

Annual Report

2019-20

Imani Samuels
Board Chair, The Children's Guild DC PCS

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About The Children's Guild DC PCS

Mission

The mission of The Children's Guild is to use the philosophy of Transformation Education to prepare all our students for college, career readiness, and citizenship in their community by developing in them critical thinking and creative problem solving skills, self-discipline and a commitment to serve a cause larger than themselves.

Our Goal is to be a high quality choice for families who are looking for a nurturing environment that honors student interests and helps them grow to be caring and contributing individuals. Our mission is to prepare each student for success in the 21st century, giving them the knowledge, tools and confidence to function in an interconnected, dynamic global economy. The Children's Guild Public Charter provides an enriched curriculum of academic rigor, project-based learning, a focus on arts and technology in a school environment that stimulates all the senses. Students are encouraged to think creatively and solve problems with kaleidoscope thinking, i.e., finding more than one answer. Small class sizes and highly qualified, committed faculty allow the school to foster team building, character development and high academic achievement.

Our vision is that our students will have an impact on their community and that, collectively, the school has a positive impact on the greater community in terms of transforming the urban experience into one of mutual benefit, dignity, and high quality learning experiences for those whom we serve. In support of meeting the ultimate goal of ensuring that our students are college and career ready, the school is dedicated to transforming the way America educates its youth by fostering a culture of flexibility to meet the needs of all students ranging from special needs to advanced learners.

Curriculum and Instruction

The Children's Guild DC PCS uses the Transformational Education (TranZed 8) philosophy to guide the creation of a school culture and the teaching and learning process. The basic premise of this philosophy is that life is a journey of personal growth and enlightenment that comes from the continuous struggle and search for meaningful responses to life's challenges. TranZed 8 embraces the journey experience of the student and incorporates it into the school's culture by aligning the school's beliefs and values with the look of the school building, the school's instructional approach, the mindset and behavior of the teaching staff, and the school's operating system. The TranZed 8 is guided by eight organizational pillars, which structure the manner in which TCGDC delivers instruction and develops programming for students and families. These pillars include: *Values-Infused Culture, Focus on Well-being Profile, Enriched Environment and Experiences, Brain Literacy, Behavior Motivation Continuum, Community Influence, Arts Enhancement, and Ownership Mindset—Problem Solving Process*

Values-Infused Culture

Values-Infused Culture is one of the most significant characteristics of TCGDC as it grounds all aspects of our people, systems, environment, and school programming. These values, known as “The Wisdom Principles,” include the personal values of **Caring, Contribution, and Commitment**; the character values of Vision, Courage, and Will; and the process values of Struggle, Transformation, and Enlightenment. TranZed’s Character Development efforts focus on developing these core values in both students and staff. TCGDC constantly seeks to align its operations with this value orientation to inculcate all who encounter the school with these Wisdom Principles. Each morning, staff come together to review and reinforce the Wisdom Principles as a united community through reflective dialogue around workplace expectations and the alignment of the culture in the school.

Focus on Well-being Profile

TCGDC believes in serving the whole child, which includes academic, behavioral, cognitive, and social growth. We believe that serving the whole child plays a substantial role in shaping children’s values and community orientation. Unlike most traditional and charter schools, TCGDC provides students with a therapeutic learning environment equipped with a Care team which consists of behavior coaches, social workers, and other instructional support staff to provide students with tiered behavioral interventions and strategies for supporting challenging and/or emotionally fragile students. This team works closely with instructional staff to provide first tier engagement and environmental strategies to ensure that classrooms are responsive to the needs of our students. The second tier focuses on helping students develop self-regulation skills through specific coaching and mentoring while the third tier provides intensive 1:1 support work to mitigate the impact of trauma. TCGDC comprehensively monitors and measures the positive impact these supports have on students through seven unique domains which we believe helps students thrive emotionally and academically. They include:

- Academic Performance
- Mindset, Dignity, and Self Worth
- Cognitive Skills
- Self-Regulation
- Physical and Mental Health
- Exposure to the Arts
- Community Membership and Contribution

Enriched Environments and Experiences

The physical environment and murals at TCGDC are intentionally designed to embrace the uniqueness of our student body and mission, which is symbolic of student voice and choice. The murals are designed to stimulate the intellect and facilitate academic discussions during the teaching and learning process. The enriched environment is intended to connect the students to their role within the community by using their voice effectively to promote positive change. Each year, students participate in project-based learning (PBL) experiences that are authentic, research-based, and heavily grounded in academic content. These experiences build college and career readiness skills and encourage students to become problem-solving agents within their school and homes. Students participate in reflective morning discussions centered on character-based education. Similarly, staff are grounded in weekly job-embedded professional development, focused on improving pedagogy, student engagement, and content skill-building.

Brain Literacy

It is our belief that teaching students and teachers about neuroplasticity is an essential component of the teaching and learning process. School-wide teachers and support staff implement a practice called Whole Brain Teaching (WBT), which is an active engagement strategy that uses all three learning modalities (e.g. audio, kinesthetic, and visual) during instruction. A goal of using this strategy also pushes teachers to focus on student effort rather than ability. This integrated engagement practice combines effective classroom management and pedagogically sound approaches to engage a wide range of student groups—special needs using brain-inspired instructional strategies, structured play, and other brain-compatible practices.

Behavior Motivation Continuum

TCGDC embraces a transdisciplinary approach to behavior motivation. Our comprehensive continuum includes a framework for positive behaviors, neuroscience, occupational therapy, child development theory and restorative practices. Our school offers positive behavior and intervention resources to teachers in order to meet the individual needs of each student. The school has two student support centers (SSC) which provides a therapeutic learning environment conducive for children to engage in self-reflection, regulation, sensory integration, and behavioral motivation. Operationally, the school follows five norms that guide and support the school's positive behavior program. They include:

- Norm #1—Follow directions quickly
- Norm #2—Raise your hand for permission to speak
- Norm #3—Raise your hand to leave your seat
- Norm #4—Make smart choices
- Norm #5—Respect yourself, others, & the environment

Community Influence

The Children's Guild Public Charter School is a tuition-free, publicly funded charter school open to all students in the Washington, D.C. metro area. The campus is located in Ward 5 and serves students in kindergarten through eighth grade. It is our belief that the school's use of PBL is the driving vehicle that will help students connect and positively influence their communities through advocacy and authentic learning experiences.

Arts Enhancement

Our school believes that exposure to the arts has a pervasive positive impact on students and the overall school community. Inspired by a firm belief that "Art is everywhere," our teachers are encouraged to infuse art into every subject area. Students have opportunities to take courses in instrumental and vocal music, as well as, learn about visual arts and theatre during the school year.

Ownership and Mindset—Problem-Solving Process

TCGDC values a problem-solving framework that promotes self-reflection. We believe that the solution to any problem starts with oneself. Based on this belief, students learn to address conflict, dilemmas and challenges by beginning with their own personal contribution to the problem at hand. Restorative practices foster and build healthy relationships between all students and staff. Using this approach helps students develop the skills necessary to

approach problems, recognize their contributions, take responsibility, and deploy solutions in a positive manner.

Instructional Programming

School's Programming—Curriculum and Instruction

School's Programming—

1)Curriculum and Instruction TCGDC uses the Common Core Standards to guide the teaching and learning process for students. All students participate in language arts, mathematics, social studies, and science for core content, as well as, opportunities to take physical education, art, music, and technology. Each year, our students take great pride in participating in the school's annual fine arts theatre production, which is open to all families in the city and our school community. Our approach to interdisciplinary studies promotes a college and career ready pathway for student success. This school year presented our school community, as well as our country at large, with one of the most challenging educational scenarios that we have ever seen. The Covid-19 pandemic shifted our school programming and ability to instruct our children in the traditional fashion. Mid-way through March, to lose the ability to access our students physically in the building, not only presented the huge barrier of engagement but also took away the ability for our students to access their ability to socialize with their peers, receive emotional support, and to attend the place where the majority of our students receive consistent love, structure, care and safety.

Throughout the extended closure, we were tracking student progress through three major metrics to accommodate our three pathways of engagement – Online Synchronous Learning, Online Asynchronous Learning, and Offline/paper-based learning. For both online pathways, student progress is being measured through virtual assessments – exit tickets and iReady lessons. Since iReady allows for both teacher assigned and program assigned lessons – based upon diagnostic performance – teachers were able to leverage the program to carry out student practice and chart achievement based upon performance.

For offline/paper-based learners, the task become more challenging, since the collecting materials from families can expose both families and staff to risk due to the ongoing COVID-19 pandemic. Teachers were communicating with families and checking student work over the phone.

To ensure that we accommodate students in every instance – Online Synchronous, Online Asynchronous, and Offline/paper – we were tracking attendance in the following ways:

- Online Synchronous – Teachers were tracking “attendance” to class by those who attend the live class.
- Online Asynchronous – Teachers were tracking “attendance” based upon virtual exit tickets and completion of iReady lessons.
- Offline/paper – Teachers were tracking “attendance” based upon weekly check-in calls with families.

Students who have yet to engage with distance learning are being tracked through a two-pronged system to arrive at the root cause – 1) logging family communication and 2) LEA-level trackers of non-engagement. The importance of discussing communications logs is to measure the number of and content of contacts to determine if the barrier is contact with the family or something more. With

tracking student non-engagement, we were able to compare the two systems to identify the most appropriate approach to supporting students, including home visits or check-ins from support personnel.

When our closure began, we continued to support families and students with special needs or 504 plans with accessing curriculum, providing technology, providing behavior support, and holding IEP meetings to remain in compliance.

For students who participated in distance learning through either online pathway, teachers were providing additional office hours each week to ensure that students are successful, up to and including providing 1-on-1 support for students with the most severe and profound needs. Additionally, teachers were extending learning opportunities for families requiring additional educational support, by offering a parent zoom meeting/call to answer questions and provide additional resources around student distant learning plans and work expectations. The special education teachers and related service providers of Children's Guild DC Public Charter School in accordance with IDEA and FAPE were continuing to progress monitor student's IEP goals on a weekly basis, to collect data to support the Individual needs of all students. This monitoring strategy was one tool that staff will use to collect data to determine the level of progress/no progress/regression students have made in an area of their individualized plan. The Children's Guild DC, utilized a tiered approach when determining whether compensatory services are required for the regression of the students by using different modalities of data collection, including the weekly progress monitoring, feedback behavior support team, feedback from parents/community workers, growth monitoring informal assessment data, and evaluate the results of its impact once returning to brick-and-mortar.

The Children's Guild DC continued to hold and schedule annual review meetings and any determination meeting for student whose assessment was able to be completed prior to the school building shut down. Parents were also provided a copy of the child's drafts IEP five days before the annual review meeting, as well as all supporting documents via email. Parents were also notified during the IEP discussion that students will receive a 30 - 45-day review meeting upon their return to school. During the meeting, the student's progress during the school closure due to COVID-19 was reviewed and assessed to determine whether compensatory services are required and how they will be delivered. Parents were provided a Prior Written Notice(PWN) detailing the meeting.

Project-based Learning

Project-Based Learning (PBL) harnesses the natural passion to learn, by presenting learning experiences as expeditions into the unknown. PBL cultivates and fosters greater continuity of relationships between students and teachers, draws on the power of small groups, creates an in-depth and focused curriculum, and builds strategic links between school and community. TCGDC is a PBL school because the design offers us a vision that allows us to implement our curriculum in a consistently hands-on, interactive, rigorous and dynamic manner. TCGDC has developed a unique curriculum framework called TranZed Lenses for Teaching and Learning aligning the TranZed philosophy and content standards with Project Based Learning (PBL) to provide an authentic application of the subject and inter-disciplinary concepts. Strengthened by Arts Integration, which embeds the arts within the core academic subjects to foster engagement, aid in retention and enhance comprehension.

Celebrations of Learning

Celebrations of Learning (COL) is a public demonstration that lets students show parents, teachers, and members of the community what they are learning and doing in school. We ask that all students and families attend our exhibitions. The COL may be artwork, research results from an experiment, written work, tests, or other projects. The COL demonstrates what has been learned more clearly than just a grade on a report card. It also gives other students ideas that will help them improve their own work and helps to set a standard for excellent work from all students. The COL is the most important way to both celebrate work and hold students and the school accountable to parents and others who care about the school. The COL took on a new meaning and format as we shifted to the distance learning platform to close out the school year. Creating virtual platforms, drive-by promotion celebrations and end of the year videos to share with our community, enabled us to finalize the products the students had been working towards since they set their goals at the beginning of the school year.

