annual Report
- At-Risk Funding
- Attendance SST Meetings
- Certificate of Occupancy
- Charter LEA Board Calendar
- Charter LEA Employee Handbook
- English Learners Assurance
- Fire Drill Schedule and Midyear Update
- High School Course Offering
- Insurance Certificates
- Lease
- Lottery Procedures (if the school does not participate in My School DC)
- Quarterly Charter LEA Board Meeting Minutes
- Residential Education Annual Compliance Documents
- Public Charter School Calendar
- Public Charter School Emergency Response Plan Assurances
- Seclusion & Restraint Checklist
- Sexual Violation Protocol
- Special Education Packet

- Charter LEA Staff Preference
- Charter LEA Staff Roster & Background Checks
- Public Charter Student Application
- Public Charter School Student Enrollment Forms
- Charter LEA Student Handbook
- Title IX Checklist

Non-Compliance Documents
- Competency-based Unit Summary
- Facilities Expenditures
- Goals and Assessments
- IRS Form 990 or Extension

The Epicenter database itself is not a public access database. LEA users have access to their school's documents and submissions but do not have access to other schools' documents or submissions. DC PCSB works in coordination with Epicenter to assign permissions to LEA users specifically for their LEA.

DC PCSB's staff have access to the documents submitted by LEAs in the Epicenter database, and DC PCSB staff use Epicenter regularly. Any documents submitted to Epicenter that do not contain personally identifiable information, or otherwise exempt information, can be requested under the Freedom of Information Act (FOIA).

The Hub
DC PCSB's primary LEA-facing web application is a cloud-based QuickBase database called The Hub. The Hub serves as a data collection and reporting platform that stores academic and performance data, as well as discipline and equity data. The application is also the interface to DC PCSB's entity management system, which tracks LEA, campus, and facility directory and profile information.

The following types of information are available in the Hub:
- Academic Performance Data
- Annual LEA Budget
- Audited Financial Statement Engagement Letter
- Board Roster
- Communication / Contact Directory
- Directory Information
- Discipline Data
- Equity Reporting
- Enrollment Projections

- Enrollment Verification
- Financial Data
- Medication Administration
- PACE Facility Surveys
- Procurement Contracts
- Support Requests

All DC PCSB staff members and approximately 400 school-based users have varying levels of user access to the Hub. Access to the database is controlled, using partitioning and permissions to secure student data.

LEA users only have access to data for the LEA(s) for which they have been granted access. Within the LEA-level realm of information, users are then granted access to the appropriate discrete data processes (e.g., academic, equity, compliance, financial).

Agency partners are also provided limited access to The Hub. Access for each of these groups is restricted to the data relevant to the data-sharing agreement with that group.

DC PCSB's operations team closely manages and revokes credentials for staff members leaving the agency. Additionally, DC PCSB uses a reliable-source method to authenticate requests to change access control policies for LEA users. DC PCSB maintains dedicated resources that ensure LEAs can quickly and securely manage access to the Hub in the event of staffing changes.

A multitude of DC PCSB reports and data products are produced using these data, including the Financial Analysis Report (FAR) and Performance Management Framework (PMF), and are subsequently published on DC PCSB's website. The database underlying The Hub application itself is not a public access database. Requests for additional collected information are handled through FOIA requests.

Looker
Looker is a business intelligence tool that facilitates DC PCSB's internal data visualization and reporting. Looker empowers DC PCSB's data analysts to explore existing data sources and generate visualizations. Looker is a visualization and reporting tool that does not have a separate data collection function. In addition to DC PCSB data analysts having access to develop visualizations and dashboards, a subset of DC PCSB staff has read-only access to the Looker platform.

SalesForce
DC PCSB tracks community complaints using a SalesForce application. The associated SalesForce database includes information from community members submitting complaints, in addition to the subsequent log of contact between DC PCSB and the LEA discussing the complaint and the LEA's resolution of the issue(s).

These data can be requested under FOIA. However, data submitted to this database contain personally identifiable information, and otherwise FOIA-exempt information. DC PCSB produces annual reports that summarize the core data collected by this database.

Egnyte
Egnyte is DC PCSB's primary document repository. Egnyte stores all DC PCSB owned and created documents, academic and performance data, discipline and equity data, and closed school records.

The following types of information are available in Egnyte:
- DC PCSB Board Meeting Materials
- LEA Charter Amendments
- New Charter Applications
- DC PCSB Executed Contracts
- DC PCSB Employee Records
- Closed School Student and Employee Records
- LEA Discipline Data
- LEA Equity Reports
- DC PCSB and LEA Financial Data
- LEA Procurement Contract Data

All DC PCSB staff members have role-based access to Egnyte, with varying levels of permission. Additionally, access to the application is controlled, using two-factor authentication to keep data secure.

DC PCSB also provides its agency partners limited access to Egnyte. Access for each agency partner group is restricted to the data relevant to the data-sharing agreement with that agency partner.

DC PCSB's IT Operations Team closely manages and revokes credentials for staff members leaving the agency.

The Egnyte application itself is not a public access database. Requests for additional collected information are handled through FOIA requests.

However, much of the charter LEA information is available on DC PCSB's website.

Scribbles
Scribbles is the platform DC PCSB uses to house closed school student records and support related diploma and transcript requests. Scribbles has automated a once burdensome email process and empowers requestors to submit and check the status of diploma and transcript requests online.

(b) As OSSE builds out their data systems, what focus has PCSB shifted from data collection to data analysis and how is this used to work with LEAs?

DC PCSB continues to invest significantly in our relationship with OSSE and work in partnership to ensure that both agencies can support one another, while not duplicating one another's efforts.

As OSSE's scope continues to increase, DC PCSB and OSSE are aligning metrics, definitions, and business rules where possible, while also prioritizing sharing rather than creating new data requests and sources. OSSE and DC PCSB are currently working on several efforts to achieve this goal, including an ongoing discussion about school calendars and discipline data.

DC PCSB continues to work to ensure that, where possible, the use of data we receive from OSSE aligns with OSSE usage policies. Ensuring such alignment helps both OSSE and DC PCSB present a clear and consistent message of school performance, while reducing the burden of reporting requirements imposed on LEAs. To align with these standards, DC PCSB has prioritized both ongoing communication and discussion with OSSE, as well as ongoing work to document, model, and provide data resources internally.

DC PCSB and OSSE staff have both committed significant time and resources to advance these efforts. DC PCSB appreciates OSSE's partnership and commitment to data quality, availability, and accessibility.

During the pandemic, DC PCSB has also collaborated with OSSE to collect and review LEA continuous learning plans and operating status data.

44. Please provide an update on PCSB policies and guidelines related to the use of physical restraint and seclusion in schools. Please be sure to include the following information in your response:

(a) Has PCSB issued any form of guidance related to the use of physical restraint and seclusion in schools? If yes, please provide copies of all such guidance. If no, please describe any plans to issue guidance.

(b) Please list and describe any and all trainings provided to charter school administrators or staff regarding the use of physical restraint and seclusion in School Years 2019-2020 and 2020-2021 (through January 31).

(c) Please provide any data, broken down by school and special education status (i.e. whether the student was receiving special education services), regarding the use of physical restraint and seclusion in School Years 2019-2020 and 2020-2021. If no such data exists, please provide an explanation as to why this data has not been collected.

(a) Has PCSB issued any form of guidance related to the use of physical restraint and seclusion in schools? If yes, please provide copies of all such guidance. If no, please describe any plans to issue guidance.

The practices of physical restraint and seclusion are intended to be used as a crisis de-escalation technique in only extreme circumstances, and as a last resort, when a child's behavior poses imminent danger of serious physical harm to themselves or others. DC PCSB collects an annual questionnaire from each public charter school (signed and completed by the school's Executive Director) regarding its use, if applicable, of physical restraint and/or seclusion (template is available here: https://dcpcsb.egnyte.com/dl/AMxdbwvaGa). To ensure schools are aware of federal guidance and resources, this questionnaire links to the Department of Education's policy page on Restraint and Seclusion.

(b) Please list and describe any and all trainings provided to charter school administrators or staff regarding the use of physical restraint and seclusion in School Years 2019-2020 and 2020-2021 (through January 31).

DC PCSB does not provide training to schools on the use of physical restraint and seclusion. Each public charter school will determine if it plans to use

physical restraint and seclusion and the type of method/model in which staff are trained.

DC PCSB hosts an optional Special Education Professional Learning Community (SPED PLC) for special education leaders at public charter schools to share best practices, collaborate, and discuss common challenges and opportunities. During the first meeting of SY 2019-20, the SPED PLC discussed the continuum of supports for students in crisis. The participants reviewed the Disability Rights DC report and recommendations regarding restraint and seclusion, heard from panelists from nonpublic schools who have implemented systems and supports for students in crisis, and culminated with participants discussing the best practices from the US Department of Education Guidance document on Restraint and Seclusion.

(c) Please provide any data, broken down by school and special education status (i.e., whether the student was receiving special education services), regarding the use of physical restraint and seclusion in School Years 2019-2020 and 2020-2021. If no such data exists, please provide an explanation as to why this data has not been collected.

DC PCSB collects data on the number of campuses that may practice seclusion or restraint (as evidenced by those LEAs having seclusion or restraint policies), however student-level data is not collected. In SY 2019-20, 30 campuses had policies in place for seclusion, and 90 campuses had policies in place for restraint. In SY 2020-21, 29 campuses had policies in place for seclusion, and 82 campuses had policies in place for restraint. DC PCSB helps to enforce public charter school compliance with both local and federal laws and regulations. OSSE, as the state education agency, does not currently have regulations in place governing the general use of seclusion or restraint in public charter schools in DC. However, OSSE is in the process of proposing regulations to govern the seclusion and restraint of students with disabilities in all LEAs. Should any proposed regulations take effect, DC PCSB will work with OSSE to implement and enforce them. Until final regulations are adopted, DC PCSB will continue to provide public charter schools with best practices and guidance based on recommendations from the US Department of Education.

45.   Detail and discuss the Qualitative Site Review (QSR) process for fiscal years 2020 and 2021 (through January 31). How many LEAs were reviewed and on what topic areas did PCSB focus?

The QSR provides DC PCSB, public charter school leaders, families, and other stakeholders with a summary of a school's culture, instructional quality, and progress toward meeting its mission. DC PCSB conducts QSR visits at schools undergoing a charter review or renewal in the following year. DC PCSB also conducts QSR visits at schools rated Tier 3 on the School Quality Report. DC PCSB may also conduct QSR visits in response to excessive community complaints or as a condition of a school's continuance. Every school receives a QSR at least once every five years. During the visit, DC PCSB staff and consultants use Charlotte Danielson's *Framework for Teaching* rubric to gather evidence on classroom environment and instruction. In addition to observing general education classes, at least one observer trained in special education (SPED) watches SPED pull-outs and inclusion classrooms. Similarly, a staff member trained in the Sheltered Instruction Observation Protocol observes the instruction of English learners at campuses enrolling 10 or more English learners.

DC PCSB conducted 26 QSRs in SY 2019 – 20 across 11 LEAs. DC PCSB scheduled ten additional QSRs in the spring of SY 2019 – 20. However, the COVID-19 pandemic resulted in all DC public charter schools physically closing in March 2020 through the end of the school year. As a result, these ten observations were postponed to the Fall of SY 2020 – 21 and took place remotely.

For the observations conducted virtually in SY 2020-21, DC PCSB observed 50.0% of each campus' core content teachers, whereas in SY 2019 – 20, 80% of teachers were observed (the protocol for in-person QSRs). Unlike previous years, DC PCSB did not score SY 2020 – 21 QSRs (given scores from virtual observations are not comparable to scores in a normal year). Instead, DC PCSB summarized the overall findings from each observation using specific examples from Charlotte Danielson's *Framework for Teaching* rubric.

The QSR has traditionally focused solely on classroom observations. In SY 2020 – 21, DC PCSB introduced a student work sample review as an added oversight measure to assess academic rigor. In partnership with The New Teacher Project (TNTP), DC PCSB evaluated ten student work samples covering grades K – 12 and a range of assignment types from each school campus using English language arts (ELA) and math review tools. The goal of the work sample review is to answer the question, "Does this task give students the opportunity to meaningfully engage in worthwhile grade-level

content?" DC PCSB is considering incorporating work sample reviews into future QSRs.

46.   **(a) Given the COVID-19 pandemic, explain how PCSB evaluated or plans to evaluate each public charter school's School Year 2019-2020 performance. Include in your discussion what metrics PCSB will use since OSSE did not administer the Partnership for Assessment of Readiness of College and Careers (PARCC) assessment during School Year 2019-2020 and how those metrics will or will not be used in determining each public charter school's Performance Management Framework (PMF) score.**

(b) Provide the following information regarding the PMF for School Year 2019- 2020: (1) the indicators used to determine the tier level for each public charter school; (2) the number of public charter schools in each Tier; and (3) how PCSB will support schools to advance from Tier 2 and Tier 3 to Tier 1.

(c) How does PCSB communicate to operators of Tier 3 public charter schools that their performance is unacceptable? Provide a narrative description of that process and a list of Tier 3 schools that PCSB is currently working with to implement performance improvement plans. Include, as an attachment, the performance improvement plans for fiscal years 2020 and 2021 (through January 31).

(a) Given the COVID-19 pandemic, explain how PCSB evaluated or plans to evaluate each public charter school's School Year 2019-2020 performance. Include in your discussion what metrics PCSB will use since OSSE did not administer the Partnership for Assessment of Readiness of College and Careers (PARCC) assessment during School Year 2019-2020 and how those metrics will or will not be used in determining each public charter school's Performance Management Framework (PMF) score.

In response to the COVID-19 pandemic, DC PCSB approved the initial COVID-19 Impact Policy in May 2020 and a revised policy in December 2020 (located on DC PCSB's policy page on the website, here: https://dcpcsb.org/covid-19-impact-policy). This policy outlines the changes in the implementation of policies and practices impacted by the pandemic for the remainder of SY 2019-20 and revision to oversight and accountability practices for SY 2020-21. The most significant change is that the School Quality Report (also known as the Performance Management Framework, or PMF) for SY 2020-21 will not be scored or tiered and the information will be displayed without floors and targets. Data related to charter goals will be collected for SY 2020-21, but goal

attainment will not be assessed in charter review and renewal reports for SY 2020-21. DC PCSB will continue to monitor non-academic data (e.g., attendance and discipline rates) in order to meet federal and local reporting requirements but will not use these data in high-stakes accountability decisions. For SY 2020-21, DC PCSB will continue to adjust implementation of certain existing policies and practices, while the implementation of others will return to normal, as outlined in detail in the policy.

Further, Qualitative Site Reviews (QSRs) that were conducted in SY 2019-20 were reported in schools' charter review and renewal reports and are available on DC PCSB's website. (These QSRs were conducted prior to schools closing due to the pandemic.)

<u>(b) Provide the following information regarding the PMF for School Year 2019-2020: (1) the indicators used to determine the tier level for each public charter school; (2) the number of public charter schools in each Tier; and (3) how PCSB will support schools to advance from Tier 2 and Tier 3 to Tier 1.</u>

(1) The indicators used to determine the tier level for each public charter school

DC PCSB did not publish the Performance Management Framework for SY 2019-20, per the aforementioned COVID-19 Impact Policy.
Below are the approved indicators for SY 2019-20, reported by School Quality Report (also known as the Performance Management Framework or PMF):

PK-8 PMF Indicators:
- Student Progress (all students attending for the full academic year)
    - Median Growth Percentile
        - English Language Arts (ELA) (School ending in grades 4-8)
        - Math (Schools ending in grades 4-8)
    - NWEA MAP Conditional Growth Percentile
        - Reading (Schools ending in grades K-3)
        - Math (Schools ending in grades K-3)
- Student Achievement—for all students attending for the full academic year
    - Level 3 and higher: Approaching College and Career Readiness and Above in ELA
    - Level 3 and higher: Approaching College and Career Readiness and Above in Math
    - Level 4 and 5: College and Career Ready in ELA
    - Level 4 and 5: College and Career Ready in Math
- School Environment

- o Attendance—for all students attending for the full academic year in SY 2019-20
        - o Re-enrollment—for all students enrolled on Count Day in SY 2018-19 who returned to the same school in SY 2019-20
    - Teacher Interaction: CLASS (Prekindergarten only)
        - o Emotional Support
        - o Classroom Organization
        - o Instructional Support

High School PMF Indicators:
- Student Progress (included as an opt-in measure in SY 2019-20 for high schools)
    - o Median Growth Percentile – ELA (grade 8 to 10)
    - o Median Growth Percentile – Math (grade 8 to 10)
- Student Achievement
    - o Level 3 and higher: Approaching College and Career Readiness and Above in ELA
    - o Level 3 and higher: Approaching College and Career Readiness and Above in Math
    - o Level 4 and 5: College and Career Ready in ELA
    - o Level 4 and 5: College and Career Ready in Math
- Gateway
    - o 9th Grade on Track to graduate in four years (2019-20 grade 9 cohort)
    - o Four-Year Graduation Rate (Prior year Adjusted Cohort Graduation Rate (ACGR, 2014-15 first time grade 9 students)
    - o Five-Year Graduation Rate (ACGR, 2014-15 first time grade 9 students)
    - o PSAT Performance (Grade 11)
    - o SAT/ACT Performance (Grade 12)
    - o SAT/ACT College and Career Ready: ELA (Grade 12)
    - o SAT/ACT College and Career Ready: Math (Grade 12)
    - o College Acceptance Rate (Graduates)
    - o College Readiness: Advanced Placement/International Baccalaureate /Dual Enrollment Achievement/ CTE Certificate (Grade 12)
- School Environment
    - o Attendance
    - o Re-enrollment

Adult Education PMF Indicators:
- Student Progress: Students who grew a level before exiting the school
    - o Adult Basic Education (ABE)

- o English as a Second Language (ESL)
  - Student Achievement
    - o Earned Secondary Credential (GED or NEDP)
    - o GED Subject Test Achievement
    - o Earned High Level CTE Certification including HVAC, Nursing
  - College and Career Readiness
    - o Entered Employment or Postsecondary
    - o Retained Employment or Entered Postsecondary
  - School Environment
    - o Attendance
    - o Retention within the school year

(2) The number of public charter schools in each Tier

Tiers from SY 2018-19 carried over, because DC PCSB did not score or tier charter schools in SY 2019-20. SY 2018-19 reported tiers are listed in the table below. In SY 2018-19, only one charter school was categorized as Tier 3 and this school, National Collegiate Prep PCS, was closed at the end of SY 2019-20.

PMF Tier	Number of schools
1	60
2	50
3	1
No Tier*	12

* There are three types of schools that did not receive a School Quality Report tier in 2018-19: new schools, campuses (which do not receive a tier until their second year of operation), and schools measured by our Alternative Accountability Framework.

(3) How PCSB will support schools to advance from Tier 2 and Tier 3 to Tier 1

As an authorizer, DC PCSB does not offer provide direct instructional or academic improvement supports to the schools it provides oversight, but we do offer opportunities for schools to share best practices. It is the responsibility of each individual school board, comprising of majority DC residents and at least two parents or two currently enrolled students for adult programs, to lead efforts to improve student performance and experience. For SY 2019-20, prior year school performance information is publicly available and comparative for each school board to compare with similar schools. This communication is reinforced by holding meetings between DC PCSB Board members, school leadership, DC PCSB senior staff, and with board members of low-performing schools to candidly communicate regarding areas of concern. These board to board meetings have continued to take place

virtually, when necessary, during the pandemic. For more information on these processes, please refer to Q60.

DC PCSB encourages schools' advancement by creating opportunities for school leaders and educators to share best practices. In addition to facilitating two professional learning communities (PLCs) focused on English learners and students with disabilities, DC PCSB hosts events such as the School Climate Brunch, for schools to convene and share best practices around school culture. The School Climate Brunch for SY 2019-20 occurred in February 2020. PLC meetings for SY 2019-20 were held in person up until March 2020, and virtually once schools closed. DC PCSB facilitated additional webinars for all public charter schools in SY 2019-20 to address concerns pertaining to the shift to distance learning. For additional information on supports provided to schools, please refer to Q47.

<u>(c) How does PCSB communicate to operators of Tier 3 public charter schools that their performance is unacceptable? Provide a narrative description of that process and a list of Tier 3 schools that PCSB is currently working with to implement performance improvement plans. Include, as an attachment, the performance improvement plans for fiscal years 2020 and 2021 (through January 31).</u>

Low-performing schools are measured on outputs and the DC PCSB Board approves baseline targets for schools to meet or exceed each year. The process is initiated after a review when DC PCSB staff determines the school is not meeting its goals or academic achievement expectations set forth in its charter. Communication with low-performing schools begins well before a school undergoes a review or falls into Tier 3 status.

In SY 2018-19, there was only one public charter school that was categorized as Tier 3, National Collegiate Prep PCS. This school was closed at the end of SY 2019-20. All other public charter schools have maintained their academic tier status from the prior school year due to the lack of data and inability to score and tier the Performance Management Framework for SY 2019-20.

Below is a brief description of various strategies DC PCSB has used to alert schools of low performance and to help them identify areas for improvement.

Discussions with School Boards
DC PCSB initiates candid conversations with school boards of Tier 3 schools (or Tier 2 schools on a downward trajectory) to hear the school's plans on how it intends to improve. These conversations often occur prior to the school's review or renewal. These meetings involve one or two members of the DC

PCSB board, senior staff, and the school's board and senior staff and are followed up in writing. DC PCSB Board members highlight the school's low performance and focus the school board's attention on the potential consequences if the school does not improve. Any steps the school takes to improve are for the school board and leadership to decide. These meetings, known as Board-to-Board meetings, typically lead to substantial changes at many but not all schools, including decisions to replace senior leadership, put substantial turnaround plans in place, or close specific campuses or grade levels. For more information on this process, please refer to Q60.

