



Annual Report

2020-2021

Cesar Chavez Public Charter Schools for Public Policy
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Co-Board Chairs: Andre Bhatia & Bethany Little

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ANNUAL REPORT NARRATIVE

I. School Description

A. Mission Statement

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

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

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

B. School Program

1. *Summary of Curriculum Design & Instructional Approach*

Curriculum: For the 2020-2021 school year, Chavez Schools continued to implement and refine a curriculum aligned with the Common Core State Standards (CCSS) for Math and ELA, DC Learning Standards in History, and the Next Generation Science Standards (NGSS) for our science classes. These standards demand an increased proficiency in problem solving, critical analysis, and evaluating strength of supports and claims through the quality of evidence provided and utilized. The Common Core State Standards also promote an increased focus on scholars' proficiency with conceptual knowledge, application, analysis, and evaluation, while the Next Generation Science Standards place an emphasis on science and engineering practices that help students build a deep understanding of science over the years at Chavez.

In order to meet the increased demands of the CCSS and the NGSS, the Middle School curriculum takes a rigorous, inquiry-based approach which allows scholars to explore and master problem solving and critical thinking skills. Rather than focusing on the procedural approach to learning, scholars are engaged in deep conceptual understanding and can be applied across multiple contexts and disciplines. It is of paramount importance that scholars are able to think critically through real world problems and use acquisition of knowledge through the curriculum to apply to real world contexts.

In the High School, Chavez uses an aligned curriculum for core content courses. For English, scholars are engaged in Expeditionary Learning's curriculum. In math, scholars are engaged in Illustrative Mathematics. In Science, scholars are engaged with Amplify Science. For social studies, we have adapted the open source, Achievement First history curriculum.

Chavez High School uses an aligned curriculum for core courses. Chavez partnered with leading providers for high school English, math, and science curriculum and continued to use and refine an internal history curriculum. For English, students engaged with the College Board's Springboard. In math, our high school scholars engaged for the second year with our Agile Mind curriculum, focusing on conceptualizing core content while our middle school scholars engaged with Illustrative Mathematics. Our science teachers 8-12 used Discovery Education to guide NGSS-aligned instruction.

Instructional Approach: For the 2020-21 school year, due to the ongoing health emergency, all instruction occurred virtually via Zoom. We utilized Schoology as our Learning Management System (LMS), providing scholars with a single location where they could access their Zoom Links, assignments, assessments, and supporting materials. The school day schedule provided time for scholars to receive full group and small group instruction four days a week with Wednesday being an asynchronous day to allow for professional development and office hours.

Middle School Schedule

Monday, Tuesday, Thursday, Friday (Wednesday - Asynchronous)				
TIME FRAME	ACTIVITY	COHORT A	COHORT B	COHORT C
8:30AM-9:00AM	Office Hours	Office Hours		
9:00AM - 9:20AM	Townhall	Whole School Town Hall		
9:25AM - 9:45AM	Advisory	Advisory	Advisory	Advisory
9:50AM - 10:45AM	Period 1	SS-MR/Sci-TF	Math - Inclusion	ELA
10:45AM - 11:05AM	Screen Break	Screen Break	Screen Break	Screen Break
11:05AM - 12:00PM	Period 2	ELA	Elective/Intervention	Math
12:00PM - 12:35PM	Lunch	Lunch	Lunch	Lunch
12:35PM - 12:45PM	Mindfulness	Mindfulness	Mindfulness	Mindfulness
12:45PM - 1:40PM	Period 3	Elective/Intervention	ELA - Inclusion	SS-MR/Sci-TF
1:40PM - 1:55PM	Screen Break	Screen Break	Screen Break	Screen Break
1:55PM - 2:50PM	Period 4	Math	SS-MR/Sci-TF	Elective/Intervention
2:50PM - 3:45PM	Office Hours	Office Hours		

