



Annual Report

2018-2019

Cesar Chavez Public Charter Schools for Public Policy
3701 Hayes Street NE | Washington, D.C. 20019 | (202) 547-3975
Co-Board Chairs: Andre Bhatia & Bethany Little

Table of Contents

ANNUAL REPORT NARRATIVE.....	2
I. <u>SCHOOL DESCRIPTION.....</u>	<u>2</u>
A. <u>Mission Statement.....</u>	<u>2</u>
B. <u>School Program.....</u>	<u>2</u>
II. <u>SCHOOL PERFORMANCE.....</u>	<u>5</u>
A. <u>Performance & Progress.....</u>	<u>5</u>
B. <u>Unique Accomplishments.....</u>	<u>10</u>
C. <u>List of Donors.....</u>	<u>15</u>
DATA REPORTS.....	17
<u>CHAVEZ PREP CAMPUS.....</u>	<u>17</u>
<u>PARKSIDE MIDDLE SCHOOL CAMPUS.....</u>	<u>18</u>
<u>PARKSIDE HIGH SCHOOL CAMPUS.....</u>	<u>19</u>
<u>CAPITOL HILL CAMPUS.....</u>	<u>20</u>
APPENDICES.....	23
<u>APPENDIX A: STAFF ROSTERS.....</u>	<u>23</u>
<u>Chavez Prep Staff Roster.....</u>	<u>23</u>
<u>Chavez Parkside Middle School Staff Roster.....</u>	<u>24</u>
<u>Chavez Parkside High School Staff Roster.....</u>	<u>24</u>
<u>Chavez Capitol Hill Staff Roster.....</u>	<u>26</u>
<u>Chavez Home Office Staff Roster.....</u>	<u>27</u>
<u>APPENDIX B: 2018-2019 BOARD ROSTER.....</u>	<u>28</u>
<u>APPENDIX C: UNAUDITED YEAR END FINANCIAL STATEMENT 2018-2019.....</u>	<u>29</u>
<u>APPENDIX D: APPROVED SY19-20 BUDGET.....</u>	<u>31</u>

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 2018-2019 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. Chavez partnered with leading providers for high school English, math, and science curriculum and continued to use and refine an internal history curriculum. For English, high school students engaged with College Board's Springboard while our middle school scholars used an updated middle school curriculum reviewed and refined by leaders and coaches. In math, our high school scholars piloted Agile Mind, an online curriculum focusing on conceptualizing core content while our middle school scholars engaged with Illustrative Mathematics. Our science teachers 6-12 used Discovery Education to guide NGSS-aligned instruction.

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 2018-2019 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, high school students

All middle school, and high school scholars in the required courses 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.

DC Science—Grades 8 & Biology Students

All eighth grade scholars and high school scholars enrolled in Biology take this District of Columbia mandated statewide test to assess mastery of content standards in science outlined in the Next Generation Science 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 first hand 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 three times 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.

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

In English, Math, and science, Chavez contracts with partners to provide curriculums which include unit assessments for content and standards aligned to unit standards. In History, Chavez curriculum managers have created unit assessments and performance tasks to assess CCSS at the end of each unit.

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 2018-2019 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:

- Parent Nights: Parents were invited to see scholar's work and meet with their teachers.
- Parent Orientation and ELL Night: Orientation to the school, focusing 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 throughout the year.

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
- At Parkside, the principal hosted monthly Chat and Chews: Parents were invited to the school to enjoy some food and talk with administrators and teachers about their scholars.

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, 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

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. 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 of our middle grade level takes part in an advocacy project 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

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 National Park Service, the Office of Councilmember Grosso, College Bound, and the Woodrow Wilson Center.

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

- In-depth analysis and culminating project
- Students research and write a public policy research paper
- Students present their research to public policy professionals and community members
- Topics for past research papers: Domestic Violence, Cyber Bullying, the Gender Pay Gap, Criminal Justice Reform, Mental Health in the Black Community, Immigration

Finally, students are exposed to several public policy opportunities and events each year at Chavez. Students have unique opportunities to attend policy-related events and programs both in D.C. and across the country. 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 2018-2019, **100% of Parkside High School** and **100% Capitol Hill graduates earned admission to a two- or four-year college**. Additionally, the Class of 2019 collectively amassed over **\$6.8 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 began 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 seminar courses for grade 12 scholars, which cover topics such as the

college application process, career exploration, personal finance, PSAT and SAT preparation, transitioning to on-campus living, and more.

2. Achievement of Goals

During the 2018-2019 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: Middle School: On state standardized tests, all subgroups will score high enough such that the school will never be identified as Priority or Focus status by OSSE for subgroup performance.