Critical Complaint Urgent Response Team (CCURT)
In response to academic concerns, community complaints, or other troubling data trends, DC PCSB may conduct an unscheduled visit to the school to determine whether there are systemic issues related to the concern, complaint, or data trend. If issues are identified, DC PCSB staff may make recommendations to the school to address the concern. There were no CCURT visits due to a school's Tier 3 status in SY 2019-20 or SY 2020-21. DC PCSB staff did, however, conduct CCURT visits in SY 2019-20 and 2020-21 (virtually) in response to receiving ongoing community complaints about an LEA.

Performance Management Framework and Qualitative Site Reviews (QSR)
DC PCSB uses the PMF and the QSR process to identify areas of growth for schools. In addition to classroom observations, the QSR includes observations on the school's mission and goals, which provides a qualitative assessment of school performance. DC PCSB halted QSR observations in March 2020 until the end of SY 2019-20. In SY 2020-21, all QSRs were shifted to virtual observations. Both asynchronous and synchronous instruction were included in these observations. For more information on the updated process for QSRs, please refer to Q45.

Out of Cycle Reviews
Per the PMF Policy and Technical Guide, which can be found at https://dcpcsb.org/2019-20-pmf-policy-and-technical-guide, a Tier 3 campus is likely failing to meet its charter goals and student academic achievement expectations as set forth in its charter. If a Tier 3 PMF school meets one or more of the following criteria, DC PCSB will conduct an out of cycle review:
- Score of 20.0% or lower in the most recent year;
- Score that is 5.0% decrease or greater within Tier 3 from one year to the next;
- Any school performing in Tier 3 for any three of the previous five years.

47. **What steps did PCSB take in FY19 and FY20 to date to help LEAs to improve practices policies related to attendance and absenteeism?**

On February 20, 2020, DC PCSB hosted a School Climate Brunch attended by various LEAs, OSSE, and the DC Charter School Alliance. At this event, schools were invited to share best practices focused on indicators of school climate, such as attendance and discipline. DC PCSB invited three LEAs to present to the group based on their improved attendance and discipline rates and/or other unique initiatives. These three schools--Goodwill Excel Center PCS, Kingsman Academy PCS, and Statesmen Academy PCS--shared strategies for relationship building among staff and students, innovative incentive programs, family engagement and messaging, and transportation logistics. Overall, feedback about the event was positive. DC PCSB also continues to participate in the Every Day Counts! Task Force, providing support through program evaluation and data analyses.

Further, in Spring 2020, during the onset of the COVID-19 pandemic, DC PCSB worked closely with CFSA, OSSE, and DME to ensure expectations for reporting and measuring attendance were clear. Through this work, DC PCSB provided feedback about CFSA's *SY 2020-21 Operating Procedures in Response to Student Attendance Concerns* and OSSE's *Guidance for Collecting Attendance for the 2020-21 School Year*. Our staff also contributed to the DME's Attendance & Family Engagement Working Group by providing data to inform future policy recommendations and input on the strategies schools could use to engage families.

48. **Provide a sector report of the promotion rate (percent of students and number of students) by grade for each public charter school and charter LEA for School Year 2019-2020.**

DC Code requires that public charter schools provide "grade advancement for students enrolled in the public charter school" in their annual reports. As a result, DC PCSB works with public charter schools to validate their promotion rates each year. This ensures that all schools are using the same definition and validated data for this required component.

DC PCSB defines *promotion rate* as the proportion of audited public charter school students in pre-kindergarten to grade 11 in a given school year who were promoted to a higher grade at their LEA in the following school year divided by the number of students who were promoted and retained. Students who were enrolled in their LEA's terminal grade in a given year are excluded. Results are not shown when the total number of students eligible to be included in a rate was less than 25.

The average promotion rate among schools in the public charter sector in 2019-20 was 97.7%, approximately the same as it was in the prior year (97.6%). As in years past, the promotion rate was lowest in high school grades, particularly grade 9.

While high schools tend to have lower promotion rates, it is schools which serve the intersection of high school and alternative student populations which tend to be furthest from the sector average. These include Goodwill Excel Center PCS, Maya Angelou PCS, and Kingsman Academy PCS. IDEA PCS, Thurgood Marshall Academy PCS, and Washington Leadership Academy PCS, which all serve exclusively high school grades, also had promotion rates more than five points lower than the sector average.

Data restrictions limit the analysis to students who were in the public charter sector for both SY 2018-19 and SY 2019-20, as DC PCSB does not have access to student records after they leave the charter sector. For this reason, OSSE is better positioned to report on citywide promotion rates. Findings should be interpreted accordingly.

Sector promotion rates by grade (2018-19 to 2019-20)

Grade	Number of students promoted	Percent of students promoted
PK3	2,507	99.8%
PK4	2,313	99.1%
K	2,497	98.3%
1	2,370	98.5%
2	2,258	98.3%
3	1,958	99.1%
4	1,871	98.8%
5	1,660	98.5%
6	2,211	98.7%
7	2,076	99.6%
8	856	99.3%
9	1,430	86.8%
10	1,288	92.9%
11	1,197	95.5%
12	N/A	N/A
Total	**26,492**	**97.7%**

LEA promotion rates (2018-19 and 2019-20)

LEA	Number of students promoted	Percent of students promoted
Achievement Preparatory Academy PCS	510	97.9%
AppleTree Early Learning PCS	191	99.5%
BASIS DC PCS	485	98.0%
Breakthrough Montessori PCS	132	96.4%
Bridges PCS	251	99.2%
Briya PCS	N<25	N<25
Capital City PCS	809	98.8%
Cedar Tree Academy PCS	186	98.9%
Center City PCS	1,130	99.9%
Cesar Chavez PCS for Public Policy	354	92.7%
Creative Minds International PCS	314	99.7%
DC Bilingual PCS	379	98.7%
DC Prep PCS	1,544	98.5%
DC Scholars PCS	376	96.7%
Digital Pioneers Academy PCS	108	100.0%
District of Columbia International School	945	98.6%
Eagle Academy PCS	550	99.8%
Early Childhood Academy PCS	144	97.3%
E.L. Haynes PCS	879	97.2%
Elsie Whitlow Stokes Community Freedom PCS	386	99.5%
Friendship PCS	2,983	97.7%
Goodwill Excel Center PCS	18	14.9%
Harmony DC PCS	60	100.0%
Hope Community PCS	516	98.1%
Howard University Middle School of Mathematics and Science PCS	172	99.4%
IDEA PCS	159	89.3%
Ingenuity Prep PCS	418	94.4%
Inspired Teaching Demonstration PCS	394	100.0%
Kingsman Academy PCS	87	65.4%
KIPP DC PCS	5,142	99.3%
Latin American Montessori Bilingual PCS	397	99.7%
Lee Montessori PCS	170	100.0%

LEA	Number of students promoted	Percent of students promoted
Mary McLeod Bethune Day Academy PCS	268	100.0%
Maya Angelou PCS	54	51.9%
Meridian PCS	453	99.6%
Monument Academy PCS	45	100.0%
Mundo Verde Bilingual PCS	448	99.6%
National Collegiate Preparatory PCHS	100	94.3%
Paul PCS	465	95.7%
Perry Street Preparatory PCS	264	99.2%
Richard Wright PCS for Journalism and Media Arts	157	99.4%
Rocketship Education DC PCS	838	98.7%
Roots PCS	71	98.6%
SEED PCS	194	98.5%
Sela PCS	151	98.7%
Shining Stars Montessori Academy PCS	146	99.3%
Statesmen College Preparatory Academy for Boys PCS	50	100.0%
The Children's Guild DC PCS	238	99.6%
Thurgood Marshall Academy PCS	220	91.7%
Two Rivers PCS	718	99.3%
Washington Global PCS	118	99.2%
Washington Latin PCS	583	99.0%
Washington Leadership Academy PCS	232	92.1%
Washington Yu Ying PCS	475	99.6%

Campus promotion rates (2018-19 and 2019-20)

Campus	Number of students promoted	Percent of students promoted
Achievement Preparatory Academy PCS - Wahler Place Elementary School	253	100.0%
Achievement Preparatory Academy PCS - Wahler Place Middle School	257	95.9%
AppleTree Early Learning Center PCS - Columbia Heights	44	100.0%
AppleTree Early Learning Center PCS - Douglas Knoll	26	100.0%
AppleTree Early Learning Center PCS - Lincoln Park	N<25	N<25
AppleTree Early Learning Center PCS - Oklahoma Avenue	58	100.0%
AppleTree Early Learning Center PCS - Parklands at THEARC	38	100.0%
AppleTree Early Learning Center PCS – Southwest	N<25	N<25
BASIS DC PCS	485	98.0%
Breakthrough Montessori PCS	132	96.4%
Bridges PCS	251	99.2%
Briya PCS	N<25	N<25
Capital City PCS - High School	233	96.3%
Capital City PCS - Lower School	288	99.7%
Capital City PCS - Middle School	288	100.0%
Cedar Tree Academy PCS	186	98.9%
Center City PCS - Brightwood	209	100.0%
Center City PCS - Capitol Hill	186	100.0%
Center City PCS - Congress Heights	195	100.0%
Center City PCS - Petworth	202	100.0%
Center City PCS - Shaw	181	99.5%
Center City PCS - Trinidad	157	100.0%
Cesar Chavez PCS for Public Policy - Capitol Hill	57	93.4%
Cesar Chavez PCS for Public Policy - Parkside Middle School	100	99.0%
Cesar Chavez Public Charter Schools for Public Policy	197	89.5%
Creative Minds International PCS	314	99.7%
DC Bilingual PCS	379	98.7%

Campus	Number of students promoted	Percent of students promoted
DC Prep PCS - Anacostia Elementary School	320	97.6%
DC Prep PCS - Benning Elementary School	377	99.5%
DC Prep PCS - Benning Middle School	254	98.8%
DC Prep PCS - Edgewood Elementary School	350	97.8%
DC Prep PCS - Edgewood Middle School	243	99.2%
DC Scholars PCS	376	96.7%
Digital Pioneers Academy PCS	108	100.0%
District of Columbia International School	945	98.6%
Eagle Academy PCS - Capitol Riverfront	103	99.0%
Eagle Academy PCS - Congress Heights	447	100.0%
Early Childhood Academy PCS	144	97.3%
E.L. Haynes PCS - Elementary School	311	99.4%
E.L. Haynes PCS - High School	283	92.5%
E.L. Haynes PCS - Middle School	285	100.0%
Elsie Whitlow Stokes Community Freedom PCS - Brookland	278	99.3%
Elsie Whitlow Stokes Community Freedom PCS - East End	108	100.0%
Friendship PCS - Armstrong Elementary	301	99.0%
Friendship PCS - Blow Pierce Elementary	309	98.4%
Friendship PCS - Blow Pierce Middle	173	93.0%
Friendship PCS - Chamberlain Elementary	296	96.4%
Friendship PCS - Chamberlain Middle	235	95.1%
Friendship PCS - Collegiate Academy	320	97.9%
Friendship PCS - Online Academy	122	97.6%
Friendship PCS - Southeast Elementary	349	98.6%
Friendship PCS - Southeast Middle	147	98.0%
Friendship PCS - Technology Preparatory High School	187	100.0%
Friendship PCS - Technology Preparatory Middle School	119	100.0%
Friendship PCS - Woodridge International Elementary	246	99.6%

Campus	Number of students promoted	Percent of students promoted
Friendship PCS - Woodridge International Middle	179	96.8%
Goodwill Excel Center PCS	18	14.9%
Harmony DC PCS - School of Excellence	60	100.0%
Hope Community PCS - Lamond	191	100.0%
Hope Community PCS - Tolson	325	97.0%
Howard University Middle School of Mathematics and Science PCS	172	99.4%
IDEA PCS	159	89.3%
Ingenuity Prep PCS	418	94.4%
Inspired Teaching Demonstration PCS	394	100.0%
Kingsman Academy PCS	87	65.4%
KIPP DC - AIM Academy PCS	320	99.1%
KIPP DC - Arts and Technology Academy PCS	282	99.6%
KIPP DC - College Preparatory PCS	568	99.3%
KIPP DC - Connect Academy PCS	275	99.3%
KIPP DC - Discover Academy PCS	305	99.7%
KIPP DC - Grow Academy PCS	251	98.4%
KIPP DC - Heights Academy PCS	408	98.6%
KIPP DC - KEY Academy PCS	297	100.0%
KIPP DC - Lead Academy PCS	345	100.0%
KIPP DC - LEAP Academy PCS	176	100.0%
KIPP DC - Northeast Academy PCS	244	99.6%
KIPP DC - Promise Academy PCS	486	99.4%
KIPP DC - Quest Academy PCS	317	99.7%
KIPP DC - Spring Academy PCS	346	96.6%
KIPP DC - Valor Academy PCS	263	100.0%
KIPP DC - WILL Academy PCS	259	100.0%
Latin American Montessori Bilingual PCS	397	99.7%
Lee Montessori PCS - Brookland	170	100.0%
Mary McLeod Bethune Day Academy PCS	268	100.0%
Maya Angelou PCS - High School	54	51.9%
Meridian PCS	453	99.6%
Monument Academy PCS	45	100.0%
Mundo Verde Bilingual PCS - J.F. Cook	448	99.6%

Campus	Number of students promoted	Percent of students promoted
National Collegiate Preparatory PCHS	100	94.3%
Paul PCS - International High School	268	93.4%
Paul PCS - Middle School	197	99.0%
Perry Street Preparatory PCS	264	99.2%
Richard Wright PCS for Journalism and Media Arts	157	99.4%
Rocketship PCS - Legacy Prep	375	99.2%
Rocketship PCS - Rise Academy	463	98.3%
Roots PCS	71	98.6%
SEED PCS of Washington DC	194	98.5%
Sela PCS	151	98.7%
Shining Stars Montessori Academy PCS	146	99.3%
Statesmen College Preparatory Academy for Boys PCS	50	100.0%
The Children's Guild DC PCS	238	99.6%
Thurgood Marshall Academy PCS	220	91.7%
Two Rivers PCS - 4th Street	421	99.1%
Two Rivers PCS - Young Elementary School	297	99.7%
Washington Global PCS	118	99.2%
Washington Latin PCS - Middle School	352	99.4%
Washington Latin PCS - Upper School	231	98.3%
Washington Leadership Academy PCS	232	92.1%
Washington Yu Ying PCS	475	99.6%

49. Describe how PCSB, through its role on the Coordinating Council on School Mental Health, is working to support the expansion of school-based behavioral health services in public charter schools. Also provide any barriers or charter LEAs' concerns with regard to the expansion.

DC PCSB staff meets several times each month with the Coordinating Council and serves as co-chair of the School and Provider Readiness sub-committee. The sub-committee is currently responsible for matching public charter schools in Cohort 3 with community-based organizations (CBOs) to help provide more counseling and supports to students in need. We have worked closely with DBH, OSSE, and DMHHS to facilitate the matching of CBOs with the 30 public charter schools who are part of cohort 3. All campuses have been matched with either a CBO or a DBH clinical specialist.

Even with pandemic and budget delays, the Coordinating Council was able to complete the planning for Cohort 3 so that CBOs were ready to start providing services to students at the beginning of the 2020-21 school year. There was one campus, Center City PCS - Capitol Hill, that declined to accept mental health services this school year, stating that they had enough supports to meet the needs of their students.

The three Cohorts of this expansion include 73 public charter school campuses. In addition, there are nine public charter schools that receive behavioral health services directly from a DBH clinician, bringing the total public charter school campuses that receive city-provided behavioral health services to 82.

There were eight public charter schools that were removed from Cohort 3 because of budget cuts this fiscal year. DC PCSB is extremely concerned that this program will continue to face budget cuts that will further delay much needed mental health services for public charter school students.

The following concerns have been expressed to DC PCSB from various LEAs: 1) Some schools do not have the space to dedicate to a full-time clinician from the CBO. Schools need to provide a private space or room so that clinicians can meet and provide services to students. 2) Schools that are not part of the first three Cohorts are concerned that they must "wait their turn" for additional mental health services and have no idea when expanded services will get to their schools. An overall concern is that some schools view the expansion as optional, and do not select a coordinator to manage the process at their campus. This slows down the process of selecting a CBO, ensuring there is a dedicated space for the clinician, and establishing the school's work plan.

Overall, however, the expansion of mental health supports has been viewed extremely positively by public charter school leaders and staff, and DC PCSB is proud to be part of this an important initiative for our city.

50. **For each public charter school in fiscal years 2020 and 2021 (through January 31) provide the following information: (1) the title, job description, and number of hours worked for each school-based physical and behavioral health professional that is currently employed; (2) the number of physical health professionals or behavioral health clinicians employed by each LEA or public charter school; and (3) if a public charter school campus lacks school-based physical or behavioral health staff, how PCSB worked with the respective LEA to remediate their absence.**

Public charter schools have unique staffing plans that best meet the physical and behavioral health needs of their students. Below is a table of public charter school health professionals and services provided. This list does not include all public charter school health professionals, as LEAs are not required to report this information to DC PCSB.

Details on School Based Physical and Behavioral Health Professionals

School Name	Title	Job Description	Hours Worked Each Week for Each Professional
The Children's Guild DC PCS	School Social Worker School Counselor	School Social Worker- Developing relationships and working collaboratively with administrators, school staff, parents/families, and community partners to develop effective systems of prevention and support to meet the differentiated needs of children; Conducting individual, family and group counseling School Counselor- The School Counselor will support the structures to ensure student adaptation to the school and community contexts. This includes directing services to students and families and providing team leadership in facilitating team growth and development. The counselor will support the Children's Guild behavior motivation model. Individual, group and family therapy will be conducted routinely within the principles of teamwork and agency philosophies. Participation in the academic classroom and the general community is basic to the role with additional responsibilities for documentation and training. To provide clinical supervision as needed.	All- 40 hrs/wk
DC Scholars PCS	ES Physical Health MS Physical Health	Social emotional behavioral health and wellness - direct services, consult, teacher and parent training; high school and post-secondary transition work; CFSA coordination; parent engagement; community partnerships liaison; homeless liaison	All- 45 hrs/wk

School Name	Title	Job Description	Hours Worked Each Week for Each Professional
	Social Worker (LCSW) Counselor	ES and MS Physical Health- Position is responsible for creating a classroom environment that fosters, promotes, and develops an understanding of the relationship of healthy body function and exercise. They develop strength, skill, agility, poise, and coordination in individual, dual and team physical activities and sports, in accordance with each student's ability. The Counselor- This individual will provide comprehensive and direct therapeutic counseling, supporting students with academic achievement, individual student planning and social and personal development. The Counselor will serve as a trainer and coach to teachers and work closely with family and critical community partners. School Social Worker- They develop and support a high-quality counseling/mental health program. As a key member of the school's student support team, the school social worker will support the overall social emotional needs of our PS-8th grade campus.	
Thurgood Marshall Academy	School Social Worker & Mental Health Coordinator School Social Worker	School Social Worker & Mental Health Coordinator delivers direct clinical services for students, maintains appropriate documentation, provides professional development to employees, ensures social work services per student IEPs, coordinates mental health services delivered by employees and contractors, and supervises the School Social Worker. School Social Worker provides individual and small group counseling, completes assessments and delivers services per IEPs, and maintains appropriate documentation.	All- 40 hrs/wk
Shining Stars Montessori Academy PCS	Director of Student Support Services/ Licensed School Counselor	The primary role of the Director of Student Support Services/Licensed School Counselor is to provide a comprehensive program of social skills development, behavioral and counseling supports to assist scholars in the behavioral, and social development. They provide social and emotional supports to better learn how to self-regulate, increase self-esteem, and raise scholars' expectations for achievement. They provide the appropriate counseling interventions.	40 hrs/wk

School Name	Title	Job Description	Hours Worked Each Week for Each Professional
Rocketship DC PCS	Culture Specialist

Behavior Support Specialist

Behavior Techs

Social worker | The Culture Specialist supports the Principal in leading and creating a school environment that is positive, structured, consistent, and achievement-oriented. The Culture Specialist is responsible for ensuring that staff, students, and families have the structures, resources, and capabilities to foster the environment required for all students to feel engaged in the school community and to attain high level of academic achievement.

The Behavioral Support Specialist will collaborate with a variety of school-based staff to design high-quality resources and programming for students with significant behavioral needs and to provide ongoing support related to the implementation these resources.

Behavioral Support Specialists work under the direction and supervision of the Director of Integrated Special Education. This role is an exempt, school-based position in the D.C. region.

Behavior Technician will help students learn the skills that they need to solve problems and conflicts, build positive relationships with other students and adults, and successfully navigate the school environment so that they can reach their potentials in the classroom.

Social Workers at Rocketship help families navigate and overcome obstacles so that their Rocketeers are on the path to college. Rocketship Social Workers are responsible for delivering effective, high-quality, interventions that are data driven. | All- 40 hrs/wk |
| Inspired Teaching Demonstration PCS | Social Worker (3)

School nurse

Director of Culture, Equity, and Access

Behavior Intervention Manager | Social Worker: responsible for providing social-emotional support to students, including students with IEPs and 504 plans.

School nurse: provide on-site medical care for students.

Director of Culture, Equity & Access: facilitates alignment and implementation of behavior management and student support services across the school.