High School Schedule

TIME	MONDAY (A)	TUESDAY (B)	WEDNESDAY (C)	THURSDAY (A)	FRIDAY (B)
8:30AM-9:15AM	PERIOD 1	PERIOD 5	STAFF: Professional Development and 1-1 Check-Ins with Advisees	PERIOD 1	PERIOD 5
9:15AM-9:45AM	SCHOLAR SUPPORT: Period 1 Practice	SCHOLAR SUPPORT: Period 5 Practice		SCHOLAR SUPPORT: Period 1 Practice	SCHOLAR SUPPORT: Period 5 Practice
9:45AM-10:00AM	BREAK	BREAK		BREAK	BREAK
10:00AM-10:20AM	ADVISORY	ADVISORY		ADVISORY	ADVISORY
10:20AM-11:05AM	PERIOD 2	PERIOD 6	SCHOLARS: Asynchronous Instruction and Independent Work (Video, Independent assignments, continuation from	PERIOD 2	PERIOD 6
11:05AM-11:35AM	SCHOLAR SUPPORT: Period 2 Practice	SCHOLAR SUPPORT: Period 6 Practice		SCHOLAR SUPPORT: Period 2 Practice	SCHOLAR SUPPORT: Period 6 Practice
11:35AM-12:35PM	LUNCH	LUNCH		LUNCH	LUNCH
12:35PM-1:20PM	PERIOD 3	PERIOD 7		PERIOD 3	PERIOD 7
1:20PM-1:50PM	SCHOLAR	SCHOLAR		SCHOLAR	SCHOLAR

	SUPPORT: Period 3 Practice	SUPPORT: Period 7 Practice	other work)	SUPPORT: Period 3 Practice	SUPPORT: Period 7 Practice
1:50PM-2:15PM	BREAK	BREAK	9th and 10th Grade: SAT Days and Preparation through Schoology, Khan Academy	BREAK	BREAK
2:15PM-3:00PM	PERIOD 4	PERIOD 8		PERIOD 4	PERIOD 8
3:00PM-3:30PM	SCHOLAR SUPPORT: Period 4 Practice	SCHOLAR SUPPORT: Period 8 Practice		SCHOLAR SUPPORT: Period 4 Practice	SCHOLAR SUPPORT: Period 8 Practice

Chavez teachers use instruction to empower students with the critical and disciplinary thinking skills necessary to tackle complex, novel situations. A key component of that instruction is a focus on authentic intellectual work that focuses on students constructing their own knowledge through learning tasks that require higher-order critical thinking. In order to bring this focus to life, teachers use a variety of instructional methods and strategies to ensure that all students have access to quality, rigorous instruction. In addition, Chavez places a heavy focus on developing its teachers both in pedagogy and content knowledge. Teachers engage in targeted and differentiated professional development that is centered around providing teachers the pedagogical supports they need for their own growth.

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

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

In the 2020-2021 school year, in order to provide scholars with the best opportunity for content mastery, we take a focused approach to using scholar data in order to better respond to scholar gaps. We use data from baseline assessments (i.e. MAP) to assess scholar strengths and opportunities for growth. In addition to baseline assessments, we use unit, interim and exit ticket assessments to tailor our instructional approach toward scholar mastery.

Note that due to COVID-19, remote learning took place for the entirety of the 20-21 school year and disrupted some scheduled assessments as are noted below.

AP Tests - Grades 11 and 12

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

PARCC – Grades 6, 7, high school scholars

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

Note: Due to COVID-19, PARCC was not administered in the 20-21 school year

DC Science – Grade 8 & Biology Students

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

Note: Due to COVID-19, DC Science was not administered in the 20-21 school year

PSAT – Grades 10 and 11

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

SAT – Grades 11 and 12

The SAT Reasoning Test (formerly Scholastic Aptitude Test and Scholastic Assessment Test) is a standardized test that measures college readiness. The SAT is used

for college admissions in the United States and is aligned with the 21st Century skills that colleges require.

Measures of Academic Progress (MAP) – All Scholars

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

Note: Due to COVID-19, MAP was administered remotely 3 times in the 20-21 school year

Formative Assessment – All Grades

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

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

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

2. Parent Involvement Efforts

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

college planning sessions for parents of upperclassmen. One major shift in our Family and Community Engagement for the 20-21 school year was completing all of the events and activities virtually. During this time, we were able to continue our Family Engagement efforts by hosting and sharing events via Zoom with families.

Some campus specific activities from the 2020-2021 school year are included below:

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

II. School Performance

A. Performance & Progress

1. Fulfillment of Mission

Our unique public policy curriculum, which spans all grades served, allows us to fulfill our mission to prepare scholars to succeed in competitive colleges and to empower them to use public policy to create a more just, free, and equal world. The curriculum, which is described in this section in more detail, includes high school course work such as Introduction to Public Policy and senior Thesis, and an opportunity to intern at a DC organization. Public policy is woven throughout our college preparatory program, and this combination has brought success to Chavez and our scholars.