Fieldwork

Fieldwork is a scheduled academic experience that takes students out into the world to perform studies and investigations at various sites around the city and neighboring states. Fieldwork is an integral part of the educational program at TCGDC. Fieldwork is structured to address the learning goals of each PBL project, and afford students rich opportunities to “learn on location.” Students interview experts, examine artifacts, conduct research, observe, and gather data through note taking, sketching, and photography. Fieldwork deepens and extends students’ understanding of the content and nurtures their skills as life-long learners. Quality work is the expectation during field study activities, just as it is during in-school activities. Most fieldwork takes place at local museums, parks, nature centers, businesses, and historic sites, and lasts from one to five hours. At times, fieldwork takes us to locations outside of Washington, D.C. when distant resources are central to our students’ understanding of the content of an expedition.

Whole Brain Teaching

Whole Brain Teaching is an approach designed toward maximizing student engagement and focusing on the way the brain is designed to learn. Whole Brain Teaching is incorporated into daily instruction and involves a high level of visual imagery and gesturing to support students with vocabulary skill building, retaining complex information, following directions, understanding concepts, and nurturing social development. TCGDC staff utilize an integrated method combining effective classroom management and pedagogically sound approaches to student engagement designed to meet student needs.

Balanced Literacy

TCGDC uses a balanced and integrated approach to teaching literacy. Teaching literacy across the curriculum involves integrating the writing process and essential reading strategies in all subjects and providing consistent feedback to students about the use of writing and reading as thinking and learning tools. Consistent practices, rubrics and processes are developed and implemented across grade levels for supporting and assessing the literacy development of all students. The balanced literacy block is included in each student’s schedule daily. During this time, explicit instruction occurs in the form of mini lessons, which also, includes guided

practice, cooperative learning, independent practice and one-on-one conferencing with the teacher.

Reading instruction during the balanced literacy block uses Reading Workshop and Guided Reading to deliver explicit and differentiated reading instruction, as well as independent reading practice. During this time instruction focuses upon six core comprehension strategies (making connections, asking questions, visualizing, inferring, determining importance, and synthesizing information) as well as decoding skills (print conventions, phonemic awareness, and phonological awareness).

In addition to reading leveled texts, students are provided opportunities to utilize high interest fiction and nonfiction texts and forms of printed material. Instructional practices that support dialogue and critical thinking (i.e. literature circles, Socratic seminars, learning logs, jigsaws) are encouraged throughout the balanced literacy block. Students are also provided with numerous opportunities to gain proficiency in writing for various purposes and audiences in Writing Workshop. Students use the writing process (brainstorming/prewriting, first draft, revision with critique, editing and publishing) to create informative, entertaining, or persuasive and literary pieces. Using models and exemplars, students develop an understanding of quality writing and are expected to produce multiple drafts and assess each draft against rubrics and exemplars. Additionally, students use critique protocols to receive feedback and to revise their work.

TCGDC's core program in English Language Arts is Wit & Wisdom and for Mathematics it is Eureka Math. Both Wit & Wisdom and Eureka Math are aligned to the Common Core State Standards and support thematic unit lesson planning. The ELA lesson plan template requires teachers to plan lessons around an essential question based on a thematic topic and the aligned standard from the Common Core. The math lesson template is based on the Concrete, Pictorial, Abstract (CPA) Model developed by American psychologist Jerome Bruner. The CPA approach helps students understand the mathematical relationships and relies on teachers using concrete objects when introducing an idea or skill.

Teachers then differentiate instruction based on data from the iReady Diagnostic along with student work samples. In addition, the teachers utilize the Ready curriculum from Curriculum Associates to provide needed supplemental skills in math and reading, as well as, utilize the Read Well (K-3) or Language Live (4-8) reading intervention from Voyager to provide targeted small group instruction. Small group instruction is a critical aspect of the school's delivery program. Special educators push into the classroom and perform pullout services to targeted student populations. Teachers implement differentiated instructional practices to meet the needs of students who are substantially below grade level in reading and math using a tiered response to intervention approach. In reading, instructional materials and resources are differentiated to meet the Lexile ranges (iReady) and include articles, novels, journals, close reading, internet articles, websites, remedial reading programs and educational software.

Assessment in Balanced Literacy

In collaboration with our reading and math interventionists, teachers systematically assess student progress, track the growth of individual students, and grade level band progress. This is done by reviewing growth data from the reading intervention program, utilizing rubrics,

keeping running records, conferencing with students, administering standards-based assessments, analyzing standardized test data and using recording forms and reader-response journals to document growth over time.

Academic Interventions

TCGDC utilizes a multi-tiered intervention program.

Tier 1 is regular classroom instruction, differentiated as much as possible within the classroom to meet the individual students' needs. Through professional development opportunities, teachers are trained to aggressively check for understanding, analyze assessment data, and tailor lessons to support small group instruction. Teachers work with instructional coaches and leadership to plan next steps and utilize instructional resources strategically. Teacher assistants are fully involved in the planning and collaboration process as possible and are required to participate in weekly professional development.

Tier 2 instruction is characterized by small group instruction (composed of four to six students) meeting three to four times each week for 30 to 60 minutes each, during a three to six week cycle. The needs of these students are identified through the aggressive monitoring and the assessment process and instructional interventions are delivered to address specific targeted needs. Remediation of the targeted skill occurs in the small group setting using supplemental interventions identified for students not demonstrating mastery. Special educators utilize Leveled Literacy and Voyager to address student literacy and promote reading across disciplines.

Tier 3 instruction is characterized by one-to-one or small group instruction (for one to three students) meeting daily for 30 to 60 minutes each, during a six to twelve week cycle. Tier 3 students are at high risk for failure and if they are not responsive to an intensive, specific intervention may be candidates for a more tailored and rigorous education plan. Supplemental interventions for students at high risk are provided at this level in addition to receiving Tier 1 & 2 supports. Tier 3 services generally occur in self-contained settings as well as pull out sessions with special educators.

Literacy In Quests

During PBL projects, students experience opportunities to apply and review writing and reading skills and strategies developed in the balanced literacy block. Teachers integrate reading to teach content during the direct and guided instruction and to develop specific literacy skills. An anchor text(s) and/or visual artwork is chosen to support a specific topic within a given project module to help students connect to the text, while also encouraging the use of specific instructional routines and protocols to structure discussions on related articles and texts.

Mathematics

Learning math involves understanding concepts, grasping procedures, and applying them to real-life contexts. In Project-Based Learning (PBL) mathematics is taught in an inquiry-based manner as emphasized by the Common Core Standards. The PBL and CPA approach focuses on big mathematical ideas, the relationship between numbers/concepts, high quality student work and method gathering, and structures for teaching math within and outside of the classroom. TCGDC math teachers invite students to find patterns and relationships, to become flexible

problem-solvers, to articulate their reasoning, and to become metacognitive about their methodology. Teachers cultivate mathematical habits of mind: curiosity, risk-taking, perseverance, craftsmanship, and tolerance for ambiguity. Math class is frequently conducted as a workshop. It often begins with a complex problem and continues with independent or group work as a part of the exploration phase. Following this, teachers execute a guided mini lesson while helping students extend their thinking using a shared problem-solving model. This sequence ensures that students are doing the thinking instead of passively acquiring knowledge. The use of manipulatives in mathematics provides students with concrete examples of mathematical concepts and hands-on learning experiences.

Science and Social Studies

Teachers use learning expeditions and projects, problem-based content, and interactive instructional practices to foster inquiry in science and social studies. These disciplines are taught through learning expeditions that focus on big ideas rooted in content standards from the Next Generation Standards and the C3 State Social Studies Standards. Science and Social Studies instruction is delivered through an inquiry-based learning approach and requires students to think, write, and read as if they are researchers of the content, and to use the tools of inquiry specific to the disciplines studied. The in-depth investigations of science and social studies expeditions focus on issues and problems that promote inquiry and discourse among students. Teachers are required to use an inquiry model when introducing new content to students, which promotes curiosity, invites students to approach problem solving, and encourages productive struggle.

Health and Physical Education

It is our belief that for students to learn at high levels and reach their full potential, they must be healthy. As a school, we consciously promote health and wellness, by teaching our students about how their body works and what it needs to sustain itself. Each student is provided a well-balanced meal for breakfast and lunch and provided a snack featuring fresh fruit each day. The physical education and health curriculum emphasize developing and practicing strategies for healthy living through interactive participatory lessons that use inquiry to challenge and inspire students. We believe strongly that students, just like adults, need a balance of both physical and mental activity, and to spend time in outside environments. As much as possible, outdoor lessons and activities are developed throughout the year to encourage healthy physical and mental activity amongst students.

Arts Integration

Arts integration is a part of the school's academic programming with the goal of encouraging a more in-depth study of reading module topics, creative expression, arts appreciation, and to support students with building a positive sense of self. Classroom teachers will use the arts through the lens of helping students learn about society, culture, history, science, and the human experience. Many of the student's work in an artistic medium such as drawing or painting, drama, architectural rendering, etc. Every student is involved in arts and music during their time at our school. This work often inspires students to develop an appreciation of art,

care about their work and the work of others, while also, helping them recognize the importance and the relationship between effort and growth over time. We believe that the arts are for everyone. We integrate the arts into almost all the work we do.

Service Learning Hours

The Children's Guild DC Public Charter School is deeply committed to contributing to the greater community. Many of our learning expeditions have a service component, in which students learn the value of giving back to others.

Morning and Closing Circle Meetings

Each morning and prior to dismissal, every student in the building is involved in a morning meeting and closing circle structure. This structure is designed to provide students with a daily opportunity to interact with grade-level peers and faculty in a way that promotes positive relationships, creates a sense of belonging, teaches students to value differences, helps students work together when problem-solving and review the character trait of the day. In addition to developing community, these meeting structures help students understand and set realistic and rigorous character and academic goals while providing them ample opportunities to grow towards those goals. All students are expected to attend their meetings, as they are a vital component to the overall program at TCGDC.

Parents & Family Involvement

Parents and families are vital partners in their children's education and in the life of the school. We count on our student's families to attend all school conferences and exhibitions of student work. Caretakers are also counted on to check homework, go over all progress reports, and make sure students are reading at least 20 minutes each night. Families have a voice in school governance and actively utilize our two parent board members to represent them on issues in their absence. Families are encouraged to chaperone during trips, offer their expertise to enrich our lessons, volunteer in some capacity, or come and check-in with their child during the day. The school has a full-time parent liaison who primarily supports parents and families to build and maintain a healthy school to home support plan. Since 2016, the school has had an active parent-teacher advisory that works with school administration to develop and support the school's goals.

The school administration and faculty maintain communication through several different venues including Living Tree, Instagram, Facebook, newsletters, Email, personal phone calls and individual conferences. Family members are encouraged to participate in the daily life of their child's classroom. The Children's Guild DC Public Charter School welcomes family members as volunteers to work with individual students or small groups under the direction of the classroom teacher. Parents are encouraged to assist with lunch, class projects, reading with students, and/or sharing personal strengths, hobbies, jobs, etc.

The majority of our families and students were disappointed that we were not able to have our normal spring and end of the year activities that have grown to become a staple of our family

engagement, which is the She-Tea and The Guys in Ties events. Both of these events allow our moms, dads, grandparents, aunts & uncles the ability to commune and show their love and support of their students at a school gathering. These events also coincide with the field days activities that the students look forward to all year. We did the best we could to compensate for not being able to celebrate in our normal fashion and the families were appreciative.

any of the parents and families of the school's students rely on public assistance. This is significant, because families with higher income levels, who have children with special education needs or who are at-risk, are better positioned to access services and support for their students. For many of our parents and families, TCGDC serves as the core support for our families and is a community resource & partner that provides training, mental health support, and food/clothing resources to assist our students and families with basic life needs.

Our level of parent and family engagement continued to grow and develop as the pandemic caused unemployment to increase, family separations, and access to instruction became more difficult. Many new strategies were implemented to ensure our community remained connected and cared for. We established a Meals on Wheels program which provided weekly deliveries to families of food bags to help to ensure that students were able to have food on the table. We delivered chrome books and hotspots to our students all over the district and in Maryland, where many students were sent to stay with family members and friends that would allow the students to be supervised while parents had to work. Providing I.T. support for families was another key to ensure regular communication and engagement of students while closing the year out on the distance learning platform.

