



Lea Crusey
Board Chair

Michelle J. Walker-Davis, Ed.D.
Executive Director

March 21, 2024

Via Electronic Mail

Andre Bhatia
Board Co-Chair

Bethany Little
Board Co-Chair

Sanjay Mitchell
Head of Schools

Cesar Chavez Public Charter Schools for Public Policy
3701 Hayes Street NE
Washington, DC 20019

Re: 25-Year Charter Review of Cesar Chavez Public Charter Schools for Public Policy

Dear Ms. Bhatia, Ms. Little, and Mr. Mitchell,

As you know, the DC Public Charter School Board (DC PCSB) must conduct a high-stakes review of a public charter school at least once every five years to determine whether the school's charter should be continued or revoked.¹ During the 2022-23 school year, DC PCSB conducted such a review of Cesar Chavez Public Charter Schools for Public Policy (Cesar Chavez PCS). DC PCSB staff prepared a comprehensive review report to assess the performance of the school according to the standard required by the School Reform Act.²

On March 2, 2023, DC PCSB staff provided the school with a draft version of this report and allowed an opportunity for the school to respond. DC PCSB staff considered the school's feedback and incorporated it where staff determined appropriate to create a preliminary charter review report. Based on the findings in

¹ See DC Code § 38-1802.12(a)(3).

² See DC Code § 38-1802.13(a)-(b).



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the preliminary charter review report, staff developed a proposal to present before the DC PCSB Board recommending the Board continue school's charter. At its public board meeting on April 24, 2023, the DC PCSB Board voted to continue the school's charter for the reasons outlined in the review report and accompanying proposal, incorporating and adopting the staff's findings and recommendations.

Representatives from the school were in attendance at the meeting and were provided an opportunity to address the DC PCSB Board prior to this vote. Members of the public were also allowed an opportunity to provide public comment prior to the vote.

Please see the following signed copy of the accompanying staff proposal, which outlines the basis upon which the DC PCSB Board voted to continue the school's charter with a condition, along with the finalized version of the charter review report.

Thank you for your continued efforts in service of the students of the District of Columbia.

Sincerely yours,

A handwritten signature in black ink that reads "Lea Crusey".

Lea Crusey
Board Chair

A handwritten signature in black ink that reads "Michelle J. Walker-Davis".

Michelle J. Walker-Davis, Ed.D.
Executive Director

Cc: School Leaders

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

- Approve a Charter Application (15 yrs)
- Approve a Charter Renewal (15 yrs)
- Approve Charter Continuance
- Approve a Charter Amendment Request
- Give a Charter Notice of Concern
- Lift the Charter Notice of Concern
- Commence Charter Revocation Proceedings
- Revoke a Charter
- Board Action, Other _____

Non-Voting Board Items

- Public Hearing Item
- Discussion Item
- Read into Record

Policies

- Open a New Policy or Changes to a Policy for Public Comment
- Approve a New Policy
- Approve an Amendment to an Existing Policy

PREPARED BY: **Nada Mousa, Senior Specialist, School Performance Department**

SUBJECT: **Charter Review: Cesar Chavez Public Charter Schools for Public Policy**

DATE: **April 24, 2023**

Recommendation

District of Columbia Public Charter School Board (DC PCSB) staff recommends that its Board vote to continue the charter of Cesar Chavez Public Charter Schools for Public Policy (Cesar Chavez PCS). This recommendation aligns with DC PCSB's Strategic Roadmap Priority of Excellent Schools.¹

Charter Review Findings

DC PCSB staff conducted a 25-year charter review of Cesar Chavez PCS, as required by the School Reform Act (SRA).² The review includes an evaluation of the school's 1) progress toward meeting its goals and academic achievement expectations (charter

¹ DC PCSB is creating the policy and conditions to support a network of public charter schools in Washington, DC, offering families quality, equity, and diverse educational choices. See the Strategic Roadmap here: <https://bit.ly/3EVeKYg>.

² D.C. Code §§ 38-1802 *et seq.*

goals); 2) compliance with its charter and applicable federal and local laws; and 3) fiscal management. The chart below summarizes DC PCSB staff's findings in these three areas over the review period.

Charter Review Findings					
Review Period	School year (SY) 2017 – 18 through SY 2021 – 22				
Charter Goals	Cesar Chavez PCS met two goals and partially met one goal. DC PCSB staff could not render a determination for two goals.				
Compliance	Cesar Chavez PCS did not violate the law or materially violate its charter.				
Finance	Cesar Chavez PCS did not commit fiscal mismanagement.				
Performance Management Framework (PMF) Outcomes					
2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	Average
59.8%	54.7%	Not Applicable (NA) ³			57.3%

Cesar Chavez PCS adopted the PMF as its charter goals, in accordance with DC PCSB's *Elect to Adopt the PMF as Charter Goals Policy (PMF as Goals Policy)*.⁴ In doing so, Cesar Chavez PCS committed to earning an average PMF score equal to or exceeding 50.0% at its 25-year review. In addition, the school adopted four mission-specific goals that measure middle school standardized test subgroup performance, seniors' thesis completion, juniors' internship completion, and college admission among students with disabilities. As the chart above reports, Cesar Chavez PCS met or partially met the goals for which DC PCSB staff could render a determination. DC PCSB is unable to determine if the school met its goals related to college admission among students with disabilities and its middle school standardized test subgroup performance.

Charter Goals		Met?
1	PMF	Met
Mission-Specific		
2	Middle School Standardized Test Subgroup Performance	Unable to Determine

³ As written in DC PCSB's *COVID-19 Impact Policy*, the "COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs." Consequently, per the policy, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. In September 2021, DC PCSB announced its plan to develop a new accountability framework. Consequently, DC PCSB did not produce the SY 2021 – 22 PMF. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>. Also see DC PCSB's September 2021 public meeting materials and recorded discussion here: <https://bit.ly/3JpiB2x>.

⁴ See the *PMF as Goals Policy* here: <https://bit.ly/2PTj7fL>.

Charter Goals		Met?
3	Seniors' Thesis Completion	Met
4	Juniors' Internship Completion	Partially Met
5	Students With Disabilities (SWD) College Acceptance	Unable to Determine

To elaborate on the above table, Cesar Chavez PCS met its Juniors' Internship Completion charter goal in SY 2017 – 18 but failed to do so in SY 2018 – 19. DC PCSB staff is unable to determine whether the school met the SWD College Acceptance charter goal based on the available data, in which fewer than 10 senior SWD were enrolled in SY 2017 – 18 and SY 2018 – 19. DC PCSB is also unable to determine if the school met its Middle School Standardized Test Subgroup Performance goal due to limited data availability.⁵

DC PCSB staff also found the school has not committed a violation of law or a material violation of its charter, and has not committed fiscal mismanagement, meaning the school has adhered to generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

DC PCSB staff's complete findings are detailed in the school's Preliminary Charter Review Report (Attachment A), which forms the basis of staff's recommendation along with this proposal. The report will be finalized following the Board's vote on the school's continuance.

Additional Academic Data

To support evaluation during the COVID-19 recovery period, DC PCSB staff collected SY 2021 – 22 transitional goals data from all schools.⁶ For schools serving middle and high school students like Cesar Chavez PCS, transitional goals data includes the following outcomes: growth on a nationally normed assessment, Partnership for Assessment of Readiness for College and Careers (PARCC) proficiency, gateway measures,⁷ attendance, and re-enrollment. See Cesar Chavez PCS's SY 2021 – 22 transitional goals performance on pages 28 through 32 of the attached Preliminary Charter Review Report. Per the *COVID-19 Impact Policy*, DC PCSB uses SY 2021 – 22

⁵ Cesar Chavez PCS closed its middle school campuses during the review period; DC PCSB does not assess closed campuses. The school reopened its middle school grade offerings in SY 2020 – 21. At that time, the Office of the State Superintendent of Education did not issue priority or focus status findings in response to the COVID-19 pandemic.

⁶ See DC PCSB's transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 2.

⁷ The gateway category includes grade-specific measures that predict students' future academic performance.

transitional goals data as supplemental evidence of school performance, but only if it helps the school.⁸

In addition to collecting transitional goals data, DC PCSB staff conducted a Qualitative Site Review (QSR) at Cesar Chavez PCS during SY 2021 – 22. DC PCSB uses the QSR to evaluate schools' environment and instructional quality. Like transitional goals data, QSR outcomes provide supplemental evidence of school quality. See Cesar Chavez PCS's SY 2021 – 22 QSR performance on pages 10 through 12 of the attached Preliminary Charter Review Report.

Charter Review Standard

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."⁹ As part of this review, DC PCSB must determine whether:

1. The school committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
2. The school failed to meet the goals and student academic achievement expectations set forth in its charter.¹⁰

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a continuance.¹¹

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school: 1) has engaged in a pattern of nonadherence to generally accepted accounting principles, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.¹²

Background

Cesar Chavez PCS began operation in 1998 under authorization from DC PCSB. The school educates 399 students in grades 6 – 12 at one facility located in Ward 7.¹³ Per its mission, Cesar Chavez PCS aims to "prepare scholars to enter and succeed in

⁸ See the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 6.

⁹ D.C. Code § 38-1802.12(a)(3).

¹⁰ D.C. Code § 38-1802.13(a).

¹¹ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

¹² D.C. Code § 38-1802.13(b).

¹³ This enrollment figure is based on preliminary, unvalidated data as of October 5, 2022.

competitive colleges and empower scholars to use public policy to create a more just, free, and equal world.”

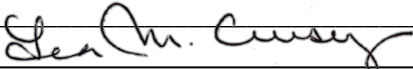
Notification

On March 9, 2023, DC PCSB staff notified Advisory Neighborhood Commissioner Wendell Felder (7D03) of the school's 25-year charter review. DC PCSB staff also posted a notice for public comment on the charter review in the DC Register and on the DC PCSB website.¹⁴

Attachment to this Proposal

Attachment A: Cesar Chavez PCS 25-Year Preliminary Charter Review Report

Date: <u>April 24, 2023</u>
DC PCSB Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Approved with Changes <input type="checkbox"/> Rejected
Changes to the Original Proposal:

DC PCS Board Chair Signature: 

¹⁴ See the notice here: <http://bit.ly/42t2Uln>.



2022 – 23 25-Year Charter Review Report Cesar Chavez Public Charter Schools for Public Policy

April 24, 2023

DC Public Charter School Board
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BOARD VOTE AND KEY FINDINGS¹

Cesar Chavez Public Charter Schools for Public Policy (Cesar Chavez PCS)^{2, 3}					
Review or Renewal	25-year charter review				
Review Period	School year (SY) 2017 – 18 through SY 2021 – 22				
Charter Goals	Cesar Chavez PCS met two goals and partially met one goal. DC PCSB could not render a determination for two goals.				
Compliance	Cesar Chavez PCS did not violate the law or materially violate its charter.				
Finance	Cesar Chavez PCS did not commit fiscal mismanagement.				
Board Vote	The Board voted 6 – 0 to continue Cesar Chavez PCS’s charter.				
Performance Management Framework (PMF) Outcomes⁴					
2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	Average
59.8%	54.7%	Not Applicable (NA) ⁵			57.3%

Pursuant to the School Reform Act (SRA), the DC Public Charter School Board (DC PCSB) “shall review [a school’s] charter at least once every [five] years.”⁶ As such, DC PCSB conducted a 25-year charter review of Cesar Chavez PCS, evaluating the school’s progress toward meeting its goals and academic achievement expectations (charter goals). Cesar Chavez PCS adopted the PMF as its charter goals, in accordance with DC PCSB’s *Elect to Adopt the PMF as Charter Goals Policy (PMF as Goals Policy)*.⁷ In doing so, Cesar Chavez PCS committed to earning an average PMF score equal to or exceeding 50.0% at its 25-year review. In addition, the school adopted four mission-specific goals that measure middle schoolers’ standardized test performance by student group, seniors’ thesis completion, juniors’ internship completion, and college admission among students with disabilities. As the chart above reports, Cesar Chavez PCS met or partially met the goals for which DC PCSB could render a determination. DC PCSB is unable to determine if the school met its goals related to college admission among students with disabilities and middle school standardized test performance by student group.

¹ To request a text-only and/or a black and white version of this report, please contact communications@dcpcs.org.

² See the appendices to this report here: <https://bit.ly/3YfEmcJ>.

³ See Cesar Chavez PCS’s Charter Agreement and Amendments, Appendices A1 – A8.

⁴ See Cesar Chavez PCS’s PMF scorecards, Appendices B1 – B8.