Behavior Intervention Manager: respond to behavior support calls from classroom | 1 Social Worker- 2.5 days/wk

All others- 40 hrs/wk |

School Name	Title	Job Description	Hours Worked Each Week for Each Professional
	PE/Health Teacher	teachers, with the ultimate goal of returning students to the instructional environment as quickly as possible and works with students who need additional support to be successful in the classroom. PE/Health Teacher: work with students across all grade levels (PreSchool-8th) to provide a comprehensive physical education and health program that meets the requirements of the DC Healthy Schools Act	
Bridges PCS	2020 Social Worker (2) School Counselor (1) Community Support Worker (1) 2021 Social Worker (1) School Counselors (2) Community Support Worker (1)	Social Worker- Assess student social, emotional, and behavioral skills, both formally and informally, to identify student strengths and needs, and plan positive behavioral interventions. School Counselor-Participate in SST, RTI, and Special Education processes. Provide social, emotional, behavioral support to students and community. Community Support Worker- Primary employee responsible for supporting students and families to obtain resources and skills needed to function at optimal capacity and life satisfaction while living with a mental health diagnosis.	Both 2020 and 2021 Community Support Worker - 20-25 hrs/wk All others- 40 hrs/wk
Cesar Chavez PCS for Public Policy	Social workers School Psychologist School Nurse	Social worker- provide behavior and emotional support services to scholars, triage crises regarding behavioral and emotional health, provide connections to resources in the greater DC area in regard to social, emotional, and physical health. School psychologist- perform psychological testing for scholars who have been referred for special education services, provide as-needed counseling for scholars who have been identified as needed social emotional support. School nurse- monitor student health daily, manage health paperwork, ensure immunization and physician compliance, administer medication, coordinate for health and physical clinics on-site.	All- 40 hrs/wk
YouthBuild DC PCS	Student Support Counselor	The Student Support Counselor provides individual and small group counseling.	40 hrs/wk

School Name	Title	Job Description	Hours Worked Each Week for Each Professional
Howard University Middle School of Mathematics and Science	School Nurse Social Worker (2)	School nurse is responsible for physical health, medication distribution, immunization compliance. Social workers work with students' behavioral health concerns.	40 hrs/wk
Meridian PCS	Manager of Special Education (1) Manager of Behavioral Support (1) School Psychologist (1)	Managing students on cases loads that need additional physical and behavior support through evaluations and intervention plans.	37.5 hrs/wk
Mundo Verde PCS (Cook Campus and Calle Ocho)	Physical Therapist (PT)- Contractual School Psychologist-Contractual ABA Therapist-Contractual School Nurse LPN-Children's Hospital School Social Worker (DBH) School Social Worker Physical Education Teacher Cooking and Gardening Teacher Movement Teacher Recess Coordinator	PT- Diagnose and treat movement dysfunction School Psychologist: Diagnose social/emotional/behavioral disabilities and provide treatment through behavior support services. ABA- Observe and determine the functions of student behavior and provide appropriate response using the principles of applied behavior analysis. School Nurse- Provide health services to students in the educational setting. Social Worker- Support students with mental health concerns and behavioral concerns through individual or small group counseling and development/implementation of classroom curricula. Physical Education Teacher- Delivers curriculum that promotes student understanding of the relationship of healthy body function and exercise and motivates students to cultivate physical fitness. Cooking and Gardening Teacher- Leads students in garden science, nutrition education classes, and healthy meal planning and preparation. Movement teachers conduct regular classes with students in those areas	PT Calle Ocho- 2 hrs/wk Cook 1 hr/wk School Psychologist Calle Ocho- 4hrs/wk Cook 18.75 hrs/ wk ABA Therapist Calle Ocho- 26 hrs/wk Cook- 67 hrs/wk School Nurse LPN Cook- 40 hrs/wk School Social Worker (DBH) 16 hrs/wk School Social Worker- 40 hrs/wk Physical Education/ Movement/ Recess Teachers- 40 hrs/wk Cooking and Gardening Teacher- 40 hrs/wk

School Name	Title	Job Description	Hours Worked Each Week for Each Professional
	Recess Assistant	The Recess team manages recess time for the students	
BASIS DC PCS	School psychologist School counselor	Evaluation services; IEP related counseling services; student crisis response; SEL curriculum oversight	All- 40 hrs/wk
Washington Latin PCS	Dean of Students P.E. Teacher	The deans at the school provide behavioral support to the staff as needed. The P.E. Teachers conduct classes with students in the field of physical education	All- 40 hrs/wk
Creative Minds International PCS	Physical Education Teacher (2) School Counselor (2) Social Worker (1) Behavior Coach (2)	Physical Education Teacher- Responsibilities include: Implementation of the International Physical Education curriculum; Analysis and demonstration of basic skills and knowledge of formal sports, games, rhythms, and fundamentals of movement; Providing appropriate safety instruction and conducting safety checks on all equipment to ensure the overall safety of students; School Counselor/Social Worker- Counselors or Social Worker observe children during classroom and play activities and confer with their teachers and parents to evaluate and support the children's strengths, weaknesses, or special needs. Uses the majority of the time (80%) to provide direct services (individual and group) to students with Individual Education Plans (IEPs) through preventive and responsive services, including individual student planning. Provide individual and/or group therapeutic support to general education students on an as-needed, temporary basis. Work collaboratively with the Student Support Team (SST) to develop plans of assistance for students at risk of academic and/or behavioral difficulty. (specialty area will be considered). Develop informal support plans and recommend specific instructional strategies for students. Behavior Coach- The Behavior Coach will visit classrooms to check on students, promote positive behavior, and acknowledge students who are meeting expectations. He/she will proactively check-in with students who have behavioral challenges to set them up for success. The Behavior Coach will design and implement behavior intervention plans as needed with	All- 40 hrs/wk

School Name	Title	Job Description	Hours Worked Each Week for Each Professional
		support from the School's behavior consultants, the COO or the ED as needed. For special education students with IEPs, the Behavior Coach will collaborate with Special Education Coordinators and the school's behavior consultants in support of creating behavior intervention plans as needed. The Behavior Coach will be the first point of contact if a student is in crisis or engaged in major incidents.	
Washington Yu Ying PCS	School Counselor	The School Counselor/Social Worker provides counseling services to students with IEP/504 Plans at Washington Yu Ying Public Charter School and potentially collaborating charter LEAs. This position also works to promote a positive educational environment for all students. This position will also collaborate with appropriate personnel to ensure positive educational and counseling practices for the students.	40 hrs/wk
Friendship PCS	Physical Education and Health Teacher School Counselor School Psychologist Social Worker Speech and Language Pathologist	Physical Education and Health Teacher- Our teachers are responsible for providing each student with daily instruction and enrichment opportunities that will support their development of the knowledge, skills and dispositions to complete college and make positive contributions to their communities. School Counselor- The primary focus of the Guidance Counselor is to assist students in achieving personal fulfillment by providing them with guidance and counseling services that will help them make successful personal, educational, and occupational life plans. School Social Worker- The social worker obtains information concerning the effects of environment, including family, cultural, and economic disadvantages that may be adversely affecting student progress. social workers conduct home visits that encourage home/school communication. School Psychologist- The FPCS psychologist is committed to providing its students the support services they need in order to develop and soar as our next generation of leaders. The school psychologist views wellness as a critical element of the overall success and achievement of our students. The psychologist performs a variety of duties involved in the testing, diagnosis and	All- 40 hrs/wk

School Name	Title	Job Description	Hours Worked Each Week for Each Professional
		administration of remedial treatments to students with special needs. Speech Language Pathologist-The Speech and Language Pathologist is a clinical service professional with an expertise in speech/ linguistic diagnosis, treatment, support and development. This individual is a critical stakeholder in our educational community and possesses an unwavering commitment to ensuring the holistic well-being and success of our children.	
DC Prep - Anacostia Elementary School	Physical Education Teacher Licensed Professional Counselor Counselor	Physical Education Teacher- Provide physical education to all students. License Professional Counselor- Provides individual and group counseling services to students with special needs, creates and manages behavior intervention plans, and serves as member of crisis-response team to ensure mental and physical safety of students in school community. Counselor- Provides individual and group counseling services to students with short-term mental health needs (grief/ loss, traumatic incident, etc.), creates and manages behavior intervention plans, and leads crisis-response team to ensure mental and physical safety of students in school community. Teaches or consults with grade-level teachers to implement Care for Kids or Healthy Choices lessons in order to build healthy habits.	All- 45 hrs/wk
DC Prep - Anacostia Middle Campus	Physical Education Teacher	Provide physical education to all students	45 hrs/wk
DC Prep - Benning Elementary Campus	Physical Education Teacher School Psychologist Counselor	Physical Education Teacher- Provide physical education to all students. School Psychologist- Provides individual and group counseling services to students with special needs, creates and manages behavior intervention plans, and serves as member of crisis-response team to ensure mental and physical safety of students in school community. Counselor- Provides individual and group counseling services to students with short-term mental health needs (grief/ loss, traumatic incident, etc.), creates and manages behavior intervention plans, and	All- 45 hrs/wk

School Name	Title	Job Description	Hours Worked Each Week for Each Professional
		leads crisis-response team to ensure mental and physical safety of students in school community. Teaches or consults with grade-level teachers to implement Care for Kids or Healthy Choices lessons in order to build healthy habits.	
DC Prep - Benning Middle Campus	Physical Education Teacher School Psychologist	Physical Education Teacher- Provide physical education to all students. School Psychologist- Provides individual and group counseling services to students with special needs, creates and manages behavior intervention plans, and serves as member of crisis-response team to ensure mental and physical safety of students in school community.	All- 45 hrs/wk
DC Prep - Edgewood Elementary Campus	Physical Education Teacher Licensed Professional Counselor Counselor	Physical Education Teacher- Provide physical education to all students. License Professional Counselor- Provides individual and group counseling services to students with special needs, creates and manages behavior intervention plans, and serves as member of crisis-response team to ensure mental and physical safety of students in school community. Counselor- Provides individual and group counseling services to students with short-term mental health needs (grief/ loss, traumatic incident, etc.), creates and manages behavior intervention plans, and leads crisis-response team to ensure mental and physical safety of students in school community. Teaches or consults with grade-level teachers to implement Care for Kids or Healthy Choices lessons in order to build healthy habits.	All- 45 hrs/wk
DC Prep - Edgewood Middle Campus	Physical Education Teacher Licensed Professional Counselor Student Support Coordinator	Physical Education Teacher- Provide physical education to all students. License Professional Counselor- Provides individual and group counseling services to students with special needs, creates and manages behavior intervention plans, and serves as member of crisis-response team to ensure mental and physical safety of students in school community. Student Support Coordinator- Provides individual and group counseling services to students with short-term mental health needs (grief/ loss, traumatic incident, etc.), creates and manages behavior intervention	All- 45 hrs/wk

School Name	Title	Job Description	Hours Worked Each Week for Each Professional
		plans, and leads crisis-response team to ensure mental and physical safety of students in school community. Teaches or consults with grade-level teachers to implement Care for Kids or Healthy Choices lessons in order to build healthy habits.	
Achievement Prep	Scholar Services Coordinator Health and Wellness Coordinator Director of Scholar Support	Scholar Services Coordinator- Supports character development and counseling (i.e. behavioral intervention, setting SE goals, and providing individual and group sessions as needed). They also lead the Scholar Support work and contribute to staff development efforts that provide best practices for teachers as they support struggling scholars via replacement behaviors, behavior plans, etc. Health and Wellness Coordinator- Supports the work of our Scholar Services Coordinator. In addition, they lead wellness checks and home visits to scholars and families of concern (chronically absent, inactive participation in learning, odd changes in behavior, etc.). In response to family needs, she serves as a liaison between the school and the family to support social, emotional, and intellectual needs. Our Assistant Principal and Dean of Scholars facilitate that work.	All- 41 hrs/wk
Bridges Public Charter School	Contractual Nurse (2) Dedicated Aide for physical support (2) Behavior Technician (2). School Counselor (2) Dedicated Aide for developmental or behavioral support (15)	Contractual Nurse- They are for student with special needs that have medical concerns is with student all day in the classroom. Contractual Nurse- They are for health suite paid for by Bridges PCS because our health suite has been understaffed for the past 2 years – Not a DOH employee. Dedicated Aides for physical support- Supporting students with special needs who are medically fragile or need assistance with managing care of their body (toileting, suctioning, medication administration, etc.) in the classroom. Behavior Technicians- They provide support for school wide program to address social emotional and behavioral concerns. Work with students one-on-one and in small groups. School Counselors- Support families in accessing concrete services, do preventative	40 hrs/wk

School Name	Title	Job Description	Hours Worked Each Week for Each Professional
		group work and support to classrooms, and do direct services with students 1 on 1 and in small groups. Dedicated Aides for developmental or behavioral support- Supporting students with special needs in the classroom.	
Stokes School - East End Campus	Physical Education Teacher DBH Clinician	Physical Education Teacher teaches PE and Health classes to students from Kindergarten through 2nd Grade (adding 3rd Grade next school year) in accordance with OSSE PE and Health standards. The DBH Clinician just began working with the school and is determining the Behavioral Health programs that will best serve the school community.	Physical Education Teacher- 40 hrs/wk DNH Clinician- 20 hrs/wk

51. **(a) Quantify the number of homeless youth enrolled in each public charter school during School Years 2019-2020 and 2020-2021 (as of January 31).**

(b) What additional supports, including transportation, does PCSB and other agencies provide to LEAs with a high number of homeless student populations?

(a) Quantify the number of homeless youth enrolled in each public charter school during School Years 2019-2020 and 2020-2021 (as of January 31).

The following table provides the number and proportion students that have been identified as homeless at any point during the school year. For 2019-20, the data represent all students ever enrolled during the year. For 2020-21, the data represent students enrolled between the start of the year and January 31, 2021. This methodology aligns with OSSE's methodology when reporting homelessness rates in the DC School Report Card. Rates of homelessness in 2020-21 are likely to increase as additional students who are currently enrolled are identified as homeless.

Campus	2019-20: All students ever enrolled		2020-21: Students enrolled between start of school and January 31, 2021	
	# of Homeless Students	% of Students Homeless	# of Homeless Students	% of Students Homeless
Sector Total	**4,151**	**9%**	**3,420**	**8%**
Academy of Hope Adult PCS	142	19%	144	27%
Achievement Preparatory Academy PCS - Wahler Place Elementary School	65	16%	48	18%
Achievement Preparatory Academy PCS - Wahler Place Middle School	34	9%	NA	NA
AppleTree Early Learning Center PCS - Columbia Heights	16	10%	8	6%
AppleTree Early Learning Center PCS - Douglas Knoll	32	34%	11	17%
AppleTree Early Learning Center PCS - Lincoln Park	5	8%	0	0%
AppleTree Early Learning Center PCS - Oklahoma Avenue	24	15%	21	17%
AppleTree Early Learning Center PCS - Parklands at THEARC	11	11%	9	9%
AppleTree Early Learning Center PCS - Southwest	NA	NA	7	11%
BASIS DC PCS	1	0%	3	0%
Breakthrough Montessori PCS	22	10%	21	7%
Bridges PCS	19	4%	17	4%
Briya PCS	16	2%	13	1%
Capital City PCS - High School	13	4%	1	0%
Capital City PCS - Lower School	9	3%	1	0%
Capital City PCS - Middle School	9	3%	5	2%
Capital Village PCS	NA	NA	8	15%
Carlos Rosario International PCS	337	11%	306	14%
Cedar Tree Academy PCS	118	31%	132	30%
Center City PCS - Brightwood	5	2%	2	1%

Campus	2019-20: All students ever enrolled		2020-21: Students enrolled between start of school and January 31, 2021	
	# of Homeless Students	% of Students Homeless	# of Homeless Students	% of Students Homeless
Sector Total	**4,151**	**9%**	**3,420**	**8%**
Center City PCS - Capitol Hill	36	13%	47	18%
Center City PCS - Congress Heights	3	1%	4	2%
Center City PCS - Petworth	3	1%	4	2%
Center City PCS - Shaw	27	11%	25	12%
Center City PCS - Trinidad	21	9%	32	15%
Cesar Chavez PCS for Public Policy - Parkside Middle School	10	17%	NA	NA
Cesar Chavez Public Charter Schools for Public Policy	46	12%	37	10%
Community College Preparatory Academy PCS	82	11%	28	5%
Creative Minds International PCS	6	1%	9	2%
DC Bilingual PCS	2	0%	5	1%
DC Prep PCS - Anacostia Elementary School	88	19%	71	15%
DC Prep PCS - Anacostia Middle School	NA	NA	13	16%
DC Prep PCS - Benning Elementary School	88	19%	62	13%
DC Prep PCS - Benning Middle School	59	17%	60	17%
DC Prep PCS - Edgewood Elementary School	44	10%	36	8%
DC Prep PCS - Edgewood Middle School	33	10%	28	8%
DC Scholars PCS	58	10%	43	7%
Digital Pioneers Academy PCS	11	4%	11	3%
District of Columbia International School	8	1%	6	0%

Campus	2019-20: All students ever enrolled		2020-21: Students enrolled between start of school and January 31, 2021	
	# of Homeless Students	% of Students Homeless	# of Homeless Students	% of Students Homeless
Sector Total	**4,151**	**9%**	**3,420**	**8%**
E.L. Haynes PCS - Elementary School	23	6%	23	7%
E.L. Haynes PCS - High School	22	5%	22	5%
E.L. Haynes PCS - Middle School	23	6%	19	5%
Eagle Academy PCS - Capitol Riverfront	8	5%	9	6%
Eagle Academy PCS - Congress Heights	54	8%	32	6%
Early Childhood Academy PCS	36	13%	33	11%
Elsie Whitlow Stokes Community Freedom PCS – Brookland	3	1%	2	1%
Elsie Whitlow Stokes Community Freedom PCS - East End	2	1%	4	2%
Friendship PCS - Armstrong Elementary	42	12%	26	8%
Friendship PCS - Armstrong Middle	17	10%	26	11%
Friendship PCS - Blow Pierce Elementary	54	15%	46	14%
Friendship PCS - Blow Pierce Middle	18	7%	15	5%
Friendship PCS - Chamberlain Elementary	41	11%	32	9%
Friendship PCS - Chamberlain Middle	17	5%	15	5%
Friendship PCS - Collegiate Academy	14	3%	28	5%
Friendship PCS - Ideal Elementary	14	14%	19	14%
Friendship PCS - Ideal Middle	8	8%	7	6%

Campus	2019-20: All students ever enrolled		2020-21: Students enrolled between start of school and January 31, 2021	
	# of Homeless Students	% of Students Homeless	# of Homeless Students	% of Students Homeless
Sector Total	**4,151**	**9%**	**3,420**	**8%**
Friendship PCS - Online Academy	8	4%	13	4%
Friendship PCS - Southeast Elementary	75	19%	58	14%
Friendship PCS - Southeast Middle	20	8%	22	6%
Friendship PCS - Technology Preparatory High School	16	6%	18	5%
Friendship PCS - Technology Preparatory Middle School	5	8%	NA	NA
Friendship PCS - Woodridge International Elementary	25	8%	23	8%
Friendship PCS - Woodridge International Middle	17	8%	12	5%
Girls Global Academy PCS	NA	NA	4	6%
Goodwill Excel Center PCS	94	14%	63	12%
Harmony DC PCS - School of Excellence	18	15%	23	20%
Hope Community PCS – Lamond	53	22%	36	17%
Hope Community PCS - Tolson	66	14%	54	14%
Howard University Middle School of Mathematics and Science PCS	10	3%	6	2%
I Dream PCS	NA	NA	11	19%
IDEA PCS	41	14%	34	11%
Ingenuity Prep PCS	29	4%	61	8%
Inspired Teaching Demonstration PCS	7	1%	6	1%
Kingsman Academy PCS	58	23%	50	19%
KIPP DC - AIM Academy PCS	17	4%	0	0%

Campus	2019-20: All students ever enrolled		2020-21: Students enrolled between start of school and January 31, 2021	
	# of Homeless Students	% of Students Homeless	# of Homeless Students	% of Students Homeless
Sector Total	**4,151**	**9%**	**3,420**	**8%**
KIPP DC - Arts and Technology Academy PCS	31	9%	19	6%
KIPP DC - College Preparatory PCS	38	5%	37	4%
KIPP DC - Connect Academy PCS	21	6%	16	5%
KIPP DC - Discover Academy PCS	30	8%	15	4%
KIPP DC - Grow Academy PCS	44	13%	13	4%
KIPP DC - Heights Academy PCS	28	6%	14	3%
KIPP DC - Honor Academy PCS	5	2%	6	2%
KIPP DC - KEY Academy PCS	11	3%	5	1%
KIPP DC - Lead Academy PCS	25	6%	17	4%
KIPP DC - LEAP Academy PCS	20	10%	14	7%
KIPP DC - Northeast Academy PCS	9	3%	5	1%
KIPP DC - Promise Academy PCS	38	7%	25	5%
KIPP DC - Quest Academy PCS	47	11%	28	7%
KIPP DC - Somerset College Preparatory PCS	5	3%	5	2%
KIPP DC - Spring Academy PCS	37	9%	9	2%
KIPP DC - Valor Academy PCS	26	8%	22	7%
KIPP DC - WILL Academy PCS	18	5%	11	3%
Latin American Montessori Bilingual PCS	12	2%	9	2%
LAYC Career Academy PCS	76	38%	30	25%
Lee Montessori PCS - Brookland	4	2%	3	1%
Lee Montessori PCS - East End	2	3%	4	3%
Mary McLeod Bethune Day Academy PCS	41	9%	37	10%

Campus	2019-20: All students ever enrolled		2020-21: Students enrolled between start of school and January 31, 2021	
	# of Homeless Students	% of Students Homeless	# of Homeless Students	% of Students Homeless
Sector Total	**4,151**	**9%**	**3,420**	**8%**
Maya Angelou PCS - High School	60	28%	18	10%
Maya Angelou PCS - Young Adult Learning Center	65	25%	40	17%
Meridian PCS	70	11%	98	16%
Monument Academy PCS	31	28%	23	23%
Mundo Verde Bilingual PCS - Calle Ocho	4	1%	8	2%
Mundo Verde Bilingual PCS - J.F. Cook	10	2%	18	3%
National Collegiate Preparatory PCHS	9	8%	NA	NA
Paul PCS - International High School	13	3%	15	4%
Paul PCS - Middle School	16	5%	20	6%
Perry Street Preparatory PCS	78	19%	79	18%
Richard Wright PCS for Journalism and Media Arts	18	6%	15	5%
Rocketship PCS - Infinity Community Prep	NA	NA	23	13%
Rocketship PCS - Legacy Prep	142	23%	106	15%
Rocketship PCS - Rise Academy	248	34%	182	26%
Roots PCS	37	30%	40	34%
SEED PCS of Washington DC	32	13%	29	13%
Sela PCS	16	6%	18	6%
Shining Stars Montessori Academy PCS	13	4%	12	4%
Social Justice PCS	NA	NA	3	6%
St. Coletta Special Education PCS	22	9%	15	6%
Statesmen College Preparatory Academy for Boys PCS	0	0%	1	1%

Campus	2019-20: All students ever enrolled		2020-21: Students enrolled between start of school and January 31, 2021	
	# of Homeless Students	% of Students Homeless	# of Homeless Students	% of Students Homeless
Sector Total	**4,151**	**9%**	**3,420**	**8%**
The Children's Guild DC PCS	87	26%	43	15%
The Family Place PCS	5	3%	8	4%
The Next Step/El Proximo Paso PCS	31	7%	33	11%
The Sojourner Truth School PCS	NA	NA	1	1%
Thurgood Marshall Academy PCS	15	4%	9	2%
Two Rivers PCS - 4th Street	12	2%	5	1%
Two Rivers PCS - Young Elementary School	12	3%	14	4%
Two Rivers PCS - Young Middle School	NA	NA	7	4%
Washington Global PCS	16	7%	19	8%
Washington Latin PCS - Middle School	1	0%	0	0%
Washington Latin PCS - Upper School	1	0%	0	0%
Washington Leadership Academy PCS	19	5%	20	5%
Washington Yu Ying PCS	4	1%	1	0%
YouthBuild DC PCS	38	29%	23	17%

<u>(b) What additional supports, including transportation, does PCSB and other agencies provide to LEAs with a high number of homeless student populations?</u>

OSSE maintains a McKinney Vento database, which tracks students experiencing homelessness and the homeless liaisons for each public charter school. OSSE provides training and support for the homeless liaisons in each public charter school. DC PCSB facilitates workshops for new schools to inform them about the role of a school's homeless liaison. DC PCSB helps schools support students experiencing homelessness by connecting them with city agencies that have programs and funding to support these families.