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). As of the school year 1718 STAR report card, neither Parkside Middle school nor Chavez Prep was identified as a Targeted or Comprehensive support school, the new designations under ESSA. Therefore, as of the most recent available data, Goal 1 was met.

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

As of August 1, 2019, **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 2018-19 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	8	5%
“B” grades	72	44%
“C” grades	82	51%

Any seniors who failed their thesis paper prior to graduation received additional support and instruction through the summer session in order to meet expectations.

Goal 3: High School: 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 community concern.

By the end of August 2019, **87% of juniors met this goal.** Chavez Schools did not meet Goal 3 for the 2018-19 school year. The breakdown by campus is as follows:

- 83% at Parkside High School have completed the fellowship requirement.
- 89% 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. Students who fail Fellowship in June will take a fellowship recovery program the following school year.

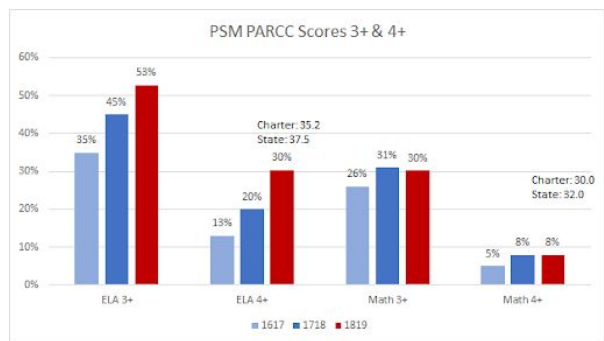
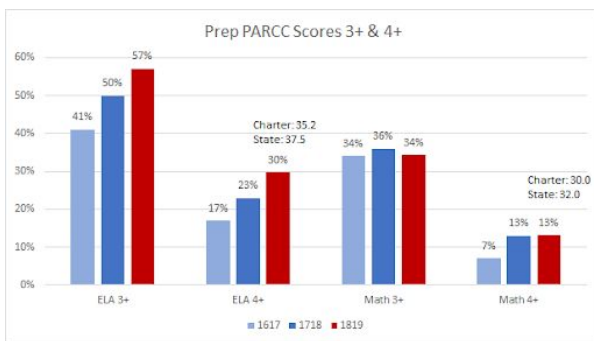
Students completed Fellowships at a variety of policy organizations across the city, including: So Others Might Eat, Central American Resource Center, US Attorney’s Office for the District of Columbia, National Mall and Memorial Parks Service, United Planning Organization, U.S. Department of Agriculture, Howard University Hospital, and DC School Reform Now, to name a few.

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

100% of our seniors with an IEP were accepted to at least one college. Chavez Schools met Goal 4 for the 2018-19 school year. Our scholars with IEPs were accepted to a variety of two- and four-year colleges and universities, including: Alderson-Broaddus College, Allen University, Benedict College, Bennett College, Bethune-Cookman University, Central State University, Delaware State University, Garrett College, Harrisburg University of Science and Technology, Hood College, Howard Community College, Illinois Valley Community College, Lincoln University, Livingstone College, Mary Baldwin University, Montgomery College, Norfolk State University, North Carolina Central University, Piedmont Virginia Community College, Plymouth State University, Prince George’s Community College, Radford University, Tuskegee University, University of the District of Columbia, University of Maryland Eastern Shore, Virginia State University, Washington Adventist University, West Virginia State University. Special education students across both high schools earned an average of 2.6 college acceptances per student.

Chavez Schools’ Performance on PARCC:

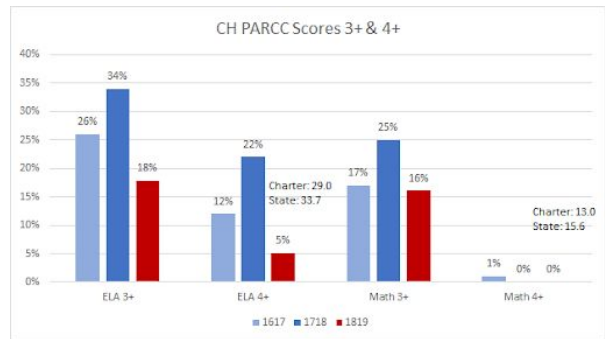
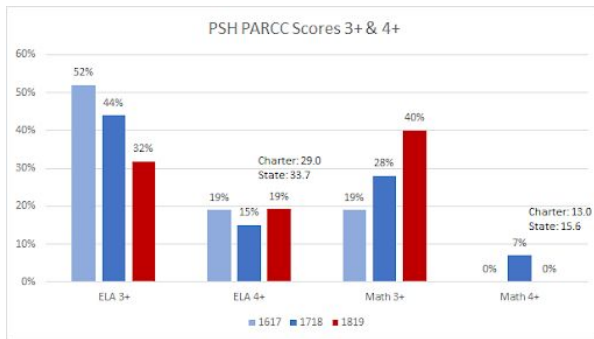
Middle Schools - Chavez Prep and Parkside Middle School



