

DC
PUBLIC
CHARTER
SCHOOL
BOARD

DC Council Committee on Education

FY19 Performance Oversight Questions

February 7, 2020

DC Public Charter School Board Fiscal Year 2019 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 2019-2020 school year and those which PCSB approved to open and/or expand in FY19 and FY20 to date.

There are 62 public charter LEAs, operating 123 campuses in the District in school year (SY) 2019-20. Of these, seven campuses are in their first year of operation: Friendship PCS – Armstrong Middle*, Friendship PCS – Ideal Elementary*, Friendship PCS – Ideal Middle*, KIPP DC PCS – Honor Academy*, KIPP DC PCS – Somerset College Preparatory PCS*, Lee Montessori PCS – East End, and Mundo Verde Bilingual PCS – Calle Ocho. (Campuses marked with an asterisk opened to take over a campus that had been closed by DC PCSB.)

In fiscal year (FY) 2019, DC PCSB also approved five new LEAs to open public charter schools in SY 2020-21; these LEAs are Capital Village PCS, Girls Global Academy PCS, I Dream Academy PCS, Social Justice Project PCS, and The Sojourner Truth School PCS. DC PCSB also approved one additional LEA (LEARN DC PCS) to open in SY 2021-22.

The attached spreadsheet (Q1) lists all current LEAs and campuses operating in SY 2019-20. It also has a list of Board approvals regarding schools DC PCSB approved to open and/or expand in FY19 and FY20 to date.

Q2. 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 has continued to improve. The process for enrollment projections begins with charter school projections, which are then modified through a collaboration with DC PCSB 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 (40% for LEAs in their first year). 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 LEA has required an emergency payment.

OSSE and DC PCSB also use an Enrollment Audit and Child Count Application 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 experiencing trouble entering student data into the system and with OSSE to ensure the data reflect actual enrollment. The practice has resulted in increased accuracy.

Additional improvements to our 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 look for ways 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 the 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 came to a halt in 2017. Such a reform would provide financial incentives for schools to enroll 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.

Q3. Describe any partnerships or collaborations currently underway between 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 Every Day Counts Task Force, the Coordinating Council on School Mental Health, 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 DC PCSB's partnerships and areas of collaboration:

a. D.C. Public Schools (DCPS)

Health, Transportation and 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. DC PCSB also sponsored, with DCPS, the Ahead of the Curve conference in May 2019, where we offered several workshops for schools on managing and preventing sex abuse in schools. DCPS teachers and staff were invited to the Ahead of the Curve Conference in November 2019, focused on Sexual Education and HIV Awareness.

Master Course Offering List

Through the DC PCSB website, we have posted a master course offering document that includes all available courses offered in every high school LEA, including DCPS high schools. The document identifies through what mechanism the course is offered (i.e., during regular school year, summer school, and/or virtual credit recovery program). It also identifies the LEAs that are currently offering courses to students outside of those enrolled full time at that LEA. This list was created in partnership with DCPS to obtain their full high school course offering list to include in this master document. This document provides a comprehensive resource for students, families, and school staff that includes all high school courses offered in DC and supports collaboration within the charter sector and with DCPS.

b. Office of the State Superintendent for Education

Office of the State Superintendent of Education (OSSE)

The leadership of 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 for all families interested in sending their child(ren) 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 Task force and Healthy Youth and Schools Commission

DC PCSB participates on the School Garden task force and the Healthy Youth and School's Commission. 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 works with OSSE to review the evaluation of the community school grantees.

General School Health Issues
DC PCSB works closely with OSSE's Health & Wellness division to work through numerous school-based health issues including immunization and mental health. DC PCSB collaborated with the Division of Health & Wellness to host the Ahead of the Curve Conference on November 5, 2019. The theme of the conference was Improving Sexual Health Outcomes Among Students. The workshops provided information for teachers and staff to help them with their sexual health curriculum and lesson plans.

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 4 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, OSSE updated its observation protocol that would meet the needs of DC PCSB's oversight as measured in the Performance Management Framework (or PMF) 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 OSSE selected and is pleased that this year all schools who teach pre-kindergarten were 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. In SY 2018-19, OSSE was unable to pay for the customized, classroom level reports they had provided in prior years. DC PCSB paid for these reports as a resource for public charter schools. Observations for this school year (2019-20) are just starting and DC PCSB will continue to pay for the classroom level reports for each charter teacher.

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 between the agencies.

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 DCPS, UDC, DME, and WIC.

School Discipline Working Group
DC PCSB participates in OSSE's School Discipline Working Group. This working group is intended to convene schools, and other relevant stakeholders, to discuss the implementation of the Student Fair Access to School Act. OSSE is specifically collecting feedback around how to best interpret and monitor parts of the law as well as how best to support schools with the required changes.

Special Education Compliance and School Support Collaboration
DC PCSB and OSSE share information to support each other's oversight responsibilities for special education through monthly staff meetings, regular check-ins with OSSE's LEA Supervisory Monitoring Specialist, and access to OSSE's data systems that warehouse data on students with disabilities attending public charter schools. OSSE will either include, or separately send DC PCSB a copy of, any additional monitoring reports or data reported on a public charter LEA.

DC PCSB and OSSE regularly collaborate on school support initiatives and the dissemination of OSSE's PD/training opportunities to public charter school staff. OSSE staff also participate in DC PCSB's Special Education Professional Learning Community (SPED PLC), which seeks to develop the special education leadership of PK3-12 DC public charter schools through best practice sharing, collaboration, and discussion focused on instruction, program management, and accountability. The SPED PLC meets quarterly.

English Learner (EL) Oversight and School Support Collaboration
DC PCSB and OSSE staff meet regularly to ensure that both agencies are informed about the progress of EL students enrolled in public charter schools and opportunities to enhance EL programming. Staff from both agencies have a monthly call to discuss monitoring activities, trainings, events, policy, and guidance. Furthermore, OSSE staff members attend the quarterly meetings of DC PCSB's English Learner Professional Learning Community (EL PLC), which seeks to develop the EL leadership of PK-12 DC public charter schools through best practice sharing, collaboration, and discussion focused on EL instruction, program management, and accountability. For more information, see question #23.

State Title III Advisory Committee
A DC PCSB staff member sits on OSSE's State Title III Advisory Committee. The State Title III Advisory Committee serves as an advisory body to support OSSE in carrying out its responsibilities to EL students. Committee members can discuss and provide input on proposed revisions to the EL exit criteria, EL monitoring guidance, and the Home Language Survey. For more information, see question #23.

Multilingual Learner Conferences Planning Committee
A DC PCSB staff member sits on OSSE's Multilingual Learner Conference Planning Committee, which meets every 1-2 months. Committee members work to solidify conference session topics, identify speakers, review proposals, and promote the event amongst schools. The conference, "Strengthening Teaching Practices for Multilingual Learners Together," will be held on May 21, 2020 at the Kellogg Conference Center at Gallaudet University. For more information, see question #23.

New Schools Workshop Series
DC PCSB coordinates an annual workshop to connect leaders from conditionally approved LEAs with representatives from DC government agencies, including: The 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 is to

prepare schools to meet citywide health, safety, and transportation requirements and best practices. For more information, see question #34.

Furthermore, DC PCSB and OSSE meet periodically to ensure that the training and guidance that they provide to new schools are aligned and consistent. For example, OSSE reviewed and provided input on the SY 2019-20 Planning Year Playbook, a how-to guide that aims to provide conditionally-approved schools with the knowledge, resources, and experiences of past new school leaders to have a successful school opening.

c. Office of the Deputy Mayor for Education (DME)

The DC PCSB Executive Director and the DME have a standing bi-weekly meeting as well as communicating frequently as issues arise. DC PCSB works closely and broadly with the DME to improve coordination across education agencies, as well as on several specific topics. 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.

The DC PCSB Executive Director, the DME, the State Superintendent of Education and the Chancellor of DC Public Schools have standing monthly meetings to address city-wide education issues. Additionally, the DC PCSB Executive Director joins the other agency heads in the DME cluster for periodic meetings with the Mayor and her senior team, as well as participating in the Mayor's quarterly cabinet meetings.

Each summer the DC PCSB Executive Director and other DC PCSB staff are active participants in the City Administrator's CAP STAT program. This program ensures that all agencies are working together so that schools open smoothly in August. And each winter DC PCSB school support and communications staff join the Mayor's snow team to ensure that public charter schools are part of the city's integrated effort to respond to heavy snowfall.

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).

Enrollment Projections

The enrollment projections committee (DME, OCFO, and DC PCSB staff) work closely through the charter enrollment projections process. Annually, DC PCSB obtains the initial projections from public charter schools which include school growth plans. The committee discusses the feasibility of the sector and school's projections and provides adjustments as needed based on current growth plans and historical enrollment. When complete, the DME submits the projections to the DC Office of Budget and Planning.

DC PCSB participates in the Every Day Counts! Task Force facilitated by DME. This task force is aimed at reducing truancy across both sectors, using data to drive discussion and decision making across many DC agencies responsible for ensuring students are in school and learning.

Uniform Per Student Funding Formula (UPSFF) Advisory Group
The DME convened an advisory group to provide forward-thinking, strategic recommendation to help shape the future of the UPSFF. DC PCSB participates by giving feedback on proposals and recommendations and weighing-in on the effect on public charter schools. The advisory group has analyzed proposal options by considering their impact on various stakeholders, determining the risks and opportunities, reviewing and pressure-testing relevant analyses, vetting and challenging potential policy options considered. Final recommendations will be put forward to be considered by the DME.

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

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

f. D.C. Department of Transportation
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 improvements to the Kids Ride Free Program in 2019 for students ages five years old and older so they 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 for the 24,348 SmarTrip cards issued to 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. This year, we have worked with WMATA to improve bus schedules and ensure student safety during dismissal at DC International School.

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.

g. D.C. 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 physical education classes.

h. D.C. Office of Human Rights (OHR)
DC PCSB serves on the citywide Bullying Prevention Task Force which is managed by OHR. The task force 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.

i. Metropolitan Police Department (MPD)
DC PCSB and MPD have developed a close daily 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. DC PCSB also works closely with Metro Transit Police to ensure the safety of students traveling to and from school.

j. Child and Family Services (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 communication but was unsuccessful in that collaboration.

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 (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.

DC Department of Behavioral Health (DBH)
DC PCSB works closely with DC Department of Behavioral Health to ensure that mental health clinicians are placed in public charter 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. As a result, 54 public charter schools currently have mental health services -- 15 in cohort 1 of the expansion, 27 in cohort 2, and 12 that receive services directly from DBH.

Department of Health (DC 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 DC Health for years to help public charter school campuses create compliant nurses' suites, which then makes the campus eligible for a DC Health-provided school nurse. This joint effort has been successful: Currently 92 of the 123 public charter school campuses are served by a school nurse, up from 45 in 2012. Of the 92, nine public charter school campuses pay for a private nurse. There are 10 schools

currently going through the approval process. Our goal is to have a publicly provided school nurse at every public charter school.

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. 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.

l. Office of Planning
DC PCSB works in collaboration with the DME to support the Office of Planning's Comprehensive Plan and revisions. DC PCSB also works with the Office of Planning to understand DC population forecasts which is incorporated into DC PCSB's charter school enrollment growth estimates.

Q4. 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 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

DC PCSB uses Amazon Web Services (AWS) to provide a variety of cloud-based computing services under a single umbrella agreement. This allowed DC PCSB to migrate existing servers and applications from other locations and has both lowered costs and increased our ability to scale our electronic application and database management. AWS hosts many of DC PCSB's databases and services.

Access to DC PCSB's AWS infrastructure is restricted in two ways: access to AWS infrastructure, and access to applications and databases hosted using AWS resources. Access to AWS infrastructure is limited to DC PCSB's engineering team. Access control for specific applications and databases are described in the corresponding sections below.

Epicenter
Epicenter is a web application used to collect and store school documents related to compliance, governance, operations, finances, and academic goals and performance. 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
- Charter LEA Annual Report
- At-Risk Funding
- Attendance SST Meetings
- Certificate of Occupancy
- Charter LEA Board Calendar
- Charter LEA Employee Handbook
- English Learners Assurance
- Fire Drill Schedule and Midyear Update
- High School Course Offering
- Insurance Certificates
- Lease
- Lottery Procedures (if the school does not participate in My School DC)
- Quarterly Charter LEA Board Meeting Minutes
- Residential Education Annual Compliance Documents
- Public Charter School Calendar
- Public Charter School Emergency Response Plan Assurances
- Seclusion & Restraint Checklist
- Sexual Violation Protocol
- Special Education Packet
- Charter LEA Staff Preference
- Charter LEA Staff Roster & Background Checks
- Public Charter Student Application
- Public Charter School Student Enrollment Forms
- Charter LEA Student Handbook
- Title IX Checklist

Non-Compliance Documents
- Annual LEA Budget
- Audited Financial Statement Engagement Letter
- Competency-based Unit Summary
- Facilities Expenditures
- Goals and Assessments
- IRS Form 990 or Extension

The database itself is not a public access database. LEA users are assigned permissions specifically for their school. They do not have access to other schools' documents or submissions. 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 Hub
The Hub is a cloud-based QuickBase database that 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:

- Academic Performance Data
- Board Roster
- Communication / Contact Directory
- Directory Information
- Discipline Data
- Equity Reporting
- Enrollment Projections
- Enrollment Verification
- Financial Data
- Medication Administration
- PACE Facility Surveys
- Procurement Contracts
- Support Requests

All DC PCSB staff members as well as approximately 400 school-based users have some level of user access to the Hub, with varying levels of permission. Access to the database is 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 to authenticate 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 are produced using these data, including the Performance Management Framework (PMF) and Financial Analysis Report, and 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 FOIA requests.

Looker
DC PCSB uses 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. Looker is a visualization tool and does not have a separate data collection function. A subset of DC PCSB staff has 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).

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

Egnyte
Egnyte is DC PCSB's primary document repository. Egnyte stores all of DC PCSB owned and created documents, academic and performance data, as well as discipline and equity data. Egnyte also serves as a storage location of closed school records.

The following types of information are available in Egnyte:
- DC PCSB Board Meeting Materials
- LEA Charter Amendments
- New Charter Applications
- DC PCSB Executed Contracts
- DC PCSB Employee Records
- Closed School Student and Employee Records
- LEA Discipline Data
- LEA Equity Reports
- DC PCSB and LEA Financial Data
- LEA Procurement Contract Data

All DC PCSB staff members have role-based access to Egnyte, with varying levels of permission. Access to the application is controlled, using two-factor authentication to keep data secure.

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's IT Operations Team closely manages and revokes credentials for staff members leaving the agency.

The application itself is not a public access database. Requests for additional collected information are handled through FOIA request; however, much of the charter LEA information is available on DC PCSB's website.

Scribbles
In FY20, DC PCSB is contracting with Scribbles to further enhance the student records process. Scribbles will be the host platform for DC PCSB closed school records and diploma and transcript request management going forward. The requestor will be able to submit and check the status of requests online. All closed school student records will be uploaded to the Scrib Order which is the platform that will house these records. This new platform will automate the current email process used, saving time and providing a more secure transfer process.

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 invest significantly in its relationship with OSSE. DC PCSB continues to work in partnership with OSSE to ensure that both agencies can support one another, while working to ensure we do not duplicate one another's efforts. DC PCSB continues to work with OSSE to align on metrics, definitions, and business rules where possible. For example, this year we collaborated to better understand each other's definitions of school entities, and to share best practices around topics like managing effective data request processes.

As OSSE's scope continues to increase, DC PCSB continues to prioritize ensuring that DC PCSB and OSSE share data, rather than create new data requests and sources. OSSE and DC PCSB are currently working on several efforts to achieve this goal, including an ongoing discussion about school calendars.

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.

These efforts required significant time and resources from both DC PCSB and OSSE staff. We appreciate OSSE's partnership, and commitment to data quality, availability, and accessibility.

Q5. 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 Q5 A)
- OSSE MOA Data Sharing Agreement (attached Q5 B)
- UDC Educational Data Access (attached Q5 C)
- OSSE MOU regarding the common lottery (attached Q5 D)
- Georgetown Legal Fellow MOU (attached Q5 E)
- Democracy Prep PCS MOU (attached Q5 F)

- OSSE MOU Adult and Alternative Ed (attached Q5 G)
- RAND Data Sharing MOU (attached Q5 H)
- DME, OSSE, DC PCSB, DC Auditor, Data Ethics, LLC Data Access and Use Agreement (attached Q5 I)
- Leadership for Educational Equity Fellowship Agreement (attached Q5 J)
- A-Game MOU (attached Q5 K)
- Urban Leaders Fellowship MOU (attached Q5 L)
- Urban Alliance MOU for data sharing to allow for research (attached Q5 M)
- FOCUS MOU (attached Q5 N)
- St. Coletta Special Education PCS MOU (attached Q5 O)

Q6. Identify all legislative requirements (both local and federal) that PCSB lacks sufficient resources to properly implement. In addition, identify any statutory or regulatory impediments to your agency's operations.

As we reported in previous years, 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.

With respect to legislation passed by Council, we continue to lack dedicated funding to implement of the Childhood Lead Exposure Prevention Amendment Act of 2017. Since 2016, DC PCSB has completed the installation of lead filters on every drinking water source in every DC public charter school. Roughly 1,700 drinking water sources in public charter schools had lead filters installed: drinking fountains (both bubbler and water cooler style), health suite sinks, staff break room sinks, icemakers, kitchen sinks used for food preparation, and classroom sinks in early childhood (PK and K) classrooms. Water sources are currently being tested for lead and this work should be completed by the end of the year.

Since DC PCSB began managing the testing and remediation regime, we have received reprogrammings at the end of each fiscal year from the Mayor's office to cover some of the associated costs. The FY19 budget included $3.4 million for DGS/DCPS and early childhood centers to meet the water filtration and testing requirements of the Childhood Lead Exposure Prevention Amendment Act of 2017. The amendatory section 501a(b), which covers public charter schools, remains subject to appropriation. In order to continue our work with fidelity, we ask that Council fund the remainder of the bill.

Additionally, we are in favor of adding optional closed-school and at-risk preferences 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.

We believe the development of an at-risk preference and giving LEAs the ability to set aside a certain number of seats for at-risk students will greatly benefit families. Due to the high volume of applications at sought after schools, at-risk students have a weaker probability of getting into those schools.

Q7. Please provide an update on PCSB policies and guidelines related to the use of physical restraint and seclusion in schools. Please be sure to include the following information in your response:

- **a. Has PCSB issued any form of guidance related to the use of physical restraint and seclusion in schools?**
  - **If yes, please provide copies of all such guidance**
  - **If no, please describe any plans to issue guidance**
- **b. Please list and describe any and all trainings provided to charter school administrators or staff regarding the use of physical restraint and seclusion in SY2018-2019 and SY2019-2020, to date**
- **c. Please provide any data or statistics regarding the use of physical restraint and seclusion in SY2018-2019 and SY2019-2020, to date, broken down by school**
  - **Please indicate the number of incidents of restraint and/or seclusion where the student was receiving special education services.**
  - **Please indicate the number of incidents of restraint and/or seclusion where the student was in the general education curriculum or not receiving special education services.**
  - **If no such data exists, please provide an explanation as to why this data has not been collected**

a. Has PCSB issued any form of guidance related to the use of physical restraint and seclusion in schools?

The practices of physical restraint and seclusion are intended to be used as a crisis de-escalation technique in only extreme circumstances, and as a last resort, when a child's behavior poses imminent danger of serious physical harm to themselves or others. The US Department of Education's Office for Civil Rights (OCR) defines physical restraint as "a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely." Seclusion is defined by OCR as "the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving." DC PCSB collects an annual questionnaire from each public charter school (signed and completed by the school's Executive Director) regarding their use, if applicable, of physical restraint and/or seclusion. The purpose of this checklist (please see attachment Q7) is to know whether public charter schools are using physical restraint and/or seclusion at their schools and whether they are compliant with applicable law. In this questionnaire, DC PCSB includes a link to a guidance document issued by the US Department of Education. Please consult the Department of Education's policy page on Restraint and Seclusion for further guidance and additional resources.

b. Please list and describe any and all trainings provided to charter school administrators or staff regarding the use of physical restraint and seclusion in SY2018-2019 and SY2019-2020, to date

DC PCSB does not provide training to schools on the use of physical restraint and seclusion. Each public charter school can decide if it plans to use physical restraint and seclusion and the type of method/model they plan to use.

DC PCSB hosts an optional quarterly Special Education Professional Learning Community (PLC) where special education leaders at public charter schools come together to share best practices, collaborate, and discuss common challenges and opportunities. During our first meeting this SY 2019-20, the SPED PLC discussed the continuum of supports for students in crisis. The participants reviewed the Disability Rights DC report and recommendations regarding restraint and seclusion, heard from panelists from nonpublic schools who have implemented systems and supports for students in crisis, and culminated with participants discussing the best practices from the US Department of Education Guidance document on Restraint and Seclusion.

c. Please provide any data or statistics regarding the use of physical restraint and seclusion in SY2018-2019 and SY2019-2020, to date, broken down by school

DC PCSB oversees public charter school compliance with local and federal laws and regulations. DC PCSB provides public charter schools with best practices and guidance based on recommendations from the US Department of Education. OSSE, as the State Education Agency, does not currently have regulations in place governing the general use of seclusion or restraint in public charter schools in DC. However, OSSE recently released proposed changes to Chapter 30 of the DC Municipal Regulations to include rules governing the use of seclusion and restraint in DC public charter schools. Should these regulations take effect, DC PCSB will work with OSSE in their implementation and enforcement.

Student Achievement and Student Supports

Q8. Detail and discuss the Qualitative Site Review ("QSR") process for FY19 and FY20 to date. How many LEA's were reviewed and on what topic areas did PCSB focus?

The QSR is designed to provide Board members, staff, public charter school leaders, families, 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). The methodology is based on the Charlotte Danielson *Framework for Teaching* rubric, which is widely accepted as a standard of teaching quality irrespective of school design or pedagogical model. DC PCSB publishes stand-alone reports on each school's profile page on our website and includes the summaries in all reviews and renewal reports.

QSRs are conducted at every school undergoing a review or charter renewal and at all schools that earn a Tier 3 rating on our School Quality Report (also referred to as the Performance Management Framework or PMF). DC PCSB staff may conduct QSRs for other reasons, including in response to a pattern of community complaints. This cadence ensures that every school and campus receive a QSR at least once every five year, and in some cases more frequently.

The goal is to provide holistic observations on the school's culture and instructional quality. A sample QSR can be found in attachment Q8A, and all finalized reports to date can be found on our website. The SY 2019-20 QSR protocol, along with the Charlotte Danielson *Framework for Teaching* rubric, can be found in attachment Q8B.

DC PCSB conducted 27 QSRs in SY 2018-19 at 17 LEAs. To date, DC PCSB has conducted 21 QSRs at seven LEAs in SY 2019-20.

In SY 2019 - 20 DC PCSB partnered with The New Teacher Project (TNTP) to pilot two additions to the QSR process based on the 2018 study *The Opportunity Myth* by TNTP. *The Opportunity Myth* found that, nationwide, students of color, English learners, and students with mild to moderate disabilities rarely had access to grade appropriate content or high-quality texts. Over the next two years, DC PCSB will collect data for the pilot using the Classroom Observation Tool and the Work Sample Collection Tool in addition to the Charlotte Danielson Framework that is being used currently. For SY 2019 – 20, the pilot is in Kindergarten – 5th grade English Language Arts (ELA) classrooms only. To date, one LEA has participated. For this school year, we are slated to pilot the tools in an additional four LEAs across five campuses. During the pilot years, the data collected will not be shared publicly but instead used to support schools in ensuring that all students have access to meaningful, grade-level appropriate content.

The QSR process 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 students with disabilities.
2. Unannounced school visits during a two-week window to observe at least 75 percent of each campus's teachers. Each teacher observation typically lasts between 30 and 40 minutes.

3. A five-year review of each school's Board of Trustees roster and approved meeting minutes to ensure all public charter school boards are meeting in accordance with their bylaws and that each school's board 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.

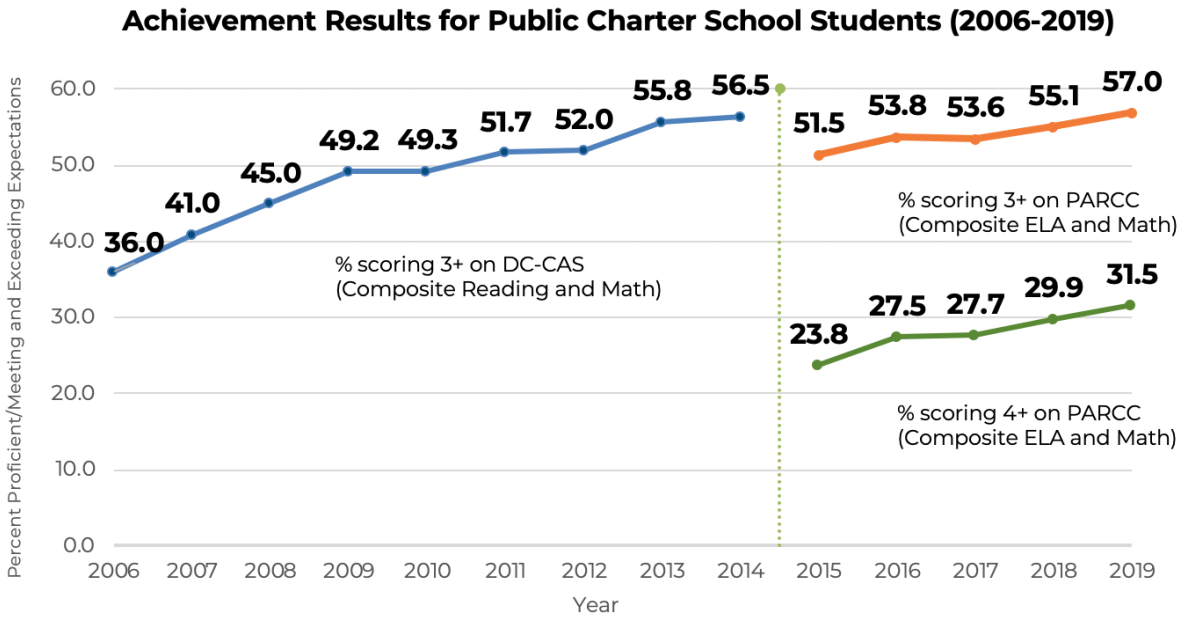
Classroom observations are at the heart of QSRs. DC PCSB staff and consultants, who are certified in using the Charlotte Danielson *Framework for Teaching* rubric, conduct unannounced classroom observations during the predetermined two-week window. Their observations gather evidence of the classroom environment and instructional quality, ultimately scored 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. Copies of the QSR are shared directly with the school's board chair. DC PCSB does not provide information on specific teachers or classrooms.

Q9. For FY19 and FY20 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 elaborate on how the tests are applied to and impact each school's Performance Management Framework ("PMF"). Address what steps PCSB is taking as authorizer to help individual LEAs raise future test scores or meet the needs of LEAs with schools serving students with special education needs.

The public charter sector saw increases in student performance on the English Language Arts (ELA) and Math PARCC assessments for the fifth consecutive year in SY 2018-19, as shown in the table below. Public charter students' ELA proficiency increased by 2.7% from SY 2017-18 to SY 2018-19. Public charter students' Math proficiency increased by 0.3% during the same period.



Proficiency rates improved across almost all subgroups in both subjects, as shown in the tables below. Public charter schools outperform city averages for African American and at-risk students. As a subgroup, at-risk students saw increases in student performance on the ELA and Math PARCC of 1.9% and 0.3%, respectively, between SY 2017-18 to SY 2018-19. Public charter schools educate a student body that is 42.7% at-risk students, and we are proud proficiency rates for at-risk students have increased for the fifth consecutive year. Students with disabilities saw gains as well. As a sector, students with disabilities saw increases in student performance on the ELA and Math PARCC assessments of 1.5% and 0.4%, respectively, between SY 2017-18 to SY 2018-19.

As a District, however, more can be done to improve proficiency rates for students with disabilities. Across the city, students with disabilities continue to struggle to meet or exceed expectations on both the ELA and Math PARCC assessments. The state average for students with disabilities testing at a level 4 or 5 is 7.9% in ELA and 7.2% in Math. Within the public charter sector, 6.8% of students within the subgroup tested at a level 4 or above on the ELA assessment, and 6.3% in Math. However, there are several public charter schools that are successfully supporting these students to reach level 4 or 5 on their PARCC exams.

Subgroup	PARCC ELA		
	SY 2017-18: Levels 4 + (%)	SY 2018-19: Levels 4 + (%)	Change (%)
All Students	**31.5**	**34.2**	**+ 2.7**
At-Risk	**20.3**	**22.2**	**+ 1.9**
Black/African American	**26.6**	**29.2**	**+ 2.6**
English Learners	**15.5**	**14.0**	**- 1.5**
Hispanic/Latino	**32.3**	**33.8**	**+ 1.5**
Multiracial	**59.6**	**62.6**	**+ 3.0**
Students with Disabilities	**5.3**	**6.8**	**+ 1.5**
White/Caucasian	**78.5**	**79.2**	**+ 0.7**

Subgroup	PARCC Math		
	SY 2017-18: Levels 4 + (%)	SY 2018-19: Levels 4 + (%)	Change (%)
All Students	**28.4**	**28.7**	**+ 0.3**
At-Risk	**18.5**	**18.6**	**+ 0.1**
Black/African American	**24.4**	**24.4**	**+ 0.0**
English Learners	**14.6**	**15.3**	**+ 0.7**
Hispanic/Latino	**23.9**	**24.5**	**+ 0.6**
Multiracial	**60.9**	**56.4**	**- 4.5**
Students with Disabilities	**5.9**	**6.3**	**+ 0.4**
White/Caucasian	**74.9**	**72.4**	**- 2.5**

Additionally, English learners continue to perform below expectations. As a sector, English learners saw decreases in student performance of 1.5% in ELA, despite posting an increase of 0.7% on Math, between SY 2017-18 to SY 2018-19. Public charter schools do not outperform city averages for English learners (ELs), trailing in performance on the ELA and Math PARCC assessments by 5.7% and 7.4%, respectively.

To assist LEAs in meeting the needs of students with disabilities and ELs, DC PCSB engages in a variety of support school activities. To learn more about this work, see questions #18 (special education) and #23 (ELs). Further, we applaud the academic growth DCPS has made with their English learners and have initiated conversations with their leadership team to collaborate and learn.

Despite the gains in scores overall and across subgroups, the achievement gap between white students and almost all other subgroups remains unacceptably large. Since the first year of the PARCC assessment in 2014-15 we have seen the black-white achievement gap shrink in both ELA and math, but far too slowly.

In the PMF, DC PCSB measures the rate of students approaching, meeting, and exceeding PARCC's college and career ready expectations. The PK-8 PMF reported schools' 3rd grade reading proficiency rates and 8th grade math proficiency rates. DC PCSB also uses PARCC

scores to calculate student growth, using median growth percentile (MGP) to calculate the school's average student growth from the previous year to the current year. In the PK-8 PMF, equal weight is given to growth and proficiency. In the High School PMF, growth weights slightly less than achievement.

To help individual LEAs raise their test scores, DC PCSB discusses low test scores with school boards during Board to Board meetings. This is an opportunity to discuss, in-depth, the low score earned by the school the prior year and what the board of the school is doing to make impactful changes. In addition to discussing individual school performance, DC PCSB discussed the charter sector growth and achievement performance at the fall charter leader's meeting with all charter school Executive Directors.

Q10. Describe any steps that PCSB has taken to help with updates to the 2019 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 in spring 2019 to discuss and give feedback on the proposed business rules for the STAR PK-12 frameworks. Additionally, DC PCSB had a staff member sit on the State Board of Education's ESSA Report Card task force. Staff met regularly with OSSE staff to prepare for the release of the 2019 DC School Report Card and collaborated with OSSE staff to minimize duplicative academic reporting by schools. For instance, both DC PCSB and OSSE utilized a single exit management system for tracking re-enrollment outcomes on both common accountability frameworks (the DC School Report Card and DC PCSB's School Quality Report) for the first time in SY 2018-19, allowing schools to only submit documentation once. DC PCSB is also making improvements to our data systems to allow PK-12 schools to track student-level eligibility and outcomes on both the DC School Report Card and School Quality Report across academic metrics.

In addition, DC PCSB and OSSE's leadership staff meet weekly. During these meetings, we devote significant time to the rollout of the DC School Report Card. 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 to Public Charter Schools. And, for the first time, we have integrated STAR results from the DC School Report Card into goal expectations for public charter schools.

Q11. (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 SY2018-2019 and SY2019-2020 to date:

- **a. the number and percent of truant students by grade;**
- **b. the number and percent of students with 1-5 unexcused absences;**
- **c. the number and percent of students with 6-10 unexcused absences;**
- **d. the number and percent of students with 11-20 unexcused absences;**
- **e. the number and percent of students with 21 or more unexcused absences;**
- **f. of the cases in which students have 10 or more absences, the number of students referred to CFSA; and**
- **g. for cases involving students 14 years and older, how many per LEA have been referred to CSS.**

(b) Provide a list of all LEAs or individual schools for which you have issued a "notice of concern," and whether or not the requirements of the notice have been met.
(c) What steps did PCSB take in FY19 and FY20 to date to help LEAs to improve practices and policies related to attendance and absenteeism?

For bullet points A-E, please see attachment Q11. A-E.

For bullet points F and G, please see attachment Q11. F-G. DC PCSB collects self-reported Child and Family Services Agency (CFSA) and Court Social Services (CSS) referral data from public charter LEAs on an annual basis.

As noted in the attached spreadsheet for Q11, public charter LEAs serving students age 14-17 reported submitting truancy referrals for 318 students to CSS in SY 2018-19. Public charter LEAs serving students age 5-13 reported submitting referrals for 1,399 students to CFSA in SY 2018-19. As of December 31, 2019, there were 888 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. CFSA informed DC PCSB that they had received truancy referrals for 215 public charter students during SY 2019-20 through December 31, 2019. As of December 31, 2019, there were 256 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. DC PCSB contacted CSS to inquire about how many truancy referrals they had received from public charter schools during SY 2019-20, however the agency did not provide a response. It is important to note that DC PCSB's attendance data do not allow us to distinguish between full-day absences and absences resulting from missing 20% of the instructional day (the 80/20 attendance rule). As a result, we expect that the true number of students *eligible* for referral to CFSA and CSS is lower than what we have reported here. DC PCSB will require all public charter schools to distinguish between full-day unexcused absences and those resulting from the 80/20 rule in their attendance data beginning in SY 2020-21. This will substantially improve DC PCSB's visibility into CFSA and CSS eligibility and enable greater oversight of referral compliance.

(b) Provide a list of all LEAs or individual schools for which you have issued a "notice of concern," and whether or not the requirements of the notice have been met.

DC PCSB's Board issued a Notice of Concern to three schools during SY 2018-19: Ingenuity Prep PCS, KIPP DC PCS Aim Academy, and KIPP DC PCS Quest Academy. Information about each schools' improvement is described in the chart below.

School	Requirements to have the notice lifted	Improvement
Ingenuity Prep PCS	• Improvement in attendance for the majority of students who were defined as chronically truant (10 days) in the baseline period o Met: Of the 156 students originally defined as truant, 95 improved their In-Seat attendance by at least one percentage point during the review period, resulting in 60.9% of students demonstrating improvement.	2019-20 YTD (thru Dec) Truancy Rate is **24 points lower** than this time last year (28% to 4%)

School	Requirements to have the notice lifted	Improvement
	• Maintaining a chronic truancy rate lower than **30%**, 35%, or 45% for elementary/middle schools, high schools, and alternative schools, respectively excluding those already counted as chronically truant in the baseline period o After removing the 156 students originally defined as truant, there are 259 students eligible to be truant. Of those, 61 are flagged as truant based on data through the end of April, resulting in a truancy rate of 23.6%, which is below the 30% threshold for elementary and middle schools.	
KIPP DC PCS - Aim Academy	The school did not show enough improvement during SY 2018-19 to have the Notice lifted per the requirements in the policy (in part because the notice was issued in May 2019, so there was not much time to demonstrate improvement). However, the policy provides that "all Notices of Concern that are not otherwise lifted by the school's improvement may be lifted at the end of the year by Board Action in order for the school to start fresh the next year." Hence, the Notice was lifted in September 2019.	2019-20 YTD (thru Dec) Truancy Rate is **5 point lower** than this time last year (9% to 4%)
KIPP DC PCS - Quest Academy	Same description as above—the notice was lifted per the fresh start provision.	2019-20 YTD (thru Dec) Truancy Rate is **5 point lower** than this time last year (11% to 6%)

c. What steps did PCSB take in FY19 and FY20 to date to help LEAs to improve practices and policies related to attendance and absenteeism?

As in years past, DC PCSB hosted a School Climate Brunch, an event where schools are invited to share best practices as it relates to improving attendance and discipline. This event was held in December 2018 and had 27 people in attendance from 15 LEAs, FOCUS, and the State Board of Education. Schools with strong attendance shared several strategies they had implemented, including but not limited to revising their Codes of Conduct; automatic wake-up call systems; automatic messaging systems for parents; working with community based organizations to conduct home visits; and offering more creative incentives. The School Climate Brunch for SY 2019-20 is scheduled for February 20, 2020. Another step DC PCSB took in SY 2018-19 to help LEAs with attendance was having staff from the Parent and Adolescent Support Services (PASS) present at the fall Charter Leaders Meeting. PASS encouraged schools to refer students with absenteeism challenges before child welfare and/ or juvenile justice intervention is needed.

Q12. 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 LEAs for SY2018-2019.

For the public charter sector, the average promotion rate is 97.6%. By grade, promotion rates are lowest in grade 9.

Promotion rates for all but six public charter LEAs are within five percentage points of the charter sector average. The exceptions include three LEAs with alternative campuses (Maya

Angelou PCS, Kingsman Academy PCS, Goodwill Excel Center PCS), two LEAs serving only high school grades (IDEA PCS, National Collegiate Preparatory PCHS), and one LEA which closed at the end of SY 2018-19 (Democracy Prep Congress Heights PCS). Lower promotion rates at high schools may be related to credit requirements by grade to ensure students are ready to graduate when they reach grade 12.

DC PCSB calculated promotion rates as the proportion of SY 2017-18 audited public charter school students in pre-kindergarten to grade 11 who were promoted to a higher grade at their LEA in SY 2018-19 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 SY 2017-18 and SY 2018-19, as DC PCSB does not have access to student records after they leave the charter sector. OSSE is in a better position to calculate citywide promotion rates. Findings should be interpreted accordingly.

Sector level promotion rates by grade (SY 2017-18 to SY 2018-19)

Grade	Number of students promoted	Percent of students promoted
PK3	2,547	99.8%
PK4	2,418	99.1%
K	2,416	97.7%
1	2,335	97.4%
2	2,240	97.8%
3	2,031	98.0%
4	1,899	99.2%
5	1,698	98.8%
6	2,338	99.3%
7	2,123	99.0%
8	947	98.5%
9	1,512	87.8%
10	1,348	94.3%
11	1,204	96.2%
12	N/A	N/A
Total	**27,056**	**97.6%**

LEA promotion rates (SY 2017-18 to SY 2018-19)

LEA	Number of students promoted	Percent of students promoted
Achievement Preparatory Academy PCS	594	99.7%
AppleTree Early Learning PCS	229	99.6%

BASIS DC PCS	481	97.2%
Breakthrough Montessori PCS	81	97.6%
Bridges PCS	272	100.0%
Briya PCS	N<25	N<25
Capital City PCS	811	98.4%
Cedar Tree Academy PCS	190	98.4%
Center City PCS	1,084	99.7%
Cesar Chavez PCS for Public Policy	718	95.5%
City Arts & Prep PCS	287	100.0%
Creative Minds International PCS	356	99.7%
DC Bilingual PCS	355	97.0%
DC Prep PCS	1,484	98.6%
DC Scholars PCS	367	97.1%
Democracy Prep Congress Heights PCS	372	88.8%
District of Columbia International School	725	99.3%
E.L. Haynes PCS	863	97.7%
Eagle Academy PCS	579	99.8%
Early Childhood Academy PCS	163	98.2%
Elsie Whitlow Stokes Community Freedom PCS	276	99.3%
Friendship PCS	3,007	96.8%
Goodwill Excel Center PCS	59	48.4%
Harmony DC PCS	55	100.0%
Hope Community PCS	522	99.1%
Howard University Middle School of Mathematics and Science PCS	147	100.0%
IDEA PCS	165	91.7%
Ideal Academy PCS	174	100.0%
Ingenuity Prep PCS	359	93.2%
Inspired Teaching Demonstration PCS	373	99.7%
Kingsman Academy PCS	85	52.8%
KIPP DC PCS	4,982	99.1%
Latin American Montessori Bilingual PCS	394	98.7%
Lee Montessori PCS	142	97.3%
Mary McLeod Bethune Day Academy PCS	288	99.7%
Maya Angelou PCS	78	76.5%
Meridian PCS	463	99.4%
Monument Academy PCS	71	100.0%
Mundo Verde Bilingual PCS	465	99.8%
National Collegiate Preparatory PCHS	144	91.7%

Paul PCS	466	96.7%
Perry Street Preparatory PCS	253	99.6%
Richard Wright PCS for Journalism and Media Arts	156	97.5%
Rocketship Education DC PCS	439	96.1%
Roots PCS	74	100.0%
SEED PCS	250	99.6%
Sela PCS	154	99.4%
Shining Stars Montessori Academy PCS	178	98.9%
Somerset Preparatory Academy PCS	251	93.0%
St. Coletta Special Education PCS	156	100.0%
The Children's Guild DC PCS	251	98.4%
Thurgood Marshall Academy PCS	220	94.0%
Two Rivers PCS	645	99.5%
Washington Global PCS	103	100.0%
Washington Latin PCS	564	100.0%
Washington Leadership Academy PCS	166	95.4%
Washington Yu Ying PCS	460	99.1%

Campus promotion rates (SY 2017-18 to SY 2018-19)

Campus	Number of students promoted	Percent of students promoted
Achievement Preparatory Academy PCS - Wahler Place Elementary School	293	100.0%
Achievement Preparatory Academy PCS - Wahler Place Middle School	301	99.3%
AppleTree Early Learning Center PCS - Columbia Heights	50	100.0%
AppleTree Early Learning Center PCS - Douglas Knoll	66	100.0%
AppleTree Early Learning Center PCS - Lincoln Park	N<25	N<25
AppleTree Early Learning Center PCS - Oklahoma Avenue	53	98.1%
AppleTree Early Learning Center PCS – Southwest	37	100.0%
BASIS DC PCS	481	97.2%
Breakthrough Montessori PCS	81	97.6%

Bridges PCS	272	100.0%
Briya PCS	N<25	N<25
Capital City PCS - High School	226	94.6%
Capital City PCS - Lower School	288	100.0%
Capital City PCS - Middle School	297	100.0%
Cedar Tree Academy PCS	190	98.4%
Center City PCS - Brightwood	222	100.0%
Center City PCS - Capitol Hill	186	98.9%
Center City PCS - Congress Heights	183	100.0%
Center City PCS - Petworth	190	99.5%
Center City PCS - Shaw	176	100.0%
Center City PCS - Trinidad	127	100.0%
Cesar Chavez PCS for Public Policy - Capitol Hill	162	95.9%
Cesar Chavez PCS for Public Policy - Chavez Prep	155	99.4%
Cesar Chavez PCS for Public Policy - Parkside High School	225	91.8%
Cesar Chavez PCS for Public Policy - Parkside Middle School	176	96.7%
City Arts & Prep PCS	287	100.0%
Creative Minds International PCS	356	99.7%
DC Bilingual PCS	355	97.0%
DC Prep PCS - Anacostia Elementary School	235	97.1%
DC Prep PCS - Benning Elementary School	375	99.2%
DC Prep PCS - Benning Middle School	254	100.0%
DC Prep PCS - Edgewood Elementary School	376	97.4%
DC Prep PCS - Edgewood Middle School	244	99.6%
DC Scholars PCS	367	97.1%
Democracy Prep Congress Heights PCS	372	88.8%
District of Columbia International School	725	99.3%
E.L. Haynes PCS - Elementary School	311	98.7%
E.L. Haynes PCS - High School	268	94.4%
E.L. Haynes PCS - Middle School	284	100.0%
Eagle Academy PCS - Congress Heights	478	100.0%
Eagle Academy PCS - Fairlawn	101	99.0%
Early Childhood Academy PCS	163	98.2%
Elsie Whitlow Stokes Community Freedom PCS – Brookland	276	99.3%
Friendship PCS - Armstrong Elementary	275	97.2%
Friendship PCS - Blow Pierce Elementary	293	94.5%

Friendship PCS - Blow Pierce Middle	166	90.7%
Friendship PCS - Chamberlain Elementary	309	96.9%
Friendship PCS - Chamberlain Middle	254	97.3%
Friendship PCS - Collegiate Academy	361	94.3%
Friendship PCS - Online Academy	101	96.2%
Friendship PCS - Southeast Elementary	477	99.2%
Friendship PCS - Technology Preparatory High School	183	98.4%
Friendship PCS - Technology Preparatory Middle School	193	99.0%
Friendship PCS - Woodridge International Elementary	240	98.4%
Friendship PCS - Woodridge International Middle	155	98.1%
Goodwill Excel Center PCS	59	48.4%
Harmony DC PCS - School of Excellence	55	100.0%
Hope Community PCS - Lamond	183	99.5%
Hope Community PCS - Tolson	339	98.8%
Howard University Middle School of Mathematics and Science PCS	147	100.0%
IDEA PCS	165	91.7%
Ideal Academy PCS	174	100.0%
Ingenuity Prep PCS	359	93.2%
Inspired Teaching Demonstration PCS	373	99.7%
KIPP DC - AIM Academy PCS	302	99.3%
KIPP DC - Arts and Technology Academy PCS	296	100.0%
KIPP DC - College Preparatory PCS	502	99.6%
KIPP DC - Connect Academy PCS	276	99.3%
KIPP DC - Discover Academy PCS	295	99.0%
KIPP DC - Grow Academy PCS	251	99.2%
KIPP DC - Heights Academy PCS	395	97.3%
KIPP DC - KEY Academy PCS	291	100.0%
KIPP DC - LEAP Academy PCS	174	99.4%
KIPP DC - Lead Academy PCS	331	99.4%
KIPP DC - Northeast Academy PCS	259	100.0%
KIPP DC - Promise Academy PCS	474	98.5%
KIPP DC - Quest Academy PCS	314	99.7%
KIPP DC - Spring Academy PCS	331	97.1%
KIPP DC - Valor Academy PCS	239	100.0%

KIPP DC - WILL Academy PCS	252	100.0%
Kingsman Academy PCS	85	52.8%
Latin American Montessori Bilingual PCS	394	98.7%
Lee Montessori PCS - Brookland	142	97.3%
Mary McLeod Bethune Day Academy PCS	288	99.7%
Maya Angelou PCS - High School	78	76.5%
Meridian PCS	463	99.4%
Monument Academy PCS	71	100.0%
Mundo Verde Bilingual PCS - J.F. Cook	465	99.8%
National Collegiate Preparatory PCHS	144	91.7%
Paul PCS - International High School	313	95.4%
Paul PCS - Middle School	153	99.4%
Perry Street Preparatory PCS	253	99.6%
Richard Wright PCS for Journalism and Media Arts	156	97.5%
Rocketship PCS - Legacy Prep	81	100.0%
Rocketship PCS - Rise Academy	358	95.2%
Roots PCS	74	100.0%
SEED PCS of Washington DC	250	99.6%
Sela PCS	154	99.4%
Shining Stars Montessori Academy PCS	178	98.9%
Somerset Preparatory Academy PCS	251	93.0%
St. Coletta Special Education PCS	156	100.0%
The Children's Guild DC PCS	251	98.4%
Thurgood Marshall Academy PCS	220	94.0%
Two Rivers PCS - 4th Street	407	99.8%
Two Rivers PCS - Young	238	99.2%
Washington Global PCS	103	100.0%
Washington Latin PCS - Middle School	330	100.0%
Washington Latin PCS - Upper School	234	100.0%
Washington Leadership Academy PCS	166	95.4%
Washington Yu Ying PCS	460	99.1%

Q13. 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 in cohort 2 with community-based organizations (CBOs) to help provide more counseling and supports to students in need. We have worked closely with DBH, OSSE, and DMHHS to facilitate the matching of CBOs with the 29 public charter schools who are part of cohort 2 who have the highest need for mental health services. Twenty-seven of the public charter schools in cohort 2 have been matched with either a CBO or a DBH clinician. Two schools have chosen to wait until next year to participate in the expansion. Cohort 2 planning and implementation has moved much faster than in the pilot year and clinicians are in schools providing services. The Coordinating Council intends to accelerate the planning for Cohort 3 so that CBOs will be ready to start on the first day of school for SY 2020-21.

The following concerns have been expressed to DC PCSB from various LEAs: 1) Some schools don't have the space to dedicate to a full-time clinician from the CBO. Schools need to provide a private space or room so that clinicians can meet and provide services to students. 2) Schools that are not part of Cohort 1 and 2 are concerned that they must "wait their turn" for additional mental health services and have no idea when expanded services will get to their schools. An overall concern is that some schools are viewing the expansion as optional, and not selecting a coordinator to manage the process at their campus. This slows down the process in selecting a CBO and ensuring there is a dedicated space for the clinician and working on the school's work plan.

Overall, however, the expansion of mental health supports has been viewed extremely positively by the beneficiary school, and DC PCSB is proud to be part of such an important initiative for our city.

Q14. For each public charter school in FY19 and to date in FY20, please:

- **a. provide the title, job description, and number of hours worked for 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 LEA or school; and**
- **c. detail, for each campus that lacks school-based physical or behavioral health staff, how PCSB worked with LEAs to remediate their absence in FY19 and FY20 to date.**

Please see attachment Q14.

