



Annual Report

2017-2018

Cesar Chavez Public Charter Schools for Public Policy
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ANNUAL REPORT NARRATIVE

I. School Description

A. Mission Statement

Mission: Chavez Schools' mission is to prepare scholars to succeed in competitive colleges and to empower them to use public policy to create a more just, free, and equal world.

Vision: Our vision is that all Chavez alumni have college degrees and lead lives of personal achievement and productive engagement in local and national public policy challenges. Further, elected officials, civic leaders, community organizers and the media seek Chavez scholars out when they are seeking student voices on public policy issues.

Approach: We accomplish our mission by challenging our students with a rigorous college preparatory and public policy curriculum – focusing on real-world public policy experiences – that foster critical and disciplinary thinking, deep knowledge of our country's founding principles, and strong advocacy skills.

B. School Program

1. Summary of Curriculum Design & Instructional Approach

Curriculum: For the 2017-2018 school year, Chavez Schools continued to implement and refine a curriculum aligned with the Common Core State Standards (CCSS) for Math and ELA, literacy standards in History, and the Next Generation Science Standards (NGSS) for our science classes. These standards demand an increased proficiency in problem solving, critical analysis, and evaluating strength of supports and claims through the quality of evidence provided and utilized. The Common Core State Standards also promote an increased focus on scholars' proficiency with conceptual knowledge, application, analysis, and evaluation, while the Next Generation Science Standards place an emphasis on science and engineering practices that help students build a deep understanding of science over the years at Chavez.

In order to meet the increased demands of the CCSS and the NGSS, Chavez uses an aligned curriculum for core courses. This Chavez curriculum is motivated by two guiding principles: first, that curriculum is a living document that should be continuously improved and refined; and second, that teachers need to be engaged in this process to increase their ownership and deep understanding of the curriculum.

Curriculum Overview: The Chavez curriculum consists of unit plans that include:

- | | |
|--|---|
| <input type="checkbox"/> Unit Name | <input type="checkbox"/> Common Misunderstandings |
| <input type="checkbox"/> Unit Length | <input type="checkbox"/> Key Vocabulary |
| <input type="checkbox"/> Narrative Overview | <input type="checkbox"/> Performance Tasks |
| <input type="checkbox"/> Standards | <input type="checkbox"/> Weekly Objectives |
| <input type="checkbox"/> Essential Questions | <input type="checkbox"/> Supplementary Resources |
| <input type="checkbox"/> Enduring Understandings | |

Throughout the summer, curriculum managers and instructional coaches worked collaboratively with teachers in all content areas to unpack standards, develop a strong understanding of the outcomes, and plan instruction with the end in mind. Teachers are supported in their planning and implementation of the units through instructional coaching and direct and indirect support from curriculum managers.

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

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

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

In the 2017-2018 school year, we used data points from multiple assessments to gauge scholar progress, trigger immediate professional development needs, and inform adjustments that needed to be made in instruction. Following is a summary of the major assessment tools, both internal & external, used at Chavez Schools.

AP Tests - Grades 11 and 12

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

PARCC – Grades 6, 7, 8, 9 & 10

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

PSAT – Grades 10 and 11

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

SAT – Grades 11 and 12

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

Measures of Academic Progress (MAP) – Grades 6-10

Measures of Academic Progress (MAP) assessments in reading and mathematics are administered twice a year to all Chavez scholars in grades six through 10. This computer-adaptive test—where subsequent questions rise in difficulty for each correct student answer and become less difficult for incorrect answers—can be used to measure scholar mastery of the CCSS to show academic growth between administrations of the test, and can provide comparative data by both school and scholar based on the assessment's normative scales.

Formative Assessment – All Grades

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

Authentic Performance Tasks – Science, Social Studies, & ELA, All Grades

In addition to traditional assessments, Chavez Schools has developed authentic performance tasks, during which students take the content they have learned throughout the unit and apply it to a real-world scenario. This looks different in each content area but is a way for students to demonstrate mastery in addition to a traditional multi-select/open response assessment format.

Unit Assessments—Science, Social Studies, Math and ELA, All Grades

In the 2017-2018 school year, Chavez curriculum managers created mid-quarter assessments that were aligned to the PARCC assessment and measure CCSS and NGSS. Curriculum managers developed the assessments and teachers provided feedback for revision of those assessments. Teachers, instructional coaches and curriculum managers used the data collected from the mid-quarter assessments to measure students' academic progress and to create instructional action plans to positively impact student achievement.

Benchmarks, Grades 6-10

Students in grades 6-10 took three benchmark assessments throughout the school year. These exams mimicked PARCC tests in format, length, and testing time. The data was used by teachers as re-teaching tools and to inform additional interventions. The tests were created by curriculum managers and released to teachers one week before administration so that the data could be a blind assessment of how prepared students were for their end of grade exams.

2. Parent Involvement Efforts

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

Some campus specific activities from the 2017-2018 school year are included below:

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

- Monthly Chat and Chews: The first Tuesday of each month, parents were invited to the school to "chat and chew" with administrators and teachers about their scholars.
- Parent Nights: Parents were invited to see scholar's work and meet with their teachers.
- Parent Orientation and ELL Night: Orientation to school, with focus on ensuring our EL families receive the information and resources they need.
- Parent and Family Game Nights: Families were invited to play Bingo and other board games and watch movies.

