



**DEMOCRACY PREP CONGRESS HEIGHTS PCS
2017-2018 ANNUAL REPORT**

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I. ANNUAL REPORT NARRATIVE

A. SCHOOL DESCRIPTION

1. MISSION STATEMENT

The mission of Democracy Prep Congress Heights Public Charter School (“DPCH”) is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

2. SCHOOL PROGRAM

A. GENERAL INFORMATION

At DPCH, the path to success in college and citizenship begins in Pre-Kindergarten. DPCH is currently managed as a part of the Democracy Prep Public Schools (“DPPS”) network that currently serves over 7,700 scholars in grades PK-12 in New York, New Jersey, the District of Columbia, Louisiana, Nevada, and Texas.

In 2017-2018 eighty-six percent of DPCH scholars came from economically disadvantaged families and over ninety-seven percent of students identified as Black or African American. In 2017-2018, the school served scholars in grades PreK-3 to eighth grade. DPCH partners with the AppleTree Institute, an early childhood public charter school with a proven track record of success, for its PreK program. AppleTree’s mission is to close the achievement gap before children get to Kindergarten by providing three- and four-year-olds with the social, emotional, and cognitive foundations that enable them to succeed in school.

DPCH operates in the facility that previously housed Imagine Southeast Public Charter School (ISE) and opened a second wing in the 2018-2019 school year. ISE selected Democracy Prep to operate the school effective at the outset of the 2014-15 instructional year. Eighty percent of ISE students re-enrolled and in the fall of 2014, the school opened its doors to 620 scholars from Pre-K to 6th Grade.

Since assuming operation, DPCH has implemented several changes in response to scholar needs. At the beginning of SY16-17, the school completed the initial phase of Primary Project, an evidence-based universal screening and intervention program designed to identify and address the social-emotional needs of students in kindergarten through third grade. The screening revealed that 56% of DPCH’s students required Tier II social-emotional interventions, compared to 4% of students nationally. In order to meet these needs, the school has expanded its behavior support staff, developed partnerships with external mental health providers, implemented a tiered system of positive behavior interventions and supports, and joined the DC Office of Victim Services and Grants Administration’s Show Up, Stand Out attendance initiative. In SY17-18, DPCH was recognized for its efforts to improve attendance by Mayor Bowser, through her Every Day Counts initiative.

In addition, in SY17-18 approximately 11 percent of students qualified for special education services. To meet this high demand for services, the school has invested in additional special education staff, created a self-contained special education program, and contracted with a board-certified behavior analyst to support students with behavioral disabilities. DPCH is committed to continuing to refine our current systems with a focus on the needs of our students and their families while planning strategically and proactively for the future.

Founded on the belief that a safe, structured, and supportive school community is essential to ensure dramatic academic gains for all students, DPCH operates within an extended school day and after-school, summer, and Saturday programs. As a result, students most in need of extra help benefit from significantly more instructional time each year than they would receive in a typical district school.

Against the backdrop of its mission, DPCH works to place students on the path to succeed in college while simultaneously adding a robust component of civic education, character building, and democratic responsibility. DPCH maintains unwaveringly high academic and behavioral expectations featured in five important principles: 1) rigorous college-prep academics; 2) more time to learn; 3) data-driven decision-making; 4) safe and supportive school culture; and 5) exemplary talent.

Rigorous College-prep Academics. DPCH operates an academically rigorous, college preparatory campus. Students are challenged to do their best academically regardless of language proficiency, special education status, or the academic level at which they enter the school and are provided support to do so. Our rigorous academic program includes core subjects, as well as engaging electives such as art, music, and fitness.

Focus on Literacy: Literacy is the key academic skill on which all future skill and knowledge acquisition is based. Research has repeatedly demonstrated that success or failure in forming a foundation of basic literacy in the early grades is a strong indicator of later academic success. It is therefore not surprising that schools in which low-income students reach mastery maintain a relentless focus on developing literacy skills. Practices of these high-performing schools include: dedicating significant time to teaching reading and writing, explicitly teaching phonics and comprehension strategies; and fostering fluency through extensive practice reading and writing and by inculcating a deep love of reading. These practices are reflected in the Democracy Prep academic program.

Research-Proven Curricula: DPCH's academic program is rooted in research-proven curricula that have been shown to accelerate progress to mastery for low-income students, including those with disabilities and English-language deficits. In math, DPCH uses a systematic approach to basic math facts and computational skills coupled with a teacher-created curriculum that develops higher-level problem-solving skills. The curriculum was built to help students recognize that they need basic factual knowledge and "automaticity" with procedural computation, coupled with a deep conceptual understanding of mathematics, in order to

solve complex mathematical application problems. In social studies, science, music, and art, teachers rely on a content-rich curriculum of basic subject-area and cultural knowledge.

More Time to Learn. DPCH students attend school Monday, Tuesday, Thursday, and Friday from 7:45 a.m. to 4:15 p.m. and until 1:00 p.m. on Wednesdays. The school year includes approximately 185 days of instruction, and students in need of additional individual support or required remediation receive after-dismissal tutoring and attend school on additional Saturdays and during some vacations. Students who have not yet mastered the grade's content expectations by the end of the year attend a mandatory Summer Academy. Within these programs, DPCH students most in need of extra help benefit from significantly more instructional time each year than they would receive in a typical district school.

Data-driven Decision-making. DPPS utilizes a sophisticated feedback loop of frequent data collection and analysis including a network-wide dashboard tool, interim assessments, and comparative academic measures to drive effective instruction at the student, class, teacher, grade, school, and network levels. Assessments include absolute measures, value-added measures, and internally developed/externally validated trimester and comprehensive exams.

Safe and Supportive School Culture. Democracy Prep believes that a safe, structured, and supportive school community is essential to ensure dramatic academic gains for all students. School culture is based on the “DREAM Values” according to which all staff and students live: Discipline, Respect, Enthusiasm, Accountability, and Maturity. Students earn or forfeit “DREAM Dollars” based on their adherence to these values. Students may use accumulated DREAM Dollars to “purchase” privileges and benefits such as items at the weekly DREAM Dollar store, celebrations, trips, college visits, and other fun experiences.

Exemplary Talent. Democracy Prep has an extremely selective staff application process. Lead teachers receive a base salary that exceeds the local scale and are eligible for excellent benefits and performance-based raises. All staff members undergo extensive performance reviews and receive weekly professional development (PD) during the school year and three weeks of intensive PD in the summer. DPCH teachers and leaders are guided by explicit, well-defined career paths and are afforded ample opportunities for growth.

In addition to featuring these common elements of high performing charter schools, Democracy Prep is unique in its commitment to three other key design elements: (1) Commitment to educating all students, in all subjects, in all grades; (2) Authentic civic leadership and engagement, and (3) Running schools on public funds.

Commitment to educating all students, in all subjects, in all grades. DPCH actively recruits students at risk of academic failure — including those with ELL classifications, IEPs, and 504 plans. Special Education students and English Language Learners

benefit from the same transformational education and support that all our students receive, including all elective offerings. In addition, just like a traditional public school and unlike many charters, Democracy Prep welcomes new scholars at all grade levels at the beginning of each year.

Authentic civic leadership and engagement. While much has been said and written about the achievement gap that afflicts low-income students of color, very little has been made of the “civic achievement gap.” Nevertheless, voter registration rates, voting records, political contribution records, and civic volunteering rates all indicate that as a direct result of systemic barriers to voter enfranchisement, low-income, African-American and Latino students and adults are among the least active participants in our democracy. Unique among its peers, Democracy Prep places an explicit focus on preparing scholars to become civic leaders in their communities. Democracy Prep’s efforts were recently recognized in a study released by Mathematica Policy Research that found that Democracy Prep students had a 98% probability of both registering to vote and voting, and their rates of participation were dramatically higher than their peers.

Running schools on public funds. In order to serve as a proof-point for what is possible in public education without resorting to private philanthropy, Democracy Prep operates each of its schools on the public funds it receives from the city, state, and federal government. Democracy Prep efficiently spends money as close to the student as possible, spending the most on its great teachers and much less on its comparatively lean administration.

B. CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

DPCH’s elementary instruction is based on highly effective, researched-based curricula. Lead and Co-Teachers use clear, direct instruction to explicitly teach what scholars are expected to know. All instruction and materials are aligned to District of Columbia Standards.

Reading: K-2

Read Aloud (Vocabulary): During this block of the day, Lead Teachers read aloud to the entire class in a format loosely based on Text Talk. Teachers plan from a Scope and Sequence that lays out a suggested text order and discussion objectives.

Reading Blocks I, II, & III: During this time, the Lead Teacher conducts a Ready Reading lesson or Guided Reading session for a small group of scholars. Meanwhile, the Co-Teacher conducts a Reading Mastery lesson for another small group. The third small group engages in personalized learning using i-Ready, alternating daily between math and reading. Each of these three groups rotate through the three stations of learning.