In most cases, schools work through the OSSE team responsible for the homeless program.

52. **(a) How has PCSB's ongoing monitoring of special education been updated or changed in the last fiscal year?**

(b) How has the QAR method and site visits impacted the practices of public charter schools or PCSB? Include in your answer the number of public charter schools that have been fully evaluated and reviewed to date using this monitoring method.

If schools are found to be noncompliant with IDEA or another applicable law, appropriate action is taken by DC PCSB to relay this information in reports, discuss it with our Board, and share it with the schools. DC PCSB will also share this data with OSSE if the source of the data does not come from OSSE's special education compliance monitoring. DC PCSB's ongoing monitoring of schools for special education has remained largely consistent from the last fiscal year; however, we did adapt our implementation because of the COVID-19 pandemic. We held two special education interviews with school leaders virtually and requested access to additional documentation.

DC PCSB leverages the following strategies to monitor schools' special education programs:

- *Compliance Monitoring:* As part of DC PCSB's annual compliance review, all schools submit the following documents pertaining to special education:
  - o Child Find Policy Checklist: Assurance that schools complete all Child Find policies, procedures, and public awareness activities designed to locate, identify, and evaluate children who may require special education and related services (does not apply to adult schools that do not accept IDEA funding)
  - o Least Restrictive Environment Continuum of Services Checklist: An inventory of the school's continuum of services available to students with disabilities (e.g., co-taught classroom, resource room, self-contained classroom) (does not apply to adult schools that do not accept IDEA funding).
  - o Americans with Disabilities Act (ADA) Assurance: Assurance 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.
  - o Restraint and Seclusion Checklist (see link to template in Q44) in which all schools indicate their use (if any) of seclusion and/or

physical restraint as emergency response methods. While these methods do not apply exclusively to students with disabilities, they disproportionately affect them.

- *Charter Review and Renewal Reports:* High-stakes review and renewal reports continue to incorporate special education academic and compliance data. Schools face charter revocation, charter nonrenewal, or charter continuance/renewal with conditions if the analysis shows material violation with any applicable laws, including those pertaining to special education. In SY 2019-20 (FY20), 15 LEAs underwent a review or renewal. The Board imposed special education-specific conditions for continuance on two of these LEAs. They are required to remain compliant with applicable special education law and take corrective action as deemed necessary by OSSE. Failure to remain compliant with these requirements may result in DC PCSB conducting an immediate high-stakes review. This school year through January 31, 2021, 11 LEAs have undergone review or renewal, with three more scheduled for February 22, 2021. None of these LEAs have received a special education-specific condition for continuance.

- *Qualitative Site Visits (QSR):* During a QSR, special education staff or consultants observe the delivery of specialized instruction across a school's full continuum of push-in, pull-out, resource, and/or self-contained settings. All QSR team members use the Charlotte Danielson Framework for Teaching and Learning, and the results of special education-specific observations are integrated into the domain scores. Special education reviewers also consolidate their findings into a special education section of the QSR report to evaluate if the school is implementing a quality special education program with fidelity. Providing direct feedback on teaching and learning for students with disabilities identifies programmatic strengths and weaknesses, which is shared with schools.

- *Special Education Audits:* The purpose of the Special Education Audit Policy, which can be found at https://dcpcsb.org/special-education-audit-policy, is to identify and address public charter schools that may not be compliant with all federal and local laws pertaining to students with disabilities. Every quarter DC PCSB staff reviews data and practices pertaining to students with disabilities, as listed in the policy. If any public charter school meets the criteria, then DC PCSB staff may intervene with the following process: pre-audit warning, desk audit, then on-site audit. Based on the information reviewed during a desk or on-site audit, DC PCSB will close the audit with recommendations or

pursue further action, including a Board response. Staff will continue to monitor a school after an audit is closed and will request progress updates. Past audit results will be considered in determining future audit procedures. The DC PCSB Board may also intervene with a Board-to-Board meeting or Notice of Concern, depending on the severity of the criteria met.

In response to past audits, schools have made the following improvements: changed their discipline practices, revised data systems to better track subgroups, updated Behavior Intervention Plans (BIPs) to effectively support students, hired additional personnel, revised Manifestation Determination Review (MDR) meeting notes, and implemented new staff trainings.

In SY 2019-20 (FY20), seven campuses received a special education audit. No campus has received a special education audit thus far in SY 2020-21. For more information about these audits, see question #53.

- *Mystery Caller Initiative:* Annually, DC PCSB conducts the Mystery Caller Initiative to ensure all schools are not discriminating against students with disabilities and English learners during application season. If school staff provides an inappropriate answer, indicating a potential barrier to open enrollment, they will receive a follow-up call. Inappropriate responses in two rounds of mystery calls may result in a Notice of Concern. Should a school receive a second-round call, DC PCSB notifies them of their results and shares resources on answering special populations enrollment questions. Many schools update their front desk training in response to their Mystery Caller Initiative results. In fact, over time, fewer schools have required follow-up calls. For the results of the SY 2019-20 Mystery Caller Initiative, see question #58.

Beyond monitoring schools, DC PCSB aims to help schools improve outcomes for students with disabilities by leveraging four support strategies (and one additional in response to schools implementing distance learning during the COVID-19 pandemic).

- *Qualitative Assurance Review (QAR):* The QAR tool allows public charter schools to reflect on their special education performance/practices and set goals to improve identified areas of challenges. While DC PCSB continues to offer the QAR as a resource to our schools on our website, we no longer formally collect evidence from schools corresponding to each indicator. Since SY 2011-12, 36 LEAs have completed the QAR. For most schools, the QAR is an optional self-study;

however, DC PCSB has required schools with persistently low performance data for students with disabilities to complete a QAR as a condition of charter continuance. No schools have undergone a QAR in SY 2019-20 or SY 2020-21.

- *Special Education Professional Learning Community (SPED PLC):* Founded in SY 2018-19, the Special Education PLC seeks to develop the special education leadership of PK3-12 DC public charter schools through best practice sharing, collaboration, and discussion focused on instruction, program management, and accountability. Now in its third year, the PLC has grown to 92 members, including 49 LEAs representing 91.7% of the special education PK-12 population in the sector. Approximately 15-30 members attend each in-person or virtual meeting. Reported satisfaction rates of meetings are consistently high.

  Meeting topics are listed in an annual calendar and respond directly to members' expressed needs or trends in data. For example, given all schools began the 2020-21 school year with distance learning, the first of five meetings of the school year focused on special education trends in *LEA Continuous Learning and School Recovery Plans* (which were submitted by all LEAs to OSSE and DC PCSB for schools to articulate how they would adjust their programs in light of COVID-19). DC PCSB shared an analysis of schools' reported practices, which were discussed further in small groups. Other past topics include the continuum of supports for students in crisis, implementation of high-leverage practices, best practices for high-quality self-contained classrooms, and serving English learners with disabilities.

- *High-Leverage Practices (HLP) Institute*: To support schools in improving outcomes for students with disabilities, DC PCSB partnered with the Council for Exceptional Children (CEC) to offer a train-the-trainer professional development series on the HLPs. Developed by the CEC, the HLPs span four domains – collaboration, assessment, social/emotional/behavior, and instruction – and address evidence-based, critical practices that every educator of students with disabilities should master and be able to demonstrate. Between December 2018 and November 2019, 48 participants learned how to implement key HLPs (e.g., collaborate with other professionals, use explicit instruction, provide positive and constructive feedback) through five in-person workshops and three online checkpoints led by university professors. Participants also had access to an online learning community and received publications and resources, including *High-Leverage Practices in Inclusive Classrooms* and implementation guides. They

earned up to 18 professional development hours and a certificate of completion from CEC.

Participants expressed so much satisfaction and interest in furthering their learning that DC PCSB re-partnered with CEC to offer a follow-up series this past fall 2020. In this virtual series, participants learned to observe, implement, and coach on HLP #16: explicit instruction by analyzing videos of classroom instruction. Once again, participant satisfaction was high.

- *Special Education Site Visits*: DC PCSB conducts annual special education site visits of schools with a high population of students with disabilities (more than 25 percent) and/or a mission to serve students with disabilities. These visits provide DC PCSB the opportunity to learn about each program offering, especially changes made over time, understand challenges the school may be facing, and strengthen relationships with special education coordinators. Due to COVID-19 school closures in SY 2019-20, DC PCSB held a webinar for schools with 25 percent or more students with disabilities to share practices and discuss strategies for common challenges.

- *Special Education Distance Learning Webinar Series:* To support schools in providing services to students with disabilities during the COVID-19 pandemic, DC PCSB hosted an eight-part special education webinar series in collaboration with the DC Special Education Cooperative (SPED Co-op). The first DC PCSB webinar topic was Implementing Distance Learning for Students with Disabilities. Throughout the series, special education coordinators, lawyers, advocates, and city agency representatives presented on recent guidance and school practices around special education compliance, instruction, service provision, and family collaboration. Over the course of the webinar series, 644 participants attended, making it DC PCSB's most well-attended webinar offering (amongst other webinar offerings in spring 2020), and feedback was very positive. For a list of webinar topics and presenters, please see question #60.

53. **List all public charter schools for which PCSB conducted special education audits in School Years 2019-2020 and 2020-2021 (as of January 31). Include the reason why PCSB conducted the audit and the outcome of the audit.**

As noted in DC PCSB's Special Education Audit Policy, DC PCSB staff regularly reviews school data and documentation to determine whether public charter schools are compliant with local and federal laws pertaining to students with disabilities. In SY 2019-20 (FY20), DC PCSB conducted special education desk audits for 10 LEAs/schools, as detailed below. Two schools were scheduled to have in-person audits; however, school closures due to the COVID-19 Pandemic in March of 2020 led DC PCSB to conduct desk audits instead. In SY 2020-21 (FY21), 23 schools (14 LEAs) have received special education pre-audit warnings. DC PCSB has not conducted any desk or in person audits as of January 31, 2021. We will continue to review recent data and will make decisions about potential desk audits in the coming weeks.

Special Education Audits in SY 2019-20 and SY 2020-21 YTD

School	Criteria Met	Audit Type	Outcome
1. AppleTree Early Learning Center PCS: Douglas Knoll, Lincoln Park, and Oklahoma Avenue	Students identified as receiving special education services is less than 8.5% of the total student enrollment	Desk	DC PCSB recommended that the schools within the LEA to continue to implement their revised Child Find policy, provide training and collaboration opportunities to all staff members, and continue to examine ways to collect fruitful student data for both academic and non-academic indicators at all campuses. Closed on 4/6/2020 with no further action required.
2. BASIS DC PCS	Students identified as receiving special education services is less than 8.5% of the total student enrollment	Desk	DC PCSB recommended that the school to utilize their 504 checklists that were referenced in the meeting on 6/2/2020 with all 504 eligibility determinations and maintain a record of the completed checklist with notes in every student's file. Each student's 504 Plan should indicate the type of document used by the team to determine whether the student had a physical or mental impairment that substantially limits one or more major life activities and each student's file should contain a readily available copy of the referenced documentation. This will ensure that the same 504 plan eligibility process is followed for all students. DC PCSB also recommended that the school examines their Child Find Assurance Checklist submitted to DC PCSB through the compliance review process and ensures that

School	Criteria Met	Audit Type	Outcome
			they can demonstrate evidence for each process element selected. Finally, DC PCSB recommended that the school maintain and implement a well-documented SST process. This includes maintaining up-to-date Prior Written Notices on file for the most recent step in the eligibility process. Closed on 6/8/2020 with no further action required.
3. Center City PCS - Congress Heights	Students identified as receiving special education services is less than 8.5% of the total student enrollment	Desk	DC PCSB recommended that Center City PCS – Congress Heights to continue to implement their new Child Find policy, provide training and collaboration opportunities to all staff members, and continue to examine ways to collect fruitful student data for both academic and non-academic indicators. Closed on 4/6/2019 with no further action required.
4. Elsie Whitlow Stokes Community Freedom PCS – East End	Students identified as receiving special education services is less than 8.5% of the total student enrollment	Desk	DC PCSB recommended that the school to continue to implement their new Child Find policy, provide training and collaboration opportunities to all staff members, and continue to examine ways to collect fruitful student data for both academic and non-academic indicators. Closed on 4/6/2020 with no further action required.
5. Friendship PCS – Woodridge International Elementary	Students identified as receiving special education services is less than 8.5% of the total student enrollment	Desk	DC PCSB recommended that the school continues to evaluate and implement the newly updated internal policies and procedures within the special education program. We also recommended that the school continues to train and provide supportive resources to guide school staff at all levels on identifying students for special education services. Closed on 5/14/2020 with no further action required.
6. Ingenuity Prep PCS	Community Complaints	Desk and Site Visits	Per DC PCSB recommendations, Ingenuity Prep PCS made modifications to a seclusion room once used for students in crisis and updated their crisis intervention policies to better align with current policies and regulations. Since the audit, the school revised its policies to no longer practice any form of seclusion for students in crisis. School leadership was required to provide updates on any open positions for SY 2020-21. Staff will continue to monitor the school's special education, community complaints, and re-enrollment data through its traditional oversight channels. Desk audit closed on 1/16/20 and site visits completed by 1/4/21.

School	Criteria Met	Audit Type	Outcome
7. KIPP DC PCS – Arts and Technology Academy	Students identified as receiving special education services is less than 8.5% of the total student enrollment	Desk	DC PCSB recommended that the school to continue to implement their new Multi-Tier System of Supports process, provide training and collaboration opportunities to all staff members, and continue to examine ways to collect fruitful student data for both academic and non-academic indicators. Closed on 4/6/2020 with no further action required.
7. Roots PCS	Trigger #1: Students identified as receiving special education services is less than 8.5% of the total student enrollment. Trigger #2: Students in Level 1 special education services comprise more than 75% of students with disabilities. Trigger #3: Students who have a Speech or Language Impairment comprise more than 75% of students with disabilities	Desk	DC PCSB recommended that the school take steps to ensure their overall eligibility and documentation practices as it relates to identifying students with disabilities are organized for all staff to access. We recommended the school review its Child Find Assurance Checklist annually submitted to DC PCSB through the compliance review process and ensure that they can demonstrate evidence of implementation for each process element selected. Additionally, DC PCSB recommended that the school maintain and implement a well-documented eligibility and Student Support Team (SST) process, including differentiating whether students are in the SST process or if they are in the eligibility process, and accurate identifiable information (i.e., USIs). This also includes maintaining up-to-date documentation in OSSE's Special Education Data System (SEDS), including Prior Written Notices and meeting notes on file for the most recent step in the eligibility process. Finally, DC PCSB recommended the school maintain a thorough and updated Child Find Policy and 504 Policy, combined with thorough training for all staff in its implementation on an annual basis. Closed on 6/24/2019 with no further action required.

School	Criteria Met	Audit Type	Outcome
8. Washington Latin PCS: Middle School and Upper School	Students in Level 1 special education services comprise more than 75% of students with disabilities	Desk	DC PCSB recommended the school to continue to implement their new Child Find policy, provide training opportunities to all staff members, and continue to maintain their increased efforts of communicating academic progress to families. We also recommended that the school examines any practices that could be leading to the over-identification of students for special education services through implementing more comprehensive RTI training to staff. Further, we recommended that the school continue to revise its Child Find policy to ensure appropriate identification of students suspected of having a disability and subsequently train all staff on its implementation. Closed on 5/26/2020 with no further action required.
10. YouthBuild DC PCS	Out of School Suspension Among students with disabilities	Desk	DC PCSB recommended that YouthBuild PCS to continue to closely monitor their discipline data to prevent incorrect coding in the future and to evaluate the school's needs for additional trainings/consultants to support the implementation of restorative and school-wide de-escalation practices. We also recommended that YouthBuild PCS considers examining their FBA and BIP process to ensure that individualized behavior plans are best-supporting students. Closed on 4/6/20 with no further action required.

54. **What are the most common barriers or concerns of charter LEAs with regards to successfully serving students with disabilities in their schools?**

DC PCSB learns about common barriers and concerns public charter LEAs experience when serving students with disabilities through informal special education site visits, the Special Education PLC, the HLP Institute, data dives, and conversations with school leaders. The COVID-19 pandemic forced all public charter schools to implement virtual and/ or hybrid instructional programs during SY 2019-20 and SY 2020-21, thus creating a new host of concerns, especially regarding service to students with disabilities.

With limited ability to implement in-person service delivery and evaluations, some schools are struggling to maintain IEPs, initial evaluation timeliness, and reevaluation timeliness; abide by local Child Find protocols; and deliver all related services. These challenges especially impact LEAs that serve students

with exceptional or low-incidence disabilities. These students and their families may not be able to access online curriculum or paper-based content. Instead, their needs may be best met through in-person specialized instruction or service delivery.

Relatedly, in numerous instances, schools are reporting 'Parental Delay' as a reason for not meeting IDEA procedural timeliness. Parents are reluctant to send students to schools for in-person evaluations for fear their families will be a higher risk for COVID-19 exposure. Schools are also reporting disengagement in families that feel overwhelmed with the new demands of virtual learning. In these cases, schools are expected to document these delays as COVID-19 related.

At our September PLC meeting, LEAs shared that they are working to tailor supports based on completed family needs assessments, schedule IEP meetings and related service delivery at mutually agreeable times, offer special education-specific trainings for families and staff, and communicate consistently with families through preferred channels. Meeting the needs of students with disabilities in virtual and hybrid settings remains an ongoing topic of the PLC and the HLP Institute. Moreover, the DC Special Education Cooperative is working with eight LEAs to address academic gaps for students with disabilities by prioritizing remediation. To achieve this goal, LEAs are modifying master schedules to create intervention blocks, providing teacher training on evidence-based intervention implementation, and using intervention data to track student progress and adjust services as needed.

55. **(a) For School Year 2019-2020, please indicate by public charter school the number of students that have been placed in interim alternative education settings and the location.**

    (b) Which LEAs, if any, did not report their interim removals in their School Year 2019-2020 discipline data? Did OSSE review their interim removals? If not, what actions have PCSB taken to investigate why each LEA did not report their interim removals?

(a) For School Year 2019-2020, please indicate by public charter school the number of students that have been placed in interim alternative education settings and the location.

According to OSSE, in SY 2019-20, a total of three charter LEAs – Friendship PCS, Two Rivers PCS, and Washington Latin PCS – reported sending fewer than ten students to an alternative education setting. Per OSSE, specific numbers were not provided to protect student privacy since the n-size was less than ten. OSSE does not collect data on the location of the alternative

education setting, therefore we are not able to report on the location of these alternative education settings.

<u>(b) Which LEAs, if any, did not report their interim removals in their School Year 2019-2020 discipline data? Did OSSE review their interim removals? If not, what actions have PCSB taken to investigate why each LEA did not report their interim removals?</u>

Per mandatory monthly data submission requirements, LEAs provide discipline data to DC PCSB, and are required to indicate if a student, regardless of if they had an IEP at the date of the event, was removed to an interim alternative education setting. Additionally, LEAs are required to describe the reason for removal, type, length, beginning and ending dates, and alternative education setting attendance. In SY 2019-20, we updated our discipline data collection template to provide more detailed descriptions of data elements and to align our data fields with OSSE's. Changes included new required fields asking if a change of placement occurred and if the student attended the alternative education setting.

56. **With regard to English Language Learners (ELL), please detail the following: (1) what information PCSB and OSSE share between the agencies in order for either agency to conduct oversight; (2) what monitoring PCSB conducts of LEAs to ensure that ELL students are being served equitably and appropriately; and (3) any accountability measures PCSB has developed or is developing, including any collaboration with OSSE on state-wide efforts for a common system-wide reporting on school performance.**

(1) What information DC PCSB and OSSE share between the agencies in order for either agency to conduct oversight

DC PCSB collaborates with OSSE to receive enrollment and assessment data relevant to English learner students (ELs), including performance on the PARCC, performance on the state's English language proficiency assessment, ACCESS for ELLs 2.0, and the percentage of English learners making progress in achieving English language proficiency on the STAR Framework. Furthermore, DC PCSB has access to the Qlik Early Access to English Learner Data application, which provided LEAs with a preview of student-level EL data for SY 2020-21. These data inform our ongoing monitoring and charter review and renewal reporting.

In addition to data sharing, DC PCSB and OSSE staff meet regularly to ensure that both agencies are informed about the progress of EL students enrolled

in public charter schools and opportunities to enhance EL programming. On a monthly basis, staff from both agencies have a call to discuss monitoring activities, trainings, events, policy, and guidance. Also, a DC PCSB staff member sits on OSSE's State Title III Advisory Committee, which serves as an advisory body to support OSSE in carrying out its responsibilities to EL students. In this capacity, DC PCSB staff may provide feedback about state policy, such as the EL exit criteria. Likewise, OSSE representatives attend all of DC PCSB's English Learner Professional Learning Community (EL PLC) meetings.