Performance and Progress

School Performance—Fulfilling the Mission

Performance and Progress School Performance—Fulfilling the Mission Now in its' fifth year of operation, The Children's Guild DC Public Charter is committed to high achievement for all students. In addition, it is the mission of TCGDC to prepare students to be productive members of society. This is achieved through the deliberate application of proven methods using brain-based research to reach all students. TCGDC purposefully addresses students across the spectrum of academic and behavioral gifts and challenges and recognizes the importance of building systems to address gaps and deficits. These systems include a supportive culture for students and families, a stable and experienced staff, processes for utilizing data, instructional accountability, and a rigorous professional development program. TCGDC will continue to honor the charge by providing a high quality-learning environment for some of the District's most at-risk population groups. Central to our mission, TCGDC is unique to the DCPS and DC charter school sector, in that it is the only K-8 school considered an alternative school. Our role is to serve students with disabilities (60% SWD and 40% Gen. Ed.), the most challenging student populations, and the most at-risk populations with multiple risk factors (nearly 90% compared to DC PCSB 43%) in the district. For the past three years, the school has served more than 50% of students with special needs (DC PCSB 14%), of which nearly 50% of students require the highest level of support (Level 4) compared to DCPS schools (2.8%) and other charter schools (2.8%) located throughout the District of Columbia. TCGDC has learned over time that consistent systems, structures and processes, a supportive nurturing staff, and high quality academic and social and emotional learning (SEL) programming are critical to our student's success.

Delivering on the Mission The Children's Guild DC Public Charter has a mission to serve all students in the district including students with unique needs. Building upon this philosophy established by The Children's Guild Organization, TCGDC has created a strong climate characterized by feelings of safety and support for students and recognizing that academic success can only be realized when a child is ready to learn. Many of the students who enroll in TCGDC are not ready to learn when they first come to school – grappling with many social and academic gaps. Recognizing these facts, TCGDC offers students love, hope, and rich learning experiences from the moment they step into the building. In this environment, students learn to feel safe and to understand that life is a journey, where patience and effort are a pathway to achieve success. Students who attend TCGDC often encounter/have encountered many personal setbacks and challenges—often including traumatic life experiences. To address this reality, the school has made shifts each year within its instructional, staffing, and SEL programming to effectively support students and their families. TCGDC employs a CARE team consisting of 7 full-time social workers to assist students and their families with counseling; 5 behavior coaches to mentor and support students and teachers with managing challenging behaviors through restorative practices; therapeutic behavior aides to support students in class with in the moment redirection and focus reminders; and classroom teaching assistants to support students academically in the classroom. TCGDC wants to ensure that each student is uniquely served and has the necessary tools to grow and reach their full capacity. Experience and time has proven that our efforts are invaluable to students who remain with us for more than one year as evidenced by the end of the year (EOY) I-Ready scores and positive shifts that have occurred in PARCC achievement. The school will continue to deploy social workers to work directly with students during the school day and provide wrap around services to families. For the 19-20 SY, the school introduced a model whereby social workers also work directly with students who have been identified through the SST process as being at-risk as an early intervention strategy. The school's parent liaison works closely with families to remove barriers that frequently prevent students from attending school at least 90% of the school year and offers workshops and other training opportunities for parents to learn how to build strong school to home connections. 40 Selecting and retaining staff committed to working with an urban population, whose school experience has not always been the most positive socially, emotionally, and/or academically is a critical task and priority at TCGDC. As such, the professional development plan for the 2019- 20 school year aggressively targets the connection between an SEL-rich and academically focused climate. Addressing our student's reading gaps is facilitated by the continued integration of the Voyager Passport reading intervention program by all teachers who were assigned to teach reading. Teachers will maintain a laser focus on identifying and addressing gaps in phonological awareness, vocabulary, and reading comprehension. Additionally, TCGDC hired four additional instructional coaches to provide job-embedded coaching and professional development to classroom teachers and teacher assistants. Whole Brain Teaching (WBT) was implemented with fidelity and helped teachers to strengthen student engagement using the three learning modalities. Integrating WBT also helped to build relevance and served as a common vehicle for helping teachers make connections with students. Whole Brain Teaching provided not only a common language among the staff and students, but consistent protocols that were melded with solid instructional practice. In addition, staff survey results illuminated the need for social and instructional support for all adults in the building. As a result, TCGDC has created several avenues to intensify the connection among staff unified by the TCGDC mission and common work, where mutual collaboration and support set the tenor of the environment for staff and students. Teacher Capacity The key to student success is teacher instructional capacity. Building said capacity begins with teacher recruitment and engagement, where developing a growth mindset for children, creating a supportive environment, and employing instructionally effective, content-standards based practices form the cornerstone of practice and growth. Once onboarding has been completed, capacity is further developed through in-the-moment and reflective instructional coaching in three key pathways: whole staff learning, grade-

level and content-specific learning, and individual, one-on-one learning. Teachers utilize data from individual lessons for instruction, including iReady diagnostic and instruction results, to support students in achieving grade-level content standards in both literacy and math. Weekly data meetings have had the greatest impact on helping teachers to identify and address academic gaps. The weekly data meetings (WDM) focus on content knowledge, interpreting and unpacking content standards, and deploying appropriate instructional moves in response to student data. These meetings are led by the instructional coach and/or the academic dean in collaboration with the teacher. Grade groups meet weekly to plan and rehearse rigorous lessons prior to execution in the classroom. Instructional lessons must include differentiation for students with specific needs with appropriate scaffolds for all learners present. The administrative team and academic coaches perform structured observational walks grounded in student work and explicit feedback. Each coach/academic dean is required to debrief with the teacher personally prior to the end of the day using the notes from the debrief to build future meeting action steps. Teachers receive specific feedback to improve classroom practices and student outcomes. 41 TCGDC instructional staff can be categorized in four ways: new/novice teachers, those requiring substantial assistance, those requiring some assistance, and those who are master teachers and can serve in leadership roles. Administrators and academic deans meet with individual teachers to hone their practice. Highly effective teaching is the result of the recruitment, development, and retention of staff – recruitment chief among them. Fully understanding the importance of recruitment, TCGDC has utilized myriad sources of recruitment across the year including: national educator posting sites, job fairs in DC and the Mid-Atlantic Region, partnerships with colleges and universities with education departments, personal networks of staff, and teacher preparation programs – Teach For America and Urban Teachers. Constructing these pipelines allow TCGDC to create a sustainable pipeline of “home grown” teachers. A pivotal factor in the selection process is experience in urban settings, with high academic student performance and expertise in managing learning for students with disabilities. TCGDC adopted a teacher evaluation model based on the Danielson Framework for Teaching whose domains include planning and preparation, instruction, classroom environment, and professional responsibilities. In addition, the teacher evaluation model includes student progress and data from surveys and discipline referrals. Teachers are identified as needing monitoring, support, or intensive support. Support is provided by the administrative team and the coaches. Formal observations follow the classroom visits, and teacher progress is documented using Whetstone, a computer-based platform. Under-performing teachers are placed on intensive support plans, coached using the most invasive model, and monitored closely based on clear action steps. Teachers failing to make any progress following this level of support are dismissed from their position and an instructional coach is assigned to support the class until a suitable replacement instructor is found. The administration understands that selecting and retaining the right teachers is critical to mission success. TCGDC offers competitive salaries but more importantly, it offers opportunities for growth and innovation in the instructional space. The school team openly shares responsibility and opportunities for growth, allowing teachers distributive leadership opportunities. Student Support The school employs three systems to identify appropriate interventions for students. Localized at the grade-level band, the first tier is chaired by the grade-level band assistant principal and includes grade-level teachers and special educators. In this working group, lessons are developed to differentiate instruction for students with traceable intervention data. Many of the students at TCGDC require substantial interventions for academic and behavioral support through the grade-level teams. Initial assessment requires a diagnostic administration of iReady, which is a computer adaptive assessment tool. State assessment scores, student work samples, and social-emotional observational notes are examined to determine appropriate next steps and further interventions. Students requiring additional assistance are referred to the Student Support Team (SST), which serves as a second tier of identification and response. The team requires data on academic 42 performance, behavior, organizational skills, and mental health observations be initiated for a student.

At this meeting, the team determines specific intervention plans tailored to the student at hand with regular cycles of data review for efficacy and for the team to mobilize resources for interventions. The deployment of resources and changes in staff schedules to accommodate students requires a systematic approach, with approval from the Chief of Educational Services. One result of the SST process can be student referral to the IEP process for evaluation, when interventions are not effective. The third tier of review and identification occurs with the CARE Team. The CARE Team looks at aggregate data including attendance, discipline referrals, family crisis, counseling notes, and data sheets compiled by Therapeutic Behavior Assistants (TBAs). These data sheets track individual student performance and behavior on a regular time interval. This level of data scrutiny allows for the providers of service to look at both individual students and families. In addition, this holistic look at aggregate data can identify teachers who may need additional support. The CARE Team can also mobilize school resources to support a child, a family, or a teacher. Parents may also present concerns to the teacher or to student support personnel. Parent concerns are addressed immediately by the teacher. However, requests for additional support are automatically sent to the SST for further consideration. Academics TCGDC focuses on differentiating its instructional programming to meet students where they are, focusing on growth rather than ability. Some of the instructional shifts that have positively contributed to the school's gains are as follows. 1) Dimensions Math (K-5) & Eureka Math (6-8)—Both curricula are based on Common Core Standards and use a thematic approach, as well as support project-based learning and encourage mathematical discourse and critical thinking. 2) Project-Based Learning (PBL)—Based on the Buck Institute for Education, PBL pushes students to engage in real world problem-solving. 3) Balanced Literacy & Interventions—Using the tenants of Wit & Wisdom, Read Well, and Language Live for a balanced literacy approach, teachers approach reading and writing through an integrated lens. Students have daily opportunities to read, write, and speak using engaging, rigorous texts – both literary and informational. 4) Interim Assessment Data—Using standards-based instruction, teachers assess student mastery on a 6 to 8 week cycle. Following the assessment administration, teachers participate in a data dive using student work to identify strengths, misconceptions, and to create re-teaching/review plans. 5) Professional Development and Coaching—Following the data dive, appropriate adjustments are made to the coaching and professional development plan to ensure that teachers understand how to masterfully teach high stakes skills. 6) Arts Integration—The Wit & Wisdom Curriculum has provided teachers with a simplified approach to integrating arts into all subjects. Each module is designed around one topic that deeply explores all facets of a particular theme. The curriculum includes works of art, history, and music as a form of engagement and expression. 43 As evidenced by the Qualitative Site Review (QSR) that took place during the 2018-19 school year, TCGDC is well positioned for sustainable growth. Administration monitors data from the instructional systems and tools weekly to modify and adjust practices to accommodate student needs and inform professional development opportunities. Interim assessment data (IA), IReady and reading intervention data are reviewed quarterly, so teachers and administrators can respond as soon as it becomes available. Resource teachers and interventionists also use this data to provide supplemental services to students during and after the school day, as well as during summer intersessions. The outcomes of the QSR visit confirmed that indeed TCGDC is on a positive trajectory predicated upon placing the needs of students first. Despite the many challenges staff face in serving this unique student population, the school continues to close the key gaps at a steady rate.

The assessments used measured students proficiency to determine interventions and intensive support for students. To close any achievement gaps in the at-risk population as well as increase the achievement of all students, we considered an integrated model of remedial opportunities to create data-driven instructional programs for all learners.

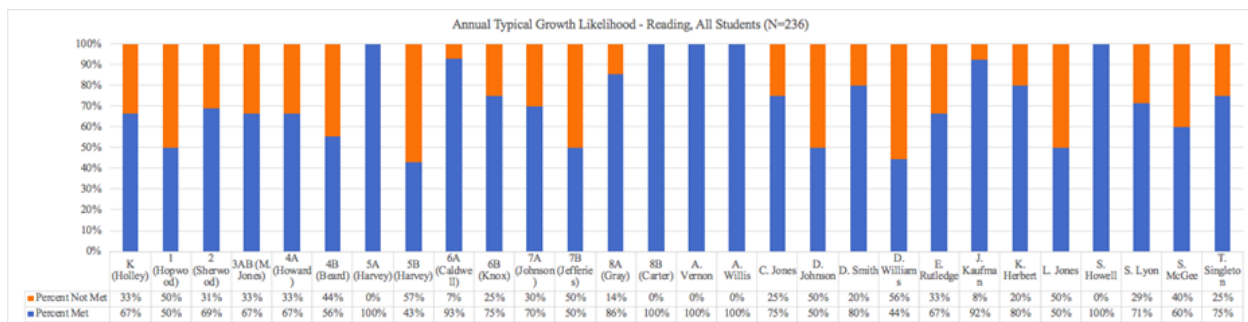
The sustainability of Guided Reading and Reading Workshop was impacted by the pandemic which shifted our instructional programming to an adaptive virtual classroom for teaching and learning.

I-Ready Math and ELA programming and assessment continued to adapt to the learning needs of our students and provide responsive instruction processes to promote identification and remediation of literacy and numeracy skills and improve our student achievement.

