

ANNUAL REPORT

School Year 2020 – 2021

BDC, A Public Charter School, Inc. BASIS DC
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Chairman of the Board

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1. ANNUAL REPORT NARRATIVE

I. School Description

A. Mission

The mission of BASIS Charter Schools is to empower students to achieve at globally competitive levels with a transformative K–12 academic program.

B. School Program

1. School Program. Summary of Curriculum Design and Instructional Approach.

Curriculum Design

The BASIS Charter Schools Curriculum is an organic article. A new, higher quality version of the curriculum is created each year through the process of collaboration between BASIS management and BASIS teachers. The teachers design their own subject syllabi based on their review of relevant subject syllabi from the previous school year(s) and requirements defined by the key subject exams (Pre-comprehensive, Comprehensive, Final, Alternative AP, Internal Baseline Tests, AP exams and State Assessments, and others). The teachers also participate in designing key exams. The academic leadership audits the syllabi and formulates final versions of key exams. This process assures continuity of the BASIS Charter Schools Curriculum and determines any revisions that may be necessary due to changes in:

- The state of knowledge
- The structure of the BASIS Charter Schools Curriculum: subjects offered, hours taught, graduation requirements, etc.
- DC Educational Standards and implementation of District assessments (PARCC)
- Student structure: grade and group structure, parallel entry of students from other schools

Key Exams are high stakes exams with a heavy weight in determining the students' final grade. These exams are specific assessment tools used to ensure students' academic progress at BASIS.

Key Examinations serve three purposes:

1. To evaluate the extent to which students master and retain the material taught during the school year. In the case of Comprehensive Exams, the students who do not master material at the basic level will get a chance to repeat the test (or grade).
2. To evaluate how BASIS students in specific BASIS institutions perform compared to other BASIS institutions and how they compare to students in previous years.
3. To evaluate how BASIS students perform compared to external and international standards. It is our goal to assure BASIS students are able to compete in the global marketplace.

The key examinations have three types of questions (which differ in quantity depending on grade level):

1. Questions, written by the course teacher, testing how well students understand and retain material covered in the class.
2. Questions coming from the BASIS question bank: written by all BASIS staff and teachers.
3. Questions, written by the experts outside the school, testing how BASIS students compared to international standards. The Academic Mentor's team (not including the course teacher) selects these questions from standardized tests used on students in the same grade level outside of BASIS. Students do not know which questions are supplied by their teacher and which are outside questions.

Pre-comprehensive Exams (used as Comprehensive Exam practice in Middle School) and Final exams (used for pre-advanced placement classes in Upper School) include mostly teacher-written questions. Conversely, Comprehensive Exams include more external questions with at least 75% coming from the BASIS question bank or external experts, and the AP Exams are completely external exams, created and evaluated by The College Board.

Instructional Approach

Creating and reinforcing a culture of academic excellence

The BASIS school culture makes high academic achievement and intellectual engagement the norm and allows students to realize their own great academic potential.

Recruiting knowledgeable teachers

Hiring teachers with subject matter expertise is especially important at BASIS because teachers play a critical role in curriculum development and syllabi design. As a growing school, BASIS DC sought many diverse avenues to recruit the best and the brightest teachers.

Training teachers for success

BASIS DC strives to create a culture of ongoing professional development in which teachers are accountable for improvement. Once prospective teachers are hired, they begin to prepare for the demands of the BASIS classroom and are supported in a variety of ways through our teacher induction and mentoring program. All BASIS DC teachers are required to participate in extensive professional development through summer workshops and week-long summer institutes. Instructional techniques, curriculum planning, resources, and student support strategies are addressed to ensure students succeed and educational gains are achieved. Workshops cover an array of instructional areas rounding out quality student interaction and engagement. The goal is to expose BASIS teachers to various instructional strategies and methods to allow them, as professionals, to determine which approach works best for them.

Throughout the school year BASIS DC teachers are partnered with the Director of Planning and Instruction, who serves as their primary instructional coach. This coach builds upon knowledge of classroom management techniques, teaching methods, and pedagogical research that was reviewed in the summer training and helps teachers implement these best practices in real time.

To this end, all teachers participate in on-going observations and feedback cycles. These observations are centered on short-term and long-term pedagogical goals, classroom best practices, and tier-one strategies for student support. During feedback cycles, instructional staff design rigorous lessons and strategies to encourage students' higher-order skills. Instructional staff also participate in weekly Professional Learning Communities, during which they dive into conversations about classroom practices and growing their own pedagogy. Weekly staff meetings focusing on both vertical and horizontal alignment provide frequent discussions with grade-level and department teams.

Teaching personal responsibility

BASIS aims to teach students that success is the result of hard work. Regardless of academic standing, every BASIS student is supported and encouraged to improve and to reach for his/her/their highest academic potential.

Teaching students to take responsibility starts in the middle school. Teachers focus on helping students build organizational skills, proper note-taking techniques, and good study habits. Beginning in 6th grade, students are required to pass Comprehensive Exams in each core subject in order to progress to the next grade level. Comprehensive Exams ensure students are prepared to advance to more difficult material. Knowing they will be held accountable for information, students take their education seriously and learn to own it.

As students progress from one grade level to another, they become models for younger students and help reinforce the culture of personal responsibility and positive peer support.

