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# Annual Report

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2021-2022

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Cesar Chavez Public Charter Schools for Public Policy  
3701 Hayes Street NE | Washington, D.C. 20019 | (202) 398-2230  
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 2021-2022 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 the 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 which 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 the acquisition of knowledge through the curriculum to apply to real-world contexts. In the Middle School, Chavez uses an aligned curriculum for core content courses. In English, scholars are engaged in Springboard Education's curriculum which is aligned with grades 6 - 12. In math, scholars are engaged in Illustrative Mathematics. In Science, scholars are engaged with Amplify Science. For social studies, scholars utilize the Houghton Mifflin social studies 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 with Learn Zillion 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:** Chavez teachers use instruction to empower students with the critical and disciplinary thinking skills necessary to tackle complex, novel situations. A key component of that instruction is a focus on authentic intellectual work that focuses on students constructing their own knowledge through learning tasks that require higher-order critical thinking. In order to bring this focus to life, teachers use a variety of instructional methods and strategies to ensure that all students have access to quality, rigorous instruction. In addition, Chavez places a heavy focus on developing its teachers both in pedagogy and content knowledge.

At Chavez, instructional planning is key to improving students' learning. In order to ensure that instruction is effective, we employ the research-based model of backward 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 2021-2022 school year, we used data points from multiple assessments to gauge scholar progress, trigger immediate professional development needs, and inform adjustments that needed to be made in instruction. Following is a summary of the major assessment tools, both internal & external, used at Chavez Schools.

### **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 21<sup>st</sup> 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. For the 2021-22 school year, Family and Community Engagement events took place both in-person and virtually to allow for flexibility and to maximize engagement.

Some activities from the 2021-2022 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 Fitness 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 coursework 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 students’ 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.

**9<sup>th</sup> Grade Public Policy Capstone [.25 credit and 15 hours of community service]**

- Full time, 2-week course at the end of the 9<sup>th</sup> 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

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

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

**11<sup>th</sup> 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.

**11<sup>th</sup> 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.

**12<sup>th</sup> 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, cyberbullying, 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 policymakers, board members, and volunteers. Students had the opportunity to present their senior Thesis papers on Thesis night, unfortunately, Symposium had to be canceled due to COVID-19.

Rigorous College Prep Program: Since our inception in 1998, Chavez Schools has worked diligently to ensure 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 2022 amassed over 4.6 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 student's successes in college admittance and scholarships, but college retention and graduation are 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 21<sup>st</sup> 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 2021-2022 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).

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

For the 2021-22 school year, **98.36% of seniors** at Chavez Schools received a passing grade on their Thesis. Some of the Thesis topics include immigration reform, gang violence, human trafficking, cyberbullying, and police brutality. Chavez Schools met Goal 2 for the 2021-22 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:

<b>GRADES</b>	<b># of Students</b>	<b>% of Students</b>
<b>“A” grades</b>	<b>32</b>	<b>52%</b>
<b>“B” grades</b>	<b>16</b>	<b>26%</b>
<b>“C” grades</b>	<b>12</b>	<b>20%</b>



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.**

- For the 2021-22 school year, 91.8% of juniors met this goal. Chavez Schools did meet Goal 3 for the 2021-22 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. Students who fail Fellowship in June will take a fellowship recovery program the following school year.

Students 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 2021-2022 school year. Our scholars with IEPs were accepted to a variety of two- and four-year colleges and universities, including the University of the District of Columbia, Livingstone College, Coppin State, Marshall University, Morgan State University, Mary Baldwin University, Bowie State, UMES, PGCC, Johnson C. Smith, Washington Adventist, Saint Augustine's, Benedict College, Kent State, Winston Salem State University, Virginia State University, Ohio University, Fisk University, Claflin University, West Virginia State University, Shaw University, NOVA, Dallas Baptist University, Arkansas Baptist University, Alabama State University. Special education students earned an average of 2 college acceptances per student.