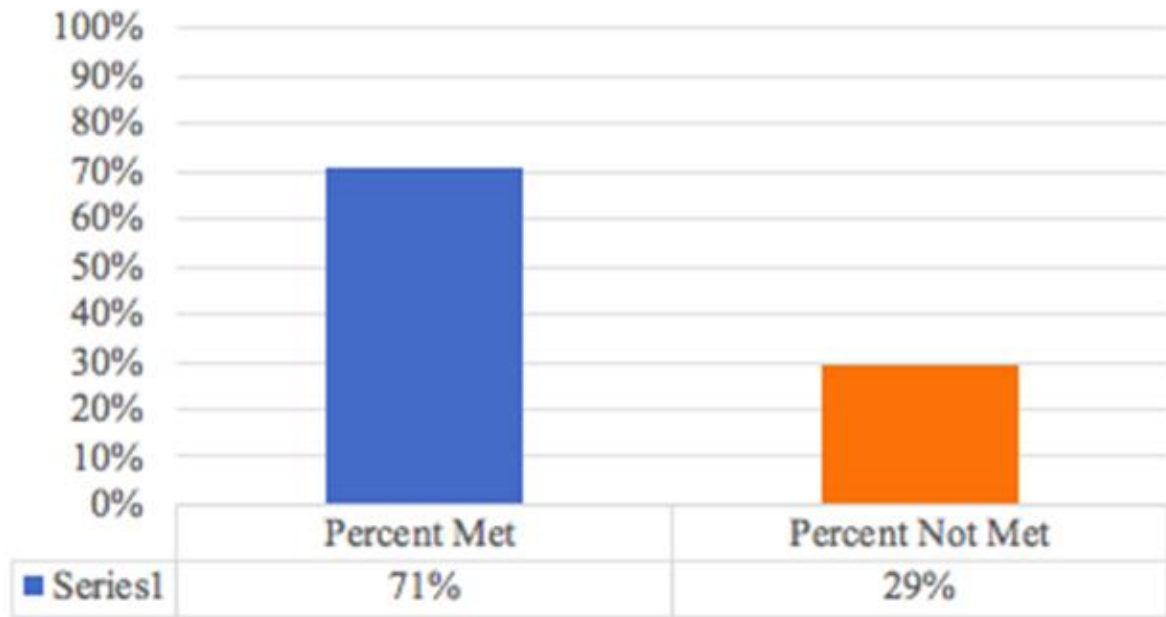
Concrete, Pictorial, Abstract (CPA) approach to mathematical relationships did not meet the needs of our students and was ineffective in achieving a learning gap. It was terminated as we transitioned to a more virtual approach to comprehensive curriculum in numeracy education.

Read Well and Language Live yielded minimum success for a small population of our students. The formative and summative assessments data did not inform appropriate interventions or strategies. Due to the pandemic we needed more adaptive programming to help students close the instructional gaps and achieve a higher targeted success rate.

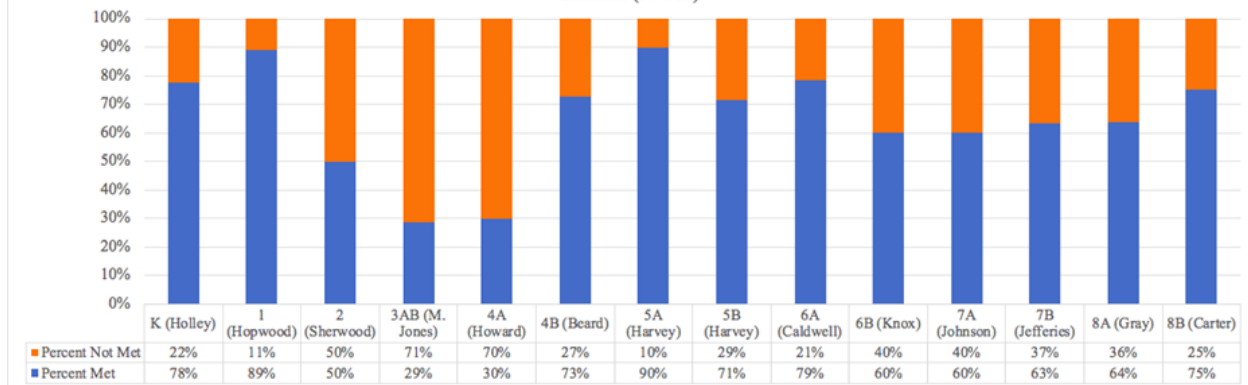
Research asserts that there is a high correlation between percentage of students “at risk” in DC schools and their proficiency rates in both Math and Reading on the PARCC test. Due to the School building closures, we were unable to assess our students as normal through the PARCC assessment, but our students were able to display great resiliency as demonstrated on the IReady assessment data in ELA and Math. The ELA data showed more growth than in the area of math, but it has provided us with the data points that we will build on in the 2020-2021 school year to ensure our students are achieving in all core content areas. Below are iReady graphs that depict the percentages of students that were able to meet that academic goals for the year.

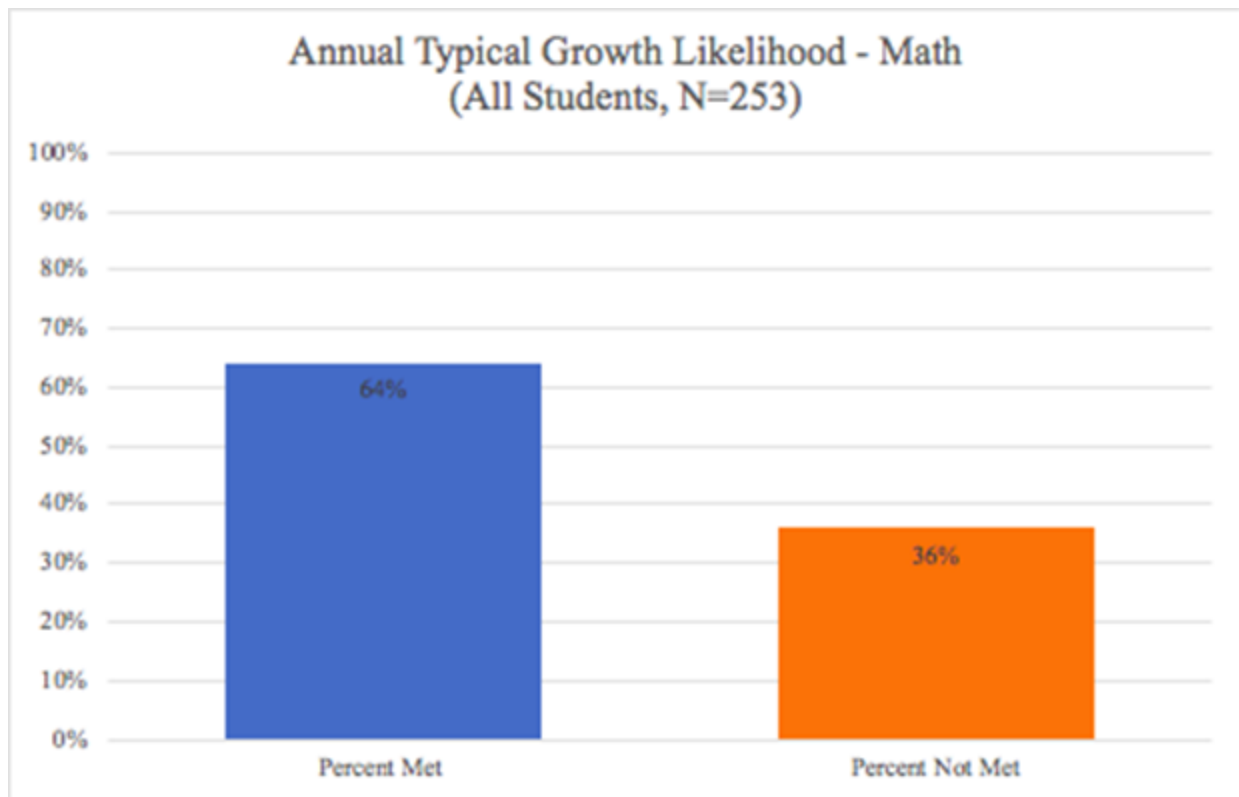


Annual Typical Growth Likelihood - Reading All Students (N=236)



Annual Typical Growth Likelihood - Math All Gen. Ed. Students (N=161)





School Enrollment

The Children's Guild DC Public Charter recruits and provides transportation for students across the district. The school, while located in Ward 5, draws a majority of students from Wards 7 and 8. True to its' mission, the school attracts many students with special needs (50%+ students with disabilities , 15% homelessness, nearly 70% direct certification for Free and Reduced Meals) poor academic performance and attendance with many enrolling two to three grade levels below in reading and mathematics. Student enrollment saw a significant decrease last year for the first time since our opening in the Fall of 2015. One of the trends that we are noticing is that because we serve such a transient population and have such a high homeless population, many of our families are being placed in permanent housing outside the city, some are moving out of the city due to housing projects being closed and demolished, causing to relocate to the suburbs. Our students with disabilities population continues to rise as other schools and educational advocates recommend our school to parents looking for a school able to serve the needs of their children. Student enrollment had increased each of our first four years, but last year we saw our first drop in our student population since inception (2015-16 Enrollment = 343, 2016-17 Enrollment = 342, 2017-18 Enrollment = 375, 2018-19 Enrollment = 376).

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

Audited October 5 (2019-20) enrollment: 331

Grade	PK3	PK4	KG	1	2	3	4	5	6	7	8
Student Count			13	12	26	24	38	35	63	66	54

Total number of instructional days: 180 instructional days (120 in-person, 60 virtual)

Month	Full Days	Partial Days	COVID-19 Virtual Learning Days	Total Days
August	4	0	0	4
September	16	4	0	20
October	16	4	0	20
November	13	3	0	16
December	11	3	0	14
January	16	3	0	19
February	14	4	0	18
March	7	2	7	16
April	0	0	19	19
May	0	0	19	19
June	0	0	15	15
Total Days	97	23	60	180
Total Hours	679	103.5	360	1142.5

Goals and Academic Achievements

The School Corporation has selected the following as its academic achievement expectations and goals:

I-Ready Reading

- 1. To ensure that all students receive the support necessary to meet or exceed the curriculum standards and acquire the life skills necessary to be college and career ready, as evidenced by: I-Ready Assessment Reading.*

Annually, 50% of students at each grade level will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the I-Ready reading assessment.
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Met: 70%

Annually, 50% of special education students at each grade level will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the iReady reading assessment.

Met: 75%

Progress towards Goals:

I-Ready is a computer-adapted assessment that determines grade level performance and measures growth, based on a correlation with PARCC. I-Ready projects a growth based on a national sample by grade. Overall, the students at TCGDC exceeded the goal of at least 50% of the students meeting their target in reading. For the population, the percentage of students meeting the target increased from 56% to 70%. Students with disabilities significantly exceeded the target by nearly twenty percentage points. The percentage of special education students meeting the target increased from 69% to 75%. Most students made significant progress over the course of the year, moving from two or more grade levels below to one grade level below. TCGDC is committed to providing high quality interventions to students in regular and special education. Although the low entry levels of students and unstable living environments continue to be a challenge for providing consistent targeted instruction to students.

School Improvement Plan Progress

Our students are making great strides to help us achieve success with our School Improvement Plan goals of closing the achievement gap for our students. The staff are taking all the training opportunities and capitalizing on the new skills and strategies learned to ensure students are comprehending and retaining new information, allowing them to experience success more often and gaining confidence in themselves.

I-Ready Math

- 1. To ensure that all students receive the support necessary to meet or exceed the curriculum standards and acquire the life skills necessary to be college and career ready, as evidenced by: I-Ready Assessment Math*

Annually, 50% of students at each grade level will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the I-Ready math assessment.

Met: 64%

Annually, 50% of special education students at each grade level will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the I-Ready math assessment.

Met: 70%

Progress towards Goals:

Performance in math is tightly aligned to the Common Core State Standards. Teachers employed the Eureka Math curriculum paired with Ready materials as a Tier one intervention. In addition, students utilized the Ready instructional program to reinforce skills identified as gaps during the assessment periods. The percentage of students that met on or above grade level performance was 9%, up from 1.5 % the previous year. Overall students increased their growth by nearly 13 percentage points (51.4% to 64%) from the previous year, while students with disabilities exceeded the targets by 20%. The percentage of special education students meeting the target increased from 66.1% to 70% from the previous year. The school continues to make appropriate shifts to accommodate specific learning needs of students each year. TCGDC was able to move students from two grade levels below at the beginning of the year to one grade level below.

State Assessment—English Language Arts

State Assessment – English Language Arts was cancelled due to COVID-19. Annually the percent of level 1 and level 2 (combined) special education students at Children’s Guild DC PCS in grades 3 through 12 scoring level 3 and above on the state assessment in reading will exceed the percent of level 1 and level 2 (combined) special education students scoring level 3 and above for the reading assessment statewide.