Unique Public Policy Curriculum: At Chavez Schools, we seek to empower students to use public policy to create a more just, free, and equal world. In order to fulfill that mission, we use the framework of “*understand, act, and believe.*” This approach recognizes that to be empowered, students must develop critical and interdisciplinary skills, as well as a sophisticated understanding of the United States’ founding principles, documents, and political, economic, and societal structures. Students must also take action and, in so doing, develop effective advocacy, professional, and communication skills. Finally, students must grow to see themselves as change-agents capable of making a difference in the world. The elements of this approach are incorporated into all instruction at Chavez through a combination of authentic integration of public policy content into all courses, an advocacy project in each grade level, required public policy courses, and enriching events and opportunities throughout the year.

Authentic integration of public policy at Chavez takes many different forms. Our curriculum is focused on developing student’s critical and interdisciplinary thinking skills – both of which are key to helping students use public policy to tackle real world situations and prepare them to be college-ready.

Authentic integration connects most often with the *understand* element of our approach to public policy, but also incorporates elements of *act* through advocacy projects. Each of our grade levels takes part in an advocacy project where they learn about an important public policy issue (*understand*) and take

action in the real world to advocate for change (*act*). These projects also include a reflection that helps students develop their identities as change agents (*believe*).

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

Public Policy Courses:

Chavez offers several Public Policy Courses in a traditional school year.

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

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

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

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

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

- Full-time academic internship for an insider’s view of the public policy process
- Students gain important professional skills: resume writing, interviewing, networking
- **Past** Fellowship sites included: the Office of Congresswoman Eleanor Holmes Norton, the U.S. Environmental Protection Agency, the National Park Service, the Office of Councilmember Grosso, College Bound, and the Woodrow Wilson Center.

11th Grade Financial Literacy Course [.5 credit]

- Providing the tools necessary to make sound financial decisions and thoughtfully plan for their college and career paths. In addition, they will learn concepts from micro- and macro-economics to help them better understand the relationship between public policy and economics and how the two impact citizens’ personal finances.

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

- In-depth analysis and culminating project
- Students research and write a public policy research paper
- Students present their research to public policy professionals and community members
- Topics for past research papers include: **domestic violence, cyber bullying, the gender pay gap, criminal justice reform, mental health in the black community, immigration**

Finally, students are exposed to several public policy opportunities and events each year at Chavez. Students have unique opportunities to attend policy-related events and programs both in D.C. and across the country. In addition, Chavez Schools annually holds its Public Policy Symposium in June, where top Thesis students present their research and analysis to an audience of policy makers, board members, and volunteers. While students completed Thesis papers and research, Symposium and community presentations were canceled due to COVID-19.

Rigorous College Prep Program: Since our inception in 1998, Chavez Schools have worked diligently to ensure that our seniors are admitted to college. In 2018-2019, 100% of graduates earned admission to a two- or four-year college. Additionally, the Class of The Class of 2021 amassed over 5 million dollars in

scholarships. More specific information on our college acceptances and scholarships is provided in the Unique Accomplishments section of this report.

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

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

2. Achievement of Goals

During the 2020-2021 school year, Chavez focused on the goals currently being used to measure performance on the PMF metrics. Information on our performance toward these metrics is available on the PMF reports produced annually by the D.C. Public Charter School Board and is not included in this report. Data and additional information is provided for each of the four mission-specific goals below.

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

The "Priority" and "Focus" designations are no longer applicable due to changes in federal law from No Child Left Behind Act (NCLB) to the Every Student Succeeds Act (ESSA). As of the school year 1819 STAR report card, Parkside Middle school was not identified as a Targeted or Comprehensive support school, the new designations under ESSA. Therefore, as of the most recent available data, Goal 1 was met.

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

As of August 5, 2021, **100% of seniors** at Chavez Schools received a passing grade on their Thesis. Some of the Thesis topics include: immigration reform, gang violence, human trafficking, cyber bullying, and police brutality. Chavez Schools met Goal 2 for the 2020-21 school year.

