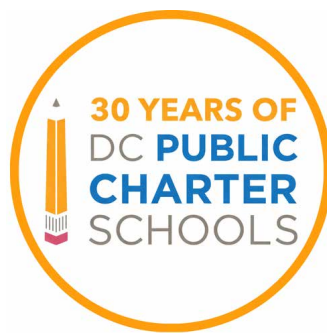
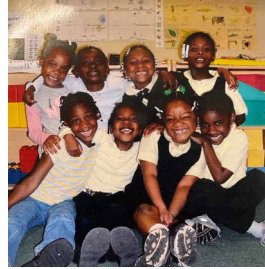




30 YEARS OF INNOVATION GENERATIONS OF **IMPACT**



About the Artists:

Cover: collage of 30 years of public charter schools

Back Cover Art by

Atalanta Cash, Grade 5

DC Bilingual Public Charter School

****Throughout this publication, we feature artwork from DC public charter school students.****

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Background

Created in 1996, the DC Public Charter School Board (DC PCSB) is an independent government agency of the District of Columbia that provides academic and financial oversight to 133 citywide public charter schools (PCS) managed by 66 independently run nonprofit organizations called local education agencies (LEAs).

As the sole public charter school authorizer in Washington, DC, our role is different from that of a school district. We do not operate or direct the management of public charter schools; that is the job of each school's board of trustees. Instead, we create the policies and conditions that empower teachers and school leaders to do their best work, which is educating students.

Report published on *July 30, 2026*.

Message from Executive Director Dr. Michelle J. Walker-Davis

Dear Friends and Partners,

Thirty years ago, Washington, DC became home to one of the nation's first public charter school sectors. What began as a bold idea to expand educational opportunities for students and families has grown into a vibrant and diverse community of schools serving nearly half of all public school students in DC.

This 30-year milestone invites us to reflect not only on how far we have come, but also on what it takes to sustain and strengthen public charter schools for the future.



Over the past year, DC PCSB focused on building a stronger foundation for the next chapter of public charter schooling in our city. We advanced improvements to our charter review and renewal process to make it more timely, transparent, and reliable. We deepened engagement with school leaders through new feedback and collaboration structures that leverage their expertise to inform our work. We modernized policies to better reflect our mission and continued developing the ASPIRE accountability system as a clearer, more comprehensive way to communicate what matters most about school quality and student outcomes

Quality authorizing is a key strategy DC PCSB uses to help ensure public charter schools deliver strong outcomes for students. As the authorizer of public charter schools in Washington, DC, we use the following five tools to evaluate public charter schools on academic accountability, financial health, and legal compliance:

- Charter review and renewal – A comprehensive evaluation conducted every five years to assess a school's academic performance, legal compliance, and financial viability. [Page 4]
- Qualitative Site Reviews (QSR) – Periodic observations to assess classroom instruction and culture, including assignment reviews to ensure academic rigor and grade-level standards. [Page 23]
- Financial Analysis Report (FAR) – An annual report that assesses the financial sustainability of each nonprofit that operates a public charter school. [Page 27]
- Ongoing monitoring – Continuous oversight to ensure schools meet legal obligations and regulatory requirements. [Page 27]
- ASPIRE – DC PCSB's academic accountability system, which allows us to evaluate school performance against schools' unique missions and student needs. Following a period of deep collaboration with school leaders, we released the [School Year] SY 2024–25 measure-level outcomes this year. DC PCSB will begin publishing comprehensive scores and performance levels beginning with the SY 2025–26 results. Visit dcpcsb.org/ASPIRE to learn more.

This year also marked an important period of organizational growth and reflection. We began aligning our policies, practices, and systems to meet today's needs while preparing for tomorrow's opportunities. Our goal is to be a connected authorizer that listens deeply, calibrates thoughtfully, protects the sector, clearly communicates our role, and provides a roadmap for where we are headed together.

The progress highlighted throughout this report reflects what is possible when schools, families, community members, and DC PCSB work in partnership. While we are proud of what we accomplished this year, we recognize that some of our most important work is still ahead. As we celebrate 30 years of public charter schools in Washington, DC, we honor the achievements of the past while remaining focused on the future. Together, we can ensure that every DC student receives a quality education that makes them feel valued and prepares them for lifelong learning, fulfilling careers, and economic security.

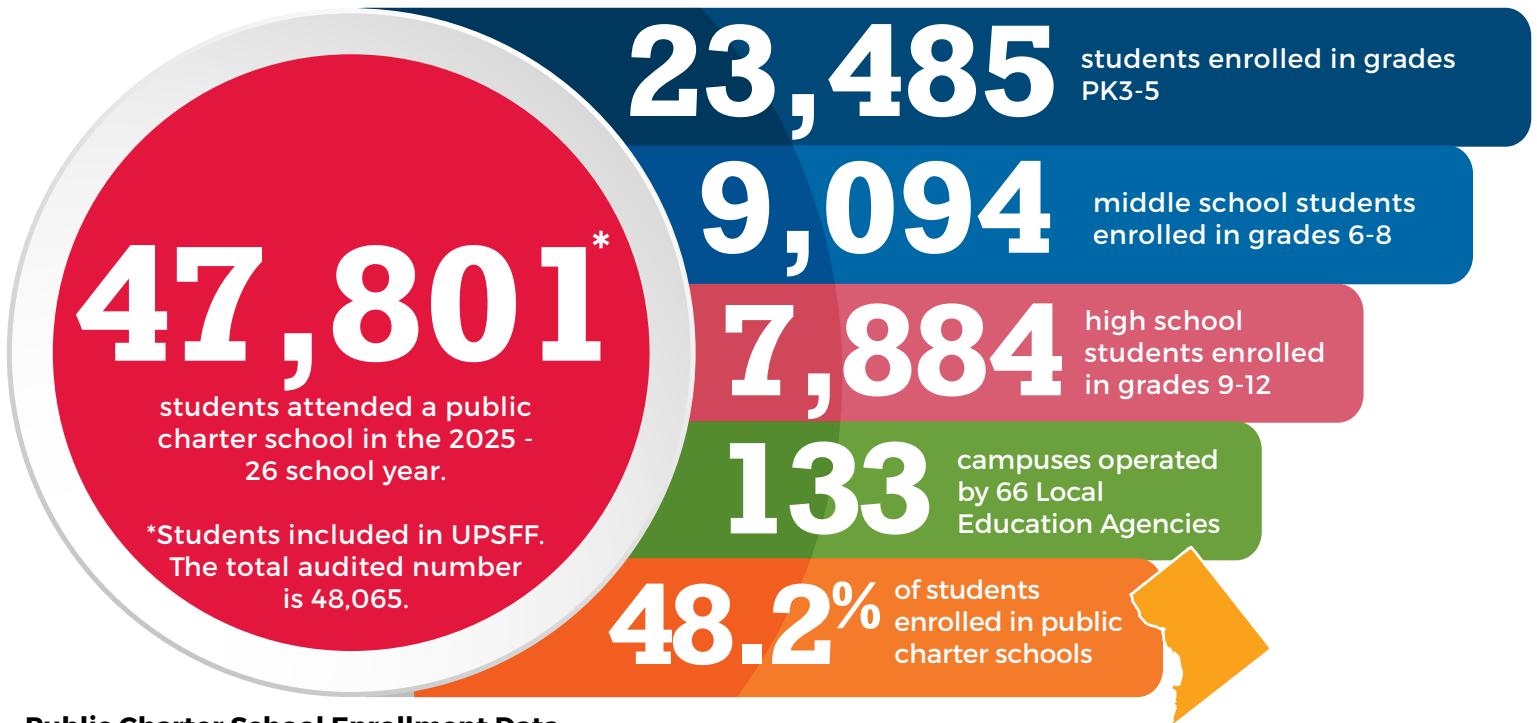
With gratitude and partnership,

A handwritten signature in black ink, appearing to read "Michelle J. Walker-Davis".

Michelle J. Walker-Davis, Ed.D.
Executive Director
DC Public Charter School Board

SCHOOL YEAR 2025 – 26

Year in Review



Public Charter School Enrollment Data

Public charter schools enrolled **47,801*** students, or **48.2%**, in the 2025 – 26 school year. Below, you will find data showing the total number of public charter school students enrolled by grade and student population.

% of PCS Students by Grade Band or Program for the SY 2025 - 26

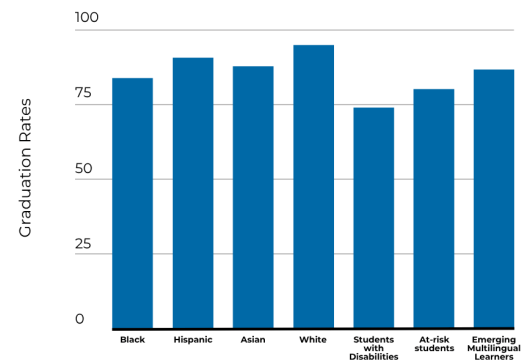
- **PK3-PK4** - 13.2%
- **K-5** - 36.5%
- **6-8** - 19%
- **9-12** - 16.4%
- **Adult** - 12%
- **Alternative** - 3.4%

Four-Year Graduation Rate: 83.6%

Our public charter schools graduate more students across most student populations than traditional public schools. The four-year graduation rate for public charter schools is 83.6% percent. The five-year adjusted cohort rate is 83.8%.

Graduation Rates by Student Group *(excludes adult programs)*

- 81% of Black students
- 89% of Hispanic students
- 94.4% of Asian students
- 96% of White students
- 74.6% of students with disabilities
- 78.7% of at-risk students
- 83.7% of Emergent Multilingual Learner students



*Uniform Per Student Funding Formula (UPSFF)

DC Public Charter Schools

Thirty years ago, students across DC were introduced to new educational opportunities through the innovative programs public charter schools could provide. Over the past three decades, countless success stories have emerged, dreams have been realized, and communities have been transformed. Few stories reach back as far as The Next Step Public Charter School, one of the District's earliest public charter schools.



The Next Step PCS students posing for a picture at Latin American Youth Center.

With the mission to “provide students who face extraordinary challenges and who are not supported in traditional high schools with the opportunity to continue their education,” The Next Step PCS has accomplished that goal by giving community members another chance at a quality education when it first opened its doors in 1996 until now.