For students that need additional support, BASIS DC provides an Academic Support Program and a robust Student Success Team with multiple tiers of support that reflect a strong commitment to our Child Find responsibilities. Academic supports may include differentiated instruction and the use of varied evidence-based instructional strategies by general education teachers, as specifically monitored and evaluated through observation and feedback cycles; weekly hour-long student hours held by every general education teacher so that students can receive individual support on content as needed or desired; and peer tutoring opportunities.

2. School Program. Parent involvement.

BASIS DC continues to work hard developing a community among our students, their families, and our faculty. The work we require of students is difficult. Thus, engaging parents around our expectations to ensure alignment between the school and families is of the utmost importance. As with our academic program, we have made efforts to replicate the manner in which we engage parents in the District, all the while being mindful that not all families want to engage with the school in the same way. To that end, we endeavor to connect with parents in a wide variety of ways so that communication flows freely.

The CJ. One of the most critical forms of parent communication and involvement occurs through the BASIS Communication Journal, referred to at BASIS as “The CJ.” This planner is more than a place to record class assignments; it is one of the ways the school communicates with families about their children’s academic and behavioral progress. At the start of the school year, parents receive and commit to the guiding principles and rules in the Parent Student Handbook, which means they not only understand the hard work and high expectations that BASIS demands but that they also agree to working with their child’s teachers through The CJ. Due to distance learning during school year 2020-2021, students were provided with a “virtual CJ” which proved to be as important a communication and engagement tool as during a typical school year.

Engagement: The following events and practices are all examples of the many ways in which parents were involved at BASIS DC during the 2020-2021 school year:

- **Annual Teacher Fund Gala:** The BASIS DC community joined together in supporting the Annual Teacher Fund (ATF) by throwing a virtual ATF Gala and Silent Auction. The ATF is the primary fundraising effort of the school, and all money raised goes directly to teacher discretionary bonuses.
- **Community Meetings:** The Head of School attended at least five local “neighborhood commissioner” meetings to check in with local government leaders, community members, and families to ensure that BASIS DC is an active member of our city-wide community.
- **Boosters Meetings:** One of the most critical ways in which BASIS DC involves all families is through communication and engagement with our parent partners known as our Parent Boosters Organization. The Head of School, Head of Operations, and the Boosters work hand in hand to ensure that messages are communicated timely and that the school management is in tune with our parents. Typically held on a monthly basis, Boosters meetings allowed parents the opportunity to receive “state of the school” addresses and volunteer for upcoming events.
- **Workshops:** BASIS DC held over ten parent workshops and town halls,

committing to our community one workshop or town hall a month. Parents uniformly reported that the workshops and town halls were helpful and support them in engaging with their school and student's academic progress throughout the year

- **Arts Showcases and Performances:** Despite the COVID-19 pandemic, BASIS DC had robust student and family participation in showcases and events, including our “On Stage Tuesday” virtual talent show, and “Trivia Thursday”. With the lifting of some COVID restrictions, students participating in Senior Research Projects were able to present their work in-person to the BASIS DC community.
- **ParentSquare:** Families of our Red Giants get regular communication through our electronic communication system—ParentSquare. This included critical operating information and announcements, opportunities for student and family engagement (extracurricular activities, special events, community offerings, and city services), and highlights of student achievements.
- **Wellness Calls:** Families received a weekly phone call from a teacher during full virtual instruction to check on student and family wellbeing and education attainment. As BASIS shifted to a partial reopening status, calls were made monthly.
- **Recruitment Events:** These events included a variety of virtual events including tours, Open Houses, and the city-wide EdFest.
- **Virtual Town Halls and Focus Groups:** Throughout the 2020-2021 school year, BASIS DC held monthly virtual town halls to ensure that students and families had the latest information regarding school events and operations, and to foster a continued connection with the school community. Additionally, the Head of School held bi-weekly “chat and chew” focus groups with various parents throughout the year.

II. School Performance

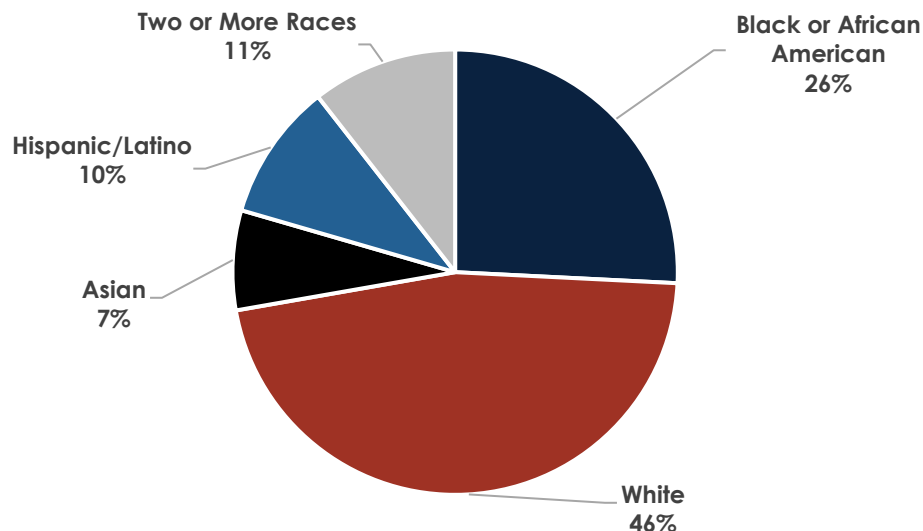
A. Performance and Progress

1. Performance and Progress. Meeting our Mission.

BASIS DC is striving every day to fulfill our mission of providing an academically excellent and rigorous liberal arts college preparatory education to all middle and high school students in the District of Columbia. BASIS DC is doing this by serving students from across the District and by maintaining our high academic standards and programming. We know that we will not fulfill our mission if we compromise our high expectations.