Ready Reading: This block consists of explicit skill instruction targeting each Common Core standard in alternating fiction and nonfiction units. Teachers model skills and responsibility is gradually released to scholars using rigorous grade level texts and questions.

Guided Reading: Scholars read an authentic text at designated grade level benchmarks throughout the year. Teachers function as facilitators in order to encourage scholars to participate in literature conversations using Habits of Discussion. Non-fiction texts are frequently embedded into instruction in order to build world knowledge and solidify comprehension.

Reading Mastery: This SRA program infuses all of the core concepts of comprehension through a repeated structure, including phonics instruction in Kindergarten and 1st grade.

i-Ready: Scholars receive personalized instruction in reading and math through i-Ready's interactive lessons on Chromebooks. Teachers can monitor scholar progress and assign additional lessons based on data.

Reading: 3-5

Novel Study: In grades 3-5 scholars participate in a Novel Study program designed to combine quality literature with nonfiction and civics background knowledge. Scholars participate in whole group discussions facilitated by the Lead Teacher in addition to completing group and independent projects designed to encourage scholars to think beyond the text and apply their understanding in new and different ways. Each unit of study ends with a written assessment that asks scholars to respond in writing to questions on the text and to share their interpretations.

Ready Reading: This block consists of explicit skill instruction targeting each Common Core standard in alternating fiction and nonfiction units. Teachers model skills and responsibility is gradually released to scholars using rigorous grade level texts and questions.

Guided Reading: Scholars read an authentic text at designated grade level benchmarks throughout the year. Teachers function as facilitators in order to encourage scholars to participate in literature conversations using Habits of Discussion. Non-fiction texts are frequently embedded into instruction in order to build world knowledge and solidify comprehension.

Writing: K-5

Lead Teachers guide the entire class through the writing process as set forth by a Democracy Prep scope and sequence. Writing units of study are focused on the conventions and mechanics necessary to demonstrate mastery of the English language. Further, scholars at DPCH elementary school have substantial practice with expository writing, becoming more frequent as the grade levels advance, and demonstrating both their understanding of writing conventions and their content knowledge.

Handwriting (K-1) & Grammar (K-5)

Co-Teachers use the Zaner-Bloser handwriting program to review letter formation with scholars. Additionally, during this block of time, Co-Teachers teach the entire class a mini-lesson on a

grammar skill. At the higher-grade levels, these skills and content are embedded directly into writing instruction and are facilitated by the Lead Teacher.

Mathematics: K-5

All K-5 classes use the math program published by Eureka Math. During this time, Lead Teachers are responsible for whole group instruction of the lesson. Co-Teachers observe, practice, and support instruction in any way needed (e.g. pulling a small group, circulating to check work). Problem solving is embedded into the math curriculum as a separate block of the day. Scholars are given independent time to work through and model challenging problems based on the CGI model of problem solving.

Science: K-5

Science instruction at Democracy Prep focuses on imparting knowledge of the content while also having scholars practice “thinking like a scientist.” Science curriculum is loosely based on the Scott Foresman science program and is aligned to the Next Generation Science Standards. Scholars in K-2 take a half-year of science, while scholars in 3-5 participate in a full year of science instruction.

Social Studies: K-5

The Social Studies program is developed from specific eras from the U.S. and World History sections of the Alexandria Plan in addition to the study of geography, economy, and civics. Through simulations, primary source investigations, and reading authentic texts, scholars work to answer year-long essential questions such as, “To what extent has the U.S. fulfilled its promise of liberty, justice, and equality for all?”

Middle School Curriculum and Instruction

The middle school curriculum focuses on college-and-career-readiness. Courses feature performance tasks that measure students’ understanding of essential questions, skill mastery, and ability to synthesize information; trimester exams aligned to District of Columbia Standards; and themes with direct alignment to the Democracy Prep mission. All instruction and materials are rigorous and aligned to District of Columbia Standards.

Literature: 6-8

The Democracy Prep literature program aims to support students in building capacity for synthesizing multiple sources/mediums/texts to make significant meaning about the texts they read and the world around them. The curriculum does this by ensuring alignment between novels by building thematically linked essential understandings and leveraging complex nonfiction texts to build background knowledge, expose students to concrete expository skills,

and deepen understanding of complex topics. The ultimate goal is to have student-centered classrooms where: students are comfortable reading about, speaking about, and writing about difficult texts to make meaning on their own; students see connections between life and literature and are able to critically think about an author's craft both in nonfiction and fiction texts; and students are able to internalize essential understandings to become responsible and reflective citizen-scholars.

Science: 6-8

The science curriculum is fully aligned with Next Generation Science Standards with the goal to prepare students to excel in scientific majors in college and in STEM careers. The curriculum is also designed utilizing best practices from the National Science Teachers Association. The vision of science instruction at Democracy Prep includes the following: 1) students regularly conduct experiments; 2) students explain how the world works and how humans depend on and alter their environment; and 3) students emphasize the relationships between concepts, with little emphasis on studying facts in isolation. Students are explicitly taught the essential skills of gathering, analyzing and using data, as well as citing quantitative evidence to support their claims.

History: 6-8

The Democracy Prep history program is centered on the belief that an enlightened study of history is driven by the Essential Questions at its core, Essential Questions that are both deeply personal and widely consequential. The Essential Questions at the heart of historical inquiry are: How is society best organized? What is the best life for a human being? Democratic societies require "citizen-scholars" to preserve them, and so at the center of Democracy Prep's mission is a claim that democratically organized societies are worth preserving, that such societies provide their citizens with good lives.

Math: 6-8

Democracy Prep middle school math curriculum and instruction focus on why, not just how, and fluency in its true sense. The curriculum is aligned to District of Columbia Standards and allows for some flexibility for instructors to personalize their plans based on their teaching style and customize content based on students' needs.

Writing: 6-8

Democracy Prep's vision for writing is: a process of inquiry and discovery, and a fundamental tool used for the real world and daily life. The writing curriculum and instruction are designed to build skills for college and beyond by explicitly teaching analysis, synthesis, and research. There is also a focus on writing conventions and grammar practice.

Music and Arts K-8

The Arts and Music programs are rooted in DPPS-created benchmarks based on the National Core Arts Standards. Democracy Prep also approaches arts education using skills-based instruction and the Aesthetic Education Model modeled through our partnership with Lincoln Center Education. Scholars have the opportunity to work together as a class to prepare performances for their peers, families, and local community to additionally develop strong communication and presentation skills.

Physical Education K-8

Physical Education is designed around isolating and teaching specific skills, so scholars can develop their overall gross-motor capacity. Scholars participate in various sports instruction, as well as engage in team building exercises that help to promote healthy bodies and good sportsmanship. Benchmark data is analyzed on an on-going basis to measure student growth in the objectives taught.

Technology K-8:

Elementary scholars begin to explore technology in multiple ways at DPCH. Initially, scholars are introduced to laptops where they take computer-adaptive assessments, such as the MAP assessment. They also have access to laptops during independent reading time, where they engage in online literacy activities on websites such as Starfall.com—particularly in the younger grades. Technology engagement evolves organically over time as scholars and teachers become more adept with the equipment—spanning from using them during independent literacy activities to content-based instruction.

Special Education & ESL (Academic Collaboration Team (ACT) Services)

Special Education and ESL services (ACT) are always aligned to grade level standards and students' needs. ACT Teachers work to align their services to lesson plans created in advance by our classroom teachers. The goal is for these services to enhance our scholars' access to the curriculum and help them to become more confident academically. Further, DPCH ACT teachers pride themselves on scholars returning to the classroom after pull-out sessions and not feeling like they've missed any instruction. The instruction scholars receive when they're outside of the classroom is clearly aligned to the instruction they would receive inside of it, along with the additional supports and resources necessary to differentiate instruction. Because our ACT team coordinates so closely with classroom teachers, classroom teachers don't feel the need to re-teach everything the scholars may have missed during pull-out sessions.

Choice Time/Movement: K-8

Scholars have a structured, choice game time to socialize each day. Movement is another aspect of a DPPS elementary school. For ten to fifteen minutes before or after lunch, teachers

lead scholars in a structured movement activity to give them time to release and expend pent up energy.

Use of Assessment Data

Consistent with DPPS best practices, Democracy Prep Congress Heights embraces and has built a culture of data-driven instruction where teachers and school leaders are continually engaged in a thriving conversation around improvement strategies. DPCH is committed to demonstrating objectively that students are learning a rigorous curriculum and preparing for success in college. In order to accomplish this goal, DPCH measures academic progress extensively and precisely using a wide variety of ongoing assessment tools. In addition to district and privately developed assessments, pre-test and post-test assessments developed by the school are frequent, relevant, and aligned with District of Columbia standards. Frequent evaluations ensure that teachers and families know exactly where each student stands in relation to our rigorous standards and what each student needs to do to make progress toward conceptual mastery. Assessments ensure that group instruction, lesson planning, and student support can be adjusted in direct response to their results.

