

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
<input type="checkbox"/> Charter Application Approval (Full)	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Application Approval (Conditional)	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Lift Board Action	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Board Action, Charter Warning	
<input type="checkbox"/> Board Action, Notice of Concern	
<input type="checkbox"/> Board Action, Notice of Deficiency	
<input type="checkbox"/> Board Action, Notice of Probation	
<input type="checkbox"/> Proposed Revisions to PCSB Existing Policy	
<input type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input checked="" type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Other	

PREPARED BY: Avni Patel – Equity & Fidelity Team

SUBJECT: Special Education Audits

DATE: March 18, 2013

Purpose

The purpose of this policy is to identify and address discriminatory practices that may be potentially occurring against students with disabilities. This policy lists flags that may trigger audits of submitted data.

The following cases may trigger such audits:

- Enrollment of students with disabilities, as measured by the percent of students with Individualized Education Program (IEPs) under 7% in K-12 programs
- Expulsion Rate of students with disabilities (relative to IEP enrollment) is higher than the Expulsion Rate of their non-disabled peers (relative to non-IEP enrollment)
- Out of School Suspension Rate of students with disabilities (relative to IEP enrollment) is higher than the Out of School Suspension rate of their non-disabled peers (relative to non-IEP enrollment)
- Number of Exclusionary Incidences of students with disabilities are higher than number of Exclusionary Incidences of their non-disabled peers

- Disproportionality of a singular disability classification (i.e. Specific Learning Disability, Emotional Disturbance, etc.), as measured by any one disability classification that comprises 75% or more of the total population of students with disabilities in K-12 programs
- Disproportionality of special education levels of need (Level 1-4), as measured by any specific level of need that comprises 75% or more of the total population of students with disabilities in K-12 programs
- Underrepresentation of special education Level 3 and Level 4 students, where the combined total is 0 students in K-12 programs
- The rate of transfers of students with disabilities is higher than the rate of their non-disabled peers
- The rate of mid-year withdrawals of students with disabilities is higher than the rate of their non-disabled peers.
- OSSE's compliance finding(s) issued for IEP timeliness (ie. Concern with Initial Eligibility, Reevaluation)
- OSSE's compliance finding(s) and/or PCSB parent complaint logs identify manifestation determination hearings have not been held for all students for whom they are legally required before expulsions or suspensions are implemented

Procedures Following Potential Identified Concern

On a monthly basis, PCSB staff will purposely review ProActive data collected by PCSB's data team for the aforementioned cases. However, some schools may be considered outliers, particularly those schools with a higher proportion of students with disabilities. For these schools, and any others, PCSB staff may conduct random audits of special education data throughout the school year.

There are no prescribed audits for the listed triggers since each instance of concern will be reviewed on a case by case basis. The audits could include any one, or a combination of, the following:

- Comparison of accuracy of special education data between a school's student information system and data in ProActive
- Communication between PCSB and OSSE to determine whether the identified trigger has resulted in OSSE resolving the concern
- Interviews with a school's Special Education data manager or other persons responsible for student data
- Special Education Desk Audits completed by PCSB staff
- Request of the school team to complete a Special Education Quality Assurance Review (part of Special Education Performance Management Tool)
- Special education site-visit and/or observations

Background

The School Reform Act of 1996, as amended, requires in section § 38-1802.11.(a)(1)(C) – that an eligible chartering authority shall monitor the progress of each such school in meeting student academic achievement expectations specified in the charter granted to such school.

In order to monitor schools’ academic achievement, the PCSB collects data electronically via our data collection system, ProActive, Epicenter, encrypted files, or other secure methods.

Date: <u>3/18/13</u>
PCSB Action: <input type="checkbox"/> Approved; <input checked="" type="checkbox"/> Approved with Changes ; <input type="checkbox"/> Rejected
Changes to the Original Proposal/Request: <u>- addition of two triggers: IEP Timeliness and Manifestation Determination hearings</u>
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POLICY TITLE: Mystery Caller Policy	
ADOPTION/EFFECTIVE DATE: July 19, 2014	MOST RECENTLY UPDATED:

Policy Statement

Beginning in 2014, any school that is found to be screening applicants through PCSB's "Mystery Caller" initiative will be issued Board Action--Charter Warning.

In the Mystery Caller process, schools are called by PCSB staff or consultants posing as parents seeking to enroll their child in the school for the following year. The caller asks several questions pertaining to the enrollment process, including questions about enrolling a student with disabilities. If the school answers all questions appropriately, indicating open enrollment for all students, the school has *passed*. When schools give an inappropriate answer, indicating a barrier to open enrollment, a second call is made on another date to see if the first answer was an isolated incident or if a systemic problem could exist. If, on the second call, another inappropriate answer is given, the school has *failed* and could be in violation of the School Reform Act, which requires public charter schools to have open enrollment.

Background

The School Reform Act, §38-1802.06(a) provides: Enrollment in a public charter school shall be open to all students who are residents of the District of Columbia. Section 38-1802.06(b) further provides: A public charter school may not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

In 2012 PCSB first implemented the Mystery Caller initiative. For 2012 and 2013, any school that gave inappropriate responses was contacted by PCSB leadership to discuss the school's plan for ensuring consistent open enrollment training to staff and messaging to parents.



Board Approval Acknowledged By:

John H. "Skip" McKoy
DC PCSB Board Chair

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POLICY TITLE: Parent Complaint Policy	Community Complaint Policy
ADOPTION/EFFECTIVE DATE: September 30, 2011	MOST RECENTLY UPDATED: October 26, 2015

PURPOSE

When a parent or community member reaches out to the DC Public Charter School Board (“PCSB”) with a complaint against a school, the primary goal is to ensure that the school has (a) followed its complaint process in order to address the parent’s concern (See *D.C. Code § 38-1802.04(c)(13)*); (b) is in compliance with its charter and charter agreement; and (c) has not violated any applicable laws.

POLICY

Before contacting PCSB, parents and community members who have concerns or unresolved issues with public charter schools should follow these steps:

1. Ask for and follow the school’s formal parent complaint process.
2. Contact the school’s Board of Trustees, if, after following the complaint process, the school is unresponsive or unwilling to assist in resolving the issue in a timely manner.
 - If the school has not provided the parent with the contact information for members of the Board, PCSB will provide that information.

When a parent or community member lodges a complaint, a PCSB staff member will ask a series of questions, including, but not limited to, the following:

- Caller’s contact information, including call-back number and email
- Information about the student (student grade level, IEP status), if applicable
- Whether this is the first time the individual is calling to report this complaint to PCSB
- Confirmation that the caller has asked for a copy of the school’s complaint process, including date(s) and whether or not the school has provided the process
- The explicit steps that the caller has made as per the school’s complaint process, including any evidence of responsiveness and unresponsiveness of the school, including date(s)
- The date(s) the caller has contacted the school’s Board of Trustees and the result of this contact
- A detailed account of the complaint

PCSB will capture the caller's narrative in an unfiltered script. Within two business days, PCSB will notify the school's complaint point of contact and its designated Board of Trustees member of the complaint via email, and include the complaint itself (either the email or a phone call summary).

Within five business days, the school must respond to PCSB via email or phone acknowledging receipt of the complaint and provide information regarding the steps the school has taken to address the concern.

Within seven business days of receiving a complaint, PCSB will follow up with parents by phone or email to inquire on the status of the complaint. If the complaint has not been resolved, PCSB may contact the school for more information.

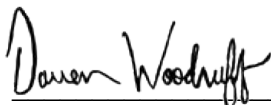
PCSB considers a complaint "closed" when the school has documented that it has made a good faith effort to address the concern.

In serious situations that may implicate the health and safety of students or staff (such as allegations of corporal punishment or sexual misconduct or abuse), a more expedient response from the school is required. PCSB will alert the necessary authorities including the Metropolitan Police Department and/or Child Family Services Agency and may visit the school.

If allegations are made against a school that the school denies, PCSB may conduct a desk audit or onsite audit to determine the legitimacy of the allegations. This may occur in complaints alleging academic dishonesty, manipulation of school attendance data, or failing to follow the school's discipline policy.

The outcomes or resolutions of all complaints will be documented for PCSB's records. Intermittently and/ or at the end of the school year, PCSB will share with each school the aggregate complaints received for that school.

Board Approval Acknowledged By:



Darren Woodruff
DC PCSB Board Chair

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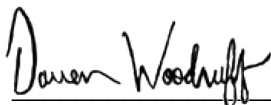
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Darren Woodruff
DC PCSB Board Chair

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School Record Request	1											
Center City PCS – Trinidad	0	0	1	0	1	0	0	2	0	0	4	
Unlawful Discipline			1									
Christmas Pictures (SY14-15)					1							
Innapropriate Staff Behavior								1				
Refund Refusal								1				
César Chávez PCS for Public Policy	1	0	1	0	0	0	0	0	0	0	2	
AP English Grade Dispute	1											
Discipline Dispute			1									
César Chávez PCS for Public Policy – Capitol Hill	0	0	0	0	3	1	0	0	0	0	4	
Bathroom Policy Dispute					1							
Student Misconduct					1							
Bathroom Policy Dispute					1							
Theft and Innaproprate Staff Response						1						
César Chávez PCS for Public Policy – Chávez Prep	0	1	0	0	0	0	0	0	0	0	1	
Continuous Bullying at School		1										
César Chávez PCS for Public Policy – Parkside High School	2	1	0	1	0	0	0	0	0	0	4	
Academic Concerns	1											
Campus Transfer Concerns	1											
Continued Bullying		1										
Enrollment/Transfer Concerns				1								
César Chávez PCS for Public Policy – Parkside Middle School	0	1	0	0	0	1	0	1	0	0	3	
Safety Dispute		1										
Safety Dispute						1						
IEP Directive Dispute, Meeting Disruption								1				
Children's Guild DC PCS	1	2	0	0	3	3	1	0	0	0	10	
Academic and Aftercare Concerns	1											
Constant Harassment		1										
Staff Concerns		1										
Wrongful Termination					1							
Broken Property Reimbursement					1							
Shot Record Request					1							
Safety and Academic Concerns						1						

Academic Records	1											
Eagle Academy PCS - Capitol Riverfront	1	0	0	0	1	0	0	0	0	0	0	2
Education Neglect	1											
Lunch Policy Dispute					1							
Eagle Academy PCS - Congress Heights	0	0	0	1	1	0	0	1	0	0	0	3
Enrollment Issues				1								
School Pictures Not Delivered					1							
Early Dismissal Dispute/ Innapropriate Staff Behavior								1				
Elsie Whitlow Stokes Community Freedom PCS	0	0	0	1	0	0	0	0	1	0	0	2
Enrollment Dispute				1								
Transportation Dispute									1			
Excel Academy PCS	0	0	0	0	0	2	0	0	0	0	0	2
Classroom Overflow						1						
Locked Doors						1						
Excel Academy PCS - DREAM	0	0	1	1	1	0	0	4	0	0	0	7
Discipline/Possible Expulsion Dispute			1									
Enrollment				1								
Attendance /Doctor's Note Discrepancy					1							
Staff Misconduct								1				
Innapropriate Leadership Behavior to Staff								1				
Academic Concerns								1				
Staff Misconduct								1				
Friendship PCS – Blow-Pierce Elementary	0	1	2	0	0	0	0	0	0	0	0	3
Continued Bullying		1										
Discipline Dispute			1									
Concerns Over Child's Welfare at School			1									
Friendship PCS – Blow-Pierce Middle	1	0	0	0	0	0	0	0	0	0	0	1
Academic Issues	1											
Friendship PCS – Chamberlain Elementary	2	0	0	0	0	0	0	1	0	0	0	3
Promotion	1											
Unfair Treatment, Innapropriate Behavior	1											
Innapropriate Staff Behavior and Staff Concerns								1				
Friendship PCS – Collegiate Academy	1	1	1	0	1	1	0	0	0	0	1	6

Uniform Policy											1	
Ingenuity Prep PCS	0	0	1	0	0	0	0	0	0	0	0	1
Discipline Dispute			1									
Inspired Teaching Demonstration PCS	0	1	0	0	0	1	0	1	0	0	0	3
Bullying/ Innapropriate Staff Behavior		1										
Meeting for Inspired Teaching						1						
Safety and Unlwaful Accusations								1				
Kingsman Academy PCS	0	0	0	0	1	0	0	0	0	0	0	1
Medicine Dispute					1							
KIPP DC – AIM Academy PCS	0	0	1	1	0	0	0	0	0	0	0	2
Behavior Issues			1									
Enrollment				1								
KIPP DC – College Preparatory PCS	0	1	1	0	0	0	0	0	0	0	0	2
Bullying		1										
Unfair School Policies			1									
KIPP DC – Heights Academy PCS	0	0	0	0	0	0	0	1	0	0	0	1
Unlawful Dismissal								1				
KIPP DC – Lead Academy PCS	0	0	0	0	0	1	0	0	0	0	0	1
Unfair Treatment						1						
KIPP DC PCS	0	0	0	0	0	1	0	0	0	0	0	1
Traffic Delay Concerns						1						
KIPP DC – Quest Academy PCS	0	0	1	1	0	0	0	0	0	0	0	2
Behavior Concerns			1									
Enrollment				1								
KIPP DC - Valor Academy PCS	0	0	1	0	0	0	0	0	0	0	0	1
Discipline Dispute			1									
KIPP DC – WILL Academy PCS	0	1	0	0	0	0	0	0	0	0	0	1
Bullyig/ Staff Innapropriate Behavior		1										
Lee Montessori Public Charter School	0	0	0	0	1	0	0	0	0	0	0	1
Nurse Concerns					1							
Mary McLeod Bethune Day Academy PCS	0	0	1	0	0	1	0	0	0	0	0	2
Expulsion			1									
Safety Concerns						1						
Maya Angelou PCS	1	0	0	0	0	0	0	0	0	0	0	1
Grade Wipe-out	1											
Maya Angelou PCS - Evans High School	0	1	0	0	0	1	0	0	0	0	0	2

Continued Bullying		1									
Unaddressed Concerns						1					
Meridian PCS	0	0	3	0	1	0	2	0	0	0	6
Discipline			1								
Unclear Suspension Policy			1								
Expulsion			1								
Termination Dispute					1						
IEP/Discipline Dispute							1				
Special Education Services							1				
Monument Academy PCS	0	0	0	0	0	1	0	0	0	0	1
Safety Concerns						1					
National Collegiate Preparatory PCHS	0	0	2	0	0	0	0	0	0	0	2
Suspension and Possible Expulsion			1								
Unlawful Discipline			1								
Paul PCS	2	0	1	0	0	0	0	0	0	1	4
French Class Dispute	1										
Student's Grade Placement	1										
Daughter's Suspension			1								
Uniform Policy/ Graduation Statistics										1	
Paul PCS – International High School	0	0	0	0	1	0	0	1	0	0	2
Employment Verification Concern					1						
When Will Paul PCS Be Held Accountable?								1			
Perry Street Preparatory PCS	0	1	3	0	1	0	1	2	0	0	8
Discipline		1									
Innapropriate Staff Beahvior, Discipline			1								
Suspension			1								
No Accountability, Discipline Dispute			1								
Transcript Request					1						
Medicine Distribution/ Staff Concerns							1				
Continued harassment of child								1			
Student Leaving School during the school day								1			
Potomac Preparatory PCS	0	0	0	1	0	0	1	0	0	0	2
Enrollment Issues				1							
IEP Directive Dispute							1				

Richard Wright PCS for Journalism and Media Arts	0	0	0	0	1	0	0	0	0	0	1
Sexual Harassment of Son by a Staff Member					1						
Roots PCS	0	0	0	0	0	0	0	1	0	0	1
Termination								1			
SEED Public Charter School of Washington, DC	0	0	1	0	1	1	0	1	0	0	4
Innapropriate Staff Behavior			1								
Bed Bugs					1						
Bullyting and Safety Concerns						1					
Disrespectful Language from a staff Person								1			
Sela PCS	0	0	0	0	0	1	0	0	0	0	1
Innapropriate Staff Discipline						1					
Somerset Preparatory Academy PCS	0	0	1	0	0	0	0	0	0	1	2
School Procedures			1								
Uniform Issues										1	
Thurgood Marshall Academy PCS	1	0	0	0	1	1	0	0	0	1	4
Outstanding Fee	1										
Lunch Bill					1						
Guardian Safety Concerns						1					
Unfair Uniform Policy										1	
Two Rivers PCS	0	1	0	0	1	1	0	0	0	0	3
Bullying		1									
Concerns					1						
Planned Parenthood Building Concerns						1					
Washington Global PCS	0	0	0	0	0	0	0	1	0	0	1
Innapropriate Staff Behavior								1			
Washington Mathematics Science Technology PCHS	1	0	2	0	0	1	0	1	0	0	5
Schedule Conflict	1										
Discipline Dispute			1								
Unlawful Discipline			1								
Safety						1					
Discipline								1			

William E. Doar, Jr. PCS for the Performing Arts	1	0	2	0	0	1	0	1	0	2	7
Report Card/Class Concerns	1										
Discipline of Student			1								
Daughter's In school suspension			1								
Attendance Dispute and Administration Concerns						1					
Inappropriate Behavior of Staff								1			
Uniforms										1	
School Concerns										1	
Grand Total	21	19	42	11	25	32	9	32	1	9	201

School Name	Academics	Bullying	Discipline	Enrollment	Other	Safety	Special Ed	Staff	Transportation	Uniforms	TOTAL
Achievement Preparatory Academy PCS – Elementary	4	1	2	0	1	0	0	2	0	1	11
-	1										
-	1										
-	1										
-	1										
-		1									
-			1								
-			1								
-					1						
-								1			
-								1			
-										1	
Achievement Preparatory Academy PCS – Middle	0	0	1	0	0	0	0	0	0	0	1
-			1								
AppleTree Early Learning PCS – Oklahoma Ave	0	0	0	1	0	0	0	0	0	0	1
-				1							
AppleTree Early Learning PCS - Southeast	0	0	0	0	0	4	0	0	0	0	4
-						1					
-						1					
-						1					
-						1					
BASIS DC PCS	10	0	0	1	0	0	0	0	0	0	11

Center City PCS – Congress Heights	0	0	0	0	0	1	0	0	0	0	1
-						1					
Center City PCS – Shaw	0	0	0	0	0	1	0	0	0	0	1
-						1					
Center City PCS – Trinidad	1	0	0	0	0	0	0	0	0	0	1
-	1										
César Chávez PCS for Public Policy – Capitol Hill	1	1	0	0	0	1	0	0	0	0	3
-	1										
-		1									
-						1					
César Chávez PCS for Public Policy – Parkside High School	2	2	0	0	0	0	2	0	0	0	6
-	1										
-	1										
-		1									
-		1									
-							1				
-							1				
César Chávez PCS for Public Policy – Parkside Middle School	1	1	4	0	2	0	0	0	0	1	9
-	1										
-		1									
-			1								
-			1								
-			1								

-			1								
-					1						
-					1						
-										1	
Community College Preparatory Academy PCS	1	0	0	0	0	0	0	0	0	0	1
-	1										
Creative Minds International PCS	0	0	0	0	0	0	0	0	1	0	1
-									1		
DC Prep PCS – Benning Elementary	1	1	4	0	0	1	0	1	0	0	8
-	1										
-		1									
-			1								
-			1								
-			1								
-						1					
-									1		
DC Scholars PCS	0	0	1	1	0	4	2	0	0	0	8
-			1								
-				1							
-						1					
-						1					
-						1					

-				1								
-				1								
-					1							
-						1						
-							1					
Excel Academy PCS - DREAM	0	2	0	1	1	1	0	1	0	0	6	
-		1										
-		1										
-				1								
-					1							
-						1						
-								1				
Excel Academy PCS – LEAD	0	0	2	0	0	1	0	0	0	0	3	
-			1									
-			1									
-						1						
Friendship PCS – Blow-Pierce Elementary	0	0	1	1	0	0	0	1	0	0	3	
-			1									
-				1								
-								1				
Friendship PCS – Chamberlain Elementary	0	0	0	0	0	1	0	1	0	0	2	
-						1						
-								1				

Friendship PCS – Chamberlain Middle	1	1	2	0	0	0	0	0	0	0	0	4
-	1											
-		1										
-			1									
-			1									
Friendship PCS – Collegiate Academy	1	0	2	0	1	0	0	2	0	0	0	6
-	1											
-			1									
-			1									
-					1							
-								1				
-								1				
Friendship PCS – Southeast Elementary Academy	1	0	0	0	0	1	0	1	0	0	0	3
-	1											
-						1						
-								1				
Friendship PCS - Technology Preparatory Middle	0	0	1	0	0	1	0	1	0	0	0	3
-			1									
-						1						
-								1				
Friendship PCS – Woodridge Elementary	0	0	0	0	0	1	0	0	0	0	0	1
-						1						
Harmony DC Public Charter Schools	0	0	1	0	0	0	1	0	0	0	0	2

-			1								
-							1				
Ideal Academy PCS	0	1	0	0	2	0	0	0	0	0	3
-		1									
-					1						
-					1						
IDEA PCS	1	0	0	0	0	0	0	0	0	3	4
-	1										
-										1	
-										1	
-										1	
Ingenuity Prep PCS	3	0	1	0	0	0	0	0	0	0	4
-	1										
-	1										
-	1										
-			1								
Inspired Teaching Demonstration PCS	0	0	0	0	1	1	0	0	0	0	2
-					1						
-						1					
KIPP DC – AIM Academy PCS	1	0	0	1	1	0	0	1	0	0	4
-	1										
-				1							
-					1						

-									1			
KIPP DC – Arts & Technology Academy PCS	0	0	1	2	0	1	0	0	0	0	0	4
-			1									
-				1								
-				1								
-							1					
KIPP DC – Discover Academy PCS	1	0	2	0	0	0	0	0	0	0	0	3
-	1											
-			1									
-			1									
KIPP DC – Grow Academy PCS	0	1	0	0	0	0	0	1	0	0	0	2
-		1										
-								1				
KIPP DC – KEY Academy PCS	0	0	1	0	0	0	0	0	0	0	0	1
-			1									
KIPP DC – Lead Academy PCS	0	0	1	0	0	0	0	0	0	0	0	1
-			1									
KIPP DC – LEAP Academy PCS	2	0	0	0	0	0	0	0	0	0	0	2
-	1											
-	1											
KIPP DC – Promise Academy PCS	0	0	1	0	0	0	0	0	0	0	0	1
-			1									
KIPP DC – Quest Academy PCS	0	0	0	0	0	0	0	0	1	0	0	1

-			1									
-						1						
-						1						
Potomac Preparatory PCS	0	1	0	0	1	0	0	0	2	0	4	
-		1										
-						1						
-									1			
-									1			
Richard Wright PCS for Journalism and Media Arts	1	0	1	0	0	0	0	0	0	1	3	
-	1											
-			1									
-										1		
Roots PCS	1	0	0	0	0	0	0	0	0	0	1	
-	1											
Sela PCS	0	1	0	0	1	0	0	0	0	0	2	
-		1										
-						1						
Somerset Preparatory Academy PCS	0	1	3	1	0	0	0	0	0	0	5	
-		1										
-			1									
-			1									
-			1									
-					1							

Thurgood Marshall Academy PCS	6	0	0	0	0	0	0	1	0	1	8
-	1										
-	1										
-	1										
-	1										
-	1										
-	1										
-								1			
-										1	
Tree of Life PCS	1	3	0	0	0	1	1	0	0	0	6
-	1										
-		1									
-		1									
-		1									
-						1					
-							1				
Two Rivers PCS	0	0	0	0	0	1	0	0	0	0	1
-						1					
Washington Latin PCS – Middle School	1	0	0	0	0	0	0	0	0	0	1
-	1										
Washington Mathematics Science Technology PCHS	0	1	0	1	0	0	0	0	1	0	3
-		1									
-				1							

-										1		
William E. Doar, Jr. PCS for the Performing Arts	0	0	0	0	0	1	0	0	0	0	0	1
-						1						
YouthBuild PCS	0	0	1	0	0	0	0	0	0	0	0	1
-			1									
Grand Total	63	30	59	16	23	39	11	21	4	12	278	

School Name	Academics	Bullying	Discipline	Enrollment	Other	Safety	Special Ed	Staff	Transportation	Uniforms	TOTAL
Achievement Preparatory Academy PCS – Elementary	6	3	10	1	2	1	0	2	0	4	29
-	1										
-	1										
-	1										
-	1										
-	1										
-	1										
-		1									
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-			1								
-			1								
-				1							
-					1						
-						1					
-							1				

-				1								
-				1								
Cedar Tree Academy PCS	0	0	0	0	1	0	1	0	0	0	0	2
-					1							
-							1					
Center City PCS – Capitol Hill	0	0	2	1	2	0	0	0	0	0	3	8
-			1									
-			1									
-				1								
-					1							
-						1						
-							1					
-											1	
-											1	
-											1	
Center City PCS – Congress Heights	0	0	1	0	0	1	0	0	0	0	1	3
-			1									
-						1						
-											1	
Center City PCS – Petworth	0	1	0	0	0	0	0	0	0	0	0	1
-			1									
Center City PCS – Shaw	0	0	0	0	0	2	0	0	0	0	0	2
-							1					
-							1					
Center City PCS – Trinidad	1	1	0	1	0	0	0	2	0	0	0	5

-	1										
-		1									
-				1							
-								1			
-								1			
César Chávez PCS for Public Policy – Capitol Hill	1	1	1	0	0	3	0	0	0	0	6
-	1										
-		1									
-			1								
-						1					
-						1					
-						1					
César Chávez PCS for Public Policy – Chávez Prep	0	0	1	0	0	0	0	0	0	0	1
-			1								
César Chávez PCS for Public Policy – Parkside High School	2	5	1	0	0	0	2	0	0	0	10
-	1										
-	1										
-		1									
-		1									
-		1									
-		1									
-			1								
-							1				

-	1											
-	1											
E.L. Haynes PCS – Middle School	1	0	1	0	0	1	0	0	0	1	4	
-	1											
-			1									
-						1						
-										1		
Eagle Academy PCS - Capitol Riverfront	2	0	1	2	1	4	1	1	0	0	12	
-	1											
-	1											
-			1									
-				1								
-				1								
-					1							
-						1						
-							1					
-								1				
-									1			
Early Childhood Academy PCS	0	0	0	0	1	0	0	0	0	0	1	
-					1							
Elsie Whitlow Stokes Community Freedom PCS	0	0	0	2	0	0	0	0	0	0	2	
-				1								

-		1									
-		1									
-		1									
-			1								
-			1								
-			1								
-			1								
Friendship PCS – Collegiate Academy	2	1	7	1	2	2	0	3	0	0	18
-	1										
-	1										
-		1									
-			1								
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-							1				
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-								1			
-								1			
Friendship PCS – Southeast Elementary Academy	1	1	0	0	0	1	0	2	0	0	5
-	1										
-		1									
-						1					
-								1			
-								1			
Friendship PCS - Technology Preparatory Middle	1	1	4	0	0	1	0	1	0	0	8
-	1										
-		1									
-			1								
-			1								
-			1								
-			1								
-						1					
-								1			
Friendship PCS – Woodridge Elementary	0	0	1	0	0	1	0	0	0	0	2
-			1								
-						1					
Harmony DC Public Charter Schools	0	0	1	1	1	0	2	0	0	0	5
-			1								
-				1							
-					1						
-						1					

Mary McLeod Bethune Day Academy PCS	0	0	0	0	0	3	0	0	0	0	3
-						1					
-						1					
-						1					
Maya Angelou PCS - Evans High School	2	2	2	0	2	0	0	1	0	0	9
-	1										
-	1										
-		1									
-		1									
-			1								
-			1								
-					1						
-					1						
-						1					
-								1			
Meridian PCS	1	1	2	1	2	2	0	1	0	0	10
-	1										
-		1									
-			1								
-			1								
-				1							
-					1						
-						1					
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-					1							
-						1						
-						1						
-							1					
-							1					
-								1				
-									1			
Paul PCS – International High School	1	0	0	0	3	0	0	1	0	0	5	
-	1											
-					1							
-					1							
-					1							
-									1			
Paul PCS – Middle School	2	0	0	0	1	1	1	1	0	0	6	
-	1											
-	1											
-					1							
-						1						
-							1					
-								1				
-									1			

-			1									
-			1									
-					1							
-					1							
-										1		
-										1		
Richard Wright PCS for Journalism and Media Arts	1	1	1	0	1	0	0	2	0	1	7	
-	1											
-		1										
-			1									
-					1							
-									1			
-									1			
-											1	
Roots PCS	1	0	0	0	1	0	0	0	0	0	2	
-	1											
-					1							
SEED Public Charter School of Washington, DC	0	1	1	0	0	4	0	4	0	0	10	
-		1										
-			1									
-						1						
-						1						
-						1						
-						1						

William E. Doar, Jr. PCS for the Performing Arts	2	0	1	0	0	4	0	2	0	0	9
-	1										
-	1										
-			1								
-						1					
-						1					
-						1					
-						1					
-								1			
-								1			
YouthBuild PCS	0	0	1	0	0	0	0	0	0	0	1
-			1								
Grand Total	108	72	147	31	60	88	20	67	5	18	616