Highlights:

- Chavez Schools’ showed growth in middle grades ELA at both the Prep and Parkside Middle campuses with both campuses achieving the highest rates of 3+ and 4+ in ELA for the past 4 years, as shown in the charts below.
- English language learners at the Prep campus showed increased rates of proficiency in all categories of ELA and Math achievement.
- In ELA 3+ and 4+, Parkside Middle students are achieving at higher rates than the state and charter sector for the 18-19 school year.
- The gains made in math at Parkside Middle school in SY 1718 were maintained in the 1819 school year.

High Schools: Parkside High and Capitol Hill



Highlights:

- Achievement rates for at-risk students at Parkside High exceeded state and charter sector averages in both ELA 4+ and geometry 3+.
- Those increases were mirrored in the general population - with achievement rates of ELA 4+ and geometry 3+ increasing from last year for Parkside High students.
- 1-year MGP for Parkside High geometry students was at 62, far exceeding the PARCC consortia median indicating that students at Parkside demonstrated growth exceeding their peers.

Note: Chavez Schools acknowledges that DC PCSB’s review and publication of this annual report does not imply concurrence or disagreement with the content herein.

B. Unique Accomplishments

100% College Admission Rate: The Class of 2019 carried on the Chavez Schools tradition of a high college admission rate. Our recent graduates received a total of 780 acceptances (average/student = 4.7) to 124 different colleges and universities, including but not limited to:

Alabama A&M University
Alabama State University

Albright College
Alderson-Broadus College

Allegany College of Maryland
Allen University

Baldwin Wallace University
Baltimore City Community
College
Barry University
Benedict College
Bennett College
Bethune-Cookman University
Bowie State University
Capitol Technology University
Central State University
Champlain College
Cheyney University of
Pennsylvania
Claflin University
Clark Atlanta University
Columbia College Chicago
Concord University
Coppin State University
Delaware State University
Drexel University
Edward Waters College
Emory & Henry College
Fayetteville State University
Florida A&M University
Florida Memorial University
Frostburg State University
Garrett College
George Mason University
Georgia State University
Guilford College
Hampton University
Harrisburg University of Science
& Technology
Hiram College
Hood College
Howard Community College
Illinois Valley Community
College
Indiana University of
Pennsylvania
Ithaca College
Johnson & Wales University
(Charlotte)
Johnson & Wales University
(Providence)
Johnson C. Smith University
Kent State University
Kutztown University of
Pennsylvania
Lafayette College
Lancaster Bible College
Langston University

Lincoln University
Livingstone College
Loyola University New Orleans
Lycoming College
Lynn University
Marshall University
Mary Baldwin University
Marymount University
McDaniel College
Millersville University of
Pennsylvania
Mitchell College
Montgomery College
Montgomery Community
College
Morgan State University
Morris College
Mount St. Mary's University -
Maryland
Norfolk State University
North Carolina A&T State
University
North Carolina Central
University
North Dakota State University
Northern Virginia Community
College - Alexandria Campus
Northwest Iowa Community
College
Old Dominion University
Pennsylvania College of
Technology
Pennsylvania State University
Philander Smith College
Piedmont Virginia Community
College
Plymouth State University
Prince George's Community
College
Radford University
Roanoke College
Salisbury University
Shaw University
South Carolina State University
St. John's University
St. Mary's College of Maryland
Stonehill College
SUNY Buffalo State College
SUNY College of Environmental
Science and Forestry
Talladega College
Tennessee State University

The Catholic University of
America
The College of Wooster
The Culinary Institute of
America- NY (Main Campus)
The George Washington
University
Trinity Washington University
Tuskegee University
University of Hartford
University of Louisville
University of Maryland, Eastern
Shore
University of Massachusetts,
Amherst
University of Massachusetts,
Lowell
University of North Carolina at
Asheville
University of North Carolina at
Pembroke
University of Pittsburgh at
Bradford
University of Rochester
University of the District of
Columbia
University of Vermont
Virginia Commonwealth
University
Virginia State University
Virginia Union University
Voorhees College
Washington Adventist
University
Washington and Jefferson
College
Washington College
West Chester University of
Pennsylvania
West Virginia State University
West Virginia University
West Virginia University Tech
Wilberforce University
Wingate University
Winston-Salem State University
WVU Potomac State College
York College of Pennsylvania

Scholarships: The Class of 2019 accumulated over **\$6.8 million in scholarship** monies to help offset the cost of college tuition. Three students from our Parkside Campus and one Student from our Capitol Hill Campus received a POSSE Scholarship to attend Lafayette College and the University of Rochester on a four year full-tuition scholarship. This is a great accomplishment since Chavez Schools received the highest number of POSSE Scholars for any open enrollment school in Washington, DC this year. In addition three students received a full-ride scholarship to the University of Massachusetts - Lowell which is worth up to \$45,000 per year per student. Eighteen Scholars received over \$100,000 in college scholarships.