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

GRADES	# of Students	% of Students
"A" grades	11	20%
"B" grades	32	38%
"C" grades	35	42%

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

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

- By the end of August 2021, 92.5% of juniors met this goal. Chavez Schools did meet Goal 3 for the 2020-21 school year.

In order to complete the Fellowship, students must complete all programmatic requirements, including submitting a resume and completing interviews with Fellowship Host Organizations. Under normal circumstances, students who fail Fellowship in June will take a fellowship recovery program the following school year.

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

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

100% of our seniors with an IEP were accepted to at least one college. Chavez Schools met Goal 4 for the 2020-2021 school year. Our scholars with IEPs were accepted to a variety of two- and four-year colleges and universities, including: Alabama A&M University, University of Maryland Eastern Shore, Livingstone College, University of the District of Columbia, Norfolk State University, Morgan State University, PGCC, Stillman College, Philander Smith College, Arkansas Baptist College, George Mason University, Alabama State University, Montgomery Community College, Virginia State University, Benedict College, Wilberforce University, Claflin University, Harris-Stowe University. Special education students earned an average of 2 college acceptances per student.

Chavez Schools’ Performance on PARCC:

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

B. Unique Accomplishments

100% College Admission Rate: The Class of 2021 carried on the Chavez Schools tradition of a high college admission rate. Our recent graduates received a total of 384 acceptances (average/student = 4) to 102 different colleges and universities, including but not limited to:

Alabama A&M Univ	LIM College	Sweet Briar College
Alabama State	Lincoln University	Syracuse University
Albright College	Lincoln University (MO)	Talladega College
Arkansas Baptist College	Livingstone College	Tennessee State
Benedict College	Loyola University New Orleans	Texas Southern University
Bennett College	Marshall Univ.	Thomas Jefferson Univ.
Bethune-Cookman University	Mary Baldwin	Trinity Washington University
Bowie State	Marymount University	UDC
Catholic University	Miami University	UMASS Lowell
Cazenovia College	Montgomery CC	UMBC
Central State	Morgan State	UMD College Park
Chatman University	Mount St. Mary's University	UMES
Claflin University	NC A&T University	UNC Pembroke
Clark Atlanta University	North Carolina Central University	Univ of Louisville
Dean College	New England College	Univ of Wisconsin-Stout
Delaware State University	Norfolk State University	Univ. of Indianapolis
Depaul University	NOVA	University of New Hampshire
Drexel University	Ohio Univ	University of San Francisco
ECSU	Penn State	University of Tampa
Elizabeth City State University	PG Community College	University of Tennessee
Florida Memorial University	Philander Smith College	Knoxville
Full Sail University	Radford Univ.	VCU
George Mason University	Regent University	Virginia State
Georgia State	Regis College	Virginia Tech
Guilford College	Saint Augustines	Virginia Union University
Hampton University	Saint Michael's College	Washington Adventist
Harris-Stowe University	Salisbury University	West Chester University
Hiram College	Santa Monica College	West VA State
Hood College	Seton Hall	Wilberforce University
Howard Univ.	Shaw University	Wingate
Huston-Tillotson University	Shippensburg University	Winston Salem State
Ithaca College	Shorter university	Xavier University of LA
Jackson State	Stillman College	
Kent State	SUNY Oswego	
La Salle College	Susquehanna Univ.	
Lawrence University		

Scholarships: The Class of 2021 accumulated over \$5 million in scholarship monies to help offset the cost of college tuition. We had several students earn full-ride scholarships to several universities. One student received a full-ride scholarship to the University of Massachusetts - Lowell which is worth up to \$45,000 per year. Two students received full-ride scholarships to Alabama A&M University worth up to \$31,000 per year per student. Two students earned full-ride scholarships to SUNY Oswego worth up to \$22,000 per year per student. One student earned a full-tuition scholarship to Syracuse University worth \$54,000 per year. Eleven Scholars received over \$100,000 in college scholarships. One scholar earned over \$1.2 million dollars in scholarships.

Highlights for School Year 2020-2021



Chavez Schools Black History Month Professionals Day

On February 24, 2021, Chavez Schools hosted a Black Professionals' Day as part of the Black History Month Celebration. There were over 30 Black Professionals that visited classrooms and engaged with our scholars from a variety of different careers with representatives from the Department of Justice, National Institute of Health, and the Mayor's Office all discussing the roles in creating social policy.