	Leased Facility Costs													
	Utilities	Maintenance	Direct lease payments	Additional lease payments (CAM charges, etc.)	Real estate taxes (if applicable)	Property Insurance	Amortization of leasehold improvements & FFE	Debt service for LHI & FFE:	Interest	Principal	Other Finance Costs being amortized	Capital expenses (major repairs), not financed	Lender Required Reserves	Total
Academy of Hope	4,281	15,051	248,797				78,850							346,979
Achievement Prep		72,441	1,212,997				104,077					933,000		2,322,515
Apple Tree	52,534	224,133	1,504,733		8		303,914			219,792	19,369			2,324,483
BASIS	102,279	56,396	1,995,000			45,175								2,198,850
Bridges	81,026	108,060	595,722	38,208	6,832	3,426	119,069					825,790		1,778,133
Briya	852	90,915	277,973	-	-	7,333	96,708		81,820	18,944		44,484		619,029
Capital City	-	#REF!	209,988	150,000	153,000	14,885	#REF!		550,162	284,151	#REF!	(488,400)	-	#REF!
Carlos Rosario			3,137,679				1,985,225		1,444,066	121,653		798,833		7,487,456
Cedar Tree				24,893										24,893
Center City	331,383	819,557	594,283	-	-	14,885	1,162,374		550,162	284,151	154,053	519,609	-	4,430,457
Cesar Chavez	130,043	499,594	578,993	-	-	81,331	481,483							1,771,444
Children's Guild														
Community Academy	384,810	458,794	375,935			22,744	639,774					478,264		2,360,321
Community College Academy	41,675	11,788	216,000											269,463
Creative Minds	40,629	53,155	499,996			1,950			22,500			253,506		871,736
DC Bilingual	102,755	56,291	1,172,682				33,109							1,364,837
DC International	-	168,479	596,860	-	-	4,300	24,457		-	-	-	15,491	-	809,587
DC Prep	196,102	313,930	24,651	-	-	-	1,009,583		1,000,588	-	24,616	-	-	2,569,470
DC Scholars		107,483	326,541				185,559							619,583
Democracy Prep	142,914	314,582	1,816,712			31,948						44,301		2,350,457
E.L. Haynes			355,894											355,894
Eagle Academy	18,224	2,475	378,427		192,761	2,512								594,399
Early Childhood Academy	33,677	88,972	384,093				7,037							513,779
Elise Whitlow Stokes Community Freedom														-
Excel Academy		177,660	2,001,715		11,236		10,377					207,129		2,408,117
Friendship	967,735	1,464,356	1,000,874			252,111	915,918		988,586	549,332				6,138,912
Harmony School of Excellence	41,890	68,902	120,000			16,719	27,137					112,564		387,212
Hope Community	218,928	137,343	2,821,894			45,605	46,808							3,270,578
Howard University Middle School of Math and Science	36,288	47,565	1,009,000											1,092,853
IDEA														-
Ideal Academy														-
Ingenuity Prep			493,978											493,978
Inspired Teaching Demonstration	15,191	216	1,020,316			17,455	60,221							1,113,399
Kingsman Academy														-
KIPP DC	1,067,867	387,363	1,341,277		-	254,325	3,913,370		3,393,231	-	1,589,488	13,178,604	-	25,125,526
LAMB			439,296											439,296
LAYC Career Academy			540,530											540,530
Lee Montessori		368	167,877		-	-								168,245
Mary McLeod Bethune	98,204	588,303	213,832			14,395	93,410					604,503		1,612,646
Maya Angelou	(89,876)	68,709	543,915		-	-	608,172		88,126	13,382		474,690	-	1,707,119
Meridian	140,383	181,388	823,364		38,716		21,221					290,916	357,996	1,853,984
Monument Academy														-
Mundo Verde Bilingual	199,000	193,287	358,683				288,362		324,293	714,686	39,982	293,557		2,411,849
National Collegiate Prep		1,690	849,776											851,466
Next Step														-
Options	22,313		185,400			41,854								249,567
Paul	249,335	454,114	503,070				175,213		290,154	80,619		94,914	2,318	1,849,737
Perry Street Prep	392,511	63,807					56,500		266,441	810,160		92,622		1,682,041
Potomac Prep		472,301	979,144				290		1,489					1,453,225
Richard Wright		114,622	874,374		201,581		194,956					307,755		1,693,288
Roots	22,726	43,007	309,270		-	2,620	-							377,623
Sela	29,684	88,699	228,101		12,732	-	3,203		-	-	-	36,209	-	416,844
Shining Stars Montessori Academy	30,382	65,800	248,180									2,700		347,062
Somerset Prep	-	114,018	589,824											703,842
St. Coletta														-
SEED	389,002	528,857	12,000		-	37,117	967,630		100,279	825,000	24,529	199,245	17,897	3,101,556
Thurgood Marshall		1,900	10,000											11,900
Tree of Life														-
Two Rivers	-	-	-		-	-	-		63,830	-	57,727	525,000	-	646,557
Washington Global		472,301	979,144				290		1,489					1,453,225
Washington Latin	182,592	147,576	166,560			36,171	761,573		669,789		17,319	76,846	450,441	2,508,867
Washington Math, Science and Technology														-
Washington Yu Ying	-	-	18,122		-	-	-		-	-	-	-	-	18,122
William E Doar Jr	101,154	102,693	1,337,987			(138,206)	201,120		56,509	478,299		17,798		2,157,353
Youthbuild LAYC	9,848	43,948	306,814		1,124		9,384		-	-	-	-	-	371,118

School	Type	Utilities	Maintenance	Direct lease payments	Additional lease payments (CAM charges, etc.)	Real estate taxes (if applicable)	Property Insurance	Amortization of leasehold improvements & FFE	Debt service for LHI & FFE:	Interest	Principal	Other Finance Costs being amortized	Capital expenses (major repairs), not financed	Lender Required Reserves	Total
Academy of Hope	Leased	4,281	15,051	248,797				78,850							346,979
Achievement Prep	Leased		72,441	1,212,997				104,077					933,000		2,322,515
Apple Tree	Leased	52,534	224,133	1,504,733		8		303,914			219,792	19,369			2,324,483
BASIS	Leased	102,279	56,396	1,995,000			45,175								2,198,850
Bridges	Leased	81,026	108,060	595,722	38,208	6,832	3,426	119,069					825,790		1,778,133
Briya	Leased	852	90,915	277,973	-	-	7,333	96,708		81,820	18,944		44,484		619,029
Capital City	Leased	-	-	209,988	150,000	153,000	14,885	-		550,162	284,151	-	(488,400)	-	873,787
Carlos Rosario	Leased			3,137,679				1,985,225		1,444,066	121,653		798,833		7,487,456
Cedar Tree	Leased				24,893										24,893
Cedar Tree	Owned	135,246	296,853				2,906	216,708		199,664	284,706		8,469	483,000	1,627,552
Center City	Leased	331,383	819,557	594,283	-	-	14,885	1,162,374		550,162	284,151	154,053	519,609	-	4,430,457
Cesar Chavez	Leased	130,043	499,594	578,993	-	-	81,331	481,483							1,771,444
Cesar Chavez	Owned	433,477	999,187				162,662	1,123,460		1,920,364	515,000	-	-	-	5,154,150
Community Academy	Leased	384,810	458,794	375,935				22,744					478,264		2,360,321
Community Academy	Owned	405,027	553,455				17,783	871,219		1,105,113	520,000	122,343			3,594,940
Community College Academy	Leased	41,675	11,788	216,000											269,463
Creative Minds	Leased	40,629	53,155	499,996			1,950			22,500			253,506		871,736
DC Bilingual	Leased	102,755	56,291	1,172,682				33,109							1,364,837
DC International	Leased	-	168,479	596,860	-	-	4,300	24,457		-	-	-	15,491	-	809,587
DC Prep	Owned	228,261	578,240			-	21,249	467,386		130,374	430,000	229,875	-	-	2,085,386
DC Prep	Leased	196,102	313,930	24,651	-	-	-	1,009,583		1,000,588	-	24,616	-	-	2,569,470
DC Scholars	Leased		107,483	326,541				185,559							619,583
Democracy Prep	Leased	142,914	314,582	1,816,712			31,948						44,301		2,350,457
E.L. Haynes	Leased			355,894											355,894
E.L. Haynes	Owned	392,036	595,201					1,696,136		2,921,688	474,760				6,079,821
Eagle Academy	Leased	18,224	2,475	378,427		192,761	2,512								594,399
Eagle Academy	Owned	283,444	16,018				16,257	644,272		536,496	#####	48,961			2,813,557
Early Childhood Academy	Leased	33,677	88,972	384,093				7,037							513,779
Elise Whitlow Stokes Community Freedom	Owned	92,226	240,920				29,309	275,994		369,796	318,301	16,191			1,342,737
Excel Academy	Leased		177,660	2,001,715	11,236			10,377					-	207,129	2,408,117
Friendship	Leased	967,735	1,464,356	1,000,874			252,111	915,918		988,586	549,332				6,138,912
Friendship	Owned	835,521	2,344,816				230,565	2,020,094		3,270,724	#####				10,357,388
Harmony School of Excellence	Leased	41,890	68,902	120,000			16,719	27,137					112,564		387,212
Hope Community	Leased	218,928	137,343	2,821,894			45,605	46,808							3,270,578
Howard Univesirity Middle School of Math and Science	Leased	36,288	47,565	1,009,000											1,092,853
IDEA	Owned	337,766	326,596			-	48,593	282,222		371,486					1,366,663
Ideal Academy	Owned	158,450	25,716				74,797	398,194		324,306	564,192			171,804	1,717,459
Ingenuity Prep	Leased			493,978											493,978
Inspired Teaching Demonstration	Leased	15,191	216	1,020,316			17,455	60,221							1,113,399
KIPP DC	Owned	466,878	308,425			6,202	127,163	1,146,067		-	-	-	1,207,472	-	3,262,206
KIPP DC	Leased	1,067,867	387,363	1,341,277	-	-	254,325	3,913,370		3,393,231	-	1,589,488	13,178,604	-	25,125,526
LAMB	Leased			439,296											439,296
LAMB	Owned	76,468	157,616				14,388	238,681		268,448	132,804	14,775		200,000	1,103,180
LAYC Career Academy	Leased			540,530											540,530
Lee Montessori	Leased		368	167,877	-	-									168,245
Mary McLeod Bethune	Leased	98,204	588,303	213,832			14,395	93,410					604,503		1,612,646
Maya Angelou	Leased	(89,876)	68,709	543,915	-	-		608,172		88,126	13,382	-	474,690	-	1,707,119
Meridian	Leased	140,383	181,388	823,364	38,716			21,221					290,916	357,996	1,853,984
Mundo Verde Bilingual	Leased	199,000	193,287	358,683				288,362		324,293	714,686	39,982	293,557		2,411,849
National Collegiate Prep	Leased		1,690	849,776											851,466
Next Step	Owned	55,274	238,734			-	7,755	299,720		150,864	202,095	296,857			1,251,299
Options	Leased	22,313		185,400		41,854									249,567
Options	Owned	186,754	85,271					263,188		409,579	267,319	44,415			1,256,526

Paul	Leased	249,335	454,114	503,070				175,213		290,154	80,619		94,914	2,318	1,849,737
Perry Street Prep	Leased	392,511	63,807					56,500		266,441	810,160		92,622		1,682,041
Potomac Prep	Leased		472,301	979,144				290		1,489					1,453,225
Richard Wright	Leased		114,622	874,374	201,581	-	-	194,956					307,755		1,693,288
Roots	Leased	22,726	43,007	309,270	-	-	2,620	-							377,623
SEED	Leased	389,002	528,857	12,000	-	-	37,117	967,630		100,279	825,000	24,529	199,245	17,897	3,101,556
Sela	Leased	29,684	88,699	228,101	12,732	-	3,203	18,217		-	-	-	36,209	-	416,844
Shining Stars Montessori Academy	Leased	30,382	65,800	248,180									2,700		347,062
Somerset Prep	Leased	-	114,018	589,824									-		703,842
St. Coletta	Owned	316,379	643,438				58,731	1,003,986		507,707	375,764	856,400	37,550		3,799,956
Thurgood Marshall	Leased		1,900	10,000											11,900
Thurgood Marshall	Owned	230,137	435,989				34,133	545,556		65,638	104,723	23,868	126,692	873,000	2,439,736
Tree of Life	Owned	121,571	178,695				26,041	275,171		245,813	140,231				987,523
Two Rivers	Leased	-	-	-	-	-	-	-		63,830	-	57,727	525,000	-	646,557
Two Rivers	Owned	174,269	285,394				-	24,840		284,254	351,007	432,549	10,718	34,211	#####
Washington Global	Leased		472,301	979,144				290		1,489					1,453,225
Washington Latin	Leased	182,592	147,576	166,560			36,171	761,573		669,789		17,319	76,846	450,441	2,508,867
Washington Math, Science and Technology	Owned	101,082	57,695				28,117	321,920		296,280	221,733	46,662	27,600	288,380	1,389,469
Washington Yu Ying	Leased	-	-	18,122	-	-	-	-		-	-	-	-	-	18,122
Washington Yu Ying	Owned	108,585	290,035				-	9,949		390,846	405,219	495,566	15,032	58,170	1,773,404
William E Doar Jr	Leased	101,154	102,693	1,337,987			(138,206)	201,120		56,509	478,299		17,798		2,157,353
Youthbuild LAYC	Leased	9,848	43,948	306,814	1,124		-	9,384		-	-	-	-	-	371,118

Mundo Verde Bilingual	Leased	119,000	222,600	345,958			571,634		556,796	577,686		10,000		2,403,673
National Collegiate Prep	Leased		1,631	870,912										872,543
Next Step	Leased			159,905										159,905
Next Step	Owned	90,589	284,290			17,360	311,664		270,446	204,288				1,178,637
Options	Leased	22,313		185,400		41,854								249,567
Options	Owned	186,754	85,271				263,188		409,579	267,319	44,415			1,256,526
Paul	Leased	296,640	575,469	503,070			180,469		219,864	230,773		97,761	332,317	2,436,364
Perry Street Prep	Leased	433,826	55,000				56,500		266,441	810,160		56,500		1,678,427
Potomac Prep	Leased		352,800	1,003,590			6,143		-					1,362,533
Richard Wright	Leased		91,629	894,947	259,215		70,000					10,000		1,325,791
Roots	Leased	24,000	38,450	320,000	-	-	2,882		-					385,332
SEED	Leased	340,000	529,000	12,000			42,582	925,000	125,000	875,000	25,000	250,000	125,000	3,248,582
Sela	Leased	30,929	55,582	197,252	9,510	-	3,299	43,692	-	-	-	64,034	-	404,297
Shining Stars Montessori Academy	Leased	26,718	42,820	287,807								30,000		387,345
Somerset Prep	Leased	-	149,073	787,248								15,021		951,342
St. Coletta	Owned	315,515	684,695				60,000	1,005,000	300,000	5,186,000	856,400	50,000		8,457,610
Thurgood Marshall	Leased		4,000	10,000										14,000
Thurgood Marshall	Owned	268,020	505,532				35,840	504,589	59,808	109,983	39,661	107,950	913,000	2,544,383
Tree of Life	Owned	121,571	178,695				26,041	275,171	245,813	140,231				987,523
Two Rivers	Leased	127,783	263,744	-	-	-	18,663	587,507	519,265	122,532	173,182	-	-	1,812,677
Two Rivers	Owned	151,017	311,697				-	24,562	306,619	343,488	443,576	10,718	76,000	##### 3,967,677
Washington Global	Leased		352,800	1,003,590				6,143		-				1,362,533
Washington Latin	Leased	299,880	180,540	166,560			36,894	394,785	749,789		32,319		525,441	2,386,208
Washington Math, Science and Technology	Owned	103,082	60,000				28,117	321,920	299,280	218,733	46,662	30,000	288,380	1,396,175
Washington Yu Ying	Leased	-	-	18,122	-	-	-	-	-	-	-	-	-	18,122
Washington Yu Ying	Owned	103,868	310,501				-	10,248	419,468	394,664	11,388	16,000		1,676,485
William E Doar Jr	Leased	115,875	172,649	1,432,619		(132,942)		208,402	45,177	490,611		22,759		2,355,150
Youthbuild LAYC	Leased	11,100	46,194	315,230	1,124			9,400						383,048

Two Rivers	127,783	263,744	-	-	-	18,663	587,507		519,265	122,532	173,182	-	-	1,812,677
Washington Global		352,800	1,003,590				6,143		-					1,362,533
Washington Latin	299,880	180,540	166,560			36,894	394,785		749,789		32,319		525,441	2,386,208
Washington Math, Science and Technology														-
Washington Yu Ying	-	-	18,122	-	-	-	-		-	-	-	-	-	18,122
William E Doar Jr	115,875	172,649	1,432,619		(132,942)		208,402		45,177	490,611		22,759		2,355,150
Youthbuild LAYC	11,100	46,194	315,230	1,124			9,400							383,048

FACILITY COST TEMPLATE

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	4,281	16,000
Maintenance	15,051	3,750
Direct lease payments	248,797	349,805
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	78,850	97,774
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	346,979	467,329
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	346,979	467,329
Total Student Enrollment	256	330
Total usable square footage (all inclusive)	24190	24190
Per Pupil Facility Costs (A): Current Space	\$ 1,355	\$ 1,416

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		188,293
Maintenance	72,441	322,619
Direct lease payments	1,212,997	249,033
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	104,077	
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed	933,000	
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	2,322,515	759,945
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	2,322,515	759,945
Total Student Enrollment	648	730
Total usable square footage (all inclusive)	49532	51178
Per Pupil Facility Costs (A): Current Space	\$ 3,584	\$ 1,041

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	52,534	208,380
Maintenance	224,133	220,440
Direct lease payments	1,504,733	1,339,986
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)	8	-
Property Insurance		
Amortization of leasehold improvements & FFE	303,914	326,103
Debt service for LHI & FFE:		
Interest		
Principal	219,792	219,792
Other Finance Costs being amortized	19,369	19,369
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	2,324,483	2,334,070
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	2,324,483	2,334,070
Total Student Enrollment	648	670
Total usable square footage (all inclusive)	60561	60561
Per Pupil Facility Costs (A): Current Space	\$ 3,587	\$ 3,484

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	102,279	105,000
Maintenance	56,396	70,000
Direct lease payments	1,995,000	2,095,000
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance	45,175	56,000
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		23,000
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	2,198,850	2,349,000
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	2,198,850	2,349,000
Total Student Enrollment	551	599
Total usable square footage (all inclusive)	40000	40000
Per Pupil Facility Costs (A): Current Space	\$ 3,991	\$ 3,922

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	81,026	40,314
Maintenance	108,060	137,636
Direct lease payments	595,722	689,189
Additional lease payments (CAM charges, etc.)	38,208	40,170
Real estate taxes (if applicable)	6,832	
Property Insurance	3,426	3,529
Amortization of leasehold improvements & FFE	119,069	193,693
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed	825,790	193,313
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	1,778,133	1,297,844
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	1,778,133	1,297,844
Total Student Enrollment	272	344
Total usable square footage (all inclusive)	46761	52967
Per Pupil Facility Costs (A): Current Space	\$ 6,537	\$ 3,773

LEASED FACILITY COSTS	FY15 (Actual/ Audited)	FY2016 (Budgeted)
Utilities	852	666
Maintenance	90,915	131,046
Direct lease payments	277,973	287,576
Additional lease payments (CAM charges, etc.)	-	-
Real estate taxes (if applicable)	-	-
Property Insurance	7,333	7,553
Amortization of leasehold improvements & FFE	96,708	82,645
Debt service for LHI & FFE:		
Interest	81,820	80,873
Principal	18,944	20,899
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed	44,484	5,600,000
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	619,029	6,211,256
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	619,029	6,211,256
Total Student Enrollment	492	497
Total usable square footage (all inclusive)	18160	18160
Per Pupil Facility Costs (A): Current Space	\$ 1,258	\$ 12,497

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	331,383	374,955
Maintenance	819,557	762,480
Direct lease payments	594,283	573,940
Additional lease payments (CAM charges, etc.)	-	-
Real estate taxes (if applicable)	-	-
Property Insurance	14,885	15,332
Amortization of leasehold improvements & FFE	1,162,374	1,180,586
Debt service for LHI & FFE:		
Interest	550,162	554,354
Principal	284,151	556,591
Other Finance Costs being amortized	154,053	12,965
Capital expenses (major repairs), not financed	519,609	875,000
Lender Required Reserves	-	-
TOTAL LEASED FACILITY COSTS	4,430,457	4,906,203
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	4,430,457	4,906,203
Total Student Enrollment	971	973
Total usable square footage (all inclusive)	168000	168000
Per Pupil Facility Costs (A): Current Space	\$ 4,563	\$ 5,042

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance		
Direct lease payments	3,137,679	3,223,965
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	1,985,225	2,005,000
Debt service for LHI & FFE:		
Interest	1,444,066	1,483,556
Principal	121,653	127,050
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed	798,833	690,000
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	7,487,456	7,529,571
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	7,487,456	7,529,571
Total Student Enrollment	1,950	1,950
Total usable square footage (all inclusive)	110789	110789
Per Pupil Facility Costs (A): Current Space	\$ 3,840	\$ 3,861

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance		
Direct lease payments		
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	-	-
OWNED FACILITY COSTS		
Utilities	135,246	147,492
Maintenance	296,853	290,902
Real estate taxes (if applicable)		
Property Insurance	2,906	2,993
Depreciation of building/improvements/FFE	216,708	216,756
Debt service for mortgage financing:		
Interest	199,664	198,522
Principal	284,706	293,157
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed	8,469	41,430
Lender Required Reserves	483,000	483,000
TOTAL OWNED FACILITY COSTS	1,627,552	1,674,253
TOTAL FACILITY COSTS	1,627,552	1,674,253
Total Student Enrollment	358	360
Total usable square footage (all inclusive)	31,000.00	31,000.00
Per Pupil Facility Costs (A): Current Space	\$ 4,546	\$ 4,651

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	308,906	346,000
Maintenance	842,822	833,795
Direct lease payments	2,407,402	2,406,411
Additional lease payments (CAM charges, etc.)	23,145	24,000
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	538,406	651,975
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed	293,263	437,000
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	4,413,943	4,699,181
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	4,413,943	4,699,181
Total Student Enrollment	1,483	1,457
Total usable square footage (all inclusive)	194702	194702
Per Pupil Facility Costs (A): Current Space	\$ 2,976	\$ 3,225

	FY15 (Actual/ Audited)	FY2016 (Budgeted)	FY2017 (Projected)
LEASED FACILITY COSTS			
Utilities	130,043	133,944	136,623
Maintenance	499,594	514,581	524,873
Direct lease payments	578,993	596,363	608,290
Additional lease payments (CAM charges, etc.)	-	-	-
Real estate taxes (if applicable)	-	-	-
Property Insurance	81,331	83,771	85,446
Amortization of leasehold improvements & FFE	481,483	495,927	505,846
Debt service for LHI & FFE:			
Interest			
Principal			
Other Finance Costs being amortized			
Capital expenses (major repairs), not financed			
Lender Required Reserves			
TOTAL LEASED FACILITY COSTS	1,771,444	1,824,587	1,861,079
OWNED FACILITY COSTS			
Utilities	433,477	442,147	455,411
Maintenance	999,187	1,019,171	1,049,746
Real estate taxes (if applicable)	-	-	-
Property Insurance	162,662	167,542	170,893
Depreciation of building/improvements/FFE	1,123,460	1,157,164	1,180,307
Debt service for mortgage financing:			
Interest	1,920,364	1,896,181	1,860,431
Principal	515,000	550,000	590,000
Other Finance Costs being amortized	-	-	-
Capital Expenses (major repairs), not financed	-	-	-
Lender Required Reserves	-	-	-
TOTAL OWNED FACILITY COSTS	5,154,150	5,232,204	5,306,788
TOTAL FACILITY COSTS	6,925,594	7,056,791	7,167,866
Total Student Enrollment	1,348	1,418	1,425
Total usable square footage (all inclusive)	230,000	230,000	230,000
Per Pupil Facility Costs (A): Current Space	\$ 5,138	\$ 4,977	\$ 5,030
Standard space/student (DCPS) ranges from 140 sf to 190 sf (B)	165	165	165
Actual space/student = Total facility space/current enrollment (C)	171	162.2	161.4
FACILITY ALLOWANCE CALCULATION: A x B / C	4,968.36	5,062.48	5,142.16



CHAVEZ SCHOOLS

Utilities

Chavez Prep Campus:	\$	65,022
Capitol Hill Campus:	\$	65,022
Leased Properties:	\$	130,043

Parkside Campus:	\$	303,434
Owned Properties:	\$	303,434

Total: **\$ 433,477**

Lease Payments (Rent)

Chavez Prep Campus:	\$	144,748
Capitol Hill Campus:	\$	434,245
Leased Properties:	\$	578,993

Parkside Campus:	\$	-
Owned Properties:	\$	-

Total: **\$ 578,993**

Maintenance

Chavez Prep Campus:	\$	249,797
Capitol Hill Campus:	\$	249,797
Leased Properties:	\$	499,594

Parkside Campus:	\$	499,594
Owned Properties:	\$	499,594

Total: **\$ 999,187**

Debt Service - Interest

Chavez Prep Campus:	\$	-
Capitol Hill Campus:	\$	-
Leased Properties:	\$	-

Parkside Campus:	\$	1,920,364
Owned Properties:	\$	1,920,364

Total: **\$ 1,920,364**

Property Insurance

Chavez Prep Campus:	\$	40,666
Capitol Hill Campus:	\$	40,666
Leased Properties:	\$	81,331

Parkside Campus:	\$	81,331
Owned Properties:	\$	81,331

Total: **\$ 162,662**

Debt Service - Principal

Chavez Prep Campus:	\$	-
Capitol Hill Campus:	\$	-
Leased Properties:	\$	-

Parkside Campus:	\$	515,000
Owned Properties:	\$	515,000

Total: **\$ 515,000**

Depreciation Expense

Chavez Prep Campus:	\$	240,741
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Capitol Hill Campus:	\$ 240,741	<u>Depreciation of building/improvements/Furniture, Fixtures, Equipment (FI</u>
Leased Properties:	\$ 481,483	
Parkside Campus:	\$ 1,123,460	
Owned Properties:	\$ 1,123,460	
Total:	\$ 1,604,943	

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	N/A	144,000
Maintenance	N/A	20,000
Direct lease payments	N/A	1,110,000
Additional lease payments (CAM charges, etc.)	N/A	-
Real estate taxes (if applicable)	N/A	75,000
Property Insurance	N/A	25,000
Amortization of leasehold improvements & FFE	N/A	92,370
Debt service for LHI & FFE:		
Interest	N/A	-
Principal	N/A	-
Other Finance Costs being amortized	N/A	-
Capital expenses (major repairs), not financed	N/A	-
Lender Required Reserves	N/A	-
TOTAL LEASED FACILITY COSTS	-	1,466,370
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	-	1,466,370
Total Student Enrollment		343
Total usable square footage (all inclusive)		60000
Per Pupil Facility Costs (A): Current Space	#DIV/0!	\$ 4,275

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	41,675	52,800
Maintenance	11,788	15,000
Direct lease payments	216,000	393,600
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	269,463	461,400
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	269,463	461,400
Total Student Enrollment	238	350
Total usable square footage (all inclusive)		
Per Pupil Facility Costs (A): Current Space	\$ 1,132	\$ 1,318

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	40,629	3,925
Maintenance	53,155	128,748
Direct lease payments	499,996	180,250
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance	1,950	16,215
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest	22,500	90,000
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed	253,506	250,813
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	871,736	669,950
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	871,736	669,950
Total Student Enrollment	181	237
Total usable square footage (all inclusive)	17,500	36,225
Per Pupil Facility Costs (A): Current Space	\$ 4,816	\$ 2,827

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	102,755	223,600
Maintenance	56,291	476,201
Direct lease payments	1,172,682	205,004
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	33,109	5,372
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	1,364,837	910,177
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	1,364,837	910,177
Total Student Enrollment	364	406
Total usable square footage (all inclusive)	39434	55924
Per Pupil Facility Costs (A): Current Space	\$ 3,750	\$ 2,242

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	-	-
Maintenance	168,479	26,518
Direct lease payments	596,860	1,199,483
Additional lease payments (CAM charges, etc.)	-	-
Real estate taxes (if applicable)	-	-
Property Insurance	4,300	4,429
Amortization of leasehold improvements & FFE	24,457	71,966
Debt service for LHI & FFE:		
Interest	-	-
Principal	-	-
Other Finance Costs being amortized	-	-
Capital expenses (major repairs), not financed	15,491	1,012,000
Lender Required Reserves	-	-
TOTAL LEASED FACILITY COSTS	809,587	2,314,396
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	809,587	2,314,396
Total Student Enrollment	210	400
Total usable square footage (all inclusive)	17954	43000
Per Pupil Facility Costs (A): Current Space	\$ 3,855	\$ 5,786

LEASED FACILITY COSTS	FY15 (Actual/ Audited)	FY2016 (Budgeted)
Utilities	196,102	205,447
Maintenance	313,930	422,398
Direct lease payments	24,651	447,150
Additional lease payments (CAM charges, etc.)	-	-
Real estate taxes (if applicable)	-	-
Property Insurance	-	-
Amortization of leasehold improvements & FFE	1,009,583	1,198,783
Debt service for LHI & FFE:		
Interest	1,000,588	1,170,846
Principal	-	58,246
Other Finance Costs being amortized	24,616	123,794
Capital expenses (major repairs), not financed	-	-
Lender Required Reserves	-	-
TOTAL LEASED FACILITY COSTS	2,569,470	3,626,664
OWNED FACILITY COSTS		
Utilities	228,261	226,573
Maintenance	578,240	590,295
Real estate taxes (if applicable)	-	-
Property Insurance	21,249	21,886
Depreciation of building/improvements/FFE	467,386	477,441
Debt service for mortgage financing:		
Interest	130,374	156,799
Principal	430,000	460,417
Other Finance Costs being amortized	229,875	235,185
Capital Expenses (major repairs), not financed	-	-
Lender Required Reserves	-	-
TOTAL OWNED FACILITY COSTS	2,085,386	2,168,596
TOTAL FACILITY COSTS	4,654,856	5,795,260
Total Student Enrollment	1,320	1,554
Total usable square footage (all inclusive)	188,484	200,484
Per Pupil Facility Costs (A): Current Space	\$ 3,526	\$ 3,729

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	132,567	137,749
Maintenance	229,659	341,746
Direct lease payments	400	
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	990,115	787,568
Debt service for LHI & FFE:		
Interest	637,212	791,492
Principal		39,374
Other Finance Costs being amortized	24,616	83,685
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	2,014,569	2,181,615
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	2,014,569	2,181,615
Total Student Enrollment	442	440
Total usable square footage (all inclusive)	70742	70742
Per Pupil Facility Costs (A): Current Space	\$ 4,558	\$ 4,958

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	63,535	67,698
Maintenance	84,271	80,652
Direct lease payments	400	
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	19,468	383,215
Debt service for LHI & FFE:		
Interest	363,376	379,354
Principal		18,872
Other Finance Costs being amortized		40,109
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	531,051	969,899
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	531,051	969,899
Total Student Enrollment	152	216
Total usable square footage (all inclusive)	36388	36388
Per Pupil Facility Costs (A): Current Space	\$ 3,494	\$ 4,490

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance		
Direct lease payments	23,851	15,150
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	23,851	15,150
OWNED FACILITY COSTS		
Utilities	112,519	112,775
Maintenance	323,386	332,213
Real estate taxes (if applicable)		
Property Insurance	12,537	12,913
Depreciation of building/improvements/FFE	301,620	307,692
Debt service for mortgage financing:		
Interest	84,347	101,567
Principal	265,000	285,000
Other Finance Costs being amortized	141,758	135,563
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	1,241,168	1,287,723
TOTAL FACILITY COSTS	1,265,019	1,302,873
Total Student Enrollment	432	440
Total usable square footage (all inclusive)	47354	47354
Per Pupil Facility Costs (A): Current Space	\$ 2,928	\$ 2,961

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance		
Direct lease payments		
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	-	-
OWNED FACILITY COSTS		
Utilities	115,741	113,799
Maintenance	254,854	258,082
Real estate taxes (if applicable)		
Property Insurance	8,712	8,973
Depreciation of building/improvements/FFE	165,766	169,749
Debt service for mortgage financing:		
Interest	46,028	55,232
Principal	165,000	175,417
Other Finance Costs being amortized	88,117	99,621
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	844,218	880,873
TOTAL FACILITY COSTS	844,218	880,873
Total Student Enrollment	294	314
Total usable square footage (all inclusive)	34000	34000
Per Pupil Facility Costs (A): Current Space	\$ 2,871	\$ 2,805