School Rate: N/A

State Assessment – English Language Arts was cancelled due to COVID-19. Annually the percent of level 3 and level 4 (combined) special education students at Children’s Guild DC PCS in grades 3 through 12 scoring level 3 and above on the state assessment in reading will exceed the percent of level 3 and level 4 (combined) special education students scoring level 3 and above for the reading assessment statewide.

School Rate: N/A

State Assessment – English Language Arts was cancelled due to COVID-19. Annually the percent of level 1 and level 2 (combined) special education students at Children’s Guild DC PCS in grades 3 through 12 scoring level 4 and above on the state assessment in reading will exceed the percent of level 1 and level 2 (combined) special education students scoring level 4 and above for the reading assessment statewide.

School Rate: N/A

State Assessment – English Language Arts was cancelled due to COVID-19. Annually the percent of level 3 and level 4 (combined) special education students at Children’s Guild DC PCS in grades 3 through 12 scoring level 4 and above on the state assessment in reading will exceed the percent of level 3 and level 4 (combined) special education students scoring level 4 and above for the reading assessment statewide.

School Rate: N/A

State Assessment – English Language Arts was cancelled due to COVID-19. Annually the percent of non-special education students in grades 3 through 12 scoring level 3 or above on the state assessment in reading will exceed the percent of non- special education students city-wide scoring level 3 or above on the state assessment in reading.

School Rate: N/A

State Assessment – English Language Arts was cancelled due to COVID-19. Annually the percent of non-special education students in grades 3 through 12 scoring level 4 or above on the state assessment in reading will exceed the percent of non- special education students city-wide scoring level 4 or above on the state assessment in reading.

School Rate: N/A

Progress towards Goals:

State Assessment – English Language Arts was cancelled due to COVID-19.

ELA PARCC Performance**Third**

<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>DC Charters</u>	<u>PARCC</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>3.2%</u>	<u>5.0%</u>	<u>0.0%</u>	<u>8.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Met</u>	<u>(750-789)</u>	<u>3.2%</u>	<u>5.0%</u>	<u>0.0%</u>	<u>8.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Approached</u>	<u>(725-749)</u>	<u>10.0%</u>	<u>19.0%</u>	<u>10.0%</u>	<u>13.5%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>16.0%</u>	<u>16.0%</u>	<u>13.3%</u>	<u>16.2%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>71.0%</u>	<u>60.0%</u>	<u>76.7%</u>	<u>62.2%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Fourth

<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>DC Charters</u>	<u>PARCC</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>2.6%</u>	<u>6.0%</u>	<u>2.0%</u>	<u>6.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Exceeded</u>	<u>(796-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Met</u>	<u>(750-795)</u>	<u>2.6%</u>	<u>6.0%</u>	<u>2.0%</u>	<u>6.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Approached</u>	<u>(725-749)</u>	<u>26.0%</u>	<u>23.0%</u>	<u>10.0%</u>	<u>27.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>24.0%</u>	<u>37.0%</u>	<u>34.0%</u>	<u>24.2%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>47.0%</u>	<u>35.0%</u>	<u>54.0%</u>	<u>42.4%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Fifth

<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>DC Charters</u>	<u>PARCC</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>8.0%</u>	<u>2.0%</u>	<u>1.6%</u>	<u>4.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Met</u>	<u>(750-789)</u>	<u>8.0%</u>	<u>2.0%</u>	<u>1.6%</u>	<u>4.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Approached</u>	<u>(725-749)</u>	<u>4.0%</u>	<u>20.0%</u>	<u>14.5%</u>	<u>16.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>36.0%</u>	<u>32.0%</u>	<u>37.1%</u>	<u>36.7%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>52.0%</u>	<u>46.0%</u>	<u>46.8%</u>	<u>42.9%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Sixth

<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>DC Charters</u>	<u>PARCC</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>3.4%</u>	<u>3.0%</u>	<u>2.2%</u>	<u>3.2%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Met</u>	<u>(750-789)</u>	<u>3.4%</u>	<u>3.0%</u>	<u>2.2%</u>	<u>3.2%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Approached</u>	<u>(725-749)</u>	<u>14.0%</u>	<u>13.0%</u>	<u>15.6%</u>	<u>11.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>38.0%</u>	<u>26.0%</u>	<u>20.0%</u>	<u>47.6%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>45.0%</u>	<u>58.0%</u>	<u>62.2%</u>	<u>38.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Seventh

<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>DC Charters</u>	<u>PARCC</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>0.0%</u>	<u>5.0%</u>	<u>6.1%</u>	<u>2.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Met</u>	<u>(750-789)</u>	<u>0.0%</u>	<u>5.0%</u>	<u>6.1%</u>	<u>2.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Approached</u>	<u>(725-749)</u>	<u>31.0%</u>	<u>19.0%</u>	<u>3.0%</u>	<u>10.6%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>25.0%</u>	<u>14.0%</u>	<u>39.4%</u>	<u>36.2%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>44.0%</u>	<u>62.0%</u>	<u>51.5%</u>	<u>51.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Eighth

<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>DC Charters</u>	<u>PARCC</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>7.9%</u>	<u>4.2%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Met</u>	<u>(750-789)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>7.9%</u>	<u>4.2%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Approached</u>	<u>(725-749)</u>	<u>29.0%</u>	<u>10.0%</u>	<u>21.1%</u>	<u>13.7%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>29.0%</u>	<u>33.0%</u>	<u>18.4%</u>	<u>34.7%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>41.0%</u>	<u>57.0%</u>	<u>52.6%</u>	<u>47.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

State Assessment—Mathematics

State Assessment –Mathematics as cancelled due to COVID-19. Annually the percent of level 1 and level 2 (combined) special education students at Children’s Guild DC PCS in grades 3 through 12 scoring level 3 and above on the state assessment in math will exceed the percent of level 1 and level 2 (combined) special education students scoring level 3 and above for the math assessment city-wide.

School Rate: N/A

State Assessment – Mathematics was cancelled due to COVID-19. Annually the percent of level 3 and level 4 (combined) special education students at Children’s Guild DC PCS in grades 3 through 12 scoring level 3 and above on the state assessment in math will exceed the percent of level 3 and level 4 (combined) special education students scoring level 3 and above for the math assessment city-wide.

School Rate: N/A

State Assessment – Mathematics was cancelled due to COVID-19. Annually the percent of level 1 and level 2 (combined) special education students at Children’s Guild DC PCS in grades 3 through 12 scoring level 4 and above on the state assessment in math will exceed the percent of level 1 and level 2 (combined) special education students scoring level 4 and above for the math assessment city-wide.

School Rate: N/A

State Assessment – Mathematics was cancelled due to COVID-19. Annually the percent of level 3 and level 4 (combined) special education students at Children’s Guild DC PCS in grades 3 through 12 scoring level 4 and above on the state assessment in math will exceed the percent of level 3 and level 4 (combined) special education students scoring level 4 and above for the math assessment city-wide.

School Rate: N/A

State Assessment – Mathematics was cancelled due to COVID-19. Annually the percent of non-special education students in grades 3 through 12 scoring level 3 or above on the state assessment in math will exceed the percent of non-special education students city-wide scoring level 3 or above on the state assessment in math.

School Rate: N/A

State Assessment – Mathematics was cancelled due to COVID-19. Annually the percent of non-special education students in grades 3 through 12 scoring level 4 or above on the state assessment in math will exceed the percent of non-special education students city-wide scoring level 4 or above on the state assessment in math.

School Rate: N/A

Progress towards Goals:

State Assessment – Mathematics was cancelled due to COVID-19.

Math PARCC Performance

Third

Math

<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>DC Charters</u>	<u>PARCC</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>3.2%</u>	<u>28.0%</u>	<u>6.7%</u>	<u>5.9%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>2.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Met</u>	<u>(750-789)</u>	<u>3.2%</u>	<u>26.0%</u>	<u>6.7%</u>	<u>5.9%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Approached</u>	<u>(725-749)</u>	<u>16.0%</u>	<u>28.0%</u>	<u>16.7%</u>	<u>29.4%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>29.0%</u>	<u>16.0%</u>	<u>33.3%</u>	<u>32.4%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>52.0%</u>	<u>28.0%</u>	<u>43.3%</u>	<u>32.4%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Fourth

<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>DC Charters</u>	<u>PARCC</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>2.7%</u>	<u>0.0%</u>	<u>3.9%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Exceeded</u>	<u>(796-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Met</u>	<u>(750-795)</u>	<u>2.7%</u>	<u>0.0%</u>	<u>3.9%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Approached</u>	<u>(725-749)</u>	<u>5.0%</u>	<u>17.0%</u>	<u>23.5%</u>	<u>6.7%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>35.0%</u>	<u>40.0%</u>	<u>13.7%</u>	<u>43.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>57.0%</u>	<u>42.0%</u>	<u>58.8%</u>	<u>50.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Fifth

<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>DC Charters</u>	<u>PARCC</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>0.0%</u>	<u>2.0%</u>	<u>1.6%</u>	<u>8.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>2.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Met</u>	<u>(750-789)</u>	<u>0.0%</u>	<u>2.0%</u>	<u>1.6%</u>	<u>6.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Approached</u>	<u>(725-749)</u>	<u>16.0%</u>	<u>12.0%</u>	<u>16.1%</u>	<u>16.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>44.0%</u>	<u>49.0%</u>	<u>48.4%</u>	<u>40.8%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>40.0%</u>	<u>37.0%</u>	<u>33.9%</u>	<u>34.7%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Sixth

<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>DC Charters</u>	<u>PARCC</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Met</u>	<u>(750-789)</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Approached</u>	<u>(725-749)</u>	<u>10.0</u>	<u>16.0</u>	<u>8.9</u>	<u>12.5%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>48.0</u>	<u>43.0</u>	<u>20.0</u>	<u>31.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>41.0</u>	<u>41.0</u>	<u>71.1</u>	<u>56.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Seventh

<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>DC Charters</u>	<u>PARCC</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Met</u>	<u>(750-789)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Approached</u>	<u>(725-749)</u>	<u>19.0%</u>	<u>16.0%</u>	<u>15.2%</u>	<u>8.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>56.0%</u>	<u>49.0%</u>	<u>42.4%</u>	<u>38.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>25.0%</u>	<u>35.0%</u>	<u>42.4%</u>	<u>54.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Eighth

<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>DC Charters</u>	<u>PARCC</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>2.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.4%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Met</u>	<u>(750-789)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>1.9%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Approached</u>	<u>(725-749)</u>	<u>12.0%</u>	<u>5.0%</u>	<u>7.9%</u>	<u>12.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>24.0%</u>	<u>19.0%</u>	<u>26.3%</u>	<u>34.5%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>65.0%</u>	<u>76.0%</u>	<u>65.8%</u>	<u>51.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Attendance

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Annually, the in-seat attendance rate will meet or exceed 87.0%.

Not Met: 86.3%

In-Seat Attendance: 86.3%

Average Daily Attendance: 86.11%

Average daily attendance counts students who are present, or who have an “excused absence”. The in-seat attendance rate, on the other hand, only counts students who are in school. Any absence, whether excused or unexcused, does not count toward the in-seat attendance rate.

Progress towards the goal: TCGDC continues to develop creative ways to engage its economically vulnerable families, who are more prone to mid-year household transitions as well as difficulties participating in virtual learning. The school offers attendance incentives for students and offers families counseling and resources to improve student engagement.

TCGDC utilizes Attendance Works resources to address chronic absenteeism (*see link below*). The school leadership team has conducted a thorough review of attendance policies to make any necessary revisions and establish an attendance monitoring team that meets weekly. The attendance monitoring team consists of various school administrators, the school attendance manager, the special education assistant, and grade-level teacher team leads.

This weekly meeting supports all tiers of the multi-tiered model intervention. Throughout the summer, the team took a deep dive into the Attendance Works Intervention Model and Resource Sheets to improve our internal school protocol that has since been issued to all school staff.

With the uncertainties of COVID-19, the weekly attendance monitoring meeting is held virtually. The expectations set at these meetings are to be carried out whether students are learning traditionally, or via distance learning during the 20-21 SY. Teachers received expectations for daily attendance requirements prior to receiving students and continuously received updates and reminders on a weekly basis. When students are physically present at school, additional early interventions will include picking students up from home using school van transportation.

In addition, the Parent Liaison and Care Team ensured that families were provided many crucial supports, which enable students to attend school on a daily basis whether traditionally or virtually. TCGDC continues to provide essential sustenance for vulnerable students and resources each day to mitigate barriers that lead at-risk students to miss school, leading to poor attendance. Family outreach continues to be a critical focus for the school.

Attendance Works - <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>

Attendance Works 3 Tiers of Intervention Model:

Tier 1 – Prevention

Tier 2 – Early Intervention

Tier 3 – Specialized Reports

Below are the daily tables for the school’s Average Daily Attendance.

