

DC Council Fiscal Year 2018 Performance Oversight Questions

February 1, 2019

DC Public Charter School Board Fiscal Year 2018 Performance Oversight Questions

Governance and Operations

Q1. How many public charter schools and local education agencies ("LEA") are currently operating in the District of Columbia? Please provide a current list of all charter schools operating during the 2018-2019 school year and those which the PCSB approved to open and/or expand in FY18 and FY19 to date.

There are 66 public charter LEAs, operating 123 campuses in the District in school year (SY) 2018-19 school year. Of these, three schools are in their first year of operation: Statesman Academy Public Charter School (PCS), Digital Pioneers PCS, and The Family Place PCS. Three schools operated in additional new facilities: Breakthrough Montessori PCS, Community College Preparatory PCS, and Elsie Whitlow Stokes PCS. And four schools had been granted enrollment ceiling increases for SY 2018-19: Elsie Whitlow Stokes PCS, DC Bilingual PCS, Ingenuity Prep PCS, and YouthBuild PCS.

Votes that occurred in SY 2018-19 but will be implemented in SY2019-20 include approval of one school, Lee Montessori PCS, to increase its enrollment ceiling and to operate a second campus at a location yet to be determined for SY 2019-20. DC PCSB also approved two schools to acquire the assets of closing schools. KIPP DC PCS and Friendship PCS will assume the assets of Somerset PCS and Ideal Academy PCS, respectively, effective SY 2019-20. As part of the asset acquisition, DC PCSB also granted KIPP DC PCS an enrollment ceiling increase.

The attached spreadsheet (Q1) lists all current LEAs and Board approvals for enrollment ceiling increases and for permission to operate in a new location in SY 2018-19 and SY 2019-20.

Q2. Report, by LEA (if the LEA has multiple schools, include data for each school), the number of residency fraud reports made to OSSE for the 2017-2018 school year as well as the 2018-2019 school year to date.

This question relies on the number of residency fraud tips which OSSE provided to DC PCSB. DC PCSB does not enforce residency. The tables below show the number of tips that OSSE received by the associated LEA in the 2017-18 school year as well as the 2018-19 school year to date. Note that the remaining balance will not equal DCPS tips. OSSE receives tips with no LEA associated with it. Often tips are received without the name of the school.

SY17-18 Tips by PCS LEA

LEA Name	Tip Count
Achievement Prep	4
Appletree	2
Basis DC	3

Capital City	1
Center City	4
Creative Minds	1
DC Bilingual	3
DC Prep	14
DC Scholars	3
DCI	2
Democracy Prep	4
E.L. Haynes	2
Elsie Whitlow Stokes	1
Excel	3
Friendship	11
Goodwill	1
Hope Community	2
Ingenuity Prep	1
KIPP	20
LAYC	1
Lee	1
Meridian	1
Mundo Verde	3
National collegiate	4
Paul	2
Rocketship	2
SEED	1
Shining Star	1
St. Coletta	2
The Children's Guild	2
Thurgood Marshall	1
Two Rivers	9
Washington Latin	4
Washington Yu Ying	1
Grand Total	**117**

SY18-19 Tips by PCS LEA (as of 1/23/2019)

LEA Name	Tip Count
Achievement Prep	1
Basis	1
Bridges	1
Capital City	2
Center City	1
Cesar Chavez	3
Creative Minds	1
DC Prep	8
DC Scholars	1
DCI	2
Digital Pioneers	1
E.L. Haynes	1
Eagle Academy	3
Elsie Whitlow Stokes	1
Friendship	6
Hope Community	1
Howard University Middle	1
Ingenuity Prep	1
Kingsman	1
KIPP	13
Latin American Montessori Bilingual	1
National Collegiate	1
Rocketship	2
Somerset Prep	1
St. Colleta	1
The Children's Guild	1
Thurgood Marshall	1
Two Rivers	1
Washington Yu Ying	2
Grand Total	**61**

Q3. Provide a detailed update about the current status of the LEA payment initiative. In this discussion, include PCSB's collaborative process with OSSE, the DME, and the OCFO on local payments process and enrollment projections.

In recent years, the payment process continues to improve. The process includes public charter school projections, done in collaboration with public charter LEAs, the Office of the Deputy Mayor for Education (DME), the Office of the Chief Finance Officer (OCFO), and the Office of the State Superintendent of Education (OSSE). The first quarter payment is 35% of the total amount of the projections. The increased amount allows schools enrolling more students than projected to avoid the need for an emergency release of funds, a practice occurring with some regularity in years past. This year no school required an emergency payment.

OSSE and DC PCSB also use a common data system to gather public charter school enrollment information through automated feeds that connect directly from public charter schools' student information systems to OSSE's system and from OSSE's system to DC PCSB's. DC PCSB works with individual public charter schools that experience trouble uploading students into the system and with OSSE to ensure the data reflect actual enrollment. This practice has led to increased accuracy. This year, all but 24 students at four public charter schools had their enrollment entered correctly in the enrollment application by Count Day. DC PCSB was able to work with the schools and OSSE to ensure that schools received funding for all attending students through OSSE's appeals process.

Additional improvements to our policy and practice include greater sharing of enrollment data across agencies, reducing reporting burdens to schools, and prompt supplemental payments for additional services for special education, English learners, and at-risk students throughout the school year.

We continue to improve the process and believe that with ongoing emphasis on transparent and timely communication, both within and between OSSE and DC PCSB, public charter schools will get paid the correct per pupil amount on time.

In addition to improving the current process, DC PCSB has long supported DME's efforts to reform the payment process so that (a) both public charter schools and DC Public Schools (DCPS) are paid based on actual enrollment and (b) schools are paid based on multiple enrollment counts throughout the year. This was a multi-year effort that ground to a halt in 2017. Such a reform would provide financial incentives for schools to accept students midyear and remove a long-standing inequity in payments between public charter schools and DCPS. We hope the DME will restart the discussions to improve this process and ensure funding follows students.

Q4. Describe any partnerships or collaborations currently underway between the PCSB and other District government agencies. In particular, indicate any new partnerships or collaborations developed, planned, or implemented over the last fiscal year. Please include the following agencies and any task forces, partnerships, councils, or other initiatives:

a. D.C. Public Schools;

b. Office of the State Superintendent for Education;
c. Office of the Deputy Mayor for Education;
d. D.C. Public Library;
e. D.C. Department of General Services;
f. D.C. Department of Transportation;
g. D.C. Department of Parks and Recreation;
h. D.C. Office of Human Rights;
i. Metropolitan Police Department;
j. Child and Family Services;
k. Office of the Deputy Mayor for Health and Human Services including the D.C. Department of Behavioral Health and the D.C. Department of Health; and
l. Office of Planning.

DC PCSB actively participates in more than 40 task forces and working groups including the truancy task force, cross-sector task force, and the career pathways task force. These task forces bring together multiple city agencies and community-based organizations across the city. Our engagement in citywide initiatives has improved the ability of city agencies to coordinate with public charter schools, has influenced city agencies decision-making, and improved the resources available to public charter schools.

Below is a list of several of the collaborations and partnerships in which DC PCSB participates:

<u>DC Department of Transportation</u>
DC PCSB works closely with DC Department of Transportation (DDOT), the Office of the Chief Technology Officer (OCTO), the Office of the City Administrator (OCA), Office of the Deputy Mayor for Education (DME) and DCPS to provide transit subsidies to public charter school students for the Kids Ride Free Program. The team implemented a new Kids Ride Free Program in 2018 for students ages five years old and older could ride the Metro and Metro Bus for free during school hours. The collaboration offers training for designated school ID administrators, individuals responsible for processing Kids Ride Free Smartrip cards for each student. The DC PCSB Kids Ride Free team provides on-going support to public charter schools throughout the school year for the 22,300 Smartrip cards issued for public charter school students this school year.

DDOT also facilitates DC PCSB's relationship with WMATA as we work to improve bus transportation around public charter schools. We have worked with WMATA to improve bus schedules in the Congress Heights area to help students from Center City PCS -- Congress Heights, Democracy Prep PCS, and Somerset Prep PCS move more quickly and safely during dismissal.

Transportation Working Group
The Transportation Working Group is a forum to support interagency and public school coordination to maximize and ensure safe and efficient travel by public and public charter school students. DC PCSB serves on this working group to ensure that transportation issues relevant to public charter schools inform analysis and decision-making.

DC Department of Behavioral Health
DC PCSB works closely with DC Department of Behavioral Health to ensure that mental health clinicians are placed in public charter schools. Department of Behavioral Health currently provides 21 mental health professionals to public charter schools, compared to the 47 mental health professionals provided to DCPS schools. DC PCSB actively participates on the Coordinating Council on School Mental Health. The Coordinating Council on School Mental Health was tasked with implementing the expansion of school-based mental and behavioral health services for all public and public charter students and expanding to child development centers.

Department of Parks and Recreation (DPR)
DC PCSB works with DPR to ensure that public charter schools have access to public parks and fields as needed. About 38 public charter schools use DPR fields for athletics and PE classes.

Department of Health
DC PCSB works closely with the Department of Health to help public charter schools secure school nurses for their campuses. The collaboration includes working with Children's School Services, the vendor that provides school nurses. DC PCSB works to ensure that all schools have at least three people trained to administer medication, especially if the school does not have a nurse. Public charter school staff participate in several training sessions for initial and refresher training for medication administration. DC PCSB has worked collaboratively with DOH for years to help public charter school campuses create compliant nurses suites, which then makes the campus eligible for a DOH-provided school nurse. This joint effort has been successful: currently 96 of the 123 public charter school campuses are served by a school nurse, up from 45 in 2012. Of the 96, seven public charter school campuses pay for a private nurse. Our goal is to have a publicly-provided school nurse at every public charter school.

Office of the State Superintendent of Education (OSSE)
DC PCSB and OSSE leaders meet monthly, the data teams from both agencies meet weekly, and there are more frequent meetings as needed, given the level of collaboration between the two agencies. DC PCSB also works closely with My School DC, supporting EdFEST, a city-wide event started by DC PCSB exclusively for public charter schools, and expanded now to serve all families interested in sending their child to a public school in the district. In addition, DC PCSB participates in many OSSE-led efforts including the following:

ESSA Statewide Accountability
DC PCSB leadership and staff worked closely with OSSE leadership and staff to develop the recently-released common statewide accountability system under the new federal education law.

School Garden Taskforce and Healthy Youth and Schools Commission
DC PCSB participates on the School Garden Taskforce and the Healthy Youth and School's Commission with OSSE. DC PCSB helps ensure that public charter schools are kept abreast of the requirements of the Healthy Schools Act and offers insight into barriers public charter schools experience with implementing all aspects of the act. The Healthy Youth

and School's Commission publishes a report to the Mayor at the end of each school year.

Community Schools Advisory Board
The role of the Community Schools Advisory Board is to advise OSSE and the Mayor on the progress of community schools in the District of Columbia, identify supports that can further enhance the implementation of the community schools, provide feedback on the evaluation plan, and assess sustainability of the initiative. DC PCSB is a member of the advisory board and worked with OSSE to review the evaluation of the community school grantees.

General School Health Issues
DC PCSB works closely with the Health & Wellness division to work through numerous school-based health issues.

Data
DC PCSB collaborates with OSSE on various data collection systems and data uses with the goal of reducing burden on public charter schools. See Question 5 for more details.

CLASS Monitoring
As part of the city's initiative to have all public pre-kindergarten classrooms evaluated using the same accountability system, DC PCSB worked with OSSE to select an observation protocol that would meet the needs of DC PCSB's oversight as measured in the Performance Management Framework and OSSE's STAR system and Capital Quality (the Quality Rating and Improvement System (QRIS) for community-based organizations). DC PCSB agreed to use the same vendor as OSSE selected and is pleased that this year all schools, including DC Public Schools, will be measured using this same vendor. DC PCSB is also grateful that OSSE finances the oversight of CLASS observations for the pre-kindergarten classrooms of public charter schools. However, for SY 2017-18, OSSE did not pay for the schools to receive customized, classroom-level, reports. The schools missed receiving this feedback and therefore for SY2018-19, DC PCSB is paying for the public charter schools to receive these reports. School year 2018-19 marks the sixth year of this partnership.

Early Learning
DC PCSB's Early Childhood point of contact communicates regularly with OSSE's Assistant Superintendent for Early Learning with the purpose of having clear communication and planning.

Career and Technical Education (CTE)
DC PCSB participated on the DC CTE Working Group hosted by OSSE. DC PCSB participates in all meetings and the supplemental business rules working group. The purpose of the group is to monitor the implementation of the citywide CTE Strategic Plan that was adopted in December 2012. Other members of the group include OSSE, DCPS, UDC, DME, and WIC.

Equity Reports
For five years, DC PCSB collaborated with OSSE and others to produce annual "Equity Reports" for each public school, containing data on academic performance by subgroup,

student discipline by subgroup, mid-year withdrawal data, and other information. Most, but not all, equity report data is now contained in OSSE's school report cards. However, OSSE has agreed to provide DC PCSB with all data needed to produce equity reports for public charter schools that contains all of the information previously provided.

DC Public Schools
Health Issues, Transportation & Safety
In our work to help ensure that all schools have at least three people trained to administer medication, DC PCSB collaborates with DCPS to provide a combined training session for public charter school staff and DCPS staff. The training is provided by Children's School Services. DC PCSB also works closely with DCPS to share best practices about school-based nursing. DC PCSB also works closely with DCPS on the Kids Ride Free working group. Together we held several distribution events during the summer to implement the new program. DC PCSB also sponsored, with DCPS, the Ahead of the Curve conference last May, where we offered several workshops for schools on managing and preventing sex abuse in schools.

Office of Human Rights (OHR)
DC PCSB serves on the citywide Bullying Prevention Taskforce which is managed by OHR. The taskforce aims to reduce incidents of bullying across the city by emphasizing prevention and proper procedures for responding when incidents occur. DC PCSB works to ensure that public charter schools have developed their bullying prevention policies.

DC Public Library (DPL)
DC PCSB and DPL currently are not currently working on any collaborative projects.

Metropolitan Police Department (MPD)
DC PCSB and MPD have developed a close working relationship. DC PCSB supports MPD during investigations related to the safety and security of children attending public charter schools. DC PCSB assists MPD with addressing parent complaints and ensuring school safety.

Office of the Deputy Mayor for Education (DME)
The DC PCSB Executive Director and the DME have a standing bi-weekly meeting in addition to communicating frequently as issues arise. DC PCSB works closely and broadly with the DME to improve coordination across education agencies, as well as on many specific issues. These include: school-based health (nurses & immunization), transportation, developing the master facilities plan, enrollment forecasting, transit subsidies (Kids Ride Free), Summer School planning, School Safety and Safe Passage Working Group, legislation, communication strategies, and the Truancy Task Force. Additionally, DC PCSB participated for over two years in the DME-led "Cross Sector Collaboration Task Force" and looks forward to working with the DME, OSSE and DCPS to enact many of the recommendations that will better coordinate each agency's planning processes.

DC PCSB is a member of the School Safety and Safe Passage Working Group, led by the DME. The School Safety and Safe Passage Working Group was established to better understand and enhance safety-related policies that affect both public charter and DCPS schools, as well as, the intersections with MPD and MTPD (Metro Transit Police Dept. under

WMATA).

Office of the Deputy Mayor for Health and Human Services (DMHHS)
DC PCSB works with DMHHS on school-based health issues related to school nurses, immunization compliance (No Shots, No School campaign), and the Coordinating Council on School Mental Health.

State Early Childhood Development Coordinating Council (SECDCC)
DC PCSB has a seat on the SECDCC, which is co-chaired by the DME and DMHHS. DC PCSB participates in all meetings and has a staff member co-chairing the Early Childhood Needs Assessment, Data, and Insights Sub-Committee for the SECDCC. The vision of this group is that all young children and families in the District of Columbia will receive the necessary supports and services from birth to age 8 to be ready to learn and develop successfully. The SECDCC supports and advocates for policies and practices to ensure a comprehensive early childhood education and development system for infants, toddlers, and young children by improving collaboration and coordination among agencies and community partners in the District of Columbia.

Department of General Services
DC PCSB collaborated with DGS on lead testing in public charter schools. DGS provided guidance on lead testing protocols.

Child and Family Services Agency (CFSA)
DC PCSB staff communicates with CFSA regarding the number of students who are eligible to be referred for truancy educational neglect (students that have 10+ unexcused absences). In turn, CFSA provides DC PCSB with the number of referrals they have received per public charter school campus. This enables DC PCSB staff to follow up with schools that may be underreporting. DC PCSB reached out to Court Social Services in the past to establish similar check-ins but was unsuccessful in that collaboration.

Q5. Identify all electronic applications/databases maintained by your agency, including, but not limited to those databases containing information about special education, 504 plans, student discipline, and student support teams. Please provide the following:

- **a. A detailed description of the information tracked within each system, including each recordable data element;**
- **b. Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system; and**
- **c. The age of the system and any discussion of substantial upgrades that have been made or are planned to be made to the system.**
- **d. As OSSE builds out their data systems, what focus has the PCSB shifted from data collection to data analysis and how is this used to work with LEAs?**

DC PCSB uses several applications and databases, which are described below.

Amazon Web Services Virtual Private Cloud
In 2018, DC PCSB entered into a contract with Amazon Web Services (AWS) to provide

several cloud-based computing services under a single umbrella agreement. This allowed DC PCSB to migrate existing servers and applications from other locations. It has lowered costs and increased our ability to scale our electronic application and database management.

DC PCSB currently use AWS to manage its collection, cleaning, aggregation, and distribution of data to user-facing applications. DC PCSB primarily uses a combination of Relational Database Service (RDS) instances, Elastic Compute (EC2), and Simple Storage Service (S3) to achieve these goals.

Access to DC PCSB's AWS infrastructure is restricted to DC PCSB's Data Engineering Team. The infrastructure is housed in a virtual private cloud (VPC) which has inbound and outbound access control logic restricting access. Data in the VPC are encrypted at rest and in flight.

Epicenter

Epicenter is a web application used to collect and store school documents related to compliance, governance, operations, finances, and academic goals and performance. Local education agencies (LEAs) submit documents, and DC PCSB accepts the documents based on completion and accuracy of content. The exact criteria for acceptance vary by document type.

The following types of data are collected in Epicenter:

Compliance Documents

- Accreditation
- Annual Report
- At-Risk Funding
- Attendance SST Meetings
- Board Roster
- Certificate of Occupancy
- Certified Staff to Administer Medicine
- Charter Board Calendar
- Employee Handbook
- English Learners Assurance
- Fire Drill Schedule and Midyear Update
- High School Course Offering
- Insurance Certificates
- Lease
- Lottery Procedures
- Quarterly Board Meeting Minutes
- Quarterly Procurement Contracts
- Residential Education Annual Compliance Documents
- School Calendar
- School Emergency Response Plan
- Seclusion & Restraint Checklist
- Sexual Violation Protocol
- Special Education Packet

- Staff Preference
- Staff Roster & Background Checks
- Student Application
- Student Enrollment Forms
- Student Handbook
- Title IX Checklist

Non-Compliance Documents

- Adult Education PMF Form
- Annual Budget
- Audited Financial Statement Engagement Letter - FY18
- Competency-based Unit Summary
- Facilities Expenditures
- Goals and Assessments
- IRS Form 990 or Extension FY2018
- Monthly or Quarterly Financial Statements
- Waitlist Data

Approximately 45 members of DC PCSB's staff have access to this database and use it regularly. Any documents submitted to this database that do not contain personally identifiable information or otherwise exempt information can be requested under the Freedom of Information Act (FOIA). The database itself is not a public access database.

<u>The Hub</u>
The Hub is DC PCSB's primary LEA-facing web application and serves as a data collection and reporting platform. The Hub stores academic and performance data, as well as discipline and equity data. The Hub also serves as an interface to DC PCSB's entity management system, tracking LEA, campus, and facility directory and profile information.

The following types of information are available in the Hub:

- Support: ticketing and secure communication with LEAs
- Directory: consolidated entity management information
    - Campus programs
    - Charter special education status
    - Grades served
    - Operating status
    - Original authorizer
    - Residential operating status
    - Facility addresses
    - Facility maximum occupancy
- Communication: contact directory
    - Name, title, email address, phone number, and contact type
- Board Roster Management
    - Names, titles, email addresses, phone numbers, DC resident status for LEA board members
- Discipline
    - Discipline incidents reported by LEAs

    - DC PCSB upgraded and modified our data collection protocol to support the new discipline bill's requirements
- Equity Reporting
    - Interim reporting of discipline and equity trends, which mirrors final Equity Reporting
    - Provided to LEAs as an early-access and detection tool
- Academic Performance Data
    - Outcomes of the Performance Management Framework
    - Assessment outcomes
- Enrollment Projections
    - Projections by both LEAs and DC PCSB / DME / OCFO
    - Access and support for the DME and OCFO
    - Additional reporting capabilities are being discussed for 2020-2021
- Enrollment Verification
    - Access and support for the Child and Family Services Agency
    - DC PCSB fulfilled 4,312 search requests in calendar year 2018
- Financial Data
    - Datasets related to annual audited financial datasets
    - Outcomes of the Financial Audit Reviews (FAR)

All DC PCSB staff members as well as 350 school-based users have some level of user access to the Hub, with varying levels of permission. Access to the database is tightly controlled, using partitioning and permissions to keep data secure. LEA users have access to data only for the LEA(s) for which they have been granted access, and within the LEA user permission, users can be granted access to different types (e.g., academic, equity, compliance, financial) of data discretely.

DC PCSB also provides limited access to agency partners. Access for each of these groups is restricted to the data relevant to the data-sharing agreement.

DC PCSB uses a reliable-source method of authenticating requests to change access control policies for LEA users. DC PCSB dedicates resources to ensuring that LEAs can quickly and securely manage access to the Hub in the event of staffing changes. DC PCSB's operations team closely manages and revokes credentials for staff members leaving the agency.

Many reports and products produced using these data, including the School Quality Report (also referred to as the Performance Management Framework (PMF)) and Financial Analysis Review (FAR), are subsequently published on DC PCSB's website. The database itself is not a public access database. Requests for additional collected information are handled through the FOIA process.

<u>Looker</u>
In 2018, DC PCSB acquired a business intelligence tool, Looker, for the purposes of facilitating internal data visualization. Looker allows DC PCSB's data team to explore existing data sources and generate visualizations. No new data are stored in the application. DC PCSB staff have read-only access to this platform.

SalesForce
DC PCSB maintains a SalesForce application to track community complaints. This database includes information from the community member submitting the complaint, as well as a log of the contact between DC PCSB and the LEA, discussing the complaint and the LEA's resolution of the issue(s). Last year, DC PCSB identified the need to migrate the community complaints database to the Hub. DC PCSB is still considering this work, but it was deprioritized in 2018 to respond to more immediate needs which did not have a viable existing solution.

Data submitted to this database contain personally identifiable information, and otherwise FOIA-exempt information. These data can be requested under FOIA. DC PCSB produces annual reports that summarize the core data collected by this database.

Part D. As OSSE builds out their data systems, what focus has the DC PCSB shifted from data collection to data analysis and how is this used to work with LEAs?
DC PCSB continues to work and invest in its partnership with OSSE to ensure that both agencies are able to support one another and that we do not duplicate one another's efforts. This year, DC PCSB and OSSE worked collaboratively to transition some data collection elements, which DC PCSB has historically collected for the Performance Management Framework, to OSSE, as they implemented the STAR Reports and DC School Report Card.

As OSSE's scope continues to increase, DC PCSB has prioritized developing mechanisms for data exchange which automate the transfer of data from OSSE to DC PCSB, and to allow DC PCSB to validate and make data available to our staff members in a consistent, reliable, and timely manner.

In 2018, this effort included data on students' individualized education plans, manifestation determination hearing data, and additional demographic detail. These efforts required significant time and resources from both DC PCSB and OSSE staff and will allow DC PCSB to more proactively monitor the implementation of services for students with disabilities. DC PCSB and OSSE have already begun collaborating on additional data sharing regarding school calendars and residential student enrollment in 2019.

Finally, DC PCSB continues to devote resources to ensuring that the use of data it receives from OSSE aligns with OSSE's own usage policies, where possible. This helps both agencies present a clear and consistent message of school performance and reduces the burden of reporting requirements imposed on LEAs. DC PCSB has prioritized both ongoing communication and discussion with OSSE, as well as ongoing work to document, model, and provide data resources internally which align with these standards.

Q6. Provide a list of all inter-agency programs, initiatives, or MOUs (with government agencies and outside partners) currently in place, all MOUs entered into within the last year, and any MOUs planned for the coming year. Please be sure to include copies of any MOUs with the submission.

Memoranda of Understanding (MOUs)/Other Inter-Governmental and other Partnership Agreements:

- Justice Grants Administration MOA (attached Q6 A)
- OSSE MOA Data Sharing Agreement (attached Q6 B)
- UDC Educational Data Access (attached Q6 C)
- AIR Data Sharing Agreement (attached Q6 D)
- OSSE MOU regarding DC PCSB's implementation of the ESEA Waiver (attached Q6 E)
- OSSE MOU regarding the common lottery (attached Q6 F)
- Georgetown Legal Fellow MOU (attached Q6 G)
- Urban Institute MOU for data sharing to allow for research (attached Q6 H)
- OSSE MOU Adult and Alternative Ed (attached Q6 I)
- RAND Data Sharing MOU (attached Q6 J)
- Pathway 2 Tomorrow MOU (attached Q6 K)
- WMST MOU (attached Q6 L)
- Urban Leaders Fellowship MOU (attached Q6 M)

Q7. Provide an update for the Committee on the PCSB's work with the Department of Health Care Finance on Medicaid billing in FY18 and FY19 to date. How does the PCSB work to promote the DHCF's work with LEAs and parents?

Please note that the response below is the same as last year (FY17), as our work in this area has not changed.

The primary agency responsible for Medicaid billing is the Department of Health Care Finance (DHCF), which works actively with public charter LEAs to promote and facilitate Medicaid billing. DC PCSB supports DHCF by sharing contact information with schools, promoting DHCF meetings and other messaging through our Wednesday Bulletin (a weekly e-newsletter sent to all schools), and providing DHCF time at our quarterly school leader meetings to address these issues with public charter school leaders. It is important to note the record-keeping and paperwork requirements for Medicaid billing is time consuming and costly. Consequently, this billing only makes sense for schools with sufficient volume, so the reimbursements exceed the cost of preparing and filing the requests. Most, if not all, of the public charter schools of sufficient size now participate in the program. Charter LEAs work directly with the DC Special Education Cooperative, which assists them in preparing their Medicaid billing claims.

DC PCSB has been participating in the Free Care Rule Working Group, chaired by DHCF, and includes other health and education partners across the city and the DC Special Education Cooperative. The group is working to expand Medicaid reimbursement of school-based services to all eligible students (ages 3-20) enrolled in Medicaid, regardless of whether the services are provided based on requirements of an Individualized Education Plan (IEP) and/or allows for the reimbursement of specific school nursing services. In order for Medicaid to pay for these services, the State Plan must be amended to expand the list of reimbursable school-based services and potentially expand the list of provider types that may seek reimbursement.

Q8. Identify all legislative requirements (both local and federal) that PCSB lacks sufficient resources to properly implement. Also, identify any statutory or regulatory impediments

to your agency's operations.

DC PCSB provides oversight for 123 schools operated by 66 nonprofits. DC PCSB is an independent government agency and therefore is somewhat flexible with respect to statutory and regulatory requirements, differing from other government agencies.

As we reported last year, we would like to propose minor changes to the code to better support DC students, our duties in opening and closing schools, and our work providing rigorous oversight. The biggest priority is to move up the date for charter review and renewal applications so that they better align with the My School DC lottery dates. Currently, the law permits LEAs to submit renewal applications as late as the spring of a school year, making it difficult to reject a renewal application before the enrollment deadline for My School DC. Adjusting the required submission date would better allow for due process to occur and for students and families to be better prepared if a school closes.

Additionally, we are in favor of adding an optional closed-school preference for District families. A lottery preference for students leaving a closed school would help DC families who have experienced underperforming schools. While DC PCSB strives to make tough decisions over charter revocation before the lottery, we believe this preference would add another layer of equity and give the students who need help the most an opportunity to attend a top-performing school.

Student Achievement and Student Supports

Q9. Detail and discuss the Qualitative Site Review ("QSR") process for SY17-18 and SY18-19 to date. How many LEA's were reviewed and on what topic areas did the PCSB focus?

The purpose of the QSR is to provide Board members, staff, public charter school leaders, parents, and other community members with qualitative evidence to complement the quantitative evidence gathered in the School Quality Report (also referred to as the Performance Management Framework or PMF). Results are published on our website as stand-alone reports and summaries are included in all high stakes reviews and renewal reports. QSRs are conducted at every school undergoing a high stakes review or charter renewal and at all schools that earn a Tier 3 rating on our School Quality Report (also referred to as the PMF).

The goal is to provide holistic observations on the school's culture and instructional quality. A sample QSR can be found in attachment Q9 A, and all finalized reports to date can be found on our website. The SY 2018-19 QSR protocol along with the Charlotte Danielson *Framework for Teaching* rubric can be found in attachment Q9 B.

DC PCSB conducted 19 QSRs in SY 2017-18 at 16 LEAs. To date, DC PCSB has conducted 11 QSRs at 8 LEAs in SY 2018-19.

Qualitative Site Reviews comprises:

1. An introductory meeting with school leaders to gather information about the school's mission, vision, and academic program, including its programs for English Learners and for students with disabilities.
2. Unannounced school visits during a two-week window to observe at least 75 percent of each campus' teachers. Each teacher observation typically lasts between 30 and 40 minutes.
3. A five-year review of the Board of Trustees rosters and meeting minutes to ensure all public charter school boards are meeting in accordance with their bylaws and membership comprises at least two parents and a majority of DC residents.
4. A follow-up meeting with the school's leadership to share results.
5. A final report published on DC PCSB's website and sent to the school's board of trustees and school leadership.

Classroom observations are at the heart of QSRs. DC PCSB staff and consultants, who are certified in using the Charlotte Danielson *Framework for Teaching* rubric, conduct unannounced classroom observations during the predetermined two-week window. They conduct observations to gather evidence of the classroom environment and instructional quality, ultimately rating each observation on a four-point scale.

In addition to consultants and staff members who review the general education students learning, every QSR contains at least one observer trained in special education who observes pull-outs and inclusive classrooms. A section of the QSR details the extent to which the school is implementing a strong special education program. Similarly, a staff member trained

in Sheltered Instruction Observation Protocol (SIOP) observes the instruction of English Learners and summarizes the findings in the report.

The QSR team meets with the school's leadership after finishing all observations and provides global feedback. DC PCSB does not provide information on specific teachers or classrooms.

Q10. For FY18 and FY19 to date please provide an update regarding the outcomes of the Partnership for Assessment of Readiness of College and Careers ("PARCC") assessment in public charter schools. Please describe any barriers to implementation in testing, and how the PCSB is working with schools to identify any program and technological enhancements needed to administer the assessment, or any unexpected challenges in implementation. Please elaborate on how the tests are applied and impact each school's Performance Management Framework ("PMF"). Also address what steps PCSB is taking as authorizer to help individual LEAs raise future test scores or to meet the needs of LEAs with schools with students with special education needs.

LEAs implement PARCC each year. DC PCSB collaborates with OSSE's Office of Assessment if there are barriers that require our help to overcome. In SY 2017-18, we were not informed of any barriers requiring our intervention.

DC PCSB continues to support the District's commitment to PARCC and appreciates the recent inclusion of consortium-level median growth percentiles for 3-8 and from grade 8 to 10. We rely heavily on the state assessment and a valid growth measure to assess the quality of the public charter schools. To that end, DC PCSB works closely with OSSE to ensure that schools and our staff have access to their data in a usable and timely manner.

DC PCSB uses the PARCC assessment in its School Quality Report (also referred to as the PMF) and provides schools with interactive calculators so they can estimate points earned for each component of the report, including PARCC achievement and growth.

DC PCSB believes in differentiated oversight. For schools that had low performance on the PARCC in English Language Arts (ELA) or math in school year 2017-18 and/or low median growth percentile scores, calculated using individual student growth scores from school year 2016-17 to school year 2017-18, a few DC PCSB Board members will meet with the school's board and leadership to discuss the performance during this school year. If the performance contributes to a school earning a Tier 3 on the PMF, DC PCSB conducts a site visit and/or QSR.

In the PMF, DC PCSB measures both PARCC Level 3 (Approaching College and Career Ready Expectations) and PARCC Levels 4 and 5 (Meeting or Exceeding College and Career Ready Expectations) with specific floors and targets. These floors and targets are the same as agreed upon with schools in school year 2015-16. Schools earn points based on how close they are to the target. Schools that meet or exceed the target earn 100% of the possible points. In 2017-18, the PK-8 Gateway measure include students scoring at levels 4 and 5, which measure reading proficiency in grade 3 and math proficiency in grade 8. New for SY2018-19, the DC PCSB Board approved a revision to the student achievement measures to include

performance on both PARCC and the Multi-State Alternate Assessment (MSAA), the District-wide alternate assessment for ELA and mathematics.

DC PCSB also uses PARCC scores to calculate student growth, using median growth percentile to calculate the school's average student growth from the previous year to the current year. For PK-8 framework, equal weight is given to growth and proficiency. In high school, growth weights slightly less than achievement. Currently in the PK-8 PMF, PARCC results account for 25 to 40 percent of a school's PMF score for both achievement and growth, depending on the grade band of students the school serves (higher for schools without PK). In the High School PMF, PARCC achievement accounts for 25 percent of the PMF score and growth accounts for 15%. New for SY 2018-19, DC PCSB will use consortium level MGP for the PK-8 PMF and HS PMF. In SY 2017-18, DC PCSB followed its Policy and Technical Guide, released in the summer of 2018, and used statewide MGP for PK-8 and offered high schools the option to use consortium level MPG, given that no data had been made available to make an informed decision about the validity of the growth measure.

While public charter schools still have significant achievement gaps, public charter schools are continuing to close those gaps across most student populations. As shown below, the percent of at-risk, Black, and homeless students attending public charter schools who earn a score of 4 or 5 is higher than the state average for those subgroups.

Subgroup Value	Subject	Levels 4+ (State)	Levels 4+ (Charter)	Levels 4+ (Difference)
All Students	**Math**	**29.4**	**28.4**	**-1.0**
All Students	**ELA**	**33.3**	**31.5**	**-1.8**
At-Risk	Math	15.7	18.5	2.8
At-Risk	ELA	18.4	20.3	1.9
Black or African American	ELA	24.7	26.6	1.9
Black/African-American	Math	20.7	24.4	3.7
English Learners	ELA	18.8	15.5	-3.3
English Learners	Math	20.9	14.6	-6.3
Homeless	Math	16.1	22.0	5.9
Homeless	ELA	18.8	21.4	2.6
Students with Disabilities	ELA	5.7	5.3	-0.4
Students with Disabilities	Math	6.4	5.9	-0.5

An area of great concern is the performance of students with disabilities and English Learners. While proficiency rates improved in ELA for public charter students in both subgroups in SY 2017-18, the percentage of students with disabilities scoring at College and Career Ready is in the single digits; the performance clearly shows more needs to be done. DC PCSB currently employs three staff members with special education backgrounds as an instrumental part of our qualitative site reviews, visiting every school with a specific lens for the quality of instruction for students with disabilities and English learners both in inclusive and pull-out settings.

Public charter schools are open-enrollment schools. More than 91 percent of the students taking the PARCC last year at public charter schools were Latino or Black, and 48 percent were identified as at-risk. Nineteen percent received special education services.

Some schools are closing the achievement gap at impressive rates. For example, the rate of at-risk students at DC Prep PCS – Benning Middle School scoring 4 or 5 is 45% and 47% in ELA and math (respectively), exceeding citywide proficiency rates for all students by double digits. Other schools, such as Center City PCS - Capitol Hill, have had increases in their proficiency rates for at-risk students in math since 2014-15, the first year of the PARCC. Unfortunately, not all schools are experiencing these sorts of results for their most vulnerable populations. When the performance affects a school's PMF score, a school is likely going to fail to meet its goals and student academic achievement expectations which may result in charter revocation or non-renewal.

DC PCSB supports schools improving results for all students by making the data accessible and providing information for all schools on our website.

DC PCSB has taken the initiative to improve our support to schools and create opportunities for collaboration among special education leaders. As a result of our monitoring, we identified the ongoing need for schools to share best practices around serving students with disabilities.

DC PCSB leverages three strategies to support schools' in improving their practices in serving students with disabilities:

- Qualitative Assurance Review (QAR): Since FY2012, 36 LEAs have completed the QAR. Please note, the QAR is not a monitoring tool, nor is it used for monitoring a school's compliance for special education. For most schools, the QAR is an optional self-study public charter schools can choose to undertake. However, DC PCSB often requires schools whose students with disabilities are persistently lower performing than students with disabilities at other public charter schools, to conduct a QAR as a condition of charter continuance. Not only do these schools undergo the review, but they also commit to improving their practices, so they meet the benchmark in all areas of the QAR rubric. The QAR is a direct way for public charter schools to reflect on their special education performance/practices and set goals to improve identified areas of challenges. The outcome for schools is to better serve students with disabilities through implementing best practices and creating an Action Plan addressing identified areas of challenges. For DC PCSB, the QAR tool offers insight into where public charter schools are struggling the most around serving students with disabilities in a nonpunitive capacity. Since last year, the number of voluntary participants in the QAR has diminished, as over half of our LEAs have participated in the QAR process with DC PCSB over the last seven years. We continue to offer the tool as a resource to our schools on our website.
- Special Education Professional Learning Community (PLC): Several special education leaders serving in public charter schools with a significant population of students with disabilities have indicated to DC PCSB the challenge in finding the time and space to collaborate with their professional peers. DC PCSB established the Special Education PLC in response, which now meets at least quarterly at the DC PCSB office. The first PLC meetings held on May 3, June 14, and July 31, 2018 were piloted with a cohort of schools with a high population of students with disabilities (over 25%+). These pilot meetings ran like case studies. Participants shared examples of the challenges in serving students with low incidence disabilities, and they discussed solutions and

strategies to address them. Several schools also volunteered to present best practices to the PLC, which resulted in further interest from other schools in the charter community to participate. Prior to the most recent meeting held on January 9, 2018, DC PCSB opened up the PLC to all public charter schools and successfully held a session with participants from 18 LEAs.

- High-Leverage Practices (HLP) Institute: To support schools in improving outcomes for students with disabilities, DC PCSB partnered in 2018 with the Council for Exceptional Children (CEC) to offer a train-the-trainer professional development series on high-leverage practices (HLPs). Developed by the CEC, the HLPs span four domains – collaboration, assessment, social/emotional/behavior, and instruction – and address evidence-based, critical practices that every educator of students with disabilities should master and be able to demonstrate. Through five in-person workshops and three online checkpoints, participants will be able to implement and lead training on the HLPs to improve outcomes for students with disabilities. Participants have access to an online learning community and receive publications and resources, including the book *High-Leverage Practices in Inclusive Classrooms* and an HLP Train-the-Trainer Guide. They may earn up to 18 professional development hours and a certificate of completion from CEC. The first workshop took place on December 14, 2018 and focused on HLP #1: Collaborate with professionals to increase student success. 45 out of 49 participants attended, representing 26 LEAs. Led by Dr. Julie Bost and Dr. Marilyn Friend, participants learned background knowledge on the development of the HLPs and strategies to implement co-teaching and co-planning practices within their schools. The next workshop is set for March 8, 2019, and Dr. Michael Kennedy will present on specific HLPs under the instruction domain.

Q11. Describe any steps that PCSB has taken to help implement the 2018 DC School Report Card.

DC PCSB engaged with OSSE on statewide efforts for a common systemwide reporting on school performance. DC PCSB attended all OSSE's task force meetings from May to July 2018 to discuss and give feedback on the proposed business rules for the STAR PK-12 frameworks. Additionally, DC PCSB has a staff member who sits on the State Board of Education's ESSA Report Card task force, which meets monthly. Staff also meets regularly with OSSE staff to prepare for the release of the 2018 DC School Report Card. As the Report Card replaced the Equity Reports, which were jointly produced by DCPS, DC PCSB, DME, and OSSE, regular calls took place to ensure a smooth transition. In addition, DC PCSB's deputy director met weekly with OSSE's chief of staff and again with the head of data and accountability. During these meetings, significant time was allotted to the rollout of the DC School Report Cards. Information about the DC School Report Card was added to DC PCSB's website on each school's profile page and in our annual school quality guide. After the release, DC PCSB and OSSE staff met to debrief the entire data collection process for all accountability measures and identified areas for improvement.

Q12. (a) For each LEA (if the LEA has multiple schools, include data for each campus) and by sector, please provide the following data on student attendance for SY2017-2018 and SY2018-2019 to date:

1. **The number and percent of truant students by grade;**

2. **The number and percent of students with 1-5 unexcused absences;**
3. **The number and percent of students with 6-10 unexcused absences;**
4. **The number and percent of students with 11-20 unexcused absences;**
5. **The number and percent of students with 21 or more unexcused absences;**
6. **Of the cases in which students have 10 or more absences, the number of students referred to CFSA; and**
7. **For cases involving students 14 years and older, how many per LEA have been referred to CSS?**
8. **A list of all LEAs or individual schools for which you have issued a "notice of concern," and whether or not they have met the requirements of the notice.**

(b) Why do LEAs not report data for referrals to CFSA and CSS to PCSB?
(c) What steps did PCSB take in FY18 and FY19 to date to help LEAs to improve practices and policies related to attendance and absenteeism?

For #1-5, please see attachment Q12.

Public charter LEAs serving students age 14-17 reported submitting truancy referrals for 351 students to Court Social Services (CSS) in SY 2017-18 (CSS reports they received truancy referrals for 195 public charter school students. DCPS also reported submitting a much higher number than CSS reports receiving.). Public charter LEAs serving students age 5-13 reported submitting referrals for 1,292 students to Child and Family Services Agency (CFSA) in SY 2017-18 (CFSA reports they received referrals for 1,203 public charter school students.). As of December 31, 2018, there were 1,287 students ages 5 to 13 who had ten or more unexcused absences. These students would be eligible for CFSA reporting if each student's ten days were full-day absences. As of December 31, 2018, there were 286 students ages 14 to 17 who had 15 or more unexcused absences. These students would be eligible for CSS reporting if each student's 15 days were full-day absences. Please note that the numbers referenced above (1,287 and 286) are absences according to the 80/20 rule, not full-day absences.

As of January 21, 2019, CFSA shared with DC PCSB that it had received 384 public charter school referrals and CSS shared with us that it received at least 50 public charter school referrals.

LEAs are responsible for being mandatory reporters. Therefore, they submit referrals directly to CFSA and CSS, as opposed to reporting to DC PCSB. DC law mandates that public charter schools submit daily attendance to OSSE, which we receive through a nightly feed from OSSE's Qlik application. Schools submit in-seat attendance for students who are at school for at least 80 percent of the school day. Given that current legislation does not mandate schools to submit full-day absences to OSSE, which is the criteria CFSA and CSS referrals, and that DC PCSB receives attendance data from OSSE, not the schools directly, DC PCSB does not have the ability to discern between full and partial day absences. Furthermore, DC PCSB is loath to ask for more attendance reporting, as we seek to reduce the school reporting burden so schools can dedicate their staff and resources to their instructional program. Using the information that we readily have available, DC PCSB staff contacts schools we suspect may be underreporting (per referral information shared by CFSA and

CSS) and relies on the schools and CFSA/CSS to determine ultimately if the family is at risk of neglect or truancy. Following this practice, DC PCSB staff contacted 15 schools that appeared to underreport truancy referrals to CFSA or CSS during SY2017-18, reminding them of their legal obligation to submit referrals, and re-sharing each agency's referral form.

During SY 2017-18, DC PCSB issued four notices of concerns for truancy to the following schools: Sustainable Futures PCS, Goodwill Excel Center PCS, DC Scholars PCS, and Ingenuity Prep PCS. Per the policy, the notices issued to Goodwill Excel Center PCS and DC Scholars PCS were lifted due to the school showing improvement in two of the three criteria: (1) improvement in the percentage of in-seat attendance for the whole school, (2) improvement in attendance for the majority of students who were defined as chronically truant in the baseline period, and (3) maintaining a chronic truancy rate lower than 45 percent, excluding those already counted as chronically truant in the baseline period. The notice issued to Ingenuity Prep PCS was lifted at the beginning of SY 2018-19 to grant the school a fresh start for the new school year. The notice issued to Sustainable Futures PCS was not lifted, as the school relinquished its charter at the end of last school year. DC PCSB has not yet issued any truancy Notices of Concern during SY 2018-19 because no school has reached the truancy rate threshold that would trigger the notice.

One of DC PCSB's strategies for improving attendance is providing transparency of data (through the School Quality Report, outlier emails to school leaders, midyear data reports and end-of-year data reports sent to schools' boards, and board-to-board meetings). So far in SY 2018-19, our staff has sent outlier emails to 25 schools alerting them that their attendance, discipline, or mobility data is an outlier compared to schools serving similar grades. We make monthly/midyear/end-of-year reports available to schools, then charge the school to determine the best strategies for improving attendance. Schools can also view their attendance data in the Hub (DC PCSB's internal and external data dashboard). Schools can view their data and compare it with the sector average of similar grade bands served, as well as seeing what percentile the school's data falls in. This allows schools to see when they are outliers and often spurs them to consider new strategies to ensure their data moves in the right direction.

Additionally, our staff works closely with government partners. For example, we work with partners on the Every Day Counts! Task Force. One staff member, Rashida Young, worked on the technical evaluation team with DME and DCPS staff to review proposals of prospective truancy prevention vendors (as part of the DME's Chronic Absenteeism Research and Consulting project). We also share public charter school attendance data with Show Up Stand Out and Parent and Adolescent Support Services so they can more effectively monitor the progress of students participating in their programs.

Another one of our strategies is to provide space where schools can share best practices. At the March 2018 Charter Leaders Meeting, one of the breakout sessions was focused on whether providing transportation to students is an effective way of increasing attendance. Three schools presented the benefits and challenges. In December 2018, DC PCSB hosted its third School Climate Brunch, where schools convened to share their strategies on increasing student attendance, decreasing discipline incidents, and improving overall school culture. At this meeting, 27 participants from 15 LEAs participated, learning about best practices from each other.

Q13. Provide a sector report of the promotion rate (percent of students and number of students) by grade for D.C. public charter school and charter LEA for SY2017-2018.

For the public charter sector, the average promotion rate is 98%. By grade, promotion rates are lowest in grade 9. All public charter LEAs, with the exception of Goodwill Excel PCS, Maya Angelou PCS, and Kingsman PCS, all alternative high schools, have promotion rates above 90%.

Promotion rates for all but eight public charter campuses are within five percentage points of the public charter sector average. The exceptions include three Alternative campuses (Maya Angelou PCS High School, Kingsman Academy PCS, Goodwill Excel Center PCS), four high school campuses (Thurgood Marshall Academy PCS, IDEA PCS, National Collegiate Preparatory PCHS, E.L. Haynes PCS High School), and one middle school campus (Friendship PCS – Blow Pierce Middle). Lower promotion rates at high schools may be related to credit requirements by grade to ensure students are ready to graduate in grade 12.

DC PCSB calculated promotion rates as the proportion of SY16-17 audited public charter school students in pre-kindergarten to grade 11 who were promoted to a higher grade at their LEA in SY17-18 divided by the total number of students who were promoted and retained. Results are not shown for when the total number of students eligible to be included in a rate was less than 25.

Data restrictions limited the analysis to students who were in the public charter sector for both SY16-17 and SY17-18, as DC PCSB does not have access to student records after they leave the public charter sector. OSSE is in a better position to calculate citywide promotion rates. Findings should be interpreted accordingly.

Sector level promotion rates by grade (SY16-17 to SY17-18)

Grade	Number of students promoted	Percent of students promoted
PK3	2,595	99%
PK4	2,359	99%
K	2,530	98%
1	2,342	98%
2	2,292	98%
3	1,985	99%
4	1,852	99%
5	1,578	99%
6	2,152	99%
7	2,096	99%
8	1,017	99%
9	1,593	89%
10	1,341	96%
11	1,091	97%

12	N/A	N/A
Total	**26,823**	**98%**

LEA promotion rates (SY16-17 to SY17-18)

LEA	Number of students promoted	Percent of students promoted
Achievement Preparatory Academy PCS	647	99%
AppleTree Early Learning PCS	218	100%
BASIS DC PCS	446	97%
Breakthrough Montessori PCS	55	98%
Bridges PCS	253	99%
Briya PCS	N<25	N<25
Capital City PCS	803	100%
Cedar Tree Academy PCS	190	98%
Center City PCS	1,055	100%
Cesar Chavez PCS for Public Policy	828	99%
City Arts & Prep PCS	355	100%
Creative Minds International PCS	292	100%
DC Bilingual PCS	349	98%
DC Prep PCS	1,377	99%
DC Scholars PCS	364	96%
Democracy Prep Congress Heights PCS	401	94%
District of Columbia International School	478	100%
E.L. Haynes PCS	842	96%
Eagle Academy PCS	602	100%
Early Childhood Academy PCS	136	94%
Elsie Whitlow Stokes Community Freedom PCS	289	100%
Excel Academy PCS	429	100%
Friendship PCS	3,073	97%
Goodwill Excel Center PCS	43	30%
Harmony DC PCS	39	98%
Hope Community PCS	572	98%
Howard University Middle School of Mathematics and Science PCS	166	99%
IDEA PCS	150	92%
Ideal Academy PCS	193	99%
Ingenuity Prep PCS	281	96%
Inspired Teaching Demonstration PCS	352	100%
KIPP DC PCS	4,810	99%
Kingsman Academy PCS	87	73%
Latin American Montessori Bilingual PCS	366	99%
Lee Montessori PCS	115	99%
Mary McLeod Bethune Day Academy PCS	291	99%
Maya Angelou PCS	86	82%
Meridian PCS	466	100%

LEA promotion rates (SY16-17 to SY17-18)

LEA	Number of students promoted	Percent of students promoted
Monument Academy PCS	63	100%
Mundo Verde Bilingual PCS	444	100%
National Collegiate Preparatory PCHS	143	92%
Paul PCS	459	97%
Perry Street Preparatory PCS	237	100%
Richard Wright PCS for Journalism and Media Arts	184	96%
Rocketship Education DC PCS	304	97%
Roots PCS	84	98%
SEED PCS	260	97%
Sela PCS	135	99%
Shining Stars Montessori Academy PCS	153	100%
Somerset Preparatory Academy PCS	246	100%
St. Coletta Special Education PCS	157	99%
The Children's Guild DC PCS	235	100%
Thurgood Marshall Academy PCS	213	91%
Two Rivers PCS	613	99%
Washington Global PCS	85	99%
Washington Latin PCS	561	99%
Washington Leadership Academy PCS	91	97%
Washington Math Science Technology PCHS	147	99%
Washington Yu Ying PCS	498	99%

Campus promotion rates (SY16-17 to SY17-18)

Campus	Number of students promoted	Percent of students promoted
Achievement Preparatory Academy PCS - Wahler Place Elementary School	328	100%
Achievement Preparatory Academy PCS - Wahler Place Middle School	319	98%
AppleTree Early Learning Center PCS - Columbia Heights	56	100%
AppleTree Early Learning Center PCS - Douglas Knoll	55	100%
AppleTree Early Learning Center PCS - Lincoln Park	N<25	N<25
AppleTree Early Learning Center PCS - Oklahoma Avenue	48	100%
AppleTree Early Learning Center PCS - Southwest	41	100%
BASIS DC PCS	446	97%
Breakthrough Montessori PCS	55	98%
Bridges PCS	253	99%
Briya PCS	N<25	N<25
Capital City PCS - High School	222	98%

Campus promotion rates (SY16-17 to SY17-18)

Campus	Number of students promoted	Percent of students promoted
Capital City PCS - Lower School	289	100%
Capital City PCS - Middle School	292	100%
Cedar Tree Academy PCS	190	98%
Center City PCS - Brightwood	225	100%
Center City PCS - Capitol Hill	158	100%
Center City PCS - Congress Heights	178	100%
Center City PCS - Petworth	203	100%
Center City PCS - Shaw	185	100%
Center City PCS - Trinidad	106	98%
Cesar Chavez PCS for Public Policy - Capitol Hill	204	98%
Cesar Chavez PCS for Public Policy - Chavez Prep	177	98%
Cesar Chavez PCS for Public Policy - Parkside High School	237	100%
Cesar Chavez PCS for Public Policy - Parkside Middle School	210	100%
City Arts & Prep PCS	355	100%
Creative Minds International PCS	292	100%
DC Bilingual PCS	349	98%
DC Prep PCS - Anacostia Elementary School	153	99%
DC Prep PCS - Benning Elementary School	394	100%
DC Prep PCS - Benning Middle School	239	100%
DC Prep PCS - Edgewood Elementary School	371	97%
DC Prep PCS - Edgewood Middle School	220	99%
DC Scholars PCS	364	96%
Democracy Prep Congress Heights PCS	401	94%
District of Columbia International School	478	100%
E.L. Haynes PCS - Elementary School	290	99%
E.L. Haynes PCS - High School	268	89%
E.L. Haynes PCS - Middle School	284	100%
Eagle Academy PCS - Capitol Riverfront	97	100%
Eagle Academy PCS - Congress Heights	505	100%
Early Childhood Academy PCS	136	94%
Elsie Whitlow Stokes Community Freedom PCS - Brookland	289	100%
Excel Academy PCS	429	100%
Friendship PCS - Armstrong	299	100%
Friendship PCS - Blow Pierce Elementary	289	94%
Friendship PCS - Blow Pierce Middle	158	92%
Friendship PCS - Chamberlain Elementary	302	94%
Friendship PCS - Chamberlain Middle	272	96%
Friendship PCS - Collegiate Academy	432	98%
Friendship PCS - Online Academy	69	99%

Campus promotion rates (SY16-17 to SY17-18)

Campus	Number of students promoted	Percent of students promoted
Friendship PCS - Southeast Elementary	479	99%
Friendship PCS - Technology Preparatory High School	151	99%
Friendship PCS - Technology Preparatory Middle School	212	100%
Friendship PCS - Woodridge International Elementary	250	100%
Friendship PCS - Woodridge International Middle	160	99%
Goodwill Excel Center PCS	43	30%
Harmony DC PCS - School of Excellence	39	98%
Hope Community PCS - Lamond	188	99%
Hope Community PCS - Tolson	384	98%
Howard University Middle School of Mathematics and Science PCS	166	99%
IDEA PCS	150	92%
Ideal Academy PCS	193	99%
Ingenuity Prep PCS	281	96%
Inspired Teaching Demonstration PCS	352	100%
KIPP DC - AIM Academy PCS	302	99%
KIPP DC - Arts and Technology Academy PCS	243	100%
KIPP DC - College Preparatory Academy PCS	431	100%
KIPP DC - Connect Academy PCS	274	99%
KIPP DC - Discover Academy PCS	306	99%
KIPP DC - Grow Academy PCS	266	99%
KIPP DC - Heights Academy PCS	388	94%
KIPP DC - KEY Academy PCS	285	99%
KIPP DC - LEAP Academy PCS	177	98%
KIPP DC - Lead Academy PCS	359	100%
KIPP DC - Northeast Academy PCS	291	100%
KIPP DC - Promise Academy PCS	470	99%
KIPP DC - Quest Academy PCS	301	100%
KIPP DC - Spring Academy PCS	289	99%
KIPP DC - Valor Academy PCS	179	100%
KIPP DC - WILL Academy PCS	249	100%
Kingsman Academy PCS	87	73%
Latin American Montessori Bilingual PCS	366	99%
Lee Montessori PCS	115	99%
Mary McLeod Bethune Day Academy PCS	291	99%
Maya Angelou PCS - High School	86	82%
Meridian PCS	466	100%
Monument Academy PCS	63	100%
Mundo Verde Bilingual PCS	444	100%
National Collegiate Preparatory PCHS	143	92%
Paul PCS - International High School	303	97%

Campus promotion rates (SY16-17 to SY17-18)

Campus	Number of students promoted	Percent of students promoted
Paul PCS - Middle School	156	99%
Perry Street Preparatory PCS	237	100%
Richard Wright PCS for Journalism and Media Arts	184	96%
Rocketship PCS - Rise Academy	304	97%
Roots PCS	84	98%
SEED PCS of Washington DC	260	97%
Sela PCS	135	99%
Shining Stars Montessori Academy PCS	153	100%
Somerset Preparatory Academy PCS	246	100%
St. Coletta Special Education PCS	157	99%
The Children's Guild DC PCS	235	100%
Thurgood Marshall Academy PCS	213	91%
Two Rivers PCS - 4th Street	418	99%
Two Rivers PCS - Young	195	98%
Washington Global PCS	85	99%
Washington Latin PCS - Middle School	327	99%
Washington Latin PCS - Upper School	234	99%
Washington Leadership Academy PCS	91	97%
Washington Math Science Technology PCS	147	99%
Washington Yu Ying PCS	498	99%

Q14. For FY18 and to date in FY19, please describe how PCSB has worked to ensure graduation accountability and implemented the recommendations outlined in OSSE's analysis titled, "Review of District of Columbia Public Charter School Board Graduation Policies and Procedures: School Year 2016-2017."

DC PCSB has implemented the recommendations outlined in OSSE's Review of District of Columbia Public Charter School Board Graduation Policies and Procedures: School Year 2016-2017, as described below.

<u>OSSE Recommendations and DC PCSB response:</u>

1. Require all LEAs to publicly post all graduation requirements online in a location that does not require a password to access.
    - DC PCSB response: We publicly post all schools' graduation requirements on our website. Further, in December 2018 we opened the School Transparency Policy for public comment. This policy, which is new and will be voted on at the February 2019 board meeting, requires that schools publicly post certain documents to their own websites, graduation requirements being one of the required documents.

2. Consider requesting and reviewing memoranda of understanding at the beginning of the school year to ensure that students and families are receiving the information they need in enough time to address any deficiencies that exist.

- DC PCSB response: Although memoranda of understanding are not required by DC state law, during the transcript audit, our auditors take note of whether or not schools are using them with fidelity. For those schools that do not use them with fidelity, we note it as a recommendation in the executive summary of the school's transcript audit.

3. Annually collect and review LEA policies that include attendance as a component of grading and/ or promotion policies. Ensure LEA compliance with these policies through the 12th grade transcript audit process.
   - DC PCSB response: For several years, our staff has collected and reviewed LEA graduation and promotion policies. During the 2017-18 transcript audit, our staff included attendance on the audit spreadsheet for all schools that had attendance as criteria within their course promotion policies. For any student who the school deemed on track, but had surpassed the school's attendance threshold, the school had to provide an explanation regarding why that student was being considered for graduation. We codified this practice by revising DC PCSB's Transcript Audit Policy.

4. Require all LEAs to develop written credit recovery policies that address eligibility for participation, how students are referred or assigned to credit recovery, where and when credit recovery courses take place, how credit recovery course enrollments are recorded, how credit recovery credits are earned and recorded, and if/ how credit recovery credits appear differently on transcripts and report cards. Ensure LEA compliance with these policies through the 12th grade transcript audit process.
   - DC PCSB response: Schools submit compliance documents into an online database called Epicenter. Our staff revised the 2018 Epicenter High School Course Catalog requirement to include credit recovery policies. We created a new policy, the Credit Recovery Policy, which required schools' credit recovery policies to include eligibility for participation, how students are referred or assigned to credit recovery, where and when credit recovery courses take place, and how credit recovery credits are earned. During the spring transcript audit, we will ensure students that earn credits through credit recovery have proper documentation of their enrollment and credits earned.

5. Create a file review tool for each LEA that allows auditors to crosswalk all specific graduation requirements with each student's file. This tool is especially important given the level of review needed by each auditor.
   - DC PCSB response: During school year 2017-18, DC PCSB modified the transcript audit spreadsheet template by adding the names of specific courses required for graduation at each school. This ensures that the auditors are not only looking for the baseline courses required for graduation but are also reviewing for school-specific requirements that are included in a school's graduation requirements. The spreadsheet was also modified by adding a column to document student attendance (for those schools that include attendance as part of their promotion/ graduation criteria).

Beyond implementing the steps above, in school year 2017-18 DC PCSB staff also revised our

High School Graduation Requirements Approval Process Policy, which clarified what steps a school must take to have graduation requirements that differ from DC municipal regulations.

During the 2018-2019 school year, we furthered our efforts to ensure graduation accountability by requiring all high schools include their graduation requirements within their charter agreements (which required a charter amendment for some schools). DC PCSB staff also created a master course offering document which contains every high school course offered by each LEA. (This was a collaborative project with DC Public Schools and contains information on their courses offered.) This document can be used as a tool for auditors during the 12th grade transcript audit to provide more clarity in cases where we are reviewing transfer credits. Also, as in years past, our staff reviewed all schools' graduation requirements to ensure they meet or exceed the minimum state requirements.

Q15. Describe how PCSB, through its role on the Coordinating Council on School Mental Health, is working to support the expansion of school-based behavioral health services in public charter schools. Please also provide any barriers or concerns of charter LEAs with regard to the expansion.

DC PCSB has been meeting several times each month with the Coordinating Council and as co-chair of the School and Provider Readiness subcommittee. The sub-committee is responsible for matching public charter schools with the most need (top 25 percent of highest need schools) with CBOs to help provide more counseling and supports to students in need. Since the start of the school year, DC PCSB has hosted meetings to introduce public charter school leaders to the CBOs in an effort to provide schools with options so they can choose the best fit for their students. We have worked closely with DBH, OSSE, and DMHHS to facilitate the matching of CBOs with the 18 public charter schools who are part of the top 25 percent with the highest need for mental health services. Seventeen of the charter schools have been matched with either a CBO or a DBH clinician. These schools are currently reviewing the CBO or have already signed a MOA. The remaining public charter school is still considering its choice for a CBO.

The subcommittee for School and Provider Readiness has drafted a recommended description of a school mental health coordinator role, that the committee agrees school should employ. The role of the School Mental Health Coordinator (SMHC) is seen as an integral part of any school mental health/wellness team. The School Mental Health Coordinator role would be assigned by the Principal. This role is not a full-time position but should be held by someone who would naturally be a member of these team meetings and can take a leadership role.

The following concerns have been expressed to DC PCSB from various LEAs: 1) The process seems to be moving too slowly. There is no firm start date for when schools will begin to receive services; 2) Schools that are not part of the top 25% slated to receive services this school year still need additional mental health services and have no idea when expanded services will get to their schools; 3) CBOs will not be able to afford to hire licensed clinicians who would be placed full-time in schools given the current level of funding.

Q16. For each public charter school in FY18 and to date in FY19, please provide:

a. **The title, job description, and number of hours worked, of each school-based physical and behavioral health professional that is currently employed.**
b. **Indicate the number of physical health professionals or behavioral health clinicians employed by each agency.**
c. **For each campus that lacks school-based physical or behavioral health staff, please detail how the PCSB worked with LEAs to remediate their absence in FY18 and FY19 to date.**

For bullets a and b, please see attachment Q16 A & Q16 B. Regarding campuses without adequate behavioral health staff, DC PCSB has worked diligently as part of the Coordinating Council on School Mental Health and as co-chair of the School and Provider Readiness subcommittee to try to enhance the services provided at those campuses. Please see question 15 for more detail.

Q17. Please quantify for each school the number of homeless youth enrolled in public charter schools for SY2017-2018 and SY2018-2019 to date. What additional supports, including transportation, does PCSB and other agencies provide to LEAs with a high number of homeless student populations?

The following tables provide the number and proportion of total student population represented by homeless students as of the October Enrollment Audit. The first table is for SY2017-18. These data are final. The second table is based off the October Enrollment Audit, which is not yet finalized for SY2018-2019; therefore, the data reflects the unofficial results based on the Count Day Roster available in OSSE's Enrollment Audit and Child Count Application as of January 11, 2019. The data may change as the audit is finalized. OSSE will have the most up-to-date information for homeless student populations in SY2018-2019 as they are currently finalizing the official Enrollment Audit roster.

Number of Homeless Students; SY2017-2018 Official Enrollment Audit Roster

Campus	# of Homeless Students	% of Students Homeless
Sector Total	**3562**	**8%**
Academy of Hope Adult PCS	64	17%
Achievement Preparatory Academy PCS - Wahler Place Elementary School	63	13%
Achievement Preparatory Academy PCS - Wahler Place Middle School	23	5%
AppleTree Early Learning Center PCS - Columbia Heights	<10	<10
AppleTree Early Learning Center PCS - Douglas Knoll	37	20%
AppleTree Early Learning Center PCS - Lincoln Park	<10	<10
AppleTree Early Learning Center PCS - Oklahoma Avenue	22	15%
AppleTree Early Learning Center PCS - Southwest	13	12%
BASIS DC PCS	<10	<10
Breakthrough Montessori PCS	<10	<10

Number of Homeless Students; SY2017-2018 Official Enrollment Audit Roster

Campus	# of Homeless Students	% of Students Homeless
Sector Total	**3562**	**8%**
Bridges PCS	13	3%
Briya PCS	10	1%
Capital City PCS - High School	<10	<10
Capital City PCS - Lower School	<10	<10
Capital City PCS - Middle School	<10	<10
Carlos Rosario International PCS	81	4%
Cedar Tree Academy PCS	148	39%
Center City PCS - Brightwood	<10	<10
Center City PCS - Capitol Hill	23	9%
Center City PCS - Congress Heights	<10	<10
Center City PCS - Petworth	<10	<10
Center City PCS - Shaw	19	8%
Center City PCS - Trinidad	19	9%
Cesar Chavez PCS for Public Policy - Capitol Hill	18	7%
Cesar Chavez PCS for Public Policy - Chavez Prep	10	3%
Cesar Chavez PCS for Public Policy - Parkside High School	27	7%
Cesar Chavez PCS for Public Policy - Parkside Middle School	29	11%
City Arts & Prep PCS	56	11%
Community College Preparatory Academy PCS	20	3%
Creative Minds International PCS	<10	<10
DC Bilingual PCS	<10	<10
DC Prep PCS - Anacostia Elementary School	79	26%
DC Prep PCS - Benning Elementary School	75	17%
DC Prep PCS - Benning Middle School	36	11%
DC Prep PCS - Edgewood Elementary School	32	7%
DC Prep PCS - Edgewood Middle School	20	6%
DC Scholars PCS	35	7%
Democracy Prep Congress Heights PCS	100	16%
District of Columbia International School	<10	<10
E.L. Haynes PCS - Elementary School	21	6%
E.L. Haynes PCS - High School	18	4%
E.L. Haynes PCS - Middle School	<10	<10
Eagle Academy PCS - Capitol Riverfront	<10	<10
Eagle Academy PCS - Congress Heights	69	9%
Early Childhood Academy PCS	51	21%
Elsie Whitlow Stokes Community Freedom PCS - Brookland	<10	<10
Excel Academy PCS	84	13%
Friendship PCS - Armstrong	79	20%

Number of Homeless Students; SY2017-2018 Official Enrollment Audit Roster

Campus	# of Homeless Students	% of Students Homeless
Sector Total	**3562**	**8%**
Friendship PCS - Blow Pierce Elementary	102	26%
Friendship PCS - Blow Pierce Middle	27	11%
Friendship PCS - Chamberlain Elementary	46	12%
Friendship PCS - Chamberlain Middle	16	5%
Friendship PCS - Collegiate Academy	38	6%
Friendship PCS - Online Academy	14	8%
Friendship PCS - Southeast Elementary	74	13%
Friendship PCS - Technology Preparatory High School	15	6%
Friendship PCS - Technology Preparatory Middle School	18	7%
Friendship PCS - Woodridge International Elementary	43	14%
Friendship PCS - Woodridge International Middle	19	9%
Goodwill Excel Center PCS	47	13%
Harmony DC PCS - School of Excellence	14	15%
Hope Community PCS - Lamond	61	21%
Hope Community PCS - Tolson	67	14%
Howard University Middle School of Mathematics and Science PCS	11	4%
IDEA PCS	24	8%
Ideal Academy PCS	29	10%
Ingenuity Prep PCS	55	11%
Inspired Teaching Demonstration PCS	<10	<10
Kingsman Academy PCS	46	18%
KIPP DC - AIM Academy PCS	23	6%
KIPP DC - Arts and Technology Academy PCS	49	14%
KIPP DC - College Preparatory Academy PCS	25	4%
KIPP DC - Connect Academy PCS	27	8%
KIPP DC - Discover Academy PCS	27	8%
KIPP DC - Grow Academy PCS	32	10%
KIPP DC - Heights Academy PCS	38	8%
KIPP DC - KEY Academy PCS	<10	<10
KIPP DC - Lead Academy PCS	23	6%
KIPP DC - LEAP Academy PCS	15	8%
KIPP DC - Northeast Academy PCS	11	3%
KIPP DC - Promise Academy PCS	37	7%
KIPP DC - Quest Academy PCS	40	10%
KIPP DC - Spring Academy PCS	30	7%
KIPP DC - Valor Academy PCS	15	5%
KIPP DC - WILL Academy PCS	17	5%
Latin American Montessori Bilingual PCS	22	5%

Number of Homeless Students; SY2017-2018 Official Enrollment Audit Roster

Campus	# of Homeless Students	% of Students Homeless
Sector Total	**3562**	**8%**
LAYC Career Academy PCS	19	14%
Lee Montessori PCS	<10	<10
Mary McLeod Bethune Day Academy PCS	44	10%
Maya Angelou PCS - High School	25	15%
Maya Angelou PCS - Young Adult Learning Center	51	38%
Meridian PCS	51	8%
Monument Academy PCS	27	23%
Mundo Verde Bilingual PCS	<10	<10
National Collegiate Preparatory PCHS	10	4%
Paul PCS - International High School	12	3%
Paul PCS - Middle School	<10	<10
Perry Street Preparatory PCS	44	13%
Richard Wright PCS for Journalism and Media Arts	22	8%
Rocketship PCS - Legacy Prep	24	23%
Rocketship PCS - Rise Academy	199	38%
Roots PCS	13	11%
SEED PCS of Washington DC	27	7%
Sela PCS	<10	<10
Shining Stars Montessori Academy PCS	<10	<10
Somerset Preparatory Academy PCS	13	3%
St. Coletta Special Education PCS	11	4%
Sustainable Futures PCS	15	33%
The Children's Guild DC PCS	89	24%
The Next Step/El Proximo Paso PCS	21	5%
Thurgood Marshall Academy PCS	16	4%
Two Rivers PCS - 4th Street	14	3%
Two Rivers PCS - Young	<10	<10
Washington Global PCS	17	9%
Washington Latin PCS - Middle School	<10	<10
Washington Latin PCS - Upper School	<10	<10
Washington Leadership Academy PCS	<10	<10
Washington Math Science Technology PCS	16	7%
Washington Yu Ying PCS	<10	<10
YouthBuild DC PCS	53	46%

Number of Homeless Students; SY2018-2019 Enrollment Audit Count Day Roster (data retrieved January 11, 2019)

Campus	# of Homeless Students	% of Students Homeless
Sector Total	**3852**	**9%**
Academy of Hope Adult PCS	69	15%
Achievement Preparatory Academy PCS - Wahler Place Elementary School	50	13%
Achievement Preparatory Academy PCS - Wahler Place Middle School	28	6%
AppleTree Early Learning Center PCS - Columbia Heights	11	7%
AppleTree Early Learning Center PCS - Douglas Knoll	33	37%
AppleTree Early Learning Center PCS - Lincoln Park	<10	<10
AppleTree Early Learning Center PCS - Oklahoma Avenue	41	28%
AppleTree Early Learning Center PCS - Parklands at THEARC	22	24%
AppleTree Early Learning Center PCS - Southwest	11	11%
BASIS DC PCS	<10	<10
Breakthrough Montessori PCS	<10	<10
Bridges PCS	13	3%
Briya PCS	12	2%
Capital City PCS - High School	14	4%
Capital City PCS - Lower School	<10	<10
Capital City PCS - Middle School	<10	<10
Carlos Rosario International PCS	128	6%
Cedar Tree Academy PCS	107	30%
Center City PCS - Brightwood	<10	<10
Center City PCS - Capitol Hill	17	6%
Center City PCS - Congress Heights	<10	<10
Center City PCS - Petworth	<10	<10
Center City PCS - Shaw	16	7%
Center City PCS - Trinidad	14	7%
Cesar Chavez PCS for Public Policy - Capitol Hill	20	8%
Cesar Chavez PCS for Public Policy - Chavez Prep	<10	<10
Cesar Chavez PCS for Public Policy - Parkside High School	25	7%
Cesar Chavez PCS for Public Policy - Parkside Middle School	14	11%
City Arts & Prep PCS	44	10%
Community College Preparatory Academy PCS	201	33%
Creative Minds International PCS	<10	<10
DC Bilingual PCS	10	2%
DC Prep PCS - Anacostia Elementary School	89	23%

Number of Homeless Students; SY2018-2019 Enrollment Audit Count Day Roster (data retrieved January 11, 2019)

Campus	# of Homeless Students	% of Students Homeless
Sector Total	**3852**	**9%**
DC Prep PCS - Benning Elementary School	83	19%
DC Prep PCS - Benning Middle School	53	16%
DC Prep PCS - Edgewood Elementary School	41	9%
DC Prep PCS - Edgewood Middle School	21	6%
DC Scholars PCS	41	8%
Democracy Prep Congress Heights PCS	83	11%
Digital Pioneers Academy PCS	<10	<10
District of Columbia International School	<10	<10
E.L. Haynes PCS - Elementary School	17	5%
E.L. Haynes PCS - High School	21	5%
E.L. Haynes PCS - Middle School	16	5%
Eagle Academy PCS - Capitol Riverfront	10	6%
Eagle Academy PCS - Congress Heights	56	8%
Early Childhood Academy PCS	52	20%
Elsie Whitlow Stokes Community Freedom PCS - Brookland	<10	<10
Elsie Whitlow Stokes Community Freedom PCS - East End	<10	<10
Friendship PCS - Armstrong	94	24%
Friendship PCS - Blow Pierce Elementary	93	24%
Friendship PCS - Blow Pierce Middle	29	12%
Friendship PCS - Chamberlain Elementary	34	9%
Friendship PCS - Chamberlain Middle	12	4%
Friendship PCS - Collegiate Academy	30	5%
Friendship PCS - Online Academy	23	12%
Friendship PCS - Southeast Elementary	68	17%
Friendship PCS - Southeast Middle	19	11%
Friendship PCS - Technology Preparatory High School	14	5%
Friendship PCS - Technology Preparatory Middle School	12	9%
Friendship PCS - Woodridge International Elementary	50	18%
Friendship PCS - Woodridge International Middle	24	11%
Goodwill Excel Center PCS	71	19%
Harmony DC PCS - School of Excellence	13	12%
Hope Community PCS - Lamond	67	24%
Hope Community PCS - Tolson	69	15%
Howard University Middle School of Mathematics and Science PCS	13	5%
IDEA PCS	27	8%
Ideal Academy PCS	36	15%

Number of Homeless Students; SY2018-2019 Enrollment Audit Count Day Roster (data retrieved January 11, 2019)

Campus	# of Homeless Students	% of Students Homeless
Sector Total	**3852**	**9%**
Ingenuity Prep PCS	61	11%
Inspired Teaching Demonstration PCS	<10	<10
Kingsman Academy PCS	45	16%
KIPP DC - AIM Academy PCS	13	3%
KIPP DC - Arts and Technology Academy PCS	38	11%
KIPP DC - College Preparatory Academy PCS	31	4%
KIPP DC - Connect Academy PCS	17	5%
KIPP DC - Discover Academy PCS	33	9%
KIPP DC - Grow Academy PCS	38	12%
KIPP DC - Heights Academy PCS	34	7%
KIPP DC - KEY Academy PCS	<10	<10
KIPP DC - Lead Academy PCS	30	8%
KIPP DC - LEAP Academy PCS	16	8%
KIPP DC - Northeast Academy PCS	<10	<10
KIPP DC - Promise Academy PCS	35	7%
KIPP DC - Quest Academy PCS	47	11%
KIPP DC - Spring Academy PCS	28	7%
KIPP DC - Valor Academy PCS	21	6%
KIPP DC - WILL Academy PCS	20	6%
Latin American Montessori Bilingual PCS	18	4%
LAYC Career Academy PCS	20	16%
Lee Montessori PCS	<10	<10
Mary McLeod Bethune Day Academy PCS	38	9%
Maya Angelou PCS - High School	46	23%
Maya Angelou PCS - Young Adult Learning Center	52	33%
Meridian PCS	43	7%
Monument Academy PCS	43	33%
Mundo Verde Bilingual PCS	11	2%
National Collegiate Preparatory PCHS	19	8%
Paul PCS - International High School	18	4%
Paul PCS - Middle School	<10	<10
Perry Street Preparatory PCS	58	16%
Richard Wright PCS for Journalism and Media Arts	21	7%
Rocketship PCS - Legacy Prep	95	20%
Rocketship PCS - Rise Academy	176	28%
Roots PCS	20	18%
SEED PCS of Washington DC	29	10%
Sela PCS	<10	<10
Shining Stars Montessori Academy PCS	<10	<10
Somerset Preparatory Academy PCS	21	5%

Number of Homeless Students; SY2018-2019 Enrollment Audit Count Day Roster (data retrieved January 11, 2019)

Campus	# of Homeless Students	% of Students Homeless
Sector Total	**3852**	**9%**
St. Coletta Special Education PCS	18	7%
Statesmen College Preparatory Academy for Boys PCS	<10	<10
The Children's Guild DC PCS	83	22%
The Family Place PCS	<10	<10
The Next Step/El Proximo Paso PCS	23	6%
Thurgood Marshall Academy PCS	<10	<10
Two Rivers PCS - 4th Street	10	2%
Two Rivers PCS - Young	<10	<10
Washington Global PCS	12	6%
Washington Latin PCS - Middle School	<10	<10
Washington Latin PCS - Upper School	<10	<10
Washington Leadership Academy PCS	21	7%
Washington Yu Ying PCS	<10	<10
YouthBuild DC PCS	32	27%

The Office of the State Superintendent of Education (OSSE) maintains a McKinney Vento database, which tracks homeless students and the homeless liaisons for each public charter school. DC PCSB facilitates workshops for new schools to inform them about the role of a school's homeless liaison. We help schools work through issues with homeless students by connecting them with the right city agencies. In most cases, schools work through the OSSE team responsible for the homeless program.

Q18. Please provide an update on how PCSB is monitoring LEAs' implementation of the Student Fair Access to School Amendment Act of 2018. Please include updates on the following:

a. LEAs' development of school discipline policies and any challenges experienced, including how LEAs are involving students, parents, and staff;
b. How LEAs are describing their in-school suspension policy;
c. How LEAs are articulating due process rights and procedures;
d. Challenges and successes in implementing Section 204(b) regarding the number of days a student may be suspended;
e. The additional reporting requirements in the bill; and
f. Any steps that PCSB is taking to support LEAs to prepare for the next phase of implementation, SY2019-2020;

<u>PART A. LEAs' development of school discipline policies and any challenges experienced, including how LEAs are involving students, parents, and staff</u>
The extent to which local education agencies (LEAs) involve students, parents, and staff to revise their discipline policies from year to year varies by LEA. Some schools rely heavily on the previous year's data to determine if/how they will modify current policies. Other schools look internally at their school culture and identify areas of improvement. At DC PCSB's

recent School Climate Brunch, several schools shared the processes they took to alter their discipline policies, as well as the successes and challenges that followed. LEAs shared the content of trainings and described practices that resulted in a reduction in suspension rates at their schools. Examples included professional development that helped staff recognize and overcome their biases, trainings on race and equity, processes that require multiple people to review and approve proposed suspensions (including the executive director of the school), and the use of alternative behavior-redirection measures, such as community service or counseling.

PART B. How LEAs are describing their in-school suspension policy

Public charter LEAs have different approaches regarding if/how they use in-school suspension as part of their discipline policy. Each year, public charter LEAs submit their discipline policies to DC PCSB for review. Some schools' policies include in-school suspension, and other schools' policies do not use it as a behavior management tool. At our School Climate Brunch, schools shared how they offer alternatives to typical suspensions such as "in-class suspension." In this case, students are still in class learning but there are some restrictions within the classroom throughout the day. At the end of each class, the student will have the teacher sign off that they've met their behavioral outcomes. They found in-class suspension more effective than in-school suspension because the students are still present for the instruction that occurs in the classroom. Many schools list in-school suspension in their discipline policy as a possible consequence for certain infractions, right alongside out-of-school suspension. Most schools that use in-school suspension place limits on the number of days they can be issued at any one time.

PART C. How LEAs are articulating due process rights and procedures

DC PCSB requires that all schools include due process procedures in their Student Handbook (which are posted on DC PCSB's website). Each school's process must include the steps parents are to take should they wish to contest a suspension or expulsion, including the process for appeals. These procedures vary greatly from LEA to LEA. Language from sample due process procedures are shown below:

Due process procedures—example #1 (excerpt)

"Students for whom long-term suspension (more than 10 days) or expulsion is being considered will be given notice and an opportunity to be heard in the form of a Discipline Review Meeting before a final decision regarding long-term suspension or expulsion is made. For students facing suspension of less than 10 days, prior to issuing the suspension the Dean, or other administrator, will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. After this meeting, the Dean or other school administrator will issue written notice to the parent detailing the length of and reason for the suspension… The Dean or other school administrator may notify the parent/guardian of the suspension via phone or email in addition to providing written notification… Within 10 school days of the recommendation for long term suspension or expulsion, a Discipline Review Meeting will be held to make a final determination about the disciplinary action proposed…If a student is recommended for a Disciplinary Review Meeting, the following process will occur to review the recommendation for a long-term (10+ day suspension) or expulsion: The members of the staff and faculty at the Discipline

Review Meeting serve as an impartial decision making body. The meetings are closed to the public, but students may have family, mentors and advocates attend… Any student who is expelled or receives a long-term suspension (more than 10 days) has the right to appeal the decision in writing to the Chairperson of the…Board of Trustees."

Due process procedures—example #2 (excerpt)
"1. Upon notification of disciplinary action, a parent/ guardian/student shall have 48 hours to contact the school administrator to request a meeting.
2. During the meeting, the school administrator, the student/ parent/guardian shall have the right to review the summary of the incident, present witnesses and evidence on their behalf, cross examine witnesses presented by the school and to request that the school administrator reconsider the disciplinary action.
3. In the event that the administrator is unwilling to reconsider the proposed disciplinary action, the student/parent/guardian has the right to appeal any suspension of 10 days or more as well as a recommendation for expulsion by contacting the Community Office at (202) 281-1700 within 24 hours of the meeting with the school administrator.
4. The student / parent/guardian/ can submit letters from witnesses, character letters, a statement from the student and any other information relevant to the case in writing within 48 hours of contacting the Community Office. Community Office representatives, consisting of at a minimum two (2) administrators at the manager level or above, may also elect to speak with the parent and student regarding the incident.
5. The student/parent/guardian may also request as part of their appeal to have a hearing before the representatives or designees of the Board of Trustees. The representatives or designees of the Board of Trustees who will hear the appeal will consist of at a minimum two (2) administrators at the manager level or above."

PART D. Challenges and successes in implementing Section 204(b) regarding the number of days a student may be suspended
DC PCSB has worked directly with LEAs to make them aware of their responsibilities under the Student Fair Access to School Amendment Act of 2018, including the limitations on consecutive and cumulative days suspended articulated in Section 204(b). DC PCSB held trainings over the summer targeted to Data Managers and other staff who work with LEA discipline data which included a review of the restrictions defined by the legislation. Furthermore, DC PCSB ensures that all LEAs have access to their discipline data in the DC PCSB Hub. LEAs can review all discipline records in the Hub Discipline Dashboard and can use the Hub Equity Metrics Dashboard to monitor their rates of exclusionary discipline (including among special populations) relative to similar public charter schools.

Data available for SY 2018-2019 to date indicate that the public charter sector will likely see an additional year of declining exclusionary discipline rates this year.

PART E. The additional reporting requirements in the bill
DC PCSB strives to make LEAs aware of the new reporting requirements, and made the following changes to the discipline data collection template used by LEAs to report their monthly disciplinary events:

- Updated "Disciplinary Action Taken" to reflect six options:

  - Out-of-school Suspension
  - Involuntary Dismissal
  - Expulsion
  - Modified expulsion
  - Involuntary Transfer
  - In-school Suspension

- Added four new fields:
  - Emergency Removal: Did the student receive an immediate out-of-school suspension or disciplinary unenrollment based on the school's reasonable belief that the student's presence posed an immediate and continuing danger to other students or school staff?
  - Student received a Functional Behavioral Assessment (FBA): Has the student received an FBA in response to this incident?
  - Student received an Updated Behavior Improvement Plan (BIP): Has the student received an updated BIP in response to this incident?
  - Student received a Manifestation Determination Review (MDR): Has the student received an MDR in response to this incident?

- Duration can now be reported in increments of 0.25 to account for Involuntary Dismissal.

State guidance on this new law is still being developed. LEAs have questions regarding particular details of implementation (e.g., the format and required elements for reporting school-based intervention data, best practices for reporting incidents prompting multiple disciplinary actions, business rules for how such incidents will be reflected in OSSE's DC School Report Card). DC PCSB expects that many of these questions will be addressed by the guidance when released.

PART F. Any steps that PCSB is taking to support LEAs to prepare for the next phase of implementation, SY2019-2020
DC PCSB plans to help LEAs prepare for the next phase of implementation by a) sharing statewide reporting requirements, b) continuing to release documentation as it becomes available, c) holding trainings for LEA staff, and d) continuing to encourage LEA participation in sessions on the new law by third parties, including FOCUS. Furthermore, DC PCSB holds annual School Climate Brunches in which school leaders share best practices for setting school culture; alternatives to exclusionary discipline are a common topic at these events.

Q19. Is any charter LEA currently giving students an out-of-school suspension for a dress code or uniform violation? How does PCSB ensure that discipline for dress code or uniform violations is not instituted in a manner that is discriminatory based on gender, race, or other protected characteristic, such as described in the 2018 report from the National Women's Law Center, "Dresscoded"?

DC PCSB currently has access to SY2018-2019 disciplinary records for incidents occurring between the beginning of the school year and December. No LEA has reported a suspension for a dress code or uniform violation at this time. DC PCSB expects that

suspensions due to dress code violations will occur infrequently (or not at all) due to the requirements of the Student Fair Access to School Amendment Act of 2018, which prohibit suspensions due to dress code or uniform violations beginning for students in K-8 and 9-12 in SY2019-2020 and SY2020-2021, respectively. The DC PCSB Hub's Equity Metrics Dashboard monitors rates of exclusionary discipline for special populations (including rates by gender and race) and can therefore monitor disproportionate suspensions for dress code violations should such suspensions be reported.

Q20. As part of the Youth Suicide Prevention and School Climate Survey Amendment Act of 2016, all teachers, and principals were mandated to complete a program provided through the Department of Behavioral Health once every 2 years to help participants identify students who may have unmet behavioral health needs; refer students to appropriate services for behavioral health screenings and assessments; and recognize the warning signs and risk factors for youth suicide, and implement best practices for suicide prevention, intervention and postvention. Provide the percentage for both teachers and principals in DCPS/PCS that participated in this program between October 1, 2016 and October 1, 2018.

Please see Attachment Q20.

Q21. Provide the following information on special education services for FY18 and FY19 YTD:

a. The number of students with special education needs served by all charter schools by classification;
b. The number of students with special education needs, broken down by school; and,
c. The number of special education students referred to non-public school settings by LEAs.

The following tables provide the number of students and their primary disability classifications as of the October Enrollment Audit. Please note that the October Enrollment Audit is not yet finalized for SY2018-2019; therefore, the data reflects the unofficial results based on the Count Day Roster available in OSSE's Enrollment Audit and Child Count Application as of January 11, 2019. The data may change as the audit is finalized. OSSE will have the up-to-date information for SY2018-2019 as they are currently finalizing the official Enrollment Audit roster.

Part A: All Public Charter Sector Students; October Enrollment Audit

Primary Disability Classification	SY2017-2018 # of Students	SY2018-2019 # of Students
Total Students with Disabilities	**5814**	**6069**
Autism	351	410
Deafness	0	0
Developmental Delay	392	407
Emotional Disturbance	334	347

Part A: All Public Charter Sector Students; October Enrollment Audit

Primary Disability Classification	SY2017-2018 # of Students	SY2018-2019 # of Students
Total Students with Disabilities	**5814**	**6069**
Hearing Impaired	9	11
Intellectual Disability	250	264
Multiple Disabilities	662	729
Orthopedic Impairment	12	12
Other Health Impairment	1027	1033
Specific Learning Disability	1952	2026
Speech or Language Impairment	806	807
Traumatic Brain Injury	12	12
Visual Impairment	7	11

Part B: Students with Disabilities; SY2017-2018 Official Enrollment Audit Roster

Campus	Grades Served	# of Students with Disabilities	% Students with Disabilities
Charter Sector Total		**5814**	**13.4%**
Academy of Hope Adult PCS	Adult	<10	<10
Achievement Preparatory Academy PCS - Wahler Place Elementary School	PK3--3	46	9.5%
Achievement Preparatory Academy PCS - Wahler Place Middle School	4--8	83	17.4%
AppleTree Early Learning Center PCS - Columbia Heights	PK3--PK4	<10	<10
AppleTree Early Learning Center PCS - Douglas Knoll	PK3--PK4	<10	<10
AppleTree Early Learning Center PCS - Lincoln Park	PK3--PK4	<10	<10
AppleTree Early Learning Center PCS - Oklahoma Avenue	PK3--PK4	<10	<10
AppleTree Early Learning Center PCS - Southwest	PK3--PK4	<10	<10
BASIS DC PCS	5--12	21	3.5%
Breakthrough Montessori PCS	PK3--K	11	8.5%
Bridges PCS	PK3--5	133	33.3%
Briya PCS	PK3, PK4, Adult	11	1.6%

Part B: Students with Disabilities; SY2017-2018 Official Enrollment Audit Roster

Campus	Grades Served	# of Students with Disabilities	% Students with Disabilities
Charter Sector Total		**5814**	**13.4%**
Capital City PCS - High School	9--12	62	18.5%
Capital City PCS - Lower School	PK3--4	28	8.6%
Capital City PCS - Middle School	5--8	57	17.1%
Carlos Rosario International PCS	Adult	<10	<10
Cedar Tree Academy PCS	PK3--K	21	5.5%
Center City PCS - Brightwood	PK3--8	26	9.9%
Center City PCS - Capitol Hill	PK3--8	32	12.3%
Center City PCS - Congress Heights	PK3--8	24	9.4%
Center City PCS - Petworth	PK3--8	31	12.3%
Center City PCS - Shaw	PK4--8	21	8.9%
Center City PCS - Trinidad	PK4--8	34	16.8%
Cesar Chavez PCS for Public Policy - Capitol Hill	9--12	49	18.9%
Cesar Chavez PCS for Public Policy - Chavez Prep	6--9	47	16.0%
Cesar Chavez PCS for Public Policy - Parkside High School	9--12	62	16.9%
Cesar Chavez PCS for Public Policy - Parkside Middle School	6--8	40	15.6%
City Arts & Prep PCS	PK3--8	42	8.4%
Community College Preparatory Academy PCS	Adult	<10	<10
Creative Minds International PCS	PK3--7	105	23.8%
DC Bilingual PCS	PK3--5	64	14.5%
DC Prep PCS - Anacostia Elementary School	PK3--1	14	4.6%
DC Prep PCS - Benning Elementary School	PK3--3	23	5.1%
DC Prep PCS - Benning Middle School	4--8	62	18.5%
DC Prep PCS - Edgewood Elementary School	PK3--3	35	7.8%
DC Prep PCS - Edgewood Middle School	4--8	45	13.6%
DC Scholars PCS	PK3--8	74	14.4%
Democracy Prep Congress Heights PCS	PK3--8	115	17.8%
District of Columbia International School	6--10	109	13.6%

Part B: Students with Disabilities; SY2017-2018 Official Enrollment Audit Roster

Campus	Grades Served	# of Students with Disabilities	% Students with Disabilities
Charter Sector Total		**5814**	**13.4%**
E.L. Haynes PCS - Elementary School	PK3--4	50	14.4%
E.L. Haynes PCS - High School	9--12	94	21.9%
E.L. Haynes PCS - Middle School	5--8	71	20.1%
Eagle Academy PCS - Capitol Riverfront	PK3--3	16	9.7%
Eagle Academy PCS - Congress Heights	PK3--3	119	15.5%
Early Childhood Academy PCS	PK3--3	29	11.8%
Elsie Whitlow Stokes Community Freedom PCS - Brookland	PK3--5	30	8.6%
Excel Academy PCS	PK3--8	70	10.9%
Friendship PCS - Armstrong	PK3--5	43	10.9%
Friendship PCS - Blow Pierce Elementary	PK3--3	27	7.0%
Friendship PCS - Blow Pierce Middle	4--8	40	16.5%
Friendship PCS - Chamberlain Elementary	PK3--3	23	6.1%
Friendship PCS - Chamberlain Middle	4--8	53	16.4%
Friendship PCS - Collegiate Academy	9--12	134	19.6%
Friendship PCS - Online Academy	K--8	24	13.3%
Friendship PCS - Southeast Elementary	PK3--5	53	9.5%
Friendship PCS - Technology Preparatory High School	9--12	56	22.1%
Friendship PCS - Technology Preparatory Middle School	6--8	52	20.4%
Friendship PCS - Woodridge International Elementary	PK3--3	14	4.7%
Friendship PCS - Woodridge International Middle	4--8	29	13.3%
Goodwill Excel Center PCS	Alternative	23	6.5%
Harmony DC PCS - School of Excellence	K--5	14	14.9%
Hope Community PCS - Lamond	PK3--5	26	9.0%
Hope Community PCS - Tolson	PK3--8	52	11.1%
Howard University Middle School of Mathematics and Science PCS	6--8	32	11.5%
IDEA PCS	9--12	70	23.0%

Part B: Students with Disabilities; SY2017-2018 Official Enrollment Audit Roster

Campus	Grades Served	# of Students with Disabilities	% Students with Disabilities
Charter Sector Total		**5814**	**13.4%**
Ideal Academy PCS	PK3--8	26	9.3%
Ingenuity Prep PCS	PK3--4	80	16.1%
Inspired Teaching Demonstration PCS	PK3--8	59	13.2%
Kingsman Academy PCS	Alternative	112	45.0%
KIPP DC - AIM Academy PCS	5--8	73	19.3%
KIPP DC - Arts and Technology Academy PCS	PK3--K	17	4.9%
KIPP DC - College Preparatory Academy PCS	9--12	170	23.8%
KIPP DC - Connect Academy PCS	PK3--K	20	6.2%
KIPP DC - Discover Academy PCS	PK3--K	18	5.1%
KIPP DC - Grow Academy PCS	PK3--K	36	11.2%
KIPP DC - Heights Academy PCS	1--4	76	16.5%
KIPP DC - KEY Academy PCS	5--8	67	19.8%
KIPP DC - Lead Academy PCS	1--4	43	10.6%
KIPP DC - LEAP Academy PCS	PK3--PK4	<10	<10
KIPP DC - Northeast Academy PCS	5--8	64	19.4%
KIPP DC - Promise Academy PCS	K--4	56	10.8%
KIPP DC - Quest Academy PCS	1--4	44	11.3%
KIPP DC - Spring Academy PCS	1--4	38	9.3%
KIPP DC - Valor Academy PCS	5--8	51	16.6%
KIPP DC - WILL Academy PCS	5--8	63	19.7%
Latin American Montessori Bilingual PCS	PK3--5	62	13.4%
LAYC Career Academy PCS	Adult	14	10.3%
Lee Montessori PCS	PK3--4	27	15.3%
Mary McLeod Bethune Day Academy PCS	PK3--8	35	7.7%
Maya Angelou PCS - High School	Alternative	68	40.0%
Maya Angelou PCS - Young Adult Learning Center	Adult	32	23.5%
Meridian PCS	PK3--8	66	10.4%
Monument Academy PCS	Alternative	62	53.9%
Mundo Verde Bilingual PCS	PK3--5	52	9.0%
National Collegiate Preparatory PCHS	9--12	51	18.5%
Paul PCS - International High School	9--12	93	19.4%

Part B: Students with Disabilities; SY2017-2018 Official Enrollment Audit Roster

Campus	Grades Served	# of Students with Disabilities	% Students with Disabilities
Charter Sector Total		**5814**	**13.4%**
Paul PCS - Middle School	6--8	35	15.4%
Perry Street Preparatory PCS	PK3--8	46	13.1%
Richard Wright PCS for Journalism and Media Arts	8--12	53	19.7%
Rocketship PCS - Legacy Prep	PK3--2	13	12.3%
Rocketship PCS - Rise Academy	PK3--3	57	10.8%
Roots PCS	PK3--5	<10	<10
SEED PCS of Washington DC	6--12	70	19.3%
Sela PCS	PK3--4	19	9.4%
Shining Stars Montessori Academy PCS	PK3--6	17	6.3%
Somerset Preparatory Academy PCS	6--12	75	20.0%
St. Coletta Special Education PCS	Alternative	247	100.0%
Sustainable Futures PCS	Alternative	20	44.4%
The Children's Guild DC PCS	Alternative	173	46.1%
The Next Step/El Proximo Paso PCS	Adult	<10	<10
Thurgood Marshall Academy PCS	9--12	54	14.1%
Two Rivers PCS - 4th Street	PK3--8	94	17.8%
Two Rivers PCS - Young	PK3--3	39	13.7%
Washington Global PCS	6--8	54	27.6%
Washington Latin PCS - Middle School	5--8	46	12.5%
Washington Latin PCS - Upper School	9--12	43	13.0%
Washington Leadership Academy PCS	9--10	34	16.7%
Washington Math Science Technology PCS	9--12	59	25.9%
Washington Yu Ying PCS	PK3--5	59	10.2%
YouthBuild DC PCS	Adult	20	17.2%

Part B. Students with Disabilities; SY2018-2019 Enrollment Audit Count Day Roster (data retrieved January 11, 2019)

Campus	Grades Served	# of Students with Disabilities	% Students with Disabilities
Charter Sector Total		**6069**	**13.8%**
Academy of Hope Adult PCS	Adult	<10	<10
Achievement Preparatory Academy PCS - Wahler Place Elementary	PK3--3	32	8.5%

Part B. Students with Disabilities; SY2018-2019 Enrollment Audit Count Day Roster (data retrieved January 11, 2019)

Campus	Grades Served	# of Students with Disabilities	% Students with Disabilities
Charter Sector Total		**6069**	**13.8%**
School			
Achievement Preparatory Academy PCS - Wahler Place Middle School	4--8	84	18.7%
AppleTree Early Learning Center PCS - Columbia Heights	PK3--PK4	<10	<10
AppleTree Early Learning Center PCS - Douglas Knoll	PK3--PK4	<10	<10
AppleTree Early Learning Center PCS - Lincoln Park	PK3--PK4	<10	<10
AppleTree Early Learning Center PCS - Oklahoma Avenue	PK3--PK4	<10	<10
AppleTree Early Learning Center PCS - Parklands at THEARC	PK3--PK4	<10	<10
AppleTree Early Learning Center PCS - Southwest	PK3--PK4	<10	<10
BASIS DC PCS	5--12	24	3.8%
Breakthrough Montessori PCS	PK3--1	14	7.7%
Bridges PCS	PK3--5	144	35.0%
Briya PCS	PK3, PK4, Adult	<10	<10
Capital City PCS - High School	9--12	75	22.4%
Capital City PCS - Lower School	PK3--4	32	10.0%
Capital City PCS - Middle School	5--8	47	14.0%
Carlos Rosario International PCS	Adult	<10	<10
Cedar Tree Academy PCS	PK3--K	16	4.5%
Center City PCS - Brightwood	PK3--8	27	10.5%
Center City PCS - Capitol Hill	PK3--8	37	14.1%
Center City PCS - Congress Heights	PK3--8	15	6.0%
Center City PCS - Petworth	PK3--8	30	12.0%
Center City PCS - Shaw	PK4--8	29	12.7%
Center City PCS - Trinidad	PK3--8	34	16.3%
Cesar Chavez PCS for Public Policy - Capitol Hill	9--12	40	16.8%
Cesar Chavez PCS for Public Policy - Chavez Prep	6--9	36	15.3%
Cesar Chavez PCS for Public Policy - Parkside High School	9--12	62	17.7%
Cesar Chavez PCS for Public Policy - Parkside Middle School	7--8	25	18.8%
City Arts & Prep PCS	PK3--8	39	9.2%

Part B. Students with Disabilities; SY2018-2019 Enrollment Audit Count Day Roster (data retrieved January 11, 2019)

Campus	Grades Served	# of Students with Disabilities	% Students with Disabilities
Charter Sector Total		**6069**	**13.8%**
Community College Preparatory Academy PCS	Adult	<10	<10
Creative Minds International PCS	PK3--8	113	22.8%
DC Bilingual PCS	PK3--5	63	14.2%
DC Prep PCS - Anacostia Elementary School	PK3--2	36	9.5%
DC Prep PCS - Benning Elementary School	PK3--3	36	8.1%
DC Prep PCS - Benning Middle School	4--8	60	17.6%
DC Prep PCS - Edgewood Elementary School	PK3--3	35	7.8%
DC Prep PCS - Edgewood Middle School	4--8	47	14.1%
DC Scholars PCS	PK3--8	83	15.3%
Democracy Prep Congress Heights PCS	PK3--8	139	18.3%
Digital Pioneers Academy PCS	6--6	15	12.5%
District of Columbia International School	6--11	151	14.2%
E.L. Haynes PCS - Elementary School	PK3--4	45	12.9%
E.L. Haynes PCS - High School	9--12	101	23.2%
E.L. Haynes PCS - Middle School	5--8	74	21.4%
Eagle Academy PCS - Capitol Riverfront	PK3--3	26	16.7%
Eagle Academy PCS - Congress Heights	PK3--3	111	16.3%
Early Childhood Academy PCS	PK3--3	43	16.9%
Elsie Whitlow Stokes Community Freedom PCS - Brookland	PK3--5	37	10.6%
Elsie Whitlow Stokes Community Freedom PCS - East End	PK3--K	<10	<10
Friendship PCS - Armstrong	PK3--5	48	12.0%
Friendship PCS - Blow Pierce Elementary	PK3--3	35	8.9%
Friendship PCS - Blow Pierce Middle	4--8	53	21.3%
Friendship PCS - Chamberlain Elementary	PK3--3	25	6.8%
Friendship PCS - Chamberlain Middle	4--8	60	19.1%
Friendship PCS - Collegiate Academy	9--12	105	19.0%
Friendship PCS - Online Academy	K--8	23	12.0%
Friendship PCS - Southeast	PK3--3	21	5.1%

Part B. Students with Disabilities; SY2018-2019 Enrollment Audit Count Day Roster (data retrieved January 11, 2019)

Campus	Grades Served	# of Students with Disabilities	% Students with Disabilities
Charter Sector Total		**6069**	**13.8%**
Elementary			
Friendship PCS - Southeast Middle	4--6	33	18.4%
Friendship PCS - Technology Preparatory High School	9--12	64	23.7%
Friendship PCS - Technology Preparatory Middle School	7--8	36	26.1%
Friendship PCS - Woodridge International Elementary	PK3--3	23	8.1%
Friendship PCS - Woodridge International Middle	4--8	25	11.0%
Goodwill Excel Center PCS	Alternative	31	8.4%
Harmony DC PCS - School of Excellence	K--5	15	13.4%
Hope Community PCS - Lamond	PK3--5	28	10.1%
Hope Community PCS - Tolson	PK3--8	53	11.4%
Howard University Middle School of Mathematics and Science PCS	6--8	27	9.5%
IDEA PCS	9--12	87	26.8%
Ideal Academy PCS	PK3--8	30	12.1%
Ingenuity Prep PCS	PK3--5	102	18.2%
Inspired Teaching Demonstration PCS	PK3--8	58	12.3%
Kingsman Academy PCS	Alternative	111	39.9%
KIPP DC - AIM Academy PCS	5--8	72	18.5%
KIPP DC - Arts and Technology Academy PCS	PK3--K	16	4.6%
KIPP DC - College Preparatory Academy PCS	9--12	188	23.5%
KIPP DC - Connect Academy PCS	PK3--K	23	7.1%
KIPP DC - Discover Academy PCS	PK3--K	28	8.0%
KIPP DC - Grow Academy PCS	PK3--K	31	9.8%
KIPP DC - Heights Academy PCS	1--4	74	15.9%
KIPP DC - KEY Academy PCS	5--8	69	20.5%
KIPP DC - Lead Academy PCS	1--4	52	13.0%
KIPP DC - LEAP Academy PCS	PK3--PK4	11	5.6%
KIPP DC - Northeast Academy PCS	5--8	51	15.5%
KIPP DC - Promise Academy PCS	K--4	49	9.5%
KIPP DC - Quest Academy PCS	1--4	48	11.7%
KIPP DC - Spring Academy PCS	1--4	46	11.2%
KIPP DC - Valor Academy PCS	5--8	66	19.6%

Part B. Students with Disabilities; SY2018-2019 Enrollment Audit Count Day Roster (data retrieved January 11, 2019)

Campus	Grades Served	# of Students with Disabilities	% Students with Disabilities
Charter Sector Total		**6069**	**13.8%**
KIPP DC - WILL Academy PCS	5--8	64	19.6%
Latin American Montessori Bilingual PCS	PK3--5	59	12.4%
LAYC Career Academy PCS	Adult	<10	<10
Lee Montessori PCS	PK3--5	32	15.4%
Mary McLeod Bethune Day Academy PCS	PK3--8	31	7.5%
Maya Angelou PCS - High School	Alternative	64	32.0%
Maya Angelou PCS - Young Adult Learning Center	Adult	38	24.4%
Meridian PCS	PK3--8	62	9.7%
Monument Academy PCS	Alternative	62	47.3%
Mundo Verde Bilingual PCS	PK3--5	65	11.0%
National Collegiate Preparatory PCHS	9--12	44	17.7%
Paul PCS - International High School	9--12	97	21.0%
Paul PCS - Middle School	6--8	42	16.1%
Perry Street Preparatory PCS	PK3--8	46	12.6%
Richard Wright PCS for Journalism and Media Arts	8--12	64	21.4%
Rocketship PCS - Legacy Prep	PK3--3	38	8.2%
Rocketship PCS - Rise Academy	PK3--4	78	12.6%
Roots PCS	PK3--5	<10	<10
SEED PCS of Washington DC	7--12	54	19.1%
Sela PCS	PK3--5	22	9.6%
Shining Stars Montessori Academy PCS	PK3--6	22	7.9%
Somerset Preparatory Academy PCS	6--12	96	22.6%
St. Coletta Special Education PCS	Alternative	248	99.6%
Statesmen College Preparatory Academy for Boys PCS	4--4	15	27.8%
The Children's Guild DC PCS	Alternative	175	46.5%
The Family Place PCS	Adult	<10	<10
The Next Step/El Proximo Paso PCS	Adult	<10	<10
Thurgood Marshall Academy PCS	9--12	68	17.3%
Two Rivers PCS - 4th Street	PK3--8	100	18.9%
Two Rivers PCS - Young	PK3--4	58	17.5%
Washington Global PCS	6--8	55	25.3%
Washington Latin PCS - Middle School	5--8	38	10.3%
Washington Latin PCS - Upper School	9--12	45	13.7%

Part B. Students with Disabilities; SY2018-2019 Enrollment Audit Count Day Roster (data retrieved January 11, 2019)

Campus	Grades Served	# of Students with Disabilities	% Students with Disabilities
Charter Sector Total		**6069**	**13.8%**
Washington Leadership Academy PCS	9--11	64	20.9%
Washington Yu Ying PCS	PK3--5	61	10.7%
YouthBuild DC PCS	Adult	25	21.0%

The following table provides the number of students who were enrolled in a non-public school setting as of the October Enrollment Audit. Please note that this does not necessarily represent the number referred by LEA, as students in non-public settings may have transferred in from a different LEA (the original referrer). DC PCSB does not have access to the number of students referred to a non-public setting by LEA; however, OSSE may be able to provide this information.

Part C. Number of Students Enrolled in a Non-Public; October Enrollment Audit	2017-2018	2018-2019
Charter Sector Total	**230**	**262**
Academy of Hope Adult PCS	0	0
Achievement Preparatory Academy PCS	8	8
AppleTree Early Learning PCS	0	0
BASIS DC PCS	1	1
Breakthrough Montessori PCS	0	0
Bridges PCS	1	5
Briya PCS	0	0
Capital City PCS	5	5
Carlos Rosario International PCS	0	0
Cedar Tree Academy PCS	0	0
Center City PCS	7	8
Cesar Chavez PCS for Public Policy	11	15
City Arts & Prep PCS	1	1
Community College Preparatory Academy PCS	0	0
Creative Minds International PCS	3	8
DC Bilingual PCS	2	3
DC Prep PCS	10	10
DC Scholars PCS	2	1
Democracy Prep Congress Heights PCS	13	10
Digital Pioneers Academy PCS	N/A	0
District of Columbia International School	4	5
E.L. Haynes PCS	12	9
Eagle Academy PCS	0	0
Early Childhood Academy PCS	0	0
Elsie Whitlow Stokes Community Freedom PCS	1	1

Part C. Number of Students Enrolled in a Non-Public; October Enrollment Audit	**2017-2018**	**2018-2019**
Charter Sector Total	**230**	**262**
Excel Academy PCS	3	N/A
Friendship PCS	31	31
Goodwill Excel Center PCS	0	0
Harmony DC PCS	0	0
Hope Community PCS	7	7
Howard University Middle School of Mathematics and Science PCS	0	0
IDEA PCS	9	12
Ideal Academy PCS	0	1
Ingenuity Prep PCS	1	0
Inspired Teaching Demonstration PCS	2	2
Kingsman Academy PCS	7	7
KIPP DC PCS	10	19
Latin American Montessori Bilingual PCS	0	0
LAYC Career Academy PCS	0	0
Lee Montessori PCS	1	2
Mary McLeod Bethune Day Academy PCS	0	2
Maya Angelou PCS	14	13
Meridian PCS	3	3
Monument Academy PCS	3	9
Mundo Verde Bilingual PCS	1	1
National Collegiate Preparatory PCHS	5	5
Paul PCS	2	2
Perry Street Preparatory PCS	6	8
Richard Wright PCS for Journalism and Media Arts	0	1
Rocketship Education DC PCS	0	0
Roots PCS	0	0
SEED PCS	9	9
Sela PCS	0	0
Shining Stars Montessori Academy PCS	0	0
Somerset Preparatory Academy PCS	4	3
St. Coletta Special Education PCS	0	0
Statesmen College Preparatory Academy for Boys PCS	N/A	0
Sustainable Futures PCS	0	N/A
The Children's Guild DC PCS	3	7
The Family Place PCS	N/A	0
The Next Step/El Proximo Paso PCS	0	0
Thurgood Marshall Academy PCS	4	6
Two Rivers PCS	14	15
Washington Global PCS	0	2
Washington Latin PCS	3	2
Washington Leadership Academy PCS	0	3
Washington Math Science Technology PCHS	6	N/A

Part C. Number of Students Enrolled in a Non-Public; October Enrollment Audit	2017-2018	2018-2019
Charter Sector Total	**230**	**262**
Washington Yu Ying PCS	1	0
YouthBuild DC PCS	0	0

Q22. How does PCSB and OSSE share information regarding the oversight of special education in charter schools? What information do the two agencies share? How does PCSB evaluate the monitoring documents provided by OSSE?

As the state education agency, the Office of the State Superintendent of Education (OSSE) has the expertise and primary responsibility for enforcing federal special education laws, including the Individuals with Disabilities Education Act (IDEA), and DC PCSB joins in its enforcement. Indeed, among the enumerated reasons DC PCSB may revoke a charter is the violation of special education laws.

DC PCSB is co-responsible with OSSE for enforcing legal compliance. Our primary focus is to look at the quality of the academic program serving students, including those with disabilities. We share information to support each other's work through monthly staff meetings and regular check-ins with LEA Supervisory Monitoring Specialist. In addition, DC PCSB has aggregate user access for all LEAs to the EasyIEP/ Special Education Data System (SEDS) and the DC Corrective Action Tracking System. Through a data request, OSSE emails DC PCSB an inventory of Hearing Officer Determinations filed against DC public charter schools. OSSE shares enrollment data including manifestation determination review (MDR) data with DC PCSB. In the proposed revisions to the DC PCSB Special Education Audit Policy,[1] which the Board is expected to approve on January 28, 2019, a school may be subjected to a special education audit procedure if "manifestation determination hearings have not been held for all students with disabilities, when applicable, before a suspension or expulsion." Further, OSSE will either include, or separately send DC PCSB a copy of, any additional monitoring reports or data reported on a charter LEA.

The data from these systems allow DC PCSB to incorporate OSSE's compliance data in charter renewal and review decisions. At least once every five years, when a school undergoes a charter review, we do a holistic review of all data sources to ensure that any compliance finding has been rectified during the timeframe allotted by OSSE. During these high-stakes reviews, we rely on OSSE's data systems and its Division of Systems and Supports K-12 monitoring specialists to check on a school's status on correcting findings evidence in OSSE reports. DC PCSB reviews both findings and corrections to findings when compiling information regarding a charter school's special education compliance. These review reports include a comprehensive analysis of a public charter school's special education data as it relates to academic performance and compliance with applicable laws for students with disabilities. Schools may face charter revocation, charter nonrenewal, or charter continuance/renewal with conditions if the data show low performance on state and internal assessments for students with disabilities or noncompliance with special

[1] The redlined policy presented to the Board at the November 19th Public Hearing can be found on our website under the policies tab. Updates to incorporate public comment will be included in the final policy, which will be uploaded to the DC PCSB website after the January 28th vote.

education laws.

DC PCSB continues to review on a monthly basis the criteria listed in the Special Education Audit Policy. DC PCSB provides OSSE the names of schools eligible for a Special Education Audit to ensure that there is not duplicative monitoring. Through regular check-ins and meetings, OSSE and DC PCSB continue to work together to ensure that schools do not have to submit redundant documentation. In some cases, OSSE staff invites DC PCSB staff to attend OSSE's monitoring/audits when concerns are raised surrounding the provision of special education at schools.

Additionally, DC PCSB regularly collaborates with OSSE on planning and implementing for citywide projects and initiatives. Last year, OSSE and DC PCSB continued collaborating closely to implement requirements of the Enhanced Special Education Services Amendment Act of 2014 to support schools in obtaining OSSE's training opportunities around Secondary Transition requirements, changes to the initial evaluation and eligibility timeline, and Part C requirements.

Q23. How has PCSB's ongoing monitoring of special education been updated or changed in the last fiscal year? How has this method of written analysis, QAR and site visits impacted the practices of charter schools or PCSB? How many schools have been fully evaluated and reviewed to date using this monitoring method? What are the results of the special education audits and were changes made to the audit for SY2017-2018?

Oversight
DC PCSB's ongoing monitoring of schools for special education has remained consistent from the last fiscal year to this one, with a few updates described in detail below. If schools are found to be noncompliant with IDEA or other applicable law, appropriate action is taken by DC PCSB to relay this information in reports, discuss with the Board, and share with the schools.

DC PCSB leverages five strategies to monitor schools' special education programs:

1. High-Stakes Reviews: At least once every five years, DC PCSB conducts a high-stakes review of each public charter school resulting in a written report. The report includes a comprehensive review of the public charter school's special education outcomes for academic performance as measured by state assessments and compliance with applicable laws based on the OSSE special education data. Since fiscal 2012, 68 LEAs (52 reviews and 30 renewals) have undergone a high-stakes review – in fact, the only schools that have not undergone a review are those that opened in the past five years. Schools may face charter revocation, charter nonrenewal, or charter continuance/renewal with conditions if the analysis shows material violation with any applicable laws, including special education laws.

2. Site Visits: Formal site visits have been streamlined to fit into the ongoing Qualitative Site Review (QSR) process conducted at every public charter school at least once every five years as part of its high-stakes review and more often if the school is identified as a lower performer on the School Quality Report (also known as the Performance Management Framework or PMF), or by OSSE, or is in its first year of operation. Special education staff or consultants purposefully observe the delivery of specialized

instruction in the push-in, pull-out, resource, and/or self-contained settings. All QSR team members use the Charlotte Danielson Framework for Teaching and Learning and the results of special education-specific observations are incorporated into the overall report for the schools. These observers also consolidate their findings into a special education section within every QSR report to highlight the extent to which the school is implementing a quality special education program with fidelity. Providing direct feedback on teaching and learning for students with disabilities directly helps schools address programmatic weaknesses. Since fiscal 2012, DC PCSB has completed 189 special education site visits through the QSR process (this number includes LEAs visited multiple times because of lower performance).

DC PCSB staff also conducts annual Special Education Site Visits of schools with a high population of students with disabilities (more than 25 percent) and a mission/education focus to serve students with disabilities. The goals of these informal visits are for DC PCSB staff, with a background in special education, to learn about each program offering and any changes/improvements from previous years on how the school serves its special education population. During these visits, a DC PCSB special education staff member meets with the Special Education Coordinator (and any other staff members) at the school, observe the provision of specialized instruction in the various settings in the school, and informally confers the school based on the observations. Since these visits are intended as an information-gathering experience, rather than a formal visit for the purposes of a report, DC PCSB staff have strengthened their relationship with the Special Education Coordinators of these schools and gained insight on the challenges and improvements the schools make on an annual basis.

3. Compliance Monitoring: DC PCSB conducts a Compliance Review process that requires schools to submit a wide variety of submissions to an online database (Epicenter), including documents pertaining to health and safety, finance, special education, and other federal and local regulations. As part of this annual Compliance Review, schools submit the Special Education Packet comprising three checklists:
    - Child Find Policy Checklist: Assurance that schools complete all Child Find policies, procedures, and public awareness activities designed to locate, identify, and evaluate children who may require special education and related services.
    - Least Restrictive Environment Continuum of Services Checklist: An inventory of the school's continuum of services available to students with disabilities (e.g., co-taught classroom, resource room, self-contained classroom).
    - Americans with Disabilities Act (ADA) Assurance: Assurance the facility is ADA compliant or, if it is not, how the school will meet the needs of students, staff, and community stakeholders who may require accommodations to access the facility.

DC PCSB also has a Seclusion and/or Restraint Checklist, whereby schools indicate details on whether they use seclusion and/or physical restraint as emergency response methods. While these methods do not apply exclusively to students with disabilities, they disproportionally affect them. DC PCSB created this checklist in response to concerns about the extent to which seclusion and/or restraint practices exist in the public charter sector and whether schools have policies and training for personnel in

implementing these practices.

4. Special Education Audits: The purpose of the revised DC PCSB Special Education Audit Policy, which the Board will approve at the January 28 meeting, is to identify and address public charter schools that may not be in compliance with all federal and local laws pertaining to students with disabilities. Each month, DC PCSB staff reviews all schools against the set of criteria, comprised of data and practices pertaining to students with disabilities, listed in the policy. Examples of criteria include:

    - The out-of-school suspension rate of students with disabilities is higher than the rate of their non-disabled peers.
    - No students are classified as receiving Levels 3 or 4 of special education services.
    - A school receives poor feedback on a Qualitative Site Review (QSR) Report regarding special education instruction (e.g., school receives scores of all ones and twos in the Classroom Environment and Instruction domains of the Danielson Framework for Teaching).

    If any public charter school meets the criteria, then DC PCSB staff may intervene with the following process: pre-audit warning, desk audit, then on-site audit. Based on the information reviewed during a desk or on-site audit, DC PCSB will in writing close the audit with recommendations or pursue further action, including a Board response. Staff will continue to monitor a school after an audit is closed and will request progress updates. Past audit results will be considered in determining future audit procedures. Furthermore, under the revised policy, the DC PCSB Board may intervene with a Board-to-Board meeting or Notice of Concern, depending on the severity of the criteria met.

    In SY 2017-18, eleven campuses triggered either a special education desk or on-site audit (See Council Question #24 for further information). In each case, the audited schools provided an explanation for their data disparity as well as strategies they planned to employ, and DC PCSB staff closed the audits with recommendations for improvement. Schools have made the following changes to their practices in response to an audit: updated their discipline practices, revised data systems to better track subgroups, updated Behavior Intervention Plans (BIPs) to effectively support students, hired additional personnel, and implemented new staff trainings.

5. Mystery Caller Initiative: DC PCSB annually conducts the Mystery Caller Initiative to ensure that schools are serving all students who come to them and do not "counsel out" students with disabilities. During open enrollment season, DC PCSB staff members call every public charter school campus and pose as prospective parents of a student with a disability, asking questions about enrollment and taking notes on the schools' responses. If the school answers in a way that demonstrates "counseling out," discouraging a parent to enroll their student, or asking prohibitive questions (e.g., questions about a student's race, English learner (EL) status, IEP status, family income), DC PCSB may issue a Notice of Concern against the school. The Notice of Concern may be lifted once the school passes another round of mystery calls. In SY 2017-18, all schools passed the initiative; no schools were issued a Notice of Concern.

Supports
DC PCSB has taken the initiative to improve our support to schools and create opportunities for collaboration among special education leaders. As a result of our monitoring, we identified the ongoing need for schools to share best practices around serving students with disabilities.

DC PCSB leverages three strategies to support schools' in improving their practices.

- Qualitative Assurance Review (QAR): Since FY2012, 36 LEAs have completed the QAR. Please note, the QAR is not a monitoring tool, nor is it used for monitoring a school's compliance for special education. For most schools, the QAR is an optional self-study charter they can choose to undertake. However, DC PCSB often requires schools whose students with disabilities are persistently lower performing than students with disabilities at other public charter schools, to conduct a QAR as a condition of charter continuance. Not only do these schools undergo the review, but they also commit to improving their practices, so they meet the benchmark in all areas of the QAR rubric. The QAR is a direct way for public charter schools to reflect on their special education performance/practices and set goals to improve identified areas of challenges. The outcome for schools is to better serve students with disabilities through implementing best practices and creating an Action Plan addressing identified areas of challenges. For DC PCSB, the QAR tool offers insight into where public charter schools are struggling the most around serving students with disabilities in a nonpunitive capacity. Since last year, the number of voluntary participants in the QAR has diminished, as over half of our LEAs have participated in the QAR process with DC PCSB over the last seven years. We continue to offer the tool as a resource to our schools on our website.

- Special Education Professional Learning Community (PLC): Several special education leaders serving in public charter schools with a significant population of students with disabilities have indicated to DC PCSB the challenge in finding the time and space to collaborate with their professional peers. DC PCSB established the Special Education PLC in response, which now meets at least quarterly at the DC PCSB offices. The first PLC meetings held on May 3, June 14, and July 31, 2018 were piloted with a cohort of schools with a high population of students with disabilities (over 25%). These pilot meetings ran like case studies. Participants shared examples of the challenges in serving students with low incidence disabilities, and they discussed solutions and strategies to address them. Several schools also volunteered to present best practices to the PLC, which resulted in further interest from other schools in the charter community to participate. Prior to the most recent meeting held on January 9, 2018, DC PCSB opened up the PLC to all public charter schools and successfully held a session with participants from 18 LEAs.

- High-Leverage Practices (HLP) Institute: To support schools in improving outcomes for students with disabilities, DC PCSB partnered with the Council for Exceptional Children (CEC) to offer a train-the-trainer professional development series on the high-leverage practices (HLPs). Developed by the CEC, the HLPs span four domains – collaboration, assessment, social/emotional/behavior, and instruction – and address evidence-based, critical practices that every educator of students with disabilities

should master and be able to demonstrate. Through five in-person workshops and three online checkpoints, participants will be able to implement and lead training on the HLPs to improve outcomes for students with disabilities. Participants have access to an online learning community and receive publications and resources, including the book High-Leverage Practices in Inclusive Classrooms and a HLP Train-the-Trainer Guide. They may earn up to 18 professional development hours and a certificate of completion from CEC.

The first workshop took place on December 14, 2018 and focused on HLP #1: Collaborate with professionals to increase student success. Forty-five participants attended, representing 26 LEAs. Led by Dr. Julie Bost and Dr. Marilyn Friend, participants learned background knowledge on the development of the HLPs and strategies to implement co-teaching and co-planning practices within their schools. The next workshop is set for March 8, 2019, and Dr. Michael Kennedy will present on specific HLPs under the instruction domain.

Q24. List all charter schools for which PCSB conducted special education audits in FY18 and FY19 to date, including what flag triggered the audit and what outcome resulted.

In school year (SY2017-18 or FY18), DC PCSB's data systems expanded to include more enrollment and equity data of students with disabilities, allowing for increased monitoring per the DC PCSB Special Education Audit Policy.[2] In that year, we conducted special education desk or on-site audits for 11 schools as detailed below. In SY 2018-19 (FY19), 13 schools have received pre-audit warnings, but as of January 13, 2019, we have not conducted an official special education audit on any public charter LEAs.

Special Education Audits in SY 2017-18

School	Criteria Met	Type of Audit	Outcome
1. BASIS DC PCS	Enrollment of students with disabilities <7%; Disproportionality of a special education Level	Desk	**Closed** with no further action required. DC PCSB encourages BASIS DC to continue observing best practices pertaining to identifying and serving SWD at all levels. Also, DC PCSB will still monitor this school's special education enrollment data per the policy.
2. Democracy Prep Congress Heights PCS	Disproportionality of out-of-school suspension rate for students with disabilities	Desk	**Closed** with no further action required. DC PCSB will continue to monitor school's special education discipline data per the policy. Staff also urges the school to adopt these recommendations: • Continue to code all instances of elopement together when reporting discipline data. • Adhere to recent guidance on the School Attendance Clarification Act.

[2] The exact language of all criteria that may trigger a special education audit can be found in the original policy, although it is being revised. The redlined policy presented to the Board at the November 19th Public Hearing can be found on our website. Updates to incorporate public comment will be included in the final policy, which will be uploaded to the DC PCSB website after the Board approves it on January 28, 2019.

School	Criteria Met	Type of Audit	Outcome
			• Implement with fidelity behavior intervention strategies to decrease the suspension rate for SWD. Consider all available options when determining appropriate disciplinary actions for SWD.
3. Friendship PCS - Online	Disproportionality of a special education Level	Desk	**Closed** with no further action required. DC PCSB encourages Friendship PCS – Online to continue observing best practices pertaining to identifying and serving SWD at all levels. Also, DC PCSB will still monitor this school's special education enrollment data per the policy.
4. Friendship PCS - Technology Preparatory Middle School	Disproportionality of out-of-school suspension rate for students with disabilities	Desk	**Closed** with no further action required. DC PCSB will still monitor the school's suspension rate for SWD compared to students without IEPs. Staff also urges the school to adopt these recommendations: • Implement behavior interventions with fidelity Consider all available options when determining disciplinary actions for SWD.
5. Friendship PCS - Woodridge International Elementary	Disproportionality of a special education Level	Desk	**Closed** with no further action required. DC PCSB encourages Friendship PCS – Woodridge International Elementary to continue observing best practices pertaining to identifying and serving SWD at all levels. Also, DC PCSB will still monitor this campus' special education enrollment data per the policy.
6. Latin American Montessori Bilingual PCS	Disproportionality of a special education Level	Desk	**Closed** with no further action required. DC PCSB encourages Latin American Montessori Bilingual PCS to continue observing best practices pertaining to identifying and serving SWD at all levels. Also, DC PCSB will still monitor this school's special education enrollment data per the policy.
7. Mundo Verde Bilingual PCS	Disproportionality of a special education Level	Desk	**Closed** with no further action required. DC PCSB encourages Mundo Verde Bilingual PCS to continue observing best practices pertaining to identifying and serving SWD at all levels. Also, DC PCSB will still monitor this school's special education enrollment data per the policy.
8. SEED PCS	Disproportionality of out-of-school suspension rate for students with disabilities	On-site	**Closed** with no further action required. DC PCSB will still monitor the school's suspension rate for SWD compared to students without IEPs. Staff also urges the school to adopt these recommendations: • Disaggregate discipline data by subgroup, especially SWD and non-SWD, internally to monitor for disproportionality and apply targeted interventions accordingly. LEAs can

School	Criteria Met	Type of Audit	Outcome
			use the Equity Metrics Dashboard through the DC PCSB Hub to determine whether their campuses exhibit disproportionality in suspension, expulsion, or mid-year withdrawal rates. • Disaggregate subgroup discipline data by program type (e.g., academic and boarding programs) internally to monitor for disproportionality and apply targeted interventions accordingly. Continue to consider all available alternatives when determining appropriate disciplinary actions for SWD.
9. Shining Stars Montessori Academy PCS	Disproportionality of a special education Level	Desk	**Closed** with no further action required. DC PCSB encourages Shining Stars Montessori Academy PCS to continue observing best practices pertaining to identifying and serving SWD at all levels. Also, DC PCSB will still monitor this school's special education enrollment data per the policy.
10. Washington Latin PCS - Middle School	Disproportionality of a special education Level	Desk	**Closed** with no further action required. DC PCSB encourages Washington Latin PCS – Middle School to continue observing best practices pertaining to identifying and serving SWD at all levels. Also, DC PCSB will still monitor this school's special education enrollment data per the policy.
11. Washington Latin PCS - Upper School	Disproportionality of a special education Level; Underrepresentation of Levels 3 and 4	Desk	**Closed** with no further action required. DC PCSB encourages Washington Latin PCS – Upper School to continue observing best practices pertaining to enrolling, identifying, and serving SWD at all levels. Also, DC PCSB will still monitor this school's special education enrollment data per the policy.

Q25. Detail the post-secondary transition planning and services programs/projects that LEAs offer or have planned for older students receiving special education services. If there are other ongoing attempts to work with other agencies or providers, please explain. Provide any reports or assessments that have been completed on the performance of PCS post-secondary transition planning and service provision. For each transition program please list:

a. Number of students served in SY2017-2018;
b. Number of students served in SY2018-2019 or to be served;
c. Specific services offered by program (e.g., academic, vocational, related services)
d. Percentage of students who apply to the program who are accepted into it;
e. Percentage of the students who start the program that finish it;
f. Number of staff, by discipline; and,

g. Percentage of students who achieve paid internships or employment as a result of completing the program.

Schools are required to provide transition plans and services for students with disabilities, as per the Individuals with Disabilities Education Act (IDEA). If a specific service is identified as part of the planning process, the team is required to invite the Department on Disability Services Rehabilitation Services Administration (RSA) or another appropriate agency to the meeting with parental consent. OSSE is responsible for ensuring that local education agencies (LEAs) serving students with disabilities who are of transition age complete required transition planning activities in accordance with IDEA. OSSE is prepared to respond to questions from DC Council about how they administer compliance with secondary transition planning and any data related to students eligible for secondary transition services.

The data below has been provided to DC PCBS by RSA and the DC Special Education Cooperative.

A. Number of students served in SY 2017-18

218 students enrolled in public charter schools are received services from RSA (at minimum, applied for services).

B. Number of students served, or to be served, in SY2018-19

59 students currently enrolled in a public charter school have applied to RSA and are beginning to receive services.

C. Specific services offered by program

Two years ago, DC PCSB worked with OSSE and RSA to enable a way for RSA to directly fund a not-for-profit in DC to help schools with transition services. The DC Special Education Cooperative (the Co-Op) successfully responded to a request for proposals. OSSE and RSA initiated a targeted support plan for all LEAs, including technical assistance and a new reporting tool to help schools plan all the related activities. Since 2015, RSA has collaborated with the Co-Op to fund and implement an Alternative Spring Break, a Life Enrichment Awards Program, and Next Steps. All programs were created to provide students with disabilities in public charter schools the opportunity to experience work-readiness training in preparation for life after high school.

Under the contract between RSA and the Co-Op, the Co-Op offers services to all public charter schools, not just its member schools, and it hired a full-time transition coordinator to support the schools. It is working with roughly 25 of the 27 eligible public charter schools that serve high school students to provide technical assistance including staff training, file reviews, lesson plan development, coaching, and transition lesson modeling. RSA makes pre-employment transition services (Pre-ETS) available to all public charter school students with disabilities ages 14 to 22 and provides vocational rehabilitation (VR) services to public charter school students who are found eligible for VR services through RSA. Using rehabilitation counselors, project managers, employment specialists, and support staff, RSA provides students with traditional VR services such as counseling and guidance, maintenance (transportation, clothing, food stipends for work-based learning experiences), job coaching for work-based learning experiences, assistive technology for students who require it for

work experiences, and job development/placement services. Pre-ETS were provided directly by RSA staff and by specialists in providing these services. Services included job exploration counseling, coordinating and funding work-based learning experiences, counseling on how to enroll in college and/or postsecondary training programs, workplace readiness training, and self-advocacy guidance (which includes peer mentoring).

The Alternative Spring Break was a weeklong intensive work readiness training opportunity for students with disabilities. About 875 Pre-ETS hours were administered; students earned more than 225 community service hours; and 14 companies came to interview students at the conclusion of the program for internship opportunities.

The Next Steps program provided public charter school students with disabilities exposure to postsecondary training and education opportunities not typically available at a College Fair. Through vendor presentations and participation, students gained increased exposure and awareness of available training and education opportunities suitable for their needs.

D. Percentage of students who apply to the program and are accepted

- 2017 –2018: 57% percent of students referred to RSA have been found eligible; 218 students applied and 124 have been determined eligible.
- 2018-present: 59 students have applied for services and 13 have been determined eligible, thus far. Many students who have applied are not yet at their eligibility due date.

E. Percentage of students who start the program and finish it

In SY 2017-18, 106 students developed an individualized plan for employment before they graduated. Of the 106 students with an IPE, 5 transitioned successfully to employment last year. Many students who apply to RSA from the public charter schools pursue postsecondary education, which could account for the low number transitioning to employment.

Many public charter school students elect to pursue college or training that delays them from entering the workforce as soon as other VR clients who choose to immediately seek employment when they enter into their IPE, or at the conclusion of short-term training. Therefore, RSA will not see many employment outcomes from this population in the short term. However, as RSA monitors the matriculation of students through the postsecondary education/training service track, we can reasonably predict the amount of positive employment outcomes that should come to fruition.

F. Number of staff, by discipline

- 5 RSA VR Counselors assigned to public charter schools
- 2 RSA Supervisors
- 3 RSA Staff Assistants
- 1 Project Manager
- 1 Employment Specialist
- 1 Program Manager
- LEA school-based staff (SECs, Special Education Teachers, IEP Case Managers, College and Career Readiness Counselors, Transition Teachers)
- 1 Transition Specialist (at the Special Education Cooperative)
- 1 Workforce Development Coordinator (at the Special Education Cooperative)

G. Percentage of students who achieved paid internships or employment as a result of the program

- 2017 – 2018: 24% of 218 students. 53 students in worked based learning experience, and 2 of the 53 received employment.
- 2018-2019 to present: 39% of the 59 students. 23 students are in work-based learning experiences, currently.

Q26. Describe how PCSB is working with OSSE and LEAs to support implementation of the Enhanced Special Education Services Amendment Act of 2014.

DC PCSB is collaborating with the OSSE to ensure that our public charter LEAs have access to all the necessary information to fully implement the requirements of the Enhance Special Education Services Amendment Act of 2014. One of the primary ways OSSE is supporting this transition is through the Special Education Enhancement Fund (SEEF), which offers formula and/or competitive grant opportunities for LEAs to implement the requirements of the act. DC PCSB shares information with public charter school leaders about grant opportunities through our weekly newsletter, the Wednesday Bulletin. DC PCSB staff members also help to spread the word on the SEEF grant opportunities when communicating with any Special Education Coordinators. As a result, in FY 2018, all public charter LEAs except 10 accessed the formula grant totaling $3.7 million, and 10 public charter LEAs (four of which are through the DC Special Education Cooperative) are the competitive grant award winners, who will receive a total of $1.5 million.

OSSE has further committed to keeping DC PCSB abreast of implementation progress during monthly check-ins. During these conversations, DC PCSB staff members learn of on-site training and technical assistance opportunities to support LEAs with the updated secondary transition age requirement and new initial evaluation and eligibility timelines. DC PCSB has distributed information through its Wednesday Bulletin to LEAs about the mandatory trainings held for all LEAS to implement the requirements thereof.

Q27. Provide outcomes data for students with disabilities transitioning out of PCS into adulthood, including the following data for school years 2017-2018 and 2018-2019 to date:

a. The number of students receiving an eligibility determination from RSA before graduation;
b. The number of students connected to a postsecondary pathway to graduation;
c. The number of students attending college within a year of high school graduation.

Part A. The number of students receiving an eligibility determination from RSA before graduation:

Per the RSA:

- SY 2016-17: 109 students
- 2017 – 2018: 124 students of the 218 enrolled students received eligibility before graduation.

- 2018-2019 to present: 13 students of the 59 enrolled students received eligibility before graduation.

Part B. The number of students connected to a postsecondary pathway to graduation:
OSSE is the definitive source for obtaining outcomes data on students with disabilities. OSSE has given DC PCSB access to the LEA data and will provide the data by LEA per our request.

Part C. The number of students attending college within a year of high school graduation:
OSSE is the definitive source for obtaining outcomes data on students with disabilities. OSSE has given DC PCSB access to the LEA data and will provide the data by LEA per our request.

Q28. What are the most common barriers or concerns of charter LEAs with regards to successfully serving students with disabilities in their schools? For example, several charter LEAs have testified before the Committee in recent years regarding challenges with access to OSSE's Special Education Data System in order to plan and appropriately hire for special education students and some have mentioned difficulty recruiting special education teachers. What does PCSB see overall in the sector?

In preparation for the High-Leverage Practices Institute (See more on HLP Institute under our response to Council Question #23), public charter school participants completed a needs inventory. Many challenges shared centered on designing and delivering instruction for students with disabilities, developing co-teaching relationships, creating systems for co-planning, and best utilizing special education staff. For example, some schools wrote that they wanted to help students with disabilities better access the curriculum by creating more differentiated lessons, finding new resources, and providing more modifications. Others wanted to learn how to effectively plan with other teachers across different grades and subjects. These results shaped the long-term plan of the HLP Institute, and these needs will be addressed throughout the series.

We also see challenges in the sector with providing a full continuum of services. With each public charter school being its own LEA for the purposes of special education (except one dependent LEA, St. Coletta Special Education PCS), LEAs are solely responsible for implementing the requirements and services pursuant to student need as would an entire school district LEA. While charter LEAs understand this responsibility, this legal requirement is most challenging for smaller LEAs that have limited staff, space, and expertise for offering all the services pursuant to students' Individualized Education Programs (IEPs). Several smaller and former dependent LEAs have reached out to organizations for support to improve in this area and have found creative solutions to ensuring that they are implementing the necessary continuum, but the constraints persist.

Another challenging area is finding experienced general educators who can adequately serve students with disabilities within the least restrictive environment. Most students with disabilities spend most of their instructional day in general education classrooms. General education teachers with minimal training on working with students with disabilities often struggle with providing adequate differentiation and accommodations to fully include

students with distinctive needs in the classroom. Many public charter LEAs invest heavily in recruiting talented teachers and offering intensive professional development, but there is still a sector-wide need for more training. In response to this challenge, DC PCSB began the Special Education Professional Learning Community and the HLP Institute (see our response under Council Question #23).

Another common barrier facing charter LEAs is recruiting quality special educators with the background and experience to successfully serve students in a variety of educational settings (e.g., self-contained). For students who are outside of the general education setting for most of their day, or even full time, a special educator is not only implementing students' IEP goals and providing remedial support, but also teaching content across disciplines. Without content-level knowledge, a special educator's support to students with disabilities in these settings can prove challenging.

Special Education Coordinators (or similar type of position) in public charter schools also face barriers with having enough time in their schedules to mentor and support their special educators. Through anecdotal evidence collected with schools that have participated in the Qualitative Assurance Review (QAR), as well as in informal visits of our schools, we hear that most Special Education Coordinators' time is spent on ensuring legal compliance, data access/input challenges, or filling in for an absent special educator. As a result, this leaves minimal time for Special Education Coordinators to coach teachers in classrooms and improve strategies to best support students in the classroom.

Finally, another barrier our charter LEAs face is lacking the expertise on staff to safely and effectively support students who go into crisis situations in the school setting. This concern affects all students and not just those with disabilities. Several LEAs have taken advantage of OSSE's free one-day Nonviolent Crisis Intervention Trainings, which include a trauma-informed curriculum offering (on which DC PCSB jointly trains schools with OSSE), as well as similar offerings through the DC Special Education Cooperative and other crisis prevention training programs. However, most of the crisis prevention/intervention curricula advocate for a team-based approach, and often only one or a few staff members are trained. Without proper training in crisis intervention strategies with a team-based approach, teachers and service providers without the proper experience are ill-equipped and can inadvertently overreact or underreact in critical crisis situations.

Q29. For school year 2017-2018, please indicate by charter school the number of students that have been placed in interim alternative education settings and the location.

a. Which charter schools placed students at the Future Family Enrichment Center? Indicate by school how many students were placed there, the school year, and the length of time they were placed.

In an optional survey given to all charter school leaders, one LEA, E.L. Haynes PCS, self-reported using one interim alternative educational setting in SY 2017-18. E.L. Haynes PCS placed one student at the Future Family Enrichment Center for five-and-a-half weeks.

OSSE is the definitive source for obtaining placement data on students with disabilities, but schools may indicate in the discipline data they report to DC PCSB if an incident involved an

"interim removal." By responding yes affirmatively to this field, the school then provides the removal's reason, type, length, start date, and end date. However, few schools have indicated that they had any instances of "interim removal". In SY 2018-19, only one public charter school, Somerset PCS, indicated that they had any students removed to interim alternative settings. Somerset PCS placed the two students reported in their discipline records in an interim alternative educational setting at the Future Family Enrichment Center.

OSSE is currently reviewing the use of the Future Family Enrichment Center by four LEAs: Monument Academy PCS, Somerset PCS, Cesar Chavez PCS for Public Policy, and Friendship PCS. OSSE has also issued to all schools a guidance letter on placements in interim alternative education settings. After OSSE finishes its investigation, to avoid duplicating any investigation efforts or compromising their investigation, DC PCSB will conduct its own investigation as to why the other three LEAs that used the Future Family Enrichment Center why they did not report the interim removals in their discipline data.

Q30. Which LEAs does the PCSB highlight as examples of how to better serve children with disabilities and why? Which aspects of these approaches deserve more attention as models? What would help other schools to learn about and adopt these kinds of best practices for working with students with disabilities?

On November 29, 2018, DC PCSB honored 11 Best Practices Award recipients at its Celebrating Best Practices in Public Charter School Education event. Each honoree demonstrates dedication and has a positive impact on their schools and students. Wanda Gregory from Capital City PCS won the Excellence in Special Education Programming Award. Karen Dresden, Head of School of Capital City PSC, described Ms. Gregory in her nomination form:

> Under Wanda's leadership, our inclusion program ensures all children are challenged and have opportunities to enroll in any course, including AP and college level classes. In every classroom, inclusion staff are prepared to help students access the curriculum and make modifications where needed… As a result of Wanda's efforts, our school has been recognized as one of the strongest special education programs in the city and the data shows this from high graduation rates, college acceptance and success, low suspension rates, long waitlists, and steadily increasing academic performance across all metrics…[Specifically,] to address concerning 9th grade on track rates, Wanda suggested adding more periods to the daily schedule for foundation courses. The next year, 9th grade on track increased by 19 percentage points to 90.8%. Students stay successful through graduation. Our most recent 5-year ACGR for students with disabilities is 100%.

The efforts described above is just one example, but there are several programming approaches that public charter schools have implemented to best serve the needs of their students with disabilities. To start, conventional wisdom and research recommend that students with disabilities are always best served in schools that prioritize the inclusion of all students both in philosophical approach and classroom instruction. Whether this includes a solid co-teaching model or small group with push-in support from a special educator within the general education classrooms, some of our most successful public charter schools to serve students with disabilities, as measured by academic outcomes, happen to be those

that also have strong academic outcomes for general education students. This is no coincidence, as students with disabilities who are served well in the least restrictive environment have more access to content-level expert teachers and the general education curriculum than students who are pulled out for a larger portion of the day. This is not to say the general education setting is the least restrictive environment for every student with a disability, but students with disabilities can flourish when our schools are focused on including them to the maximum extent possible with their general education peers.

Some DC public charter schools that serve a higher portion of students with disabilities, especially those with the highest needs, offer multiple classrooms that serve students full time outside the general education environment (e.g., self-contained). These schools are implementing several strategies to make the experience in these environments positive and with strong qualitative and quantitative outcomes. Here is a compilation of some of those best practices in the self-contained setting:

- Strong systems for co-planning (scheduling, unit/lesson planning, scaffolding, etc.).
- An administrator on the leadership team with special education experience.
- General education teachers who are receiving/have received their special education credential assigned to teach special education.
- The same curriculum taught to general education students adapted for the student population.
- Small student-to-teacher ratio (e.g., 3:1) to teach in differentiated small groups.
- In addition to literacy and math, students receive instruction in science and social studies and participate in art, music, and internships.
- On-site staff specialists such as social workers, psychologists, related service providers, and behavior specialists.
- Opportunities to participate in field trips, school events, and social activities.
- Schoolwide training and professional development in crisis intervention strategies for teachers to support each other and their students.
- Schoolwide training and a written policy around seclusion and/or restraint, with a focus on prevention.

Finally, DC PCSB has seen strong supports for students with disabilities within schools that implement research-based frameworks to offer differentiated supports to students. Two examples of this include multitiered systems of support (MTSS) for academic and socio-emotional needs and Universal Design for Learning (UDL). MTSS is a comprehensive framework that includes both Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). Kingsman Academy PCS adopted MTSS and uses the framework to tier and provide a hybrid of targeted supports to students based on their academic, behavioral, and attendance needs. UDL offers flexible approaches to creating instructional goals, methods, materials, and assessments with the target of customizing learning based on individual needs. Bridges PCS uses UDL, amongst other instructional strategies, to engage their students in learning.

While several schools have adopted some of the practices from these frameworks, our more successful schools to serve students with disabilities have designed their educational model around differentiation for all students at varying levels of need, with all staff trained in

implementing these types of frameworks.

Q31. According to the 2016 Home and Hospital Instruction Program ("HHIP") Manual, a student is eligible for home hospital instruction if they are registered in a public charter school. How many students in public charter LEAs are enrolled in the HHIP?

Home and Hospital Instruction Program (HHIP) is a specific program offered by DC Public Schools (DCPS) to schools within their LEA. HHIP is not open to students enrolled in independent public charter schools, except for St. Coletta Special Education PCS which is the only dependent public charter school for purposes of special education. There are six students from St. Coletta Special Education PCS receiving DCPS' HHIP services.

Q32. With respect to English Language Learners, please detail PCSB's collaboration with OSSE on oversight:

a. What information is shared between PCSB and OSSE and vice versa;
b. The monitoring PCSB conducts; and
c. Any accountability measures PCSB has developed or is developing, including any collaboration with OSSE on state-wide efforts for a common system-wide reporting on school performance.

Part A. What information is shared between PCSB and OSSE and vice versa
DC PCSB collaborates with OSSE to receive enrollment and assessment data relevant to EL students, including performance on the PARCC and the state's English language proficiency assessment, ACCESS for ELLs 2.0, and the percentage of English learners making progress in achieving English language proficiency on the STAR Framework. Furthermore, DC PCSB has access to the Qlik 2018-19 Early Access to English Learner Data application, which provided LEAs with a preview of student-level English Learner-related data for SY 2018-19.

In addition to data sharing, DC PCSB and OSSE staff have regular meetings to ensure that both agencies are informed about the progress of EL students enrolled in public charter schools. On a monthly basis, both meet to discuss monitoring activities of EL students in the charter sector and the supports being provided to schools. Also, a DC PCSB staff member sits on OSSE's State Title III Advisory Committee, which serves as an advisory body to support OSSE in carrying out its responsibilities to EL students. In this capacity, DC PCSB staff have an opportunity to provide feedback about state policy, including how EL students will be evaluated in DC's accountability framework. Likewise, OSSE representatives attend all of DC PCSB's English Learner Professional Learning Community (EL PLC) meetings, which will be described in more detail below. OSSE attends these meetings to solicit feedback from school staff on how to best support their work.

Part B. The monitoring PCSB conducts
DC PCSB's monitoring of EL students in public charter schools falls into two domains: compliance and evaluating program quality through our accountability systems. During its annual compliance review process, DC PCSB staff collect an assurance from all schools confirming they are in compliance with applicable laws related to serving EL students. Beyond this assurance, DC PCSB also has an English Learner Monitoring Policy, which can be found on our website under the policies tab. This policy explains situations that may trigger

additional monitoring from DC PCSB staff, including concerning data thresholds or parent complaints related to EL students. The policy also details the steps DC PCSB staff would take to ensure that the school is properly serving all EL students. No schools have been issued a Notice of Concern under DC PCSB's English Learner Monitoring Policy to date.

DC PCSB uses qualitative observations and data to evaluate the quality of EL programming in public charter schools. During a Qualitative Site Review (QSR) visit for a school that enrolls EL students, the school will respond to questions about its EL programming and approach. A DC PCSB staff member or consultant then verifies by conducting observations of English learner classrooms. In addition to analyzing the school's EL programming, all classrooms are evaluated using the Charlotte Danielson Framework for Teaching to ensure fidelity to the school's program model (e.g., bilingual instruction, sheltered instruction).

In SY 2018-19, DC PCSB began to hold schools accountable for the quality of their English language acquisition programs in charter review and renewal reports. For schools that serve more than 10 EL students, DC PCSB included the percentage of EL students meeting growth to proficiency targets compared to the state average for that grade band's framework. For this metric, which is five points on the STAR Framework, OSSE calculates the percentage of English learners making progress in achieving English language proficiency as measured by their performance on the ACCESS for ELLs 2.0 test. This data was not reported publicly prior to this year. Previously, DC PCSB staff participated in STAR Framework taskforce meetings to discuss the growth-to-proficiency metric and the English learner subgroup. The three LEAs that met the n-size for an English Learner Compliance section in a review or renewal report were E.L. Haynes PCS, DC International, and DC Bilingual PCS.

<u>Part C. Any accountability measures PCSB has developed or is developing, including any collaboration with OSSE on state-wide efforts for a common system-wide reporting on school performance</u>
DC PCSB hosts an EL Professional Learning Community (PLC) for school staff. Although EL PLC meetings are examples of the school support that we provide (as opposed to monitoring), they are critical in gathering feedback from schools and maintaining a pulse on the EL subgroup throughout the sector. Since it began in SY 2016-17, the goal of the PLC is to develop the EL leadership of PK3-12 DC public charter schools through best practice sharing, collaboration, and discussion focused on EL instruction, compliance, and accountability. Meetings take place at least every quarter.

As of SY 2018-19, DC PCSB invited all PK3-12 EL Coordinators to participate in the PLC. Anonymous survey results show a high degree of satisfaction with EL PLC meetings thus far. 15 school leaders and two OSSE representatives attended the quarter 1 PLC meeting on October 3, 2018 to discuss supporting EL students in the general education setting. Instead of a traditional second quarter meeting, three EL PLC member schools hosted interested participants for site visits. Those who signed up learned about each school's English language acquisition program, observed EL classrooms, and debriefed with school leadership. Site visit hosts and participant numbers are as follows.

- Center City – Brightwood hosted its maximum of 15 EL PLC members on December 4, 2018.

- E.L. Haynes PCS – Elementary School hosted its maximum of 10 EL PLC members on December 12, 2018.
- Paul PCS – High School hosted its maximum of 12 EL PLC members on January 23, 2018.

Access

Q33. Provide a breakdown of how many LEAs were available for enrollment on MySchool DC for the 2017-2018 school year and how many to date for the 2018-2019 school year. List the LEAs that do not participate in the lottery and a brief explanation, if known.

We encourage all PK-12 public charter schools to participate in the My School DC common lottery. In the 2017-18 school year, 50 out of 66 LEAs participated in the common lottery. In the 2018-19 school year, 53 LEAs participated in the common lottery. Below are the schools not participating in the common lottery this school year.

LEA	Reason for not Participating
Academy of Hope Adult PCS	Targets an adult student population
Briya PCS	Targets an adult student population
Carlos Rosario International PCS	Targets an adult student population
Community College Preparatory Academy PCS	Targets an adult student population
Goodwill Excel Center PCS	Targets an alternative student population
Kingsman Academy PCS	Targets an alternative student population in grades 9-12. Kingsman Academy PCS participates in the lottery for grades 6-8.
Latin American Montessori Bilingual PCS	Unknown
LAYC Career Academy PCS	Targets an adult student population
Maya Angelou PCS	Neither the LEA's high school or Young Adult Learning Center participate in the lottery. The high school targets an alternative student population and the Young Adult Learning Center targets an adult population.
St. Coletta Special Education PCS	Targets an alternative student population
The Family Place PCS	Targets an adult student population
The Next Step/El Próximo Paso PCS	Targets an adult student population
YouthBulid PCS	Targets an adult student population

Q34. Provide a report on the Mystery Caller Policy and program. Please describe any non-compliance identified by the program in SY2017-2018 and SY2018-2019 to date, and how PCSB has worked to remedy any identified noncompliance.

As part of DC PCSB's Open Enrollment Policy, the Mystery Caller Initiative was developed to ensure schools are following open enrollment regulations, specifically to monitor that they are not discriminating against students with disabilities and English learners during the application and enrollment process. DC PCSB staff or consultants call a school posing as a parent, guardian, or advocate of a student with English learner or special needs to learn about enrolling this student for the following year. The caller asks several questions about the

enrollment process. If the school answers all questions appropriately, indicating open enrollment for all students, then DC PCSB will pass the school. If a school gives an inappropriate answer, indicating a barrier to open enrollment, then DC PCSB will make a second call to see if the first answer was an isolated incident or indicative of a systemic issue. A school will fail for giving two inappropriate answers and receive a Notice of Concern.

During SY 2017-18, DC PCSB staff and consultants called each of the 120 public charter school campuses. Five schools gave responses perceived as possible violations in the first round and were called a second time in subsequent weeks. All five schools provided appropriate answers in the second round of calls.

In SY 2017-18, schools increased their rate of compliance with the Mystery Caller Initiative. Fewer schools received a second call than in years past. In SY 2016-17, fifteen schools were called in the second round compared to five in SY2017-18. Furthermore, no schools failed with an egregious violation, which is an improvement from the last two years. One school received a Notice of Concern in SY 2015-16 and another in SY 2016-17, but none in SY 2017-18.

Stakeholder Engagement and Communication

Q35. Describe any initiatives your agency implemented within FY18 or FY19, to date, to improve the internal operation of the agency or the interaction of the agency with outside parties. Please describe the results, or expected results, of each initiative.

Please see questions 4, 5 and 60 for information about our internal operations initiatives and our interaction with other city agencies.

Q36. How does the agency communicate with, and solicit feedback from, education stakeholders including parents? For FY18, please describe:

a. What the Board has learned from this feedback;
b. How the Board has changed its practices as a result of such feedback;
c. How parents can find out what special education programs the different charter schools offer; and,
d. How the Board was engaged in communication and feedback regarding the lottery MySchool DC.

Engaging with residents and the community is a vital part of DC PCSB's mission and annual goals. DC PCSB communicates with and solicits feedback through convening meetings with our Parent and Alumni Leadership Council (PALC), made up of families that have students in public charter schools. This year, over the course of seven meetings, PALC gave us feedback on our Enrollment Ceiling Increase Policy and helped us redesign the layout of our 2019 School Quality Report. Moreover, we heard from dozens of individuals about our policies and school practices during the public comment periods at our monthly board meetings. And on more than one occasion, DC PCSB has listened to the community and delayed acting on an item because of an objection or revised the policy to include the feedback received.

In addition to meeting with the PALC, DC PCSB staff and Board members participated in more than 40 community meetings and events (e.g., Ward Education Fairs, ANC Convention, EdFEST). And the public has numerous opportunities to share input with the Board. DC PCSB keeps all actions the Board will discuss open for public comment for at least 30 business days and sometimes longer if the public requests additional time to respond. And, all items open for public comment are featured prominently on DC PCSB's website and archived, with Board meeting materials, video of Board meetings, and a summary of Board actions. Any item involving a school is noticed to all relevant Advisory Neighborhood Commission (ANC) members to give them an opportunity to comment in writing or in-person at a Board meeting. We also simplified the ANC notification process, added another layer of contact with ANC, and created a document that makes it easier for individuals to understand the ANC notification process and where ANC feedback is essential to have. Additionally, every monthly Board meeting begins and ends with an opportunity to hear from the public. Staff regularly checks in with parents, residents, ANCs, and other partners to listen to concerns and ensure they weigh in on issues that affect them.

Moreover, DC PCSB communicates with parents about the academic quality of public charter schools by disseminating School Quality Report guides in English, Spanish, French, Amharic, Chinese, Korean, and Vietnamese. DC PCSB also distributes an electronic

newsletter monthly to community partners. The monthly newsletters help us share information about public charter schools and the Board.

DC PCSB shares information about My School DC, the public school lottery, and the DC School Report Card on its website and in the School Quality Report guides. While the My School DC lottery is voluntary for public charter schools, DC PCSB encourages schools to participate, and nearly all public charter schools do, except adult and alternative schools because they have a different timeline for recruiting students.

This year, the Board embarked on a new venture, hosting three "Voices in School Choice" community conversations. These conversations brought together residents and community partners to have discussions about our process of opening new public charter schools, how the board defines quality and what families want to see in new charter school models it authorizes. This feedback gets shared with our leadership, and we anticipate our board will use this information as context in the upcoming charter application process.

By law, all public charter schools are required to serve all students, and DC PCSB monitors schools' special education programs regularly. All independent charter local education agencies (LEAs) are required by law to implement a full continuum of services determined by the needs of students in its schools. Within the parameters of the law, our schools offer a variety of meaningful strategies and supports for serving all students across these different settings. We work with parents to understand the programs provided by public charter schools by working with partner agencies to ensure they have current updated information that schools are following open enrollment policies and by making a wide variety of information available publicly on our website and other communication channels.

Q37. Provide a report on the complaints the board received in FY18 and FY19 to date by LEA (if the LEA has multiple schools, include data for each school). Please include copies of all documentation and forms for this process.

DC PCSB is responsible for handling community complaints from stakeholders such as parents, school staff, and other members of the community. As noted in previous years' responses, according to our Community Complaint Policy in attachment Q37 A, when a parent or community member lodges a complaint, a DC PCSB staff member will ask a series of questions to capture a detailed account of the complaint. Within two business days, DC PCSB will notify the school's complaint point of contact and its designated Board of Trustees member of the complaint by email and include the complaint itself. Within five business days, the school must respond to DC PCSB by 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, DC 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, DC PCSB may contact the school for more information. This school year our staff has made a more deliberate effort to provide guidance to school leaders on how to better address conflicts with families, particularly to ensure families know the school's process for escalating a complaint internally.

DC 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. DC PCSB will alert the necessary authorities including the Metropolitan Police Department and/or Child and Family Services Agency and may visit the school. If a school denies allegations against it, DC 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.

In response to community complaints or troubling data trends, DC PCSB created a structured process for visiting schools outside of a high-stakes review. Staff notifies the school that they will conduct an unscheduled visit to determine whether there are systemic issues related to the complaint or data trend. Depending on the observation, DC PCSB may conduct another visit or a series of visits or a full-blown QSR or high-stakes review. If the visit shows no systemic concerns, staff reports back, and the school is no longer monitored. During SY 2018-19 (as of December 31), staff visited three schools in response to community complaints.

The outcomes or resolutions of all complaints are documented for DC PCSB's records, which are stored in a Salesforce database. At the midpoint and end of the 2018-19 school year, DC PCSB will share with each school and its board of trustees the aggregate complaints received for that school.

For a full list of complaints by LEA, please see Attachment Q37 B.

SY 2018-19 Complaints Received YTD, Aug. 1 – Dec. 31, 2018

Academics	Bullying	Discipline	Enrollment	Other	Health & Safety	SPED	Staff	Transportation	Uniforms	TOTAL
18	15	16	13	70	20	20	27	2	3	204

SY 2017-18 Complaints Received YTD, Aug. 1 – Dec. 31, 2017

Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Transportation	Uniforms	TOTAL
6	9	23	7	22	32	12	11	0	1	**123**

SY 2017-18 Full Year Complaints Received, Aug. 1, 2017 – June 20, 2018

Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Transportation	Uniforms	TOTAL
28	27	72	14	88	70	34	59	1	2	**395**

Funding & Planning

Q38. Provide an account of each public charter schools facilities expenditure:

a. Include the total amount allocated in FY18 and to date in FY19 from the local facilities allowance.

b. Include the total amount each school spent in FY18 and FY19 to date on facilities and capital improvements.

Please see attachments Q38A and Q38B

Q39. In late 2018, the Deputy Mayor for Education released the DC Public Education Master Facility Plan 2018. It provides analysis on facility conditions, enrollment projections, and programmatic offerings for both DCPS and public charter schools. How will PCSB use the information in this report to inform facilities planning and better serve and support our students?

DC PCSB will use the information in the Master Facilities Plan 2018 to continue to advocate for the release of city buildings to public charter school operators, especially as high-performing operators seek to expand and add new campuses. We will also use it as a tool to support newly approved schools or schools looking to grow as they try to understand the conditions and utilization rates of facilities in the city and where there are areas of opportunity based on their specific programming.

Per the recommendations of the Cross-Sector Collaboration Task Force, we anticipate regular meetings with DCPS and DME to better coordinate each sector's planning processes. We expect the data contained in the Master Facilities Plan to inform these discussions. In this regard, we were interested in the MFP's discussion of co-location as a strategy for addressing future facilities shortages and look forward to discussing this option with our colleagues.

Q40. Provide a copy of the facilities expenditure reporting template and an accounting of the expense categories for each public charter LEA in FY18. Discuss the LEAs limitations or possibilities for expansion or growth of programs and enrollment as it relates to facilities funding.

Please see attachments Q38A & Q38B

Q41. Provide a comprehensive update of PCSB's role on the Deputy Mayor for Education's Cross Sector Collaboration Task Force during FY18 and FY19 to date.

Former DC PCSB Board Chair Darren Woodruff and Executive Director Scott Pearson served on the Cross-Sector Collaboration Task Force. Both actively engaged to ensure that the most important issues for families and students in DC were discussed and worked closely with the task force in recommending policies to further strengthen the education landscape in DC.

The task force made a series of recommendations around student mobility, many of which are being implemented.

In FY18, the task force completed its work and the participating member agencies began drafting a Memorandum of Agreement to implement various aspects of the final task force report. DC PCSB is committing to:

- Encouraging DC PCSB staff to include EdScape in the assessment of the need for the prospective charter applicants
- Sharing copies of EdScape with the Board for their use in reviewing new charter applications.
- Suggesting prospective charter applicants and existing public charters requesting additional campuses or enrollment ceilings address the findings of the EdScape in establishing the need for the charter or new campus.
- Working collaboratively with DCPS and the DME to better coordinate each sector's planning processes.

The task force also contained many recommendations to improve service to at-risk students. One recommendation which we strongly support is to establish a voluntary "at-risk" lottery preference that public charter schools with low at-risk populations may use to ensure a more diverse and representative student body.

Q42. Provide a list of charter LEAs currently operating in facilities formerly occupied by D.C. Public Schools. For each such LEA, provide a narrative description of the process through which the LEA was granted the building and any role the PCSB played in facilitating the transfer of the building to the Charter operator.

The table below provides a list of public charter schools operating in facilities formerly used as traditional public schools per DC PCSB's records and information shared by the Deputy Mayor for Education (DME).

No additional vacant public buildings have been released to public charter schools since 2014 and, during this time, three public buildings have been removed from the public charter schools inventory (Burdick, Sharpe Health and, temporarily, Birney).

Two public charter schools are co-located with traditional public schools. Disappointingly, both of these schools have been informed that their co-location is being terminated for various reasons.

School year 2018-19 public charter schools in facilities formerly occupied by traditional public schools

Current public charter school in facility	Address	Former traditional public school facility	Disposition process
Achievement Preparatory PCS [Elementary School]	908 Wahler Place SE, Washington, DC 20032	Former Draper	Incubator lease through competitive process

Achievement Preparatory PCS [Middle School]	908 Wahler Place SE, Washington, DC 20032	Former Draper	Incubator lease through competitive process
Bridges [Mamie D. Lee]	100 Gallatin St. NE, Washington, DC 20011	Former Mamie D. Lee	Leased through competitive process
Briya PCS [Gallatin Street/Fort Totten]	100 Gallatin St. NE, Washington, DC 20011	Former Mamie D. Lee	Leased through competitive process
Capital City PCS	100 Peabody St. NW, Washington, DC 20011	Former Rabaut	Leased through competitive process
Cesar Chavez PCS for Public Policy – Chavez Prep	770 Kenyon St. NW, Washington, DC 20010	Former Bruce	Leased through competitive process
Community College Preparatory Academy PCS [Wheeler Road]	3301 Wheeler Road SE, Washington, DC 20032	Former MC Terrell	Incubator lease through competitive process
DC Bilingual PCS	33 Riggs Road NE, Washington, DC 20011	Former Keene	License to occupy agreement, RFO in process
DC Prep PCS – Benning Campus	100 41st St. NE, Washington, DC 20019	Former Benning	Leased through competitive process
DC Scholars PCS	5601 East Capitol St. SE, Washington, DC 20019	Former Shadd	Incubator lease through competitive process
Democracy Prep Congress Heights PCS	3100 Martin Luther King Jr. Ave. SE, Washington, DC 20032	Former Old Congress Heights	Leased
E.L. Haynes PCS [Kansas Avenue]	4501 Kansas Ave. NW, Washington, DC 20011	Former Clark	Leased through competitive process
Eagle Academy PCS – Congress Heights	3400 Wheeler Road SE, Washington, DC 20032	Former McGogney	Leased through competitive process
Elsie Whitlow Stokes Community Freedom PCS – East End	5600 East Capitol St. NE, Washington, DC 20019	Former Evans	Leased (co-located with Maya Angelou PCS)
Friendship PCS – Armstrong	1400 1st St. NW, Washington, DC 20001	Former Armstrong Technical	Sold
Friendship PCS – Blow Pierce	725 19th St. NE, Washington, DC 20002	Former Blow Pierce	Sold

Friendship PCS – Chamberlain	1345 Potomac Ave. SE, Washington, DC 20003	Former Chamberlain CSHS	Sold
Friendship PCS – Collegiate Academy	4095 Minnesota Ave. NE, Washington, DC 20019	Former CG Woodson	Leased
Friendship PCS – Online	1351 Nicholson St. NW, Washington, DC 20011	Former Old Brightwood School	Leased
Friendship PCS – Woodridge	2959 Carlton Ave. NE, Washington, DC 20018	Former Woodridge	Sold
IDEA PCS	1027 45th St. NE, Washington, DC 20019	Former Carver	Sold
Ingenuity Prep PCS	4600 Livingston Road SE, Washington, DC 20032	Former P.R. Harris	Incubator lease, RFO in process (co-located with National Collegiate Preparatory PCHS)
Inspired Teaching Demonstration PCS	200 Douglas St. NE, Washington, DC 20002	Former Shaed	Lease through competitive process
Kingsman Academy PCS	1375 E St. NE, Washington, DC 20002	Former Kingsman	Sold
KIPP DC PCS – College Preparatory Campus	1405 Brentwood Parkway NE, Washington, DC 20002	Former Hamilton	Leased through competitive process
KIPP DC PCS – Douglass Campus	2600 Douglass Road SE, Washington, DC 20020	Former Douglass	Leased through competitive process
KIPP DC PCS – Shaw Campus	421 P St. NW, Washington, DC 20001	Former Montgomery	Public-private development partnership agreement
KIPP DC PCS – Smilow Campus	5300 Blaine St. NE, Washington, DC 20019	Former Richardson	Sold
KIPP DC PCS – Webb Campus	1375 Mount Olivet Road NE, Washington, DC 20002	Former Webb	Leased through competitive process
Latin American Montessori Bilingual PCS [Missouri Avenue]	1375 Missouri Ave. NW, Washington, DC 20011	Former Military Road School	Sold

Latin American Montessori Bilingual PCS [South Dakota Avenue]	1800 Perry St. NE, Washington, DC 20018	Former Taft	Incubator lease through competitive process (co-located with Perry Street Preparatory PCS)
Mary McLeod Bethune PCS [Main]	1404 Jackson St. NE, Washington, DC 20017	Former Slowe	Leased through competitive process
Maya Angelou PCS	5600 East Capitol St. NE, Washington, DC 20019	Former Evans	Leased (co-located with Elsie Whitlow Stokes Community Freedom PCS – East End)
Meridian PCS [13th Street]	2120 13th St. NW, Washington, DC 20009	Former Harrison	Leased through competitive process
Monument Academy PCS	500 19th St. NE, Washington, DC 20002	Former Gibbs	Incubator lease through competitive process
Mundo Verde Bilingual PCS	30 P St. NW, Washington, DC 20001	Former J.F. Cook ES	Leased through competitive process
National Collegiate Preparatory PCHS	4600 Livingston Road SE, Washington, DC 20032	Former P.R. Harris	Incubator lease, RFO in process (co-located with Ingenuity Prep PCS)
Paul PCS	5800 8th St. NW, Washington, DC 20011	Former Paul	Leased, conversion to charter school
Perry Street Preparatory PCS	1800 Perry St. NE, Washington, DC 20018	Former Taft	Leased through competitive process (co-located with Latin American Montessori Bilingual PCS)
SEED PCS of Washington, DC	4300 C St. SE, Washington, DC 20019	Former Weatherless	Leased
Somerset Preparatory Academy PCS	3301 Wheeler Road SE, Washington, DC 20032	Former MC Terrell	Incubator lease through competitive process
Thurgood Marshall Academy PCS	2427 Martin Luther King Jr. Ave. SE, Washington, DC 20020	Former Nichols Avenue School	Sold
Two Rivers PCS – Young	820 26th St. NE, Washington, DC 20002	Former Young	Right to entry through competitive process

Washington Latin PCS	5200 2nd St. NW, Washington, DC 20011	Former Rudolph	Leased through competitive process

Public charter schools co-locating with traditional public schools in SY18-19.

Current public charter school in facility	Address	Traditional public school facility
AppleTree Early Learning PCS – Southwest	801 7th St. SW, Washington, DC 20024	Jefferson MS
Briya PCS [13th Street/Sharpe]	4300 13th St. NW, Washington, DC 20011	Sharpe

Public charter schools are occupying an additional 64 buildings not owned by DC, often paying higher commercial real estate rents, and paying these rents to commercial landlords rather than to the DC Treasury. The table below is a list of these campuses.

Public charter schools in private facilities

Academy of Hope Adult PCS [18th Place]
Academy of Hope Adult PCS [Southeast]
AppleTree Early Learning PCS – Columbia Heights
AppleTree Early Learning PCS – Lincoln Park
AppleTree Early Learning PCS – Oklahoma Avenue
AppleTree Early Learning PCS – Southeast [Douglas Knoll]
AppleTree Early Learning PCS – Southeast [Parklands]
BASIS DC PCS
Breakthrough Montessori PCS
Briya PCS [Georgia Avenue/Petworth]
Briya PCS [Ontario Road/Adams Morgan/Main]
Carlos Rosario International PCS [Harvard Street]
Carlos Rosario International PCS [Sonia Gutierrez]
Cedar Tree Academy PCS
Center City PCS – Brightwood
Center City PCS – Capitol Hill
Center City PCS – Congress Heights
Center City PCS – Petworth
Center City PCS – Shaw
Center City PCS – Trinidad
Cesar Chavez PCS for Public Policy – Capitol Hill
Cesar Chavez PCS for Public Policy – Parkside
City Arts & Prep PCS
Community College Preparatory Academy PCS [Main]
Creative Minds International PCS
DC Prep PCS – Anacostia Elementary School [V Street]
DC Prep PCS – Edgewood Elementary School

DC Prep PCS – Edgewood Middle School
District of Columbia International School [Walter Reed]
Eagle Academy PCS – Capitol Riverfront
Early Childhood Academy PCS [Facility A]
Early Childhood Academy PCS [Facility B]
E.L. Haynes PCS [Georgia Avenue]
Elsie Whitlow Stokes Community Freedom PCS
Friendship PCS – Southeast Academy
Friendship PCS – Technology Preparatory
Goodwill Excel Center PCS
Harmony DC PCS – School of Excellence
Hope Community PCS – Lamond
Hope Community PCS – Tolson
Howard University Middle School of Mathematics and Science PCS
Ideal Academy PCS
KIPP DC PCS – Benning Campus
Latin American Montessori Bilingual [Walter Reed]
LAYC Career Academy PCS [16th Street]
Lee Montessori PCS [St. Paul's College]
Mary McLeod Bethune PCS [16th Street]
Meridian PCS [14th Street]
Richard Wright PCS for Journalism and Media Arts
Rocketship DC – Rise PCS
Rocketship DC – Legacy PCS
Roots PCS [Kennedy Street]
Roots PCS [North Capitol Street]
Sela PCS
Shining Stars Montessori Academy PCS [Randolph Street]
St. Coletta Special Education PCS
The Children's Guild DC PCS
The Next Step/El Proximo Paso PCS
Two Rivers PCS – 4th Street [Elementary]
Two Rivers PCS – 4th Street [Middle]
Washington Global PCS
Washington Leadership Academy PCS [St. Paul's College]
Washington Yu Ying PCS
YouthBuild PCS [16th Street]

Q43. Illustrate how the PCSB coordinates with other D.C. government agencies with regard to new school openings and facilities planning. Of the newly authorized schools that opened and began operating for SY2018-2019 please provide an update on their facilities status.

On February 28, 2018, DC PCSB coordinated a half-day workshop to connect leaders from the three new LEAs opened in SY 2018-19 – Digital Pioneers Academy PCS, Statesmen College Preparatory Academy for Boys PCS, and The Family Place PCS) – with representatives from

seven DC government agencies: Office of Human Rights (OHR), the Office of the State Superintendent of Education (OSSE), Department of Health (DOH), Department of Behavioral Health (DBH), DC Department of Transportation (DDOT), Fire and Emergency Medical Service Department (FEMS), and Metropolitan Police Department (MPD). DC PCSB also provides resources on emergency response planning. The goal of the workshop was to prepare schools to meet citywide health, safety, and transportation policies and practices. Topics presented on and discussed included:

- Healthy Schools Act
- Bullying Prevention Policy
- School Health Services Program
- School Behavioral Health Program
- Homeless Education Program
- DC One Cards and School Transit Subsidy Program
- School emergency response plans
- School Resource Officers
- Immunization requirements and registry
- Automated External Defibrillator registry, training, and inspection

Because Digital Pioneers Academy PCS and Statesmen College Preparatory Academy for Boys PCS will serve an additional grade each year until they reach capacity, they will outgrow their current facilities by SY 2019-20. They are searching for bigger facilities but are facing challenges finding spaces in the parts of the city near the students they serve. The Family Place PCS will stay at its current facility. The addresses of their current SY 2018-19 locations are as follows:

- Digital Pioneers Academy PCS: 2220 Branch Ave. SE, Washington, DC 20020
- Statesmen College Preparatory Academy for Boys PCS: 4250 Massachusetts Ave. SE, Washington, DC 20019
- The Family Place PCS: 3309 16th St. NW, Washington, DC 20010

Q44. Explain any emergency response procedures in place for the PCSB; in addition, explain the emergency response planning for LEAs as it relates to on-campus emergencies. Discuss how PCSB receives information from district agencies to help guide emergency response activities and resource support requests. Provide a narrative response to how the PCSB ensures schools are implementing the required safety plans, drills, and policies.

<u>Emergency response procedures for DC PCSB:</u>
Medical Emergency Procedures:

- Employees are to call 911 (Fire, Paramedics, Ambulance)
- Employees are to notify their supervisor and Finance, Operations and Strategic Initiatives Team (FOSI) of the emergency.
- Employees are to complete an incident report of the emergency within 24 hours and submit to the FOSI team

Fire Evacuation/Emergency, Building Alarms Procedures:

- In the event of fire, or the smell of smoke or gas, evacuate the building quickly and calmly. Employees should use stairwells – do not use elevators.
- Employees should evacuate the building immediately at the sound of an alarm. Evacuation should be made via the nearest safe exit.
- Employees should evacuate to the front/back door, whichever exit is the closest to the garage/building and stand at least 150 feet from the building.
- Once you have exited the building, under no circumstance are you allowed to re-enter a building that is in alarm. All employees and visitors are to meet at the water fountain directly across the street to wait for roll call. Once the roll call has been completed, staff may disburse to an alternative worksite should the emergency prevent staff from re-entering the building. The fire department will issue an all-clear to the emergency coordinator/lead after the building has been deemed secure and alarms have been restored. Employees are to return to their workstations.
- During an emergency, visitors who may not be familiar with the evacuation policy and plan must be informed of the procedures to evacuate. Special attention should be given to any persons with disabilities, especially those who are unfamiliar with the building. In the collection area (water fountain), emergency coordinator/lead will also account for visitors and immediately report to the Fire Department and/or Building Fire Warden of any unaccounted persons.

Bomb Threat Procedures:

- Employees should remain calm and complete bomb threat checklist
- Employees are to notify their supervisor and Finance, Operations and Strategic Initiatives Team (FOSI) and 911 of the threat.
- Employees are to follow the instructions of the fire and building evacuation per the recommendation of 911.
- Employees are to complete an incident report of the emergency within 24 hours and submit to the FOSI team.

<u>Emergency response planning for PCS as it relates to on-campus emergencies:</u>
Public charter schools are responsible for developing their own emergency response plan for their school campuses. DC PCSB asks each school to upload an assurance letter to a database that confirms that a school's emergency response plan has been created and shared with all staff. The plan must include procedures and protocols to respond to natural and human-caused hazards such as fire, tornado, earthquake, hurricane, bomb threat, active shooter/intruder, other events causing a lockdown or shelter in place, and health outbreak. DC PCSB asks that key school staff be familiar with and are prepared to follow the protocols for these emergency situations. DC PCSB requests this information by October of each school year and DC PCSB staff reviews each school's letter to ensure that there are emergency plans in place.

For schools that express an interest in additional support, the DC PCSB has provided access to training on how to build and maintain emergency response plans, develop and train School Emergency Response Teams (SERT), and conduct effective drills. To coordinate this effort, the DC PCSB has contracted with Lalik and Associates (L&A), an organization that specializes in emergency planning for schools. L&A is run by Christopher Lalik, formerly of the Student Support Center, who has been working with DC charter schools on emergency planning since 2005. Schools have been and are being trained by L&A to use the DC

Emergency Safety Alliance (ESA) portal for School Emergency Response Plans and resources. Mr. Lalik has been a member of the DC Emergency Safety Alliance since 2009 and was one of the partners that developed the District-wide ESA emergency planning portal and guide currently in use by both DCPS and many charter schools. All ESA materials provide schools with guidance based on National Incident Management System (NIMS) protocols.

The ESA portal houses a restricted-access web-based program to house and customize individual school plans. The components of the database include:

1) A platform for housing all emergency plans and reference materials;

2) A School Emergency Response Team (SERT) module that allows each school to update team members as staff changes from year to year, reference all training, certifications, and special skills of each team member, and include the roles and responsibilities of each team member;

3) A module that identifies occupants needing special assistance during emergencies, including the hourly location of the occupants, the type of assistance needed, and which school staff members will provide assistance;

4) A component to input the results from all vulnerability assessments, including a module that will calculate and track new assessments and the progress made by each individual school in mitigating and preventing identified threats and hazards;

5) Descriptions of school threat responses and the use of the Universal Emergency Response Procedures: Evacuation, Alert Status, Lockdown, Shelter in Place, Severe Weather Safe Areas and Drop, Cover, and Hold;

6) A training module that tracks attendance of all participants;

7) A detailed description of evacuation routes used to exit the building and outside staging areas (students, parental reunification, triage, and media) that are required by the Fire Marshal;

8) A functional exercise module that tracks the results from all drills conducted at each school site, it also houses table-top exercises to facilitate additional training in schools.

The ESA database is accessible to key stakeholders (school personnel, police, fire, emergency management agency, etc.) to refer to in an emergency and to ensure compliance with all required policies and procedures related to safety. All schools that wish to participate receive trainings on website input, plan implementation, response procedures SERT development, conducting drills, and table top exercises.

Under the current contract, L&A provides the following services to charter schools at no cost to the schools:

- *Training for School Principals/Designee*
  L&A will schedule meeting times with the Principal and/or assigned staff to train

them on how to effectively develop, update, revise, complete, and finalize a charter school's Emergency Response Plan using the ESA web site.

- *Training for School Emergency Response Team (SERT)*
  L&A provides training that is customized to the school's unique needs based on location, physical plant, student population, and greater school community. L&A works with school leadership to identify appropriate staff to function as SERT members and develop a training schedule that meets the needs of the individual campus. Training includes: an in-depth explanation of team roles and responsibilities; an explanation of the School Emergency Response Plan; and a Table Top Exercise using a possible emergency scenario.

- *Initial Training on School Emergency Response for All School Staff*
  L&A assists the SERT from each campus in conducting an all staff training by providing materials, attending the meeting and helping to answer staff questions. The training includes: the need for School Emergency Response Planning and Universal Emergency Response Procedures and basics of a School Emergency Response Team (SERT) and the roles and responsibilities of team members.

- *Telephone/Email Support*
  L&A provides 2 hours of online or phone support throughout the process to all participating schools to complete Emergency Response Planning. This support can be provided in off business hours, L&A will be available from 8 a.m. through 8 p.m. Monday through Friday and by appointment on weekends if necessary.

- *Purchase of Emergency Response Materials*
  L&A will purchase Emergency Response materials required to implement an effective emergency plan, such as plan binders, classroom flip charts, and go-kits for new schools or schools that have expanded in size and have the need for more materials, if needed. From October 2017- October 2018, 700 classroom flip charts were distributed to charter schools.

- *Crime Prevention Through Environmental Design (CPTED) Audits*
  Using a multi-disciplinary approach, these audits will improve safety by deterring criminal behavior, improving school climate, and identifying both neighborhood and school-based threats. Primary areas of focus will include territorial reinforcement, natural access control, and natural surveillance. Upon audit completion, L&A will provide debrief school leadership on the audit findings and recommendations. From October 2017 - October 2018, 30 CPTED audits were performed in charter schools.

If schools choose not to use the ESA resources, DC PCSB and L&A will review the plans from those schools to ensure that they adequately address emergency response scenarios. Since October 2017, L&A worked with 91public charter school campuses and 1,800 staff members to develop and improve their emergency response plans. L&A has also trained 80 schools on emergency plan implementation. For the remainder of this year, L&A will work with approximately 10-20 schools each month to review and complete their plans, training on plan implementation and completing baseline drills. L&A will also review schools plans in the ESA online portal and recommending updates and assisting schools in conducting two

non-fire-related emergency response drills.

Discuss how PCSB receives information from district agencies to help guide emergency response activities and resource support requests:
DC PCSB maintains close ties to MPD's School Security division, the ESA, and the District Recovery Program. Through these agencies, DC PCSB receives regular updates regarding emergency response activities and is able to provide schools with up-to-date information, resources, and trainings. Using L&A as a liaison, DC PCSB works with the Fire Marshal's office to meet International Fire Code requirements, which are added as an addendum to the information captured in the ESA portal. Currently, 115 campuses are actively uploading the additional information.

Provide a narrative response to how the PCSB ensures schools are implementing the required safety plans, drills, and policies:
DC PCSB works with L&A to ensure that schools are implementing the required safety plans, drills, and policies through the use of assurance letters and monitoring of the plans uploaded to the ESA website. L&A is working with the Fire Marshal to ensure schools receive Fire Safety Training. In order to further assist schools with Fire Code Compliance, Mr. Lalik has conducted the required lock-down trainings for 35 schools.

In August 2018, DC PCSB and L&A began preparing for the launch of the implementation of the RAVE Panic Button Application in DC Public Charter Schools. The RAVE system provides App-based panic buttons for K–12 elementary schools that eliminate the minutes taken to communicate with 9-1-1 call dispatchers by providing authorized users with a choice of emergency services to request directly from their smartphones. Once the appropriate panic button has been activated, 9-1-1 call dispatchers know which emergency service to dispatch, where to dispatch it, and who was responsible for the panic button's activation.

Between August and November, all public charter schools were entered into the system's data base and geo-fencing was completed. In December 2018, Mayor Muriel Bowser announced the implementation of RAVE in all DCPS and public charter school campuses. Prior to and since her announcement. As of January 16, 2019, 59 charter school campuses have been added to the system and have completed the process.

Charter School Authorization and Revocation

Q45. Please attach the Fiscal Year 2018 Financial Analysis Report: A Study of DC Public Charter Schools' Fiscal Year Financial Results.

The FY 2017 Financial Analysis Report (FAR) is attached (please see attachment Q45); the FY 2018 FAR is currently in production as DC PCSB received the audited financial statements from LEAs in December of 2018. We expect to produce the final FY 2018 FAR by May of 2019 and will provide copies to Council by June.

Q46. In its FY19 budget report, The Committee on Education recommended that PCSB change its approach in reviewing school finances. Please provide this analysis.

Please see attachment Q46.

Q47. Provide an update on the PCSB's community notification process when a new school is being authorized. Discuss schools that were authorized in FY18 and to date in FY19.

When applicants wish to open a public charter school in the District of Columbia, we ask them to identify where they plan to operate their school. DC PCSB notifies the public, in newspapers, on our website, and in the DC Register, of the proposed school applications and their intended locations. DC PCSB notifies Advisory Neighborhood Commissioners (ANC) in neighborhoods identified by the applicant to ensure they know a new school seeks to locate in their neighborhood. DC PCSB also holds a public hearing to discuss all applications in the month before the vote to approve or deny a proposed school application. This hearing is an opportunity for all residents and community partners to provide feedback to the Board about a proposed school. Consistent with previous years' application process, the 2018 Charter Application Guidelines, direct applicants to make a compelling case for why the city needs their school, identify the school's target population, and demonstrate how the needs of these students are not currently being met in the city.

DC PCSB authorized one public charter school, LEARN DC, during FY18.

Q48. How many charter school applications did PCSB receive in FY18 and FY19 to date? How many of those that applied were given conditional approval to open? Provide a status update on the general operation and administration of the schools that began operation in FY18.

DC PCSB received four charter applications during two separate application cycles during FY18. Of these, DC PCSB conditionally approved one school and denied three. DC PCSB conditionally approved LEARN DC to open on Joint Base Anacostia-Bolling (JBAB). LEARN DC plans to educate students in grades pre-kindergarten-3 through 8 at capacity and will reserve half of its enrollment for military families and half for non-military connected families. The school will be part of the LEARN Schools network, which currently operates 10 schools in Illinois. LEARN Schools was invited to apply to open a public charter school on JBAB by the Ward 8 Parent Operator Selection Team (POST). Comprised of both military and civilian families, the Ward 8 POST conducted a lengthy selection process to choose an operator. LEARN DC plans open in fall of 2021. The three applicants the DC

PCSB Board did not approve are Capital Village, M.E.C.C.A. Business Learning Institute, and BOLT Academy. DC PCSB has not yet received any applications for public charter schools during FY19.

DC PCSB approved three LEAs to begin operation in FY18: Statesmen College Preparatory Academy for Boys Public Charter School (Statesmen Academy PCS), Digital Pioneers Academy Public Charter School (Digital Pioneers PCS), and The Family Place Public Charter School (The Family Place PCS). Statesmen Academy PCS and Digital Pioneers Academy PCS are both middle school programs located in Ward 7, and The Family Place PCS is an adult education program in Ward 1. All three LEAs met the requirements of the Pre-Opening Site Visit Checklist prior to opening. These LEAs are currently in compliance with all required submissions to DC PCSB. However, Statesman Academy PCS and Digital Pioneers PCS have both faced significant challenges securing permanent facilities for their respective programs. Both LEAs hope to find new locations before SY19-20.

Q49. Describe the PCSB's process and timeline for charter renewal, including a listing of charters up for renewal in FY18 and FY19 to date, as well as their status.

a. Detail how the agency communicated in FY18 and FY19 to date with each school, its trustees, and parents before making its recommendation.

b. Describe how the board encourages charter school restart options or collaborations with charter operators during this process.

The SRA gives DC PCSB the authority to grant a charter to a local nonprofit organization for 15 years and requires a high-stakes review at least once every five years. The review processes at a school's 5- and 10-year review are similar to the 15-year charter renewal process, with some key exceptions: first, for a school that has not met its goals, charter revocation is at the discretion of the DC PCSB Board at a review; at charter renewal, that occurs only once every 15-years, nonrenewal is mandatory for schools failing to meet one or more of their goals. Second, after a review the school retains its existing charter, whereas at renewal, a new 15-year charter agreement is signed. The table provided in the attachment labeled Q49A shows the schools up for review and renewal in FY18 and FY19. Third, a school whose charter will expire must apply to renew its charter between 365 and 120 days before its charter expires.

<u>Renewal</u>
Every DC charter school executes a charter agreement with a term of 15 years. If a school wants to continue operating beyond these 15 years, it is required by the SRA to apply to DC PCSB to renew its charter for another 15-year term. DC PCSB asks schools to submit their renewal applications in October of their 15th year in operation for school leaders and DC PCSB to inform families of the renewal decision prior to the enrollment season and My School DC deadlines, giving families time to make informed school decisions. Pending the school's goal attainment, DC PCSB may vote to continue the school's charter (with or without conditions) for another 15-year term, or not renew the school's charter. Per the SRA, schools have the right to appeal a nonrenewal decision to "an appropriate court of the District of Columbia." After a charter renewal at 15 years, the school and DC PCSB negotiate a new charter agreement. Attachment Q49B outlines DC PCSB's process and timeline for charter renewal.

Reviews
DC PCSB generally conducts charter reviews during each school's fifth and tenth year in operation. However, DC PCSB may perform additional reviews of schools outside of this schedule, and typically does a full or partial review for lower performing schools, such as schools that earn a Tier 3 rating on the PMF. A charter review is an assessment required by the SRA of a school's academic performance, legal compliance, and fiscal management. DC PCSB produces a review report detailing its assessment of the school in these areas, with the charter review culminating in the DC PCSB Board voting whether to continue or revoke a school's charter. Per the SRA, if the Board finds that the school has not met all of its goals or determines that a school has committed a material legal violation, it may elect to revoke the school's charter or to instead grant it charter continuance (with or without conditions). However, if the Board finds the school to have a material financial insufficiency (e.g. fiscal mismanagement or no longer economically viable), the Board is required to revoke the school's charter. Attachment Q49C outlines DC PCSB's process and timeline for charter reviews.

a. DC PCSB Communication with Schools, Trustees, and Parents
DC PCSB maintains contact with schools – including their staff and boards – throughout their renewal process. Each school is guided through this process through one-on-one meetings with DC PCSB staff. The schools' primary point of contact is the Senior Manager of School Quality and Accountability, who is responsible for overseeing the drafting of DC PCSB's charter renewal reports. The Senior Manager works with the school to ensure that its leadership understands the charter renewal process and completes the charter renewal application, inclusive of all applicable data submissions.

DC PCSB provides two ways for the public to comment on our renewal decision. The public may provide testimony at a public hearing or may submit public comment through email or letter. At the school's request, DC PCSB will organize an informal renewal hearing at the school. We publicize the hearing in the DC Register and on our website. DC PCSB staff notifies the Advisory Neighborhood Commission (ANC) where the school is located to solicit community feedback.

b. Opportunities for Restarts or Takeovers
In the years leading up to charter renewal, DC PCSB Board and staff meet regularly with academically or financially struggling schools to discuss the possibilities of closure. During these discussions, DC PCSB also discusses how a school may want to consider conducting an internal turnaround, in which the school's leadership and board members are replaced by a new leadership team, or an asset acquisition, in which the charter is acquired by another charter LEA. Approved experienced operators from other states, as well as DC public charter schools averaging Tier 1 for existing campuses on the School Quality Report, are eligible to take over struggling schools.

Q50. When considering a new charter application or charter renewal, how does PCSB assess the applicants' plan for or track record of provision of special education services? How much does this factor into the decision?

Inclusiveness is one of five standards of approval that DC PCSB uses to evaluate a charter application. As written in the 2018 Charter Application Guidelines, to meet the Inclusiveness standard,

> "Each element of the school program is deliberately designed to be inclusive of all students, including students with disabilities, English learners, students who are academically struggling or advanced, homeless students, and any other population(s) specifically targeted in the mission. Each element of the school program must accommodate and serve students who do not fit into the school's target population but who may be admitted through the enrollment lottery."

In DC PCSB's experience, schools that are the most successful serving students with disabilities have intentionally included those students in all aspects of academic and nonacademic planning; therefore, we look for evidence of a school's approach to special education throughout the application. DC PCSB considers applicant groups to have met the Inclusiveness standard when we find substantive evidence such as:

- A mission inclusive of all students, including those with disabilities.
- Special education expertise on the founding team.
- Concrete strategies to provide high-quality specialized instruction and ensure equitable access to the general education curriculum across a full continuum of services.
- Processes for federal and local special education compliance.
- A programmatic plan for all contingencies, including different rates of students with disabilities and levels of need.

When experienced operators apply to open a public charter school in DC, we also visit existing schools and review their performance data to inform our analysis of the operator's special education program. LEARN DC applied in fall 2018 and is an experienced operator from Illinois. As part of the LEARN DC charter application process, DC PCSB visited eight LEARN campuses and observed the continuum of special education settings offered at these schools. The network's academic data was broken out by sub-group, including students with disabilities, and staff asked questions during the capacity interview and the site visits to learn more about the gaps between these students and their general education peers. Overall, in the assessment of the school's application, DC PCSB staff determined that the standard for Inclusiveness was met. In the proposal for charter approval, staff wrote, "The plan for individualized interventions through Multi-Tiered Systems for Support (for all students, including students with disabilities and English learners) is woven throughout the Education Plan. Although the LEARN Network's academic performance data for students with disabilities is low, the applicant team clarified during the capacity interview that they erroneously initially focused on special education compliance but have shifted the focus to academic performance outcomes." The Board approved LEARN DC's application on November 19, 2018.

If a school has not presented a well-developed special education plan to satisfy the Inclusiveness standard, then DC PCSB staff may not recommend the school for approval. Nonetheless, if a school meets most, but not all, components of the criteria, then staff may recommend the Board include special education-specific conditions to fully approve an

applicant's charter. For example, a condition could state that a school must revise the Curriculum section of its application to detail strategies for serving students with disabilities across a full continuum of services, including those with higher-level needs.

When considering a charter review or renewal, DC PCSB includes a comprehensive review of the charter school's special education outcomes for academic performance as measured by state assessments and compliance with applicable laws based on OSSE special education data. Schools may face charter revocation, charter nonrenewal, or charter continuance/renewal with conditions if the analysis shows material violation of any applicable laws, including laws related to special education.

Q51. How many public charter schools were closed or partially closed in FY18 and how many schools are slated for closure, partial closure, or charter revocation in FY19, to date?

a. List the name of each school and a narrative description of the reason for closure, partial closure, and revocation.

b. Describe the PCSB efforts to communicate with parents and community members who are concerned about disruption for students due to closure and how those concerns are addressed.

During FY18, DC PCSB voted to revoke the charters of Excel Academy PCS and Washington Math Science and Technology PCS. The Board also required, as a condition of charter continuance, SEED PCS to close its middle school grades and César Chávez PCS to close its Chávez Parkside Middle School campus. Both are being phased out one grade at a time to avoid student displacement. Finally, the Board of Trustees of Sustainable Futures PCS made the decision to relinquish their charter. Further information regarding the reason for revocation, partial closure and relinquishment can be found in attachment Q51.

In FY19, DC PCSB voted to not renew the charter of City Arts & Prep PCS and voted to revoke the charter of National Collegiate Prep PCS on January 22, 2019. Additionally, the Board of Trustees for Democracy Prep Congress Heights PCS, Ideal Academy PCS, and Somerset Prep PCS made the decision to relinquish their charters at the end of SY18-19. Ideal Academy PCS will be taken over by Friendship PCS and Somerset PCS will be taken over by KIPP DC PCS. These agreements were approved by our board on December 17, 2018. Finally, Chavez PCS announced on January 23, 2019 that it will close its Chavez Prep middle school campus and consolidate its two high school campuses, Capitol Hill and Parkside, into a single campus.

DC PCSB takes several steps to ensure that all families are notified of and supported through the school closure. With the assistance of ten trained family engagement coordinators, we reach out to all families to assist in their transition to a new school. As soon as the closure decision is made, or we learn of a school voluntarily closing a campus or relinquishing its charter, we obtain the latest student roster from the school and begin outreach through direct mail, email, phone calls, text messages and home visits. DC PCSB's closure team, in collaboration with DCPS, other Charter LEAs and the closing school, will hold school fairs and coordinate private open houses at interested schools, specifically for families of the closing school. We also work closely with the school's registrar to connect to families who are difficult to reach. We encourage families to apply to new schools through My School DC, the

common lottery system, and to complete the enrollment process once they receive a seat at a school they desire.

Q52. Provide the following information regarding the Performance Management Framework for school year 2017-2018:

a. The indicators used to determine the tier level for each school;
b. The number of schools in each Tier;
c. How the PCSB will support schools to advance from Tier 2 and Tier 3 to Tier1; and
d. How the PMF tiers correlate with the State Report Card.

Part A. The indicators used to determine the tier level for each school
In 2014-15, DC PCSB approved one framework for all schools educating any combination of grades PK through 8. Below are the indicators for SY2017-18

PK-8 PMF Indicators:

- Student Progress—for all students attending for the full academic year
  - Median Growth Percentile – English language arts (ELA) (Grades 4-8)
  - Median Growth Percentile – Math (Grades 4-8)
  - NWEA MAP Conditional Growth Percentile – Reading (Grades K-3)
  - NWEA MAP Conditional Growth Percentile – Math (Grades K-3)
- Student Achievement—for all students attending for the full academic year
  - Level 3 and higher: Approaching College and Career Readiness and Above in ELA
  - Level 3 and higher: Approaching College and Career Readiness and Above in Math
  - Level 4 and 5: College and Career Ready in ELA
  - Level 4 and 5: College and Career Ready in Math
- Gateway—for returning students only
  - Grade 3 ELA: College and Career Ready
  - Grade 8 Math: College and Career Ready
- School Environment
  - Teacher Interaction: CLASS
    - Emotional Support
    - Classroom Organization
    - Instructional Support
  - Attendance—for all students attending for the full academic year in SY2017-18
  - Re-enrollment—for all students enrolled on Count Day in SY2016-17

High School PMF Indicators:

- Student Progress (included as an opt-in measure in SY 2017-18 for high schools, as this was the first year of valid and available state assessment growth data for this grade band since the transition to PARCC in SY 2014-15)
  - Median Growth Percentile – English language arts (ELA) (grade 8 to 10)
  - Median Growth Percentile – Math (grade 8 to 10)
- Student Achievement

    - Level 3 and higher: Approaching College and Career Readiness and Above in ELA
    - Level 3 and higher: Approaching College and Career Readiness and Above in Math
    - Level 4 and 5: College and Career Ready in ELA
    - Level 4 and 5: College and Career Ready in Math
- Gateway
    - 9th Grade on Track to graduate in four years (2017-18 grade 9 cohort)
    - Four-Year Graduation Rate (Prior year Adjusted Cohort Graduation Rate, ACGR, 2013-14 first time grade 9 students)
    - Five-Year Graduation Rate (ACGR, 2013-14 first-time grade 9 students)
    - PSAT Performance (Grade 11)
    - SAT/ACT Performance (Grade 12)
    - SAT/ACT College and Career Ready: English Language Arts (Grade 12)
    - SAT/ACT College and Career Ready: Mathematics (Grade 12)
    - College Acceptance Rate (Graduates)
    - College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement/CTE Certificate (Grade 12)
- School Environment
    - Attendance
    - Re-enrollment

Adult Education PMF Indicators:

- Student Progress: Students who grew a level before exiting the school
    - Adult Basic Education (ABE)
    - English as a Second Language (ESL)
- Student Achievement
    - Earned Secondary Credential (GED or NEDP)
    - GED Subject Test Achievement
    - Earned High Level CTE Certification
- College and Career Readiness
    - Entered Employment or Postsecondary
    - Retained Employment or Entered Postsecondary
- School Environment
    - Attendance
    - Retention within the school year

Part B: The number of schools in each tier

Tier	Number of schools
Tier 1	53 (43%)
Tier 2	55 (45%)
Tier 3	7 (6%)
No Tier*	7(6%)

*There are two types of schools that did not receive a School Quality Report tier in 2017-18.
New schools and campuses do not receive a tier until their second year of operation; this applied to Rocketship PCS - Legacy Prep in SY 2017-18.
Schools measured by our Alternative Accountability Framework. These six schools develop specific measures with DC PCSB that are also used as the schools' goals.

Part C. How DC PCSB will help advance schools from Tier 2 and Tier 3 to Tier 1
DC PCSB will conduct a Qualitative Site Review (QSR) during the winter and early spring of 2019 for all Tier 3 schools.

Results of the site-visits are shared with the school leadership. As one school leader said, receiving the report is "like DC PCSB holding up a mirror." Providing the school with objective feedback on their academic program, the schools can invest in improvements. As all schools struggle with raising achievement for their students with disabilities, DC PCSB invested in an 18-month professional development training with Center of Exceptional Children (CEC). DC PCSB offered 50 spaces, free of charge to schools, to take part in the trainings, which take place in person and on-line, specifically designed to improve instruction for students with disabilities educated in inclusive settings. DC PCSB also facilitates two professional learning communities (PLCs) designed for schools to share best practices in instruction for English learners and students with disabilities. These PLCs meet on a regular basis throughout the year. Student health and safety has a direct impact on academic achievement. DC PCSB is committed to working with schools to find ways to reduce and prevent sexual assault, abuse and harassment in schools. That is why we have taken several steps this year to provide this additional support. In partnership with DCPS, we hosted the Ahead of the Curve conference this year for more than 170 attendees on May 31st to support schools with managing and preventing sexual abuse at their schools. The conference provided training through three critical workshops:

a. Understanding responsibilities as a mandated reporter and the Impact of Adverse Childhood Experiences on Future Health & Social Outcomes.
b. Child Sexual Abuse Prevention Training, aimed at empowering adults to prevent, recognize, and react responsibly to child sexual abuse.
c. Crisis Management: What every school should know and do before, during, and after a crisis.

In addition, DC PCSB hosted a second workshop specifically for public charter school leaders on August 10th. This workshop focused on helping school leaders understand how sex abuse happens and how to develop school policies and practices that prevent these incidents from occurring.

Finally, measures such as attendance and re-enrollment are pillars of the PMF. Therefore, DC PCSB works closely with members of government agencies to ensure schools have access to programs that support families struggling to get to school and to prevent students from dropping out. Our staff also hosts events for schools to convene and share best practices to improve school culture (such as the School Climate Brunch).

It is not the job of a charter authorizer to offer direct supports or services to the schools it oversees. Instead, we encourage the school's own board, comprising majority DC residents and at least two parents, to lead efforts to improve student performance and experience. We

do this by making information publicly available and comparative, so the volunteer board members can compare their school with similar schools in areas of academic performance, financial performance, and school climate. Some ways we reinforce our communication:

a. Meetings
DC PCSB holds meetings with board members of low-performing schools to ensure that they are aware of school issues. These meetings are with DC PCSB Board members, school leadership, and DC PCSB senior staff to discuss key issues around school performance and plans for school improvement.

b. Qualitative Site Reviews
DC PCSB gives schools the autonomy to make critical improvements. Rather than tell schools how to improve, DC PCSB uses the Performance Management Framework along with its QSRs to identify a school's areas for growth.

Tier 3 schools receive a comprehensive QSR, enabling DC PCSB to identify key areas of growth. Using Charlotte Danielson's Framework for Teaching rubric for classroom observations, DC PCSB staff and consultants evaluate the quality of two domain areas: Classroom Environment and Instruction. DC PCSB staff, along with consultants who are trained extensively in the use of the rubric, observe schools' instructional staff and rate teachers on a scale of unsatisfactory to distinguished in each of the eight elements within the two domains. In addition to classroom observations, the QSR also includes observations on the school's mission and goals. Lastly, during the QSR window, DC PCSB staff review the school's bylaws and board meeting minutes to ensure the school's board is compliant with its governance structure and regularly scheduled meetings as specified in the school's bylaws.

At the conclusion of the QSR, the DC PCSB assessment lead gathers data from all review participants and produces a report that details the areas of strength and growth for a school. After the team completes the review, the DC PCSB assessment lead provides feedback around these areas of strength and growth with school leadership. The use of the same rubric in all QSRs enables school leaders and their board membership to see change over time, identify the areas where the school has improved, and pinpoint areas requiring further support from school leadership.

c. Charter Reviews
DC PCSB is required to review each DC public charter school's performance at least once every five years. This review includes an assessment of a school's academic, legal, and fiscal performance. Generally, DC PCSB conducts such charter reviews during a school's fifth and tenth year of operation and may perform additional reviews of schools outside of this schedule. DC PCSB may also conduct a charter review if a school is identified as a Tier 3 school on the PMF and/or is identified as a Target or Comprehensive Support and Improvement schools by the Office of the State Superintendent of Education (OSSE). Review reports are publicly available on our website and are sent directly to each school's board members.