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance		
Direct lease payments	-	432,000
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	-	28,000
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	-	460,000
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	-	460,000
Total Student Enrollment	-	144
Total usable square footage (all inclusive)	0	12000
Per Pupil Facility Costs (A): Current Space	#DIV/0!	\$ 3,194

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance	107,483	3,200
Direct lease payments	326,541	1,214,422
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	185,559	168,000
Debt service for LHI & FFE:		
Interest		125,369
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	619,583	1,510,991
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	619,583	1,510,991
Total Student Enrollment	389	448
Total usable square footage (all inclusive)	32428	58150
Per Pupil Facility Costs (A): Current Space	\$ 1,593	\$ 3,373

DC Scholars Enrollment SY17
Template

7	8	9				10
SY17 PCSB Authorized Enrollment Ceiling	SY17 Maximum Occupancy	SPED Level 1	SPED Level 2	SPED Level 3	SPED Level 4	ELL/LEP
	1825	38	18	5	4	0

502

DC Scholars Enrollment SY17

Template

11		12			13	
Residential Enrollment	Residential SPED Level 1	Residential SPED Level 2	Residential SPED Level 3	Residential SPED Level 4	Residential ELL/LEP	
0	0	0	0	0	0	

District of Columbia Public Charter Schools (GC0)
Per Pupil Funding Analysis (D.C. Act 12-494)

FY 2017 PROPOSED BUDGET

Foundation level per pupil	\$ 9,492
Non-Residential Facilities Allotment:	\$ 3,072
Residential Facilities Allotment:	\$ 8,395

General Education	Weighting	SCHOOL CERTIFIED		Per Pupil Allocation	Total Dollars
		ENROLLMENT	LMENT		
Grade Level					
Pre-Kindergarten 3	1.34		0	\$ 12,719	-
Pre-Kindergarten 4	1.30		0	\$ 12,340	-
Kindergarten	1.30		0	\$ 12,340	-
Grades 1	1.00		0	\$ 9,492	-
Grades 2	1.00		0	\$ 9,492	-
Grades 3	1.00		0	\$ 9,492	-
Grades 4	1.00		0	\$ 9,492	-
Grades 5	1.00		0	\$ 9,492	-
Grades 6	1.08		0	\$ 10,251	-
Grades 7	1.08		0	\$ 10,251	-
Grades 8	1.08		0	\$ 10,251	-
Grades 9	1.22		0	\$ 11,580	-
Grades 10	1.22		0	\$ 11,580	-
Grades 11	1.22		0	\$ 11,580	-
Grades 12	1.22		0	\$ 11,580	-
Alternative	1.44		0	\$ 13,668	-
Special Ed Schools	1.17		0	\$ 11,106	-
Adult	0.89		0	\$ 8,448	-
Subtotal General Education			0		-

Special Education	Weighting	Total	Allocation	Dollars
Level 1	0.97	0	\$ 9,207	-
Level 2	1.20	0	\$ 11,390	-
Level 3	1.97	0	\$ 18,699	-
Level 4	3.49	0	\$ 33,127	-
Subtotal for Special Ed		0		-

Blackman Jones Compliance	0.069	0	\$ 655	-
Attorney's Fees Supplement	0.089	0	\$ 845	-
Subtotal Special Ed Compliance		0	\$ 1,500	-

English Language Learners	Weighting	Total	Allocation	Dollars
Subtotal - ELL	0.49	0	\$ 4,651	-

Special Education-Residential	Weighting	Total	Allocation	Dollars
Level 1 Residential	0.368	0	\$ 3,493	-
Level 2 Residential	1.337	0	\$ 12,691	-
Level 3 Residential	2.891	0	\$ 27,441	-
Level 4 Residential	2.874	0	\$ 27,280	-
<i>Subtotal for Special Ed Residential</i>		0		-

English as a Second Language Residential	0.668	0	\$ 6,341	-
LEP/NEP Residential		0		-

Residential	1.67	0	\$ 15,852	-
Residential		0		-

AT RISK STUDENTS	0.219	0	\$ 2,079	(3,946)
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Special Education Add-ons & (ESY)	Weighting	Total	Allocation	Dollars
Level 1 ESY	0.063		\$ 598	-
Level 2 ESY	0.227		\$ 2,155	-
Level 3 ESY	0.491		\$ 4,661	-
Level 4 ESY	0.489		\$ 4,642	-
Subtotal for Special Ed - ESY				-

Total FY 2016 Instructional Dollars				(3,946)
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Facilities Allowance				
Non-Residential Facilities Allotment		502	\$ 3,072	1,542,144
Residential Facilities Allotment		0	\$ 8,395	-
Total FY 2016 Facilities Allowance				1,542,144

Total FY 2016 Projection	\$	1,538,198
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	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	142,914	156,000
Maintenance	314,582	456,000
Direct lease payments	1,816,712	1,465,087
Additional lease payments (CAM charges, etc.)		-
Real estate taxes (if applicable)		-
Property Insurance	31,948	31,000
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed	44,301	70,000
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	2,350,457	2,178,087
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	2,350,457	2,178,087
Total Student Enrollment	620	629
Total usable square footage (all inclusive)	50000	50000
Per Pupil Facility Costs (A): Current Space	\$ 3,791	\$ 3,463

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance		
Direct lease payments	355,894	355,894
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	355,894	355,894
OWNED FACILITY COSTS		
Utilities	392,036	445,562
Maintenance	595,201	725,716
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE	1,696,136	1,696,136
Debt service for mortgage financing:		
Interest	2,921,688	2,799,951
Principal	474,760	365,565
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	6,079,821	6,032,929
TOTAL FACILITY COSTS	6,435,715	6,388,824
Total Student Enrollment	1,157	1,144
Total usable square footage (all inclusive)	139,686	139,686
Per Pupil Facility Costs (A): Current Space	\$ 5,562	\$ 5,585

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	18,224	18,771
Maintenance	2,475	2,549
Direct lease payments	378,427	389,780
Additional lease payments (CAM charges, etc.)		-
Real estate taxes (if applicable)	192,761	198,544
Property Insurance	2,512	2,587
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	594,399	612,231
OWNED FACILITY COSTS		
Utilities	283,444	291,947
Maintenance	16,018	16,499
Real estate taxes (if applicable)		
Property Insurance	16,257	16,745
Depreciation of building/improvements/FFE	644,272	663,600
Debt service for mortgage financing:		
Interest	536,496	552,591
Principal	1,268,109	1,306,152
Other Finance Costs being amortized	48,961	50,430
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	2,813,557	2,897,963
TOTAL FACILITY COSTS	3,407,956	3,510,194
Total Student Enrollment	920	920
Total usable square footage (all inclusive)	100880	100880
Per Pupil Facility Costs (A): Current Space	\$ 3,704	\$ 3,815

Sq. Footage	Percent	
5,000.00	0.049564	216,288.00
8,500.00	0.084259 0.133822	
87,380.00	0.866178	10,720.06
		18,224.11
		18,768.96
		18,493.00

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	33,677	56,683
Maintenance	88,972	92,159
Direct lease payments	384,093	399,460
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	7,037	7,037
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	513,779	555,339
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	513,779	555,339
Total Student Enrollment	262	263
Total usable square footage (all inclusive)	31614	31614
Per Pupil Facility Costs (A): Current Space	\$ 1,961	\$ 2,112

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance		
Direct lease payments		
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	-	-
OWNED FACILITY COSTS		
Utilities	92,226	108,757
Maintenance	240,920	249,050
Real estate taxes (if applicable)		
Property Insurance	29,309	30,188
Depreciation of building/improvements/FFE	275,994	275,000
Debt service for mortgage financing:		
Interest	369,796	358,908
Principal	318,301	325,000
Other Finance Costs being amortized	16,191	16,191
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	1,342,737	1,363,094
TOTAL FACILITY COSTS	1,342,737	1,363,094
Total Student Enrollment	350	350
Total usable square footage (all inclusive)	33000	33000
Per Pupil Facility Costs (A): Current Space	\$ 3,836	\$ 3,895

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance	177,660	90,811
Direct lease payments	2,001,715	2,018,304
Additional lease payments (CAM charges, etc.)	11,236	-
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	10,377	-
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized	-	-
Capital expenses (major repairs), not financed	207,129	-
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	2,408,117	2,109,115
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	2,408,117	2,109,115
Total Student Enrollment	724	730
Total usable square footage (all inclusive)	87500	87500
Per Pupil Facility Costs (A): Current Space	\$ 3,326	\$ 2,889

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	967,735	1,188,160
Maintenance	1,464,356	1,797,899
Direct lease payments	1,000,874	1,228,847
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance	252,111	315,268
Amortization of leasehold improvements & FFE	915,918	1,145,365
Debt service for LHI & FFE:		
Interest	988,586	1,213,760
Principal	549,332	674,456
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	6,138,912	7,563,755
OWNED FACILITY COSTS		
Utilities	835,521	1,025,831
Maintenance	2,344,816	2,878,905
Real estate taxes (if applicable)		
Property Insurance	230,565	288,324
Depreciation of building/improvements/FFE	2,020,094	2,480,219
Debt service for mortgage financing:		
Interest	3,270,724	4,015,711
Principal	1,655,668	2,032,786
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	10,357,388	12,721,776
TOTAL FACILITY COSTS	16,496,300	20,285,531
Total Student Enrollment	3,720	4,229
Total usable square footage (all inclusive)	538900	666900
Per Pupil Facility Costs (A): Current Space	\$ 4,434	\$ 4,797

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	41,890	42,941
Maintenance	68,902	42,500
Direct lease payments	120,000	399,000
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance	16,719	20,104
Amortization of leasehold improvements & FFE	27,137	45,814
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed	112,564	6,000
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	387,212	556,360
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	387,212	556,360
Total Student Enrollment	66	106
Total usable square footage (all inclusive)	19,000	19,000
Per Pupil Facility Costs (A): Current Space	\$ 5,867	\$ 5,249

Harmony DC PCS
FY15 P&L
July 2014 through June 2015

6:03 PM
12/14/2015
Accrual Basis
Jul '14 - Jun 15

Ordinary Income/Expense

Income

04 · State and Local Revenue

400 · Per-Pupil Operating Revenue

4000 · Per-pupil alloc	663,490.80
4010 · Per-pupil special ed funding	135,474.29
4020 · Per-pupil LEP/NEP funding	0.00
4040 · Per-pupil At Risk	139,293.91
	139,293.91

Total 400 · Per-Pupil Operating Revenue 938,259.00

410 · Per-Pupil Facility Revenue

4100 · Per-pupil facility alloc	202,752.00
	202,752.00

Total 410 · Per-Pupil Facility Revenue 202,752.00

420 · Other Local Revenue

4210 · Local programs	1,842.77
	1,842.77

Total 420 · Other Local Revenue 1,842.77

Total 04 · State and Local Revenue 1,142,853.77

05 · Federal Revenue

500 · Federal Grants

5000 · NCLB grants	74,187.60
5001 · IDEA grants	24,923.14
5010 · Title Vb grants	530,569.86
5030 · Competitive federal grants	2,380.00
	2,380.00

Total 500 · Federal Grants 632,060.60

510 · Federal Programs

5100 · National food program	22,880.59
	22,880.59

Total 510 · Federal Programs 22,880.59

Total 05 · Federal Revenue 654,941.19

06 · Private Revenue

620 · Private Contributions

6200 · Individual contributions	150.00
6220 · Foundation contributions	5,000.00
	5,000.00

Total 620 · Private Contributions 5,150.00

630 · Activity Fees

6310 · Field trip fees	143.00
	143.00

Total 630 · Activity Fees 143.00

640 · School Sales

6400 · Paid meals	4,891.00
6430 · Student uniform sales	10.00
	10.00

Total 640 · School Sales 4,901.00

650 · Additional Revenue

6500 · Short-term investments	25.44
6560 · Miscellaneous revenue	0.00
	0.00

Total 650 · Additional Revenue 25.44

670 · Donated Revenue

6700 · Donated services revenue	85,107.83
6710 · Donated products/goods revenue	7,276.00
	7,276.00

Total 670 · Donated Revenue 92,383.83

Total 06 · Private Revenue 102,603.27

Total Income 1,900,398.23

Gross Profit 1,900,398.23

Expense

07 · Staff-Related Expense

700 · Curricular salaries

7000 · Leadership salaries	202,819.89
7010 · Teacher salaries	327,644.30
7011 · SpEd teacher salaries	41,369.22
7020 · Teacher aides salaries	19,322.20
7080 · Curricular Stipends	<u>2,750.00</u>

Total 700 · Curricular salaries 593,905.61

710 · Supplemental Service Salaries

7100 · Student support salaries	69,526.58
7120 · Front office staff salaries	33,785.60
7180 · Supplemental service stipends	<u>400.00</u>

Total 710 · Supplemental Service Salaries 103,712.18

720 · Supplemental Program Salaries

7280 · Program stipends	<u>100.00</u>
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Total 720 · Supplemental Program Salaries 100.00

740 · Employee Benefits

7400 · Retirement plan contrib	9,695.08
7410 · Health insurance	48,578.03
7420 · Life and disability insurance	2,921.17
7460 · Workers' comp insurance	<u>3,437.50</u>

Total 740 · Employee Benefits 64,631.78

750 · Payroll Taxes

7500 · Social security & medicare	52,637.54
7510 · State unemployment tax	7,112.94
7530 · FUTA	<u>832.53</u>

Total 750 · Payroll Taxes 60,583.01

760 · Professional Development

7600 · Staff development (non-travel)	9,415.60
7610 · Staff development travel	<u>4,440.07</u>

Total 760 · Professional Development 13,855.67

770 · Contracted Staff

7700 · Substitute teachers	15,464.57
7710 · Temporary contract help	<u>4,475.00</u>

Total 770 · Contracted Staff 19,939.57

780 · Other Staff Expense

7800 · Staff recruiting	7,550.00
7810 · Staff background checks	426.00
7820 · Staff meals, events, & awards	<u>3,509.82</u>

Total 780 · Other Staff Expense 11,485.82

Total 07 · Staff-Related Expense 868,213.64

08 · Occupancy Expense

800 · Occupancy Rent Expense

8000 · Rent	<u>322,298.20</u>	Direct lease payments
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Total 800 · Occupancy Rent Expense 322,298.20

810 · Occupancy Service Expense

8100 · Utilities & garbage removal	41,889.96	Utilities
8110 · Contracted building services	23,289.04	Maintenance
8120 · Maintenance and repairs	42,865.62	Maintenance
8130 · Janitorial supplies	<u>2,747.45</u>	Maintenance

Total 810 · Occupancy Service Expense 110,792.07

Total 08 · Occupancy Expense 433,090.27

09 · Additional Expense

900 · Direct Student Expense

9000 · Student supplies, snacks	17,287.97	
9010 · Student assessment materials	4,699.70	
9020 · Student Textbooks	71,006.44	
9030 · Student Uniforms	1,276.00	
9050 · Contracted instruction fees	29,150.63	
9060 · Food service fees	57,866.17	
9070 · Student travel / field trips	1,351.00	
9080 · Student recruiting	151,937.80	
9090 · Other student expenses	300.00	
9091 · Translation services	90.00	
Total 900 · Direct Student Expense	334,965.71	
910 · Office Expense		
9100 · Office supplies	8,596.14	
9110 · Copier rental & services	1,722.15	
9120 · Telephone & telecommunications	4,343.74	
9130 · Postage, shipping, delivery	222.82	
9140 · Printing & duplication	69.00	
Total 910 · Office Expense	14,953.85	
920 · Business Expense		
9200 · Business insurance	16,718.79	Property Insurance
9210 · Authorizer fees	18,191.50	
9220 · Management fees	33,174.55	
9230 · Accounting, auditing, payroll	55,609.10	
9240 · Legal fees	3,477.50	
9250 · Instr design & eval fees	19,089.57	
9260 · Computer support fees	562.95	
9280 · Other professional fees	3,175.63	
9290 · Other expenses	14,554.64	
Total 920 · Business Expense	164,554.23	
930 · Business Fees		
9300 · Dues, fees, and fines	3,338.32	
Total 930 · Business Fees	3,338.32	
940 · Donated Expense		
9400 · Donated services expense	51,933.28	
Total 940 · Donated Expense	51,933.28	
Total 09 · Additional Expense	569,745.39	
Total Expense	1,871,049.30	
Net Ordinary Income	29,348.93	
Other Income/Expense		
Other Expense		
11 · Depreciation		
11000 · Operating asset depreciation	30,910.86	
11020 · Amortization expense	27,136.93	Amortization of leaseho
Total 11 · Depreciation	58,047.79	
12 · Interest		
12000 · Interest payments	2,964.99	
Total 12 · Interest	2,964.99	
Total Other Expense	61,012.78	
Net Other Income	-61,012.78	
Net Income	-31,663.85	

Harmony DC PCS
FY15 Balance Sheet
As of June 30, 2015

6:26 PM
12/14/2015
Accrual Basis
Jun 30, 15

ASSETS

Current Assets

Checking/Savings

100 · Cash

1000 · Operating BOA (x5681)	55,649.90
1050 · East West Int Rsv x2444	19,025.44
1080 · Paypal Account	564.34

Total 100 · Cash 75,239.68

Total Checking/Savings 75,239.68

Accounts Receivable

110 · State and Local Receivables

1110 · Local receivable	230.35
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Total 110 · State and Local Receivables 230.35

120 · Federal Receivables

1200 · NCLB receivable	20,195.74
1210 · Title Vb receivable	29,113.91
1240 · National food prog receivable	3,499.74

Total 120 · Federal Receivables 52,809.39

130 · Private Receivable

1380 · Other receivable	777.45
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Total 130 · Private Receivable 777.45

Total Accounts Receivable 53,817.19

Other Current Assets

1399 · Undeposited Funds 153.00

140 · Other Current Assets

1400 · Prepaid expenses	41,568.02
1410 · Deposits	105,730.00

Total 140 · Other Current Assets 147,298.02

Total Other Current Assets 147,451.02

Total Current Assets 276,507.89

Fixed Assets

160 · Operating Fixed Assets

1600 · FF&E - Classroom	61,667.68
1610 · FF&E - Administration	60,331.12
1620 · Computers - Classroom	39,942.10
1650 · Capital leases	22,442.39

Total 160 · Operating Fixed Assets 184,383.29

170 · Accum Depr of Op Fixed Assets

1700 · Accum depr FF&E-Clstrm	-11,305.74
1710 · Accum depr FF&E-Admin	-9,989.14
1720 · Accum depr computers - Clstrm	-9,615.98
1750 · Accum amort capital leases	-6,233.99

Total 170 · Accum Depr of Op Fixed Assets -37,144.85

180 · Facilities

1830 · Leasehold improvements 112,563.85 Capital expenses (major repairs), n

Total 180 · Facilities 112,563.85

190 · Accum Depr of Facilities

1910 · Accum amort lease imp -20,902.94

Total 190 · Accum Depr of Facilities -20,902.94

Total Fixed Assets 238,899.35

TOTAL ASSETS	<u>515,407.24</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
200 · Accounts Payable	
2001 · Anybill payable	26,904.77
Total 200 · Accounts Payable	<u>26,904.77</u>
Total Accounts Payable	26,904.77
Other Current Liabilities	
220 · Accrued expenses	
2200 · Accrued salaries	27,495.00
2210 · Accrued vacations	100.00
2220 · Accrued employee benefits	1,541.86
2240 · Other accrued expenses	52,706.40
2250 · Accrued Rent	198,548.20
Total 220 · Accrued expenses	<u>280,391.46</u>
230 · Payroll Liabilities	
2310 · Social sec & mc w/h - employer	2,103.37
2360 · Pension payable (ee)	61.63
2370 · Pension payable (ER)	1,436.95
Total 230 · Payroll Liabilities	<u>3,601.95</u>
240 · Unearned Revenue	
2400 · Unearned per-pupil revenue	19,520.00
Total 240 · Unearned Revenue	<u>19,520.00</u>
250 · Short-Term Debt	
2510 · Line of credit	200,000.00
Total 250 · Short-Term Debt	<u>200,000.00</u>
Total Other Current Liabilities	<u>503,513.41</u>
Total Current Liabilities	530,418.18
Long Term Liabilities	
260 · Long-Term Debt	
2620 · Capital leases	16,652.91
Total 260 · Long-Term Debt	<u>16,652.91</u>
Total Long Term Liabilities	<u>16,652.91</u>
Total Liabilities	547,071.09
Equity	
Net Income	-31,663.85
Total Equity	<u>-31,663.85</u>
TOTAL LIABILITIES & EQUITY	<u>515,407.24</u>

Detailed Financials (IS4), v2.2

Harmony DC

Income Statement	SY14-15	SY15-16	SY16-17
Account	Current	Future	Future
Event	T Street	-	-
Revenue			
04 · State and Local Revenue			
400 · Per-Pupil Operating Revenue			
4000 · Per-pupil alloc	663,491	1,195,992	2,964,967
4010 · Per-pupil SpEd alloc	120,374	107,791	293,999
4020 · Per-pupil LEP/NEP alloc	-	9,302	22,772
4030 · Per-pupil summer alloc	-	-	-
4040 · Per-pupil At Risk	139,294	124,725	305,327
4050 · Per-pupil adjustment	-	-	-
Total 400 · Per-Pupil Operating Revenue	923,159	1,437,810	3,587,064
410 · Per-Pupil Facility Revenue			
4100 · Per-pupil facility alloc	202,752	368,640	884,736
Total 410 · Per-Pupil Facility Revenue	202,752	368,640	884,736
420 · Other Local Revenue			
4200 · Local grants	-	-	-
4210 · Local programs	1,829	3,344	8,195
Total 420 · Other Local Revenue	1,829	3,344	8,195
Total 04 · State and Local Revenue	1,127,740	1,809,795	4,479,995
05 · Federal Revenue			
500 · Federal Grants			
5000 · NCLB Title 1	64,682	50,907	157,626
5001 · NCLB Title 2	-	14,913	41,563
5002 · NCLB Title 3	-	-	-
5003 · IDEA 611	24,943	-	37,785
5004 · IDEA 619	-	-	144
5010 · Title Vb grants	529,456	205,544	-
5020 · Supplemental grants	-	-	-
5030 · Competitive federal grants	2,380	2,380	-
5031 · Congressional facilities approp	-	-	-
5032 · ARRA SFSF GSF	-	-	-
5033 · ARRA SFSF ESF	-	-	-
5034 · EduJobs	-	-	-
Total 500 · Federal Grants	621,461	273,744	237,118
510 · Federal Programs			
5100 · National food program	22,696	65,000	101,701
5103 · Donated Federal Commodities	-	-	-
5104 · Fresh fruit & vegetables prog	-	-	-
5105 · Child & Adult Care Food Program	-	-	-
5110 · E-rate program	-	3,000	-
5120 · Medicaid program	-	-	-
5130 · Child care subsidy program	-	-	-
Total 510 · Federal Programs	22,696	68,000	101,701
Total 05 · Federal Revenue	644,157	341,744	338,819
06 · Private Revenue			
600 · Private Grants			
6000 · Individual grants	-	-	-
6010 · Corporate/business grants	-	-	-
6020 · Foundation grants	-	-	-

6050 · Capital grants	-	-	-
Total 600 · Private Grants	-	-	-
620 · Private Contributions			
6200 · Individual contributions	150	-	-
6210 · Corporate contributions	-	-	-
6220 · Foundation contributions	5,000	-	-
6230 · Special event contributions	-	-	-
6240 · Capital campaign contributions	-	-	-
Total 620 · Private Contributions	5,150	-	-
630 · Activity Fees			
6300 · Supplemental BC/AC fees	-	-	-
6301 · Supplemental summer fees	-	-	-
6310 · Field trip fees	-	-	-
6320 · Club & other fees	-	-	-
6330 · Classroom fees	-	-	-
Total 630 · Activity Fees	-	-	-
640 · School Sales			
6400 · Paid meals sales	4,792	8,763	21,473
6410 · School store sales	-	-	-
6420 · Student/parent fundraising	-	-	-
6421 · Student fundraising costs	-	-	-
6430 · Student uniform sales	-	2,000	-
Total 640 · School Sales	4,792	10,763	21,473
650 · Additional Revenue			
6500 · Short-term investments	30	-	-
6510 · Dividends & interest securities	-	-	-
6520 · Rental revenue	-	-	-
6530 · Realized gains/losses	-	-	-
6540 · Unrealized gains/losses	-	-	-
6550 · Advertising revenue	-	-	-
6560 · Miscellaneous revenue	0	-	-
6580 · Tuition	-	-	-
Total 650 · Additional Revenue	30	-	-
670 · Donated Revenue			
6700 · Donated services revenue	-	-	-
6710 · Donated products/goods revenue	-	-	-
Total 670 · Donated Revenue	-	-	-
Total 06 · Private Revenue	9,972	10,763	21,473
Total Revenue	1,781,869	2,162,301	4,840,286
Operating Expense			
07 · Staff-Related Expense			
700 · Curricular Salaries			
7000 · Leadership salaries	202,820	165,000	255,088
7010 · Teacher salaries	306,499	420,000	683,503
7011 · SpEd teacher salaries	37,831	52,000	102,279
7012 · ELL teacher salaries	-	-	48,719
7013 · Specials salaries	-	-	-
7020 · Teacher aides salaries	19,241	35,000	72,100
7030 · Other curricular salaries	-	-	-
7080 · Curricular stipends	2,750	-	-
7090 · Curricular bonuses	-	-	-
Total 700 · Curricular Salaries	569,140	672,000	1,161,689
710 · Supplemental Service Salaries			
7100 · Student support salaries	69,767	95,000	156,200
7110 · Instr staff support salaries	-	-	72,100

7120 · Clerical salaries	38,526	50,000	51,500
7130 · Business, operations salaries	-	75,000	144,200
7131 · IT staff salaries	-	-	-
7140 · Maintenance/custodial salaries	-	-	-
7150 · Security salaries	-	-	-
7160 · Other service salaries	-	-	66,950
7180 · Supplemental service stipends	400	-	-
7190 · Supplemental service bonuses	-	-	-
Total 710 · Supplemental Service Salaries	108,692	220,000	490,950
720 · Supplemental Program Salaries			
7200 · Program leadership salaries	-	-	-
7210 · Program staff salaries	-	-	-
7220 · Staff program stipends	-	-	-
7280 · Program stipends	100	-	-
7290 · Program bonuses	-	-	-
Total 720 · Supplemental Program Salaries	100	-	-
730 · Management/Development Salaries			
7300 · Executive salaries	-	-	-
7310 · Development salaries	-	-	-
7380 · Executive bonuses	-	-	-
7390 · Development bonuses	-	-	-
Total 730 · Management/Development Salaries	-	-	-
740 · Employee Benefits			
7400 · Retirement plan contrib	9,097	26,760	49,579
7405 · DCPS Retirement plan contrib	-	-	-
7410 · Health insurance	48,237	64,430	119,386
7420 · Life and disability insurance	3,009	5,502	13,483
7430 · Section 125 plan	-	-	-
7440 · Travel stipends	-	-	-
7450 · Bonuses	-	-	-
7460 · Workers' comp insurance	3,438	4,262	7,679
Total 740 · Employee Benefits	63,780	100,955	190,127
750 · Payroll Taxes			
7500 · Social security & medicare	51,146	68,238	126,427
7510 · State unemployment tax	7,269	6,212	10,962
7530 · FUTA	833	-	-
Total 750 · Payroll Taxes	59,247	74,450	137,389
760 · Professional Development			
7600 · Staff development (non-travel)	12,437	15,000	36,756
7605 · Tuition reimbursement	-	-	-
7610 · Staff development travel	4,111	3,000	7,351
Total 760 · Professional Development	16,548	18,000	44,107
770 · Contracted Staff			
7700 · Substitute teachers	10,360	10,000	46,421
7710 · Temporary contract help	-	-	-
7711 · Curricular contract staff	-	-	-
7712 · Sup service contract staff	-	-	-
7713 · Sup prog contract staff	-	-	-
7714 · Fundraising contract staff	-	-	-
Total 770 · Contracted Staff	10,360	10,000	46,421
780 · Other Staff Expense			
7800 · Staff recruiting	7,550	10,000	33,831
7810 · Staff background checks	384	702	1,721
7820 · Staff meals, events, & awards	3,126	7,000	14,007
7830 · Staff travel (non-development)	-	-	-
Total 780 · Other Staff Expense	11,060	17,702	49,559

Total 07 · Staff-Related Expense	838,927	1,113,107	2,120,241	
08 · Occupancy Expense				
800 · Occupancy Rent Expense				
8000 · Rent	312,465	318,090	318,279	Direct lease payments
8010 · Supplemental rent	-	-	-	
8020 · Real estate taxes	-	-	-	
Total 800 · Occupancy Rent Expense	312,465	318,090	318,279	
810 · Occupancy Service Expense				
8100 · Utilities & garbage removal	42,058	42,941	43,843	Utilities
8110 · Contracted building services	22,333	30,000	23,281	Maintenance
8120 · Maintenance and repairs	43,921	7,500	7,658	Maintenance
8130 · Janitorial supplies	2,905	5,000	3,028	Maintenance
8140 · Facility consulting fees	-	-	-	
Total 810 · Occupancy Service Expense	111,217	85,441	77,810	
Total 08 · Occupancy Expense	423,682	403,531	396,089	
09 · Additional Expense				
900 · Direct Student Expense				
9000 · Student supplies, snacks	15,883	25,000	71,171	
9010 · Student assessment materials	4,700	6,500	21,059	
9020 · Student textbooks	71,006	12,000	318,176	
9030 · Student uniforms	-	2,000	-	
9040 · Library & media materials	-	5,000	12,252	
9050 · Contracted instruction fees	34,415	30,000	154,213	
9060 · Food service fees	61,889	90,000	277,320	
9070 · Student travel / field trips	1,551	2,836	6,950	
9080 · Student recruiting	151,496	40,000	40,840	
9085 · Student events	-	-	-	
9090 · Other student expenses	300	549	1,344	
Total 900 · Direct Student Expense	341,240	213,885	903,325	
910 · Office Expense				
9100 · Office supplies	8,342	8,000	37,379	
9110 · Copier rental & services	8,645	10,000	38,736	
9120 · Telephone & telecommunications	4,341	4,432	4,525	
9130 · Postage, shipping, delivery	403	736	1,805	
9140 · External printing	69	126	309	
Total 910 · Office Expense	21,799	23,295	82,754	
920 · Business Expense				
9200 · Business insurance	19,691	20,104	49,263	Property Insurance
9210 · Authorizer fees	17,477	21,623	48,403	
9220 · Management fees	-	32,000	78,413	
9230 · Accounting, auditing, payroll	55,788	77,993	191,115	
9240 · Legal fees	2,478	4,530	11,102	
9250 · Instr design & eval fees	-	-	-	
9260 · Computer support fees	400	731	1,792	
9270 · Fundraising fees	-	-	-	
9280 · Other professional fees	1,188	3,500	5,323	
9290 · Other expenses	2,244	4,104	10,055	
Total 920 · Business Expense	99,265	164,586	395,467	
930 · Dues, Fees, & Losses				
9300 · Dues, fees, and fines	3,330	6,089	14,920	
9310 · Loss/theft of asset	-	-	-	
9320 · Bad debts, pledges	-	-	-	
Total 930 · Dues, Fees, & Losses	3,330	6,089	14,920	
940 · Donated Expense				
9400 · Donated services expense	-	-	-	
9410 · Donated products/goods expense	-	-	-	