During our May Board meeting, the school received its 30-year charter renewal, which is indicative of the continued impact it has made in our city. Executive Director, Dra. Vivian Robledo reminisced on the beginning stages of the school.

“We were born out of the well-respected Latin American Youth Center. What began as a small program for pregnant and parenting teens, run out of an apartment over a Mount Pleasant panaderia, grew into a strong, self-sustained school serving students ages 16-30 who did not find success in their former schools.”

After spending its first 16 years in the Latin American Youth Center, the school found its home at 3047 15th St., NW in 2012, which happens to be the former site of Capital City Public Charter School.

Now, The Next Step serves about 500 students between the same 16-30 age group who are learning English, pursuing a GED, college, or trade school, or preparing for a career.

The Next Step is one of many public charter schools in DC that give scholars access to a unique education. Over the course of thirty years, many adult, elementary, middle, high, and alternative schools have made their mark in changing the educational landscape in the city.

With three decades down, the school is looking toward what the next thirty years will consist of, and how it will keep doing their part in ensuring families in DC have access to a high quality education regardless of their circumstances.

“We remain steadfast in our commitment to help students stay connected to learning. Adult learners face a lot of barriers, so that will always be a part of our process,” said Chief Academic Officer Jennifer Dalzell.

Dalzell also mentioned how vital it is to continue using what students already know to inform their learning.

“Another thing I would add is ensuring that the programs we offer take advantage of all the amazing things our learners bring with them. They’re bilingual, they have a lot of experience coming from the places they come from, so those will be key aspects in the next 30 years.”

As we celebrate the school’s milestone, we’re also highlighting the most pivotal and memorable moments of the last 30 years of DC public charter school education on our social media.



The Next Step PCS students throughout the years.

FROM STUDENT TO STAFF



Toussaint posing with Washington Latin PCS students.

There's a certain kind of compliment that no award ceremony or ASPIRE score can replicate: a decision to trade the wide-open possibilities of "anywhere" for the deliberate choice of here. When alumni choose to return and work at the school that shaped them, they aren't just filling a position; they're embodying everything that these schools stand for.

For Michael Toussaint, that journey began as a sixth grader at Washington Latin PCS. A member of the school's inaugural graduating class in 2013, he grew alongside a school that was still finding its footing.

"When I was a student, the school was growing, and we were growing with the adults too. I just didn't know it at the time," he says.

After graduating from Delaware State University, Michael built a career in restaurant management. Then his mother, a charter school educator for 30 years, began encouraging him to consider teaching. When two fellow Washington Latin PCS alumni, now staff members, suggested the same thing, he listened. In 2024, Michael returned to Washington Latin PCS as Dean of Students. When he signed on for a second year, he realized he had found his purpose.

For Viviana Patarroyo Ulloa, the path looked very different. She arrived from Colombia with a degree in political science, limited English, and no local support network. She enrolled at Carlos Rosario PCS hoping to strengthen her language skills and found a community that believed in her potential.

"Any job I've ever had in my life, I never felt like I was in my purpose until I started working here," she says.

"I was very connected to the mission," she says.

She joined the school as an administrative assistant and now serves as Manager of Strategic Policy Collaborations. Having once been a student herself gives her a unique perspective.

"You can really put yourself in others' shoes and understand what it feels like to be in a city where you are nobody, just trying to figure out how to grow."

Michael and Viviana arrived at their schools from different places and at different stages of life. Yet their stories point to the same truth: public charter schools provide more than education. That is what public charter schools make possible — not just a diploma or a credential, but a sense of purpose so rooted in a place and a community that graduates can't imagine being anywhere else. The students who walk those halls today are walking in their footsteps. And someday, some of them will come back, too.

MORE THAN A SEAT AT THE TABLE

Parents Leading Through Board Service

When Nicole Allen joined the board of Washington Leadership Academy PCS as a parent representative, she wasn't entirely sure what to expect.

"Like many parents, I was already balancing work, family, and the everyday adventure of raising children," she says. "I wasn't entirely sure what board service meant, how much time it would require, or whether I had anything valuable to contribute."

What Nicole discovered is something many parent trustees across DC's charter school community have learned: their voices matter.

Parent board members bring a perspective that cannot be found in financial reports, strategic plans, or performance dashboards. They bring lived experience. They understand what happens when students walk through school doors each morning and what those same students carry home each afternoon.

Charter school boards, which must include at least two parent trustees, are responsible for overseeing the school's long-term success, including financial stewardship, strategic planning, accountability, and ensuring compliance with charter and legal requirements.

For Nicole, board service provided an opportunity to "zoom out and understand the bigger picture." For others, it offered a chance to advocate, contribute, and help shape the future of their school communities.

At Early Childhood Academy PCS, Alexis Gage joined the board because she wanted to give back to a school that had supported her family. "It is important for families to be involved in a board so you can share your voice and advocate for other families within the school as large decisions are made."



Nicole Allen, parent trustee at Washington Leadership Academy PCS, and her children.

For Monique Kerr of Global Citizens PCS, parent involvement is essential. “Parents bring valuable perspectives, ask important questions, and help ensure that decisions reflect the needs and experiences of the community being served,” she says. “When families are engaged and their voices are heard, schools are better positioned to grow, improve, and deliver on their mission.”

Yamrot Mamo of Roots PCS offers a reminder of what is ultimately at stake. “At the end of the day, without student success, the school, the administration, and the board are just a shell,” he says. “Parents never lose sight of that.”

These leaders represent hundreds of parent trustees serving on charter school boards across the District. Their experiences vary, but their purpose is the same: ensuring that students remain at the center of every decision.

As DC’s charter school sector celebrates 30 years of impact, parent trustees continue to demonstrate that effective governance is strongest when families have a meaningful voice at the table.

To hear directly from two charter school board of trustee members about their experiences and the impact of board service, listen to Episode 3 of UnCHARTERed Territory: Voices from the Field, DC PCSB’s podcast.

LEADERSHIP & HOW WE WORK

To effectively carry out our mission and uphold our values, DC PCSB commits to fostering a culture that considers multiple perspectives.

We encourage our staff to lean into complex conversations, using shared language that facilitates learning and understanding toward addressing the negative impact of incongruent systems and outcomes. This commitment is not a stand-alone effort; it is embedded in how we make decisions, lead projects, and serve students and our DC community.





CHAIR, Shukurat
Adamoh-Faniyan

WARD 8



VICE CHAIR, Michelle Yan

WARD 2



TREASURER, Carisa
Stanley Beatty

WARD 5



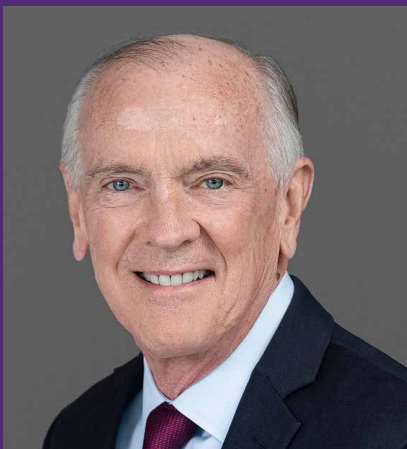
SECRETARY, Maura Marino

WARD 1



Lea Crusey*

WARD 6



Jim Sandman

WARD 6



Antonio (Tony) Williams

WARD 4

*Board service ended on June 30, 2026
New board member Ahnna Smith from Ward 6 was sworn in July 2026.

CORE VALUES

Core values guide everything and truly are the heart of this organization. They help foster a unique culture of:



Commitment – There is a commitment to serve students and families, and to working collaboratively to improve outcomes for all.



Care – Everyone is supported professionally and personally through a collegial and fun environment.



Excellence – High-quality work is produced to improve public schools and is grounded in decisions based on data, fairness, good judgment, and adherence to the Board's policies.



Integrity – The integrity of DC PCSB and the public charter sector is promoted through ethical, transparent, and honest words and actions.



Initiative – There is a focus on opportunities instead of obstacles, proactively creating innovative solutions and removing barriers to attain results.



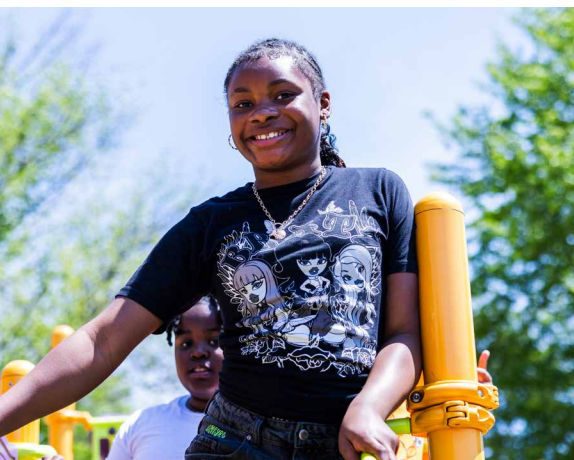
Reflection – Feedback is welcomed to engage in continual learning and improvement. The Board strives to implement what has been learned in future work.

We stand by our mission.

To approve, monitor, and evaluate schools, with an emphasis on equity and academic excellence, DC PCSB creates policies and conditions to empower educators to do their best work in service of students and engages families, schools, and communities to inform our decision-making.

We stand by our vision and why we do this work.

Every DC student receives a quality education that makes them feel valued and prepares them for lifelong learning, fulfilling careers, and economic security.





Every DC student receives a quality education

2025-2028 Strategic Roadmap

Excellent Schools, Enduring Partnerships, Effective Organization

Our Strategic Roadmap outlines five core principles to guide our efforts and ensure we effectively fulfill our mission, vision, and strategic priorities, while upholding our commitment to fostering a culture that considers multiple perspectives. These principles directly support DC PCSB's strategic priorities for the next three years, enabling us to live our values in a meaningful and measurable way.



EXCELLENT SCHOOLS

Ensure that DC PCSB decision-making responds to citywide need and results in improved outcomes for all DC students.