Much of DC PSB's advocacy and intergovernmental relations work focuses on providing greater supports for all schools, including Tier 2 and Tier 3 schools. This includes our work to

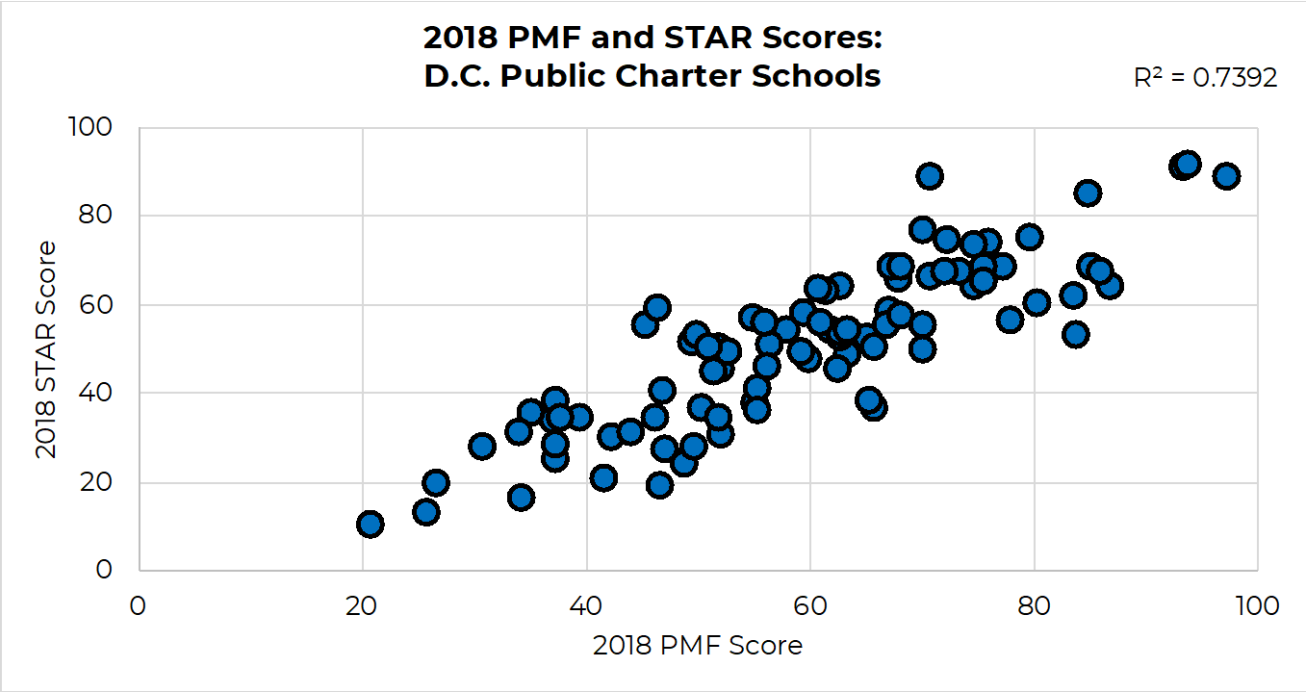
advocate for school nurses in all schools, for expanded behavioral health support, and our work on citywide efforts ranging from English Language Learner supports to community schools.

Part D. How the PMF tiers correlate with the State Report Card

# of schools by STAR Rating and PMF Tier	Tier 1 (PMF)	Tier 2 (PMF)	Tier 3 (PMF)	No PMF Tier
5-STAR Rating	**5**			
4-STAR Rating	**20**	**3**		
3-STAR Rating	**10**	**27**		**1**
2-STAR Rating	**2**	**19**	**2**	**3**
1-STAR Rating		**1**	**4**	
No STAR Rating	**11**	**2**	**1**	**3**

The chart above shows the absolute frequency of PK-12 charter schools by PMF tier and STAR rating. The seven schools with STAR ratings but no PMF tier are the six alternative charter schools and one traditional PK-8 school untiered in its first year of operation (Rocketship PCS – Legacy Prep). The 14 schools with PMF tiers but no STAR ratings are early childhood schools ending in first grade or earlier; the PMF's use of early childhood assessments as student progress measures allow those schools to meet the points requirement to earn PMF scores; none of these schools earned enough of the possible points on the STAR framework to earn a rating, as they do not serve grades measured by the state assessment.

The following chart shows of public charter schools earning both PMF and STAR scores, indicating a strong correlation between the outcomes of the two frameworks.



Please note that the four traditional public charter schools serving both middle and high school grades (e.g. grades 6-12) are counted twice in the charts shown here, since these schools received one aggregate STAR rating but two separate PMF tiers (one for the middle school grades and one for the high school grades). The STAR framework also assigned ratings to two public charter schools (Excel Academy PCS and Washington Math Science Technology PCS) that closed as public charter schools at the end of SY 2017-18; DC PCSB's practice is to not to release PMF tiers for schools in their final year of operation, as these schools are not staffed to complete the PMF's final stages of the data validation cycle.

Q53. How does the PCSB communicate to operators of Tier 3 schools that their performance is unacceptable? Provide a narrative description of that process and a list of Tier 3 schools that the PCSB is currently working with to implement performance improvement plans as well as copies of any such performance improvement plans for FY18 and FY19 to date.

The list below shows the Tier 3 schools as identified by the 2017-18 Performance Management Framework (PMF).

Tier 3 Schools

- Breakthrough Montessori PCS
- Democracy Prep Congress Heights PCS (2nd year as Tier 3)
- Eagle Academy PCS – Congress Heights
- Ideal Academy PCS (2nd year as Tier 3)
- Paul PCS – Middle School
- Somerset Preparatory Academy PCS (Middle School)
- National Collegiate Prep PCS (3rd year as Tier 3)

Other schools were Tier 3 last year (2016-17) but are no longer scoring in this area. Schools improving under DC PCSB's watch include:

- Achievement Prep PCS – Wahler Elementary
- Bridges PCS
- Cesar Chavez PCS – Parkside Middle
- Harmony PCS
- Roots PCS
- SEED PCS of Washington DC (Middle School)

DC PCSB does not mandate low-performing schools to implement performance improvement plans. Instead, DC PCSB measures schools on outputs and may place baseline targets for schools to meet or exceed each year after the school is deemed low performing. The process is initiated after a high-stakes review, in which DC PCSB determines that the school is not meeting its goals and student academic achievement expectations as set forth in its charter.

Communication begins well before a school undergoes a review or falls into Tier 3. Below is a list of strategies DC PCSB has used to alert schools of low performance and to help them identify areas for improvement.

Discussions with School Boards

DC PCSB initiates candid conversations with school boards of Tier 3 schools around the steps needed for the schools to improve. In many cases, these conversations happen prior to the schools reaching Tier 3 status (and with Tier 2 schools on a downward trajectory). These meetings, which are followed up in writing, typically involve one or two members of the DC PCSB board, senior staff, and the school's board and senior staff. DC PCSB Board members highlight the school's low performance and focus the school board's attention on the potential consequences if the school does not improve. DC PCSB generally does not demand specific performance improvement plans. The steps the school takes to improve are for the school board and leadership to decide; DC PCSB is not a central office but an authorizer. DC PCSB has found that board-to-board meetings lead to substantial changes at many but not all schools, including decisions to replace senior leadership, put substantial turnaround plans in place, or close specific campuses or grade levels.

Critical Complaint Urgent Response Team
In response to community complaints or troubling data trends, DC PCSB created a structured process for visiting schools outside of a high-stakes review. Staff conducts an unscheduled visit to the school to determine whether there are systemic issues related to the complaint or data trend. Depending on the observation, DC PCSB may conduct another visit or a series of visits, an audit, a Qualitative Site Review (QSR), or a high-stakes review. If the visit shows no systemic concerns, staff reports back, and the school is no longer monitored.

Performance Management Framework and Qualitative Site Reviews
Rather than tell schools how to improve, DC PCSB uses the PMF along with its QSR to identify areas of growth for schools. In addition to classroom observations, the QSR includes observations on the school's mission and goals. As one school said, having DC PCSB staff conduct a QSR is like having them hold up a mirror so you can see yourself objectively

Q54. Describe PCSB's process for storing student records and transcripts from schools that have been closed. Identify any obstacles or challenges for storing schools' records.

DC PCSB currently stores all student records from closing schools electronically in our secure filing system, Egnyte. In the past, obtaining accurate and complete records, as well as missing records from closing schools, has posed a challenge. To navigate this challenge, DC PCSB has implemented a new records review process that will take the burden off of closing schools and give DC PCSB ownership of the review and transfer of records.

Once the DC PCSB has voted to revoke a school's charter, the DC PCSB closure team meets with the school to discuss the initial closure plan. At this meeting, a date for a records review walkthrough is established where DC PCSB staff will assess the amount and the locations of current and past student records. Once this is determined, DC PCSB staff will return to the school to do a full detailed review of all current and past student records in order to catch missing or incomplete files early and develop plans to correct these. All current students will receive copies of their full records by the end of the school year.

Attached in attachment Q54 are sample timelines of this process during the closure year.

Q55. Please describe how PCSB has implemented the Public Charter School Assets and Facilities Preservation, which clarifies the process for the distribution of assets upon closure of a public charter school.

DC PCSB, in partnership with OSSE, oversees the closure process for public charter schools, including the distribution of assets in line with the Public Charter School Assets and Facilities Preservation mandatory dissolution language and the OSSE and DC PCSB closure manuals. Within 10 days of the closure decision, we require closing public charter schools to submit both their closeout audits and their plan of dissolution, which include all the requirements detailed in the mandatory dissolution.

General Questions

Q56. Provide the names, brief bios, and terms of appointment for all members of the PCSB. How many board positions are currently vacant? For each vacancy, please give the dates that the position has been vacant and describe how the vacancy affected the Board's work.

Name	Bio	Terms of Appointment
Saba Bireda	Ms. Bireda is an attorney at Sanford Heisler Sharp LLP, a national civil rights law firm. Long active in education policy, Ms. Bireda previously served as senior counsel in the Office of the General Counsel at the U.S. Department of Education. There she developed litigation strategy, advised on legal issues, and led complex investigations on a variety of education matters. She also was senior counsel at the department's Office for Civil Rights, where she advised on matters regarding discrimination in education. Earlier in her career, Ms. Bireda focused on education issues while working for EducationCounsel LLC, an education consulting firm, and the Center for American Progress, an independent nonpartisan policy institute. She practiced law in the private sector in Philadelphia for Morgan, Lewis & Bockius. Ms. Bireda began her career as a teacher at Sousa Middle School in Southeast Washington, DC. She graduated from Harvard Law School and received her bachelor's degree from Stanford University. Saba Bireda joined the Board in July 2016.	**First Term** February 24, 2015 - February 23, 2019 **Appointed:** July 18, 2016
Steve Bumbaugh	Steve Bumbaugh has many years of experience working in education, philanthropy, and issues related to urban poverty. He is the Senior Vice President, College and Career Access, at The College Board, overseeing enrollment and financial aid programs. Previously, Mr. Bumbaugh was the Manager of Breakthrough Schools: DC at CityBridge Foundation, an organization that works to build a citywide system of high-performing schools in the District. He has also served as President of the ECMC Foundation, a national funder focusing on education issues in low-income communities. He was the first Executive Director of the Specialty Family Foundation, a funder focusing on education, health, and food security issues in low-income communities in Southern California. Mr. Bumbaugh has published numerous articles and has been a regular speaker on issues related to poverty and	**Completing Predecessor's Term:** February 24, 2013 – February 23, 2017 **Appointed:** June 2, 2015 **First Full Term**: February 24, 2017 - February 23, 2021

	race. Steve Bumbaugh began his first term in June 2017.	
Lea Crusey	Lea Crusey is the founder of Allies for Educational Equity, a non-partisan, grassroots-funded political action committee, with a mission to collectivize the political voice of education reformers to build a world in which demography is not destiny. Ms. Crusey's career spans the country and has crossed sectors. She began in the classroom as a Teach for America Corps Member in the Bay Area, and later worked on state level advocacy for StudentsFirst. Prior to launching Allies, Ms. Crusey served as an Obama Administration appointee at the US Department of Education's Office of Planning, Evaluation and Policy Development where she advised on a P-12 education policy, with a portfolio that included teacher preparation, charter schools, Promise neighborhoods and literacy. Ms. Crusey serves on the Board of Directors for the Center for Supportive Schools, and Silver Bay YMCA of the Adirondacks.	**First Term:** February 24, 2018 – February 23, 2022 **Appointed:** December 17, 2018
Rick Cruz	Mr. Cruz has long been involved in public education. In Washington, DC, he was the Chief Executive Officer of DC Prep Public Charter School, which focuses on student academic achievement, character education, and high school and college readiness. On a national level, Mr. Cruz held senior level positions at the Network for Teaching Entrepreneurship, Teach for America, and America's Promise Alliance. Currently, he is Executive Director of Strategic Partnerships at The College Board, a nonprofit organization that connects students to college success. Outside of education, Mr. Cruz has strong experience in finance, budget management, and fiscal strategy. He was a strategic consultant, having worked at the Corporate Executive Board and the Advisory Board Co. for more than a decade in successive leadership positions in the U.S. and internationally.	**First Term:** February 24, 2014 – February 23, 2018 **Appointed:** October 10, 2014 **Second Term:** February 24, 2018 - February 23, 2022
Ricarda Ganjam, Ph. D	Ricarda Ganjam, Ph.D., manages the operations and Local Market Initiative Program for the Metro Washington Accenture office. Her work focuses on business development, local image, corporate citizenship, and people engagement. She is also an Executive Coach who works with senior leaders to achieve high performance in their careers and lives. In Ms. Ganjam's career at Accenture, she has managed teams to enable	**First Term:** February 24, 2015 – February 23, 2019 **Appointed:** October 8, 2015

	transformational change management with a variety of clients primarily in the resources industry. She earned a Ph.D. in Educational Human Resource Development at Texas A&M University and Master of Public Administration and Bachelor of Journalism degrees at the University of Missouri. Ricarda Ganjam joined the Board in October 2015.	
Naomi Shelton	Naomi Shelton is the director of K-12 Advocacy for the UNCF. Her experience ranges from project and operations management to crisis communications, media relations, and professional event coordination. In her current role, Ms. Shelton directs UNCF's efforts to ensure that more African-American students will be better prepared to enroll in and complete college by driving sustainable education reforms that benefit students and empower communities to demand improvement. A long-standing resident of the Southwest Waterfront neighborhood of DC, Shelton received her Bachelor of Arts degree in English from Tougaloo College (Mississippi), a UNCF member institution.	**First Term:** February 24, 2017-February 23, 2021 **Appointed:** January 22, 2018
Don Soifer	Don Soifer is co-founder and former Executive Vice President of the Lexington Institute, a nonpartisan think tank. There, he directed the Institute's research programs in domestic policy areas including education, energy, and logistics. Mr. Soifer's education policy research has been published and discussed in many of the nation's most influential news publications and journals and cited by the U.S. Supreme Court. He has testified before the U.S. Congress on several occasions and in official hearings of various federal and state agencies. Mr. Soifer appears regularly on television and radio programs around the country.	**Completing Predecessor's Term:** February 24, 2008 – February 23, 2012 **Appointed:** December 8, 2008 **First Full Term:** February 24, 2012 - February 23, 2016 **Second Term:** February 24, 2016 - February 23, 2020
Scott Pearson, Ex Officio	Scott Pearson is the Executive Director of the DC Public Charter School Board. Since joining DC PCSB in 2012, Mr. Pearson has implemented significant reforms in how the Board approves and oversees charter schools, making it a national model for charter school authorizing. Under Mr. Pearson's leadership, DC PCSB has pioneered new strategies, tough and rigorous oversight, and best practices that other authorizers around the nation are adopting. Previously, Mr. Pearson served in the Obama administration as the Deputy of the Office of Innovation and Improvement in the U.S. Department of Education. He co-founded Leadership Public Schools, a network of	January 2012 - Current

	college-prep charter high schools in the San Francisco Bay Area. Mr. Pearson has a long career in business. At America Online, he was responsible for acquisitions and strategic planning as the company's Vice President for Corporate Development. At Bain and Co., Mr. Pearson provided strategic management consulting services to clients in education, health care, media, and aviation.	

Q57. Provide the schedule of PCSB Board meetings in FY18 and to date in FY19. Please include Board Members that were present or absent at each meeting.

Board Meeting Date	**Board Members Present**	**Board Members Absent**
01/22/2018	All Board members present	N/A
02/26/2018	Darren Woodruff, Don Soifer, Rick Cruz, Saba Bireda, Steve Bumbaugh, Naomi Shelton	Ricarda Ganjam
03/12/2018	Rick Cruz, Saba Bireda, Ricarda Ganjam Darren Woodruff, Don Soifer	Steve Bumbaugh, Naomi Shelton
03/19/2018	Rick Cruz, Ricarda Ganjam, Naomi Shelton, Darren Woodruff	Saba Bireda, Steve Bumbaugh, Don Soifer
04/05/2018	Rick Cruz, Saba Bireda, Darren Woodruff, Steve Bumbaugh, Naomi Shelton	Ricarda Ganjam, Don Soifer
04/23/2018	All Board members present	N/A
05/21/2018	All Board members present	N/A
06/25/2018	Rick Cruz, Saba Bireda, Steve Bumbaugh, Naomi Shelton, Don Soifer	Ricarda Ganjam, Darren Woodruff
06/29/2018	All Board members	N/A

Board Meeting Date	Board Members Present	Board Members Absent
	present	
07/23/2018	Rick Cruz, Saba Bireda, Ricarda Ganjam Naomi Shelton, Darren Woodruff,	Steve Bumbaugh, Don Soifer
09/17/2018	All Board members present, with one vacancy	N/A
10/15/2018	Rick Cruz, Saba Bireda, Ricarda Ganjam, Naomi Shelton, Don Soifer, Vacant position	Steve Bumbaugh
10/31/2018	All Board members present, with one vacancy	N/A
11/19/2018	All Board members present, with one vacancy	N/A
11/27/2018	Rick Cruz, Saba Bireda, Ricarda Ganjam, Naomi Shelton, Don Soifer	Steve Bumbaugh
12/17/2018	All Board members present (including new board member Lea Crusey)	N/A

Q58. Provide a current organization chart for PCSB and the name of the employee responsible for the management of each office/program. If applicable, please provide a narrative explanation of any organizational changes made during FY18 or to date in FY19.

See attachment Q58. The Finance and Strategy Team (FAST) was dissolved, and its functions were absorbed by the Equity and Fidelity Team (EFA) and the Academic Evaluation Team (AET). As a result, the AET changed its name to Financial and Academic Quality Team (FAQ).

Q59. Provide the agency's performance plan/strategic plan for FY18. Did the PCSB meet the objectives set forth in the plan? Please provide a narrative description of what actions the Board undertook to meet the key performance indicators, including an

explanation as to why any indicators were not met.

In its FY18 performance plan, DC PCSB fully achieved all 13 of the initiatives. DC PCSB fully achieved 12 of the 14 performance indicators. One indicator had no target set and we did not meet one of the indicators.

DC PCSB was able to achieve all of the strategic initiatives by collaborating effectively with other DC agencies. Strategic collaboration, as well as timely management on a quarterly basis of initiatives led to completion of all initiatives.

The following performance indicator was not met: Number of charter school campuses receiving an out-of-compliance warning from our Board for violating our Data Submission Policy. Our target for FY18 was 4, however we had 8 schools receive an out-of-compliance warning. This higher number in schools struggling to submit complete data in a timely manner is likely due to schools adjusting to our new data submission system, which was changed in FY17.

Our FY18 Performance Plan is in attachment Q59.

Q60. Provide the agency's performance plan/strategic plan for FY19. What steps has the agency taken in FY18 and to date in FY19 to meet the objectives set forth in the plan?

Key Performance Indicator	FY19 Target	FY19 Actual YTD
Number of PMF Parent Guides distributed	6000	As of January 2019, DC PCSB has distributed 2,780 parent guides. 2,700 in English and 80 in Spanish. Distributions will continue through February.
Percent of charter school data available on www.dcpcsb.org, compared to SY2017-2018	10%	This is an annual measure. No updates at this time.
Number of meetings with key city officials	12	As of January 2019, DC PCSB has participated in 13 formal meetings with key city officials.
Number of Task Force Meetings PCSB attended	20	As of January 2019, DC PCSB has participated in 42 task force meetings.
Percent Increase in Social Media Followers	10%	This is an annual measure. No updates at

Key Performance Indicator	FY19 Target	FY19 Actual YTD
		this time.
Number of charter LEAs receiving 5, 10- or 15-year reviews	14	As of early January 2019, DC PCSB has completed 4 charter reviews or renewals, with 3 more scheduled for the January Board meeting.
Number of Tier 1 charter LEAs with announced plans to expand or replicate	2	DC PCSB did not approve any charter expansions in FY19 Q1 (10/1/18 – 12/12/18), but three schools submitted pending applications to expand effective for SY 2019-20. Of the three prospective charter expansions, one is for a high-performing Montessori school to open a new PK3-5 school in Ward 7 or 8. The DC PCSB Board voted to approve all three expansion requests on 12/17/18.
Number of qualitative site review reports	15	Since September 2018, DC PCSB has conducted 11 qualitative site reviews scheduled for FY19.
Reduction in expulsion rate for the five schools that had the highest expulsion rate in the previous school year	10%	This is an annual measure. No updates at this time.
Number of charter school campuses receiving an out-of-compliance warning from our Board for violating our Data Submission Policy	3	As of January 2019, no schools have received board action from DC PCSB Board for violating the Data Submission Policy.
Number of adult education focused meetings (e.g. Board-to-Board meetings, workshops)	2	As of January 2019, DC PCSB has had 10 adult education focused meetings, with more scheduled for the spring.

Key Performance Indicator	FY19 Target	FY19 Actual YTD
Number of Financial Audit Reports issued	1	The FY18 Financial Analysis Report is being prepared and will be released in the spring.
Number of charter LEAs whose fiscal health improved as a result of oversight efforts	4	This result must await the publication of the FY18 Financial Analysis Report.

Q61. Provide the following budget information for PCSB, including the approved budget, revised budget, and expenditures, for FY18 and to date in FY19:

a. At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.
b. At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.
c. At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group.

Please see attachment Q61.

Q62. Identify any <u>special purpose revenue accounts</u> maintained by, used by, or available for use by your agency during FY18 and FY19, to date. For each account, please list the following:

a. The revenue source name and code;
b. The source of funding;
c. A description of the program that generates the funds;
d. The amount of funds generated by each source or program in FY18 and FY19, to date; and
e. Expenditures of funds, including the purpose of each expenditure, for FY18 and FY19 to date.

DC PCSB's Special Purpose Revenue account is under Subsidies and Transfers. The source of the Special Purpose Revenue is DC PCSB's administrative fee of one percent of each public charter school's (PCS) annual total revenues (including federal and other revenue sources) minus philanthropic revenues under its mandated chartering authority. Overall, the total administrative fee amount stood at $8.2 million in FY18. For FY19, the total administrative fee amounts to $8.8 million after nearly $1.0 million in administrative fee discounts (0.1% of total non-philanthropic revenue). This Special Purpose Revenue is allocated to pay expenses for DC PCSB's ongoing oversight responsibilities and general operations. DC PCSB does not use the District's financial system. The following list outlines the amount of funds generated by the particular sources in FY18 and FY19 for each PCS LEA.

PCS LEA NAME	FY 2018 Special Purpose Revenue	FY 2019 Special Purpose Revenue
Academy of Hope PCS	$42,510	$52,706
Achievement Preparatory Academy PCS	$169,791	$157,924
Appletree Early Learning PCS	$123,550	$128,377
BASIS DC PCS	$88,062	$93,306
Breakthrough Montessori	$25,104	$34,107
Bridges PCS	$109,141	$122,289
Capital City PCS	$204,631	$207,918
Carlos Rosario Intl PCS	$248,394	$258,150
Cedar Tree Academy PCS	$72,096	$74,045
Center City PCS	$261,154	$281,110
César Chávez PCS for Public Policy	$239,470	$209,764
Children's Guild DC PCS	$110,259	$121,224
City Arts & Prep PCS	$86,301	$77,644
Community College Prep PCS	$65,882	$92,405
Creative Minds PCS	$89,478	$98,696
DC Bilingual PCS	$96,947	$96,000
DC International PCS	$155,598	$206,184
DC Preparatory Academy PCS	$338,280	$362,781
DC Scholars Academy PCS	$100,029	$105,121
Democracy Prep PCS	$123,143	$155,423
Digital Pioneers PCS	$0	$24,501
E.L. Haynes PCS	$211,681	$227,667
Eagle Academy PCS	$210,144	$225,316
Early Childhood Academy PCS	$50,258	$51,789
Briya PCS	$100,420	$95,668
Elsie Whitlow Stokes Community PCS	$65,321	$90,799
Excel Academy PCS	$121,161	$0
Friendship PCS	$721,409	$793,013
Goodwill Excel Center PCS	$60,139	$82,250
Harmony Prep PCS	$15,711	$22,222
Hope Community PCS	$142,163	$147,945
Howard University Math and Science PCS	$46,852	$38,670

PCS LEA NAME	FY 2018 Special Purpose Revenue	FY 2019 Special Purpose Revenue
IDEA PCS	$74,708	$81,957
Ideal Academy PCS	$48,755	$47,651
Ingenuity PCS	$105,237	$111,714
Inspired Teaching Demonstration PCS	$71,559	$84,566
Kingsman Academy PCS	$66,209	$81,352
KIPP DC PCS	$1,153,180	$1,233,602
Latin American Montessori Bilingual PCS	$89,157	$95,366
LAYC Career Academy PCS	$24,582	$17,666
Lee Montessori PCS	$34,248	$40,812
Mary McLeod Bethune PCS	$81,025	$94,928
Maya Angelou PCS	$73,454	$79,007
Meridian PCS	$108,711	$126,747
Monument Academy	$73,253	$83,761
Mundo Verde Bilingual PCS	$105,313	$107,484
National Collegiate Preparatory PCHS	$55,621	$53,861
Next Step PCS	$91,650	$71,039
Paul PCS	$134,812	$148,360
Perry Street Prep PCS	$75,092	$76,199
Richard Wright PCS	$51,337	$63,752
Rocketship PCS	$107,485	$213,972
Roots PCS	$17,907	$19,931
SEED School of Washington, DC, The	$154,307	$135,495
Sela PCS	$33,848	$45,648
Shining Stars Montessori PCS	$44,321	$44,431
Somerset PCS	$70,966	$90,771
St Coletta PCS	$168,499	$165,513
Statesmen College Prep Acad. for Boys PCS	$0	$13,992
Sustainable Futures PCS	$14,964	$0
The Family Place PCS	$0	$14,131
Thurgood Marshall Academy PCS	$79,356	$81,063
Two Rivers Public Charter School	$142,299	$159,931
Washington Global	$41,913	$43,526

PCS LEA NAME	FY 2018 Special Purpose Revenue	FY 2019 Special Purpose Revenue
Washington Latin PCS	$116,366	$118,568
Washington Leadership Academy PCS	$38,506	$62,355
Washington Math Science Tech PCHS	$45,905	$0
Washington Yu Ying PCS	$102,449	$104,404
Youthbuild PCS	$26,272	$30,341
TOTAL	**$8,218,349**	**$8,778,909**

Q63. Provide a complete accounting of all intra-district transfers received by or transferred from PCSB during FY18 and to date in FY19. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within PCSB the transfer affected.

In FY18, DC PCSB received $20,000 from OSSE for developing adult and alternative education definitions and policy recommendations. DC PCSB transferred $50,000 to DME in both FY18 and FY19 for EdFEST to assist in ensuring parents and families are aware of the common lottery system and process.

Q64. Provide a complete accounting of all reprogrammings received by or transferred from the PCSB during FY18 and to date in FY19. For each, please provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, please provide an accounting of all reprogrammings made within the agency that exceeded $100,000 and provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected.

See Question Q63.

Q65. Provide a list of all PCSB's fixed costs budget and actual dollars spent for FY18 and to date in FY19. Include the source of funding and the percentage of these costs assigned to each PCSB's program. Please provide the percentage change between PCSB's fixed costs budget for these years and a narrative explanation for any changes.

DC PCSB's annual fixed costs budget includes rent, security, janitorial services, and electricity, which are included in the agency's lease payments. The funding source is special purpose funding.

	FY18 Actual	FY19 Budget
Total	$502,603	$507,397
Percentage Change		0.95%

The 0.95% increase in DC PCSB's fixed costs budget represents higher rental expenses for our 3333 14th St, NW office location due to anticipated increased common area maintenance costs and real estate taxes for facility office spaces. This increase is minimal because the FY19 budget is down more than 8% from the previous year to align the budget with historical expenditures. DC PCSB has spent $123,286 of the $507,397 FY19 fixed costs budget as of December 2018.

Q66. Provide the capital budget for PCSB and all programs under its purview during FY18 and FY19, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY18 and FY19. Did any of the capital projects undertaken in FY18 or FY19 have an impact on the operating budget of the agency? If so, please provide an accounting of such impact.

As a charter authorizer, DC PCSB does not own or maintain school buildings. DC PCSB's capital budget primarily includes the costs for leasehold improvements, computers and software, furniture, machinery, and equipment. In FY18, capital expenses totaled $82,252; to date in FY19, PCSB has spent $9,158.

Q67. Describe any spending pressures for public charter schools and PCSB that existed in FY18. In your response please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.

While DC PCSB exercises its fiscal oversight function over schools through in-depth reviews of schools' annual audited financial statements (Financial Analysis Report), interim (unaudited) financial statements, and procurement contracts, spending decisions are open to the discretion of the 66 LEAs, and as such, pressures are unique to each LEA.

Through DC PCSB's analysis of each school's financial statements, a few common themes have emerged: personnel and facilities are each LEA's largest spending categories. Public charter schools are experiencing spending pressures to offer competitive teacher salaries relative to their DCPS counterparts and on par with the market average. Many schools report that the lower funding they receive relative to DCPS makes it difficult to recruit and retain high quality talent for their schools.

Schools also report that the high levels of trauma experienced by many of their students, in addition to the restrictions on out of school discipline that will be imposed by the Fair Access to School Act creates a greater need for expanded mental health supports. As documented in question 16, many schools pay for behavioral health supports, and these expenditures reduce funding for academics.

Facilities expenses continue to be a major spending pressure. Many schools are in stable long-term lease agreements with defined terms for future increases in lease payments. However, new schools and schools wishing to expand to meet the demands of the families they serve face significant pressures to secure affordable facilities space.

In FY18, DC PCSB did not experience any spending pressures.

Q68. Identify potential areas where spending pressures may exist in FY18 for PCSB and public charter schools. Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY19 or FY20 budget.

The trends that have emerged in prior years have continued into FY19. Continued disparities between DCPS and public charter schools will inevitably result in spending pressures on public charter schools as schools struggle to be competitive with salaries, benefits, academic offerings, and facilities.

Further, as accountability increases for academic performance for sub-group populations with the STAR Framework, new spending pressures may arise; schools may need to reallocate funding in new ways in order to meet new accountability measures.

In FY19, DC PCSB anticipates spending pressures related to the costs of lead testing, and filter maintenance and replacement for all public charter schools. In September 2018, DC PCSB requested $600,475 from the DME to support this work. In comparison, DGS covers these costs for all DCPS schools. We have not received a response from the DME and plan to request the funds as a recurring allotment during the FY20 budget process to prevent future spending pressures. Absent this funding, lead filters in schools are not being replaced annually.

Q69. Describe how PCSB has pursued implementation of the "Public Charter School Fiscal Transparency Amendment Act of 2016."

Since implementing the Fiscal Transparency Amendment Act of 2016 (FTA), all public charter schools contracting with a school management organization (SMO) are required to amend their charter agreements to stipulate that:

> Any agreement between the school and the SMO will include a provision requiring the school and its SMO to provide the authorizer with any documents or records related to the services the SMO provides the school if the authorizer requests such documents and the school and SMO meet certain financial thresholds.

We currently have 19 schools with SMOs. Of those, 14 have had their agreements amended or drafted to include the FTA language. Of the remaining five, one will have the language added in February of this year, and two are contesting the designation of their related parties as SMOs. The remaining two schools will have their charters amended when they next come before the board requesting any form of amendment.

As provided by the FTA, the language shall be included when a school submits a petition to establish a public charter school, a petition to revise its charter, or an application to renew its charter. As well as the amendments listed above, DC PCSB has included the language required by the FTA in the charter agreements of every new and renewed public charter school since the legislation took effect.

In addition, DC PCSB revised its Procurement Contract Submission Policy in November 2016 to conform to the new definitions and requirements around conflicting interest transactions in the FTA and adjusted its compliance monitoring accordingly.

Q70. Provide a list of all FY18 full-time equivalent positions for PCSB, broken down by program and activity. In addition, for each position note whether the position is filled (and if filled, the name of the employee) or whether it is vacant). Finally, please indicate the source of funds for each FTE (local, federal, special purpose, etc.).

See attachment Q70.

Q71. How many vacancies were posted for PCSB during FY18? To date in FY19? Which positions? Why was the position vacated? In addition, note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the source of funding for the position.

FY 18: 11 total vacancies posted; net growth 1					
Posted Vacancy	**Reason for vacancy**	**Steps to Fill**	**Time to Fill**	**Current Status**	**Funding Source**
School Performance Department Program Coordinator	Incumbent Resigned	Position announcement posted online in multiple sources; networking	3 mo.	Filled	Local
School Compliance Associate	New position	Position announcement posted online in multiple sources; networking; staffing agency	n/a	Filled	Local
Communications Coordinator	Incumbent Resigned	Position announcement posted online in multiple sources; networking	0 days	Filled	Local
School Quality and Accountability Specialist, 2 positions	1 Incumbent resigned; 1 Incumbent transferred position	Position announcement posted online in multiple sources; networking; staffing agency	2.5 mo, 5 mo.	Filled	Local
Finances and Accountability Data Analyst	Incumbent resigned	Position announcement posted online in multiple sources; networking	3 mo	Filled	Local
Data	New	Position	n/a	Filled	Local

FY 18: 11 total vacancies posted; net growth 1					
Posted Vacancy	**Reason for vacancy**	**Steps to Fill**	**Time to Fill**	**Current Status**	**Funding Source**
Engineering Specialist	position	announcement posted online in multiple sources; networking			
Equity and Fidelity Specialist	Incumbent promoted to new position	Position announcement posted online in multiple sources; networking	2.5 mo	Filled	Local
Sector Data Analyst	Incumbent resigned	Position announcement posted online in multiple sources; networking	5 mo	Filled	Local
General Counsel	Incumbent Resigned	Internal Promotion	0 days	Filled	Local
Digital Media Specialist	Incumbent resigned	Position announcement posted online in multiple sources; networking		Vacant	Local
School Finance Specialist	Incumbent resigned	Position announcement posted online in multiple sources; networking; staffing agency	3 mo	Filled	Local
Senior Manager School Quality and Accountability	Incumbent resigned	Internal Promotion	0 days	Filled	Local

Q72. List all employees detailed to or from your agency. Please provide the reason for the detail, the detailed employee's date of detail, and the detailed employee's projected date of return.

Marvin Cross, Agency Financial Manager, is detailed to DC PCSB from the Office of the Chief Financial Officer (OCFO). Mr. Cross works with agency leadership to monitor agency financial activities and assists with payments from public charter schools, the agency's primary source of revenue. He was detailed to the agency in January 2016 and is expected to remain in place indefinitely.

Tatia Pritchett, Accountant, is detailed to DC PCSB from the OCFO. Ms. Pritchett reports to Mr. Cross and assists in processing agency financial activities. She was detailed to the

agency in May 2017 and is expected to remain in place indefinitely.

Q73. How many employee performance evaluations were completed in FY18 and how was performance measured against position descriptions? To date in FY19? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

DC PCSB completed 39 employee performance evaluations in FY18.

DC PCSB conducts annual performance evaluations of all full-time and all part-time salary exempt employees, as well as three-month reviews of new employees. To ensure that all employees are meeting individual job requirements, the performance evaluation includes a list of performance goals for the evaluation period and whether or not the employee met the goals, as well as a list of performance goals for the next year. Additionally, each employee participates in an interim "step-back" review half way through the annual review cycle.

Managers work with each employee to address areas of weakness and build on strengths. Employees who display poor performance are given sufficient time to improve depending on the performance area of concern through the use of direct manager feedback and/or personal performance improvement plans. Annual reviews are conducted in the summer. Performance evaluations have been conducted or are underway now for all full-time and part-time employees.

Approximately 99% of the DC PCSB team has undergone performance evaluations.

Q74. Has the PCSB adhered to all non-discrimination policies in regard to hiring and employment?

Yes, DC PCSB has adhered to all non-discrimination policies in regard to hiring and employment.

Q75. Have there been any accusations by employees or potential employees that the PCSB has violated hiring and employment non-discrimination policies in FY18 or to date in FY19? If so, what steps were taken to remedy the situation(s)?

One employee, upon separation from DC PCSB, alleged discrimination. In response, DC PCSB established an on-going anti-harassment training program and placed an increased focus on its existing race, equity, diversity, and inclusion initiative.

Q76. Provide the Committee with the following:

- **a. A list of employees receiving bonuses, special pay, additional compensation, or hiring incentives in FY18 and to date in FY19, and the amount;**
- **b. A list of travel expenses for FY18 and to date in FY19, arranged by employee;**
- **c. A description of any changes made to the employee handbook in FY18 and FY19 to date; and**
- **d. A list of the board of trustees at each public charter school LEA**

Part A. A list of employees receiving bonuses, special pay, additional compensation, or hiring incentives in FY18 and to date in FY19, and the amount

FY18 and FY19 to date		
Employee	**Performance Bonus**	**Holiday Bonus**
BELL, DANIELLE	$2,800.00	$1,000
BETHKE, ADAM	$4,000.00	$1,000
BOWDEN, TOMEIKA	$10,000.00	$1,000
CABRERA, FLOR	$2,000.00	$500
CAPP, PAUL	$2,700.00	$1,000
CHEATHAM, SARAH	$10,000.00	$1,000
COUSINO, HANNAH	$11,000.00	$1,000
DAMMANN, KATHERINE	$4,000.00	$1,000
DEVEAUX, NAOMI	$9,000.00	$1,000
HAIGLER-MICKLES, CHARLENE	$2,400.00	$1,000
KRIVITCHENKO, ELLA	$3,000.00	$1,000
KUPFERBERG, ERIN	$5,000.00	$1,000
MCGANN, EMILY		$500
MCGINNIS, ADAM	$4,200.00	$1,000
MURRAY, AVNI	$4,000.00	$1,000
NESIN, TAUNYA	$8,000.00	$500
NEWMAN, NICOLE	$2,700.00	$1,000
NOTH, ALYSSA	$8,000.00	$1,000
O'NEAL, JISELLE	$2,400.00	$1,000
O'BRIEN, ANNIE	$4,000.00	$1,000
PEARSON, SCOTT	$20,000.00	$1,000
PETRIN, PETE	$8,500.00	$1,000
POPE, PATRICK	$2,400.00	$1,000
QUANDT, DANIEL	$2,700.00	$1,000
QUINN, LATERICA	$5,000.00	$1,000
ROBINSON MILLS, LENORA	$9,000.00	$1,000
SAMPSON, MELODI	$4,000.00	$1,000
SAUNDERS, JANAY	$1,800.00	$500
SEDHAI, SUJAN		$500
SIBILIA, BRANDON		$500

TAGUDING, JESSICA	$3,000.00	$1,000
SNYDER, DREW	$2,400.00	$1,000
STREETER, NICOLE		$500
TOMKINSON, ANNE	$4,500.00	$1,000
TYLER, RASHIDA	$2,500.00	$1,000
WILLIAMS, AUDREY	$4,500.00	$1,000
YOUNG, RASHIDA	$5,000.00	$1,000
BROWN, SADINA		$500
COLE, NICOLE		$500
DRAKE, ALIYA		$500
LO, CHUN-WEI		$500
NNAMIDIM, OZOEMENA		$500
SEAY, TANYR		$500
VASHEE, NIKHIL		$500

Part B. A list of travel expenses for FY18 and to date in FY19, arranged by employee;

Employee	**FY18 Travel Amount**	**FY19 Travel Amount**
Abigail Getzel	$167	$13
Adam McGinnis	$169	$64
Alexandra Foust	$89	
Alia Lewis	$178	
Aliya Drake	$382	$130
Alyssa Noth	$982	$446
Anne Tomkinson	$944	$75
Annie O'Brien	$22	$5
Audrey Williams	$1,750	$917
Avni Murray	$1,613	
Brandon Sibilia	$56	
Charlene Haigler-Mickles	$219	$16
Danielle Bell	$78	
Drew Snyder	$1,086	$295
Ella Krivitchenko	$688	$176
Erin Kupferberg	$2,740	$808
Flor Cabrera	$344	$183
Hannah Cousino	$1,091	$891
Janay Saunders	$33	$71
Jessica Smith	$35	
Jiselle O'Neal	$621	$649
John Goldman	$48	

Katherine Dammann	$2,180	$846
Kendall Edell		$23
Laterica Quinn	$331	
Lea Crusey		$68
Lenora Robinson	$3,413	$270
Marvin Cross	$161	$28
Melodi Sampson	$1,366	$254
Mohammad Bashshiti	$125	
Naomi DeVeaux	$4,589	$3,090
Naomi Shelton	$1,567	$227
Nicole Cole		$24
Nicole Newman	$188	$29
Nicole Streeter	$262	
Nikhil Vashee		$83
Ozoemena Nnamadim	$158	$227
Patrick Pope	$29	
Paul Capp	$83	$80
Peter Petrin	$359	$51
Rashida Tyler	$321	$41
Rashida Young	$3,433	$917
Reema Paracha		$70
Ryland Staples	$103	
Sadina Brown	$307	$150
Sarah Cheatham	$232	$67
Scott Pearson	$5,376	($79)
Sujan Sedhai	$208	
Tanyr Seay	$72	$11
Tatia Pritchett	$1,056	$175
Taunya Nesin	$110	
Tomeika Bowden	$3,701	$912
Total	**$43,068**	**$12,303**

Part C. A description of any changes made to the employee handbook in FY18 and FY19 to date

No changes have been made to the employee handbook in FY18 or to date in FY 19. The handbook is scheduled to be reviewed and updated in FY19.

Part D. A list of the board of trustees at each public charter school LEA.

Please see attachment Q76.

Q77. Provide the following information for all grants awarded to PCSB during FY18 and to date in FY19:

a. Grant Number/Title;
b. Awardee;
c. Approved Budget Authority;
d. Expenditures (including encumbrances and pre-encumbrances);

e. Purpose of the grant;
f. Grant deliverables;
g. Grant outcomes, including grantee performance;
h. Any corrective actions taken, or technical assistance provided;
i. PCSB program and activity supported by the grant;
j. PCSB employee(s) responsible for grant deliverables; and
k. Source of funds.

Grant Title
- Next Generation Accountability and Authorizing

Awardee
- District of Columbia Public Charter School Board

Approved Budget Authority
- Michael & Susan Dell Foundation

Expenditures
- $500,000 ($200,000 in FY16; $150,000 in FY17; $150,000 in FY18)

Purpose of the Grant
- Increase access to high-quality schools by conducting high-stakes reviews of more than half of DC PCSB's portfolio of schools that are up for renewal.
- Enhance expertise and ability to effectively provide oversight to schools serving high populations of English language learners, to improve DC PCSB's existing portfolio of schools.
- Build capacity for DC PCSB to more effectively provide oversight and monitor the closures of low-performing schools, through restarts, in which high-quality operators take over low-performing schools, and turnarounds, in which the school's board executes major program improvements.

Grant deliverables
- Please see Grant Deliverables Q77 attachment

Grant outcomes
- In progress

Any corrective actions taken, or technical assistance provided;
- Technical assistance provided when locked out of account

DC PCSB program and activity supported by the grant
- School Performance Department
- Finance, Operations, and Strategic Initiatives

DC PCSB employee(s) responsible for grant deliverables
- Flor Cabrera

Source of funds
- Michael and Susan Dell Foundation

Grant Title
- n/a

Approved Budget Authority
- Georgetown University Law Center

Expenditures
- $20,000 in FY18; $20,000 in FY19

Purpose of Grant
- Placement of Legal Fellows

Grant Deliverables
- Fellows will provide legal support by drafting amendments to charter school agreements; researching and drafting high-stakes reviews; drafting correspondences regarding DC PCSB Board actions; and researching legal and other issues as needed.

Grant Outcomes
- In progress

Any corrective actions taken, or technical assistance provided
- N/A

DC PCSB program and activity supported by the grant
- Legal Department
- School Performance Department

Q78. Provide a complete accounting of all grant lapses in FY18, including a detailed statement on why the lapse occurred and corrective action the agency undertook. Please also indicate if the funds can still be used and/or whether they carried over into FY18.

There were no grant lapses in FY18.

Q79. Provide the following information for all grants/subgrants awarded by PCSB during FY18 and to date in FY19:
- **a. Grant Number/Title;**
- **b. Awardee;**
- **c. Approved Budget Authority;**
- **d. Expenditures (including encumbrances and pre-encumbrances);**
- **e. Purpose of the grant;**

f. Grant deliverables;
g. Grant outcomes, including grantee/subgrantee performance;
h. Any corrective actions taken, or technical assistance provided;
i. PCSB employee/s responsible for overseeing the grant; and
j. Source of funds.

No grants or subgrants were awarded by DC PCSB in FY18 and FY19 to date.

Q80. Provide the following information for all contracts awarded by PCSB during FY18 and to date in FY19:
a. Contract number;
b. Approved Budget Authority;
c. Funding Source;
d. Whether it was competitively bid or sole sourced;
e. Expenditures (including encumbrances and pre-encumbrances);
f. Purpose of the contract;
g. Name of the vendor;
h. Contract deliverables;
i. Contract outcomes;
j. Any corrective actions taken, or technical assistance provided; and
k. PCSB employee/s responsible for overseeing the contract.

Please see attachment Q80.

Q81. Provide the following information for all contract modifications made by PCSB during FY18 and to date in FY19, broken down by agency program and activity:
a. Name of the vendor;
b. Purpose and reason for the contract modification;
c. Employee(s) responsible for overseeing the contract;
d. Modification cost, including budgeted amount and actual spent; and
e. Funding source.

Please see attachment Q81.

Q82. Provide the Committee with an update on PCSB's effort to ensure that for contracts above $100,000, contracting parties are compliant with First Source requirements during FY18, and FY19 to date.

DC PCSB has ensured contracting party's compliance by incorporating specific language in its vendor contracts pertaining to the District's First Source requirements.

Q83. Provide the following information for all purchase card transactions during FY18 and to date in FY19:
a. Employee that made the transaction;
b. Transaction amount; and,
c. Transaction purpose.

There have been no purchase card transactions during FY18 or to date in FY19.

Q84. Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within PCSB during FY18 and to date in FY19. This includes any reports of federal agencies, the DC Auditor or the Office of the Inspector General. In addition, provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits and issues with outside LEA management agreements.

There have been no such investigations or audits for FY18 or to date in FY19.

Q85. Please list all settlements entered into by the agency or by the District on behalf of the agency in FY18 or FY19, to date, and provide the parties' names, the amount of the settlement, and if related to litigation, the case name and a brief description of the case. If unrelated to litigation, please describe the underlying issue or reason for the settlement (e.g. administrative complaint, etc.).

There have been no settlements entered into by or on behalf of the agency in FY18 or FY19, to date.

Q86. Please describe the agency's procedures for investigating allegations of sexual harassment or misconduct committed by or against its employees. List and describe any allegations received by the agency in FY18 and FY19, to date, whether or not those allegations were resolved.

It is the policy of DC PCSB to vigorously investigate reports of sexual harassment and prohibit retaliation against individuals who report such an incident or participate in an investigation. If sexual harassment is found to exist in the workplace, immediate and appropriate disciplinary action, up to and including dismissal, will be taken against the individual who violated DC PCSB's policies against discrimination, harassment, and retaliation.

All reported allegations of sexual harassment or retaliation will be investigated promptly. Such investigations may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. It may also include review of personnel files and other pertinent documents for the purpose of discovering or analyzing facts.

Misconduct constituting discrimination, harassment or retaliation is dealt with appropriately. Responsive action may include:

* Training;
* Referral to counseling;
* Disciplinary actions such as warnings or reprimands;
* Demotions and/or withholding promotions;
* Reassignment;
* Suspension without pay; and

* Dismissal.

There have been no allegations of sexual harassment reported in FY18 and FY19 to date.

Q87. Please list the administrative complaints or grievances that the agency received in FY18 and FY19, to date, broken down by source. Please describe the process utilized to respond to any complaints and grievances received and any changes to agency policies or procedures that have resulted from complaints or grievances received. For any complaints or grievances that were resolved in FY18 or FY19, to date, describe the resolution.

DC PCSB received notice of three administrative complaints or grievances during this period, listed below.

(1) On November 2, 2018, a DC community member with the surname Jablow filed a complaint with the Office of Open Government (OOG) objecting to DC PCSB holding closed meetings or closing portions of its meetings pursuant to DC Code § 2–575(b)(13). DC PCSB was notified of the complaint on November 16, 2018 and responded to the complaint on December 3, 2018. As described in detail in the response, DC PCSB believes that all such meeting closures have been appropriate under the Open Meetings Act, which allows a body performing quasi-judicial functions to close a meeting in order to deliberate upon certain decisions. In these instances, DC PCSB was deliberating upon potential charter revocation and non-renewal decisions. As of the date these Council questions were submitted, DC PCSB had not received notice of any final opinion or determination. DC PCSB will determine if any changes to agency policies or procedures should be implemented after receiving a final opinion.

(2) In early October 2018, the Office of the Inspector General (OIG) informed DC PCSB by telephone that the OIG had received a complaint on an unspecified date from a DC community member regarding the materials DC PCSB posted on its website in early 2018 relating to the 20-year charter review of Washington Math Science Technology Public Charter High School. DC PCSB responded to the complaint on October 10, 2018. As described in detail in the response, DC PCSB believes that all materials were appropriately posted on its website. As of the date these Council questions were submitted, DC PCSB had not received notice of any final opinion or determination. DC PCSB will determine if any changes to agency policies or procedures should be implemented after receiving a final opinion.

(3) On June 26, 2018, a DC community member with the surname Richards filed a complaint with the OOG alleging that DC PCSB violated the Open Meetings Act by providing less than 30 business days' notice to the Advisory Neighborhood Commission on a matter involving Statesmen College Preparatory Academy for Boys Public Charter School. The OOG did not request a response from DC PCSB and dismissed the complaint for lack of jurisdiction on June 28, 2018. DC PCSB did not make any changes in agency policy or practice following this complaint because the shortened notice was provided on good cause in accordance with the ANC Act.

Q88. The Committee on Education, in its FY19 budget report, recommended that PCSB

provide a proposal for providing an alternative school option that LEAs can use while keeping the student enrolled. Please provide this proposal.

Please see attachment Q88.

Q89. The Committee on Education, in its FY19 budget report, recommended that PCSB provide a report on the practices of LEAs with regards to change in placement, manifestation determination review, and other aspects of these process. Please provide this report.

Please see attachment Q89.

Q90. Attach the SY2018-2019 PCSB report on the use of per pupil at-risk funding in DC public charter schools.

Please see attachment Q90.

Q91. What is the status of the PCSB development of a model policy for charter LEAs on sexual abuse and misconduct by staff and student-to-student sexual assault and harassment? How many LEAs have revised their policies on these topics in FY18 and FY19 to date? Please provide a list of LEAs that have participated in PCSB activities (including conferences, trainings, etc.) on these topics in FY18 and FY19 to date.

DC PCSB is committed to working with schools to find ways to reduce and prevent sexual assault, abuse and harassment in schools. Currently, schools must have a policy around sexual violations and affirm that their policy regarding sexual violations has been reviewed by all staff members annually, but they do not submit their full policies to DC PCSB. In addition, schools are required to conduct background checks for all new staff members, and for all current staff every two years.

A few months ago, we began working with leading experts to draft a model student protection policy that will serve as a guide for schools as they revise their own sex abuse prevention policies.

When the Council introduced The School Safety Omnibus Amendment Act of 2018, we immediately shared it with our consultants to ensure that our model policy aligned with the requirements and key elements of the bill. We worked with schools to finalize our model policy and held a focus group session with charter school leaders on December 5, 2018 to gather input on the policy.

DC PCSB's Model Public Charter School Student Protection Policy establishes a school's minimum standards and expectations for the protection of students in all public charter LEAs. The policy also defines the screening, training, appropriate levels of supervision, and reporting requirements for adults involved and the oversight and compliance of all policies and procedures relating to students at each public charter school. The policy applies to the entire LEA and its employees, affiliates, volunteers, contractors, and visitors who are in positions of trust of programs for minors. This policy also applies to programs sponsored in whole or in part by third parties and/or facility rental agreements occurring

on campus or in school facilities.

We have incorporated schools' comments and will present it to DC PCSB's Board for approval in early 2019. We expect to have the model policy ready for schools to use as a guide for the 2019-20 school year. In SY2019-20, schools will be required to submit their policies to DC PCSB for review.

We have taken several steps this year to provide support to schools related to the prevention of sexual abuse. In partnership with DCPS, we hosted the Ahead of the Curve conference in May 2018 for more than 170 attendees to support schools with preventing and managing sexual abuse at their schools. The conference provided training through three critical workshops:

1. Understanding responsibilities as a mandated reporter and the Impact of Adverse Childhood Experiences on Future Health & Social Outcomes.
2. Child Sexual Abuse Prevention Training, aimed at empowering adults to prevent, recognize, and react responsibly to child sexual abuse.
3. Crisis Management: What every school should know and do before, during, and after a crisis.

In addition, we hosted a second workshop specifically for public charter school leaders in August 2018. This workshop focused on helping school leaders understand how sex abuse happens and how to develop school policies and practices that prevent these incidents from occurring.

List of LEAs in attendance at these events can be found in attachments Q91A, Q91B, and Q91C.

Local Education Agencies (LEAs) and Campuses Open SY2018-19

LEA	Campus(es)	Approved to Open or Expand in FY18 or FY19?
Academy of Hope Adult PCS	Academy of Hope Adult PCS	No
Achievement Preparatory Academy PCS	Achievement Preparatory Academy PCS - Wahler Place Elementary School	No
	Achievement Preparatory Academy PCS - Wahler Place Middle School	
AppleTree Early Learning PCS	AppleTree Early Learning Center PCS - Columbia Heights	No
	AppleTree Early Learning Center PCS - Douglas Knoll	
	AppleTree Early Learning Center PCS - Lincoln Park	
	AppleTree Early Learning Center PCS - Oklahoma Avenue	
	AppleTree Early Learning Center PCS - Parklands at THEARC	
	AppleTree Early Learning Center PCS - Southwest	
BASIS DC PCS	BASIS DC PCS	No
Breakthrough Montessori PCS	Breakthrough Montessori PCS	Approved in SY2017-18 to open second facility in SY 2018-19.
Bridges PCS	Bridges PCS	No
Briya PCS	Briya PCS	No
Capital City PCS	Capital City PCS - High School	No
	Capital City PCS - Lower School	
	Capital City PCS - Middle School	
Carlos Rosario International PCS	Carlos Rosario International PCS	No
Cedar Tree Academy PCS	Cedar Tree Academy PCS	No

Local Education Agencies (LEAs) and Campuses Open SY2018-19

LEA	Campus(es)	Approved to Open or Expand in FY18 or FY19?
Center City PCS	Center City PCS - Brightwood	No
	Center City PCS - Capitol Hill	
	Center City PCS - Congress Heights	
	Center City PCS - Petworth	
	Center City PCS - Shaw	
	Center City PCS - Trinidad	
Cesar Chavez PCS for Public Policy	Cesar Chavez PCS for Public Policy - Capitol Hill	No
	Cesar Chavez PCS for Public Policy - Chavez Prep	
	Cesar Chavez PCS for Public Policy - Parkside High School	
	Cesar Chavez PCS for Public Policy - Parkside Middle School	
City Arts & Prep PCS	City Arts & Prep PCS	No
Community College Preparatory Academy PCS	Community College Preparatory Academy PCS	Approved in SY 2017-18 to operate two additional satellite facilities in SY 2018-19.
Creative Minds International PCS	Creative Minds International PCS	No
DC Bilingual PCS	DC Bilingual PCS	Approved in SY 2017-18 for an enrollment ceiling increase of 50 students effective for SY 2018-19.

Local Education Agencies (LEAs) and Campuses Open SY2018-19

LEA	Campus(es)	Approved to Open or Expand in FY18 or FY19?
DC Prep PCS	DC Prep PCS - Anacostia Elementary School	No
	DC Prep PCS - Benning Elementary School	
	DC Prep PCS - Benning Middle School	
	DC Prep PCS - Edgewood Elementary School	
	DC Prep PCS - Edgewood Middle School	
DC Scholars PCS	DC Scholars PCS	No
Democracy Prep Congress Heights PCS	Democracy Prep Congress Heights PCS	No
Digital Pioneers Academy PCS	Digital Pioneers Academy PCS	Opened in SY 2018-19.
District of Columbia International School	District of Columbia International School	No
E.L. Haynes PCS	E.L. Haynes PCS - Elementary School	No
	E.L. Haynes PCS - High School	
	E.L. Haynes PCS - Middle School	
Eagle Academy PCS	Eagle Academy PCS - Capitol Riverfront	No
	Eagle Academy PCS - Congress Heights	
Early Childhood Academy PCS	Early Childhood Academy PCS	No
Elsie Whitlow Stokes Community Freedom PCS	Elsie Whitlow Stokes Community Freedom PCS - Brookland	Opened new campus in SY 2018-19.
	Elsie Whitlow Stokes Community Freedom PCS - East End	

Local Education Agencies (LEAs) and Campuses Open SY2018-19

LEA	Campus(es)	Approved to Open or Expand in FY18 or FY19?
Friendship PCS	Friendship PCS - Armstrong	Approved in SY 2018-19 for Asset Acquisition and New Location to assume operation of Ideal Academy at the end of SY 2018-19.
	Friendship PCS - Blow Pierce Elementary	
	Friendship PCS - Blow Pierce Middle	
	Friendship PCS - Chamberlain Elementary	
	Friendship PCS - Chamberlain Middle	
	Friendship PCS - Collegiate Academy	
	Friendship PCS - Online Academy	
	Friendship PCS - Southeast Elementary	
	Friendship PCS - Southeast Middle	
	Friendship PCS - Technology Preparatory High School	
	Friendship PCS - Technology Preparatory Middle School	
	Friendship PCS - Woodridge International Elementary	
	Friendship PCS - Woodridge International Middle	
Goodwill Excel Center PCS	Goodwill Excel Center PCS	No
Harmony DC PCS	Harmony DC PCS - School of Excellence	No
Hope Community PCS	Hope Community PCS - Lamond	No
	Hope Community PCS - Tolson	
Howard University Middle School of Mathematics and Science PCS	Howard University Middle School of Mathematics and Science PCS	No
IDEA PCS	IDEA PCS	No

Local Education Agencies (LEAs) and Campuses Open SY2018-19

LEA	Campus(es)	Approved to Open or Expand in FY18 or FY19?
Ideal Academy PCS	Ideal Academy PCS	No
Ingenuity Prep PCS	Ingenuity Prep PCS	Approved in SY 2017-18 for an enrollment ceiling increase of 38 students effective for SY 2018-19.
Inspired Teaching Demonstration PCS	Inspired Teaching Demonstration PCS	No
Kingsman Academy PCS	Kingsman Academy PCS	No
KIPP DC PCS	KIPP DC - AIM Academy PCS	Approved in SY 2018-19 for Asset Acquisition and New Location to assume operation of Somerset Prep Academy at the end of SY 2018-19.
	KIPP DC - Arts and Technology Academy PCS	
	KIPP DC - College Preparatory Academy PCS	
	KIPP DC - Connect Academy PCS	
	KIPP DC - Discover Academy PCS	
	KIPP DC - Grow Academy PCS	
	KIPP DC - Heights Academy PCS	
	KIPP DC - KEY Academy PCS	
	KIPP DC - Lead Academy PCS	
	KIPP DC - LEAP Academy PCS	
	KIPP DC - Northeast Academy PCS	
	KIPP DC - Promise Academy PCS	
	KIPP DC - Quest Academy PCS	
	KIPP DC - Spring Academy PCS	
	KIPP DC - Valor Academy PCS	
	KIPP DC - WILL Academy PCS	
Latin American Montessori Bilingual PCS	Latin American Montessori Bilingual PCS	No

Local Education Agencies (LEAs) and Campuses Open SY2018-19

LEA	Campus(es)	Approved to Open or Expand in FY18 or FY19?
LAYC Career Academy PCS	LAYC Career Academy PCS	No
Lee Montessori PCS	Lee Montessori PCS	Approved in FYSY 2018-19 for a program replication and an enrollment ceiling increase of 400 students effective for SY 2019-20.
Mary McLeod Bethune Day Academy PCS	Mary McLeod Bethune Day Academy PCS	No
Maya Angelou PCS	Maya Angelou PCS - High School	No
	Maya Angelou PCS - Young Adult Learning Center	
Meridian PCS	Meridian PCS	No
Monument Academy PCS	Monument Academy PCS	No
Mundo Verde Bilingual PCS	Mundo Verde Bilingual PCS	No
National Collegiate Preparatory PCHS	National Collegiate Preparatory PCHS	No
Paul PCS	Paul PCS - International High School	No
	Paul PCS - Middle School	
Perry Street Preparatory PCS	Perry Street Preparatory PCS	No
Richard Wright PCS for Journalism and Media Arts	Richard Wright PCS for Journalism and Media Arts	No
Rocketship Education DC PCS	Rocketship PCS - Legacy Prep	No
	Rocketship PCS - Rise Academy	
Roots PCS	Roots PCS	No
SEED PCS	SEED PCS of Washington DC	No
Sela PCS	Sela PCS	No
Shining Stars Montessori Academy PCS	Shining Stars Montessori Academy PCS	No
Somerset Preparatory Academy PCS	Somerset Preparatory Academy PCS	No

Local Education Agencies (LEAs) and Campuses Open SY2018-19

LEA	Campus(es)	Approved to Open or Expand in FY18 or FY19?
St. Coletta Special Education PCS	St. Coletta Special Education PCS	No
Statesmen College Preparatory Academy for Boys PCS	Statesmen College Preparatory Academy for Boys PCS	Opened in SY 2018-19.
The Children's Guild DC PCS	The Children's Guild DC PCS	Approved in SY 2017-18 to operate an additional facility part-time for physical education and recreation, effective for SY 2018-19.
The Family Place PCS	The Family Place PCS	Opened in SY 2018-19.
The Next Step/El Proximo Paso PCS	The Next Step/El Proximo Paso PCS	No
Thurgood Marshall Academy PCS	Thurgood Marshall Academy PCS	No
Two Rivers PCS	Two Rivers PCS - 4th Street	No
	Two Rivers PCS - Young	
Washington Global PCS	Washington Global PCS	No
Washington Latin PCS	Washington Latin PCS - Middle School	No
	Washington Latin PCS - Upper School	
Washington Leadership Academy PCS	Washington Leadership Academy PCS	No
Washington Yu Ying PCS	Washington Yu Ying PCS	No
YouthBuild DC PCS	YouthBuild DC PCS	Approved in SY 2017-18 for an enrollment ceiling increase of 7 students effective for SY 2018-19.

MEMORANDUM OF AGREEMENT
BETWEEN
THE DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
AND
THE JUSTICE GRANTS ADMINISTRATION

INTRODUCTION

This Memorandum of Agreement ("MOA") is entered into between the District of Columbia Public Charter School Board ("PCSB") and the Justice Grants Administration ("JGA") in support of the Show Up, Stand Out, a community-based Truancy Reduction Initiative ("Initiative"), that provides intensive support, primarily through basic case management and student support services by approved providers, to improve school attendance for children in grades K-8 that have five or more unexcused absences. PCSB and JGA are individually referred to herein as a "Party," and collectively as the "Parties."

RECITALS

WHEREAS, PCSB supports the development of the Initiative to create a model program that can deliver a comprehensive family assessment, establish a case management plan, and provide services to high risk families experiencing truancy, defined as a youth absent from school without a valid reason as defined by 5 D.C. Municipal Regulations A21; and

WHEREAS, during the 2014-2015 school year and summer 2015, at least eight public charter schools under PCSB's oversight have agreed to participate in the Initiative, which will target truant students in grades K - 8 for intensive case management support from certain public charter schools which have been determined to have a high rate of truancy; and

WHERAS, PCSB and the JGA seek to work together as appropriate to achieve the mutual goals of assisting and stabilizing families experiencing truancy, primarily through in-home service coordination/delivery and in-school youth engagement programming, resulting in the reduction of truancy rates; and

WHEREAS, this MOA is intended to codify the terms of the relationship between the Parties in support of the Initiative, and to further the development of high quality programming designed to meet the needs of children and families with poor attendance in elementary and middle schools.

NOW, THEREFORE, in consideration of mutual promises and covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

AGREEMENT

I. TERM. This MOA shall be effective as of the last date of signing by the signatories and, unless terminated in writing by either Party prior to its expiration, terminate on August 31, 2019 (the "Term"). The Parties may renew this MOA for additional five-year terms by written agreement signed by both Parties prior to expiration of the Term or any subsequent term agreed to pursuant to this provision.

II. DEFINITIONS. Unless otherwise defined in this Agreement, all terms shall have the meaning ascribed to such terms by D.C. Official Code § 38-201 and 5-A DCMR § 2199.

III. RESPONSIBILITIES OF THE PARTIES. Pursuant to the applicable authorities and in the furtherance of the shared goals of the Parties to carry out the purposes of this MOA expeditiously and economically, the Parties do hereby agree:

A. RESPONSIBILITIES OF PCSB. PCSB shall provide the following information to JGA monthly for each participating PCSB student: Full name, Date of Birth, School, Student ID, Number of Unexcused Absences, Dates of Unexcused Absences, and Report Date.

B. RESPONSIBILITIES OF THE JGA. JGA shall conduct a monthly assessment of student data to enhance program inputs.

IV. FUNDING PROVISIONS. There shall be no cost for the activities described in this MOA.

V. NON-DISCRIMJNATION. JGA shall not discriminate against anyone participating in the Initiative either directly or indirectly on the basis of gender, race, color, disability, religion, sexual orientation, nationality, age, marital status or any other designation set for the in the District of Columbia Human Rights Act.

VI. CONFIDENTIAL INFORMATION. The Parties will access, use, restrict, safeguard and dispose of all information related to this agreement in accordance with all relevant federal and local statutes, regulations and policies, including but not limited to the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99), a federal law that protects the privacy of student education records. JGA's ability to provide services to public charter schools in accordance with under this MOA requires PCSB to share personally identifiable information from certain education records with JGA. JGA understands and agrees that such records must be safeguarded in accordance with FERPA. In accordance with 34 C.F.R. § 99.3l(a)(l)(i)(B), JGA acknowledges that (i) it is considered a "school official" for purposes of providing services under this MOA; (ii) it is under the direct control of PCSB with respect to the use and maintenance of the education records it will have access to under this MOA; and (iii) it is subject to the requirements of 34 C.F.R. § 99.33(a) with respect to the use and disclosure of personally identifiable information from such education records. According to 34 C.F.R. § 99.33(a), JGA must (a) not disclose any personally identifiable information from education records it may have access to under this MOA to another party without first obtaining prior consent from the affected parent (or student if the student has reached the age of 18); and (b) ensure that its officers, employees and agents receiving education records under this MOA only use such records for purposes related to the Initiative. To be clear, JGA may not use any

personally identifiable information from PCSB education records for purposes of this MOA unless such use is directly related to the Initiative, and any proposed uses of such records outside the scope of the Initiative must receive separate authorization that complies with FERPA. JGA shall share with PCSB all student specific data for those students participating in the Initiative. JGA will submit all requests for education records to the PCSB and will follow all procedures established by PCSB for such requests.

VII. TERMINATION. Either Party may terminate this MOA by giving thirty (30) calendar days advance written notice to the other Party. PCSB may immediately terminate this MOA in whole or in part at any time by providing notice to JGA if, in PCSB's sole discretion, such termination is in the best interest of PCSB or the District.

VIII. NOTICE. The following individuals are the contact points for each Party under this MOA:

Scott Pearson
Executive Director
Public Charter School Board
3333 14th St., NW
Suite 210
Washington, DC 20010
202-328-2660
spearson@dcpcsb.org

Edward Smith
Director
Justice Grants Administration
1350 Pennsylvania Ave NW
Suite 407
Washington, DC 20004
202-724-7216
Edward.Smith5@dc.gov

These individuals are responsible for the management and coordination of the requirements for the respective Parties under this MOA. Copies of correspondence related to modification, extension or termination of this MOA, any legal matters concerning this MOA or any other transactions stemming from this MOA shall be furnished to these individuals with additional copies to:

General Counsel
Public Charter School Board
3333 14th St., NW
Suite 210
Washington, DC 20002
Tel: (202) 328-2660
Fax: (202) 328-2661.

IX. MISCELLANEOUS. The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.

A. **Modifications.** This MOA may only be amended or modified by a written instrument signed by both Parties.

B. **Severability.** If any provision of this MOA is determined to be invalid or unenforceable, the remaining provisions shall remain in force and unaffected to the fullest extent permitted by law and regulation.

C. **Entire Agreement.** This MOA, including any applicable exhibits, contains the entire understanding of the Parties with respect to matters contained herein, and supersedes any and all other agreements between the Parties relating to the matters contained herein. No oral or written statements not specifically incorporated or referenced herein shall be of any force or effect.

D. **Survival.** The provisions of this MOA that require performance after the expiration or termination of this MOA shall remain in force notwithstanding the expiration or termination of the MOA.

E. **Other Relationships or Obligations.** This MOA shall not affect any pre-existing or independent relationships or obligations between the Parties.

F. **Non-Assignable Agreement.** This MOA cannot be assigned by Organization.

G. **Headings; Counterparts.** The headings in this MOA are for purposes of reference only and shall not limit or define the meaning of any provision hereof. This MOA may be executed in any number of counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same document.

H. **Applicable Law.** This MOA and all matters pertaining to this MOA shall be governed by the laws of the District of Columbia, including all applicable statutes, regulations, directives, and procedures of the District of Columbia and PCSB.

I. **Authority of the Parties.** By executing this MOA, each Party represents to the other that it is authorized to enter into this MOA and that the person executing this MOA on its behalf is duly authorized to do so.

IN WITNESS WHEREOF, the Parties hereto have executed this MOA as follows:

PUBLIC CHARTER SCHOOL BOARD

Scott Pearson, Executive Director
Public Charter School Board

1/21/15
Date:

JUSTICE GRANTS ADMINISTRATION

Edward Smith, Director
Justice Grants Administration

1/15/2015
Date:

MEMORANDUM OF AGREEMENT
BETWEEN
THE DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
AND
PUBLIC CHARTER SCHOOL BOARD

TO

IMPLEMENT A DATA-SHARING AGREEMENT CONSISTENT WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

I. RECITALS.

WHEREAS, OSSE is responsible for state-level functions pursuant to Sections 3(b)(11) and (15) of the State Education Office Establishment Act of 2000, as amended, effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §§ 38-2602(b)(11), (15));

WHEREAS, PCSB is the only eligible chartering authority currently approved by the D.C. Council to grant a charter to a public charter school in the District of Columbia; and

WHEREAS, the District of Columbia School Reform Act of 1995, as amended (Pub. L. 104-134; 110 Stat. 1321; as codified at D.C. Official Code § 38-1802.04(c)(19), requires public charter schools and entities [local education agencies ("LEAs")] administering public charter schools to provide necessary data pertaining to students, teachers, and schools for inclusion in the State Longitudinal Educational Data Warehouse ("SLED") upon request of OSSE and in a standardized format established by OSSE;

WHEREAS, PCSB and OSSE seek to maintain the high quality of data collection from public charters with the least burden possible on schools, and correlatively to maximize the efficiency of the pooling and distribution of the numerous types, timings, variations, verifications, and cross-sorting of the collected data including as to demographics, funding, legal standard, and other federal and local requirements; and

Whereas the Parties enter into this Agreement for the purpose of sharing data consistent with the provisions of the Family Educational Rights and Privacy Act [Pub. L. 90-247, 80 Stat. 783 (Jan. 2, 1968), as codified at 20 U.S.C. § 20-1232g], and the U.S. Department of Education's implementing regulations [34 C.F.R. § 99 et seq.] (hereinafter "FERPA").

WHEREAS, pursuant to the foregoing Recitals, the Parties seek to ensure that:

(1) OSSE shall provide a direct connection to public charter schools to submit required data to OSSE directly by technology infrastructure;

(2) PCSB shall have access to data previously collected by PCSB that is collected from public charter school LEAs by OSSE directly; this access shall be real-time, unfiltered access to all student-specific charter school data to the extent it is captured in systems overseen by the state;

(3) PCSB and LEAs shall have access to OSSE's data collection technology infrastructure in a sustained working order, including access to readily available repair resource; given the mission-critical nature of the data to PCSB, OSSE shall ensure that the data transfer system between OSSE and PCSB and OSSE and the LEAs are working and, in the event that any part of the system fails, OSSE will endeavor to correct the issue within two (2) business days. If it cannot correct the issue, OSSE will provide the missing data to PCSB via manual download within three business days of detecting the failure and will continue to provide it manually until the issue is fixed.

(4) PCSB and OSSE shall mutually and reciprocally provide training and reminders that the public charter schools / LEAs remain subject to PCSB data collection policies even if schools elect that OSSE becomes the agent of the collection of data that will serve both agencies;

(5) PCSB shall offer support to OSSE in completing data collections from public charter schools/LEAs;

(6) OSSE shall provide technical assistance as required to complete the data collection processes;

(7) PCSB and OSSE shall consult to provide special response and mutual assistance in the event of a request for data clarification from an agency of the federal government, the District of Columbia Council, a judicial body, or law enforcement agency.

(8) The Parties acknowledge that OSSE in its role as the SEA for the District of Columbia and PCSB in its role as a charter school authorizer are equally responsible for protecting the confidentiality of personally-identifiable information in educational records and for ensuring that disclosure of such personally-identifiable information complies with all applicable laws. Each party agrees to comply with its respective FERPA policy. OSSE's FERPA policy is found in Section B of its *Policy for Access and Use of Educational Data*, issued June 1, 2013; the entire policy is attached to this agreement as Exhibit A. PCSB's policy entitled Disclosure of Student Records under the Family Educational Rights and Privacy Act ("FERPA"), as amended on February 19, 2014, is attached to this agreement as Exhibit B.

(9) The Parties agree that the terms in this Agreement will have the definitions ascribed to them in FERPA.

NOW, THEREFORE, in consideration of the promises and mutual covenants set forth herein, the Parties agree as follows:

II. **DEFINITIONS.** Unless otherwise defined in this Agreement, all terms shall have the meaning ascribed to such terms by D.C. Official Code § 38-201 and 5-A DCMR § 2199.

III. **RESPONSIBILITIES OF THE PARTIES.** Pursuant to the applicable authorities and in the furtherance of the shared goals of the Parties to carry out the purposes of this MOA expeditiously and economically, the Parties do hereby agree:

A. RESPONSIBILITIES OF PCSB. PCSB shall:

1. PCSB will use data disclosed to oversee public charter schools pursuant to this Agreement in a manner that will preserve the confidentiality of identifying student information, including confidential parent information.

2. PCSB will treat all data in a manner consistent with PCSB's FERPA policy.

3. PCSB will enforce its data submission policies (attached as Exhibit C) when schools submit incomplete data to OSSE's system.

4. PCSB will support OSSE and charter LEAs in the deployment of automated data collection technologies to collect the data described above. To this end, PCSB agrees to eliminate requesting data from charter LEAs that are collected by OSSE and shared with PCSB once the quality and consistency of the collection method and data exchange occurs for 100% of the public charter school students and has been demonstrated to work error-free and PCSB and OSSE and the charter LEAs consent to a change in data collection method.

5. PCSB will support OSSE in making historical data available to users of OSSE's systems with charter LEA consent. This support will include, but not necessarily be limited to, sharing historical enrollment, demographic, attendance, and discipline data from PCSB's data systems.

6. PCSB will use the data for the full range of its authorizing activities, including, without limitation,

    a. to enforce its attendance, discipline, and special education trigger policies (attached as Exhibits D through F), along with any other policies developed by PCSB for oversight work;

    b. to submit the October 5th Enrollment Count to the Office of the Chief Financial Officer ("OCFO"),as required by D.C. Official Code § 38-308; and

    c. to produce and publish internal or external reports at its discretion.

7. Without in any way limiting PCSB's authority to adopt policies consistent with the law, PCSB will consult with OSSE when developing new data policies for the sole purpose of ensuring that PCSB can implement the policy using OSSE's data system and that OSSE's data system can support the needed data. Policies that are passed by the Board and go beyond federal and state requirements will not become state policies.

8. PCSB will provide OSSE with additional student-specific data not captured in an OSSE data system but captured through other methods, including ad hoc collections within thirty (30) days upon request and subject to charter LEA approval.

9. PCSB will continue to implement and enforce its policies concerning timeliness and accuracy of LEA data submission.

B. RESPONSIBILITIES OF OSSE. OSSE shall:

1. Provide PCSB with full, unmitigated, unfiltered, real-time access to all public charter school student-specific data collected in SLED, Special Education Data System (hereinafter "SEDS"), Corrective Action Tracking System (hereinafter "CATS") to the extent allowable by OSSE-Division of Specialized Education in coordination with PCSB, and any other data system or database used by OSSE to collect information on public charter school students via ADT or other automated secure data transfer method;

2. Shall make public charter school student-specific data available to PCSB through a secure SQL server connection, either directly to OSSE's databases or data systems, or to a mirror of these that is updated at least daily;

3. Will actively seek PCSB's consultation and other educational stakeholders before making changes to existing business rules;

4. Send a copy of the truancy resource guide developed by OSSE to the parent(s) of a school-age child that is enrolled in a public charter school within two (2) business days of receipt of notice from PCSB or from the public charter school that the student has accumulated ten (10) unexcused absences, unless the parent has already received the truancy resource guide;

5. Promptly notify PCSB of any incidents of non-compliance by a public charter school with the requirements noted;

6. Work with PCSB to build customized reporting tools in the state data systems, allowing PCSB to customize filters to export real-time, student-specific data into a useable file format (such as Excel or CSV);

7. In collaboration with PCSB, OSSE will make historical data available to users of OSSE's systems.

8. OSSE will be responsible for ensuring that the data feed is working and for providing complete and accurate data to PCSB. OSSE will endeavor to address OSSE and OSSE contractor technical issues within two (2) business days of being notified of the issue. If the problem persists for more than three (3) business days, OSSE will provide PCSB with the data through an external file.

9. Notify PCSB of any scheduled maintenance work at least fifteen (15) calendar days in advance, and, for unscheduled emergency maintenance or outages, notice shall be given to PCSB as soon as practicable;

10. Provide PCSB with additional student-specific data not captured in an OSSE data system but captured through other methods, including ad hoc collections and federal reporting within thirty (30) days upon request.

11. Provide charter LEAs technical assistance to ensure that they are able to use the systems and submit accurate and complete data as per PCSB's data policies

(Attached as Exhibit C). OSSE will be responsible for notifying the school and resolving the issue in a timely manner.

12. Endeavor to ensure that data captured directly from each charter LEA is accurate and complete in accordance to PCSB's and OSSE's data submission policies (Attached as Exhibit C).

13. OSSE will provide same-day technical assistance to schools having trouble entering data into their systems. Schools unable to enter data for three (3) business days or more will be asked to submit files to OSSE and to PCSB.

14. OSSE will use its best efforts to facilitate PCSB's enforcement of its policies concerning LEA data submission timeliness and accuracy.

IV. **DURATION OF MOA.** This MOA shall be effective as of the date on which both Parties' representatives have executed the Agreement and shall continue until terminated by either Party.

V. **AUTHORITY FOR AGREEMENT.** The Parties are authorized to enter into this MOA pursuant to D.C. Official Code § 1-301.01(k). This Agreement is further subject to the provisions of FERPA.

VI. **FUNDING PROVISIONS.** There shall be no cost for the activities described in this MOA.

VII. **CONFIDENTIAL INFORMATION.** The Parties to this MOA will use, restrict, safeguard and dispose of all information related to services provided by this MOA, in accordance with all relevant federal and local statutes, regulations, policies. Pursuant to FERPA, OSSE, as the State Education Agency (SEA) for the District of Columbia, and PCSB, as the authorizer for all DC charter schools, are authorized to receive educational records containing personally-identifiable information about students and parents.

VIII. **FERPA**. The Parties agree that the confidential data to be shared by and with each party is needed for compliance with Federal requirements related to state-supported educational programs. Both Parties understand that this Agreement does not convey ownership of student data to either entity. Further, the Parties agree:

1. That each party is designated the authorized representative of the other party solely for the purposes of sharing the data discussed above.

2. Only use the data each party may share with the other party, including students' personally identifiable information, for legitimate educational purposes.

3. Use reasonable methods to protect the data either party may share pursuant to this Agreement, including students' personally identifiable information, from re-disclosure, and to not share this data with any other entity without prior written approval from the party who provided the data except as permitted under FERPA.

4. Ensure that their policies and procedures protect the data the Parties may share, including students' personally identifiable information, from further disclosure or unauthorized use.

5. Require and maintain a confidentiality agreement with each employee, contractor or agent with access to data pursuant to this Agreement. The agreement will require all employees, contractors and agents of any kind to comply with all applicable provisions of FERPA and other federal laws with respect to the data shared under this Agreement.

6. Protect and maintain all student data obtained or permitted access to pursuant to this Agreement in a secure computer environment and not copy, reproduce or transmit data obtained or permitted access to pursuant to this Agreement, except as necessary for compliance with Federal and/or state requirements related to state supported educational programs.

7. Not to provide any student data obtained or permitted access to under this Agreement to any party ineligible to receive data protected by FERPA or prohibited from receiving data from any entity under 34 C.F.R. § 99.31(a)(6)(iii).

8. Both Parties shall destroy all data received from the other party pursuant to this Agreement in compliance with the D.C. Nothing in this agreement shall be construed to require PCSB or OSSE to destroy duplicative data or records that they have legitimately received from a source other than PCSB. Nothing in this Agreement may be construed to allow either party to maintain, use, disclose or share student information in a manner not allowed by federal law or regulation.

In the event of a breach of this Agreement in the form of a disclosure of data that is not otherwise permissible pursuant to this Agreement, the Parties shall notify each other of the breach within two (2) business days of the date on which PCSB or OSSE, becomes aware of the breach pursuant to Section X, below. Both Parties may take any actions authorized it by law to mitigate and/or remediate the breach, including, without limitation, termination of this Agreement and exclusion of either party to the other party's data.

IX. **TERMINATION.** Either Party may terminate this MOA by giving thirty (30) calendar days advance written notice to the other Party. In the case of a notification of termination of this agreement, OSSE and PCSB shall make arrangements to provide PCSB with continued access to such essential historical data within the terms of this agreement as the parties may define.

X. **NOTICE.** The following individuals are the contact points for each Party under this MOA:

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION:
Jesús Aguirre
State Superintendent of Education
810 First Street, NE, 9th Floor
Washington, DC 20002
Phone 202-727-3471
PUBLIC CHARTER SCHOOL BOARD:
Scott Pearson
Executive Director

D.C. Public Charter School Board
3333 14th Street NW, Suite 210
Washington, DC 20010
Phone 202-727-3471
Fax 202-328-2661

XI. **MODIFICATIONS.**

A. The terms and conditions of this MOA may be modified only upon prior written agreement by the Parties.
B. The Parties agree to provide reasonable prior written reciprocal notification of proposed changes to the policies attached to this MOA.
C. Absent written comments exchanged between the Parties expressing objection to the proposed changes in policies attached to this MOA, such changes do not modify the terms and conditions of this MOA and are hereby incorporated by reference.

XII. **MISCELLANEOUS.** The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.

IN WITNESS WHEREOF, the Parties hereto have executed this MOA as follows:

PUBLIC CHARTER SCHOOL BOARD

Date: 6/10/14

Scott Pearson
Executive Director

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Date: 6/24/14

Jesús Aguirre
State Superintendent of Education

EXHIBIT A

OSSE POLICY
Date Issued: 06/01/2013

POLICY FOR ACCESS AND USE OF EDUCATIONAL DATA

A. POLICY STATEMENT

OSSE is committed to ensuring the privacy and protection of student information while also facilitating access and use of raw and statistical educational data for permissible purposes in compliance with federal and District law. The purpose of this policy is to establish parameters for external access and use of educational data collected by the Office of the State Superintendent of Education (OSSE).

B. APPLICABILITY OF PRIVACY AND DISCLOSURE LAWS

This policy addresses the following laws:

1. Family Education Rights and Privacy Act (FERPA)
2. Health Insurance Portability and Accountability Act (HIPAA)
3. Individuals with Disabilities Education Act (IDEA)
4. Child Nutrition Act of 1966
5. Freedom of Information Act (FOIA)

1. Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act[1] (FERPA), and its implementing regulations,[2] give parents and eligible[3] students the right to access and challenge the education records of their children, and also protect student information from unwarranted disclosure to third parties. FERPA applies to educational agencies and institutions, which include any elementary, secondary, or postsecondary school that receives U.S. Department of Education funding; or any entity that is authorized to direct and control elementary, secondary, or postsecondary institutions. FERPA also affirmatively applies to a State educational agency.[4] For the purposes of FERPA, "education records" are files, documents, or other materials **containing information directly relating to a student.**[5] This policy complies with FERPA in that it employs reasonable methods to both facilitate parental access

[1] Pub. L. 90-247, 80 Stat. 783 (Jan. 2, 1968), as codified at 20 U.S.C. § 20-1232g.
[2] 34 C.F.R. § 99 *et seq.* (2011).
[3] From ages 0-18, the parent(s) possess the right to access their child(ren)'s educational records. When the child turns 18 or begins attending a postsecondary institution, s/he becomes an "eligible student" and the right to access and review the student's educational records transfers from the parent(s) to the now-adult student.
[4] In its final rulemaking adopting changes to FERPA, the U.S. Department of Education stated that an SEA is neither an educational institution, nor an educational agency, since both definitions require student enrollment. 76 Fed. Reg. 75604 (Dec. 2, 2011).
[5] FERPA specifically excludes the following records from the definition of educational records: personal notes of teachers, principals, and administrative school staff; law enforcement records; a educational agency's personnel records, and; postsecondary medical treatment records of adult students.

to student education records and to protect those records from unauthorized release to parties other than parents.

The first aspect of FERPA is the parental right to access and review of educational records related to their child(ren). To comply with these provisions of FERPA, OSSE must, upon receipt of a request from a parent for his/her child's education records, provide the requested records within 45 days of the date the request was made. However, the right of a parent or eligible student to challenge the contents of educational records only applies to records of schools and LEAs. This right does not extend to records held by an SEA or by third party entities working on behalf of an educational agency, institution, or SEA. Instead, such challenges are handled by D.C. Public Schools for public schools.[6]

The second aspect of FERPA governs disclosure of educational records. The key consideration for FERPA is not the record itself, but whether the record contains **personally-identifiable information** (PII) about a student. PII includes, but is not limited to the student's name, parents' names, address, Social Security number, unique student identifier, or indirect identifiers (such as date/place of birth and mother's maiden name).[7] FERPA's general rule is that PII may not be disclosed to a third party without the prior written consent of the parent or eligible student. The essential elements of this rule are, therefore, the nature of the data (that it contains PII) and the source of the request (that it is a third party; the first two parties being the school from which the data was received and OSSE). Any disclosure that does not contain PII, does not invoke FERPA.

Where the disclosure is of PII and is to a third party, OSSE must first obtain the written consent of the parent or eligible student, unless the particular disclosure has been exempted from FERPA's consent requirements. OSSE, as the SEA, does not generate or create any of the data on the State Longitudinal Education Data System (SLED). Instead, OSSE collects the data from schools and LEAs. As a result, OSSE is subject to the "re-disclosure" provisions of FERPA. Re-disclosure of data by an SEA is a two-prong test.[8] First, the disclosure must fall under one of the FERPA exceptions listed below. Second, the SEA must maintain a list of all re-disclosures. The list must record, at a minimum, the name of the party to whom the records were disclosed and the FERPA exception applicable to the re-disclosure. In addition, the educational agency or institution may request the records of re-disclosures of information that the SEA collected from that educational agency or institution. The SEA must provide the record within 30 days of receiving the request.

FERPA Exceptions to General Non-Disclosure Rule:

a) **Parents/Eligible Students**—From ages 0-18, the parent(s) of a student have the right to request their child(ren)'s educational records. After the age of 18, the student becomes an "eligible" student and the right to access and review the student's educational records transfers from the parent(s) to the now-adult student. Although technically considered a "disclosure," an educational agency or institution may disclose, and OSSE may re-disclose, PII to the parent of the student or to the eligible student about whom the PII refers. In

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[6] 5E D.C. Mun. Reg. § 2602 et seq., 24 D.C. Reg. 1005, 1059 (Jul. 29, 1977), as amended.

[7] INSTITUTE OF EDUCATION SCIENCES, NATIONAL CENTER FOR EDUCATION STATISTICS, SLDS Technical Brief No. 1, *Basic Concepts and Definitions for Privacy and Confidentiality in Student Education Records* (Nov. 2010).

[8] 34 C.F.R. § 99.33(b) (2012).

addition, a parent or eligible student may designate some other party to receive the PII requested.

b) **FERPA-permissible Entities**—FERPA identifies certain government entities by name. These entities, and their authorized representatives, are permitted to receive PII: U.S. Comptroller General, U.S. Attorney General (for law enforcement purposes), Secretary of the U.S. Department of Education, State educational agencies, and Local educational agencies.

c) **School Officials**—An educational agency or institution may release PII to its own employees, contractors, consultants, and volunteers, if the school determines that the recipient of the PII has a legitimate educational interest. It may also disclose PII about its current and former students to any other educational agency or institution that either provides educational services to the student or to which the student has sought to enroll. However, the school must make reasonable attempts to notice the parents about the record request.

   Applying this exception to an OSSE re-disclosure, there are two possible scenarios: i) re-disclosure is to school that provided the data to OSSE, or (ii) re-disclosure is to a different school than the school that provided the data to OSSE. If the same school that provided the data requests its own data, OSSE is permitted to re-disclose the data to the school's approved officials, which are school administrators and teachers. However, only the school itself can decide whether other employees, contractors, consultants, or volunteers have legitimate educational interests. OSSE would, therefore, direct school-based requestors who are not administrators or teachers to request data from their school. If the request comes from a different school than the one that provided the data, OSSE may re-disclose PII about a student only if the requesting school actually provides services to the student, or if the student is seeking enrollment in that other school. OSSE will not provide student PII to a school that has no connection to that student.

d) **Directory Information**— An educational agency or institution may disclose directory information to an entity without obtaining the prior written consent of the parent or eligible student after the school has complied with the procedural requirements for this exception. Each school must affirmatively select data elements to include in its directory, provide public notice to parents of its student body about the directory elements, and allow parents to opt-out.

   The following types of data may be designated by a particular school as ***directory information***: name; student ID number; address; telephone number; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially-recognized activities and sports; weight and height of members of athletic teams; degrees and awards received, and; most recent educational agency attended. In addition to selecting which of the above elements will be included in a school's directory, the school's public notice must provide parents with a set period of time and a specific process for opting out of all or part of the directory. This means that parents may request that their child's information not be included in the directory at all, or that only certain pieces of information, such as address and phone number, not be included in the directory for their child.

Applying this exception to an OSSE re-disclosure, SLED does not currently track which data elements each school has established as "directory," nor whether students have opted-out. As a result, any re-disclosure of directory information by OSSE would not meet the requirements of FERPA. Requesters asking for directory information should, therefore, be directed to the school.

e) **Audit/Evaluation/Enforcement/Compliance**—This is one of the few FERPA exceptions that apply directly to an SEA. FERPA permits an SEA to designate any entity as its authorized representative to carry out audit, evaluation, enforcement, or compliance activities on any Federal- or state-supported program, or to carry out enforcement or compliance activities related to the Federal requirements for any of those programs. Prior to disclosure, OSSE must first enter into a written agreement with any such designated authorized representative. The agreement must include, at a minimum, the entity being designated as an authorized representative, PII being disclosed, audit/evaluation/enforcement/compliance activity, how the PII will be used, requirement that PII be destroyed after activity concluded, and requirement that further re-disclosures comply with the re-disclosure provision of FERPA.

f) **Educational Researchers**— This is one of the few FERPA exceptions that applies directly to an SEA. FERPA permits an SEA to re-disclose PII to organizations conducting studies for or on behalf of an educational agency or institution for the purpose of developing, validating, or administering predictive tests; administering student aid programs, or; improving instruction. Organizations conducting educational studies and research may be government agencies or private entities. Prior to disclosure, OSSE must first enter into a written agreement with any such educational researcher. The agreement must include, at a minimum, purpose, scope, and duration of study; data being disclosed; requirement that PII be used only to further the study; requirement that PII not be re-disclosed; requirement that PII be destroyed after concluding the study. It is not necessary for the purposes of this exception that any school, LEA, or SEA initiate or agree with the study.

g) **Accrediting Organizations**—An educational agency or institution may disclose, and OSSE may re-disclose, PII to an accrediting organization to carry out accrediting functions.

h) **Student Aid**—An educational agency or institution may disclose, and OSSE may re-disclose, PII in connection with a student's application for financial aid, or in connection with a student who already receives financial if the PII is necessary to determine eligibility, amount, or conditions of that student's existing financial aid.

i) **Emergency**—In the event of a health or safety emergency, an educational agency or institution may disclose PII in connection with an emergency if knowledge of the PII is necessary to protect the health or safety of the student or other individuals. Applying this exception to an OSSE re-disclosure, OSSE may re-disclose PII in connection with an emergency if knowledge of the PII is necessary to protect the health or safety of the student or other individuals. This will primarily arise in the context of transportation, since transportation is the only direct service that OSSE employees provide to students. Transportation employees should follow the policies and procedures implemented for that OSSE Division. Any other OSSE employees who receives a request for data due to an emergency should contact their Assistant Superintendent, the OSSE Director of Operations,

Chief of Staff, the General Counsel, or the Superintendent. Under no circumstances is an employee authorized to release PII on an emergency basis without the approval of a member of the Executive Team.

j) **Juvenile Justice**—An educational agency or institution may disclose PII about a student to the juvenile justice system to assist that system's serving the student, if a State law was enacted before November 19, 1974, that permits such disclosure. The District of Columbia's juvenile justice law was enacted on December 23, 1963.[9] The juvenile justice authorities must certify in writing that the records will not be re-disclosed except as permitted by the State law. While OSSE is authorized to re-disclose PII to juvenile justice officials under federal law, under District of Columbia law, it is the LEA that is responsible for making referrals to the Family Division and providing the necessary educational records.[10] As a result, any requests for educational records received from a juvenile justice official should be referred by OSSE to the appropriate LEA.

k) **Child Welfare Agency**—On January 14, 2013, Congress enacted the Uninterrupted Scholars Act[11] to amend FERPA and facilitate the disclosure of educational records to child welfare agencies. Federal law requires child welfare agencies to ensure that children in their care are enrolled in school and that their school placements are as stable as possible. To fully comply, child welfare agencies must have access to educational records. The January 2013 amendments permit OSSE to provide educational records containing PII without first obtaining parent/student consent to a child welfare agency caseworker or other representative who has the right to access a student's case plan, when such child welfare agency is legally responsible, in accordance with State law, for the care and protection of the student.[12]

The child welfare agency is further prohibited from re-disclosing PII that it receives pursuant to this new exception. Re-disclosure of PII may only be made to an individual or entity engaged in addressing the student's education needs and is authorized by the child welfare agency to receive such disclosure, consistent with local law.

Pursuant to District of Columbia law, the Child and Family Services Agency (CFSA) and/or the Department of Youth Rehabilitation Services (DYRS) become legally responsible for the care and protection of a child or youth upon issuance of a disposition by the Family Division of the D.C. superior court transferring legal custody of a neglected child to CFSA or a child in need of supervision to DYRS.[13]

Applying this exception to an OSSE re-disclosure, OSSE may re-disclose educational records to a representative of CFSA or DYRS that is authorized by that agency to access the child or youth's welfare case. CFSA and DYRS may re-disclose these records to their own contractors who provide educational services to children and youth committed to their care.

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[9] Pub. L. 88-241, 77 Stat. 588 (Dec. 23, 1963).
[10] D.C. Mun. Reg. tit. 5A §§ 2103.5, 2103.6 (2009).
[11] Pub. L. 112-278, 126 Stat. 2480 (Jan. 14, 2013).
[12] 20 U.S.C. § 1232g(b)(1)(L).
[13] D.C. Code § 16-2320.

l) **Litigation**—When an educational agency or institution initiates legal action against a parent, the educational agency or institution may disclose any relevant educational records (including those containing PII) to the court without a subpoena or court order. In addition, when a parent or eligible student initiates legal action against an educational agency or institution, the educational agency may disclose any relevant educational records (including those containing PII) to the court without a subpoena or court order.[14]

Applying this exception to an OSSE re-disclosure, OSSE may re-disclose to the court any relevant education records within the context of a lawsuit filed by OSSE against a parent or filed against OSSE by a parent or eligible student. In any legal action where the opposing party is not a parent or eligible student, however, OSSE would not be permitted to disclose PII under this exception. In those cases, a subpoena/court order or written prior consent of the parent/ eligible student is required (see "Subpoena/Court Order" below). All decisions regarding litigation must be made by the Office of the General Counsel.

m) **Subpoena/Court Order**—An educational agency or institution may disclose, and OSSE may re-disclose, PII subject to a court order, a lawfully-issued subpoena, or an ex parte court order obtained by the United States Attorney General or his/her designee in the context of a terrorism prosecution. Prior to responding to the subpoena, OSSE must first determine: 1) whether the parent or student whose PII is ordered by the court to be disclosed is a party to the case; and 2) whether the court/order subpoena limits notice of the disclosure. If the student/parent whose PII is ordered by the subpoena/court order to be disclosed is not a party to the case, then OSSE has the obligation to first make reasonable efforts to notify the parent or eligible student prior to disclosure. This permits the parent or eligible student the opportunity to file a protective order against the disclosure. If the parent or eligible student is a party to the case, the amendments made by the Uninterrupted Scholars Act in January of 2013 no longer obligate OSSE to notify the parent or eligible student prior to disclosing the records pursuant to the subpoena/court order. OSSE will not provide any notice to the parent or eligible student where the subpoena or court order limits such notice on its face.

In addition, when applying this exception to an OSSE re-disclosure, the OSSE General Counsel should be consulted.

n) **Post-Secondary Disciplinary Proceedings**—Neither of the following exceptions are applicable to OSSE

i. Violent/Sex Crimes—When a student attending a post-secondary institution is accused of committing a violent crime or a non-forcible sex crime, the post-secondary institution may disclose the results of those disciplinary proceedings to the crime victim, regardless of whether or not the student was found to have committed the crime. This exception is not applicable to OSSE.

ii. Drug/Alcohol Crimes—When a student attending a post-secondary institution is accused of violating any laws or school regulations regarding the use or possession of drugs or alcohol, the post-secondary institution may disclose the results of those disciplinary proceedings to the parent of the student who is under the age of 21.

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[14] 34 C.F.R. § 99.31(a)(9)(iii) (2012).

o) **Sex Offender Registry**—An educational agency or institution may disclose, and OSSE may re-disclose, any PII necessary to comply with applicable sex offender registry laws.

Any record maintained by OSSE that contains PII and does not meet one of the above exceptions, **will not** be disclosed without the prior written consent of the parent or eligible student. An entity (including an SEA) that is found by the Secretary to have improperly re-disclosed data received originally from an educational agency or institution is required to be banned by that agency or institution from accessing their educational records for five years. In addition, a finding that OSSE has failed to comply with FERPA could jeopardize its federal funding.

OSSE employs reasonable methods to ensure that its employees understand and comply with FERPA's confidentiality and disclosure requirements. Upon hiring, OSSE employees are required to read and sign a non-disclosure agreement. During the employee's tenure with OSSE, the employee is notified of his/her responsibilities to keep educational data private when logging on to SLED. Finally, when an OSSE employee ends his/her employment with OSSE, an automated system sends a notice from the OSSE Human Resources Division to the OSSE Data Division to promptly sever the employee's access to SLED and OSSE's servers.

2. Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act of 1996[15] (HIPAA), and its implementing regulations,[16] protect the health insurance coverage of workers when they transition jobs, seeks to reduce waste and fraud by simplifying the exchange of health information, and protects the privacy of health information.

The HIPAA Privacy Rule implemented by the U.S. Department of Health and Human Services applies to covered entities...health care providers, health care clearinghouses, and health plans.[17] OSSE does not provide or pay for the cost of medical services, or process nonstandard health information into standard format within the terms of HIPAA, and it is not a covered entity for HIPAA purposes.

In addition, the definition of the term "protected health information" in HIPPA's Privacy Rule explicitly excludes any information that would also meet the definition of an "education record" pursuant to the Family Educational Rights and Privacy Act (FERPA), which is discussed above. Medical information contained within OSSE's special education and health/wellness records fall within the definition of educational records under FERPA, and are therefore not subject to the requirements of HIPAA.

3. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act[18] (IDEA), and its implementing regulations,[19] require that States implement policies and procedures that comply with IDEA confidentiality requirements, which are found in sections 300.610 through 300.626 of Title 34 of the Code of Federal Regulations (C.F.R.). IDEA's regulations reference the definition used by FERPA for education records, except

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[15] Pub. L. 104-191, 110 Stat. 2021 (Aug. 21, 1996), as codified at 42 U.S.C. § 1320d *et seq.*
[16] 45 C.F.R. §§ 160, 164 (2010).
[17] 45 C.F.R. part 160; 45 C.F.R. part 164(A) & (E).
[18] Pub. L. 108-446, 118 Stat. 2647 (Dec. 3, 2004), as codified at 20 U.S.C. § 1400 *et seq.*
[19] 34 C.F.R. § 300 *et seq.* (2010).

that IDEA's confidentiality provisions apply only to those education records that are maintained for the purpose of implementing IDEA. FERPA covers recipients of federal funds under any U.S. Department of Education program. As a result, where IDEA has requirements that are additional to FERPA, those requirements apply only to special education data. This means that basic information collected regarding students with disabilities, such as name, address, etc., which are not specifically collected for IDEA purposes, but for general education purposes, are governed by FERPA. Information, such as medical records, Individualized Education Programs (IEP), etc. that are required only because of the child is IDEA-eligible, are governed by IDEA's confidentiality provisions.

IDEA requires SEAs to give a parent notice of its responsibilities under IDEA, including the kinds of information maintained, the SEA's data policies, and the parent's rights under IDEA and FERPA. One such right is the parent's right to review and challenge the records maintained about his/her child. When OSSE receives such an information request from a parent, the requested data must be provided within 45 days or prior to any IEP meeting or hearing, whichever occurs first. OSSE must also keep a record of all requests for access to a child's special education records. As with such requests made under FERPA, challenges to the content of a student's records must be made at the school/LEA level, rather than at the SEA level, since these records are created by the school/LEA and are merely maintained by OSSE.[20]

IDEA's general rule on disclosure is that ***personally-identifiable information*** (PII) within education records may not be disclosed without the prior written consent, as defined by FERPA, of the parent or adult child. There are some limited exceptions to this general prohibition on disclosure, which permit OSSE to disclose student records WITHOUT the written consent of the parent or adult student. First, disclosure is permitted to IDEA-participating agencies without parental consent. Participating agencies are agencies or institutions that collect, maintain, or use PII, or from which PII is obtained. However, even this exception has some limitations. Where the disclosure of PII is for transition purposes, either to a postsecondary institution or to a private institution outside of the LEA, parental consent is still required. Second, where all PII has been removed from the records, parental consent is not required prior to disclosure.

In addition to the confidentiality requirements, IDEA imposes procedural requirements above and beyond FERPA for special education records, as follows:

a) One official at each agency with PII must be responsible for ensuring the confidentiality of such information;
b) All employees of an agency that collects or uses PII must receive training on the confidentiality requirements of IDEA and FERPA; and
c) Each agency must maintain and allow public inspection of a list of current employees who may have access to personally-identifiable information.

Finally, unlike general education records maintained pursuant to FEPRA, special education records must be destroyed upon request of the parents when the records are no longer needed for the purpose of providing educational services to the child.

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[20] D.C. Mun. Reg. tit. 5E § 3021 et seq., 30 D.C. Reg. 2972, 2981 (Jun. 17, 1983), as amended.

4. Child Nutrition Act of 1966

The Child Nutrition Act of 1966,[21] and its implementing regulations,[22] created the National School Lunch Program, which provides free and reduced price meals to students. Information obtained from an application for a free or reduced price meal may be disclosed only to entities that:

a) Administer the school lunch program (OSSE)
b) Administer or enforce a Federal education program (OSSE, LEAs, PCSB, Schools)
c) Administer or enforce a State health or education program administered by the SEA or an LEA, not including Medicaid or S-CHIP (limited to income eligibility information) (OSSE, LEA)
d) Administer Medicaid and S-CHIP, if the data is for identifying and verifying a child's eligibility under Medicaid or S-CHIP (limited to income eligibility information) (DC Department of Human Services, DC Department of Health Care Finance)
e) Administers a comparable means-tested nutrition program (limited to income eligibility information)
f) U.S. Comptroller General
g) Law enforcement related to the school lunch program (OSSE, OAG)

5. Freedom of Information Act (FOIA)

The DC Freedom of Information Act (FOIA) is a statute that is designed to facilitate public access to full and complete information regarding governmental affairs.[23] Unless the records are specifically exempted by the FOIA statute, a person has the right to inspect public records subject to FOIA procedures.[24] This OSSE *Policy for Data Access and Use* is **not intended to govern OSSE's responses to FOIA requests from the public**. Rather, this policy is a representation of the agency's intent to affirmatively provide limited types of educational data to specific classes of requestors without requiring the requester to exercise their rights under FOIA. This means that when a FOIA request is received, the responding OSSE employee should not refer to this policy, but should instead refer to the DC FOIA statute and any OSSE FOIA policies and procedures.

On the other hand, if a data request is submitted pursuant to this policy, and the request does not meet the requirements of this policy, the requester should be informed of their right to file a FOIA request in the alternative. For example, if the requester is not a parent, researcher, or other approved requestor under this policy, such as a news reporter or an advocacy organization, the request must made pursuant to FOIA, not this policy. A data request made pursuant to this policy may also be distinguished from a FOIA request by the nature of the information sought. For example, a request for OSSE personnel and employment records would not fall under this policy, which covers only educational data. As a result, such a request would have to be made under FOIA.

Student-level data will not be provided pursuant to FOIA as it is an unwarranted invasion of personal privacy. As a result, the only process by which a requester may access student-level data is pursuant to this policy.

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[21] Pub. L. 89-642, 80 Stat. 885 (Oct. 11, 1966), as amended, as codified at 42 U.S.C. § 1758(b)(6) (2011).
[22] 7 C.F.R. § 210 *et seq* (2012).
[23] D.C. Code § 2-531 (2001).
[24] D.C. Code § 2-532(a) (2006 Supp.).

C. DATA ELEMENTS

Within OSSE's databases currently in use or under construction and/or consideration, OSSE collects and maintains the following types of data:

- Enrollment
- Attendance/Compulsory Education
- Assessment
- Student Information
- Demographics
- Teacher qualifications
- Special Education eligibility, assessment & compliance
- Course Codes and grades
- Eligibility for specialized services
- Other program-specific data[25]

Data is verified for accuracy, completeness, and age by OSSE staff at the time that it is received from the Local Education Agency (LEA) or school. In addition to a manual verification of the data, the system employs checks and balances to ensure that submitted data conforms to the parameters for that kind of data. Data that does not conform to the requirements for a particular field is rejected and returned to the LEA or school for re-submission.

Sensitivity of data is determined based on whether or not the data is LEA-level, school-level or student-level data. Student-level data identifies a particular student and his/her academic achievement. As a result, student-level data implicates direct privacy concerns and is defined as sensitive data. With limited exception, student-level data is not available to the public without written consent of the parent. LEA-level and school-level data, on the other hand, is deemed not sensitive as it does not implicate any individual privacy concerns. However, where release of LEA-level and school-level data would identify student-level data, the data would be deemed sensitive only to the extent that it identifies a particular student's information. Any portions of LEA-level and school-level data that identify student-level data will be treated as sensitive and may not, with limited exception, be disclosed without written consent of the parent of the identified student.

D. ACCESS TO ANALYSIS OF DATA

This policy is intended to address disclosure of raw data. In addition to collection of raw data, OSSE is required to analyze educational data for the purposes of oversight and administration of educational programs. During the deliberative process, any analysis performed by OSSE and its contractors and/or authorized representatives pursuant to federal or state law will be considered **embargoed** and will be not publicly-disclosed pursuant to this policy unless the decision-making and/or investigatory processes for which that analysis is used has been fully completed and approved for dissemination and/or publication. Embargoed data may be disclosed on a limited basis for the purpose of review by entities specified by law, such as school administrators and LEAs. However, embargoed data will not be disclosed to any other entity, including but not limited to, researchers, parents, press, and/or the general public, until the conclusion of the deliberative or investigatory processes. Consistent with applicable laws and upon completion of the processes described above, embargoed data may be reclassified and released to the public as appropriate.

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[25] Please refer to OSSE's *Data Handbook and Guidelines* document for a complete and technical list of data elements.

E. WHO MAY ACCESS DATA

Pursuant to the policy, OSSE will disclose data to the following types of requesters without requiring a FOIA request:

- OSSE employees & contractors
- OSSE authorized representatives
- DC schools
- DC LEAs
- Public Charter School Board (PCSB)
- Other school districts
- Parents/eligible students
- Educational researchers
- DC Council
- Mayor/Executive Office of the Mayor (EOM)
- Deputy Mayor for Education (DME)
- State Board of Education
- U.S. Department of Education
- Accrediting organizations
- Financial aid organizations
- U.S. Comptroller
- U.S. Attorney General
- DC Attorney General
- Courts
- DC Department of Human Services
- DC Department of Health Care Finance

See the OSSE policy entitled "Use Access Management," for details about how authorized users can obtain access to data.

F. PARENTAL CONSENT

When prior written consent of the parent or eligible student is required before a disclosure may be made, the Parental Disclosure Authorization form in Appendix B must be completed.

G. HOW DATA WILL BE PROVIDED

Data disclosures that are permissible under this policy will be provided either directly via user access to OSSE's State Longitudinal Educational Database or indirectly via a report run from the appropriate OSSE database after receipt of a request in the appropriate format as per Appendix A. OSSE's data systems employ unique student identifiers to link student records to a particular student. Given the strong prohibitions against releasing a student's information, OSSE will release student-level data (when approved) using a separate identifier that is not related to the unique student identifier. Data will be provided in electronic format whenever feasible. If electronic format is not feasible, then data will be provided in hard copy format.

H. PUBLIC NOTICE

OSSE provides notice to the public about the Statewide Longitudinal Education Data System (SLED) via its website at:

http://osse.dc.gov/service/statewide-longitudinal-education-data-system-sled

APPENDIX B

Parental Disclosure Authorization Form

The Federal Educational Rights and Privacy Act (FERPA) is a Federal law concerning the privacy of, and access to, student education records. FERPA gives parents and guardians certain privacy rights with respect to their children's education records. This form permits a parent or guardian to voluntarily authorize the release of education records to a third-party. Such a release is not mandatory. For additional information, visit the U.S. Department of Education's website: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

This form must be fully completed and signed. Education records cannot be released if the form is not complete.

I. STUDENT INFORMATION:

Student Name:
Date of Birth:
Student School and Grade:

II. RECORDS TO BE RELEASED (LIST BELOW):

III. PERSON(S) TO WHOM ACCESS OF EDUCATIONAL RECORDS MAY BE PROVIDED:

Name(s):
Address(es):

IV. RELEASE DURATION (USUALLY ONE YEAR):

This Authorization Expires on:

V. DESCRIBE THE PURPOSE OF THE RELEASE:

I consent to this release understanding that (1) I have the right not to consent to the release of the student's education records, (2) I have a right to inspect any written record pursuant to this consent form, and (3) I have the right to revoke this consent at any time by providing a written revocation to the Office of the State Superintendant of Education (OSSE).

Parent/Guardian's Written Name:	**Parent/Guardian's Signature:**	**Date:**

EXHIBIT B

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff

- ☐ Board Action
- ☐ Notice of Concern
- ☐ Notice of Deficiency
- ☐ Notice of Probation
- ☐ Charter Warning
- ☐ Proposed Revocation
- ☐ Revocation
- ☐ Charter Continuance
- ☐ Charter Approval (Full)
- ☐ Charter Approval (Conditional)
- ☐ Charter Denial
- ☐ Proposed Revisions to PCSB Existing Policy--Vote
- ☐ New PCSB Policy—Open for Public Comment
- ☐ New PCSB Policy—Vote
- ☒ Discussion Item/Public Notification

Proposal Request/Notification from LEA

- ☐ Enrollment Ceiling Increase
- ☐ Change in LEA Status
- ☐ Lift Board Action
- ☐ Approve Accountability Plan
- ☐ Operate in a New Location
- ☐ Charter Amendment
- ☐ Approve E-Rate Plan
- ☐ Contract(s) $25,000 or more

PREPARED BY: Charlie Sellew, Data Analyst
Mikayla Lytton, Manager of Strategy and Analysis

SUBJECT: Amendment to Existing FERPA Policy – Clarifying PCSB's Practices on Anonymized Aggregate Data

DATE: February 19, 2014

As an amendment to its existing FERPA Policy, approved July 3, 2012, the DC Public Charter School Board ("PCSB") staff plans to adopt the following practices for anonymizing and aggregating student data for all PCSB data reports. The proposed practices are:

1. The minimum population "n-size" for any rate or average shall be 10. This minimum applies to the total population considered in a group, i.e. the denominator of a calculation. In joint publications with other organizations, to preserve citywide continuity, or to follow an established business-rule, PCSB may use n-size minimums greater than 10.

2. In cases of sensitive, negative data publication, PCSB will not publish aggregated data at the LEA, campus, or subgroup level which results in a greater than 95% or less than 5% rate. Instead, these will be published as ">95%" or "<5%." This practice applies to the following data:
   - Poor academic performance (e.g. 0% proficient on DC CAS/AP/SAT or 0% graduation rate for a specific subgroup)
   - Discipline (e.g. 100% suspension rate, 100% expulsion rate of a specific subgroup)

   Beyond these specific cases, PCSB staff will continue to use their best judgment under these guiding principles.

Examples

Example	Publish?	Rationale	Implementation
7 of 140 students were suspended.	Y	The 10 n-size minimum applies to the denominator.	
7 of 9 students in sixth grade were suspended.	N	The population does not meet the n-size minimum.	Do not publish sixth grade suspension rate. Consider publishing data for a larger population, such as all middle school students.
2 of 140 students were advanced on DC CAS math.	N	PCSB will not publish <5% or >95% rates for negative, sensitive data.	Instead, publish that <5% of students were advanced on DC CAS math. When feasible, avoid publishing n-size of these calculations.
0 of 140 students were suspended.	Y	PCSB will publish 0% or 100% for positive data.	

POLICY FOR BOARD APPROVAL
D.C. Public Charter School Board July 3, 2012

POLICY TITLE: **FERPA POLICY**		
ADOPTION/EFFECTIVE DATE: **ORIGINALLY PROPOSED (For public comment) 5/7/12** **PROPOSED FOR BOARD APPROVAL 7/3/12**	MOST RECENTLY AMENDED:	MOST RECENTLY REAFFIRMED: N/A
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: School Operations		

The following policy was introduced for public comment at the May 21, 2012 board meeting. 30 days of public comment were offered, along with a public hearing held on June 18.

No public testimony was received. One written comment was received, submitted by Leslie Gross, Chief of the Child Protection Section of the DC Office of the Attorney General. Ms. Gross suggested that we add a footnote to the definition of "Parent" that would allow a student's guardian, including one assigned by a Child Protective Services Agency, to easily qualify under the definition and so have access to student records without undue burden. This suggestion was accepted and is incorporated in a revised policy submitted for approval.

PROPOSED FERPA-RELATED POLICIES:

1. Each charter school board shall adopt and comply with the Model DC Charter School FERPA Policy (at Exhibit B) or adopt and comply with a policy that is consistent with the standards provided in this Model Policy. This board-adopted policy must be submitted to the PCSB by December 31, 2012.

2. The PCSB shall designate a FERPA Contact at PCSB. This individual will counsel charter schools with FERPA-related questions (including whether any specific information is considered "personally identifiable" under FERPA). This individual will also maintain PCSB's FERPA records and serve as schools' official contact.

3. That the Board adopt the following FERPA Policy:

DISCLOSURE OF STUDENT RECORDS UNDER THE FAMILY EDUCATIONAL RIGHTS PRIVACY ACT (FERPA)

Purpose: To clarify the restrictions on disclosure of students' education records under the Family Educational Rights Privacy Act ("FERPA") for the District of Columbia Public Charter School Board (the "Board") and its employees.

Policy: The Board may not release personally identifiable information contained within student education records to a third party unless such release is expressly permitted under FERPA. A student's education records under FERPA include all records directly related to the student and which are maintained by the Board. Records covered by FERPA therefore include, but are not limited to: grades, report cards, transcripts, attendance information, academic appeals, and records of any disciplinary proceedings. This list is not exhaustive and is provided only as an example of the wide range of information considered to be an "education record" under FERPA.

Definitions:

Eligible Student: A student 18 years of age or over. (Eligible Students have FERPA consent rights.)

Parent: A parent or legal guardian[1] of a student at a School.

School: A public charter school under the Board's jurisdiction.

Procedures:

Disclosure

The Board will protect the privacy of all student education records in its possession and will not disclose personally identifiable information within student education records to anyone other than the Parent or Eligible Student unless (1) the Parent or Eligible Student has provided prior written consent to such disclosure using the attached "Consent to Disclose Student Education Records" form (Exhibit A); (2) the information to be disclosed has been classified as "directory information" in Schools' annual FERPA notification (described further below); or (3) the disclosure is permitted under one or more FERPA exceptions, some of which are presented below, but must be specifically determined to apply in a particular circumstance by the Board before the disclosure occurs.

[1] The legal guardian of a student includes any individual or entity acting as a parent in the absence of a parent or guardian, including, but not limited to, any governmental agency or third party who is granted custody, care and control of a child or granted legal custody pursuant to a court order.

Consent to Disclose Student Education Records Form ("Consent Form")

Unless the requested records are not covered by FERPA or an exception applies, a Parent or Eligible Student must provide advance written permission to release the student's education records to a third-party. The Parent's or Eligible Student's permission must be given through completion of the attached Consent Form. No information may be released beyond the scope of the permission as indicated in the form.

Once completed, the signed Consent Form must be kept in the Board's office. Parents or Eligible Students may revise their consent at any time during the year by completing a new form. No form shall be effective for more than one academic year.

Exceptions

Allowable Disclosures

There are several exceptions that permit the release of student education records under FERPA. The following are some common examples of parties who can receive disclosures without written consent in a manner that does not violate FERPA:

1. A contractor, consultant, volunteer to whom the Board has outsourced institutional services or functions, if the party is under the direct control of the Board and has met the Third-Party Requirements described below.
2. Other schools, school districts or institutions of postsecondary education in which the student is seeking to enroll or to transfer credits.
3. Authorized representatives of the Board, the District of Columbia Office of the State Superintendent of Education ("OSSE"), U.S. Department of Education ("DOE"), the U.S. Attorney General ("AG"), or the U.S. Comptroller General ("USCG") for audit, evaluation, or compliance activity with respect to Federal or state education programs.
4. Other DC Government agencies for the purpose of providing benefits to eligible students (limited to Board-generated rosters of student names, addresses, and enrollment status).
5. Organizations conducting studies for, or on behalf of, the PCSB, the School, or another governmental entity provided such organization has met the Third-Party Requirements described below.
6. Schools' accrediting agencies.
7. To appropriate parties, if necessary to protect the health or safety of a student or other individuals.
8. To comply with a judicial order or lawfully issued subpoena.

Responses to requests for student records can be made to the third-parties identified above. Board staff must notify the Board's FERPA Contact prior to the release of these records, provided that such notification is feasible.

Recordkeeping Requirements

While the Board would be able to disclose students' records under any of the above exceptions, there are certain recordkeeping and notification requirements with respect to these disclosures. A record of the disclosure must be made in a FERPA disclosure file, which describes: (1) the party or parties who received the students' records; and (2) the legitimate interests of the party or parties had in requesting and obtaining the information. In the event that the disclosure is to an authorized representative of the Board, a School, OSSE, the DOE, AG, or USCG, the record of the disclosure may be made by class, school, or other appropriate grouping. (For example, if OSSE requested all student records for a particular School, a record could be made indicating that the entire School's student records were provided, rather than noting a disclosure for each student.)

Notification Requirements

If the Board receives a judicial order or lawfully issued subpoena, there are certain notification requirements it must make before disclosing the students' records. The Parent or Eligible Student must be notified of the order or subpoena in order to give an opportunity to seek protective action. Before disclosing student education records pursuant to a judicial order or lawfully issued subpoena, please consult with Board counsel.

Third-Party Requirements

If the Board discloses student records that contain personally identifiable information to an authorized representative, such as a contractor, consultant or research organization, a written agreement must be entered into between the Board and the data recipient. The agreement must specify the following:

1. The designated official or entity that constitutes an authorized representative;
2. The type of student records to be disclosed to the authorized representative;
3. The purpose for which the student records are being disclosed;
4. A requirement that the authorized representative must destroy any personally identifiable information when it is no longer needed for the purpose specified, and a time period in which the information will be destroyed; and
5. Policies and procedures to protect personally identifiable information within the students' records from re-disclosure and unauthorized use by the authorized representative.

Health and Safety Emergencies

The Board may disclose student education records that contain personally identifiable information to appropriate parties, including Parents, in connection with an emergency, if necessary to protect the health or safety of students or other individuals. In disclosing student records, a determination must be made that there is a clear and significant threat to individuals' health or safety. If a disclosure is made due to a health or safety emergency, the Board must record a description of the significant threat to students or other individuals that formed the basis for the disclosure, and the parties who received the information.

Other FERPA Requirements:

Right to Request Inspection of Student Records

Every Parent or Eligible Student must be allowed to personally inspect copies of his or her records upon request. The Board must therefore either provide copies of student records to Parents and Eligible Students upon request, or make arrangements to allow for inspection of requested records within 45 days of when the request was received.

A reasonable fee for copies of student records may be charged, but not if imposition of a fee will prevent the Parent or Eligible Student from receiving copies of the records. No fee may be charged solely in order to search for or retrieve a student's education records.

Right to Request Amendments to Records and Hearings

If a Parent or Eligible Student believes that the education records maintained by the Board relating to the student contains information that is inaccurate or misleading, he or she may ask, in writing, for the records to be amended. If, based on that written statement, Board staff decides not to amend the records as requested it must inform the Parent or Eligible Student of its decision and the right to a hearing. The hearing may be conducted by any Board staff who was not involved in the initial decision not to accept the Parent's or Eligible Student's request to amend the relevant records.

In the event of a hearing, if the Board staff who conducted the hearing decides that the information in question is inaccurate or misleading, it must direct relevant staff to amend the records accordingly and inform the Parent or Eligible Student of the amendment in writing. If, on the other hand, Board staff decides that the information is not inaccurate or misleading, they must provide a decision in writing and inform the Parent or Eligible Student of the right to place a statement in the records commenting on the contested information. Board staff's decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

Reasonable Protection of Student Information

The Board will ensure that Board employees may obtain access to only those education records in which they have legitimate educational interests. The Board will use physical and technological access controls as well as an administrative policy for controlling access to education records.

EXHIBIT A

CONSENT TO DISCLOSE STUDENT EDUCATION RECORDS

Student's Name _____

Age of Student_____

Parent's Name (if student is under 18)_____

Student Social Security #_____

I know that the Family Education Rights and Privacy Act of 1974 as amended protects the privacy of student education records and limits access to the information contained in those records.

I have indicated below the party or parties who may have information from my education records:

1) Name:_____Relationship:_____

Address:_____

City, State, Zip:_____

Phone: (_____)_____

2) Name:_____Relationship:_____

Address:_____

City, State, Zip:_____

Phone: (_____)_____

PLEASE INITIAL ALL AREAS THAT APPLY:

1. If asked, I want the above named individual(s) to receive student records regarding:_____

_____

_____

2. The purpose of disclosing the student records is as follows:_____

Date

Printed Name

The consent provided by this form is effective for only the current academic year.

Student's Signature (if student is 18 or over)
Parent's Signature (if student is under 18)

EXHIBIT B

MODEL DC CHARTER SCHOOL FERPA POLICY

DISCLOSURE OF STUDENT RECORDS UNDER THE

FAMILY EDUCATIONAL RIGHTS PRIVACY ACT (FERPA)

Purpose: To clarify the restrictions on disclosure of students' education records under the Family Educational Rights Privacy Act ("FERPA") for _____ charter school ("School") and its employees.

Policy: The School may not release personally identifiable information contained within student education records to a third party unless such release is expressly permitted under FERPA. A student's education records under FERPA include all records directly related to the student and which are maintained by a School. Records covered by FERPA therefore include, but are not limited to: grades, report cards, transcripts, attendance information, academic appeals, and records of any disciplinary proceedings. This list is not exhaustive and is provided only as an example of the wide range of information considered to be an "education record" under FERPA.

Definitions:

Eligible Student: A student 18 years of age or over. (Eligible Students have FERPA consent rights)

Parent: A parent or legal guardian[1] of a student at a School.

PCSB FERPA Contact: Staff member or designee of D.C. Public Charter School Board ("PCSB") designated as the School's point of contact on FERPA-related issues and compliance.

Procedures:

Disclosure

The School will protect the privacy of all student education records and will not disclose personally identifiable information within student education records to anyone other than the

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[1] The legal guardian of a student includes any individual or entity acting as a parent in the absence of a parent or guardian, including, but not limited to, any governmental agency or third party who is granted custody, care and control of a child or granted legal custody pursuant to a court order.

Parent or Eligible Student unless (1) the Parent or Eligible Student has provided prior written consent to such disclosure using the attached "Consent to Disclose Student Education Records" form; (2) the information to be disclosed has been classified as "directory information" in the School's annual FERPA notification (described further below); or (3) the disclosure is permitted under one or more FERPA exceptions, some of which are presented below, but must be specifically determined to apply in a particular circumstance by the School's administration before the disclosure occurs.

Consent to Disclose Student Education Records Form ("Consent Form")

Unless the requested records are not covered by FERPA, have been classified "directory information" in the annual FERPA notification, or another exception applies, a Parent, or Eligible Student must provide advance written permission to release the student's education records to an outside third-party. The Parent's or Eligible Student's permission must be given through completion of the attached Consent Form. No information may be released beyond the scope of the permission as indicated in the form.

Once completed, the signed Consent Form will be kept in the School's office. Parents or Eligible Students may revise their consent at any time during the year by completing a new form. No form shall be effective for more than one academic year.

Directory Information

Allowable Information

The School may disclose student information that has been classified as "directory information" in its annual FERPA notification. Directory information refers to information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

Directory information includes, but is not limited to, the following student information:

1. Student name
2. Address and telephone number
3. E-mail address
4. Photograph
5. Date and place of birth
6. Grade level
7. Dates of attendance
8. Participation in officially recognized activities and sports
9. Weight and height of members of athletic teams
10. Degrees, honors, and awards received

Directory information cannot include a student's Social Security number. A student's ID number or user ID can be considered directory information, but only if that identifier cannot be

used to gain access to the student's education records without utilizing a password or personal identification number.

Annual FERPA Disclosure Regarding Directory Information and Opt Out Option

In order for the School to disclose directory information, it must first provide public notice in an annual FERPA notification to Parents and Eligible Students of the following:

1. The types of personally identifiable information that is designated as directory information;
2. A Parent's or Eligible Student's right to refuse the designation of any or all of those types of information about the student as directory information; and
3. The period of time within which a Parent or Eligible Student has to notify the School in writing that he or she does not want any or all of those types of information about the student designated as directory information.

The required annual FERPA notification can be provided within other informational documents sent by the School or as separate School correspondence.[1]

Exceptions

Allowable Disclosures

There are several exceptions that permit the release of student education records under FERPA. The following are some common examples of parties who can receive disclosures without the student's written consent in a manner that does not violate FERPA:

1. A contractor, consultant, volunteer to whom the School has outsourced institutional services or functions, if the party is under the direct control of the School and has met the Third-Party Requirements described below.
2. Other schools, school districts or institutions of postsecondary education in which the student is seeking to enroll or to transfer credits.
3. Authorized representatives of the DC Public Charter School Board (PCSB), the District of Columbia Office of the State Superintendent of Education ("OSSE"), U.S. Department of Education ("DOE"), the U.S. Attorney General ("AG"), or the U.S. Comptroller General ("USCG") for audit, evaluation, or compliance activity with respect to Federal or state education programs.
4. Organizations conducting studies for, or on behalf of, the Board, a School, or another governmental entity provided such organization has met the Third-Party Requirements described below.

[1] Please see the U.S. Department of Education's "Model Notification of Rights under FERPA for Elementary and Secondary Schools." The document is a sample of a compliant annual FERPA notification document, informing parents and students of their rights and the types of information that the school can disclose under the various FERPA exceptions. School personnel who have questions regarding what information must be in the annual FERPA notification document should consult the Department's model.

5. Schools' accrediting agencies.
6. To appropriate parties, if necessary to protect the health or safety of a student or other individuals.
7. To comply with a judicial order or lawfully issued subpoena.

Responses to requests for student records can be made to the third-parties identified above. School staff must notify the PCSB FERPA Contact prior to the release of these records, provided that such notification is feasible. Schools must within 15 days of such release provide the PCSB with a brief description of such release via upload to AOIS.

Recordkeeping Requirements

A record of any disclosure must be made in students' education records, which describes: (1) the party or parties who received the students' records; and (2) the legitimate interests of the party or parties had in requesting and obtaining the information. In the event that the disclosure is to an authorized representative of the PCSB, School, OSSE, the DOE, AG, or USCG, the record of the disclosure may be made by class, school, or other appropriate grouping. (For example, if OSSE requested all student records from the School, a record could be made indicating that the entire School's student records were provided, rather than placing a record in each student's file.)

Notification Requirements

If the School receives a judicial order or lawfully issued subpoena, there are certain notification requirements it must make before disclosing the students' records. The Parent or Eligible Student must be notified of the order or subpoena in order to give an opportunity to seek protective action. Before disclosing student education records pursuant to a judicial order or lawfully issued subpoena, please consult with School counsel.

Third-Party Requirements

If the School discloses student records that contain personally identifiable information to an authorized representative, such as a contractor, consultant or research organization, a written agreement must be entered into. The agreement must specify the following:

1. The designated official or entity that constitutes an authorized representative;
2. The type of student records to be disclosed to the authorized representative;
3. The purpose for which the student records are being disclosed;
4. A requirement that the authorized representative must destroy any personally identifiable information when it is no longer needed for the purpose specified, and a time period in which the information will be destroyed; and
5. Policies and procedures to protect personally identifiable information within the students' records from re-disclosure and unauthorized use by the authorized representative.

If charter school staff are contacted by a party purporting to be an authorized representative of the PCSB, OSSE, the DOE, AG, or USCG requesting student records, or purporting to be a

representative of an organization conducting a study or studies for, or on behalf of one of these entities, they must notify the PCSB FERPA Contact prior to the release of student records.

Health and Safety Emergencies

The School may disclose student education records that contain personally identifiable information to appropriate parties, including parents of a student, in connection with an emergency, if necessary to protect the health or safety of students or other individuals. In disclosing student records, a determination must be made that there is a clear and significant threat to individuals' health or safety. If a disclosure is made due to a health or safety emergency, the School must record a description of the significant threat to students or other individuals that formed the basis for the disclosure, and the parties who received the information.

Other FERPA Requirements:

Right to Request Inspection of Student Records

Every Parent or Eligible Student must be allowed to personally inspect copies of his or her records upon request. The School must therefore either provide copies of student records to Parents and Eligible Students upon request, or make arrangements to allow for inspection of requested records within 45 days of when the request was received.

A reasonable fee for copies of student records may be charged, but not if imposition of a fee will prevent the Parent or Eligible Student from receiving copies of the records. No fee may be charged solely in order to search for or retrieve a student's education records.

Right to Request Amendments to Records and Hearings

If a Parent or Eligible Student believes that the education records maintained by the School relating to the student contains information that is inaccurate or misleading, he or she may ask for the records to be amended, in writing. If, based on that written statement, the School decides not to amend the records as requested it must inform the Parent or Eligible Student of its decision and the right to a hearing. The hearing may be conducted by any School staff who was not involved in the initial decision not to accept the Parent's or Eligible Student's request to amend the relevant records.

In the event of a hearing, if the School staff who conducted the hearing decides that the information in question is inaccurate or misleading, it must direct relevant staff to amend the records accordingly and inform the Parent or Eligible Student of the amendment in writing. If, on the other hand, School staff decides that the information is not inaccurate or misleading, it must provide its decision in writing and inform the Parent or Eligible Student of the right to place a statement in the records commenting on the contested information. School staff's decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

Reasonable Protection of Student Information
[Insert school policy here]

[Schools must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. A school that does not use physical or technological access controls must ensure that its administrative policy for controlling access to education records is effective and that it restricts access to officials with legitimate educational interests. Each school's policy with respect to accessing student records should reflect its capacity to protect student information through the various means that it uses.]

EXHIBIT C

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

PROACTIVE

PCSB UNIT OF RESPONSIBILITY: Information Technology

REFERENCE

N/A	N/A

PROCEDURE

Schools must submit their student attendance and demographic data using either:

1. an automated pull, via an SIF Agent,
2. file upload, via a template created internally by the D.C. Public Charter School Board, or
3. manual entry

Once a school has entered its demographic data, it will go through ProActive's automated validation process. Clean, or error free, demographic data will appear in ProActive the same day. Demographic data that contains errors or conflicts will generate error reports and will not appear in ProActive or be sent to the Office of the State Superintendent of Education (OSSE) for the services described above.

*Please note - if you submit your data via file upload you will be informed of any errors real-time and will be responsible for making the corrections immediately.

If data is submitted via SIF and captured in the conflict staging area, the PCSB will provide the campus with an error report identifying the issues within 2 business days. It is the school's responsibility to correct all errors or conflicts within 2-3 business days thereafter.

Disclaimer- This publication is designed to provide information only on the subject matter covered. It is distributed with the understanding that the publisher is not engaged in rendering legal, accounting or other professional services. Readers will be responsible for obtaining independent advise before acting on any information contained in or in connection with this book.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

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

PREPARED BY: **Tim Harwood – Equity & Fidelity Team**

SUBJECT: **Data Management Policy**

DATE: **April 15, 2013**

Proposal/Request

PCSB staff recommends that the Board vote to approve the Data Management Policy first introduced for public comment on February 25, 2013. PCSB received public comments from Community Academy Public Charter School, Next Step Public Charter School, Education Strengthens Families Public Charter School, Maya Angelou Public Charter School, and FOCUS, and revised the policy based on the feedback. Most of the concern centered around the 30-day data-validation window being too short a time. Changes to this policy attempt to clear up the language to show that schools will have between 45-55 days to verify previously submitted attendance and discipline data for any given month.

Policy

This policy requires that all data entered into PCSB's data management system by a school be verified as complete and accurate 30 days from the end of the month in which it was submitted – this will be considered the "data validation window." Once this 30-day data validation window has closed, the student-level attendance and discipline data will be considered verified, accurate, and final by the school and will be available to PCSB staff to produce reports for internal and external use.

The Data Management Policy would establish the following data-validation timeline and should be read in conjunction with the previously approved Attendance and Discipline

Data Policy (2012). According to the Attendance and Discipline Data Policy (2012), for any given month that students are enrolled in a school, attendance data must be submitted to PCSB by 5 business days after the start of the next month and discipline data must be submitted 14 days after the start of the next month. The Data Management Policy gives schools until the 1st of the second month to verify the accuracy of these data. This provides a school between 45 and 55 days to verify the accuracy of any given month's data. (See the chart below.) After this point, the data will be considered *verified and final* and schools will not generally be given an opportunity to change the data, unless under exceptional situations agreed to by PCSB staff.

Data Submission and Verification Chart

Attendance and Discipline Data by Date	**Enrollment Data Submitted**	**Attendance Data Due** (adjusted to assume a weekend occurs within the first five days of the new month)	**Discipline Data Due**	**Enrollment, Attendance, and Discipline Data Validation Window Closes**
July 1-31	5 business days after a student enters or exits a school	August 7	August 14	October 1
August 1-31		September 7	September 14	November 1
September 1-30		October 7	October 14	December 1
October 1-31		November 7	November 14	January 1
November 1-30		December 7	December 14	February 1
December 1-31		January 14 (due to holidays)	January 14	March 1
January 1-31		February 7	February 14	April 1
February 1-28/29		March 7	March 14	May 1
March 1-31		April 7	April 14	June 1
April 1-31		May 7	May 14	July 1
May 1-31		June 7	June 14	August 1
June 1-30		July 7	July 14	September 1

The *verified and final data* may be used for various purposes without an additional "data validation window", including reporting data to DC Council, the Deputy Mayor of Education, the Office of the State Superintendent of Education, the media, the Performance Management Framework, and the Public Charter School Board website.

However, to the extent PCSB uses school verified and final data to conduct further calculations, PCSB will continue to have validation windows to ensure business rules were applied consistently and calculations were done accurately for school-level reports that will be made public. In these cases, PCSB staff will (1) share with each school the rates that were calculated, (2) provide schools with two days to review the calculations and make any

necessary revisions in the PCSB data management system, and (3) re-calculate the rates, if necessary, prior to producing the public report. Due to the short period of time to review PCSB's calculations, these validation windows will focus on the rules and calculations only, with the expectation that schools have verified their data for accuracy.

Failure for schools to maintain *current, complete,* and *accurate* attendance and discipline data in the PCSB data management system will increase the likelihood that the school will undergo an audit under PCSB's Data Audit Policy (2012) and/or receive a Notice of Concern.

Background

According to PCSB's Attendance and Discipline Data Policy (2012), charter schools are to submit all required data to PCSB as requested either via ProActive, AOIS, encrypted Excel files, or another secure method. Present, tardy and absent documentation must be completed on a daily basis for every student enrolled in the school for the current school year. Attendance data must be submitted into ProActive five business days after the start of the next month. The school must enter or upload every suspension and expulsion into ProActive on a monthly basis as per the schedule provided to schools.

After submitting data schools are able to see such data within one business day by accessing the ProActive system. Schools are therefore able to conduct their own data validation to ensure that data entered is correct.

The District of Columbia Compulsory School Attendance Law (CSAL) requires minors who become five (5) years of age by September 30 in a given school year up to the age of 18 to be enrolled in school and attending regularly.

In order to help in the city-wide effort to address truancy and better serve families, PCSB has agreed to share truancy numbers with CFSA and DC Superior Court on an as-needed basis. To do so, PCSB must have accurate attendance data in ProActive in order to provide accurate truancy counts to these agencies.

Date: 4/15/13
PCSB Action: ✓ Approved _____ Approved with Changes _____ Rejected
Changes to the Original Proposal/Request: _____

John H. McKay

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal

- ☐ Charter Application Approval (Full)
- ☐ Charter Application Approval (Conditional)
- ☐ Charter Application Denial
- ☐ Charter Continuance
- ☐ Proposed Revocation
- ☐ Revocation
- ☐ Lift Board Action
- ☐ Board Action, Charter Warning
- ☐ Board Action, Notice of Concern
- ☐ Board Action, Notice of Deficiency
- ☐ Board Action, Notice of Probation
- ☐ Proposed Revisions to PCSB Existing Policy
- ☐ New PCSB Policy—Open for Public Comment
- ☒ New PCSB Policy—Vote
- ☐ Other—Discussion Item

School Request

- ☐ Enrollment Ceiling Increase
- ☐ Change in LEA Status
- ☐ Lift Board Action
- ☐ Approve Accountability Plan
- ☐ Operate in a New Location
- ☐ Charter Amendment
- ☐ Approve E-Rate Plan

PREPARED BY: **Mikayla Lytton – School Performance Department**

SUBJECT: **Data Access Security Policy**

DATE: **November 18, 2013**

Proposal/Request

DC Public Charter School Board ("PCSB") staff requests that its Board vote to approve the proposed Data Access Security Policy. The proposed policy was opened for public comment September 16 – October 16; no public comments were submitted.

Policy

Beginning in School Year 2013-14, all public charter Local Education Agencies ("LEAs") and their constituent campuses will be responsible for ensuring that only authorized school staff have access to the school's student-level data in PCSB's data systems, including but not limited to ProActive, SharePoint, Epicenter, and Secure File Transfer Protocol ("SFTP") sites. Accordingly, each LEA will be responsible for the following:

- Reviewing, before the beginning of each school year, staff access to all applicable data systems and notify PCSB of any individuals who should not have access to the systems. PCSB will help schools in this process through training, documentation, and, as necessary, hands on assistance.
- Requesting additional staff access to PCSB's data systems on an as-needed basis.
- Notifying PCSB in writing of any contractors, consultants, or other third parties who it has authorized to access the school's student-level data and communicate with PCSB on its behalf.

- Providing PCSB with the contract that delineates the measures in place to ensure compliance with the Family Educational Rights Privacy Act ("FERPA").
- Notifying PCSB within 5 business days after staff or consultants with access to PCSB's data systems leave their position or have their contracts terminated. PCSB will deactivate those indivdiuals' access to ProActive, SharePoint, Epicenter, and any other data systems in place within 5 business days of receiving the notice.
- Prohibiting school staff from sharing logins to ProActive or Epicenter. If additional staff members need access to these databases, the school will request access for each individual.

Background

PCSB collects student-level data directly from charter LEAs and campuses for local and federal reporting; accountability, including Performance Management Framework calculations; monitoring of legal compliance; internal analysis; and other purposes as necessary. To support data quality assurance efforts and analysis, PCSB makes available student-level and aggregated data to the schools and their authorized staff. In order to comply with FERPA, PCSB and schools must ensure that only school-determined authorized staff have access to student-level data, including enrollment, demographic, attendance, discipline, and academic data.

In the past, PCSB has requested that schools notify PCSB of any staffing changes. However, the process for doing so was not formalized in policy.

Date: _____

PCSB Action: _____Approved _____Approved with Changes _____Rejected
Changes to the Original Proposal/Request: _____

EXHIBIT D

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

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

PREPARED BY: **Rashida Kennedy – Equity & Fidelity Team**

SUBJECT: **Revisions to the PCSB Truancy Policy**

DATE: **August 19, 2013**

Proposal/Request

DC Public Charter School Board ("PCSB") staff requests that its Board vote to accept the proposed revisions to the 2012 PCSB Truancy policy. Any changes from the original policy are found in red underlined text.

New local laws have established a new definition for truancy, as well as a different threshold for unexcused absences at which LEAs must report a student for educational neglect. Additionally, data from last year's pilot Truancy Policy has informed PCSB staff on truancy norms. Thus, PCSB staff requests the Board to approve revisions to the Truancy Policy. This policy would go into effect beginning SY 2013-2014. The proposed revisions would include the following provisions:

PCSB TruancyPolicy

- Chronically truant is now defined as a school-aged student (between ages 5-18) who accrues 10 or more unexcused absences within a single school year. A school's truancy rate will be based on the percentage of students with 10 or more unexcused absences for all students between ages 5-18.

- The school year will be broken into four quarters. For the first quarter, PCSB will provide schools with baseline data indicating their overall truancy rate. Schools will also be provided data indicating the total number of unexcused absences, total number of excused absences, percentage of instructional days lost for all students, and the number/ names of all students who were chronically truant (10 or more days for all students). The reviews will be divided as follows:
    - 1st review: August – September 30th (results reported on December 1st)
    - 2nd review: October 1st – November 31st (results reported on February 1st)
    - 3rd review: December 1st – January 31st (results reported on April 1st)
    - 4th review: February 1st – March 31st (results reported on June 1st)
    - Final review of *whole school* population: August-June 30th (results reported in August)

- Traditional LEAs must maintain a truancy rate at or below 20% on a quarterly basis (25% for high schools). At the end of the second quarter, schools that have a truancy rate over 20% (25% for high schools) will be subject to a Notice of Concern.

- Officially designated alternative LEAs must maintain a truancy rate at or below 35% on a quarterly basis. At the end of the second quarter, schools that have a truancy rate over 35% will be subject to a Notice of Concern.
- The Notice of Concern can be lifted the following quarter based upon improvement in the following categories:
    - Improvement in the percentage of instructional days lost for the whole school (defined as total unexcused + total excused / total # days enrolled)
    - Improvement in attendance for the majority of students who were defined as truant (10 days) in the previous quarter(s)
    - Maintaining a truancy rate lower than 20% for the school population (25% for high schools; 35% for alternative LEAs) excluding those already counted as truant in the first quarter. (For the *whole school* population, including previously truant students, the truancy rate cannot exceed 30% for elementary and middle schools; 35% for high schools; 45% for alternative LEAs.)
- Factors such as documented due diligence in areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of PCSB.
- All Notices of Concern would be lifted at the end of the year and the school would start fresh the next year.
- It is PCSB's discretion to determine whether a notice of concern is lifted if a schools's truancy rate decreases only due to truant students being expelled or withdrawn.

Proposed language *(highlight shows change from original policy)*	**Language from the Board-approved 2012 Truancy Policy**	**Reason for change**
Truancy as a form of educational neglect is determined as 10 or more unexcused absences for all students ages 5-18.	Truancy as a form of educational neglect is determined as 10 or more unexcused absences (ages 5-13 for ES/MS students) or 25 or more unexcused absences (ages 14-17 for HS students).	New city-wide regulation on truancy
High schools must maintain a truancy rate at or below 25%; to *lift* a Notice of Concern, for the *whole school* population including previously truant students, the truancy rate for high schools cannot exceed 35%	Traditional local education agencies (LEAs) must maintain a truancy rate at or below 20% on a quarterly and annual basis	The truancy rate for high-school aged students (i.e., ages 14-18) has changed from 25 unexcused days to 10 unexcused days.
Officially designated alternative LEAs must maintain a truancy rate at or below 35%; to *lift* a Notice of Concern, for the *whole school* population including previously truant students, the truancy rate for alternative schools cannot exceed 45%	Officially designated alternative LEAs must maintain a truancy rate at or below 25% on a quarterly and annual basis.	The truancy rate for high-school aged students (i.e., ages 14-18) has changed from 25 unexcused days to 10 unexcused days. For schools designated as alternative, the SY 2013 end of year truancy rate was much higher than traditional schools (rate over 45% for all alternative schools).

Background

In 2008 the PCSB began implementation of the Attendance and Truancy Policy. Truancy rates were documented as the percentage of students with 15 or more *unexcused absences* during the academic year in Washington, D.C. The policy was revised in 2012 and renamed the PCSB Truancy Policy. Changes to the policy reflected new rules on the definition of truancy, in which truancy was defined as the percentage of students ages 5-13 who accrued 10 unexcused absences, and the percentage of students ages 14-17 who reached 25 or more unexcused absences. It was implemented as a pilot with no Notices of Concern being issued.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

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

PREPARED BY: **Rashida Kennedy and Tim Harwood – Equity & Fidelity Team**

SUBJECT: **Revisions to the PCSB Attendance and Truancy Policy**

DATE: **November 19, 2012**

Proposal/Request

PCSB staff requests the Board to approve revisions to the Attendance and Truancy Policy based on new local laws that require LEAs to report truant students ages 5 to 13 at 10 or more unexcused absences. These revisions would include the following provisions:

- Truancy is defined as the percentage of students with 10 or more unexcused absences (ages 5-13 for ES/MS students) or 25 or more unexcused absences (ages 14-17 for HS students).
- Traditional local education agencies (LEAs) must maintain a truancy rate at or below 20% on a quarterly and annual basis.
- Officially designated alternative LEAs must maintain a truancy rate at or below 25% on a quarterly and annual basis.
- Based on quarterly reports to the board, schools that do not meet these attendance and truancy requirements will receive Board action.
- Factors such as documented due diligence in the legally-required areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.
- A Board notice of concern will be lifted based upon a designated percentage of improvement in attendance for students that have been defined as truant in the previous

quarter(s). (This designated percentage will be based upon baseline data of truancy rates from SY 2011-2012, and may be amended based upon attendance trends.)

- It is at the Board's discretion to determine whether a notice of concern will be lifted if a schools's truancy rate decreases only due to truant students being expelled.

Proposed language	**Current language from the Board-approved 2008 Attendance and Truancy Policy**	**Reason for change**
Truancy is defined as the percentage of students with 10 or more unexcused absences (ages 5-13 for ES/MS students) or 25 or more unexcused absences (ages 14-17 for HS students).	Truancy is defined as the percentage of students with 15 or more unexcused absences during the academic year in Washington D.C.	New city-wide definition of truancy
Traditional local education agencies (LEAs) must maintain a truancy rate at or below 20% on a quarterly and annual basis	Traditional local education agencies (LEAs) must maintain an attendance rate at or above 85% and a truancy rate at or below 20% on a quarterly and annual basis.	When this policy was first introduced, the PMF did not yet exist. Attendance rate was removed so schools would not be double-penalized for a low attendance rate on the PMF and with a Notice of Concern.
Officially designated alternative LEAs must maintain a truancy rate at or below 25% on a quarterly and annual basis.	Officially designated alternative LEAs must maintain an attendance rate of at or above 69% and a truancy rate at or below 25% on a quarterly and annual basis.	When this policy was first introduced, the PMF did not yet exist. Attendance rate was removed so schools would not be double-penalized for a low attendance rate on the PMF and with a Notice of Concern.
A Board notice of Concern will be lifted based upon a designated percentage of improvement in attendance for students that have been defined as truant in the previous quarter(s). (This designated percentage will be based upon baseline data of truancy rates from SY 2011-2012, and may be amended based upon attendance trends.)	There was no provision built into the policy that described how a Notice of Concern could be lifted. Notices were lifted when a school's truancy rate decreased to under the 20% threshold in the subsequent quarter.	The truancy rate is cumulative. Schools voiced concern over the inability to have a Notice of Concern lifted without actually increasing the number of students in the building.

Background

In 2008 the PCSB began implementation of the Attendance and Truancy Policy. Truancy was defined as defined as the percentage of students with 15 or more *unexcused absences* during the academic year in Washington, D.C. Schools submit attendance data based on the board-approved data submission policy on a weekly basis and must have at least 90% of their previous month's attendance data complete at all times.

Date: _____

PCSB Action: _____Approved _____Approved with Changes _____Rejected

Changes to the Original Proposal/Request: _____

☐	Staff Proposal	☐	School Request
☐	Corrective Action	☐	Enrollment Ceiling Increase
☒	PCSB Policy	☐	Change in LEA Status
		☐	Lift Board Action
		☐	Approve Accountability Plan
		☐	Operate in a New Location
		☐	Charter Amendment
		☐	Approve E-Rate Plan

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

PREPARED BY: **Robert V. Mayo, Ph.D. (Staff)**

SUBJECT: **Decision Memo for Attendance and Truancy Policy**

DATE: **August 8, 2008**

BACKGROUND

In light of recent events and trends, attendance and truancy policy and procedural reform have been citywide imperatives culminating in: a) draft legislation outlining revised citywide truancy regulations (i.e., tracking, documented interventions, referrals, reporting, etc.) for all schools and b) a citywide multi-agency truancy reduction plan. Research has shown that there are strong correlations between high attendance and: higher measureable academic achievement, higher graduation rates, higher reenrollment rates, lower failure rates, lower drop-out rates, lower suspension/expulsion rates and decreased delinquency across all demographic groups.

Reliable local and national attendance data are difficult to find for a number of reasons. For the 2007-2008 academic year, the average attendance rate for all public charters was 92% (including both *excused* and *unexcused* absences). The PCSB Charter Review Framework states the school must attain the attendance targets set forth in its accountability plan. If the plan does not specifically address attendance rates, the school must meet the following targets:

DCPCSB Required Att. Rates		Actual '08-'09 Att. Rates
Elementary Schools:	92%	93%
Middle/Jr. High Schools:	90%	93%
Senior High Schools:	87%	89%
Alternative Schools:	69%	90%

National truancy rates are said to *average* between 10%-15% according to recent studies on urban education. Last year, the overall truancy rate for DCPCSB schools was 19%

(defined as the percentage of students with 15 or more *unexcused absences* during the academic year in D.C.). The elementary school truancy rate was negatively affected by high rates at the K and 1st grade levels (each at 24%). The middle/junior high school rates were about average. The high school rates were relatively high across the four grade levels with 10th grade being particularly high at 30%.

Actual '08-'09 Truancy Rates (K-12)	
Elementary Schools:	21%
Middle/Junior High Schools:	16%
High Schools:	25%
Alternative Schools:	32%

PROPOSAL

In light of all of the above, staff recommends that the Board establish a policy that will allow it to better: track, report, support and hold schools accountable for their respective attendance and truancy trends and related legally-required interventions. Specifically, staff recommends that:

- Traditional local education agencies (LEAs) must maintain an attendance rate at or above 85% and a truancy rate at or below 20% on a quarterly and annual basis.
- Officially designated alternative LEAs must maintain an attendance rate of at or above 69% and a truancy rate at or below 25% on a quarterly and annual basis.
- Based on quarterly reports to the board, schools that do not meet these attendance and truancy requirements will receive Board action.
- Factors such as documented due diligence in the legally-required areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.
- PCSB staff will continue to provide truancy prevention technical assistance to schools

Date: _____
PCSB Action: _____Approved _____Approved with Changes _____Rejected
Changes to the Original Proposal:

_____

_____

_____

_____

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

ATTENDANCE

PCSB UNIT OF RESPONSIBILITY: School Performance Team

REFERENCE

N/A	N/A

PROCEDURE

Any school age child (exemptions include those who have earned a high school diploma and those that participate in home schooling) are required to attend school. Attendance reports will be pulled quarterly to identify those schools who failed to meet the 85% attendance threshold established by D.C. Public Charter School Board (PCSB). Using only the data for compulsory school-age children, the formula for calculating average daily attendance is:

$$\frac{days\ present + days\ excused}{days\ enrolled}$$

Student attendance is based upon the number of days the student is in attendance during the school year (with a year having a minimum of 180 instructional days, and at least 6 hours per day or the equivalent of 900 instructional hours).

Attendance must be tracked daily and uploaded weekly into ProActive. Records should be kept regarding excused absences including illness, death in the family, court hearing, religious holiday, suspension/expulsion, lack of transportation when D.C. is legally responsible, medical/dental appointments, or documented emergency and unexcused (those without a note documenting approved excusal or those who fall outside the list of excused absences) absences.

Those schools who fail to meet 85% quarterly attendance will be issued a Notice of Concern by the PCSB. Continued inability to meet the threshold will result in a Notice of Deficiency. The deadlines to ensure all attendance information is input and updated can be found in the Annual Calendar, ***Attachment 1***.

Disclaimer- This publication is designed to provide information only on the subject matter covered. It is distributed with the understanding that the publisher is not engaged in rendering legal, accounting or other professional services. Readers will be responsible for obtaining independent advise before acting on any information contained in or in connection with this book.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

☐	Staff Proposal	☐	School Request
☐	Corrective Action	☐	Enrollment Ceiling Increase
☒	PCSB Policy	☐	Change in LEA Status
		☐	Lift Board Action
		☐	Approve Accountability Plan
		☐	Operate in a New Location
		☐	Charter Amendment
		☐	Approve E-Rate Plan

PREPARED BY: **Robert V. Mayo, Ph.D. (Staff); Ino Okoawo (Staff)**

SUBJECT: **Decision Memo for Attendance and Truancy Policy**

DATE: **August 8, 2008**

BACKGROUND

In light of recent events and trends, attendance and truancy policy and procedural reform have been a city-wide imperative in recent months culminating in a) draft legislation outlining revised city-wide truancy regulations (i.e., tracking, documented interventions, referrals, reporting, etc.) for all schools and b) a multi-agency city-wide truancy reduction plan. Research has shown that there are strong correlations between high attendance and low truancy and: higher measureable academic achievement, higher graduation rates, higher reenrollment rates, lower failure rates, lower drop-out rates, lower suspension/expulsion rates across and decreased delinquency across all demographic groups.

Reliable local and national attendance data are difficult to find for a number of reasons. For the 2007-2008 academic year, the average attendance rate for all public charters was 92% (includes both *excused* and *unexcused* absences). The PCSB Charter Review Framework states the school must attain the attendance targets set forth in its accountability plan. If the plan does not specifically address attendance rates, the school must meet the following targets:

DCPCSB Required Att. Rates		Actual '08-'09 Att. Rates
Elementary Schools:	92%	93%
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Senior High Schools:	87%	89%
Alternative Schools:	69%	90%

National truancy rates are said to *average* between 10%-15% according to recent studies on urban education. Last year, the overall truancy rate for DCPCSB schools was 19% (defined as the percentage of students with 15 or more *unexcused absences* during the academic year in D.C.). The elementary school truancy rate was negatively affected by high rates at the K and 1st grade levels (each at 24%). The middle/junior high school rates were about average. The high school rates were relatively high across the four grade levels with 10th grade being particularly high at 30%.

Actual '08-'09 Truancy Rates (K-12)	
Elementary Schools:	21%
Middle/Junior High Schools:	16%
High Schools:	25%
Alternative Schools:	32%

PROPOSAL

In light of all of the above, staff recommends that the Board establish a policy that will allow it to better: track, report, support and hold schools accountable for their respective attendance and truancy trends and related legally-required interventions. Specifically, staff recommends that:

- Traditional local education agencies (LEAs) must maintain an attendance rate at or above 85% and a truancy rate at or below 20% on a quarterly and annual basis.
- Officially designated alternative schools/LEAs must maintain an attendance rate of at or above 69% and a truancy rate at or below 25% on a quarterly and annual basis.
- Based on quarterly reports to the board, schools that do not meet these attendance and truancy requirements will receive Board action.
- Factors such as documented due diligence in the legally-required areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.
- DCPCSB staff will continue to provide truancy prevention technical assistance to schools

Date: 8/18/08
PCSB Action: ____Approved _____Approved with Changes _____Rejected
Changes to the Original Proposal:

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

ATTENDANCE AND TRUANCY POLICY

PCSB Unit of Responsibility: School Performance Team

REFERENCE

Date Approved by the Board of Directors:	August 18, 2008
Date Last Amended:	N/A

PURPOSE

This policy is set forth to establish the attendance and truancy levels that D.C. public charter schools are expected to adhere to as set by the D.C. Public Charter School Board (PCSB).

POLICY

Traditional local education agencies (LEAs) must maintain an attendance rate at or above 85% and a truancy rate at or below 20% on a quarterly annual basis.

Officially designated alternative schools/LEAs must maintain an attendance rate of at or above 69% and a truancy rate at or below 25% on a quarterly and annual basis.

Based on quarterly reports to the PCSB, schools that do not meet these attendance and truancy requirements will receive Board action.

Factors such as documented due diligence in the legally-required areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.

The PCSB staff will continue to provide truancy prevention technical assistance to schools.

PROCEDURE

Attendance

Any school age child (exemptions include those who have earned a high school diploma and those that participate in home schooling) are required to attend school. Attendance reports will be pulled quarterly to identify those schools who failed to meet the 85% attendance threshold established by PCSB. Using only the data for compulsory school-age children, the formula for calculating average daily attendance is:

$$\frac{days\ present + days\ excused}{days\ enrolled}$$

Student attendance is based upon the number of days the student is in attendance during the school year (with a year having a minimum of 180 instructional days, and at least 6 hours per day or the equivalent of 900 instructional hours).

Attendance must be tracked daily and uploaded weekly into ProActive. Records should be kept regarding excused absences including illness, death in the family, court hearing, religious holiday, suspension/expulsion, lack of transportation when D.C. is legally responsible, medical/dental appointments, or documented emergency and unexcused (those without a note documenting approved excusal or those who fall outside the list of excused absences) absences.

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DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

ATTENDANCE AND TRUANCY POLICY

Those schools who fail to meet 85% quarterly attendance will be issued a Notice of Concern by the D.C. PCSB. Continued inability to meet the threshold will result in a Notice of Deficiency. The deadlines to ensure all attendance information is input and updated can be found in the Annual Calendar (***Attachment 1***).

Truancy

The absence of any school-age child from any portion of the school day without a valid excuse is considered truancy. Schools must establish a policy for monitoring, reporting, addressing, and evaluating attendance that includes the following:

- A procedure for personal contact with parent/guardian for each unexcused absence
- A continuum meaningful supports, incentives, intervention strategies, and consequences for absenteeism
- A referral process whereby within two days of the accumulation of five or more unexcused absences within one marking period, a student shall be referred to a school-based student support team; this team shall review attendance and related issues, communicate and collaborate with parents, provide timely response to truant behavior, make recommendations for services, use resources to abate the truancy, develop an intervention plan
- At the point of ten or more unexcused absences, the school administration is required to develop an immediate intervention plan
- An appeals process, including due process, for petitioning any attendance violation decisions made by the LEA

Additionally, each LEA should develop a process to contact specific D.C. governmental agencies for the following situations:

- For those students between five and thirteen years of age, at the point of ten consecutive unexcused absences, Child and Family Services Agency shall be contacted within two school days
- For those students between five and thirteen years of age, at the point of twenty unexcused absences within one school year, Child and Family Services Agency shall be contacted within two school days
- For those students over the age of thirteen, at the point of twenty-five or more unexcused absences within one school year, the Court Social Services Division of the Superior Court of the District of Columbia and the Office of the Attorney General Juvenile Section should be contacted within two school days

Truancy rates (determined by the percentage of compulsory school-age students within a school campus with 15 or more unexcused absences) are calculated by the PCSB quarterly with the attendance pull from ProActive. Schools who have reached the 20% floor for truancy will be issued a Notice of Concern by the PCSB. Continued inability to reduce truancy below the 20% floor will result in a Notice of Deficiency.

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EXHIBIT E

DISCIPLINE PLANS

PCSB UNIT OF RESPONSIBILITY: School Performance Team

REFERENCE

The D.C. School Reform Act of 1995	§38-1802.06 (g)

PROCEDURE

The Discipline Plan is based on The D.C. School Reform Act of 1995 §38-1802.06 (g), on Expulsion and Suspension which states: The principal of a pubic charter school may expel or suspend a student from the school based on criteria set forth in the charter granted to the school.

A charter school can develop discipline codes different from District of Columbia Public Schools (DCPS). Some DCPS policies and practices may provide guidance and be appropriate for your school. Please refer to the D.C. Municipal Regulations, Chapter 25: Student Discipline while developing your school's policies.

While the D.C. Public Charter School Board (PCSB) does not dictate the specific course of action in school discipline plans, it is suggested that every charter school's discipline plan reflect the mission and philosophy of the school and each plan contain the following information:

- Parent's Rights and Responsibilities
- Student's Rights and Responsibilities
- Staff's Rights and Responsibilities

Be sure that the plan includes:

- A clear explanation of infractions
- Clear statements of what specific acts are not tolerated in the school
- Clearly outlined basis for suspensions and expulsions
- A clear outline of due process procedures and an appeal process
- Provisions to ensure that all rules are enforceable and applied consistently by all staff
- Tiered consequences for infractions
- Consequences, interventions and rewards for behavior

Special Education Requirements:

- All IDEA guidelines must be followed

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DISCIPLINE PLANS

Information to be reported:
All expulsions or suspensions over five days must be reported to the PCSB as soon as possible. In addition a report of all suspensions should be submitted monthly. In addition, all "serious incidents" should be reported as soon as possible. "Serious Incidents" can be defined as the following:

- Sexual assault
- Theft/robbery assault/battery
- Fire (Arson or accidental)
- Threat/intimidation
- Weapon use/possession
- Drug use/possession
- Alcohol use/possession
- Trespassing
- Sexual harassment
- Explosive use/possession/or threat of its use
- Any other serious incident that school officials determine should be reported to the Board.

Tips and Reminders when creating a School Discipline Plan

- Student transfers to DCPS or other charter schools are not a viable alternative to taking disciplinary action against a student for violating your school's discipline policies.
- A transfer cannot be negotiated in lieu of a long-term suspension or expulsion on record.
- The School Principal is responsible for ensuring that due process procedures are followed by all appropriate staff personnel.
- Each school should have impartial members, i.e. hearing officer, to oversee discipline hearings.
- Discipline Plans should be approved by the school's Board of Directors.

Beginning school year 2011, discipline reports will be submitted by schools to the PCSB through the ProActive Data Management System. (*See **Data Collection, Section 3.2 c)***.

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EXHIBIT F

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal

- ☐ Charter Application Approval (Full)
- ☐ Charter Application Approval (Conditional)
- ☐ Charter Application Denial
- ☐ Charter Continuance
- ☐ Proposed Revocation
- ☐ Revocation
- ☐ Lift Board Action
- ☐ Board Action, Charter Warning
- ☐ Board Action, Notice of Concern
- ☐ Board Action, Notice of Deficiency
- ☐ Board Action, Notice of Probation
- ☐ Proposed Revisions to PCSB Existing Policy
- ☐ New PCSB Policy—Open for Public Comment
- ☒ New PCSB Policy—Vote
- ☐ Other

School Request

- ☐ Enrollment Ceiling Increase
- ☐ Change in LEA Status
- ☐ Lift Board Action
- ☐ Approve Accountability Plan
- ☐ Operate in a New Location
- ☐ Charter Amendment
- ☐ Approve E-Rate Plan

PREPARED BY: **Rashida Kennedy – Equity & Fidelity Team**

SUBJECT: **Discipline and Attendance Audit Policy**

DATE: **December 17, 2012**

Proposal/Request

PCSB Staff request that the Board vote to accept the proposed Discipline and Attendance Audit Policy. The Board voted to open the proposed policy for public comment on November 19, 2012. During the 28-day public comment period, PCSB received four submissions of public comments (attached to this proposal). This proposal contains a final version of the policy; any changes from the original policy that were included in response to public comment are found in red text. This policy will determine flags that could trigger audits of submitted data. The following cases **could** trigger such audits:

- Data discrepancies in ProActive (all grades)
- Between 0-3% discipline incidences in grades 6-12
- Under 80%, or 100% in-seat attendance rates (all grade spans that have regular Monday through Friday daytime classes)

PCSB staff will take these triggers into consideration when determining if an audit should be conducted. If a trigger does apply to a school, other factors may also be considered, such as whether or not the school has received recent data submission warning notices. In addition, PCSB staff will conduct random audits of discipline and attendance data throughout the school year to ensure data quality.

These audits **could** include the following:

- Comparison of attendance and discipline data between a school's student information system and data in ProActive
- In person audit of a school's attendance and discipline data entry process
- Accurate review of paper documents (if applicable)
- Interviews with a school's data manager or other persons responsible for student data
- Site review

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. As stated in the PCSB Data Submission Policy (May 2012), PCSB staff may conduct on-site data validation visits at any time throughout a school year. Therefore, PCSB expects schools to maintain documentation in paper and/or electronic format pertaining to attendance, enrollment, and discipline.

Date: _____
PCSB Action: _____Approved _____Approved with Changes _____Rejected
Changes to the Original Proposal/Request: _____

UNIVERSITY of the DISTRICT OF COLUMBIA 1851

OFFICE OF GENERAL COUNSEL

COMPLETE ALL SECTIONS OF THIS FORM – AN INCOMPLETE FORM WILL BE RETURNED AND WILL DELAY REVIEW OF YOUR DOCUMENT.

Requestor's Name/Title: Robyn Ellis, Director of College Readiness and Community Outreach

Department: Academic Affairs, CARE Program **School/College?Division** UDC Community College

Phone#: 202-274-5123 **E-mail:** robyn.ellis@udc.edu

Date Requested: 08/08/2014 **Date Due*:** ~~08/15/2014~~ 8/22/2014 BR

Title of Agreement: Educational Data Access and Use Agreement between DC Public Charter School Board and UDC-CC

Contracting Party:

To facilitate legal and technical sufficiency review, all University employees are advised to review the University's Contract Administration and Review Guidelines and are advised of the following approval flow procedures. **Depending upon the nature and scope of the agreement, other departments may need to be involved or contacted. It is the obligation of the requesting department to obtain the appropriate approvals prior to submission to the Office of the General Counsel.** Use this form only for MOU, MOA, affiliation, partnership, inter/intra agency and other academic agreements.

Submit only the final and unsigned version of the agreement with this **completed** form to Smruti Radkar (Assistant General Counsel), Administration Building (39-Third Floor, 301Q) or electronically to sradkar@udc.edu for review. ***Permit at least five (5) days for review.**

1. Identify the UDC Signatory: (UDC official who will execute the agreement): Dr. Rachel M. Petty
2. UDC Staff Member responsible for monitoring the agreement: Dr. Calvin Woodland

ONCE EXECUTED YOU ARE REQUESTED TO RETURN A COPY OF THE AGREEMENT (CONTAINING ALL REQUIRED SIGNATURES) TO OGC WITHIN 5 DAYS OF EXECUTION.

3. Origin of Agreement: ☐University dept. ☐Other DC Public Charter School Board and UDC-CC
4. If there is an intra-District advance requirement, has that been pre-approved by the OCFO?
   ☐Yes. OCFO Signature_____(Required) ☐No. ■Not applicable
5. ~~OSP or GC Office of Academic Affairs~~ Signature [signature] ■Not applicable
6. IT Requirement Signature_____ ■Not applicable**
7. Communication/Marketing Requirement Signature_____ ■Not applicable**
8. Facility Related Requirement Signature_____ ■Not applicable**
9. Risk Management (Insurance) Signature_____ ■Not applicable**

****Please note that if OGC determines that another department or office needs to be consulted or made aware of any provision contained in the agreement, your document will be returned to you without review or approval and the process will need to start again.**

Department Head _____ Date _____

~~OGC Comments:~~

~~OGC Signature:~~ [signature] ~~Date Received:~~ 9/2/14

~~Date Approved:~~

Print Form

UNIVERSITY of the DISTRICT OF COLUMBIA

1. Explanations of items from page 1. Add continuation page if needed

2. Faculty release time: Provide the names and departments of any faculty members for whom release time is requested. Indicate the amount of release time per academic year. List the amount of funds ($) requested in this grant for release (salary and benefits) for the first year and the total grant.

FACULTY MEMBER'S NAME	DEPT	Release/YR	$ Requested for release salary yr 1	$ Requested for release benefits yr 1	$ Requested for release salary total	$ Requested for release benefits total
N/A						

If more than four faculty are involved, please check here and include a continuation page. ☐

As Department Chair/Dean, I approve the proposed release, and agree to support any committed release not funded through the grant, using resources of my department/school/college.

Department_____ Chairperson:_____ Signature_____ Date_____
Department_____ Chairperson:_____ Signature_____ Date_____
Department_____ Chairperson:_____ Signature_____ Date_____
Department_____ Chairperson:_____ Signature_____ Date_____
College/School_____ Dean/CEO_____ Signature_____ Date_____
College/School_____ Dean/CEO_____ Signature_____ Date_____
College/School_____ Dean/CEO_____ Signature_____ Date_____

3. Complete this section, if in-kind or cash matching is requested:
Is matching required by the sponsor? Yes ☐ No ☒ If yes, how much is required?_____
How do you know? No funds attached to this agreement
How much cash match is requested? NA From what budget(s) will the match be provided? NA

Approval of person responsible for the budget? Name:_____ Signature_____

How much in-kind match is requested (describe) None / NA

Availability and commitment of in-kind and cash match has been verified.
Provost/VP of Academic Affaairs:_____ Date:_____

4. If "Yes" to Question 10, please describe outyear commitment and plan to fulfill it.

EDUCATIONAL DATA ACCESS AND USE AGREEMENT BETWEEN THE DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

AND

University of the District of Columbia/Community College AS AUTHORIZED REPRESENTATIVES

This **EDUCATIONAL DATA ACCESS AND USE AGREEMENT** (hereinafter "Agreement") is entered into between the **DISTRICT OF COLUMBIA, PUBLIC CHARTER SCHOOL BOARD** (hereinafter "PCSB") and University of the District of Columbia/Community College (hereinafter "UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE" or "UDC-CC"), collectively referred to herein as the "Parties".

RECITALS

WHEREAS, PCSB is the authorizer for public charter schools in the District of Columbia;

WHEREAS, PCSB, as the authorizer, produces a detailed annual performance report for each public charter school it oversees, which shows a school's performance on the Performance Management Framework ("PMF");

WHEREAS, PCSB plans to revise the High School PMF to include dual enrollment as an indicator, and in so doing will need data on students who are dually enrolled in a public charter school and the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE;

WHEREAS, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE is a College Access Provider providing services to students of District of Columbia public charter schools;

WHEREAS, the UNIVERISTY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE collects student data necessary for PCSB to calculate the dual enrollment indicator; and

WHEREAS, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE has agreed to share the data elements defined in section 4.1 with PCSB in order for PCSB to calculate the dual enrollment indicator;

NOW, THEREFORE, in consideration of the promises and mutual covenants set forth herein, the Parties agree as follows:

1. **Definitions.**

1.1. Unless otherwise defined in this Agreement, all terms shall have the meaning ascribed to such terms by the Family Educational and Rights and Privacy Act [Pub. L. 90-247, 80 Stat. 783 (Jan. 2, 1968), as codified at 20 U.S.C. § 20-1232g], the U.S. Department of Education's implementing regulations [34 C.F.R. § 99 *et seq.*], and the Omnibus Act.

1.2. As used in this Agreement, the following terms shall have the meanings ascribed:

1.2.1. Performance Management Framework ("PMF") means the annual school

performance report metrics that allow the Board to evaluate elementary, middle, and high school performance at public charter schools across common measures.

1.2.2 "Dual enrollment" means a student who is primarily enrolled in a District of Columbia public charter school, but is also receiving credit for courses taken at the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE.

1.2.3 "Data," as used herein, means recorded information, regardless of form or the media on which it may be recorded. The term includes technical data and computer software. The term does not include information incidental to contract administration, such as financial, administrative, cost or pricing, or management information.

1.2.4 The term "Technical Data," as used herein, means recorded information, regardless of form or characteristic, of a scientific or technical nature. It may, for example, document research, experimental, developmental or engineering work, or be usable or used to define a design or process or to procure, produce, support, maintain, or operate material. The data may be graphic or pictorial delineations in media such as drawings or photographs, text in specifications or related performance or design type documents or computer printouts. Examples of technical data include research and engineering data, engineering drawings and associated lists, specifications, standards, process sheets, manuals, technical reports, catalog item identifications, and related information, and computer software documentation. Technical data does not include computer software or financial, administrative, cost and pricing, and management data or other information incidental to contract administration.

1.2.5 The term "Computer Software," as used herein means computer programs and computer databases. "Computer Programs," as used herein means a series of instructions or statements in a form acceptable to a computer, designed to cause the computer to execute an operation or operations. "Computer Programs" include operating systems, assemblers, compilers, interpreters, data management systems, utility programs, sort merge programs, and automated data processing equipment maintenance diagnostic programs, as well as applications programs such as payroll, inventory control and engineering analysis programs. Computer programs may be either machine-dependent or machine-independent, and may be general purpose in nature or designed to satisfy the requirements of a particular user.

1.2.6 The term "computer databases," as used herein, means a collection of data in a form capable of being processed and operated on by a computer.

2. **Purpose.** The purpose of this Agreement is to facilitate the exchange of data from educational records of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE that is necessary for PCSB to calculate the dual enrollment indicator of the high school PMF, which is used to evaluate the high school programs of public charter schools.

3. **Designation as Authorized Representative.** PCSB hereby designates UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE as its authorized representative to carry out data collection activities related to the calculation of the dual enrollment indicator in the high school PMF as described in Section 2 of this agreement.

4. **Data Disclosure.**

4.1. Through a secure method, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall disclose to PCSB the following data about UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE and the students who are dually enrolled in the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE and a public charter school:

4.1.1. Student's last name (Last).
4.1.2. Student's first name (First).
4.1.3. Student's middle initial (Initial).
4.1.4. Student's date of birth (DOB).
4.1.5. Term of Enrollment (Term).
4.1.6. Student's University of the District of Columbia/Community College Identification Number (ID#).
4.1.7. Public Charter School Student Attends (PCS).
4.1.8. Number Credits Student Earned Per Class (Credits).
4.1.9. Course Title (Class Name).
4.1.10. Course Number (Number).
4.1.11. Date range of the course.
4.1.12. Schedule Type of the course.
4.1.13 Instruction Method of the course.
4.1.14. Scheduled meeting dates of the course.
4.1.15. Meeting location of the course.
4.1.16. Course Instructor.
4.1.17. Final Grade per Class (Final).

4.2. PCSB shall use the data provided by UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE pursuant to Section 4.1 of this Agreement to match students served by UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE with students attending a public charter school and to calculate the dual enrollment indicator of the high school PMF for these students. If PCSB is unable to match a student served by UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE with a student attending a public charter school, PCSB shall provide written notice to UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE through a secure method. Such notice shall identify the students who could not be matched to a student attending a public charter school, recommend additional data elements that could assist PCSB with performing the match, and establish a reasonable timeframe for UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE to provide the additional data.

4.3. Through a secure method, PCSB shall provide to UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE the following data elements, if available, for each student receiving services from UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE that PCSB was able to match to a student attending a public charter school:

4.3.1. Student's last name (Last).
4.3.2. Student's first name (First).
4.3.3. Student's middle initial (Initial).
4.3.4. Student's date of birth (DOB).
4.3.5. Academic year (AY).

4.3.6. Public Charter School Attending (PCS).
4.3.7. Public Charter School ID.
4.3.8. Unique Student Identifier (USI).

4.4. Ownership of Data. Both Parties understand that this agreement does not convey ownership of data to either entity.

5. Timeframes for Data Disclosure.

5.1. Unless otherwise agreed to by the parties, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall provide to PCSB the data described in Section 4.1 not later than 30 days after the close of each semester.

5.2. PCSB shall provide to the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE the data described in Section 4.3 within a reasonable period of time, but no later than 30 days, after receipt of data necessary to identify students attending public charter schools.

6. Limitations on Use, Access, and Disclosure of Data.

6.1. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall not use the data received from PCSB for any purpose other than the activities identified in Sections 2 and 3 of this Agreement.

6.2. Without the prior written consent of PCSB, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall not re-disclose personally-identifiable student data received from PCSB to any other person or entity, except for those employees of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE who are authorized by the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE to perform the functions described in this Agreement on its behalf.

6.3. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall, as an authorized representative of PCSB, take all necessary precautions to preserve the confidentiality of all personally-identifiable information of students, as well as information about parents.

6.4. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE will promptly respond to PCSB's requests for any information, reports, or other assurances of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE's on-going compliance with this Agreement.

6.5. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE is authorized to publish data disclosed to the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE by PCSB in aggregate form, after all personally-identifiable student information has been removed and/or de-identified. Prior to publicizing aggregate reports based on data received from PCSB, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall provide a copy of such aggregate report to PCSB. Upon receipt of an aggregate report from the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE, PCSB shall have ten (10) business days to review the aggregate report for compliance with this Agreement. If PCSB determines that the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE's

aggregate report contains personally-identifiable student information, PCSB shall notify the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE in writing about the potential breach.

7. **Destruction of Data.**

7.1. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall destroy all data received from PCSB pursuant to this Agreement when the data is no longer needed for the activities identified in paragraph 2 or five years after the data has been received, whichever occurs first.

7.2. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall confirm in writing to PCSB its compliance with the terms of paragraph 7.1 within five (5) business days of destroying the data.

7.3. Nothing in this agreement shall be construed to require the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE to destroy duplicative data or records that the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE has legitimately received from a source other than PCSB.

8. **Choice of Law.** This Agreement shall be governed by and interpreted in accordance with the laws of the District of Columbia.

9. **Severability.** The invalidity, illegality, or unenforceability of any provision of this Agreement shall not impair the validity of any other provisions. Any provision of this Agreement determined by a court of competent jurisdiction to be unenforceable will be deemed severable, and the Agreement may be enforced with that provision severed or as modified by the court.

10. **Modification.** The terms and conditions of this Agreement may be modified only by prior agreement of the Parties. Such modification must be executed in writing and be signed by the duly authorized signatories of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE and PCSB. However, amendments to the PCSB High School PMF Guidelines by PCSB shall not be subject to the prior approval or consent of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE. Amendments to the PCSB High School PMF Guidelines shall become effective for the purposes of this Agreement beginning on the fifth (5th) business day after PCSB provides notice to the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE of such amendments.

11. **Breach.** In the event of a breach of this Agreement in the form of a disclosure of data that is not otherwise permissible pursuant to this Agreement, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall notify PCSB of the breach within two (2) business days of the date on which the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE becomes aware of the breach. PCSB may take any actions authorized it by law to remediate the breach, including, without limitation, termination of this Agreement and exclusion of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE from future access to educational data.

12. **Termination.** Either of the Parties may terminate this Agreement prior to its expiration.

PCSB may terminate this Agreement by providing 30-day advance written notice to the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE may terminate this Agreement by providing 30-day advance written notice to PCSB, which notice must include the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE's certification that the data has been destroyed pursuant to paragraph 7 of this Agreement. Termination by the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE prior to the expiration of this Agreement will not be effective until the data has been destroyed pursuant to paragraph 7.

13. **Applicable Laws.** The Parties shall comply with all applicable laws, rules, and regulations whether now in effect or hereafter enacted or promulgated.

14. **Authority.**

14.1. PCSB warrants that it is the authorizer for public charter schools in the District of Columbia and is authorized to enter into data sharing agreements with college providers of public charter school students.

14.2. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE warrants that it is an organization in good standing, including as appropriate a corporation in good standing under the laws of and has its principal place of business in Washington, DC, that execution of this Agreement is within its corporate powers, and that all necessary approvals have been obtained prior to execution of this Agreement.

15. **Effective Date.** This Agreement becomes effective as of the date on which all duly authorized individuals have signed the Agreement.

16. **Duration.**

This Agreement shall automatically renew annually unless terminated by either party.

17. **Notice.** Notices required herein shall be deemed to have been given and received, (i) three (3) business days after having been sent to the appropriate party listed below, by regular and certified mail; (ii) one (1) business day after having been sent by a nationally recognized overnight courier service; (iii) on the date of delivery if by personal delivery; or (iv) on the date of email transmission, provided that any such transmission is made before 5:00 p.m. on a business day (and otherwise, on the next business day). The below addresses may be changed by written notice to the appropriate party.

NOTICE TO PCSB:
3333 14th St., NW, Suite 210 Floor Washington, D.C. 20010
Attn: Sareeta Schmitt
Email: sschmitt@dcpcsb.org

NOTICE TO UNIVERSITY OF THE DISTRICT OF COLUMBIA COMMUNITY COLLEGE:
801 North Capitol Street, NE Washington, DC 20002
Attn: Robyn Ellis
Email: robyn.ellis@udc.edu

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by the following duly authorized individuals.

PCSB

By: _____ Scott Pearson, Executive Director of PCSB

Date: 9/19/14

University of the District of Columbia/Community College

By: _____ Dr. Calvin Woodland, Interim CEO of UDC-CC

Date: 9/16/14

University of the District of Columbia

By: Rachel Petty for _____ Dr. Rachel Petty, Interim Provost, UDC

Date: 9/15/2014

DATA SHARING AGREEMENT BETWEEN
DC Public Charter School Board AND
American Institutes for Research

This Data Sharing Agreement ("the Agreement") is entered into on this 24th day of November, 2015 by and between the DC Public Charter School Board and the American Institutes for Research for the purpose of a pilot of the Data2Decide service, hereinafter, "the project".

I. PARTIES. DC Public Charter School Board (DCPCSB) is authorized to collect and maintain student educational records consistent with applicable state and federal laws and subject to the federal Family Educational Rights and Privacy Act (FERPA), as authorized by 20 U.S.C. § 1232g(b) and 34 CFR Part 99.

II. PURPOSE. The purpose of the Agreement is to document the terms under which the DCPCSB is authorized to release to the American Institutes for Research (AIR) personally identifiable student information (excluding student name and date of birth) for the project, to release personally identifiable educator information (excluding educator name and date of birth) for the project, and to designate AIR as the authorized representative of the DCPCSB consistent with applicable federal and state laws concerning access to and confidentiality of student and educator record information including FERPA and FIPA. As described herein, AIR, as the DCPCSB's authorized representative, may have temporary access to data in the custody of the DCPCSB for use in the project identified in this Agreement and any addenda to it.

III. AUTHORITY. Consistent with the federal Family Educational Rights and Privacy Act (FERPA), the DCPCSB designates AIR as its agent for the purpose of disclosing personally identifiable information from students' education records *for studies to develop tests, administer aid, or improve policy:* …in connection with the DCPCSB, conducting studies to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction, pursuant to 34 CFR § 99.31(a)(6)(i). This Act protects personally identifiable information from educators' records.

IV. DATA DISCLOSURE. The DCPCSB shall provide AIR with the data described in the Project Description attached to this Agreement ("**Attachment A**"), under *Academic Data* and *Non-Academic Data:*

V. TERMS AND CONDITIONS. To effect the transfer of data and information that is subject to State and Federal confidentiality laws and to ensure that the required confidentiality of personally identifiable information shall always be maintained, AIR agrees to:

1. In all respects comply with the provisions of FERPA. For the purposes of the Agreement and the specific projects conducted pursuant to the Agreement and described in addenda to it, FERPA includes any amendments or other relevant provisions of federal law, as well as all requirements of 34 CFR Part 99 and 20 U.S.C. § 1232g. Nothing in this Agreement may be construed to allow either party to maintain, use, disclose, or share student record information in a manner not allowed under Federal law or regulation.

2. For purposes of this project and for ensuing AIR's compliance with the terms of this Agreement and all applicable state and federal laws, AIR designates Andrew Swanlund as the temporary custodian of the DCPCSB data. The DCPCSB will release all data and information for this project to the named temporary custodian. Andrew Swanlund shall be responsible for transmitting all data requests and maintaining a log or other record of all data requested and received pursuant to the Agreement, including confirmation of the completion of the project and the return or destruction of data as described below. DCPCSB or its agents may upon request review the records required to be kept by AIR under this Agreement.

   DCPCSB designates Emma McGann as its liaison for all communications with AIR regarding this project and the Agreement as it relates to the project.

4. Use data shared under the Agreement for no purpose other than the research project described in this Agreement, and as authorized under 34 CFR §§ 99.31(a)(1) and 99.35(a). Nothing in the Agreement shall be construed to authorize AIR to have access to additional data from DCPCSB that is not included in the scope of the Agreement, or to govern access to the data by entities other than the Parties. AIR further agrees not to share data received under the Agreement with any other entity without prior written approval from DCPCSB. AIR understands that the Agreement does not convey ownership of data to DCPCSB. However, DCPCSB grants AIR a non-exclusive, perpetual, irrevocable, royalty-free, worldwide license to use, reproduce, distribute and display ,and to make derivative works from, any of the records, reports, documents, materials and/or products created by AIR with data provided pursuant to this Agreement

5. Require all employees, contractors, and agents of any kind to comply with the Agreement and all applicable provisions of FERPA and other federal and state laws with respect to the data and information shared under the Agreement. AIR agrees to require of and maintain an appropriate confidentiality agreement from each employee, contractor, or agency with access to data pursuant to the Agreement. Nothing in this section authorizes AIR to share data and information provided under the Agreement with any other individual or entity for any purpose other than completing AIR's work as authorized by DCPCSB consistent with this Agreement.

6. Not amend or alter the scope, design, format, or description of a project or report generated by AIR for this project, except as consistent with the Agreement, without prior written notice to DCPCSB.

7. Not copy, reproduce, or transmit data obtained pursuant to the Agreement except to AIR's own agents acting for or on behalf of DCPCSB and as necessary to fulfill the purpose of the project described herein. Data may be stored on a server with other data but may not be merged with that data without prior permission from DCPCSB. Data must be stored using industry-standard encryption and authentication to ensure that only authorized agents of DCPCSB have access to the data. Data may not be taken outside the United States. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual students, are subject to the provisions of the Agreement and in the same manner as the original data disclosed by DCPCSB to AIR. The ability to access or maintain data under the Agreement shall not under any circumstances transfer from AIR to any other individual, institution, or entity.

8. Not disclose data contained under the Agreement to it in any manner that could identify any individual student, except as authorized by FERPA, to any entity other than DCPCSB, or authorized employees, contractors, and agents of AIR working as DCPCSB's authorized representative on the project approved by DCPCSB consistent with this Agreement. Persons participating in the approved project on behalf of the Parties shall neither disclose or otherwise release data and reports relating to an individual student, nor disclose information relating to a group or category of students without ensuring the confidentiality of individual students in that group. Publications and reports of this data and information related to it, including preliminary project descriptions and draft reports, shall involve only aggregate data and no personally identifiable information or other information that could lead to the identification of any student. No report of aggregate data based on an identifiable group of students fewer than ten in number shall be released to anyone other than DCPCSB. AIR shall require that all employees, contractors, and agents working on this project abide by that statistical cell size.

8. Not provide any data obtained under this Agreement to any entity or person ineligible to receive data protected by FERPA, or prohibited from receiving data from any entity by virtue of a finding under 34 CFR § 99.31(a)(6)(iii).

9. a) Implement administrative, physical and technical safeguards that reasonably and appropriately protect the confidentiality, security and integrity of data obtained pursuant to the Agreement and that prevent use and disclosure of such data other than as permitted under the Agreement.

b) Immediately inform DCPCSB when AIR either (1) knows, or has reason to know, of a breach of security with respect to the data provided under this Agreement, or (2) when AIR knows, or has reason to know, that any of the data described in section was acquired or used by an unauthorized person or used for an unauthorized purpose. Notice shall be given by telephone and by email to Emma McGann, emcgann@dcpcsb.org. In addition to informing DCPCSB as provided herein, AIR shall cooperate with DCPCSB and such other state and federal entities as necessary in the investigation and further reporting of such breach.

10. Destroy all data obtained under the Agreement and addenda to it when no longer needed for the purpose for which it was released by DCPSB. Nothing in this Agreement authorizes AIR to maintain data beyond the time period reasonably needed to complete the project and respond to inquiries from other researchers, defined as 12 months following the date of publication of the final report of this project. Upon termination of the Agreement or publication of reports generated under this Agreement, as authorized by DCPSB, whichever occurs first, AIR will return all data files and hard copy records to DCPSB and purge any copies of data from its computer systems in compliance with 34 CFR §§ 99.31(a)(6)(ii)(b) and 99.35(b)(2). AIR agrees to require all employees, contractors, or agents of any kind working on the project to comply with this provision. No other entity is authorized to continue research using the data obtained under the Agreement upon the termination of the Agreement and project described herein.

11. Provide DCPSB with an electronic copy of the final versions of all reports and other documents associated with the project. Also provide DCPSB with an electronic copy of a nontechnical short version of findings for potential public distribution. DCPSB, as the owner of these reports, reserves the right to distribute and otherwise use the final report and associated documents as it wishes, in sum or in part.

12. AIR shall be provided reasonable notification of any changes in DCPSB policies regarding limits on the use of confidential data and, as agents of DCPSB, shall either affirmatively agree to uphold these policies or relinquish access to the data.

VI. RELATED PARTIES. AIR represents that it is authorized to bind to the terms of the Agreement, including confidentiality, maintenance, publication, and destruction or return of data, all related or associated institutions, individuals, employees or contractors who may have access to the data or may own, lease, or control equipment or facilities of any kind where the data is stored, maintained or use in any way.

VII. TERM. This Agreement takes effect upon signature by the authorized representative of each party and shall remain in effect until the data access time period defined in paragraph 10 has ended, or until canceled by either party upon 30 days written notice, whichever occurs first. The Agreement is renewable upon written approval by the authorized representative of each party.

VIII. COST. No fee. In exchange for these services, DCPCSB will provide AIR with data and feedback on the process and usability of the results.

This Agreement expresses the entire agreement of the parties and shall not be modified or altered except in writing executed by the authorized representatives of DCPSB and AIR and in a manner consistent with applicable state and federal laws.

	November 24, 2015
Organization's Authorized Name American Institutes for Research	Date
	11/24/2015
Scott Pearson, Executive Director DC Public Charter School Board	Date

Attachment A

Project Description

Project:

Data2Decide pilot project

Description:

AIR will provide analytic services to the DCPCSB responding to the following research questions:

DC PCSB is looking to use data to inform our oversight of ELL programming in our schools across the city and to help us develop a type of scorecard specific to ELL programs for schools. Our overarching question is as follows: **In what charter programs and language acquisition models (within charter schools) across the city do ELLs perform the strongest?**

Our hypothesis is that the schools where ELLs perform well according to non-academic indicators are also those where they perform well academically (and vice versa), but we would love to be able to back this up with actual data. This will help guide our work not only on the compliance side of ELL programming but also as we analyze a school's ELL program and develop a best-practices quality assurance tool for schools to self-reflect on how their program is serving ELL students. We would like to have more transparency related to ELL programs and the non-academic and academic results of students to give schools and stakeholders a window into how schools comparatively serve ELLs.

Here are some specific data points that we would want to look at, and the questions that these data points may help answer:

Academic Data

- state assessment: In what schools do ELL students perform the strongest on the state assessment? In what schools do ELL students have the highest growth rates (MGP)?
- WIDA scores: Which schools are successful at getting ELLs to a Level 5 (exit)? Which schools do the best job of growing English Language proficiency in ELL students?
- We'd also like more general information about English Language acquisition. Is there an "industry-standard" expected growth in terms of EL proficiency levels (WIDA), and does this differ by grade band and/or proficiency level at which a student enters?
    - A challenge we anticipate related to both state assessment data and WIDA assessment data is that ELL subgroups at some schools (particularly those that are non-dual language immersion) are too small to report. One possibility may be to look at data for students in dual-immersion programs compared to non-immersion programs as one "school". In this way, we may be able to see a correlation between high performance and dual immersion programs.

- Special education: Are ELLs getting identified for special education services at a higher rate than non-ELLs? Are ELLs getting identified for higher levels (3s and 4s) of special education services at a disproportionate rate?

Non-Academic Data

For all these data points, we would look at them in the context of the school's academic performance.

- Retention rates: In which programs are retention rates the highest? Lowest?
- Mid-year withdrawal: What do mid-year withdrawal rates of ELLs look like across the city, and how does this rate compare with other subgroups?
- Attendance rates: In which programs do ELLs have the best attendance? Worst? And how does this compare to attendance of other subgroups? Which programs have the highest and lowest levels of truancy (by grade band- ES, MS, HS)?
- Discipline: How does the suspension and expulsion of ELLs compare to other subgroups? Are ELLs disproportionately being suspended or expelled? I imagine we would want to see this by grade band (ES, MS, HS).

MEMORANDUM OF UNDERSTANDING

between

THE DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

and

DISTICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

This is a Memorandum of Understanding (Agreement) between the DC Office of the State Superintendent of Education Office (DC OSSE) and the District of Columbia Public Charter School Board (PCSB), dedicated to working collaboratively and in partnership to ensure that all District of Columbia children have a fair, equal, and significant opportunity to obtain a high quality education, and reach at a minimum, proficiency on challenging state academic achievement standards:

Whereas, the DC OSSE and the PCSB recognize public charter school autonomy as an essential element of public education in the District of Columbia;

Whereas, the United States Congress enacted the District of Columbia School Reform Act of 1995, effective April 26, 1996 (Pub. L. 104-134, Title II, 110 Stat. 1321, codified at D.C. Official Code§ 38-1800.01 *et seq.);*

Whereas, the District of Columbia Public Education Reform Amendment Act (D.C. Law 17-9, effective June 12, 2007, D.C. Official Code§ 38-2601 *et seq.)* created the DC OSSE as the State Education Agency (SEA) for the District of Columbia, and as the District of Columbia's representative to the US Department of Education (Department);

Whereas, District and Federal law recognizes the PCSB as the authorizer responsible for charter school performance accountability;

Whereas, the DC OSSE and the PCSB maintain close contact with each other to exchange current and accurate information about pubic charter schools' standing within the state performance and accountability system;

Whereas, the DC OSSE and the PCSB share the common goals of improving and expanding quality public charter schools in the District of Columbia; and

Whereas, the DC OSSE and the PCSB enter into this Agreement for the purpose of implementing the terms specified by the US Department of Education (Department) invitation and guiding principles established by the Department for SEAs requesting flexibility with the ESEA for school year 2013-2014, the waiver granted to the DC OSSE by the Department (Waiver), and any modifications to such Waiver that may be granted.

Now therefore in mutual understanding,

I. The DC OSSE and the PCSB

The parties agree as follows:

A. The DC OSSE and the PCSB each have joint and several responsibilities to enhance implementation of the Waiver to improve student achievement and the quality of instruction for students;

B. This Agreement addresses responsibilities of the DC OSSE as SEA and the PCSB as the District public charter school authorizer consistent with Federal and District law and does not alter respective public charter school responsibilities as set forth therein;

C. The PCSB has primary responsibility for holding public charter schools accountable e pursuant to section 1116 of Title I. Part A of ESEA;

D. The DC OSSE as the SEA is ultimately responsible to the Department for ensuring that all federal funds are used in conformance with applicable laws, including Title I. Part A funds that are allocated to public charter schools;

E. The DC OSSE has the sole authority to make allocations of Title I funds;

F. Consistent with the Waiver, public charter schools shall be classified by the DC OSSE into five categories including: Reward, Rising, Developing, Focus or Priority in accordance with the formal Waiver application approved by the Department;

G. After a public charter school is identified by the DC OSSE as a Priority or Focus school, the PCSB will have broad flexibility to address accountability requirements of Title I. Part A, and will have primary responsibility for overseeing, developing, implementing, and monitoring of such requirements on the school-level; however once a school fails to meet exit criteria for a Priority or Focus school, as applicable, for two cumulative years, DC OSSE will have approval rights over any such plan;

H. Given that PCSB meets the criteria for a "strong charter authorizer system" as described in FAQ A-10a, the Teacher and School Leader Evaluation Systems of each applicable charter school must be reviewed by the PCSB to ensure the school's application of the principles described in the ESEA flexibility principle 3, with PCSB having the opportunity to make recommendations for improvement. The PSCB will submit such systems to the DC OSSE for review and comment prior to the school's implementation;

I. To enable monitoring of the PCSB's effective implementation of interventions and supports by the DC OSSE, a web-based system shall be used to post charter schools' Interventions and Support Plans, as well as to track progress against the objectives;

J. The PCSB shall develop and implement a Corrective Action Plan to address any non-compliance related to accountability at a public charter school;

K. TIle parties will in good faith continue their efforts to collaborate on data collection with the goal of reducing school reporting burdens, minimizing data errors, and improving the timely accessibility of data and analysis;

L. Nothing in this Agreement shall be construed as limiting the PCSB's authority to grant, renew, or revoke a charter;

M. Nothing in this Agreement shall be construed as limiting the DC OSSE's authority as the SEA or the State Superintendent's authority as the Chief School Officer for the District of Columbia;

N. Nothing in this Agreement shall be construed as limiting any authority of DC OSSE to take direct enforcement action against a public charter school for violation of any law for which the DC OSSE has oversight authority, any provision of ESEA other than section 1116, any terms or requirements based upon a DC OSSE-issued grant award term, or any assurance provided by a public charter school to the DC OSSE;

O. The Parties agree that OSSE is authorized to obtain directly from a charter school any records deemed by OSSE or the U.S. Department of Education as reasonably necessary to implement the Waiver and/or oversight of the statewide accountability system requirements, if such records are not in the possession of PCSB and, except in an emergency, PCSB has not been able to produce them within thirty (30) days of OSSE's request; and

P. The PCSB retains the authority to close a low-performing charter school under the timeframes and according to performance expectations in the charter and under District law, and as authorizer any such decision by the PCSB supersedes a designation by the DC OSSE that such school is a Focus or Priority school, consistent with applicable law.

II. The PCSB Obligations

The PCSB shall:

A. Ensure that each public charter school complies with accountability requirements of Title I, Part A of ESEA and consistent with the Waiver, including data collection, submission, and reporting;

B. Provide a copy of high school transcript audits to the DC OSSE by August 30[th] of each year;

C. Provide the DC OSSE with the results of PCSB's "9 grade on track" sample-based audit for the percentage of students on track to graduate in four years, providing student-level data to allow the DC OSSE to calculate rates for all NCLB subgroups, including students with disabilities and English Language Learning (ELL) students, and any other subgroup identified by the Department for receipt of Title I, Part A;

D. Develop and implement a plan to correct charter school noncompliance as identified by the DC OSSE and the PCSB individually or severally;

E. Include the "Cohort Graduation Rates" in the Performance Management Framework beginning in SY2012;

F. Provide incentives or supports to public charter schools that attain or miss one or more of the Annual Measurable Objectives (AMOs);

G. Consider charter revocation of a public charter school that remains in the bottom 10% of all public schools pursuant to the DC OSSE's Accountability Index Score for three out of five years;

H. Perform the following accountability functions under Title I. Part A of ESEA for District public charter schools:

1. Monitor each public charter schools' progress in meeting school-level and subgroup-level AMOs established by the DC OSSE and approved by the District of Columbia State Board of Education;

2. Use statewide accountability standards for core curriculum established by the DC OSSE and approved by the District of Columbia State Board of Education as one input to its periodic review of the progress of each public charter school towards improving academic achievement, closing achievement gaps, and increasing graduation rates, and to publicly disseminate its reviews: and

3. Review, at least annually, the effectiveness of each public charter school's activities related to parental involvement, professional development, and other activities required under Title I. Part A of ESEA;

I. Develop and implement in any public charter school identified by the DC OSSE as Priority a three-year plan that includes meaningful interventions that are aligned to each of the following turnaround principles:

1. Strong principal leadership;

2. Effective staffing practices and instruction;

3. Curriculum, assessments, and interventions;

4. Effective use of time;

5. Effective use of data;

6. School climate and culture; and

7. Effective family and community engagement;

J. Develop and implement in any public charter school identified by the DC OSSE as Focus a two-year plan that includes meaningful interventions targeted at the specific reason for that schools' identification. Such interventions may include, but are not limited to:

1. Strong principal leadership;
2. Effective staffing practices and instruction;
3. Curriculum, assessments, and interventions;
4. Effective use of time;
5. Effective use of data;
6. School climate and culture; and
7. Effective family and community engagement;

K. Consistent with a PCSB-approved plan, provide technical assistance, which may include services provided by DC OSSE and third parties in cooperation with the PCSB, to any public charter school identified by the DC OSSE as Focus or Priority;

L. Ensure that public charter schools identified by the DC OSSE as Focus or Priority are providing interventions and supports to students and their teachers consistent with that school's Intervention and Support Plan;

M. Prior to implementation, satisfactorily demonstrate to the DC OSSE that it has developed a rubric for determining whether an applicable charter school's teacher and principal evaluation system meets the minimum requirements for teacher and principal evaluations as described for Principle 3 of the Waiver guidance issued by the Department recognizing that each public charter school's system need not meet the standards established by the DC OSSE; and

N. Provide upon request of the DC OSSE, any and all public charter school records in PCSB's possession necessary for compliance with state reporting requirements under ESEA.

III. DC OSSE Obligations

The DC OSSE shall:

A. Notify the PCSB of all incidents of non-compliance with requirements of Federal or District law by a public charter school within a reasonable period of time after identification of the non-compliance and in conformance within any applicable legal timeframes;

B. Provide the PCSB with notice of all public charter schools identified as Focus or Priority and provide the PCSB with 30 days to provide any school-level data that the proposed identification is in error;

C. Provide the PCSB and public charter schools with resources developed for use in Focus and Priority schools, including Common Core State Standards curriculum and assessments; professional development supporting improved instruction; data systems for improving teaching and learning; guidelines for identifying quality enhanced and extended learning opportunities; and innovative strategies to support special education, ELL, and low-achieving students;

D. Maintain a Cross Functional Team (CFT) staffed by qualified experts including a member of the PCSB Board and a designated PCSB staff member to provide expert advice about simultaneous and effective implementation of research based interventions aligned with the "Turnaround Principles" in each Priority school for at least three years. These interventions shall, without limitation, address:

   1. Strong principal leadership;

   2. Effective staffing practices and instruction;

   3. Curriculum, assessments and interventions;

   4. Effective uses of: time, data, and family and community engagement; and

   5. School climate and culture;

E. Provide the PCSB with cohort graduation rates by subgroup, including ELL students and students with disabilities, for each public charter school;

F. Conduct regularly-scheduled, semi-annual monitoring of the PCSB for compliance with the terms of this Agreement and notify the PCSB of its findings. Such monitoring shall include evaluation of the PCSB's effectiveness in implementing accountability interventions and achieving progress in improving school performance and closing achievement gaps taking in to account statewide assessments and input from the CFT. The DC OSSE will notify the PCSB of the results of its monitoring and any noted deficiencies, and the PCSB will be required to reply with its corrective action steps within 60 days; and

G. Review and approve the PCSB rubric for determining whether applicable public charter school teacher and principal evaluation systems are consistent with the requirements of the Waiver.

IV. FUNDING PROVISIONS

A. Total cost for the Agreement shall be $100,000 for Fiscal Year (FY) 2013 and $110,000 for Fiscal Year (FY) 2014.

B. PAYMENT

1. Payment for all services shall be made through an Intra-District advance by OSSE to PCSB based on the total amount of this Agreement.

2. Advances to PCSB for the services to be performed/goods to be provided shall not exceed the amount of this Agreement.

3. The Parties' Directors or their designees shall resolve all adjustments and disputes arising from services performed under this Agreement. In the event that the Parties are unable to resolve a financial issue, the matter shall be referred to the D.C. Office of financial Operations and Systems.

C. ANTI-DEFICIENCY CONSIDERATIONS

The Parties acknowledge and agree that their respective obligations to fulfill financial obligations of any kind pursuant to any and all provisions of this Agreement, or any subsequent agreement entered into by the parties pursuant to this Agreement, are and shall remain subject to the provisions of (i) the federal Anti-Deficiency Act, 31 U.S.C. §§1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-Deficiency Act, D.C. Official Code§§ 47-355.01-355.08 (2001), (iii) D.C. Official Code§ 47-105 (2001), and (iv) D.C. Official Code§ 1-204.46 (2006 Supp.), as the foregoing statutes may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.

V. DURATION AND TERMINATION

This Agreement shall remain in effect for the duration of the Waiver referred to herein, including extensions granted by the US Department of Education. The agreement shall continue to remain in effect after the final termination date of the Waiver, unless terminated in writing upon the request of either the PCSB or the DC OSSE.

VI. CONFIDENTIAL INFORMATION

The parties to this Agreement will use, restrict, safeguard, disclose, and dispose of all information related to student information and services provided under this agreement, in accordance with all relevant federal and local statutes, regulations, and policies, including without limitation, the Family Educational Rights and Privacy Act (FERPA).

VII. MODIFICATIONS

The terms and conditions of this Agreement may be modified only upon a prior written amendment to this Agreement executed by authorized representatives of each of the parties; provided that any such modification must be consistent with the terms of the Waiver in effect at the time, and upon prior advance notification to the U.S. Department of Education.