Total 940 · Donated Expense	-	-	-
990 · Operating Contingency			
9900 · Unforeseen expenses	-	38,490	78,256
9910 · Building reserves	-	-	-
Total 990 · Operating Contingency	-	38,490	78,256
Total 09 · Additional Expense	465,634	446,344	1,474,721
Total Operating Expense	1,728,244	1,962,982	3,991,051
Net Operating Income	53,625	199,319	849,235
Interest, Depreciation			
11000 · Operating asset depreciation	31,898	50,072	70,027
11010 · Facility asset depreciation	-	-	-
11020 · Amortization expense	29,812	45,814	45,814
12000 · Interest payments	1,575	5,000	-
Total Interest, Depreciation	63,285	100,887	115,841
Total Expenses	1,791,529	2,063,869	4,106,892
Net Income	(9,660)	98,433	733,394
Adjustments To Cash Flow			
Operating Activities			
Net Income	(9,660)	98,433	733,394
Add Back Depreciation and Amortization			
1700 · Accum depr FF&E - Instruction	10,278	21,334	19,234
1710 · Accum depr FF&E - Support	8,984	8,425	8,425
1720 · Accum depr computers - Instruct	6,840	20,314	42,368
1730 · Accum depr computers - Support	-	-	-
1740 · Accum depr vehicles	-	-	-
1750 · Accum amort capital leases	-	-	-
1761 · Accum depr other - website	-	-	-
1900 · Accum depr buildings	-	-	-
1910 · Accum amort lease imp	31,593	45,814	45,814
1940 · Accum amort loan costs	-	-	-
Total Depreciation & Amort	57,695	95,887	115,841
Per Pupil Adjustments			
1100 · Per-pupil receivable	-	-	-
2400 · Unearned per-pupil revenue	34,620	-	-
Net Per Pupil Funding Adjustments	34,620	-	-
Other operating adjustments			
1110 · Local receivable	(177)	-	-
1120 · Other local receivable	-	-	-
1200 · NCLB receivable	(20,575)	-	-
1201 · IDEA receivable	(20)	-	-
1202 · ARRA receivable	-	-	-
1210 · Title Vb receivable	(15,504)	-	(15,504)
1220 · Supplemental grants receivable	-	-	-
1230 · Comp federal grants receivable	-	-	-
1240 · National food prog receivable	(2,718)	-	-
1250 · E-rate prog receivable	-	-	-
1260 · Medicaid receivable	-	-	-
1270 · Child care subsidy receivable	-	-	-
1300 · Grants receivable	-	-	-
1310 · Discounts on long-term grants	-	-	-
1320 · Pledges receivable	-	-	-
1330 · Discounts for long-term pledges	-	-	-
1340 · Allowance for doubtful grant/pledge	-	-	-

Amortization of leasehold improver

1350 · Paid lunch receivable	-	-	-
1360 · Activity fee receivable	-	-	-
1370 · COBRA Receivable	-	-	-
1380 · Other receivable	(777)	-	-
1399 · Undeposited Funds	-	-	-
1400 · Prepaid expenses	(18,178)	-	-
1410 · Deposits	(105,730)	-	-
1420 · Rental deductions	-	-	-
1430 · Employee advances	-	-	-
1490 · Facility Deposits	-	-	-
1500 · Transfer to/from parent	-	-	-
1510 · Transfer to/from peer (XXXX)	-	-	-
1520 · Transfer to/from peer (XXXX)	-	-	-
2000 · Current payable	-	-	-
2001 · AnyBill payable	9,192	-	-
2010 · Purchase orders	-	-	-
2020 · Contracts payable	-	-	-
2030 · Suspended Payable	-	-	-
2050 · Construction payable	-	-	-
2100 · School credit card	-	-	-
2110 · Parent org credit account	-	-	-
2120 · Employee credit account	-	-	-
2200 · Accrued salaries	-	-	-
2210 · Accrued vacations	-	-	-
2220 · Accrued employee benefits	2,900	-	-
2230 · Accrued sales tax payable	-	-	-
2240 · Other accrued expenses	189,273	10,000	-
2250 · Accrued rent	9,090	90	(9,180)
2290 · Accrued interest	-	-	-
2300 · Social sec & mc w/h - employee	-	-	-
2310 · Social sec & mc w/h - employer	-	-	-
2320 · Federal taxes withheld	-	-	-
2330 · FUTA/SUTA withheld	-	-	-
2331 · DC taxes withheld	-	-	-
2332 · MD taxes withheld	-	-	-
2333 · VA taxes withheld	-	-	-
2340 · Unemployment taxes payable	-	-	-
2350 · Workers' comp taxes payable	-	-	-
2360 · EE pension payable	62	-	-
2370 · ER pension payable	612	-	-
2380 · Flexible spending account	-	-	-
2390 · Manual checks	-	-	-
2395 · DD salaries (direct deposit)	-	-	-
2399 · Temporary over / under	-	-	-
2410 · Unearned local revenue	-	-	-
2420 · Unearned private revenue	-	-	-
2430 · Unearned federal revenue	-	-	-
2440 · Unearned private revenue	-	-	-
2450 · Deposits held	-	-	-
2500 · Trustee or employee loan	-	-	-
2510 · Line of credit	200,000	(150,000)	-
2520 · Current portion, long-term debt	-	-	-
2530 · Other short-term liabilities	-	-	-
2540 · Split-interest liabilities	-	-	-
2550 · Accrued interest	-	-	-
2900 · Suspense	(37,275)	-	-

Other operating cash adjustments	210,175	(139,910)	(24,684)	
Investing Activities				
1600 · FF&E - Instruction	(61,668)	(10,000)	(24,504)	
1610 · FF&E - Support	(60,331)	-	-	
1620 · Computers - Instruction	(33,942)	(27,000)	(66,161)	
1630 · Computers - Support	-	-	-	
1640 · Vehicles	-	-	-	
1650 · Capital leases	-	-	-	
1660 · Other operating assets	-	-	-	
1800 · Land	-	-	-	
1810 · Buildings, building improvement	-	-	-	
1820 · Construction in progress	-	-	-	
1830 · Leasehold improvements	(110,742)	(6,000)	-	Capital expenses (major repairs), n
1840 · Loan costs	-	-	-	
1850 · Construction, outside project	-	-	-	
1892 · Facility lease payment reserve	-	-	-	
Investing cash adjustments	(266,683)	(43,000)	(90,665)	
Financing Activities				
2600 · Senior Debt	-	-	-	
2610 · Sub Debt	-	-	-	
2620 · Capital leases	-	-	-	
2630 · Other long-term liabilities	-	-	-	
Financing cash adjustments	-	-	-	
Total cash adjustments	35,807	(87,023)	492	
Net Cash Flow	26,147	11,409	733,886	

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	218,928	254,300
Maintenance	137,343	137,800
Direct lease payments	2,821,894	2,867,796
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance	45,605	41,044
Amortization of leasehold improvements & FFE	46,808	50,000
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	3,270,578	3,350,940
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	3,270,578	3,350,940
Total Student Enrollment	875	838
Total usable square footage (all inclusive)	75690	75690
Per Pupil Facility Costs (A): Current Space	\$ 3,738	\$ 3,999

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	36,288	42,000
Maintenance	47,565	56,000
Direct lease payments	1,009,000	1,009,000
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	1,092,853	1,107,000
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	1,092,853	1,107,000
Total Student Enrollment	294	266
Total usable square footage (all inclusive)	39,600	39,600
Per Pupil Facility Costs (A): Current Space	\$ 3,717	\$ 4,162

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance		
Direct lease payments		
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	-	-
OWNED FACILITY COSTS		
Utilities	337,766	347,899
Maintenance	326,596	344,494
Real estate taxes (if applicable)	-	
Property Insurance	48,593	50,051
Depreciation of building/improvements/FFE	282,222	296,333
Debt service for mortgage financing:		
Interest	371,486	294,394
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	1,366,663	1,333,171
TOTAL FACILITY COSTS	1,366,663	1,333,171
Total Student Enrollment	217	281
Total usable square footage (all inclusive)	100000	100000
Per Pupil Facility Costs (A): Current Space	\$ 6,298	\$ 4,744

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance		
Direct lease payments		
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	-	-
OWNED FACILITY COSTS		
Utilities	158,450	135,000
Maintenance	25,716	50,000
Real estate taxes (if applicable)		
Property Insurance	74,797	75,000
Depreciation of building/improvements/FFE	398,194	400,000
Debt service for mortgage financing:		
Interest	324,306	325,000
Principal	564,192	565,000
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves	171,804	175,200
TOTAL OWNED FACILITY COSTS	1,717,459	1,725,200
TOTAL FACILITY COSTS	1,717,459	1,725,200
Total Student Enrollment	298	295
Total usable square footage (all inclusive)	35000	35000
Per Pupil Facility Costs (A): Current Space	\$ 5,763	\$ 5,848

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance		
Direct lease payments	493,978	809,741
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	493,978	809,741
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	493,978	809,741
Total Student Enrollment	201	288
Total usable square footage (all inclusive)	22799	30347
Per Pupil Facility Costs (A): Current Space	\$ 2,458	\$ 2,812

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	15,191	
Maintenance	216	221
Direct lease payments	1,020,316	1,124,352
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance	17,455	23,611
Amortization of leasehold improvements & FFE	60,221	34,659
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	1,113,399	1,182,843
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	1,113,399	1,182,843
Total Student Enrollment	317	367
Total usable square footage (all inclusive)	67200	67200
Per Pupil Facility Costs (A): Current Space	\$ 3,512	\$ 3,223

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	n/a	
Maintenance	n/a	
Direct lease payments	n/a	62,601
Additional lease payments (CAM charges, etc.)	n/a	
Real estate taxes (if applicable)	n/a	
Property Insurance	n/a	
Amortization of leasehold improvements & FFE	n/a	
Debt service for LHI & FFE:		
Interest	n/a	
Principal	n/a	
Other Finance Costs being amortized	n/a	
Capital expenses (major repairs), not financed	n/a	
Lender Required Reserves	n/a	
TOTAL LEASED FACILITY COSTS	-	62,601
OWNED FACILITY COSTS		
Utilities	n/a	180,900
Maintenance	n/a	504,424
Real estate taxes (if applicable)	n/a	
Property Insurance	n/a	32,002
Depreciation of building/improvements/FFE	n/a	248,664
Debt service for mortgage financing:		
Interest	n/a	385,865
Principal	n/a	296,751
Other Finance Costs being amortized	n/a	10,302
Capital Expenses (major repairs), not financed	n/a	68,629
Lender Required Reserves	n/a	-
TOTAL OWNED FACILITY COSTS	-	1,727,537
TOTAL FACILITY COSTS	-	1,790,138
Total Student Enrollment		265
Total usable square footage (all inclusive)		61113
Per Pupil Facility Costs (A): Current Space	#DIV/0!	\$ 6,755

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	1,067,867	1,297,464
Maintenance	387,363	292,418
Direct lease payments	1,341,277	765,261
Additional lease payments (CAM charges, etc.)	-	-
Real estate taxes (if applicable)	-	-
Property Insurance	254,325	-
Amortization of leasehold improvements & FFE	3,913,370	2,656,948
Debt service for LHI & FFE:		
Interest	3,393,231	1,512,772
Principal	-	23,859,486
Other Finance Costs being amortized	1,589,488	282,493
Capital expenses (major repairs), not financed	13,178,604	288,000
Lender Required Reserves	-	-
TOTAL LEASED FACILITY COSTS	25,125,526	30,954,841
OWNED FACILITY COSTS		
Utilities	466,878	394,607
Maintenance	308,425	113,341
Real estate taxes (if applicable)	6,202	14,000
Property Insurance	127,163	-
Depreciation of building/improvements/FFE	1,146,067	1,660,018
Debt service for mortgage financing:		
Interest	-	3,934,638
Principal	-	-
Other Finance Costs being amortized	-	-
Capital Expenses (major repairs), not financed	1,207,472	36,000
Lender Required Reserves	-	-
TOTAL OWNED FACILITY COSTS	3,262,206	6,152,603
TOTAL FACILITY COSTS	28,387,732	37,107,444
Total Student Enrollment	4,639	5,240
Total usable square footage (all inclusive)	574012	629776
Per Pupil Facility Costs (A): Current Space	\$ 6,119	\$ 7,082

Latin American Montessori Bilingual PCS			
	FY15 (Actual/ Audited)	FY2016 (Budgeted)	FY2017 (Projected)
LEASED FACILITY COSTS			
Utilities			
Maintenance			
Direct lease payments	439,296	656,676	652,500
Additional lease payments (CAM charges, etc.)			
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE			
Debt service for LHI & FFE:			
Interest			
Principal			
Other Finance Costs being amortized			
Capital expenses (major repairs), not financed			
Lender Required Reserves			
TOTAL LEASED FACILITY COSTS	439,296	656,676	652,500
OWNED FACILITY COSTS			
Utilities	76,468	69,000	75,000
Maintenance	157,616	188,913	190,000
Real estate taxes (if applicable)			
Property Insurance	14,388	15,400	16,500
Depreciation of building/improvements/FFE	238,681	258,000	260,000
Debt service for mortgage financing:			
Interest	268,448	263,225	250,604
Principal	132,804	126,900	134,920
Other Finance Costs being amortized	14,775	14,775	14,775
Capital Expenses (major repairs), not financed			
Lender Required Reserves	200,000	200,000	200,000
TOTAL OWNED FACILITY COSTS	1,103,180	1,136,213	1,141,799
TOTAL FACILITY COSTS	1,542,476	1,792,889	1,794,299
Total Student Enrollment	342	372	405
Total usable square footage (all inclusive)	44255	44255	44255
Per Pupil Facility Costs (A): Current Space	\$ 4,510	\$ 4,820	\$ 4,430
Standard space/student (DCPS) ranges from 140 sf to 190 sf (B)	165	165	165
Actual space/student = Total facility space/current enrollment (C)	129	118.9650538	109.2716049
FACILITY ALLOWANCE CALCULATION: A x B / C	5,750.96	6,684.59	2/16/16 6,689.85

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance		
Direct lease payments	540,530	589,824
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	540,530	589,824
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	540,530	589,824
Total Student Enrollment	190	192
Total usable square footage (all inclusive)	15500	15500
Per Pupil Facility Costs (A): Current Space	\$ 2,845	\$ 3,072

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance	368	3,000
Direct lease payments	167,877	262,416
Additional lease payments (CAM charges, etc.)	-	
Real estate taxes (if applicable)	-	
-		
Amortization of leasehold improvements & FFE		667
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		10,000
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	168,245	276,083
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	168,245	276,083
Total Student Enrollment	104	130
Total usable square footage (all inclusive)	13200	16000
Per Pupil Facility Costs (A): Current Space	\$ 1,618	\$ 2,124

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	(89,876)	144,293
Maintenance	68,709	45,757
Direct lease payments	543,915	618,708
Additional lease payments (CAM charges, etc.)	-	
Real estate taxes (if applicable)	-	
Property Insurance		
Amortization of leasehold improvements & FFE	608,172	774,889
Debt service for LHI & FFE:		
Interest	88,126	202,351
Principal	13,382	82,690
Other Finance Costs being amortized	-	-
Capital expenses (major repairs), not financed	474,690	1,000,576
Lender Required Reserves	-	
TOTAL LEASED FACILITY COSTS	1,707,119	2,869,264
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	1,707,119	2,869,264
Total Student Enrollment	400	376
Total usable square footage (all inclusive)	76000	76000
Per Pupil Facility Costs (A): Current Space	\$ 4,268	\$ 7,631

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	140,383	166,317
Maintenance	181,388	160,264
Direct lease payments	823,364	1,105,964
Additional lease payments (CAM charges, etc.)	38,716	104,040
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	21,221	33,000
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed	290,916	50,000
Lender Required Reserves	357,996	357,996
TOTAL LEASED FACILITY COSTS	1,853,984	1,977,581
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	1,853,984	1,977,581
Total Student Enrollment	639	761
Total usable square footage (all inclusive)	53400	65900
Per Pupil Facility Costs (A): Current Space	\$ 2,901	\$ 2,599

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	98,204	190,000
Maintenance	588,303	600,000
Direct lease payments	213,832	230,000
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance	14,395	14,400
Amortization of leasehold improvements & FFE	93,410	40,000
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed	604,503	615,000
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	1,612,646	1,689,400
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	1,612,646	1,689,400
Total Student Enrollment	381	449
Total usable square footage (all inclusive)	56000	56000
Per Pupil Facility Costs (A): Current Space	\$ 4,233	\$ 3,763

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance		
Direct lease payments		335,800
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	-	335,800
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	-	335,800
Total Student Enrollment		40
Total usable square footage (all inclusive)		30,475
Per Pupil Facility Costs (A): Current Space	#DIV/0!	\$ 8,395

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	199,000	119,000
Maintenance	193,287	222,600
Direct lease payments	358,683	345,958
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	288,362	571,634
Debt service for LHI & FFE:		
Interest	324,293	556,796
Principal	714,686	577,686
Other Finance Costs being amortized	39,982	
Capital expenses (major repairs), not financed	293,557	10,000
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	2,411,849	2,403,673
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	2,411,849	2,403,673
Total Student Enrollment	404	536
Total usable square footage (all inclusive)	36148	47084
Per Pupil Facility Costs (A): Current Space	\$ 5,970	\$ 4,484

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance	1,690	1,631
Direct lease payments	849,776	870,912
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	851,466	872,543
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	851,466	872,543
Total Student Enrollment	306	315
Total usable square footage (all inclusive)	53280	53280
Per Pupil Facility Costs (A): Current Space	\$ 2,783	\$ 2,770

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance		
Direct lease payments		159,905
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	-	159,905
OWNED FACILITY COSTS		
Utilities	55,274	90,589
Maintenance	238,734	284,290
Real estate taxes (if applicable)	-	
Property Insurance	7,755	17,360
Depreciation of building/improvements/FFE	299,720	311,664
Debt service for mortgage financing:		
Interest	150,864	270,446
Principal	202,095	204,288
Other Finance Costs being amortized	296,857	
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	1,251,299	1,178,637
TOTAL FACILITY COSTS	1,251,299	1,338,542
Total Student Enrollment	363	390
Total usable square footage (all inclusive)	15500	15500
Per Pupil Facility Costs (A): Current Space	\$ 3,447	\$ 3,432

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	249,335	296,640
Maintenance	454,114	575,469
Direct lease payments	503,070	503,070
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	175,213	180,469
Debt service for LHI & FFE:		
Interest	290,154	219,864
Principal	80,619	230,773
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed	94,914	97,761
Lender Required Reserves	2,318	332,317
TOTAL LEASED FACILITY COSTS	1,849,737	2,436,364
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	1,849,737	2,436,364
Total Student Enrollment	701	800
Total usable square footage (all inclusive)	168,284	168,284
Per Pupil Facility Costs (A): Current Space	\$ 2,639	\$ 3,045

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	392,511	433,826
Maintenance	63,807	55,000
Direct lease payments		
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	56,500	56,500
Debt service for LHI & FFE:		
Interest	266,441	266,441
Principal	810,160	810,160
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed	92,622	56,500
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	1,682,041	1,678,427
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	1,682,041	1,678,427
Total Student Enrollment	623	320
Total usable square footage (all inclusive)	200000	200000
Per Pupil Facility Costs (A): Current Space	\$ 2,700	\$ 5,245

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance	472,301	352,800
Direct lease payments	979,144	1,003,590
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	290	6,143
Debt service for LHI & FFE:		
Interest	1,489	-
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	1,453,225	1,362,533
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	1,453,225	1,362,533
Total Student Enrollment	425	430
Total usable square footage (all inclusive)	42016	42016
Per Pupil Facility Costs (A): Current Space	\$ 3,419	\$ 3,169

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance	114,622	91,629
Direct lease payments	874,374	894,947
Additional lease payments (CAM charges, etc.)	201,581	259,215
Real estate taxes (if applicable)	-	
Property Insurance		
Amortization of leasehold improvements & FFE	194,956	70,000
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed	307,755	10,000
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	1,693,288	1,325,791
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	1,693,288	1,325,791
Total Student Enrollment	305	325
Total usable square footage (all inclusive)	41147	41147
Per Pupil Facility Costs (A): Current Space	\$ 5,552	\$ 4,079

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	22,726	24,000
Maintenance	43,007	38,450
Direct lease payments	309,270	320,000
Additional lease payments (CAM charges, etc.)	-	-
Real estate taxes (if applicable)	-	-
Property Insurance	2,620	2,882
Amortization of leasehold improvements & FFE	-	-
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	377,623	385,332
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	377,623	385,332
Total Student Enrollment	95	109
Total usable square footage (all inclusive)	17000	17000
Per Pupil Facility Costs (A): Current Space	\$ 3,975	\$ 3,535

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	389,002	340,000
Maintenance	528,857	529,000
Direct lease payments	12,000	12,000
Additional lease payments (CAM charges, etc.)	-	
Real estate taxes (if applicable)	-	
Property Insurance	37,117	42,582
Amortization of leasehold improvements & FFE	967,630	925,000
Debt service for LHI & FFE:		
Interest	100,279	125,000
Principal	825,000	875,000
Other Finance Costs being amortized	24,529	25,000
Capital expenses (major repairs), not financed	199,245	250,000
Lender Required Reserves	17,897	125,000
TOTAL LEASED FACILITY COSTS	3,101,556	3,248,582
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	3,101,556	3,248,582
Total Student Enrollment	336	352
Total usable square footage (all inclusive)	129324	129324
Per Pupil Facility Costs (A): Current Space	\$ 9,231	\$ 9,229

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	29,684	30,929
Maintenance	88,699	55,582
Direct lease payments	228,101	197,252
Additional lease payments (CAM charges, etc.)	12,732	9,510
Real estate taxes (if applicable)	-	-
Property Insurance	3,203	3,299
Amortization of leasehold improvements & FFE	18,217	43,692
Debt service for LHI & FFE:		
Interest	-	-
Principal	-	-
Other Finance Costs being amortized	-	-
Capital expenses (major repairs), not financed	36,209	64,034
Lender Required Reserves	-	-
TOTAL LEASED FACILITY COSTS	416,844	404,297
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	416,844	404,297
Total Student Enrollment	86	125
Total usable square footage (all inclusive)	15,650	15,650
Per Pupil Facility Costs (A): Current Space	\$ 4,847	\$ 3,234

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	30,382	26,718
Maintenance	65,800	42,820
Direct lease payments	248,180	287,807
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed	2,700	30,000
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	347,062	387,345
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	347,062	387,345
Total Student Enrollment	118	157
Total usable square footage (all inclusive)	13580	23000
Per Pupil Facility Costs (A): Current Space	\$ 2,941	\$ 2,467

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	-	-
Maintenance	114,018	149,073
Direct lease payments	589,824	787,248
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed	-	15,021
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	703,842	951,342
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	703,842	951,342
Total Student Enrollment	240	280
Total usable square footage (all inclusive)	112000	112000
Per Pupil Facility Costs (A): Current Space	\$ 2,933	\$ 3,398

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance		
Direct lease payments		
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	-	-
OWNED FACILITY COSTS		
Utilities	316,379	315,515
Maintenance	643,438	684,695
Real estate taxes (if applicable)		
Property Insurance	58,731	60,000
Depreciation of building/improvements/FFE	1,003,986	1,005,000
Debt service for mortgage financing:		
Interest	507,707	300,000
Principal	375,764	5,186,000
Other Finance Costs being amortized	856,400	856,400
Capital Expenses (major repairs), not financed	37,550	50,000
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	3,799,956	8,457,610
TOTAL FACILITY COSTS	3,799,956	8,457,610
Total Student Enrollment	250	250
Total usable square footage (all inclusive)	99000	99000
Per Pupil Facility Costs (A): Current Space	\$ 15,200	\$ 33,830

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance	1,900	4,000
Direct lease payments	10,000	10,000
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	11,900	14,000
OWNED FACILITY COSTS		
Utilities	230,137	268,020
Maintenance	435,989	505,532
Real estate taxes (if applicable)		
Property Insurance	34,133	35,840
Depreciation of building/improvements/FFE	545,556	504,589
Debt service for mortgage financing:		
Interest	65,638	59,808
Principal	104,723	109,983
Other Finance Costs being amortized	23,868	39,661
Capital Expenses (major repairs), not financed	126,692	107,950
Lender Required Reserves	873,000	913,000
TOTAL OWNED FACILITY COSTS	2,439,736	2,544,383
TOTAL FACILITY COSTS	2,451,636	2,558,383
Total Student Enrollment	395	387
Total usable square footage (all inclusive)	57075	57075
Per Pupil Facility Costs (A): Current Space	\$ 6,207	\$ 6,611

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	-	127,783
Maintenance	-	263,744
Direct lease payments	-	-
Additional lease payments (CAM charges, etc.)	-	-
Real estate taxes (if applicable)	-	-
Property Insurance	-	18,663
Amortization of leasehold improvements & FFE	-	587,507
Debt service for LHI & FFE:		
Interest	63,830	519,265
Principal	-	122,532
Other Finance Costs being amortized	57,727	173,182
Capital expenses (major repairs), not financed	525,000	-
Lender Required Reserves	-	-
TOTAL LEASED FACILITY COSTS	646,557	1,812,677
OWNED FACILITY COSTS		
Utilities	174,269	151,017
Maintenance	285,394	311,697
Real estate taxes (if applicable)	-	-
Property Insurance	24,840	24,562
Depreciation of building/improvements/FFE	284,254	306,619
Debt service for mortgage financing:		
Interest	351,007	343,488
Principal	432,549	443,576
Other Finance Costs being amortized	10,718	10,718
Capital Expenses (major repairs), not financed	34,211	76,000
Lender Required Reserves	2,000,000	2,300,000
TOTAL OWNED FACILITY COSTS	3,597,242	3,967,677
TOTAL FACILITY COSTS	4,243,799	5,780,354
Total Student Enrollment	518	696
Total usable square footage (all inclusive)	52,000	96,000
Per Pupil Facility Costs (A): Current Space	\$ 8,193	\$ 8,305

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance	472,301	352,800
Direct lease payments	979,144	1,003,590
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE	290	6,143
Debt service for LHI & FFE:		
Interest	1,489	-
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	1,453,225	1,362,533
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	1,453,225	1,362,533
Total Student Enrollment	425	430
Total usable square footage (all inclusive)	42016	42016
Per Pupil Facility Costs (A): Current Space	\$ 3,419	\$ 3,169

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	182,592	299,880
Maintenance	147,576	180,540
Direct lease payments	166,560	166,560
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance	36,171	36,894
Amortization of leasehold improvements & FFE	761,573	394,785
Debt service for LHI & FFE:		
Interest	669,789	749,789
Principal		
Other Finance Costs being amortized	17,319	32,319
Capital expenses (major repairs), not financed	76,846	
Lender Required Reserves	450,441	525,441
TOTAL LEASED FACILITY COSTS	2,508,867	2,386,208
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	2,508,867	2,386,208
Total Student Enrollment	671	683
Total usable square footage (all inclusive)	64299	64299
Per Pupil Facility Costs (A): Current Space	\$ 3,739	\$ 3,494

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities		
Maintenance		
Direct lease payments		
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)		
Property Insurance		
Amortization of leasehold improvements & FFE		
Debt service for LHI & FFE:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	-	-
OWNED FACILITY COSTS		
Utilities	101,082	103,082
Maintenance	57,695	60,000
Real estate taxes (if applicable)		
Property Insurance	28,117	28,117
Depreciation of building/improvements/FFE	321,920	321,920
Debt service for mortgage financing:		
Interest	296,280	299,280
Principal	221,733	218,733
Other Finance Costs being amortized	46,662	46,662
Capital Expenses (major repairs), not financed	27,600	30,000
Lender Required Reserves	288,380	288,380
TOTAL OWNED FACILITY COSTS	1,389,469	1,396,175
TOTAL FACILITY COSTS	1,389,469	1,396,175
Total Student Enrollment	326	330
Total usable square footage (all inclusive)	50000	50000
Per Pupil Facility Costs (A): Current Space	\$ 4,262	\$ 4,231

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	-	-
Maintenance	-	-
Direct lease payments	18,122	-
Additional lease payments (CAM charges, etc.)	-	-
Real estate taxes (if applicable)	-	-
Property Insurance	-	-
Amortization of leasehold improvements & FFE	-	-
Debt service for LHI & FFE:		
Interest	-	-
Principal	-	-
Other Finance Costs being amortized	-	-
Capital expenses (major repairs), not financed	-	-
Lender Required Reserves	-	-
TOTAL LEASED FACILITY COSTS	18,122	-
OWNED FACILITY COSTS		
Utilities	108,585	103,868
Maintenance	290,035	310,501
Real estate taxes (if applicable)	-	-
Property Insurance	9,949	10,248
Depreciation of building/improvements/FFE	390,846	419,468
Debt service for mortgage financing:		
Interest	405,219	410,349
Principal	495,566	394,664
Other Finance Costs being amortized	15,032	11,388
Capital Expenses (major repairs), not financed	58,170	16,000
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	1,773,404	1,676,485
TOTAL FACILITY COSTS	1,791,526	1,676,485
Total Student Enrollment	528	551
Total usable square footage (all inclusive)	44000	44000
Per Pupil Facility Costs (A): Current Space	\$ 3,393	\$ 3,043

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	101,154	115,875
Maintenance	102,693	172,649
Direct lease payments	1,337,987	1,432,619
Additional lease payments (CAM charges, etc.)		
Real estate taxes (if applicable)	(138,206)	(132,942)
Property Insurance		
Amortization of leasehold improvements & FFE	201,120	208,402
Debt service for LHI & FFE:		
Interest	56,509	45,177
Principal	478,299	490,611
Other Finance Costs being amortized		
Capital expenses (major repairs), not financed	17,798	22,759
Lender Required Reserves		
TOTAL LEASED FACILITY COSTS	2,157,353	2,355,150
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	2,157,353	2,355,150
Total Student Enrollment	439	485
Total usable square footage (all inclusive)	45000	45000
Per Pupil Facility Costs (A): Current Space	\$ 4,914	\$ 4,856

	FY15 (Actual/ Audited)	FY2016 (Budgeted)
LEASED FACILITY COSTS		
Utilities	9,848	11,100
Maintenance	43,948	46,194
Direct lease payments	306,814	315,230
Additional lease payments (CAM charges, etc.)	1,124	1,124
Real estate taxes (if applicable)	-	
Property Insurance		
Amortization of leasehold improvements & FFE	9,384	9,400
Debt service for LHI & FFE:		
Interest	-	
Principal	-	
Other Finance Costs being amortized	-	
Capital expenses (major repairs), not financed	-	
Lender Required Reserves	-	
TOTAL LEASED FACILITY COSTS	371,118	383,048
OWNED FACILITY COSTS		
Utilities		
Maintenance		
Real estate taxes (if applicable)		
Property Insurance		
Depreciation of building/improvements/FFE		
Debt service for mortgage financing:		
Interest		
Principal		
Other Finance Costs being amortized		
Capital Expenses (major repairs), not financed		
Lender Required Reserves		
TOTAL OWNED FACILITY COSTS	-	-
TOTAL FACILITY COSTS	371,118	383,048
Total Student Enrollment	112	115
Total usable square footage (all inclusive)	12000	12000
Per Pupil Facility Costs (A): Current Space	\$ 3,314	\$ 3,331

Charter Reviews and Renewals through 2020-21

Charter reviews and renewals are conducted on a rolling basis each fall, with the first reviews/renewals voted on in September, and the last voted on in January.