Parkside and Capitol Hill: The Parkside Campus and Capitol Hill High School engaged its parents through various events designed to integrate them into the college readiness and public policy components of our school's mission. The events listed below not only showcased the strengths of our scholars but also provided opportunities for parents and families to work in partnership to ensure the success of all Parkside students. The following events were hosted:

- Family Enrollment Nights
- Family Resource Night (hosted by our Mental Health Team)
- College Information Nights and Workshops
- Back to School Nights
- Parent Teacher Conferences
- Open Houses
- Junior and Senior Parent Nights
- Recruitment/ Enrollment Saturday Fair

II. School Performance

A. Performance & Progress

1. Fulfillment of Mission

Our unique public policy curriculum, which spans all grades served, six through 12, allows us to fulfill our mission to prepare scholars to succeed in competitive colleges and to empower them to use public policy to create a more just, free, and equal world. The curriculum, which is described in this section in more detail, includes high school course work such as Introduction to Public Policy and senior thesis, advocacy projects for all grade levels, and an opportunity to intern at a DC organization. Public policy is woven throughout our college preparatory program, and this combination has brought success to Chavez and our scholars, including a 100% college acceptance rate, meeting all four of our mission-specific goals, and strong improvement of our PARCC scores.

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

Authentic integration of public policy at Chavez takes many different forms. First and foremost, our curriculum requires students to transfer their learning to novel, complex, real world situations, as assessed through the authentic intellectual performance tasks that are included in each unit for each course. In addition, our curriculum is focused on developing students critical and disciplinary thinking skills – both of which are key to helping students use public policy to tackle real world situations and prepare them to be college-ready.

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

Advocacy Projects

- 6th Grade: Chavez City Council Day
- 7th Grade: Chavez Capitol Hill Day
- 8th Grade: We the People Competition
- 9th Grade: One World Education Program, National History Day, Urban Environmentalism Project
- 10th Grade: One World Education Program, Amnesty International Conference

- 11th Grade: National History Day, Professionalism Day
- 12th Grade: We the People Competition

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

Public Policy Courses:

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

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

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

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

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

- Full-time academic internship for an insider’s view of the public policy process
- Students gain important professional skills: resume writing, interviewing, networking
- Fellowship sites included: the Office of Congresswoman Eleanor Holmes Norton, the U.S. Environmental Protection Agency, the U.S. Department of Agriculture, the Office of Councilmember Grosso, Food and Friends, and Howard University Hospital

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

- In-depth analysis and culminating project
- Students research and write a 15-20 page public policy research paper
- Students enroll in an expanded Thesis Advisor Program (TAP) that supports students remotely
- Students present their research to public policy professionals and community members
- Topics for past research papers: Residential Segregation, Cyber Bullying, Deferred Action for Childhood Arrivals (DACA), Mental Health in the Black Community, Reforming Gun Laws

Finally, students are exposed to several public policy opportunities and events each year at Chavez. Students have unique opportunities to attend policy-related events both in D.C. and across the country. For example, this year, students participated in the national competition for National History Day, organized by the National Archives Museum. Students have had the opportunity to attend various policy events at organizations such as the Brookings Institution and the Smithsonian. In addition, Chavez Schools annually holds its Public Policy Symposium in June, where top thesis students present their research and analysis to an audience of policy makers, board members, and volunteers.

Rigorous College Prep Program: Since our inception in 1998, Chavez Schools have worked diligently to ensure that our seniors are admitted to college. In 2017-2018, **100% of Parkside High School** and **100% Capitol Hill graduates received admission to a two- or four-year college**. Additionally, the Class of 2018 collectively amassed over **\$3 million in scholarships**. More specific information on our college acceptances and scholarships is provided in the Unique Accomplishments section of this report.

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

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

2. Achievement of Goals

During the 2017-2018 school year, Chavez focused on the goals currently being used to measure performance on the PMF metrics. Information on our performance toward these metrics is available on the PMF reports produced annually by the D.C. Public Charter School Board and is not included in this report. Data and additional information is provided for each of the four mission-specific goals below.

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

The "Priority" and "Focus" designations are no longer applicable due to changes in federal law from No Child Left Behind Act (NCLB) to the Every Student Succeeds Act (ESSA). Goal 1 is no longer applicable.

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

As of August 1, 2018, **97.5%** of seniors at Chavez Schools received a passing grade on their thesis. Some of the thesis topics include: Immigration Reform, Gang Violence, Human Trafficking, Cyber Bullying, and Police Brutality. Chavez Schools met Goal 2 for the 2017-18 school year.

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

GRADES	# of Students	% of Students
"A" grades	1	1%
"B" grades	46	39%
"C" grades	67	60%

Any seniors who failed their thesis paper prior to graduation were assigned to work with a tutor through the end of the school year to rewrite their thesis until it earned a passing grade.

Goal 3: 90% of juniors on track to graduate the next year complete a fellowship (internship) with a government agency, non-profit, or other organization aligned to the goal of offering students an opportunity to apply their academic skills and civic knowledge to address a policy issue or concern.

By the end of August 2018, **95.8% of juniors met this goal.** Chavez Schools met Goal 3 for the 2017-18 school year. The breakdown by campus is as follows:

- 91% at Parkside High School have completed the fellowship requirement.
- 100% at Capitol Hill have completed the fellowship requirement.