(2) What monitoring DC PCSB conducts of LEAs to ensure that EL students are being served equitably and appropriately

DC PCSB's oversight of EL students in public charter schools falls into five categories: compliance monitoring, the English Learner Monitoring Policy, the Mystery Caller Initiative, Qualitative Site Reviews, and review and renewal reports. To further assist schools in improving EL practices, we also provide programmatic support through DC PCSB's EL PLC.

- *Compliance Monitoring*: During its annual compliance review process, DC PCSB staff collect a signed assurance from all schools confirming they are in compliance with applicable laws related to serving EL students. This assurance aligns with the programmatic requirements listed for PK-12 and adult schools in OSSE's *2019 Delivering Education Services to English Learners,* which is described in detail on OSSE's website.

- *English Learner Monitoring Policy*: This policy, which can be found at https://dcpcsb.org/english-learner-monitoring-policy, explains instances that may trigger additional monitoring from DC PCSB staff, including concerning data thresholds or community complaints related to EL students, and details the steps DC PCSB staff would take, such as conducting a desk audit, to ensure that the school is properly serving all EL students. In SY 2019-20, three campuses received EL audits. As of January 31, 2021 no campus has received an EL audit for the current school year.

EL Monitoring Audits in SY 2019-20 and YTD

School	Criteria Met	Audit Type	Outcome
1. Capital City PCS – Middle School	Students with disabilities (SWD) ID Among EL and non-EL Students	Desk	DC PCSB recommended that the school continues to collect information on student progress through a variety of sources, both historical and current. We also recommended that the school continues to foster strong collaboration between their EL and special education department. For long term planning purposes, the school may find it helpful to attend trainings hosted by OSSE on appropriate identification of EL students who may potentially have a disability. In particular, we recommended that Capital City PCS – Middle School participate in OSSE's two-part series on What to Know Before Planning Lessons for Dually Identified Students led by EL specialist Anika Harris. Closed on 5/27/2019 with no further action required.
2. E.L. Haynes PCS – Middle	SWD ID Among EL and non-EL Students	Desk	DC PCSB recommended the school to continue to monitor the progress of dually identified students and assess ongoing eligibility for both special education and EL services as a multidisciplinary team. Closed on 4/6/2020 with no further action required.
3. Latin American Montessori Bilingual (LAMB) PCS	SWD ID Among EL and non-EL Students	Desk	DC PCSB recommended that the school continues to collect information on student progress through their identified assessments and qualitative data collection practices. We also recommend that the school continues to work with OSSE to have them conduct observations, provide feedback, and teach strategies to school staff to support EL students. The school should attend any other trainings focused on appropriate identification of EL students who may potentially have a disability. In particular, we recommended that LAMB PCS participate in OSSE's two-part series on What to Know Before Planning Lessons for Dually Identified Students. Closed on 5/20/2019 with no further action required.

- *Mystery Caller Initiative:* Annually, DC PCSB conducts the Mystery Caller Initiative to ensure that all schools are not discriminating against students with disabilities and English learners during student application season. If school staff provides an inappropriate answer, indicating a potential barrier to open enrollment, they will receive a follow-up call. Inappropriate responses in two rounds of mystery calls may result in a Notice of Concern. For more information, see Q58.

- *Qualitative Site Reviews (QSRs):* DC PCSB uses qualitative observations to evaluate the quality of EL programming in public charter schools.

During a QSR visit for a school that enrolls English learner (EL) students, the school responds to questions about its language assistance programming. A DC PCSB staff member or consultant then verifies these responses by conducting observations of EL classrooms. The EL reviewer's evaluation of the language assistance program is a separate section of the final report. In addition, all classrooms are evaluated using the Charlotte Danielson Framework for Teaching, and these scores are incorporated throughout said report. For more information, see question Q45.

- *Review and Renewal Reports*: EL performance data is captured throughout all high-stakes reports. Academic analyses of student progress and achievement are broken out by sub-groups, such as EL students. For schools that enroll 10 or more ELs, their review and renewal reports show the percentage of EL students who met their language proficiency growth targets on the ACCESS for ELLs 2.0 test relative to the state average.

- *English Learner Professional Learning Community (EL PLC):* The EL PLC seeks to develop the EL leadership of PK-12 DC public charter schools through best practice sharing, collaboration, and discussion focused on EL instruction, program management, and accountability. As of SY 2020-21, EL PLC comprises 68 members, including 45 LEAs that enroll 96.6% of the EL PK-12 population. Approximately 15-20 members participate in each meeting. Participants report a high degree of satisfaction as indicated in survey data and share that they enjoy meeting, learning from, and collaborating with other EL points of contact.

  The topics listed in the annual calendar respond directly to members' expressed needs and trends in data. For example, the first of five meetings of SY 2020-21 focused on EL trends in LEA Continuous Learning and School Recovery Plans. DC PCSB shared an analysis of schools' reported practices, which were discussed further in small groups. Other past topics include assessing EL students in virtual and hybrid settings, serving dual-identified students, and creating systems to integrate academic and language instruction. Members also have the opportunity to participate in virtual peer-to-peer site visits. Thus far, Friendship PCS and Meridian PCS have observed EL instruction at each other's schools using a predetermined EL learning-walk checklist.

- *Distance Learning for ELs Webinar Series*: To support schools in meeting the needs of ELs during the COVID-19 pandemic, DC PCSB

hosted a seven-part EL webinar series in spring 2020. Throughout the series, school leaders, teachers, and city agency representatives presented on recent guidance and school practices pertaining to English learner compliance, instruction, engagement, and collaboration. 283 participants attended the series and feedback was very positive. For webinar topics and presenters, please see question #60

(3) Any accountability measures DC PCSB has developed or is developing, including any collaboration with OSSE on state-wide efforts for a common system-wide reporting on school performance?

In charter review and renewal reports, DC PCSB reports on the percentage of EL students that meet their growth-to-proficiency targets on the ACCESS for ELs annual state assessment. This metric comprises five points on OSSE's STAR Framework. When OSSE was developing the STAR Framework back in SY 2017-18, DC PCSB participated in all task force meetings and its EL PLC members provided OSSE feedback on the EL subgroup and ACCESS growth metric. As previously mentioned, a DC PCSB staff member participates on the State Title III Advisory Committee, which provides the opportunity to collaborate on EL state policy like a theoretical change to accountability measures. Finally, DC PCSB is in the process of redesigning its Performance Management Framework to account for more equity measures.

57. **Provide a breakdown of how many LEAs were available for enrollment on MySchool DC for School Years 2019-2020 and 2020-2021 (as of January 31). List any LEAs that do not participate in the lottery and a brief explanation as to why they do not participate, if known.**

We encourage all PK-12 public charter schools to participate in the My School DC common lottery. In the 2019-20 school year, 50 out of 62 LEAs participated in the common lottery. In 2020-21, 54 out of 66 LEAs are participating in the lottery. Schools not participating are either targeting adult or alternative student populations. Below are the schools not participating in the common lottery for the 2020-21 school year.

LEA	Reason for not Participating
Academy of Hope Adult PCS	Targets an adult student population
Briya PCS	Targets an adult student population
Carlos Rosario International PCS	Targets an adult student population
Community College Preparatory Academy PCS	Targets an adult student population

LEA	Reason for not Participating
Goodwill Excel Center PCS	Targets an alternative student population
Kingsman Academy PCS	Targets an alternative student population in grades 9-12. Kingsman Academy PCS participates in the lottery for grades 6-8.
LAYC Career Academy PCS	Targets an adult student population
Maya Angelou PCS	Neither the LEA's high school or Young Adult Learning Center participate in the lottery. The high school targets an alternative student population and the Young Adult Learning Center targets an adult population.
St. Coletta Special Education PCS	Targets an alternative student population
The Family Place PCS	Targets an adult student population
The Next Step/El Próximo Paso PCS	Targets an adult student population
YouthBulid PCS	Targets an adult student population

58. Provide a report on the Mystery Caller Policy and program. Please describe any noncompliance identified by the program in School Years 2019-2020 and 2020-2021 (as of January 31), and how PCSB has worked to remedy any identified noncompliance.

As part of DC PCSB's Open Enrollment Policy, found at https://dcpcsb.org/open-enrollment-policy, the Mystery Caller Initiative was developed in 2012 to ensure that schools are following open enrollment regulations, especially that they are not discriminating against students with disabilities and English learners during the application phase. DC PCSB staff and consultants pose as a parent, guardian, or advocate of a student with a disability or an English learner and ask several questions about the enrollment process. If the school answers all questions appropriately, indicating open enrollment, then DC PCSB will pass the school. If a school gives an inappropriate answer, indicating a barrier to open enrollment, then DC PCSB will make a second call to determine if this was an isolated incident or indicative of a systemic issue. A school will fail for giving two inappropriate answers.

In SY 2019-20, DC PCSB called all 128 campuses in operation, and 14 campuses provided a response that was perceived as a possible violation in Round 1. Eleven calls pertained to enrolling an English learner, and three pertained to enrolling a student with a disability. Of these 14 campuses, 13 passed Round 2.

One campus – Digital Pioneers Academy PCS – provided inappropriate responses in both Rounds 1 and 2 when asked about enrolling an English learner. Per DC PCSB's COVID-19 Impact Policy, which can be found at https://dcpcsb.org/covid-19-impact-policy, DC PCSB did not issue any Notices of Concern for the remainder of the 2019-2020 school year; therefore, Digital Pioneers Academy PCS did not receive a Notice of Concern. Instead, DC PCSB leadership contacted the school to share its results and our recommendations. The school is being monitored for EL access again during this year's Mystery Caller Initiative.

In January 2021, DC PCSB began its annual Mystery Caller Initiative for SY 2020-21. DC PCSB staff and consultants will make calls to all campuses that will be in operation in SY 2021-22 before the My School DC application on March 1, 2021. Results will become available after this date.

59. **Describe any initiatives your agency implemented in fiscal years 2020 and 2021 (through January 31) aimed at improving the internal operation of PCSB or the interaction of PCSB with outside parties. Please describe the results, or expected results, of each initiative.**

In August 2020, DC PCSB welcomed a new Executive Director, Dr. Michelle J. Walker-Davis. In November 2020, DC PCSB began a strategic planning process to better understand the current authorizing context in comparison to the historical context, and the organization's strengths, weaknesses, opportunities, and threats. DC PCSB has, and will continue to, engage various external stakeholders throughout this work, including families, LEAs, other education agencies and various education partners in the city. The expected deliverables from this strategic planning work will included a revised vision and mission, specific 3–5-year strategic priorities and goals, and a new talent philosophy to support the new mission and priorities. DC PCSB expects this work to be completed during FY21.

60. **Describe any programs or initiatives PCSB convened in fiscal years 2020 and 2021 (as of January 31) to facilitate professional development and knowledge sharing across public charter LEAs. Please list the LEAs that participated in each offering and any takeaways or results.**

In FY20 and FY21, DC PCSB convened the following programs, initiatives, and events to facilitate professional development and knowledge sharing across charter LEAs:

- **English Learner (EL) Professional Learning Community (PLC):** The PLC seeks to develop the EL leadership of PK3-12 DC public charter schools through best practice sharing, collaboration, and discussion focused on instruction, program management, and accountability. Topics discussed at the EL PLCs included creating systems to integrate language and content instruction, serving dually-identified students, engaging with EL families, assessing students in virtual and hybrid models, and providing language access to families and communities. The LEAS that participated during FY20 and/ or FY21 are: Achievement Preparatory Academy PCS, AppleTree PCS, Breakthrough Montessori PCS, Bridges PCS, Briya PCS, Capital City PCS, Capital Village PCS, Center City PCS, Cesar Chavez PCS for Public Policy, Creative Minds International PCS, DC Bilingual PCS, DC Prep PCS, DC Scholars PCS, District of Columbia International School, E.L. Haynes PCS, Early Childhood Academy PCS, Elsie Whitlow Stokes Community Freedom PCS, Friendship PCS, Girls Global Academy PCS, Hope Community PCS, IDEA PCS, Inspired Teaching Demonstration PCS, KIPP DC PCS, LAMB PCS, LAYC Career Academy PCS, Mary McLeod Bethune Day Academy PCS, Meridian PCS, Mundo Verde Bilingual PCS, Paul PCS, Perry Street Preparatory PCS, Sela PCS, Shining Stars Montessori PCS, Roots PCS, Social Justice PCS, The Children's Guild PCS, The Sojourner Truth School PCS, Thurgood Marshall Academy PCS, Two Rivers PCS, Washington Latin PCS, and Washington Yu Ying PCS.

- **SPED Professional Learning Community (PLC):** The PLC seeks to develop the special education leadership of PK3-12 DC public charter schools through best practice sharing, collaboration, and discussion focused on instruction, program management, and accountability. Topics discussed at the SPED PLCs included supporting students in crisis, serving dually-identified students, best practices for self-contained classrooms, and using high-leverage collaboration practices. The LEAs that participated during FY20 and/ or FY21 are: Achievement Preparatory Academy PCS, AppleTree Early Learning PCS, BASIS DC PCS, Bridges PCS, Capital City PCS, Cedar Tree Academy PCS, Center City PCS, Cesar Chavez PCS for Public Policy, Creative Minds International PCS, DC Bilingual PCS, DC Prep PCS, DC Scholars PCS, District of Columbia International School, Digital Pioneers Academy PCS, Early Childhood Academy PCS, Friendship PCS, Girls Global Academy PCS, Howard University Middle School of Mathematics and Science PCS, Ingenuity Prep PCS, Inspired Teaching Demonstration PCS, KIPP DC, Latin American Montessori Bilingual PCS, LAYC Career Academy PCS, Lee Montessori PCS, Maya Angelou PCS, Meridian PCS, Mundo Verde Bilingual PCS, Paul PCS, Perry Street Preparatory PCS,

Richard Wright PCS for Journalism and Media Arts, Rocketship Education DC PCS, Roots PCS, SEED PCS, Sela PCS, Social Justice PCS, St. Coletta Special Education PCS, Statesmen College Preparatory Academy for Boys PCS, The Children's Guild DC PCS, The Next Step/El Proximo Paso PCS, The Sojourner Truth PCS, Thurgood Marshall Academy PCS, Two Rivers PCS, Washington Global PCS, Washington Latin PCS, Washington Leadership Academy PCS, and Washington Yu Ying PCS.

- **<u>Charter Leaders Meeting</u>**: Due to Covid-19, DC PCSB did not hold its spring 2020 Charter Leaders Meeting on March 18, 2020. On October 15, 2020, DC PCSB held its first virtual Charter Leaders Meeting. The topics discussed were strategies for in-person learning, health trends from in-person site visits, future COVID-19 considerations, and DC PCSB policies updates. 116 board members, executive directors, heads of schools, and other school leaders were in attendance representing the following 57 LEAs: Academy of Hope Adult PCS, Achievement Preparatory Academy PCS, AppleTree Early Learning PCS, Breakthrough Montessori PCS, Briya PCS, Capital Village PCS, Carlos Rosario International PCS, Community College Preparatory Academy PCS, Creative Minds International PCS, DC Scholars PCS, Digital Pioneers Academy PCS, E.L. Haynes PCS, Eagle Academy PCS, Early Childhood Academy PCS, Elsie Whitlow Stokes Community Freedom PCS, Friendship PCS, Girls Global Academy PCS, Goodwill Excel Center PCS, Harmony DC PCS, Hope Community PCS, Howard University Middle School of Mathematics and Science PCS, I Dream PCS, Ingenuity Prep PCS, Inspired Teaching Demonstration PCS, Kingsman Academy PCS, KIPP DC PCS, Latin American Montessori Bilingual PCS, LAYC Career Academy PCS, Learn DC, Lee Montessori PCS, Mary McLeod Bethune Day Academy PCS, Maya Angelou PCS, Meridian PCS, Monument Academy PCS, Mundo Verde Bilingual PCS, Paul PCS, Perry Street Preparatory PCS, Richard Wright PCS for Journalism and Media Arts, Rocketship Education DC PCS, Roots PCS, SEED PCS, Sela PCS, Shining Stars, Montessori Academy PCS, Social Justice PCS, St. Coletta Special Education PCS, Statesmen College Preparatory Academy for Boys PCS, The Children's Guild DC PCS, The Family Place PCS, The Next Step/El Proximo Paso PCS, The Sojourner Truth School PCS, Thurgood Marshall Academy PCS, Two Rivers PCS, Washington Global PCS, Washington Latin PCS, Washington Leadership PCS, Washington Yu Ying PCS, and Youthbuild DC PCS.

- **<u>School Climate Brunch</u>**: On February 20, 2020, DC PCSB held its School Climate Brunch. There were 25 attendees from various LEAs, OSSE, and

FOCUS in attendance, with special presentations from Goodwill Excel PCS, Kingsman Academy PCS, and Statesmen College Preparatory Academy for Boys PCS. Each presenter discussed their school's strategies that contributed to positive school climate data (including strategies to improve student behavior, attendance, truancy, and suspension rates). Refer to Q47 for more information.

- **School Registrar Community of Practice:** On February 19, 2020 and February 26, 2020, the DC PCSB hosted two Community of Practice trainings on immunization policy compliance. The first session provided information on the role registrars can play in immunization compliance. The second session was held for the Charter Schools Communications Network so that they could share this information with families. The following LEAs were in attendance: AppleTree Early Learning PCS, BASIS DC PCS, Capital City PCS, Carlos Rosario International PCS, Creative Minds International PCS, DC Bilingual PCS , DC Prep PCS, Digital Pioneers Academy PCS, E.L. Haynes PCS, Eagle Academy PCS, Elsie Whitlow Stokes Community Freedom PCS, Friendship PCS, Goodwill Excel Center PCS, Howard University Middle School of Mathematics and Science PCS, I Dream PCS, Ingenuity Prep PCS, Inspired Teaching Demonstration PCS, Lee Montessori PCS, Monument Academy PCS, Mundo Verde Bilingual PCS, Paul PCS, Richard Wright PCS for Journalism and Media Arts, Rocketship Education DC PCS, Roots PCS, SEED PCS, St. Coletta Special Education PCS, The Children's Guild DC PCS, The Next Step/El Proximo Paso PCS, The Sojourner Truth School PCS, Thurgood Marshall Academy PCS, Washington Leadership Academy PCS, and Washington Yu Ying PCS.

- **Instructional Contingency Plan Summaries**: In March 2020, DC PCSB produced a document summarizing schools' distance learning trends and highlights for all schools, and specifically regarding special education programming. These materials were made available to schools and included school point of contact information to facilitate sharing of ideas and practices.