Chavez Graduation at Audi Stadium

On Wednesday, June 16th, 2021 Chavez Schools hosted a Graduation celebration for our senior class at Audi Field. The goal was to provide as normal and as safe of an experience to our scholars while commemorating this event. The celebration provided families an opportunity to watch scholars walk across the stage and earn their diploma.

September 2020	Virtual Back to School Night with get-to-know you activities for families, scholars, and staff.
October 2020	<ul style="list-style-type: none"> • Virtual College Visits begin for scholars and schools. • Middle School Spirit week takes place with prizes for best "Spirit" categories.
November 2020	<ul style="list-style-type: none"> • Virtual Celebration Town Halls start monthly to highlight scholar progress and awards for scholars. • 1st Quarter Virtual Honor Roll Assembly to celebrate scholars that earned Honor Roll and Perfect Attendance • Lunch Bunch hour begins for scholars to meet with administrators daily and play virtual games together • Scholar Drive-in Movie Night November 4th

	<ul style="list-style-type: none"> ● Chavez Spades Tournament on Thursday, November 5th ● In-Person Learning Hubs begin November 30th
December 2020	<ul style="list-style-type: none"> ● MSA Accreditation Meetings begin virtually with scholars, staff, and families. ● Chavez teachers and staff participated in Virtual EdFest, a city-wide enrollment fair to share with potential families the academics and substantive public policy offerings at Chavez schools.
January 2021	<ul style="list-style-type: none"> ● Hosted two virtual events to connect with prospective new families. ● The Special Education Department begins weekly collaborative sessions with general education teachers to improve their ability to serve students with special needs. Teachers will receive guidance on modification and differentiation strategies.
February 2021	<ul style="list-style-type: none"> ● Black Professionals' Day hosted virtually on Feb. 24th with over 30 professionals joining our grade-levels online to discuss their careers. ● 2nd Quarter Honor Roll Assembly to celebrate scholars that earned Honor Roll and Perfect Attendance
March 2021	<ul style="list-style-type: none"> ● Chavez Day Virtual Birthday Celebration hosted on Mar. 31st with speeches by Julie Chavez Rodriguez, with a Political Cartoon contest and Virtual Paint Party taking place in the evening.
April 2021	<ul style="list-style-type: none"> ● Family Bingo Nights with prospective parents as we kicked off the Spring Enrollment season. ● Chavez Literacy Hour - Every Wednesday in April from 12:00pm to 12:45pm, Chavez scholars will be reading novels, short stories, and poems to young readers from the community and engage them in a discussion about the themes and ideas behind these works. ● Parent Virtual Town Halls to discuss the impact of COVID-19 and school closures on scholar grades and learning
May 2021	<ul style="list-style-type: none"> ● Hosted weekly virtual prospective family meet & greets with 6th grade and 9th grade families in May as part of our new family engagement activities.
June 2021	<ul style="list-style-type: none"> ● High School Fellowship, Cap, & Capstone took place virtually, with all scholars participating in Public Policy Programming virtually. ● Senior Graduation took place on June 16th at Audi Field. ● Juneteenth Celebration on June 29th

C. List of Donors

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

C.
 Brailsford & Dunlavey
 Josh Kern
 Andrew Marino
 Bethany Little
 Irasema Salcido
 Andre Bhatia

Debra Drumheller
 Jamaal Mobley
 Exxon Mobil
 Tiger Woods Foundation

DATA REPORTS

Cesar Chavez Public Charter School for Public Policy

SY 2020-21 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Cesar Chavez PCS for Public Policy
PCSB	Campus Name: Cesar Chavez Public Charter Schools for Public Policy
PCSB	Grades served: 6, 9 - 12
PCSB	Overall Audited Enrollment: 374

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	57
Grade	7	8	9	10	11	12	Alternat ive	Adult	SPED*
Student Count	0	0	78	76	86	77	0	0	0

Student Data Points

School	Total number of instructional days: 182 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 91.6%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 2.9% (11 student)*
PCSB	Midyear Entries: 0.3% (1 student)*
PCSB	Promotion Rate (LEA): 91.7%
PCSB (SY19-20)	Graduation Rates: 86.6%
School (SY19-20)	College Acceptance Rates: 100%
School (SY19-20)	College Admission Test Scores: 78.1%