In order to complete the Fellowship, students must be enrolled in Junior Thesis and complete all programmatic requirements, including submitting a resume, attending Professionalism Day, and completing interviews with Fellowship Host Organizations. Those students who failed Fellowship in June will take a fellowship recovery program on Friday afternoons the following school year.

Students completed Fellowships at a variety of policy organizations across the city, including: George Washington University, The Heritage Foundation, US Attorney's Office for the District of Columbia, National Parks Service, United Planning Organization, Playworks DMV, 6th District Metropolitan Police Department, and The Dance Institute of Washington, to name a few.

Goal 4: A minimum of 90% of seniors with an IEP will be accepted to at least one college.
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100% of our seniors with an IEP were accepted to at least one college. Chavez Schools met Goal 4 for the 2017-18 school year. Our scholars with IEPs were accepted to a variety of two- and four-year colleges and universities, including: Alabama State University, Allegany College of Maryland, Bowie State University, Claflin University, Delaware State University, Harrisburg University, Lincoln University, Livingstone College, Montgomery College, Philander Smith College, Shaw University, St. Augustine University, University of the District of Columbia and Virginia State University. Special education students across both high schools earned an average of three college acceptances per student.

Chavez Schools' Performance on PARCC: Chavez Schools' as a network grew at least twice the rate of DC students on this year's PARCC assessment. Our Chavez Prep Middle School and Parkside Middle School campuses both earned their highest ELA and math scores in three years. High school math and ELA scores demonstrated some of the largest improvement among charter high schools in the district from the prior year. Capitol Hill High School saw improvement in both ELA and math 3+ scores over last year, and Parkside High School earned its highest math PARCC scores in three years.

Chavez Prep outpaced state level improvement in students earning a 4+ (college and career readiness), and was highlighted in a *Washington Post* article for seeing double-digit gains on its math scores. Parkside High's growth in students earning a 4+ in geometry was 70 times the state level improvement, and Capitol Hill's ELA 4+ level improvement was five times the state level improvement.

Our PARCC results also show evidence of cohort increases. This cohort improvement, especially at both of our high schools, suggests that being part of Chavez Schools makes a positive difference for scholars over time. While we are very proud of the PARCC results as a result of the hard work of our teachers and staff, we are continuing to actively implement strategies to improve and ensure our scholars graduate college ready.

B. Unique Accomplishments

100% College Admission Rate: The Class of 2018 carried on the Chavez Schools tradition of a high college admission rate. Our recent graduates received a total of 479 acceptances (average/student = 3.95) to 100 different colleges and universities, including but not limited to:

Alabama A&M University	Castleton University	Edward Waters College
Alabama State University	Catholic University of America	Elizabeth City State University
Albright College	Central Michigan University	Ellsworth Community College
Alderson Broaddus University	Central State University	Emory & Henry College
Allegany College of Maryland	Claflin University	Evergreen State College
Benedict College	Clark Atlanta University	Fairmont State University
Bennett College	Coppin State University	Fayetteville State University
Bethune Cookman University	Curry College	Fisk University
Bowie State University	Delaware State University	Florida Institute of Technology
Brigham Young University - Idaho	Drexel University	Florida Memorial University
	Eastern Illinois University	Frostburg State University

George Mason University
Greensboro College
Hampden-Sydney College
Hampton University
Harrisburg University of Science
& Technology
Indiana University Of
Pennsylvania
Ithaca College
Kent State University
La Salle University
Langston University
Lees McRae College
LIM College of Fashion
Lincoln University
Livingstone College
Longwood University
Malone University
Mary Baldwin University
Montgomery College
Morgan State University
Mount St. Mary's University
Norfolk State University
North Carolina A&T State
University
North Carolina Central Univ

Old Dominion University
Oregon State University
Philander Smith College
Prince George's Community
College
Radford University
Randolph-Macon College
Roger Williams University
Saint Augustine's College
Salisbury University
Seattle Pacific University
Seton Hall University
Sewanee: University of the
South
Shaw University
Shippensburg University
South Carolina State University
St. Augustine's University
Stevenson University
Talladega College
Tennessee State University
The University of Memphis
The University of West Alabama
The University of Arizona
Trinity Washington University
Tuskegee University

University of Colorado Denver
University of District of
Columbia
University of Hartford
University of Maryland Eastern
Shore
University of North Carolina -
Greensboro
University of Northern Colorado
University of Oregon
University of Pittsburgh
University of Pittsburgh -
Greensburg
University of San Francisco
University of Northern Colorado
Virginia Commonwealth
University
Virginia State University
Virginia Union University
Voorhees College
Washington & Jefferson College
Washington Adventist
University
Washington College
West Virginia University

Scholarships: The Class of 2018 accumulated over **\$3.1 million in scholarship** monies to help offset the cost of college tuition. One student from our Capitol Hill campus received a POSSE Scholarship to attend the Sewanee University of the South, which covers full tuition for four years. One student received a full-ride scholarship to Bennett College, worth over \$100,000, and other student received over \$90,000 in scholarship from the University of Hartford. The Class of 2018 was accepted to notable colleges such as: Alabama State University, Bennett College, Catholic University of America, Drexel University, George Mason University, Ithaca College, Kent State University, La Salle University, Morgan State University, Old Dominion University, Oregon State University, Radford University, Seton Hall University, South Carolina State University, University of Memphis, University of Pittsburgh, Virginia Commonwealth University, and West Virginia University.