Our Philosophy. One of America's most enduring traditions has been the practice of education as an equalizer. No matter a child's economic background, geographic location, culture, or ethnicity, a quality education accessible to all students breaks down the barriers of poverty and the self-fulfilling prophecy of low-expectations. It prepares students to compete in a global economy. This tradition is threatened if our nations' schools are not successful. The first step in reversing this trend is to encourage innovation in education. BASIS was founded to raise academic expectations, student achievement, and academic accountability. BASIS DC continues to demonstrate that educational excellence can be replicated to fit the needs of diverse student populations in differing jurisdictions. BASIS DC strives to serve students by helping them reach their highest academic potential by raising academic standards, teaching quality, and expectations for student support.

Our Students. Our students are at the core of everything we do at BASIS DC. The BASIS DC student demographic for the 2020-2021 school year is represented in the graphic below:



BASIS DC is committed to providing equity of access to an exceptional education for all students in DC, as demonstrated not only by demographic diversity but also geographic diversity. In the 2021-2021 school year, BASIS DC drew students from all eight Wards and every residential zip code, across the District.

Our Teachers. Our teachers hailed from a broad spectrum of highly regarded colleges and universities and as is reflected in Appendix A our teachers hold a variety of degrees, with over half our teachers holding master's degrees or higher. BASIS DC is committed to investing in the best teaching force to ensure our students reach their academic potential as we strive to fulfill our mission. BASIS places a strong emphasis on ensuring our teachers are of the highest academic caliber and have deep subject matter knowledge of the area that they will teach. BASIS DC strives to create a culture of ongoing professional development in which teachers are accountable for improvement. Throughout the year, BASIS DC teachers are provided with robust instructional support in the areas of classroom management techniques, teaching methods, and pedagogical research. While the COVID-19 pandemic has resulted in unrepresented and unique challenges, BASIS DC teachers excelled in providing students with robust academic instruction and support via distance learning during School Year 2020-2021. This is reflected by student achievement on both internal and external assessments as documented in the sections below.

Our Results. Due to the COVID-19 pandemic, PARCC was not administered in the spring of 2021. However, results from the spring 2021 remote administration of FastBridge aReading and aMath assessments demonstrate BASIS DC is on track to fulfill the mission of academic success for our students. This data is reflected in the section below.

2. Performance and Progress. Our Goals and Academic Achievement

Lower School Curriculum

The curriculum at BASIS DC is consistent with the highest international academic standards and is designed to help students develop academic and organizational skills that prepare them for increasing demands of later years. By introducing high-level content standards in lower grade levels, BASIS DC helps to ensure students are exposed to these concepts early and often and have mastered the material by the time they enroll in the Honors and AP-level courses found in our Upper School Curriculum. Adhering to the BASIS model, BASIS DC's 5th grade students took nine separate classes, including Introduction to Science, Physical Geography, Math, English, Latin, Classics, Art, Drama, PE, and Music. In 6th through 8th grade, students took Biology, Chemistry, and Physics as separate subjects, like many top-performing peers in European and Asian countries. In 7th grade, students took additional supplementary courses like Logic and Economics and are exposed to college-level

material in their History coursework, with some students opting to take the AP World History exam at the end of 8th grade.

Upper School Curriculum

The curriculum at BASIS DC is designed to prepare students for college and beyond. Our demanding academic requirements ensure that students are immediately exposed to courses in all academic categories, prompting them to take on material with which they are unfamiliar and, often, uncomfortable, and finding ways to master it (including help from available and enthusiastic faculty, counselor support, and administrative guidance). The curriculum also demands that students take Advanced Placement classes in various fields, further challenging our students and, collaterally, ensuring that they can take and pass rigorous exams. Our Capstone classes, offered senior year, mirror the rigor and form of college-level seminars and hone the research skills our students have practiced throughout their time at BASIS DC. Finally, the opportunity to do senior projects caps off the experience at BASIS DC, enabling students to find, arrange, and participate in independent research opportunities. Not only does this enable students to work in-depth in a field about which they are passionate, but it also walks them through the steps of securing, maintaining, and thriving in a position, much like they will do after college while job searching. They learn what they need to be successful in a workplace long before seeking out a professional position.

Assessments

To ensure students master grade-level material, all BASIS DC students in 6th through 8th grade took Comprehensive Exams in seven core subjects at the year's end. Students prepared for these exams by taking Pre-comprehensive Exams ("Pre-comps") in the middle of the year and by completing final review units incorporated in each subject.

The Value of Pre-Comps

- *Pre-Comp exams give teachers excellent quantitative data on how well students are retaining information. This gives the teachers an opportunity to evaluate instructional methods and to adjust accordingly for the remaining school year.*
- *Pre-Comp exams are also an opportunity for students to get strong feedback in each of their core courses (Math, History, English, Biology, Chemistry, Physics and Latin/Foreign Language). With this feedback, families learn more about the effectiveness of study habits, and hopefully enter the second half of the year with a good idea of what strategies work well and where improvement is required.*
- *Pre-Comp exams are good indicators of students who are struggling, which helps our Student Support staff identify needs and implement plans to support the individual student.*

BASIS performs exhaustive data analysis on all of our internal exams. We use data to drive decision-making in the classroom so teachers have accurate measures of what is and is not working with their students. These analyses include overall comparisons, subject comparisons, and item-level analysis.