LIST OF SCHOOLS

SCHOOL NAME	WARD	PROGRAM TYPE	2025-2026 GRADES SERVED	2025-2026 AUDITED ENROLLMENT
Academy of Hope Adult PCS	5, 8	Adult Education, Literacy, GED Preparation, Computer Skills, Dual Enrollment	Adult Education	1082
Achievement Preparatory Academy PCS - Wahler Place Elementary School	8	Blended Learning	PK3 - 7	435
AppleTree Early Learning Center PCS - Columbia Heights	1	Early Childhood	PK3 - PK4	105
AppleTree Early Learning Center PCS - Douglas Knoll	8	Early Childhood	PK3 - PK4	31
AppleTree Early Learning Center PCS - Lincoln Park	6	Early Childhood	PK3 - PK4	78
AppleTree Early Learning Center PCS - Oklahoma Avenue	7	Early Childhood	PK3 - PK4	74
AppleTree Early Learning Center PCS - Parklands at THEARC	8	Early Childhood	PK3 - PK4	97
AppleTree Early Learning Center PCS - Southwest	6	Early Childhood	PK3 - PK4	76
AppleTree Early Learning Center PCS - Spring Valley	3	Early Childhood	PK3 - PK4	106
AppleTree Early Learning Center PCS - Waterfront Station	6	Early Childhood	PK3 - PK4	122
BASIS DC PCS	2	Liberal Arts	5 - 12	699
Breakthrough Montessori PCS	4	Montessori	PK3 - 6	385
Bridges PCS	5	Early Childhood; Special Education Focus	PK3 - 5	361
Briya PCS	5	Career and Technical Education; Two-Generation Program; English as Second Language; Child Development Associate; Medical Assistant	PK3 - PK4 & Adult	770
Capital City PCS - High School	4	Arts Integration; Project-Based Learning	9 - 12	342
Capital City PCS - Lower School	4	Arts Integration; Project-Based Learning	PK3 - 4	326
Capital City PCS - Middle School	4	Arts Integration; Project-Based Learning	5 - 8	343
Capital Village PCS*	5	Expeditionary Learning; Personalized Learning; Small School	5 - 8	64
Carlos Rosario International PCS	1, 5	Computer Skills; Culinary Arts; English as Second Language; GED and Citizenship Preparation; Literacy; Nurse Aide	Adult Education	2006
Cedar Tree Academy PCS	8	Early Childhood	PK3 - 3	457
Center City PCS - Brightwood	4	Liberal Arts; Humanities	PK3 - 8	264
Center City PCS - Capitol Hill	6	Liberal Arts; Humanities	PK3 - 8	268
Center City PCS - Congress Heights	8	Liberal Arts; Humanities	PK3 - 8	248
Center City PCS - NoMa	5	Liberal Arts; Humanities	PK3 - 8	232
Center City PCS - Petworth	4	Liberal Arts; Humanities	PK3 - 8	261
Center City PCS - Shaw	6	Liberal Arts; Humanities	PK4 - 8	187
Cesar Chavez PCS for Public Policy	7	Public Policy	6 - 12	362
Community College Preparatory Academy PCS	8	Computer Skills; CompTIA Help Desk; Dual Enrollment; HVAC Training; Microsoft Office Suite; National Customer Service	Adult Education	630
Creative Minds International PCS	5	Arts Education/Integration; International Education; Inclusion;	PK3 - 8	445
DC Bilingual PCS	5	Arts Integration; Dual Language; Early Childhood; STEM Focus	PK3 - 5	649

*School closed end of SY 2025-26.

DC Public Charter Schools *(Continued)*

SCHOOL NAME	WARD	PROGRAM TYPE	2025-2026 GRADES SERVED	2025-2026 AUDITED ENROLLMENT
DC Prep PCS - Anacostia Elementary School	8	Interdisciplinary Curriculum	PK3 - 3	427
DC Prep PCS - Anacostia Middle School	8	Interdisciplinary Curriculum	4 - 6	321
DC Prep PCS - Benning Elementary School	7	Interdisciplinary Curriculum	PK3 - 3	409
DC Prep PCS - Benning Middle School	7	Interdisciplinary Curriculum	4 - 8	321
DC Prep PCS - Edgewood Elementary School	5	Interdisciplinary Curriculum	PK3 - 3	400
DC Prep PCS - Edgewood Middle School	5	Interdisciplinary Curriculum	4 - 8	300
DC Scholars PCS	7	Interdisciplinary Curriculum	PK3 - 8	532
DC Wildflower PCS - The Riverseed School	7, 8	Early Childhood; Montessori	PK3 - 2	58
Digital Pioneers Academy PCS - Capitol Hill/Upper School	6	Computer Science; Diverse Out-of-School Experiences	9 - 12	434
Digital Pioneers Academy PCS - Jochenning/Lower School	8	Computer Science; Diverse Out-of-School Experiences	6 - 8	297
District of Columbia International School	4	Language Immersion; International Baccalaureate	6 - 12	1670
E.L. Haynes PCS - Elementary School	4	Experiential Learning	PK3 - 5	420
E.L. Haynes PCS - Middle School	1	Experiential Learning	5 - 8	320
E.L. Haynes PCS - High School	4	Experiential Learning	9 - 12	457
Early Childhood Academy PCS	8	Language and Literacy	PK3 - 3	249
Elsie Whitlow Stokes Community Freedom PCS - Brookland	5	Dual Language	PK3 - 5	355
Elsie Whitlow Stokes Community Freedom PCS - East End	7	Dual Language	PK3-5	355
Friendship PCS - Armstrong Elementary	5	Reggio Emilia-Inspired Learning Center	PK3 - 3	230
Friendship PCS - Armstrong Middle	5	Arts Integration	4 - 8	201
Friendship PCS - Blow Pierce Elementary	7	College Prep School	PK3 - 3	274
Friendship PCS - Blow Pierce Middle	7	College Prep School	4 - 8	267
Friendship PCS - Chamberlain Elementary	6	Champions for Student Achievement	PK3 - 3	274
Friendship PCS - Chamberlain Middle	6	Champions for Student Achievement	4 - 8	298
Friendship PCS - Collegiate Academy	7	Early College High School	9 - 12	823
Friendship PCS - Ideal Elementary	4	Reggio Emilia-Inspired Learning Center	PK3 - 3	207
Friendship PCS - Ideal Middle	4	Extended Day	4 - 8	193
Friendship PCS - Online Academy	4	Virtual School	K - 8	349
Friendship PCS - Southeast Elementary	8	Every Child Ready Instructional Approach	PK3 - 3	369
Friendship PCS - Southeast Middle	8	Every Child Ready Instructional Approach	4 - 8	329
Friendship PCS - Technology Preparatory High School	8	STEM Focus	9 - 12	336
Friendship PCS - Woodridge International Elementary	5	International Baccalaureate	PK3 - 3	216
Friendship PCS - Woodridge International Middle	5	International Baccalaureate	4 - 8	228
Girls Global Academy PCS	2	Business Engineering; International Baccalaureate; Single Gender Campus	9 - 12	201
Global Citizens PCS	6	Dual Language; Early Childhood; Extended Day; Restorative Justice Program	PK3 - 3	228

DC Public Charter Schools *(Continued)*

SCHOOL NAME	WARD	PROGRAM TYPE	2025-2026 GRADES SERVED	2025-2026 AUDITED ENROLLMENT
Goodwill Excel Center PCS	2, 6	Child Care and Flexible Class Schedules; Transportation Assistance	Adult Education	441
Harmony DC PCS - School of Excellence	5	STEM Focus	PK3 - 5	184
Howard University Middle School of Mathematics and Science PCS	1	Math and Science Focus	6 - 8	264
IDEA PCS	7	Dual Enrollment; Leadership, Construction, and Design Focus	9 -12	329
Ingenuity Prep PCS	8	Blended Learning; Civic Leadership	PK3-8	783
Inspired Teaching Demonstration PCS	5	Inquiry-Based; Social Justice Focus; Whole Child	PK3-8	527
Kingsman Academy PCS	6	Personalized Learning; Project-Based Learning	Alternative	348
KIPP DC - AIM Academy PCS	8	College Prep; High School Preparatory Curriculum; Leadership and Character Development	5 - 8	419
KIPP DC - Arts and Technology Academy PCS	7	College Prep; Play-Based Academic and Social Emotional Learning Curriculum	PK3-K	243
KIPP DC - College Preparatory PCS	5	Advanced Placement; Career and College Coaching; College Prep; Freshman Academies; Global Readiness Based Curriculum	9 - 12	681
KIPP DC - Connect Academy PCS	5	College Prep; Play-Based Academic and Social Emotional Learning Curriculum	PK3-K	234
KIPP DC - Discover Academy PCS	8	College Prep; Early Childhood; Play-Based Academic and Social Emotional Learning Curriculum	PK3-K	245
KIPP DC - Grow Academy PCS	6	College Prep; Early Childhood; Play-Based Academic and Social Emotional Learning Curriculum	PK3-K	223
KIPP DC - Heights Academy PCS	8	Character and Whole-Child Approach; College Prep; Rigorous Academic Curriculum	1 - 4	427
KIPP DC - Honor Academy PCS	8	Blended Learning	5 - 8	342
KIPP DC - Inspire Academy PCS	8	Blended Learning	1 - 4	317
KIPP DC - KEY Academy PCS	7	High School Preparatory Curriculum; Leadership and Character Development	5 - 8	442
KIPP DC - Lead Academy PCS	6	Character and Whole-Child Approach; Rigorous Academic Curriculum	1 - 4	330
KIPP DC - LEAP Academy PCS	7	College Prep; Play-Based Academic and Social Emotional Learning Curriculum	PK3-PK4	221
KIPP DC - Legacy College Preparatory PCS	8	Advanced Placement; Blended Learning; Dual Enrollment	9 -12	665