Academic Metrics	Administered or Validated By	Data Timeline	Grade Used	Description and Rationale
STEP	University of Chicago	National Benchmark every 6-8 weeks	K-5	Used to determine progress in literacy over time
Eureka Math Assessment	Independently validated by Great Minds non-profit	Middle and End of Module Assessments	K-5	Used to determine progress in mathematic curriculum based on Common Core Standards
Democracy Prep Interim Assessments	Common Core and PARCC aligned	3X throughout the school year for grades 3-5, 2X throughout the year for grade 2	2-5	Common Core Standards-aligned interim assessments to enable DPPS to consistently identify and close gaps in student learning in Math, Reading, and Writing
Democracy Prep Bimonthly Writing Task	Democracy Prep leadership team and external experts	Every two months throughout the school year	K-8	Common Core-aligned writing prompts to measure narrative writing for K-1 and opinion writing for

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				2-8
MAP	NWEA--MAP Assessment	September and June scores compared to national peers	K-8	Nationally normed and validated tests allow us to measure value added over time and to compare students to their national and charter peers. Because it is computer adaptive, MAP provides precise diagnostics.
PARCC	Office of the State Superintendent of Education	Average scale score and percent of students proficient in spring of next year	3-8	Provides absolute measures of content based on Common Core Standards and comparison with different schools as well as longitudinal student and cohort progress using scale scores in ELA, Math, and Grade 4 Science.
Trimester Exams	Democracy Prep Public Schools	3x throughout the school year	6-8	Used to show mastery of core subject material for middle school students across DPPS.

Early Childhood

Democracy Prep has partnered with AppleTree Institute since 2014 to operate five PreK3 and PreK4 classrooms at its Congress Heights campus. AppleTree Institute has a documented history of effectively implementing early learning programs with substantiated progress of student achievement. AppleTree implements a comprehensive preschool instructional model, Every Child Ready (ECR), developed by AppleTree Institute through a prestigious i3 grant from the United States Department of Education. ECR includes three tightly integrated elements of curriculum, professional development, and assessment to help children build the cognitive and non-cognitive skills they need to enter the primary grades ready to thrive. The Every Child Ready Math curriculum-based measure (ECR:M) was created to align closely with DC Early Learning Standards and the Common Core and, most importantly, provide clear and actionable

information to teachers and families on areas of strength and challenge in children’s mathematical development. The ECR:M assessment measures skills in the areas of: number concepts (such as identifying numbers and counting objects), identifying patterns, measurement, identifying shapes, and reading graphs.

The ECR Language and Literacy (ECRLL) assessment measures students’ progress on the Every Child Ready Standards for language and literacy. Teachers administer this assessment one-on-one five times per year in order to measure the language and literacy skills children acquire and that are important for learning to read. Some of these skills include: phonological awareness, understanding the parts of a book, using descriptive language, and narrative comprehension.

The Classroom Assessment Scoring System (CLASS) is an observational instrument to assess classroom quality. The CLASS tool was designed at the University of Virginia and is used to measure classroom quality of early childhood programs across the country. OSSE adopted CLASS as a classroom quality measure for all pre-K programs in 2015. OSSE conducts the CLASS observation once per year. Classrooms are scored on three domains; emotional support, classroom organization, and instructional support. OSSE sets different floor and target scores based on the domain. Scores are weighted over two years, with 70% for the current year and 30% for the previous year. The actual scores for this year’s observations are below:

Domain	Score
Emotional Support	3.36
Classroom Organization	2.75
Instructional Support	0.5

C. PARENTAL INVOLVEMENT EFFORTS

Democracy Prep Congress Heights believes it is essential to build strong connections with parents and families to support the growth of our scholars. To create a warm yet rigorous academic culture, the school must reach out to families and build trusting relationships, so both parties are behind the high academic and character standards set forth to power the growth and success of their scholars.

From the beginning of Democracy Prep Congress Heights’ first year, building strong lines of parent communication has been a top priority. To spearhead its family and community engagement efforts, DPCH has a full-time Family Impact Coordinator (FIC) on staff. The FIC’s primary responsibility is to build lasting relationships with families through engagement at every point in their DPCH students’ experience, from enrollment through promotion. Their work encompasses programming that creates space for parents to formulate suggestions, share

experiences with other parents, and participate in decisions relating to the education of their children. Some of the parental involvement efforts include:

The Family Leadership Council (FLC)

The FLC is the formal body through which family members engage in discussions about how to improve and support DPCH. The FLC organizes volunteer opportunities and creates ways to support DPCH scholars in their achievements. The Family Leadership Council meets regularly; all families are welcome and encouraged to get involved. Additionally, DPCH relies on our families, under the leadership of the FLC, to support our efforts for civic engagement through registering to vote (if eligible), assisting with voter registration drives, and joining scholars and the DREAM Team for primary and Election Day activities. The FLC also organizes community events.

Parent Visits

DPCH has an open door policy and parents are welcome to visit the campus anytime, so long as their presence does not detract from the learning environment.

Open Houses

Over the summer, DPCH had multiple open house and enrollment meetings to welcome families and share key information about the school and the Democracy Prep model. Democracy Prep's leaders and staff also prepared Family Orientation and Back to School nights in the early fall.

Coffees & Conversations

Coffees & Conversations sessions are informal and informational in nature. At these meetings, the DPCH leadership team gives presentations on relevant issues and fields questions from families in attendance. DPCH leaders hosted monthly Coffee and Conversation meetings throughout the school year. These sessions were open to all families and provided opportunities for families to share ideas and opinions with school leadership and to feel welcome in the building.

Holiday and Cultural Programming

The FIC facilitates a number of programming events to engage families and the surrounding community.

Home Visits and Parent Teacher Conferences

Additionally, teachers actively engaged parents and made daily phone calls home to celebrate successes and to collaborate with families on how to best set their scholars up for success at school. To formally collaborate on their scholars' academic development, parent teacher conferences were held each trimester. Teachers sat down with each family to discuss their scholars' academic progress while also providing targeted resources for families to support their scholars' development at home.

B. SCHOOL PERFORMANCE

1. PERFORMANCE AND PROGRESS

A. MISSION

Democracy Prep Congress Heights is inspired and motivated by our mission to educate college-bound citizen scholars. Beyond scholarship, Democracy Prep reinforces the founding purpose of public education -- to prepare our nation's youth for self-government in our democracy through civic initiatives, community engagement, and authentic student and family advocacy for more excellent schools.

DPCH believes that teachers matter most and that there is no substitute for quality instruction. Consequently, DPCH has built consistent instructional systems to ensure that all teachers have the tools to increase student achievement. The curriculum and academic program at DPCH are built on the success and best practices of the highest-performing schools nationwide and is delivered in a manner that maximizes time on task across an extended school day and year.

Another critical variable in DPCH's mission success is the strength of the school leader. Aspiring school leaders receive training through Leader U, a selective, rigorous, and integrated school leadership development program that prepares leaders to lead Democracy Prep schools. DPCH leaders are coached regularly through DPCH's Office of the Superintendent by leaders with proven track records of success.

In fulfillment of our civic mission, scholars are afforded unique, authentic opportunities to be active citizens. The civic engagement program focuses on developing students' public speaking skills, awareness and understanding of current events, and ability to influence complex social and political structures through coalition-building, negotiation, and conflict management. These goals are realized through Democracy Prep's network-wide programs, such as Get Out the Vote, during which students register voters, Advocacy Day, which is an occasion for students, parents, and staff to speak to elected representatives regarding education policies, and Day of Service. School-based programs include student government, Change the Word Club, town hall, and advisory.

During the 2017-18 school year, Democracy Prep Congress Heights fulfilled its civic mission as described above. The civic engagement activities in which scholars participated were an integral part of preparing them for success in the college of their choice and a life of active citizenship. However, academic preparation for success fell short in the areas detailed in the PARCC Performance section. PARCC scores did not meet scholars' and families' or the school's own expectations. For that and other reasons, Democracy Prep and the Board have decided not to renew its management agreement after the 2018-19 school year.

B. GOALS AND ACADEMIC ACHIEVEMENT

The Performance Management Framework (“PMF”) helps DPCH educators to carefully analyze progress towards these CCSS goals and the school has adopted the PMF as its goals and measure of academic achievement expectations.