Comprehensive Exam Results

Students in 6th through 8th grade were administered Comprehensive Exams during School Year 2020-2021 as they would have during a typical school year albeit via a virtual platform.

FastBridge Student Performance

FastBridge is a nationally-normed, Common Core-aligned ELA and Math assessment that BASIS DC administers every year to students; for School Year 2020-2021, testing was administered virtually. FastBridge scores are used to determine student benchmarking for achievement and progress monitoring, and also to identify students in need of additional support or specific interventions. The data below reflects the percentage of students who were identified as At or Above Benchmark on Spring FastBridge testing. BASIS DC students showed great success with three-quarters of all students meeting or exceeding benchmark for School Year 2020-2021.

aMath Data

| Student Group | Percentage At or Above Benchmark |
|---|---|
| All Grades (5 th -11 th)* | 74.2% |
| Middle School (5 th -8 th) | 67.6% |
| High School (9 th -11 th) | 91.4% |

aReading Data

| Student Group | Percentage At or Above Benchmark |
|---|---|
| All Grades (5 th -11 th)* | 77.6% |
| Middle School (5 th -8 th) | 71.4% |
| High School (9 th -11 th) | 93.3% |

**Please note 12th grade students were not administered Spring FastBridge testing.*

College Readiness

SAT Performance

The SAT is the largest and most frequently required college acceptance exam. BASIS

DC is consistent with the highest international academic standards and is designed to help students develop academic and organizational skills that prepare them for the increasing demands of these high school exams. As such we are incredibly proud of our 2021 senior class scores.

Class of 2021 SAT results (based on March 2020 testing)

| Section | Range | Mean |
|------------------------------------|-----------------|-------------|
| Evidence-Based Reading and Writing | 500-780 | 638 |
| Math | 470-800 | 636 |
| TOTALS | 970-1580 | 1274 |

Advanced Placement Exams

In addition to successful outcomes for our graduates, BASIS DC has also demonstrated excellence in student academic achievement. The 2021 graduating class earned the following AP distinctions:

| | |
|--|-------|
| ● # of AP Exams taken by the end of grade 11 | 432 |
| ● Average # of AP Exams per student | 10.8 |
| ● % of students earning a 3 or higher on at least one exam | 97.5% |
| ● % of students recognized by the College Board | 80% |
| ● # of National AP Scholars | 18 |
| ● # of AP Scholars with Distinction | 12 |
| ● # of AP Scholars with Honors | 4 |
| ● # of AP Scholars | 16 |

PMF (Performance Management Framework) As Goals

BASIS DC adopted the PMF (Performance Management Framework) as goals in alignment with DC PCSB's Elect the PMF as Goals Policy. The PMF Goals Policy will allow for more consistently measurable school performance, and contains specific weighted and measurable indicators and targets.

As reported on throughout this document and in Section 2: Data Report, BASIS DC continued to progress towards and exceed the goals outlined in the PMF. Progress on specific goals are highlighted below:

- As statewide testing was not administered during School Year 2020-2021, BASIS DC cannot report on student progress and achievement as measured by PARCC. However, FastBridge scores show that BASIS DC students remain on track for academic success. FastBridge is a nationally-normed, Common Core-aligned test which is analogous to PARCC with regard to measuring student academic achievement and growth. 2019 PARCC testing demonstrated that 80.17% of BASIS DC students met or exceeded expectations in English Language Arts and 64.51% met or exceeded expectations in Math. 2021 Spring FastBridge scores show comparable results with 77.6% of students At or Above Benchmark for Reading, and a notable 74.2% of students At or Above Benchmark for Math. Additionally, students' scores for Reading grew an average of five points and an average of three points on Math between the Fall 2020 and Spring 2021 administrations of the tests. These results demonstrate that BASIS DC students continue to show high levels of success and academic growth over time, despite unprecedented challenges due to the COVID-19 pandemic.
- BASIS DC high school students continue to show exceptional levels of achievement and preparedness for college and career success. All 9th grade students for School Year 2020-2021 are on track to graduate within four years. All 12th grade students for School Year 2020-2021 graduated within 4 years and were accepted to a four-year college or university. 97.5% of 12th grade students achieved at least one 3 on an AP exam and 100% achieved at least a 900 total score on the SAT.
- In spite of the COVID-19 pandemic, BASIS DC still maintained a positive school environment and excellent levels of student engagement. For School Year 2020-2021, BASIS DC had an in-seat attendance rate of 97% with a chronic absenteeism rate of 4%; these two data points point to the significant efforts put forth by BASIS DC in maintaining student engagement during the unprecedented challenges presented by distance learning. BASIS DC also reported a reenrollment rate of 91%, also demonstrating high levels of family and student engagement and satisfaction with BASIS DC.

B. Unique Accomplishments

BASIS DC is most proud of our students' strong academic performance, ranking us among the top schools in the District, including ranking as the #1 open-enrollment high school in the District of Columbia by *US News & World Report*. But BASIS is also invested in developing a love of lifelong learning and creating within students a deeper appreciation of how knowledge enriches their lives. BASIS DC is proud to report that in addition to our students' strong objective measures of academic achievement, the school and our students had many other unique accomplishments over the course of the year. Some of these highlights include:

National Blue Ribbon School Award

As announced in September 2021, BASIS DC was recognized by the U.S. Department of Education as a National Blue Ribbon School and as an Exemplary High-Performing School for School Year 2019-2020; this recognition is based on BASIS's overall academic performance or progress in closing achievement gaps among student subgroups. This recognition is a testament to the hard work, perseverance, and amazing academic results that our students have achieved at BASIS DC.