	Five-Year Review	Ten-Year Review	Renewal	Twenty-Year Review	Twenty-Five Year Review
2015-16	<ol style="list-style-type: none"> 1. Inspired Teaching Demonstration PCS 2. Mundo Verde PCS 3. Richard Wright PCS 4. Shining Stars PCS 	<ol style="list-style-type: none"> 1. Briya PCS 2. Washington Latin PCS 3. St. Coletta PCS 	<ol style="list-style-type: none"> 1. KIPP DC PCS 2. TMA PCS 	Next Step PCS (renewed in 10-11)	
2016-17	<ol style="list-style-type: none"> 1. BASIS DC PCS 2. DC Scholars PCS 3. LAYC Career Academy PCS 4. Creative Minds PCS 				
2017-18	<ol style="list-style-type: none"> 1. Community College Prep Academy PCS 2. Ingenuity Prep PCS 3. Sela PCS 4. Somerset Preparatory Academy PCS 	<ol style="list-style-type: none"> 1. Achievement Prep Academy PCS 2. Center City PCS 3. Excel Academy PCS 4. Washington Yu Ying PCS 	<ol style="list-style-type: none"> 1. DC Prep PCS 2. Eagle Academy PCS 	<ol style="list-style-type: none"> 1. Carlos Rosario PCS (renewed 12-13) 2. César Chávez PCS (renewed 12-13) 3. EW Stokes PCS (renewed 12-13) 4. Friendship PCS (renewed 12-13) 5. Maya Angelou PCS (renewed 12-13) 6. SEED PCS (renewed 12-13) 7. WMST PCS (renewed 12-13) 	
2018-19	<ol style="list-style-type: none"> 1. Academy of Hope PCS 2. DC International 3. Democracy Prep PCS 4. Harmony DC PCS 5. Lee Montessori PCS 	National Collegiate Preparatory PCS	<ol style="list-style-type: none"> 1. DC Bilingual PCS 2. EL Haynes PCS 3. Two Rivers PCS 4. William E. Doar, Jr. PCS 	<ol style="list-style-type: none"> 1. Ideal PCS (renewed 13-14) 2. Meridian PCS (renewed 13-14) 3. Perry Street Prep PCS (renewed in 13-14) 4. Roots PCS (renewed 13-14) 	
2019-20	<ol style="list-style-type: none"> 1. Children's Guild PCS 2. Kingsman Academy PCS 3. Monument PCS 4. Washington Global PCS 		<ol style="list-style-type: none"> 1. AppleTree PCS 2. Bridges PCS 3. Early Childhood Academy PCS 4. Hope Community PCS 5. Howard University PCS 6. LAMB PCS 7. MM Bethune PCS 8. Potomac Prep PCS 9. YouthBuild PCS 	<ol style="list-style-type: none"> 1. Capital City PCS (renewed in 14-15) 2. Cedar Tree PCS (renewed in 14-15) 3. Paul PCS (renewed in 14-15) 4. IDEA PCS (renewed in 14-15) 	
2020-21	<ol style="list-style-type: none"> 1. Breakthrough Montessori PCS 2. Goodwill Excel Center PCS 3. Rocketship DC PCS 4. Washington Leadership Academy PCS 	<ol style="list-style-type: none"> 1. Inspired Teaching Demonstration PCS 2. Mundo Verde PCS 3. Richard Wright PCS 4. Shining Stars PCS 	<ol style="list-style-type: none"> 1. Briya PCS 2. Washington Latin PCS 3. St. Coletta PCS 	<ol style="list-style-type: none"> 1. KIPP DC PCS 2. Thurgood Marshall Academy PCS 	Next Step PCS (renewed in 10-11)



June 29, 2015

Joel Goering, Board Chair
Briya Public Charter School
2333 Ontario Road, NW
Washington, DC 20009

Dear Mr. Goering:

The DC Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2014-15 school year for the following reason:

- School eligible for 10-year Charter Review during 2015-16 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Briya Public Charter School between May 18 and May 29, 2015. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting.

You will find that the enclosed Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, the classroom environment, and instruction.

We appreciate the assistance and hospitality that the staff gave the monitoring team in conducting the Qualitative Site Review at Briya Public Charter School.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Briya Public Charter School (Briya PCS) is an adult education and early childhood school serving 347 adults and 43 pre-kindergarten (PK)-3/PK4 students in three campuses across the city. Adults attend English language, computer skills, parenting, National External Diploma Program preparation and civics classes. The adults have children who are simultaneously enrolled in Briya's early childhood program, which is not a charter school, or one of its PK3 and PK4 charter school campuses. Briya currently has campuses located at Bancroft Elementary School and the Mary's Center on Georgia Avenue. Briya also has a facility on Ontario Road. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in May 2015 because Briya PCS is eligible for 10-year Charter Review during the 2015-16 school year.

The QSR team conducted observations over the course of a two-week window, from May 18 through May 29, 2015. A team of one PCSB staff member and three consultants conducted 18 observations. A member of the PCSB staff also attended a Board of Trustees meeting on May 13, 2015. The QSR team used Charlotte Danielson's *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In some instances a QSR team may have observed a teacher twice. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored an overwhelming 99% of the observations as distinguished or proficient in the Classroom Environment domain. The classroom environments were respectful and the teachers and students were respectful to all members of the community. The teachers had high expectations for students and the students were committed to doing excellent work throughout all of the classroom observations. The routines and procedures in place were managed effortlessly and there was little to no instructional time wasted during any classroom observation. Student behavior was generally appropriate school wide and teachers using a kind and respectful tone to deal with any misbehavior.

The QSR team scored 85% of the observations as distinguished or proficient in the Instruction domain. Nearly all of the classroom instruction was clearly presented and the students appeared to fully engaged. The teachers anticipated student misunderstandings and incorporated lessons on vocabulary as needed. Teachers did not make content errors and often created activities aligned to students' cultures and interests. In a small number of observations questioning and student discussion were primarily low-level and feedback from the teacher was general and not specific.

Prior to the two-week window, Briya PCS provided answers to specific questions posed by PCSB regarding the provision of instruction to students with disabilities in the Special Education Questionnaire. In several classrooms there were general and special education teachers in place to support all students. In two observations teachers used the team teaching model to deliver instruction. In another observation the "one teach, one assist" model was used during circle time. Teachers also used the "parallel teaching model" while students worked in small groups. The teachers used a variety of learning modalities to address the needs of their students.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Briya PCS’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission: The mission of Briya PCS is to provide a high quality education for adults and children that empowers families through a culturally sensitive family literacy model. The school offers six levels of family literacy classes including adult and early childhood education and Child Development Associate classes. Required components of adult facility literacy classes include English as a Second Language (ESL), computer, parenting classes, and Parent and Child Time (PACT) together.</p>	<p>High quality education for adults and children</p> <p>The school’s mission was evident in every observation. The classrooms at every facility were filled with pictures of families and student work. The school was warm and welcoming and everyone was treated with respect and dignity. Teachers used common strategies for delivering instruction, as evidenced through their lesson delivery and the actual lesson plans. There was an intentional focus on encouraging the development of students’ verbal skills through explicit vocabulary instruction.</p> <p>Adult Education Classes</p> <p>Each campus has weekly Parent and Child Time (PACT) classes and story time for families to engage in reading together. During this time families often completed the family journal reading rubrics tracking reading strategies used. This rubric is used school wide. There are six levels of basic, intermediate, and advanced literacy classes available for adult students to take. The students are assigned to classes based on their Educational Functioning Level (EFL) on the Comprehensive Adult Student Assessment System (CASAS) exam. The teachers used a variety of ESL strategies, such as using visuals to represent vocabulary terms, focusing on students’ prior knowledge and cooperative learning. The teachers also used graphic organizers to help students learn and organize information. The school offers daily classes for students to earn a Childhood Development Associate</p>

Mission and Goals	Evidence
	(CDA) or Medical Assistant (MA) certificate. During the observation of the CDA class, students used study materials from the Council for Professional Recognition in the classroom to begin the preparation for the Early Childhood Studies Review certification exam. The Georgia Avenue campus is co-located and partners with Mary's Center for wraparound services in health and other family support services.
<p>Literacy: At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD literacy assessment.</p>	<p>Teachers taught a variety of thematic units in the early childhood classrooms. There were several units of study on display, including transportation, the human body, and balls. Language development was embedded into choice time, circle time, and small group work. The teachers also used games, songs, and questions to introduce new material to students.</p>
<p>Math: At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD math assessment.</p>	<p>In each of the early childhood observations teachers infused math concepts and skill development. Some examples observed included counting, identifying patterns, and classification. Students voted and worked with the teacher to create graphs and charts of the class results. The teachers also used a variety of manipulatives to reinforce key concepts with students.</p>
<p>Social Emotional: At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD social emotional learning assessment.</p>	<p>Classrooms were warm and cozy and decorated with displays of large pictures of each student and their parent, student drawings and writing samples, as well as class rules and center identification. There were interest centers displaying student work as well as bulletin boards with student generated writing in the classrooms and the hallways. Each classroom had rules posted accompanied by corresponding pictures. The teachers encouraged students to use their manners and</p>

Mission and Goals	Evidence
	modeled how to work cooperatively with one another. The teachers often referred to students as their friends.
Leading Indicator: 80% of parents of pre-kindergarteners enrolled for the full academic year will attend at least one individual or group parent conference.	The QSR team did not observe any evidence related to parent conferences.
Student Progress: 50% of ESL/Family Literacy students who post-test will attain an Educational Functioning level that is one or more EFLs higher than the pre-test level on the Comprehensive Adult Student Assessment System exam.	CASAS standards were referenced in the teacher lesson plans. Students are organized in their literacy classes based on their CASAS scores. Students are regularly tested to determine if they progress on this exam.
<p>College and Career Readiness: 40% of adult students who are in the labor force but enter the program without a job will either a) obtain a job after exiting the program or b) obtain a job while they are enrolled in the program and still hold a job during the first quarter of exit from the program or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.</p> <p>55% of learners who either a) enter the program with a job, or b) obtain a job after exit, will remain employed in the third quarter after program exit or enroll in a postsecondary educational, occupational skills training program, or an apprenticeship-training program.</p>	During one of the math classes, the teacher reviewed the information provided within a pay stub with constant references to students' current and future employment. The school currently offers Medical Assistant (MA) and CDA skills training programs for their students. These classes are offered multiple times per week. Please refer to evidence from the mission statement related to this goal.
Leading Indicator: In-seat attendance rate at or above 65%.	Class attendance appeared to be more than 65% during the observation window. At times adult students arrived late to class, but the classes were generally full with few empty seats. An official

Mission and Goals	Evidence
	attendance rate will be available after attendance data is validated in August 2015.
70% of parents enrolled in the ESL/Family Literacy Program for at least six months will score 5 or above on the Family Reading Journal Rubric.	The QSR team observed parents and children reading, learning together, and completing their reading journals in the classroom during the weekly story time.
50% of Child Development Associate students who take the Early Childhood Studies Review certification exam will pass the certification exam.	Students used materials from the Council for Professional Recognition in the classroom to begin preparation for the Early Childhood Studies Review certification exam.

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 99% of observations as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
<p>Creating an Environment of Respect and Rapport</p>	<p>The QSR team rated 100% of the observations as distinguished or proficient in the component of Creating an Environment of Respect and Rapport. The teachers and students had warm, positive relationships throughout the observations. Early Childhood teachers often engaged in small talk with parents as they dropped their students off in the morning. The PK students and adult students displayed respectful, considerate, and positive behaviors in the classrooms.</p>	Distinguished	22%
	<p>The QSR team rated none of the observations as basic or unsatisfactory in this component.</p>	Proficient	78%
		Basic	0%
	Unsatisfactory	0%	
<p>Establishing a Culture for Learning</p>	<p>The QSR team rated 100% of the observations as proficient in the component of Establishing a Culture for Learning. All students were cognitively engaged throughout the observations. The teachers expressed confidence in student abilities and recognized student success often. Student work was displayed throughout early childhood and adult education classrooms. The teachers conveyed a passion for their students and for their content. The adult learners felt comfortable asking questions if they were incorrect and took pride in their work.</p>	Distinguished	0%
		Proficient	100%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team rated none of the observations as basic or unsatisfactory in this component.	Basic	0%
		Unsatisfactory	0%
Managing Classroom Procedures	The QSR team rated 100% of the observations as proficient in the component of Managing Classroom Procedures. Effective routines supported little to no loss of instructional time. Routines and procedures were in place school wide. In some observations the early childhood students helped with cleaning up and serving as helpers with teacher intervention and support. Daily schedules were often posted in the classrooms with words and pictures. The teachers often used songs, chants, bells or timers to signal when it was time to transition between activities.	Distinguished	0%
		Proficient	100%
	The QSR team rated none of the observations as basic or unsatisfactory in this component.	Basic	0%
		Unsatisfactory	0%
Managing Student Behavior	The QSR team rated 95% of the observations as distinguished or proficient in the component of Managing Student Behavior. Standards of conduct were posted in each classroom. Student behavior was generally appropriate school wide. In one of the observations, a student was asked to refer to the chart and review each rule with the class. Teachers used reminders, active monitoring and proximity to address misbehaviors. Student misbehavior was age-appropriate and addressed effectively by teachers as needed.	Distinguished	6%
		Proficient	89%
	The QSR team rated less than 10% of the observations as basic and none as unsatisfactory in this component.	Basic	6%

The Classroom Environment	Evidence Observed	School Wide Rating	
		Unsatisfactory	0%

INSTRUCTION

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 85% of observations as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team rated 89% of the observations as distinguished or proficient in the component of Communicating with Students. There were several instances where teachers pointed out areas that might be possibly misunderstood, sometimes requesting that students help other students in the process of understanding and explaining the concepts. The teachers usually had the lesson topics posted on the board and communicated objectives orally with students. The teachers provided explanations of vocabulary throughout the lessons where appropriate.	Distinguished	11%
		Proficient	78%
	The QSR team rated 11% of the observations as basic and none as unsatisfactory in this component. In some observations the purpose of lesson activities was not clear to students, leaving them with questions about the learning task.	Basic	11%
		Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	The QSR team rated 73% of the observations as distinguished or proficient in the component of Using Questioning/Prompts and Discussion Techniques. In the majority of the observations, teachers used questions to	Distinguished	6%

Instruction	Evidence Observed	School Wide Rating	
	introduce the lesson and to get students engaged in solving an issue. Teachers also used questioning during whole-group and individual activities. There were several opportunities, particularly in the adult education classes, of the teachers using cooperative learning to promote student discussion. Students often had to do role-plays using new vocabulary words or to share why they agreed or disagreed with a peers answer.	Proficient	67%
	The QSR team rated 28% of the observations as basic and none as unsatisfactory in this component. In some observations teachers primarily asked low-level questions to students. There were also observations where there was limited questioning or discussions among students. During one observation the teacher did not provide adequate wait time and often answered their own questions without giving students enough time to respond.	Basic	28%
		Unsatisfactory	0%
Engaging Students in Learning	The QSR team rated 95% of the observations as distinguished or proficient in the component of Engaging Students in Learning. The teachers varied student groupings and provided students with some choice in how they completed learning tasks. The topics for discussions in the adult education classes were of high interest to the students and often involved the students, their families or their cultures. In one observation, students wrote and read about values of their own country and compared them to American values. The students shared and laughed with the class as they discussed similarities and differences among their cultures.	Distinguished	6%
		Proficient	89%
	The QSR team rated less than 10% of the observations as basic and none as unsatisfactory in this component.	Basic	6%
		Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	The QSR team rated 83% of the observations as distinguished or proficient in the component of Using Assessment in Instruction. Teachers consistently monitored students' work. During one observation students provided feedback to their peers on their work. The teachers provided specific feedback to students when they asked for help or while they circulated the class to review student performance.	Distinguished	0%
		Proficient	83%
	The QSR team rated 17% of the observations as basic and none as unsatisfactory in this component. In some observations feedback to students was general and not specific or the teacher requested global indications of student understanding. During one observation the teacher only called on students to answer questions if their hands were raised. There were several students who did not respond and it was unclear if they understood the material.	Basic	17%
		Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<p>Using Assessment in Instruction</p>	<p>Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.</p>	<p>Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.</p>	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.</p>	<p>Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.</p>



April 6, 2015

Thomas O'Hara, Board Chair
Center City PCS – Trinidad
1217 West Virginia Avenue NE
Washington, DC 20002

Dear Mr. O'Hara:

The DC Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2014-15 school year for the following reason:

- School had a Tier 3 rank on the Performance Management Framework during the 2013-14 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Center City PCS – Trinidad between February 2 and February 13, 2015. The purpose of the review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting.

Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, the classroom environment, and instruction.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Center City PCS – Trinidad.

Sincerely,

A handwritten signature in black ink, appearing to read 'Naomi DeVeaux', is written over a light gray rectangular background.

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Center City PCS – Trinidad serves 276 students in prekindergarten 3 (PK3) through grade 8 in Ward 5. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in February 2015 because Center City PCS – Trinidad had a Tier 3 rank on the Performance Management Framework during the 2013-14 school year.

The QSR team conducted observations over the course of a two-week window from February 2 through February 13, 2015. A team of one PCSB staff member and one consultant conducted 12 observations. A PCSB staff member also attended a Board of Trustees meeting on March 18, 2015.

The QSR team used Charlotte Danielson's *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In some instances, a QSR team may have observed a teacher twice. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored a remarkable 90% of the observations as distinguished or proficient in the Classroom Environment domain. In these observations the QSR team saw teachers maximize instructional time by effectively implementing classroom routines and procedures as well as managing student behavior. Interactions between teachers and students were consistently friendly and conveyed mutual respect in almost all observations. The QSR team scored 85% of the observations as distinguished or proficient in the Instruction domain. Again this is a very high overall rating. Students in these observations eagerly participated in class activities and teachers gave students guidance on what high quality work looks like. Most teachers asked open-ended questions and gave students choice in how they completed assignments.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Center City PCS’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission: The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.</p>	<p>The QSR team saw solid evidence of the school working to meet its mission.</p> <p><i>Rigorous academic program and strong character education</i> Teachers encouraged student curiosity in many observations. Students asked questions and teachers took opportunities to build upon student interests. Many teachers asked open-ended questions and students engaged in discussions with classmates about what they learned. The school’s core values were posted in the hallways and many classrooms, and teachers referred to the core values during a few observations.</p> <p><i>Excellence in character, conduct, and scholarship</i> The school recognized students with a Student of the Month bulletin board posted for each grade level in the hallway. Students were kind and polite toward each other in classes. QSR team members observed students encouraging each other to line up appropriately for lunch and helping classmates with assignments.</p> <p><i>Develop skills for the 21st Century</i> Students worked on computers in several math and English observations. Students in the lower elementary grades engaged in peer review of class assignments.</p>

Mission and Goals	Evidence
<p>Proposed Achievement Goal: Center City PCS proposes that at least 70% of all students in grades K-8 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math and reading based on NWEA MAP national norms by June of each year.</p> <p><i>Students will read and comprehend grade-level appropriate text in the core content areas</i></p> <p><i>Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems</i></p>	<p>The QSR team observed effective instruction in the majority of classrooms. As further detailed in the Instruction section of the Danielson Framework, 85% of the observations scored proficient or distinguished in the Instruction domain. Students read non-fiction texts and made connections between what they were reading and texts they had read previously. Teachers used reading strategies such as making predictions, using context clues, and summarizing. During a math lesson a teacher used multiple strategies to add numbers. Students also worked on computers using individualized math programs. A bulletin board in the hallway recognized students for challenging themselves and persevering through difficult math problems.</p>
<p>Proposed Achievement Goal: Center City will adopt a performance goal tied to the state assessment in English/Language Arts and Mathematics prior to the start of the 2016-17 school year (to take effect that school year) if Center City PCS receives PARCC data by August 31, 2016. If Center City PCS receives PARCC data on September 1, 2016 or after, it will adopt a performance goal tied to the state assessment in English/Language Arts and Mathematics within two months of receiving the assessment data, and the goal will go into effect for accountability purposes for school year 2017-18.</p>	
<p>Proposed Attendance Goal: All campuses should achieve an average of at least 90% attendance each year.</p>	<p>Most classrooms appeared to be full with an average of 22 students in each one. Observers did not note any students arriving late to school. A poster in the school's lobby advertised the On Time Tiger (OT)² Campaign, which celebrates students with perfect attendance for the month and classrooms meeting attendance goals.</p>

Mission and Goals	Evidence
<p>Proposed Re-enrollment Goal: All campuses should achieve an average of at least 75% re-enrollment each year.</p> <p><i>Parents will see themselves as partners in their children’s education. Parents will view the school positively and express satisfaction with their choice.</i></p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>Proposed Community Service Goal: Center City PCS students will build character by performing community service. Our goal is for at least 75% of students in grades 4-8 to participate in a minimum of two community service activities annually as measured by student exit tickets and tracked through PowerSchool.</p> <p><i>Campuses will be thriving communities of respectful and responsible learners.</i></p> <p><i>Students will perform regular and reflective community service consistent with the core values.</i></p>	<p>The QSR team observed students demonstrating respect for each other and teachers in all observations. Students also reminded classmates of expectations in a few observations. A bulletin board posted in the hallway indicated students participated in a breast cancer walk.</p>
<p><i>Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.</i></p>	<p>The school day opened with Drop Everything and Write, a designated time for everyone in the school to write independently. The QSR team observed teachers encouraging students to answer questions in complete sentences. Students in the middle grades confidently expressed their ideas orally and engaged in discussions with classmates in several observations.</p>
<p><i>Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.</i></p>	<p>The QSR team observed students engaged in experiential learning activities in a couple of science observations. In one classroom students made observations about mealworms by drawing pictures</p>

Mission and Goals	Evidence
	and discussing them with classmates. Science classes include open-ended essential questions such as, “What positive and negative effects can people have on the earth?”
<i>Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.</i>	The QSR team observed teachers discussing famous African Americans in many of the elementary classes. In the middle grades hallway, a bulletin board related themes in the novel <i>To Kill A Mockingbird</i> to current events such as the Trayvon Martin and Michael Brown cases.
<i>Students will be equipped with the academic skills needed to be accepted into the competitive high schools of their choice.</i>	The QSR team observed effective instruction in the majority of classrooms. As further detailed in the Instruction section of the Danielson Framework, 85% of the observations scored proficient or distinguished in instruction. Teachers used a variety of strategies to deliver content and students engaged in discussions with classmates.
<i>Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners.</i>	The QSR team neither looked for nor observed any evidence related to this goal.
<i>Principals and academic deans will be instructional leaders.</i>	The QSR team neither looked for nor observed any evidence related to this goal.
<i>Campuses will provide a safe and healthy learning environment that is conducive to learning.</i>	The principal greeted students at the front door in the morning and said things like, “We are going to have an awesome day.” As further detailed in the Classroom Environment section below, the majority of classroom interactions were warm with students helping each other.

Mission and Goals	Evidence
	The school also had basic safety procedures in place including locking the doors to the building and having the front desk staff buzz in visitors.
<i>The CCPCS Board will provide effective policy guidance, governance and support to school leaders.</i>	The section on Governance contains evidence of this goal.
Governance:	A PCSB staff member attended the Center City PCS Board of Directors meeting on March 18, 2015. A quorum was present. Some members attended via conference call. The board chair explained that the school will be requesting a charter amendment at PCSB’s March board meeting and that the school is working on implementing the feedback from Charter Board Partners on the CEO’s performance review process. The CEO gave an overview of all the campuses’ performance on the NWEA MAP test from fall to winter and discussed how the school leaders plan to share strategies across campuses. The CEO also gave an overview of the new state assessment, PARCC, and discussed the school’s readiness to meet the technology demands of the new assessment. Center City PCS’s director of talent management gave a presentation to the board on their efforts to retain and recruit high quality teachers. The board committees also shared updates on finances, academics, and governance.

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 90% of the observations as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team rated 100% of the observations as distinguished or proficient in the component of Creating an Environment of Respect and Rapport. Students and teachers treated each other with kindness and respect. Teachers smiled throughout many observations and praised students. For example one teacher said, “Awesome job going back to your text to find that definition.” In two observations students shared what they liked about their classmates’ work. A student in another classroom asked a classmate, “What’s wrong?” in a caring tone when the classmate worked alone.	Distinguished	25%
		Proficient	75%
	The QSR team rated none of the observations as basic or unsatisfactory.	Basic	0%
		Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team rated 92% of the observations as distinguished or proficient in the component of Establishing a Culture for Learning. Teachers in these observations created opportunities for students to help each other. Most teachers encouraged students who did not know the answers by scaffolding questions rather than allowing them to sit passively. In one classroom the teacher suggested that students get help by “asking a brain partner next to you.” Students in one class helped each other with the work even when the teacher was nearby.	Distinguished	8%
		Proficient	84%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team rated less than 10% of the observations as basic or unsatisfactory.	Basic	8%
		Unsatisfactory	0%
Managing Classroom Procedures	The QSR team rated 83% of the observations as distinguished or proficient in the component of Managing Classroom Procedures. Students in these observations transitioned between activities quickly and efficiently. Little to no instructional time was lost during these observations. In a music class students moved around the room to quickly pick up their xylophones and mallets with ease. A few teachers referenced classroom incentives to encourage students to execute established routines effectively saying things like, “I think everyone will get five tiger paws. You all did perfect.”	Distinguished	17%
		Proficient	66%
	The QSR team rated 17% of the observations as basic and none as unsatisfactory in this component. In these observations transitions were slow and instructional time was lost due to students not getting started on tasks quickly. In one observation the teacher did not have a solid procedure for passing out papers. In another observation the routine for transition between activities was unclear. Students got off task and socialized between the warm-up and start of the lesson.	Basic	17%
		Unsatisfactory	0%
Managing Student Behavior	The QSR team rated 83% of the observations as distinguished or proficient in the component of Managing Student Behavior. Students in these observations generally behaved appropriately and teachers gave effective redirections when needed. Teachers in several observations actively managed student behavior by circulating the room or reminding the class of the expectations saying, “We are still silent.” In two instances students redirected off-task peers without the teacher intervening.	Distinguished	8%
		Proficient	75%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>The QSR team rated 17% of the observations as basic and none as unsatisfactory in this component. In these observations the teacher redirections were ineffective or inconsistent. Teachers used techniques such as counting down to get the classes attention; however, students would quickly go back to socializing. In one classroom the teacher inconsistently distributed consequences called “checks” to students exhibiting similar behaviors.</p>	Basic	17%
		Unsatisfactory	0%

INSTRUCTION

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 85% of the observations as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team rated 100% of the observations as distinguished or proficient in the component of Communicating with Students. Teachers in these observations scaffolded new material and provided students with ways to think about content and strategies. In one classroom the teacher provided a pre-reading prompt. A couple of other teachers used think-alouds to model for students, such as “Hmm, I wonder what “golden touch” means? I will look for that while I read.”</p>	Distinguished	33%
		Proficient	67%
	<p>The QSR team rated none of the observations as basic or unsatisfactory.</p>	Basic	0%
		Unsatisfactory	0%
<p>Using Questioning/Prompts and Discussion Techniques</p>	<p>The QSR team rated 67% of the observations as distinguished or proficient in the component of Using Questioning/Prompts and Discussion Techniques. In these observations teachers used open-ended questions and encouraged students to respond to classmates’ comments. A teacher in one classroom paused in the middle of reading to ask focus questions such as, “What do you think, would king Midas rather have his daughter back or keep the golden touch?” Several other teachers asked students to explain their answers and respond to peers on why they got a different answer.</p>	Distinguished	8%
		Proficient	59%
	<p>The QSR team rated 33% of the observations as basic and none as unsatisfactory in this component. Almost all interactions in these observations were between teachers and students. Teachers did not create</p>	Basic	33%

Instruction	Evidence Observed	School Wide Rating	
	opportunities for students to respond to or engage in discussion with classmates. In a couple of observations the questions were primarily recall in nature.	Unsatisfactory	0%
Engaging Students in Learning	The QSR team rated 92% of the observations as distinguished or proficient in the component of Engaging Students in Learning. In these observations students eagerly participated in the learning tasks and were intellectually engaged in the lesson throughout the observation. Teachers used a variety of strategies to engage students in learning. In one class students played a game making compound words following a short mini lesson and then moved into small groups with activities aligned to the lesson objective. The QSR team observed students choosing how they would complete tasks in several observations. For example students in a music class gave input on what tempo to set the music based on how well they felt they were doing.	Distinguished	17%
		Proficient	75%
	The QSR team rated less than 10% of the observations as basic or unsatisfactory.	Basic	8%
		Unsatisfactory	0%
Using Assessment in Instruction	The QSR team rated 83% of the observations as distinguished or proficient in the component of Using Assessment in Instruction. Teachers in these observations modeled high quality work and gave students specific feedback on their work. In many observations teachers circulated the classroom pausing to address student questions and to guide students who were correcting their errors. One teacher circulated and had students share out key details from a text while she gave feedback to students who struggled to identify key details. Another teacher did a mini lesson with a student who was struggling to understand a math concept.	Distinguished	8%
		Proficient	75%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team rated 17% of the observations as basic and none as unsatisfactory in this component. In these observations teachers only used global checks for understanding and did not give students feedback on how to improve their work. One teacher gave feedback only to the small group of students with whom she was working, ignoring the rest of the class.</p>	Basic	17%
		Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<p>Using Assessment in Instruction</p>	<p>Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.</p>	<p>Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.</p>	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.</p>	<p>Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.</p>



June 9, 2015

Mr. Donald Hense, Board Chair
Friendship PCS – Woodridge Elementary
120 Q Street NE
Washington, DC 20002

Dear Mr. Hense:

The Public Charter School Board (PCSB) conducts Strategies Visits to gather and document evidence to support school oversight. According to the 2014 Memorandum of Understanding that PCSB has with the Office of the State Superintendent of Education (OSSE) around implementation of the 2012 Waiver to the Elementary and Secondary Education Act, PCSB must “ensure that public charter schools identified as Focus or Priority are providing interventions and supports to students and their teachers consistent with that school’s Intervention and Support Plan” (p.5). Friendship PCS – Woodridge Elementary was designated as Focus by Office of the State Superintendent of Education for the performance of your African American male students on the math portion of the 2014 DC CAS.