#### **Chavez Schools' Performance on PARCC:**

PARCC was administered for the first time in the District since 2019 and since the start of the pandemic in 2022. Spring 2022 was also the first time Algebra I and English I high school assessments were required by OSSE, in addition to Geometry and English II. Citywide, the percentage of students scoring at or above grade level (4+) declined by 6 percentage points in ELA, and by 12 percentage points in math from spring 2019 to spring 2022 on PARCC.

Despite this sobering context, Chavez's student performance was encouraging and shows promising outcomes for SY22-23. In math, the percentage of students scoring 4+ on the 7th-grade math assessment increased by almost 5 percentage points, compared to a charter and citywide decrease by 5 percentage points. Chavez's performance in Geometry was nearly in the top quartile for high schools with higher-than-average At-Risk populations. Chavez's overall performance in math was nearly the same in SY1819 and SY2122; in the same time period, the charter and citywide overall math averages dropped by more than 10 percentage points, indicating that Chavez's strong mathematics program was able to mitigate losses experienced by many other schools across the city.

Chavez’s performance on ELA was especially strong. The rate of students meeting and exceeding expectations on the English II assessment was in the top quartile of schools serving higher-than-average At-Risk populations and exceeding the overall charter sector average. The overall percent of students scoring 3+ and 4+ on high school English assessments increased dramatically from SY 1819 to SY 2122 (+16% in 3+ and +7.3% in 4+), which is especially impressive given that the charter sector and citywide rates for this group *fell* by an average of over 7% in the same time. Chavez’s high school ELA performance had the strongest in Wards 7 and 8, further, earning Chavez the recognition as a Bold Performance School; demonstrating proficiency rates above pre-pandemic expectations given the student populations served.

**B. Unique Accomplishments**

**100% College Admission Rate:** The Class of 2022 carried on the Chavez Schools tradition of a high college admission rate. Our recent graduates received a total of 332 acceptances (average/student = 5) to 58 different colleges and universities, including but not limited to:

- |                                 |  |
|---------------------------------|--|
| Alabama State University        | Morgan State University                |
| Alleghany College of Maryland   | Norfolk State University               |
| Arkansas Baptist College        | North Carolina A & T                   |
| Benedict College                | North Carolina Central University      |
| Bowie State                     | Northern Virginia Community College    |
| Catawba College                 | Old Dominion University                |
| Clark Atlanta                   | Philander Smith College                |
| Coppin State                    | Prince George's Community College      |
| Coppin State University         | Radford University                     |
| Dallas Baptist University       | Saint Augustine's                      |
| Dallas College                  | Saint Augustine's University           |
| Delaware State University       | Shaw University                        |
| Eastern Mennonite University    | St. Augustine's University             |
| Elizabeth City State University | St. Marys College of Maryland          |
| Florida A & M University        | Tennessee State University             |
| Florida Memorial University     | Texas College                          |
| George Mason University         | University of Louisville               |
| Grambling State                 | University of Maryland Eastern Shore   |
| Jackson State University        | University of North Texas              |
| Johnson C. Smith                | University of the District of Columbia |
| Kansas State University         | Virginia State University              |
| Kent State                      | Virginia State University              |
| Kent State University           | Vorhees College                        |
| Livingstone College             | Washington Adventist                   |

Marshall University  
 Mary Baldwin University  
 Miles College  
 Mississippi State University

West Virginia State University  
 Wingate University  
 Winston Salem State

**Scholarships:** The Class of 2022 accumulated over \$4.6 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 American University through the DC Scholars program worth \$69,000 a year. A student was a recipient of the Stephen Joel Trachtenberg Scholarship worth over \$300,000 during the course of undergraduate studies. Through our partnership with DC-CAP, one student received full-ride scholarships to Alabama A&M University worth up to \$31,000 per year per student, one student earned full-ride scholarships to SUNY Oswego worth up to \$22,000 per year per student, one student earned a full-ride scholarship to Catholic university worth over \$40,000 a year, and two scholars earn full-rides to NCA&T university. Thirteen Scholars received over \$100,000 in college scholarships.