Month	Attendance		Grade	Percent Present
August	90.21%		K	79.37
September	87.96%		1	90.00
October	86.36%		2	93.13
November	87.50%		3	88.39
December	87.70%		4	91.10
January	79.97%		5	90.67
February	84.35%		6	93.15
March	84.86%		7	90.48
April	N/A COVID-19		8	87.69
May	N/A COVID-19		Total	90.21
June	N/A COVID-19			
Total	86.11%			

Student Discipline

The Children's Guild DC Public Charter seeks to create a safe, academically, and socially enriched environment that enables students to utilize creative expression, be self-disciplined and make learning a life-long process through restorative practices and self-reflective experiences.

Annually, the school's rate for suspensions, long-term suspensions and expulsions will be lower than the rates for the state in the following categories: general education students and special education students.

Full Academic Year
General Education Suspension Rate: 4.1%
SWD Suspension Rate: 10.4%
Charter Sector Suspension Rate: unknown
Long-Term Suspension Rate: 0%
Expulsion Rate: 0%
Student Promotion Rate: 99.6%

Student Accountability Data 19-20

As with any data, numbers on the page need context to garner meaning and become operational for decision-makers at the school and community levels. Figure 1 – the table below – displays 2019-20 student accountability data for the Full Academic Year Enrollment.

This reporting breakdown follows the same date range as other PCSB assessment reporting criteria. Full Academic Year is defined as enrollment and attendance between October 5, 2019, and April 1, 2020. In this category, data for students who did not maintain enrollment for the full attendance period is not included. All Data represents all data regardless of student dates of enrollment.

*Figure 1 - Student Accountability Data SY 19-20**

	Full-Academic Year				
	SWD	% Repeat	GEN ED	% Repeat	Total
Total Number of Suspension Incidents	26		7		33
Individual Students Suspended	17	38.9%	7	0%	24
Total Number of Students	162		169		331
Total Suspension Percentages (%)	16%		4.1%		9.9%
Individual Students Suspended Percentage (%)	10.4%		4.1%		7.2%

**Figure 1* further delineates student accountability data for students with disabilities (SWD) and the general education population (GEN ED). The All Data Total for Individual Students Suspended Percentage (%) coincides with the audited suspension rate provided to The Children's Guild LEA from PCSB.

Rationale

Of the 33 suspensions for students with disabilities (Full Academic year), nearly 27% of the total suspension rate were by 3 students. While all special education students suspended presented serious safety risks and were properly suspended as a last resort, the seven students in general education displayed aggressive and often violent conduct that lead to social-emotional support and regular family and community support provided to correct the students' inappropriate behaviors. The impact of these students choices on TCGDC special education suspension rate is significant. Despite the school's effective social-emotional health supports, these extreme cases offered TCGDC no choice but suspension to protect the safety of all involved. TCGDC takes suspension decisions very seriously from an educational standpoint and through the lens of the Code of Student Conduct. The suspension rate is not reflective of TCGDC's ability to provide adequate supports to students with behavior challenges, but instead illuminates the serious challenges that the school addresses each day.

Student Supports

The student intake process is a major strategy that administration uses to build strong relationships with students and their families. As the Children's Guild seeks to support the unique needs of all students through responsive and restorative interventions. We have implemented the following measures to ensure that safety and student engagement are restored as a deterrent to out of school suspension.

- Sensory/De-escalation room - This space is an opportunity for students to reduce unwarranted behavioral outcomes and to reduce external stimuli that may prompt these outcomes. Students are encouraged and supported by a member of the behavioral team as they take the time necessary to regain focus and resolve the concern, which initiated the behavioral escalation in the first place.
- Behavior Coaches and Student Support Centers - Initial incidents, which require a moment of reflection, are addressed by trained behavioral staff within our student support centers and in classrooms for in-the-moment student support.
- Social Workers, provide targeted and holistic support, offer students relaxation techniques, coping skills, and conflict resolution skills that enable the student to learn to self-regulate and utilize effective coping skills.
- Restorative Instruction Class - In times where the previous interventions do not result in improved behavior outcomes, students have the opportunity to work in small restorative groups with a member of the behavior team and a member of the social work team to resolve the inter-personal concerns that have led to the behavioral outcomes. Students have this opportunity as a vehicle to continue their studies and receive the necessary support to de-escalate and swiftly return to class.

While each supportive measure is implemented to minimize and even prevent an out of school suspension, we must protect the opportunity for all students in the school to engage in learning and be safe - personally and interpersonally. Thus, if a student exhausts all the supports listed

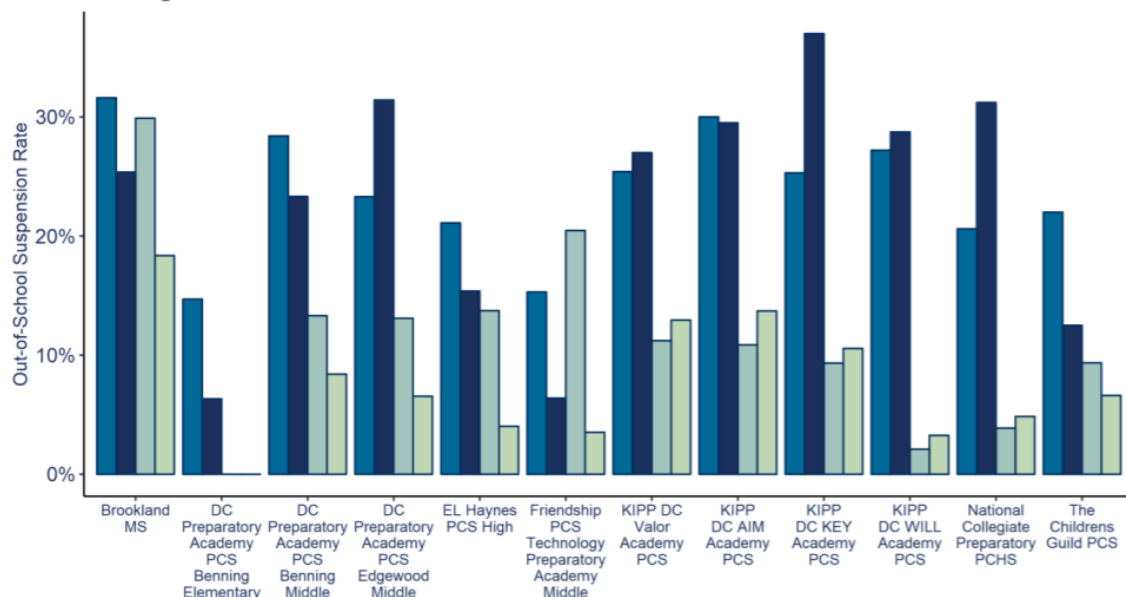
above and persists in their conduct that is severely disruptive to the learning environment, an out of school suspension may be issued as a last resort.

Progress towards the goal:

Student data took a different direction this year as we had established a strong culture and did not encounter many new shifts in the student body. There were a couple of students who were having significant difficulties outside of school, which resulted in negative school interactions. The spike in our discipline data normally happens at the beginning, but this year our spike occurred at the turn of the new year, as stressors from family shifts, community moves changed the effectiveness of our increased behavior support. Student suspensions typically peak in October as the school doubles down on establishing a strong school culture for students. New and current students work hard to adjust to a new school year and/or learning environment while teachers reinforce systems to manage student behavior. Our Behavior Support Teams had to complete more community support work, home visits and family engagement meetings to support the crisis that our students were struggling with in January and February.

Month	Suspensions 16-17	Suspensions 17-18	Suspensions 18-19	Suspensions 19-20
September	10	2	2	1
October	7	9	14	4
November	11	4	7	4
December	8	5	4	4
January	11	4	5	9
February	8	3	4	9
March	9	3	4	2
April	4	5	0	0
May	6	6	1	0
June	0	0	2	0

Figure 16: Out-of-School Suspension Rates of Schools who have Decreased Their Suspension Rate by Ten or More Percentage Points since 2015-16



*Figure above has been obtained from OSSE's SY18-19 State of Discipline Report

The National School Climate Survey for Parents

Annually, the mean score on (the domains of Connectedness and Engagement will be 4.0 or higher on a scale of 1 (Strongly disagree) to 5 (strongly agree).

Met: 4.0 on a scale of 1 to 5.

Progress towards the goal:

TCGDC continues to make strides around parent engagement. The number of parent respondents continues to increase each year because the school expands more outreach for parents to become more engaged at the school level. The school seeks input from parents using multiple modalities including social media Facebook, website – tcgdc.org, online engagement platforms – LivingTree, home visits, community meetings, email, phone calls, and in-person meetings. Each year the school offers three to four major events that are highly regarded by the parents, which underscore our goal of connectedness and engagement. Our parents and families have a strong interest in providing the school with feedback during the survey window; however, many of our families cannot access technology from home, which is why the events are vital, such that parents can access technology from the school.

The Gallup Poll

Annually, the grandmean of students will meet or exceed the national grand mean on the “**Hopeful**” domain on a scale of 1 (strongly disagree) to 5 (strongly agree) on the Gallup Student Poll. Hope is defined as the ideas and energy students have for the future.

Met: 4.32 National Grandmean: 4.20

Annually, the grandmean of students will meet or exceed the national grand mean on the “**Engagement**” domain on a scale of 1 (strongly disagree) to 5 (strongly agree) on the Gallup Student Poll. Engagement is defined as the involvement in and enthusiasm for school.

Not Met: 4.12 National Grandmean: 3.85

Progress Towards the Goal: The overall survey results were strong. In addition to outperforming the national grand mean in Hope, the TCGDC students continue to outperform the national sample in Entrepreneurial Aspiration and Financial Literacy. TCGDC takes inspiration from this trend and continually works to develop a sense of student identity and community within the school with multiple events that enhance student well-being.

Lessons Learned and Actions to Be Taken

Delivering on the Mission

The Children’s Guild DC Public Charter has a mission to serve all students in the district including students with unique needs. Building upon this philosophy established by The Children’s Guild Organization, TCGDC has created a strong climate characterized by feelings of safety and support for students and recognizing that academic success can only be realized when a child is ready to learn. Many of the students who enroll in TCGDC are not ready to learn when they first come to school – grappling with many social and academic gaps. Recognizing these facts, TCGDC offers students love, hope, and rich learning experiences from the moment they step into the building. In this environment, students learn to feel safe and to understand that life is a journey, where patience and effort are a pathway to achieve success.

Students who attend TCGDC often encounter/have encountered many personal setbacks and challenges—often including traumatic life experiences. To address this reality, the school has made shifts each year within its instructional, staffing, and SEL programming to effectively support students and their families. TCGDC employs a CARE team consisting of 7 full-time social workers to assist students and their families with counseling; 5 behavior coaches to mentor and support students and teachers with managing challenging behaviors through restorative practices; therapeutic behavior aides to support students in class with in-the-moment redirection and focus reminders; and classroom teaching assistants to support students academically in the classroom. TCGDC wants to ensure that each student is uniquely served and has the necessary tools to grow and reach their full capacity. Experience and time has proven that our efforts are invaluable to students who remain with us for more than one year as evidenced by the end of the year (EOY) iReady scores and positive shifts that have occurred in PARCC achievement.

The school will continue to deploy social workers to work directly with students during the school day and provide wrap around services to families. For the 19-20 SY, the school introduced a model whereby social workers also work directly with students who have been identified through the SST process as being at-risk as an early intervention strategy. The school’s parent liaison works closely with families to remove barriers that frequently prevent students from attending school at least 90% of the school year and offers workshops and other training opportunities for parents to learn how to build strong school to home connections.

Selecting and retaining staff committed to working with an urban population, whose school experience has not always been the most positive socially, emotionally, and/or academically is a critical task and priority at TCGDC. As such, the professional development plan for the 2019-20 school year aggressively targets the connection between an SEL-rich and academically focused climate. Addressing our student's reading gaps is facilitated by the continued integration of the Voyager Passport reading intervention program by all teachers who were assigned to teach reading. Teachers will maintain a laser focus on identifying and addressing gaps in phonological awareness, vocabulary, and reading comprehension. Additionally, TCGDC hired four additional instructional coaches to provide job-embedded coaching and professional development to classroom teachers and teacher assistants.

Whole Brain Teaching (WBT) was implemented with fidelity and helped teachers to strengthen student engagement using the three learning modalities. Integrating WBT also helped to build relevance and served as a common vehicle for helping teachers make connections with students. Whole Brain Teaching provided not only a common language among the staff and students, but consistent protocols that were melded with solid instructional practice. In addition, staff survey results illuminated the need for social and instructional support for all adults in the building. As a result, TCGDC has created several avenues to intensify the connection among staff unified by the TCGDC mission and common work, where mutual collaboration and support set the tenor of the environment for staff and students.