Q15. Please quantify for each school the number of homeless youth enrolled in public charter schools for SY2018-2019 and SY2019-2020 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 students experiencing homelessness as of the October Enrollment Audit. Please note that the October Enrollment Audit is not yet finalized for SY 2019-2020; therefore, the data reflect the unofficial results based on the Count Day Roster available in OSSE's Enrollment Audit and Child Count Application as of January 7, 2020. The data may change as the audit is finalized. OSSE will have the most up-to-date information for students experiencing homelessness in SY 2019-2020 as they are currently finalizing the official Enrollment Audit roster. In cases where the number of students is less than 10 the data have been suppressed, indicated by "n<10" in the tables below.

Number of Students Experiencing Homelessness; SY 2018-2019 Official Enrollment Audit Roster

Campus	# of Homeless Students	% of Students Homeless
Sector Total	**3,875**	**9%**
Academy of Hope Adult PCS	70	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	n<10	n<10
AppleTree Early Learning Center PCS - Oklahoma Avenue	42	28%
AppleTree Early Learning Center PCS - Parklands at THEARC	22	24%
AppleTree Early Learning Center PCS - Southwest	11	11%
BASIS DC PCS	n<10	n<10
Breakthrough Montessori PCS	n<10	n<10
Bridges PCS	13	3%
Briya PCS	17	2%
Capital City PCS - High School	14	4%
Capital City PCS - Lower School	n<10	n<10
Capital City PCS - Middle School	n<10	n<10
Carlos Rosario International PCS	121	6%
Cedar Tree Academy PCS	107	30%
Center City PCS - Brightwood	n<10	n<10
Center City PCS - Capitol Hill	17	6%
Center City PCS - Congress Heights	n<10	n<10
Center City PCS - Petworth	n<10	n<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	n<10	n<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	46	11%
Community College Preparatory Academy PCS	201	33%
Creative Minds International PCS	n<10	n<10
DC Bilingual PCS	10	2%
DC Prep PCS - Anacostia Elementary School	89	23%
DC Prep PCS - Benning Elementary School	85	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	n<10	n<10
District of Columbia International School	n<10	n<10
E.L. Haynes PCS - Elementary School	17	5%
E.L. Haynes PCS - High School	21	5%
E.L. Haynes PCS - Middle School	17	5%
Eagle Academy PCS - Congress Heights	56	8%
Eagle Academy PCS - Fairlawn	10	6%
Early Childhood Academy PCS	52	20%
Elsie Whitlow Stokes Community Freedom PCS - Brookland	n<10	n<10
Elsie Whitlow Stokes Community Freedom PCS - East End	n<10	n<10
Friendship PCS - Armstrong Elementary	95	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	51	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	39	16%
Ingenuity Prep PCS	61	11%
Inspired Teaching Demonstration PCS	n<10	n<10
KIPP DC - AIM Academy PCS	13	3%
KIPP DC - Arts and Technology Academy PCS	38	11%
KIPP DC - College Preparatory 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	n<10	n<10
KIPP DC - LEAP Academy PCS	16	8%
KIPP DC - Lead Academy PCS	30	8%
KIPP DC - Northeast Academy PCS	n<10	n<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	21	6%
Kingsman Academy PCS	46	16%
LAYC Career Academy PCS	20	16%
Latin American Montessori Bilingual PCS	18	4%
Lee Montessori PCS - Brookland	n<10	n<10
Mary McLeod Bethune Day Academy PCS	38	9%

Maya Angelou PCS - High School	46	23%
Maya Angelou PCS - Young Adult Learning Center	57	35%
Meridian PCS	43	7%
Monument Academy PCS	42	33%
Mundo Verde Bilingual PCS - J.F. Cook	13	2%
National Collegiate Preparatory PCHS	20	8%
Paul PCS - International High School	19	4%
Paul PCS - Middle School	n<10	n<10
Perry Street Preparatory PCS	60	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	n<10	n<10
Shining Stars Montessori Academy PCS	n<10	n<10
Somerset Preparatory Academy PCS	21	5%
St. Coletta Special Education PCS	18	7%
Statesmen College Preparatory Academy for Boys PCS	n<10	n<10
The Children's Guild DC PCS	83	22%
The Family Place PCS	n<10	n<10
The Next Step/El Proximo Paso PCS	21	6%
Thurgood Marshall Academy PCS	n<10	n<10
Two Rivers PCS - 4th Street	n<10	n<10
Two Rivers PCS - Young	n<10	n<10
Washington Global PCS	12	6%
Washington Latin PCS - Middle School	n<10	n<10
Washington Latin PCS - Upper School	n<10	n<10
Washington Leadership Academy PCS	21	7%
Washington Yu Ying PCS	n<10	n<10
YouthBuild DC PCS	34	28%

Number of Students Experiencing Homelessness; SY 2019-2020 Count Day Roster (as of January 7, 2020)

Campus	# of Homeless Students	% of Students Homeless
Sector Total	**3,377**	**8%**
Academy of Hope Adult PCS	89	18%
Achievement Preparatory Academy PCS - Wahler Place Elementary School	58	15%
Achievement Preparatory Academy PCS - Wahler Place Middle School	31	9%
AppleTree Early Learning Center PCS - Columbia Heights	15	10%
AppleTree Early Learning Center PCS - Douglas Knoll	30	34%
AppleTree Early Learning Center PCS - Lincoln Park	n<10	n<10
AppleTree Early Learning Center PCS - Oklahoma Avenue	22	15%
AppleTree Early Learning Center PCS - Parklands at THEARC	n<10	n<10
BASIS DC PCS	n<10	n<10
Breakthrough Montessori PCS	21	9%
Bridges PCS	10	2%
Briya PCS	10	1%
Capital City PCS - High School	12	4%
Capital City PCS - Lower School	n<10	n<10
Capital City PCS - Middle School	n<10	n<10
Carlos Rosario International PCS	164	8%
Cedar Tree Academy PCS	109	30%
Center City PCS - Brightwood	n<10	n<10
Center City PCS - Capitol Hill	28	11%
Center City PCS - Congress Heights	n<10	n<10
Center City PCS - Petworth	n<10	n<10
Center City PCS - Shaw	25	11%
Center City PCS - Trinidad	19	9%
Cesar Chavez PCS for Public Policy - Parkside High School	37	10%
Cesar Chavez PCS for Public Policy - Parkside Middle School	10	17%

Community College Preparatory Academy PCS	61	10%
Creative Minds International PCS	n<10	n<10
DC Bilingual PCS	n<10	n<10
DC Prep PCS - Anacostia Elementary School	80	17%
DC Prep PCS - Benning Elementary School	81	18%
DC Prep PCS - Benning Middle School	56	16%
DC Prep PCS - Edgewood Elementary School	36	8%
DC Prep PCS - Edgewood Middle School	25	7%
DC Scholars PCS	52	9%
Digital Pioneers Academy PCS	n<10	n<10
District of Columbia International School	n<10	n<10
E.L. Haynes PCS - Elementary School	22	6%
E.L. Haynes PCS - High School	20	5%
E.L. Haynes PCS - Middle School	22	6%
Eagle Academy PCS - Congress Heights	44	7%
Eagle Academy PCS - Fairlawn	n<10	n<10
Early Childhood Academy PCS	34	12%
Elsie Whitlow Stokes Community Freedom PCS - Brookland	n<10	n<10
Elsie Whitlow Stokes Community Freedom PCS - East End	n<10	n<10
Friendship PCS - Armstrong Elementary	40	12%
Friendship PCS - Armstrong Middle	17	10%
Friendship PCS - Blow Pierce Elementary	44	12%
Friendship PCS - Blow Pierce Middle	18	7%
Friendship PCS - Chamberlain Elementary	36	10%
Friendship PCS - Chamberlain Middle	13	4%
Friendship PCS - Collegiate Academy	11	2%
Friendship PCS - Ideal Elementary	13	13%
Friendship PCS - Ideal Middle	n<10	n<10
Friendship PCS - Online Academy	n<10	n<10
Friendship PCS - Southeast Elementary	67	17%
Friendship PCS - Southeast Middle	19	8%
Friendship PCS - Technology Preparatory High School	16	6%
Friendship PCS - Technology Preparatory Middle School	n<10	n<10

Friendship PCS - Woodridge International Elementary	22	7%
Friendship PCS - Woodridge International Middle	15	7%
Goodwill Excel Center PCS	50	13%
Harmony DC PCS - School of Excellence	17	14%
Hope Community PCS - Lamond	33	14%
Hope Community PCS - Tolson	60	13%
Howard University Middle School of Mathematics and Science PCS	n<10	n<10
IDEA PCS	38	13%
Ingenuity Prep PCS	24	4%
Inspired Teaching Demonstration PCS	n<10	n<10
KIPP DC - AIM Academy PCS	12	3%
KIPP DC - Arts and Technology Academy PCS	25	7%
KIPP DC - College Preparatory PCS	33	4%
KIPP DC - Connect Academy PCS	16	5%
KIPP DC - Discover Academy PCS	19	5%
KIPP DC - Grow Academy PCS	34	11%
KIPP DC - Heights Academy PCS	20	4%
KIPP DC - Honor Academy PCS	n<10	n<10
KIPP DC - KEY Academy PCS	n<10	n<10
KIPP DC - LEAP Academy PCS	12	6%
KIPP DC - Lead Academy PCS	24	6%
KIPP DC - Northeast Academy PCS	n<10	n<10
KIPP DC - Promise Academy PCS	36	7%
KIPP DC - Quest Academy PCS	40	10%
KIPP DC - Somerset College Preparatory PCS	n<10	n<10
KIPP DC - Spring Academy PCS	30	7%
KIPP DC - Valor Academy PCS	19	6%
KIPP DC - WILL Academy PCS	16	5%
Kingsman Academy PCS	53	22%
LAYC Career Academy PCS	48	34%
Latin American Montessori Bilingual PCS	10	2%
Lee Montessori PCS - Brookland	n<10	n<10
Lee Montessori PCS - East End	n<10	n<10
Mary McLeod Bethune Day Academy PCS	34	8%
Maya Angelou PCS - High School	55	29%

Maya Angelou PCS - Young Adult Learning Center	52	29%
Meridian PCS	64	10%
Monument Academy PCS	30	29%
Mundo Verde Bilingual PCS - Calle Ocho	n<10	n<10
Mundo Verde Bilingual PCS - J.F. Cook	n<10	n<10
National Collegiate Preparatory PCHS	n<10	n<10
Paul PCS - International High School	n<10	n<10
Paul PCS - Middle School	11	3%
Perry Street Preparatory PCS	74	18%
Richard Wright PCS for Journalism and Media Arts	12	4%
Rocketship PCS - Legacy Prep	135	23%
Rocketship PCS - Rise Academy	237	33%
Roots PCS	35	29%
SEED PCS of Washington DC	32	14%
Sela PCS	12	5%
Shining Stars Montessori Academy PCS	11	4%
St. Coletta Special Education PCS	18	7%
Statesmen College Preparatory Academy for Boys PCS	n<10	n<10
The Children's Guild DC PCS	71	21%
The Family Place PCS	n<10	n<10
The Next Step/El Proximo Paso PCS	20	4%
Thurgood Marshall Academy PCS	13	3%
Two Rivers PCS - 4th Street	12	2%
Two Rivers PCS - Young	10	3%
Washington Global PCS	14	6%
Washington Latin PCS - Middle School	n<10	n<10
Washington Latin PCS - Upper School	n<10	n<10
Washington Leadership Academy PCS	17	4%
Washington Yu Ying PCS	n<10	n<10
YouthBuild DC PCS	33	28%

OSSE maintains a McKinney Vento database, which tracks students experiencing homelessness and the homeless liaisons for each public charter school. OSSE provides training and support for the homeless liaisons in 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 support students experiencing homelessness by connecting them with city agencies that have

programs and funding to support these families. In most cases, schools work through the OSSE team responsible for the homeless program.

Q16. 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, SY2020-2021.

DC PCSB collected school discipline policies in July 2019 in Epicenter, a database used for reviewing school-submitted documents. If any aspect of a school's policy conflicted with requirements outlined in the Student Fair Access to School Amendment Act, it was rejected, and the school was prompted to revise and resubmit the policy.

a. LEAs' development of school discipline policies and any challenges experienced, including how LEAs are involving students, parents, and staff

DC PCSB does not mandate how schools develop their discipline policies, but most schools involve their leadership team, teachers, and support staff. Some schools rely 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. In past School Climate Brunch events, schools have shared the processes they took to alter their discipline policies, including providing professional development to help staff recognize biases in issuing suspension, creating 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.

b. how LEAs are describing their in-school suspension policy

There is no universal in-school suspension policy; policies vary greatly depending on the school's grades served, model, and mission. 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. Some schools offer alternatives to 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. Some schools prefer using in-class suspension to 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. The following is language from one LEA's in-school suspension policy for SY 2019-20: "During an In-School Suspension (ISS), the student remains in school but is not permitted contact with other students, in order to provide the opportunity for

individual behavior modification. ISS is assigned by the Divisional Dean or a school Administrator and may last from one to three days. Each ISS assignment is equal to three infraction points. While in ISS, students will not be allowed to participate in any school activities but will have access to education materials and are expected to complete their missed work for the day as well as an ISS work packet."

c. how LEAs are articulating due process rights and procedures

DC PCSB staff reviews school discipline policies annually and checks to ensure that all schools include due process procedures. (These policies are posted on DC PCSB's website in the Transparency Hub and on each school's profile page.) Each school's due process procedures must include the steps families 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)

For students facing suspension of 6 days or more, including expulsion, a Dean or another school 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. If necessary, the Dean or other administrator will investigate the circumstances of the student's behavior and any explanation provided by the student. At the Dean's or other administrator's discretion, the student may be suspended pending the results of this investigation and recommendation for further disciplinary action from the Dean or other administrator. This investigation will be completed within 3 business days and, if necessary, a Discipline Hearing will be scheduled after the completion of the investigation…After the meeting with the student and any investigation, the Dean, or other administrator, will issue written notice to the parent with a recommendation for long term suspension or expulsion and the reason for this recommendation. This notice will explain the information that is being relied on as a basis for the recommendation. If the student is 18 or older, the notice will be issued to the student. The Dean or other school administrator may notify the parent/guardian of the suspension/expulsion via phone or email in addition to providing written notification. Written notification may be given to the student if he/she is under 18 when the parent/guardian is notified by phone/email of the suspension/expulsion. Any parent/guardian meetings may occur by phone… 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 (6+ 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…

Due process procedures—example #2 (excerpt)

The following procedures will apply for students facing long term suspension. Long term suspension is more than three (3) days for Kindergarten – 5th grade and more than six (6) days

for 6th-8th grades. Prior to issuing a recommendation for a long-term suspension, the Dean or Principal 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. If necessary, the Dean or Principal will investigate the circumstances of the student's behavior and any explanation provided by the student. Any investigation will be completed within two (2) school days. At the discretion of the Dean or Principal the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Principal will issue written notice to the parent detailing the length of the recommended suspension, the reason for that recommendation and an explanation of the information being relied on as a basis for the recommendation. A discipline review hearing will be held within ten (10) school days of the incident that resulted in a recommendation for long term suspension, where a final decision will be made about the recommended disciplinary action. At the hearing, the Dean or Principal will present the information relied on to support the recommended disciplinary action; receive an opportunity to fully respond to that information; the student may be represented by an attorney; and the student may present any information that he/she wants the decision maker to consider. The Principal or designee will act as an impartial decision maker for long term suspension recommendations. The Principal will hear all the information presented and make a final decision about the recommended disciplinary action. At the conclusion of the hearing or within the next school day, the Principal will notify the parent in writing of the final determination.

<u>d. Challenges and successes in implementing Section 204(b) regarding the number of days a student may be suspended</u>

DC PCSB worked directly with LEAs the summer prior to SY 2018-19 and SY 2019-20 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 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 2019-2020 to date indicate that the public charter sector will likely see a ninth consecutive year of declining exclusionary discipline rates.

<u>e. The additional reporting requirements in the bill</u>

DC PCSB strives to make LEAs aware of the discipline bill's new reporting requirements and made several changes to the discipline data collection template used by LEAs to report their monthly disciplinary events. SY 2019-20 guidance was provided to schools in the Hub (language copied below), and schools were reminded of reporting requirements in DC PCSB's Wednesday Bulletin, a weekly email that is sent to school leadership and staff.

Reporting Requirements outlined in the Hub (excerpt):

In July 2019 OSSE released a new discipline data collection template with a significant number of new or modified fields. As a result, DC PCSB made substantial changes to our collection template…Please ensure that you read the descriptions and options set for each data element in the discipline collection template carefully, as many items have changed. Below is a summary of these changes.

Changes in Scope

OSSE intends to collect data on school-based interventions, currently defined by OSSE as "The temporary removal of a student from class for targeted supports in response to conduct that would otherwise warrant an in-school suspension." DC PCSB has requested additional clarity from OSSE regarding this definition and will share any details received throughout the year directly with schools. However, since the definition for school-based intervention is currently very broad, DC PCSB's approach to this collection will mirror our approach to in-school suspension data:

- *DC PCSB will not require school-based intervention nor in-school suspension records in our monthly discipline data submissions.*
- *However, DC PCSB will allow schools to upload information regarding school-based interventions and in-school suspensions via the monthly data submission for schools who are interested in reporting such data.*
- *Upon request, DC PCSB will share in-school suspension and/or school-based intervention data with OSSE at the end of the year.*
- *DC PCSB will not reflect school-based intervention nor in-school suspension data in any of our public reporting.*

DC PCSB has also changed the submission expectations for reporting days on which a student is suspended while awaiting an expulsion hearing. For more information, please refer to "Single Incidents with Multiple Consequences" on page 12.

New and Modified Data Elements

The following fields are new, and have been added to comply with OSSE's collection; please see the discipline template for the field descriptions and allowable values:

- *Was the student a student with a disability at the time of the disciplinary incident?*
- *Incident ID [generated by DC PCSB]*
- *Did the student willfully cause, attempt to cause, or threaten to cause bodily injury to another person?*
- *Did the student willfully cause, attempt to cause, or threaten to cause emotional distress to another person?*
- *Disciplinary Unenrollment ID*
- *Did the student voluntarily withdraw or transfer following the disciplinary incident?*
- *Was Written Justification Provided to Guardian?*
- *Date Written Justification Provided to Guardian*
- *Summary of Written Justification [optional]*
- *Description of School-Based Intervention [optional]*
- *Was the student's Behavioral Improvement Plan implemented during the school year?*

- *Did a change in placement occur?*
- *Alternative education setting attendance*

f. Any steps that PCSB is taking to support LEAs to prepare for the next phase of implementation, SY2019-2020

As in previous years, DC PCSB will 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 working group sessions. Furthermore, DC PCSB will hold another School Climate Brunch in which school leaders share best practices for setting school culture; alternatives to exclusionary discipline are a common topic at these events.

Q17. 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 characteristics, such as those described in "DRESS CODED," the 2018 report from the National Women's Law Center?

In SY 2019-20 (start of school through December 31, 2019), zero charter sector campuses have submitted an exclusionary discipline record associated with a dress code or uniform violation. In SY 2018-19, there was a single out-of-school suspension record submitted that was associated with a dress code or uniform violation.

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 SY 2019-20 and SY 2020-21, respectively, DC PCSB expects that suspensions due to dress code violations will be at, or very close to, zero. 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.

Q18. 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 SY2018-2019?

DC PCSB's ongoing monitoring of schools for special education has remained largely consistent from the last fiscal year to this one with a few updates described 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 the following strategies to monitor schools' special education programs:

- *Compliance Monitoring:* As part of DC PCSB's annual compliance review, all schools submit the following documents pertaining to special education:

- 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 (does not apply to adult schools that do not accept IDEA funding)
- 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) (does not apply to adult schools that do not accept IDEA funding).
- 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 (see attachment Q7) in which all schools indicate their use (if any) of seclusion and/or physical restraint as emergency response methods. While these methods do not apply exclusively to students with disabilities, they disproportionately 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.

- *Charter Review and Renewal Reports:* High-stakes review and renewal reports continue to incorporate special education academic and compliance data. Schools face charter revocation, charter nonrenewal, or charter continuance/renewal with conditions if the analysis shows material violation with any applicable laws, including those pertaining to special education. In SY 2018-19 (FY19), 14 LEAs have undergone review or renewal. This year through December 2019, seven LEAs have undergone review or renewal, with eight more scheduled for January and February 2020, and the Board has imposed special education-specific conditions for continuance on two LEAs that require them to remain compliant with applicable law and take corrective action as deemed necessary by OSSE. Failure to remain compliant with these requirements may result in DC PCSB conducting an immediate high-stakes review.

- *Qualitative Sit Visits (QSR):* During a QSR, special education staff or consultants observe the delivery of specialized instruction across a school's full continuum of 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 integrated into the domain scores. Special education reviewers also consolidate their findings into a special education section of the QSR report to evaluate if 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.

- *Special Education Site Visits:* 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 purpose is information-gathering; schools provide DC PCSB the opportunity to learn about each program offering, especially changes made over time, understand challenges the school may be facing, and strengthen relationships with special education coordinators. For the takeaways from these conversations, please see question #21. During a visit, a DC PCSB

special education staff member meets with the special education coordinator (and any other staff members), observes the provision of specialized instruction in the various settings, and informally debriefs the observations with school staff. In SY 2018-19, DC PCSB visited 13 campuses for special education informal visits.

- *Special Education Audits:* In January 2019, the Board-approved revisions to the Special Education Audit Policy. The policy's purpose 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. Every month DC PCSB staff reviews data and practices pertaining to students with disabilities, as listed in the policy. 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 response to past audits, schools have made the following changes: changed their discipline practices, revised data systems to better track subgroups, updated Behavior Intervention Plans (BIPs) to effectively support students, hired additional personnel, revised Manifestation Determination Review (MDR) meeting notes, and implemented new staff trainings.

  In SY 2018-19, five campuses received a special education desk audit. So far in SY 2019-20, one campus has triggered a special education desk audit. For more information about these audits, see question #19.

- *Mystery Caller Initiative:* Annually, DC PCSB conducts the Mystery Caller Initiative to ensure that all schools are not discriminating against students with disabilities and English learners during application season. If school staff provides an inappropriate answer, indicating a potential barrier to open enrollment, they will receive a follow-up call. Inappropriate responses in two rounds of mystery calls may result in a Notice of Concern. In SY 2018-19, two schools received a Notice of Concern. For more information, see question #25.

  Should a school receive a second-round call, DC PCSB notifies them of their results and shares resources on answering special populations enrollment questions. Many schools update their front desk training in response to their Mystery Caller Initiative results. In fact, over time, fewer schools have required follow-up calls.

Beyond monitoring schools, DC PCSB further aims to help schools improve outcomes for students with disabilities by leveraging three support strategies.

- *Qualitative Assurance Review (QAR):* DC PCSB continues to offer the QAR as a resource to our schools on our website, though there have not been any schools that have chosen to participate the past two school years. Since FY2012, 36 LEAs have completed the QAR. For

most schools, the QAR is an optional self-study; however, DC PCSB has in the past required schools with persistently low performance data for students with disabilities compared to the sector to complete a QAR as a condition of charter continuance. The QAR allows public charter schools to reflect on their special education performance/practices and set goals to improve identified areas of challenges. Since SY 2017-18, 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.

- *Special Education Professional Learning Community (PLC):* Founded in SY 2018-19, the Special Education PLC seeks to develop the special education leadership of PK3-12 DC public charter schools through best practice sharing, collaboration, and discussion focused on instruction, program management, and accountability. Now in its second year, the PLC has grown to 87 members, including 45 LEAs that represent 87% of the special education PK-12 population in the sector. Approximately 15-30 members attend each quarterly meeting, and at the joint Special Education and EL PLC meeting on December 6th, a total of 52 people attended. Reported satisfaction rates of meetings are consistently high.

  The meeting topics listed in the annual calendar respond directly to members' expressed needs and/or trends in data. For example, the first quarterly meeting of SY 2019-20 focused on creating a continuum of support for students in crisis. Leaders from non-public schools shared their strategies for providing support to students and crisis. Schools had the opportunity to ask questions and reflect on their practices, ultimately creating an action plan. Other past topics include serving students with autism and low-incidence disabilities; creating systems for inclusion and differentiation; recruiting, developing, and retaining special educators; and meeting the needs of English learners with disabilities Participants also read relevant education policy reports, such as those from experts at Disability Rights D.C. at University Legal Services, Inc. and New America, and they have access to a shared folder in which they upload best practices developed at their schools.

- *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. Between December 2018 and November 2019, participants learned how to implement key HLPs (e.g., collaborate with other professionals, use explicit instruction, provide positive and constructive feedback) through five in-person workshops and three online checkpoints led by university professors. For a complete list of topics and aims, please see attachment Q18. Participants also had access to an online learning community and received publications and resources, including High-Leverage Practices in Inclusive Classrooms and implementation guides. They earned up to 18 professional development hours and a certificate of completion from CEC.

When the board voted to approve an updated Special Education Audit Policy in January 2019, DC PCSB's data systems expanded to include more enrollment and equity data of students with disabilities, allowing for increased monitoring per the updated policy.

The new policy contained the following updates to audit triggers:

- The population of enrolled students identified as receiving special education services was changed from 7% to 8.5%. As noted in the policy, "The 8.5% enrollment target was established in D.L. v. The District of Columbia (Case No. 1:05-cv-01437), 860 F.3d 713 (DC Cir. 2017). The figure is drawn from national rates of special education enrollment and expert testimony concerning risk factors unique to DC."
- *New:* If the rate of re-enrollment of students with disabilities is lower than the rate of their non-disabled peers, an audit can be triggered.
- *New:* A community complaint that alleges a systemic issue with the denial of parental safeguards, provision of special education services, or concerns for the safety of students with disabilities.
- *New:* 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).
- *New:* "In addition to the specific criteria listed above, DC PCSB may conduct a special education audit of a public charter school at any time and for any reason if DC PCSB deems such an audit necessary to ensure the school is compliant with the requirements of the law and its charter regarding the provision of services to students with disabilities."

In addition to the new triggers that are outlined in the audit policy, the policy describes in greater detail an audit process with the five different steps/ consequences, depending on the severity of noncompliant data or practices. These steps include 1) Pre-Audit Warning, 2) Desk Audit, 3) On-Site Audit, 4) Board-to-Board Meeting, and 5) Notice of Concern. For a detailed list of the results of the special education audits that occurred in SY18-19, please refer to question 19.

Q19. List all charter schools for which PCSB conducted special education audits in FY19 and FY20 to date, including what flag triggered the audit and what outcome resulted.

In January 2019, the Board approved the updated Special Education Audit Policy. DC PCSB's data systems were expanded to include more enrollment and equity data of students with disabilities, allowing for increased monitoring per the updated policy. In SY 2018-19 (FY19), we conducted special education desk audits for 5 schools, as detailed below. In SY 2019-20 (FY20), 28 schools have received special education pre-audit warnings, and as of January 15, 2020, Ingenuity Preparatory PCS has been the only school to undergo an audit. For information on the findings, results, and DC PCSB's recommendations on the special education audit of Ingenuity Preparatory PCS, see question 20.

Special Education Audits in SY 2018-19 and SY 2019-20 YTD

School	SPED Audit Trigger	Audit Type	Outcome
1. BASIS DC PCS	Students identified as receiving special education services is less than 8.5% of the total student enrollment	Desk	Closed on 5/17/2019 with no further action required. DCPCSB encouraged the school to review the options of how to proceed with its obligation to locate, identify, and evaluate a student suspected of a disability in cases where the school is unable to obtain parental consent. DC PCSB has continued to monitor this school's special education enrollment data per the policy.
2. Center City PCS - Congress Heights	Students identified as receiving special education services is less than 8.5% of the total student enrollment	Desk	Closed on 5/9/2019 with no further action required. DC PCSB encouraged Center City PCS - Congress Heights to continue to implement their revised Child Find policy and practices. DC PCSB has continued to monitor this school's special education enrollment data per the policy.
3. KIPP DC – Lead Academy	Students With Disability (SWD) Out-of-School Suspension (OSS) Rate	Desk	Closed on 5/20/2019 with no further action required. DC PCSB encouraged KIPP DC PCS to continue to evaluate their schools' needs for additional mental health support, reallocate staff and resources to increase support for SWD, and update BIPs to best support the needs of students identified in current FBAs. DC PCSB has continued to monitor this school's OSS data per the policy.
3. KIPP DC – Northeast Academy	SWD OSS Rate	Desk	Closed on 5/20/2019 with no further action required. DC PCSB encouraged KIPP DC PCS to continue to evaluate their schools' needs for additional mental health support, reallocate staff and resources to increase support for SWD, and update BIPs to best support the needs of students identified in current FBAs. DC PCSB has continued to monitor this school's OSS data per the policy.
4. Maya Angelou PCS	Manifestation Determination Review (MDR) Data	Desk	Closed on 8/27/2019 with no further action required. DC PCSB recommended that the school ensures that MDR notes contain the required elements identified and that all MDR notes are uploaded to SEDS in a timely manner. DC PCSB also recommends that the school pursues training and technical assistance with OSSE in order to conduct appropriate MDRs and record high-quality notes. DC PCSB has continued to monitor this school's MDR data per the policy.

School	SPED Audit Trigger	Audit Type	Outcome
5. Monument Academy PCS	MDR Data	Desk	Closed on 10/7/2019 with no further action required. DC PCSB recommended that the school review its discipline policies and procedures in order to ensure that all necessary MDRs are held and documented. Specifically, all MDR notes must contain the required elements identified above and be uploaded to SEDS in a timely manner. DC PCSB has continued to monitor the school's MDR data per the policy.
6. Ingenuity Prep PCS (SY19-20)	Community Complaints	Desk and Site Visits	Please reference Council Question 20 for further details on the outcome of this audit.

Q20. Provide an update on measures taken to address complaints shared at the November 2019 PCSB Board meeting regarding Ingenuity Prep, including:
- **a. documentation and the results of the original desk audit;**
- **b. the results of the resulting special education audit; and**
- **c. any conditions in place for the school.**

In November 2019, DC PCSB received a series of community complaints regarding systemic concerns with student safety and special education programming at Ingenuity Prep PCS. Below is the timeline of events as it relates to the initial complaint, meetings with the school, site visits to the school, and the overall special education audit process.

11/5/2019: Unannounced Visit to Ingenuity Prep PCS
In response to the initial community complaint, DC PCSB staff conducted an immediate visit to the school.

11/20/2019: Staff-to-staff Meeting with DC PCSB and Ingenuity Prep PCS
DC PCSB held a staff-to-staff meeting with Ingenuity Prep PCS to discuss the complaints and the school's response and potential turnaround efforts.

12/3/2019: Special Education Audit Begins
In response to the complaints alleging systematic issues with the school's special education program, DC PCSB began a desk audit on Tuesday, 12/3/2019, in accordance with DC PCSB's Special Education Audit Policy. According to the Policy, a potential trigger is a community complaint that "alleges a systemic issue with the denial of parental safeguards, provision of special education services, or concern for the safety of students with disabilities." Consistent with the Policy, the school was required to provide data and supplemental documentation.

1/8/2020: Unannounced Visit to Ingenuity Prep
DC PCSB staff conducted a second unannounced visit to the school.

1/16/2020: DC PCSB concludes its audit and submits to the school its conclusions and recommendations

Audit Conclusions
Upon reviewing the documentation submitted through the special education audit and the information gathered during unannounced visits, DC PCSB concluded the following:

- through SY18-19 to SY19-20, students with disabilities at the school are retained at five times the rate as their general education peers;
- the school continues to have staffing challenges, resignations, and transitions;
- extensive training and oversight are needed in special education programming and compliance;
- while the school has developed an internal turnaround strategy, it has also struggled to implement elements of its turnaround (e.g., observing all teachers on a regular basis) and clearly measure success of the turnaround;
- while the school reports that seclusion is no longer in use, there is inconsistent evidence; and
- the school does not consistently follow its own policies regarding restraint and physical escort.

Audit Recommendations
Based on DC PCSB's audit conclusions, DC PCSB recommended that the school take steps to re-evaluate and improve policies and practices regarding:

- special education student supports and contributing factors to grade retention;
- implementation of the school's restorative practices; and
- seclusion, restraint, and physical escort practices and policies and notification to parents after every instance.

DC PCSB also recommends that the school take steps to increase its oversight and provide support to its staff in:

- special education compliance;
- teacher observations and coaching; and
- measurement of success on the school's turnaround plan.

DC PCSB will follow up on the status of the school's turnaround efforts in future communications, continue to closely monitor community complaints that may potentially come in regarding the school, and conduct follow up unannounced site visits.

Q21. 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?

Through informal special education site visits, the Special Education PLC, HLP Institute, data dives, and conversations with school leaders, DC PCSB learns about broad challenges LEAs face with regards to successfully serving students with disabilities. Many schools continue to struggle to provide a full continuum of services. With each public charter school being its own LEA for the purposes of special education (except for 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' IEPs. Some schools are exploring creative partnerships to expand services. Moreover, many schools, regardless of their size, still express a desire to improve the collaboration and co-teaching that occurs in general education classrooms. Collaboration has been a topic at past HLP Institute workshops and Special Education PLC meetings, and an upcoming PLC meeting will focus on creating high-quality self-contained classrooms for students with disabilities.

Staffing and staff development remain common concerns. Many schools face barriers in hiring, training, and retaining special educators, special education coordinators, general educators experienced at including students with disabilities, and service providers, especially bilingual evaluators. While some noted the many special education training opportunities available across DC, one school leader explained that it feels like you need to create a training program in-house in order to staff teachers prepared to work with students with disabilities. Furthermore, special education coordinators (or similar position titles) may not have enough time to mentor special educators while also maintaining legal compliance, inputting data, providing services if a teacher is absent, and handling other pressing responsibilities. These challenges and potential solutions have been recurring topics throughout the Special Education PLC and the HLP Institute (see question #19). At a PLC meeting in spring 2019 a panel of school leaders presented on their strategies for hiring, developing, and retaining special educators.

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, as well as similar offerings through the DC Special Education Cooperative and other crisis prevention training programs. A PLC meeting in fall 2019 also addressed providing a continuum of supports for students in crisis. Nonetheless, 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.

Finally, while not every LEA serves a majority of students with low-incidence disabilities or overaged/ under-credited students, these schools have unique needs that should also be considered. Schools that enroll many (or all) students with low-incidence disabilities feel frustrated that the STAR Framework does not provide them a rating and/or is not responsive to their student population. They also want more adaptive technologies, trainings on adaptive Individualized Education Program (IEP) goals, and in-home therapy opportunities for students. Schools that serve older students express that homelessness, undiagnosed disabilities and/or expired IEPs are significant concerns. Students that are homeless are less likely to be able to find

adequate childcare (if they are parents), so their attendance suffers. They may also face compounding issues with mental health, trauma, or substance abuse. These schools try to connect students with resources, but many more are needed.

Q22. For school year 2018-2019, 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.

b. (New *) Please provide an update on PCSB's investigation of the LEAs that did not report interim removals in their SY2017-2018 discipline data and were not reviewed by OSSE.

According to OSSE, in SY 2018-19, three charter LEAS combined – Friendship PCS, Shining Stars Montessori Academy PCS, and Somerset PCS – reported sending fewer than ten students to an alternative education setting. Per OSSE, specific numbers were not provided to protect student privacy since the n size was less than ten). OSSE does not collect data on the location of the alternative education setting, therefore we are not able to report on the location of these alternative education settings.

a. Use of Future Family Enrichment Center (FFEC) by LEA

In SY 2018-19, four charter LEAs (Cesar Chavez PCS, E.L. Haynes PCS, Friendship PCS, and Monument Academy PCS) placed a total of seven students at the Future Family Enrichment Center as an interim alternative education setting following disciplinary action. Placements lasted between one and three months. (Note: this answer is aggregated due to small n size.)

b. DC PCSB's investigation of interim removals

In their monthly submission of discipline data to DC PCSB, LEAs are required to indicate if a student, regardless if they had an IEP at the date of the event, was removed to an interim alternative education setting as well as the removal's reason, type, length, beginning and ending dates, and alternative education setting attendance. In SY 2019-20, we updated our discipline data collection template to provide more detailed descriptions of data elements and to align our data fields with OSSE's. Changes included new required fields asking if a change of placement occurred and if the student attended the alternative education setting. Past Wednesday Bulletins reminded schools of the updates to the discipline data collection template and linked them to the guidance document.

Our investigation uncovered three additional LEAs who utilized an interim education setting other than FFEC in SY 2017-18. Each LEA properly reported these interim removals through their discipline data. Our investigation did not uncover further examples of interim removals that school year; thus, it is closed at this time.

Q23. 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.

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 English learner students (ELs), including performance on the PARCC, performance on 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 2019-20 Early Access to English Learner Data application, which provided LEAs with a preview of student-level EL data for SY 2019-20. These data inform our ongoing monitoring and charter review and renewal reporting.

In addition to data sharing, DC PCSB and OSSE staff meet regularly to ensure that both agencies are informed about the progress of EL students enrolled in public charter schools and opportunities to enhance EL programming. On a monthly basis, staff from both agencies have a call to discuss monitoring activities, trainings, events, policy, and guidance. Also, a DC PCSB staff member sits on OSSE's State Title III Advisory Committee and the Multilingual Learner Conference Planning Committee. The State Title III Advisory Committee serves as an advisory body to support OSSE in carrying out its responsibilities to EL students; thus, in this capacity, DC PCSB staff may provide feedback about state policy, such as the EL exit criteria. As a member of the planning committee for OSSE's annual Multilingual Learner Conference, DC PCSB staff helps to solidify conference session topics, identify speakers, review proposals, and promote the event amongst schools. Likewise, OSSE representatives attend all of DC PCSB's English Learner Professional Learning Community (EL PLC) meetings.

b. The monitoring DC PCSB conducts

DC PCSB's oversight of EL students in public charter schools falls into five categories: compliance monitoring, the English Learner Monitoring Policy, the Mystery Caller Initiative, Qualitative Site Reviews, and review and renewal reports. To further assist schools in improving EL practices, we also provide programmatic through our the EL PLC.

- Compliance Monitoring: 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. This assurance aligns with the programmatic requirements listed for PK-12 and adult schools in OSSE's 2019 Delivering Education Services to English Learners.

- English Learner Monitoring Policy: This policy explains instances that may trigger additional monitoring from DC PCSB staff, including concerning data thresholds or parent complaints related to EL students, and details the steps DC PCSB staff would take,

such as conducting a desk audit, to ensure that the school is properly serving all EL students. In SY 2018-19, DC PCSB conducted desk audits for 10 schools, as detailed below. In SY 2019-20, seven schools have received EL monitoring pre-audit warnings, but as of January 15, 2020 no audits have been triggered.

EL Monitoring Audits in SY 2018-19

School	EL Audit Trigger	Audit Type	Outcome
1. Capital City PCS – Middle School	Disproportionality of dual identification of EL (English Learners) and SWD (Students with disabilities)	Desk	Closed on 3/14/2019 with no further action required. DC PCSB encouraged the school to continue to monitor the progress of dual identified students through convening as a multidisciplinary team. DC PCSB has continued to monitor this school's special education enrollment data per the policy.
2. Center City PCS - Petworth	Disproportionality of dual identification of EL and SWD	Desk	Closed on 2/27/2019 with no further action required. DC PCSB encouraged Center City PCS – Petworth to continue implementing a strong Response To Intervention (RTI) process. DC PCSB has continued to monitor this school's dual identification rate per the policy.
3. Center City PCS - Shaw	ACCESS Growth Target	Desk	Closed on 2/1/2019 with no further action required. DC PCSB encouraged Center City – Shaw to continue to evaluate their ESL staffing and professional development model. DC PCSB has continued to monitor this school's ACCESS 2.0 data.
4. Creative Minds International PCS	ACCESS Growth Target	Desk	Closed on 2/27/2019 with no further action required. DC PCSB encouraged Creative Minds to continue to evaluate how to best serve EL students through reviewing a robust collection of student data and providing teachers and families more opportunities to collaborate. DC PCSB has continued to monitor this school's ACCESS 2.0 growth.
5. DC Bilingual PCS	Disproportionality of dual identification of EL and SWD	Desk	Closed on 3/8/2019 with no further action required. DC PCSB encouraged DC Bilingual to continue to monitor student progress closely and evaluate teaching methods. DC PCSB has continued to monitor this campus's dual identification rate.

6. DC International School	Disproportionality of dual identification of EL and SWD	Desk	Closed on 2/15/2019 with no further action required. DC PCSB encouraged DCI to continue to work in partnership with the Special Education Cooperative and OSSE to evaluate special education and EL programming. DC PCSB has continued to monitor this campus's dual identification rate.
7. E.L. Haynes PCS – Middle School	Disproportionality of dual identification of EL and SWD	Desk	Closed on 2/27/2019 with no further action required. DC PCSB encouraged E.L. Haynes PCS – Middle School to continue to incorporate the new practices of evaluating individual and school-level data among EL students and SWD. DC PCSB has continued to monitor this campus's dual identification rate.
8. Elsie Whitlow Stokes PCS - Brookland	Disproportionality of dual identification of EL and SWD	Desk	Closed on 3/19/2019 with no further action required. DC PCSB encouraged E.W. Stokes PCS - Brookland to continue to choose ways of evaluating students that align with their needs. We also encouraged E.W. Stokes Brookland to continue to work as an interdisciplinary team to collect information on student progress. DC PCSB has continued to monitor this campus's dual identification rate.
9. Latin American Montessori Bilingual PCS	Disproportionality of dual identification of EL and SWD	Desk	Closed on 3/29/2019 with no further action required. DC PCSB encouraged LAMB PCS to internally evaluate the ways data is used to inform how student supports are provided. DC PCSB has continued to monitor this campus's dual identification rate.
10. Mundo Verde Bilingual PCS	ACCESS and PARCC achievement	Desk	Closed on 2/27/2019 with no further action required. DC PCSB encouraged Mundo Verde PCS to continue to create and use student data dashboards, provide additional supports in extended day programming, and provide training to teachers and coaches in how to best support EL students. DC PCSB has continued to monitor this campus's ACCESS 2.0 and PARCC data in the future.

- *Mystery Caller Initiative:* Annually, DC PCSB conducts the Mystery Caller Initiative to ensure that schools are not discriminating against students with disabilities and ELs during application season. In SY 2018-19, DC PCSB expanded the initiative to focus on access for non-English speaking families, English learners, as well as those with students with disabilities. Now, half of all public charter schools receive calls from staff inquiring about enrolling an EL student, while the other half received calls concerning a student with a disability. If school staff provides an inappropriate answer, indicating a potential

barrier to open enrollment, they will receive a follow-up call. Two inappropriate responses to mystery calls may result in a Notice of Concern. For the results of the SY 2018-19 Mystery Caller Initiative, see question #25.

- *Qualitative Site Reviews (QSRs):* DC PCSB uses qualitative observations to evaluate the quality of EL programming in public charter schools. During a QSR visit for a school that enrolls EL students, the school responds to questions about its language assistance programming. A DC PCSB staff member or consultant then verifies these responses by conducting observations of English learner classrooms. The EL reviewer's evaluation of the language assistance program is a separate section of the final report. In addition, all classrooms are evaluated using the Charlotte Danielson Framework for Teaching, and these scores are incorporated throughout said report.

- *Review and Renewal Reports*: EL performance data is captured throughout all high-stakes reports. Academic analyses of student progress and achievement are broken out by sub-groups, like ELs. For schools that enrolls 10 or more ELs, their review and renewal reports show the percentage of EL students who met their language proficiency growth targets on the ACCESS for ELLs 2.0 test relative to the state average.

- *English Learner Professional Learning Community (EL PLC):* As previously noted, the EL PLC seeks to develop the EL leadership of PK-12 DC public charter schools through best practice sharing, collaboration, and discussion focused on EL instruction, program management, and accountability. As of SY 2019-20, EL PLC is comprised of 50 members, including 32 LEAs that enroll 82% of the EL PK-12 population. 10-20 members participate in each quarterly meeting, and at the joint Special Education and EL PLC meeting on December 6, 52 people attended. The PLC also enjoys a high degree of satisfaction amongst its participants. School leaders have reported that they enjoy meeting, learning from, and collaborating with other EL points of contact.

  The topics listed in the annual calendar (see attachment Q23), respond directly to members' expressed needs and/or trends in data. For example, on December 6, 2019 the EL and Special Education PLC came together to review sector-wide and campus-specific special education identification rates of ELs compared to non-EL students and discuss policy recommendations. Please see attachment Q23 for more information. Other past topics include serving EL students in the general education setting, engaging leadership to advocate for ELs, providing language access to families, and meeting the needs of ELs with disabilities. Furthermore, members can observe EL programming in action during EL PLC-sponsored school site visits. In SY 2018-19, we visited classrooms and spoke with administrators, students, and teachers at Center City PCS – Brightwood, E.L. Haynes PCS – Elementary School PCS, and Paul PCS – International High School. During SY 2019-20, the PLC is slated to visit D.C. Bilingual PCS. Furthermore, participants have access to a shared folder in which they upload best practices used at their school, and they read relevant education policy reports, such as those from experts at New America and The Century Foundation.

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

Beyond the oversight activities listed above, DC PCSB is not currently developing any new accountability systems. As previously mentioned, a DC PCSB staff member participates on the State Title III Advisory Committee, which provides the opportunity to collaborate on EL state policy like a theoretical change to accountability measures. In its high-stakes reports, DC PCSB also reports on the percentage of ELs that meet their growth-to-proficiency targets on the ACCESS for ELs annual state assessment. This metric comprises five points on OSSE's STAR Framework. When OSSE was developing the STAR Framework back in SY 2017-18, DC PCSB participated in all task force meetings and its EL PLC members provided OSSE feedback on the EL subgroup and ACCESS growth metric.

Access

Q24. Provide a breakdown of how many LEAs were available for enrollment on MySchool DC for the 2018-2019 school year and for the 2019-2020 school year to date. List any 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 2018-19 school year, 53 out of 66 LEAs participated in the common lottery. In the 2019-20 school year, 50 out of 62 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.
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

Q25. Provide a report on the Mystery Caller Policy and program. Please describe any noncompliance identified by the program in SY2018-2019 and SY2019-2020 to date, and how PCSB has worked to remedy any identified noncompliance.

The Mystery Caller Initiative was first developed in 2012 to monitor schools for open enrollment, specifically that schools were not discriminating against students with disabilities (SWD). DC PCSB staff and consultants annually call all schools posing as a parent, guardian, or advocate of a SWD. There are two rounds of calls made prior to the charter school lottery application deadlines. If a school first gives unclear guidance or provides an inappropriate answer, a different staff member will call a second time to determine if the response was a one-off problem or indicative of a systemic issue. In recent years DC PCSB has encountered fewer cases of inappropriate answers when asked how to enroll a student with a disability.

In SY 2018-19, DC PCSB expanded its Mystery Caller Initiative to focus on access for non-English speaking families (English learner or EL) as well as SWD. Of the 125 schools that were to operate in SY 2019-20, 62 received mystery calls inquiring about enrolling a SWD, and 63 received calls regarding an EL student, with a random sample of 15 EL calls made in Spanish.

Twelve schools failed the first round of calls – two pertaining to SWD access and ten for EL – and received a second-round call, which was always made in English. Breakthrough Montessori PCS and Kingsman Academy PCS failed the second round as well, and in both cases, for issues relating to EL access. DC PCSB notified all schools called in the second round to share their results and provide resources so that those schools may properly train their staff to respond to enrollment questions pertaining to special populations.

The DC PCSB Board issued Notices of Concern to Breakthrough Montessori PCS and Kingsman Academy PCS at the May 2020 Board meeting. After both schools respond appropriately to mystery calls over the next several weeks, the Board lifted the Notices of Concern at its July 15th meeting.

In January 2020, DC PCSB began its SY 2019-20 cycle of the Mystery Caller Initiative. DC PCSB staff and consultants will make calls to all campuses that will be in operation in SY 2020-21 before the My School DC application closes. No results are available at this time.

Stakeholder Engagement and Communication

Q26. Describe any initiatives your agency implemented in FY19 or FY20 to date aimed at improving 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.

See questions 3, 4 and 52 for information about our internal operations initiatives and our interaction with other city agencies.

Q27. Describe any programs or initiatives PCSB convened in FY19 or FY20 to facilitate professional development and knowledge sharing across charter LEAs. Please list the LEAs that participated in each offering and any takeaways or results.

In FY19 and FY20, DC PCSB convened the following programs, initiatives, and events to facilitate professional development and knowledge sharing across charter LEAs.

- *Ahead of the Curve Conference* - In FY19, DC PCSB in partnership with DCPS hosted the Ahead of the Curve conference – Preventing and Managing Sexual Abuse in Schools Part II for more than 160 attendees on May 28, 2019 to support schools with managing and preventing sexual abuse at their schools. The conference provided training through three critical workshops:
    1. Creating a Safe Environment in Your Schools
    2. Darkness to Light's Stewards of Children® - Child Sexual Abuse Prevention Training
    3. Creating Safer Schools through Education and Awareness

  In addition, there was a lunch panel discussion on Sex Trafficking of Youth in DC. The following LEAs participated: SEED, DC Bilingual, Breakthrough Montessori, KIPP DC, Shining Stars Montessori, Washington Yu Ying, Hope Community, Roots, Monument Academy, E L Haynes, Washington Leadership Academy, Two Rivers, Digital Pioneers, Youth Build, IDEA, Paul, Cedar Tree Academy, DC International, Meridian, Friendship, DCPS, Next Step, Center City, Kingsman Academy, Thurgood Marshall Academy, AppleTree, LAYC, Statesmen, Carlos Rosario, Lee Montessori, Perry Street Prep and Bridges.

  In FY20, DC PCSB in partnership with OSSE hosted the Ahead of the Curve Conference – Improving Sexual Health Outcomes for Students on November 5, 2019 for about 70 attendees to help schools improve their sexual health curriculum and lesson plans. Four workshops were provided:
    1. Health Transition Planning for Students with Disabilities
    2. Wrap MC – DC Health's in-school condom availability and program
    3. Building a Comprehensive Sexual Health Education Program
    4. Engaging LGBTQ+ Youth

  The following LEAs attended: EL Haynes PCS, SEED PCS, LAYC PCS, Washington Yu Ying PCS, KIPP DC PCS, Center City PCS, Meridian PCS, Mundo Verde PCS, Creative Minds International PCS, Two Rivers PCS, and DCPS.