District-wide Representation

As articulated in this report and elsewhere, BASIS DC's mission and philosophy revolve around creating equitable access to an internationally competitive curriculum for all students, regardless of their zip code. Our recruitment efforts lead to enrollment from all 39 DC neighborhoods and all major residential zip codes. The diversity one experiences walking through the halls of BASIS DC is imagined in many places but realized at only a few, and the experiences our students acquire from friendships and collaboration fostered at the school will expand their horizons and shared understanding for years to come. BASIS DC is also proud of the fact that we provide strong and meaningful education opportunities to students with disabilities. In looking at the combination of 504 and IEP students BASIS DC served 97 students during School Year 2020-2021, constituting 14.7% of our student population. But the count of students with disabilities that we serve alone does not tell the full story of our representation. It is also critical to note that BASIS DC provides those students with opportunities that promote academic achievement. On the 2019 PARCC assessment, 55% of BASIS DC students with disabilities were approaching, met or exceeded English Language Arts expectations and 54.54% were approaching, met or exceeded Math expectation, as compared to 22.44% and 22.94%% of students city-wide, respectively.

Expanded Tutoring Options:

Although the majority of School Year 2020-2021 was spent in a distance learning posture, BASIS DC teachers continued to offer weekly hour-long virtual tutoring sessions, a time we call "Student Hours." The supports provided by teachers during Student Hours proved particularly important in BASIS DC's efforts to combat COVID learning loss, and teachers frequently made themselves available to students outside traditional school hours to support students in achieving their academic goals.

Amazing College Outcomes:

BASIS DC graduated its first class of seniors in the spring of 2017 and the accomplishments of our graduates have grown year after year. The Class of 2017 earned over \$1.5 million in merit scholarships, which was more than doubled by the Class of 2018, which earned over \$3.5 million in merit scholarships. The Class of 2019 more than doubled their scholarship dollars, earning a total of \$7.5 million dollars in merit scholarships while the Class of 2020 earned over \$8 million dollars of scholarships. The Class of 2021 continued this tradition of exceptional achievement with a 100%

graduation rate, 100% acceptance rate to four-year colleges and universities, and over \$5 million dollars in merit scholarships.

Supportive School—Engaged Students:

BASIS DC aims to instill in students the belief that success is the result of hard work. Regardless of academic standing, every BASIS DC student is supported and encouraged to improve and to reach for his or her highest academic potential. BASIS DC firmly believes that social-emotional support begins with supporting all students' academic needs. During School Year 2020-2021 BASIS DC continued to provide multiple levels of support including a PBIS and school mentoring program, as well as a peer tutoring and a peer writing center program. Academic Support Advisors worked closely with students to instruct them in the effective use of resources, organization skills, and empower students to seek academic help from teachers. The BASIS DC tiered approach to supporting students is included below.

Tier 1 support included:

- Differentiated instruction and the use of varied evidence-based instructional strategies by general education teachers, as specifically monitored and evaluated through observation and feedback cycles
- Weekly virtual hour-long student hours held by every general education teacher so that students can receive individual support on specific content
- Students in grades 5-7 engage in a social-emotional curriculum throughout the year, and parent newsletters prompt families to reinforce these skills at home, too.
- Grades 9-12 added social-emotional supports to help stem the impact of depression in teens.
- Executive functioning support during mid-day study halls for students in grades 5-8
- Required use of a planner (the "CJ") that is checked and monitored by classroom teachers

Tier 2 and Tier 3 support included:

- Online FastBridge programming in math and literacy for students identified as below grade-level
- Small-group interventions in reading, math, and executive functioning with trained interventionists
- Increased flexibility in classroom-based assessment accommodations, such as the allowance of extended time and/or special materials
- Check-ins/Check-outs with school staff
- Social skills groups, BIPs, attendance plans, etc.

During virtual learning and during phased reopening BASIS DC also maintained a high level of student engagement in clubs and activities, with at least one club or activity meeting every day of the week, such as our virtual sports conditioning, chess, debate, model UN, certamen and many more district and national championship clubs! One of our most popular clubs was the virtual knitting club.

C. List of Donors

BASIS DC is extremely grateful for the generosity of all of those in our community who made financial contributions for the 2020-2021 school year. The names on the following page represent those who contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year subject to the requirements of this report (D.C. Official Code § 38-1802.04(11)(B)(xi)).