PCSB conducted a Strategies Visit, which included on scheduled day on April 30, 2015 and one unscheduled visit between April 20 and May 1, 2015 to observe how the school’s Focus intervention strategies are being implemented in math classrooms. The report shows evidence supporting the implementation of these strategies in your third grade classrooms, where the interventions are taking place.

The Strategies Visit report is attached. We appreciate the assistance and hospitality that your staff gave the monitoring team.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Friendship Public Charter School – Woodridge Elementary (Friendship PCS – Woodridge Elementary) serves 285 students in prekindergarten 3 (PK3) through grade 3 in Ward 5. The DC Public Charter School Board (PCSB) conducted an Elementary Secondary Education Act (ESEA) monitoring visit in April 2015 because Friendship PCS – Woodridge Elementary was designated as Focus by Office of the State Superintendent for the performance of its African American male students on the math portion of the 2014 DC CAS. PCSB began monitoring the school in fall 2014, when we conducted a Qualitative Site Review and a Strategies visit.

PCSB conducted a Strategies Visit for ESEA monitoring requirements. A Strategies Visit contains one scheduled day, set by the school, and six unannounced classroom observations within a two-week window between April 20 and May 1, 2015. PCSB collected evidence related to the school’s Focus strategies, including: informal assessments, collaborative planning, school-based data talks, power hours focusing on math small group work, Compass Learning Odyssey, and an afterschool homework club.

The majority of evidence collected during the scheduled day and the unscheduled observation window centered on the school’s effective implementation of strategies to support third graders in math instruction. PCSB saw the implementation of Focus strategies through observations of small group work, whole class instruction, and an afterschool homework club during which students used Compass Learning Odyssey to work on math and literacy games. Teachers consistently monitored student learning through informal assessments such as checks for understanding during small group math practice and requiring students to define math concepts before going to a new activity. Students also played interactive games connected to the current math topics they were learning in the class.

SCHOOL INTERVENTION AND SUPPORT STRATEGIES

The following table summarizes Friendship PCS – Woodridge Elementary strategies and evidence collected by PCSB for the purposes of the 2012 ESEA Flexibility Waiver. PCSB observed the school implementing those strategies during both the scheduled day on April 30, 2015 and the observation window from April 20 – May 1, 2015.

PCSB leaves it to the discretion of school leadership to determine the best use of time during the scheduled day of observations for the purposes of Focus intervention strategies. Therefore it may not be possible to observe certain strategies chosen by the school. In cases where PCSB did not have the opportunity to observe the strategy, we will indicate that in the report.

Strategy Described in Intervention Plan	School’s Description of Strategy on the Ground	Evidence
<p>Use assessment design and data analysis to improve and differentiate instruction</p>	<p>At the third grade level:</p> <ul style="list-style-type: none"> •Teachers will use data from informal assessments daily (e.g. exit tickets) to check for student understanding, modify instructional strategies, and form small groups. •Teachers engage in weekly collaborative planning meetings to use data from the formative assessments (e.g. exit tickets, bi-weekly assessments) to share best practices and instructional strategies to improve student achievement. •Teachers will participate in monthly school-based data talks that include 	<p>PCSB saw evidence that teachers use assessment and data analysis to improve and differentiate instruction.</p> <p>Informal assessments To check for understanding a teacher had students answer a math question related to the lesson before they could move to a new activity.</p> <p>Teachers routinely checked students’ progress as they worked in small groups. Teachers also called on students to explain the steps they used to create equations related to word problems. Students played an interactive game while divided into two teams. Students answered questions about area and perimeter to win points.</p>

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
	<p>analysis of biweekly assessments to identify skills that require additional support. This data also is used to regroup students for differentiated instruction and re-teaching of skills not mastered.</p> <ul style="list-style-type: none"> •Teachers will participate in ongoing 6 week data cycles at the LEA level that include analysis of interim assessment data to identify skills that have been mastered and those that need to be retaught. •These data are used to inform professional development and determine teacher support. 	<p>Collaborative planning PCSB attended a collaborative planning meeting in fall 2014. Please refer to the fall 2014 Strategies Report for more information on this strategy. http://www.livebinders.com/play/play?id=1593677 password: choice</p> <p>Data Talk/Data Cycle PCSB attended a data talk as part of the data cycle in fall 2014. Please refer to the fall 2014 Strategies Report for more information on this strategy. http://www.livebinders.com/play/play?id=1593677 password: choice</p>
Extend learning time before, during and after school that is aligned to CCSS	<p>At the third grade level:</p> <ul style="list-style-type: none"> •Students will receive 1 hour of individualized small group intervention per day on a bi-weekly basis during Eagle Power Hour. This intervention is in addition to small group instruction that takes place in Math daily. 	<p>PCSB saw evidence that the school has extended learning time before and after school.</p> <p>Eagle Power Hour During the Eagle Power Hour students broke into small groups. The teacher worked with five students on multiplying two-digit numbers by two-digit numbers using two methods and understanding math word problems. Each student</p>

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
	<ul style="list-style-type: none"> •Students will utilize Compass Learning Odyssey individual learning paths at least 2 hours a week (1 hour math/1 hour ELA), as recommended by the Compass Learning program. •At risk students in third grade will be encouraged to attend homework club (facilitated by school staff) and after school tutoring as facilitated by classroom teachers. •Parents of at-risk students in third grade developed a goal for student use of Compass Learning at home as part of the Quarterly Learning Contract. •Students in Friendship Cares (After Care) will use Compass Learning daily. •Math instruction is reinforced during non-instructional periods (e.g., rolling numbers at the end of lunch). •The Reading Specialist works with advanced third grade students to enhance their understanding of 	<p>used a small dry erase board to work out problems. The teacher asked students to walk the group through the problem and explain their steps. Students transitioned between stations and also worked in small groups with the teacher on math word problems.</p> <p>Compass Learning Odyssey/Afterschool Homework Club In the afterschool homework club, third graders used a computer while wearing headphones. Some students used Compass Learning Odyssey to do math and literacy activities. Four teachers moved from student to student and helped them with the programs.</p> <p>Reading Specialist A reading specialist worked with students during the Eagle Power Hour on reading leveled readers. The reading specialist also worked with students during the regular math period.</p>

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
	complex word problems in preparation for PARCC.	



March 3, 2015

Gilda Sherrod-Ali, Board Chair
Roots Public Charter School
15 Kennedy Ave, NW
Washington, DC 20011

Dear Ms. Sherrod-Ali:

The DC Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2014-15 school year for the following reason:

- School had a Tier 3 rank on the Performance Management Framework during the 2013-14 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Roots between January 12 and January 23, 2015. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting on February 19, 2015.

Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, the classroom environment, and instruction.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Roots PCS.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Roots PCS serves approximately 94 students in grades prekindergarten 3 (PK3) through grade 5 in Ward 4. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in January 2015 because Roots PCS had a Tier 3 rank with a score of 26.1% on the Performance Management Framework during the 2013-14 school year.

The QSR team conducted observations over the course of a two-week window, from January 12 through January 23, 2015. One PCSB staff member and one consultant conducted ten observations of five classrooms. A member of the QSR team also attended a Board of Trustees meeting on February 19, 2015.

The QSR team used Charlotte Danielson's *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. The QSR team observed multiple teachers more than once. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored 68% of the observations as distinguished or proficient in the Classroom Environment domain. In the QSR conducted in May 2013 about 50% of the observations earned this rank. Creating an Environment of Respect and Rapport was the highest rated component with 10% distinguished and 70% proficient. The majority of teacher interactions with students were respectful regarding both words and actions. Only 50% of the observations in the Establishing a Culture for Learning component were rated as proficient. Teachers in some of the observations explained the importance of the content and communicated their expectations for learning. In the other observations teachers did not connect with the students on the purpose or expected learning outcomes related to the material.

The QSR team scored just 28% of the observations as proficient and none as distinguished in the Instruction domain. In the May 2013 QSR report, 36% of the observation earned this rank. This is a very low overall score for this domain with the component of Using Questioning/Prompts and Discussion Techniques receiving a score of just 10% proficient. Observations showed students who did not appear to be engaged in the content. Observers noted a lack of high-level instruction, few opportunities for student discourse, and little use of precise content language across grade levels. Teachers introduced new material without first assessing student understanding of the previous lesson. There were also some content errors in one observation. The purpose of the content was not explained to the students and the communication of the material itself was not executed in an effective way.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes the goals and academic achievement expectations of Roots PCS as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission: Promote and secure the connection of Mother Africa within our children; Prepare students to break the chains of psychological conditioning that attempt to keep them powerless in all phases of society; Provide students with a strong African-centered learning environment; Guide students toward academic excellence, exemplary character and social responsibility; Encourage success leading to self-reliance and economic, social/political contributions to society.</p>	<p>There was some evidence that Roots is working to meet its mission. However some observations suggested that instructional levels were not rigorous and not conducive to high academic standards.</p> <p>African-centered learning environment Each room had multiple representations of the African continent from a clock to a wooden map. Classrooms were decorated with pictures featuring Africans and African-Americans. The QSR team saw timelines of African-American history, an African-American heritage food pyramid and posters featuring African American writers. Students called their teachers “mama” and “baba,” which are Kiswahili words meaning “mother” and “father.” Some instructors wore traditional African clothing.</p> <p>Guide students toward academic excellence, exemplary character and social responsibility; Encourage success leading to self-reliance and economic, social/political contributions to society Teachers presented material but did not dig into topics when students had questions or misunderstandings. In a few observations teachers moved onto new material even though students expressed that they did not fully understand the previous topic.</p> <p>The school environment is safe and orderly. Students were universally compliant. However observers did not see students encouraged to expand their thinking or explore new ways of solving a problem.</p>

Mission and Goals	Evidence
	Across the classrooms teachers rarely communicated to students the purpose of the lesson or the expected outcomes.
Goals:	
<p>Roots PCS will continue to demonstrate a commitment to serving students (FAPE- free appropriate public education) with disabilities by completing the Public Charter School Board’s Quality Assurance Review (QAR) in the fall of 2014. RPCS will create a Special Education QAR Action Plan in collaboration with PCSB staff, and achieve “in place” for all indicators of the QAR by the end of the spring of 2016 and until its next five-year review school year 2018-2019 and beyond.</p>	As of March 3, 2015, Roots PCS had not completed a QAR report.
<p>For students in PK3 and PK4, at least 75 % of Pre-Kindergarten students will meet or exceed widely held expectations per the growth report from the Fall to the Spring administration of the <i>GOLD literacy assessment</i>.</p>	<p>PK3 and PK4 students participated in morning songs, chants, and dances. Teachers greeted students as they arrived and incorporated them into the ongoing morning program. Afterwards students broke into groups in the classroom and worked on literacy skills including: cutting out letters and writing.</p>
<p>At least 75% of students in kindergarten through second grade will increase by at least one reading level or maintain proficiency by the spring administration of the Scholastic Reading assessment (SRA) reading mastery test.</p> <p>At least 75% of first and second grade students will score proficient on the Scholastic Reading assessment (SRA) reading mastery test.</p> <p>The percent of students scoring proficient or advanced on the state reading assessment will meet or exceed the state average at each grade level 3-8 each year.</p>	<p>The QSR team observed teachers using nonfiction texts to teach science topics. One teacher discussed setting a purpose for reading by turning a heading into a question. Students engaged in a meaningful discussion about the topic and the vocabulary in the text.</p> <p>Other observations showed slow pacing which led to students disengaging from the lesson. In one observation incorrect answers were left unaddressed at the end of a lesson.</p>

Mission and Goals	Evidence
<p>At least 75 % of Pre-Kindergarten students will meet or exceed widely held expectations per the growth report from the Fall to the Spring administration of the <i>GOLD math assessment</i>.</p>	<p>All classrooms contained many types of math manipulatives and colorful charts showing counting, numbers, and shapes.</p>
<p>At least 75% of students in grades K through 2 will advance one level or maintain proficiency on the My Math assessment.</p>	<p>In the observation of My Math lessons, students worked with the teacher in a small group or independently on computer activities. The focus or intention of the computer activities was unclear. Other than allowing for differences in pacing/completion, assignments did not appear to be differentiated. One teacher used appropriate scaffolds to support student engagement, while others appeared to lack strategies needed to reach all students. All students completed the same worksheets.</p>
<p>The percent of students scoring proficient or advanced on the state math assessment will meet or exceed the state average at each grade level 3-8.</p>	<p>Please see the information for the previous math goal. In addition to this information, observers saw a math vocabulary lesson during which one student expressed misunderstanding and did not resolve the problem during the class period. During a later math game, students repeatedly gave incorrect answers. The teacher did not stop to work through any of the problems or provide explanations for how to solve them.</p>
<p>Governance:</p>	<p>A PCSB staff member attended the Roots PCS Board Meeting on February 19, 2015. A quorum was present. The attendees included members of the Roots PCS Board of Trustees, a representative from Education Compliance Associates (ECA) who will be working to increase school test scores, and a representative from Ghost Note who will be working on marketing for the school. The CEO, Dr. Bernida</p>

Mission and Goals	Evidence
	Thompson, provided an update on fundraising efforts. The Board then voted to approve a new member to their board – Dr. Otto. The remainder of the meeting included a report regarding student and faculty issues; a financial report; updates from the pre-primary; and the annual spring fling fundraiser.

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 68% of the observations as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 80% of the observations as distinguished or proficient in Creating an Environment of Respect and Rapport. Teachers and students interacted in respectful ways. In most observations teachers used positive language and respectful tones with students. Teachers told students they were doing a good job and encouraged them to keep trying. Students engaged politely with one another, took turns, shared materials and listened respectful to peers.	Distinguished	10%
		Proficient	70%
	The QSR team scored 20% of the observations as basic and none as unsatisfactory in this component. During one observation students were publically reprimanded frequently. In a few instances a teacher used a sarcastic tone to direct students or respond to student behavior. When one student told the teacher that she did not remember something the teacher responded, “I’m sure you don’t remember.” In another observation the teacher said, “Do you know what silent reading means?” in response to a student asking a question.	Basic	20%
		Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team scored 50% of the observations as proficient and none as distinguished in Establishing a Culture for Learning. Teachers acknowledged and praised on-task behaviors. One teacher actively engaged	Distinguished	0%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>a student who was despondent. She demonstrated her high expectations for his participation by scaffolding his language, using wait time to allow him to process, and using his name throughout instruction. Teachers in these observations encouraged students and recognized strong student effort.</p>	Proficient	50%
	<p>The QSR team scored 50% of the observations as basic and none as unsatisfactory in this component. Some teachers had low energy and only conveyed high expectations for some students. In one observation a few students were not addressed or engaged by the teacher during 20 minutes of the observation. When the teacher directly spoke with the students, the comments were not positive and did not support the students in completing the task successfully.</p>	Basic	50%
		Unsatisfactory	0%
Managing Classroom Procedures	<p>The QSR team scored 70% of the observations as proficient and none as distinguished in Managing Classroom Procedures. There were few interruptions to instruction. In some observations students followed routines and functioned independently. Some teachers had points and stars systems to support classroom routines. In one observation the teacher offered “points” to any student who would volunteer to give a sheet of paper to another student. In these observations students responded appropriately to cueing for transitions.</p>	Distinguished	0%
		Proficient	70%
	<p>The QSR team scored 30% of the observations as basic and none as unsatisfactory in this component. Teachers seemed to have routines in place but had trouble enforcing them. Often students did not have things to do when they finished an assignment or an assessment. Some transitions led to</p>	Basic	30%

The Classroom Environment	Evidence Observed	School Wide Rating	
	lost instruction time because the teacher kept changing the directions. Students were asked to sit one place and then moved again to computers. In one observation transitioning took over 15 minutes. Most students waited sitting at their desks. In another observation a teacher used a timer that went off long before the transition was complete.	Unsatisfactory	0%
Managing Student Behavior	The QSR team score 70% of the observations as proficient and none as distinguished in Managing Student Behavior. Classroom rules were posted in most classrooms. Teachers acknowledged on-task behaviors with praise, stars, and points. There was almost no student misbehavior during the majority of observations and when a student misbehaved, she or he would respond favorably the first time the teacher addressed inappropriate behavior (e.g., “stop talking”).	Distinguished	0%
		Proficient	70%
	The QSR team scored 30% of the observations as basic and none as unsatisfactory in this component. Teachers were inconsistent in their response to the few behavior issues that were observed. In one observation students were play fighting with scissors for a quite a while without the teacher noticing. During this time the students were supposed to be cutting information out of a workbook and pasting it into a folder. The students did not start the task during the allotted time.	Basic	30%
		Unsatisfactory	0%

INSTRUCTION

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 28% of the observations as “proficient” for the Instruction domain, with none earning the rank of distinguished. For a school in its 16th year of operation, this is extremely low.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team scored only 20% of the observations as proficient and none as distinguished in Communication with Students. In a science lesson a teacher explained the lesson topic. The teacher also reminded students of previous lessons they had on the topic and asked them to recall some of the things they learned. As the lesson continued students discussed vocabulary from the reading and described its meaning in the context of the text.	Distinguished	0%
		Proficient	20%
	The QSR team scored 80% of the observations as basic and none as unsatisfactory in this component. Teachers neither explained the purpose of lessons nor the student expectations for completing the assignment. In a few observations teachers moved from topic to topic without establishing a clear progression. Some teachers were trying to make connections between the lesson and other ideas but often the ideas did not clearly relate to what the students were learning. One teacher	Basic	80%

Instruction	Evidence Observed	School Wide Rating	
	<p>made some science content errors confusing weather patterns with the changing of day and night.</p> <p>During a math vocabulary lesson, one student expressed misunderstanding. The teacher did not address the issue but instead moved on to another task and never came back to the question. Students were later grouped into two teams and competed by solving math problems generated by an online program. Students repeatedly gave incorrect answers on the math game. The teacher did not stop to work through any of the problems or provide explanations for how to solve them.</p>	Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	<p>The QSR team scored 10% of the observations as proficient in Using Question/Prompts and Discussion Techniques. Observers saw discussion prompts used, discussions effectively building on student responses and the use of some open-ended questions. Students were engaged in their lesson and the class discussion.</p>	Distinguished	0%
		Proficient	10%
	<p>The QSR team score 90% of the observations as basic or unsatisfactory in this component. Overall teachers did not ask open ended or higher order questions, with students generally occupying their time completing worksheets Observers did not see teachers giving an appropriate amount of wait time after posing a question and observed primarily recall-level questions.</p>	Basic	80%

Instruction	Evidence Observed	School Wide Rating	
	<p>In one observation a teacher looked at each finished assignment paper and said, “No,” to each student who had gotten the wrong answer without any probes or guidance for attaining the correct answer. In other observations teachers talked to students about the material but did not engage them in the discussion about the material.</p>	Unsatisfactory	10%
Engaging Students in Learning	<p>The QSR team scored 30% of the observations as proficient in Engaging Students in Learning. PK students used different materials and worked in small groups to complete similar objectives. Teachers across grade levels encouraged students as they were working by saying, “Work together; put your heads together and figure it out; take the challenge when you see difficult words in the text.” Students eagerly raised their hands to answer questions and participate in the lessons in these observations.</p>	Distinguished	0%
		Proficient	30%
	<p>The QSR team scored 70% of the observations as basic in this component. The majority of students observed were independently completing tasks on computers. Teachers did not revisit lesson objectives following time on computer activities.</p> <p>Other observations showed slow pacing which led to students disengaging from the lesson. In a few observations students spent parts of the class waiting for others to finish; during this time they started to disengage from the work and had trouble getting back into the lesson. There was little evidence of choice in completing the same task. In the majority of the observations the students all completed the same worksheets in the same manner.</p>	Basic	70%
		Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	The QSR team scored 50% of the observations as proficient in Using Assessment in Instruction. In these observations teachers provided feedback to students on responses and classwork. Teachers also corrected student errors on assignments and provided guidance on how students could improve work.	Distinguished	0%
		Proficient	50%
	The QSR team scored 50% of the observations as basic in this component. Teacher in these observations made minor attempts to engage students in assessing their work. Overall there was little evidence that students understood how their work would be evaluated. There were also limited attempts to model high-quality work. In one observation the teacher used a game show format to have teams of students solve problems. The students knew that they were getting all of the answers wrong but the teacher never adjusted the game/lesson to give feedback or work through the problems together.	Basic	50%
	In another observation involving the reading of a nonfiction text, the teacher did not give feedback on written work related to the lesson. The teacher moved on to new material even after students had given incorrect answers on the written work.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<p>Using Assessment in Instruction</p>	<p>Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.</p>	<p>Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.</p>	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.</p>	<p>Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.</p>

POLICY TITLE:	Elect the Performance Management Framework as Charter Goals
ADOPTION/EFFECTIVE DATE	Adopted: February 25, 2013 Updated: May 19, 2014 Most Recently Updated with Hold Harmless: November 17, 2014

PURPOSE of this Revision

Revisions to this policy will address how schools that previously adopted the Early Childhood (“EC”) and the Elementary School/Middle School (“ES/MS”) PMFs will be able to transition to the Early Childhood/Elementary School/Middle School (“EC/ES/MS”) combined framework for accountability purposes; amend the criteria for 10-year review and renewal; and clarify the Grandfather clause.

ELECT PMF AS GOALS POLICY

Schools may choose to replace their charter goals and student academic achievement expectations with the Performance Management Framework(s), as amended over time, for the grade levels it serves. Upon the school’s request, the following language will be added to their charter as an amendment, which will be approved by DC PCSB's Board.

The goals and student achievement expectations for students attending a given public charter school will be updated from those currently detailed in its charter, or subsequently created accountability plans, and replaced with the Early Childhood/Elementary/Middle School (“EC/ES/MS”), high school (“HS”), and/or adult education (“AE”), PMFs. Any updates to the PMF(s), including changes in state assessments, performance indicators, floors, targets, and formulas will be automatically updated and accepted by the school without requiring a charter amendment as long as the PMF was updated through a fair and transparent process involving a task force that comprises school leaders, charter advocates, and DC PCSB staff and was officially adopted by DC PCSB's Board of Trustees in a public vote. Charter schools with mission-specific goals, non-academic goals, and/or goals relating to achievement gaps or subgroup performance are encouraged to include these as supplemental goals and academic achievement expectations. Wherever possible these should be measurable and feasible to assess objectively.

Upon adoption, the new PMF-based goals will be used to evaluate a school's performance for the years beginning with the year the PMF was formally adopted by the Board. The Board formally adopted the ES/MS PMF for schools serving grades 3-8, or a subset thereof, (now EC/ES/MS PMF) and the HS PMF in school year 2010-11. The Board formally adopted the EC PMF (now included in the EC/ES/MS PMF) and the adult education PMF in school year 2013-14.

Schools will opt to update their mission-specific goals and adopt targets to be measured along with the PMF results during high stakes reviews.

Through the 2017-2018 review cycles PCSB will provide flexibility in the use of the 2014-15 Partnership for Assessment of Readiness for College and Careers (“PARCC”) scores in calculating a school’s PMF score as indicated below. However, PCSB will continue to use the non-PARCC-related PMF measures (e.g. attendance, re-enrollment, SAT, CLASS) as well as prior year DCCAS results to determine school performance during a charter review and renewal.

Fifth-Year Charter Review

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF¹ as goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its fifth-year charter review, the school will need to have earned at least 40% of the possible PMF points in at least two of the most recent three years (two of the most recent four years from the 2014-15 review cycle through the 2017-2018 review cycle) in operation to be deemed as having met its goals and student academic achievement expectations during this review.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF’s scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

Tenth-Year Charter Review

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF¹ as its goals and student academic achievement expectations to be considered as having met its goals and student academic achievement expectations at its tenth-year charter review, the school will need to have:

- earned at least 50% of the possible PMF points in two of the most recent three years (two of the most recent four years from the 2014-15 review cycle through the 2017-18 review cycle); and
- earned at least 45% in any four of the previous five years (except SY2014-15, when it is held harmless).

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF’s scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

Charter Renewal and Every Review Thereafter

¹ See table at end of policy for which PMFs are applicable to this policy since school year 2010-11.

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF¹ as its goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its 15-year charter renewal and every review thereafter, a school will need to have:

- earned at least 55% of the possible PMF points in two of the most recent three years (two of the most recent four years from the 2014-15 review cycle through the 2017-18 review cycle); and
- earned at least 45% in four of the previous five years (except SY2014-15, when it is held harmless).

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

If there is a conflict between the terms in the Hold Harmless section and existing charter agreements, the existing charter agreement terms will supersede the Hold Harmless section of the Elect the PMF as Goals Policy.

GRANDFATHER CLAUSE

Tenth-Year Charter Review, 15-Year Charter Renewal or Any Review Thereafter

The Grandfather Clause is applicable only to an elementary school that permanently ends in grade 3 or below, has already adopted to elect the PMF as its charter goals, and is undergoing a 10- or 20-year charter review or 15-year renewal in school year 2015-16, 2016-17, or 2017-18.²

An early childhood school, that fits the definition described above, may elect not to be evaluated according to the above standards. Instead, it will need to demonstrate improvement in performance with no score below 40% in the most recent two years prior to review and earn at least 45% of the possible PMF points for at least two years of the five-year period.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

²Because of the merger of the EC with the ES/MS PMF, there is no longer a need for the Grandfather Clause to be applicable to elementary schools that offer through at least grade 4, middle schools, or high schools as the ES/MS and HS PMFs were adopted in SY2010-11.

If a school previously chose to adopt the EC or AE PMF the following will be used to measure goal attainment for the 2013-14 school year:

- Each measure within the framework will be considered an individual charter goal. A School will be considered to have met its goals if it meets or exceeds the floor for each individual measure as per the corresponding Policy & Technical Guide.

PMF Development Timeline

	SY2010-11	SY2011-12	SY2012-13	SY2013-14	SY2014-15	SY2015-16
Early Childhood			N/A (pilot)	X (meet the floor of each measure)	X	X
Elementary School/Middle School	X	X	X	X		
High School	X	X	X	X	X	X
Adult Education			N/A (pilot)	N/A (pilot)	X	X

The most recent version of this policy can be found on DC PCSB's website:

<http://www.dcpsb.org/sites/default/files/Hold%20Harmless%20Policy.pdf>



SCOTT PEARSON, EXECUTIVE DIRECTOR

March 7, 2014

Ms. Elizabeth Jorgensen
 Chairperson
 Potomac Lighthouse PCS
 c/o United Bank
 2071 Chain Bridge
 Vienna, VA 22182

Dear Ms. Jorgensen,

This letter is a follow-up to the January 13, 2014 meeting between you, members of Lighthouse Academy's administrative team, and members of Potomac Lighthouse Board of Trustees and representatives from DC Public Charter School Board ("PCSB") leadership, including Board Chair John "Skip" McCoy, Board Members Emily Bloomfield and Sara Mead, Deputy Director Naomi DeVeaux, Specialist Charlotte Cureton, and me. Unfortunately, Potomac Lighthouse PCS's Principal Ramon Richardson was unable to attend. As discussed during the meeting – and indeed the reason for requesting the meeting – are several concerns PCSB have about Potomac Lighthouse PCS as it approaches its 10-year charter review in the 2014-15 school year.

PCSB shared its concerns with the troubling decline in Potomac Lighthouse PCS' Elementary/Middle School Performance Management Framework ("PMF") performance over the past three years, from 54.6 in 2010-11, to 49.3 in 2011-2, and 34.3 in 2012-13, resulting in the school's current Tier 3 PMF designation. While PCSB will assess whether Potomac Lighthouse PCS has met its goals and academic achievement expectations in determining continuation of the charter, it has been our experience that decline in a school's performance on the PMF is an indicator of not meeting goals and academic achievement expectations. Additionally, the school only met three of seven targets on its 2013 early childhood pilot PMF. PCSB emphasized that it was urgent for the school to take action to improve its academic performance in all grade levels or that charter revocation could result.

PCSB also pointed out that the school was experiencing continuing compliance issues. This school year Potomac Lighthouse PCS has significantly underreported its suspensions to PCSB, and for a time did not have two parent members on the school's Board of Trustees (although this seems to have been addressed). Moreover PCSB continues to receive many parent complaints about the school – 18 so far this year.

Potomac Lighthouse PCS staff responded to these concerns, citing that they have hired almost an entirely new teaching faculty, are working with The Achievement Network to offer professional development around data-driven instruction, and that Lighthouse Academies has detailed a new regional vice-president, Carole Kelley, to support the school. In addition, the board is undergoing leadership change, with the former board chair stepping off of the board

and you taking over as board chair. We also understand that the current board is prepared to make other leadership changes if the school's academic performance does not improve. PCSB responded that some of these changes might not be sufficient this late in the review cycle.

Finally, we discussed with the board members not affiliated with Lighthouse Academies that they should consider whether Lighthouse Academies is the best entity to serve their students, or whether a change was needed. I added that the board could consider finding another charter management organization, or a high quality charter operator to run the school.

Thanks very much to you and your fellow board members and school staff for taking the time to meet with us. We look forward to reconvening in the fall once the PMF scores are released. If you have any questions or wish to further discuss any issue, please feel free to reach out to me.

Sincerely,

A handwritten signature in black ink, appearing to read 'SP', is centered on the page.

Scott Pearson
Executive Director

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

- Approve a Charter Application (15 yrs.)
- Approve a Charter Renewal (15 yrs.)
- Approve Charter Continuance (5 or 10 yrs.)
- Approve a Charter Amendment Request
- Give a Charter Notice of Concern
- Lift the Charter Notice of Concern
- Commence Charter Revocation Proceedings
- Revoke a Charter
- Board Action, Other _____

Non-Voting Board Items

- Public Hearing Item
- Discussion Item
- Read into Record

Policies

- Open a New Policy or Changes to a Policy for Public Comment
- Approve a New Policy
- Approve an Amendment to an Existing Policy

PREPARED BY: Naomi Rubin DeVeaux, Deputy Director

SUBJECT: Potomac Preparatory Public Charter School – 10-Year Charter Review

DATE: December 15, 2014

On November 17, 2014, the D.C. Public Charter School Board (“PCSB”) board voted to initiate charter revocation proceedings against Potomac Preparatory Public Charter School (“Potomac Prep PCS”) because the school had not met the majority of its goals and academic achievement expectations. Specifically, PCSB staff found that the school, in its ten-year review, had not met 17 of its goals, partially met two of its goals, and fully met one goal.¹ Staff also noted “PCSB cannot base a charter continuance on a new leadership staff and/or new strategic plan launched in the school’s tenth year, just as the tenth-year review began, after a decade of poor performance. Moreover, the SRA requires the charter review to be based on the school’s historical performance.”