- *Charter Leaders Meetings* - In FY19 and FY20 to date, DC PCSB held three Charter Leaders Meetings (on September 25, 2018, March 12, 2019, and September 25, 2019.)
    - At the fall 2018 meeting, 75 board members, executive directors, heads of schools, and other school leaders attended representing the following 55 LEAs: Academy of Hope Adult PCS, Achievement Preparatory Academy PCS, BASIS PCS, AppleTree PCS, Bridges PCS, Briya PCS, Capital Village PCS, City Arts & Prep PCS, DC Bilingual PCS, Democracy Prep PCS, Elsie Whitlow PCS, National Collegiate Prep PCS, Richard Wright PCS, Roots PCS, The Family Place PCS, Statesmen PCS, IDEA PCS, Good Will Excel, Harmony PCS, Hope PCS, KIPP DC PCS, Kingsman Academy PCS, Center City PCS, Mundo Verde PCS, Creative Minds International PCS, Carlos Rosario International PCS, Cedar Tree Academy PCS, Cesar Chavez PCS, Community College Prep Academy PCS, Creative Minds International PCS, DC Scholars PCS, E.L. Haynes PCS, Harmony DC PCS, Howard DC PCS, Ingenuity Prep PCS, Inspired Teaching Demonstration PCS, Latin American Montessori Bilingual PCS, LAYC Career Academy PCS, Lee Montessori PCS, M.M. Bethune Day Academy PCS, Meridian PCS, Monument Academy, Paul PCS, Perry Street Prep PCS, Rocketship PCS, SEED PCS, Sela PCS, Shining Stars Montessori Academy PCS, St. Coletta Special Education PCS, The Children's Guild DC PCS, Thurgood Marshall Academy PCS, Two Rivers PCS, Washington Latin PCS, Washington Leadership Academy, Washington Yu Ying PCS, and YouthBuild DC PCS.
        - The topics covered were communications, legislation, community engagement, DC PCSB policies and procedures, and the state of the charter education landscape.
    - At the spring 2019 meeting, 68 board members, executive directors, heads of schools, and other school leaders attended representing the following 44 LEAs: Academy of Hope Adult PCS, Achievement Preparatory Academy PCS, E.W. Stokes PCS, BASIS PCS, Briya PCS, Capital Village PCS, Richard Wright PCS, Roots PCS, KIPP DC PCS, Kingsman Academy PCS, Center City PCS, Mundo Verde PCS, Creative Minds International PCS, Carlos Rosario International PCS, Cedar Tree Academy PCS, Cesar Chavez PCS, Community College Prep Academy PCS, DC Scholars PCS, E.L. Haynes PCS, Harmony DC PCS, Howard DC PCS, Ingenuity Prep PCS, Inspired Teaching Demonstration PCS, Latin American Montessori Bilingual PCS, LAYC Career Academy PCS, Lee Montessori PCS, M.M. Bethune Day Academy PCS, Meridian PCS, Monument Academy, Paul PCS, Perry Street Prep PCS, Rocketship PCS, SEED PCS, Sela PCS, Shining Stars Montessori Academy PCS, St. Coletta Special Education PCS, The Children's Guild PCS, Thurgood Marshall Academy PCS, Two Rivers PCS, Washington Latin PCS, Washington Leadership Academy, Washington Yu Ying PCS, and YouthBuild DC PCS.
        - The topics covered were safe passage, safety, and there were presentations by community partners (including an interactive science program, LaunchCode, and the Community Purchasing Alliance)
    - At the fall 2019 meeting, 80 board members, executive directors, heads of schools, and other school leaders attended representing the following 42 LEAs: Academy of Hope Adult PCS, Achievement Preparatory Academy PCS, BASIS PCS, Briya PCS, Capital Village PCS, Richard Wright PCS, Roots PCS, KIPP DC PCS, Kingsman Academy PCS, Center City PCS, Mundo Verde PCS, Creative Minds International PCS, Carlos Rosario International PCS, Cedar Tree Academy PCS, Cesar Chavez PCS, Community College Prep Academy PCS, DC Scholars PCS, E.L. Haynes PCS, Harmony DC PCS, Howard DC PCS, Ingenuity Prep PCS, Inspired Teaching Demonstration PCS, Latin American Montessori Bilingual PCS, LAYC Career Academy PCS, Lee Montessori PCS, M.M. Bethune Day Academy PCS,

Meridian PCS, Monument Academy, Paul PCS, Perry Street Prep PCS, Rocketship PCS, SEED PCS, Sela PCS, Shining Stars Montessori Academy PCS, St. Coletta Special Education PCS, The Children's Guild PCS, Thurgood Marshall Academy PCS, Two Rivers PCS, Washington Latin PCS, Washington Leadership Academy, Washington Yu Ying PCS, and YouthBuild DC PCS.

- The topics covered were new legislation/ expectations of schools, charter sector performance, enrollment trends, The New Teacher Project pilot in QSRs, and health topics (STIs, immunization, and human trafficking).

- *Data Managers Training* - In July 2019, DC PCSB held in-person and webinar training sessions for charter sector school data support staff. The training covered DC PCSB information systems, policies, practices, and key reports. There were approximately 50 participants representing charter LEAs across the city as well as key partner organizations such as FOCUS.

- *EL PLC* - The PLC seeks to develop the EL leadership of PK3-12 DC public charter schools through best practice sharing, collaboration, and discussion focused on instruction, program management, and accountability. Participants can present on best practices used at their schools, which are stored in a shared folder, read relevant education policy reports, discuss pressing topics, and meet other EL administrators and teachers. In an end-of-year survey, many school leaders wrote that they appreciated the school visits, sharing best practices, and the opportunity to hear others' successes and problem-solving strategies. The PLC meets quarterly and arranges site visits to member schools. In SY 2018-19, 23 LEAs participated. This number has grown to 32 in SY 2019-20. These LEAs are: AppleTree Early Learning PCS, BASIS DC PCS, Breakthrough Montessori PCS, Bridges PCS, Briya PCS, Capital City PCS, Center City PCS, Cesar Chavez PCS for Public Policy, DC Bilingual PCS, DC Prep PCS, DC Scholars PCS, Early Childhood Academy PCS, E.L. Haynes PCS, Friendship PCS, E.W. Stokes PCS, Hope Community PCS, IDEA PCS, Inspired Teaching Demonstration PCS, Latin American Montessori Bilingual PCS, Lee Montessori PCS, Maya Angelou PCS, Meridian PCS, Mundo Verde Bilingual PCS, Paul PCS, Perry Street Preparatory PCS, Sela PCS, The Children's Guild PCS, The Sojourner Truth PCS, Thurgood Marshall Academy PCS, Two Rivers PCS, Washington Latin PCS, and Washington Yu Ying PCS.

- *High Leverage Practice (HLP) Institute* - Between December 2018 and November 2019, participants learned how to implement key practices intended to strengthen schools' instruction to students with disabilities (e.g., collaborate with other professionals, use explicit instruction, provide positive and constructive feedback) through five in-person workshops and three online checkpoints led by university professors. Please also see question #18 for more information. Attendance was limited to 50 participants. The following LEAs took part in the series: BASIS DC PCS, Bridges PCS, Capital City PCS, Center City PCS, Cesar Chavez PCS for Public Policy, Creative Minds International PCS, DC Bilingual PCS, DC Prep PCS, District of Columbia International, Eagle Academy PCS, Friendship PCS, Goodwill Excel Center PCS, Kingsman Academy PCS, LAMB PCS, Lee Montessori PCS, Paul PCS, Roots PCS, SEED PCS, Sela PCS, Shining Stars Montessori Academy PCS, Statesmen PCS, The Children's Guild PCS, Thurgood Marshall Academy PCS, Two Rivers PCS, Washington Global PCS, and Washington Latin PCS.

- *Special Education PLC* - This PLC seeks to develop the special education leadership of PK3-12 DC public charter schools through best practice sharing, collaboration, and discussion focused on instruction, program management, and accountability. Participants can present on best practices used at their schools, which are stored in a shared folder, read relevant education policy reports, discuss pressing topics, and meet other special education administrators and teachers. In an end-of-year survey, many school leaders wrote that they enjoyed learning from other educators and having access to great take-away resources. The PLC meets quarterly. In SY 2018-19, 31 LEAs participated. This number has grown to 45 in SY 2019-20. These LEAs are: Achievement Prep Academy PCS, AppleTree Early Learning PCS, BASIS DC PCS, Bridges PCS, Capital City PCS, Center City PCS, Cedar Tree Academy PCS, Cesar Chavez PCS for Public Policy, Creative Minds International PCS, DC Bilingual PCS, DC Prep PCS, DC Scholars PCS, DCI, Digital Pioneers Academy PCS, Early Childhood Academy PCS, E.L. Haynes PCS, Friendship PCS, Hope Community PCS, IDEA PCS, Ingenuity Prep PCS, Inspired Teaching Demonstration PCS, Kingsman Academy PCS, KIPP DC PCS, Latin American Montessori Bilingual PCS, Lee Montessori PCS, Maya Angelou PCS, Meridian PCS, Monument Academy PCS, Mundo Verde Bilingual PCS, Paul PCS, Perry Street Preparatory PCS, Roots PCS, Rocketship PCS, SEED PCS, Sela PCS, St. Coletta Special Education PCS, Statesmen PCS, The Children's Guild PCS, The Sojourner Truth PCS, Thurgood Marshall Academy PCS, Two Rivers PCS, Washington Global PCS, Washington Latin PCS, Washington Leadership Academy PCS, and Washington Yu Ying PCS.

- *Procurement Webinars* - In June 2019, DC PCSB held two webinars sharing revisions to the Procurement Contract Submission and Conflict of Interest Policy, which went into effect on July 1, 2019. Over the course of two days, there were 50 participants representing LEAs across the city.

- *Registrar Community of Practice* - In FY19, DC PCSB held its first Registrar Community of Practice that brought together registrar and front office staff from charter LEAs to discuss best practices in student records management, enrollment and building relationships with school nurses. The following LEAs participated: KIPP DC PCS, DC Prep PCS, Paul PCS, Harmony PCS, Youthbuild PCS, Bridges PCS, Sela PCS, Creative Minds PCS, The Next Step PCS, The Family Place PCS, DC Scholars PCS, Mundo Verde PCS, St. Coletta PCS, Center City PCS, SEED PCS, Academy of Hope PCS, and Inspired Teaching PCS. Our second Community of Practice meeting will take place in FY20 and will focus on the "No Shots, No Schools" initiative.

- *School Climate Brunch* – At the SY 2018-19 School Climate Brunch, schools presented strategies that contributed to positive school climate data (including strategies to improve student behavior, attendance, and enrollment). 27 people attended from FOCUS, SBOE, and the following LEAs: DC Prep PCS, Meridian PCS, DCI PCS, Creative Minds International PCS, Paul PCS, SEED PCS, Cesar Chavez School for Public Policy PCS, DC Scholars PCS, LAMB PCS, BASIS PCS, Center City PCS, Washington Yu Ying PCS, Sela PCS, Friendship PCS, and Achievement Prep PCS.

- *School Transparency Policy Meetings* - During SY 2018-19, DC PCSB held two school leader task force meetings to solicit input from schools on DC PCSB's Transparency Policy, which was then pending. The School Leader Task Force Meeting on November 19, 2018 was attended by the following 17 LEAs and 3 support organizations: Hope Community PCS,

Community College Prep PCS, DCI, Inspired Teaching Demonstration PCS, Carlos Rosario PCS, DC Prep PCS, KIPP DC PCS, Capital City PCS, The Next Step PCS, Cedar Tree Academy PCS, Washington Yu Ying PCS, Pau PCS, Maya Angelou PCS, Bridges PCS, Friendship PCS, AppleTree PCS, E.L. Haynes PCS, FOCUS, TenSquare, Empower K12. The group discussed DC PCSB's plans to create a transparency policy, focusing on school concerns about the Open Meetings Act and charter schools becoming subject to FOIA (regarding how the latter might pull resources away from schools' instructional program so the school could be compliant)

The School Leader Task Force Meeting on February 15, 2019 was attended by the following 15 LEAs and 2 support organizations: Maya Angelou PCS, Washington Yu Ying PCS, Thurgood Marshall Academy PCS, Creative Minds International PCS, Capital City PCS, Mundo Verde PCS, Friendship PCS, Inspired Teaching Demonstration PCS, DC Prep PCS, KIPP DC PCS, BASIS DC PCS, Carlos Rosario PCS, EL Haynes PCS, Hope Community PCS, Kingsman PCS, Ten Square, and FOCUS. The group discussed the benefits and concerns regarding including the following in DC PCSB's pending Transparency Policy: open meetings, FOIA, budgets, at risk funding, school board member contact information, board meeting minutes, school staff contacts.

- *High School Working Group* - There were two purposes of the working groups: 1) to promote collaboration among LEAs on credit recovery options (to ensure students have access to courses required for graduation), and 2) to explore establishing a charter sector alternate placement program for long term suspension and expulsion. Sessions were held on December 11, 2019, February 8, 2019, March 15, 2019, and May 3, 2019. The LEAs that participated in one or more of the working groups were BASIS DC PCS, Cesar Chavez PCS, E.L. Haynes PCS, Friendship PCS, IDEA PCS, Kingsman Academy PCS, Maya Angelou PCS, SEED PCS, Thurgood Marshall PCHS, and Washington Leadership PCS. Key takeaways were the following:
    - LEAs were most interested in covering best practices and collaborating with others on credit recovery.
    - The relevance of a sector-wide alternate placement program quickly diminished as schools are using long term suspensions less frequently.

- Charter Network – DC PCSB held two professional development trainings for public charter school staff responsible for recruitment, communications and development. One session was about crisis communications and another session was about recruiting and retaining students. Both sessions gave schools an opportunity to hear from industry leaders but to learn from one another on effective ways to communicate and engage families.

DC PCSB continues to encourage collaboration between LEAs through the Master Course Offering Document, which is available through our website. The document includes all available courses offered at every high school LEA, including DCPS. The document identifies through what mechanism the course is offered (i.e., during regular school year, summer school, and/or virtual credit recovery program). It also identifies the LEAs that are currently offering courses to students outside of those enrolled full time at that LEA.
Additionally, to help ensure that new schools open on time and are prepared to serve students, DC PCSB provides founding teams with support throughout their planning year. This support entails regular DC PCSB staff check-ins with founding teams to discuss updates, monitoring new school progress, tracking conditions, and connecting new schools with resources, such as connections to

school leaders, intergovernmental contacts, and trainings. DC PCSB also facilitates support to new schools with OSSE to provide access to resources and information on state requirements. During the spring of the planning year, DC PCSB holds workshops to prepare founding leadership teams to meet the responsibilities of operating a public charter school in year 1 and beyond. Topics from previous trainings include: the Performance Management Framework (PMF), review and renewal processes, school finance, the School Transparency and Reporting (STAR) Framework, data systems, special populations, school safety, student transportation, and health requirements. Further information on DC PCSB's partnership with other district agencies to provide training and support to new schools is in Q3.

Q28. How does the agency communicate with and solicit feedback from education stakeholders, including parents? For FY19, please describe:

a. what PCSB has learned from this feedback;
b. how PCSB has changed its practices as a result of such feedback;
c. how parents can find out what special education programs each LEA or school offers; and,
d. how PCSB engaged in communication and feedback regarding the MySchool DC lottery.

Engaging with residents and the community is a vital part of DC PCSB's mission and organizational goals. DC PCSB communicates with and solicits feedback through convening meetings with our Parent and Alumni Leadership Council (PALC), made up families that have students in public charter schools. Over the course of nine meetings, PALC gave us feedback on our School Transparency Policy, website redesign, and OSSE's DC School Report Card and Star ratings and website layout.

We also heard from dozens of individuals about our policies and practices during one of the three 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. This included delaying votes related to concerns about a school location and a DC PCSB policy.

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 allow them to share the information with others and comment in writing or in-person at a Board meeting.

In addition to meeting with the PALC, DC PCSB staff and Board members participated in more than 50 community meetings and events (e.g., Ward Education Fairs and meetings, Multilingual Education Fair, EdFEST).

Moreover, DC PCSB communicates with families about the quality of public charter schools by disseminating the School Quality Report Guides in multiple languages (e.g., English, Spanish, French, Amharic, Chinese, Korean, and Vietnamese). 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 guide. 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. See question 24 for a list of schools that do not participate.

Q29. Provide a report on all complaints the board received in FY19 and FY20 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 families, school staff, and other members of the community. As noted in previous years' responses, according to our Community Complaint Policy (see attachment Q29), 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. Staff will internally document the complaint in the Salesforce database system and assign it in one of the following categories:

Academics - issues regarding a student's academic standing, promotion or retention, passing/failing courses, graduation requirements, and/or lack of academic supports/interventions

Bullying - incidents related to improper prevention or implementation of a school's Bullying Policy by another student, parents, or staff

Discipline - issues regarding the implementation or lack of implementation of a school's Discipline Policy, grievances about unfair application of discipline (detention, suspensions, expulsions), improper notification to the parent after a discipline event, and/or improper documentation of incidences where a student was disciplined

Enrollment - concerns over open enrollment or "counseling out," waitlists, or residency

Health & Safety - issues involving improper medical administration to students, concerns of physical/emotional/sexual abuse of students in school, inadequate adult supervision of students, improper crisis intervention techniques, and/or unsafe building/facilities

Special Education - concerns with the school's compliance with the requirements of the Individuals with Disabilities Education Act (IDEA), lack of/missed services rendered to students, denial/delay in evaluating a student for services

Staff - concerns over the professionalism of staff or missing requisite teacher/service providers

Transportation - concerns over access to school via public or school-provided transportation

Uniforms - concerns with application of the school's dress code/uniform policies

Other - a concern that covers a topic not defined above or one that is systemic across various categories

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 staff may conduct a pop-in visit. In the case of pop-in visits, staff generally 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 2019-20 (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 2019-20 school year, DC PCSB will share with each school and its board of trustees the aggregate complaints received for that school.

SY 2019-20 Complaints Received by LEA and Type YTD, Aug. 1- Dec. 31, 2019

	Primary Complaint Type								Grand Total
School Name	Academics	Bullying	Discipline	Enrollment	Health & Safety	Other	Special Ed	Staff	
Achievement Preparatory Academy PCS - Wahler Place Elementary School	0	0	0	0	2	0	0	0	**2**
AppleTree Early Learning Center PCS - Columbia Heights	0	0	0	0	1	0	0	0	**1**

AppleTree Early Learning Center PCS - Parklands at THEARC	0	0	0	0	1	0	0	0	**1**
BASIS DC PCS	0	0	0	0	0	1	0	1	**2**
Breakthrough Montessori PCS	0	1	0	0	0	0	0	0	**1**
Bridges PCS	0	0	0	0	1	0	2	0	**3**
Cedar Tree Academy PCS	0	0	0	0	1	0	0	0	**1**
Center City PCS - Shaw	0	0	0	0	1	0	0	0	**1**
Cesar Chavez PCS for Public Policy - Parkside Middle School	0	0	0	0	0	0	1	0	**1**
Cesar Chavez Public Charter Schools for Public Policy	0	0	1	0	1	0	0	0	**2**
Creative Minds International PCS	0	0	0	0	1	0	0	0	**1**
DC Prep PCS - Edgewood Elementary School	0	0	1	0	0	0	0	0	**1**
DC Prep PCS - Edgewood Middle School	1	0	1	0	0	0	0	0	**2**
DC Scholars PCS	0	0	2	0	1	0	0	0	**3**
E.L. Haynes PCS - High School	0	0	0	0	1	0	0	0	**1**
E.L. Haynes PCS - Middle School	0	0	1	0	0	0	0	0	**1**
E.L. Haynes Public Charter School	0	0	0	0	0	1	0	0	**1**
Eagle Academy PCS - Congress Heights	0	0	0	0	2	0	0	0	**2**
Elsie Whitlow Stokes Community Freedom PCS - East End	0	0	0	0	1	0	0	0	**1**
Friendship PCS - Armstrong	1	0	0	0	0	1	0	1	**3**
Friendship PCS - Blow Pierce Middle	0	0	0	0	1	0	0	0	**1**
Friendship PCS - Chamberlain Elementary	0	0	0	1	0	1	1	0	**3**
Friendship PCS - Chamberlain Middle	0	0	0	0	0	0	1	0	**1**
Friendship PCS - Collegiate Academy	0	0	1	0	1	0	0	1	**3**
Friendship PCS - Ideal Elementary	0	1	0	0	0	0	0	0	**1**
Friendship PCS - Woodridge International Elementary	0	0	0	0	1	0	0	0	**1**

Harmony DC PCS - School of Excellence	0	0	0	0	0	0	1	0	**1**
Hope Community PCS - Tolson	0	0	2	0	2	0	0	0	**4**
Ingenuity Prep PCS	0	0	1	0	6	1	0	0	**8**
KIPP DC - AIM Academy PCS	0	1	0	0	1	0	1	0	**3**
KIPP DC - College Preparatory PCS	0	0	1	0	0	0	0	0	**1**
KIPP DC - Grow Academy PCS	0	0	1	0	0	0	0	0	**1**
KIPP DC - KEY Academy PCS	0	1	0	0	0	0	0	0	**1**
KIPP DC - LEAP Academy PCS	0	0	0	0	1	0	0	0	**1**
KIPP DC - Northeast Academy PCS	0	0	1	0	1	0	0	0	**2**
KIPP DC - Promise Academy PCS	0	0	0	0	1	1	0	0	**2**
KIPP DC - Somerset College Preparatory PCS	0	0	1	0	0	1	0	0	**2**
KIPP DC - WILL Academy PCS	0	0	1	0	0	0	0	0	**1**
Lee Montessori PCS - East End	0	0	0	0	1	0	0	0	**1**
Mary McLeod Bethune Day Academy PCS	0	0	0	0	2	0	0	1	**3**
Maya Angelou Public Charter School	0	0	0	0	0	1	0	0	**1**
Monument Academy PCS	0	0	1	0	0	0	2	0	**3**
Mundo Verde Bilingual PCS	0	1	0	0	1	0	0	0	**2**
National Collegiate Preparatory PCHS	0	0	0	0	1	0	0	0	**1**
Paul PCS - International High School	1	0	0	0	0	0	0	0	**1**
Paul Public Charter School	0	0	1	0	0	0	0	0	**1**
Perry Street Preparatory PCS	1	0	0	0	1	0	0	0	**2**
Richard Wright PCS for Journalism and Media Arts	0	0	0	0	0	0	1	0	**1**
Rocketship PCS - Legacy Prep	0	0	1	0	2	0	0	0	**3**
Rocketship PCS - Rise Academy	0	0	0	0	1	0	0	0	**1**
Roots PCS	0	0	0	0	1	0	0	0	**1**
SEED PCS of Washington DC	0	0	0	0	1	0	1	0	**2**
Somerset Preparatory Academy PCS	0	0	0	0	0	1	0	0	**1**

Two Rivers PCS - 4th Street	0	0	0	0	1	0	0	0	**1**
Two Rivers PCS - Young	0	1	0	0	3	0	0	1	**5**
Washington Global PCS	0	0	1	0	0	0	0	0	**1**
Washington Latin Public Charter School	0	0	0	0	0	0	0	1	**1**
YouthBuild DC PCS	0	0	0	0	0	1	0	1	**2**
Grand Total	4	6	19	1	44	10	11	7	**102**

SY 2019-20 Complaints Received Summary YTD, Aug. 1- Dec. 31, 2019

Academics	Bullying	Discipline	Enrollment	Other	Health & Safety	SPED	Staff	Transportation	Uniforms	TOTAL
4	6	19	1	10	44	11	7	0	0	102

SY 2018-19 Complaints Received Summary 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 2018-19 Full Year Complaints Received Summary, Aug. 1, 2018 – June 30, 2019[1]

Academics	Bullying	Discipline	Enrollment	Health & Safety	HR	Other	Special Ed	Staff	Transportation	Uniforms	TOTAL
49	39	43	20	146	6	41	41	65	3	4	**457**

[1] For SY 2018-19 Full Year Complaints Received by School and Type (Aug. 1, 2018-June 30, 2019) please view this link https://dcpcsb.egnyte.com/dl/bch0ahvOSW

Funding & Planning

Q30. Provide an account of each public charter school's facilities expenditure, including:
- **a. the total amount allocated in FY19 and to date in FY20 from the local facilities allowance; and**
- **b. the total amount each school spent in FY19 and FY20 to date on facilities and capital improvements.**

Please see attachments Q30A & Q30B.

Q31. In late 2018, the Deputy Mayor for Education released the DC Public Education Master Facilities Plan 2018, providing analysis on facility conditions, enrollment projections, and programmatic offerings for both DCPS and public charter schools. How has PCSB used the information in this report to inform facilities planning and better serve and support our students? Did Council's disapproval of the Master Facilities Plan impact PCSB's approach?

DC PCSB has used the Master Facilities Plan 2018 (MFP) primarily as a broader inventory of the buildings in the city designated for educational use. DC PCSB has shared the MFP with top-rated operators and newly approved schools considering potential locations as a tool to understand the conditions and utilization rates of facilities in the city.

In 2019, DC PCSB used the information in the report to develop and administer a planning supplement for all LEAS. The survey aims to understand year-to-year changes in charter facility conditions, collect tentative 5-year and 10-year growth plans, ensure compliance with the PACE Act, and create a robust and informed inventory of facility space available in the charter sector. DC PCSB hopes to use the data provided through the survey to strengthen its facility planning efforts and better serve and support students.

Council's disapproval of the MFP has not significantly impacted DC PCSB's approach as DC PCSB's strategic planning efforts exist independently and largely outside of the scope of the MFP.

Q32. Provide a copy of the facilities expenditure reporting template and an accounting of the expense categories for each public charter LEA in FY19. Discuss the LEAs' limitations or possibilities for expansion or growth of programs and enrollment as it relates to facilities funding.

Please see attachments Q30A & Q30B.

Q33. 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 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). Two more public charter schools are co-located with traditional public schools.

School year 2019-20 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	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 [13th Street / Sharpe]	4300 13th Street NW, Washington, DC 20011	Former Sharpe Health School	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
Community College Preparatory Academy PCS [MC Terrell]	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
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 and Statesmen PCS)
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 – Somerset Campus	3301 Wheeler Road SE, Washington, DC 20032	Former MC Terrell	Take-over of Somerset's incubator lease through competitive process
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)
Lee Montessori PCS – East End	2501 Martin Luther King Jr. Avenue, SE, Washington DC 20020	Former Birney	Incubator lease through competitive process
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 – J.F. Cook	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 and Statesmen 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)
Statesmen College Preparatory Academy for Boys PCS	4600 Livingston Road SE, Washington, DC 20032	Former P.R. Harris	Incubator lease, RFO in process (co-located with National Collegiate Prep PCHS and Ingenuity Prep PCS)
SEED PCS of Washington, DC	4300 C St. SE, Washington, DC 20019	Former Weatherless	Leased
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 SY19-20

Current public charter school in facility	**Address**	**Traditional public school facility**
Briya PCS [13th Street/Sharpe]	4300 13th St. NW, Washington, DC 20011	West Education Campus

Public charter schools are occupying an additional 65 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 – Parklands
BASIS DC PCS
Breakthrough Montessori PCS [Taylor Street]
Breakthrough Montessori PCS [Eastern Avenue]
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 – Parkside
Community College Preparatory Academy PCS [DCIA]
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
Digital Pioneers Academy PCS [12th Street]
District of Columbia International School [Walter Reed]
Eagle Academy PCS – Fairlawn

Eagle Academy PCS – Fairlawn [Capitol Riverfront]
Early Childhood Academy PCS [Barnaby Street]
E.L. Haynes PCS [Georgia Avenue]
Elsie Whitlow Stokes Community Freedom PCS – Brookland
Friendship PCS – Ideal
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
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]
Mundo Verde Bilingual PCS – Calle Ocho
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 Family Place 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]

Q34. Describe how 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 SY 2018-2019, please provide an update on their facilities status. Of the schools approved to begin operating in SY2019-2020, please provide an update on their facilities status.

DC PCSB coordinates an annual workshop to connect leaders from conditionally approved LEAs with representatives from DC government agencies, including: The 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 is to prepare schools to meet citywide health, safety, and transportation policies and practices. At the last workshop on February 28, 2018,[1] the presentation topics were:

- 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

Three new LEAs opened in SY 2018-19 – Digital Pioneers Academy PCS, Statesmen College Preparatory Academy for Boys PCS, and The Family Place PCS. Digital Pioneers Academy PCS and Statesmen College Preparatory Academy for Boys PCS relocated in SY 2019-20 to accommodate their expanding enrollment and grades served. The current addresses of these three LEAs are as follows:

- Digital Pioneers Academy PCS, 709 12th St. SE, Washington, DC 20003
- Statesmen College Preparatory Academy for Boys PCS, 4600 Livingston Rd. SE, Washington, DC 20032
- The Family Place PCS, 3309 16th St. NW, Washington, DC 20010

No new LEAs began operation in SY 2019-20.

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[1] This workshop was not held in 2019 because no new LEAs were approved to begin operation in SY 2019-20.

Q35. Explain any emergency response procedures in place for 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 PCSB ensures schools are implementing the required safety plans, drills, and policies.

The following is an overview of the emergency response procedures for DC PCSB:

Medical Emergency Procedures:

- Employees should call 911 (Fire, Paramedics, MPD)
- Employees should notify their supervisor and Finance, Operations and Strategic Initiatives Team (FOSI) of the emergency.
- Employees should complete an incident report of the emergency within 24 hours and submit to the FOSI team. DC PCSB uses Egnyte as its electronic filing system which stores all documents that cover its processes and procedures. The incident report form is stored within the Operations Resource folder which is shared with all staff.

Fire/Emergency Evacuation, 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, not 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 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), the emergency coordinator/lead will also account for their 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. The bomb threat checklist is stored within the Operations Resource folder which is shared with all staff.
- Employees should notify their supervisor and Finance, Operations and Strategic Initiatives Team (FOSI) and 911 of the threat.
- Employees should complete an incident report of the emergency within 24 hours and submit to the FOSI team.
- Employees should follow the instructions of the fire and building evacuation per the recommendation of 911.

Additional Security Procedures
- In June 2019 DC PCSB increased overall security by upgrading door locks and installing a buzz-in entry button on the internal door leading to the main office.

Explain the emergency response planning for PCS as it relates to on-campus emergencies:
Public charter schools are responsible for developing their own emergency response plans for their school campuses. DC PCSB requires each school to upload an assurance letter to Epicenter that affirms 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, 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, DC PCSB contracts 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 public 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 public 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, and 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, emergency drills, and tabletop exercises.

Under the current contract, L&A provides the following services to charter 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 public 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 Tabletop 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 two hours of online or phone support throughout the process to all participating schools to complete Emergency Response Planning. L&A is 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 2018 - October 2019, 500 classroom flip charts were distributed to public 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 a debrief to school leadership on the audit findings and recommendations. From October 2018 - October 2019, 42 CPTED audits were conducted in charter schools and six audits have been conducted from November 1, 2019 – January 15, 2020.

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. Between October 2018 - October 2019, L&A worked with 80 public charter school campuses and 1,200 staff

members to develop and improve their emergency response plans. L&A has also trained 65 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 twice yearly in the ESA portal to ensure plans are up to date and assist schools in conducting two non-fire-related emergency response drills such as lock down and severe weather.

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 can 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 ensure schools meet International Fire Code requirements, which are added as an addendum to the information captured in the ESA portal. Currently, 116 campuses are actively uploading the additional information.

In March 2019, DC PCSB and L&A met with Mr. Donell Harvin, the HSEMA Chief of Homeland Security and Intelligence, to discuss the full integration of charter schools into the Emergency Response framework in DC. As a result, Mr. Lalik was asked to Co-Chair the newly formed School Safety Alliance (replacing the ESA) along with Mr. Carlton Gerald of DCPS, and all District-wide planning efforts and system updates have included input from charters. This collaboration has resulted in an improved and shorter "Play Book", a revised version of the District's School Emergency Response plan that is more school friendly and contains the most current information regarding Emergency Response Procedures. The Play Book is going through final approvals at HSEMA before being distributed to schools. Mr. Lalik informs DC PCSB on all ESA updates and procedural changes.

Provide a narrative response to how the PCSB ensures schools are implementing the required safety plans, drills, and policies:
The DC PCSB works with L&A to ensure that schools are implementing the required safety plans, drills, and policies using 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 33 schools.

In August 2018, the PCSB and L&A began preparing for 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 2018, 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 DCPCS campuses. Prior to and since her announcement, the DC PCSB has requested that schools provide the contact information

necessary to enable the application in the schools. As of October 2019, L&A has added contact information for 121 campuses, enabling those campuses to use the application in case of an on-campus threat or emergency.

Q36. How did PCSB utilize the 2018 Master Facilities Plan and the 2019 annual supplement in FY19 and to date in FY20? Please detail their impact on:

a. Decisions surrounding new charter approvals, and;

b. Support for new and expanding schools in finding and procuring facilities.

DC PCSB has used the Master Facilities Plan 2018 (MFP) and the 2019 annual supplement primarily as broader inventories of the buildings in the city designated for educational use.

DC PCSB's strategic planning analyses for decisions surrounding new charter approvals have touched on some data points provided by the MFP and its supplements, but DC PCSB's decisions have primarily reflected the findings of its own analyses. The inventory of public school facilities as well as the utilization rates provided in the MFP and its supplements have been used to inform decisions surrounding need. DC PCSB's assessments of public charter school demand primarily focused on an independent enrollment ceiling analysis to understand approved forecasted capacities by grade band. This analysis was coupled with an in-depth review of population growth estimates provided by the Office of Planning and data from the SY 2019-20 My School DC lottery. See the report attachment Q36.

DC PCSB has provided the MFP and its supplements to new and expanding school as a tool to understand the conditions and utilization rates of facilities in the city as they consider and procure their respective facilities.

Charter School Authorization and Revocation

Q37. Please attach the Fiscal Year 2019 Financial Analysis Report.

The FY18 Financial Analysis Report is attached (see attachment Q37); the FY19 Financial Analysis Report is currently in production as DC PCSB received the audited financial statements from LEAs in December 2019. We expect to produce the FY 2019 report by March of 2020 and will provide copies to Council by June 2020.

Q38. Provide an update on PCSB's community notification process when a new school is being authorized. Describe how this process was implemented for schools that were authorized in FY19 and to date in FY20.

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, along with other required steps. DC PCSB notifies the public 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 the applications the month before the vote to approve or deny the proposal. This hearing is an opportunity for all community members to provide feedback to the Board about a proposed school. Consistent with previous years' application process, the 2019 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 the students are not currently being met in the city.

DC PCSB authorized five new schools last year: Capital Village, The Social Justice School, Girls Global, I Dream Academy and Sojourner Truth School. These schools participated in planning year workshops including a session on community engagement. Also, the schools have access to the SY 2019-20 Planning Year Playbook, a how-to guide that aims to provide conditionally-approved schools with the knowledge, resources, and experiences of past new school leaders to have a successful school opening. If approved, the four applicants to open new public charter schools who submitted proposals in January 2020 will go through the same process.

Q39. How many charter school applications did PCSB receive in FY19 and FY20 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 FY19.

DC PCSB received 11 charter applications during FY19. Of these, DC PCSB conditionally approved five and denied six. Details about the five schools conditionally approved by DC PCSB are captured in the table below. Pending full charter approval, these five schools are slated to open in Fall 2020.

Program Name	Model	Grades
Capital Village	EL Education (formerly Expeditionary Learning)	5-8
Girls Global	All-Girls (focus on STEM and Business)	9-12
I Dream Academy	Student-Centered Learning	PK3-5
The Social Justice School	Project Based Learning/EL Education	5-8
Sojourner Truth	Montessori	6-12

The six applicants the DC PCSB Board did not approve are Anna Julia Cooper, Arabic Language, Aspire to Excellence, BOLT Academy, Evolve, and The Garden Education.

DC PCSB has received four applications to open public charter schools during FY20, captured in the table below.

Program Name	Model	Grades
Capital Experience Lab	Experiential Learning	6-12
Global Citizens	Language Immersion	PK3-5
The Garden School of Business and Entrepreneurship	Business/Entrepreneurship focus	9-12
Washington Arabic School	Language Immersion	PK3-5

Should any of these applicants be approved, they would open in Fall 2021. DC PCSB did not approve any new LEAs to begin operation during FY19.

Q40. Describe PCSB's process and timeline for charter renewal, including a listing of charters up for renewal in FY19 and FY20 to date, as well as their status.

a. Detail how the agency communicated in FY19 and FY20 to date with each school, its trustees, and parents before making its recommendation.

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

The School Reform Act gives DC PCSB the authority to grant a charter to a local nonprofit organization for 15 years and requires a charter review at least once every five years. As part of a school's charter renewal process (which occurs after 15 years) or charter review process (which occurs every five years), DC PCSB's Board will vote to renew or continue the charter or will vote for non-renewal or to revoke the charter. The review process at a school's 5- and 10-year review is 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 attachment Q40A shows the schools up for review and renewal in FY19 and FY20. Third, a school whose charter will expire must apply to renew its charter between 365 and 120 days before its charter expires.

DC PCSB and FOCUS collaborated to create a charter review and renewal toolkit, which is available online. The toolkit is intended to support schools during a review or renewal and outlines the process, ways to determine if a school is on track to achieve its charter agreement goals, and what to expect if the school is not on track to achieve its goals.

Renewal
Every DC public 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 renew 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 Q40B 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 School Quality Report (also referred to as the Performance Management Framework or 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 Q40C 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 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.

b. 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 where the school is located to solicit community feedback.

c. *Opportunities for Restarts or Takeovers*
In the years leading up to charter renewal, the 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.

Because restarts and takeovers are more likely to occur, and succeed, when undertaken with sufficient time and forethought, DC PCSB has undertaken an effort to educate public charter school boards on this topic. The centerpiece of this education effort is a comprehensive guide for school boards titled "Review and Renewal Toolkit" (Attachment 40D). Jointly published with FOCUS in December 2019, the *Toolkit* provides a detailed guide to school boards navigating charter reviews and renewals, with a focus on restarts, turnarounds, and takeovers.

Q41. 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?

Charter applications
Inclusiveness is one of five standards of approval that DC PCSB uses to evaluate a charter application. As written in the 2019 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.

To help evaluate whether an applicant group has met the inclusiveness standard, every charter application review team includes a special populations reviewer with relevant expertise. They read the entire application; ask questions of the applicant group at the capacity interview; attend the public hearing, vote, and other team meetings; and provide input on all memos.

Should an experienced operator apply (as LEARN DC did in fall 2018), the special populations reviewer may also visit existing schools and analyze their special education data. Throughout this process, the special populations reviewer looks for substantive evidence that the applicant group is prepared to meet the needs of all students. This includes:

- 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.

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, should a school meet most, but not all, components of the criteria, then staff may recommend the Board instate specific conditions to fully approve an applicant's charter. Of the six public charter schools conditionally approved in SY 2018-19, three – The Sojourner Truth PCS, I Dream PCS, and Girls Global Academy PCS – have conditions that address weaknesses in their plans to serve students with disabilities and/or English learners. For example, The Sojourner Truth PCS's special populations condition reads,

> *Special Populations:* By November 4, 2019, the school shall submit a supplement describing how its curriculum, student policies and procedures, and staffing plan will support English learners and students with disabilities. The curriculum shall define a language acquisition model (as found in OSSE's 2019 Delivering Education Services to English Learners) and explain the concrete strategies and materials it will use to support the unique needs of ELs. The curriculum and staffing plan shall describe how the school will provide a full continuum of services for students who require a self-contained setting. Lastly, the student policies and procedures shall address secondary transition planning. By January 31, 2020, all feedback and revisions will be incorporated to DC PCSB's satisfaction.

I Dream PCS and Girls Global Academy PCS have successfully submitted updated plans in order to meet their special populations condition. The Sojourner Truth PCS is on track to do so by January 31, 2020.

Q42. 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 FY20, to date?

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

b. Describe 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.

In FY19, DC PCSB voted to not renew the charter of City Arts & Prep PCS due to the LEA's inability to meet its charter goals at its 15-year renewal, with the school closing at the end of SY 2018-19. DC PCSB also voted to revoke the charter of National Collegiate Prep PCS, on the

condition that it close at the end of SY 2019-20. 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 SY 2018-19. Ideal Academy PCS was taken over by Friendship PCS and Somerset PCS was taken over by KIPP DC PCS. These agreements were approved by our board on December 17, 2018. Finally, the Board of Trustees of Cesar Chavez PCS voted to close their Chavez Prep middle school campus and Chavez Capitol Hill high school campus, effective at the end of SY 2018-19.

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 their transition to a new school, using a case management approach. As soon as the closure decision is made, 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 work directly with families as they apply to new schools through My School DC, the public school lottery, and complete the enrollment process once they receive a seat at a school they desire.

Q43. Provide the following information regarding the Performance Management Framework for school year 2018-2019:

a. the indicators used to determine the tier level for each school;
b. the number of schools in each Tier;
c. how PCSB will support schools to advance from Tier 2 and Tier 3 to Tier 1; and
d. how the PMF tiers correlate with the State Report Card.

a. The indicators used to determine the tier level for each school

Below are the indicators for SY 2018-19, reported by Framework.

PK-8 PMF Indicators:

- Student Progress—for all students attending for the full academic year
  - Median Growth Percentile – ELA (School ending in grades 4-8)
  - Median Growth Percentile – Math (Schools ending in grades 4-8)
  - NWEA MAP Conditional Growth Percentile – Reading (Schools ending in grades K-3)
  - NWEA MAP Conditional Growth Percentile – Math (Schools ending in 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 SY2 018-19
    - Re-enrollment—for all students enrolled on Count Day in SY2 017-18 who returned to the same school in SY 2018-19

High School PMF Indicators:

- Student Progress (included as an opt-in measure in SY 2018-19 for high schools)
    - Median Growth Percentile – 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 (2018-19 grade 9 cohort)
    - Four-Year Graduation Rate (Prior year Adjusted Cohort Graduation Rate (ACGR, 2014-15 first time grade 9 students)
    - Five-Year Graduation Rate (ACGR, 2014-15 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

b. The number of schools in each tier

PMF Tier	Number of schools
1	60
2	50
3	1
No Tier[2]	12

c. How DC PCSB will help advance schools from Tier 2 and Tier 3 to Tier 1

Notably, National Collegiate Preparatory Public Charter High School is the only Tier 3 rated school operating, and it will close at the end of SY 2019-20.

DC PCSB supports schools' advancement by creating opportunities for educators to meaningfully share best practices in instruction and behavior management. DC PCSB facilitates two professional learning communities (PLCs) designed for school leaders and teachers that focus on better serving English learners and students with disabilities. These PLCs meet at least quarterly throughout the year. See our responses to questions 18 and 23 for more information. Our staff also hosts events for schools to convene and share best practices to improve school culture (e.g., School Climate Brunch).

We believe it is not the job of a charter authorizer to offer direct supports or services to the schools it provides oversight. Instead, we encourage the school's own board, comprising of majority DC residents and at least two parents (or two currently enrolled students for adult programs), 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. We reinforce this communication by holding 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. See question 44 for more communication to the Tier 3 schools.

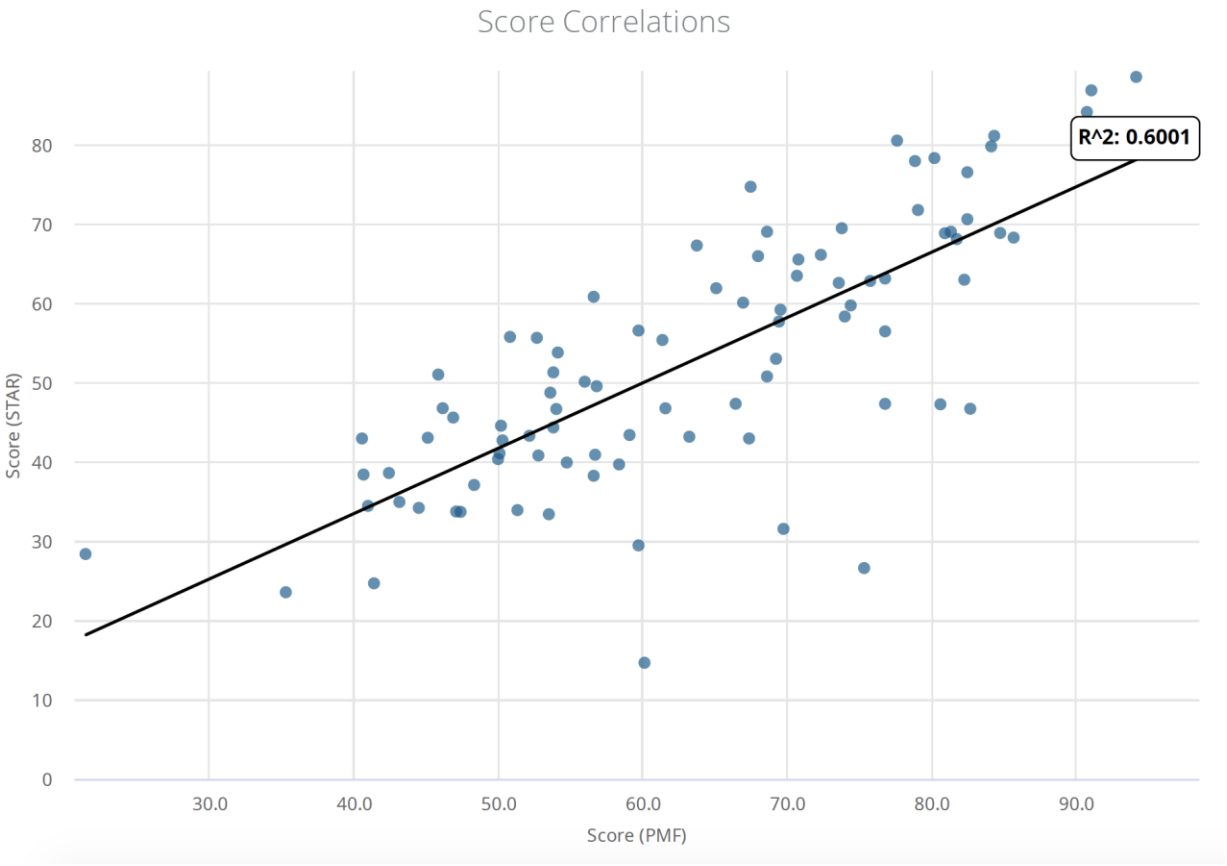
[2] There are two types of schools that did not receive a School Quality Report tier in 2018-19: new schools and campuses (which do not receive a tier until their second year of operation), and schools measured by our Alternative Accountability Framework.

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	6			
4-STAR Rating	24	2		
3-STAR Rating	12	25		2
2-STAR Rating	2	14	1	7
1-STAR Rating		1		4
No STAR Rating	12	2		3

The chart above shows the absolute frequency of PK-12 public charter schools by PMF tier and STAR rating. The 16 schools with STAR ratings but no PMF tier are four alternative public charter schools and three PK-8 schools that were not tiered in their first year of operation (AppleTree Early Learning Center PCS – Parklands at THEARC, Digital Pioneers Academy PCS, EW Stokes Community Freedom PCS – East End, Friendship PCS – Southeast Middle, and Statesmen College Preparatory Academy for Boys PCS). The 14 schools with a PMF tier but no STAR rating are early childhood schools ending in second 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 public charter schools earning both PMF and STAR scores, indicating a strong correlation between the outcomes of the two frameworks.



Note that the four 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 six public charter schools (Cesar Chavez PCS for Public Policy - Capitol Hill, Cesar Chavez PCS for Public Policy - Chavez Prep, City Arts & Prep PCS, Democracy Prep Congress Heights PCS, Ideal Academy PCS, and Somerset Preparatory Academy PCS) that closed as public charter schools at the end of SY 2018-19; DC PCSB's practice is to not to release a School Quality Report (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.

In general, the largest variation between PMF and STAR scores occurs with schools ending in grade 3. The PMF considers academic growth for these schools using the NWEA MAP assessment. The STAR framework does not measure academic growth for these schools as STAR relies exclusively on PARCC results for growth and PARCC testing begins in third grade, making it impossible to measure year-to-year growth.

Q44. How does 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 PCSB is currently working with to implement performance improvement plans, as well as copies of any such performance improvement plans for FY19 and FY20 to date.

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 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.

National Collegiate Prep PCHS is the only school still in operation that earned a Tier 3 rating on the SY 2018-19 School Quality Report (also referred to as the Performance Management Framework or PMF). The school received a review in SY 2018-19 and DC PCSB's Board voted to revoke the school's charter with a final closure date set for the end of SY 2019-20. Democracy Prep Congress Heights PCS, Ideal Academy PCS, and Somerset Preparatory Academy PCS were also rated Tier 3 and either closed at the end of SY 2018-19 or were acquired by another charter operator.

Communication begins well before a school undergoes a review or falls into Tier 3 status. 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 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 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. The QSR is DC PCSB's opportunity to hold up a mirror so the school can see itself objectively.

Out of Cycle Reviews
Per the PMF Policy and Technical Guide, a Tier 3 campus is likely failing to meet its charter goals and student academic achievement expectations as set forth in its charter. If a Tier 3 PMF school meets one or more of the following criteria, DC PCSB will conduct an out of cycle review:

- Score of 20.0% or lower in the most recent year;
- Score that is 5.0% decrease or greater within Tier 3 from one year to the next;
- Any school performing in Tier 3 for any three of the previous five years.

Q45. 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.

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 implemented a new records review process in FY19 that worked to take the burden off closing schools and give DC PCSB ownership of the review and transfer of records.

Once DC PCSB has voted to revoke a school's charter, the DC PCSB closure team determines a date for a records review walkthrough 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 develop plans to correct missing or incomplete files. All current students will receive copies of their full records by the end of the closing school year.

In FY20, DC PCSB has contracted with Scribbles to further enhance the student records process. Scribbles will be the host platform for DC PCSB closed school records and diploma and transcript request management going forward. The requestor will be able to submit and check the status of requests online. All closed school student records will be uploaded to the Scrib Order which is the platform that will house these records. This new platform will automate the current email process used, saving time and providing a more secure transfer process.