DC Public Charter Schools *(Continued)*

SCHOOL NAME	WARD	PROGRAM TYPE	2025-2026 GRADES SERVED	2025-2026 AUDITED ENROLLMENT
KIPP DC - Northeast Academy PCS	5	College Prep; High School Preparatory Curriculum; Leadership and Character Development	5 - 8	355
KIPP DC - Pride Academy PCS	8	Blended Learning	PK3-K	219
KIPP DC - Promise Academy PCS	7	College Prep; Character and Whole-Child Approach; Rigorous Academic Curriculum	K-4	617
KIPP DC - Quest Academy PCS	7	College Prep; Character and Whole-Child Approach; Rigorous Academic Curriculum	1 - 4	375
KIPP DC - Spring Academy PCS	5	College Prep; Character and Whole-Child Approach; Rigorous Academic Curriculum	1 - 4	377
KIPP DC - Valor Academy PCS	7	College Prep; High School Preparatory Curriculum; Leadership and Character Development	5 - 8	337
KIPP DC - WILL Academy PCS	6	College Prep; High School Preparatory Curriculum; Leadership and Character Development	5 - 8	343
Latin American Montessori Bilingual PCS	4	Language Immersion; Montessori	PK3-5	573
LAYC Career Academy PCS	6	Alternative Program; Career and Technical Education; Dual Enrollment; English as a Second Language; GED Preparation; Literacy and Numeracy Development	Adult Education	200
LEARN DC PCS	8	Blended Learning, Extended Day, Restorative Justice Program	PK3-5	318
Lee Montessori PCS - Brookland	5	Montessori	PK3-6	306
Lee Montessori PCS - East End	8	Montessori	PK3-5	272
Mary McLeod Bethune Day Academy PCS	5, 4	Arts Integration; Classical Education; College Prep; Dual Language; International Baccalaureate	PK3-8	307
Maya Angelou PCS - High School	7	Blended and Individualized Learning; Socio- emotional Learning	Alternative	225
Maya Angelou PCS - Young Adult Learning Center	7	General Education Development (GED)	Adult Education	310
Meridian PCS	1	College Prep	PK3-8	540
Monument Academy PCS	7	Alternative Program; Boarding School	Alternative	133
Mundo Verde Bilingual PCS - Calle Ocho	5	Dual Language; Early Childhood	PK3-5	608
Mundo Verde Bilingual PCS - J.F. Cook	5	Dual Language; Early Childhood	PK3-5	605
Paul PCS - International High School	4	Arts Integration; College Prep; Global Enrichment	9 -12	407
Paul PCS - Middle School	4	Arts Integration; Global Enrichment	5 - 8	342
Perry Street Preparatory PCS	5	Extended Academic Time; Interdisciplinary Curriculum	PK3-8	399
Richard Wright PCS for Journalism and Media Arts	6	Journalism and Media Arts	8 -12	302
Rocketship PCS - Infinity Community Prep	5	Arts Integration	PK3-5	325

DC Public Charter Schools *(Continued)*

SCHOOL NAME	WARD	PROGRAM TYPE	2025-2026 GRADES SERVED	2025-2026 AUDITED ENROLLMENT
Rocketship PCS - Legacy Prep	7	Personalized and Blended Learning	PK3-5	438
Rocketship PCS - Rise Academy	8	Personalized and Blended Learning	PK3-5	320
Roots PCS	4	African Centered Curriculum	PK3-5	67
Sela PCS	4	Dual Language/Immersion	PK3-5	279
Shining Stars Montessori Academy PCS	5	Montessori	PK3-6	180
Social Justice PCS	5	Expeditionary Learning; Liberatory Design Thinking, and Crew	5 - 8	97
St. Coletta Special Education PCS	7	Alternative Program; Special Education Focus	Alternative	248
Statesmen College Preparatory Academy for Boys PCS	8	Boy-Friendly Academic Environment; Improving Academic Skills; Personal Development; Social Competencies	4 - 8	288
The Children's Guild DC PCS	5	Alternative Program; Montessori	Alternative	209
The Family Place PCS	1	2-Gen Approach; Child Development Associate; Literacy; Spanish; Workforce Development	Adult Education	238
The Next Step/El Proximo Paso PCS	1	Alternative Program; College Prep; Day and Evening Options; English as Second Language; GED Preparation; Transportation and Childcare Assistance	Adult Education	420
The SEED PCS of Washington DC	7	Boarding School	9 - 12	172
Sojourner Truth PCS	5	Blended Learning; Montessori	6 -12	370
Thurgood Marshall Academy PCS	8	Public Policy and Law Focus	9 -12	361
Two Rivers PCS - 4th Street	6	Expeditionary Learning	PK3-5	398
Two Rivers PCS - Young Elementary School	5	Expeditionary Learning	PK3-5	397
Two Rivers PCS - Young Middle School	5	Arts Integration	6 - 8	240
Washington Global PCS	6	Blended and Individualized Learning; International Education	6 - 8	226
Washington Latin PCS - The Anna Julia Cooper Middle School	5	Classical Education	5 - 6	387
Washington Latin PCS - The Anna Julia Cooper High School	5	Classical Education	9 - 12	96
Washington Latin PCS - Middle School	5	Classical Education	5 - 8	386
Washington Latin PCS - Upper School	4	Classical Education	9 -12	361
Washington Leadership Academy PCS	5	Coding; Computer Science; Leadership Development; Tech	9 - 12	402
Washington Yu Ying PCS	5	Dual Language; International Baccalaureate; Mandarin Chinese Language Immersion	PK3-5	772
YouthBuild PCS	2	Construction Education; Dual Enrollment; English as Second Language	Adult Education	139

EVALUATING ACADEMICS

DC PCSB collaborates with school leaders, families, policymakers, local and national education agencies, and other partners to determine how to best strengthen our academic oversight of DC public charter schools without impeding a school's freedom to make decisions that are best for their students, teachers, and school communities. Our oversight work improves the experiences of all DC students, especially those from historically marginalized groups.

Charter reviews and renewals are a key component of our academic oversight.

Charter Reviews and Renewals

The DC School Reform Act requires DC PCSB to conduct a charter review of each school at least once every five years. Schools' charters last for a term of 15 years. At the end of each 15-year period, DC PCSB is required to conduct a charter renewal to determine whether to renew each school's charter. During charter reviews and renewals, we evaluate each school's progress toward meeting its charter goals and academic achievement expectations. We also examine each school's legal compliance with applicable laws, as well as its financial health.

Charter Reviews

During charter review, the DC PCSB Board votes on whether to:

1. Continue the charter,
2. Conditionally continue the charter by requiring the school to meet specific performance targets, or
3. Revoke the charter.

During SY 2025–26, DC PCSB conducted 12 charter reviews, as listed below. The Board continued nine charters and conditionally continued three charters. See the list of Board Actions on p. 38 for the date of each vote.

5-Year Charter Reviews

The Board approved these 5-year reviews:

- Global Citizens PCS
- LEARN DC PCS

10-Year Charter Reviews

The Board approved these 10-year reviews:

- Breakthrough PCS
- Goodwill Excel PCS
- Rocketship PCS*
- WLA PCS

20-Year Charter Reviews

The Board approved these 20-year reviews:

- Briya PCS
- St. Coletta PCS
- Washington Latin PCS

25-Year Charter Reviews

The Board approved these 25-year reviews:

- KIPP DC PCS*
- Thurgood Marshall Academy PCS

Out-of-cycle Charter Reviews

The Board approved these out-of-cycle reviews:

- SEED PCS**

Charter Reviews Interventions and Correction of Deficiencies

DC PCSB issued the following conditions during SY 2025–26:

- **Academic:** Schools' ASPIRE scores must equal or exceed the equivalent of Level 3 or "satisfactory" performance. DC PCSB issued academic conditions to schools marked with an asterisk (*).
- **Safety and Compliance:** Schools must improve in specified areas such as school safety, data accuracy, and special education compliance. DC PCSB issued safety and compliance conditions to schools marked with two asterisks (**).

Charter Renewals

15-Year Charter Renewals

During charter renewal, the DC PCSB Board votes on whether to renew the charter for another 15-year term. The Board may vote to:

1. Renew the charter, or
2. Not renew the charter.

During SY 2025–26, DC PCSB conducted four 15-year charter renewals and one 30-year charter renewal, as listed below. The Board renewed four charters and did not renew one charter. See the list of Board Actions on p. 38 for the date of each vote.

The Board approved these 15-year renewals:

- Inspired Teaching PCS
- Mundo Verde PCS
- Richard Wright PCS

The Board did not renew the charter of Shining Stars PCS because the school failed to meet its charter goals and academic achievement expectations. Instead, the Board placed Shining Stars PCS on probation for a three-year period. In SY 2028–29, DC PCSB will assess the school's performance for school years 2025–26, 2026–27, and 2027–28 to determine whether it met the probationary terms.

30-Year Charter Renewals

The Board approved these 30-year renewals:

- Next Step PCS

Please visit our website to read the review and renewal reports: <https://dcpcsb.org/charter-reviews-andrenewals>.

QUALITATIVE SITE REVIEWS

DC PCSB developed the Qualitative Site Review (QSR) to provide valuable context about a school's instructional quality for its charter review or renewal. The QSR is intended to provide a snapshot of the school's instructional program quality. For charter school leaders, the QSR aims to fulfill DC PCSB's mission to "empower educators" by highlighting strengths and identifying growth opportunities that can support continuous improvement. DC PCSB conducts unannounced school visits and analyses of submitted assignments. DC PCSB selects a random sample of core classrooms (i.e., Math, English language arts/literacy (ELA), Science, Social Studies) and any class identified as "mission critical" by the school leader. DC PCSB and the school's instructional staff hold a QSR debrief in which trends, strengths, and opportunities for growth are discussed. Following the debrief, the QSR team produces a final report.

QSRs are comprised of the following components:

1. A sector-wide training with school leaders to provide an overview of the QSR;
2. A review of student English language arts (ELA) and math assignment samples;
3. Unannounced observations of 75.0% of core-content classrooms and special education and emerging multilingual learner programs;
4. Scheduled debrief with the school leadership team and DC PCSB staff; and
5. A full QSR report that synthesizes the information from the instructional snapshot and is posted on the website for the public.

A summary of the QSR report is included in a school's review or renewal process and report.

DC PCSB conducted the QSR process at the following schools in SY 2025-26:

- | | |
|--|-------------------------------------|
| • BASIS DC PCS | • Rocketship PCS – Legacy Prep |
| • Breakthrough PCS | • Rocketship PCS – Rise Academy |
| • Briya PCS | • *Roots PCS |
| • Creative Minds PCS | • *SEED PCS |
| • DC Scholars PCS | • St. Coletta PCS |
| • DC Wildflower PCS | • Thurgood Marshall Academy PCS |
| • LAYC Career Academy PCS | • *Two Rivers PCS – Young MS |
| • Rocketship PCS – Infinity Community Prep | • Washington Leadership Academy PCS |

Learn more about the QSR initiative on our website at <https://dcpcsb.org/qualitative-site-reviews>.

* Indicates the school underwent an off-cycle QSR.