Highlights for School Year 2018-2019



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

On June 5, 2019, Nori Clark, Danyelle Duckett, Kayla Legion and Romeo Phillipe presented their solutions to our nation's most pressing public policy challenges at our annual Public Policy Symposium held 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' discuss topics such as the Gender Pay Gap, Impact of State and Federal Policies on Domestic Violence, Criminal Justice Reform for Non-Violent Cannabis Offenders, and Food Deserts. These students became content experts, spirited advocates, and critical consumers of information that will prepare 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 in June and met with legislative staff from 7 different Congressional offices including. Students presented their opinions and policy recommendations on issues such as school shootings and gun control. Students also received a tour of the US Capitol, and were able to listen in on various committee hearings, including for Energy and Housing.



Global Youth Service Day

On April 12th, students at the Parkside Campus spent the day volunteering. Students made 1,000 sandwiches for Martha's Table and some students volunteered at the Cherry Blossom Festival and S.O.M.E. Students also met with the Community Enrichment Project and members of Alpha Phi Alpha to discuss the importance of giving back to their community.

Two Students Travel to Zambia with the LearnServe Abroad Program

Senior Romeo Phillipe and sophomore Keion Wynn had the amazing opportunity to travel to Zambia with the LearnServe Abroad Program. Romeo was a LearnServe Fellow and Keion was part of George Washington University's Upward Bound Program. The trip to Zambia brought students together from across the world and prepared them to become social entrepreneurs and global citizens. Students from the United States and Zambia socialized and worked together on issues such as gender equality and HIV awareness.

Chavez Champions in Athletics

In February, our Junior Varsity boys' basketball team won the 2018 PCSAA championship, for the second year in a row. The girls' basketball team won the Charter School Invitational Tournament. Our boys track team won many medals this year, led by our senior star Trelee Banks. Trelee was exceptional, winning the 100m race with the fastest time in DC and MD, and the 200m at the PCSAA Championship.

In addition to our student athletes, in December, our cheerleading coach Niomi Reed was named Coach of the Year by the DCSAA for all of the outstanding work she has done with our cheerleading squad over the last four years.



Scholar Community Action and Other Notable Accomplishments

During the 2018-2019 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 2018	Scholars kicked off “Hispanic Heritage Month” on September 15 with a series of activities and events.
October 2018	Scholars took a trip to Theodore Roosevelt Island, met with the National Park Service, and helped clean up the island.
	Chavez Schools held Homecoming Week with school spirit events and a homecoming dance.
November 2018	Chavez schools launched “College Application Week” to help seniors get ready to submit their college applications.
	Capitol Hill campus hosted their 4th annual College Fair and Parkside High hosted their 2nd fair to give scholars an opportunity to meet with and even apply to colleges that they are interested in.
December 2018	Chavez Schools hosted “Volunteer Appreciation Night” to thank partners, donors, and volunteers’ continual support.
	Parkside Middle School held a Nutrition Day, where students learned about healthy eating and even prepared some food, including healthy pizza.
January 2019	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.
	8th grade and 12th grade scholars participated in school-wide “ <i>We the People</i> ” competitions to practice for the citywide competition.
February 2019	8th grade scholars competed in the D.C. Citywide “ <i>We the People</i> ” Competition. In the Middle School Group, the Parkside team won the Michelle Obama Award for excellence in presentation and for performing so well despite being the smallest team.
	Parkside scholars participated in Career and Public Policy Day, making sandwiches for homeless citizens with Martha’s Table.
	Chavez Schools kicked off “Black History Month” with a variety of activities.
March 2019	11 th grade scholars participated in Professionalism Day with volunteers from Deloitte, the U.S. Coast Guard, and Georgetown University.
	The Brookings Institution hosted scholars from Capitol Hill and Parkside for Career Day, where our students learned what work is like at a public policy think tank.
April 2019	11 th grade scholars interviewed with potential Fellowship organizations to secure their June internship.
	11th grade scholars were matched with their organizations and completed Fellowship orientation during Onboarding Day.
May 2019	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.
	6th-grade scholars from Chavez Prep 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.
June 2019	7th-grade scholars presented their research and proposed resolutions of community issues to Congressional staffers from 25 offices on Chavez Schools’ “Hill Day”.
	High school scholars participated in Impact Day with staff from Deloitte. Students and staff volunteered their time at Tyler Elementary School, hosting a scavenger hunt with a public policy focus.
	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 8th annual Public Policy Symposium at the Pepco Edison Gallery.