C. PARCC PERFORMANCE

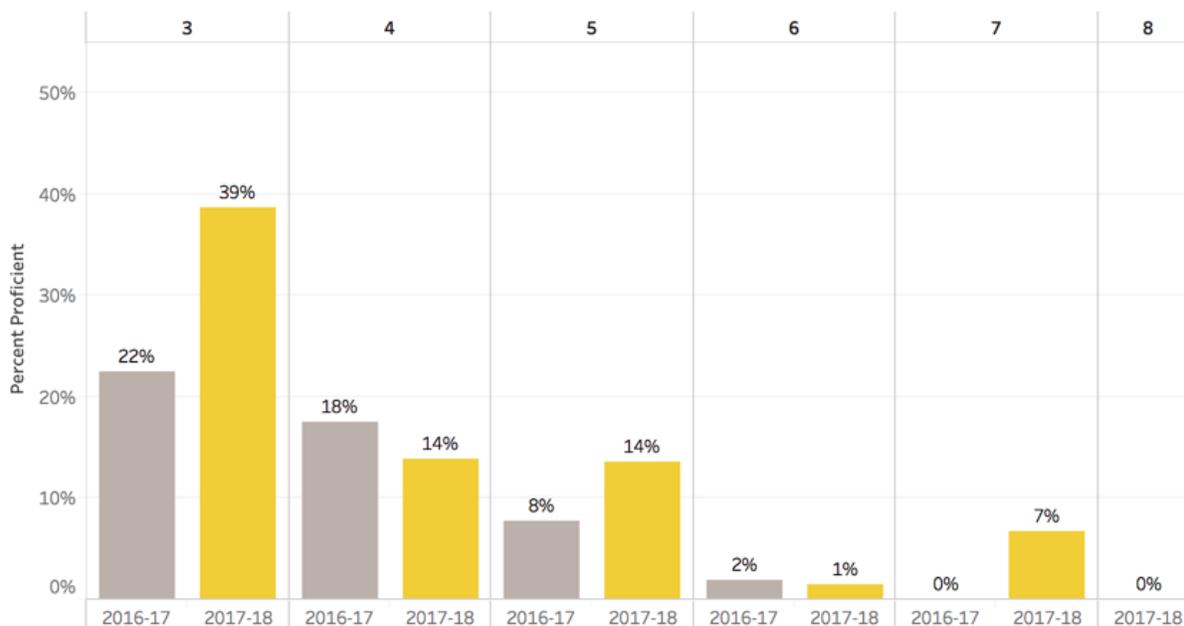
In the 2017-2018 school year, DPCH made some progress on the PARCC assessment in Math, while the percentage of scholars meeting proficiency declined slightly in ELA.

39 percent of 3rd grade scholars met or exceeded proficiency in Math in 2017-2018 compared to 22 percent of 3rd graders meeting or exceeding proficiency in school year 2016-2017. 14 percent of 5th graders met or exceeded proficiency in Math in 2017-2018 compared to 8 percent in 2016-2017. 7 percent of 7th graders met or exceeded proficiency in Math in 2017-2018 compared to 0 percent in 2016-2017.

The percentage of scholars meeting or exceeding proficiency in Math in 4th and 6th grade declined slightly from 2016-17 to 2017-18, from 18 percent to 14 percent and from 2 percent to 1 percent, respectively. There were no 8th grade scholars meeting or exceeding proficiency in Math in the school year 2017-2018, the first year that DPCH had an eighth grade. The school did not have an eighth grade class in 2016-2017. The percentage of scholars receiving special education services who met or exceeded proficiency in Math rose from 0 percent in 2016-2017 to 2 percent in 2017-18. School-wide, 14 percent of scholars met or exceeded proficiency in 2017-2018 compared to 12 percent in 2016-17.

Math Proficiency:

Percentage of Scholars meeting proficiency by Academic Year and Grade Level



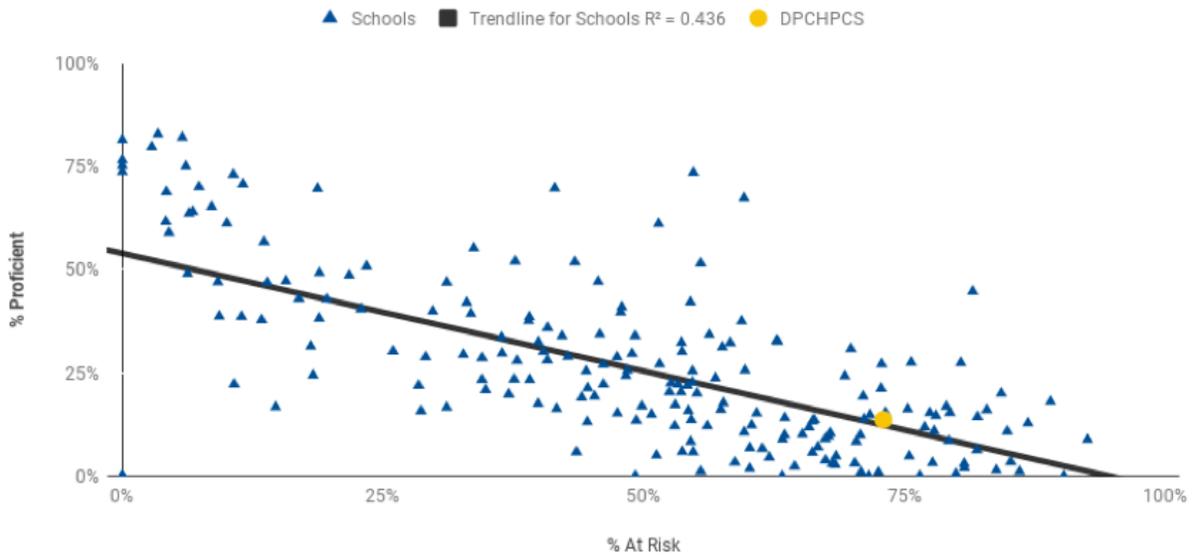
In ELA, the percent of scholars meeting or exceeding proficiency decreased from 15 percent in 2016-2017 to 11 percent in 2017-2018. While most grades saw a slight decrease in the percentage of scholars meeting or exceeding proficiency in ELA from school year 2016-17 to school year 2017-18, the percent of scholars meeting or exceeding proficiency in ELA in 3rd grade rose from 21 percent in 2016-17 to 25 percent in 2017-18. Among other grade levels, the percentage of students meeting or exceeding proficiency in ELA in 4th grade dropped from 15 percent in 2016-17 to 5 percent in 2017-18. In 5th grade, the percent of students meeting or exceeding proficiency dropped from 17 percent in 2016-17 to 11 percent in 2017-18. In 6th grade the percent of students meeting or exceeding proficiency dropped from 9 percent in 2016-17 to 7 percent in 2017-18. In 7th grade, the percentage of students meeting or exceeding proficiency fell from 10 percent in 2016-17 to 4 percent in 2017-18. Among DPCH’s first class of eighth graders, 10 percent met or exceeded proficiency in 2017-2018 in ELA.

School-wide and among at-risk students, the percent of scholars meeting or exceeding proficiency in ELA decreased respectively from 15 percent in 2016-17 to 11 percent in 2017-18 and from 14 percent in 2016-17 to 9 percent in 2017-18.

When compared to schools with similarly high percentages of at-risk students, DPCH approximately matched scores in ELA and slightly exceeded those in math.

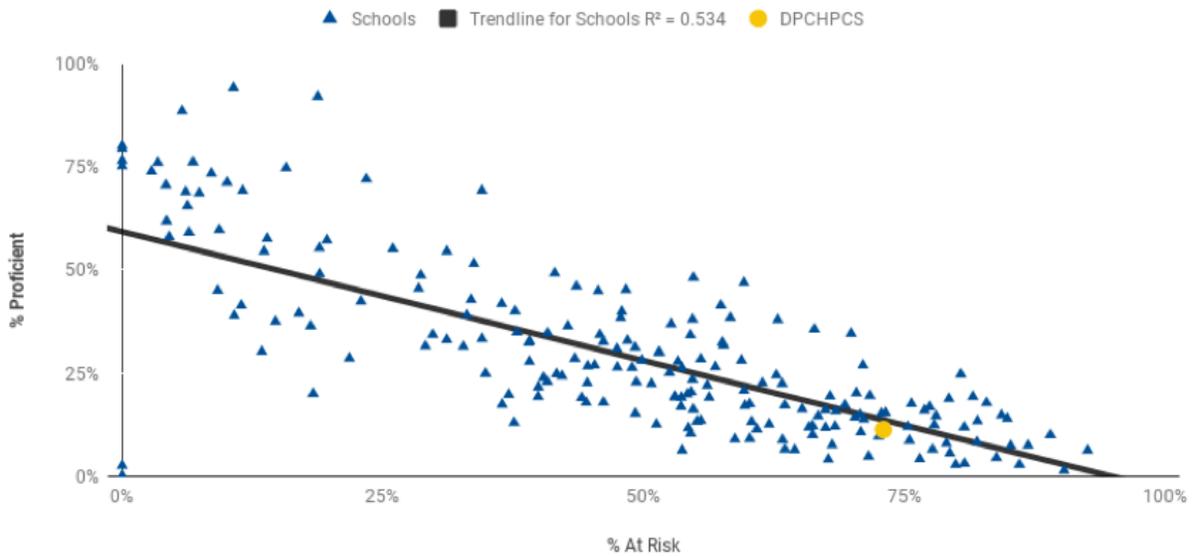
At-Risk Math:

Relative performance of schools when controlling for population of at risk students



At-Risk ELA

Relative performance of schools when controlling for population of at risk students



2. LESSONS LEARNED AND ACTIONS TAKEN

Due to performance outcomes that did not reflect growth for all scholars in all subjects, Democracy Prep Public Schools has decided not to renew its management agreement with the school after the 2018-19 school year and is working closely with the Board of Trustees as the Board searches for another operator.