Q46. 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, provides oversight in 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

Q47. Provide an update on the PCSB executive director search, including the projected timeline of the search and a summary of public comments received to date, both online and through public roundtables.

DC PCSB has hosted multiple roundtables between November 2019 and January 2020, including sessions with public charter school leaders, DC PCSB staff, parents and public charter school parent Board of Trustee members to get feedback about what qualities they would like to see in the next ED and what priorities they believe DC PCSB should undertake. Members of the PCSB Board and the search firm were present at many of the roundtables. We also held two public roundtables and one with elected officials to get feedback about both qualities that would like to see and the strategic priorities they would like DC PCSB to consider.

To date we have heard these areas are important to stakeholders about the candidate:

- *Experience in DC is important*. – Participants expressed that DC is a unique place and experience working in a related field locally would be a benefit to DC PCSB and the education cluster.
- *Education-related experience is a priority*. – Participants shared that having an understanding of education and direct experience working in the charter sector is a priority.
- *Strong managerial skills are essential*. – The idea of being able to manage both the finances and staff of DC PCSB came out as strong sentiment among elected officials
- *Strong communication is key*. – Participants would like the next executive director to be a strong listener; an ED who is able to engage with a variety of stakeholders was a consistent priority shared among stakeholders.
- *Being empathic and approachability is necessary*. – Participants would like the next executive director to be empathic and approachable, but also have thick skin and be responsive to feedback and criticism.
- *Ability to be authentic to the community and families it vital*. – Participants would like an executive director that can relate to diverse stakeholders, listen and respond to community feedback and concerns.

To date we have heard the following priorities are important strategic considerations of DC PCSB as we on board the new leader:

- More meaningful collaboration across the city – The new executive director and DC PCSB as an agency should better collaborate on issues including student transportation, school locations and course offerings.
- A vision – Participants want DC PCSB to have a strategy on where the organization is going.
- Be a Partner/Advocate – Participants want DC PCSB to be a strong partner with DCPS and to be an advocate for public charter schools.
- Greater Transparency – The public would like greater access to not only information but how the Board and staff make decisions.

- Ensuring Equity – Participants would like to ensure all students are served equally by every LEA.

We also have a dedicated page on our website that has current information about the search process and all public comments.

Q48. Provide the names, brief bios, and terms of appointment for all members of PCSB. How many board positions are currently vacant? For each vacancy, please give the date that each position became vacant and describe how the vacancy affects or affected the Board's work.

Name	Bio	Terms of Appointment
Saba Bireda	Ms. Bireda is a Partner 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.	**First Term** February 24, 2016 - February 23, 2019 **Second Term:** July 15, 2019 - February 24, 2023 **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 race.	**Completing Predecessor's Term:** February 24, 2013 – February 23, 2017 **Appointed:** June 2, 2015 **First Full Term**: February 24, 2017 - February 23, 2021
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.	**First Term:** February 24, 2018 – February 23, 2022

	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.	**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 **Second Term:** February 24, 2018 - February 23, 2022 **Appointed:** October 10, 2014
Ricarda Ganjam, Ph. D	Ricarda Ganjam, Ph.D., is a Management Consultant with Accenture. Her work focuses on business development, 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 transformational change management with a variety of clients primarily in the human 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.	**First Term:** February 24, 2015 – February 23, 2019 **Second Term:** July 15, 2019 – February 24, 2023 **Appointed:** October 8, 2015
Naomi Shelton	Naomi Shelton is the Director of Community Engagement at KIPP Foundation, where she develops and leads KIPP's community engagement portfolio, and expands external impact work with school districts and community partners. Prior to joining KIPP Foundation, Ms. Shelton was the Director of K-12 Advocacy for UNCF. In that role, Ms. Shelton directed UNCF's efforts to ensure that more African American students would be better prepared to enroll in and complete college by driving sustainable education reforms that benefitted students and empowered communities to demand improvement. Her experience ranges from project and operations management	**First Term:** February 24, 2017-February 23, 2021 **Appointed:** January 22, 2018

	to crisis communications, media relations, and professional event coordination. A long-standing resident of the Southwest Waterfront neighborhood of DC, Ms. Shelton received her Bachelor of Arts degree in English from Tougaloo College (Mississippi). *Note about KIPP Foundation and KIPP DC: As DC's charter authorizer, DC PCSB oversees KIPP DC Public Charter School (KIPP DC PCS). KIPP DC PCS is its own entity, incorporated as a non-profit organization in DC, distinct from the national KIPP Foundation. KIPP DC PCS is a franchise and pays a licensing fee to the KIPP Foundation for use of the KIPP name and brand and certain associated resources. The KIPP Foundation does not serve as a management organization for the school, nor is it considered a related party to the school by DC PCSB. The KIPP Foundation has no direct control over the operations of the school, and there is no significant financial relationship between the two organizations other than the licensing fee.	
James Sandman	James Sandman is the former president of the Legal Services Corporation. He practiced law with Arnold & Porter LLP for 30 years and served as the firm's managing partner for a decade. Jim is a past president of the 100,000-member District of Columbia Bar and a former general counsel for the District of Columbia Public Schools. He is a summa cum laude graduate of Boston College, where he was elected to Phi Beta Kappa, and received his law degree cum laude from the University of Pennsylvania, where he served as executive editor of the law review and was elected to the Order of the Coif.	**Completing Predecessor's Term:** February 2016 – February 2020 **Appointed:** July 15, 2019
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 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.	January 2012 - Current

Q49. Provide the schedule of PCSB Board meetings in FY19 and to date in FY20. Please include Board Members that were present or absent at each meeting.

Board Meeting Date	**Board Members Present**	Board Members Absent
01/16/2019	Rick Cruz* Steve Bumbaugh* Ricarda Ganjam Naomi Shelton Don Soifer* Lea Crusey	Saba Bireda
01/22/2019	Rick Cruz* Saba Bireda Don Soifer* Lea Crusey Naomi Shelton Steve Bumbaugh Ricarda Ganjam (All Board Members Present)	N/A
01/28/2019	Rick Cruz Saba Bireda Steve Bumbaugh Lea Crusey Ricarda Ganjam Naomi Shelton Don Soifer* (All Board Members Present)	N/A
02/25/2019	Rick Cruz Saba Bireda Lea Crusey Ricarda Ganjam Naomi Shelton Don Soifer	Steve Bumbaugh
03/18/2019	Rick Cruz Saba Bireda Steve Bumbaugh Ricarda Ganjam Naomi Shelton Don Soifer* Lea Crusey (All Board Members Present)	
03/27/2019	Rick Cruz Saba Bireda Ricarda Ganjam Lea Crusey	Don Soifer Naomi Shelton Steve Bumbaugh
04/22/2019	Rick Cruz Saba Bireda Steve Bumbaugh Naomi Shelton	Ricarda Ganjam Lea Crusey Don Soifer
04/23/2019	Rick Cruz Saba Bireda Steve Bumbaugh Naomi Shelton	Don Soifer Ricarda Ganjam

Board Meeting Date	**Board Members Present**	Board Members Absent
	Lea Crusey	
05/20/2019	Rick Cruz Saba Bireda Steve Bumbaugh Lea Crusey Ricarda Ganjam Naomi Shelton	
06/25/2019	Rick Cruz Saba Bireda Steve Bumbaugh Lea Crusey Ricarda Ganjam	Naomi Shelton
07/15/2019	Rick Cruz Saba Bireda Steve Bumbaugh* Lea Crusey James Sandman Naomi Shelton	Ricarda Ganjam
09/16/2019	Rick Cruz Saba Bireda Steve Bumbaugh Lea Crusey Ricarda Ganjam James Sandman Naomi Shelton (All Board Members Present)	N/A
10/28/2019	Rick Cruz Saba Bireda Lea Crusey Ricarda Ganjam James Sandman Naomi Shelton	Steve Bumbaugh
11/18/2019	Rick Cruz Saba Bireda Steve Bumbaugh Lea Crusey Ricarda Ganjam James Sandman Naomi Shelton (All Board Members Present)	N/A
12/16/2019	Rick Cruz Saba Bireda* James Sandman Lea Crusey	Steve Bumbaugh Naomi Shelton

*Asterisks indicate a board member joined the meeting via phone.

Q50. Provide a current organization chart for PCSB and the name of the employee responsible for the management of each office or program. If applicable, please provide a narrative explanation of any organizational changes made during FY19 or to date in FY20.

See attachment Q50. The Equity and Fidelity Team (EFA) was divided into two new teams: Equity, Audits and Supports (EAST) and Fidelity, Applications and School Climate (FAS).

Q51. Provide the agency's performance or strategic plan for FY19. Did 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 FY19 performance plan, DC PCSB fully achieved all nine of the initiatives. DC PCSB fully achieved 12 of the 14 performance indicators. Two of the indicators were not fully met.

DC PCSB was able to achieve all 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 indicators were not fully met:

- Number of public charter school campuses receiving an out-of-compliance warning from our Board for violating our Data Submission Policy. Our target for FY19 was three, however we had 44 schools receive an out-of-compliance warning. This is most likely due to fewer schools complying with our expectations for submission; our implementation of the policy was more consistent, resulting in more notices.

- Number of Tier 1 public charter LEAs with announced plans to expand or replicate. Our target for FY19 was two, however, only one Tier 1 public charter LEA announced plans to expand/replicate: KIPP DC expanded as it completed a takeover of Somerset PCS. To date in FY20, we have one school with approved plans to replicate: Washington Latin PCS.

See attachment Q51 for our FY19 Performance Plan.

Q52. Provide the agency's performance or strategic plan for FY20. What steps has the agency taken in FY19 and to date in FY20 to meet the objectives set forth in the plan?

Key Performance Indicator	FY20 Target	FY19 Actual/FY20 YTD
Number of PMF Parent Guides distributed	6000	In FY19, 6000 PMF Parent Guides were distributed.
Percent of charter school data available on www.dcpcsb.org, in compliance to our transparency policy.	10%	In FY19, 10% of charter school data were made available in compliance to the transparency policy.
Number of Task Force Meetings PCSB attended	20	In FY19, DC PCSB participated in 42 task force meetings.
Percent Increase in Social Media Followers	10%	In FY19, DC PCSB has had a 10% increase in social media followers

Key Performance Indicator	FY20 Target	FY19 Actual/FY20 YTD
Number of charter LEAs receiving 5, 10- or 15-year reviews	15	In FY19, DC PCSB completed 14 charter reviews or renewals.
Number of Tier 1 charter LEAs with announced plans to expand or replicate	2	DC PCSB did not approve any charter expansions in FY19 but are expecting 5 school openings effective for SY 2020-21; approved 1 expansion to date in FY20.
Reduction in expulsion rate for the five schools that had the highest expulsion rate in the previous school year	3%	In FY19, there was a reduction in expulsions by 56.1%.
Number of charter school campuses receiving an out-of-compliance warning from our Board for violating our Data Submission Policy	3	In FY19, we sent out 44 Notices of Concern to charter schools. This uptick may be due to our implementation of a more consistent policy which is expected to be reduced in FY20.
Reduction in suspension rate for the five schools that had the highest suspension rate in the previous school year	N/A	This is a new annual measure. No updates at this time.
Improvement in PARCC performance in ELA for At-Risk Students	N/A	This is a new annual measure. No updates at this time.
Improvement in PARCC performance in ELA for Students with Disabilities	N/A	This is a new annual measure. No updates at this time.
Improvement in PARCC performance in Math for At-Risk Students	N/A	This is a new annual measure. No updates at this time.
Improvement in PARCC performance in Math for Students with Disabilities	N/A	This is a new annual measure. No updates at this time.
Percentage of schools who pass both rounds of Mystery Caller Initiative,	N/A	This is a new annual measure. No updates at this time.

Key Performance Indicator	FY20 Target	FY19 Actual/FY20 YTD
which monitors for open enrollment		
Number of Financial Analysis Reports issued	1	In FY19, 37 reports were issued.
Number of charter LEAs with weak financials receiving enhanced fiscal oversight from PCSB	4	In FY19, 14 charter LEAs received enhanced fiscal oversight from DC PCSB.
Number of charter LEAs whose fiscal health improved as a result of oversight efforts	4	In FY19, six charter LEAs had their fiscal health improve as a result of fiscal oversight.
Percentage of newly approved schools that receive a final charter after pre-operating year.	N/A	This is a new annual measure. No updates at this time.
Percentage of newly approved schools with facility by February 12th (MSDC deadline)?	N/A	This is a new annual measure. No updates at this time.

Q53. Provide budget information for PCSB, including the approved budget, revised budget, and expenditures, for FY19 and to date in FY20. Please provide reporting at three levels – agency, program, and activity – broken out by source of funds and by Comptroller Source Group and Comptroller Object.

See attachment Q53.

Q54. Identify any special purpose revenue accounts maintained by, used by, or available for use by your agency during FY19 and FY20 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; and
e. expenditures of funds, including the purpose of each expenditure.

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 $8.7 million in FY19. For FY20, the total administrative fee amounts to $8.8 million after nearly $1.0 million in administrative fee discounts in both years (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 FY19 and FY20 for each PCS LEA.

PCS LEA NAME	FY 2019 Special Purpose Revenue	FY 2020 Special Purpose Revenue
Academy of Hope PCS	$52,706	$65,884
Achievement Preparatory Academy PCS	$157,924	$150,252
Appletree Early Learning PCS	$128,377	$110,871
BASIS DC PCS	$93,306	$98,858
Breakthrough Montessori	$34,107	$44,492
Bridges PCS	$122,289	$115,557
Capital City PCS	$207,918	$219,913
Carlos Rosario Intl PCS	$258,150	$265,539
Cedar Tree Academy PCS	$74,045	$76,115
Center City PCS	$281,110	$283,168
César Chávez PCS for Public Policy	$209,764	$98,095
Children's Guild DC PCS	$121,224	$110,192
City Arts & Prep PCS (formerly WEDJ)	$77,644	$0
Community College Prep PCS	$92,405	$74,302
Creative Minds PCS	$98,696	$108,275
DC Bilingual PCS	$96,000	$92,471
DC International PCS	$206,184	$240,403
DC Preparatory Academy PCS	$362,781	$392,489
DC Scholars Academy PCS	$105,121	$110,109
Democracy Prep PCS	$155,423	$0
Digital Pioneers PCS	$24,501	$48,385
E.L. Haynes PCS	$227,667	$253,978
Eagle Academy PCS	$225,316	$201,422
Early Childhood Academy PCS	$51,789	$60,762
Briya PCS	$95,668	$105,508
Elsie Whitlow Stokes Community PCS	$90,799	$102,798

Friendship PCS	$793,013	$874,271
Goodwill Excel Center PCS	$82,250	$69,315
Harmony Prep PCS	$22,222	$22,588
Hope Community PCS	$147,945	$139,721
Howard University Math and Science PCS	$38,670	$52,008
IDEA PCS	$81,957	$76,334
Ideal Academy PCS	$47,651	$0
Ingenuity Prep PCS	$111,714	$135,628
Inspired Teaching Demonstration PCS	$84,566	$92,609
Kingsman Academy PCS	$81,352	$65,144
KIPP DC PCS	$1,233,602	$1,395,508
Latin American Montessori Bilingual PCS	$95,366	$96,971
LAYC Career Academy PCS	$17,666	$27,084
Lee Montessori PCS	$40,812	$61,983
Mary McLeod Bethune PCS	$94,928	$84,700
Maya Angelou PCS	$79,007	$98,244
Meridian PCS	$126,747	$129,625
Monument Academy	$83,761	$58,208
Mundo Verde Bilingual PCS	$107,484	$168,048
National Collegiate Preparatory PCHS	$53,861	$25,424
Next Step PCS	$71,039	$91,071
Paul PCS	$148,360	$162,245
Perry Street Prep PCS	$76,199	$85,855
Richard Wright PCS	$63,752	$67,942
Rocketship PCS	$213,972	$265,900
Roots PCS	$19,931	$22,359
SEED School of Washington, DC	$135,495	$113,124
Sela PCS	$45,648	$43,176
Shining Stars Montessori PCS	$44,431	$55,450
Somerset PCS	$90,771	$0
St Coletta PCS	$165,513	$152,849
Statesmen College Prep Acad. for Boys PCS	$13,992	$30,978
The Family Place PCS	$14,131	$15,510
Thurgood Marshall Academy PCS	$81,063	$84,781
Two Rivers Public Charter School	$159,931	$183,492
Washington Global	$43,526	$49,320

Washington Latin PCS	$118,568	$123,157
Washington Leadership Academy PCS	$62,355	$86,989
Washington Yu Ying PCS	$104,404	$104,906
Youthbuild PCS	$30,341	$29,833
TOTAL	**$8,778,909**	**$8,872,187**

Q55. Provide a complete accounting of all intra-district transfers received by or transferred from PCSB during FY19 and to date in FY20. 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 FY19, DC PCSB received $600,475 from the DME to continue the installation, replacement, testing and remediation of lead filters in public charter schools. DC PCSB transferred $50,000 to the DME in both FY19 as well FY20 to assist in ensuring parents and families are aware of the common lottery system and process.

Q56. Provide a complete accounting of all reprogrammings received by or transferred from PCSB during FY19 and to date in FY20. 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 response to question 55.

Q57. Provide a list of all PCSB's fixed costs budget and actual dollars spent for FY19 and to date in FY20. Include the source of funding and the percentage of these costs assigned to each of 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.

	FY19 Actual	**FY20 Budget**
Total	$ 468,866	$ 532,808
Percentage Change		13.6%

The 13.6% increase in DC PCSB's fixed costs budget represents higher rental expenses for our 3333 14th St NW office location due to the annual rent increase and anticipated increase for common area maintenance costs and real estate taxes for facility office spaces. DC PCSB has spent $129,718 of the FY20 fixed costs budget as of December 2019.

Q58. Provide the capital budget for PCSB and all programs under its purview during FY19 and FY20, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY19 and FY20. Did any of the capital projects undertaken in FY19 or FY20 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 for the agency. In FY19, capital expenses totaled $70,543; to date in FY20, DC PCSB has spent $4,256.

Q59. Describe any spending pressures for public charter schools and PCSB that existed in FY19. 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.

The FY19 spending pressures for DC PCSB were related to the costs associated with the closure of schools, including the salaries of Family Engagement Coordinators hired to work with families of impacted students. These costs were mitigated by the reprogramming of savings within the budget and greater-than-anticipated administrative fee revenues from the schools' annual IRS Form 990 true-up calculations.

Q60. Identify potential areas where spending pressures may exist in FY19 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 FY20 or FY21 budget.

Decreases in enrollment, inability to secure permanent funding from other city agencies for lead remediation for safe drinking water in our schools, and the potential need for additional support for school AEDs and background checks could present spending pressures in future fiscal years. If necessary, these would be minimized by Council action or the reprogramming of any savings during those fiscal years and any available fund balance reserves.

Q61. 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 16 schools with SMOs. Of those, all but four have had their agreements amended or drafted to include the FTA language. Of those four, one is contesting the designation of its related party as a SMO. The remaining schools will have their charters amended when they next come before the board requesting any form of amendment. All LEA

SMO relationships are properly disclosed in DC PCSB's Financial Analysis Report and each individual LEA's audited financial statements.

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.

Q62. Provide a list of all FY19 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 Q62.

Q63. How many vacancies were posted for PCSB during FY19? To date in FY20? 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 19: 9 total vacancies posted; net growth 0					
Posted Vacancy	**Reason for vacancy**	**Steps to Fill**	**Time to Fill**	**Current Status**	**Funding Source**
Communications Coordinator	Incumbent promoted	Position announcement posted online in multiple sources; networking	3 mo.	Filled	Local
Data Engineering Specialist	Incumbent Resigned	Position announcement posted online in multiple sources; networking; staffing agency	5 weeks	Filled	Local
Data Engineering Specialist	Incumbent Resigned	Position announcement posted online in multiple sources; networking		Vacant	Local

FY 19: 9 total vacancies posted; net growth 0					
Posted Vacancy	**Reason for vacancy**	**Steps to Fill**	**Time to Fill**	**Current Status**	**Funding Source**
Digital Media Specialist	Incumbent Resigned	Position announcement posted online in multiple sources; networking; staffing agency	6 mo.	Filled	Local
Equity, Audits and Supports Specialist	New Position	Position announcement posted online in multiple sources; networking	n/a	Filled	Local
Chief School Performance Officer	New position	Internal Promotion	n/a	Filled	Local
EAST Senior Manager	New Position	Internal Promotion	n/a	Filled	Local
Fidelity, Applications and School Climate Senior Manager	New Position	Internal Promotion	n/a	Filled	Local
Executive Administrative Specialist (formerly Executive Team Coordinator	Incumbent Resigned	Position announcement posted online in multiple sources, networking	2 mo.	Filled	Local
Financial and Academic Quality Data Analyst	Incumbent resigned	Position announcement posted online in multiple sources; networking	5.5 mo.	Filled	Local
Fidelity, Applications and School Climate Specialist	New Position	Position announcement posted online in multiple sources; networking; staffing agency	n/a	Filled	Local
IT/KM Specialist	Incumbent resigned	Position announcement posted online in	0	Filled	Local

FY 19: 9 total vacancies posted; net growth 0					
Posted Vacancy	**Reason for vacancy**	**Steps to Fill**	**Time to Fill**	**Current Status**	**Funding Source**
		multiple sources; networking			
School Quality and Accountability Specialist	Incumbent Resigned	Position announcement posted online in multiple sources; networking	2.5 mo.	Filled	Local

Q64. 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.

Q65. How many employee performance evaluations were completed in FY19 and how was performance measured against position descriptions? To date in FY20? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

DC PCSB completed 38 employee performance evaluations in FY19.

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 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 enough time to improve depending on the performance area of concern with 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.

Q66. Has PCSB adhered to all non-discrimination policies in regard to hiring and employment?

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

Q67. Have there been any accusations by employees or potential employees that PCSB has violated hiring and employment non-discrimination policies in FY19 or to date in FY20? If so, what steps were taken to remedy the situation(s)?

There have been no accusations by employees or potential employees that DC PCSB has violated hiring and employment non-discrimination policies in FY19 or to date in FY20.

Q68. Provide the Committee with the following:

a. a list of employees receiving bonuses, special pay, additional compensation, or hiring incentives in FY19 and to date in FY20, and the amount;
b. a list of travel expenses for FY19 and to date in FY20, arranged by employee;
c. a description of any changes made to the employee handbook in FY19 and FY20 to date; and
d. a list of the board of trustees at each public charter school LEA.

a. A list of employees receiving bonuses, special pay, additional compensation, or hiring incentives in FY19 and to date in FY20, and the amount:

FY 19 and FY20 to date		
Employee	**Performance Bonus**	**Holiday Bonus**
BELL, DANIELLE		$800
BELL, TONI		$150
BETHKE, ADAM	$4,000.00	$800
BOWDEN, TOMEIKA		$800
BROWN, SADINA		$800
CABRERA, FLOR		$500
CAPP, PAUL		$500
CHEATHAM, SARAH		$800
COLE, NICOLE		$800
COUSINO, HANNAH	$8,000.00	$800
DAMMANN, KATHERINE		$800
DEVEAUX, NAOMI		$500
DRAKE, ALIYA		$800
EDELL, KENDALL		$500
GETZEL, ABBY		$800
GUSMAN, OLIVIA		$300

HAIGLER-MICKLES, CHARLENE		$800
HAYES, MECOLE		$300
KRIVITCHENKO, ELLA		$500
KUPFERBERG, ERIN		$800
LALSINGHANI, GAURAV	$3,000.00	$300
LO, CHUN-WEI		$500
MBENGA, MBACHUR		$150
MCGINNIS, ADAM		$500
MURRAY, AVNI	$8,000.00	$800
NEWMAN, NICOLE		$800
NNAMIDIM, OZOEMENA		$800
NOTH, ALYSSA		$500
O'BRIEN, ANNIE		$500
O'NEAL, JISELLE		$800
PAIT, ERIC		$300
PARACHA, REEMA		$800
PAVON, JENNIFER		$150
PEARSON, SCOTT	$16,000.00	$800
PETRIN, PETE		$800
PHILLIPS, MATT		$300
POPE, PATRICK		$800
QUANDT, DANIEL		$800
QUINN, LATERICA		$800
ROBINSON MILLS, LENORA		$800
SAMPSON, MELODI	$5,000.00	$800
SAUNDERS, JANAY		$800
SEAY, TANYR	$5,000.00	$800
SNYDER, DREW		$800
TAGUDING, JESSICA		$800
TAYLOR, JAMES		$300
TOMKINSON, ANNE	$8,000.00	$800
TYLER, ROCIO		$300
VASHEE, NIKHIL		$800
WILLIAMS, AUDREY		$800
YOUNG, RASHIDA		$800

b. A list of travel expenses for FY19 and to date in FY20, arranged by employee;

This list this includes both local (e.g. taxi and uber) and non-local travel.

Employee	FY19 Travel Amount	FY20 Travel Amount
Abigail Getzel	$73	$0
Adam McGinnis	$64	$0
Aliya Drake	$459	$98
Alyssa Noth	$2,071	$0
Anne Tomkinson	$2,443	$3,139
Annie O'Brien	$5	$0
Audrey Williams	$1,830	$243
Avni Murray	$397	$170
Charlene Mickles	$187	$25
Danielle Bell	$187	$49
Drew Snyder	$1,078	$389
Ella Krivitchenko	$213	$0
Erin Kupferberg	$3,340	($158)
Flor Cabrera	$511	$214
Gaurav Lalsinghani	$228	$91
Hannah Cousino	$2,155	$1,301
Hector Araujo	$23	$0
James Taylor	$47	$221
Janay Saunders	$473	$74
Jessica Taguding	$29	$11
Jiselle O'Neal	$1,006	$65
Katherine Dammann	$1,553	$1,091
Kendall Edell	$23	$0
Kizzy Childs	$14	$0
Laterica Quinn	$315	$106
Lenora Robinson	$1,189	$2,424
Marvin Cross	$222	$59
Matthew Phillips	$161	$184
Mecole Hayes	$0	$22
Melodi Sampson	$3,629	$155
Naomi Deveaux	$4,076	$0
Nicole Cole	$371	$0
Nicole Newman	$637	$175
Nikhil Vashee	$298	$18
Olivia Gusman	$22	$78
Ozoemena Nnamadim	$735	$141
Paul Capp	$107	$0
Pete Petrin	$421	$62
Rashida Tyler	$612	$0

Rashida Young	$1,827	$1,119
Reema Paracha	$70	$69
Rocio Tyler	$0	$42
Sadina Brown	$991	$110
Sarah Cheatham	$89	$93
Scott Pearson	$2,353	$344
Tanisha Carden	$24	$0
Tanyr Seay	$159	$25
Tatia Pritchett	$266	$109
Tomeika Bowden	$1,157	$756
Total	**$38,141**	**$13,115**

c. A description of any changes made to the employee handbook in FY19 and FY20 to date:

A new handbook was distributed in January 2020. Substantive changes included:

- Gender neutral language throughout
- Updated core values
- Updated code of conduct
- Updated employee classifications for part-time, hourly, non-benefited employees
- New social media policy
- Updates to dress code and bereavement policies
- Inclusion of Federal FMLA benefits

d. a list of the board of trustees at each public charter school LEA

See attachment Q68 for a list of board members at each LEA as reported to DC PCSB by the LEAs as of January 7, 2020.

Q69. Provide the following information for all grants awarded to PCSB during FY19 and to date in FY20:

a. grant number and 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

Georgetown University Law Center Fellowship

Awardee

District of Columbia Public Charter School Board

Approved Budget Authority

$40,000 in FY19; $20,000 in FY20

Expenditures

$40,000 in FY19; $20,000 in FY20

Purpose of the 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

DC PCSB employee(s) responsible for grant deliverables

Sarah Cheatham

Source of funds

Georgetown University

Grant Title

Advancing Great Authorizing and Modeling Excellence Federal Grant

Awardee

District of Columbia Public Charter School Board

Approved Budget Authority

$15,000 in FY19; $7,500 in FY20

Expenditures

$5,503 in FY19; $8,000 in FY20

Purpose of the Grant

To develop, expand, and disseminate information on best practices in the authorizing and oversight of alternative education campuses (AECs).

Grant deliverables

Involvement in the Project as a thought leader, pathfinder, resource builder, and dissemination agent. Help in developing authorizing tools and resource materials that are designed to expand on quality authorizer practices. Attending three NALT meetings. Participate in and help facilitate three Regional Networking Group meetings. Present at national and local conferences, convenings, and workshops. Conduct listening sessions and feedback sessions with AECs. Implement and/or update at least one practice that aligns with AGAME recommendations, deliverables, and/or tools by the end of the grant term (Sept. 30, 2021).

Grant outcomes

In progress

Any corrective actions taken, or technical assistance provided;

N/A

DC PCSB program and activity supported by the grant

School Performance Department

DC PCSB employee(s) responsible for grant deliverables

Erin Kupferberg

Source of funds

The Institute for Excellence in Education

Q70. Provide a complete accounting of all grant lapses in FY19, 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 FY19.

There was a lapse in FY19 with the A-GAME grant due to the amount of staff and consultants available during the first year of the grant; however, those levels have increased, and funds were allowed to be carried over for the current fiscal year.

Q71. Provide the following information for all grants/subgrants awarded by PCSB during FY19 and to date in FY20:

a. grant number and 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.

No grants or subgrants were awarded by DC PCSB in FY19 and FY20 to date.

Q72. Provide the following information for all contracts awarded by PCSB during FY19 and to date in FY20:

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.

See attachment Q72.

Q73. Provide the following information for all contract modifications made by PCSB during FY19 and to date in FY20, 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.

See attachment Q73.

Q74. 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 FY19, and FY20 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.

Q75. Provide the following information for all purchase card transactions during FY19 and to date in FY20:

a. employee that made the transaction;
b. transaction amount; and,
c. transaction purpose.

DC PCSB does not use a purchase card for transactions.

Q76. Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within PCSB during FY19 and to date in FY20. 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 FY19 or to date in FY20.

Q77. Please list all settlements entered into by the agency or by the District on behalf of the agency in FY19 or FY20, 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.).

The agency did not enter into any settlements in FY19 or FY20 to date.

Q78. 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 FY19 and FY20, 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 FY19 and FY20, to date.

Q79. Please list the administrative complaints or grievances that the agency received in FY19 and FY20, 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 FY19 or FY20, to date, describe the resolution.

DC PCSB received notice of two administrative complaints or grievances during this period, listed below. Both complaints were received in early FY19 and, accordingly, were reported in last year's performance oversight questions as well. One complaint, which had not been resolved at that time, has since received an advisory opinion.

(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. On March 29, 2019, the OOG issued an Advisory Opinion finding that it was lawful for DC PCSB to close meetings or portions of meetings pursuant to DC Code § 2–575(b)(13) to deliberate upon a decision in an adjudication action or proceeding. However, the opinion also found that notice for one such meeting had been provided using the improper heading "Notice of Closed Meeting." To address this concern, DC PCSB has ensured that the titles and headings on all subsequent meeting notices do not refer to the meetings as "closed."

(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. Given the length of time since the initial complaint, DC PCSB believes the complaint has likely been resolved without our knowledge. However, DC PCSB will determine if any changes to agency policies or procedures should be implemented if we receive a final opinion.

Q80. The Committee on Education, in its FY20 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 an update on the resulting working group of public charter schools leaders who expressed an interest in either owning this work or housing such an alternative program option.

DC PCSB held four working groups with high schools from December 2018 through June 2019. There were two purposes of the working groups: 1) to promote collaboration among LEAs on credit recovery options (to ensure students have access to courses required for graduation), and 2) to explore establishing a charter sector alternate placement program for long term suspension and expulsion. As the working group met and discussed priorities, it was clear there was greater interest in collaboration on credit recovery. While the group acknowledged there would be some value in having an alternative placement for limited disciplinary cases, it was also clear the relevance of such a program was quickly diminishing as schools used long term suspensions less and less. Year to date discipline data shows this to be true. The percentage of students who have been suspended for more than ten days in school year 2019-20 (through the end of December) is 0.07% (31 students) compared to 0.15% (64 students) last year to date. Due to lack of interest in this type of initiative, DC PCSB staff reached out to DCPS to see if there was interest in a joint program where more students could be served.

In October 2019, DC PCSB and DCPS leadership organized a call to discuss possible citywide collaboration on an alternative placement program for students who have been removed from their LEA due to discipline. DCPS shared that they had closed CHOICE, in part, because it was no longer relevant; the Fair Access to School Act had drastically decreased their use of exclusionary discipline. Therefore, while they were interested in other types of collaboration between the sectors, creating another program with a similar objective as CHOICE was not something they wanted to prioritize. DC PCSB agrees with this sentiment. While DCPS and public charter schools may have a small number of students that are issued long term suspensions, the number is too small to warrant the city investing in a joint alternative placement program.

Q81. The Committee on Education, in its FY20 budget report, recommended that PCSB provide a report on the practices of LEAs with regards to change in placement, manifestation determination review ("MDR"), and other aspects of these process. Please provide an update on the processes in place at PCSB to review MDR compliance at the LEA level.

Local education agencies (LEAs) must adhere to the IDEA requirements for change in placement and manifestation determination review (MDR). 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. 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]

While OSSE, as the state education agency, ensures compliance with change of placement and MDR compliance, DC PCSB is committed to taking an active role in monitoring schools' adherence to IDEA. Per the revised Special Education Audit Policy, 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." In order to monitor for this trigger, OSSE shares student-level data for every MDR including the LEA, date, and document submission status with DC PCSB. Then, we compare this data with our discipline and enrollment data to look for instances in which a student with a disability was removed for more than ten school days without a documented MDR. Should a school meet the trigger, we notify them to begin the special education audit process. Since we began monitoring change of placement compliance in January 2019, two schools have received desk audits based on their MDR data. Please see our response to question #19 for further information.

Q82. Attach the SY2019-2020 PCSB report on the use of per pupil at-risk funding in DC public charter schools.

See attachment Q82 for this data spreadsheet.

Q83. What is the status of 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 FY19 and FY20 to date? Please provide a list of LEAs that have participated in PCSB activities (including conferences, trainings, etc.) on these topics in FY19 and FY20 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.

In 2018, we began working with leading experts to draft a model student protection policy to 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 Draft 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.

The School Safety Omnibus Amendment Act of 2018 required OSSE to develop a model policy for schools. DC PCSB has been collaborating with OSSE as they gather information to inform the development of their policy. We have participated in OSSE focus groups with community-based organizations and with school leaders. We agreed to postpone the finalization of our model policy until OSSE finalized its policy to ensure that both policies are aligned. DC PCSB just received OSSE's model policy and is reviewing to determine what our next steps will be.

We continued to provide support to schools related to the prevention of sexual abuse. In FY19, DC PCSB, in partnership with DCPS, hosted the Ahead of the Curve conference – Preventing and Managing Sexual Abuse in Schools Part II for more than 160 attendees on May 28, 2019. The conference provided training through three critical workshops:

1. Creating a Safe Environment in Your Schools
2. Darkness to Light's Stewards of Children® - Child Sexual Abuse Prevention Training
3. Creating Safer Schools through Education and Awareness

In addition, there was a lunch panel discussion on Sex Trafficking of Youth in DC where attendees heard from experts from local and national organizations.

The following LEAs participated:

- SEED PCS
- DC Bilingual PCS
- Breakthrough Montessori PCS
- KIPP DC PCS
- Shining Stars Montessori PCS
- Washington Yu Ying PCS
- Hope Community PCS
- Roots PCS
- Monument Academy PCS
- E L Haynes PCS
- Washington Leadership Academy PCS
- Two Rivers PCS
- Digital Pioneers PCS
- Youth Build PCS
- IDEA PCS
- Paul PCS
- Cedar Tree Academy PCS
- DC International PCS
- Meridian PCS
- Friendship PCS
- DCPS
- The Next Step PCS
- Center City PCS
- Kingsman Academy PCS

- Thurgood Marshall Academy PCS
- AppleTree PCS
- LAYC Career Academy PCS
- Statesmen College Preparatory Academy for Boys PCS
- Carlos Rosario PCS
- Lee Montessori PCS
- Perry Street Prep PCS
- Bridges PCS

Current Charter LEAs & Campuses

Local Education Agency (LEA)	Campus
Academy of Hope Adult PCS	Academy of Hope Adult PCS
Achievement Preparatory Academy PCS	Achievement Preparatory Academy PCS - Wahler Place Elementary School
	Achievement Preparatory Academy PCS - Wahler Place Middle School
AppleTree Early Learning PCS	AppleTree Early Learning Center PCS - Columbia Heights
	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
BASIS DC PCS	BASIS DC PCS
Breakthrough Montessori PCS	Breakthrough Montessori PCS
Bridges PCS	Bridges PCS
Briya PCS	Briya PCS
Capital City PCS	Capital City PCS - High School
	Capital City PCS - Lower School
	Capital City PCS - Middle School
Carlos Rosario International PCS	Carlos Rosario International PCS
Cedar Tree Academy PCS	Cedar Tree Academy PCS
Center City 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	Cesar Chavez PCS for Public Policy - Parkside High School
	Cesar Chavez PCS for Public Policy - Parkside Middle School
Community College Preparatory Academy PCS	Community College Preparatory Academy PCS
Creative Minds International PCS	Creative Minds International PCS

DC Bilingual PCS	DC Bilingual PCS
DC Prep PCS	DC Prep PCS - Anacostia Elementary School
	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
Digital Pioneers Academy PCS	Digital Pioneers Academy PCS
District of Columbia International School	District of Columbia International School
Eagle Academy PCS	Eagle Academy PCS - Congress Heights
	Eagle Academy PCS - Fairlawn
Early Childhood Academy PCS	Early Childhood Academy PCS
E.L. Haynes PCS	E.L. Haynes PCS - Elementary School
	E.L. Haynes PCS - High School
	E.L. Haynes PCS - Middle School
Elsie Whitlow Stokes Community Freedom PCS	Elsie Whitlow Stokes Community Freedom PCS - Brookland
	Elsie Whitlow Stokes Community Freedom PCS - East End
Friendship PCS	Friendship PCS - Armstrong Elementary
	Friendship PCS - Armstrong Middle
	Friendship PCS - Blow Pierce Elementary
	Friendship PCS - Blow Pierce Middle
	Friendship PCS - Chamberlain Elementary
	Friendship PCS - Chamberlain Middle
	Friendship PCS - Collegiate Academy
	Friendship PCS - Ideal Elementary
	Friendship PCS - Ideal Middle
	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
Harmony DC PCS	Harmony DC PCS - School of Excellence
Hope Community PCS	Hope Community PCS - Lamond
	Hope Community PCS - Tolson
Howard University Middle School of Mathematics and Science PCS	Howard University Middle School of Mathematics and Science PCS
IDEA PCS	IDEA PCS
Ingenuity Prep PCS	Ingenuity Prep PCS
Inspired Teaching Demonstration PCS	Inspired Teaching Demonstration PCS
Kingsman Academy PCS	Kingsman Academy PCS
KIPP DC PCS	KIPP DC - AIM Academy PCS
	KIPP DC - Arts and Technology Academy PCS
	KIPP DC - College Preparatory PCS
	KIPP DC - Connect Academy PCS
	KIPP DC - Discover Academy PCS
	KIPP DC - Grow Academy PCS
	KIPP DC - Heights Academy PCS
	KIPP DC - Honor 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 - Somerset College Preparatory 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
LAYC Career Academy PCS	LAYC Career Academy PCS
Lee Montessori PCS	Lee Montessori PCS - Brookland
	Lee Montessori PCS - East End

Mary McLeod Bethune Day Academy PCS	Mary McLeod Bethune Day Academy PCS
Maya Angelou PCS	Maya Angelou PCS - High School
	Maya Angelou PCS - Young Adult Learning Center
Meridian PCS	Meridian PCS
Monument Academy PCS	Monument Academy PCS
Mundo Verde Bilingual PCS	Mundo Verde Bilingual PCS - Calle Ocho
	Mundo Verde Bilingual PCS - J.F. Cook
National Collegiate Preparatory PCHS	National Collegiate Preparatory PCHS
Paul PCS	Paul PCS - International High School
	Paul PCS - Middle School
Perry Street Preparatory PCS	Perry Street Preparatory PCS
Richard Wright PCS for Journalism and Media Arts	Richard Wright PCS for Journalism and Media Arts
Rocketship Education DC PCS	Rocketship PCS - Legacy Prep
	Rocketship PCS - Rise Academy
Roots PCS	Roots PCS
SEED PCS	SEED PCS of Washington DC
Sela PCS	Sela PCS
Shining Stars Montessori Academy PCS	Shining Stars Montessori Academy PCS
Statesmen College Preparatory Academy for Boys PCS	Statesmen College Preparatory Academy for Boys PCS
St. Coletta Special Education PCS	St. Coletta Special Education PCS
The Children's Guild DC PCS	The Children's Guild DC PCS
The Family Place PCS	The Family Place PCS
The Next Step/El Proximo Paso PCS	The Next Step/El Proximo Paso PCS
Thurgood Marshall Academy PCS	Thurgood Marshall Academy PCS
Two Rivers PCS	Two Rivers PCS - 4th Street
	Two Rivers PCS - Young
Washington Global PCS	Washington Global PCS
Washington Latin PCS	Washington Latin PCS - Middle School
	Washington Latin PCS - Upper School
Washington Leadership Academy PCS	Washington Leadership Academy PCS
Washington Yu Ying PCS	Washington Yu Ying PCS
YouthBuild DC PCS	YouthBuild DC PCS

Approved Openings and Expansions

Status	Local Education Agency (LEA)	Campus	Description
New LEA; New Campus	Capital Village PCS	Capital Village PCS	New 5-8 Campus set to open in SY20-21 with grades 5-6 at TBD location
New LEA; New Campus	Girls Global Academy PCS	Girls Global Academy PCS	New 9-12 Campus set to open in SY20-21 with grade 9 at TBD location
New LEA; New Campus	The Sojourner Truth School PCS	The Sojourner Truth School PCS	New 6-12 Campus set to open in SY20-21 with grades 6-7 at TBD location
New LEA; New Campus	I Dream School PCS	I Dream School PCS	New PK3-5 Campus set to open in SY20-21 with grades PK3-2 at TBD location
New LEA; New Campus	LEARN DC PCS	LEARN DC PCS	New PK3-8 set to open in SY21-22 with grades PK3-PK4;6 at TBD location
New LEA; New Campus	Social Justice Project PCS	Social Justice Project PCS	New 5-8 Campus set to open in SY20-21 with grades 5-6 at TBD location
New Campus	AppleTree Early Learning PCS	AppleTree Early Learning Center PCS - Southwest	New PK3-PK4 Campus set to open in SY20-21 at 475 School Street SW, Washington DC 20024
New Campus	Washington Latin PCS	Washington Latin PCS - 2nd Middle School	New 5-8 Campus set to open in SY21-22 at TBD location
New Campus	Washington Latin PCS	Washington Latin PCS - 2nd Upper School	New 9-12 Campus set to open in SY21-22 at TBD location
New Campus	Rocketship Education DC PCS	Rocketship PCS - 3rd Campus	New PK3-2 Campus set to open in SY20-21 at 5450 3rd Street NE, Washington, DC 20011
New Campus	KIPP DC PCS	KIPP DC PCS - Wheeler Early	New PK3-K Campus set to open in SY21-22 at TBD location

		Education Academy	
New Campus	KIPP DC PCS	KIPP DC PCS - Wheeler Elementary School	New 1-4 Campus set to open in SY21-22 at TBD location
Grades Served Change	Cedar Tree Academy PCS	Cedar Tree Academy PCS	Approved to expand grades served from PK3-K to PK3-3.
Grades Served Change	KIPP DC PCS	KIPP DC PCS - Honor Academy PCS	Approved to expand grades served from 4-8 to 3-8.
Ages Served Change	The Next Step/El Proximo Paso PCS	The Next Step/El Proximo Paso PCS	Approved to to increase the ages served at its adult program from 16-24 to 16-30
Enrollment Ceiling Increase	Capital City PCS		Approved for De Minimis Enrollment Ceiling Increase of 20
Enrollment Ceiling Increase	Mundo Verde Bilingual PCS		Approved for Accelerated Enrollment Ceiling Increase to serve 879 students in SY19-20
Enrollment Ceiling Increase	The Family Place PCS		Approved for De Minimis Enrollment Ceiling Increase by 5% each year (roughly 6-8 students) through SY22-23
Enrollment Ceiling Increase	Washington Latin PCS		Approved for Enrollment Ceiling increase of 706 additional students as program replication takes place

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

DocuSign Envelope ID: CBC17114-E0CF-4F10-B6C4-E25013114114

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 FY2020 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

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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, 2019.

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, 2019;
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

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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, 2020, 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,

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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.

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

For the DC Public Charter School Board:

DocuSigned by:
DE07A69E892646D...

Scott Pearson
Executive Director

9/10/2019
Date

For the Office of State Superintendent of Education:

Hanseul Kang
State Superintendent of Education

9/20/19
Date

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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 a Fellow, Eric Pait with PCSB's Washington, DC office for the period commencing October 1, 2019 and ending on September 30, 2020.

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 accountable 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 Fellow shall be an employee of PCSB. The Fellow shall receive salary and such benefits for which he or she is 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 $20,000 to be used solely towards the salary paid by PCSB to the Fellow. PCSB shall invoice Georgetown Law in this amount in November 2019. Georgetown Law Center agrees to pay PCSB within 30 days of receipt of the invoice. The PCSB agrees that the Fellow will not engage in any partisan political campaign activities. If the Fellow will be conducting lobbying activities, the PCSB must obtain pre-approval from Georgetown Law Center and provide supporting documentation immediately so that the University has all required information for its reporting requirements outlined here: https://federalrelations.georgetown.edu/news/lobbying.

(C) PCSB shall provide appropriate legal training and supervision of the Fellow.

(D) Nothing contained herein shall create an employment relationship between Georgetown University or Georgetown Law Center and the Fellow or a

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joint venture or other partnership agreement or arrangement between PCSB and either Georgetown University or Georgetown Law Center.

(E) In listing the Fellow 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, 2019 and end on September 30, 2020 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 $20,000 that Georgetown Law Center paid toward the Fellow's salary.

(C) If the 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, PCSB agrees to refund to Georgetown Law Center a prorated share of the $20,000 that Georgetown Law Center paid toward the Fellow'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

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attorney's fees, which may arise out of the performance of the Fellow 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 Fellow 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.

(G) 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: DocuSigned by: DE07A69E892646B

Date: 6/7/2019

Name: Scott Pearson
Title: Executive Director

For: Georgetown University Law Center

By: J Thomas Clark BM 6/10/19

Date: 6/14/19

Thomas G. Clark
Chief Financial Officer

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MEMORANDUM OF UNDERSTANDING BETWEEN THE DC PUBLIC CHARTER SCHOOL BOARD AND DEMOCRACY PREP CONGRESS HEIGHTS PUBLIC CHARTER SCHOOL

This Memorandum of Understanding (the "**MOU**" or "**Agreement**") is effective as of May 26, 2019 and entered into by and between the DC Public Charter School Board ("**DC PCSB**") and Democracy Prep Congress Heights Public Charter 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 July 1, 2014;

WHEREAS, on January 3, 2019, the School's board of trustees agreed to relinquish its charter, effective June 30, 2019;

WHEREAS, the Act, D.C. Code § 38–1802.13a, requires the School to dissolve its nonprofit corporation upon charter relinquishment 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 one month remaining in the current school year and requires 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 and ensuring the safety of the School's students.

SECTION TWO: AGREEMENT

2.1 In accordance with the Act, D.C. 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 and close the school, as set forth in **Attachment A**. The Parties agree that DC PCSB

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makes no commitment to provide funds except as described in **Attachment A**, or to provide over $120,000 in total, even if such funds are required to continue the operation of the School.

2.2 The School shall not:

a. Use funds provided by DC PCSB for any purpose other than those authorized purposes described in **Attachment A**.

2.3 The School shall:

a. Provide DC PCSB with financial statements and year-end forecasts on a monthly basis, or at more frequent intervals upon DC PCSB's request;
b. Cooperate fully with DC PCSB in its oversight of the closure process for the School, in accordance with the Act; 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.

2.4 Pursuant to D.C. 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 At DC PCSB's discretion, 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:

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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
Antonio Williams
Board Chair
3100 Martin Luther King Jr Avenue SE
Washington, DC 20032
Phone: 215-900-3803

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:

Democracy Prep Congress Heights Public Charter School

By: Antonio Williams

Name: Antonio Williams
Title: Board Chair

DC Public Charter School Board

By: DocuSigned by: DE07A69E892646B...

Name: Scott Pearson
Title: Executive Director

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ATTACHMENT A

1. DC PCSB will 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, not to exceed $120,000. DC PCSB will provide funds exclusively for such purposes and in such amounts as authorized by DC PCSB in writing.
2. DC PCSB will provide funds in the form of a reimbursement to the School upon receipt of invoices, or other evidence deemed satisfactory by DC PCSB, demonstrating that the funds were expended as authorized by DC PCSB. The timing of any such reimbursement shall be at DC PCSB's discretion.
3. These funds are to be repaid by any surplus assets of the School after the final liquidation and closeout.

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 (DC PCSB), and the Office of State Superintendent of Education (OSSE), collectively referred to as the "Parties."

OSSE is requesting the services of DC PCSB to support OSSE on PK-12, 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 PK-12, 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 (DC PCSB) is the sole authorizer of charter schools in the District of Columbia, the DC 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 DC PCSB has conducted research on PK-12, 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 PK-12, 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 DC PCSB

To contract with consultant to provide services that help OSSE and DC PCSB. This work may include:

Conducting research, public engagement, and planning of stakeholder engagement to inform the development of PK-12, adult and alternative education definitions and policy recommendations

DC PCSB will meet monthly with OSSE staff to provide update on status of project.

B. RESPONSIBILITIES OF OSSE

OSSE will assist DC PCSB in the development and review of the Statement of Work for a consulting contract that satisfies the goals and objectives of this MOU.