Subsequent to the board’s November 17, 2014 vote, over a dozen PCSB staff and board members have visited the school. On December 10, 2014, PCSB held a 2 ½ hour public hearing at the request of the school. Both the visits and the hearing provided some observational evidence that the school’s culture, organization and administration, and aspects of the school’s academic program have materially improved from the previous year – in other words, that the turnaround promised by the school is more than a written plan but is underway.

¹ The staff memorandum from that meeting may be found at Appendix A.

These observations should be caveated: answers given at the public hearing to board questions about details of the academic, professional development, and special education programs were vague. The school has provided little actual data to document the impact of the turnaround. Further, the school, in the course of the turnaround, has deviated considerably from curricular commitments made to PCSB in an MOU that the school signed in September, 2014.

The School Reform Act provides that, prior to the expiration of a school's charter at the end of fifteen years, PCSB "may" revoke a charter if a school has failed to meet its goals. Here, the school has failed to meet the vast majority of its goals. However, the board may wish to exercise its discretion as to whether to revoke the charter.

Should the board vote not to revoke the school's charter at this time, staff recommends that the charter be continued with strict conditions for rapid improvement over the next three years. Specifically, staff recommends that charter continuance be conditioned on the following:

That, by December 19, 2014 Potomac Prep sign an amendment to their charter with the following conditions. If the amendment is not signed by this date the school's charter will be revoked at the end of the 2014-15 school year.

1. The school will achieve all of the following targets for its 2014-15 school year:

- a. School will be within at least be one percentage point of or exceed the in-seat attendance rate for the charter sector for each of the three grade-level bands for School Year 2014-15:
 - i. Prekindergarten-3 and Prekindergarten-4
 - ii. Kindergarten – 2nd grade
 - iii. 3rd – 8th grade

- b. The school's average proficiency rate on PARCC in reading and in math will be at least within one standard deviation of the 50th percentile of all DC charter elementary and middle schools for school year 2014-15.

- c. 75% of pre-kindergarten -3 and -4 students will meet or exceed their average growth goals on the Every Child Ready assessment

or

School will be at least within 0.1 point of the 2015 DC charter average in each of the three CLASS domains.

- Emotional Support
- Classroom Organization
- Instructional Support

- d. 50% of Kindergarten through second grade students will meet or exceed typical growth in Reading and Math on the NWEA-MAP assessment.

If the school does not achieve all of these targets, the school will relinquish its charter at the end of the 2015-16 school year.

2. The school will achieve all of the following targets for its 2015-16 school year:
 - a. Earn a score of at least 50 on the 2015-16 Elementary/Middle Performance Management Framework (ES/MS PMF)
 - b. School will be within at least be one percentage point of or exceed the in-seat attendance rate for the charter sector for each of the two grade-level bands for School Year 2015-16: a) prekindergarten-3 and -4, and b) kindergarten through 2nd grade.
 - c. At least 75% of pre-kindergarten -3 and -4 students will meet or exceed their average growth goals on the Every Child Ready assessment.

or

Potomec Prep PCS will score within 0.1 point of the 2015-16 DC charter average in each of the three CLASS domains: a) Emotional Support, b) Classroom Organization, and c) Instructional Support.

- d. At least 50% of Kindergarten through second grade students will meet or exceed typical growth in Reading and Math on the NWEA-MAP assessment.

If the school does not achieve all of these targets, the school will relinquish its charter at the end of the 2016-17 school year.

3. The school will achieve the following targets for the 2016-17 school year:
 - a. Earn a score of at least 55 on the Elementary/Middle School Performance Management Framework
 - b. School will be within at least be one percentage point of or exceed the in-seat attendance rate for charter sector for each of the two grade-level bands for School Year 2016-17: a) prekindergarten-3 and -4, and b) kindergarten through 2nd grade.
 - c. At least 75% of pre-kindergarten -3 and -4 students will meet or exceed their average growth goals on the Every Child Ready assessment.

or

Potomec Prep PCS will score within 0.1 point of the 2015-16 DC charter average in each of the three CLASS domains: a) Emotional Support, b) Classroom Organization, and c) Instructional Support.

- d. At least 50% of Kindergarten through second grade students will meet or exceed typical growth in Reading and Math on the NWEA-MAP assessment.

If the school does not achieve all of these targets, the school will relinquish its charter at the end of the 2017-18 school year.

4. By March 15, 2015 the school must submit a petition to amend its charter to reflect the current educational, operational and legal structure, including the revised curriculum and instruction. This petition will form the basis of a more comprehensive charter amendment.

In Potomac Prep PCS's amendment petition, it must update its goals and student academic achievement expectations ("academic expectations") so that they are rigorous and relevant. The goals must incorporate the conditions for SY 2015, 2016 and 2017 described in this memo.

If the school fails to submit this petition by the required date, the school will relinquish its charter at the end of the 2014-15 school year.

5. PCSB will conduct a Qualitative Site Review of the school in both the 2014-15 and 2015-16 school year to assess whether the school is meeting its goals and academic expectations, the conditions of this agreement, as well as whether it is meeting the following key strategies is described in its Turnaround Plan:

- Improve student literacy (through whole-school development, online tools, and intervention strategies throughout subjects);
- Develop supportive learning environments;
- Accelerate math achievement;
- Improve special education instruction and compliance; and
- Use data cycles to inform instruction.

If PCSB staff concludes through the QSR that the school is not following the above strategies, as outlined in their Turnaround Plan, it may recommend to the board that the school's charter be revoked at the end of the school year.

Note: The PCSB may, at its sole discretion, elect to waive any of the above conditions if it has concerns with the reliability of the assessment mechanisms. For year 1 PCSB may substitute the following condition if it has concerns with the reliability of the PARCC assessment:

70% of all 3-8th grade students will score at or above the 40th percentile of NWEA MAP national average and/or meet/exceed their Spring typical growth target in math and reading.

Dawn Woodruff

Date: <u>12/15/2014</u>
PCSB Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Approved with Changes <input type="checkbox"/> Rejected
Changes to the Original Proposal: _____

APPENDIX A

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

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- Approve a Charter Renewal (15 yrs.)
- Approve Charter Continuance (5 or 10 yrs.)
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- Lift the Charter Notice of Concern
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Non-Voting Board Items

- Public Hearing Item
- Discussion Item
- Read into Record

Policies

- Open a New Policy or Changes to a Policy for Public Comment
- Approve a New Policy
- Approve an Amendment to an Existing Policy

PREPARED BY: Sarah Medway, Senior Charter Agreement Specialist

SUBJECT: Potomac Preparatory Public Charter School – Ten-Year Charter Review

DATE: November 17, 2014

This memorandum summarizes DC Public Charter School Board (“PCSB”) staff’s ten-year charter review of Potomac Preparatory Public Charter School (Potomac Prep PCS”), conducted as required by the School Reform Act (“SRA”), D.C. Code §§ 38-1802 *et seq.*²

Staff Recommendation and Key Findings

PCSB staff recommends to the PCSB Board that it vote to initiate revocation of Potomac Prep PCS’s charter, based on the school not meeting the majority of its goals and academic achievement expectations (“academic expectations”).

Potomac Prep PCS has not engaged in a pattern of fiscal mismanagement or non-adherence to generally accepted accounting principles. The school has weak economic viability, although this has improved in the last two years.

² D.C. Code § 38-1802.12(a)(3).

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Potomac Prep PCS has not engaged in a pattern of fiscal mismanagement or non-adherence to generally accepted accounting principles. The school has weak economic viability, although this has improved in the last two years.

² D.C. Code § 38-1802.12(a)(3).

Potomac Prep PCS did not meet 17 goals, partially met two goals, and met one goal. The school did not meet the majority of its academic goals and its reading, math, and science DC CAS proficiency rates have declined over the past three academic years. Similarly, its early childhood program has produced weak results, with the school missing targets related literacy and math growth, as well as literacy achievement.

PCSB staff is also concerned that Potomac Prep PCS is not operating the school in accordance with its mission of preparing students for college through a rigorous, arts infused program. There is no indication on the record that the school is executing an arts-infused program, and the school did not meet the goal related to the arts. Additionally, based on PCSB's qualitative observations, as well as student achievement across all tested areas, the school is not preparing students for college through a rigorous program.

Standard of Review

The SRA states that the eligible chartering authority "shall review [a school's] charter at least once every [five] years."³ As part of this review, PCSB must determine whether:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter."⁴

If PCSB determines that a school has committed a material violation of law, or has not met its goals and expectations, it may, at its discretion, revoke the school's charter, or grant the school a conditional continuance.

Additionally, there is a fiscal component to the charter review. PCSB is required by the SRA to revoke a school's charter if PCSB determines in its review that the school (1) has engaged in a pattern of nonadherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

School Overview

Potomac Prep PCS began operation in 2005 under authorization from PCSB to serve students in grades pre-kindergarten through third grade during its first year, and to expand in subsequent

³ D.C. Code §38-1802.12(a)(3).

⁴ D.C. Code §38-1802.12(c).

years to eventually serve all grades through the twelfth grade.⁵ The school currently offers programming from pre-kindergarten-3 through the eighth grade.

Its mission, as detailed in its charter, is as follows:

Students at [Potomac Prep PCS] will acquire the knowledge, skills, values and attitudes to be responsible citizens and effective workers, through a curriculum that infuses fine and performing arts into a rigorous core of content.

However, starting in 2006-07, the school began using the following mission.

The mission of Potomac Lighthouse Public Charter School is to prepare students for college through a rigorous, arts infused program.

While the new mission does not change the core tenants of the school’s mission and philosophy, it should be noted that it is a violation of the SRA for a school to change its mission without submitting a charter revision petition.⁶

The school’s overall performance data on PCSB’s Performance Management Framework, which incorporates many indicators beyond reading and math proficiency, including academic growth, attendance, and reenrollment (the “PMF”) are summarized in the table below. As per the table below, the school has experienced a drop in performance in all grade levels from 2010-11 and 2011-12, and this drop continued in 2012-13 and has, to date, not shown signs of rebounding.

	Ward	First School Year	2013-14 Student Enrollment	2010-11	2011-12	2012-13	2013-14
PK3-2	5	2005-06	240	Met 7 of 8 targets	Met 0 of 8 targets	Met 3 of 7 targets	N/A ⁷
3-8			183	54.6% Tier 2	49.3% Tier 2	34.3% Tier 3	35.3% Tier 2

Previous Charter Review

Per PCSB policy in place at the time, PCSB conducted a preliminary charter review of Potomac Prep PCS in February 2010 and then conducted a charter review the following year. At the time, the PCSB Board would issue a charter warning to a school if it determined in the preliminary charter review that the school had not met the review standard established by the SRA. The

⁵ Potomac Prep PCS charter agreement, p. 3.

⁶ D.C. Code § 38-1802.04(c)(10).

⁷ There are no outcomes for the school’s early childhood program because this was the pilot year that it was evaluated as part of the new Early Childhood PMF.

school would then “have an opportunity to take corrective action [over the course of a year] to improve their outcomes and thus avoid possible charter revocation by being responsive to the results of the preliminary charter review.”⁸

Preliminary Charter Review

In Potomac Prep PCS’s February 2010 preliminary review, PCSB staff found the school had not met the academic and governance standards and was a candidate for charter warning as a result. In the report, PCSB noted that in the previous school year, SY 2009-2010, 30.6% of Potomac Prep PCS students scored proficient in reading on the DC CAS and 13.9% scored proficient in math. The school met three of four non-academic criteria assessed, including attendance and enrollment targets. But it missed the 75% reenrollment target by having a 68% reenrollment rate in 2007-08 and a 71% enrollment rate in 2008-09.

PCSB staff also found the school did not meet the governance standard in place at the time, citing a “trend of several governance and leadership challenges in the school’s attempt to operate a fully functioning and operational level of implementation.”⁹ With respect to leadership stability, the school had three Board of Trustees chairs and four new principals within two years.¹⁰

Regarding the school’s compliance, PCSB found the school evidenced no to low levels of implementation of No Child Left Behind requirements. Fiscally, PCSB found the school’s 0.37 liquidity ratio¹¹ to be “indicative of an institution on the verge of financial collapse.”¹²

Based on these findings, the PCSB Board voted to issue a charter warning to the school.¹³

Memorandum of Understanding

In April 2010, after the school was placed on charter warning, it entered into a Memorandum of Understanding (“2010 MOU”) with PCSB. In this MOU, PCSB’s concerns with the school’s performance were that:

- The school did not have a documented comprehensive curriculum that was aligned with state standards.
- There was lack of clarity regarding “the meaning associated with the major components of the mission statement: arts-infusion, college preparatory and instructional rigor, and the implications for student learning.”

⁸ Potomac Prep PCS Preliminary Charter Review Board Memorandum, dated February 2, 2010.

⁹ Potomac Prep PCS Preliminary Charter Review summary, p. 7.

¹⁰ Potomac Prep PCS Preliminary Charter Review Board Memorandum, dated February 2, 2010.

¹¹ To calculate a school’s “liquidity ratio,” current assets are divided by current liabilities. Current refers to the 12 months or normal operating cycles that a school can convert certain assets into cash or use up or settle certain obligations.

¹² Potomac Prep PCS Preliminary Charter Review Board Memorandum, dated February 2, 2010.

¹³ February 22, 2010 PCSB Board meeting minutes.

- “Classroom observations revealed limited differentiated instruction and the use of critical thinking.”
- The school had not developed a school-wide testing calendar.
- The review team observed “many incidences of anger, disruptive and violent behaviors displayed between students in the classrooms which threatened the safety of other children and staff.”¹⁴
- The school had “inadequate staffing, space and material resources to support mission accomplishment and improve student achievement.”¹⁵
- The school had not complied with the SRA’s requirement that a charter school’s board have an odd number of members, along with two parent mentors.
- The school did not submit data to PCSB in a timely manner.

The 2010 MOU also included the school’s responses to these concerns. In this MOU, the school proposed to not offer grades six through eight in 2010-11.¹⁶ In 2010-11 and 2011-12, the school offered pre-kindergarten, adding sixth and seventh grades in 2012-13, and eighth grade in 2013-14.¹⁷ While the school committed in the 2010 MOU to include its progress regarding addressing PCSB’s concerns in its 2009-10 Annual report, it did not do so.

Charter Review

In February 2011, PCSB conducted the school’s charter review, with the PCSB Board voting to fully continue the school. In this review, PCSB staff noted that the school’s academic proficiency had improved from 2008-09 to 2009-10 (from 31% to 42% in reading, and 15% to 45% in math).¹⁸

PCSB staff also noted that the school had “begun implementing the recommendations for improvements in curriculum, instruction, and assessment that were outlined in the [MOU] and Program Development Review, has demonstrated progress on its internal assessments, and has systems in place to monitor student performance.”¹⁹ Finally, it was noted that in FY2010 the school’s financials remained weak, with a low liquidity ratio, and a fiscal deficit of \$163,000, which was down from a \$565,000 deficit in FY2009. Part of this deficit decrease was due to the school’s charter management organization, Lighthouse Academies, Inc. (“CMO” or “Lighthouse Academies”) forgiving a \$230,000 promissory note to the school.

¹⁴ April 2010 Memorandum of Understanding, p. 8.

¹⁵ April 2010 Memorandum of Understanding, p. 10.

¹⁶ April 2010 Memorandum of Understanding, p. 10.

¹⁷ See 2009-10, 2010-11, 2011-12, 2012-13, and 2013-14 annual reports.

¹⁸ Charter Review Analysis, p. 2.

¹⁹ Charter Review Analysis, p. 2

Board-to-Board Meeting

In January 13, 2014, representatives from the governing boards of both PCSB and Potomac Prep PCS met to discuss PCSB's concerns about the school's academic and compliance performance, numerous reports of an often chaotic environment at the school, and its upcoming charter review.²⁰ In PCSB's March 7, 2014 letter to the school that followed this meeting, it emphasized that "it was urgent for the school to take action to improve its academic performance in all grade levels or ... charter revocation could result."²¹ Additionally, PCSB informed the school of other issues: that it had "significantly underreported its suspensions to PCSB, and for a time did not have two parent members on the school's Board of Trustees."

In subsequent meetings, the school responded to these concerns, citing that it "hired almost an entirely new teaching faculty," had engaged the Achievement Network for professional development regarding data-driven instruction, and that a new regional vice-president of the school's CMO would be supporting the school. The school also informed PCSB that its board's leadership was changing – the former board chair was stepping off the board and being replaced by a new board chair.

Separation from Lighthouse

In June 2014, the PCSB Board approved a request from the school to terminate its agreement and relationship with Lighthouse Academies. After the PCSB Board's approval, the school executed a termination agreement with the CMO, hired a new school leader reporting directly to the board, and contracted with EdOps to manage its finances.

The school's charter stipulates that Lighthouse Academies would provide the school's academic curriculum design and materials; human resources development and management, including the employment of all teachers and staff by Lighthouse Academies; and fiscal management, legal compliance, and operational support. Losing this support, which was identified in the charter, generally requires a school to develop and submit an extensive petition to amend its charter, with a detailed plan as to how the Board of Trustees would manage the school's academics, operations, and finances independently from Lighthouse Academies. Such a petition would need to provide details on the school's curriculum, instructional strategies, academic plans, and organizational structure, all of which were invalid in the school's charter after the departure of Lighthouse. Because the school was scheduled to undergo this charter review, PCSB and the school agreed to postpone this charter petition until after the PCSB Board voted on this review and entered instead into a Memorandum of Understanding for the 2014-15 academic year that

²⁰ See letter dated March 7, 2014 from Scott Pearson, PCSB Executive Director, to Betsy Jorgensen, Potomac Prep PCS board chair.

²¹ See letter dated March 7, 2014 from Scott Pearson, PCSB Executive Director, to Betsy Jorgensen, Potomac Prep PCS board chair.

addressed, at a very high level, the academic and operations structure of the school operating independently of a CMO.²²

Attainment of Goals and Academic Expectations

The chart below summarizes PCSB's determinations of whether the school met its goals and academic expectations. These determinations are further detailed in the body of the school's review report.

	Goals and Academic Expectations	Met?
1	All students will reach high levels of academic attainment.	No
1(a)	All students will demonstrate progress towards academic success in all core subjects.	No
1(a)(i)	All students will demonstrate grade-appropriate reading strategies.	No
1(a)(ii)	All students will apply math concepts to solve problems addressing grade-level standards.	Partially
1(a)(iii)	All students will successfully complete lab work addressing grade-level standards.	No
1(a)(iv)	All students will communicate through writing according to grade-level standards.	No
1(a)(v)	All students will successfully complete work in social studies that aligns to grade-level standards.	No (Insufficient Evidence)
1(b)	Each year all students enrolled for a full year at the school will successfully complete at least 80 percent of schoolwork corresponding to Lighthouse Exit Standards.	No (Insufficient Evidence)
1(c)	All students will demonstrate improvement of at least four Normal Curve Equivalent (NCE) points between the fall and spring administration of the standardized assessment in use by the District of Columbia Public Schools in the same school year.	No longer measured
1(d)	All students who have spent at least two full years at the school will score at least within half a year of their grade level equivalent on the standardized assessment in use by the District of Columbia Public Schools.	No
1(e)	All students who have spent at least two full years at the school will demonstrate proficiency on state assessments.	No

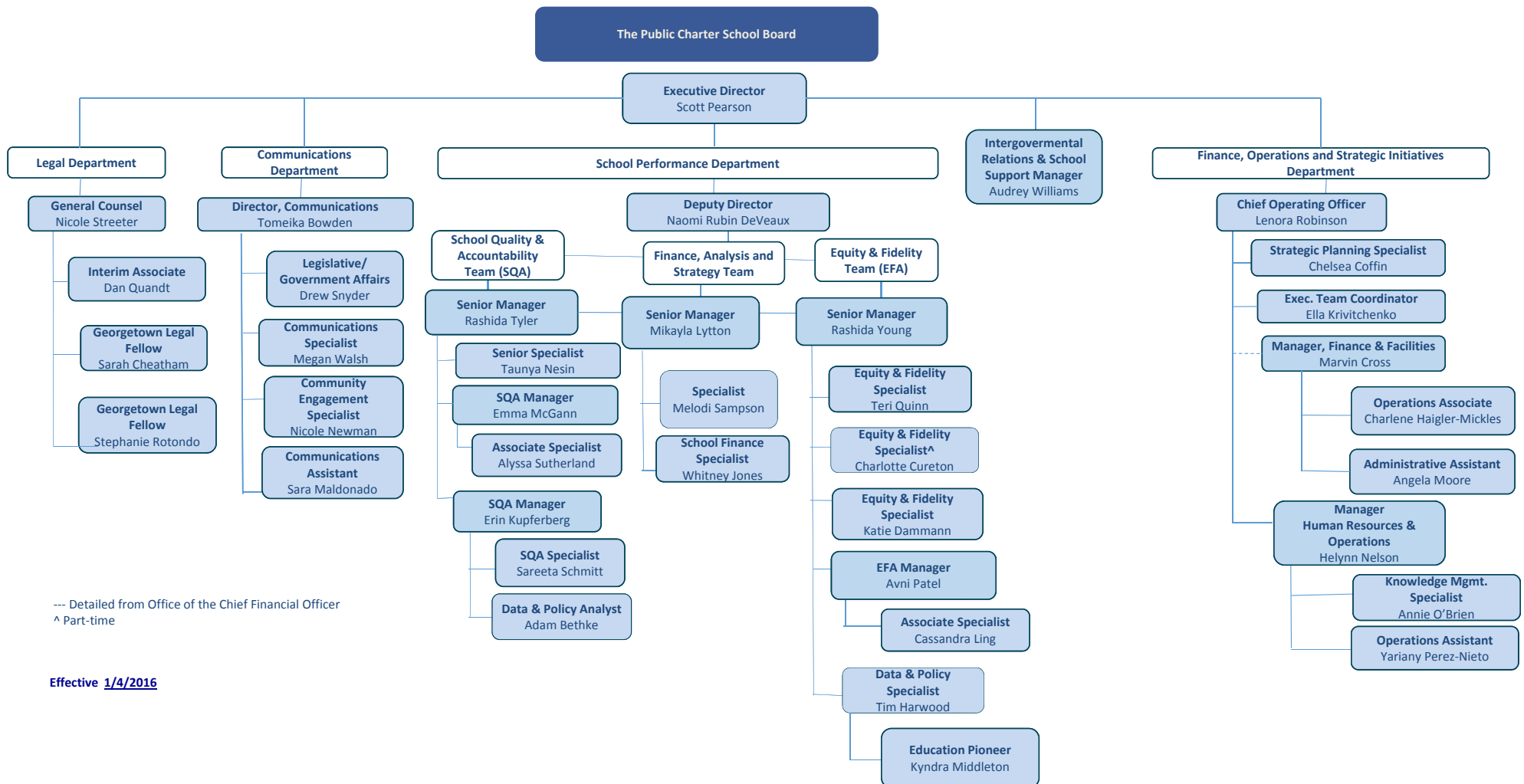
²² See September 16, 2014 Memorandum of Understanding.

1(f)	Among students who have spent at least two full years at the school, disaggregated data from the standardized assessment in use by the District of Columbia Public Schools will show no significant difference between groups of students from different demographic groups within a school.	No
2	All students will contribute to at least one public art demonstration or performance each year.	No (Insufficient Evidence)
3	Students will demonstrate hard work, personal responsibility, and respect according to school-developed standards.	Yes
4	Potomac Prep PCS will meet Adequate Yearly Progress targets.	No longer measured
5	Parents at Potomac Prep PCS will rate the school, on average, at least 3.0 out of a 4.0 scale on a parent satisfaction survey.	No (Insufficient Evidence)
6	Potomac Prep PCS will fill, by the end of the first week of school, at least 95% of the available openings each year.	No
7	Potomac Prep PCS will re-enroll at least 90% of eligible students at the end of the school year.	No
8	The average daily student attendance each year will be at least 90%.	Partially
9	By the end of each July, Potomac Prep PCS will develop a wait list equal to 20% of the school's total enrollment for the next school year.	No
10	Potomac Prep PCS will have a balanced budget each fiscal year.	No
11	There will be no exceptions made by the school's external auditor.	No

Darren Woodruff

Date: 12/15/2014
 PCSB Action: Approved Approved with Changes Rejected
 Changes to the Original Proposal: _____

DC Public Charter School Board Organizational Chart



--- Detailed from Office of the Chief Financial Officer
 ^ Part-time

Effective 1/4/2016



FY 2015 PERFORMANCE PLAN
District of Columbia Public Charter School Board

MISSION

The D.C. Public Charter School Board's (PCSB) mission is to provide quality public school options for DC students, families, and communities by conducting a comprehensive application review process, providing effective oversight of and meaningful support to DC public charter schools, and by actively engaging key stakeholders.

SUMMARY OF SERVICES

PCSB carries out four key functions: 1) ensure that only the highest quality organizations are approved to open charter schools, which is accomplished through our comprehensive application review process; 2) make effective oversight decisions in the interest of students and hold charter schools to high standards with respect to results; 3) provide clear feedback to charter schools and maintain a system of rewards and consequences to manage progress towards desired outcomes; 4) actively engage key stakeholders to ensure transparency and accountability through an exchange process that facilitates the sharing of critical information and feedback regarding community impact and preferences.

AGENCY WORKLOAD MEASURES

Metric	FY 2012 Actual	FY 2013 Actual	FY 2014 YTD
Number of Public Charter Schools Applications	12	11	10
Number of Qualitative Site Reviews (formally PDRs)	29	54	42
Number of Compliance Reviews	98	102	109
Number of Financial Reviews	285	285	285
Number of Workshops	N/A	35	10
Number of School Openings (New Charters and New Campuses)	4 new charters schools; 1 expansion	4 new charter schools; 2 expansions	4 new charter schools, 5 expansions
Number of School Closings	0	0	4



OBJECTIVE 1: Promote increased school academic quality through oversight reviews and our Performance Management Framework (PMF).

INITIATIVE 1.1: Conduct rigorous 5, 10 and 15-year reviews of DC charter schools.

PCSB will complete rigorous reviews of schools in their 5th, 10th or 15th year of operation, ensuring that low-performing schools, according to our PMF, take one or more actions to improve performance or close. Rigorous reviews will include Qualitative Site Reviews (QSRs); review of academic performance and non-academic, finance, and compliance indicators; and assessment of performance against the goals and academic achievement expectations of a school's charter.

Completion date: September 2015

INITIATIVE 1.2: Address low-performing schools in any year of their charters.

PCSB will continue to effectively monitor the performance of each school in its portfolio. School leadership will be required to meet with PCSB staff and board to discuss a school's performance if performance is found to be lacking.

Completion date: September 2015

INITIATIVE 1.3: Encourage Tier 1 schools to expand or replicate.

PCSB will continue to promote the expansion of Tier 1 schools. Schools that are high achievers will be given help to promote their expansions.

Completion date: September 2015

INITIATIVE 1.4: Complete successful releases of our Early Childhood and Adult Education PMFs and implement the newly tiered PMFs for SY14-15.

PCSB released the Early Childhood and Adult Education PMFs for the first time in November 2014 PCSB will work to tier both frameworks for the first time during the upcoming year. PCSB staff will be required to facilitate numerous working group sessions to ensure that the charter school community is able to inform and shape the new mechanisms.

Completion date: September 2015

OBJECTIVE 2: Ensure charter schools fulfill their roles as public schools serving all students.

INITIATIVE 2.1: Use improved data quality and data transparency, along with other efforts at education and technical assistance to reduce incidences of expulsion, long-term suspension, and truancy.

In FY15 PCSB will collect data from schools to inform policy, provide schools with sector-level trends, and ensure compliance of applicable law. PCSB will also provide transparency to the public and stakeholders, identify schools that may be outliers in regards to truancy, discipline, student populations served, and disparities in performance of subgroups within a school. These data are currently being shared with schools via PCSB's dashboards.



Completion date: September 2015

INITIATIVE 2.2: Develop and share discipline and attendance data for schools with similar populations to help reduce incidences of expulsion, long-term suspensions, and truancy.

PCSB uses, and will continue to use facilitate file and data sharing amongst PCSB staff and with each charter LEA. The PCSB SharePoint program has an internal and external interface. The internal interface is what PCSB uses to store important documents, keep track of organizational goals, and test real-time data reports before releasing them to LEAs. The external interface allows schools to view their enrollment, attendance, and discipline data in customized reports. For example, schools are able to view reports that state whether they have uploaded at least 90% of their attendance. By developing a secure external interface, PCSB will continue to be able to develop dynamic student and school level reports for LEAs to view the data they have submitted to ProActive. These reports will allow schools to monitor their attendance submissions in real-time and also view reports that summarize their discipline and truancy incidents.

PCSB will create summary reports meant to encourage schools to check that the data in ProActive accurately reflects the data in their own school information systems, and allows LEAs to compare how they are performing in these areas relative to the sector average and schools that serve similar grade levels. In FY14, PCSB developed visual dashboards on its external interface for discipline, truancy, enrollment and academic performance. PCSB will continue to implement the use of these dashboards to allow LEAs to drill down and evaluate how students are performing by sub-group in these areas, including PMF performance disaggregated by subgroup.

Completion date: September 2015

INITIATIVE 2.3: Improve service oversight for students with special needs by implementing a detailed self-study to help schools improve education delivery through reflective practice and implementing audit policies to address issues. Expand mystery shopper program of contacting schools posing as parents of special needs children seeking to apply.

PCSB will continue to conduct Special Education audits using data housed in ProActive in efforts to assess potential discriminatory practices against students with disabilities through the analysis of varying indicators, such as suspensions, expulsions, or mid-year withdrawal rates of students with disabilities relative to their non-disabled peers. **Completion date: September 2015**

OBJECTIVE 3: Improve fiscal and compliance oversight.

INITIATIVE 3.1: Continue efforts to improve fiscal monitoring of charter schools, publishing Finance Audit Review reports for Fiscal Years 2014 and 2015 that provide clear indicators of charter school financial health.



Public charter schools are required to submit annual financial audits performed by PCSB-approved independent auditors. PCSB reviews each school audit. Additionally, PCSB has for years reviewed key financial ratios of all schools it oversees, comparing these ratios with industry standards of health. In January 2011, PCSB established the Audit Management Unit (AMU) to enhance its charter school financial oversight. The AMU consists of three District agencies with responsibility for aspects of charter school finances: PCSB, the Office of the Chief Financial Officer (OCFO), and the Office of the State Superintendent of Education's (OSSE) Office of Charter School Financing and Support.