Democracy Prep holds itself to the same high standards and accountability that it holds its scholars to and recognizes that turnaround is appropriate for Democracy Prep as well as the schools it operates. Democracy Prep did not meet scholars and families' expectations, or its own. At the foundation of Democracy Prep's work is a mission-critical commitment to do right by kids and that commitment has led Democracy Prep to recognize that another operator may be more able to fulfill that commitment to DPCH scholars.

3. UNIQUE ACCOMPLISHMENTS

Attendance Improvement

Democracy Prep Congress Heights was recognized in June 2018 for its efforts to improve attendance by Mayor Bowser, through her Every Day Counts initiative. Attendance at the school was at a low of 81% in school year 2012-2013 and rose to 89.2% in school year 2017-2018 as a result of various initiatives implemented over the years.

Family Engagement

DPCH implemented several family engagement initiatives during the 2017-2018 school year, and by the end of the first trimester, 65% of families school-wide participated in parent-teacher conferences. Participation by the end of the first trimester was 78% at the elementary school, well above the school's goal of 60% participation.

Highlights from DCPCSB Qualitative Site Visit Report

In a qualitative site visit report based on a DCPCSB site visit conducted in February 2018, reviewers noted "strong rapport between parents and school staff." In the reviewers' examination of classroom environment and instruction using the Charlotte Danielson *Framework for Teaching*, the highest rated component in the *Classroom Environment* domain was "Creating an Environment of Respect and Rapport," as 67% were rated as proficient in this area. 75% of special education observations scored proficient or distinguished in the *Classroom Environment* domain. The reviewers noted that "overall, special education teachers demonstrated a strong rapport with SWD and facilitated supportive classrooms where students frequently had the opportunity to obtain direct, immediate support from a teacher during

DEMOCRACY PREP CONGRESS HEIGHTS PCS 2017-18 ANNUAL REPORT

independent and small group activities.” In the *Instruction* domain, the highest rated component was “Communicating with Students,” with over half of observations rated as distinguished or proficient for clearly communicated classroom instructions.

4. LIST OF DONORS

Latham and Watkins pro-bono legal services: \$14,051

II. SCHOOL YEAR 2017-2018 DATA REPORT

General Information

LEA Name	Democracy Prep Congress Heights PCS
Campus Name	Democracy Prep Congress Heights PCS
Grades Served	PK3 - 8
Overall Audited Enrollment	645

Audited Enrollment by Grade Level

PK3	41
PK4	49
KG	53
Grade 1	55
Grade 2	73
Grade 3	60
Grade 4	85
Grade 5	80
Grade 6	76
Grade 7	51
Grade 8	22

Student Data Points

Total number of instructional days	189
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DEMOCRACY PREP CONGRESS HEIGHTS PCS 2017-18 ANNUAL REPORT

Suspension rate	26%
Expulsion rate	0%
Instructional time lost to out-of-school suspension rate	0.76%
In-Seat Attendance	89.2%
Average daily attendance	Validated after Annual Report submission date
Midyear withdrawals	5.7% (37 students)
Midyear entries	0.0% (0 students)
Promotion Rate (LEA)	93.9%
College acceptance rates	N/A
College admission test scores	N/A
Graduation rates	N/A

Faculty and Staff Data Points

Teacher attrition rate	41%
Number of teachers	56
Average teacher salary	\$63,955
Teacher min salary	\$50,000
Teacher max salary	\$84,656

III. APPENDICES

A. STAFF ROSTER (2017-18 School Year)

Last Name	First Name	Position	Bachelor's Institution	Master's Institution
Allmond	Vivian	Elementary School Special Education Teacher	Fayetteville State University	N/A

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Adamoh-Faniyan	Shukurat	Executive Director	University of New Orleans	American University
Johnson	Kelli	Family Support Specialist	Bennett College	N/A
Baumann	Marlene	Elementary School Teacher, 5 th Grade	Washington Adventist University	N/A
Beard	Tiana	Special Education Coordinator	Bowie State University	N/A
Berkowitz	Haley	Social Worker	Alabama State University	Alabama State University
Berta	Ethiopia	Kindergarten Teacher	University of Washington	N/A
Blackwell	Taneika	Elementary School Teacher, 5 th Grade	Trinity University	N/A
Bloom	Natalie	Middle School Writing Teacher	University of Michigan – Ann Arbor	N/A
Bolduc	Joseph	Assistant Campus Director, Elementary School	University of North Carolina at Greensboro	N/A
Boswick	Thomas	Operations and Technology Associate	N/A	N/A
Bushnell	Morgan	Middle School Math Teacher	University of Pennsylvania	University of Pennsylvania
Butler	Jessica	Elementary School Teacher, 3 rd Grade	Rutgers University	Lesley University

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Carter	Jasmine	Elementary School Teacher, 1 st Grade	University of Maryland	N/A
Clayton	Derrick	Elementary School Special Education Teacher	Howard University	Howard University
Coleman	Tyrone	Middle School ELA Teacher, 7 th /8 th Grade	Delaware State University	Delaware State University
Cooley	Dionne	Elementary School Technology Teacher	Tennessee State University	Lindenwood University
Cooper	Ben	Elementary School Teacher, 5 th Grade	Bethune-Cookman University	N/A
Darden-Smith	Marshon	Middle School Behavior Support Specialist	University of California – Santa Cruz	N/A
Daughtridge	Celia	Elementary School Teacher, 1 st Grade	University of North Carolina at Chapel Hill	N/A
Davis	Nicole	Elementary School Teacher, 2 nd Grade	Morgan State University	N/A
Duggan	Brian	Elementary School Campus Director	University of North Carolina at Chapel Hill	Hamline University
Edwards	Arcinda	Middle School ELA Teacher, 6 th Grade	Dillard University	N/A
Fontroy	Shauntaye	Middle School Instructional Coach	Coppin State University	Bowie State University

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Frye	Brandon	Middle School Math Teacher, 6 th Grade	Old Dominion University	N/A
Giguere	Keri	Elementary School Teacher, 3 rd Grade	Saint Michael's College	N/A
Green	Tiffany	Operations Manager	N/A	N/A
Griggs	Brandon	Elementary School Teacher's Assistant	N/A	N/A
Haas	Jeffrey	Elementary School Teacher, 2 nd Grade	University of Delaware	N/A
Harris	Delesia	Elementary School Art Teacher	Art Institute of Washington	N/A
Harris	Ulaka	Physical Education Teacher K-8	Saint Augustine's College	Saint Augustine's College
Hart	Kristin	Elementary School Teacher, 4 th Grade	Alabama State University	N/A
Hawkins	Lamissha	Middle School Art Teacher	Morgan State University	N/A
Hill	Veronica	Elementary School Social Worker	Howard University	N/A
Hodge	George	Middle School Behavior Support Specialist	Bowie State University	N/A
Holliday	Carlton	Elementary School Teacher, Kindergarten	Bowie State University	N/A

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Ho	Nathaniel	K-12 Special Education Manager	George Mason University	George Washington University
Jackson	Brandi	Elementary School Teacher, 3 rd Grade	Bethune Cookman College	Strayer University
Jakes	Adrian	Elementary School Music Teacher, K-5	Tennessee State University	Loyola College
Johnson	Jashae	Elementary School Teacher, 5 th Grade	Florida A&M University	N/A
Johnson	Melody	Elementary School Special Education Teacher	East-West University	Wesley Theological Seminary
Johnson	Wendell	Middle School History Teacher, 6 th /7 th Grade	Fisk University	Morgan State University
Kengay	Hannah	Elementary School Teacher, 2 nd Grade	Baylor University	N/A
Kidd	Mark	Elementary School Special Education Teacher	University of Oklahoma	N/A
Kouakeu	Jennifer	Elementary School Teacher, 4 th Grade	Howard University	Lesley University
Lanier	Andrew	Elementary School Behavior Support Specialist	N/A	N/A
Lee	Khalid	Facilities Manager	N/A	N/A