⁵ As written in DC PCSB’s *COVID-19 Impact Policy*, the “COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs.” Consequently, per the policy, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. In September 2021, DC PCSB announced its plan to develop a revised accountability framework. Consequently, DC PCSB did not produce the SY 2021 – 22 PMF. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>. Also see DC PCSB’s September 2021 public meeting materials and recorded discussion here: <https://bit.ly/3JpiB2x>.

⁶ D.C. Code § 38-1802.12(a)(3).

⁷ See the *PMF as Goals Policy* here: <https://bit.ly/2PTj7fL>.

DC PCSB also evaluated the school's compliance with applicable federal and local laws, compliance with its charter, and fiscal management. DC PCSB determined the school has not committed a violation of law or a material violation of its charter, has adhered to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

On April 24, 2023, the Board voted 6 – 0 to continue Cesar Chavez PCS's charter.

This report includes a school background section followed by analyses of the school's academic performance, charter and legal compliance, and fiscal management.

SCHOOL BACKGROUND

Cesar Chavez PCS			
Year Opened	1998 – 99	Ward(s)	7
Number of Campuses	1	Year(s) of Previous Review	2003 – 04, 2008 – 09, 2012 – 13, 2017 – 18
Current Enrollment Ceiling	847	Current Enrollment	399 ⁸
Chartered Grade Span	6 – 12	Current Grade Span	6 – 12
Mission Statement			
To prepare scholars to enter and succeed in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world.			

School Overview

Cesar Chavez PCS began operation in 1998 under authorization from DC PCSB, aiming to expose students to public policy opportunities in DC and across the nation. In keeping with the school’s mission, Cesar Chavez PCS students must pursue an annual advocacy project. Projects for students in grades 7 and 8 may include advocating at DC Council or Capitol Hill. Freshmen and sophomores must complete a Community Action Project (CAP), analyzing a local or international problem and potential solutions. Juniors must participate in a fellowship or internship at a government agency, think tank, or local nonprofit organization. Seniors must complete a thesis project on a public policy issue, and present it to public policy professionals and community members.

The local education agency (LEA)⁹ initially enrolled students in grades 9 – 12. In SY 2003 – 04, it began enrolling students in grades 6 – 8 as well. Starting in SY 2009 – 10, Cesar Chavez PCS operated two middle school campuses and two high school campuses: Cesar Chavez PCS – Parkside Middle (grades 6 – 8), Cesar Chavez PCS – Chavez Prep (grades 6 – 9),¹⁰ Cesar Chavez PCS – Parkside High (grades 9 – 12), and Cesar Chavez PCS – Capitol Hill High (grades 9 – 12).

In SY 2017 – 18, during the school’s 20-year review, DC PCSB voted to conditionally continue Cesar Chavez PCS’s charter due to academic weaknesses. DC PCSB required the school to gradually close Cesar Chavez PCS – Parkside Middle. It also required Cesar Chavez PCS – Capitol Hill and Cesar Chavez PCS – Chavez Prep to meet certain PMF targets at the end of SY 2017 – 18 (and through SY 2019 – 20). Failure to meet such targets would result in a

⁸ This enrollment data is based on preliminary, unvalidated data as of October 5, 2022.

⁹ An “LEA” is any individual or group of public charter schools operating under a single charter.

¹⁰ Cesar Chavez PCS – Chavez Prep was formerly named “Cesar Chavez PCS – Bruce Prep.”

recommendation of campus or LEA closure. Cesar Chavez PCS contracted with TenSquare to improve the LEA’s academic performance.¹¹ At the end of SY 2017 – 18, Cesar Chavez PCS – Capitol Hill and Cesar Chavez PCS – Chavez Prep met their PMF targets.

In SY 2018 – 19, the LEA announced it would close Cesar Chavez PCS – Chavez Prep at the end of the school year, citing declining enrollment.¹² Concurrently, the LEA sought DC PCSB’s approval to reconfigure, merging Cesar Chavez PCS – Capitol Hill with Cesar Chavez PCS – Parkside High. DC PCSB approved the school’s request, recognizing Cesar Chavez PCS’s transition from a multi-campus LEA to a single-campus LEA with students in grades 6 – 12, at capacity. The enrollment chart below displays the grades Cesar Chavez PCS served during its reconfiguration in SY 2019 – 20 through SY 2021 – 22. (The school reached maturation in SY 2022 – 23 with students in grades 6 – 12.)

Enrollment and Demographic Data

The table below shows the school’s enrollment history during the review period.¹³

School Year	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22
6	166	60	–	57	46
7	144	145	–	–	64
8	188	117	60	–	–
9	195	177	76	78	57
10	175	144	92	76	80
11	186	152	96	86	70
12	123	161	105	77	66
Audited Enrollment ¹⁴	1,177	956	429	374	383
Enrollment Projections ¹⁵	1,190	1,072	560	380	388
Enrollment Ceiling ¹⁶	1,620	1,520	947	847	847

The map below shows where SY 2021 – 22 Cesar Chavez PCS students live in relation to the school, which is marked by a red dot. The blue gradient represents the density of students. As the map shows, Cesar Chavez PCS enrolls students from every ward in the District, though most of its students come from Ward 7.

¹¹ TenSquare is a charter school support organization. For details, see: <https://bit.ly/3iuw2Xi>.

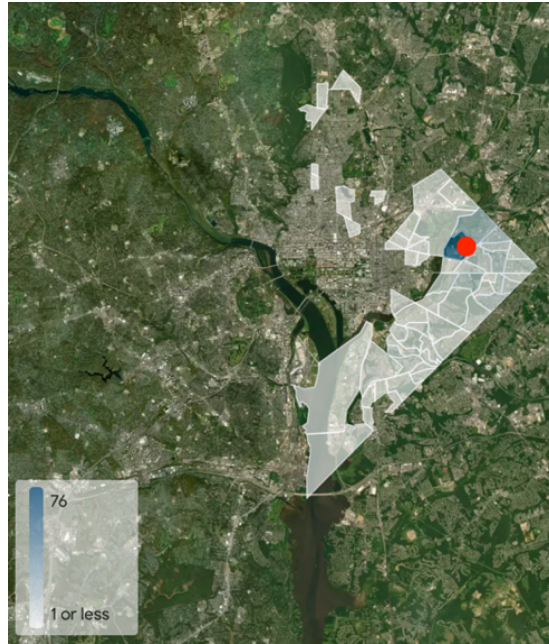
¹² See Cesar Chavez PCS’s January 2019 Letter to DC PCSB, Appendix C.

¹³ The “–” symbol indicates the school does not or did not enroll students in the corresponding grade(s) or student group(s).

¹⁴ The Office of the State Superintendent of Education (OSSE) conducts an annual enrollment audit to determine the number of students at each public school in the District.

¹⁵ Each year, charter LEAs, DC PCSB, and the Office of the Deputy Mayor for Education (DME) must project student enrollment for the following school year. The enrollment projections displayed are determined by DME and DC PCSB and may be different than the LEA’s projections.

¹⁶ Each charter LEA has an enrollment ceiling in its charter agreement, designating the maximum number of students the school can receive per pupil funding for each school year.



The table below shows the school's student demographics in SY 2021 – 22.

Student Group	Percentage Enrolled
At-Risk Students ¹⁷	74.9%
English Learners ¹⁸	1.3%
Students with Disabilities (SWD) ¹⁹	24.3%
American Indian or Alaska Native	–
Asian	–
Black or African American	95.3%
Hispanic/Latino	3.7%
Multiracial	0.3%
Native Hawaiian or Other Pacific Islander	–
White	0.5%

¹⁷ D.C. Code § 38–2901(2A) defines “at-risk” as a DCPS student or a public charter school student who is identified as one or more of the following: a) homeless; b) in the District’s foster care system; c) qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or d) a high school student who is one year older, or more, than the expected age for the grade in which the student is enrolled.

¹⁸ English learners are students whose native language is a language other than English. An English learner may have difficulty speaking, reading, writing, or understanding the English language.

¹⁹ SWD are students identified as having an Individualized Education Program (IEP) that details the special education services the students must receive. For demographic data, DC PCSB counts any student who was identified as SWD through the year in the final calculation.

School Climate

The charts below report Cesar Chavez PCS's performance across three school environment measures: out-of-school suspension (OSS) rates, mid-year withdrawal (MYW) rates, and in-seat attendance (ISA) rates.²⁰ DC PCSB presents these measures by applicable student groups and compares them to the relevant student groups within the DC public charter sector. These data do not factor into DC PCSB's continuance decision. Still, isolating school environment measures by student groups helps to identify whether there may be access and opportunity disparities.²¹

OSS Rates

An OSS is when a school temporarily removes a student from school grounds for disciplinary reasons. The OSS rate is the percentage of students who received an OSS. The charts below detail Cesar Chavez PCS's average OSS rates by grade band and student group compared to the DC public charter sector's average OSS rates.²²

Key for OSS and MYW Rates	
Green	Equal to or less than the sector rate
Red	More than the sector rate
Grey	n < 10; the number of students (n-size) is less than 10 ²³

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average OSS Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Cesar Chavez PCS	6 – 8	17.5%	10.8%	21.6%
Sector		17.1%	8.7%	21.5%
Cesar Chavez PCS	9 – 12	23.2%	11.6%	24.3%
Sector		17.8%	8.6%	19.2%

²⁰ Cesar Chavez PCS disagrees with the school climate data DC PCSB reports. Cesar Chavez PCS submitted its own school climate rates, which are available in Appendix D.

²¹ The following school climate charts do not include SY 2019 – 20, SY 2020 – 21, and SY 2021 – 22 data in the multi-year average values. The COVID-19 pandemic made these years unique and difficult to compare to other years. Consequently, DC PCSB shares two-year averages (SY 2017 – 18 and SY 2018 – 19) as well as standalone outcomes for SY 2019 – 20, SY 2020 – 21, and SY 2021 – 22 in this section of the report. Additionally, all rates for SY 2019 – 20 include data from August 2019 through February 2020. DC PCSB ceased collecting OSS, MYW, and ISA data after March 2020 in response to the pandemic. While Cesar Chavez PCS closed its Cesar Chavez PCS – Chavez Prep and Cesar Chavez PCS – Parkside Middle campuses, the following school climate data reports the LEA's middle school grade band for all applicable years in the review period. DC PCSB includes this school climate data to present a more complete picture of the school's environment.

²² For SY 2020 – 21, DC PCSB determined the number of students suspended across the charter sector, including Cesar Chavez PCS, is too small to report.

²³ DC PCSB does not report on values when the n-size is less than 10.

SY 2019 – 20 Average OSS Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Cesar Chavez PCS	6 – 8	7.3%	n < 10	20.0%
Sector		10.4%	4.6%	13.2%
Cesar Chavez PCS	9 – 12	11.2%	n < 10	23.1%
Sector		14.2%	4.0%	17.3%

SY 2021 – 22 Average OSS Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Cesar Chavez PCS	6 – 8	10.0%	n < 10	17.9%
Sector		10.0%	3.9%	9.9%
Cesar Chavez PCS	9 – 12	19.2%	n < 10	25.9%
Sector		13.4%	6.2%	13.6%

MYW Rates

The MYW rate is the percentage of students who have withdrawn from school during the school year. The charts below detail Cesar Chavez PCS's average MYW rates by grade band and student group compared to the DC public charter sector's average MYW rates.

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average MYW Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Cesar Chavez PCS	6 – 8	7.6%	7.9%	13.4%
Sector		5.5%	4.4%	5.5%
Cesar Chavez PCS	9 – 12	10.7%	9.3%	11.6%
Sector		10.5%	7.9%	9.4%

SY 2019 – 20 Average MYW Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Cesar Chavez PCS	6 – 8	7.3%	n < 10	6.7%
Sector		3.3%	1.4%	3.7%
Cesar Chavez PCS	9 – 12	9.6%	n < 10	15.4%
Sector		6.3%	4.9%	7.1%

SY 2020 – 21 Average MYW Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Cesar Chavez	6 – 8	0.0%	n < 10	0.0%
Sector		1.2%	1.0%	0.9%
Cesar Chavez PCS	9 – 12	4.3%	n < 10	9.2%
Sector		2.3%	2.2%	2.0%

SY 2021 – 22 Average MYW Rate				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Cesar Chavez PCS	6 – 8	6.3%	n < 10	10.7%
Sector		4.4%	3.0%	3.7%
Cesar Chavez PCS	9 – 12	10.6%	n < 10	17.2%
Sector		7.8%	4.5%	7.5%

ISA Rates

The ISA rate is the percentage of students who were present each day. The charts below detail Cesar Chavez PCS's data by grade band and student group compared to the DC public charter sector's average ISA rates.