Teacher Capacity

The key to student success is teacher instructional capacity. Building said capacity begins with teacher recruitment and engagement, where developing a growth mindset for children, creating a supportive environment, and employing instructionally effective, content-standards based practices form the cornerstone of practice and growth. Once onboarding has been completed, capacity is further developed through in-the-moment and reflective instructional coaching in three key pathways: whole staff learning, grade-level and content-specific learning, and individual, one-on-one learning. Teachers utilize data from individual lessons for instruction, including iReady diagnostic and instruction results, to support students in achieving grade-level content standards in both literacy and math.

Weekly data meetings have had the greatest impact on helping teachers to identify and address academic gaps. The weekly data meetings (WDM) focus on content knowledge, interpreting and unpacking content standards, and deploying appropriate instructional moves in response to student data. These meetings are led by the instructional coach and/or the academic dean in collaboration with the teacher. Grade groups meet weekly to plan and rehearse rigorous lessons prior to execution in the classroom. Instructional lessons must include differentiation for students with specific needs with appropriate scaffolds for all learners present. The administrative team and academic coaches perform structured observational walks grounded in student work and explicit feedback. Each coach/academic dean is required to debrief with the teacher personally prior to the end of the day using the notes from the debrief to build future meeting action steps. Teachers receive specific feedback to improve classroom practices and student outcomes.

TCGDC instructional staff can be categorized in four ways: new/novice teachers, those requiring substantial assistance, those requiring some assistance, and those who are master teachers and can serve in leadership roles. Administrators and academic deans meet with individual teachers to hone their practice.

Highly effective teaching is the result of the recruitment, development, and retention of staff – recruitment chief among them. Fully understanding the importance of recruitment, TCGDC has utilized myriad sources of recruitment across the year including: national educator posting sites, job fairs in DC and the Mid-Atlantic Region, partnerships with colleges and universities with education departments, personal networks of staff, and teacher preparation programs – Teach For America and Urban Teachers. Constructing these pipelines allow TCGDC to create a sustainable pipeline of “home grown” teachers. A pivotal factor in the selection process is experience in urban settings, with high academic student performance and expertise in managing learning for students with disabilities.

TCGDC adopted a teacher evaluation model based on the Danielson Framework for Teaching whose domains include planning and preparation, instruction, classroom environment, and professional responsibilities. In addition, the teacher evaluation model includes student progress and data from surveys and discipline referrals. Teachers are identified as needing monitoring, support, or intensive support. Support is provided by the administrative team and the coaches. Formal observations follow the classroom visits, and teacher progress is documented using Whetstone, a computer-based platform. Under-performing teachers are placed on intensive support plans, coached using the most invasive model, and monitored closely based on clear action steps. Teachers failing to make any progress following this level of support are dismissed from their position and an instructional coach is assigned to support the class until a suitable replacement instructor is found.

The administration understands that selecting and retaining the right teachers is critical to mission success. TCGDC offers competitive salaries but more importantly, it offers opportunities for growth and innovation in the instructional space. The school team openly shares responsibility and opportunities for growth, allowing teachers distributive leadership opportunities.

Student Support

The school employs three systems to identify appropriate interventions for students. Localized at the grade-level band, the first tier is chaired by the grade-level band assistant principal and includes grade-level teachers and special educators. In this working group, lessons are developed to differentiate instruction for students with traceable intervention data. Many of the students at TCGDC require substantial interventions for academic and behavioral support through the grade-level teams. Initial assessment requires a diagnostic administration of iReady, which is a computer adaptive assessment tool. State assessment scores, student work samples, and social-emotional observational notes are examined to determine appropriate next steps and further interventions.

Students requiring additional assistance are referred to the Student Support Team (SST), which serves as a second tier of identification and response. The team requires data on academic

performance, behavior, organizational skills, and mental health observations be initiated for a student. At this meeting, the team determines specific intervention plans tailored to the student at hand with regular cycles of data review for efficacy and for the team to mobilize resources for interventions. The deployment of resources and changes in staff schedules to accommodate students requires a systematic approach, with approval from the Chief of Educational Services. One result of the SST process can be student referral to the IEP process for evaluation, when interventions are not effective.

The third tier of review and identification occurs with the CARE Team. The CARE Team looks at aggregate data including attendance, discipline referrals, family crisis, counseling notes, and data sheets compiled by Therapeutic Behavior Assistants (TBAs). These data sheets track individual student performance and behavior on a regular time interval. This level of data scrutiny allows for the providers of service to look at both individual students and families. In addition, this holistic look at aggregate data can identify teachers who may need additional support. The CARE Team can also mobilize school resources to support a child, a family, or a teacher. Parents may also present concerns to the teacher or to student support personnel. Parent concerns are addressed immediately by the teacher. However, requests for additional support are automatically sent to the SST for further consideration.

Academics

TCGDC focuses on differentiating its instructional programming to meet students where they are, focusing on growth rather than ability. Some of the instructional shifts that have positively contributed to the school's gains are as follows.

- 1) Dimensions Math (K-5) & Eureka Math (6-8)—Both curricula are based on Common Core Standards and use a thematic approach, as well as support project-based learning and encourage mathematical discourse and critical thinking.
- 2) Project-Based Learning (PBL)—Based on the Buck Institute for Education, PBL pushes students to engage in real world problem-solving.
- 3) Balanced Literacy & Interventions—Using the tenants of Wit & Wisdom, Read Well, and Language Live for a balanced literacy approach, teachers approach reading and writing through an integrated lens. Students have daily opportunities to read, write, and speak using engaging, rigorous texts – both literary and informational.
- 4) Interim Assessment Data—Using standards-based instruction, teachers assess student mastery on a 6 to 8 week cycle. Following the assessment administration, teachers participate in a data dive using student work to identify strengths, misconceptions, and to create re-teaching/review plans.
- 5) Professional Development and Coaching—Following the data dive, appropriate adjustments are made to the coaching and professional development plan to ensure that teachers understand how to masterfully teach high stakes skills.
- 6) Arts Integration—The Wit & Wisdom Curriculum has provided teachers with a simplified approach to integrating arts into all subjects. Each module is designed around one topic that deeply explores all facets of a particular theme. The curriculum includes works of art, history, and music as a form of engagement and expression.

As evidenced by the Qualitative Site Review (QSR) that took place during the 2018-19 school year, TCGDC is well positioned for sustainable growth. Administration monitors data from the instructional systems and tools weekly to modify and adjust practices to accommodate student needs and inform professional development opportunities. Interim assessment data (IA), I-Ready and reading intervention data are reviewed quarterly, so teachers and administrators can respond as soon as it becomes available. Resource teachers and interventionists also use this data to provide supplemental services to students during and after the school day, as well as during summer intersessions.

The outcomes of the QSR visit confirmed that indeed TCGDC is on a positive trajectory predicated upon placing the needs of students first. Despite the many challenges staff face in serving this unique student population, the school continues to close the key gaps at a steady rate.

Unique Accomplishments

Kids First Conference-- The Kids First Conference was created by the National At-Risk Education Network (NAREN), a nonprofit educational agency dedicated to promoting the success of at-risk youth in schools and supporting the professionals who work on their behalf. The Children's Guild is proud to be an affiliate of the national organization serving children, families, and child-serving organizations. Kids First is dedicated to transforming how America educates and cares for its children through education, behavioral health and national training and consultation services. Staff employed at TCGDC served as conference presenters sharing strategies that have helped the school improve academic and behavioral outcomes for the District's most fragile student population.

George Washington University Partnership

The 2019-20 school year we officially re-established a partnership with The George Washington (GW) School of Human Development MA Ed HD program. Several TCGDC and Children's Guild leaders are graduates of the program, which equips educators with essential skills in supporting students with special needs, especially emotional regulation concerns. We currently have one teacher in the master's program and hired two of the spring 2019 graduates to be Lead Special Education teachers. The GW partnership is the just one of the programs available to staff, who seek to remain with TCGDC and deepen their practice through further education and training. Participants in the program have the opportunity to continue teaching and implement acquired skills in the classroom right away, as well as become training teachers for future student interns that need to complete the practicum portion of their Master's degree. We are excited about the benefits for students because of this partnership and the dividends for our instructional community because of teachers participating in the program.

KIPP Certification Fellowship Partnership

TCGDC has long sought to formalize professional learning for staff who seek to deepen their instructional practice and constructing an effective pipeline of special educators has proven a constant struggle. The school successfully developed a partnership with KIPP to provide noncertificated teaching staff an opportunity to become certified in special education offered through a yearlong fellowship. KIPP's SPED Fellowship, like the GW partnership, allows teachers to continue their work in the classroom, while cementing their learning and attaining eligibility for certification. Through this partnership, the school can create a sustainable pipeline of special education teachers capable of supporting our students in a variety of settings within our school, which is an exciting value-added

proposition for students and families. Four of our teachers achieved their Special Education certification this schoolyear.

RELAY GSE

National Principal's Academy Fellowship (NPAF) and National Principal's Supervisors Academy (NPSA) Second to instructional effectiveness, school leader effectiveness is a key determinant of school success. TCGDC, understanding areas for growth, launched a partnership with NPSA and NPAF to bring the effective practices around the seven levers of leadership to the TCGDC school community, and to deepen the school's commitment around the two super-levers – Data Driven Instruction and Student Culture. Throughout this process, leaders will continue to build the systems and structures that enable students to be successful in the classroom through enhanced instructional coaching, strategic professional development, and precise data reviews. We sent four of our Instructional leaders to the Relay Academy and three received their certification in the Spring of 2020.

Five Year Public Charter Renewal

TCGDC successfully achieved its five-year renewal with the DC Charter board.

[List of Donors](#)

TCGDC did not have any donors or grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2019-20 school year.

Appendices

Appendix A

STAFF ROSTER as of 10/05/2019

Last Name	First Name	Position	Education Level
ALEXANDER	IVA	Speech Language Pathologist	Masters
ALEXANDER	JASMIN	Therapeutic Behavior Aide	Bachelors Business Management
ALSTON	BREEONA	Teacher Assistant	Some College
ARMSTRONG	MICHAEL	Teacher Physical Education	Bachelors Sports Management
ARNOLD	BRITTANY	Therapeutic Behavior Aide	HS Diploma
BARKSDALE	ANTOINETTE	Teacher Assistant	Some College
BARTAKKE	ELISE	Teacher Assistant	HS Diploma
BEALE	DAJIAH	Therapeutic Behavior Aide	HS Diploma
BEARD	VICTORIA	Teacher	Masters STEM
BENTLEY	MONTEZ	Teacher Assistant	BS Sports Management
BUTLER	ANNETTE	Teacher	BS in Science
CADOGAN	FLOYD	Maintenance Technician II	HS Diploma
CAIN	ACACIA	Teacher Assistant	HS Diploma
CALDWELL	MONICA	Teacher Special Education	Masters Special Education
CALHOUN	KAREN	Therapeutic Behavior Aide	HS Diploma
CAMPBELL	DEREK	Instructor	BS History
CAMPHOR	SHELBY	Teacher Assistant	Some College
CARTER	FRANCESCA	Teacher	Bachelors Social Work
CLARK	EBONNIE	IEP Coordinator	MS Elementary Education
CLAYTON	ALYCIA	School Social Worker	MS Social Work
CLEMONS	SHANIECE	Therapeutic Behavior Aide	48 hours college credit
COSE-PRIMUS	ALYSSA	School Social Worker	MS Social Work
CRUM	SHANEIA	Behavior Coach	Some College
CURTIS	ISA	Teacher Assistant	HS Diploma
DANIELS	BRYAN	Principal DC Charter	MA Education and Human Development
DAVIS	CHAKA	Teacher	Bachelors Urban Studies
DAY	MARY	Food Service	HS Diploma
DEVAUGHN	NASHONTE	Teacher Assistant	HS Diploma