VIII. MISCELLANEOUS

The parties shall comply with all applicable laws, rules and regulations, including the terms of the Waiver granted by the U.S. Department of Education whether now in force or hereafter enacted or promulgated. The terms of this Agreement shall be interpreted and construed to conform to the terms of the Waiver in effect at the time.

[remainder of this page left blank intentionally]

IN WITNESS WHEREOF, the duly authorized parties representing the DC OSSE and the PCSB have executed this agreement to be effective immediately:

DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

State Superintendent of Education

Date: 2/5/14

DISTRICT OF COLUMBIA PUBLIC CHARTERS SCHOOL BOARD

Executive Director

Date: 1/17/2014

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE DC PUBLIC CHARTER SCHOOL BOARD
AND
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

I. INTRODUCTION

This Memorandum of Understanding ("MOU") is entered into between the DC Public Charter School Board ("PCSB") and the Office of the State Superintendent of Education ("OSSE," collectively the "Parties") to govern their respective responsibilities and activities regarding PCSB's one-time transfer of funds (the "Payment") to OSSE to assist it in ensuring parents and families are aware of the common lottery system.

II. RECITALS

WHEREAS, PCSB is the sole authorizer for public charter schools in the District of Columbia (D.C. Official Code § 38-1802 *et seq.*);

WHEREAS, PCSB is responsible for, among other duties, monitoring the operations of public charter schools and ensuring their compliance with applicable laws pursuant to the District of Columbia School Reform Act of 1996, as amended, including the schools' obligations to ensure open enrollment (D.C. Official Code § 38-1802 *et seq.*);

WHEREAS, OSSE houses My School DC, advised by the Common Lottery Board ("CLB"), whose functions and duties include developing and maintaining a common lottery system for admission to public schools in the District of Columbia, including public charter schools; promoting participation of local educational agencies in the common lottery system, and identifying entities to partner with to enable it to further develop the common lottery system (D.C. Official Code §§ 38-194, 38-194 and 38-196.01, as amended by the My School DC Transfer Amendment Act of 2017 (D.C. Act 22-0130) (July 31, 2017).

WHEREAS, the Parties enter into this MOU with the understanding that the CLB requires financial support to operate and implement outreach strategies to families to inform them regarding the common lottery application process;

WHEREAS, OSSE and PCSB share the common goals of a strong common lottery system that supports open enrollment in public charter schools;

WHEREAS, the Parties enter into this MOU with the understanding that it is in the best interest of the District of Columbia that the CLB host a successful outreach event where parents and families can learn about the common lottery system;

WHEREAS, PCSB warrants that it has sufficient available funds in FY2019 to provide the Payment to OSSE; and

WHEREAS, PCSB warrants that, pursuant to District of Columbia Official Code § 38-1802.14(a)(l), it is an entity within the District of Columbia Government and that all necessary

approvals, whether fiscal or programmatic, have been obtained prior to execution of this Agreement.

III. PURPOSE

The purpose of this MOU is for PCSB to provide funding to OSSE to support the operation of the common lottery system, to promote school choice to families through outreach strategies; and to facilitate a citywide public school fair called "EdFest" in furtherance of D.C. Official Code §38-196.01, as amended by the My School DC Transfer Amendment Act of 2017 (D.C. Act 22-0130) (July 31, 2017).

IV. INTRA-DISTRICT FUNDING PROVISIONS

Total cost for the MOU shall be an amount equal to, but not to exceed, fifty thousand and 00/00 ($50,000.00) Dollars paid by PCSB to OSSE to facilitate the activities described herein to be paid by October 1, 2018.

V. PAYMENT

A. Payment for all services shall be made through an Intra-District transfer by PCSB to OSSE based on the total amount of this MOU.

B. OSSE shall deposit all funds transferred by this MOU into the Common Lottery Board Fund for the continued development and improvement of the common lottery system as established by D.C. Official Code § 38-195, as amended by the My School DC Transfer Amendment Act of 2017 (D.C. Act 22-0130) (July 31, 2017).

C. In the event this MOU is terminated, OSSE shall return any unexpended or uncommitted funds to PCSB.

D. The Parties' Directors or their designees shall resolve all adjustments and disputes arising from services performed under this MOU. In the event that the Parties are unable to resolve a financial issue, the matter shall be referred to the D.C. Office of Financial Operations and Systems.

VI. AUTHORITY FOR MOU

D.C. Official Code § 1-301.01(k).

VII. RESPONSIBILITIES OF SELLER

A. Pursuant to this MOU, PCSB agrees to:

1. Transfer $50,000 to OSSE by October 1, 2018;
2. Ensure funding for the project is distributed to OSSE on a timely basis in accordance with the terms and conditions set forth in this MOU;
3. Ensure that OSSE manages the receipt of funds for the purpose stated in Section III, in accordance with the Laws of the District of Columbia; and

4. Notify OSSE of any changes to the contact person for PCSB in Section XIV.

B. Pursuant to this MOU, OSSE agrees to:

1. Budget for all services described in this MOU;
2. Award a contract or contracts to provide the services described in this MOU to a qualified contractor or contractors; and
3. Notify PCSB of any changes to the contact person for OSSE in Section XIV.
4. Provide PCSB at EdFEST with a 10' x 20' booth or larger that is a) located in or immediately adjacent to the central pedestrian corridor and b) either within 200' of the My School DC booth or in a central location that is prominently visual to the main entrance.

VIII. DURATION

The period of this MOU shall be from the date of that it is fully executed through the date the funds are expended or September 30, 2019, whichever is sooner, unless terminated in writing by the Parties prior to the expiration.

IX. ANTI-DEFICIENCY CONSIDERATIONS

The Parties acknowledge and agree that their respective obligations to fulfill financial obligations of any kind pursuant to any and all provisions of this MOU, or any subsequent agreement entered into by the Parties pursuant to this MOU, are and shall remain subject to the provisions of (i) the federal Anti-Deficiency Act, 31 U.S.C. §§ 1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-Deficiency Act, D.C. Official Code §§ 47-355.01-355.08, (iii) D.C. Official Code § 47-105, and (iv) D.C. Official Code § 1-204.46, as the foregoing statutes may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.

X. COMPLIANCE AND MONITORING

The Parties acknowledge that they will be subject to scheduled and unscheduled monitoring reviews to ensure compliance with all applicable requirements.

XI. RECORDS AND REPORTS

The Parties shall maintain records and receipts for the expenditure of all funds provided pursuant to this MOU for a period of no less than three (3) years from the date of expiration or termination of the MOU and, upon the District of Columbia's request, make these documents available for inspection by duly authorized representatives of the buyer agency and other officials as may be specified by the Office of the Chief Financial Officer.

XII. CONFIDENTIAL INFORMATION

The Parties to this MOU will use, restrict, safeguard and dispose of all information related to services provided by this MOU, in accordance with all relevant federal and local statutes,

regulations, policies. Information received by either Party in the performance of responsibilities associated with the performance of this MOU shall remain the property of OSSE.

XIII. MODIFICATION AND TERMINATION

The terms and conditions of this MOU may be modified only upon prior written agreement by the Parties. Either Party may terminate this MOU in whole or in part by giving 14 calendar days advance written notice to the other Party.

XIV. NOTICE

The following individuals are the contact points for each Party under this MOU:

Contact Person for PCSB:	**Contact Person for OSSE:**
Scott Pearson	Catherine Peretti
Executive Director	Executive Director, My School DC
DC Public Charter School Board	Office of the State Superintendent for Education
3333 14th Street NW, Suite 210	1050 First Street NE 3rd Floor
Washington, DC 20004	Washington, DC 20002
Direct line: (202) 328-2662 Main line: (202) 328-2660 Fax: (202) 328-2661	Phone (202) 727-6054
Email: spearson@dcpscb.org	Email: catherine.peretti@dc.gov

XV. PROCUREMENT PRACTICES ACT

If a District of Columbia agency or instrumentality plans to utilize the goods or services of an agent or third party (e.g., contractor, consultant) to provide any of the goods or services specified under this MOU, then the agency or instrumentality shall abide by the applicable provisions of the pursuant to the "Procurement Practices Reform Act of 2010," effective April 8, 2011 (D.C. Law 18-371 ; D.C. Official Code § 2-351.01 *et seq.*(2012 Supp.).

XVI. MISCELLANEOUS

The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.

XVII. EFFECTIVE DATE

This MOU shall become effective upon the date of the last approving signature.

IN WITNESS WHEREOF, the Parties hereto have executed this MOU as follows:

For the DC Public Charter School Board:	**For the Office of State Superintendent of Education:**
Scott Pearson Executive Director	Hanseul Kang State Superintendent of Education
9/18/2018 Date	9/18/18 Date

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding between DC Public Charter School Board ("PCSB") and Georgetown University on behalf of its Law Center ("Georgetown Law Center"), memorializes the understanding of the parties regarding the placement of two Fellows, Reema Paracha and Kendall Edell with PCSB's Washington, DC office for the period commencing October 1, 2018 and ending on September 30, 2019.

I. Recitals:

(A) Georgetown University Law Center is a part of Georgetown University, a nonprofit institution of higher education organized as a non-stock corporation under a Congressional charter.

(B) DC Public Charter School Board is an independent government agency that holds DC public charter schools accoubtable for fulfilling their obligations under the School Reform Act.

(C) PCSB and Georgetown Law Center wish to create opportunities to train recent Georgetown Law Center graduates in public interest lawyering.

II. Undertakings of the Parties:

(A) The Fellows shall be employees of PCSB. The Fellows shall receive salary and such benefits for which they are eligible from PCSB and will be covered by PCSB's liability insurance plans to the same extent and on the same basis as other similarly situated employees.

(B) Georgetown Law Center shall pay to PCSB $40,000 to be used solely towards the salary paid by PCSB to Reema Paracha. PCSB shall cover the rest of the costs related to salary and benefits for that fellow. PCSB shall pay the second fellow, Kendall Edell, a salary of at least $40,000 and cover that second fellow's additional costs. PCSB shall invoice Georgetown Law in November 2018. Georgetown Law Center agrees to pay PCSB within 30 days of receipt of the invoice.

(C) PCSB shall provide appropriate legal training and supervision of the Fellows.

(D) Nothing contained herein shall create an employment relationship between Georgetown University or Georgetown Law Center and the Fellows or a joint venture or other partnership agreement or arrangement between PCSB and either Georgetown University or Georgetown Law Center.

(E) In listing the Fellows in its annual report, website materials, and staff directories, PCSB may reference Georgetown University and/or Georgetown Law Center. PCSB shall not include in any other promotional material any reference to Georgetown University or Georgetown Law Center without express prior written authorization by Georgetown Law Center.

III. Term and Termination:

(A) This agreement shall commence on October 1, 2018 and end on September 30, 2019 unless terminated earlier as provided below.

(B) Either party may terminate this agreement by providing no less than 60 days written notice to the other party. Such notice shall be sent by hand delivery, overnight delivery, or certified U.S. mail, return receipt requested, to the attention of the undersigned. Except as otherwise provided below in subparagraph III.(C), upon termination, PCSB agrees to refund to Georgetown Law Center a prorated share of the $40,000 that Georgetown Law Center paid toward the Reema Paracha's salary.

(C) If a Fellow for any reason does not remain in the Fellowship for the full term of this agreement, the parties agree to make good-faith efforts to replace the Fellow with another Georgetown Law graduate. If they are unable to do so, and the PCSB Program Director responsible for the Fellowship states in good faith that the Fellow resigned for reasons unrelated to PCSB, PCSB shall be under no obligation to refund the funds paid by Georgetown Law Center pursuant to this agreement. Otherwise, if Reema Paracha does not remain in the Fellowship for the full term of this agreement, PCSB agrees to refund to Georgetown Law Center a prorated share of the $40,000 that Georgetown Law Center paid toward Reema Paracha's salary.

IV. Miscellaneous Provisions:

(A) Georgetown Law Center is committed to supporting employment practices that are nondiscriminatory. PCSB agrees to not discriminate in selection or treatment of the fellow based on age, color, disability, family responsibilities, familial status, gender identity or expression, genetic information, marital status, national origin, personal appearance, political affiliation, race, religion, sex, sexual orientation, source of income, veteran's status or any other factor prohibited by law.

(B) PCSB agrees to indemnify Georgetown Law Center and Georgetown University, its Board of Directors, officers, employees, agents and students from and against any and all costs, losses, damages, liabilities, expenses, demands, and judgments, including court costs and

reasonable attorney's fees, which may arise out of the performance of the Fellows or this Agreement.

(C) PCSB may not assign, in whole or in part, its rights, duties, obligations, or responsibilities under this Agreement without the express prior written consent of Georgetown Law Center.

(D) The Fellows shall not have any legal rights arising out of this Agreement or be deemed to be a third party beneficiary of this Agreement.

(E) This Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof and may not be amended except by a written agreement of the parties.

(F) The terms of this Agreement are severable such that if any term or provision is declared by a court of competent jurisdiction to be illegal, void, or unenforceable, the remainder of the provisions shall continue to be valid and enforceable.

(G) This Agreement shall be governed by and construed under the laws of the District of Columbia, United States of America, which shall be the forum for any disputes or lawsuits arising from or incident to this agreement.

(H) This Agreement may be executed in counterparts by the parties.

IN WITNESS WHEREOF, this agreement has been executed by DC Public Charter School Board and Georgetown Law Center on the dates indicated below.

For: DC Public Charter School Board

By: _____

Date: 9/18/2018

Scott Pearson
Executive Director

For: Georgetown University Law Center

By: Thomas Clark

BM 8/30

Date: 9/4/18

Thomas G. Clark
Chief Financial Officer

MEMORANDUM OF UNDERSTANDING AND DATA SHARING AND PRIVACY AGREEMENT BETWEEN THE DISTRICT OF COLUMBIA PUBLIC CHARTER BOARD AND URBAN INSTITUTE

This Memorandum of Understanding and Data Sharing and Privacy Agreement is by and between the District of Columbia Public Charter School Board ("DC PCSB") and the Urban Institute. This Data Sharing and Privacy Agreement (the "'Agreement") is entered into by DC PCSB and the Urban Institute for the purpose of sharing information between the parties in a manner consistent with the Family Education Records Privacy Act of 1974, 20 U.S.C. § 1232g ("FERPA"), and any other relevant federal law. For purposes of this Agreement, FERPA includes 20 U.S.C. § 1232g, any reauthorization of or amendments thereto, and Part 99 of Title 34 of the Code of Federal Regulations.

SECTION 1: PARTIES

1.1 DC PCSB is a public charter school authorizer with oversight responsibility for public charter elementary and secondary institutions, authorized to maintain student information subject to FERPA, and may disclose such information as authorized by FERPA.

1.2 The Urban Institute is a nonprofit organization that brings data-driven expertise and objective analysis to today's critical social and economic policy debates.

SECTION 2: DEFINITIONS

2.1 Unless otherwise defined in this Agreement, all terms herein shall have the meaning ascribed to such terms by the Family Educational and Privacy Rights Act, 20 U.S.C. § 1232g and the U.S. Department of Education's implementing regulations, 34 C.F.R. § 99 *et seq*.

2.2 "Data" as used herein means recorded information, regardless of form or the media on which it may be recorded. The term includes technical data and computer software. The term does not include information incidental to contract administration, such as financial, administrative, cost or pricing, or management information.

2.3 The term "Technical Data" as used herein means recorded information, regardless of form or characteristic, of a scientific or technical nature. It may, for example, document research, experimental, developmental, or engineering work, or be usable or used to define a design or process or to procure, produce, support, maintain, or operate material. The data may be graphic or pictorial delineations in media such as drawings or photographs, text in specifications or related performance or design type documents or computer printouts. Examples of technical data include research and engineering data, engineering drawings and associated lists, specifications, standards, process sheets, manuals, technical reports, catalog item

identifications and related information, and computer software documentation. Technical data does not include computer software or financial, administrative, cost and pricing, and management data or other information incidental to contract administration.

2.4 The term "Computer Software" as used herein means computer programs and computer databases. "Computer Programs" as used herein means a series of instructions or statements in a form acceptable to a computer, designed to cause the computer to execute an operation or operations. "Computer Programs" include operating systems, assemblers, compilers, interpreters, data management systems, utility programs, sort merge programs, and automated data processing equipment maintenance diagnostic programs, as well as applications programs such as payroll, inventory control, and engineering analysis programs. Computer programs may be either machine-dependent or machine-independent, and may be general purpose in nature or designed to satisfy the requirements of a particular user.

2.5 The term "Computer Databases" as used herein means a collection of data in a form capable of being processed and operated on by a computer.

SECTION 3: DESCRIPTION OF THE PROJECT

3.1 DATA REQUIRED

3.1.1 The Urban Institute will use confidential data to undertake a program of policy research on the likely benefits and costs of reducing transportation barriers in a number of choice-rich cities, including Washington, DC. Researchers at the Urban Institute and in the other focus cities will collaborate on a multi-site quantitative study of patterns of school attendance. We will take advantage of advances in information technology, such as the ability to analyze transportation options between any two points on foot, driving, or public transportation using Google's application programming interface (API). We will apply these methods to large administrative datasets on the locations of students' homes, the schools they attend, and the high-quality schools they might attend if transportation barriers were reduced or removed.

Research questions we will address across the focus cities will include:

- How far do students travel to get to school? How long does it take them to get to school?
- What modes of transportation are students and their families taking?
- How far and long would students have to travel to attend a high-quality school?
- How do these patterns vary by students' demographic characteristics and academic performance?
- How might transit policy changes affect access, and equity of access, to

high-quality schools?

We will also conduct analyses of special interest to individual focus cities, which may also have implications for other cities. For example, in Washington, DC, we will examine how patterns of school attendance for high school students changed following the expansion of the transit subsidy program to include the Metro.

In Washington, DC, the quality of instruction students receive and amount they learn may be limited by their ability to get to school, especially if they choose to attend a school that is not convenient to their home. And their ability to choose a high-quality school may be constrained by a lack of transportation. We expect the this study will improve instruction and student learning by producing actionable information for policymakers seeking to establish well-functioning education systems that work to the benefit of all students by ensuring that they can get to a high-quality school consistently, safely, and on time.

3.1.2 The Urban Institute will require access to confidential information, education records, and information that identifies particular individuals, including students.

3.2 STUDENT-LEVEL DATA

3.2.1 The DC PCSB may provide the Urban Institute with data that includes:

A. Enrollment
   1. Unique student identifier (USI)
   2. Home address
   3. Campus name
   4. Campus code
   5. LEA name
   6. LEA code
   7. Campus address(es)
   8. Grade
   9. Entry dates, codes and descriptions
   10. Exit dates, codes, and descriptions

B. Demographics
   1. Month and year of birth
   2. Gender
   3. Race and ethnicity
   4. Economically disadvantaged
   5. Homeless (beginning in the 2014-2015 year)
   6. Direct Certification (TANF/SNAP, beginning in the 2014-2015 year)
   7. Community Eligibility Program
   8. English language learner status
   9. Special education status and level

C. Assessment (DC CAS or PARCC, depending on year)
   1. Statewide assessment math scores and performance levels
   2. Statewide assessment English language arts scores and performance levels

D. Attendance/absence
   1. Number of days present
   2. Number of days absent

3.2.2 Data will be provided to the Urban Institute by PCSB in a format convenient for PCSB (such as csv) and in a secure method chosen by PCSB.

3.3 SCOPE OF THE PROJECT

3.3.1 The Urban Institute represents that the Project will be completed by December 31, 2018.

3.4 DATA CUSTODIANS

3.4.1 The parties agree that the data shared pursuant to this agreement will be managed by Urban Institute Senior Fellow Matthew M. Chingos.

3.4.2 The parties also agree that the data received by the Urban Institute from DC PCSB may also be accessed by Urban Institute employees Kristin Blagg (Research Associate I), Constance Lindsay (Research Associate I), and Victoria Lee (Research Assistant).

SECTION 4: FERPA

4.1 FERPA describes circumstances under which an educational authority such as DC PCSB is authorized to release confidential data regarding individual students, teachers, and schools without prior parental consent. 34 C.F.R. § 99.31(a)(6)(ii) permits DC PCSB to enter into an agreement with an organization conducting a study for or on behalf of educational agencies to improve instruction pursuant to 34 C.F.R. § 99.31(a)(6)(i)(C) to allow DC PCSB to redisclose personally identifiable student information on behalf of the educational agencies that disclosed the information to DC PCSB, provided that the requirements of 34 C.F.R. § 99.31(a)(6)(iii) are satisfied. The Project identified in Section 1 of this Agreement satisfies the requirements of 34 C.F.R. § 99.31(a)(6)(i)(C) and this Agreement satisfies the requirements of 34 C.F.R. § 99.31(a)(6)(iii).

SECTION 5: TERMS AND CONDITIONS

5.1 The following terms further specify the manner in which DC PCSB agrees to share data with the Urban Institute subject to FERPA regulations:

5.2 The Urban Institute agrees to:

5.2.1 Be designated as authorized representatives of DC PCSB solely for the purpose of the Project identified in Section 3 above.

5.2.2 Only use the data DC PCSB will share, including students' personally identifiable information, for legitimate educational purposes.

5.2.3 Use any and all personally identifiable data shared under this Agreement for no purpose other than the services authorized by the contract for the Project.

5.2.4 Use reasonable methods to protect the data DC PCSB will share pursuant to this Agreement, including students' personally identifiable information, from redisclosure, and to not share this data with any other entity without prior written approval from DC PCSB.

5.2.5 Ensure that their policies and procedures protect the data DC PCSB will share, including students' personally identifiable information, from further disclosure or unauthorized use.

5.2.6 Require and maintain a confidentiality agreement with each employee, contractor, or agent with access to data pursuant to this Agreement. The agreement will require all employees, contractors, and agents of any kind to comply with all applicable provisions of FERPA and other federal laws with respect to the data shared under this Agreement. Nothing in this paragraph authorizes sharing or allowing access to student data provided under this Agreement with any other entity for any purpose other than completing the Urban Institute's work authorized by the contract for the Project.

5.2.7 Protect and maintain all student data obtained or permitted access to pursuant to this Agreement in a secure computer environment and not copy, reproduce, or transmit data obtained or permitted access to pursuant to this Agreement except as necessary to fulfill the services described in the contract for the Project. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual students, are subject to the provisions of this Agreement in the same manner as the original data. The ability to access or maintain data under this Agreement shall not under any circumstances transfer from the Urban Institute to any other institution or entity or unauthorized individual or agent.

5.2.8 Not to provide any student data obtained or permitted access to under this Agreement to any party ineligible to receive data protected by FERPA or prohibited from receiving data from any entity under 34 C.F.R. § 99.31(a)(6)(iii). For the avoidance of doubt, the Urban Institute will provide data to DC PCSB as contemplated by the contract for the Project.

5.3 DESTRUCTION OF DATA

5.3.1 The Urban Institute shall destroy all data received from DC PCSB pursuant to

this Agreement within 12 months following the date of completion of the Project. The Urban Institute will destroy electronic files in a secure manner using PGP-encryption software, and will shred any physical files. The Urban Institute agrees to require all employees, contractors, or agents of any kind to comply with this provision.

5.3.2 The Urban Institute shall provide written verification of the destruction of all copies of the student data obtained under this Agreement to DC PCSB within five (5) business days of destroying the data.

5.3.3 Nothing in this agreement shall be construed to require the Urban Institute to destroy duplicative data or records that the Urban Institute has legitimately received from a source other than DC PCSB.

5.4 Nothing in this Agreement may be construed to allow either party to maintain, use, disclose, or share student information in a manner not allowed by federal law or regulation.

5.5 The Urban Institute represents that it is authorized to bind to the terms of this agreement, including confidentiality and destruction or return of student data, all related or associated institutions, individuals, employees, or contractors who may have access to the data or may own, lease, or control equipment or facilities of any kind where the data is stored, maintained, or used in any way.

5.6 This Agreement takes effect only upon acceptance by authorized representatives of the Urban Institute by which that institution agrees to abide by its terms and return or destroy all student data covered by this Agreement 12 months following the date of publication of the final report of the Project.

5.7 This Agreement takes effect upon signature by the authorized representative of each party and will remain in effect until completion of the Project. The parties further understand that DC PCSB may cancel this Agreement at any time, upon reasonable notice. DC PCSB specifically reserves the right to cancel this Agreement should DC PCSB, in its sole discretion, determine that confidential student information has been released in a manner inconsistent with this Agreement, has not been maintained in a secure manner, or that substantially similar data access has become generally available for research purposes through any other mechanism approved by DC PCSB.

5.8 The Urban Institute understands that this Agreement does not convey to it ownership of student data.

5.9 BREACH

5.9.1 In the event of a breach of this Agreement in the form of a disclosure of data that is not otherwise permissible pursuant to this Agreement, the Urban

Institute shall notify DC PCSB of the breach within two (2) business days of the date on which it becomes aware of the breach by e-mailing, with a read receipt, Daniel Quandt, Legal Associate, at dquandt@dcpcsb.org. DC PCSB may take any actions authorized it by law to remediate the breach, including, without limitation, termination of this Agreement and exclusion of the Urban Institute from future access to DC PCSB data.

5.9.2 The Urban Institute shall provide DC PCSB with the name and contact information for the Urban Institute employees who shall serve as DC PCSB's primary security contact and shall be available to assist DC PCSB twenty-four (24) hours per day, seven (7) days per week as a contact in resolving obligations associated with a Breach, defined in Section 5.9.1 above.

5.10 PUBLICATION OF INFORMATION

5.10.1 The Urban Institute is authorized to publish data disclosed to it by DC PCSB in aggregate form, after all personally-identifiable student and parent information has been removed and/or de-identified. DC PCSB understands that the Urban Institute may use this data to publish a final report in the format described in this section on or before the Urban Institute and that this report may remain on display and/or in circulation thereafter.

5.10.2 Prior to publicizing aggregate reports based on data received from DC PCSB, the Urban Institute shall provide a copy of such aggregate report to DC PCSB. Upon receipt of an aggregate report from the Urban Institute, DC PCSB shall have ten (10) business days to review the aggregate report for compliance with this Agreement. If DC PCSB determines that the Urban Institute's aggregate report contains personally-identifiable student information, DC PCSB shall notify the Urban Institute in writing of the potential breach.

5.11 GOVERNING LAW

5.11.1 This Agreement, and any disputes arising out of or related to this Agreement, shall be governed by, and construed in accordance with, the laws of the District of Columbia.

5.12 DC PCSB's Executive Director or his or her designee, the DC Inspector General, and the District of Columbia Auditor, and/or any of their duly authorized representatives shall, until three (3) years after the completion of the Project payment, have the right to examine any directly pertinent books, documents, papers, and records of the Urban Institute involving the data shared by DC PCSB pursuant to this Agreement.

Agreed to and accepted by:
The Urban Institute

Don Spencer 2/6/2017

Don Spencer
Interim Director, Contracts

Agreed to and accepted by:
DC PCSB

2/7/2017

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

MEMORANDUM OF UNDERSTANDING

BETWEEN

OFFICE OF THE SCHOOL SUPERINTENDENT FOR EDUCATION

AND

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

I. INTRODUCTION

This memorandum of Understanding ("MOU") is entered into between the District of Columbia Public Charter School Board (PCSB), and the Office of State Superintendent of Education (OSSE), collectively referred to as the "Parties."

OSSE is requesting the services of PCSB to support OSSE on Adult and Alternative Education Definitions and Policy Recommendations.

II. OVERVIEW

The Office of the State Superintendent of Education (OSSE) is committed to providing high quality information about student and school performance to both traditional public and charter schools. By conducting research to inform the development of adult and alternative education definitions and policy recommendations, OSSE will be able to provide better information and guidance to all schools in the district.

The Public Charter School Board (PCSB) is the sole authorizer of charter schools in the District of Columbia, the PCSB is responsible for authorizing the creation of new public charter schools, for monitoring the academic progress and fiscal stability of public charter schools, and closing public charter schools that do not perform academically, fiscally, or both. Thus the PCSB has conducted research and adult and alternative education in the past and is uniquely positioned to support the continuation of this work.

III. GOALS AND OBJECTIVES

This MOU enables OSSE to transfer funds to enable research and public engagement, and planning of stakeholder engagement to support OSSE on developing adult and alternative education definitions and policy recommendations.

IV. SCOPE OF SERVICES

Pursuant to the proper authority and in the furtherance of the goals of the Parties to carry out the purposes of this MOU expeditiously and economically, the Parties do hereby agree:

A. RESPONSIBILITIES OF PCSB

To contract with consultant to provide services that help OSSE and PCSB. This work will include:

Research and reporting that will support aligned definitions of "adult" and "alternative" education, for purposes of accountability and/or funding by OSSE and/or PCSB

Policy recommendations which include options and recommendations regarding definitions of adult and alternative school designations. See Appendix A for a more detailed scope of work.

PCSB will meet monthly with OSSE staff to provide update on status of project.

B. RESPONSIBILITIES OF OSSE

OSSE would provide funding to PCSB to support this work, and would also have staff engaged in this work to provide background information, context, and other supports as needed.

OSSE will meet monthly with PSCB staff to provide update on status of project.

IV. DURATION OF THIS MOU

The period of this MOU shall be from June 15, 2017, through September 30, 2017 unless terminated or extended in writing by the Parties pursuant to Section IX of the MOU.

V. FUNDING PROVISIONS

A. COST OF SERVICES

Total cost for goods and/or services under this MOU shall not exceed $100,000 for the Fiscal Year 2017. Funding for goods and/or services shall not exceed the actual cost of the goods or services or both provided (including labor, materials and overhead).

B. PAYMENT

Both Parties are District subordinate agencies, and payments shall be made through the Intra-District process.

1. Payment for the goods and/or services shall be made through an Intra-District transfer to PCSB by OSSE.
2. PCSB shall submit monthly invoices that includes (monthly costs incurred by the consultant
3. OSSE shall remit the total amount based on total cost incurred.
4. The payments to PCSB for the services to be performed and goods to be provided shall not exceed the amount of this MOU of ($100,000) within the MOU period of June 15, 2017 through September 30, 2017.

C. ANTI-DEFICIENCY CONSIDERATIONS

The Parties acknowledge and agree that nothing in this MOU creates a financial obligation in anticipation of an appropriation and that all provisions of this MOU, or any subsequent agreement entered into by the parties pursuant to this MOUS, are and shall remain subject to the provision of (i) the federal Anti-Deficiency Act 31 U. S. C. §§1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-deficiency Act, D.C. Official Code §§47-355.01-355.08, (iii) D.C. Official Code §1-204.46, as the foregoing statues may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.

VI. AMENDMENTS AND MODIFICATIONS

A. This MOU may be amended or modified only upon prior written agreement of the Parties.
B. Up to 5 annual extensions of this MOU can be made upon prior written agreement of both parties.
C. Amendments or modifications shall be dated and signed by the authorized representative of the Parties.

VII. CONSISTENT WITH LAW

The Parties shall comply with all applicable laws, rules and regulations whether now in effect of hereafter enacted or promulgated.

VIII. COMPLIANCE AND MONITORING

PCSB will be subject to scheduled and unscheduled monitoring reviews to ensure compliance with all applicable requirements.

VIIII. RECORDS AND REPORTS

PCSB shall maintain records and receipts for the expenditure of all funds provided pursuant to this MOU for a period of no less than three years form the date of expiration or termination of this MOU and, upon the District of Columbia's request, make these documents available for inspection by duly authorized representatives of OSSE and other officials as may be specified by the District of Columbia in its sole discretion.

IX. TERMINATION

Either Party may terminated this MOU in whole or in part if adequate funds are not make available or appropriated for the program in question. This MOU shall be subject to termination at any time, in whole or in part, for the convenience of the government if OSSE determines that termination is in the best interest of the government.

X. NOTICES

The following individuals are the contact points for each Party:
Hanseul Kang, State Superintendent of Education, Hanseul.Kang@dc.gov
Scott Pearson, Executive Director of the DC Public Charter School Board, spearson@dcpcsb.org

XI. PROCUREMENT PRACTICES ACT

If a District of Columbia agency or instrumentality plans to utilize the goods and/or services of an agent, contractor, consultant or other third party to provide any of the goods and/or services under this MOU, then the agency or instrumentality shall abide by the provisions of the District of Columbia Procurement Practices Act of 1985 (D.C. Official Code §2-301.01, *et seq*.) to procure the goods or services.

XII. RESOLUTION OF DISPUTES

Hanseul Kang and Scott Pearson, or their designees, shall resolve all disputes and adjustments resulting from goods or services provided under this MOU. If the parties cannot resolve a dispute, the matter shall be referred to the contracted mediator. The decision of the contractor related to any disputes referred shall be final. If the Parties are unable to resolve a financial issue, the matter shall be referred to the Office of Chief Financial Officer.

XIII. CONFIDENTIAL INFORMATION

The Parties to this MOU will use, restrict, safeguard, and dispose of all information related to services provided by this MOU in accordance with all relevant federal and local statutes, regulations, and policies. Information received by either Party pursuant to responsibilities associated with performing this MOU shall remain the property of OSSE.

IN WITNESS WHEREOF, the Parties hereto have caused this MOU to be executed by their authorized representatives, by authority duly given.



6/14/2017

_____ _____

Hanseul Kang Date
State Superintendent of Education

_____ _____

Scott Pearson Date
Executive Director of the DC Public Charter School Board

Appendix A: Scope of Work
Objectives & Deliverables

- A clear map (and comparison) of **current definitions** of Adult and Alternative education as articulated in city law; in the regulations of OSSE, PCSB, DCPS, SBOE, DOES and any other relevant city agencies; and through the de facto practices (e.g., admissions practices) of relevant Adult and Alternative schools and programs.
- A clear map (and comparison) of **current accountability polices** related to the ways Adult and Alternative education are defined, as enacted in city law; in the regulations of OSSE, PCSB, DCPS, SBOE, DOES and any other relevant city agencies; and through de facto practices (e.g., adherence to oversight rules) of relevant oversight agencies.
- A clear map (and comparison) of public spending on Adult and Alternative education, as determined by **current funding policies** prescribed by relevant definitions, and enacted in city law; and in regulations of OSSE, PCSB, DCPS, DOES and other relevant agencies.
- A **national landscape analysis** of Adult and Alternative education definitions, and related accountability and funding policies, to inform any recommendations for DC.
- **Options for changes** to definitions of Adult and Alternative education, to promote better alignment, equity and effectiveness throughout the system.
- For each option, a clear articulation of **potential implications and impact** (e.g., funding shifts, impact on current enrollments).
- An **implementation roadmap** for any agreed-upon recommendations, to include key actors, actions and milestones.

Project Activities

- **Phase 1: Current <u>definitions</u> and <u>national landscape</u>**.

  During this phase, we would create the map of all current definitions of Adult and Alternative education, as well as conduct the national landscape analysis of definitions and policies. Both the overview of DC definitions and the national landscape analysis will serve as a foundation for the policy work to follow in Phases 2 and 3.

- **Phase 2: Alternative and Adult definitions as inputs into <u>accountability</u> policies**.

  During this phase, we will examine in detail the accountability polices across city agencies, including any articulated standards and consequences, and any oversight practices (e.g., cadence and description of reviews). We will then develop – based on the review of the current state, current definitions and national good practice – a set of potential changes to the definitions of Alternative and Adult education for the purposes of accountability within and across agencies. For each potential change in definition, we will describe the potential implications for schools and programs, and students. In addition, and as needed, we will consider this work in the broader context of the development and roll-out of OSSE's new accountability framework (under the Every Student Succeeds Act), and will provide relevant input on the associated development,

engagement and implementation work.

Stakeholder engagement for this phase could include individual discussions with senior executives from the relevant agencies, the facilitation of a collaborative meeting among senior executives to review a fact base of current definitions and related practices and "problem-solve" potential alignment of definitions, or it could involve a more elaborate engagement process involving a broader cross-section of agency staff and school/program practitioners.

- **Phase 3: Alternative and Adult definitions as inputs into <u>funding</u> policies**.

  During this phase, we will examine in detail the funding polices within city law and across city agencies, and any oversight practices related to funding (e.g., cadence and description of enrollment counts). We will then develop – based on the review of the current state, current definitions and national good practice – a set of potential changes to the definitions of Alternative and Adult education for the purposes of funding within and across agencies. For each potential change in definition, we will describe the potential implications for agencies, schools and programs, and students.

  During this stage, too, we will examine the question of whether there is value in aligning the definitions of Alternative and Adult education across the accountability and funding policy arenas.

  Stakeholder engagement for this phase could include individual discussions with senior executives from the relevant agencies, the facilitation of a collaborative meeting among senior executives to review a fact base of current definitions and practices and "problem-solve" some potential alignment solutions, or it could involve a more elaborate engagement process involving a broader cross-section of agency staff and school/program practitioners.

- **Phase 4: Summary description and next steps**. During this phase, we would produce a summary of the recommendations (or recommendation options, if there has been no agreement and/or decision) for definitional alignment, along with a roadmap for implementation including key actions and milestones.

  Stakeholder engagement for this phase could include sharing out a draft of the go-forward plan with senior leaders from relevant agencies, to gather input, or it could involve more elaborate involvement of practitioners and other experts.

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

MODIFICATION No. 1 TO
MEMORANDUM OF UNDERSTANDING
BETWEEN THE
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
AND
DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

The Memorandum of Understanding executed in June 2017 (MOU) was entered into between the District of Columbia Public Charter School Board (PCSB) and Office of the State Superintendent of Education (OSSE), individually referred to herein as "Party" and collectively referred to herein as "Parties." The Parties now desire to modify the MOU via Modification No. 1 to exercise the first of five one-year option periods pursuant to section VI.B. of the MOU for FY 2018 and to amend Section V.A. and V.B. as follows:

I. **Section V. FUNDING PROVISIONS, Subsection A. COST OF SERVICES** is modified to read as follows: "Total cost for goods and/or services under this MOU shall not exceed $100,000 for the Fiscal Year 2017. Total cost for goods and/or services under this MOU shall not exceed $20,000 for the Fiscal Year 2018. Funding for goods and/or services shall not exceed the actual cost of the goods or services or both provided (including labor, materials and overhead)."

II. **Section V. FUNDING PROVISIONS, Subsection B. PAYMENT is modified by adding Part 5** to read as follows: "5. The payments to PCSB for the services to be performed and goods to be provided shall not exceed the amount of this MOU of ($20,000) within the MOU period of October 1, 2017 through September 30, 2018."

All other terms and conditions of the MOU shall remain the same.

IN WITNESS WHEREOF, the Parties hereto have executed this MODIFICATION No. 1 as follows:

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Date: 11/1/2017

Scott Pearson
Executive Director of the DC Public Charter School Board

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Date: 10/16/17

Hanseul Kang
State Superintendent of Education

AMENDED AND RESTATED MEMORANDUM OF UNDERSTANDING AND DATA SHARING AND PRIVACY AGREEMENT BETWEEN THE DISTRICT OF COLUMBIA PUBLIC CHARTER BOARD AND RAND CORPORATION

This Amended and Restated Memorandum of Understanding and Data Sharing and Privacy Agreement is by and between the District of Columbia Public Charter School Board ("DC PCSB") and RAND Corporation ("RAND"; collectively the "Parties"). This Data Sharing and Privacy Agreement (the "Agreement") is entered into by DC PCSB and RAND for the purpose of sharing information between the parties in a manner consistent with the Family Education Records Privacy Act of 1974, 20 U.S.C. § 1232g ("FERPA"), and any other relevant federal law. For purposes of this Agreement, FERPA includes 20 U.S.C. § 1232g, any reauthorization of or amendments thereto, and Part 99 of Title 34 of the Code of Federal Regulations. The Parties previously entered into data sharing agreements on July 13, 2011, June 28, 2016, and August 16, 2017; the Parties agree that this Agreement supersedes and replaces all previous agreements.

SECTION 1: PARTIES

1.1 DC PCSB is a public charter school authorizer with oversight responsibility for public charter elementary and secondary institutions, authorized to maintain student information subject to FERPA, and may disclose such information as authorized by FERPA.

1.2 RAND is a not-for-profit research organization in Washington, DC.

1.3 New Leaders ("NL") is a not-for-profit organization that seeks to develop transformational school leaders through leadership training programs for educators.

1.4 RAND has contracted with NL to evaluate its program. A description of their agreement is attached as Attachment A. The evaluation project outlined in Attachment A is referred to as "the Project" in this Agreement.

1.5 RAND represents that the Project will be managed by RAND's Principal Investigators Susan Gates and Laura Hamilton.

SECTION 2: DEFINITIONS

2.1 Unless otherwise defined in this Agreement, all terms herein shall have the meaning ascribed to such terms by the Family Educational and Privacy Rights Act, 20 U.S.C. § 1232g and the U.S. Department of Education's implementing regulations, 34 C.F.R. § 99 *et seq*.

2.2 "Data" as used herein means recorded information, regardless of form or the media on which it may be recorded. The term includes technical data and computer software. The term does not include information incidental to contract administration, such as financial, administrative, cost or pricing, or

management information.

2.3 The term "Technical Data" as used herein means recorded information, regardless of form or characteristic, of a scientific or technical nature. It may, for example, document research, experimental, developmental, or engineering work, or be usable or used to define a design or process or to procure, produce, support, maintain, or operate material. The data may be graphic or pictorial delineations in media such as drawings or photographs, text in specifications or related performance or design type documents or computer printouts. Examples of technical data include research and engineering data, engineering drawings and associated lists, specifications, standards, process sheets, manuals, technical reports, catalog item identifications and related information, and computer software documentation. Technical data does not include computer software or financial, administrative, cost and pricing, and management data or other information incidental to contract administration.

2.4 The term "Computer Software" as used herein means computer programs and computer databases. "Computer Programs" as used herein means a series of instructions or statements in a form acceptable to a computer, designed to cause the computer to execute an operation or operations. "Computer Programs" include operating systems, assemblers, compilers, interpreters, data management systems, utility programs, sort merge programs, and automated data processing equipment maintenance diagnostic programs, as well as applications programs such as payroll, inventory control, and engineering analysis programs. Computer programs may be either machine-dependent or machine-independent, and may be general purpose in nature or designed to satisfy the requirements of a particular user.

2.5 The term "Computer Databases" as used herein means a collection of data in a form capable of being processed and operated on by a computer.

SECTION 3: DESCRIPTION OF THE PROJECT

3.1 DATA REQUIRED

3.1.1 RAND and NL have contracted to provide services defined as program evaluation of NL ("Project").

3.1.2 Using longitudinal student-level data, RAND will isolate the incremental contribution of the program on student outcomes. RAND's approach can be characterized as a quasi-experimental design known as interrupted "time-series" (with a control group), with data on "control" students who never receive exposure to a principal who is part of the program.

3.1.3 Results from this study will not only analyze the effectiveness of NL's program, but will also provide information about the factors that appear to

facilitate or hinder high-quality school leadership and, consequently, improved instruction and learning.

3.1.4 To perform services for the Project, RAND will require access to confidential information, education records, and information that identifies particular individuals, including students. Student data required for the Project may include: student identification numbers, date of birth, gender, ethnicity, free lunch status, English language learner status, special education status, assessment scores, number of days enrolled, graduation or drop-out status, attendance rate, suspension rate, and other information necessary to improve instruction and school administration.

3.2 STUDENT-LEVEL DATA

3.2.1 RAND requires data from DC PCSB that includes student-level demographic, attendance, assessment, and suspension data for school year ("SY") 2012-2013 to SY 2016-2017 for all students in DC public charter, including public charter schools operated by principals trained through the NL program. This information includes:

3.2.1.1 Student ID (scrambled, consistent for all school years)

3.2.1.2 Date of birth (month, day, year)

3.2.1.3 Gender/Sex

3.2.1.4 Race/Ethnicity

3.2.1.5 Free/Reduced lunch status

3.2.1.6 English language learner status

3.2.1.7 Special education status

3.2.1.8 Grade

3.2.1.9 Exit codes (graduation, withdrawal, transfer, etc.)

3.2.1.10 Number of days enrolled (by school)

3.2.1.11 Math assessment name, date, and score

3.2.1.12 Reading assessment name, date, and score

3.2.1.13 Suspension data

3.2.1.14 Attendance rate

3.2.1.15 DC-CAS score (through SY 2013-2014)

3.2.1.16 PARRC score (SY 2014-15 and beyond)

3.2.2 RAND also requires certain non-confidential school- and principal-level data, which DC PCSB will provide to the extent that it possesses such data. See Attachment A for a complete list of requested data variables.

3.2.3 Data may be provided in a single file or multiple files. All formats are acceptable to RAND, though Excel or Comma Delimited are preferred. See Attachment B for instructions on transferring the data securely to RAND.

3.3 SCOPE OF THE PROJECT

3.3.1 RAND represents that the Project will be completed by August 31, 2018.

3.4 DATA CUSTODIANS

3.4.1 The parties agree that the data shared pursuant to this agreement will be managed by RAND's Principal Investigators Susan Gates, Senior Economist, and Laura Hamilton, Senior Behavioral Scientist.

3.4.2 The parties also agree that the data received by RAND from DC PCSB may also be accessed by Benjamin Master, Associate Policy Researcher; Matthew Baird, Associate Economist; Melody Harvey, Assistant Policy Analyst; Emilio Chavez-Herrerias, Assistant Policy Analyst; Yan Wang, Assistant Policy Analyst; Josh Russell-Fritch, Assistant Policy Researcher; Isaac Opper, Associate Economist; Christopher Doss, Associate Policy Researcher; Ashley Muchow, Assistant Policy Researcher, and Melanie Zaber, Associate Economist.

3.4.3 The parties also agree that the data received by RAND from DC PCSB may also be accessed by any additional RAND employee, contractor, or agent with a legitimate interest in the data, provided that: 1) RAND shall provide notice to DC PCSB of each such employee, contractor, or agent before he or she accesses the data, and 2) each such employee, contractor, or agent shall sign a confidentiality agreement in accordance with Section 5.2.6 of the Agreement.

SECTION 4: FERPA

4.1 FERPA describes circumstances under which an educational authority such as DC PCSB is authorized to release confidential data regarding individual students, teachers, and schools without prior parental consent. 34 C.F.R. § 99.31(a)(6)(ii) permits DC PCSB to enter into an agreement with an organization conducting a study for or on behalf of educational agencies to improve instruction pursuant to 34 C.F.R. § 99.31(a)(6)(i)(C) to allow DC PCSB to redisclose personally identifiable student information on behalf of

the educational agencies that disclosed the information to DC PCSB, provided that the requirements of 34 C.F.R. § 99.31(a)(6)(iii) are satisfied. The Project identified in Section 1 of this Agreement satisfies the requirements of 34 C.F.R. § 99.31(a)(6)(i)(C) and this Agreement satisfies the requirements of 34 C.F.R. § 99.31(a)(6)(iii).

SECTION 5: TERMS AND CONDITIONS

5.1 The following terms further specify the manner in which DC PCSB agrees to share data with RAND subject to FERPA regulations:

5.2 RAND agrees to:

5.2.1 Be designated as authorized representatives of DC PCSB solely for the purpose of the evaluation of NL's program identified in Section 1 above.

5.2.2 Only use the data DC PCSB will share, including students' personally identifiable information, for legitimate educational purposes.

5.2.3 Use any and all personally identifiable data shared under this Agreement for no purpose other than the services authorized by the contract for the Project.

5.2.4 Use reasonable methods to protect the data DC PCSB will share pursuant to this Agreement, including students' personally identifiable information, from redisclosure, and to not share this data with any other entity without prior written approval from DC PCSB.

5.2.5 Ensure that their policies and procedures protect the data DC PCSB will share, including students' personally identifiable information, from further disclosure or unauthorized use.

5.2.6 Require and maintain a confidentiality agreement with each employee, contractor, or agent with access to data pursuant to this Agreement. The agreement will require all employees, contractors, and agents of any kind to comply with all applicable provisions of FERPA and other federal laws with respect to the data shared under this Agreement. Nothing in this paragraph authorizes sharing or allowing access to student data provided under this Agreement with any other entity for any purpose other than completing RAND's work authorized by the contract for the Project.

5.2.7 Protect and maintain all student data obtained or permitted access to pursuant to this Agreement in a secure computer environment and not copy, reproduce, or transmit data obtained or permitted access to pursuant to this Agreement except as necessary to fulfill the services described in the contract for the Project. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual students, are subject to the provisions of this Agreement in the same manner as the original data. The ability to access or maintain

data under this Agreement shall not under any circumstances transfer from RAND to any other institution or entity or unauthorized individual or agent.

5.2.8 Not to provide any student data obtained or permitted access to under this Agreement to any party ineligible to receive data protected by FERPA or prohibited from receiving data from any entity under 34 C.F.R. § 99.31(a)(6)(iii). For the avoidance of doubt, RAND will provide data to DC PCSB as contemplated by the contract for the Project.

5.3 DESTRUCTION OF DATA

5.3.1 RAND shall destroy all data received from DC PCSB pursuant to this Agreement within twelve (12) months following the date of completion of the Project. RAND will destroy electronic files in a secure manner using PGP-encryption software, and will shred any physical files. RAND agrees to require all employees, contractors, or agents of any kind to comply with this provision.

5.3.2 RAND shall provide written verification of the destruction of all copies of the student data obtained under this Agreement to DC PCSB within five (5) business days of destroying the data.

5.3.3 Nothing in this agreement shall be construed to require RAND to destroy duplicative data or records that RAND has legitimately received from a source other than DC PCSB.

5.3.4 RAND and DC PCSB previously executed a Proprietary Information Agreement on July 13, 2011, to allow the parties to share data for a previous iteration of the NL program evaluation. This data is necessary for the completion of the current Project. Accordingly, RAND may retain and continue to use data received from DC PCSB pursuant to the 2011 agreement, provided that RAND complies with all provisions of this Agreement in the use, protection, and destruction of said data.

5.4 Nothing in this Agreement may be construed to allow either party to maintain, use, disclose, or share student information in a manner not allowed by federal law or regulation.

5.5 RAND represents that it is authorized to bind to the terms of this agreement, including confidentiality and destruction or return of student data, all related or associated institutions, individuals, employees, or contractors who may have access to the data or may own, lease, or control equipment or facilities of any kind where the data is stored, maintained, or used in any way.

5.6 This Agreement takes effect only upon acceptance by authorized representatives of RAND by which that institution agrees to abide by its terms and return or destroy all student data covered by this Agreement twelve (12) months following the date of publication of the final report of the

Project.

5.7 This Agreement takes effect upon signature by the authorized representative of each party and will remain in effect until completion of the Project. The parties further understand that DC PCSB may cancel this Agreement at any time, upon reasonable notice. DC PCSB specifically reserves the right to cancel this Agreement should DC PCSB, in its sole discretion, determine that confidential student information has been released in a manner inconsistent with this Agreement, has not been maintained in a secure manner, or that substantially similar data access has become generally available for research purposes through any other mechanism approved by DC PCSB.

5.8 AMENDMENT AND RESTATEMENT OF PRIOR AGREEMENT

5.8.1 Upon the effectiveness of this Agreement, the Prior Agreement entered into by the Parties on August 10, 2017, shall be amended and restated in its entirety and be of no further force and effect, and shall be superseded and replaced in its entirety by this Agreement.

5.9 RAND understands that this Agreement does not convey to it ownership of student data.

5.10 BREACH

5.10.1 In the event of a breach of this Agreement in the form of a disclosure of data that is not otherwise permissible pursuant to this Agreement, RAND shall notify DC PCSB of the breach within two (2) business days of the date on which it becomes aware of the breach by e-mailing, with a read receipt, Daniel Quandt, Legal Associate, at dquandt@dcpcsb.org. DC PCSB may take any actions authorized it by law to remediate the breach, including, without limitation, termination of this Agreement and exclusion of RAND from future access to DC PCSB data.

5.10.2 RAND shall provide DC PCSB with the name and contact information for RAND employees who shall serve as DC PCSB's primary security contact and shall be available to assist DC PCSB twenty-four (24) hours per day, seven (7) days per week as a contact in resolving obligations associated with a Breach, defined in Section 5.10.1 above.

5.11 PUBLICATION OF INFORMATION

5.11.1 RAND is authorized to publish data disclosed to it by DC PCSB in aggregate form, after all personally-identifiable student and parent information has been removed and/or de-identified. DC PCSB understands that RAND may use this data to publish a final report in the format described in this section on or before August 31, 2018, and that this report may remain on display and/or in circulation thereafter.

5.11.2 Prior to publicizing aggregate reports based on data received from DC PCSB, RAND shall provide a copy of such aggregate report to DC PCSB. Upon receipt of an aggregate report from RAND, DC PCSB shall have ten (10) business days to review the aggregate report for compliance with this Agreement. If DC PCSB determines that RAND's aggregate report contains personally-identifiable student information, DC PCSB shall notify RAND in writing of the potential breach.

5.12 GOVERNING LAW

5.12.1 This Agreement, and any disputes arising out of or related to this Agreement, shall be governed by, and construed in accordance with, the laws of the District of Columbia.

5.13 DC PCSB's Executive Director or his or her designee, the DC Inspector General, and the District of Columbia Auditor, and/or any of their duly authorized representatives shall, until three (3) years after the completion of the Project payment, have the right to examine any directly pertinent books, documents, papers, and records of RAND involving the data shared by DC PCSB pursuant to this Agreement.

Agreed to and accepted by:
RAND

Dennis P Flieder

Digitally signed by Dennis P Flieder
DN: c=US, o=IdenTrust ACES Business Representative, ou=THE RAND CORPORATION, cn=Dennis P Flieder, 0.9.2342.19200300.100.1.1=A01096A00000136369CCC5D00001886
Date: 2017.12.13 16:47:27 -08'00'

Dennis Flieder, Director, Contract & Grant Services
Date: 12/13/2017

Agreed to and accepted by:
DC PCSB

Scott Pearson, Executive Director
Date: 12/20/2017

Pathway 2 Tomorrow: Local Visions for America's Future
Partnership Agreement

Preamble

We have entered a new era of policy development and implementation in education where states are clearly at the leadership helm. A key component of success will be the commitment and ability to establish strong alignment and partnerships between K12, community colleges, four-year institutions and local businesses while building on a strong foundation of high expectations and measurement of student outcomes. Sustained impact will be dependent on the incorporation of responsive and agile policies aligned with localized workforce and economic needs tailored by each individual state's policy priorities.

In this era, we are committed to the pursuit of bipartisan, innovative policy pathways to support state and local narratives, as well as economic and workforce demands. With this commitment, we will develop and curate policy proposals and innovative, agile ideas to serve as the foundation for a flexible framework supporting state implementation at the local level.

We acknowledge that as states lead the way, there is a need to provide support and resources necessary to build capacity for implementation at the state level. Investing in states to develop and implement a strategic, sustainable pathway forward is a critical next step.

Goals

1. Build a catalogue of high-quality, innovative, and responsive policy ideas to inform K12 and higher education policy development and implementation.
2. Provide various avenues for a diverse set of state education leaders and advocates to access the developed policy ideas.
3. Develop a flexible state framework for local and responsive policy planning and implementation driving sustained impact.

Partner Expectations

Partners are critical to the success of this initiative. Partners are organizations or individuals who acknowledge the need and stated direction of the initiative and agree to support the initiative to further its impact. The initiative will refer to the list of partners working collectively in communications materials, either by name and/or by logo.

As a partner, you are not endorsing any of the individual policy ideas generated through this initiative. Partners will have access to the ideas generated and the ability to use and share them to further the organization's mission. Any publication of generated policies shall not serve as an endorsement by all partners of the initiative and shall state clearly as such. Partnership does not constitute a decision-making or governance role related to this initiative.

To collaboratively support the initiative, partners will:

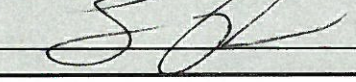
- Provide a quote acknowledging the need for the initiative that may be used in initiative materials and be open to speaking in support of the initiative;
- Invite individuals or organizations to submit policy ideas for the policy catalogue; and
- Provide in-kind support for the initiative, which may include direct contribution of a policy paper, sponsorship of a policy paper, hosting a convening, incorporating the policy catalogue into an existing convening, serving as a member of a state coalition, or other support for the initiative.

Partner Agreement

Your signature represents your support for this initiative, agreement with the partner expectations and constitutes your partnership in Pathway 2 Tomorrow: Local Visions for America's Future.

Company/Organization: DC Public Charter School Board **Date:** 6/22/18

Name: Scott Pearson **Title:** Executive Director

Authorized Signature: 

Pathway 2 Tomorrow: Local Visions for America's Future
Partnership Agreement

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Partner Agreement

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Company/Organization: _____ **Date:** _____

Name: _____ **Title:** _____

Authorized Signature: _____

MEMORANDUM OF UNDERSTANDING BETWEEN THE DC PUBLIC CHARTER SCHOOL BOARD AND WASHINGTON MATH SCIENCE TECHNOLOGY PUBLIC CHARTER HIGH SCHOOL

This Memorandum of Understanding (the "**MOU**" or "**Agreement**") is effective as of April 25, 2018, and entered into by and between the DC Public Charter School Board ("**DC PCSB**") and Washington Math Science Technology Public Charter High School (the "**School**").

WHEREAS, DC PCSB, pursuant to the Congressionally-enacted District of Columbia School Reform Act of 1995, as amended (the "**Act**"), granted a charter to the Trustees of the School for the establishment of a public charter school effective on September 4, 1998;

WHEREAS, DC PCSB renewed the School's charter on July 1, 2013;

WHEREAS, DC PCSB determined that the School is no longer economically viable and voted to revoke the School's charter on April 23, 2018, effective June 30, 2018;

WHEREAS, the Act, D.C. Code § 38–1802.13a, requires the School to dissolve its nonprofit corporation upon charter revocation and DC PCSB to execute a plan for liquidating the School's assets, discharging the School's debt, and distributing the School's remaining assets;

WHEREAS, the School has over two months remaining in the current school year and is unable to meet its immediate financial obligations, requiring financial assistance in order to continue to operate and serve students through the end of the school year; and

WHEREAS, DC PCSB is willing to provide financial assistance to the School in order to ensure continued operation of the School through the remaining school year in compliance with applicable laws and the School's charter with minimal disruption to students and families.

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION ONE: PURPOSE

1.1 The purpose of this Agreement is to fulfill the requirements of the law and permit the School to complete the end of the current school year while minimizing disruption to the School's students.

SECTION TWO: AGREEMENT

2.1 The Parties accept the Interim Closeout Analysis prepared by StoneTurn and completed with the assistance of school personnel. The Interim Closeout Analysis is attached as **Attachment A**.

2.2 DC PCSB's Interim Closure Plan provides for the continued operation of the School through the end of the school year, a final closeout audit, and a final closure plan. The Interim Closure Plan is attached as **Attachment B**.

2.3 In accordance with the Interim Closure Plan and the Act, DC Code § 38–1802.13a, DC PCSB shall provide the School such funds as DC PCSB determines are necessary to continue the operation of the School through the end of the current school year, complete the final closeout audit, and close the school. The Parties agree that DC PCSB makes no commitment to provide over $1,000,000, even if such funds are required to continue the operation of the School.

2.4 The School shall not:

a. Disburse or withdraw any funds without the express written permission of DC PCSB or its agent, including for repayment of debt;
b. Make any personnel changes without the express written permission of DC PCSB or its agent; or
c. Incur any debts (including credit card charges) nor dispose of any assets without the express written permission of DC PCSB or its agent.

2.5 The School shall:

a. Implement all cost reduction recommendations made by DC PCSB;
b. Provide DC PCSB and its representatives full access to school books and records, and to student information, including contact information; and
c. Reimburse DC PCSB for all funds provided to the School pursuant to this Agreement out of any surplus assets of the School after the final liquidation and closeout.

2.6 Pursuant to DC Code 38-1802.13a(d)(4), DC PCSB assumes no liability for the School's debts.

SECTION THREE: DURATION

3.1 The period of this Agreement shall be from the date this Agreement is executed through the final liquidation of the School, unless terminated in writing by both Parties prior to the expiration.

SECTION FOUR: COMPLIANCE AND MONITORING

4.1 The School shall be subject to scheduled monitoring reviews to ensure compliance with all applicable requirements.

SECTION FIVE: CONFIDENTIAL INFORMATION

5.1 The Parties to this MOU will use, restrict, safeguard, and dispose of all information related to services provided by this MOU, in accordance with all

relevant federal and local statutes, regulations, and policies. All personally-identifiable student and parent information shall be protected from inadvertent disclosure as required by the Family Educational Rights and Privacy Act (Pub. L. 90-247, 80 Stat. 783), as codified at 20 U.S.C. § 20-1232g, and its implementing regulations.

SECTION SIX: AMENDMENT OR MODIFICATION

6.1 This MOU may be amended or modified only by written, mutual agreement of the Parties.

SECTION SEVEN: NOTICE

7.1 The following individuals are the contact persons for each Party under this MOU:

Contact person for DC PCSB
Scott Pearson
Executive Director
DC Public Charter School Board
3333 14th Street NW, Suite 210
Washington, DC 20010
Phone: 202-328-2660
Fax: 202-328-2661

Contact person for the School
N'Deye Diagne
Head of School
1920 Bladensburg Road NE
Washington, DC 20002
Phone: 202-636-8011

SECTION EIGHT: MISCELLANEOUS

8.1 The Parties shall comply with all applicable laws, rules, and regulations whether now in force or hereafter enacted or promulgated.

SECTION NINE: EFFECTIVE DATE

9.1 This MOU shall become effective upon the date of the last approving signature and will remain through the term of this Agreement unless terminated by the Parties.

IN WITNESS WHEREOF, the Parties hereto have executed this MOU as follows:

Washington Math Science Technology Public Charter High School

By: _____

Date: 4/25/2018

Name: Dr. Deneen Long-White
Title: Board President

DC Public Charter School Board

By: _____

Date: 4/26/2018

Name: Scott Pearson
Title: Executive Director

WMST Public Charter School
Weekly Cash Flow Projection - April 23 through June 30, 2018

ATTACHMENT A
Interim Closeout Analysis

NB: This analysis runs only through 6-30-18.

Starting date, week beginning: 4/23

	Footnote	Beginning	4/23	4/30	5/7	5/14	5/21	5/28	6/4	6/11	6/18	6/25	Total
Cash on hand (beginning of week)	[1]		546,142	513,577	304,078	293,098	146,229	134,078	3,943	(8,540)	(153,409)	(168,855)	
CASH RECEIPTS													
Per pupil allotment	[3]												0
Title 2	[5]											4,676	4,676
Title 4	[5]											10,000	10,000
SOAR	[5]											5,000	5,000
CTE	[5]		29,000					82,008					111,008
JROTC	[5]			4,455				4,455				4,455	13,364
HIV/STD	[5]		9,935										9,935
Bell Curves	[5]		18,928										18,928
Federal lunch program reimbursement	[4]							12,608				12,608	25,217
ESY	[5]											27,520	27,520
Other revenue (donations, loans, etc.)	[5]												0
TOTAL CASH RECEIPTS			57,863	4,455	0	0	0	99,071	0	0	0	64,259	**225,647**
CASH DISBURSEMENTS													
Personnel Salaries and Benefits													
Principal/executive salary	[2]			11,177		11,177		11,177		11,177		11,177	55,884
Teachers salaries	[2]			70,334		70,334		70,334		70,334		70,334	351,668
Security staff	[2]			2,982		2,982		2,982		2,982		2,982	14,910
Clerical salaries	[2]			2,449		2,449		2,449		2,449		2,449	12,246
Custodial salaries	[2]			6,662		6,662		6,662		6,662		6,662	33,311
General support staff	[2]			9,331		9,331		9,331		9,331		9,331	46,653
Employee benefits (health)				44,244				52,511				52,511	149,266
Unemployment benefits			8,466										8,466
Employer taxes				8,361		8,361		8,361		8,361		8,361	41,804
Staff development			9,500										9,500
SUBTOTAL - PERSONNEL			17,966	155,539	0	111,295	0	163,807	0	111,295	0	163,807	723,710
Occupancy Expenses													
Mortgage payments			29,085	14,542				14,542				14,542	72,712
Repairs and maintenance			1,108	691	691	691	691	691	691	691	691	691	7,323
Utilities	[7]		1,126	3,266	2,266	2,266	2,266	3,266	2,266	2,266	2,266	3,266	24,523
Janitorial supplies/services			1,122	297	297	297	297	297	297	297	297	297	3,799
Line of credit repayment			2,839	1,283				1,283				1,283	5,406
SUBTOTAL - OCCUPANCY			35,281	20,080	3,254	3,254	3,254	20,080	3,254	3,254	3,254	20,080	113,763
Office Expenses													
Office supplies and materials			1,480	249	250	250	250	250	250	250	250	250	3,730
Office equipment rental and maintenance					549	549	549	549	549	549	549	549	4,391
Telephone/Telecommunications			1,028		1,335	1,036	1,036	1,036	1,036	1,036	1,036	1,036	9,612
Legal, audit, and payroll services			14,162		1,741	1,741	1,741	1,741	1,741	1,741	1,741	1,741	28,088
Printing and copying			1,128		674	1,828		332	332	332	332	332	5,289
Postage and shipping			927			144	144	144	144	144	144	144	1,932
SUBTOTAL - OFFICE			18,725	249	4,549	5,546	3,719	4,051	4,051	4,051	4,051	4,051	53,041
Direct Student Costs													
Textbooks					42	42	42	42	42	42	42	42	334
Computers and materials					143	143	143	143	143	143	143	143	1,144

	Footnote	Beginning	4/23	4/30	5/7	5/14	5/21	5/28	6/4	6/11	6/18	6/25	Total
Other instructional supplies			12,288		500	500	500	500	500	500	500	500	16,288
Student assessment materials				1,994		269							2,263
Contracted instructional/student services	[6]			21,091		21,091		21,091		21,091		10,546	94,911
Sports related	[6]		300				502	502	502	502			2,307
Miscellaneous student costs					554	554	554	554	554	554	554	554	4,436
SUBTOTAL - STUDENT			12,588	23,085	1,239	22,600	1,741	22,832	1,741	22,832	1,239	11,785	121,682
General Expenses													
Insurance			313			1,594	858	858	858	858	858	858	7,053
Transportation	[6]		900		570	570	570	570	570	570	285	285	4,893
Food service	[6]			15,000				15,000			3,750	3,750	37,500
Administration fee													0
Consultants					109	109	109	109	109	109	109	109	870
Dues/subscriptions/memberships													0
Student/staff recruitment/advertising					6	6	6	6	6	6	6	6	48
Meals and entertainment					394	394	394	394	394	394	394	394	3,150
Other programs													0
Personal loan repayment													0
Other general expense			4,656		859	1,500	1,500	1,500	1,500	1,500	1,500	1,500	16,015
SUBTOTAL - GENERAL			5,869	15,000	1,938	4,173	3,437	18,437	3,437	3,437	6,901	6,901	69,529
Capital Expenses													
Office equipment													0
Furniture													0
Building repairs													0
Miscellaneous													0
SUBTOTAL - CAPITAL			0	0	0	0	0	0	0	0	0	0	0
TOTAL CASH DISBURSEMENTS			90,428	213,954	10,981	146,869	12,151	229,206	12,482	144,869	15,446	206,624	**1,081,726**

	Ending	4/27	5/4	5/11	5/18	5/25	6/1	6/8	6/15	6/22	6/30	Total
Cash on hand (end of week)		513,577	304,078	293,098	146,229	134,078	3,943	(8,540)	(153,409)	(168,855)	(311,219)	**(311,219)**

Notes and source documentation

1. The beginning cash on hand balance was calculated by adding the balances in the five checking accounts at United Bank (General Operating, Student Activity, Entitlement, DC Payments, and Escrow) and then subtracting the total of the current outstanding checks.

2. Payroll occurs every other week. The personnel costs were determined by averaging the costs in the related GL accounts for the month of February. According to Mr. Addae, these costs are consistent from month to month.
3. The Per Pupil Allotment amount was provided by Alonso Montalvo at DC OCFO.

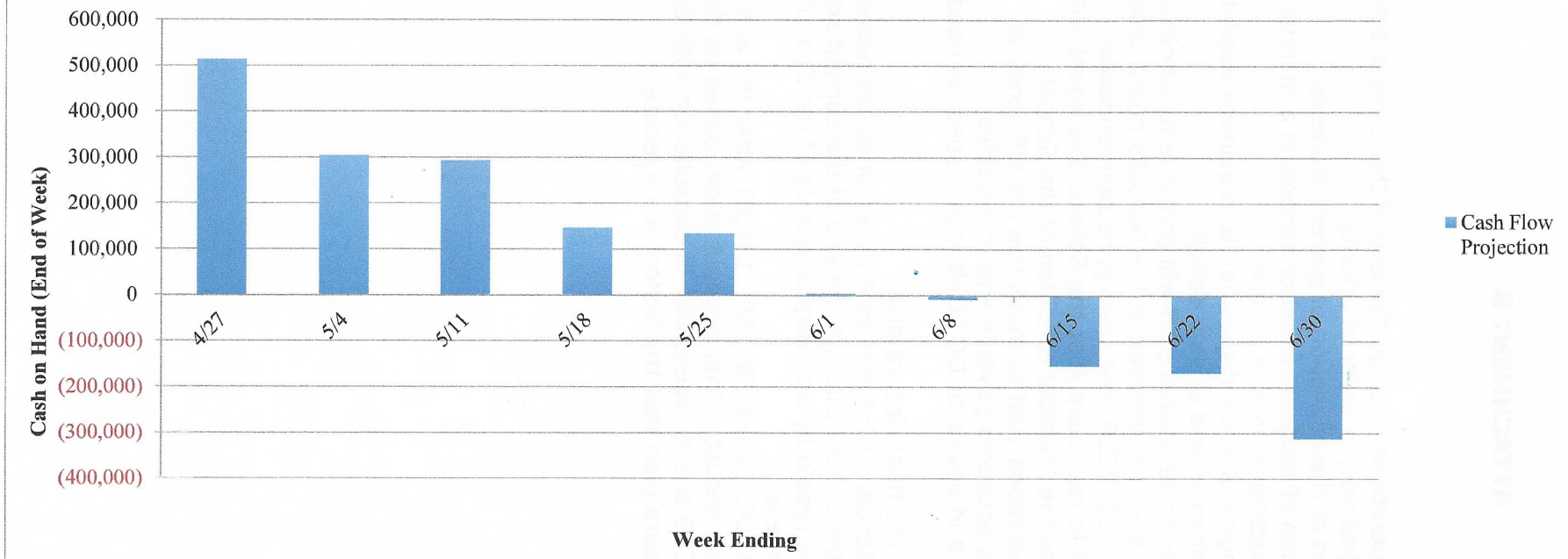
4. The federal lunch program reimbursement estimate was calculated by averaging the last three months of reimbursement. The average reimbursement was $12,608.47, which we applied to the expected reimbursements that should arrive from April to June. The reimbursement for the January service month should arrive in March, so we included the amount of $12,495.99, which was already submitted. These reimbursements usually arrive two months after the month of service, so we do not believe WMST would receive cash payments for the months of May and June services prior to the 6/30/18 cutoff of this cash flow projection.
5. Other reimbursement amounts (e.g., Title 2, CTE, JROTC, etc.) were projected based on our review of grant award notification documents as well as discussions with Mr. Addae.
6. The school year ends on 6/13/18, so costs for the final two weeks of the year were reduced for certain line items. For example, sports related costs were eliminated, and costs for food service, transportation, and contracted instructional services were reduced by 50%.
7. Per conversation with Mr. Addae on 3/14/18, Pepco agreed to allow WMST to pay the outstanding balance of $11,525 over the next 11 months at a rate of $1,047 per month on top of paying future incoming bills. We requested documentation to confirm this but Mr. Addae said he did not have documentation of this agreement.

Color legend

These amounts are forecasted based on allocating a pro rata amount of the expenses based on YTD actual expenses from 7/1/17 to 1/31/18. In some instances, these projections were reduced or removed based on discussions with Dr. Diagne and Mr. Addae. For example, certain costs (like administrative fees to PCSB) are paid twice per year and were already paid for this school year, so there is no additional projected expense for the remainder of the year.
This color signifies there's a comment to read in the cell.

Weekly Cash Flow Projection

WMST Public Charter School



ATTACHMENT B

Interim Closure Plan

1. The School will continue operations through the end of the current school year with the following objectives, in order of priority:
    a. Minimizing disruption of the education of current students;
    b. Ensuring the transition of students to other schools in a manner that best serves their educational interests; and
    c. Achieving cost savings and asset disposition to maximize available end of year assets, or minimize end of year deficits.
2. Existing school academic and operational staff will continue to administer operations at the School under the direction of the School's board unless replaced or terminated as a DC PCSB cost savings recommendation.
3. DC PCSB will hire an agent to represent it at the School. The agent will:
    a. Independently assess the financial condition of the School;
    b. Assist the school operations staff to maximize the efficiency of operations, including accounts payable and receivables;
    c. Provide information and advice to DC PCSB with respect to needed approvals; and
    d. Assist in developing the final closure plan.
4. DC PCSB will provide the School such funds as it determines are necessary to continue the operation of the School through the end of the current school year. These funds are to be repaid by any surplus assets of the School after the final liquidation and closeout.
5. In accordance with the Act, DC Code § 38–1802.13a(d), after the end of the school year, the School will conduct a final closeout audit. Based on the results of this audit, DC PCSB and its agent will, in consultation with the School, develop a final closure plan that the School will execute.

2018 Partner Organization Memorandum of Understanding

As a 2018 partner organization ("Partner Org") receiving an Urban Leaders Fellow ("Fellow"), I will be receiving organizational support to help further the goals of my organization through comprehensive, project-based work.

As a Partner Org, I am receiving this support to maximize the impact of the work we do. With this in mind, I hereby acknowledge my acceptance of the following terms and requirements of the program by reviewing and signing below.

As a Partner Org receiving support from a Fellow, I acknowledge and understand that I will receive support in exchange for the following responsibilities to which I have committed during the 7-week duration of the program, beginning **June 18,** 2018, including:

- Selecting a Fellow from among the options provided by the Urban Leaders Fellowship ("ULF");
- Developing a comprehensive project for the Fellow that I will share with ULF staff in advance of selecting a Fellow;
- Managing my Fellow by meeting with him/her in person or on the phone at least four times over the fellowship to assign projects, ensure s/he has resources and information necessary to complete the project, and provide him/her with feedback and direction; and
- Participating in satisfaction surveys and providing any additional feedback requested to help ULF staff assess the impact of the fellowship program.

The Partner Org will contribute $3,000 for the Fellow's work with the agreement that the Fellow will work 20 hours each week for the duration of the Fellowship. Our organization, Traverse L.L.C. will invoice the partner org on or before May 1st, 2018.

Through the course of the fellowship, ULF staff will regularly check in with both your Fellow and with you to ensure that the relationship is providing mutual benefit.

My signature below indicates that I have read, understand, and agree to comply with all of the above expectations/requirements to maximize this opportunity.

Organization Name: DC Public Charter School Board
First and Last Name:

Signature 

Date: 4/11/2018

Please scan and submit a signed copy of this document to Julianne Camacho at julianne@urbanleadersfellowship.org

DC PUBLIC CHARTER SCHOOL BOARD

May 17, 2018

Edie Ashton, Board Chair
Meridian Public Charter School
2120 13th Street NW
Washington, DC 20009

Dear Ms. Ashton:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews (QSR) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC 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 QSR during the 2017-18 school year for the following reason(s):

- School eligible for 20-year Charter Review during 2018-19 school year

Qualitative Site Review Report
A QSR team conducted on-site reviews of Meridian Public Charter School (Meridian PCS) between April 2, 2018 – April 13, 2018. Enclosed is the team's report. You will find that the QSR Report focuses primarily on the following areas: classroom environment and instruction.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the QSR at Meridian PCS.

Sincerely,



Naomi DeVeaux
Deputy Director

Enclosures
cc: Candice Bobo, Head of School

Qualitative Site Review Report

Date: May 17, 2018

Campus Information
Campus Name: Meridian Public Charter School (Meridian PCS)
Ward: 1
Grade levels: Prekindergarten-3 (PK3) – 8

Qualitative Site Review Information
Reason for visit: School eligible for 20-year Charter School Review during 2018-19 school year
Two-week window: April 2, 2018 – April 13, 2018
QSR team members: Two DC PCSB staff members and five consultants including one special education (SPED) specialist and one English Learner (EL) specialist
Number of observations: 28
Total enrollment: 620
Students with Disabilities enrollment: 71
English Language Learners enrollment: 160
In-seat attendance on observation days:[1]
Visit 1: April 3, 2018 – 94.5%
Visit 2: April 4, 2018 – 96.6%
Visit 3: April 5, 2018 – 89.1%
Visit 4: April 11, 2018 – 93.7%
Visit 5: April 12, 2018 – 88.3%
Visit 6: April 13, 2018 – 91.5%

Summary
Meridian PCS' mission is:

To inspire a passion for learning in our students and to help them build their self-confidence and self-respect through academic achievement.

The QSR team observed evidence that Meridian PCS's classroom environment and instructional delivery supports its mission. All teachers encouraged students to try their best and put forth quality effort at all times. The prevailing atmosphere in the classrooms was one of respect and positivity. Multiple teachers effectively used common language and systems such as CHAMPS (Conversation, Help, Activity, Movement, Participation, Success), SLANT (Sit Up, Lean Forward, Ask and Answer

[1] The Performance Management Framework (PMF) floor for the attendance measure is 85% and the target is 95%.

Questions, Nod Your Head, Track the Speaker), and ClassDojo[2] points. Students responded positively to teacher directions and were visibly invested in the behavior management systems. The coherence across classrooms and the kind interactions among students and teachers in the school building contributed to the concept of community and self-respect espoused in the mission.

Teachers emphasized academic achievement, often framing it in terms of success on immediate, tangible outcomes such as upcoming standardized test performance or work completion rather than a passion for learning, as stated in the school's mission. Several teachers did not make adjustments to the lesson when students exhibited confusion or were unable to complete a task as assigned. In some observations the pacing was either too slow and left time for students to engage in off-task behaviors or too fast which did not allow time for students to engage deeply with the content.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environment and instruction (see Appendix I). The QSR team scored 86% of observations as distinguished or proficient in the Classroom Environment domain. This score represents a 15-percentage point improvement from the school's last QSR in 2014 in which 71% of observations were distinguished or proficient in Classroom Environment. The highest scoring component for the school was *Creating an Environment of Respect and Rapport* with 93% of observations rated as distinguished or proficient. Interactions among students and between teachers and students were positive, respectful and friendly. Several teachers used language of a growth mindset to encourage risk-taking. For example, in one observation the teacher ensured that all voices were valued; when one student insisted on an incorrect answer during a whole-class math lesson, the teacher said in a kind tone, "Okay, if you still disagree we can work one-on-one on that." The teacher followed up with a brief individual conference with the student during independent work time, in which the student said, "Ah, okay. I get it."

The QSR team scored 73% of observations as distinguished or proficient in the Instruction domain. Again, this score is over ten percentage points higher than the 61% of observations that were distinguished or proficient in Instruction in 2014. The highest scoring component in this domain was *Using Assessment in Instruction,* with 82% of observations scored as distinguished or proficient. In these observations, teachers monitored student learning using several methods and provided specific feedback. The lowest rated components was *Communicating with Students* and *Using Questioning and Discussion Techniques* with 68% of

[2] Classdojo.com: "ClassDojo is a classroom communication app used to share reports between parents and teachers. Teachers track student behavior and upload photos or videos"

observations rated as distinguished or proficient in both components. In proficient observations students had ample opportunities to explain their thinking in genuine academic discussions with their peers, while in the basic observations, students complied with procedural work but were not given an opportunity to elaborate on or contextualize their learning.

In-School Suspension

The principal informed the QSR team that there is not a room at Meridian PCS for In-School Suspension.

Governance

The QSR team reviewed the approved minutes from Meridian PCS' most recent board meeting on February 24, 2018. A quorum was present. Representatives from TenSquare, a national charter support organization, led a discussion of the Performance Management Framework (PMF) and potential changes to DC PCSB business rules. The board voted to approve an amendment request for Meridian PCS to adopt the recently updated DC PCSB PMF as Goals Policy. The Board approved a new contract, reviewed financial data, and agreed to meet monthly.

Specialized Instruction for Students with Disabilities

DC PCSB observed six special education settings including two pull-outs, one resource classroom, and three co-teaching push-in sessions. Of these six observations, DC PCSB's special education specialist scored the three observations in the push-in co-teaching setting, and recorded notes on the other three more individualized SPED settings. 100% of special education observations scored proficient or distinguished in the Classroom Environment and Instruction domains of the Danielson rubric.

Prior to the two-week window, Meridian PCS completed a questionnaire about how it serves its students with disabilities (SWD). Reviewers looked for evidence of the school's articulated program. The QSR team noted genuine rapport between students and teachers that reflected warmth and care. Overall, the school implemented accommodations and modifications effectively and with fidelity, and evenly applied strategies for differentiation and checks for student understanding.

- To demonstrate that co-planning has occurred with special education teachers, the school explained that staff collaborates weekly to support lesson planning, accommodations, modifications, and support tools. In all three observations, teachers supported students in class by leading direct instruction or providing individual or small group scaffolded support. For example, in one observation, the teacher broke down a math problem step-by-step in a small group for those who needed or wanted the extra

assistance. When students were ready to move on without support they did so.

- To support the learning of SWD, the school reported that they offer resources such as a special education teacher assigned to each classroom as well as dedicated aides (if warranted). All special educators were present and engaged as per their schedules for co-teaching, push-in, and pull-out sessions. A dedicated aide supported a student in an upper elementary grade by using proximity and monitoring the student's work and others at the same table.

- As a program that utilizes co-teaching, the school responded that reviewers would observe various co-teaching models in place. Observations revealed One Teach, One Assist and Station Teaching models of co-teaching. All adults in the classrooms, including dedicated aides, engaged with students at all times. One upper elementary classroom had one general educator and two special educators all providing support and instruction. The lesson began whole-group with one special educator team teaching and the other assisting. After the warm up, they broke up into smaller groups and each teacher led a group.

- The school stated that observers would see small group instruction, technology, and graphic organizers as examples of planned accommodations. Students used www.kidzphonics.com on computers, in stations, and to practice skills independently after completing their work. Periodically, teachers checked on students as they worked on the computers. Students used graphic organizers in the resource setting to support students as they practiced comparing and contrasting the theme of two texts.

- The school wrote that observers could see sentence starters, pre-requisite skill practice for students, or alternate assignments as examples of modifications. In a pull-out session, early childhood students worked on practicing identifying images and the corresponding beginning letter/sound in the word. In an upper elementary classroom, the teacher posted sentence starters on the board to encourage all students to explain their thinking such as, "I know because..." and "I agree because…"

- In one non-scored pull-out observation, the observer reported an opening activity that effectively engaged students. After the first activity, the students' attention began to wane and it appeared there was no plan in place for the rest of the class time. The teacher pulled out a subsequent activity once the students started to roam around the classroom.

Specialized Instruction for English Learners (ELs)

Prior to the two-week window, Meridian PCS outlined their model of instruction for ELs. The school explained that their approach spans a continuum from in-class co-teaching support, to pull-out groups per student need. The school stated that the in-class support focuses on ensuring student access to content through proactive vocabulary and context/background development. The focus of the pull-out groups is to provide intimate access to language development using the same themes of similar content to the whole group setting. The EL specialist on the QSR team observed EL teachers effectively implementing their stated model of English language acquisition in both in-class EL support and in the pull-out sessions.

During the two-week window, the EL specialist observed best practices to support English literacy and fluency. In one observation of a pull-out session, the teacher began the lesson with sight word vocabulary cards to engage the students in a speed reading game and later moved on to a thematic exploration of bugs. The teacher used direct questioning, engaging visuals and focused academic vocabulary to engage the students and solicit participation. Even the most reluctant student was able and eager to participate in the discussion by the end of the lesson.

In a push-in session, the EL teacher was actively engaged in presenting the content and supporting student comprehension by finding visual aids to support the content teacher's explanation of figurative language. The EL teacher wrote notes on the board as the content teacher presented information to the whole group. The EL teacher also monitored the room throughout the lesson, pointing to key passages and making notes on the students' work.

Overall, the EL teachers effectively engaged students one-on-one in the whole group settings and in small groups in the pull-out sessions. The EL teachers used focused questioning, visuals, and scaffolded instruction to support student language acquisition. In one pull-out session, the teacher reviewed content from the general education classroom with the EL students. She asked students specific questions such as, "What color is a ladybug? How many legs does it have?" and taped the pictures to the white board with the answers written next to them. The teacher referred back to the board when repeating the questions with the other bugs that they read about. When the students struggled to find the correct vocabulary, the teacher referred back to their notes, asking "What part are we looking at? What do we call that? What was the color of the ladybug again? Is this one the same color?" Since the students were at a beginning level of language acquisition, the focused language support and vocabulary reinforcement in the small group allowed them to access to the content and return to their general education classroom with an increased understanding of the class reading.

The EL teachers used informal assessments such as visual checks, thumbs up/thumbs down to gauge the progress and needs of the students. The EL teachers used appropriate wait-time when questioning students and in general, the students were eager to participate. In one observation a student fell off her seat in her enthusiasm to be called on. In most observations the interactions between students and teachers were characterized by warmth and caring. Teachers demonstrated that they valued student contributions with verbal and non-verbal encouragement and support.

THE CLASSROOM ENVIRONMENT[3]

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 86% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain. Please see Appendix III for a breakdown of each subdomain score.

<table>
<tr><th>The Classroom Environment</th><th>Evidence Observed</th><th colspan="2">School Wide Rating</th></tr>
<tr><td rowspan="3">Creating an Environment of Respect and Rapport</td><td rowspan="2">The QSR team scored 93% of the observations as distinguished or proficient in this component, the highest in the QSR. Teachers and students supported each other in both respectful behavior and encouragement. Most teachers used explicit language to highlight respectful interactions. In one observation the teacher incorporated expectations of social interactions into the class game. "If you notice someone [on your team] is having trouble, you can help them. The way you earn extra points is by encouraging each other." In other observations students contributed to high levels of respect for each other. For example, when a student gave a correct response, other students gave silent signals to celebrate and encourage.

In several of the distinguished observations, there was no disrespectful behavior among students. The teachers in these observations respected and encouraged students' efforts, repeatedly using phrases like, "wonderful," "great answer," and "love it." In another distinguished observation the teacher and multiple students used the phrase "I respectfully disagree" when challenging another's math answer or rationale. Each time this phrase was used, both the student challenging the answer and the one who originally made it engaged in a respectful, productive dialogue.</td><td>Distinguished</td><td>32%</td></tr>
<tr><td>Proficient</td><td>61%</td></tr>
<tr><td>The QSR team rated less than 10% of the observations as basic in this component.</td><td>Basic</td><td>4%</td></tr>
</table>

[3] Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team scored less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	4%
Establishing a Culture for Learning	The QSR team scored 78% of the observations as distinguished or proficient in this component. High expectations for learning and hard work were the norm in the majority of observations. In one observation the teacher reviewed a writing rubric with the students and told the class, "I expect that you will be able to look at this and improve your writing. I want each one of you to increase by one level." In another observation students responded with excitement when the teacher polled the classroom to see if they needed five more minutes to complete an independent assignment. Several said "yay!" and, granted the extra time, every child was busily writing. One teacher explicitly told students to "remember our growth mindset. Remember how challenging the work was. We worked through it and got the right answer. You are able to do this." In several of the distinguished observations, teachers established a culture for learning and consistently conveyed that with hard work students can be successful. In one observation the teacher conveyed the satisfaction that accompanies complex problem solving. After solving a math problem, the teacher asked the class, "Who thought that was hard? Who felt good when we got the right answer?" In another observation the teacher encouraged students' curiosity. When reading, several students wanted to reread portions, discuss vocabulary words, connect ideas to previous lessons, and delve deeply into the meaning. The teacher conveyed a passion for this dialogue and encouraged students to keep going.	Distinguished	21%
		Proficient	57%

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team rated 21% of the observations as basic in this component. In these observations, the teachers and students exhibited limited commitment to high quality work. In one observation an adult pulled apart a student's work and redid it themselves. Students in these observations completed part of their assignments, but their level of effort varied. In one observation with several adults present, at least one-third of students were passive or off-task at any given time. In another observation the teacher assigned tasks to small groups but as soon as students were left to themselves, they did not engage with the learning task as directed. As the teacher circled back, there was no insistence on the work quality.	Basic	21%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 89% of the observations as distinguished or proficient in this component. Transitions and classroom procedures functioned smoothly in most observations. Students followed routines and, in several classrooms, students themselves led transitions such as checking homework or distributing materials. In many classrooms teachers used timers and gave students periodic updates about how much time remained in a given activity or in the period. One teacher projected a timer onto the whiteboard while students took a test so they had a silent, visual way to pace themselves. In several elementary classrooms, teachers used the CHAMPS mnemonic to set expectations for students' work time, including guidance for voice level, how to ask for help, and the type of movement that was appropriate. Students followed these expectations with minimal prompting, which allowed classroom routines and transitions to function smoothly. Other classrooms had table baskets for materials or specific places and ways to get and return what was needed. Most teachers had clear procedures for bathroom use.	Distinguished	7%

The Classroom Environment	Evidence Observed	School Wide Rating	
	In the distinguished observations, students were in charge of material distribution and were able to get ready for different activities without any help from the teacher.	Proficient	82%
	The QSR team rated 11% of the observations as basic in this component. In these observations, some instructional time was lost due to ineffective routines or off-task students. In one observation the teacher accidently collected each student's activity card and instructional time was lost as students had to sift back through to find their necessary materials. A few students played with their supplies rather than using them as instructional tools which distracted from their work. A lot of students asked to leave to go to the bathroom or get water, causing a disruption to class time and the loss of instructional time for many students to get out of class. In other observations students were unsure where to get materials or what to do without significant teacher prompting.	Basic	11%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored 82% of the observations as distinguished or proficient in this component. Several teachers used "call and response" to get students' attention or Class DoJo points as an incentive. Many teachers used other positive reinforcements such as compliments or movement on a behavior chart to provide a visual in response to good or bad behavior. When misbehaviors arose, teachers in these observations swiftly and respectfully dealt with them. When one teacher tried to get two students to stop talking before a quiz, the teacher walked over to their desks and stood quietly. When the students looked up, the teacher calmly and very quietly asked, "Are you ready?" In another classroom, when several students yelled at each other while responding to a question, the teacher said firmly but calmly, "Let's talk a little nicer to each other. I'll wait." In both cases, the students corrected their behavior immediately.	Distinguished	39%

The Classroom Environment	Evidence Observed	School Wide Rating	
	39% of observations were rated as distinguished, the highest percentage of distinguished observations in the QSR. In these observations student behavior was entirely appropriate. In one observation the teacher greeted students in the hall before entering the classroom by reminding them of their expectations for how to enter the classroom. Ten seconds later, all students entered quickly and calmly, took their seats and showed an active listening posture. The teacher thanked students by name for demonstrating readiness (sitting straight, hands folded, quiet, eye contact) and gave ClassDojo points. In another observation students took an active role in monitoring their own behavior and that of other students in the classroom. At the beginning of class, without prompting, a student said to another student with a smile, "Your phone is out." The other student immediately put their phone away and gave a thumbs up to the student who had pointed it out.	Proficient	43%
	The QSR team rated 14% of the observations as basic in this component. Teachers in these observations were inconsistent in their behavior management. In one observation the teacher redirected only a few students who were misbehaving while ignoring others. In another observation the teacher only paid attention to the small group at their table while ignoring the misbehaviors around the room. Another teacher attempted to use positive verbal reinforcements but without success due to the general nature of the comments. When the teacher said, "Good job" or "Thank you," it was unclear what s/he was referencing so other students remained off-task. In another interaction the student pulled out his cell phone for the third time and the teacher said, "Please listen, I said 'no' and so I want you to put that down." The student put the phone away but took it out again a few minutes later.	Basic	14%
	The QSR team scored less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	4%

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 73% of classrooms as "distinguished" or "proficient" for the Instruction domain. Please see Appendix III for a breakdown of each subdomain score.

Instruction	Evidence	School Wide Rating	
Communicating with Students	The QSR team scored 68% of the observations as distinguished or proficient in this component. In many observations teachers clearly explained what the students would be learning, and used chart paper, notecards, and slides to help convey a clear explanation of the content. The instructional purpose of the lesson was often communicated to the students, including where the lesson was situated within the broader learning with references to standardized tests that the students would be required to take (PARCC) and to the next grade level. In one observation the teacher told the students, "When you are in kindergarten, your teacher will ask you these kinds of questions, so we want you to be ready!" During instruction, many teachers made reference to strategies students could use such as: number your paragraphs; highlight key words; or use sentence starters. Several teachers also incorporated appropriate academic vocabulary into instruction. One teacher used content-specific and age appropriate language when teaching about place value and number sentences, "As long as your two addends equal the correct number, you are right".	Distinguished	4%
		Proficient	64%

Instruction	Evidence	School Wide Rating	
	The QSR team rated 32% of the observations as basic in this component. In these observations, teachers did not elaborate on or provide opportunities for students to explain what they were learning. In one observation, students moved to station activities in which directions were clear on classroom procedures such as where and when to move but were unclear on the purpose for learning. In other observations the directions were confusing or random. In one observation the teacher circled to finished tables and offered a follow-up task that left students confused and disengaged. In a few observations there were minor content errors including spelling and grammar errors in the teacher's writing on the board and walls.	Basic	32%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Questioning/ Prompts and Discussion Techniques	The QSR team scored 68% of the observations as distinguished or proficient in this component. Many teachers used questions designed to promote student thinking and some attempted to step aside to let students discuss with each other. Several observations included center time. Teachers in these observations asked a mix of questions that were open-ended or led to single answers. In one observation, the teacher led a discussion in which a majority of students raised their hands to speak, and the teacher connected their responses to previous lessons or content. In another observation even though most of the questions were procedural and single answer, the teacher effectively involved all students in the discussion. When students struggled, the teacher pressed, "Sure you know. Take me as far as you can," and students felt comfortable participating and adding to each other's answers and ideas. Another teacher used multiple strategies to ensure that a wide variety of students participated in the discussion, including asking for volunteers, cold-calling, turn-and-talk, and nonverbal communication (for example, "clap if you agree"), and many students participated.	Distinguished	16%

Instruction	Evidence	School Wide Rating	
	In the distinguished observations teachers asked students to be metacognitive. In one observation students described problem-solving rationales to the class and to peers. The teacher asked open-ended, probing questions such as, "How did you arrive at this answer?" and "Are there any other ways you could have approached this part?". Students extended and enriched the conversation by responding to one another using academic language. Virtually all students spoke at least once in the whole-group discussion, and all students shared and reviewed their work with partners.	Proficient	52%
	The QSR team rated 32% of the observations as basic in this component. Teachers in these observations led students along a single path of inquiry or only involved a few students in the discussion. In one observation the teacher attempted to ask questions, but students either did not take them seriously and responded with silly answers or their behavior prevented the teacher from building a genuine discussion. In another observation the teacher asked strictly recall questions or questions that had one correct response. Students were not asked to justify their answers.	Basic	32%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored 75% of the observations as distinguished or proficient in this component. The pacing and structure of lessons in these observations provided time for students to explain their thinking about challenging content. Teachers often provided multiple opportunities for students to engage with similar content. In one observation the teacher asked students to consider multiple perspectives about a relevant issue and combined nonfiction reading instruction with important social studies content. The lesson used age-appropriate text and featured a mix of activities such as whole-	Distinguished	4%

Instruction	Evidence	School Wide Rating	
	group discussion, partner talk, silent reading and writing. In another observation students moved through a series of stations and culminated with an intensive small group session with the teacher to review a math assignment. Enough time was allotted to complete activities at each station. In many observations the tasks required higher-order thinking and students were invited to explore solutions and possibilities. In an elementary observation, students created number sentences to show that if you switch the addends you can still come up with the same sum.	Proficient	71%
	The QSR team rated 21% of the observations as basic in this component. In these observations the pacing of the lesson did not allow time for students to actively engage in meaningful learning. Students in these observations were often compliant with the task but intellectual engagement was passive. In a few observations, pacing was so slow that students sat idly seeming to wait for their next instruction. In a few math observations the lessons focused solely on procedural solutions and did not require students to explain their thinking.	Basic	21%
	The QSR team scored less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	4%
Using Assessment in Instruction	The QSR team scored 82% of the observations as distinguished or proficient in this component. In several observations students were aware of the assessment criteria and often used it to diagnose their own learning. In one observation students worked with the teacher in a small group to analyze errors on a recent assessment. The teacher referred to the "criteria for word problem answers" that students had in front of them. Several teachers also provided feedback to students using a variety of methods. In one observation, a teacher hosted a small group "station" in which each student had an opportunity to individually review and discuss their work. In another observation the teacher and aide listened to students' thinking while squatting beside students at eye level to offer encouragement and	Distinguished	7%

Instruction	Evidence	School Wide Rating	
	specific questions such as, "So where did that number come from?" They also gave specific suggestions to get students unstuck, such as, "How many 2s? Skip count it," and "Close, but check your denominator". In the distinguished observations students took a more active role in establishing and deeply understanding the criteria for good work. In one observation students reviewed examples and non-examples of the rubric levels and then used the information to evaluate a piece of their own writing. In another observation the teacher pulled two students' work as examples of how they solved the problem differently and asked the class to compare the examples to their own work.	Proficient	75%
	The QSR team scored 18% of the observations as basic in this component. In several observations the teachers monitored for behavior only and did not circulate or use questions to diagnose student learning. In other observations the teachers monitored learning for the class as a whole, with general statements like "Clap once if you get it, clap twice if it's still kind of confusing." During one observation when a student expressed confusion, the teacher attempted to give specific guidance, but the explanation was muddled and did not seem to resolve the student's confusion.	Basic	18%
	The QSR team rated none of the observations as unsatisfactory in this component.	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.
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 situation 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 may 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.
Using Assessment in Instruction	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.	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.	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.	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.

Appendix III: SCORE BREAKDOWN BY COMPONENT

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
Unsatisfactory	4%	0%	0%	4%	0%	0%	4%	0%
Basic	4%	21%	11%	14%	32%	32%	21%	18%
Proficient	61%	57%	82%	43%	64%	52%	71%	75%
Distinguished	32%	21%	7%	39%	4%	16%	4%	7%
Subdomain Average	**3.21**	**3.00**	**2.96**	**3.18**	**2.71**	**2.84**	**2.75**	**2.89**

	Domain 2	Domain 3
% of Proficient or above	86%	73%
Domain Averages	**3.09**	**2.80**

DC PUBLIC CHARTER SCHOOL BOARD

Qualitative Site Review Protocol for DC Public Charter Schools

Updated July 2018

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THE QUALITATIVE SITE REVIEW

The purpose of the Qualitative Site Review (QSR) is to provide DC Public Charter School Board (DC PCSB), public charter school leaders, and other community members with qualitative evidence to complement the quantitative evidence gathered in the Performance Management Framework (PMF) and charter goal attainment to be used for determining charter continuance at high stakes reviews.

QSRs are comprised of two components that are conducted at the campus level and two that are conducted at the school level:

a. An introductory meeting with school leaders to gather information about the school's mission, vision, academic program and charter goals (school);
b. Unannounced school visits (campus);
c. Optional meeting with school's board chair (school);
d. Observation of a school event(s) if it is pertinent to the school's goals (campus).

The QSR team produces a final report containing an overall assessment for each campus within the Local Education Agency (LEA), which is sent to the school leader and the school's board within eight to ten weeks after the visits and are published on the DC PCSB website and referenced in DC PCSB charter review and renewal reports.

Classroom observations are at the heart of the QSRs. DC PCSB staff and consultants, who are certified in using the Charlotte Danielson *Framework for Teaching* rubric, will conduct classroom observations during the pre-determined two-week window. These observations are unannounced. During the observations, staff and consultants will gather qualitative evidence in two specific domains: Classroom Environment and Instruction (please see Appendix A).

Reasons for Qualitative Site Reviews

In school year 2018-19, DC PCSB may complete QSRs at campuses for one of the following reasons or at the Board's discretion:

- Eligible to petition for 15-year Charter Renewal during the 2019-20 school year.
- Eligible for five-year, ten-year or twenty-year Charter Review during the 2019-20 school year.
- Tier 3 ranking on the Performance Management Framework (PMF)
- Identified by the Office of the State Superintendent of Education (OSSE) as needing intervention as per their five-star rating system.

Qualitative Site Review (QSR)		
Reason for Review	**Timeline**	**Type of Review**
New School Visit	First year of operation	New School Review
Tier 3 Monitoring	Each year of Tier 3 status	QSR
OSSE-identified	Each year of three-year identification	QSR
Charter Review	Year prior to charter review	QSR
Charter Renewal	Year prior to charter renewal	QSR

Conducting the Qualitative Site Visit

Pre-Visit Meeting

DC PCSB assumes that the school leader will act as the coordinator and liaison for the QSR Visit; however, the school has the option of designating another person to assume this role.

DC PCSB will invite the school leader(s) to meet prior to the two-week window to discuss the following items:

- Overview of Qualitative Site Review process
- Site visit logistics
- Details about unannounced site visit window
- Discussion about governance and school events (if applicable)

We will also discuss the alignment of the QSR with the charter renewal/review process for schools undergoing charter renewal or review.

The following documents must be submitted electronically, if applicable, at least two weeks prior to the scheduled QSR visits. They must be up-to-date, accurate, and final. Failure to submit accurate and final documents will be considered a violation of DC PCSB's Data and Document Submission Policy

and the consequences of that policy will apply. In addition, errors will be noted in the QSR report (please see Required Documentation):

- Master/Daily Schedule
- Detailed schedule of the two-week QSR window, with notes of field trips, testing, and special circumstances that would impact ability to observe classrooms
- School Calendar
- Teacher Roster, including noting when a teacher is novice or a long-term substitute
- Special Education Teacher Schedule
- Special Education Questionnaire
- English Learner Teacher Schedule
- English Learner Questionnaire
- Focus/Priority School Questionnaire
- Goals Evidence Table

Unannounced Visits during the Two-Week Window

At the pre-visit meeting, DC PCSB and the school agree upon a two-week window during which the QSR team may arrive at various times to observe classrooms and the school.

DC PCSB will inform the school of changes prior to the two-week window. Some classrooms may be observed more than once. DC PCSB's goal is to observe at least 75% of the teaching staff, with a focus on the core content teachers.

Classroom visitors will not be disruptive to classroom activities. Visitors will not interrupt the lesson and will take cues from the teachers and students as to where to sit. The classroom visitor will take notes on a computer during the observation.

DC PCSB aims to protect the fidelity of classroom observations and expects that administrators and other school personnel will not be present in classrooms when QSR observations are occurring except in cases of emergencies.

DC PCSB staff are not permitted to accept gifts, including meals, from DC public charter schools while performing their official duties. If the school leader learns of any improprieties by the observer, s/he should notify Alyssa Noth, anoth@dcpcsb.org immediately to address their concerns.

Governance

As part of the QSR Report, a DC PCSB staff member will review the LEA's board meeting minutes to ensure the LEA's compliance with its bylaws and the School Reform Act. Notes from these reports will be included in the Review Report. In addition, as a curtesy, if a school is undergoing the QSR as part of a high-stakes review or charter renewal, the school's board chair

will be invited to meet with DC PCSB Executive Director Scott Pearson and/or Deputy Director Naomi Rubin DeVeaux. This meeting is non-evaluative, and content will not be included in the report. The purpose of this meeting is to offer the board chair an opportunity to informally discuss the process and potential outcomes of not only the QSR but the upcoming board decisions about the school.

Attendance

DC PCSB will report the campus' in-seat attendance (ISA) rate for each day an observer conducted observations during the QSR. DC PCSB will pull ISA rates from the Hub five business days after the end of the month per DC PCSB's Data and Document Submission Policy.

In-School Suspension

A DC PCSB staff member will visit all rooms in which students are present, including in-school suspension room(s).

School Event

A DC PCSB staff member may observe part of an event at the school that is aligned to the school's goals.

Inclement Weather

If the school is unexpectedly closed or the schedule is otherwise disrupted during a two-week window, the window may be extended beyond the number of days the school was closed.

QSR Reports

The team lead will set up a meeting with school leadership to go over the findings soon after the two-week window has ended but before a written report is finalized. This meeting will be via video conferencing or conference call unless the school requests an in-person meeting. The goal of the debrief is to share high level, school-wide trends based on findings collected throughout the two-week observation period. At no time will individual teachers be discussed. DC PCSB will send a completed report to the school's board and school leader and post to our website eight to ten weeks after the two-week window. The report will be included in charter renewals and charter reviews. Please see Appendix F for a sample QSR report template. The school can respond to findings in the report that it disagrees with by submitting a written response to PCSB's Deputy Director, Naomi DeVeaux, naomi@dcpcsb.org.

Additional Dispute with QSR Results

If a school disagrees with the results, the school must provide the following for DC PCSB:

- Evidence/documentation of improvement efforts
- A written request to receive a follow-up visit

If DC PCSB agrees to conduct a follow-up visit, the visit will occur over a one-month window and 50% of teachers will be randomly selected and observed.

Qualifications for the follow-up visit: Schools must be undergoing the charter renewal/review process, perform low on the QSR (a domain *Framework for Teaching* score less than 50%), and have a Tier 3 rating for at least two of the previous four years.

In most cases, the QSR visit will occur the year prior to the review/renewal period. Evidence from the QSR and the follow-up visit will support the charter renewal/review process.

Team Organization and Reflection

In addition to the team lead, the QSR team includes other DC PCSB staff and consultants. A consultant or staff member who is trained in observing special education instruction is assigned to visits for schools undergoing charter renewal or review. If the school has English Learners (ELs), a consultant or staff member who is trained in observing EL instruction will also be assigned to the QSR team.

Acknowledgements: This document is based in part on work by the New York State Education Department

Required Documentation

Checklist – Pre-visit documentation – due to DC PCSB electronically	Submitted?
1. **Master/Daily Schedule** that clearly indicates the subjects taught and times, teachers, number of students, and room assignments for all classes and In-School Suspension	
2. **School Calendar** to include all non-school days, half days, assemblies, school-wide assessments, etc.	
3. **Teacher Roster** that includes all teacher's names, room numbers, subject and/or grade taught or administrative role (See template in Appendix B)	
4. **SPED Teacher Schedule** that includes the lead teaching or co-teaching class and room assignment of each special education teacher	
5. **SPED Questionnaire** to provide information about and context for the special education supports at your school (See Appendix C)	
6. **EL Schedule** that includes the lead teacher or co-teaching class and room assignments of each EL teacher	
7. **EL Questionnaire** to provide information about and context for the EL instruction and supports at your school (See Appendix D)	

Responsibilities of the School Leader

Pre-Visit
A. Review the QSR Protocol and speak with the school leadership team and teachers to orient them to the purpose of the QSR. It is the expectation of the QSR team that all classrooms in the school will be available for observations. B. After receiving the QSR notification email from DC PCSB, confirm the dates of the pre-visit meeting and the two-week window within one week. C. Review the required documentation list and gather the information the QSR team needs to submit for the pre-visit meeting. Send the documents to Alyssa Noth electronically (anoth@dcpcsb.org). These documents will be used to prepare the QSR team for the visits.
During the Two-Week Window
A. Confirm with school staff that visitors will arrive unannounced to observe classrooms. B. Provide front office staff with the list of possible visitors.
After the Two-Week Window
A. Attend scheduled debrief with the QSR team lead (by video-conferencing, phone, or in person). B. Review the QSR report. Disseminate and discuss finding with constituent groups. C. School leader may prepare a written response to be sent to DC PCSB.

Work Flow and Timeline

Pre-Visit Meeting	Timeline
DC PCSB: sends out initial email with pre-visit meeting dates and QSR protocol	At least two to three months prior to the Two-Week Window
SCHOOL: confirms date for pre-visit meeting and two-week window	As soon as possible upon receipt
SCHOOL: prepares pre-visit documents and sends electronically to DC PCSB	Electronically submitted after the pre-visit meeting
DC PCSB: organizes QSR teams and disseminates school information to the members of each team	Two-weeks prior to Two-Week Window
After the Two-Week Window	**Timeline**
DC PCSB team lead (with input from team members): creates a draft QSR report, with evidence-based findings	Within one week after the Two-Week Window
DC PCSB QSR Team: reviews the draft report to ensure that it is accurate and aligned with the QSR team's impressions and opinions of the school	Within two weeks after the Two-Week Window
DC PCSB: issues the final QSR report to the school's board and school leadership that will also go in the school's permanent file and be used to evaluate the school's performance for high-stakes reviews (e.g., 5- and 10-year charter reviews, low PMF performance reviews), and charter renewal.	Within eight to ten weeks after the Two-Week Window
SCHOOL: may prepare a written response to the QSR report	As soon as possible after the final report is issued

Appendix A

DC PUBLIC CHARTER SCHOOL BOARD

DC PCSB

Qualitative Site Review Rubric

Domains 2 and 3:
Framework for Teaching
Classroom Observation Tool

Citations:

1. Charlotte Danielson, The Framework for Teaching Evaluation Instrument, 2013

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.
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 situation 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 may 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.
Using Assessment in Instruction	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.	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.	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.	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.

Appendix B

Teacher Roster Template

Insert Campus Name

Please fill out the roster for all teachers including special education and EL teachers (if applicable).

Teacher Name	Content Area	Grade Level	Room Number	Number of students in the classroom	Number of years of teaching experience

Appendix C

Special Education Questionnaire

Insert Campus Name

Directions: Please have your special education coordinator answer the following questions in 1-4 complete sentences.

1. What does a quality special education program look like at your school?
2. What resources and/or personnel do general education teachers have in their classrooms to support the learning of SWDs?
3. If your school uses co-teaching, what models of co-teaching will we observe in the general education classroom (one teach, one assist, station teaching, etc.)?
4. What accommodations will we observe, based on the IEPs of SWD?
5. What modifications will we observe, based on the IEPs of SWD?
6. In general education classrooms, what evidence will observers see to demonstrate co-planning has occurred with special education teachers?

Appendix D

English Learner Questionnaire

Insert Campus Name

Directions: Please have your campus' EL coordinator answer the following questions with a brief response for each.

Describe your English language acquisition model.
How will DC PCSB see your English language acquisition program implemented in the classroom? Please describe specific instructional resources, strategies and methods that support your English language acquisition model.

Appendix E

Sample QSR Report



<Date>

<Board Chair's Name>, Board Chair
<Campus Name>
<Campus Address>
<Washington, DC Zip Code>

Dear <Board Chair>:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC 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 2018-19 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal during 2019-20 school year
- School eligible for 5-year Charter Review during 2019-20 school year
- School eligible for 10-year Charter Review during 2019-20 school year
- School eligible for 20-year Charter Review during 2019-20 school year

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of <Campus Name> between <Dates>. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: 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 <Campus Name>.

Sincerely,

Naomi Rubin DeVeaux
Deputy Director

Enclosures: School Leader

Qualitative Site Review Report

Date:
Campus Name:
Ward:
Grade levels:
Reason for visit:
Two-week window:
QSR team members: (e.g., 2 DC PCSB staff, 2 consultants, EL specialist, SPED specialist)

Number of observations:
Total enrollment:
Students with Disabilities enrollment:
English Learners enrollment:
In-seat attendance[1] during the two-week window:
Visit 1:
Visit 2:
Visit 3:
Visit 4:

Summary
<Overview of visit paragraph>
<Short description of In-School Suspension room(s) – 2 or 3 sentences>
<Governance description – 3 or 4 sentences about board meeting observation>
<SPED paragraph>
<EL paragraph for schools with ELs>

[1] This data has not been validated by the school. DC PCSB pulled this data <month/year>.

THE CLASSROOM ENVIRONMENT[2]

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 XX% of the observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport		Distinguished	%
		Proficient	%
		Basic	%
		Unsatisfactory	%
Establishing a Culture for Learning		Distinguished	%
		Proficient	%
		Basic	%
		Unsatisfactory	%
Managing Classroom Procedures		Distinguished	%
		Proficient	%
		Basic	%
		Unsatisfactory	%
Managing Student Behavior		Distinguished	%
		Proficient	%
		Basic	%
		Unsatisfactory	%

[2] Teachers may be observed more than once by different review team members.

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 XX% of the observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence	School Wide Rating	
Communicating with Students		Distinguished	%
		Proficient	%
		Basic	%
		Unsatisfactory	%
Using Questioning/Prompts and Discussion Techniques		Distinguished	%
		Proficient	%
		Basic	%
		Unsatisfactory	%
Engaging Students in Learning		Distinguished	%
		Proficient	%
		Basic	%
		Unsatisfactory	%
Using Assessment in Instruction		Distinguished	%
		Proficient	%
		Basic	%
		Unsatisfactory	%

Question 12.1: Truant Students by Grade; Time Period: Start of School - Dec 31 2017 (SY17-18 to date)				Number of Truant Students by Grade Level															
School Name	**Number of Students Eligible for Truancy Based on Age with At Least 10 Enrollment Days**	**Number of Truant Students**	**Campus Truancy Rate**	**PK3**	**PK4**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Adult / Ungraded**
Sector Totals	**31851**	**1572**	**4.9%**	**0**	**9**	**152**	**124**	**129**	**93**	**97**	**68**	**94**	**90**	**75**	**235**	**139**	**120**	**74**	**73**
Academy of Hope Adult PCS	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Achievement Preparatory Academy PCS - Wahler Place Elementary School	338	13	3.8%	0	0	<10	<10	<10	0	0	0	0	0	0	0	0	0	0	0
Achievement Preparatory Academy PCS - Wahler Place Middle School	479	28	5.8%	0	0	0	0	0	0	<10	<10	<10	<10	<10	0	0	0	0	0
AppleTree Early Learning Center PCS - Columbia Heights	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AppleTree Early Learning Center PCS - Douglas Knoll	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AppleTree Early Learning Center PCS - Lincoln Park	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AppleTree Early Learning Center PCS - Oklahoma Avenue	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AppleTree Early Learning Center PCS - Southwest	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BASIS DC PCS	599	<10	0.7%	0	0	0	0	0	0	0	<10	0	<10	0	<10	0	<10	0	0
Breakthrough Montessori PCS	47	<10	6.4%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
Bridges PCS	292	10	3.4%	0	0	<10	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0
Briya PCS	<10	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Capital City PCS - High School	318	13	4.1%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0
Capital City PCS - Lower School	249	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Capital City PCS - Middle School	334	<10	2.7%	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0
Carlos Rosario International PCS	14	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cedar Tree Academy PCS	114	<10	4.4%	0	<10	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
Center City PCS - Brightwood	224	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Center City PCS - Capitol Hill	232	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Center City PCS - Congress Heights	220	<10	4.1%	0	0	<10	<10	0	<10	<10	<10	<10	<10	0	0	0	0	0	0
Center City PCS - Petworth	212	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Center City PCS - Shaw	212	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Center City PCS - Trinidad	192	<10	3.1%	0	0	0	<10	<10	<10	0	<10	<10	<10	0	0	0	0	0	0
Cesar Chavez PCS for Public Policy - Capitol Hill	250	16	6.4%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0
Cesar Chavez PCS for Public Policy - Chavez Prep	301	16	5.3%	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0
Cesar Chavez PCS for Public Policy - Parkside High School	365	31	8.5%	0	0	0	0	0	0	0	0	0	0	0	10	<10	<10	<10	0
Cesar Chavez PCS for Public Policy - Parkside Middle School	261	<10	1.1%	0	0	0	0	0	0	0	0	<10	<10	<10	0	0	0	0	0
City Arts & Prep PCS	410	10	2.4%	0	0	<10	0	0	<10	<10	0	<10	<10	0	0	0	0	0	0
Community College Preparatory Academy PCS	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Creative Minds International PCS	333	<10	0.3%	0	0	0	0	0	0	0	0	0	<10	0	0	0	0	0	0

Question 12.1: Truant Students by Grade; Time Period: Start of School - Dec 31 2017 (SY17-18 to date)				Number of Truant Students by Grade Level															
School Name	Number of Students Eligible for Truancy Based on Age with At Least 10 Enrollment Days	Number of Truant Students	Campus Truancy Rate	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Adult / Ungraded
Sector Totals	**31851**	**1572**	**4.9%**	**0**	**9**	**152**	**124**	**129**	**93**	**97**	**68**	**94**	**90**	**75**	**235**	**139**	**120**	**74**	**73**
DC Bilingual PCS	351	<10	1.7%	0	<10	0	<10	0	<10	<10	0	0	0	0	0	0	0	0	0
DC Prep PCS - Anacostia Elementary School	154	22	14.3%	0	0	10	12	0	0	0	0	0	0	0	0	0	0	0	0
DC Prep PCS - Benning Elementary School	307	17	5.5%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
DC Prep PCS - Benning Middle School	337	10	3.0%	0	0	0	0	0	0	<10	<10	<10	<10	<10	0	0	0	0	0
DC Prep PCS - Edgewood Elementary School	303	10	3.3%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
DC Prep PCS - Edgewood Middle School	334	13	3.9%	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0	0
DC Scholars PCS	405	69	17.0%	0	<10	10	<10	20	12	<10	<10	<10	<10	<10	0	0	0	0	0
Democracy Prep Congress Heights PCS	563	13	2.3%	0	0	<10	<10	<10	0	<10	0	<10	0	<10	0	0	0	0	0
District of Columbia International School	806	<10	0.1%	0	0	0	0	0	0	0	0	0	0	<10	0	0	0	0	0
E.L. Haynes PCS - Elementary School	265	<10	1.5%	0	0	<10	0	<10	<10	<10	0	0	0	0	0	0	0	0	0
E.L. Haynes PCS - High School	420	36	8.6%	0	0	0	0	0	0	0	0	0	0	0	12	<10	10	<10	<10
E.L. Haynes PCS - Middle School	357	<10	1.1%	0	0	0	0	0	0	0	0	<10	<10	0	0	0	0	0	0
Eagle Academy PCS - Capitol Riverfront	89	<10	6.7%	0	0	<10	0	0	<10	0	0	0	0	0	0	0	0	0	0
Eagle Academy PCS - Congress Heights	512	<10	1.4%	0	0	<10	<10	0	<10	0	0	0	0	0	0	0	0	0	0
Early Childhood Academy PCS	157	16	10.2%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Elsie Whitlow Stokes Community Freedom PCS - Brookland	282	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Excel Academy PCS	530	28	5.3%	0	0	<10	<10	<10	<10	<10	<10	<10	<10	<10	0	0	0	0	0
Friendship PCS - Armstrong	288	<10	0.3%	0	0	0	0	<10	0	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Blow Pierce Elementary	259	<10	0.8%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Blow Pierce Middle	249	<10	1.6%	0	0	0	0	0	0	<10	0	<10	<10	0	0	0	0	0	0
Friendship PCS - Chamberlain Elementary	274	<10	2.9%	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Chamberlain Middle	324	<10	0.6%	0	0	0	0	0	0	0	<10	0	<10	0	0	0	0	0	0
Friendship PCS - Collegiate Academy	657	122	18.6%	0	0	0	0	0	0	0	0	0	0	0	35	28	33	26	0
Friendship PCS - Online Academy	189	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Southeast Elementary	427	<10	1.2%	0	0	0	<10	<10	<10	0	<10	0	0	0	0	0	0	0	0

Question 12.1: Truant Students by Grade; Time Period: Start of School - Dec 31 2017 (SY17-18 to date)				Number of Truant Students by Grade Level															
School Name	**Number of Students Eligible for Truancy Based on Age with At Least 10 Enrollment Days**	**Number of Truant Students**	**Campus Truancy Rate**	**PK3**	**PK4**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Adult / Ungraded**
Sector Totals	**31851**	**1572**	**4.9%**	**0**	**9**	**152**	**124**	**129**	**93**	**97**	**68**	**94**	**90**	**75**	**235**	**139**	**120**	**74**	**73**
Friendship PCS - Technology Preparatory High School	243	<10	0.8%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<10	0
Friendship PCS - Technology Preparatory Middle School	258	17	6.6%	0	0	0	0	0	0	0	0	<10	<10	<10	0	0	0	0	0
Friendship PCS - Woodridge International Elementary	197	<10	0.5%	0	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Woodridge International Middle	218	<10	0.9%	0	0	0	0	0	0	<10	0	<10	0	0	0	0	0	0	0
Goodwill Excel Center PCS	25	21	84.0%	0	0	0	0	0	0	0	0	0	0	0	17	0	0	<10	0
Harmony DC PCS - School of Excellence	104	<10	4.8%	0	0	<10	<10	0	0	<10	0	0	0	0	0	0	0	0	0
Hope Community PCS - Lamond	198	<10	3.5%	0	0	<10	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0
Hope Community PCS - Tolson	389	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Howard University Middle School of Mathematics and Science PCS	288	<10	1.4%	0	0	0	0	0	0	0	0	0	<10	<10	0	0	0	0	0
IDEA PCS	297	37	12.5%	0	0	0	0	0	0	0	0	0	0	0	19	10	<10	<10	0
Ideal Academy PCS	244	14	5.7%	0	0	<10	<10	0	0	<10	<10	0	0	0	0	0	0	0	0
Ingenuity Prep PCS	346	60	17.3%	0	0	12	10	17	<10	12	0	0	0	0	0	0	0	0	0
Inspired Teaching Demonstration PCS	361	<10	0.6%	0	0	0	0	0	<10	0	0	0	0	<10	0	0	0	0	0
Kingsman Academy PCS	212	47	22.2%	0	0	0	0	0	0	0	0	0	<10	<10	15	15	11	<10	0
KIPP DC - AIM Academy PCS	390	22	5.6%	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0
KIPP DC - Arts and Technology Academy PCS	105	<10	4.8%	0	<10	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - College Preparatory Academy PCS	701	79	11.3%	0	0	0	0	0	0	0	0	0	0	0	29	23	17	10	0
KIPP DC - Connect Academy PCS	106	<10	4.7%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - Discover Academy PCS	130	<10	2.3%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - Grow Academy PCS	106	<10	0.9%	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - Heights Academy PCS	466	20	4.3%	0	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0
KIPP DC - KEY Academy PCS	341	18	5.3%	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0
KIPP DC - Lead Academy PCS	421	31	7.4%	0	0	0	<10	13	<10	<10	0	0	0	0	0	0	0	0	0
KIPP DC - LEAP Academy PCS	<10	<10	<10	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - Northeast Academy PCS	339	13	3.8%	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0
KIPP DC - Promise Academy PCS	522	49	9.4%	0	0	14	16	<10	<10	<10	0	0	0	0	0	0	0	0	0
KIPP DC - Quest Academy PCS	403	28	6.9%	0	0	0	12	<10	<10	<10	0	0	0	0	0	0	0	0	0
KIPP DC - Spring Academy PCS	420	11	2.6%	0	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0
KIPP DC - Valor Academy PCS	314	<10	1.9%	0	0	0	0	0	0	0	<10	<10	<10	0	0	0	0	0	0
KIPP DC - WILL Academy PCS	330	10	3.0%	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0

Question 12.1: Truant Students by Grade; Time Period: Start of School - Dec 31 2017 (SY17-18 to date)				Number of Truant Students by Grade Level															
School Name	**Number of Students Eligible for Truancy Based on Age with At Least 10 Enrollment Days**	**Number of Truant Students**	**Campus Truancy Rate**	**PK3**	**PK4**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Adult / Ungraded**
Sector Totals	**31851**	**1572**	**4.9%**	**0**	**9**	**152**	**124**	**129**	**93**	**97**	**68**	**94**	**90**	**75**	**235**	**139**	**120**	**74**	**73**
Latin American Montessori Bilingual PCS	302	<10	1.3%	0	0	<10	0	<10	<10	0	0	0	0	0	0	0	0	0	0
LAYC Career Academy PCS	26	22	84.6%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	22
Lee Montessori PCS	94	<10	1.1%	0	0	0	0	0	<10	0	0	0	0	0	0	0	0	0	0
Mary McLeod Bethune Day Academy PCS	302	<10	1.0%	0	0	<10	0	0	0	0	0	<10	0	<10	0	0	0	0	0
Maya Angelou PCS - High School	146	41	28.1%	0	0	0	0	0	0	0	0	0	0	0	27	10	<10	<10	<10
Maya Angelou PCS - Young Adult Learning Center	13	<10	61.5%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<10
Meridian PCS	522	<10	1.0%	0	0	<10	<10	<10	<10	0	0	0	<10	0	0	0	0	0	0
Monument Academy PCS	123	29	23.6%	0	0	0	0	0	0	0	<10	13	11	0	0	0	0	0	0
Mundo Verde Bilingual PCS	492	<10	0.4%	0	0	<10	0	0	0	<10	0	0	0	0	0	0	0	0	0
National Collegiate Preparatory PCHS	272	42	15.4%	0	0	0	0	0	0	0	0	0	0	0	21	<10	10	<10	0
Paul PCS - International High School	456	14	3.1%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0
Paul PCS - Middle School	233	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Perry Street Preparatory PCS	267	<10	1.1%	0	0	<10	0	<10	<10	0	0	0	0	0	0	0	0	0	0
Richard Wright PCS for Journalism and Media Arts	275	<10	1.1%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	0	<10	0
Rocketship PCS - Legacy Prep	94	<10	5.3%	0	0	<10	<10	<10	0	0	0	0	0	0	0	0	0	0	0
Rocketship PCS - Rise Academy	373	15	4.0%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Roots PCS	70	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEED PCS of Washington DC	366	<10	0.8%	0	0	0	0	0	0	0	0	0	<10	<10	0	0	0	0	0
Sela PCS	124	<10	4.8%	0	0	0	<10	<10	0	<10	0	0	0	0	0	0	0	0	0
Shining Stars Montessori Academy PCS	152	<10	1.3%	0	0	<10	<10	0	0	0	0	0	0	0	0	0	0	0	0
Somerset Preparatory Academy PCS	376	26	6.9%	0	0	0	0	0	0	0	0	<10	<10	12	<10	<10	0	0	0
St. Coletta Special Education PCS	171	<10	4.1%	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	<10	<10	0
Sustainable Futures PCS	31	14	45.2%	0	0	0	0	0	0	0	0	0	0	0	14	0	0	0	0
The Children's Guild DC PCS	380	117	30.8%	0	0	<10	<10	17	<10	23	17	10	14	14	0	0	0	0	0
The Next Step/El Proximo Paso PCS	43	28	65.1%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28
Thurgood Marshall Academy PCS	384	15	3.9%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	0	0
Two Rivers PCS - 4th Street	450	<10	1.1%	0	0	<10	0	<10	0	<10	0	0	0	<10	0	0	0	0	0
Two Rivers PCS - Young	202	<10	1.0%	0	0	<10	0	<10	0	0	0	0	0	0	0	0	0	0	0
Washington Global PCS	208	<10	2.9%	0	0	0	0	0	0	0	0	<10	0	<10	0	0	0	0	0
Washington Latin PCS - Middle School	369	<10	0.5%	0	0	0	0	0	0	0	<10	0	<10	0	0	0	0	0	0
Washington Latin PCS - Upper School	320	<10	0.9%	0	0	0	0	0	0	0	0	0	0	0	0	<10	0	<10	0

Question 12.1: Truant Students by Grade; Time Period: Start of School - Dec 31 2017 (SY17-18 to date)				Number of Truant Students by Grade Level															
School Name	**Number of Students Eligible for Truancy Based on Age with At Least 10 Enrollment Days**	**Number of Truant Students**	**Campus Truancy Rate**	**PK3**	**PK4**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Adult / Ungraded**
Sector Totals	**31851**	**1572**	**4.9%**	**0**	**9**	**152**	**124**	**129**	**93**	**97**	**68**	**94**	**90**	**75**	**235**	**139**	**120**	**74**	**73**
Washington Leadership Academy PCS	205	<10	1.0%	0	0	0	0	0	0	0	0	0	0	0	0	<10	0	0	0
Washington Math Science Technology PCS	216	18	8.3%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0
Washington Yu Ying PCS	458	<10	0.2%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
YouthBuild DC PCS	21	13	61.9%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13

NOTE: Values between 1 and 9 are suppressed and take on a value of <10

Question 12.1: Truant Students by Grade; Time Period: Start of School - Dec 31 2018 (SY18-19 to date)				Number of Truant Students by Grade Level															
School Name	Number of Students Eligible for Truancy Based on Age with At Least 10 Enrollment Days	Number of Truant Students	Campus Truancy Rate	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Adult / Ungraded
Sector Totals	**32104**	**1832**	**5.7%**	**0**	**2**	**211**	**160**	**171**	**152**	**148**	**133**	**122**	**128**	**102**	**176**	**134**	**79**	**52**	**62**
Academy of Hope Adult PCS	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Achievement Preparatory Academy PCS - Wahler Place Elementary School	240	30	12.5%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Achievement Preparatory Academy PCS - Wahler Place Middle School	457	59	12.9%	0	0	0	0	0	0	16	12	16	<10	<10	0	0	0	0	0
AppleTree Early Learning Center PCS - Columbia Heights	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AppleTree Early Learning Center PCS - Douglas Knoll	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AppleTree Early Learning Center PCS - Lincoln Park	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AppleTree Early Learning Center PCS - Oklahoma Avenue	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AppleTree Early Learning Center PCS - Parklands at THEARC	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AppleTree Early Learning Center PCS - Southwest	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BASIS DC PCS	638	17	2.7%	0	0	0	0	0	0	0	<10	<10	0	<10	<10	0	<10	<10	0
Breakthrough Montessori PCS	85	<10	7.1%	0	0	<10	<10	0	0	0	0	0	0	0	0	0	0	0	0
Bridges PCS	307	<10	1.3%	0	0	0	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Briya PCS	<10	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Capital City PCS - High School	321	14	4.4%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0
Capital City PCS - Lower School	252	<10	0.8%	0	0	<10	<10	0	0	0	0	0	0	0	0	0	0	0	0
Capital City PCS - Middle School	337	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Carlos Rosario International PCS	<10	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cedar Tree Academy PCS	115	<10	2.6%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
Center City PCS - Brightwood	222	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Center City PCS - Capitol Hill	222	<10	0.5%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
Center City PCS - Congress Heights	218	12	5.5%	0	0	<10	0	<10	0	<10	<10	<10	0	<10	0	0	0	0	0
Center City PCS - Petworth	210	<10	1.4%	0	0	<10	<10	<10	0	0	0	0	0	0	0	0	0	0	0
Center City PCS - Shaw	218	<10	2.3%	0	0	<10	0	<10	0	<10	0	0	<10	0	0	0	0	0	0
Center City PCS - Trinidad	182	15	8.2%	0	0	<10	0	<10	<10	<10	<10	<10	<10	<10	0	0	0	0	0
Cesar Chavez PCS for Public Policy - Capitol Hill	219	12	5.5%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0
Cesar Chavez PCS for Public Policy - Chavez Prep	240	<10	0.4%	0	0	0	0	0	0	0	0	0	0	<10	0	0	0	0	0
Cesar Chavez PCS for Public Policy - Parkside High School	343	28	8.2%	0	0	0	0	0	0	0	0	0	0	0	<10	11	<10	<10	0
Cesar Chavez PCS for Public Policy - Parkside Middle School	133	<10	3.0%	0	0	0	0	0	0	0	0	0	<10	<10	0	0	0	0	0
City Arts & Prep PCS	369	34	9.2%	0	0	<10	0	<10	<10	<10	<10	<10	10	<10	0	0	0	0	0

Question 12.1: Truant Students by Grade; Time Period: Start of School - Dec 31 2018 (SY18-19 to date)				Number of Truant Students by Grade Level															
School Name	Number of Students Eligible for Truancy Based on Age with At Least 10 Enrollment Days	Number of Truant Students	Campus Truancy Rate	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Adult / Ungraded
Sector Totals	**32104**	**1832**	**5.7%**	**0**	**2**	**211**	**160**	**171**	**152**	**148**	**133**	**122**	**128**	**102**	**176**	**134**	**79**	**52**	**62**
Community College Preparatory Academy PCS	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Creative Minds International PCS	382	<10	0.3%	0	0	0	0	0	0	<10	0	0	0	0	0	0	0	0	0
DC Bilingual PCS	370	<10	0.3%	0	0	0	0	<10	0	0	0	0	0	0	0	0	0	0	0
DC Prep PCS - Anacostia Elementary School	227	12	5.3%	0	0	<10	<10	<10	0	0	0	0	0	0	0	0	0	0	0
DC Prep PCS - Benning Elementary School	304	13	4.3%	0	<10	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
DC Prep PCS - Benning Middle School	343	<10	2.3%	0	0	0	0	0	0	<10	<10	0	0	0	0	0	0	0	0
DC Prep PCS - Edgewood Elementary School	303	<10	3.0%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
DC Prep PCS - Edgewood Middle School	335	<10	2.1%	0	0	0	0	0	0	<10	<10	<10	<10	<10	0	0	0	0	0
DC Scholars PCS	425	18	4.2%	0	0	<10	<10	<10	<10	0	<10	<10	<10	<10	0	0	0	0	0
Democracy Prep Congress Heights PCS	679	87	12.8%	0	0	10	11	<10	11	11	<10	12	<10	13	0	0	0	0	0
Digital Pioneers Academy PCS	121	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
District of Columbia International School	1065	<10	0.4%	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0
E.L. Haynes PCS - Elementary School	261	<10	1.1%	0	0	0	<10	<10	0	<10	0	0	0	0	0	0	0	0	0
E.L. Haynes PCS - High School	420	50	11.9%	0	0	0	0	0	0	0	0	0	0	0	16	14	17	<10	0
E.L. Haynes PCS - Middle School	357	10	2.8%	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0
Eagle Academy PCS - Capitol Riverfront	88	<10	6.8%	0	0	<10	<10	0	<10	0	0	0	0	0	0	0	0	0	0
Eagle Academy PCS - Congress Heights	484	<10	0.4%	0	0	<10	0	<10	0	0	0	0	0	0	0	0	0	0	0
Early Childhood Academy PCS	169	13	7.7%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Elsie Whitlow Stokes Community Freedom PCS - Brookland	276	<10	0.7%	0	0	0	<10	<10	0	0	0	0	0	0	0	0	0	0	0
Elsie Whitlow Stokes Community Freedom PCS - East End	40	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Armstrong	289	<10	3.1%	0	0	<10	<10	<10	0	0	<10	0	0	0	0	0	0	0	0
Friendship PCS - Blow Pierce Elementary	265	22	8.3%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Blow Pierce Middle	250	<10	3.6%	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0	0
Friendship PCS - Chamberlain Elementary	255	23	9.0%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Chamberlain Middle	315	13	4.1%	0	0	0	0	0	0	<10	<10	<10	<10	<10	0	0	0	0	0

Question 12.1: Truant Students by Grade; Time Period: Start of School - Dec 31 2018 (SY18-19 to date)				Number of Truant Students by Grade Level															
School Name	Number of Students Eligible for Truancy Based on Age with At Least 10 Enrollment Days	Number of Truant Students	Campus Truancy Rate	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Adult / Ungraded
Sector Totals	**32104**	**1832**	**5.7%**	**0**	**2**	**211**	**160**	**171**	**152**	**148**	**133**	**122**	**128**	**102**	**176**	**134**	**79**	**52**	**62**
Friendship PCS - Collegiate Academy	535	<10	0.6%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	0	0	0
Friendship PCS - Online Academy	207	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Southeast Elementary	284	20	7.0%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Southeast Middle	179	<10	1.7%	0	0	0	0	0	0	<10	<10	0	0	0	0	0	0	0	0
Friendship PCS - Technology Preparatory High School	263	<10	1.1%	0	0	0	0	0	0	0	0	0	0	0	<10	0	0	<10	0
Friendship PCS - Technology Preparatory Middle School	138	<10	0.7%	0	0	0	0	0	0	0	0	0	<10	0	0	0	0	0	0
Friendship PCS - Woodridge International Elementary	198	<10	3.0%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Woodridge International Middle	229	<10	1.7%	0	0	0	0	0	0	0	0	<10	<10	0	0	0	0	0	0
Goodwill Excel Center PCS	38	15	39.5%	0	0	0	0	0	0	0	0	0	0	0	15	0	0	0	0
Harmony DC PCS - School of Excellence	118	<10	6.8%	0	0	<10	0	<10	<10	0	<10	0	0	0	0	0	0	0	0
Hope Community PCS - Lamond	186	<10	3.8%	0	0	0	0	0	<10	<10	<10	0	0	0	0	0	0	0	0
Hope Community PCS - Tolson	399	<10	1.0%	0	0	<10	0	0	0	0	0	<10	0	0	0	0	0	0	0
Howard University Middle School of Mathematics and Science PCS	285	26	9.1%	0	0	0	0	0	0	0	0	<10	15	<10	0	0	0	0	0
IDEA PCS	315	47	14.9%	0	0	0	0	0	0	0	0	0	0	0	25	13	<10	<10	0
Ideal Academy PCS	208	18	8.7%	0	0	<10	<10	<10	0	<10	<10	<10	<10	0	0	0	0	0	0
Ingenuity Prep PCS	415	122	29.4%	0	0	26	13	23	20	21	19	0	0	0	0	0	0	0	0
Inspired Teaching Demonstration PCS	382	<10	1.0%	0	0	<10	0	0	<10	0	0	<10	<10	0	0	0	0	0	0
Kingsman Academy PCS	208	<10	3.4%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	0	<10	0
KIPP DC - AIM Academy PCS	393	35	8.9%	0	0	0	0	0	0	0	13	<10	<10	<10	0	0	0	0	0
KIPP DC - Arts and Technology Academy PCS	101	<10	2.0%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - College Preparatory Academy PCS	794	91	11.5%	0	0	0	0	0	0	0	0	0	0	0	29	32	13	17	0
KIPP DC - Connect Academy PCS	106	<10	3.8%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - Discover Academy PCS	123	12	9.8%	0	0	12	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - Grow Academy PCS	107	12	11.2%	0	<10	11	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - Heights Academy PCS	470	41	8.7%	0	0	0	11	<10	12	10	0	0	0	0	0	0	0	0	0
KIPP DC - KEY Academy PCS	339	18	5.3%	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0
KIPP DC - Lead Academy PCS	409	32	7.8%	0	0	0	<10	<10	11	<10	0	0	0	0	0	0	0	0	0
KIPP DC - LEAP Academy PCS	<10	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Question 12.1: Truant Students by Grade; Time Period: Start of School - Dec 31 2018 (SY18-19 to date)				Number of Truant Students by Grade Level															
School Name	Number of Students Eligible for Truancy Based on Age with At Least 10 Enrollment Days	Number of Truant Students	Campus Truancy Rate	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Adult / Ungraded
Sector Totals	**32104**	**1832**	**5.7%**	**0**	**2**	**211**	**160**	**171**	**152**	**148**	**133**	**122**	**128**	**102**	**176**	**134**	**79**	**52**	**62**
KIPP DC - Northeast Academy PCS	333	29	8.7%	0	0	0	0	0	0	0	<10	<10	14	<10	0	0	0	0	0
KIPP DC - Promise Academy PCS	521	48	9.2%	0	0	12	11	10	<10	<10	0	0	0	0	0	0	0	0	0
KIPP DC - Quest Academy PCS	426	49	11.5%	0	0	0	14	19	<10	10	0	0	0	0	0	0	0	0	0
KIPP DC - Spring Academy PCS	420	43	10.2%	0	0	0	<10	17	<10	11	0	0	0	0	0	0	0	0	0
KIPP DC - Valor Academy PCS	340	<10	1.8%	0	0	0	0	0	0	0	<10	<10	<10	0	0	0	0	0	0
KIPP DC - WILL Academy PCS	333	16	4.8%	0	0	0	0	0	0	0	<10	<10	0	<10	0	0	0	0	0
Latin American Montessori Bilingual PCS	322	13	4.0%	0	0	<10	<10	<10	0	<10	<10	0	0	0	0	0	0	0	0
LAYC Career Academy PCS	15	11	73.3%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
Lee Montessori PCS	127	<10	1.6%	0	0	0	0	0	<10	<10	0	0	0	0	0	0	0	0	0
Mary McLeod Bethune Day Academy PCS	269	12	4.5%	0	0	<10	<10	<10	<10	<10	<10	<10	0	0	0	0	0	0	0
Maya Angelou PCS - High School	167	25	15.0%	0	0	0	0	0	0	0	0	0	0	0	13	<10	<10	0	0
Maya Angelou PCS - Young Adult Learning Center	24	17	70.8%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17
Meridian PCS	519	34	6.6%	0	0	<10	<10	<10	<10	<10	<10	<10	<10	<10	0	0	0	0	0
Monument Academy PCS	135	18	13.3%	0	0	0	0	0	0	0	0	<10	<10	<10	0	0	0	0	0
Mundo Verde Bilingual PCS	508	<10	0.4%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
National Collegiate Preparatory PCHS	248	38	15.3%	0	0	0	0	0	0	0	0	0	0	0	14	17	<10	<10	0
Paul PCS - International High School	448	20	4.5%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	0	0
Paul PCS - Middle School	266	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Perry Street Preparatory PCS	281	<10	1.4%	0	0	<10	0	0	<10	0	0	<10	<10	0	0	0	0	0	0
Richard Wright PCS for Journalism and Media Arts	289	<10	0.7%	0	0	0	0	0	0	0	0	0	0	0	0	<10	0	0	0
Rocketship PCS - Legacy Prep	312	13	4.2%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Rocketship PCS - Rise Academy	477	18	3.8%	0	0	<10	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0
Roots PCS	72	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEED PCS of Washington DC	280	27	9.6%	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	<10	<10	0
Sela PCS	138	17	12.3%	0	0	<10	<10	<10	<10	<10	<10	0	0	0	0	0	0	0	0
Shining Stars Montessori Academy PCS	185	<10	1.1%	0	0	<10	0	0	0	<10	0	0	0	0	0	0	0	0	0
Somerset Preparatory Academy PCS	426	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Coletta Special Education PCS	182	18	9.9%	0	0	0	0	<10	<10	<10	0	<10	<10	0	<10	<10	<10	<10	0
Statesmen College Preparatory Academy for Boys PCS	56	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Children's Guild DC PCS	385	137	35.6%	0	0	<10	<10	12	16	14	23	23	18	15	0	0	0	0	0
The Family Place PCS	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Next Step/El Proximo Paso PCS	31	11	35.5%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11

Question 12.1: Truant Students by Grade; Time Period: Start of School - Dec 31 2018 (SY18-19 to date)				Number of Truant Students by Grade Level															
School Name	Number of Students Eligible for Truancy Based on Age with At Least 10 Enrollment Days	Number of Truant Students	Campus Truancy Rate	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Adult / Ungraded
Sector Totals	**32104**	**1832**	**5.7%**	**0**	**2**	**211**	**160**	**171**	**152**	**148**	**133**	**122**	**128**	**102**	**176**	**134**	**79**	**52**	**62**
Thurgood Marshall Academy PCS	383	17	4.4%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0
Two Rivers PCS - 4th Street	450	<10	0.9%	0	0	0	0	0	0	<10	<10	0	<10	0	0	0	0	0	0
Two Rivers PCS - Young	255	<10	2.0%	0	0	0	<10	0	<10	<10	0	0	0	0	0	0	0	0	0
Washington Global PCS	220	<10	0.9%	0	0	0	0	0	0	0	0	<10	0	<10	0	0	0	0	0
Washington Latin PCS - Middle School	373	<10	0.5%	0	0	0	0	0	0	0	0	<10	0	<10	0	0	0	0	0
Washington Latin PCS - Upper School	321	<10	1.2%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	0	<10	0
Washington Leadership Academy PCS	311	25	8.0%	0	0	0	0	0	0	0	0	0	0	0	11	<10	<10	0	0
Washington Yu Ying PCS	429	<10	0.2%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
YouthBuild DC PCS	35	23	65.7%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	23

NOTE: Values between 1 and 9 are suppressed and take on a value of <10

Question 12.2-5: Unexcused Absences; Time Period: Start of School - Dec 31 2017 (SY17-18 to date)									
School Name	**Number of Students Eligible for Truancy Based on Age with At Least 10 Enrollment Days**	**1 to 5 Unexcused Absences**	**% with 1 to 5 Unexcused Absences**	**6 to 10 Unexcused Absences**	**% with 6 to 10 Unexcused Absences**	**11 to 20 Unexcused Absences**	**% with 11 to 20 Unexcused Absences**	**21+ Unexcused Absences**	**% with 21+ Unexcused Absences**
Sector Totals	**31851**	**16683**	**52%**	**3219**	**10%**	**998**	**3%**	**301**	**1%**
Academy of Hope Adult PCS	0	0	N/A	0	N/A	0	N/A	0	N/A
Achievement Preparatory Academy PCS - Wahler Place Elementary School	338	190	56%	26	8%	10	3%	<10	<10
Achievement Preparatory Academy PCS - Wahler Place Middle School	479	276	58%	47	10%	21	4%	<10	<10
AppleTree Early Learning Center PCS - Columbia Heights	0	0	N/A	0	N/A	0	N/A	0	N/A
AppleTree Early Learning Center PCS - Douglas Knoll	0	0	N/A	0	N/A	0	N/A	0	N/A
AppleTree Early Learning Center PCS - Lincoln Park	0	0	N/A	0	N/A	0	N/A	0	N/A
AppleTree Early Learning Center PCS - Oklahoma Avenue	0	0	N/A	0	N/A	0	N/A	0	N/A
AppleTree Early Learning Center PCS - Southwest	0	0	N/A	0	N/A	0	N/A	0	N/A
BASIS DC PCS	599	206	34%	12	2%	<10	<10	0	0%
Breakthrough Montessori PCS	47	27	57%	<10	<10	<10	<10	<10	<10
Bridges PCS	292	167	57%	24	8%	<10	<10	<10	<10
Briya PCS	<10	<10	<10	<10	<10	0	0%	0	0%
Capital City PCS - High School	318	170	53%	21	7%	<10	<10	0	0%
Capital City PCS - Lower School	249	94	38%	<10	<10	0	0%	0	0%
Capital City PCS - Middle School	334	201	60%	14	4%	<10	<10	<10	<10
Carlos Rosario International PCS	14	0	0%	0	0%	0	0%	0	0%
Cedar Tree Academy PCS	114	73	64%	12	11%	<10	<10	0	0%
Center City PCS - Brightwood	224	87	39%	0	0%	0	0%	0	0%
Center City PCS - Capitol Hill	232	56	24%	<10	<10	0	0%	0	0%
Center City PCS - Congress Heights	220	143	65%	26	12%	<10	<10	0	0%
Center City PCS - Petworth	212	108	51%	<10	<10	0	0%	0	0%
Center City PCS - Shaw	212	114	54%	<10	<10	0	0%	0	0%
Center City PCS - Trinidad	192	126	66%	21	11%	<10	<10	0	0%
Cesar Chavez PCS for Public Policy - Capitol Hill	250	126	50%	16	6%	11	4%	<10	<10
Cesar Chavez PCS for Public Policy - Chavez Prep	301	147	49%	35	12%	<10	<10	<10	<10
Cesar Chavez PCS for Public Policy - Parkside High School	365	151	41%	32	9%	22	6%	<10	<10
Cesar Chavez PCS for Public Policy - Parkside Middle School	261	106	41%	<10	<10	<10	<10	<10	<10
City Arts & Prep PCS	410	227	55%	51	12%	<10	<10	0	0%
Community College Preparatory Academy PCS	0	0	N/A	0	N/A	0	N/A	0	N/A
Creative Minds International PCS	333	185	56%	<10	<10	<10	<10	0	0%
DC Bilingual PCS	351	205	58%	19	5%	<10	<10	0	0%
DC Prep PCS - Anacostia Elementary School	154	80	52%	29	19%	15	10%	<10	<10
DC Prep PCS - Benning Elementary School	307	168	55%	43	14%	11	4%	<10	<10
DC Prep PCS - Benning Middle School	337	200	59%	46	14%	<10	<10	<10	<10
DC Prep PCS - Edgewood Elementary School	303	167	55%	30	10%	<10	<10	0	0%
DC Prep PCS - Edgewood Middle School	334	190	57%	56	17%	<10	<10	0	0%
DC Scholars PCS	405	202	50%	107	26%	40	10%	14	3%
Democracy Prep Congress Heights PCS	563	362	64%	57	10%	12	2%	0	0%
District of Columbia International School	806	257	32%	<10	<10	<10	<10	0	0%
E.L. Haynes PCS - Elementary School	265	141	53%	16	6%	<10	<10	0	0%

Question 12.2-5: Unexcused Absences; Time Period: Start of School - Dec 31 2017 (SY17-18 to date)									
School Name	Number of Students Eligible for Truancy Based on Age with At Least 10 Enrollment Days	1 to 5 Unexcused Absences	% with 1 to 5 Unexcused Absences	6 to 10 Unexcused Absences	% with 6 to 10 Unexcused Absences	11 to 20 Unexcused Absences	% with 11 to 20 Unexcused Absences	21+ Unexcused Absences	% with 21+ Unexcused Absences
Sector Totals	**31851**	**16683**	**52%**	**3219**	**10%**	**998**	**3%**	**301**	**1%**
E.L. Haynes PCS - High School	420	230	55%	57	14%	23	5%	<10	<10
E.L. Haynes PCS - Middle School	357	161	45%	15	4%	<10	<10	<10	<10
Eagle Academy PCS - Capitol Riverfront	89	44	49%	17	19%	<10	<10	0	0%
Eagle Academy PCS - Congress Heights	512	12	2%	10	2%	<10	<10	<10	<10
Early Childhood Academy PCS	157	83	53%	35	22%	11	7%	<10	<10
Elsie Whitlow Stokes Community Freedom PCS - Brookland	282	99	35%	<10	<10	0	0%	0	0%
Excel Academy PCS	530	305	58%	99	19%	22	4%	0	0%
Friendship PCS - Armstrong	288	176	61%	<10	<10	<10	<10	0	0%
Friendship PCS - Blow Pierce Elementary	259	160	62%	29	11%	0	0%	0	0%
Friendship PCS - Blow Pierce Middle	249	150	60%	26	10%	<10	<10	0	0%
Friendship PCS - Chamberlain Elementary	274	170	62%	14	5%	<10	<10	<10	<10
Friendship PCS - Chamberlain Middle	324	233	72%	15	5%	<10	<10	0	0%
Friendship PCS - Collegiate Academy	657	345	53%	163	25%	74	11%	29	4%
Friendship PCS - Online Academy	189	0	0%	0	0%	0	0%	0	0%
Friendship PCS - Southeast Elementary	427	270	63%	54	13%	<10	<10	0	0%
Friendship PCS - Technology Preparatory High School	243	95	39%	<10	<10	<10	<10	0	0%
Friendship PCS - Technology Preparatory Middle School	258	169	66%	49	19%	13	5%	0	0%
Friendship PCS - Woodridge International Elementary	197	119	60%	20	10%	0	0%	0	0%
Friendship PCS - Woodridge International Middle	218	134	61%	23	11%	<10	<10	0	0%
Goodwill Excel Center PCS	25	<10	<10	<10	<10	<10	<10	13	52%
Harmony DC PCS - School of Excellence	104	20	19%	<10	<10	<10	<10	<10	<10
Hope Community PCS - Lamond	198	101	51%	14	7%	<10	<10	<10	<10
Hope Community PCS - Tolson	389	190	49%	<10	<10	0	0%	0	0%
Howard University Middle School of Mathematics and Science PCS	288	159	55%	22	8%	<10	<10	0	0%
IDEA PCS	297	152	51%	57	19%	22	7%	14	5%
Ideal Academy PCS	244	124	51%	46	19%	<10	<10	<10	<10
Ingenuity Prep PCS	346	180	52%	58	17%	38	11%	12	3%
Inspired Teaching Demonstration PCS	361	195	54%	<10	<10	<10	<10	0	0%
Kingsman Academy PCS	212	88	42%	34	16%	20	9%	27	13%
KIPP DC - AIM Academy PCS	390	249	64%	69	18%	18	5%	<10	<10
KIPP DC - Arts and Technology Academy PCS	105	71	68%	15	14%	<10	<10	0	0%
KIPP DC - College Preparatory Academy PCS	701	415	59%	168	24%	56	8%	<10	<10
KIPP DC - Connect Academy PCS	106	75	71%	13	12%	<10	<10	0	0%
KIPP DC - Discover Academy PCS	130	88	68%	23	18%	<10	<10	<10	<10
KIPP DC - Grow Academy PCS	106	73	69%	22	21%	<10	<10	0	0%
KIPP DC - Heights Academy PCS	466	315	68%	73	16%	16	3%	<10	<10
KIPP DC - KEY Academy PCS	341	210	62%	60	18%	<10	<10	<10	<10
KIPP DC - Lead Academy PCS	421	268	64%	73	17%	26	6%	<10	<10
KIPP DC - LEAP Academy PCS	<10	<10	<10	<10	<10	<10	<10	0	0%
KIPP DC - Northeast Academy PCS	339	238	70%	38	11%	<10	<10	0	0%
KIPP DC - Promise Academy PCS	522	311	60%	104	20%	36	7%	<10	<10
KIPP DC - Quest Academy PCS	403	252	63%	62	15%	23	6%	0	0%
KIPP DC - Spring Academy PCS	420	271	65%	74	18%	<10	<10	<10	<10

Question 12.2-5: Unexcused Absences; Time Period: Start of School - Dec 31 2017 (SY17-18 to date)									
School Name	**Number of Students Eligible for Truancy Based on Age with At Least 10 Enrollment Days**	**1 to 5 Unexcused Absences**	**% with 1 to 5 Unexcused Absences**	**6 to 10 Unexcused Absences**	**% with 6 to 10 Unexcused Absences**	**11 to 20 Unexcused Absences**	**% with 11 to 20 Unexcused Absences**	**21+ Unexcused Absences**	**% with 21+ Unexcused Absences**
Sector Totals	**31851**	**16683**	**52%**	**3219**	**10%**	**998**	**3%**	**301**	**1%**
KIPP DC - Valor Academy PCS	314	207	66%	36	11%	<10	<10	0	0%
KIPP DC - WILL Academy PCS	330	193	58%	43	13%	<10	<10	0	0%
Latin American Montessori Bilingual PCS	302	166	55%	14	5%	<10	<10	0	0%
LAYC Career Academy PCS	26	<10	<10	<10	<10	<10	<10	13	50%
Lee Montessori PCS	94	61	65%	12	13%	0	0%	0	0%
Mary McLeod Bethune Day Academy PCS	302	173	57%	<10	<10	<10	<10	0	0%
Maya Angelou PCS - High School	146	56	38%	43	29%	26	18%	11	8%
Maya Angelou PCS - Young Adult Learning Center	13	<10	<10	<10	<10	<10	<10	<10	<10
Meridian PCS	522	297	57%	<10	<10	<10	<10	<10	<10
Monument Academy PCS	123	59	48%	31	25%	18	15%	<10	<10
Mundo Verde Bilingual PCS	492	314	64%	14	3%	<10	<10	0	0%
National Collegiate Preparatory PCHS	272	153	56%	53	19%	24	9%	<10	<10
Paul PCS - International High School	456	267	59%	29	6%	11	2%	0	0%
Paul PCS - Middle School	233	138	59%	<10	<10	0	0%	0	0%
Perry Street Preparatory PCS	267	135	51%	<10	<10	<10	<10	0	0%
Richard Wright PCS for Journalism and Media Arts	275	40	15%	<10	<10	<10	<10	<10	<10
Rocketship PCS - Legacy Prep	94	66	70%	11	12%	<10	<10	0	0%
Rocketship PCS - Rise Academy	373	162	43%	19	5%	12	3%	<10	<10
Roots PCS	70	<10	<10	0	0%	0	0%	0	0%
SEED PCS of Washington DC	366	186	51%	25	7%	<10	<10	0	0%
Sela PCS	124	78	63%	11	9%	<10	<10	0	0%
Shining Stars Montessori Academy PCS	152	69	45%	<10	<10	<10	<10	0	0%
Somerset Preparatory Academy PCS	376	214	57%	60	16%	14	4%	<10	<10
St. Coletta Special Education PCS	171	102	60%	10	6%	<10	<10	<10	<10
Sustainable Futures PCS	31	10	32%	<10	<10	<10	<10	<10	<10
The Children's Guild DC PCS	380	155	41%	96	25%	70	18%	34	9%
The Next Step/El Proximo Paso PCS	43	<10	<10	<10	<10	<10	<10	19	44%
Thurgood Marshall Academy PCS	384	217	57%	46	12%	<10	<10	<10	<10
Two Rivers PCS - 4th Street	450	298	66%	35	8%	<10	<10	0	0%
Two Rivers PCS - Young	202	134	66%	21	10%	<10	<10	0	0%
Washington Global PCS	208	152	73%	22	11%	<10	<10	0	0%
Washington Latin PCS - Middle School	369	107	29%	<10	<10	0	0%	<10	<10
Washington Latin PCS - Upper School	320	120	38%	11	3%	<10	<10	0	0%
Washington Leadership Academy PCS	205	119	58%	19	9%	0	0%	0	0%
Washington Math Science Technology PCS	216	69	32%	22	10%	<10	<10	<10	<10
Washington Yu Ying PCS	458	192	42%	<10	<10	<10	<10	0	0%
YouthBuild DC PCS	21	<10	<10	<10	<10	<10	<10	<10	<10

Values between 1 and 9 are suppressed and take on a value of <10

Question 12.2-5: Unexcused Absences; Time Period: Start of School - Dec 31 2018 (SY18-19 to date)									
School Name	**Number of Students Eligible for Truancy Based on Age with At Least 10 Enrollment Days**	**1 to 5 Unexcused Absences**	**% with 1 to 5 Unexcused Absences**	**6 to 10 Unexcused Absences**	**% with 6 to 10 Unexcused Absences**	**11 to 20 Unexcused Absences**	**% with 11 to 20 Unexcused Absences**	**21+ Unexcused Absences**	**% with 21+ Unexcused Absences**
Sector Totals	**32104**	**17322**	**54%**	**3983**	**12%**	**1182**	**4%**	**276**	**1%**
Academy of Hope Adult PCS	0	0	N/A	0	N/A	0	N/A	0	N/A
Achievement Preparatory Academy PCS - Wahler Place Elementary School	240	135	56%	54	23%	16	7%	<10	<10
Achievement Preparatory Academy PCS - Wahler Place Middle School	457	263	58%	119	26%	36	8%	<10	<10
AppleTree Early Learning Center PCS - Columbia Heights	0	0	N/A	0	N/A	0	N/A	0	N/A
AppleTree Early Learning Center PCS - Douglas Knoll	0	0	N/A	0	N/A	0	N/A	0	N/A
AppleTree Early Learning Center PCS - Lincoln Park	0	0	N/A	0	N/A	0	N/A	0	N/A
AppleTree Early Learning Center PCS - Oklahoma Avenue	0	0	N/A	0	N/A	0	N/A	0	N/A
AppleTree Early Learning Center PCS - Parklands at THEARC	0	0	N/A	0	N/A	0	N/A	0	N/A
AppleTree Early Learning Center PCS - Southwest	0	0	N/A	0	N/A	0	N/A	0	N/A
BASIS DC PCS	638	321	50%	36	6%	12	2%	0	0%
Breakthrough Montessori PCS	85	35	41%	10	12%	<10	<10	<10	<10
Bridges PCS	307	158	51%	23	7%	<10	<10	0	0%
Briya PCS	<10	0	0%	0	0%	0	0%	0	0%
Capital City PCS - High School	321	180	56%	19	6%	<10	<10	<10	<10
Capital City PCS - Lower School	252	123	49%	10	4%	<10	<10	0	0%
Capital City PCS - Middle School	337	189	56%	10	3%	0	0%	0	0%
Carlos Rosario International PCS	<10	0	0%	0	0%	0	0%	0	0%
Cedar Tree Academy PCS	115	58	50%	<10	<10	<10	<10	<10	<10
Center City PCS - Brightwood	222	78	35%	0	0%	0	0%	0	0%
Center City PCS - Capitol Hill	222	165	74%	<10	<10	0	0%	<10	<10
Center City PCS - Congress Heights	218	137	63%	37	17%	10	5%	0	0%
Center City PCS - Petworth	210	122	58%	<10	<10	<10	<10	0	0%
Center City PCS - Shaw	218	135	62%	14	6%	<10	<10	0	0%
Center City PCS - Trinidad	182	113	62%	29	16%	11	6%	<10	<10
Cesar Chavez PCS for Public Policy - Capitol Hill	219	142	65%	17	8%	<10	<10	<10	<10
Cesar Chavez PCS for Public Policy - Chavez Prep	240	145	60%	19	8%	<10	<10	0	0%
Cesar Chavez PCS for Public Policy - Parkside High School	343	208	61%	50	15%	20	6%	<10	<10
Cesar Chavez PCS for Public Policy - Parkside Middle School	133	97	73%	<10	<10	<10	<10	<10	<10
City Arts & Prep PCS	369	218	59%	65	18%	27	7%	0	0%
Community College Preparatory Academy PCS	0	0	N/A	0	N/A	0	N/A	0	N/A
Creative Minds International PCS	382	143	37%	<10	<10	<10	<10	0	0%
DC Bilingual PCS	370	222	60%	20	5%	0	0%	0	0%
DC Prep PCS - Anacostia Elementary School	227	112	49%	24	11%	<10	<10	0	0%
DC Prep PCS - Benning Elementary School	304	180	59%	36	12%	<10	<10	<10	<10
DC Prep PCS - Benning Middle School	343	198	58%	28	8%	<10	<10	<10	<10
DC Prep PCS - Edgewood Elementary School	303	162	53%	22	7%	<10	<10	0	0%
DC Prep PCS - Edgewood Middle School	335	208	62%	37	11%	<10	<10	0	0%
DC Scholars PCS	425	294	69%	80	19%	11	3%	0	0%
Democracy Prep Congress Heights PCS	679	385	57%	153	23%	67	10%	<10	<10

Question 12.2-5: Unexcused Absences; Time Period: Start of School - Dec 31 2018 (SY18-19 to date)									
School Name	**Number of Students Eligible for Truancy Based on Age with At Least 10 Enrollment Days**	**1 to 5 Unexcused Absences**	**% with 1 to 5 Unexcused Absences**	**6 to 10 Unexcused Absences**	**% with 6 to 10 Unexcused Absences**	**11 to 20 Unexcused Absences**	**% with 11 to 20 Unexcused Absences**	**21+ Unexcused Absences**	**% with 21+ Unexcused Absences**
Sector Totals	**32104**	**17322**	**54%**	**3983**	**12%**	**1182**	**4%**	**276**	**1%**
Digital Pioneers Academy PCS	121	0	0%	0	0%	0	0%	0	0%
District of Columbia International School	1065	362	34%	21	2%	<10	<10	0	0%
E.L. Haynes PCS - Elementary School	261	133	51%	31	12%	<10	<10	0	0%
E.L. Haynes PCS - High School	420	200	48%	51	12%	30	7%	15	4%
E.L. Haynes PCS - Middle School	357	169	47%	20	6%	<10	<10	<10	<10
Eagle Academy PCS - Capitol Riverfront	88	42	48%	12	14%	<10	<10	0	0%
Eagle Academy PCS - Congress Heights	484	284	59%	19	4%	<10	<10	0	0%
Early Childhood Academy PCS	169	99	59%	29	17%	<10	<10	<10	<10
Elsie Whitlow Stokes Community Freedom PCS - Brookland	276	152	55%	17	6%	<10	<10	0	0%
Elsie Whitlow Stokes Community Freedom PCS - East End	40	23	58%	<10	<10	0	0%	0	0%
Friendship PCS - Armstrong	289	178	62%	50	17%	<10	<10	0	0%
Friendship PCS - Blow Pierce Elementary	265	160	60%	55	21%	14	5%	<10	<10
Friendship PCS - Blow Pierce Middle	250	152	61%	43	17%	<10	<10	0	0%
Friendship PCS - Chamberlain Elementary	255	147	58%	46	18%	15	6%	<10	<10
Friendship PCS - Chamberlain Middle	315	222	70%	48	15%	<10	<10	0	0%
Friendship PCS - Collegiate Academy	535	349	65%	18	3%	<10	<10	0	0%
Friendship PCS - Online Academy	207	<10	<10	<10	<10	0	0%	0	0%
Friendship PCS - Southeast Elementary	284	176	62%	62	22%	10	4%	0	0%
Friendship PCS - Southeast Middle	179	107	60%	12	7%	<10	<10	0	0%
Friendship PCS - Technology Preparatory High School	263	164	62%	24	9%	<10	<10	0	0%
Friendship PCS - Technology Preparatory Middle School	138	84	61%	<10	<10	<10	<10	0	0%
Friendship PCS - Woodridge International Elementary	198	137	69%	21	11%	<10	<10	0	0%
Friendship PCS - Woodridge International Middle	229	167	73%	21	9%	<10	<10	0	0%
Goodwill Excel Center PCS	38	<10	<10	15	39%	<10	<10	<10	<10
Harmony DC PCS - School of Excellence	118	56	47%	25	21%	<10	<10	0	0%
Hope Community PCS - Lamond	186	96	52%	20	11%	<10	<10	0	0%
Hope Community PCS - Tolson	399	199	50%	15	4%	<10	<10	0	0%
Howard University Middle School of Mathematics and Science PCS	285	158	55%	59	21%	18	6%	<10	<10
IDEA PCS	315	171	54%	59	19%	28	9%	19	6%
Ideal Academy PCS	208	124	60%	41	20%	13	6%	<10	<10
Ingenuity Prep PCS	415	175	42%	101	24%	85	20%	16	4%
Inspired Teaching Demonstration PCS	382	194	51%	21	5%	<10	<10	0	0%
Kingsman Academy PCS	208	20	10%	<10	<10	<10	<10	<10	<10
KIPP DC - AIM Academy PCS	393	218	55%	102	26%	28	7%	0	0%
KIPP DC - Arts and Technology Academy PCS	101	56	55%	32	32%	0	0%	0	0%
KIPP DC - College Preparatory Academy PCS	794	465	59%	189	24%	55	7%	15	2%
KIPP DC - Connect Academy PCS	106	59	56%	18	17%	<10	<10	0	0%
KIPP DC - Discover Academy PCS	123	66	54%	35	28%	12	10%	0	0%
KIPP DC - Grow Academy PCS	107	64	60%	22	21%	<10	<10	<10	<10
KIPP DC - Heights Academy PCS	470	262	56%	83	18%	32	7%	<10	<10
KIPP DC - KEY Academy PCS	339	204	60%	73	22%	<10	<10	<10	<10
KIPP DC - Lead Academy PCS	409	229	56%	107	26%	23	6%	<10	<10

Question 12.2-5: Unexcused Absences; Time Period: Start of School - Dec 31 2018 (SY18-19 to date)									
School Name	**Number of Students Eligible for Truancy Based on Age with At Least 10 Enrollment Days**	**1 to 5 Unexcused Absences**	**% with 1 to 5 Unexcused Absences**	**6 to 10 Unexcused Absences**	**% with 6 to 10 Unexcused Absences**	**11 to 20 Unexcused Absences**	**% with 11 to 20 Unexcused Absences**	**21+ Unexcused Absences**	**% with 21+ Unexcused Absences**
Sector Totals	**32104**	**17322**	**54%**	**3983**	**12%**	**1182**	**4%**	**276**	**1%**
KIPP DC - LEAP Academy PCS	<10	<10	<10	0	0%	0	0%	0	0%
KIPP DC - Northeast Academy PCS	333	194	58%	94	28%	17	5%	<10	<10
KIPP DC - Promise Academy PCS	521	280	54%	132	25%	33	6%	<10	<10
KIPP DC - Quest Academy PCS	426	255	60%	94	22%	34	8%	<10	<10
KIPP DC - Spring Academy PCS	420	248	59%	100	24%	29	7%	<10	<10
KIPP DC - Valor Academy PCS	340	223	66%	44	13%	<10	<10	0	0%
KIPP DC - WILL Academy PCS	333	217	65%	48	14%	13	4%	0	0%
Latin American Montessori Bilingual PCS	322	178	55%	27	8%	10	3%	<10	<10
LAYC Career Academy PCS	15	<10	<10	<10	<10	<10	<10	<10	<10
Lee Montessori PCS	127	85	67%	<10	<10	<10	<10	0	0%
Mary McLeod Bethune Day Academy PCS	269	159	59%	42	16%	<10	<10	<10	<10
Maya Angelou PCS - High School	167	82	49%	62	37%	10	6%	<10	<10
Maya Angelou PCS - Young Adult Learning Center	24	<10	<10	<10	<10	<10	<10	14	58%
Meridian PCS	519	301	58%	83	16%	21	4%	<10	<10
Monument Academy PCS	135	75	56%	26	19%	11	8%	<10	<10
Mundo Verde Bilingual PCS	508	332	65%	22	4%	<10	<10	0	0%
National Collegiate Preparatory PCHS	248	147	59%	49	20%	27	11%	<10	<10
Paul PCS - International High School	448	232	52%	38	8%	10	2%	<10	<10
Paul PCS - Middle School	266	143	54%	<10	<10	0	0%	0	0%
Perry Street Preparatory PCS	281	165	59%	25	9%	<10	<10	<10	<10
Richard Wright PCS for Journalism and Media Arts	289	128	44%	<10	<10	<10	<10	0	0%
Rocketship PCS - Legacy Prep	312	198	63%	56	18%	<10	<10	<10	<10
Rocketship PCS - Rise Academy	477	264	55%	31	6%	<10	<10	<10	<10
Roots PCS	72	0	0%	0	0%	0	0%	0	0%
SEED PCS of Washington DC	280	172	61%	45	16%	21	8%	<10	<10
Sela PCS	138	81	59%	27	20%	10	7%	<10	<10
Shining Stars Montessori Academy PCS	185	47	25%	<10	<10	<10	<10	0	0%
Somerset Preparatory Academy PCS	426	42	10%	0	0%	0	0%	0	0%
St. Coletta Special Education PCS	182	119	65%	15	8%	13	7%	<10	<10
Statesmen College Preparatory Academy for Boys PCS	56	20	36%	<10	<10	0	0%	0	0%
The Children's Guild DC PCS	385	159	41%	92	24%	93	24%	33	9%
The Family Place PCS	0	0	N/A	0	N/A	0	N/A	0	N/A
The Next Step/El Proximo Paso PCS	31	<10	<10	<10	<10	<10	<10	<10	<10
Thurgood Marshall Academy PCS	383	210	55%	69	18%	10	3%	<10	<10
Two Rivers PCS - 4th Street	450	275	61%	29	6%	<10	<10	0	0%
Two Rivers PCS - Young	255	134	53%	16	6%	<10	<10	0	0%
Washington Global PCS	220	134	61%	<10	<10	<10	<10	0	0%
Washington Latin PCS - Middle School	373	182	49%	<10	<10	0	0%	<10	<10
Washington Latin PCS - Upper School	321	161	50%	20	6%	<10	<10	<10	<10
Washington Leadership Academy PCS	311	192	62%	51	16%	20	6%	<10	<10
Washington Yu Ying PCS	429	206	48%	17	4%	0	0%	0	0%
YouthBuild DC PCS	35	<10	<10	<10	<10	<10	<10	14	40%

Values between 1 and 9 are suppressed and take on a value of <10

Charter School Physical and Behavioral Health Staff

Name of the school	Name and email of person filling out this survey	Title of the school-based physical and behavioral health professionals
Bridges Public Charter School	osmith@bridgespcs.org	Behavior Intervention Lead
Olivia Smith	osmith@bridgespcs.org	Behavior support specialist
Bridges Public charter School	Olivia Smith	Behavior Support Specialist
Bridges Public Charter School	Olivia Smith, osmith@bridgespcs.org	Social Worker (2)
Bridges Public Charter School	Olivia Smith, osmith@bridgespcs.org	Dedicated aide for behavior support
Cedar Tree Academy PCS	LaTonya Henderson / Lhenderson@Cedartree-dc.org	Jermaine Powell / Shevon Baptiste
Eagle Academy PCS at Congress Heights	Mayra Martinez-Fernandez, mmartinez@eagleacademypcs.org	School Nurse, Behavior Specialist, Director of School Climate
DC Bilingual PCS	Jenna Umansky	Nurse, counselors, behavior specialist
YouthBuild DC Public Charter School	Claire Libert, Director of Operations, claire.libert@youthbuildpcs.org	Student Support Coordinator
AppleTree Early Learning PCS	Allison Trentman allison.trentman@appletreeinstitute.org	Social Worker/Counselor
Community College Prep Academy	Connie Spinner connie@ccprep-academy.org	Case Manager
Goodwill Excel Center	Chelsea Kirk	School Psychologist
Meridian Public Charter	Michael Russell	School Psychologist, OT, SLP, Wellness Specialist
DC Prep	Heather Nadolny, hnadolny@dcprep.org	1) School Psychologist/LPC (we employ 5); 2) Counselor (we employ 5); 3) Physical Education Teacher (we employ 5)
St. Coletta Special Education PCS	Christie Mandeville	Candice Turner, Cara Cowdery, Reisa Lancaster, Laura Ottenritter, Jessica Drake, Maryam Khatami, Theresa Recknor, Lera Joyce Johnson, Elliott Lane
Creative Minds International	jennifer.copes@creativemindpcs.org	Brooke Shafer
Creative Minds International	jennifer.copes@creativemindspcs.org	Counselor

Charter School Physical and Behavioral Health Staff

Briya PCS	Stephanie Mintz smintz@briya.org	Community Health Nurse, School-Based Mental Health Therapist, Student Services Coordinator, Student Services Director, Special Education Coordinator
Creative Minds International	jennifer.copes@creativemindspcs.org	Occupational Therapist
Creative Minds International	jennifer.copes@creativemindspcs.org	Speech Therapist
Mary McLeod Bethune Day Academy PCS	Linda McKay	Counselor, Health and Physical Education Teacher, Creative Movement Teacher, Dean of Students, Environmental Science teachers
Thurgood Marshall Academy	Richard Pohlman	School Social Worker; School Psychologist; Clinical Extern; School Psychiatrist
Creative Minds International	jennifer.copes@creativemindspcs.org	Behavior Coach
The Children's Guild District Columbia Public Charter School	Dr. Natosha Speight, speightn@childrensguild.org	School Social Worker, Social Worker Supervisor, Physical Education Teacher, Health Education Teacher
BASIS DC PCS	Alexander Rose-Henig	School Psychologist
Mundo Verde Bilingual Public Charter School	Norma Villanueva nvillanueva@mundoverdepcs.org	School Psychologist - 2 part-time, one on-staff and the other contractual; School Social Worker, part-time, provided by DC Department of Behavioral Health; School Nurse, full time provided by Children's School Health Services
Chavez Schools	Alison Zgainer, alison.zgainer@chavezschools.org	Physical Education Teachers, Health Teachers, Social Workers, School Psychologist
Center City Public Charter Schools	Joshua Browning, jbrowning@centercitypcs.org	School Counselor
Washington Yu Ying PCS	Renee Zhang renee@washingtonyuying.org	Physical Education and Wellness Teacher; School Counselor, Special Education Teacher
Creative Minds International	jennifer.copes@creativemindspcs.org	Social Worker
E.L. Haynes Public Charter School	Chaz Kohlrieser, LICSW (Director of Student Wellness	LICSW (5), LGSW (2), LPGC (1), School Counselor (1)

Charter School Physical and Behavioral Health Staff

Hope Community PCS - Lamond Campus	Diana Hayden-Tharpe Diana.Tharpe@imagineschools.org	Carl Obeng(Psychologist) Charisse Gibbs (Social Worker)
Hope Communites	tina.johnson@imagineschools.org	School Psychologist

Charter School Physical and Behavioral Health Staff

Brief job description for each physical and behavioral health professional	Number of hours worked each week for each professional
De-esculation of students in crisis. Supports implementation of behavior management in the classroom and school wide. Supports development of positive school culuture and environment. Coaches / supervises - school behavior support staff (dedicated aides and a 1 behavior support specialist.)	40
De-esculation of students in crisis. Supports implementation of behavior management in the classroom and school wide. Supports development of positive school culuture and environment. Works with classroom teachers, students and dedicated aides.	40
De-esculation of students in crisis. Supports implementation of behavior management in the classroom and school wide. Supports development of positive school culuture and environment.	40
Supports development of positive school culuture and environment. Works with students 1 on 1, small groups and whole classroom activities. Works with parents to access concrete services also.	40
De-esculation of students in crisis. Supports implementation of behavior management in the classroom. Supports development of positive school culuture and environment. Works as part as the classroom team.	40
Physical Health professional is our physical education teacher. He works with all students on their physical health. Behavioral health is lead by our school counselor who works in partnership with DC department of behavior health.	40
School Nurse: Provides health care, medical treatments, and medications to students. Behavior Specialist: Provides consultation and modeling, to school personnel, for classroom management techniques and individualized behavior plan training and implementation for students. Director of School Climate: Develops and implements the social-emotional supports that will build a safe and positive learning experience for all students.	40
Nurse-provides nursing and health care for all students. Counselors: provide mental health support to students with IEPs, provides short term mental health support to gen ed students. Behavior specialist: provides behavior support to all students.	40
The Student Support Coordinator provides direct counseling to students, in addition to supervising the coordination of social services and wrap around supports provided by the case management team.	40
The School Social Worker/Counselor supports teachers, administrators, families and staff in ensuring that AppleTree Early Learning Public Charter School (AELPCS) provides optimal support to all children, especially those who need extra support in developing social competencies and those with challenging home situations. The School Social Worker/Counselor brings an understanding of the psychosocial development of children and the influences of family, community, and cultural differences to the educational process. Social workers help to ensure that children are physically, socially and emotionally available for instructional experiences that will close the achievement gap before children enter kindergarten.	40
Our case managment staff work with our Student Success Specialists to link students in need of these services with appropriate Behavior Health staff.	40

Charter School Physical and Behavioral Health Staff

The GEC School Psychologist is a member of our Special Populations Team. The School Psychologist manages and completes all evaluations for students with an IEP and 504 plan and students being referred to the Special Populations Team. Additionally, The School Psychologist provides behavioral support to students whose IEP or 504 plan calls for this and then completes all case notes in SEDS and also provides support to students who do not have an IEP or 504 plan, but may be in need of such supports to support their academic pathway. The School Psychologist also is on the crisis team and works with Leadership Team members to provide support during times of crisis and support plans with identified focus students. Additionally, The School Psychologist sits on many SST Teams for students and works with many students in our youth caseload (under 18) to support attendance and re-engagement plans. Also, The School Psychologist collaborates with outside service providers to ensure all services are being delivered to students based on their needs. The School Psychologist holds many roles at GEC and is critical to the social emotional well being of our students and school culture. The School Psychologist also leads staff PDs on mental health supports and co-facilitates many sessions with the Special Populations Team around case management and supporting students in the classroom. Additionally, The School Psychologist sits on the immediate crisis team to provide evaluations to students in crisis and determine next steps.	40
Provide services to students to help ensure students meet their physical and behavior health plans	40
Psychologists/ LPC Job Description: Our Home-Office-based clinicians are certified and licensed Psychologists or LPCs who are primarily responsible for servicing students with longer-term needs including those with identified disabilities. Counselor Job Description: Our campus-based clinicians are primarily responsible for school-based counseling and clinical programming, including Tier 1 supports such as Bully Prevention Month, and short-term counseling cycles for students experiencing short-term environmental trauma such as the death of a close family member. Physical Education Teacher Job Description: Our campus-based physical education teachers plan thoughtful health and physical education lessons to teach them valuable character skills and provide physical activity each day.	45
C. Cowdery/C.Turner/R.Lancaster are school based nurses who support students with medication and treatment procedures; L. Johnson is a Board Certified Behavior Analyst supporting with positive behavior supports and working with students on behavior managements; J. Drake/L.Ottenritter/M.Khatami/E.Lane are school based social workers who provide individual and group counseling sessions.	40
School Counselors provide individual, small- group, and classroom guidance services to students. Counselors observe children during classroom and play activities and confer with their teachers and parents to evaluate and support the children's strengths, weaknesses, or special needs. In conjunction with teachers, administrators, and outside providers the counselor will make sure that the curriculum addresses both the academic and the developmental needs of students.	40
School Counselors provide individual, small- group, and classroom guidance services to students. Counselors observe children during classroom and play activities and confer with their teachers and parents to evaluate and support the children's strengths, weaknesses, or special needs. In conjunction with teachers, administrators, and outside providers the counselor will make sure that the curriculum addresses both the academic and the developmental needs of students.	40
Nurse - first aid, triage, medication management; Therapist - individual and group therapy; Student Services - direct support and referrals, prevention activities; Special Education - coordination of therapy services	40

Charter School Physical and Behavioral Health Staff

School-based occupational therapist for assessment and implementation of individualized education programs for students with special needs in assigned schools. Developing individualized goals and objectives to facilitate eligible student's active participation/acquisition of functional performance skills in self-maintenance, academic and vocational pursuits, and leisure/play activities that occur in school environments.	40
The Speech/Language Pathologist collaborates with the Director of Inclusion, Special Education Coordinator, related service providers, and general education staff. Speech/ language pathologists are dedicated to creating an inclusive and progressive space for students to learn. This staff member has a passion for assessing, diagnosing and treating speech, language, and social communication in students with disabilities. Speech Therapists are professionals who understand the importance of language in curriculum and student success.	40
Counselor provides school based counseling and referral services to school population. Health and Physical Education Teachers provide direct instruction in health and physical education to students 120 minutes per week to students in grades Kgn - grade 8. Creative Movement teacher provides direct physical movement and instruction to prekindergarten students 3/4 for 60 minutes per week. Dean of Students coordinates the Move this World mindfulness program that is implemented daily in classrooms PreK - grade 8. Environmental Science teachers provide direct instruction and experiences that promote healthy living.	40
Listed in order of number and numbers totaled below: School Social Workers (3 FT= 120h per week): see students to deliver regular therapeutic services (per IEP or individuals referred outside the IEP process). School social workers also work with instructional teams and families to identify issues and services in and outside of school to support students and families. School Psychologist (2 PT= varies based on evaluation load, but no less than 10-15h per week): conduct evaluations required under IDEA. Consult with social workers about case loads and progress of students. Provide therapeutic services to students. Provide professional development (whole group and targeted) to instructional staff. Make referrals for inside and outside services. Clinical Extern (1 PT= 8h per week): Clinical extern under the supervision of visiting school psychologist. Provides therapeutic services to students. School Psychiatrist (1 PT= 8h per month): Sees students inside school and via tele-services monthly. Prescribes and monitors medication for treatment.	145
The Behavior Coach will visit classrooms to check on students, promote positive behavior, and acknowledge students who are meeting expectations. He/she will proactively check-in with students who have behavioral challenges to set them up for success. The Behavior Coach will design and implement behavior intervention plans as needed with support from the School's behavior consultants, the CAO or the ED as needed. For special education students with IEPs, the Behavior Coach will collaborate with Special Education Coordinators and the school's behavior consultants in support of creating behavior intervention plans as needed. The Behavior Coach will be the first point of contact if a student is in crisis or engaged in major incidents.	40

Charter School Physical and Behavioral Health Staff

School Social Worker: The School Social Worker provides therapeutic behavioral support services and an array of other extensive social work services to students, families, and school staff. The Clinical Team addresses obstacles that inhibit students from accessing maximum benefit from their academic experience; and supports students in academic learning by rendering essential services that recognize and resolve the environmental, social-emotional problems that obstruct the educational process. The Clinical Team provides resources to families, collaborates with community partners, and serves as a clinical resource to school staff. Social Worker Supervisor: The Social Worker Supervisor provides clinical supervision, management, and oversight of the social work team, program and provision of clinical services. The Social Worker Supervisor works collaboratively on the leadership team and with staff members to provide professional development, guidance, leadership, vision and support to effectively implement behavioral, social, emotional and counseling services for all students. Physical Education Teacher: The Physical Education teacher plans, organizes and delivers lessons that focus on participation, cooperation and skill acquisition that furthers motor and cognitive skills as well as physical skills. The Physical Education Teacher is also an effective leader and communicator, and models good health by remaining in shape, which is also critical. Health Education Teacher: The Health Education Teacher promotes a comprehensive understanding of health and wellness strategies so students can make good choices that prevent illnesses and disease. The Health Education Teacher instructs students on good hygiene, as well as the benefits of physical education and the importance of physical fitness as a must for a healthy life.	40
Oversees both individual teacher support and school wide systems for SE instruction/growth. Also oversees evaluation for referrals for SPED	40
School Psychologists provide direct and indirect IEP and 504 services, evaluations, and risk assessments/safety plans; School Social Worker provides direct services to children without disabilities to include risk assessments and safety plans and also delivers classroom-based curricula; School Nurse provides nursing care services and medication administration	32
Phys Ed Teacher - Develop and implement physical education curricula and activities to meet academic standards Health Teacher - Develop and implement health curricula and activities to meet academic standards Social Worker - A professional liaison between the program, school personnel, families and outside resources Psychologist - consults with teachers, families, and other school-employed mental health professionals to evaluate and improve support strategies and interventions for students.	40
The Counselor role includes the following duties: behavior support services to students with IEPs and 504 plans, group counseling for target groups and skills (e.g. social skills for early elementary, conflict resolution for upper elementary/middle), high school transition (including high school fair and application support) for 8th graders, coordination of 504 plans, (anti) truancy-related activities as needed, and connecting families with external resources as required.	40

The Physical Education & Wellness Teacher is responsible for providing learning experiences in comprehensive physical and health education to the students at Washington Yu Ying PCS. The position develops in each student the skills, attitudes, and knowledge by using approved curricula materials and directives of the school. The Physical Education & Wellness Teacher will strive to meet and exceed the Core Curriculum Content Standards and other applicable learning standards by Public Charter School Board (PCSB), Office of the State Superintendent of Education (OSSE), and other governing entities. The Special Education Teacher is responsible for providing and coordinating well-founded learning experiences for students with Individual Education Plans (IEPs) at Washington Yu Ying Public Charter School. This position will collaborate with general education teachers, sharing common planning, professional development, curriculum design, and teaching responsibilities. The Special Education Teacher will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. This position will be reflective about their own practice and act as a coach for their team members when necessary. The school counselor provide comprehensive counseling/social work services to parents, students and school staff, addressing barriers that limit a student from receiving full benefit from their educational experience. Provide individual/ group counseling and behavioral support to students who have behavioral support identified on their IEP. Supervises assigned programs (peer mediation, attendance committee), for the purpose of monitoring performance and objectives. Provide individual and group counseling to support general education population as it relates to crisis intervention, prevention and psycho-education. Serve on student support team/RTI and special education committees as expertise is required. Complete progress notes and progress reports and maintain accurate documentation of services. Facilitate staff and parent workshops surrounding school related issues.	40
Provides counseling and other support services to students	40

(LICSW, LGSW) The HS Social Worker/School Counselor must possess an understanding of the RTI framework, including knowledge of evidence-informed, multi-tiered interventions that supports psychoeducation, prevention and Intervention for student success. Through the RTI framework, this position will provide guidance, assessment, case management, individual and group evidence-based interventions to students and families with the goal of improving student social, emotional, behavioral, and academic success. (LGPC) The Student Engagement and Attendance Specialist are responsible for promoting Every Day, On Time school attendance and implementing interventions for pre-truant and truant students. This position requires that the Attendance Specialist work in conjunction with teachers, administrators, and Student Wellness Team to support students and their families, focusing on the identification and removal of barriers to daily, school attendance and academic and social engagement. The position requires the Attendance Specialist analyze student-level attendance data to inform work; implement interventions with pre-truant students; provide and document clinical counseling and case management to chronically truant students; maintain relationships with parents and community support teams; and develop goals and attend meetings for students with an IEP (when applicable) (LICSW, LGSW, School Counselor) The MS Social Worker/School Counselor must possess an understanding of the RTI framework, including knowledge of evidence-informed, multi-tiered interventions that supports psychoeducation, prevention, and intervention for student success. Through the RTI framework, this position will provide guidance, assessment, case management, individual and group evidence-based interventions to students and families with the goal of improving student social, emotional, behavioral, and academic success. This position will report to the Director of Student Wellness. (LICSW) The ES School Social Worker must provide counseling to students, including psycho-social assessment and diagnosis of socioemotional-behavioral difficulties with recommendations and environmental manipulations at the school, home and in the community with periodic reevaluations. Provide Behavioral Supportive Services to IEP/504 students and maintain accurate and timely records within the EasyIEP system. Participate as a resource person for in-service training and planning; sharing relevant professional resources, leading professional development, consulting with individual teachers, and supporting the effective use of the school's social curriculum.	40
Carl Obeng (Psychologist) - conducts all eligibility evaluations, provides behavioral and social support services to scholars, assists with 504 determinations and development, Charisse Gibbs (Social Worker) - provides social/emotional support services to general education scholars; as well as, those with special needs, manages the 504 determination, development, and monitoring process, manages school/home supports for scholars and their families.	40
Lead psycho-educational and formal behavior assessments; write quality, compliant assessment reports and attend IEP meetings; present assessment findings to the team.	20

DEPARTMENT OF BEHAVIORAL HEALTH
SCHOOL MENTAL HEALTH PROGRAM
DC PUBLIC CHARTER SCHOOL LIST
SY 2018-2019

	WARD	SERVICE TIER	DCPS/ DCPCS	SCHOOL INFORMATION	GRADE LEVEL	PRINCIPAL	CLINICIAN
1	8	2	DCPCS	**CENTER CITY PCS CONGRESS HEIGHTS** 220 Highview Place, SE Washington, DC 20032 Main #: 202-562-7070 Fax #: 202-574-5829	PK3-8th	Niya White	Jasmine Tingling Clemmons Supervisor: Carrie Grundmayer
2	6	2	DCPCS	**CENTER CITY PCS CAPITOL HILL** 1503 East Capitol Street, SE Washington, DC 20003 Main #: 202-537-7556	PK3-8th	Valarie Dragon	JoEtta Thomas Supervisor: Carrie Grundmayer
3	8	2	DCPCS	**CEDAR TREE PCS** 701 Howard Rd, SE Washington, DC 20020 Main#: 202-800-8655 Fax #: 202-610-2845	PK3-K	LaTonya Henderson	Sharon Hardy Supervisor: James Campbell
4	7	1	DCPCS	**CESAR CHAVEZ PCS PARKSIDE MIDDLE** 3701 Hayes Street, NE Washington, DC 20019 Main#: 202-398-2230 Fax #: 202-398-1966	6th-8th	Kourtney Miller	Natasha Carter Supervisor: Carrie Grundmayer

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5	1	1	DCPCS	**DC INTERNATIONAL SCHOOL** 1400 Main Drive, NW Washington, DC 20012 Main#: 202-459-4790 Fax #: 202-787-	6th-10th	Laurel Schwartz Deirde Bailey	Christiane Brady Supervisor: Monica Hammock
6	8	1	DCPCS	**DEMOCRACY PREP CONGRESS HEIGHTS PCS** 3100 Martin Luther King Jr. Ave, SE Washington, DC 20032 Main#: 202-561-0860 Fax #: 202-561-0864	PK3-8th	Jacqueline Walters	Jennifer Murphy Supervisor: James Campbell
7	6	2	DCPCS	**EAGLE ACADEMY PCS** 1017 New Jersey Ave, SE Washington, DC 20003 Main#: 202-459-6825 Fax#: 202-476-6796	PK3-2nd	Sabina Ogilve	Emily Kahan Supervisor: Monica Hammock
8	8	1	DCPCS	**EAGLE ACADEMY PCS** 3400 Wheeler RD SE Washington, DC 20032 Main#: 202-544-2646 Fax: 202-544-0187	PK3-3rd	Melanie Leonard Royston Lyttle	Oron Gan Supervisor: James Campbell
9	4	1	DCPCS	**EL HAYNES PCS** 4501 Kansas Ave, NW Washington, DC 20011 Main#: 202-706-5828 Fax #: 202-667-8811	PK3-4th	Brittney Wagner Friel	Claudia Price Supervisor: Carrie Grundmayer

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10	7	1	DCPCS	**FRIENDSHIP BLOW PIERCE** 725 19th Street, NE Washington, DC 20002 Main#: 202-572-1070 Fax#: 202-399-6157	PK3-8th	Gregory Spears	Taiwan Lovelace Supervisor: Carrie Grundmayer
11	7	2	DCPCS	**FRIENDSHIP TECHNOLOGY PREP** 2705 Martin Luther Avenue SE Washington, DC 20032 Main#: (202) 552-5700 Fax#: (202) 986-9240	9th-12th	Kun Ye Booth	Sharryl Jackson Supervisor: Monica Hammock
12	5	2	DCPCS	**INSPIRED TEACHING DEMONSTRATION PCS** 200 Douglas Street, NE Washington, DC 20002 Main#: 202-248-6825 Fax#: 202-248-6939	PK3-8th	**Suriya Douglas**	Jasmine Tingling Clemmons Supervisor: Carrie Grundmayer
13	5	2	DCPCS	**LATIN AMERICAN MONTESSORI BILINGUAL** 1800 Perry Street, NE Washington, DC 20002 Main#: 202-726-6200	Pre K- 3	Michelle Mangan	Allison St. Amand Supervisor: Jackie Droddy

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14	7	2	DCPCS	**MAYA ANGELOU PCS HIGH SCHOOL** 5600 East Capitol Street, NE Washington, DC 20019 Main#: 202-379-4335 Fax #: 202-506-5749	9th-12th	Dean Weeks	Sharryl Jackson Supervisor: Monica Hammock
15	5	2		**Mundo Verde Public Charter School** 30 P Street NW Washington, DC 20001 Main# 202-750-7060 Fax # 202-905-0002	PreK-5th	Michelle Johnson	Miata Tucker Zaza Supervisor: Luis Morales
16	6	1	DCPCS	**RICHARD WRIGHT PCS** 770 M Street, SE Washington, DC 20001 Main#: 2020-388-1011 Fax #: 202-388-5197	8th-12th	Marco Clark	Benjamin Dukes Supervisor: James Campbell
17	4	2	DCPCS	**SELA PCS** 6015-17 Chillum Place, NE Washington, DC 20011 Main#: 202-670-7352 Fax#: 202-722-2968	PK4-4th	Joshua Bork	Emily Kahan Supervisor: Monica Hammock
18	8	1	DCPCS	**THURGOOD MARSHALL HIGH SCHOOL** 2427 Martin Luther King Jr Ave, SE Washington, DC 20020 Main#: 202-569-6862 Fax #: 202-563-6946	9th-12th	Richard Pohlman	Joyce Ericson Supervisor: Jackie Droddy

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19	6	1	DCPCS	**TWO RIVERS PCS – 4TH STREET** 1227 4th Street NE Washington, DC 20002	Pk3-8TH	Jennifer McCormick Caroline Mwendwa-Baker	Caitlin Eshelman Supervisor: James Campbell
20	5	2	DCPCS	**TWO RIVERS PCS** 820 26th Street, NE Washington, DC 20002	PK3-3rd	Chelsie Jones	Belinda Davis Supervisor: Luis Morales
21	4	1	DCPCS	**WASHINGTON Yu-Ying** 220 Taylor Street, NE Washington, DC 20017 Main #: 202-635-1950 Fax#: 202-635-1960	PK3-5th	Maquita Alexander	William McNulty Supervisor: Monica Hammock

Charter School School Nurse Schedule SY18-19 Jan.7, 2019

School	Ward	Principal	Nurse Name	Nurse Schedule- 8:00AM -4:30PM	Weekly Nursing Hours	Weekly Allied Health Professional Name	Weekly Allied Health Schedule	Weekly Allied Health Hours	Total Weekly Staffing Hours	Telephone Coverage Nurse	Telephone Coverage Number	Nurse Manager
Creative Minds International 140 Rock Creek Church Rd.NW 20011 (Old Soldiers Home Campus)	1	Linda Kern	Owens, Deborah- LPN	Mon - Fri	40			0	40	Hannah Pilgrim		Malika Henderson- Grays
E. L. Haynes MS- Georgia Ave. 3600 Georgia Ave. NW 20010	1	Zenad Mahon	Kearson, Stacy- LPN Float	Mon-Fri	40			0	40	Divya Bhagirathee- CHN		Malika Henderson-Grays
Meridian 2120 13th St. NW 20009	1	Ebony Crawford	Ekoja, Winnifred	Mon-Fri	40			0	40	Papoola, Mutiat- CHN		Malika Henderson-Grays
Next Steps 3047 15th St. NW 20009 School starts 9/11/17	1	Next Steps - Arturo Martinez LAYCA - Angela Stepancic	Alexander, Shiva- CHN Covington, Joyce-RN	Mon, Tue, Wed, Fri Thu	32 8			0	40	Michelle Weaver		Malika Henderson-Grays
DC Bilingual 33 Riggs Road NE 20011	1	Alia Thouyaret	Stephens, Linda- RN	Mon-Tues, Thurs, Fri	32	La'Tasha Wilkins	Wed	8	40	James, Delphenia Stephens, Linda- RN		Adrienne Rogers
DC International 1400 Main Dr. NW 20012	4	Deidra Bailey (SHS) & Laurel Schwartz (MS)	Ndamo, Godlove- CHN Shimozato, Anita-CHN	Mon, Tues, Thur Wed, Fri	24 16			0	40	Anazoda, Augusta- CHN Ndamo, Godlove- CHN		Malika Henderson-Grays
LAMB Walter Reed Campus 1399 Apen St NW 20012	4	Ernest Yombo	Shimozato, Anita-CHN Ndamo, Godlove- CHN	Mon, Tue, Thr Wed, Fri	24 16			0	40	Saa-Lapanet, Serge- LPN Ndamo, Godlove- CHN		Malika Henderson-Grays
Capital City: Lower, Middle, Upper 100 Peabody St. NW 20011	4	Lower - Amy Wendel Middle - Laina Cox Upper - Belicia Reaves	Freeland, Dana -BSN	Monday- Friday	40			0	40	Washington, Dorethea-LPN Raheem, Victoria- RN		Chrystal M. Young- Johnson
E. L. Haynes ES & HS- Kansas Ave. 4501 Kansas Ave. NW 20011	4	ES - Brittany Wagner-Friel HS - Emily Hueber Stoetzer	Divya Bhagirathee- CHN	Mon-Fri	40			0	40	Kearson, Stacy- LPN Float		Malika Henderson-Grays

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Center City Petworth 510 Webster St. NW 20011	4	Nazo Burgy	Edman, Patricia- LPN	Mon, Tue, Wed	24	Graham, Monica	Thur, Fri	16	40	Osborne-Bash, Holiday- BSN		Chrystal M. Young- Johnson
Hope Community Lamond Campus 6200 Kansas Ave. NE 20011	4	Diana Tharpe	Kpadeh, Durowo - BSN	Monday- Friday	40			0	40	Zeigler, Arthuretta - BSN		Chrystal M. Young- Johnson
Latin American Bilingual PCS (LAMB) 1800 Perry St. NE 20018	4	Sharamaine Williams	Washington, Dorethea- LPN	Wed, Thurs, Fri	24	Graham, Monica	Mon, Tue	16	40	Meek, Karen- LPN		Chrystal M. Young- Johnson
Latin American Bilinqual PCS (LAMB) 1375 Missouri Avenue, NW Washington, DC 20011	4	Sara Arranz	Mobley-Dixon, Erika- LPN Edman, Patricia- LPN	Wed Thur, Fri	8 16	Jefferson, Tierra	Mon, Tue	16	40	Shinberg, Katherine- CHN		Chrystal M. Young- Johnson
Paul Junior High Paul International High 5800 8th St. NW 20011	4	Erin Fisher	Walters, Stacey- BSN	Mon- Fri	40			0	40	Williams. Stephanie- LPN		Chrystal M. Young- Johnson
Perry Street Prep 1800 Perry St. NE 20018	4	Rachel Crouch	Meek, Karen- LPN	Wed, Thur, Fri	24	Basey, Antonio	Mon, Tue	16	40	Washington, Dorethea		Chrystal M. Young- Johnson
Washington Latin Middle Washington Latin Upper 5200 2nd Street NW 20011	4	Dr. Diana Smith	Williams, Stephanie- LPN	Wed, Thur, Fri	24	Tiffany Barksdale	Mon, Tue	16	40	Walters, Stacey- BSN		Chrystal M. Young- Johnson
Bridges Public Charter School 100 Gallatin St. NE 20011	4	Kay Elaster	Colleen Russell, CHN	Mon - Fri	40			0	40	Sanfo, Diariatou-LPN		Tanya Hankton
Shining Stars Montessori Academy 1240 Randolph St NE Washington, DC 20017	5	Jennifer Parker	Akintimehin, Doris- LPN	Mon-Fri	40			0	40	Finney-Holland, Sherry- CHN		Tanya Hankton
Elsie Whitlow Stokes 3700 Oakview Terr. NE 20017	5	Constanza Rosas	Kometa, Emily- CHN	Mon-Wed	24	Madikaegbu, Nkem	Thur, Fri	16	40	Fletcher, Frances- CHN Kometa, Emily- CHN		Adrienne Rogers
KIPP DC-College Prepatory		Andhra Lutz	Deen,Olaimatu- LPN	Mon-Thur	32	Maria Lopez	Fri			Gardner, Sheree- CHN		

KIPP DC College Preparatory 1405 Brentwood Parkway NE 20014	5	Andria Lutz						8	40			Courtney Jones
Childrens Guild 2146 24th Place NE Washington, DC 20018	5	Bryan Daniels	Siaka, Madge- CHN	Mon-Fri	40			0	40	Fletcher, Frances		Adrienne Rogers
Friendship Armstrong 1400 1st St. NW 20001	5	Khabria Hundley	Tewolde, Sara- CHN	Mon, Tue, Thur, Fri	32	Delauren Dean	Wed	8	40	Richardson, Robin		Adrienne Rogers
Friendship Woodbridge Campus 2959 Carlton Ave. NE 20018	5	Felicia Owo	Fletcher, Frances- CHN	Mon-Fri	40			0	40	Siaka, Madge		Adrienne Rogers
Inspired Teaching 200 Douglas St. NE 20002	5	Latisha Coleman	Kamara, Ruth-CHN	Mon-Fri	40			0	40	Mayfield, Jocelyn- LPN		Courtney Jones

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City Arts & Prep 705 Edgewood St. NE 20017	5	Lakeala Jones	Blaufox, Nicole-CHN	Mon-Fri	40			0	40	Taylor, Beverly- CHN		Tanya Hankton
D.C. Preparatory Lower School 707 Edgewood St. NE 20017	5	Avis Hayes	Taylor, Beverly- CHN	Mon, Tue, Wed, Fri	32	Ewii, Stephanie	Thur	8	40	Blaufox, Nicole-CHN		Tanya Hankton
D.C. Preparatory Academy MS 701 Edgewood St. NE 20017	5	Rachel McClam	Horne, Valerie- CHN	Mon, Wed	16	Ewii, Stephanie	Tue, Fri	16	40	Hall-Bates, Dwana- CHN		Tanya Hankton
			Taylor, Beverly- CHN	Thur	8							
Washington Yu Ying, PCS 220 Taylor St. NE 20017	5	Amy Quinn	Woods, Joyce- LPN	Mon-Fri	40			0	40	Richardson, Karen- CHN		Tanya Hankton
Mundo Verde Bilingual 30 P St. NW 20001	5	Michelle Johnson	Gates, Lashawn- LPN Float	Mon-Fri	40			0	40	Cynthia Marbley, CHN		Tanya Hankton
Two Rivers PCS 820 26th St. NE 20002	5	Chelsie Jones	Finney-Holland, Sherry- CHN	Mon - Fri	40			0	40	Akintimehin, Doris- LPN		Tanya Hankton
Lee Montessori PCS (co-located at WLA) and Washington Leadership Academy 3025 4th St. NE 20017	5	Megan Hubbard	Mayfield, Jocelyn- LPN	Mon, Fri	16	Maria Lopez	Wed, Thurs	16	40	Kamara, Ruth-CHN		Courtney Jones
			Echeona, Grace- CHN	Tue	8							
KIPP DC- Webb Campus (Connect, Spring, Northeast) 1375 Mt. Olivet Rd. NE 20002	5	Northeast - Caitlin Maxwell Spring - Donny Tiengtum Connect - Amy Witherspoon	Alexander, Andrea- LPN Float	Mon-Fri	40			0	40	Antionette Davis		Beulah Gwynn
Center City Capitol Hill 1503 East Capitol St. SE 20003	6	Valery Dragon	Meek, Karen- LPN	Mon, Tue	16	Jefferson, Tierra	Wed	8	40	Williams. Stephanie- LPN		Chrystal M. Young- Johnson
			Law, Joy- LPN	Thur, Fri	16					Edman, Patricia- LPN		
Washington Global PCS 525 School St. SW 20024	6	Howard Mebane	Sanfo, Diariatou-LPN	Mon-Fri	40			0	40	Colleen Russell, CHN		Tanya Hankton
Cesar Chavez 709 12th St. SE 20003	6	Sarah Lehar	Asongwe, Felicia- LPN	Tue, Thur	16			0	40	Doretha Daniels, CHN		Patricia Howard-Chittams
			Yunmbum, Manassas- CHN	Wed	8							

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			Bangura, Cierra- LPN Float	Mon, Fri	16							
KIPP DC - Shaw Campus (Will, Grow, Lead) 421 P ST. NE 20001	6	Will- Jerry Jellig Grow - Lauren Ellis Lead - Mekia Love	Richardson, Robin- CHN	Mon-Fri	40			0	40	Tewolde, Sara		Adrienne Rogers
Friendship Chamberlain 1345 Potomac Ave. SE 20003	6	Morisse Harbour	Toppin, Kelly- CHN	Mon - Friday	40			0	40			Patricia Howard-Chittams
										Carol Reid, CHN		