C. List of Donors

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

- Frederick Douglass Family Foundation
- Alan Hinden
- Exxon Mobil
- The New Teachers Project
- Tiger Woods Foundation

DATA REPORTS



Chavez Prep Campus

SY 2018-19 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: 235

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	60
Grade	7	8	9	10	11	12	Altern- ative	Adult	SPED*
Student Count	76	53	46	0	0	0	0	0	0

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

Student Data Points

School	Total number of instructional days: 180 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: 17.0%
PCSB	Expulsion Rate: 0.43%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.78%
PCSB	In-Seat Attendance: 92.6%*
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: 5.5% (13 students)*
PCSB	Midyear Entries: 0.4% (1 student)*
PCSB	Promotion Rate (LEA): 95.5%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 64.29%
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: \$ \$66,873 2. Range -- Minimum: \$51,700 Maximum: \$\$87,195
Organization	Executive Compensation Barbee, Samantha 154,844.00 Chief Financial Officer Zgainer, Alison 142,690.00 Chief Accountability & Development Officer Miller, Kourtney 137,383.00 Principal - PSHS Reeves, Yetunde 129,621.00 Principal - Prep Lehar, Sarah 127,402.00 Principal - Capitol Hill

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

Parkside Middle School Campus

SY 2018-19 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: 7 - 8
PCSB	Overall Audited Enrollment: 133

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	69	64	0	0	0	0	0	0	0

Student Data Points

School	Total number of instructional days: 180
--------	------------------------------------------------

	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: 9.0%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.23%
PCSB	In-Seat Attendance: 89.7%
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: 4.5% (26 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 95.5%
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: 42.85%
School	Number of Teachers: 14 “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: \$ 60,363 2. Range -- Minimum: \$ 51,700 Maximum: \$ \$81,175
Organization	Executive Compensation Barbee, Samantha 154,844.00 Chief Financial Officer Zgainer, Alison 142,690.00 Chief Accountability & Development Officer Miller, Kourtney 137,383.00 Principal - PSHS Reeves, Yetunde 129,621.00 Principal - Prep Lehar, Sarah 127,402.00 Principal - Capitol Hill

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

Parkside High School

SY 2018-19 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: 350

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	Alternat ive	Adult	SPED*
Student Count	0	0	88	101	91	70	0	0	0

Student Data Points

School	Total number of instructional days: 180 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: 16.3%
PCSB	Expulsion Rate: 1.43%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.54%
PCSB	In-Seat Attendance: 90.1%*
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: 9.7% (34 students)*
PCSB	Midyear Entries: 1.4% (5 students)*
PCSB	Promotion Rate (LEA): 95.5%
PCSB (SY17-18)	College Acceptance Rates: 100%
PCSB (SY17-18)	College Admission Test Scores: 60.0%
PCSB (SY17-18)	Graduation Rates: 86.2%

Faculty and Staff Data Points

School	Teacher Attrition Rate: 60.60%
School	Number of Teachers: 33 "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: \$66,236 2. Range -- Minimum: \$58,355 Maximum: \$85,884

Organization	Executive Compensation		
	Barbee, Samantha	154,844.00	Chief Financial Officer
	Zgainer, Alison	142,690.00	Chief Accountability & Development Officer
	Miller, Kourtney	137,383.00	Principal - PSHS
	Reeves, Yetunde	129,621.00	Principal - Prep
	Lehar, Sarah	127,402.00	Principal - Capitol Hill

***Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

Capitol Hill Campus

SY 2018-19 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: 238

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	43	43	61	91	0	0	0

Student Data Points

School	Total number of instructional days: 181 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: 15.5%
PCSB	Expulsion Rate: 0.42%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.56%
PCSB	In-Seat Attendance: 88.8%
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: 10.5% (25 students)*
PCSB	Midyear Entries: 0.8% (2 students)*
PCSB	Promotion Rate (LEA): 95.5%
PCSB (SY17-18)	College Acceptance Rates: 100.00%
PCSB (SY17-18)	College Admission Test Scores: 54.1%
PCSB (SY17-18)	Graduation Rates: 75.7%