Highlights for School Year 2017-2018



Chavez Schools' Four Top Senior Scholars Present Solutions to Critical Public Policy Issues

On June 5, 2018, Angel Anderson, Marcia Bailey, Kevin Hernandez and Justice Wright presented their solutions to our nation's most pressing public policy challenges at our annual Public Policy Symposium at the Pepco Edison Place Gallery in downtown Washington, D.C. Area leaders in education, the nonprofit sector, business, and government communities listened to our presenters' solutions to Mental Health in the Black Community, Cyberbullying, Deferred Action for Childhood Arrivals (DACA), and D.C. Energy Consumption. These students became content experts, spirited advocates, and critical consumers of information that prepared them for competitive colleges and for creating a more just, free, and equal world.

Annual Capitol Hill Day for Middle School Students

Seventh graders from Chavez Prep and Parkside Middle School went to Capitol Hill and met with legislative staff from 25 Congressional offices including Washington, D.C.'s representative Eleanor Holmes Norton and Senator Elizabeth Warren from Massachusetts. Students presented their opinions and policy recommendations on issues such as school shootings and gun control.



Participation in the Amnesty International Conference

On February 22, 9th and 10th grade students from our Capitol Hill campus were invited to attend Amnesty International's all-day annual conference. Students investigated multiple international public policy issues, met with professionals in the advocacy field from across the world, and learned the power of youth activism and action planning.

Chavez Champions in Athletics

In March, our cheerleading team became the 2018 DCSAA Novice Cheerleading State Champions. The girls' track team was champions for the second year in a row at the PCSAA meet. Our girls were first place in the 4X800m relay, and our freshmen Storm Wright won the 400m race. Our boys' track team didn't win the meet, but finished in third place and won the 4X400m relay.



Scholar Community Action and Other Notable Accomplishments

During last school year, Chavez Scholars actively participated in courses and competitions that hone their research, writing, presentation, and professional skills. Moreover, they took action in addressing issues that affect their communities by developing course-specific and interdisciplinary advocacy projects. Chavez teachers, leaders, staff and volunteers also participated in a variety of activities to bring public policy to life for our scholars. Additionally:

September 2017	Chavez Schools celebrated International Peace Day by making beautiful banners and marching in a peace walk in the Parkside community.
	Scholars kicked off "Hispanic Heritage Month" on September 15 with a series of activities and events.
	Chavez Schools' teachers were featured in a #Back2School campaign by the National Alliance for Public Charter Schools.
October 2017	6 th grade scholars met with representatives from the Child Labor Coalition and asked great questions about their work and mission.
	Chavez Schools hosted "Volunteer Appreciation Night" to thank partners, donors, and volunteers' continual support.
	Chavez Schools held Homecoming Week with school spirit events and a homecoming dance.
November 2017	Chavez schools launched "College Application Week" to help seniors get ready to submit their college applications.
	Capitol Hill campus hosted their 3rd annual College Fair and Parkside High hosted their first fair to give scholars an opportunity to meet with and even apply to colleges that they are interested in.
December 2017	Chavez Prep students visited the U.S. Holocaust Museum and met with Mr. Weiss who shared his experience of surviving several concentration camps.
	Chavez teachers and staff participated in EdFest, a city-wide enrollment fair to share with potential families the academics and substantive public policy offerings at Chavez schools.
January 2018	8th grade and 12th grade scholars participated in school-wide "We the People" competitions.
February	8th and 12th grade scholars competed in the D.C. Citywide "We the People" Competition. In the High School Group, Capitol Hill High School won 2nd place. In the Middle School Group, Parkside Middle

2018	School came in 2 nd place and Chavez Prep placed fourth.
	11th graders participated in Professionalism Day with volunteers from Deloitte, the U.S. Coast Guard, Georgetown University, DC Small Business Community, and HSBC Bank USA.
	Chavez Schools kicked off “Black History Month” with a variety of activities.
	Capitol Hill scholars participated in the Amnesty International Conference and learned about advocacy and the importance of youth activism.
March 2018	Members from the DC State Board of Education visited Chavez Prep during an open house. Members took a tour of the school and met with students and teachers to learn more about its offerings.
	11 th grade scholars interviewed with potential Fellowship organizations to secure their June internship.
	9th and 11th grade scholars participated in their school-based National History Day competitions.
April 2018	The Brookings Institution hosted scholars from Capitol Hill for Career Day, where our students learned what work is like at a public policy think tank and even tried out podcasting.
	9th and 11th grade scholars from all campuses competed in the D.C.-wide National History Day competition.
	11th grade scholars were matched with their organizations and completed Fellowship orientation during Onboarding Day.
May 2018	9 th grade scholars participated in Urban Environmentalism Day at the Aquatic Resources Education Center in Anacostia, where students went for nature hikes and participated in water quality testing.
	11th grade scholars began their Fellowships at a variety of public-interest and service-oriented organizations throughout the D.C. metropolitan area.
	Students at Chavez Prep hosted a week long “Policy Palooza” and volunteered at organizations throughout the city, including Dog Tag Bakery and Common Good City Farm.
June 2018	7th-grade scholars presented their research and proposed resolutions of community issues to Congressional staffers from 25 offices on Chavez Schools’ “Hill Day”.
	6th-grade scholars participated in “D.C. City Council Day” and visited all 13 council offices to discuss issues such as gun violence and participated in a student advocacy project.
	During the third annual “Policy Palooza” Fair, 9 th and 10 th grade scholars researched, analyzed, and proposed policy recommendations to various local and international public issues they examined through their Capstone and CAP courses.
	Chavez hosted its 7th annual Public Policy Symposium at the Pepco Edison Gallery.