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Kingsman Academy 1375 E St. NE 20002	6	Kennesha Kelly	**Reid, Carol- CHN**	Mon, Wed, Fri	24	Marquis Cook	Tue, Thur	16	40	Victoria Olasehinde-Grey		Patricia Howard-Chittams
Friendship Collegiate Woodson Campus 4095 Minnesota Ave. NE 20019	7	Peggy Jones	Gardner, Sheree- CHN	Mon-Fri	40			0	40	Deen,Olaimatu- LPN		Courtney Jones
Integrated Design Electronic Academy (IDEA) 1027 45th St. NE 20019	7	Nicole McCrae	Alia, Rosaline- CHN	Mon- Fri	40			0	40	Hall, Sue- CHN		Courtney Jones
KIPP DC- Smilow Campus (Arts & Technology, Quest, Valor) 5300 Blaine St. NE 20019	7	Arts & Tech: Allison Artis Quest: John Peterson Valor: Gillian Connor	Hall, Sue- CHN	Mon, Tues	16			0	40	Alia, Rosaline- CHN		Courtney Jones
			Mayfield, Jocelyn- LPN	Wed, Thurs	16							
			Deen,Olaimatu- LPN	Fri	8							
Maya Angelou HS and E.W. Stokes PCS East End 5600 East Capitol St. NE 20019	7	William Blake	Hall, Sue- CHN	Wed-Fri	24	Delauren Dean	Mon, Tues	16	40	Smith, Valerie- CHN		Courtney Jones
Friendship Blowe Pierce 725 19th St. NE 20002	7	Gregory Spears	**Reid, Carol- CHN**	**Tues, Thurs**	16			0	40			Patricia Howard-Chittams
			Asongwe, Felicia- LPN	**Mon, Wed, Fri**						Kelley Toppin, CHN		
DC Scholars 5601 East Capitol St. SE 20019	7	Tiffany Johnson	Adeniran, Opeoluwa- CHN	Mon, Wed - Fri	32	Madikaegbu, Nkem	Tue	8	40	Johnson, Mellanie-LPN		Courtney Jones
DC Prep-Benning PCS- Elementary DC Prep-Benning PCS-Middle 100 - 41st St. NE 20019	7	Elementary: Maura Englender Middle: Joshua Goode	Greenidge, Antoinette- LPN	Mon, Tue, Thur, Fri	32			0	40	Franklin, Cheryl- CHN		Beulah Gwynn
			Franklin, Cheryl- CHN	Wed	8							
KIPP DC- Benning Campus (Key,Promise, Leap) 4801 Benning Rd. SE 20019	7	Key - John Barnhardt Promise - Erin Huseby Leap - Abraham Clayman	Lumbih, Gerardine- CHN	Mon-Fri	40			0	40	Philomena Osunde-Osagie		Beulah Gwynn
Apple Tree Early Learning-Oklahoma 330 21st St. NE			Savory, Jacklyn- CHN	Wednesday	8	Chapman, Veronica	Tue			Franklin, Cheryl- CHN		

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330 21st St. NE 20002	7	Michael Wilson	Okereke, Leonard- LPN	Mon, Thur, Fri	24			8	40			Beulah Gwynn
Rocketship Legacy and Statesman Academy for Boys 4250 Massachusetts Ave SE 20020	7	Micheal Rabin	Motto, Rose- CHN	Mon, Tue	16			0	40	Burns, Robin- CHN Ntonghanwah, Anastasia- LPN		Adrienne Rogers
			Tewolde, Sara- CHN	Wed	8							
			Patrel, Morgan- CHN	Thur, Fri	16							
DC Prep Anacostia 1409 V St. SE 20020	8	T. O'Flaherty	Simms, Adeline-CHN	Mon - Fri	40			0	40	Akinwumi, Yvonne		Adrienne Rogers
Friendship Southeast 645 Milwaukee Pl. SE 20032	8	David Lawery	Joseph, Andrea- LPN	Thur, Fri	16			0	40	Kenney, Suzanne		Adrienne Rogers
			Patrel, Morgan- CHN	Mon, Tue, Wed	24							
Friendship Tech Prep MS 2705 Martin Luther King Ave. SE 20032	8	John Snowdy						0	40	Kenney, Suzanne		Adrienne Rogers
			Kenney, Suzanne- LPN	Mon-Fri	40							
				Shared health suite								
Friendship Tech Prep HS 2705 Martin Luther King Ave. SE 20032	8	Kun Ye Booth	Kenney, Suzanne- LPN	Mon-Fri	40			0	40	Patrel, Morgan- CHN		Adrienne Rogers
				Shared health suite								
Thurgood Marshall Academy HS 2427 Martin Luther King Ave. SE 20020	8	Abdullah Zaki	Burns, Robin- CHN	Wed, Thur, Fri	24			0	40	Burns, Robin		Adrienne Rogers
			Ntonghanwah, Anastasia- LPN	Mon, Tue	16					Ntonghanwah, Anastasia- LPN		
Rocketship Rise PCS Appletree @ Rocketship 2335 Raynolds Pl. SE 20020	8	Josh Pacos Appletree: Jevonna Willis	Burns, Robin- CHN	Mon, Tue	16			0	40	Ntonghanwah, Anastasia		Adrienne Rogers
			Ntonghanwah, Anastasia- LPN	Wed, Thur, Fri	24					Burns, Robin- CHN		
Apple Tree - Douglas Knoll 2017 Savannah Terrace, SE 20020	8	Niesha Cumberbatch	Johnson, Mellanie-LPN	Mon, We, Thur, Fri	32			0	40	Adeniran, Opeoluwa- CHN		Courtney Jones
			Adeniran, Opeoluwa- CHN	Tues	8							
Democracy Prep 421 Alabama Ave. SE 20032	8	Curtis Lawrence	Cain, Mary- RN-prn	Thur, Fri	16	Madikaegbu, Nkem	Mon, Wed	16	40	Hall, Sue- CHN		Courtney Jones
			Johnson, Mellanie-LPN	Tue	8							

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Achievement Prep Academy - Lower (Co-Located w/ Upper school) 908 Walher Place SE 20032	8	Twhite	Patrick, Morhonda- CHN	Thurs, Fri	16	Smith, Barbara	Mon, Tue	16	40	Kitchen, Charise- CHN		Angala Johnson
			Suttles, Natalie- CHN	Wed	8							
Achievement Prep Academy - Upper 908 Wahler Pl. SE 20032	8	Erica Harrell	Kitchen, Charise- CHN	Mon, Tues, Thurs, Fri	32	Smith, Ebony	Wed	8	40	Patrick, Morhonda- CHN		Angala Johnson
Ingenuity Prep (Co-located w/ National Collegiate Prep) & National Collegiate Prep 4600 Livingston Rd. SE 20032	8	Ingenuity: Will Stoetzer Brittany Hullinger National Collegiate: Claude Presley	Young, Rolanda- LPN	Mon, Tues,	16	Smith, Ebony	Thurs, Fri	16	40	Houanche, Marie- CHN		Angala Johnson
			Houanche, Marie- CHN	Wed	8							
KIPP DC- Douglass Campus (Discover, Heights, AIM) Heights, AIM, Learrning, 2600 Douglas Rd. SE 20020	8	AIM - Aliesha Maye Heights - Gaelen Gallager Discover - Sommer Wynn Learning Center - Michael Cordell	Gwyn-Timbers, Keisha- CHN	Mon, Tues, Wed, Fri	32			0	40	Washington, Ja'mara- CHN		Angala Johnson
			Washington, Ja'mara- CHN	Thurs	8							
Eagle Academy PCS- Congress Heights 3400 Wheeler Rd. SE 20032	8	Melanie Leonard (PK-K) Royston Lyttle (grades 1-3)	Papoola, Mutiat- CHN	Mon-Fri	40			0	40	Ekoja, Winnifred_RN		Malika Henderson-Grays
Early Childhood Academy PCS 4025 9th St SE Washington, DC 20032	8	Thann Ingraham Wendy Edwards	Joseph, Nathalie- LPN	Mon,Tue	16	Cheryl Kennedy	Thur, Fri	16	40	Patrick, Morhonda- CHN		Angala Johnson
			Kitchen, Charise- CHN	Wed	8							

Summary Report for Charter Schools for the Behavioral Health Training

Training Dates: 10/26/2016 - 11/30/2018

Simulations: At Risk (either At Risk Elem (ARES), At Risk Middle (ARMS), or At Risk High (ARHS)
Referral (REF)
Suicide Postvention (PV)
AR Ct - count of staff completing at least one At Risk simulation
All 3 Ct - count of staff completing all three required simulations — at least one At Risl

Training Certif: Each staff should have a certificate of complete for above sims with date stamp 10/26

Report date: 11/30/18 9:00 am ET

Division	Total Sims	# Teachers Completing All 3
PCS	8492	2212

k, Referral and Postvention
/16 - 11/30/18

PCS Completions - all staff who completed all three simulations in mandated timeframe are listed below an								
School	**Role**	**ARES**	**ARMS**	**ARHS**	**AR Ct**	**REF**	**PV**	**All 3 Ct**
Academy of Hope Adult PCS	Other			1	1	1	2	1
Academy of Hope Adult PCS	Other			1	1	1	2	1
Academy of Hope Adult PCS	Other	1	1	1	1	1	1	1
Academy of Hope Adult PCS	Teacher			1	1	1	1	1
Academy of Hope Adult PCS	Teacher			1	1	1	1	1
Academy of Hope Adult PCS	Teacher			1	1	1	1	1
Academy of Hope Adult PCS	Teacher			1	1	1	1	1
Academy of Hope Adult PCS	Teacher			1	1	1	1	1
Academy of Hope Adult PCS	Teacher			1	1	1	1	1
Academy of Hope Adult PCS	Teacher			1	1	1	1	1
Academy of Hope Adult PCS	Teacher			1	1	1	1	1
Academy of Hope Adult PCS	Teacher			1	1	1	1	1
Academy of Hope Adult PCS	Teacher			1	1	1	1	1
Academy of Hope Adult PCS	Other			1	1	1	1	1
Academy of Hope Adult PCS	Teacher			1	1	1	1	1
Academy of Hope Adult PCS	Teacher			1	1	1	1	1
Academy of Hope Adult PCS	Teacher			1	1	1	1	1
Academy of Hope Adult PCS	Teacher			1	1	1	1	1
Academy of Hope Adult PCS	Teacher			1	1	1	1	1
Academy of Hope Adult PCS	Other			1	1	1	1	1
Academy of Hope Adult PCS	Principal			1	1	1	1	1
Academy of Hope Adult PCS	Other			1	1	1	1	1

Academy of Hope Adult PCS	Director			1	1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1		1	1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher		1	1	1	1	1	1
Achievement Preparatory PCS-Elementary	Principal	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Director	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Other	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Other	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Other	1			1	1	1	1

Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Other	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Other	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Other	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Other	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Other	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1

Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Other	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Other	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Other	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Other	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1

Achievement Preparatory PCS-Elementary	Other	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Teacher	1			1	1	1	1
Achievement Preparatory PCS-Elementary	Principal	1			1	1	1	1
Achievement Preparatory PCS-Middle School	Other		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Director		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Other		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Director		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Other		1		1	1	1	1

Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Principal		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Other		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Other		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Other		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1

Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Other		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Other		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Other		1		1	1	1	1
Achievement Preparatory PCS-Middle School	Teacher		1		1	1	1	1
Apple Tree Early Learning Pcs-Parklands	Teacher	1			1	1	1	1
Apple Tree Early Learning Pcs-Parklands	Teacher	1			1	1	1	1
Apple Tree Early Learning Pcs-Parklands	Teacher	1			1	1	1	1
Apple Tree Early Learning Pcs-Parklands	Teacher	1			1	1	1	1
Apple Tree Early Learning Pcs-Parklands	Teacher	1			1	1	1	1
Apple Tree Early Learning Pcs-Parklands	Teacher	1			1	1	1	1
Apple Tree Early Learning Pcs-Parklands	Teacher	1			1	1	1	1

Apple Tree Early Learning Pcs-Parklands	Teacher	1			1	1	1	1
Apple Tree Early Learning Pcs-Parklands	Principal	1			1	1	1	1
Apple Tree Early Learning Pcs-Parklands	Teacher	1			1	1	1	1
Apple Tree Early Learning Pcs-Parklands	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Columbia Heights	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Columbia Heights	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Columbia Heights	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Columbia Heights	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Columbia Heights	Other	1			1	1	1	1
AppleTree Early Learning Center PCS Columbia Heights	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Columbia Heights	Other	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Other	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Other	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Other	1			1	1	1	1

AppleTree Early Learning Center PCS Lincoln Park	Other	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Other	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Principal	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Lincoln Park	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Oklahoma	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Southwest (Amidon)	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Southwest (Amidon)	Teacher	1			1	1	1	1

AppleTree Early Learning Center PCS Southwest (Amidon)	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Southwest (Amidon)	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Southwest (Amidon)	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Southwest (Amidon)	Other	1			1	1	1	1
AppleTree Early Learning Center PCS Southwest (Amidon)	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Southwest (Amidon)	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Southwest (Amidon)	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Southwest (Amidon)	Director	1			1	1	1	1
AppleTree Early Learning Center PCS Southwest (Amidon)	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Southwest (Amidon)	Teacher	1			1	1	1	1
AppleTree Early Learning Center PCS Southwest (Amidon)	Principal	1			1	1	1	1
AppleTree Early Learning Center PCS Southwest (Amidon)	Teacher	1			1	1	1	1
Basis DC PCS	Teacher	1	1	1	1	1	1	1
Basis DC PCS	Other	1	1	1	1	1	1	1
Basis DC PCS	Other	1	1	1	1	1	1	1
Basis DC PCS	Teacher	1	1	1	1	1	1	1
Basis DC PCS	Teacher		1	1	1	1	1	1
Basis DC PCS	Other		1	1	1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Director		1		1	1	1	1
Basis DC PCS	Other		1		1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1

Basis DC PCS	Other		1		1	1	1	1
Basis DC PCS	Director		1		1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Other		1		1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1
Basis DC PCS	Director		1		1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Other		1		1	1	1	1
Basis DC PCS	Other		1		1	1	1	1
Basis DC PCS	Director		1		1	1	1	1
Basis DC PCS	Principal		1		1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1
Basis DC PCS	Other		1		1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1
Basis DC PCS	Other		1		1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Other		1		1	1	1	1
Basis DC PCS	Principal		1		1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Other			1	1	1	1	1
Basis DC PCS	Other		1		1	1	1	1
Basis DC PCS	Other		1		1	1	1	1
Basis DC PCS	Director		1		1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1
Basis DC PCS	Other			1	1	1	1	1
Basis DC PCS	Director			1	1	1	1	1
Basis DC PCS	Other		1		1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1

Basis DC PCS	Teacher	1			1	1	1	1
Basis DC PCS	Other		1		1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Other			1	1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Other			1	1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Teacher			1	1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Basis DC PCS	Teacher		1		1	1	1	1
Bridges PCS	Other	1			1	1	1	1
Bridges PCS	Teacher	1			1	1	1	1
Bridges Public Charter School	Teacher	1			1	1	1	1
Bridges Public Charter School	Teacher	1			1	1	1	1
Bridges Public Charter School	Other	1			1	1	1	1
Bridges Public Charter School	Teacher	1			1	1	1	1
Bridges Public Charter School	Teacher	1			1	1	1	1
Bridges Public Charter School	Teacher	1			1	1	1	1
Briya Public Charter School	Teacher	1			1	1	1	1
Briya Public Charter School	Teacher			1	1	1	1	1
Briya Public Charter School	Other			1	1	1	1	1
Briya Public Charter School	Teacher			1	1	1	1	1
Briya Public Charter School	Director	1			1	1	1	1
Briya Public Charter School	Teacher			1	1	1	1	1
Briya Public Charter School	Teacher			1	1	1	1	1
Briya Public Charter School	Teacher			1	1	1	1	1
Briya Public Charter School	Director	1			1	1	1	1
Briya Public Charter School	Teacher			1	1	1	1	1

Briya Public Charter School	Teacher			1	1	1	1	1
Briya Public Charter School	Teacher			1	1	1	1	1
Briya Public Charter School	Teacher			1	1	1	1	1
Briya Public Charter School	Teacher			1	1	1	1	1
Briya Public Charter School	Other			1	1	1	1	1
Briya Public Charter School	Teacher			1	1	1	1	1
Briya Public Charter School	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Principal			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Other			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Other			1	1	1	1	1

Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Other			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Other			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Other			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Other			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Teacher			1	1	1	1	1
Capital City High School PCS	Other			1	1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	2	1
Capital City Lower PCS	Other	1		1	1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1

Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Director	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Other	1			1	1	1	1
Capital City Lower PCS	Other	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Lower PCS	Teacher	1			1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Other		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1

Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Other		1		1	1	1	1
Capital City Middle School	Principal		1		1	1	1	1
Capital City Middle School	Other		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1

Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Teacher		1		1	1	1	1
Capital City Middle School	Other		1		1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other	1	1	1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Director	1	1	1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other	1		1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Teacher			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Director			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Teacher			1	1	1	1	1

Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Principal			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Principal			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Director			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Teacher			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Teacher			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Director			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1

Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Director			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Director			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Carlos Rosario International PCS Harvard Street Campus	Other			1	1	1	1	1
Cedar Tree Academy PCS	Teacher	1		1	1	1	2	1
Cedar Tree Academy PCS	Teacher	1			1	1	2	1
Cedar Tree Academy PCS	Teacher	1			1	1	2	1
Cedar Tree Academy PCS	Teacher	1			1	1	2	1
Cedar Tree Academy PCS	Teacher	1		1	1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1

Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Other	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Other	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1

Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Director	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Other	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Cedar Tree Academy PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher		1	1	1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher		1		1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1

Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Other	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher		1		1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Other	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher		1		1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Other		1		1	1	1	1
Center City Brightwood Campus PCS	Teacher		1		1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Other	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Other	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher		1		1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher	1			1	1	1	1
Center City Brightwood Campus PCS	Teacher		1		1	1	1	1

Center City Capitol Hill Campus PCS	Teacher	1		1	1	1	1	1
Center City Capitol Hill Campus PCS	Other	1	1		1	1	1	1
Center City Capitol Hill Campus PCS	Teacher		1		1	1	1	1
Center City Capitol Hill Campus PCS	Teacher	1			1	1	1	1
Center City Capitol Hill Campus PCS	Teacher		1		1	1	1	1
Center City Capitol Hill Campus PCS	Teacher	1			1	1	1	1
Center City Capitol Hill Campus PCS	Other		1		1	1	1	1
Center City Capitol Hill Campus PCS	Teacher		1		1	1	1	1
Center City Capitol Hill Campus PCS	Teacher		1		1	1	1	1
Center City Capitol Hill Campus PCS	Teacher		1		1	1	1	1
Center City Capitol Hill Campus PCS	Teacher	1			1	1	1	1
Center City Capitol Hill Campus PCS	Teacher	1			1	1	1	1
Center City Capitol Hill Campus PCS	Teacher		1		1	1	1	1
Center City Capitol Hill Campus PCS	Teacher	1			1	1	1	1
Center City Capitol Hill Campus PCS	Teacher	1			1	1	1	1
Center City Capitol Hill Campus PCS	Teacher	1			1	1	1	1
Center City Capitol Hill Campus PCS	Other		1		1	1	1	1
Center City Capitol Hill Campus PCS	Director		1		1	1	1	1
Center City Capitol Hill Campus PCS	Teacher	1			1	1	1	1
Center City Capitol Hill Campus PCS	Teacher	1			1	1	1	1
Center City Capitol Hill Campus PCS	Teacher		1		1	1	1	1
Center City Capitol Hill Campus PCS	Teacher		1		1	1	1	1
Center City Capitol Hill Campus PCS	Teacher	1			1	1	1	1

Center City Capitol Hill Campus PCS	Teacher	1			1	1	1	1
Center City Capitol Hill Campus PCS	Teacher	1			1	1	1	1
Center City Capitol Hill Campus PCS	Principal	1			1	1	1	1
Center City Capitol Hill Campus PCS	Teacher	1			1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1	1	1	1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1		1	1	1	1	1
Center City Congress Heights Campus PCS	Other		1	1	1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1			1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1			1	1	1	1
Center City Congress Heights Campus PCS	Other		1		1	1	1	1
Center City Congress Heights Campus PCS	Other	1			1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1			1	1	1	1
Center City Congress Heights Campus PCS	Teacher		1		1	1	1	1
Center City Congress Heights Campus PCS	Teacher		1		1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1			1	1	1	1
Center City Congress Heights Campus PCS	Other	1			1	1	1	1
Center City Congress Heights Campus PCS	Teacher		1		1	1	1	1
Center City Congress Heights Campus PCS	Teacher		1		1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1			1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1			1	1	1	1
Center City Congress Heights Campus PCS	Other	1			1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1			1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1			1	1	1	1

Center City Congress Heights Campus PCS	Teacher	1			1	1	1	1
Center City Congress Heights Campus PCS	Teacher		1		1	1	1	1
Center City Congress Heights Campus PCS	Principal	1			1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1			1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1			1	1	1	1
Center City Congress Heights Campus PCS	Other	1			1	1	1	1
Center City Congress Heights Campus PCS	Teacher		1		1	1	1	1
Center City Congress Heights Campus PCS	Teacher		1		1	1	1	1
Center City Congress Heights Campus PCS	Teacher		1		1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1			1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1			1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1			1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1			1	1	1	1
Center City Congress Heights Campus PCS	Teacher	1			1	1	1	1
Center City Petworth Campus PCS	Teacher	1			1	1	2	1
Center City Petworth Campus PCS	Teacher	1			1	1	2	1
Center City Petworth Campus PCS	Teacher	1	1		1	1	1	1
Center City Petworth Campus PCS	Teacher	1			1	1	1	1
Center City Petworth Campus PCS	Teacher	1			1	1	1	1
Center City Petworth Campus PCS	Teacher		1		1	1	1	1
Center City Petworth Campus PCS	Other	1			1	1	1	1
Center City Petworth Campus PCS	Other		1		1	1	1	1
Center City Petworth Campus PCS	Teacher	1			1	1	1	1

Center City Petworth Campus PCS	Teacher	1			1	1	1	1
Center City Petworth Campus PCS	Other		1		1	1	1	1
Center City Petworth Campus PCS	Teacher	1			1	1	1	1
Center City Petworth Campus PCS	Other	1			1	1	1	1
Center City Petworth Campus PCS	Teacher	1			1	1	1	1
Center City Petworth Campus PCS	Other		1		1	1	1	1
Center City Petworth Campus PCS	Teacher	1			1	1	1	1
Center City Petworth Campus PCS	Teacher	1			1	1	1	1
Center City Petworth Campus PCS	Teacher	1			1	1	1	1
Center City Petworth Campus PCS	Teacher	1			1	1	1	1
Center City Petworth Campus PCS	Teacher		1		1	1	1	1
Center City Petworth Campus PCS	Teacher		1		1	1	1	1
Center City Petworth Campus PCS	Teacher	1			1	1	1	1
Center City Petworth Campus PCS	Teacher		1		1	1	1	1
Center City Petworth Campus PCS	Other	1			1	1	1	1
Center City Petworth Campus PCS	Teacher			1	1	1	1	1
Center City Petworth Campus PCS	Teacher		1		1	1	1	1
Center City Petworth Campus PCS	Director	1			1	1	1	1
Center City Petworth Campus PCS	Principal	1			1	1	1	1
Center City Petworth Campus PCS	Teacher	1			1	1	1	1
Center City Shaw Campus PCS	Teacher		1		1	1	2	1
Center City Shaw Campus PCS	Other	1	1		1	1	1	1
Center City Shaw Campus PCS	Teacher		1	1	1	1	1	1

Center City Shaw Campus PCS	Teacher	1			1	1	1	1
Center City Shaw Campus PCS	Teacher	1			1	1	1	1
Center City Shaw Campus PCS	Teacher	1			1	1	1	1
Center City Shaw Campus PCS	Teacher		1		1	1	1	1
Center City Shaw Campus PCS	Principal		1		1	1	1	1
Center City Shaw Campus PCS	Teacher	1			1	1	1	1
Center City Shaw Campus PCS	Teacher	1			1	1	1	1
Center City Shaw Campus PCS	Teacher		1		1	1	1	1
Center City Shaw Campus PCS	Teacher	1			1	1	1	1
Center City Shaw Campus PCS	Teacher	1			1	1	1	1
Center City Shaw Campus PCS	Teacher		1		1	1	1	1
Center City Shaw Campus PCS	Teacher	1			1	1	1	1
Center City Shaw Campus PCS	Teacher		1		1	1	1	1
Center City Shaw Campus PCS	Teacher	1			1	1	1	1
Center City Shaw Campus PCS	Teacher		1		1	1	1	1
Center City Shaw Campus PCS	Teacher	1			1	1	1	1
Center City Shaw Campus PCS	Teacher	1			1	1	1	1
Center City Shaw Campus PCS	Other	1			1	1	1	1
Center City Shaw Campus PCS	Teacher	1			1	1	1	1
Center City Shaw Campus PCS	Other	1			1	1	1	1
Center City Shaw Campus PCS	Teacher	1			1	1	1	1
Center City Shaw Campus PCS	Other	1			1	1	1	1

Center City Shaw Campus PCS	Teacher		1		1	1	1	1
Center City Trinidad Campus PCS	Other	1	1	1	1	1	1	1
Center City Trinidad Campus PCS	Other	1	1		1	1	1	1
Center City Trinidad Campus PCS	Other		1		1	1	1	1
Center City Trinidad Campus PCS	Teacher	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher		1		1	1	1	1
Center City Trinidad Campus PCS	Other	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher		1		1	1	1	1
Center City Trinidad Campus PCS	Other	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher	1			1	1	1	1
Center City Trinidad Campus PCS	Other		1		1	1	1	1
Center City Trinidad Campus PCS	Teacher	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher	1			1	1	1	1

Center City Trinidad Campus PCS	Teacher	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher		1		1	1	1	1
Center City Trinidad Campus PCS	Other	1			1	1	1	1
Center City Trinidad Campus PCS	Teacher		1		1	1	1	1
Center City Trinidad Campus PCS	Teacher		1		1	1	1	1
Center City Trinidad Campus PCS	Other		1		1	1	1	1
Center City Trinidad Campus PCS	Teacher		1		1	1	1	1
Center City Trinidad Campus PCS	Teacher	1			1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Other		1	1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Other			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Director			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Other			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Other			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Other			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Other			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Other			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Teacher			1	1	1	1	1

Cesar Chavez for Public Policy-Capitol Hill PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Other			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Other			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Other			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Other			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Principal			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Other			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Capitol Hill PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Teacher		1		1	1	2	1
Cesar Chavez for Public Policy-Parkside MS PCS	Teacher	1	1	1	1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Other		1		1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Teacher		1		1	1	1	1

Cesar Chavez for Public Policy-Parkside MS PCS	Other		1		1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Teacher		1		1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Teacher		1		1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Teacher		1		1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Other			1	1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Other		1		1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Other			1	1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Other			1	1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Teacher		1		1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Other		1		1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Teacher		1		1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Teacher		1		1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Teacher			1	1	1	1	1
Cesar Chavez for Public Policy-Parkside MS PCS	Other		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	2	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Other		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1

Cesar Chavez PCS for Public Policy-Chavez Prep	Other		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Other		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Other		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Other		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Director			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Other		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Other		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1

Cesar Chavez PCS for Public Policy-Chavez Prep	Other		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Other		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Other		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Other		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Other		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Other		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Director			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Chavez Prep	Teacher		1		1	1	1	1

Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	2	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other		1	1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other		1	1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Director			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1

Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Director			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Director			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Principal			1	1	1	1	1

Cesar Chavez PCS for Public Policy-Parkside HS	Director			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other		1		1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Director			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Director			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1

Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Principal			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Teacher			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Director			1	1	1	1	1
Cesar Chavez PCS for Public Policy-Parkside HS	Other			1	1	1	1	1
Children's Guild DC PCS	Other	1	1	1	1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Other	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Other	1			1	1	1	1
D C Bilingual PCS	Other	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Other	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1

D C Bilingual PCS	Other	1			1	1	1	1
D C Bilingual PCS	Other	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Director	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Other	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Other	1			1	1	1	1
D C Bilingual PCS	Other	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Other	1			1	1	1	1
D C Bilingual PCS	Director	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Bilingual PCS	Teacher	1			1	1	1	1
D C Prep Anacostia Elementary Campus	Principal		1	1	1	1	1	1
D C Prep-Benning Elementary PCS	Other	1			1	1	1	1
DC Scholars PCS	Teacher	1		1	1	1	2	1
DC Scholars PCS	Teacher	1			1	1	2	1
DC Scholars PCS	Teacher	1			1	1	2	1
DC Scholars PCS	Teacher	1		1	1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Other	1			1	1	1	1
DC Scholars PCS	Other	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1

DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Other		1		1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Principal	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Director	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher		1		1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Other	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Other	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
DC Scholars PCS	Teacher		1		1	1	1	1
DC Scholars PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1		1	1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1	1		1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1		1	1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1	1		1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1		1	1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Other	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1

Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Other	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Other	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Other	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1

Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Other	1			1	1	1	1
Democracy Prep Congress Heights PCS	Other	1			1	1	1	1
Democracy Prep Congress Heights PCS	Director	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Democracy Prep Congress Heights PCS	Other	1			1	1	1	1
Democracy Prep Congress Heights PCS	Teacher	1			1	1	1	1
Digital Pioneers Academy PCS	Teacher		1		1	1	1	1
Digital Pioneers Academy PCS	Teacher		1		1	1	1	1
Digital Pioneers Academy PCS	Teacher		1		1	1	1	1
Digital Pioneers Academy PCS	Teacher		1		1	1	1	1
Digital Pioneers Academy PCS	Director		1		1	1	1	1
District of Columbia International School	Director		1	1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Other			1	1	1	1	1

District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Other		1		1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Other		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Other		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Director			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1

District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Other		1		1	1	1	1
District of Columbia International School	Principal		1		1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1

District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Other			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Other			1	1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Other			1	1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Director			1	1	1	1	1

District of Columbia International School	Other			1	1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher			1	1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
District of Columbia International School	Teacher		1		1	1	1	1
E L Haynes Kansas Avenue - High School	Teacher			1	1	1	1	1
E L Haynes Kansas Avenue - High School	Teacher			1	1	1	1	1
E L Haynes Kansas Avenue - High School	Other			1	1	1	1	1
E L Haynes Kansas Avenue - High School	Principal			1	1	1	1	1
E L Haynes Kansas Avenue - High School	Teacher			1	1	1	1	1
E L Haynes Kansas Avenue - High School	Teacher			1	1	1	1	1
E L Haynes Kansas Avenue - High School	Teacher			1	1	1	1	1
E L Haynes Kansas Avenue - High School	Teacher			1	1	1	1	1
E L Haynes Kansas Avenue - High School	Other			1	1	1	1	1
E L Haynes Kansas Avenue - High School	Other			1	1	1	1	1
E L Haynes Kansas Avenue - High School	Teacher			1	1	1	1	1

E L Haynes Kansas Avenue - High School	Other			1	1	1	1	1
E L Haynes Kansas Avenue - High School	Other			1	1	1	1	1
E L Haynes Kansas Avenue - High School	Other			1	1	1	1	1
E L Haynes PCS - High School	Teacher			1	1	1	1	1
E L Haynes PCS - High School	Teacher			1	1	1	1	1
E L Haynes PCS - High School	Other			1	1	1	1	1
E L Haynes PCS - High School	Teacher			1	1	1	1	1
E L Haynes PCS - High School	Teacher			1	1	1	1	1
E L Haynes PCS - High School	Teacher			1	1	1	1	1
E L Haynes PCS - High School	Teacher			1	1	1	1	1
E L Haynes PCS - High School	Teacher			1	1	1	1	1
E L Haynes PCS - High School	Teacher			1	1	1	1	1
E L Haynes PCS - High School	Teacher			1	1	1	1	1
E L Haynes PCS - Middle School	Teacher		1		1	1	1	1
E L Haynes PCS - Middle School	Teacher		1		1	1	1	1
E L Haynes PCS - Middle School	Other		1		1	1	1	1
E L Haynes PCS - Middle School	Teacher		1		1	1	1	1
E L Haynes PCS - Middle School	Teacher		1		1	1	1	1
E L Haynes PCS - Middle School	Teacher		1		1	1	1	1
E L Haynes PCS - Middle School	Teacher		1		1	1	1	1
E L Haynes PCS - Middle School	Principal		1		1	1	1	1
E L Haynes PCS - Middle School	Teacher		1		1	1	1	1
E L Haynes PCS - Middle School	Principal		1		1	1	1	1

E L Haynes PCS Georgia Avenue	Other		1		1	1	2	1
E L Haynes PCS Georgia Avenue	Teacher	1	1		1	1	1	1
E L Haynes PCS Georgia Avenue	Teacher		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Other			1	1	1	1	1
E L Haynes PCS Georgia Avenue	Teacher		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Director		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Teacher		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Other			1	1	1	1	1
E L Haynes PCS Georgia Avenue	Teacher		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Other		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Director			1	1	1	1	1
E L Haynes PCS Georgia Avenue	Teacher		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Teacher		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Director	1			1	1	1	1
E L Haynes PCS Georgia Avenue	Principal			1	1	1	1	1
E L Haynes PCS Georgia Avenue	Teacher	1			1	1	1	1
E L Haynes PCS Georgia Avenue	Teacher		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Other	1			1	1	1	1
E L Haynes PCS Georgia Avenue	Teacher		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Teacher		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Other			1	1	1	1	1
E L Haynes PCS Georgia Avenue	Teacher		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Teacher		1		1	1	1	1

E L Haynes PCS Georgia Avenue	Teacher			1	1	1	1	1
E L Haynes PCS Georgia Avenue	Other			1	1	1	1	1
E L Haynes PCS Georgia Avenue	Other			1	1	1	1	1
E L Haynes PCS Georgia Avenue	Director		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Teacher		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Other		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Director			1	1	1	1	1
E L Haynes PCS Georgia Avenue	Other		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Other		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Teacher		1		1	1	1	1
E L Haynes PCS Georgia Avenue	Teacher		1		1	1	1	1
E L Haynes PCS Kansas Avenue -Elementary School	Principal	1			1	1	1	1
E L Haynes PCS Kansas Avenue -Elementary School	Other	1			1	1	1	1
E L Haynes PCS Kansas Avenue -Elementary School	Teacher	1			1	1	1	1
E L Haynes PCS Kansas Avenue -Elementary School	Other	1			1	1	1	1
E L Haynes PCS Kansas Avenue -Elementary School	Other	1			1	1	1	1
E L Haynes PCS Kansas Avenue -Elementary School	Other	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Other	1			1	1	2	1
Eagle Academy PCS - Capitol Riverfront Campus	Other	1			1	1	2	1

Eagle Academy PCS - Capitol Riverfront Campus	Other	1			1	1	2	1
Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1			1	1	2	1
Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1		1	1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Other	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Other	1			1	1	1	1

Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Other	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Principal	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Other	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Capitol Riverfront Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	2	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	2	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	2	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	2	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	2	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	2	1

Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	2	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	2	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	2	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	2	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	2	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1	1	1	1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1	1		1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	1	1

Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1

Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Director	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1

Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Other	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Eagle Academy PCS - Congress Heights Campus	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Other	1			1	1	1	1
Early Childhood Academy PCS	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Other	1			1	1	1	1
Early Childhood Academy PCS	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Other	1			1	1	1	1
Early Childhood Academy PCS	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Teacher	1			1	1	1	1

Early Childhood Academy PCS	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Other	1			1	1	1	1
Early Childhood Academy PCS	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Other	1			1	1	1	1
Early Childhood Academy PCS	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Other	1			1	1	1	1
Early Childhood Academy PCS	Other	1			1	1	1	1
Early Childhood Academy PCS	Director	1			1	1	1	1
Early Childhood Academy PCS	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Other	1			1	1	1	1
Early Childhood Academy PCS	Other	1			1	1	1	1
Early Childhood Academy PCS	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Principal	1			1	1	1	1
Early Childhood Academy PCS	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Other	1			1	1	1	1
Early Childhood Academy PCS	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Director	1			1	1	1	1
Early Childhood Academy PCS	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Teacher	1			1	1	1	1
Early Childhood Academy PCS	Other	1			1	1	1	1

Elsie Whitlow Stokes Community Freedom PCS	Principal	1			1	1	1	1
Euphemia L. Haynes Public Charter School Inc.	Teacher			1	1	1	1	1
Euphemia L. Haynes Public Charter School Inc.	Teacher		1		1	1	1	1
Euphemia L. Haynes Public Charter School Inc.	Other			1	1	1	1	1
Euphemia L. Haynes Public Charter School Inc.	Other			1	1	1	1	1
Euphemia L. Haynes Public Charter School Inc.	Other			1	1	1	1	1
Euphemia L. Haynes Public Charter School Inc.	Principal	1			1	1	1	1
Euphemia L. Haynes Public Charter School Inc.	Other		1		1	1	1	1
Euphemia L. Haynes Public Charter School Inc.	Director	1			1	1	1	1
Euphemia L. Haynes Public Charter School Inc.	Teacher			1	1	1	1	1
Euphemia L. Haynes Public Charter School Inc.	Teacher			1	1	1	1	1
Euphemia L. Haynes Public Charter School Inc.	Director			1	1	1	1	1
Euphemia L. Haynes Public Charter School Inc.	Other		1		1	1	1	1
Euphemia L. Haynes Public Charter School Inc.	Teacher			1	1	1	1	1
Euphemia L. Haynes Public Charter School Inc.	Other			1	1	1	1	1

Euphemia L. Haynes Public Charter School Inc.	Principal	1			1	1	1	1
Euphemia L. Haynes Public Charter School Inc.	Teacher		1		1	1	1	1
Euphemia L. Haynes Public Charter School Inc.	Teacher			1	1	1	1	1
Friendship PCS - Chamberlain Middle	Other		1		1	1	1	1
Friendship PCS - Woodridge Middle	Other	1			1	1	1	1
Friendship PCS Blow Pierce Elementary	Teacher	1			1	1	1	1
Friendship PCS Chamberlain Elementary	Other	1			1	1	2	1
Friendship PCS Chamberlain Elementary	Teacher	1			1	1	1	1
Friendship PCS SouthEast Academy	Teacher	1			1	1	2	1
Friendship PCS SouthEast Academy	Teacher	1			1	1	1	1
Friendship PCS SouthEast Academy	Other	1			1	1	1	1
Friendship PCS SouthEast Academy	Other	1			1	1	1	1
Friendship PCS SouthEast Academy	Other	1			1	1	1	1
Friendship Public Charter School Inc - Ward 6	Teacher	1			1	1	1	1
Friendship Public Charter School Online	Teacher		1		1	1	1	1
Friendship Public Charter School Online	Teacher	1			1	1	1	1
Friendship Public Charter School Online	Director	1			1	1	1	1
Friendship Public Charter School Online	Teacher	1			1	1	1	1
Goodwill Excel Center PCS	Other			1	1	1	1	1
Goodwill Excel Center PCS	Other			1	1	1	1	1

Goodwill Excel Center PCS	Director			1	1	1	1	1
Goodwill Excel Center PCS	Other			1	1	1	1	1
Goodwill Excel Center PCS	Teacher			1	1	1	1	1
Goodwill Excel Center PCS	Other			1	1	1	1	1
Goodwill Excel Center PCS	Other			1	1	1	1	1
Goodwill Excel Center PCS	Other			1	1	1	1	1
Goodwill Excel Center PCS	Teacher			1	1	1	1	1
Goodwill Excel Center PCS	Other			1	1	1	1	1
Goodwill Excel Center PCS	Teacher			1	1	1	1	1
Goodwill Excel Center PCS	Teacher			1	1	1	1	1
Goodwill Excel Center PCS	Teacher			1	1	1	1	1
Goodwill Excel Center PCS	Teacher			1	1	1	1	1
Goodwill Excel Center PCS	Other			1	1	1	1	1
Goodwill Excel Center PCS	Other			1	1	1	1	1
Harmony DC PCS - School of Excellence	Teacher	1			1	1	1	1
Harmony DC PCS - School of Excellence	Teacher	1			1	1	1	1
Harmony DC PCS - School of Excellence	Other	1			1	1	1	1
Harmony DC PCS - School of Excellence	Other			1	1	1	1	1
Harmony DC PCS - School of Excellence	Other	1			1	1	1	1
Harmony DC PCS - School of Excellence	Teacher	1			1	1	1	1
Harmony DC PCS - School of Excellence	Director	1			1	1	1	1
Harmony DC PCS - School of Excellence	Principal	1			1	1	1	1
Harmony DC PCS - School of Excellence	Other	1			1	1	1	1

Harmony DC PCS - School of Excellence	Other	1			1	1	1	1
Harmony DC PCS - School of Excellence	Other	1			1	1	1	1
Harmony DC PCS - School of Excellence	Teacher	1			1	1	1	1
Harmony DC PCS - School of Excellence	Principal	1			1	1	1	1
Harmony DC PCS - School of Excellence	Teacher	1			1	1	1	1
Harmony DC PCS - School of Excellence	Other	1			1	1	1	1
Harmony DC PCS - School of Excellence	Teacher	1			1	1	1	1
Harmony DC PCS - School of Excellence	Teacher	1			1	1	1	1
Harmony DC PCS - School of Excellence	Teacher	1			1	1	1	1
Harmony DC PCS - School of Excellence	Teacher	1			1	1	1	1
IDEA PCS	Teacher		1		1	1	1	1
Ingenuity Prep PCS	Teacher	1		1	1	1	1	1
Ingenuity Prep PCS	Other	1	1		1	1	1	1
Ingenuity Prep PCS	Other	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Other	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Other	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Other	1			1	1	1	1

Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Other	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Ingenuity Prep PCS	Teacher	1			1	1	1	1
Kingsman Academy PCS	Other			1	1	1	1	1
Kingsman Academy PCS	Teacher			1	1	1	1	1
Kingsman Academy PCS	Other			1	1	1	1	1
Kingsman Academy PCS	Teacher			1	1	1	1	1
Kingsman Academy PCS	Other			1	1	1	1	1
Kingsman Academy PCS	Teacher			1	1	1	1	1
Kingsman Academy PCS	Teacher			1	1	1	1	1
Kingsman Academy PCS	Teacher		1		1	1	1	1
KIPP DC Arts & Technology Academy PCS	Teacher	1		1	1	1	1	1
KIPP DC Arts & Technology Academy PCS	Other	1			1	1	1	1
KIPP DC Arts & Technology Academy PCS	Teacher	1			1	1	1	1
KIPP DC Arts & Technology Academy PCS	Other	1			1	1	1	1
KIPP DC Arts & Technology Academy PCS	Teacher	1			1	1	1	1
KIPP DC Arts & Technology Academy PCS	Teacher	1			1	1	1	1
KIPP DC Arts & Technology Academy PCS	Principal	1			1	1	1	1
KIPP DC Arts & Technology Academy PCS	Teacher	1			1	1	1	1

KIPP DC Arts & Technology Academy PCS	Teacher	1			1	1	1	1
KIPP DC Arts & Technology Academy PCS	Other	1			1	1	1	1
KIPP DC Arts & Technology Academy PCS	Teacher	1			1	1	1	1
KIPP DC Arts & Technology Academy PCS	Teacher	1			1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Other			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Other			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Other			1	1	1	1	1
KIPP DC College Prep PCS	Other			1	1	1	1	1
KIPP DC College Prep PCS	Director			1	1	1	1	1
KIPP DC College Prep PCS	Other			1	1	1	1	1
KIPP DC College Prep PCS	Other			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Other			1	1	1	1	1
KIPP DC College Prep PCS	Other			1	1	1	1	1

KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Other			1	1	1	1	1
KIPP DC College Prep PCS	Other			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Director			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Other			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Other			1	1	1	1	1
KIPP DC College Prep PCS	Other			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Other			1	1	1	1	1
KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC College Prep PCS	Other			1	1	1	1	1
KIPP DC College Prep PCS	Other			1	1	1	1	1

KIPP DC College Prep PCS	Teacher			1	1	1	1	1
KIPP DC Connect Academy	Teacher	1		1	1	1	1	1
KIPP DC Connect Academy	Teacher	1		1	1	1	1	1
KIPP DC Connect Academy	Teacher	1		1	1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Principal	1			1	1	1	1
KIPP DC Connect Academy	Other	1			1	1	1	1
KIPP DC Connect Academy	Other	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1

KIPP DC Connect Academy	Other	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Connect Academy	Teacher	1			1	1	1	1
KIPP DC Discover PCS	Teacher	1			1	1	1	1
KIPP DC Discover PCS	Teacher	1			1	1	1	1
KIPP DC Discover PCS	Teacher	1			1	1	1	1
KIPP DC Discover PCS	Teacher	1			1	1	1	1
KIPP DC Discover PCS	Other	1			1	1	1	1
KIPP DC Discover PCS	Teacher	1			1	1	1	1
KIPP DC Discover PCS	Teacher	1			1	1	1	1
KIPP DC Discover PCS	Teacher	1			1	1	1	1
KIPP DC Discover PCS	Teacher	1			1	1	1	1
KIPP DC Discover PCS	Teacher	1			1	1	1	1
KIPP DC Discover PCS	Teacher	1			1	1	1	1
KIPP DC Discover PCS	Teacher	1			1	1	1	1
KIPP DC Discover PCS	Teacher	1			1	1	1	1
KIPP DC GROW Academy PCS	Teacher	1		1	1	1	1	1
KIPP DC GROW Academy PCS	Teacher	1			1	1	1	1
KIPP DC GROW Academy PCS	Teacher	1			1	1	1	1
KIPP DC GROW Academy PCS	Director	1			1	1	1	1
KIPP DC GROW Academy PCS	Teacher	1			1	1	1	1
KIPP DC GROW Academy PCS	Teacher	1			1	1	1	1
KIPP DC GROW Academy PCS	Teacher	1			1	1	1	1
KIPP DC GROW Academy PCS	Other	1			1	1	1	1
KIPP DC GROW Academy PCS	Teacher	1			1	1	1	1
KIPP DC GROW Academy PCS	Teacher	1			1	1	1	1

KIPP DC GROW Academy PCS	Teacher	1			1	1	1	1
KIPP DC KEY Academy PCS	Teacher		1	1	1	1	1	1
KIPP DC KEY Academy PCS	Teacher		1		1	1	1	1
KIPP DC KEY Academy PCS	Teacher			1	1	1	1	1
KIPP DC KEY Academy PCS	Teacher		1		1	1	1	1
KIPP DC KEY Academy PCS	Other		1		1	1	1	1
KIPP DC KEY Academy PCS	Teacher		1		1	1	1	1
KIPP DC KEY Academy PCS	Teacher		1		1	1	1	1
KIPP DC KEY Academy PCS	Other		1		1	1	1	1
KIPP DC KEY Academy PCS	Teacher		1		1	1	1	1
KIPP DC KEY Academy PCS	Teacher		1		1	1	1	1
KIPP DC KEY Academy PCS	Teacher		1		1	1	1	1
KIPP DC KEY Academy PCS	Principal		1		1	1	1	1
KIPP DC KEY Academy PCS	Teacher		1		1	1	1	1
KIPP DC KEY Academy PCS	Teacher		1		1	1	1	1
KIPP DC KEY Academy PCS	Teacher		1		1	1	1	1
KIPP DC LEAD Academy	Other	1			1	1	1	1
KIPP DC LEAD Academy	Principal	1			1	1	1	1
KIPP DC LEAP Academy PCS	Principal	1			1	1	1	1
KIPP DC LEAP Academy PCS	Other	1			1	1	1	1
KIPP DC LEAP Academy PCS	Teacher	1			1	1	1	1
KIPP DC LEAP Academy PCS	Teacher	1			1	1	1	1
KIPP DC LEAP Academy PCS	Teacher	1			1	1	1	1
KIPP DC LEAP Academy PCS	Other	1			1	1	1	1

KIPP DC LEAP Academy PCS	Teacher	1			1	1	1	1
KIPP DC LEAP Academy PCS	Teacher	1			1	1	1	1
KIPP DC LEAP Academy PCS	Teacher	1			1	1	1	1
KIPP DC LEAP Academy PCS	Teacher	1			1	1	1	1
KIPP DC LEAP Academy PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Other	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Other		1		1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Other	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Other	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Promise PCS	Other	1			1	1	1	1
KIPP DC Promise PCS	Teacher	1			1	1	1	1
KIPP DC Quest Academy PCS	Teacher	1		1	1	1	1	1
KIPP DC Quest Academy PCS	Teacher	1			1	1	1	1

KIPP DC Quest Academy PCS	Teacher	1			1	1	1	1
KIPP DC Quest Academy PCS	Teacher	1			1	1	1	1
KIPP DC Quest Academy PCS	Teacher	1			1	1	1	1
KIPP DC Quest Academy PCS	Teacher	1			1	1	1	1
KIPP DC Quest Academy PCS	Teacher	1			1	1	1	1
KIPP DC Quest Academy PCS	Other	1			1	1	1	1
KIPP DC Quest Academy PCS	Other	1			1	1	1	1
KIPP DC Quest Academy PCS	Other	1			1	1	1	1
KIPP DC Quest Academy PCS	Other	1			1	1	1	1
KIPP DC Quest Academy PCS	Teacher	1			1	1	1	1
KIPP DC Quest Academy PCS	Teacher	1			1	1	1	1
KIPP DC Quest Academy PCS	Teacher	1			1	1	1	1
KIPP DC Quest Academy PCS	Other	1			1	1	1	1
KIPP DC Quest Academy PCS	Other	1			1	1	1	1
KIPP DC Quest Academy PCS	Teacher	1			1	1	1	1
KIPP DC Quest Academy PCS	Other	1			1	1	1	1
KIPP DC Quest Academy PCS	Other	1			1	1	1	1
KIPP DC Quest Academy PCS	Teacher	1			1	1	1	1
KIPP DC Quest Academy PCS	Other	1			1	1	1	1
KIPP DC Quest Academy PCS	Teacher	1			1	1	1	1
KIPP DC Quest Academy PCS	Teacher	1			1	1	1	1
KIPP DC Quest Academy PCS	Teacher	1			1	1	1	1
KIPP DC Quest Academy PCS	Teacher	1			1	1	1	1
KIPP DC Spring Academy	Teacher	1			1	1	1	1

KIPP DC Spring Academy	Other	1			1	1	1	1
KIPP DC Spring Academy	Other	1			1	1	1	1
KIPP DC Spring Academy	Teacher	1			1	1	1	1
KIPP DC Spring Academy	Teacher	1			1	1	1	1
KIPP DC Spring Academy	Teacher	1			1	1	1	1
KIPP DC Spring Academy	Teacher	1			1	1	1	1
KIPP DC Spring Academy	Teacher	1			1	1	1	1
KIPP DC Spring Academy	Teacher	1			1	1	1	1
KIPP DC Spring Academy	Teacher	1			1	1	1	1
KIPP DC Spring Academy	Teacher	1			1	1	1	1
KIPP DC Valor Academy PCS	Teacher		1		1	1	1	1
KIPP DC Valor Academy PCS	Teacher		1		1	1	1	1
KIPP DC Valor Academy PCS	Teacher		1		1	1	1	1
KIPP DC Valor Academy PCS	Teacher		1		1	1	1	1
KIPP DC Valor Academy PCS	Teacher		1		1	1	1	1
KIPP DC Valor Academy PCS	Other	1			1	1	1	1
KIPP DC Valor Academy PCS	Teacher		1		1	1	1	1
KIPP DC Valor Academy PCS	Teacher			1	1	1	1	1
KIPP DC Valor Academy PCS	Other		1		1	1	1	1
KIPP DC Valor Academy PCS	Principal		1		1	1	1	1
KIPP DC Valor Academy PCS	Other		1		1	1	1	1
KIPP DC Valor Academy PCS	Teacher		1		1	1	1	1
KIPP DC Valor Academy PCS	Teacher		1		1	1	1	1
KIPP DC Valor Academy PCS	Teacher		1		1	1	1	1
KIPP DC Valor Academy PCS	Teacher		1		1	1	1	1
KIPP DC Valor Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher			1	1	1	2	1
KIPP DC WILL Academy PCS	Teacher		1	1	1	1	1	1

KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Other		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher			1	1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Other		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Principal		1		1	1	1	1
KIPP DC WILL Academy PCS	Other		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Other		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Other		1		1	1	1	1

KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Principal		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher		1		1	1	1	1
KIPP DC WILL Academy PCS	Teacher			1	1	1	1	1
Latin American Montessori Bilingual (LAMB) PCS	Other	1			1	1	1	1
Latin American Montessori Bilingual (LAMB) PCS	Other	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Other	1	1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1	1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher		1	1	1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Other	1	1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Other	1	1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Other		1	1	1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Principal	1	1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Other	1	1		1	1	1	1

Mary McLeod Bethune Day Academy PCS Slowe Campus	Other	1	1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher		1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher		1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher		1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Principal	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Other	1			1	1	1	1

Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher		1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher		1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Other	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Other		1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher		1		1	1	1	1

Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher		1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher		1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1

Mary McLeod Bethune Day Academy PCS Slowe Campus	Other		1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Other	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher		1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher		1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher		1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher	1			1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher		1		1	1	1	1
Mary McLeod Bethune Day Academy PCS Slowe Campus	Teacher		1		1	1	1	1
Meridian PCS	Teacher		1		1	1	2	1
Meridian PCS	Teacher	1			1	1	2	1
Meridian PCS	Teacher	1			1	1	2	1
Meridian PCS	Other	1			1	1	2	1
Meridian PCS	Teacher	1			1	1	2	1
Meridian PCS	Teacher	1			1	1	2	1
Meridian PCS	Teacher	1			1	1	2	1
Meridian PCS	Teacher	1	1		1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Teacher		1		1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1

Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Teacher			1	1	1	1	1
Meridian PCS	Teacher			1	1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Other		1		1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Other		1		1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Other		1		1	1	1	1
Meridian PCS	Teacher		1		1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Teacher		1		1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Director	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1

Meridian PCS	Director	1			1	1	1	1
Meridian PCS	Teacher	1			1	1	1	1
Meridian PCS	Other	1			1	1	1	1
Meridian PCS	Teacher		1		1	1	1	1
Meridian PCS	Teacher		1		1	1	1	1
Meridian PCS	Teacher		1		1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1		1	1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Other	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Other	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Other	1			1	1	1	1
Mundo Verde Bilingual PCS	Other	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Other	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Other	1			1	1	1	1

Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Other	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Other	1			1	1	1	1
Mundo Verde Bilingual PCS	Other	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Other	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Other	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1

Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher			1	1	1	1	1
Mundo Verde Bilingual PCS	Other	1			1	1	1	1
Mundo Verde Bilingual PCS	Other	1			1	1	1	1
Mundo Verde Bilingual PCS	Other	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Mundo Verde Bilingual PCS	Teacher	1			1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	2	1
Paul PCS-International High School	Other	1	1	1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1

Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Director			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Principal			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1

Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Director			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Other		1		1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-International High School	Teacher			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-International High School	Other			1	1	1	1	1
Paul PCS-Middle School	Teacher		1		1	1	2	1
Paul PCS-Middle School	Teacher		1		1	1	2	1
Paul PCS-Middle School	Other		1		1	1	2	1
Paul PCS-Middle School	Other		1		1	1	1	1
Paul PCS-Middle School	Teacher		1		1	1	1	1
Paul PCS-Middle School	Teacher		1		1	1	1	1
Paul PCS-Middle School	Other			1	1	1	1	1
Paul PCS-Middle School	Teacher		1		1	1	1	1
Paul PCS-Middle School	Teacher		1		1	1	1	1
Paul PCS-Middle School	Teacher		1		1	1	1	1
Paul PCS-Middle School	Other		1		1	1	1	1

Paul PCS-Middle School	Other		1		1	1	1	1
Paul PCS-Middle School	Teacher		1		1	1	1	1
Paul PCS-Middle School	Teacher		1		1	1	1	1
Paul PCS-Middle School	Teacher		1		1	1	1	1
Paul PCS-Middle School	Other		1		1	1	1	1
Paul PCS-Middle School	Other		1		1	1	1	1
Paul PCS-Middle School	Other		1		1	1	1	1
Paul PCS-Middle School	Principal		1		1	1	1	1
Perry Street Prep PCS	Teacher	1			1	1	1	1
Perry Street Prep PCS	Teacher	1			1	1	1	1
Perry Street Prep PCS	Teacher	1			1	1	1	1
Perry Street Prep PCS	Teacher	1			1	1	1	1
Perry Street Prep PCS	Teacher	1			1	1	1	1
Perry Street Prep PCS	Teacher	1			1	1	1	1
Perry Street Prep PCS	Other	1			1	1	1	1
Perry Street Prep PCS	Teacher	1			1	1	1	1
Perry Street Prep PCS	Teacher	1			1	1	1	1
Perry Street Prep PCS	Teacher	1			1	1	1	1
Perry Street Prep PCS	Principal	1			1	1	1	1
Perry Street Prep PCS	Teacher	1			1	1	1	1
Perry Street Prep PCS	Teacher	1			1	1	1	1
Perry Street Prep PCS	Teacher	1			1	1	1	1
Perry Street Prep PCS	Teacher	1			1	1	1	1
Rocketship Legacy PCS	Teacher	1	1	1	1	1	1	1
Rocketship Legacy PCS	Teacher	1	1	1	1	1	1	1
Rocketship Legacy PCS	Teacher	1			1	1	1	1
Rocketship Legacy PCS	Other	1			1	1	1	1
Rocketship Legacy PCS	Other	1			1	1	1	1
Rocketship Legacy PCS	Teacher	1			1	1	1	1
Rocketship Legacy PCS	Teacher	1			1	1	1	1
Rocketship Legacy PCS	Teacher	1			1	1	1	1
Rocketship Legacy PCS	Principal	1			1	1	1	1
Rocketship Legacy PCS	Teacher	1			1	1	1	1
Rocketship Legacy PCS	Teacher	1			1	1	1	1
Rocketship Legacy PCS	Other	1			1	1	1	1
Rocketship Legacy PCS	Teacher	1			1	1	1	1
Rocketship Legacy PCS	Teacher	1			1	1	1	1
Rocketship Legacy PCS	Other	1			1	1	1	1
Rocketship Legacy PCS	Other	1			1	1	1	1
Rocketship Legacy PCS	Teacher	1			1	1	1	1
Rocketship Legacy PCS	Teacher	1			1	1	1	1
Rocketship Legacy PCS	Teacher	1			1	1	1	1
Rocketship Legacy PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Other	1			1	1	1	1

Rocketship Rise PCS	Other	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Other	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Other	1			1	1	1	1
Rocketship Rise PCS	Other	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
Rocketship Rise PCS	Teacher	1			1	1	1	1
SEED PCS of Washington DC	Other		1	1	1	1	1	1
SEED PCS of Washington DC	Teacher		1	1	1	1	1	1
SEED PCS of Washington DC	Other		1	1	1	1	1	1
SEED PCS of Washington DC	Teacher		1	1	1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1

SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Teacher		1		1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Teacher		1		1	1	1	1
SEED PCS of Washington DC	Director			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Other		1		1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Other		1		1	1	1	1
SEED PCS of Washington DC	Teacher		1		1	1	1	1
SEED PCS of Washington DC	Teacher		1		1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Teacher		1		1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Director			1	1	1	1	1

SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Teacher		1		1	1	1	1
SEED PCS of Washington DC	Teacher		1		1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Other		1		1	1	1	1
SEED PCS of Washington DC	Teacher		1		1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Teacher		1		1	1	1	1
SEED PCS of Washington DC	Director			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Director			1	1	1	1	1
SEED PCS of Washington DC	Teacher		1		1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Other		1		1	1	1	1
SEED PCS of Washington DC	Teacher		1		1	1	1	1
SEED PCS of Washington DC	Teacher		1		1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Teacher		1		1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1

SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Teacher		1		1	1	1	1
SEED PCS of Washington DC	Teacher		1		1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
SEED PCS of Washington DC	Other			1	1	1	1	1
SEED PCS of Washington DC	Teacher		1		1	1	1	1
SEED PCS of Washington DC	Teacher			1	1	1	1	1
Sela PCS	Teacher	1			1	1	1	1
Sela PCS	Other	1			1	1	1	1
Sela PCS	Director	1			1	1	1	1
Shining Stars Montessori Academy PCS	Teacher	1			1	1	1	1
Shining Stars Montessori Academy PCS	Teacher	1			1	1	1	1

Shining Stars Montessori Academy PCS	Teacher	1			1	1	1	1
Shining Stars Montessori Academy PCS	Teacher	1			1	1	1	1
Shining Stars Montessori Academy PCS	Teacher	1			1	1	1	1
Shining Stars Montessori Academy PCS	Teacher	1			1	1	1	1
Shining Stars Montessori Academy PCS	Teacher	1			1	1	1	1
Shining Stars Montessori Academy PCS	Teacher	1			1	1	1	1
Shining Stars Montessori Academy PCS	Teacher	1			1	1	1	1
Shining Stars Montessori Academy PCS	Teacher	1			1	1	1	1
Shining Stars Montessori Academy PCS	Other	1			1	1	1	1
Shining Stars Montessori Academy PCS	Teacher	1			1	1	1	1
Shining Stars Montessori Academy PCS	Other	1			1	1	1	1
Shining Stars Montessori Academy PCS	Other	1			1	1	1	1
Shining Stars Montessori Academy PCS	Teacher	1			1	1	1	1
Shining Stars Montessori Academy PCS	Teacher	1			1	1	1	1
Shining Stars Montessori Academy PCS	Teacher	1			1	1	1	1

Shining Stars Montessori Academy PCS	Teacher	1			1	1	1	1
Shining Stars Montessori Academy PCS	Teacher	1			1	1	1	1
Somerset Preparatory Academy PCS	Teacher	1	1	1	1	1	1	1
Somerset Preparatory Academy PCS	Other		1	1	1	1	1	1
Somerset Preparatory Academy PCS	Director		1	1	1	1	1	1
Somerset Preparatory Academy PCS	Other	1	1		1	1	1	1
Somerset Preparatory Academy PCS	Other		1	1	1	1	1	1
Somerset Preparatory Academy PCS	Other		1	1	1	1	1	1
Somerset Preparatory Academy PCS	Teacher		1		1	1	1	1
Somerset Preparatory Academy PCS	Teacher		1		1	1	1	1
Somerset Preparatory Academy PCS	Teacher		1		1	1	1	1
Somerset Preparatory Academy PCS	Teacher			1	1	1	1	1
Somerset Preparatory Academy PCS	Teacher			1	1	1	1	1
Somerset Preparatory Academy PCS	Teacher			1	1	1	1	1
Somerset Preparatory Academy PCS	Teacher			1	1	1	1	1
Somerset Preparatory Academy PCS	Other			1	1	1	1	1
Somerset Preparatory Academy PCS	Teacher			1	1	1	1	1
Somerset Preparatory Academy PCS	Teacher			1	1	1	1	1
Somerset Preparatory Academy PCS	Other			1	1	1	1	1
Somerset Preparatory Academy PCS	Other		1		1	1	1	1
Somerset Preparatory Academy PCS	Teacher			1	1	1	1	1
St. Coletta Special Education PCS	Principal	1	1	1	1	1	1	1

Statesmen College Preparatory Academy for Boys PCS	Other	1		1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher		1	1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Principal			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Other			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Other			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1

The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Other			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Other			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step - El Proximo Paso PCS	Teacher			1	1	1	1	1
The Next Step/El Próximo Paso PCS	Teacher			1	1	1	1	1
The Next Step/El Próximo Paso PCS	Teacher			1	1	1	1	1
The Next Step/El Próximo Paso PCS	Teacher			1	1	1	1	1
The Next Step/El Próximo Paso PCS	Teacher			1	1	1	1	1
The Next Step/El Próximo Paso PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Other			1	1	1	2	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Other			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Principal			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1

Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Other			1	1	1	1	1
Thurgood Marshall Academy PCS	Director			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Other			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1

Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Other			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Other			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Other			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Teacher			1	1	1	1	1
Thurgood Marshall Academy PCS	Other			1	1	1	1	1
Two Rivers PCS	Other	1			1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Other		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Other			1	1	1	1	1
Washington Latin PCS - Middle School	Other		1		1	1	1	1
Washington Latin PCS - Middle School	Other		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1

Washington Latin PCS - Middle School	Teacher	1			1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Other		1		1	1	1	1
Washington Latin PCS - Middle School	Other		1		1	1	1	1
Washington Latin PCS - Middle School	Other			1	1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Director		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Director			1	1	1	1	1
Washington Latin PCS - Middle School	Other		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1

Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Middle School	Teacher		1		1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	2	1
Washington Latin PCS - Upper School	Other		1	1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Director			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Other			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Director			1	1	1	1	1
Washington Latin PCS - Upper School	Director			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Other			1	1	1	1	1
Washington Latin PCS - Upper School	Director			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1

Washington Latin PCS - Upper School	Other			1	1	1	1	1
Washington Latin PCS - Upper School	Other			1	1	1	1	1
Washington Latin PCS - Upper School	Other			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Director			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Other			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Other			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Latin PCS - Upper School	Teacher			1	1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	2	1
Washington Yu Ying PCS	Teacher	1		1	1	1	1	1
Washington Yu Ying PCS	Teacher	1		1	1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1

Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Other	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Other	1			1	1	1	1
Washington Yu Ying PCS	Other	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Other	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Other	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Other	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Other	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1
Washington Yu Ying PCS	Teacher	1			1	1	1	1

William E. Doar, Jr. PCS /City Arts & Prep	Other	1		1	1	1	1	1
William E. Doar, Jr. PCS /City Arts & Prep	Teacher	1	1		1	1	1	1
William E. Doar, Jr. PCS /City Arts & Prep	Teacher	1			1	1	1	1
Youthbuild PCS	Teacher			1	1	1	1	1
Youthbuild PCS	Principal			1	1	1	1	1
Total		1800	768	1027	3458	2518	2379	2214

d have a "1" in the N column

POLICY TITLE: 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:

[redacted] _____

Darren Woodruff
DC PCSB Board Chair

Disclaimer: This publication is designed to provide information on the subject matter covered. It is distributed with the understanding that the publisher is not engaged in rendering legal, accounting or other professional services. Readers will be responsible for obtaining independent advice before acting on any information contained in or in connection with this policy.

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
Achievement Preparatory Academy PCS – Elementary	1	0	0	0	0	2	0	1	0	1	**5**	
CONCERN: Aftercare abruptly ended on Friday - parent wants to know if school will offer another alternative	1											10/11/2018 10:01
Employee terminated after encounter with administrator						1						8/29/2018 16:33
CONCERN: Teacher appears to have little control; instructional time is lost						1						10/4/2018 16:41
Grandparent still concerned with school's response to abrupt cancellation of aftercare programming								1				11/9/2018 15:14
CONCERN: Girls required to wear skirts; student not allowed to wear rainboots unless they bring additional pair of shoes										1		11/6/2018 9:23
Achievement Preparatory Academy PCS – Middle	1	0	0	0	0	0	0	0	0	0	**1**	
CONCERN: Aftercare program was abruptly ended by the school - parents not given time to find alternative childcare	1											10/9/2018 22:44
BASIS DC PCS	4	0	0	0	0	0	0	0	0	0	**4**	
Anonymous complaint received about school charging fees for elective courses	1											9/12/2018 8:13

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
CONCERN: Parent reported that student will receive "Certificate of Matriculation" if student doesn't earn 3 on AP exam	1											10/2/2018 9:26
Student failed course; parent appeal to school was unsuccessful	1											11/6/2018 8:29
Student is failing a majority of her classes; school support is minimal	1											12/20/2018 15:53
Breakthrough Montessori PCS	0	0	0	0	1	0	0	0	0	0	**1**	
CONCERN: Parent concerned about school policies to ensure good student hygiene in PK4 restrooms					1							12/11/2018 12:34
Bridges PCS	0	0	0	0	2	0	0	0	0	0	**2**	
Student injured twice at school, no medical attention or parent contact as per 504 plan					1							11/9/2018 15:29
Student has a 504 plan for his medical conditions; school is not following the plan					1							12/20/2018 17:13
Briya PCS	0	0	0	1	0	1	0	0	0	0	**2**	
Caller and her daughter took placement exams; both were waitlisted without explanation				1								8/22/2018 17:23
Robocalls and text messages from school						1						8/24/2018 8:26
Capital City PCS – Lower School	0	0	0	1	0	0	0	0	0	0	**1**	

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
Student denied enrollment after being accepted from wait list				1								10/10/2018 9:37
Center City PCS – Brightwood	0	0	0	1	0	1	0	0	0	0	**2**	
CONCERN: Student will be dropped from roster if they leave the country for greater than 20 days				1								11/2/2018 14:31
CONCERN: Several concerns shared about community issues impacting Brightwood campus						1						10/11/2018 10:17
Center City PCS – Capitol Hill	0	1	0	0	0	0	0	0	0	0	**1**	
Student being bullied and threatened on Instagram		1										12/21/2018 12:00
Center City PCS – Congress Heights	0	0	1	0	0	1	1	0	0	0	**3**	
Student wore inappropriate socks to school; mother was not informed			1									12/6/2018 12:05
Students remain outside school until opening even in inclement weather						1						11/8/2018 10:20
Student is failing math; failed math four quarters in previous year							1					12/5/2018 12:39
Center City PCS – Petworth	0	0	0	1	0	0	0	0	0	0	**1**	
CONCERN: Parent wants seat held				1								9/19/2018 10:03
Center City PCS – Trinidad	0	0	0	0	1	0	0	0	0	0	**1**	
Student was inappropriately touched by an older student: school administration had no response					1							11/8/2018 15:04

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
César Chávez PCS for Public Policy – Capitol Hill	0	1	0	0	2	0	0	0	0	0	**3**	
Student was bullied, then jumped at school		1										9/13/2018 15:50
Ongoing bullying; student nearly jumped today, was robbed of coat, glasses were broken					1							11/9/2018 15:35
School evacuated with bomb threat; principal tells parent she cannot take her son home					1							11/19/2018 14:42
César Chávez PCS for Public Policy – Chávez Prep	0	0	0	0	1	0	0	0	0	0	**1**	
Student was struck in the face by a teacher					1							11/29/2018 12:34
César Chávez PCS for Public Policy – Parkside High School	0	0	0	0	1	0	0	0	0	0	**1**	
Student jumped at the Minnesota Ave metro by classmates					1							9/24/2018 14:34
City Arts and Prep PCS	0	0	1	1	2	0	1	0	0	0	**5**	
CONCERN: Parent concerned with student suspension; needs work			1									9/21/2018 10:42
Siblings--2 enrolled, 2 waitlisted				1								9/19/2018 10:09
Parent concerns with student safety and professionalism of staff; no return call from staff about her concerns					1							10/10/2018 10:16

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
Diabetic student has to go down the street to the nurse daily; Office staff are not housed at the temporary building; No follow up call from Admin on concerns					1							10/26/2018 14:35
Parent concerned that child needs special education services; school disagrees and says "...all is fine"							1					9/28/2018 9:39
Creative Minds International PCS	1	0	0	0	0	0	0	0	0	0	**1**	
English curriculum is vague; teacher has little control	1											12/17/2018 15:04
DC Bilingual PCS	0	0	0	0	1	0	0	0	0	0	**1**	
Students playing outside at recess today without coats					1							12/11/2018 13:58
DC Prep PCS - Anacostia Elementary	0	0	0	0	1	0	0	0	0	0	**1**	
School is not implementing student's 504 plan; student suffered anxiety attack at school today					1							10/9/2018 22:40
DC Prep PCS – Benning Elementary	0	0	0	0	0	1	0	0	0	0	**1**	
CONCERN: Parent involved with custody issues; requesting principal support						1						10/5/2018 18:53
DC Prep PCS – Edgewood Elementary	1	0	0	0	2	0	0	1	0	0	**4**	
CONCERN: Parent concerned with "8 is late" and classroom visitation policy	1											9/24/2018 14:13

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
CONCERN: The ANC commissioner has received concerns about the safety and use of the recreation field					1							10/3/2018 14:46
Sibling observed teacher hitting student in head; student repeatedly given foods he's allergic to at school					1							11/2/2018 17:37
Parent has been told her son is "failing" and may not need to be in "this school"								1				12/5/2018 11:11
DC Prep PCS – Edgewood Middle	0	1	1	0	1	0	0	0	0	1	**4**	
Parent concerned with school's handling of bullying allegations		1										12/18/2018 16:47
Student was accused of throwing a piece of paper at a teacher			1									12/19/2018 15:24
Student has been in several altercations/is threatened on social media					1							9/13/2018 16:58
Principal sent student home for uniform infraction without contacting parents										1		10/23/2018 12:33
DC Scholars PCS	1	0	1	0	2	0	0	1	0	0	**5**	
CONCERN: Parent requesting reminders about school closings	1											12/11/2018 14:50
Parent requesting disciplinary hearing regarding proposed expulsion			1									10/23/2018 14:53

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
Student was pulled outside and left outside in the rain by the principal					1							8/27/2018 16:00
2nd community complaint about parents blocking driveway during arrival/dismissal					1							9/7/2018 18:38
Student in an altercation with staff; final investigation report not given								1				9/13/2018 11:36
Democracy Prep Congress Heights PCS	0	2	1	2	2	0	2	5	0	1	**15**	
Parent concerned with student injury and bullying in classroom		1										9/18/2018 12:36
Ongoing bullying is not being addressed by school administration		1										10/22/2018 9:53
Student and teach were involved in an altercation; the student was arrested by MPD			1									10/17/2018 15:03
School lost enrollment paperwork for 1 of 5 siblings - student denied enrollment				1								8/21/2018 10:25
School placed returning student of six years on wait list; sibling offered a seat				1								8/21/2018 10:30
Two students were involved in physical contact with teachers					1							9/20/2018 15:38
Parent has serious concerns about school safety					1							11/16/2018 14:01
Student retained							1					9/19/2018 10:14

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
Parent alleges that school failed to implement IEP; student had altercation with teacher and was ultimately arrested							1					10/16/2018 21:23
Parent alleged that Principal snatched her daughter's arm and suspended her student for cursing								1				8/21/2018 13:52
Several classroom teaching positions are vacant and held by long-term substitutes or taught by aides								1				11/2/2018 14:36
Parent reported that a staff member fought her student outside of the school building								1				10/30/2018 22:41
Student repeatedly held after school by teacher without parent permission								1				10/23/2018 17:21
CONCERN: Parent needs to speak with school principal; alleges that school keeps chains on their doors								1				12/4/2018 21:47
Parent needs assistance with uniforms and before/after care										1		8/9/2018 15:32
Digital Pioneers PCS	0	0	1	0	1	0	0	0	0	0	**2**	
CONCERN: Parent has several concerns with the school program			1									9/11/2018 21:27
Ongoing sexual harassment; staff responses are inadequate					1							11/1/2018 11:55
District of Columbia International School	0	0	0	0	0	1	0	0	0	0	**1**	

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
After school coverage						1						9/19/2018 10:30
E.L. Haynes PCS – Middle School	0	1	0	0	1	0	0	0	0	0	**2**	
School is not addressing bullying; student has discussed suicide on numerous occasions at school		1										12/14/2018 11:03
Student was shocked by a lamp					1							8/10/2018 12:36
Eagle Academy PCS - Capitol Riverfront	0	0	0	0	0	0	1	0	0	0	**1**	
OSSE transportation was dropped; OSSE said student was not enrolled							1					10/4/2018 10:41
Eagle Academy PCS - Congress Heights	1	1	0	0	1	0	0	3	0	0	**6**	
Student academic standing is questionable; school communication is weak	1											10/31/2018 10:14
Student is being bullied		1										9/20/2018 16:11
Staff member grabbed student's hand and threatened to hurt child if they didn't follow directions					1							9/25/2018 15:02
Email received about teacher being terminated the day before teacher's returned to school								1				8/20/2018 15:06
CONCERN: Parent waits 30+ minutes daily to pick her child up; staff locked her out of school building when she asked to speak with principal								1				9/18/2018 15:59

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
Anonymous email received about conditions in before/after care programming								1				8/24/2018 8:13
Early Childhood Academy PCS	1	0	0	0	0	0	1	0	0	0	**2**	
Parent believes student is withheld from school activities due to suspected disability	1											12/17/2018 12:09
Three teachers have quit school already; student not receiving special education services for two weeks							1					9/21/2018 10:25
Elsie Whitlow Stokes Community Freedom PCS	0	0	0	1	3	0	0	0	0	0	**4**	
Parent enrolled student in Stokes Brookland; was placed in East Capitol Campus				1								8/23/2018 10:13
Student has been touched inappropriately repeatedly; school's response inadequate					1							9/20/2018 13:19
Student alleges the teacher has grabbed her, shaken her and rung a loud bell in her ear					1							12/13/2018 13:37
Parent was provoked by Campus Director and threatened to be barred from the building					1							11/16/2018 18:34
Friendship PCS - Armstrong	0	0	0	0	1	2	0	0	0	0	**3**	
Student has medical dietary restrictions; school not accommodating					1							11/14/2018 13:36

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
CONCERN: Parent told that her child was not allowed to have early dismissal						1						9/12/2018 10:46
Student alleges the teacher hit his head against the wall and has scratched him						1						11/7/2018 15:24
Friendship PCS – Blow-Pierce Elementary	0	0	0	0	0	0	1	0	0	0	**1**	
Student is not progressing in reading; parent wants special education evaluation							1					8/22/2018 15:14
Friendship PCS – Blow-Pierce Middle	0	0	0	0	0	0	0	1	0	0	**1**	
School is out of control; teacher's aide demonstrated unprofessional behavior								1				12/7/2018 16:57
Friendship PCS – Chamberlain Elementary	0	0	0	0	0	0	0	2	0	0	**2**	
CONCERN: Teacher is picking on student; requesting call back from Principal								1				11/1/2018 12:04
CONCERN: Lack of communication from school								1				11/20/2018 13:30
Friendship PCS – Chamberlain Middle	0	0	0	0	1	0	0	0	0	0	**1**	
Student got a concussion after school incident					1							12/11/2018 13:53
Friendship PCS - Online	0	0	0	2	0	0	0	0	0	0	**2**	
CONCERN: Parent reported that she received a non-compliant notice after her child missed testing				1								9/11/2018 21:30
Student unenrolled from Friendship Online				1								10/22/2018 14:47

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
Friendship PCS - Technology Preparatory Middle	0	0	0	0	1	0	1	1	0	0	**3**	
Neighbor complained of chaotic dismissal and school failure to replace damaged property					1							8/28/2018 17:06
Student was told to stay at home until "cleared" by his doctor to return							1					10/3/2018 14:40
School rescinded offer letter								1				8/7/2018 16:43
Harmony DC PCS	0	0	1	0	1	1	1	0	0	0	**4**	
Student was in an altercation: parent believed the Dean was overly aggressive in breaking up the fight			1									10/24/2018 13:26
Teacher hit student twice; parent viewed video of incident					1							11/28/2018 13:47
School invited MPD to talk to students about bullying; parents not informed						1						10/29/2018 15:28
Parent wants her daughter evaluated for special education							1					10/18/2018 13:08
Hope Community PCS – Lamond	0	0	1	1	0	0	0	1	0	0	**3**	
CONCERN: Six-year-old has been suspended twice since the beginning of the school year			1									10/9/2018 9:38
CONCERN: Lunch account balance preventing records release				1								9/11/2018 14:49
Child's PK4 class needs full time teacher								1				9/19/2018 15:18

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
Hope Community PCS – Tolson	0	0	0	0	0	0	0	1	0	0	**1**	
Staff member alleges toxic work environment at school								1				11/2/2018 14:23
Howard University Middle School of Mathematics and Science PCS	0	0	1	0	0	0	0	1	0	0	**2**	
Twin students have been involved in incidents; they feel they are being targeted			1									11/8/2018 12:33
CONCERN: Former employee with previous complaints requested employment verification three times with no success								1				9/24/2018 14:36
Ideal Academy PCS	0	0	1	0	1	0	2	1	0	0	**5**	
Student with IEP has received multiple suspensions exceeding 10 days			1									12/14/2018 12:23
School bus did not have an attendant/students not supervised					1							9/27/2018 11:51
Student was assaulted during the last year; school's responses are minimal							1					8/24/2018 12:49
CONCERN: Mother has requested a copy of her son's IEP							1					9/27/2018 15:18
CONCERN: Former staff terminated								1				9/19/2018 10:37
IDEA PCS	0	1	0	1	2	1	0	0	0	0	**5**	
Student being threatened at school and on social media; no response from school administration		1										11/16/2018 15:03

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
Parent required to participate in exit interview prior to withdrawal				1								9/4/2018 10:58
Student was jumped one month ago at Metro station by IDEA students; student punched in class today again by same students					1							10/11/2018 15:09
Student repeatedly jumped by IDEA students this year					1							12/21/2018 11:34
Student expelled; parent knew of no expulsion hearing						1						8/20/2018 16:01
Ingenuity Prep PCS	0	0	0	0	1	1	0	0	0	0	**2**	
Parent alleged that teacher scratched child's eye intentionally					1							10/10/2018 21:28
School sent notice home for after school closure with short notice						1						11/15/2018 13:22
Kingsman Academy PCS	0	1	0	0	1	0	1	0	0	0	**3**	
Student has suffered ongoing bullying from another student at school		1										9/21/2018 17:28
Basketball game got out of hand - several students and staff members suffered injuries					1							12/11/2018 15:18
CONCERN: Student's dedicated aide is constantly changing							1					10/1/2018 13:46
KIPP DC – College Preparatory PCS	1	0	0	1	1	0	1	0	0	0	**4**	
12th grade student wants half-day schedule; school policy is unclear	1											11/28/2018 10:31

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
School reported that student could not re-enroll for 2018-19 school year				1								8/7/2018 14:43
Student inappropriately touched twice by teacher; teacher also made inappropriate comments					1							11/16/2018 18:48
concern about dughter at KIPP							1					9/19/2018 9:59
KIPP DC – Grow Academy PCS	0	0	0	0	1	0	0	0	0	0	**1**	
Teacher used her foot to push a child down during nap					1							12/3/2018 14:15
KIPP DC – KEY Academy PCS	0	0	0	0	2	0	0	0	0	0	**2**	
Student was seriously injured at school; school leaders' response was inadequate					1							11/7/2018 9:50
Student has been assaulted five times this school year					1							11/16/2018 18:24
KIPP DC – Lead Academy PCS	0	0	0	0	2	0	0	0	0	0	**2**	
Student has been bullied; school responses are inadequate					1							11/28/2018 16:27
Student received a death threat message from another student					1							12/3/2018 12:51
KIPP DC – Northeast Academy PCS	0	1	0	0	1	0	0	0	0	0	**2**	
Parent is appealing results of campus-level bullying investigation; Would like an investigation by Central Office		1										12/7/2018 12:25

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
Student has been bullied; school responses are inadequate					1							12/13/2018 12:51
KIPP DC – Promise Academy PCS	0	0	0	0	0	0	1	0	0	0	**1**	
Student enrolled at KIPP's Alternative Learning Center without consent of parent							1					10/23/2018 14:20
KIPP DC – Quest Academy PCS	0	0	0	0	0	1	0	0	0	0	**1**	
Student complains of food served; parent also wants a 504 planning meeting						1						8/20/2018 16:10
KIPP DC – Spring Academy PCS	0	1	0	0	0	0	0	0	0	0	**1**	
Student coming home with injuries every week		1										12/14/2018 11:09
KIPP DC - Valor Academy PCS	0	0	0	0	1	0	0	1	0	0	**2**	
Neighbor reporting unsafe student behavior at bus stop after school					1							11/6/2018 10:22
CONCERN: Parent can never reach anyone at the school by phone								1				9/11/2018 21:22
KIPP DC – WILL Academy PCS	0	0	0	0	1	0	0	1	0	0	**2**	
School is not abiding by stay away order submitted by parent					1							11/2/2018 14:42
Student alleged that PE teacher slammed him and hit his head on the bleachers								1				10/22/2018 16:37
Latin American Montessori Bilingual PCS	0	0	0	0	1	0	0	0	0	0	**1**	
Student has been bullied and attacked; school responses are inadequate					1							11/8/2018 15:33

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
Mary McLeod Bethune Day Academy PCS	0	0	1	0	2	1	0	0	0	0	**4**	
Student suspended and parent was not notified; child given SMART card to get home unattended without parent permission			1									10/16/2018 22:01
Student reported that her teacher spanked her twice; staff failed to report to CFSA or MPD					1							10/10/2018 21:15
Student left unattended in office after allergic reaction; parent told her son with epilepsy shouldn't attend school					1							12/14/2018 11:58
Parent involved in altercation with school staff, students put off the school bus						1						11/15/2018 16:00
Maya Angelou PCS - Evans High School	0	0	0	0	1	0	0	0	0	0	**1**	
CONCERN: Parent needs assistance scheduling parent meeting					1							9/11/2018 14:52
Meridian PCS	1	1	0	0	1	0	0	1	0	0	**4**	
Parent didn't know student was retained; student received tutoring the last month of the school year	1											9/18/2018 9:53
Parent felt disrespected by school staff member; students are being bullied and taunted at school and on the way home		1										10/24/2018 14:12

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
Student lost some of her hair during fight at school					1							11/16/2018 18:21
CONCERN: PK4 student reported being afraid of music teacher								1				9/18/2018 9:11
Monument Academy PCS	0	0	1	0	4	1	1	0	0	0	**7**	
Parents did not know student was suspended; no student work provided			1									12/4/2018 21:14
Student has been bullied and attacked; school responses are inadequate					1							10/4/2018 16:05
Student is bullied; student behaviors are poorly managed					1							12/3/2018 11:48
Student ran out of school; no security is in the school					1							12/13/2018 15:04
Teacher implies student involvement in inappropriate sexual activities; poor instruction					1							12/13/2018 17:03
School not answering phone						1						9/19/2018 10:06
Lateral Placement for Student Suspended							1					12/12/2018 17:21
Mundo Verde Bilingual PCS	0	0	0	0	0	0	1	0	0	0	**1**	
Student was placed on OSSE bus; parent did not explicitly agree							1					12/12/2018 16:17
National Collegiate Preparatory PCHS	1	0	0	0	2	0	1	0	0	0	**4**	
The school did not have a geometry teacher for the first quarter; school responses inadequate	1											11/8/2018 10:51

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
Student was struck in the face by another student; school's response inadequate					1							10/1/2018 16:39
Student pulled knife on her child on the way from school; student has received ongoing threats this week					1							10/5/2018 12:38
Student has had substitute teachers for the first quarter; school unresponsive							1					11/1/2018 10:31
Paul PCS – Middle School	0	1	0	0	0	0	0	0	0	0	**1**	
Family concerned with ongoing bullying and chaotic mediation this week		1										12/7/2018 12:18
Perry Street Preparatory PCS	1	1	0	0	2	1	0	0	0	0	**5**	
Parent needs to speak with School Administrator regarding child's class concerns	1											9/18/2018 11:27
Student has been bullied; school responses are inadequate		1										12/6/2018 16:17
Student was left in school lobby for several hours; had been "dropped" from after school program					1							11/28/2018 13:02
Students are left unattended outside of the school					1							11/29/2018 16:33
School agreed to help charity walk; cancelled without notification						1						10/17/2018 11:45
Richard Wright PCS for Journalism and Media Arts	1	0	0	0	2	0	1	0	0	0	**4**	

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
CONCERN: Daughter did not have enough credits for 12th grade	1											9/19/2018 10:18
Student at Richard Wright has been bullying student; allegedly coordinated for student to be jumped at another high school					1							10/12/2018 13:47
Concerns with student safety and discipline					1							11/21/2018 10:15
Student not receiving special education services and earning D's in most of his courses							1					11/9/2018 15:02
Rocketship DC PCS	0	0	0	0	1	0	0	1	0	0	**2**	
Student has serious behavior issues at school; parent has been barred from building					1							12/4/2018 21:30
Parent concerned with school's lack of response after incident and comments made by the Assistant Principal								1				10/22/2018 13:11
Rocketship PCS - Legacy Prep	0	0	0	0	0	0	0	0	1	0	**1**	
Transportation--no DC One Cards									1			9/19/2018 10:23
SEED PCS of Washington, DC	0	0	2	0	3	0	0	2	0	0	**7**	
Student expelled from school; concern with number of days missed, seeking appeal			1									9/11/2018 20:55
Student suspended, then expelled; no support for student work during days absent			1									10/31/2018 14:51

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
Student attempted suicide on campus; Assistant Principal bodyslammed student and put them in a headlock					1							9/25/2018 19:40
Parent wants student out of dorms for safety reasons; school staff says he can't stay if not in residence					1							11/16/2018 14:50
Students are not protected; CFSA neglect report filed against family					1							10/1/2018 13:52
CONCERN: Parent requesting improved communication from SEED staff								1				10/23/2018 9:39
Concerns with principal's handling of bullying								1				12/7/2018 12:28
Shining Stars Montessori Academy PCS	1	1	0	0	2	1	0	2	0	0	**7**	
Teacher newly hired is not Montessori trained, seems reluctant to follow model	1											8/30/2018 13:45
Student has been teased and harassed by another student; school interventions haven't worked		1										10/9/2018 22:54
CONCERN: Ongoing issues from neighbor					1							9/11/2018 14:35
CONCERN: Air conditioning not working					1							9/11/2018 14:43
Caller is concerned that the school Board is not in compliance with charter agreement						1						9/13/2018 9:26
Recently hired teacher is not Montessori trained; school leadership is unsupportive								1				8/30/2018 14:30

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
CONCERN: PCSB received an email regarding concerns with school leadership								1				12/14/2018 8:42
Somerset Preparatory Academy PCS	0	0	0	0	1	1	0	0	0	0	**2**	
Safety and bullying concerns are impacting student attendance and grades					1							11/20/2018 13:21
Student jacket missing after security check-in; school's response inadequate						1						11/7/2018 11:13
St. Coletta Special Education PCS	0	0	0	0	2	1	0	0	0	0	**3**	
Student has come home with injuries/explanations are lacking					1							9/14/2018 16:14
Student reported inappropriate touching to parent; school closed the investigation without interviewing student					1							11/27/2018 14:33
Student has many absences; mother is confused by attendance policy/procedures						1						9/27/2018 16:06
Thurgood Marshall Academy PCS	1	0	0	0	0	0	1	0	0	0	**2**	
Student was attending summer school, got into an altercation, subsequently withdrew, transcripts has no credits	1											8/2/2018 11:14
Student received all "F's" in spite of parent's request for IEP review							1					8/15/2018 13:43
Two Rivers PCS - 4th Street	0	0	0	0	1	0	0	0	1	0	**2**	

Complaints SY 2018-19 YTD through 12-31-18	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	TOTAL	Date/Time Opened
CONCERN: Neighbor reports issues with parents blocking alley and driveways at arrival/dismissal					1							9/11/2018 21:36
Neighbor has ongoing concerns with buses blocking alley and parents parking in driveway									1			10/9/2018 10:17
Washington Global PCS	0	0	0	0	1	0	1	0	0	0	**2**	
Ongoing bullying; school is unable to ensure that student is safe in bullying					1							12/4/2018 21:42
School did not provide services per student IEP; Parent wants compensatory education							1					12/20/2018 11:25
Washington Leadership Academy	0	0	2	0	1	1	0	0	0	0	**4**	
CONCERN: Parent requesting meeting with school leadership; student was nearly jumped in cafeteria yesterday			1									9/21/2018 10:48
CONCERN: Principal agreed to allow cell phone usage; student punished by staff for cell phone			1									11/26/2018 14:38
CONCERN: Former WLA student jumped at the Brookland metro by current WLA students; parent requesting family meeting					1							9/11/2018 21:19
CONCERN: Family in temporary housing shelter with no internet access						1						10/24/2018 14:48
Grand Total	18	15	16	13	70	20	20	27	2	3	**204**	

Comoplaints SY 2017-18 YTD through 12-31-17	Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Uniforms	TOTAL	Date/Time Opened
Achievement Preparatory Academy PCS – Elementary	0	0	2	0	2	2	0	1	0	**7**	
Student discipline/School safety			1								10/18/2017 12:33
Student sent home but not "suspended"			1								11/2/2017 17:29
Employee was terminated and claims wrongful termination					1						12/18/2017 14:26
Student's dedicated aide terminated; parent questions the circumstances					1						12/18/2017 15:01
Student bullied/Student switched to class that "handles"504 students						1					11/2/2017 17:18
Student has serious medical condition/504 Plan to help protect her						1					12/4/2017 14:38
Multiple complaints from former teacher								1			11/21/2017 23:25
Achievement Preparatory Academy PCS – Middle	0	0	1	0	0	0	0	0	0	**1**	
Dad called to school/Allegedly beat his son in school office			1								11/2/2017 12:48
Bridges PCS	0	0	0	0	1	0	0	0	0	**1**	
Parent request to have her son moved to another class					1						11/2/2017 18:17
Center City PCS – Brightwood	0	0	0	1	1	0	0	0	0	**2**	
Forced transfer to a different campus				1							8/10/2017 12:52
Entry into school without security following					1						8/21/2017 15:17
Center City PCS – Capitol Hill	0	1	0	1	0	0	0	0	0	**2**	
Student threatened with expulsion; mother coerced into withdrawing her son		1									11/15/2017 18:11

Comoplaints SY 2017-18 YTD through 12-31-17	Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Uniforms	TOTAL	Date/Time Opened
School threatened to expel student/grandmother asked to voluntarily withdraw him				1							10/19/2017 11:31
Center City PCS – Congress Heights	0	0	1	0	0	0	0	0	0	**1**	
Principal allegedly had students clean other teachers' rooms as discipline			1								10/23/2017 12:03
Center City PCS – Trinidad	0	1	0	0	0	1	1	0	0	**3**	
Consistent bullying in spite of school interventions		1									10/11/2017 9:40
Student safety/student discipline not well managed						1					11/30/2017 10:50
School has failed to evaluate child for special education despite multiple requests							1				12/11/2017 14:07
César Chávez PCS for Public Policy	0	0	0	0	1	0	0	0	0	**1**	
Graduation Fees/No Diploma, No Yearbook (Chavez Capitol HIll)					1						8/15/2017 16:51
César Chávez PCS for Public Policy – Parkside High School	0	0	0	0	0	1	0	0	0	**1**	
School Safety Plan/Follow through on communications						1					9/7/2017 12:23
César Chávez PCS for Public Policy – Parkside Middle School	0	0	0	0	1	1	0	0	0	**2**	
Dean took student jacket; jacket was not returned to student					1						12/6/2017 10:13
Student grabbed by substitute teacher						1					10/12/2017 12:36
City Arts and Prep PCS	1	1	0	0	1	1	2	0	0	**6**	
Stable teacher assignment/structure and plans for school day	1										8/30/2017 13:46

Comoplaints SY 2017-18 YTD through 12-31-17	Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Uniforms	TOTAL	Date/Time Opened
Student being bullied		1									11/17/2017 14:53
Substitute math teacher is inappropriate in language and speech					1						10/19/2017 12:00
Student safety/student discipline not well managed/supplies & equipment						1					12/18/2017 16:41
Communication with school weak/Special Ed Coordinator unresponsive							1				9/7/2017 15:16
Parent believes school is not providing IEP services correctly							1				11/27/2017 16:31
Creative Minds International PCS	0	0	0	0	0	0	1	0	0	**1**	
School is failing to follow IEP							1				12/20/2017 11:25
DC Prep PCS - Anacostia Elementary	0	0	0	0	1	0	0	0	0	**1**	
Parent was angry, loud, and frustrated; she received a barring notice					1						12/13/2017 16:11
DC Prep PCS – Benning Middle	0	0	2	0	0	0	0	0	0	**2**	
Constant contact from school/Request for special education evaluation			1								10/16/2017 16:57
Student Discipline			1								11/8/2017 19:11
DC Prep PCS – Edgewood Elementary	0	0	0	1	0	0	0	0	0	**1**	
Mother withdrew children/father re-enrolled kindergarten son				1							11/15/2017 10:04
DC Scholars PCS	0	0	0	0	1	0	1	1	0	**3**	
Head Lice					1						11/8/2017 11:10
Request for special education evaluation/retention							1				8/24/2017 16:56

Comoplaints SY 2017-18 YTD through 12-31-17	Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Uniforms	TOTAL	Date/Time Opened
Multiple complaints about staff								1			11/17/2017 21:28
Democracy Prep Congress Heights PCS	0	0	0	1	0	3	0	0	0	**4**	
Student was unenrolled				1							8/21/2017 16:15
Student safety at school/Bullying						1					9/21/2017 14:29
Parent believes discipline is poorly handled making school upsafe						1					11/29/2017 12:48
Children's Safety						1					11/8/2017 10:55
E.L. Haynes PCS – Elementary School	0	1	0	0	0	0	0	0	0	**1**	
Student bullied and subsequently suspended		1									12/11/2017 14:56
E.L. Haynes PCS – Middle School	0	0	0	0	0	1	0	0	0	**1**	
Student bullied/threatened/School responses ineffective						1					12/11/2017 10:20
Eagle Academy PCS - Congress Heights	0	0	1	0	0	0	0	0	0	**1**	
Allegation of Corporal Punishment/Reported to Administration			1								9/28/2017 12:08
Excel Academy PCS	0	0	0	0	0	1	0	0	0	**1**	
Student received a serious injury at school/school never contacted parent						1					10/16/2017 11:59
Friendship PCS – Blow-Pierce Elementary	3	0	0	0	0	0	0	0	0	**3**	
Student failure/student retention	1										8/15/2017 10:27
Student retention due to absences/late arrivals	1										8/23/2017 16:23
Child retention without notification	1										8/23/2017 16:37

Comoplaints SY 2017-18 YTD through 12-31-17	Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Uniforms	TOTAL	Date/Time Opened
Friendship PCS – Chamberlain Elementary	1	0	0	0	1	0	0	1	0	**3**	
Family travel required, no work provided/"D" in English	1										11/15/2017 16:58
Allegation of Corporal Punishment/Reported to Administration					1						8/8/2017 14:21
Unprofessional staff								1			12/13/2017 11:17
Friendship PCS – Collegiate Academy	0	0	1	0	1	2	2	0	1	**7**	
Daughter's Safety			1								11/8/2017 12:58
Student medical condition ignored by office staff					1						10/4/2017 16:00
Mice in School Cafeteria						1					8/30/2017 16:44
Safety concerns						1					11/21/2017 23:33
Student with an IEP is not receiving support in his physics class							1				12/11/2017 16:28
Student in danger of failing due to unexcused absences							1				12/20/2017 12:55
Child was sent home on uniform violation/sent from school without contacting parent									1		8/23/2017 16:51
Friendship PCS - Online	0	0	0	1	0	0	0	0	0	**1**	
Enrollment Completion/Notification				1							8/23/2017 16:33
Friendship PCS – Southeast Elementary Academy	0	0	1	0	0	0	0	0	0	**1**	
Student was grabbed by a staff member			1								10/19/2017 17:02
Friendship PCS - Technology Preparatory Middle	0	0	0	0	1	0	0	1	0	**2**	
Student schedule overloaded/Other parent concerns					1						8/16/2017 12:57

Comoplaints SY 2017-18 YTD through 12-31-17	Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Uniforms	TOTAL	Date/Time Opened
Administrators Meeting								1			11/9/2017 12:32
Friendship PCS – Woodridge Middle	0	0	1	0	0	0	0	0	0	**1**	
Student suspended without sufficient evidence			1								11/2/2017 10:30
Harmony DC PCS	0	0	0	0	2	0	0	0	0	**2**	
Allegation of Corporal Punishment/Reported to Administration					1						9/11/2017 16:22
School policy for attendance/tardiness					1						11/30/2017 16:00
Hope Community PCS – Tolson	1	0	2	0	0	1	0	0	0	**4**	
General decline in academics/decline in student management	1										9/20/2017 10:37
Handling of Discipline by School Dean			1								10/5/2017 14:52
Son being suspended without notification or incident report			1								11/2/2017 17:02
Student safety/student discipline						1					9/21/2017 16:48
Howard University Middle School of Mathematics and Science PCS	0	0	0	0	0	1	0	0	0	**1**	
Student injured in fight/parent not informed until end of day						1					12/4/2017 17:02
Ideal Academy PCS	0	0	0	0	0	0	1	0	0	**1**	
School is failing to follow IEP							1				12/18/2017 9:45
Ingenuity Prep PCS	0	1	2	0	1	0	0	0	0	**4**	
Son is constantly bullied/Lack of school response		1									11/2/2017 16:38
Student safety/student discipline			1								9/21/2017 14:51
School calling family to pick-up child/Implementation of IEP/Threatened use of CFSA			1								10/4/2017 17:26

Comoplaints SY 2017-18 YTD through 12-31-17	Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Uniforms	TOTAL	Date/Time Opened
Multiple complaints/Son sent to "Blue Room", Daughter Allowed to Use Bathroom on Herself					1						11/2/2017 16:50
Inspired Teaching Demonstration PCS	0	0	0	0	0	1	0	0	0	**1**	
Child left classroom/school unattended						1					8/24/2017 13:54
KIPP DC – AIM Academy PCS	0	0	1	0	0	0	0	0	0	**1**	
Student bullying/student safety			1								9/14/2017 17:40
KIPP DC – Arts & Technology Academy PCS	0	0	1	0	1	0	0	0	0	**2**	
School consistently calls to have the child picked up			1								10/19/2017 16:54
Principal disrespectful in communication with parent					1						11/2/2017 18:43
KIPP DC – College Preparatory PCS	0	0	1	0	0	0	0	0	0	**1**	
School not meeting student's needs			1								11/17/2017 15:29
KIPP DC – Lead Academy PCS	0	0	0	0	0	0	0	1	0	**1**	
Staff Concerns								1			11/9/2017 12:17
KIPP DC – Northeast Academy PCS	0	0	2	0	0	0	0	1	0	**3**	
School and classroom discipline/management; special education services			1								8/30/2017 14:01
Student safety/student discipline not well managed			1								12/11/2017 16:58
Disrespectful treatment by teacher and administration								1			8/7/2017 9:26
KIPP DC – Quest Academy PCS	0	0	0	0	1	0	0	0	0	**1**	
Another parent filming at school; posting on social media					1						12/14/2017 15:20
KIPP DC - Valor Academy PCS	0	1	0	0	0	0	1	0	0	**2**	

Comoplaints SY 2017-18 YTD through 12-31-17	Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Uniforms	TOTAL	Date/Time Opened
Daughter suspended without paperwork; has not been allowed to return to school		1									10/11/2017 9:15
Student sent to the office/sent home consistently							1				10/16/2017 17:08
KIPP DC – WILL Academy PCS	0	1	0	1	0	0	1	0	0	**3**	
Daughter is the victim of consistent bullying		1									9/11/2017 13:41
Student unenrolled October 10				1							10/12/2017 8:43
Principal allegedly told parent she would have to remove her children							1				10/11/2017 16:27
Mary McLeod Bethune Day Academy PCS	0	0	0	1	0	2	0	0	0	**3**	
Parent requested son to be dis-enrolled; request denied				1							9/28/2017 10:19
Student supervision/School management						1					10/4/2017 11:08
Student suffered dislocated elbow at school						1					10/23/2017 16:34
Meridian PCS	0	1	0	0	0	1	0	1	0	**3**	
Continuation of a former complaint by the student's other grandmother		1									11/9/2017 13:17
Student safety/student discipline not well managed						1					10/23/2017 12:33
Teacher is rude and disrespectful toward student								1			11/30/2017 11:58
Monument Academy PCS	0	0	1	0	0	3	1	0	0	**5**	
Student suspended without paperwork/Request for Special Education assessment			1								10/16/2017 13:49
Student assaulted by another student/no staff present						1					8/24/2017 13:23

Comoplaints SY 2017-18 YTD through 12-31-17	Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Uniforms	TOTAL	Date/Time Opened
Students aren't properly monitored + school loses paperwork						1					11/6/2017 20:01
Student safety/student discipline not well managed						1					10/30/2017 16:34
Principal allegedly asked parent to keep student home until program was ready							1				9/25/2017 16:31
Mundo Verde Bilingual PCS	0	0	0	0	0	1	0	0	0	**1**	
Student safety at school/Response by administration to bullying						1					10/23/2017 15:19
National Collegiate Preparatory PCHS	0	0	1	0	0	0	0	1	0	**2**	
No explanation given to parent when student is disciplined			1								11/17/2017 15:20
Inappropriate teacher actions/behaviors								1			8/17/2017 16:41
Paul PCS – International High School	0	0	1	0	1	0	0	0	0	**2**	
All students must be held accountable for actions			1								11/21/2017 15:55
Pest infestation					1						8/30/2017 14:08
Perry Street Preparatory PCS	0	0	0	0	0	1	0	0	0	**1**	
Safety around the school at dismissal						1					8/23/2017 16:45
SEED PCS of Washington, DC	0	0	0	0	2	4	0	1	0	**7**	
Reports of mold in school causing health challenges					1						10/19/2017 16:10
School does not answer phones					1						11/21/2017 22:56
Safety of her Son						1					11/6/2017 15:12
Dorm Building inadequately heated/Use of space heaters in dorm rooms						1					12/4/2017 14:15

Comoplaints SY 2017-18 YTD through 12-31-17	Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Uniforms	TOTAL	Date/Time Opened
Student was assaulted in dorm room						1					12/14/2017 12:50
Student injured in fight/parent not informed						1					12/6/2017 9:49
Issues with teacher								1			11/17/2017 15:02
Somerset Preparatory Academy PCS	0	1	0	0	1	0	0	0	0	**2**	
Student safety at school		1									9/25/2017 17:27
School Report to DC Superior Court, Family Court					1						8/7/2017 14:07
Sustainable Futures PCS	0	0	0	0	0	2	0	1	0	**3**	
Former employee concerned about student safety						1					10/5/2017 9:04
School Principal puts two female students up in hotel/parents not contacted						1					12/18/2017 15:54
Reported reduction in full-time teaching staff								1			11/15/2017 11:05
The Next Step/El Próximo Paso PCS	0	0	0	0	0	0	0	1	0	**1**	
Termination/Retaliation								1			11/15/2017 17:29
Thurgood Marshall Academy PCS	0	0	1	0	0	0	0	0	0	**1**	
Release of Student Transcripts/Transfer			1								8/23/2017 16:58
Two Rivers PCS - Young	0	0	0	0	0	1	0	0	0	**1**	
School drop-off/pick up not safe/Staff comments to parents						1					10/16/2017 14:03
Washington Leadership Academy	0	0	0	0	1	0	1	0	0	**2**	
Student was not allowed to return to school; no paperwork given					1						9/8/2017 14:30
Expulsion/Failure to follow Special Education Protocols							1				8/30/2017 11:36

Comoplaints SY 2017-18 YTD through 12-31-17	Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Uniforms	TOTAL	Date/Time Opened
Washington Mathematics Science Technology PCHS	0	0	0	0	0	1	0	0	0	**1**	
Violence in school						1					9/26/2017 19:57
Grand Total	6	9	23	7	22	32	12	11	1	**123**	

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Achievement Preparatory Academy PCS – Elementary	1	0	5	1	4	3	0	1	0	0	**15**	
Student was inappropriately talked to by teacher; is in danger of failing	1											4/23/2018 16:02
Student discipline/School safety			1									10/18/2017 12:33
Student sent home but not "suspended"			1									11/2/2017 17:29
Student is repeatedly put out of math class; parent wants student evaluated for special education services			1									4/6/2018 11:55
Parent has requested class transfer for her daughter			1									1/25/2018 17:25
Child is constantly being sent home for misbehavior, not receiving work or suspension paperwork			1									4/20/2018 15:10
Enrollment documents allegedly forged: students live in Maryland				1								3/7/2018 17:10
Student bullied/Student switched to class that "handles"504 students					1							11/2/2017 17:18
Student has serious medical condition/504 Plan to help protect her					1							12/4/2017 14:38
Teacher assaulted at school; school was punitive in response					1							6/13/2018 14:41

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Parent barred from building requesting that her child be escorted across the street by staff					1							4/3/2018 13:26
Employee was terminated and claims wrongful termination						1						12/18/2017 14:26
School sent letter to have families keep students home if they didn't pay $40 activity fee						1						6/14/2018 17:49
Student's dedicated aide terminated; parent questions the circumstances						1						12/18/2017 15:01
Multiple complaints from former teacher								1				11/21/2017 23:25
Achievement Preparatory Academy PCS – Middle	0	0	2	0	1	0	0	1	0	0	**4**	
Dad called to school/Allegedly beat his son in school office			1									11/2/2017 12:48
Parent concerned with procedural error and consequences after discipline hearing			1									5/1/2018 14:41
Student injured/found outside school by parent					1							2/1/2018 15:34
Parent wants improved communication from school								1				2/16/2018 16:15
AppleTree Early Learning PCS – Oklahoma Ave	0	0	0	0	0	0	0	1	0	0	**1**	
Parent alleged teacher pushed five year old student into the hallway and locked him out of class; also observed a guide grabbing another student in the hallway								1				6/12/2018 22:16

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
AppleTree Early Learning PCS - Southeast	0	0	0	1	0	0	0	0	0	0	**1**	
Student illegally unenrolled				1								2/22/2018 16:14
BASIS DC PCS	0	0	2	0	0	1	1	1	0	0	**5**	
Student interrogated by police at school after making a comment about "shooting" basketball; parents not informed by school			1									6/4/2018 9:02
Student interrogated by police at school after making a comment about "shooting" basketball; parents not informed by school; parent fighting for 504 plan			1									6/6/2018 8:54
Parent needs a copy of her student's transcripts, and test scores						1						5/30/2018 14:11
School has full evaluation from Kennedy-Krieger; slow to move on special education determination							1					2/22/2018 11:17
Parent concerned with staff professionalism at the front desk								1				4/13/2018 16:29
Breakthrough Montessori PCS	0	0	0	0	0	1	0	3	0	0	**4**	
Concerns raised about conflict of interest with board members						1						3/6/2018 13:42
Parent concerned with cronyism on school's board								1				3/15/2018 16:46
Parent has concerns with school governance								1				3/15/2018 16:53

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Caller concerned with school's board and ED resignation								1				3/15/2018 17:00
Bridges PCS	0	0	1	0	1	1	0	0	0	0	**3**	
Student Is often suspended, placed in in-school suspension, or in "calming" room			1									4/18/2018 14:06
Robbery at school not reported to parents					1							5/10/2018 10:12
Parent request to have her son moved to another class						1						11/2/2017 18:17
Capital City PCS – Middle School	0	1	0	0	1	0	0	0	0	0	**2**	
6th grade student is being bullied by 6th & 8th grade students at the school		1										3/20/2018 9:08
Student was inappropriately touched by a male student; the school's responses are inadequate					1							6/11/2018 16:37
Cedar Tree Academy PCS	0	0	0	0	2	0	0	0	0	0	**2**	
Child reports teacher hit him in head					1							1/11/2018 12:48
Students are left unkempt; injury to student unreported					1							5/16/2018 14:29
Center City PCS	0	0	0	0	0	1	0	0	0	0	**1**	
Major changes in middle school curriculum, staffing, no community input						1						6/6/2018 15:25
Center City PCS – Brightwood	0	0	0	1	0	1	0	0	0	0	**2**	
Forced transfer to a different campus				1								8/10/2017 12:52

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Entry into school without security following						1						8/21/2017 15:17
Center City PCS – Capitol Hill	0	1	0	1	0	2	0	0	0	0	**4**	
Student threatened with expulsion; mother coerced into withdrawing her son		1										11/15/2017 18:11
School threatened to expel student/grandmother asked to voluntarily withdraw him				1								10/19/2017 11:31
Student bullied, retaliated, and was expelled						1						3/8/2018 14:44
Student teacher consistently speaks rudely to and about her daughter in front of class						1						5/24/2018 11:43
Center City PCS – Congress Heights	0	0	1	0	1	0	0	0	0	0	**2**	
Principal allegedly had students clean other teachers' rooms as discipline			1									10/23/2017 12:03
Student has serious medical condition/school response to medical emergency inadequate					1							2/1/2018 16:10
Center City PCS – Petworth	1	0	0	0	0	0	0	0	0	0	**1**	
Student is failing, brought up grades and still cannot participate in graduation activities	1											5/20/2018 16:23
Center City PCS – Trinidad	0	4	0	0	3	0	1	1	0	0	**9**	
Consistent bullying in spite of school interventions		1										10/11/2017 9:40
Parent observed decline in student behavior		1										2/6/2018 16:42

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Student has been consistently bullied; school slow to respond		1										5/30/2018 12:13
Family concerned with lack of response to ongoing bullying		1										5/29/2018 16:54
Student safety/student discipline not well managed					1							11/30/2017 10:50
Parent has ongoing problems with another parent at the school					1							4/17/2018 16:31
Son and mother are harassed by another parent; school response inadequate					1							4/18/2018 15:14
School has failed to evaluate child for special education despite multiple requests							1					12/11/2017 14:07
Four teachers have left the middle school; poor communication from school								1				1/10/2018 15:50
César Chávez PCS for Public Policy	0	0	0	0	0	2	0	0	0	0	**2**	
Graduation Fees/No Diploma, No Yearbook (Chavez Capitol HIll)						1						8/15/2017 16:51
Families participated in fundraiser; no products returned						1						3/22/2018 14:36
César Chávez PCS for Public Policy – Capitol Hill	0	0	0	0	1	1	1	0	0	0	**3**	
Teacher threatened student; student suspended					1							1/31/2018 14:56
Student submitted credit recovery work, teacher believes it was plagiarized						1						6/6/2018 16:44

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Son involved in altercation with staff member; custody warrant issued for son							1					2/22/2018 13:01
César Chávez PCS for Public Policy – Chávez Prep	0	0	1	0	0	0	0	0	0	0	**1**	
Student expelled from Cesar Chavez - Bruce Prep			1									2/23/2018 15:30
César Chávez PCS for Public Policy – Parkside High School	2	0	0	0	1	1	0	0	0	1	**5**	
Parent just learned that student is .25 credits short of graduating	1											6/1/2018 18:09
Student found out last week that he couldn't graduate today	1											6/12/2018 21:38
School Safety Plan/Follow through on communications					1							9/7/2017 12:23
Student sent home for not wearing "college"-themed sweatshirt						1						2/22/2018 11:25
Students not allowed breakfast for minor uniform infraction										1		2/26/2018 9:10
César Chávez PCS for Public Policy – Parkside Middle School	0	0	0	0	1	1	1	0	0	0	**3**	
Student grabbed by substitute teacher					1							10/12/2017 12:36
Dean took student jacket; jacket was not returned to student						1						12/6/2017 10:13
Student non enrolled in school; last attended Chavez Parkside MS							1					2/22/2018 11:35
Children's Guild DC PCS	1	0	0	1	1	0	1	0	0	0	**4**	

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Parent felt ambushed at meeting when she learned daughter was being retained	1											4/24/2018 14:30
Child denied enrollment at school because he does not have IEP				1								3/5/2018 7:09
Student injured by teacher at school/School did not contact parent					1							2/6/2018 15:25
Special Needs students are underserved							1					2/6/2018 15:33
City Arts and Prep PCS	2	1	1	0	3	5	2	5	0	0	**19**	
Stable teacher assignment/structure and plans for school day	1											8/30/2017 13:46
Parent testified at board meeting with numerous concerns with school	1											2/27/2018 14:34
Student being bullied		1										11/17/2017 14:53
Student received 7 day suspension			1									3/15/2018 17:28
Student safety/student discipline not well managed/supplies & equipment					1							12/18/2017 16:41
Student called out of his name by teacher					1							2/15/2018 17:32
Child was involved in an altercation with another student; parent was not informed					1							1/17/2018 16:10
Substitute math teacher is inappropriate in language and speech						1						10/19/2017 12:00

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Parent has multiple concerns with the school						1						5/11/2018 16:11
Student is in temporary custody Monday through Friday; birth mother not communicating						1						6/7/2018 14:24
Staff testified at board meeting with concerns about City Arts and Prep						1						2/27/2018 18:54
School closes early dismissal too often; the calendar changed throughout the year						1						6/14/2018 14:49
Communication with school weak/Special Ed Coordinator unresponsive							1					9/7/2017 15:16
Parent believes school is not providing IEP services correctly							1					11/27/2017 16:31
Grandmother testified at PCSB Board meeting; both grandchildren lost teachers mid-year								1				3/1/2018 9:42
Anonymous parent complaint								1				3/23/2018 16:21
Son not allowed to participate in field day; Ms. Proctor informed student after agreement not to contact student								1				6/15/2018 15:01
One child has had long term sub in math class; another daughter was bumped by a teacher in the hallway								1				5/4/2018 13:23
RE: 5th Grade Math Teacher harassing my SON								1				4/20/2018 15:35

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Creative Minds International PCS	0	0	0	0	1	0	5	0	0	0	**6**	
Student reports that students are accessing pornography on school computers					1							3/22/2018 11:20
School is failing to follow IEP							1					12/20/2017 11:25
Student moved to more restricted setting without guardian approval							1					2/15/2018 17:20
Teacher reported that students haven't seen their dedicated aides for the past three weeks							1					5/18/2018 12:30
Caller alleges that dedicated aides are serving multiple students							1					3/9/2018 16:57
Student placed temporarily in more restrictive environment							1					2/6/2018 9:46
DC Prep PCS - Anacostia Elementary	0	0	0	0	1	1	1	0	0	0	**3**	
Parent alleges that child was injured at school with no explanation from teacher					1							3/14/2018 16:53
Parent was angry, loud, and frustrated; she received a barring notice						1						12/13/2017 16:11
Student was found eligible for SpEd services in March; parent questions if he is receiving the services required							1					5/14/2018 15:55
DC Prep PCS – Benning Elementary	0	1	0	0	0	0	0	0	0	0	**1**	
Student bullied/threatened/School responses ineffective		1										1/31/2018 15:07

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
DC Prep PCS – Benning Middle	0	0	2	0	0	2	0	0	0	0	**4**	
Constant contact from school/Request for special education evaluation			1									10/16/2017 16:57
Student Discipline			1									11/8/2017 19:11
Student suspended/Reentry meeting became expulsion hearing						1						1/8/2018 12:25
Son has Crohn's disease: school not providing required accommodations						1						2/22/2018 13:16
DC Prep PCS – Edgewood Elementary	1	0	0	1	2	0	0	0	0	0	**4**	
Kindergarten student being retained - surprise to parent	1											6/12/2018 14:08
Mother withdrew children/father re-enrolled kindergarten son				1								11/15/2017 10:04
Parent requests her daughter move to another class; requests transfer to another campus					1							3/12/2018 16:23
6 Year Old put in Uber car without any contact with mother					1							4/30/2018 14:55
DC Prep PCS – Edgewood Middle	0	0	0	0	1	0	0	1	0	0	**2**	
Detective reported that principal did not report an allegation of sexual abuse to MPD					1							6/12/2018 14:17
Teacher has an issue with child at school; denied the right to attend field trip								1				5/8/2018 11:28

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
DC Scholars PCS	1	0	1	0	1	1	1	3	0	0	**8**	
Parent informed on Jun 7 her daughter would not be promoted to next grade	1											6/11/2018 14:02
Student inappropriately touched by another student			1									3/19/2018 8:40
DC Scholars parents are always parking in and blocking her driveway					1							4/27/2018 14:34
Head Lice						1						11/8/2017 11:10
Request for special education evaluation/retention							1					8/24/2017 16:56
Multiple complaints about staff								1				11/17/2017 21:28
Parent concerned with professionalism of aftercare staff								1				5/8/2018 12:39
Student observed his younger brother being hit on back of head by teacher								1				5/4/2018 9:14
Democracy Prep Congress Heights PCS	0	1	2	1	6	3	0	0	0	0	**13**	
No running hot water; concerns with bullying		1										4/27/2018 14:59
Parent alleges that staff flipped her child out of the chair in the classroom			1									4/27/2018 14:48
Student involved in a fight, teacher not able to appropriately react			1									5/22/2018 12:55
Student was unenrolled				1								8/21/2017 16:15
Student safety at school/Bullying					1							9/21/2017 14:29

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Parent reported that child was sent outside this morning					1							3/14/2018 10:27
Parent believes discipline is poorly handled making school upsafe					1							11/29/2017 12:48
Parent concerned with chaotic arrival and dismissal at school					1							6/5/2018 14:59
Children's Safety					1							11/8/2017 10:55
Parent concerned about student searches - alleging daughter was patted down by school staff; general school safety concerns					1							5/15/2018 10:02
School closures due to plumbing						1						1/23/2018 14:42
Parents were barred; student bullying continuing						1						5/7/2018 17:05
Parent concerned with school lunch quality and timing of suspension						1						4/18/2018 11:16
District of Columbia International School	0	0	0	0	1	1	0	0	0	0	**2**	
Student left behind in the park by PE teacher and returned to school by truancy van					1							6/5/2018 14:53
Daughter expulsion; parent not informed of appeals process						1						3/12/2018 15:47
E.L. Haynes PCS – Elementary School	0	1	0	0	0	0	1	0	0	0	**2**	
Student bullied and subsequently suspended		1										12/11/2017 14:56
Parent contacted DC Council regarding student bullying							1					3/26/2018 14:40

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
E.L. Haynes PCS – High School	0	1	0	0	0	0	0	0	0	0	**1**	
Student is consistently suspended/Student needs school support		1										1/3/2018 9:29
E.L. Haynes PCS – Middle School	0	0	0	0	1	0	0	1	0	0	**2**	
Student bullied/threatened/School responses ineffective					1							12/11/2017 10:20
Parent has concerns with Dean of Students								1				3/6/2018 12:17
Eagle Academy PCS - Congress Heights	0	0	2	0	2	0	0	2	0	0	**6**	
Allegation of Corporal Punishment/Reported to Administration			1									9/28/2017 12:08
Grandmother reports school is "out of control"			1									3/8/2018 9:25
Child left in locked bathroom/ Parent not notified					1							1/22/2018 14:16
Parent requesting BAR notice be lifted					1							4/17/2018 18:03
Parent is concerned that her 1st grader has now had 5 teachers this school year								1				3/13/2018 12:05
Parent alleges that school provided her contact information to MPD without her consent								1				6/19/2018 9:56
Excel Academy PCS	0	0	2	0	1	0	0	0	0	0	**3**	
Student suspended for reporting that another child had weapon on school grounds			1									5/29/2018 16:44

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Student suspended for reporting that another child had weapon on school grounds			1									5/29/2018 16:49
Student received a serious injury at school/school never contacted parent					1							10/16/2017 11:59
Friendship PCS	0	0	0	0	0	0	0	0	1	0	**1**	
Student needs transportation or in-home visiting instruction									1			3/22/2018 9:42
Friendship PCS - Armstrong	0	0	2	0	0	0	0	1	0	0	**3**	
Son was suspended for two days for handling a knife; son got eight day suspension for fighting			1									2/21/2018 17:01
Parent wants to appeal 2 consecutive 3-day suspensions for Kindergarten student			1									3/23/2018 9:55
Student in altercation; teacher reaction not justified								1				1/25/2018 10:20
Friendship PCS – Blow-Pierce Elementary	3	0	1	0	1	0	0	0	0	0	**5**	
Student failure/student retention	1											8/15/2017 10:27
Student retention due to absences/late arrivals	1											8/23/2017 16:23
Child retention without notification	1											8/23/2017 16:37
Student bullied/threatened/School responses ineffective			1									3/8/2018 11:47
Student was grabbed by the teacher as she attempted to leave the classroom					1							5/30/2018 15:35

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Friendship PCS – Chamberlain Elementary	3	0	0	0	0	2	0	3	0	0	**8**	
Family travel required, no work provided/"D" in English	1											11/15/2017 16:58
Student was never evaluated for special education services or 504 plan despite multiple parent requests; parent concerned with school's response to student safety issues	1											5/8/2018 17:05
Student consistently failing; school supports inadequate, teacher attitude negative	1											5/2/2018 14:38
Allegation of Corporal Punishment/Reported to Administration						1						8/8/2017 14:21
Teacher made student throw breakfast away because he was not in uniform						1						5/2/2018 12:58
Unprofessional staff								1				12/13/2017 11:17
Parent alleges that security guard hit their child								1				3/20/2018 17:36
Afternoon Security Staff Making Disparaging Remarks about a Student								1				1/25/2018 9:42
Friendship PCS – Chamberlain Middle	0	0	0	0	0	0	2	0	0	0	**2**	
Parent has requested special education evaluation for her daughter							1					2/28/2018 10:52

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Parent has made multiple requests since October for SPED Evaluation - no response from school or Community Office							1					6/12/2018 13:50
Friendship PCS – Collegiate Academy	0	0	2	1	3	1	2	0	0	1	**10**	
Daughter's Safety			1									11/8/2017 12:58
Student was barred from building because parent can't attend meeting tomorrow			1									3/6/2018 14:28
Anonymous caller alleges that Friendship Collegiate students live in MD				1								2/27/2018 13:44
Mice in School Cafeteria					1							8/30/2017 16:44
Student was bullied; school response was inadequate					1							5/7/2018 17:00
Safety concerns					1							11/21/2017 23:33
Student medical condition ignored by office staff						1						10/4/2017 16:00
Student with an IEP is not receiving support in his physics class							1					12/11/2017 16:28
Student in danger of failing due to unexcused absences							1					12/20/2017 12:55
Child was sent home on uniform violation/sent from school without contacting parent										1		8/23/2017 16:51
Friendship PCS - Online	0	0	0	1	0	0	0	0	0	0	**1**	
Enrollment Completion/Notification				1								8/23/2017 16:33

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Friendship PCS – Southeast Elementary Academy	0	0	1	0	1	0	0	0	0	0	**2**	
Student was grabbed by a staff member			1									10/19/2017 17:02
Parent barred from the building and would like for bar notice to be lifted					1							2/27/2018 12:41
Friendship PCS - Technology Preparatory Middle	0	0	4	0	0	4	0	1	0	0	**9**	
School is not submitting accurate suspension data			1									2/7/2018 17:14
Son received 9-day suspension; now school says expulsion			1									5/23/2018 10:05
Student received 3 day suspension; parent was notified that student will receive an additional 9 day suspension			1									4/10/2018 9:18
Parent is concerned with suspension - did not receive paperwork or schoolwork from school			1									3/9/2018 13:14
Student schedule overloaded/Other parent concerns						1						8/16/2017 12:57
Student "put out" of class for two months; parent not notified						1						3/22/2018 9:57
Student was suspended for the remainder of the year, parent feels her child is targeted						1						6/8/2018 12:54
Parent reports that attendance records are incorrect						1						3/7/2018 16:53
Administrators Meeting								1				11/9/2017 12:32

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Friendship PCS – Woodridge Elementary	0	0	0	1	0	1	0	0	0	0	**2**	
School is un-enrolling child; parent contests attendance data				1								1/11/2018 9:53
School staff is disrespectful in communication						1						3/19/2018 15:07
Friendship PCS – Woodridge Middle	0	0	1	0	0	1	0	0	0	0	**2**	
Student suspended without sufficient evidence			1									11/2/2017 10:30
Parents of three students report the teacher is cruel and disrespectful						1						5/14/2018 10:02
Harmony DC PCS	0	1	0	0	0	2	0	0	0	0	**3**	
Student bullied/threatened/School responses ineffective		1										2/28/2018 16:56
Allegation of Corporal Punishment/Reported to Administration						1						9/11/2017 16:22
School policy for attendance/tardiness						1						11/30/2017 16:00
Hope Community PCS – Lamond	0	0	0	0	0	1	0	0	0	0	**1**	
Caller alleges family has three children, family lives in Lanham, MD						1						5/22/2018 14:12
Hope Community PCS – Tolson	1	0	2	1	1	0	0	1	0	0	**6**	
General decline in academics/decline in student management	1											9/20/2017 10:37
Handling of Discipline by School Dean			1									10/5/2017 14:52

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Son being suspended without notification or incident report			1									11/2/2017 17:02
Caller alleges residency fraud for several staff at Hope Tolson				1								5/21/2018 9:08
Student safety/student discipline					1							9/21/2017 16:48
Anonymous caller observed a teacher grabbing a student by the neck collar								1				5/20/2018 16:27
Howard University Middle School of Mathematics and Science PCS	1	1	0	0	1	0	0	1	0	0	**4**	
Student in danger of failing; school has not provided appropriate support	1											6/4/2018 15:22
RE: EMERGENCY-BULLYING at HUMS2		1										2/27/2018 11:23
Student injured in fight/parent not informed until end of day					1							12/4/2017 17:02
Former employee alleges that school did not investigate sexual harassment claim and asked her to change grades								1				6/19/2018 16:22
Ideal Academy PCS	0	0	1	0	0	0	3	2	0	0	**6**	
Student bullied and subsequently suspended, out of class			1									2/6/2018 10:17
School is failing to follow IEP							1					12/18/2017 9:45
Parent concerned about implementation of child's IEP							1					3/6/2018 16:22
Student has an IEP, received multiple suspensions without an MDT meeting							1					5/17/2018 11:34

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Alleged bedbugs at school and concerns with former teacher								1				2/23/2018 15:36
Parent alleges that aide struck child with a leaflet and snatched pencil from his hand								1				3/14/2018 11:40
IDEA PCS	0	1	2	0	0	0	0	0	0	0	**3**	
Student bullied/threatened/School responses ineffective		1										2/6/2018 10:22
Student suspended for "drug possession", unverified			1									2/13/2018 16:53
Student expelled without any paperwork from school			1									4/2/2018 14:50
Ingenuity Prep PCS	1	1	3	0	0	2	0	0	0	0	**7**	
Parent shared complaint at DC PCSB public board meeting	1											4/23/2018 19:52
Son is constantly bullied/Lack of school response		1										11/2/2017 16:38
Student safety/student discipline			1									9/21/2017 14:51
Student came home with injury; school response has been inadequate			1									3/13/2018 15:49
School calling family to pick-up child/Implementation of IEP/Threatened use of CFSA			1									10/4/2017 17:26
Multiple complaints/Son sent to "Blue Room", Daughter Allowed to Use Bathroom on Herself						1						11/2/2017 16:50
In spite of documentation provided, father has access to children which is not allowed						1						6/7/2018 15:15

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Inspired Teaching Demonstration PCS	0	0	0	0	1	0	0	0	0	0	**1**	
Child left classroom/school unattended					1							8/24/2017 13:54
KIPP DC – AIM Academy PCS	0	0	1	0	0	0	0	0	0	0	**1**	
Student bullying/student safety			1									9/14/2017 17:40
KIPP DC – Arts & Technology Academy PCS	0	0	1	0	0	1	0	0	0	0	**2**	
School consistently calls to have the child picked up			1									10/19/2017 16:54
Principal disrespectful in communication with parent						1						11/2/2017 18:43
KIPP DC – College Preparatory PCS	0	0	2	0	0	0	2	0	0	0	**4**	
School not meeting student's needs			1									11/17/2017 15:29
Son suspended repeatedly; detailed investigation not apparent			1									3/1/2018 11:34
Son suspended and now home "pending" investigation outcome							1					2/28/2018 10:43
Student was expelled, due process allegedly violated							1					5/10/2018 8:59
KIPP DC – Discover Academy PCS	0	0	0	0	0	0	0	1	0	0	**1**	
Child allegedly grabbed by teacher/MPD and school investigated								1				2/22/2018 10:34
KIPP DC – Grow Academy PCS	0	0	0	0	1	0	0	0	0	0	**1**	
Irate parent allowed to curse and threaten staff in school building					1							3/26/2018 14:00

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
KIPP DC – Heights Academy PCS	0	0	0	0	2	1	0	1	0	0	**4**	
Parent concerned with unauthorized pickup afterschool					1							4/10/2018 13:57
Parent concerned with his daughter's safety at school					1							5/23/2018 8:04
School run "like a prison"						1						1/29/2018 13:55
Parent concerned with call from Vice Principal today								1				4/20/2018 15:14
KIPP DC – KEY Academy PCS	1	1	0	0	1	0	0	1	0	0	**4**	
Parent reports that her child is failing all of their classes and didn't receive any prior communication from school	1											4/3/2018 13:19
Parent is frustrated with bullying incidents		1										2/16/2018 22:32
Shootings at/near school are unreported					1							4/23/2018 14:39
Parent has multiple concerns with treatment of her children by staff/teachers								1				3/8/2018 17:04
KIPP DC – Lead Academy PCS	1	0	0	0	0	0	0	2	0	0	**3**	
Parent requesting meeting because son is now failing many classes	1											4/2/2018 18:03
Staff Concerns								1				11/9/2017 12:17
Parent accusing principal of forcefully removing her child from class								1				6/12/2018 21:55
KIPP DC – LEAP Academy PCS	0	0	0	0	0	0	0	1	0	0	**1**	
Anonymous letter submitted about alleged teacher abuse								1				5/1/2018 14:48

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
KIPP DC – Northeast Academy PCS	0	1	3	0	1	0	0	3	0	0	**8**	
Student bullied/threatened/School responses ineffective		1										1/31/2018 15:15
School and classroom discipline/management; special education services			1									8/30/2017 14:01
Student safety/student discipline not well managed			1									12/11/2017 16:58
Student bullied/School responses ineffective			1									3/8/2018 15:21
Parent requesting safety transfer after student stabbed with pencil this week					1							5/4/2018 13:55
Disrespectful treatment by teacher and administration								1				8/7/2017 9:26
Parent concerned with how school administration speaks with children, lunch quality and school rules								1				5/23/2018 8:11
Anonymous caller very concerned about how students are treated at school								1				5/21/2018 17:43
KIPP DC – Promise Academy PCS	0	0	1	0	1	0	0	0	0	0	**2**	
Student suspended/student alleges teacher say inappropriate statements to him			1									3/7/2018 16:41
Student reported another student was using a lighter in class; school did not communicate					1							4/12/2018 14:25

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
KIPP DC – Quest Academy PCS	0	0	0	0	1	1	0	0	0	0	**2**	
Daughter persistently bullied, safety plan has been inaffective					1							5/23/2018 14:42
Another parent filming at school; posting on social media						1						12/14/2017 15:20
KIPP DC - Valor Academy PCS	0	1	2	0	0	0	1	0	0	0	**4**	
Daughter suspended without paperwork; has not been allowed to return to school		1										10/11/2017 9:15
Parent concerned with Principal decision to suspend student			1									3/9/2018 9:32
Parent concerned with student expulsion			1									3/23/2018 13:28
Student sent to the office/sent home consistently							1					10/16/2017 17:08
KIPP DC – WILL Academy PCS	0	2	0	1	0	1	1	0	0	0	**5**	
Daughter is the victim of consistent bullying		1										9/11/2017 13:41
Bullying		1										2/28/2018 11:49
Student unenrolled October 10				1								10/12/2017 8:43
Principal told parent to "keep your daughter home", no documentation provided						1						6/11/2018 13:31
Principal allegedly told parent she would have to remove her children							1					10/11/2017 16:27
Latin American Montessori Bilingual PCS	0	0	0	0	0	0	1	1	0	0	**2**	

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Father requesting IEP meeting; mother continues to reschedule							1					6/15/2018 15:06
Parent is frustrated that school has not shared the location of the new school								1				4/17/2018 16:37
Mary McLeod Bethune Day Academy PCS	1	0	0	1	2	1	0	0	0	0	**5**	
Student failing all school year; no communication from teachers	1											5/8/2018 11:59
Parent requested son to be dis-enrolled; request denied				1								9/28/2017 10:19
Student supervision/School management					1							10/4/2017 11:08
Student suffered dislocated elbow at school					1							10/23/2017 16:34
Child was reported to DC CPS; child was transported to Children's Hospital						1						1/25/2018 15:39
Maya Angelou PCS - Evans High School	0	0	0	0	1	0	0	0	0	0	**1**	
Parent requesting mediation for student					1							6/5/2018 15:04
Meridian PCS	0	1	3	0	3	0	1	3	0	0	**11**	
Continuation of a former complaint by the student's other grandmother		1										11/9/2017 13:17
7-year-old student constantly being suspended			1									3/20/2018 14:19
Parent requested a copy of video footage; concerned with staff supervision during lunch incident			1									5/15/2018 11:54

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Student not allowed to attend field trip			1									4/20/2018 14:33
Student safety/student discipline not well managed					1							10/23/2017 12:33
Student had her head slammed on table and was choked; a teacher stood by					1							5/16/2018 13:40
Student received eye injury at school; parent barred from building					1							6/12/2018 13:58
Teachers verbal interactions are inappropriate							1					2/21/2018 17:11
Teacher is rude and disrespectful toward student								1				11/30/2017 11:58
Parent is requesting reimbursement for child's glasses which were broken at school								1				2/27/2018 18:34
Parent concerned with teacher comments; concerned that student may need to repeat 5th grade								1				5/8/2018 12:11
Monument Academy PCS	0	0	1	0	6	1	3	2	0	0	**13**	
Student suspended without paperwork/Request for Special Education assessment			1									10/16/2017 13:49
Student assaulted by another student/no staff present					1							8/24/2017 13:23
Students aren't properly monitored + school loses paperwork					1							11/6/2017 20:01
School attempted to keep student over weekend despite parent's objection					1							2/15/2018 15:52

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Students arrested after being suspended for destruction of property					1							2/28/2018 9:22
Student Victim of Allegedly Misconduct by Staff					1							1/25/2018 17:07
Student safety/student discipline not well managed					1							10/30/2017 16:34
Parent barred from school; visitor policy not presented until afterwards						1						2/15/2018 15:41
Principal allegedly asked parent to keep student home until program was ready							1					9/25/2017 16:31
various complaints--SPED and safety							1					2/16/2018 16:34
Parent alleges school forged her signature on son's IEP							1					1/26/2018 15:53
Student was kicked in the chest by PE teacher								1				5/4/2018 9:50
Teacher's contract not being renewed; concerned with the school not paying out his contract								1				6/19/2018 9:51
Mundo Verde Bilingual PCS	0	2	1	0	1	0	0	1	0	0	**5**	
Parent concerned with school's response to student bullying		1										4/3/2018 13:14
Ongoing bullying; administration has been unresponsive to complaints		1										5/29/2018 16:39
Parent concerned with how school addresses behavior issues at the school			1									4/24/2018 14:01

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Student safety at school/Response by administration to bullying					1							10/23/2017 15:19
Anonymous complaint received about school climate and school administration								1				5/15/2018 13:35
National Collegiate Preparatory PCHS	0	0	2	0	2	2	0	1	0	0	**7**	
No explanation given to parent when student is disciplined			1									11/17/2017 15:20
Student "sent home" for minor infraction			1									2/22/2018 11:54
Student involved a fight; school had been warned by parent					1							1/31/2018 14:01
Student in physical altercation with teacher; school not responsive					1							1/31/2018 14:10
Vendor concerned with school not paying outstanding invoices for transportation						1						6/5/2018 15:02
School has withdrawn student, in spite of 504 plan						1						6/6/2018 11:44
Inappropriate teacher actions/behaviors								1				8/17/2017 16:41
Paul PCS – International High School	0	0	3	0	0	4	1	0	0	0	**8**	
All students must be held accountable for actions			1									11/21/2017 15:55
Student suspended before parent received any documentation			1									3/19/2018 8:47
Student suspended, no paperwork; out of school for three weeks			1									3/8/2018 9:30

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Pest infestation						1						8/30/2017 14:08
Student is absent, frequently tardy, failing; school is not communicating						1						4/9/2018 15:37
School appears to be in decline; teachers and staff leaving						1						3/7/2018 17:04
Parent has multiple complaints against school; would like bar notice lifted for 8th grade promotion						1						5/23/2018 12:20
Student failing; school supports vague							1					1/11/2018 11:18
Paul PCS – Middle School	0	1	2	0	2	0	0	0	0	0	**5**	
Parent concerned with ongoing bullying at Paul		1										3/9/2018 14:47
Parent has general concerns with the school			1									4/24/2018 11:33
Student suspended and no paperwork was sent home; parent received expulsion paperwork today			1									5/21/2018 17:58
Allegation of staff abuse (sent by CFSA)					1							3/15/2018 17:46
Parent concerned with bullying on social media and in the school building					1							4/27/2018 16:42
Perry Street Preparatory PCS	0	0	0	0	2	2	0	0	0	0	**4**	
Safety around the school at dismissal					1							8/23/2017 16:45

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
CONCERN: Letter submitted at PCSB Board Meeting regarding lawsuit about ongoing student safety concerns					1							5/23/2018 13:22
Student is consistently treated badly by teacher; also is bullied						1						5/10/2018 14:26
Principal accused student of stealing the principal's sister's bag						1						5/14/2018 14:34
Richard Wright PCS for Journalism and Media Arts	0	1	0	0	1	2	0	0	0	0	**4**	
Parent concerned with students/staff member bullying her daughter		1										3/23/2018 15:28
School is sending home students that arrive to school after 9 AM					1							3/14/2018 10:35
Student has transferred; school is not releasing records to new school						1						3/8/2018 14:58
Student shared that female bathrooms are filthy and unsanitary						1						4/27/2018 17:14
Rocketship PCS - Rise Academy	0	0	2	0	3	2	0	1	0	0	**8**	
Student sent on field trip without parent permission			1									2/27/2018 13:54
Anonymous parent concerned about school climate; transferring student at end of school year			1									5/21/2018 18:10
Student injured at school/school does not report injury to parent					1							2/6/2018 15:44

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
PK3 student lost part of finger after hand slammed in door					1							3/14/2018 11:33
Granddaughter was assaulted by another student, suffered concussion and fractured wrist					1							5/2/2018 9:29
Student was pulled by the arm by teacher; pulled out of class						1						1/29/2018 13:33
Parent believes the school is not responsive to her concerns						1						3/8/2018 16:03
Parent observed a staff member, Mr. Moore, choking a child at school								1				5/29/2018 16:35
SEED PCS of Washington, DC FW:	1	0	0	0	6	3	0	2	0	0	**12**	
Scholarship Rescended -(Seed Charter School)- This is serious and is not Spam Safety of her Son	1											5/17/2018 10:23
Dorm Building inadequately					1							11/6/2017 15:12
heated/Use of space heaters in dorm rooms Request to have student only in					1							12/4/2017 14:15
day program Son assaulted and bullied Student					1							1/31/2018 11:50
was assaulted in dorm room					1							1/22/2018 14:55
Student injured in fight/parent not informed					1							12/14/2017 12:50
Reports of mold in school causing health challenges					1							12/6/2017 9:49
						1						10/19/2017 16:10
School does not answer phones						1						11/21/2017 22:56

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Students driven to school in cars with MD tags						1						2/1/2018 15:23
Issues with teacher								1				11/17/2017 15:02
No math teacher this year								1				2/1/2018 15:19
Sela PCS	0	0	0	0	0	1	0	0	0	0	**1**	
Daughter may be removed from school if parent continues to be late picking her up late afterschool						1						2/26/2018 17:05
Shining Stars Montessori Academy PCS	0	0	1	0	2	1	0	4	0	0	**8**	
Student has been out of school for one month - no suspension			1									3/20/2018 14:25
Parent/staff member shared many concerns with school leadership and safety					1							6/1/2018 9:41
Numerous concerns from neighbor of school - poorly maintained garbage; recess in the parking lot; students and staff trespassing in yard - no response from school leadership					1							6/15/2018 14:51
Student has come home twice with lice						1						6/1/2018 18:03
Anonymous complaint regarding staffing decisions, toxic work environment and poor communication ofrom leadership								1				5/27/2018 10:06
Parent not receiving response from the board about school's whistleblower policy								1				6/5/2018 16:57

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Anonymous email received about school leadership, facilities,								1				6/3/2018 14:25
Leadership not responsive to facilities and plumbing issues; inappropriate discipline in nap room and high staffing ratios								1				6/1/2018 17:59
Somerset Preparatory Academy PCS	0	2	2	0	0	2	0	1	0	0	**7**	
Student safety at school		1										9/25/2017 17:27
Student bullied/school suspends her for responding		1										2/6/2018 10:06
Student received 10-day suspension for involvement in an email			1									3/5/2018 14:40
Daughter received a 10-day suspension; no paperwork, no student work received			1									5/15/2018 9:50
School Report to DC Superior Court, Family Court						1						8/7/2017 14:07
Teacher tilted the chair to make the student fall out of the chair						1						5/30/2018 15:08
Caller concerned with staff professionalism								1				3/20/2018 11:32
Sustainable Futures PCS	1	0	0	0	2	0	0	1	0	0	**4**	
Student reported that she's unhappy at Sustainable Futures and will not be returning	1											5/21/2018 17:36
Former employee concerned about student safety					1							10/5/2017 9:04

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
School Principal puts two female students up in hotel/parents not contacted					1							12/18/2017 15:54
Reported reduction in full-time teaching staff								1				11/15/2017 11:05
The Next Step/El Próximo Paso PCS	0	0	0	0	0	0	0	1	0	0	**1**	
Termination/Retaliation								1				11/15/2017 17:29
Thurgood Marshall Academy PCS	1	0	1	0	0	0	0	0	0	0	**2**	
12th Grade student recently informed he is missing 9th grade English credit	1											1/31/2018 14:19
Release of Student Transcripts/Transfer			1									8/23/2017 16:58
Two Rivers PCS - Young	0	0	0	0	1	1	0	1	0	0	**3**	
School drop-off/pick up not safe/Staff comments to parents					1							10/16/2017 14:03
Daughter was inappropriately touched by another child; school's response inadequate						1						2/28/2018 11:14
Parent concerned with Principal emailing video footage of son; son missed recess for seven consecutive days								1				5/25/2018 14:41
Washington Global PCS	0	0	0	0	0	0	1	0	0	0	**1**	
Student is failing; school has not provided appropriate support for his IEP							1					6/4/2018 16:14
Washington Latin PCS – Upper School	1	0	0	1	0	0	0	0	0	0	**2**	

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Parent feels that the teacher's email communication was inappropriate - needs return call from Principal	1											3/20/2018 9:52
Parent received #31 on Washington Latin waitlist - school won't admit her 10th grade student				1								4/27/2018 17:20
Washington Leadership Academy	1	0	1	0	0	1	0	1	0	0	**4**	
Student has failed all year: parent wants an evaluation for special education	1											5/9/2018 12:34
Expulsion/Failure to follow Special Education Protocols			1									8/30/2017 11:36
Student was not allowed to return to school; no paperwork given						1						9/8/2017 14:30
Parent alleges that a teacher pushed her son at school today								1				5/21/2018 18:02
Washington Mathematics Science Technology PCHS	2	0	2	0	2	1	1	1	0	0	**9**	
Parent concerned that 504 plan not being implemented and overall concerns with school's communication	1											3/7/2018 9:08
Student not receiving special education services all year; not on track to graduate	1											5/21/2018 9:35
Student suspended for fighting; parent concerned about her missing SAT test tomorrow			1									3/6/2018 8:50

SY 2017-18 Full Year Aug. 1, 2017--June 20, 2018	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	SPED	Staff	Transporta-tion	Uniforms	Total	Date/Time Opened
Parent concerned that teacher is no longer allowing student to attend English class			1									3/23/2018 17:19
Violence in school					1							9/26/2017 19:57
Parent has numerous health/safety and general concerns with the school					1							3/23/2018 10:11
Student graduated in 2017, has not received diploma						1						4/19/2018 11:22
Student in danger of failing; school has not provided appropriate support for his IEP							1					4/9/2018 10:21
Student called reporting staff unprofessionalism								1				5/11/2018 16:01
Grand Total	28	27	72	14	88	70	34	59	1	2	**395**	

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	303,074	391,837	217,778
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Amortization of leasehold improvements & FFE	14,591	-	-
Debt service for LHI & FFE:			
Interest	-	-	78,454
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	36,062	27,046	29,371
TOTAL LEASED FACILITY EXPENSE	**353,727**	**418,883**	**325,603**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Depreciation of building/improvements/FFE	87,818	90,842	92,894
Debt service for mortgage financing:			
Interest	153,364	160,466	157,487
Other Finance Costs being amortized	22,971	22,971	22,971
Other (Utilities, Repairs, Maintenance)	293,180	262,495	304,854
TOTAL OWNED FACILITY EXPENSE	**557,333**	**536,774**	**578,206**
TOTAL FACILITY EXPENSE	**911,060**	**955,657**	**903,809**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	386	452	500
Total usable square footage (all inclusive)	40839	40839	40839
Per Pupil Facility Expense (A): Current Space	$ 2,360	$ 2,114	$ 1,808
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	106	90	82
FACILITY ALLOWANCE CALCULATION: A x B / C	3,680.92	3,861.10	3,651.62

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense			
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	1,076,275	1,080,000	1,078,239
Debt service for LHI & FFE:			
Interest	1,600,695	1,569,885	1,609,885
Other Finance Costs being amortized	155,822	55,612	35,570
Other (Utilities, Repairs, Maintenance)	629,429	753,148	780,237
TOTAL LEASED FACILITY EXPENSE	**3,462,222**	**3,458,645**	**3,503,931**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	-	-	-
TOTAL FACILITY EXPENSE	**3,462,222**	**3,458,645**	**3,503,931**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	962	918	874
Total usable square footage (all inclusive)	104364	104364	104364
Per Pupil Facility Expense (A): Current Space	$ 3,599	$ 3,768	$ 4,009
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	108.49	113.69	119.409611
FACILITY ALLOWANCE CALCULATION: A x B / C	5,473.79	5,468.13	5,539.73

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LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	1,416,026	801,255	817,280
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	292,266	381,366	381,366
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized	19,369	19,369	19,369
Other (Utilities, Repairs, Maintenance)	516,709	376,698	384,232
TOTAL LEASED FACILITY EXPENSE	**2,244,370**	**1,578,688**	**1,602,247**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE		162,328	162,328
Debt service for mortgage financing:			
Interest		123,960	104,041
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)		87,336	89,083
TOTAL OWNED FACILITY EXPENSE	**-**	**373,624**	**355,451**
TOTAL FACILITY EXPENSE	**2,244,370**	**1,952,313**	**1,957,699**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**67,844**	**6,176,552**	
Principal Payments	219,792	609,138	701,417
Total Student Enrollment	653	640	656
Total usable square footage (all inclusive)	60561	60561	60561
Per Pupil Facility Expense (A): Current Space	$ 3,437	$ 3,050	$ 2,984
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	93	95	92
FACILITY ALLOWANCE CALCULATION: A x B / C	6,114.84	5,319.13	5,333.80

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LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	1,909,706	1,800,197	1,827,200
Real estate taxes (if applicable)			
Property Insurance	26,858	24,766	25,509
Amortization of leasehold improvements & FFE	8,640	13,632	13,632
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	264,890	270,000	278,100
TOTAL LEASED FACILITY EXPENSE	**2,210,094**	**2,108,595**	**2,144,441**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**2,210,094**	**2,108,595**	**2,144,441**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	599	613	648
Total usable square footage (all inclusive)	41922	41922	41922
Per Pupil Facility Expense (A): Current Space	$ 3,690	$ 3,440	$ 3,309
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	70	68	65
FACILITY ALLOWANCE CALCULATION: A x B / C	8,699	8,299	8,440

Please note that the information above does <u>not</u> include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	353,265	669,839	685,124
Real estate taxes (if applicable)			
Property Insurance	3,800	6,496	6,691
Amortization of leasehold improvements & FFE	86,023	280,935	272,076
Debt service for LHI & FFE:			
Interest	9,598	222,365	265,069
Other Finance Costs being amortized	625	15,614	18,737
Other (Utilities, Repairs, Maintenance)	142,833	244,352	266,144
TOTAL LEASED FACILITY EXPENSE	**596,144**	**1,439,601**	**1,513,841**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**596,144**	**1,439,601**	**1,513,841**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**2,726,658**	**2,025,908**	**-**
Principal Payments	**105,556**	**182,683**	**50,225**
Total Student Enrollment	129	180	225
Total usable square footage (all inclusive)	10776	26341	26341
Per Pupil Facility Expense (A): Current Space	$ 4,621	$ 7,998	$ 6,728
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	84	146.3388889	117.0711111
FACILITY ALLOWANCE CALCULATION: A x B / C	9,128.04	9,017.66	9,482.70

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LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	1,356,041	1,378,531	1,417,383
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	151,650	153,145	157,740
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	80,122	13,819	14,234
TOTAL LEASED FACILITY EXPENSE	**1,587,813**	**1,545,495**	**1,589,357**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	-	-	-
TOTAL FACILITY EXPENSE	**1,587,813**	**1,545,495**	**1,589,357**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	399	425	428
Total usable square footage (all inclusive)	42496	42496	42496
Per Pupil Facility Expense (A): Current Space	$ 3,979	$ 3,636	$ 3,713
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	107	99.99058824	99.28971963
FACILITY ALLOWANCE CALCULATION: A x B / C	6,165.03	6,000.72	6,171.02

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: Briya PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	**1,083,473**	**1,106,387**	**1,133,957**
Real estate taxes (if applicable)	-	-	-
Property Insurance	**8,013**	**8,253**	**8,501**
Amortization of leasehold improvements & FFE	**83,441**	**157,324**	**163,324**
Debt service for LHI & FFE:			
Interest	**79,299**	**78,202**	**76,644**
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	**153,140**	**89,794**	**92,488**
TOTAL LEASED FACILITY EXPENSE	**1,407,366**	**1,439,961**	**1,474,914**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**1,407,366**	**1,439,961**	**1,474,914**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**58,110**	**-**	**-**
Principal Payments	**22,961**	**25,137**	**27,432**
Total Student Enrollment	673	666	699
Total usable square footage (all inclusive)	42560	42560	42560
Per Pupil Facility Expense (A): Current Space	$ 2,091	$ 2,162	$ 2,110
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	63	64	61
FACILITY ALLOWANCE CALCULATION: A x B / C	5,456.19	5,582.55	5,718.06

Please note that the information above does <u>not</u> include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	276,420	276,420	276,420
Real estate taxes (if applicable)			
Property Insurance	26,647	27,446	28,270
Amortization of leasehold improvements & FFE	1,327,494	1,303,332	1,309,071
Debt service for LHI & FFE:			
Interest	646,037	675,401	679,841
Other Finance Costs being amortized	12,965	12,965	12,965
Other (Utilities, Repairs, Maintenance)	995,383	949,453	977,936
TOTAL LEASED FACILITY EXPENSE	**3,284,946**	**3,245,017**	**3,284,503**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**3,284,946**	**3,245,017**	**3,284,503**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	1,067,844	-	-
Principal Payments	599,273	621,826	645,228
Total Student Enrollment	993	992	992
Total usable square footage (all inclusive)	168,000	168,000	168,000
Per Pupil Facility Expense (A): Current Space	$ 3,308	$ 3,271	$ 3,311
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	169	169	169
FACILITY ALLOWANCE CALCULATION: A x B / C	3,226.29	3,187.07	3,225.85

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	-	-	-
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Amortization of leasehold improvements & FFE	-	-	-
Debt service for LHI & FFE:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	-	-	-
TOTAL LEASED FACILITY EXPENSE	**-**	**-**	**-**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	30,587	30,721	31,643
Depreciation of building/improvements/FFE	263,285	261,953	269,812
Debt service for mortgage financing:			
Interest	186,316	167,561	149,658
Other Finance Costs being amortized	14,724	14,724	14,724
Other (Utilities, Repairs, Maintenance)	551,695	631,186	650,122
TOTAL OWNED FACILITY EXPENSE	**1,046,608**	**1,106,145**	**1,115,958**
TOTAL FACILITY EXPENSE	**1,046,608**	**1,106,145**	**1,115,958**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	381	359	360
Total usable square footage (all inclusive)	31000	31000	31000
Per Pupil Facility Expense (A): Current Space	$ 2,747	$ 3,081	$ 3,100
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	81	86.35097493	86.11111111
FACILITY ALLOWANCE CALCULATION: A x B / C	5,570.65	5,887.55	5,939.78

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	2,434,000	2,777,000	2,777,000
Real estate taxes (if applicable)	-	-	-
Property Insurance	20,000	21,000	22,000
Amortization of leasehold improvements & FFE	667,000	520,000	750,000
Debt service for LHI & FFE:			
Interest	-		-
Other Finance Costs being amortized	-		-
Other (Utilities, Repairs, Maintenance)	1,696,000	1,535,000	1,581,050
TOTAL LEASED FACILITY EXPENSE	**4,817,000**	**4,853,000**	**5,130,050**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Depreciation of building/improvements/FFE	-	-	-
Debt service for mortgage financing:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	-	-	-
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**4,817,000**	**4,853,000**	**5,130,050**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**402,000**	**917,000**	**900,000**
Principal Payments	-	-	-
Total Student Enrollment	1,469	1,464	1,458
Total usable square footage (all inclusive)	188,345	188,345	188,345
Per Pupil Facility Expense (A): Current Space	3,279	3,315	3,519
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	128	129	129
FACILITY ALLOWANCE CALCULATION: A x B / C	4,220	4,251	4,494

Please note that the information above does <u>not</u> include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	625,587	591,737	591,737
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	1,056,223	1,130,000	1,130,000
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	789,506	878,330	878,330
TOTAL LEASED FACILITY EXPENSE	**2,471,317**	**2,600,067**	**2,600,067**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE	412,024	420,000	420,000
Debt service for mortgage financing:			
Interest	1,810,711	1,755,727	1,714,344
Other Finance Costs being amortized	33,212	33,212	33,212
Other (Utilities, Repairs, Maintenance)	587,748	650,066	650,066
TOTAL OWNED FACILITY EXPENSE	**2,843,694**	**2,859,005**	**2,817,622**
TOTAL FACILITY EXPENSE	**5,315,011**	**5,459,072**	**5,417,689**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments	630,000	670,000	715,000
Total Student Enrollment	1,177	964	822
Total usable square footage (all inclusive)	230,000	230,000	230,000
Per Pupil Facility Expense (A): Current Space	$ 4,516	$ 5,663	$ 6,591
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	195	238.5892116	279.8053528
FACILITY ALLOWANCE CALCULATION: A x B / C	3,812.94	3,916.29	3,886.60

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	1,155,221	1,180,430	1,180,430
Real estate taxes (if applicable)	-	-	-
Property Insurance	32,799	25,000	25,000
Amortization of leasehold improvements & FFE	510,448	535,126	574,821
Debt service for LHI & FFE:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	139,174	175,800	179,300
TOTAL LEASED FACILITY EXPENSE	**1,837,642**	**1,916,356**	**1,959,551**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**1,837,642**	**1,916,356**	**1,959,551**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	375	376	450
Total usable square footage (all inclusive)	70,000	70,000	70,000
Per Pupil Facility Expense (A): Current Space	$ 4,900	$ 5,097	$ 4,355
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	187	186	156
FACILITY ALLOWANCE CALCULATION: A x B / C	4,331.58	4,517.12	4,618.94

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: City Arts Prep PCS **Exhibit A**: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	1,871,490	2,170,904	1,985,464
Real estate taxes (if applicable)	(135,540)	(193,967)	(143,794)
Property Insurance			
Amortization of leasehold improvements & FFE	206,944	231,734	50,000
Debt service for LHI & FFE:			
Interest	21,257	9,013	-
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	754,247	510,454	337,475
TOTAL LEASED FACILITY EXPENSE	**2,718,398**	**2,728,138**	**2,229,145**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**2,718,398**	**2,728,138**	**2,229,145**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	499	426	465
Total usable square footage (all inclusive)	45000	45000	45000
Per Pupil Facility Expense (A): Current Space	$ 5,448	$ 6,404	$ 4,794
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	90	105.6338028	96.77419355
FACILITY ALLOWANCE CALCULATION: A x B / C	9,967.46	10,003.17	8,173.53

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	1,189,819	1,266,900	1,343,981
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	143,267	137,333	131,399
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	208,218	166,840	215,000
TOTAL LEASED FACILITY EXPENSE	**1,541,304**	**1,571,073**	**1,690,380**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	-	-	-
TOTAL FACILITY EXPENSE	**1,541,304**	**1,571,073**	**1,690,380**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	600	600	600
Total usable square footage (all inclusive)	36000	36000	36000
Per Pupil Facility Expense (A): Current Space	$ 3,193	$ 3,193	$ 3,193
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	60	60	60
FACILITY ALLOWANCE CALCULATION: A x B / C	8,780.75	8,780.75	8,780.75

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	1,098,138	1,055,117	1,055,117
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	455,891	504,021	510,901
Debt service for LHI & FFE:			
Interest	86,703	84,553	61,945
Other Finance Costs being amortized	4,303	4,307	3,230
Other (Utilities, Repairs, Maintenance)	268,124	333,173	344,664
TOTAL LEASED FACILITY EXPENSE	**1,913,159**	**1,981,170**	**1,975,857**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	-	-	-
TOTAL FACILITY EXPENSE	**1,913,159**	**1,981,170**	**1,975,857**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**167,339**	**300,000**	
Principal Payments	46,967.09	49,116.54	1,848,087.28
Total Student Enrollment	441	511	529
Total usable square footage (all inclusive)	50,830	58,130	58,130
Per Pupil Facility Expense (A): Current Space	$ 4,338	$ 3,877	$ 3,735
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	115	113.7573386	109.8865784
FACILITY ALLOWANCE CALCULATION: A x B / C	6,210.33	5,623.48	5,608.40

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	290,504	248,089	248,089
Real estate taxes (if applicable)	-	-	-
Property Insurance	27,584	28,411	29,263
Amortization of leasehold improvements & FFE	26,891	467,529	557,481
Debt service for LHI & FFE:			
Interest	-	579,210	658,000
Other Finance Costs being amortized	17,784	53,353	53,353
Other (Utilities, Repairs, Maintenance)	525,952	475,164	425,000
TOTAL LEASED FACILITY EXPENSE	**888,714**	**1,851,756**	**1,971,186**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Depreciation of building/improvements/FFE	-	-	-
Debt service for mortgage financing:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	-	-	-
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**888,714**	**1,851,756**	**1,971,186**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	4,395,613	14,712,682	14,712,682
Principal Payments	-	-	-
Total Student Enrollment	435	443	443
Total usable square footage (all inclusive)	55,924	55,924	55,924
Per Pupil Facility Expense (A): Current Space	$ 2,043	$ 4,180	$ 4,450
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	126.2392777	126.2392777
FACILITY ALLOWANCE CALCULATION: A x B / C	2,622.09	5,463.48	5,815.85

Please note that the information above does <u>not</u> include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	234,531	116,635	119,550
Real estate taxes (if applicable)	-	-	-
Property Insurance	9,512	9,826	10,189
Amortization of leasehold improvements & FFE	1,580,116	1,950,015	2,052,790
Debt service for LHI & FFE:			
Interest	1,979,178	3,271,100	3,166,604
Other Finance Costs being amortized	186,036	151,541	213,662
Other (Utilities, Repairs, Maintenance, etc.)	726,326	1,201,768	1,237,821
TOTAL LEASED FACILITY EXPENSE	**4,715,699**	**6,700,885**	**6,800,616**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**4,715,699**	**6,700,885**	**6,800,616**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**18,153,715**	**500,000**	**500,000**
Principal Payments	**23,702**	**442,085**	**1,092,232**
Total Student Enrollment	804	1,040	1,250
Total usable square footage (all inclusive)	170,813	170,813	170,813
Per Pupil Facility Expense (A): Current Space	$ 5,865	$ 6,443	$ 5,440
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	212	164	137
FACILITY ALLOWANCE CALCULATION: A x B / C	4,555	6,473	6,569

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: DC Prep

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	103,565	106,350	108,480
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Amortization of leasehold improvements & FFE	1,165,962	1,157,011	1,132,718
Debt service for LHI & FFE:			
Interest	1,170,847	1,170,846	1,170,846
Other Finance Costs being amortized	34,927	98,485	98,485
Other (Utilities, Repairs, Maintenance)	785,070	817,385	822,117
TOTAL LEASED FACILITY EXPENSE	**3,260,370**	**3,350,077**	**3,332,646**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	37,230	38,346	39,497
Depreciation of building/improvements/FFE	997,186	1,107,872	1,132,215
Debt service for mortgage financing:			
Interest	980,917	1,107,926	1,265,132
Other Finance Costs being amortized	329,247	321,069	322,412
Other (Utilities, Repairs, Maintenance)	1,090,304	1,167,414	1,174,297
TOTAL OWNED FACILITY EXPENSE	**3,434,883**	**3,742,627**	**3,933,552**
TOTAL FACILITY EXPENSE	**6,695,254**	**7,092,705**	**7,266,198**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	347,785	-	-
Principal Payments	722,982	933,815	1,158,815
Total Student Enrollment	1,875	1,947	2,022
Total usable square footage (all inclusive)	236,256	236,256	236,256
Per Pupil Facility Expense (A): Current Space	$ 3,571	$ 3,643	$ 3,594
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	126	121	117
FACILITY ALLOWANCE CALCULATION: A x B / C	4,675.93	4,953.51	5,074.68

Please note that the information above does <u>not</u> include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	1,540,414	1,658,162	1,686,926
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	128,268	156,762	173,426
Debt service for LHI & FFE:			
Interest	73,356	66,109	64,382
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	85,925	105,177	126,528
TOTAL LEASED FACILITY EXPENSE	**1,827,963**	**1,986,210**	**2,051,262**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**1,827,963**	**1,986,210**	**2,051,262**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments	36,080	37,731	39,458
Total Student Enrollment	515	540	540
Total usable square footage (all inclusive)	58,726	58,726	73,109
Per Pupil Facility Expense (A): Current Space	$ 3,549	$ 3,678	$ 3,799
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	114	108.7518519	135.387037
FACILITY ALLOWANCE CALCULATION: A x B / C	5,135.95	5,580.57	4,629.50

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: Democracy Prep
Congress Heights PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	1,715,638	2,294,878	2,340,775
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	12,948	13,725	14,000
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	499,242	445,080	700,000
TOTAL LEASED FACILITY EXPENSE	**2,227,828**	**2,753,683**	**3,054,775**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	-	-	-
TOTAL FACILITY EXPENSE	**2,227,828**	**2,753,683**	**3,054,775**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	682	758	750
Total usable square footage (all inclusive)	50000	62837	62837
Per Pupil Facility Expense (A): Current Space	$ 3,267	$ 3,633	$ 4,073
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	73	82.89841689	83.78266667
FACILITY ALLOWANCE CALCULATION: A x B / C	7,351.83	7,230.74	8,021.35

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	15,000	85,000	800,341
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	8,387	8,387
Amortization of leasehold improvements & FFE	-	-	-
Debt service for LHI & FFE:			
Interest	-	21,000	7,528
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	-	85,000	100,000
TOTAL LEASED FACILITY EXPENSE	**15,000**	**199,387**	**916,256**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Depreciation of building/improvements/FFE	-	-	-
Debt service for mortgage financing:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	-	-	-
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**15,000**	**199,387**	**916,256**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	-	120	240
Total usable square footage (all inclusive)	0	16068	30000
Per Pupil Facility Expense (A): Current Space	#DIV/0!	$ 1,662	$ 3,818
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	#DIV/0!	133.9	125
FACILITY ALLOWANCE CALCULATION: A x B / C	#DIV/0!	2,047.48	5,039.41

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: E.L. Haynes PCS **Exhibit A**: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE SITE: N/A

LEASED FACILITY COSTS	FY18 (Actual/ Audited)	FY2019 (Budgeted)	FY2020 (Projected)
Utilities			
Maintenance			
Direct lease payments	257,152	257,152	257,152
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	**257,152**	**257,152**	**257,152**
OWNED FACILITY COSTS			
Utilities	414,771	466,879	476,216
Maintenance	967,090	1,201,224	1,225,248
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE	1,767,722	1,795,715	1,807,592
Debt service for mortgage financing:			
Interest	1,193,092	1,304,156	1,287,005
Principal	295,000	535,000	1,016,000
Other Finance Costs being amortized			
Capital Expenses (major repairs), not financed			
Lender Required Reserves			
TOTAL OWNED FACILITY COSTS	**4,637,675**	**5,302,974**	**5,812,061**
TOTAL FACILITY COSTS	**4,894,827**	**5,560,126**	**6,069,213**
Total Student Enrollment	1,131	1,133	1,131
Total usable square footage (all inclusive)	139,686	139,686	139,686
Per Pupil Facility Costs (A): Current Space	$ 4,328	$ 4,907	$ 5,366
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	124	123	124
FACILITY ALLOWANCE CALCULATION: A x B / C	5,782	6,568	7,169

Please note that the information above does <u>not</u> include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	446,781	455,717	464,831
Real estate taxes (if applicable)	196,000	199,920	203,918
Property Insurance	3,500	3,570	3,641
Amortization of leasehold improvements & FFE	32,223	32,867	33,525
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	32,295	32,941	33,600
TOTAL LEASED FACILITY EXPENSE	**710,799**	**725,015**	**739,516**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	133,438	136,107	138,829
Property Insurance	20,500	20,910	21,328
Depreciation of building/improvements/FFE	716,071	730,392	745,000
Debt service for mortgage financing:			
Interest	786,251	801,976	818,016
Other Finance Costs being amortized	28,179	28,743	29,317
Other (Utilities, Repairs, Maintenance)	290,659	296,472	302,401
TOTAL OWNED FACILITY EXPENSE	**1,975,098**	**2,014,600**	**2,054,892**
TOTAL FACILITY EXPENSE	**2,685,897**	**2,739,615**	**2,794,407**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	920	836	890
Total usable square footage (all inclusive)	100880	100880	100880
Per Pupil Facility Expense (A): Current Space	$ 2,919	$ 3,277	$ 3,140
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	110	121	113
FACILITY ALLOWANCE CALCULATION: A x B / C	4,393.07	4,480.93	4,570.55

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	595,808	613,682	-
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	3,498	3,498	-
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	140,406	144,618	-
TOTAL LEASED FACILITY EXPENSE	**739,712**	**761,798**	**-**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			-
Property Insurance			50,000
Depreciation of building/improvements/FFE			125,000
Debt service for mortgage financing:			
Interest			774,986
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			210,380
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**1,160,366**
TOTAL FACILITY EXPENSE	**739,712**	**761,798**	**1,160,366**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	246	250	285
Total usable square footage (all inclusive)	31614	31614	38000
Per Pupil Facility Expense (A): Current Space	$ 3,007	$ 3,047	$ 4,071
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	126	133
FACILITY ALLOWANCE CALCULATION: A x B / C	3,860.71	3,975.98	5,038.43

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense		456,820	626,496
Real estate taxes (if applicable)			
Property Insurance		44,214	46,000
Amortization of leasehold improvements & FFE			
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)		20,000	30,000
TOTAL LEASED FACILITY EXPENSE	**-**	**521,034**	**702,496**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance	44,214	44,214	46,000
Depreciation of building/improvements/FFE	275,994	276,000	276,000
Debt service for mortgage financing:			
Interest	336,293	375,535	380,000
Other Finance Costs being amortized	16,191	16,191	9,445
Other (Utilities, Repairs, Maintenance)	285,882	297,780	305,000
TOTAL OWNED FACILITY EXPENSE	**958,574**	**1,009,720**	**1,016,445**
TOTAL FACILITY EXPENSE	**958,574**	**1,530,754**	**1,718,941**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments	227363	238143	260000
Total Student Enrollment	350	490	542
Total usable square footage (all inclusive)	33000	50000	50000
Per Pupil Facility Expense (A): Current Space	$ 2,739	$ 3,124	$ 3,171
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	94	102.0408163	92.25092251
FACILITY ALLOWANCE CALCULATION: A x B / C	4,792.87	5,051.49	5,672.51

Please note that the information above does <u>not</u> include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: Friendship PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	27,492	27,492	27,492
Real estate taxes (if applicable)			
Property Insurance	92,666	93,593	94,529
Amortization of leasehold improvements & FFE	1,266,096	1,329,401	1,395,871
Debt service for LHI & FFE:			
Interest	1,133,146	1,110,484	1,088,274
Other Finance Costs being amortized	12,389	12,389	12,389
Other (Utilities, Repairs, Maintenance)	2,317,093	2,340,263	2,363,666
TOTAL LEASED FACILITY EXPENSE	**4,848,882**	**4,913,622**	**4,982,221**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance	254,983	254,983	254,983
Depreciation of building/improvements/FFE	3,952,671	4,150,305	4,357,820
Debt service for mortgage financing:			
Interest	3,537,610	3,466,858	3,397,521
Other Finance Costs being amortized	38,676	38,676	38,676
Other (Utilities, Repairs, Maintenance)	6,403,433	6,467,467	6,532,142
TOTAL OWNED FACILITY EXPENSE	**14,187,373**	**14,378,289**	**14,581,142**
TOTAL FACILITY EXPENSE	**19,036,256**	**19,291,911**	**19,563,362**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**2,959,563.00**	**2,989,159**	**3,019,050**
Principal Payments	2,690,000.00	2,760,000	2,820,000
Total Student Enrollment	4,170	3,982	4,022
Total usable square footage (all inclusive)	659,000	659,000	659,000
Per Pupil Facility Expense (A): Current Space	$ 4,565	$ 4,845	$ 4,864
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	158	165	164
FACILITY ALLOWANCE CALCULATION: A x B / C	4,766.29	4,830.30	4,898.26

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

THE GOODWILL EXCEL CENTER PUBLIC CHARTER SCHOOL
FACILITIES EXPENDITURE REPORT
School Year: 2018 - 2019

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	$ 563,072	$ 565,094	582,046
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	238,436	243,040	250,331
Debt service for LHI & FFE:			
Interest	8,904	-	-
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	53,928	68,650	70,710
TOTAL LEASED FACILITY EXPENSE	**864,340**	**876,783**	**903,087**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**$ 864,340**	**$ 876,783**	**$ 903,087**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	350	360	360
Total usable square footage (all inclusive)	23,465	23,465	23,465
Per Pupil Facility Expense (A): Current Space	$ 2,469.54	$ 2,435.51	$ 2,508.57
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	67	65	65
FACILITY ALLOWANCE CALCULATION: A x B / C	$ 6,077.82	$ 6,165.32	$ 6,350.28

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: Harmony School of Excellence

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	322,671	323,048	323,048
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	55,117	55,117	7,146
Debt service for LHI & FFE:			
Interest	13,677	13,735	13,589
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	111,384	103,512	106,617
TOTAL LEASED FACILITY EXPENSE	**502,849**	**495,412**	**450,400**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**502,849**	**495,412**	**450,400**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	94	100	100
Total usable square footage (all inclusive)	19000	19000	19000
Per Pupil Facility Expense (A): Current Space	$ 5,349	$ 4,954	$ 4,504
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	202	190	190
FACILITY ALLOWANCE CALCULATION: A x B / C	4,366.85	4,302.26	3,911.37

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: Hope Community **Exhibit A**: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	2,811,406	3,065,481	3,320,192
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	144,751	85,000	85,000
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	424,481	483,400	483,400
TOTAL LEASED FACILITY EXPENSE	**3,380,638**	**3,633,881**	**3,888,592**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	-	-	-
TOTAL FACILITY EXPENSE	**3,380,638**	**3,633,881**	**3,888,592**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	755	760	760
Total usable square footage (all inclusive)	75,690	75,690	75,690
Per Pupil Facility Expense (A): Current Space	$ 4,478	$ 4,781	$ 5,117
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	100	100	100
FACILITY ALLOWANCE CALCULATION: A x B / C	7,369.60	7,921.66	8,476.91

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	-	-	-
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Amortization of leasehold improvements & FFE	-	-	-
Debt service for LHI & FFE:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	-	-	-
TOTAL LEASED FACILITY EXPENSE	**-**	**-**	**-**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Depreciation of building/improvements/FFE	-	-	-
Debt service for mortgage financing:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	-	-	-
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**-**	**-**	**-**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment			
Total usable square footage (all inclusive)			
Per Pupil Facility Expense (A): Current Space	#DIV/0!	#DIV/0!	#DIV/0!
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	#DIV/0!	#DIV/0!	#DIV/0!
FACILITY ALLOWANCE CALCULATION: A x B / C	#DIV/0!	#DIV/0!	#DIV/0!

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense			
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE			
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL LEASED FACILITY EXPENSE	-	-	-
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance	57,520	72,873	75,059
Depreciation of building/improvements/FFE	352,128	369,973	366,807
Debt service for mortgage financing:			
Interest	245,102	242,585	232,913
Other Finance Costs being amortized	13,983	13,641	13,641
Other (Utilities, Repairs, Maintenance)	520,360	447,259	452,425
TOTAL OWNED FACILITY EXPENSE	**1,189,093**	**1,146,329**	**1,140,844**
TOTAL FACILITY EXPENSE	**1,189,093**	**1,146,329**	**1,140,844**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	1,525,928	340,000	-
Principal Payments	106,382	218,097	224,568
Total Student Enrollment	305	328	328
Total usable square footage (all inclusive)	100000	100000	100000
Per Pupil Facility Expense (A): Current Space	$ 3,899	$ 3,495	$ 3,478
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	328	304.8780488	304.8780488
FACILITY ALLOWANCE CALCULATION: A x B / C	1,962.00	1,891.44	1,882.39

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense			
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE			
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL LEASED FACILITY EXPENSE	**-**	**-**	**-**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance	38,041	38,000	38,000
Depreciation of building/improvements/FFE	426,591	426,591	426,591
Debt service for mortgage financing:			
Interest	262,750	262,750	262,750
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	231,687	231,687	231,687
TOTAL OWNED FACILITY EXPENSE	**959,069**	**959,028**	**959,028**
TOTAL FACILITY EXPENSE	**959,069**	**959,028**	**959,028**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments	608,621	608,621	632,475
Total Student Enrollment	250	250	250
Total usable square footage (all inclusive)	60000	60000	60000
Per Pupil Facility Expense (A): Current Space	$ 3,836	$ 3,836	$ 3,836
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	240	240	240
FACILITY ALLOWANCE CALCULATION: A x B / C	2,637.44	2,637.33	2,637.33

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	1,410,866	1,626,916	1,809,242
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	37,822	37,822	37,822
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL LEASED FACILITY EXPENSE	**1,448,688**	**1,664,738**	**1,847,064**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**1,448,688**	**1,664,738**	**1,847,064**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	491	554	604
Total usable square footage (all inclusive)	47000	55000	60000
Per Pupil Facility Expense (A): Current Space	$ 2,950	$ 3,005	$ 3,058
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	96	99	99
FACILITY ALLOWANCE CALCULATION: A x B / C	5,086	4,994	5,079

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	1,423,957	1,527,069	1,618,432
Real estate taxes (if applicable)			
Property Insurance	33,156	35,775	39,053
Amortization of leasehold improvements & FFE	20,516	49,101	49,101
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL LEASED FACILITY EXPENSE	**1,477,629**	**1,611,945**	**1,706,586**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**1,477,629**	**1,611,945**	**1,706,586**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	446	468	496
Total usable square footage (all inclusive)	67200	67200	67200
Per Pupil Facility Expense (A): Current Space	$ 3,313	$ 3,444	$ 3,441
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	151	143.5897436	135.483871
FACILITY ALLOWANCE CALCULATION: A x B / C	3,628.11	3,957.90	4,190.28

Please note that the information above does <u>not</u> include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: Kingsman Academy PCS **Exhibit A**: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense			
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE			
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL LEASED FACILITY EXPENSE	-	-	-
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance	47,389	49,759	52,247
Depreciation of building/improvements/FFE	291,246	298,080	400,851
Debt service for mortgage financing:			
Interest	397,523	382,697	370,104
Other Finance Costs being amortized	10,492	10,492	10,492
Other (Utilities, Repairs, Maintenance)	623,567	663,062	696,215
TOTAL OWNED FACILITY EXPENSE	**1,370,217**	**1,404,089**	**1,529,908**
TOTAL FACILITY EXPENSE	**1,370,217**	**1,404,089**	**1,529,908**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	249	275	260
Total usable square footage (all inclusive)	61113	61113	61113
Per Pupil Facility Expense (A): Current Space	$ 5,503	$ 5,106	$ 5,884
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	245	222.2290909	235.05
FACILITY ALLOWANCE CALCULATION: A x B / C	3,699.47	3,790.92	4,130.62

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: KIPP DC

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	1,790,390	1,652,386	1,690,331
Real estate taxes (if applicable)			
Property Insurance	342,541	363,812	371,088
Amortization of leasehold improvements & FFE	4,914,647	4,046,012	4,043,323
Debt service for LHI & FFE:			
Interest	2,184,972	4,380,824	4,282,445
Other Finance Costs being amortized	162,000	128,667	106,000
Other (Utilities, Repairs, Maintenance)	4,426,923	4,975,115	4,723,182
TOTAL LEASED FACILITY EXPENSE	**13,821,473**	**15,546,815**	**15,216,369**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	95,129	96,573	98,504
Property Insurance	138,271	146,857	149,794
Depreciation of building/improvements/FFE	1,931,757	2,470,781	2,469,811
Debt service for mortgage financing:			
Interest	4,082,116	2,132,680	2,112,410
Other Finance Costs being amortized	-	36,000	36,000
Other (Utilities, Repairs, Maintenance)	1,882,839	1,967,580	2,003,402
TOTAL OWNED FACILITY EXPENSE	**8,130,111**	**6,850,472**	**6,869,922**
TOTAL FACILITY EXPENSE	**21,951,584**	**22,397,287**	**22,086,291**

Additional Costs (excluded from calculations below):			
Capitalized facilities costs	4,451,873	5,075,000	275,000
Principal Payments	2,034,000	955,000	1,995,000

Total Student Enrollment	6,115	6,289	6,331
Total usable square footage (all inclusive)	666,873	666,873	666,873
Per Pupil Facility Expense (A): Current Space	$ 3,590	$ 3,561	$ 3,489

Standard space/student (DCPS) ranges from 140 sf to 190 sf	165	165	165
Actual space/student = Total facility space/current enrollmer	109	106	105
FACILITY ALLOWANCE CALCULATION: A x B / C	5,431.34	5,541.61	5,464.67

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: Latin American Montessori Bilingual PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	1,533,852	1,530,341	1,411,795
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE			
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance, etc.)			
TOTAL LEASED FACILITY EXPENSE	**1,533,852**	**1,530,341**	**1,411,795**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance	**14,707**	14,707	15,442
Depreciation of building/improvements/FFE	**243,211**	243,211	255,372
Debt service for mortgage financing:			
Interest	**246,655**	228,014	228,014
Other Finance Costs being amortized	**14,775**	14,775	14,775
Other (Utilities, Repairs, Maintenance, etc.)	**437,182**	447,573	469,952
TOTAL OWNED FACILITY EXPENSE	**956,530**	**948,280**	**983,555**
TOTAL FACILITY EXPENSE	**2,490,382**	**2,478,621**	**2,395,350**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	-	-	-
Principal Payments	**152,220**	**159,312**	**4,932,051**
Total Student Enrollment	**462**	**494**	**512**
Total usable square footage (all inclusive)	**84,000**	**74,500**	**74,500**
Per Pupil Facility Expense (A): Current Space	$ 5,390	$ 5,017	$ 4,678
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	182	151	146
FACILITY ALLOWANCE CALCULATION: A x B / C	4,892	5,490	5,305

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	544,425	564,375	581,306
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE			
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	11,193	47,434	48,857
TOTAL LEASED FACILITY EXPENSE	**555,618**	**611,809**	**630,163**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	-	-	-
TOTAL FACILITY EXPENSE	**555,618**	**611,809**	**630,163**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	136	129	145
Total usable square footage (all inclusive)	21500	21500	21500
Per Pupil Facility Expense (A): Current Space	$ 4,085	$ 4,743	$ 4,346
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	158	166.6666667	148.2758621
FACILITY ALLOWANCE CALCULATION: A x B / C	4,264.05	4,695.28	4,836.13

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	573,457	688,486	688,486
Real estate taxes (if applicable)	-	-	-
Property Insurance	3,006	5,965	6,144
Amortization of leasehold improvements & FFE	5,034	5,034	5,185
Debt service for LHI & FFE:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	3,852	3,852	3,968
TOTAL LEASED FACILITY EXPENSE	**585,349**	**703,337**	**703,783**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Depreciation of building/improvements/FFE	-	-	-
Debt service for mortgage financing:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	-	-	-
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**585,349**	**703,337**	**703,783**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**-**		
Principal Payments	0		
Total Student Enrollment	177	211	211
Total usable square footage (all inclusive)	39004	39004	39004
Per Pupil Facility Expense (A): Current Space	$ 3,307	$ 3,333	$ 3,335
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	220	185	185
FACILITY ALLOWANCE CALCULATION: A x B / C	2,476.22	2,975.35	2,977.24

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	357,115	406,000	415,000
Real estate taxes (if applicable)			
Property Insurance	21,339	24,000	24,000
Amortization of leasehold improvements & FFE	87,193	50,000	75,000
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	794,762	725,000	700,000
TOTAL LEASED FACILITY EXPENSE	**1,260,409**	**1,205,000**	**1,214,000**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE	15,402	16,000	16,000
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	1,750		
TOTAL OWNED FACILITY EXPENSE	**17,152**	**16,000**	**16,000**
TOTAL FACILITY EXPENSE	**1,277,561**	**1,221,000**	**1,230,000**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	457	413	431
Total usable square footage (all inclusive)	56000	56000	56000
Per Pupil Facility Expense (A): Current Space	$ 2,796	$ 2,956	$ 2,854
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	123	136	130
FACILITY ALLOWANCE CALCULATION: A x B / C	3,764	3,598	3,624

Please note that the information above does <u>not</u> include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	418,006	416,480	426,892
Real estate taxes (if applicable)	13,728	-	-
Property Insurance	31,378	32,326	33,134
Amortization of leasehold improvements & FFE	38,271	39,955	40,954
Debt service for LHI & FFE:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	395,091	425,656	436,297
TOTAL LEASED FACILITY EXPENSE	**896,475**	**914,417**	**937,278**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	7,845	8,082	8,284
Depreciation of building/improvements/FFE	650,228	666,484	683,146
Debt service for mortgage financing:			
Interest	614,670	312,859	317,920
Other Finance Costs being amortized	45,300	22,600	10,000
Other (Utilities, Repairs, Maintenance)	93,777	106,414	109,074
TOTAL OWNED FACILITY EXPENSE	**1,411,819**	**1,116,439**	**1,128,424**
TOTAL FACILITY EXPENSE	**2,308,294**	**2,030,856**	**2,065,702**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	636	642	650
Total usable square footage (all inclusive)	65900	65900	65900
Per Pupil Facility Expense (A): Current Space	$ 3,629	$ 3,163	$ 3,178
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	104	102.6479751	101.3846154
FACILITY ALLOWANCE CALCULATION: A x B / C	5,779.49	5,084.84	5,172.09

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: Monument Academy **Exhibit A**: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	1,228,373	1,651,773	1,880,003
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	91,241	91,490	131,202
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized	37,489	45,263	48,382
Other (Utilities, Repairs, Maintenance)	29,522	25,000	50,000
TOTAL LEASED FACILITY EXPENSE	**1,386,626**	**1,813,526**	**2,109,587**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**1,386,626**	**1,813,526**	**2,109,587**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs		**106,457**	**570,115**
Principal Payments			
Total Student Enrollment	115	128	140
Total usable square footage (all inclusive)	44,475	44,475	44,475
Per Pupil Facility Expense (A): Current Space	$ 12,058	$ 14,168	$ 15,068
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	387	347	318
FACILITY ALLOWANCE CALCULATION: A x B / C	5,144.31	6,728.09	7,826.46

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	327,397	327,397	2,168,178
Real estate taxes (if applicable)	26,909	-	-
Property Insurance	-	-	-
Amortization of leasehold improvements & FFE	575,904	625,286	626,179
Debt service for LHI & FFE:			
Interest	487,787	487,619	488,776
Other Finance Costs being amortized	23,321	23,321	23,321
Other (Utilities, Repairs, Maintenance)	444,422	457,733	881,128
TOTAL LEASED FACILITY EXPENSE	**1,885,740**	**1,921,357**	**4,187,583**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Depreciation of building/improvements/FFE	-	-	-
Debt service for mortgage financing:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	-	-	-
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**1,885,740**	**1,921,357**	**4,187,583**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	578	584	880
Total usable square footage (all inclusive)	47,084	47,084	89,100
Per Pupil Facility Expense (A): Current Space	$ 3,263	$ 3,290	$ 4,759
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	81	80.62328767	101.25
FACILITY ALLOWANCE CALCULATION: A x B / C	6,608.34	6,733.15	7,754.78

Please note that the information above does <u>not</u> include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	892,693	829,550	829,550
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Amortization of leasehold improvements & FFE	-	-	-
Debt service for LHI & FFE:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	3,681	-	-
TOTAL LEASED FACILITY EXPENSE	**896,374**	**829,550**	**829,550**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Depreciation of building/improvements/FFE	-	-	-
Debt service for mortgage financing:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)		-	
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**896,374**	**829,550**	**829,550**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	276	250	250
Total usable square footage (all inclusive)	53280	53280	53280
Per Pupil Facility Expense (A): Current Space	$ 3,248	$ 3,318	$ 3,318
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	193	213	213
FACILITY ALLOWANCE CALCULATION: A x B / C	2,775.93	2,568.99	2,568.99

Please note that the information above does <u>not</u> include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	29,503	-	-
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE			
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL LEASED FACILITY EXPENSE	**29,503**	**-**	**-**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance	12,885	17,941	18,479
Depreciation of building/improvements/FFE	311,002	316,997	326,507
Debt service for mortgage financing:			
Interest	277,895	246,746	239,877
Other Finance Costs being amortized	44,980	44,980	44,980
Other (Utilities, Repairs, Maintenance)	466,454	450,239	463,746
TOTAL OWNED FACILITY EXPENSE	**1,113,216**	**1,076,904**	**1,093,590**
TOTAL FACILITY EXPENSE	**1,142,719**	**1,076,904**	**1,093,590**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**13,135**	**65,000**	**66,950**
Principal Payments	218,482	1,436,432	192,817
Total Student Enrollment	418	368	420
Total usable square footage (all inclusive)	12083	12083	12083
Per Pupil Facility Expense (A): Current Space	$ 2,734	$ 2,926	$ 2,604
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	29	32.83423913	28.76904762
FACILITY ALLOWANCE CALCULATION: A x B / C	15,604.45	14,705.71	14,933.57

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	63,136	63,136	63,136
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Amortization of leasehold improvements & FFE	1,376,132	1,107,345	1,107,345
Debt service for LHI & FFE:			
Interest	696,384	737,272	725,133
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	920,255	835,729	860,801
TOTAL LEASED FACILITY EXPENSE	**3,055,907**	**2,743,482**	**2,756,415**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Depreciation of building/improvements/FFE	-	-	-
Debt service for mortgage financing:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	-	-	-
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**3,055,907**	**2,743,482**	**2,756,415**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	708	720	715
Total usable square footage (all inclusive)	168284	168284	168284
Per Pupil Facility Expense (A): Current Space	$ 4,316	$ 3,810	$ 3,855
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	238	234	235
FACILITY ALLOWANCE CALCULATION: A x B / C	2,996.27	2,689.94	2,702.62

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	-	-	-
Real estate taxes (if applicable)			
Property Insurance			-
Amortization of leasehold improvements & FFE	677,866	677,213	677,213
Debt service for LHI & FFE:			
Interest	25,724	30,022	30,923
Other Finance Costs being amortized	68,173	68,173	68,173
Other (Utilities, Repairs, Maintenance)	486,580	482,276	506,226
TOTAL LEASED FACILITY EXPENSE	1,258,343	1,257,684	1,282,535
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	-	-	-
TOTAL FACILITY EXPENSE	1,258,343	1,257,684	1,282,535
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	80,212	20,000	20,000
Principal Payments	810,160	810,160	810,160
Total Student Enrollment	351	365	388
Total usable square footage (all inclusive)	200000	200000	200000
Per Pupil Facility Expense (A): Current Space	$ 3,585	$ 3,446	$ 3,306
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	351	365	388
Actual space/student = Total facility space/current enrollment **(C)**	570	548	515
FACILITY ALLOWANCE CALCULATION: A x B / C	2,208.39	2,295.27	2,488.12

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	702,681	860,000	860,000
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	-	10,000	10,000
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	466,727	487,673	502,303
TOTAL LEASED FACILITY EXPENSE	**1,169,409**	**1,357,673**	**1,372,303**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**1,169,409**	**1,357,673**	**1,372,303**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	269	299	300
Total usable square footage (all inclusive)	41147	41147	41147
Per Pupil Facility Expense (A): Current Space	$ 4,347	$ 4,541	$ 4,574
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	153	137.6153846	137.1566667
FACILITY ALLOWANCE CALCULATION: A x B / C	4,689.34	5,444.29	5,502.95

Please note that the information above does <u>not</u> include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	3,564,958	5,768,099	5,768,099
Real estate taxes (if applicable)	28,180	35,000	35,000
Property Insurance	-		
Amortization of leasehold improvements & FFE			
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	248,402	409,500	409,500
TOTAL LEASED FACILITY EXPENSE	**3,841,539**	**6,212,599**	**6,212,599**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**3,841,539**	**6,212,599**	**6,212,599**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	633	1,085	1,270
Total usable square footage (all inclusive)	110000	110000	110000
Per Pupil Facility Expense (A): Current Space	$ 6,069	$ 5,726	$ 4,892
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	173.8	101.4	86.6
FACILITY ALLOWANCE CALCULATION: A x B / C	5,762.31	9,318.90	9,318.90

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	350,284	352,200	369,810
Real estate taxes (if applicable)			
Property Insurance	4,179	4,300	4,500
Amortization of leasehold improvements & FFE	22,399	14,000	15,000
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	39,865	47,564	49,950
TOTAL LEASED FACILITY EXPENSE	**416,727**	**418,064**	**439,260**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	-	-	-
TOTAL FACILITY EXPENSE	**416,727**	**418,064**	**439,260**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	118	109	120
Total usable square footage (all inclusive)	17000	17000	17000
Per Pupil Facility Expense (A): Current Space	$ 3,532	$ 3,835	$ 3,661
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	144	155.9633028	141.6666667
FACILITY ALLOWANCE CALCULATION: A x B / C	4,044.70	4,057.68	4,263.41

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	468,109	468,109	468,109
Real estate taxes (if applicable)	-	-	-
Property Insurance	2,702	2,783	2,866
Amortization of leasehold improvements & FFE	73,328	52,616	52,616
Debt service for LHI & FFE:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	225,542	217,370	223,891
TOTAL LEASED FACILITY EXPENSE	**769,681**	**740,878**	**747,483**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Depreciation of building/improvements/FFE	-	-	-
Debt service for mortgage financing:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	-	-	-
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**769,681**	**740,878**	**747,483**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	202	240	240
Total usable square footage (all inclusive)	31,300	31,300	31,300
Per Pupil Facility Expense (A): Current Space	$ 3,810	$ 3,087	$ 3,115
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	155	130.4166667	130.4166667
FACILITY ALLOWANCE CALCULATION: A x B / C	4,057.42	3,905.59	3,940.40

Please note that the information above does <u>not</u> include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	884,453	881,452	881,452
Real estate taxes (if applicable)			
Property Insurance	6,719	8,135	8,379
Amortization of leasehold improvements & FFE	159,356	150,000	100,000
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	235,664	233,886	238,564
TOTAL LEASED FACILITY EXPENSE	**1,286,192**	**1,273,473**	**1,228,395**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	-	-	-
TOTAL FACILITY EXPENSE	**1,286,192**	**1,273,473**	**1,228,395**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	272	268	268
Total usable square footage (all inclusive)	28767	28767	28767
Per Pupil Facility Expense (A): Current Space	$ 4,729	$ 4,752	$ 4,584
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	106	107.3395522	107.3395522
FACILITY ALLOWANCE CALCULATION: A x B / C	7,377.26	7,304.31	7,045.75

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: Somerset Preparatory Academy

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	1,197,273	1,360,658	1,534,002
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	62,134	94,605	97,443
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	189,293	186,876	192,419
TOTAL LEASED FACILITY EXPENSE	**1,448,700**	**1,642,138**	**1,823,864**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	-	-	-
TOTAL FACILITY EXPENSE	**1,448,700**	**1,642,138**	**1,823,864**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	375	417	400
Total usable square footage (all inclusive)	112000	112000	112000
Per Pupil Facility Expense (A): Current Space	$ 3,863	$ 3,938	$ 4,560
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	299	269	280
FACILITY ALLOWANCE CALCULATION: A x B / C	2,134	2,419	2,687

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense			
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE			
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL LEASED FACILITY EXPENSE	-	-	-
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance	104,881	105,000	106,000
Depreciation of building/improvements/FFE	1,040,228	1,045,000	1,045,000
Debt service for mortgage financing:			
Interest	268,585	270,000	270,000
Other Finance Costs being amortized	894,772	894,722	894,722
Other (Utilities, Repairs, Maintenance)	1,234,450	1,283,215	1,298,215
TOTAL OWNED FACILITY EXPENSE	**3,542,916**	**3,597,937**	**3,613,937**
TOTAL FACILITY EXPENSE	**3,542,916**	**3,597,937**	**3,613,937**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**119,779**	**120,000**	**125,000**
Principal Payments	278,908	280,000	280,000
Total Student Enrollment	247	250	250
Total usable square footage (all inclusive)	99000	99000	99000
Per Pupil Facility Expense (A): Current Space	$ 14,344	$ 14,392	$ 14,456
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	401	396	396
FACILITY ALLOWANCE CALCULATION: A x B / C	5,904.86	5,996.56	6,023.23

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense		195,778	600,256
Real estate taxes (if applicable)		-	
Property Insurance		5,200	5,460
Amortization of leasehold improvements & FFE		26,364	27,155
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)		91,900	126,900
TOTAL LEASED FACILITY EXPENSE	**-**	**319,242**	**759,770**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**-**	**319,242**	**759,770**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment		55	120
Total usable square footage (all inclusive)		6378	11585
Per Pupil Facility Expense (A): Current Space	#DIV/0!	$ 5,804	$ 6,331
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	#DIV/0!	115.9636364	96.54166667
FACILITY ALLOWANCE CALCULATION: A x B / C	#DIV/0!	8,258.84	10,821.07

Please note that the information above does <u>not</u> include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	n/a	96,756	99,653
Real estate taxes (if applicable)			
Property Insurance		4,225	4,352
Amortization of leasehold improvements & FFE		85,000	30,000
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	-	72,493	55,000
TOTAL LEASED FACILITY EXPENSE	**-**	**258,474**	**189,004**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**-**	**258,474**	**189,004**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	-	120	125
Total usable square footage (all inclusive)	0	4000	4000
Per Pupil Facility Expense (A): Current Space	#DIV/0!	$ 2,154	$ 1,512
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	#DIV/0!	33.33333333	32
FACILITY ALLOWANCE CALCULATION: A x B / C	#DIV/0!	10,662.05	7,796.43

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	12,000	12,000	12,000
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE			
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL LEASED FACILITY EXPENSE	**12,000**	**12,000**	**12,000**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE	822,652	742,652	742,652
Debt service for mortgage financing:			
Interest	112,376	130,000	120,000
Other Finance Costs being amortized	36,141	4,000	-
Other (Utilities, Repairs, Maintenance)	1,293,363	1,216,185	1,100,000
TOTAL OWNED FACILITY EXPENSE	**2,264,532**	**2,092,837**	**1,962,652**
TOTAL FACILITY EXPENSE	**2,276,532**	**2,104,837**	**1,974,652**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**212,980**	**500,000**	**800,000**
Principal Payments	650,517	30,000	30,000
Total Student Enrollment	363	283	250
Total usable square footage (all inclusive)	66570	66570	66570
Per Pupil Facility Expense (A): Current Space	$ 6,271	$ 7,438	$ 7,899
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	183	235	266
FACILITY ALLOWANCE CALCULATION: A x B / C	5,642.60	5,217.04	4,894.36

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	13,750	15,000	15,000
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE			
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	-	2,500	2,500
TOTAL LEASED FACILITY EXPENSE	**13,750**	**17,500**	**17,500**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance	35,069	34,500	35,000
Depreciation of building/improvements/FFE	563,295	585,158	591,000
Debt service for mortgage financing:			
Interest *[NOTE: FY19 varies from budget due to post-budget loan prepayment]*	45,215	-	-
Other Finance Costs being amortized *[See NOTE re: Interest, above]*	97,387	-	-
Other (Utilities, Repairs, Maintenance)	768,936	839,398	848,000
TOTAL OWNED FACILITY EXPENSE	**1,509,902**	**1,459,056**	**1,474,000**
TOTAL FACILITY EXPENSE	**1,523,652**	**1,476,556**	**1,491,500**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	134,011	389,474	200,000
Principal Payments *[See NOTE re: Interest, above]*	1044398	0	0
Total Student Enrollment	383	390	390
Total usable square footage (all inclusive)	57075	57075	57075
Per Pupil Facility Expense (A): Current Space	$ 3,978	$ 3,786	$ 3,824
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	149	146.3461538	146.3461538
FACILITY ALLOWANCE CALCULATION: A x B / C	4404.775821	4,268.62	4,311.83

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: Two Rivers

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

Site: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	55,973	55,973	55,973
Real estate taxes (if applicable)	-	-	-
Property Insurance	21,100	19,861	21,847
Amortization of leasehold improvements & FFE	580,848	670,720	672,421
Debt service for LHI & FFE:			
Interest	622,314	615,221	608,333
Other Finance Costs being amortized	93,830	93,830	93,830
Other (Utilities, Repairs, Maintenance)	355,515	363,166	365,412
TOTAL LEASED FACILITY EXPENSE	**1,729,580**	**1,818,770**	**1,817,815**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	21,100	19,861	21,847
Depreciation of building/improvements/FFE	345,465	344,591	341,051
Debt service for mortgage financing:			
Interest	366,769	505,796	486,720
Other Finance Costs being amortized	10,996	14,050	14,050
Other (Utilities, Repairs, Maintenance)	568,664	829,523	864,673
TOTAL OWNED FACILITY EXPENSE	**1,312,993**	**1,713,821**	**1,728,341**
TOTAL FACILITY EXPENSE	**3,042,573**	**3,532,590**	**3,546,155**

Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**346,942**	**1,688,178**	**13,000**
Principal Payments	**622,313**	**641,268**	**660,447**
Total Student Enrollment	812	861	906
Total usable square footage (all inclusive)	96,000	100,000	100,000
Per Pupil Facility Expense (A): Current Space	$ 3,747	$ 4,103	$ 3,914

Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B**	165	165	165
Actual space/student = Total facility space/current enrollment **(**	118	116	110
FACILITY ALLOWANCE CALCULATION: A x B / C	5,229.42	5,828.77	5,851.16

Please note that the information above does <u>not</u> include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: Washington Global PCS **Exhibit A**: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	298,958	326,249	326,755
Real estate taxes (if applicable)	4,950	4,950	4,950
Property Insurance	37,608	41,630	42,879
Amortization of leasehold improvements & FFE	201,855	253,203	302,217
Debt service for LHI & FFE:			
Interest	283,161	345,639	363,507
Other Finance Costs being amortized	60,209	67,070	67,070
Other (Utilities, Repairs, Maintenance)	306,643	387,208	370,780
TOTAL LEASED FACILITY EXPENSE	**1,193,385**	**1,425,949**	**1,478,158**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	-	-	-
TOTAL FACILITY EXPENSE	**1,193,385**	**1,425,949**	**1,478,158**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	196	225	233
Total usable square footage (all inclusive)	31928	31928	31928
Per Pupil Facility Expense (A): Current Space	$ 6,089	$ 6,338	$ 6,344
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	163	142	137
FACILITY ALLOWANCE CALCULATION: A x B / C	6,167.27	7,369.13	7,638.94

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: Washington Latin PCS **Exhibit A**: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	166,140	166,140	166,140
Real estate taxes (if applicable)			
Property Insurance	42,630	43,981	44,543
Amortization of leasehold improvements & FFE	1,040,542	892,041	898,166
Debt service for LHI & FFE:			
Interest	820,663	849,191	828,057
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	658,851	655,360	668,467
TOTAL LEASED FACILITY EXPENSE	**2,728,825**	**2,606,713**	**2,605,373**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	-	-	-
TOTAL FACILITY EXPENSE	**2,728,825**	**2,606,713**	**2,605,373**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	698	705	700
Total usable square footage (all inclusive)	64299	64299	64299
Per Pupil Facility Expense (A): Current Space	$ 3,909	$ 3,697	$ 3,722
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	92	91.20425532	91.85571429
FACILITY ALLOWANCE CALCULATION: A x B / C	7,002.54	6,689.18	6,685.74

Please note that the information above does <u>not</u> include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	651,316	978,890	1,333,901
Real estate taxes (if applicable)			
Property Insurance	18,550	28,356	38,942
Amortization of leasehold improvements & FFE	831	7,101	7,101
Debt service for LHI & FFE:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	200	200	424
TOTAL LEASED FACILITY EXPENSE	**670,898**	**1,014,547**	**1,380,368**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**670,898**	**1,014,547**	**1,380,368**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	204	300	400
Total usable square footage (all inclusive)	20,000	30,000	39,913
Per Pupil Facility Expense (A): Current Space	$ 3,289	$ 3,382	$ 3,451
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	98	100	99.7825
FACILITY ALLOWANCE CALCULATION: A x B / C	5,534.91	5,580.01	5,706.43

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: Washington Yu Ying PCS **Exhibit A**: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense			
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE			
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL LEASED FACILITY EXPENSE	**-**	**-**	**-**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance	23,530	23,530	24,236
Depreciation of building/improvements/FFE	404,005	405,853	399,163
Debt service for mortgage financing:			
Interest	453,764	488,350	489,319
Other Finance Costs being amortized	11,388	11,388	(213,320)
Other (Utilities, Repairs, Maintenance)	419,234	430,550	443,466
TOTAL OWNED FACILITY EXPENSE	**1,311,921**	**1,359,671**	**1,142,864**
TOTAL FACILITY EXPENSE	**1,311,921**	**1,359,671**	**1,142,864**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**5,400**	**105,000**	**-**
Principal Payments	**424,672**	**440,000**	**454,332**
Total Student Enrollment	579	565	570
Total usable square footage (all inclusive)	44000	44000	44000
Per Pupil Facility Expense (A): Current Space	$ 2,266	$ 2,406	$ 2,005
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	76	77.87610619	77.19298246
FACILITY ALLOWANCE CALCULATION: A x B / C	4,919.70	5,098.77	4,285.74

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

School: YouthBuild LAYC PCS **Exhibit A**: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 (Budgeted)	FY 20 (Projected)
Rent expense	375,150	288,750	297,413
Real estate taxes (if applicable)	-		
Property Insurance	9,147	9,147	9,147
Amortization of leasehold improvements & FFE	782	743	880
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	60,280	78,000	60,000
TOTAL LEASED FACILITY EXPENSE	**445,359**	**376,640**	**367,439**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Depreciation of building/improvements/FFE	-	-	-
Debt service for mortgage financing:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	-	-	-
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**-**
TOTAL FACILITY EXPENSE	**445,359**	**376,640**	**367,439**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	115	122	122
Total usable square footage (all inclusive)	11000	11000	11000
Per Pupil Facility Expense (A): Current Space	$ 3,873	$ 3,087	$ 3,012
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	96	90	90
FACILITY ALLOWANCE CALCULATION: A x B / C	6,680.38	5,649.59	5,511.59

Please note that the information above does not include lender required reserves, capital reserves, savings to fund future improvements, or rainy-day set asides. Those items are key factors to consider in facilities costs.