**Highlights for School Year 2021-2022**

**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, the 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 15th, 2022 Chavez Schools hosted a Graduation celebration for our senior class at the Lincoln Theatre on U St. The goal was to provide as normal and as safe of an experience to our scholars while commemorating this event. The celebration allowed families to watch scholars walk across the stage and earn their diplomas.

August 2021	<ul style="list-style-type: none"> <li>● Senior Transition Week to kick off the last year of High School and to review all of the important events and expectations for the year</li> <li>● Bridge Days held for incoming 6th &amp; 9th grade students</li> </ul>
September 2021	<ul style="list-style-type: none"> <li>● Virtual Back-to-School Night</li> <li>● Senior Field Trip - Team Building</li> <li>● In-Person &amp; Virtual College Visits begin</li> <li>● Vaccination Clinic #1</li> </ul>
October 2021	<ul style="list-style-type: none"> <li>● PSAT &amp; SAT Day for 10th - 12th Graders</li> <li>● Hispanic Heritage Month</li> <li>● Vaccination Clinic #2</li> </ul>
November 2021	<ul style="list-style-type: none"> <li>● 1st Quarter Virtual Honor Roll Assembly to celebrate scholars that earned Honor Roll and Perfect Attendance</li> <li>● FAFSA Night</li> <li>● Vaccination Clinic #3</li> </ul>

December 2021	<ul style="list-style-type: none"> <li>● Homecoming Week took place</li> <li>● 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.</li> </ul>
January 2022	<ul style="list-style-type: none"> <li>● Enrollment Open Houses and Tours begin</li> <li>● Dual-Enrollment Classes for Freshman begin</li> </ul>
February 2022	<ul style="list-style-type: none"> <li>● Black Professionals' Day hosted virtually on Feb. 16th with over 30 professionals joining our grade levels online to discuss their careers.</li> <li>● 2nd Quarter Honor Roll Assembly to celebrate scholars that earned Honor Roll and Perfect Attendance</li> <li>● Vaccination Clinic #4</li> </ul>
March 2022	<ul style="list-style-type: none"> <li>● Chavez Day Birthday Celebration Day of Service where scholars did service across the city, volunteering with Bread for the City, Boys &amp; Girls Club, the Department of Parks &amp; Rec, and other organizations to celebrate Chavez's commitment to a life of service.</li> <li>● Vaccination Clinic #5 &amp; 6</li> <li>● COVID Family Town Hall to discuss the changes to the CDC recommendations and discuss implications for Chavez</li> <li>● Prospective Athlete Student Recruitment Event</li> </ul>
April 2022	<ul style="list-style-type: none"> <li>● Spring Fling Enrollment Festival for prospective families and students</li> <li>● 3rd Quarter Honor Roll Assembly to celebrate scholars that earned Honor Roll and Perfect Attendance</li> </ul>
May 2022	<ul style="list-style-type: none"> <li>● PARCC &amp; State Science Testing</li> <li>● Vaccination Clinic #7</li> <li>● Senior Prom</li> <li>● Gun Violence Prevention Town Hall</li> <li>● High School Fellowship begins - virtual and in-person</li> </ul>
June 2022	<ul style="list-style-type: none"> <li>● Cap, &amp; Capstone took place with all scholars participating</li> <li>● Senior Graduation took place on June 15, 2022 at the Lincoln Theatre</li> </ul>

### **Chavez Continues to excel in athletics**

Despite the changes that COVID brought on, Chavez Athletics continues to excel. The number of scholar-athletes has remained about the same after the disruption of the pandemic. In 2021 Our Girl's High School Volleyball team put in a great effort and qualified for the DCSAA State Tournament. The Boy's Basketball had a young team but had a great season. The team finished 3rd in the PCSAA and was also able to compete in the DCSAA State Tournament.

The School is also very excited about what the future holds in athletics. The Middle School has taken off with scholar involvement. The Girl's Middle School's inaugural Volleyball season was outstanding. Boys' sports are also doing very well at this level. Flag Football and Basketball will be strong teams for the next couple of years.