Donors BASIS DC 2020-2021

| | |
|--------------------------------------|----------------------------|
| Adamik-Moran Family | Gerety Family |
| Adcock & Kaufman Family | Giles Family |
| Anderson-El Gammal Family | Granados Family |
| Anderson Family | Greaves Family |
| Ansari Family | Greiling-Keane Family |
| Bacvic and Delisi Family | Grisham Family |
| Balta-Kocabasoglu Family | Hajiha & Leyrer Family |
| BASIS DC Boosters | Hanrahan Family |
| Bender-McCue Family | Harlow Family |
| Biondi Family | Hayden Family |
| Blumenthal-Burstin Family | Hegen Family |
| Brown Family | Heitfield-Zhao Family |
| Burney Family | Hertler-Leamon Family |
| Butler and Drake Family | Horn-Parker Family |
| Caspari Family | Howard Family |
| Casto-Lanning Family | Hughes Family |
| Chalk & Crusey Family | Hurowitz-Zakrewsky Family |
| Christianson Family | Huxley Family |
| Clausen-Williams Family | Ismaili Family |
| Cochran Family | Izenberg Family |
| Cole-Elliott Family | Jackson Family |
| Craig and Barbara Barrett Foundation | Johnson Family |
| Cree-Hubbard Family | Kavanagh Family |
| Cummins & McEwan Family | Kawano-Ogata Family |
| Curtis-Elias Family | Kowalski Family |
| Darling Family | Lamberti & Agia Family |
| Davenport Family | Lara Family |
| Delonis-Vigier Family | Lasko-Reger Family |
| Dentel-Pham Family | Liang-Tom Family |
| Doran Family | Lin Family |
| Duncan Family | Liu-Ting Family |
| Elliot Family | Louchheim Family |
| Ellis-Williams Family | Luke Family |
| Fisher Family | Lurie-Raitt Family |
| Flabbi-Fruttero Family | Madrigal & Villamor Family |
| Freis Family | Magee-von der Lippe Family |
| Frewer Family | Margeson & Mayda Family |
| Galbraith Family | Martinez-Sheehan Family |
| Ganesan-Gomez Family | Mcintire & Penswick Family |
| Gaswirth Family | McKee and Jimenez Family |

Merck Foundation
Merrick & Phillips Family
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Moore-Nestoriak Family
Morvis Family
Murphy Family
Niyangoda Family
O'Brien Family
O'Connor & Chopard Family
Padgett Family
Perry Family
Pichon Family
Pierre Family
Pierson Family
Polasek Family
Proper Family
Rowe Family
Rubin Family
Samuel & Bekele Family

Santomauro & Gayl Family
Sassu & Fusai Family
Seamen Family
Seth Family
Setty & Power Family
Sherman Family
Skidmore Family
Skinner Family
Smith Family
Solomon Family
Surgenor Family
Takamura Family
Tam Family
Turmail Family
Unruh Cohen Family
Verizon
Waymack Family
Wiggins Family
Woods Family
Wright-Thomas Family

2. DATA REPORT

SY 2019-2020 Annual Report Campus Data Report

| Source | Data Point |
|--------|---------------------------------|
| PCSB | LEA Name: BASIS DC PCS |
| PCSB | Campus Name: BASIS DC PCS |
| PCSB | Grades served: 5--12 |
| PCSB | Overall Audited Enrollment: 663 |

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

| Grade | PK3 | PK4 | KG | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------------|-----|-----|----|----|----|----|--------------|-------|-------|
| Student Count | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 135 | 128 |
| Grade | 7 | 8 | 9 | 10 | 11 | 12 | Altern-ative | Adult | SPED* |
| Student Count | 118 | 71 | 71 | 48 | 53 | 39 | 0 | 0 | 0 |

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

Student Data Points

| | |
|------------------|--|
| School | Total number of instructional days: – 182 |
| PCSB | Suspension Rate: 0.00% |
| PCSB | Expulsion Rate: 0.00% |
| PCSB | Instructional Time Lost to Out-of-School Suspension Rate: 0.00% |
| PCSB | In-Seat Attendance: 97.8% |
| PCSB | Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment;(2) mid-year withdrawals; and (3) mid-year entries. |
| PCSB | Midyear Withdrawals: 2.9% (19 students) |
| PCSB | Midyear Entries: 0.2% (n<10) |
| PCSB | Promotion Rate (LEA): 98.7% |
| PCSB (SY19-20) | Graduation Rates: >95% |
| School (SY19-20) | College Acceptance Rates: 100% |
| School (SY19-20) | College Admission Test Scores: 100% |

Faculty and Staff Data Points

| | |
|--------|--|
| School | Teacher Attrition Rate: Attrition for 2019-20 School year: 13% |
| School | Number of Teachers: 53 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows. |
| School | Teacher Salary 1. Average: \$59,587.00 2. Range -- Minimum: \$ 40,000 Maximum: \$75,915 |
| School | Executive Salary Not applicable |

3. APPENDICES

APPENDIX A – School Year 2020-2021 Staff Roster

| Last Name | First Name | Title | Federal Role | Highest Degree Earned |
|--------------------|-------------|--------------------------------------|---|----------------------------|
| Akinlolu | Rabiatu | Learning Specialist | Teacher, Secondary (grades 7-12) | Bachelor's |
| Alexander | Jalyn | Subject Expert Teacher | Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12) | Bachelor's |
| Amis | Atiya | Learning Specialist | Teacher, Elementary (grades 1-6) | Bachelor's |
| Beabout | Althea | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Master's |
| Brooks | Lyndsey | Director of Auxiliary Programs | School Administrative Support Staff | Bachelor's |
| Brown | Gisselle | Director of Student Support Services | School Administrator - Other | Master's |
| Brown | Sasha | Front Office Coordinator | School Administrative Support Staff | High School Diploma |
| Browne | Emily | Subject Expert Teacher | Teacher, Elementary (grades 1-6) | Master's |
| Callender | Dame | Dedicated Aid | Paraprofessional – Special Education | 48 Hours of college credit |
| Campbell | Lynnwood | Dean of Students | School Administrator - Other | Bachelor's |
| Cooper | Calvery | Director of Planning and Instruction | School Administrator - Other; Teacher, Secondary (grades 7-12) | Master's |
| Cooper | Jovon | Lunch Monitor | Other Support Staff | High School Diploma |
| Cotton | Priscilla | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Bachelor's |
| Crawford | Christopher | Subject Expert Teacher | Teacher, Elementary (grades 1-6) | 48 Hours of college credit |
| Donatelli Pitfield | Tomas | Subject Expert Teacher | Teacher, Elementary (grades 1-6) | Bachelor's |
| Draper | Holly | Subject Expert Teacher | Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12) | Master's |
| Farrell | Candace | Senior Curriculum Coordinator | School Administrative Support Staff; Teacher, Secondary (grades 7-12) | Master's |
| Faucillon | Stephane | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Master's |
| Felmus | Nicole | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Bachelor's |
| Flaherty | Margaret | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Master's |
| Gagas | Bethany | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Bachelor's |