Faculty and Staff Data Points

School	Teacher Attrition Rate: 37.5%
School	Number of Teachers: 32 "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: \$74,596.86 2. Range -- Minimum: \$53,115.64 Maximum: \$87,175.00
Organization	Executive Compensation Miller, Kourtney 153,000.24 Principal & Head of School Ochs, Kristy 122,767.44 Director of Special Education High, Ashley 122,400.14 Chief Operations Officer Christohper, Trevon 116,000.00 Middle School Principal

***Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY20-21 Charter Sector Attendance Qlik application as of August 2021. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2020-21, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

APPENDICES

Appendix A: Staff Rosters

Name	Job Title	Degree
Barbour, Emmanuel	ALC Coordinator	Associate's
Barnes, Michael	Teacher, Science	Bachelor's
Bean, Kelsey	Teacher, Science	Bachelor's
Bernal, Linda	Director, Student Life and Family & Community Engagement	Bachelor's
Black-Vasquez, Erin	Teacher, Science	Bachelor's
Bonomini, Lauren	Teacher, Special Education	Master's
Brewer, George	Teacher, Science	Master's
Carter, Kaela	Teacher, English	Master's
Chalar, Tracia	Teacher, Social Studies	Master's
Chapman, Michelle	Registrar and Enrollment Specialist	Bachelor's
Chase, Crystal	Dedicated Aide	Other
Christopher, Tre	Principal, Middle School	Master's
Clyburn, Malika	Teacher, Special Education	Master's
Cohen, Adam	Teacher, Social Studies	Master's
Connelly, Rashita	Teacher, Art	Master's
Copeland, Patrice	School Psychologist	Doctorate
Cross, Clarence	Manager, College and Career	Master's
Cunningham, Quinisha	Dedicated Aide	Bachelor's
Edwards, Denetrice	Teacher, Music	Bachelor's
Elganzoury, Andrea	Teacher, Public Policy	Doctorate
Fells, Tiffany	Manager, Business Operations	Other
Feraria Davis, Paula	Teacher, English	Bachelor's
Fletcher, Kenneth	Facilities Manager	Other
Fontroy, Shauntaye	Teacher, Social Studies	Master's
Garner-Smith, Bianca	Teacher, Dual Enrollment	Master's
Geislinger, Meaghan	Coordinator, Related Services	Master's
Gray, Katrina	Manager, Human Resources	Master's
High, Ashley	Chief Operations Officer	Bachelor's
Hoestermann, Carrie	Social Worker	Bachelor's
Jones, Michelle	Coordinator, Food Service	Bachelor's
Julien, Yasmine	Assistant Principal	Master's
Kaufman, Omer	Manager, Public Policy	Master's
Kelley, Teyona	Office Manager	Bachelor's
Lawot, Niwas	Teacher, Math	Master's
Lee, Shawnee	Data & Projects Coordinator	Bachelor's
Marshall, Tiara	Teacher, Science	Bachelor's
Mazyck, Larry	Dedicated Aide	Bachelor's
Miller, Kourtney	Head of School	Doctorate

Morgan, Keisha	School Nurse	Bachelor's
Natera, Ernesto	Director, Athletics	Bachelor's
Newton, Raven	Teacher, Special Education	Master's
Nix, Kiwaski	Teacher, Math	Master's
Ochs, Kristy	Director, Special Education	Master's
Phillips, Timothy	Student Support Coordinator	Bachelor's
Pope, James	Teacher, Physical Education	Bachelor's
Rufaro, Janelle	Teacher, Math	Master's
Rufaro, Nkenge	Teacher, English	Master's
Satterfield-Myles, Sandra	Teacher, Math	Bachelor's
Savage, Ashlie	College Counselor	Bachelor's
Severo, John	Teacher, Special Education	Bachelor's
Shepard, Kate	Instructional Coach	Master's
Smith, Tiffany	Teacher, Math	Master's
Solomon, Tiffany	Grade Level Administrator, Lower School	Bachelor's
Stauffer, Kara	Social Worker	Master's
Steele, Donna	Teacher, Special Education	Bachelor's
Stevenson, Doniquca	Dedicated Aide	Bachelor's
Thompson, Carolyn	Teacher, English	Bachelor's
Thompson, Teika	Instructional Coach	Master's
Toomer, Bernard	Teacher, Social Studies	Bachelor's
Vann, Deloris	Teacher, Special Education	Master's
Walsh, Fatima	Teacher, Spanish	Bachelor's
White, Clinton	Teacher, English	Master's
Williams, Avery	Teacher, Physical Education	Bachelor's
Williams, Courtney	Grade Level Administrator, Upper School	Master's
Zaid, Khaatima	Coordinator, Special Education	Master's