Faculty and Staff Data Points

School	Teacher Attrition Rate: 36%
School	Number of Teachers: 25 "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: \$66,953 2. Range -- Minimum: \$51,700 Maximum: \$84,175
Organization	Executive Compensation Barbee, Samantha 154,844.00 Chief Financial Officer Zgainer, Alison 142,690.00 Chief Accountability & Development Officer Miller, Kourtney 137,383.00 Principal - PSHS Reeves, Yetunde 129,621.00 Principal - Prep Lehar, Sarah 127,402.00 Principal - Capitol Hill

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly

APPENDICES

Appendix A: Staff Rosters

Chavez Prep Staff Roster

Name	Title	Degree
Barbour, Keitra	Dean of Culture	Masters
Carlo, Rachel	Teacher, Social Studies	Masters
Coleman, Carolyn	Dedicated Aide	High School
Conway, Toni	Teacher, Physical Education	Bachelor
Cook, Latasha	Dean of Culture	Masters
Cortez, Isabel	Specialist, Registrar and Enrollment	Bachelor
Coston, Nathaniel	Teacher, Health	Bachelor
Coughlin, Kathleen	Teacher, Resident	Bachelor
Davis, Anthony	Maintenance Worker	High School
Davis, LaTonya	Instructional Coach	Juris Doctorate
Donofrio, Antoinette	Teacher, Special Education	Bachelor
Fannoh, Anastacia	Teacher, Special Education	Masters
Gabbedon, Arturo	Teacher, ELL	Masters
Gay, Allecyn	Assistant Principal	Masters
Gibson, Tandra	Teacher, Special Education	Bachelor
Gonzalez, Liliana	Office Manager	Bachelor
Gonzalez, Veronica	Teacher, ELL	Masters
Gunter, Allison	Coordinator, Special Education	Masters
Hanaee, Claire	Teacher, Special Education	Bachelor
Herr, Christian	Teacher, Science	Bachelor
Herring, Bruce	Instructional Coach, STEM	Masters
James, Atasha	Teacher, Math	Masters
Johnson, Aliyah	Teacher, Social Studies	Masters
Maddox, Kennisha	Coordinator, Food Service	Associates
Manson, Somone	Teacher, Science	Masters
Mayer, Phillip	Teacher, Math	Masters
McCormick, Juliana	Teacher, English	Bachelor
Mitchell, Maureen	Teacher, Science	Masters
Ragan, Abby	Teacher, English	Bachelor
Ravit, Howard	Teacher, ELL	Masters
Reeves, Yetunde	Principal	Doctorate
Reinertson, Kate	Teacher, Math	Bachelor
Rivers, Malcolm	Coordinator, ALC	Masters
Samper, Mateo	Teacher, English	Masters
Sonkin, Jennifer	Teacher, Art	Masters
Tomlinson, Jennie	Librarian/Technology Specialist	Masters
Trice, Myisha	Director, Campus Operations	Masters
Workman, Thomas	Dedicated Aide	Bachelor

Chavez Parkside Middle & High School Staff Roster

Name	Title	Degree
Alexander, Donald	Teacher, Spanish	Masters
Anderson, Chinara	Registrar and Enrollment Specialist	Bachelors
Barbour, Emmanuel	Coordinator, ALC	Associates
Barnes, Michael	Teacher, Science	Masters
Bernal, Linda	Director, Campus Operations	Bachelors
Black Vasquez, Erin	Teacher, Science	Bachelors
Brewer, George	Teacher, Math	Masters
Burns, Glenn	Teacher, Social Studies	Juris Doctorate
Bynum, Shirell	Teacher, Music	Bachelors
Carter, Denzelle	Social Worker	Masters
Carter, Kaela	Dean of Culture	Masters
Chalar, Tracia	Teacher, Special Education	Masters
Chapman, Michelle	Registrar and Enrollment Specialist	Bachelors
Chase, Crystal	Dedicated Aide	Bachelors
Connelly, Rashita	Teacher, Art	Masters
Cross, Clarence	College Counselor	Masters
Davis, Jacqueline	Teacher, English	Bachelors
Drake, Shelina	Teacher, ELL	Bachelors
Dudley, Jerry	Teacher, Math	Masters
Edwards, Denetrice	Teacher, Music	Bachelors
Emory, Angela	Teacher, Special Education	Masters
Feraria Davis, Paula	Teacher, English	Masters
Fleming, Brittany	Teacher, Math	Masters
Garner-Smith, Bianca	Teacher, English	Masters
Giles, Nathaniel	Dean of Students	Bachelors
Gilliam, James	Teacher, Special Education	Masters
Gomez, Celia	Teacher, SPED	Bachelors
Jackson, Ronald	Teacher, Science	Bachelors
Jones, Michelle	Coordinator, Food Service	Bachelors
Jordan, Rashida	Coordinator, Special Education	Masters
Julien, Yasmine	Instructional Coach, Stem	Masters
Latney, Alyssa	Teacher, Health	Masters
Lawot, Niwas	Teacher, Math	Masters
Magruder, Orlando	Coordinator, ALC	Bachelors
Mazyck, Larry	Dedicated Aide	Bachelors
McLemore, Savon	Dean of Students	Bachelors
McNeill, Daviryne	Social Worker	Masters
Melbrough, Reggie	Teacher, Social Studies	Bachelors
Miller, Kourtney	Principal	Masters
Morgan, Keisha	School Nurse	Bachelors