SECTOR PLANNING

As DC’s sole authorizer, DC PCSB oversees sectorwide changes that expand students’ access to a quality education. We evaluate requests from new and existing schools to open, expand, relocate, or reconfigure. Should a school’s board vote to relinquish its charter or if DC PCSB revokes or does not renew the charter, then DC PCSB manages the closure process. Below are the school openings, grade additions, reconfigurations, relocations, and closures effective in SY 2025–26. For a list of charter amendments approved this school year, including new campuses and facilities that will open no earlier than SY 2026–27, see page 38.¹

New School Charter Applications

On April 7, 2026, we released our 2026 Charter Application Guidelines. They explain the submission and review process for new school charter applications. These guidelines and all associated resources can be found at <https://dcpcsb.org/start-charter-school>.

The 2026 guidelines include several updates that align with national best practices and recent DC PCSB policies. Importantly, the cycle has shifted to the fall, and the planning year is longer. Written applications are due on September 11, 2026. Applicants in the fall 2026 cycle will be eligible to open no sooner than SY 2028–29. After the cycle concludes, DC PCSB will post all applications and decision letters at <https://dcpcsb.org/charter-applications-archive>.

New School Openings

One new campus opened in SY 2025 – 26.

CAMPUS	GRADES SERVED	ADDRESS	WARD
Washington Latin PCS - Anna Cooper HS	9-12	4301 Harewood St. NE	5

School Closures

One LEA closed at the end of SY 2025-26.

CAMPUS	GRADES SERVED	ADDRESS	WARD
Capital Village PCS	5-8	705 Edgewood St. NE	5

¹ Per DC PCSB’s *Definition of School, Campus, and Facility Policy*, a campus serves a distinct grade span with a dedicated academic leader, has charter goals and academic expectations separate from the other campuses, and receives its own accountability report. A facility is a building that houses a part of a campus, an entire campus, or multiple campuses. Read the policy at <https://bit.ly/3rUbWwQ>.

Grade Additions and Reconfigurations

The following campuses added a grade beginning in SY 2025-26.

CAMPUS	GRADE ADDED	GRADES SERVED AT CAPACITY
Achievement Preparatory Academy PCS - Wahler Place Elementary School	7	PK3 - 7
DC Wildflower PCS	2	PK3-2
Global Citizens PCS	3	PK3-5
LEARN DC PCS	5	PK3-5
Lee Montessori PCS - East End	5	PK3-5
Sojourner Truth PCS	11	6-12
Washington Latin PCS - Anna Cooper HS	9	9

Facility Openings

In addition to new school openings, the following schools opened a second facility or relocated in SY 2025 - 26.

CAMPUS	TYPE OF CHANGE	ADDRESS	WARD
DC Prep PCS - Anacostia ES	Relocation	2350 Pomeroy Rd. SE	8
Friendship PCS - Ideal ES and MS	Consolidation	6130 North Capitol St. NW	4
Friendship PCS - Online, Friendship PCS - Collegiate Academy, and all other campuses	Auxiliary Site	6200 Kansas Ave. NW	4
LAYCCA PCS	Relocation	750 1st St. NE	6
M.M. Bethune PCS	Relocation	635 Aspen St. NW	4
Sojourner Truth PCS	Second Facility	3420 16th St. NE	5
Washington Latin PCS - Anna Cooper MS	Relocation	4301 Harewood St. NE	5
YouthBuild DC PCS	Relocation	419 7th St NW	2

NON-ACADEMIC OVERSIGHT

Compliance Review

As part of our oversight practices, we conduct an Annual Compliance Review to ensure public charter LEAs comply with applicable laws and charter requirements.

Annually, public charter schools submit many documents and data for our review. The LEA Submission Calendar details all compliance items due to DC PCSB during SY 2025–26. If DC PCSB staff determines that any document is incomplete or inaccurate, then it is returned to the school for revision and resubmission. If schools submit untimely or consistently incomplete compliance items, then DC PCSB may issue escalating consequences including Early Warning notices, Out of Compliance notices, and Notices of Concern.

After reviewing all submissions, DC PCSB staff generates a Compliance Review Summary for each public charter LEA. This report designates each compliance requirement as compliant, in progress, or not compliant. A "compliant" rating means the school has satisfied the compliance standards. A rating of "in progress" means the school has not satisfied the compliance standards but has provided an explanation or evidence that the issue is being remedied in a way that DC PCSB accepts as reasonable. A rating of "not compliant" means the school has not satisfied the compliance standards and has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

On March 16, 2026, DC PCSB sent each LEA board of trustees and school official its SY 2025–26 Compliance Review Summary via the LEA Oversight Brief. LEAs received one of four compliance designations, reflecting an average of each LEA's accuracy and timeliness percentages, based on its performance across key compliance indicators.

Per the sector's compliance review summary report:

- 41 LEAs received an exceeds expectations designation
- 17 LEAs received a meets expectations designation
- 7 LEAs received an approaches expectations designation
- 1 LEA received a does not meet expectations designation.

LEAs with outstanding compliance items were asked to submit outstanding documents to DC PCSB by April 24, 2026.

View the annual LEA Document Submission Calendar and Compliance Review results on our website here, <https://dcpcsb.org/annual-compliance-reporting>.

FINANCIAL OVERSIGHT

Each year, DC PCSB assesses the finances and operations of every public charter LEA to determine if they have sufficient financial strength for the year plus contingencies. If an LEA has engaged in a pattern of non-adherence to generally accepted accounting principles, has engaged in a pattern of fiscal mismanagement, or is no longer economically viable, we are required to close it per DC law.

Financial Monitoring

We monitor the financial health and management of public charter LEAs using three primary tools: (1) the annual Financial Analysis Report, which provides a comprehensive assessment of the school's financial health, based primarily on audited financial statements; (2) a review of the annual budget of the school's operations; and (3) a review of interim LEA financial statements, either quarterly or monthly, including a Statement of Financial Position, Statement of Activities, and Statement of Cash Flows. Additionally, public charter LEAs undergo an in-depth review of their financial health and management as part of the review or renewal process every five years.

Financial Compliance

As part of our compliance review, audited financial statements also include a supplemental schedule that lists all contracts executed during the fiscal year by public charter LEAs worth more than \$25,000 per year. Read more about our Procurement and Contract Submissions Policy at <https://dcpcsb.org/procurement-contract-submission-policy>.

Financial Transparency

To make sure the families have access to information, we publish school budgets, tax returns, spending plans for at-risk funds, audited financial statements, and the Financial Analysis Report on our website at <https://dcpcsb.org/school-finances>.



Artwork by Morgan Turner,
Grade 12: Richard Wright PCS -
Letters of Affirmation

Here is a summary of public charter LEA financial audit results for fiscal year 2025:

AUDIT OUTCOME	# OF LEAS
Audit submitted after due date (with approved extension from DC PCSB)	5
Audit submitted after due date (without approved extension from DC PCSB)	1
Number of LEAs failing to timely submit the audited financial statement required (sum of above two rows)	6
Audit reflected a modified opinion on the financial statements (US GAAP)	0
Audit reflected material weaknesses or significant deficiencies in the internal control over financial reporting	4
Audit reflected noncompliance material in the financial statements	0
Audit reflected a modified opinion on Uniform Guidance Single Audit (LEAs spending more than \$750,000 in federal funds in one fiscal year are required to have a Single Audit under the Uniform Guidance rules)	0
Audit reflected material weaknesses or significant deficiencies in the internal control over compliance with Uniform Guidance Single Audit	0
Audit reflected unresolved prior-year audit findings	1
Audit disclosed going-concern issue	1
Disclosed debt-compliance issue	1
Number of LEAs whose audits revealed a failure to follow required accounting practices or other material deficiencies (counts each LEA once across the eight categories above, even if multiple findings apply)	6

More detailed information on public charter LEA financial results is available on DC PCSB's website at <https://dcpcsb.org/financial-analysis-reports>.

Interventions and Correction of Deficiencies

If we have concerns about a school's financial health, we collaborate with the school to address them as early as possible. In most cases, we start with two actions: (1) additional monitoring, including more frequent interim financial statement reviews and budget revisions, and (2) informal discussions about the LEA's financial challenges and improvement plans. We subsequently disclose in the Financial Analysis Report (available on DC PCSB's website at <https://dcpcsb.org/financial-analysis-reports>) the steps taken or that will be taken by the LEA to rectify each deficiency identified in the audit, to be carried out in a manner consistent with our recommendations.

In cases of more imminent concerns, we may take more formal intervention actions. One example is instituting a Financial Corrective Action Plan (FCAP), which sets specific performance targets for the LEA's finances. These actions would be discussed and read into the record or voted on during a monthly public Board meeting.

Two public charter LEAs required intervention to address financial and operational concerns, for which we continued to monitor their compliance on an FCAP that was effective prior to and during FY 2025 (see School Reform Act Requirements on page 31). One of these LEAs successfully satisfied its FCAP in FY 2026, and the other will relinquish its charter on June 30, 2026. In addition,

one public charter LEA was placed on an FCAP effective in FY 2026, and we continue to monitor its compliance.

In FY 2026, DC PCSB began the work of engaging with LEAs in the development of a new Financial Oversight Policy through a formal working group. The Financial Oversight Policy aims to increase transparency and strengthen the structure of DC PCSB's oversight practices and will serve as a framework for DC PCSB's regular assessment of LEA fiscal health. The Financial Oversight Policy will also outline reasons an LEA may be subject to additional monitoring, be placed on a Financial Corrective Action Plan, and/or be recommended for revocation. The Financial Oversight Policy is expected to be approved and adopted by the DC PCSB Board and enter into initial phases of implementation in FY 2027.



ENDURING PARTNERSHIPS

Strengthen dialogue between families, staff, schools,
communities, partners, and more to create
a shared understanding of our work, solicit feedback,
and develop new partnerships across DC.



PARTNERING FOR SUCCESS

How Schools and Government Agencies Are Working Together to Support Students

Supporting public charter school students across the District is a team effort. Through teamwork with District agencies, DC PCSB ensures every day is a home run for DC's public charter schools and the students they serve. DC PCSB's partnerships work is grounded in a simple belief: charter school students are District students, and they deserve the full benefit of what city government has to offer. That means showing up — in taskforce rooms, agency working groups, and cross-sector coalitions — to make sure the charter sector's voice is heard and its students are served. This year, those efforts spanned student achievement, health and wellness, and school safety, with DC PCSB serving as a connector between city agencies and the schools and communities we support.