- **Distance Learning Webinar Series:** In the spring of 2020, DC PCSB held a series of webinars to foster best practice sharing as schools began to navigate distance learning. The webinars primarily focused on providing support to students, families, and schools during distance learning. Please refer to the table below for more information on each webinar:

Date	Webinar	Presenter(s)
3/19/20	Special Education Webinar: Implementing Distance Learning Plans for Students with Disabilities	Inspired Teaching Demonstration PCS, District of Columbia International School, and Friendship PCS
3/20/20	Teaching Special Education Online During COVID-19	Kelly J. Grillo, Ph.D., Cooperative School Services, and Jeremy Glauser, eLuma
3/25/20	LEA Practice Sharing: Distance Learning	District of Columbia Public Schools, Center City PCS, Howard University Middle School of Mathematics and Science PCS, Washington Leadership Academy PCS
3/26/20	Special Education Compliance During COVID-19 Closures	Lauren Baum
3/27/20	Related Services Provision During Distance Learning	KIPP DC PCS, AppleTree Early Learning PCS, Creative Minds International PCS
3/31/20	English Learner Webinar: Instructional Practices During Distance Learning	Center City PCS, Paul PCS, OSSE
3/31/20	Non-Public Placement Guidance & COVID-19	OSSE
4/1/20	Distance Learning in Early Childhood Education	AppleTree Early Learning PCS, District of Columbia Association for the Education of Young Children
4/1/20	Warm Demanding in Uncertain Times	School Leader Lab
4/2/20	How Self-Care for Educators Impacts Care for Students	Noble Story Group
4/2/20	Key Questions to Create Meaningful Teacher/Student Check-ins	Flamboyan Foundation
4/3/20	Special Education Compliance During COVID 19 Closures 2.0	Lauren Baum, Attorney
4/6/20	Keeping Equity at the Forefront of Your School's COVID-19 Response	Ed Plus Consulting
4/7/20	Distance Learning and The Arts	The DC Arts and Humanities Education Collaborative, Project Create DC
4/7/20	English Learner Check-In: How is Distance Learning Going?	DC PCSB
4/8/20	Distance Learning in Early Childhood Education 2.0	Inspired Teaching PCS, Thrive by Five DC
4/8/20	Best Practices in Virtual Facilitation	EdFuel

Date	Webinar	Presenter(s)
4/8/20	Strategic Planning for Education and Non-Profit Leaders During COVID-19	Bellwether Education Partners
4/9/20	Support for Adult Learners through Distance Learning	Goodwill Excel Center PCS
4/9/20	What's Happening, What's Next: COVID-19 Lessons and What School Leaders Need Now	Bellwether Education Partners
4/9/20	Connecting With Families in Times of Crisis	Parents Amplifying Voices in Education
4/10/20	Special Education - Working with Families of SWD during COVID-19	Advocates for Justice in Education (Maria Blaeuer, Rochanda Hiligh-Thomas, LaJoy Johnson-Law), Kingsman Academy and Two Rivers PCS
4/10/20	Leading Mindfully	Shayna Hammond, Teach to Lead
4/10/20	Weekly Standup with Scott Pearson	Scott Pearson
4/13/20	Continuing Arts Education through Distance Learning	The John F. Kennedy Center for the Performing Arts, Levine Music
4/14/20	Virtual Support for Teaching Residents and Fellows	The National Center for Teacher Residencies, KIPP DC
4/14/20	English Learner Webinar: Universal Design for Learning (UDL) & ELs	District of Columbia Public Schools, Center City PCS
4/14/20	Governing in Unprecedented Times	Education Board Partners
4/14/20	Connecting With Families in Times of Crisis II	Eagle Academy PCS, DC Bilingual PCS
4/14/20	Using the Guide to Graduation, Career, and College	District of Columbia Public Schools
4/15/20	Do's & Don'ts to Protect Virtual Privacy	Center for Democracy and Technology, Maya Angelou PCS
4/15/20	Holding Community Virtually: Connecting with Students and Staff in Our Current Reality	School Leader Lab, DC International PCS, Creative Minds PCS
4/15/20	Connectivity in DC: Bridging the Digital Divide	T-Mobile, Ingenuity Prep PCS, Washington Leadership Academy PCS
4/15/20	Virtual Hiring	EdFuel and Nimble
4/16/20	Best Practices to Inform Families Amidst COVID-19	Parents Amplifying Voices in Education

Date	Webinar	Presenter(s)
4/17/20	Special Education Webinar: Making Distance Learning Accessible for Students and Parents with Disabilities	Office of Disability Rights
4/17/20	Charter Network Community of Practice	DC PCSB
4/20/20	Distance Learning Reflections: What We've Learned	Briya PCS, Statesmen College Preparatory Academy for Boys PCS
4/27/20	Distance Learning and Montessori Education	Breakthrough Montessori PCS
4/28/20	Special Education Webinar: Making Distance Learning Accessible for Students and Parents with Disabilities	Office of Disability Rights, Inspired Teaching Demonstration PCS
4/28/20	Device Distribution, Delivery, and Recovery	Accenture, Digital Pioneers Academy PCS
4/28/20	Library Resources to Support Virtual Learning	DC Public Library
4/28/20	Holding Community Virtually: Connecting with Students and Staff in Our Current Reality	School Leader Lab, DC International PCS, Creative Minds International PCS
4/29/20	Virtually Facilitating Student Led Instruction	Center for Inspired Teaching
4/29/20	Team Care in Crisis: How Schools Are Supporting Staff Wellness	Nonprofit Wellness, Latin American Montessori Bilingual PCS
4/29/20	Addressing the Social Emotional Needs of Students and Staff Through Covid 19	Turnaround for Children, Transcend (Van Ness Elem), MedStar Georgetown Center for Wellbeing in School Environments
4/30/20	What Are We Hearing from Families?	ConnectEd
4/30/20	Virtual Resources to Support Distance Learning in ECE	AppleTree Institute for Education Innovation, Cedar Tree Academy PCS
5/1/20	English Learner Webinar: Distance Learning Strategies for Adult ELs	Carlos Rosario International PCS, The Next Step/El Proximo Paso PCS
5/1/20	Special Education Webinar: Regression Mitigation & Recovery Planning Part 1 of 2	Victoria Glick and Jennifer Carpenter, OSSE
5/1/20	How 18 Charter School Networks Are Adapting to Online Education	Center for Reinventing Public Education
5/4/20	Charter Leaders of Color Matter	Teach2Lead

Date	Webinar	Presenter(s)
5/5/20	Organizing and Planning against the Hierarchy of Needs [during Building Closure]	Instruction Partners
5/5/20	Using Zoom's Features to Enhance Synchronous ELA Lessons	Literacy Architects
5/6/20	English Learner Webinar: Designing Dual Language Instruction for Distance Learning	Santiago Sanchez, Multilingual Specialist, OSSE
5/7/20	Establishing Literacy Routines Pt. 1 (K - 8)	Shanita Rapalato
5/7/20	Staff Wellness and Appreciation	EdPlus
5/8/20	My School DC: Tools to Inform Family Engagement as Schools Implement and Families Navigate Enrollment Processes	MySchoolDC
5/8/20	Train-the-Trainer: Leveraging PD Sessions to Train Your Educators as Tech Support Staff	Dynamic Network Solutions, District of Columbia International School
5/11/20	Special Education Webinar: Regression Mitigation & Recovery Planning Part 2 of 2	Creative Minds International PCS; Inspired Teaching Demonstration PCS; District of Columbia International School; Lauren Baum, Attorney; DC Special Education Cooperative
5/12/20	"Developing and Implementing Distance Learning Solutions"	Instruction Partners
5/12/20	Should You Go Live? Exploring the Pros and Cons of Asynchronous and Synchronous Instruction in the Context of ELAR	Literacy Architects
5/13/20	English Learner Webinar: Guiding Principles for Using Educational Technology with ELs	Anika Harris, OSSE
5/14/20	Establishing Literacy Routines Pt. 1 (9 - 12)	Shanita Rapalato
5/14/20	Preparing for Back-to-School Teacher and Leader Orientation	Alicia Robinson, EdPlus
5/15/20	LEA Sharing: Enrollment Processes	Cesar Chavez PCS for Public Policy
5/18/20	Managing Your Growing Inventory of Devices in the Midst of COVID-18	KIPP DC, Dynamic Network Solutions
5/19/20	Adapting and Implementing "Grab and Go" Instructional Resources	Instruction Partners

Date	Webinar	Presenter(s)
5/19/20	Creating Videos for Asynchronous ELAR Instruction: Tips and Best Practices Using PowerPoint and Screencast-o-matic	Literacy Architects
5/22/20	Adult English Learner Webinar: Balancing Social-Emotional Support and Academic Instruction During the Pandemic	Briya PCS, Carlos Rosario International PCS
5/26/20	Special Education Webinar: Conflict Management during Recovery Planning Meetings	Serena Hayes and Ryvell D. Fitzpatrick, Ombudsman for Public Education

61. How does PCSB communicate with and solicit feedback from education stakeholders, including parents? For fiscal year 2020, please describe: (1) what PCSB has learned from this feedback; (2) how PCSB has changed its practices as a result of such feedback; (3) how parents can find out what special education programs each LEA or school offers; and (4) how PCSB engaged in communication and feedback regarding the MySchool DC lottery.

A central part of DC PCSB's mission is working with school communities and their larger neighborhoods. In the last year, we solicited feedback from our partners and other stakeholders in our search for a new executive director. During that process, we held multiple roundtables to get their thoughts and feedback on the search. Since Dr. Michelle Walker-Davis began leading DC PCSB, she has attended multiple community meetings in Wards 4, 5, 6, and 7 to hear the concerns families have about education during the pandemic. In addition, she has virtually visited multiple school sites and met with people in those school communities.

In order to have a frequent touchpoint with families, we convene our Parent and Alumni Council (PALC), made up of families that have students in public charter schools. Over the course of the year, they provided feedback on the executive director search process and job description, met with Dr. Walker-Davis, participated in a session about accountability and our Performance Management Framework (PMF), and attended the October 2020 Board meeting to share insight about how distance learning is going for their student.

The Board also creates many opportunities to hear from the public, and while the pandemic has been challenging on many fronts, it has created new opportunities to solicit feedback from and engage with stakeholders we may

otherwise not have heard from. Now that we hold our board meetings on Zoom, it is more convenient for individuals to attend, testify, and provide public comment. We have also been able to schedule more groups to speak to the Board this year given the ease of bringing people together virtually. This has allowed the Board to hear the challenges schools and their communities face, their needs, and the successes they have had.

DC PCSB keeps all actions the Board will discuss open for public comment for at least 30 business days and sometimes longer if the public requests additional time to respond. We also added voicemail as an option to provide public comment last year. We feature items open for public comment on our website, and we archive Board meeting materials, video of Board meetings, and a summary of Board actions. We notify all relevant Advisory Neighborhood Commissions (ANCs) so they can comment at a Board meeting or in written format and/or share information with their communities.

DC PCSB partnered with many of our local stakeholders to provide supports during the pandemic. We worked with EdFuel and the DME's office in May 2020 to put on a two-day virtual teacher recruitment fair. We also led the #SchoolsInSignUpDC, a week-long digital campaign. It was an effort to create a citywide push to encourage families to enroll their students in a DC school for the 2020-21 school year. This was a cross agency effort in partnership with DCPS, DME, and MySchoolDC.

We have a strong partnership with MySchoolDC. A DC PCSB representative participates in MySchoolDC's quarterly common lottery board meetings. Our representative also participated in one of their parent advisory committee meetings this past year. To the extent that DC PCSB receives feedback or communication related to MySchoolDC, we share it with their team directly and immediately, and we work closely with that team to make sure that any concerns are addressed.

Though the common lottery is voluntary for public charter schools, DC PCSB encourages schools to participate, and nearly all public charter schools participate. We promote information about My School DC in our Guides to Public Charter Schools, published in multiple languages annually. The exceptions are adult and alternative schools because they serve targeted populations. Please refer to question 57 for a list of schools that do not participate.

62. **Provide a report, by LEA, on all complaints PCSB received in fiscal years 2020 and 2021 (through January 31). If the LEA has multiple schools, include data for each public charter school.**

DC PCSB has logged 11 total community complaints through January 31, 2021 for SY 2020-21. Of the 11 complaints, nine are formal complaints and two are concerns. A concern is defined as a case where there is no allegation of violating the school's policies, the charter agreement, or the law, but the caller is frustrated by the school's action or inaction and/or may require further information to address their issues (ex. personnel issues, disagreement over school policies, etc.). In this case, DC PCSB does not require the school to provide a response but will share the issues raised with the school.

As the COVID-19 pandemic progresses, the number of community complaints received by DC PCSB has notably decreased. At the end of January 2020, DC PCSB logged 119 community complaints. Comparatively, we have logged 11 complaints at the same time this year; however, we have received a steady stream of inquiry calls since the pandemic started. Inquiries indicate any phone call or email that we respond to that typically do not result in a logged formal complaint or concern (ex. transcript issue of closed schools, how waitlists work at charter schools, etc.)

Staff will internally document the complaint in the Salesforce system and assign it in one of the following categories:

Academics - issues regarding a student's academic standing, promotion or retention, passing/failing courses, graduation requirements, and/or lack of academic supports/interventions

Bullying- incidents related to improper prevention or implementation of a school's Bullying Policy by another student, parents, or staff

Discipline - issues regarding the implementation or lack of implementation of a school's Discipline Policy, grievances about unfair application of discipline (detention, suspensions, expulsions), improper notification to the parent after a discipline event, and/or improper documentation of incidences where a student was disciplined

Enrollment- concerns over open enrollment or "counseling out," waitlists, or residency

Health & Safety- issues involving improper medical administration to students, concerns of physical/emotional/sexual abuse of students in school, inadequate adult supervision of students, improper crisis intervention techniques, and/or unsafe building/facilities

Special Education- concerns with the school's compliance with the requirements of the Individuals with Disabilities Education Act (IDEA), lack of/missed services rendered to students, denial/delay in evaluating a student for services

Staff- concerns over the professionalism of staff or missing requisite teacher/service providers

Transportation - concerns over access to school via public or school-provided transportation

Uniforms - concerns with application of the school's dress code/uniform policies

Other- a concern that covers a topic not defined above or one that is systemic across various categories

SY 2019-20 Complaints Received by LEA and Type YTD, Aug 1, 2019- June 30, 2020

SY 2019-20	Complaint Type									
School Name	Academics	Bullying	Discipline	Enrollment	Health & Safety	HR	Other	SPED	Staff	Total per School
Achievement Preparatory Academy PCS - Wahler Place Elementary School	0	0	0	0	2	0	0	0	0	**2**
Achievement Preparatory Academy PCS - Wahler Place Middle School	0	0	0	3	0	0	0	0	0	**3**
AppleTree Early Learning Center PCS -	0	0	0	0	1	0	0	0	0	**1**

SY 2019-20	Complaint Type									
School Name	Academics	Bullying	Discipline	Enrollment	Health & Safety	HR	Other	SPED	Staff	Total per School
Columbia Heights										
AppleTree Early Learning Center PCS - Parklands at THEARC	0	0	0	0	1	0	0	0	0	**1**
BASIS DC PCS	2	0	0	0	0	1	1	0	1	**5**
Breakthrough Montessori PCS	0	1	0	0	1	0	0	1	0	**3**
Bridges PCS	0	1	0	0	1	0	0	2	0	**4**
Cedar Tree Academy PCS	0	0	0	0	1	0	0	0	0	**1**
Center City PCS - Congress Heights	0	0	0	0	0	0	0	0	1	**1**
Center City PCS - Petworth	0	1	0	0	0	0	0	0	0	**1**
Center City PCS – Shaw	0	0	0	0	1	0	0	0	0	**1**
Cesar Chavez PCS for Public Policy - Parkside High School	0	1	1	0	1	0	0	0	0	**3**
Cesar Chavez PCS for Public Policy - Parkside Middle School	0	0	0	0	0	0	0	1	0	**1**

SY 2019-20	Complaint Type								
School Name	Academics	Bullying	Discipline	Enrollment	Health & Safety	HR	Other	SPED	Staff	Total per School
Creative Minds International PCS	0	0	0	0	1	1	0	1	0	**3**
DC Prep PCS - Anacostia Elementary School	0	0	0	0	0	0	0	1	0	**1**
DC Prep PCS - Benning Elementary School	0	0	0	0	0	0	0	0	1	**1**
DC Prep PCS - Benning Middle School	0	0	1	0	0	0	0	0	1	**2**
DC Prep PCS - Edgewood Elementary School	0	0	1	0	0	0	1	0	0	**2**
DC Prep PCS - Edgewood Middle School	1	0	1	0	0	0	1	0	0	**3**
DC Scholars PCS	1	0	4	0	3	0	0	0	0	**8**
District of Columbia International School	0	0	0	0	0	0	0	1	1	**2**
E.L. Haynes PCS - Elementary School	0	0	0	0	0	0	1	0	0	**1**
E.L. Haynes PCS - High School	0	0	0	0	1	0	0	0	0	**1**
E.L. Haynes PCS - Middle School	1	0	1	0	0	0	0	0	1	**3**

SY 2019-20	Complaint Type								
School Name	Academics	Bullying	Discipline	Enrollment	Health & Safety	HR	Other	SPED	Staff	Total per School
Eagle Academy PCS - Congress Heights	O	O	1	O	3	O	O	O	O	**4**
Elsie Whitlow Stokes Community Freedom PCS - Brookland	O	O	O	O	1	1	O	O	O	**2**
Elsie Whitlow Stokes Community Freedom PCS - East End	O	O	O	O	1	O	O	O	O	**1**
Friendship PCS - Armstrong	1	O	O	1	O	O	1	O	1	**4**
Friendship PCS - Armstrong Middle	O	1	O	O	O	O	O	O	O	**1**
Friendship PCS - Blow Pierce Middle	O	O	O	O	1	O	O	O	O	**1**
Friendship PCS - Chamberlain Elementary	O	O	O	1	O	O	1	1	1	**4**
Friendship PCS - Chamberlain Middle	O	1	O	O	O	O	O	1	O	**2**
Friendship PCS - Collegiate Academy	O	O	1	O	1	O	O	O	1	**3**
Friendship PCS - Ideal Elementary	O	1	O	O	O	O	O	O	O	**1**
Friendship PCS - Online Academy	O	O	O	1	O	O	O	O	O	**1**

SY 2019-20	Complaint Type								
School Name	Academics	Bullying	Discipline	Enrollment	Health & Safety	HR	Other	SPED	Staff	Total per School
Friendship PCS - Technology Preparatory High School	0	1	0	0	0	0	0	0	0	**1**
Friendship PCS - Woodridge International Elementary	0	0	0	0	2	0	0	0	0	**2**
Harmony DC PCS - School of Excellence	0	0	0	1	1	0	0	1	0	**3**
Hope Community PCS - Tolson	0	0	1	0	4	1	0	0	1	**7**
Howard University Middle School of Mathematics and Science PCS	0	1	1	0	0	0	0	0	0	**2**
IDEA PCS	0	0	1	0	0	0	0	0	0	**1**
Ingenuity Prep PCS	1	0	1	0	8	0	1	5	1	**17**
KIPP DC - AIM Academy PCS	0	1	0	0	1	0	0	1	0	**3**
KIPP DC - Arts and Technology Academy PCS	0	1	0	0	0	0	0	0	0	**1**
KIPP DC - College Preparatory PCS	0	0	1	0	0	0	0	0	0	**1**
KIPP DC - Grow Academy PCS	0	0	1	0	0	0	0	0	0	**1**

SY 2019-20	Complaint Type								
School Name	Academics	Bullying	Discipline	Enrollment	Health & Safety	HR	Other	SPED	Staff	Total per School
KIPP DC - Heights Academy PCS	0	0	0	0	1	0	0	0	0	**1**
KIPP DC - KEY Academy PCS	0	2	0	0	0	0	0	0	0	**2**
KIPP DC - Lead Academy PCS	0	0	0	0	2	0	0	0	0	**2**
KIPP DC - LEAP Academy PCS	0	0	0	0	1	0	0	0	0	**1**
KIPP DC - Northeast Academy PCS	0	0	1	1	1	0	0	0	0	**3**
KIPP DC - Promise Academy PCS	0	0	0	0	1	0	1	0	0	**2**
KIPP DC - Somerset College Preparatory PCS	0	0	1	0	0	0	1	0	0	**2**
KIPP DC - WILL Academy PCS	0	0	1	0	0	0	0	0	0	**1**
Lee Montessori PCS - East End	0	0	0	0	1	0	0	0	0	**1**
Mary McLeod Bethune Day Academy PCS	1	0	0	0	2	0	0	0	1	**4**
Maya Angelou PCS - High School	0	0	0	0	0	0	1	0	0	**1**
Monument Academy PCS	0	0	1	0	0	0	0	2	0	**3**

SY 2019-20	Complaint Type									
School Name	Academics	Bullying	Discipline	Enrollment	Health & Safety	HR	Other	SPED	Staff	Total per School
Mundo Verde Bilingual PCS - Calle Ocho	0	0	0	0	1	0	0	0	0	**1**
Mundo Verde Bilingual PCS - J.F. Cook	1	1	0	0	2	0	0	0	0	**4**
National Collegiate Preparatory PCHS	0	1	0	0	1	0	0	0	0	**2**
Paul PCS - International High School	1	0	0	0	0	0	0	0	0	**1**
Paul PCS - Middle School	0	0	1	0	0	0	0	0	0	**1**
Perry Street Preparatory PCS	1	0	0	0	1	0	0	0	0	**2**
Richard Wright PCS for Journalism and Media Arts	0	1	0	0	0	0	0	1	0	**2**
Rocketship PCS - Legacy Prep	0	1	1	0	3	0	1	1	0	**7**
Rocketship PCS - Rise Academy	0	1	0	0	1	0	0	0	2	**4**
Roots PCS	0	0	0	0	1	0	0	0	0	**1**
SEED PCS of Washington DC	0	0	0	0	2	0	0	1	0	**3**
Shining Stars Montessori Academy PCS	0	0	0	0	0	0	0	0	4	**4**

SY 2019-20	Complaint Type									
School Name	**Academics**	**Bullying**	**Discipline**	**Enrollment**	**Health & Safety**	**HR**	**Other**	**SPED**	**Staff**	**Total per School**
Somerset Preparatory Academy PCS	0	0	0	0	0	0	1	0	0	**1**
Two Rivers PCS - Young Middle School	0	0	0	0	1	0	0	0	0	**1**
Washington Global PCS	0	0	1	0	0	0	0	0	0	**1**
Washington Latin PCS - Upper School	0	0	0	0	0	0	0	0	1	**1**
YouthBuild DC PCS	0	0	0	0	0	0	1	0	1	**2**
Grand Total	**11**	**20**	**24**	**8**	**62**	**4**	**13**	**21**	**22**	**185**

SY 2020-21 Complaints Received by LEA and Type YTD, July 1, 2020- Jan. 31, 2021

SY 2020-21	Complaint Type					
School Name	**Academics**	**Access to virtual learning**	**Enrollment**	**Health & Safety**	**Other**	**Special Ed**	**Total per School**
Achievement Preparatory Academy PCS - Wahler Place Middle School	1	0	0	0	0	0	**1**
Bridges PCS	0	1	0	1	0	0	**2**

SY 2020-21	Complaint Type						
School Name	Academics	Access to virtual learning	Enrollment	Health & Safety	Other	Special Ed	Total per School
Community College Preparatory Academy PCS	0	0	0	1	0	0	1
Friendship PCS - Woodridge International Elementary	0	0	1	0	0	0	1
KIPP DC - College Preparatory PCS	0	0	0	0	0	1	1
KIPP DC - Honor Academy PCS	0	0	1	0	0	0	1
KIPP DC - WILL Academy PCS	0	1	0	0	0	0	1
Mundo Verde Bilingual PCS - Calle Ocho	0	0	0	0	1	0	1
Richard Wright PCS for Journalism and Media Arts	0	0	0	0	1	0	1
Thurgood Marshall Academy PCS	0	0	0	0	0	1	1
Grand Total	3	2	2	2	2	2	11

63. **In table format, provide an account of each public charter school's facilities expenditure for fiscal years 2020 and 2021 (through January 31), including: (1) the total amount allocated from the local facilities allowance; and (2) the total amount each public charter school spent on facilities and capital improvements.**

(1) Total facilities local allowance:

LEA	FY20 Audited	FY21 Pre-Audited
Academy of Hope Adult PCS	$1,607,470	$1,485,888
Achievement Preparatory Academy PCS	2,484,575	892,896
AppleTree Early Learning PCS	1,814,240	1,663,104
BASIS DC PCS	2,134,400	2,259,504
Breakthrough Montessori PCS	750,375	920,160
Bridges PCS	1,360,680	1,349,568
Briya PCS	2,464,565	2,535,552
Capital City PCS	3,308,320	3,435,264
Capital Village PCS	0	173,808
Carlos Rosario International PCS	7,070,200	6,032,160
Cedar Tree Academy PCS	1,207,270	1,458,624
Center City PCS	4,919,125	4,992,720
Cesar Chavez PCS for Public Policy	1,430,715	1,274,592
Community College Preparatory Academy PCS	2,001,000	2,044,800
Creative Minds International PCS	1,727,530	1,840,320
DC Bilingual PCS	1,510,755	1,618,800
DC Prep PCS	6,793,395	7,361,280
DC Scholars PCS	1,847,590	1,894,848
Digital Pioneers Academy PCS	800,400	1,155,312
District of Columbia International School	4,215,440	4,914,336
E.L. Haynes PCS	3,788,560	4,052,112
Eagle Academy PCS	2,768,050	2,392,416
Early Childhood Academy PCS	950,475	978,096
Elsie Whitlow Stokes Community Freedom PCS	1,794,230	1,969,824
Friendship PCS	13,983,655	15,383,712
Girls Global Academy PCS	0	221,520
Goodwill Excel Center PCS	1,200,600	1,216,656
Harmony DC PCS	393,530	381,696
Hope Community PCS	2,357,845	1,932,336
Howard University Middle School of Mathematics and Science PCS	970,485	981,504
I Dream PCS	0	194,256
IDEA PCS	963,815	1,076,928
Ingenuity Prep PCS	2,124,395	2,538,960
Inspired Teaching Demonstration PCS	1,640,820	1,751,712
Kingsman Academy PCS	807,070	865,632
KIPP DC PCS	22,878,309	23,723,088
Latin American Montessori Bilingual PCS	1,580,790	1,765,344
LAYC Career Academy PCS	466,900	337,392
Lee Montessori PCS	1,037,185	1,295,040
Mary McLeod Bethune Day Academy PCS	1,410,705	1,264,368
Maya Angelou PCS	1,403,355	1,247,328
Meridian PCS	2,114,390	2,055,024
Monument Academy PCS	910,212	504,078
Mundo Verde Bilingual PCS	2,914,790	3,251,232
National Collegiate Preparatory PCHS	370,185	0
Paul PCS	2,491,245	2,429,904
Perry Street Preparatory PCS	1,340,670	1,513,152
Richard Wright PCS for Journalism and Media Arts	1,007,170	1,015,584
Rocketship Education DC PCS	4,335,500	5,180,160
Roots PCS	400,200	398,736
SEED PCS	2,134,432	1,268,886
Sela PCS	777,055	886,080
Shining Stars Montessori Academy PCS	973,820	981,504
Social Justice PCS	0	163,584
St. Coletta Special Education PCS	833,750	828,144
Statesmen College Preparatory Academy for Boys PCS	433,550	627,072
The Children's Guild DC PCS	1,103,885	957,648
The Family Place PCS	400,200	490,752
The Next Step/El Proximo Paso PCS	1,490,745	858,816
The Sojourner Truth School PCS	0	306,720
Thurgood Marshall Academy PCS	1,283,975	1,250,736
Two Rivers PCS	3,051,525	3,298,944
Washington Global PCS	780,390	783,840
Washington Latin PCS	2,401,200	2,504,880
Washington Leadership Academy PCS	1,320,660	1,393,872
Washington Yu Ying PCS	1,897,615	1,966,416
YouthBuild DC PCS	393,530	415,776
Totals	**$147,112,629**	**$151,465,956**

(2) Total facilities expenditures:

LEA Name	LEASED FACILITY EXPENSE ($)		OWNED FACILITY EXPENSE ($)		FACILITY EXPENSE ($)	
	FY20 (Actual/Audited)	FY 21 (Budgeted)	FY20 (Actual/Audited)	FY 21 (Budgeted)	FY20 (Actual/Audited)	FY 21 (Budgeted)
Academy of Hope Adult PCS	316,023	322,297	552,308	644,520	868,332	966,817
Achievement Preparatory Academy PCS	3,429,355	3,473,682	-	-	3,429,355	3,473,682
AppleTree Early Learning PCS	1,159,918	1,545,494	702,523	714,320	1,862,441	2,259,814
Breakthrough Montessori PCS	1,364,399	1,549,557	-	-	1,364,399	1,549,557
Bridges PCS	1,570,798	1,612,834	-	-	1,570,798	1,612,834
Briya PCS	1,434,411	1,568,962	-	-	1,434,411	1,568,962
Capital City PCS	2,922,950	3,005,217	-	-	2,922,950	3,005,217
Carlos Rosario International PCS	6,852,247	8,057,679	-	-	6,852,247	8,057,679
Cedar Tree Academy PCS	-	-	976,950	1,204,700	976,950	1,204,700
Center City PCS	5,363,300	5,403,200	-	-	5,363,300	5,403,200
Cesar Chavez PCS for Public Policy	533,783	-	2,882,775	1,940,017	3,416,558	1,940,017
Community College Preparatory Academy PCS	1,160,386	1,240,399	-	-	1,160,386	1,240,399
Creative Minds International PCS	2,248,708	2,571,272	-	-	2,248,708	2,571,272
DC Bilingual PCS	1,736,671	1,823,374	-	-	1,736,671	1,823,374
DC Prep PCS	3,340,143	4,075,665	3,806,362	3,908,580	7,146,505	7,984,245
DC Scholars PCS	2,185,705	2,363,266	-	-	2,185,705	2,363,266
Digital Pioneers Academy PCS	1,598,945	1,674,095	-	-	1,598,945	1,674,095
District of Columbia International School	6,871,111	6,673,193	-	-	6,871,111	6,673,193
E.L. Haynes PCS	-	-	4,221,080	4,758,833	4,221,080	4,758,833
Eagle Academy PCS	708,111	1,383,184	1,785,077	2,039,074	2,493,188	3,422,258
Early Childhood Academy PCS	88,698	-	1,169,550	1,177,288	1,258,248	1,177,288
Elsie Whitlow Stokes Community Freedom PCS	670,728	939,371	1,473,726	962,187	2,144,454	1,901,559
Friendship PCS	4,221,432	4,292,994	14,119,107	14,513,225	18,340,539	18,806,219
Goodwill Excel Center PCS	988,288	976,463	-	-	988,288	976,463
Harmony DC PCS	479,878	488,704	-	-	479,878	488,704
Hope Community PCS	3,755,674	3,979,355	-	-	3,755,674	3,979,355
Howard University Middle School of Mathematics and Science PCS	1,229,858	1,367,534	-	-	1,229,858	1,367,534
IDEA PCS	-	-	1,134,481	1,154,690	1,134,481	1,154,690
Ingenuity Prep PCS	1,941,084	2,375,032	-	-	1,941,084	2,375,032
Inspired Teaching Demonstration PCS	1,678,930	1,880,545	-	-	1,678,930	1,880,545
Kingsman Academy PCS	-	-	1,426,727	1,499,321	1,426,727	1,499,321
KIPP DC PCS	20,318,306	22,927,413	7,034,525	8,495,216	27,352,831	31,422,629
Latin American Montessori Bilingual PCS	1,487,335	352,500	1,029,829	3,210,141	2,517,164	3,562,641
LAYC Career Academy PCS	631,833	668,132	-	-	631,833	668,132
Lee Montessori PCS	1,146,552	2,086,680	-	-	1,146,552	2,086,680
Mary McLeod Bethune Day Academy PCS	1,302,664	1,486,204	19,610	20,402	1,322,274	1,506,606
Maya Angelou PCS	1,562,194	1,648,908	-	-	1,562,194	1,648,908
Meridian PCS	2,335,335	2,777,187	-	-	2,335,335	2,777,187
Monument Academy PCS	2,001,643	2,168,678	-	-	2,001,643	2,168,678
Mundo Verde Bilingual PCS	4,253,361	4,396,076	-	-	4,253,361	4,396,076
Paul PCS	2,412,626	2,255,020	-	-	2,412,626	2,255,020
Perry Street Preparatory PCS	1,471,184	1,667,543	89,727	56,497	1,560,911	1,724,040
Richard Wright PCS for Journalism and Media Arts	2,153,483	2,013,625	-	-	2,153,483	2,013,625
Rocketship Education DC PCS	4,843,688	6,900,939	2,381	-	4,846,068	6,900,939
Roots PCS	417,779	456,739	-	-	417,779	456,739
SEED PCS	12,000	12,000	1,799,615	1,686,201	1,811,615	1,698,201
Sela PCS	792,520	844,915	-	-	792,520	844,915
Shining Stars Montessori Academy PCS	1,180,630	1,278,613	-	-	1,180,630	1,278,613
St. Coletta Special Education PCS	-	-	3,234,151	3,332,812	3,234,151	3,332,812
Statesmen College Preparatory Academy for Boys PCS	474,861	804,969	-	-	474,861	804,969
The Children's Guild DC PCS	1,805,761	1,862,745	-	-	1,805,761	1,862,745
The Family Place PCS	186,279	267,722	-	-	186,279	267,722
The Next Step-El Proximo Paso PCS	59,896	271,510	1,270,738	802,607	1,330,634	1,074,117
Thurgood Marshall Academy PCS	16,696	25,000	1,331,080	1,531,843	1,347,776	1,556,843
Two Rivers PCS	2,270,621	3,710,536	1,791,272	1,807,395	4,061,893	5,517,931
Washington Global PCS	1,507,590	1,551,847	-	-	1,507,590	1,551,847
Washington Latin PCS	2,826,505	2,022,234	-	-	2,826,505	2,022,234
Washington Leadership Academy PCS	1,459,159	1,839,259	-	-	1,459,159	1,839,259
Washington Yu Ying PCS	-	-	1,391,054	1,493,726	1,391,054	1,493,726
YouthBuild DC PCS	429,502	440,633	-	-	429,502	440,633
Grand Total	**121,542,062**	**135,937,375**	**53,244,648**	**56,953,597**	**174,786,711**	**192,890,973**

64. **How has PCSB utilized the 2018 Master Facilities Plan and the annual supplements that have been released since then to inform facilities planning and better serve and support our students? What limitations does the Plan and its supplements have, and how have those limitations hindered PCSB and public charter schools' ability to plan?**

DC PCSB has used the 2018 Master Facilities Plan (MFP) and the 2019 annual supplement primarily as broader inventories of the buildings in the city designated for educational use.

DC PCSB's strategic planning analyses for decisions surrounding new charter approvals have touched on some data points provided by the MFP and its supplements, but DC PCSB's decisions have primarily reflected the findings of its own analyses. The inventory of public school facilities, as well as the utilization rates provided in the MFP and its supplements, have been used to inform decisions surrounding need. DC PCSB's assessments of charter school demand primarily focused on enrollment trends, approved and forecasted growth in the District, and My School DC waitlist data (where relevant). These analyses were coupled with an in-depth review of population growth estimates provided by the Office of Planning.

DC PCSB has provided the MFP and its supplements to new and expanding schools as a tool to understand the conditions and utilization rates of facilities in the city as they consider and procure their respective facilities.

65. **Provide a list of public charter LEAs currently operating in facilities formerly occupied by D.C. Public Schools. For any LEAs that have begun occupation of the facility in fiscal years 2020 or 2021 (as of January 31), provide a narrative description of the process through which the LEA was granted the building and any role PCSB played in facilitating the transfer of the building to the charter operator.**

The table below provides a list of public charter schools operating in facilities formerly used as traditional public schools per DC PCSB's records and information shared by the Deputy Mayor for Education (DME). One additional public charter school has been temporarily co-located with a traditional public school since SY 19-20.

School year 2020-21 public charter schools in facilities formerly occupied by traditional public schools

Current public charter school in facility	Address	Former traditional public school facility	Disposition process
Achievement Preparatory PCS [Wahler Place]	908 Wahler Place SE, Washington, DC 20032	Former Draper	Incubator lease through competitive process
Bridges [Mamie D. Lee]	100 Gallatin St. NE, Washington, DC 20011	Former Mamie D. Lee	Leased through competitive process
Briya PCS [Gallatin Street/Fort Totten]	100 Gallatin St. NE, Washington, DC 20011	Former Mamie D. Lee	Leased through competitive process
Capital City PCS	100 Peabody St. NW, Washington, DC 20011	Former Rabaut	Leased through competitive process
Community College Preparatory Academy PCS [MC Terrell]	3301 Wheeler Road SE, Washington, DC 20032	Former MC Terrell	Incubator lease through competitive process
DC Bilingual PCS	33 Riggs Road NE, Washington, DC 20011	Former Keene	License to occupy agreement, RFO in process
DC Prep PCS – Benning Campus	100 41st St. NE, Washington, DC 20019	Former Benning	Leased through competitive process
DC Scholars PCS	5601 East Capitol St. SE, Washington, DC 20019	Former Shadd	Incubator lease through competitive process
E.L. Haynes PCS [Kansas Avenue]	4501 Kansas Ave. NW, Washington, DC 20011	Former Clark	Leased through competitive process
Eagle Academy PCS – Congress Heights	3400 Wheeler Road SE, Washington, DC 20032	Former McGogney	Leased through competitive process
Elsie Whitlow Stokes Community Freedom PCS – East End	5600 East Capitol St. NE, Washington, DC 20019	Former Evans	Leased (co-located with Maya Angelou PCS)

Current public charter school in facility	Address	Former traditional public school facility	Disposition process
Friendship PCS – Armstrong	1400 1st St. NW, Washington, DC 20001	Former Armstrong Technical	Sold
Friendship PCS – Blow Pierce	725 19th St. NE, Washington, DC 20002	Former Blow Pierce	Sold
Friendship PCS – Chamberlain	1345 Potomac Ave. SE, Washington, DC 20003	Former Chamberlain CSHS	Sold
Friendship PCS – Collegiate Academy	4095 Minnesota Ave. NE, Washington, DC 20019	Former CG Woodson	Leased
Friendship PCS – Online	1351 Nicholson St. NW, Washington, DC 20011	Former Old Brightwood School	Leased
Friendship PCS – Woodridge	2959 Carlton Ave. NE, Washington, DC 20018	Former Woodridge	Sold
IDEA PCS	1027 45th St. NE, Washington, DC 20019	Former Carver	Sold
Ingenuity Prep PCS	4600 Livingston Road SE, Washington, DC 20032	Former P.R. Harris	Incubator lease, RFO in process (co-located with National Collegiate Preparatory PCHS)
Inspired Teaching Demonstration PCS	200 Douglas St. NE, Washington, DC 20002	Former Shaed	Lease through competitive process
Kingsman Academy PCS	1375 E St. NE, Washington, DC 20002	Former Kingsman	Sold
KIPP DC PCS – College Preparatory Campus	1405 Brentwood Parkway NE, Washington, DC 20002	Former Hamilton	Leased through competitive process
KIPP DC PCS – Douglass Campus	2600 Douglass Road SE, Washington, DC 20020	Former Douglass	Leased through competitive process

Current public charter school in facility	Address	Former traditional public school facility	Disposition process
KIPP DC PCS – Shaw Campus	421 P St. NW, Washington, DC 20001	Former Montgomery	Public-private development partnership agreement
KIPP DC PCS – Smilow Campus	5300 Blaine St. NE, Washington, DC 20019	Former Richardson	Sold
KIPP DC PCS – Somerset Campus	3301 Wheeler Road SE, Washington, DC 20032	Former MC Terrell	Take-over of Somerset's incubator lease through competitive process
KIPP DC PCS – Webb Campus	1375 Mount Olivet Road NE, Washington, DC 20002	Former Webb	Leased through competitive process
Latin American Montessori Bilingual PCS [South Dakota Avenue]	1800 Perry St. NE, Washington, DC 20018	Former Taft	Incubator lease through competitive process (co-located with Perry Street Preparatory PCS)
Mary McLeod Bethune PCS [Main]	1404 Jackson St. NE, Washington, DC 20017	Former Slowe	Leased through competitive process
Maya Angelou PCS	5600 East Capitol St. NE, Washington, DC 20019	Former Evans	Leased (co-located with Elsie Whitlow Stokes Community Freedom PCS – East End)
Meridian PCS [13th Street]	2120 13th St. NW, Washington, DC 20009	Former Harrison	Leased through competitive process
Meridian PCS [Middle School Program]	770 Kenyon St. NW, Washington, DC 20010	Former Bruce	Leased through competitive process
Monument Academy PCS	500 19th St. NE, Washington, DC 20002	Former Gibbs	Incubator lease through competitive process
Mundo Verde Bilingual PCS – J.F. Cook	30 P St. NW, Washington, DC 20001	Former J.F. Cook ES	Leased through competitive process

Current public charter school in facility	Address	Former traditional public school facility	Disposition process
Paul PCS	5800 8th St. NW, Washington, DC 20011	Former Paul	Leased, conversion to charter school
Perry Street Preparatory PCS	1800 Perry St. NE, Washington, DC 20018	Former Taft	Leased through competitive process (co-located with Latin American Montessori Bilingual PCS)
SEED PCS of Washington, DC	4300 C St. SE, Washington, DC 20019	Former Weatherless	Leased
Thurgood Marshall Academy PCS	2427 Martin Luther King Jr. Ave. SE, Washington, DC 20020	Former Nichols Avenue School	Sold
Two Rivers PCS – Young Elementary School	820 26th St. NE, Washington, DC 20002	Former Young	Right to entry through competitive process
Two Rivers PCS – Young Middle School	830 26th St. NE, Washington, DC 20002	Former Young	Right to entry through competitive process
Washington Latin PCS	5200 2nd St. NW, Washington, DC 20011	Former Rudolph	Leased through competitive process

Public charter schools co-locating with traditional public schools in SY 20-21

Current public charter school in facility	Address	Traditional public school facility
Briya PCS [13th Street/Sharpe]	4300 13th St. NW, Washington, DC 20011	West Education Campus

Public charter schools are occupying an additional 77 buildings not owned by DC, often paying higher commercial real estate rents, and paying these rents to commercial landlords rather than to the DC Treasury. The table below is a list of these campuses.

Public charter schools in private facilities

Academy of Hope Adult PCS [18th Place]
Academy of Hope Adult PCS [Southeast]
AppleTree Early Learning PCS – Columbia Heights
AppleTree Early Learning PCS – Lincoln Park
AppleTree Early Learning PCS – Oklahoma Avenue
AppleTree Early Learning PCS – Southeast [Douglas Knoll]
AppleTree Early Learning PCS – Parklands
AppleTree Early Learning PCS – Southwest
BASIS DC PCS
Breakthrough Montessori PCS [Taylor Street]
Breakthrough Montessori PCS [Eastern Avenue]
Briya PCS [Georgia Avenue/Petworth]
Briya PCS [Ontario Road/Adams Morgan/Main]
Capital Village PCS
Carlos Rosario International PCS [Harvard Street]
Carlos Rosario International PCS [Sonia Gutierrez]
Cedar Tree Academy PCS
Center City PCS – Brightwood
Center City PCS – Capitol Hill
Center City PCS – Congress Heights
Center City PCS – Petworth
Center City PCS – Shaw
Center City PCS – Trinidad
Cesar Chavez PCS for Public Policy
Community College Preparatory Academy PCS [DCIA]
Community College Preparatory Academy PCS [Main]
Creative Minds International PCS
DC Prep PCS – Anacostia Elementary School [V Street]
DC Prep PCS – Anacostia Middle School
DC Prep PCS – Edgewood Elementary School
DC Prep PCS – Edgewood Middle School
Digital Pioneers Academy PCS [12th Street]
District of Columbia International School [Walter Reed]
Eagle Academy PCS – Capital Riverfront
Early Childhood Academy PCS [Barnaby Street]
E.L. Haynes PCS [Georgia Avenue]
Elsie Whitlow Stokes Community Freedom PCS - Brookland
Friendship PCS – Ideal
Friendship PCS – Southeast Academy
Friendship PCS – Technology Preparatory
Girls Global Academy PCS

Goodwill Excel Center PCS
Harmony DC PCS – School of Excellence
Hope Community PCS – Lamond
Hope Community PCS – Tolson
Howard University Middle School of Mathematics and Science PCS
I Dream PCS
KIPP DC PCS – Benning Campus
Latin American Montessori Bilingual [Kingsbury]
LAYC Career Academy PCS [16th Street]
Lee Montessori PCS [St. Paul's College]
Lee Montessori PCS – East End [Martin Luther King Jr. Avenue]
Mary McLeod Bethune PCS [16th Street]
Mundo Verde Bilingual PCS – Calle Ocho
Richard Wright PCS for Journalism and Media Arts
Rocketship DC – Rise PCS
Rocketship DC – Legacy PCS
Rocketship PCS – Infinity Community Prep
Roots PCS [Kennedy Street]
Roots PCS [North Capitol Street]
Sela PCS
Shining Stars Montessori Academy PCS [Randolph Street]
Social Justice PCS
Statesmen College Preparatory Academy for Boys
St. Coletta Special Education PCS
The Children's Guild DC PCS
The Children's Guild DC PCS [24th Street]
The Family Place PCS
The Next Step/El Proximo Paso PCS
The Next Step/El Proximo Paso PCS [Columbia Road]
The Sojourner Truth School PCS
Two Rivers PCS – 4th Street [Elementary]
Two Rivers PCS – 4th Street [Middle]
Washington Global PCS
Washington Leadership Academy PCS [St. Paul's College]
Washington Yu Ying PCS
YouthBuild PCS [16th Street]

66. **Describe how PCSB coordinates with other D.C. government agencies with regard to new school openings and facilities planning. Of the newly authorized schools that opened and began operating for School Years 2019-2020 and 2020-2021, please provide an update on their facilities status.**

DC PCSB coordinates an annual workshop for leaders from conditionally approved LEAs to learn about health, safety, and transportation programs from DC government agencies. In SY 2020-21, this workshop was virtual. It featured the following presentations:

- School Resource Officers, Metropolitan Police Department (MPD)
- School Behavioral Health Program, Department of Behavioral Health (DBH)
- Bullying Prevention Policy, Office of Human Rights (OHR)
- School Nurses & Administration of Medication Training, DC Health
- School Emergency Response Plans, Lalik & Associates
- Kids Ride Free, DC Department of Transportation (DDOT)
- Immunization Program Tools and Resources, DC Health
- Automated External Defibrillator, DC PCSB

OSSE also holds a series of trainings to introduce new school leaders to their policies, programs, and points of contact.