Phillips, Lloyd	Teacher, Physical Education	Bachelors
Pope, James	Teacher, Physical Education	Bachelors
Reed, Niomi	Teacher, Special Education	Bachelors
Rodriguez, Dereck	Teacher, English	Masters
Satterfield-Myles, Sandra	Teacher, Math	Bachelors
Savage, Ashlie	College Counselor	Bachelors
Severo, John	Teacher, Special Education	Bachelors
Sheldon, Caleb	Short Term Teacher, Math	Bachelors
Simonds, Michelle	Teacher, Science	Bachelors
Smith, Nacola	Instructional Coach	Masters
Solomon, Tiffany	Teacher, Social Studies	Bachelors
Summers, Kevin	Dean of Students	Bachelors
Tejada, Dianna	Teacher, English	Certificate
Thomas, Vashti	Social Worker	Bachelors
Thompson, Carolyn	Teacher, English	Bachelors
Toomer, Bernard	Teacher, Social Studies	Bachelors
Turner, James	Teacher, Social Studies	Bachelors
Vann, Deloris	Teacher, Special Education	Masters
Walsh, Fatima	Teacher, Spanish	Bachelors
Ward, Anthony	Teacher, SPED	Masters
Weathers, Kaleena	Teacher, English	Bachelors
Webber-Kelley, Teyona	Office Manager	Masters
Williams, Avery	Teacher, Public Policy	Bachelors
Williams, Terry	Teacher, Math	Doctorate
Yarborough, Tanea	Assistant Principal	Masters
Young, Leah	Teacher, Art	Masters

Chavez Capitol Hill Staff Roster

Name	Title	Degree
Baum, Nicole	Teacher, Social Studies	Bachelor
Bean, Kelsey	Teacher, Science	Bachelor
Brinson, Young	Teacher, Science	Bachelor
Brooks, Fran	Coordinator, ALC	Bachelor
Carter, Anthony	Teacher, Math	Bachelor
Coleman, Michael	Teacher, Art	Bachelor
Douglas-McLean, Rose	Teacher, Math	Masters
Gallant, Marissa	Teacher, Social Studies	Bachelor
Green, Brittany	Instructional Coach, STEM	Master
Hendrix, Catherine	Teacher, English	Master
Hoestermann, Carrie	Social Worker	Bachelor
Hunt, Yaayaa	Teacher, Social Studies	Bachelor
Jackson, Eric	Teacher, SPED	Masters
Knight II, Cedric	Teacher, Health	Master
Lehar, Sarah	Principal	Master
Leonard, Katherine	Teacher, SAT	Master
Liang, Terri	Teacher, English	Bachelor
Loo, Hui Su	Teacher, Math	Bachelor
McLamore, Joetta	College Counselor	Bachelor
Milledge, Ronica	Office Manager	Bachelor
Murdock, Alisha	Director, Campus Operations	Bachelor
Payne, Syndia	Teacher, English	Master
Phillips, Timothy	Dean of Students	Bachelor
Reed, Niccola	Teacher, SPED	Master
Reyes, Christian	Maintenance Worker	High School
Shabazz, Attalah	Dedicated Aide	Bachelor
Short, Ashley	Registrar and Enrollment Specialist	Bachelor
Spears, William	Dean of Students	Masters
Steele, Donna	Teacher, English	Masters
Stevenson, Doniqua	Coordinator, Food Service	Bachelor
Tunstall, Kiristin	College Counselor	Bachelor
Williams, Wayne	Teacher, Social Studies	Bachelor
Zaid, Khaatima	Coordinator, SPED	Master