OSSE will provide funding to DC 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 updates on status of project.

IV. DURATION OF THIS MOU

The period of this MOU shall be from January 1, 2019 through September 30, 2019 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 $49,000 for the Fiscal Year 2019. 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 from unobligated and unspent funds that were transferred to DC PCSB from OSSE through the Intra-District transfer process in previous fiscal years.

2. DC 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 DC PCSB for the services to be performed and goods to be provided shall not exceed the amount of this MOU of $49,000 within the MOU period of January 1, 2019 through September 30, 2019.

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

DC PCSB will be subject to scheduled and unscheduled monitoring reviews to ensure compliance with all applicable requirements.

VIIII. RECORDS AND REPORTS

DC 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 terminate this MOU in whole or in part if adequate funds are not made 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 or DC PCSB determine 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.

Hanseul Kang
State Superintendent of Education

5/3/19
Date

Scott Pearson
Executive Director of the DC Public Charter School Board

5/14/19
Date

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DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

MODIFICATION No. 1 TO

MEMORANDUM OF UNDERSTANDING

BETWEEN

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

AND

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

The Memorandum of Understanding executed in May 2019 (MOU) was entered into between the District of Columbia Public Charter School Board (DC 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 amend Sections IV as follows:

I. **Section IV. DURATION OF THIS MOU** is modified to read as follows: The period of this MOU shall be from January 1, 2019, through September 30, 2020 unless terminated or extended in writing by the Parties pursuant to Section IX of the MOU.

II. **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 $49,000 for the Fiscal Year 2019. Total cost for goods and/or services under this MOU shall not exceed $49,000 for the Fiscal Year 2020. Total cost for goods and/or services under this MOU shall not exceed the amount of remaining funds already transferred to DC PCSB from OSSE and not expended as of October 1, 2019. 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).

All other terms and conditions of the MOU shall remain the same.

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IN WITNESS WHEREOF, the Parties hereto have executed this MODIFICATION No. 2 as follows:

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

DocuSigned by:
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Date: 9/19/2019

Scott Pearson
Executive Director of the DC Public Charter School Board

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Date: 9/17/19

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

EDUCATIONAL DATA ACCESS AND USE AGREEMENT BETWEEN THE OFFICE OF THE DEPUTY MAYOR FOR EDUCATION, DISTRICT OF COLUMBIA PUBLIC SCHOOLS, OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION, AND THE DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD AND OFFICE OF THE DISTRICT OF COLUMBIA AUDITOR AND DATA ETHICS, LLC AS AUTHORIZED REPRESENTATIVES

I. INTRODUCTION

This EDUCATIONAL DATA ACCESS AND USE AGREEMENT ("Agreement") is entered into between the DISTRICT OF COLUMBIA, through the OFFICE OF THE DEPUTY MAYOR FOR EDUCATION ("DME"), DISTRICT OF COLUMBIA PUBLIC SCHOOLS ("DCPS"), OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION ("OSSE"), and the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD ("DCPCSB"), and the OFFICE OF THE DISTRICT OF COLUMBIA AUDITOR ("ODCA") and DATA ETHICS, LLC. DME, DCPS, OSSE, and DCPCSB are collectively referred to herein as the "District Parties," whereas all parties to this Agreement are collectively referred to herein as the "Parties".

II. PARTIES

a. DME is responsible for developing and implementing the Mayor's vision for academic excellence and creating a high quality education continuum from birth to 24 years old. DME oversees a District-wide education strategy, manages interagency and cross-sector coordination, and provides oversight and/or support for education related agencies.
b. DCPS is responsible for ensuring that every school guarantees students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment.
c. OSSE is the state education agency ("SEA") for the District of Columbia charged with raising the quality of education for all DC residents. OSSE serves as the District's liaison to the U.S. Department of Education and works closely with the District's traditional and public charter schools to achieve its key functions.
d. DCPCSB provides quality public charter school options for DC students, families, and communities. DCPCSB provides oversight and authorization to 123 public charter schools which educates nearly half of DC's public school students.
e. ODCA supports the Council of the District of Columbia by making sound recommendations that improve the effectiveness, efficiency, and accountability of the District government.
f. Data Ethics LLC, contractor for ODCA, is a Rochester, NY company with significant experience working with and for education agencies at the state and local level on data governance, analytics, and privacy.

III. PURPOSE OF THE AGREEMENT

The purpose of this Agreement is to facilitate and safeguard the exchange of educational records that contain information protected by the Federal Family Educational Rights and Privacy Act ("FERPA") including 34 CFR 99.31(a)(3)(iv) and 99.35, and educational records that contain personally identifiable information ("PII") between the District Parties, ODCA, and Data Ethics, LLC. The exchange of FERPA-related and PII data from educational records is necessary in order to review and assess public education data management and data collection practices in the District of Columbia. Data Ethics, LLC and ODCA will utilize the data to assist in understanding and documenting the public education data systems management and governance, best practices from other jurisdictions, and any obstacles to and solutions for continuous improvement for governance and systems for the purposes of its review and report.

This Educational Data Access and Use Agreement is based on the following principles:

a. OSSE is a state education authority that, for the limited purposes of this Agreement, designates ODCA and Data Ethics as its Authorized Representatives, in accordance with 20 USC§ 1232g(b)(3), for only one or more of the following purposes: assisting OSSE in assembling data to conduct an evaluation of a publicly funded education program, audit of a publicly funded education program, or comply with or enforce a federal regulation related to a publicly funded education program.

b. The Parties agree to comply with the provisions of FERPA in all respects. For purposes of this Agreement, FERPA includes any amendments or other relevant provisions of federal law, as well as all requirements of Chapter 99 of Title 34 of the Code of Federal Regulations and reauthorization when effective. Nothing in this Agreement may be construed to allow either party to maintain, store, use, disclose or share student information in a manner not allowed by federal law or regulation (or by this agreement)

c. In accordance with FERPA, and in particular 34 CFR 99.31(a)(3)(iv) and 99.35, the District Parties include state and local education authorities that, for the limited purposes of this Agreement, will provide ODCA and Data Ethics data, in accordance with 20 U.S.C. § 1232g(b)(3), to review, assess, and propose processes by which the District of Columbia manages public education data.

d. The Parties agree that personally identifiable student data from educational records is necessary to fully and effectively implement the aforementioned program consistent with applicable federal and District laws.

e. The Parties acknowledge that the District Parties in their roles as state and local education authorities for the District of Columbia are 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.

f. The Parties further acknowledge that ODCA and Data Ethics, as Authorized Representatives of OSSE in accordance with 20 U.S.C. § 1232g(b)(3), ODCA and Data Ethics are responsible for protecting the confidentiality of PII in educational records and for ensuring that disclosure of such PII complies with all applicable laws in a manner consistent with and identical to OSSE's responsibility under the law.

g. The Parties agree that the terms in this Agreement will have the definitions ascribed to them in the Family Educational Rights and Privacy Act [Pub. L. 90-247, 81 Stat. 783 (Jan. 2, 1968), as codified at 20 U.S.C. § 1232g], and the U.S. Department of Education's implementing regulations (34 C.F.R. § 99 *et seq.*]. The Parties also agree that FERPA, and its corresponding federal regulations, specifically provide for legislative auditor access to FERPA-covered data. (See U.S. Department of Education letter to University of Alaska re: Disclosure of Education Records to Legislative Audit Division, dated May 23, 2005, citing 34 CFR §§ 99.31(a)(3)(iv) and 99.35).

IV. SCOPE OF SERVICES

a. RESPONSIBILITIES OF the District Parties

i. The District Parties will provide to ODCA and Data Ethics the PII, or FERPA-related data elements from school years 2013-2014 through 2018-19 as described in Appendix I and as requested, which is incorporated into this agreement by reference. Appendix I is subject to revision and any changes shall be agreed to in writing by the Parties. The District Parties understand that ODCA and Data Ethics, LLC will be requesting a limited number of data elements for analysis as outlined in Appendix I.

ii. The District parties will work cooperatively with ODCA and Data Ethics to provide the data outlined in Appendix I in a timely manner including quickly communicating any issues or questions regarding the data requested so that data may be securely transmitted within one month, or as otherwise agreed upon, of receipt of the data request.

b. RESPONSIBILITIES OF ODCA and Data Ethics

i. ODCA and Data Ethics act as Authorized Representatives for OSSE, and under this Agreement and in accordance with 20 U.S.C. § 1232g(b)(3), ODCA and Data Ethics will not retain or release personally identifiable information provided by the District Parties except as specifically authorized under this Agreement.

ii. ODCA and Data Ethics will use and store data disclosed to them pursuant to this Agreement in a manner that will preserve the confidentiality of FERPA-related data and PII and will ensure that this information is not disclosed to anyone other than ODCA employees and Data Ethics

employees and contractors responsible for fulfilling the purposes of the Agreement. ODCA and Data Ethics will require contractors receiving PII under this Agreement to sign the attached non-disclosure agreement ("NDA") before disclosing FERPA-related and PII data. ODCA is responsible for maintaining current, executed NDAs for all contractors receiving FERPA-related and PII under this Agreement. Contractors receiving FERPA-related and PII under this Agreement do so as agents of the parties to this Agreement, and, as such, are bound by the terms of this Agreement as if they were a party. The parties are responsible for ensuring their agents' compliance with the terms of this Agreement.

iii. Without prior written consent from all District Parties, ODCA or Data Ethics will not re-disclose any FERPA-related or PII data disclosed to ODCA or Data Ethics pursuant to this Agreement to any other person, entity, or governmental agency not specifically authorized in this Agreement.

iv. ODCA and Data Ethics will use data disclosed to them pursuant to this Agreement, as outlined in Appendix I, for the purpose of meeting public education data audit objectives as required in the "District of Columbia Education Research Practice Partnership Establishment and Audit Act of 2018.".

v. ODCA and Data Ethics will respond within a reasonable time to any District Parties' requests for any information, reports, or other assurances of their ongoing compliance with this Agreement.

vi. The District Parties retain full ownership rights to the information in the education records it provides to ODCA and Data Ethics. ODCA and Data Ethics agree to destroy data and information disclosed pursuant to this Agreement:

    a. By request based on reasonable stated cause, made by any District Party;
    b. When the data are no longer needed to achieve this Agreement's purposes;
    c. Upon termination of this Agreement pursuant to Section X; or
    d. As otherwise required by District or Federal law.

    ODCA and Data Ethics shall confirm in writing to the District Parties its compliance with the terms of this paragraph within five (5) business days of destroying the data, the written notification shall be sent to all District Parties, using the points of contact listed in Section XI, and osse.datasharing@dc.gov and dcpsdata.strategy@dc.gov.

vii. ODCA and Data Ethics will comply with OSSE's requirements for data destruction of PII or FERPA-related data by following the NIST Sanitization Guideline indicated within the approved data destruction plan listed in Appendix B or by following an OSSE-approved unique data destruction plan listed in Appendix B.

viii. In the event of a breach of this Agreement in the form of an unauthorized re-disclosure of data that is not otherwise permissible pursuant to this Agreement, ODCA or Data Ethics must notify the District Parties of the breach within 48 hours of the date on which ODCA or Data Ethics became aware of the breach. The written notification shall be sent to all District Parties to the points of contact listed in Section XI. District Parties may take any actions authorized by law to remediate the breach, including, potential limitation of ODCA or Data Ethics from future access to educational data. Failure to provide notification under this paragraph is grounds for termination of the Agreement.

V. AUTHORITY FOR AGREEMENT

The Parties are authorized to enter into this Agreement pursuant to D.C. Official Code § 1-301.01(k) and D.C. Official Code § 1-204.55. This Agreement is further subject to the provisions of the Family Educational Rights and Privacy Act [Pub. L. 90-247, 81 Stat. 783 (Jan. 2, 1968), as codified at 20 U.S.C. § 1232g], and the U.S. Department of Education's implementing regulations [34 CFR. § 99 *et seq.*].

VI. COMPLIANCE AND MONITORING

The District Parties may periodically monitor ODCA's and Data Ethics' compliance with the terms of this agreement.

VII. INFORMATION SECURITY

The Parties to the Agreement will use, restrict, safeguard and dispose of all information related to services provided by this Agreement in accordance with all relevant federal and local statutes, regulations, policies and guidance.

The parties will adhere to generally accepted policies on information security, access and employee controls in the handling of personally identifiable confidential information. Such policies will adhere to best practices and standards within the education community related to information security and will include technical, operational and physical controls.

VIII. EFFECTIVE DATE

This Agreement shall be effective upon execution by the date of the last signatory.

IX. PUBLICATION

a. ODCA may publish and present the results and conclusions of its analyses under this Agreement to individuals and entities outside of ODCA;

provided, that the publication or presentation shall not include personally identifiable information or information that would lead an outside entity to determine any personally identifiable information.

b. ODCA shall provide a draft of the final report called for in ODCA's agreement with its contractor to DME, DCPS, OSSE, and DCPCSB for each agency's review. Before the final report is published, ODCA will give the District Parties at least twenty (20) days to respond, in writing. These written comments will be included in the published report as agency comment, as per ODCA's standard report publication procedures.

X. DURATION/TERMINATION

The period of this Agreement is from the date of the last signatory through December 30, 2019, unless terminated in writing by the Parties prior to the expiration. The Parties may extend the term of this Agreement by one six-month option period. Such extensions shall be agreed to in writing by the Parties and signed by all Authorized Representatives of the Parties.

XI. NOTICE AND DATA POINTS OF CONTACT

Notices required under this agreement shall be sent to the appropriate points of contact listed below. No communications pertaining to this agreement shall be had with Data Ethics without the participation/inclusion of ODCA.

The following individuals will serve as data points of contact under this Agreement:

Gwen Rubinstein
Division of Data, Assessment & Research
Office of the State Superintendent of Education
1050 First Street NE, 4th Floor, Washington, DC 20002
Gwen.rubinstein@dc.gov

Jennifer Comey
Director of Planning, Data, and Analysis
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave, Suite 307, Washington DC 20004
jennifer.comey@dc.gov

Colin Taylor
Interim Chief, Data Systems & Strategy
D.C. Public Schools
1200 First Street N.W. Washington, DC 20002
Colin.Taylor@k12.dc.gov

Adam Bethke
Data Engineering Manager

D.C. Public Charter School Board
3333 14th Street NW, Suite 210
Washington, DC 20010
abethke@dcpcsb.org

Erin Roth
Director of Education Research
Office of the District of Columbia Auditor
717 14th St NW, 9th Floor Washington, DC 20005
erin.roth@dc.gov

Brandan Keaveny
Founder, Principal Consultant
DataEthics LLC
462 Eastbrooke LN, Rochester, NY 14618
brandan@dataethics.net

XII. ENTIRE AGREEMENT and MODIFICATIONS

This Agreement constitutes the entire agreement and understanding between the District Parties. This Agreement shall supersede any prior promises, agreements, representations, undertakings or implications whether made orally or in writing between the Parties relating to the subject matter of this Agreement. The terms and conditions of this Agreement may be modified only upon prior agreement of the Parties. Such modification must be executed in writing and be signed by the duly authorized signatories of ODCA, Data Ethics, DME, DCPS, OSSE, and DCPCSB.

XIII. NO JOINT VENTURE OR THIRD-PARTY BENEFICIARIES

Nothing contained in this Agreement shall be deemed or construed the Parties or by any third party to create the relationship of principal and agent, partnership, joint venture, or any association between the Parties except as specifically stated herein. This Agreement is made for the benefit of the parties hereto and not for the benefit of any third party.

XIV. SEVERABILITY

This Agreement shall be deemed severable and any provision of this Agreement that violates any law, statute, rule, or regulation of the District of Columbia or the United States, or is otherwise invalid or unenforceable, shall be deemed to be severed and shall not affect the enforceability of any other provision thereof.

XV. JOINTLY DRAFTED AND ENTIRE AGREEMENT

This Agreement shall be deemed to have been drafted by all Parties and, in the event of a dispute, shall not be construed against any Party on that basis. This Agreement contains the entire understanding of the Parties with respect to the

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.

The Parties, by the signatures of the authorized representatives below, hereby acknowledge and agree to the terms and conditions of this Agreement.

IN WITNESS WHEREOF, this Agreement has been executed by the Parties as of the dates set forth below.

Lewis Ferebee
Chancellor, DC Public Schools
Date: 6/12/19

The Parties, by the signatures of the authorized representatives below, hereby acknowledge and agree to the terms and conditions of this Agreement.

IN WITNESS WHEREOF, this Agreement has been executed by the Parties as of the dates set forth below.

By: Hanseul Kang
Title: State Superintendent
Date: 6/10/19

By: Brandan Keaveny
Title: Founder/Principal Consultant, Data Ethics LLC
Date: 6/14/19

By:
Title: DC Auditor
Date: 6/14/19

By:
Title:
Date:

By:
Title:
Date:

By:
Title:
Date:

The Parties, by the signatures of the authorized representatives below, hereby acknowledge and agree to the terms and conditions of this Agreement.

IN WITNESS WHEREOF, this Agreement has been executed by the Parties as of the dates set forth below.

By: PAUL KIHN
Title: DEPUTY MAYOR FOR EDUCATION
Date: 6/6/19

By:
Title:
Date:

By:
Title:
Date:

By:
Title:
Date:

By:
Title:
Date:

By:
Title:
Date:

The Parties, by the signatures of the authorized representatives below, hereby acknowledge and agree to the terms and conditions of this Agreement.

IN WITNESS WHEREOF, this Agreement has been executed by the Parties as of the dates set forth below.

By: Scott Pearson	By:
Title: Executive Director	Title:
Date: 06/07/2019	Date:
By:	By:
Title:	Title:
Date:	Date:
By:	By:
Title:	Title:
Date:	Date:

Appendix I

Data elements below are organized into three categories: individual student data, faculty and staff data, and student-level linked data elements from the National Student Clearinghouse (NSC). (Note: The College Board measures are included in the individual student elements list, while the NSC elements are listed separately because those data are reported at college semester levels vs. school-year.) When compiling these data sets, please incorporate the following data retrieval standards:

- Include all individual-level data for students and faculty/staff
- Include unique identifiers consistent across all files
- Provide data for school years from 2013-14 through 2017-18
- Provide data at the student-school-year and staff-school-year observation levels
    - Ensure that students enrolled in more than one school in a given school year have data from each school
    - Ensure that faculty and staff assigned to more than one school in a given school year have data from each school
    - Ensure that students in the NSC files have data from each semester enrolled

Individual Student Data:

- School code and name
- LEA code and name
- Grade
- Entry date
- Entry type/code
- Exit date
- Exit type /code
- Days in membership
- Days attended
- Sex
- Race/ethnicity
- Age or date of birth (either only need be to the year and month)
- Longitude and latitude or home address
- In-boundary school
- Lottery data/algorithm matches
    - Seats offered
    - Student choice
    - Student record
    - Lottery preferences
    - Lottery matches
    - Lottery student ID crosswalk to OSSE's unique student identifier
- Special education level
- English learner designation/service

- Free and reduced meal (FARM) status
- At-risk status
  - Supplemental Nutrition Assistance Program (SNAP) qualified
  - Temporary Assistance for Needy Families (TANF) qualified
  - Homeless
  - Foster care
  - Over age
- Days absent
  - excused absences and unexcused absences separately
- Chronic absenteeism indicator
- Truant indicator
- Suspensions
  - days of in-school suspension, days of out-of-school suspensions, expulsions
- Incidents: records of incidents resulting in suspensions and not resulting in suspensions
- Student scale scores and achievement levels and participation status for all relevant assessments:
  - PARCC ELA and Mathematics assessments, grades 3-8
  - Multi-State Alternate Assessment (MSAA)
  - DC Science assessment, grades 5 and 8
  - DC Science alternate assessment
  - ACCESS for English Language Learners
  - PARCC ELA II assessment, high school grades
  - PARCC Geometry, Algebra II, Integrated Math II, middle and high school grades
  - DC Science Biology, high school grades
  - GOLD early childhood assessment data
- Advanced Placement
  - course/subject participation, exam participation, exam scores
- International Baccalaureate (IB) program participation, exam participation, exam scores
- Dual enrollment indicator
- CTE concentrator or completer indicator
- PSAT/SAT test preparation course participation, test scores
- Transcript records or course identifiers

Faculty and Staff Data:

- Staff member identifier
- Gender
- Race/ethnicity
- Returning status: returner/leaver/transfer/new, leaver dates and reasons
- Title
- Federal role
- FTE percentage
  - Total
  - Special education: percentage of time and ages
  - Limited English proficiency (LEP) FTE

- Certifications
- Licenses
- Subject taught
- Grade span taught
- In-field: degree, certification, effectiveness
- Years of teaching experience
- LEA start date
- Education and preparation: degree level, major, and institution
- Performance ratings: evaluation rating components, overall, and below-effective rating
- Compensation: base and previous year bonus/performance
- LEA code and name
- School code and name
- Class/course identifiers
- Unique student identifiers

National Student Clearinghouse (NSC) Data:

- Record found (y/n)
- College code/branch
- College name
- College state
- 2-year/4-year
- Public/private
- Enrollment dates
- Enrollment status (full- or part-time)
- Class level
- Enrollment majors & CIP codes
- Graduated (y/n) and date if applicable
- Degrees and degree CIP codes
- College sequence

Appendix II

DATA DESTRUCTION PLAN FOR ODCA and DATA ETHICS

The Office of the State Superintendent of Education (OSSE) requires all third parties to submit a data destruction plan as part of the process for creating data sharing agreements, in alignment with best practices recommended by the US Department of Education[1] under the Family Educational Rights and Privacy Act (FERPA).[2]

Data Sharing Agreement Expiration Date: December 31, 2019

Data Destruction Deadline: January 8, 2020

CATEGORIES OF DATA DESTRUCTION

Clear	A method of sanitization that applies programmatic, software-based techniques to sanitize data in all user-addressable storage locations for protection against simple non-invasive data recovery techniques; typically applied through the standard Read and Write commands to the storage device, such as by rewriting with a new value or using a menu option to reset the device to the factory state (where rewriting is not supported).
Purge	A method of sanitization that applies physical or logical techniques that render Target Data recovery infeasible using state of the art laboratory techniques.
Destroy	A method of sanitization that renders Target Data recovery infeasible using state-of-the-art laboratory techniques and results in the subsequent inability to use the media for storage of data.

DATA STORAGE TYPES USED AND DESTRUCTION METHODS PROPOSED[3]

Data Storage Type	Data File Description	Destruction Category	Destruction definition	Additional details on methods
Office Equipment. Mobile Devices. Paper. External Locally Attached Hard Drives	Describe the categories of data that will be stored within this type (use data appendix in MOA for reference)	Clear. Purge. Destroy. Other	Insert relevant information from Appendix A of NIST Guidelines	Please describe specifics on how data files will be removed from this media type

[1] Privacy Technical Assistance Center, https://studentprivacy.ed.gov/sites/default/files/resource_document/file/Best%20Practices%20for%20Data%20Destruction%20%282014-05-06%29%20%5BFinal%5D_0.pdf

[2] 20 U.S.C. § 1232g; 34 CFR Part 99

[3] For reference, please apply definitions found in Appendix A of the NIST Media Sanitization Guidelines.

We certify that that all copies of data files listed and described, in all media, and by all individuals with access, will be destroyed by the methods indicated and the date indicated on this form. In addition, we will submit a Certificate of Data Destruction to OSSE within five days of data destruction, as required.

Signed:

_____ _____

[Insert name of Signatory Authority] Date

_____

[Insert Title of Signatory Authority]

OSSE APPROVAL

_____

Name

_____

Date

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FELLOWSHIP PARTNER AGREEMENT

4/29/2019 | 8:28 PDT

THIS FELLOWSHIP PARTNER AGREEMENT (the "**Agreement**") is entered into as of [insert date] (the "**Effective Date**") by Leadership for Educational Equity, a Washington, District of Columbia not-for-profit corporation with offices located at 1805 7th Street N.W. 6th Floor, Washington, District of Columbia 20001 ("**Leadership for Educational Equity**"), and the [DC Public Charter School Board], with offices located at [3333 14th Street NW Suite 210] (the "**Partner**") each a "**Party**" and collectively, the "**Parties**."

BACKGROUND

The Leadership for Educational Equity Public Policy Fellows Program ("**Fellows Program**") is a full-time program where a diverse group of exceptional Leadership for Educational Equity members work in policy and advocacy roles and learn from policy, advocacy, and elected leaders.

NOW, THEREFORE, in consideration of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which the Parties acknowledge, the Parties intending to be legally bound, agree as follows:

1. Partner's Obligations and Scope of Fellowship.

(a) **Host.** Partner shall serve as a host organization for [one] fellow participating in the Fellows Program (the "**Fellow**"). Partner shall provide the Fellow with an assignment where the Fellow will work on mission-critical projects that expose the Fellow to the operations of the Partner.

(b) **Start Date.** Fellow shall begin the Fellowship with Partner on [September 3, 2019] unless otherwise agreed by the Fellow, the Partner, and Leadership for Educational Equity.

(c) **Location.** The Fellow shall participate with the Partner in the Fellows Program in [Washington, DC].

(d) **Supervisor**. The Fellow will work under the sole direction of the Partner. The Partner shall assign an appropriate staff person to act as the supervisor for the Fellow ("**Supervisor**"). Supervisor(s) shall arrange regular check-ins with the Fellow to ensure that the Fellow's fellowship progresses as planned. The Supervisor shall facilitate introductions between the Fellow and other Partner staff members whose work is relevant to the Fellow's project.

(e) **Program Participation.**

i. The Partner shall make the Fellow available to prepare for and participate in Fellow Program events scheduled by Leadership for Educational Equity and/or its partners while Fellow completes their fellowship.

ii. In addition to the training provided by Leadership for Educational Equity and its partners, Leadership for Educational Equity encourages, but does not require, that Partner provide Fellow with networking opportunities that help lead to increased social engagement on the part of the Fellow.

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iii. Partner shall assist, when and if possible, in professional development by sharing experience, knowledge, and content or resources for Fellows Program events scheduled by Leadership for Educational Equity.

iv. Partner shall inform Fellow of any applicable policies or procedures, including, but not limited to, human resources policies, ethics and conflicts of interest policies, of the Partner or the organization with which the Partner is associated.

(f) **Communication**. Partner shall maintain regular communication with Leadership for Educational Equity and participate in all Fellows Program evaluations and surveys. Leadership for Educational Equity uses such feedback to improve the quality of its programming and highly values all communications from partners.

(g) **Withdrawal from Fellows Program**. In the rare event that a Fellow must withdraw from the Fellows Program, or if Leadership for Educational Equity or Partner remove the Fellow from the Fellowship in accordance with Section 4(d) below), Partner shall work with Leadership for Educational Equity to determine, on a case-by-case basis, whether another Fellow can be placed with Partner for the duration of the Fellows Program.

(h) **Lobbying; Electoral Activity.** Partner agrees not to assign the Fellow work duties in preparation for lobbying activity, or actual lobbying activity. Partner acknowledges that Fellow(s) shall not conduct electoral campaign activity as part of the Fellows Program and agrees not to ask Fellow(s) to perform any campaign work during the Fellows Program.

(i) **Ethics Rules.** Partner acknowledges and agrees to abide by all the laws, rules, and standards of conduct applicable to the elected or appointed body or office that Partner holds, if any, including but not limited to ethics rules and conflict of interest policy.

(j) **Partner Workshops and Trainings**. Any fees associated with Fellow's participation in Partner-sponsored events, workshops, and trainings shall be paid by Partner.

(k) **Fee.** Partner shall provide to Leadership for Educational Equity the following payments in an amount equal to [twenty-two thousand, five-hundred dollars, and zero cents] (the "**Fee**"):

i. [Eleven thousand, two hundred and fifty dollars; $11,250] by September 1, 2019; and

ii. [Eleven thousand, two hundred and fifty dollars; $11,250] by December 1, 2019.

Leadership for Educational Equity will use a portion of the Fee to pay the Fellow(s) a stipend for living expenses incurred during the Fellows Program. The Fee should be accompanied by a letter from Partner's CFO (or billing officer) that sets forth the purpose of the funds in support of the Fellows Program.

2. **Leadership for Educational Equity's Obligations**.

(a) **Fellow Recruitment, Selection, and Placement**. Leadership for Educational Equity will recruit and select Fellows and will facilitate the placement process of individual Fellows with the Partner. Leadership for Educational Equity agrees to use its best efforts to identify, recruit, and place individuals who have the work ethic, intellect, qualifications, and other attributes that allow the individual to complete the Fellowship Program successfully as a Fellow.

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(b) **Fellow Training and Professional Development**. Leadership for Educational Equity will design and lead professional development sessions for the Fellowship Program.

(c) **Stipend.** Leadership for Educational Equity shall administer and distribute to the Fellow the Fellows Program stipend, inclusive of the cost-share provided by the Partner, pursuant to Section 1(k) above, to be disbursed over the course of the Fellowship Program (the "**Leadership for Educational Equity Stipend**").

3**. Relationship of the Parties**. Nothing contained in this Agreement is deemed to place the Parties in a partnership, joint venture, or agency relationship, and neither Party has the right or authority to obligate or bind the other Party in any manner.

4. **Term/Termination**.

(a) **Term**. The term of this Agreement commences on the date of this Agreement and continues until [May 29, 2020], or the last day Fellow works at the Fellows Program placement, whichever is later (the "**Term**").

(b) **Default.** If either Party defaults in their performance under this Agreement and fails to substantially cure such default within five (5) days after receiving written notice specifying the default, or, for those defaults that cannot reasonably be cured within five (5) days, promptly commence curing such default and thereafter proceed with commercially reasonable diligence to substantially cure such default, then the non-defaulting Party may terminate this Agreement by providing the defaulting Party five (5) days' written notice of its decision to terminating the Agreement and its reasons for terminating this Agreement.

(c) **Force Majeure**. If the performance of this Agreement is prevented, suspended, or postponed during the Term by reason of fire, casualty, lockout, labor strike, riot, war, act of God, or ordinance, law, order or decree of any legally constituted authority, or any other act or event that prevents Party, in whole or in part from performing its obligations under this Agreement; or satisfying any conditions to the performing Party's obligations under this Agreement then in any such events, either Party may elect to terminate this Agreement and in such event, the Parties are released from all further obligations whatsoever.

(d) In the event that the Fellow fails to complete agreed upon projects to the Partner's satisfaction by the end of the Fellows Program, Leadership for Educational Equity reserves the right to take any and all action it deems appropriate based on the circumstances, including but not limited to removing the Fellow from the Fellows Program and denying the Fellow membership in the Leadership for Educational Equity Fellow Alumni network, and terminating the Fellow's Leadership for Educational Equity Stipend, if applicable. Leadership for Educational Equity reserves the right to terminate the Fellows Program and the Fellow's participation in the Program, at any time and for any and no reason by providing written notice to the Fellow and the Partner.

5. **Representations and Warranties**.

(a) Each Party represents and warrants to the other that:

i. It has full legal right, power, and authority to enter into and perform its obligations hereunder;

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ii. It has not entered into nor will it enter into any contract or other agreement which would conflict with, prohibit, or interfere with the full performance of its obligations hereunder or with the full enjoyment by the other Party of the rights granted herein; and

iii. Neither Party shall be obligated to make any payments or to pay any other consideration to the other Party or to any third party except as expressly specified in this Agreement.

(b) Partner represents that it is authorized to and possesses all of the necessary skills, licenses, insurance, and certifications, if any, to legally perform its obligations pursuant to this Agreement.

6**. Ownership and Work Product**. All formulae, processes, procedures, methods, designs, ideas, concepts, research, inventions, know-how, databases, protocols, specifications, documentation, tools, plans, models, reports, pictures, negatives, prints, stills, photographs or likenesses created by the Fellow at the Partner's direction during the Fellowship **(**collectively, the "**Work Product**") belongs exclusively to the Partner and, to the extent possible, be considered a "work-made-for-hire" as defined in the Copyright Act of 1976, as amended. Notwithstanding the foregoing, all content produced by Fellow for Leadership for Educational Equity related to the administration of the Fellows Program, including but not limited to, Fellow's fellowship application, closing project, etc., belongs exclusively to Leadership for Educational Equity.

7. **Confidentiality**.

(a) The Parties agree that they will keep strictly confidential and will not disclose to anyone (exclusive of their authorized agents and legal and financial representatives) the subject and terms of this Agreement without prior written consent of the other Party.

The Parties acknowledge and agree that in the course of carrying out the Fellows Program, they may have access to and become acquainted with "Confidential Information" as defined below, concerning the other Party's business and operations, students, customers, business strategies, financial and technical information, supplies, and other confidential business information not generally known to the public. The Parties hereby agree that they shall not communicate, divulge, or disclose such information, directly or indirectly, to any other person, firm, business or entity, or use such information in any way except as authorized in writing by the other Party, or except as may be required under applicable law. "**Confidential Information**" means proprietary information not generally known within a Party's trade or business concerning its operations, products, services, personnel and organization, including information relating to customers, research, development, accounting, marketing applications, selling, servicing, finance, business systems, computer systems, software, software systems, and techniques and also including all information disclosed to the other Party, or to which a Party had access at any time during the Fellows Program, which a Party has a reasonable basis to believe to be "Confidential Information" or which is treated by a Party and/or its related entities as being confidential information.

(b) Notwithstanding the foregoing restrictions, the Parties may use and disclose any information (i) which has come into the public domain through no act or omission by the Party, (ii) which is approved for use and disclosure or released by a Party without restriction, or (iii) to the extent required by an order of any court or other governmental authority.

8. **Notices**. Any notices or other communication required or permitted hereunder shall be in writing and

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sent to the Parties at their respective addresses specified below or such changed address as either Party may communicate to the other in writing. Any notices or communications to either Party hereunder are deemed given when received by the Party.

Notices to Leadership for Educational Equity:

Dr. Terris Ross, Senior Director
Policy & Advocacy, Strategic Partnerships
1360 Peachtree St NE #1100
Atlanta, GA 30309

terris.ross@educationalequiy.org

With a copy to:

Christine Green, Esq.
Leadership for Educational Equity
General Counsel
25 Broadway, 12th Floor
New York, New York 10004

christine.green@educationalequity.org

Notices to:

Drew Snyder
3333 14th Street NW Suite 210
Washington, DC 20003

dsnyder@dcpcsb.org

8. **Miscellaneous Provisions.**

(a) **Modifications and Waivers**. No provision of this Agreement shall be modified, waived or discharged unless the modification, waiver or discharge is agreed to in writing and signed by the Partner and by an authorized representative of Leadership for Educational Equity. No waiver by either Party of any breach of, or of compliance with, any condition or provision of this Agreement by the other Party shall be considered a waiver of any other condition or provision or of the same condition or provision at another time.

(b) **Entire Agreement.** No other agreements, representations or understandings (whether oral or written) which are not expressly set forth in this Agreement have been made or entered into by either Party with respect to the subject matter of this Agreement. This Agreement contains the entire understanding of the Parties with respect to the subject matter hereof.

(c) **Indemnification.**

i. To the extent permitted by applicable state laws and regulations, each Party indemnifies and

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holds harmless the other Party and its officers, directors, employees and agents (the "Indemnitees") against any and all losses, liabilities, claims, damages, costs and expenses (including reasonable attorneys' fees) ("Losses") to which such Indemnitee may become subject under this Agreement, including but not limited to: (i) all actions not approved by the Indemnitee or otherwise outside the scope of this Agreement; (ii) any breach by a Party of any representation warranty, or agreement made herein; or (iii) a Party's negligence or misconduct.

ii. Notwithstanding anything to the contrary contained herein, neither Party shall be responsible for consequential, incidental, punitive, special, exemplary or indirect damages or lost profits in connection with claims made by any Party, regardless of the form of action or whether in contract or tort.

(d) **Choice of Law.** The validity, interpretation, construction and performance of this Agreement shall be governed by the laws of the State of [District of Columbia] without giving effect to its conflict of law principles.

(e) **Severability.** The invalidity or unenforceability of any provision or provisions of this Agreement does not affect the validity or enforceability of any other provision hereof, which remain in full force and effect and enforced accordingly.

(f) **Arbitration**. In the event that any dispute shall arise with regard to the performance or interpretation of any of the terms of this Agreement, all matters in controversy shall be submitted to an arbitrator. The Parties agree that such arbitration shall be conducted under the rules and regulations of the American Arbitration Association. Both Parties expressly covenant and agree to be bound by the decision of the arbitrator as a final determination of the matter in dispute. Each Party shall bear its own cost of arbitration. Any determination or award of the arbitrators shall be final and binding upon the Parties and enforceable by any court having jurisdiction there over by injunction or monetary judgment. The provisions of this paragraph shall not be deemed to limit or impair either Party's ability to obtain preliminary injunctive relief from any court pending resolution of any dispute by arbitration, upon posting of any bond that such court may require and upon fulfilling all equitable requirements for such injunction.

(h) **Counterparts.** This Agreement may be executed in two or more counterparts, each of which is deemed an original, but all of which together constitute one and the same instrument.

[Remainder of page intentionally left blank. Signature page follows.]

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IN WITNESS WHEREOF, the Parties have caused this Agreement to be duly executed and effective as of the date first written above.

LEADERSHIP FOR EDUCATIONAL EQUITY

DocuSigned by:
By: Mildred Otero
A0FDE36D86A04E7...

Name: Mildred Otero

Title: Vice President, Policy & Advocacy

Date: 4/29/2019 | 8:28 PDT

PARTNER

By: Scott Pearson

Name: Scott Pearson

Date: 4/26/2019

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Memorandum of Understanding

This Memorandum of Understanding (the "Memorandum") is made on October 01, 2018, by and between The Institute for Excellence in Education, of 711 W. Pickard Street, Suite M, Mt. Pleasant, Michigan 48858 (hereinafter referred to as "Institute") and DC Public Charter School Board (hereinafter referred to as "DC PCSB") for the purpose of achieving the various aims and objectives relating to the Advancing Great Authorizing and Modeling Excellence Federal Grant project (hereinafter referred to as the "Project" or "A-GAME").

WHEREAS the Institute and Partner desire to enter into this Memorandumin which the Institute and DC PCSB (hereinafter referred to together as "Partners") will work together to complete the Project;

AND WHEREAS the Partners are desirous to enter into a Memorandum between them, setting out the working arrangements that each of the Partners agree are necessary to complete the Project.

Purpose
The purpose of this Memorandum is to provide the framework of the expectations of the Project for the Institute and the DC PCSB. The overall goal of the Project is to develop, expand, and disseminate information on best practices in the authorizing and oversight of alternative education campuses (AECs).

Obligations of the Partners
The Partners acknowledge that no contractual relationship is created between them by this Memorandum, but agree to work together in the true spirit of partnership to ensure that there is a united visible and responsive leadership of the Project and to demonstrate financial, administrative, and managerial commitment to the Project by means of the following individual services.

Services
The activities and services for the Project shall include:

a. Services to be rendered by the Institute include but are not limited to:
   - Oversee the development of tools and resources for authorizers across the nation
   - Provide professional learning experiences on the use of the new tools
   - Develop web-based tools to aide authorizers in setting targets for success
   - Develop website that contains open source documents for Authorizers to use as open source materials
   - Provide national, state and local conference networking and formal presentations
   - Be responsible for all Project related meeting logistics
   - Provide reimbursements in a timely miner, for agreed upon Project related expenses
   - Be responsible for all reporting requirements with the Federal Department of Education

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b. Expectation of services to be rendered by DC PCSB shall include:

- Involvement in the Project as a thought leader, pathfinder, resource builder, and dissemination agent
- Help in developing authorizing tools and resource materials that are designed to expand on quality authorizer practices.
- Year 1: Attending three NALT meetings to focus on the following:
  - Development of a Model Framework for AEC charter schools;
  - Development of application review rubrics for new and renewal AEC charter schools;
  - Provide the project team with feedback and/or assistance on the development of additional tools and documents related to authorizers' oversight of AEC charter schools
- Year 2: Participate in and help facilitate three Regional Networking Group meetings that correspond to the Partners region of the country, with the purpose of
  - Disseminating AGAME tools and documents;
  - Provide guidance to authorizers within the Partner's region on the implementation of recommendations set out in the AGAME tools and documents
  - Provide link to the AGAME webpage on Partner's website
  - Direct authorizers to the AGAME website and/or project team as needed.
- Year 3: Present at national and local conferences, convenings, and workshops either on your own or with other NALT members and/or with the AGAME project team
- Conduct listening sessions and feedback sessions with AECs within their portfolio of schools
- Implement and/or update at least one practice that aligns with AGAME recommendations, deliverables, and/or tools by the end of the grant term (Sept. 30 2021).

Please indicate you agree to the specified services by initialing the statement below.

SP
_____ DC PCSB hereby agrees to complete the services detailed above.

Stipend

a. The Institute agrees to pay DC PCSB the following in respect of the Project:

- Cover all reasonable travel expenses related to the Project, with the exception of food and beverages, per Federal Department Guidelines.
- A total stipend of $30,000 for Services completed related to the Project to be paid at the end of each grant year based on the following schedule:
  - Year 1: $15,000, paid September 30, 2019
  - Year 2: $7,500, paid September 30, 2020
  - Year 3: $7,500, paid September 30, 2021

Please initial one of the following options below:

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DS SP _____ DC PCSB hereby agrees to the resources outlined above as a stipend for Services completed.

_____DC PCSB hereby forfeits the stipend outlined above, but agrees to complete the work as outlined as an in kind service.

Communication Strategy
Marketing of the vision and any media or other public relations contact should always be consistent with the aims of the Project and only undertaken with the express agreement of the Institute. Where it does not breach any confidentiality protocols, a spirit of open and transparent communication should be adhered to. Coordinated communications should be made with external organizations to elicit their support and further the aims of the Project.

Liability
No liability will arise or be assumed between the Partners as a result of this Memorandum.

Term
The arrangements made by the Partners by this Memorandum shall remain in place for the duration grant award which is October 1, 2018 until September 30, 2021, pending annual reviews renewal:

- Year 1: October 1, 2018 – September 30, 2019,
- Year 2: October 1, 2019 – September 30, 2020 and
- Year 3: October 1, 2020 – September 30, 2021.

Notice
Any notice or communication required or permitted under this Memorandum shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the address set forth in the opening paragraph or to such other address as one party may have furnished to the other in writing.

Assignment
Neither party may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning party, which approval shall not be unreasonably withheld.

Amendment
This Memorandum may be amended or supplemented in writing, if the writing is signed by the party obligated under this Memorandum.

Severability
If any provision of this Memorandum is found to be invalid or unenforceable for any reason, the remaining provisions will continue to be valid and enforceable. If a court finds that any provision

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of this Memorandum is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision will be deemed to be written, construed, and enforced as so limited.

Prior Memorandum **Superseded**
This Memorandum constitutes the entire Memorandum between the parties relating to this subject matter and supersedes all prior or simultaneous representations, discussions, negotiations, and Memoranda, whether written or oral.

Understanding
It is mutually agreed upon and understood by and among the Partners of this Memorandum that:

a. The Institute and DC PCSB will work together in a coordinated fashion for the fulfillment of the Project.
b. In no way does this Memorandum restrict involved Partners from participating in similar agreements with other public or private agencies, organizations, and individuals.
c. To the extent possible, the Institute and DC PCSB will participate in the development of the Project deliverables
d. This Memorandum is not intended to and does not create any right, benefit, or trust responsibility.
e. This Memorandum will be effective October 1, 2018.
f. The Institute may terminate its participation in this Memorandum by providing written notice to DC PCSB.
g. DC PCSB may terminate its participation in this Memorandum by providing written notice to the Institute.

Signatories

James Goenner
President & CEO
The Institute for Excellence in Education

DocuSigned by:
DE07A69E892646B...
(Signature)

Scott Pearson
Print Name

Executive Director
Title

DC Public Charter School Board (DC PCSB)

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URBAN LEADERS FELLOWSHIP

2019 Partner Organization Memorandum of Understanding

As a 2019 partner organization ("Partner Org") receiving up to three (3) Urban Leaders Fellow ("Fellows"), 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 Fellows, 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 17th - August 2nd, 2019, including:

- Selecting Fellows from among the options provided by the Urban Leaders Fellowship ("ULF");
- Developing a comprehensive projects for Fellows that I will share with ULF staff in advance of selecting Fellows;
- Managing my Fellows 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 each of 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 3rd, 2019.

Through the course of the fellowship, ULF staff will regularly check in with both your Fellows 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 Scharter School Board
First and Last Name: Scott Pearson, Executive Director

Signature DocuSigned by: DE07A69E892646B...

Date: 5/2/2019

Please scan and submit a signed copy of this document to Kris Frye
kristopher@urbanleadersfellowship.org

MEMORANDUM OF UNDERSTANDING BETWEEN THE DC PUBLIC CHARTER SCHOOL BOARD AND URBAN INSTITUTE

This Memorandum of Understanding (the "**MOU**" or "**Agreement**") is effective as of November 11, 2019 and entered into by and between the DC Public Charter School Board ("**DC PCSB**") and Urban Institute (collectively, the "**Parties**").

WHEREAS, DC PCSB is an independent government agency that authorizes and supervises charter schools in the District of Columbia;

WHEREAS, Urban Institute is a non-profit organization in Washington, D.C. that conducts objective and nonpartisan policy research;

WHEREAS, Urban Alliance is a youth development organization that provides high school seniors from distressed communities in Baltimore, Chicago, Northern Virginia, and Washington, DC with paid internships and mentoring to help them successfully transition to higher education or employment after graduation;

WHEREAS, Urban Institute is conducting a randomized controlled trial (RCT) evaluation of the Urban Alliance program in all four sites, to determine the program's impact on youths' high school graduation rates, college enrollment and persistence, employment and earnings, and other outcomes; and

WHEREAS, Urban Institute is requesting student-level data from DC PCSB for 101 students, most of who were seniors in academic years 2016-17 and 2017-18, and the Urban Institute team has received in writing individualized student assent and parent consent for youth under 18 years old at the time of consent and student consent for youth 18 or older at the time of consent, and provided such documentation to DC PCSB.

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 allow DC PCSB to provide student-level data to Urban Institute for 101 specified students.

SECTION TWO: DC PCSB OBLIGATIONS

2.1 DC PCSB will provide the following information regarding the 101 students to Urban Institute by a date mutually agreed upon by the Parties:

- Eligibility for free or reduced price lunch (DC PCSB does not have and cannot provide this data for schools that are Community Eligible;
- English Language Learner and Special Education statuses;
- Dates of enrollment and exit;

- Previous DC public charter high schools attended;
- Withdrawal date and approved exit code;
- Number of excused and unexcused absences and number of suspensions;
- Graduation date

2.2 DC PCSB will not provide information regarding any student unless it has received in writing, for that student, individualized student assent and parent consent for youth under 18 years old at the time of consent and student consent for youth 18 or older at the time of consent. To be accepted by DC PCSB, such written consent must satisfy the requirements 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 THREE: URBAN INSTITUTE OBLIGATIONS

3.1 Urban Institute shall provide individualized student assent and parent consent for youth under 18 years old at the time of consent or student consent for youth 18 or older at the time of consent, before requesting information about any student.

SECTION FOUR: DURATION

4.1 The period of this Agreement shall be from the date this Agreement is executed through December 31, 2022, unless terminated in writing by both parties prior to the expiration. Urban Institute shall destroy all information received by DC PCSB and protected by FERPA prior to the expiration of this agreement.

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

Contact person for Urban Institute
Brett Theodos
Senior Fellow
Urban Institute
500 L'Enfant Plaza SW
Washington, DC, 20024
Phone: 202-261-5865

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:

Urban Institute

DocuSigned by:
By: Victoria Gee
3E4B9DFF0215453...
Name: Victoria Gee
Title: Senior Contracts Administrator

DC Public Charter School Board

By: _____
Name: Scott Pearson
Title: Executive Director

MEMORANDUM OF UNDERSTANDING

BETWEEN

FRIENDS OF CHOICE IN URBAN SCHOOLS

AND

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

I. PURPOSE

This Memorandum of Understanding ("MOU") is entered into between the District of Columbia Public Charter School Board ("DC PCSB") and Friends of Choice in Urban Schools ("FOCUS"), collectively referred to as the "Parties."

The Parties have collectively engaged the services of Simmons Lettre Consulting, LLC (the "Consultant") to research and write a toolkit to support charter school leadership (boards, executives) of low-performing DC charter schools navigate decisions pertaining to restart, choosing new operators, turnaround, and closure.

II. PARTIES

FOCUS is a non-profit that supports the diverse set of public charter schools in DC by advocating for and strengthening autonomy, equity, and quality.

DC PCSB is the sole authorizer of charter schools in the District of Columbia. DC 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 for closing public charter schools that do not perform academically, fiscally, or both.

III. 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 DC PCSB

DC PCSB has contracted with the Consultant to research and write a toolkit to support charter school leadership (boards of trustees, executives) of DC public charter schools in navigating decisions pertaining to restart, choosing new operators, turnaround, and school closure.

DC PCSB will monitor the performance of the Consultant and provide FOCUS with updates on the Consultant's progress.

DC PCSB will receive and pay invoices from the Consultant, subject to partial reimbursement from FOCUS as outlined below.

B. RESPONSIBILITIES OF FOCUS

For the first $12,000 that DC PCSB pays to the Consultant, FOCUS will reimburse DC PCSB 50% of the cost. After the first $12,000, FOCUS will be obligated to make no further reimbursements.

FOCUS will be responsible for the graphic design and layout of the toolkit, resulting in an attractive PDF-formatted digital document that may be used by both DC PCSB and FOCUS.

FOCUS will distribute the toolkit to DC public charter schools free of charge and will maintain a free, publicly available version of the toolkit for all public charter schools to access.

IV. CONTENT

The content of the toolkit must be jointly agreed to by both DC PCSB and FOCUS. To the extent that any content is not jointly agreed to by both parties, such content shall only be included if it is presented in a format and with disclaimers that clearly indicate, to the satisfaction of the dissenting party, that the content is the viewpoint of one party.

The incorporation of each party's brand and logos will be subject to the joint agreement of the parties.

At any time, DC PCSB may elect, at its sole discretion, to state that the document does not reflect the policy or endorsement of DC PCSB. At such time, upon DC PCSB's request, FOCUS shall edit the document to include a corresponding disclaimer, should it continue to use or make the document publicly available.