	FY 2018 - Actual	FY 2019 - Budget
Row Labels	Sum of Actual	Sum of Budgeted
Academy of Hope Adult PCS	**911,059.97**	**955,657.00**
LEASED	353,727.17	418,883.00
OWNED	557,332.80	536,774.00
Achievement Preparatory Academy PCS	**3,462,222.45**	**3,458,644.82**
LEASED	3,462,222.45	3,458,644.82
OWNED	-	-
AppleTree Early Learning PCS	**2,244,369.91**	**1,952,312.60**
LEASED	2,244,369.91	1,578,688.15
OWNED	-	373,624.45
BASIS DC PCS	**2,210,094.00**	**2,108,595.30**
LEASED	2,210,094.00	2,108,595.30
OWNED	-	-
Breakthrough Montessori PCS	**596,143.73**	**1,439,601.38**
LEASED	596,143.73	1,439,601.38
OWNED	-	-
Bridges PCS	**1,587,812.51**	**1,545,495.17**
LEASED	1,587,812.51	1,545,495.17
OWNED	-	-
Briya PCS	**1,407,365.93**	**1,439,960.78**
LEASED	1,407,365.93	1,439,960.78
OWNED	-	-
Capital City PCS	**3,284,945.89**	**3,245,016.94**
LEASED	3,284,945.89	3,245,016.94
OWNED	-	-
Cedar Tree Academy PCS	**1,046,607.78**	**1,106,145.42**
LEASED	-	-
OWNED	1,046,607.78	1,106,145.42
Center City PCS	**4,817,000.00**	**4,853,000.00**
LEASED	4,817,000.00	4,853,000.00
OWNED	-	-
Cesar Chavez PCS for Public Policy	**5,315,010.97**	**5,459,072.04**
LEASED	2,471,316.80	2,600,067.16
OWNED	2,843,694.17	2,859,004.88
City Arts & Prep PCS	**2,718,398.21**	**2,728,138.00**
LEASED	2,718,398.21	2,728,138.00
OWNED	-	-
Community College Preparatory Academy PCS	**1,541,304.24**	**1,571,073.00**
LEASED	1,541,304.24	1,571,073.00
OWNED	-	-
Creative Minds International PCS	**1,913,159.16**	**1,981,170.38**
LEASED	1,913,159.16	1,981,170.38
OWNED	-	-
DC Bilingual PCS	**888,714.06**	**1,851,755.93**
LEASED	888,714.06	1,851,755.93
OWNED	-	-
DC Prep PCS	**6,695,253.83**	**7,092,704.75**

LEASED	3,260,370.43	3,350,077.25
OWNED	3,434,883.40	3,742,627.50
DC Scholars PCS	**1,827,963.31**	**1,986,209.83**
LEASED	1,827,963.31	1,986,209.83
OWNED	-	-
Democracy Prep Congress Heights PCS	**2,227,828.23**	**2,753,683.16**
LEASED	2,227,828.23	2,753,683.16
OWNED	-	-
Digital Pioneers Academy PCS	**15,000.00**	**199,387.00**
LEASED	15,000.00	199,387.00
OWNED	-	-
District of Columbia International School	**4,715,699.00**	**6,700,884.90**
LEASED	4,715,699.00	6,700,884.90
OWNED	-	-
Eagle Academy PCS	**2,685,897.00**	**2,739,614.94**
LEASED	710,799.40	725,015.39
OWNED	1,975,097.60	2,014,599.55
Early Childhood Academy PCS	**739,712.00**	**761,798.00**
LEASED	739,712.00	761,798.00
OWNED	-	-
Elsie Whitlow Stokes Community Freedom PCS	**958,574.00**	**1,530,754.00**
LEASED	-	521,034.00
OWNED	958,574.00	1,009,720.00
Friendship PCS	**19,036,255.54**	**19,291,910.71**
LEASED	4,848,882.34	4,913,621.82
OWNED	14,187,373.20	14,378,288.89
Goodwill Excel Center PCS	**864,339.86**	**876,783.25**
LEASED	864,339.86	876,783.25
OWNED	-	-
Harmony DC PCS	**502,849.30**	**495,411.89**
LEASED	502,849.30	495,411.89
OWNED	-	-
Hope Community PCS	**3,380,638.00**	**3,633,881.10**
LEASED	3,380,638.00	3,633,881.10
OWNED	-	-
Howard University Middle School of Mathematics and Science PCS	**-**	**-**
LEASED	-	-
OWNED	-	-
IDEA PCS	**1,189,093.14**	**1,146,329.16**
LEASED	-	-
OWNED	1,189,093.14	1,146,329.16
Ingenuity Prep PCS	**1,448,688.00**	**1,664,738.00**
LEASED	1,448,688.00	1,664,738.00
OWNED	-	-
Inspired Teaching Demonstration PCS	**1,477,629.04**	**1,611,944.75**
LEASED	1,477,629.04	1,611,944.75
OWNED	-	-
Kingsman Academy PCS	**1,370,217.20**	**1,404,088.99**

LEASED	-	-
OWNED	1,370,217.20	1,404,088.99
KIPP DC PCS	**21,951,584.15**	**22,397,287.29**
LEASED	13,821,472.71	15,546,815.47
OWNED	8,130,111.44	6,850,471.82
Latin American Montessori Bilingual PCS	**2,490,382.00**	**2,478,621.00**
LEASED	1,533,852.00	1,530,341.00
OWNED	956,530.00	948,280.00
LAYC Career Academy PCS	**555,618.22**	**611,808.93**
LEASED	555,618.22	611,808.93
OWNED	-	-
Lee Montessori PCS	**585,348.88**	**703,337.00**
LEASED	585,348.88	703,337.00
OWNED	-	-
Mary McLeod Bethune Day Academy PCS	**1,277,560.80**	**1,221,000.00**
LEASED	1,260,409.28	1,205,000.00
OWNED	17,151.52	16,000.00
Meridian PCS	**2,308,294.00**	**2,030,856.14**
LEASED	896,474.83	914,417.45
OWNED	1,411,819.17	1,116,438.69
Monument Academy PCS	**1,386,625.53**	**1,813,526.00**
LEASED	1,386,625.53	1,813,526.00
OWNED	-	-
Mundo Verde Bilingual PCS	**1,885,739.61**	**1,921,356.59**
LEASED	1,885,739.61	1,921,356.59
OWNED	-	-
National Collegiate Preparatory PCHS	**896,374.00**	**829,549.98**
LEASED	896,374.00	829,549.98
OWNED	-	-
Paul PCS	**3,055,907.32**	**2,743,482.29**
LEASED	3,055,907.32	2,743,482.29
OWNED	-	-
Perry Street Preparatory PCS	**1,258,342.89**	**1,257,684.33**
LEASED	1,258,342.89	1,257,684.33
OWNED	-	-
Richard Wright PCS for Journalism and Media Arts	**1,169,408.56**	**1,357,672.85**
LEASED	1,169,408.56	1,357,672.85
OWNED	-	-
Rocketship Education DC PCS	**3,841,539.39**	**6,212,599.00**
LEASED	3,841,539.39	6,212,599.00
OWNED	-	-
Roots PCS	**416,727.00**	**418,064.00**
LEASED	416,727.00	418,064.00
OWNED	-	-
SEED PCS	**2,276,532.33**	**2,104,837.33**
LEASED	12,000.00	12,000.00
OWNED	2,264,532.33	2,092,837.33
Sela PCS	**769,680.76**	**740,877.99**

LEASED	769,680.76	740,877.99
OWNED	-	-
Shining Stars Montessori Academy PCS	**1,286,191.79**	**1,273,473.42**
LEASED	1,286,191.79	1,273,473.42
OWNED	-	-
Somerset Preparatory Academy PCS	**1,448,700.12**	**1,642,138.34**
LEASED	1,448,700.12	1,642,138.34
OWNED	-	-
St. Coletta Special Education PCS	**3,542,916.00**	**3,597,937.00**
LEASED	-	-
OWNED	3,542,916.00	3,597,937.00
Statesmen College Preparatory Academy for Boys PCS	**-**	**319,241.84**
LEASED	-	319,241.84
OWNED	-	-
The Children's Guild DC PCS	**1,837,642.00**	**1,916,356.00**
LEASED	1,837,642.00	1,916,356.00
OWNED	-	-
The Family Place PCS	**-**	**258,474.00**
LEASED	-	258,474.00
OWNED	-	-
The Next Step/El Proximo Paso PCS	**1,142,718.81**	**1,076,903.68**
LEASED	29,503.00	-
OWNED	1,113,215.81	1,076,903.68
Thurgood Marshall Academy PCS	**1,523,652.00**	**1,476,556.00**
LEASED	13,750.00	17,500.00
OWNED	1,509,902.00	1,459,056.00
Washington Global PCS	**1,193,384.98**	**1,425,949.00**
LEASED	1,193,384.98	1,425,949.00
OWNED	-	-
Washington Latin PCS	**2,728,825.22**	**2,606,713.00**
LEASED	2,728,825.22	2,606,713.00
OWNED	-	-
Washington Leadership Academy PCS	**670,897.68**	**1,014,547.00**
LEASED	670,897.68	1,014,547.00
OWNED	-	-
Washington Yu Ying PCS	**1,311,920.85**	**1,359,670.82**
LEASED	-	-
OWNED	1,311,920.85	1,359,670.82
YouthBuild DC PCS	**445,358.54**	**376,639.54**
LEASED	445,358.54	376,639.54
OWNED	-	-
Grand Total	**146,337,719.69**	**156,772,923.54**

Fiscal Year 2017 Financial Analysis Report

A Study of DC Public Charter Schools' Fiscal Year Financial Results



DC PUBLIC CHARTER SCHOOL BOARD

July 1, 2016 - June 30, 2017

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INTRODUCTION

Background

Each DC public charter school is required to conduct annually a thorough audit of its finances and operations, which is published on the website of the DC Public Charter School Board (DC PCSB). Each audit is conducted by a third-party auditor, chosen by the school from a list of auditors approved by DC PCSB, the Office of the Chief Financial Officer, and the Office of the State Superintendent of Education. DC PCSB analyzes and summarizes the information in these audits to produce the Financial Analysis Report (FAR), as a joint project with all three agencies, that presents consistent and transparent information about DC public charter schools' finances and operations.

The Fiscal Year 2017 (FY17) FAR Report comprises three key components:

1) Aggregate and supplemental information and commentary on the key trends and opportunities of DC public charter schools' finances;
2) A Financial Report Card for each school, described in further depth in *Report Card Definitions*; and
3) Data on each school's management organization, if applicable.

In preparing this report, we have sought input from a task force of public charter school representatives, charter support organizations and members of our Parent and Alumni Leadership Council. This task force continues to improve the FAR Report Card metrics and design, and the way DC PCSB communicates financial information with its stakeholders.

Summary of Results

DC public charter schools' aggregated financial results continue to show strong financial results. As indicated below, roughly 90% of schools meet or exceed PCSB standards for individual indicators of financial strength**.** Forty-seven schools (72%) meet or exceed all of these standards.

Measure	# of Schools that Meet or Exceed Standard	%	# of Schools Below Standard	%
Change in Net Assets Margin	57	88%	8	12%
Current Ratio	61	94%	4	6%
Cash Flow from Operations	59	91%	6	9%
Days of Cash on Hand	60	93%	5	7%
Debt Ratio	57	88%	8	12%
Primary Reserve	61	94%	4	6%

INTRODUCTION

Assets grew by over $85 million, or 7%; $67 million (78%) of that growth is due to an increased investment in property and equipment. Liabilities grew by over $52 million, of which $41 million (79%) is attributed to long-term debt. DC public charter schools strengthened their reserves in FY17, as total net assets grew by over $33 million (7%) compared to FY16.

As enrollment increased by 7% in FY17, revenues grew by 6%, to $872M. A $58 million increase in DC funding was offset by a decline of $ 9 million in total grants and contributions due largely to significant one-time grants in FY16.

Total functional expenses grew by $73 million, or 9%, compared to last year. Over $41 million (56%) of that growth is due to increased spending on personnel and students. Personnel expenses comprise about 62% of DC public charter schools' expenses, as in previous years. However, personnel expenses range from 30% to 70% of expenses across schools. In cases where the school uses a school management organization (SMO), the proportion of expenses spent on personnel is impacted by the level of staff support provided by the SMO.

In FY2017, schools received $3,124 per student in local facilities funding; this is about 15% of their total revenue per student, but occupancy expenses amount to 16% of expenses on average, with some schools spending as much as 30% of revenues on occupancy expenses. The percent of expenses spent on occupancy is often higher as schools ramp up enrollment levels.

School Management Organizations
In FY17, 18 DC public charter schools operated with a SMO. These relationships are noted in the PCSB Observations section of each school's Financial Report Card, as well as detailed more thoroughly in a supplementary Management Organization/Related Party table following the Report Card. The services provided by SMOs and related parties is also included in the report.

A SMO is, according to the DC Code § 38–1800.02(30C), "an entity… with which the public charter school contracts to provide management or oversight services regarding the school's expenditures, administration, personnel, or instructional methods. The term 'school management organization' does not include an entity with which a public charter school contracts solely to provide administrative support services, such as (A) payroll processing or information technology services; (B) academic support services; or (C) temporary management services recommended by the eligible chartering authority to improve the performance of a public charter school." DC public charter schools receive a wide range of services from their management organizations, from facility management to instructional oversight.

Aggregated Statement of Financial Position

	June 30, 2017	June 30, 2016
Current Assets		
Unrestricted Cash and Cash Equivalents	$ 336,033,666	$ 297,195,362
Restricted Cash and Investments	$ 9,834,743	$ 7,433,255
Accounts and Grants Receivable, Net	$ 30,856,068	$ 34,447,767
Other Current Assets	$ 9,328,146	$ 6,910,045
Total Current Assets	$ 386,052,623	$ 345,986,429
Noncurrent Assets		
Restricted Cash and Investments	$ 72,438,018	$ 67,667,433
Property and Equipment, Net	$ 850,310,917	$ 783,673,677
Intangible Assets	$ 40,000	$ -
Other Noncurrent Assets	$ 32,747,386	$ 58,880,963
Total Noncurrent Assets	$ 955,536,321	$ 910,222,073
Total Assets	**$ 1,341,588,944**	**$ 1,256,208,502**
Current Liabilities		
Accounts Payable and Accrued Expenses	$ 53,636,157	$ 45,056,241
Accrued Payroll and Taxes	$ 24,038,973	$ 25,538,909
Current Portion of Long-Term Debt	$ 34,631,996	$ 30,864,576
Other Current Liabilities	$ 5,227,211	$ 4,912,826
Total Current Liabilities	$ 117,534,337	$ 106,372,552
Long-Term Liabilities		
Long-Term Debt, Net of Current Portion	$ 707,000,912	$ 671,277,503
Other Liabilities	$ 36,025,364	$ 30,615,888
Total Long-Term Liabilities	$ 743,026,276	$ 701,893,391
Total Liabilities	**$ 860,560,613**	**$ 808,265,943**
Net Assets		
Unrestricted	$ 462,174,530	$ 420,334,697
Temporarily Restricted	$ 18,753,801	$ 27,507,862
Permanently Restricted	$ 100,000	$ 100,000
Total Net Assets	$ 481,028,331	$ 447,942,559
Total Liabilities and Net Assets	**$ 1,341,588,944**	**$ 1,256,208,502**

Aggregated Statement of Activities

	June 30, 2017	June 30, 2016
Revenues		
DC Per Pupil Charter Allotment	$ 618,970,111	$ 566,229,098
DC Facility Allowance	$ 129,113,161	$ 124,122,415
Total DC Funding Allocation	$ 748,083,272	$ 690,351,513
Federal Entitlements and Other Federal Funds	$ 68,657,869	$ 69,844,684
Total Grants and Contributions	$ 33,615,804	$ 43,477,043
Other Income	$ 21,308,956	$ 18,933,789
Operating Revenues	**$ 871,665,901**	**$ 822,607,029**
Expenses by Program		
Program Services	$ 729,999,608	$ 663,354,550
General and Administrative	$ 107,162,871	$ 103,045,428
Fundraising	$ 8,771,154	$ 6,654,739
Operating Expenses	**$ 845,933,633**	**$ 773,054,717**
Nonoperating Revenue (Expense)	$ 7,186,828	$ 580,992
Change in Net Assets	**$ 32,919,096**	**$ 50,133,304**

Aggregated Statement of Cash Flows

	June 30, 2017	June 30, 2016
Net Cash (Used In) Provided by Operating Activities	$ 77,525,178	$ 84,936,521
Net Cash (Used In) Provided by Investing Activities	$ (89,298,273)	$ (117,356,404)
Net Cash (Used In) Provided by Financing Activities		
Proceeds from debt	$ 119,065,139	$ 189,603,080
Principal payments on notes payable	$ (53,240,217)	$ (97,302,862)
Other	$ (16,457,925)	$ (14,471,217)
Total Net cash provided by financing activities	$ 49,366,997	$ 77,829,001
Net Change in Cash	**$ 37,593,902**	**$ 45,409,118**

Aggregated Statement of Functional Expenses

	June 30, 2017	June 30, 2016
Personnel Salaries and Benefits		
Salaries	$ 419,884,223	$ 389,268,768
Employee Benefits	$ 78,298,047	$ 72,705,211
Other	$ 22,049,638	$ 17,196,941
Total Personnel Salaries and Benefits	$ 520,231,908	$ 479,170,920
Direct Student Costs		
Contracted Instructional Fees	$ 25,975,796.00	$ 21,379,362.00
Food Service	$ 26,475,231.00	$ 25,039,992.00
Other	$ 34,515,932.00	$ 32,107,171.00
Total Direct Student Costs	$ 86,966,959	$ 78,526,525
Occupancy Expenses		
Rent	$ 45,081,468.00	$ 37,722,315.00
Depreciation and Amortization (Facility only)	$ 32,036,051.00	$ 31,046,602.44
Interest Expense (Facility only)	$ 27,559,557.00	$ 25,013,598.00
Other Occupancy	$ 43,816,475.00	$ 39,824,826.00
Total Occupancy Expenses	$ 148,493,551	$ 133,607,341
General Expenses		
Office Supplies	$ 5,809,637.00	$ 5,418,967.00
Printing and Copying	$ 1,793,853.00	$ 2,300,246.00
Telecommunications	$ 4,453,850.00	$ 4,472,618.00
Professional Fees	$ 22,558,016.00	$ 23,298,413.00
Depreciation and Amortization (non-Facility)	$ 10,702,553.00	$ 9,769,875.56
Interest Expense (non-Facility)	$ 980,232.00	$ 1,060,234.00
Other	$ 43,943,074.00	$ 35,429,578.00
Total General Expenses	$ 90,241,215	$ 81,749,932
Total Functional Expenses	**$ 845,933,633**	**$ 773,054,718**

Cash, Assets, Liabilities by School as of 6/30/2017

School Name	Unrestricted Cash	Days of Cash on Hand	Total Current Assets	Total Current Liabilities	Net Current Assets	Net Assets
Academy of Hope Adult PCS	$ 829,119	56	$ 1,095,809	$ 646,129	$ 449,680	$ 1,775,057
Achievement Preparatory Academy PCS	$ 8,029,680	196	$ 9,108,211	$ 1,088,790	$ 8,019,421	$ 5,739,311
AppleTree Early Learning PCS	$ 4,239,590	127	$ 4,615,341	$ 982,713	$ 3,632,628	$ 5,616,621
BASIS DC PCS	$ 1,485,045	59	$ 1,620,698	$ 484,447	$ 1,136,251	$ 1,335,465
Breakthrough Montessori PCS	$ 559,356	105	$ 619,508	$ 112,569	$ 506,939	$ 631,753
Bridges PCS	$ 1,141,323	43	$ 1,941,465	$ 826,386	$ 1,115,079	$ 2,234,090
Briya PCS	$ 11,451,075	529	$ 12,104,171	$ 657,692	$ 11,446,479	$ 14,649,945
Capital City PCS	$ 10,163,429	198	$ 10,789,463	$ 2,211,810	$ 8,577,653	$ 13,783,662
Carlos Rosario International PCS	$ 18,083,445	280	$ 20,533,899	$ 3,127,193	$ 17,406,706	$ 27,670,323
Cedar Tree Academy PCS	$ 10,359,001	551	$ 10,786,800	$ 709,187	$ 10,077,613	$ 14,007,266
Center City PCS	$ 8,873,785	126	$ 10,088,209	$ 2,148,722	$ 7,939,487	$ 9,820,641
Cesar Chavez PCS for Public Policy	$ 6,440,554	89	$ 7,469,193	$ 2,448,864	$ 5,020,329	$ 11,673,651
City Arts & Prep PCS	$ 1,991,435	83	$ 2,491,646	$ 1,535,589	$ 956,057	$ 1,932,693
Community College Preparatory Academy PCS	$ 1,020,360	68	$ 1,271,242	$ 371,161	$ 900,081	$ 1,243,212
Creative Minds International PCS	$ 640,410	29	$ 774,728	$ 515,436	$ 259,292	$ (11,957)
DC Bilingual PCS	$ 1,554,468	68	$ 1,798,511	$ 1,242,684	$ 555,827	$ 1,316,746
DC Prep PCS	$ 12,580,484	137	$ 15,005,875	$ 9,732,519	$ 5,273,356	$ 14,256,666
DC Scholars PCS	$ 3,349,352	125	$ 3,686,390	$ 1,124,514	$ 2,561,876	$ 3,532,746
Democracy Prep Congress Heights PCS	$ 96,732	3	$ 1,425,832	$ 901,770	$ 524,062	$ 16,920
District of Columbia International School	$ 3,941,715	175	$ 4,744,708	$ 11,044,001	$ (6,299,293)	$ 7,607,737
E.L. Haynes PCS	$ 6,825,020	101	$ 7,581,723	$ 1,429,488	$ 6,152,235	$ 5,796,677
Eagle Academy PCS	$ 270,082	5	$ 6,953,780	$ 2,793,831	$ 4,159,949	$ 6,198,852
Early Childhood Academy PCS	$ 4,292,731	349	$ 4,528,734	$ 218,530	$ 4,310,204	$ 5,009,078
Elsie Whitlow Stokes Community Freedom PCS	$ 1,656,451	85	$ 1,965,046	$ 958,043	$ 1,007,003	$ 3,683,848
Excel Academy PCS	$ 3,489,748	95	$ 3,989,215	$ 1,046,080	$ 2,943,135	$ 3,724,300
Friendship PCS	$ 32,593,631	148	$ 37,562,373	$ 10,657,916	$ 26,904,457	$ 38,339,777
Goodwill Excel Center PCS	$ 1,971,397	166	$ 2,089,916	$ 510,543	$ 1,579,373	$ 1,516,596
Harmony DC PCS	$ 202,657	38	$ 267,964	$ 348,753	$ (80,789)	$ 174,626
Hope Community PCS	$ 4,725,725	108	$ 5,783,931	$ 1,137,782	$ 4,646,149	$ 4,861,463
Howard University Middle School of Mathematics and Science PCS	$ 1,600,512	83	$ 1,938,465	$ 348,598	$ 1,589,867	$ 1,710,328
IDEA PCS	$ 560,466	32	$ 1,416,530	$ 1,178,017	$ 238,513	$ 5,494,602
Ideal Academy PCS	$ 96,537	8	$ 955,336	$ 2,227,823	$ (1,272,487)	$ 2,551,305
Ingenuity Prep PCS	$ 1,986,650	92	$ 2,164,340	$ 583,951	$ 1,580,389	$ 2,607,737
Inspired Teaching Demonstration PCS	$ 2,761,546	152	$ 2,850,282	$ 118,000	$ 2,732,282	$ 2,943,825
Kingsman Academy PCS	$ 1,358,448	79	$ 1,938,920	$ 807,010	$ 1,131,910	$ 1,223,301
KIPP DC PCS	$ 101,593,656	341	$ 107,312,202	$ 25,028,234	$ 82,283,968	$ 138,341,079
Latin American Montessori Bilingual PCS	$ 3,869,954	171	$ 4,095,294	$ 1,312,375	$ 2,782,919	$ 5,949,531
LAYC Career Academy PCS	$ 1,636,648	154	$ 1,771,119	$ 395,379	$ 1,375,740	$ 1,564,547
Lee Montessori PCS	$ 790,873	107	$ 832,191	$ 227,385	$ 604,806	$ 730,843
Mary McLeod Bethune Day Academy PCS	$ 454,809	21	$ 679,395	$ 567,790	$ 111,605	$ 1,576,295
Maya Angelou PCS	$ 1,351,751	48	$ 1,998,804	$ 861,197	$ 1,137,607	$ 9,889,359
Meridian PCS	$ 2,524,368	83	$ 3,056,061	$ 1,140,267	$ 1,915,794	$ 5,254,170
Monument Academy PCS	$ 603,481	40	$ 809,513	$ 166,391	$ 643,122	$ 1,435,991
Mundo Verde Bilingual PCS	$ 1,017,634	36	$ 1,812,030	$ 1,578,571	$ 233,459	$ 2,913,940
National Collegiate Preparatory PCHS	$ 717,133	43	$ 877,464	$ 422,117	$ 455,347	$ 608,442
Paul PCS	$ 2,317,821	64	$ 3,366,155	$ 1,738,221	$ 1,627,934	$ 9,030,501
Perry Street Preparatory PCS	$ 1,594,341	88	$ 2,440,471	$ 675,472	$ 1,764,999	$ 6,983,570
Richard Wright PCS for Journalism and Media Arts	$ 228,188	14	$ 377,826	$ 500,997	$ (123,171)	$ 148,921
Rocketship Education DC PCS	$ 2,020,323	68	$ 2,556,903	$ 474,164	$ 2,082,739	$ (1,334,792)
Roots PCS	$ 902,440	161	$ 1,197,142	$ 97,406	$ 1,099,736	$ 1,179,520
SEED PCS	$ 2,042,229	52	$ 2,479,352	$ 1,552,075	$ 927,277	$ 17,454,850
Sela PCS	$ 628,199	64	$ 993,166	$ 178,710	$ 814,456	$ 685,530
Shining Stars Montessori Academy PCS	$ 386,297	36	$ 423,242	$ 918,912	$ (495,670)	$ (71,339)
Somerset Preparatory Academy PCS	$ 461,153	23	$ 577,867	$ 491,865	$ 86,002	$ 283,605
St. Coletta Special Education PCS	$ 3,591,856	79	$ 4,593,834	$ 4,593,834	$ -	$ -
The Children's Guild DC PCS	$ 418,145	15	$ 1,222,757	$ 1,603,351	$ (380,594)	$ 25,845
The Next Step/El Proximo Paso PCS	$ 11,821,255	647	$ 12,034,006	$ 678,389	$ 11,355,617	$ 13,090,418
Thurgood Marshall Academy PCS	$ 4,363,696	184	$ 4,888,555	$ 608,268	$ 4,280,287	$ 14,582,933
Two Rivers PCS	$ 2,545,127	65	$ 3,406,096	$ 1,333,672	$ 2,072,424	$ 6,024,912
Washington Global PCS	$ 493,431	56	$ 744,654	$ 863,204	$ (118,550)	$ 263,583
Washington Latin PCS	$ 7,193,364	243	$ 7,590,461	$ 993,991	$ 6,596,470	$ 8,116,459
Washington Leadership Academy PCS	$ 566,435	83	$ 798,900	$ 159,396	$ 639,504	$ 863,209
Washington Math Science Technology PCHS	$ 36,337	2	$ 167,201	$ 998,491	$ (831,290)	$ (790,849)
Washington Yu Ying PCS	$ 8,128,736	347	$ 8,332,965	$ 1,033,976	$ 7,298,989	$ 10,936,783
YouthBuild DC PCS	$ 512,027	68	$ 658,743	$ 63,696	$ 595,047	$ 621,612
TOTALS:	$ 336,033,666	Avg 123	$ 386,052,623	$ 117,534,337	$ 268,518,286	$ 481,028,331

Net Asset Position as of 6/30 by School, FY2013-FY2017

School Name	First Year of Operation	2013	2014	2015	2016	2017
Academy of Hope Adult PCS	2014-2015	$ -	$ -	$ 1,300,306	$ 1,592,314	$ 1,775,057
Achievement Preparatory Academy PCS	2008-2009	$ 1,691,777	$ 1,910,230	$ 3,823,304	$ 4,703,699	$ 5,739,311
AppleTree Early Learning PCS	2005-2006	$ 2,599,161	$ 3,601,528	$ 4,586,598	$ 5,325,449	$ 5,616,621
BASIS DC PCS	2012-2013	$ 320,581	$ 103,970	$ 310,293	$ 1,393,096	$ 1,335,465
Breakthrough Montessori PCS	2016-2017	$ -	$ -	$ -	$ -	$ 631,753
Bridges PCS	2005-2006	$ 704,770	$ 1,143,839	$ 1,457,071	$ 2,106,408	$ 2,234,090
Briya PCS	2006-2007	$ 7,980,584	$ 9,218,949	$ 11,436,918	$ 13,464,649	$ 14,649,945
Capital City PCS	2000-2001	$ 9,099,929	$ 10,392,806	$ 11,646,728	$ 12,788,244	$ 13,783,662
Carlos Rosario International PCS	1998-1999	$ 21,284,737	$ 20,537,609	$ 20,808,093	$ 26,914,416	$ 27,670,323
Cedar Tree Academy PCS	2001-2002	$ 10,554,359	$ 11,359,491	$ 12,556,319	$ 12,879,805	$ 14,007,266
Center City PCS	2008-2009	$ 2,290,829	$ 1,705,236	$ 5,894,453	$ 8,596,547	$ 9,820,641
Cesar Chavez PCS for Public Policy	1998-1999	$ 12,667,205	$ 11,643,875	$ 12,149,524	$ 12,297,708	$ 11,673,651
City Arts & Prep PCS	2004-2005	$ (73,565)	$ 816,691	$ 1,446,691	$ 1,537,893	$ 1,932,693
Community College Preparatory Academy PCS	2013-2014	$ -	$ (41,716)	$ (1,794)	$ 161,012	$ 1,243,212
Creative Minds International PCS	2012-2013	$ 256,488	$ 510,628	$ 1,049,027	$ 600,876	$ (11,957)
DC Bilingual PCS	2004-2005	$ 456,334	$ 293,348	$ (18,411)	$ 875,555	$ 1,316,746
DC Prep PCS	2003-2004	$ 12,722,313	$ 13,072,135	$ 13,878,580	$ 13,764,598	$ 14,256,666
DC Scholars PCS	2012-2013	$ 555,257	$ 1,295,503	$ 3,338,389	$ 3,812,225	$ 3,532,746
Democracy Prep Congress Heights PCS	2014-2015	$ -	$ -	$ 335,976	$ 282,718	$ 16,920
District of Columbia International School	2014-2015	$ -	$ -	$ 1,641,527	$ 4,907,327	$ 7,607,737
E.L. Haynes PCS	2004-2005	$ (5,289,642)	$ (7,781,503)	$ 5,493,590	$ 4,076,233	$ 5,796,677
Eagle Academy PCS	2003-2004	$ 3,571,836	$ 3,839,053	$ 5,087,842	$ 5,896,814	$ 6,198,852
Early Childhood Academy PCS	2005-2006	$ 3,174,242	$ 3,752,131	$ 4,400,895	$ 4,844,828	$ 5,009,078
Elsie Whitlow Stokes Community Freedom PCS	1998-1999	$ 2,420,075	$ 2,634,764	$ 3,607,964	$ 3,532,220	$ 3,683,848
Excel Academy PCS	2008-2009	$ 2,103,068	$ 2,220,320	$ 3,668,433	$ 4,144,399	$ 3,724,300
Friendship PCS	1998-1999	$ 23,154,991	$ 23,327,899	$ 36,949,248	$ 37,682,570	$ 38,339,777
Goodwill Excel Center PCS	2016-2017	$ -	$ -	$ -	$ -	$ 1,516,596
Harmony DC PCS	2014-2015	$ -	$ -	$ (31,664)	$ 168,067	$ 174,626
Hope Community PCS	2005-2006	$ 1,257,655	$ 1,787,458	$ 2,472,195	$ 3,486,682	$ 4,861,463
Howard University Middle School of Mathematics and Science PCS	2005-2006	$ 1,009,710	$ 1,132,287	$ 1,365,849	$ 1,687,746	$ 1,710,328
IDEA PCS	1998-1999	$ -	$ 2,079,987	$ 1,609,057	$ 5,573,205	$ 5,494,602
Ideal Academy PCS	1999-2000	$ 1,288,311	$ 1,386,535	$ 1,724,022	$ 2,136,278	$ 2,551,305
Ingenuity Prep PCS	2013-2014	$ -	$ 622,096	$ 1,261,187	$ 2,662,489	$ 2,607,737
Inspired Teaching Demonstration PCS	2011-2012	$ 817,829	$ 1,498,232	$ 2,163,298	$ 2,625,170	$ 2,943,825
Kingsman Academy PCS	2015-2016	$ -	$ -	$ -	$ 822,277	$ 1,223,301
KIPP DC PCS	2001-2002	$ 74,400,047	$ 96,784,139	$ 101,658,254	$ 126,531,535	$ 138,341,079
Latin American Montessori Bilingual PCS	2003-2004	$ 3,827,464	$ 4,511,081	$ 5,063,050	$ 5,511,272	$ 5,949,531
LAYC Career Academy PCS	2012-2013	$ 833,548	$ 543,945	$ 1,146,829	$ 1,614,617	$ 1,564,547
Lee Montessori PCS	2014-2015	$ -	$ -	$ 176,120	$ 462,441	$ 730,843
Mary McLeod Bethune Day Academy PCS	2004-2005	$ 1,037,919	$ 2,341,777	$ 2,741,821	$ 2,326,000	$ 1,576,295
Maya Angelou PCS	1998-1999	$ 422,535	$ 9,148,384	$ 11,303,187	$ 10,703,943	$ 9,889,359
Meridian PCS	1999-2000	$ 6,563,082	$ 6,574,551	$ 5,562,998	$ 3,822,486	$ 5,254,170
Monument Academy PCS	2015-2016	$ -	$ -	$ -	$ 746,973	$ 1,435,991
Mundo Verde Bilingual PCS	2011-2012	$ 1,477,512	$ 1,831,000	$ 2,517,309	$ 3,216,575	$ 2,913,940
National Collegiate Preparatory PCHS	2009-2010	$ 339,344	$ 147,115	$ 762,490	$ 808,768	$ 608,442
Paul PCS	2000-2001	$ 6,165,145	$ 7,781,741	$ 8,667,152	$ 9,111,447	$ 9,030,501
Perry Street Preparatory PCS	1998-1999	$ 8,603,107	$ 8,494,785	$ 8,667,775	$ 7,714,808	$ 6,983,570
Richard Wright PCS for Journalism and Media Arts	2011-2012	$ 767,217	$ 1,087,390	$ 731,273	$ (105,190)	$ 148,921
Rocketship Education DC PCS	2016-2017	$ -	$ -	$ -	$ 9	$ (1,334,792)
Roots PCS	1999-2000	$ 1,184,961	$ 1,286,402	$ 1,185,562	$ 1,167,416	$ 1,179,520
SEED PCS	1998-1999	$ 15,803,984	$ 15,818,931	$ 15,839,423	$ 16,804,914	$ 17,454,850
Sela PCS	2013-2014	$ -	$ (121,033)	$ 260,709	$ 636,978	$ 685,530
Shining Stars Montessori Academy PCS	2011-2012	$ 499,852	$ 513,845	$ 410,655	$ 377,238	$ (71,339)
Somerset Preparatory Academy PCS	2013-2014	$ -	$ 180,988	$ 709,254	$ 823,594	$ 283,605
St. Coletta Special Education PCS	2006-2007	$ -	$ -	$ -	$ -	$ -
The Children's Guild DC PCS	2015-2016	$ -	$ -	$ -	$ (234,911)	$ 25,845
The Next Step/El Proximo Paso PCS	1998-1999	$ 4,179,579	$ 5,938,003	$ 8,899,213	$ 10,926,739	$ 13,090,418
Thurgood Marshall Academy PCS	2001-2002	$ 761,158	$ 13,403,382	$ 14,193,319	$ 14,298,276	$ 14,582,933
Two Rivers PCS	2004-2005	$ 5,261,236	$ 5,662,813	$ 6,889,719	$ 6,375,261	$ 6,024,912
Washington Global PCS	2015-2016	$ -	$ -	$ -	$ 90,039	$ 263,583
Washington Latin PCS	2006-2007	$ 2,825,622	$ 4,447,910	$ 6,053,614	$ 7,175,862	$ 8,116,459
Washington Leadership Academy PCS	2016-2017	$ -	$ -	$ -	$ 9	$ 863,209
Washington Math Science Technology PCHS	1998-1999	$ 91,095	$ (235,200)	$ 660,969	$ 15,643	$ (790,849)
Washington Yu Ying PCS	2008-2009	$ 5,919,474	$ 7,540,561	$ 8,259,463	$ 9,273,541	$ 10,936,783
YouthBuild DC PCS	2005-2006	$ 1,004,959	$ 754,748	$ 634,444	$ 402,777	$ 621,612
	TOTALS:	$ 258,587,674	$ 318,500,639	$ 390,406,110	$ 447,942,577	$ 481,028,331

NOTE: This schedule provides historical information for schools currently operating; it does not present information on closed schools.

Cash Position and Future Debt by School

School Name	Unrestricted Cash 6/30/17	Days of Cash on Hand 6/30/17	Net Cash From Operations FY2017	Debt Due in FY2018	Long-Term Debt Due After FY2018
Academy of Hope Adult PCS	$ 829,119	56	$ 293,751	$ 104,430	$ 3,875,438
Achievement Preparatory Academy PCS	$ 8,029,680	196	$ (3,245,422)	$ 345,827	$ 34,284,629
AppleTree Early Learning PCS	$ 4,239,590	127	$ 762,414	$ 200,423	$ 1,907,257
BASIS DC PCS	$ 1,485,045	59	$ 121,540	$ -	$ -
Breakthrough Montessori PCS	$ 559,356	105	$ 663,372	$ -	$ -
Bridges PCS	$ 1,141,323	43	$ 343,277	$ -	$ -
Briya PCS	$ 11,451,075	529	$ 1,651,215	$ -	$ -
Capital City PCS	$ 10,163,429	198	$ 2,960,251	$ 599,273	$ 16,757,574
Carlos Rosario International PCS	$ 18,083,445	280	$ 3,267,305	$ 802,196	$ 25,118,684
Cedar Tree Academy PCS	$ 10,359,001	551	$ 1,093,248	$ 296,101	$ 5,350,194
Center City PCS	$ 8,873,785	126	$ 2,434,840	$ -	$ -
Cesar Chavez PCS for Public Policy	$ 6,440,554	89	$ 1,007,433	$ 630,000	$ 22,767,408
City Arts & Prep PCS	$ 1,991,435	83	$ 460,136	$ 826,440	$ -
Community College Preparatory Academy PCS	$ 1,020,360	68	$ 1,297,505	$ -	$ -
Creative Minds International PCS	$ 640,410	29	$ 758,319	$ 46,967	$ 1,885,361
DC Bilingual PCS	$ 1,554,468	68	$ 981,753	$ -	$ -
DC Prep PCS	$ 12,580,484	137	$ 2,377,018	$ 722,982	$ 64,643,047
DC Scholars PCS	$ 3,349,352	125	$ 880,830	$ 296,423	$ 13,522,575
Democracy Prep Congress Heights PCS	$ 96,732	3	$ (321,761)	$ -	$ -
District of Columbia International School	$ 3,941,715	175	$ 5,905,347	$ -	$ 27,674,781
E.L. Haynes PCS	$ 6,825,020	101	$ 1,076,986	$ 297,000	$ 32,397,241
Eagle Academy PCS	$ 270,082	5	$ 1,380,573	$ 538,069	$ 20,130,598
Early Childhood Academy PCS	$ 4,292,731	349	$ 217,572	$ -	$ -
Elsie Whitlow Stokes Community Freedom PCS	$ 1,656,451	85	$ 438,957	$ 227,363	$ 7,265,764
Excel Academy PCS	$ 3,489,748	95	$ (262,894)	$ -	$ -
Friendship PCS	$ 32,593,631	148	$ 7,110,845	$ 2,690,000	$ 115,346,117
Goodwill Excel Center PCS	$ 1,971,397	166	$ 1,691,354	$ 139,552	$ 897,839
Harmony DC PCS	$ 202,657	38	$ 62,407	$ -	$ -
Hope Community PCS	$ 4,725,725	108	$ 1,434,010	$ -	$ -
Howard University Middle School of Mathematics and Science PCS	$ 1,600,512	83	$ (188,081)	$ -	$ -
IDEA PCS	$ 560,466	32	$ 134,831	$ 95,191	$ 6,609,892
Ideal Academy PCS	$ 96,537	8	$ 839,712	$ 1,804,834	$ 7,673,979
Ingenuity Prep PCS	$ 1,986,650	92	$ 396,114	$ -	$ -
Inspired Teaching Demonstration PCS	$ 2,761,546	152	$ 564,593	$ -	$ -
Kingsman Academy PCS	$ 1,358,448	79	$ 483,136	$ 360,813	$ 9,343,231
KIPP DC PCS	$ 101,593,656	341	$ 19,254,520	$ 20,034,000	$ 152,109,357
Latin American Montessori Bilingual PCS	$ 3,869,954	171	$ 874,438	$ 137,445	$ 5,054,774
LAYC Career Academy PCS	$ 1,636,648	154	$ 260,758	$ -	$ -
Lee Montessori PCS	$ 790,873	107	$ 296,547	$ -	$ -
Mary McLeod Bethune Day Academy PCS	$ 454,809	21	$ (411,382)	$ -	$ -
Maya Angelou PCS	$ 1,351,751	48	$ 445,153	$ 91,441	$ 3,725,532
Meridian PCS	$ 2,524,368	83	$ 1,527,492	$ -	$ 12,443,375
Monument Academy PCS	$ 603,481	40	$ 667,635	$ -	$ 699,149
Mundo Verde Bilingual PCS	$ 1,017,634	36	$ 517,792	$ 627,716	$ 11,246,483
National Collegiate Preparatory PCHS	$ 717,133	43	$ 128,355	$ -	$ -
Paul PCS	$ 2,317,821	64	$ 907,722	$ -	$ 18,170,860
Perry Street Preparatory PCS	$ 1,594,341	88	$ 658,332	$ -	$ 11,582,714
Richard Wright PCS for Journalism and Media Arts	$ 228,188	14	$ 221,370	$ -	$ -
Rocketship Education DC PCS	$ 2,020,323	68	$ 1,209,878	$ -	$ -
Roots PCS	$ 902,440	161	$ 447,150	$ -	$ -
SEED PCS	$ 2,042,229	52	$ 1,922,171	$ 970,000	$ 2,263,561
Sela PCS	$ 628,199	64	$ 35,931	$ -	$ -
Shining Stars Montessori Academy PCS	$ 386,297	36	$ 303,362	$ -	$ -
Somerset Preparatory Academy PCS	$ 461,153	23	$ (306,103)	$ -	$ -
St. Coletta Special Education PCS	$ 3,591,856	79	$ 1,210,898	$ -	$ -
The Children's Guild DC PCS	$ 418,145	15	$ 956,830	$ -	$ -
The Next Step/El Proximo Paso PCS	$ 11,821,255	647	$ 2,460,365	$ 173,502	$ 6,907,930
Thurgood Marshall Academy PCS	$ 4,363,696	184	$ 701,333	$ 121,307	$ 792,018
Two Rivers PCS	$ 2,545,127	65	$ 377,154	$ 622,313	$ 25,977,083
Washington Global PCS	$ 493,431	56	$ 542,679	$ 106,007	$ 3,125,326
Washington Latin PCS	$ 7,193,364	243	$ 774,490	$ -	$ 17,744,495
Washington Leadership Academy PCS	$ 566,435	83	$ 285,204	$ -	$ -
Washington Math Science Technology PCHS	$ 36,337	2	$ (140,073)	$ 299,709	$ 5,907,922
Washington Yu Ying PCS	$ 8,128,736	347	$ 2,072,429	$ 424,672	$ 11,798,724
YouthBuild DC PCS	$ 512,027	68	$ 250,262	$ -	$ -
TOTALS:	$ 336,033,666	Avg 123	$ 77,525,178	$ 34,631,996	$ 707,000,912

Revenue and Expenses by School FY2017

School Name	Operating Revenues	Operating Expenses	Non-Operating Revenue (Expense)	Surplus (Deficit)
Academy of Hope Adult PCS	$ 5,853,094	$ 5,667,993	$ (2,358)	$ 182,743
Achievement Preparatory Academy PCS	$ 17,395,316	$ 16,164,385	$ (195,319)	$ 1,035,612
AppleTree Early Learning PCS	$ 12,970,221	$ 12,679,049	$ -	$ 291,172
BASIS DC PCS	$ 9,221,215	$ 9,277,183	$ (1,663)	$ (57,631)
Breakthrough Montessori PCS	$ 2,229,334	$ 1,968,474	$ -	$ 260,860
Bridges PCS	$ 9,988,829	$ 9,857,183	$ (3,964)	$ 127,682
Briya PCS	$ 9,291,053	$ 8,105,507	$ (250)	$ 1,185,296
Capital City PCS	$ 20,891,917	$ 20,299,553	$ 403,054	$ 995,418
Carlos Rosario International PCS	$ 26,379,071	$ 25,882,283	$ 259,119	$ 755,907
Cedar Tree Academy PCS	$ 7,928,798	$ 7,124,757	$ 323,420	$ 1,127,461
Center City PCS	$ 27,933,413	$ 26,709,319	$ -	$ 1,224,094
Cesar Chavez PCS for Public Policy	$ 27,473,367	$ 28,097,424	$ -	$ (624,057)
City Arts & Prep PCS	$ 9,398,257	$ 9,007,993	$ 4,536	$ 394,800
Community College Preparatory Academy PCS	$ 6,724,731	$ 5,642,531	$ -	$ 1,082,200
Creative Minds International PCS	$ 7,774,962	$ 8,387,795	$ -	$ (612,833)
DC Bilingual PCS	$ 8,886,398	$ 8,445,207	$ -	$ 441,191
DC Prep PCS	$ 35,773,088	$ 35,438,243	$ 157,223	$ 492,068
DC Scholars PCS	$ 10,461,216	$ 10,740,695	$ -	$ (279,479)
Democracy Prep Congress Heights PCS	$ 12,998,775	$ 13,264,573	$ -	$ (265,798)
District of Columbia International School	$ 11,461,572	$ 8,410,186	$ (350,976)	$ 2,700,410
E.L. Haynes PCS	$ 25,623,614	$ 26,483,150	$ 2,579,980	$ 1,720,444
Eagle Academy PCS	$ 21,374,343	$ 21,072,305	$ -	$ 302,038
Early Childhood Academy PCS	$ 4,713,558	$ 4,547,563	$ (1,745)	$ 164,250
Elsie Whitlow Stokes Community Freedom PCS	$ 7,232,053	$ 7,428,934	$ 228,509	$ 31,628
Excel Academy PCS	$ 13,250,484	$ 13,670,583	$ -	$ (420,099)
Friendship PCS	$ 86,190,203	$ 85,481,115	$ (51,881)	$ 657,207
Goodwill Excel Center PCS	$ 6,587,395	$ 4,648,405	$ -	$ 1,938,990
Harmony DC PCS	$ 2,069,162	$ 2,062,603	$ -	$ 6,559
Hope Community PCS	$ 17,522,747	$ 16,147,966	$ -	$ 1,374,781
Howard University Middle School of Mathematics and Science PCS	$ 7,176,885	$ 7,154,303	$ -	$ 22,582
IDEA PCS	$ 6,698,673	$ 6,777,276	$ -	$ (78,603)
Ideal Academy PCS	$ 5,427,649	$ 5,012,622	$ -	$ 415,027
Ingenuity Prep PCS	$ 8,022,617	$ 8,077,369	$ -	$ (54,752)
Inspired Teaching Demonstration PCS	$ 7,205,642	$ 6,708,583	$ (178,404)	$ 318,655
Kingsman Academy PCS	$ 6,991,260	$ 6,590,236	$ -	$ 401,024
KIPP DC PCS	$ 123,965,399	$ 114,978,350	$ 2,822,495	$ 11,809,544
Latin American Montessori Bilingual PCS	$ 8,779,137	$ 8,557,494	$ 216,616	$ 438,259
LAYC Career Academy PCS	$ 3,911,174	$ 3,961,244	$ -	$ (50,070)
Lee Montessori PCS	$ 2,986,721	$ 2,718,319	$ -	$ 268,402
Mary McLeod Bethune Day Academy PCS	$ 7,379,668	$ 8,129,373	$ -	$ (749,705)
Maya Angelou PCS	$ 10,160,456	$ 10,975,040	$ -	$ (814,584)
Meridian PCS	$ 13,403,810	$ 11,972,126	$ -	$ 1,431,684
Monument Academy PCS	$ 6,296,658	$ 5,607,640	$ -	$ 689,018
Mundo Verde Bilingual PCS	$ 10,766,298	$ 11,068,796	$ (137)	$ (302,635)
National Collegiate Preparatory PCHS	$ 5,972,260	$ 6,172,586	$ -	$ (200,326)
Paul PCS	$ 14,674,524	$ 14,544,690	$ (210,780)	$ (80,946)
Perry Street Preparatory PCS	$ 6,900,680	$ 7,631,918	$ -	$ (731,238)
Richard Wright PCS for Journalism and Media Arts	$ 6,419,656	$ 6,165,545	$ -	$ 254,111
Rocketship Education DC PCS	$ 10,097,668	$ 10,903,358	$ -	$ (805,690)
Roots PCS	$ 2,090,716	$ 2,078,612	$ -	$ 12,104
SEED PCS	$ 16,329,801	$ 15,679,865	$ -	$ 649,936
Sela PCS	$ 3,679,864	$ 3,631,312	$ -	$ 48,552
Shining Stars Montessori Academy PCS	$ 3,638,357	$ 4,086,934	$ -	$ (448,577)
Somerset Preparatory Academy PCS	$ 6,951,256	$ 7,491,245	$ -	$ (539,989)
St. Coletta Special Education PCS	$ 17,778,898	$ 17,778,898	$ -	$ -
The Children's Guild DC PCS	$ 10,671,704	$ 10,410,948	$ -	$ 260,756
The Next Step/El Proximo Paso PCS	$ 8,964,061	$ 7,073,630	$ 273,248	$ 2,163,679
Thurgood Marshall Academy PCS	$ 9,478,688	$ 9,194,031	$ -	$ 284,657
Two Rivers PCS	$ 14,694,516	$ 15,351,131	$ 306,266	$ (350,349)
Washington Global PCS	$ 3,517,601	$ 3,344,057	$ -	$ 173,544
Washington Latin PCS	$ 12,438,657	$ 11,870,690	$ 372,630	$ 940,597
Washington Leadership Academy PCS	$ 2,776,381	$ 2,540,450	$ -	$ 235,931
Washington Math Science Technology PCHS	$ 6,342,508	$ 7,149,001	$ -	$ (806,493)
Washington Yu Ying PCS	$ 10,416,494	$ 9,044,728	$ 291,476	$ 1,663,242
YouthBuild DC PCS	$ 3,061,378	$ 2,788,276	$ (54,267)	$ 218,835
TOTALS:	$ 871,665,901	$ 845,933,633	$ 7,186,828	$ 32,919,096

Sources of Revenue by School FY2017

School Name	Total DC Funding	% of DC Funding	Federal Funds	% of Federal Funds	Philanthropy	% of Philanthropy	Other Income	% of Other Income	Operating Revenues
Academy of Hope Adult PCS	$ 4,424,711	76%	$ 298,729	5%	$ 1,064,432	18%	$ 65,222	1%	$ 5,853,094
Achievement Preparatory Academy PCS	$ 15,797,972	91%	$ 1,243,802	7%	$ 223,393	1%	$ 130,149	1%	$ 17,395,316
AppleTree Early Learning PCS	$ 11,438,789	88%	$ 777,013	6%	$ 320,456	2%	$ 433,963	3%	$ 12,970,221
BASIS DC PCS	$ 8,682,799	94%	$ 154,975	2%	$ 213,370	2%	$ 170,071	2%	$ 9,221,215
Breakthrough Montessori PCS	$ 1,521,033	68%	$ 194,329	9%	$ 495,974	22%	$ 17,998	1%	$ 2,229,334
Bridges PCS	$ 8,288,106	83%	$ 1,321,409	13%	$ 329,027	3%	$ 50,287	1%	$ 9,988,829
Briya PCS	$ 8,159,626	88%	$ 545,434	6%	$ 447,757	5%	$ 138,236	1%	$ 9,291,053
Capital City PCS	$ 18,291,092	88%	$ 1,849,206	9%	$ 378,265	2%	$ 373,354	2%	$ 20,891,917
Carlos Rosario International PCS	$ 24,590,868	93%	$ -	0%	$ 290,317	1%	$ 1,497,886	6%	$ 26,379,071
Cedar Tree Academy PCS	$ 6,885,616	87%	$ 571,211	7%	$ 31,477	0%	$ 440,494	6%	$ 7,928,798
Center City PCS	$ 24,270,764	87%	$ 3,090,737	11%	$ 210,360	1%	$ 361,552	1%	$ 27,933,413
Cesar Chavez PCS for Public Policy	$ 23,849,134	87%	$ 3,038,776	11%	$ 473,579	2%	$ 111,878	0%	$ 27,473,367
City Arts & Prep PCS	$ 8,582,735	91%	$ 655,779	7%	$ 56,411	1%	$ 103,332	1%	$ 9,398,257
Community College Preparatory Academy PCS	$ 5,576,966	83%	$ -	0%	$ 336,671	5%	$ 811,094	12%	$ 6,724,731
Creative Minds International PCS	$ 6,592,115	85%	$ 125,201	2%	$ 464,785	6%	$ 592,861	8%	$ 7,774,962
DC Bilingual PCS	$ 7,890,534	89%	$ 679,691	8%	$ 178,410	2%	$ 137,763	2%	$ 8,886,398
DC Prep PCS	$ 29,153,225	81%	$ 2,865,311	8%	$ 3,362,333	9%	$ 392,219	1%	$ 35,773,088
DC Scholars PCS	$ 8,855,049	85%	$ 1,235,106	12%	$ 131,765	1%	$ 239,296	2%	$ 10,461,216
Democracy Prep Congress Heights PCS	$ 11,533,853	89%	$ 1,303,685	10%	$ 161,237	1%	$ -	0%	$ 12,998,775
District of Columbia International School	$ 9,015,660	79%	$ 1,554,918	14%	$ 720,593	6%	$ 170,401	1%	$ 11,461,572
E.L. Haynes PCS	$ 22,320,934	87%	$ 1,441,676	6%	$ 1,222,693	5%	$ 638,311	2%	$ 25,623,614
Eagle Academy PCS	$ 16,347,969	76%	$ 3,990,880	19%	$ -	0%	$ 1,035,494	5%	$ 21,374,343
Early Childhood Academy PCS	$ 4,007,170	85%	$ 515,653	11%	$ 94,841	2%	$ 95,894	2%	$ 4,713,558
Elsie Whitlow Stokes Community Freedom PCS	$ 5,670,141	78%	$ 432,657	6%	$ 274,582	4%	$ 854,673	12%	$ 7,232,053
Excel Academy PCS	$ 11,732,605	89%	$ 1,247,867	9%	$ 135,113	1%	$ 134,899	1%	$ 13,250,484
Friendship PCS	$ 74,770,048	87%	$ 7,433,946	9%	$ 3,850,941	4%	$ 135,268	0%	$ 86,190,203
Goodwill Excel Center PCS	$ 5,863,695	89%	$ 362,200	5%	$ 361,500	5%	$ -	0%	$ 6,587,395
Harmony DC PCS	$ 1,630,123	79%	$ 314,915	15%	$ 119,453	6%	$ 4,671	0%	$ 2,069,162
Hope Community PCS	$ 16,377,929	93%	$ 954,458	5%	$ -	0%	$ 190,360	1%	$ 17,522,747
Howard University Middle School of Mathematics and Science PCS	$ 4,464,038	62%	$ 471,617	7%	$ 2,141,820	30%	$ 99,410	1%	$ 7,176,885
IDEA PCS	$ 5,355,623	80%	$ 955,359	14%	$ 173,962	3%	$ 213,729	3%	$ 6,698,673
Ideal Academy PCS	$ 4,845,544	89%	$ 457,916	8%	$ 48,812	1%	$ 75,377	1%	$ 5,427,649
Ingenuity Prep PCS	$ 7,129,416	89%	$ 542,746	7%	$ 344,245	4%	$ 6,210	0%	$ 8,022,617
Inspired Teaching Demonstration PCS	$ 6,790,767	94%	$ 131,427	2%	$ 233,213	3%	$ 50,235	1%	$ 7,205,642
Kingsman Academy PCS	$ 6,436,348	92%	$ 495,696	7%	$ 22,013	0%	$ 37,203	1%	$ 6,991,260
KIPP DC PCS	$ 104,651,639	84%	$ 13,008,597	10%	$ 4,433,680	4%	$ 1,871,483	2%	$ 123,965,399
Latin American Montessori Bilingual PCS	$ 7,528,330	86%	$ 187,775	2%	$ 147,759	2%	$ 915,273	10%	$ 8,779,137
LAYC Career Academy PCS	$ 3,641,390	93%	$ 40,729	1%	$ 229,055	6%	$ -	0%	$ 3,911,174
Lee Montessori PCS	$ 2,723,133	91%	$ 53,678	2%	$ 74,581	2%	$ 135,329	5%	$ 2,986,721
Mary McLeod Bethune Day Academy PCS	$ 6,665,332	90%	$ 702,933	10%	$ 10,388	0%	$ 1,015	0%	$ 7,379,668
Maya Angelou PCS	$ 7,774,348	77%	$ 722,522	7%	$ 1,640,031	16%	$ 23,555	0%	$ 10,160,456
Meridian PCS	$ 11,980,446	89%	$ 1,314,807	10%	$ 61,392	0%	$ 47,165	0%	$ 13,403,810
Monument Academy PCS	$ 4,427,377	70%	$ 943,437	15%	$ 920,553	15%	$ 5,291	0%	$ 6,296,658
Mundo Verde Bilingual PCS	$ 8,914,800	83%	$ 267,598	2%	$ 477,309	4%	$ 1,106,591	10%	$ 10,766,298
National Collegiate Preparatory PCHS	$ 5,395,913	90%	$ 482,356	8%	$ 53,998	1%	$ 39,993	1%	$ 5,972,260
Paul PCS	$ 13,540,406	92%	$ 538,112	4%	$ 194,065	1%	$ 401,941	3%	$ 14,674,524
Perry Street Preparatory PCS	$ 5,575,662	81%	$ 706,944	10%	$ 70,737	1%	$ 547,337	8%	$ 6,900,680
Richard Wright PCS for Journalism and Media Arts	$ 5,827,173	91%	$ 489,248	8%	$ 74,318	1%	$ 28,917	0%	$ 6,419,656
Rocketship Education DC PCS	$ 7,946,263	79%	$ 433,339	4%	$ 1,707,425	17%	$ 10,641	0%	$ 10,097,668
Roots PCS	$ 1,918,972	92%	$ 107,965	5%	$ 18,578	1%	$ 45,201	2%	$ 2,090,716
SEED PCS	$ 15,410,247	94%	$ 578,317	4%	$ 97,763	1%	$ 243,474	1%	$ 16,329,801
Sela PCS	$ 2,987,408	81%	$ 328,499	9%	$ 210,096	6%	$ 153,861	4%	$ 3,679,864
Shining Stars Montessori Academy PCS	$ 3,401,478	93%	$ 131,264	4%	$ 63,412	2%	$ 42,203	1%	$ 3,638,357
Somerset Preparatory Academy PCS	$ 6,265,386	90%	$ 491,290	7%	$ 42,912	1%	$ 151,668	2%	$ 6,951,256
St. Coletta Special Education PCS	$ 13,866,288	78%	$ 104,612	1%	$ -	0%	$ 3,807,998	21%	$ 17,778,898
The Children's Guild DC PCS	$ 9,359,050	88%	$ 587,168	6%	$ 696,235	7%	$ 29,251	0%	$ 10,671,704
The Next Step/El Proximo Paso PCS	$ 7,901,321	88%	$ 614,079	7%	$ 292,623	3%	$ 156,038	2%	$ 8,964,061
Thurgood Marshall Academy PCS	$ 7,141,756	75%	$ 1,081,982	11%	$ 1,204,163	13%	$ 50,787	1%	$ 9,478,688
Two Rivers PCS	$ 13,026,089	89%	$ 981,476	7%	$ 553,683	4%	$ 133,268	1%	$ 14,694,516
Washington Global PCS	$ 3,174,805	90%	$ 276,836	8%	$ 14,334	0%	$ 51,626	1%	$ 3,517,601
Washington Latin PCS	$ 11,085,364	89%	$ 216,480	2%	$ 667,435	5%	$ 469,378	4%	$ 12,438,657
Washington Leadership Academy PCS	$ 2,043,938	74%	$ 363,922	13%	$ 364,557	13%	$ 3,964	0%	$ 2,776,381
Washington Math Science Technology PCHS	$ 5,558,684	88%	$ 643,476	10%	$ 116,660	2%	$ 23,688	0%	$ 6,342,508
Washington Yu Ying PCS	$ 8,921,358	86%	$ 254,635	2%	$ 239,399	2%	$ 1,001,102	10%	$ 10,416,494
YouthBuild DC PCS	$ 2,285,919	75%	$ 749,468	24%	$ 24,863	1%	$ 1,128	0%	$ 3,061,378
TOTALS:	$ 748,083,272	Avg 85%	$ 68,657,869	Avg 8%	$ 33,615,804	Avg 4%	$ 21,308,956	Avg 3%	$ 871,665,901

Philanthropic Revenue by School FY2015-FY2017

School Name	FY2015 Grants and Contributions Total	FY2015 Grants and Contributions Per Pupil	FY2016 Grants and Contributions Total	FY2016 Grants and Contributions Per Pupil	FY2017 Grants and Contributions Total	FY2017 Grants and Contributions Per Pupil	3-Year Average Grants and Contributions Total	3-Year Average Grants and Contributions Per Pupil
Academy of Hope Adult PCS	$ 1,296,887	$ 5,066	$ 666,224	$ 1,995	$ 1,064,432	$ 2,838	$ 1,009,181	$ 3,300
Achievement Preparatory Academy PCS	$ 777,610	$ 1,200	$ 447,176	$ 682	$ 223,393	$ 240	$ 482,726	$ 707
AppleTree Early Learning PCS	$ 45,231	$ 70	$ 275,671	$ 422	$ 320,456	$ 508	$ 213,786	$ 333
BASIS DC PCS	$ 199,555	$ 362	$ 219,176	$ 366	$ 213,370	$ 357	$ 210,700	$ 362
Breakthrough Montessori PCS	$ -	$ -	$ -	$ -	$ 495,974	$ 5,573	$ 165,325	$ 1,858
Bridges PCS	$ 80,114	$ 295	$ 535,499	$ 1,608	$ 329,027	$ 1,003	$ 314,880	$ 969
Briya PCS	$ 291,562	$ 593	$ 360,859	$ 726	$ 447,757	$ 695	$ 366,726	$ 671
Capital City PCS	$ 209,193	$ 215	$ 402,340	$ 410	$ 378,265	$ 385	$ 329,933	$ 337
Carlos Rosario International PCS	$ 399,425	$ 202	$ 246,319	$ 122	$ 290,317	$ 141	$ 312,020	$ 155
Cedar Tree Academy PCS	$ 232,145	$ 648	$ 94,670	$ 259	$ 31,477	$ 82	$ 119,431	$ 330
Center City PCS	$ 349,644	$ 236	$ 704,960	$ 490	$ 210,360	$ 146	$ 421,655	$ 291
Cesar Chavez PCS for Public Policy	$ 1,017,941	$ 755	$ 757,038	$ 533	$ 473,579	$ 371	$ 749,519	$ 553
City Arts & Prep PCS	$ 26,547	$ 60	$ 173,468	$ 371	$ 56,411	$ 108	$ 85,475	$ 180
Community College Preparatory Academy PCS	$ 27,424	$ 100	$ 139,833	$ 390	$ 336,671	$ 707	$ 167,976	$ 399
Creative Minds International PCS	$ 189,603	$ 1,048	$ 260,134	$ 1,098	$ 464,785	$ 1,363	$ 304,841	$ 1,169
DC Bilingual PCS	$ 193,567	$ 532	$ 295,168	$ 732	$ 178,410	$ 435	$ 222,382	$ 566
DC Prep PCS	$ 3,256,098	$ 2,467	$ 2,782,480	$ 1,785	$ 3,362,333	$ 1,966	$ 3,133,637	$ 2,073
DC Scholars PCS	$ 879,662	$ 2,261	$ 86,641	$ 194	$ 131,765	$ 261	$ 366,023	$ 906
Democracy Prep Congress Heights PCS	$ 47,730	$ 77	$ 94,022	$ 150	$ 161,237	$ 246	$ 100,996	$ 158
District of Columbia International School	$ 462,507	$ 2,202	$ 662,580	$ 1,640	$ 720,593	$ 1,386	$ 615,227	$ 1,743
E.L. Haynes PCS	$ 1,723,083	$ 1,489	$ 1,753,797	$ 1,537	$ 1,222,693	$ 1,070	$ 1,566,524	$ 1,365
Eagle Academy PCS	$ 31,342	$ 34	$ 43,541	$ 47	$ -	$ -	$ 24,961	$ 27
Early Childhood Academy PCS	$ 119,421	$ 461	$ 215,057	$ 821	$ 94,841	$ 414	$ 143,106	$ 565
Elsie Whitlow Stokes Community Freedom PCS	$ 53,098	$ 152	$ 202,956	$ 580	$ 274,582	$ 785	$ 176,879	$ 505
Excel Academy PCS	$ 181,325	$ 250	$ 212,585	$ 291	$ 135,113	$ 192	$ 176,341	$ 245
Friendship PCS	$ 3,412,164	$ 917	$ 2,703,426	$ 639	$ 3,850,941	$ 913	$ 3,322,177	$ 823
Goodwill Excel Center PCS	$ -	$ -	$ -	$ -	$ 361,500	$ 946	$ 120,500	$ 315
Harmony DC PCS	$ 104,421	$ 1,582	$ 70,515	$ 672	$ 119,453	$ 1,231	$ 98,130	$ 1,162
Hope Community PCS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Howard University Middle School of Mathematics and Science PCS	$ 2,075,729	$ 7,060	$ 2,010,661	$ 7,559	$ 2,141,820	$ 7,704	$ 2,076,070	$ 7,441
IDEA PCS	$ 101,865	$ 469	$ 1,065,376	$ 3,791	$ 173,962	$ 664	$ 447,068	$ 1,642
Ideal Academy PCS	$ 27,604	$ 93	$ 220,285	$ 744	$ 48,812	$ 163	$ 98,900	$ 333
Ingenuity Prep PCS	$ 428,109	$ 2,130	$ 553,595	$ 1,922	$ 344,245	$ 916	$ 441,983	$ 1,656
Inspired Teaching Demonstration PCS	$ 215,005	$ 678	$ 373,042	$ 1,014	$ 233,213	$ 563	$ 273,753	$ 752
Kingsman Academy PCS	$ -	$ -	$ 30,411	$ 120	$ 22,013	$ 102	$ 17,475	$ 74
KIPP DC PCS	$ 12,495,214	$ 2,753	$ 16,259,942	$ 3,129	$ 4,433,680	$ 767	$ 11,062,945	$ 2,216
Latin American Montessori Bilingual PCS	$ 165,453	$ 484	$ 217,432	$ 581	$ 147,759	$ 347	$ 176,881	$ 471
LAYC Career Academy PCS	$ 18,260	$ 96	$ 38,786	$ 203	$ 229,055	$ 1,238	$ 95,367	$ 512
Lee Montessori PCS	$ 112,708	$ 1,523	$ 56,027	$ 539	$ 74,581	$ 514	$ 81,105	$ 859
Mary McLeod Bethune Day Academy PCS	$ 32,999	$ 87	$ 16,463	$ 39	$ 10,388	$ 26	$ 19,950	$ 51
Maya Angelou PCS	$ 143,936	$ 360	$ 290,087	$ 804	$ 1,640,031	$ 5,290	$ 691,351	$ 2,151
Meridian PCS	$ 85,334	$ 134	$ 127,202	$ 176	$ 61,392	$ 89	$ 91,309	$ 133
Monument Academy PCS	$ -	$ -	$ 617,972	$ 15,449	$ 920,553	$ 12,113	$ 512,842	$ 9,187
Mundo Verde Bilingual PCS	$ 379,772	$ 940	$ 564,789	$ 1,050	$ 477,309	$ 848	$ 473,957	$ 946
National Collegiate Preparatory PCHS	$ 39,480	$ 129	$ 86,158	$ 308	$ 53,998	$ 196	$ 59,879	$ 211
Paul PCS	$ 150,898	$ 215	$ 196,022	$ 290	$ 194,065	$ 266	$ 180,328	$ 257
Perry Street Preparatory PCS	$ 305,992	$ 494	$ 58,227	$ 180	$ 70,737	$ 231	$ 144,985	$ 302
Richard Wright PCS for Journalism and Media Arts	$ 100,262	$ 329	$ 115,733	$ 408	$ 74,318	$ 248	$ 96,771	$ 328
Rocketship Education DC PCS	$ -	$ -	$ -	$ -	$ 1,707,425	$ 3,872	$ 569,142	$ 1,291
Roots PCS	$ 21,772	$ 229	$ 65,291	$ 616	$ 18,578	$ 157	$ 35,214	$ 334
SEED PCS	$ 250,083	$ 744	$ 286,224	$ 813	$ 97,763	$ 271	$ 211,357	$ 609
Sela PCS	$ 520,955	$ 6,058	$ 493,357	$ 3,682	$ 210,096	$ 1,187	$ 408,136	$ 3,642
Shining Stars Montessori Academy PCS	$ 10,612	$ 90	$ 1,323	$ 8	$ 63,412	$ 312	$ 25,116	$ 137
Somerset Preparatory Academy PCS	$ 27,398	$ 114	$ 43,779	$ 157	$ 42,912	$ 132	$ 38,030	$ 135
St. Coletta Special Education PCS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
The Children's Guild DC PCS	$ -	$ -	$ 993,605	$ 3,048	$ 696,235	$ 2,036	$ 563,280	$ 1,695
The Next Step/El Proximo Paso PCS	$ 97,469	$ 269	$ 471,713	$ 1,200	$ 292,623	$ 745	$ 287,268	$ 738
Thurgood Marshall Academy PCS	$ 946,528	$ 2,396	$ 984,171	$ 2,543	$ 1,204,163	$ 3,104	$ 1,044,954	$ 2,681
Two Rivers PCS	$ 616,130	$ 1,189	$ 1,155,565	$ 1,663	$ 553,683	$ 735	$ 775,126	$ 1,196
Washington Global PCS	-	$ -	$ 48,354	$ 479	$ 14,334	$ 82	$ 31,344	$ 187
Washington Latin PCS	$ 1,558,176	$ 2,326	$ 1,113,305	$ 1,630	$ 667,435	$ 958	$ 1,112,972	$ 1,638
Washington Leadership Academy PCS	-	$ -	$ -	$ -	$ 364,557	$ 3,314	$ 182,279	$ 1,105
Washington Math Science Technology PCHS	$ 235,818	$ 704	$ 43,410	$ 140	$ 116,660	$ 421	$ 131,963	$ 422
Washington Yu Ying PCS	$ 252,354	$ 478	$ 303,413	$ 551	$ 239,399	$ 419	$ 265,055	$ 483
YouthBuild DC PCS	$ 64,457	$ 576	$ 84,890	$ 732	$ 24,863	$ 213	$ 58,070	$ 507
TOTALS:	$ 37,087,671	$ 1,055	$ 43,392,745	$ 1,128	$ 33,615,804	$ 810	$ 38,032,073	$ 998

Distribution of Expenses by School, FY 2017

School Name	Total Personnel Salaries and Benefits	Personnel Expense % of Total Revenue	Total Direct Student Costs	Direct Student Costs % of Total Revenue	Total Occupancy Expenses	Occupancy Expense % of Total Revenue	Total General Expenses	General Expense % of Total Revenue	Total Functional Expenses
Academy of Hope Adult PCS	$ 3,348,514	57%	$ 614,618	11%	$ 915,371	16%	$ 789,490	13%	$ 5,667,993
Achievement Preparatory Academy PCS	$ 8,280,664	48%	$ 1,564,437	9%	$ 3,094,426	18%	$ 3,224,858	19%	$ 16,164,385
AppleTree Early Learning PCS	$ 8,863,918	68%	$ 842,224	6%	$ 2,142,616	17%	$ 830,291	6%	$ 12,679,049
BASIS DC PCS	$ 5,313,684	58%	$ 436,952	5%	$ 2,023,357	22%	$ 1,503,190	16%	$ 9,277,183
Breakthrough Montessori PCS	$ 1,078,512	48%	$ 158,228	7%	$ 396,943	18%	$ 334,791	15%	$ 1,968,474
Bridges PCS	$ 6,406,567	64%	$ 1,113,213	11%	$ 1,616,249	16%	$ 721,154	7%	$ 9,857,183
Briya PCS	$ 5,006,588	54%	$ 440,828	5%	$ 1,783,545	19%	$ 874,546	9%	$ 8,105,507
Capital City PCS	$ 13,641,151	65%	$ 1,633,380	8%	$ 3,173,660	15%	$ 1,851,362	9%	$ 20,299,553
Carlos Rosario International PCS	$ 16,972,884	64%	$ 819,401	3%	$ 4,498,110	17%	$ 3,591,888	14%	$ 25,882,283
Cedar Tree Academy PCS	$ 4,908,027	62%	$ 714,504	9%	$ 819,334	10%	$ 682,892	9%	$ 7,124,757
Center City PCS	$ 18,408,909	66%	$ 2,333,312	8%	$ 4,399,882	16%	$ 1,567,216	6%	$ 26,709,319
Cesar Chavez PCS for Public Policy	$ 17,440,302	63%	$ 2,209,194	8%	$ 4,851,043	18%	$ 3,596,885	13%	$ 28,097,424
City Arts & Prep PCS	$ 5,233,211	56%	$ 904,489	10%	$ 1,943,993	21%	$ 926,300	10%	$ 9,007,993
Community College Preparatory Academy PCS	$ 2,563,959	38%	$ 1,435,848	21%	$ 1,138,533	17%	$ 504,191	7%	$ 5,642,531
Creative Minds International PCS	$ 5,063,748	65%	$ 948,132	12%	$ 1,735,516	22%	$ 640,399	8%	$ 8,387,795
DC Bilingual PCS	$ 5,560,979	63%	$ 1,402,220	16%	$ 697,758	8%	$ 784,250	9%	$ 8,445,207
DC Prep PCS	$ 25,079,839	70%	$ 2,554,190	7%	$ 5,263,688	15%	$ 2,540,526	7%	$ 35,438,243
DC Scholars PCS	$ 5,609,243	54%	$ 1,213,432	12%	$ 2,141,414	20%	$ 1,776,606	17%	$ 10,740,695
Democracy Prep Congress Heights PCS	$ 5,770,242	44%	$ 2,632,160	20%	$ 2,318,141	18%	$ 2,544,030	20%	$ 13,264,573
District of Columbia International School	$ 5,467,215	48%	$ 644,652	6%	$ 1,657,587	14%	$ 640,732	6%	$ 8,410,186
E.L. Haynes PCS	$ 17,264,636	67%	$ 2,093,020	8%	$ 5,051,622	20%	$ 2,073,872	8%	$ 26,483,150
Eagle Academy PCS	$ 13,640,381	64%	$ 2,157,034	10%	$ 2,615,742	12%	$ 2,659,148	12%	$ 21,072,305
Early Childhood Academy PCS	$ 2,979,283	63%	$ 464,582	10%	$ 722,712	15%	$ 380,986	8%	$ 4,547,563
Elsie Whitlow Stokes Community Freedom PCS	$ 5,017,166	69%	$ 625,445	9%	$ 901,503	12%	$ 884,820	12%	$ 7,428,934
Excel Academy PCS	$ 8,595,138	65%	$ 1,469,964	11%	$ 2,075,622	16%	$ 1,529,859	12%	$ 13,670,583
Friendship PCS	$ 53,017,307	62%	$ 8,395,127	10%	$ 16,706,149	19%	$ 7,362,532	9%	$ 85,481,115
Goodwill Excel Center PCS	$ 1,991,733	30%	$ 874,108	13%	$ 1,096,492	17%	$ 686,072	10%	$ 4,648,405
Harmony DC PCS	$ 1,122,309	54%	$ 212,529	10%	$ 438,630	21%	$ 289,135	14%	$ 2,062,603
Hope Community PCS	$ 8,509,673	49%	$ 1,244,711	7%	$ 3,391,675	19%	$ 3,001,907	17%	$ 16,147,966
Howard University Middle School of Mathematics and Science PCS	$ 4,387,781	61%	$ 734,361	10%	$ 1,196,027	17%	$ 836,134	12%	$ 7,154,303
IDEA PCS	$ 4,387,807	66%	$ 662,434	10%	$ 1,089,334	16%	$ 637,701	10%	$ 6,777,276
Ideal Academy PCS	$ 2,992,445	55%	$ 498,642	9%	$ 967,735	18%	$ 553,800	10%	$ 5,012,622
Ingenuity Prep PCS	$ 5,191,763	65%	$ 725,609	9%	$ 1,187,484	15%	$ 972,513	12%	$ 8,077,369
Inspired Teaching Demonstration PCS	$ 4,164,119	58%	$ 779,678	11%	$ 1,293,461	18%	$ 471,325	7%	$ 6,708,583
Kingsman Academy PCS	$ 4,128,312	59%	$ 607,471	9%	$ 1,136,284	16%	$ 718,169	10%	$ 6,590,236
KIPP DC PCS	$ 71,094,534	57%	$ 12,969,142	10%	$ 21,993,833	18%	$ 8,920,841	7%	$ 114,978,350
Latin American Montessori Bilingual PCS	$ 5,763,171	66%	$ 477,944	5%	$ 1,651,984	19%	$ 664,395	8%	$ 8,557,494
LAYC Career Academy PCS	$ 2,027,318	52%	$ 344,326	9%	$ 751,867	19%	$ 837,733	21%	$ 3,961,244
Lee Montessori PCS	$ 1,712,611	57%	$ 324,735	11%	$ 459,627	15%	$ 221,346	7%	$ 2,718,319
Mary McLeod Bethune Day Academy PCS	$ 5,880,912	80%	$ 733,728	10%	$ 978,291	13%	$ 536,442	7%	$ 8,129,373
Maya Angelou PCS	$ 6,396,378	63%	$ 679,124	7%	$ 2,673,302	26%	$ 1,226,236	12%	$ 10,975,040
Meridian PCS	$ 6,580,436	49%	$ 1,076,785	8%	$ 2,464,203	18%	$ 1,850,702	14%	$ 11,972,126
Monument Academy PCS	$ 3,732,702	59%	$ 822,621	13%	$ 645,314	10%	$ 407,003	6%	$ 5,607,640
Mundo Verde Bilingual PCS	$ 7,050,951	65%	$ 1,329,184	12%	$ 1,791,116	17%	$ 897,545	8%	$ 11,068,796
National Collegiate Preparatory PCHS	$ 4,058,741	68%	$ 702,850	12%	$ 867,375	15%	$ 543,620	9%	$ 6,172,586
Paul PCS	$ 8,630,503	59%	$ 1,530,279	10%	$ 862,478	6%	$ 3,521,430	24%	$ 14,544,690
Perry Street Preparatory PCS	$ 3,129,905	45%	$ 1,057,875	15%	$ 1,348,623	20%	$ 2,095,515	30%	$ 7,631,918
Richard Wright PCS for Journalism and Media Arts	$ 3,883,261	60%	$ 456,795	7%	$ 1,185,524	18%	$ 639,965	10%	$ 6,165,545
Rocketship Education DC PCS	$ 2,624,028	26%	$ 3,811,296	38%	$ 3,190,985	32%	$ 1,277,049	13%	$ 10,903,358
Roots PCS	$ 1,205,943	58%	$ 370,122	18%	$ 386,941	19%	$ 115,606	6%	$ 2,078,612
SEED PCS	$ 10,274,858	63%	$ 1,409,520	9%	$ 2,734,468	17%	$ 1,261,019	8%	$ 15,679,865
Sela PCS	$ 2,236,968	61%	$ 450,011	12%	$ 665,522	18%	$ 278,811	8%	$ 3,631,312
Shining Stars Montessori Academy PCS	$ 1,978,740	54%	$ 514,289	14%	$ 1,232,472	34%	$ 361,433	10%	$ 4,086,934
Somerset Preparatory Academy PCS	$ 4,709,093	68%	$ 1,027,337	15%	$ 1,042,583	15%	$ 712,232	10%	$ 7,491,245
St. Coletta Special Education PCS	$ 11,382,093	64%	$ 1,959,373	11%	$ 2,511,424	14%	$ 1,926,008	11%	$ 17,778,898
The Children's Guild DC PCS	$ 5,047,233	47%	$ 1,953,030	18%	$ 1,702,035	16%	$ 1,708,650	16%	$ 10,410,948
The Next Step/El Proximo Paso PCS	$ 4,907,529	55%	$ 503,857	6%	$ 639,667	7%	$ 1,022,577	11%	$ 7,073,630
Thurgood Marshall Academy PCS	$ 5,987,303	63%	$ 435,835	5%	$ 1,369,144	14%	$ 1,401,749	15%	$ 9,194,031
Two Rivers PCS	$ 9,517,555	65%	$ 1,768,068	12%	$ 2,871,305	20%	$ 1,194,203	8%	$ 15,351,131
Washington Global PCS	$ 1,687,227	48%	$ 424,023	12%	$ 899,039	26%	$ 333,768	9%	$ 3,344,057
Washington Latin PCS	$ 7,510,279	60%	$ 1,124,636	9%	$ 2,551,238	21%	$ 684,537	6%	$ 11,870,690
Washington Leadership Academy PCS	$ 1,521,133	55%	$ 238,799	9%	$ 343,612	12%	$ 436,906	16%	$ 2,540,450
Washington Math Science Technology PCHS	$ 4,583,257	72%	$ 1,271,143	20%	$ 716,185	11%	$ 578,416	9%	$ 7,149,001
Washington Yu Ying PCS	$ 6,363,530	61%	$ 735,866	7%	$ 1,166,863	11%	$ 778,469	7%	$ 9,044,728
YouthBuild DC PCS	$ 1,345,707	44%	$ 304,237	10%	$ 314,893	10%	$ 823,439	27%	$ 2,788,276
TOTALS:	$ 520,231,908	60%	$ 86,966,959	10%	$ 148,493,551	17%	$ 90,241,215	10%	$ 845,933,633

Index of Management Organizations and Related Parties

This table lists the schools that operated with management organizations (MO) or related parties (RP) in FY2017, and on what page information about their MO/RP can be found in Tab 3.

School Name	Name of Management Organization / Related Party	Organization Type	Page
Achievement Preparatory Academy PCS	AppleTree Institute for Education Innovation	Non-Profit	5
AppleTree Early Learning PCS	AppleTree Institute for Education Innovation	Non-Profit	8
BASIS DC PCS	BASIS Educational Group (d.b.a. BASIS.ed)	For Profit	11
BASIS DC PCS	BASIS Schools, Inc.	Non-Profit	12
Briya PCS	Mary's Center for Maternal and Childcare, Inc.	Non-Profit	19
DC Scholars PCS	DC Scholars Community Schools (d.b.a Community S	Non-Profit	42
Democracy Prep Congress Heights PCS	AppleTree Institute for Education Innovation	Non-Profit	45
Democracy Prep Congress Heights PCS	Democracy Prep Public Schools	Non-Profit	46
Friendship PCS	K-12, Inc.	For Profit	61
Goodwill Excel Center PCS	Goodwill of Greater Washington	Non-Profit	64
Harmony DC PCS	Harmony Public Schools	Non-Profit	67
Hope Community PCS	Imagine Schools Non-Profit, Inc	Non-Profit	70
Hope Community PCS	Schoolhouse Finance, LLC	For Profit	71
LAYC Career Academy PCS	Latin American Youth Center	Non-Profit	90
Maya Angelou PCS	See Forever Foundation	Non-Profit	97
Perry Street Preparatory PCS	AppleTree Institute for Education Innovation	Non-Profit	110
Rocketship Education DC PCS	AppleTree Institute for Education Innovation	Non-Profit	115
Rocketship Education DC PCS	Rocketship Education	Non-Profit	116
SEED PCS	The SEED Foundation, Inc.	Non-Profit	121
Somerset Preparatory Academy PCS	Academica DC, LLC	For Profit	128
St. Coletta Special Education PCS	Saint Coletta of Greater Washington, Inc.	Non-Profit	131
The Children's Guild DC PCS	The Children's Guild	Non-Profit	134

REPORT CARD DEFINITIONS
FY2017 Financial Report Card

The Financial Audit Review (FAR) Report includes Financial Report Cards for each public charter school that was in operation in Fiscal Year (FY) 2016 and continues to be in operation in FY 2017. Each Report Card includes four key components:

- Key Financial Indicators: Includes key measures of a school's financial health and fiscal status. With input from the DC PCSB's Financial Oversight Task Force, which includes business managers and school leaders from public charter schools, as well as sector experts, we established a range for each metric based on norms for healthy school financials and best practices. See below for more information about the Key Financial Indicators.
- Public Charter School (PCS) Expenses by Category: A chart of each school's spending priorities, relative to the sector median.
- Financial Snapshot: Provides a two-year overview of the school, including financial position (assets and liabilities), financial activities (revenues and expenses), audit findings, and revenues and expenses per student.
- DC PCSB Observations: Qualitative and quantitative information from the school's audit, particularly the notes to the financial statements.

Key Financial Indicators

The primary focus of the Financial Report Card is the Key Financial Indicators. Each school's performance on these Indicators is compared to its prior year results and the sector median.

The Key Financial Indicators are:

KEY FINANCIAL INDICATOR	DEFINITION	Does not meet expectations	Exceeds expectations
	FINANCIAL PERFORMANCE		
Change in Net Assets Margin	**[(Operating Revenues – Operating Expenses) / Operating Revenues]** | This is an indicator of the school's ability to keep expenses aligned with revenue throughout the fiscal year, relative to the size of its budget.	< - 5.0%	> 0.0%
Aggregated Three-Year Margin	**[(3 year Operating Revenues – 3 year Operating Expenses) / 3 year Operating Revenues]** | Measures over the long-term whether a school's revenues are exceeding its expenses.	< -1.5%	> 0.0%
Enrollment Variance	**[(Audited Enrollment – Budgeted Enrollment) ÷ Budgeted Enrollment]** | Measures how accurately the school forecast its enrollment. Inaccurate enrollment forecasting can have a strong effect on financial performance.	< -5.0%	> - 0.0%
	LIQUIDITY		
Current Ratio	**[Current Assets ÷ Current Liabilities]** | Compares cash and other assets available within a year to liabilities, or debts, due within a year.	< 0.7	> 1.0

KEY FINANCIAL INDICATOR	DEFINITION	Does not meet expectations	Exceeds expectations
	Measures the financial resources available to meet a school's short-term obligations.		
Cash Flow from Operations Margin	**[Cash Flow from Operations / Operating Revenues]** | Measures whether a school is generating or using cash for general operating purposes.	< -2.0%	> 0.0%
Days of Cash on Hand	**[Unrestricted Cash ÷ (Operating expenses- Total Depreciation and Amortization ÷ 365)]** | Calculates the number of days of typical expenses a school can pay with cash on hand.	< 15	> 45
	DEBT BURDEN		
Debt Ratio	**[Total Liabilities ÷ Total Assets]** | Measures how leveraged a school is, or the extent to which a school relies on borrowed funds to finance its operations.	> 0.90	< 0.50
Debt Service Coverage Ratio	**[(Earnings before Interest, Taxes, Depreciation, and Amortization) / (Scheduled Principal Payments – Balloon Payments + Interest Expense)]** | A measure of surplus available for debt servicing to interest and principal.	< 1.0	> 1.2
	SUSTAINABILITY		
Primary Reserve Ratio	**[(Unrestricted Net Assets + Temporarily Restricted Net Assets – Intangible Assets) ÷ Total expenses * 100]** | Compares a school's net asset size relative to its operating budget – a measure of financial strength.	< 0.0%	> 25.0%

AUDIT RESULTS	DEFINITION	INDICATOR OF CONCERN
Opinion on the Financial Statements (GAAP)	The auditor issues an opinion letter on the basic financial statements. An *unmodified* opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be *modified, adverse,* or *disclaimed*.	Modified, Adverse, or Disclaimed Opinion
Material Weaknesses in Internal Control over Financial Reporting (GAS)	In planning and performing the audit of the financial statements, the auditor considers internal control over financial reporting. A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the school's financial statements will not be prevented, or detected and corrected in a timely manner.	Yes
Noncompliance Material to the Financial Statements (GAS)	As part of obtaining reasonable assurance about whether the financial statements are free from material misstatement, the auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Noncompliance could have a direct and material effect on the determination of financial statement amounts.	Yes
Opinion on Major Federal Award Programs (Uniform Guidance)	When expenditures of federal funds are greater than $750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major Federal programs. A *modified opinion* indicates instances of noncompliance.	Modified Opinion
Material Weaknesses in Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	In planning and performing the audit of major Federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material noncompliance with a requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.	Yes
Findings and Questioned Costs	Disclosure of audit findings that the auditor determines are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	Audit Finding
Unresolved Prior Year Audit Findings	Disclosure of prior year audit findings that have not been corrected.	Audit Finding
Going-Concern Issue	The financial strength of the school to continue as a going-concern is questioned in the audit opinion letter.	Yes
Debt-Compliance Issue – Financial Covenant	The school was not in compliance with certain financial covenants required by its debt agreements, specifically covenants related to financial metrics. While the lender may have waived	Yes

AUDIT RESULTS	DEFINITION	INDICATOR OF CONCERN
	the violation, a debt-compliance issue may prelude insolvency.	
Debt-Compliance Issue – Reporting Covenant	The school was not in compliance with certain financial covenants required by its debt agreements, specifically covenants related to financial reporting.	Yes

TRENDING MEASURES (For Information Only)	DEFINITION
Total Assets	Total Assets, per the balance sheet.
Current Assets	Current Assets, per the balance sheet.
Total Liabilities	Total Liabilities, per the balance sheet.
Current Liabilities	Current Liabilities, per the balance sheet.
Net Asset Position	Net Asset Position, per the balance sheet.
Revenues and Support	Total Revenues, per the Statement of Activities.
Expenses	Total (Operating) Expenses, per the Statement of Activities.
Non-Operating Revenues (Expenses)	Non-Operating Revenue less Non-Operating Expenses, per the Statement of Activities.
Surplus (Deficit)	Calculated as: [Total Revenues - Total Expenses]
Balloon Payment	Balloon Payment on Debt
DC Funding Per Student	DC funding divided by audited enrollment.
Philanthropic Funding Per Student	Philanthropic Revenue divided by audited enrollment
Total Revenues Per Student	Total Revenues divided by audited enrollment.
Expenses Per Student	Total Operating Expense divided by audited enrollment.

ACADEMY OF HOPE ADULT PCS

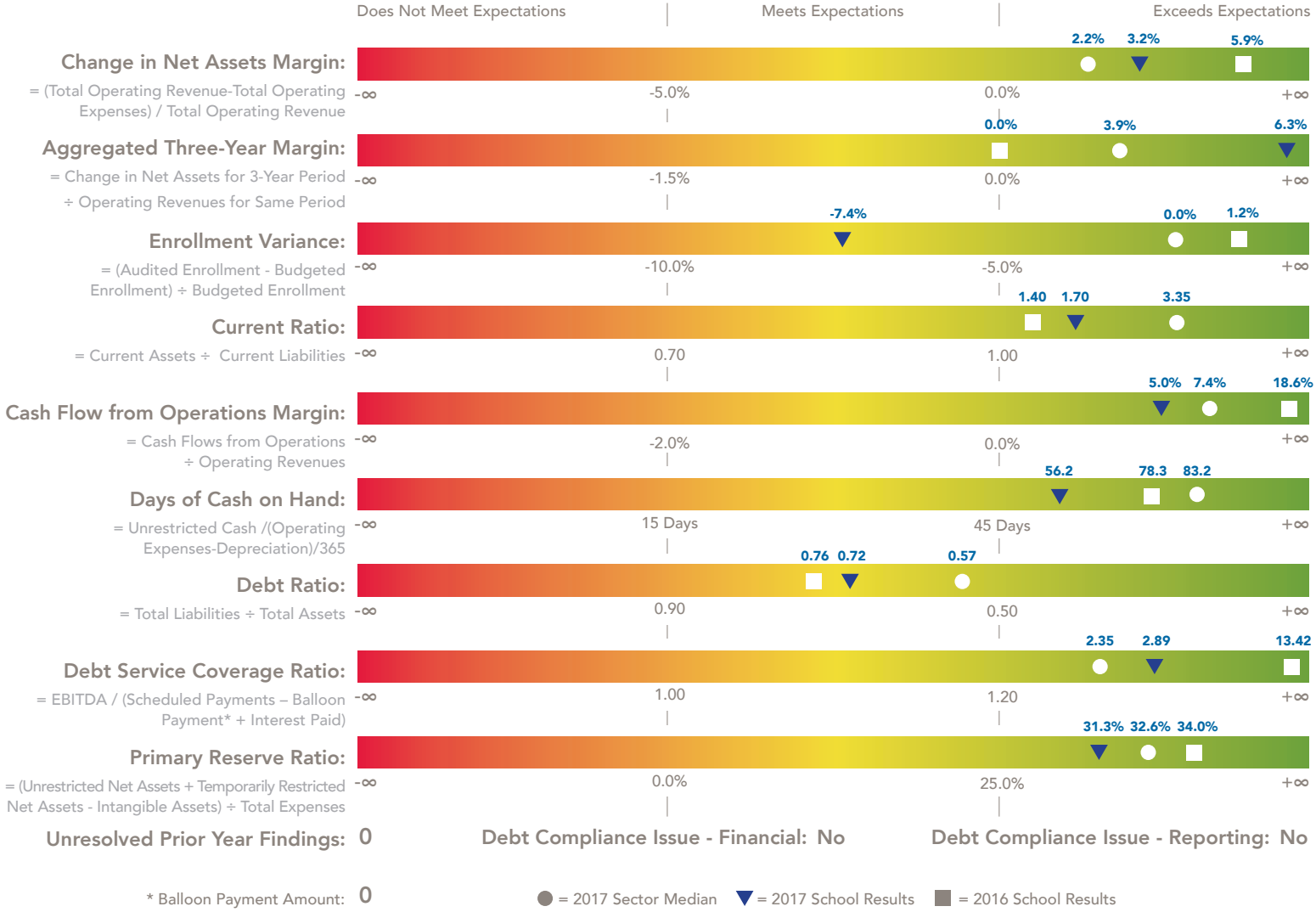
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2014 - 2015

Audited Enrollment: 375

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

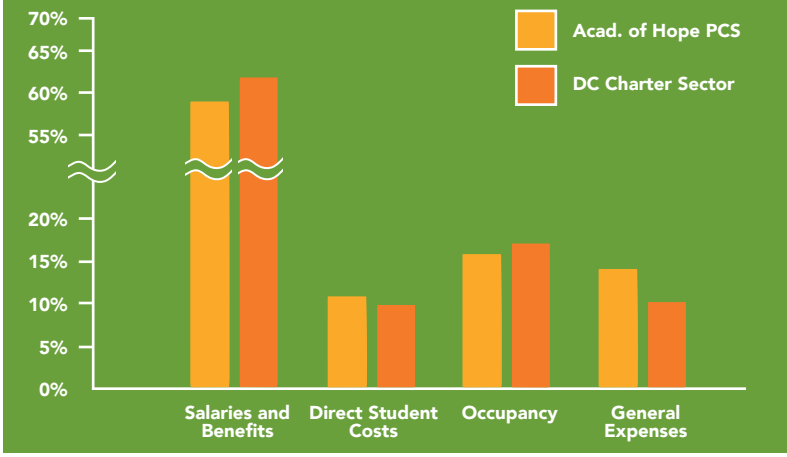
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



ACADEMY OF HOPE ADULT PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$6,313,889	$6,503,498
Current Assets	$1,095,809	$1,117,188
Total Liabilities	$4,538,832	$4,911,184
Current Liabilities	$646,129	$798,214
Net Asset Position	$1,775,057	$1,592,314

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$5,853,094	$4,981,512
Expenses	$5,667,993	$4,689,503
Non-operating Revenues (Expenses)	-$2,358	$0
Surplus (Deficit)	$182,743	$292,009

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$11,799	$11,719	$18,019
Grants and Contributions Per Student	$2,838	$1,995	$298
Total Revenues per Student	$15,608	$14,915	$20,790
Expenses per Student	$15,115	$14,040	$20,387

PCSB OBSERVATIONS

All of the school's key financial indicators, other than enrollment variance, are above the meets-expectations range. While enrollment fell short of budgeted levels, the school has experienced three consecutive years of enrollment growth.
The school has 56 days of cash on hand and 47 days after accounting for line of credit balances. This indicates that the school has adequate cash on hand to meet operating expenses in the event of unexpected delays in cash receipts.

The school has three lines of credit (LOC) totaling $1.05M that expire in April, July, and September 2018. Outstanding balances on the LOC at year-end totaled $132K, required as part of the terms of the school's note payable.

In April 2016, the school obtained a $4.1M term note from PNC Bank to acquire a building at 2315 18th Place NE, Washington, DC. The note is scheduled to mature April 15, 2021, with a balloon payment of $3,661,972 due at maturity. The school also subleases office space from an unrelated private party located at 421 Alabama Avenue, SE, expiring July 1, 2018. Monthly rental payments under this sublease were $18,462 through August 2017 and were increased to $19,016 beginning September 1, 2017, to the remainder of the lease term.

ACHIEVEMENT PREPARATORY ACADEMY PCS

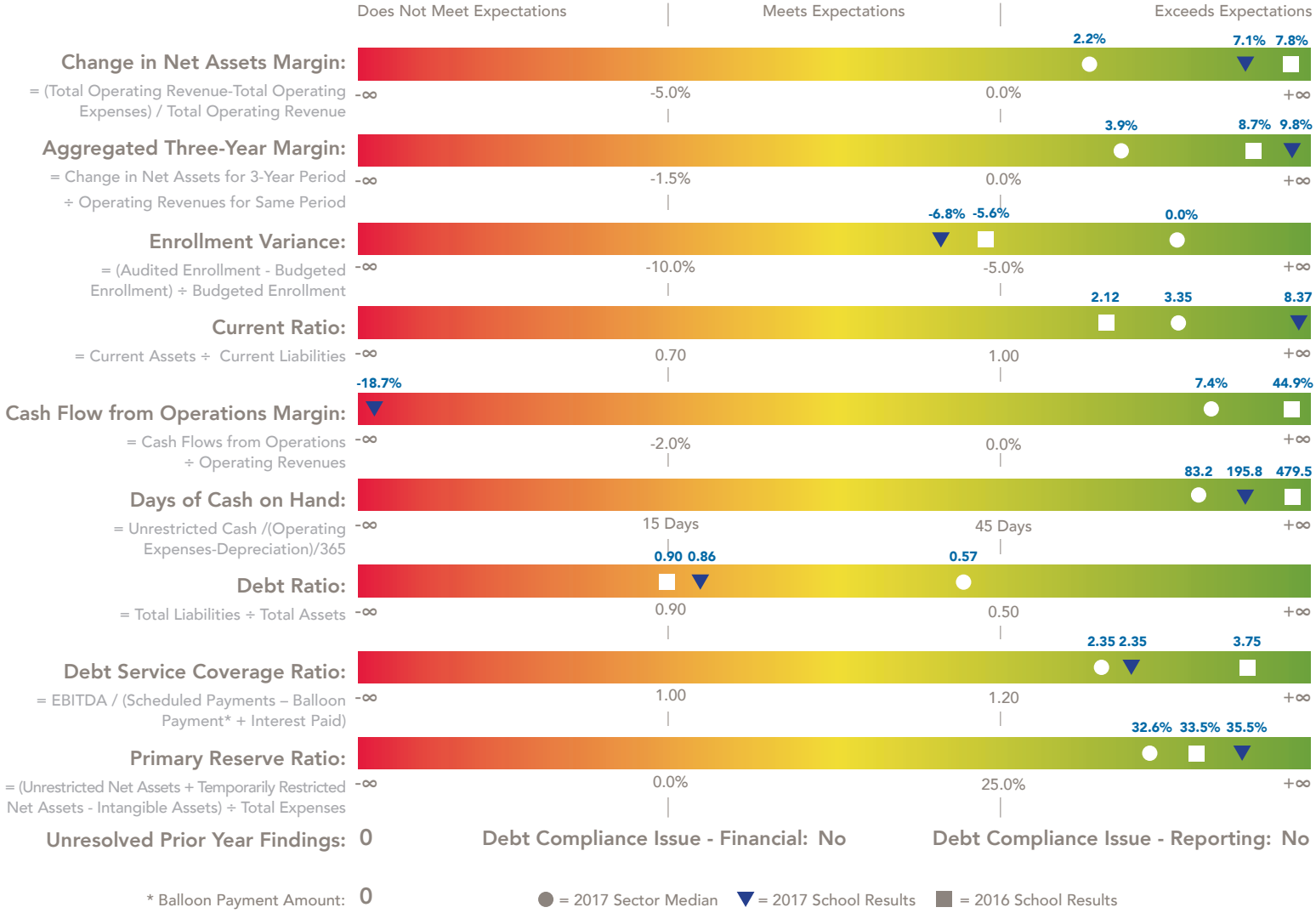
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2008 - 2009

Audited Enrollment: 932

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

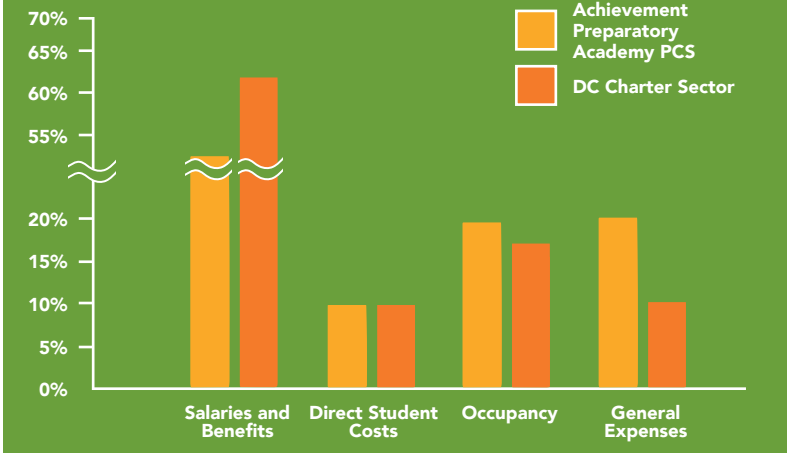
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



ACHIEVEMENT PREPARATORY ACADEMY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$41,112,730	$45,920,533
Current Assets	$9,108,211	$14,386,738
Total Liabilities	$35,373,419	$41,216,834
Current Liabilities	$1,088,790	$6,786,009
Net Asset Position	$5,739,311	$4,703,699

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$17,395,316	$12,032,001
Expenses	$16,164,385	$11,090,168
Non-operating Revenues (Expenses)	-$195,319	-$61,438
Surplus (Deficit)	$1,035,612	$880,395

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$16,951	$16,332	$18,019
Grants and Contributions Per Student	$240	$682	$298
Total Revenues per Student	$18,665	$18,342	$20,790
Expenses per Student	$17,344	$16,906	$20,387

PCSB OBSERVATIONS

The school had a surplus of $1.0M and a change in net assets margin of 7.1%, well above expectations. While most of the school's key financial indicators are at or above the meets-expectations range, the school's cash flow from operations margin, which measures whether a school's operations are using or generating cash, did not meet expectations at (18.7%). This was largely due to a large contruction payables at FY2016 and is not a cause for concern.

The school has 195 days of cash on hand. This indicates that the school has adequate cash on hand to meet operating expenses in the event of unexpected costs or delays in cash receipts.

During May 2015, the school secured three associated loans to finance construction and renovation of the its facility and payment of facility rent. These loans were $24.1M from Bank of America, $2.0M from the District of Columbia's Office of Public Charter School Financing and Support, and $2.5M from Building Hope. In August 2015, the school entered into a ground lease agreement with the District of Columbia to lease the property at Wahler Place for 30 years beginning August 1, 2015. Rent will be abated for 12 consecutive calendar months for each $1M of expense incurred for construction, capital alteration, and leasehold acquisition costs. Since construction, capital alteration and leasehold acquisitions costs were higher than the rent expense for the lease term, there is no rent expensed for the life of the lease. Rent expense for the years ended June 30, 2017, and June 30, 2016, totaled $0 and $297,148, respectively.

School Name	FY17 Revenues	FY17 Operating Result
Achievement Prep PCS	$17,395,316	$1,035,612
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
AppleTree Institute for Education Innovation	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
William J. McCarthy	President and CEO	$244,996
Services Provided	**FY17 Payment**	**% of School Revenue**
Educational Program for Pre-School and Pre-Kindergarten	$2,104,603	12.10%
Total	**$2,104,603**	12.10%

DC PCSB Comments

Effective July 1, 2016, the school entered into a management agreement with AppleTree Institute for Education Innovation (AppleTree). AppleTree fully manages and operates the educational program for PK3 and PK4. As a management fee for these services, AppleTree receives an amount equal to the per-pupil funding the school receives for its enrolled PK3 and PK4 students, excluding the facilities allotment and less any administrative fees. Management fees incurred for 2017 were $2.1M.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

APPLETREE EARLY LEARNING PCS

FY2017 Financial Analysis Report

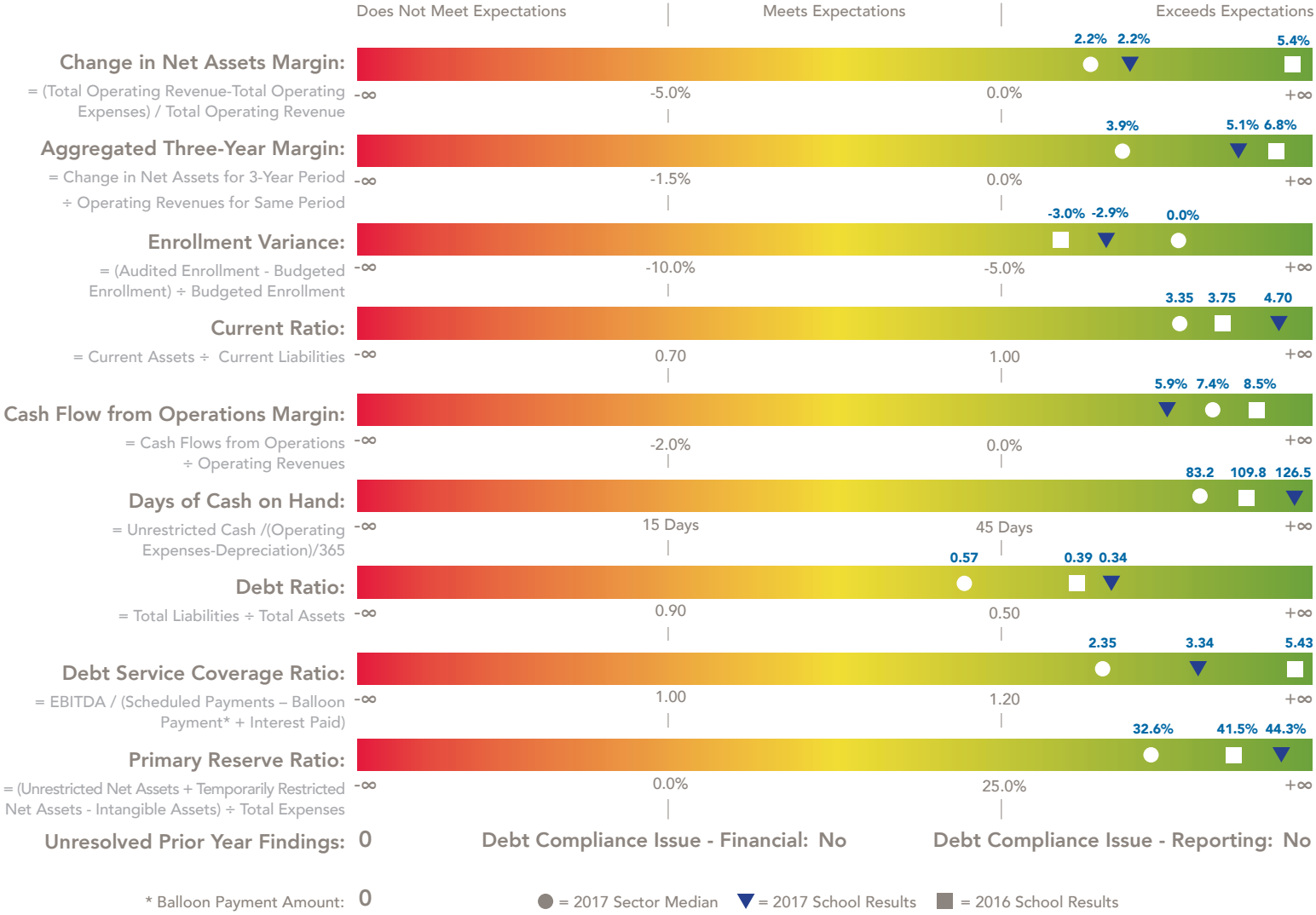
DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2005 - 2006

Audited Enrollment: 631

Operates with a Management Organization: AppleTree Institute for Education Innovation

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

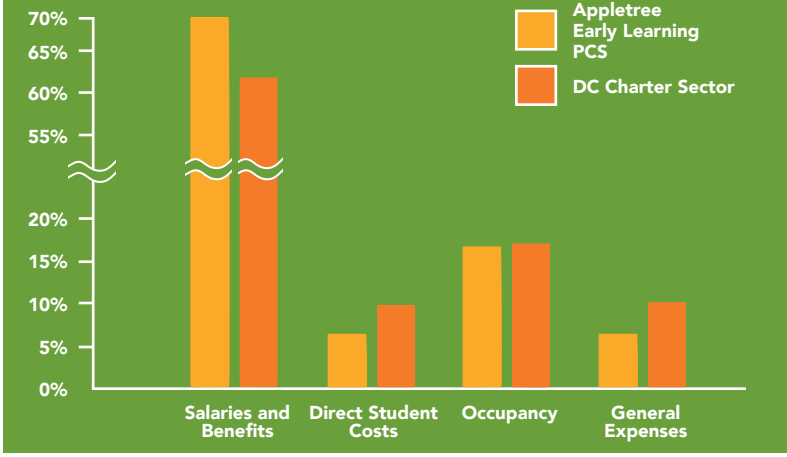
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



APPLETREE EARLY LEARNING PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$8,506,591	$8,770,287
Current Assets	$4,615,341	$4,258,859
Total Liabilities	$2,889,970	$3,444,838
Current Liabilities	$982,713	$1,137,010
Net Asset Position	$5,616,621	$5,325,449

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$12,970,221	$13,574,345
Expenses	$12,679,049	$12,835,494
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$291,172	$738,851

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$18,128	$18,060	$18,019
Grants and Contributions Per Student	$508	$422	$298
Total Revenues per Student	$20,555	$20,788	$20,790
Expenses per Student	$20,094	$19,656	$20,387

PCSB OBSERVATIONS

All of the school's key financial indicators, other than the enrollment variance, are at or above the meets-expectations range. The school has 126 days of cash on hand. This indicates that the school has adequate cash on hand to meet operating expenses in the event of unexpected costs or delays in cash receipts.

The school has lease agreements with AppleTree Institute (ATI), a related party, for facilities at Columbia Heights, Oklahoma Avenue, Parkland, and Lincoln Park. The school also has a sublease with ATI for office space at Michigan Avenue. Moreover, the school leases certain property from AppleTree Columbia Heights LLC, which is an affiliate of ATI. In addition to these leases, the school has a license to occupy agreement with the District of Columbia to provide a public charter school on the premises of Jefferson Middle School. In total, the school had rent expenses and licensing fees of $1.3M in both 2017 and 2016.

School Name	FY17 Revenues	FY17 Operating Result
AppleTree Early Learning PCS	$12,970,221	$291,172
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
AppleTree Institute for Education Innovation	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
William J. McCarthy	President and CEO	$244,996
Services Provided	**FY17 Payment**	**% of School Revenue**
Rent expense to the Institute	$859,277	6.63%
Services provided to the Institute	($798,153)	-6.15%
Shared services provided by the Institute	$310,719	2.40%
Total	**$371,243**	**2.87%**

DC PCSB Comments

The school was designed by AppleTree Institute for Education Innovation Inc. (the Institute). The Institute supports the school as a strategic partner, with a commitment to fund any operating shortfalls of the school. The school and AppleTree Institute share common board members. The school rents four facilities from the Institute. Effective July 1, 2015, the school entered into a services agreement with the Institute outlining the division of specific operating costs.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

DC PUBLIC CHARTER SCHOOL BOARD

BASIS DC PCS

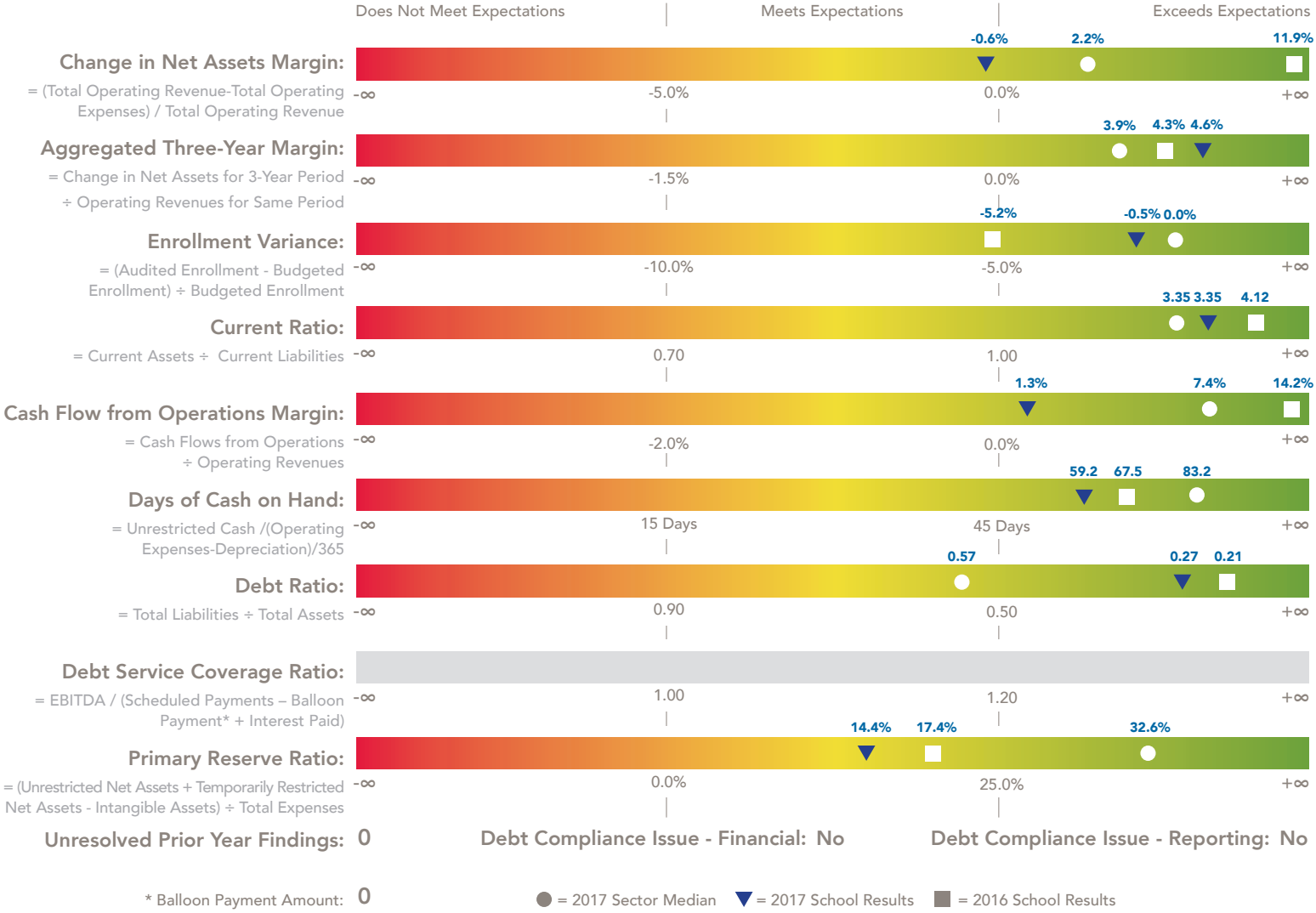
FY2017 Financial Analysis Report

Opened: 2012 - 2013

Audited Enrollment: 597

Operates with a Management Organization: BASIS ED

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

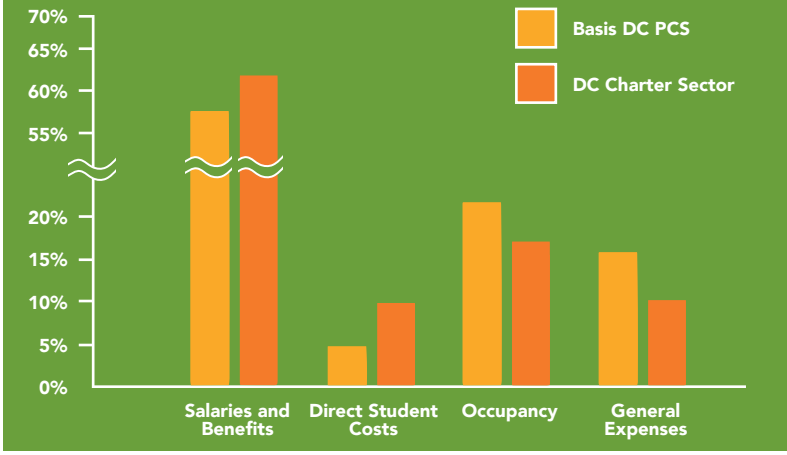
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



BASIS DC PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$1,819,912	$1,769,806
Current Assets	$1,620,698	$1,552,209
Total Liabilities	$484,447	$376,710
Current Liabilities	$484,447	$376,710
Net Asset Position	$1,335,465	$1,393,096

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$9,221,215	$9,097,704
Expenses	$9,277,183	$8,014,901
Non-operating Revenues (Expenses)	-$1,663	$0
Surplus (Deficit)	-$57,631	$1,082,803

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$14,544	$14,250	$18,019
Grants and Contributions Per Student	$357	$366	$298
Total Revenues per Student	$15,446	$15,188	$20,790
Expenses per Student	$15,540	$13,381	$20,387

PCSB OBSERVATIONS

All of the school's key financial indicators are at or above the meets-expectations range. The school's current ratio, a measure of the financial resources available to meet short-term obligations, remains strong at 3.35 versus a meets-expectations range of 0.7 to 1.0. The school also has 59 days of cash on hand against the range of 15 to 45 days, indicating that it has adequate cash to meet operating expenses in the event of unexpected expenses or delays in cash receipts. The school has a management contract with BASIS Educational Group (BEG).

Although the school has metrics that currently meet or exceed expectations, many of these key metrics declined year-over-year. For example, the school had a deficit of ($58K) compared with a surplus the prior year of $1.08M, driven by a $568K increase in personnel costs and a $582K increase in rent. This led to an increase of $2,115 in the average cost per student. The school also experienced declines in its current ratio, cash flows from operations margin, and days cash on hand, though they continue to exceed expectations. While not a cause for concern, the school should monitor these numbers to ensure the downward trend does not continue, especially given that enrollment has been essentially unchanged for the past three years.

The school leases its current facility from BASIS School, its management organization. Rent expense for the year ended June 30, 2017, was $1.7M compared with $1.1M the prior year. Lease payments are based on the amounts that BASIS School is obligated to pay for debt service on the loans on the property, as well as taxes, insurance, etc. Future lease obligations are $1.9M in 2018 and increase up to $2.0M by 2022.

School Name	FY17 Revenues	FY17 Operating Result
BASIS DC PCS	$9,221,215	$(57,631)
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
BASIS Educational Group (d.b.a. BASIS.ed)	For Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Peter Bezanson	CEO	Unknown
Services Provided	**FY17 Payment**	**% of School Revenue**
Leased employees	$5,236,640	56.80%
Management fees	$992,839	10.77%
Total	**$6,229,479**	**67.57%**

DC PCSB Comments

BASIS Educational Group (BASIS.ed), a for-profit organization that provides comprehensive educational and support services to charter and independent schools, is the school's management organization. The board chairperson of BASIS DC is also the board chairperson of BASIS Schools, Inc. In addition, two of the BASIS DC board members serve together in a business capacity with a separate and unrelated not-for-profit 501 (c)(3) corporation.

School Comments

School Name	FY17 Revenues	FY17 Operating Result
BASIS DC PCS	$9,221,215	$(57,631)
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
BASIS Schools, Inc.	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Unknown	Unknown	Unknown
Services Provided	**FY17 Payment**	**% of School Revenue**
Rent	$1,711,507	18.56%
Total	**$1,711,507**	**18.56%**

DC PCSB Comments

BASIS Schools, Inc., an Arizona nonprofit organization that operates multiple charter schools, is the sole member of Basis DC PCS. The School entered into a lease agreement with BASIS Schools, Inc. for the rental of office space located at 410-412 Eighth Street NW, which expires on June 30, 2042. Base rent payments have been defined as the amount equal to the amount the Lessor is obligated to pay for the debt service of the loans on the occupied property as well as any other taxes, insurance, etc. on the leased property.

School Comments

DC PUBLIC CHARTER SCHOOL BOARD

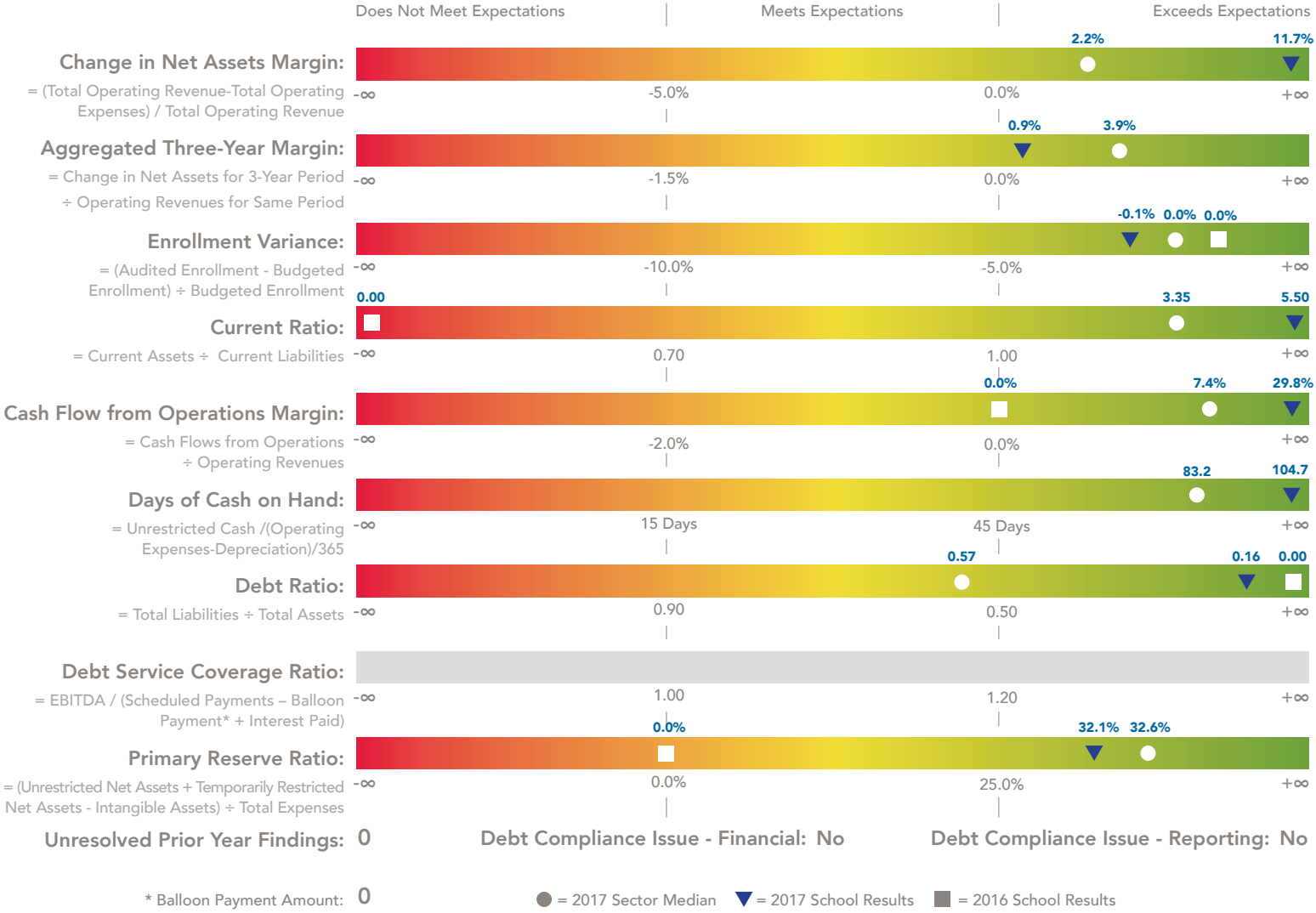
BREAKTHROUGH MONTESSORI PCS

FY2017 Financial Analysis Report

Opened: 2016-2017

Audited Enrollment: 81

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

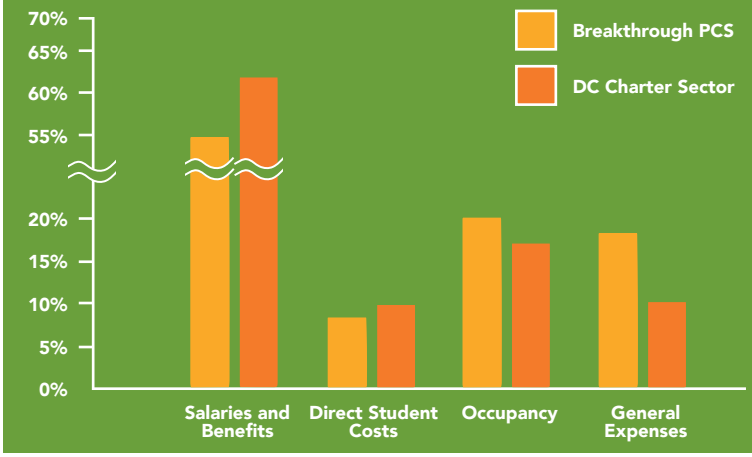
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



BREAKTHROUGH MONTESSORI PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$755,844	$0
Current Assets	$619,508	$0
Total Liabilities	$124,091	$0
Current Liabilities	$112,569	$0
Net Asset Position	$631,753	$0

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$2,229,334	$0
Expenses	$1,968,474	$0
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$260,860	$0

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$17,090	$0	$18,019
Grants and Contributions Per Student	$5,573	$0	$298
Total Revenues per Student	$25,049	$0	$20,790
Expenses per Student	$22,118	$0	$20,387

PCSB OBSERVATIONS

The school's cash flow from operations margin, a measure of the amount of cash generated from revenues, is above the meets-expectations range. One of the drivers behind this was the result of grants receivable of $371.6K converting into cash during 2017.

The school has 105 days of cash on hand. This indicates that the school has substantial cash on hand to meet operating expenses in the event of unexpected expenses or delays in cash receipts.

On April 5, 2016, the school entered into a sublease agreement with another DC public charter school for use of its current facility at 1230-1246 Taylor Road, NW, Washington, DC. The sublease commenced August 1, 2016, and will expire July 30, 2021. Rent expense for the year ended June 30, 2017, totaled $397K. The school recently announced its intent to lease a second facility and to operate with two campuses before moving to a new facility at the expiration of the lease.

DC PUBLIC CHARTER SCHOOL BOARD

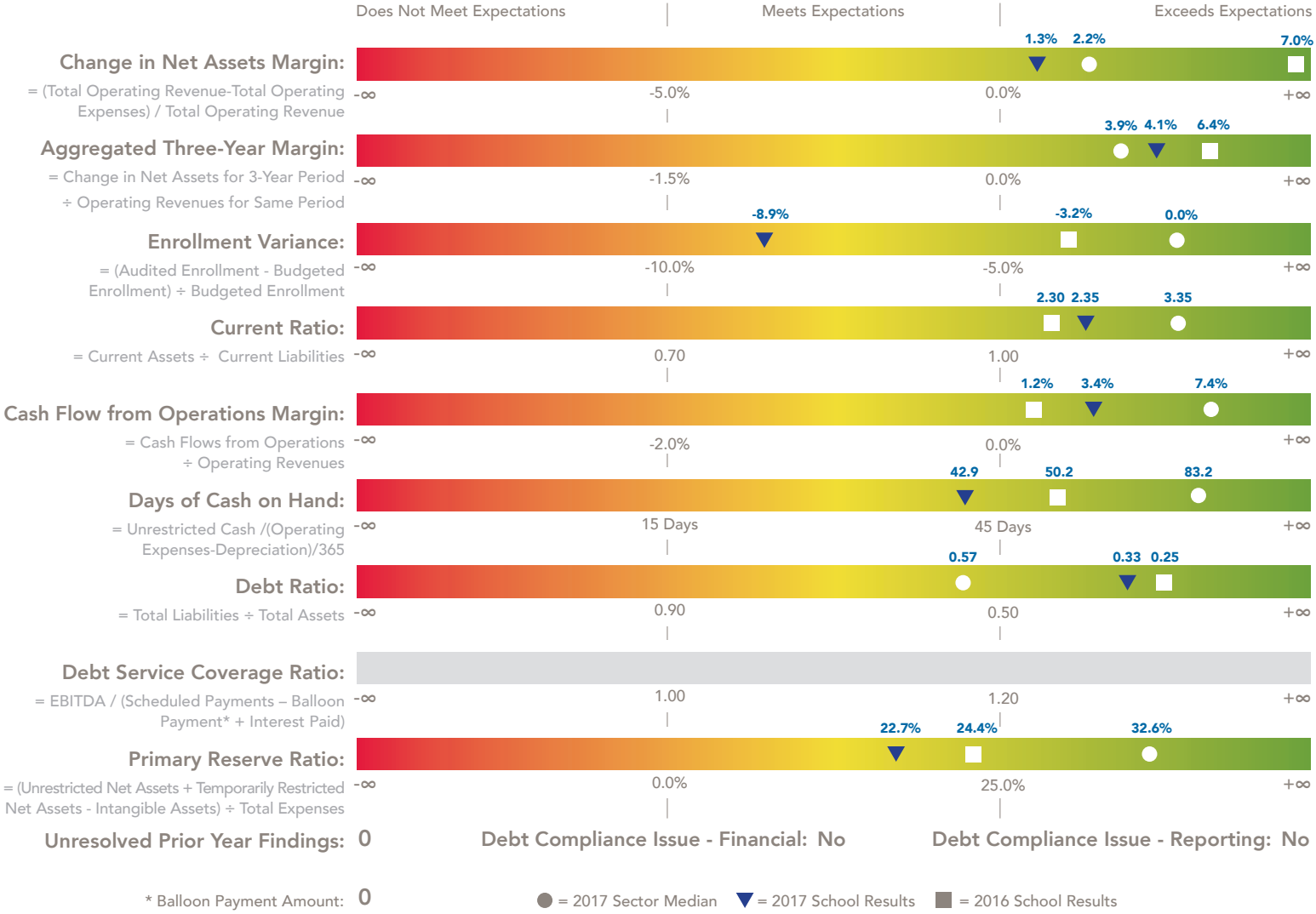
BRIDGES PCS

FY2017 Financial Analysis Report

Opened: 2005 - 2006

Audited Enrollment: 328

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

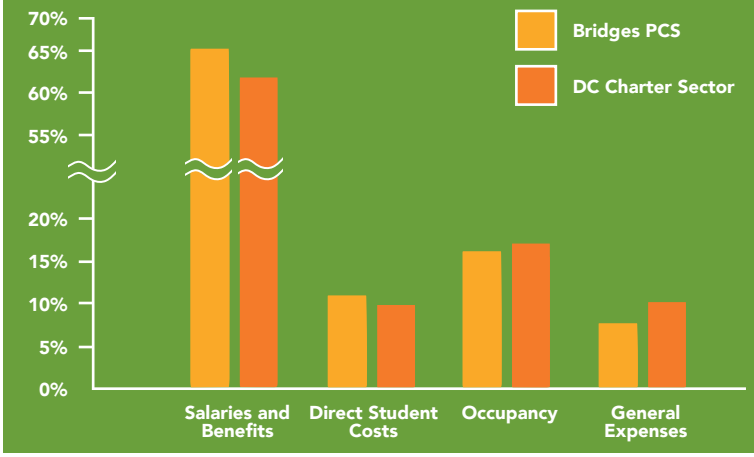
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



BRIDGES PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$3,328,697	$2,794,047
Current Assets	$1,941,465	$1,582,846
Total Liabilities	$1,094,607	$687,639
Current Liabilities	$826,386	$687,205
Net Asset Position	$2,234,090	$2,106,408

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$9,988,829	$9,276,538
Expenses	$9,857,183	$8,627,201
Non-operating Revenues (Expenses)	-$3,964	$0
Surplus (Deficit)	$127,682	$649,337

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$25,269	$24,507	$18,019
Grants and Contributions Per Student	$1,003	$1,608	$298
Total Revenues per Student	$30,454	$27,858	$20,790
Expenses per Student	$30,052	$25,908	$20,387

PCSB OBSERVATIONS

Despite an enrollment variance of -8.9%, the school had a 22% increase in enrollment in 2017. During the period, operating expense grew just 14.3%, indicating that expenses appear to be well-managed. The school's cash flow from operations margin of 3.4% is well above expectations.

Mamie D. Lee LLC was formed on October 1, 2015, by Bridges PCS and Briya PCS for the purpose of leasing property from the District of Columbia and to renovate, remodel, operate, manage, maintain, improve, repair, and rent space to the two member charter schools. Each school has equal 50 percent voting rights in the LLC. On November 25, 2015, the school entered into a 30-year use agreement with Mamie D. Lee to occupy a portion of a new school building at 100 Gallatin Street, NE, Washington, DC. Rent expense related to this lease for the year ended June 30, 2017, was $1.3M. On June 27, 2014, the school entered into a seven-year lease agreement with JRK Family Investments LLC for a building at 1230-1246 Taylor Street, NW. Total rent expense for the year ended June 30, 2017, was $306,67K. On June 8, 2016, the school entered into a five-year sublease agreement with Breakthrough Montessori Public Charter School for its location at 1230-1246 Taylor Street, NW. During the year ended June 30, 2017, the school received payments of $272.5K for rent. The school also had a lease agreement with Daniel and Shirley Sokolowski for its previous location at 1250 Taylor Street, NW, which ended in July 2016. Total rent expense for the year ended June 30, 2017, was $22.1K.

DC PUBLIC CHARTER SCHOOL BOARD

BRIYA PCS

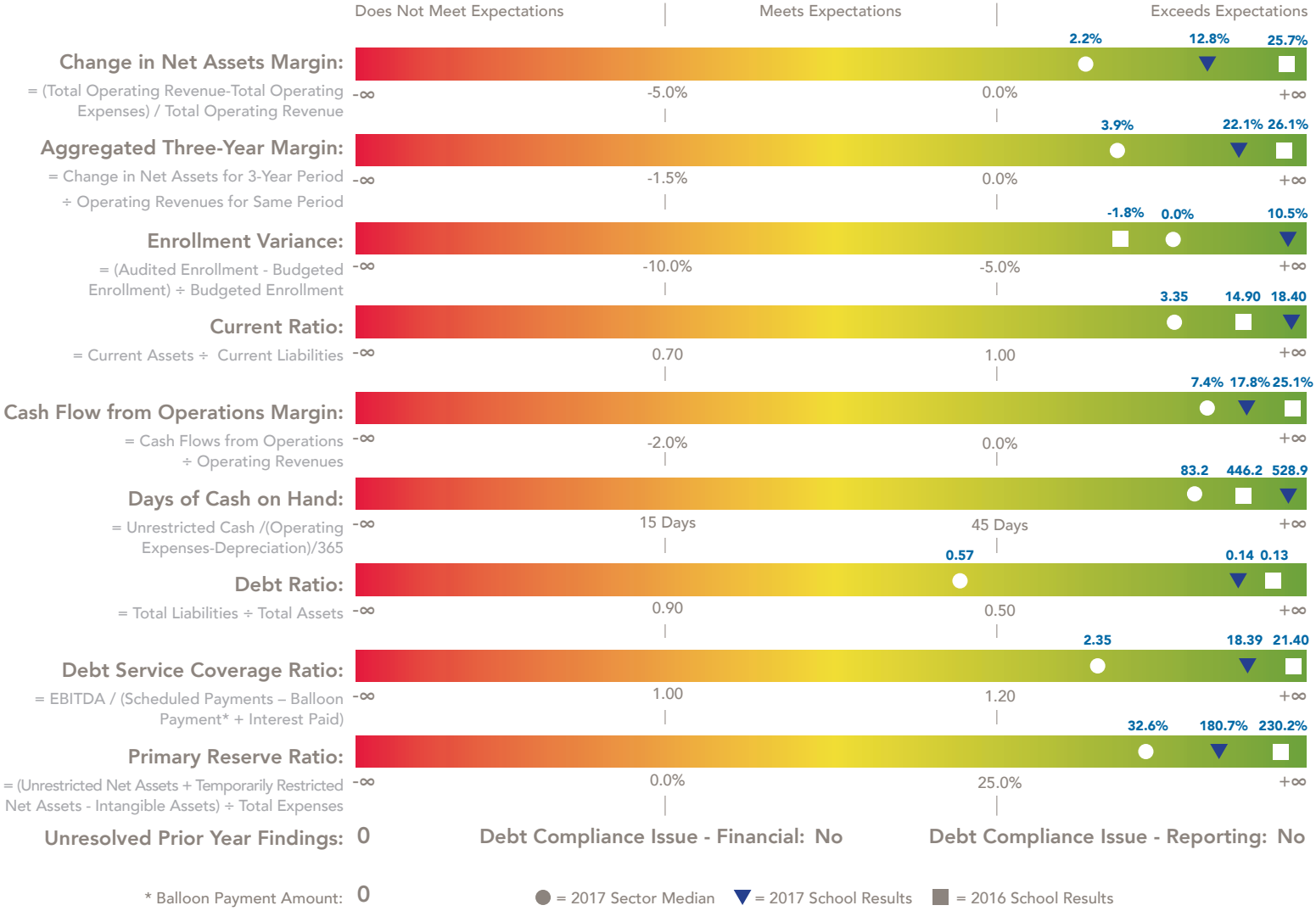
FY2017 Financial Analysis Report

Opened: 2006 - 2007

Audited Enrollment: 644

Operates with a Management Organization: Mary's Center for Maternal and Childcare, Inc.

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

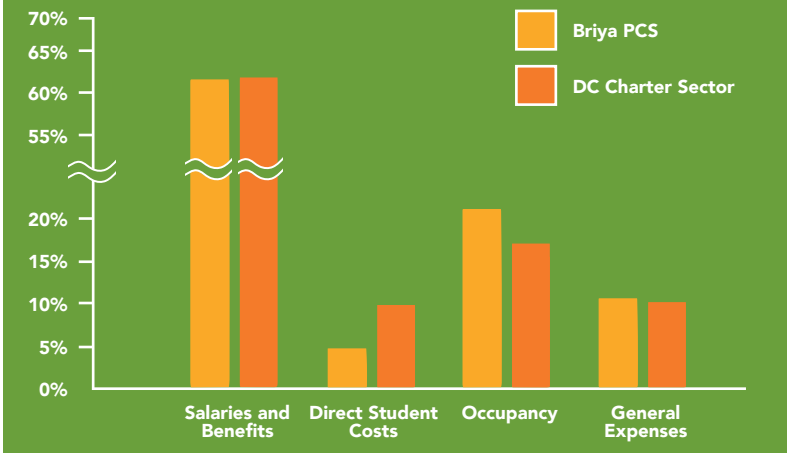
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



BRIYA PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$17,074,771	$15,539,795
Current Assets	$12,104,171	$7,414,823
Total Liabilities	$2,424,826	$2,075,146
Current Liabilities	$657,692	$497,749
Net Asset Position	$14,649,945	$13,464,649

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$9,291,053	$7,877,152
Expenses	$8,105,507	$5,849,421
Non-operating Revenues (Expenses)	-$250	$0
Surplus (Deficit)	$1,185,296	$2,027,731

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$12,670	$12,725	$18,019
Grants and Contributions Per Student	$695	$726	$298
Total Revenues per Student	$14,427	$15,849	$20,790
Expenses per Student	$12,586	$11,769	$20,387

PCSB OBSERVATIONS

All of the school's key financial indicators are well above the meets-expectations range.

The school generated a surplus of $1.2M. The school experienced an increase in enrollment of nearly 30%, which drove a 18% increase in revenues. While expense growth of 38% exceeded the growth in revenues, this is not a cause for concern given the school's ample reserves.

The school has 529 days of cash on hand. This indicates that the school has more than adequate cash on hand to meet operating expenses in the event of unexpected costs or delays in cash receipts and may have opportunities to invest some of these funds back into the school.

The school entered into a 30-year lease with Mary's Center for Maternal and Child Care Inc. on November 1, 2010. Rent increases at 1% each year over the previous year's rate per square foot. Briya has the option to buy in 10 years. The lease has been capitalized and is being amortized over 30 years.

School Name	FY17 Revenues	FY17 Operating Result
Briya PCS	$9,291,053	$1,185,296
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
Mary's Center for Maternal and Childcare, Inc.	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Maria Gomez	Chief Executive Officer	$235,200
Services Provided	**FY17 Payment**	**% of School Revenue**
Capital lease payments - Georgia Avenue	$102,789	1.11%
Contracted employees	$4,194,814	45.15%
Human resource services management fee	$100,000	1.08%
Rent - Ontario Road/Kalorama Road	$169,877	1.83%
Total	**$4,567,480**	**49.17%**

DC PCSB Comments

Mary's Center for Maternal and Child Care Inc. (Mary's Center) provides contracted employees, facilities, and HR and payroll services to Briya PCS. The school also leases three facilities from Mary's Center, detailed above.

$4,194,814 paid to Mary's Center for contracted employees. This is based on actual hours and Mary's Center fringe benefit rate.

$100,000 paid to Mary's Center for HR services fee.

$169,877 paid to Mary's Center for the Ontario Road and Kalorama Road properties.

$102,789 paid to Mary's Center for the Georgia Avenue property.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

DC PUBLIC CHARTER SCHOOL BOARD

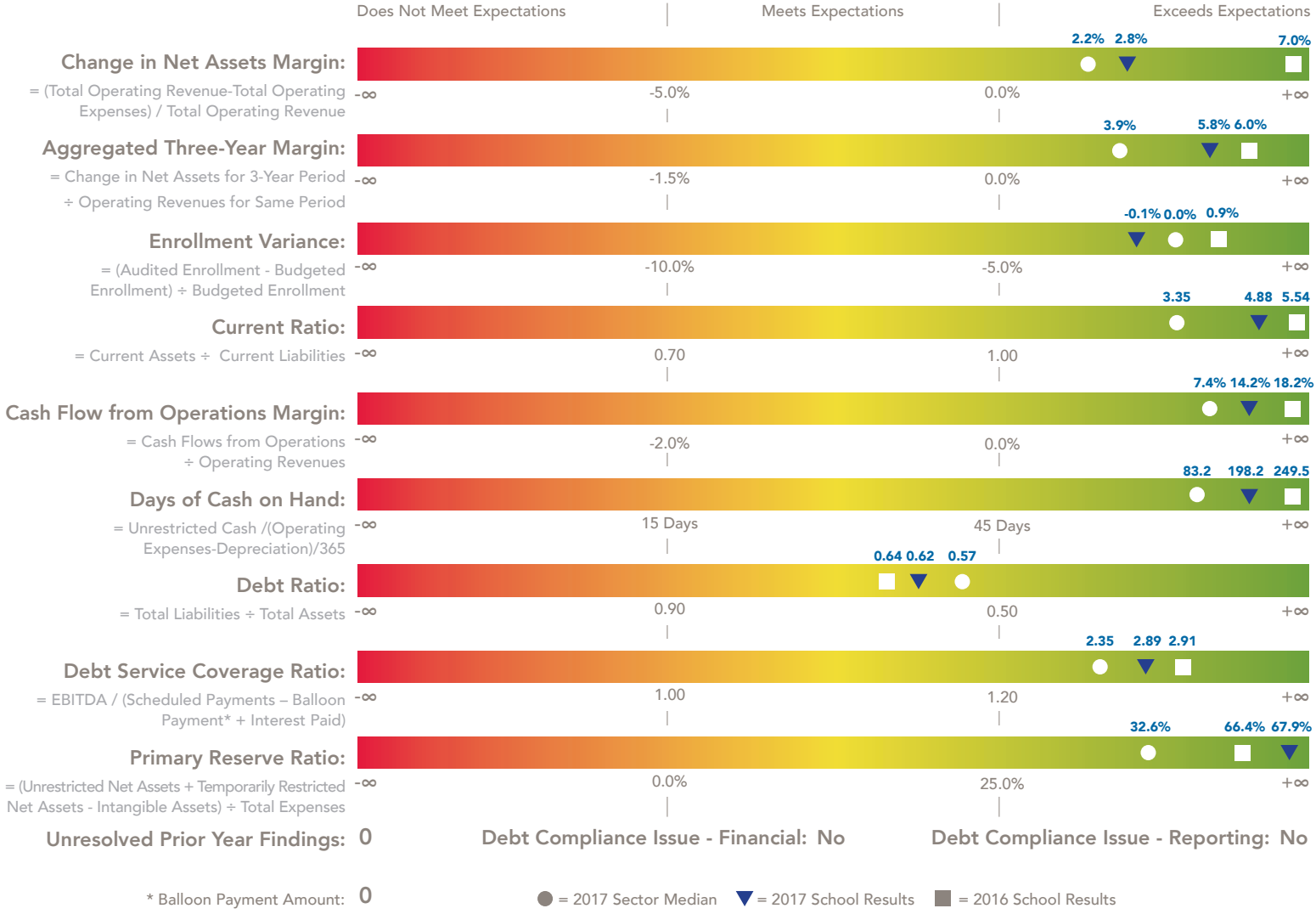
CAPITAL CITY PCS

FY2017 Financial Analysis Report

Opened: 2000 - 2001

Audited Enrollment: 983

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

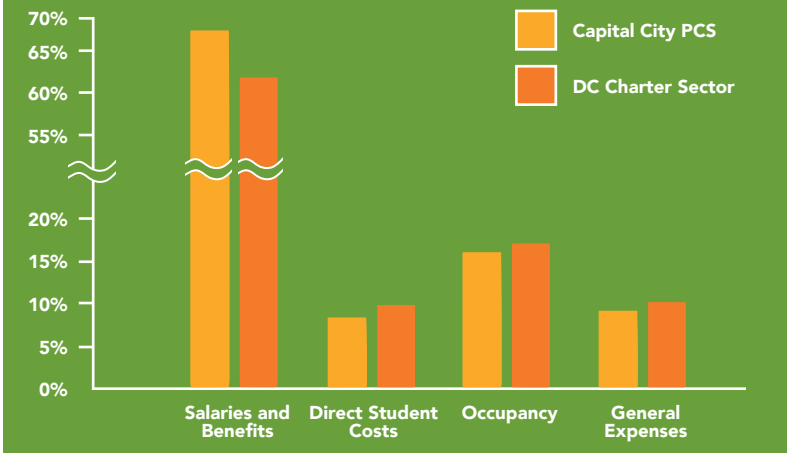
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



CAPITAL CITY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$35,832,298	$35,611,206
Current Assets	$10,789,463	$12,762,223
Total Liabilities	$22,048,636	$22,822,962
Current Liabilities	$2,211,810	$2,305,538
Net Asset Position	$13,783,662	$12,788,244

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$20,891,917	$20,412,416
Expenses	$20,299,553	$19,270,900
Non-operating Revenues (Expenses)	$403,054	-$311,516
Surplus (Deficit)	$995,418	$1,141,516

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$18,607	$18,230	$18,019
Grants and Contributions Per Student	$385	$410	$298
Total Revenues per Student	$21,253	$21,125	$20,790
Expenses per Student	$20,651	$19,644	$20,387

PCSB OBSERVATIONS

The school's net assets increased by $995.4K in 2017, and approximately 40% of that increase was driven by a change in the fair value of the interest rate swap on its loan payable, a non-operating expense. Change in net assets margin, which excludes non-operating items, was a strong 2.8%.

The school has 198 days of cash on hand. This indicates that the school has ample cash on hand to meet operating expenses in the event of unexpected costs or delays in cash receipts and may have opportunities to invest some of these funds back into the school.

On October 17, 2011, Capital City PCS entered into a 25-year ground lease with the District of Columbia for the school facility at 100 Peabody Street, NW, Washington, DC. The ground lease contains a credit for the amount spent on leasehold improvements and renovations of the building to be applied to the first 15 years of rent on a dollar-for-dollar basis. Any remaining amount of renovation costs not used by year 15 will be taken as a credit and amortized over the remaining term. Under the terms of the original ground lease and the additional credit approved during 2017, the available credit is approximately $29,051,000. If Capital City PCS uses the entire credit available, it would not pay rent until September 1, 2027. Assuming that the entire credit is used, the future minimum ground lease payments are expected to be approximately $8.3M.

CARLOS ROSARIO INTERNATIONAL PCS

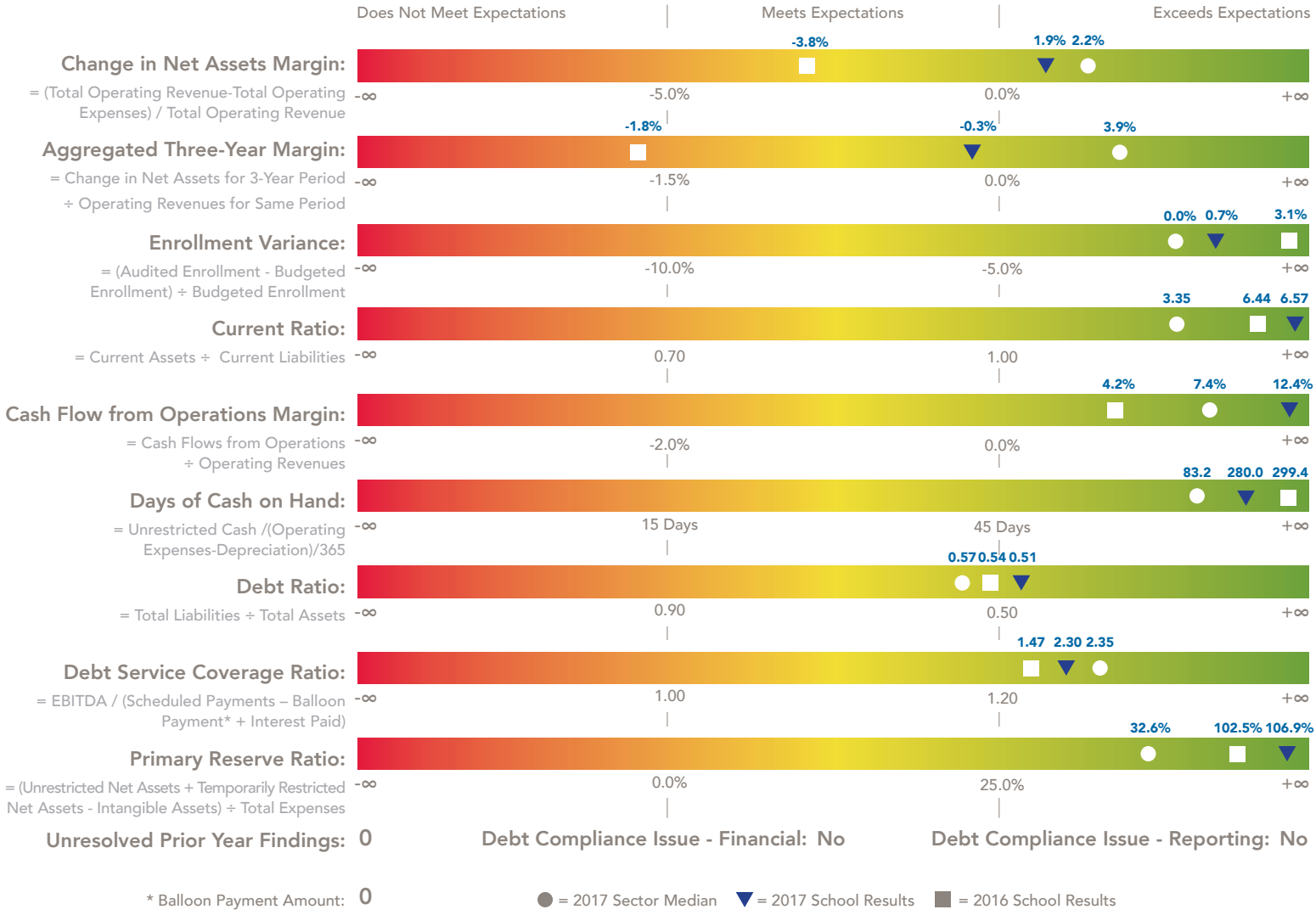
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 1998 - 1999

Audited Enrollment: 2,064

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

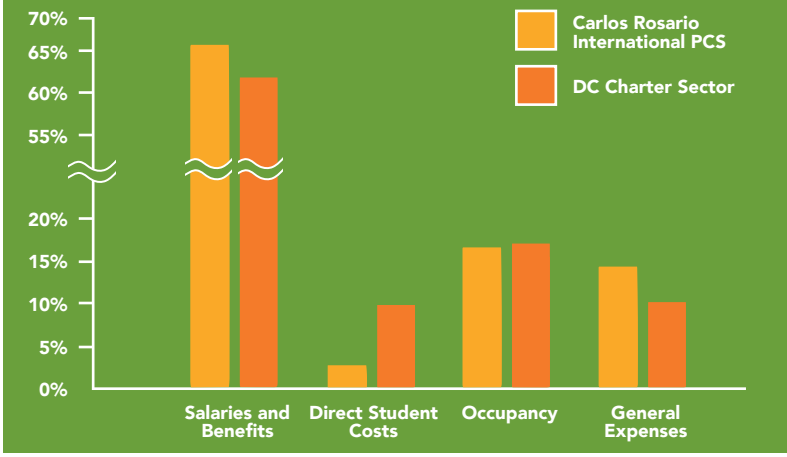
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



CARLOS ROSARIO INTERNATIONAL PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$56,751,906	$58,006,484
Current Assets	$20,533,899	$21,968,171
Total Liabilities	$29,081,583	$31,092,068
Current Liabilities	$3,127,193	$3,412,407
Net Asset Position	$27,670,323	$26,914,416

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$26,379,071	$25,355,637
Expenses	$25,882,283	$26,255,571
Non-operating Revenues (Expenses)	$259,119	$63,917
Surplus (Deficit)	$755,907	-$899,934

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$11,914	$11,607	$18,019
Grants and Contributions Per Student	$141	$123	$298
Total Revenues per Student	$12,781	$12,577	$20,790
Expenses per Student	$12,540	$13,056	$20,387

PCSB OBSERVATIONS

Based on the consolidated financials of the school, Community Capital Corp. (CCC) and Community Capital Corp. – Sonia Gutierrez Campus (CCC – SGC). CCC and CCC – SGC hold and finance the school's facilities.

All of the school's key financial indicators are at or above the meets-expectations range and all improved from the prior year. The school's current ratio, a measure of the financial resources available to meet short-term obligations, remains strong at 6.6 against the meets-expectations range of 0.7 to 1.0. The school also has 280 days of cash on hand against the range of 15 to 45 days, indicating the school likely has more than adequate cash on hand to meet operating expenses in the event of unexpected cost or delays in cash receipts and may have opportunities to invest some of these funds back into the school.

The school generated a surplus of $755K after having a deficit of ($870K) the prior year. CCC/CCC – SGC rental operations expense declined by $567K in the current year, which, along with an increase in the per-pupil funding and a slight increase in enrollment, led to the surplus.

The school has two campuses: the Harvard Street campus and the Sonia Gutierrez Campus (SGC). Land for the SGC was purchased in 2011 to develop into an additional campus for the school using a $2.2M grant from OSSE. The development costs, including furniture and fixtures, were approximately $19M and were financed by Bank of America through the New Markets Tax Credit Program. The school has a long-term operating lease with DC for the Harvard Street campus, which expires in 2021.

DC PUBLIC CHARTER SCHOOL BOARD

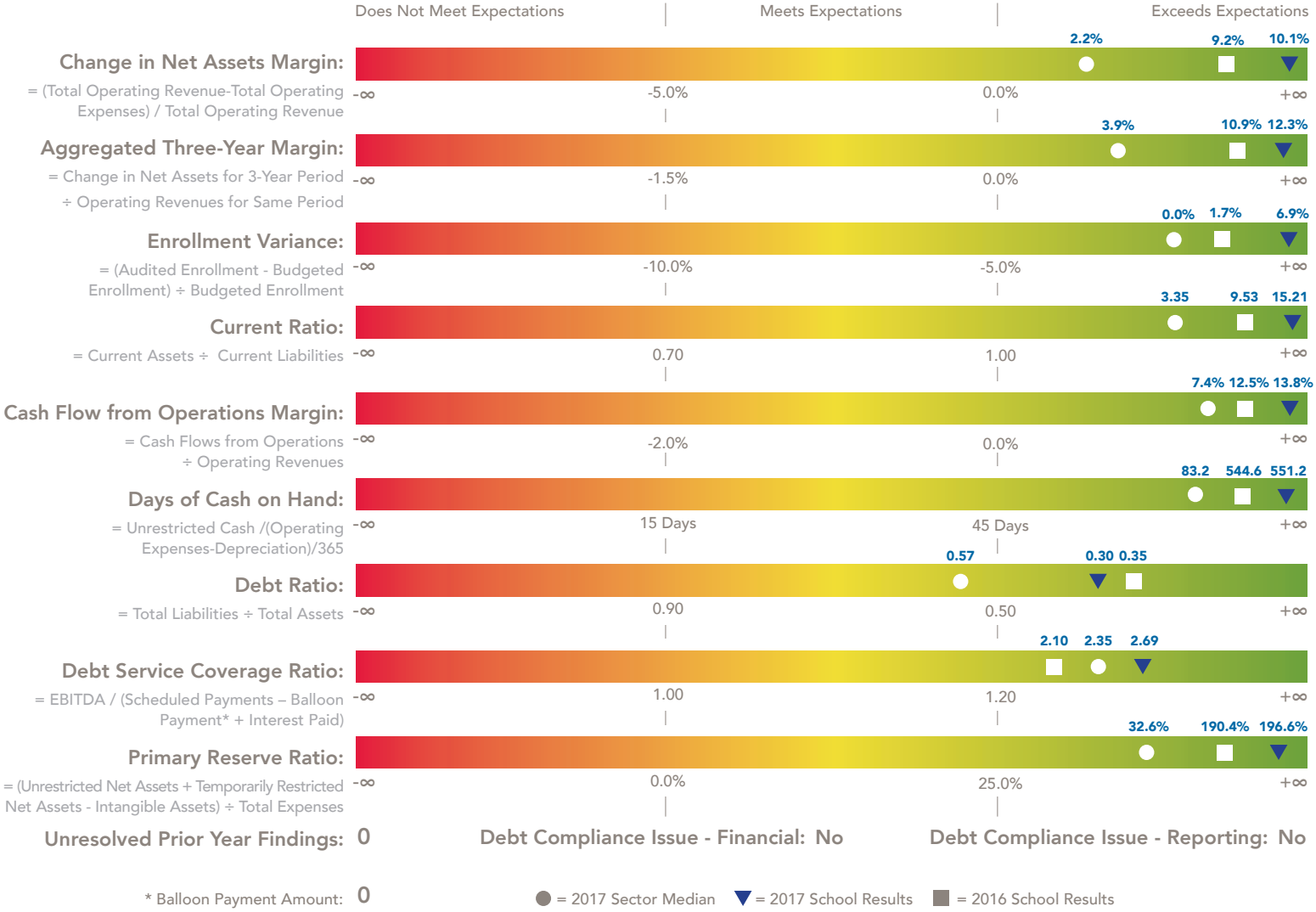
CEDAR TREE ACADEMY PCS

FY2017 Financial Analysis Report

Opened: 2001 - 2002

Audited Enrollment: 385

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

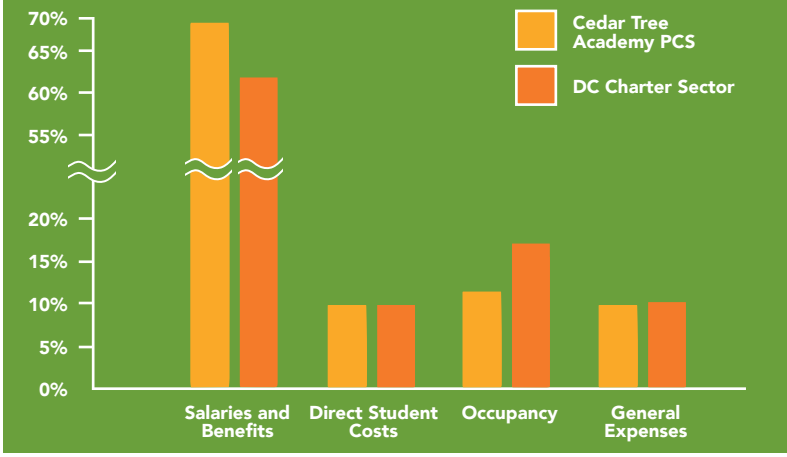
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



CEDAR TREE ACADEMY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$20,066,647	$19,789,150
Current Assets	$10,786,800	$10,052,959
Total Liabilities	$6,059,381	$6,909,345
Current Liabilities	$709,187	$1,054,382
Net Asset Position	$14,007,266	$12,879,805

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$7,928,798	$7,086,570
Expenses	$7,124,757	$6,763,084
Non-operating Revenues (Expenses)	$323,420	-$363,006
Surplus (Deficit)	$1,127,461	$323,486

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$17,885	$17,545	$18,019
Grants and Contributions Per Student	$82	$259	$298
Total Revenues per Student	$20,594	$20,354	$20,790
Expenses per Student	$18,506	$18,478	$20,387

PCSB OBSERVATIONS

All of the school's key financial indicators are well above the meets-expectations range.

The school generated a surplus of $1.1M. The surplus included a gain in the fair value of the interest rate swap on its loan payable, which made up approximately 29% of the increase in net assets for the year.

The school has 551 days of cash on hand. This indicates that it has adequate cash on hand to meet operating expenses in the event of unexpected delays in cash receipts and may have opportunities to invest some of these funds back into the school.

In August 2004, the school purchased the main campus for $7.0M. In November 2004, the District issued $6.3M in Series 2004 bonds to refinance the short-term financing of the school. Pursuant to the bond issuance, the school entered into a loan agreement with the District secured by all of the school's assets and properties, including without limitation all existing and future property of the school. On August 31, 2009, the school obtained a $3.0M loan to purchase a building on Martin Luther King Jr. Avenue, SE for a second campus. In 2013, the school leased the building to Community College Preparatory PCS. The lease expires in June 2018. The loan matures on September 1, 2019.

DC PUBLIC CHARTER SCHOOL BOARD

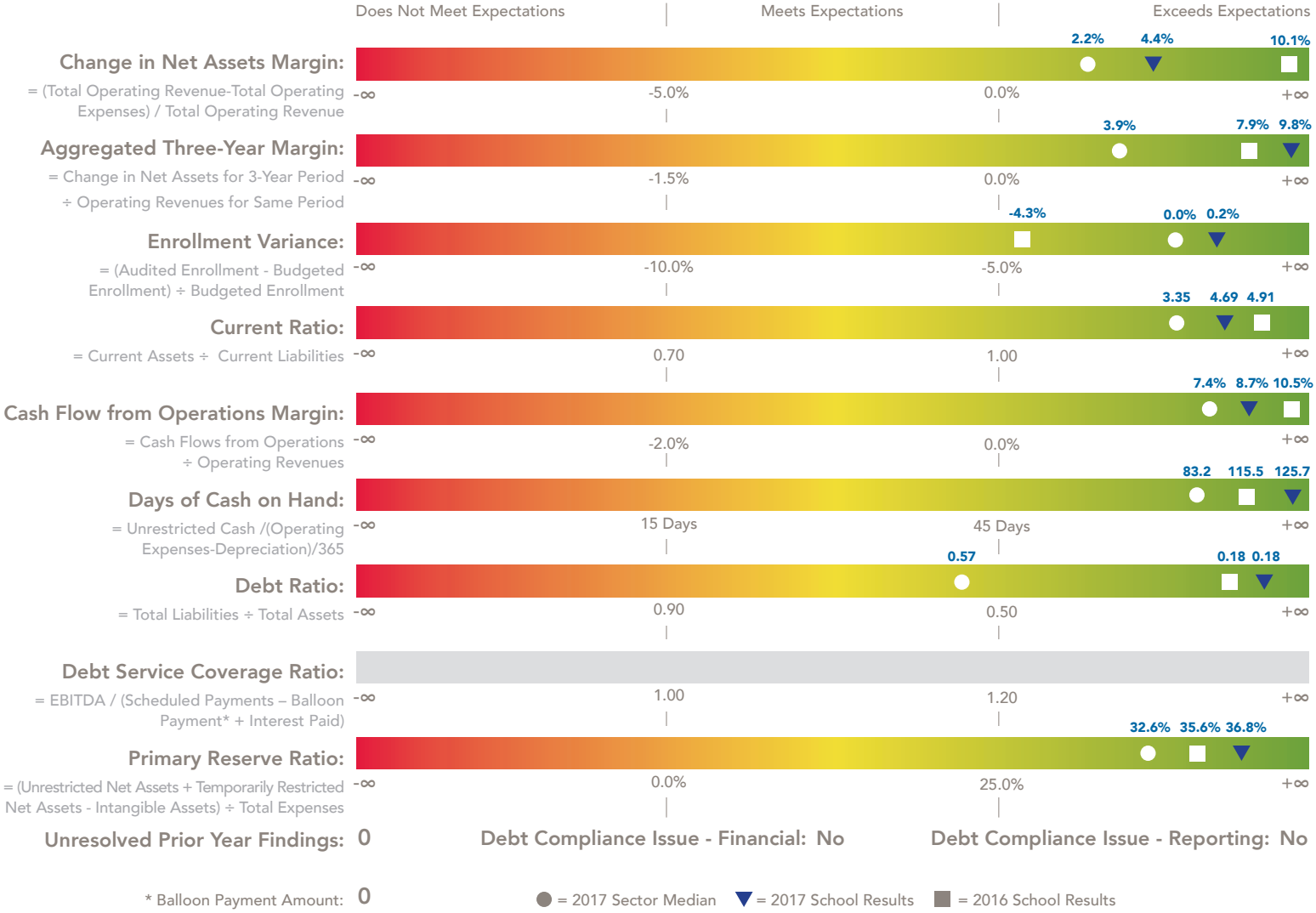
CENTER CITY PCS

FY2017 Financial Analysis Report

Opened: 2008 - 2009

Audited Enrollment: 1,442

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

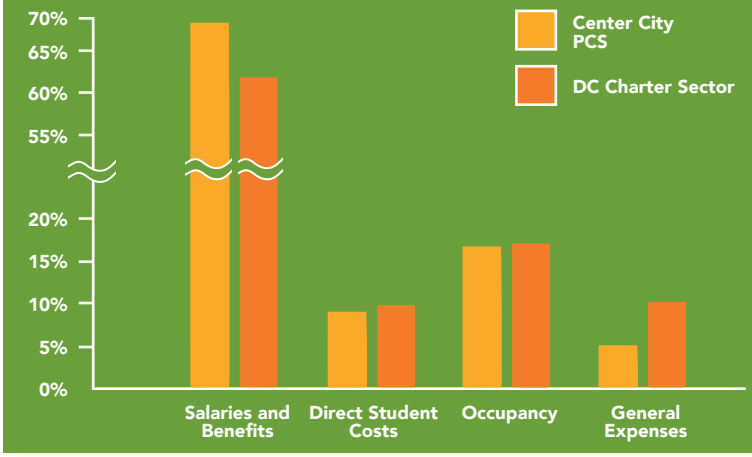
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



CENTER CITY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$11,988,190	$10,539,188
Current Assets	$10,088,209	$8,720,395
Total Liabilities	$2,167,549	$1,942,641
Current Liabilities	$2,148,722	$1,775,734
Net Asset Position	$9,820,641	$8,596,547

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$27,933,413	$26,868,425
Expenses	$26,709,319	$24,166,331
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$1,224,094	$2,702,094

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$16,831	$16,144	$18,019
Grants and Contributions Per Student	$146	$490	$298
Total Revenues per Student	$19,371	$18,685	$20,790
Expenses per Student	$18,522	$16,806	$20,387

PCSB OBSERVATIONS

The school generated a surplus of $1.2M, and all of the school's key financial indicators are well above the meets-expectations range. The school's aggregated three-year margin, which measures over the long term whether a school's revenues are exceeding its expenses, is 9.8%, well above the meets-expectations range of -1.5% to 0%.

The school has 126 days of cash on hand. This indicates that the school has ample cash on hand to meet operating expenses in the event of unexpected delays in cash receipts and may have opportunities to invest some of these funds back into the school.

The school has lease agreements for its school campus properties. The agreements provide for a rent escalation rate of 3% each year. The leases expire in July 2023. The school also has a lease agreement for its central office in Washington, DC. The lease commenced on August 1, 2013, and is due to expire on September 30, 2018. The agreement provides for a rent escalation rate of 3.5% each year.

CESAR CHAVEZ PCS FOR PUBLIC POLICY

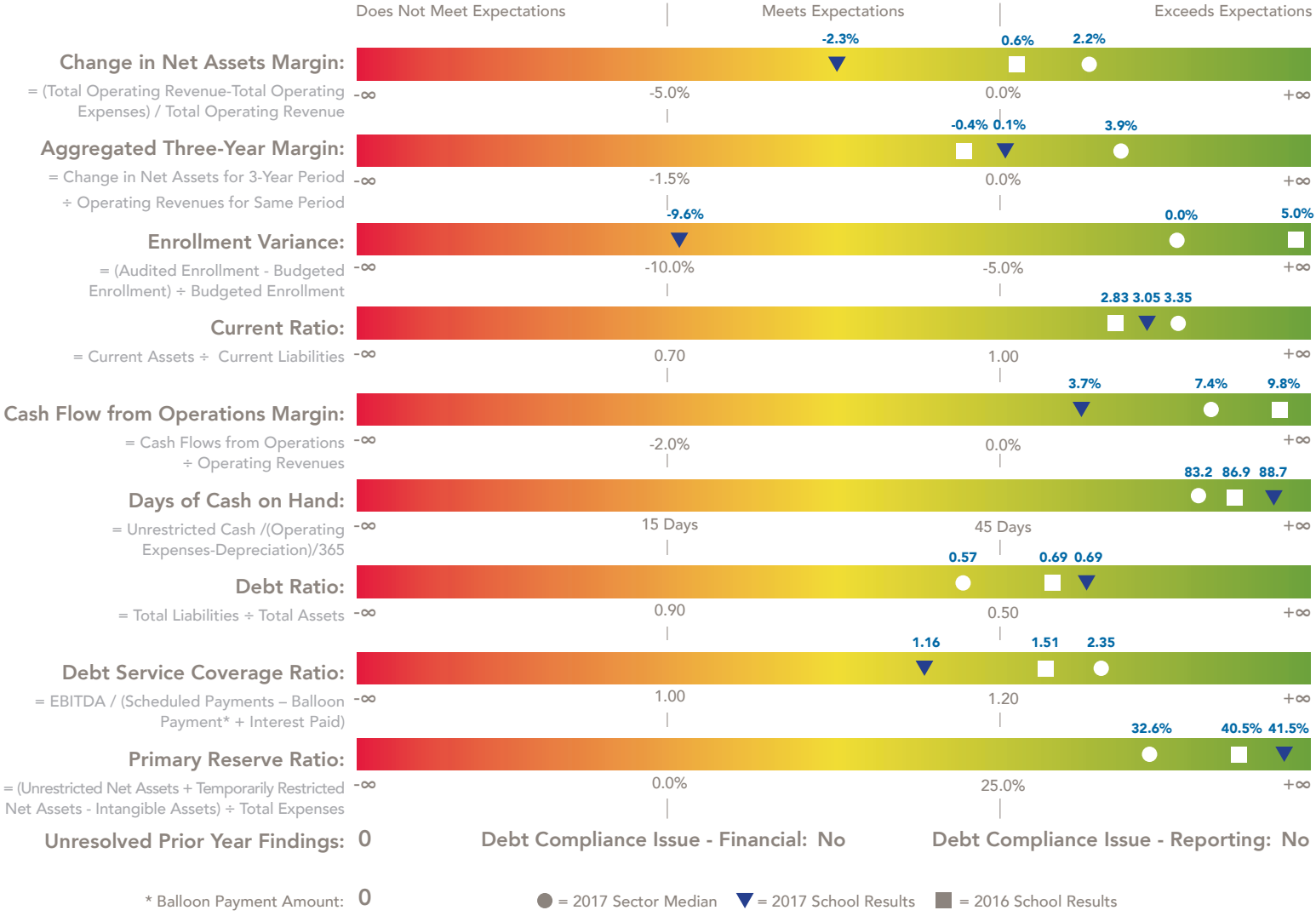
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 1998 - 1999

Audited Enrollment: 1,275

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

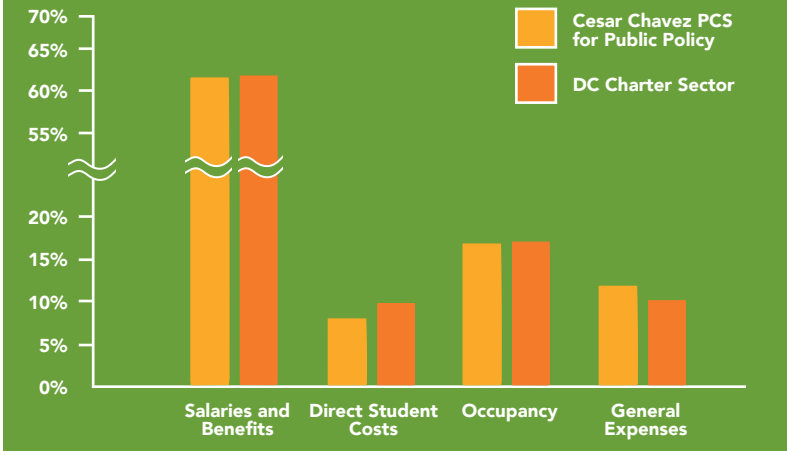
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



CESAR CHAVEZ PCS FOR PUBLIC POLICY

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$37,332,239	$39,399,323
Current Assets	$7,469,193	$7,937,927
Total Liabilities	$25,658,588	$27,101,615
Current Liabilities	$2,448,864	$2,802,979
Net Asset Position	$11,673,651	$12,297,708

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$27,473,367	$29,217,134
Expenses	$28,097,424	$29,040,526
Non-operating Revenues (Expenses)	$0	-$28,424
Surplus (Deficit)	-$624,057	$148,184

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$18,705	$18,213	$18,019
Grants and Contributions Per Student	$371	$533	$298
Total Revenues per Student	$21,548	$20,575	$20,790
Expenses per Student	$22,037	$20,451	$20,387

PCSB OBSERVATIONS

The school had a deficit of ($624K), primarily driven by a decrease in revenues caused by two years of declining enrollment. This also contributed to an enrollment variance of -9.6%, below the acceptable range of -5% to 0%. The school is working with an external consultant on overall school improvement.

The debt service coverage ratio, a measure of surplus available for debt servicing to interest and principal, was 1.16, within the meets-expectations range of 1.0 to 1.2. The school has complied with the required financial and nonfinancial covenants related to the Series 2011 Bonds debt agreements for the years ended June 30, 2017, and June 30, 2016.

Other key financial indicators were at or above the meets-expectations range.

On March 1, 2011, the school entered into a financing agreement with Wells Fargo Bank, as trustee of newly issued District of Columbia revenue bonds with proceeds of $27.2M (the Series 2011 Bonds). The proceeds were used to refinance the entire outstanding balance of the school's previous loans and to purchase the facility that the school was previously leasing from its landlord. The proceeds were also used for renovations of the purchased building as well as the buildings at the two leased campus locations. The Series 2011 Bonds mature on November 15, 2040, and are collateralized by the first priority deed of trust lien on the school's property and equipment, per-pupil revenues, and restricted cash and cash equivalents. In addition to this purchase, the school entered into a 30-year ground lease agreement for a permanent additional operating location within the District of Columbia. The lease expires in 2038. Furthermore, the school has a sublease agreement with another District of Columbia public charter school for office space at 525 School Street, SW. The initial sublease term is scheduled to expire in 2021. Lastly, the school has a lease agreement with ESP Warehouse LLC. The school is responsible for payment of a proportionate share of real estate assessments, as well as a proportionate share of the landlord's insurance costs for extended risk insurance and public liability insurance. This lease expires on November 1, 2020.

DC PUBLIC CHARTER SCHOOL BOARD

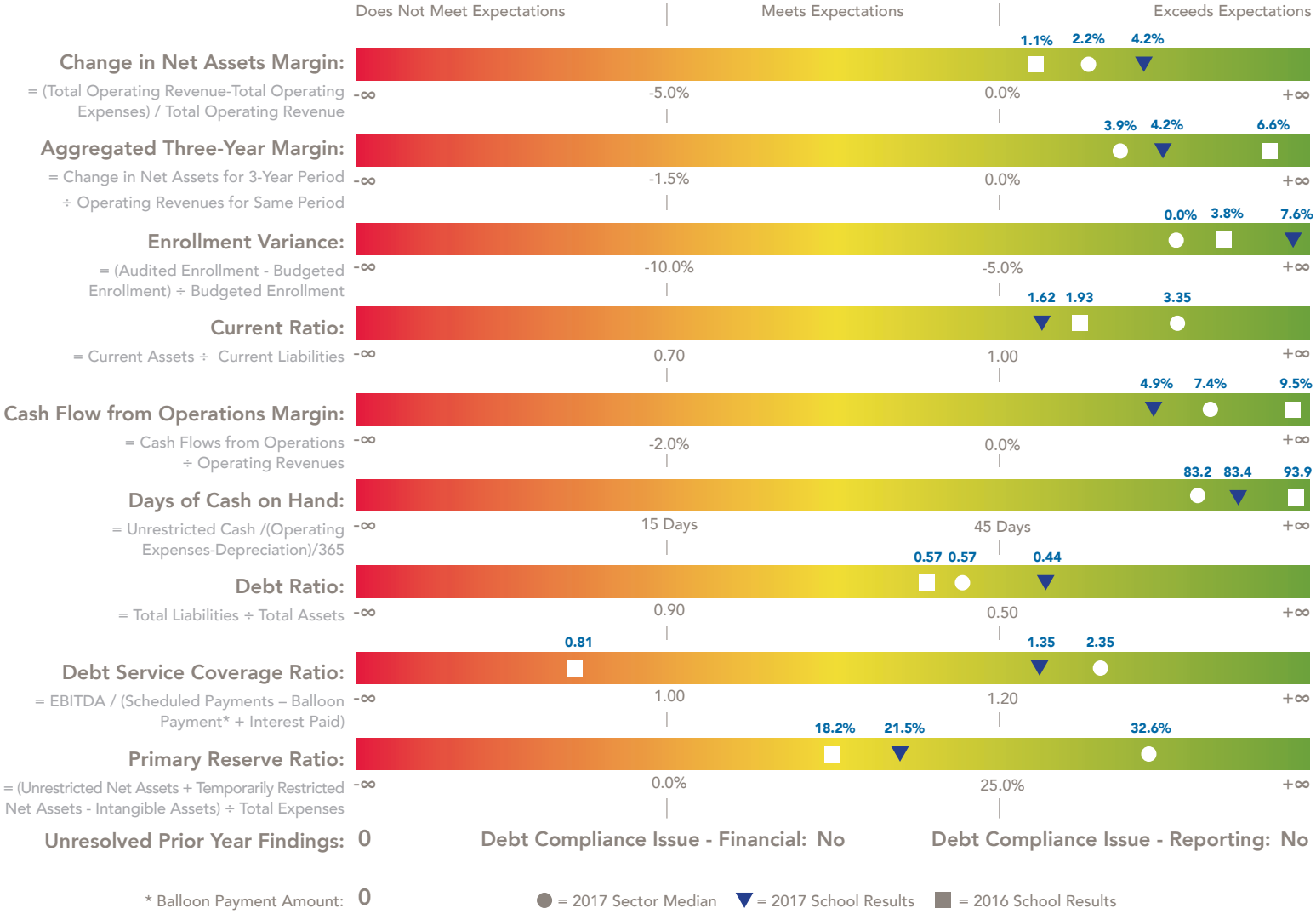
CITY ARTS & PREP PCS

FY2017 Financial Analysis Report

Opened: 2004 - 2005

Audited Enrollment: 522

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

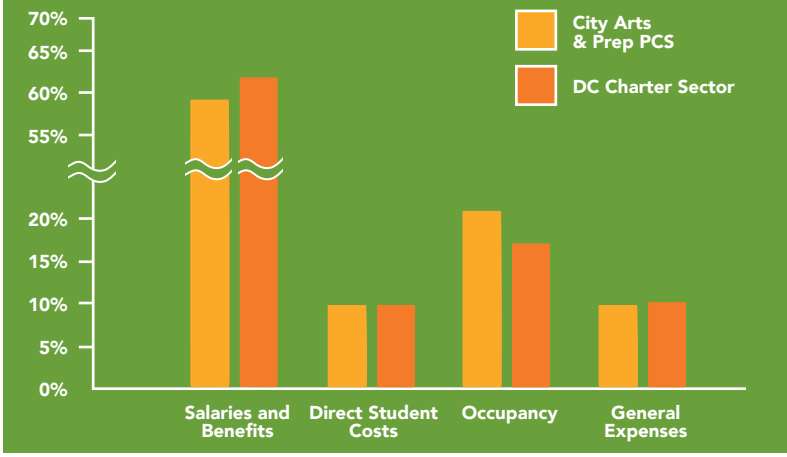
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



CITY ARTS & PREP PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$3,469,086	$3,605,034
Current Assets	$2,491,646	$2,383,417
Total Liabilities	$1,536,393	$2,067,141
Current Liabilities	$1,535,589	$1,235,235
Net Asset Position	$1,932,693	$1,537,893

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$9,398,257	$8,548,097
Expenses	$9,007,993	$8,456,895
Non-operating Revenues (Expenses)	$4,536	$0
Surplus (Deficit)	$394,800	$91,202

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$16,442	$16,263	$18,019
Grants and Contributions Per Student	$108	$372	$298
Total Revenues per Student	$18,004	$18,304	$20,790
Expenses per Student	$17,257	$18,109	$20,387

PCSB OBSERVATIONS

The only financial indicator that did not meet expectations in 2017 was the primary reserve ratio, which is a measure of the school's financial strength. Although this indicator did not reach the target, it improved over the prior year and is not yet at the level where it would be a cause for concern.

A number of other financial indicators in 2017 improved from the 2016 metrics. Both the debt ratio and the debt service coverage ratio improved to the extent that they both now exceed expectations largely due to a decrease in notes payable from a United Bank loan of $1.6M initiated in October 2007. Subsequent to year-end 6/30/2017, the school began negotiations to extend the term of the United Bank loan payable through December 2017.

The school has 83 days of cash on hand, which indicates that it has adequate cash on hand to meet operating expenses in the event of unexpected costs or delays in cash receipts.

The school entered into a lease agreement with 705 Edgewood Associates LLC, effective for a 10-year period commencing on September 1, 2004, for the rental of a building at 705 Edgewood Avenue, NE. The lease is scheduled to expire on August 31, 2019. One of the provisions of the lease required the school to obtain a loan of $2.0M from the District of Columbia's Department of Banking and Financial Institutions, Office of Public Charter School Financing and Support. Also, in October 2007, the school obtained a loan from United Bank for $1.6M to pay for leasehold improvements to the school building. Subject to the terms of the agreement, the original loan was bifurcated into two subnotes. The balances of these subnotes at June 30, 2017, and June 30, 2016, were $554K and $700K, respectively. Subsequent to the year ended June 30, 2017, the school began negotiations to extend the term of the United Bank loan payable through December 2017.

COMMUNITY COLLEGE PREPARATORY ACADEMY PCS

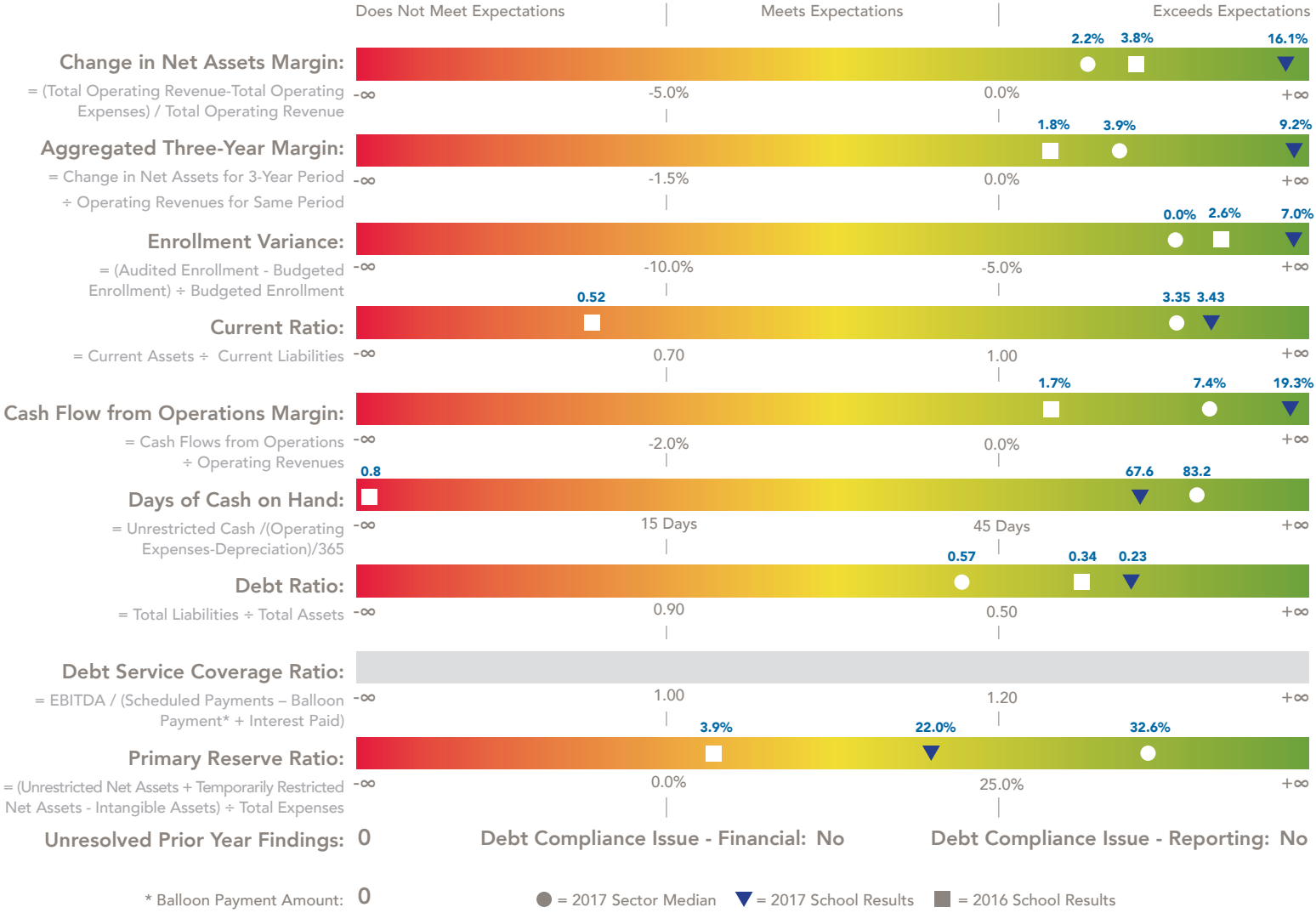
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2013 - 2014

Audited Enrollment: 476

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

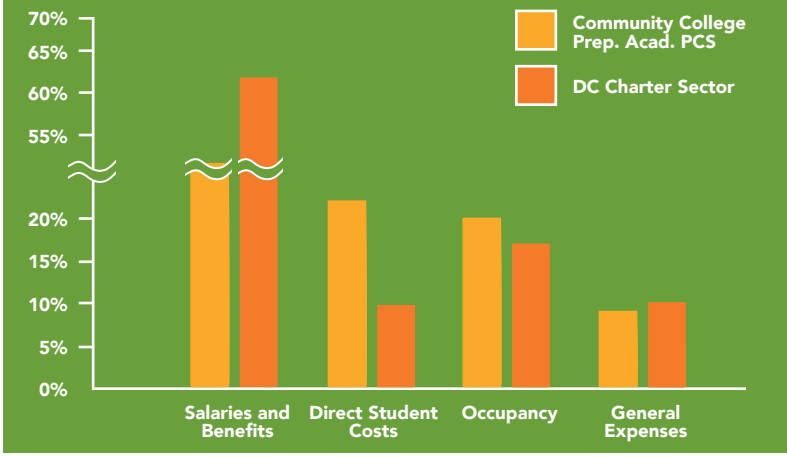
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



COMMUNITY COLLEGE PREPARATORY ACADEMY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$1,614,373	$245,345
Current Assets	$1,271,242	$43,553
Total Liabilities	$371,161	$84,333
Current Liabilities	$371,161	$83,769
Net Asset Position	$1,243,212	$161,012

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$6,724,731	$4,260,414
Expenses	$5,642,531	$4,097,608
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$1,082,200	$162,806

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$11,716	$11,478	$18,019
Grants and Contributions Per Student	$707	$390	$298
Total Revenues per Student	$14,128	$11,867	$20,790
Expenses per Student	$11,854	$11,414	$20,387

PCSB OBSERVATIONS

The only financial indicator that did not exceed the target in 2017 was the primary reserve ratio, which measures the school's net asset size relative to its operating budget. Although this indicator did not reach the target, it has improved significantly over the prior year and is not at the level where it would be a cause for concern.

The school has no long-term notes payable and has a debt ratio that exceeds expectations, which means that the school is not relying heavily on borrowed funds.

A majority of the school's financial indicators improved in 2017 compared with 2016 metrics. For example, the change in net assets margin has improved, indicating that the school has been better able to keep expenses aligned with revenue. The current ratio has also improved, which means the school is in a better position to meet short-term obligations.

The school has 67 days of cash on hand, which is a significant improvement from the prior year, as this financial indicator was a cause for concern in 2016. The current 2017 metric of 67 days indicates that the school has adequate cash on hand to meet operating expenses in the event of unexpected costs or delays in cash receipts.

The school entered into an operating lease rental agreement on June 1, 2013, with Howard Road Academy (currently operating as Cedar Tree Academy) for the rental of a school facility at 2405 Martin Luther King Jr. Avenue, SE. The lease will expire on June 30, 2018. In addition, on July 9, 2015, the school entered into a sublease rental agreement with the Charter School Incubator Initiative (the subleasee) for the rental of a school facility at 500 19th Street, NE. The lease expires on June 30, 2020. The school also entered into a use agreement with the Charter School Incubator Initiative for the rental of a school facility located at 3301 Wheeler Road, SE. The lease for this location expires on June 30, 2021. As a provision of both leases, the school has provided the Charter School Incubator Initiative a first priority lien on, and security interest, in any and all revenues, grants, awards and other payments, which fund in whole or in part any of the operating costs of the subleased premises.

CREATIVE MINDS INTERNATIONAL PCS

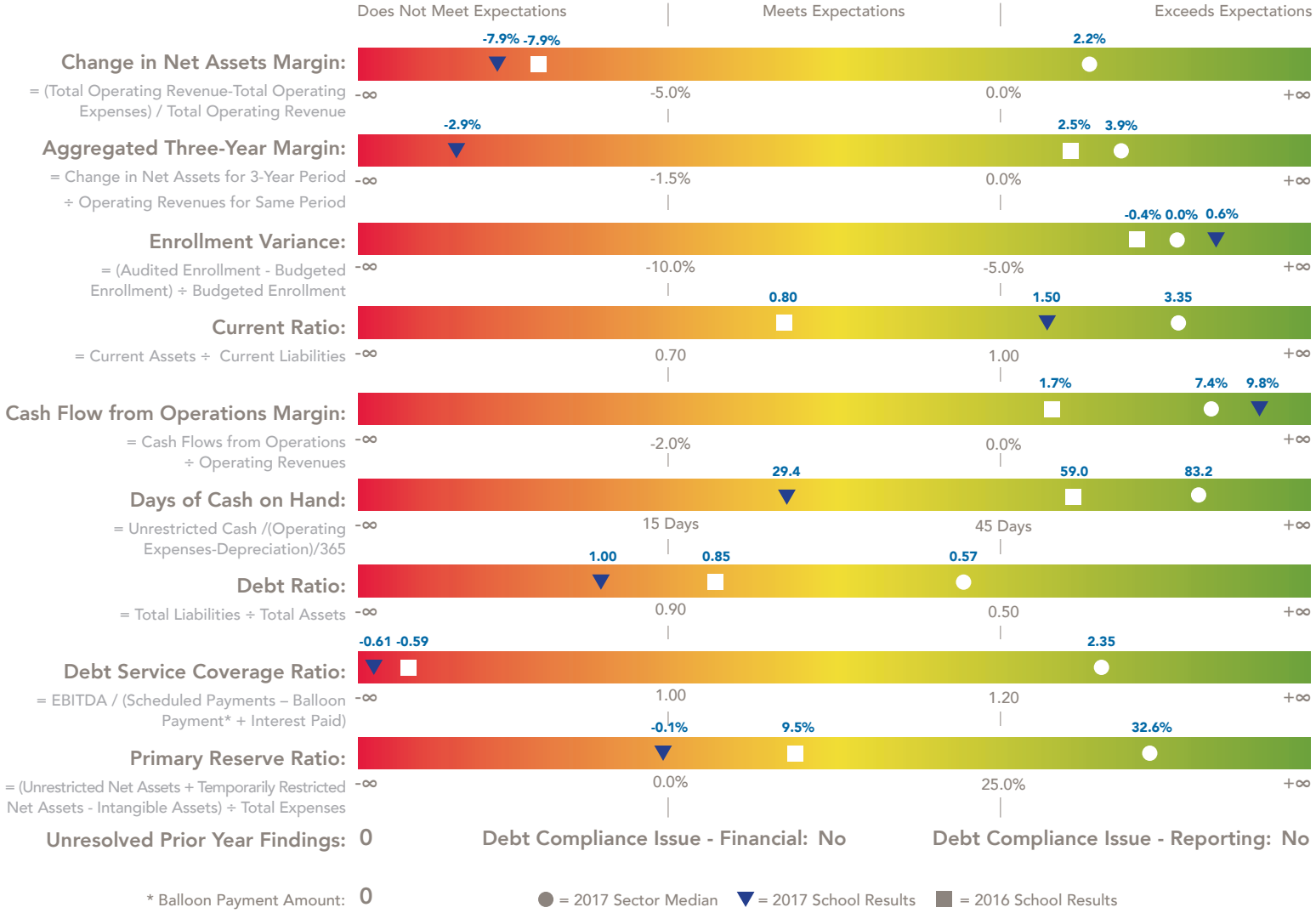
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2012 - 2013

Audited Enrollment: 341

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

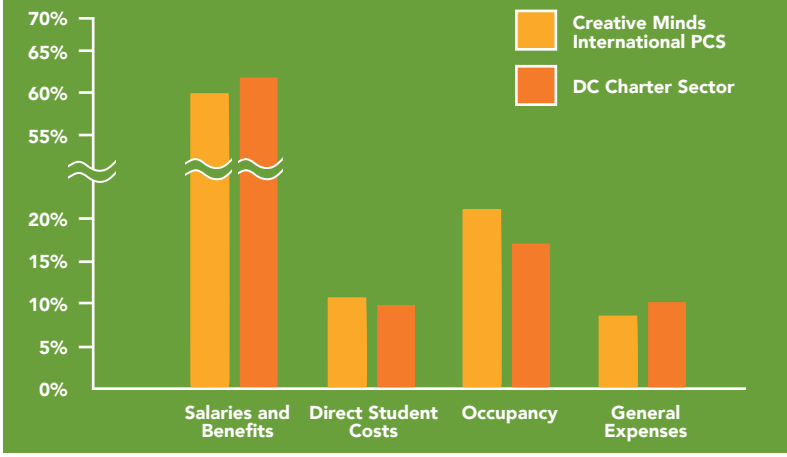
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



CREATIVE MINDS INTERNATIONAL PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$4,155,800	$3,902,244
Current Assets	$774,728	$1,085,221
Total Liabilities	$4,167,757	$3,301,368
Current Liabilities	$515,436	$1,357,197
Net Asset Position	-$11,957	$600,876

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$7,774,962	$5,681,551
Expenses	$8,387,795	$6,129,702
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$612,833	-$448,151

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$19,332	$19,582	$18,019
Grants and Contributions Per Student	$1,363	$1,098	$298
Total Revenues per Student	$22,800	$23,973	$20,790
Expenses per Student	$24,598	$25,864	$20,387

PCSB OBSERVATIONS

Several financial indicators for the school have not met expectations in 2017 and are cause for concern.

The school's ability to keep expenses aligned with revenues:

- The school experienced deficits in both 2017 and 2016, and in 2017 the net asset balance was a deficit of ($12K) by the end of the year. Moreover, the 2017 deficit of ($613K) increased from a deficit of ($448K) in the prior year.

The school's leverage:

- Both the debt ratio and the debt service coverage ratio are cause for concern in 2017. These ratios help the school determine how much they rely on borrowed funds and how much surplus is available for debt servicing to interest and payable.
- The school's total liabilities exceeded its total assets for 2017. The school's most predominant liabilities affecting these indicators include long-term liabilities in which the school is leveraging itself through deferred rent of $1.8M and loan payable of $1.9M.

The school's cash flow from operations margin is well above the meets-expectations range, meaning the school's operations are able to generate cash flow.

On February 9, 2015, the school entered into a 10-year agreement with the Armed Forces Retirement Home to lease space in the Sherman Building at 3700 North Capitol Street, NW. This lease was amended in 2016 for additional space to meet the school's growing requirements. The monthly lease payments are based on the square footage area occupied by the school and decreased by the approved leasehold improvement incentives for repair, maintenance, renovation, remodel, or upgrade of the building. As of June 30, 2016, approved in-kind leasehold improvements totaled $2.7M.

DC PUBLIC CHARTER SCHOOL BOARD

DC BILINGUAL PCS

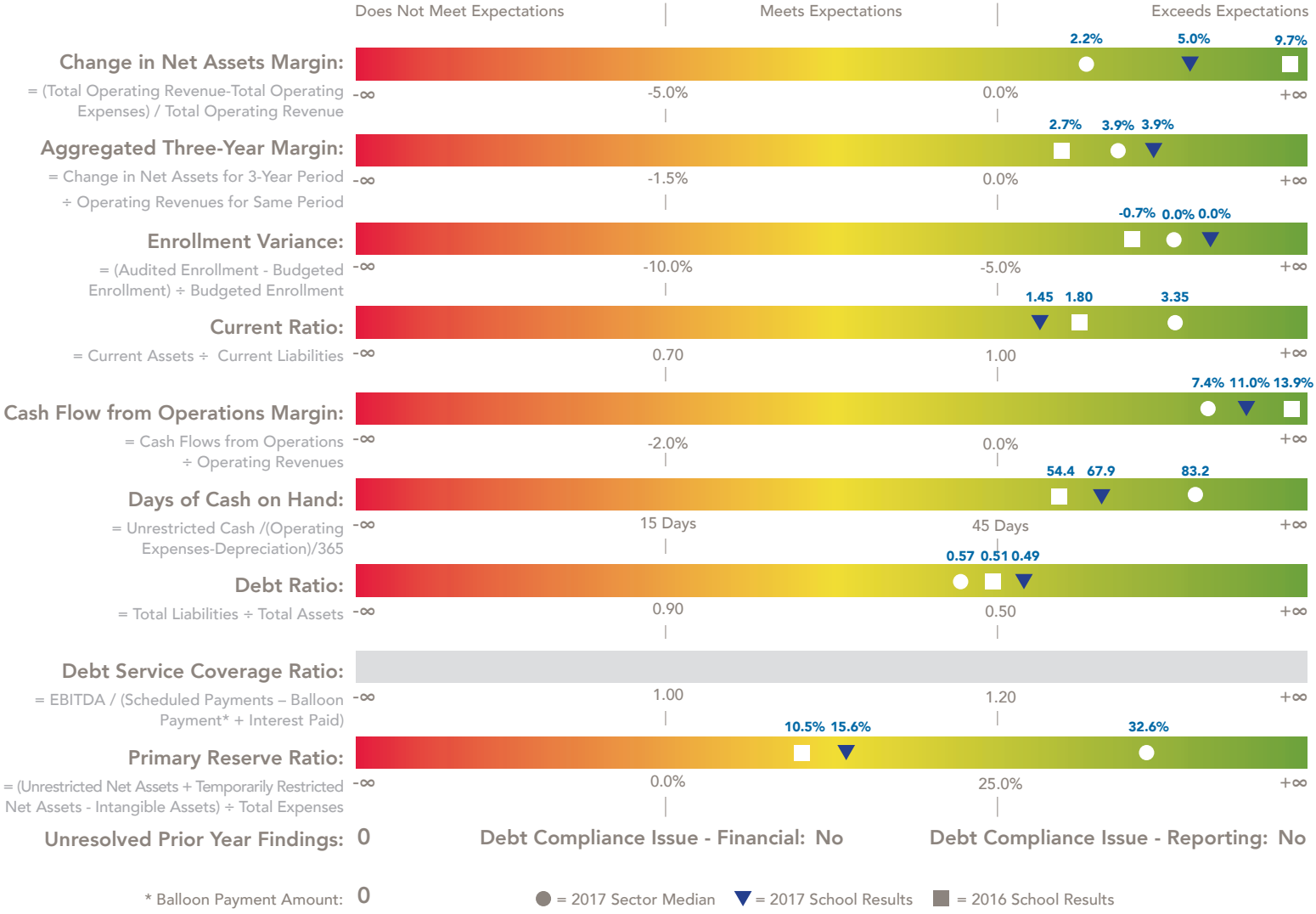
FY2017 Financial Analysis Report

Opened: 2004 - 2005

Audited Enrollment: 410

Operates with a Management Organization: CentroNia (terminated November 2015)

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

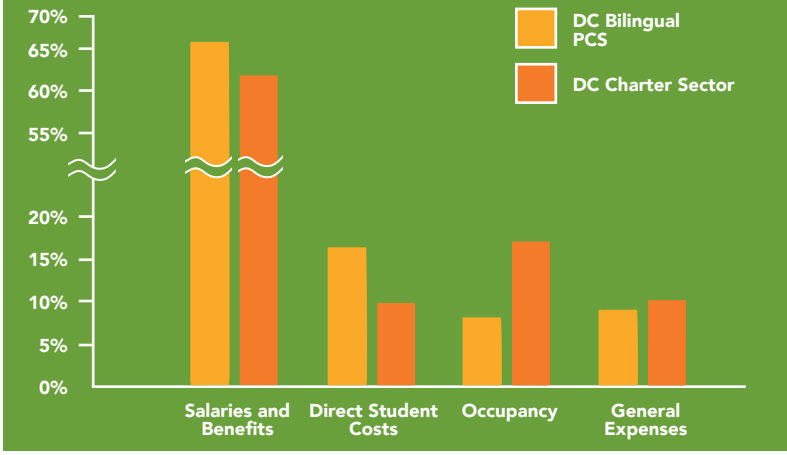
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



DC BILINGUAL PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$2,601,768	$1,796,061
Current Assets	$1,798,511	$1,551,403
Total Liabilities	$1,285,022	$920,506
Current Liabilities	$1,242,684	$860,404
Net Asset Position	$1,316,746	$875,555

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$8,886,398	$9,252,810
Expenses	$8,445,207	$8,358,844
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$441,191	$893,966

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$19,245	$19,468	$18,019
Grants and Contributions Per Student	$435	$732	$298
Total Revenues per Student	$21,674	$22,960	$20,790
Expenses per Student	$20,598	$20,742	$20,387

PCSB OBSERVATIONS

All of the school's key financial indicators are at or above the meets-expectations range. The school's cash flow from operations margin, which measures whether a school's operations are generating or using cash, remains strong at 11.0 against the meets-expectations range of -2.0% to 0%. The school also has 68 days of cash on hand against the range of 15 to 45 days, indicating the school has adequate cash on hand to meet operating expenses in the event of unexpected delays in cash receipts.

The school generated a surplus of $441K. Revenue declined by $366K, largely driven by a decrease in award of funds related to the Scholarships for Opportunity and Results Act (SOAR) of $260K from the prior year. Federal entitlements overall declined $373K. The school's expenses stayed consistent from the prior year, which aligns with the consistent enrollment numbers.

The school entered into a lease with DC in June 2015 for a one-year term, which was extended in 2016 and 2017 and subsequently converted to a 25-year lease. Lease payments have been fairly consistent and increased by 3% and 2% for the school years ending 2017 and 2018, respectively.