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Lewis	Marquita	Operations Associate	Strayer University	Strayer University
Logan	Elizabeth	Middle School Special Education Teacher	University of Maryland Eastern Shore, Salisbury University	University of Phoenix
Martin	Grandville	Middle School Science Teacher, 7 th /8 th Grade, Behavior Support Specialist	Winston-Salem University	N/A
Majied	Tiffani	Elementary School Special Education Teacher	Virginia State	N/A
McClure	Beverly	Elementary School Dedicated Aide	N/A	N/A
Moya	Hector	Middle School Math Teacher	University of California San Diego	Georgetown University
Mwombela	Innocent	Middle School Teacher's Assistant	Howard University	N/A
Olusada	Diane	Middle School Special Education Teacher	Howard University	N/A
Ortiz-Powell	Brandon	Elementary School Teacher, 2 nd Grade	Hampton University	Strayer University
Parker	Destiny	Elementary School Teacher, 2 nd Grade	George Mason University	N/A
Peters	Jayde	Kindergarten Dedicated Aide	N/A	N/A

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Peters	Maria	Middle School Science Teacher 6 th -8 th Grade	College of Notre Dame Maryland	N/A
Powell	Jermal	Elementary School Teacher, 1 st Grade	North Carolina Central University	Strayer University
Proctor	Trevor	Elementary School Teacher, 5 th Grade	Virginia Union University	N/A
Sampler	Christina	Dedicated Aide, 4 th Grade	N/A	N/A
Santos	Jamienne	Elementary School Special Education Teacher	Cornell University	N/A
Settles	Katrina	Finance and Human Resources Manager	Frostburg State University	N/A
Slade	Rhonda	Middle School ELA Teacher, 7 th Grade	Bennett College	N/A
Smiley	Karimah	Elementary School Teacher, 1 st Grade	Morgan State University	N/A
Smith	Arbrita	Receptionist	N/A	N/A
Smith	Diana	Kindergarten Teacher	Howard University	N/A
Thompson	Takiyah	Elementary School Teacher, 2 nd Grade	University of North Carolina at Greensboro	N/A
Trent	Kristian	Elementary School Teacher, 4 th Grade	George Mason University	N/A

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Wadley	Quincy	Behavior Support Specialist K-8	Temple University	N/A
Waller	Shatira	Elementary School Teacher, 4 th Grade	Mary Baldwin College	N/A
Wells	Chalia	Elementary School Teacher, 3 rd Grade	Mary Baldwin College	N/A
Werner	Brandon	Middle School Campus Director	Iowa State University	Christian Brothers University
Whitfield	Shawanda	Elementary School Teacher, 4 th Grade	Virginia State University	N/A
Williams	Ashley	Elementary School Dedicated Aide	N/A	N/A
Williams	Karone	Middle School Dedicated Aide	N/A	N/A
Williams	Yanique	Elementary School Social Worker	State University of New York	New York University
Winters	Melissa	Registrar	N/A	N/A
Wondafrash	Abel	Elementary School Teacher, 5 th Grade	North Carolina Central University	N/A
Woodard	Jessica	Special Education Teacher, Middle School Special Education Coordinator	Morgan State University	University of Phoenix
Wrighten	Lyndon	Kindergarten Teacher	Rider University	N/A

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Yates	Alexander	Middle School Special Education Teacher	Pennsylvania State University	N/A
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B. BOARD ROSTER

**Democracy Prep Congress Heights Public Charter School
Board of Trustees 2017-2018**

Name	Role	DC Resident	Term
Wilder, Jennifer	Board Chair, Governance Committee Chair	Yes	Initial Appointment: 06/14 Reappointment Expiration: 06/19
Melton, Michael	Treasurer, Finance & Audit Committee Chair	Yes	Initial Appointment: 07/14 Reappointment Expiration: 06/19
DeJean, Alix	Vice Chair	Yes	Initial Appointment: 06/14 Reappointment Expiration: 06/19
Feith, Dan	Trustee	Yes	Initial Appointment: 06/14 Reappointment Expiration: 06/19
Fuhr, David	Trustee	Yes	Initial Appointment: 04/14 Reappointment Expiration: 06/19

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Kaul, Gitika	Development Committee Chair	No	Initial Appointment: 04/14 Reappointment Expiration: 06/19
Darmon, Charnetta	Family & Community Committee Chair (Parent Member)	Yes	Initial Appointment: 04/14 Reappointment Expiration: 06/19
Battle, Victor	Trustee (Parent Member)	Yes	03/17 – 06/18
Calloway, Brittney	Trustee	Yes	Initial Appointment: 09/15 Reappointment Expiration: 06/19
Berg, Juliette	Academic Accountability Chair	Yes	Initial Appointment: 11/15 Reappointment Expiration: 06/19
Williams, Antonio	Trustee	Yes	Initial Appointment: 05/18 Reappointment Expiration: 05/20

C. USE OF AT-RISK FUNDING

DPCH used at-risk funding towards supplemental services and supports for our most vulnerable scholars, including stipends for Summer Academy instructors, materials for enrichment programming (e.g., Saturday Academy and after-school tutoring/clubs), and additional specialized materials for special education teachers and school social workers.

D. UNAUDITED YEAR-END 2017-18 FINANCIAL STATEMENT

Democracy Prep Congress Heights	
Statement of Activities - Actual vs Budget	
Reporting Book:	ACCRUAL
As of Date:	07/17/2018

DEMOCRACY PREP CONGRESS HEIGHTS PCS 2017-18 ANNUAL REPORT

Campus:

Democracy Prep Congress Heights

07/01/2017 Through

06/30/2018

Actual

Operating Revenue

Grant Revenues

State Grant Revenue

4000 - State Per Pupil Revenue - General Education	7,340,569.22
4001 - State Per Pupil Revenue - Special Education	1,824,372.46
4002 - State Grant - DC SPED At-Risk	1,126,682.29
4009 - State Grants - Facilities	2,059,309.56
4010 - Food Service Revenue - State	536,140.42
4086 - State Grant - DC School Technology Fund	14,676.10
4087 - State Grant - DC OSSE Grant	84,480.78
4088 - State Grant - DC Blackman Jones Compliance	189,191.69
4089 - DC SpEd Enhancement Fund Grant	24,670.88
Total State Grant Revenue	13,200,093.40

Federal Grant Revenue

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4201 - Federal Grants - Title I	361,877.00
4202 - Federal Grants - Title IIA	158,395.00
4206 - Federal Grants - IDEA/Special Ed	116,150.00
4208 - Federal Grants - Food Service Revenue	0.00
4209 - Federal Grants - E-Rate	0.00
4211 - CSP Grant	68,331.14
Total Federal Grant Revenue	704,753.14
Total Grant Revenues	13,904,846.54
Contributions	
4400 - Corporate/Business Contributions	7,485.00
4401 - Foundation/Trust Contributions	22,841.50
4403 - Individual Contributions	612.00
Total Contributions	30,938.50
Facility Rental Income	
4998 - Miscellaneous Income	0.00
Total Facility Rental Income	0.00
Total Operating Revenue	13,935,785.04
Expenditures	

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Direct

6118 - Student Food Program	581,149.44
6119 - School Uniform Support	30,975.98
6301 - Individual Professional Development	5,430.00
6302 - Schoolwide Professional Development	13,218.84
6303 - Tuition and Certification Reimbursement	5,605.00
6304 - Travel and Meals - Professional Development	54,304.57
6305 - Temporary Instructional Consultants	0.00
6307 - Special Education Services Consultants	3,878.86
6308 - Professional Development Consultants	38,728.57
6310 - Board Expenses and Strategic Planning	269.88
6399 - Professional Development - Other	3,900.00
7101 - Textbooks & Other Curricula	64,680.67
7102 - Art & Music Program Materials	3,807.80
7104 - Athletic Program Materials, Fees & Uniforms	12,857.56
7107 - Classroom Supplies & Materials	44,644.27
7108 - Student Supplies	9,780.47
7109 - Assessment & Scoring Software, Materials & Resources	11,700.49
7110 - Student Information System Support, Training & Subscriptions	21,666.60
7111 - Student Field Trips (Saturday, Classroom & End of Year	62,707.92

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7112 - Special Assemblies	230.38
7113 - Student Recognition/Incentives	11,418.93
7115 - Copy Paper & Supplies - Instructional	41,763.45
7116 - Copier Lease - Instructional	32,809.63
7117 - Family Events & Support	4,030.95
7131 - Student Transportation	8,722.40
Total Direct	1,068,282.66
Personnel	
Schools Compensation	
5000 - Executive Management - School	137,000.16
5001 - Instructional Management - School	275,218.68
5002 - Deans, Directors & Coordinators	512,324.38
5003 - CFO / Director of Finance - School	89,623.27
5004 - Operations / Business Manager - School	61,491.48
5005 - Other Administrative Staff - School	161,321.67
5010 - Teachers - Regular	2,821,667.58
5011 - Teachers - ACT-SPED	356,435.86
5012 - Substitute Teachers	1,400.00
5013 - Teaching Assistants	234,068.38
5015 - Instructional Aides	(54.40)