Supporting Student Achievement and Engagement Every Day Counts!

This year's work centered on the expansion of the Department of Human Services' Truancy Reduction Pilot, now active in four public charter schools. The Pilot offers tailored interventions that address each student's unique barrier to attendance, strengthening DC's safety net by treating truancy as a challenge to be solved rather than a rule to be enforced. The Office of the State Superintendent of Education (OSSE) also launched a new Attendance Dashboard this year, giving the public monthly access to data on chronic absenteeism and truancy across the District.

Education Through Employment Pathways (ETEP)

DC PCSB sits on the Education Through Employment Data System Policy Board, which this year celebrated the launch of the ETEP Data System connecting PK-12, higher education, and employment data across government agencies to inform program development and policymaking. This summer, the system will debut four public-facing dashboards, three tracking wage outcomes, top industries of employment, and education and wage trajectories for high school students and one specifically looking at youth in foster care — a significant step toward making DC's education-to-employment pipeline visible and actionable.

Students in the Care of DC

The Students in the Care of DC Coordinating Committee (SCDC) this year voted on a strategic plan with priorities including the establishment of District-operated Partial Hospitalization Programs, the creation of a centralized referral pathway for wraparound services, and the development of an education continuity policy package. At the center of this work is a commitment to ensuring that students who move between schools, whether due to placement changes or court involvement, do not lose credits or fall through the cracks.

High School Graduation Requirements Task Force

Convened by the DC State Board of Education (SBOE), this task force met from October 2025 through April 2026 and submitted recommendations to OSSE on updating high school graduation requirements. Among the recommendations: allowing students to demonstrate mastery of world language and math content without taking the course; reducing required community service hours from 100 to 50; and creating a personalized learning plan for every public school student, revisited at each school level to keep students on track to graduate.

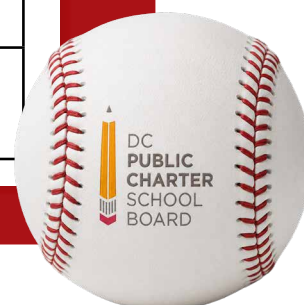
DC Math Task Force

New this year, OSSE established the DC Math Task Force to unite relevant parties in a shared effort to improve math achievement citywide. DC PCSB participated in the Instructional Resources Working Group, contributing instructional expertise to develop tools aligned to the Task Force's recommendation areas. The Task Force published several resources this year, including recommendations for evidence-based math instruction, a High-Quality Instructional Materials Toolkit for K-12 LEAs, a guide to what an evidence-based math class looks like in practice, and OSSE's e² Learning Walk Tool for Math.

Commission on Out of School Time Grants and Youth Outcomes

DC PCSB serves on the Out of School Time (OST) Commission, which supports equitable access to high-quality out-of-school-time programs for District youth. This year, 12 charter schools were designated as Priority Schools – a status that increases their likelihood of receiving OST awards, allows them to select programs tailored to their specific student populations, and ensures supervised on-site programming until 6:00 PM. To qualify, schools must be located in wards with greater need for services, serve a high proportion of at-risk youth, and demonstrate on-site OST need.

Batter	Schools Supported	Population Served
DHS Truancy Reduction Pilot	4	2,021
Deputy Mayor of Education (DME) MOST DC Priority Charter School List	12	1,600
Winning Totals	16	3,621



Early Childhood Coordinating Council

The Early Childhood Coordinating Council remains DC PCSB's key venue for advancing collaboration across government programs serving the city's youngest learners. This year, the Council continued to focus on implementation of the DC Pay Equity Fund, a model initiative ensuring that early childhood educators are compensated equitably with their K-12 counterparts.

Supporting Student Health and Well-Being

DC PCSB's longstanding partnerships with DC Health and the Department of Behavioral Health (DBH) continued to yield results this year. We advocate for greater nursing coverage through the School Health Services Program and work to ensure mental health clinicians are available in schools where students need them. That sustained advocacy is reflected in this year's charter school immunization compliance rate of 97.7% across the key grades of PK3, Kindergarten, 7, and 11.

Beyond our government partners, DC PCSB also leverages broader community connections to support positive student health outcomes – including amplifying the work of Children's National mobile health units and the Glasses4Scholars program of the Prevention of Blindness Society of Metropolitan Washington.

We also recognize that student health extends beyond the clinic. Access to safe drinking water and green spaces matters too. DC PCSB continues to collaborate with the Department of Energy and Environment (DOEE) on lead testing in charter school buildings and on connecting schools to green space programming. This year, we participated in the Chesapeake Bay Education Summit hosted by DOEE to explore ways to increase students' access to Meaningful Watershed Educational Experiences. Three charter schools already participate in DOEE's RiverSmart Schools program, which provides funding and training to transform school outdoor spaces into vibrant, living environments for learning, play, and stormwater management.

Supporting Safe and Accessible Schools

Students cannot learn if they do not feel safe on their way to school, in the hallways, and in the classroom. DC PCSB's partnerships with public safety and transportation agencies play a direct role in creating the conditions for learning.

We maintain regular school safety coordination with the Metropolitan Police Department, including ongoing work on school resource officer deployment. We also continue our engagement around the Safe Passage program, which supports students as they travel to and from school through neighborhoods affected by violence. This year, 13 charter schools were selected to develop Safe Routes to School Action Plans – a recognition of the specific infrastructure and safety needs of charter communities across the District.

DC PCSB also continues its partnership with the Department of Transportation (DDOT) to support the Kids Ride Free program and to ensure charter schools have access to school crossing guards. This provides on-the-ground support that makes a real difference in whether students arrive at school safely and on time.

Taken together, these partnerships reflect what it means for DC PCSB to show up as a true partner – not just in oversight, but in the daily work of making sure every charter school student in the District has access to the services, opportunities, and support they need to thrive. By deepening these connections year over year, we help build a more equitable and responsive education system for all DC students.

Listening to Our Community: Strengthening Accountability Through the Community Complaint Process

At DC PCSB, community engagement extends beyond community meetings and community forums. One of the most important ways we listen to families, students, staff, and the public is through our Community Complaint process. This work helps ensure that concerns raised by the community inform our oversight responsibilities and contribute to stronger schools across the District.

As an authorizer, DC PCSB's role is to facilitate communication, review whether schools have followed their policies and procedures, and encourage schools to make a good-faith effort to address concerns raised by students, families, and community members. The goal is to help schools resolve routine concerns independently while facilitating communication and identifying issues that may require additional oversight.

Listening to Families and Community Members

Families and community members can contact DC PCSB through our dedicated hotline at (202) 963-0968 or by email at complaints@dcpcsb.org when they believe concerns have not been adequately addressed at the school level. Common topics include academics, enrollment, bullying, discipline, special education, health and safety, and staff concerns. These issues provide valuable insight into the experiences of students and families and help us better understand where additional support or attention may be needed.

Not every interaction becomes a formal complaint. Some contacts are simply requests for information or concerns that can be resolved through guidance and referrals. Distinguishing between inquiries, concerns, and formal complaints allows us to respond appropriately while ensuring families receive timely support.

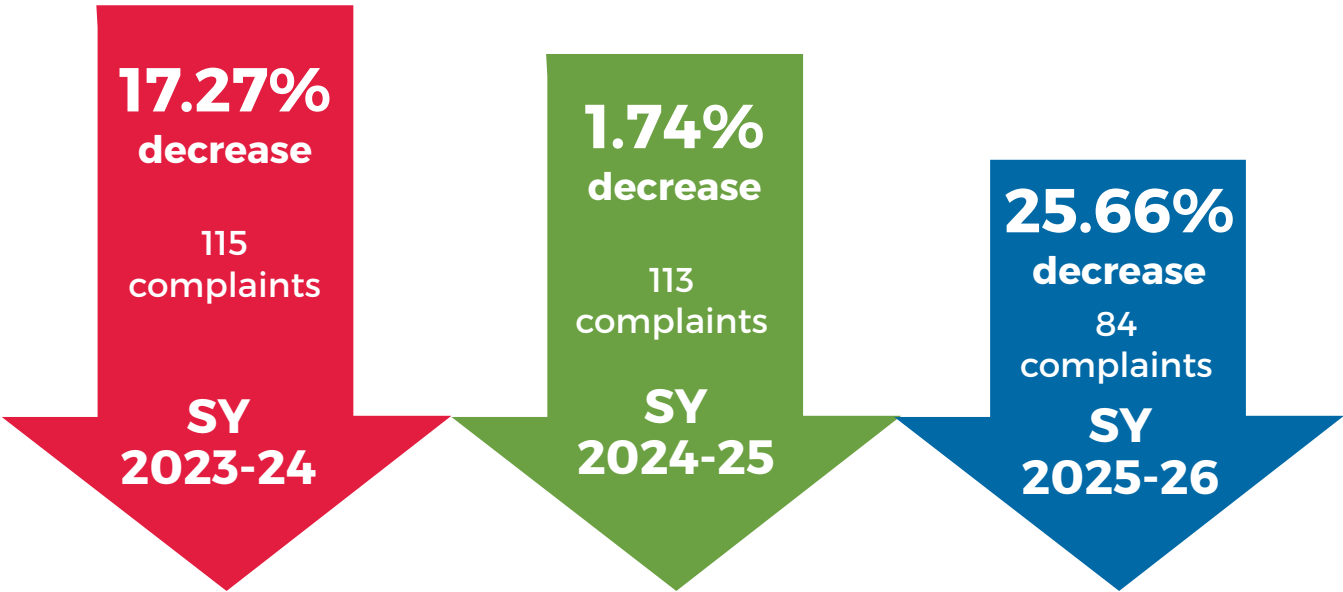
Escalating When Necessary

Most concerns are resolved directly between families and schools. However, when complaint data reveals repeated concerns, serious health and safety issues, or a lack of responsiveness from a school, DC PCSB may take additional action. As described in our Community Complaint Policy, escalations may occur when systemic allegations are identified, a pattern of similar complaints emerges, or schools fail to make a good-faith effort to resolve issues. These situations may result in desk audits, site visits, meetings with school leadership, or formal compliance actions.

This approach ensures that our oversight remains focused on school quality and accountability while preserving the responsibility of individual schools to address concerns directly with families.