DC PUBLIC CHARTER SCHOOL BOARD

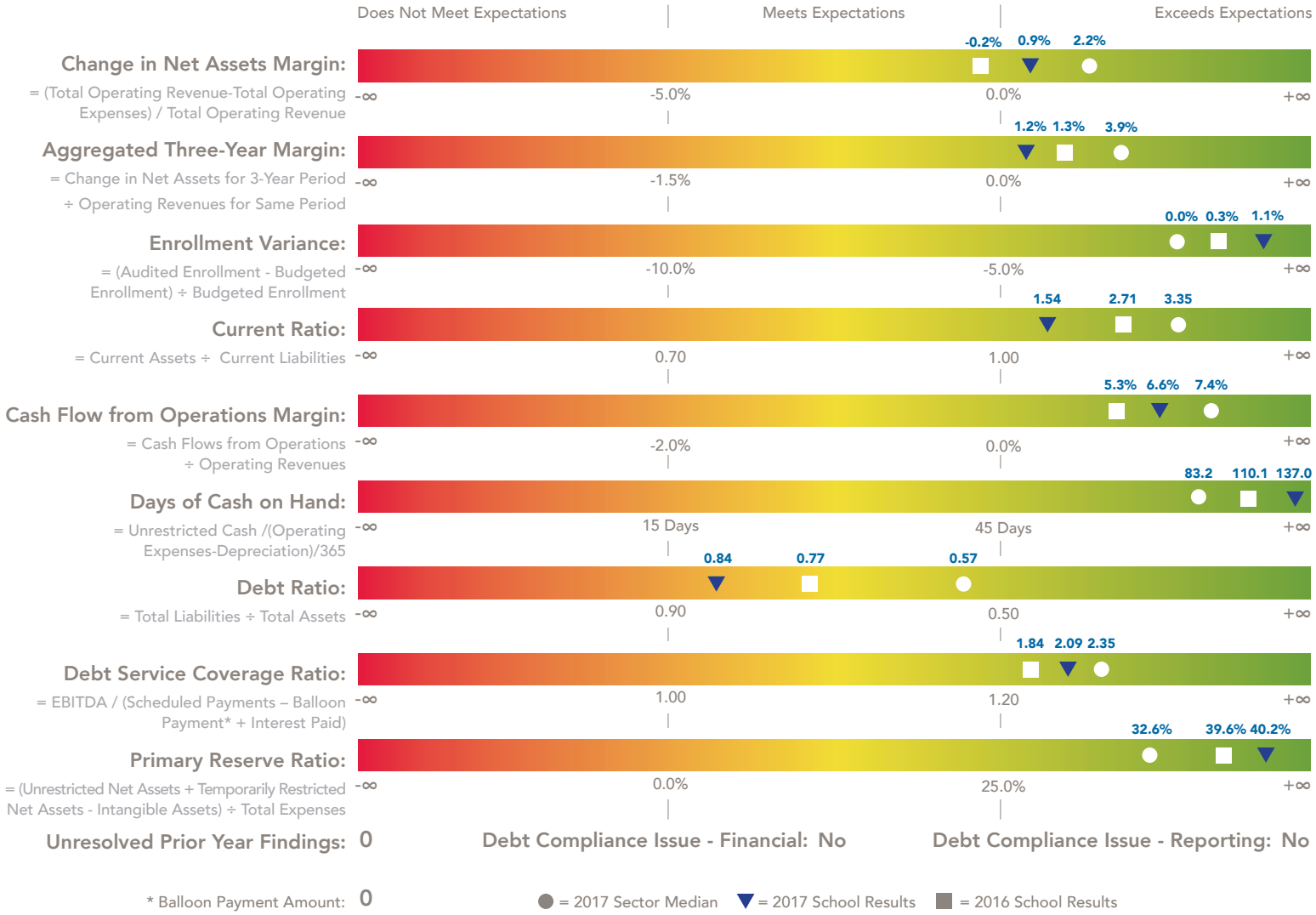
DC PREP PCS

FY2017 Financial Analysis Report

Opened: 2003 - 2004

Audited Enrollment: 1,710

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

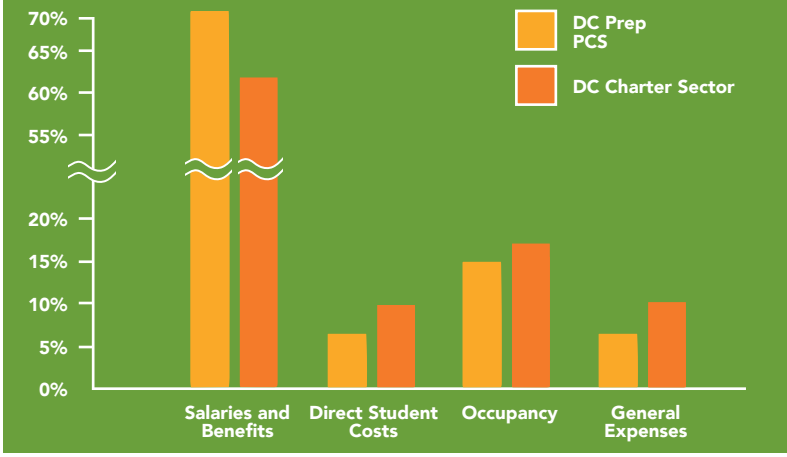
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



DC PREP PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$88,661,038	$59,518,156
Current Assets	$15,005,875	$11,865,975
Total Liabilities	$74,404,372	$45,753,558
Current Liabilities	$9,732,519	$4,371,379
Net Asset Position	$14,256,666	$13,764,598

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$35,773,088	$32,080,632
Expenses	$35,438,243	$32,194,614
Non-operating Revenues (Expenses)	$157,223	-$39,888
Surplus (Deficit)	$492,068	-$113,982

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$17,049	$16,704	$18,019
Grants and Contributions Per Student	$1,966	$1,785	$298
Total Revenues per Student	$20,920	$20,603	$20,790
Expenses per Student	$20,724	$20,651	$20,387

PCSB OBSERVATIONS

All of the school's key financial indicators are at or above the meets-expectations range. The debt service coverage ratio was 2.09, indicating the school has sufficient surplus available to service its debt. All of the school's other key financial indicators are strong.

The school generated a surplus of $492K before a gain on interest rate swaps, a non-operating item, which was an improvement from the prior year, in which the school had a deficit. The school's strong revenue numbers are a result of a steady increase in school enrollment, which has averaged 10.6% growth over the past five years.

The school has 137 days of cash on hand. This indicates that it has adequate cash on hand to meet operating expenses in the event of unexpected costs or delays in cash receipts and may have opportunities to invest some of these funds back into the school.

The school operates five campuses (three elementary and two middle schools) for which it has various leases and mortgages. The school has received bond proceeds for several of its campuses over the past decade and has used those bond proceeds to finance acquisition, construction, and renovation across its campuses. The school's outstanding principal balances on its various loans related to its facilities total $67.3M, which are secured by the facilities.

DC PUBLIC CHARTER SCHOOL BOARD

DC SCHOLARS PCS

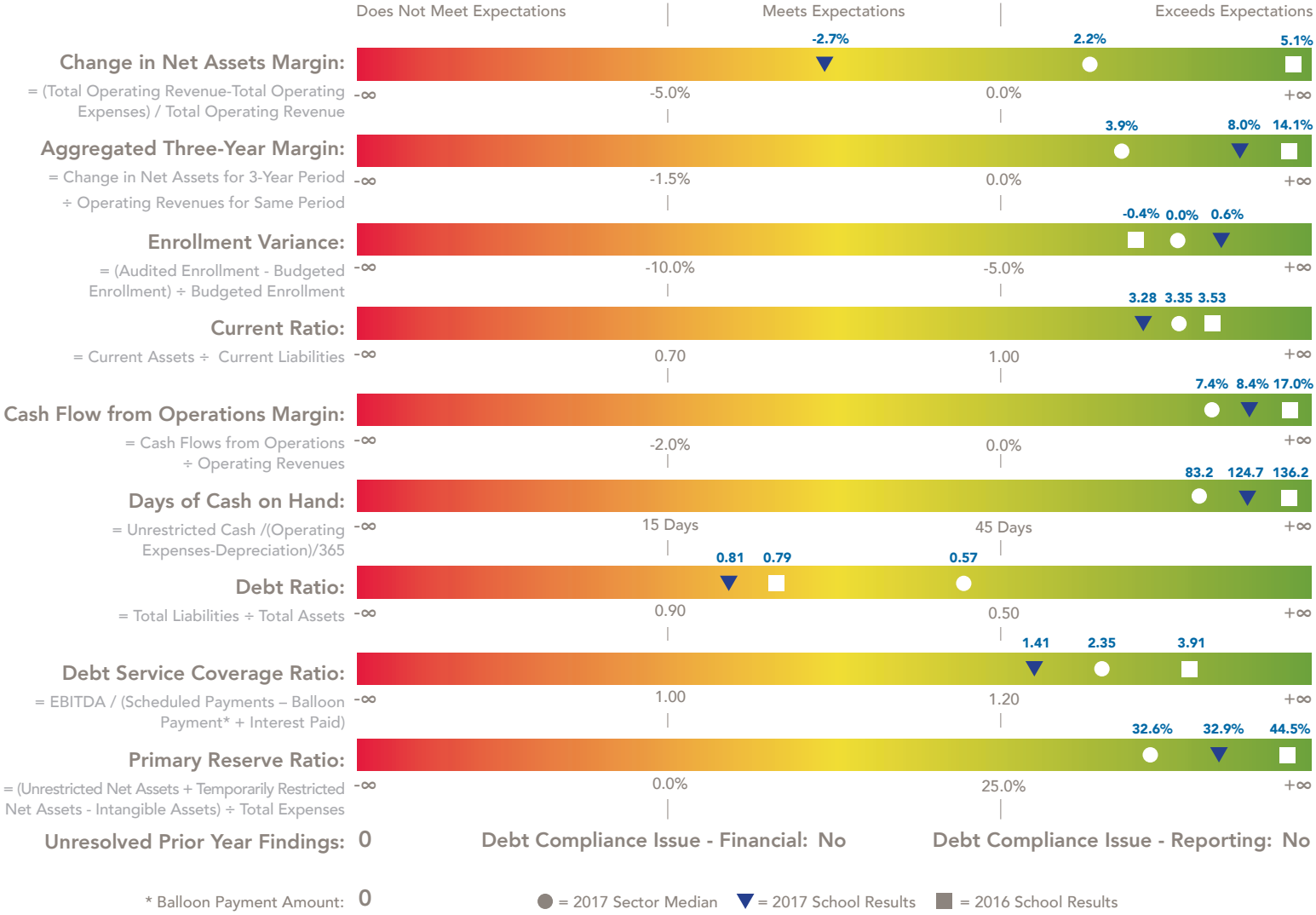
FY2017 Financial Analysis Report

Opened: 2012 - 2013

Audited Enrollment: 505

Operates with a Management Organization: DC Scholars Community Schools

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

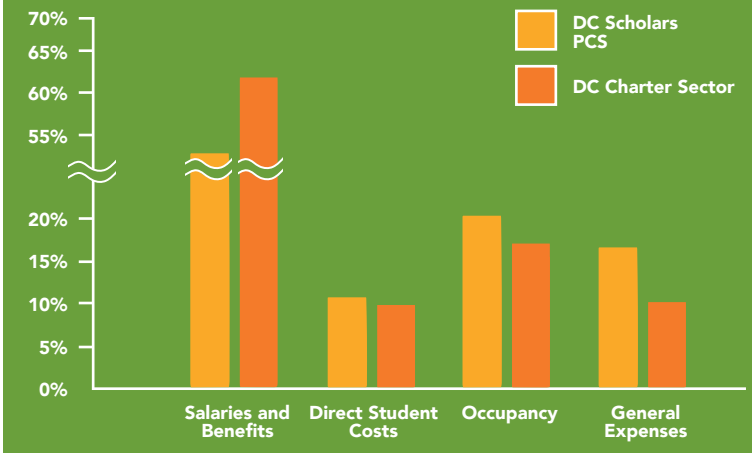
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



DC SCHOLARS PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$18,226,980	$18,351,257
Current Assets	$3,686,390	$3,139,619
Total Liabilities	$14,694,234	$14,539,032
Current Liabilities	$1,124,514	$889,054
Net Asset Position	$3,532,746	$3,812,225

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$10,461,216	$9,016,180
Expenses	$10,740,695	$8,560,621
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$279,479	$455,559

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$17,535	$16,883	$18,019
Grants and Contributions Per Student	$261	$194	$298
Total Revenues per Student	$20,715	$20,216	$20,790
Expenses per Student	$21,269	$19,194	$20,387

PCSB OBSERVATIONS

The school's change in net assets margin was -2.7%. While this number is in the meets-expectations range, it was a significant decline from the prior year margin of 5.1%. Although revenues in 2017 grew by 16% from 2016, expenses grew by 25% during the same period. The 2017 deficit is not a cause for concern, however, in light of the school's strong reserves.

Despite the decline in change in net assets margin, the school's other key financial indicators are at or above the meets-expectations range. The current ratio of 3.3 is well above the meets-expectations range and indicates that the school has strong liquidity.

The school has 124 days of cash on hand, an increase from 2016. This indicates the school has adequate cash on hand to meet operating expenses in the event of unexpected costs or delays in cash receipts and may have opportunities to invest some of these funds back into the school.

The school entered into a leasing agreement with the District of Columbia to provide a public charter school on the ground floor of the Shadd School. The school now occupies the entire building. The lease term was for 20 years, expiring in 2035, and allowed the school to abate its rent in an amount equal to the construction costs incurred for renovating the property. The school had a balance in leasehold improvements of roughly $16M for the year ended June 30, 2017, allowing the school to have free rent for the remaining lease term.

School Name	FY17 Revenues	FY17 Operating Result
DC Scholars PCS	$10,461,216	$(279,479)
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
DC Scholars Community Schools	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Caroline Fisherow	Executive Director	$40,385
Services Provided	**FY17 Payment**	**% of School Revenue**
Management Services	$874,788	8.36%
Total	**$874,788**	**8.36%**

DC PCSB Comments

Effective July 1, 2016, the school entered into an Academic and Business Services Agreement with DC Scholars Community Schools (""Community Schools""), for Community Schools to provide management services including executive, operational, academic, and strategic services. The agreement is scheduled to terminate on June 30, 2021, but includes a provision for automatic renewal. Management fees for 2017 totaled $874,788.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

DEMOCRACY PREP CONGRESS HEIGHTS PCS

FY2017 Financial Analysis Report

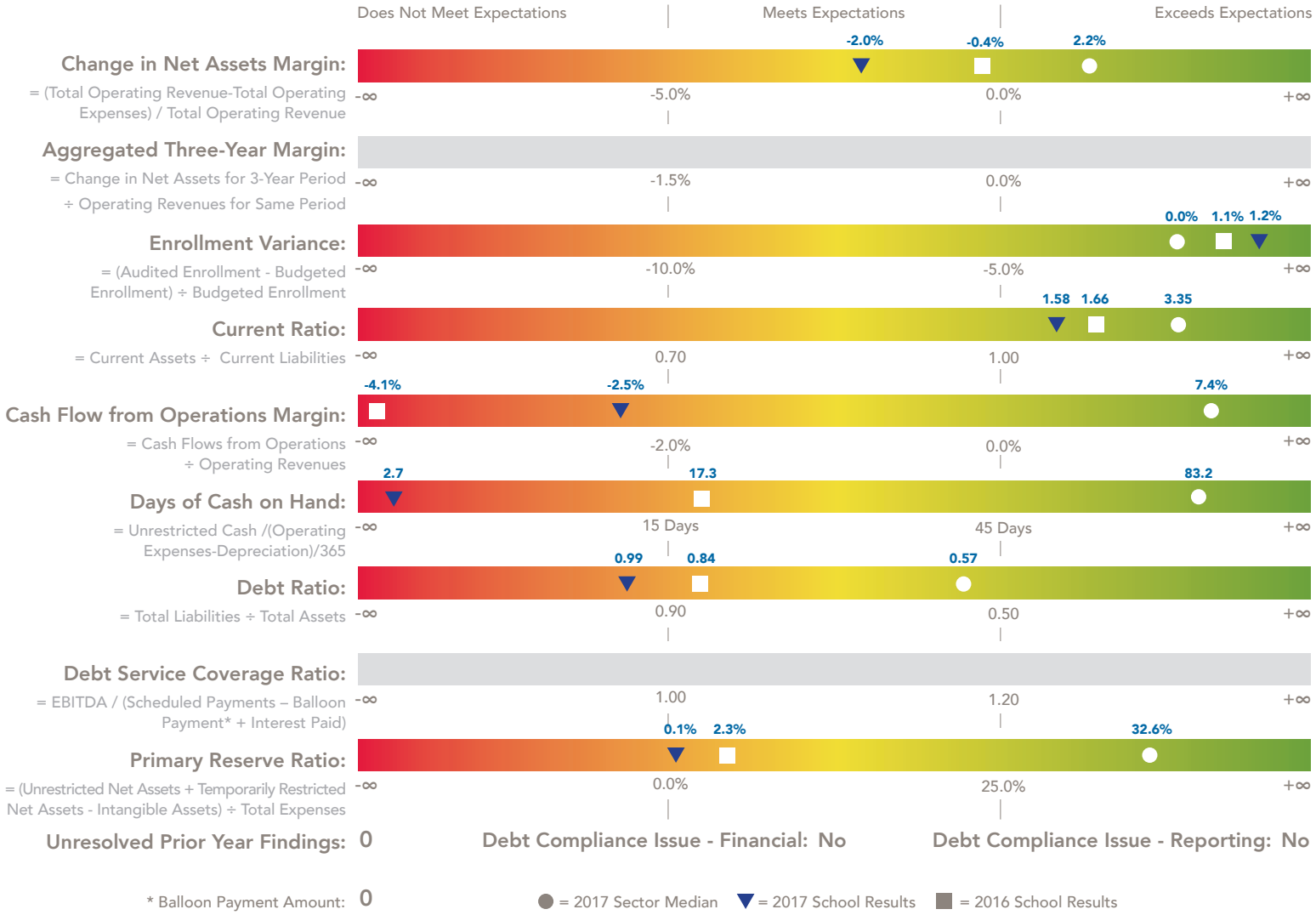
DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2014 - 2015

Audited Enrollment: 656

Operates with a Management Organization: Democracy Prep Public Schools

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

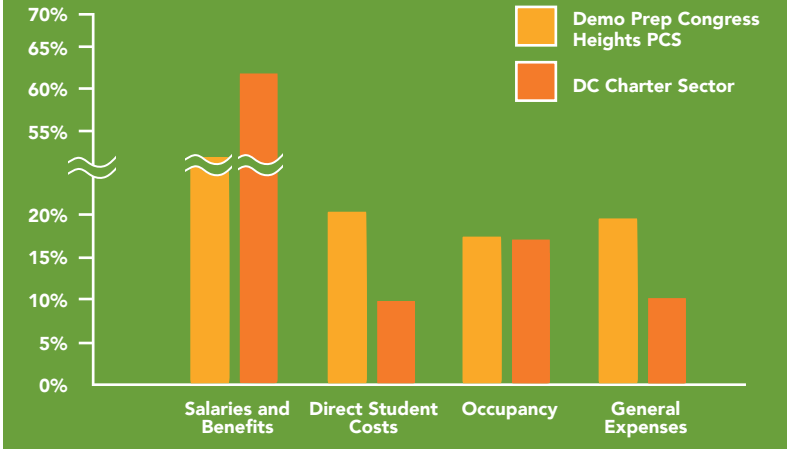
* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

The actual number of scholars we anticipate enrolling is thus far exceeding what we had anticipated. Based on this, we foresee a larger anticipated surplus for FY18-19 which should more than adequately address the concern of days of cash on hand.

PCS EXPENSES BY CATEGORY



DEMOCRACY PREP CONGRESS HEIGHTS PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$1,672,289	$1,810,589
Current Assets	$1,425,832	$1,634,223
Total Liabilities	$1,655,369	$1,527,871
Current Liabilities	$901,770	$983,783
Net Asset Position	$16,920	$282,718

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$12,998,775	$12,057,841
Expenses	$13,264,573	$12,111,099
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$265,798	-$53,258

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	1
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$17,582	$16,987	$18,019
Grants and Contributions Per Student	$246	$150	$298
Total Revenues per Student	$19,815	$19,231	$20,790
Expenses per Student	$20,220	$19,316	$20,387

PCSB OBSERVATIONS

The school has a few key financial indicators that are cause for concern. At June 30, 2017, the school had less than three days of cash on hand. well below the acceptable floor of 15 days. It is worth noting that the school had a current asset in prepaid expenses of $356K at year-end, which could have caused the low cash on hand. Even adjusting for the prepaid expenses, however, the school had 12 days of cash, which remains below the meets-expectations range.

The school experienced a decline in net assets in both 2017 and 2016, growing from a deficit of ($53.2K) in 2016 to a deficit of ($265.8K) in 2017. While the change in net assets margin of -2% is in the meets-expectations range, consecutive years of deficits can be a cause for concern.

While the school's current ratio, a measure of the financial resources available to meet short-term obligations, remains above expectations at 1.58, the school's primary reserve ratio, a measure of financial strength, is 0.1%, barely above the acceptable floor and well below the sector median of 32.6%.

The school leases its facility through an operating sublease that expires in 2026. Rent expense for 2017 was roughly $1.7M, and the school has roughly $15.8M in future minimum lease payments.

School Name	FY17 Revenues	FY17 Operating Result
Democracy Prep Congress Heights PCS	$12,998,775	$(265,798)
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
AppleTree Institute for Education Innovation	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
William J. McCarthy	President and CEO	$244,996
Services Provided	**FY17 Payment**	**% of School Revenue**
Educational Program for Pre-School and Pre-Kindergarten	$1,655,118	12.73%
Total	**$1,655,118**	**12.73%**

DC PCSB Comments

The school has an instruction agreement with the AppleTree Institute for Education Innovation (AppleTree). AppleTree fully manages and operates the educational program for PK3 and PK4. As a management fee for these services, AppleTree receives an amount equal to the per-pupil funding the school receives for its enrolled PK3 and PK4 students, excluding the facilities allotment and less any administrative fees.

The school incurred management fees of $1.7M in 2017.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

School Name	FY17 Revenues	FY17 Operating Result
Democracy Prep Congress Heights PCS	$12,998,775	$(265,798)
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
Democracy Prep Public Schools	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Katherine Duffy Stanton	CEO	$255,806
Services Provided	**FY17 Payment**	**% of School Revenue**
Management fee	$823,298	6.33%
Rent and payroll expenses	$174,495	1.34%
Total	**$997,793**	**7.67%**

DC PCSB Comments

The school is affiliated with Democracy Prep Public Schools Inc. (DPPS), Democracy Prep Charter School (DPCS), and Democracy Builders Inc. (DBI). On July 1, 2014, the school entered into a managment agreement with DPPS to assume responsibility for the school's educational process, management, and operations. The school shall pay DPPS an annual fee equal to 15% of non-competitive public revenue in the initial term. This fee will decline by 0.5% per year until it reaches 12%. $823,298 incurred by the school for management fees.

$174,495 to reimburse DPPS for incurred costs on behalf of the school for rent and payroll expenses.

There were no transactions with DBI, which provides recruiting and outreach services.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

DISTRICT OF COLUMBIA INTERNATIONAL SCHOOL

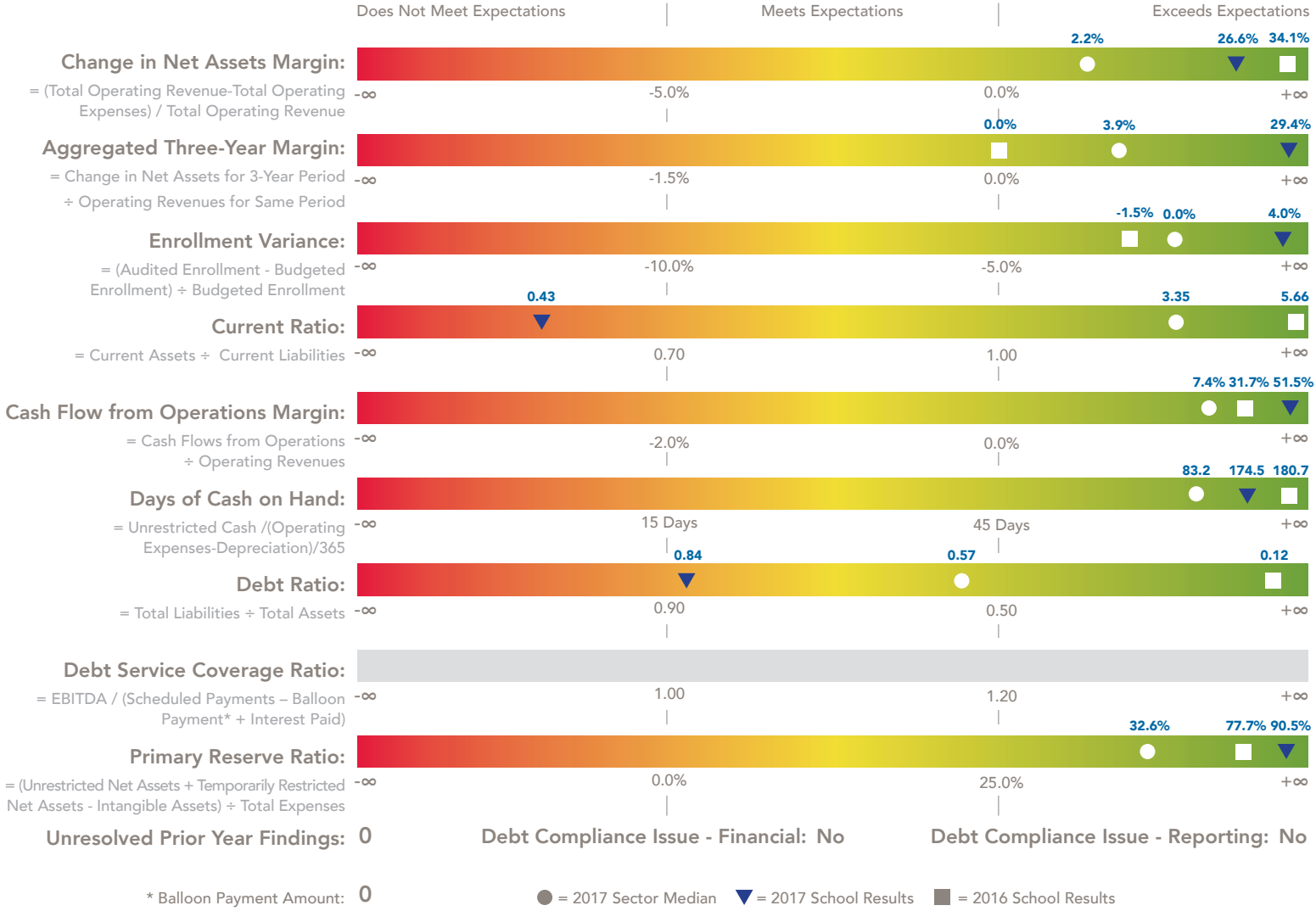
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2014 - 2015

Audited Enrollment: 520

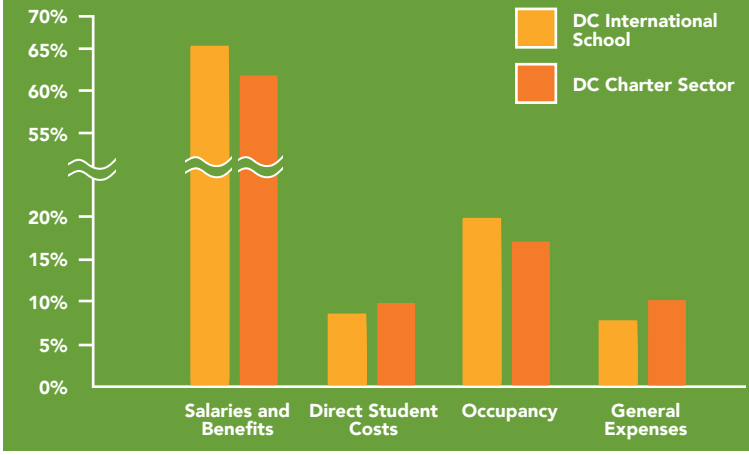
KEY FINANCIAL INDICATORS



Comments from the School

During the year ended June 30, 2017, DC International incurred costs related to architectural and construction services for the development of a new school building, Delano Hall, located at 1400 Main Drive, NW, Washington, DC, on the former Walter Reed Medical Center property. As of June 30, 2017, a significant amount of invoices related to the renovation were outstanding in Accounts Payable and temporarily impacted the school's Current Ratio (Current Assets / Current Liabilities).

PCS EXPENSES BY CATEGORY



DISTRICT OF COLUMBIA INTERNATIONAL SCHOOL

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$46,326,519	$5,584,352
Current Assets	$4,744,708	$3,829,549
Total Liabilities	$38,718,782	$677,025
Current Liabilities	$11,044,001	$677,025
Net Asset Position	$7,607,737	$4,907,327

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$11,461,572	$9,578,374
Expenses	$8,410,186	$6,312,574
Non-operating Revenues (Expenses)	-$350,976	$0
Surplus (Deficit)	$2,700,410	$3,265,800

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$17,338	$17,095	$18,019
Grants and Contributions Per Student	$1,386	$1,640	$298
Total Revenues per Student	$22,041	$23,709	$20,790
Expenses per Student	$16,173	$15,625	$20,387

PCSB OBSERVATIONS

Many of the school's key financial indicators are at or above the meets-expectations range. The school had a surplus of $2.7M and a change in net assets margin of 26.6%, well above expectations.

Only the school's current ratio, a measure of the financial resources available to meet short-term obligations, did not meet expectations at 0.43, below the meets-expectations minimum of 0.7. The current ratio was 5.66 in 2016, and the 2017 decline was driven by an increase of roughly $10.3M in accounts payable for payables of construction costs on the school's new facility. Because this payable will ultimately be converted to long-term debt, it is not a cause for concern.

The school had three leases for its 16th Street NW, Harvard Street NW, and Main Drive NW locations. The lease for the Harvard Street location was terminated in July 2017. The lease for the Main Drive location began in November 2016 for the purpose of renovating the facility for a school building. The school entered into five loan agreements totaling $53.9M to renovate the former Walter Reed campus, or Delano Hall, for a school facility. Under the largest loan with Bank of America for $41.8M, the school has future minimum principal payments on this loan for the next five years of roughly $16.9M.

DC PUBLIC CHARTER SCHOOL BOARD

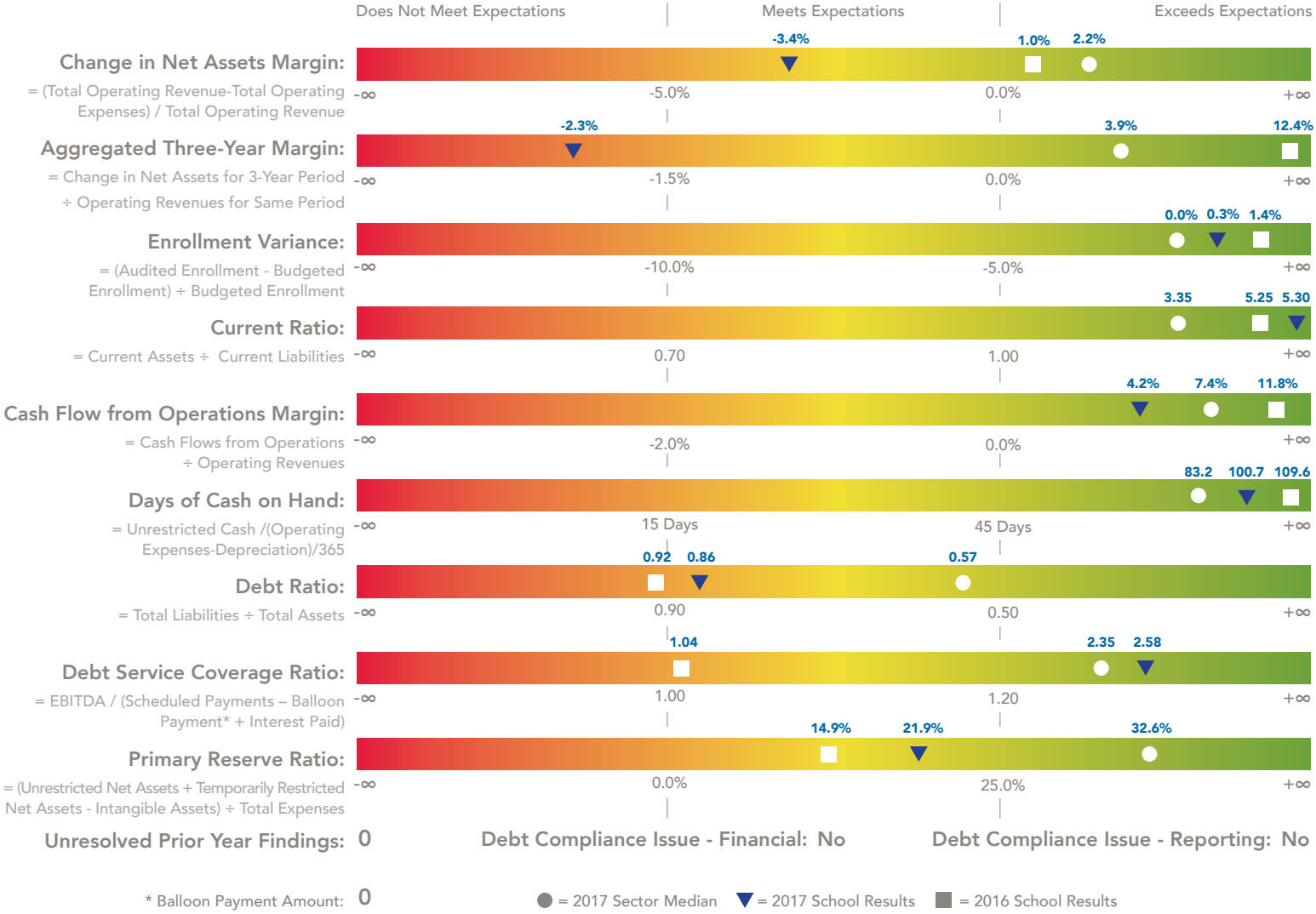
E.L. HAYNES PCS

FY2017 Financial Analysis Report

Opened: 2004 - 2005

Audited Enrollment: 1,143

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

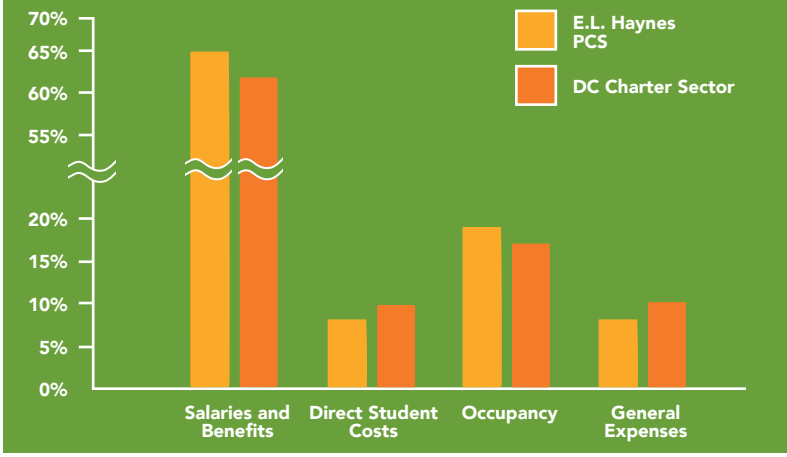
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



E.L. HAYNES PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$42,370,017	$50,927,141
Current Assets	$7,581,723	$7,881,319
Total Liabilities	$36,573,340	$46,850,908
Current Liabilities	$1,429,488	$1,501,229
Net Asset Position	$5,796,677	$4,076,233

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$25,623,614	$25,867,186
Expenses	$26,483,150	$25,602,202
Non-operating Revenues (Expenses)	$2,579,980	-$1,682,340
Surplus (Deficit)	$1,720,444	-$1,417,357

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$19,528	$19,362	$18,019
Grants and Contributions Per Student	$1,070	$1,537	$298
Total Revenues per Student	$22,418	$22,671	$20,790
Expenses per Student	$23,170	$22,438	$20,387

PCSB OBSERVATIONS

In 2017, the school's change in net assets before gains and losses was ($860K) as grant revenue declined while program service costs increased slightly. Net assets increased, however, as the school recognized a non-cash gain of $1.1M on the unwind of a New Markets Tax Credit (NMTC) as well as a $1.4M gain on interest rate swaps.

The school's debt ratio dropped from 0.92 in 2016 to 0.86 in 2017; the debt ratio for the current is now within the acceptable range of 0.9 to 0.5. The school reduced this ratio in 2017 with the unwind of a $9M NMTC transaction.

The school's days of cash on hand, which measures the numbers of days of expenses a school can pay with cash on hand, while lower than 2016, was well above expectations. This indicates the school has adequate cash on hand to meet operating expenses in the event of unexpected costs or delays in cash receipts and may have opportunities to invest some of these funds back into the school.

In 2015, the school entered into a loan agreement with a financial institution, whereby the school borrowed $22.0M through the use of District of Columbia revenue bonds. The proceeds were fully used in the transaction to refinance the debt incurred related to the construction of a school building at 3600 Georgia Avenue, NW. The bonds are held with the financial institution as a private placement. In addition, in 2010, the school executed a lease contract with the District of Columbia for the real property located at 4501 Kansas Avenue, NW. The term of the lease is 25 years, with annual base rent due of $693K. The lease provides for rent credits for certain approved construction and related costs. The rent credits are used to offset the minimum rent due on a dollar-for-dollar basis.

DC PUBLIC CHARTER SCHOOL BOARD

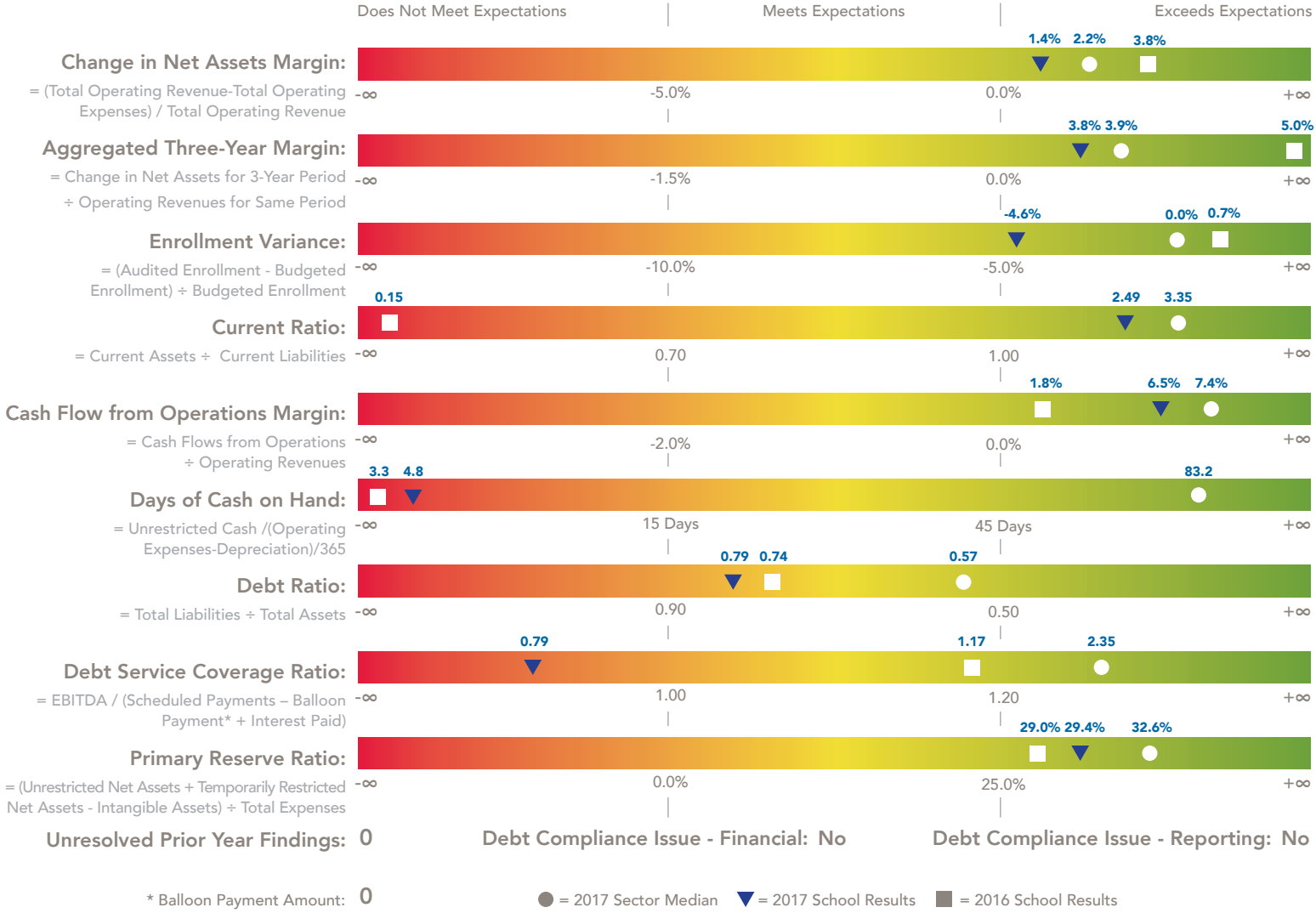
EAGLE ACADEMY PCS

FY2017 Financial Analysis Report

Opened: 2003 - 2004

Audited Enrollment: 878

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

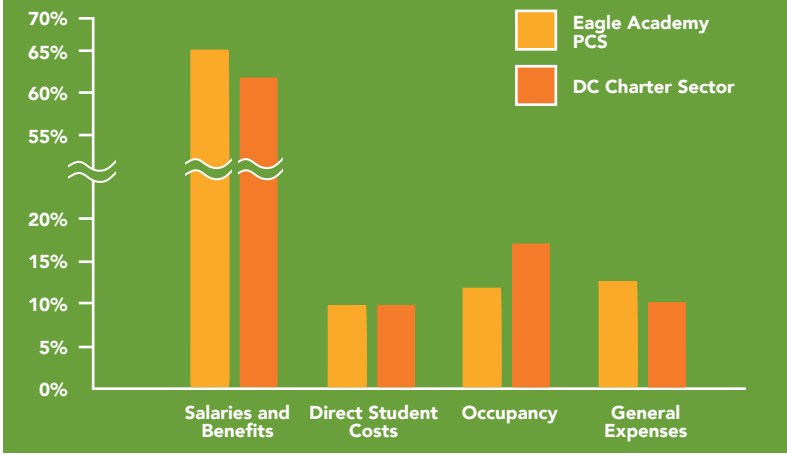
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



EAGLE ACADEMY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$29,123,281	$22,533,961
Current Assets	$6,953,780	$2,490,188
Total Liabilities	$22,924,429	$16,637,147
Current Liabilities	$2,793,831	$16,637,147
Net Asset Position	$6,198,852	$5,896,814

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$21,374,343	$21,159,556
Expenses	$21,072,305	$20,350,584
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$302,038	$808,972

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$18,620	$18,361	$18,019
Grants and Contributions Per Student		$47	$298
Total Revenues per Student	$24,344	$22,851	$20,790
Expenses per Student	$24,000	$21,977	$20,387

PCSB OBSERVATIONS

The school's current ratio increased from 0.15 in 2016 to 2.49 in 2017. One of the main drivers of this change was the school paying off a large note payable during 2017. The increased ratio indicates that the school has a healthy amount of financial resources available to meet its short-term obligations.

The school's days of cash on hand increased from 3.2 in 2016 to 4.8 in 2017, still below the meets-expectations floor of 15. The school increased its amount of cash and cash equivalents by 50% from 2016 to 2017, and holds nearly $4M in escrowed cash for the notes payable which is restricted.

The school's debt ratio, which measures the extent to which a school relies on borrowed funds to finance its operations, increased from 0.74 in 2016 to 0.79 in 2017 as total notes payable increased by $5.6M to a total of $21.4M. The refinancing of DC revenue bonds extended the maturity to May 2043.

The school has various non-cancellable operating leases for buildings and office equipment. The school leases a building at 475 School Street, SW, under a lease that expires on September 30, 2019. The school also leases a building at 1017 New Jersey Avenue, SE, under a lease that expires on August 14, 2018. In addition, the school does not own the land at 3400 Wheeler Road, SE. The school is leasing the land from the District of Columbia for 25 years. The school does not pay rent under this lease.

EARLY CHILDHOOD ACADEMY PCS

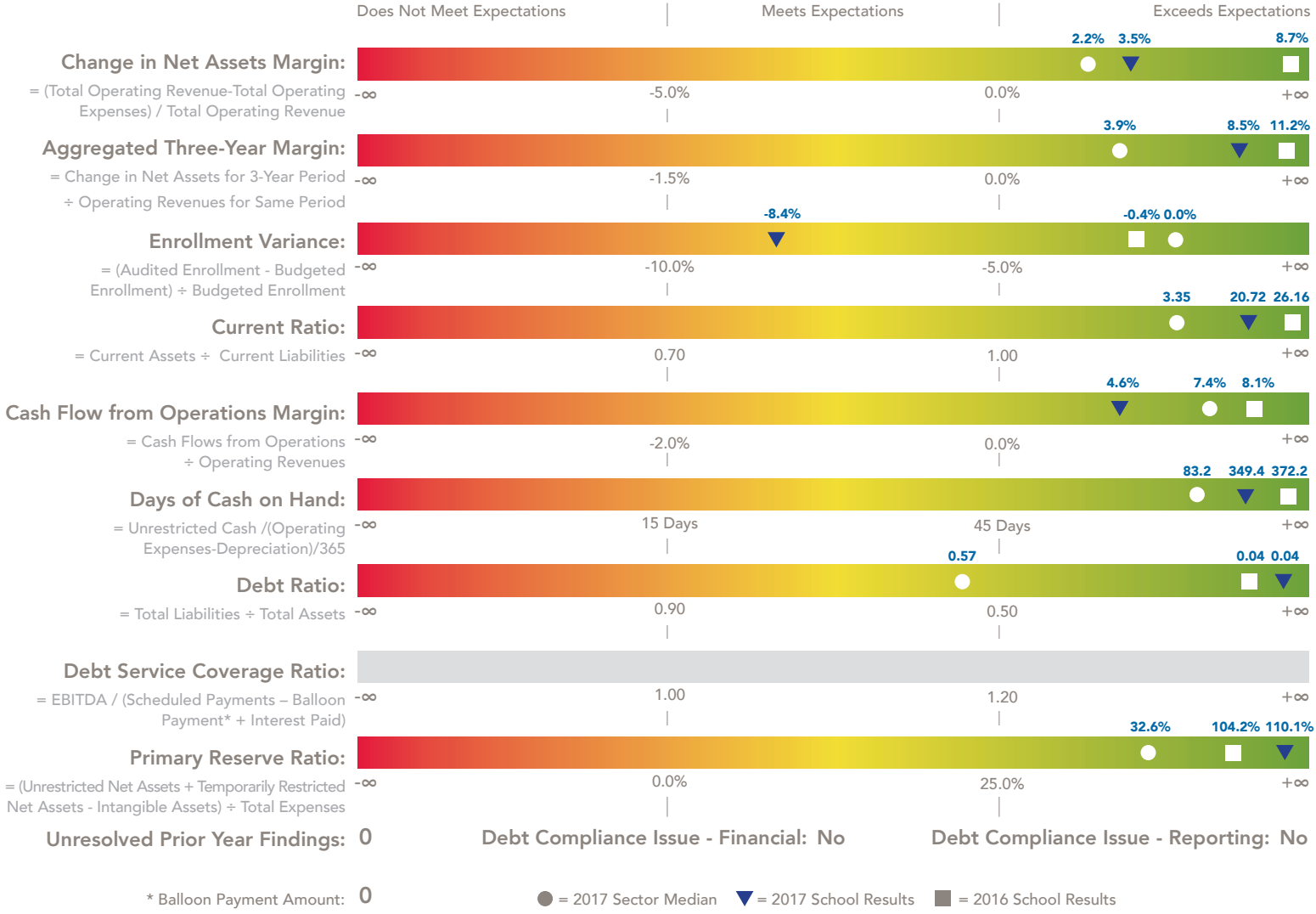
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2005 - 2006

Audited Enrollment: 229

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

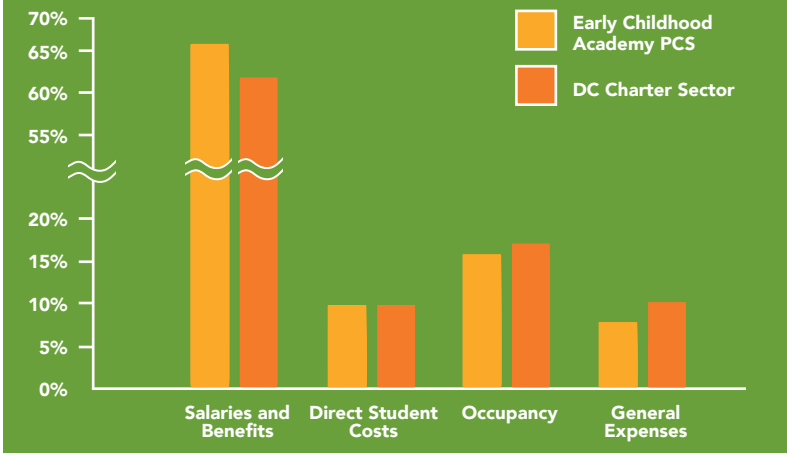
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



EARLY CHILDHOOD ACADEMY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$5,230,539	$5,029,696
Current Assets	$4,528,734	$4,836,958
Total Liabilities	$221,461	$184,868
Current Liabilities	$218,530	$184,868
Net Asset Position	$5,009,078	$4,844,828

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$4,713,558	$5,092,237
Expenses	$4,547,563	$4,648,304
Non-operating Revenues (Expenses)	-$1,745	$0
Surplus (Deficit)	$164,250	$443,933

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$17,499	$16,896	$18,019
Grants and Contributions Per Student	$414	$821	$298
Total Revenues per Student	$20,583	$19,436	$20,790
Expenses per Student	$19,858	$17,742	$20,387

PCSB OBSERVATIONS

The school's debt ratio, which measures the extent to which a school relies on borrowed funds to finance its operations, is in the meets-expectations range. Similar to 2016, in 2017 the school's total liabilities were significantly less than total assets with no significant outstanding long-term debt.

The school's days of cash on hand are above the meets-expectations range, indicating that the school has adequate cash on hand to meet operating expenses.

The school maintains two building leases. The first is for the 4025 9th Street, SE location which the school leases from the District of Columbia Baptist Convention. This lease has been extended twice since the agreement commencement date in July 2014 and is now set to expire in June 2018. The second lease agreement is with Crawford Edgewood Managers Inc. for rental of the building at 4301 9th Street, SE. This lease commenced in June 2008 and has been automatically renewed annually through June 2016, at which time the schools signed a two-year extension through June 2018 with an option to extend an additional one-year period through June 2019. Rent expense for FY 2017 was approximately $183K.

ELSIE WHITLOW STOKES COMMUNITY FREEDOM PCS

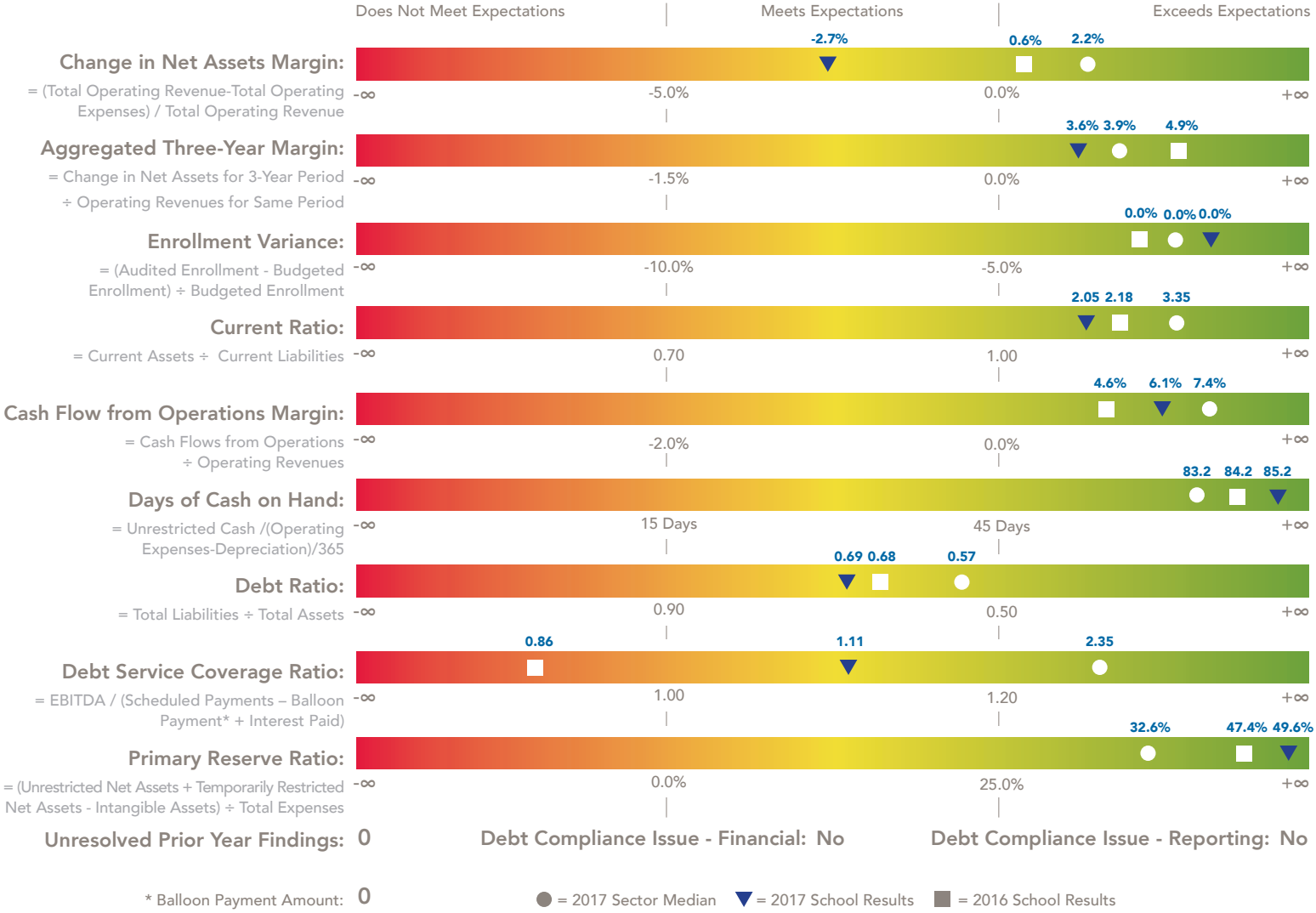
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 1998 - 1999

Audited Enrollment: 350

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

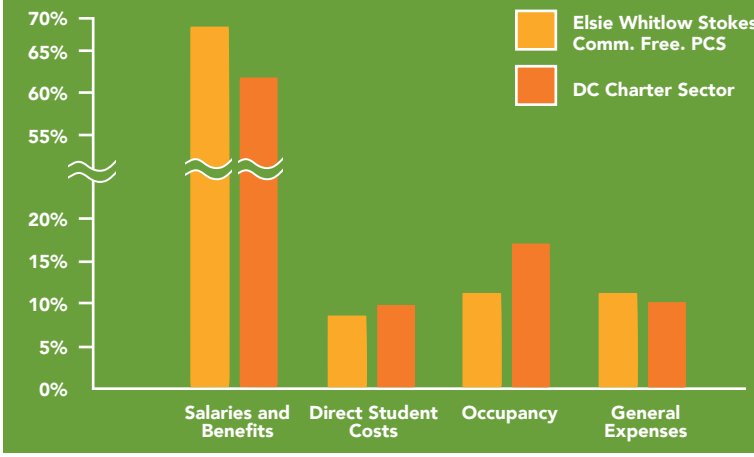
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



ELSIE WHITLOW STOKES COMMUNITY FREEDOM PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$11,996,260	$10,895,118
Current Assets	$1,965,046	$2,006,077
Total Liabilities	$8,312,412	$7,362,898
Current Liabilities	$958,043	$921,893
Net Asset Position	$3,683,848	$3,532,220

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$7,232,053	$7,383,259
Expenses	$7,428,934	$7,335,585
Non-operating Revenues (Expenses)	$228,509	-$123,418
Surplus (Deficit)	$31,628	-$75,744

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$16,200	$15,817	$18,019
Grants and Contributions Per Student	$785	$580	$298
Total Revenues per Student	$20,663	$21,095	$20,790
Expenses per Student	$21,226	$20,959	$20,387

PCSB OBSERVATIONS

The school's financial metrics were within the meets-expectations range with the exception of the debt ratio, which measures how leveraged a school is, and the debt service coverage ratio, which measures whether a surplus is available for debt servicing to interest and principal. The debt service ratio is a cause for concern in 2017.

- In January 2013, the school signed an agreement to refinance its DC Office of Public Charter School Financing and Support note payable and its United Bank construction note payable. The loan has a principal balance of $6.1M as of June 30, 2017.
- In July 2016, the school entered into a financing agreement with the District of Columbia and Greenworks Lending LLC to obtain a loan of $1.4M for the installation of energy improvements. This loan matures in 2036.

The school's expenses are slightly higher than its revenues for 2017, which has driven the change in net assets margin down, slightly below the meets-expectations level, but this is not yet a cause for concern.

The school has 85 days of cash on hand, which indicates that it has adequate cash on hand to meet operating expenses in the event of unexpected delays in cash receipts. In FY 2017, the school used approximately $1.5M in cash to invest in purchases of property and equipment.

DC PUBLIC CHARTER SCHOOL BOARD

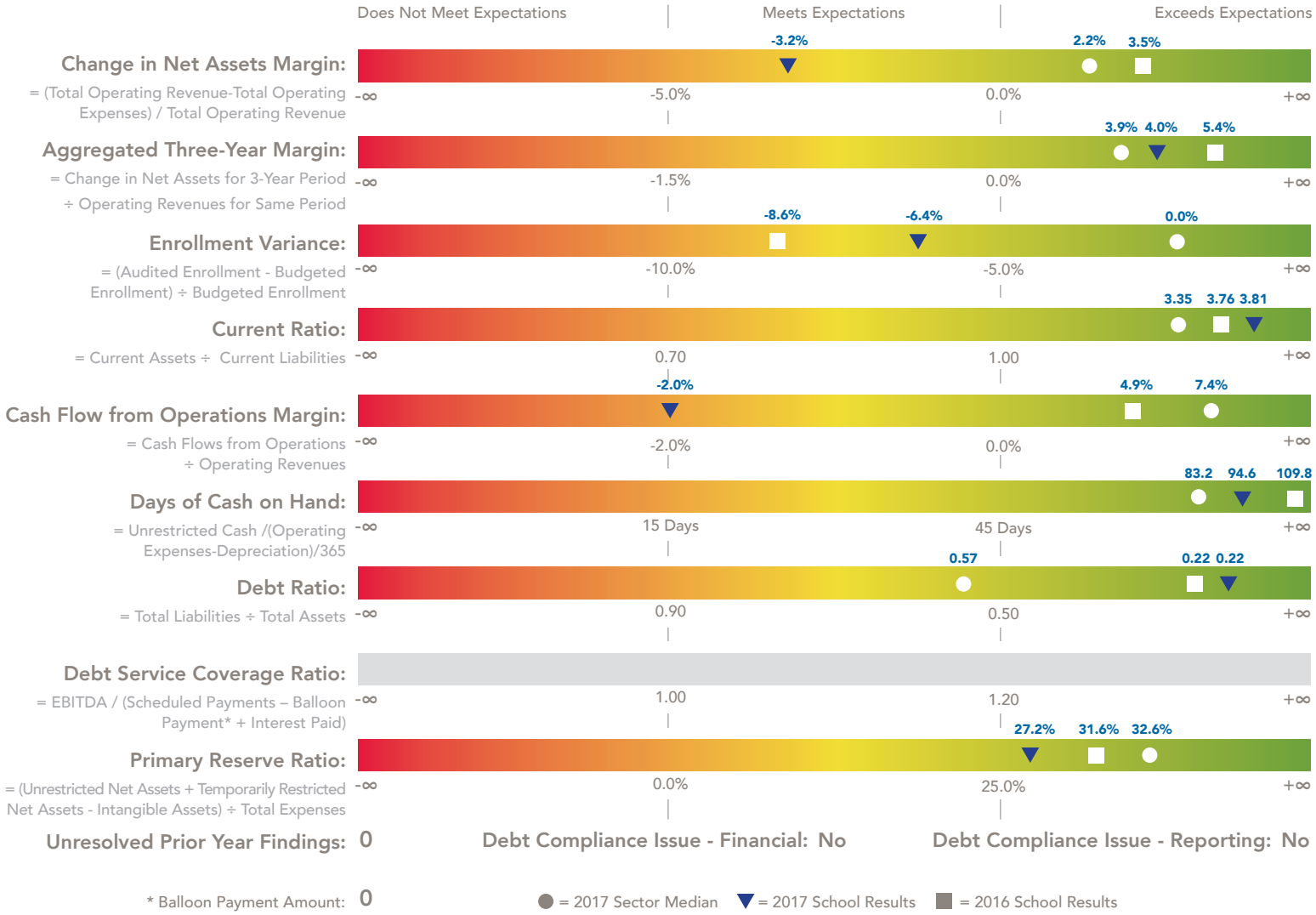
EXCEL ACADEMY PCS

FY2017 Financial Analysis Report

Opened: 2008 - 2009

Audited Enrollment: 702

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

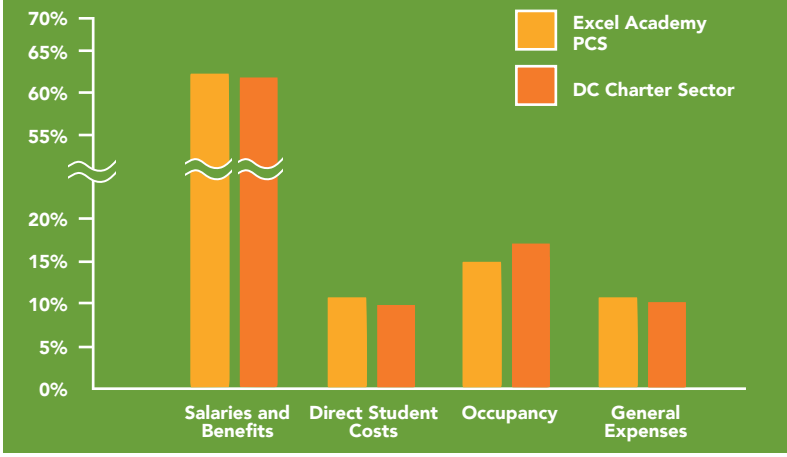
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



EXCEL ACADEMY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$4,770,380	$5,340,210
Current Assets	$3,989,215	$4,491,164
Total Liabilities	$1,046,080	$1,195,811
Current Liabilities	$1,046,080	$1,195,811
Net Asset Position	$3,724,300	$4,144,399

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$13,250,484	$13,604,212
Expenses	$13,670,583	$13,128,246
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$420,099	$475,966

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$16,713	$16,304	$18,019
Grants and Contributions Per Student	$192	$291	$298
Total Revenues per Student	$18,875	$18,610	$20,790
Expenses per Student	$19,474	$17,959	$20,387

PCSB OBSERVATIONS

The school's change in net assets margin was -3.2%. While this number is in the meets-expectations range, it declined from the prior year margin of 3.5%. Revenues declined slightly from 2016 to 2017 because of an 8.5% decline in enrollment, but corresponding expenses increased over the same period, largely driven by increases in the principal/executive salaries and business operations and clerical salaries, contributing to a deficit of ($420K).

The school's current ratio, a measure of the financial resources available to meet short-term obligations, and primary reserve ratio, a measure of financial strength, remain above expectations. The school also has 94 days of cash on hand, which indicates that it has adequate cash on hand to meet operating expenses in the event of unexpected delays in cash receipts.

The school's auditors identified a significant deficiency in internal control over compliance related to a discrepancy in the meal count for the National School Lunch and Breakfast Program. This finding in the audit report included a response from the school on corrective actions.

The school's facilities are located at 2501 Martin Luther King Jr. Avenue, SE, Washington, DC. The school entered into a use lease agreement with the Charter School Incubator Initiative for the use of Birney Elementary School which was effective for a two-year period commencing on August 17, 2009. The lease agreement was extended twice, in 2011 and in December 2016, to extend the term to June 2018. The usage fee covers rent, utilities, building engineering and maintenance, and janitorial and other services and is based on annual student enrollment numbers. Total rent expense for the year ended June 30, 2017, was $1.9M.

The school will be closed June 2018.

DC PUBLIC CHARTER SCHOOL BOARD

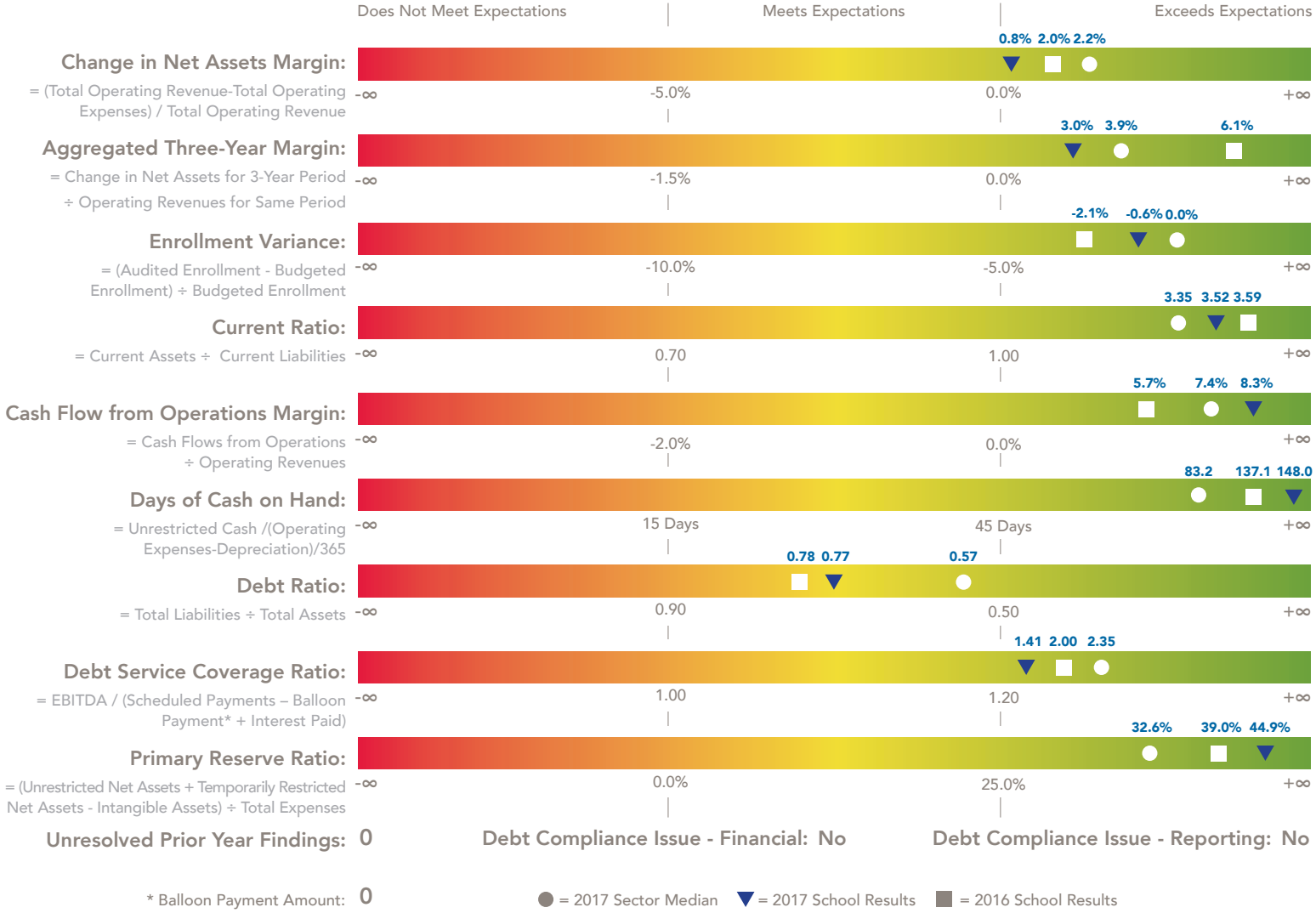
FRIENDSHIP PCS

FY2017 Financial Analysis Report

Opened: 1998 - 1999

Audited Enrollment: 4,216

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

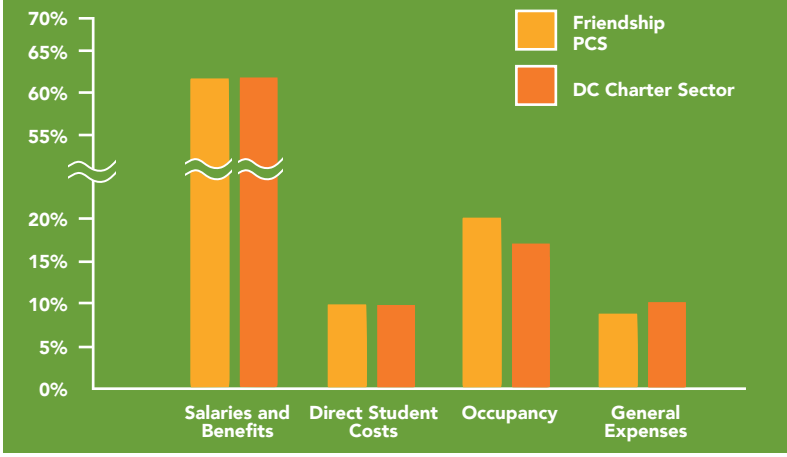
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



FRIENDSHIP PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$164,343,810	$169,296,806
Current Assets	$37,562,373	$35,661,118
Total Liabilities	$126,004,033	$131,614,236
Current Liabilities	$10,657,916	$9,938,294
Net Asset Position	$38,339,777	$37,682,570

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$86,190,203	$88,383,351
Expenses	$85,481,115	$84,915,421
Non-operating Revenues (Expenses)	-$51,881	-$1,007,468
Surplus (Deficit)	$657,207	$733,322

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$17,735	$17,886	$18,019
Grants and Contributions Per Student	$913	$640	$298
Total Revenues per Student	$20,444	$20,501	$20,790
Expenses per Student	$20,275	$20,089	$20,387

PCSB OBSERVATIONS

All of the school's key financial indicators are at or above the meets-expectations range: While the change in net assets margin was 0.8%, the school had exceptionally strong days of cash on hand and cash flow from operations margin (148 days of cash and 8.3% cash flow margin).

The debt service coverage ratio was 1.41, and the school reports that it was in compliance with all debt covenants.

The school leases two facilities from the Government of the District of Columbia. The Nicholson Street lease expires February 2041 and the Collegiate Academy Lease expires May 2040. Both leases have an option to extend for 25 years after the initial term of the lease expires. Rent expense, including short-term leases, for the year ended June 30, 2017, was $707K.

School Name	FY17 Revenues	FY17 Operating Result
Friendship PCS	$86,190,203	$657,207
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
K-12, Inc.	For Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Unknown	Unknown	Unknown
Services Provided	**FY17 Payment**	**% of School Revenue**
Online Educational Programming	Not Available	Not Available
Total	**Not Available**	**Not Available**

DC PCSB Comments

K12 provides Friendship with online programming, including curriculum and technical support. The school will pay K12 $8,500 per student per year.

School Comments

GOODWILL EXCEL CENTER PCS

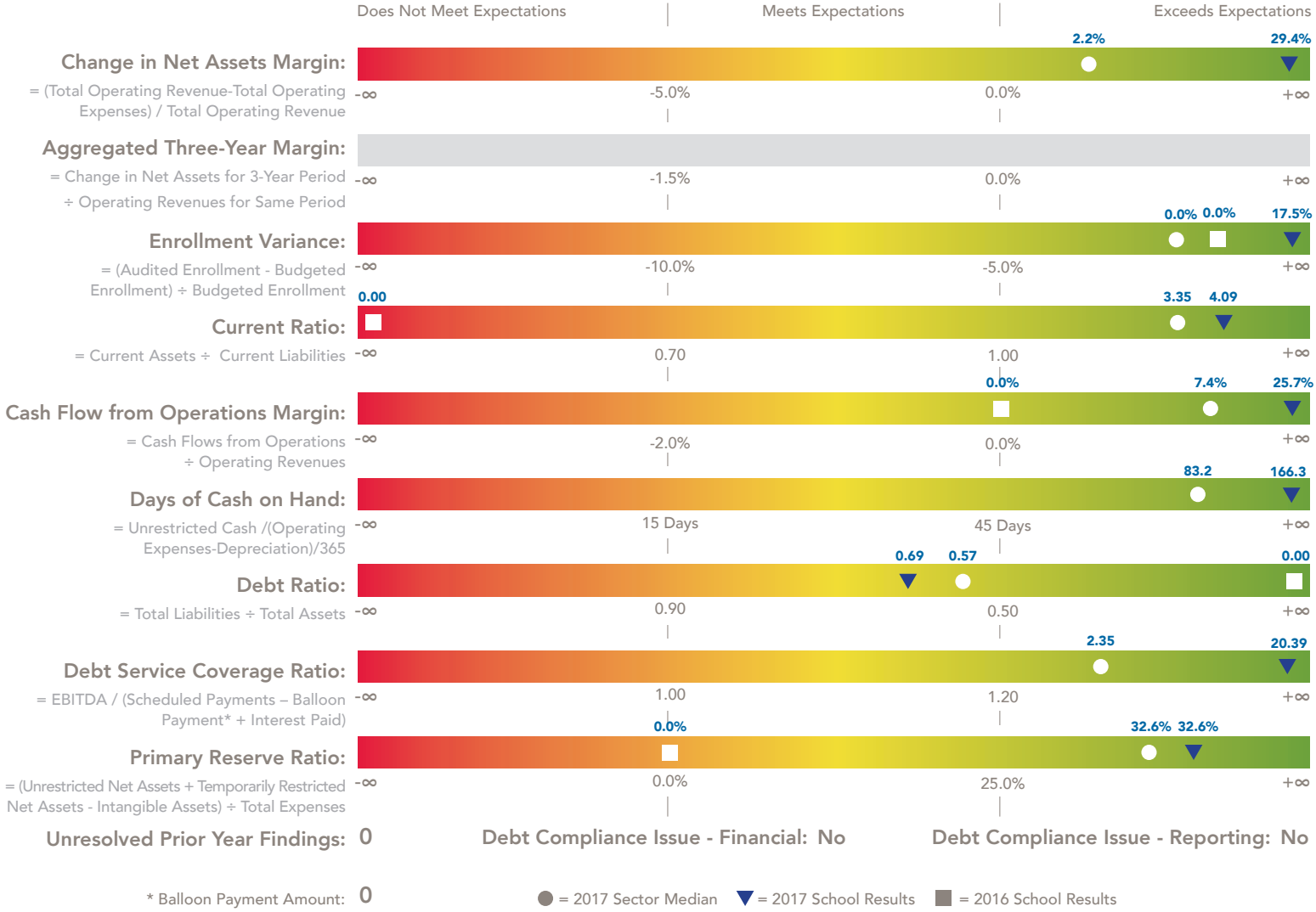
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2016-2017

Audited Enrollment: 382

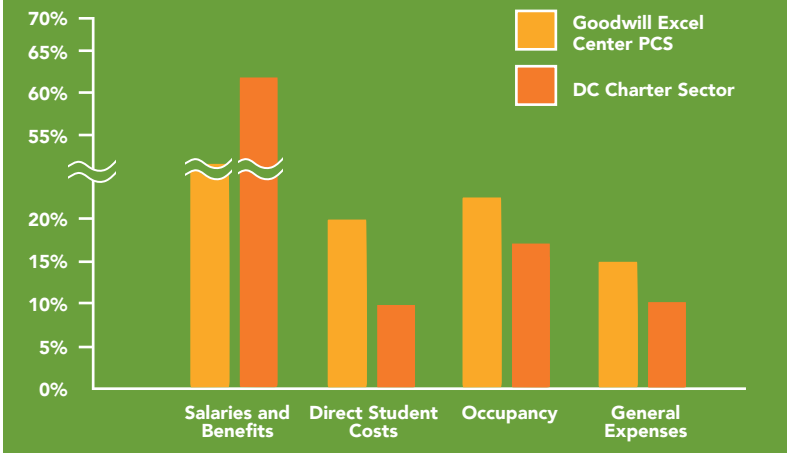
KEY FINANCIAL INDICATORS



Comments from the School

Please refer to https://www.dcgoodwill.org/financial-reports/ for the most recent Form 990 that provides full and complete context for all information related to Goodwill of Greater Washington.

PCS EXPENSES BY CATEGORY



GOODWILL EXCEL CENTER PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$4,941,670	$0
Current Assets	$2,089,916	$0
Total Liabilities	$3,425,074	$0
Current Liabilities	$510,543	$0
Net Asset Position	$1,516,596	$0

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$6,587,395	$0
Expenses	$4,648,405	$0
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$1,938,990	$0

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$15,350	$0	$18,019
Grants and Contributions Per Student	$946	$0	$298
Total Revenues per Student	$17,244	$0	$20,790
Expenses per Student	$12,169	$0	$20,387

PCSB OBSERVATIONS

Goodwill of Greater Washington (GGW) was established as a provider of quality service programs to those in need of support and/or training necessary to assume a self-sufficient role in their community. The school entered into a loan agreement with GGW for funding of leasehold improvements of its facility. The loan amount of $1,104,725 was paid in full in September 2017. Please note that the highest paid employee above was taken from the 2016 Form 990 and reports compensation on a calendar year basis for GGW. The compensation of the highest paid employee includes over $118K in deferred compensation and accrued retention bonus, payable only if the Officer stays with GGW through a certain date. The compensation is not paid by Goodwill Excel Center PCS.

School Name	FY17 Revenues	FY17 Operating Result
Goodwill Excel Center PCS	$6,587,395	$1,938,990
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
Goodwill of Greater Washington	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Catherine Meloy	President and CEO	$526,658
Services Provided	**FY17 Payment**	**% of School Revenue**
Management Fees	$350,004	5.31%
Total	**$0**	**0.00%**

DC PCSB Comments

DC PUBLIC CHARTER SCHOOL BOARD

HARMONY DC PCS

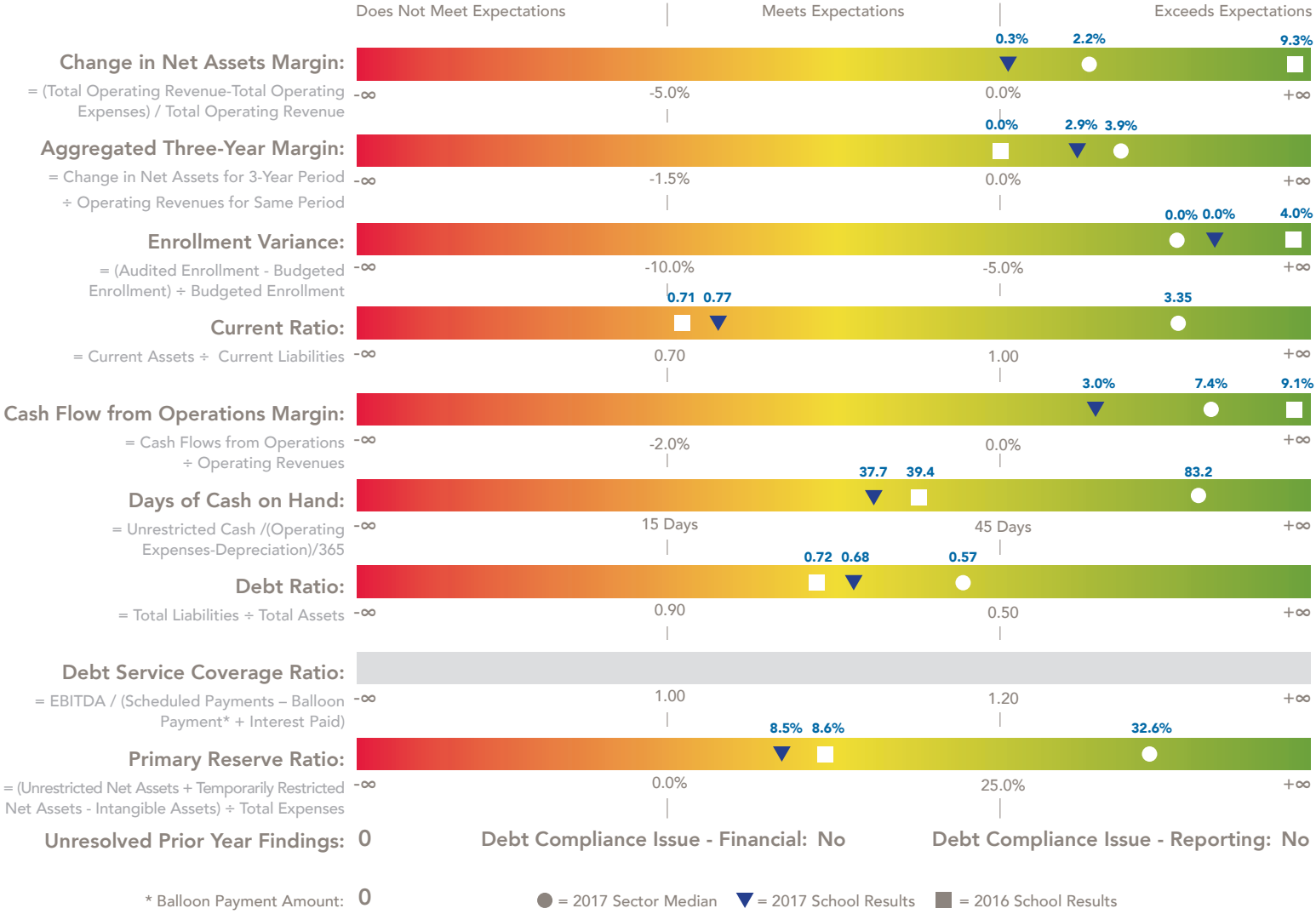
FY2017 Financial Analysis Report

Opened: 2014 - 2015

Audited Enrollment: 97

Operates with a Management Organization: Harmony Public Schools

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

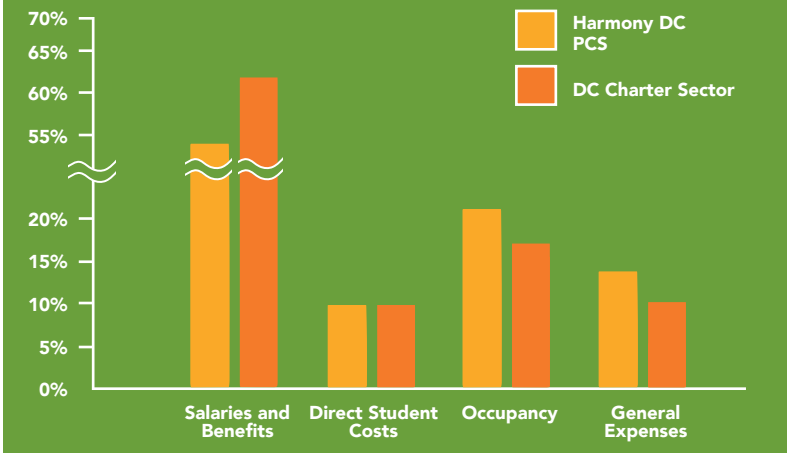
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



HARMONY DC PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$542,483	$609,025
Current Assets	$267,964	$290,044
Total Liabilities	$367,857	$440,958
Current Liabilities	$348,753	$411,225
Net Asset Position	$174,626	$168,067

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$2,069,162	$2,156,806
Expenses	$2,062,603	$1,957,075
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$6,559	$199,731

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$16,805	$17,557	$18,019
Grants and Contributions Per Student	$1,231	$672	$298
Total Revenues per Student	$21,332	$20,541	$20,790
Expenses per Student	$21,264	$18,639	$20,387

PCSB OBSERVATIONS

Enrollment declined by 8% in 2017, reducing revenue by $87K. At the same time, expenses grew by over $100K, resulting in essentially break-even performance, versus a surplus of $200K in 2016. A focus on expense management is critical.

The school's liquidity is a cause for concern. While cash balances at year-end 2017 and 2016 were roughly $203K, in each year the school had drawn $198K on a line of credit. Days of cash on hand, reported to be 37, would be less than one day if not for this short-term financing. Similarly, the current ratio of 0.77 is driven by this line of credit, which the school entered into in November 2014 with East West Bank and which is set to come due in January 2018. A new $200K line of credit has been established.

In July 2014, the school began a five-year lease agreement in Washington, DC. The first year's base rent totaled $180K and has an annual escalation clause of 3%. Rent for the first year was deferred to future years. As of June 30, 2017, the unamortized deferred rent abatement was $28.4K.

School Name	FY17 Revenues	FY17 Operating Result
Harmony DC PCS	$2,069,162	$6,559
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
Harmony Public Schools	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Dr. Soner Tarim	CEO	$182,167
Services Provided	**FY17 Payment**	**% of School Revenue**
License fee (donated)	$46,958	2.27%
Service Agreement	Not Available	Not Available
Total	**$46,958**	**2.27%**

DC PCSB Comments

Harmony Public Schools, a Texas nonprofit, is the sole member and school management organization of Harmony DC PCS. The CEO and superintendent of schools for Harmony Public Schools was the board president of Harmony DC PCS throughout the fiscal year, and the Harmony Public Schools director of communications was a Harmony DC PCS board member through April 2016.

Harmony Public Schools provides education technology services, data network solutions, teacher and leadership coaching, human resources, and financial services to the school. Fees were waived in FY 2017. In addition, the school uses trademarks, licensed marks, and other intellectual property owned by Harmony Public Schools. Transactions between the organizations in 2017 include:

$46,958 as a donated license fee and $32,209 for both school services and reimbursable expenses.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

HOPE COMMUNITY PCS

FY2017 Financial Analysis Report

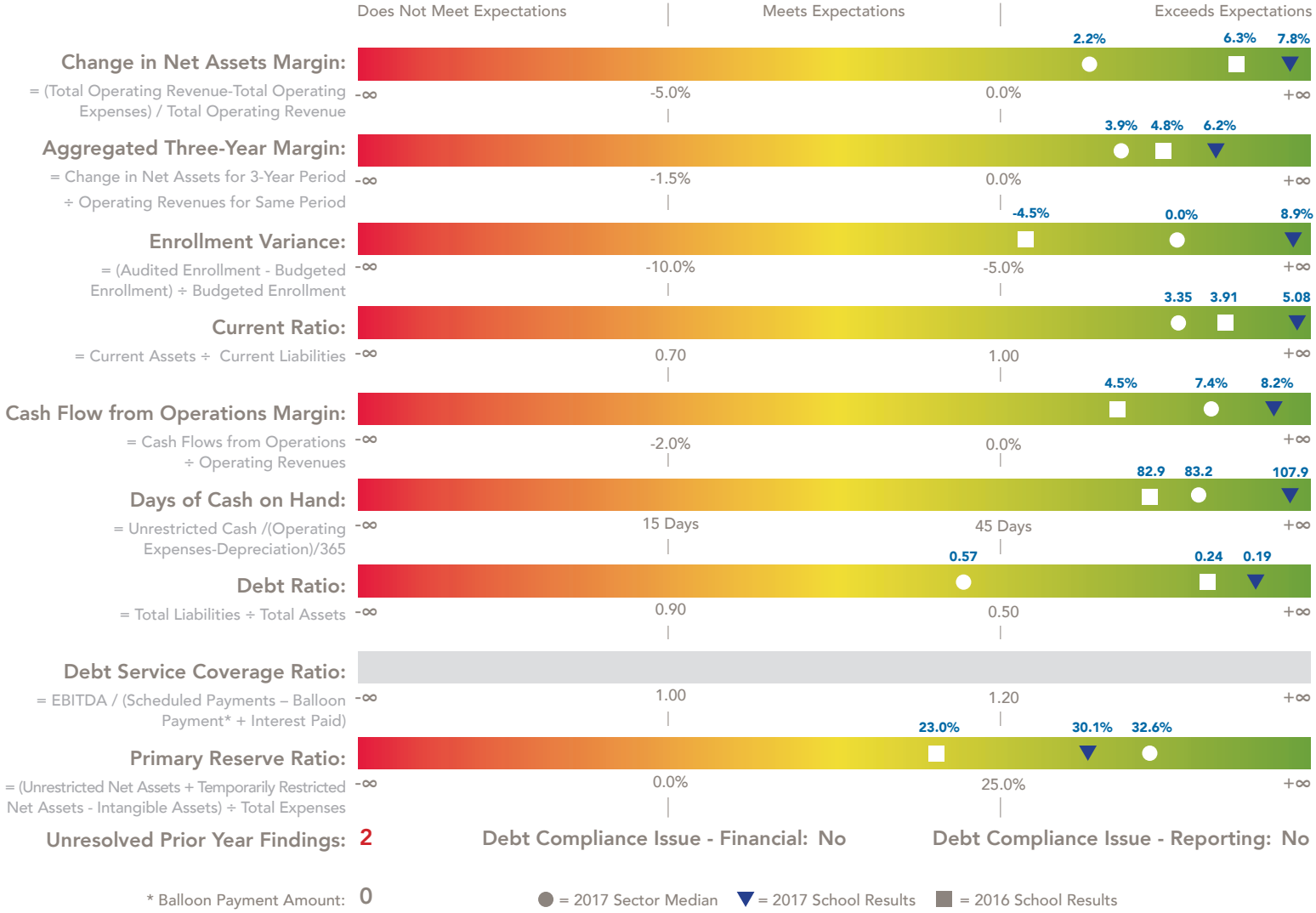
DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2005 - 2006

Audited Enrollment: 882

Operates with a Management Organization: Imagine Schools Non-Profit, Inc

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 2

Debt Compliance Issue - Financial: No

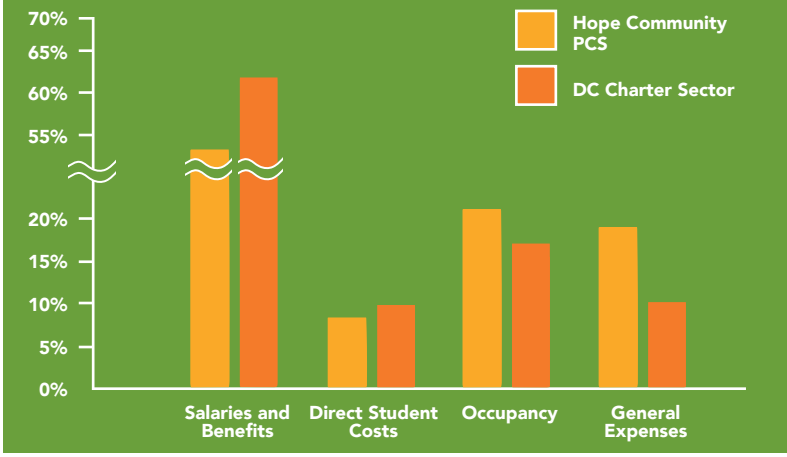
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



HOPE COMMUNITY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$5,999,245	$4,591,503
Current Assets	$5,783,931	$4,322,957
Total Liabilities	$1,137,782	$1,104,821
Current Liabilities	$1,137,782	$1,104,821
Net Asset Position	$4,861,463	$3,486,682

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$17,522,747	$16,187,841
Expenses	$16,147,966	$15,173,354
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$1,374,781	$1,014,487

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	Yes	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	1	1
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$18,569	$17,895	$18,019
Grants and Contributions Per Student		$0	$298
Total Revenues per Student	$19,867	$19,363	$20,790
Expenses per Student	$18,308	$18,150	$20,387

PCSB OBSERVATIONS

The school's financial performance during 2017 was strong overall. All its financial metrics exceeded the meets-expectations ranges for the year. The school had a surplus of $1.37M, its operations generated $1.4M in cash, and it has 107 days of cash on hand. The school does not have many outstanding long-term obligations, and therefore its debt burden is low illustrated by a debt ratio of 0.19, which is well above the targeted metric.

The school has two leases with Schoolhouse Finance, a wholly owned subsidiary of Imagine Schools, Hope Community PCS' Management Organization: the Tolson Campus, which commenced in December 2016 and is set to expire in August 2020, and an operating lease for the Lamond Campus, which began in August 2007. Both leases maintain an escalation clause requiring increased payments equal to the Consumer Price Index increase for the immediately preceding calendar year. For the year ended June 30, 2017, the total rent expense was $2.9M.

Although the school performed above the meets-expectations range financially speaking, some deficiencies were identified by the auditors in regards to the school's internal controls. During the school's 2017 audit, several findings led auditors to conclude that the school had a material weakness over financial reporting and significant deficiencies in internal controls over compliance.

The material weakness relating to internal controls over financial reporting was for the timely review and analysis for certain key accounts. The school is strengthening its processes and procedures to have more detailed monthly analyses, is now doing monthly bank reconciliations, and plans to produce quarterly financial statements. This is a repeat finding from 2016.

In terms of the significant deficiencies noted, the school did not have controls in place to (i) sufficiently document evidence of approved charges to federal programs, (ii) ensure the review and analysis for certain key accounts on a timely basis, and (iii) allow for proper cash management. In order to take on some of the auditor's recommendations, the school will undertake a review of all documented policies and procedures, which will be updated as needed; enhance level of review and reconciliation through a quarterly review process; and provide results and updates to school leaders as frequently as necessary depending on the processes involved.

School Name	FY17 Revenues	FY17 Operating Result
Hope Community PCS	$17,522,747	$1,374,781
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
Imagine Schools, Inc.	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Barry Sharp	CEO/CFO/PRES/TREAS	$390,000
Services Provided	**FY17 Payment**	**% of School Revenue**
Administrative expenses	$60,000	0.34%
Management fees	$2,102,225	12.00%
Total	**$2,162,225**	**12.34%**

DC PCSB Comments

Imagine Schools Inc. (Imagine), the school's management company, provides ongoing operational and financial support under an operating contract. To the extent the school does not have sufficient funds to pay operating expenses, Imagine will advance funds on a reimbursement basis. Payments to Imagine include:

$2.1M management fee (12% of total revenue provided by state and local governments), plus $60,000 in administrative expenses ($2,500 monthly administrative fee per campus). Additionally, the school incurred certain costs on behalf of Imagine for certain payroll and other payroll-related benefit costs. These costs are reimbursed to the school from Imagine. As of June 30, 2017, and June 30, 2016, $198,940 and $223,005, respectively, was due from Imagine.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

School Name	FY17 Revenues	FY17 Operating Result
Hope Community PCS	$17,522,747	$1,374,781
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
Schoolhouse Finance, LLC	For Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Unknown	Unknown	Unknown
Services Provided	**FY17 Payment**	**% of School Revenue**
Rent - Tolson Facility	$1,352,521	7.72%
Rent - Lamond Facility	$1,570,394	8.96%
Total	**$2,922,915**	**16.68%**

DC PCSB Comments

Schoolhouse Finance LLC, a subsidiary of Imagine Schools Non-Profit Inc., rents the school's facilities from real estate investment trusts and sublets them to the school. In the school's 10-Year Review Report, DC PCSB staff raised concerns and made recommendations to the school with respect to its rental agreements with Schoolhouse Finance; the school has acted on these recommendations.

School Comments

HOWARD UNIVERSITY MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE PCS

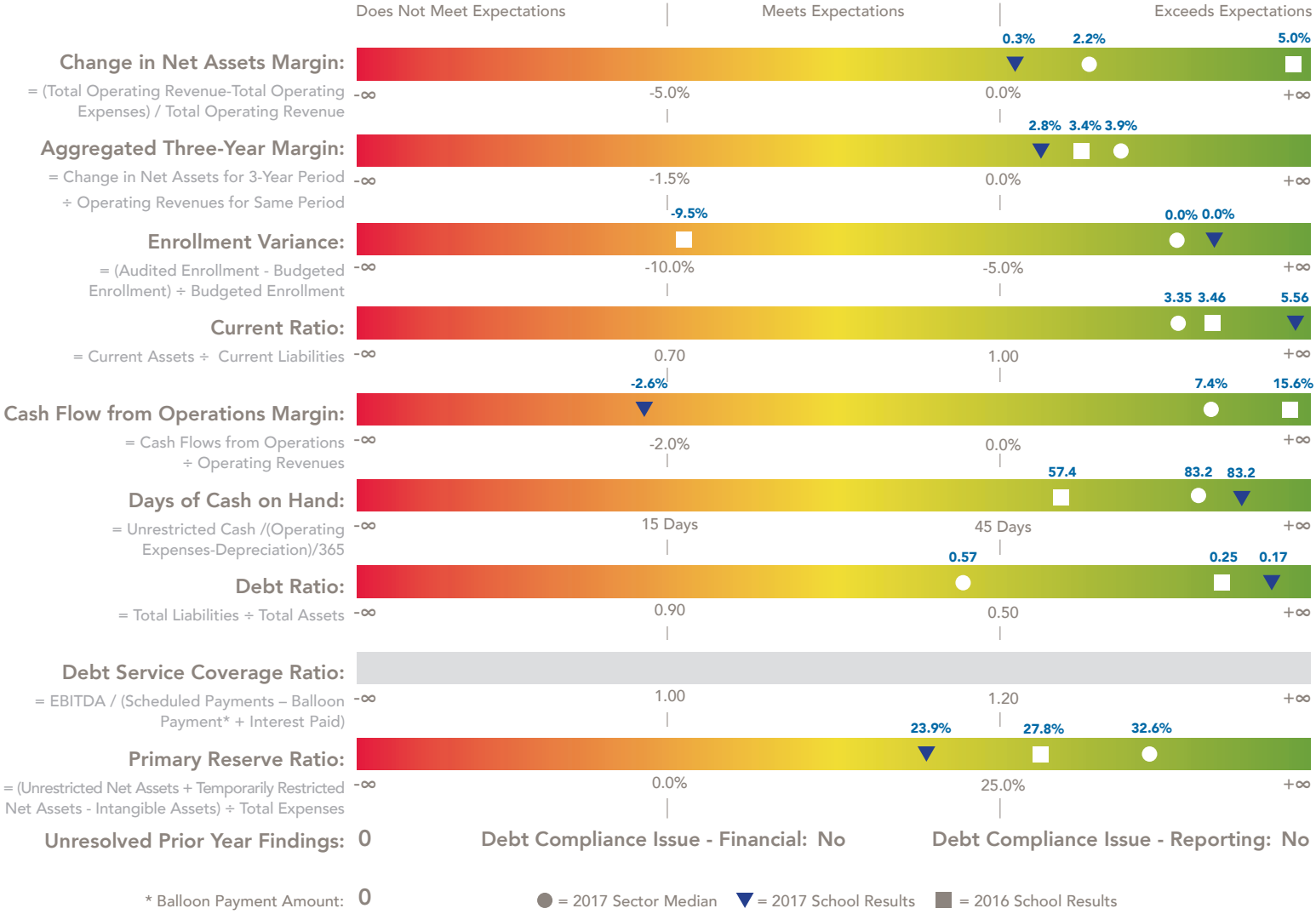
DC PUBLIC CHARTER SCHOOL BOARD

FY2017 Financial Analysis Report

Opened: 2005 - 2006

Audited Enrollment: 278

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

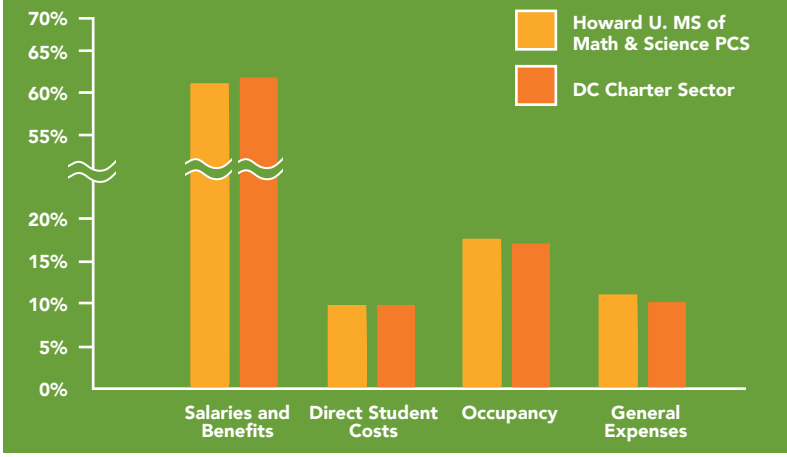
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



HOWARD UNIVERSITY MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$2,058,926	$2,249,620
Current Assets	$1,938,465	$1,943,674
Total Liabilities	$348,598	$561,874
Current Liabilities	$348,598	$561,874
Net Asset Position	$1,710,328	$1,687,746

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$7,176,885	$6,392,556
Expenses	$7,154,303	$6,070,659
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$22,582	$321,897

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	Yes
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$16,058	$15,697	$18,019
Grants and Contributions Per Student	$7,704	$7,559	$298
Total Revenues per Student	$25,816	$24,032	$20,790
Expenses per Student	$25,735	$22,822	$20,387

PCSB OBSERVATIONS

The school is well above the meets-expectations range on a number of key metrics: 83 days of cash on hand compared with 45 days at the upper end of the meets-expectations range; a current ratio of 5.56 compared with 1.0 at the upper end of the range; and a debt ratio of 0.17, exceeding the upper end of the range of 0.50. The school's cash flow from operations margin, which measures whether a school's operations are generating or using cash, dropped from 15.6% in 2016 to -2.6% in 2017 due to increases in grants receivables and decreases in accrued expenses. Because the school has adequate reserves, this is not a cause for concern.

The school's enrollment variance increased from -9.5% in 2016 to 0% in 2017. This increase indicates that the school improved its ability to accurately forecast enrollment, which helps keep revenues forecast in line with planned expenses.

The school's campus is a donated facility on the Howard University campus, and therefore the school rents that campus at no cost. In August 2007, the lease was renegotiated to automatically renew annually for the next 10 years. In-kind contribution and rental expense for the years ended June 30, 2017, and June 30, 2016, total over $1M based on Howard University's estimate of the fair value of the lease and is included in philanthropic revenue.

DC PUBLIC CHARTER SCHOOL BOARD

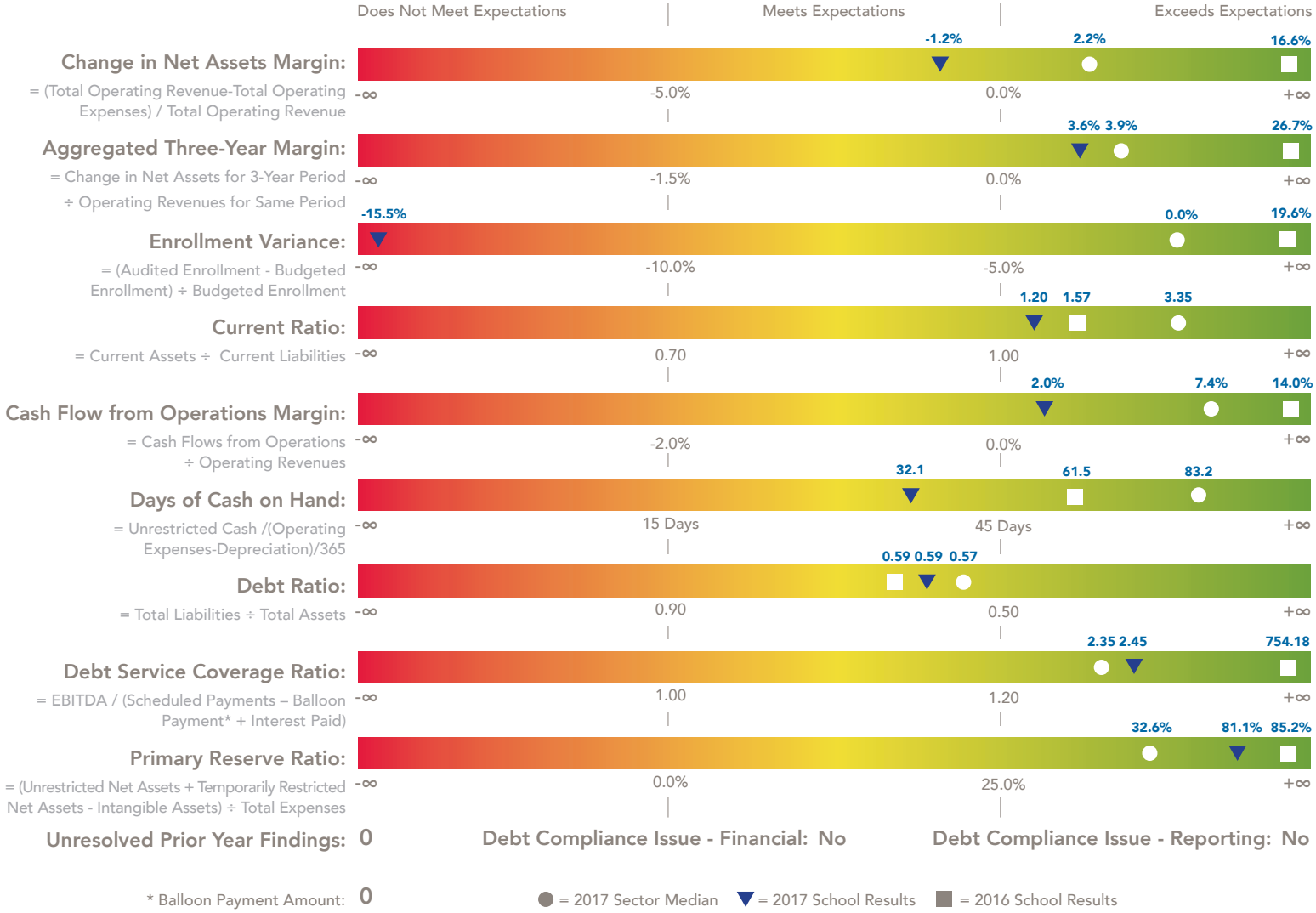
IDEA PCS

FY2017 Financial Analysis Report

Opened: 1998 - 1999

Audited Enrollment: 262

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

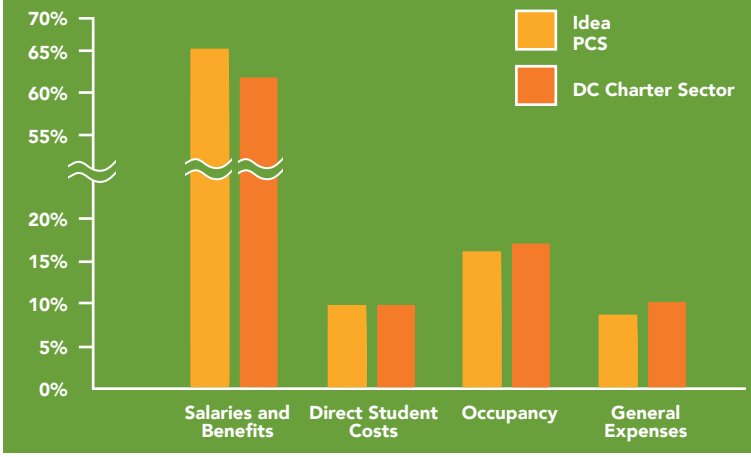
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



IDEA PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$13,304,165	$13,585,823
Current Assets	$1,416,530	$1,594,064
Total Liabilities	$7,809,563	$8,012,618
Current Liabilities	$1,178,017	$1,012,618
Net Asset Position	$5,494,602	$5,573,205

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$6,698,673	$10,504,296
Expenses	$6,777,276	$6,540,148
Non-operating Revenues (Expenses)	$0	$2,660,562
Surplus (Deficit)	-$78,603	$3,964,148

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$20,441	$20,461	$18,019
Grants and Contributions Per Student	$664	$3,791	$298
Total Revenues per Student	$25,567	$27,914	$20,790
Expenses per Student	$25,867	$23,275	$20,387

PCSB OBSERVATIONS

With the exception of the enrollment variance, all of the school's financial metrics are at or above expectations.

IDEA's enrollment declined by 6.8% in 2017, lower than expectation, as evidenced by an enrollment variance of -15.5%. Revenues declined by $3.8M with declines in per pupil, in-kind, and miscellaneous revenue. At the same time, expenses grew by over $200K resulting in a deficit of ($-78K) relative to a prior year surplus of $1.3M. While a focus on cost management and accurate budgeting is required, 2017 performance is not a cause of concern due to the school's high level of reserves.

The school's outstanding obligations include $7M in DC revenue bonds issued in June 2016 and maturing in June 2046.

DC PUBLIC CHARTER SCHOOL BOARD

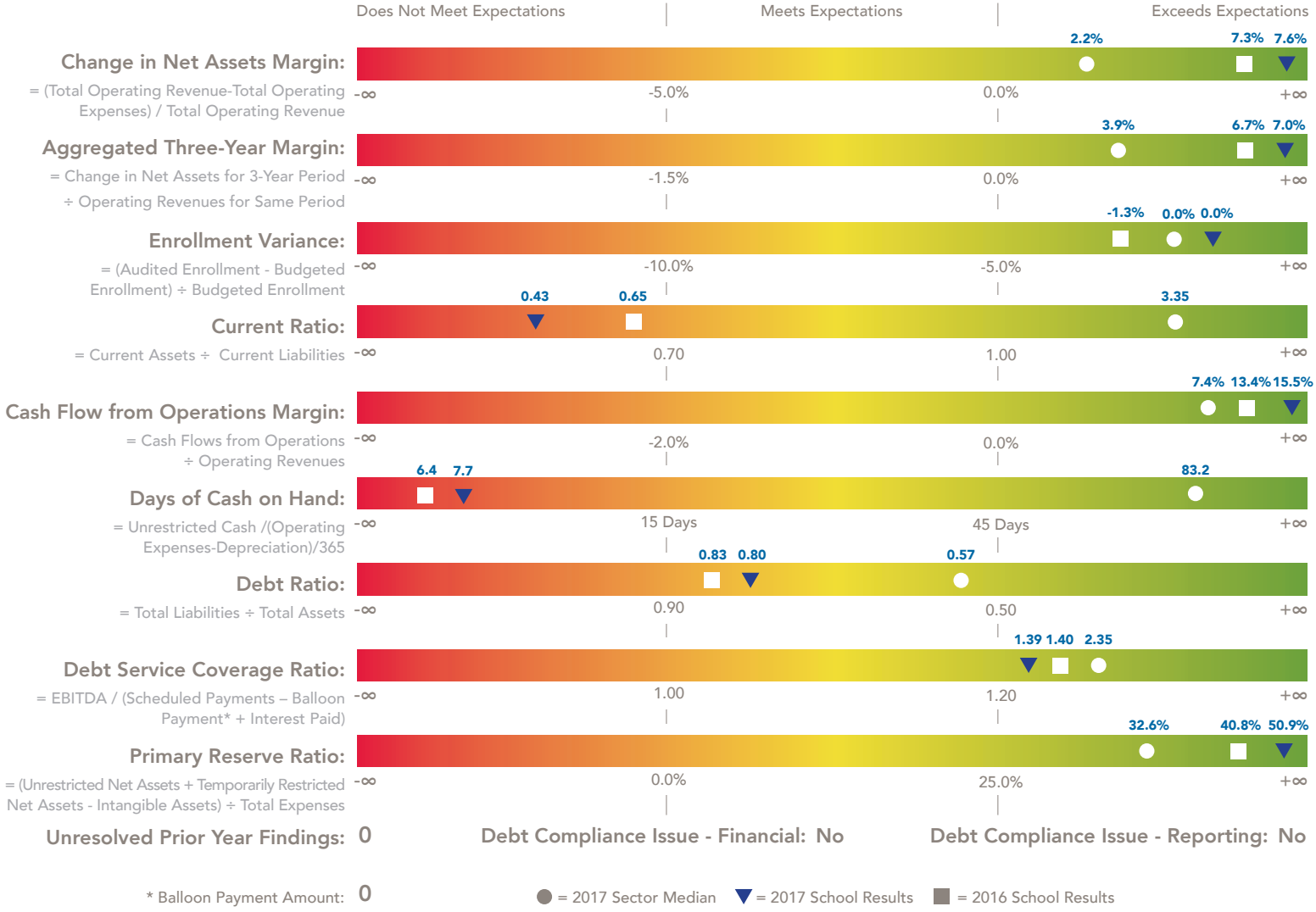
IDEAL ACADEMY PCS

FY2017 Financial Analysis Report

Opened: 1999 - 2000

Audited Enrollment: 300

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

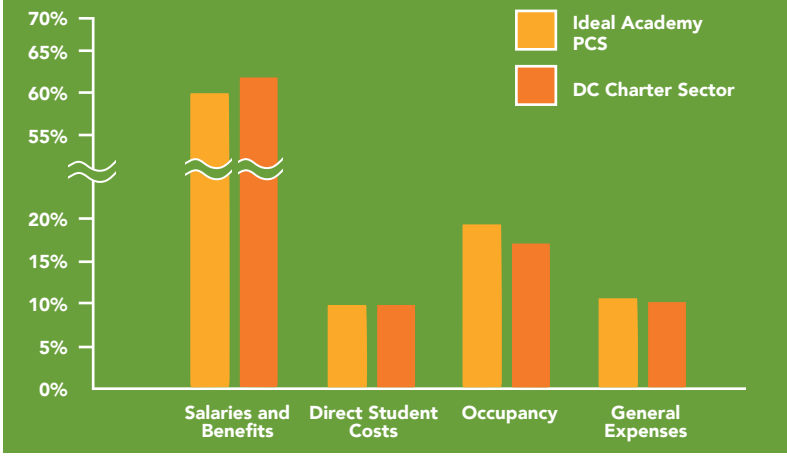
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



IDEAL ACADEMY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$12,508,879	$12,815,807
Current Assets	$955,336	$753,105
Total Liabilities	$9,957,574	$10,679,529
Current Liabilities	$2,227,823	$1,160,350
Net Asset Position	$2,551,305	$2,136,278

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$5,427,649	$5,648,709
Expenses	$5,012,622	$5,236,453
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$415,027	$412,256

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$16,152	$16,581	$18,019
Grants and Contributions Per Student	$163	$744	$298
Total Revenues per Student	$18,092	$19,084	$20,790
Expenses per Student	$16,709	$17,691	$20,387

PCSB OBSERVATIONS

The school had only seven days of cash on hand at the end of 2017, which is a cause for concern. The school did, however, pay off a $2.0M line of credit that was outstanding at year-end 2016.

The school's current ratio declined from 0.65 in 2016 to 0.43 in 2017 mainly because the $1.8M outstanding balance of a loan from the District's Office of Public Charter School Financing and Support (OPCSFS) becomes due in January 2018 and is considered a short-term payable rather than a long-term obligation. In October 2017, after the end of fiscal 2017, the school received a commitment letter from Premier Bank to refinance $1.2M of the OPCSFS. While this refinancing will significantly improve the current ratio, it should be noted that at the end of fiscal 2017, the school was in violation of several debt covenants, including not meeting the debt service coverage ratio or the current ratio.

For fiscal 2017, the school's property and equipment totaled $11.5M and total debt was $9.6M.

DC PUBLIC CHARTER SCHOOL BOARD

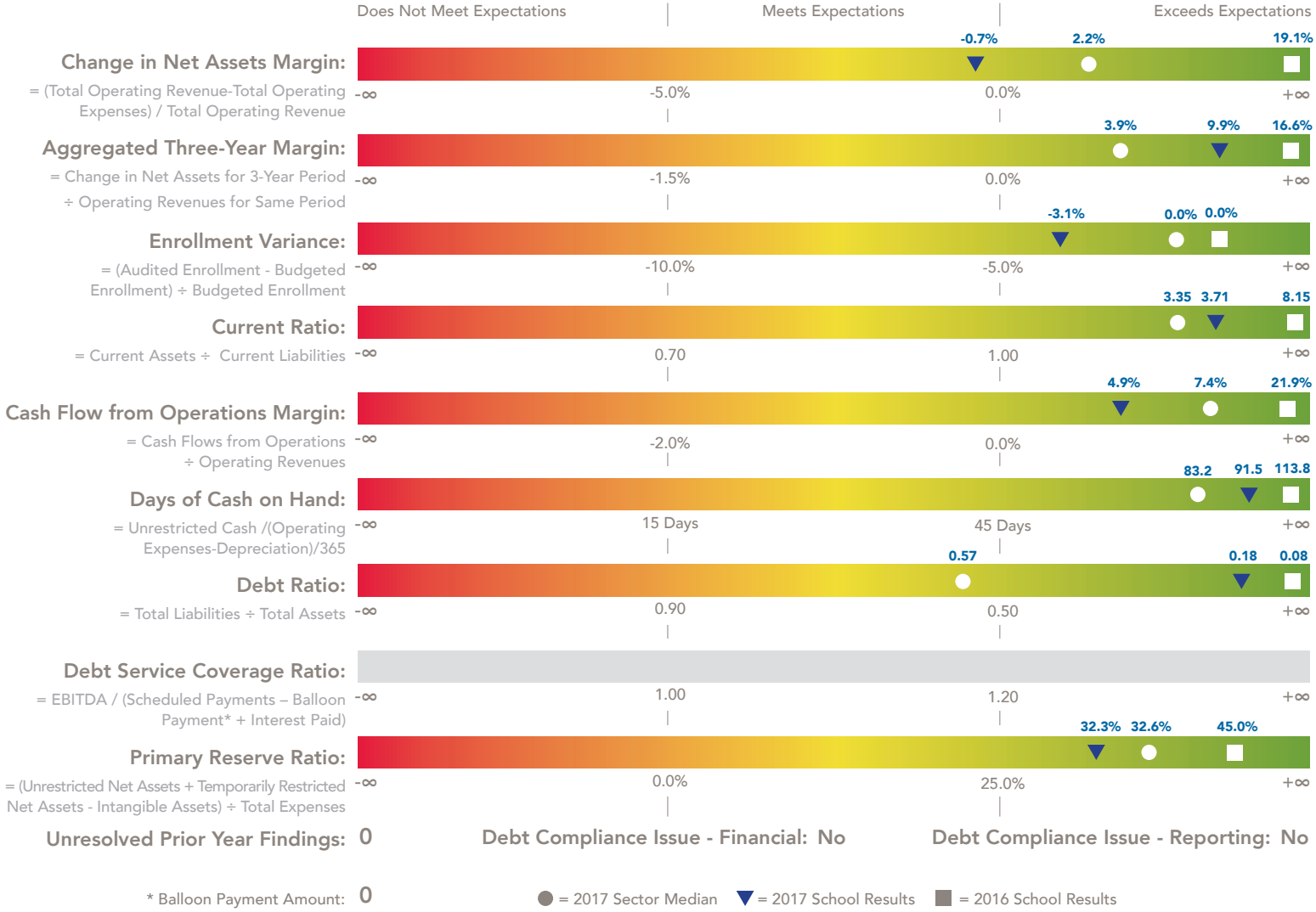
INGENUITY PREP PCS

FY2017 Financial Analysis Report

Opened: 2013 - 2014

Audited Enrollment: 376

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

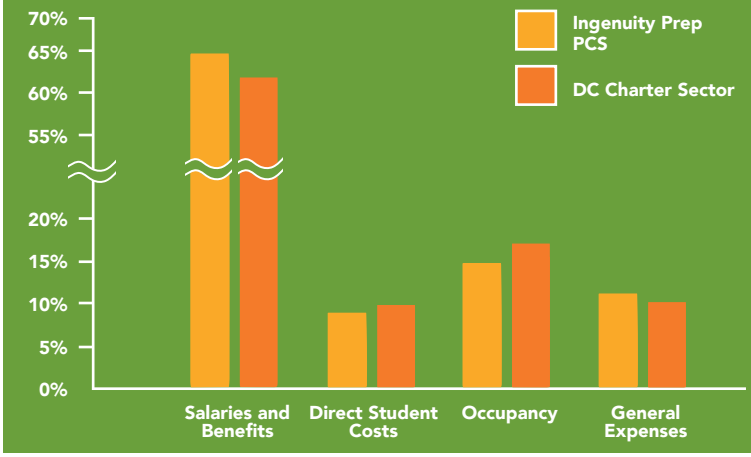
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



INGENUITY PREP PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$3,191,688	$2,906,422
Current Assets	$2,164,340	$1,987,838
Total Liabilities	$583,951	$243,933
Current Liabilities	$583,951	$243,933
Net Asset Position	$2,607,737	$2,662,489

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$8,022,617	$7,322,834
Expenses	$8,077,369	$5,921,532
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$54,752	$1,401,302

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$18,961	$18,345	$18,019
Grants and Contributions Per Student	$916	$1,922	$298
Total Revenues per Student	$21,337	$25,427	$20,790
Expenses per Student	$21,482	$20,561	$20,387

PCSB OBSERVATIONS

The school is adding one grade per year, resulting in enrollment growth averaging 31% over the past two years. All of the school's key financial indicators are at or above the meets-expectations range. The school's current ratio, a measure of the financial resources available to meet short-term obligations, remains strong at 3.7. The school also has 92 days of cash on hand, well above the top of the meets-expectations range. Both measures indicate strong liquidity.

While the school had a deficit of ($55K) compared with a surplus the prior year of $1.4M, this is not a cause for concern given overall performance, strong operating cash flows, and strong primary reserves.

The school leases its current facility through a sub-sublease rental agreement with the Charter School Incubator Initiative. Rent expense for the year ended June 30, 2017, was $1.06M.

INSPIRED TEACHING DEMONSTRATION PCS

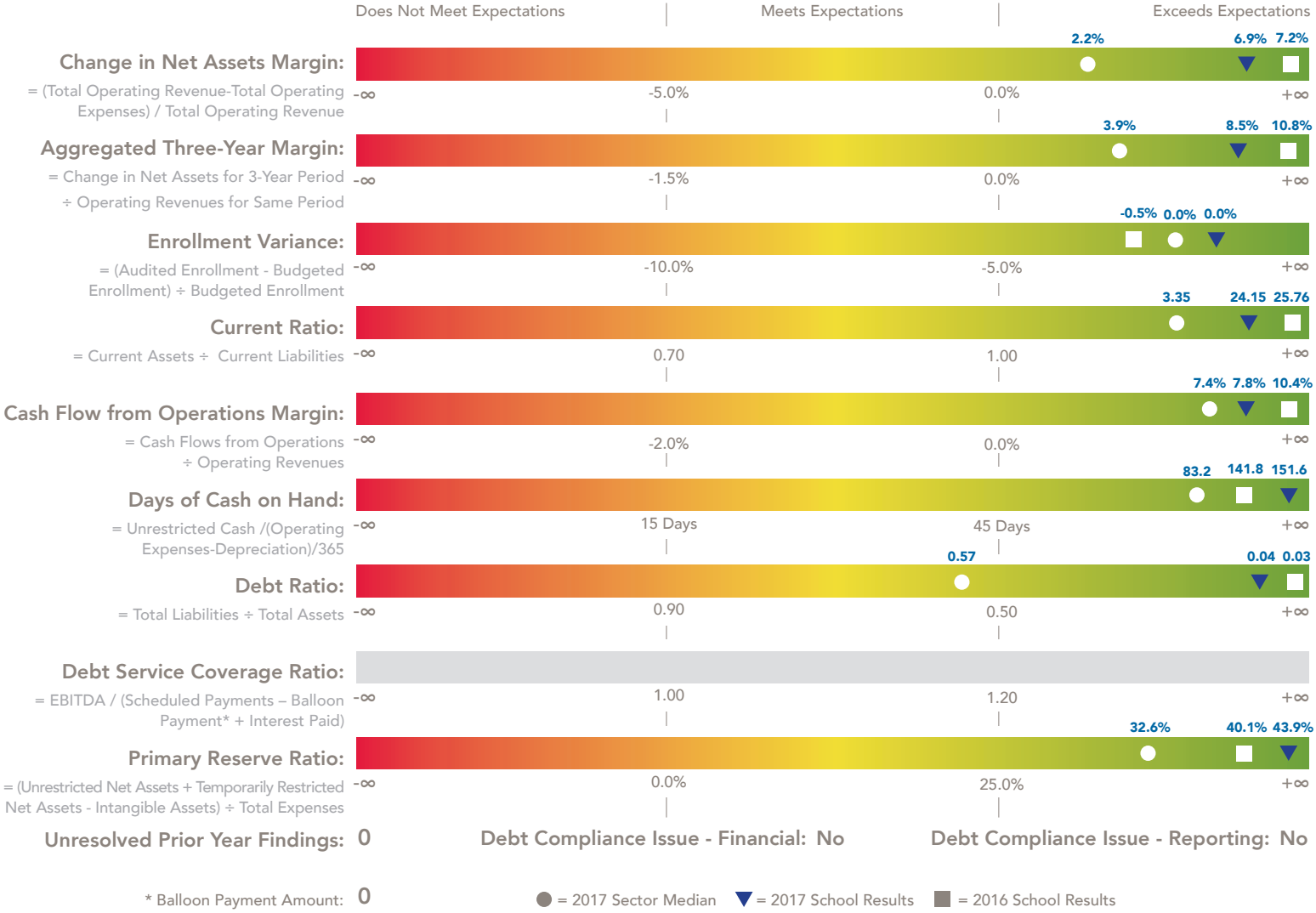
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2011 - 2012

Audited Enrollment: 414

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

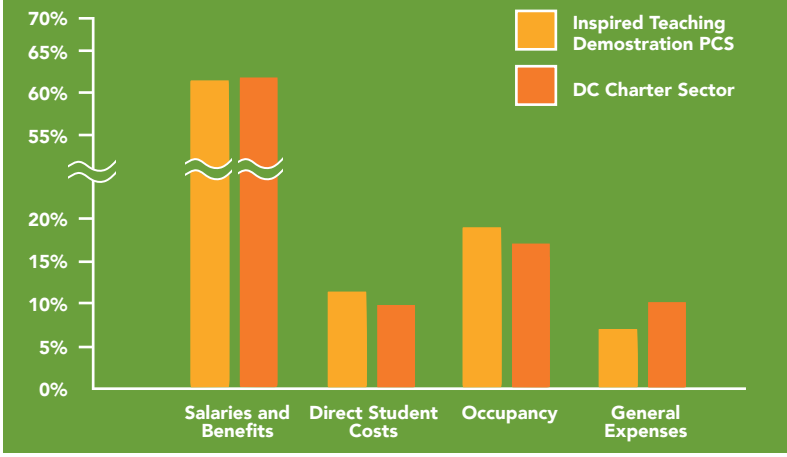
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



INSPIRED TEACHING DEMONSTRATION PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$3,061,825	$2,716,226
Current Assets	$2,850,282	$2,345,299
Total Liabilities	$118,000	$91,056
Current Liabilities	$118,000	$91,056
Net Asset Position	$2,943,825	$2,625,170

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$7,205,642	$6,371,582
Expenses	$6,708,583	$5,909,710
Non-operating Revenues (Expenses)	-$178,404	$0
Surplus (Deficit)	$318,655	$461,872

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$16,403	$16,054	$18,019
Grants and Contributions Per Student	$563	$1,014	$298
Total Revenues per Student	$17,405	$17,314	$20,790
Expenses per Student	$16,204	$16,059	$20,387

PCSB OBSERVATIONS

The school has experienced growth in enrollment for five consecutive years, averaging 12% growth over the past three years. In both 2016 and 2017, all of the school's key financial indicators were well above expectations. At year-end 2017, the school had $2.7M in cash (152 days) relative to just $118K in liabilities. Change in net assets margin, cash flow from operations margin, and primary reserves remain strong.

The school subleases its current facility from Shaed School LLC, which expires in June 2019. The lease payments are tied to the per-pupil facilities allowance received from DC. The school has three options to renew for three- or five-year terms based on good charter standing and on a minimum student enrollment number that is in line with recent enrollment growth rates.

DC PUBLIC CHARTER SCHOOL BOARD

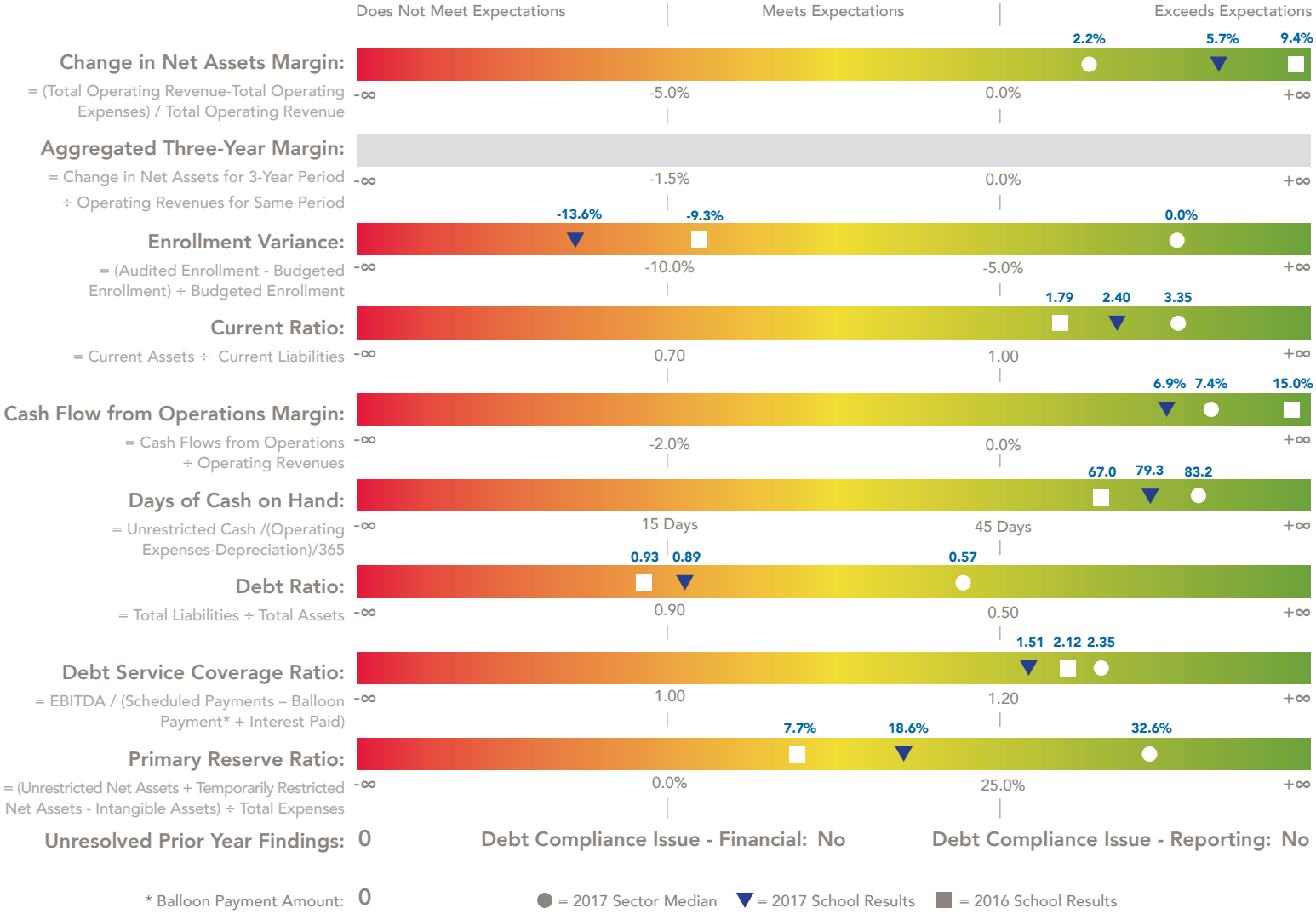
KINGSMAN ACADEMY PCS

FY2017 Financial Analysis Report

Opened: 2015 - 2016

Audited Enrollment: 216

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

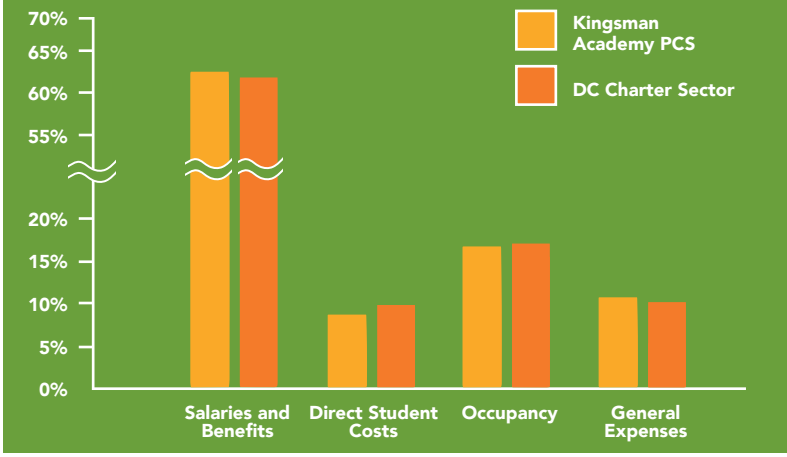
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



KINGSMAN ACADEMY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$11,450,236	$11,834,577
Current Assets	$1,938,920	$1,914,947
Total Liabilities	$10,226,935	$11,012,300
Current Liabilities	$807,010	$1,071,463
Net Asset Position	$1,223,301	$822,277

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$6,991,260	$8,721,675
Expenses	$6,590,236	$7,898,085
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$401,024	$823,590

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$29,798	$30,701	$18,019
Grants and Contributions Per Student	$102	$120	$298
Total Revenues per Student	$32,367	$34,337	$20,790
Expenses per Student	$30,510	$31,095	$20,387

PCSB OBSERVATIONS

The school's enrollment fell by 14% in 2017, and total revenues fell by 20%. Despite this decline, reductions in expenses allowed the school to achieve above-expectations change in net assets margin, cash flow from operations margin, and days of cash on hand.

The school's debt ratio is near the bottom of the meets-expectations range. In 2015, the school entered into an Amended and Restated Asset Purchase Agreement with Options Public Charter School to serve students in sixth through 12th grades. Options transferred certain assets and liabilities to the school, including the facility's land and building as well as the outstanding balance of District of Columbia revenue bonds that were used to construct and renovate Options' facility. As of the date of assumption by the school, the bonds' outstanding balance was $9.9M, making up a large portion of the school's total liabilities. The school's debt is also affecting the debt service coverage ratio, which is slightly below the meets-expectations range.

DC PUBLIC CHARTER SCHOOL BOARD

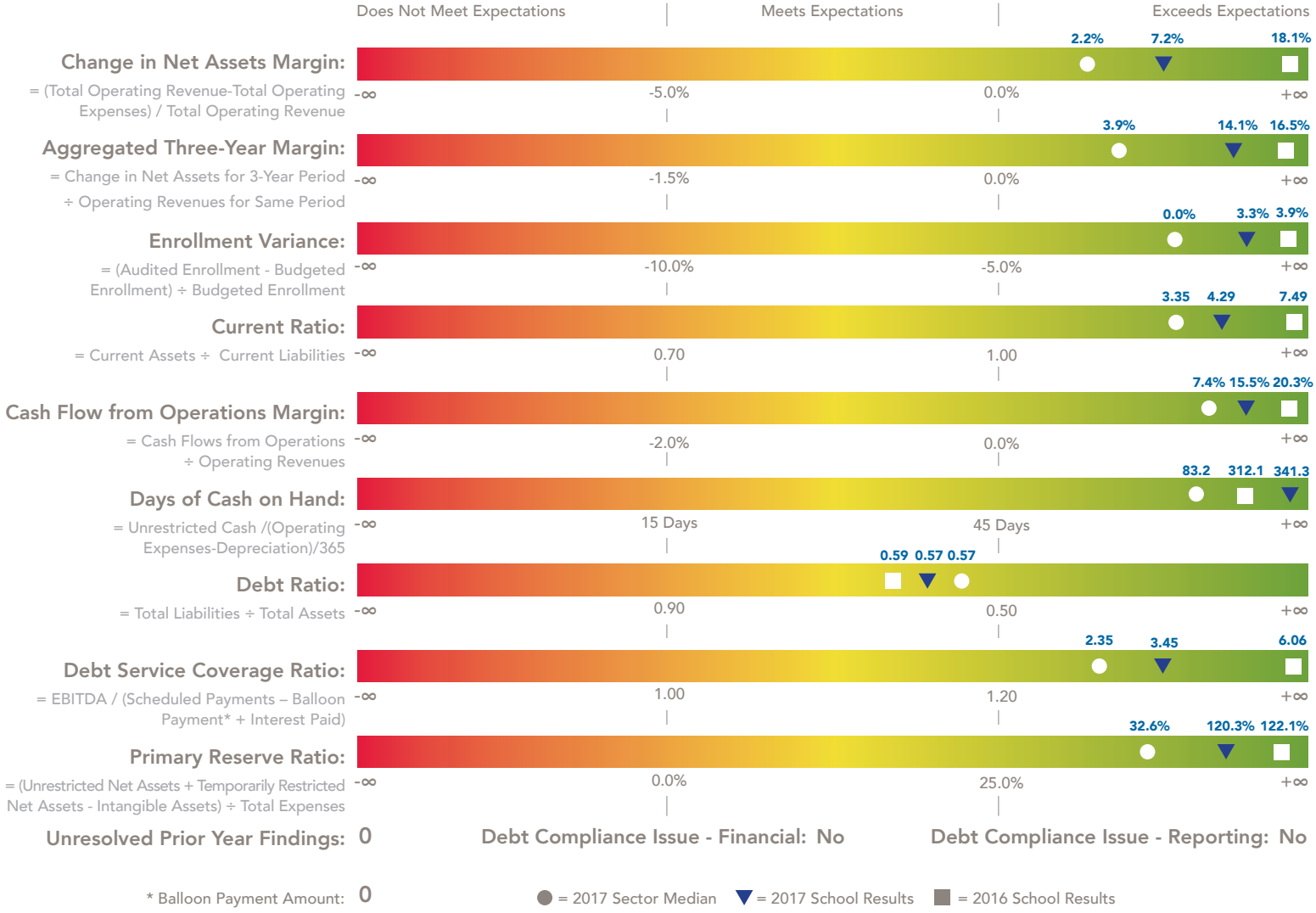
KIPP DC PCS

FY2017 Financial Analysis Report

Opened: 2001 - 2002

Audited Enrollment: 5,783

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

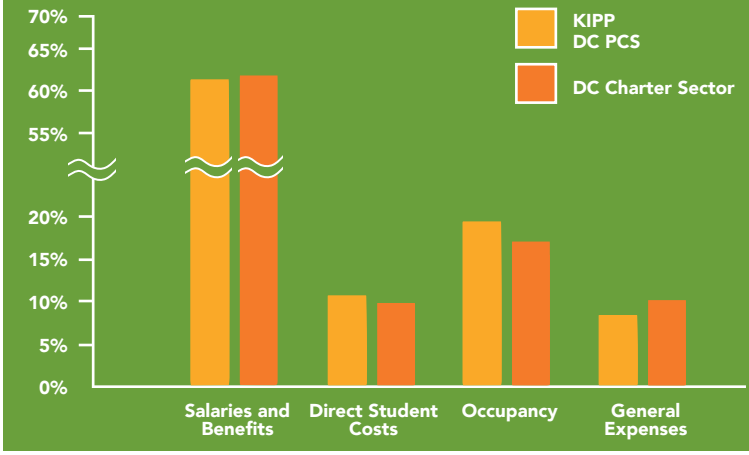
* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

The debt service coverage ratio metric included on this report is inconsistent with the standard calculation used by financial professionals and KIPP DC. The calculation used in this report includes an unrealized, non-cash gain of $2.8 million related to an interest rate swap, and includes the change in temporarily restricted net assets loss of $4.5 million. In all other documentation, KIPP DC excludes these items which results in a ratio of 3.69, not 3.45.

PCS EXPENSES BY CATEGORY



KIPP DC PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$322,526,072	$310,673,211
Current Assets	$107,312,202	$89,493,121
Total Liabilities	$184,184,993	$184,141,676
Current Liabilities	$25,028,234	$11,943,018
Net Asset Position	$138,341,079	$126,531,535

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$123,965,399	$125,099,466
Expenses	$114,978,350	$100,226,185
Non-operating Revenues (Expenses)	$2,822,495	$2,676,267
Surplus (Deficit)	$11,809,544	$24,873,281

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$18,096	$17,444	$18,019
Grants and Contributions Per Student	$767	$3,129	$298
Total Revenues per Student	$21,436	$23,557	$20,790
Expenses per Student	$19,882	$19,285	$20,387

PCSB OBSERVATIONS

The school had many financial metrics that were above the meets-expectations range in 2017. Its financial performance indicators were strong for the year, including a change in net assets margin of 7.2% and an aggregated three-year margin of 14.1%, both indicating that the school has kept expenses in line with revenues over the past three years.

The school's liquidity metrics were also above the meets-expectations range for 2017, including the current ratio of 4.29, indicating that the school has sufficient financial resources available to meet short-term obligations. In addition, the school produced a cash flow from operations margin of 15.5%. The school has 342 days of cash on hand, indicating that it has ample cash on hand to meet operating expenses in the event of unexpected costs or delays in cash receipts.

The school's debt ratio is above expectation, and its debt service coverage ratio, which measures the ability of the school to service its debt, was a strong 3.45. The school's primary reserves are well above expectations.

KIPP DC operates 16 schools in total, including early childhood schools, elementary schools, middle schools and a high school. For the year ended June 30, 2017, total property and equipment amounted to $206M, of which $129.6M are leasehold improvements. The school has several lease obligations for various campuses mostly ranging in the 30- to 35-year term range and one 10-year operating lease for KIPP DC's headquarters space. Total rent expense for the year ended June 30, 2017, was $1.6M.

LATIN AMERICAN MONTESSORI BILINGUAL PCS

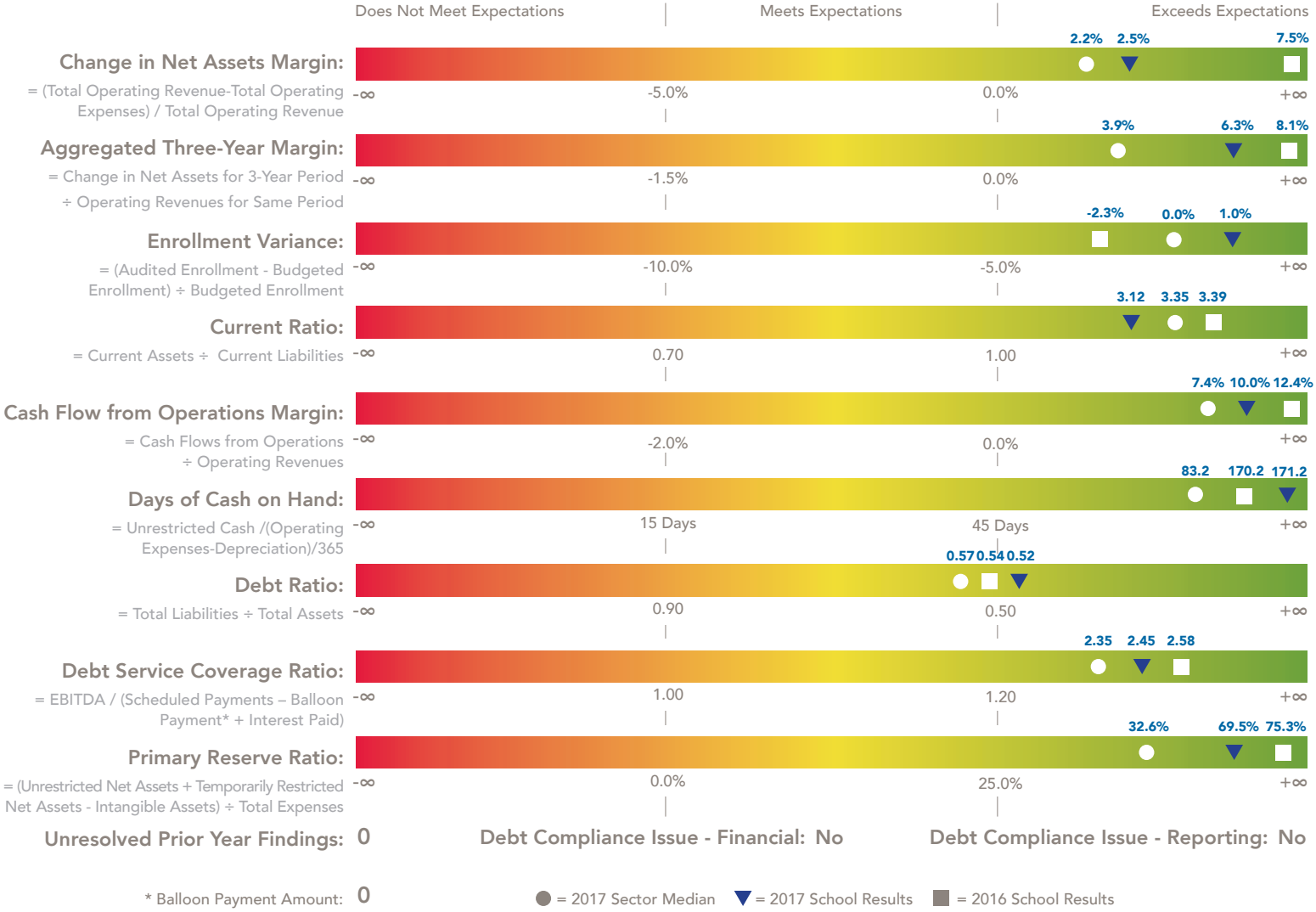
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2003 - 2004

Audited Enrollment: 426

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

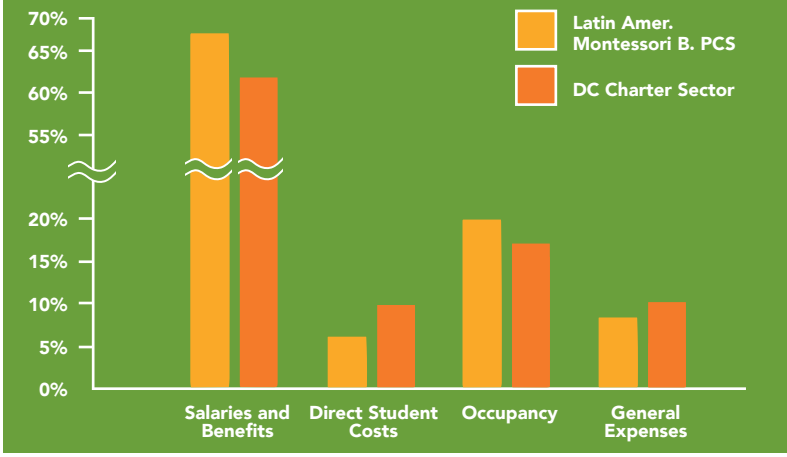
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



LATIN AMERICAN MONTESSORI BILINGUAL PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$12,402,587	$12,077,321
Current Assets	$4,095,294	$3,476,501
Total Liabilities	$6,453,056	$6,566,049
Current Liabilities	$1,312,375	$1,026,982
Net Asset Position	$5,949,531	$5,511,272

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$8,779,137	$7,769,775
Expenses	$8,557,494	$7,187,172
Non-operating Revenues (Expenses)	$216,616	-$134,381
Surplus (Deficit)	$438,259	$448,222

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$17,672	$17,657	$18,019
Grants and Contributions Per Student	$347	$581	$298
Total Revenues per Student	$20,608	$20,775	$20,790
Expenses per Student	$20,088	$19,217	$20,387

PCSB OBSERVATIONS

The school had strong results in many areas: a surplus of over $437K, a current ratio of 3.1, and 171 days of cash on hand, all well above the meets-expectations range. The school also had a strong cash flow from operations margin, which measures whether a school's operations are using or generating cash, exceeding expectations at 10%. The school has estimated a $4.8M balloon payment scheduled to be paid in June 2020 when the school's mortgage matures.

The school maintains a number of sublease agreements including:

- A sublease rental agreement with the Charter School Incubator Initiative for the rental of a school facility for a 15-year period commencing in May 2013 and expiring in June 2028 at 3825 18th Street, NE, in Washington, DC. The lease calls for an annual usage fee of $652.5K, which is inclusive of utilities, maintenance, janitorial, security monitoring, and property management services. In addition to this sublease agreement, the Charter School Incubator Initiative provided a grant to the school to supplement the annual required usage fee.

- A sub-sublease agreement commencing in June 2016 with Perry Street Prep Public Charter School for rental of its facility at 3825 18th Street, NE, in Washington, DC, expiring June 2028. The rental expense for this property as of year ended June 30, 2017, was approximately $281K.

- A sublease agreement with the District of Columbia International School for the rental of a school facility for 29 years and 11 months after the commencement date. The school entered into this agreement in November 2016.

LAYC CAREER ACADEMY PCS

FY2017 Financial Analysis Report

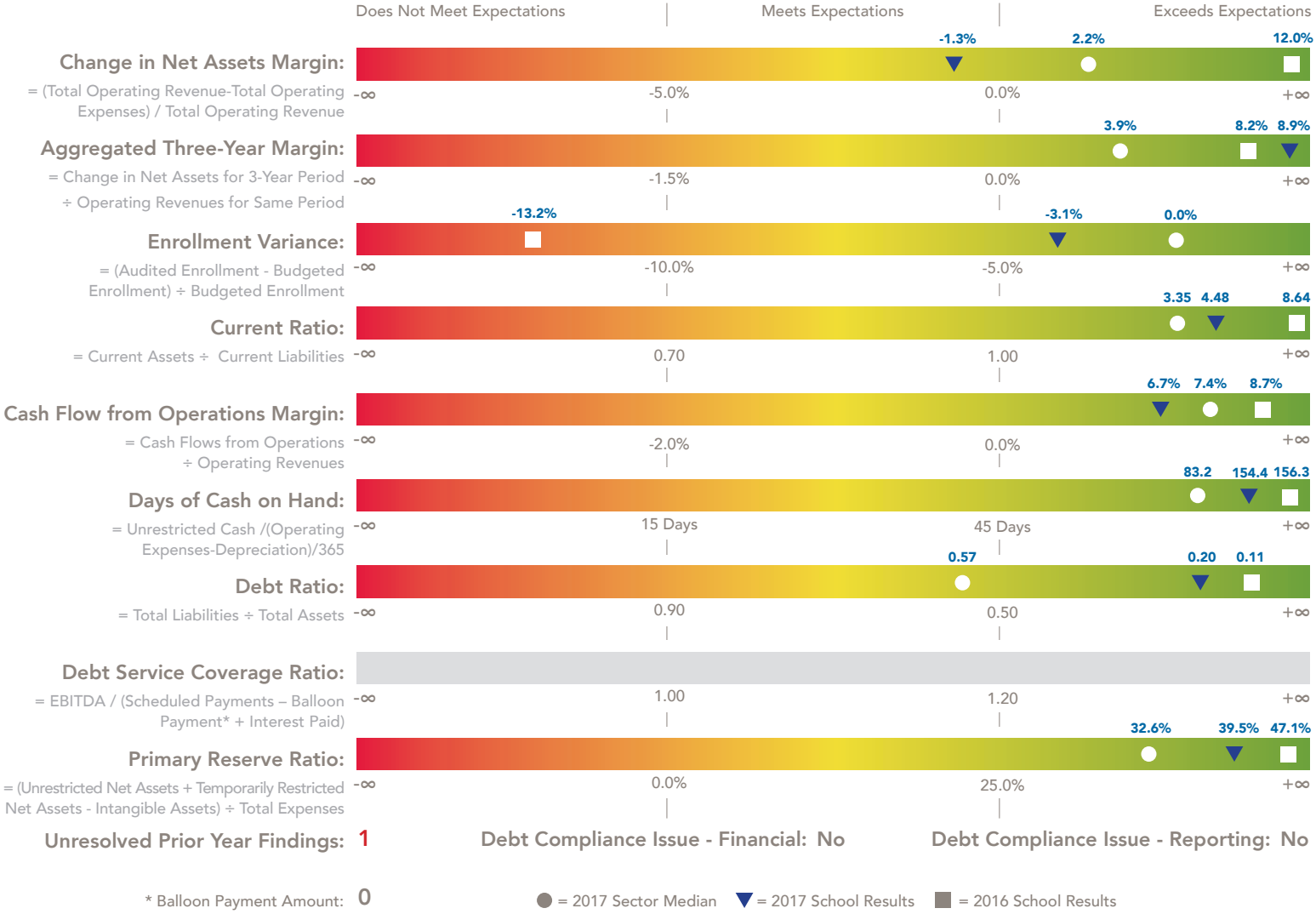
DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2012 - 2013

Audited Enrollment: 185

Operates with a Management Organization: Latin American Youth Center

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 1

Debt Compliance Issue - Financial: No

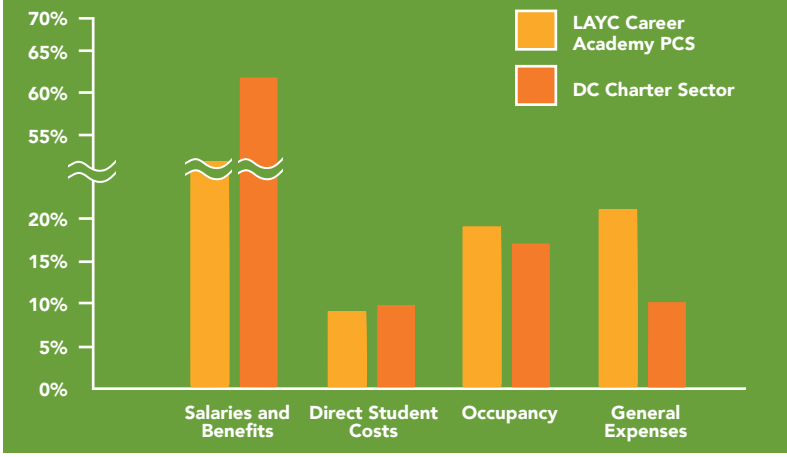
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



LAYC CAREER ACADEMY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$1,959,926	$1,805,679
Current Assets	$1,771,119	$1,651,484
Total Liabilities	$395,379	$191,062
Current Liabilities	$395,379	$191,062
Net Asset Position	$1,564,547	$1,614,617

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$3,911,174	$3,898,388
Expenses	$3,961,244	$3,430,600
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$50,070	$467,788

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	Yes	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$19,683	$19,811	$18,019
Grants and Contributions Per Student	$1,238	$203	$298
Total Revenues per Student	$21,141	$20,410	$20,790
Expenses per Student	$21,412	$17,961	$20,387

PCSB OBSERVATIONS

The school had strong results in many areas: The liabilities are minimal, and there are no major outstanding loans or other borrowed funds, which puts the school at a low debt ratio of 0.2 with 154 days of cash on hand. Additionally, the school had an aggregated three-year margin of 8.9% and a primary reserve ratio of nearly 40%.

The school's lease for its facility expired in August 2017. The rent expense from that facility for FY 2017 was approximately $660K. Subsequent to year-end June 30, 2017, the school moved to a new facility that has a base rent for the first year of $537.5K which will be increased annually at 1.5% through the expiration of the term in July 2020.

A material weakness was found over financial reporting associated with related party transactions in the 2017 audit related to the management fees paid. The school has taken recommendation from the auditors and plans to work with the management company to enhance procedures, including the checks and balances of the process, and implement a more strict review process and timely reconciliation of all accounts related to management fee payments and reimbursements.

In addition, this year's audit uncovered a significant deficiency over financial reporting in accounts payable reconciliation for fiscal 2016. The school plans to improve overall internal controls over financial reporting, specifically by providing month-end reminders to submit invoices on time, and having monthly reconciliation meetings to ensure that all invoices have been submitted for payment.

School Name	FY17 Revenues	FY17 Operating Result
LAYC Career Academy PCS	$3,911,174	$(50,070)
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
Latin American Youth Center	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Lori Kaplan	President and CEO	$140,156
Services Provided	**FY17 Payment**	**% of School Revenue**
HR services, IT support, Business office functions, Development and grant writing, fundraining support.	$401,938	10.28%
Total	**$401,938**	**10.28%**

DC PCSB Comments

Latin American Youth Center (LAYC) provides management and administrative services to LAYC Career Academy PCS. Executive management and certain board members of LAYC serve on the board of the school. In 2017, the school incurred the following expenses for LAYC services:

$401,938 for management fees (12% of all funds the school received, with the exception of facilities funds, reduced to 10% when the school reaches 200 students).

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

DC PUBLIC CHARTER SCHOOL BOARD

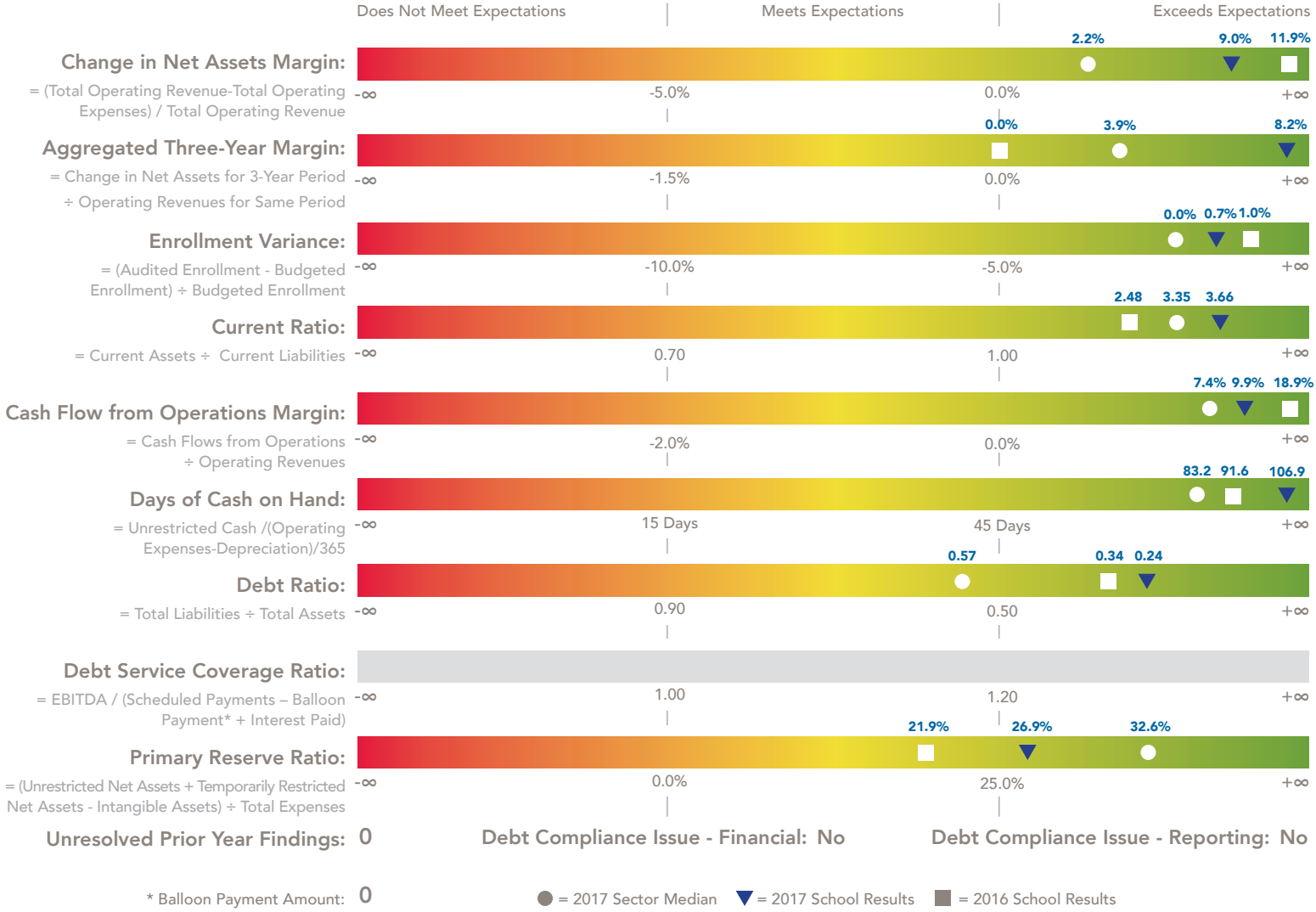
LEE MONTESSORI PCS

FY2017 Financial Analysis Report

Opened: 2014 - 2015

Audited Enrollment: 145

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

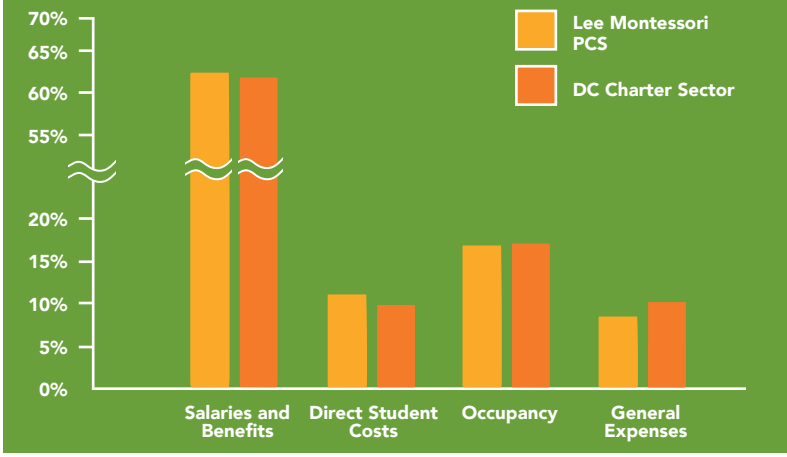
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



LEE MONTESSORI PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$958,228	$700,514
Current Assets	$832,191	$590,571
Total Liabilities	$227,385	$238,073
Current Liabilities	$227,385	$238,073
Net Asset Position	$730,843	$462,441

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$2,986,721	$2,399,661
Expenses	$2,718,319	$2,113,340
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$268,402	$286,321

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$18,780	$18,681	$18,019
Grants and Contributions Per Student	$514	$539	$298
Total Revenues per Student	$20,598	$23,074	$20,790
Expenses per Student	$18,747	$20,321	$20,387

PCSB OBSERVATIONS

All of the school's financial indicators are above the meets-expectations range. The school had a surplus of $268K in 2017, a change in net assets margin of 9%, and an aggregated three-year margin of 8.2%. The school's liabilities are minimal, and there are no major outstanding loans or other borrowed funds, which puts the school at a low debt ratio of 0.24. In addition, the school has 106 days of cash on hand.

In April 2016, the school entered into a lease agreement with St. Paul on Fourth Street Inc. for an initial term expiring June 2020 with an agreement to extend the lease for an additional four-year term. This space was the new premises for the school year beginning July 1, 2016. This lease is considered to be full service and it requires the school to pay an annual usage fee based on the number of students enrolled and the per-pupil facilities allowance received. Rent expense for the year ended June 30, 2017, totaled $453K. This lease agreement provides an option to purchase the facilities at any point between the fifth and 10th anniversary of the lease agreement.

MARY MCLEOD BETHUNE DAY ACADEMY PCS

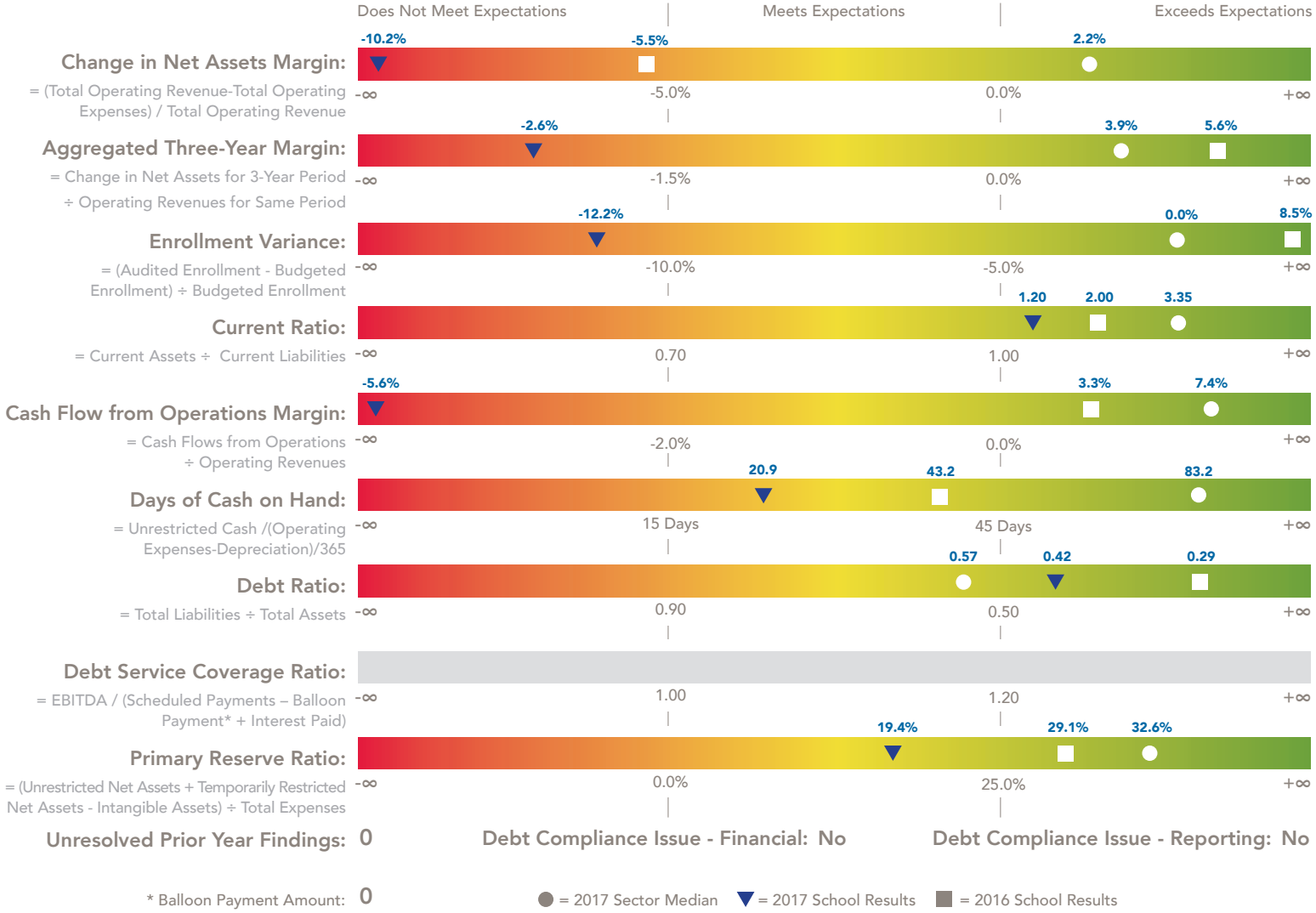
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2004 - 2005

Audited Enrollment: 402

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

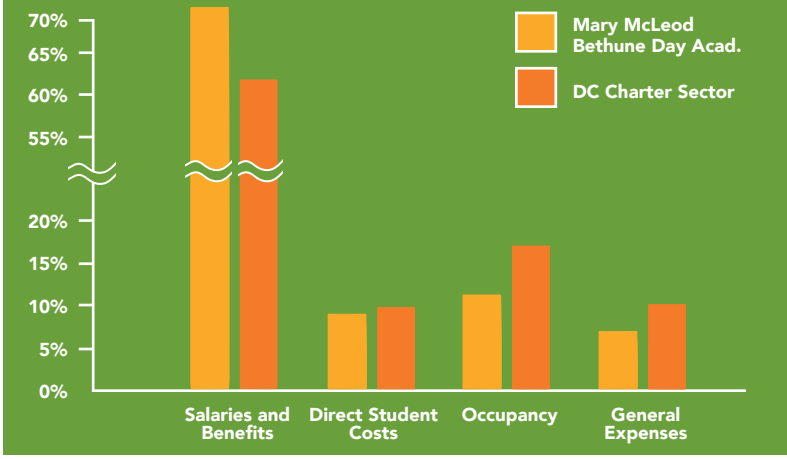
* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

Mary McLeod Bethune Day Academy has addressed the issues from the 16/17 FAR report and does not anticipate any such occurrences for 17/18 FAR or 18/19 FAR.

PCS EXPENSES BY CATEGORY



MARY MCLEOD BETHUNE DAY ACADEMY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$2,736,742	$3,281,485
Current Assets	$679,395	$1,116,433
Total Liabilities	$1,160,447	$955,485
Current Liabilities	$567,790	$558,673
Net Asset Position	$1,576,295	$2,326,000

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$7,379,668	$7,567,649
Expenses	$8,129,373	$7,983,470
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$749,705	-$415,821

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$16,580	$16,251	$18,019
Grants and Contributions Per Student	$26	$39	$298
Total Revenues per Student	$18,357	$18,018	$20,790
Expenses per Student	$20,222	$19,008	$20,387

PCSB OBSERVATIONS

The school's enrollment declined 4% in 2017 and was 12% below the budgeted level. The operating deficit increased to ($750K) in 2017 compared with ($416K) in 2016, and the change in net assets margin declined to -10% from -5.5% one year earlier. In addition, cash flow from operations was ($411K). It is critical that the school ensure that expenses are in line with revenues to prevent further declines in net assets.

The school has no major outstanding loans or other borrowed funds, which puts the school at debt ratio of 0.42 exceeding targeted metrics.

As of FY 2017, the school has two facilities that it leases. The first lease is at 1404 Jackson Street, NE, with the District of Columbia for 25 years. The second lease is at 5413 16th Street, NW, with Sixth Presbyterian Church for a five-year term. Total rent expense for FY 2017 amounted to approximately $558K.

DC PUBLIC CHARTER SCHOOL BOARD

MAYA ANGELOU PCS

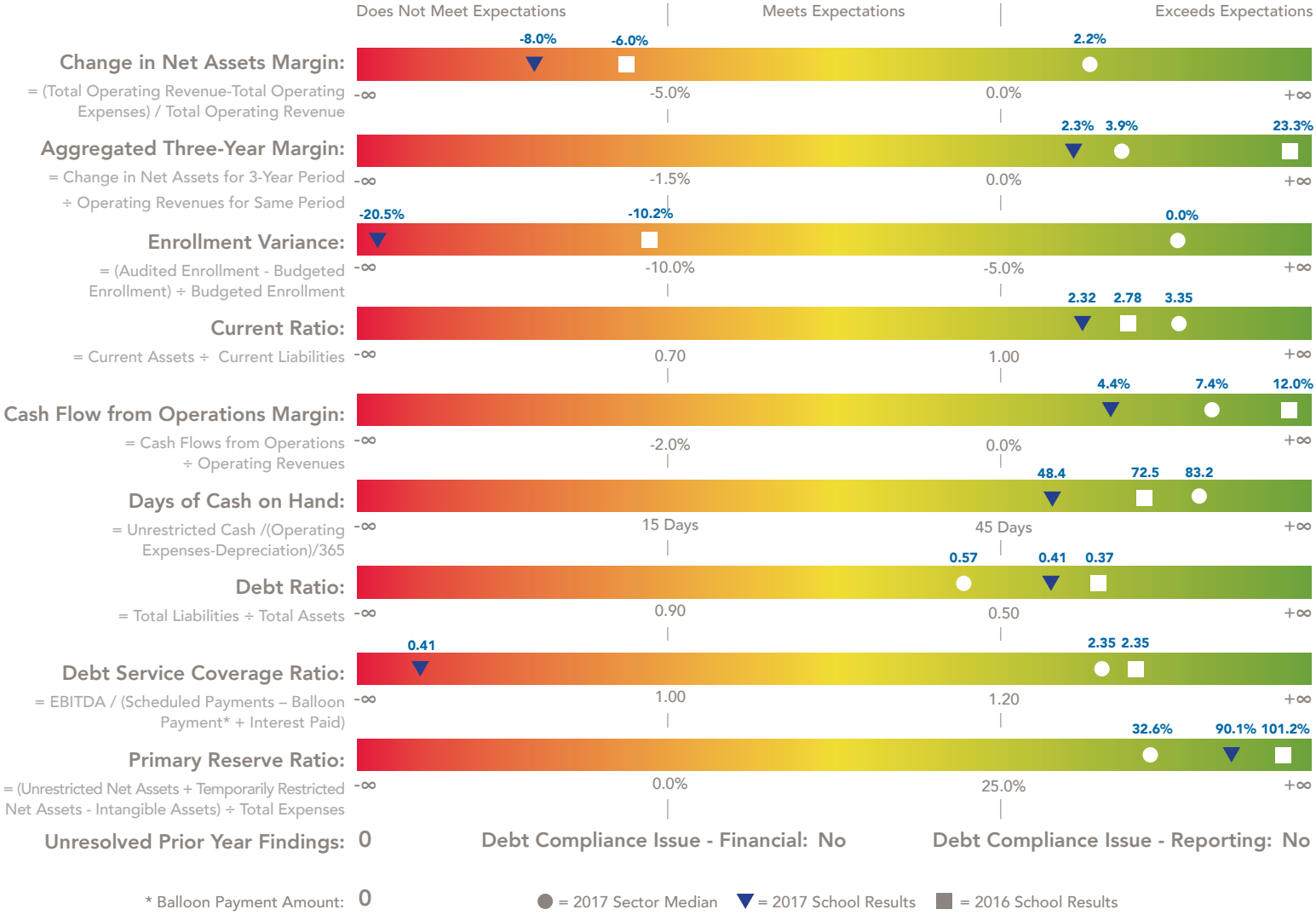
FY2017 Financial Analysis Report

Opened: 1998 - 1999

Audited Enrollment: 310

Operates with a Management Organization: See Forever Foundation

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

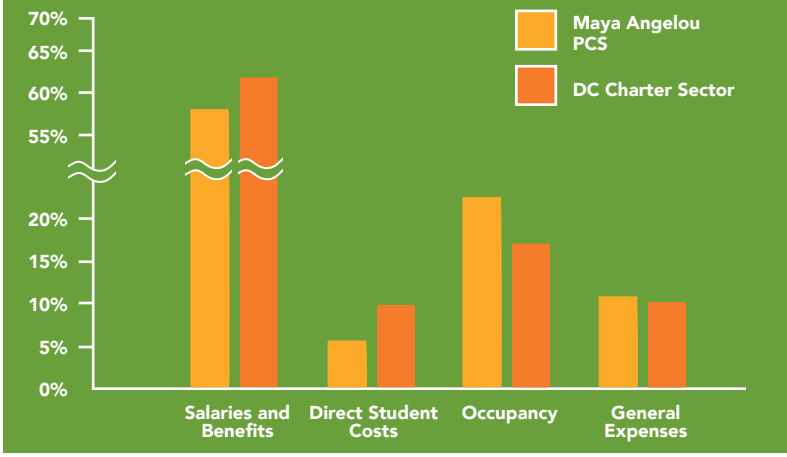
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



MAYA ANGELOU PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$16,661,001	$17,001,522
Current Assets	$1,998,804	$2,420,055
Total Liabilities	$6,771,642	$6,297,579
Current Liabilities	$861,197	$869,972
Net Asset Position	$9,889,359	$10,703,943

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$10,160,456	$9,981,742
Expenses	$10,975,040	$10,580,985
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$814,584	-$599,243

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	Yes	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$25,079	$24,617	$18,019
Grants and Contributions Per Student	$5,290	$804	$298
Total Revenues per Student	$32,776	$27,650	$20,790
Expenses per Student	$35,403	$29,310	$20,387

PCSB OBSERVATIONS

The school's enrollment fell 14% in 2017 and has fallen 48% since its peak in 2014. Change in net assets was ($814K) in 2017 and ($599K) in 2016. With the school's strong primary reserve ratio of 90%, recent losses are not a cause for concern. Should enrollment remain at current levels, however, expenses should be brought in line with revenues.

The school's current ratio of 2.32 indicates a strong ability to pay operating and unexpected expenses. While the days of cash on hand has declined, it remains above expectations.

The school entered into a 25-year lease with the District of Columbia for the Evans building effective in July 2013. A 12-month rent abatement is available to the school for every $1M spent on renovations to the facility, which were completed in July 2017. The school also receives a credit of $10/square foot against the base rent to be used for the operating cost of the building. The annual base rent is $1.68M, with a provision for increases by 2% annually. The school also holds a one-year residential lease for property in the Northeast section of DC. Total rent expenses for these leases in 2017 totaled $766K. The school shares office space in a building leased by its parent company, See Forever Foundation, with which the school also has a shared cost arrangement.

Although the school's debt ratio is above the meets-expectations range for 2017 at 0.41, the debt service coverage ratio is a cause for concern, falling to 0.41 in 2017, which indicates that the school's deficits affect its ability to service debt. In April 2014, See Forever Foundation obtained a $4M loan from SunTrust Bank to finance building renovations to which the school is a guarantor. The loan matures in April 2021, and as of June 30, 2017, the outstanding loan balance was $3.8M. See Forever Foundation contributed the improvements to the Evans building and, in return, the school is to provide the funds of the loan repayment.

A deficiency in the school's procedures for accurately recording depreciation of leasehold improvements over time was considered to be a material weakness in 2017. This deficiency affected the financials for year ended June 30, 2016, as there was an overstatement of accumulated depreciation and an understatement in net assets. To remedy this deficiency, the school has implemented a new system to review assets on a monthly basis which will look at the useful life of assets, calculations, and accuracy of the fixed asset schedule.

School Name	FY17 Revenues	FY17 Operating Result
Maya Angelou PCS	$10,160,456	$(814,584)
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
See Forever Foundation	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Heather Wathington	Chief Executive Officer	$195,055
Services Provided	**FY17 Payment**	**% of School Revenue**
Non-personnel administrative costs	$413,895	4.07%
Personnel administrative costs	$449,484	4.42%
Total	**$863,379**	**8.49%**

DC PCSB Comments

The See Forever Foundation (the Foundation), which has a primary purpose of securing resources needed to supplement the school's DC funding, is the parent of the school. The school has a shared cost arrangement with the Foundation, such that certain administrative costs are contributed by the Foundation if the school does not have requisite funding. The school shares office space in a building leased by the Foundation. Transactions between the entities were:

$863,379 administrative costs paid.

$3.8M due to the Foundation for the April 2014 loan obtained by the Foundation for renovations of the Evans building. The loan was originally for $4M from SunTrust Bank for renovations of the Evans building. The school is the guarantor of the loan, which bears interest at LIBOR+2.2% and matures in April 2021.

$7,500 due to the Foundation for short-term loan to meet operating expenses.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

DC PUBLIC CHARTER SCHOOL BOARD

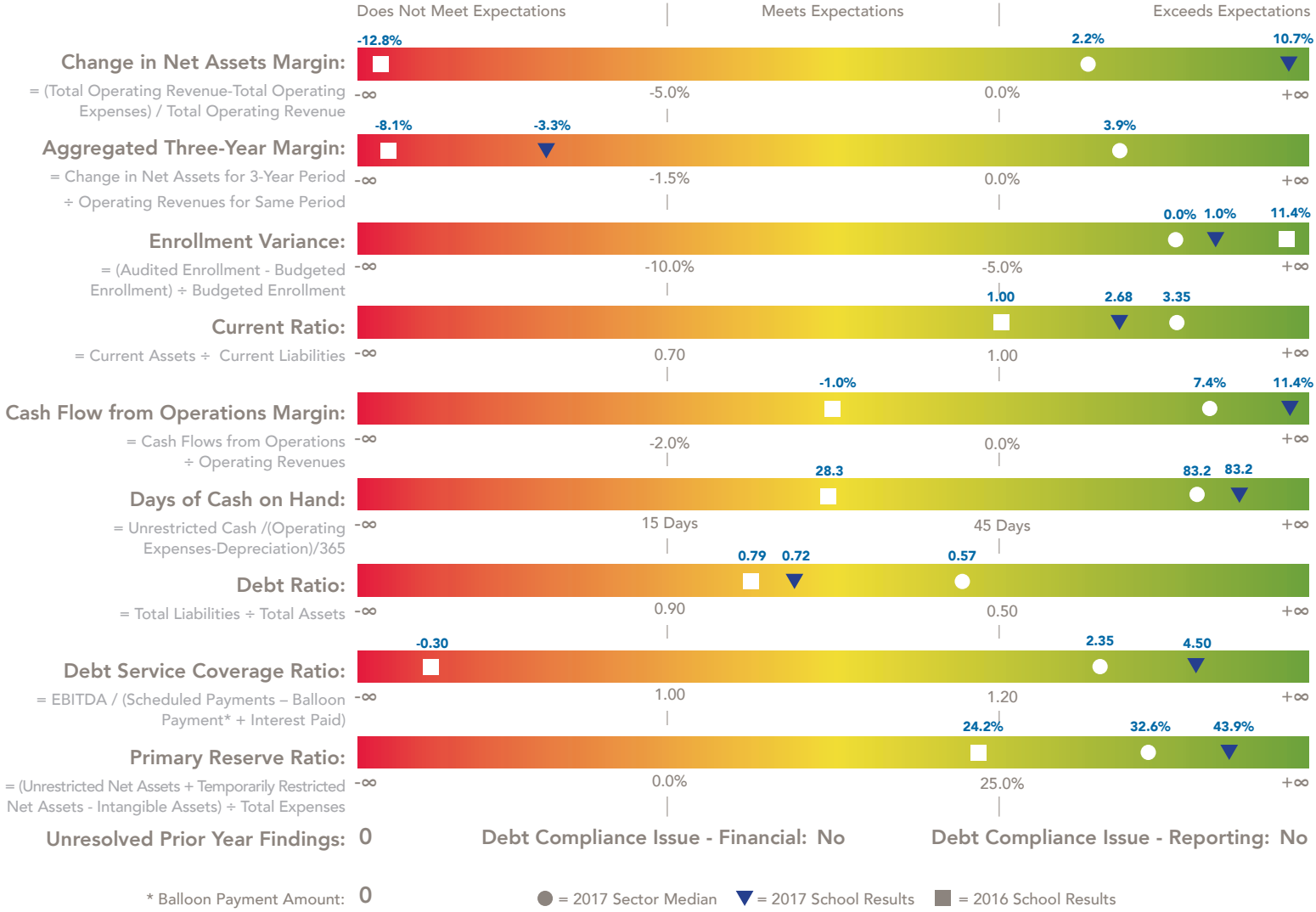
MERIDIAN PCS

FY2017 Financial Analysis Report

Opened: 1999 - 2000

Audited Enrollment: 692

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

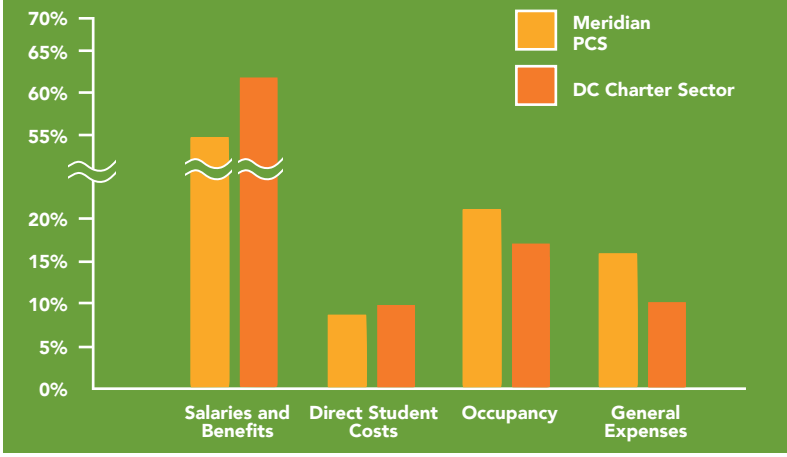
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



MERIDIAN PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$18,980,598	$17,992,592
Current Assets	$3,056,061	$1,592,389
Total Liabilities	$13,726,428	$14,170,106
Current Liabilities	$1,140,267	$1,586,326
Net Asset Position	$5,254,170	$3,822,486

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$13,403,810	$13,649,275
Expenses	$11,972,126	$15,389,787
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$1,431,684	-$1,740,512

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$17,313	$17,204	$18,019
Grants and Contributions Per Student	$89	$176	$298
Total Revenues per Student	$19,370	$18,853	$20,790
Expenses per Student	$17,301	$21,257	$20,387

PCSB OBSERVATIONS

In 2017, the school's change in net assets margin increased to 10.7%, generating a surplus of $1.4M compared with a deficit of ($1.7M) in 2016. While revenues fell 2% in 2017 due to a 4% decline in enrollment, expenses fell 22%, an indication of strong cost management. The school's cash flow from operations margin, days of cash and hand, and primary reserves were all well above expectations in 2017, reflecting both strong liquidity and financial strength.

In July 2016, the school entered into a four-year consulting agreement with TenSquare LLC to provide performance management and strategic intervention services. The school fees for these services totaled $943K in 2017.

The school maintains a 25-year lease agreement for the use of its elementary school facility which it entered into in October 2011. The school assigned all of its rights, title, and interest of the lease to a Qualified Active Low-Income Community Business, which then entered into a sublease agreement with the school for the same facility. This sublease is for a 20-year period expiring in October 2031 and maintains monthly payments of roughly $54K until September 2018, after which the sublease will be renegotiated. In addition, the school entered into a 26-month lease agreement for its middle school facility with a DC nonprofit organization in July 2015. This agreement was amended in February 2017 to extend termination to August 2019 and amended the lease to require quarterly payments of $94K. The total rent expense for 2017 totaled roughly $423K.

In October 2011, the school received three loans totaling $12.5M to finance leasehold improvements for the school. These loans are set to expire in October 2018, and as of June 30, 2017, the outstanding principal balance was $12.5M.

However, the payoff amount will be approximately $7.5M due to application of a $2.5M sinking fund (funded by Meridian) and debt forgiveness that was established as part of the new markets transaction.

DC PUBLIC CHARTER SCHOOL BOARD

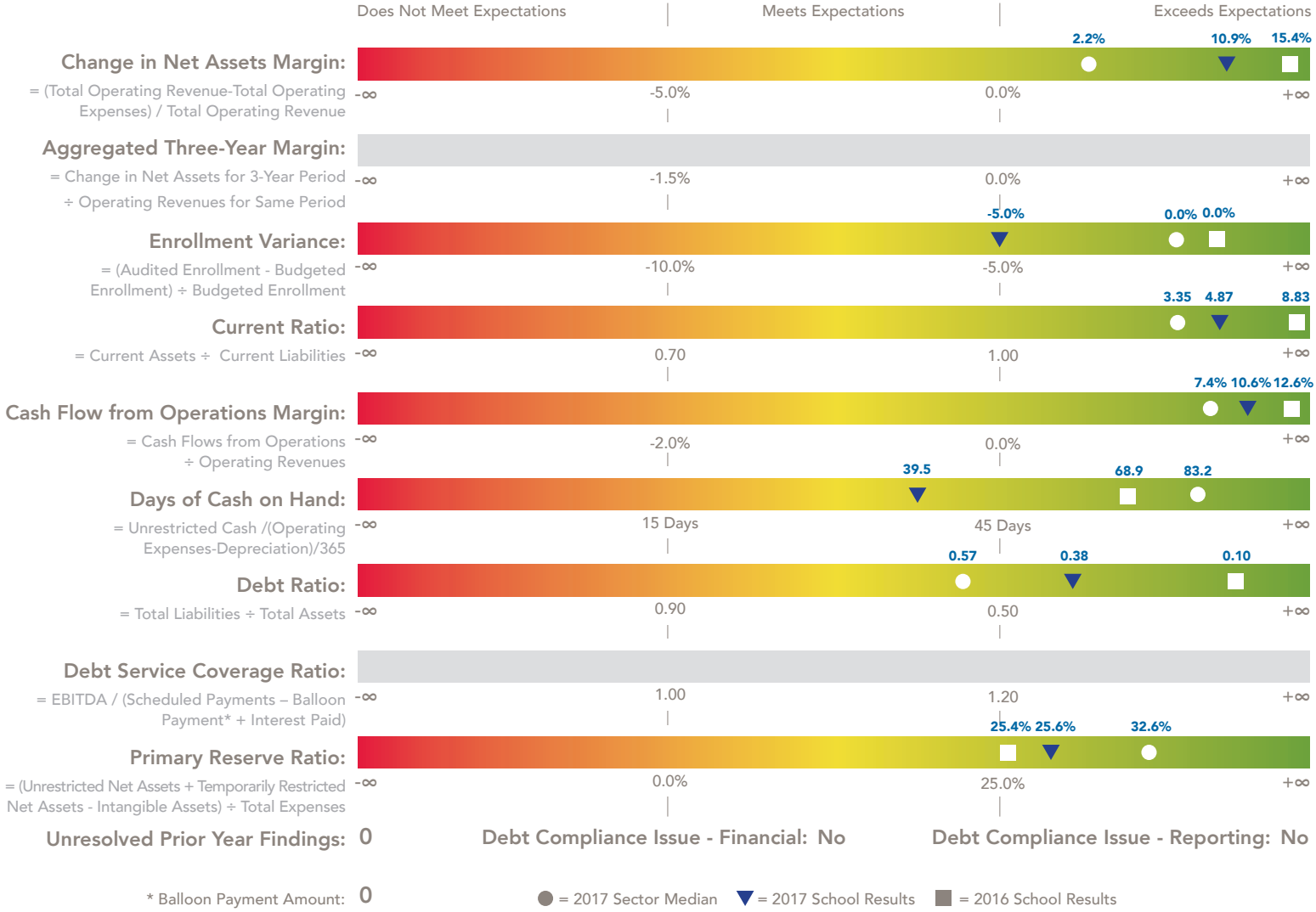
MONUMENT ACADEMY PCS

FY2017 Financial Analysis Report

Opened: 2015 - 2016

Audited Enrollment: 76

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

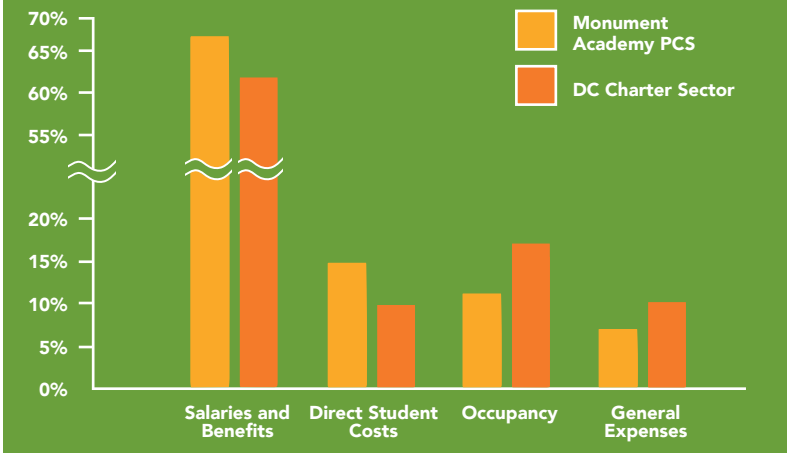
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



MONUMENT ACADEMY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$2,301,531	$827,767
Current Assets	$809,513	$713,691
Total Liabilities	$865,540	$80,794
Current Liabilities	$166,391	$80,794
Net Asset Position	$1,435,991	$746,973

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$6,296,658	$3,470,392
Expenses	$5,607,640	$2,936,089
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$689,018	$534,303

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$58,255	$56,263	$18,019
Grants and Contributions Per Student	$12,113	$15,449	$298
Total Revenues per Student	$82,851	$86,760	$20,790
Expenses per Student	$73,785	$73,402	$20,387

PCSB OBSERVATIONS

Overall, the school had above-expectations performance in 2017. The change in net assets margin was 10.9%, indicating that the school has been able to keep expenses in line with revenues; its current ratio, which measures the school's financial resources available to meet short-term obligations, was 4.87; and the cash flow from operations margin was 10.6%, indicating that the school's operations are generating cash. In 2017, the school had a cash flow from operations of about $668K and a surplus of roughly $689K.

The school's assets increased significantly, from $828K in 2016 to about $2.3M in 2017. This increase was largely driven by property and equipment, including construction in progress costs that include costs to renovate the third floor of the facility. In 2017, construction in progress costs amounted to $1.34M.

The school's debt ratio, which is an indicator of how leveraged the school is, was strong for 2017 at 0.38. As of year-end 2017, the school's long-term debt totaled $699K due from a noninterest-bearing, unsecured loan agreement that the school entered into in June 2017 with a private foundation for $800K in order to invest in the school's facilities. This loan is to be paid in full to the private foundation on June 16, 2020.

The school also has some outstanding commitments including a guaranty agreement that the school entered into in July 2015 with United Bank for $8.2M with a term ending in September 2020. The proceeds of the loan are intended to be for school facility improvements. During September 2017, this guaranty was amended to include additional loans from United Bank, bringing the total amount of loans under the new guaranty agreement to $15.7M.

In July 2015, the school entered into a use agreement with Charter School Incubator Initiative (CSII) to use a portion of the school facility, approximately 47,000 square feet. The term of the agreement continues through June 30, 2020, and may be extended for up to three additional terms of five years each. In exchange for this use of space, the school will pay CSII a usage fee equal to the number of students enrolled with the school multiplied by the per-pupil facilities allowance, as determined annually. For the year ended June 30, 2017, the rent expense under this agreement totaled $638K.

MUNDO VERDE BILINGUAL PCS

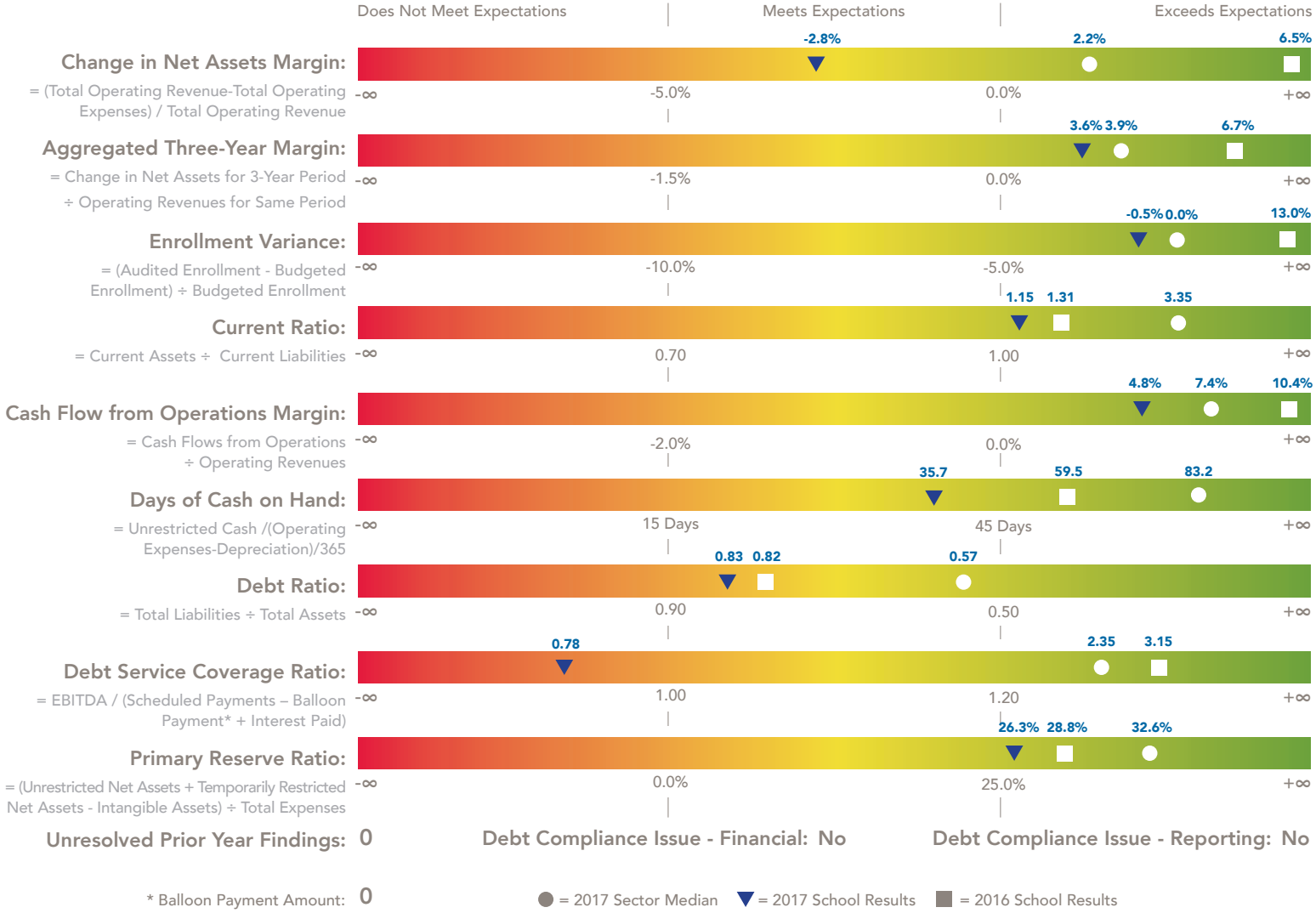
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2011 - 2012

Audited Enrollment: 563

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

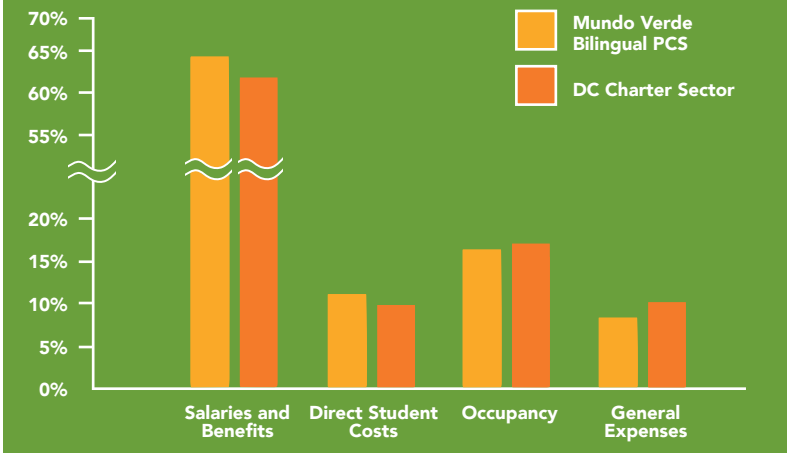
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



MUNDO VERDE BILINGUAL PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$16,675,603	$17,631,958
Current Assets	$1,812,030	$2,211,603
Total Liabilities	$13,761,663	$14,415,383
Current Liabilities	$1,578,571	$1,687,226
Net Asset Position	$2,913,940	$3,216,575

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$10,766,298	$10,952,898
Expenses	$11,068,796	$10,244,072
Non-operating Revenues (Expenses)	-$137	-$9,560
Surplus (Deficit)	-$302,635	$699,266

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$15,834	$15,756	$18,019
Grants and Contributions Per Student	$848	$1,050	$298
Total Revenues per Student	$19,123	$20,359	$20,790
Expenses per Student	$19,660	$19,041	$20,387

PCSB OBSERVATIONS

In 2017, the school had a change in net assets of ($303K) compared with a surplus of $699K in 2016. The aggregated three-year margin is 3.6%, above expectations. The 2017 deficit is not a cause for concern unless deficits are ongoing. The school's primary reserve ratio was 26%, slightly above the meets-expectations range.

The school's debt ratio, which measures how leveraged the school is, was at 0.83 and the debt service coverage ratio is at the low end of the meets-expectations range. The debt service coverage ratio, as stipulated by loan covenants with United, excludes deferred rent expense from calculation; the impact of the deferral would result in a debt service coverage ratio of 1.08. Because of the negative change in net assets, the school fell below expectations for the debt service coverage ratio. The school has several outstanding obligations in 2017 including:

- In January 2014, the school secured a revenue bond issued for $11.48M in order to acquire and renovate the building currently used by the school. The bond is set to mature in February 2030 and includes certain financial covenants that the school must maintain. In 2017, the school received a one-time waiver with respect to not meeting the debt service coverage ratio.

- A $2M loan from the Office of Public Charter School Financing and Support. A balloon payment of $1.98M is due at maturity of the loan in January 2019.

In 2014, the school entered into a lease agreement with the District of Columbia for a 30-year period. For every $1M spent on leasehold improvements, the school is eligible for 12 months' rent abatement, which the school has been able to fully realize by 2017. Due to rent abatements earned, minimum required payments begin in fiscal year 2029. Deferred rent expense for 2017 totaled $327K. In addition, after the close of fiscal 2017, the school entered into another lease agreement for an additional school location, which is set to expire in June 2047.

NATIONAL COLLEGIATE PREPARATORY PCHS

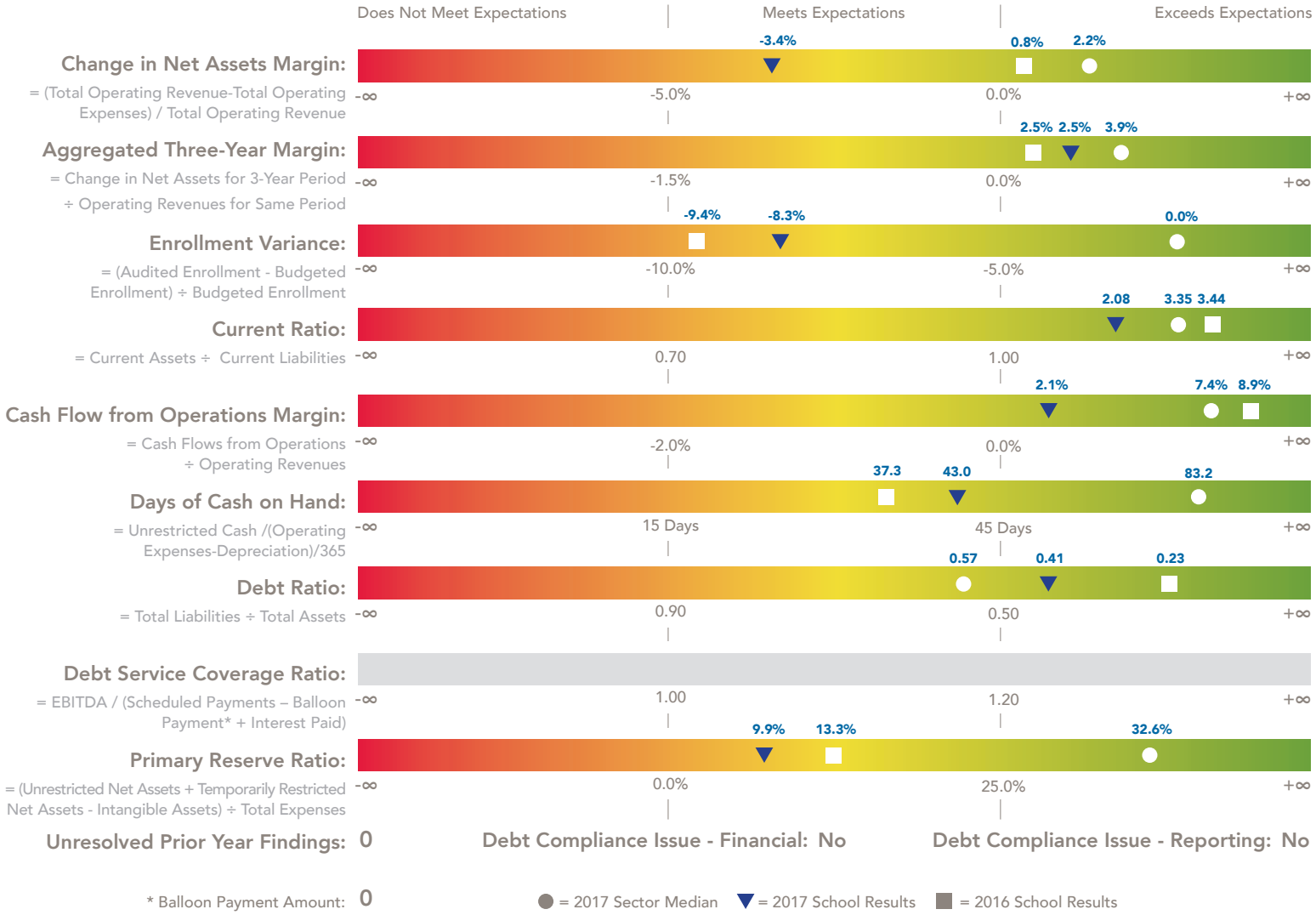
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2009 - 2010

Audited Enrollment: 275

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

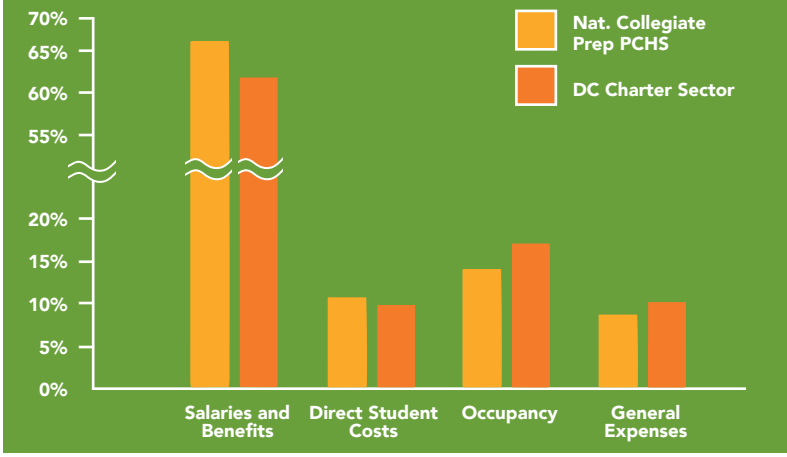
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



NATIONAL COLLEGIATE PREPARATORY PCHS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$1,030,559	$1,052,194
Current Assets	$877,464	$837,964
Total Liabilities	$422,117	$243,426
Current Liabilities	$422,117	$243,426
Net Asset Position	$608,442	$808,768

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$5,972,260	$6,116,034
Expenses	$6,172,586	$6,069,756
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$200,326	$46,278

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$19,622	$19,591	$18,019
Grants and Contributions Per Student	$196	$308	$298
Total Revenues per Student	$21,717	$21,843	$20,790
Expenses per Student	$22,446	$21,678	$20,387

PCSB OBSERVATIONS

The school had an enrollment variance of -8.3%, and actual enrollment fell by 1.8% in 2017. Consistent with the decline in enrollment, revenue fell by 2.4%. Expenses, however, grew by 1.7%, resulting in a deficit of ($200K) in 2017 for a change in net assets margin of -3.4%. In light of declining enrollment since 2014, it is important that the school align revenue and expenses. While the primary reserve ratio is 10%, within the meets-expectations range, continued losses could quickly erode the net asset position of $608K.

The school has a strong current ratio of 2.1 and 43 days of cash on hand, reflecting adequate liquidity. The school has no major outstanding loans or other borrowed funds, which puts the school at a debt ratio of 0.41, exceeding targeted metrics.

The school maintains a current lease agreement with the Charter School Incubator Initiative which commenced in August 2012. The agreement was originally set to expire in June 2017, but subject to the terms of the agreement, the school renewed the lease for five years effective July 2017. This lease requires the school to pay an annual usage fee based on the number of students who enrolled and the per-pupil facilities allowance received. Rent expense for the year ended June 30, 2017, totaled approximately $859K.