Key for ISA Rates	
Green	Equal to or more than the sector rate
Red	Less than the sector rate
Grey	n < 10; the n-size is less than 10

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Cesar Chavez PCS	6 – 8	90.3%	93.0%	89.3%
Sector		91.9%	94.6%	92.0%
Cesar Chavez PCS	9 – 12	87.8%	87.5%	87.1%
Sector		88.5%	89.9%	88.4%

SY 2019 – 20 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Cesar Chavez PCS	6 – 8	89.4%	n < 10	83.7%
Sector		92.5%	94.4%	91.9%
Cesar Chavez PCS	9 – 12	87.2%	n < 10	85.4%
Sector		89.3%	91.5%	88.7%

SY 2020 – 21 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Cesar Chavez PCS	6 – 8	95.0%	n < 10	95.6%
Sector		89.6%	93.5%	90.1%
Cesar Chavez PCS	9 – 12	89.1%	n < 10	86.5%
Sector		88.4%	91.5%	88.3%

SY 2021 – 22 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Cesar Chavez PCS	6 – 8	84.1%	n < 10	81.8%
Sector		82.8%	89.8%	84.2%
Cesar Chavez PCS	9 – 12	81.3%	n < 10	80.0%
Sector		81.9%	85.6%	81.2%

Qualitative Site Review (QSR)

DC PCSB uses QSR visits to assess schools across two domains—classroom environment and instruction, as defined in the Charlotte Danielson *Framework for Teaching*.²⁴ From January 24 – February 4, 2022, in anticipation of this review, DC PCSB staff conducted a QSR at Cesar Chavez PCS.²⁵ In the classroom environment domain, observers noted that teachers demonstrated genuine care toward students. Students contributed to high levels of civility by helping one another with classwork. Additionally, teachers expected high levels of student effort. Across classrooms, teachers insisted that students answer in complete sentences and ensured full participation in class discussions. In the instruction domain, observers noted that teachers' explanations were clear and error-free. Across classrooms, teachers modeled and explained steps to solve math problems and write analytic paragraphs. Teachers used open-ended questions, inviting students to think and

²⁴ Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

²⁵ See Cesar Chavez PCS's 2022 QSR Report, Appendix E.

offer multiple possible answers. As a result, a variety of student voices contributed to academic discussions in each classroom.

After conducting unannounced observations,²⁶ the QSR team rated the classroom environment and instruction as “unsatisfactory,” “basic,” “proficient,” or “distinguished.” The following chart details the percentage of Cesar Chavez PCS classrooms the QSR team rated as proficient or distinguished in each domain. It also reports the average percentage of comparable public charter school classrooms that received proficient and distinguished ratings in each domain.

School/Sector	Classroom Environment	Instruction
Percentage Rated Proficient or Distinguished		
Cesar Chavez PCS	93.0%	84.0%
Average score for pre-kindergarten (PK) – 8 public charter schools	89.0%	80.0%
Average score for 9 – 12 public charter schools	90.0%	85.0%

Cesar Chavez PCS scored above the average in both domains compared to other PK – 8 public charter schools that received a QSR during SY 2021 – 22. In comparison to other 9 – 12 public charter schools, Cesar Chavez PCS scored above the average in the classroom environment domain, but below the average in the instruction domain.

In addition to conducting classroom observations, DC PCSB staff and The New Teacher Project (TNTP) consultants reviewed sample English language arts (ELA) and math assignments Cesar Chavez PCS students received. Evaluators used TNTP’s *Assignment Review Protocol* in assessing whether the assignments: 1) aligned with grade-appropriate standards, 2) provided students with meaningful practice opportunities, and 3) gave students an opportunity to connect academic standards to real-world issues.²⁷ Upon review, evaluators rated each assignment as “sufficient,” “minimal,” or “no opportunity,” describing the opportunity students had to meaningfully engage in worthwhile grade-level content.²⁸

Of the five ELA samples Cesar Chavez PCS submitted, three assignments received an overall rating of “sufficient.” These assignments were based on grade-appropriate texts and contained a task that reached the depth of the grade-level standards. Two assignments

²⁶ During SY 2021 – 22 QSR visits, the QSR team observed 50.0% of a school’s core content classes. The QSR team also observed electives when the coursework was an essential part of the school’s mission.

²⁷ See the protocol here: <https://bit.ly/3PFYKXH>.

²⁸ Specifically, assignments that satisfied TNTP’s *Assignment Review Protocol* criteria were deemed “sufficient.” Assignments that partially satisfied the criteria were deemed “minimal.” Assignments that did not satisfy the criteria were deemed “no opportunity.”

received an overall rating of “minimal.” These assignments were based on a high-quality text, but the accompanying tasks did not reach the depth of the grade-level standard.

Of the five math samples Cesar Chavez PCS submitted, one assignment received an overall rating of “sufficient.” This assignment reached the depth of the targeted grade-level standard and gave students the opportunity to engage with at least one mathematical practice at the appropriate depth. However, this assignment did not give students the opportunity to connect academic content to real-world examples. One assignment received an overall rating of “minimal.” This assignment contained some questions based on a grade-appropriate standard and connected to real-world examples. However, not all questions engaged a mathematical practice at the appropriate depth. Three assignments received an overall rating of “no opportunity.” These assignments did not reach the full depth of the grade-level standard.

Previous Charter Reviews

Five-Year Review

In SY 2003 – 04,²⁹ DC PCSB conducted a five-year charter review of Cesar Chavez PCS and determined the school did not meet the standard for continuance. The school met five out of nine academic targets and three out of four non-academic targets. DC PCSB voted to conditionally continue the school’s charter. Specifically, the Board required the school to develop a strategic plan to align and integrate its public policy program across its curriculum and identify core skills that students develop through the public policy program. In December 2004, DC PCSB determined Cesar Chavez PCS met the conditions and voted to continue the school’s charter.

10-Year Review

In SY 2008 – 09,³⁰ DC PCSB conducted a 10-year charter review of Cesar Chavez PCS and found the school did not meet its academic standards. The LEA met three of its four non-academic goals, and all governance, compliance, and fiscal performance standards. DC PCSB voted to conditionally continue the school’s charter, requiring the school to meet 26 conditions related to assessment, curriculum, and instruction. In February 2010, DC PCSB determined the school met 21 of the 26 conditions and voted to continue the school’s charter.

15-Year Renewal

In SY 2012 – 13,³¹ DC PCSB conducted a 15-year renewal of Cesar Chavez PCS and found the school met the standard for charter renewal by substantially meeting its goals. DC PCSB determined the school met six goals and did not meet four goals at that time. Of the goals the school did not meet, DC PCSB determined there were “important caveats” making the

²⁹ See Cesar Chavez PCS’s Five-Year Review Report, Appendix F.

³⁰ See Cesar Chavez PCS’s 10-Year Review Report, Appendix G.

³¹ See Cesar Chavez PCS’s 15-Year Renewal Report, Appendix H.

failure to meet those goals “less absolute.” DC PCSB concluded Cesar Chavez PCS’s relatively strong performance on the PMF, in addition to the school’s overall performance on its goals and achievement expectations and meeting the compliance and fiscal standards of the charter review, warranted charter renewal. In May 2013, DC PCSB voted to renew Cesar Chavez PCS’s charter for another 15-year term.

20-Year Review

In SY 2017 – 18,³² DC PCSB conducted a 20-year review of Cesar Chavez PCS and found the school did not meet the standard for charter continuance. Ahead of its 20-year review, the LEA adopted the PMF as its goals, agreeing to achieve an average PMF score equal to or exceeding 50.0% at each campus. Cesar Chavez PCS – Parkside Middle did not meet its goals, instead earning a PMF average of 40.5%. The remaining three Cesar Chavez PCS campuses met their goals. However, during the last two years of the review period, Cesar Chavez PCS – Capitol Hill High and Cesar Chavez PCS – Chavez Prep had significant declines in nearly every PMF metric. The LEA also had four mission-specific goals. DC PCSB found the LEA met or substantially met all four. In December 2017, DC PCSB voted to continue the school’s charter conditionally. These conditions required the school to close Cesar Chavez PCS – Parkside Middle. They also required Cesar Chavez PCS – Capitol Hill High and Cesar Chavez PCS – Chavez Prep to meet specific PMF targets during the next review period. Failure to meet such targets would result in staff recommending campus or LEA closure.

Communication with the School

On July 8, 2022, DC PCSB staff met with members of Cesar Chavez PCS’s staff to discuss the school’s 25-year review. DC PCSB staff provided the school with a chart, similar to the one in Section One of this report, showing the school’s charter goals performance during the review period.

³² See Cesar Chavez PCS’s 20-Year Review Report, Appendix I.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."³³ As part of this review, DC PCSB must determine whether:

- 1) The school committed a violation of applicable law, or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
- 2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.³⁴

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a continuance.³⁵

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school: 1) has engaged in a pattern of nonadherence to GAAP, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.³⁶

³³ D.C. Code § 38-1802.12(a)(3).

³⁴ D.C. Code § 38-1802.13(a).

³⁵ DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

³⁶ D.C. Code § 38-1802.13(b).

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

Per the SRA, DC PCSB must review whether a school has met its charter goals at least once every five years. Charter goals are part of the review analysis only if they were included in a school's charter or charter amendment.

In September 2017,³⁷ Cesar Chavez PCS adopted the PMF as its charter goals,³⁸ as well as three mission-specific goals. By adopting the PMF as its goals, the LEA agreed to the following review standard:

The average PMF score for each campus for SY 2017 – 18, 2018 – 19, 2019 – 20, 2020 – 21, and 2021 – 22 is equal to or exceeds 50%,³⁹ and each campus for SY 2017 – 18, 2018 – 19, 2019 – 20, 2020 – 21, and 2021 – 22 meets its corresponding mission-specific goal(s).

The chart below summarizes DC PCSB's determination that Cesar Chavez PCS met its charter goals. The text for each goal, along with DC PCSB's corresponding determination, follows the chart.

Charter Goals		Met?
1	High School PMF	Met
Mission-Specific		
2	Middle School Standardized Test Subgroup Performance	Unable to Determine
3	Seniors' Thesis Completion	Met
4	Juniors' Internship Completion	Partially Met
5	SWD College Acceptance	Unable to Determine

Determination: Cesar Chavez PCS met its charter goals, exceeding the targeted PMF average of 50.0%. The LEA also met one of its mission-specific goals and partially met one of its mission-specific goals. DC PCSB is unable to determine if the school met its SWD College Acceptance goal and its Middle School Standardized Test Subgroup Performance goal.

1. PMF Outcomes

The school will be deemed to have met its charter goals if the school's average PMF score for SY 2017 – 18, 2018 – 19, 2019 – 20, 2020 – 21, and 2021 – 22 is equal to or exceeds 50.0%.

³⁷ See Cesar Chavez PCS's September 2017 Charter Goals Amendment, Appendix A4.

³⁸ For details, see the *2019 – 20 PMF Policy & Technical Guide* here: <https://bit.ly/3SKqbeg>.

³⁹ At the time of the Goals Charter Agreement Amendment, Cesar Chavez PCS operated four campuses, spanning grades 6 – 12. At the time of this report, the LEA operates one campus formerly known as Cesar Chavez PCS – Parkside High and now known as Cesar Chavez PCS.

The chart below shows the school's performance on this goal.

PMF Outcomes					
2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	Average
59.8%	54.7%	NA ⁴⁰			57.3%

Determination: Cesar Chavez PCS met this goal, earning above its 50.0% PMF target.

Key for Mission-Specific Goals Charts	
Green	Equal to or greater than the target
Red	Less than the target
Blue	Data not available (NA) or data not used for goal determination ⁴¹
Grey	The number of test takers (n-size) is less than 10

2. Middle School Standardized Test Subgroup Performance

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.

Middle School Standardized Test Subgroup Performance				
2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22
NA ⁴²				Met

Determination: DC PCSB is unable to determine whether the school met this goal during the review period based on the available data.

3. Seniors' Thesis Completion

The school will be deemed to have met this goal if 95.0% of seniors receive a passing grade on their culminating thesis paper by August 1st of their senior year.

The chart below shows the school's performance on this goal.

⁴⁰ DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 and SY 2021 – 22 PMF data, it did not produce the PMF in either year. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>.

⁴¹ Per the *COVID-19 Impact Policy*, schools will be assessed on goal attainment using data prior to the COVID-19 pandemic. DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data. Furthermore, DC PCSB reports SY 2020 – 21 and SY 2021 – 22 data as it pertains to goals, but it does not assess whether the school met its targets in those years. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>.