Appendix B: Board of Trustees Roster

Name	Role on Board	City of Residence
Andre Bhatia	Board Co-Chair	Chevy Chase, MD
Bethany Little	Board Co-Chair	Washington, DC
Debra Drumheller	Chair, Finance	Bald Head Island, NC
Lisa Grillo	Member	Bowie, MD
Amber Jackson	Parent Representative	Washington, DC
Lonell Johnson	Member	Washington, DC
Sam Kamyans	Member	Washington, DC
Jamaal Mobley	Development	Silver Spring, MD
Jonathan Nobil	Member	Washington, DC
Darryl Robinson	Member	Stanford, CA
Irasema Salcido	Chair, Development and Governance	Rockville, MD

Rebeca Shackelford
Donna Stewart
Erik Thompson
Frances Whalen

Member
Parent Representative
Member
Parent Representative

Washington, DC
Washington, DC
Arlington, VA
Washington, DC

Appendix C: Unaudited Year End Financial Statement, 2020-2021

Statement of Financial Position June 30, 2020

Balance Sheet	6/30/2021
Assets	Year End
Assets	
Current Assets	
Cash	5,933,624
Accounts Receivable	824,269
Other Current Assets	1,114,586
Intercompany Transfers	0
Total Current Assets	7,872,479
Noncurrent Assets	
Facilities, Net	11,872,532
Operating Fixed Assets, Net	277,338
Total Noncurrent Assets	12,149,870
Total Assets	20,022,349
Liabilities and Equity	Year End
Liabilities and Equity	
Current Liabilities	
Accounts Payable	447,261
Other Current Liabilities	530,680
Accrued Salaries and Benefits	554,003
Total Current Liabilities	1,531,944
Equity	
Unrestricted net asset	26,934
Retained Earnings	5,947,468
Total Unrestricted Net Assets	5,974,401
Net Income	982,338
Total Temporarily Restricted Net Asset	1,350,000
Total Permanently Restricted Net Asse	10,000
Total Equity	8,316,739
Long-Term Liabilities	
Total Senior Debt	10,334,848
Other Long-Term Liabilities	
Total Long-Term Liabilities	10,173,666
Total Liabilities and Equity	20,022,349

Statement of Activities

Statement of Activities	
30-Jun-21	Actual
Revenue	
State and Local Revenue	8,497,857
Federal Revenue	3,594,843
Private Grants and Donations	21,218
Earned Fees	33,275
Donated Revenue	-
Total Revenue	12,147,193
Expenses	
Salaries	5,065,682
Benefits and Taxes	1,193,760
Contracted Staff	14,268
Staff-Related Costs	52,543
Rent	-
Occupancy Service	473,439
Direct Student Expense	597,132
Office & Business Expense	1,796,420
Total Ordinary Expenses	9,193,244
Net Operating Income	2,953,949
Extraordinary Expenses	
Interest	1,421,693
Depreciation and Amortization	549,918
Total Extraordinary Expenses	1,971,611
Total Expenses	11,164,856
Net Income	982,338

Appendix D: Approved SY 21-22 Budget

Revenue	
State and Local Revenue	8,995,705
Federal Revenue	3,257,832
Private Grants and Donations	30,000
Earned Fees	60,000
Donated Revenue	-
Total Revenue	12,343,538
Operating Expense	
Salaries	6,249,519
Benefits and Taxes	1,561,379
Contracted Staff	63,000
Staff-Related Costs	60,000
Rent	-
Occupancy Service	521,233
Direct Student Expense	850,638
Office & Business Expense	1,934,857
Donated Expense	-
Contingency	100,000
Total Operating Expense	11,340,627
Net Operating Income	1,002,911
Interest, Depreciation	
Depreciation and Amortization	501,787
Interest	555,761
Total Expenses	12,398,175
Net Income	(54,637)