V. INTELLECTUAL PROPERTY

All intellectual property produced by the Consultant shall be held jointly by DC PCSB and FOCUS. Either party may publish or utilize the intellectual property in any manner without notifying the other party; provided that, FOCUS will not publish or utilize the intellectual property without including all disclaimers required by DC PCSB and will not materially change the substance of the intellectual property without prior approval from DC PCSB.

VI. DURATION OF THIS MOU

This MOU shall take effect on the date it is executed and remain in effect unless terminated in writing by the Parties pursuant to Section X of the MOU. Sections IV and V of this MOU survive the termination of this MOU.

VII. AMENDMENTS AND MODIFICATIONS

This MOU may be amended or modified only upon prior written agreement of the Parties.

Amendments or modifications shall be dated and signed by the authorized representative of the Parties.

VIII. CONSISTENT WITH LAW

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

IX. RECORDS AND REPORTS

DC 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 FOCUS's request, make these documents available for inspection.

X. TERMINATION

Either Party may terminate this MOU prior to completion of the Consultant's work. If DC PCSB terminates this MOU, it shall reimburse FOCUS all funds paid under this MOU and DC PCSB shall retain sole possession of all intellectual property produced by the Consultant. If FOCUS terminates this MOU, DC PCSB shall retain sole possession of all intellectual property produced by the Consultant.

XI. NOTICES

The following individuals are the contact points for each Party:

Anne Herr, FOCUS Director of School Quality, aherr@focusdc.org

Scott Pearson, Executive Director of the DC Public Charter School Board, spearson@dcpcsb.org

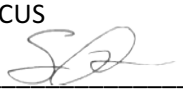
IN WITNESS WHEREOF, the Parties hereto have caused this MOU to be executed by their authorized representatives, by authority duly given.



May 2, 2019

Irene Holtzman — Date

Executive Director of FOCUS



May 2, 2019

Scott Pearson — Date

Executive Director of the DC Public Charter School Board

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MEMORANDUM OF UNDERSTANDING BETWEEN THE DC PUBLIC CHARTER SCHOOL BOARD AND ST. COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL

This Memorandum of Understanding (the "**MOU**" or "**Agreement**") is effective as of the date it is executed and entered into by and between the DC Public Charter School Board ("**DC PCSB**") and St. Coletta Special Education Public Charter School (the "**School**") (collectively, the "**Parties**").

WHEREAS, the District of Columbia Board of Education granted a charter to the Trustees of the School for the establishment of a public charter school and entered into a contract, effective July 1, 2006 (the "**Charter Agreement**"), for the operation of such school in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq*., as amended (the "**Act**");

WHEREAS, in 2007, the Board of Education assigned the Charter Agreement to DC PCSB;

WHEREAS, the District of Columbia 2020 Fiscal Budget, Title IV, Subtitle N, the Special Needs Public Charter School Funding Authorization Act of 2019, provides for an additional $1.8 million of funding to be transferred from DC PCSB to the School in Fiscal Year 2020.

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 transfer the additional funding to the school.

SECTION TWO: DC PCSB OBLIGATIONS

2.1 Pursuant to the District of Columbia 2020 Fiscal Budget Sec. 4032(a)(1), in Fiscal Year 2020, DC PCSB shall transmit $1.8 million to the School, which shall be in addition to any funds transmitted to the school pursuant to the Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Act of 1998.

2.2 DC PCSB shall transfer the funds authorized pursuant to the law and this MOU to a bank designated by the School no later than 30 days from the effective date of the Fiscal Year 2020 Local Budget Act of 2019.

2.3 Within 2 business days of transferring the funds pursuant to this MOU, DC PCSB shall submit documentation to the Council of the District of Columbia showing that such transfer occurred.

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SECTION THREE: SCHOOL OBLIGATIONS

3.1 The School shall submit a quarterly accounting of all expenditures made with the additional funds the School received pursuant to this MOU.

3.2 DC PCSB may consider the School's failure to submit the required quarterly accounting as fiscal mismanagement.

SECTION FOUR: DURATION

4.1 The period of this Agreement shall be from the date this Agreement is executed through July 1, 2020, unless terminated in writing by both parties prior to the expiration.

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

Contact person for the School
Christie Mandeville
Executive Director
St. Coletta Special Education Public Charter School
1901 Independence Ave. SE
Washington, DC 20003
Phone: 202-350-8680

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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:

St. Coletta Special Education Public Charter School

By: Peggy O'Brien

Name: Peggy O'Brien
Title: Board President

DC Public Charter School Board

DocuSigned by:
By: DE07A69E892646B...

Name: Scott Pearson
Title: Executive Director

DC PUBLIC CHARTER SCHOOL BOARD

Restraint and Seclusion Checklist

Restraint refers to either mechanical or physical restraint.

- Mechanical restraint is "the use of any device or equipment to restrict a student's freedom of movement."[1]
- Physical restraint is "a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely."[2]

Seclusion is "the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving."[3]

In certain circumstances, the use of restraint and seclusion may result in discrimination against students with disabilities in violation of Section 504 of the Rehabilitation Act, 29 U.S.C. § 794, and the Americans with Disabilities Act, 42 U.S.C. §§ 12101 *et seq*.[4] Please complete the following checklist to help DC PCSB know whether these techniques are used at your school and to ensure your school is compliant with applicable law.

Please consult the Department of Ed's policy page on Restraint and Seclusion for further guidance and additional resources.

Restraint

1. **Public Charter School** utilizes authorized restraint techniques.
   - ☐ Yes
   - ☐ No

(Please complete Questions 2-6 if you selected "Yes" in Question 1 above; if you selected "No," you may skip to Question 7.)

---

[1] Office for Civil Rights, *Dear Colleague Letter: Restraint and Seclusion of Students with Disabilities* at 6, *available at* https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-504-restraint-seclusion-ps.pdf. Note that this definition does not include "devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed." *Id.*

[2] *Id.* at 6. Note that this definition does not include a physical escort, which is "a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location." *Id.*

[3] *Id.* at 7. Note that seclusion does not include a timeout, which is "a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming." *Id.*

[4] *See generally id.*

2. What method or model of authorized restraint techniques has your school adopted?

3. How many staff members are certified in appropriate use of specific, authorized restraint techniques?

4. Does your school have a written policy to utilize restraints?
   ☐ Yes
   ☐ No

5. Does your written policy include recording instances of restraint and contacting parents after an instance of restraint?
   ☐ Yes
   ☐ No
   ☐ We do not have a written policy

6. Through what methods have you informed parents of the school's use of restraint as a possible emergency response at your school?

Seclusion

7. **Public Charter School** utilizes authorized seclusion techniques.
   ☐ Yes
   ☐ No

(Please complete Questions 8-14 if you selected "Yes" in Question 7 above; if you selected "No," you may skip to the signature at the end of this form.)

8. It is recommended that schools have a written policy for the appropriate use of seclusion. Does your school have a written policy to utilize seclusion?
   ☐ Yes
   ☐ No

9. Does your staff receive training based on your written policies and procedures for secluding students?
   ☐ Yes
   ☐ No
   ☐ Yes, we receive training, but do not have a written policy

10. Who provides training to staff on your school's method of seclusion?

11. How many staff members are trained to seclude students?

12. What space(s) does your school utilize for secluding students?

13. Does your written policy include recording instances of seclusion and contacting parents after an instance of seclusion?
   ☐ Yes
   ☐ No
   ☐ We do not have a written policy

14. Through what methods have you informed parents of the school's use of seclusion as a possible emergency response?

X_____

Name and signature of School Leader (ED/ Head of School/ Principal)

DC PUBLIC CHARTER SCHOOL BOARD

January 10, 2020

Terry Golden, Board Chair
KIPP DC College Prep Public Charter School
1405 Brentwood Parkway Northeast
Washington, DC 20002

Dear Mr. Golden:

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 2019-20 school year for the following reason(s):

- School eligible for 20-year Charter Review during 2020-21 school year

Qualitative Site Review Report
A QSR team conducted on-site reviews of KIPP DC College Preparatory Public Charter School (KIPP DC College Prep PCS) between October 21, 2019 and November 6, 2019. 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 KIPP DC College Prep PCS.

Sincerely,

Rashida Young
Chief School Performance Officer

Enclosures
cc: School Leader

Qualitative Site Review Report

Date: January 10, 2020

Campus Information

Campus Name: KIPP DC College Preparatory Public Charter School (KIPP DC College Prep PCS)
Ward: 5
Grade levels: Ninth through twelfth

Qualitative Site Review Information

Reason for Visit: School eligible for 20-year Charter Review during 2020-21 school year
Two-week Window: October 21 – November 6, 2019[1]
QSR Team Members: Two DC PCSB staff and five consultants including a special education (SPED) specialist
Number of Observations: 41
Total Enrollment: 811
Students with Disabilities Enrollment: 211
English Learners Enrollment: 5
In-seat Attendance on Observation Days:
Visit 1: October 21 – 93.6%
Visit 2: October 22 – 93.9%
Visit 3: October 28 – 93.5%
Visit 4: October 29 – 91.9%
Visit 5: October 30 – 94.1%
Visit 6: November 5 – 93.4%
Visit 7: November 6 – 89.8%

Summary

According to its mission,

> KIPP DC is a non-profit network of high-performing, college-preparatory public charter schools in Washington, D.C. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most educationally underserved communities. At KIPP DC, there are no shortcuts. Highly skilled teachers and leaders, more time in school, a rigorous college-preparatory curriculum, and a strong culture of high expectations and

[1] The KIPP DC College Prep PCS QSR window was extended by three days to account for three professional development days, during the window, when the school could not be observed.

support help our students make significant academic gains and continue to excel in high school and college.

The Qualitative Site Review (QSR) team observed strong evidence that KIPP DC College Prep PCS is achieving its mission. Teachers provided clear, high quality instruction to students. Learning activities engaged students in higher-order thinking as they worked in small groups to create civilizations, solve complex math problems, discuss sophisticated topics like cultural appropriation, analyze articles for arguments and counterarguments, and read grade-level appropriate literature. Observers noted a strong emphasis on time and classroom management as students got to work immediately upon entering classrooms and teachers praised students for staying focused. The QSR team observed a strong college focused culture as hallways and classrooms displayed college pennants and students wore clothing that represented different colleges. Students demonstrated skills necessary for college success like working in collaborative groups, self- and peer-assessment of written work, and analyzing complex texts. Teachers emphasized high expectations and helped all students understand instruction.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teachin*g to examine classroom environment and instruction (see Appendix I and II). The QSR team scored 85% of observations as distinguished or proficient in the Classroom Environment domain. The highest scored components were *Creating an Environment of Respect and Rapport* (2a) and *Establishing a Culture for Learning* (2b) with 87% of observations scored as proficient or distinguished. Teachers and students interacted warmly; students showed respect for teachers by complying with directions the first time asked; and students praised each other for answering questions correctly and helped each other understand content by editing each other's work. The QSR team observed very few instances of off-task behavior and teachers frequently praised students for their efforts. The QSR team scored 79% of observations as distinguished or proficient in the Instruction domain. The highest scored component was *Communicating with Students* with 95% of observations scored as proficient or distinguished. Teachers stated and posted clear content objectives. They used rich, grade-appropriate vocabulary, and gave explanations when necessary. Students participated in explanations of content as they described the Romantic period, differences between simple and complex carbohydrates, and completed math problems in front of the class.

Governance

Terry Golden chairs the KIPP DC PCS Board of Trustees. The School Reform Act requires all DC public charter schools to have a majority of DC residents and two parents, which the school has been compliant with for the past five years.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, KIPP DC College Prep PCS completed a questionnaire about how it serves its students with disabilities (SWD). The QSR team looked for evidence of the school's articulated SPED program. Overall, the school implemented its stated program with fidelity as evidenced by engaging students in learning in most of the observations described below. The QSR team scored 71% of SPED observations as proficient or distinguished in the Classroom Environment domain of the *Framework for Teachin*g, while a very high 96% of SPED observations scored proficient or distinguished in the Instruction domain.

- To demonstrate that co-planning occurred, the school explained that teachers plan together via Google Docs and in person. The school stated that observers could see evidence of this if teachers worked together seamlessly. While all teachers observed worked well together, as evidenced by respectful and professional interactions, the primary co-teaching model observed was One Teach, One Assist. In five out of six observations, the SPED teacher assisted the general education teacher without a major role in leading the lesson. The co-teachers and general education teachers worked together without conflict but did not play an equal role in instruction. In one classroom the SPED teacher served as mainly behavioral support. The general education teacher repeatedly asked the SPED teacher to "stand next to" students that were off-task or not engaged in the lesson.

- To support the learning of SWD, the school reported that they offer strategies such as Least Restrictive Environment and a continuum of SPED services including inclusion, combination setting (e.g., inclusion and self-contained), full time out of general education, and support services (e.g., speech-language pathology, behavior support, occupational therapy, physical therapy, audiology, and/or vision services). The QSR team observed general education classes with SPED support placement, which included the presence of a SPED teacher in all six of the SPED observations. In the inclusive classroom settings, students engaged in learning activities that required higher order thinking in most observations.

- The school stated in its questionnaire that it spends most training time on alternative, team, parallel, and station teaching as co-teaching models. The SPED specialist observed team teaching in one classroom, while the other classes showed examples of One Teach, One Assist. The team-taught classroom was a very effective model of co-teaching with both teachers circulating to work with small groups of students. Both teachers addressed the whole group throughout the lesson in addition to giving individual feedback to students and small groups.

Per the school's SPED questionnaire, accommodations for students' individualized education plans (IEPs) included differences from general education students in how students access information and demonstrate learning, while maintaining the instructional level, content, and performance criteria. In all six SPED observations, the content level remained constant, but teachers provided students with guided notes, visual reminders of the process on the board as they worked independently, and various instructional strategies of how to approach the learning activity. In one classroom, the teacher reminded students that they might see various representations of a mathematical answer that either included the square root or was written as a whole number.

- To provide modifications according to the IEPs of SWDs, the school wrote that teachers could make changes to the instructional level, content and curriculum, performance criteria or assignment structure. The QSR team observed evidence of the SPED teachers adjusting the instructional level of the various learning activities, as they individually consulted with students during their worktime. One SPED teacher commented to a student, "Okay, let's break this down. The question is asking you to find X, but first let's write down the order of operations. What do you need to do first?" In another classroom, the teacher differentiated the performance criteria by allowing students options for completion saying, "Those questions are optional, you can do them if you have time, but I want you to focus on questions 1-3 first."

THE CLASSROOM ENVIRONMENT[2]

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 85% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain. Please see Appendix III for a breakdown of each subdomain score.

The Classroom Environment	Evidence	School Wide Rating[3]	
Creating an Environment of Respect and Rapport	The QSR team scored 87% of the observations as distinguished or proficient in this component. In the distinguished observations teachers and students interacted warmly. Teachers joked with students by saying things like, "You know who else likes salad? Prince Henry the Navigator," effectively refocusing them. When students mispronounced words, misunderstood vocabulary, or got an answer incorrect, teachers respected their dignity by quietly correcting them, giving short vocabulary lessons, or talking them through problems. Students respectfully disagreed with each other about their approaches to math problems, asking classmates to explain their solutions. Teachers encouraged respectful behavior among students, telling the class, "I understand some important conversation is happening, but let's make sure we respect X."	Distinguished	8%
	In the proficient observations teachers and students interacted respectfully. Teachers greeted students warmly as they entered classrooms, posted "Greetings, beautiful people!" on the Do Now, and called students "lovely people" and "amazing students." Students demonstrated respect for classmates, telling a frustrated classmate "You got it," and offered to help one another during small group instruction. Teachers and students spoke politely, saying "please," "thank you," and "bless you." Students apologized and corrected language when teachers said, "Language!"	Proficient	79%
	The QSR team scored 13% of the observations as basic in this component. In the basic observations interactions among teachers and students were occasionally disrespectful. In one observation, the teacher asked students to clap after a classmate's presentation. Only a	Basic	13%

[2] Teachers may be observed more than once by different review team members.

[3] DC PCSB does not report out qualitative evidence if less than 10% of observations in any given component earned a "basic" or "unsatisfactory" level of performance.

	few students complied. In another observation a student asked for a referral to leave the room, saying, "I don't want to be here right now," with little response from the teacher. Students in these observations disengaged from academic work when not interacting directly with teachers.		
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team scored 87% of the observations as distinguished or proficient in this component. In the distinguished observations students took initiative to improve their work and that of their classmates. After a student completed a math problem on the board, a classmate called out, "Don't forget to add your units." Another student helped a classmate draft a writing assignment, explaining, "You can't copy mine. That's plagiarism – let me help you…What are you stating, what's your plan?" In another observation, a student looked at his/her classmate's work to determine where the mistake was and provided further explanation to his/her peer. Students were not satisfied unless they had complete understanding, telling teachers "I need some extra help because I don't get it." In the proficient observations teachers demonstrated a high regard for students' abilities. Teachers told students to use each other as resources, by saying things like, "I want you to pool your brilliance together," and asking students to explain math problems to struggling classmates. In these observations, teachers praised persistence and effort, telling students, "Nice job!", "Way to push through that one!", "Strong focus from X!" and, "Thank you to X and Y for getting started right away." Teachers insisted that students use correct math terminology, label work correctly, show each step, and use specific math units in their work. Students throughout these observations demonstrated a commitment to learning by getting to work immediately after teachers gave directions.	Distinguished	10%
		Proficient	77%
	The QSR team scored 13% of the observations as basic in this component. In the basic observations teachers focused on task completion rather than quality, repeatedly saying, "You need to finish the sheet before the timer goes off," and "You're almost finished and then you are done." Students demonstrated little commitment to learning and stopped working immediately when the teacher walked away from their group.	Basic	13%

	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 85% of the observations as distinguished or proficient in this component. In the distinguished observation no instructional time was lost. Students immediately started their "Do Now" activity that was written on the board, upon entering the classroom. One student took initiative to approach the board without prompting to review a class-wide mini quiz. Students passed out papers and transitioned with little to no prompting. In the proficient observations classroom routines functioned smoothly. Instructional time was maximized due to effective management of materials and resources. Teachers distributed papers immediately upon student entry, asked students to hand out materials, and displayed problem sets and "Do Now" activities before students entered the room. Teachers gave students frequent time checks and narrated expectations during transitions like, "We're moving on in 3-2-1," and, "You have about eight minutes left…really strong focus so far." With minimal prompting, students raised their hands to answer questions, used the bathroom pass, raised a finger when they needed pencils, retrieved folders and texts from designated spots, and passed out papers to their small groups.	Distinguished	3%
		Proficient	82%
	The QSR team scored 13% of the observations as basic in this component. In the basic observations students not working directly with teachers only partially engaged in academic work. Students ignored timers and teacher countdowns during transitions. Classroom routines functioned unevenly as students often asked questions about procedures for getting materials and leaving the classroom.	Basic	13%
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	3%

Managing Student Behavior	The QSR team scored 82% of the observations as distinguished or proficient in this component. In the distinguished observations student behavior was almost entirely appropriate. Teachers highlighted positive behavior like, “I love how you started right away,” and, “I see a lot of good work happening here.” Teachers prevented negative behavior by circulating the room, asking students questions about their work, and calling on all students to answer questions. In the proficient observations, student behavior was generally appropriate. Teachers used frequent reminders like, “I need all voices off and all eyes to the front,” “Can we get a silent hand for question A?” and told students their expected voice volume. Teachers acknowledged good behavior saying, “Looking good,” and, “Thank you, Table C, for being a model for others.” Teachers effectively responded to misbehavior, telling students, “I need you seated,” tapping a student on the shoulder while telling them to put their phone away, and saying, “I’ve given you a warning. I don’t want to give you a demerit.” Teachers corrected students quickly when they used profanity saying, “Check your language.”	Distinguished	13%
		Proficient	69%
	The QSR team scored 10% of the observations as basic in this component. In the basic observations teachers attempted to redirect students with uneven success. Teachers asked students to put phones their away, talk only to their small groups, and remain quiet as the teacher spoke. Despite attempts by teachers to monitor behavior by circulating the room, students talked about non-academic topics and cursed with no teacher intervention. Teachers had limited success refocusing students, despite their narration of positive behavior and threats of “demerits” to off-task students.	Basic	10%
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	8%

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 79% 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 95% of the observations as distinguished or proficient in this component. In the distinguished observations teachers explained content clearly. Teachers used a range of methods within the same classroom, like video clips, slides, diagrams and charts. One teacher used sports analogies to help students understand active versus passive reading. Teachers connected the day's lessons and found opportunities to extend vocabulary, breaking down words to find meaning using word parts. In the proficient observations teachers stated clearly what students would be learning. Teachers' explanations of content invited student participation. Teachers used grade- and subject-appropriate vocabulary and insisted that students do the same. One teacher asked, "Homeostasis. Refresh my memory- what does that mean?" and pushed students towards specificity until one answered, "Stable internal environment." Another teacher showed students examples of peninsulas after describing the word's meaning and asked students to think of other examples. Teachers scaffolded learning by examining student work and guiding students to next steps and asking tablemates to explain content to struggling peers. Students demonstrated understanding of concepts by completing math problems independently and as a group, identifying counterarguments in an article, answering comprehension questions about a novel, and explaining math concepts to classmates.	Distinguished	13%
		Proficient	82%
	The QSR team scored less than 10% of the observations as basic in this component.	Basic	5%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Using Questioning/ Prompts and Discussion Techniques	The QSR team scored 59% of the observations as distinguished or proficient in this component. In the distinguished observation students led their own discussion as they completed a group math problem. A student wrote calculations at the board as she asked clarifying questions to classmates. Students correctly solved the problem as a group with little support from the teacher. In the proficient observations students built on each other's responses, for example saying, "I think I get what she's saying…" then clarifying a point and, "I disagree. I would like to piggyback off of what he said." Teachers asked questions to challenge thinking like, "What part of the world did you have to trade through?", "How would you get [spices] if the route was closed?" and, "Does this artist seem like he is positive or negative in regards to technology?" Teachers made effective use of wait time, frequently giving students a few minutes to read and write responses before answering questions as a whole group. One teacher prevented other students from responding to give someone a chance to find the answer saying, "We are going to wait because I want to hear from her. Take your time. Look in your learning log."	Distinguished	3%
		Proficient	56%
	The QSR team scored 41% of the observations as basic in this component. In the basic observations teachers attempted to engage students in classroom discussion with uneven success. Teachers mediated whole-class discussions, asking a range of open-ended and single-answer questions, but gave few opportunities for discussion directly between students. In one 30-minute observation, students had one opportunity to talk directly to each other about an article they read. Teachers in several observations led students along a single path of inquiry as they asked for answers to questions like, "Which side is going to be opposite of theta?" and, "What is the name of this monomer?" They attempted to generate discussion, asking classmates to explain problems to each other, but few students participated. Teachers in these observations relied on students to volunteer responses, resulting in only a small number of students participating.	Basic	41%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Engaging Students in Learning	The QSR team scored 82% of the observations as distinguished or proficient in this component. In the distinguished observations, virtually all students engaged in the learning task. Students led a discussion about solving a math problem while classmates offered answers and respectfully corrected each other. In another observation students had extensive choice in completing a writing task, by either working in small groups, independently, or directly with the teacher. In the proficient observations most students intellectually engaged with the lesson. Students annotated text, completed graphic organizers, answered math problems independently and in small groups, and identified counterarguments in an article. Teachers aligned learning tasks and activities to instructional outcomes and challenged student thinking. Pacing provided students with the time necessary to intellectually engage, as teachers periodically paused lectures to check for understanding. Teachers scaffolded instruction to support engagement by looking at math work to guide students in recognizing mistakes or next steps, modelling math problems, and examining responses in graphic organizers to talk through confusing points in the text.	Distinguished	8%
		Proficient	74%
	The QSR team scored 18% of the observations as basic in this component. In the basic observations, only some students were engaged with the learning tasks while others talked about non-academic topics. Learning tasks generally required recall. In one observation, students answered questions based on a presentation about monomers and identified sides of a triangle.	Basic	18%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Using Assessment in Instruction	The QSR team scored 79% of the observations as proficient or distinguished in this component. In the distinguished observations, teachers fully integrated assessment into instruction. Teachers circulated to check written student work, and provided timely and specific feedback to individuals, small groups, and the entire class. Students initiated peer-assessment and compared their answers with peers to improve work. In the proficient observations, teachers elicited evidence of student understanding. Teachers posed questions to the whole class, small groups, and individuals. They asked small groups to review steps in solving math problems and performed quick checks, asking students for "thumbs up" if they understood. Students assessed their own work and that of their peers as teachers asked if they agreed or disagreed with a peer's response and compared their steps to the teacher's math problem model. Teachers provided different types of feedback, including praise like, "Excellent work!" or "Really strong visualizations here." They also provided feedback on specific strategies like, "When you're calculating percentages in this chart you have to do it going both down and across." Lastly, teachers used prompts to help guide students, such as, "Go ahead and finish this. Decide whether it's independent or associated, and I will be back to check on you in four minutes."	Distinguished	10%
		Proficient	69%
	The QSR team scored 21% of the observations as basic in this component. In the basic observations teachers requested global indications of student understanding, posing questions to the whole class like, "There was a main character, his name was…?" and, "What happened after?" Teachers relied on students to volunteer answers to the whole group rather than assessing evidence of individual understanding. While teachers monitored student understanding by asking comprehension questions, students had no opportunities to self- or peer-assess. Teachers gave general feedback like, "You're overthinking it," and, "Good job."	Basic	21%
	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: DOMAIN AVERAGES BY COMPONENT

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
Unsatisfactory	0%	0%	3%	8%	0%	0%	0%	0%
Basic	13%	13%	13%	10%	5%	41%	18%	21%
Proficient	79%	77%	82%	69%	82%	56%	74%	69%
Distinguished	8%	10%	3%	13%	13%	3%	8%	10%
Subdomain Average	**2.95**	**2.97**	**2.85**	**2.87**	**3.08**	**2.62**	**2.90**	**2.90**

	Domain 2	Domain 3
% of Proficient or above	85%	79%
Domain Averages	**2.91**	**2.87**

DC PUBLIC CHARTER SCHOOL BOARD

Qualitative Site Review Protocol for DC Public Charter Schools

Updated July 2019

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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.

The QSR is intended to provide a snapshot of overall quality, not to evaluate individual teachers. DC PCSB conducts unannounced school visits and selects a random sample of teachers. DC PCSB does not typically observe or score electives but will observe an elective class if the school requests. While DC PCSB may note general trends across grade levels or subject areas, the QSR team will not give recommendations or share individual observation results.

Two components at the campus level and two at the Local Education Agency (LEA) level comprise the QSR process:

a. An introductory meeting with school leaders to gather information about the school's mission and academic program and establish campus observation window(s)(LEA);
b. Unannounced school observations (campus) of the following;
    a. Special education program
    b. English learner program
    c. Academic program (core subjects)
c. Scheduled debrief with the school leadership team and SQA Specialist (campus);
d. Optional meeting with LEA's board chair (LEA) and DC PCSB Executive Director

The QSR team produces a public report containing an overall assessment for each campus within the LEA, which is sent to the school leader and the school's board chair within ten weeks after the visits and are published on the DC PCSB website and included in DC PCSB charter review and renewal reports. Results of the QSR may influence a review or renewal decision in cases where the law grants the DC PCSB Board discretion in its decision.

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). For school year (SY) 2019-20, DC PCSB will pilot an additional

framework to evaluate rigor in content in English Language Arts (ELA) lessons. The Literacy Student Work Analysis Tool (Appendix F) and the Literacy Classroom Observation Tool (Appendix G) is grounded in the Common Core Standards and is focused on looking at the three ELA shifts: complexity, evidence, and knowledge and standards-aligned instruction.

During the pilot years no evidence related to the Literacy Classroom Observation Tool or the Literacy Student Work Analysis Tool will be included in QSR reports. DC PCSB will work collaboratively with school leaders to refine the draft versions of these tools over the next two years.

Reasons for Qualitative Site Reviews

DC PCSB may complete QSRs at campuses for one of the following reasons or at the Board's discretion:

- In its fourteenth year of operation, in preparation for charter renewal
- Eligible for five-year, ten-year or twenty-year Charter Review during the following 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	Once per 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

- Overview of the Charlotte *Danielson Framework for Teaching* and the Literacy Observation Protocol
- 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.

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 core content classes.

DC PCSB will observe classrooms taught by long-term substitutes, but will not observe classrooms taught by daily substitutes. The classroom visitor will check-in upon arrival and ask if there are any staff absences for the day. This information can also be e-mailed to Nicole Cole, ncole@dcpcsb.org, the morning of the observation no later than 7:00am.

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 Nicole Cole, ncole@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.

As a courtesy, if a school is undergoing the QSR as part of a high-stakes review or charter renewal, the school's board members will be invited to meet with DC PCSB Executive Director Scott Pearson. This meeting is non-evaluative, and the content will not be included in the report. The purpose of this meeting is to offer the board chair and other board members an opportunity to 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 may visit any room in which students are present, including in-school suspension room(s). Notes on number of students and activities occurring in the school's in-school suspension room will be included in the report

Unexpected Closure

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 conference or in-person. 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.

Per the Danielson protocol, any component with fewer than three pieces of evidence (per observation) will be rated Insufficient Evidence (IE). Any component that is rated as "IE" will not count in the total score.

The school can respond to findings in the report that it disagrees with by submitting a written response to PCSB's Chief of School Performance Officer, Rashida Young, ryoung@dcpcsb.org.

Additional Dispute with QSR Results

If a school disagrees with the results, the LEA's Board Chair must provide a written request to receive a follow-up visit.

The LEA must adhere to the following request guidelines and directions:

- The campus must be undergoing the charter renewal/review process, and earn a score of less than 50% distinguished or proficient on both the Instruction and Classroom Environment domains of the *Framework for Teaching* or have a lower score by 20% or more from the most recent QSR conducted at the school.
- Request for a follow-up visit must be completed and submitted electronically to ncole@dcpcsb.org within ten business days of the QSR report's release.

If DC PCSB agrees to conduct a follow-up visit, the visit will occur over a one-month window and at least 50% of core content classrooms will be randomly selected and observed.

Both the disputed QSR report and the follow-up visit report will support the charter renewal/review process. As a result of the appeal, DC PCSB will maintain our commitment to protection teacher and student anonymity and will not personally identify anyone by name. In most cases, DC PCSB will publish both reports on its website.

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 all schools undergoing a QSR. If the school has ten or more 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

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.

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)	
8. Optional ELA Student Work Samples to provide a holistic view of instruction in your school.	

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 electronically to Nicole Cole (ncole@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 findings with constituent groups. C. School leader may prepare a written response to be sent to DC PCSB within ten business days of the QSR report's release.

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	Within ten business days of receiving the QSR Report

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 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 2019-20 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal during 2020-21 school year
- School eligible for 5-year Charter Review during 2020-21 school year
- School eligible for 10-year Charter Review during 2020-21 school year
- School eligible for 20-year Charter Review during 2020-21 school year
- QSR appeal follow-up visit
- 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 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,

Rashida Young
Chief School Performance Officer

Qualitative Site Review Report

Date:

Campus Information

Campus Name:
Ward:
Grade levels:

Qualitative Site Review Information

Reason for Visit:
Two-week Window:
QSR Team Members: (e.g., Two DC PCSB staff, two consultants, English Learner (EL) specialist, special education (SPED) specialist)
Number of Observations:
Total Enrollment:
Students with Disabilities Enrollment:
English Language Learners Enrollment:
In-seat Attendance on Observation Days:
Visit 1:
Visit 2:
Visit 3:
Visit 4:

Summary

<Overview of visit paragraph>
<Short description of In-School Suspension room(s)>
<Governance description – 3 or 4 sentences about board compliance>
<SPED summary>
<EL summary>

THE CLASSROOM ENVIRONMENT[1]

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[2]	
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	%

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

[2] DC PCSB does not report out qualitative evidence if less than 10% of observations in any given component earned a "basic" or "unsatisfactory" level of performance.

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	%

For school year (SY) 2019-20, DC PCSB will pilot an additional framework to evaluate content in English Language Arts (ELA) lessons. The Literacy Observation tools (Appendix F – Appendix X) below are grounded in the Common Core Standards and are focused on looking for shifts and standards-aligned instruction. DC PCSB welcomes feedback on this tool during the pilot year.

Appendix F

Literacy Student Work Analysis Tool

The student work review tool is intended to help teachers, leaders, and other stakeholders answer the question, "Does this task give students the opportunity to meaningfully engage in worthwhile grade-level content?[3]" If students have not yet completed the task, users only review the quality of the task. If students have completed the task, users first review the quality of the task and then analyze students' performance.

Content[4]: Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions?

<table>
<tr><td rowspan="2">What grade-level College and Career Ready standard(s) does the assignment focus on?</td><td colspan="2">Standard(s):</td></tr>
<tr><td></td><td></td></tr>
<tr><td rowspan="2">Is this assignment based on one or more texts?</td><td>Yes</td><td></td></tr>
<tr><td colspan="2">Title(s):</td></tr>
<tr><td rowspan="2">If the assignment is based on one or more texts, are the texts high-quality and grade-appropriate?
Is the Lexile level appropriate for the grade level? (See Supplemental Information for Appendix A for target Lexile ranges by grade band[iii].)
Is the text appropriately qualitatively complex for the grade?
Is the text authentic and/or published?
Does the text build content and/or cultural knowledge? Is the text worth reading closely and re-reading?</td><td>Yes</td><td></td></tr>
<tr><td colspan="2">Evidence:</td></tr>
<tr><td>Does the assignment contain questions and/or tasks that reach the depth of grade-level standard(s)?</td><td>Yes</td><td></td></tr>
</table>

[3] Note: This protocol is not applicable for narrative writing or reading foundational skills tasks.

[4] The content of this section was heavily influenced by the EQuIP Student Work Protocol from Achieve, Inc. www.achieve.org

Note: There is no Common Core Band for Lexile Levels in grades K-1 when the expectation is that students are focused on learning the foundational skills of reading; however, read-aloud texts in grades K-1 should be 2-3 grade levels above.

• Does the assignment align closely to expectations articulated by grade-level standards, focusing students on the words and ideas in the text that matter most? • Does the assignment focus on students' comprehension of the central ideas and key details in the text? If the lesson addresses skills/strategies, is the focus essential to comprehension?	*Evidence:*

Overall Content Rating: Overall, do the content demands of this assignment align with the expectations defined by content area shifts and grade-level standards?

0 – No Opportunity	1 – Minimal Opportunity	2 – Sufficient Opportunity
The assignment is not based on a high-quality, grade appropriate text.	The assignment is based on a high-quality, grade-appropriate text but does not contain questions that reach the depth of the standards.	The assignment is based on a high-quality, grade-appropriate text and contains questions that reach the depth of the grade-level standards.

Literacy Practices: Does the assignment provide meaningful practice opportunities for this content area and grade level?

Does the assignment integrate more than one grade-level reading, writing and/or speaking and listening standard in service of comprehension? • Does the assignment focus on more than one grade-level standard at the intended level of depth?	*Yes*	*No*
	Evidence:	
Does the assignment require students to use what they learned from the text to support their ideas in a grade-appropriate way? • Are students prompted or expected to use details and/or evidence from the text in service of comprehending key ideas in the text? • Are the majority of questions text-dependent and/or text-specific, requiring students to read closely and/or go back to the text? • Is the expectation for evidence grade-appropriate as defined by college and career ready standards?	*Yes*	*No*
	Evidence:	

Overall Practice Rating: Overall, to what extent does the assignment provide meaningful practice opportunities for this content area and grade level?

0 – No Opportunity	1 – Minimal Opportunity	2 – Sufficient Opportunity
The assignment does not integrate standards and does not require students to use what they learn from the text.	Either the assignment does not integrate standards or it does not require students to use what they learn from the text.	The assignment both integrates standards and requires students to use what they learned from the text.

Does the assignment give students a chance to share and defend their thinking when speaking or writing about content? • Do students have an opportunity to develop a claim and defend their thinking? • Does the assignment provide opportunity for students to share their developing thinking, or are all student responses likely to look the same?	*Yes*	*No*
	Evidence:	
Overall Relevance Rating: Overall, to what extent does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?		
0 – No Opportunity The assignment does not build grade-appropriate knowledge, does not give students a chance to use their voice, and does not connect to real-world issues.	**1 – Minimal Opportunity** The assignment builds grade-appropriate knowledge, but does not give students a chance to use their voice and does not connect to real-world issues.	**2 – Sufficient Opportunity** The assignment builds grade appropriate knowledge, gives students a chance to use their voice and/or connects to real world issues.

Relevance: Overall, does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?

Does the assignment give students a chance to share and defend their thinking when speaking or writing about content? • Do students have an opportunity to develop a claim and defend their thinking? • Does the assignment provide opportunity for students to share their developing thinking, or are all student responses likely to look the same?	*Yes*	*No*
	Evidence:	
Overall Relevance Rating: Overall, to what extent does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?		
0 – No Opportunity The assignment does not build grade-appropriate knowledge, does not give students a chance to use their voice, and does not connect to real-world issues.	**1 – Minimal Opportunity** The assignment builds grade-appropriate knowledge, but does not give students a chance to use their voice and does not connect to real-world issues.	**2 – Sufficient Opportunity** The assignment builds grade appropriate knowledge, gives students a chance to use their voice and/or connects to real world issues.

Student Performance

Which students met the expectations of the assignment, as communicated by the directions and/or scoring key? • *If no directions and/or scoring key is provided, assume 80% accuracy and completion meets the assignment expectations.*					
Student 1	**Student 2**	**Student 3**	**Student 4**	**Student 5**	**Student 6**

Evidence:

Which students met the expectation of the target standard(s) for the assignment?

- *If the assignment meets the demands of the standards, then student performance on the standards should match that of the assignment.*
- *If the assignment does not meet the demands of the standards, then student performance likely won't meet the demands of the standards.*

Student 1	Student 2	Student 3	Student 4	Student 5	Student 6

Evidence:

Appendix G

Literacy Classroom Observation Tool

The Instructional Walkthrough Tool[5] articulates the vision for skillful literacy teaching and learning, grounded in research about how students best learn to make sense of what they read.

Reading Foundations (K-5): Does instruction explicitly and systematically provide all students with the opportunity to master foundational skills?

- The foundational skills taught are aligned to the standards for this grade.
- Foundational skills instruction is explicit, including teacher modeling and/or student practice.
- Students have sufficient opportunities to practice reading and writing newly-acquired foundational skills.
- Students connect the acquisition of foundational skills to making meaning from reading.
- Students spend time on skills they are still working to develop, not those they have already mastered.

N/A	Not Yet	Somewhat	Mostly	Yes
This isn't a Reading Foundations Lesson.	*No, None, Not Yet*	*Few, Rarely*	*Many, Nearly All,*	*Most, Consistently, All*

High-Quality Texts: Is the lesson focused on a high-quality text(s)?

- Students spend the majority of the lesson listening to, reading, writing, and/or speaking about text(s).
- The text(s) are at or above the complexity level expected[2] for the grade and time in the school year.
- The text(s) are worthy of student time and attention. They exhibit exceptional craft and thought and/or provide useful information. Where appropriate, the texts are richly illustrated.

N/A	Not Yet	Yes
This is a Reading Foundations Lesson.		

High-Quality Questions & Tasks: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?

Questions and tasks:

- Integrate grade-level reading, writing, speaking and listening, and/or language standards in service of deep understanding of the text(s) and/or topics under consideration.
- Address the specific text(s) at hand by attending to its particular structure, concepts, ideas, events and/or details.
- Require students to use details from the text to demonstrate understanding and/or support their ideas about the text.
- Attend to words, phrases and sentences within the text that matter most to build students' vocabulary and deepen understanding of the text.
- Are sequenced to deepen students' understanding of the text, the author's craft, and/or the topic under consideration.

N/A	Not Yet	Somewhat	Mostly	Yes
This is a Reading Foundations Lesson.	*No, None, Not Yet*	*Few, Rarely*	*Many, Nearly All,*	*Most, Consistently, All*

[5] This tool draws heavily from Student Achievement Partners' Instructional Practice Guide Coaching Tools (IPGs)

Student Ownership: Are students responsible for doing the thinking in this classroom?

- Students display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.
- Students provide precise responses. When imprecise, the teacher probes understanding but students do the complex thinking.
- Students share their developing thinking about the content of the lesson.
- Students explain their thinking, orally and/or in writing, using evidence from the text(s).
- Students build on or respectfully question each other's responses, using evidence from the text to defend their thinking.

Not Yet	Somewhat	Mostly	Yes
Teacher provides few or no opportunities, or few or very few students take the opportunities provided.	*Teacher provides some opportunities, and some students take them.*	*Teacher provides many opportunities, and some students take them; or teacher provides some opportunities and most students take them.*	*Teacher provides many opportunities, and most students take them.*

Appendix H

Teacher Directions for Student Work Collection

Prior to the school visit, please identify one instructional task and five student work samples from the task for us to review. We will not physically collect the samples; we will take pictures and leave you the originals.

Step 1. Select an assignment / task, keeping the following guidelines in mind:

- Task should be recent (something students have done within the last two months).
- Should be a "primary task"; something that you spent the majority of a lesson or lessons on. Work from a typical day that represents what students spend their time completing in a regular lesson. A ”Do Now” or exit ticket or quiz, for instance, would not be appropriate.
- Please do not select unit assessments. Our goal is to see authentic student work that is representative of the kinds of things students do more regularly.

Step 2. Select five student samples from the task. See guidelines for selecting students:

- We want to see work that represents a diversity of proficiency levels. Specifically:
    - 1-2 students that are low (e.g. Far Below or Below grade level based on benchmark assessments or standardized test scores)
    - 1-2 students that are middle (e.g. Approaching or At grade level based on benchmark assessments or standardized test scores)
    - 1-2 students that are high (e.g. Above grade level based on benchmark assessments or standardized test scores)
- When selecting student work to share, provide work that best aligned to the grade level standards you are teaching.
- When possible, we would like to see the most final product of the task. Completed, graded samples are preferred.

Step 3. Prepare your assignment to share:

- If possible, please print and fill out a copy of this cover page to include with your task and student work samples.
- Please provide some context about the assignment. What was the purpose of the task? Where does it fit into the broader instructional sequence?
- Where possible, please include any relevant materials that contextualize the assignment, such as:
    - The text(s) that are part of the assignment
    - The prompt(s) for writing tasks
    - A copy of any scoring guidance and/or rubrics used to grade the task
- If possible, please remove identifiers of the students. Label each piece of work with your Grade Level, Teacher Last Name, and Student 1, 2, 3, 4 or 5. Otherwise, we will cover students’ names before taking photos or evaluating.