Using Data to Strengthen Oversight

Over the past three school years, the total number of complaints and concerns has steadily declined, which shows that schools are finding ways to proactively address issues, strengthen communication with families, and resolve concerns at the school level before they escalate:



While the number of complaints continues to trend downward, the most frequent types of complaints remain consistent. This year, DC PCSB received 84 formal complaints. Health and Safety continues to top the list, followed by Discipline and Academics.

Looking Ahead: A Commitment to Continuous Improvement

At its core, the Community Complaint Policy reflects our belief that listening strengthens public education. Every phone call, email, and concern provides an opportunity to better understand the experiences of students, families, and school communities.

As we look to the future, DC PCSB remains committed to ensuring that families and community members have meaningful avenues to share concerns and that schools have the support needed to respond effectively.

By continuously evaluating our processes and learning from the experiences shared with us, we aim to strengthen trust and ensure our complaint system remains an effective tool for promoting accountability and improving outcomes for students.

EFFECTIVE ORGANIZATION

Aligning our internal structure, processes, and culture with
our Strategic Roadmap to allow DC PCSB to create the
conditions for student success in DC.



Monthly Board Meetings

Each month, DC PCSB holds a public Board Meeting organized around a theme that connects agenda items to the broader goals of charter school oversight, quality, accountability, and student success.

This table shows the date and location of board meetings in the 2025-26 school year.

Date of Board Meeting	Meeting Type	Location
August 13, 2025	Special Board Meeting	Virtual via Zoom
August 25, 2025	Board Meeting	Virtual via Zoom
September 15, 2025	Board Meeting	Virtual via Zoom
September 24, 2025	Special Board Meeting	Virtual via Zoom
October 6, 2025	Special Board Meeting	Virtual via Zoom
October 27, 2025	Board Meeting	Virtual via Zoom
November 14, 2025	Special Board Meeting	Virtual via Zoom
November 17, 2025	Board Meeting	Virtual via Zoom
November 21, 2025	Special Board Meeting	Virtual via Zoom
December 1, 2025	Special Board Meeting	Virtual via Zoom
December 5, 2025	Special Board Meeting	Virtual via Zoom
December 8, 2025	Board Meeting	Virtual via Zoom
January 26, 2026	Board Meeting	Virtual via Zoom
February 9, 2026	Special Board Meeting	Virtual via Zoom
February 13, 2026	Special Board Meeting	Virtual via Zoom
February 23, 2026	Board Meeting	Virtual via Zoom
March 9, 2026	Board Meeting	Virtual via Zoom
March 23, 2026	Board Meeting	Virtual via Zoom
April 8, 2026	Special Board Meeting	Virtual via Zoom
April 23, 2026	Special Board Meeting	Virtual via Zoom
April 27, 2026	Board Meeting	Virtual via Zoom
May 18, 2026	Board Meeting	Virtual via Zoom
May 26, 2026	Special Board Meeting	Virtual via Zoom
June 1, 2026,	Special Board Meeting	Virtual via Zoom
June 8, 2026	Special Board Meeting	Virtual via Zoom
June 16, 2026	Special Board Meeting	Virtual via Zoom
June 29, 2026	Board Meeting	Virtual via Zoom

All meeting materials, theme, and videos from previous board meetings are available here:
<https://dcpcsb.org/events>.

Summary of Approved Board Actions

All Board action is taken during a public meeting. Detailed information on Board actions and related materials from each meeting can be found at: <https://dcpcsb.org/events>. Unless otherwise indicated, all actions listed below were approved or approved with modifications.

Charter Amendments

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
Sojourner Truth PCS	Temporary Relocation	August 25, 2025
YouthBuild DC PCS	Facility	August 25, 2025
LAYC PCS	Facility	August 25, 2025
AppleTree PCS	Address Update (Consent Calendar)	August 25, 2025
EW Stokes PCS	Mission Statement (Consent Calendar)	August 25, 2025
Roots PCS	Goals (Consent Calendar)	August 25, 2025
Kingsman PCS	Goals (Business Rules) (Consent Calendar)	August 25, 2025
Academy of Hope PCS	Enrollment Ceiling Increase	October 27, 2025
BASIS DC PCS	Competency Based Credits	October 27, 2025
Howard University Middle PCS	Facility, Goals	October 27, 2025
KIPP DC PCS	ASPIRE as Goals Adoption	October 27, 2025
Shining Stars PCS	ASPIRE as Goals Adoption	October 27, 2025
Monument PCS	Alternative Accountability Framework Eligibility	October 27, 2025
Friendship PCS	Facility	November 17, 2025
BASIS DC PCS	Competency Based Credits (Consent Calendar)	November 17, 2025
Harmony DC PCS	Facility	December 8, 2025
Global Citizens PCS	ASPIRE as Goals Adoption	December 8, 2025
Washington Leadership Academy PCS	ASPIRE as Goals Adoption	December 8, 2025
Thurgood Marshall Academy PCS	ASPIRE as Goals Adoption	December 8, 2025
SEED PCS	Out-of-Cycle Charter Review	January 26, 2026
Community College Prep PCS	ASPIRE as Goals Adoption	January 26, 2026
Creative Minds PCS	ASPIRE as Goals Adoption	January 26, 2026
Mundo Verde PCS	ASPIRE as Goals Adoption	January 26, 2026
Perry Street PCS	ASPIRE as Goals Adoption	January 26, 2026
DC International School	ASPIRE as Goals Adoption	February 23, 2026
Lee Montessori PCS	ASPIRE as Goals Adoption	February 23, 2026
Capital City PCS	ASPIRE as Goals Adoption	March 9, 2026
Digital Pioneers PCS	ASPIRE as Goals Adoption	March 9, 2026
Harmony PCS	ASPIRE as Goals Adoption	March 9, 2026
Ingenuity Prep PCS	ASPIRE as Goals Adoption	March 9, 2026
AppleTree PCS	ASPIRE as Goals Adoption	March 23, 2026
Girls Global PCS	ASPIRE as Goals Adoption	March 23, 2026
Global Citizens PCS	ASPIRE as Goals Adoption	March 23, 2026
LAYC PCS	ASPIRE as Goals Adoption	March 23, 2026
Mary McLeod Bethune PCS	ASPIRE as Goals Adoption	March 23, 2026
Meridian PCS	ASPIRE as Goals Adoption	March 23, 2026

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
Sela PCS	ASPIRE as Goals Adoption	March 23, 2026
Washington Global PCS	ASPIRE as Goals Adoption	March 23, 2026
Academy of Hope PCS	Facility	April 27, 2026
Academy of Hope PCS	ASPIRE as Goals Adoption	April 27, 2026
Achievement Prep PCS	ASPIRE as Goals Adoption	April 27, 2026
BASIS DC PCS	ASPIRE as Goals Adoption	April 27, 2026
Breakthrough PCS	ASPIRE as Goals Adoption	April 27, 2026
Cedar Tree PCS	ASPIRE as Goals Adoption	April 27, 2026
Cesar Chavez PCS	ASPIRE as Goals Adoption	April 27, 2026
DC Bilingual PCS	ASPIRE as Goals Adoption	April 27, 2026
DC Scholars PCS	ASPIRE as Goals Adoption	April 27, 2026
DC Wildflower PCS	ASPIRE as Goals Adoption	April 27, 2026
E.L. Haynes PCS	ASPIRE as Goals Adoption	April 27, 2026
Early Childhood PCS	ASPIRE as Goals Adoption	April 27, 2026
Friendship PCS	ASPIRE as Goals Adoption	April 27, 2026
IDEA PCS	ASPIRE as Goals Adoption	April 27, 2026
LAMB PCS	ASPIRE as Goals Adoption	April 27, 2026
LEARN DC PCS	ASPIRE as Goals Adoption	April 27, 2026
Meridian PCS	Grade Reconfiguration	April 27, 2026
Paul PCS	ASPIRE as Goals Adoption	April 27, 2026
Richard Wright PCS	ASPIRE as Goals Adoption	April 27, 2026
Rocketship PCS	ASPIRE as Goals Adoption	April 27, 2026
SEED PCS	ASPIRE as Goals Adoption	April 27, 2026
Social Justice PCS	ASPIRE as Goals Adoption	April 27, 2026
Sojourner Truth PCS	ASPIRE as Goals Adoption	April 27, 2026
Statesmen PCS	ASPIRE as Goals Adoption	April 27, 2026
Two Rivers PCS	ASPIRE as Goals Adoption	April 27, 2026
Yu Ying PCS	ASPIRE as Goals Adoption	April 27, 2026
Social Justice PCS	Facility	May 18, 2026
Kingsman Academy PCS	Residential Program	May 18, 2026
Briya PCS	Goals	May 18, 2026
EW Stokes PCS	ASPIRE as Goals Adoption	May 18, 2026
Inspired Teaching PCS	ASPIRE as Goals Adoption	May 18, 2026
LEARN DC PCS	Governance	May 18, 2026
Next Step PCS	ASPIRE as Goals Adoption	May 18, 2026
Washington Latin PCS	ASPIRE as Goals Adoption	May 18, 2026

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
Children's Guild PCS	Alternative Accountability Framework Eligibility	September 15, 2025
Kingsman PCS	Alternative Accountability Framework Eligibility	September 15, 2025
Maya Angelou PCS - High School	Equitable Access Preference Application Approval	September 15, 2025
Mary McLeod Bethune PCS	Equitable Access Preference Application Approval	September 15, 2025

Charter Reviews, Renewals, New Schools, and Other School Business

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
SEED PCS	Out-of-Cycle Charter Review	January 26, 2026
LEARN DC PCS	Five-year Review	February 23, 2026
Rocketship PCS	10-year Review	February 23, 2026
Thurgood Marshall Academy PCS	25-year Review	February 23, 2026
Breakthrough Montessori PCS	10-year Review	March 9, 2026
Washington Leadership Academy PCS	10-year Review	March 9, 2026
Washington Latin PCS	20-year Review	March 23, 2026
Richard Wright PCS	15-year Review	March 23, 2026
KIPP DC PCS	25-year Review	March 23, 2026
Global Citizens PCS	Five-year Review	April 27, 2026
Inspired Teaching PCS	15-year Renewal	April 27, 2026
Mundo Verde PCS	15-year Renewal	April 27, 2026
The Next Step PCS	30-year Renewal	May 18, 2026
Briya PCS	20-year Review	May 18, 2026
Goodwill Excel Center PCS	10-year Review	May 18, 2026
St. Coletta PCS	20-year Review	May 18, 2026