Chavez Home Office Staff Roster

Name	Title	Degree
Barbee, Samantha	Chief, Financial and Operations Officer	Master
Battle, Malcolm	Coordinator, Athletics	Associates
Brisley, Wendy	Teacher, ELL	Masters
Claiborne, Jaclyn	Manager, Math Curriculum and Assessments	Masters
Clarkson, Giani	Manager, Public Policy	Doctorate
Claytor, DeMonte	Assistant, IT	Certificate
Colburn, Maureen	Director, Talent	Masters
Copeland, Patrice	School Psychologist	Doctorate
Cunningham, Cheryl	Director, Finance	Bachelor
Cunningham, Quinisha	Dedicated Aide	High School
Douglas, Myles	Coordinator, IT	High School
Fletcher, Kenneth	Facilities Supervisor	High School
Geislinger, Meaghan	Speech Language Pathologist	Masters
Gregory, Raynette	Student Information Systems Manager	Masters
Natera, Ernesto	Director, Finance	Bachelor
Ochs, Kristy	Director, Special Education	Masters
Ottley, Tiana	Director, College and Alumni Success	Masters
Sheen, Nicole	Director, ELL and Student Support	Masters
Sipe, Marjean	Director, Network Operations	Certificate
Thompson, Jennifer	Manager, ELA Curriculum and Assessments	Masters
Zgainer, Alison	Chief, Accountability and Development Officer	Masters

Appendix B: 2018-2019 Board Roster

Name	Role on Board	City of Residence
Andre Bhatia	Board Co-Chair	Chevy Chase, MD
Bethany Little	Board Co-Chair	Washington, DC
Loren Trull Cox	Member	Washington, DC
Debra Drumheller	Chair, Finance	Bald Head Island, NC
Sheila Edmondson	Parent Representative	Washington, DC
Lonell Johnson	Parent Representative	Washington, DC
Jamaal Mobley*	Development	Silver Spring, MD
Darryl Robinson	Chair, Governance	Washington, DC
Irasema Salcido	Chair, Development	Rockville, MD
Rick Torres	Immediate Past Board Chair	Fairfax, VA

*Jamaal Mobley is a non-voting member of the Board of Trustees

Appendix C: Unaudited Year End Financial Statement, 2018-2019

Statement of Financial Position

June 30, 2019

Assets	Year End
Assets	
Current Assets	
Cash	6,656,111
Accounts Receivable	762,004
Other Current Assets	152,762
Total Current Assets	7,570,877
Noncurrent Assets	
Facilities, Net	32,521,860
Operating Fixed Assets, Net	(7,164,438)
Total Noncurrent Assets	25,357,423
Total Assets	32,928,300
Liabilities and Equity	Year End
Liabilities and Equity	
Current Liabilities	
Accounts Payable	186,417
Other Current Liabilities	722,272
Accrued Salaries and Benefits	998,243
Total Current Liabilities	1,906,933
Equity	
Unrestricted Net Assets	12,673,910
Temporarily Restricted Net Assets	0
Net Income	(3,841,409)
Total Equity	8,832,501
Long-Term Liabilities	
Senior Debt	22,890,000
Other Long-Term Liabilities	(701,134)
Total Long-Term Liabilities	22,188,866
Total Liabilities and Equity	32,928,300

Statement of Activities
June 30, 2019

Revenue	
State and Local Revenue	19,991,995
Federal Revenue	2,359,688
Private Grants and Donations	11,198
Earned Fees	328,212
Donated Revenue	1,050
Total Revenue	22,692,142
Expenses	
Personnel Salaries	11,011,114
Benefits and Taxes	2,176,985
Contracted Staff	546,650
Staff-Related Costs	150,942
Rent	614,775
Occupancy Service	1,495,727
Direct Student Expense	1,256,036
Office & Business Expense	6,098,795
Contingency	0
Total Expenses	23,351,024
Operating Income	(658,882)
Extraordinary Expenses	
Interest	1,794,414
Depreciation and Amortization	1,388,113
Total Extraordinary Expenses	3,182,527
Net Income	(3,841,409)

Appendix D: Approved SY19-20 Budget

Revenue	
State and Local Revenue	10,892,673
Federal Revenue	1,332,471
Private Grants and Donations	20,000
Earned Fees	130,469
Revenue Total	12,375,613
Operating Expenses	
Salaries	6,121,763
Benefits and Taxes	1,371,837
Contracted Staff	36,750
Staff-Related Costs	74,030
Rent	156,924
Occupancy Service	835,886
Direct Student Expense	807,541
Office & Business Expense	1,853,491
Contingency	75,000
Total Operating Expense	11,333,222
NET ORDINARY INCOME	1,042,390
Extraordinary Expenses	
Depreciation and Amortization	1,170,000
Interest	1,741,746
Extraordinary Expenses Total	2,911,746
TOTAL EXPENSES	14,244,968
NET INCOME	(1,869,355)