Capitol Hill High School Placed Second in the We the People D.C. Competition

C. List of Donors

Chavez Schools received funding and donations from the following generous donors:

- Lauren Baum
- Andrew Bhatia
- DCPNI
- Debra Drumheller
- Ed Ops
- Eduardo Gyles
- ExxonMobil
- Local Initiatives Support Corporation
- Maryland School for the Deaf
- National Student Clearinghouse
- Nelson Mullins Riley & Scarborough
- Pepco Edison Gallery
- Preferred Meals
- Irasema Salcido
- Smart Cleaning Solutions
- Teach to Lead
- TenSquare
- TGR Foundation

DATA REPORTS



Chavez Prep Campus

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Cesar Chavez PCS for Public Policy
PCSB	Campus Name: Cesar Chavez PCS for Public Policy - Chavez Prep
PCSB	Grades served: 6 - 9
PCSB	Overall Audited Enrollment: 294

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	84
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	58	99	53	0	0	0	0	0	0

Student Data Points

School	Total number of instructional days: 179 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 10.9%
PCSB	Expulsion Rate: 0.34%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.41%
PCSB	In-Seat Attendance: 92.1%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 8.8% (26 students)*
PCSB	Midyear Entries: 2.0% (6 students)*
PCSB	Promotion Rate: 99.0%
PCSB (SY16-17)	College Acceptance Rates: <i>Not Applicable</i>
PCSB (SY16-17)	College Admission Test Scores: <i>Not Applicable</i>
PCSB (SY16-17)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 37.50%
School	Number of Teachers: 28 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$ 64,436 2. Range -- Minimum: \$ 50,500 Maximum: \$ 85,695

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

Parkside Middle School Campus

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Cesar Chavez PCS for Public Policy
PCSB	Campus Name: Cesar Chavez PCS for Public Policy - Parkside Middle School
PCSB	Grades served: 6 - 8
PCSB	Overall Audited Enrollment: 257

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	82
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	86	89	0	0	0	0	0	0	0

Student Data Points

School	Total number of instructional days: 178 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 25.3%
PCSB	Expulsion Rate: 1.17%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 1.20%
PCSB	In-Seat Attendance: 89.9%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 10.1% (26 students)*
PCSB	Midyear Entries: 0.8% (2 students)*
PCSB	Promotion Rate: 99.0%
PCSB (SY16-17)	College Acceptance Rates: Not Applicable
PCSB (SY16-17)	College Admission Test Scores: Not Applicable
PCSB (SY16-17)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 55.26%
School	Number of Teachers: 20 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$ 64,149 2. Range -- Minimum: \$ 50,500 Maximum: \$ 85,695

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

Parkside High School

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Cesar Chavez PCS for Public Policy
PCSB	Campus Name: Cesar Chavez PCS for Public Policy - Parkside High School
PCSB	Grades served: 9 - 12
PCSB	Overall Audited Enrollment: 367

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	107	111	88	61	0	0	0

Student Data Points

School	Total number of instructional days: 178 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 30.0%
PCSB	Expulsion Rate: 0.82%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 1.26%
PCSB	In-Seat Attendance: 89.8%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 8.7% (32 students)*
PCSB	Midyear Entries: 1.6% (6 students)*
PCSB	Promotion Rate: 99.0%
PCSB (SY16-17)	College Acceptance Rates: 98.4%
PCSB (SY16-17)	College Admission Test Scores: 55.4%
PCSB (SY16-17)	Graduation Rates: 87.1%

Faculty and Staff Data Points

School	Teacher Attrition Rate: 38.1%
School	Number of Teachers: 30 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$ 67,329 2. Range -- Minimum: \$ 53,000 Maximum: \$ 85,884

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

Capitol Hill Campus

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Cesar Chavez PCS for Public Policy
PCSB	Campus Name: Cesar Chavez PCS for Public Policy - Capitol Hill
PCSB	Grades served: 9 - 12
PCSB	Overall Audited Enrollment: 259

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	35	64	98	62	0	0	0

Student Data Points

School	Total number of instructional days: 179 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 16.2%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.76%
PCSB	In-Seat Attendance: 86.5%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 7.3% (19 students)*
PCSB	Midyear Entries: 1.5% (4 students)*
PCSB	Promotion Rate: 99.0%
PCSB (SY16-17)	College Acceptance Rates: 100.00%
PCSB (SY16-17)	College Admission Test Scores: 60.0%
PCSB (SY16-17)	Graduation Rates: 76.0%

Faculty and Staff Data Points

School	Teacher Attrition Rate: 45.65%
School	Number of Teachers: 28 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$ 65,739 2. Range -- Minimum: \$ 51,500 Maximum: \$ 84,175