No new LEAs began operation in SY 2019-20. Five new LEAs opened in SY 2020-21: Capital Village PCS, Girls Global Academy PCS, I Dream PCS, Social Justice PCS, and The Sojourner Truth PCS. Each secured a facility as a condition of their full charter approval. Their current addresses are as follows:

- Capital Village PCS, 705 Edgewood Street NE, Washington, DC 20017
- Girls Global Academy PCS, 733 8th Street NW, Washington, DC 20001
- I Dream PCS, 2220 Branch Avenue SE, Washington, DC 20020
- Social Justice PCS, 5450 3rd Street NE, Washington, DC 20011
- The Sojourner Truth Montessori PCS, 1800 Perry Street NE, Washington, DC 20018

67. **(a) Explain any emergency response procedures in place for PCSB.**

(b) Explain the emergency response planning for LEAs as it relates to on-campus emergencies. Include in your response: (1) how PCSB receives information from District agencies to help guide emergency response activities and resource support requests; and (2) how PCSB ensures schools are implementing the required safety plans, drills, and policies.

(a) Explain any emergency response procedures in place for PCSB.

The emergency response procedures below outline the steps that DC PCSB employees should take in the event of an emergency at any time at DC PCSB's offices. Please note that due to COVID-19, DC PCSB is currently in a 100% telework operating status and only employees performing essential functions related to facility operations and IT support are on-site at any time.

Medical Emergency/ Procedures:
- Employees are to call 911 (Fire, Paramedics, Ambulance)

- Employees are to notify their supervisor and Operations and Strategic Initiatives Team (OSI) of the emergency.

- Employees are to complete an incident report of the emergency within 24 hours and submit to the OSI team

Fire Evacuation/Emergency, Building Alarms Procedures:
In the event of fire, or the smell of smoke or gas, evacuate the building quickly and calmly. Employees should use stairwells –not elevators.

- Employees should evacuate the building immediately at the sound of an alarm. Evacuation should be made via the nearest safe exit.

- Employees should evacuate to the front/back door, whichever exit is closest, and stand at least 150 feet from the building.

- Once you have exited the building, under no circumstance are you allowed to re-enter a building that is in alarm. All employees and visitors are to meet at the water fountain directly across the street to wait for roll call. Once the roll call has been completed, staff may disburse to an alternative worksite should the emergency prevent staff from re-entry to the building. The fire department will issue an all-clear to the emergency coordinator/lead after the building has

been deemed secure and alarms have been restored. Employees are to return to their workstations.

- During an emergency, visitors who may not be familiar with the evacuation policy and plan must be informed of the procedures to evacuate. Special attention should be given to any persons with disabilities, especially those who are unfamiliar with the building. In the collection area, (water fountain) the emergency coordinator/lead will also account for visitors and immediately report to the Fire Department and/or Building Fire Warden of any unaccounted persons.

Bomb Threat Procedures:
- Employees should remain calm and complete bomb threat checklist

- Employees are to notify their supervisor, the Operations and Strategic Initiatives Team (OSI), and 911 of the threat.

- Employees are to complete an incident report of the emergency within 24 hours and submit to the OSI team.

- Employees are to follow the instructions of the fire and building evacuation per the recommendation of 911.

(b) Explain the emergency response planning for LEAs as it relates to on-campus emergencies. Include in your response: (1) how PCSB receives information from District agencies to help guide emergency response activities and resource support requests; and (2) how PCSB ensures schools are implementing the required safety plans, drills, and policies.

Public charter schools create their own emergency response plans for their campuses which must include procedures and protocols to respond to natural and human-caused hazards such as fire, tornado, earthquake, hurricane, bomb threat, active shooter/intruder, other events causing a lockdown or shelter in place, and pandemic outbreak. Per our Data and Document Submission Policy and the LEA Document Submission Calendar, each school must upload an assurance letter to Epicenter that states that a school's emergency response plan has been established and shared with staff. Multiple staff members should be familiar with and prepared to follow the protocols. DC PCSB requests this information by October of each school year, and we review each school's letter to ensure there are emergency plans in place.

DC PCSB has provided access to training on how to build and maintain emergency response plans, develop and train School Emergency Response Teams (SERT), and conduct effective drills for schools interested in more support. DC PCSB contracts with Lalik and Associates (L&A), an organization that specializes in emergency planning for schools. L&A has worked with DC public charter LEAs on emergency planning since 2005. L&A trains schools to use the DC Emergency Safety Alliance (ESA) portal for School Emergency Response Plans and resources. Mr. Lalik has been a member of the DC Emergency Safety Alliance since 2009. He helped develop the District-wide ESA emergency planning portal and guide. DCPS and many public charter schools use that guide. The ESA materials provide schools with guidance based on National Incident Management System (NIMS) protocols.

The ESA portal houses a restricted-access web-based program to store and customize individual school plans. The components of the database include:

- o A platform for storing all emergency plans and reference materials;

- o A School Emergency Response Team (SERT) module that allows each school to update team members as staff changes from year to year, reference all training, certifications, and special skills of each team member, and include the roles and responsibilities of each team member;

- o A module that identifies occupants needing special assistance during emergencies, including the hourly location of the occupants, the type of assistance needed, and which school staff members will provide assistance;

- o A component to input the results from all vulnerability assessments, including a module that will calculate and track new assessments and the progress made by each individual school in mitigating and preventing identified threats and hazards;

- o Descriptions of school threat responses and the use of the Universal Emergency Response Procedures: Evacuation, Alert Status, Lockdown, Shelter in Place, Severe Weather Safe Areas and Drop, Cover, and Hold;

- o A training module that tracks attendance of all participants;

- A detailed description of evacuation routes used to exit the building and outside staging areas (students, parental reunification, triage, and media) that are required by the Fire Marshal;

- A functional exercise module that tracks the results from all drills conducted at each school site, and houses table-top exercises to facilitate additional training in schools.

Key stakeholders (school personnel, police, fire, emergency management agency, etc.) can access the ESA website as a reference point in an emergency and to ensure compliance with all required safety policies and procedures. All schools that wish to participate receive trainings on website input, plan implementation, response procedures, SERT development, emergency drills, and tabletop exercises.

Under the current contract, L&A provides the following services to charter schools:

Note: With the onset of the pandemic and the closure of schools, between April-October 2020, the in-person training items below were conducted virtually using a variety of web-based platforms to conform to social distancing protocols. School Safety Audits and Safety Checks were conducted by following the CDC guidance as well as DC Health/OSSE guidance using appropriate PPE.

Training for School Principals/Designee
L&A schedules meetings with principals and/or assigned staff for training on how to develop, update, revise, complete, and finalize a public charter school's Emergency Response Plan using the ESA web site.

Training for School Emergency Response Team (SERT)
L&A administers customized training to schools' unique needs based on location, facility design, student population, and the school community. School leaders or leadership teams and L& A identify appropriate staff to function as SERT members and create a training schedule based on the needs of individual campuses. Training includes: an in-depth explanation of team roles and responsibilities; an explanation of the School Emergency Response Plan; and a Tabletop Exercise using a possible emergency scenario.

Initial Training on School Emergency Response for All School Staff
L&A assists each school's SERT with trainings for all staff. They provide materials, attend meetings, and help answer staff questions. The training includes: the need for School Emergency Response Planning and Universal

Emergency Response Procedures, the basics of a School Emergency Response Team (SERT), and the roles and responsibilities of team members.

Telephone/Email Support
Throughout the process, L&A provides two hours of online or phone support to all participating schools so they can complete their Emergency Response Planning.

Crime Prevention Through Environmental Design (CPTED) Audits
These audits use a multi-disciplinary approach to improve safety. They deter criminal behavior, improve school climate, and identify both neighborhood and school-based threats. Territorial reinforcement, natural access control, and natural surveillance are focus areas. When L&A completes an audit they provide a debrief to school leadership on findings and recommendations. From October 2019 - September 2020, 31 CPTED audits were conducted in charter schools and six audits have been conducted from October 1, 2020 – January 15, 2021.

Pandemic School Safety Checks
During the beginning of the pandemic, schools began reporting an increase in criminal and unwanted activities on unoccupied school grounds. In response, and after consultation with DC PCSB, L&A agreed to visit campuses that reported issues. Ten schools received advice and support to reduce unauthorized access and use of school grounds.

Continuity of Operation Plans Resources
At the beginning of the pandemic, L&A provided DC PCSB with the school continuity of operation plans (COOP) template so it could be disseminated to all charter schools. The COOP allowed schools to establish protocols and assign personnel to maintain whatever level of functionality they chose for the remainder of SY 19-20.

Drill Guidance During the Pandemic
To be prepared for the eventual reopening of schools, L&A collaborated with DCPS in creating drill (fire, lockdown, shelter in place, severe weather) recommendations that take pandemic concerns into account. DC PCSB disseminated the protocols to all schools in July 2020. The recommendations include:
- Eliminating surprise drills
- Eliminating the use of alarms that speed human movement
- Eliminating crowding of spaces during lockdown and severe weather drills

- Slowing drills down and maintaining social distancing during evacuation
- Maintaining social distancing in exterior assembly areas

If schools choose not to use the ESA resources, DC PCSB and L&A will review the emergency response plans from those schools to ensure that they adequately address emergency response scenarios. Between October 2019 - September 2020, L&A worked with 70 public charter school campuses to develop and improve their emergency response plans. L&A has also trained 40 schools on emergency plan implementation. For the remainder of this school year, L&A will work with approximately 5-10 schools each month to review and maintain their plans, and to provide training on plan implementation and baseline drills. L&A will also review schools' plans twice yearly in the ESA portal to ensure plans are up to date and assist schools in conducting two non-fire-related emergency response drills such as lock down and severe weather.

(1) How PCSB receives information from District agencies to help guide emergency response activities and resource support requests

DC PCSB has a close working relationship with MPD's School Security division, the ESA, and the District Recovery Program. Through these agencies, DC PCSB receives regular updates regarding emergency response activities and can provide schools with up-to-date information, resources, and trainings. DC PCSB, with the help of L&A, works with the Fire Marshal's office to ensure schools meet International Fire Code requirements. They are an addendum to the information in the ESA portal. Currently, all campuses are active on the ESA portal.

Since the School Safety Alliance, co-chaired by Mr. Lalik, formed in 2019, all District-wide planning efforts and system updates have included input from L&A and public charter schools. This collaboration has resulted in an improved and shorter "Play Book," a revised version of the District's School Emergency Response Plan. The "Play Book" is more "school-friendly" and contains the most current information on emergency response procedures. Distribution was delayed due to the pandemic. However, as schools start to reopen it will be distributed by March 2021. In addition, Mr. Lalik and representatives from DCPS and HSEMA collaborate to develop a quarterly newsletter for schools covering topics such as non-threatening lockdown drills, cyber threats to students, and severe weather. Mr. Lalik informs DC PCSB of all ESA updates and procedural changes.

(2) How PCSB ensures schools are implementing the required safety plans, drills, and policies

DC PCSB and L&A work together to ensure that schools implement the required safety plans, drills, and policies using assurance letters and monitoring of the plans uploaded to the ESA website. L&A is working with the Fire Marshal to ensure schools receive Fire Safety Training. To further assist schools with Fire Code Compliance, Mr. Lalik has conducted the required lock-down trainings for 25 schools.

In August 2018, DC PCSB and L&A began preparing to implement the RAVE Panic Button Application in public charter schools. The RAVE system provides app-based panic buttons which provide authorized users with a choice of emergency services to request directly from their smartphones. Once someone activates the appropriate button, 9-1-1 call dispatchers know which emergency service to dispatch, where to dispatch those services, and who activated the panic button. From October 2019 through September 2020, all new public charter schools have been added to the RAVE platform and constant updates are made to address staff changes in all schools.

68. **(a) How many charter school applications has PCSB received in fiscal years 2020 and 2021 (as of January 31)?**

    (b) Of those that applied, how many were given conditional approval to open?

    (c) Provide a status update on the general operation and administration of the public charter schools that began operation in fiscal years 2020 and 2021 (through January 31).

(a) How many charter school applications has PCSB received in fiscal years 2020 and 2021 (as of January 31)?

DC PCSB received four new public charter school applications during FY20, listed below.

Program Name	Grades
Capital Experience Lab	6-12
Global Citizens	PK3-5
The Garden School of Business and Entrepreneurship	9-12

Program Name	Grades
Washington Arabic School	PK3-5

DC PCSB has received five applications to open public charter schools during FY21, captured in the table below. The DC PCSB Board is scheduled to vote on these applications in April 2021.

Program Name	Grades
Capital Experience Lab	6-12
DC Wildflower	PK3-5
Heru Academy	K-8
Lotus	PK3-8
M.E.C.C.A. Business Learning Institute	6-12

(b) Of those that applied, how many were given conditional approval to open?

DC PCSB conditionally approved one public charter school in FY20. Details about the school are captured in the table below. Pending full charter approval, this school is slated to open in Fall 2021.

Program Name	Model	Grades
Global Citizens	Language Immersion	PK3-5

The three applicants the DC PCSB Board denied in FY20 are Capital Experience Lab, The Garden School of Business and Entrepreneurship, and Washington Arabic School.

(c) Provide a status update on the general operation and administration of the public charter schools that began operation in fiscal years 2020 and 2021 (through January 31).

No new LEAs began operation in SY 2019-20 (FY20). Five new LEAs opened in SY 2020-21: Capital Village PCS, Girls Global Academy PCS, I Dream PCS, Social Justice PCS, and The Sojourner Truth PCS. The following table contains information about their general operation and administration. For a facilities update on these LEAs, please see question #66.

LEA	Enrollment*	Model	Grades	Operation Status
Capital Village PCS	51	EL Education	5-8	Distance learning (fully) & hybrid (Starting Feb 18)
Girls Global Academy PCS	65	All-Girls (focus on STEM and Business)	9-12	Limited in-person & distance learning (fully)
I Dream PCS	57	Student-Centered Learning	PK3-5	Distance learning (fully)
Social Justice PCS	48	Project Based Learning/EL Education	5-8	Hybrid (for English learners, student with disabilities, and at-risk students)
The Sojourner Truth Montessori PCS	90	Montessori	6-12	Limited in-person & distance learning (fully)

* Preliminary, unvalidated data as of October 5, 2020

69. **Describe PCSB's process and timeline for charter renewal. Include in your response the following information for fiscal years 2020 and 2021 (as of January 31): (1) a list of public charter schools that were up for renewal, whether the public charter school was renewed, and the reasoning for that decision; (2) how PCSB communicated with each public charter school, its trustees, and parents before making its renewal recommendation. Also include how PCSB encourages public charter school restart options or collaborations with charter operators during this process.**

DC PCSB authorizes public charter schools for a 15-year term. Per the School Reform Act (SRA), DC PCSB must review each public charter school at least once every five years. During a school's fifteenth year of operation, the school must submit an application seeking authorization to operate an additional 15 years. DC PCSB staff then conducts a high-stakes review, analyzing the school's performance in the following areas: fulfillment of charter goals and academic achievement expectations (charter goals); compliance with the school's charter and applicable laws; and fiscal performance. DC PCSB staff produces a renewal report detailing its findings in these areas. The school has an opportunity to discuss its performance during a public board meeting and may request an informal hearing. The DC PCSB Board then votes to renew or not to renew the school's charter.

The table below lists the 10 schools that were up for renewal in SY 2019 – 20 and SY 2020 – 21, as of January 2021. The DC PCSB Board renewed all 10 schools because they met their charter goals, did not commit a material violation of the law or a material violation of their charter, and did not engage in fiscal mismanagement.

School Year	School Name	Renewed	Notes
2019 – 20	AppleTree Early Learning PCS	Yes	
2019 – 20	Bridges PCS	Yes	While the LEA did not meet its goals outright, the DC PCSB Board used its discretion to determine the school met its charter goals via the "Improvement" and "Demonstrated Promise" provisions in its charter agreement.
2019 – 20	Early Childhood Academy PCS	Yes	
2019 – 20	Hope Community PCS	Yes	
2019 – 20	Howard University Middle School of Mathematics and Science PCS	Yes	
2019 – 20	Mary McLeod Bethune Day Academy PCS	Yes	While the LEA did not meet its goals outright, the DC PCSB Board used its discretion to determine the school met its charter goals via the "Improvement" and "Demonstrated Promise" provisions in its charter agreement.
2019 – 20	YouthBuild DC PCS	Yes	
2020 – 21	Briya PCS	Yes	
2020 – 21	St. Coletta PCS	Yes	
2020 – 21	Washington Latin PCS	Yes	

DC PCSB maintains contact with public charter school leaders throughout the renewal process. DC PCSB staff holds one-on-one meetings with schools that are up for renewal, walking them through the process and

sharing preliminary charter goals analysis. When schools demonstrate difficulty meeting the standard for renewal, DC PCSB Board members meet with the school's board and leadership to discuss the school's performance and consider future actions. Prior to publishing the renewal report, DC PCSB staff gives the school time to review it and suggest corrections to factual errors. DC PCSB staff may then revise the report.

Thirty business days before the public board meeting, DC PCSB staff notifies the Advisory Neighborhood Commission where the school is located to solicit community feedback. The public has an opportunity to testify at the public meeting or to submit public comment through email, voice message, or letter. At the school's request, DC PCSB will organize an informal renewal hearing at the school. We publicize the hearing in the DC Register and on our website.

When DC PCSB staff detects a school is struggling academically or financially, it hosts a meeting with DC PCSB Board members and the school's board and staff. During the meeting, the school's leaders inform DC PCSB about its challenges and corrective actions. DC PCSB informs the school that it may consider an internal turnaround, in which the school's leadership and board members are replaced by a new leadership team. DC PCSB also informs the school that it may pursue an asset acquisition, in which the charter is acquired by another charter LEA. DC PCSB aims to hold these meetings at least two years before the school is up for renewal.

70. **When considering a new charter application or charter renewal, how does PCSB assess the applicants' plan for, or track record of, provision of special education services? How much does this factor affect the approval or denial of an application or renewal?**

New Charter Application
 "Inclusiveness" is one of five standards of approval that DC PCSB uses to evaluate a new charter application. As written in the 2021 Charter Application Guidelines, to meet the Inclusiveness standard:

> Each element of the school program is deliberately designed to be inclusive of <u>all </u>students, including students with disabilities, English learners, students who are academically struggling or advanced, homeless students, and any other population(s) specifically targeted in the mission. Each element of the school program must accommodate and serve students who do not fit into the school's target population but who may be admitted through the enrollment lottery.

To help evaluate whether an applicant group has met the Inclusiveness standard, a special populations reviewer is part of every charter application review team. This reviewer, who has relevant experience and expertise, reads the entire application, asks questions of the applicant group at the capacity interview, attends the public hearing and the vote. Throughout this process, the special populations reviewer looks for substantive evidence that the applicant group is prepared to meet the needs of all students. This includes, but is not limited to, special education expertise on the founding team, strategies to provide instruction inclusive of all learners, robust compliance processes, and appropriate contingency planning. This expert reviewer then provides input about the review team's final recommendation to approve or deny an application.

If a school has not presented a well-developed special education plan to satisfy the inclusiveness standard, then DC PCSB staff may not recommend the school for approval. However, should a school meet most, but not all, components of the criteria, then staff may recommend the Board approve a condition that addresses weaknesses in the applicant's proposed plan to serve students with disabilities.

DC PCSB revised its 2021 Charter Application Guidelines to include more explicit expectations for how applicant groups should describe their plan for serving students who require a separate setting outside of the general education environment. These expectations require the applicant to have planned for all contingencies and how the school will adjust their program and processes for students who require this separate setting for the entirety of their school day. We will be reviewing charter applicants against these revised expectations for the first time this year.

Renewal
Per the SRA, at renewal, DC PCSB must determine 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."

DC PCSB reports OSSE's special education compliance findings in schools' renewal reports. Each report includes a school's current compliance standing and corrective action status across the review period in the following monitored areas:
1. Annual Determinations
2. On-Site Monitoring
3. IDEA Procedural Timeliness Monitoring
   a) Initial Evaluation

        b) Reevaluation
        c) Part C to B Transition
4. Secondary Transition Monitoring
5. Child Find Monitoring
6. Disproportionate Representation and Significant Discrepancy Review
7. Significant Disproportionality Review
8. Hearing Officer Determination and State Complaint Implementation Review

If a school is found to have committed a material violation of special education laws, DC PCSB Board is required to revoke the school's charter.

71. **(a) How many public charter schools were closed or partially closed in fiscal year 2020?**

(b) How many public charter schools are slated for closure, partial closure, or charter revocation in fiscal year 2021 (as of January 31)?

(c) List the name of each public charter school and a narrative description of the reason for closure, partial closure, and revocation.

(d) Describe PCSB efforts to communicate with parents and community members who are concerned about disruption for students due to closure and how those concerns are addressed.

(a) How many public charter schools were closed or partially closed in fiscal year 2020?

(b) How many public charter schools are slated for closure, partial closure, or charter revocation in fiscal year 2021 (as of January 31)?

(c) List the name of each public charter school and a narrative

In FY20, one school closed. There are currently no schools slated for closure, partial closure, or charter revocation in FY21.

Final School Year	LEA	Reason for Closure
SY 2019 – 20	National Collegiate Preparatory Public Charter High School (National Collegiate Prep PCS)	National Collegiate Prep PCS closed in FY20 due to a board vote on January 22, 2019 revoking the school's charter for failure to meet its charter goals.

(d) Describe PCSB efforts to communicate with parents and community members who are concerned about disruption for students due to closure and how those concerns are addressed.

DC PCSB takes a number of steps to ensure that all families of a closed school are notified of and supported through the closure. DC PCSB employs six part-time Family Engagement Coordinators who reach out to all families, using a case management approach, and help with their transition to a new school. As soon as the closure decision is made, we obtain the latest student roster from the closing school and begin outreach through direct mail, email, phone calls, text messages, and home visits. DC PCSB's closure team, in collaboration with DCPS, other Charter LEAs and the closing school, hold school fairs and coordinate private open houses at interested schools, solely for families of the closing school. We also work closely with the closing school's registrar to connect to families who are difficult to reach. We encourage families to apply to new schools through My School DC, the common lottery system, and to complete the enrollment process once they receive a seat at a school they desire. Families are assigned a Family Engagement Coordinator for the entirety of the My School DC lottery process and through enrollment.