⁴² Cesar Chavez PCS closed its middle school campuses during the review period; DC PCSB does not assess closed campuses' goal attainment. The school reopened its middle school grade offerings in SY 2020 – 21. At that time, OSSE did not issue priority or focus status findings in response to the COVID-19 pandemic.

Thesis Paper										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	96.7%	95.0%	97.2%	95.0%	NA		97.8%	95.0%	98.4%	95.0%
<i>n-size</i>	60		72				89		67	

Determination: Cesar Chavez PCS met this goal.

4. Juniors' Internship Completion

The school will be deemed to have met this goal if 90.0% of juniors on track to graduate the next year complete a fellowship (internship) with a government agency, nonprofit, or other organization aligned to the goal of offering students an opportunity to apply their academic skills and civic knowledge to address a policy issue or community concern.

The chart below shows the school's performance on this goal.

Internships										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	91.0%	90.0%	83.1%	90.0%	NA		92.4%	90.0%	91.8%	90.0%
<i>n-size</i>	77		71				66		67	

Determination: Cesar Chavez PCS partially met this goal.

It is important to note the school exceeded the target in SY 2020 – 21 and SY 2021 – 22.

5. SWD College Acceptance

The school will be deemed to have met this goal if a minimum of 90.0% of seniors with an Individualized Education Program (IEP) will be accepted to at least one college.

The chart below shows the school's performance on this goal.

IEP College Acceptance										
	2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target	School	Target
Rate	<i>n < 10</i>	90.0%	<i>n < 10</i>	90.0%	NA		100%	90.0%	100%	90.0%
<i>n-size</i>	<i>n < 10</i>		<i>n < 10</i>				13		13	

Determination: DC PCSB is unable to determine whether the school met this goal based on the available data, in which fewer than 10 students with an IEP were enrolled.

It is important to note the school exceeded the target in SY 2020 – 21 and SY 2021 – 22.

The remainder of this section contains a description of the PMF and an analysis of Cesar Chavez PCS's performance on each PMF category during the review period, excluding school years 2019 – 20, 2020 – 21, and 2021 – 22, per footnote 40. This section ends with a review of supplemental academic data, separate and apart from the school's charter goals, and a narrative from the school regarding the effects of the COVID-19 pandemic on SY 2020 – 21.⁴³

PMF Overview

DC PCSB evaluates all public charter schools according to a PMF. There are four separate PMF frameworks; DC PCSB evaluates Cesar Chavez PCS under the PK – 8 and High School (HS) PMF.⁴⁴ DC PCSB divides the PMF into four categories: student progress, student achievement, gateway, and school environment. Using a 100-point scale, the PMF framework identifies PK –8 and HS PMF schools as Tier 1 (high-performing), Tier 2 (mid-performing), or Tier 3 (low-performing) based on their overall performance in the four categories. See below for a summary of Cesar Chavez PCS's performance in the PMF categories, including charts detailing the school's performance compared to the sector.⁴⁵

Student Progress

For high schools, DC PCSB uses the median growth percentile (MGP) on the Partnership for Assessment of Readiness for College and Careers (PARCC), DC's state assessment, as the growth measure.⁴⁶ An MGP of 50 indicates that a school's students have average year-to-year growth, as compared to other DC students in the same grades and with the same initial state assessment performance.

The charts below detail the school's MGP performance compared to the standard of 50.

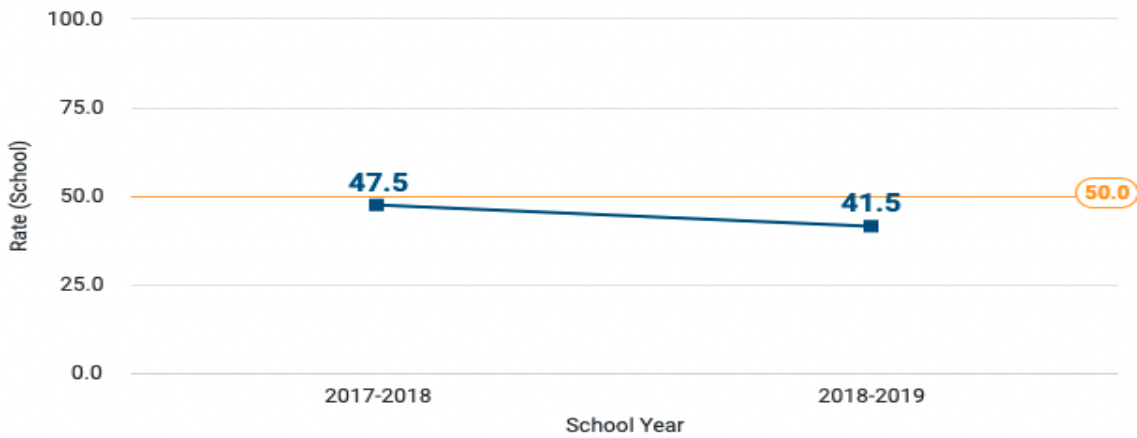
⁴³ Though goals data may have been unavailable or impractical to collect during the COVID-19 pandemic, DC PCSB surveyed schools to get additional context on programmatic changes made and challenges faced as a result of COVID-19.

⁴⁴ For the review period captured in this report, Cesar Chavez PCS is only evaluated under the HS PMF due to its campus closures and subsequent reconfiguration that occurred in SY 2018 – 19. In SY 2020 – 21 and SY 2021 – 22 the school added grades 6 and 7, respectively. However, per the *COVID-19 Impact Policy*, DC PCSB did not produce a PMF for either year.

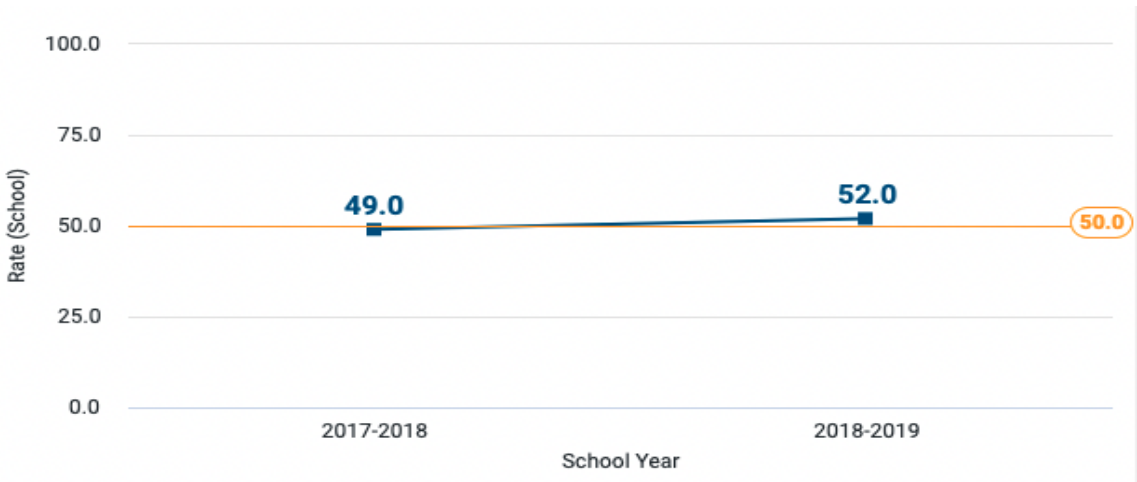
⁴⁵ The phrase "compared to the sector" here and throughout this section of the report refers to the average performance achieved by all DC public charter schools evaluated under the corresponding PMF.

⁴⁶ For high school, MGP is measuring growth for one grade (from 8th to 10th grade English Language Arts or Geometry).

ELA MGP

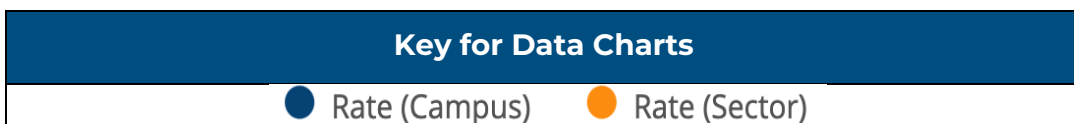


Math MGP



Student Achievement

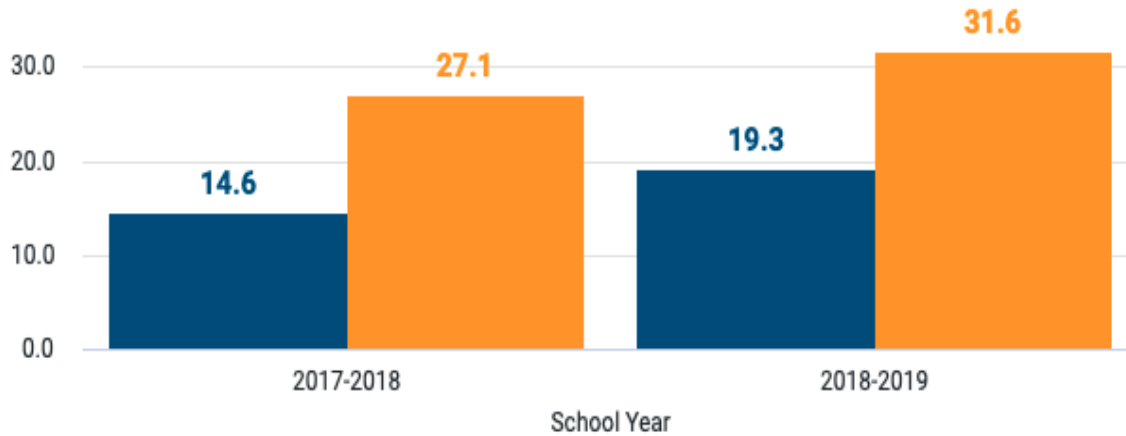
The student achievement category captures overall student performance on the PARCC assessment, with level 4+ indicating proficient and advanced.⁴⁷ This category includes overall performance in both ELA and math relative to the sector average for students in the same grade band.⁴⁸ The charts below detail the school's ELA and math achievement performance compared to the sector.



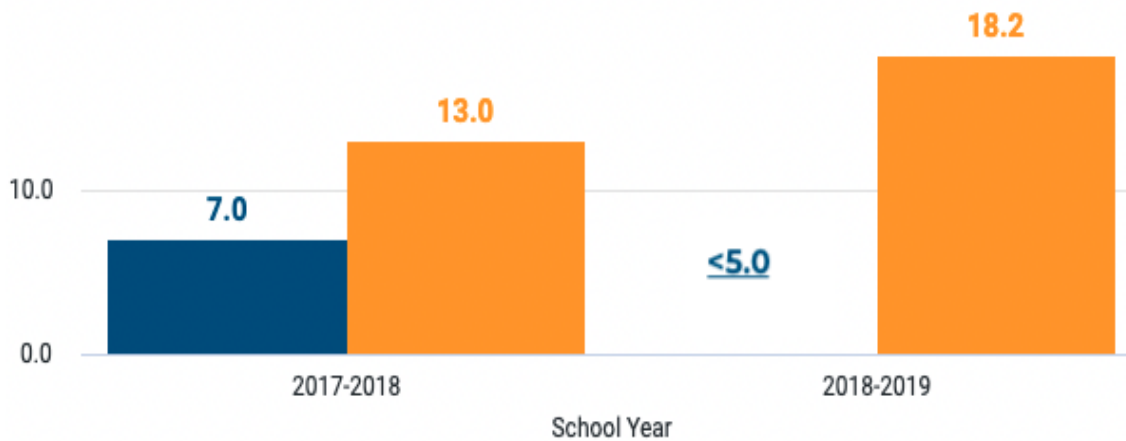
⁴⁷ The term "4+" refers to level 4 and level 5 PARCC scores. A student who earns a level 4 is considered proficient. A student who earns a level 5 is considered advanced.

⁴⁸ Floors and targets for this measure are set based on the sector's performance.