DILLARD	DASHAWN	Lead Behavior Coach	BS Kinesiology
DUNBAR	ARTELIA	Therapeutic Behavior Aide	Associates Nursing
EDMONDS	KIARA	Therapeutic Behavior Aide	Some HS
ESTEP	RONESHA	Supervisor of School Operations	MS Education
FAULK	BRITTNEY	School Social Worker	MS Social Work
FUQUA	MARCELLINA	School Social Worker	MS Social Work
GILES	MELODY	Student Recruitment Coord./Community Liaison	Some College
GOSSIN	PRISCA	Teacher Assistant	BS Child and Adolescent Studies
GREEN	CHERISH	Therapeutic Behavior Aide	HS Diploma
GREEN CLARKE	CLEOPATRA	Teacher Assistant	HS Diploma
HARGROVE	KIARA	Instructional Specialist	MS Administration and Supervision
HARTRANFT	ANNA	Instructional Coach	Ph.D. Special Education
HARVEY	KRISTIE	Teacher	Bachelors Criminology
HAWKINS	SHANAY	Teacher Assistant	HS Diploma
HEBRON	TRINA	Food Service	HS Diploma
HERBERT	KENEDE	Teacher Special Education	BS Early Childhood
HERNANDEZ	GUADALUPE	Teacher Special Education	Masters Special Education
HILL	JOSHUA	Teacher Assistant	MS Forensic Psychology
HOGAN	TIAIRRA	Teacher Assistant	Some College
HOLLAND	SHANE	Therapeutic Behavior Aide	HS Diploma
HOLLEY	SHARLISA	Teacher Assistant	Some College
HOLMES	MACOBY	Therapeutic Behavior Aide	BS Business Management
HOPKINS	BRIANA	Instructional Coach	BS Elementary Education
HOPWOOD	RENEE	Teacher	MS Education
HOWARD	EDWINA	Teacher	Bachelors English
HOWELL	STEVEN	Teacher	MS Special Education
JACKSON	TANNA	Supervisor of Special Education	Doctorate Special Education
JACKSON	ANDRE	Teacher Assistant	HS Diploma
JEFFERIES	RODNEY	Teacher	Bachelors Business Management
JOHNSON	ROSA	Teacher	Bachelors Criminal Justice
JOHNSON	DARYL	Teacher Special Education	Bachelors Liberal Arts

JOHNSON	NICOLE	Therapeutic Behavior Aide	HS Diploma
JONES	CARLITA	Instructional Coach	MS Educational Leadership
JONES	ANGELA	Library Media Aide	HS Diploma
JONES	MAKIA	Teacher	Bachelors Social Work
JONES	LYNETTE	Teacher Special Education	Masters Mpa
JONES	JAMAL	Teacher	Bachelors Psychology
KAUFMAN	JENNIFER	Teacher	Masters Elementary Education
KELLY	MALIK	Teacher Assistant	Some College
KING	MARTINA	Therapeutic Behavior Aide	HS Diploma
KIRKSEY	TERRENCE	Teacher Assistant	Bachelors Sports Management
KNOX	KENDALL	Teacher	Masters Educational Leadership
LEWIS	MALAJIA	Therapeutic Behavior Aide	48 hours college credit- Dental Asst
LIVINGSTON	ELLEN	Lead Social Worker Supervisor	Masters Social Work
LUNDY	AQUIRRA	Instructor	Bachelors in Fine Arts
MABRY	TYLEISHA	Therapeutic Behavior Aide	HS Diploma
MAJOR	ASHLEY	Therapeutic Behavior Aide	HS Diploma
MCBRIDE	ALEXSEYIA	Therapeutic Behavior Aide	Bachelors Early Childhood Education
MCGEE	SOLOMON	Teacher	Bachelors Recreational Management
MCRAE	CLOYD	Maintenance Technician II	HS Diploma
MENJIVAR	JOSE	Maintenance Technician Supervisor	HS Diploma
MILLER	SHAVONNIA	Teacher	Bachelors
MILLING	MICHELE	Therapeutic Behavior Aide	HS Diploma
MUSCHETTE	LISA	Therapeutic Behavior Aide	HS Diploma
NICAISE	EMILY	School Social Worker	MS Social Work
NICHOLSON	DIRAY	Teacher Assistant	HS Diploma
NICKERSON	PATRICIA	Behavior Coach	HS Diploma
OMANA	CARLOS	Teacher	Bachelors English
PARIS	CANDACE	Therapeutic Behavior Aide	Bachelors Criminal Justice
PAYEN	KEYASHA	Therapeutic Behavior Aide	Associates General Studies
PHILLIPS	GREGORY	Behavior Coach	BS Criminal Justice
PHILLIPS	LAKITA	Therapeutic Behavior Aide	HS Diploma
PHOENIX	TIFFANY	Speech Language Pathologist	Masters Speech and Language

POSEY	ASHLEY	Registrar	Some College
POWELL	ALYSHA	Instructor	Some College
RASHAD	ELIJAH	Therapeutic Behavior Aide	AA Mass Communication
RAY	ARMANI	Teacher Assistant	HS diploma
RICH	APRIL	Teacher Assistant	Some College
ROBINSON	CIERRA	Teacher Assistant	BS Health Science
ROY	ROSITA	Teacher	Masters Urban Education
ROY	TIERA	Teacher Assistant	Some College
ROY	RAINA	Therapeutic Behavior Aide	Some College
RUTLEDGE	ERIN	Teacher Special Education	Masters Special Education
SEALES	SEDRICK	Teacher Assistant	Some College
SHERWOOD	HARLEY	Teacher	Bachelors English
SINGLETON	TONYA	Teacher Special Education	Masters Human Services
SMITH	DANIELLE	Instructional Coach	BA Secondary Education
SMITH	DEDRA	Teacher Assistant	Bachelors Human Development
SPRINGER	TAYLOR	School Social Worker	MS Social Work
ST. JOHN	ANDREA	Assistant Principal	MS Elementary Education
STANLEY	GLENN	Teacher Assistant	48 hours college credit Recreation Communication
STIDHAM	BRETT	Assistant Principal	MS Education Leadership
THOMAS	OZELLE	Agency Food Service Coordinator	AA Health Services
THOMPSON	ARTHUR	Behavior Coach	Masters in Counseling
TIMUS	CRYSTAL	School Administrative Assistant	Some College
TURNER	KENNETH	Teacher Assistant	BS Computer Graphics
VENABLE	CHARISE	Therapeutic Behavior Aide	HS Diploma
VERNON	AYANA	Teacher	Bachelors Accounting
WARD	DAPHNE	Teacher Special Education	Bachelors Rehabilitative Counseling
WARF	LAURIE	Teacher Special Education	Masters Urban Education
WHITEHEAD	DYAMOND	Therapeutic Behavior Aide	HS Diploma
WILLIAMS	LESLIE	Health Instructor	Masters Public Health
WILLIAMS	DERRICK	Lead Special Education Teacher	Bachelors History and Early Childhood
WILLIAMS	SHON	Teacher Music	Bachelors Music

WILLIAMS	DIRMETRIA	Therapeutic Behavior Aide	HS Diploma
WILLIAMS-HENRY	KEVIN	Teacher Assistant	Some College
WILLIS	ADRIANA	Teacher Special Education	Masters Special Education

**The CHILDREN’S GUILD DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD 19-20**

1. Imani Samuels (**CHAIR**)
District of Columbia Resident – Joined 2017
2. Lesley Nesmith MA, OTR/L, ATP (Member)
District of Columbia Resident – Joined 2015
3. Chris Zimmerman (Member)
District of Columbia Resident – Joined 2015
4. Dana Baughns (Member)
District of Columbia Resident – Joined 2015
5. John Ferguson, PHR (Member)
District of Columbia Resident – Joined 2015
6. Melody Giles, **General Education Parent Representative* -Parent complaint liaison for DC PCSB**
District of Columbia Resident – Joined 2016
7. Cleopatra Green-Clark, **Special Education Parent Representative***
District of Columbia Resident – Joined 2016
8. LaTonia Cokely (**Leave of absence**)
District of Columbia Resident – Joined 2018
9. Dr. Jason S. Henderson, CEO (Member)
District of Columbia Resident – Joined 2019
10. Rev. Charles W. McNeill, Jr. (Member)
District of Columbia Resident – Joined 2019
11. Joan Payne (Member)
District of Columbia Resident – Joined 2019

**Parent Representation*

***All board directors are voting members.*

Children's Guild - D.C. Campus
Statement of Financial Position
As of June 30, 2019

As of Date:

06/30/2019

	UNAUDITED	
	2019	2018
Assets		
Current Assets		
Cash and Cash Equivalents	1,198,123	1,113,031
Accounts Receivable	722,322	605,179
Prepaid Expenses	150,576	33,021
Total Current Assets	2,071,021	1,751,231
Long-Term Assets		
Deposits	185,000	185,000
Total Long-Term Assets	185,000	185,000
Fixed Assets		
Total Fixed Assets	4,013,509	4,060,158
Total Assets	6,269,531	5,996,389
Liabilities and Net Assets		
Liabilities		
Current Liabilities		
Accounts Payable	508,494	55,050
Accrued Expenses	509,467	341,648
Intercompany Payable		603,878
Total Current Liabilities	1,213,508	1,000,576
Long-Term Liabilities		
Deferred Revenues	(1)	-
Deferred Rent	4,053,929	4,254,660
Total Long-Term Liabilities	4,053,928	4,254,660
Total Liabilities	5,267,437	5,255,236
Net Assets		
Total Net Assets	1,002,094	741,153
Total Liabilities and Net Assets	6,269,531	5,996,389

Children's Guild - D.C. Campus
Statement of Activities
As of June 30, 2019

As of
Date: 06/30/2019
Location
: Children's Guild - D.C. Campus

	<i>UNAUDITED</i> 2019	2018
SUPPORT AND REVENUES		
Grants - federal awards	848,498	865,745
Grants - other	31,161	88,724
Contributed services	-	-
Per-pupil allocation	12,548,319	11,860,551
Other revenue	129,740	203,473
TOTAL SUPPORT AND REVENUES	13,557,718	13,018,493
EXPENSES		
Educational program services	11,549,049	9,931,476
Management and general	1,747,728	2,371,709
TOTAL EXPENSES	13,296,778	12,303,185
Change in Net Assets	260,941	715,308
Net Assets - Beginning of the Year	741,153	25,845
Net Assets - End of the Year	1,002,094	741,153

Appendix D--Approved 2020-21 Budget

	Annual Budget 2020-2021
Per Pupil Charter Payments - General Education	3,829,385
Per Pupil Charter Payments - Categorical Enhancements	6,904,888
Per Pupil Facilities Allowance	1,131,579
Federal Funding	742,282
Other Government Funding/Grants	390,488
Private Grants and Donations	-
Activity Fees	-
In-kind revenue	-
Other Income	-
TOTAL REVENUES	12,917,622
Principal/Executive Salary	412,021
Teachers Salaries	1,448,809
Special Education Salaries	2,661,543
Other Education Professionals Salaries	1,245,187
Business/Operations Salaries	327,262
Administrative/Other Staff Salaries	113,090
Employee Benefits and Payroll Taxes	854,289
Subtotal: Personnel Expense	7,062,201
Educational Supplies and Textbooks	130,000
Student Assessment Materials/Program Evaluation	16,600
Contracted Student Services	135,000
Food Service	303,428
Other Direct Student Expense	5,030

Subtotal: Direct Student Expense	590,058
Rent	1,254,995
Depreciation (facilities only)	-
Interest (facilities only)	-
Building Maintenance and Repairs	51,000
Contracted Building Services	167,862
Other Occupancy Expenses	168,300
Subtotal: Occupancy Expenses	1,642,157
Office Supplies and Materials	15,000
Office Equipment Rental and Maintenance	20,000
Telephone/Telecommunications	47,400
Legal, Accounting and Payroll Services	136,200
Insurance	29,287
Transportation	878,193
Professional Development	80,000
PCSB Administrative Fee	129,176
Management Fee	1,550,115
Interest Expense (non-facility)	12,000
Depreciation and Amortization (non-facility)	562,958
Other General Expense	129,666
Subtotal: General Expenses	3,589,995
TOTAL EXPENSES	12,884,412
Change in Net Assets	\$ 33,210

SY 2019-20 Annual Report Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source Data Point

PCSB	LEA Name: The Children's Guild DC PCS
PCSB	Campus Name: The Children's Guild DC PCS
PCSB	Grades served: Alternative
PCSB	Overall Audited Enrollment: 331

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	13	12	26	24	38	35	63
Grade	7	8	9	10	11	12	Altern- ative	Adult	SPED*
Student Count	66	54	0	0	0	0	0	0	0

Student Data Points

School	180
PCSB	Suspension Rate: 7.9%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.49%
PCSB	In-Seat Attendance: 86.3%*
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: 5.4%** (18 students)*

PCSB **Midyear Entries: 0.0%** (0 students)*

PCSB **Promotion Rate (LEA):** 99.6%

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:** 27.27%

School **Number of Teachers:**
33

Teacher Salary

School Average: \$66,995.49

Range -- Minimum: \$40,719.63

Maximum: \$89,100.00

Executive Salaries

School	Name	Position	Annual Salary 2019-2020
	Bryan Daniels	Principal	106,637.00
	Tanna Jackson	Supervisor of Special Education	106,637.00

**Disclaimer—The Children’s Guild acknowledges that DC PCSB’s review and publication of this annual report does not imply concurrence or disagreement with the content herein.*