The AMU engaged Bearsolutions LLC, an independent financial consulting firm with hands-on experience and background in nonprofit and educational organizations, to develop analytical tools and processes to support fiscal oversight. This engagement resulted in the deployment of CHARM (Charter Audit Resource Management), a fiscal oversight model and supporting database tool, which was renamed Finance and Audit Review (FAR) in 2014. FAR analyzes data from schools' financial audits to measure the fiscal performance of DC charter schools. Pilot reports were issued for FY10 and FY11; since then, the FY12 and FY13 have been made available to schools and the public.

Completion date: September 2015

INITIATIVE 3.2: Use the Financial Audit Review Score to work with financially struggling charter schools on steps to improve their health.

An essential component of each annual financial review is to identify schools potentially in danger of insolvency. Since FY11, PCSB has used the Financial Audit Review (FAR, formally known as CHARM) score to provide a more sophisticated measure of financial health. However, the score is not published on the FAR Report Cards, because school leaders expressed concern about the score being used as a financial rating tool or risk measure by commercial lenders and investors.

PCSB will continue to rely on the FAR score for internal guidance in identifying low-performing schools for more in-depth financial oversight, including but not limited to collections of monthly financial statements and regular meetings with school leaders and business managers. School leaders have reported that these meetings are helpful in improving their understanding of financial performance standards, clarifying results of the individual school reports, and developing plans to address agreed-upon issues. Minutes of the meetings, documenting the discussions and agreements, are distributed to school representatives as well as PCSB and OCFO.

The number of high-performing schools has increased by 20 while the number of low-performing schools has decreased by 8 since FY11

Completion date: September 2015

OBJECTIVE 4: Increase community engagement and parent education about school quality.



INITIATIVE 4.1: Improve community engagement and awareness of charter schools and their ratings by enhancing PCSB website, (www.dcpcsb.org) increasing awareness and usage of our mobile app, (MyDCcharters) and widely distributing PMF tiers through our PMF Parent Guide in English and Spanish.

PCSB's stakeholder engagement plan includes community outreach activities, including community forums, information provided through publications, refreshing the PCSB website and updates to email subscribers, hosting or participating in community events, active engagement with the Community Advisory Group and encouraging community member participation and feedback in PCSB hearings, community forums and events. PCSB will also make a concerted effort to widely disseminate PMF parent guides in English as well as Spanish. PCSB will also continue to increase Twitter activity including Tweeting information on each monthly Board meeting and other positive news about charter schools.

Completion date: September 2015

INITIATIVE 4.2: Improve ease of applying to charter schools by creating a common enrollment process and publicizing this widely through various print and electronic platforms.

Completion date: September 2015

In 2013-14 PCSB, DCPS, DME, and most charter LEAs collaborated to create a common application and lottery called My School DC. The My School DC application is a single online application DC families use to apply for the 87 participating public charter schools (PK3–12), DCPS out-of-boundary schools (K–12), DCPS PK3 and PK4 programs, and DCPS specialized high schools (9–12) for 2014-15 schools year admission. This year the high school deadline was February 3rd and the Pk3-8th grade deadline was March 3. The My School DC common lottery is a single, random lottery that determines placement for new students at all participating schools. Student-school matches are based on the number of spaces at each school; sibling, proximity, and other preferences; and each student's choices. Through the My School DC common lottery, the six DCPS specialized high schools admit students based on specific criteria. Students who want to stay in their current school or attend their feeder-pattern DCPS schools do not need to apply to the lottery but rather follow their school's reenrollment procedures. An extensive parent outreach campaign included door-to-door canvassing, attendance at community events, office hours for assistance with completing the application, media advertisements, and social media outreach. My School DC is also partnering with city agencies for example, DC Public Libraries, the Department of Youth Rehabilitation Services, Office of Latino Affairs, Office of Asian and Pacific Islander Affairs, DC Water, and the Department of Human Services.

PCSB plans to partner with My School DC in FY15 as well and looks forward to helping publicize the common application and deadlines through our website



and social media account as well as collaborating on the the EdFest being held November 22, 2014.

INITIATIVE 4.3: Improve transparency around PCSB's authorizer work, making board meetings and other materials available to the public and publishing increased amounts of data on charter school performance, compliance, and finances.

PCSB will continue to webcast all of its monthly Board meetings and other special Board meetings, such as when the Board reviews and votes on new charter applications. PCSB also will post all Board agendas and materials to their website 48 hours prior to Board meetings. PCSB also plans to post increasing levels of data relating to charter school performance on its website, including comprehensive discipline and attendance data, test score data, our performance management framework and the results of our annual Financial Audit Review. This data will also be posted in Socrata, a tool that allows others to download the raw data and manipulate it for their own purposes. Finally, PCSB is planning to launch a revamped website in FY15 that will increase access to data for PCSB stakeholders, particularly families and students.

Completion date: September 2015

KEY PERFORMANCE INDICATORS (Through FY 2014)¹

Measure	FY 2013 Actual	FY 2014 Target	FY 2014 YTD	FY 2015 Projection	FY 2016 Projection	FY 2017 Projection
Number of charter LEAs receiving 5, 10 or 15 year review	16	16	11	13	12	4
Number of Tier 1 charter LEAs with announced plans to expand or replicate	9	5	6	5	Unknown at this time	Unknown at this time
Successful completion of Early Childhood / Adult Ed PMFs	100%	100%	100%	100%	100%	100%
Number	3%	10%	2%	10%		

¹ These KPIs will no longer be tracked after FY 13.



Measure	FY 2013 Actual	FY 2014 Target	FY 2014 YTD	FY 2015 Projection	FY 2016 Projection	FY 2017 Projection
of PCS campuses receiving an out-of-compliance warning from our Board for violating our Data Submission Policy					10% or less	10% or less
Reduction in the rate of expulsions for “other charter reasons”	20%	20%	33%	20%	10%	5%
Number of schools participating in our Special Education self- study	12	10	15	10	Unknown at this time; based on school need	Unknown at this time; based on school need
Reduction in number of campuses with a Mystery Shopper Violation	27%	20%	38%	20%	10%	5%
Number of Audit Management Unit (AMU) reports issued	1	1	1	1	1	1
Number of schools with weak financials receiving enhanced fiscal	7	7	6	7	Unknown at this time	Unknown at this time



Measure	FY 2013 Actual	FY 2014 Target	FY 2014 YTD	FY 2015 Projection	FY 2016 Projection	FY 2017 Projection
oversight from PCSB.						
Number of schools whose fiscal health improved as a result of oversight efforts	6	2	2	2	Unknown at this time	Unknown at this time
Number of PMF Parent Guides distributed	7,000	4000	4000	4000	4000	4000
Number of Twitter followers	1500	1000 additional	1600 additional	1500	2000	2500
Number of community meetings participated in	10	11	16	10	15	18
Number of PCSB Board meetings televised	0	2	5 Webcast meetings	10	10	10
Increase in charter school data available on www.dcpsb.org , compared to SY2013-14	15%	10%	15%	10%	10%	15%
Number of qualitative site review reports	N/A	42	42	40	Unknown at this time	Unknown at this time

FY 2016 PERFORMANCE PLAN
District of Columbia Public Charter School Board

MISSION

The D.C. Public Charter School Board's (PCSB) mission is to provide quality public school options for DC students, families, and communities by conducting a comprehensive application review process, providing effective oversight of and meaningful support to DC public charter schools, and by actively engaging key stakeholders.

SUMMARY OF SERVICES

PCSB carries out four key functions: 1) ensure that only the highest quality organizations are approved to open charter schools, which is accomplished through our comprehensive application review process; 2) make effective oversight decisions in the interest of students and hold charter schools to high standards with respect to results; 3) provide clear feedback to charter schools and maintain a system of rewards and consequences to manage progress towards desired outcomes; 4) actively engage key stakeholders to ensure transparency and accountability through an exchange process that facilitates the sharing of critical information and feedback regarding community impact and preferences.

AGENCY WORKLOAD MEASURES

Metric	FY 2013 Actual	FY 2014 Actual	FY 2015 YTD
Number of Public Charter Schools Applications	11	10	8
Number of Qualitative Site Reviews (formerly PDRs)	54	42	42
Number of Compliance Reviews	102	109	112
Number of Financial Reviews	285	285	285
Number of Workshops	35	32	33
Number of School Openings (New Charters and New Campuses)	4 new charter schools; 2 expansions	4 new charter schools; 5 expansions	4 new charter schools, 4 expansions
Number of School Closings	0	5	4

OBJECTIVE 1: Promote increased school academic quality through oversight reviews and our Performance Management Framework (PMF).

INITIATIVE 1.1: Conduct rigorous 5, 10 and 15-year reviews of DC charter schools.

PCSB will complete rigorous reviews of schools in their 5th, 10th or 15th year of operation, ensuring that low-performing schools, according to our PMF, take one or more actions to improve performance or close. Rigorous reviews will include Qualitative Site Reviews (QSRs); review of academic and non-academic performance, finance, and compliance indicators; as well as assessment of performance against the goals and academic achievement expectations of a school's charter.

Completion date: September 2016

INITIATIVE 1.2: Address low-performing schools in any year of their charter.

PCSB will continue to effectively monitor the performance of each school in its portfolio. School leadership will be required to meet with PCSB staff and board to discuss the school's performance if it is found to be lacking.

Completion date: September 2016

INITIATIVE 1.3: Encourage Tier 1 schools to expand or replicate.

PCSB will continue to promote the expansion of Tier 1 schools. Schools that are high achievers will be given help to promote their expansions.

Completion date: September 2016

INITIATIVE 1.4: Complete successful releases of our Early Childhood and Adult Education PMFs and release the newly tiered PMFs for SY15-16.

PCSB released updated guidelines this summer to consolidate the Early Childhood, Elementary and Middle School (EC/ES/MS) PMFs into one comprehensive framework. The results of this framework will be published in Spring 2016, inclusive of the hold-harmless results from the first PARCC assessment in Washington, DC. These results will be scored, but not tiered during this release. The 2015-16 framework guidelines will include plans to tier the new EC/ES/MS framework in the 2015-16 school year. The adult education PMF will be tiered for the first time this school year with a release date of December 2015.

Completion date: September 2016

OBJECTIVE 2: Ensure charter schools fulfill their roles as public schools serving all students.

INITIATIVE 2.1: Use data transparency to reduce incidences of expulsion, long-term suspension, and truancy.

In FY16 PCSB will continue to collect data from schools to inform policy, provide schools with sector-level trends, and ensure compliance of applicable law. PCSB will also provide transparency to the public and stakeholders, and identify schools that may be outliers in regards to truancy, discipline, student populations served, and disparities in performance of subgroups within a school. These data are currently being shared with schools via PCSB's dashboards.

Completion date: September 2016

INITIATIVE 2.2: Develop and share discipline and attendance data for schools with similar populations to help reduce incidences of expulsion, long-term suspensions, and truancy.

PCSB uses, and will continue to use, facilitate file and data sharing amongst PCSB staff and with each charter local education agency (LEA). The PCSB SharePoint program has an internal and external interface. The internal interface is what PCSB uses to store important documents, keep track of organizational goals, and test real-time discipline data reports before releasing them to LEAs. The external interface allows schools to view their enrollment, attendance, and discipline data in customized reports. For example, schools are able to view reports that display their suspension rate and how it compares to the suspension rate averages of charter schools that serve the same grade levels.

During FY16, PCSB will develop attendance reports using OSSE's dynamic Qlik dashboard. The reports will allow schools to view their attendance submission rates, attendance rates, and truancy rates.

PCSB will continue to create summary reports in SharePoint and Qlik meant to encourage schools to check that the data they submit are accurate and use these data to compare how they are performing in these areas relative to the sector average and schools that serve similar grade levels.

Completion date: September 2016

INITIATIVE 2.3: Improve service oversight for students with special needs by continuing to conduct a detailed self-study to help schools improve education delivery through reflective practice and implementing audit policies to address issues. PCSB will also continue the mystery shopper program of contacting schools posing as parents of special needs children seeking to apply.

PCSB will continue to conduct Special Education audits using data housed in ProActive in efforts to assess potential discriminatory practices against students with disabilities through the analysis of varying indicators, such as suspensions, expulsions, or mid-year

withdrawal rates of students with disabilities relative to their non-disabled peers. PCSB has in place a number of resources and tools to ensure that LEAs are effectively meeting the needs of special education students. The Quality Assurance Review (QAR) component of the Special Education Performance Monitoring Tool is a direct way for charters to reflect on their special education performance and practices and set goals to improve identified areas of challenge. The outcome for schools is to improve their practice as it relates to serving students with disabilities through implementing best practices. For PCSB, the QAR tool offers great insight into where schools are struggling the most around serving students with disabilities.

A specially designed Audit Form is utilized to document when PCSB determines that an audit on a school is necessary through the Special Education Trigger Policy. One of the key reasons (“triggers”) for a school audit is having a disproportionate discipline rate for students with disabilities as compared to their general education peers. All of the schools that were audited for Special Education suspension rates in SY 2013-14 currently have a lower suspension rate for students with disabilities YTD SY 2014-15 when compared to SY 2013-14. This policy aims to identify and address discriminatory practices against students with disabilities that could potentially occur.

On an annual basis, PCSB conducts Compliance Reviews, which include reading each LEA’s Charter Application Form. PCSB staff specifically checks that the form does not request information related to Individualized Education Plans (IEPs), 504 Plans, or Special Education needs. Additionally, PCSB conducts “Mystery Shopper” calls to charter schools randomly during the year. PCSB staff calls schools posed as parents and keeps a record of what schools say that could potentially be interpreted as counseling out parents of a special education student. These mechanisms are in place to ensure every LEA is accessible and does not discriminate against students with special needs.

Completion date: September 2016

OBJECTIVE 3: Improve fiscal and compliance oversight.

INITIATIVE 3.1: Continue efforts to improve fiscal monitoring of charter schools, publishing a Finance Audit Review report for Fiscal Year 2015 that provides clear indicators of charter school financial health.

Public charter schools are required to submit annual financial audits performed by PCSB-approved independent auditors. PCSB reviews each school audit. Additionally, PCSB reviews key financial ratios of all schools it oversees, comparing these ratios with industry standards of health. In January 2011, PCSB established the Audit Management Unit (AMU) to enhance its charter school financial oversight. The AMU consists of three District agencies with responsibility for aspects of charter school finances: PCSB, the Office of the Chief Financial Officer (OCFO), and the Office of the State Superintendent of Education’s (OSSE) Office of Charter School Financing and Support.

The AMU engaged bearsolutions LLC, to create and deploy CHARM (Charter Audit Resource Management), a fiscal oversight model and supporting database tool, which

was renamed Finance and Audit Review (FAR) in 2014. FAR analyzes data from schools' financial audits to measure the fiscal performance of DC charter schools. Pilot reports were issued for FY10 and FY11; since then, the FY12, FY13, and FY14 have been made available to schools and the public.

Completion date: September 2016

INITIATIVE 3.2: Use the Financial Audit Review Score to work with financially struggling charter schools on steps to improve their health.

An essential component of each annual financial review is to identify schools potentially in danger of insolvency. Since FY11, PCSB has used the FAR score to provide a standard measure of financial health. However, the score is not published on the FAR Report Cards because school leaders expressed concern about the score being used as a financial rating tool or risk measure by commercial lenders and investors.

PCSB will continue to rely on the FAR score for internal guidance in identifying low-performing schools for more in-depth financial oversight, including but not limited to collections of monthly financial statements and regular meetings with school leaders and business managers. School leaders have reported that these meetings are helpful in improving their understanding of financial performance standards, clarifying results of the individual school reports, and developing plans to address agreed-upon issues. In some cases, schools may be asked to create formal, milestone-based plans for financial improvement.

Completion date: September 2016 (ongoing)

OBJECTIVE 4: Increase community engagement and parent education about school quality.

INITIATIVE 4.1: Increase awareness about public charter schools by enhancing PCSB website (dcpcsb.org), and distributing the PMF Parent Guide in multiple languages.

PCSB's stakeholder engagement plan includes community outreach activities, including community forums, information provided through publications, refreshing the PCSB website and newsletters to email subscribers, hosting or participating in community events (e.g. EduFest), active engagement with the Parent and Alumni Leadership Council and encouraging community member participation and feedback in our charter application process and PCSB hearings. PCSB will also make a concerted effort to widely disseminate PMF parent guides in multiple languages. PCSB will also continue to increase Twitter and Facebook activity including tweeting and posting information on each monthly Board meeting and other positive news about public charter schools. PCSB will also live stream public hearings and board meetings.

Completion date: September 2016

INITIATIVE 4.2: Improve transparency around PCSB's authorizer work, making board meetings and other materials available to the public and publishing increased amounts of data on public charter school performance, equity, and

finances.

PCSB will continue to live stream monthly public hearings and Board meetings. PCSB also will post all Board agendas and materials to its website 48 hours prior to Board meetings. PCSB also plans to post increasing levels of data relating to public charter school performance on its OpenData portal (www.data.dcpcsb.org), including comprehensive discipline and attendance data, test score data, our performance management framework and the results of our annual FAR.

Completion date: September 2016

KEY PERFORMANCE INDICATORS

Measure	FY 2014 Actual	FY 2015 Target	FY 2015 YTD	FY 2016 Projection	FY 2017 Projection	FY 20178 Projection
Number of charter LEAs receiving 5, 10 or 15 year review	11	13	13	4	17	14
Number of Tier 1 charter LEAs with announced plans to expand or replicate	6	5	2	2	1	1
Successful completion of Early Childhood/Adult Ed PMFs	100%	100%	100% complete, Early Childhood PMF is being included in new campus-level PMF	100%	100%	100%
Number of PCS campuses receiving an out-of-compliance warning from our Board for violating our Data Submission Policy	2%	10%	1%	10% or less	10% or less	10% or less

Measure	FY 2014 Actual	FY 2015 Target	FY 2015 YTD	FY 2016 Projection	FY 2017 Projection	FY 2018 Projection
Reduction in the rate of expulsions for “other charter reasons”	1%	20%	12%	10%	10%	5%
Number of schools participating in our Special Education self- study	10	10	4	6	6	6
Reduction in number of campuses with a Mystery Shopper Violation	20%	20%	1 school	1 school	1 school	1 school

Measure	FY 2014 Actual	FY 2015 Target	FY 2015 YTD	FY 2016 Projection	FY 2017 Projection	FY 2018 Projection
Number of Audit Management Unit (AMU/FAR) reports issued	1	1	1	1 (now called Financial Audit Review)	1	1
Number of schools with weak financials receiving enhanced fiscal oversight from PCSB	5	7	7	5	5	5
Number of schools whose fiscal health improved as a result of oversight efforts	4	2	TBD – results due in Jan 2016	5	4	4

Measure	FY 2014 Actual	FY 2015 Target	FY 2015 YTD	FY 2016 Projection	FY 2017 Projection	FY 2018 Projection
Number of PMF Parent Guides distributed	4,000	4,000	27,000	5,000	6,000	6,000
Number of Twitter followers	1,000 additional	1,500 additional	1,300 additional	500 additional	500 additional	500 additional
Number of community meetings participated in	11	10	20	15	20	25
Number of PCSB Board meetings televised	2	10	15	12	12	12

Measure	FY 2014 Actual	FY 2015 Target	FY 2015 YTD	FY 2016 Projection	FY 2017 Projection	FY 2018 Projection
Increase in charter school data available on www.dcpsb.org , compared to SY2013-14	10%	10%	15%	10%	15%	15%
Number of qualitative site review reports	42	40	42	35	30	40

Department	Job Title	Employee	Position Status	FTE	Source of Funds
101 COMMUNICATIONS	Communications, Specialist	WALSH, MEGAN	Filled	1	Grant
101 COMMUNICATIONS	Government Relations Liaison	SNYDER, DREW	Filled	1	Local
101 COMMUNICATIONS	Communications, Assistant	MALDONADO, SARA	Filled	1	Local
101 COMMUNICATIONS	Community Engagement Specialist	NEWMAN, NICOLE	Filled	1	Local
101 COMMUNICATIONS Total				4	
102 EXECUTIVE	Deputy Director	DEVEAUX, NAOMI	Filled	1	Local
102 EXECUTIVE	Chief Operating Officer	ROBINSON, LENORA	Filled	1	Local
102 EXECUTIVE	Director Communications	BOWDEN, TOMEIKA	Filled	1	Local
102 EXECUTIVE	Executive Director	PEARSON, SCOTT	Filled	1	Local
102 EXECUTIVE	General Counsel	STREETER, NICOLE	Filled	1	Local
102 EXECUTIVE	Manager, Intergovernmental Affairs and School Support	WILLIAMS, AUDREY A	Filled	1	Local
102 EXECUTIVE Total				6	
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Knowledge Management Specialist	OBRIEN, ANNIE	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Executive Team Coordinator	KRIVITCHENKO, ELLA	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Manager, Human Resources & Operations	NELSON, HELYNN	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Strategic Planning Specialist	COFFIN, CHELSEA	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Operations, Associate	HAIGLER-MICKLES, CHARLENE	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Finance and Operations, Manager	CROSS, MARVIN	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Administrative Assistant	MOORE, ANGELA	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Operations, Assistant	PEREZ-NIETO, YARIANY	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES Total				8	
105 LEGAL	Associate	QUANDT, DANIEL	Filled	1	Local
105 LEGAL	Georgetown Legal Fellow	ROTONDO, STEPHANIE	Filled	1	
105 LEGAL	Georgetown Legal Fellow	CHEATHAM, SARAH	Filled	1	Local
105 LEGAL Total				3	
106 SCHOOL PERFORMANCE	Associate Specialist	LING, CASSANDRA	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity and Fidelity, Specialist (Part-Time)	CURETON, CHARLOTTE	Filled	1	Local
106 SCHOOL PERFORMANCE	School Finance Specialist	JONES, WHITNEY	Filled	1	Local
106 SCHOOL PERFORMANCE	Data & Policy, Specialist	HARWOOD, TIMOTHY	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity and Fidelity, Senior Manager	YOUNG, RASHIDA	Filled	1	Local
106 SCHOOL PERFORMANCE	School Quality and Accountability, Manager	KUPFERBERG, ERIN	Filled	1	Local
106 SCHOOL PERFORMANCE	Finance, Analysis & Strategy, Senior Manager	LYTTON, MIKAYLA	Filled	1	Local
106 SCHOOL PERFORMANCE	School Quality and Accountability, Senior Specialist	NESIN, TAUNYA	Filled	1	Local
106 SCHOOL PERFORMANCE	School Quality and Accountability, Manager	NOLAN MCGANN, EMILY	Filled	1	Local
106 SCHOOL PERFORMANCE	Special Education, Manager	PATEL, AVNI	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity and Fidelity, Specialist	QUINN, LATERICA	Filled	1	Local
106 SCHOOL PERFORMANCE	Strategy & Analysis, Specialist	SAMPSON, MELODI	Filled	1	Local
106 SCHOOL PERFORMANCE	School Quality and Accountability, Specialist	SCHMITT, SAREETA	Filled	1	Local
106 SCHOOL PERFORMANCE	Data and Policy, Analyst	BETHKE, ADAM	Filled	1	Local
106 SCHOOL PERFORMANCE	School Quality and Accountability, Senior Manager	TYLER, RASHIDA	Filled	1	Local
106 SCHOOL PERFORMANCE	Education Pioneer, Data Analyst	MIDDLETON, KYNDRA	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity and Fidelity, Specialist	DAMMANN, KATHERINE	Filled	1	Local
106 SCHOOL PERFORMANCE Total				17	
Total DCPCS				38	

PCSB Employee Handbook Revisions-Digest Version

Section	Previous	Change	Rationale
Cover	Standard organization name, date and edition	Added language re: handbook’s purpose/intent; new logo	Communicates expectations for comprehension and practice
Table of Contents	Organized by roman numeral chapter and section	Page numbers	Easier to search
Introduction	Handbook receipt form	Added confidentiality, drug and alcohol, ethics manual	Consolidates acknowledgment forms associated with handbook comprehension
Confidentiality Acknowledgment	General statement	Added language tying in DC Whistleblower protection as it relates to confidential info	Update
Ethics Manual and Code of Conduct Acknowledgment	General statement	Revised language and separated out Ethics Manual and Code of Conduct	Provided clarity
Introduction/Overview	PSCB Overview and background info; General purpose statement	Added employee rights and responsibilities (appendix); Added supplemental policy referral language; Expanded introduction, purpose statement; Added core values	Communicates expectations for comprehension and practice; Connects to other PCSB/departmental practices, expectations and guidance; Communicates expectations for comprehension and practice; Update to handbook; cleaned up language re: org leadership structure
Employment At-Will	General statement	Expanded, updated language	Capture advisory changes

PCSB Employee Handbook Revisions-Digest Version

Section	Page Number	Previous	Change	Rationale
EEOC	12-13	General statement	Expanded, updated language; Added language re: an EEO Counselor/Officer and complaint process	Capture advisory; Update
ADA	13	General statement	Expanded, updated language; Added language re: an ADA Coordinator and complaint process	Capture advisor, Update
Diversity	13	n/a	Added language	Update to handbook
Whistleblower Policy	20-21	Included in ethics manual	Added language to include in both handbook and ethics manual (also referenced in appendix)	Update to handbook (auditor suggestion)
Confidentiality	21-22	General statement	Added: Access to staff files	More comprehensive, update to handbook
Timekeeping	26	General statement	Added	Update to handbook, provides clarity
Office Emergencies and Workplace Safety	27-29	General statement	Added	Update to handbook
Personal Security	27	n/a	Added	Update to handbook
Cellular Phone and Smart Phone Safety	28	n/a	Added	Update to handbook

PCSB Employee Handbook Revisions-Digest Version

Section	Page Number	Previous	Change	Rationale
Dismissal and Closure Information and Guidance	29	n/a	Added aligned with federal OPM policy,	Update to handbook, provides clarity
Drug and Alcohol	29-30	General statement	Expanded and updated language also added employee assistance program information	Update to handbook
Smoke Free Workplace	30	General Statement	Added DC specific language (also referenced in the appendix)	Update
Use of Company Property	31-34	General statement, includes email monitoring language	Added de minimus copier/fax usage language	Update to handbook
Ownership of Intellectual Property	34	n/a	Added	Update to handbook, provides clarity
Employment Classifications	34-35	n/a	exempt, non-exempt language, updated	Provides clarity
Job Performance	36-38	n/a	Added PGP language, data sharing policies, performance improvement plan, professional development	Update to handbook
Compensation Information	38-41	n/a	Added: travel time section; salary advance request guidance	Update to handbook, provides clarity, auditor's request

PCSB Employee Handbook Revisions-Digest Version

Section	Page Number	Previous	Change	Rationale
FMLA	44-49	n/a	Added and updated general policy language; Added service member leave; Added military caregiver leave; Added military exigency leave; Added Fitness for duty certification; Added Failure to return from leave; Added Key staff members; Added Fraudulent use; Added Staff member disability leave; Added Duration and frequency of salary continuation	New law changes 10/1/2014; update to handbook
Military Leave	51-52	General statement re: National Guard active duty	Added more detailed language about varying degrees of service	Update to handbook
Reemployment compensation and benefits rights	52-53	n/a	Added	Update to handbook
Communicating during PCSB Leave	53	n/a	Added	Update to handbook
Flexible Spending Account	54	General statement	Added new carryover language	IRS update

PCSB Employee Handbook Revisions-Digest Version

Section	Page Number	Previous	Change	Rationale
Health Reimbursement Account	54	n/a	Added	New practice
Transportation	54-55	n/a	Revised to comply with federal tax limits, added parking value and reduced commuter expense to \$130	Complies with tax law
Work Life Balance Programs	55	General statement	Added: link to expanded guide	
Lactation Accommodations	55	n/a	Added	DC law
Separation from PCSB	55-57	General statement	Added: benefits 30 days after employment end	Update to handbook
Rehire after Separation from PCSB	58	n/a	Added: Rehire	Update to handbook
Professional Appearance	58-59	General statement	Revised to include minimum language	
Pets in the Workplace	59	n/a	Added policy	Codifies existing practice
Whole Document			Revised the order and placement of policies to create a logical flow; Revised language to reflect recent reorganization and title changes; Created stand-alone sections for clarity and ease	

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Contracts over \$10,000 (October 1, 2014 through September 30, 2015)						
Vendor Name	Funding Source	Expenditures	Competitively Bid	Purpose	Contract Outcome	PCSB Employee Responsible
BearSolutions LLC	O600	\$113,155.20	No	Contract Assurance and FAR Consulting Services	Contract Satisfied	Mikayla Lytton
Cascade Strategy, Inc.	O600	\$112,500.00	No	Communications Consulting Services	Contract Satisfied	Tomeika Bowden
Education Counsel LLC	O600	\$10,000.00	No	Special Education Satellite Classroom Consulting Services	Contract Satisfied	Tameria Lewis
Epicenter	O600	\$129,000.00	No	Data Management	Contract Satisfied	Rashida Young
Gwendolyn Bryant-Jones	O601	\$11,600.00	No	Quality Site Reviews and Transcript Reviews	Contract Satisfied	Rashida Young
HBW Group	O600	\$377,826.00	Yes	Office Renovation	Contract Satisfied	Lenora Robinson
ImageWorld LLC	O600	\$34,875.00	No	File Scanning Services	Contract Satisfied	Yariany Perez-Nieto
Jeff Cooper	O601	\$35,596.60	No	Finance Specialist work	Contract Satisfied	Mikayla Lytton
Jessica Sutter	O601	\$50,000.00	No	School Closure Consulting	Contract Satisfied	Lenora Robinson
KLAAS Solution	O600	\$70,760.00	No	Performance Management Framework	Contract Satisfied	Erin Kupferberg
Chris Lalik	O601	\$24,000.00	Yes	Emergency Planning for Charter Schools	Contract Satisfied	Audrey Williams
Millar + Associates	O600	\$32,000.00	Yes	Office Renovation	Contract Satisfied	Lenora Robinson
Precision Strategies LLC	O600	\$10,000.00	No	Media Training	Contract Satisfied	Tomeika Bowden
Proactive	O600	\$101,816.00	No	Online Educational Data Management	Contract Satisfied	Mikayla Lytton
Sara Medway	O601	\$26,600.00	No	Charter Review Reports	Contract Satisfied	Helynn Nelson
SB & Company	O600	\$50,000.00	No	Audit for Charter School financials	Contract Satisfied	Lenora Robinson
Student Support Center	O600	\$135,000.00	Yes	Emergency Planning for Charter Schools	Contract Satisfied	Audrey Williams
Stone Turn Group	O600	\$39,787.50	No	School Closure Consulting	Contract Satisfied	Mikayla Lytton
Taoti Creative	O600	\$80,000.00	No	Website management	Contract Satisfied	Tomeika Bowden
Tembo Consulting LLC	O600	\$113,138.65	Yes	Performance Management Framework Infrastructure	Contract Satisfied	Erin Kupferberg