ELA Proficiency (Overall)



Math Proficiency (Overall)⁴⁹



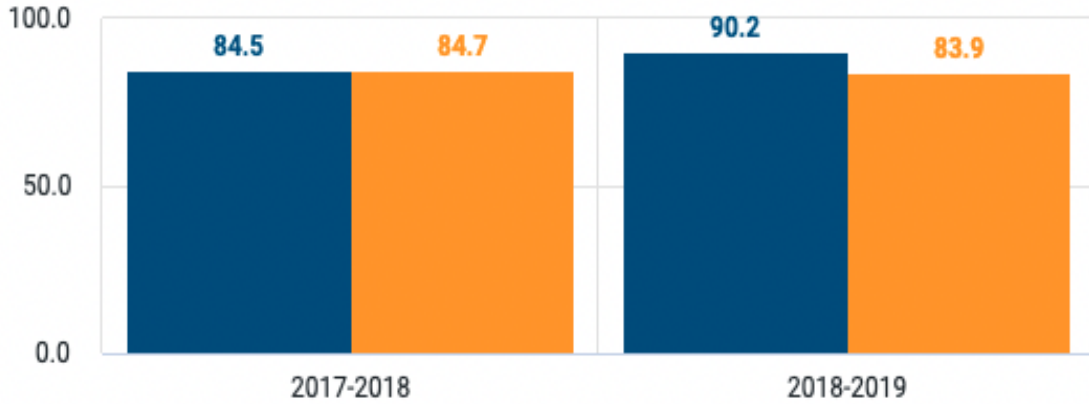
Gateway

The gateway category includes grade-specific measures that predict students' future academic performance. This category includes measures that capture critical achievement and preparation for college and career. The HS PMF gateway measures that apply to Cesar Chavez PCS are described below.

⁴⁹ In cases of sensitive, negative data at rates greater than 95.0% or less than 5.0%, the data is suppressed.

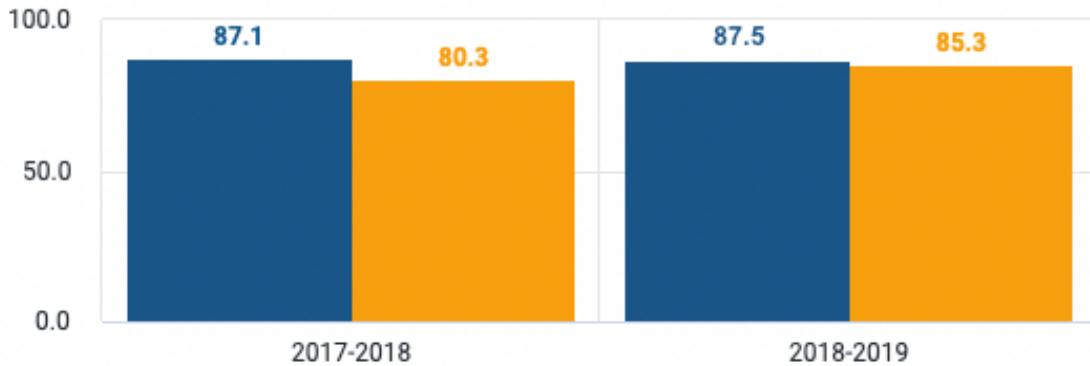
9th Grade on Track

This measure reports the percentage of 9th graders who earned enough credits in their freshman year to be on track to graduate from high school in four years. The chart below details the school's 9th grade on-track performance compared to the sector.



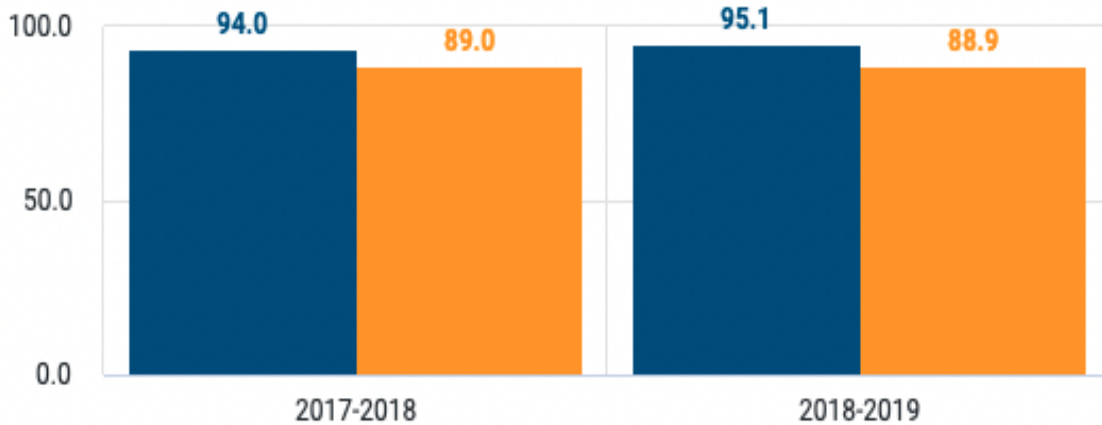
Four-Year Adjusted Cohort Graduation Rate (ACGR)

This measure reports the percentage of 9th graders who graduated in four years. The chart below details the school's four-year ACGR performance compared to the sector.



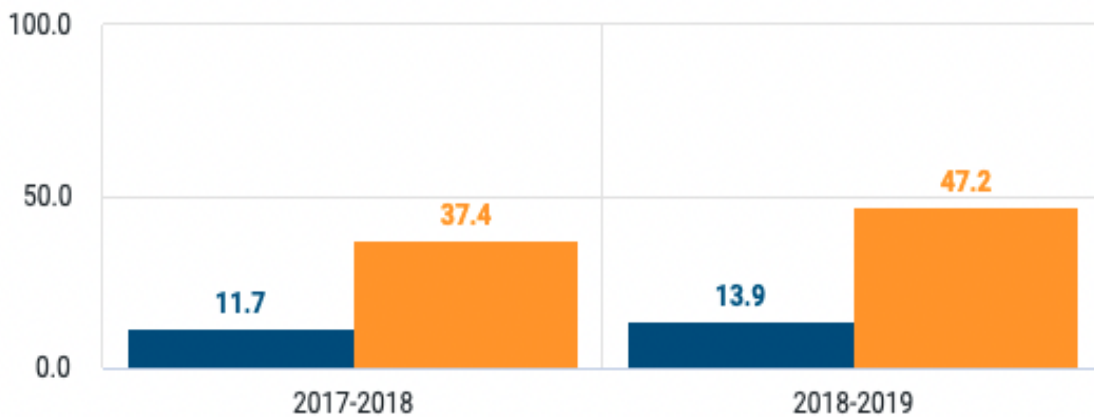
Five-Year ACGR

This measure reports the percentage of 9th graders who graduated in five years. The chart below details the school's five-year ACGR compared to the sector.



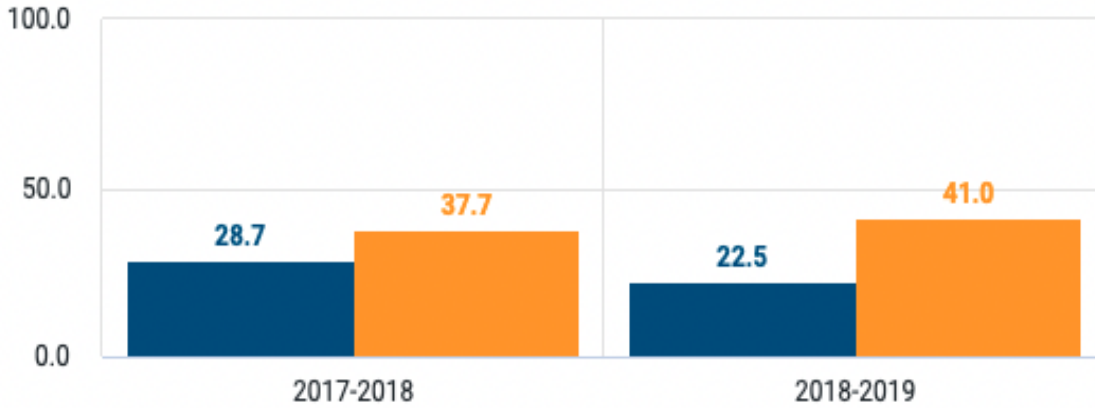
College Readiness: Advanced Placement (AP)/International Baccalaureate (IB)/Dual Enrollment (DE)/Career and Technical Education (CTE) Certification

This measure reports the percentage of students who scored 3 or above on AP exams, scored 4 or above on IB exams, earned a C or better in dual enrollment courses, or earned a CTE certificate. The chart below details the school's college readiness performance compared to the sector.



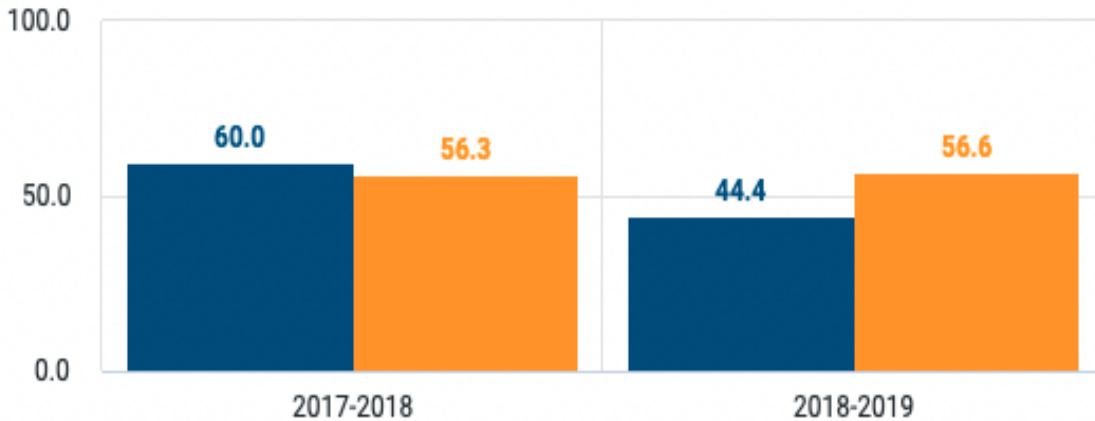
PSAT Performance

This measure reports the percentage of 11th graders who scored 850 or above on the combined reading and math sections of the PSAT. The chart below details the school's PSAT performance compared to the sector.



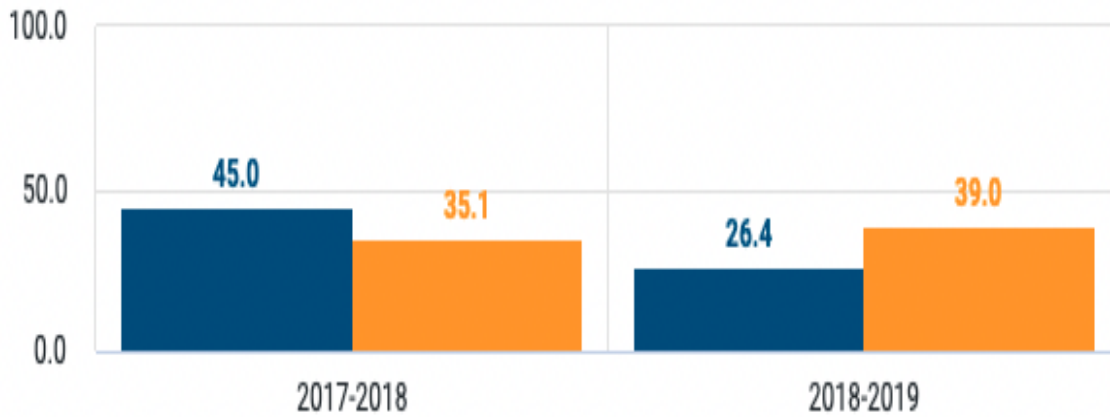
SAT/ACT Performance

This measure reports the percentage of 12th graders who scored 890 or above on the combined reading and math sections of the SAT or who have a composite score of 16 or above on the ACT. The chart below details the school's SAT/ACT performance compared to the sector.



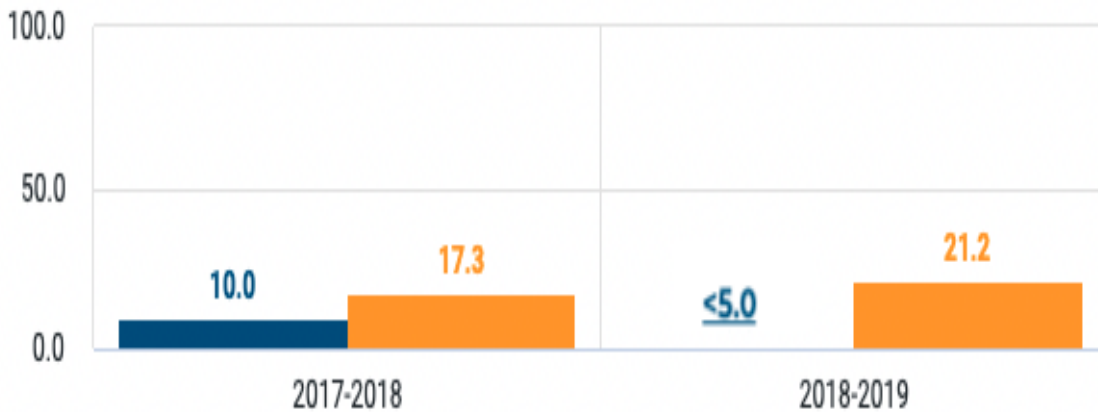
SAT/ACT College Ready: Evidence-Based Reading and Writing (ERW)⁵⁰

This measure reports the percentage of 12th graders who scored “college ready” (i.e., an SAT score of 480 or more, or an ACT score of 20 or more) on the SAT or ACT reading section. The chart below details the school’s SAT/ACT ERW performance compared to the sector.