DC PUBLIC CHARTER SCHOOL BOARD

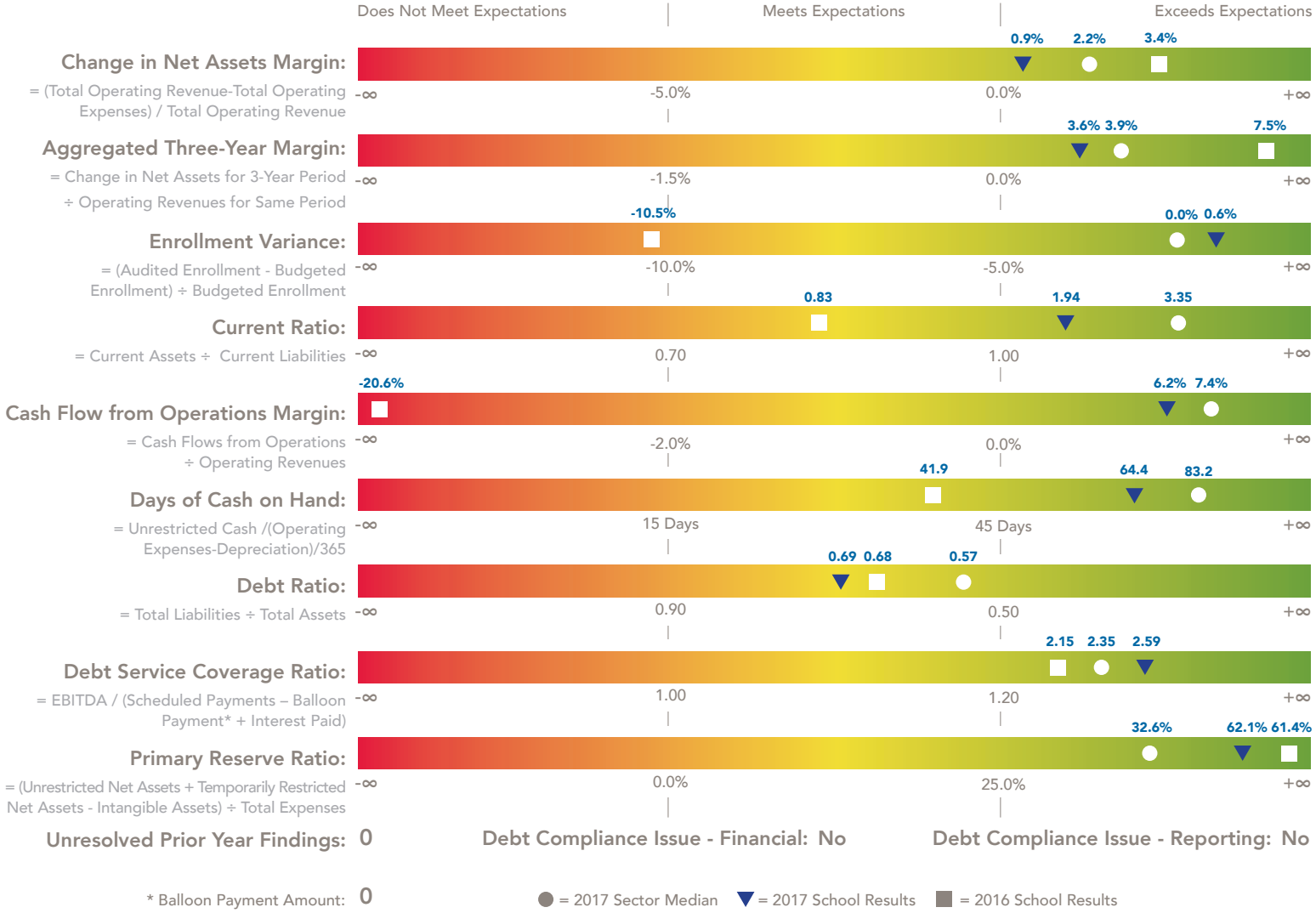
PAUL PCS

FY2017 Financial Analysis Report

Opened: 2000 - 2001

Audited Enrollment: 729

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

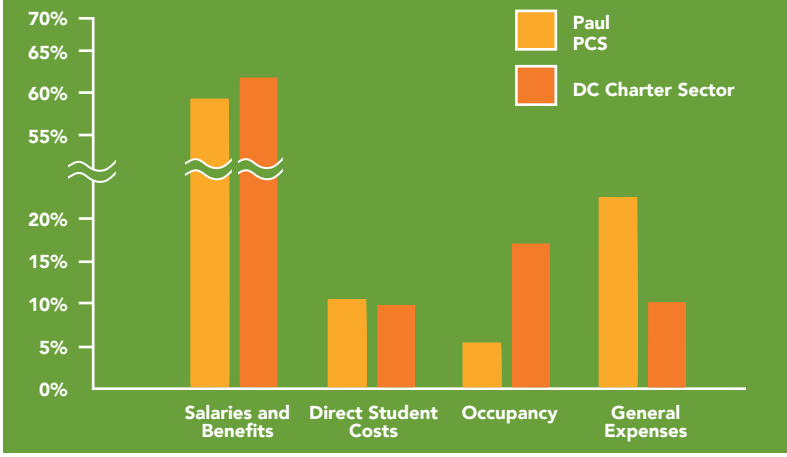
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



PAUL PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$28,979,405	$28,462,904
Current Assets	$3,366,155	$1,899,553
Total Liabilities	$19,948,904	$19,351,457
Current Liabilities	$1,738,221	$2,293,816
Net Asset Position	$9,030,501	$9,111,447

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$14,674,524	$12,898,004
Expenses	$14,544,690	$12,453,709
Non-operating Revenues (Expenses)	-$210,780	$0
Surplus (Deficit)	-$80,946	$444,295

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$18,574	$17,738	$18,019
Grants and Contributions Per Student	$266	$290	$298
Total Revenues per Student	$20,130	$19,080	$20,790
Expenses per Student	$19,952	$18,423	$20,387

PCSB OBSERVATIONS

The school had above-expectations results in many areas: a current ratio of 1.94 and 64 days of cash on hand. The school also had a strong cash flow from operations margin, which measures whether a school's operations are using or generating cash, exceeding expectations at 6.2%, and strong primary reserves. The school's change in net assets margin and aggregated three-year margin were 0.9% and 3.6%, respectively.

The school appears to have occupancy expense lower than the median, and general expense that is higher than the median. This reflects the inclusion of facilities-related depreciation in general expense rather than occupancy expense.

The school's debt service coverage ratio is 2.59, which indicates the school has sufficient surplus to service its debt. The debt obligations are:

- In June 2014, the school secured three associated loans to provide funds for renovations and developments for the school's facility and rent payment. In total, these loans amounted to $20.1M. Each of these three loans was scheduled to mature in 2019.
- In June 2017, the outstanding amounts on these three loans were fully repaid from the proceeds of the Series 2017 Bonds that were issued by the District of Columbia. The Series 2017 Bonds were issued on a draw basis with a maximum principal amount of $19.9M scheduled to mature in July 2047.

In August 2003, the school entered into a lease agreement with the District of Columbia Public Schools with a lease term of September 1, 2003, to August 21, 2018. The agreement was amended in July 2013 to revise the term of lease to July 1, 2013, to June 30, 2038. The lease agreement was again amended in June 2016 to adjust monthly payments to $5,261 through the expiration of the agreement. Rent expense for the year ended June 30, 2017, was approximately $118K. In addition, the school subleases an office space to Urban Teachers, which commenced in August 2016 and could be extended through May 2019; the school receives rental income from this agreement totaling $33,000 in FY 2017.

PERRY STREET PREPARATORY PCS

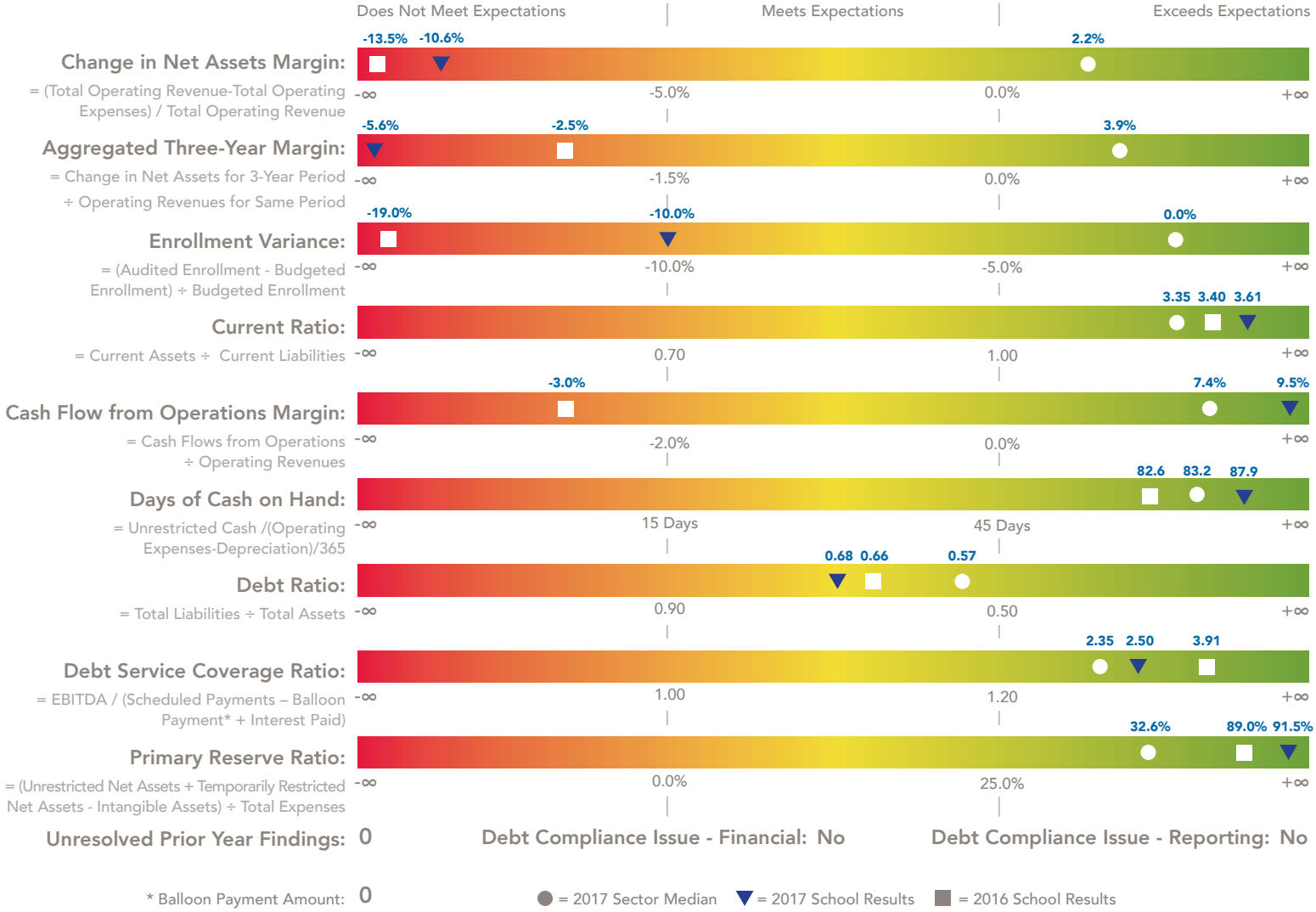
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 1998 - 1999

Audited Enrollment: 306

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

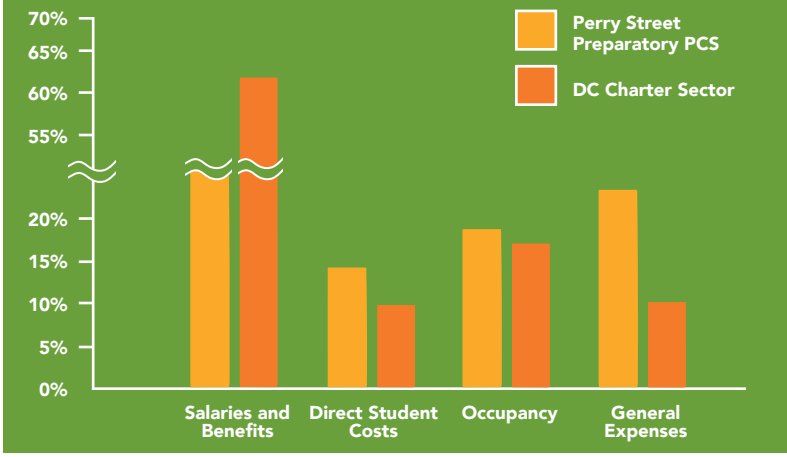
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



PERRY STREET PREPARATORY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$21,572,169	$22,639,679
Current Assets	$2,440,471	$2,437,706
Total Liabilities	$14,588,599	$14,924,871
Current Liabilities	$675,472	$716,408
Net Asset Position	$6,983,570	$7,714,808

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$6,900,680	$7,043,800
Expenses	$7,631,918	$7,996,767
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$731,238	-$952,967

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$18,221	$17,719	$18,019
Grants and Contributions Per Student	$231	$180	$298
Total Revenues per Student	$22,551	$21,807	$20,790
Expenses per Student	$24,941	$24,758	$20,387

PCSB OBSERVATIONS

The school's enrollment fell 5% in 2017 and has fallen 50% since the high school was closed at the end of 2015. With revenues declining more rapidly than expenses, the school has experienced a decrease in net assets of ($731K) and ($953K) in 2017 and 2016, respectively. The school is working with an external consultant on a turnaround plan, and deficit spending is less of a concern in the early years of this plan. Moreover, the school has strong primary reserves of 92%, well above expectations, so deficits are not yet threatening financial viability.

Notwithstanding these deficits, the school had above-expectations results in a number of areas: a current ratio of 3.6 and 87 days of cash on hand, indicating that the school has adequate cash on hand to meet operating expenses in the event of unexpected costs or delays in cash receipts. It also had a strong cash flow from operations margin of 9.5%.

The school's general expenses are higher than the median primarily due to $1.2M in management fees to AppleTree Institute for Education Innovation to manage and operate the early education program.

In May 2010, the school entered into a lease agreement with the District of Columbia for its school space. The lease is for a 25-year term and a $96K monthly rental obligation, subject to lease terms regarding adjustment and credit. Under the lease, the school is entitled to rent abatements equivalent to tenant improvements to the facility. Over the past two years ended June 30, 2017, the school incurred $16.9M in facility improvements. In addition, the school subleases portions of its building space to three different lessees for terms ranging from three years to 21 years.

School Name	FY17 Revenues	FY17 Operating Result
Perry Street Prep PCS	$6,900,680	$(731,238)
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
AppleTree Institute for Education Innovation	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
William J. McCarthy	President and CEO	$244,996
Services Provided	**FY17 Payment**	**% of School Revenue**
Educational Program for Pre-School and Pre-Kindergarten	$1,201,580	17.41%
Total	**$1,201,580**	**17.41%**

DC PCSB Comments

Effective July 1, 2015, the school entered into a management agreement with AppleTree Institute for Education Innovation (AppleTree). AppleTree fully manages and operates the educational program for PK3 and PK4. As a management fee for these services, AppleTree receives an amount equal to the per-pupil funding the school receives for its enrolled PK3 and PK4 students, excluding the facilities allotment and less any administrative fees.

The school incurred management fees of $1.2M in 2017.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

RICHARD WRIGHT PCS FOR JOURNALISM AND MEDIA ARTS

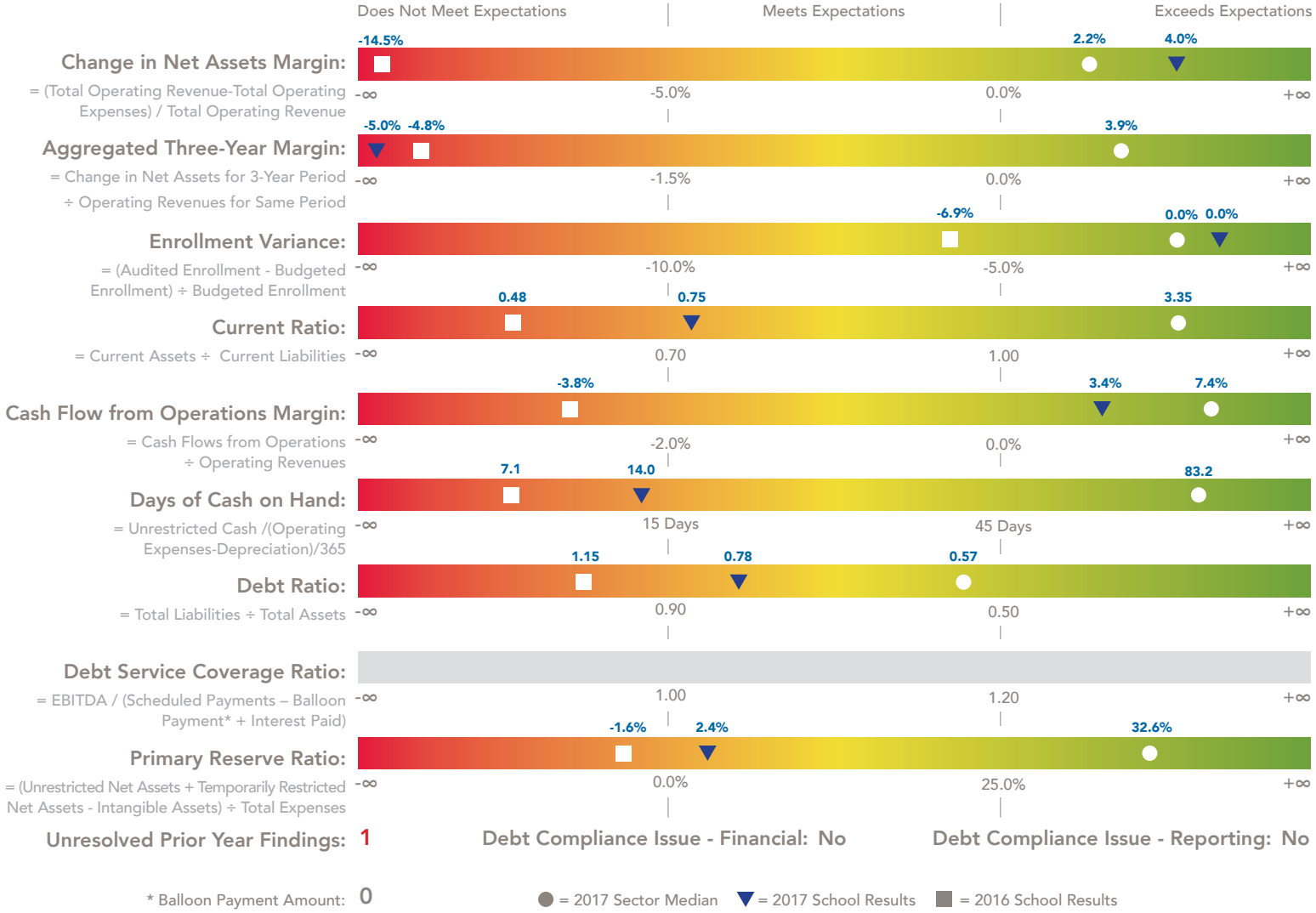
DC PUBLIC CHARTER SCHOOL BOARD

FY2017 Financial Analysis Report

Opened: 2011 - 2012

Audited Enrollment: 300

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 1

Debt Compliance Issue - Financial: No

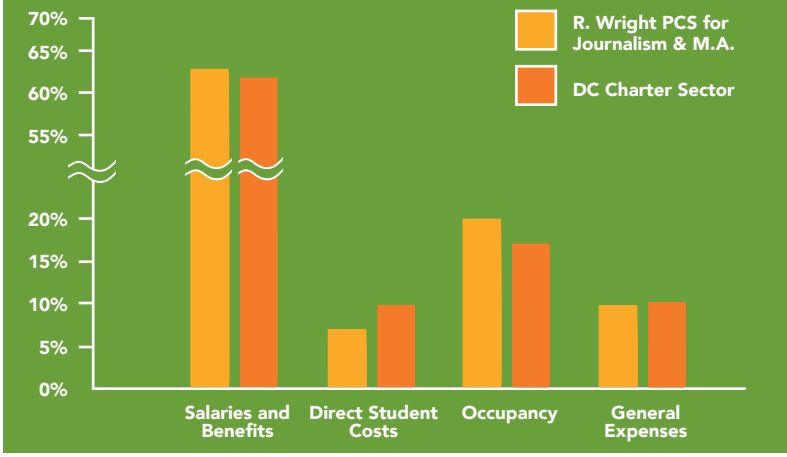
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



RICHARD WRIGHT PCS FOR JOURNALISM AND MEDIA ARTS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$668,664	$718,233
Current Assets	$377,826	$340,784
Total Liabilities	$519,743	$823,423
Current Liabilities	$500,997	$710,280
Net Asset Position	$148,921	-$105,190

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$6,419,656	$5,758,201
Expenses	$6,165,545	$6,594,664
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$254,111	-$836,463

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	Yes
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$19,424	$18,470	$18,019
Grants and Contributions Per Student	$248	$408	$298
Total Revenues per Student	$21,399	$20,275	$20,790
Expenses per Student	$20,552	$23,221	$20,387

PCSB OBSERVATIONS

While most of the school's financial metrics are in the meets-expectations range, in 2017 the school's performance improved significantly from the prior year. Revenues grew 11% while expenses declined 7%, reflecting a focus on cost management. The school had a change in net assets margin of 4% versus -14.5% in 2016; 14 days of cash on hand relative to just seven days in 2016; and cash flow from operations margin of 3.4% compared with -3.8% in 2016.

In August 2013, the school entered into a lease agreement for the facility at 770 M Street SE, Washington, DC, expiring on July 31, 2018. As of June 30, 2017, an amount of $53,695 for future rent payments has been recorded to adjust the actual rent paid to conform to the straight-line basis.

DC PUBLIC CHARTER SCHOOL BOARD

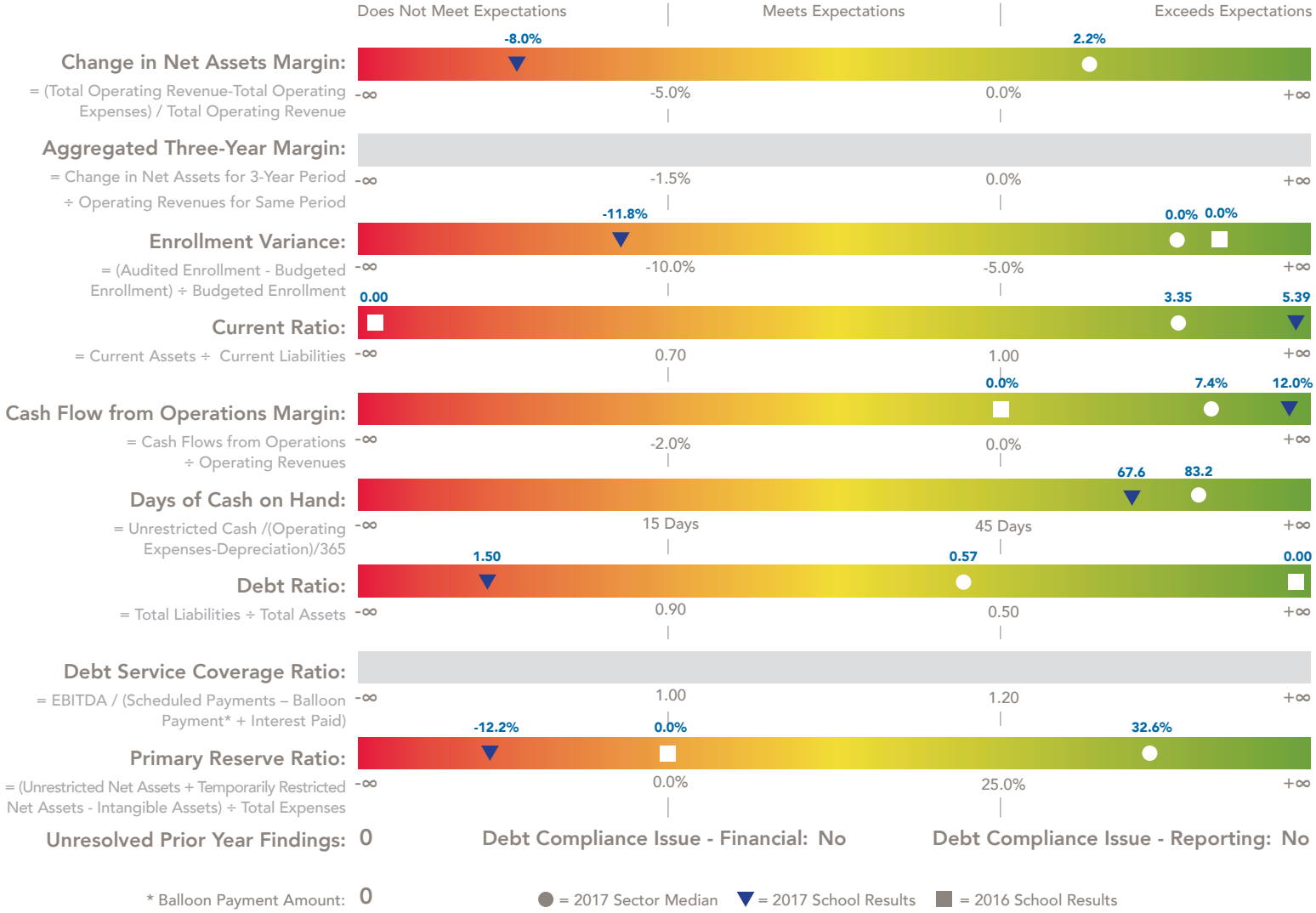
ROCKETSHIP DC PCS

FY2017 Financial Analysis Report

Opened: 2016-2017

Audited Enrollment: 441

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

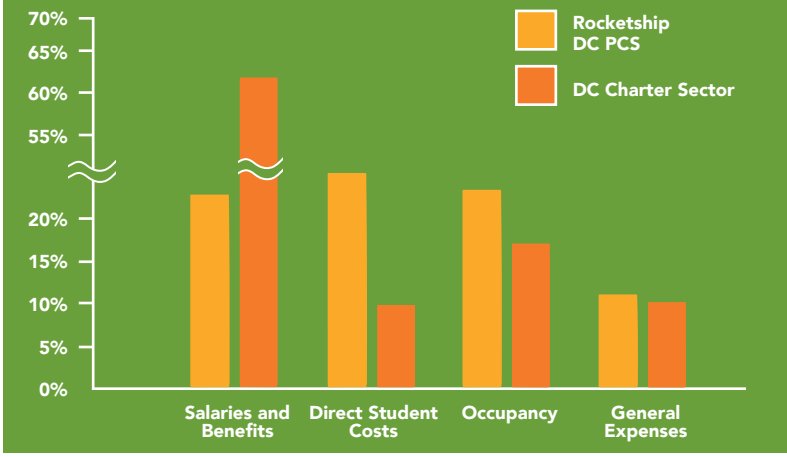
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



ROCKETSHIP DC PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$2,653,228	$0
Current Assets	$2,556,903	$0
Total Liabilities	$3,988,020	$0
Current Liabilities	$474,164	$0
Net Asset Position	-$1,334,792	$0

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$10,097,668	$0
Expenses	$10,903,358	$0
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$805,690	$0

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$18,019	$0	$18,019
Grants and Contributions Per Student	$3,872	$0	$298
Total Revenues per Student	$22,897	$0	$20,790
Expenses per Student	$24,724	$0	$20,387

PCSB OBSERVATIONS

In its first year of operation, the school had a operating deficit of ($807K) or a change in net assets margin of -8%. This loss resulted in a negative net asset position of ($1.3M). The school's liabilities exceeded its assets primarily due to a $2.9M payable to its management organization, Rocketship Education, and deferred rent of $638K to Launchpad Development One, a related party. While enrollment was below the school's expectations with an enrollment variance of -11.8%, losses are not unusual for new schools as they ramp up to full capacity.

The school did have positive cash flow from its operating activities of $1.2M in 2017, 67 days of cash on hand, and a current ratio of 5.4, all above expectations, indicating that the school has adequate cash flow and liquidity to meet operating expenses in the event of unexpected costs or delays in cash receipts.

In July 2016, the school entered into a lease agreement for a school facility with a related party, Launchpad Development One. The lease agreement is set to expire on June 30, 2045, and had an occupancy expense of $2.7M in 2017. There are two campuses: Rocketship Rise and Rocketship Legacy Prep (RLP). The Rise campus was in full operations for the year ended June 30, 2017, and the RLP campus was starting up with the expectations of full operations in the 2017 – 18 school year.

School Name	FY17 Revenues	FY17 Operating Result
Rocketship Education DC PCS	$10,097,668	$(805,690)
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
AppleTree Institute for Education Innovation	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
William J. McCarthy	President and CEO	$244,996
Services Provided	**FY17 Payment**	**% of School Revenue**
Educational Program for Pre-School and Pre-Kindergarten	$2,345,969	23.23%
Total	**$2,345,969**	**23.23%**

DC PCSB Comments

The school has an instruction agreement with the AppleTree Institute for Education Innovation (AppleTree). AppleTree fully manages and operates the educational program for PK3 and PK4. As a management fee for these services, AppleTree receives an amount equal to the per-pupil funding the school receives for its enrolled PK3 and PK4 students, excluding the facilities allotment and less any administrative fees. The school incurred management fees of $2.3M in 2017. Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

School Name	FY17 Revenues	FY17 Operating Result
Rocketship Education DC PCS	$10,097,668	$(805,690)
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
Rocketship Education	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Preston Smith	President and CEO	$240,398
Services Provided	**FY17 Payment**	**% of School Revenue**
Management Fees	$853,717	8.45%
Total	**$853,717**	**8.45%**

DC PCSB Comments

Rocketship Education assumes responsibility for the school's educational process, management, and operations. As compensation for these services, the school shall pay an estimate of $1.75M for the national operation services plus actual costs incurred by the regional operation services during the start-up period through June, 30, 2016, and 15% of certain of the school's revenues after the start-up period. The school incurred management fees of $853,717 in 2017. As of June 30, 2017, the school had accrued a $3.1M liability for services rendered by Rocketship Education but not paid. Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

DC PUBLIC CHARTER SCHOOL BOARD

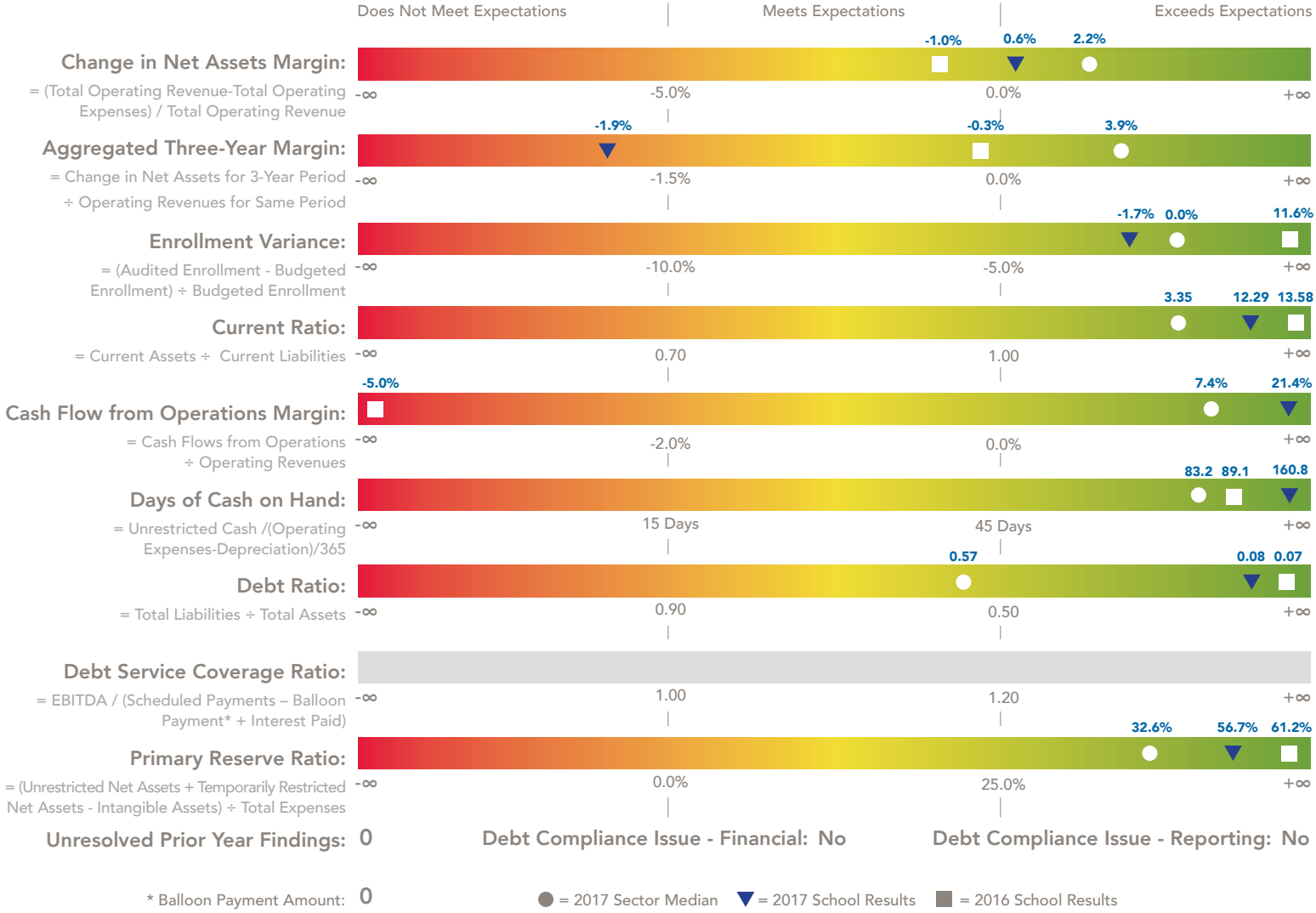
ROOTS PCS

FY2017 Financial Analysis Report

Opened: 1999 - 2000

Audited Enrollment: 118

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

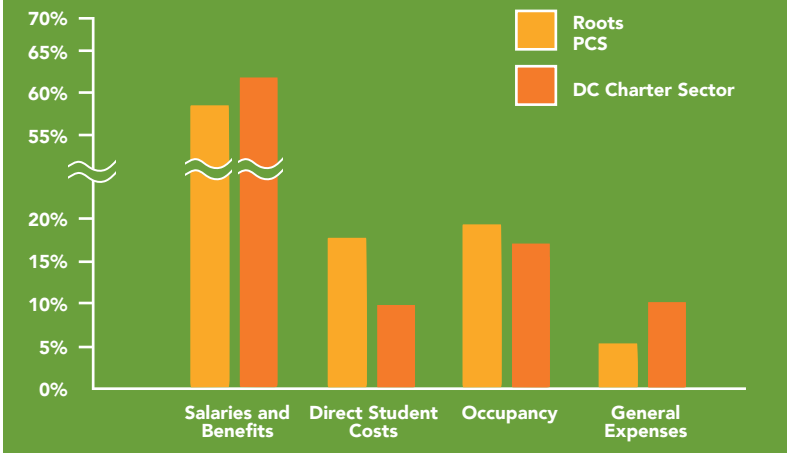
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



ROOTS PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$1,276,926	$1,252,125
Current Assets	$1,197,142	$1,150,743
Total Liabilities	$97,406	$84,709
Current Liabilities	$97,406	$84,709
Net Asset Position	$1,179,520	$1,167,416

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$2,090,716	$1,890,886
Expenses	$2,078,612	$1,909,032
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$12,104	-$18,146

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$16,262	$16,028	$18,019
Grants and Contributions Per Student	$157	$616	$298
Total Revenues per Student	$17,718	$17,839	$20,790
Expenses per Student	$17,615	$18,010	$20,387

PCSB OBSERVATIONS

Most of the school's financial indicators were very strong in 2017: Its current ratio, which measures the school's ability to meet short-term obligation with current financial resources, was 12.29, and it has 160 days of cash on hand, which indicates that the school has adequate cash on hand to meet operating expenses in the event of unexpected delays in cash receipts. The school's cash flow from operations margin was strong at 21.4% in 2017, and its primary reserve ratio was 56.7%. In addition, the school has no major outstanding long-term obligations, providing the school with an exceptionally strong debt ratio of 0.08.

The school is party to a lease agreement for its main school building with 15 Kennedy Street Associates LP. This is a related party transaction, as the principal partner of 15 Kennedy Street Associates LP is also the principal at the school. In addition, the school maintains one more lease as a subtenant from Roots Activity Learning Center, which is also owned by the school's principal. Both leases are set to expire in May 2018, and total payments made under these leases in 2017 totaled $333K.

DC PUBLIC CHARTER SCHOOL BOARD

SEED PCS

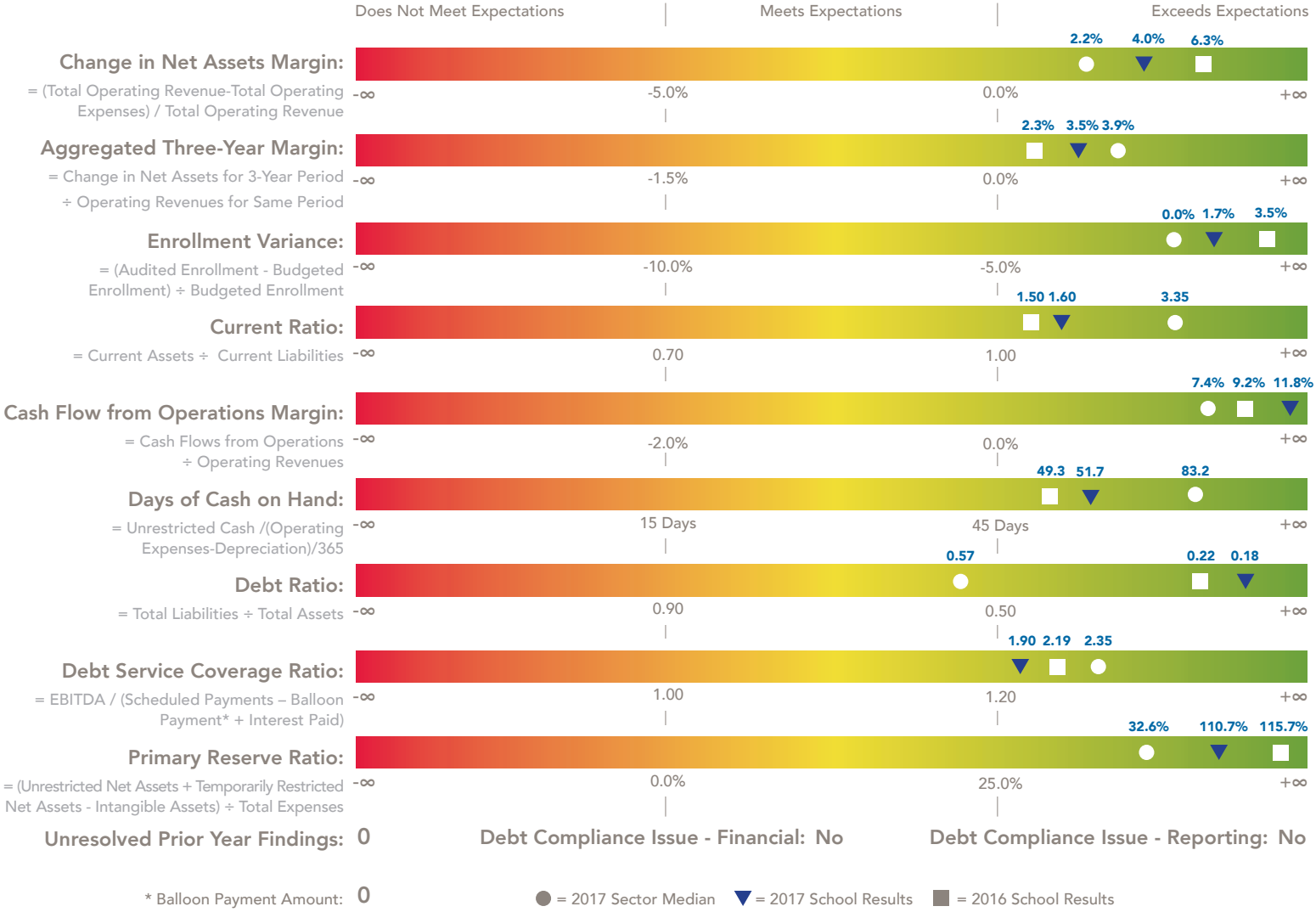
FY2017 Financial Analysis Report

Opened: 1998 - 1999

Audited Enrollment: 361

Operates with a Management Organization: The SEED Foundation

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

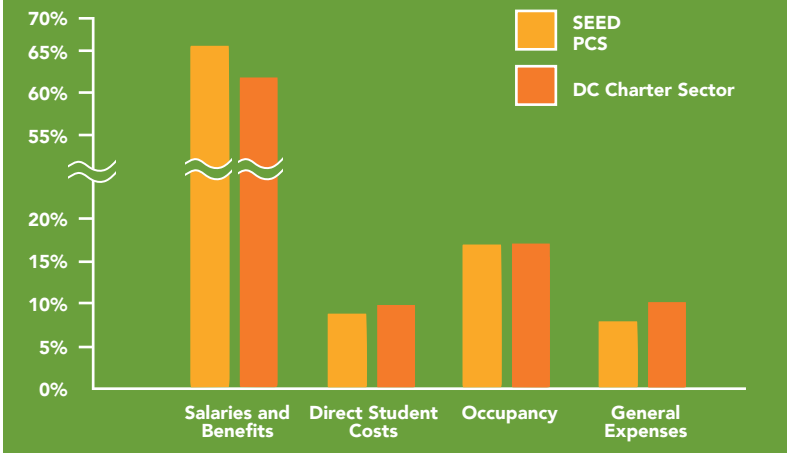
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



SEED PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$21,273,448	$21,575,179
Current Assets	$2,479,352	$2,346,970
Total Liabilities	$3,818,598	$4,770,265
Current Liabilities	$1,552,075	$1,564,364
Net Asset Position	$17,454,850	$16,804,914

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$16,329,801	$15,400,599
Expenses	$15,679,865	$14,435,108
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$649,936	$965,491

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$42,688	$41,054	$18,019
Grants and Contributions Per Student	$271	$813	$298
Total Revenues per Student	$45,235	$43,752	$20,790
Expenses per Student	$43,435	$41,009	$20,387

PCSB OBSERVATIONS

All of the school's financial indicators were above expectations in 2017: The change in net assets margin was 4%, the aggregated three-year margin was 3.5%, and the school had 52 days of cash on hand, a cash flow from operations margin of 12%, and a primary reserve ratio of 110%. The school's debt ratio, which measures how leveraged a school is, was 0.18, and the debt service coverage ratio, which measures the school's available surplus for debt service, was 1.9. The school is financially sound.

In 2001, the school, through the District of Columbia, issued $14.1M of District of Columbia Pooled Loan Program Revenue Bonds, which were due to mature in January 2021. On October 30, 2017, the school refinanced these bonds payable by entering into a delayed draw down term loan that has a maximum borrowing capacity of $6M that matures in November 2024. Once the bonds are paid off, the school can use the remainder of the loan to finance capital expenditures.

In February 2000, the school entered into a 15-year operating lease for land use with the District of Columbia which was renewed in 2015 to extend the lease for three additional 15-year terms. This will allow the school to fully enjoy the buildings constructed and other capital improvements made to the site for their economic useful lives. The rent expense in 2017 was $12K.

The 2017 audit identified two significant deficiencies regarding (i) audit adjustments and (ii) documentation for approval for salary changes. To remedy these concerns, the school management is planning to enforce current procedures to ensure timely monthly and annual close processes for reconciliation of all accounts so that the quality and timeliness of the closing process will not be adversely affected. The school is also planning to modify the payroll process to ensure proper authorization is received, documented, and retained in personnel files.

School Name	FY17 Revenues	FY17 Operating Result
SEED PCS	$16,329,801	$649,936
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
The SEED Foundation, Inc.	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Rajiv Vinnakota	Co-Founder & Managing Director	$214,637
Services Provided	**FY17 Payment**	**% of School Revenue**
Management fee	$400,000	2.45%
Total	**$400,000**	**2.45%**

DC PCSB Comments

The SEED Foundation Inc. provides management and support services to SEED PCS. SEED Foundation has an economic interest in the school and controls membership of the school's board of trustees.

The school paid the Foundation $400,000 for management and other services in 2017.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

DC PUBLIC CHARTER SCHOOL BOARD

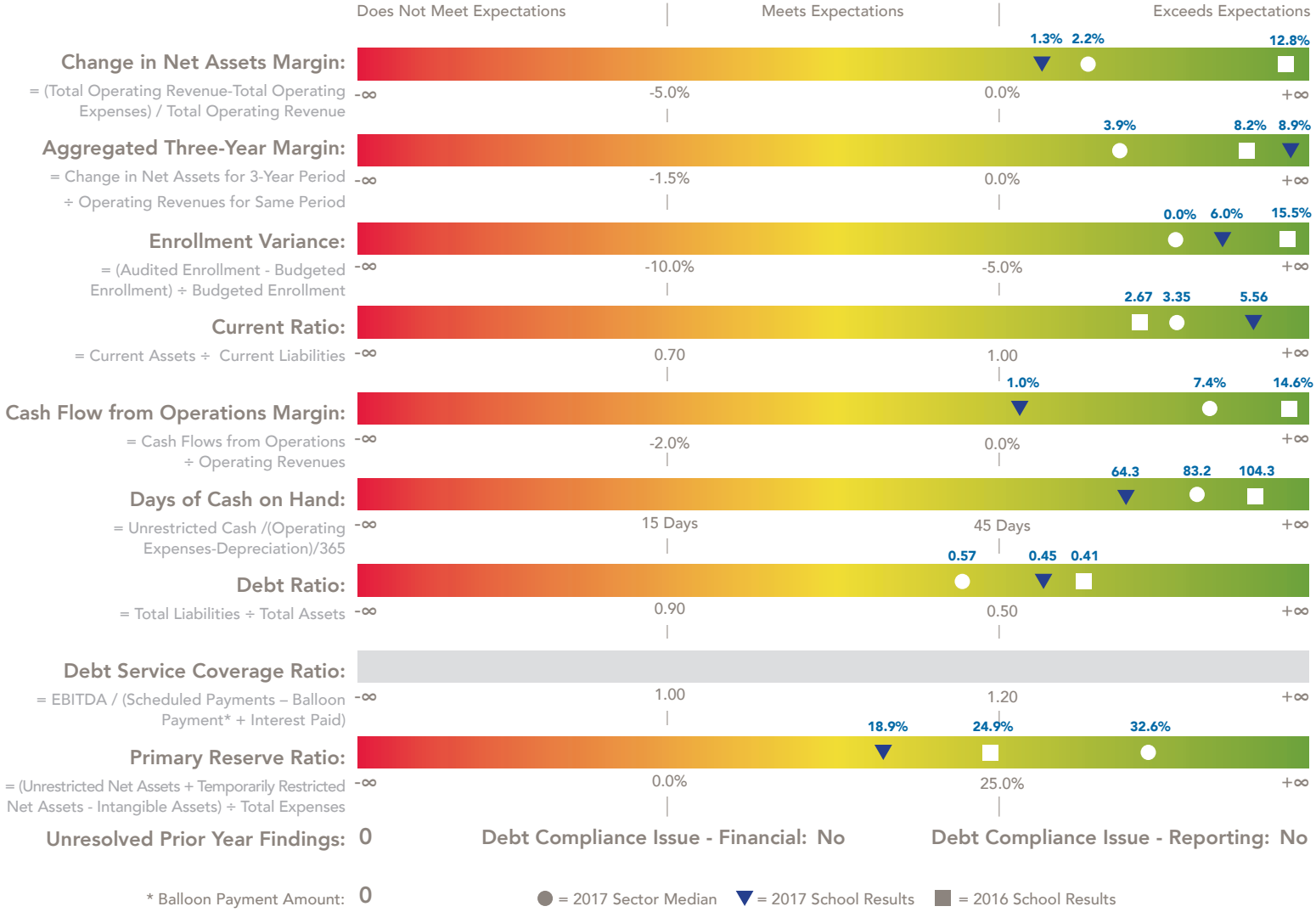
SELA PCS

FY2017 Financial Analysis Report

Opened: 2013 - 2014

Audited Enrollment: 177

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

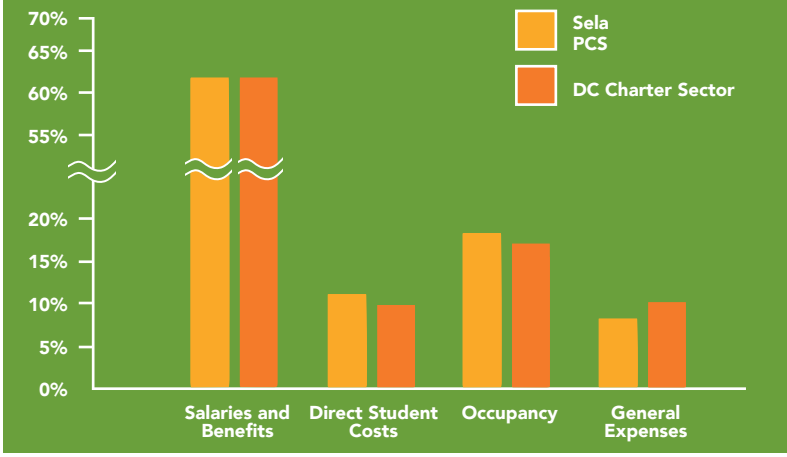
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



SELA PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$1,248,051	$1,084,140
Current Assets	$993,166	$882,650
Total Liabilities	$562,521	$447,162
Current Liabilities	$178,710	$330,517
Net Asset Position	$685,530	$636,978

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$3,679,864	$2,937,688
Expenses	$3,631,312	$2,561,419
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$48,552	$376,269

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$16,878	$16,635	$18,019
Grants and Contributions Per Student	$1,187	$3,682	$298
Total Revenues per Student	$20,790	$21,923	$20,790
Expenses per Student	$20,516	$19,115	$20,387

PCSB OBSERVATIONS

As the school has added grades, enrollment grew by 32% in 2017 and has by 142% since opening in 2014. All of the school's financial indicators were at or above expectations in 2017: The change in net assets margin was 1.3%, and the aggregated three-year margin was 8.9%, indicating that the school has consistently maintained the ability to keep expenses in line with revenue. The school had strong liquidity with a current ratio of 5.56, 64 days of cash on hand, and positive cash flow from operations.

In December 2012, the school entered into a lease agreement with Jemal's Chillum LLC for its school location at 6015-17 Chillum Place, NE, Washington, DC, which was originally set to expire in July 2018, but in August 2016, the school entered into a lease amendment to extend the lease to July 2022. The lease includes roughly 31,300 square feet, and monthly base rent is set to increase each year. The monthly rental payments as of June 30, 2017, were $22,510.

SHINING STARS MONTESSORI ACADEMY PCS

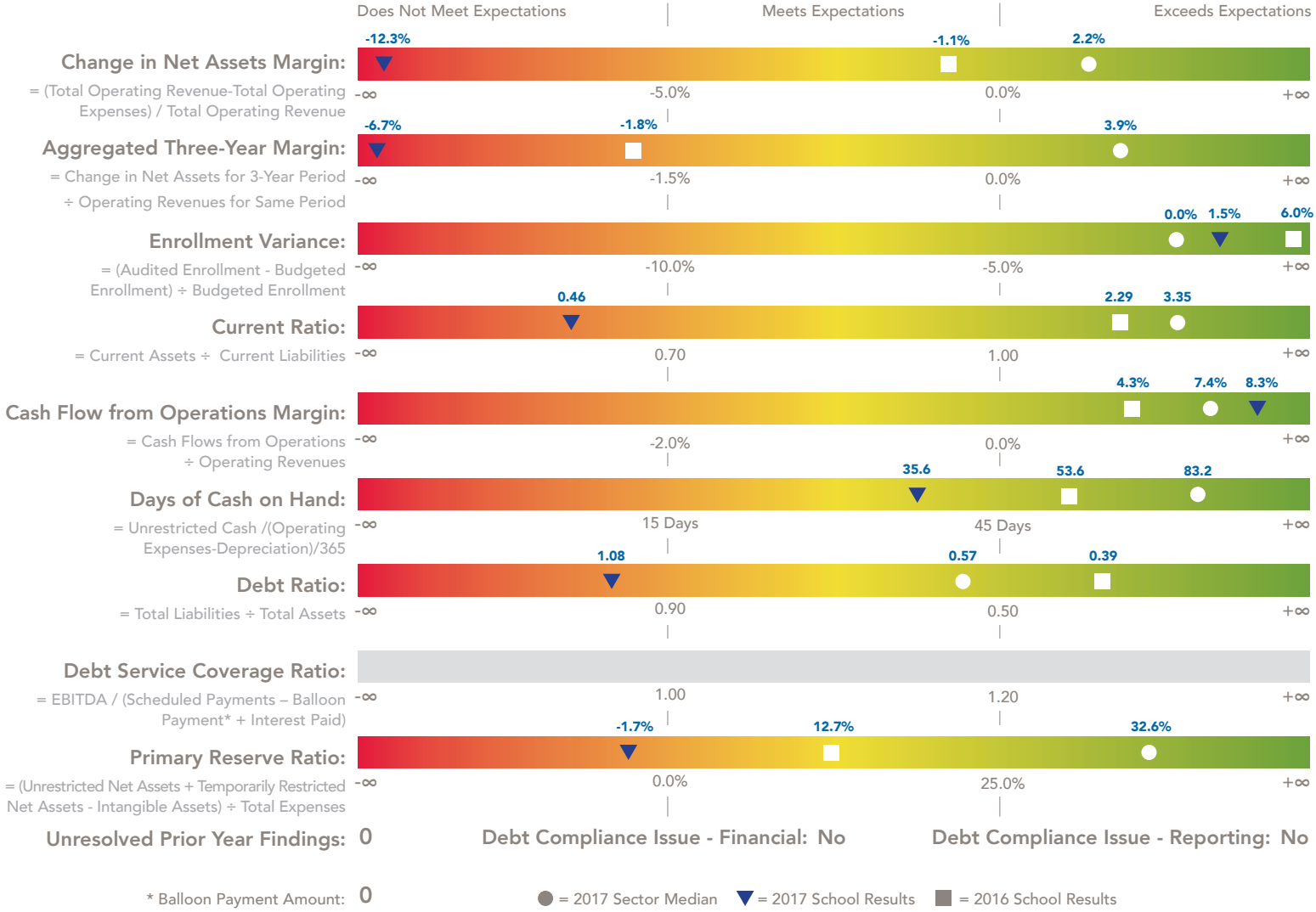
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2011 - 2012

Audited Enrollment: 203

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

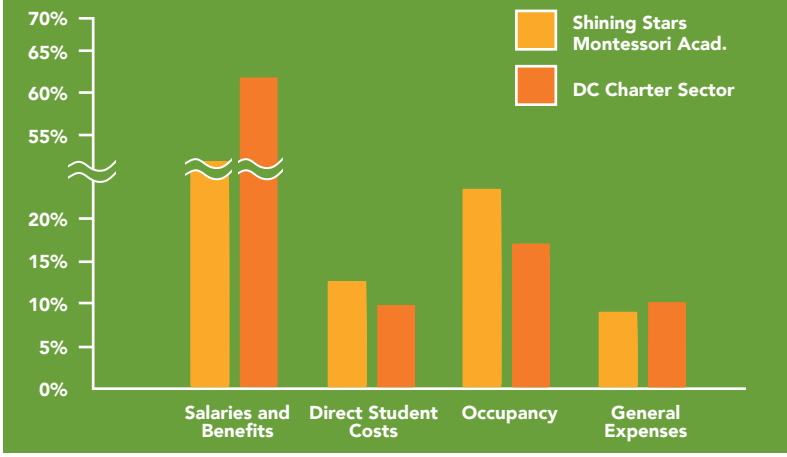
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



SHINING STARS MONTESSORI ACADEMY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$847,573	$613,453
Current Assets	$423,242	$541,864
Total Liabilities	$918,912	$236,215
Current Liabilities	$918,912	$236,215
Net Asset Position	-$71,339	$377,238

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$3,638,357	$2,947,614
Expenses	$4,086,934	$2,981,031
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$448,577	-$33,417

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$16,756	$17,514	$18,019
Grants and Contributions Per Student	$312	$8	$298
Total Revenues per Student	$17,923	$18,423	$20,790
Expenses per Student	$20,133	$18,631	$20,387

PCSB OBSERVATIONS

The school had an operating deficit of ($448K) in 2017 compared with a deficit of ($33K) in 2016. Revenues grew by 23% from the prior year, while expenses grew 37%. The driver of increased expenses was rent expense, which increased to $905K from $287K one year earlier. The increase was due to a 10-year occupancy lease with Howard University which began in 2017. The school is in negotiations with Howard University to purchase the building in an effort to reduce expenses as the anticipated mortgage payments are expected to be less than the current lease obligation. As of the end of fiscal 2017, no formal agreement has been obtained.

In 2017, the school's current ratio, a financial indicator that speaks to the school's liquidity, was an area of concern at 0.46. The current liabilities exceeded the school's current assets for the year by over $495K. The decrease in liquidity was primarily due to the occupancy lease with Howard University. To address its liquidity needs and reduce expenses, the school has implemented cost reduction activities including reductions in capital improvements and administrative costs.

SOMERSET PREPARATORY ACADEMY PCS

FY2017 Financial Analysis Report

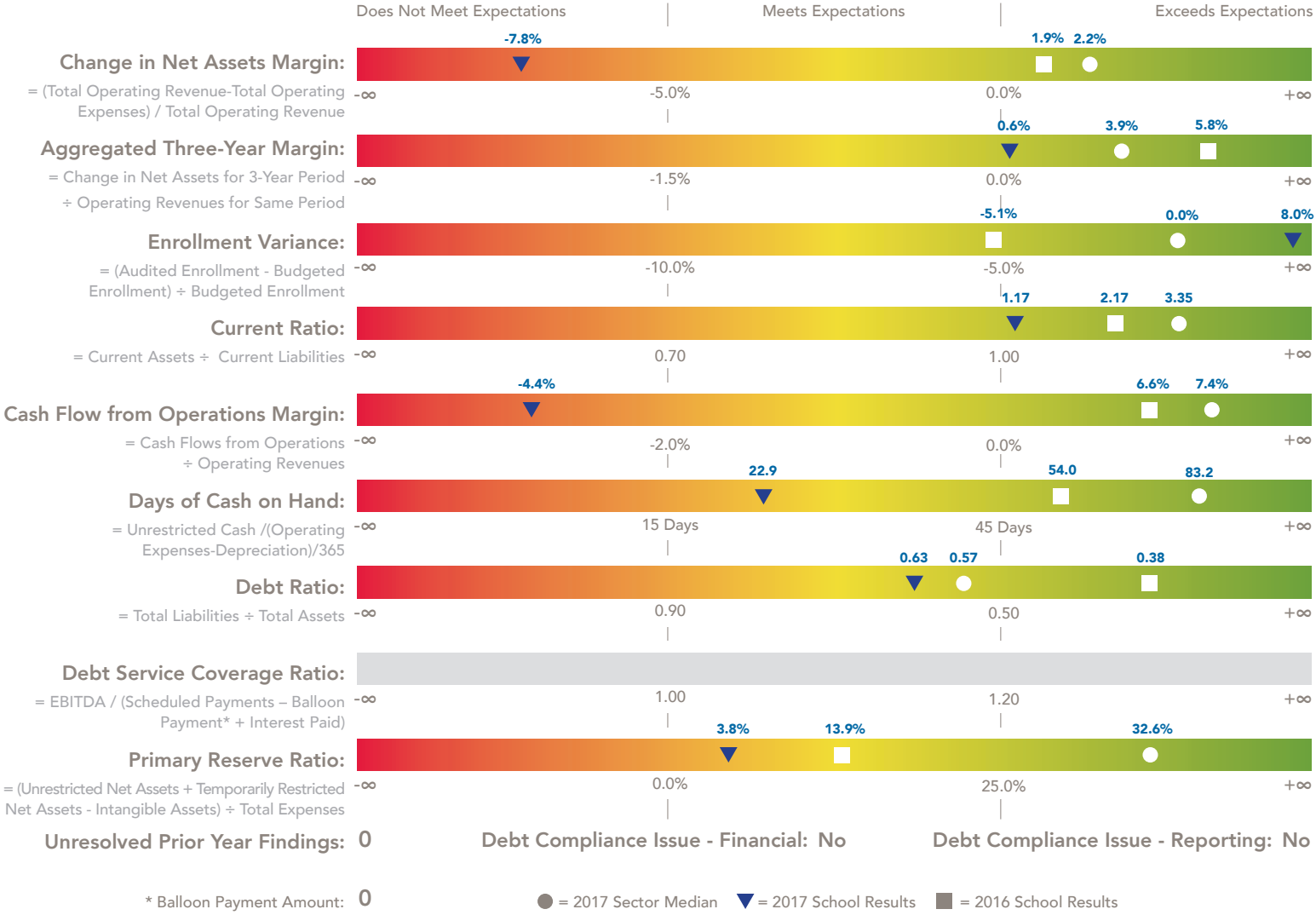
DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2013 - 2014

Audited Enrollment: 324

Operates with a Management Organization: Academica DC, LLC

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

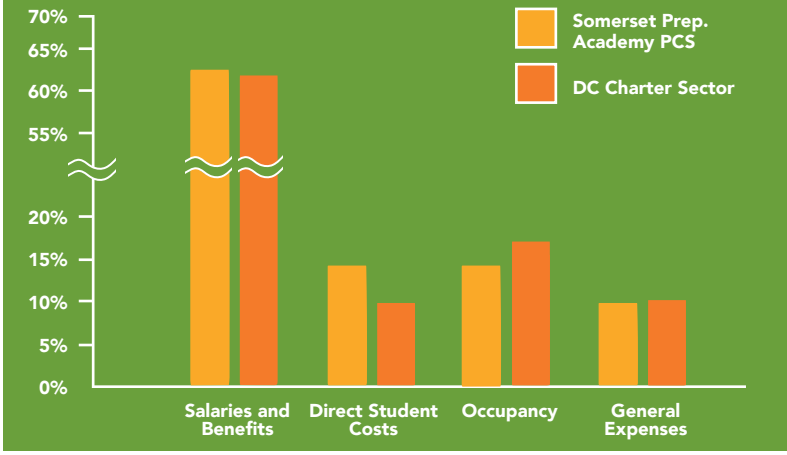
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



SOMERSET PREPARATORY ACADEMY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$775,470	$1,321,850
Current Assets	$577,867	$1,079,489
Total Liabilities	$491,865	$498,256
Current Liabilities	$491,865	$498,256
Net Asset Position	$283,605	$823,594

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$6,951,256	$6,059,861
Expenses	$7,491,245	$5,945,521
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$539,989	$114,340

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$19,338	$19,734	$18,019
Grants and Contributions Per Student	$132	$157	$298
Total Revenues per Student	$21,454	$21,720	$20,790
Expenses per Student	$23,121	$21,310	$20,387

PCSB OBSERVATIONS

With a 14% increase in enrollment in 2017, the school's revenue grew by 15% while expenses grew by 26%. The result was an operating deficit of ($540K), reducing the school's net asset position to $283K. With the exception of cash flow from operations, which is below expectations due to the operating deficit, all other measures fall in the meets-expectations range. As the school grows, a focus on cost management is required.

On November 30, 2016, the school entered into a new lease agreement with the Charter School Incubator Initiative, effective July 1, 2016, for use of the school's facility at 3301 Wheeler Road, SE. The terms of the agreement will continue until June 30, 2021, and may be extended for up to three additional terms of five years each.

School Name	FY17 Revenues	FY17 Operating Result
Somerset Preparatory Academy PCS	$6,951,256	$(539,989)
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
Academica DC, LLC	For Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Unknown	Unknown	Unknown
Services Provided	**FY17 Payment**	**% of School Revenue**
Support service fees	$224,400	3.23%
Total	**$224,400**	**3.23%**

DC PCSB Comments

Academica DC LLC is a charter school management organization that serves more than 100 charter schools. It offers academic and back office support, strategic planning, and charter application preparation to schools. Academica DC has a support service agreement with the school for $600 per student per annum. In 2017, the school's support services fees paid to Academica DC totaled $224,400.

The school also has an affiliation cooperation agreement with Somerset Academy Inc., a Florida-based charter school organization. This agreement allows the school to use the licensed marks of Somerset Academy Inc. and, as its member, comply with all standards of the Somerset Network of schools.

School Comments

ST. COLETTA SPECIAL EDUCATION PCS

FY2017 Financial Analysis Report

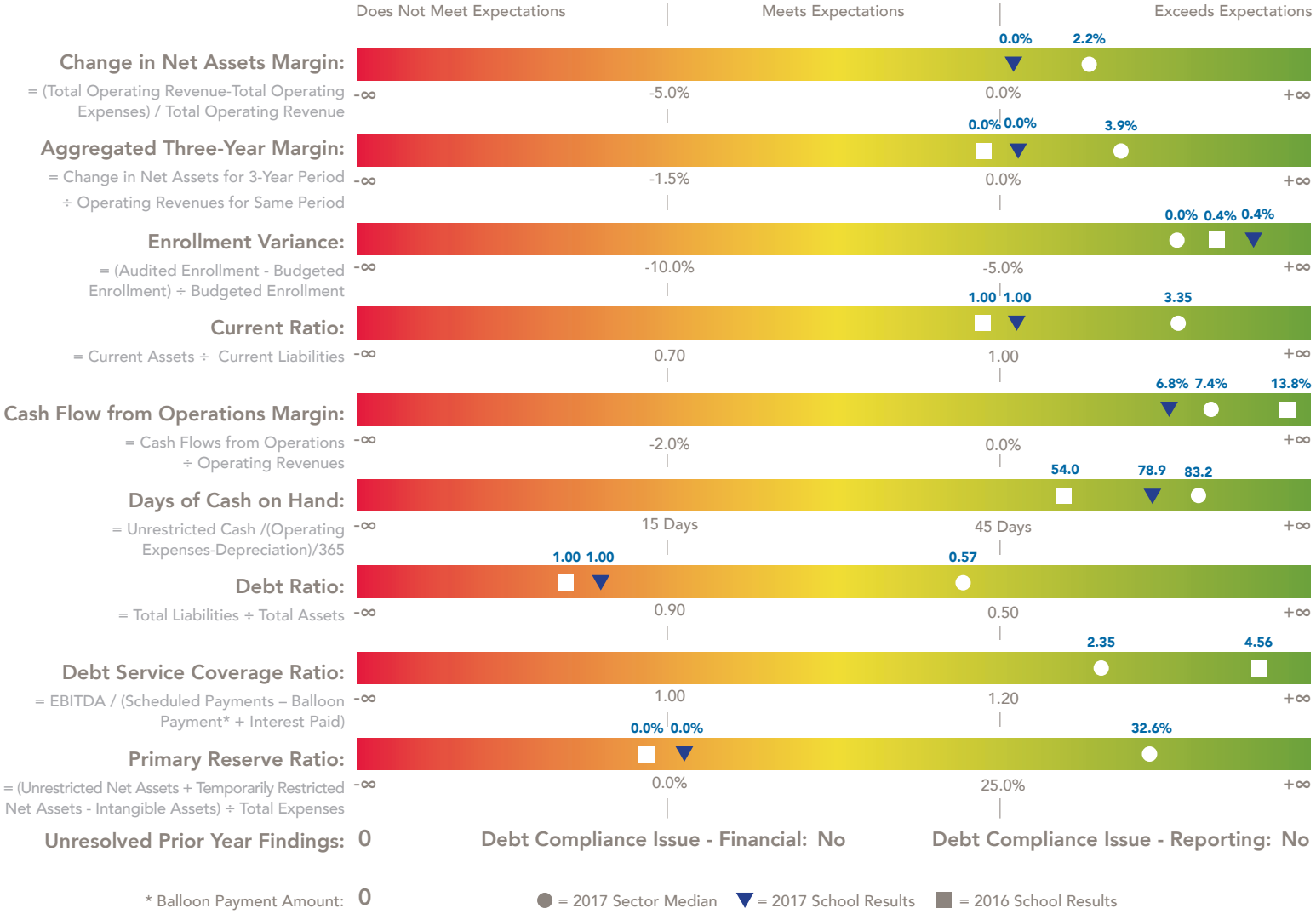
DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2006 - 2007

Audited Enrollment: 251

Operates with a Management Organization: Saint Coletta of Greater Washington, Inc.

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

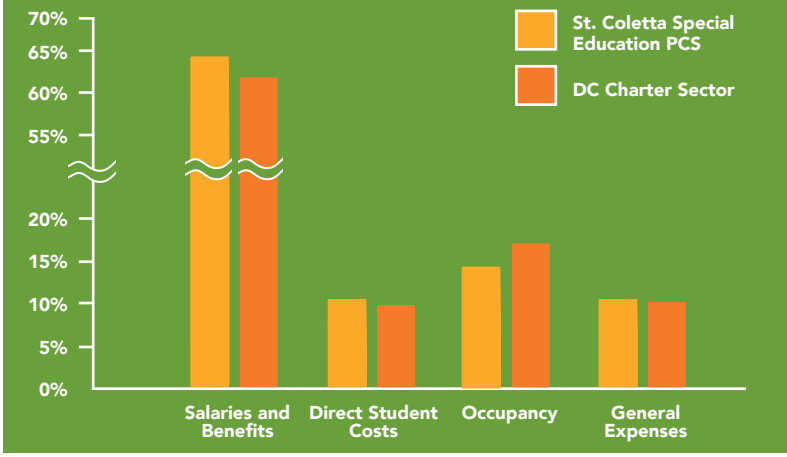
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



ST. COLETTA SPECIAL EDUCATION PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$4,593,834	$3,299,094
Current Assets	$4,593,834	$3,299,094
Total Liabilities	$4,593,834	$3,299,094
Current Liabilities	$4,593,834	$3,299,094
Net Asset Position	$0	$0

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$17,778,898	$17,261,166
Expenses	$17,778,898	$17,261,166
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$0	$0

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$55,244	$54,899	$18,019
Grants and Contributions Per Student		$0	$298
Total Revenues per Student	$70,832	$68,770	$20,790
Expenses per Student	$70,832	$68,770	$20,387

PCSB OBSERVATIONS

The school was established by a nonprofit organization called St. Coletta of Greater Washington Inc. (SCGW). A management agreement between the school and SCGW was effective as of May 22, 2006. Under the agreement, SCGW manages all of the school's programs and provides operational assistance in the form of facilities, equipment, personnel, financial management, operating services, and supplies in exchange for monthly management fees that are equal to the revenue and support for the school. For 2017 and 2016, 100% of the school's expenses were paid to SCGW as management fees amounting to $17.8M and $17.3M, respectively. Because the school's revenues net out against the management fees paid to SCGW, certain financial performance metrics are not applicable, e.g., the school has no debt or other obligations and over 95% of liabilities consisted of payments to SCGW. As of June 30, 2008, the management agreement renews automatically for successive terms of one year, unless either party provides notice at least 90 days prior to the next anniversary date. The school expects the agreement to continue for the upcoming term.

The school had a cash flow from operations margin well above expectations at 6.8%, meaning that the school's operations generated more cash than they used. The school's operating activities generated $1.2M in 2017. The school has 78 days of cash on hand, which indicates that it has adequate cash on hand to meet operating expenses in the event of unexpected delays in cash receipts.

School Name	FY17 Revenues	FY17 Operating Result
St. Coletta Special Education PCS	$17,778,898	$0
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
Saint Coletta of Greater Washington, Inc.	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Sharon Raimo	Chief Executive Officer	$245,185
Services Provided	**FY17 Payment**	**% of School Revenue**
Management Services	$17,778,899	100%
Total	**$17,778,899**	**100%**

DC PCSB Comments

St. Coletta of Greater Washington Inc. (SCGW) provides facilities, equipment, personnel, financial management, operating services, and supplies to the school.

The school pays SCGW a management fee equal to the school's total revenue. The fees totaled $17.8M in 2017. In return, SCGW incurs all of the school's cost of the school's operations. SCGW had $4.1M, or 60 days of cash on hand at June 30, 2017; a current ratio of 7.9 and $30M in net assets.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

THE CHILDREN'S GUILD DC PCS

FY2017 Financial Analysis Report

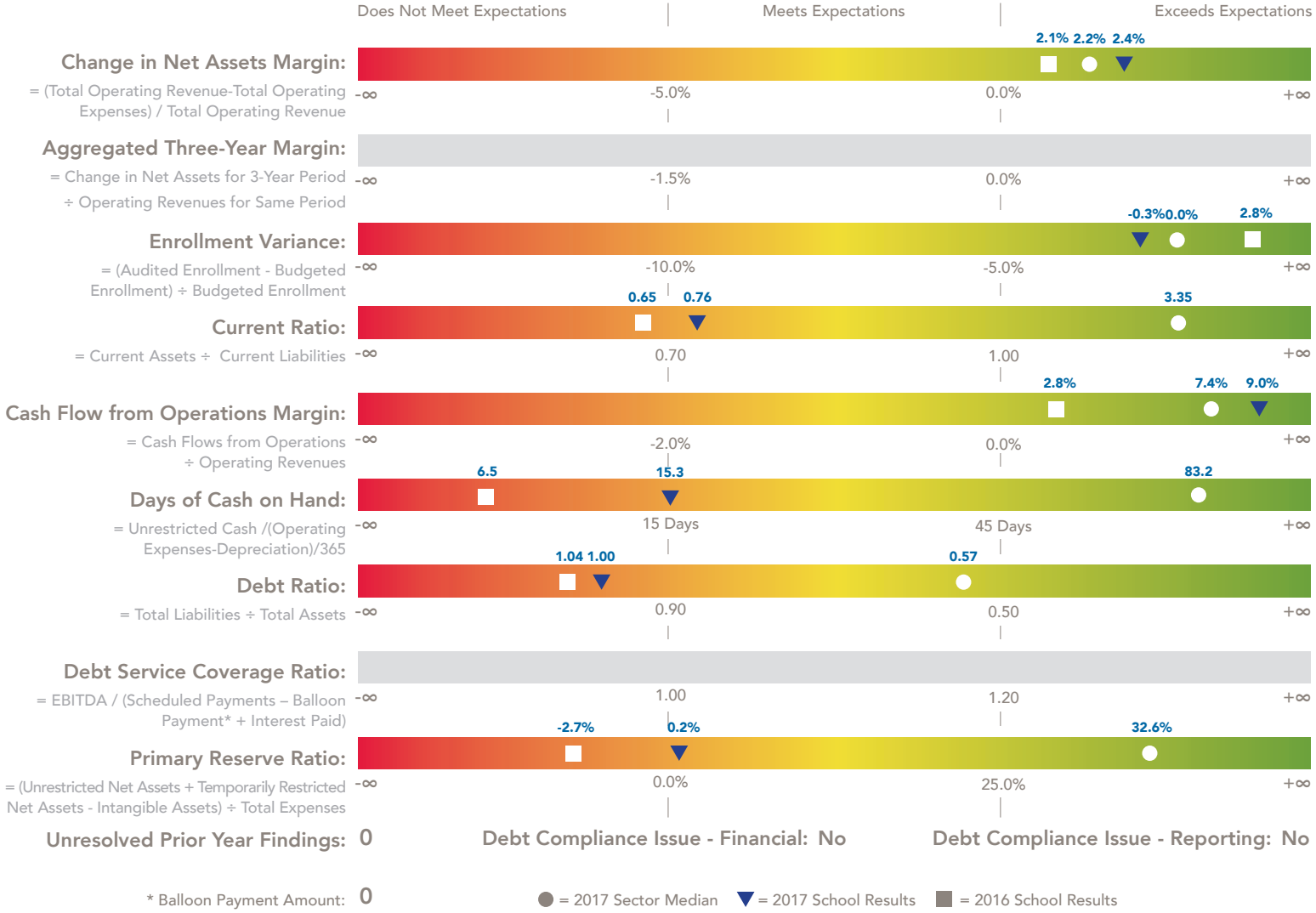
DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2015 - 2016

Audited Enrollment: 342

Operates with a Management Organization: The Children's Guild

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

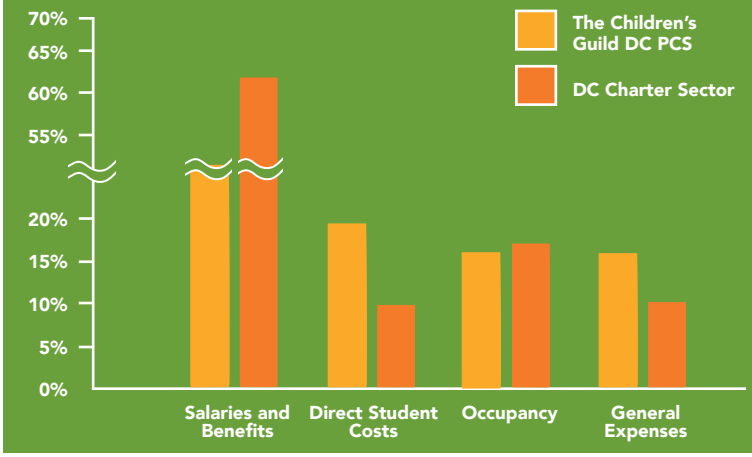
* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

In accordance with the FASB Accounting Standard Codifications, accounting for the lease held by The Children's Guild DC Campus requires that the leasehold improvements completed by the landlord per the lease agreement are included as an asset and liability on the balance sheet. The deferred rent amount will be amortized as a reduction of rent expense over the lease term. The deferred rent amount only exists on the balance sheet as a requirement of the FASB Accounting Standards. If this accounting treatment was excluded from the Debt Ratio, the debt ratio would be 0.82 which is below the 0.9 benchmark of cause for concern.

PCS EXPENSES BY CATEGORY



THE CHILDREN'S GUILD DC PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$5,883,905	$5,277,440
Current Assets	$1,222,757	$1,168,726
Total Liabilities	$5,858,060	$5,512,351
Current Liabilities	$1,603,351	$1,793,219
Net Asset Position	$25,845	-$234,911

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$10,671,704	$9,039,521
Expenses	$10,410,948	$8,852,380
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$260,756	$187,141

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$27,366	$21,153	$18,019
Grants and Contributions Per Student	$2,036	$3,048	$298
Total Revenues per Student	$31,204	$27,729	$20,790
Expenses per Student	$30,441	$27,155	$20,387

PCSB OBSERVATIONS

The school's change in net assets of $260K in 2017 and $187K in 2016 increased net assets from -235K in 2016 to $26K in 2017, significantly improving the school's overall financial health. The debt ratio of 1.0 is below expectations, primarily due to a $4.3M deferred rent liability. The school did, however, reduce its balances on a line of credit to $864K from $1.4M one year earlier. The current ratio of 0.76 is below expectations but has improved from 2016 with the reduction in line of credit balances.

In 2015, the school entered into a lease agreement to occupy approximately 60,000 square feet of space. The lease expires in 2030, with an option for three renewal periods of five years each.

School Name	FY17 Revenues	FY17 Operating Result
The Children's Guild DC PCS	$10,671,704	$260,756
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
The Children's Guild	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Andrew Ross	President and CEO	$351,838
Services Provided	**FY17 Payment**	**% of School Revenue**
Management Services	$1,193,546	11.18%
Total	**$1,193,546**	**11.18%**

DC PCSB Comments

The Children's Guild Inc. (the Guild) has several major programs, including management of charter schools. The Guild assisted in the school's initial formation and provides management and administrative services to the school. The annual fee is 12% of gross revenue, plus reimbursement of certain costs paid by the Guild on the school's behalf. In 2017 $696,235 of the annual management fee was contributed and is included in contributed services. Management fee expense for the year was $1,193,546.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

To provide continued support for the success of The Children's Guild DC Charter School, the management organization contributed a portion of the management fees to the school.

THE NEXT STEP/EL PROXIMO PASO PCS

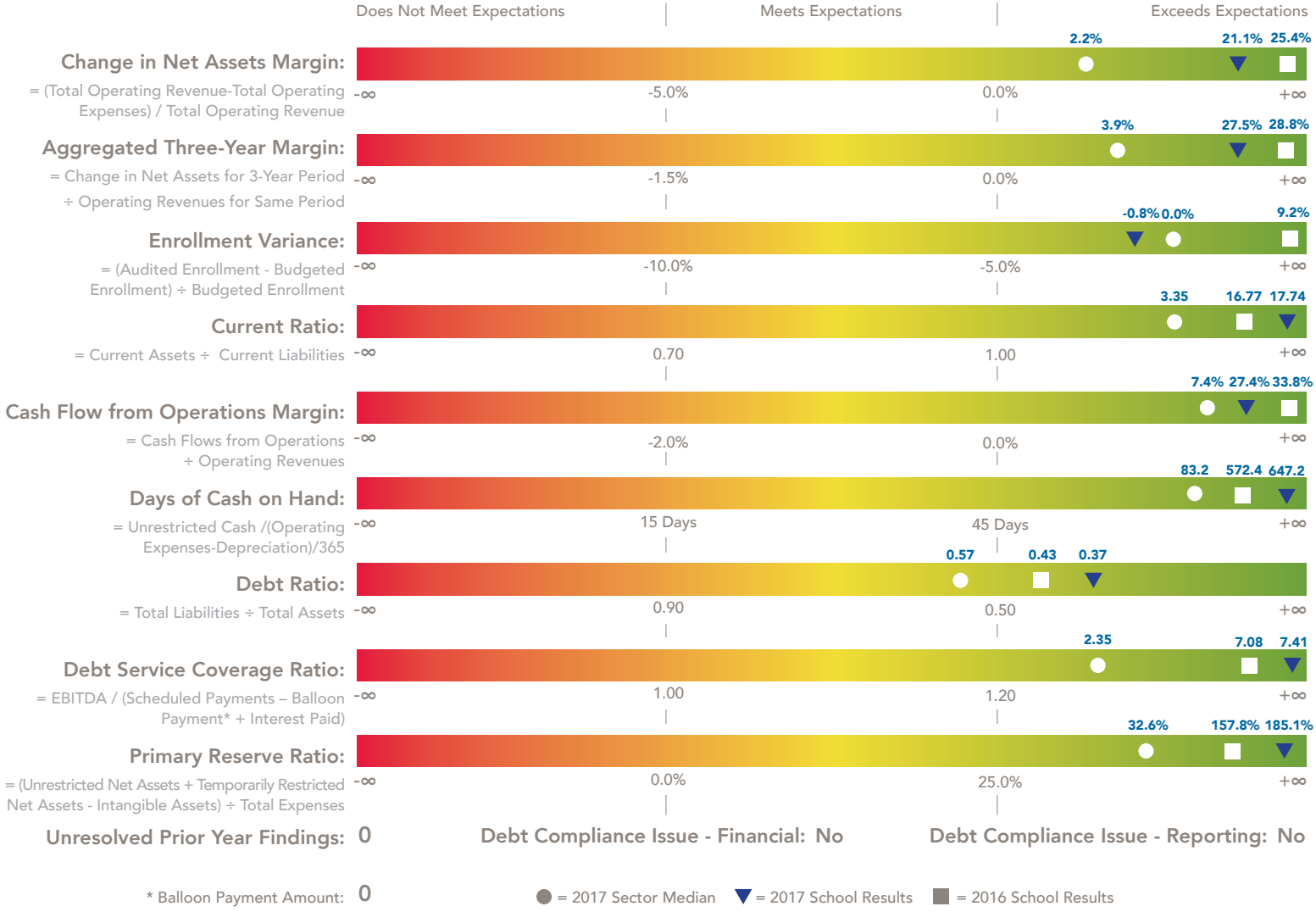
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 1998 - 1999

Audited Enrollment: 393

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

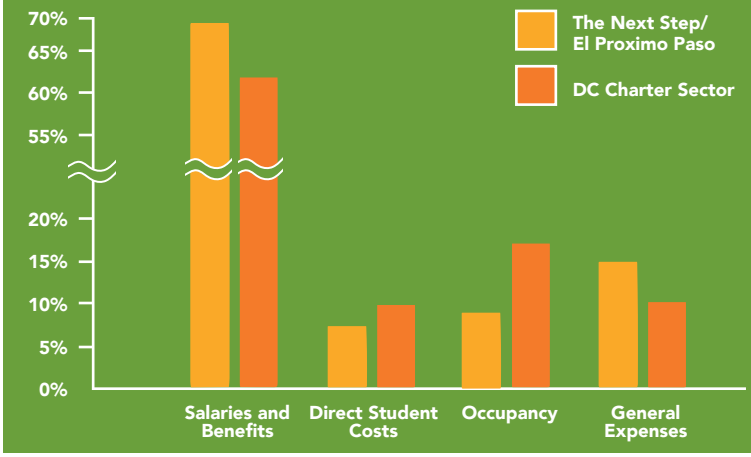
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



THE NEXT STEP/EL PROXIMO PASO PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$20,821,551	$19,276,429
Current Assets	$12,034,006	$9,871,974
Total Liabilities	$7,731,133	$8,349,690
Current Liabilities	$678,389	$588,505
Net Asset Position	$13,090,418	$10,926,739

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$8,964,061	$8,803,231
Expenses	$7,073,630	$6,571,385
Non-operating Revenues (Expenses)	$273,248	-$204,320
Surplus (Deficit)	$2,163,679	$2,027,526

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$20,105	$19,826	$18,019
Grants and Contributions Per Student	$745	$1,200	$298
Total Revenues per Student	$22,809	$22,400	$20,790
Expenses per Student	$17,999	$16,721	$20,387

PCSB OBSERVATIONS

The school is well above expectations in all of its financial indicators: Its change in net assets margin is 21.1%; its aggregated three-year margin is 27.5%; its primary reserve ratio is 185%; and its debt service coverage ratio is 7.4. These metrics, along with 647 days of cash on hand, suggest that the school may have opportunities for investment.

The school entered into a lease agreement with CentroNia, effective for a two-year period commencing on August 1, 2015, and ending on July 31, 2017, for the rental of the third floor of a building at 1420 Columbia Road, NW, Washington, DC. Rental expense for the years ended June 30, 2017, and June 30, 2016, was $176.6K and $157.5K, respectively. The school also has a loan with SunTrust Bank totaling $7.8M for the purchase and renovation of the building and land located at 3047 15th Street, NW, Washington, DC. Maturity on this mortgage is scheduled for October 1, 2021, at which point there is a balloon payment of any remaining outstanding principal and unpaid interest currently scheduled to be in the amount of $6.3M.

THURGOOD MARSHALL ACADEMY PCS

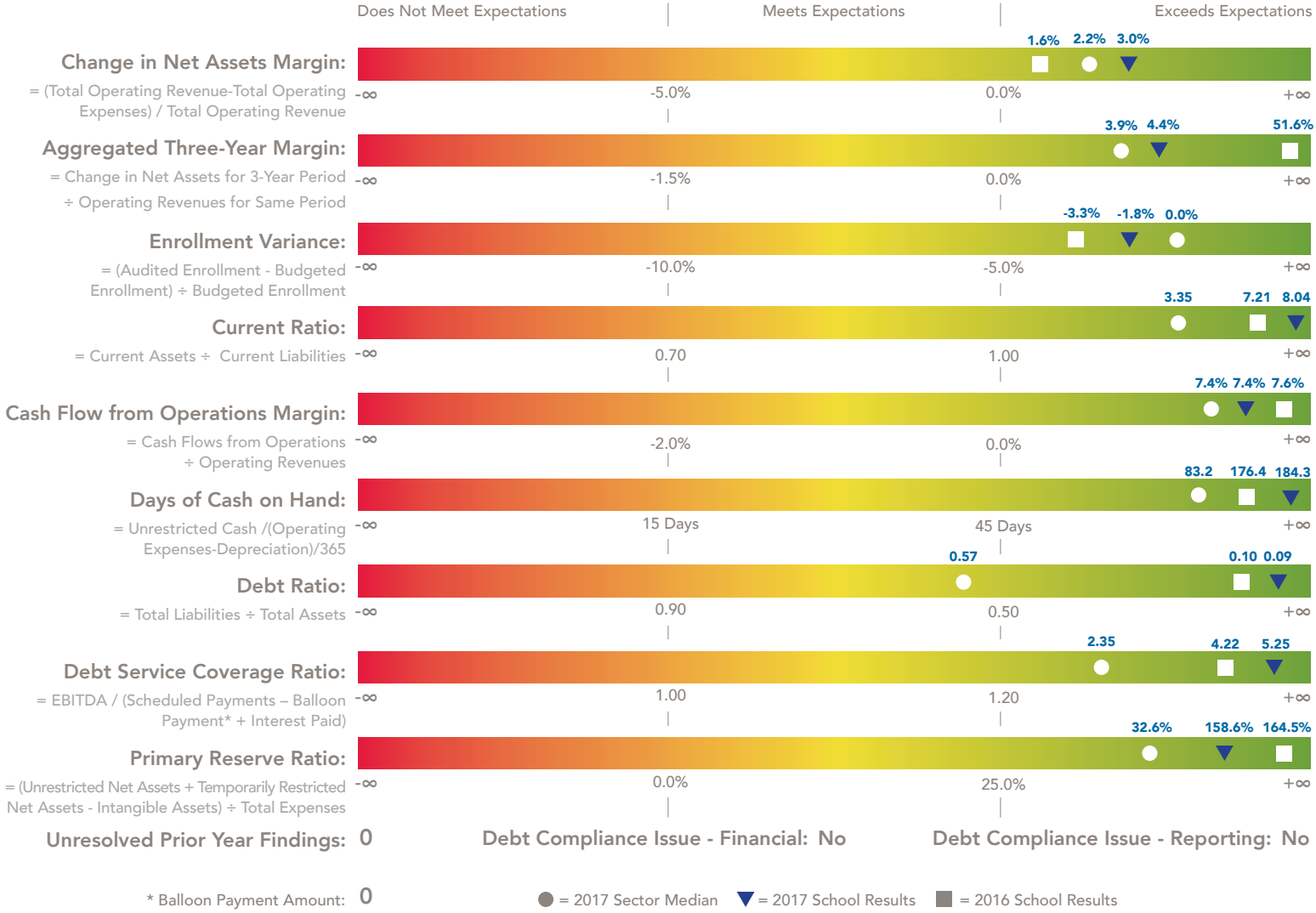
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2001 - 2002

Audited Enrollment: 388

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

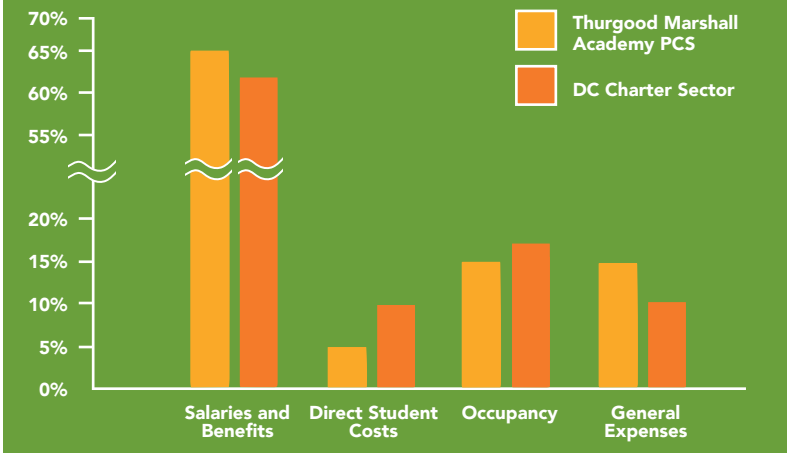
* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

Thurgood Marshall Academy's Aggregated-Three-Year-Margin was higher in the FY14-16 calculation than in FY15-17 because FY14 figures included substantial gains from a financial transaction that no longer factors into the three-year metric.

PCS EXPENSES BY CATEGORY



THURGOOD MARSHALL ACADEMY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$16,009,305	$15,874,320
Current Assets	$4,888,555	$4,338,055
Total Liabilities	$1,426,372	$1,576,044
Current Liabilities	$608,268	$601,323
Net Asset Position	$14,582,933	$14,298,276

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$9,478,688	$8,799,472
Expenses	$9,194,031	$8,657,966
Non-operating Revenues (Expenses)	$0	-$36,549
Surplus (Deficit)	$284,657	$104,957

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$18,407	$17,819	$18,019
Grants and Contributions Per Student	$3,104	$2,543	$298
Total Revenues per Student	$24,430	$22,738	$20,790
Expenses per Student	$23,696	$22,372	$20,387

PCSB OBSERVATIONS

The school is above expectations in nearly every financial measure. The aggregated three-year margin is 4.4%, indicating that the school continues to build its net asset position, which totaled $14.5M in 2017. With 184 days of cash on hand and a current ratio of 8.0, the school has ample liquidity to meet operating expenses as well as unexpected costs or delays in cash receipts.

The school's debt service coverage ratio of 5.25 and its debt ratio of 0.09 are also well above expectations. The school has just $912K in debt relative to $11.2M in property and equipment.

In December 2004, the academy purchased from the District of Columbia the property then known as the Nichols Avenue School, located at Howard Road and Martin Luther King Jr. Avenue in Southeast DC. In Phase 1, the academy renovated and expanded the building as its instructional facility, while also conducting site work on the grounds and on the grounds of the adjacent A. Kiger Savoy Elementary School. In Phase 2, the academy collaborated with Savoy and District of Columbia officials to renovate the Savoy building and construct an athletic center for use by both schools.

DC PUBLIC CHARTER SCHOOL BOARD

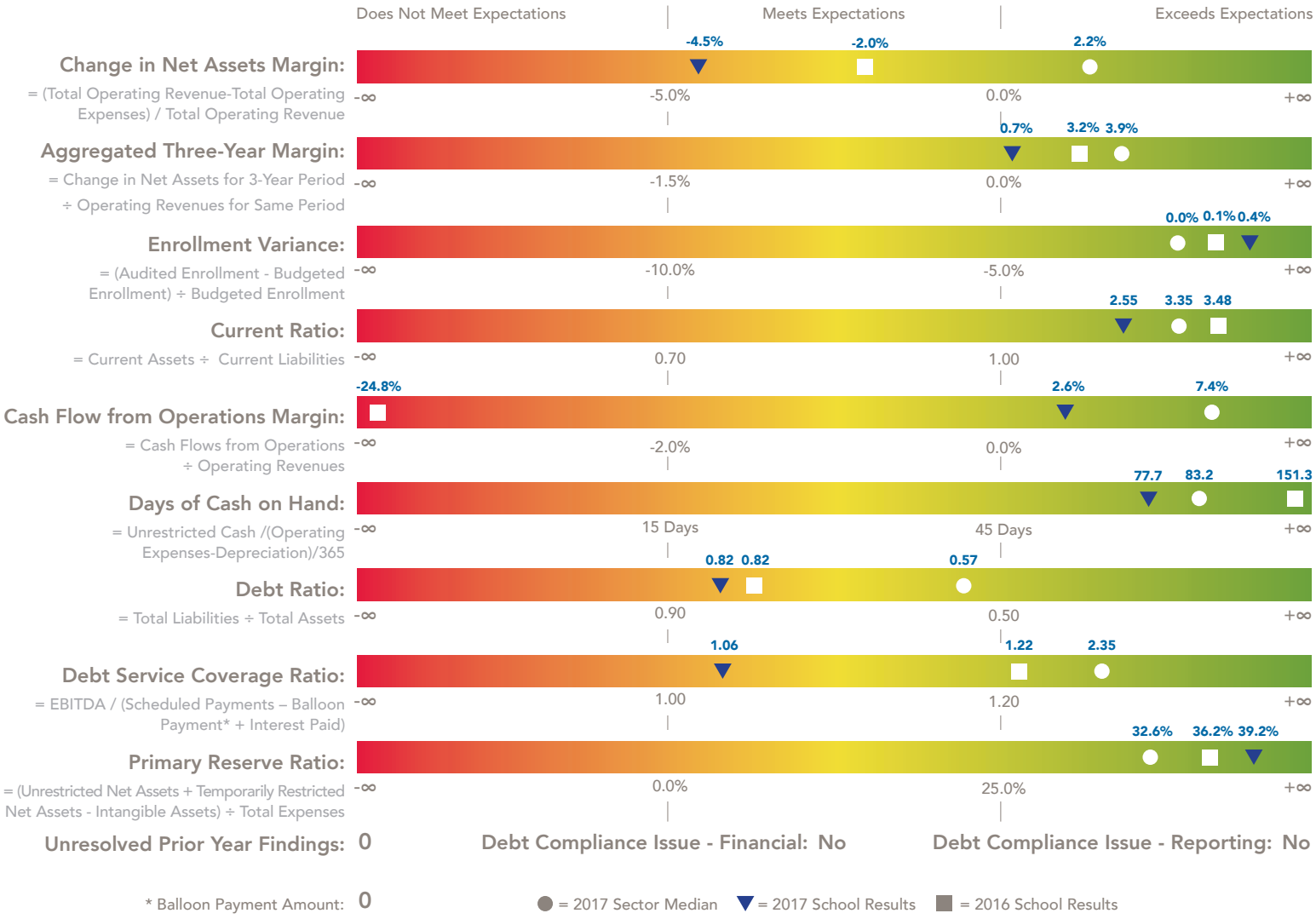
TWO RIVERS PCS

FY2017 Financial Analysis Report

Opened: 2004 - 2005

Audited Enrollment: 753

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

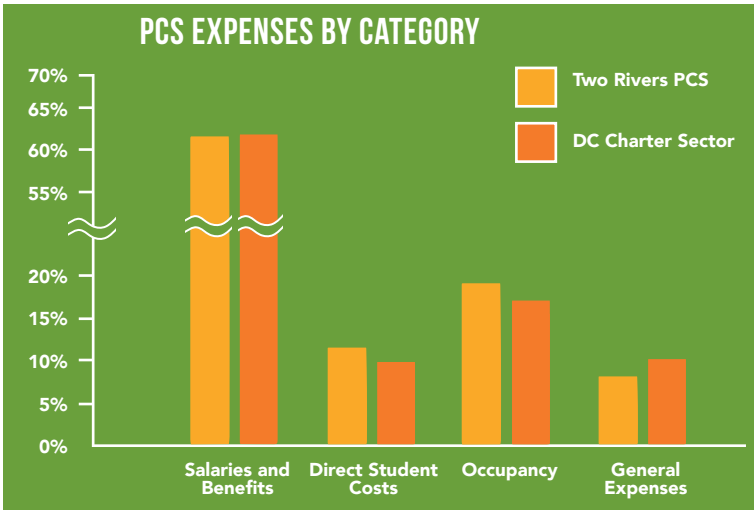
● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

Two Rivers PCS has additional funds in reserves invested in CDs with maturities that are longer than 12 months which are not reflected in the cash on hand measure. These reserves ensure ongoing financial sustainability in these growth years as the Two Rivers LEA is adding new grades and locations.

The debt service coverage ratio calculation has a discrepancy related to the inclusion of "amortization of loan discount costs", considered interest expense under GAAP, being included in both the numerator and the denominator. This should appropriately and technically be excluded from the denominator. This is not related to the lender's calculation (which might be different from LEA to LEA) but to a technically correct way to incorporate GAAP changes to the PCSB calculation. The PCSB use of a technically inaccurate calculation for this ratio results in Two Rivers having a lower DSCR than it should. Calculated accurately, the DSCR for Two Rivers is 1.14 instead of 1.06. For contrast, the lender calculation is higher yet at DSCR of 1.24 for FY17. There is no debt covenant violation reported in our audited financial reports, based on lender calculation.

PCS EXPENSES BY CATEGORY



TWO RIVERS PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$33,340,942	$36,135,790
Current Assets	$3,406,096	$7,063,607
Total Liabilities	$27,316,030	$29,760,529
Current Liabilities	$1,333,672	$2,027,460
Net Asset Position	$6,024,912	$6,375,261

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$14,694,516	$14,570,009
Expenses	$15,351,131	$14,862,695
Non-operating Revenues (Expenses)	$306,266	-$221,772
Surplus (Deficit)	-$350,349	-$514,458

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$17,299	$17,502	$18,019
Grants and Contributions Per Student	$735	$1,663	$298
Total Revenues per Student	$19,515	$20,964	$20,790
Expenses per Student	$20,387	$21,385	$20,387

PCSB OBSERVATIONS

The school had deficits in 2017 and 2016 of -350 K and -514K, respectively. This is not, however, a cause for concern given the school's strong primary reserve ratio of 39.2%. The school is above expectations with regard to cash flow from operations margin of 2.6%; a current ratio of 2.55; and 78 days of cash on hand. The school's debt ratio, which measures how leveraged the school is, was 0.8. The school's debt includes:

- A loan agreement entered into in March 2015 to finance construction and renovation of the Young School for $14M. As of fiscal year-end 2017, the school incurred $13,798,197 of construction costs on the Young School. During 2017, construction on the facility was completed.
- Receipt of $14.5M in loans from Variable Rate Revenue Bonds issued by the District of Columbia in June 2013. In conjunction with the bonds, the school entered into an agreement with a bank to purchase the bonds and hold them through June 1, 2018, at which time the school can either renew the agreement or find another creditor to support the bonds. The agreement sets out a 25-year amortization schedule to make monthly payments to retire the bonds.

* The school is a sole member of Young QALICB LLC (a Qualified Active Low-Income Community Business), which was established to participate in the IRS' New Markets Tax Credit (NMTC) program to finance leasehold improvements of the school's facility. In September 2015, the school entered into a lease agreement with the District of Columbia to lease the Charles E. Young Elementary School, which maintains an annual base rent of $471,250 with a 2% increase on each anniversary of the commencement date and is set to expire in 2040. To secure the NMTC financing, Young QALICB entered into a sublease agreement with the school for the facility for 15 years expiring December 31, 2030.

DC PUBLIC CHARTER SCHOOL BOARD

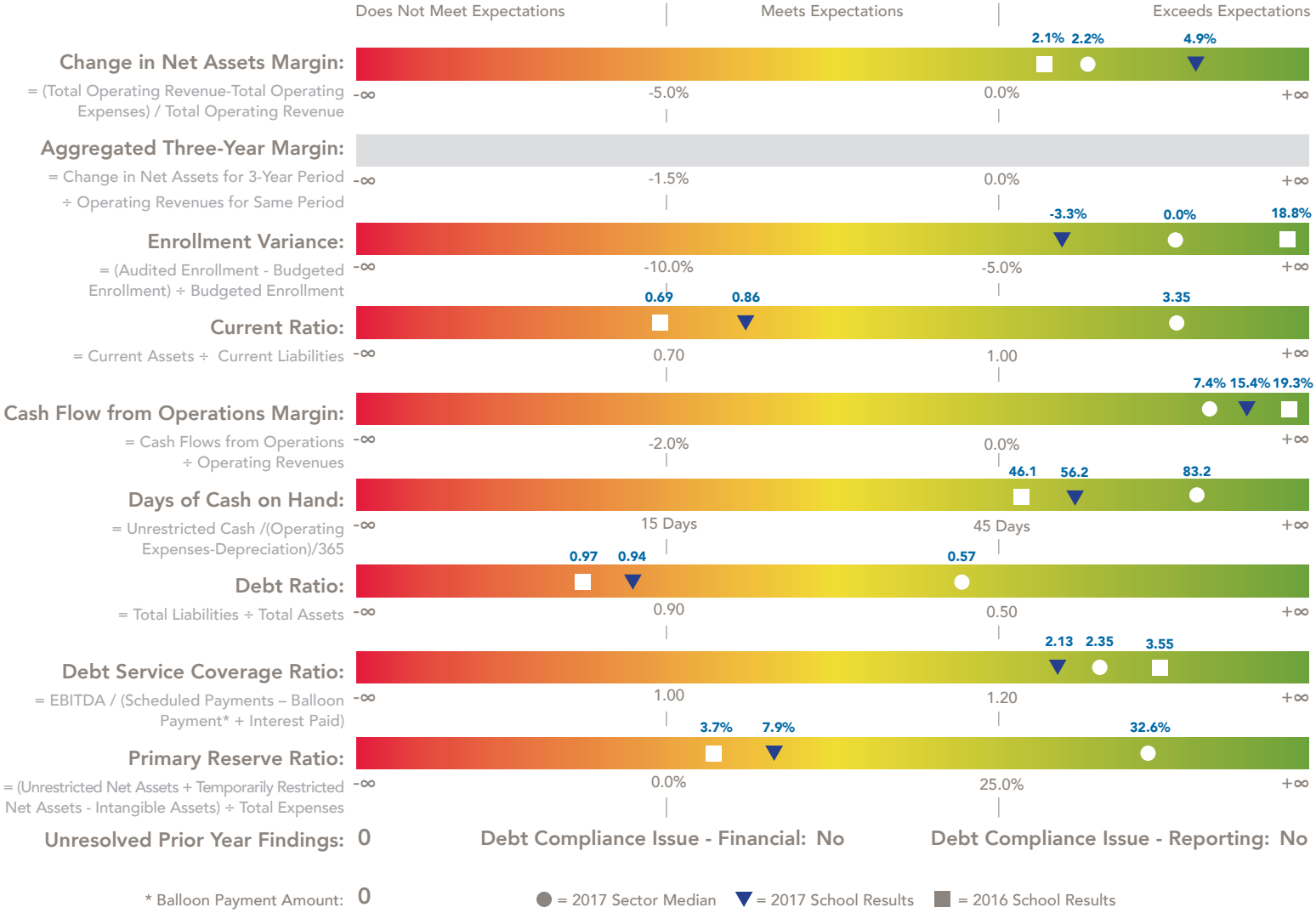
WASHINGTON GLOBAL PCS

FY2017 Financial Analysis Report

Opened: 2015 - 2016

Audited Enrollment: 174

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

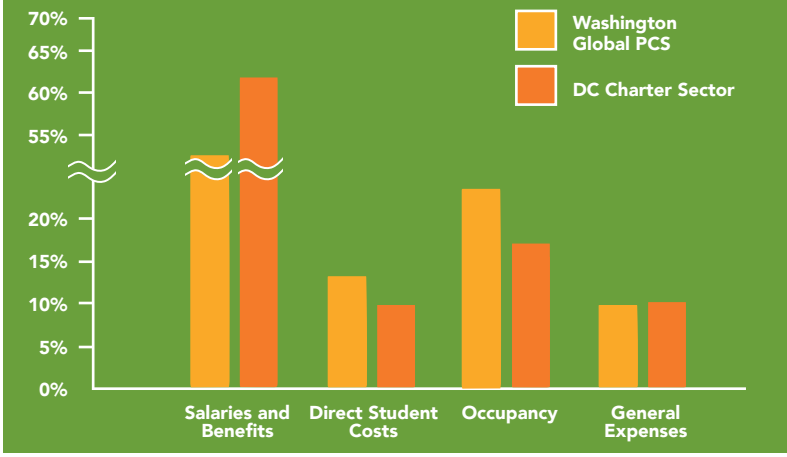
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



WASHINGTON GLOBAL PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$4,259,287	$2,835,104
Current Assets	$744,654	$556,907
Total Liabilities	$3,995,704	$2,745,065
Current Liabilities	$863,204	$803,173
Net Asset Position	$263,583	$90,039

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$3,517,601	$2,518,093
Expenses	$3,344,057	$2,466,206
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$173,544	$51,887

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$18,246	$18,322	$18,019
Grants and Contributions Per Student	$82	$479	$298
Total Revenues per Student	$20,216	$24,932	$20,790
Expenses per Student	$19,219	$24,418	$20,387

PCSB OBSERVATIONS

In the school's second year of operations, enrollment grew from 101 to 174 students. Revenues grew by 40% while expenses grew by 35%. The result was a change in net assets of $175K in 2017 compared with $52K in 2016. The school's cash flow from operations margin was above expectations at 15.4%. While the debt ratio is slightly below the floor of the meets-expectations range, it is not a concern for a relatively new school. The school had 56 days of cash on hand in 2017, which indicates that it has adequate cash on hand to meet operating expenses in the event of unexpected delays in cash receipts.

In April 2015, the school entered into a lease agreement with 525 School Street Associates LLC for its 525 School Street, SW, property for a term of 25 years. Base rent will increase or decrease based on factors including occupied square footage, per-pupil funding allowance, and student enrollment. Rent expense for 2017 totaled $302K. The school subleases a portion of this property to two separate parties, César Chávez Public Charter Schools for Public Policy and Everybody Wins! DC Inc. Both lease agreements are set for a period of roughly five years, and rental income is recognized on a straight-line basis for these subleases.

In November 2015, the school secured a loan from United Bank for $2M to finance leasehold improvement costs on the school's property. An additional $1.4M loan with United Bank and a $500K loan with Building Hope were secured in September 2016 for the second phase of renovations to the school's property. As of June 30, 2017, construction in progress includes costs to renovate the windows of the entire building, as well as the 2nd floor for Washington Global's use. As of 2017, the school's outstanding long-term debt obligations totaled over $3.1M. These outstanding debt obligations negatively impacted the school's debt ratio for 2017, which fell below the targeted result at 0.94.

DC PUBLIC CHARTER SCHOOL BOARD

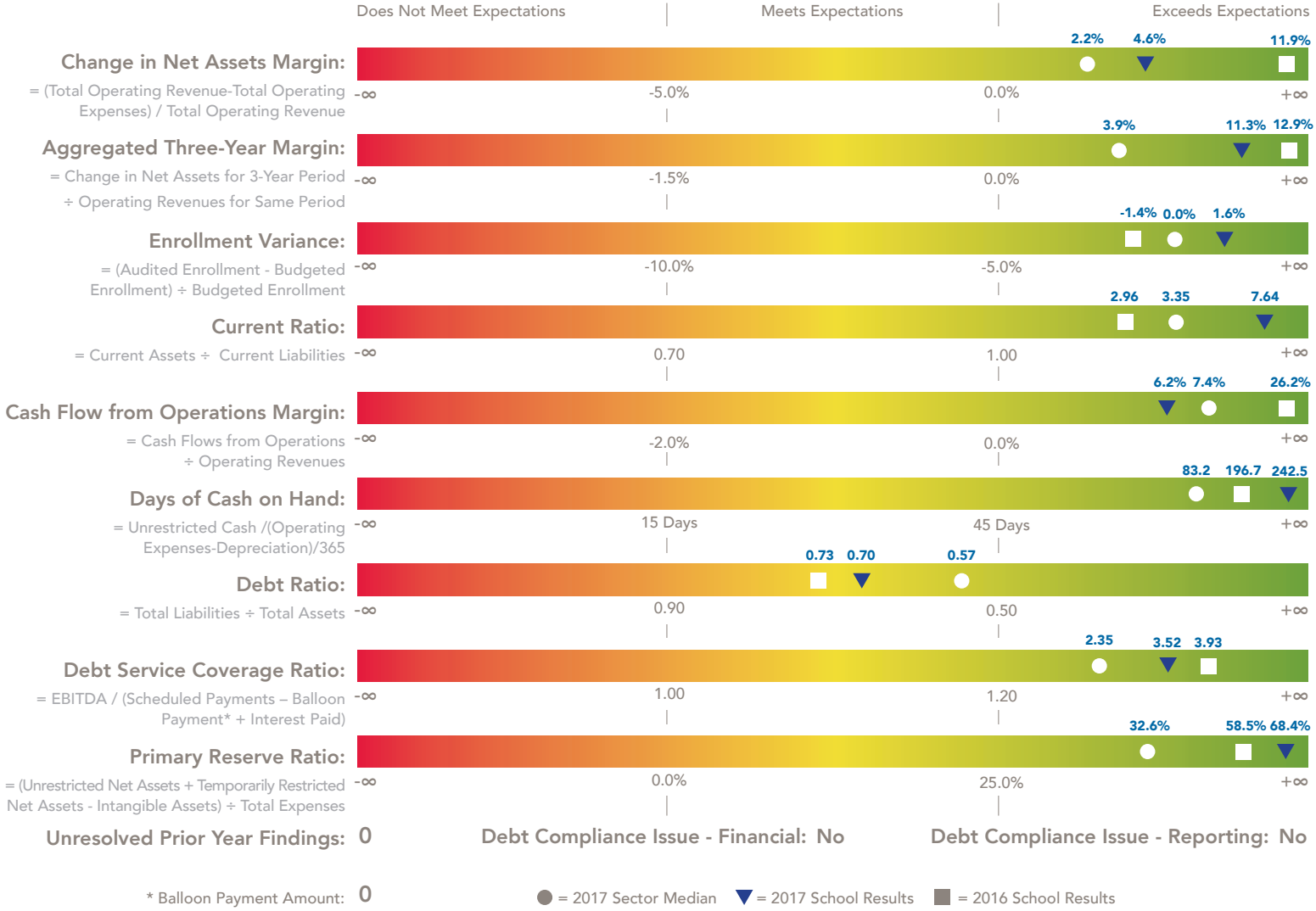
WASHINGTON LATIN PCS

FY2017 Financial Analysis Report

Opened: 2006 - 2007

Audited Enrollment: 697

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

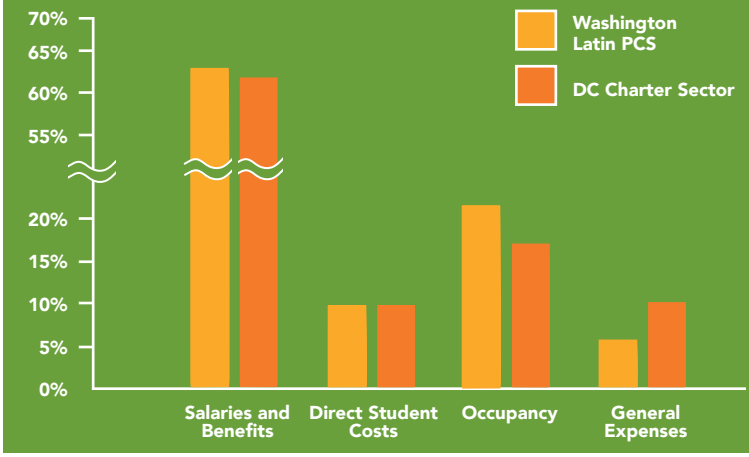
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



WASHINGTON LATIN PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$26,885,055	$26,416,990
Current Assets	$7,590,461	$6,099,664
Total Liabilities	$18,768,596	$19,241,128
Current Liabilities	$993,991	$2,059,100
Net Asset Position	$8,116,459	$7,175,862

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$12,438,657	$12,427,192
Expenses	$11,870,690	$10,950,463
Non-operating Revenues (Expenses)	$372,630	-$354,481
Surplus (Deficit)	$940,597	$1,122,248

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$15,904	$15,554	$18,019
Grants and Contributions Per Student	$958	$1,630	$298
Total Revenues per Student	$17,846	$18,195	$20,790
Expenses per Student	$17,031	$16,033	$20,387

PCSB OBSERVATIONS

The school's financial indicators were above the expectations range for the year. The school's change in net assets margin was 4.6%, and its aggregated three-year margin was 11.3%, positive indicators of the school's ability to keep expenses aligned with revenues in both the current year and over the past three years. The school had a surplus of about $941K in 2017.

The school's current ratio, which measures whether the school has the financial resources to meet short-term obligations, was well above expectations at 7.64. The school had cash flows from operations for the year of nearly $775K and has 242 days of cash on hand, which indicates that the school has adequate cash on hand to meet operating expenses in the event of unexpected delays in cash receipts.

The school has several long-term debt obligations that totaled $17.7M in 2017, including:

- A loan agreement consisting of four promissory note agreements totaling $16.6M used to build out and renovate the school. The school pays annual asset management fees for each lender ($5,000) and an annual administration fee totaling $42.5K. Loan principal will begin to be repaid with quarterly payments commencing March 15, 2020, with the last scheduled payment being made on February 21, 2038.
- A promissory note in the amount of $1.7M to finance construction of a new gym at the school was issued in November 2015. As of the end of fiscal 2017, $1.6M was outstanding on this note.

In January 2013, the school formed Latin Rudolph QALICB LLC (a Qualified Active Low-Income Community Business), a District of Columbia nonprofit corporation that in February 2013 entered into a lease agreement with the District of Columbia for use of its current school facility. The agreement was for the term of September 1, 2013, to August 1, 2038. Subsequently, the QALICB then entered into a sublease agreement with the school for the same facility for a 20-year term expiring August 1, 2033. The school is required to pay monthly lease payments to the QALICB. In 2017, the rent expense was $166K.

WASHINGTON LEADERSHIP ACADEMY PCS

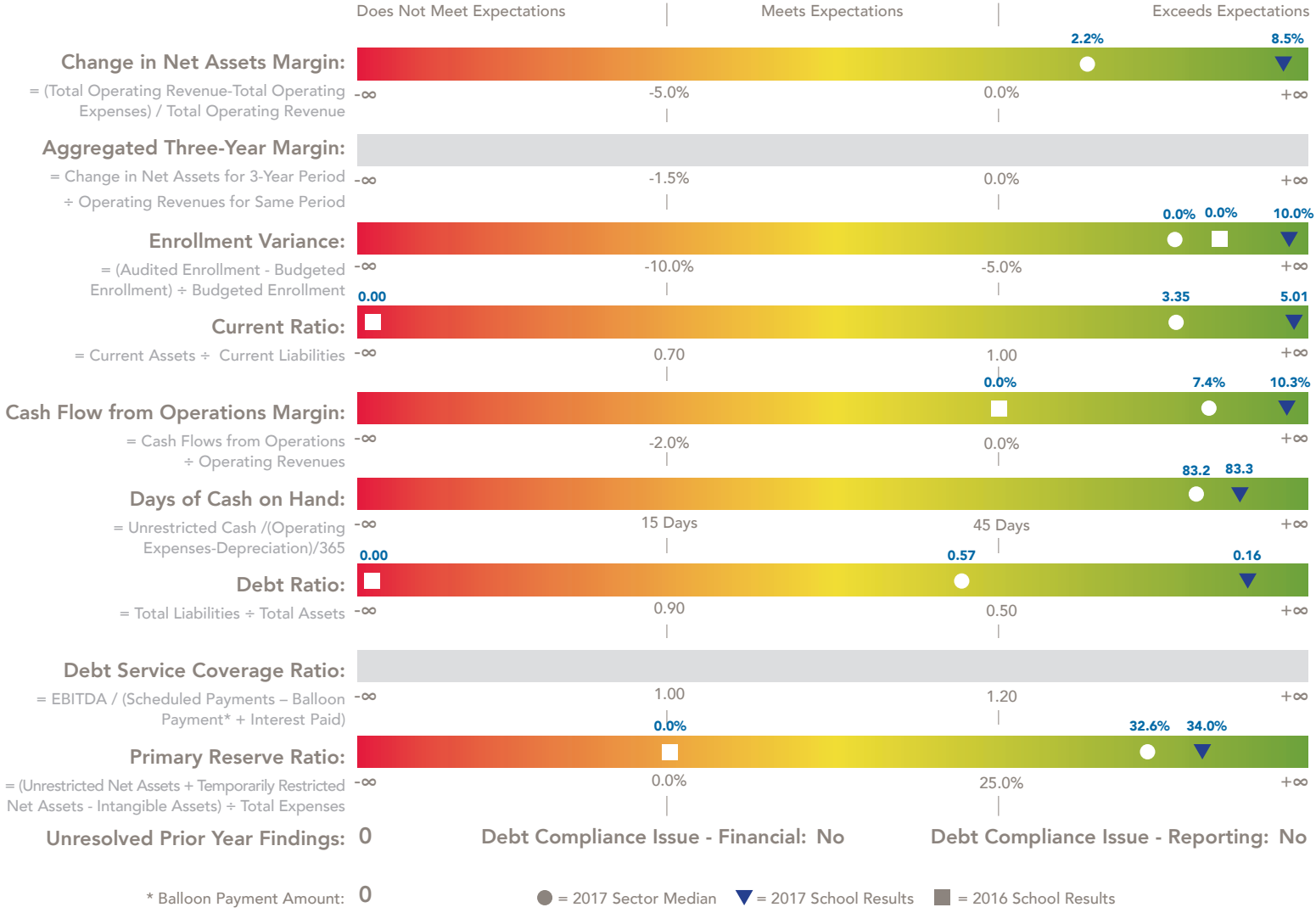
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2016-2017

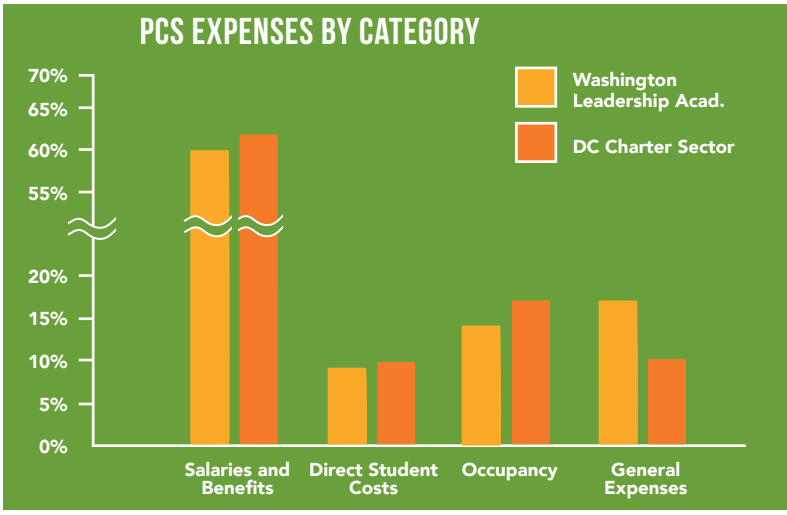
Audited Enrollment: 110

KEY FINANCIAL INDICATORS



Comments from the School





WASHINGTON LEADERSHIP ACADEMY PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$1,022,605	$0
Current Assets	$798,900	$0
Total Liabilities	$159,396	$0
Current Liabilities	$159,396	$0
Net Asset Position	$863,209	$0

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$2,776,381	$0
Expenses	$2,540,450	$0
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$235,931	$0

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$18,581	$0	$18,019
Grants and Contributions Per Student	$3,314	$0	$298
Total Revenues per Student	$25,240	$0	$20,790
Expenses per Student	$23,095	$0	$20,387

PCSB OBSERVATIONS

All of the school's key financial indicators are well above the meets-expectations range.

The school generated a surplus of $236K in its first year as a result of strong fundraising cost management. The school has 83 days of cash on hand. This indicates that the school has adequate cash on hand to meet operating expenses in the event of unexpected delays in cash receipts.

The school entered into a use agreement to lease building space for its office and schools, which is set to expire on June 30, 2021. The agreement includes an option to purchase the premises at any time after the fifth year but prior to the 10th year of the lease effective date. The rent payment is determined as a usage fee and is payable quarterly.

WASHINGTON MATHEMATICS SCIENCE TECHNOLOGY PCHS

FY2017 Financial Analysis Report

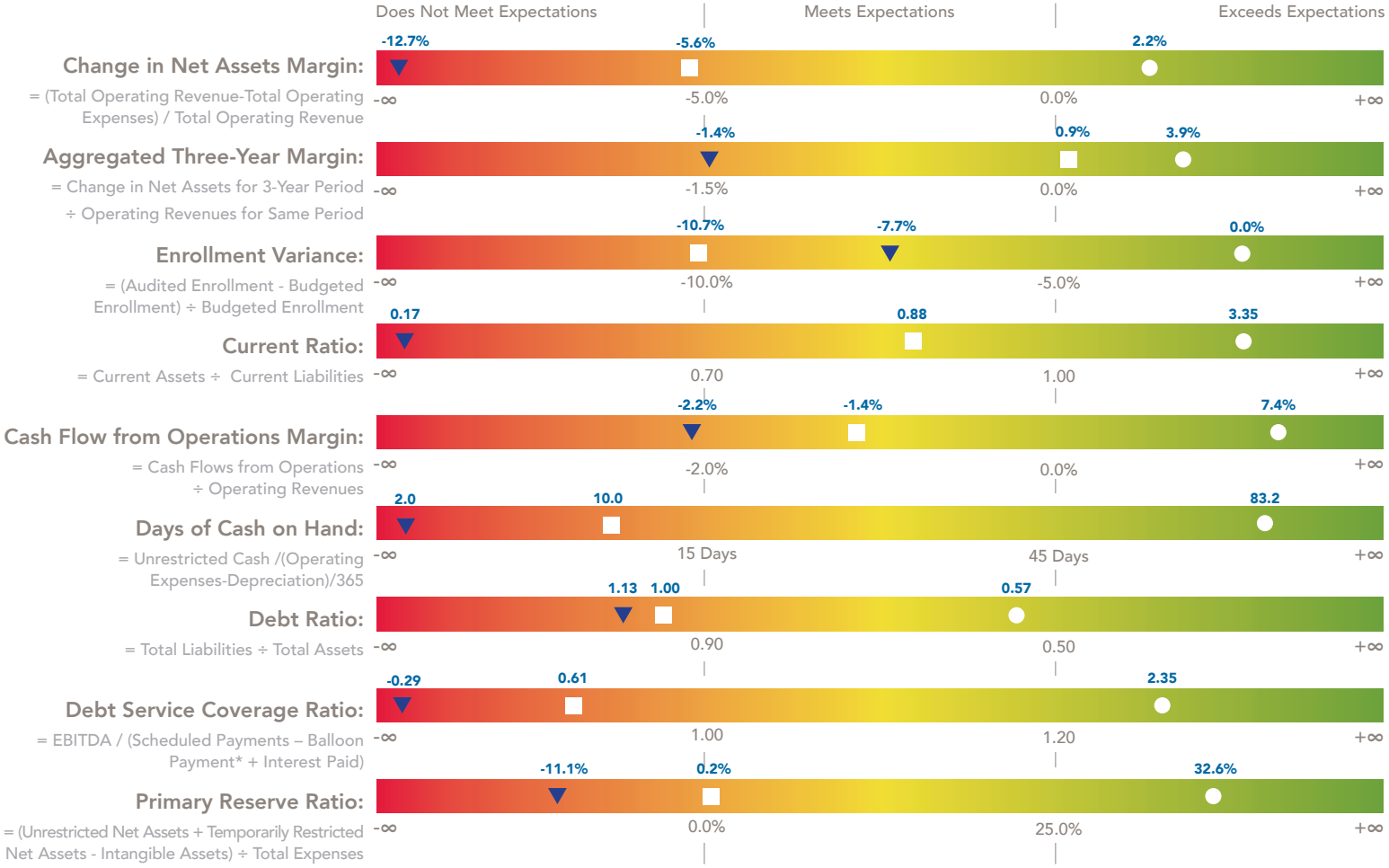
DC PUBLIC CHARTER SCHOOL BOARD

Opened: 1998 - 1999

Audited Enrollment: 277

GOING CONCERN

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

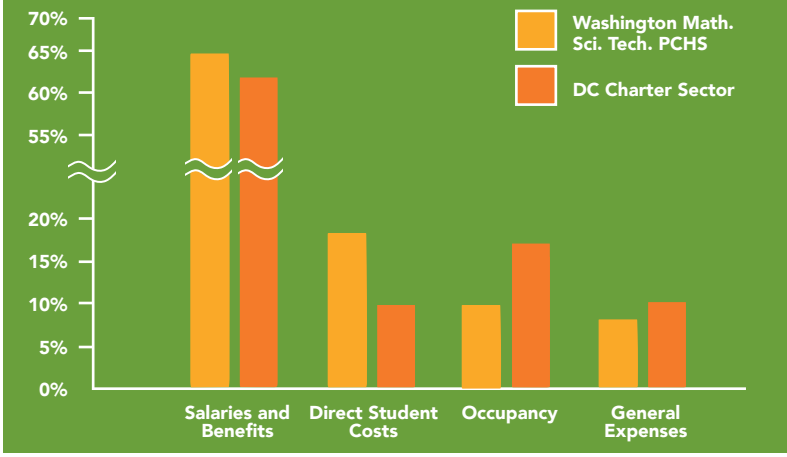
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



WASHINGTON MATHEMATICS SCIENCE TECHNOLOGY PCHS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$6,115,564	$6,742,331
Current Assets	$167,201	$435,669
Total Liabilities	$6,906,413	$6,726,688
Current Liabilities	$998,491	$497,853
Net Asset Position	-$790,849	$15,643

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$6,342,508	$6,728,521
Expenses	$7,149,001	$7,106,900
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$806,493	-$378,379

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	Yes	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$20,067	$19,500	$18,019
Grants and Contributions Per Student	$421	$140	$298
Total Revenues per Student	$22,897	$21,705	$20,790
Expenses per Student	$25,809	$22,926	$20,387

PCSB OBSERVATIONS

The school did not meet expectations on any of its key financial indicators. Only one of its indicators, the aggregated three-year margin, which measures over the long term whether a school's revenues are exceeding its expenses, was slightly above the acceptable floor of -1.5 with a margin of -1.4. The school had a deficit of ($791K) and had less than two days of cash on hand. The meets-expectations floor for days of cash on hand is 15 days, indicating the school might have issues meeting its expenses. The current ratio, a measure of the school's financial resources available to meet its short-term obligations, was 0.17, well below the acceptable floor of 0.7 and the target of 1.0.

The school has experienced three consecutive years of declining enrollment, averaging about a 12% decline each year. The school's audit report included a plan by management to attempt to increase enrollment, decrease expenses, and sell its facility. The audit report included a going concern note, indicating that the auditors had substantial doubt about the school's ability to remain in operation. Further, the auditors cited the school with a significant deficiency in internal control over financial reporting related to the school not properly accruing for salaries and benefits or properly accounting for depreciation expense. This resulted in expenses being understated by roughly $372K.

In April 2018, DC PCSB rescinded the school's charter effective at the end of the 2018 school year.

DC PUBLIC CHARTER SCHOOL BOARD

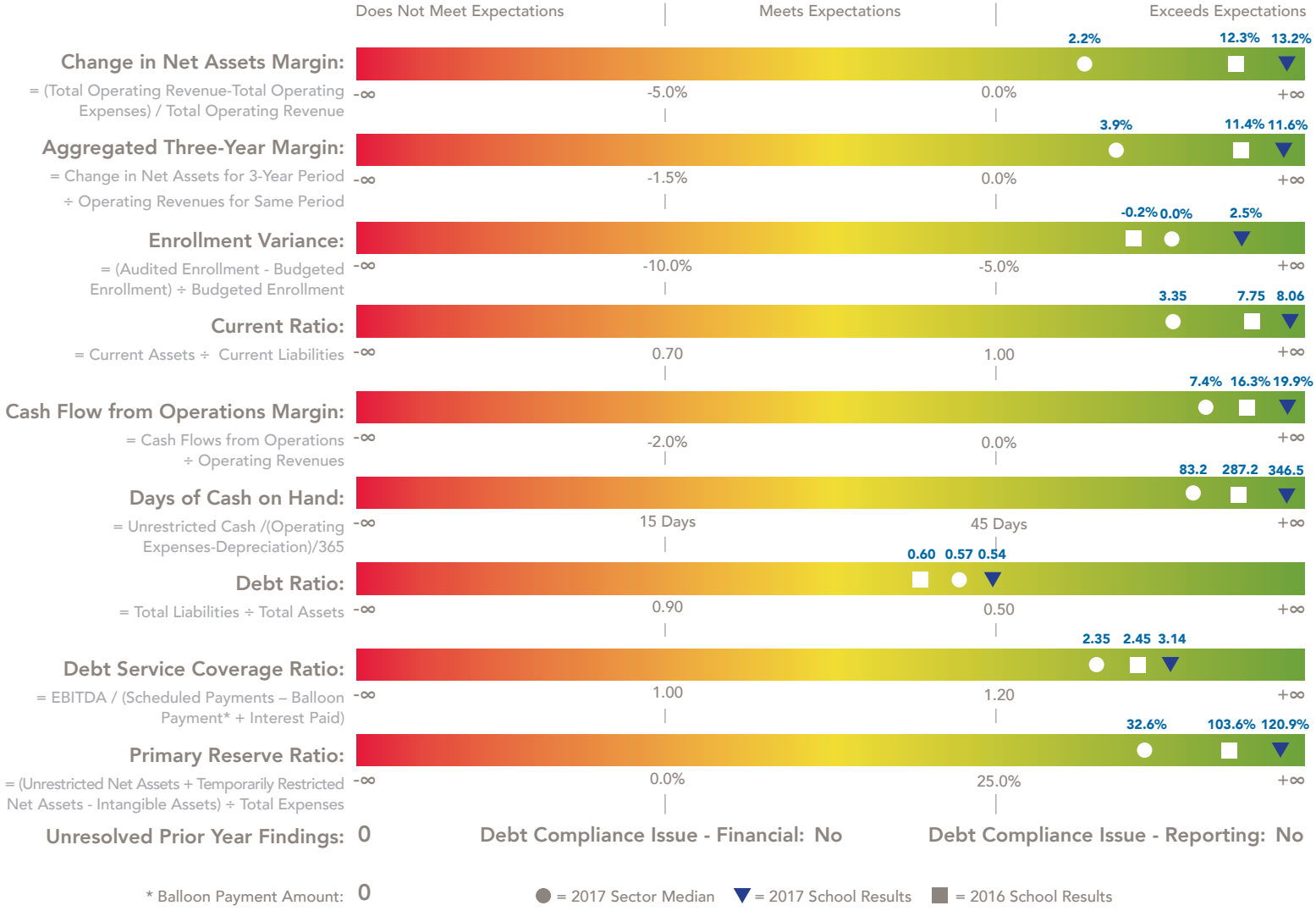
WASHINGTON YU YING PCS

FY2017 Financial Analysis Report

Opened: 2008 - 2009

Audited Enrollment: 571

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

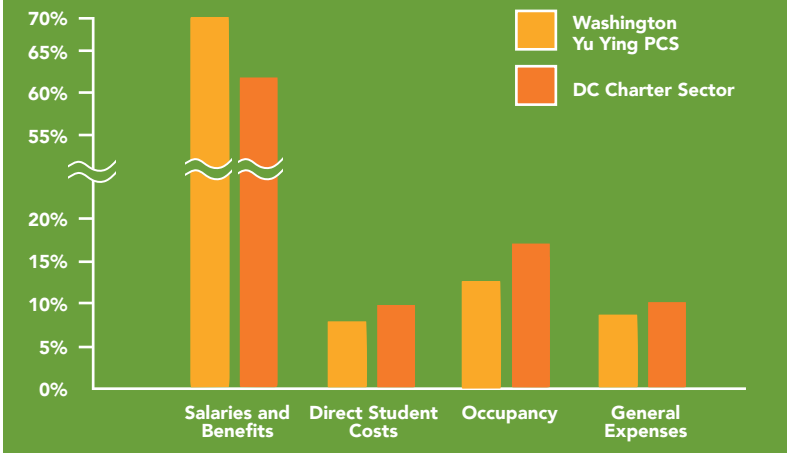
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



WASHINGTON YU YING PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$23,938,836	$23,094,126
Current Assets	$8,332,965	$6,928,302
Total Liabilities	$13,002,053	$13,820,585
Current Liabilities	$1,033,976	$894,076
Net Asset Position	$10,936,783	$9,273,541

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$10,416,494	$9,961,856
Expenses	$9,044,728	$8,947,778
Non-operating Revenues (Expenses)	$291,476	-$241,193
Surplus (Deficit)	$1,663,242	$1,014,078

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$15,624	$14,961	$18,019
Grants and Contributions Per Student	$419	$551	$298
Total Revenues per Student	$18,243	$18,517	$20,790
Expenses per Student	$15,840	$16,239	$20,387

PCSB OBSERVATIONS

The school's financial indicators were above expectations for the year. The school's change in net assets margin was 13.2%, and its aggregated three-year margin was 11.6%, which are good indicators that the school has been able to keep its expenses aligned with its revenues in both the current year and over the past three years. The school had a surplus of nearly $1.7M in 2017.

The school's current ratio, which measures whether the school has the financial resources to meet short-term obligations, was above expectations at 8.06. The school had cash flows from operations for the year of over $2M and has 346 days of cash on hand, which indicates that it has adequate cash on hand to meet operating expenses in the event of unexpected delays in cash receipts.

The school's debt ratio, which measures how leveraged the school is, was 0.54 in 2017. The school has several long-term debt obligations including an outstanding construction line of credit balance with Eagle Bank which was converted into tax-exempt District of Columbia revenue bonds, Series 2012, issued for $10.3M in February 2012. This Series 2012 was amended in October 2014 and a new Series 2014 Bond was issued to help refinance existing debt and finance construction costs. Both the Series 2012 and Series 2014 bonds are scheduled to mature in October 2044. The long-term debt outstanding in 2017 totaled $11.9M.

DC PUBLIC CHARTER SCHOOL BOARD

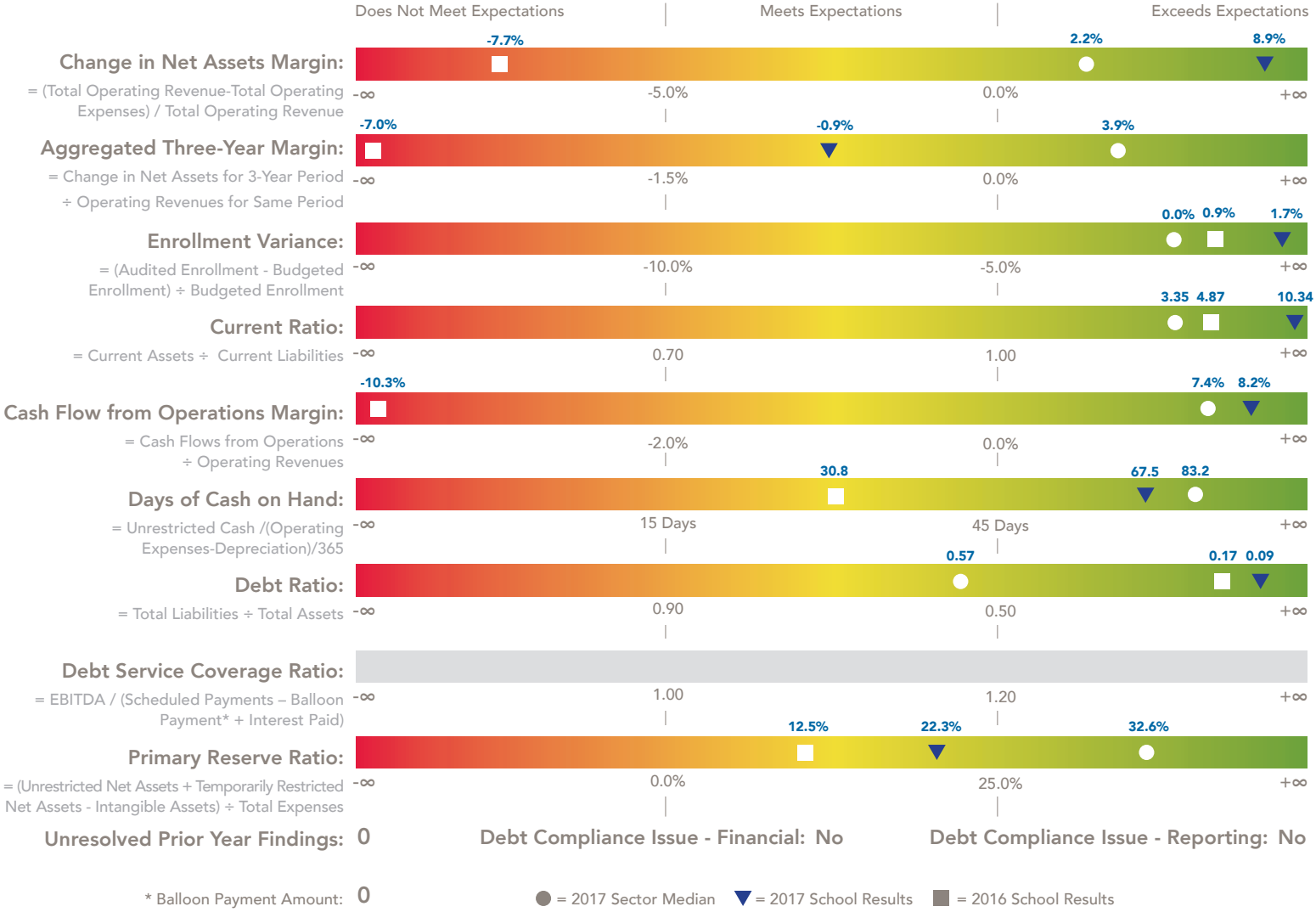
YOUTHBUILD PCS

FY2017 Financial Analysis Report

Opened: 2005 - 2006

Audited Enrollment: 117

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

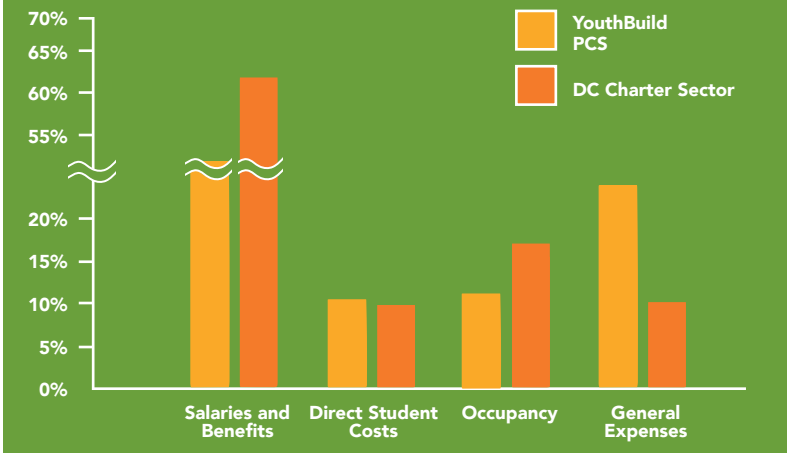
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



YOUTHBUILD PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$685,308	$483,300
Current Assets	$658,743	$391,745
Total Liabilities	$63,696	$80,523
Current Liabilities	$63,696	$80,523
Net Asset Position	$621,612	$402,777

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$3,061,378	$2,995,494
Expenses	$2,788,276	$3,227,161
Non-operating Revenues (Expenses)	-$54,267	$0
Surplus (Deficit)	$218,835	-$231,667

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$19,538	$20,115	$18,019
Grants and Contributions Per Student	$213	$732	$298
Total Revenues per Student	$26,166	$25,823	$20,790
Expenses per Student	$23,831	$27,820	$20,387

PCSB OBSERVATIONS

The school is working with an external consultant on overall school improvement. With respect to financial performance, most of the school's financial indicators were above expectations in 2017. While the school's enrollment has been essentially stable, revenues grew by 2% in 2017 while expenses fell by 15%, exhibiting strong cost management. The result was a change in net assets margin of $219K, or 54%, relative to a loss of ($232K) in 2016.

The school had strong cash flow from operations margin of 8.2%; a current ratio of 10.3, well above the meets-expectations range; and 67 days of cash on hand. Strong cash flows and liquidity ensure that the school has adequate cash to meet short-term obligations, including unexpected costs or delays in cash receipts.

The school has no long-term liabilities and an exceptionally low debt ratio of 0.09.

In July 2017, the school terminated its lease agreement for the rental of a building at 3014 14th Street, NW, Washington, DC. The school is required to pay the Latin American Youth Center $196,473 as a result of the early lease termination. In the same month, the school entered into a lease agreement with the Holy Spirit Association for the Unification of World Christianity for the rental of 11,000 square feet of a building at 3220 16th Street, NW, Washington, DC. This lease commenced on July 21, 2017, for a two-year term ending July 20, 2019. This lease requires monthly lease payments of $24,063 in year one and increases to $24,784 in year two.

DC PUBLIC CHARTER SCHOOL BOARD

To: DC Council Committee on Education

From: DC Public Charter School Board

Date: October 1, 2018

Subject: Report on change in approach to reviewing school finances

Currently, DCPCSB reviews unaudited financial statements for all public charter schools every quarter, and reviews audited financial statements each year. Audits are conducted by an auditor chosen by the school from a list approved by DC PCSB, OCFO, and OSSE.

Annually, DC PCSB analyzes and summarizes the information the school audits to produce the Financial Analysis Report (FAR). The FAR is an in-depth review of each LEA's audited financial statements, accompanied with DC PCSB's analysis, LEA responses to DC PCSB's comments, and other information relevant to understanding LEA's financial position. The quarterly reviews performed by DC PCSB are consistent with the financial metrics outlined in our FAR Technical Guide (attached).

We subject schools of concern to closer monitoring. This can include one or more of the following:

- Monthly review of unaudited financial statements
- Meetings with school staff and/or board
- Monitoring of progress against an informal agreement about steps the school plans to take to address the issues of concern at the school.
- A board-approved Financial Corrective Action Plan (FCAP), containing required steps and benchmarks the school must meet. Progress against FCAPs are reviewed quarterly at our public board meetings.

In the fall of 2018, DC PCSB plans to introduce and adopt a formal Financial Monitoring Policy to ensure the consistent oversight of LEAs. This policy will include criteria for determining the enhanced monitoring of schools. We currently monitor all schools with two or more FAR metrics below the DC PCSB floors on the FAR and additional schools with financial metrics that warranted an elevated level of concern; this listing of LEAs comprises the "monitoring list."

The specific case we encountered with Washington Math Science Technology Public Charter School was a school whose financial viability depended on a large amount of declared equity in their building. In future cases like this, we will insist on an appraisal of the asset in question, rather than relying on the school's assertion of the asset's worth.

Our Finance & Operations Committee (FinOps), comprised of Board members, executive leadership, and staff, meets quarterly to review school finances. After each committee meeting, the committee reads into the record at the next public board meeting a meeting summary, including our findings from financial reviews and the recommendations for ongoing monitoring of schools. This new process began in September 2018.

It is our hope that the creation of these additional layers of oversight and transparency will help us strengthen our stewardship of District finances.

Fiscal Year 2017
Financial Audit Review Report
Technical Guide

January 22, 2018

DC PUBLIC CHARTER SCHOOL BOARD

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About the DC Public Charter School Board

In school year 2016-17, the DC Public Charter School Board (DC PCSB) oversaw 65 Local Education Agencies (LEAs) at 118 campuses, which served nearly 42,000 students from every ward of the city. The organization's mission is to provide high-quality public school options for District of Columbia students, families, and communities through four functions:

- *A comprehensive review application process* – ensures that the DC PCSB approves only those charter school applications that will prepare and train students for postsecondary experiences and individual career paths.

- *Effective oversight* – holds schools to high standards for results, with extensive reviews and data collection, and makes oversight decisions with the best interests of students in mind.

- *Meaningful support* – provides clear feedback and increased oversight to low-performing schools, and rewards consistently high-performing schools with more autonomy.

- *Active engagement of stakeholders* – solicits community input and strives to be responsive to and transparent with all who are affected by and have an impact on DC PCSB and public charter schools.

DC PCSB's vision is to lead the transformation of public education in DC and to serve as a national model for charter school authorizing and accountability.

At the heart of the organization's core values is the belief that every child is entitled to a high-quality education that will enable him or her to leave high school well prepared for college and careers.

A Board of seven with a professional staff of 41 is responsible for the oversight and management of the organization's mission and vision. Board members are nominated by the mayor and confirmed by the DC Council.

DC PCSB's Financial Audit Review Report

The School Reform Act (SRA) requires that DC PCSB revoke the charter of any public charter school that (1) has engaged in a pattern of nonadherence to generally accepted accounting principles (GAAP); (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable. Further, each DC public charter school is required to conduct annually a thorough audit of its finances and operations, conducted by a third-party auditor, chosen by the school from a list of approved auditors selected by DC PCSB, the Office of the Chief Financial Officer (OCFO), and the Office of the State Superintendent of Education (OSSE). DC PCSB, with support and counsel from OCFO and OSSE, analyses and summarizes the information in these audits to produce the Financial Audit Review (FAR) Report that presents consistent and transparent information about DC public charter schools' finances and operations.

Each year, DC PCSB convenes a Task Force of school leaders, business managers, and charter support organizations to give input into the FAR Report's methodology, design, and production process.

The most important piece of the FAR Report is the Financial Report Card for each school, including data on the school's management organization, if applicable. Additional data tables and narrative commentary on the key trends and opportunities of DC public charter schools' finances provide context and analysis. Each of these is detailed below.

The FAR Technical Guide outlines DC PCSB's process for producing the FAR Report. It was created so that school leaders, data managers, families, and other stakeholders would understand the FAR Report's content, methodology, and scope.

Financial Report Cards

The FAR Report includes one Financial Report Card for each LEA, regardless of how many campuses or facilities the LEA operates.[1] DC PCSB does not publish Financial Report Cards for schools that closed at the end of the fiscal year, as the completion of these schools' final year audits are typically significantly delayed due to dissolution activities.

School Profile

The top bar of the Financial Report Card includes profile information for each LEA, specifically:

Name: The FAR Report Card refers to LEAs by their familiar name, which may be the registered name of the non-profit corporation that holds the school's charter, or may be a "doing business as" name.

Opened: This refers to the LEA's first year of academic operations.

School Quality Report: This link routes FAR Report users to the School Quality Report, DC PCSB's academic report card.

Management Organization: If the school contracts with a school management organization, the School Profile bar will identify the name of the organization.

Going Concern: If the auditor has noted a Going Concern, the School Profile bar will include a prominent indicator. A Going Concern indicates that the auditor has questioned the ability of the school to continue operations.

Key Financial Metrics

The primary focus of the Financial Report Card is the Key Financial Indicators. Each school's performance on these Indicators is compared to its prior year results and the sector median.

The Key Financial Indicators are:

Operating Margin
This is an indicator of the school's ability to keep expenses aligned with revenue throughout the fiscal year, relative to the size of its budget. It is calculated as:

$$\frac{\textit{Operating Revenues} - \textit{Operating Expenses}}{\textit{Operating Revenues}}$$

[1] The FY 2016 FAR Report Cards are available here: http://www.livebinders.com/play/play?id=2224072

DC PCSB expects schools' Operating Margins to be above 0%. Operating Margins below -5% may be cause for concern.

Aggregated Three-Year Margin

This metric measures over the long-term whether a school's revenues are exceeding its expenses. It is calculated as:

$$\frac{\textit{3 year Operating Revenues} - \textit{3 year Operating Expenses}}{\textit{3 year Operating Revenues}}$$

Where:

3 year Operating Revenues = Operating Revenues CY + Operating Revenues PY-1 + Operating Revenues PY-2

3 year Operating Expenses = Operating Expenses CY + Operating Expenses PY-1 + Operating Expenses PY-2

And:

CY = Current year
PY-1 = Year prior to current year
PY-2 = Year prior to PY-1

DC PCSB expects schools' Aggregated Three-Year Margins to be above 0%. Aggregated Three-Year Margins below -1.5% may be cause for concern.

Days of Cash on Hand

This metric measures the number of days of expenses a school can pay with cash on hand. It is calculated as:

$$\frac{\textit{Unrestricted Cash and Cash Equivalents}}{\textit{(Operating Expenses} - \textit{Total Depreciation and Amortization)} \div \textit{(365)}}$$

DC PCSB expects schools to have at least 45 days of cash on hand. Fewer than 15 days of cash on hand may be cause for concern.

Cash Flow from Operations Margin

This metric measures whether a school's operations are generating or using cash. It is calculated as:

$$\frac{\textit{Net Cash (Used In) Provided by Operating Activities}}{\textit{Operating Revenues}}$$

DC PCSB expects schools' Cash Flow from Operations Margins to be above 0%. Cash Flow from Operations Margins below -2% may be cause for concern.

Current Ratio

This metric measures the financial resources available to meet a school's short-term obligations. "Current" defines the time period as the following 12 months. It is calculated as:

$$\frac{\textit{Total Current Assets}}{\textit{Total Current Liabilities}}$$

DC PCSB expects schools' Current Ratios to be above 1.0. Current Ratios below 0.7 may be cause for concern.

Debt Ratio

This metric measures how leveraged a school is, or the extent to which a school relies on borrowed funds to finance its operations. It is calculated as:

$$\frac{\textit{Total Liabilities}}{\textit{Total Assets}}$$

DC PCSB expects schools' Debt Ratios to be below 0.5. Debt Ratios above 0.9 may be cause for concern.

Debt Service Coverage Ratio

This metric is a measure of surplus available for debt servicing to interest and principal. It is calculated as:

$$\frac{\textit{Change in Net Assets before Total Interest Expense and Total Depreciation and Amortization}}{\textit{(Principal Payments on Notes Payable in Current Year and Total Interest Expense)}}$$

DC PCSB expects schools' Debt Service Coverage Ratios to be above 1.2. Debt Service Coverage Ratios below 1.0 may be cause for concern.

Primary Reserve Ratio

This metric compares a school's net asset size relative to its operating budget – a measure of financial strength.. It is calculated as:

$$\frac{\textit{Unrestricted Net Assets and Temporarily Restricted Assets}}{\textit{Operating Expenses}}$$

DC PCSB expects schools' Primary Reserve Ratios to be above 0.25. Primary Reserve Ratios below 0.00 may be cause for concern.

Enrollment Variance
This metric is a measure of a school's ability to accurately forecast its enrollment. Because per student funding accounts for the majority of schools' funding, inaccurate enrollment forecasting can have a strong effect on financial performance and school stability. It is calculated as:

$$\frac{\textit{Audited Enrollment} - \textit{Budgeted Enrollment}}{\textit{Budgeted Enrollment}}$$

DC PCSB expects schools' Enrollment Variance to be above 0%. Enrollment Variances below -5% may be cause for concern.

Unresolved Prior Year Audit Findings
This indicator notes whether the school's auditor disclosed that audit findings from a prior year have not been corrected. Each school's auditor reviews the prior year's audit findings to ensure that the school has taken appropriate measures to resolve findings.

DC PCSB expects that schools promptly and conclusively address audit findings. Unresolved Prior Year Audit Findings may be cause for concern.

Debt Compliance Issue – Financial
This indicator notes whether the school's auditor disclosed that the school was not in compliance with certain financial covenants required by its debt agreements, specifically covenants related to financial metrics. While the lender may have waived the violation, a debt compliance issue may prelude insolvency.

Debt Compliance Issue – Reporting
This indicator notes whether the school's auditor disclosed that the school was not in compliance with certain financial covenants required by its debt agreements, specifically covenants related to financial reporting. If the school has received a waiver of the violation by the audit's completion, DC PCSB will consider debt compliance issues related to reporting to be resolved, and will not include the issue in the Key Financial Metrics.

Comments from the School

Schools are encouraged to provide comments regarding their financial and operational strength, challenges, and future plans. These comments are limited to approximately 1,000 characters; when requested by the school, DC PCSB will aim to provide more space for further comments. DC PCSB may edit schools' comments for length and clarity, but not for content, except in rare cases.

Functional Expenses

The Functional Expenses chart provides informational data on each LEA's allocation of resources between the major funding categories shown below. Spending in each category is also compared to the median spending allocation for all DC public charter schools:

- Salaries and benefits;
- Direct student costs, including contracted instructional services and food service;
- Occupancy, including rent, facility depreciation and amortization, and interest expense on facility debt; and
- General expenses, including office expenses, professional fees, non-facility depreciation and amortization, and non-facility interest expense.

Financial Position and Financial Activities

The Financial Report Card also includes financial results for the past two fiscal years, specifically:

Financial Position

The Financial Position table includes:

- Total Assets;
- Current Assets, i.e., assets available to the school within the following 12 months;
- Total Liabilities;
- Current Liabilities, i.e., liabilities coming due within the following 12 months; and
- Net Asset Position, i.e., the difference of Total Assets minus Total Liabilities.

Financial Activities

The Financial Activities table includes:

- Revenues and Support, including all federal funding (both entitlement and competitive), state/local funding (DC per pupil funding, including foundational amounts, facilities funding, and categorical add-ons), grants and contributions (private grants, cash contributions, in-kind contributions, and competitive government grants), and other income;
- Expenses, including program services, general and administrative, and fundraising expenses;
- Non-operating revenue or expense, such as gains or losses on investments; and
- Change in Net Assets, i.e., surplus or deficit.

Revenues/Expenses per Student

For each LEA, DC PCSB calculates the following metrics, including the sector median:

- DC Funding per Student,

- Philanthropic Funding per Student, including competitive government grants,
- Total Revenues per Student, and
- Expenses per Student.

Audit Findings

School management is responsible for maintaining and reporting accurate, comprehensive financial information. In conducting the annual audit, the external auditor verifies the school's effectiveness in doing so. Audit findings address areas of nonconformity with GAAP and other financial reporting or management requirements. In issuing a finding, the auditor must define the condition, cause and effect, and recommendation for addressing the area of concern.

Statement Opinion
The auditor issues an opinion letter on the basic financial statements. An *unmodified* opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be *modified, adverse,* or *disclaimed*.

Material Weakness
A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the school's financial statements will not be prevented, or detected and corrected in a timely manner.

Statement of Non-Compliance
The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.

Modified Program Opinion (Uniform Guidance)
When expenditures of federal funds are greater than $750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major Federal programs. A *modified* opinion indicates instances of noncompliance.

Program Material Weakness (Uniform Guidance)
In planning and performing the audit defined above, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material non-compliance with a

requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.

Findings and Questioned Costs
The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.

Unresolved Prior Year Findings
The auditor discloses prior year audit findings that have not been corrected.

Going-Concern Issue
The auditor indicates that the financial ability of the school to continue in the coming year is questioned.

Debt-Compliance Issue
The auditor discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.

DC PCSB Observations

In addition to standardized financial metrics and qualitative components of the audit, DC PCSB synthesizes important, individualized information from each school's audit. Where necessary for clarity, DC PCSB may add information from other sources, such as the school's foundational documents (e.g., charter agreement). Each LEA is given the opportunity to review and give input into the draft DC PCSB Observations before the publication of the FAR Report.

DC PCSB Observations may address:

- Financial trends;
- Related party transactions;
- Facility information, such as financing arrangements, ownership, construction work in progress;
- Future plans that may significantly affect the school's financial results, such as additional campuses or facilities; and
- Additional information about audit findings.

Management Organizations

Approximately 15 DC public charter schools operate with school management organizations (MO). Per the Public Charter School Fiscal Transparency Amendment Act of 2015, an MO is:

> an entity that a public charter school may identify in its charter petition or petition for charter revision with which the public charter school contracts to provide management or oversight services regarding the school's expenditures, administration, personnel, or instructional methods. The term "school management organization" does not include an entity with which a public charter school contracts solely to provide administrative support services, such as: (A) Payroll processing or information technology services; (B) Academic support services; or (C) Temporary management services recommended by the eligible chartering authority to improve the performance of a public charter school.

LEAs with MOs receive an additional supplementary table with information about the school-MO relationship. The table includes:

- MO name and tax status;
- Link to the MO's most recent public financial reports, if applicable;
- The name, title, and total compensation of the MO's highest paid employee, if known;
- The goods and services provided by the MO, as well as the cost of those services, including cost as a percentage of the school's total revenue;
- DC PCSB comments on the school-MO relationship; and
- School comments on the school-MO relationship.

Data Sources

The FAR Report's primary data source is each school's annual financial audit, which is prepared in accordance with DC PCSB's Guidelines and Expectations for audited financial statements. The Guidelines and Expectations for Public Charter School Audited Financial Statements for Fiscal Year 2017 are available at http://www.dcpcsb.org/sites/default/files/FY2017%20DC%20PCSB%20Audit%20Guidelines.pdf.

Additional data sources may include school foundational documents (e.g., charter agreement) and publicly available reports (e.g., school management organizations' IRS Forms 990).

Data Processing

Upon completion of its audit, each school submits the audit and a standardized data entry form via the Hub to DC PCSB. DC PCSB reads each audit, verifies the accuracy of the data against the audit, and follows up with each school as necessary. DC PCSB drafts each school's Financial Report Card and asks the school to review the draft for accuracy. Upon validation, DC PCSB updates its database and the Financial Report Cards to incorporate any corrections. Finally, DC PCSB generates additional data tables, described below, and writes commentary on the key trends in DC public charter schools' financial results.

Additional Data Tables

In addition to school-specific data, DC PCSB compiles aggregated and comparative data for greater transparency and ease of use by external stakeholders. These tables exclude data for schools that closed at the end of the fiscal year, as the completion of these schools' final year audits are typically significantly delayed due to dissolution activities.

Aggregated reports provide combined data for all DC public charter schools (i.e., the sum of all schools' results in a particular metric). Aggregated data tables include:

- Statement of Financial Position;
- Statement of Activities;
- Statement of Cash Flows;
- Statement of Functional Expenses; and
- Long-Term Debt.

Comparative reports provide a single table comparing each school's results in a particular metric. Comparative data tables include:

- Cash, Assets, and Liabilities;
- Revenues and Expenses;
- Sources of Revenue;
- Net Asset Position over time;
- Cash Position and Future Debt;
- Philanthropic Revenue; and
- Distribution of Expenses.

DC PCSB also provides an index of schools operating with school management organizations.

Attachment for Question #45
Charter Schools with Reviews or Renewals in FY18 and FY19

FY 2018			
Board Vote Date	**School**	**Type**	**Outcome**
November 20, 2017	Achievement Prep PCS	10-Year Review	Continued with conditions
	Excel PCS	10-Year Review	Charter was not renewed
	Washington Yu Ying PCS	10-Year Review	Continued without conditions
	Sela PCS	5-Year Review	Continued without conditions
	Ingenuity Prep PCS	5-Year Review	Continued without conditions
December 18, 2017	Somerset PCS	5-year Review	Continued with conditions
	Cesar Chavez PCS	20-Year Review	Continued with conditions
	SEED PCS	20-year review	Continued with conditions; Middle school closed
	Center City PCS	10-Year Review	Continued without conditions
	DC Prep PCS	15-Year Renewal	Continued without conditions
	Eagle PCS	15-Year Renewal	Continued without conditions
January 22, 2018	EW Stokes PCS	20-Year Review	Continued without conditions
February 26, 2018	LAMB PCS	15-Year Renewal	Continued without conditions
	Maya PCS	20-Year Review	Continued with conditions
March 19, 2018	WMST PCS	20-Year Review	Charter Revoked
	Carlos Rosario PCS	20-Year Review	Continued without conditions
	Community College Prep PCS	5-Year Review	Continued without conditions
	Friendship PCS	20-Year Review	Continued without conditions

Attachment for Question #45
Charter Schools with Reviews or Renewals in FY18 and FY19

FY 2019			
Board Vote Date	**School**	**Type**	**Outcome**
November 19, 2018	Harmony PCS	5-Year Review	Continued with conditions
	Ideal Academy	20-Year Review	School relinquished charter; no board vote required
December 17, 2018	Democracy Prep PCS	5-Year Review	Revocation proceedings initiated; school relinquishing its charter
	City Arts & Prep PCS	15-Year Renewal	Charter was not renewed
	Meridian PCS	20-Year Review	Continued with conditions
	Roots PCS	20-Year Review	Continued with conditions
	Perry Street Prep PCs	20-Year Review	Continued with conditions
	National Collegiate PCS	10-Year Review	Revocation proceedings initiated; final vote pending
	Lee Montessori PCS	5-Year Review	Continued without conditions
January 28, 2019	EL Haynes PCS	15-Year Renewal	No vote yet
	DC Bilingual PCS	15-Year Renewal	No vote yet
	Two Rivers PCS	15-Year Renewal	No vote yet
February 24, 2019	Academy of Hope PCS	5-Year Review	No vote yet
	DC International PCS	5-Year Review	No vote yet

Attachment Q45B
Charter Renewal Timeline

The following table outline's DC PCSB process and timeline for charter renewal.

Action Item	Description	Date
Part 1: Charter Renewal Determination		
Renewal Process Overview	DC PCSB invites school leaders and board members to visit our office to discuss the renewal process.	Spring of the school's 14th year in operation.
DC PCSB meets with each school eligible to apply for renewal.	DC PCSB staff meets with each school to discuss the school's renewal, including the school's goals and student academic achievement expectations.	Summer before the school's 15th year in operation.
DC PCSB conducts Qualitative Site Reviews (QSRs).	DC PCSB conducts a QSR at each campus of a school applying for renewal to gather qualitative evidence about the extent to which a school is meeting its mission, goals, and student academic achievement expectations. Staff will issue a QSR report specific to each campus to document its qualitative findings, which will be incorporated into the renewal report.	Any time two years before the school's charter expires.
Schools submit renewal applications.	The SRA allows schools to submit their charter renewal application between 365 and 120 days before the expiration of their charter.	Fall/winter in the school's 15th year in operation.
DC PCSB informs the school of its right to an informal renewal hearing before the DC PCSB Board, and the school elects whether to request this hearing.	The SRA affords schools applying for charter renewal an opportunity for an informal, public renewal hearing before the DC PCSB Board. Per the SRA, DC PCSB must inform the school of its right to an informal hearing no later than 15 days after the school submits its renewal application, and schools must elect whether to request such a hearing within 15 days of receiving this notice.	DC PCSB must send this notice not later than 15 days after receipt of a school's renewal application. The school must request a hearing within 15 days of receiving this notice.

Attachment Q45B
Charter Renewal Timeline

Action Item	Description	Date
DC PCSB staff provides a draft copy of its preliminary charter renewal analysis to the school.	DC PCSB's preliminary charter renewal analysis includes a staff assessment of the school's academic performance, legal compliance, and fiscal management, as well as a recommendation to the DC PCSB Board regarding whether it should renew the school's charter. DC PCSB shares its preliminary analysis with the school to allow the school to respond to the report in writing to correct any substantive factual errors and to determine whether it would like a public hearing.	Contemporaneous with the notice of right to a renewal hearing, or soon thereafter.
DC PCSB Board conducts informal renewal hearing (if requested).	The DC PCSB Board conducts the informal hearing.	DC PCSB Board must hold the informal hearing no later than 30 days after the school requests it.
DC PCSB Board votes whether to renew the school's charter and issues a written renewal decision.	If possible, the DC PCSB Board will vote on whether to renew during regularly scheduled DC PCSB public meetings.	If the school does not request a hearing, the DC PCSB Board will vote on renewal no later than 30 days after the date DC PCSB informed the school of its right to such a hearing. If the school does request a hearing, the DC PCSB Board will vote on renewal no later than 30 days after the hearing.
Part 2: Update School Charter and Charter Agreement		
DC PCSB staff meets with school leadership.	DC PCSB staff and school leadership meet to discuss potential changes to the school's charter for the next 15-year term, including updates to a school's goals and academic achievement expectations.	Meeting is scheduled within 15 days of renewal vote.
School submits proposed changes to charter and/or charter agreement.	Schools may wish to update their goals and academic achievement expectations, among other things.	DC PCSB and school jointly create a timeline for submission of charter updates.

Attachment Q45B
Charter Renewal Timeline

Action Item	Description	Date
DC PCSB staff and school leadership finalize proposed changes.	DC PCSB staff and school leadership negotiate the school's proposal for updating its charter and/or charter agreement.	DC PCSB and school create a timeline for this process that concludes at least 45 days before the charter expiring.
DC PCSB Board votes to approve a school's updated charter and/or charter agreement.	School leaders and board members are requested to attend this meeting and be available to answer any questions the DC PCSB Board may have.	No later than the last DC PCSB meeting preceding the expiration of the school's charter.

Attachment Q45C
Charter Review Timeline

The following table outline's DC PCSB process and timeline for charter reviews.

Action Item	Description
Pre-review meeting	DC PCSB meets with schools that will undergo review to discuss the process
Qualitative Site Review (QSR)	- DC PCSB visits every school campus to observe the school's instructional program - DC PCSB publishes a QSR report of its findings and issues it to the school - QSR report findings can be referenced by DC PCSB as evidence that the school has met its goals and expectations
DC PCSB provides a preliminary charter review report to the school	This report includes an assessment of the school's academic performance, legal compliance, and fiscal management, and a recommendation to the Board regarding whether it should vote to continue the school's charter.
School is invited to respond to the preliminary review report	Schools are invited to correct any factual inaccuracies and/or submit a written response to the preliminary review report before it is made public. Submitted responses will be included in the report's appendix.
DC PCSB Board votes whether to continue the school's charter	If possible, the DC PCSB Board will vote on the school's continuance during a regularly scheduled board meeting.

Q. 51 – School Closures

LEA	Status	School Year	Reason
Excel Academy PCS	Revoked	Closed SY17-18	Did not meet goals and student achievement expectations as outlined in its amended charter agreement
WMST PCS	Revoked	Closed SY17-18	No longer economically viable
Sustainable Futures PCS	Relinquished	Closed SY17-18	Charter's Board of Trustees voted to relinquish charter due to fiscal and operational challenges
SEED PCS Middle	Phase out Closure	Fully Closed by end of SY19-20	Did not meet goals and student achievement expectations as outlined in its charter agreement
Cesar Chavez PCS Parkside Middle	Phase out Closure	Fully closed by end of SY19-20	Did not meet goals and student achievement expectations as outlined in its charter agreement
City Arts & Prep PCS	Non-renewed	Closed SY18-19	Did not meet goals and student achievement expectations as outlined in its charter agreement at the time of renewal
Democracy Prep PCS	Relinquished	Closed SY18-19	PCSB board voted to begin revocation proceedings due to school's failure to meet its goals and student achievement expectations as outlined in its charter agreement. School denied right to public hearing and relinquished its charter.
Somerset Prep PCS	Relinquished/ Takeover	Closed SY18-19	School failed to meet its conditional performance targets for SY17-18. Requested KIPP DC acquire and continue running the school beginning SY19-20
Ideal PCS	Relinquished/ Takeover	Closed SY18-19	Approaching 20-year review, Ideal requested that Friendship PCS acquire and continue running the school beginning SY19-20
National Collegiate PCS	Pending – Currently in revocation proceedings	Pending	Three-year tier 3 status and did not meet goals and student achievement expectations as outlined in its charter agreement

Records Review and Transfer Timeline

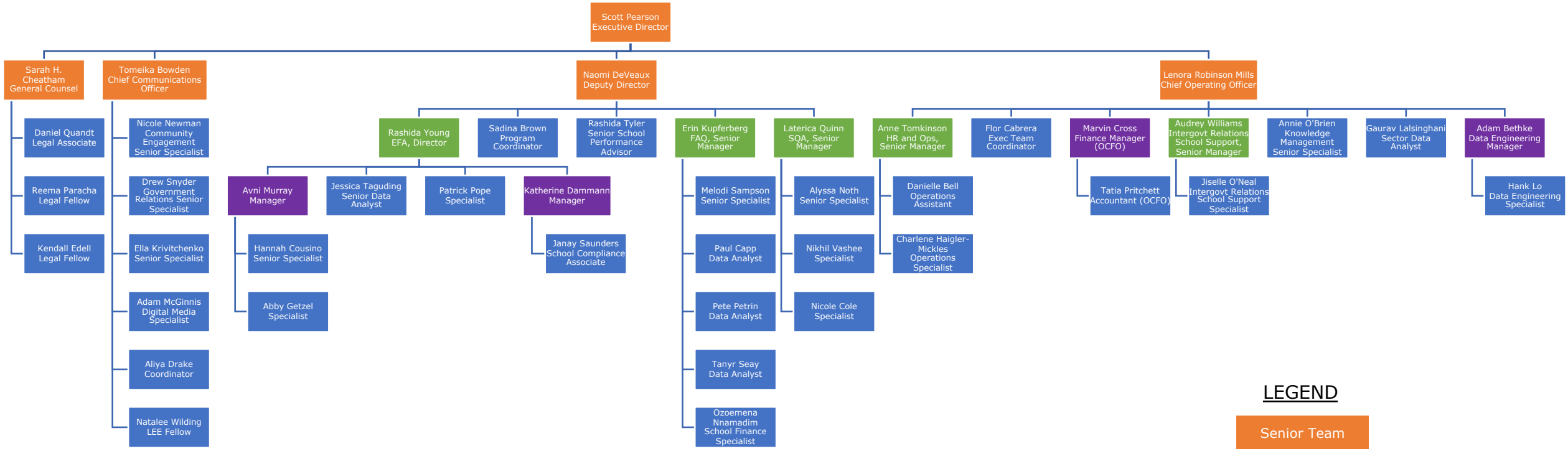
Elementary School Grades Pre-K 3 – 7th Timeline

By Late January	Charter School relinquishes charter or DC PCSB votes to close or non-renew the school
By Late January	Request for volunteers to assist w/ records review (2 to review sped records with Sped Coordinator)
By Late January	Executive Director send a notice for student records review.
By Late January/ Early February	Meet with school registrar for preliminary records review
By Early February	Meet w/ staff volunteers and assign schools
By Early March	First official records review
By Early April	Second records review
By Mid-April	1st Records distribution for parents (2 days @ school)
Early May	2nd Records distribution for parents (1 day @ school)
Late May	Last Records distribution for parents (1 day @ PCSB)
Early June	Final School visit to check on records storage
Mid-June	Final Report cards mailed to parents
End of June	Records Pickup from school for scanning June 17th – 24th
July 19th – 26th	Expected digitized records returned to PCSB from vendor

Timeline Middle School/High School Grades 8th – 12th

By Late January	Charter School relinquishes charter or DC PCSB votes to close or non-renew the school
By Late January	Request for volunteers to assist w/ records review (2 to review sped records with Sped Coordinator)
By Late January	Executive Director send a notice for student records review.
By Late January/ Early February	Meet with school registrar for preliminary records/transcript review
By Early February	Meet w/ staff volunteers and assign schools
By Early March	First official records/transcript review (non graduates)
By Early/Mid-April	Second records/transcript review (non graduates)
By Late April	1st Records distribution for parents (2 days @ school)
Early May	2nd Records distribution for parents (1 day @ school)
Early June	Final School visit to check on records storage
2nd week of June	Final transcript review
Mid-June	Last Records distribution for parents (1 day @ PCSB) Provide final report cards for transitioning 8th graders to 9th grade
Mid-June	Final Report cards mailed to parents
End of June	Records Pickup from school for scanning June 17th – 24th
July 19th – 26th	Expected digitized records returned to PCSB from vendor

DC PUBLIC CHARTER SCHOOL BOARD



LEGEND

- Senior Team
- Senior Manager
- Manager
- Staff
- Vacant

Updated on January 3, 2019

District of Columbia Public Charter School Board FY2018

Agency District of Columbia Public Charter School Board **Agency Acronym** PCSB **Agency Code** GB0

To edit agency and POC information press your agency name (underlined and in blue above).

Agency Performance POCs Flor Cabrera; Lrobinson@dcpcsb.org **Agency Budget POCs** Lrobinson@dcpcsb.org **Fiscal Year** 2018

Agency's Operating Budget

Lookup Your Agency's Operating Budget

2018 Agency Accomplishments

Add Accomplishment Add Accomplishment

Accomplishments

What is the accomplishment that your agency wants to highlight?	How did this accomplishment impact residents of DC?	How did this accomplishment impact your agency?
The opening of three new charter schools - Digital Pioneers PCS, The Family Place PCS and Statesmen College Preparatory Academy for Boys.	We were able to provide more quality choices for families in DC.	We were able to continue to provide choices for families in the District and continue to work with members of the community to see what types of options families need.
Served on Mental Health task force and advocated for additional funding for schools.	We were able to receive an additional $3 million for schools.	We were able to increase funding for schools and participate in the mental health task force.
Support and training for schools via Ahead of the Curve conference and Sex Abuse prevention training.	We were able to equip schools with support and training, especially around sex abuse prevention.	Intergovernmental relations were strengthened and we were able to better support our school leaders and teachers.

2018 Objectives

Strategic Objectives

Objective Number	Strategic Objective	# of Measures	# of Operations
1	Increase community engagement and parent education about school quality	5	2
2	Promote increased school academic quality through improved oversight	3	2
3	Ensure charter schools fulfill their roles as public schools serving all students	3	2
4	Improve fiscal and compliance oversight	3	1
5	Create and maintain a highly efficient, transparent and responsive District government.**	0	0
TOT		**14**	**7**

Add Strategic Objective

2018 Key Performance Indicators

Key Performance Indicators

Measure	New Measure/ Benchmark Year	Directionality	FY 2014 Actual	FY 2015 Target	FY 2015 Actual	FY 2016 Target	FY 2016 Actual	FY 2017 Target	FY 2017 Actual	FY 2018 Target	FY 2018 Quarter 1	FY 2018 Quarter 2	FY 2018 Quarter 3	FY 2018 Quarter 4	FY 2018	Was 2018 KPI Met?	Please explain any barriers to meeting your FY2018 KPI Target?	Are Explanations of Barriers to Meeting KPIs Complete
1 - Increase community engagement and parent education about school quality (5 Measures)																		
Number of PMF Parent Guides	☐	Up is Better	4000	4000	27,000	5000	5500	6000	11,000	5000	Annual Measure	Annual Measure	Annual Measure	Annual Measure	5600	Met		

distributed																		
Percent of charter school data available on www.dcpcsb.org, compared to SY2015-2016	☐	Up is Better	10%	10%	15%	10%	-85%	15%	17%	-85%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	-85%	Met		
Number of meetings with key city officials	☐	Up is Better	Not available	Not available	Not Available	Not Available	Not Available	12	13	12	Annual Measure	Annual Measure	Annual Measure	Annual Measure	13	Met		
Number of Task Force Meetings PCSB attended	☐	Up is Better	Not available	Not available	Not Available	Not Available	Not Available	18	42	18	Annual Measure	Annual Measure	Annual Measure	Annual Measure	42	Met		
Percent Increase in Social Media Followers	✔	Up is Better	Not available	Not available	Not Available	Not Available	Not Available	New Measure	Not Available	New Measure	Annual Measure	Annual Measure	Annual Measure	Annual Measure	41%	No Target Set		
2 - Promote increased school academic quality through improved oversight (3 Measures)																		
Number of charter LEAs receiving 5, 10 or 15 year reviews	☐	Up is Better	11	13	12	10	10	4	4	17	11	7	0	0	18	Met		
Number of Tier 1 charter LEAs with announced plans to expand or replicate	☐	Up is Better	6	5	1	2	6	1	4	1	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1	Met		
Number of qualitative site review reports	☐	Up is Better	42	40	42	14	15	30	47	18	Annual Measure	Annual Measure	Annual Measure	Annual Measure	19	Met		
3 - Ensure charter schools fulfill their roles as public schools serving all students (3 Measures)																		
Reduction in expulsion rate for the five schools that had the highest expulsion rate in the previous school year	✔	Up is Better	Not available	Not available	Not Available	Not Available	Not Available	0%	15%	10%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	61%	Met		
Number of charter school campuses receiving an out-of-compliance warning from our Board for violating our Data Submission Policy	☐	Down is Better	Not available	Not available	Not Available	Not Available	Not Available	3	6	3	1	0	3	4	8	Unmet	We had a higher number of campuses receive an out-of-compliance warning than anticipated.	
Number of adult education focused meetings (eg. Board-to-Board meetings, workshops)	☐	Up is Better	Not available	Not available	Not Available	Not Available	Not Available	6	7	2	0	2	4	2	8	Met		
4 - Improve fiscal and compliance oversight (3 Measures)																		
Number of Financial Audit Reports issued	☐	Up is Better	1	1	1	1	1	1	1	1	Annual Measure	Annual Measure	Annual Measure	Annual Measure	45	Met		
Number of charter LEAs with weak financials receiving enhanced fiscal oversight from PCSB	☐	Up is Better	5	7	7	5	8	5	12	5	Annual Measure	Annual Measure	Annual Measure	Annual Measure	15	Met		

Number of charter LEAs whose fiscal health improved as a result of oversight efforts	☐	Up is Better	4	2	8	5	7	4	8	3	Annual Measure	Annual Measure	Annual Measure	Annual Measure	3	Met		

**We've revisited a project to standardize District wide measures for the Objective "Create and maintain a highly efficient, transparent and responsive District government." New measures will be tracked in FY18 and FY19 and published starting in the FY19 Performance Plan.

2018 Operations

Operations

Operations Header	Operations Title	Operations Description	Type of Operations	# of Measures	# of Strategic Initiatives
1 - Increase community engagement and parent education about school quality (2 Activities)					
AGENCY MANAGEMENT PROGRAM	Share resources and best practices with external groups	Maintain transparency with parents and stakeholders	Daily Service	0	1
AGENCY MANAGEMENT PROGRAM	Manage relationships with key groups and constituencies	Manage relationships with community members and stakeholders in order to increase awareness about public charter schools and continue to improve education throughout the district	Daily Service	0	2
TOT				**0**	**3**
2 - Promote increased school academic quality through improved oversight (2 Activities)					
AGENCY MANAGEMENT PROGRAM	Oversee all charter schools	Provide oversight to charter schools through reviews and our Performance Management Framework (PMF)	Daily Service	3	1
AGENCY MANAGEMENT PROGRAM	Provide strong supports to schools	Provide strong supports to schools in the areas of data, communications, new school launch and student support.	Daily Service	2	2
TOT				**5**	**3**
3 - Ensure charter schools fulfill their roles as public schools serving all students (2 Activities)					
AGENCY MANAGEMENT PROGRAM	Monitor each school's attendance and discipline.	Improve key measures of equity through the use of data	Daily Service	1	2
AGENCY MANAGEMENT PROGRAM	Oversee adult charter schools	Ensure adult charter schools are providing quality options to students by providing strong oversight in the form of student data validation, our Adult Performance Management Framework (PMF) and charter reviews.	Daily Service	0	1
TOT				**1**	**3**
4 - Improve fiscal and compliance oversight (1 Activity)					
AGENCY MANAGEMENT PROGRAM	Monitor each school's finances	Provide strong financial oversight to schools in an effort to improve and maintain charter school's financial health	Daily Service	0	1
TOT				**0**	**1**
TOT				**6**	**10**

2018 Workload Measures

Workload Measures - Operations

Measure	New Measure/ Benchmark Year	Numerator Title	Units	FY 2014	FY 2015	FY 2016	FY 2017 Actual	FY 2018 Quarter 1	FY 2018 Quarter 2	FY 2018 Quarter 3	FY 2018 Quarter 4	FY 2018
2 - Oversee all charter schools (3 Measures)												
Number of Qualitative Site Reviews	☐	Number of reviews	Number of reviews			15	47	Annual Measure	Annual Measure	Annual Measure	Annual Measure	19

Number of Compliance Reviews	☐	Number of Reviews	Number of Reviews			114	119	Annual Measure	Annual Measure	Annual Measure	Annual Measure	120
Number of school closings	☐	Number of schools closed	Number of schools closed			1	0	Annual Measure	Annual Measure	Annual Measure	Annual Measure	2
2 - Provide strong supports to schools (2 Measures)												
Number of Public Charter School Applications Recieved	☐	Number of applications received	Number of applications received			4	8	Annual Measure	Annual Measure	Annual Measure	Annual Measure	4
Number of School Openings (New Charters and New Campuses)	☐	Number of new schools	Number of new schools			4	2	Annual Measure	Annual Measure	Annual Measure	Annual Measure	3
3 - Monitor each school's attendance and discipline. (1 Measure)												
Number of Compliance Reviews	☐	Number of reviews	Number of reviews			114	119	Annual Measure	Annual Measure	Annual Measure	Annual Measure	120

2018 Initiatives

Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
Manage relationships with key groups and constituencies (2 Strategic initiatives)		
Engage actively across the city to find citywide solutions to education issues	Coordinate with other city agencies and key groups and constituencies to increase awareness of and support for PCSB and public charter school students, and support equitable delivery of health and safety services to students.	09-30-2018
Increase awareness about pubic charter schools	Deliver effective communication and government relations, including promoting charter priorities, highlighting PCSB's role, liaising with community groups, and serving as a national authorizing role model	09-30-2018
Monitor each school's attendance and discipline. (2 Strategic initiatives)		
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 HUB was launched this year and replaces SharePoint as our 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. PCSB will continue to create summary reports in the HUD 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.	09-30-2018
Use data transparency to reduce incidences of expulsion, long-term suspension and truancy	In FY18 PCSB will continue to collect data from schools to inform policy, provide schools with sector-level trends, and ensure compliance of the 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.	09-30-2018
Monitor each school's finances (1 Strategic Initiative)		
Continue Efforts to improve fiscal monitoring of charter schools, publishing a Finance Audit Review report for Fiscal Year 2017 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.	09-30-2018
Oversee adult charter schools (1 Strategic Initiative)		
Enhance Adult Education oversight	PCSB will continue to work on improving its Adult Education oversight by participating in adult education task-force meeting and improving indicators on the Adult PMF.	09-30-2018
Oversee all charter schools (1 Strategic Initiative)		
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.	09-30-2018
Provide strong supports to schools (2 Strategic initiatives)		
Reduce LEA reporting burden	Assess data and document requests and implement initiatives to reduce LEA reporting burden	09-30-2018
Encourage high performing schools to replicate	Increase high-quality seats and reduce low-quality seats by attracting new operators and encouraging high performing operators to replicate with a focus on high need areas	09-30-2018

Share resources and best practices with external groups (1 Strategic Initiative)		
Improve transparency around PCSB's authorizer work, by improving internal processes and increasing amounts of data on public charter school performance, equity and finances	PCSB plans to evaluate its processes to ensure transparency and 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.	09-30-2018

2018 Initiative Updates

Initiative Updates

Strategic Initiative Title	Initiative Status Update	% Complete to date	Confidence in completion by end of fiscal year (9/30)?	Status of Impact	Explanation of Impact	Supporting Data	Quarters
Conduct rigorous 5, 10 and 15-year reviews of DC charter schools (4 Initiative Updates)							
Conduct rigorous 5, 10 and 15-year reviews of DC charter schools	DC PCSB has 18 reviews and renewals in 2017-18. The Board voted on a total of 11 during the November and December Board meetings.	50-74%		Incremental	The remaining votes will occur in January, February, and March of 2018.		Q1
Conduct rigorous 5, 10 and 15-year reviews of DC charter schools	Initiative is ongoing	50-74%	High	Incremental	Continue to complete rigorous reviews of schools		Q2
Conduct rigorous 5, 10 and 15-year reviews of DC charter schools	Initiative is ongoing	75-99%	High	Incremental	Continue to complete rigorous reviews of schools		Q3
Conduct rigorous 5, 10 and 15-year reviews of DC charter schools	Initiative is ongoing	Complete		Incremental	Continue to complete rigorous reviews of schools		Q4
Continue Efforts to improve fiscal monitoring of charter schools, publishing a Finance Audit Review report for Fiscal Year 2017 that provides clear indicators of charter school financial health (3 Initiative Updates)							
Continue Efforts to improve fiscal monitoring of charter schools, publishing a Finance Audit Review report for Fiscal Year 2017 that provides clear indicators of charter school financial health	We have also held two task force meetings with schools to discuss changes to the FY18 FAR Tech Guide.	0-24%		Incremental	Audits have been received and are currently being reviewed.		Q1
Continue Efforts to improve fiscal monitoring of charter schools, publishing a Finance Audit Review report for Fiscal Year 2017 that provides clear indicators of charter school financial health	Initiative is ongoing	50-74%	High	Incremental	Continue to strengthen financial oversight of schools.		Q2
Continue Efforts to improve fiscal monitoring of charter schools, publishing a Finance Audit Review report for Fiscal Year 2017 that provides clear indicators of charter school financial health	The reports were renamed the Financial Analysis Report (FAR) and was publicly released July 9.	Complete	High	Demonstrable	PCSB reviewed key financial ratios for all schools and compared it to industry standards of health. The community, PCSB's Board, and stakeholders can now review FY 2017 financial reports for every school.		Q3
Develop and share discipline and attendance data for schools with similar populations to help reduce incidences of expulsion, long-term suspensions and truancy (3 Initiative Updates)							
Develop and share discipline and attendance data for schools with similar populations to help reduce incidences of	PCSB has completed building an attendance/ discipline error dashboard in the Hub.	75-99%		Demonstrable	Now that schools can see flags regularly in the Hub, they can make necessary corrections to their data. This allows schools to regularly correct attendance, discipline and enrollment errors.		Q1

expulsion, long-term suspensions and truancy							
Develop and share discipline and attendance data for schools with similar populations to help reduce incidences of expulsion, long-term suspensions and truancy	• PCSB developed a Hub Equity Metrics report for internal and LEA users showcasing metrics including Percent of Students Suspended/ Expelled, Student Mobility, and Lost Instructional Time. The report flags schools exhibiting disproportionality among special populations; LEAs may see how their rates compare to charter-level averages for various grade bands, special populations, and campus types. • PCSB continues to develop reports relating to data quality and accuracy, such as a Discipline Data Error Summaries report which flags discrepancies between discipline, enrollment, and attendance data. • PCSB has plans to develop additional Hub reports focused on exclusionary discipline among students with disabilities.	75-99%	High	Transformative	PCSB has improved the process for importing discipline data each month to improve accuracy while reducing burden for data managers. Schools have access to a data set relating to discipline and can monitor their data in real-time and proactively identify areas of concern PCSB has greater visibility into data conflicts between discipline, attendance, and enrollment data, and can proactively work with schools to quickly resolve discrepancies.		Q2
Develop and share discipline and attendance data for schools with similar populations to help reduce incidences of expulsion, long-term suspensions and truancy	PCSB developed a Hub Equity Metrics report for internal and LEA users showcasing metrics including Percent of Students Suspended/Expelled, Student Mobility, and Lost Instructional Time. The report flags schools exhibiting disproportionality among special populations; LEAs may see how their rates compare to charter-level averages for various grade bands, special populations, and campus types.	Complete	High	Transformative	We've improved the process for importing discipline data to improve accuracy while reducing burden for data managers. Schools have access to data relating to discipline and can monitor their data in real-time and proactively identify areas of concern. They can see where their rates fall relative to the sector and compared to similar schools. PCSB has greater visibility into data conflicts and can work with schools to resolve discrepancies. Throughout the year, suspension and expulsion rates for the charter sector have dropped noticeably.		Q3
Encourage high performing schools to replicate (4 Initiative Updates)							
Encourage high performing schools to replicate	While a few schools have submitted Enrollment Ceiling Increase applications to DC PCSB over the past few months, none have been brought before the board for a vote in SY 17-18 (due to the school withdrawing or PCSB staff needing more information from the school).	0-24%		Incremental	There is not yet an impact because no schools' applications have yet come before the Board.		Q1
Encourage high performing schools to replicate	We are halfway through our new school charter applications process, we will make recommendations to our Board about whether to approve or deny new operators in May of 2018. Also, there is one charter LEA, Excel Academy PCS, and two charter campuses, SEED DC PCS Middle School and Cesar Chavez Parkside Middle School, that will be closing due to low academic performance. No schools have yet been approved to replicate, however Friendship PCS plans to submit an application to expand to an online high school, which will tentatively be presented to the Board at the May 2018 board meeting.	50-74%	High	Demonstrable	Should we recommend that our Board approve an applicant, that school would become a new choice for DC families. Furthermore, closing several schools has reduced the number of low quality charter seats in the city.		Q2
Encourage high performing schools to replicate	We did not approve any new operators to open in SY19-20. While we were disappointed to not approve any new schools, DC PCSB staff determined that none of the Spring 2018 applicants met the standard for approval. Regarding existing DC charter school operators, one local education agency was approved to operate at two additional facilities due to increased demand for its adult education program that provides GED preparation and college and career readiness instruction for adult students over the age of 18.	75-99%	High	Demonstrable	By not approving schools that were unprepared to open, we had a demonstrable impact on DC students. Similarly, by approving the expansion of an adult education program that's in high demand we had a demonstrable impact on adult learners by providing them increased access to educational and vocational opportunities in their community.		Q3
Encourage high performing schools to replicate	While we did not approve any new operators to open a public charter school in DC, DC PCSB staff met with many promising groups who intend to submit applications to open public charter schools in the future. Additionally, we are currently considering an application from an experienced operator with ten schools in Chicago. DC PCSB has also encouraged a high-performing PK-5 Montessori school to apply for a charter expansion to replicate its program effective for SY 2019-20. Pending the Board's approval of the school's charter amendment application, this replication is a strong possibility.	Complete		Demonstrable	We didn't approve any operators to open but have met with many promising applicants. These meetings will yield high-quality applications. By not approving applicants who were unprepared, we had a positive impact on DC families. If the previously mentioned PK-5 Montessori school is approved to replicate, 400 additional students will have an opportunity to enroll. By encouraging such schools to expand and replicate their models, we will continue our efforts to increase students' opportunities for quality school choices in DC.		Q4
Engage actively across the city to find citywide solutions to education issues (4 Initiative Updates)							
Engage actively across the city to find citywide solutions to education issues	PCSB was named a part of a new mental health task force	0-24%		Incremental	The cross-sector task force is coming to an end and PCSB joins new ones to continue to build support for our schools		Q1

Engage actively across the city to find citywide solutions to education issues	We work with DOH to help schools secure approved nurse's suites. 5 nurse's suites approved, and nurses placed. LAMB – Missouri LAMB – Walter Reed Eagle Congress Heights Shining Stars Early Childhood Academy Work closely with MPD to provide safety supports to schools. MPD has provided gang prevention training to charter schools.	50-74%	High	Transformative	Allows students health needs to be served at these schools. Allows schools to be able to identify potential problems in schools before they occur.		Q2
Engage actively across the city to find citywide solutions to education issues	We work with DC Health to help schools secure approved nurse's suites. 5 nurse's suites approved, and nurses placed. LAMB – Missouri LAMB – Walter Reed Eagle Congress Heights Shining Stars Early Childhood Academy 7 campuses going thru process: Center City Brightwood & Congress Heights (2) Somerset Prep Digital Pioneers (new school) Rocketship Legacy Stokes new campus Hope Tolson Two Rivers Work closely with MPD to provide safety supports to schools. MPD has provided gang prevention training to charter schools. In the area of transportation, we are part of the citywide Kids Ride Free team working to implement the new program.	75-99%	High	Transformative	This allows a school to have nursing services for students; Gang prevention training was valuable to schools to help them identify gang activity in schools; The improved transit subsidy program will allow students to get to and from school easier.		Q3
Engage actively across the city to find citywide solutions to education issues	We work with DC Health to help secure approved nurse's suites. 5 nurse's suites approved. 5 campuses going through process. Working with the Coordinating Council on Mental Health to expand mental health services to charter schools. Implementing the expansion of mental health services in 18 charter schools. Worked with OSSE to secure grant funding of $8.8 million for Project Aware, a federal grant to expand mental health services at 3 LEAs – Friendship, KIPP DC and DCPS. In the area of transportation, we are part of the citywide Kids Ride Free team that worked to implement the new program.	Complete		Transformative	This allows a school to have nursing services, along with additional mental health services for students. The improved transit subsidy program will allow students to get to and from school easier.		Q4
Enhance Adult Education oversight (4 Initiative Updates)							
Enhance Adult Education oversight	We have yet to hold AE task force meetings, but we have three scheduled over the next few months. While we haven't met with the team, DC PCSB staff have reviewed the 2017-18 PMF Guide and developed revisions we believe will improve our ability to evaluate school performance.	0-24%		Incremental	We have drafted revisions and are preparing to meet with the AE task force. This is the first step of many in our annual AE PMF development process.		Q1
Enhance Adult Education oversight	During Q2 of FY 17-18, DC PCSB staff hosted two Adult Education (AE) Task Force meetings. After the first meeting, the Task Force approved two adjustments to the AE PMF Guide (specifically, adjusting expectations for the Student Progress category and aligning the Mission-Specific Goals category to the goals that are captured in each LEA's charter agreement). DC PCSB staff will present these adjustments (and other revisions to be agreed upon in Q3) to the Board for approval in Q3. Also during Q2, DC PCSB staff prepared additional AE PMF Guide revisions they will present during Q3 Task Force meetings.	25-49%	High	Incremental	As we've previously reported, we deliberately opted to make incremental improvements to our AE PMF Guide. Doing so preserves our ability to use the AE PMF data in our analyses over time. (Dramatically adjusting the Framework's measures and/or metrics hinders our ability to assess performance overtime, thereby limiting our oversight capabilities.) Our incremental improvements give schools space to make gradual programmatic adjustments.		Q2
Enhance Adult Education oversight	During Q3 of FY 17-18, DC PCSB staff hosted two Adult Education (AE) Task Force meetings. DC PCSB staff also hosted two AE working sessions to discuss performance targets in depth. The schools proposed adoption of a summative scoring method (which is how the PK-8 and High School Frameworks are scored). DC PCSB staff agreed to summative scoring and then proposed more rigorous targets for our measures. The Board will vote to approve/deny these improvements during Q4.	75-99%	High	Incremental	As we've previously reported, we deliberately opted to make incremental improvements to our AE PMF Guide. Doing so preserves our ability to use the AE PMF data in our analyses over time. (Dramatically adjusting the Framework's measures and/or metrics hinders our ability to assess performance overtime, thereby limiting our oversight capabilities.) Our incremental improvements give schools space to make gradual programmatic adjustments.		Q3
Enhance Adult Education oversight	During Q4, the Board approved the 2018-19 Adult Education Performance Management Framework (AE PMF), authorizing a significant revision (and ultimately an improvement) to the previous AE PMF. As noted in last quarter's summary, the AE school leaders proposed a summative scoring method in which all AE PMF categories are combined to yield a score of 100 (this is how the PK-8 and High School frameworks are scored). DC PCSB staff agreed with the summative scoring approach, and then proposed more rigorous targets for some of the AE PMF measures. The Board approved these adjustments in September 2018.	Complete		Incremental	As we've previously reported, we deliberately opted to make incremental improvements to our AE PMF Guide. Doing so preserves our ability to use the AE PMF data in our analyses over time. (Dramatically adjusting the Framework's measures and/or metrics hinders our ability to assess performance over time, thereby limiting our oversight capabilities.) Our incremental improvements give schools space to make gradual programmatic adjustments.		Q4

Improve transparency around PCSB's authorizer work, by improving internal processes and increasing amounts of data on public charter school performance, equity and finances (4 Initiative Updates)							
Improve transparency around PCSB's authorizer work, by improving internal processes and increasing amounts of data on public charter school performance, equity and finances	Making incremental progress	25-49%		Incremental	Refreshing annually produced datasets Reviewing best mechanisms for best practices in providing data Assessing FOIA requests to determine commonly requested datasets		Q1
Improve transparency around PCSB's authorizer work, by improving internal processes and increasing amounts of data on public charter school performance, equity and finances	DC PCSB is in the final stages of procuring a replacement for the current vendor of its Open Data Portal, with the goal of streamlining the process of maintaining and pushing data to the public. Additionally, DC PCSB is currently promoting an initiative ("#TransparenSEE"), where we promote the library of data and information on Charter School performance that is already available to the public. This month, DC PCSB is making charter waitlist data available.	50-74%	High	Incremental	Alignment with mayoral priorities around open data, availability of information to the public, decreased need for FOIA requests to obtain data from DC PCSB		Q2
Improve transparency around PCSB's authorizer work, by improving internal processes and increasing amounts of data on public charter school performance, equity and finances	"DC PCSB contracted a new business intelligence platform that will drive the open data portal. DC PCSB staff has spent the past three months enhancing the database infrastructure to be able to use the new platform to provide more publicly available data with higher degrees of visualization and interactivity on the portal. This database work will continue through the summer. The new DC PCSB data portal is slated to launch in the fall of 2018. As for the second part of the Initiative – posting data related to public charter school performance – DC PCSB will publish its annual Financial Audit Report on schools' finances in July 2018."	50-74%	High	Incremental	Alignment with mayoral priorities around open data, availability of information to the public, decreased need for FOIA requests to obtain data from DC PCSB		Q3
Improve transparency around PCSB's authorizer work, by improving internal processes and increasing amounts of data on public charter school performance, equity and finances	DC PCSB has identified the key datasets it will publish and is working to consolidate these and provide them through a new interface which will provide both high-level summaries and detailed datasets.	Complete		Incremental	Providing clear, consistent, and accurate data to the public is a key part of our ongoing efforts to be transparent to the public. Making data accessible to all, without explicit FOIA requests, removes barriers to data use, saves DC PCSB staff time, and allows us to proactively provide important information to the public.		Q4
Increase awareness about pubic charter schools (4 Initiative Updates)							
Increase awareness about pubic charter schools	We continue to share highlights of PCSB's role at parent advisory councils, and work with various government agencies discussing charter priorities and supports needed	0-24%		Incremental	No updates as this time		Q1
Increase awareness about pubic charter schools	It continues to be our priority to increase the public's and stakeholder's understanding of public charter schools using various methods such as increasing the content on our website, creating social media campaigns, and speaking at conferences and panels.	50-74%	High	Demonstrable	In response to community input, we revamped a couple website pages (e.g. jobs, school profile pages). Additionally, we welcomed new parents to the PALC (Parent and Alumni Leadership Council) and help a public forum about the new charter school proposals.		Q2
Increase awareness about pubic charter schools	It continues to be our priority to increase the public's and stakeholder's understanding of public charter schools using various methods such as increasing the content on our website, creating social media campaigns (e.g. #transparSEE), and speaking at conferences and panels	75-99%	High	Transformative	We have published more content such as our Financial Analysis Report on our website. We met with dozens of community groups and begin all our monthly meetings with an opportunity for the public to speak directly to the board.		Q3
Increase awareness about pubic charter schools	It continues to be our priority to increase the public's and stakeholder's understanding of public charter schools using various methods such as increasing the content on our website, creating social media campaigns (e.g. #transparSEE), and speaking at conferences and panels	Complete		Demonstrable	DC PCSB will hold three community conversations about its charter application process.		Q4
Reduce LEA reporting burden (3 Initiative Updates)							
Reduce LEA reporting burden	Created Hub reports to assist LEAs in identifying discrepancies between discipline, enrollment, and attendance data, created more streamlined school contact directory process, plan to review compliance calendar and Hub request, continue work with OSSE to eliminate data duplication/issues, just to name a few	50-74%		Demonstrable	We've been very intentional and proactive in identifying areas that can be improved and processes that can be created to reduce reporting burden for our LEAs		Q1
Reduce LEA reporting burden	We are mid-process in revising the 2018-19 Epicenter calendar and are tentatively removing four submission requirements (cases where our staff can monitor compliance without requesting schools submit the document into Epicenter). The discipline submission process has been revised to make discipline reporting easier. We created an error report so schools can detect errors in their data easier.	50-74%	High	Demonstrable	Regarding Epicenter, schools will feel the impact during SY 2017-18 by having fewer documents to submit. Regarding discipline submission, having an easier process for identifying errors saves data managers time each month and ensures better data quality.		Q2

	Also we created a process with CFSA for them to obtain student enrollment data from us instead of requesting the data from LEAs				Regarding CFSA, PCSB has removed the burden of schools having to confirm enrollment of current students.		
Reduce LEA reporting burden	Completed; DC PCSB reviewed data submitted to our data and document submission platforms, and is evaluating ways we can continue to streamline data collection processes. Initiative resulted in lists of content collected, and improved understanding collection requirements. Further, staff revised the Data and Document Submission Policy, which clarified expectations around data and document submission and transparency regarding consequences for non-submission.	Complete	High	Demonstrable	Ensuring efficient data collection practices reduces reporting requirements of LEAs, and improves data quality		Q3
Use data transparency to reduce incidences of expulsion, long-term suspension and truancy (1 Initiative Update)							
Use data transparency to reduce incidences of expulsion, long-term suspension and truancy	The "Equity Metrics" tab is now on the Hub. This feature allows schools to track their attendance, suspension, expulsion, midyear withdrawal, and midyear entry data, compared to the sector average.	Complete		Demonstrable	PCSB staff and charter school LEAs can track their monthly year to date data. This allows schools to identify when they are outliers, and self-correct. It allows PCSB to quickly review year to date school data, and reach out to schools that have concerning data. PCSB has contacted about 30 schools thus far in SY17-18.		Q1

Administrative Information

FY Performance Plan District of Columbia Public Charter School Board FY2018 **Record ID#** 520

Performance Plan ID 394

Created on Dec. 15, 2016 at 3:17 PM (EST). Last updated by Katz, Lia (EOM) on June 6, 2017 at 5:49 PM (EDT). Owned by Katz, Lia (EOM).

Q61. Provide the following budget information for PCSB, including the approved budget, revised budget, and expenditures, for FY18 and to date in FY19:

- At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.
- At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.
- At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group.

DC PUBLIC CHARTER SCHOOL BOARD FISCAL PERIOD ENDING SEPTEMBER 30, 2018

Comptroller Source Group	BUDGET			ACTUALS			VARIANCE		
	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Special Purpose)	Total
0011 - REGULAR PAY - CONT FULL TIME	$ -	$ 4,055,030	$ 4,055,030	$ -	$ 4,160,523	$ 4,160,523	$ -	$ (105,493)	$ (105,493)
0012 - REGULAR PAY - OTHER	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0013 - ADDITIONAL GROSS PAY	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	$ -	$ 929,848	$ 929,848	$ -	$ 848,587	$ 848,587	$ -	$ 81,261	$ 81,261
0015 - OVERTIME PAY	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
01 - PERSONNEL SERVICES	**$ -**	**$ 4,984,879**	**$ 4,984,879**	**$ -**	**$ 5,009,110**	**$ 5,009,110**	**$ -**	**$ (24,232)**	**$ (24,232)**
0020 - SUPPLIES AND MATERIALS	$ -	$ 157,500	$ 157,500	$ -	$ 132,978	$ 132,978	$ -	$ 24,522	$ 24,522
0030 - ENERGY, COMM. AND BLDG RENTALS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	$ -	$ 55,000	$ 55,000	$ -	$ 46,279	$ 46,279	$ -	$ 8,721	$ 8,721
0033 - JANITORIAL SERVICES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0034 - SECURITY SERVICES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0035 - OCCUPANCY FIXED COSTS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0040 - OTHER SERVICES AND CHARGES	$ -	$ 2,116,184	$ 2,116,184	$ -	$ 2,404,991	$ 2,404,991	$ -	$ (288,807)	$ (288,807)
0041 - CONTRACTUAL SERVICES - OTHER	$ -	$ 1,159,285	$ 1,159,285	$ -	$ 2,025,323	$ 2,025,323	$ -	$ (866,038)	$ (866,038)
0050 - SUBSIDIES AND TRANSFERS	$ -	$ 50,000	$ 50,000	$ -	$ 43,039	$ 43,039	$ -	$ 6,961	$ 6,961
0070 - EQUIPMENT & EQUIPMENT RENTAL	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
02 - NON-PERSONNEL SERVICES	**$ -**	**$ 3,537,970**	**$ 3,537,970**	**$ -**	**$ 4,652,611**	**$ 4,652,611**	**$ -**	**$ (1,114,641)**	**$ (1,114,641)**
TOTAL GENERAL FUNDS	**$ -**	**$ 8,522,848**	**$ 8,522,848**	**$ -**	**$ 9,661,721**	**$ 9,661,721**	**$ -**	**$ (1,138,873)**	**$ (1,138,873)**

This ($1.1M) expenditures variance was covered by a revenue variance of more than $1.2M from deferred grants, administrative fees and interest revenue.