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

Appendices

APPENDICES

Appendix A: Staff Rosters

Chavez Prep Staff Roster

Name	Title	Degree
Acosta Diaz, Bonnie	Office Manager	Bachelor
Carter, Kaela	Dean of Students	Master
Charland, Chelsea	Science Teacher	Bachelor
Conway, Toni	Physical Education Teacher	Bachelor
Cook, Latasha	Head of School Culture	Master
Copeland, Philip	Math Teacher	Master
Coston, Nathaniel	Health Teacher	Bachelor
Davis, Anthony	Maintenance Worker	High School
Desormeaux, Donna	Dedicated Aide	Master
Gabbedon, Arturo	ELL Teacher	Master
Gibson, Tandrea	Special Education Teacher	Bachelor
Gonzalez, Liliana	Office Manager	Bachelor
Gonzalez, Veronica	ELL Teacher	Master
Hanaee, Claire	Special Education Teacher	Bachelor
Herchold, Jan	Math Teacher	Master
Herr, Christian	Science Teacher	Bachelor
Herring, Bruce	Coach, Stem	Master
Hobbs, Matthew	History Teacher	Bachelor
Howard, Kara	English Teacher	Master
Johnson, Vernon	Math Teacher	Master
Jones, Dodie	English Teacher	Bachelor
Lee, Do	Math Teacher	Bachelor
Linehan, Megan	History Teacher	Bachelor
Lizardo, Julita	English Teacher	Doctorate
Maddox, Kennisha	Food Service Coordinator	Associates
Mansoor, Sameen	Science Teacher	Bachelor
Martinez, Hugo	Food Service Coordinator	Associates
Mercado, Aileen	Assistant Principal	Master
Miller, Kourtney	Principal	Doctorate
Miller, Noah	Special Education Teacher	Master
Miller, Linda	Special Education Teacher	Master
Mitchell, Maureen	Science Teacher	Master
Montague, Brandon	ALC Coordinator	Bachelor
Moreno, Elizabeth	Social Worker	Master
Morrison, January	History Teacher	Master
Orcullo, Daniel	Special Education Teacher	Master
Saldeno, Sandra	Registrar and Enrollment Coordinator	Associates
Samper, Mateo	English Teacher	Master
Samson, Aireen	Special Education Manager	Master
Schmidt, Kayla	History Teacher	Bachelor
Storr, Ryan	Foreign Language Teacher	Master
Summers, Kevin	Dean of Students	Bachelor
Sutton, Alexandra	ELL Teacher	Bachelor
Tomlinson, Jennie	Librarian/Technology Specialist	Master

Trice, Myisha
Witherspoon, Hope

Senior Manager of Operations
Humanities Coach

Master
Master

Chavez Parkside Middle School Staff Roster

Name	Title	Degree
Allen, Tonya	Behavior Intervention Specialist	Master
Anderson, Chinara	Registrar and Enrollment Specialist	Bachelor
Barbour, Emmanuel	ALC Coordinator	Associates
Brewer, George	Math Teacher	Master
Bynum, Shirell	Music Teacher	Bachelor
Curtis, Latrice	English Teacher	Master
Dakers, Dana	Special Education Teacher	Master
Donahue, Mary	Science Teacher	Master
Driscoll, Madeline	English Teacher	Bachelor
Edgerly, Samantha	Science Teacher	Bachelor
Edu, Asisat	Humanities Coach	Master
Feraria, Paula	English Teacher	Master
Giles, Javaro	Dean of Students	Master
Gilliam, James	Special Education Teacher	Master
Haynes, Michael	Math Teacher	Bachelor
Henson, Asha	Social Worker	Bachelor
Jefferson, Devyn	Dedicated Aide	Associates
Lee, Jake	Science Teacher	Bachelor
Lewis, Neely	Librarian/Technology Specialist	Master
Lyons, Susan	Math Intervention Teacher	Master
Martz, Whitney	Assistant Principal	Master
Mason, LaToya	Dedicated Aide	High School
Mazyck, Larry	Dedicated Aide	Bachelor
McClinton, Renaldo	Teacher, Social Studies	Master
Olugbuyi, Olayemi	Science Teacher	Bachelor
Phillips, Frank	Math Teacher	Master
Phillips, Lloyd	Physical Education Teacher	Bachelor
Price, Antonio	Dedicated Aide	Bachelor
Solomon, Tiffany	Teacher, Social Studies	Bachelor
Stewart, Donice	Special Education Teacher	Doctorate
Sturdivant, Mark	Assistant Principal	Bachelor
Taylor, Shanay	Instructional Aide	Associates
Thomas, Vashti	Social Worker	Bachelor
Toomer, Bernard	History Teacher	Bachelor
Vann, Deloris	Special Education Teacher	Master
Walter, Brenda	Science Teacher	Master
Weingarten, Dwight	History Teacher	Bachelor
Wilkerson, Rashad	Math Teacher	Bachelor
Workman, Thomas	Dedicated Aide	Associates
Young, Leah	Art Teacher	Master