DEMOCRACY PREP CONGRESS HEIGHTS PCS 2017-18 ANNUAL REPORT

5016 - Therapists, Counselors & Social Workers	136,513.91
5027 - Custodian	50,525.83
5028 - Security - School	19,760.00
5029 - Other Non-Instructional Personnel - School	77,670.00
Total Schools Compensation	4,934,966.80
Incentives	
5101 - Incentive-Dream Day Buy-Back	7,400.00
5102 - Incentive-Medical & Dental Insurance Buyout	28,225.00
5104 - Incentive -Academic Leadership Stipends	28,690.00
5105 - Incentive-Athletic Stipends	14,223.57
5109 - Incentive -Other Stipends	37,304.58
5112 - Incentives-Staff Recruitment Referral & Signing Bonuses	6,500.00
5113 - Incentives for FT Staff:Summer Opportunity School Stipends	85,600.00
Total Incentives	207,943.15
PR Benefits	
5100 - Fringe-Accrued Vacation - Non-Instructional	(12,926.52)
5402 - Fringe - State Unemployment Insurance (SUI)	32,518.71
5403 - Fringe - Social Security - EmployER Expense	309,450.62
5405 - Fringe - Medicare - EmployER Expense	72,371.55
5407 - Fringe - Worker's Compensation Insurance	20,061.37

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5409 - Fringe - Medical Insurance	397,719.55
5410 - Fringe - Difference Card - HRA Expenditures	1,888.80
5411 - Fringe - Dental Insurance	35,076.73
5412 - Fringe - Vision Insurance	708.40
5416 - Fringe - Retirement 403(B) Fees	1,505.91
5417 - Fringe - 403B Employer Match	103,497.63
5420 - Fringe - Life Insurance / AD&D	1,871.37
5421 - Fringe - Short and Long Term Disability Insurance	16,983.52
5423 - Fringe - Related Fees (Portal and Difference Card)	0.00
5427 - Fringe - Accrued Vacation Instructional	142,935.00
Total PR Benefits	1,123,662.64
PR Taxes	
6203 - Payroll/Accounting Software Fees	21,727.04
Total PR Taxes	21,727.04
Total Personnel	6,288,299.63
Advocacy Expenses	
8001 - Rent - 1767 Park Ave.	1,569,506.89
8013 - Deferred Rent	94,265.27
Total Advocacy Expenses	1,663,772.16
Professional Fees	

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6207 - Temporary Admin Consultants	844,688.15
6210 - Democracy Prep Public Schools Management Fee	1,459,098.58
6211 - Other Professional Services Consultants	6,633.33
6213 - Other Management Fee	1,452,927.64
6202 - Accounting/Audit Services	28,841.00
6204 - Legal Services - Paid	13,702.48
Total Professional Fees	3,805,891.18
General and Administrative Expenses	
Recruitment Expenses	
6401 - Staff Recruitment	40,073.21
6402 - Student Recruitment	14,425.67
Total Recruitment Expenses	54,498.88
Fundraising Expenses	
6404 - Marketing Expenses	703.25
Total Fundraising Expenses	703.25
Depreciation	
8900 - Depreciation Expense	84,080.07
Total Depreciation	84,080.07
Due and Subscriptions	
6114 - Fees, Dues, Licensing, Subscriptions	22,775.36

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Total Due and Subscriptions	22,775.36
Facilities	
8015 - Capital Lease Interest Expense	5,725.96
8030 - Furniture & Fixtures (Non-Capital)	727.30
8031 - Office Equipment (Non-Capital)	193.95
8035 - Other Bldg Costs (Security, Fire Elevator, etc.)	113,699.17
8038 - Building Repairs and Maintenance Services	32,663.04
8039 - Building Maintenance & Custodial Supplies	22,693.33
8041 - Utilities	191,385.41
8043 - Cleaning & Custodial Services	137,773.52
8051 - Staff Parking Lot	35,200.00
8099 - Facilities - Other Expenses	16,665.64
Total Facilities	556,727.32
Finance Charges	
6112 - Bank Service Charges and Fees	2,006.66
Total Finance Charges	2,006.66
Insurance	
6106 - Business Personal Property Insurance	0.00
6107 - Student Accident Insurance	2,956.20
6108 - Directors & Officers Liability Insurance	6,066.96

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6109 - General Liability Insurance	34,471.34
6110 - Commercial Umbrella Insurance	19,902.08
6111 - Other Administrative Insurance	42,148.50
6113 - Cyber Liability Insurance	1,698.00
Total Insurance	107,243.08
Interest Expenses	
6124 - Interest Expense	0.00
Total Interest Expenses	0.00
Meals and Entertainment	
6115 - Staff Dinners, Outings, Recognition	26,227.10
6115-001 - Fun Budget - Food	1,995.24
6115-002 - Fun Budget - Swag	45.50
6115-003 - Fun Budget - Team Building	250.16
Total Meals and Entertainment	28,518.00
Miscellaneous Expense	
8800 - Miscellaneous Expenses	2,500.00
8802 - Unallocated Credit Card Transactions	1,770.66
9000 - Contingency	0.00
Total Miscellaneous Expense	4,270.66
Office Supplies	

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6121 - Office Supplies - Administrative	6,899.19
6126 - Computer Supplies & Equipment - Admin, Non-Capital	13,962.45
6127 - Computer Software - Admin, Non-Capital	1,963.96
Total Office Supplies	22,825.60
Other Expenses	
6198 - Authorizer 2% Admin Fee	123,143.22
6199 - Other Administrative Expense	3,815.51
Total Other Expenses	126,958.73
Printing and Publications	
6122 - Printing and Copying Supplies & Equipment	0.00
Total Printing and Publications	0.00
Postage and Delivery	
6120 - Postage and Shipping	8,117.15
Total Postage and Delivery	8,117.15
Telecommunication	
8201 - Telephone & Telecommunications	29,758.50
8202 - Outside Computer & Network Services	14,371.61
8203 - Network Maintenance/Tech Support	5,529.92
8204 - Other Technology Expenses	11,902.67
8205 - Data Processing Fees	0.00

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8206 - Classroom Technology Expenses	13,906.00
8208 - Software Licenses & Maintenance (non-Capital)	12,583.81
Total Telecommunication	88,052.51
Travel Expenses	
6116 - Staff Travel	3,164.54
Total Travel Expenses	3,164.54
Total General and Administrative Expenses	1,109,941.81
<hr/>	
Total Expenditures	13,936,187.44
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Change In Net Assets	(402.40)
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Democracy Prep Congress Heights

Statement of Financial Position

Campus: Democracy Prep Congress Heights

Month Ending

DEMOCRACY PREP CONGRESS HEIGHTS PCS 2017-18 ANNUAL REPORT

06/30/2018	
Current Year Balance	
Assets	
Current Assets	
Cash and Cash Equivalents	
DPCH BoA Operating Checking-5950	8,175.74
DPCH BoA Payroll-5934	0.00
DPCH United Bank Facility Escrow 2044	301,719.18
Total Cash and Cash Equivalents	309,894.92
Accounts Receivable, Net	
Accounts Receivable	
Accounts Receivable	342,724.62
Total Accounts Receivable	342,724.62
Total Accounts Receivable, Net	342,724.62
Other Current Assets	
Prepaid Expenses	
Prepaid Expenses	19,584.98
Prepaid Insurance	4,214.69
Total Prepaid Expenses	23,799.67
Intercompany Receivable	

DEMOCRACY PREP CONGRESS HEIGHTS PCS 2017-18 ANNUAL REPORT

Due From Democracy Prep Public Schools, Inc. (DPPS-CMO)	8,250.38
Total Intercompany Receivable	8,250.38
Total Other Current Assets	32,050.05
Total Current Assets	684,669.59
Long-term Assets	
Property & Equipment	263,164.21
Other Long-term Assets	343,894.00
Total Long-term Assets	607,058.21
Total Assets	1,291,727.80
Liabilities and Net Assets	
Liabilities	
Short-term Liabilities	
Accounts Payable	(14,836.38)
Accrued Liabilities	319,409.45
Deferred Revenue	(83,632.00)
Other Short-term Liabilities	
Credit Cards Payable	
Deferred Rent-Short Term	765,036.08
Total	765,036.08
Payroll Clearing	