### **C. List of Donors**

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

Josh Kern  
Smart Cleaning Solution Inc.  
Irasema Salcido  
Debra Drumheller  
Adrian Mayse  
Jamaal Mobley  
Ricardo Torres

Andre Bhatia  
Bethany Little  
Exxon Mobil  
Tiger Woods Foundation  
Carl. M. Freeman Foundation  
Project Wish List - Jewish Federation of Greater  
Washington

## DATA REPORTS

### Cesar Chavez Public Charter School for Public Policy

#### SY 2021-22 Annual Report Campus Data Report

#### 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	46
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	64	0	52	75	58	70	0	0	0

#### Student Data Points

School	<b>Total number of instructional days: 182</b> 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	<b>Suspension Rate: 15.30%</b>
PCSB	<b>Expulsion Rate: 0.55%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate: 0.64%</b>
PCSB	<b>In-Seat Attendance: 83.30%*</b>
PCSB	<b>Average Daily Attendance:</b> The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide the following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals: 7.9% (29 students)*</b>
PCSB	<b>Midyear Entries: 2.2% (8 students)*</b>
PCSB	<b>Promotion Rate (LEA): 88.60%</b>
School (SY20-21)	<b>College Acceptance Rates: 100%</b>
School (SY20-21)	<b>College Admission Test Scores: 47.05%</b>
PCSB (SY20-21)	<b>Graduation Rates: 86.6%</b>

#### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate: 15.8%</b>
School	<b>Number of Teachers: 38</b> "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	<b>Teacher Salary</b> Average: \$73,078.72 Range -- Minimum: \$ 52,934.22      Maximum: \$ 90,891.62
Organization	<b>Executive Compensation</b>  Kourtney Miller      \$163,710.00      Head of School

Ashley	High	\$130,000.00	Chief Operations Officer
Kristy	Ochs	\$126,450.46	Director of Special Education
Trevon	Christopher	\$121,000.00	Middle School Principal
Yasmine	Julien	\$101,330.00	HS Assistant Principal

**\*Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY21-22 Charter Sector Attendance Qlik application as of August 2022. 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 2021-22, 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

Last, First	Job Title	Degree
Amaya Lopez, Miguel	Teacher, Spanish	Bachelor's
Ashton, Arianna	Teacher, ELA	Master's
Barbour, Emmanuel	ALC Coordinator	Associate's
Barbour, Keitra	Student Support Coordinator	Bachelor's
Bastian, Nasya	Teacher, Science	Bachelor's
Bernal, Linda	Director of 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, Special Education	Master's
Burton, Marecyia	Teacher, Social Studies	Master's
Chapman, Michelle	Registrar and Enrollment Specialist	Bachelor's
Chase, Crystal	Dedicated Aide	Other
Chenier, Felicia	Teacher, English	Master's
Christopher, Tre	Middle School Principal	Master's
Cohen, Adam	Teacher, Social Studies	Master's
Coleman, Tyrone	Teacher, Special Education	Master's
Covington, Joyce	Social Worker	Master's
Cross, Clarence	College and Career Manager	Master's
Cunningham, Quinisha	Dedicated Aide	Bachelor's
Daney-Cuffie, Nicholas	Teacher, Special Education	Master's
Dean, Jessi	Math Interventionist	Bachelor's
Edwards, Denetrice	Teacher, Music	Bachelor's
Fells, Tiffany	Business Operations Manager	Other
Fletcher, Kenneth	Facilities Manager	Other
Fontroy, Shauntaye	ELA Interventionist	Master's
Geislinger, Meaghan	MS Special Education Coordinator	Master's
Gray, Katrina	Human Resources Manager	Master's
High, Ashley	Chief Operations Officer	Bachelor's
Hoestermann, Carrie	Social Worker	Bachelor's
Hooks, Dexter	Teacher, Social Studies	Master's
Horgan, Thomas	Teacher, English	Master's
Jones, Michelle	Coordinator, Food Service	Bachelor's
Josey, Roderick	Family & Community Engagement Coordinator	Bachelor's
Judon, Ashlee	MS Assistant Principal	Masters