Chavez Parkside High School Staff Roster

Name	Title	Degree
Alexander, Carolyn	Special Education Teacher	Master
Alexandre, Lyz	Thesis Teacher	Master
Barnes, Michael	Science Teacher	Master
Bernal, Linda	Director, Campus Operations	Bachelor
Back Vasquez, Erin	Science Teacher	Bachelor
Bryant, Victor	English Teacher	Master
Chapman, Michelle	Registrar and Enrollment Specialist	Bachelor
Connelly, Rashita	Art Teacher	Bachelor
Cross, Clarence	College Counselor	Master
Drake, Shelina	English Teacher	Bachelor
Edmond, Stanley	Dedicated Aide	Bachelor
Edwards, Denetrice	Music Teacher	Bachelor
Ekweozoh, Chinedu	Math Teacher	Master
Flake, Sherita	Coach, Stem	Master
Gagliano, Daniel	History Teacher	Bachelor
Giles, Nathaniel	Dean of Students	Bachelor
Hardy Tracy	Social Worker	Bachelor
Hooks, Dexter	Junior Thesis Teacher	Bachelor
Jones, Michelle	Food Service Coordinator	Bachelor
Jordan, Jade	Foreign Language Teacher	Bachelor
Julien, Yasmine	Coach, STEM	Master
Kelly, Susana	Math Teacher	Master
Kohn, Daniel	History Teacher	Bachelor
Koss, Kimberly	Math Teacher	Bachelor
Lucas, Guy	Special Education Teacher	Bachelor
Magruder, Orlando	ALC Coordinator	Bachelor
Massey, William	Principal	Master
McLemore, Savon	Dean of Students	Bachelor
McNeill, Daviryne	Social Worker	Master
Miller, Shenise	English Teacher	Master
Mitchell, Dionna	History Teacher	Master
Mitchener, Michael	Maintenance Worker	Associates
Montgomery-Murray, April	Science Teacher	Bachelor
Morgan, Keisha	School Nurse	Bachelor
Mosley, Catherine	English Teacher	Master
Murray, Tyren	ALC Coordinator	Bachelor
Newsome, Kenneth	Special Education Teacher	Bachelor
Nnake, Chibundu	Thesis Teacher	Master
Oladipo, Samuel	Assistant Dean of Students	Master
Pendleton, Alicia	English Teacher	Master
Pope, James	Physical Education Teacher	Bachelor
Quick, Asia	Health Teacher	Master
Reed, Niomi	Special Education Teacher	Bachelor
Richardson, Raquelle	Science Teacher	MD
Richardson, Chanel	Foreign Language Teacher	Bachelor
Robinson, Nicquita	Social Worker	Master

Satterfield-Myles, Sandra
Savage, Ashlie
Schmitt, Amanda
Shadid, Melinda
Smith, Gerald
Stanley, Shelby
Watson, Jimmon
Webber-Kelley, Teyona
Williams, Terry
Wilson, Jarson
Yarborough, Taneea

Math Teacher
College Counselor
Assistant Principal
Special Education Teacher
Dedicated Aide
Math Teacher
Special Education Manager
Office Manager
Math Teacher
Special Education Teacher
Humanities Coach

Bachelor
Bachelor
Master
Master
Bachelor
Master
Master
High School
Doctorate
Master
Master

Chavez Capitol Hill Staff Roster

Name	Title	Degree
Abbot, Douglas	Director, Campus Operations	Master
Baum, Nicole	History Teacher	Bachelor
Biseca, Eric	History Teacher	Master
Brinson, Young	Science Teacher	Bachelor
Brooks, Franchezka	Special Education Teacher	Bachelor
Butler, Xavier	Special Education Teacher	Doctorate
Campbell, Anne	Coordinator, SPED	Bachelor
Carlo, Iris	Office Manager	Associates
Chase, Crystal	Dedicated Aide	Bachelor
Chatman, William	Maintenance Worker	High School
Coleman, Michael	Art Teacher	Bachelor
Diggs, Charles	Music Teacher	Master
Douglas-McLean, Rose	Math Teacher	Master
Edwards, Nia	Foreign Language Teacher	Bachelor
Gallant, Marissa	Teacher, Social Studies	Bachelor
Geddis, Harry	Math Teacher	Bachelor
Green, Brittany	Coach, STEM	Master
Henderson, Kyeko	Coordinator, SPED	Master
Hendrix, Catherine	English Teacher	Master
Hoestermann, Carrie	Social Worker	Bachelor
Hunter, Faith	Math Teacher	Master
Jackson, Gerard	Math Teacher	Master
Jackson, Tuwanda	College Counselor	Master
Jackson, Eric	Special Education Teacher	Master
James, Edwin	Math Teacher	Master
Jones, Erik	Humanities Coach	Master
Jones, Paula	Foreign Language Teacher	Master
Khaksari, Robert	Science Teacher	Master
Knight II, Cedric	Health Teacher	Doctorate
Lehar, Sarah	Principal	Master
Leonard, Katherine	SAT Teacher	Master
Liang, Terri	English Teacher	Master
Martin, Rosa	Science Teacher	Master
McClain, Justin	Dean of Students	Master
McDonald, Allen	Special Education Teacher	Master
Moore, Kevin	Special Education Teacher	Master
Olaniyan, Oladare	Science Teacher	Bachelor
Payne, Syndia	English Teacher	Master
Phillips, Timothy	Dean of Students	Bachelor
Reddick, Kimberly	ELL Teacher	Master
Robertson, Marcia	Special Education Teacher	Bachelor
Rucker, De'Veen	Math Teacher	Bachelor
Shabazz, Attalah	Dedicated Aide	Bachelor
Short, Ashley	Registrar and Enrollment Specialist	Bachelor
Simmons, Tyriq	Special Education Teacher	Master
Spears, William	Dean of Students	Master