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Payroll Clearing - Live Checks	(2,086.31)
Payroll Clearing - FSA-EmployEE Contributions	(4,234.08)
Payroll Clearing -EmployEE Retirement Contributions	7,151.36
Payroll Clearing - Garnishments	(1,807.63)
Payroll Clearing - TransitChek and Parking	(3,665.05)
Total Payroll Clearing	(4,641.71)
Intercompany Payable	
Due To Democracy Prep Charter School (DPCS)	55,516.61
Due To Democracy Prep Public Schools, Inc. (DPPS-CMO)	155,537.77
Total Intercompany Payable	211,054.38
Capital Lease Obligation	
Capital Lease - Short Term	23,886.56
Total Capital Lease Obligation	23,886.56
Total Other Short-term Liabilities	995,335.31
Total Short-term Liabilities	1,216,276.38
Long Term Liabilities	
Other Long-term Liabilities	58,941.21
Total Long Term Liabilities	58,941.21
Total Liabilities	1,275,217.59
Net Assets	

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Unrestricted	(922,397.19)
Temporarily Restricted	938,907.40
Total Net Assets	16,510.21
Total Liabilities and Net Assets	1,291,727.80

E. APPROVED 2018-2019 BUDGET

Draft Budget Summary	
	<u>Combined</u>
Revenue	
Total State Revenue	14,235,557
Total Federal Revenue	1,073,553
Total Development Revenue	-
Total Miscellaneous Revenue	-
Total Revenue	15,309,110

DEMOCRACY PREP CONGRESS HEIGHTS PCS 2017-18 ANNUAL REPORT

Expenses	
Compensation: Leadership	603,000
Compensation: Operations	644,000
Compensation: Student Support	430,000
Compensation: Teaching	3,648,000
Total Program Incentives for FT Staff	110,000
Total Fringe Benefits	1,162,114
Total General & Administrative	594,044
Total Professional Services	3,963,166
Total Professional Development	89,475
Total Recruiting/Marketing	54,000
Total Fundraising Expenses	-
Total Direct Instructional Expenses	458,330
Total Building & Facilities Expenses	2,739,958
Total Technology/Communication Expenses	189,293
Contingency Expense	517,725
Depreciation	35,000
Total Expenses	15,238,106
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Net Income	71,005	1,698,843
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Budget Detail



REVENUE



State Grants

Per Pupil Allocation K	1,264,465
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Per Pupil Allocation 1-5	4,690,586
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Per Pupil Allocation 6-8	2,797,086
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Special Education 1	620,296
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Special Education 2	486,005
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Special Education 3	41,993
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Special Education 4	595,143
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Level 1 ESY (Sped Add-on)	7,386
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Level 2 ESY (Sped Add-on)	16,936
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Level 3 ESY (Sped Add-on)	10,466
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Level 4 ESY (Sped Add-on)	-
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Special Education Compliance	85,307
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Attorney Fees Compliance	110,033
At Risk Student Funding	961,650
Non-residential Facilities Allotment	2,449,208
Soar	99,000
Blackman Jones Compliance	-
State Textbook Aid	-
State Library Aid	-
State Software Aid	-
State Food Service Revenue	-
<u>Total State Revenue</u>	14,235,557
Federal Grants	
CSP Allocation (grant from DPPS)	-
IDEA for Special Education Funding	137,417
E-Rate for Tech/Comm	-
Federal Title I	411,364
Title I - ARRA	-
Victory Funds	-
Federal Title II	127,872
SIG	-

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Federal Food Service Revenue	396,900
<u>Total Federal Revenue</u>	1,073,553
Development Income	
Individual Unrestricted Contributions	-
Foundation Grants	-
Grant from DPPS (earmarked funds)	-
Memorial Funds	-
Fundraising Event Revenues	-
<u>Total Development Revenue</u>	-
Miscellaneous Income	
Interest Income	-
Rent Income	-
E rate Internet Service	-
E rate phones	-
E Rate Internet Hardware	-
<u>Total Miscellaneous Income</u>	-
<u>TOTAL REVENUE</u>	15,309,110

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EXPENSES

Compensation

Compensation: Leadership	603,000
Compensation: Operations	644,000
Compensation: Student Support	430,000
Compensation: Teaching	3,648,000
Total Salaried Personnel Expense	5,325,000

Compensation: Program Incentives for FT Staff

Staff Additional Time With Students outside 730AM - 5PM	-
Athletic Stipends	15,360
Enrichment Stipends	15,360
Leadership Stipends (Grade level, Civics, Literacy, Other)	23,040
DREAM Day Buy-back	16,400
Summer Opportunity School Stipends	35,840
Recruitment Referral, Signing, and Relocation Bonuses	4,000
Allocated Portion of Shared Staff	-
<u>Total Program Incentives for FT Staff</u>	110,000

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Fringe Benefits	
5402 State Unemployment Insurance (SUI)	36,752
5403 Social Security - EmployER Expense	352,266
5405 Medicare Insurance - EmployER Expense	82,455
5407 Worker's Compensation Insurance	22,696
5409 Medical Insurance	439,568
5411 Dental Insurance	41,874
5412 Vision Insurance	653
5416 Retirement 403(B) Fees	511
5417 Retirement 403(B) School Match	160,443
5419 TransitChek Fees	71
5420 Life Insurance/AD&D	4,181
5421 Short and Long Term Supplemental Disability Insurance	16,811
5423 Benefits Related Fees (Portal and Difference Card)	3,834
<u>Total Fringe Benefits</u>	1,162,114

General & Administrative	
Business Personal Property Insurance	24,000
Catastrophic Student Accident Insurance	10,176

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Directors & Officers Liability Insurance	7,866
General Liability Insurance	55,088
Commercial Umbrella Insurance	28,690
Student Accident Insurance	-
Bank Service Charges and Fees	1,030
Fees, Dues, Licensing, Subscriptions	9,270
Staff Dinners, Outings, Recognition	4,100
Swag	4,100
Team Building (Fun Budget)	4,100
Administrative travel	-
Student Food Program	441,000
School Uniform Support	1,321
Postage and Shipping	3,303
Administrative Printing & Copying Supplies and Equipment	-
Administrative Consumables	-
<u>Total General & Administrative</u>	594,044
Professional Services	
Accounting/Audit Services	25,750
Payroll Services	20,664

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Legal Services - Paid	-	
Legal Services - In-Kind	-	
Temporary Staff & Substitutes	975,000	
Other Professional Services	1,519,411	
6211 PCSB Admin Fee	142,356	
Democracy Prep Public Schools Annual Fee	1,279,985	
<u>Total Professional Services</u>	3,963,166	

Professional Development

Individual Professional Development	8,200	
School-wide Professional Development	8,200	
DP You (Network-wide PD)	50,000	
Tuition and Certification Reimbursement	12,300	
Professional Development Consumables	8,200	
Academic Consultants	-	
Board Expenses & Strategic Planning	2,575	
<u>Total Professional Development</u>	89,475	

Recruiting/Marketing

Staff Recruiting	40,000	
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Student Recruiting	14,000
Marketing Costs	-
<u>Total Recruiting/Marketing</u>	54,000
Fundraising Expenses	
Development, Website, Communications	-
Fundraising Event Costs	-
<u>Total Fundraising Expenses</u>	-
Direct Instructional Expenses	
Core Textbooks & Other Curricula	39,636
Art Program Materials	6,804
Elective Materials and Program Costs	6,606
Athletic Program Materials, Fees & Uniforms	6,606
Debate Costs and Fees	-
Library Books	6,606
Classroom Material & Supplies	46,242
Student Supplies	42,939
Assessment & Scoring Software, Materials, and Resources	16,515
Student Information System - Support, training, and subscriptions	16,515

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Bus Transportation	20,000
Field Trips (Saturday, Classroom & End of Year)	82,575
Special Assemblies	-
Student Recognition/Incentives	3,303
Family Leadership Events & Support	3,303
Instructional Copy Paper and Supplies for Curricula	61,800
Instructional Copier Lease	98,880
After-School Consultants	-
Textbook Aid Expenses	-
Library Aid Expenses	-
Software Aid Expenses	-
<u>Total Direct Instructional Expenses</u>	458,330
Building & Facilities Expenses (Non-Capital)	
Space Permits	-
Rent	2,294,878
Utilities	216,000
Maintenance & Cleaning Services	192,000
Other Bldg Costs (Security, Fire, Elevator, etc)	24,720
Building and Maintenance Supplies	12,360

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Total Building & Facilities Expenses 2,739,958

Technology/Communication Expenses

Staff Cell Phones 2,733

Staff Cell Phone Service 73,800

Staff Laptops 24,600

Student Chromebooks 44,040

E-Rate Internet Service -

E Rate Network Hardware maintenance 4,120

Classroom Technology Expenses (non-capital) 40,000

Total Technology/Communication Expenses 189,293

Contingency Expense 517,725

Depreciation 35,000

TOTAL EXPENSES 15,238,106

NET INCOME 71,005

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