<b>Last, First</b>	<b>Job Title</b>	<b>Degree</b>
Julien, Yasmine	HS Assistant Principal	Master's
Kelley, Teyona	Office Manager	Bachelor's
LaRue, Renee	Teacher, SAT Prep	Master's
Lawot, Niwas	Teacher, Math	Master's
Lee-Ballard, Tjuana	Teacher, Science	Master's
Lee, Shawnee	Data & Projects Coordinator	Bachelor's
Lockhart, Kyra	Teacher, Math	Master's
Marshall, Tiara	Teacher, Science	Bachelor's
McCauley, Jeffery	Teacher, Art	Master's
Miller, Kourtney	Head of School	Doctorate
Morgan, Keisha	School Nurse	Bachelor's
Natera, Ernesto	Athletic Director	Bachelor's
Newton, Raven	Teacher, Special Education	Master's
Nix, Kiwaski	Teacher, Math	Master's
Obichere, Indira	Teacher, Public Policy	Master's
Ochs, Kristy	Director of 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
Smith, Kelly	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, Doniqua	Dedicated Aide	Bachelor's
Tolson, Dareese	Instructional Coach	Master's
Toomer, Bernard	Teacher, Social Studies	Bachelor's
Udodong, Inibehe	Teacher, Physical Education	Bachelor's
Walker, Alecia	Teacher, Special Education	Master's
Walsh, Fatima	Teacher, Spanish	Bachelor's
White, Clinton	Teacher, English	Master's
Williams, Courtney	Grade Level Administrator, Upper School	Master's
Williams, Dante	Teacher, Math	Master's
Woodard, David	Urban Teaching Fellow, English	Master's
Zaid, Khaatima	HS Special Education Coordinator	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
Antonio Ellis	Academic Committee	Washington, DC
Natalie Gordon	Academic Committee	Laurel, MD
Amber Jackson	Development Committee	Washington, DC
Lonell Johnson	Governance Committee	Washington, DC
Sam Kamyans	Member	Washington, DC
Shynika Loften	Parent Representative	Washington, DC
Adrian Mayse	Finance Comittee	Washington, DC
Jamaal Mobley	Development	Silver Spring, MD
Jonathan Nobil	Secretery, Finance Committee	Washington, DC
Irasema Salcido	Chair, Development and Governance	Rockville, MD
Rebeca Shackelford	Academic Committee	Washington, DC
Frances Whalen	Parent Representative	Washington, DC

## Appendix C: Unaudited Year End Financial Statement, 2021-2022

### Statement of Financial Position June 30, 2021

Balance Sheet	6/30/2021	6/30/2022	
Assets	Last Year	Year End	Annual Change
Assets			
Current Assets			
Cash	5,872,769	4,471,171	(1,401,598)
Accounts Receivable	918,222	1,370,988	452,765
Other Current Assets	93,799	89,835	(3,964)
Intercompany Transfers	0	0	0
Investments	0	851,275	851,275
Total Current Assets	6,884,791	6,783,270	(101,521)
Noncurrent Assets			
Facilities, Net	12,971,604	12,723,574	(248,029)
Operating Fixed Assets, Net	239,683	284,320	44,637
Total Noncurrent Assets	13,211,286	13,007,894	(203,392)
Total Assets	20,096,077	19,791,164	(304,913)
Liabilities and Equity	Last Year	Year End	Annual Change
Liabilities and Equity			
Current Liabilities			
Accounts Payable	498,824	130,320	(368,504)
Other Current Liabilities	572,887	521,028	(51,859)
Accrued Salaries and Benefits	599,706	391,415	(208,292)
Total Current Liabilities	1,671,417	1,042,763	(628,654)
Equity			
Unrestricted Net Assets	6,386,703	7,384,492	997,789
Net Income	501,395	(337,928)	(839,322)
Temporarily Restricted Net As	1,350,000	1,350,000	0
Permanently Restricted Net A:	10,000	15,000	5,000
Total Equity	8,248,098	8,411,565	163,467
Long-Term Liabilities			
Senior Debt	10,336,209	10,114,761	(221,448)
Other Long-Term Liabilities	(159,647)	(122,805)	36,842
Total Long-Term Liabilities	10,176,562	9,991,955	(184,607)
Total Liabilities and Equity	20,096,077	19,446,283	(649,794)