Steele, Donna
Stevenson, Doniqua
Tunstall, Kiristin
Williams, Wayne

English Teacher
Food Service Coordinator
College Counselor
History Teacher

Master
Bachelor
Bachelor
Bachelor

Chavez Home Office Staff Roster

Name	Title	Degree
Barbee, Samantha	Chief Financial & Operations Officer	Master
Battle, Malcolm	Athletics Coordinator	Associates
Claiborne, Jaclyn	Math Curriculum & Assessments Mgr	Master
Colburn, Maureen	Director of Talent	Master
Cunningham, Cheryl	Director of Finance	Bachelor
Fletcher, Kenneth	Facilities Supervisor	High School
Frazier, Jasmine	Human Resources Coordinator	Master
Geislinger, Meaghan	Speech Language Pathologist	Master
Gonzalez Enrique, Walter	Senior Manager of IT	Bachelor
Gorham, Damon	Network Administrator	Bachelor
Jiang, Qi	Strategic Partnership Associate	Bachelor
Krimnus, Vera	Director of Performance	Master
Lewis, Taiesha	ED of Human Resources	Bachelor
Malone, Ayana	ED, Special Ed & Student Supports	Master
Natera, Ernesto	Athletics Director	Bachelor
Ottley, Tiana	Director of College & Alumni Success	Master
Patel, Hemangini	Math Curriculum & Assessments Mgr	Master
Patterson, Marcus	School Psychologist	Doctorate
Remick, Stephanie	Dir, Strategic Partnerships & Public Policy	Master
Roberts, Gregory	School Psychologist	Doctorate
Sheen, Nicole	ELL District Coordinator	Master
		Business College
Sipe, Marjean	Director of Network Operations	Certificate
Thompson, Jennifer	ELA Curriculum & Assessments Mgr	Master
Tuggles, Paulisha	IT Coordinator	Associates
Tyler, Demetri	Dir. of Student Information Systems	Bachelor
Zgainer, Alison	Chief Accountability & Dev't Officer	Master

Appendix B: 2017-2018 Board Roster

Name	Role on Board	City of Residence
Rick Torres	Board Chair	Fairfax, VA
Bethany Little	Board Vice-Chair	Washington, DC
Andre Bhatia	Chair, Finance	Chevy Chase, MD
Katherine Bihr, Ed.D.	Chair, Governance	Huntington Beach, CA
Debra Drumheller	Finance	Bald Head Island, NC
Sheila Edmondson	Parent Representative	Washington, DC
Craig Irving	Governance	Washington, DC
Lonell Johnson	Parent Representative	Washington, DC
Jamaal Mobley		Silver Spring, MD
Darryl Robinson	Finance	Washington, DC
Irasema Salcido	Chair, Development	Rockville, MD
Sulee Stinson Clay	Immediate Past Board Chair	Washington, DC
Loren Trull		Washington, DC

Appendix C: Unaudited Year End Financial Statement, 2017-2018

Statement of Financial Position

June 30, 2018

Assets	6/30/18
Assets	
Current Assets	
Cash	8,219,436
Accounts Receivable	338,736
Other Current Assets	3,833,769
Total Current Assets	12,391,940
Noncurrent Assets	
Operating Fixed Assets, Net	25,398,523
Total Assets	37,790,464
Liabilities and Equity	
Liabilities and Equity	
Current Liabilities	
Accounts Payable	314,326
Other Current Liabilities	940,108
Accrued Salaries and Benefits	1,038,672
Total Current Liabilities	2,293,106
Long-Term Liabilities	
Senior Debt	23,560,000
Other Long-Term Liabilities	(746,863)
Total Long-Term Liabilities	22,813,137
Equity	
Unrestricted Net Assets	11,671,145
Net Income	1,010,576
Temporarily Restricted Net Assets	2,500
Total Equity	12,684,221
Total Liabilities and Equity	37,790,464

Statement of Activities
June 30, 2018

Revenue	
State and Local Revenue	24,073,637
Federal Revenue	1,951,605
Private Grants and Donations	49,868
Earned Fees	189,793
Donated Revenue	76,598
Total Revenue	26,341,500
Expenses	
Personnel Salaries	12,424,129
Benefits and Taxes	2,286,008
Contracted Staff	392,396
Staff-Related Costs	137,382
Rent	625,587
Occupancy Service	1,377,254
Direct Student Expense	1,447,290
Office and Business Expense	3,328,709
Contingency	0
Total Expenses	22,018,755
Operating Income	4,322,745
Extraordinary Expenses	
Interest	1,843,923
Depreciation and Amortization	1,468,247
Total Extraordinary Expenses	3,312,170
Net Income	1,010,576

Appendix D: Approved SY18-19 Budget

Revenue	
State and Local Revenue	20,071,885
Federal Revenue	1,919,665
Private Grants and Donations	33,000
Earned Fees	375,000
Donated Revenue	-
Total Revenue	22,399,550
Operating Expense	
Salaries	12,212,596
Benefits and Taxes	2,437,479
Contracted Staff	173,000
Staff-Related Costs	109,416
Rent	591,737
Occupancy Service	1,528,396
Direct Student Expense	1,428,164
Office & Business Expense	3,368,110
Donated Expense	-
Contingency	50,000
Total Operating Expense	21,899,167
Net Operating Income	500,383
Interest, Depreciation	
Depreciation and Amortization	1,550,000
Interest	1,788,939
Total Expenses	25,238,106
Net Income	(2,838,556)