SAT/ACT College Ready: Math

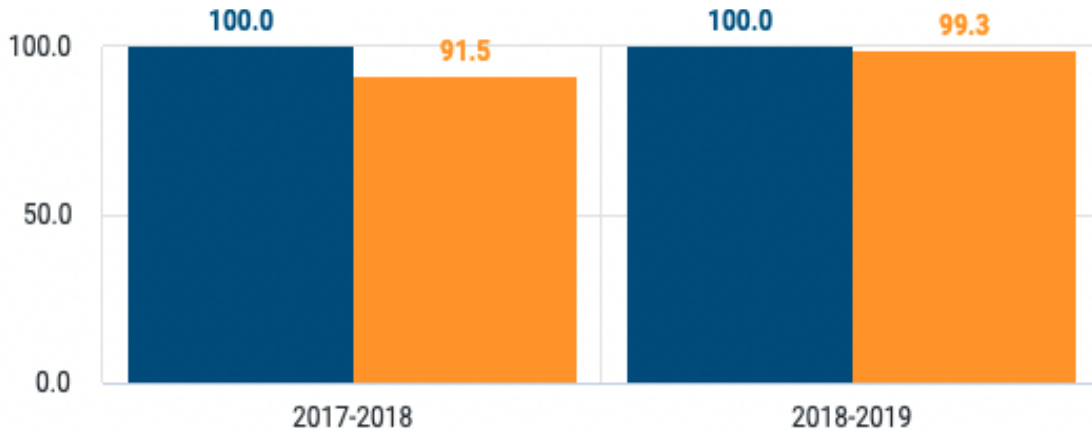
This measure reports the percentage of 12th graders who scored “college ready” (i.e., an SAT score of 530 or more, or an ACT score of 22 or more) on the math section of the SAT or ACT. The chart below details the school’s SAT/ACT math performance compared to the sector.



⁵⁰ DC PCSB added this measure to the HS PMF in SY 2017 – 18.

College Acceptance

This measure reports the percentage of graduates who were admitted to a two- or four-year college or university. The chart below details the school's college acceptance performance compared to the sector.

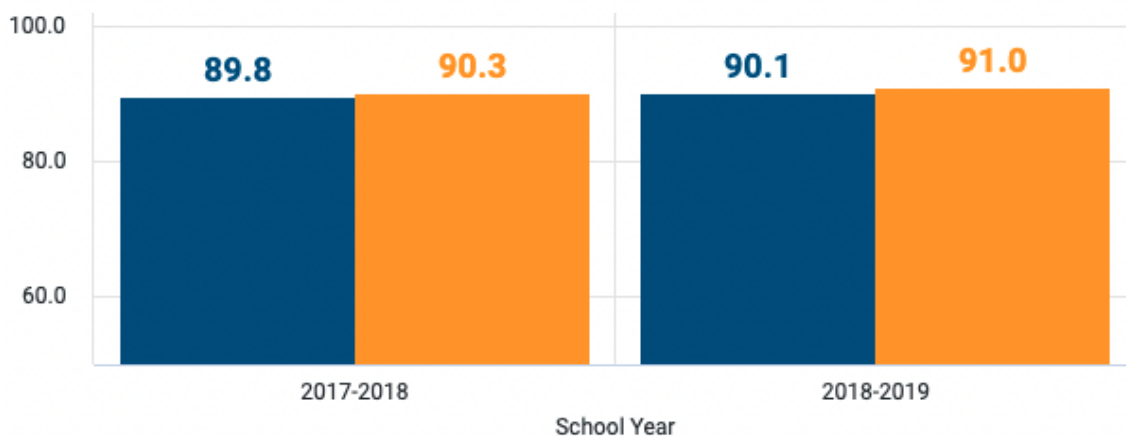


School Environment

The school environment category includes ISA rates and re-enrollment rates. The charts below detail the school's performance on each of these measures. Though DC PCSB resumed collection of a limited set of SY 2020 – 21 and SY 2021 – 22 data, it did not calculate or publicly report any PMF measures, including ISA and re-enrollment.

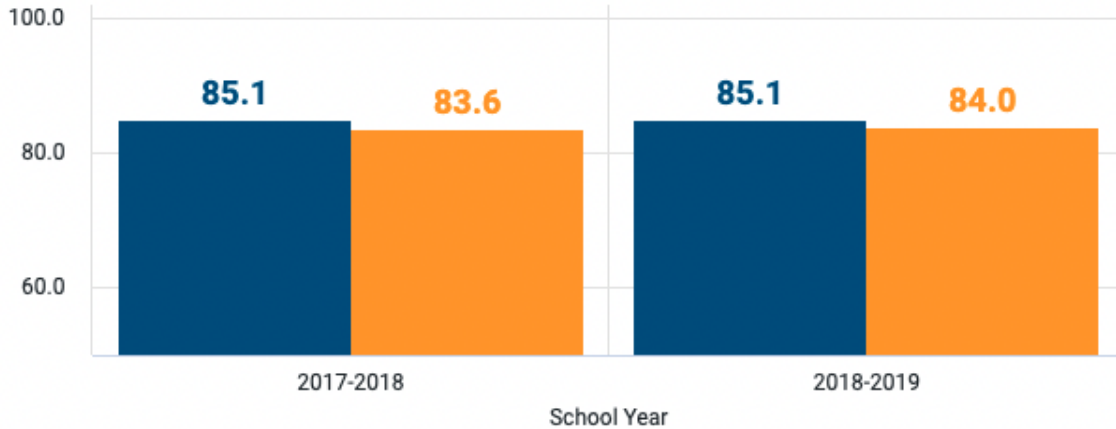
ISA

The ISA rate measures the percentage of students who were present each day. The chart below details the school's ISA performance compared to the sector.



Re-enrollment

The re-enrollment rate measures the percentage of eligible students who return to the school the following year.⁵¹ The chart below reports the school's re-enrollment rates compared to the sector.



Additional Academic Data

Student Group Academic Data

The following charts present academic data by student group. Student group academic performance does not individually factor into the school's PMF score, and it does not factor into DC PCSB's charter goals analysis. However, it provides additional context, showing how the school serves different student populations. The charts below show the LEA's academic data by campus in both growth and achievement compared to the sector average for that student group. The following charts do not display student group categories with less than 10 test takers.

Key for Student Group Data Charts	
Green	Greater than the charter sector average for the same grade band
Red or <5.0%	Less than the charter sector average for the same grade band or the data is suppressed in cases of sensitive and negative rates less than 5.0%
Blue	Equal to the charter sector average for the same grade band
Grey	n < 10; The number of test takers (n-size) is less than 10

⁵¹ For eligibility criteria, see the 2019 – 20 PMF Policy & Technical Guide here: <https://bit.ly/3aRYFW2>.

ELA Growth Rates by Student Group

School Year	2017 – 18		2018 – 19	
Student Group	School Rate	Sector Rate	School Rate	Sector Rate
At-Risk	42.5%	38.0%	39.8%	38.0%
SWDs	47.0%	34.5%	41.8%	39.5%
Black or African American	47.0%	38.5%	40.8%	39.5%
Female	56.0%	42.0%	43.1%	42.0%
Male	38.0%	38.0%	40.3%	40.0%

Math Growth Rates by Student Group

School Year	2017 – 18		2018 – 19	
Student Group	School Rate	Sector Rate	School Rate	Sector Rate
At-Risk	48.0%	49.0%	49.5%	55.9%
SWDs	44.0%	39.0%	n < 10	46.1%
Black or African American	49.0%	49.0%	50.2%	56.8%
Female	53.0%	50.0%	52.8%	57.4%
Male	42.0%	52.0%	n < 10	58.7%

ELA Proficiency Rates by Student Group

School Year	2017 – 18		2018 – 19	
Student Group	School Rate	Sector Rate	School Rate	Sector Rate
At-Risk	12.5%	18.0%	22.0%	23.2%
SWDs	<5.0%	5.3%	<5.0%	10.4%
Black or African American	14.1%	22.7%	19.5%	28.2%
Female	8.8%	30.9%	17.8%	37.2%
Male	23.1%	22.9%	20.9%	25.7%

Math Proficiency Rates by Student Group

School Year	2017 – 18		2018 – 19	
Student Group	School Rate	Sector Rate	School Rate	Sector Rate
At-Risk	10.1%	6.6%	<5.0%	13.1%
SWDs	<5.0%	1.9%	n < 10	3.5%
Black or African American	7.4%	9.3%	<5.0%	14.9%
Female	8.8%	13.2%	<5.0%	18.5%
Male	4.7%	12.9%	n < 10	17.9%

Transitional Goals Data

Per the *COVID-19 Impact Policy*, DC PCSB collected SY 2021 – 22 transitional goals data from all schools to support evaluation during the COVID-19 recovery period.⁵² For schools serving K – 8 students, transitional goals data includes results from a school-selected, nationally normed growth assessment. Schools serving grades 9 – 12 may also choose to report results from a nationally normed growth assessment.⁵³ Cesar Chavez PCS elected to administer Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) as its growth assessment. Transitional goals data also includes standard data collection, to the extent available, of PARCC (4+), 9th Grade on Track, PSAT, SAT/ACT, AP/IB/DE/CTE, College Acceptance, 4- and 5-Year ACGR, ISA, and re-enrollment. The charts below show the school’s overall and student group performance on each transitional goals measure.

6 – 7 ELA and Math NWEA MAP Growth by Student Group

Student Group	2021 – 22		
	Median Conditional Growth Percentile (CGP) ⁵⁴		
	n-size	ELA	Math
All Students	103	34.0	31.0
At-Risk	75	34.0	34.0
English Learner	n < 10		
SWDs	24	23.5	23.5
Black or African American	101	34.0	31.0
Hispanic/Latino	n < 10		
Female	48	42.0	41.0
Male	55	31.0	29.0

⁵² See DC PCSB’s transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 2.

⁵³ This measure was optional for high schools.

⁵⁴ CGP typically assesses the relative year-to-year progress made by individual students at a school. Each student’s CGP is set by the publisher’s norms, based on the student’s initial assessment score and grade-level. A median CGP of 50 indicates that a school’s students have average year-to-year growth when compared to students nationwide in the same grades and with the same initial assessment performance. Due to the COVID-19 pandemic, DC PCSB calculated CGP using students’ fall-to-spring scores.