Instructional Task Information

Teacher name: _____

Date assignment was given: _____

Grade: _____

Subject/Content area: _____

Standard(s) addressed in the task:

_____

If applicable, title and source of text utilized (e.g., title of textbook, name of website):

_____

_____

Brief description of assignment:

_____

_____

_____

Any additional context:

_____

_____

_____

Question 11.A: 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	**31980**	**1525**	**4.8%**	**0**	**2**	**166**	**132**	**143**	**122**	**122**	**104**	**95**	**87**	**77**	**173**	**122**	**74**	**48**	**58**
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	238	<10	2.9%	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	44	9.6%	0	0	0	0	0	0	13	10	11	<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	639	14	2.2%	0	0	0	0	0	0	0	<10	<10	0	<10	0	0	<10	<10	0
Breakthrough Montessori PCS	82	<10	7.3%	0	0	<10	<10	0	0	0	0	0	0	0	0	0	0	0	0
Bridges PCS	302	<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	324	13	4.0%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0
Capital City PCS - Lower School	250	<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

Question 11.A: 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
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	112	<10	0.9%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
Center City PCS - Brightwood	220	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Center City PCS - Capitol Hill	219	<10	0.5%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
Center City PCS - Congress Heights	217	11	5.1%	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	216	<10	0.9%	0	0	0	0	<10	0	<10	0	0	0	0	0	0	0	0	0
Center City PCS - Trinidad	184	14	7.6%	0	0	0	0	<10	<10	<10	<10	<10	<10	<10	0	0	0	0	0
Cesar Chavez PCS for Public Policy - Capitol Hill	221	12	5.4%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0
Cesar Chavez PCS for Public Policy - Chavez Prep	237	<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	344	26	7.6%	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	<10	1.1%	0	0	0	0	0	0	0	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	381	0	0.0%	0	0	0	0	0	0	0	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	341	<10	2.3%	0	0	0	0	0	0	<10	<10	0	0	0	0	0	0	0	0

Question 11.A: 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**
DC Prep PCS - Edgewood Elementary School	301	<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	423	11	2.6%	0	0	<10	<10	<10	<10	0	0	<10	<10	<10	0	0	0	0	0
Democracy Prep Congress Heights PCS	664	75	11.3%	0	0	10	<10	<10	10	<10	<10	10	<10	11	0	0	0	0	0
Digital Pioneers Academy PCS	118	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
District of Columbia International School	1061	<10	0.4%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	0	0
E.L. Haynes PCS - Elementary School	260	<10	1.2%	0	0	0	<10	<10	0	<10	0	0	0	0	0	0	0	0	0
E.L. Haynes PCS - High School	428	49	11.4%	0	0	0	0	0	0	0	0	0	0	0	15	14	17	<10	0
E.L. Haynes PCS - Middle School	358	<10	2.5%	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0
Eagle Academy PCS - Congress Heights	481	<10	0.4%	0	0	<10	0	<10	0	0	0	0	0	0	0	0	0	0	0
Eagle Academy PCS - Fairlawn	88	<10	6.8%	0	0	<10	<10	0	<10	0	0	0	0	0	0	0	0	0	0
Early Childhood Academy PCS	167	10	6.0%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Elsie Whitlow Stokes Community Freedom PCS - Brookland	275	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elsie Whitlow Stokes Community Freedom PCS - East End	39	<10	2.6%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Armstrong Elementary	283	<10	2.1%	0	0	<10	<10	<10	0	0	<10	0	0	0	0	0	0	0	0
Friendship PCS - Blow Pierce Elementary	263	13	4.9%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0

Question 11.A: 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**
Friendship PCS - Blow Pierce Middle	249	<10	3.2%	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0	0
Friendship PCS - Chamberlain Elementary	254	22	8.7%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Chamberlain Middle	315	11	3.5%	0	0	0	0	0	0	<10	<10	<10	<10	<10	0	0	0	0	0
Friendship PCS - Collegiate Academy	538	<10	0.4%	0	0	0	0	0	0	0	0	0	0	0	0	<10	0	0	0
Friendship PCS - Online Academy	195	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Southeast Elementary	282	20	7.1%	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	262	<10	1.1%	0	0	0	0	0	0	0	0	0	0	0	<10	0	<10	0	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	192	<10	3.1%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Woodridge International Middle	228	<10	1.8%	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	114	<10	6.1%	0	0	<10	0	<10	<10	0	<10	0	0	0	0	0	0	0	0
Hope Community PCS - Lamond	183	<10	3.3%	0	0	0	0	0	<10	<10	<10	0	0	0	0	0	0	0	0
Hope Community PCS - Tolson	395	21	5.3%	0	0	<10	<10	<10	<10	<10	<10	<10	<10	0	0	0	0	0	0
Howard University Middle School of Mathematics and Science PCS	284	<10	3.2%	0	0	0	0	0	0	0	0	<10	<10	<10	0	0	0	0	0

Question 11.A: 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**
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	119	28.7%	0	0	27	14	23	19	18	18	0	0	0	0	0	0	0	0
Inspired Teaching Demonstration PCS	384	<10	1.0%	0	0	<10	0	0	<10	0	0	<10	<10	0	0	0	0	0	0
Kingsman Academy PCS	207	25	12.1%	0	0	0	0	0	0	0	0	0	0	0	13	<10	<10	<10	0
KIPP DC - AIM Academy PCS	392	34	8.7%	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	1.0%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - College Preparatory PCS	793	79	10.0%	0	0	0	0	0	0	0	0	0	0	0	25	25	12	17	0
KIPP DC - Connect Academy PCS	105	<10	3.8%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - Discover Academy PCS	122	11	9.0%	0	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - Grow Academy PCS	107	<10	6.5%	0	<10	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - Heights Academy PCS	468	31	6.6%	0	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0
KIPP DC - KEY Academy PCS	338	<10	2.7%	0	0	0	0	0	0	0	<10	<10	0	<10	0	0	0	0	0
KIPP DC - Lead Academy PCS	407	23	5.7%	0	0	0	<10	<10	<10	<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
KIPP DC - Northeast Academy PCS	331	19	5.7%	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0
KIPP DC - Promise Academy PCS	521	38	7.3%	0	0	11	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0
KIPP DC - Quest Academy PCS	425	48	11.3%	0	0	0	13	19	<10	10	0	0	0	0	0	0	0	0	0
KIPP DC - Spring Academy PCS	418	38	9.1%	0	0	0	<10	12	<10	11	0	0	0	0	0	0	0	0	0
KIPP DC - Valor Academy PCS	337	<10	0.9%	0	0	0	0	0	0	0	0	<10	<10	0	0	0	0	0	0
KIPP DC - WILL Academy PCS	332	14	4.2%	0	0	0	0	0	0	0	<10	<10	0	<10	0	0	0	0	0

Question 11.A: 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**
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	13	10	76.9%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
Lee Montessori PCS - Brookland	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	267	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maya Angelou PCS - High School	169	16	9.5%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	0	0
Maya Angelou PCS - Young Adult Learning Center	25	16	64.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16
Meridian PCS	512	29	5.7%	0	0	<10	<10	<10	<10	<10	<10	<10	<10	<10	0	0	0	0	0
Monument Academy PCS	139	16	11.5%	0	0	0	0	0	0	0	0	<10	<10	<10	0	0	0	0	0
Mundo Verde Bilingual PCS - J.F. Cook	506	<10	0.2%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
National Collegiate Preparatory PCHS	251	36	14.3%	0	0	0	0	0	0	0	0	0	0	0	13	17	<10	<10	0
Paul PCS - International High School	449	20	4.5%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	0	0
Paul PCS - Middle School	265	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Perry Street Preparatory PCS	278	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Richard Wright PCS for Journalism and Media Arts	291	<10	1.0%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	0	0	0
Rocketship PCS - Legacy Prep	312	<10	1.9%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Rocketship PCS - Rise Academy	472	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	278	<10	1.8%	0	0	0	0	0	0	0	0	0	<10	<10	<10	0	<10	0	0
Sela PCS	137	<10	5.1%	0	0	<10	0	<10	0	<10	0	0	0	0	0	0	0	0	0
Shining Stars Montessori Academy PCS	179	11	6.1%	0	0	<10	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0

Question 11.A: 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**
Somerset Preparatory Academy PCS	421	35	8.3%	0	0	0	0	0	0	0	0	<10	<10	<10	14	<10	<10	0	0
St. Coletta Special Education PCS	183	17	9.3%	0	0	0	0	<10	<10	<10	0	<10	<10	0	<10	<10	<10	<10	0
Statesmen College Preparatory Academy for Boys PCS	56	<10	3.6%	0	0	0	0	0	0	<10	0	0	0	0	0	0	0	0	0
The Children's Guild DC PCS	384	72	18.8%	0	0	<10	<10	<10	<10	<10	11	13	10	<10	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	32	11	34.4%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
Thurgood Marshall Academy PCS	386	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	1.6%	0	0	0	<10	0	<10	<10	0	0	0	0	0	0	0	0	0
Washington Global PCS	217	<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	319	<10	0.9%	0	0	0	0	0	0	0	0	0	0	0	0	<10	0	<10	0
Washington Leadership Academy PCS	310	<10	2.6%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	0	0
Washington Yu Ying PCS	430	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
YouthBuild DC PCS	36	21	58.3%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	21

NOTE: Values between 1 and 9 are suppressed and take on a value of <10

Question 11.A: Truant Students by Grade; Time Period: Start of School - Dec 31 2019 (SY19-20 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	**31426**	**1456**	**4.6%**	**0**	**5**	**141**	**115**	**122**	**82**	**80**	**89**	**102**	**98**	**91**	**180**	**134**	**95**	**49**	**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	248	25	10.1%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Achievement Preparatory Academy PCS - Wahler Place Middle School	363	47	12.9%	0	0	0	0	0	0	13	11	11	<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
BASIS DC PCS	641	<10	0.2%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<10	0
Breakthrough Montessori PCS	115	<10	0.9%	0	0	0	0	<10	0	0	0	0	0	0	0	0	0	0	0
Bridges PCS	297	11	3.7%	0	0	<10	<10	<10	<10	<10	<10	0	0	0	0	0	0	0	0
Briya PCS	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Capital City PCS - High School	324	19	5.9%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0
Capital City PCS - Lower School	251	<10	0.4%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
Capital City PCS - Middle School	335	<10	2.1%	0	0	0	0	0	0	0	<10	0	<10	<10	0	0	0	0	0
Carlos Rosario International PCS	16	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cedar Tree Academy PCS	136	<10	3.7%	0	<10	<10	0	0	0	0	0	0	0	0	0	0	0	0	0

Question 11.A: Truant Students by Grade; Time Period: Start of School - Dec 31 2019 (SY19-20 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
Center City PCS - Brightwood	219	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Center City PCS - Capitol Hill	219	<10	0.5%	0	0	0	0	0	0	0	0	0	0	<10	0	0	0	0	0
Center City PCS - Congress Heights	213	<10	3.8%	0	0	<10	0	<10	<10	<10	0	<10	0	<10	0	0	0	0	0
Center City PCS - Petworth	211	<10	1.9%	0	0	0	0	0	0	<10	0	<10	<10	0	0	0	0	0	0
Center City PCS - Shaw	221	13	5.9%	0	0	<10	<10	<10	<10	0	<10	<10	0	<10	0	0	0	0	0
Center City PCS - Trinidad	203	<10	2.0%	0	0	0	<10	<10	0	0	0	<10	0	<10	0	0	0	0	0
Cesar Chavez PCS for Public Policy - Parkside High School	342	56	16.4%	0	0	0	0	0	0	0	0	0	0	0	16	13	20	<10	0
Cesar Chavez PCS for Public Policy - Parkside Middle School	60	<10	13.3%	0	0	0	0	0	0	0	0	0	0	<10	0	0	0	0	0
Community College Preparatory Academy PCS	<10	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Creative Minds International PCS	404	<10	0.5%	0	0	0	0	0	0	<10	<10	0	0	0	0	0	0	0	0
DC Bilingual PCS	374	<10	0.8%	0	0	<10	0	<10	0	0	0	0	0	0	0	0	0	0	0
DC Prep PCS - Anacostia Elementary School	311	25	8.0%	0	<10	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
DC Prep PCS - Benning Elementary School	308	24	7.8%	0	<10	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
DC Prep PCS - Benning Middle School	343	21	6.1%	0	0	0	0	0	0	<10	<10	<10	0	<10	0	0	0	0	0
DC Prep PCS - Edgewood Elementary School	299	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	342	17	5.0%	0	0	0	0	0	0	<10	<10	<10	<10	<10	0	0	0	0	0
DC Scholars PCS	431	31	7.2%	0	0	<10	<10	<10	<10	<10	<10	<10	<10	<10	0	0	0	0	0
Digital Pioneers Academy PCS	238	22	9.2%	0	0	0	0	0	0	0	0	12	10	0	0	0	0	0	0

Question 11.A: Truant Students by Grade; Time Period: Start of School - Dec 31 2019 (SY19-20 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
District of Columbia International School	1263	10	0.8%	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0	<10	<10	0
E.L. Haynes PCS - Elementary School	261	<10	0.8%	0	0	<10	<10	0	0	0	0	0	0	0	0	0	0	0	0
E.L. Haynes PCS - High School	430	48	11.2%	0	0	0	0	0	0	0	0	0	0	0	11	25	10	<10	0
E.L. Haynes PCS - Middle School	361	13	3.6%	0	0	0	0	0	0	0	0	<10	<10	<10	0	0	0	0	0
Eagle Academy PCS - Congress Heights	455	<10	0.4%	0	0	0	<10	0	<10	0	0	0	0	0	0	0	0	0	0
Eagle Academy PCS - Fairlawn	106	<10	2.8%	0	0	0	0	<10	0	0	0	0	0	0	0	0	0	0	0
Early Childhood Academy PCS	186	<10	2.2%	0	0	0	<10	<10	0	0	0	0	0	0	0	0	0	0	0
Elsie Whitlow Stokes Community Freedom PCS - Brookland	275	<10	0.7%	0	0	0	0	0	<10	<10	0	0	0	0	0	0	0	0	0
Elsie Whitlow Stokes Community Freedom PCS - East End	90	<10	1.1%	0	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Armstrong Elementary	220	<10	2.3%	0	0	<10	<10	<10	0	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Armstrong Middle	176	<10	0.6%	0	0	0	0	0	0	0	0	<10	0	0	0	0	0	0	0
Friendship PCS - Blow Pierce Elementary	266	<10	0.8%	0	0	0	<10	0	<10	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Blow Pierce Middle	253	<10	2.8%	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0
Friendship PCS - Chamberlain Elementary	257	<10	1.9%	0	0	0	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Chamberlain Middle	311	<10	1.9%	0	0	0	0	0	0	<10	<10	0	<10	0	0	0	0	0	0
Friendship PCS - Collegiate Academy	497	19	3.8%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0

Question 11.A: Truant Students by Grade; Time Period: Start of School - Dec 31 2019 (SY19-20 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
Friendship PCS - Ideal Elementary	72	<10	4.2%	0	0	0	<10	0	<10	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Ideal Middle	98	<10	2.0%	0	0	0	0	0	0	0	<10	0	0	<10	0	0	0	0	0
Friendship PCS - Online Academy	204	<10	0.5%	0	0	0	0	0	0	0	0	0	0	<10	0	0	0	0	0
Friendship PCS - Southeast Elementary	270	22	8.1%	0	0	12	<10	<10	0	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Southeast Middle	246	<10	2.4%	0	0	0	0	0	0	0	<10	<10	<10	0	0	0	0	0	0
Friendship PCS - Technology Preparatory High School	269	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Technology Preparatory Middle School	65	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Woodridge International Elementary	210	<10	1.9%	0	0	<10	0	<10	<10	0	0	0	0	0	0	0	0	0	0
Friendship PCS - Woodridge International Middle	223	<10	0.9%	0	0	0	0	0	0	<10	0	0	<10	0	0	0	0	0	0
Goodwill Excel Center PCS	21	<10	33.3%	0	0	0	0	0	0	0	0	0	0	0	<10	0	0	0	0
Harmony DC PCS - School of Excellence	120	12	10.0%	0	0	<10	<10	<10	<10	<10	<10	0	0	0	0	0	0	0	0
Hope Community PCS - Lamond	169	17	10.1%	0	0	<10	<10	<10	0	<10	<10	0	0	0	0	0	0	0	0
Hope Community PCS - Tolson	401	46	11.5%	0	0	<10	<10	<10	<10	<10	<10	<10	<10	<10	0	0	0	0	0
Howard University Middle School of Mathematics and Science PCS	293	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
IDEA PCS	280	20	7.1%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0
Ingenuity Prep PCS	502	22	4.4%	0	0	<10	<10	<10	<10	<10	<10	<10	0	0	0	0	0	0	0
Inspired Teaching Demonstration PCS	407	<10	1.0%	0	0	0	0	0	0	0	0	<10	<10	<10	0	0	0	0	0
Kingsman Academy PCS	137	23	16.8%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0

Question 11.A: Truant Students by Grade; Time Period: Start of School - Dec 31 2019 (SY19-20 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**
KIPP DC - AIM Academy PCS	418	15	3.6%	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	5.7%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - College Preparatory PCS	805	74	9.2%	0	0	0	0	0	0	0	0	0	0	0	26	22	14	12	0
KIPP DC - Connect Academy PCS	108	<10	2.8%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - Discover Academy PCS	127	<10	4.7%	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - Grow Academy PCS	106	13	12.3%	0	0	13	0	0	0	0	0	0	0	0	0	0	0	0	0
KIPP DC - Heights Academy PCS	471	15	3.2%	0	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0
KIPP DC - Honor Academy PCS	278	<10	2.2%	0	0	0	0	0	0	<10	<10	0	<10	<10	0	0	0	0	0
KIPP DC - KEY Academy PCS	357	14	3.9%	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0
KIPP DC - Lead Academy PCS	417	29	7.0%	0	0	0	16	<10	<10	<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
KIPP DC - Northeast Academy PCS	337	14	4.2%	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0
KIPP DC - Promise Academy PCS	536	25	4.7%	0	0	12	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0
KIPP DC - Quest Academy PCS	415	25	6.0%	0	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0
KIPP DC - Somerset College Preparatory PCS	169	16	9.5%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	0	0
KIPP DC - Spring Academy PCS	412	<10	1.7%	0	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0
KIPP DC - Valor Academy PCS	341	16	4.7%	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0
KIPP DC - WILL Academy PCS	335	12	3.6%	0	0	0	0	0	0	0	<10	<10	<10	<10	0	0	0	0	0
Latin American Montessori Bilingual PCS	337	<10	2.7%	0	0	<10	0	<10	0	<10	0	0	0	0	0	0	0	0	0
LAYC Career Academy PCS	23	14	60.9%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14

Question 11.A: Truant Students by Grade; Time Period: Start of School - Dec 31 2019 (SY19-20 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
Lee Montessori PCS - Brookland	157	<10	0.6%	0	0	0	<10	0	0	0	0	0	0	0	0	0	0	0	0
Lee Montessori PCS - East End	<10	0	<10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mary McLeod Bethune Day Academy PCS	303	11	3.6%	0	0	<10	<10	0	<10	<10	<10	<10	0	<10	0	0	0	0	0
Maya Angelou PCS - High School	144	44	30.6%	0	0	0	0	0	0	0	0	0	0	0	16	18	<10	<10	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	508	<10	0.4%	0	0	<10	0	<10	0	0	0	0	0	0	0	0	0	0	0
Monument Academy PCS	106	<10	5.7%	0	0	0	0	0	0	0	0	<10	<10	<10	0	0	0	0	0
Mundo Verde Bilingual PCS - Calle Ocho	0	0	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mundo Verde Bilingual PCS - J.F. Cook	517	<10	1.4%	0	0	<10	0	<10	0	0	<10	0	0	0	0	0	0	0	0
National Collegiate Preparatory PCHS	105	18	17.1%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0
Paul PCS - International High School	405	18	4.4%	0	0	0	0	0	0	0	0	0	0	0	11	<10	<10	0	0
Paul PCS - Middle School	320	<10	0.6%	0	0	0	0	0	0	0	0	0	0	<10	0	0	0	0	0
Perry Street Preparatory PCS	321	<10	0.3%	0	0	0	0	0	0	0	0	0	0	<10	0	0	0	0	0
Richard Wright PCS for Journalism and Media Arts	295	<10	3.1%	0	0	0	0	0	0	0	0	0	0	<10	<10	0	0	0	0
Rocketship PCS - Legacy Prep	431	20	4.6%	0	<10	<10	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0
Rocketship PCS - Rise Academy	565	31	5.5%	0	0	<10	<10	<10	<10	<10	<10	0	0	0	0	0	0	0	0
Roots PCS	81	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEED PCS of Washington DC	232	<10	1.7%	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	0	0	0
Sela PCS	146	<10	4.1%	0	0	<10	<10	<10	<10	0	0	0	0	0	0	0	0	0	0
Shining Stars Montessori Academy PCS	181	11	6.1%	0	0	<10	<10	<10	<10	<10	0	<10	0	0	0	0	0	0	0

Question 11.A: Truant Students by Grade; Time Period: Start of School - Dec 31 2019 (SY19-20 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**
St. Coletta Special Education PCS	180	<10	5.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<10
Statesmen College Preparatory Academy for Boys PCS	130	<10	3.1%	0	0	0	0	0	0	<10	<10	0	0	0	0	0	0	0	0
The Children's Guild DC PCS	329	82	24.9%	0	0	<10	<10	<10	<10	<10	10	13	13	19	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	67	<10	13.4%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<10
Thurgood Marshall Academy PCS	368	28	7.6%	0	0	0	0	0	0	0	0	0	0	0	21	<10	<10	<10	0
Two Rivers PCS - 4th Street	459	<10	1.7%	0	0	<10	0	0	<10	<10	<10	<10	0	<10	0	0	0	0	0
Two Rivers PCS - Young	302	<10	1.7%	0	<10	<10	<10	0	0	<10	0	0	0	0	0	0	0	0	0
Washington Global PCS	237	15	6.3%	0	0	0	0	0	0	0	0	<10	<10	<10	0	0	0	0	0
Washington Latin PCS - Middle School	382	<10	0.8%	0	0	0	0	0	0	0	0	<10	<10	<10	0	0	0	0	0
Washington Latin PCS - Upper School	338	13	3.8%	0	0	0	0	0	0	0	0	0	0	0	<10	<10	<10	<10	0
Washington Leadership Academy PCS	379	41	10.8%	0	0	0	0	0	0	0	0	0	0	0	21	<10	10	<10	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	27	24	88.9%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24

NOTE: Values between 1 and 9 are suppressed and take on a value of <10

Question 11.B-E: 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	**31980**	**17594**	**55%**	**3403**	**11%**	**978**	**3%**	**266**	**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	238	146	61%	13	5%	<10	<10	<10	<10
Achievement Preparatory Academy PCS - Wahler Place Middle School	457	271	59%	111	24%	28	6%	<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	639	313	49%	30	5%	<10	<10	<10	<10
Breakthrough Montessori PCS	82	33	40%	10	12%	<10	<10	<10	<10
Bridges PCS	302	153	51%	17	6%	<10	<10	0	0%
Briya PCS	<10	0	0%	0	0%	0	0%	0	0%
Capital City PCS - High School	324	177	55%	20	6%	<10	<10	<10	<10
Capital City PCS - Lower School	250	119	48%	<10	<10	<10	<10	0	0%
Capital City PCS - Middle School	337	182	54%	<10	<10	0	0%	0	0%
Carlos Rosario International PCS	<10	0	0%	0	0%	0	0%	0	0%
Cedar Tree Academy PCS	112	55	49%	<10	<10	0	0%	<10	<10
Center City PCS - Brightwood	220	71	32%	0	0%	0	0%	0	0%
Center City PCS - Capitol Hill	219	90	41%	<10	<10	0	0%	<10	<10
Center City PCS - Congress Heights	217	136	63%	36	17%	10	5%	0	0%
Center City PCS - Petworth	210	121	58%	<10	<10	<10	<10	0	0%
Center City PCS - Shaw	216	122	56%	<10	<10	<10	<10	0	0%
Center City PCS - Trinidad	184	115	63%	28	15%	10	5%	<10	<10

Question 11.B-E: 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**
Cesar Chavez PCS for Public Policy - Capitol Hill	221	139	63%	<10	<10	<10	<10	<10	<10
Cesar Chavez PCS for Public Policy - Chavez Prep	237	145	61%	17	7%	<10	<10	0	0%
Cesar Chavez PCS for Public Policy - Parkside High School	344	215	63%	46	13%	20	6%	<10	<10
Cesar Chavez PCS for Public Policy - Parkside Middle School	133	95	71%	<10	<10	<10	<10	<10	<10
City Arts & Prep PCS	369	220	60%	26	7%	<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	381	132	35%	0	0%	0	0%	0	0%
DC Bilingual PCS	370	225	61%	17	5%	0	0%	0	0%
DC Prep PCS - Anacostia Elementary School	227	108	48%	25	11%	<10	<10	0	0%
DC Prep PCS - Benning Elementary School	304	180	59%	37	12%	<10	<10	<10	<10
DC Prep PCS - Benning Middle School	341	193	57%	28	8%	<10	<10	<10	<10
DC Prep PCS - Edgewood Elementary School	301	159	53%	21	7%	<10	<10	0	0%
DC Prep PCS - Edgewood Middle School	335	209	62%	38	11%	<10	<10	0	0%
DC Scholars PCS	423	298	70%	73	17%	<10	<10	0	0%
Democracy Prep Congress Heights PCS	664	356	54%	148	22%	59	9%	<10	<10
Digital Pioneers Academy PCS	118	27	23%	<10	<10	0	0%	0	0%
District of Columbia International School	1061	365	34%	19	2%	<10	<10	0	0%
E.L. Haynes PCS - Elementary School	260	132	51%	31	12%	<10	<10	0	0%
E.L. Haynes PCS - High School	428	199	46%	52	12%	30	7%	14	3%
E.L. Haynes PCS - Middle School	358	162	45%	19	5%	<10	<10	<10	<10
Eagle Academy PCS - Congress Heights	481	285	59%	17	4%	<10	<10	0	0%

Question 11.B-E: 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**
Eagle Academy PCS - Fairlawn	88	41	47%	11	13%	<10	<10	0	0%
Early Childhood Academy PCS	167	101	60%	25	15%	<10	<10	<10	<10
Elsie Whitlow Stokes Community Freedom PCS - Brookland	275	162	59%	<10	<10	0	0%	0	0%
Elsie Whitlow Stokes Community Freedom PCS - East End	39	22	56%	0	0%	<10	<10	0	0%
Friendship PCS - Armstrong Elementary	283	182	64%	45	16%	<10	<10	0	0%
Friendship PCS - Blow Pierce Elementary	263	128	49%	23	9%	<10	<10	<10	<10
Friendship PCS - Blow Pierce Middle	249	141	57%	22	9%	<10	<10	0	0%
Friendship PCS - Chamberlain Elementary	254	147	58%	46	18%	14	6%	<10	<10
Friendship PCS - Chamberlain Middle	315	224	71%	48	15%	<10	<10	0	0%
Friendship PCS - Collegiate Academy	538	336	62%	16	3%	<10	<10	0	0%
Friendship PCS - Online Academy	195	<10	<10	<10	<10	0	0%	0	0%
Friendship PCS - Southeast Elementary	282	175	62%	63	22%	10	4%	0	0%
Friendship PCS - Southeast Middle	179	107	60%	12	7%	<10	<10	0	0%
Friendship PCS - Technology Preparatory High School	262	163	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	192	134	70%	21	11%	<10	<10	0	0%
Friendship PCS - Woodridge International Middle	228	167	73%	21	9%	<10	<10	0	0%
Goodwill Excel Center PCS	38	<10	<10	13	34%	<10	<10	<10	<10
Harmony DC PCS - School of Excellence	114	50	44%	25	22%	<10	<10	0	0%
Hope Community PCS - Lamond	183	103	56%	18	10%	<10	<10	0	0%
Hope Community PCS - Tolson	395	212	54%	66	17%	11	3%	<10	<10

Question 11.B-E: 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**
Howard University Middle School of Mathematics and Science PCS	284	177	62%	53	19%	<10	<10	0	0%
IDEA PCS	315	178	57%	47	15%	29	9%	18	6%
Ideal Academy PCS	208	124	60%	40	19%	12	6%	<10	<10
Ingenuity Prep PCS	415	178	43%	95	23%	85	20%	16	4%
Inspired Teaching Demonstration PCS	384	195	51%	22	6%	<10	<10	0	0%
Kingsman Academy PCS	207	44	21%	<10	<10	<10	<10	16	8%
KIPP DC - AIM Academy PCS	392	219	56%	101	26%	27	7%	0	0%
KIPP DC - Arts and Technology Academy PCS	101	60	59%	26	26%	<10	<10	0	0%
KIPP DC - College Preparatory PCS	793	488	62%	161	20%	48	6%	14	2%
KIPP DC - Connect Academy PCS	105	60	57%	14	13%	<10	<10	0	0%
KIPP DC - Discover Academy PCS	122	68	56%	33	27%	10	8%	0	0%
KIPP DC - Grow Academy PCS	107	69	64%	18	17%	<10	<10	<10	<10
KIPP DC - Heights Academy PCS	468	262	56%	67	14%	21	4%	<10	<10
KIPP DC - KEY Academy PCS	338	218	64%	45	13%	<10	<10	0	0%
KIPP DC - Lead Academy PCS	407	236	58%	90	22%	15	4%	<10	<10
KIPP DC - LEAP Academy PCS	<10	<10	<10	0	0%	0	0%	0	0%
KIPP DC - Northeast Academy PCS	331	230	69%	56	17%	11	3%	<10	<10
KIPP DC - Promise Academy PCS	521	292	56%	120	23%	31	6%	<10	<10
KIPP DC - Quest Academy PCS	425	257	60%	88	21%	33	8%	<10	<10
KIPP DC - Spring Academy PCS	418	267	64%	79	19%	27	6%	<10	<10
KIPP DC - Valor Academy PCS	337	244	72%	16	5%	<10	<10	0	0%
KIPP DC - WILL Academy PCS	332	220	66%	42	13%	12	4%	0	0%
Latin American Montessori Bilingual PCS	322	177	55%	26	8%	11	3%	<10	<10
LAYC Career Academy PCS	13	<10	<10	0	0%	<10	<10	<10	<10
Lee Montessori PCS - Brookland	127	83	65%	<10	<10	<10	<10	0	0%
Mary McLeod Bethune Day Academy PCS	267	101	38%	15	6%	0	0%	0	0%
Maya Angelou PCS - High School	169	117	69%	25	15%	<10	<10	<10	<10

Question 11.B-E: 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**
Maya Angelou PCS - Young Adult Learning Center	25	<10	<10	<10	<10	<10	<10	14	56%
Meridian PCS	512	261	51%	68	13%	15	3%	<10	<10
Monument Academy PCS	139	78	56%	21	15%	11	8%	<10	<10
Mundo Verde Bilingual PCS - J.F. Cook	506	333	66%	17	3%	<10	<10	0	0%
National Collegiate Preparatory PCHS	251	150	60%	48	19%	28	11%	<10	<10
Paul PCS - International High School	449	232	52%	39	9%	<10	<10	<10	<10
Paul PCS - Middle School	265	137	52%	<10	<10	0	0%	0	0%
Perry Street Preparatory PCS	278	130	47%	<10	<10	0	0%	0	0%
Richard Wright PCS for Journalism and Media Arts	291	130	45%	<10	<10	<10	<10	<10	<10
Rocketship PCS - Legacy Prep	312	209	67%	48	15%	<10	<10	<10	<10
Rocketship PCS - Rise Academy	472	261	55%	30	6%	<10	<10	<10	<10
Roots PCS	72	0	0%	0	0%	0	0%	0	0%
SEED PCS of Washington DC	278	152	55%	18	6%	<10	<10	<10	<10
Sela PCS	137	89	65%	25	18%	<10	<10	<10	<10
Shining Stars Montessori Academy PCS	179	99	55%	18	10%	<10	<10	0	0%
Somerset Preparatory Academy PCS	421	254	60%	43	10%	22	5%	<10	<10
St. Coletta Special Education PCS	183	118	64%	15	8%	13	7%	<10	<10
Statesmen College Preparatory Academy for Boys PCS	56	26	46%	12	21%	<10	<10	0	0%
The Children's Guild DC PCS	384	189	49%	85	22%	52	14%	10	3%
The Family Place PCS	0	0	N/A	0	N/A	0	N/A	0	N/A
The Next Step/El Proximo Paso PCS	32	<10	<10	<10	<10	<10	<10	<10	<10
Thurgood Marshall Academy PCS	386	214	55%	67	17%	11	3%	<10	<10
Two Rivers PCS - 4th Street	450	276	61%	26	6%	<10	<10	0	0%
Two Rivers PCS - Young	255	134	53%	17	7%	<10	<10	0	0%
Washington Global PCS	217	132	61%	<10	<10	<10	<10	0	0%
Washington Latin PCS - Middle School	373	183	49%	<10	<10	0	0%	<10	<10

Question 11.B-E: 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**
Washington Latin PCS - Upper School	319	161	50%	19	6%	<10	<10	<10	<10
Washington Leadership Academy PCS	310	214	69%	15	5%	<10	<10	<10	<10
Washington Yu Ying PCS	430	205	48%	16	4%	0	0%	0	0%
YouthBuild DC PCS	36	<10	<10	<10	<10	<10	<10	14	39%

Values between 1 and 9 are suppressed and take on a value of <10

Question 11.B-E: Unexcused Absences; Time Period: Start of School - Dec 31 2019 (SY19-20 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	**31426**	**17497**	**56%**	**3415**	**11%**	**920**	**3%**	**235**	**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	248	145	58%	52	21%	14	6%	<10	<10
Achievement Preparatory Academy PCS - Wahler Place Middle School	363	204	56%	84	23%	31	9%	<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
BASIS DC PCS	641	282	44%	10	2%	<10	<10	0	0%
Breakthrough Montessori PCS	115	54	47%	<10	<10	<10	<10	0	0%
Bridges PCS	297	154	52%	30	10%	<10	<10	<10	<10
Briya PCS	0	0	N/A	0	N/A	0	N/A	0	N/A
Capital City PCS - High School	324	150	46%	22	7%	13	4%	<10	<10
Capital City PCS - Lower School	251	122	49%	<10	<10	<10	<10	0	0%
Capital City PCS - Middle School	335	191	57%	11	3%	<10	<10	0	0%
Carlos Rosario International PCS	16	0	0%	0	0%	0	0%	0	0%
Cedar Tree Academy PCS	136	66	49%	27	20%	<10	<10	<10	<10
Center City PCS - Brightwood	219	79	36%	<10	<10	0	0%	0	0%
Center City PCS - Capitol Hill	219	143	65%	29	13%	0	0%	0	0%
Center City PCS - Congress Heights	213	132	62%	21	10%	<10	<10	<10	<10
Center City PCS - Petworth	211	106	50%	15	7%	<10	<10	<10	<10
Center City PCS - Shaw	221	143	65%	21	10%	10	5%	0	0%
Center City PCS - Trinidad	203	121	60%	27	13%	<10	<10	0	0%

Question 11.B-E: Unexcused Absences; Time Period: Start of School - Dec 31 2019 (SY19-20 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**
Cesar Chavez PCS for Public Policy - Parkside High School	342	195	57%	49	14%	32	9%	17	5%
Cesar Chavez PCS for Public Policy - Parkside Middle School	60	42	70%	<10	<10	<10	<10	0	0%
Community College Preparatory Academy PCS	<10	0	0%	0	0%	0	0%	0	0%
Creative Minds International PCS	404	213	53%	13	3%	<10	<10	0	0%
DC Bilingual PCS	374	228	61%	15	4%	<10	<10	0	0%
DC Prep PCS - Anacostia Elementary School	311	169	54%	49	16%	20	6%	0	0%
DC Prep PCS - Benning Elementary School	308	192	62%	46	15%	17	6%	<10	<10
DC Prep PCS - Benning Middle School	343	201	59%	61	18%	13	4%	<10	<10
DC Prep PCS - Edgewood Elementary School	299	183	61%	37	12%	<10	<10	<10	<10
DC Prep PCS - Edgewood Middle School	342	193	56%	39	11%	11	3%	0	0%
DC Scholars PCS	431	260	60%	116	27%	19	4%	<10	<10
Digital Pioneers Academy PCS	238	139	58%	39	16%	15	6%	<10	<10
District of Columbia International School	1263	389	31%	26	2%	<10	<10	<10	<10
E.L. Haynes PCS - Elementary School	261	135	52%	19	7%	<10	<10	0	0%
E.L. Haynes PCS - High School	430	229	53%	50	12%	29	7%	14	3%
E.L. Haynes PCS - Middle School	361	180	50%	29	8%	<10	<10	<10	<10
Eagle Academy PCS - Congress Heights	455	212	47%	23	5%	0	0%	0	0%
Eagle Academy PCS - Fairlawn	106	59	56%	<10	<10	<10	<10	<10	<10
Early Childhood Academy PCS	186	107	58%	23	12%	<10	<10	0	0%
Elsie Whitlow Stokes Community Freedom PCS - Brookland	275	127	46%	<10	<10	<10	<10	0	0%
Elsie Whitlow Stokes Community Freedom PCS - East End	90	47	52%	0	0%	0	0%	<10	<10

Question 11.B-E: Unexcused Absences; Time Period: Start of School - Dec 31 2019 (SY19-20 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**
Friendship PCS - Armstrong Elementary	220	132	60%	31	14%	<10	<10	0	0%
Friendship PCS - Armstrong Middle	176	105	60%	15	9%	0	0%	0	0%
Friendship PCS - Blow Pierce Elementary	266	152	57%	17	6%	<10	<10	0	0%
Friendship PCS - Blow Pierce Middle	253	168	66%	17	7%	<10	<10	<10	<10
Friendship PCS - Chamberlain Elementary	257	156	61%	29	11%	<10	<10	0	0%
Friendship PCS - Chamberlain Middle	311	205	66%	38	12%	<10	<10	0	0%
Friendship PCS - Collegiate Academy	497	285	57%	37	7%	14	3%	<10	<10
Friendship PCS - Ideal Elementary	72	38	53%	17	24%	<10	<10	<10	<10
Friendship PCS - Ideal Middle	98	59	60%	18	18%	<10	<10	0	0%
Friendship PCS - Online Academy	204	<10	<10	<10	<10	0	0%	<10	<10
Friendship PCS - Southeast Elementary	270	162	60%	58	21%	12	4%	<10	<10
Friendship PCS - Southeast Middle	246	147	60%	14	6%	<10	<10	<10	<10
Friendship PCS - Technology Preparatory High School	269	153	57%	<10	<10	0	0%	0	0%
Friendship PCS - Technology Preparatory Middle School	65	32	49%	0	0%	0	0%	0	0%
Friendship PCS - Woodridge International Elementary	210	140	67%	19	9%	<10	<10	0	0%
Friendship PCS - Woodridge International Middle	223	139	62%	15	7%	<10	<10	0	0%
Goodwill Excel Center PCS	21	<10	<10	<10	<10	0	0%	<10	<10
Harmony DC PCS - School of Excellence	120	68	57%	20	17%	<10	<10	<10	<10
Hope Community PCS - Lamond	169	99	59%	48	28%	10	6%	<10	<10
Hope Community PCS - Tolson	401	258	64%	69	17%	34	8%	<10	<10
Howard University Middle School of Mathematics and Science PCS	293	154	53%	<10	<10	0	0%	0	0%

Question 11.B-E: Unexcused Absences; Time Period: Start of School - Dec 31 2019 (SY19-20 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**
IDEA PCS	280	155	55%	46	16%	11	4%	<10	<10
Ingenuity Prep PCS	502	295	59%	40	8%	13	3%	<10	<10
Inspired Teaching Demonstration PCS	407	205	50%	14	3%	<10	<10	0	0%
Kingsman Academy PCS	137	42	31%	16	12%	15	11%	<10	<10
KIPP DC - AIM Academy PCS	418	268	64%	64	15%	12	3%	<10	<10
KIPP DC - Arts and Technology Academy PCS	105	66	63%	13	12%	<10	<10	0	0%
KIPP DC - College Preparatory PCS	805	507	63%	154	19%	46	6%	14	2%
KIPP DC - Connect Academy PCS	108	80	74%	<10	<10	<10	<10	<10	<10
KIPP DC - Discover Academy PCS	127	72	57%	31	24%	<10	<10	0	0%
KIPP DC - Grow Academy PCS	106	55	52%	20	19%	<10	<10	<10	<10
KIPP DC - Heights Academy PCS	471	289	61%	80	17%	10	2%	<10	<10
KIPP DC - Honor Academy PCS	278	162	58%	25	9%	<10	<10	<10	<10
KIPP DC - KEY Academy PCS	357	240	67%	56	16%	11	3%	0	0%
KIPP DC - Lead Academy PCS	417	248	59%	96	23%	19	5%	<10	<10
KIPP DC - LEAP Academy PCS	<10	0	0%	0	0%	0	0%	0	0%
KIPP DC - Northeast Academy PCS	337	219	65%	49	15%	<10	<10	<10	<10
KIPP DC - Promise Academy PCS	536	321	60%	91	17%	19	4%	<10	<10
KIPP DC - Quest Academy PCS	415	272	66%	65	16%	17	4%	<10	<10
KIPP DC - Somerset College Preparatory PCS	169	99	59%	28	17%	<10	<10	<10	<10
KIPP DC - Spring Academy PCS	412	263	64%	24	6%	<10	<10	0	0%
KIPP DC - Valor Academy PCS	341	233	68%	61	18%	<10	<10	<10	<10
KIPP DC - WILL Academy PCS	335	221	66%	33	10%	10	3%	<10	<10
Latin American Montessori Bilingual PCS	337	222	66%	26	8%	<10	<10	0	0%
LAYC Career Academy PCS	23	<10	<10	<10	<10	11	48%	<10	<10
Lee Montessori PCS - Brookland	157	90	57%	<10	<10	<10	<10	0	0%
Lee Montessori PCS - East End	<10	<10	<10	0	0%	0	0%	0	0%
Mary McLeod Bethune Day Academy PCS	303	169	56%	39	13%	<10	<10	<10	<10
Maya Angelou PCS - High School	144	67	47%	32	22%	22	15%	18	13%

Question 11.B-E: Unexcused Absences; Time Period: Start of School - Dec 31 2019 (SY19-20 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**
Maya Angelou PCS - Young Adult Learning Center	24	<10	<10	<10	<10	<10	<10	<10	<10
Meridian PCS	508	276	54%	10	2%	<10	<10	0	0%
Monument Academy PCS	106	63	59%	11	10%	<10	<10	<10	<10
Mundo Verde Bilingual PCS - Calle Ocho	0	0	N/A	0	N/A	0	N/A	0	N/A
Mundo Verde Bilingual PCS - J.F. Cook	517	303	59%	41	8%	<10	<10	<10	<10
National Collegiate Preparatory PCHS	105	53	50%	24	23%	13	12%	<10	<10
Paul PCS - International High School	405	204	50%	43	11%	<10	<10	<10	<10
Paul PCS - Middle School	320	171	53%	11	3%	<10	<10	0	0%
Perry Street Preparatory PCS	321	160	50%	23	7%	<10	<10	0	0%
Richard Wright PCS for Journalism and Media Arts	295	162	55%	21	7%	<10	<10	<10	<10
Rocketship PCS - Legacy Prep	431	245	57%	111	26%	13	3%	0	0%
Rocketship PCS - Rise Academy	565	355	63%	90	16%	20	4%	<10	<10
Roots PCS	81	<10	<10	0	0%	0	0%	0	0%
SEED PCS of Washington DC	232	78	34%	<10	<10	<10	<10	<10	<10
Sela PCS	146	98	67%	18	12%	<10	<10	0	0%
Shining Stars Montessori Academy PCS	181	115	64%	19	10%	11	6%	0	0%
St. Coletta Special Education PCS	180	116	64%	14	8%	<10	<10	<10	<10
Statesmen College Preparatory Academy for Boys PCS	130	77	59%	22	17%	<10	<10	0	0%
The Children's Guild DC PCS	329	154	47%	90	27%	51	16%	19	6%
The Family Place PCS	0	0	N/A	0	N/A	0	N/A	0	N/A
The Next Step/El Proximo Paso PCS	67	29	43%	18	27%	<10	<10	<10	<10
Thurgood Marshall Academy PCS	368	205	56%	45	12%	19	5%	<10	<10
Two Rivers PCS - 4th Street	459	281	61%	32	7%	<10	<10	0	0%
Two Rivers PCS - Young	302	189	63%	13	4%	<10	<10	<10	<10
Washington Global PCS	237	162	68%	32	14%	<10	<10	<10	<10

Question 11.B-E: Unexcused Absences; Time Period: Start of School - Dec 31 2019 (SY19-20 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**
Washington Latin PCS - Middle School	382	191	50%	<10	<10	<10	<10	<10	<10
Washington Latin PCS - Upper School	338	158	47%	25	7%	<10	<10	<10	<10
Washington Leadership Academy PCS	379	243	64%	61	16%	29	8%	<10	<10
Washington Yu Ying PCS	429	282	66%	13	3%	<10	<10	0	0%
YouthBuild DC PCS	27	<10	<10	<10	<10	<10	<10	16	59%

Values between 1 and 9 are suppressed and take on a value of <10

Question 11.F-G: CFSA and CSS Referral Data; Time Period: Start of School - June 30 2019 (SY18-19 Full Year)					
School Name	**Number of Truant Students**	**Number of Students aged 5 to 13 with 10 Unexcused Absences**	**Number of Students Referred to CFSA**	**Number of Students aged 14 to 17 with 15 Unexcused Absences**	**Number of Students Referred to CSS**
Sector Totals *(Excludes schools for which CFSA and CSS referral data are not available)*	**7674**	**6057**	**1399**	**962**	**318**
Academy of Hope Adult PCS	0	0	0	0	0
Achievement Preparatory Academy PCS - Wahler Place Elementary School	106	106	<10	0	0
Achievement Preparatory Academy PCS - Wahler Place Middle School	237	230	13	<10	<10
AppleTree Early Learning Center PCS - Columbia Heights	0	0	Not Available*	0	Not Available*
AppleTree Early Learning Center PCS - Douglas Knoll	0	0	Not Available*	0	Not Available*
AppleTree Early Learning Center PCS - Lincoln Park	0	0	Not Available*	0	Not Available*
AppleTree Early Learning Center PCS - Oklahoma Avenue	0	0	Not Available*	0	Not Available*
AppleTree Early Learning Center PCS - Parklands at THEARC	0	0	Not Available*	0	Not Available*
AppleTree Early Learning Center PCS - Southwest	0	0	Not Available*	0	Not Available*
BASIS DC PCS	38	20	18	<10	<10
Breakthrough Montessori PCS	22	22	24	0	0
Bridges PCS	38	38	19	0	0
Briya PCS	0	0	0	0	0
Capital City PCS - High School	73	<10	0	40	0
Capital City PCS - Lower School	31	31	0	0	0
Capital City PCS - Middle School	44	42	<10	0	0
Carlos Rosario International PCS	0	0	0	0	0
Cedar Tree Academy PCS	17	17	10	0	0
Center City PCS - Brightwood	<10	<10	0	0	0
Center City PCS - Capitol Hill	20	20	<10	0	0
Center City PCS - Congress Heights	75	75	<10	0	0
Center City PCS - Petworth	38	38	0	0	0
Center City PCS - Shaw	37	36	<10	0	0
Center City PCS - Trinidad	84	83	<10	<10	0
Cesar Chavez PCS for Public Policy - Capitol Hill	65	0	Not Available*	34	Not Available*
Cesar Chavez PCS for Public Policy - Chavez Prep	49	29	Not Available*	<10	Not Available*
Cesar Chavez PCS for Public Policy - Parkside High School	88	<10	0	51	33
Cesar Chavez PCS for Public Policy - Parkside Middle School	21	18	<10	<10	<10
City Arts & Prep PCS	173	171	Not Available*	<10	Not Available*
Community College Preparatory Academy PCS	0	0	0	0	0

Question 11.F-G: CFSA and CSS Referral Data; Time Period: Start of School - June 30 2019 (SY18-19 Full Year)					
School Name	**Number of Truant Students**	**Number of Students aged 5 to 13 with 10 Unexcused Absences**	**Number of Students Referred to CFSA**	**Number of Students aged 14 to 17 with 15 Unexcused Absences**	**Number of Students Referred to CSS**
Creative Minds International PCS	12	12	<10	0	0
DC Bilingual PCS	43	43	10	0	0
DC Prep PCS - Anacostia Elementary School	72	72	38	0	0
DC Prep PCS - Benning Elementary School	130	130	18	0	0
DC Prep PCS - Benning Middle School	99	99	39	0	<10
DC Prep PCS - Edgewood Elementary School	77	77	26	0	0
DC Prep PCS - Edgewood Middle School	106	102	73	<10	11
DC Scholars PCS	203	199	32	<10	0
Democracy Prep Congress Heights PCS	407	397	Not Available*	<10	Not Available*
Digital Pioneers Academy PCS	<10	<10	0	0	0
District of Columbia International School	44	17	10	10	<10
E.L. Haynes PCS - Elementary School	51	51	23	0	0
E.L. Haynes PCS - High School	148	<10	<10	103	10
E.L. Haynes PCS - Middle School	54	51	<10	<10	<10
Eagle Academy PCS - Congress Heights	39	39	39	0	0
Eagle Academy PCS - Fairlawn	24	24	24	0	0
Early Childhood Academy PCS	74	74	16	0	0
Elsie Whitlow Stokes Community Freedom PCS - Brookland	17	17	<10	0	0
Elsie Whitlow Stokes Community Freedom PCS - East End	<10	<10	<10	0	0
Friendship PCS - Armstrong Elementary	24	24	<10	0	0
Friendship PCS - Blow Pierce Elementary	82	82	<10	0	0
Friendship PCS - Blow Pierce Middle	69	68	0	0	<10
Friendship PCS - Chamberlain Elementary	73	73	<10	0	0
Friendship PCS - Chamberlain Middle	105	101	0	<10	<10
Friendship PCS - Collegiate Academy	37	0	0	14	0
Friendship PCS - Online Academy	0	0	0	0	0
Friendship PCS - Southeast Elementary	90	90	<10	0	0
Friendship PCS - Southeast Middle	35	35	0	0	0
Friendship PCS - Technology Preparatory High School	43	<10	0	16	<10
Friendship PCS - Technology Preparatory Middle School	16	14	<10	0	0
Friendship PCS - Woodridge International Elementary	49	49	<10	0	0
Friendship PCS - Woodridge International Middle	32	32	0	0	0

Question 11.F-G: CFSA and CSS Referral Data; Time Period: Start of School - June 30 2019 (SY18-19 Full Year)					
School Name	**Number of Truant Students**	**Number of Students aged 5 to 13 with 10 Unexcused Absences**	**Number of Students Referred to CFSA**	**Number of Students aged 14 to 17 with 15 Unexcused Absences**	**Number of Students Referred to CSS**
Goodwill Excel Center PCS	24	0	0	22	22
Harmony DC PCS - School of Excellence	47	47	22	0	0
Hope Community PCS - Lamond	39	39	14	0	0
Hope Community PCS - Tolson	115	115	<10	0	0
Howard University Middle School of Mathematics and Science PCS	120	119	52	<10	0
IDEA PCS	111	<10	0	70	19
Ideal Academy PCS	82	82	Not Available*	0	Not Available*
Ingenuity Prep PCS	246	246	118	0	0
Inspired Teaching Demonstration PCS	32	31	<10	0	0
KIPP DC - AIM Academy PCS	218	207	<10	<10	0
KIPP DC - Arts and Technology Academy PCS	52	52	23	0	0
KIPP DC - College Preparatory PCS	401	11	0	206	47
KIPP DC - Connect Academy PCS	48	48	<10	0	0
KIPP DC - Discover Academy PCS	75	75	<10	0	0
KIPP DC - Grow Academy PCS	51	51	19	0	0
KIPP DC - Heights Academy PCS	221	221	<10	0	0
KIPP DC - KEY Academy PCS	123	120	55	0	0
KIPP DC - LEAP Academy PCS	<10	<10	Not Available*	0	Not Available*
KIPP DC - Lead Academy PCS	184	184	41	0	0
KIPP DC - Northeast Academy PCS	168	166	50	<10	0
KIPP DC - Promise Academy PCS	258	258	78	0	0
KIPP DC - Quest Academy PCS	200	200	56	0	0
KIPP DC - Spring Academy PCS	184	184	51	0	0
KIPP DC - Valor Academy PCS	113	109	20	<10	0
KIPP DC - WILL Academy PCS	125	118	32	<10	0
Kingsman Academy PCS	65	<10	<10	55	<10
LAYC Career Academy PCS	18	0	0	15	<10
Latin American Montessori Bilingual PCS	56	56	0	0	0
Lee Montessori PCS - Brookland	17	17	0	0	0
Mary McLeod Bethune Day Academy PCS	33	33	<10	0	<10
Maya Angelou PCS - High School	69	0	0	47	11
Maya Angelou PCS - Young Adult Learning Center	34	0	0	30	<10
Meridian PCS	136	135	29	<10	0
Monument Academy PCS	66	54	23	11	0
Mundo Verde Bilingual PCS - J.F. Cook	20	20	10	0	0
National Collegiate Preparatory PCHS	87	0	Not Available*	48	Not Available*
Paul PCS - International High School	79	<10	<10	41	0
Paul PCS - Middle School	24	24	0	0	28
Perry Street Preparatory PCS	17	17	32	0	0

Question 11.F-G: CFSA and CSS Referral Data; Time Period: Start of School - June 30 2019 (SY18-19 Full Year)					
School Name	**Number of Truant Students**	**Number of Students aged 5 to 13 with 10 Unexcused Absences**	**Number of Students Referred to CFSA**	**Number of Students aged 14 to 17 with 15 Unexcused Absences**	**Number of Students Referred to CSS**
Richard Wright PCS for Journalism and Media Arts	16	<10	0	<10	<10
Rocketship PCS - Legacy Prep	88	88	<10	0	0
Rocketship PCS - Rise Academy	65	65	21	0	0
Roots PCS	0	0	0	0	0
SEED PCS of Washington DC	20	11	<10	<10	<10
Sela PCS	52	52	0	0	0
Shining Stars Montessori Academy PCS	38	38	<10	0	0
Somerset Preparatory Academy PCS	122	56	Not Available*	32	Not Available*
St. Coletta Special Education PCS	43	25	37	10	17
Statesmen College Preparatory Academy for Boys PCS	12	12	0	0	0
The Children's Guild DC PCS	253	241	16	<10	<10
The Family Place PCS	0	0	0	0	0
The Next Step/El Proximo Paso PCS	20	0	0	16	<10
Thurgood Marshall Academy PCS	82	<10	0	50	19
Two Rivers PCS - 4th Street	77	77	<10	0	0
Two Rivers PCS - Young	31	31	16	0	0
Washington Global PCS	10	<10	0	0	<10
Washington Latin PCS - Middle School	16	14	<10	<10	0
Washington Latin PCS - Upper School	29	0	0	11	<10
Washington Leadership Academy PCS	125	<10	0	54	<10
Washington Yu Ying PCS	55	55	<10	0	0
YouthBuild DC PCS	28	0	0	23	26

* Schools serving exclusively early childhood grades and schools which were undergoing closure were excluded from the CFSA and CSS referral data collection

NOTE: Values between 1 and 9 are suppressed and take on a value of <10

Name of School	Name and email of person filling out survey	Title of the school-based physical and behavioral health professionals	Brief job description for each physical and behavioral health professional	Number of hours worked each week for each professional
Perry Street Prep PCS	[redacted]	Licensed School counselor, Licensensed Clinical Social Worker, DBH clinician, CBO mental health expansion social worker	Behavioral health professionals provide tier 1 - 3 support to the school through universal prevention work, pro social groups, individual counseling in addition to crisis support.	40
Meridian PCS	[redacted]	Jordanne Reader - Psychologist, Dion Jackson - Counselor, Kendra Scott - Counselor, Ryan Wright - Wellness Specialist	Supporting students in the area of mental health and behavioral support.	40
YouthBuild DC Public Charter Schoo	[redacted]	Student Support Coordinator	The Student Support Coordinator oversees the Case Managment team, provides individual and group counseling to students, and makes referrals to outside providers for wrap-around services and supports.	40
HARMONY DC PCS	[redacted]	We do not have school based health professionals. We work with organizations for our needs	We do not have school based health professionals. We work with organizations for our needs.	0
Cedar Tree Academy PCS	[redacted]	School Counselor and Behavior Specialist	Support and guide the social, emotional, Physical, and cognitive development of the student	40
The Children's Guild DC PCS	[redacted]	School Social Workers and Behavior Coaches	School Social Workers - To support the Children's Guild behavior motivation model and provide clinical supervision as needed. Behavior Coaches - The Behavior Coach is primarily involved in the behavioral management of children experiencing crisis situations and oversight of the Multisensory De-escalation Room. The Behavior Coach is required to respond quickly and skillfully, in a therapeutic manner, to a variety of crises (both individual and group), which may require the use of therapeutic holding techniques. The Behavior Coach is expected to facilitate crisis resolution in a manner, which promotes the learning of self-control and reinforces constructive problem solving. In addition, the Behavior Coach will be engaged in crisis prevention, which will involve training, primary intervention, assessing volatile situations, and anticipating interventions necessary to defuse the situation.	40
BASIS DC PCS	[redacted]	Subject Expert Teacher	Physical education teacher	20
BASIS DC PCS	[redacted]	Subject Expert Teacher	Physical education teacher	25
BASIS DC PCS	[redacted]	Athletic Director	Physical education teacher, coordinator of coaches for athletics programs, run athletics programs	40
BASIS DC PCS	[redacted]	School Psychologist	Preform evaluations, provide mental health counseling, coordinator for all mental health and social-emotional programming	40
BASIS DC PCS	[redacted]	School Counselor	implementing mental heath, and social-emotional programming, providing direct mental health counseling.	40
Eagle Academy PCS at Congress He	[redacted]	School-Based Mental Health Coordinator, DC DBH Clinicians, Hillcrest Clinicians, School Psychologist, School Social Worker, Behavior Specialists	Eagle Academy's school-based, trauma-informed mental health services framework is a continuum of appropriate services and supports for young children.	40