## Statement of Activities

Income Statement			
Income Statement	Actuals	Budget	Variance
Revenue			
State and Local Revenue	8,925,352	8,995,705	(70,354)
Federal Revenue	2,882,782	3,257,832	(375,050)
Private Grants and Donations	120,561	30,000	90,561
Earned Fees	(148,962)	60,000	(208,962)
<b>Total Revenue</b>	<b>11,779,733</b>	<b>12,343,538</b>	<b>(563,805)</b>
Expenses			
Salaries	5,524,103	6,249,520	725,416
Benefits and Taxes	1,373,848	1,562,562	188,713
Contracted Staff	122,613	63,000	(59,613)
Staff-Related Costs	123,247	60,000	(63,247)
Occupancy Service	777,862	521,233	(256,629)
Direct Student Expense	1,083,537	850,638	(232,898)
Office & Business Expense	1,999,518	1,938,633	(60,886)
Contingency	0	100,000	100,000
<b>Total Expenses</b>	<b>11,004,728</b>	<b>11,345,586</b>	<b>340,857</b>
<b>Operating Income</b>	<b>775,005</b>	<b>997,952</b>	<b>(222,947)</b>
Extraordinary Expenses			
Interest	554,838	555,761	923
Depreciation and Amortization	558,094	501,787	(56,307)
<b>Total Extraordinary Expenses</b>	<b>1,112,932</b>	<b>1,057,548</b>	<b>(55,384)</b>
<b>Net Income</b>	<b>(337,928)</b>	<b>(59,596)</b>	<b>(278,332)</b>
Cash Flow Statement			
Cash Flow Statement	Forecast	Budget	Variance
<b>Net Income</b>	<b>(337,928)</b>	<b>(59,596)</b>	<b>(278,332)</b>
Cash Flow Adjustments			
Add Depreciation	558,094	501,787	56,307
Operating Fixed Assets	(197,542)	(75,000)	(122,542)
Buildings	(700,425)	(400,000)	(300,425)
Other Operating Activities	(1,077,456)	629,415	(1,706,871)
Per-Pupil Adjustments	0	(0)	0
Restricted Equity	(5,000)	0	(5,000)
Unrestricted Equity	(5,000)	0	(5,000)
Facilities Project Adjustments	358,658	(184,607)	543,265
<b>Total Cash Flow Adjustments</b>	<b>(1,068,670)</b>	<b>471,595</b>	<b>(1,540,265)</b>
<b>Change in Cash</b>	<b>(1,406,598)</b>	<b>411,999</b>	<b>(1,818,597)</b>

## Appendix D: Approved SY 22-23 Budget

Income Statement	SY22-23
Revenue	
State and Local Revenue	9,669,341
Federal Revenue	2,756,418
Private Grants and Donations	85,000
Earned Fees	46,411
Donated Revenue	-
<b>Total Revenue</b>	<b>12,557,169</b>
Operating Expense	
Salaries	6,642,323
Benefits and Taxes	1,654,533
Contracted Staff	85,000
Staff-Related Costs	187,000
Rent	-
Occupancy Service	683,663
Direct Student Expense	1,046,285
Office & Business Expense	2,042,486
Donated Expense	-
Contingency	70,000
<b>Total Operating Expense</b>	<b>12,411,290</b>
<b>Net Operating Income</b>	<b>145,880</b>
Interest, Depreciation	
Depreciation and Amortization	637,811
Interest	540,298
<b>Total Expenses</b>	<b>13,589,399</b>
<b>Net Income</b>	<b>(1,032,229)</b>