| | | | | |
|--------------|-----------|-----------------------------------|--|---------------------|
| Gingles | Elizabeth | Subject Expert Teacher | Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12) | Bachelor's |
| Green | Nathaniel | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Doctorate |
| Guerrier | Dianne | Special Education Coordinator | School Administrator - Other; Teacher, Secondary (grades 7-12) | Master's |
| Hameed | Lauren | Front Office Assistant | School Administrative Support Staff | High School Diploma |
| Hardin | Benjamn | Subject Expert Teacher | Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12) | Master's |
| Hausdorff | Eleanor | College Counselor | School Counselors/Directors, Secondary (Grades 7-12) | Doctorate |
| Hawkes | Esmeralda | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Bachelor's |
| Horowitz | Elana | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Bachelor's |
| Hussey | Tristan | Subject Expert Teacher | Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12) | Bachelor's |
| Jackson | Natalie | Subject Expert Teacher | Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12) | Master's |
| Joe | Jerron | Director of Student Affairs | School Administrator - Other | Master's |
| Johnson | Steven | Subject Expert Teacher | Teacher, Elementary (grades 1-6) | Master's |
| Jones | Micheal | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Master's |
| Keegan | Andrew | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Master's |
| Krug | Madeleine | College Counselor | School Counselor,, Secondary (Grades 7-12); Teacher, Secondary (grades 7-12) | Master's |
| Lewis | Jordan | Director Of Academic Programs | School Administrator - Other | Bachelor's |
| Li | Yalan | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Master's |
| Lichtenstein | Joshua | ELL/504/Interventions Coordinator | Teacher, Secondary (grades 7-12) | Master's |
| Lockhart | Valentino | SST Coordinator | School Administrator - Other | Doctorate |
| Loving | Nija | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Bachelor's |
| Maiga | Sidi | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Doctorate |
| Manns | Sherese | Front Office Assistant | School Administrative Support Staff | High School Diploma |
| McCarthy | Rachael | Subject Expert Teacher | Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12) | Bachelor's |


| | | | | |
|--------------|-----------|-------------------------------|--|----------------------------|
| McNinch | Rachel | Athletics Coordinator | School Administrative Support Staff | Master's |
| Merryweather | LaShawn | Auxiliary Program Coordinator | School Administrative Support Staff | Bachelor's |
| Montcalm | Robert | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Bachelor's |
| Mrabet | Fatima | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Master's |
| Nwaebo | Quintin | Math Specialist | Teacher, Elementary (grades 1-6) | Master's |
| Parker | Kimberly | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Master's |
| Polonsky | Heather | Subject Expert Teacher | Teacher, Elementary (grades 1-6) | Master's |
| Pratt | Emilie | Subject Expert Teacher | Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12) | Bachelor's |
| Ratiff | Marcus | Facilities Coordinator | School Administrative Support Staff | 48 Hours of college credit |
| Rea | James | IT Coordinator | School Administrative Support Staff | Bachelor's |
| Read | Colin | Subject Expert Teacher | Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12) | Master's |
| Richardson | Brandon | Paraprofessional | Paraprofessional – Special Education | Other |
| Rose-Henig | Alexander | Head of School | School Administrator - Principal/School Leader | Master's |
| Sanghavi | Trisha | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Master's |
| Schwartz | Laura | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Master's |
| Seiler | Philippe | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Doctorate |
| Sherrill | Sadie | Literacy Specialist | Teacher, Secondary (grades 7-12) | Master's |
| Skinner | Michael | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Bachelor's |
| Slade | Rhonda | Head of Operations | School Administrator - Other; Teacher, Secondary (grades 7-12) | Master's |
| Slocum | Brian | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Master's |
| Stanley | Autumn | NSLP Coordinator | School Administrative Support Staff | High School Diploma |
| Tadesse | Messai | Teaching Fellow | Teacher, Secondary (grades 7-12) | Bachelor's |
| Taylor | Candace | Subject Expert Teacher | Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12) | Master's |
| Terranova | Luke | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Bachelor's |
| Timme | Walker | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Master's |

| | | | | |
|------------|----------|------------------------|--|-------------|
| Torres | Ian | Teaching Fellow | Teacher, Elementary (grades 1-6) | Bachelor's |
| Villarreal | Terry | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Doctorate |
| Waidmann | Molly | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Master's |
| Walters | Malika | Registrar | School Administrative Support Staff | Associate's |
| Watson | Andrew | Subject Expert Teacher | Teacher, Elementary (grades 1-6); Teacher, Secondary (grades 7-12) | Bachelor's |
| Wharton | Brittany | Attendance Coordinator | School Administrative Support Staff | Associate's |
| Yeager | Kimberly | Psychologist | Special Education Support Staff, Psychologist | Master's |
| Yu | Bo | Subject Expert Teacher | Teacher, Secondary (grades 7-12) | Master's |
| Yusuf | Mawahib | Subject Expert Teacher | Teacher, Elementary (grades 1-6) | Master's |
| Zara | Pedro | Subject Expert Teacher | Teacher, Elementary (grades 1-6) | Master's |