DC PUBLIC CHARTER SCHOOL BOARD FISCAL PERIOD ENDING DECEMBER 31, 2019

Comptroller Source Group	BUDGET			ACTUALS			VARIANCE		
	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Special Purpose)	Total
0011 - REGULAR PAY - CONT FULL TIME	$ -	$ 4,411,896	$ 4,411,896	$ -	$ 939,647	$ 939,647	$ -	$ 3,472,249	$ 3,472,249
0012 - REGULAR PAY - OTHER	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0013 - ADDITIONAL GROSS PAY	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	$ -	$ 1,074,806	$ 1,074,806	$ -	$ 74,735	$ 74,735	$ -	$ 1,000,071	$ 1,000,071
0015 - OVERTIME PAY	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
01 - PERSONNEL SERVICES	**$ -**	**$ 5,486,702**	**$ 5,486,702**	**$ -**	**$ 1,014,382**	**$ 1,014,382**	**$ -**	**$ 4,472,320**	**$ 4,472,320**
0020 - SUPPLIES AND MATERIALS	$ -	$ 148,126	$ 148,126	$ -	$ 32,833	$ 32,833	$ -	$ 115,293	$ 115,293
0030 - ENERGY, COMM. AND BLDG RENTALS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	$ -	$ 41,280	$ 41,280	$ -	$ 12,166	$ 12,166	$ -	$ 29,114	$ 29,114
0033 - JANITORIAL SERVICES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0034 - SECURITY SERVICES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0035 - OCCUPANCY FIXED COSTS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0040 - OTHER SERVICES AND CHARGES	$ -	$ 1,995,879	$ 1,995,879	$ -	$ 505,293	$ 505,293	$ -	$ 1,490,586	$ 1,490,586
0041 - CONTRACTUAL SERVICES - OTHER	$ -	$ 1,097,723	$ 1,097,723	$ -	$ 237,493	$ 237,493	$ -	$ 860,230	$ 860,230
0050 - SUBSIDIES AND TRANSFERS	$ -	$ 75,000	$ 75,000	$ -	$ 23,514	$ 23,514	$ -	$ 51,486	$ 51,486
0070 - EQUIPMENT & EQUIPMENT RENTAL	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
02 - NON-PERSONNEL SERVICES	**$ -**	**$ 3,358,008**	**$ 3,358,008**	**$ -**	**$ 811,299**	**$ 811,299**	**$ -**	**$ 2,546,709**	**$ 2,546,709**
TOTAL GENERAL FUNDS	**$ -**	**$ 8,844,710**	**$ 8,844,710**	**$ -**	**$ 1,825,680**	**$ 1,825,680**	**$ -**	**$ 7,019,030**	**$ 7,019,030**

Department	Job Title	Employee	Position Status	FTE	Source of Funds
101 COMMUNICATIONS	Digital Media Specialist		vacant	1	Local
101 COMMUNICATIONS	Government Relations Senior Specialist	SNYDER, DREW	Filled	1	Local
101 COMMUNICATIONS	Communications SeniorSpecialist	KRIVITCHENKO, ELLA	Filled	1	Local
101 COMMUNICATIONS	Commucations Coordinator	ALIYA DRAKE	Filled	1	Local
101 COMMUNICATIONS	Community Engagement Senior Specialist	NEWMAN, NICOLE	Filled	1	Local
101 COMMUNICATIONS Total				**5**	
102 EXECUTIVE	Deputy Director	DEVEAUX, NAOMI	Filled	1	Local
102 EXECUTIVE	Chief Operating Officer	ROBINSON, LENORA	Filled	1	Local
102 EXECUTIVE	Chief Communications Officer	BOWDEN, TOMEIKA	Filled	1	Local
102 EXECUTIVE	Executive Director	PEARSON, SCOTT	Filled	1	Local
102 EXECUTIVE	General Counsel	CHEATHAM, SARAH	Filled	1	Local
102 EXECUTIVE Total				**5**	
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Knowledge Management Senior Specialist	OBRIEN, ANNIE	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Data Engineering Manager	BETHKE, ADAM	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Executive Team Coordinator	CABRERA, FLOR	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Human Resources & Operations, Senior Manager	TOMKINSON, ANNE	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Accountant	PRITCHETT, TATIA	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Sector Planning Specialist	LOLSINGHANI, GAURAV	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Operations Specialist	HAIGLER-MICKLES, CHARLENE	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Finance Manager	CROSS, MARVIN	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Intergovernmental Relations and School Support Specialist	O'NEAL, JISELLE	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Intergovernmental Relations and School Support, Senior Manager	WILLIAMS, AUDREY A	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Data Engineering Specialist	LO, CHUN-WEI	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Operations Assistant	BELL, DANIELLE	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES Total				**12**	
105 LEGAL	Associate	QUANDT, DANIEL	Filled	1	Local
105 LEGAL	Georgetown Legal Fellow	EDELL, KENDALL	Filled	1	Local
105 LEGAL	Georgetown Legal Fellow	PARACHA, REEMA	Filled	1	Grant
105 LEGAL Total				**3**	
106 SCHOOL PERFORMANCE	Program Coordinator	BROWN, SADINA	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity and Fidelity, Specialist (Part-Time)	POPE, PATRICK	Filled	0.5	Local
106 SCHOOL PERFORMANCE	School Finance Specialist	NNAMADIM, OZOEMENA	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity and Fidelity, Senior Data Analyst	TAGUDING, JESSICA	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity and Fidelity, Director	YOUNG, RASHIDA	Filled	1	Local
106 SCHOOL PERFORMANCE	Financial and Academic Quality, Senior Manager	KUPFERBERG, ERIN	Filled	1	Local
106 SCHOOL PERFORMANCE	School Quality and Accountability, Senior Manager	LATERICA QUINN	Filled	1	Local
106 SCHOOL PERFORMANCE	School Quality and Accountability, Specialist	VASHEE, NIKHIL	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity and Fidelity, Manager	PATEL, AVNI	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity and Fidelity, Specialist	COLE, NICOLE	Filled	1	Local
106 SCHOOL PERFORMANCE	Financial and Academic Quality, Data Analyst	CAPP, PAUL	Filled	1	Local
106 SCHOOL PERFORMANCE	Financial and Academic Quality, Senior Specialist	SAMPSON, MELODI	Filled	1	Local
106 SCHOOL PERFORMANCE	Financial and Academic Quality, Data Analyst	PETRIN, PETE	Filled	1	Local
106 SCHOOL PERFORMANCE	Financial and Academic Quality, Data Analyst	SEAY, TANYR	Filled	1	Local
106 SCHOOL PERFORMANCE	Senior Advisor	TYLER, RASHIDA	Filled	0.5	Local
106 SCHOOL PERFORMANCE	School Quality and Accountability, Senior Specialist	NOTH, ALYSSA	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity and Fidelity Senior Specialist	COUSINO, HANNAH	Filled	1	Local
106 SCHOOL PERFORMANCE	School Compliance Associate	JANAY SAUNDERS	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity and Fidelity, Specialist	GETZEL, ABBY	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity and Fidelity, Manager	DAMMANN, KATHERINE	Filled	1	Local
106 SCHOOL PERFORMANCE Total				**19**	
Total DCPCS				**44**	

LEA	First Name	Last Name
Academy of Hope Adult PCS	Todd L.	Campbell
Academy of Hope Adult PCS	Darrell	Darnell
Academy of Hope Adult PCS	Madi	Ford
Academy of Hope Adult PCS	Barbara	Jumper
Academy of Hope Adult PCS	Kermit	Keleba
Academy of Hope Adult PCS	Mark	Kutner
Academy of Hope Adult PCS	Y.K. Karen	Leung
Academy of Hope Adult PCS	Julie	Meyer
Academy of Hope Adult PCS	Lawrence	Meyer
Academy of Hope Adult PCS	Joe	Mitchell
Academy of Hope Adult PCS	Paul	Suijk
Academy of Hope Adult PCS	Rachel	Zinn
Academy of Hope Adult PCS	John	Zoltner
Achievement Preparatory Academy PCS	Taimarie "Tai"	Adams
Achievement Preparatory Academy PCS	Jason	Andrean
Achievement Preparatory Academy PCS	Rufus	Davis
Achievement Preparatory Academy PCS	John	Mahaffie
Achievement Preparatory Academy PCS	Nicole	Nell
Achievement Preparatory Academy PCS	Barbara	Nophlin
Achievement Preparatory Academy PCS	Stephanie	Oliveras
Achievement Preparatory Academy PCS	Shantelle	Wright
Achievement Preparatory Academy PCS	Ursula	Wright
AppleTree Early Learning PCS	Karen	Davenport
AppleTree Early Learning PCS	Matthew	Downs
AppleTree Early Learning PCS	Bridget	Gray
AppleTree Early Learning PCS	Celia	Martin
AppleTree Early Learning PCS	Jack	McCarthy
AppleTree Early Learning PCS	Andrea	Montgomery
AppleTree Early Learning PCS	Skyle	Pearson
AppleTree Early Learning PCS	Gloria	Robinson
AppleTree Early Learning PCS	Katherine	Saunders
AppleTree Early Learning PCS	Paula	Shelton
AppleTree Early Learning PCS	Nancie	Suzuki
BASIS DC PCS	Tony	Axam
BASIS DC PCS	Craig	Barrett
BASIS DC PCS	Chad	Colby
BASIS DC PCS	Anne	House Quinn
BASIS DC PCS	Andrew	Kelly
BASIS DC PCS	Mali	Parke

BASIS DC PCS	Candice	Santomauro
Breakthrough Montessori PCS	David	Bagnoli
Breakthrough Montessori PCS	Katie	Brown
Breakthrough Montessori PCS	Rachel	Kimboko
Breakthrough Montessori PCS	Chris	Lohse
Breakthrough Montessori PCS	Sara	Suchman
Breakthrough Montessori PCS	Vivik	Swaminathan
Breakthrough Montessori PCS	Keith	Whitscarver
Breakthrough Montessori PCS	Tova	Wilson
Breakthrough Montessori PCS	Miguelina	Zapata
Bridges PCS	Leslie	Annexstein
Bridges PCS	Tracy	Clarke
Bridges PCS	Hassan	Dhouti
Bridges PCS	Daniel	Jinich
Bridges PCS	Marissa	Morabito
Bridges PCS	Linday	Northup-Moore
Bridges PCS	Richard	Plackter
Bridges PCS	Woodrow	Scott
Bridges PCS	Olivia	Smith
Bridges PCS	Rikki	Taylor
Bridges PCS	Charles	Warner
Briya PCS	For	Buruca
Briya PCS	Doris	Garay
Briya PCS	Marco	Griego
Briya PCS	Daniela	Grigioni-Carozza
Briya PCS	Whytni	Kernodle
Briya PCS	Yizel	Romero Octaviano
Briya PCS	Alejandra	Sandoval
Briya PCS	Todd	Shears
Briya PCS	Nishit "Nick"	Sheth
Briya PCS	Deborah	Spitz
Briya PCS	Julia	Toro
Capital City PCS	Alison	Arnold
Capital City PCS	Maggie	Boland
Capital City PCS	Sarah	Dillard
Capital City PCS	Karen	Dresden
Capital City PCS	Alix	Guerrier
Capital City PCS	Anne	Herr
Capital City PCS	Rochanda	Hiligh-Thomas
Capital City PCS	Mizmun	Kusairi

Capital City PCS	Galo	Pazmino
Capital City PCS	Nick	Rodriguez
Capital City PCS	Nitikia	Tolani
Carlos Rosario International PCS	Yeshimebet T.	Belay
Carlos Rosario International PCS	Francisco	Ferrufino
Carlos Rosario International PCS	Sonia	Gutierrez
Carlos Rosario International PCS	Allison	Kokkoros
Carlos Rosario International PCS	James	Moore
Carlos Rosario International PCS	Bo	Pham
Carlos Rosario International PCS	Brahim	Rawi
Carlos Rosario International PCS	Vilma	Rosario
Carlos Rosario International PCS	Patricia	Sosa
Carlos Rosario International PCS	Hector J.	Torres
Carlos Rosario International PCS	Margaret	Yao
Cedar Tree Academy PCS	Sandy	Allen
Cedar Tree Academy PCS	Carla	Bailey
Cedar Tree Academy PCS	Vaun	Cleveland
Cedar Tree Academy PCS	Keyonia	Duckett
Cedar Tree Academy PCS	Tyon	Jones
Cedar Tree Academy PCS	Devon	Lesesne
Cedar Tree Academy PCS	Monica	Ray
Center City PCS	Lydia	Adelfio
Center City PCS	Lydia	Adelfio
Center City PCS	Ralph	Boyd
Center City PCS	George	Brown
Center City PCS	F. John	Duncan
Center City PCS	John	Duncan
Center City PCS	Chantal	Eldridge
Center City PCS	Janet	Hanlon
Center City PCS	Diedra	Henry Spires
Center City PCS	Margaret	Horn
Center City PCS	Roneal	Josephs
Center City PCS	Art	Moran
Center City PCS	Nasir	Qadree
Center City PCS	Tiffany	Tabb
Center City PCS	Neville	Waters
Cesar Chavez PCS for Public Policy	Andre	Bhatia
Cesar Chavez PCS for Public Policy	Debra	Drumheller
Cesar Chavez PCS for Public Policy	Sheila	Edmondson
Cesar Chavez PCS for Public Policy	Lonell	Johnson

Cesar Chavez PCS for Public Policy	Bethany	Little
Cesar Chavez PCS for Public Policy	Jamaal	Mobley
Cesar Chavez PCS for Public Policy	Darryl	Robinson
Cesar Chavez PCS for Public Policy	Irasema	Salcido
Cesar Chavez PCS for Public Policy	Rick	Torres
Cesar Chavez PCS for Public Policy	Loren	Trull Cox
City Arts & Prep PCS	Ellyn	Artis
City Arts & Prep PCS	Shelita	Campbell
City Arts & Prep PCS	Judy	Corcillo
City Arts & Prep PCS	Brandon	Daniels
City Arts & Prep PCS	Khalid	Randolph
City Arts & Prep PCS	Mark	Zeizel
Community College Preparatory Academy PCS	Clyde	Edwards
Community College Preparatory Academy PCS	Marilyn	Hamilton
Community College Preparatory Academy PCS	Keyonna	Jones
Community College Preparatory Academy PCS	Nadira	Majied
Community College Preparatory Academy PCS	Enora	Moss
Community College Preparatory Academy PCS	Calvin	Nophlin
Community College Preparatory Academy PCS	Philip	Pannell
Community College Preparatory Academy PCS	Monica	Ray
Community College Preparatory Academy PCS	Michael	Rutledge-Bey
Community College Preparatory Academy PCS	C. Vannessa (Connie)	Spinner
Community College Preparatory Academy PCS	John A.	Stokes
Community College Preparatory Academy PCS	Hayden	Williams
Creative Minds International PCS	Golnar	Abedin
Creative Minds International PCS	Ornella	Napolitano
Creative Minds International PCS	Prita	Patel
Creative Minds International PCS	Eric	Reese

Creative Minds International PCS	Patricia	Talbert Smith
Creative Minds International PCS	Dionne	Tyus Garvin
Creative Minds International PCS	Matt	Walker
Creative Minds International PCS	Kelly	Young
Creative Minds International PCS	Jerry	Zayets
DC Bilingual PCS	Denise	Gershowitz
DC Bilingual PCS	Blanca	Guillen
DC Bilingual PCS	John	Joaquin
DC Bilingual PCS	Richard	Lambert
DC Bilingual PCS	Aaron	Lemon-Strauss
DC Bilingual PCS	Lori	Parris Brooks
DC Bilingual PCS	Cydney	Peyton Walton
DC Bilingual PCS	Nadia	Ramey
DC Bilingual PCS	Shannon	Redd
DC Bilingual PCS	Michelle	Ritchie
DC Bilingual PCS	Susie	Rosenbaum
DC Bilingual PCS	Dara	Shaw
DC Bilingual PCS	Abigail	Suarez
DC Prep PCS	Jenny	Abramson
DC Prep PCS	Tearsa	Coates
DC Prep PCS	Charis	Drant
DC Prep PCS	Michela	English
DC Prep PCS	Brian	Jones
DC Prep PCS	Judy	Kovler
DC Prep PCS	Emily	Lawson
DC Prep PCS	Maura	Marino
DC Prep PCS	Arthur	McKee
DC Prep PCS	Frennie	Nixon
DC Prep PCS	Larry	Nussdorf
DC Prep PCS	Carol	Pensky
DC Prep PCS	Valerie	Wayne
DC Scholars PCS	Andrew	Ellenbogen
DC Scholars PCS	Michael	Jones
DC Scholars PCS	Peter	Kolker
DC Scholars PCS	Tameka	Martin
DC Scholars PCS	Janelle	Suggs
DC Scholars PCS	Robert	Weinberg
DC Scholars PCS	Timmeca	Wilson
Democracy Prep Congress Heights PCS	Victor	Battle
Democracy Prep Congress Heights PCS	Juliette	Berg

Democracy Prep Congress Heights PCS	Alix	DeJean
Democracy Prep Congress Heights PCS	Dan	Feith
Democracy Prep Congress Heights PCS	David	Fuhr
Democracy Prep Congress Heights PCS	Gitika	Kaul
Democracy Prep Congress Heights PCS	Jennifer	Smith
Democracy Prep Congress Heights PCS	Jennifer	Wider
Democracy Prep Congress Heights PCS	Antonio	Williams
Digital Pioneers Academy PCS	Mashea	Ashton
Digital Pioneers Academy PCS	Sara	Batterton
Digital Pioneers Academy PCS	Orlena	Blanchard
Digital Pioneers Academy PCS	Shayna	Hammond
Digital Pioneers Academy PCS	Henry	Hipps
Digital Pioneers Academy PCS	Paul	OíNeill
Digital Pioneers Academy PCS	Alicia	Robinson
Digital Pioneers Academy PCS	Johnny	Taylor
Digital Pioneers Academy PCS	Mary	Wells
District of Columbia International School	David	Carl
District of Columbia International School	Lise	Clavel
District of Columbia International School	Leroy	Clay III
District of Columbia International School	Yuanxia	Ding
District of Columbia International School	Jamila	Frone
District of Columbia International School	Melissa	Kim
District of Columbia International School	Andrea	Lachenmayr
District of Columbia International School	Evelyn	Lee
District of Columbia International School	Sandra	Licon
District of Columbia International School	Clinton	Randolph
District of Columbia International School	Mary	Shaffner
District of Columbia International School	Sarah	Snyder
District of Columbia International School	Deanna	Troust
E.L. Haynes PCS	Lisa	Carlton
E.L. Haynes PCS	Josh	Edelman
E.L. Haynes PCS	Chanda	Garfield
E.L. Haynes PCS	Norm	Greene
E.L. Haynes PCS	Stefan	Kershow
E.L. Haynes PCS	Claudia	Lujan
E.L. Haynes PCS	Danielle	McCoy
E.L. Haynes PCS	Monique	McDonough
E.L. Haynes PCS	William	Rawson
E.L. Haynes PCS	Shivam	Shah
E.L. Haynes PCS	Karima	Simmons

E.L. Haynes PCS	Abigail	Smith
E.L. Haynes PCS	Theodore	Smith
E.L. Haynes PCS	Eric	Westendorf
E.L. Haynes PCS	Tammy	Wincup
Eagle Academy PCS	Munir	Abubaker
Eagle Academy PCS	Angelle	Kwemo
Eagle Academy PCS	Ed	Mouton
Eagle Academy PCS	John	Pinkney
Eagle Academy PCS	Raven	Purvis
Eagle Academy PCS	Joe	Smith
Eagle Academy PCS	Thomasina	Thornton
Early Childhood Academy PCS	Patrick	Akers
Early Childhood Academy PCS	Eric	Bellamey
Early Childhood Academy PCS	David A.	DeSchryver
Early Childhood Academy PCS	La'Kea	Edwards
Early Childhood Academy PCS	Arleta	Fleet
Early Childhood Academy PCS	Deborah A.	Hall
Early Childhood Academy PCS	Patt	Hall Jaynes
Early Childhood Academy PCS	Gerald D.	Jaynes
Early Childhood Academy PCS	Dennis	Sawyers
Early Childhood Academy PCS	Rasheda	Simon
Early Childhood Academy PCS	James C.	Williams
Elsie Whitlow Stokes Community Freedom PCS	Niya	Avery
Elsie Whitlow Stokes Community Freedom PCS	Carlos	Bonner
Elsie Whitlow Stokes Community Freedom PCS	John	Bryant
Elsie Whitlow Stokes Community Freedom PCS	Robert	Disney
Elsie Whitlow Stokes Community Freedom PCS	Tracey	Friedlander
Elsie Whitlow Stokes Community Freedom PCS	Khalil	Gedin
Elsie Whitlow Stokes Community Freedom PCS	Heather	Harding
Elsie Whitlow Stokes Community Freedom PCS	Hoyt	King
Elsie Whitlow Stokes Community Freedom PCS	Verleria	King-Jones

Elsie Whitlow Stokes Community Freedom PCS	Robyn	Lingo
Elsie Whitlow Stokes Community Freedom PCS	Erica	McGrady
Elsie Whitlow Stokes Community Freedom PCS	Rodney	Rice
Elsie Whitlow Stokes Community Freedom PCS	Ami	Richardson
Elsie Whitlow Stokes Community Freedom PCS	Yves	Samake
Elsie Whitlow Stokes Community Freedom PCS	Jenice	View
Excel Academy PCS	Michael	Beale
Excel Academy PCS	Deborah	Bey
Excel Academy PCS	Shamika	Cherry
Excel Academy PCS	David James	Cumberbatch
Excel Academy PCS	JiRod	Freeman
Excel Academy PCS	Valerie	Holt
Excel Academy PCS	Loretta	King
Excel Academy PCS	Leonard	Manning
Excel Academy PCS	Keisha	Walton
Excel Academy PCS	Wendy	Wilkinson
Friendship PCS	Patricia	Brantley
Friendship PCS	Darrin	Glymph
Friendship PCS	Tracy	Gray
Friendship PCS	Donald L.	Hense
Friendship PCS	Victor	Long
Friendship PCS	Deborah	McGriff
Friendship PCS	Eric	McKinley King
Friendship PCS	Jeanette	Mendes
Friendship PCS	Gregory	Prince
Friendship PCS	Carol	Thompson Cole
Friendship PCS	Anise	Walker
Friendship PCS	Chris	White
Friendship PCS	Chris	Whittle
Goodwill Excel Center PCS	Scott	Bess
Goodwill Excel Center PCS	Edward	Dyson
Goodwill Excel Center PCS	Michelle	Gilliard
Goodwill Excel Center PCS	Glen	Howard
Goodwill Excel Center PCS	Elizabeth	Karmin

Goodwill Excel Center PCS	Sancha	Lee
Goodwill Excel Center PCS	Elizabeth	Lindsey
Goodwill Excel Center PCS	Catherine	Meloy
Goodwill Excel Center PCS	April	Young
Harmony DC PCS	Yalcin	Akyildiz
Harmony DC PCS	Theodore	Eismeier
Harmony DC PCS	Julia	Irving
Harmony DC PCS	Vanessa	Mendoza
Harmony DC PCS	Cynthia	Pascal
Harmony DC PCS	Charlene	Roach-Glymph
Harmony DC PCS	Brian	Sylvester
Hope Community PCS	Susan	Sabella
Hope Community PCS	Adam	Adler
Hope Community PCS	Austin	Alderdice
Hope Community PCS	Stacy	Boykin
Hope Community PCS	Alteria	Brown
Hope Community PCS	Chris	Cody
Hope Community PCS	Rebecca	Doherty
Hope Community PCS	Orinthia	Harris
Hope Community PCS	David	Sigman
Howard University Middle School of Mathematics and Science PCS	Tiffany	Edmonds
Howard University Middle School of Mathematics and Science PCS	Wayne	Frederick
Howard University Middle School of Mathematics and Science PCS	Wendell L.	Johns
Howard University Middle School of Mathematics and Science PCS	Regchanel	Johnson
Howard University Middle School of Mathematics and Science PCS	Wendy	Pace Lewis
Howard University Middle School of Mathematics and Science PCS	Talia	Robinson
Howard University Middle School of Mathematics and Science PCS	Frank K.	Ross
Howard University Middle School of Mathematics and Science PCS	Stenise	Sanders
Howard University Middle School of Mathematics and Science PCS	Cynthia	Winston
IDEA PCS	Christopher	Cronin
IDEA PCS	Joanne	Doddy Fort

IDEA PCS	Edward	Dunson
IDEA PCS	Lakeshia N.	Highsmith
IDEA PCS	David H.	Johnson
IDEA PCS	Terry	Joyner
IDEA PCS	Kelly	Nakamoto
IDEA PCS	Sheila	Olufemi Coker
IDEA PCS	David	Owens
IDEA PCS	Calvin	Snowden
IDEA PCS	Keith T.	Stephenson
Ideal Academy PCS	La'Keisha	Cook
Ideal Academy PCS	Earnest	Devoe
Ideal Academy PCS	Nathan	Evans
Ideal Academy PCS	Jeaniece	Johnson
Ideal Academy PCS	Tiffany	Lowery
Ideal Academy PCS	Vincent	McKie
Ideal Academy PCS	William	Newsome
Ideal Academy PCS	Vacant	Vacant
Ideal Academy PCS	Percy	Wilson
Ingenuity Prep PCS	Marc	Battle
Ingenuity Prep PCS	Aaron	Cuny
Ingenuity Prep PCS	Nicole	Douglas-Johnson
Ingenuity Prep PCS	Shawna	Jacobs
Ingenuity Prep PCS	Cecilia	Kang
Ingenuity Prep PCS	Maura	Marino
Ingenuity Prep PCS	Derrick	Mashore
Ingenuity Prep PCS	Joshua	Rales
Ingenuity Prep PCS	Debra	Santos
Ingenuity Prep PCS	Kaya	Stone
Ingenuity Prep PCS	Peter	Winik
Inspired Teaching Demonstration PCS	Morris	Clarke
Inspired Teaching Demonstration PCS	Marc	Fisher
Inspired Teaching Demonstration PCS	Joanne	Irby
Inspired Teaching Demonstration PCS	John	Leibovitz
Inspired Teaching Demonstration PCS	Aleta	Margolis
Inspired Teaching Demonstration PCS	Lucy	Newton
Inspired Teaching Demonstration PCS	Anika	Simpson
Inspired Teaching Demonstration PCS	Eshauna	Smith
Inspired Teaching Demonstration PCS	Deborah Dantzler	Williams
Inspired Teaching Demonstration PCS	Rusty	Wilson
Kingsman Academy PCS	Maria	Blaeuer

Kingsman Academy PCS	Julia	Bloom-Weltman
Kingsman Academy PCS	Indra	Chalk
Kingsman Academy PCS	Toloria	Gant
Kingsman Academy PCS	Tameka	Harris
Kingsman Academy PCS	Stephen	Messner
Kingsman Academy PCS	Peter	Olle
Kingsman Academy PCS	Michelle	Tellock
KIPP DC PCS	David	Bradley
KIPP DC PCS	John	Duff
KIPP DC PCS	Terry	Golden
KIPP DC PCS	Don	Graham
KIPP DC PCS	Anthony	Lewis
KIPP DC PCS	Crystal	Lockerman
KIPP DC PCS	Carol	Ludwig
KIPP DC PCS	Briana	Robinson
KIPP DC PCS	Marty	Rodgers
KIPP DC PCS	Susan	Schaeffler
KIPP DC PCS	Reginald	Workman
KIPP DC PCS	Alan	Wurtzel
KIPP DC PCS	Pam	Yee
Latin American Montessori Bilingual PCS	Selena	Gonzales Jones
Latin American Montessori Bilingual PCS	Jennifer	Carrier
Latin American Montessori Bilingual PCS	Suzanne	Ehlers
Latin American Montessori Bilingual PCS	Tracy	Goodman
Latin American Montessori Bilingual PCS	Brad	Karrer
Latin American Montessori Bilingual PCS	April	Martin
Latin American Montessori Bilingual PCS	Douglas	Tyson
LAYC Career Academy PCS	Kate	Brannon
LAYC Career Academy PCS	Elizabeth	Burrell
LAYC Career Academy PCS	Emmanuel	Caudillo
LAYC Career Academy PCS	Joshua	Fairchild
LAYC Career Academy PCS	Lori	Kaplan
LAYC Career Academy PCS	Precious	Martin
LAYC Career Academy PCS	Linda	Moore
Lee Montessori PCS	Djahna	Akinyemi
Lee Montessori PCS	Catharine	Bellinger
Lee Montessori PCS	Bonnie	Beste
Lee Montessori PCS	Eric	Bethel
Lee Montessori PCS	Dominique	Fortune
Lee Montessori PCS	Marimba	Johnson-Bright

Lee Montessori PCS	Lorraine	Madala
Lee Montessori PCS	Chris	Pencikowski
Lee Montessori PCS	Kelly Smith	Smith
Mary McLeod Bethune Day Academy PCS	Patricia	Callis
Mary McLeod Bethune Day Academy PCS	Pamela	Cole
Mary McLeod Bethune Day Academy PCS	Imani	Edwards
Mary McLeod Bethune Day Academy PCS	Santos J.	Gonzalez
Mary McLeod Bethune Day Academy PCS	Azura	Mason
Mary McLeod Bethune Day Academy PCS	Linda	McKay
Mary McLeod Bethune Day Academy PCS	Stacey	Richardson Yonkers
Mary McLeod Bethune Day Academy PCS	Valerie	Smith
Maya Angelou PCS	Sharnice	Anderson
Maya Angelou PCS	Darren	Cambridge
Maya Angelou PCS	David	Domenici
Maya Angelou PCS	James	Forman
Maya Angelou PCS	Robby	Gregg
Maya Angelou PCS	Julie	Johnson
Maya Angelou PCS	Peter	Leone
Maya Angelou PCS	Cheryl	Mills
Maya Angelou PCS	Benjamin	Safran
Maya Angelou PCS	Christopher	Shorter
Maya Angelou PCS	Michael	Vu
Maya Angelou PCS	Ross	Weingarten
Maya Angelou PCS	Thomas	White
Meridian PCS	Edie	Ashton
Meridian PCS	Keith Wade	Colllins
Meridian PCS	Chris	Daniels
Meridian PCS	Anita	Funcherss
Meridian PCS	Nick	Gent
Meridian PCS	Annie	Hsiao
Meridian PCS	Payson	Peabody
Meridian PCS	Steve	Pearcy
Meridian PCS	Karen	Rivas
Monument Academy PCS	Todd	Bentsen
Monument Academy PCS	Emily	Bloomfield
Monument Academy PCS	Patrice	Brooks
Monument Academy PCS	Erin	Covington
Monument Academy PCS	Lisa	Cullins
Monument Academy PCS	Kurt	Haglund
Monument Academy PCS	Shawn	Hardnett

Monument Academy PCS	Brian	Jones
Monument Academy PCS	Paul	Kihn
Monument Academy PCS	Kimberly	Lane
Monument Academy PCS	Faye	Levin
Monument Academy PCS	Charles	Moore
Monument Academy PCS	Lucretia	Risoleo
Monument Academy PCS	Shalini	Shybut
Monument Academy PCS	Taryn	Tymus
Monument Academy PCS	Tycely	Williams
Mundo Verde Bilingual PCS	Danielle	Allen
Mundo Verde Bilingual PCS	Valecia	Biddix
Mundo Verde Bilingual PCS	Corey	Ealons
Mundo Verde Bilingual PCS	Paco	Fabian
Mundo Verde Bilingual PCS	Bisi	Oyedele
Mundo Verde Bilingual PCS	Kristin	Scotchmer
Mundo Verde Bilingual PCS	Mikaela	Seligman
Mundo Verde Bilingual PCS	Alicia	Williams
National Collegiate Preparatory PCHS	Jason	Bevier
National Collegiate Preparatory PCHS	Clyde	Edwards
National Collegiate Preparatory PCHS	Nadia	Garnett
National Collegiate Preparatory PCHS	Audrey	Johnson
National Collegiate Preparatory PCHS	Ty	Johnson
National Collegiate Preparatory PCHS	Caroline	Lang
National Collegiate Preparatory PCHS	Robert	Rigsby
National Collegiate Preparatory PCHS	Jennifer	Ross
National Collegiate Preparatory PCHS	Edeania	Stewart
National Collegiate Preparatory PCHS	Heather	Wathington
National Collegiate Preparatory PCHS	Ann	Wilson
Paul PCS	Erin	Albright
Paul PCS	Jackie	Beatty
Paul PCS	Mannone	Butler
Paul PCS	Daniel	Fine
Paul PCS	Yohance	Fuller
Paul PCS	Jacqueline	Greer
Paul PCS	Gina	Mahony
Paul PCS	Jeffrey	Nellhaus
Paul PCS	Jessica	Sutter
Paul PCS	Pamela	Taylor
Paul PCS	Sterling	Ward
Perry Street Preparatory PCS	Darwin	Bagley

Perry Street Preparatory PCS	Harold	Bardonille
Perry Street Preparatory PCS	Cynthia	Brown
Perry Street Preparatory PCS	Vinette	Brown
Perry Street Preparatory PCS	Martinique	Free
Perry Street Preparatory PCS	Consuelo	Nelson
Perry Street Preparatory PCS	Katheryn	Noonan
Perry Street Preparatory PCS	Catherine	Randall
Perry Street Preparatory PCS	Corey	Wilson
Richard Wright PCS for Journalism and Media Arts	Gregory	Adams
Richard Wright PCS for Journalism and Media Arts	Micheal	Beamon
Richard Wright PCS for Journalism and Media Arts	Keisha	Biscoe
Richard Wright PCS for Journalism and Media Arts	Essie	Charles
Richard Wright PCS for Journalism and Media Arts	Jelani	D. James, Esq
Richard Wright PCS for Journalism and Media Arts	Wayne	Eley
Richard Wright PCS for Journalism and Media Arts	Chris	Fratts
Richard Wright PCS for Journalism and Media Arts	Carla	Holly
Richard Wright PCS for Journalism and Media Arts	Obi	Holly
Richard Wright PCS for Journalism and Media Arts	Troy	Priest
Richard Wright PCS for Journalism and Media Arts	Derwin	Ross
Richard Wright PCS for Journalism and Media Arts	Courtney	Snowden
Richard Wright PCS for Journalism and Media Arts	Leonard	Upson
Richard Wright PCS for Journalism and Media Arts	Rhonda	Wilbon
Richard Wright PCS for Journalism and Media Arts	Milree	Williams
Rocketship Education DC PCS	Matthew	Aaron
Rocketship Education DC PCS	Justin	Bakewell

Rocketship Education DC PCS	Patricia	Coates
Rocketship Education DC PCS	Finesse	Graves
Rocketship Education DC PCS	Shayna	Hammond
Rocketship Education DC PCS	Melissa	Martin
Rocketship Education DC PCS	Thomas	Nida
Rocketship Education DC PCS	Jacque	Patterson
Rocketship Education DC PCS	Josh	Rales
Rocketship Education DC PCS	Barry	Rosenthal
Rocketship Education DC PCS	Jolene	Sloter
Rocketship Education DC PCS	Michael	Spencer
Roots PCS	Kim	Bryant- Hughes
Roots PCS	STANLEY	Foshee
Roots PCS	Gail	Gray
Roots PCS	CHERICE	JONES
Roots PCS	Patricia	Mitchell
Roots PCS	Cameron	Poles
Roots PCS	Jesse	Sharpe
Roots PCS	Gilda	Sherrod-Ali
Roots PCS	Otto	Wilson
SEED PCS	Dennis	Chestnut
SEED PCS	Vasco	Fernandes
SEED PCS	Mecha	Inman
SEED PCS	Marc	Miller
SEED PCS	Huck	O'Connor
SEED PCS	Marina	Ottaway
SEED PCS	Lesley	Poole
SEED PCS	Tasha	Poulson
SEED PCS	Desa	Sealy
SEED PCS	Ken	Slaughter
SEED PCS	David	Steinberg
SEED PCS	Rajiv	Vinnakota
SEED PCS	Joseph	Wright
Sela PCS	Aster	Allen-Patel
Sela PCS	Lisa	Apple
Sela PCS	Joshua	Bork
Sela PCS	Heather	Capell Bramble
Sela PCS	Kiara	Cross
Sela PCS	Deena	Fox
Sela PCS	Nancy	Goodman
Sela PCS	Bryce	Jacobs

Sela PCS	Joy	King-Pike
Sela PCS	Jessica	Lieberman
Sela PCS	Maegan	Marcano
Sela PCS	Steve	Messner
Sela PCS	Rebecca	Rubin Damari
Shining Stars Montessori Academy PCS	Aldel	Brown
Shining Stars Montessori Academy PCS	Willa	Golden
Shining Stars Montessori Academy PCS	Teicha	Harris
Shining Stars Montessori Academy PCS	Anthony	King
Shining Stars Montessori Academy PCS	Jessica	Phillips-Silver
Shining Stars Montessori Academy PCS	Regina	Rodriguez-Garcia
Shining Stars Montessori Academy PCS	Shawn	Samuels
Shining Stars Montessori Academy PCS	Kamal	Wright-Cunningham
Somerset Preparatory Academy PCS	Carlos	Becerra
Somerset Preparatory Academy PCS	Joe	Bruno
Somerset Preparatory Academy PCS	Darya	Davis
Somerset Preparatory Academy PCS	Natalie	Ethridge
Somerset Preparatory Academy PCS	Richard	Goldberg
Somerset Preparatory Academy PCS	Mark	Medema
Somerset Preparatory Academy PCS	Amber	Northern
Somerset Preparatory Academy PCS	Lara	Oerter
Somerset Preparatory Academy PCS	Joe	Quander
Somerset Preparatory Academy PCS	Jud	Starr
Somerset Preparatory Academy PCS	Danielle	Walton
St. Coletta Special Education PCS	Francis	Campbell
St. Coletta Special Education PCS	Donald	Denton
St. Coletta Special Education PCS	Chip	Henstenburg
St. Coletta Special Education PCS	Josh	Lewis
St. Coletta Special Education PCS	Peggy	O'Brien
St. Coletta Special Education PCS	Frances	Slaughter
St. Coletta Special Education PCS	Carla	Ware-Easterling
Statesmen College Preparatory Academy for Boys PCS	Alicia	Adams
Statesmen College Preparatory Academy for Boys PCS	Samantha	Barbee
Statesmen College Preparatory Academy for Boys PCS	Toni	Barton
Statesmen College Preparatory Academy for Boys PCS	Mary	Brown

Statesmen College Preparatory Academy for Boys PCS	James Anthony Alexande	Cadogan
Statesmen College Preparatory Academy for Boys PCS	Shawn	Hardnett
Statesmen College Preparatory Academy for Boys PCS	Bisi	Oyedele
Statesmen College Preparatory Academy for Boys PCS	Nicole	Solomon Mitchell
Statesmen College Preparatory Academy for Boys PCS	Gregory	Van-Houten
Statesmen College Preparatory Academy for Boys PCS	Raymond	Weeden
The Children's Guild DC PCS	Dana	Baughns
The Children's Guild DC PCS	John	Ferguson
The Children's Guild DC PCS	Melody	Giles
The Children's Guild DC PCS	Jawauna M.	Green
The Children's Guild DC PCS	Cleopatra	Green-Clark
The Children's Guild DC PCS	Lesley	Nesmith
The Children's Guild DC PCS	Justin G.	Reaves
The Children's Guild DC PCS	Imani	Samuels
The Children's Guild DC PCS	Chris	Zimmerman
The Family Place PCS	Valentina	Ballesteros
The Family Place PCS	Ann	Barnet
The Family Place PCS	Michael	Barnet
The Family Place PCS	Shawn	Chakrabarti
The Family Place PCS	Sarah	Friedman
The Family Place PCS	Natalia	Isaza
The Family Place PCS	Maribel	Maya
The Family Place PCS	Domminick	McParland
The Family Place PCS	Oralia	Puente
The Family Place PCS	Marino	Ramirez
The Family Place PCS	Elain Weiss	Weiss
The Next Step/El Proximo Paso PCS	Jill	Bryson
The Next Step/El Proximo Paso PCS	Karen	Burkes
The Next Step/El Proximo Paso PCS	Natalie	Eckford
The Next Step/El Proximo Paso PCS	Jorge	Estrada
The Next Step/El Proximo Paso PCS	Celine	Fejeran
The Next Step/El Proximo Paso PCS	Ritijia	Gupta
The Next Step/El Proximo Paso PCS	John	Ingold
The Next Step/El Proximo Paso PCS	Jeffrey	Noel

The Next Step/El Proximo Paso PCS	Raisa	Ortiz
The Next Step/El Proximo Paso PCS	Will	Ragland
The Next Step/El Proximo Paso PCS	Filoberto	Sanchez
The Next Step/El Proximo Paso PCS	Eleonor	Valasquez
Thurgood Marshall Academy PCS	Danielle	Bierzynski
Thurgood Marshall Academy PCS	Mellanie	Brady
Thurgood Marshall Academy PCS	Jerome	Epstein
Thurgood Marshall Academy PCS	Regina	Foshee
Thurgood Marshall Academy PCS	Dan	Gordon
Thurgood Marshall Academy PCS	Mark	Harrison
Thurgood Marshall Academy PCS	Kenneth	Jones
Thurgood Marshall Academy PCS	Andrew	Rosenberg
Thurgood Marshall Academy PCS	Jonathan	Stoel
Two Rivers PCS	Grace	Aduroja
Two Rivers PCS	Ann	Gosler
Two Rivers PCS	Clara	Haskell Botstein
Two Rivers PCS	Adrian	Jordan
Two Rivers PCS	Ali	Khawar
Two Rivers PCS	Reem	Labib Tyson
Two Rivers PCS	Anne	Lackritz
Two Rivers PCS	Jason S.	Miller
Two Rivers PCS	Nick	Rodriguez
Two Rivers PCS	Senthil	Sankaran
Two Rivers PCS	Eli	Schlam
Two Rivers PCS	Stephen	Spaulding
Two Rivers PCS	Justin	Valentine
Two Rivers PCS	Jessica	Wodatch
Washington Global PCS	Linda	Brown
Washington Global PCS	Candice	Cloos Haney
Washington Global PCS	Teresa	Curristine
Washington Global PCS	Vanessa	Harvey-Lykes
Washington Global PCS	Stephanie	Henderson
Washington Global PCS	Elizabeth	Shook Torres
Washington Global PCS	Alexandra	Zeiler
Washington Latin PCS	Laurie	Ballenger
Washington Latin PCS	Barry	Caldwell
Washington Latin PCS	Kimberly	Cole
Washington Latin PCS	Christina	Culver
Washington Latin PCS	Ragini	Dalal
Washington Latin PCS	Maria	Demeke

Washington Latin PCS	Alyse	Graham
Washington Latin PCS	Russell "Rusty"	Greiff
Washington Latin PCS	Ann Elizabeth	Lovett
Washington Latin PCS	Patrick	Mara
Washington Latin PCS	Timothy	Morgan
Washington Latin PCS	Hunter	Rawlings III
Washington Latin PCS	Christopher	Wilkinson
Washington Leadership Academy PCS	Seth	Andrew
Washington Leadership Academy PCS	Beatriz	Ceja
Washington Leadership Academy PCS	Lea	Crusey
Washington Leadership Academy PCS	Rajeev	Kaul
Washington Leadership Academy PCS	Suraj	Patel
Washington Leadership Academy PCS	Duane	Rollins
Washington Leadership Academy PCS	Alex	Sanchez
Washington Leadership Academy PCS	Daniele	Schiffman
Washington Leadership Academy PCS	Mario	Sutton
Washington Leadership Academy PCS	Miles	Taylor
Washington Leadership Academy PCS	Rachel	Torres
Washington Leadership Academy PCS	Venus	Valladares
Washington Leadership Academy PCS	Courtney	Wright
Washington Math Science Technology PCHS	Jerry A.	Bolling
Washington Math Science Technology PCHS	Tristen	Breaux
Washington Math Science Technology PCHS	N'Deye	Diagne
Washington Math Science Technology PCHS	Lisa	Hathaway
Washington Math Science Technology PCHS	Angela	Hemsley
Washington Math Science Technology PCHS	Roger	Hicks
Washington Math Science Technology PCHS	Willis	Mitchell
Washington Math Science Technology PCHS	Renee	Stevens
Washington Yu Ying PCS	Vincent	Baxter
Washington Yu Ying PCS	Sarabeth	Berman
Washington Yu Ying PCS	Ned	Cabot
Washington Yu Ying PCS	Amy	Lee

Washington Yu Ying PCS	Wendy	Reuda
Washington Yu Ying PCS	Darren	Riley
Washington Yu Ying PCS	Jose	Sousa
Washington Yu Ying PCS	Michelle	Stuntz
Washington Yu Ying PCS	Abi	Sze-Levine
Washington Yu Ying PCS	Kim	Tignor
Washington Yu Ying PCS	Jevon	Walton
Washington Yu Ying PCS	LeMar	White
Washington Yu Ying PCS	Kelly	Yee
YouthBuild DC PCS	Mary	Blatch
YouthBuild DC PCS	Noel	Bravo
YouthBuild DC PCS	Elizabeth	Grant
YouthBuild DC PCS	Mark	Jordan
YouthBuild DC PCS	Amira	Kamara
YouthBuild DC PCS	Steve	Lanning
YouthBuild DC PCS	Suraj	Patel
YouthBuild DC PCS	Yolanda	Torres

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MICHAEL & SUSAN DELL FOUNDATION GRANT LETTER

Section 1. Grant. The Michael & Susan Dell Foundation ("Foundation"), a Texas non-profit corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("Code"), intends to make a grant to District of Columbia Public Charter School Board ("Grantee"), a Washington, D.C. government agency exempt from federal income tax under the Code, in the amount of $500,000.00 ("Grant"), in the manner, and subject to the terms as provided in this Grant Letter ("Letter").

The key dates of this Grant Letter are:

Key Dates Definitions	Meaning of Date	Date
Start Date	This is the date on which the Grant Letter becomes effective and the project work begins.	05/02/2016
Project End Date	This is the date on which the Project work ends.	02/01/2019
Close Date	This is the date on which all reports and milestones are done and no further activity related to the Grant will occur.	06/28/2019

The term ("Term") of this Grant Letter is the time period from the Start Date to the Close Date.

Section 2. Payment of Grant. The Foundation intends to pay this Grant, in installments, to Grantee, in United States Dollars, within a reasonable time following receipt by the Foundation of a signed Letter and according to the following payment schedule which is subject to change:

Payment Type	Amount	Scheduled
Standard	$200,000	05/20/2016
Standard	$150,000	05/19/2017
Standard	$150,000	05/18/2018

The Foundation reserves the right, in its sole discretion, to discontinue funding at any time if, among other things: (a) Grantee fails to comply with all terms and conditions included in this Letter, including any Foundation request for further documents or information, (b) Grantee fails to meet reporting or other obligations of the Grant, (c) Grantee fails to use Grant funds solely in accordance with the terms of this Letter, or (d) Foundation is not satisfied with the progress of the Grant or the content of any written report required under this Letter.

Any portion of the Grant funds paid to Grantee, as well as any interest earned by Grantee on Grant funds that remains unexpended at the end of the Term will revert to the Foundation and Grantee agrees to promptly return all such funds to the Foundation, along with a final, detailed accounting of the expenditure of all Grant funds.

Grantee will deposit all Grant funds in an interest-bearing account, if at all feasible, and shall be required to apply any interest earned on Grant funds solely to Grant project/program purposes.

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Section 3. Purpose of Grant. Foundation Grant funds, and any income earned on Grant funds, may be expended *only* for charitable, religious, scientific, literary or educational purposes. This grant is made only for the specific purposes stated in this Letter, and it is understood and agreed by Grantee that these Grant funds will be used only for such purposes and substantially in accordance with the approved budget. It is also understood and agreed by Grantee that no substantial variances, including the timing of expenditures, may be made from the approved budget/plan without the Foundation's prior written approval.

Grantee agrees to use the Grant solely for Grantee's project entitled **"**Next Generation Accountability and Authorizing**"** as described in Grantee's grant application or proposal (including budget and related documentation) submitted to the Foundation, and only for the purposes detailed therein, including any modifications or amendments that the Foundation may have made in approving the Grant, a summary of which is attached hereto as **Exhibit A - Grant Summary**.

Section 4. Prohibited Activities. Grantee agrees that no portion of the Grant (including any interest thereon) shall be used for activities that are prohibited to organizations exempt from federal income tax, and that no portion of the Grant funds will be used to fund, in whole or in part, any: (a) attempts to influence legislation or the outcome of any specific public election, (b) lobbying or lobbying expenses, (c) participation or intervention in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office, (d) direct or indirect voter registration drive or initiative (within the meaning of Section 4945(d)(2) of the Code), (e) to make grants to individuals or to other organizations which do not comply with the requirements of Sections 4945(d)(3) or 4945(d)(4) of the Code, (f) to promote violence or terrorist activities, or (g) to undertake any activities for a noncharitable purpose.

If, at any time, the Foundation discovers or has reason to believe that Grant funds have not been expended properly, in accordance with the terms of this Letter, Grantee acknowledges and agrees that the Foundation has an obligation to investigate and to recover any such Grant funds. Grantee agrees to use its best efforts to return all such funds to the Foundation and to cooperate with and assist the Foundation in its efforts to investigate and recover the Grant funds.

Section 5. Confirmation of Grantee Status. Grantee confirms that it has the corporate/entity and tax status identified in the first paragraph of this Letter. Further, Grantee confirms that the Grant will not adversely affect the status of Grantee under applicable law or regulations. Grantee agrees immediately to notify the Foundation of any change in Grantee's status, including the initiation of any proceeding, investigation, audit or inquiry, of which Grantee is a party or subject.

Section 6. Confirmation of Good Standing With Government. Grantee confirms that it is in good standing with all appropriate local, state or federal governmental bodies or regulatory agencies with jurisdiction over Grantee's organization or activities. If requested by the Foundation, Grantee will provide written evidence of its good standing with such bodies or agencies. Grantee agrees that it shall immediately notify the Foundation in writing of any change in Grantee's good standing, including the initiation of any proceeding, investigation, audit or inquiry, into Grantee's organization or activities. Grantee acknowledges and affirms that it operates in accordance with accepted

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principles of good corporate governance and that its management is overseen by a reputable and independent Board of Directors, Trustees, or the equivalent, comprising at least three (3) members and meeting at least three times annually. Grantee agrees to make publicly available a list of its board members (or trustees or the equivalent) and officers, the salaries each receives, and additional identifying information such as address, citizenship, etc. Grantee agrees to publicly maintain the same information for any of its affiliate or subsidiary organizations.

Section 7. Other Grantee Duties and Obligations. The Grantee agrees to:

(a) perform all duties, functions and acts as required by the Letter in accordance with the highest standards of professionalism, competence and integrity;
(b) source, train, manage and allocate the human resources, expertise and capacity required to achieve project objectives;
(c) promptly replace any human resources assigned under the Letter that the Foundation considers to be unsatisfactory or unsuitable for such assignment;
(d) apply sound governance as well as ensure adherence to all relevant and appropriate professional requirements;
(e) keep suitable and accurate records, and ensure safe keeping of all such written permission of the Foundation, which permission may be withheld in the Foundation's sole discretion;
(f) promptly provide the Foundation with updated information about Grantee's corporate/tax status, financials, board members, executive team members, and any other information requested by the Foundation upon request;
(g) to use every effort to comply with applicable labor legislation and to prevent any internal dispute from impacting negatively upon its obligations in terms of the Letter; and
(h) comply with all applicable laws, rules, regulations and orders of the United States and any other state or country or locality with jurisdiction over Grantee or Grantee's activities in performance of its obligations under this Agreement, including, without limitation, all applicable laws, rules, regulations and orders relating to the privacy of individually identifiable student, health or other data.

Section 8. Grantee Warranties. The Grantee warrants and represents to the Foundation that:

(a) it has all the right, power, and authority necessary to enter into this Letter, perform its obligations herein, and grant the rights it grants to the Foundation;
(b) its performance of this Letter and the Foundation's exercise of its rights under this Letter, will not conflict with the terms or provisions of any written agreement by which it is bound; and
(c) it has made a full disclosure to the Foundation, with respect to all information at its disposal, pertaining to the project and these conditions.

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Section 9. Progress Reports. Grantee shall provide to the Foundation interim progress reports and a final report, including a narrative portion and a financial portion, detailing Grantee's use of Grant funds and submitted according to the following schedule, which the Foundation reserves the right to modify upon notice to and consultation with the Grantee:

Report	**Scheduled**
Progress	07/15/2016
Progress	01/15/2017
Progress	07/15/2017
Progress	01/15/2018
Progress	07/15/2018
Final	01/15/2019

In preparing its reports Grantee will follow the Reporting Guidelines provided in the attached **Exhibit B – Reporting Guidelines** template, or any updated guidelines and/or templates that may be provided by Foundation to Grantee from time to time. If Grantee anticipates any potential issue regarding submitting reports in a timely manner, Grantee agrees promptly to notify the Foundation, and explain the reasons for the potential delay, so that the matter can be resolved. Failure to meet these requirements for timeliness and notification may result in various Foundation actions, up to and including withholding of payments, terminating the Grant, and ceasing to award any additional grants.

Section 10. Ownership & License of Work Product. The Foundation agrees that all work product produced using Grant funds, including, without limitation, all notes, designs, specifications, technical information, ideas, processes, methods, programming aids, reports, programs, manuals, tapes, listings, source code, object code or other software, flow charts, systems or improvements, enhancements or modifications, web materials, project assessments or evaluations, works that are derivative of Prior Work Product (as defined below), or other data relating to the Grant project, and all patent, copyright, trade secret or other proprietary or intellectual property rights with respect to the work product (collectively, "Work Product"), is solely and exclusively the property of the Grantee.

The Grantee hereby grants to Foundation a perpetual, worldwide, royalty-free, non-exclusive license to use the Work Product, but only to the extent that such use is in furtherance of its charitable purpose.

Unless provided for otherwise by separate agreement or grant letter, Foundation acknowledges and agrees that Foundation has no ownership interest in any work product owned by Grantee that was created prior the start of the Grant project ("Prior Work Product"). Grantee hereby grants Foundation and any other necessary parties the limited right to use any Prior Work Product, if necessary, for the purposes of completing the Grant project and/or using the Work Product for Foundation's charitable purposes.

Section 11. Record Maintenance and Inspection. Grantee agrees to maintain, in accordance with generally-accepted accounting principles, adequate, detailed records sufficient to enable expenditure

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of all Grant funds to be confirmed easily and with precision. Grantee also agrees to make its books and records available, at reasonable times upon request by the Foundation, for inspection and/or audit, to be conducted either by Foundation personnel or third-party auditors or agents acting on behalf of the Foundation. Grantee further agrees to permit the Foundation to:

(a) monitor and conduct an evaluation of operations under this Grant, which may include, without limitation, such activities as a visit by Foundation personnel to observe and evaluate Grantee's program,
(b) have discussions about the program with Grantee personnel,
(c) have interviews with communities affected by Grantee's program,
(d) review financial and other records of Grantee that are connected with this Grant, and
(e) obtain and verify any such information as it may deem relevant and necessary to ensure due compliance with the terms and conditions of this Letter.

Grantee agrees to cause to be prepared and submitted to the Foundation, as of 31 December (or such other date as may be mutually agreed) in each and every year throughout the Grant Term, duly audited financial statements including a balance sheet and a detailed income and expenditure account, reflecting the disposition of the Grant funds.

Grantee must maintain all accounting records, as well as copies of all reports submitted by Grantee to the Foundation, for at least four (4) years after completion of the use of Grant funds and final reporting to the Foundation on the Grant, including any reporting required under Section 9 ("Maintenance Period"). Further, all such records and reports must be made available to the Foundation for examination or audit upon request at any time during the Term or the Maintenance Period.

Section 12. Publicity and Public Reports. The Foundation will include information about this Grant in its periodic public reports, may refer to this Grant in press releases or other public materials, and may also provide information relating to this Grant (including, without limitation, a copy of this Letter) to others for any purpose it deems reasonably related to its tax-exempt, charitable purpose, and Grantee agrees to permit such activities. Prior to Grantee publicizing the receipt of the Grant or otherwise referring to the Foundation or its founders, Grantee agrees to get written approval from the Foundation to do so, unless such publication is required by law.

All publicity or other materials which will be made publicly available that mention or refer to the Grant, the Foundation, Michael Dell, Susan Dell, any member of the Dell family, or any officer, director, grant officer or employee of the Foundation, whether to be delivered in written or spoken form, that is prepared, produced or delivered by or on behalf of the Grantee, must be provided to the Foundation for written approval prior to the release of such materials to the public. This shall include, without limitation, letters, publications, articles, press releases, narratives, reports, endorsements, quotes, photographs, slides, videos, website postings, blog postings and social media/networking postings. **Grantee shall not take any action in making such materials public until Foundation**

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written approval has been received. In preparing any such materials, the Grantee agrees to abide by the following guidelines:

1. For press releases, submission must be made a minimum of 48 hours prior to scheduled distribution. Submission should be made to the Grantee's assigned Foundation grant officer and the Foundation's Communications Department at communications@msdf.org.

2. Once approved, a general statement about the Grantee's grant funding from the Michael & Susan Dell Foundation may be used repeatedly, if used without modification.

3. Do not shorten the name of the Foundation to the "Dell Foundation" as that organization is the corporate foundation of Dell, Inc. and is not related to the Michael & Susan Dell Foundation. The proper use of the Foundation name is "Michael & Susan Dell Foundation."

4. Use of the Foundation name or logo must be in accordance with the Michael & Susan Dell Foundation Third Party Brand Identity Guidelines. For a copy of these guidelines, please email the Foundation's Communications Department at communications@msdf.org.

5. Should Grantee be required by law to provide information about the Grant or the Foundation, Grantee shall comply with all applicable legal requirements; however, the Grantee shall notify the Foundation's Communication Department in writing as soon as reasonably possible.

Section 13. Foundation Names and Marks. Grantee acknowledges that the names and marks "Michael and Susan Dell Foundation," "Michael & Susan Dell Foundation," "MSDF," the Foundation logo, and all variations thereof, are the sole and exclusive property of the Foundation. Any use of the Foundation's name or marks is subject to the prior written approval of the Foundation, which may be granted or withheld in the sole discretion of the Foundation. In preparing Foundation names or marks for printed or electronic media, Grantee agrees to follow the publicity guidelines outlined in Section 12.

Section 14. Purchase of Technology Equipment and Services. If Grantee intends to use part of the Grant to purchase computer equipment, peripheral items, including software, or any other goods or technology services from Dell Inc., Grantee acknowledges and agrees that its decision to purchase any such equipment or services from Dell Inc. is based upon Grantee's own independent inquiry and determination that such goods or services satisfy Grantee's requirements. Grantee acknowledges and agrees that the Foundation has neither given any recommendation with regard to computer equipment, peripheral items, including software, or any other goods or technology services, nor has it made the purchase of such goods or services from Dell Inc. a condition or requirement of this Grant.

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Section 15. Indemnification and Insurance. To the extent permitted by law, Grantee agrees to indemnify and hold harmless the Foundation, and its officers, directors, employees, subsidiaries, affiliates or agents ("Foundation Related Parties") with respect to any and all claims, suits, actions, damages, expenses (including reasonable attorneys' fees), obligations, losses, liens, death, injuries, liability, debt, suit, cause of action, proceedings, demands, costs and claims, including legal fees and expenses imposed or incurred by, or asserted against the Foundation, its successors or assigns, or any of the Foundation Related Parties, that may be made against the Foundation or the Foundation Related Parties with respect to any claims resulting from, or related to, the Grant or this instrument, except to the extent that a claim arises from the Foundation's or the Foundation Related Parties' conduct that is either grossly negligent or exhibits willful misconduct. If any such suit or action is brought against the Foundation and/or the Foundation Related Parties, the Foundation shall provide written notice of such suit or action to Grantee, cooperate with Grantee in the handling, negotiation and trial of such suit or action, provided that the Foundation shall be entitled to select the primary legal counsel to be used in the handling, negotiations and/or trial of such suit or action and provided further, that, Grantee shall not enter into a settlement that involves the Foundation or the Foundation Related Parties in any way without the prior written consent of the Foundation.

The provisions of this Section shall survive termination of the Grant.

Section 16. Enforceability of Terms of Gift and No Waiver. Grantee agrees that the intentions expressed in this Grant Letter do not constitute an enforceable promise to make a gift for which Grantee has paid consideration or upon which Grantee shall rely to its detriment. This Grant is not a pledge. Further, Grantee agrees that the Foundation has no legal obligation to pay the Grant to Grantee, and that the Foundation may, for any reason permitted under relevant law, and in its sole discretion, modify, suspend or cease payments of the Grant to Grantee. If the Foundation actually pays any portion of the Grant to the Grantee, the Foundation reserves the right to enforce the terms and conditions of the Grant as provided in this instrument, including requiring Grantee to use the Grant solely for the purposes described in this Letter. Grantee agrees that the Foundation's right to enforce the terms and conditions of the Grant includes the right to demand the refund of any portion of the Grant actually paid to Grantee by the Foundation, upon which demand, Grantee shall have ten (10) business days to comply. The waiver by the Foundation of a violation of, or a failure to comply with, any provision of this Letter will not constitute a waiver of its failure to enforce any subsequent violation or compliance failure.

Section 17. Key Personnel. The Foundation reserves the right to reclaim a pro-rated share of unexpended grant funds and/or to suspend or cease the disbursement of any remaining grant payments in the case of a material change in the employment status of any key personnel related to the management of this grant.

Section 18. No Partnership or Joint Venture. The parties agree that the Foundation and Grantee are neither partners nor parties to any joint venture. Nothing in this Letter creates a partnership or joint venture between the Foundation and Grantee or imposes upon either party any liabilities as such. The Foundation's funding of the project and its relationship with the Grantee will be non-exclusive and the Foundation will be entitled to assist, support or fund other persons and entities to provide services or manage projects similar to that being described in the Letter. The Grantee will not hold

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itself out to be the agent or representative of the Foundation, and may not bind the Foundation in any way.

Section 19. Non-Assignment. This Grant may not be assigned or transferred to any third party, or to any affiliate, successor, or assign of Grantee without the prior written consent of the Foundation.

Section 20. Confidentiality. Other than as specifically permitted by this Letter, Grantee agrees not to disclose the terms of this instrument or any other confidential communication between the parties, unless Foundation consents or disclosure is required by applicable law.

Section 21. Compliance with Terrorism Laws. Grantee agrees to comply with all applicable laws, rules, regulations and orders of the United States and any other state or country with jurisdiction over Grantee or Grantee's activities, including, without limitation, all laws, rules, regulations and orders relating to terrorist activities. Without limiting the foregoing, in compliance with the provisions of the U.S. Patriot Act and U.S. Executive Order 13224, Grantee represents that it does not and will not promote or support terrorist activities, and that it does not have any relationships or transactions with any individuals, entities or groups subject to sanctions imposed by the U.S. Treasury Department's Office of Foreign Assets Control or any other persons known to Grantee to promote or support terrorism.

Section 22. Severability. Whenever possible, each provision of this Letter will be interpreted in such a manner as to be effective and valid under applicable law, but if any provision is found to violate law or otherwise to be invalid, it will be severed from the rest of the Letter and ignored.

Section 23. Governing Law. This instrument shall be construed and enforced in accordance with the substantive laws of the State of Texas, USA, without regard to principles of conflicts of law.

Section 24. Entire Understanding. This Letter and the Exhibits referenced herein replace any and all understandings, whether oral or written, that may have existed between the Foundation and Grantee regarding this Grant and represents the entire understanding of the parties regarding the Grant. The parties agree that this Grant Letter, and any related documents, may be signed in person or by electronic means, and either method shall be equally valid and enforceable. The parties further agree that a paper photocopy or electronic copy of this Grant Letter, and any related documents, shall be equally valid and enforceable as the original signed document. Exhibits to this Letter are as follows:

Exhibit A – Grant Summary
Exhibit B – Reporting Guidelines
Exhibit C – Automated Clearing House (ACH) Credit Payment Authorization

Section 25. Notices. All written notices and other communications relating to this Grant will be deemed to have been duly delivered if sent by (a) e-mail to jon.rybka@msdf.org and info@msdf.org if for the Foundation, and to spearson@dcpcsb.org if for the Grantee; or (b) First Class mail or commercial overnight courier service with tracking capability to the address given below for Grantee or, for the Foundation, to: P.O. Box 163867, Austin, TX 78716-3867 U.S.A., Attention: Jon Rybka

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Section 26. Application and Documentation Confirmation. Grantee acknowledges that it previously has submitted to the Foundation, as part of its pre-grant inquiry process, materials which provide answers to questions and include various pieces of documentation regarding Grantee, as well as other information requested by the Foundation. Grantee acknowledges and agrees that by signing this Letter, Grantee confirms that there have been no material changes in the information or documentation supplied or submitted to the Foundation, and that Grantee promptly will inform the Foundation in writing of any material changes in such information or documentation that occur after the Start Date.

ACKNOWLEDGED AND AGREED BY GRANTEE TO BE EFFECTIVE AS OF THE START DATE:

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Signed: DocuSigned by: EDF4C4A9166049E...

Printed Name: Scott Pearson

Title: Executive Director

Mailing address: 3333 14th Street NW, Suite 210

Washington, DC 20010

Date: 6/15/2016

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MICHAEL & SUSAN DELL FOUNDATION

GRANT LETTER - EXHIBIT A

GRANT SUMMARY

Part 1 - Overview

Grantee: District of Columbia Public Charter School Board
Project: Next Generation Accountability and Authorizing
Grant Amount Approved: $500,000
Grant Term: 05/02/2016 - 06/28/2019

This grant will support District of Columbia Public Charter School Board (DC PCSB) in continuing to improve the quality of the DC charter sector through strong authorizing. MSDF's support will be crucial to conducting thorough and rigorous diligence and oversight resulting in more high quality schools.

MSDF's funding will support DC PCSB's effort to further develop and implement three primary system enhancements and reviews:

- Increase access to high quality schools by conducting high-stakes reviews of more than half of DC PCSB's portfolio of schools that are up for renewal;
- Enhance their expertise and ability to effectively oversee schools that serve high populations of English language learners (ELLs), to improve DC PCSB's existing portfolio of schools;
- Build capacity for PCSB to more effectively oversee and monitor the closures of low-performing schools, through restarts, where high-quality operators take over low-performing schools, and turnarounds, where the school's board executes major program improvements, often by replacing much if not all of the school's leadership.

Part 2 – Project Milestones

Please refer to the table below for a list of project milestones. The Foundation reserves the right to modify project success measures, milestones, deliverables and metrics upon notice to and consultation with the Grantee.

Milestone	Delivery Method	Scheduled
Conduct a rigorous review process for all charter applications	Progress Report 7/15/2016	06/30/2016
Conduct additional on-site reviews of schools in danger of closure	Progress Report 7/15/2016	06/30/2016
PCSB will contact 100% of the students in closing schools to inform them of their options	Progress Report 7/15/2016	06/30/2016

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Milestone	Delivery Method	Scheduled
PCSB will oversee the closure process to ensure any closing school is able to meet all obligations	Progress Report 7/15/2016	06/30/2016
Revise charter application guidelines	Progress Report 1/15/2017	06/30/2016
25-30 Qualitative Site Reviews	Progress Report 1/15/2017	12/31/2016
4 school reviews that inform high-stakes decisions (include data on ELL)	Progress Report 1/15/2017	12/31/2016
Assess key stakeholders to begin development of short- and long-term comm engagement goals	Progress Report 1/15/2017	12/31/2016
Create a pilot ELL performance rubric	Progress Report 1/15/2017	12/31/2016
Launch a new data collection, validation, and reporting system	Progress Report 1/15/2017	12/31/2016
Liquidation valuation procedures to ensure closing schools effectively wind down school operations	Progress Report 1/15/2017	12/31/2016
Produce PMF, FAR, Equity, and Compliance Review Reports	Progress Report 1/15/2017	12/31/2016
Staff an ELL/SPED team within the school performance department	Progress Report 1/15/2017	12/31/2016
Conduct a rigorous review process for all charter applications	Progress Report 7/15/2017	06/30/2017
Conduct additional on-site reviews of schools in danger of closure	Progress Report 7/15/2017	06/30/2017
PCSB will contact 100% of the students in closing schools to inform them of their options	Progress Report 7/15/2017	06/30/2017
PCSB will oversee the closure process to ensure any closing school is able to meet all obligations	Progress Report 7/15/2017	06/30/2017
Revise charter application guidelines	Progress Report 7/15/2017	06/30/2017
17 reviews and renewals that inform high-stakes decisions	Progress Report 1/15/2018	12/31/2017
20 Qualitative Site Reviews for the school year	Progress Report 1/15/2018	12/31/2017
Identify successful comm engagement practices and models	Progress Report 1/15/2018	12/31/2017
Produce PMF, FAR, Equity, and Compliance Review Reports	Progress Report 1/15/2018	12/31/2017
Revise the pilot ELL performance rubric for use in high-stakes reviews	Progress Report 1/15/2018	12/31/2017
Conduct a rigorous review process for all charter applications	Progress Report 7/15/2018	06/30/2018
Conduct additional on-site reviews of schools in danger of closure	Progress Report 7/15/2018	06/30/2018

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Milestone	Delivery Method	Scheduled
PCSB will contact 100% of the students in closing schools to inform them of their options	Progress Report 7/15/2018	06/30/2018
PCSB will oversee the closure process to ensure any closing school is able to meet all obligations	Progress Report 7/15/2018	06/30/2018
Revise charter application guidelines	Progress Report 7/15/2018	06/30/2018
14 Qualitative Site Reviews for the school year	Progress Report 1/15/2019	12/31/2018
17 reviews and renewals that inform high-stakes decisions	Progress Report 1/15/2019	12/31/2018
Comm engagement guide for prospective, new and existing schools	Progress Report 1/15/2019	12/31/2018
Produce PMF, FAR, Equity, and Compliance Review Reports	Progress Report 1/15/2019	12/31/2018

Part 3 – Project Quantitative Outcomes

Please refer to the attached spreadsheet for the quantitative outcomes that need to be tracked and reported to Michael & Susan Dell Foundation for this project.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Signed: DocuSigned by: EDF4C4A9166049E...

Printed Name: Scott Pearson

Title: Executive Director

Date: 6/15/2016

DocuSign Envelope ID: 7F688DFD-2E76-41BC-8B47-BDB15D4E2A2B

MICHAEL & SUSAN DELL FOUNDATION

GRANT LETTER - EXHIBIT B

REPORTING GUIDELINES

The Michael & Susan Dell Foundation requires a concise, but detailed, report according to the guidelines set forth in the Grant Letter. It is your responsibility as the grant recipient to adhere to the reporting schedule in the Letter. If you are unable to do so, please notify us as soon as possible. **Your reporting record will be factored into all subsequent requests for funding**. The narrative portion of the report should be no longer than five pages.

Please submit your report to info@msdf.org and copy your grant officer. Hard copies of reports will not be reviewed.

I. Project Progress Summary

- Provide a one paragraph summary of project progress toward the most important stated goal(s) using key metrics and data as evidence.
- In table format, summarize each of the projected outcomes/milestones outlined in the original 'milestones and reporting' document, and provide a comparison of actual results to projected outcomes.

II. Project Status

Provide information on the following:

- Accomplishments - Describe key tasks and project activities completed and provide supporting information.
- Priorities - List key tasks and activities to be completed during the upcoming reporting period. Describe efforts to continue project activities after grant is complete.
- Obstacles - Identify any challenges or obstacles that have occurred that may/will affect the project timeline or expected outcomes.
- Comments - Identify any "best practice" methodologies that have been developed from this project, especially those that may be used for other projects. Administrative systems and project activities should be included. Provide additional information relevant to the project status.

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III. Other Measures

- In table format, list projected outcomes/milestones outlined in the original application, and provide a comparison of actual results to projected outcomes.
- Provide additional data for each outcome, as applicable, that demonstrate project effectiveness and/or results.
- Provide a specific plan to address sustaining the project's activities after the grant period. Include milestones, timelines, and progress as applicable.

IV. Finances

- Update actual project income and expenditures using the budget format provided.
- If unexpended funds will remain following the end of the grant period, provide a brief proposal for their use.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

DocuSigned by:

Signed: _____

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Printed Name: Scott Pearson

Title: Executive Director

Date: 6/15/2016

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MICHAEL & SUSAN DELL FOUNDATION

GRANT LETTER – EXHIBIT C

AUTOMATED CLEARING HOUSE (ACH) CREDIT PAYMENT AUTHORIZATION

Grantee/Payee Information
Payee Name:
Payee Address:
Payee Email Address (for remittance advice):

Bank Information
Account Name:
Bank Name:
Bank Account Number:
Bank Routing Number for ACH Transaction:
Account Type: Checking / Savings
Please attach a voided check copy or bank letter and e-mail to jon.rybka@msdf.org, and accounts.payable@msdf.org

Authorization
The undersigned represents that he/she is an authorized signatory for the Payee entity described above, and that he/she hereby authorizes the Michael & Susan Dell Foundation to initiate deposits to Payee's account at the financial institution listed above, to initiate reversals of erroneous transactions and to take any other actions reasonably related to appropriate processing of such deposits. This authority will remain in effect until the Michael & Susan Dell Foundation is notified by an authorized signatory of Payee, in writing, to accounts.payable@msdf.org marked "Attention: Finance Team". Michael & Susan Dell Foundation and the above financial institution is hereby given a reasonable amount of time to act on the written notice. The Payee hereby indemnifies and holds harmless the Michael & Susan Dell Foundation from any claims which may arise from the Foundation's reasonable reliance on the instructions set forth herein.
Signature:
Printed Name:
Title:

Awarded contracts FY17, FY18 to Date

Vendor	Funding Source	Amount	Contract Number	Competitvely Bid	Purpose	Contract Status	PCSB Employee Responsible
Abstract Orange LLC	O600	$7,000.00	F18C81120ABS-1	N	Creating a brand book	Contract Satisfied	Tomeika Bowden
Amazon Web Services, Inc.	O600	$ 30,000.00	F18F87100AWS-1	Y	Looker data infrastructure	Contract In-Process	Adam Bethke
Ann-Marie Van Tassell Photography	O600	$ 1,350.00	F18C81120ANN-1	N	Photos for website and printed material	Contract Satisfied	Alia Lewis
Apple Inc.	O600	$ 2,166.00	F18F83110APP-1	N	Computer for new staff: A. Foust	Contract Satisfied	Annie O'Brien
Apple Inc.	O600	$ 2,137.00	F18F83110APP-1	N	Comptuter for new staff: A. Cabrera	Contract Satisfied	Annie O'Brien
Apple Inc.	O600	$ 1,986.00	F18F83110APP-1	N	Replacement computer for K. Dammann	Contract Satisfied	Annie O'Brien
Apple Inc.	O600	$ 2,137.00	F18F83110APP-1	N	Computer for new staff: J. Saunders	Contract Satisfied	Annie O'Brien
Apple Inc.	O600	$ 6,281.00	F18F83110APP-1A	N	Replacement computer for Scott P. Naomi D	Contract Satisfied	Annie O'Brien
Apple Inc.	O600	$ 756.00	F18F83250APP-1	N	Ipads for AV in the conference Rooms	Contract Satisfied	Annie O'Brien
Apple Inc.	O600	$ 1,986.00	F18F83110APP-1B	N	Replacement computer and charger for Me	Contract Satisfied	Annie O'Brien
Apple Inc.	O600	$ 3,509.00	F18F83110APP-1C	N	Replacement computer for Annie O'Brien ar	Contract Satisfied	Annie O'Brien
Apple Inc.	O600	$ 4,666.00	F18F83110APP-1D	N	Replacement computer for Avni M. and new	Contract Satisfied	Annie O'Brien
Apple Inc.	O600	$ 2,166.00	F18F83110APP-1E	N	Computer for new staff: Tanyr S.	Contract Satisfied	Annie O'Brien
Apple Inc.	O600	$ 2,137.00	F18F83110APP-1F	N	Computer for new staff: Sadina B.	Contract Satisfied	Annie O'Brien
April Banks	O600	$ 9,999.00	F18C51060APR-1	N	Freelance writing	Contract Satisfied	Tomeika Bowden
Arudia	O600	$ 5,075.00	F17E65100ARU-1	N	Executive coaching: Nicole S.	Contract Satisfied	Nicole Streeter
Audio Visual Actions, Inc.	O600	$ 1,976.80	F18F56200AVA-1	N	Audio Management for WMST mtgs.	Contract Satisfied	Flor Cabrera
Audio Visual Actions, Inc.	O600	$ 9,895.00	F18F56200AVA-1	N	Audio Management for board mtgs.	Contract Satisfied	Flor Cabrera
Baltimore Child Abuse Center	O600	$ 1,600.00	F18f51094BCA-1	N	Child abuse workshops at the Aheadt of the	Contract Satisfied	Audrey Williams
Bennie Adams	O600	$ 5,600.00	F18F51021BEN-1	N	Transcript Reviews	Contract Satisfied	Laterica Quinn
Bennie Adams	O600	$ 7,200.00	F18F51021BEN-1MOD	N	Transcript Reviews	Contract Satisfied	Laterica Quinn
Best Corporate Events	O600	$ 4,080.00	F18F65310BCE-1	Y	Activity for satff retreat	Contract Satisfied	Anne Tomkinson
Brandon Sibilia	O600	$ 5,000.00	F18S51098BRA-1	N	Hub development for PMF	Contract Satisfied	Erin Kupferberg
Carahsoft Technology Corp. (Okta)	O600	$ 8,040.00	F18F83250CAR-1	N	Renewal licenses	Contract Satisfied	Annie O'Brien
Carrie Ellis/ Celestial Consulting	O600	$ 2,250.00	F18E65100CAR-1	N	Executive coaching	Contract Satisfied	Tomeika Bowden
Cascade Strategy, Inc.	O600	$ 99,000.00	F18C51060CAS-MOD1	N	Communications strategies support	Contract Satisfied	Tomeika Bowden
Cascade Strategy, Inc.	O600	$ 120,000.00	F18C51060CAS-MOD2	N	Communications strategies support	Contract In-Process	Tomeika Bowden
C-Ink	O600	$ 9,999.99	F18C81150CIN-1	N	Branded outreach supplies	Contract Satisfied	Alia Lewis
C-Ink	O600	$ 2,850.00	F18C81150CIN-1	N	Branded outreach supplies	Contract Satisfied	Alia Lewis
C-Ink	O600	$ 2,945.00	F18C81150CIN-1MOD	N	Branded outreach supplies	Contract Satisfied	Alia Lewis
C-Ink	O600	$ 2,321.36	F18F51094CIN-1	N	Swag for Ahead of the Curve Conference	Contract Satisfied	Jiselle O'Neal
Charlotte Cureton	O600	$ 6,000.00	0214F17CHA-1	N	Compliance and Data Audits	Contract Satisfied	Rashida Young
Charlotte Cureton	O600	$ 10,000.00	0214F17CHA-1	N	Transcript Reviews	Contract Satisfied	Rashida Young
Charlotte Cureton	O600	$ 1,200.00	F18S51020CHA-1	N	Community Complaint Support	Contract Satisfied	Rashida Young
Charlotte Cureton	O600	$ 10,000.00	F18S51020CHA-1	N	Compliance support	Contract Satisfied	Rashida Young
Charlotte Cureton	O600	$ 6,000.00	F18S51020CHA-1	N	Transcript Reviews	Contract Satisfied	Rashida Young
Charlotte Cureton	O600	$ 700.00	F18S51010CHA-1	N	Charter Application review w/ notes	Contract Satisfied	Katie Dammann

Awarded contracts FY17, FY18 to Date

Vendor	Funding Source	Amount	Contract Number	Competitvely Bid	Purpose	Contract Status	PCSB Employee Responsible
Chelsea Coffin	O600	$ 5,000.00	F18F51099CHE-1	N	Sector level data analysis	Contract Satisfied	Lenora Robinson
Cindy Gertz	O600	$ 100,000.00	0406F17CIN-1	N	Various projects	Contract Satisfied	Anne Tomkinson
Comstar	O600	$ 2,804.00	F18F81200COM-1	N	Phone system upgrade wm-em	Contract Satisfied	Annie O'Brien
Conceptual Beauty	O600	$ 1,100.00	F18C85210CON-1	N	Enhancements for photography	Contract Satisfied	Tomeika Bowden
Conor Williams	O600	$ 15,000.00	0628F16CON-1	N	ELL Consultant	Contract Satisfied	Rashida Young
Contegix/ Blackmesh	O600	$ 4,500.00	F18C81120CON-1	N	Website support	Contract Satisfied	Adam McGinnis
Creative Print Group	O600	$ 3,668.00	F18S51098CRE-1	N	Priting of PMF Booklets	Contract Satisfied	Erin Kupferberg
Creative Print Group	O600	$ 12,108.00	F18C85110CRE-1	N	Printing of Parent Guides (Eng. & Spanish)	Contract Satisfied	Ella Krivitchenko
Creative Print Group	O600	$ 24,955.00	F18C85110CRE-1	N	Printing of Parent Guides (2018)	Contract Satisfied	Ella Krivitchenko
Creative Print Group	O600	$ 3,860.00	F18C85000CRE-1	N	Annual Report & design	Contract Satisfied	Ella Krivitchenko
Creative Print Group	O600	$ 1,500.00	F18C85000CRE-1	N	Council binders	Contract Satisfied	Drew Snyder
Creative Print Group	O600	$ 402.00	F18C85100CRE-1	N	Carnegie Summit sign	Contract Satisfied	Ella Krivitchenko
Creative Print Group	O600	$ 452.00	F18C85100CRE-1MOD	N	Carnegie Summit sign-modification for ship	Contract Satisfied	Ella Krivitchenko
Creative Print Group	O600	$ 3,565.00	F18C85110CRE-1	N	T-shirts	Contract Satisfied	Alia Lewis
Creative Print Group	O600	$ 2,000.00	F18S51098CRE-1	N	PMF booklets	Contract Satisfied	Erin Kupferberg
Creative Print Group	O600	$ 7,000.00	F18C85100CRE-1	N	Printing for various projects	Contract Satisfied	Tomeika Bowden
Creative Print Group	O600	$ 1,991.00	F18F51094CRE-1	N	Booklets for Ahead of the Curve Conference	Contract Satisfied	Jiselle O'Neal
Dan Brown	O600	$ 10,000.00	F18S51035DAN-1	N	QSR observations	Contract In-Process	Alyssa Noth
Datawatch Systems	O600	$ 15,000.00	F18F74100DAT-1	N	Installation of key fob readers	Contract Satisfied	Charlene Mickles
Datawatch Systems	O600	$ 14,000.00	F18F74100DAT-1	N	Installation of cameras, fob reader for front c	Contract Satisfied	Charlene Mickles
DELL	O600	$ 539.98	F18F83250DEL-1	N	Purchase of 2 27" display monitors	Contract Satisfied	Annie O'Brien
DELL	O600	$ 3,397.02	F18F83110DEL-1	N	CPU purchases for conference rooms	Contract Satisfied	Annie O'Brien
DELL	O600	$ 3,104.36	F18F83110DEL-1A	N	New computers for Rashida Y & laterica Q.	Contract Satisfied	Annie O'Brien
DELL	O600	$ 3,089.06	F18F83110DEL-1B	N	New computers for Audrey Williams (EOLC)	Contract In-Process	Annie O'Brien
DocuSign, Inc.	O600	$ 2,500.00	F18F83250DOC-1	Y	Piolot license for 3 PCSB forms	Contract In-Process	Annie O'Brien
Driven	O600	$ 1,715.00	F18F90501DRI-1	N	Forensic examination of employee compute	Contract Satisfied	Annie O'Brien
Ebony Langford-Brown	O600	$ 10,000.00	F17S51035EBO-1	N	Editing QSR training materials	Contract Satisfied	Alyssa Noth
Edmund Walsh	O600	$ 9,000.00	F18C51060EDM-1MOD	N	consultant will produce written materials	Contract In-Process	Tomeika Bowden
EdOps	O600	$ 75,000.00	F18E90502EDO-1	N	Manage admin and financial ops for WMST	Contract Satisfied	Lenora Robinson
EdPro Consulting	O600	$ 45,500.00	F18F53590EDP-1	N	School closure services	Contract Satisfied	Jiselle O'Neal
Education Pioneers, Inc.	O600	$ 10,700.00	F18F88200EDP-1	N	Fellowship partnership for AET Team	Contract In-Process	Anne Tomkinson
Egnyte	O600	$ 17,310.00	F18F83250DEL-1	Y	12 month SSO-based subscription	Contract Satisfied	Annie O'Brien
El Tiempo Latino	O600	$ 2,500.00	F1880100ELT-1	N	Tier 1 School Advertisements	Contract Satisfied	Tomeika Bowden
Fellowship for Race & Equality in Education	O600	$ 22,750.00	F18F65320FRE-1	Y	Consultant for diversity & inclusion seminar	Contract In-Process	Anne Tomkinson
Fight For Children, Inc.	O600	$ 2,500.00	F18F51094FOC-1	N	Support fight for children conference	Contract In-Process	Audrey Williams
Fionta	O600	$ 5,000.00	F18S51099FIO-1	N	Ad hoc Salesforce services	Contract Satisfied	Rashida Young

Awarded contracts FY17, FY18 to Date

Vendor	Funding Source	Amount	Contract Number	Competitvely Bid	Purpose	Contract Status	PCSB Employee Responsible
Fionta	O600	$ 5,000.00	F18S51099FIO-1MOD	N	Ad hoc Salesforce services-mod	Contract In-Process	Rashida Young
Fourlane	O600	$ 2,200.00	F18F83250FOU-1	Y	1 year subscription to QuickBooks	Contract Satisfied	Annie O'Brien
Frontline Education	O600	$ 429.00	F18S51035FRO-1	N	Online training for J. Saunders in preparatio	Contract Satisfied	Alyssa Noth
GALA Hispanic Theatre	O600	$ 3,276.00	F18F56200GAL-1	N	Theatre rental for Nov. & Dec.	Contract Satisfied	Jiselle O'Neal
Gallup Inc.	O600	$ 10,467.00	F18F65320GAL-1	N	Access platform for staff reports	Contract Satisfied	Anne Tomkinson
Gwendolyn Bryant-Jones	O600	$ 5,600.00	F18S51021GWE-1	N	Transcript Reviews	Contract In-Process	Laterica Quinn
Gwendolyn Bryant-Jones	O600	$ 7,200.00	F18S51021GWE-1MOD	N	Transcript Reviews	Contract Satisfied	Laterica Quinn
Hyatt House Washington DC/The Wharf	O600	$ 15,000.00	F18F65310HHW-1	Y	Retreat space	Contract Satisfied	Anne Tomkinson
Imageworld LLC	O600	$ 2,821.00	F18F87100IMA-1	N	Transferral of docs. f/ cd's to hrdrive	Contract Satisfied	Annie O'Brien
Imageworld LLC	O600	$ 800.00	F18F51099IMA-1	N	Scanning of Financial documents	Contract Satisfied	Tatia Pritchett
Imageworld LLC	O600	$ 1,215.00	F18F51099IMA-1MOD	N	Scanning of Financial documents	Contract Satisfied	Tatia Pritchett
Jean Snell	O600	$ 10,000.00	0711F16JEA-1Mod	N	QSR observations	Contract Satisfied	Alyssa Noth
Joyce Oliner	O600	$ 2,500.00	F18F65320JOY-1	N	Harassment prevention training	Contract Satisfied	Anne Tomkinson
Keating Advisors, LLC	O600	$ 30,600.00	F18E51099KEA-1	N	Compensations consultation	Contract Satisfied	Anne Tomkinson
Kenneth Whitted	O600	$ 5,600.00	F18S51021KEN-1	N	Transcript Reviews	Contract Satisfied	Laterica Quinn
Kenneth Whitted	O600	$ 7,200.00	F18S51021KEN-1MOD	N	Transcript Reviews	Contract Satisfied	Laterica Quinn
Kittridge Consulting, LLC. (Leighton Thomps	O600	$ 10,000.00	0308F16LEI-1Mod	N	QSR observations	Contract Satisfied	Alyssa Noth
Kellogg Conference Hotel	O600	$ 19,733.13	F18F51094KEL-1	N	Ahead of the Curve event	Contract Satisfied	Audrey Williams
Kellogg Conference Hotel	O600	$ 24,637.75	F18F51094KEL-1MOD	N	Ahead of the Curve event	Contract Satisfied	Audrey Williams
Key Seminars	O600	$ 1,575.00	F18F65320KEY-1	N	90 minute workshop on mindfulness	Contract Satisfied	Anne Tomkinson
KLAAS Solutions	O600	$ 55,000.00	F18S51098KLA-1	N	Creating a PF of the PDF	Contract Satisfied	Erin Kupferberg
Kochfoto LLC	O600	$ 10,000.00	0426F17KOC-1	N	Videos to support public relations	Contract Satisfied	Ella Krivitchenko
Kochfoto LLC	O600	$ 7,000.00	F18C51060KOC-1	N	Video production of charter schools	Contract In-Process	Tomeika Bowden
Kyndra Middleton	O600	$ 12,000.00	1213F17KYN-1MOD	N	Attendance and Discipline	Contract Satisfied	Rashida Young
Kyndra Middleton	O600	$ 3,000.00	F18C51060KYN-1	N	Data update services	Contract In-Process	Tomeika Bowden
Lalik and Associates	O600	$ 155,000.00	F18F51089LAL-1	N	Emergency preparedness plans for LEA's	Contract Satisfied	Audrey Williams
Looker Data Sciences, Inc.	O600	$ 66,620.00	F18F87100LOO-1	N	Business intelligence platform	Contract Satisfied	Adam Bethke
Lori Wilen	O600	$ 10,000.00	F17S51035LOR-1	N	Editing QSR training materials	Contract Satisfied	Alyssa Noth
Marta Guzman	O600	$ 10,000.00	F17S51035MAR-1	N	Editing QSR training materials	Contract Satisfied	Alyssa Noth
Mary Bonnell	O600	$ 10,000.00	0211F16BON-1Mod	N	Editing QSR training materials	Contract Satisfied	Alyssa Noth
Mary Riner	O600	$ 3,000.00	F18C51060MAR-1	N	Editing and writing services	Contract Satisfied	Tomeika Bowden
Meltwater News US Inc.	O600	$ 5,500.00	F18C81150MEL-1	N	Provide media monitoring and reporter con	Contract Satisfied	Tomeika Bowden
National Business Furniture	O600	$ 1,521.00	F18F83110NBF-1	Y	Reception desk for Reception area	Contract Satisfied	Charlene Mickles
Neal R. Gross	O600	$ 15,840.00	F17F56200NEA-1	N	Court reporting and transcription for month	Contract Satisfied	Jiselle O'Neal
Neal R Gross	O600	$ 1,320.00	F18F56200NEA-1	N	Court reporting services for Excel hearing	Contract Satisfied	Jiselle O'Neal
Neal R Gross	O600	$ 1,320.00	F18F56200NEA-1	N	Special Board meeting	Contract Satisfied	Jiselle O'Neal
Neal R Gross	O600	$ 1,850.00	F18S51010NEA-1	N	Court reporter for capacity interviews	Contract Satisfied	Katie Dammann

Awarded contracts FY17, FY18 to Date

Vendor	Funding Source	Amount	Contract Number	Competitvely Bid	Purpose	Contract Status	PCSB Employee Responsible
Neal R Gross	O600	$ 675.00	F18S51010NEA-1	N	urt Reporteer for Friendship capacity intervie	Contract Satisfied	Katie Dammann
Neal R Gross	O600	$ 1,320.00	F18F56200NEA-1	N	Court Reporter fpr Statemens special meeti	Contract Satisfied	Flor Cabrera
Nicole Wright-Guise	O600	$ 10,000.00	F17S51035NIC-1	N	Editing QSR training materials	Contract Satisfied	Alyssa Noth
Paul Kihn	O600	$ 75,000.00	0302F17PAU-1	N	Consultant services: gaps in ecosystem	Contract Satisfied	Rashida Tyler
Pchange LLC	O600	$ 15,000.00	F18F73000PCH-1	Y	Onsite armed SPO's	Contract Satisfied	Charlene Mickles
Pchange LLC	O600	$ 24,000.00	F18F73000PCH-2	N	Onsite armed SPO's for 2 additional months	Contract Satisfied	Charlene Mickles
Peggy Kay	O600	$ 10,000.00	F17S51035PEG-1	N	QSR observations	Contract Satisfied	Alyssa Noth
Peter Kornmeier	O600	$ 10,000.00	0815F16PET-1Mod	N	QSR observations	Contract Satisfied	Alyssa Noth
QuickBase	O600	$ 98,700.00	0216F17QUI-1	N	Service management for data infrastructure	Contract Satisfied	Adam Bethke
QuickBase	O600	$ 152,880.00	F17S87100QUI-1	Y	SSO license structure integration	Contract Satisfied	Adam Bethke
QuickBase	O600	$ 153,000.00	F18F87100QUI-1	N	Service management for data infrastructure	Contract Satisfied	Adam Bethke
QuickBase	O600	$ 157,466.40	F18F87100QUI-1	Y	Service management for data infrastructure	Contract In-Process	Adam Bethke
Reem Labib Tyson (Edspired)	O600	$ 10,000.00	F18S51035REE-1	N	QSR observations	Contract Satisfied	Alyssa Noth
Richmond Hill	O600	$ 10,000.00	0206F16HIL-1Mod	N	QSR observations	Contract Satisfied	Alyssa Noth
Robert Garda	O600	$ 10,000.00	F18S51078ROB-1	N	SPED recommendations on legal and policy	Contract Satisfied	Avni Murray
Robert Keogh	O600	$ 2,100.00	F18S51010ROB-1	N	Charter application reviews w/ a financial ler	Contract Satisfied	Katie Dammann
Safe Shores	O600	$ 1,000.00	F18F51094SAF-1	N	Child Abuse Prevention training curriculum	Contract Satisfied	Audrey Williams
SaLut	O600	$ 1,710,022.00	F17E51110SAL-1MOD	N	Lead and water filter replacements	Contract Satisfied	Audrey Williams
SaLut	O600	$ 90,000.00	F18F51110SAL-1	N	Water testing sources (Lead)	Contract Satisfied	Audrey Williams
Sara Barger	O600	$ 9,250.00	F18C81150SAR-1	N	video shooting of 9 charter schools	Contract Satisfied	Adam McGinnis
Sareeta Schmitt	O600	$ 500.00	F18S51035SAR-1	N	French observations at DCI	Contract Satisfied	Alyssa Noth
SB Group	O600	$ 19,200.00	F18F86300SBG-1	N	Investigative Services	Contract Satisfied	Anne Tomkinson
Sirina Tsai	O600	$ 150.00	F18S51035SIR-1	N	Mandarin observations at DCI QSR	Contract Satisfied	Alyssa Noth
StoneTurn Group	O600	$ 74,000.00	F18L51062STO-1	N	Cashflow analysis of WMST	Contract Satisfied	Mohammad Bashiti
StoneTurn Group	O600	$ 99,000.00	F18S51082STO-1	N	Analysis of the FY17 financial staements	Contract Satisfied	Naomi DeVeaux
Tanzi West	O600	$ 9,000.00	F18C51060TAN-1	N	Communications support	Contract Satisfied	Tomeika Bowden
Taoti Creative	O600	$ 44,000.00	F17C81120TAO-1	N	Web support services	Contract Satisfied	Adam McGinnis
Taoti Creative	O600	$ 14,500.00	F17C81120TAO-1AMEND	N	Web support services	Contract Satisfied	Adam McGinnis
Taoti Creative	O600	$ 7,080.00	F18C81120TAO-1	N	Web support services	Contract Satisfied	Adam McGinnis
The Jane Group	O600	$ 3,984.00	F18F51094TJG-1	N	Ahead of the Curve workshop training	Contract Satisfied	Audrey Williams
The Jane Group	O600	$ 4,701.30	F18F51094TJG-1MOD	N	Ahead of the Curve workshop training addit	Contract Satisfied	Audrey Williams
The Management Center	O600	$ 5,000.00	F18F65310TMC-1	N	Delegation training	Contract Satisfied	Anne Tomkinson
The Washington Post	O600	$ 7,351.04	F18C80100WAS-1	N	Adevertising in publications	Contract Satisfied	Tomeika Bowden
Thomson Reuters	O600	$ 429.19	F18L86300THO-1	N	Additional access needed for searches	Contract Satisfied	Daniel Quandt
Tom Sellevaag	O600	$ 7,000.00	F17S51035TOM-1	N	QSR observations	Contract Satisfied	Alyssa Noth
T. R. Smith Company	O600	$ 2,335.00	F18F74100FOC-1	N	Reception Area renovation	Contract Satisfied	Charlene Mickles
Traverse, LLC	O600	$ 3,000.00	F18F88200TRA-1	N	Summer intern for Audrey	Contract Satisfied	Anne Tomkinson

Awarded contracts FY17, FY18 to Date

Vendor	Funding Source	Amount	Contract Number	Competitvely Bid	Purpose	Contract Status	PCSB Employee Responsible
Trinity Integrates Solutions, Inc.	O600	$ 80,000.00	1012F17TRI-1	N	Building QuickBase applications	Contract Satisfied	Adam Bethke
Trusted Translations Inc.	O600	$ 4,144.16	F18C81150TRU-1	N	Parent guide translations	Contract Satisfied	Ella Krivitchenko
Valaida Wise	O600	$ 10,000.00	0206F17VAL-1	N	QSR observations	Contract Satisfied	Alyssa Noth
Watkins Editing	O600	$ 7,000.00	F18C51060WAT-1MOD	N	Copy Editing and proofreading	Contract In-Process	Tomeika Bowden
Watkins Editing	O600	$ 1,500.00	F18S51082WES-1	N	Copy Editing the Financial Audit Review rep	Contract Satisfied	Tomeika Bowden
Zoom Video Communications, Inc.	O600	$ 1,764.00	F18F81200ZOO-1	N	Room licenses for 3 meeting rooms	Contract Satisfied	Annie O'Brien

FY19 Contracts

Vendor	Funding Source	Amount	Contract Number	Competitvely Bid	Purpose	Contract Status	PCSB Employee Responsible
American Red Cross	O600	$ 2,500.00	F19F65320ARC-1	N	First Aid/ CPR training for staff	Contract In-Process	Charlene Mickles
Ann-Marie Van Tassell Photography	O600	$ 7,000.00	F18C81150ANN-1	N	Photograph's of events and people	Contract In-Process	Ella Krivitchenko
Apple Inc.	O600	$ 1,897.00	F18F83110APP-1G	N	New computer for new employee Nicole C.	Contract Satisfied	Annie O'Brien
Apple Inc.	O600	$ 3,439.00	F18F81130APP-1H	N	Replacement computer for Nicole N. and ne	Contract Satisfied	Annie O'Brien
Apple Inc.	O600	$ 1,897.00	F19F81130APP-1I	N	Replacement computer for Nicole C. (initial	Contract Satisfied	Annie O'Brien
Audio Visual Actions, Inc.	O600	$ 9,895.00	F18F56200AVA-1	N	Audio Management for board mtgs.	Contract Satisfied	Flor Cabrera
Brittnee Lynn Flowers	O600	$ 8,370.00	F18E90502BLF-1	N	Targets outreach to Sustainable Futures stu	Contract Satisfied	Lenora Robinson
Cascade Strategy, Inc.	O600	$ 120,000.00	F18C51060CAS-MOD2	N	Communications strategies support	Contract In-Process	Tomeika Bowden
Charlotte Cureton	O600	$ 10,000.00	F18S51020CHA-1	N	Compliance support	Contract In-Process	Rashida Young
Charlotte Cureton	O600	$ 6,000.00	F18S51020CHA-1	N	Transcript Reviews	Contract In-Process	Rashida Young
Charlotte Cureton	O600	$ 16,060.00	F18F51099CCC-1	N	Governmental relations support	Contract Satisfied	Audrey Williams
Chonlawit Boontawee	O600	$ 15,900.00	F18E90502CHO-1	N	Maintain and Monitor WMST email Account	Contract Satisfied	Lenora Robinson
Cindy Gertz	O600	$ 100,000.00	F18S51082CIN-2MOD	N	Various projects	Contract In-Process	Erin Kupferberg
CITI	O600	$ 125,400.00	F18F74200CIT-1	N	IT services	Contract In-Process	Annie O'Brien
Claudia Weinmann	O600	$ 2,550.00	F18C81150CLA-1	N	Translation services for community mtgs.	Contract Expired	Nicole Newman
Council for Exceptional Children	O600	$ 69,000.00	F18S51078CEC-1	N	Training engagement	Contract In-Process	Hannah Cousino
Creative Print Group	O600	$ 9,945.10	F19C85100CRE-1	N	Bulk order- various projects	Contract Satisfied	Tomeika Bowden
Creative Print Group	O600	$ 13,973.80	F19C85100CRE-1MOD	N	Bulk order- various projects	Contract Satisfied	Tomeika Bowden
Dan Brown	O600	$ 10,000.00	F18S51035DAN-1	N	QSR observations	Contract In-Process	Alyssa Noth
DELL	O600	$ 1,544.53	F18F83110DEL-1C	N	New computer for new employee Abby G.	Contract Satisfied	Annie O'Brien
Dito, LLC	O600	$ 7,200.00	F18F83250DIT-1	N	G Suite Business Licenses renewal	Contract Satisfied	Annie O'Brien
EdOps	O600	$ 75,000.00	F18E90502EDO-1	N	Manage admin and financial ops for WMST	Contract Satisfied	Lenora Robinson
EdOps	O600	$ 13,500.00	F18E90502EDO-1	N	Manage financial operations for Sustainable	Contract In-Process	Lenora Robinson
EdPro Consulting	O600	$ 45,500.00	F18F53590EDP-1	N	School closure services	Contract Satisfied	Jiselle O'Neal
Emily Brooks	O600	$ 4,200.00	F18S51035EIB-1	N	QSR observations	Contract Satisfied	Alyssa Noth
Emily McGann	O600	$ 15,000.00	F18S51035EMI-1	N	QSR observations	Contract In-Process	Alyssa Noth
Emily McGann	O600	$ 4,000.00	F19S51020EMI-1	N	Annual Report review	Contract Satisfied	Katie Dammann

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Vendor	Funding Source	Amount	Contract Number	Competitvely Bid	Purpose	Contract Status	PCSB Employee Responsible
Emily McGann	O600	$ 5,660.00	F19S51020EMI-1MOD	N	Annual Report review	Contract Satisfied	Katie Dammann
Fionta	O600	$ 14,000.00	F18S51099FIO-1	N	Ad hoc Salesforce services	Contract In-Process	Rashida Young
Frontline Education	O600	$ 2,145.00	F18S51035FRO-1	N	Danielson training for new staff and consulta	Contract Satisfied	Alyssa Noth
George Washington University	O600	$ 9,000.00	F18S51021GWU-1	Y	3rd Annual Summer Graduation	Contract Satisfied	Ella Krivitchenko
GWAVA Technologies Inc.	O600	$ 2,413.43	F18F83250GWA-1	N	Retain renewal	Contract Satisfied	Annie O'Brien
Gwendolyn Eaddy-Samuel	O600	$ 2,500.00	F18C81150GES-1	N	Facilitator for PALC retreat	Contract Expired	Nicole Newman
Jones, Maresca & McQuade, P.A.	O600	$ 15,250.00	F18E90502JMM-1	N	Financial Audit for Sustainabble Futures	Contract Expired	Lenora Robinson
KLAAS Solutions	O600	$ 55,000.00	F18S51098KLA-1	N	Creating a PF of the PDF	Contract Satisfied	Erin Kupferberg
KochFoto LLC	O600	$ 10,000.00	F18C85220KOC-1	N	Livestreaming for board and special meeting	Contract In-Process	Tomeika Bowden
Kyndra Middleton	O600	$ 3,000.00	F18C51060KYN-1	N	Data update services	Contract Expired	Tomeika Bowden
Kyndra Middleton	O600	$ 9,000.00	F18S51020KYN-1MOD	N	data analysis	Contract In-Process	Rashida Young
Leadership for Educational Equity	O600	$ 22,500.00	F18C88200LEE-1	N	Stipend for Fellow	Contract Satisfied	Tomeika Bowden
Lori Wilen	O600	$ 15,000.00	F17S51035LOR-1MOD	N	QSR observations	Contract In-Process	Alyssa Noth
Mark Addae	O600	$ 25,440.00	F18E90502MAR-1	N	Finalizing/ assisting w/ final audit	Contract Satisfied	Lenora Robinson
Marquerite Janel Brown	O600	$ 5,000.00	F18E90502MJB-1	N	Transcption creation for Sustainable Futures	Contract Satisfied	Lenora Robinson
Marta Guzman	O600	$ 10,000.00	F17S51035MAR-1MOD	N	QSR observations	Contract In-Process	Alyssa Noth
Mary Bonnell	O600	$ 10,000.00	F17S51035BON-2MOD	N	QSR observations	Contract In-Process	Alyssa Noth
McConnell & Jones, LLP	O600	$ 21,100.00	F18E90502M&J-1	N	Financial Audit for WMST	Contract Satisfied	Lenora Robinson
MitchRich Communications	O600	$ 6,900.00	F18C51060MIT-1	N	Photojournalism project	Contract Satisfied	Tomeika Bowden
N'Deye Fama Diagne	O600	$ 41,250.00	F18E90502NFD-1	N	Assisting w/ student inquiries	Contract Satisfied	Lenora Robinson
Neal R. Gross	O600	$ 675.00	F18S51010NEA-1	N	Court Reporter for capacity interview	Contract Satisfied	Katie Dammann
Neal R. Gross	O600	$ 15,840.00	F18F56200NRG-1	N	Court reporting and transcription for month	Contract In-Process	Flor Cabrera
Praesidium	O600	$ 1,500.00	F18F51094PRA-1	N	Sex Abuse Prevention and Risk Managemen	Contract Satisfied	Audrey Williams
QuickBase	O600	$ 157,466.40	F18F87100QUI-1	N	Service management for data infrastructure	Contract In-Process	Adam Bethke
Reem Labib Tyson (Edspired)	O600	$ 10,000.00	F17S51035RLT-1MOD	N	QSR observations	Contract In-Process	Alyssa Noth
Restore Restoration Services	O600	$ 12,000.00	F19F74100RRS-1	N	Carpet Cleaning	Contract In-Process	Charlene Mickles
Richmond Hill	O600	$ 10,000.00	F17S51035RIC-2MOD	N	QSR observations	Contract In-Process	Alyssa Noth
Ryan Kool	O600	$ 1,250.00	F18S51099RMK-1	N	Perform site visits for residental programs	Contract In-Process	Jiselle O'Neal
Ryan Kool	O600	$ 1,250.00	F18S51099RMK-1	N	Perform site visits for residental programs	Contract In-Process	Jiselle O'Neal
SaLut	O600	$ 310,000.00	F18E51110SAL-3MOD	N	Water testing sources (Lead)	Contract In-Process	Audrey Williams
Sarah Dugan	O600	$ 6,300.00	F18S51035SAR-1	N	QSR observations	Contract In-Process	Alyssa Noth
StoneTurn Group	O600	$ 75,000.00	F18L51062STO-1	N	financial audit for Ideal PCS	Contract In-Process	Lenora Robinson
Taoti Creative	O600	$ 7,080.00	F18C81120TAO-1	N	Web support services	Contract In-Process	Adam McGinnis
Taoti Creative	O600	$ 52,000.00	F18C81120TAO-1	N	Website maintenance service	Contract In-Process	Adam McGinnis
TCK Education Consultants	O600	$ 4,200.00	F18S51035TCK-1	N	QSR observations	Contract Satisfied	Alyssa Noth
The Danielson Group	O600	$ 4,600.00	F18S51035DAN-1	N	Training for QSR consultants	Contract Satisfied	Alyssa Noth

Awarded contracts FY17, FY18 to Date

Vendor	Funding Source	Amount	Contract Number	Competitvely Bid	Purpose	Contract Status	PCSB Employee Responsible
The Equity Lab (formerly FREE)	O600	$ 25,000.00	F18F65320TEL-1	N	Consultant for diversity & inclusion seminar	Contract In-Process	Anne Tomkinson
Thomson Reuters	O600	$ 4,320.00	F18L86300THO-1	N	Search packages	Contract In-Process	Daniel Quandt
Tirza L. Buelto	O600	$ 5,000.00	F18E90502TLB-1	N	Transcption creation for Sustainable Futures	Contract Satisfied	Lenora Robinson
Tom Sellevaag	O600	$ 10,000.00	F17S51035TOM-1MOD	N	QSR observations	Contract In-Process	Alyssa Noth
Valaida Wise	O600	$ 10,000.00	F17S51035DVW-1MOD	N	QSR observations	Contract In-Process	Alyssa Noth
Vitalsmarts	O600	$ 3,600.00	F18F65310VIT-1	N	Getting things done training	Contract Satisfied	Anne Tomkinson
Watkins Editing Services, Inc.	O600	$ 2,000.00	F18S51098WAT-1	N	Review 2018 PMF/ School Quality Report	Contract Expired	Melodi Sampson
Watkins Editing Services, Inc.	O600	$ 9,999.00	F19C51060WAT-1	N	Copy Editing and proofreading	Contract In-Process	Ella Krivitchenko
Yohance Maqubela	O600	$ 29,000.00	F18E90502YOM-1	N	Assisting in Sustainable Futures final audit	Contract Satisfied	Lenora Robinson
Matthew Rhodes	O600	$ 37,625.00	F19C51060MVR-1	N	Photo's & videos	Contract Expired	Adam McGinnis
Tanzi West	O600	$ 48,000.00	F19C51060TAN-1	N	school toolkits and support, develop and exe	Contract In-Process	Tomeika Bowden
Lalik & Associates	O600	$ 257,000.00	F19F51089LAL-1	N	Emergency preparedness plans for LEA's	Contract In-Process	Audrey Williams
Trinity Washington University	O600	$ 2,670.00	F19F56200TWU-1	N	November Board meeting	Contract Satisfied	Flor Cabrera
Trusted Translations Inc.	O600	$ 2,000.00	F19C81150TTI-1	N	Translaation of 2019 Parent Guides	Contract In-Process	Ella Krivitchenko
Audio Visual Actions, Inc.	O600	$ 988.40	F19F56200AVA-1	N	Audio needs for City Arts & Prep public hear	Contract Expired	Flor Cabrera
Neal R. Gross	O600	$ 1,320.00	F19F56200NRG-1	N	Transcribing, court reporting services for Cit	Contract Satisfied	Flor Cabrera
DELL	O600	$ 6,926.00	F19F83110DEL-1A	N	New computers for new engagement specia	Contract Satisfied	Annie O'Brien
Lauren Bryant	O600	$ 6,000.00	F19S51099LAU-1A	N	Planning year playbook	Contract In-Process	Rashida Young
Creative Print Group	O600	$ 73,821.60	F19C85100CRE-1A	N	Bulk order- various projects	Contract In-Process	Tomeika Bowden
Abstract Orange	O600	$ 500.00	F19C65310ORA-1A	N	Services for assisting w/ new brand guidelin	Contract Expired	Aliya Drake
Maple Leaf Photo Booth	O600	$ 1,950.00	F19C85210MAP-1A	N	Photbooth for EdFest	Contract Expired	Nicole Newman
Urdata LLC	O600	$ 1,500.00	F19F65310UDA-1	N	Employee Training	Contract Satisfied	Anne Tomkinson
Trinity Washington University	O600	$ 2,760.00	F19F56200TWU-1	N	December Board meeting	Contract Satisfied	Flor Cabrera
Praesidium	O600	$ 22,500.00	F19F51094PRA-1	N	Sex Abuse Prevention and Risk Managemen	Contract Satisfied	Audrey Williams
The Equity Lab (formerly FREE)	O600	$ 15,000.00	F19F65320TEL-1	N	Nexus Fellowship program for L. Mills & A. To	Contract In-Process	Anne Tomkinson
El Tiempo Latino	O600	$ 2,700.00	F19C80100ETL-1	N	Newspaper advertisements	Contract Expired	Aliya Drake
Larry Kanter + Associates LLC	O600	$ 4,175.00	F19F74100LKA-1	N	Photo framing	Contract Satisfied	Flor Cabrera
C Ink	O600	$ 3,048.00	F19C85210CIN-1	N	Swagg for EdFest	Contract Expired	Aliya Drake
DELL	O600	$ 6,750.00	F19F83110DEL-1B	N	New computers for new engagement specia	Contract In-Process	Annie O'Brien
Audio Visual Actions, Inc.	O600	$ 1,211.50	F19F56200AVA-1	N	Audio needs for National Collgeiate public h	Contract In-Process	Flor Cabrera
DELL	O600	$ 539.98	F19F83250DEL-1	N	27" Dell monitors	Contract In-Process	Annie O'Brien
DELL	O600	$ 2,836.00	F19F83110DEL-1C	N	New computer for Drew S. & Daniel Quandt	Contract In-Process	Annie O'Brien
Neal R. Gross	O600	$ 1,320.00	F19F56200NRG-1	N	Transcribing, court reporting services for Na	Contract Expired	Flor Cabrera

FY 18 Modifications

Vendor	Funding Source	Original Amount	Modification Amount	Actuals Spent	Purpose	PCSB Employee Responsible
Bennie Adams	O600	$ 5,600.00	$ 7,200.00	$ 8,000.00	Additional work and increased value	Rasahida Young
Cascade Strategy, Inc.	O600	$ 99,000.00	$ 99,000.00	$ 76,000.00	Extend contract option for additonal year	Tomeika Bowden
Cascade Strategy, Inc.	O600	$ 99,000.00	$ 21,000.00	$ 50,000.00	Increased value	Tomeika Bowden
C-Ink	O600	$ 2,850.00	$ 2,945.00	$ 2,945.00	Increased value for additional charges	Alia Lewis
Creative Print Group	O600	$ 3,668.00	$ -	$ 3,668.00	Extend PO to conclude work	Ella Krivitchenko
Creative Print group	O600	$ 402.00	$ 452.00	$ 452.00	Increased value for additional charges	Tomeika Bowden
Edmund Walsh	O600	$ 9,000.00	$ -		Extend PO to conclude work	Tomeika Bowden
Fionta	O600	$ 5,000.00	$ 5,000.00	$ 5,874.08	Increased value	Rasahida Young
Gwendolyn Bryant-Jones	O600	$ 5,600.00	$ 7,200.00	$ 8,000.00	Additional work and increased value	Rasahida Young
Imageworld LLC	O600	$ 800.00	$ 1,215.00	$ 1,215.00	Additional work and increased value	Charlene Mickles
Jean Snell	O600	$ 10,000.00	$ 10,000.00	$ 1,400.00	Extend contract option for additional year	Alyssa Noth
Kenneth Whithead	O600	$ 5,600.00	$ 7,200.00	$ 8,000.00	Additional work and increased value	Rasahida Young
Kittridge Consulting, LLC./ Leighton Thomas	O600	$10,000- contract originated FY16	$ 10,000.00	$ 2,300.00	Extend contract option for additional year; Change the vendors name	Alyssa Noth
Kellogg Conference Center	O600	$ 19,733.13	$ 24,637.75	$ 24,637.75	Increased value	Audrey Williams
Kyndra Middleton	O600	$ 9,000.00	$ 12,000.00	$ 1,849.96	Extend contract option for additional year	Rasahida Y.
Mary Bonnell	O600	$10,000- contract originated FY16	$ 10,000.00	$ -	Extend contract option for additional year	Alyssa Noth
Richmond Hill	O600	$10,000- contract originated FY16	$ 10,000.00	$ -	Extend contract option for additional year	Alyssa Noth
The Jane Group	O600	$ 3,984.00	$ 717.30	$ 4,701.30	Increased value to cover additional fees	Audrey Williams
Watkins Editing	O600	$ 7,000.00	$ -	$ 1,700.00	Extend PO to conclude work	Tomeika Bowden
SaLut	O600	1.8 Million- contract originated FY18	$ 310,000.00	$ 160,881.57	Reallocate savings toward re-testing	Audrey W.

FY 19 Modification to Date

Vendor	Funding Source	Original Amount	Modification Amount	Actuals Spent	Purpose	PCSB Employee Responsible
Cascade Strategy, Inc.	O600	$ 99,000.00	$ 21,000.00	$ 50,000.00	Increased value	Tomeika B.
Cindy Gertz	O600	$100,000- contract originated FY17	$ 100,000.00	$ 8,538.25	Extend contract option for additional year	Erin K.
Creative Print Group	O600	$ 9,945.10	$ 4,027.90	$ 13,973.80	Increased value to cover additional work	Tomeika B.
Emily McGann	O600	$ 4,000.00	$ 4,000.00	$ 4,635.00	Increased value to cover additional work	Katie D.
Kyndra Middleton	O600	$ 9,000.00	$ -	$ 124.96	Extend PO timeframe	Rashida
Lori Wilen	O600	$10,000- contract originated FY18	$ 15,000.00	$ 2,650.00	Extend contract option for additional year	Alyssa N.
Marta Guzman	O600	$10,000- contract originated FY18	$ 10,000.00	$ 240.00	Extend contract option for additional year	Alyssa N.
Mary Bonnell	O600	$10,000- contract originated FY18	$ 10,000.00	$ 1,400.00	Extend contract option for additional year	Alyssa N.
Reem Labib Tyson (Edspired)	O600	$10,000- contract originated FY18	$ 10,000.00	$ 1,400.00	Extend contract option for additional year	Alyssa N.
Richmond Hill	O600	$10,000- contract originated FY18	$ 2,000.00	$ -	Extend contract option for additional year	Alyssa N.
Tom Sellevaag	O600	$10,000- contract originated FY18	$ 10,000.00	$ -	Extend contract option for additional year	Alyssa N.
Vadalia Wise	O600	$10,000- contract originated FY18	$ 10,000.00	$ -	Extend contract option for additional year	Alyssa N.

DC PUBLIC CHARTER SCHOOL BOARD

To: DC Council Committee on Education

From: DC Public Charter School Board

Date: January 3, 2019

Subject: Alternative School Option for Public Charter School Students

This summer, The DC Public Charter School Board (DC PCSB) began discussing with public charter school leaders the need for alternative school options for students who face long-term suspension or expulsion from their public charter school. This alternative school program would support students both academically and emotionally, so they are prepared to reenter their school successfully and with less disruption in their enrollment.

Recently, DC PCSB met with a task force comprised of public charter high school leaders to gather input on what an alternative school model should look like, the logistics of running this program, and how public charter high schools are supporting these students currently. We felt it was important to engage multiple public charter LEAs in the process to ensure each school's needs were met and to get support from the stakeholders who would potentially utilize this alternative option.

Public charter high school leaders agreed there is a need for this program. Currently, there are public charter high schools that enroll students midyear when they have been expelled or withdrawn from another school. In order for this to occur, the students must first be unenrolled from their original LEA and enrolled in a new LEA. This is a requirement the Office of the State Superintendent of Education (OSSE) and DC PCSB jointly require. As it currently stands, a return to the student's original LEA would require them to enter the lottery process for a new seat at their original school. This enrollment challenge would have to be addressed in any alternative option. Allowing for a temporary placement would require OSSE to change the enrollment guidance. The goal of temporary placements would be for students to return to their original school without having to enter the lottery for that seat. It also raises questions about funding and open enrollment for the receiving school.

Public charter high school leaders also discussed former iterations of alternative programming, including OSSE's co-location model and DCPS's CHOICE program. Public charter high school leaders were concerned that this option may not meet the unique needs of these students as students are excluded from their school setting for a variety of reasons and need different environments to adequately prepare for their reentry. Any alternative programming must include social emotional learning supports in addition to academic programming that is specifically tailored to the type of services the student requires. Specifically, public charter high

school leaders said an alternative program should be flexible, require goal setting with students, involve families and other stakeholders, and individualized support for each student.

These public charter high school leaders also identified some barriers that come with the creation and ongoing management of an alternative program outside enrollment. Ultimately, funding an alternative program would be the largest hurdle. Currently, funding is dependent on student enrollment on a specific count day. Given the anticipated inconsistent student population, an alternative function for funding would need to be established in order for this program to be ongoing. This could be part of a larger conversation about LEA payment reform.

Another identified challenge was credit transfer, which could be solved with increased coordination of class and credit equivalency between public charter high schools and DCPS high schools. DC PCSB has worked with public charter high school leaders and DCPS to create a citywide Master Course Offering. This document includes all the courses DCPS and public charter high schools offer to students for high school credit. It has been shared with public charter high schools and DCPS central office, as the first step in providing schools with a mechanism to make more informed decisions about transfer credits when students transfer. This document could inform course offerings of an alternative program.

There are still questions and challenges to be addressed before we can propose the creation of a sound and meaningful alternative program option. To further this work, DC PCSB will continue to meet with public charter high school leaders in a working group that will begin this month, January 2019. This working group will include public charter high school leaders who have expressed interest in owning this work, and possibly, housing this alternative program option within their LEA. DC PCSB will continue to update the DC Council and other stakeholders about this important and multi-faceted work.

DC PUBLIC CHARTER SCHOOL BOARD

To: DC Council Committee on Education

From: DC Public Charter School Board (DC PCSB)

Date: December 11, 2018

Subject: Report on monitoring the exclusion of students with disabilities and the practices of LEAs in complying with the Individuals with Disabilities Education Act (IDEA)

Local education agencies (LEAs) must adhere to the IDEA requirements for change in placement and manifestation determination review (MDR).[1] According to IDEA, a change of placement occurs if a student with a disability is removed from the current educational placement to another setting to receive educational services for more than ten school days (consecutively or totaling because of a pattern of behavior) due to a reported violation of the student code of conduct.[2] Furthermore, per IDEA, before implementing a change in placement due to discipline, the LEA must:

- notify the parent/guardian of the proposed change in placement;
- provide the parent/guardian with a copy of DC's procedural safeguards; and
- conduct an MDR meeting with the parent/guardian, the LEA, and relevant members of the IEP team within ten school days of the decision to change a student's placement to determine if the reported behavior is a manifestation of the student's disability.[3]

In past years, the DC Office of the State Superintendent (OSSE) has maintained the sole responsibility of MDR and change-in-placement monitoring. LEAs upload documentation of MDR meetings to OSSE's Special Education Data System (SEDS). Also, OSSE conducts on-site compliance monitoring each year for a sample of LEAs, based on a calculation of risk, as described in its Monitoring Guidance for K-12 Federal Grants: Fall 2018.[4] One

[1] 34 CFR § 300.530
[2] 34 CFR § 300.536(a)
[3] 34 CFR § 300.530(e)(1)
[4] https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2018-19%20Monitoring%20Grant%20Guidance%20for%20K-12%20Federal%20Grants%20and%20Tool.pdf

area of review is an LEA's compliance with the aforementioned MDR requirements before a change in placement may occur. In the monitoring report, OSSE provides a list of required corrective actions and improvement activities to address instances of noncompliance.

While monitoring MDR practices has historically been the responsibility of OSSE., DC PCSB is committed to providing support and, therefore, has asked for the necessary conditions to be able to take a role in monitoring schools' adherence to IDEA. Responding to a DC PCSB request made in summer 2018, OSSE built the capability to pull aggregated information from SEDS to feed into DC PCSB's data system. OSSE and DC PCSB have agreed that OSSE will, each month, share student-level data for every MDR including the LEA, date, and document submission status. OSSE has agreed to begin sending DC PCSB data by January 2019.

With access to timely MDR data, our understanding and compliance monitoring will increase as we are able to combine these data with discipline and enrollment data. In the proposed revisions to the DC PCSB Special Education Audit Policy,[5] which the DC PCSB Board is expected to approve on January 28, 2019, a school may be subjected to a special education audit procedure if "manifestation determination hearings have not been held for all students with disabilities, when applicable, before a suspension or expulsion."

DC PCSB will review on a monthly basis all of the criteria listed in the policy, including MDR compliance. If a school meets the criteria in the policy, DC PCSB may intervene, depending on the severity of the concern, with one or more of the following response procedures: pre-audit warning, desk audit, on-site audit, Board-to-Board meeting, or Notice of Concern. In extreme cases, the School Reform Act provides that DC PCSB may revoke a school's charter if it has "committed a violation of applicable law …including violations relating to the education of children with disabilities."[6]

Furthermore, the information reviewed in these interventions will give DC PCSB insight on a school's MDR and change of placement practices, which we will address at upcoming Special Education Professional Learning Community meetings led by DC PCSB later this school year.

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[5] The redlined policy presented to the Board at the November 19th Public Hearing can be found here. Updates to incorporate public comment will be included in the final policy, which will be uploaded to the DC PCSB website after the January 28th vote.
[6] DC Code §38-1802.13(a)(1)



DC Public Charter School Board

Report on the use of per pupil at-risk funding in DC public charter schools

January 2019

DC PCSB provides extensive financial oversight of LEAs in our role as authorizer. Through this oversight, we're able to ensure public dollars are being spent appropriately. However, this oversight is not subject to individual expenditures and cannot mandate the reporting of the at-risk funding utilization. The oversight tracked by DC PCSB is over broad expenditures such contracts, personnel, facilities, and overall UPSFF funds. Ahead of the 18-19 school year, DC PCSB surveyed LEAs and asked them to provide a summary of how they spend their "at-risk" funding.

The School Reform Act states that LEAs have exclusive control over its "expenditures, administration, personnel and instructional methods." This means that schools can use their at-risk funding in a way that is most responsive to the needs of their at-risk students.

Most LEAs use these funds for social, emotional, and behavioral supports. These supports include: social-emotional curriculums, social workers, psychiatrists, student culture specialists, professional development for staff, and other SEL resources. Many schools also allocate this funding for their summer school or extended school year programs that work to improve academic outcomes for at-risk students. Those academic outcomes also inform the use of these funds to hire more teacher aides, instructional coaches, and Special Education teachers in schools. At-risk funds also allow schools to provide more wrap-around services, school supplies, technology, and uniforms to students in need. Please see below for a school by school breakdown of the at-risk funding programming.

The Office of the State Superintendent provides the Office of the Chief Financial Officer (OCFO) with audited enrollment data for each LEA to determine the amount of at-risk funds to disburse to each LEA. The OCFO then disburses the funds to each LEA without DC PCSB involvement. Below, you will find the at-risk allocation for each LEA along with their actual and projected at-risk student population between FY18 and FY19.

AT RISK FUNDING AND ENROLLMENT FOR CHARTER SCHOOLS FY2018 through FY2019				
DC PUBLIC CHARTER SCHOOLS	**FY18 Audit Enrollment**	**FY2018 Funding**	**PROPOSED FY2019 At-Risk Enrollment**	**PROPOSED FY2019 At-Risk Funding**
Achievement Preparatory PCS	593	$ 1,332,046	555	$ 1,325,003
AppleTree PCS	310	$ 696,348	303	$ 723,380
BASIS DC PCS	51	$ 114,560	52	$ 124,144
Breakthrough Montessori PCS	22	$ 49,418	29	$ 69,234
Bridges PCS	148	$ 332,450	158	$ 377,208
Briya PCS	14	$ 31,448	14	$ 33,418
Capital City PCS	356	$ 799,677	356	$ 849,912
Cedar Tree Academy PCS	281	$ 631,206	266	$ 635,046
Center City PCS	682	$ 1,531,965	678	$ 1,618,652
Cesar Chavez PCS	735	$ 1,651,018	669	$ 1,597,165
City Arts & Prep PCS	284	$ 637,944	296	$ 706,668
Creative Minds PCS	59	$ 132,531	69	$ 164,730
DC Bilingual PCS	128	$ 287,524	129	$ 307,974
DC Prep PCS -	879	$ 1,974,483	912	$ 2,177,302
DC Scholars PCS	290	$ 651,422	305	$ 728,155
Democracy Prep PCS	471	$ 1,057,999	587	$ 1,401,399
DC International	152	$ 341,435	170	$ 405,857
E.L. Haynes PCS	484	$ 1,087,201	486	$ 1,160,273
Eagle Academy PCS	601	$ 1,350,016	591	$ 1,410,949
Early Childhood PCS	172	$ 386,361	172	$ 410,631
Elsie Whitlow Stokes PCS	40	$ 89,851	56	$ 133,694
Excel Academy PCS	436	$ 979,379	-	$ -
Friendship PCS -	2,553	$ 5,734,760	2,579	$ 6,157,084
Goodwill Excel Center PCS	355	$ 797,430	359	$ 857,074
Harmony DC PCS	59	$ 132,531	75	$ 179,054
Hope Community PCS	387	$ 869,312	405	$ 966,894
Howard University PCS	126	$ 283,032	134	$ 319,911
IDEA PCS	201	$ 451,503	213	$ 508,514
Ideal Academy PCS	168	$ 377,376	167	$ 398,694
Ingenuity Prep PCS	312	$ 700,840	343	$ 818,875
Inspired Teaching PCS	62	$ 139,270	65	$ 155,180
Kingsman Academy PCS	225	$ 505,414	232	$ 553,875
KIPP DC	3,179	$ 7,140,934	3,267	$ 7,799,610
Latin American Montessori PCS	43	$ 96,590	47	$ 112,207
Lee Montessori PCS	19	$ 42,679	23	$ 54,910
Mary McLeod Bethune PCS	245	$ 550,339	267	$ 637,434
Meridian PCS	317	$ 712,072	324	$ 773,515
Monument Academy PCS	88	$ 197,673	121	$ 288,874
Mundo Verde Bilingual PCS	53	$ 119,053	54	$ 128,919
National Collegiate PCHS	194	$ 435,779	210	$ 501,352
Paul PCS	354	$ 795,184	356	$ 849,912
Perry Street Preparatory PCS	186	$ 417,809	191	$ 455,992
Richard Wright PCS	171	$ 384,114	189	$ 451,217
Rocketship DC PCS	497	$ 1,116,403	787	$ 1,878,878
Roots PCS	52	$ 116,807	53	$ 126,532
SEED PCS	230	$ 516,645	190	$ 453,604
Sela PCS	44	$ 98,836	48	$ 114,595
Shining Stars Montessori PCS	40	$ 89,851	49	$ 116,982
Somerset Preparatory PCS	253	$ 568,310	270	$ 644,596
St. Coletta PCS	107	$ 240,352	108	$ 257,838
The Children's Guild DC PCS	303	$ 680,624	347	$ 828,425

AT RISK FUNDING AND ENROLLMENT FOR CHARTER SCHOOLS FY2018 through FY2019				
DC PUBLIC CHARTER SCHOOLS	**FY18 Audit Enrollment**	**FY2018 Funding**	**PROPOSED FY2019 At-Risk Enrollment**	**PROPOSED FY2019 At-Risk Funding**
Thurgood Marshall PCS	220	$ 494,182	224	$ 534,776
Two Rivers PCS	173	$ 388,607	184	$ 439,280
Washington Global PCS	110	$ 247,091	126	$ 300,811
Washington Latin PCS	75	$ 168,471	75	$ 179,054
Washington Leadership PCS	119	$ 267,308	175	$ 417,794
Washington Math PCHS	151	$ 339,189	-	$ -
Washington Yu Ying PCS	26	$ 58,403	26	$ 62,072
Sustainable Futures PCS	45	$ 101,083	85	$ 202,928
Digital Pioneers PCS	-	$ -	66	$ 157,568
North Star College Prep	-	$ -	46	$ 109,826
TOTALS	**18,930**	**$ 42,522,137**	**19,333**	**$ 46,155,450**



Survey Responses

Achievement Preparatory Academy PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

• To provide scholars additional social-emotional support by employing Culture Aides, Self-Contained Aides, Behavior Support Therapists, School Counselors at both campuses. To provide leadership in these areas on both campuses through Assistant Principals of Culture, Deans of Scholars and Scholar Support Coordinators.
• To provide additional instruction by employing Instructional Coaches and Instructional Support Staff at both campuses, as well as contracting for additional instructional support.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

Achievement Prep	
PROGRAM/INITATIVE	**ESTIMATED COST**
Social-Emotional Support Staff	$1,118,885
Additional Instruction & Support	$160,044
	ESTIMATED TOTAL COST: $1,278,899

AppleTree Early Learning PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

AppleTree will use funding from the at-risk funds in several ways to support the overall academic program, including;

- Funding for the additional costs of before care and aftercare (starting at 7:30 am and ending at 6:00pm) for all parents who choose it
- To provide scholars additional social-emotional support by employing Positive Behavior Specialist, Speech Language Pathologist and Social Workers, a portion not covered by other grants.
- To provide scholars additional support by employing Coaches, a portion not covered by other grants.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Extended schooling: Before and after school hour child care	$265,122.00
Socio-economic support: Speech Language Pathologist and Social workers	$349,014.00
Instruction: providing instructional coaches	$169,976.00
	$
ESTIMATED TOTAL COST: $784,111	

BASIS DC

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

BASIS DC ensures that all students have an equal opportunity to learn. BASIS DC develops academic interventions that help students meet rigorous standards. We design programs that target student achievement in areas of academic instruction, computer assisted instructions, behavior/emotional support, and activities to develop well-rounded students. Programs targeted for at-risk-students directly assess the student's academic achievement and deficiencies, address strategies to implement in the classroom and during other school activities.

Academic Intervention Programs prove to be essential to students who are or maybe at-risk of needing extra support. The Extended Learning Time Programs include: Student Hours, Academic-Enrichment Periods, i-Ready Labs, Academic Support, and Peer Tutoring Program.

Auxiliary Support Programs help develop the whole student and offer new learning opportunities. They include Late-Bird, athlete study hall, specific enrichment clubs/activities, organized sports and field trips.

Social and Emotional Intervention Programs are provided to at-risk-students that demonstrate social and emotional challenges led by the School Psychologist, Student Affairs Team, and Student Intervention Team. Programs include Second Step and Restorative Justice provided not only in the classroom but throughout the school day and after school hours.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Academic Interventions	$40,000
Auxiliary Support Programs	$45,000
Social and Emotional Interventions	$20,000
Educational Materials	$20,000
	ESTIMATED TOTAL COST: $125,000

Breakthrough Montessori

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

- The Director of Family Engagement is the Homeless student contact and provides support to At-Risk students and their families
- Our Special Education coordinator provides support for the social and emotional needs of our At Risk students

PART B: ESTIMATED SPEND PLAN 2018 – 2019

Breakthrough Montessori	
PROGRAM/INITATIVE	**ESTIMATED COST**
Director of Family Engagement (50% of FTE)	$40,000
Special Education Coordinator (25% of FTE)	$20,000
ESTIMATED TOTAL COST: $60,000	

Bridges PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Summer School - Supporting the cost of the school's summer program. The summer program served students with special needs, students not functioning on grade level at the end of the school year, and students that did not make the level of academic progress the school hopes each student will make during the regular school year. Bridges summer school program runs for one month in the summer. The programs runs from 8:30 am – 3:30 pm daily.

Literacy – The Literacy Coordinator oversees overall management of literacy instruction for our K – 5th grade classrooms. They lead teacher training, support student assessment, and are part of the coaching team for classroom teachers. The Literacy Lab interns are part of our program's work to support students' literacy skill development. The Literacy Lab interns are an intervention resource for Pre-K and early elementary grade students working with students who are not on grade level with literacy skills. The intervention support is part of our RTI process working to reduce future referrals to special education.

Student Support Services – The Director of Student Support Services oversees the special education department that also includes support of Bridges' At-Risk population. The school's social workers are key to the work we do to support At-Risk students and their families with access to concrete services and therapeutic support in school.

Strengthening Classroom Instruction – Assistant Teachers / Teacher Aides are part of our strengthen classroom instruction initiative as they reduce the adult to student ratio in each classroom. Allowing for more instructional small group work and one-on-one support for students.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Summer school program	$98,000.00
Literacy – Literacy Coordinator, Literacy Lab	$103,200.00
Student Support Service – Director of Student Support and Social Worker	$107,408.00
Strengthening Classroom Instruction – Assistant Teachers / Teacher Aides	$68,600.00
ESTIMATED TOTAL COST: $377,208.00	

CAPITAL CITY
PUBLIC CHARTER SCHOOL

Projected Spending Plan
At-Risk Funding 2018-2019

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

A main use of these funds is to offer summer school for all three campuses. Each summer, we serve more than 200 students in summer programs, ranging from partnering with Center for Inspired Teaching (CIT) fellows to reinforce literacy and math skills in the Lower School, to Extended School Year (ESY) services in the Middle School, to credit recovery in the High School. We also hold orientation sessions for incoming 5th and 9th graders (both new and returning), helping students prepare themselves for the school's expectations around behavior and scholarship.

At-risk funding also helps us support our inclusion model, specifically with respect to English Learner (EL) specialists and professional development that is not covered through other funding sources. These specialists work with students one-on-on, or in small groups, to address their individual needs. Separate grant funding has been secured to cover these expenses in 2018-2019.

Capital City offers a variety of after-school options for all grade levels, in part supported by At-Risk funding. There is a fee-based aftercare program available to students in grade PK-6 which is funded by fees charged on a sliding scale to participating families. The Lower School also offers afternoon enrichment activities, such as cooking, beading, kickball and dance. Middle School and High School students are offered a variety of after-school activities as well, such as yearbook, drama, visual arts, and chess. Sports programs also provide opportunities for at-risk students to participate in school life and connect with additional adults and classmates.

At-Risk funding also helps to support teacher stipends for before- and after-school homework centers and AP/SAT prep courses. Middle and High School students can work one-on-one or in small groups with teachers to receive assistance on homework and extra practice in areas of need.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

Capital City Public Charter School (LS, MS, HS)	
PROGRAM/INITATIVE	**ESTIMATED COST**
Summer School – LS, MS and HS summer programs.	$137,350
After-School Sports, Arts and Enrichment – Staffing, transportation, resources.	$370,475
School Counselors – Portion of Social workers, psychologist and college counseling not covered by grants.	$283,200
MS and HS Homework & Writing Centers – Staffing	$32,910
SAT and AP Preparation Courses – Staffing and enrollment expenses	$20,000
ESTIMATED TOTAL COST:	**$843,935**

Cedar Tree Academy PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Cedar Tree offers a summer program that focuses on both enrichment and remediation. The school operates a four-week long summer program for all of our students.

Cedar Tree also offers special education to all students who need services. We offer education related special education services through a licensed special education teacher. We also offer Speech Therapy, Physical Therapy, Occupational Therapy counseling and all other need therapy that our students may require. The majority of these positions are offered through outside contractors (Consultants) who are all licensed in the District of Columbia. In addition, we also provide some one-on-one support for a few students based on their Individual Education Plan (IEP).

PART B: ESTIMATED SPEND PLAN 2018 – 2019

Cedar Tree Academy PCS		
PROGRAM/INITATIVE	**ESTIMATED COST**	
Summer School Salaries	$	117,875
FICA for Summer School Staff	$	9,017
Teachers and Support Salaries for At Risk	$	1,040,912
FICA for Teachers and Support Salaries	$	79,630
Consultants	$	141,797
ESTIMATED TOTAL COST:	**$**	**1,389,231**

Center City

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Team Taught Classrooms
Center City strives to have two adults in every classroom, including general education teachers, instructional assistants, and special education teachers. At-risk funds support the first grade instructional assistants, and several graduate teacher residents.

Student Support Services
Center City believes that providing supports to struggling students that do not qualify for special education services is an essential driver of our success. At-risk funds contribute to funding interventionists and counselors at each of our schools, as well as additional interventionists at our lowest-performing campuses. Additionally, we are able to provide personnel to support the development of positive behavior.

Family Engagement
Center City believes in the power of partnering with families to drive student success. At-risk funds support our family engagement department and its many programs.

Other Student Enrichment/Support Services
Through at-risk funding, Center City is able to offer additional educational support through our summer school and Saturday School programs. We are also able to support our economically disadvantaged students by providing uniforms, transportation vouchers, and our no fee meals program.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Team Taught Classrooms	$385,000
Student Support Services	$795,000
Family Engagement	$170,000
Other Student Enrichment/Support Services	$270,000
	ESTIMATED TOTAL COST: $1,620,000

Cesar Chavez

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

- To provide students additional social-emotional support by employing Psychologists, Deans of Culture, Alternative Learning Center Coordinators and Social Workers
- To provide additional instruction with funds set aside for student interventions around PARCC, credit recovery, one-on-one tutoring, student assessment services, and running a summer school.
- To provide whole staff training and professional development

PART B: ESTIMATED SPEND PLAN 2018 – 2019

Cesar Chavez PCS	
PROGRAM/INITATIVE	**ESTIMATED COST**
Social-Emotional Support Staff	$1,568,826
Additional Instruction & Support	$152,527
Professional Development	$46,710
Total budgeted is $1,381,859	
	ESTIMATED TOTAL COST: $1,768,063

Please submit Part A and B in one file by **August 2nd 2018**. Contact Drew Snyder with questions dsnyder@dcpcsb.org (202) 328-5540

Children's Guild DC

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

The Children's Guild DC Public Charter School uses at-risk funding to provide students with additional social, emotional, and behavior support inside and outside of the classroom.

The funds will be used to support staffing for:

- Co-Teachers
- Behavior Support Specialists and School Counselors

Co-Teachers are used to provide additional academic support within the classrooms which includes small group instruction.

Behavior Support Specialists serve as support to teachers, students, and families by providing in-class training and individual/small-group mentorship. These individuals use research-based strategies and interventions to redirect and engage students who experience behavioral challenges in the classroom. These strategies are differentiated based on the tier grouping (Response to Intervention—Tier 1, 2, or 3). Interventions include individualized and/or small group targeted support.

School Counselors support the educational settings working with students, their families, and classroom teachers. They provide clinical and behavioral services to students who need assistance with mental health and emotional support. This support enhances the emotional well-being of students, which often times leads to improved academic outcomes for students. In addition, social workers address school challenges such as truancy, social withdrawal, overaggressive behaviors, rebelliousness, and the effects of special physical, emotional, or economic problems dealing with trauma and poverty.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Behavior Support Specialists and School Counselors	$507,770
Co-Teachers	$333,870

ESTIMATED TOTAL COST: $ 841,640

City Arts & Prep

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans,** specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019.**

PART A: BREAKDOWN OF PROGRAMS INITIATIVES

City Art + Prep utilized At-Risk funding to build the student support service staffing including the

- Behavioral Specialist
- Counselor
- Social Worker
- Interventionist for Math
- Instructional Coaches for Math and ELA

We also used the funding to support textbooks and research based technological interventions – Achieve 3000 (ELA). This adaptive reading comprehension program provides common core standards based informational text for students in grades 2-8.

We will also utilize NWEA (MAP). To help grow our students using computer adaptive assessments to preciously measure growth over time in Math, Reading and Language Arts.

This year we will continue services with Appletree – ECR program to increase the level of rigor and preparedness for students in PK3 and PK4. The implementation of this program will close the foundational learning gaps students have entering school.

We have partnered with Urban Teacher to increase instructional support in ELA and Math classrooms to support small group instruction.

The At-Risk funding also supports our arts and literacy program with the PC County African American Museum and Civic Center for students K:5"'·

PART B: ESTIMATED SPEND PLAN 2018 – 2019

City Arts + Prep	
PROGRAM/INITATIVE	**ESTIMATED COST**
Student Support Staff	$479,302.49
AppleTree	$19,057.60
NWEA (MAP)	$10,037.50
Achieve3000	$23,813.59
Student Arts and Literary Programs and Textbooks	$102,636.82
	ESTIMATED TOTAL COST: $ $634,848.00

	FY19 Forecast
Counselor/Social Worker	74,127.04
Math Interventionist	72,471.12
Behavioral Specialist	54,075.00
Math Coach	77,250.00
ELA Coach	74,129.33
Math Coach	77,250.00
AppleTree	19,057.60
Achieve3000	23,813.59
Prince George's African American Museum	58,924.41
Student textbooks	43,712.41
NWEA MAP	10,037.50
Urban Teachers	50,000.00
	634,848.00
Total At Risk Revenue	**634,848.00**

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

- To provide social and emotional support through employment of a social worker and Counselor
- To provide additional social and emotional support through employment of SPED Coordinators a Behavioral Coach
- To provide support through ongoing regular evaluations and counseling as needed
- To provide support through employment of an after-school programming coordinator and after school behavioral coach
- To offer after school support through opportunities to participate in activities, clubs, sports, and field trips

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME: Creative Minds International PCS	
PROGRAM/INITATIVE	**ESTIMATED COST**
Social & Emotional Support Staff	$99,200
Instruction, Support, and Programming	$49,600
	$
	$
ESTIMATED TOTAL COST: $148,800	

Creative Minds International Public Charter School
Sherman Building
3700 North Capitol Street NW, Washington, D.C. 20011
t - 202-588-0370, f - 202-588-0263
www.creativemindspcs.org

DC Bilingual

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

DC Bilingual supports all at-risk students through the Response to Intervention Process (RTI). RTI, adopted by schools locally and nationally, is an approach to close the achievement and socio-emotional gaps that affect so many of our city's students. The RTI approach ensures that there is structure, fidelity, and comprehensive data to drive instruction and interventions. RtI's essential elements include: universal screening, research-based instruction and intervention in general education to meet the needs of at least 80% of students (Tier 1) with increasing levels of intensity for the ~20% of students who require extra support (Tiers 2 and 3); monitoring and assessment of student progress in response to both instruction and intervention; and the use of student data to shape instruction and intervention.
If students receive tier 3 interventions and do not respond adequately, the relevant grade-level team and student support team may refer the student for Special Education evaluations. Therefore, RTI serves as the legal Special Education identification process called Child Find.

Currently 30% of our school population is considered "at-risk." DCB intervention supports include: speech, occupational therapy, physical therapy, and counseling for students who qualify; and student academic and behavioral interventions. In addition, we provide critical support for homeless students and their families through referrals to our network of community service providers; and welcome all families into our school for on-going workshops on health and wellness.

For each intervention, DCB ensures a system to assess and monitor progress. Our assessments include normed and criterion- based assessments as well as observational assessments. Multi-disciplinary teams regularly meet in student-specific intervention meetings to support teachers with data and targeted strategies to support learning in the classroom. In addition, DCB shares all student-specific data with families during parent-teacher conference days and via term report cards.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Data Driven Intervention and Instruction (Rohini Ramnath salary)	$ 86,865

Support to ensure that our homeless students arrive to school daily, ready to learn (Brenda Saravia's salary)	$ 57,433
Student support team (Katherine Reinckens & Brenda Saravia) implements a rigorous counseling program to support DCB students in the areas of academic achievement, individual student planning, and personal and social development. The team also serves as a consultant to educators, families, and community partners.	$ 51,500
Support school to monitor and address truancy through maintaining accurate student/family enrollment and attendance records, identifying signs of truancy, and communicating with families to address barriers to attendance. (Salary for Registrar Anacamila Figueroas)	$ 45,835
School Behavior Specialist, Ana Carcamo supports school with setting the appropriate behavioral expectations school-wide, setting clear communication with parents, students and staff. Supporting proper execution of school discipline plan. (Salary for Ana Carcamo)	$ 49,906
ESTIMATED TOTAL COST: $ 291,539	

DC International

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

The District of Columbia International School is budgeting $450,000 in At-Risk Funding for SY 2018-19. We use these funds to ensure equity in the education we provide to all students. These funds are spent on a variety of expenses at DCI:

- Access to Extracurricular Activities: These funds were used to ensure all students have equal access to extracurricular activities. All students who qualify for at-risk can receive up to two days of after school activity enrollment with no cost to the family, as well as additional days at an extremely discounted rate.
- 1:1 Technology for students, provided by DCI: More than 50% of students at DCI qualify for Free and Reduced Lunch. Approximately 20% of families qualify for At Risk Funding. Our student economic diversity demands that we provide technology for our students, if we want to ensure all students have access to technology in this modern climate that requires this skill set to succeed.
- Educational Support & Behavior Support Specialist: DCI hires a number of Educational Aids and Fellows to support our students. These staff members often spend time especially with our At-Risk students including supporting clubs at lunch for these students and in the classroom providing additional support. We also have four Behavior Support Specialists who we train in trauma informed and restorative justices practices. These Specialists often support our most in need students.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITIATIVE	**ESTIMATED COST**
Extracurricular Activities – Staffing & Supplies	$200,000
Educational & Behavior Support Staff	$250,000
1:1 Technology	$50,000
	ESTIMATED TOTAL COST: $450,000

DC Prep

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

More than 45% of DC Prep's student body is considered "at-risk". DC Prep's academic model is based on a dual focus of academics and character development to meet the instructional needs of our at-risk population. With the funding for at-risk students, DC Prep supplements its academic program by adding teaching and leadership positions to provide more targeted interventions for students. An important aspect of DC Prep's academic model is to provide small group interventions; additional staffing allows for smaller groups and more direct instruction. While DC Prep provides a wide-range of programs, the at-risk funding helps to supplement these programs, including an extended-day program, small group instruction, student support services, and after-school programming.

DC Prep offers a limited summer school program to students who are at-risk of being retained in their current grade level. The capacity of our summer school program has decreased in recent years since the switch from summer school funding to at-risk funding.

As shown below, DC Prep projects to spend more than $3 million on programs/initiatives for at-risk programming for the SY18-19, however, DC Prep will receive an estimated $2 million, which is significantly below our network's needs.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Additional Personnel: Leadership Positions	$2,870,000
Additional Personnel: Teachers	$500,000
Fraction of Leadership Time on Summer Program	$2,000
Fraction of Student Expenses	$2,000
ESTIMATED TOTAL COST: $3,374,000	

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

1) **Social-emotional Support**
   - To provide the homeless population additional social-emotional support by employing both Elementary and Middle School Counselors.
   - To support the homeless population with additional social-emotional support by employing both Elementary and Middle School Deans of School Culture.
   - To support the homeless population by designating the ES Counselor as a Homeless Liaison.
2) **Additional Instruction and Support**
   - To provide additional instructional support by contracting with End to End Solutions to provide special education services, including conducting evaluations for scholars not yet receiving services.
   - To provide the homeless population with opportunities to partake in experiences that would otherwise be unaffordable, such as field trips and sporting events.
   - To support the homeless population by purchasing Metro SmartTrip cards and ride-share gift cards to help provide transportation to and from school as well as providing uniforms to students as needed.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Social-Emotional Support Staff	$ 332,440
Additional Instruction & Support	$ 365,426
ESTIMATED TOTAL COST: $697,866.00	

Democracy Prep Congress Heights

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

DPCH used at-risk funding towards supplemental services and supports for our most vulnerable scholars, including stipends for Summer Academy instructors, materials for enrichment programming (e.g., Saturday Academy and afterschool tutoring/clubs), and additional specialized materials for special education teachers and school social workers.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

Democracy Prep Congress Heights	
PROGRAM/INITATIVE	**ESTIMATED COST**
Supplemental Services:	$680,590
Enrichment Programming Materials: Saturday Academy, afterschool tutoring	$356,677
Specialized Materials: for special education teachers and social workers	$364,132
	$
ESTIMATED TOTAL COST: $1,401,399	

DIGITAL PIONEERS
ACADEMY

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Supporting with purchase of 5 full uniforms so that they can have uniforms provided to them and not have to worry about any costs incurred
Providing Chromebooks at no cost for all students that they can take home for support with academics
We will not have a school supply list and provide all classroom materials needed (books, pencils, pens, snacks, one off supplies needed)
We will hire a Social Worker on staff to support families with any resources they may need and factor in salary as well as benefits for this individual

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Uniform Purchases	$20,000
Chromebook Purchase	$25,000
School Supply List	$25,000
Social worker	$90,000
	ESTIMATED TOTAL COST: $ 160,000

Eagle Academy

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Eagle Academy PCS utilizes its at-risk supplemental funding to help narrow the achievement gap between low-income and higher-income students. Specifically, the at-risk funds have allowed Eagle Academy to lower the teacher:student ratio by hiring additional teachers, increase the number of staff members providing mental and behavioral health supports, academic supports through interventionists and reading specialists, and family engagement and support efforts. Eagle also provides summer programming to approximately 100 at-risk students that do not receive the child care voucher or are supported by other funding sources. The at-risk funds supplement our own efforts to better serve our most vulnerable students.

Mental and Behavioral Health Supports – Eagle provides a Director of Student Climate Transformation Program (.5 FTE), 3 Behavioral Specialists, an Assistant Behavioral Specialist, a Social Worker, and a SST Coordinator to support mental and behavioral health initiatives.

Academic Supports – Eagle employs 3 additional classroom teachers, 3 Instructional Coaches, 3 Interventionists, 1 Reading Specialist, and contracts with Lindamood-Bell to provide literacy and targeted intervention supports to our at-risk students with special needs.

Family Engagement and Support Efforts – To meet families where they are and support the needs of our at-risk students, Eagle provides a Family Engagement/Title I Coordinator and a Community Relations Coordinator.

Summer Programming – Eagle provides summer programming for approximately 400 of its students. Of those, approximately 100 at-risk students are provided services that do not currently receive the child care voucher or are supported by other funding sources. Eagle's summer program takes place for 5 weeks, 5 days a week, for 11 hours a day.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Mental and Behavioral Health Supports	$864,324.00
Academic Supports	$1,138,373.00
Family and Community Engagement Supports	$263,915.00
Summer Programming for At-Rick Students	$263,000.00

ESTIMATED TOTAL COST:	**$ 2,529,611.73**

Early Childhood Academy

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

- Full-time associate teachers will be hired for ECA's 5 first, second, and third grade classrooms to provide additional support in differentiating instruction based on students' reading and math levels.
- A part-time Family Support Coordinator will provide ongoing assistance to families to address attendance and educational neglect concerns and serve as a liaison for community services and resources.
- Funding will be used for families under the McKinney Vento Act to remove any barriers that would prevent students' access to the educational program. Funds will be used to purchase uniforms, school supplies, books, and backpacks.
- ECA will implement STEAM Camps for all students during the school's two two-week intersession periods in October 2018 and in February 2019. Camps will be full-day and free for all students, with focus on science, math, technology, and engineering.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
ATs (5) 1st, 2nd & 3rd	$ 184,000
Family Support and Attendance	$ 45,000
McKinney Vento Act Family Support	$ 5,000
Intersession - STEAM	$ 202,000
ESTIMATED TOTAL COST: $ 436,000	

E.L. Haynes

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

In school year 2017-18, approximately 41 percent (461 students preK 3- 12th grade) of E.L. Haynes students were identified as "at-risk" and, therefore, the school received funds for those students in accordance with the D.C. Uniform Per Student Funding Formula (UPSFF). E.L. Haynes currently projects that a similar proportion of our student body will be identified as at-risk for the upcoming year. E.L. Haynes plans to use this at-risk funding to help support multiple programs that target our most vulnerable student populations, including: a robust wellness program that provides direct services to students from social workers, counselors, and therapists; year-round intersession programming during October, February, June, and July which provides students academic support, enrichment, and a credit recovery program at the high school; and an extended day program at our elementary and middle school campuses.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITIATIVE	**ESTIMATED COST**
Wellness program	$ 469,477
Year-round programming	$ 606,497
ESTIMATED TOTAL COST: $ 1,075,974	

Elsie Whitlow Stokes Community Freedom

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Summer School Foundations Program: A free summer school program to serve students in need of academic support
Before and After school intervention program: Reading and math intervention staff and curriculum to support students in need of academic support
Hire Additional Learning Specialists: Employ two additional staff members who will support teachers to differentiate learning for students and support students with IEPs so that each grade level can have a dedicated Learning Specialist
Instructional Coach: Employing an additional instructional coach to provide feedback and training to teachers in order to improve instruction

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Summer School Foundations Program	$50,000
Intervention Program	$25000
Additional Learning Specialists & Instructional Coach	$210,000
	$
ESTIMATED TOTAL COST: $285,000	

Friendship

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

At Friendship PCS (FPCS), we live out our mission each day by providing our students with a quality education regardless of the circumstances or situations they may face. On average, 60% of our students have been identified as being at-risk, with some campuses serving an at-risk population of as high as 70%. Knowing this, FPCS has taken an intentional stance to provide this population of students with the wrap-around services and supplemental support needed to thrive academically, socially and emotionally.

Our plan is to leverage at-risk funding to enhance student experience, exposure and opportunities, both in and out of school time. To do this, we will provide the students with critical interventions in reading, summer learning experience/remediation, cultural engagement opportunities, participation in enrichment programs and access to professionals who will assist with social/emotional needs. Funding will be used to support staffing and supplies needed to fully implement strategies and programs that will ensure the success of this targeted population. Ultimately, we will fulfill our mission to provide a world-class education that motivates students to achieve high academic standards, enjoy learning and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

Friendship Public Charter Schools	
PROGRAM/INITATIVE	**ESTIMATED COST**
Support Staffing: (Social Workers, Counselors, Student Staff Support Teams, Pathways Coordinators, Deans)	$2,886,148
Supplemental Support Salaries: (Reading Interventionist)	$ 177,199
Enrichment and Cultural Engagement: (World Language Teachers; Music Teachers; Art Teachers; Tutoring Stipends; Contracts)	$ 2,699,244
Summer School Remediation	$1,078,088
ESTIMATED TOTAL COST: $ 6,840,679	

Goodwill Excel

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

In the 2018-19 school year, the Goodwill Excel Center expects most enrolled students will be certified "at-risk" given 98% of students certified "at-risk" in SY 16-17 and x% of students certified "at-risk" in SY 17-18. While the entire school model is designed to support "at-risk" students, three program components continue to be critical to support the school's at-risk student body and their learning and development needs—Academic Success Coaching, School Psychologist services, a Manager of Student Support Services, and Special Education Instructional staff.

Academic Success Coaching

- A team of six Academic Success Coaches worked with enrolled students to support student attendance, retention, and success through one-on-one Coaching. Coaches work to identify and remediate both academic and external barriers that impede a student's ability to stay in school and Coaches work with students to connect with the resources available to manage both work and life. At the end of SY 17-18, a Youth Services Coach was added to the staff to provide more focused support for our minor students, most of whom enter the Goodwill Excel Center having experienced chronic truancy.

School Psychologist Services

- In SY 16-17, psychological evaluations and related services were contracted out. To support Special Education students under 22 and to support the needs of those over 22, the school added a FT School Psychologist in SY 17-18. Through the addition of a full-time school psychologist, the special education program has been strengthened to provide access to intense individual and group therapeutic counseling that provides strategies for students to be successful (in and outside) of the classroom.

Manager, Student Support Services

- The primary role of the Manager, Student Support Services is to promote student engagement and success at the Excel Center through support to the Academic Success Coaching team and discipline activities in accordance with GEC's policies, procedures, mission and vision. The Manager works to build relationships with students and provide resources to support improved behavior and achievement of academic success. The Manager will be the key resource to staff in addressing student behavior and discipline concerns through targeted small group sessions and individuals coaching of students.

Special Education Teachers

- Three additional Special Education teachers were added to the staff in SY 17-18 to support both Humanities and Math courses. The SY 18-19 budget includes these teachers as well.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Academic Success Coaches	$559,025
School Psychologist Services	$100,064
Manager, Student Support Services	$133,765
Special Education Instruction	$332,376
ESTIMATED TOTAL COST: $1,125,231	

Harmony School of Excellence

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Harmony DC PCS is projecting to have 60% at risk rate in school year 2018-2019. School's homeless student rate is 15%. School is planning to hire a counselor to help all students, in particular at-risk and homeless students, with their emotional needs. School will also retain its three teacher aides to support teachers within the classrooms.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

HARMONY DC PUBLIC CHARTER SCHOOL	
PROGRAM/INITATIVE	**ESTIMATED COST**
School Counselor	$ 70,000
Teacher Aides (3)	$ 110,000
	$
	$
ESTIMATED TOTAL COST: $ 180,000	

HOPE COMMUNITY PUBLIC CHARTER SCHOOL

Developing Character, Enriching Minds

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

- To provide students additional social-emotional support by employing Behaviorial Interventionists, Social Workers, and a School Psychologist.
- To provide additional instruction by employing Intervention Specialists in both Reading and Math and Coaches in each school section (Early Childhood, Intermediate, Middle).
- To provide restorative practices training and professional development to coaches and interventionists.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Additional Instruction & Support	$568,152
Social-Emotional Support Staff	$386,601
Professional Development	$25,000
	$
ESTIMATED TOTAL COST: $979,753	

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Howard University Middle School offers a summer program that focuses on both enrichment and remediation. The school operates a 6-week long summer program offered to all of our students and possible new comers (summer bridge Program). The summer programs focus on improving students reading and mathematics skills, and also offer support in science and social studies.

Howard University Middle School also offers special education services and academic enrichment to all students who need services. We offer education special education services through 5 licensed special education teachers and one administrator. We also offer other needed services, based on the individual special education student that include but are not limited to Speech Therapy, Physical Therapy, Occupational Therapy. The majority of these services are offered through outside contractors (Consultants) who are all licensed in the District of Columbia.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

Howard University Middle School PCS		
PROGRAM/INITATIVE	**ESTIMATED COST**	
Summer School Salaries	$	40,000
FICA for Summer School Staff	$	3,060
SPED Salaries	$	414,054
FICA and Benefits for SPED Staff	$	31,675
Consultants	$	145,000
ESTIMATED TOTAL COST:	**$**	**633,789**

Ideal Academy

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Transportation services to transport over 150 At Risk Students living in SE and NE

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Transportation Services	$281,670.00
	$
	$
	$
ESTIMATED TOTAL COST: $ 281,670.00	

IDEA

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

The at-risk funding will allow us to plan for a stronger, more holistic high school experience for all of our at-risk students, which represent a majority of our student body. Additional at-risk funding would allow us to continue to support and grow the staffing necessary to guide our highest need students and would allow IDEA to provide the additional educational programs to ensure each student receives a high-quality education. Specifically, IDEA would hire a licensed clinical social worker(s) and school psychologists.

Personnel Salaries
At risk funding will be important in helping IDEA staff positions in the Student Support department as well as maintaining a teaching staff that can provide a higher level of service to students who are at-risk. By having additional teaching staff in multiple subject areas, all of our teachers can provide targeted remediation support for our at-risk students as well as other students. By having professionally trained student support professionals as part of our staff, we can support all at-risk students in arriving to school on-time, navigating the rigors of high school, and we can provide them the wrap-around services necessary to be successful in their academic and personal lives.

Saturday School, Summer School, and Summer Bridge
We also plan to use a portion of the at-risk funding to enhance the extended-day/extended year programs, which include the Saturday school program and summer school programs. We recognize that attending a sixth day of school during the week can be a burden for our staff and a disincentive for our students. Similarly, students are reticent to be at school during the summer, whether it's for summer school or the five-week Summer Bridge program for rising ninth-grade students. We seek to use the at-risk funding to provide stipends to staff members who support our students on the weekends and during their own summer breaks and to incentivize students to attend.

Student Engagement & Field Trips
At-risk funding also allows our school to add richness to the high school experience. We plan to use the at-risk funding to change the perception of school amongst our at-risk students. We believe that education is paramount to their professional success, but that it can be an enjoyable social experience at the same time. To that end, we took all of our students on a field trip to celebrate milestones throughout the year.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

IDEA Public Charter School	
PROGRAM/INITATIVE	**ESTIMATED COST**
Personnel salaries and benefits • Marco Brooks - English teacher • Sharif Talib – Math teacher • Udean Williams – Science teacher • Ulises Bengoechea – Student Support Specialist • Germaine Smith – Dean • Tiffany Casey – Social Worker • Yvette Brown – Social Worker • Jennifer Smith - Psychologist	$690,000
Personnel salaries and benefits • Saturday School Salaries	$20,000
Personnel salaries and benefits • Summer School Salaries	$59,000
Student engagement • Student field trips	$42,000

ESTIMATED TOTAL COST: $811,000

Ingenuity Prep

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

During the 2017-18 school year, Ingenuity Prep had an At-Risk rate of 63.5% -- one of the highest rates for any charter elementary school in the District of Columbia. The At-Risk funding that Ingenuity Prep receives is an important source of additional funding that allows the school to provide vital services to students. Given that the vast majority of the Ingenuity Prep student population was in the At-Risk category, the school directed the use of funds towards school-wide programming and support.

These additional funds support numerous critical staffing positions, including a Social Worker, Behavior Support Coordinator, Speech-Language Pathologist, and Director of Student & Family Support. Furthermore, At-Risk funds go towards the school's extended day program featuring City Year corps members, as well as student mental health support from MedStar Georgetown University Hospital and staff professional development to equip our leaders and teachers to better serve At-Risk students. Lastly, Ingenuity Prep uses these funds to cover student uniform expenses, which can be a burden to the families we serve.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Targeted Staffing: Director of K-5 Math, Director of K-5 Literacy, Director of New Teacher Development, Director of Student & Family Support, Behavior Support Coordinator, School Culture Support Specialists, SpEd Aides, Social Worker, Speech & Language Pathologist	$573,000
Extended Day: City Year Corps Members to provide tutoring, mentoring	$100,000
Mental Health: MedStar Georgetown University Hospital student mental wellness support, psychotherapy, psychiatry, teacher training & support	$50,000
Professional Development: Achievement Network (student assessments), DC School Leadership Lab (training for upcoming leaders)	$63,000
Uniforms	$20,000
ESTIMATED TOTAL COST: $806,000	

Inspired Teaching Demonstration Public Charter School

At-Risk Spending Report, 2018-19

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

The Inspired Teaching Demonstration School allocates its at-risk funds in support of staff who provide student support and intervention services to students. This includes the School Psychologist, the Intervention and Instructional Specialist, and the Behavior Intervention Manager – funding goes to salaries, professional development, and materials. These staff people provide academic and social-emotional support services through individual or small group interventions.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Student support/student intervention services	$155,180
	$
	$
	$
ESTIMATED TOTAL COST: $ 155,180	

Kingsman Academy

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

In School Year FY18 90% of Kingsman Academy students were identified as at-risk. At-risk funding supported multiple school-wide programs and interventions include R.I.S.E, which specifically is designed to improve learning and academic outcomes for students most at risk for not graduating from high school. We created a Raising Individual Scholars Towards Excellence program to provide scholars most at risk of not graduating from high school an opportunity to learn in an alternative environment. Combining online learning, direct instruction, independent study, workforce development, community service, and flexible scheduling, R.I.S.E allows students to earn a high school diploma while they gain the skills and values necessary to successfully transition from high school to the workforce, military, or postsecondary education and training

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
School Wide Programs: R.I.S.E to improve learning outcomes for students – student learning in alternative environments	$ 550,000
	$
	$
	$
	ESTIMATED TOTAL COST: $

KIPP DC

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

A number of components make up KIPP DCs strong support for at-risk students, including an extended school year and extended school day, as well as intensive social-emotional mental health supports. KIPP DC utilizes our at-risk funding to pay for:

- Our extended model, which enables us to offer more time and flexibility to meet the personalized learning needs of our students by providing tiered interventions, such as blended learning and small group instruction. KIPP DC students spend more time in school, including:
    - 1 hour and 45 minutes of more instructional time per day than D.C. Public Schools.
    - 13 more instructional days per year than D.C. Public Schools.
    - Enhanced after-school tutoring, extracurriculars, and enrichment activities through our Saturday School programming at the early childhood and elementary school levels.

  This extended school day and school year yields a 36% increase in instructional time over D.C. Public Schools – the equivalent of 65 additional days in school. By being engaged in academic programming for this additional time, at-risk students are able to make faster progress toward student achievement goals.

- Increased mental health and social-emotional interventions, which support students' overall well-being by taking a trauma-informed approach to educating the whole child. KIPP DC has made extensive investments in mental health, including:
    - Building a network-level team of clinical experts who are able to identify needs and marshal the appropriate student support resources to schools as necessary.
    - Sustaining a longstanding partnership with Turnaround for Children to establish a Multi-Tiered System of Supports in our schools, providing staff members with the appropriate professional development and ongoing support.
    - Expanding our contract with MedStar Georgetown's Institute for Wellbeing in School Environments (WISE) to provide additional capacity from pediatric psychiatrists and child psychologists.
    - Employing 36 full-time social workers tasked with supporting caseloads of students whose IEPs require clinical time with a social worker, as well as general education students who may still need support.
    - Employing 8 full-time school psychologists to provide intensive Tier-3 consultations for students facing the most traumatic disruptions in their lives.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

KIPP DC	
PROGRAM/INITATIVE	**ESTIMATED COST**
Extended school year/extended day[2]:	$6,929,400

Incremental mental health and social-emotional support staff:	$1,144,800
ESTIMATED TOTAL COST: $8,074,200	

KIPP DC Notes:

1. All amounts rounded to the nearest $100.
2. Estimated direct personnel cost of KIPP DC's extended school year/extended day program. Estimated cost does not include the additional cost of supplies, security, utilities, etc.

Latin American Montessori Bilingual

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

The projected at-risk funds for the school year 2018-2019 have been utilized in the following capacities:

- **Subsidized cost for Extended Learning Day program**. LAMB offers fee-based extended day programming for interested students in grades preschool through fifth grade. The goal of extended day programming is to engage participating students in enrichment activities that will further LAMB's educational mission in a safe and fun environment. Before-care services at LAMB begin at 7:15 a.m. In the hour before school begins, participating students and teachers interact with art and literature, and students engage in quiet play and are served a balanced breakfast meal. After-school extended day programs run from the end of the school day until 6:00 p.m. each evening. Students are provided with snack and a recess break in addition to academic and cultural experiences designed to help the students develop as bilingual learners. For students in pre-school to first grade, the extended day activities occur in a full Spanish Immersion program, which helps develop students' Spanish social language and use of Spanish vocabulary.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Subsidized Scholarship for Extended Learning Day Program (ELD) for 46 at-risk students	$138,000
	$
ESTIMATED TOTAL COST: $138,000	

Lee Montessori

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Lee Montessori implements a social work program that focuses on in-school counseling and supports, especially for children that have recently experienced trauma or who need additional supports. The social worker program consists of 1 Full-time Social Worker and 1 contracted Social Worker Supervisor. Of the students served, 78% are considered at-risk. The at-risk funds support a fraction of the costs of our social work program, and the additional source of revenue ensures that programming continues in the future.

Although, not a budgetary cost the social worker program also works collaboratively with the Family Teacher Association (FTA). The social worker serves as a point of contact to families and at-risk students to provide as needed resources such as a food pantry, clothing items, etc.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

Lee Montessori	
PROGRAM/INITATIVE	**ESTIMATED COST**
Social Work Program	$ 83,000
	$
	$
	$
ESTIMATED TOTAL COST: $ 83,000	

Meridian

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

In SY 2018-19, Meridian PCS used at-risk funding to hire instructional assistants for younger grades, supplement school staff to support behavioral needs of students, run after-school programming, and purchase additional materials for student learning

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
After School Programming:	$85,000
Learning Materials:	$50,000
Staff to support emotional and bevioral needs of at risk students	$200,000
Instructional Assistant staff that support at risk students	$400,000
ESTIMATED TOTAL COST: $735,000	

Mundo Verde Bilingual

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

To provide students with additional social-emotional support by employing a Student & Family Services Support Coordinator.

To provide students with additional instructional support by employing two Intervention Teachers.

To provide student additional access to summer camp, extended day programming and transportation through subsidies.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Social-emotional support staff	$62,186
Additional instruction & support	$120,624
Student subsidies	$40,000
ESTIMATED TOTAL COST: $222,810	

Monument Academy

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Projected At Risk funding for FY19 is $288,874

For 2018-19 we are projecting to spend $2.0 million on programs and services for at-risk youth. Of that:

- **$1,900,000** on Well-Being and Behavior support salaries and benefits. The well-being and behavioral support teams provide comprehensive supports for students that include therapeutic and behavioral interventions. This also includes our restorative justice program and our implementation of Dialectical Behavioral Therapy (DBT). In addition to these services we have built out our Special Education department to meet the needs of the approximately 60% of our students with IEPs.

- We are also spending approximately **$100,000** to partner with Georgetown University to provide medical, psychiatric, nutritional and fitness supports and interventions. Many of our students have unattended or under-attended health care needs, and these interfere with their attendance and well-being.

All of our students have experienced multiple adverse childhood experiences, and many of them struggle with emotional and behavioral needs and self-regulation. These interventions are essential to their ability to attend school and attend to their learning.

PART B: ESTIMATED SPEND PLAN 2017 – 2018

CHARTER NAME	
PROGRAM/INITIATIVE	**ESTIMATED COST**
Therapy and behavioral support personnel and interventions ● $490k for SPED salaries ● $675k for Student Support salaries ● $735k for Well-being salaries	$1.9 million
Georgetown Partnership	$105,000
	ESTIMATED TOTAL COST: $2 M

National Collegiate Preparatory

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

- The MECCA Group: contracted additional support and training to assistant teachers is servicing SpEd and at-risk students.
- Partnership to provide curriculum and assessment materials, professional development training to staff, and a data coach (e.g. ANET and AVID)
- Dean of Students and counseling services to provide trauma care and to assist in managing behavioral intervention and student outreach.
- SpEd and Intervention staff and teachers
- Summer school programming to assist students who have fallen behind grade level metrics.
- Fuel Education: Partnership which provides coursework and programming to support students who are not meeting academic success criteria and are in the credit recovery program.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
MECCA Group	$29,202
Fuel Education	$20,000
ANET	$35,000
Summer School	$55,057
Dean of Students	$41,752
Student Counseling Services	$67,000
AVID	$9,400
SpEd and Intervention Staff	$212,218
ESTIMATED TOTAL COST: $469,629	

Paul PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

At-risk spending for school year 2018 – 2019 will support the following programs and initiatives:

- Summer School Spending to support scholars who failed one or more course, ensuring they can recover credits and be academically ready to achieve on grade-level
- Homework Center Stipends for staff members who provide support to students after school hours, with an emphasis on supporting students who are behind
- SpEd / Intervention teacher salaries
- Read / Math 180 curricula that specifically provide intervention instruction for high-needs student
- Student assessment materials
- Translation services for all students and families, ensuring that our non-English speaking populations have access to the resources they need to be successful
- Computer and technology purchases

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Summer School	$70,8000
Homework Center	$20,000
Intervention and Sped Instruction	$720,000
Read/Math 180	$30,000
Student assessment materials (ANET, MAP)	$45,000
Translation Services	$31,400
Computers	$36,700
ESTIMATED TOTAL COST: $953,900	

Perry Street Prep

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Perry Street Prep PCS plans to utilize at risk funding to support its programmatic goal of continued high growth in student achievement for the 2018-2019 school year. At-Risk Funding is planned to be utilized as follows:

- Provide before and after-school programming at no cost to students.
- Provide social and emotional support to students through access to mental health professionals, teacher training, and curricular resources.
- Provide transportation assistance.
- Purchase additional materials for student learning.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Educational Materials	$68,480
Transportation	$15,000
Auxiliary Programs	$200,000
Social-Emotional Staff, Training, Materials	$230,000
	ESTIMATED TOTAL COST: $513,480

Richard Wright

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Richard Wright PCS has hired staff to plan, implement, and/or facilitate incorporated school-wide programs to assist our At-Risk Population via extra hours of schooling for remediation/tutoring, targeted intervention, professional development, social services/behavior support, wraparound mental health services in order to increase parental involvement, student achievement, high school completion and postsecondary success.

A few programs are listed below:

- READING AND MATH REMEDIATION THRU ONLINE PROGRAMS WITH BUILT IN ASSESSMENTS
- SATURDAY SCHOOL
- AFTER SCHOOL TUTORING
- SAT PREP
- MENTORSHIP PROGRAM
- UNIFORM ASSISTANCE
- Empowerment Forums for Parents
- College Internal and External Visits
- Student Support Team (SST)
- Behavioral Interventions
- Parent/Teacher Monthly Conferences

PART B: ESTIMATED SPEND PLAN 2018 – 2019

Richard Wright PCS	
PROGRAM/INITATIVE	**ESTIMATED COST**
Attendance and Truancy Monitor	$40,000
Director of Data and Assessment	$50,000
Reading Specialist	$45,000
Director of Reading Programs	$75,000
Dean of Students	$55,000
Director of College Counseling	$80,000
Parent and Community Liaison	$60,000
Behavior Specialist	$30,000
	ESTIMATED TOTAL COST: $ 435,000

Rocketship

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

School-Based MTSS Staff
Rocketship will hire school-based MTSS staff to offer additional support to our students and families. The positions hired to better support our students include:

- Behavioral specialists
- Family support & community engagement managers
- Social-emotional learning specialists
- Social worker & wrap-around coordinator

Third Assistant Principal
Each Rocketship campus will employ a third Assistant Principal. Our APs have the important task of coaching our teachers, which was especially important in helping them navigate serving At-Risk students. Our APs also help with behavioral issues. We budgeted $125,000 of At-Risk funds.

After-School Extracurricular Programming
Rocketship provides after-school extracurricular programming, such as sports, dance and art to supplement school-day activities. These activities address multiple needs for our at-risk population. First, students are given opportunity to learn teamwork and creative expression. Additionally, it helps our families who work and have difficulty picking up their children when the school day ends.

McKinney Vento Expenditures
Rocketship has a large homeless student population and sets-aside funds to procure uniforms and transportation passes for our families in need. We also provide after-care support for our MKV families, as we recognize that our families are always able to pick up their students when the school day ends at 4pm.

Attendance Challenges
Throughout the year, we hold attendance challenges across cohorts and the two Rocketship schools to encourage our students and families to be in school, on time, every day. At-risk funding is used to both educate families on the importance of attendance and also to offer incentives and prizes for the challenge winners.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

Rocketship PCS	
PROGRAM/INITATIVE	**ESTIMATED COST**
School-based MTSS Staff (total across the region)	$895,901
Assistant Principal (1 per school @ $125,000 each x 2 schools)	$250,000
After School Programming (total across the region)	$136,069

McKinney Vento Expenditures ($15,000 per school x 2 schools)	$30,000
Attendance Challenges ($2,500 per school x 2 schools)	$5,000
ESTIMATED TOTAL COST: $1,316,9700	

Roots

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Roots PCS uses the At risk to provide extended school/summer programs for the PreK3 & PreK4 students during the period of July and part of August, for a total of six weeks. Roots PCS also uses the At risk to provide extended school/summer programs for the K to 5 grade students during the period of July and August, for a total of eight weeks. The program is operated Monday to Friday, from 7am to 6pm. Approximately, 67.5% was used in the program for students in the K to fifth grade while 32.5% of the funding is used for K3 and K4 students. The program four (4) hours of academic subjects -two (2) hours of Language Arts and two (2) of hours of Mathematics each day for improvement of their educational outcomes. The program also includes one (1) field trip every week which included air & space museum, Natural History museum, zoo, Art Theatre, swimming, sports, DC Microsoft office, etc. Activities/shows with theme surrounding Earth Science, Animals of the world, African History, African American Historical figures, African American Arts, World History, Space Science, World Occupations, Science History. Breakfast and Lunch are offered to the students.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

ROOTS PUBLIC CHARTER SCHOOL, INC	
PROGRAM/INITATIVE	**ESTIMATED COST**
Extended school/summer programs for the PreK3 & Prek4 students	$37,962.27
Extended school/summer programs for the K to 5 grade students	$78,844.73
	$
	$
ESTIMATED TOTAL COST: $116,807.00	

The SEED School of Washington, D.C.

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Summer School will act as a support for students at risk for off-track graduation, have difficulty mastering core content, and a request by parents for additional attention and care. It will also provide resources to students that require extended school year services mandated by their IEP. Students that have difficulty mastering core content may have access to online classes and baseline testing for incoming scholars. STEAM Camp allows students to accelerate their learning and exposure them to target curricular areas. The cost will cover supplies, staff, and exposure opportunities. Camps and 9th grade Academy will provide students the opportunity to grow skills in a camp environment focused on STEAM, literacy, social-emotional development, and grow a class culture. 9th grade is nationally known for the decline and the acceleration academy can provide opportunities for success. These programs emphasize the desire to love learning and growth.

With similar foci as Summer School, Acceleration Academies will take place on selected Saturdays, Sundays and/or during the February and April breaks. The goal is to provide targeted instruction, intervention and enrichment to identified scholars most in need.

Students classified as in need will receive uniform shirts, pants, a sweater, and book bag and school supplies. Students will also receive dorm supplies to include bedding and toiletries. Families that require detergent and additional hygiene products will have access to our pantry. Students will also receive support for field trips and classroom projects as needed.

To provide students with additional social-emotional and behavioral support by employing Psychologists, Deans of Culture, and social workers both during the academic and student life programs.

To meet families where they live and support the needs of our at-risk students, SEED PCS has a Family and Community Engagement (FACE) department consisting of 3 FTEs.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITIATIVE	**ESTIMATED COST**
Summer school, STEAM Camp, 9th grade academy, Baseline Testing	$90,000
Acceleration Academies	$40,000
Uniform and School/dorm supplies	$35,000
Additional Social-Emotional/Behavioral Support Staff	$235,000
Additional Family and Community Engagement Supports	$60,000
ESTIMATED TOTAL COST: $460,000	

Sela PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

To provide students with additional social-emotional support by employing a Director of Culture and Student Support, who will spent approximately 50% of their time addressing the needs of at-risk students.

To provide additional instructional support in the classroom through Lead Teachers.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Social-emotional support staff	$52,118
Additional instruction & support	$126,853
ESTIMATED TOTAL COST: $178,971	

Shining Stars Montessori Academy

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

This funding provides a tremendous opportunity for Shining Stars Montessori Academy Public Charter School to support the staff costs to encourage the socio-emotional development and academic growth of students identified at 'at-risk' . SSMA will spend its at-risk funding for the school year 2018-2019 in the following manner:

Literacy Specialist (K-6) - $28,000
Children's /Youth Services Librarian -25,000
School Psychologist - 30,000
K-6 Math Instructional Aide - 5,000
Summer School (new for at risk 3-6 grade students. This is a new initiative that will be from June 25, 2019 -JUly 20, 2019 - $5,360

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME Shining Stars Montessori Academy Public Charter School	
PROGRAM/INITIATIVE	**ESTIMATED COST**
Partial support for Reading Specialist, Children's/Youth Services Librarian and Literacy Specialist	$53,000
School Psychologist and Instructional Math Aide (k-2)Partial Support	$35,000
Summer school support for at risk 3-6 grade students (Montessori Summer Academy)	$5,360
ESTIMATED TOTAL COST: $93,360	

Somerset Preparatory Academy

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

The "No Child Left Behind" policy places emphasis on instruction and performance particularly for those with the lowest levels of performance. Although educators work with diligence to achieve at these high levels for all children, often times other factors compromise that progress such as behavior. Some students have challenging behaviors that interferes with teaching and learning. To combat this growing concern at Somerset Prep, a lot of emphasis has been placed to implement rigorous behavioral management methods that will allow teachers to have better classroom management and in turn increase academic performance.

There has been many studies that test the correlation between behavior and academic performance and the negative impacts that it has on minorities precisely. To ensure that the scholars are receiving the best possible educational experience, the funds for At-Risk will be used to maintain employment of a Director of Culture, two Deans of Students, two Guidance Counselors, two Social Workers and a Clinical Coordinator.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Director of School Culture with FICA	$91,500.00
Dean of Students with FICA	$134,700.00
Social Workers/Guidance Counselors with FICA	$372,100.00
Clinical Coordinator with FICA	$46,296.00
ESTIMATED TOTAL COST: $ 644,596	

Statesman College Preparatory Academy for Boys

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

To support the needs of Statesman's At-Risk population, we will be launching the Compass Fellowship for the FY19 school year. Compass Fellows are interns who will be trained as in-house tutors and co-teachers who will support the needs of these high risk young men. Their primary responsibilities will include the tutoring and academic support of a select group of 5 to 10 students over the course of the year, supporting classroom instruction for up to two blocks of instruction and the administration of one other non-cognitive program element.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
3 fellows – 30k of salary and benefits	$90,000
	$
	$
	$
	ESTIMATED TOTAL COST: $90,000

Thurgood Marshall Academy

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Thurgood Marshall Academy is a Community Eligible School (meaning that 100% of students qualify for free meals) and roughly 57% of students are considered At-Risk. Due to the scope of need, and as permitted by applicable laws, the school provides school-wide interventions rather than targeted assistance programs with additional funds for At-Risk and Title I students. While the school does not separately track these funds in its budget, we can identify a variety of interventions that go "above and beyond" core high school services. While "supplemental," such programs are central to our school model: We provide services without which our students would fail to thrive in preparation for college, careers, and participation in our democratic society. Thurgood Marshall Academy uses unrestricted local funding—including At-Risk funding—to support activities including: out-of-school time academic and enrichment programs such as tutoring, Saturday classes, and athletics; salaries and benefits for support staff focused on student needs ranging from college counseling to behavioral support; in-house and third-party professional development for teachers and staff ranging from Advance Placement training to conferences to in-house sessions on effective teaching; and summer school.

It is important to note that At-Risk funding constitutes just a portion of the costs for supplemental programs. These activities depend also on a history of successful fundraising. Moreover, Thurgood Marshall Academy supports excellent *core* programs through private donations as well—to cite only one example, a $10,000 donation this fiscal year supports augmented mental health services. Increased and sustained At-Risk UPSFF is needed not only to support existing services, but also because private donations are never guaranteed and cannot be scaled city-wide. It is up to the District of Columbia government to protect and expand the funding pool that make school staff and teachers agents of youth development.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME: Thurgood Marshall Academy Public Charter High School	
PROGRAM/INITATIVE (At-Risk Funding portion; not full program cost)	**ESTIMATED COST**
Out-of-school time academics & enrichment (e.g., tutoring; Saturday class)	$55,610
Professional development for teachers and staff (e.g., AP teacher prep; in-house training)	$24,890
Salaries and benefits for support staff (e.g., college counseling; behavioral support)	$407,337
Summer school	$46,939

ESTIMATED TOTAL COST: $534,776

Two Rivers

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Two Rivers targets its At Risk funds towards programs that primarily benefit economically-disadvantaged students who are in need of additional academic and social-emotional supports to be successful in school. These programs include after-school tutoring led by Two Rivers assistant teachers; providing in-school small intervention groups led by assistant teachers; increasing the staffing in elementary grades so that each classroom through 5th grade has an assistant teacher as well as a lead teacher; and ensuring that each campus has a school counselor. In the middle school grades, Two Rivers has intensive in-school intervention programming in targeted academic labs with small class sizes which requires hiring additional lead teachers.

The At-Risk funds also help support special education programming because the SpEd per-pupil funding is not sufficient to cover costs of the teachers, materials, and specialists devoted to providing a high-quality program for students with special needs.

We are including below only the costs of the elementary school assistant teachers in the spend plan as these costs exceed our At-Risk funding for 2018-2019.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Assistant Teachers in every elementary school classroom for grades 1-5 (18 classrooms in 2018-2019 with an average cost per assistant teacher of $35,000)	$630,000
	$
	$
	$
	ESTIMATED TOTAL COST: $630,000

Washington Global

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

- To provide students and families additional social-emotional support by employing a Dean of Culture and an Assistant Dean.
- To support network-level intervention program by employing a Director of Intervention.
- To provide additional instruction by employing a Paraeducator.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITATIVE	**ESTIMATED COST**
Social-Emotional Support Staff	$163,320
Network-Level Support	$110,400
Additional Instruction & Support	$48,000
	ESTIMATED TOTAL COST: $321,720

Washington Leadership Academy

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

Washington Leadership Academy PCS is committed to serving the DC students who need a great high school the most, especially our at-risk students. Washington Leadership Academy plans to spend its at-risk dollars ($417,794) in SY18-19 to further supplement the deep, well-rounded support we know an at-risk population needs. This includes initiatives such as increased counseling support, the addition of an Associate Dean of Students to further develop one-on-one relationships with struggling students, and providing material resources like supplies and uniforms.

WLA also offers highly personalized "studio" classes where students are able to get extra, individualized support. Salaries for these courses in the 9th and 10th grade, in both math and English, are subsidized by at-risk funding. These salaries are also supplemented by Title I funding.

Additionally, WLA is investing in Panorama, a social emotional learning content provider, to expand its student data reporting capabilities, allowing us to see a more holistic view of a students' academic and social strengths and areas for growth. This monitoring enables Washington Leadership Academy to better target students who are in need of extra support.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

Washington Leadership Academy PCS	
PROGRAM/INITIATIVE	**ESTIMATED COST**
Director of Social Emotional Learning and Associate Dean of Students	$126,000
Social Worker x 2	$156,000
Studio Teachers (partial salaries) x 4	$131,000
Panorama	$4,000
ESTIMATED TOTAL COST: $417,000	

Washington Latin

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

For the school year 2018 -2019, Washington Latin PCS has allocated "At-Risk" funds to cover the entire cost of our summer school program, and to cover a portion—specifically the costs of employing our part time social worker and a portion (20%) of the cost of our team of counselors —of the cost of our mental health department. These employees take a holistic approach towards serving primarily "At-Risk" students.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

Washington Latin	
PROGRAM/INITATIVE	**ESTIMATED COST**
Summer School	$76,500
Part time Social Worker	$23,640
Team of counselors (20% of total cost)	$37,200
	ESTIMATED TOTAL COST: $137,340

Please submit Part A and B in one file. Contact Drew Snyder with questions dsnyder@dcpcsb.org (202) 328-5540

At-Risk Spending Template - Washington Yu Ying PCS SY 2018-2019

Please submit a report of projected spend plans using at-risk funds for the school year 2018 – 2019 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2018-2019**.

PART A: BREAKDOWN OF PROGRAMS, INITIATIVES

The at-risk funding has been important in helping support Yu Ying's rigorous and nurturing educational model as well as create and fund several programs including:

- Summer Intervention Program
- Before and After School Booster Program
- Home Learning Program
- Fun Friday Program

Summer Intervention Program

To ensure that our most vulnerable students don't experience the academic "Summer Slide", at-risk students are invited to a free 3 week intervention program. The theme of program is Farm to Table, specifically, the processes involved in growing, cultivating, transporting and preparing nutritious, balanced meals. On Fridays, students will prepare a healthy snack for themselves. The combination of academics and enrichment ensures that our students needs are being met. The program details are below:

- 2 week session, 4 hours/day
- Primarily focused on reading and writing, some direct math instruction (30 min/day)
- Small class size, 8-12 students/class
- Experienced teachers who were familiar with students and their needs
- Reading and Math NWEA MAP Data from the school year is utilized
- Researched based intervention implemented with fidelity by experienced teachers.

Before and After School Booster Program

To augment intervention services while adhering to Yu Ying's model of Chinese immersion, we created and offer a Before and After School Booster Program for those students who need help with English Language Arts or Math. These intervention groups were small (between 2-6 students) and students are grouped by need. They are given additional instruction in their areas of need at a before or after school ELA or math group 4-5 times a week for the entire school year. Research based interventions were implemented by the ELA and math intervention teachers. Intervention group progress data were tracked by the intervention teacher and maintained in individual student forms. Parents of students in before or after school intervention groups receive information on student progress through emails, meetings, and conferences. Students exited from before and after school intervention booster groups when they meet grade level benchmarks and deemed ready to exit by their general education teacher and the intervention teacher.

Home Learning Program
To support at-risk students and their families with learning at home, Yu Ying offers a Home Learning Backpacks Program. This program gives each of our at-risk students a study backpack filled with essential tools to help them learn English, Chinese, and math at home. The Home Learning Backpacks include: technology, leveled reading and high interest books, supplies, and subscriptions to online resources, like JoyReader, Lexia and First in Math. We also provide workshops to introduce families to the Home Learning Program and to provide tips and tools for facilitating learning at home.

Fun Enrichment Program
Another way we support our at-risk students is by providing fun and engaging after school activities on Fridays when school dismisses at 1 pm. For 10 Fridays during the academic year from 1 pm to 5:45 pm, our at-risk students will participate in field trips, crafts, and games--free of charge. The Fun Friday Program partners with our REEF program (paid after-care program) to give our at-risk students time to explore the world around them and build friendships in a fun, safe, and playful environment. This program may be expanded to Monday-Thursday depending on the need of our students.

PART B: ESTIMATED SPEND PLAN 2018 – 2019

CHARTER NAME	
PROGRAM/INITIATIVE	**ESTIMATED COST**
Summer Intervention	$400
Before and After School Booster Program	$5,383
Home Learning Program	$10,036
Fun Friday Enrichment Program	$10,590
	$
ESTIMATED TOTAL COST: $ 26,409 $	

Attendees to Ahead of the Curve Conference:
Preventing & Managing Sexual Abuse in Schools
May 31, 2018 (FY18)

Job Title	School
instructional coach	Achievement Prep
Director of Special Projects	Achievement Prep
School Counselor	Achievement Prep Academy
Behavior Support Therapist/School Psych	Achievement Prep PCS
PBS Manager	AppleTree Early Learning PCS
Director of Operations	Breakthrough Montessori PCS
Operations Associate	Breakthrough Montessori PCS
Director of Curriculum & Instruction	Breakthrough Montessori Public Charter School
Assistant Principal	Bridges PCS
School Counselor	Capital City Public Charter School
Bilingual Counselor	Carlos Rosario International PCS
Bilingual Counselor	Carlos Rosario International PCS
General Counsel	Carlos Rosario International Public Charter School
School Counselor	Cedar Tree Academy
Social worker	Cesar Chavez
Social Worker	Cesar Chavez public charter school
College Counselor	Cesar Chavez Public Charter School
CFOO	Chavez Schools
Head of School	DC Bilingual PCS
HR Manager	DC Bilingual PCS
Counselor	DC Bilingual PCS
Bilingual Counselor	DC Bilingual Public Charter School
psychologist	DC goverment
Chief Operations Officer	DC PCSB
Intergovernmental Relations Senior Mana	DC PCSB
School Support Specialist	DC PCSB
CCO	DC PCSB
Board Member	DC PCSB
Director of Special Education	DC Prep
Executive Director	DC Public Charter School Board
Clinical social worker	DC public school
school social worker LICSW	DC Public School
Director of Health and Wellness	DC Public School District
Manager of Health Services	DC Public School District
Social Worker	DC Public Schools

School Psychologist	DC Public Schools
School Psychologist	DC Public Schools
School Psychologist	DC Public Schools
School Social Worker	DC Public Schools
Interim Senior Deputy Chief, School Cultu	DC Public Schools
School Psychologist	DC Public Schools
Social Worker	DC Public Schools
School Psychologist	DC Public Schools
Clinical Social Worker	DC Public Schools
Clinical Social Worker	DC public Schools
Interim Director of School Mental Health	DC Public Schools
Family Services Specialist	DC Public Schools-ECE
Family Services Coordinator	DC Public Schools-ECE
Program Manager	DC Public Schools-ECE
Family Services Specialist	DC Public Schools-ECE
Family Services Coordinator	DC Public Schools-ECE
Family Services Coordinator	DC Public Schools-ECE
Mental Health Consultant	DC Public Schools-ECE
Art Therapy intern	DCPS
Social Worker	DCPS
School Social Worker	DCPS
Social Worker	DCPS
School Psychologist	DCPS
Social Worker	DCPS
Social Worker	DCPS
School Teacher	DCPS
Social Worker	DCPS
Social worker	Dcps
Director of Climate Operations	DCPS
Early Childhood Intervention Specialist	DCPS
Social Worker	DCPS
DSL	DCPS
Social Worker	DCPS
Social Worker	DCPS
Social worker	DCPS
Social Worker	DCPS
School Social Worker	DCPS
Mental health clinician	DCPS
Clincal Social Worker	DCPS
Social Worker	DCPS
School Psychologist	DCPS
School Social Worker	DCPS

Program Manager	DCPS
School Psychologist	DCPS
School Psychologist	DCPS
School Psychologist	DCPS
Policy Analyst	DCPS
Specialist	DCPS
Instructional Specialist	DCPS
Teacher	DCPS
School Counselor	DCPS
Social Worker	DCPS
School psychologist	DCPS
Program Manager	DCPS
Social Work Fellow	DCPS
School Psychologist	DCPS
Social Worker	DCPS
Social Worker	DCPS
Special Education Coordinator	DCPS
School Psychologist	DCPS
Teacher	DCPS
social worker	DCPS
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School Social Worker	DCPS
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Bilingual School Counselor	DCPS
Bilingual Social Worker	DCPS
Social Worker	DCPS
School Social Worker	DCPS
Social Worker	DCPS
School Social Worker	DCPS
ECE Mental Health Clinician	DCPS
Social Worker	DCPS
Social Worker	DCPS

Social Worker	DCPS
Social Worker	DCPS
School Psychologist	DCPS
Social Worker	DCPS
Social Worker	DCPS
Social worker	Dcps
School Psychologist	DCPS
School Teacher	DCPS
Teacher	DCPS
School Social Worker	DCPS
School Social Worker	DCPS
School psychologist	DCPS
School Psychologist	DCPS
School Psychologist	DCPS
Social Worker	DCps
School Social Worker	DCPS
Social Worker	DCPS
Clinical Social Worker	DCPS
School Social Worker	DCPS
Social Worker	DCPS
School Psychologist	DCPS
LICSW	DCPS
Social Worker	DCPS
School Social Worker	DCPS
School Social Worker	DCPS
Social Worker	DCPS
Psychologist	DCPS
Social worker	DCPS
Social worker	Dcps
Social Worker	DCPS
Social Worker	DCPS
Social Worker	DCPS
Social worker	DCPS
SEC	DCPS
School Psychologist	DCPS
School Psychologist	DCPS
School Social Worker	DCPS
Social Worker	DCPS
Director/Title IX Coordinator	DCPS
Social Worker	DCPS
Specialist, Emergency Planning & Guidanc	DCPS
School Based Social Worker	DCPS

School Psychologist	DCPS
Social Worker	DCPS
Psychologist	DCPS
Social Worker	DCPS
Specialist	DCPS
social worker	DCPS
interventionist	DCPS
Specialist, Section 504 and Student Accom	DCPS
Program Manager, School Mental Health	DCPS
Social Work Fellow	DCPS
Social Work Fellow	DCPS
School Social Worker	DCPS - Browne EC
Social Worker	DCPS - Ron Brown
Social Worker	DCPS - Ron Brown
Behavior Technician	DCPS DSI
SEC	DCPS River Terrace EC
School Social Worker	DCPS--Malcolm X ES
Social Worker	DCPS-Johnson Middle School
Manager	DCPS, OTL/DSI
School Social Worker	DCPS/CHEC-Lincoln MS
Social Worker	DCPS/Garfield ES
School Psychologist	Deal MS
Teacher	District of Columbia Public Schools
Professional School Counselor	District of Columbia Public Schools
Social Worker	District of Columbia Public Schools
School Psychologist	District of Columbia Public Schools
Program Manager	District of Columbia Public Schools
Family Services Coordinator	District of Columbia Public Schools
Psychologist	District of Columbia Public Schools
Director of Operations	E.L. Haynes Public Charter School
Director of FInance	E.W. Stokes CFPCS
Director of Teaching and Learning	Elsie Whitlow Stokes
Director of Operations	ELSIE WHITLOW STOKES CFPCS
Executive Diirector	Elsie Whitlow Stokes Community Freedom PCS

General Counsel	Friendship Public Charter School
Paralegal	Friendship Public Charter School
School Psychologist	Goodwill Excel Center
School Social Worker	Imagine Schools
School Psychologist	Imagine schools
Chief Talent Officer	Ingenuity Prep
LEA	JO Wilson
Assistant General Counsel	KIPP DC
Director, Employee Experience	KIPP DC
General Counsel	KIPP DC
Director of Policy	KIPP DC
Human Resources Associate	KIPP DC Public Charter School
School Social Worker	KIPP DC: AIM Academy
Social Worker	KIPP Schools DC
Assistant Principal	LAMB PCS
Assistant Principal	LAMB PCS
Parent Liaison	LAMBPCS
Social Worker	Langley Elementary School
Assistant Principal	Latin American Montessori Bilingual Public Charter
School Social Worker	Lee Montessori PCS
Principal	Lee Montessori Public Charter School
Extended Day Cooridnator	Lee Montessori Public Charter School
Pregnancy Prevention Coordinator	MCIP
School Counselor	Meridian Public Charter School
Student Life Director	Monument Academy
Systems Improvement Manager	Monument Academy PCS
psychologist	Monument Academy PCS
CEO	Monument Academy Public Charter School
Student and Family Support Coordinator	Mundo Verde Bilingual PCS
Dean of Students	National Collegiate Prep
Board Chair	North Star College Preparatory Academy for Boys
Director of Instruction	North Star College Preparatory Academy for Boys
Operations Manager	North Star College Preparatory Academy for Boys
School Climate and SEL Specialist	Office of Equity (District of Columbia Public Schools)

Mental Health Clinician	Paul Public Charter High School
Director of Talent	Paul Public Charter School
High School Counelor	Paul Public Charter School
Special Education Teacher	Powell Elementary: DCPS
Social worker	Private
Regional Director	Rocketship Education
DIRECTOR OF PROG COMPLIANCE	Roots Public Charter School
Lead Social Worker	St Coletta of Greater Washington
Director of Student Support	Stokes School
Social Worker	TCGDC
-	Tensquare LLC
Chief Innovation Officer	The Children's Guild DC Charter
Principal	The Next Step PCS
Principal	The Next Step PCS
Director of Curriculum and Instruction	The Next Step PCS
HR BP	The Next Step PCS
Executive Director	The Next Step Public Charter School
School Psychologist	The SEED School of Washington, DC
Chief Academic Officer	Two Rivers
Principal	Two Rivers PCS
assistant principal	Two Rivers PCS
Chief of Staff	Two Rivers PCS
Senior Manager	Ward Circle Strategies
School Psychologist	Washington DC Public Schools
Director of Student Services	Washington Leadership Academy
School Counselor/LICSW	Washington Yu Ying, PCS
Elementary Social Worker	Wheatley EC
Social Worker	Wheatley Education Campus
School Psychologist	Whittier

Attendees to August 10 Workshop on Sex Abuse Prevention & Risk Management FY19

Job Title	Schools
General Counsel	AppleTree
Director of Student Support	Breakthrough Montessori PCS
Director of Family & Community Engagemen	Breakthrough Montessori Public Charter School
NEDP Coordinator, interim policy assistant	Briya PCS
Chief Operating Officer	Capital City Public Charter School
Bilingual Counselor	Carlos Rosario International Public Charter School
Director of Policy, Development, and Comms	Center City PCS
Director of Engagements	Center City PCS
Board Chair	Center City PCS
CFOO	Chavez Schools
Counselor	City Arts and Prep PCS
Board Member	DC Bilingual
COO	DC Bilingual PCS
HR Manager	DC Bilingual Public Charter School
Dir. Business	DC International School
Director of Talent Management	DC Prep
Specialist	DC Public Charter School Board
Chief Operating Officer	DC Public Charter School Board
Senior Manager	DC Public Charter School Board
Consultant	DC Public Charter School Board
Communication Coordinator	DC Public Charter School Board

Senior Specialist - Knowledge Management	DC Public Charter School Board
Director of Operations	DC Scholars PCS
Chief of Staff	DC Scholars PCS
Executive Director	FOCUS
Chief of Schools	Friendship Public Charter School
Academy Director	Friendship Public Charter School
Director of Talent	Friendship Public Charter School
President/CEO	Goodwill Excel Center
Head of School	Howard University Middle School of Mathematics and Scienc
Principal	Lee Montessori Public Charter School
Risk Manager	M&T Insurance Agency, Inc. (Meridian Board Member)
Chief of Schools	Maya Angelou PCS
Head of School	Meridian PCS
Director of Operations	Mundo Verde Bilingual PCS
Director of Operations	Mundo Verde Bilingual PCS
President & CEO	PAI
Director of Operations	Paul Public Charter School
Director of Operations	Perry Street Prep PCS
President & CEO	Praesidium (Focus Group Facilitator)
Director of Student Support Services	Shining Stars Montessori Academy PCS
Principal	Shining Stars Montessori PCS

Director of Student Support Services	Shining Stars Montessori PCS
Assistant Principal	St. Coletta Special Education PCS
Senior Executive, Strategy and Leadership	TenSquare
Executive Director	Thurgood Marshall Academy
Chief of Staff	Two Rivers PCS
Head of School	Washington Latin PCS
Head of School	Washington Latin PCS
ED	Washington Yu Ying PCS

Attendees to the December 5 Focus Group on Sex Abuse Model Policy FY19

Job Title	School
Director of Student Support	Breakthrough Montessori PCS
Executive Director	Breakthrough Montessori Public Charter School
NEDP Coordinator, interim policy assistant	Briya Public Charter School
General Counsel	Capital City
Hr/ business associate	Capital city PCS
Hr/business manager	Capital city pcs
Bilingual Counselor	Carlos Rosario International Public Charter School
HR	Center City PCS
Director of Engagements	Center City PCS
CFOO	Cesar Chavez Public Charter School
Director of Student Support	DC Bilingual
Board Member	DC Bilingual
Director of Operations	DC International PCS
Director of Talent Management	DC Prep PCS
HR Director	Eagle Academy PCS
CEO	Eagle Academy pcs
Deputy CEO	Eagle Academy Public Charter School
Deputy CEO	Eagle Academy Public Charter School
Executive Director	Elsie Whitlow Stokes Community Freedom PC
Executive Director	FOCUS
Chief of Schools	Friendship PCS
Deputy Chief of Compliance	Friendship PCS
na	Friendship PCS
General Counsel	Goodwill of Greater Washington
na	IDEA PCS
Staff	IDEA PCS
Board Member	LAMB PCS
Director of HR	Maya Angelou PCS
Director of Facilities and Administration	Maya Angelou Public Charter School
na	Meridian PCS
na	Meridian PCS

Director of Operations	Mundo Verde Bilingual PCS
Chief Schools Officer	Mundo Verde Bilingual PCS
Director of Talent Management	Paul Public Charter School
Director of Operations	Paul Public Charter School
Principal	Shining Stars Montessori Academy
Dr. of Compliance	Shining Stars Montessori Academy, PCS
Administrative Assistant	Shining Stars Montessori Academy, PCS
Lead Social Worker	St Coletta of Greater Washington
Director of Human Resources	St. Coletta of Greater Washington
Principal	St. Coletta School
Assistant Principal	St. Coletta School
Senior Executive, Strategy and Leadership	TenSquare - Meridian PCS, YouthBuild PCS
Program Director	The Family Place
Operations Coordinator	The Family Place PCS
Director of Operations	Washington Leadership Academy