6 – 7 ELA and Math PARCC (4+) Proficiency Rates by Student Group

Student Group	2021 – 22 Proficiency Rates	
	ELA	Math
All Students	13.6%	8.7%
At-Risk	11.8%	9.2%
English Learner	n < 10	
SWDs	<5.0%	<5.0%
Black or African American	12.9%	7.8%
Hispanic/Latino	n < 10	
Female	25.5%	12.5%
Male	<5.0%	5.4%

9 – 12 ELA and Math PARCC (4+) Proficiency Rates by Student Group

Student Group	2021 – 22 Proficiency Rates	
	ELA	Math
All Students	26.6%	<5.0%
At-Risk	25.7%	<5.0%
SWDs	<5.0%	<5.0%
Black or African American	25.3%	<5.0%
Hispanic/Latino	n < 10	
Female	39.0%	5.4%
Male	17.0%	<5.0%

9th Grade on Track Rates by Student Group

Student Group	2021 – 22 9 th Grade on Track Rates	
	n-size	Rate
All Students	44	81.8%
At-Risk	38	78.9%
SWDs	12	66.7%
Black or African American	43	81.4%
Hispanic/Latino	n < 10	
Female	21	95.2%
Male	23	69.6%

PSAT Rates by Student Group

Student Group	2021 – 22 PSAT Rates	
	n-size	Rate
All Students	48	33.3%
At-Risk	35	31.4%
SWDs	n < 10	
Black or African American	46	32.6%
Hispanic/Latino	n < 10	
Female	30	46.7%
Male	18	11.1%

SAT/ACT Rates by Student Group

Student Group	2021 – 22 SAT/ACT Rates	
	n-size	Rate
All Students	60	33.3%
At-Risk	44	36.4%
English Learner	n < 10	
SWDs	10	<5.0%
Black or African American	56	35.7%
Hispanic/Latino	n < 10	
Female	35	37.1%
Male	25	28.0%

SAT/ACT College and Career Ready: ERW Rates by Student Group

Student Group	2021 – 22 SAT/ACT ERW Rates	
	n-size	Rate
All Students	60	20.0%
At-Risk	44	22.7%
English Learner	n < 10	
SWDs	10	<5.0%
Black or African American	56	21.4%
Hispanic/Latino	n < 10	
Female	35	20.0%
Male	25	20.0%

SAT/ACT College and Career Ready: Math Rates by Student Group

Student Group	2021 – 22 SAT/ACT Math	
	n-size	Rate
All Students	60	5.0%
At-Risk	44	<5.0%

Student Group	2021 – 22 SAT/ACT Math	
	n-size	Rate
English Learner	n < 10	
SWDs	10	<5.0%
Black or African American	56	5.4%
Hispanic/Latino	n < 10	
Female	35	5.7%
Male	25	<5.0%

AP/IB/DE/CTE Rates by Student Group

Student Group	2021 – 22 AP/IB/DE/CTE	
	n-size	Rate
All Students	59	78.0%
At-Risk	43	67.4%
English Learner	n < 10	
SWDs	10	10.0%
Black or African American	55	81.8%
Hispanic/Latino	n < 10	
Female	34	100%
Male	25	28.0%

College Acceptance Rates by Student Group

Student Group	2021 – 22 College Acceptance Rates	
	n-size	Rate
All Students	65	100%
At-Risk	49	100%
English Learner	n < 10	
SWDs	13	100%
Black or African American	61	100%
Hispanic/Latino	n < 10	
Female	37	100%
Male	28	100%

Four-Year ACGR Rates by Student Group

Student Group	2021 – 22 Four-Year ACGR	
	n-size	Rate
All Students	73	83.6%
At-Risk	61	82.0%
English Learner	n < 10	
SWDs	18	61.1%

Student Group	2021 – 22 Four-Year ACGR	
	n-size	Rate
Black or African American	68	85.3%
Hispanic/Latino	n < 10	
Female	42	85.7%
Male	31	80.6%

Five-Year ACGR Rates by Student Group

Student Group	2021 – 22 Five-Year ACGR	
	n-size	Rate
All Students	98	89.8%
At-Risk	77	89.6%
English Learner	n < 10	
SWDs	19	84.2%
Black or African American	91	91.2%
Hispanic/Latino	n < 10	
Other Races	n < 10	
Female	56	92.9%
Male	42	85.7%

ISA

Grade Band	2021 – 22 ISA Rate
6 – 7	85.2%
9 – 12	82.4%

Re-enrollment

Grade Band	2021 – 22 Re-enrollment Rate
6 – 7	92.5%
9 – 12	91.1%

Additional Context

In Spring 2021,⁵⁵ in accordance with the *COVID-19 Impact Policy*, DC PCSB asked schools with mission-specific charter goals to respond to two prompts to better understand the impact of the COVID-19 pandemic on SY 2020 – 21 and schools' responses. See DC PCSB's prompts and Cesar Chavez PCS's responses below.

Question 1: Briefly describe how you adjusted programming to meet the needs of your students.

⁵⁵ Per the *COVID-19 Impact Policy*, DC PCSB will include relevant written narrative and context from the school when SY 2020 – 21 goal data is publicly reported.

Cesar Chavez PCS reported the following:

All classes were held on a virtual platform. We also provided some in-person opportunities for high needs scholars through learning hubs. Scholars had the opportunity to engage in asynchronous and synchronous options for instruction. Our teachers also held weekly office hours and tutoring along with community events to increase connection and engagement.

Question 2: Briefly describe the biggest challenges your school faced this school year.

Cesar Chavez PCS reported the following:

Our community has faced several challenges from the loss of personal connection to the prioritizing of school over life's demands. In many cases, school has taken a back seat to survival.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

Per the SRA, when reviewing a charter, DC PCSB must determine whether a school has "committed a violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."⁵⁶ The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2017 – 18, Cesar Chavez PCS has been compliant with all applicable laws as captured in DC PCSB's compliance reviews.⁵⁷

DC PCSB also monitors schools' compliance with the procurement requirements in the SRA, and supports OSSE, as the state education agency (SEA), in its monitoring of compliance with special education laws.

The remainder of this section examines the school's compliance in these two areas over the review period.

Procurement Contracts

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

In fiscal year (FY) 2017, Cesar Chavez PCS properly reported 42 procurement contract packages. In FY 2018, the school properly reported 22 procurement contract packages.

In early 2018, DC PCSB developed more robust and comprehensive oversight processes around procurement contracts. As a result, in July 2018, DC PCSB began implementing a new *Procurement Contract Submission and Conflict of Interest Policy*,⁵⁸ which tracks the timeliness of procurement contract submissions. Schools, in turn, were expected to adjust their internal processes over time to ensure higher levels of compliance with these procurement contract reporting requirements.

During FY 2019, the school reported 16 procurement contract packages; however, during the annual procurement contract reconciliation process, DC PCSB found Cesar Chavez PCS

⁵⁶ D.C. Code § 38-1802.12(a)(3).

⁵⁷ Every winter, DC PCSB produces a Compliance Review Report for each public charter school in its portfolio. The report summarizes a school's year-to-date compliance status; it does not include a conclusive compliance determination. See DC PCSB's Compliance Review Reports here: <https://bit.ly/3ESLUfl>. See Cesar Chavez PCS's Compliance Review Reports, Appendices J1 – J5.

⁵⁸ See the *Procurement Contract Submission and Conflict of Interest Policy* here: <https://bit.ly/2QkQign>.

failed to report three procurement contract packages. After communicating with the school, Cesar Chavez PCS properly submitted all relevant documentation.

In FY 2020, the school properly reported eight procurement contract packages. In FY 2021, the school properly reported 32 procurement contract packages. The difference in the number of procurement contracts reported from FY 2020 to FY 2021 is atypical.

While, at this time, DC PCSB has no major concerns about the LEA’s compliance with procurement contract submission requirements, DC PCSB will continue to closely monitor the school to ensure all procurement contracts are reported in a timely manner.

Special Education Compliance⁵⁹

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)⁶⁰ and Section 504 of the Rehabilitation Act of 1973.⁶¹ As the SEA, OSSE monitors charter schools’ compliance with special education laws and shares detailed findings in eight areas captured in the table below.⁶²

Of the eight monitored areas,⁶³ Cesar Chavez PCS was required to take corrective action in four areas during the review period. DC PCSB compared this performance to other charter LEAs in DC and, based on this comparison, determined the school is not considered an outlier in any compliance areas. Further information on OSSE’s special education compliance findings is reported in the remainder of this section.

OSSE Special Education Compliance Review Areas	Cesar Chavez PCS Compliant All Years of the Review Period	Status of Corrective Action
1. Annual Determinations	Yes	NA
2. On-Site Monitoring	Yes	NA
3. IDEA Procedural Timeliness Monitoring a) Initial Evaluation b) Reevaluation	No	Complete

⁵⁹ See OSSE’s Glossary of Special Education Compliance Terms, Appendix K.

⁶⁰ 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. § 1413(a)(5).

⁶¹ 29 U.S.C. § 794.

⁶² For a description of each review area, see the Special Education Factsheet, Appendix L

⁶³ Schools that enroll students who are 14 years of age or older meet the criteria for Secondary Transition Monitoring and therefore are monitored in eight compliance areas. Schools that enroll only younger students are monitored in seven compliance areas.

OSSE Special Education Compliance Review Areas	Cesar Chavez PCS Compliant All Years of the Review Period	Status of Corrective Action
4. Secondary Transition Monitoring	Yes	NA
5. Child Find Monitoring	No	Complete
6. Disproportionate Representation and Significant Discrepancy Review	Yes	NA
7. Significant Disproportionality Review	No	Complete
8. Hearing Officer Determination and State Complaint Implementation Review	No	Complete

1. Annual Determinations

Each year, OSSE analyzes each LEA’s compliance with special education requirements and issues its findings in an Annual Determination report to the LEA. As the table below shows, Cesar Chavez PCS received a “Meets Requirements” designation in its 2017 through 2020 Determinations.

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level
2017	82.6%	Meets Requirements
2018	90.0%	Meets Requirements
2019	100%	Meets Requirements
2020	85.7%	Meets Requirements

2. On-Site Monitoring Report

OSSE conducts on-site monitoring visits at select LEAs to determine whether they are compliant with federal and local laws and regulations (including special education and related service requirements). OSSE did not flag Cesar Chavez PCS for on-site monitoring in the last five years.

3. IDEA Procedural Timeliness

OSSE monitors schools in two areas related to the timeliness of creating and maintaining compliant Individualized Education Programs (IEPs) for students: Initial Evaluation and Reevaluation.

*Initial Evaluation*⁶⁴

An initial evaluation is a process used to assess a student to determine whether a student has a disability and, if so, the nature and extent of the special education and related services the student needs to access general education. OSSE identified Cesar Chavez PCS for noncompliance for failure to adhere to the required timeline for initial evaluation during the following time periods:

- July 1, 2018 – December 30, 2018
- January 1, 2019 – June 30, 2019
- July 1, 2020 – June 30, 2021

For comparison, across the last five years, Cesar Chavez PCS performed better than 49.2% of charter LEAs, receiving a finding in three reporting periods out of the 10 applicable reporting periods.⁶⁵ OSSE confirms the school has addressed all findings.

*Reevaluation*⁶⁶

A reevaluation is used to determine whether a student with an identified disability still has a disability. Schools must conduct a reevaluation for each student with a disability once every three years. OSSE identified Cesar Chavez PCS for noncompliance for not adhering to the required timeline for reevaluation during the following periods:

- April 1, 2019 – June 30, 2019
- October 1, 2021 – March 31, 2022

For comparison, across the last five years, Cesar Chavez PCS performed better than 69.5% of charter LEAs, receiving a finding in two reporting periods out of the 13 applicable reporting periods.⁶⁷ OSSE confirms the school has addressed all findings.

4. Secondary Transition Monitoring

The IDEA requires that transition planning (including the development of a plan with transition goals) for students who receive special education services and have an IEP must begin by age 16. OSSE has not flagged Cesar Chavez PCS for secondary transition requirements during the past five years.

5. Child Find Monitoring Report

Child Find is a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate students who may require special education and related services. OSSE identified Cesar Chavez PCS for Child Find monitoring in SY 2017 – 18.

⁶⁴ See Cesar Chavez PCS's Initial Evaluation Reports, Appendices M1 – M3.

⁶⁵ Out of the 10 total reporting periods, the LEA with the highest number of reporting periods with a finding for Initial Evaluation Timeliness had a finding in eight.

⁶⁶ See Cesar Chavez PCS's Reevaluation Reports, Appendices N1 – N2.

⁶⁷ Out of the 13 total reporting periods, the LEA with the highest number of reporting periods with a finding for Reevaluation Timeliness had a finding in 11.

In a March 2018 letter, OSSE notified Cesar Chavez PCS that the school had identified 17.5% of its students as receiving services under IDEA Part B in SY 2017 – 18. OSSE also requested that Cesar Chavez PCS submit its Child Find policies, practices, and procedures. Although the Cesar Chavez PCS identification rate was above the 8.5% threshold, OSSE determined that the Child Find policies, practices, and/or procedures submitted by Cesar Chavez PCS were not in alignment with IDEA and/or local law.

For comparison, 33.9% of schools who had an appropriate identification rate were identified as having policies not in alignment with IDEA and/or local law. OSSE required Cesar Chavez PCS to revise its policies and conduct training for all instructional staff, support staff, principals, and other school administrators regarding Child Find processes and procedures prior to the beginning of the 2018 – 19 school year. OSSE confirms the school addressed all SY 2017 – 18 corrective actions. It did not flag Cesar Chavez PCS for Child Find in subsequent years.

6. Disproportionate Representation Review and Significant Discrepancy Review

Disproportionate Representation Review

OSSE annually reviews whether LEAs have over-identification or disproportionate representation by race and ethnicity of their identified students with disabilities. OSSE determined Cesar Chavez PCS does not have disproportionate representation during the review period.