Appendix B – 2020-2021 School Year Board Roster

| NAME/ Position/Residence | Original Appointment | Last Date Appointment | Date Appointment Expires |
|---|---------------------------------|--|--|
| Craig R. Barrett Chair Arizona | Aug. 2011 | Serves at the pleasure of the Member | Serves at the pleasure of the Member |
| Anne House Quinn Secretary Washington, DC | Nov. 2013 | July 2020 | June 2023 |
| Tony Axam Trustee Washington, DC | Aug. 2019 | July 2020 | June 2023 |
| Debbie Veney Trustee Washington, DC | Nov. 2020 | Nov. 2020 | June 2023 |
| Marie-Laure Guitteny Parke Parent Trustee Washington, DC | Aug. 2011 | July 2020 | June 2023 |
| Candice Gayl Parent Trustee Washington, DC | Sep. 2012 | Sept. 2015 | Sept. 2021 |
| Chad Colby Treasurer Washington, DC | Aug. 2017 | July 2020 | June 2023 |

APPENDIX C – Unaudited Year-End 2020-2021 Financial Statement

|  bdc BASIS Washington, DC™ | FY 2021 BDC School Budget | FY 2021 Preliminary Q1- Q4 BDC School Financials | FY 2021 Q1-Q4 Financials as % of Budget |
|---|------------------------------|---|---|
| Student Count | 650 | 663 | 102% |
| State Revenue | | | |
| State/District Aid | \$10,927,138 | \$11,354,562 | 104% |
| Total State Revenue | \$10,927,138 | \$11,354,562 | 104% |
| Federal Revenue | | | |
| IDEA | \$95,843 | \$98,891 | 103% |
| Title II | \$26,904 | \$24,841 | 92% |
| SOAR Grant & Reopening Grant | \$0 | \$396,357 | NM |
| Total Federal Revenue | \$122,746 | \$520,088 | 424% |
| Local Revenue | | | |
| Annual Teacher Fund | \$186,056 | \$261,387 | 140% |
| Reimbursable Activities Revenue | \$173,756 | \$89,814 | 52% |
| Other Donations/Revenue | \$0 | \$10,529 | NM |
| Total Local Revenue | \$359,813 | \$361,731 | 101% |
| Total Revenue | \$11,409,696 | \$12,236,381 | 107% |
| Total Payroll | \$6,366,029 | \$6,242,462 | 98% |
| Other Expenses | | | |
| SME-Student Driven | \$237,360 | \$193,573 | 82% |
| SME-Maintenance | \$315,837 | \$216,862 | 69% |
| Reimbursable Activities Expenses | \$145,438 | \$68,874 | 47% |
| Sponsored Testing | \$52,455 | \$42,906 | 82% |
| Insurance + Audit Fees | \$91,461 | \$79,658 | 87% |
| Internet | \$26,343 | \$11,821 | 45% |
| Hiring and Professional Development | \$52,403 | \$56,081 | 107% |
| Other Expenses | \$26,365 | \$54,424 | 206% |
| Core Fee | \$245,486 | \$175,915 | 72% |
| Rent | \$1,993,886 | \$1,993,886 | 100% |
| Service Fees | \$1,313,166 | \$1,401,074 | 107% |
| Total Other Expenses | \$4,500,199 | \$4,295,074 | 95% |
| Total Expenses | \$10,866,228 | \$10,537,536 | 97% |
| Total Net Surplus before Depreciation, Amortization & Cap X | \$543,468 | \$1,698,846 | 313% |

APPENDIX D – Approved FY 22 Budget

|  | |
|---|---------------------------|
| FY 2022 School Detail | FY 2022 BDC School Budget |
| Student Count | 661 |
| State Revenue | |
| State/District Aid | \$11,511,950 |
| Total State Revenue | \$11,511,950 |
| Federal Revenue | |
| IDEA | \$105,704 |
| Title II | \$28,495 |
| CARES Act Funding | \$751,299 |
| Total Federal Revenue | \$885,498 |
| Local Revenue | |
| Annual Teacher Fund | \$230,602 |
| Reimbursable Activities Revenue | \$353,394 |
| Other Donations/Revenue | \$0 |
| Total Local Revenue | \$583,996 |
| Total Revenue | \$12,981,444 |
| Total Payroll | \$7,185,487 |
| Other Expenses | |
| SME-Student Driven | \$319,826 |
| SME-Maintenance | \$307,081 |
| Reimbursable Activities Expenses | \$226,316 |
| Sponsored Testing | \$55,080 |
| Insurance + Audit Fees | \$107,458 |
| Internet | \$11,432 |
| Hiring and Professional Development | \$50,043 |
| Other Expenses | \$29,500 |
| Core Fee | \$236,376 |
| Rent | \$2,027,639 |
| Service Fees | \$1,491,848 |
| Total Other Expenses | \$4,862,599 |
| Total Expenses | \$12,048,086 |
| Total Net Surplus before Depreciation, Amortization & Cap X | \$933,358 |