DC PCSB Policies Open for Public Comment

DATE OF BOARD VOTE	POLICY
October 27, 2025	Mergers & Acquisitions Policy
February 23, 2026	Expansion Policy (formerly known as the School Reorganization Policy)
April 27, 2026	ASPIRE Policy & Technical Guide
April 27, 2026	Charter Goals Policy

Summary of Denied Items

SCHOOL NAME	DESCRIPTION	DATE OF BOARD VOTE
Shining Stars PCS	15-year Renewal	January 26, 2026

Notices of Concern

SCHOOL NAME	DESCRIPTION	DATE ISSUED
KIPP DC PCS	Lift Mystery Caller Notice of Concern	October 27, 2025
Wildflower PCS	Financial Corrective Action Plan	February 23, 2026

Board Business

	DESCRIPTION	DATE ISSUED
N/A	Board Officer Elections	March 9, 2026



Artwork by Morgan Turner,
Grade 12: Richard Wright PCS -
Musical Journey



Artwork by ZahDiir Johnson,
Grade 2, Shining Stars PCS

Executive Director

Dr. Michelle J. Walker-Davis

External Affairs Department

Tomeika Bowden, Chief

Public Policy and Legislative Affairs Team

Benjamin Widness, Director
Jonathan Kobert, Specialist
Crystal Williams, Coordinator

Communications Team

Racine Tucker-Hamilton, Director
Sharif Hodges, Specialist
Tee Markham, Coordinator

Partnerships Team

Anna White, Senior Specialist

Community Relations Team

John Carlos Green, Manager
J.Brianna Smith, Specialist

Special Initiatives Team

Kierra Jenkins, Manager

School Performance Department

Melodi Sampson, Chief

School Quality and Accountability Team

Kirsten James, Director
Gina Lucchesi, Manager
Starling Temp, Senior Specialist
Blair Daniel, Specialist

School Equity and Effectiveness Team

Michele Gray, Director
Travis Hartberger, Manager
Tricia Francisco, Senior Specialist
Nicole Kelly, Senior Specialist
Dannie McCollough, Specialist

Sector Planning and Compliance Team

Hannah Cousino, Director
Kristie Dennis Manager
Bijon Lane, Specialist
Danielle Belle, Specialist
Karlo Silbiger, Specialist

Special Initiatives Team

Francesa Woods, Manager

Culture, Talent, and Strategy Department

Raven Freeman, Chief of Staff

Strategic Initiatives Team

Nada Mousa-Essahli, Manager
Sparkle Lonesome, Specialist

Talent Team

Gabriela Batista, Director of Human Resources
Ernesia White, Senior Human Resources Generalist
Shakerah Sampson, Senior Specialist, Talent Development and Recruitment

Finance, Operations, Systems, and IT Department

William Henderson, Chief Operating Officer

School Finance Team

Joanna Han, Director
Valeria Sanders, Manager
Kathleen Rickmann, Manager

Special Initiatives Team

Agustina Moppett, Manager

Operations Team

Aaron Hall, Senior Manager
Carol Harris, Specialist, User Support and Knowledge Management
Charlene Haigler-Mickles, Specialist
Eduardo Roblero Diaz, Coordinator

Internal Finance Team

Jun Gao, Manager (OCFO)
Nina Barnhardt, Accountant (OCFO)

Data Team

Robert Ross, Director
Mitchell Suzara, Data Engineer
Jonathan Fisher, Manager, Data Analytics
Vanessa Pinto, Analytics Engineer
Gordon Read, Analytics Engineer
Natalia Iannucci, Analytics Engineer
Chris Lin, UI/UX Engineer
Jane Pan, Junior Product Manager

Legal Department

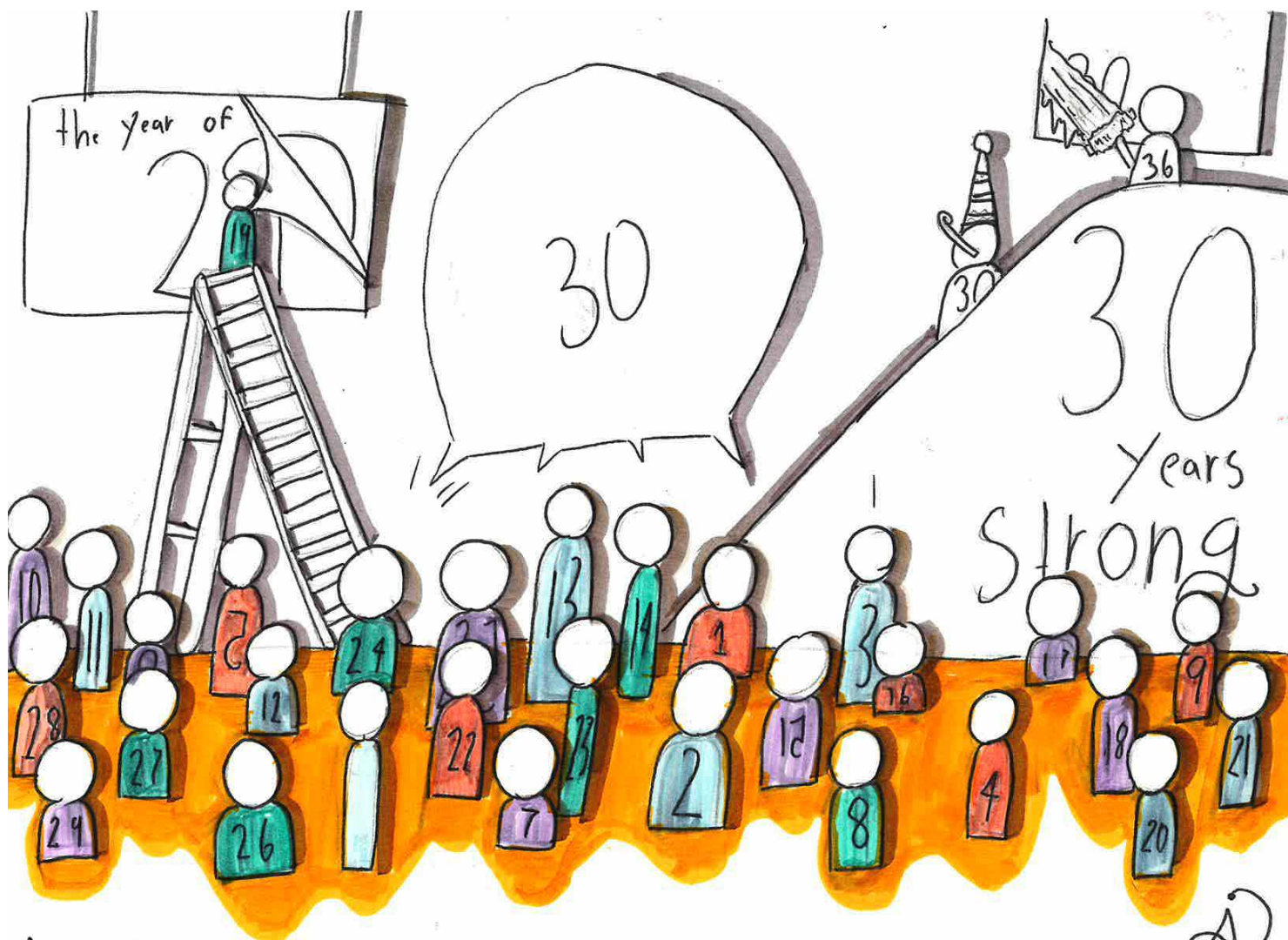
Sarah Cheatham, General Counsel
Daniel Quandt, Associate Attorney

DC School Reform Act Requirements

As part of our commitment to transparency and accountability, DC PCSB fulfills all reporting requirements outlined in the District of Columbia School Reform Act (SRA). This page provides information related to this requirement.

REQUIRED ELEMENT FROM DC CODE

Submit a report on or before July 30 each year	Report published on July 30, 2026
Submit a report to the Mayor, the District of Columbia Council, the Board of Education, the Secretary of Education, the appropriate congressional committees, and the Consensus Commission	Report will be submitted to all entities, except Board of Education because it no longer exists
(1) A list of the members of PCSB and the addresses of such members	See Board Member listing on page 12
(2) A list of the dates and places of each meeting of PCSB during the year preceding the report	See Board Meeting Listing on page 37
(3) The number of petitions received by PCSB for the conversion of a DC public school or a private or independent school to a public charter school, and for the creation of a new school as a public charter school	Zero
(4) The number of petitions described in (3) that were approved and the number that were denied, as well as a summary of the reasons for which such petitions were denied	Zero
(5) A description of any new charters issued by PCSB over the year preceding the report	Zero
(6) A description of any charters renewed by PCSB during the year preceding the report	One, See Charter Reviews and Renewals on page 21
(7) A description of any charters revoked by PCSB during the year preceding the report	Zero
(8) A description of any charters refused renewal by PCSB during the year preceding the report	One school was non-renewed; see page 22
(9) Any recommendations PCSB has concerning ways to improve the administration of public charter schools	None
(10) Details of major Board actions	See Board Actions on page 38
(11) Major findings from school reviews of academic, financial, and compliance with health and safety standards and the resulting Board action or recommendations	See page 21-23
(12) Details of the fifth year review process and outcomes	See Charter Reviews and Renewals on page 21
(13) Summary of annual financial audits of all charter schools including a. the number of schools that failed to timely submit the audited financial statement required by that section b. the number of schools whose audits revealed a failure to follow required accounting practices or other material deficiencies, and c. the steps taken by DC PCSB to ensure that deficiencies found by the audits are rectified	See Financial Oversight on page 27
(14) Number of schools which have required intervention by PCSB to address any academic or operational issue	See Academic Oversight on page 24
(15) What recommendations PCSB has made to correct identified deficiencies	See Financial Oversight on page 27



Atlanta Cash



100 M Street SE, Suite 400
Washington, DC 20003
communications@dcpcsb.org
www.dcpceb.org
#dccharterproud

@DCPCSB
@DCPCSB
/DCPCSB
/DCPCSB