Significant Discrepancy Review

OSSE annually reviews LEAs' rates of suspension and expulsion for students with disabilities as compared to their non-disabled peers. OSSE determined Cesar Chavez PCS does not have significant discrepancy during the review period.

7. Significant Disproportionality Review

OSSE annually reviews LEAs for significant disproportionality based on race or ethnicity in an LEA with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions.

In August 2019, OSSE found Cesar Chavez PCS had significant disproportionality in the areas of the identification of students in specific disability categories and the taking of disciplinary actions. OSSE required the school to:

- Submit for review any policies, procedures, and practices related to identification and discipline.
- Register for a significant disproportionality technical assistance webinar and an IDEA application webinar.
- Publicly report on the revisions of the policies, procedures, and practices.

OSSE confirmed that Cesar Chavez PCS completed all corrections for the FY 2019 findings.

In a July 2020 letter, OSSE notified Cesar Chavez PCS that it again had significant disproportionality in the area of identification of children in specific disability categories. The letter noted the school exceeded the risk ratio threshold in SY 2018 – 19 and SY 2019 – 20. OSSE required the school to:

- Reserve 15.0% of its IDEA Comprehensive Coordinated Early Intervention Services (CEIS).
- Register for a significant disproportionality technical assistance webinar.
- Register for an IDEA application webinar.

OSSE confirmed that Cesar Chavez PCS completed all corrections for the FY 2020 findings.

8. Hearing Officer Determination (HOD) Implementation Review

Parents of students with disabilities may file complaints with OSSE as it relates to student-specific issues and systemic issues. Student-specific complaints are known as due process complaints, and systemic complaints are known as state complaints. When necessary, OSSE conducts hearings to resolve disagreements identified via parent complaint. OSSE issues a written HOD after each due process hearing, detailing its findings along with any actions the LEA must fulfill. OSSE then oversees the timely implementation of actions required by HODs. No HODs have been issued against Cesar Chavez PCS during the review period.

State Complaints⁶⁸

Any individual or organization may submit a written complaint that claims that any District of Columbia public agency has failed to comply with a requirement of Part B or Part C of the IDEA or the District’s laws and regulations regarding special education. Such laws include the identification, evaluation, educational placement of the child, and the provision of a Free and Appropriate Public Education (FAPE) to such child. The chart below shows the one state complaint brought against the school during the review period.

School Year	State Complaint Implementation and Timeliness Status
SY 2018 – 19 (April)	Implemented Timely

For comparison, 33 charter LEAs have received at least one state complaint over the past five years.

⁶⁸ See Cesar Chavez PCS’s State Complaint Letters of Decision, Appendix O.

In December 2018, OSSE’s State Complaint Office (SCO) received a state complaint from an attorney with Advocates for Justice and Education (AJE). The complaint named four charter LEAs, including Cesar Chavez PCS. The state complaint alleged that students with known or suspected disabilities were removed from their LEA and placed at the Future Family Enrichment Center (FFEC),⁶⁹ and had their educational rights violated according to the IDEA Act, Part B. OSSE identified one finding of noncompliance and required Cesar Chavez PCS to take corrective action as detailed in the following table. Specifically, OSSE required documentation of completion of corrective action be provided from the school within 30 days of the letter issue date. Cesar Chavez PCS corrected all applicable areas of noncompliance. Further information on the state complaint is reported in the table below:

School Year	Alleged Area of Noncompliance	Corrective Action Required	Corrected?
SY 2018 – 19	Discipline Procedures and Interim Alternative Educational Settings (IAES) <ul style="list-style-type: none"> Determination: Cesar Chavez PCS followed the disciplinary requirements when removing students to FFEC and ensured provision of required educational services. 	No findings issued	NA
	Least Restrictive Environment (LRE) & Placement <ul style="list-style-type: none"> Determination: Cesar Chavez PCS failed to ensure students received all related services required by their IEPs while at FFEC. 	Yes	Yes
	Consent Prior To Disclosing Personally Identifiable Information <ul style="list-style-type: none"> Determination: Cesar Chavez PCS did not disclose personally identifiable information without parental consent. 	No findings issued	NA
	Teacher Qualifications <ul style="list-style-type: none"> Determination: Cesar Chavez PCS ensured FFEC staff met State qualifications. 	No findings issued	NA

⁶⁹ FFEC is an alternative education center.

School Year	Alleged Area of Noncompliance	Corrective Action Required	Corrected?
	Valid And Reliable Data <ul style="list-style-type: none"> <li data-bbox="310 317 857 436">• Determination: Cesar Chavez PCS documented all removals to an IAES and placements at FFEC. 	No findings issued	NA

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY⁷⁰

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

- has engaged in a pattern of nonadherence to GAAP;
- has engaged in a pattern of fiscal mismanagement; and/or
- is no longer economically viable.⁷¹

DC PCSB collectively and holistically assessed the school's financial performance and condition by reviewing:

- the school's audited financial statements for FY 2017 through FY 2021;
- the school's unaudited financial statements for FY 2022;
- the school's annual budgets for FY 2022 and FY 2023; and
- DC PCSB's Financial Analysis Report (FAR) of Cesar Chavez PCS for FY 2017 through FY 2021.⁷²

Summary of Findings⁷³

Cesar Chavez PCS has demonstrated adequate fiscal performance during the review period. Its financial audits confirm 1) the school's financial statements comply with GAAP, 2) the school has adequate internal accounting controls, and 3) the school is financially solvent and able to pay its outstanding obligations if the school's charter were to be revoked or not renewed. The school is economically viable and has not engaged in a pattern of fiscal mismanagement.

Strengths and Deficiencies

- Some of the school's key performance indicators in the five-year period between FY 2017 and FY 2021 were above target, indicating robust liquidity and healthy sustainability. The school has decreased its net assets in most fiscal years between FY 2017 and FY 2022 mainly from the finance and campus restructuring that began in FY 2019.
- The school has significantly decreased its enrollment each year from FY 2018 to FY 2021 mainly due to the closure and consolidation of campuses. Cesar Chavez PCS has increased its enrollment each year since FY 2022, with the addition of one new grade each year.
- The school continues to build its enrollment and manage its costs effectively as operations have scaled up, paving the way for net assets to increase and improve the school's financial performance.

⁷⁰ Each percentage in Section Three of this report has been rounded to the nearest whole percentage.

⁷¹ See D.C. Code § 38-1802.13(b).

⁷² See Cesar Chavez PCS FAR Reports, Appendices P1 – P5

⁷³ See Financial Definitions and Examples, Appendix Q.

Key for Finance Data	
Comparison to FAR Benchmarks	What This Means in the Following Tables
Within target range	Generally strong financial position
Outside of target range	Possibly more imminent financial concerns; operations may not be adequately managed, sustainable, and/or economically viable; closer monitoring warranted

Definitions and examples for each key performance indicator used herein are provided in Appendix Q.

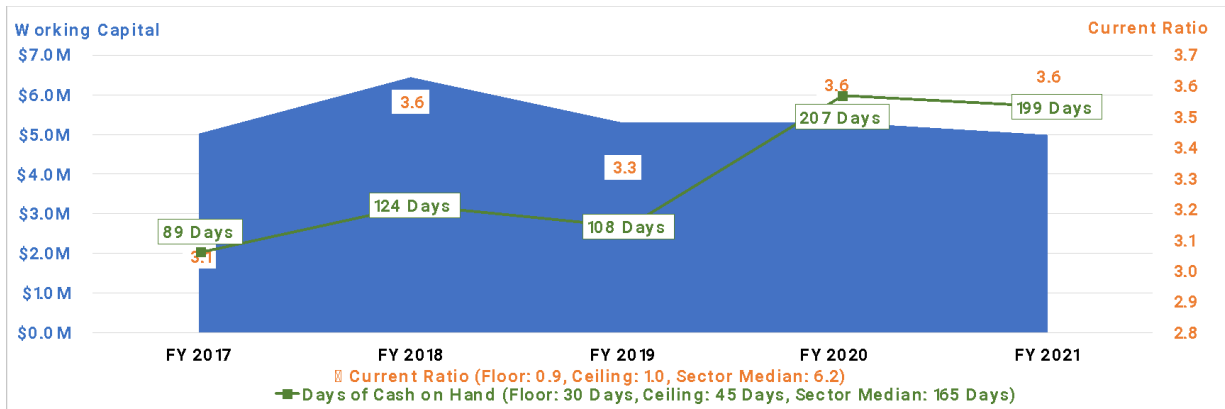
Key Metrics and Comparisons

Enrollment and Operations

As shown in the school's Enrollment, Operations, and Working Capital chart in the FY 2021 FAR,⁷⁴ the school's changes in net assets were negative in FY 2017, FY 2019, and FY 2020. From FY 2020 to FY 2021, net assets declined by \$4.4M, or 29%. This downward trend in net assets continued in FY 2022 (unaudited), yet the change in net assets margin was -2% and still above the -5% floor for this measure. The change in net assets margins ranged between -15% and 8% from FY 2017 through FY 2022, averaging -2%. These indicators are not a current cause for concern, as they were addressed with the school's financial restructuring. In FY 2019 and FY 2020, the school closed and consolidated three campuses that were financial drains, while the remaining consolidated campus served grades 9 through 12 until FY 2020, adding grades 6, 7, and 8 in FY 2021, FY 2022, and FY 2023, respectively. Due to the restructuring, the percentage of total operating expenses allocated to occupancy and general expenses between FY 2019 and FY 2021 increased to an average of 22%, above the 17% sector median in FY 2021. If the school continues to increase its enrollment and effectively manage its costs, the school may return to increase its net assets and its long-term sustainability.

⁷⁴ See the school's Enrollment, Operations, and Working Capital chart on the first page of the school's FY 2021 FAR Report, Appendix P5.

Liquidity







The school demonstrated robust liquidity. Days of cash on hand at fiscal year-end (FYE) 2017 through FYE 2021 consistently exceeded the 45-days target. The current ratio at FYE 2017 through FYE 2021 consistently exceeded the 1.0 target. The cash flow from operations margin that averaged 0% in the five-year period FY 2017 through FY 2021, in line with the 0% target for this indicator, reflects the school's ability to effectively manage its cash flow. The FY 2022 cash flow from operations dip to -6% was the result of both a 0.8M (7%) increase in operating expenses from FY 2021 to FY 2022, mainly due to the return to in-person learning, and the \$0.6 decrease in accounts payable from FYE 2021 to FYE 2022.

Facilities and Occupancy

The school's facilities expenses as a percentage of total DC facilities funding increased above the FY 2021 117% sector median between FY 2019 and FY 2022 as the school decreased its enrollment due to the restructuring, peaking at 225% in FY 2020. This is not concerning, as the school budgeted to spend 118% of its facilities allowance in FY 2023, right above the 117% sector median, as the school is completing its restructuring and opened grade 8 in FY 2023. The school currently owns one facility; Cesar Chavez PCS purchased and renovated the facility with funding provided by bonds issued in FY 2011. These bonds were later refinanced in FY 2020 with a loan carrying a lower interest rate. The loan balloons in October 2025. By then, the school will have to pay off its loan or refinance, which will not be a concern if the school maintains or improves its strong liquidity and sustainability measures and continues decreasing its debt ratio. The school's occupancy expenses of \$30 per square foot is also in line with the \$30 sector median.

Sustainability: Net Assets, Primary Reserve Ratio, and Debt Ratio

Fiscal Year	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2021 Target	FY 2021 Sector Median	Multiyear Trend
Net Assets	\$11.7M	\$12.7M	\$8.9M	\$7.3M	\$8.2M	NA	\$6.0M	
Operating Expenses	\$28.1M	\$25.3M	\$24.0M	\$13.2M	\$11.3M	NA	\$10.6M	
Primary Reserve Ratio (Higher is better)	0.4	0.5	0.4	0.6	0.7	>= 0.2	0.6	
Debt Ratio (Lower is better)	0.7	0.7	0.7	0.7	0.6	<= 0.5	0.4	

The school showed financial sustainability through its consistently above-target primary reserve ratio ranging from 0.4 to 0.7 from FY 2017 through FY 2021. In the same five-year period, the debt ratio has not decreased to the 0.5 target but remains below the 0.9 target maximum. This is not concerning given the strong liquidity measures at FYE 2021.

Audit Findings

The school’s independent auditor’s reports for FY 2017 through FY 2021 reflected clean opinions, as financial statements presented fairly in all material respects the financial position and results of the school. Additionally, no audit findings on the internal controls over financial reporting were noted in the five-year period from FY 2017 through FY 2021.