Inspired Teaching Demonstration PC	[redacted]	Marni Riffkin, Social Worker; Jasmine Tingling-Clemmons, DBH Social Worker; DBH provided school nurse (multiple); Nsilo Abraham, PE teacher; Donna Kearney, dance teacher	Social Workers are responsible for providing social-emotional support to students, including students with IEPs and 504 plans. Working closely with school leaders and the special education team, the Social Worker provides services for students identified as needing additional support, and for students who exhibit signs of crisis. The Social Worker is a key member of the mental health support team at the school. The school nurse provides nursing services to students, as needed. She also maintains student health records. The Physical Education Teacher works with students across all grade levels (PreSchool-8th) to provide a comprehensive physical education and health program that meets the requirements of the DC Healthy Schools Act. Students must have ample opportunity to move, exercise, and learn about healthy lifestyle habits so that they grow up to have healthy habits as adults. The goal is to provide students with exposure to many physical education options, high quality instruction, and practice and engagement in order to build teamwork and cooperation, and to see and feel the benefits of living a healthy lifestyle. The Dance Teachers works with students across all grade levels (Preschool - 8th) to explore movement and expression through the body, including body control and cultural expression through dance. The dance program is part of the school's comprehensive physical education program that meets the requirements of the DC Healthy Schools Act. Dance performances are a critical component of the school's Morning and Evening of the Arts events.	40
KIPP DC (all schools)	[redacted]	Physical Education Teachers; School Psychologists; Mental Health Practitioners	PE Teachers: provide physical education to students as a specials class. Students take part in lessons focused on how to play games and sports along with how to play fairly with others and how to follow directions. Additionally, they learn about healthy habits such as caring for their body, playing safely, eating healthy and drinking lots of water every day. School Psychologists: They act along with our social workers (MHPs) as advocates for students' well-being and are a valuable resources to students and families. They listen to student's concerns and support students in processing issues such as bullying and low self-esteem along with problems such as depression, anxiety, and problems at home. MHPs: These are our school social workers. They support our school and families in a number of ways. They are seen as school leadership and are a valued resource to students dealing mental health issues, problems at home, financial issues, child neglect and abuse identification and reporting and behavioral issues in the classroom and at home. They support families with accessing services. They also support our special education team with students with 504 plans and ensure that their educational needs are being met in alignment with those plans.	47
Briya PCS	[redacted]	Student Services Director, Student Services Coordinator, Health Navigator, School-Based Mental Health Therapist	Director - Leads Student Services Team, develops needs-based programming; Coordinators - provide student and family support services and connections to community resources, Health Navigator - connects students with health concerns to appropriate services, ensures adequate health resources are offered; Therapist - provides individual and group therapy	40

Washington Yu Ying PCS	[redacted]	Physical Education and Wellness Teacher	Job Title: Physical Education & Wellness Teacher Department: Education FLSA Status: Professional Exempt Reports to: Director of Teaching and Learning (DTL) & Executive Director (ED), Assistant Principal, and other assigned supervisors Position Overview: The Physical Education and Wellness Teacher at Washington Yu Ying is part of a collaborative and supportive faculty with a common goal of continuously improving a great school. Essential Responsibilities: Physical Education and Wellness Teachers possess the following skills/qualities: -Demonstrated passion and commitment in fostering a class that is happy, healthy, and engaged -Demonstrated ability to teach physical education and wellness in ways that are interactive, hands-on, inquiry-based, and promote self-discovery and critical thinking -Committed to helping children develop physical abilities and healthy habits that can last for the rest of their lives -Possessing a growth mindset for professional learning by incorporating feedback to enhance instruction -Clear understanding of child development -Commitment to meet the needs of every child in our diverse population -Strong interpersonal skills and proven ability to work and collaborate as a member of the school community -Demonstrated ability to foster high academic expectations within students, incorporating content standards into instruction, when appropriate, to ensure that students meet and exceed all of the standards. -Demonstrated ability to establish an effective, respectful and efficient learning culture Capacity to create a learning environment that emphasizes and supports physical education and wellness across all content areas	40
DC Prep	[redacted]	Physical Education Teacher; Licensed Professional Counselor/School Psychologist; Student Support Coordinator/Counselor	Phys Ed - provide physical education to all students; LPC/Psych - Provides individual and group counseling services to students with special needs, creates and manages behavior intervention plans, and serves as member of crisis-response team to ensure mental and physical safety of students in school community.; SSC - Provides individual and group counseling services to students with short-term mental health needs (grief/ loss, traumatic incident, etc.), creates and manages behavior intervention plans, and leads crisis-response team to ensure mental and physical safety of students in school community. Teaches or consults with grade-level teachers to implement Care for Kids or Healthy Choices lessons in order to build healthy habits.	45
EL Haynes PCS	[redacted]	Social Worker (LICSW, LGSW, MSW), counselor, attendance specialist, psychologists	Clinicians (social workers and counselors) provide IEP and clinical support services to Special Education and General Education student population, respond to mental health crisis, train staff and students on socio-emotional needs, mindfulness and trauma informed practices, risk and safety assessments, and running groups. The attendance intervention specialist coordinates attendance policies and engages students and families that are truant; this includes calls, letters, conferences, incentives, intervention groups, and attendance and data meetings. The Director of Wellness works on coordinating clinical services across campus, engaging community support services for the school, training staff, providing clinical supervision, and coordinating and supporting programming such as our Mary's Center grants, and the Mental Health Expansion grant. Psychologists complete BIPs (Behavior intervention plans), FBAs (Functional Behavior Analysis) and evaluation reports in addition to some crisis response and risk assessments.	40
EL Haynes PCS (part 2)	[redacted]	Physical education instructor (1 on each campus , ES, MS, HS) 3 total. health teacher at high school (he is also the director of athletics)	Physical education instructor, teaches classes on physical health (nutrition, anatomy, and movement). Director of athletics (and health instructor) teaches the health standards in the classroom and oversees the athletic teams at the middle and high school.	40
St. Coletta Special Ed PCS	[redacted]	School Social Worker, Adapted Physical Education Teacher	SW - Provide school based social work services (couseling, attendance, group intervention, stc.) APE - plan and lead adapted physical education lessons	40
AppleTree Early Learning PCS	[redacted]	Social Workers, Early Childhood Mental Health Consultant	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. The Early Childhood Mental Health consultant works to build teacher and school capacity to understand, prevent, and respond to the behavioral health needs of students through the implementation of Early Childhood Mental Health Consultation (ECMHC). The consultant works closely with school leadership (principals, school-based clinicians, and instructional coaches) and teaching staff.	40
Washington Latin Public Charter Sch	[redacted]	Athletic Director	Leads athletics team and works with students on physical health.	30

Washington Latin Public Charter Sch	[redacted]	Asst. Director of Athletics/P.E & Health Teacher/Athletic Coach	Part of athletics team and works with students on physical health.	35
Washington Latin Public Charter Sch	[redacted]	Middle School Physical Education & Health Teacher	Part of athletics team and works with students on physical health.	40
Washington Latin Public Charter Sch	[redacted]	5 Dean of Students	Part of discipline team and works with students on behavioral health.	30
Washington Latin Public Charter Sch	[redacted]	Assistant Director of Student Support Services	Part of student supports team and works with students on behavioral health.	20
Washington Latin Public Charter Sch	[redacted]	3 Dedicated Aides	Part of student supports team and works with students on behavioral health.	20
Washington Latin Public Charter Sch	[redacted]	Director of Student Support Services	Leads student supports team and works with students on behavioral health.	20
Washington Latin Public Charter Sch	[redacted]	3 Case Managers	Part of student supports team and works with students on behavioral health.	20
Washington Latin Public Charter Sch	[redacted]	Peer Mediation and Conflict Resolution Coordinator and DC History Teacher (2 Sections)	Part of student supports team and works with students on behavioral health.	20
Washington Latin Public Charter Sch	[redacted]	3 Counselors	Part of student supports team and works with students on behavioral health.	30
Washington Latin Public Charter Sch	[redacted]	Social Worker/Counselor of Latin Soul and Beyond these Walls	Part of student supports team and works with students on behavioral health.	20
Washington Latin Public Charter Sch	[redacted]	2 Student Support Resource	Supports lead teacher and works with students on behavioral health.	20
DC Scholars Public Charter School	[redacted]	Behavior Technicians, school counselors,	Behavior Technicians Embody, advocate and operationalize our vision for school culture; Support implementation of school-wide routines and procedures (i.e. Big 8) Provide real time support to teachers and students with discipline or management concerns; Ensure all scholars receive targeted behavioral supports that help them succeed in and outside of the classroom; Support the use of our behavior management systems; Implement tiered discipline strategies and hold students accountable for school-wide systems; Maintain up-to-date records for students (i.e. student referral data) and identify individual or classroom trends; Participate and facilitate individual student or small group sessions to maximize time and success in class; Engage with family members regularly and participate in school-wide family engagement activities throughout the school year. Counselors Prioritize direct services to students through preventive and responsive services and individual student planning. Conduct observations of students in various classroom settings and use this data to develop individual student plans with all stakeholders. Plan, coordinate and provide classroom group guidance sessions to meet the identified guidance and counseling competencies. Assess student needs and makes referrals to appropriate school resource personnel, social agencies, community agencies and alternative programs; intervenes during crisis situations and works with teachers, parents and community partners accordingly. Utilize responsive counseling, initiating individual and group sessions for students' personal, social and academic concerns aligned to short or long-term needs. Maintain 100% compliance of IEP, 504, and other legal documents include session notes, service hours, etc. Participate in IEP team meetings to offer counsel, training and insight to create plans that are reflective of the whole child; work with teachers to develop goals and implementation of tiered behavior plans. Collaborate and consult with parents and families to develop effective interventions to be used outside of school setting.	40
Monument Academy PCS	[redacted]	Counselor, Director of Well-being and Student Services,	Provides IEP counseling hours to a caseload of students, may also have a caseload of students without IEPs who benefit from counseling.	40
Rocketship RISE Academy	[redacted]	Culture Specialist, Behavior Specialist, Occupational Therapist, Physical Education Teacher, Nurse	Descriptions vary for position. I can share them if needed.	50
Rocketship Legacy Prep	[redacted]	Behavior Technician; Board Certified Behavior Analyst; Education Specialist; ISE Program Manager of Instruction; ISE/SPED Paraprofessional; Occupational Therapist; School Counselor; School Psychologist	Behavior Technician: helps students learn the skills that they need to solve problems and conflicts, build positive relationships with other students and adults, and successfully navigate the school environment Board Certified Behavior Analyst: provide behavior analysis services Education Specialist: responsible for managing the IEP caseload for Rocketship students who require special education services as outlined in their IEPs. ISE/SPED Paraprofessional: responsible for providing individual behavioral and academic instruction for a student with special learning needs in the general education environment Occupational Therapist: responsible for providing both direct and indirect support to students, families, and staff members in order to ensure high-quality programming for students with disabilities School Counselor: help families navigate and overcome obstacles so that their Rocketeers are on the path to college; responsible for delivering effective, high-quality, interventions that are data driven School Psychologist: responsible for providing both direct and indirect support to students, families, and staff members in order to ensure high quality programming for students with disabilities.	40

Rocketship Rise Academy	[redacted]	Behavior Specialist; Behavior Technician; Board Certified Behavior Analyst; Education Specialist; ISE/SPED Paraprofessional; Occupational Therapist; School Psychologist; School Social Worker; Social Emotional Learning Specialist	Behavior Specialist: collaborate with a variety of school-based staff to design high-quality resources and programming for students with significant behavioral needs and to provide ongoing support related to the implementation these resources Behavior Technician: helps students learn the skills that they need to solve problems and conflicts, build positive relationships with other students and adults, and successfully navigate the school environment Board Certified Behavior Analyst: provide behavior analysis services Education Specialist: responsible for managing the IEP caseload for Rocketship students who require special education services as outlined in their IEPs. ISE/SPED Paraprofessional: responsible for providing individual behavioral and academic instruction for a student with special learning needs in the general education environment Occupational Therapist: responsible for providing both direct and indirect support to students, families, and staff members in order to ensure high-quality programming for students with disabilities School Psychologist: responsible for providing both direct and indirect support to students, families, and staff members in order to ensure high quality programming for students with disabilities. School Social Worker: help families navigate and overcome obstacles so that their Rocketeers are on the path to college. Rocketship Social Workers are responsible for delivering effective, high-quality, interventions that are data driven Social Emotional Learning Specialist: direct educationally related mental health services directly to students in special education	40
DC International School	[redacted]	Social Worker/Counselor. We currently have 9 ppl in this position.	-Provide direct support services to individual students, small groups, and classrooms, including through group and individual therapy and classroom support. -Document all services in EasyIEP (special education database) -Develop present levels, goals, and progress notes for students on caseload. -Complete assessments, referrals, and counseling with students and families. -Provide crisis intervention. -Monitor student attendance and implement attendance interventions as needed for students on caseload. -Develop and maintain family outreach programs and community partnerships. -Serve as a member of the family support team and other school based teams. -Serve as school liaison to social service agencies. -Collaborate with general and special educators, coordinators, and leadership. -Communicate through a variety of mediums with parents and students. -Embrace French, Spanish, and Chinese cultures by leading and participating in cultural activities for faculty and students. -Ensure a high degree of communication through a variety of mediums with parents and students.	40
Bridges Public Charter School	[redacted]	Behavior Support, Behavior Specialist, Dedicated Aide	Behavior Support - train train in crisis response and support techniques, log data, Behavior Specialist - respond to requests for students support and provide intervention; Dedicated Aide - work with student to develop behavior strategies	37.5
Creative Minds International PCS	[redacted]	Physical education teacher (2), counselor (2), social worker (1), behavior coach (1), behavior support (1)	Physical education teachers instruct students in learning that promotes overall health and well-being. Students engage in activities that build their mental and physical strength. Counselors and social workers support students' social and emotional wellness through guidance classes, small group counseling, and individual counseling. The behavior coach and behavior support individual provide real-time guidance to teachers who have difficulty with student behaviors in the learning environment. Behavior coach and support also provide opportunities for challenging students to channel their positive energy into activities such as Chameleon News, our internal news channel.	40
Breakthrough Montessori Public Cha	[redacted]	psychologist (contracted), board certified behavior analyst (contracted)	Breakthrough contracts with these professionals to provide psychological, mental health and behavior health services to students.	20

Mundo Verde PCS	[redacted]	School Psychologist (one 4 days a week, one 2 days a week), Occupational Therapists (multiple, as needed for services), Inclusion Associates/Dedicated Aides (10), Response and Restoration Associate (1)	School Psychologist (one 32hrs/week, one 16hrs/week) Provide counseling and psychological supports as stipulated in IEPs. Perform assessments directed through the IEP Implement evaluations and assessments for students Occupational Therapists (as needed) Provide support for students in need of occupational therapy Inclusion Associate/dedicated aides (full time) Provide individual 1-1 support for students as needed Support the implementation of IEPs & BIPs Response & Restoration Associate (40hrs/week) Provide behavior support for students Specials Teachers (PE, Cooking & Gardening, Movement, Art) (40hrs/week) Plan & lead lessons in physical education, cooking & nutrition, movement, art	40

DC PUBLIC CHARTER SCHOOL BOARD

Council for Exceptional Children
The voice and vision of special education

High-Leverage Practices (HLP) Institute Long-Term Plan

Date & Location	HLPs Targeted	Aim	Topics	Facilitiators
12/14/18 9-12 pm DC PCSB 3333 14th St. NW, Suite 210	**Collab #1:** Collaborate with professionals to increase student success	Participants will gain background knowledge on the development of the HLPs. They will also learn strategies to implement co-teaching and co-planning practices within their schools.	• Clarifying co-teaching roles • When to implement co-teaching models • Protocol for co-planning	Julie Bost Dr. Marilyn Friend
3/8/19 9-12 pm DC PCSB 3333 14th St. NW, Suite 210	**Instruct #16 & #20**: Use explicit instruction **Instruct #22**: Provide positive and constructive feedback to guide students' learning	Participants will learn how to design, deliver, and recognize explicit lessons and understand the importance of feedback strategies to reinforce behavior and learning.	• Elements of explicit lessons • Examples of academic feedback • Strategies to implement high rates of specific, positive feedback	Dr. Michael Kennedy
4/5/19 Online Community	See above	Participants will discuss progress and challenges in implementing previously taught HLPs within their schools.	• Q&A • Group discussion led by HLP experts	Dr. Michael Kennedy
5/16/19 9-12 pm DC PCSB 3333 14th St. NW, Suite 210	**Instruct #12:** Systematically design instruction toward a specific learning goal **Instruct #13:** Adapt curriculum tasks and materials for specific learning goals	Participants will learn strategies to set, sequence, and prioritize specific learning goals; they will learn how to make these goals accessible to diverse learners by adapting tasks and materials and enhancing content	• Elements of systemically designed instruction • How to adapt tasks/materials and enhance content	Dr. Michael Kennedy

Date & Location	HLPs Targeted	Aim	Topics	Facilitiators
8/23/19 9-12 pm DC PCSB 3333 14th St. NW	**Assess #6**: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes	Participants will learn how to incorporate data-based instruction (DBI) within tiered systems of support.	• Cycle of DBI across intervention tiers using a case study • Questions teams must address to implement DBI model.	Dr. Erica Lembke
9/9/19 Online Community	**Social/ Emotional/ Behavioral #8:** Provide positive and constructive feedback to guide students' behavior.	Participants will learn how to provide ongoing feedback until learners reach their established goals.	• Examples of academic feedback • Strategies to implement high rates of specific, positive feedback	Dr. Erica Lembke
10/29/19 DC PCSB 3333 14th St. NW, Suite 210	**Instruct #15**: Provide scaffolded supports **Instruct #17:** Use flexible grouping	Participants will learn how to provide scaffolded supports and opportunities for purposeful practice and utilize flexible grouping models to maximize learning opportunities.	• Tips for designing and delivering scaffolded supports and purposeful practice • Options and opportunities for flexible grouping arrangements	Dr. Michael Kennedy
TBD (12/3-12/6 12/10-12/13) Online Community	See above	Participants will discuss progress and challenges in implementing previously taught HLPs within their schools.	• Q&A • Group discussion led by HLP experts	TBD

DC PUBLIC CHARTER SCHOOL BOARD

English Learner Professional Learning Community (EL PLC)
School Year 2019-20 Calendar

Date	Location	Topic
Thursday, September 5, 2019, 9-11am	DC PCSB 3333 14th St. NW, Suite 210, Washington DC, 20010	Creating Systems to Integrate Language and Content Instruction
Friday, December 6, 2019, 9:55-11:10am	Trinity University 125 Michigan Ave. NE, Washington, DC 20017	Serving Dually-Identified Students ** In collaboration with the Special Education PLC**
February 2019 *TBD*	*School Site Visit* *TBD*	*Observing EL Programming in Action*
Thursday, February 13, 2020, 9-11am	DC PCSB 3333 14th St. NW, Suite 210, Washington DC, 20010	Engaging with EL Families
April 2020 *TBD*	*School Site Visit* *TBD*	*Observing EL Programming in Action*
Thursday, June 4, 2020, 9-11am	DC PCSB 3333 14th St. NW, Suite 210, Washington DC, 20010	Using Data to Evaluate EL Programs

DC PUBLIC CHARTER SCHOOL BOARD

English Learner & Special Education Professional Learning Communities

December 6, 2019

Serving Dual-Identified Students

ITEM	DETAILS	TIME
Kick-off	▪ Sit next to other members of your school staff. ▪ Introduce yourself to the folks around you by giving your name, LEA, title, and pronouns.	5 min.
Data dive	▪ Present sector averages for dual identification rates of ELs vs. Non-ELs by disability categories in the charter sector. ▪ Review your school's data. ▪ Reflect with your colleagues and/or a neighbor on any observations compared to the sector averages.	10 min.
Whole-group presentation	▪ Elena Silva – *Director of PreK-12 Education Policy Program, New America* – will present on key opportunities to serve these students more equitably.	20 min.
Small-group discussions	▪ In reviewing the recommendations from New America's report,[1] discuss the following questions. 1. What are your school's internal **policies** for educators when referring EL students for special education? 2. What are your special education **evaluation and assessment practices** for ELs? Do they differ from those used for English-proficient students? 3. How do you **train and support educators** to serve dual-identified students? 4. How do you ensure **collaboration** between general education, special education, English learner teachers, families, students, and others? 5. How do you integrate **home language** and **bi/multilingual** supports when considering ELs with disabilities? ▪ Share out to whole group main takeaways.	25 min.
Action-planning	▪ In light of our discussion today, create an action plan to improve how you identify and serve ELs with disabilities	10 min.
Close-out and survey	▪ Discuss upcoming events for the PLC. ▪ Complete the exit survey.	5 min.

[1] http://bit.ly/ELswithDisabilities

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.

LEA Name	TOTAL FACILITY EXPENSE	
	Sum of FY 2019 (actual/audited)	Sum of FY 2020 (budgeted)
Academy of Hope PCS	$ 988,126	$ 771,391
Achievement Preparatory Academy PCS	$ 3,755,451	$ 3,550,348
AppleTree Early Learning PCS	$ 2,130,853	$ 2,048,474
Breakthrough Montessori PCS	$ 1,331,377	$ 1,516,349
Bridges PCS	$ 1,554,147	$ 1,578,375
Briya PCS	$ 1,397,683	$ 1,443,553
Capital City PCS	$ 3,288,651	$ 3,340,054
Cedar Tree Academy PCS	$ 1,051,288	$ 1,075,887
Center City PCS	$ 4,910,000	$ 5,119,000
Cesar Chavez PCS for Public Policy	$ 5,307,826	$ 3,904,556
Community College Preparatory Academy PCS	$ 1,202,949	$ 1,230,170
Creative Minds International PCS	$ 2,282,833	$ 2,446,424
DC Bilingual PCS	$ 1,468,064	$ 1,741,035
DC Prep PCS	$ 6,918,950	$ 7,191,634
DC Scholars PCS	$ 1,912,400	$ 2,002,207
Digital Pioneers Academy PCS	$ 661,668	$ 912,810
District of Columbia International School	$ 7,419,073	$ 6,916,117
E.L. Haynes PCS	$ 4,790,797	$ 4,832,563
Eagle Academy PCS	$ 2,826,742	$ 2,883,277
Early Childhood Academy PCS	$ 766,588	$ 769,245
Elsie Whitlow Stokes Community Freedom PCS	$ 1,590,431	$ 1,716,218
Friendship PCS	$ 17,166,748	$ 18,249,063
Goodwill Excel Center PCS	$ 988,288	$ 976,463
Harmony DC PCS	$ 472,095	$ 493,538
Hope Community PCS	$ 3,606,810	$ 3,772,997
Howard University Middle School of Mathematics and Science PCS	$ 1,191,327	$ 1,191,000
IDEA PCS	$ 1,177,431	$ 1,168,534
Ingenuity Prep PCS	$ 1,682,374	$ 1,967,609
Inspired Teaching Demonstration School	$ 1,621,605	$ 1,738,862
Kingsman Academy PCS	$ 1,617,985	$ 1,651,461
KIPP DC PCS	$ 24,002,724	$ 26,203,357
Latin American Montessori Bilingual PCS	$ 2,354,562	$ 2,503,525
LAYC Career Academy PCS	$ 650,466	$ 695,483
Lee Montessori PCS	$ 709,956	$ 1,145,362
Mary McLeod Bethune Day Academy PCS	$ 1,411,550	$ 1,470,298
Maya Angelou PCS	$ 2,125,774	$ 2,392,495
Meridian PCS	$ 1,898,726	$ 2,068,652
Monument Academy PCS	$ 1,773,204	$ 1,749,472
Mundo Verde Bilingual PCS	$ 1,782,552	$ 4,035,559
National Collegiate Preparatory PCHS	$ 830,899	$ 409,376
Paul PCS	$ 2,663,997	$ 2,702,365
Perry Street Preparatory PCS	$ 1,144,001	$ 1,291,880
Richard Wright PCS for Journalism and Media Arts	$ 1,362,219	$ 1,935,469
Rocketship Education DC PCS	$ 2,565,623	$ 3,150,969
Roots PCS	$ 418,064	$ 439,260
Sela PCS	$ 786,986	$ 761,191
Shining Stars Montessori Academy PCS	$ 1,294,162	$ 1,225,375
St. Coletta Special Education PCS	$ 3,635,886	$ 3,449,937
Statesmen College Preparatory Academy for Boys PCS		$ 289,115
The Children's Guild DC PCS	$ 1,837,642	$ 1,776,738
The Family Place PCS	$ 161,367	$ 211,334
The Next Step-El Proximo Paso PCS	$ 1,041,103	$ 1,046,537
Thurgood Marshall Academy PCS	$ 2,791,086	$ 2,938,975
Two Rivers PCS	$ 1,324,633	$ 1,633,387
Washington Global PCS	$ 1,419,000	$ 1,514,448
Washington Latin PCS	$ 2,615,420	$ 2,651,975
Washington Leadership Academy PCS	$ 1,056,411	$ 1,358,531
Washington Yu Ying PCS	$ 1,398,133	$ 1,361,810
YouthBuild DC PCS	$ 388,155	$ 401,067
Grand Total	$ 152,524,862	$ 161,013,159

LEA Name	TOTAL LEASED FACILITY EXPENSE		TOTAL OWNED FACILITY EXPENSE	
	Sum of FY 2019 (actual/audited)	Sum of FY 2020 (budgeted)	Sum of FY 2019 (actual/audited)	Sum of FY 2020 (budgeted)
Academy of Hope PCS	$ 428,064	$ 242,612	$ 560,062	$ 528,780
Achievement Preparatory Academy PCS	$ 3,755,451	$ 3,550,348		
AppleTree Early Learning PCS	$ 1,720,078	$ 1,638,376	$ 410,775	$ 410,098
Breakthrough Montessori PCS	$ 1,331,377	$ 1,516,349		
Bridges PCS	$ 1,554,147	$ 1,578,375		
Briya PCS	$ 1,397,683	$ 1,443,553		
Capital City PCS	$ 3,288,651	$ 3,340,054		
Cedar Tree Academy PCS			$ 1,051,288	$ 1,075,887
Center City PCS	$ 4,910,000	$ 5,119,000		
Cesar Chavez PCS for Public Policy	$ 2,453,835	$ 1,101,307	$ 2,853,991	$ 2,803,249
Community College Preparatory Academy PCS	$ 1,202,949	$ 1,230,170		
Creative Minds International PCS	$ 2,282,833	$ 2,446,424		
DC Bilingual PCS	$ 1,468,064	$ 1,741,035		
DC Prep PCS	$ 3,271,668	$ 3,400,561	$ 3,647,283	$ 3,791,074
DC Scholars PCS	$ 1,912,400	$ 2,002,207		
Digital Pioneers Academy PCS	$ 661,668	$ 912,810		
District of Columbia International School	$ 7,419,073	$ 6,916,117		
E.L. Haynes PCS	$ 214,293		$ 4,576,504	$ 4,832,563
Eagle Academy PCS	$ 781,726	$ 797,361	$ 2,045,016	$ 2,085,916
Early Childhood Academy PCS	$ 766,588	$ 769,245		
Elsie Whitlow Stokes Community Freedom PCS	$ 459,108	$ 647,425	$ 1,131,323	$ 1,068,793
Friendship PCS	$ 4,217,433	$ 4,468,346	$ 12,949,315	$ 13,780,716
Goodwill Excel Center PCS	$ 988,288	$ 976,463		
Harmony DC PCS	$ 472,095	$ 493,538		
Hope Community PCS	$ 3,606,810	$ 3,772,997		
Howard University Middle School of Mathematics and Science PCS	$ 1,191,327	$ 1,191,000		
IDEA PCS			$ 1,177,431	$ 1,168,534
Ingenuity Prep PCS	$ 1,682,374	$ 1,967,609		
Inspired Teaching Demonstration School	$ 1,621,605	$ 1,738,862		
Kingsman Academy PCS			$ 1,617,985	$ 1,651,461
KIPP DC PCS	$ 17,352,217	$ 19,670,365	$ 6,650,507	$ 6,532,992
Latin American Montessori Bilingual PCS	$ 1,387,301	$ 1,514,561	$ 967,261	$ 988,964
LAYC Career Academy PCS	$ 650,466	$ 695,483		
Lee Montessori PCS	$ 709,956	$ 1,145,362		
Mary McLeod Bethune Day Academy PCS	$ 1,389,969	$ 1,454,798	$ 21,581	$ 15,500
Maya Angelou PCS	$ 2,125,774	$ 2,392,495		
Meridian PCS	$ 1,898,726	$ 2,068,652		
Monument Academy PCS	$ 1,773,204	$ 1,749,472		
Mundo Verde Bilingual PCS	$ 1,782,552	$ 4,035,559		
National Collegiate Preparatory PCHS	$ 830,899	$ 409,376		
Paul PCS	$ 2,663,997	$ 2,702,365		
Perry Street Preparatory PCS	$ 1,144,001	$ 1,291,880		
Richard Wright PCS for Journalism and Media Arts	$ 1,362,219	$ 1,935,469		
Rocketship Education DC PCS	$ 2,565,623	$ 3,150,969		
Roots PCS	$ 78,841	$ 446,696		
Sela PCS	$ 786,986	$ 761,191		
Shining Stars Montessori Academy PCS	$ 1,294,162	$ 1,225,375		
St. Coletta Special Education PCS			$ 3,635,886	$ 3,449,937
Statesmen College Preparatory Academy for Boys PCS		$ 289,115		
The Children's Guild DC PCS	$ 1,837,642	$ 1,776,738		
The Family Place PCS	$ 161,367	$ 211,334		
The Next Step-El Proximo Paso PCS			$ 1,041,103	$ 1,046,537
Thurgood Marshall Academy PCS	$ 27,500	$ 35,000	$ 2,763,586	$ 2,903,975
Two Rivers PCS	$ 955,121	$ 1,110,770	$ 369,512	$ 522,617
Washington Global PCS	$ 1,419,000	$ 1,514,448		
Washington Latin PCS	$ 2,615,420	$ 2,651,975		
Washington Leadership Academy PCS	$ 1,056,411	$ 1,358,531		
Washington Yu Ying PCS			$ 1,398,133	$ 1,361,810
YouthBuild DC PCS	$ 388,155	$ 401,067		
Grand Total	$ 103,317,096	$ 111,001,191	$ 48,868,543	$ 50,019,404

LEA Name	Total Student Enrollment		Total usable square footage (all inclusive)	
	Sum of FY 2019 (actual/audited)	Sum of FY 2020 (budgeted)	Sum of FY 2019 (actual/audited)	Sum of FY 2020 (budgeted)
Academy of Hope PCS	461	513	40,839	40,839
Achievement Preparatory Academy PCS	824	816	104,364	104,364
AppleTree Early Learning PCS	644	569	60,561	42,308
Breakthrough Montessori PCS	183	225	26,341	26,341
Bridges PCS	412	428	42,496	42,496
Briya PCS	696	716	42,560	42,560
Capital City PCS	993	992	168,000	168,000
Cedar Tree Academy PCS	359	360	31,000	31,000
Center City PCS	1,457	1,457	188,345	188,345
Cesar Chavez PCS for Public Policy	956	429	230,000	80,000
Community College Preparatory Academy PCS				
Creative Minds International PCS	496	519	58,130	58,130
DC Bilingual PCS	443	448	55,924	55,924
DC Prep PCS	1,952	2,014	236,256	236,256
DC Scholars PCS	543	554	58,150	58,150
Digital Pioneers Academy PCS	120	240	16,068	39,782
District of Columbia International School	1,061	1,250	140,033	140,033
E.L. Haynes PCS	1,135	1,135	139,686	139,686
Eagle Academy PCS	838	838	100,880	124,630
Early Childhood Academy PCS	246	270	31,614	31,614
Elsie Whitlow Stokes Community Freedom PCS	484	542	50,000	50,000
Friendship PCS	3,981	4,195	638,638	675,494
Goodwill Excel Center PCS	360	350	23,465	23,465
Harmony DC PCS	112	115	19,000	19,000
Hope Community PCS	741	755	75,690	75,690
Howard University Middle School of Mathematics and Science PCS	283	290	20,968	20,968
IDEA PCS	305	288	100,000	100,000
Ingenuity Prep PCS	560	624	55,000	60,000
Inspired Teaching Demonstration School	470	492	67,200	67,200
Kingsman Academy PCS	281	262	61,113	61,113
KIPP DC PCS	6,289	6,793	666,873	779,373
Latin American Montessori Bilingual PCS	476	478	74,500	74,500
LAYC Career Academy PCS	129	129	21,500	21,500
Lee Montessori PCS	209	324	39,004	52,354
Mary McLeod Bethune Day Academy PCS	413	420	56,000	56,000
Maya Angelou PCS	365	330	112,442	112,422
Meridian PCS	642	650	86,900	86,900
Monument Academy PCS	128	100	44,475	44,475
Mundo Verde Bilingual PCS	590	876	47,084	89,100
National Collegiate Preparatory PCHS	250	114	53,280	53,280
Paul PCS	728	740	168,284	168,284
Perry Street Preparatory PCS	367	402	200,000	200,000
Richard Wright PCS for Journalism and Media Arts	299	303	41,147	41,147
Rocketship Education DC PCS	511	535	57,000	57,000
Roots PCS	109	120	17,000	17,000
Sela PCS	229	240	31,300	31,300
Shining Stars Montessori Academy PCS	281	286	28,767	28,767
St. Coletta Special Education PCS	250	250	99,000	99,000
Statesmen College Preparatory Academy for Boys PCS		54		8,000
The Children's Guild DC PCS	375	376	70,000	70,000
The Family Place PCS	120	120	4,000	4,000
The Next Step-El Proximo Paso PCS	379	440	12,083	12,083
Thurgood Marshall Academy PCS	784	780	114,150	114,150
Two Rivers PCS	860	915	100,000	100,000
Washington Global PCS	216	234	31,928	31,928
Washington Latin PCS	698	708	75,000	75,000
Washington Leadership Academy PCS	306	390	30,000	39,913
Washington Yu Ying PCS	569	566	44,000	44,000
YouthBuild DC PCS	122	118	11,000	11,000
Grand Total	38,090	39,477	5,219,038	5,325,864

School:Academy of Hope PCS **Exhibit A**: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	311,016	121,119	129,147
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Amortization of leasehold improvements & FFE	580	1,742	66,482
Debt service for LHI & FFE:			
Interest	-	-	34,425
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	116,468	119,751	122,146
TOTAL LEASED FACILITY EXPENSE	**428,064**	**242,612**	**352,200**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	-	-
Depreciation of building/improvements/FFE	88,938	89,240	89,240
Debt service for mortgage financing:			
Interest	158,223	154,642	149,234
Other Finance Costs being amortized	22,971	22,971	18,186
Other (Utilities, Repairs, Maintenance)	289,930	261,927	267,165
TOTAL OWNED FACILITY EXPENSE	**560,062**	**528,780**	**523,825**
TOTAL FACILITY EXPENSE	**988,126**	**771,391**	**876,025**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**89,534**	**220,150**	**899,850**
Principal Payments	**51,991**	**54,516**	**192,493**
Total Student Enrollment	461	513	515
Total usable square footage (all inclusive)	40839	40839	40839
Per Pupil Facility Expense (A): Current Space	$ 2,143	$ 1,504	$ 1,701
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	89	80	79
FACILITY ALLOWANCE CALCULATION: A x B / C	3,992.28	3,116.62	3,539.36

PCSB

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: Achievement Prep

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY20 (Budgeted)	FY21 (Projected)
Rent expense			
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	1,222,158	1,214,991	1,208,646
Debt service for LHI & FFE:			
Interest	1,587,361	1,409,992	1,409,992
Other Finance Costs being amortized	114,708	55,612	55,612
Other (Utilities, Repairs, Maintenance)	831,224	869,753	887,148
TOTAL LEASED FACILITY EXPENSE	**3,755,451**	**3,550,348**	**3,561,398**
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	**3,755,451**	**3,550,348**	**3,561,398**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	824	816	816
Total usable square footage (all inclusive)	104364	104364	104364
Per Pupil Facility Expense (A): Current Space	$ 4,558	$ 4,351	$ 4,364
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	127	127.8970588	127.8970588
FACILITY ALLOWANCE CALCULATION: A x B / C	5,937.39	5,613.12	5,630.59

PCSB

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: AppleTree Early Learning PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	1,001,123	1,029,137	1,505,906
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	287,643	287,643	287,643
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized	19,369	19,369	19,369
Other (Utilities, Repairs, Maintenance)	411,943	302,227	403,509
TOTAL LEASED FACILITY EXPENSE	**1,720,078**	**1,638,376**	**2,216,427**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE	164,737	164,737	164,737
Debt service for mortgage financing:			
Interest	114,944	110,334	110,334
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	131,094	135,027	139,078
TOTAL OWNED FACILITY EXPENSE	**410,775**	**410,098**	**414,149**
TOTAL FACILITY EXPENSE	**2,130,853**	**2,048,474**	**2,630,575**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**6,338,713**		
Principal Payments	**542,890**	**425,010**	**425,010**
Total Student Enrollment	644	569	680
Total usable square footage (all inclusive)	60,561	42,308	60,561
Per Pupil Facility Expense (A): Current Space	$ 3,309	$ 3,600	$ 3,868
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	74	89
FACILITY ALLOWANCE CALCULATION: A x B / C	5,806	7989	7167

PCSB

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: BASIS DC,
A Public Charter School

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

Total Student Enrollment	596	613	648
Total usable square footage (all inclusive)	44179	44179	44179
Per Pupil Facility Expense (A): Current Space	$ 3,671	$ 3,418	$ 3,487
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	74.13	72.07014682	68
FACILITY ALLOWANCE CALCULATION: A x B / C	8,171.23	7,824.28	8,438.69

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: BASIS DC,
A Public Charter School

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	1,909,706	1,800,197	1,944,972
Real estate taxes (if applicable)			
Property Insurance	26,858	24,766	24,766
Amortization of leasehold improvements & FFE			
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	251,296	270,000	289,733
TOTAL LEASED FACILITY EXPENSE	**2,187,860**	**2,094,963**	**2,259,471**
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	**2,187,860**	**2,094,963**	**2,259,471**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			

PCSB

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: Breakthrough Montessori PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	600,188	691,272	711,239
Real estate taxes (if applicable)			
Property Insurance	6,496	6,691	6,892
Amortization of leasehold improvements & FFE	261,369	310,365	310,043
Debt service for LHI & FFE:			
Interest	208,302	254,605	252,495
Other Finance Costs being amortized	40,726	51,383	51,383
Other (Utilities, Repairs, Maintenance)	214,296	202,033	265,846
TOTAL LEASED FACILITY EXPENSE	**1,331,377**	**1,516,349**	**1,597,898**
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	**1,331,377**	**1,516,349**	**1,597,898**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	183	225	270
Total usable square footage (all inclusive)	26341	26341	26341
Per Pupil Facility Expense (A): Current Space	$ 7,275	$ 6,739	$ 5,918
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	117.0711111	97.55925926
FACILITY ALLOWANCE CALCULATION: A x B / C	8,339.75	9,498.41	10,009.23

PCSB

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: Bridges PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	1,380,421	1,401,796	1,423,531
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	153,698	155,978	160,658
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	20,028	20,600	21,218
TOTAL LEASED FACILITY EXPENSE	**1,554,147**	**1,578,375**	**1,605,407**
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	**1,554,147**	**1,578,375**	**1,605,407**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	412	428	414
Total usable square footage (all inclusive)	42496	42496	42496
Per Pupil Facility Expense (A): Current Space	$ 3,772	$ 3,688	$ 3,878
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	103.15	99.29	102.65
FACILITY ALLOWANCE CALCULATION: A x B / C	6,034.31	6,128.38	6,233.34

School: Briya PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	1,018,704	1,021,854	1,048,537
Real estate taxes (if applicable)	-	-	-
Property Insurance	8,253	8,501	8,756
Amortization of leasehold improvements & FFE	101,376	129,676	141,336
Debt service for LHI & FFE:			
Interest	78,452	76,902	75,124
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	190,899	206,621	212,326
TOTAL LEASED FACILITY EXPENSE	**1,397,683**	**1,443,553**	**1,486,078**
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	**1,397,683**	**1,443,553**	**1,486,078**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**18,283**		
Principal Payments	**27,432.13**	**19,852.00**	**32,404.00**
Total Student Enrollment	696	716	739
Total usable square footage (all inclusive)	42560	42560	42560
Per Pupil Facility Expense (A): Current Space	$ 2,008	$ 2,016	$ 2,011
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	61	59	58
FACILITY ALLOWANCE CALCULATION: A x B / C	5,418.65	5,596.48	5,761.35

School: Capital City PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	276,420	276,420	276,420
Real estate taxes (if applicable)	-	-	-
Property Insurance	20,232	21,567	22,214
Amortization of leasehold improvements & FFE	1,301,335	1,297,473	1,302,742
Debt service for LHI & FFE:			
Interest	675,401	679,841	677,925
Other Finance Costs being amortized	13,789	14,935	14,935
Other (Utilities, Repairs, Maintenance)	1,001,474	1,049,818	1,081,313
TOTAL LEASED FACILITY EXPENSE	**3,288,651**	**3,340,054**	**3,375,548**
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	**3,288,651**	**3,340,054**	**3,375,548**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	48,073	-	-
Principal Payments	621,826	645,228	669,510
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	$ 3,312	$ 3,367	$ 3,403
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	3,229.92	3,280.41	3,315.27

PCSB

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: CARLOS ROSARIO INT'L PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY 19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	3,697,513	4,234,111	4,336,920
Real estate taxes (if applicable)		-	
Property Insurance		-	
Amortization of leasehold improvements & FFE	1,589,387	1,523,225	1,575,000
Debt service for LHI & FFE:			
Interest	1,611,122	1,672,832	1,697,329
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	14,985	-	10,000
TOTAL LEASED FACILITY EXPENSE	**6,913,006**	**7,430,168**	**7,619,249**
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	**6,913,006**	**7,430,168**	**7,619,249**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	2,120	2,100	2,100
Total usable square footage (all inclusive)	108,490	108,490	108,490
Per Pupil Facility Expense (A): Current Space	$ 3,261	$ 3,538	$ 3,628
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	51	51.66190476	51.66190476
FACILITY ALLOWANCE CALCULATION: A x B / C	10,513.84	11,300.38	11,587.94

PCSB

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: Cedar Tree Academy PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (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	34,658	35,351	31,000
Depreciation of building/improvements/FFE	268,473	271,753	275,014
Debt service for mortgage financing:			
Interest	187,526	149,199	139,839
Other Finance Costs being amortized	14,724	14,724	14,724
Other (Utilities, Repairs, Maintenance)	545,908	604,860	623,006
TOTAL OWNED FACILITY EXPENSE	**1,051,288**	**1,075,887**	**1,083,583**
TOTAL FACILITY EXPENSE	**1,051,288**	**1,075,887**	**1,083,583**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**42,548**	**8,948**	**15,000**
Principal Payments	798,520	1,317,265	325,427
Total Student Enrollment	359	360	445
Total usable square footage (all inclusive)	31000	31000	31000
Per Pupil Facility Expense (A): Current Space	$ 2,928	$ 2,989	$ 2,435
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	86	86.11111111	69.66292135
FACILITY ALLOWANCE CALCULATION: A x B / C	5,595.57	5,726.50	5,767.46

PCSB

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: Center City PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	2,807,000	2,814,000	2,814,000
Real estate taxes (if applicable)	-	-	-
Property Insurance	18,000	19,000	20,000
Amortization of leasehold improvements & FFE	315,000	611,000	900,000
Debt service for LHI & FFE:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	1,770,000	1,675,000	1,825,000
TOTAL LEASED FACILITY EXPENSE	**4,910,000**	**5,119,000**	**5,559,000**
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	**4,910,000**	**5,119,000**	**5,559,000**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**340,000**	**783,000**	**1,000,000**
Principal Payments	-		
Total Student Enrollment	1,457	1,457	1,475
Total usable square footage (all inclusive)	188,345	188,345	188,345
Per Pupil Facility Expense (A): Current Space	3,370	3,513	3,769
Standard space/student (DCPS) ranges from 140 sf to 1	165	165	165
Actual space/student = Total facility space/current enrol	129	129	128
FACILITY ALLOWANCE CALCULATION			

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: Cesar Chavez PCS for Public Policy

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	614,775	156,924	-
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	972,893	819,000	
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	866,167	125,383	
TOTAL LEASED FACILITY EXPENSE	**2,453,835**	**1,101,307**	**-**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE	415,220	351,000	351,000
Debt service for mortgage financing:			
Interest	1,761,202	1,708,534	1,708,534
Other Finance Costs being amortized	33,212	33,212	33,212
Other (Utilities, Repairs, Maintenance)	644,357	710,503	731,818
TOTAL OWNED FACILITY EXPENSE	**2,853,991**	**2,803,249**	**2,824,564**
TOTAL FACILITY EXPENSE	**5,307,826**	**3,904,556**	**2,824,564**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	956	429	393
Total usable square footage (all inclusive)	230000	80000	80000
Per Pupil Facility Expense (A): Current Space	$ 5,552	$ 9,102	$ 7,187
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	241	186.4801865	203.562341
FACILITY ALLOWANCE CALCULATION: A x B / C	3,807.79	8,053.15	5,825.66

PCSB

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: Community College Preparatory 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	1,189,820	1,222,900	952,600
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	13,129	7,270	5,859
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL LEASED FACILITY EXPENSE	**1,202,949**	**1,230,170**	**958,459**
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	**1,202,949**	**1,230,170**	**958,459**
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!

PCSB

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: Creative Minds International PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	1,685,344	1,744,058	1,744,058
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	148,098	192,405	192,405
Debt service for LHI & FFE:			
Interest	77,064	90,621	74,657
Other Finance Costs being amortized	4,310	5,237	6,000
Other (Utilities, Repairs, Maintenance)	368,017	414,104	456,439
TOTAL LEASED FACILITY EXPENSE	**2,282,833**	**2,446,424**	**2,473,559**
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	**2,282,833**	**2,446,424**	**2,473,559**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	324730		1107683.28
Principal Payments	307649.33	1589554.589	36810.63564
Total Student Enrollment	496	519	539
Total usable square footage (all inclusive)	58130	58130	64210
Per Pupil Facility Expense (A): Current Space	$ 4,602	$ 4,714	$ 4,589
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	117	112.0038536	119.1280148
FACILITY ALLOWANCE CALCULATION: A x B / C	6,479.74	6,944.09	6,356.29

PCSB

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 Bilingual PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	248,089	248,089	248,089
Real estate taxes (if applicable)	-	-	-
Property Insurance	21,433	22,281	22,949
Amortization of leasehold improvements & FFE	402,789	505,422	520,585
Debt service for LHI & FFE:			
Interest	495,268	662,000	662,000
Other Finance Costs being amortized	44,461	55,753	55,753
Other (Utilities, Repairs, Maintenance)	256,024	247,490	254,915
TOTAL LEASED FACILITY EXPENSE	**1,468,064**	**1,741,035**	**1,764,291**
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	**1,468,064**	**1,741,035**	**1,764,291**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**14,942,909**	**15,291,786**	**15,291,786**
Principal Payments	0	0	0
Total Student Enrollment	443	448	453
Total usable square footage (all inclusive)	55924	55924	55924
Per Pupil Facility Expense (A): Current Space	$ 3,314	$ 3,886	$ 3,895
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	124.8303571	123.4525386
FACILITY ALLOWANCE CALCULATION: A x B / C	4,331.42	5,136.81	5,205.42

PCSB

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: DC Prep PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	36,215	61,506	62,740
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	**36,215**	**61,506**	**62,740**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance	14,111	14,534	14,970
Depreciation of building/improvements/FFE	315,461	307,760	309,050
Debt service for mortgage financing:			
Interest	104,244	138,683	135,728
Other Finance Costs being amortized	147,670	144,195	138,246
Other (Utilities, Repairs, Maintenance)	353,642	375,924	386,418
TOTAL OWNED FACILITY EXPENSE	**935,127**	**981,096**	**984,411**
TOTAL FACILITY EXPENSE	**971,342**	**1,042,602**	**1,047,151**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**27,000**		
Principal Payments	315,000	340,000	358,333
Total Student Enrollment	450	450	450
Total usable square footage (all inclusive)	47354	47354	47354
Per Pupil Facility Expense (A): Current Space	$ 2,159	$ 2,317	$ 2,327
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	105	105.2311111	105.2311111
FACILITY ALLOWANCE CALCULATION: A x B / C	3,384.54	3,632.84	3,648.69

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 Scholars PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	1,667,968	1,750,300	1,894,932
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	77,685	77,685	77,685
Debt service for LHI & FFE:			
Interest	65,933	69,655	-
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	100,814	104,568	107,704
TOTAL LEASED FACILITY EXPENSE	**1,912,400**	**2,002,207**	**2,080,321**
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	**1,912,400**	**2,002,207**	**2,080,321**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments	37,731.47	1,445,377.00	-
Total Student Enrollment	543	554	556
Total usable square footage (all inclusive)	58,150.00	58,150.00	58,150.00
Per Pupil Facility Expense (A): Current Space	$ 3,522	$ 3,614	$ 3,742
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	104.9638989	104.5863309
FACILITY ALLOWANCE CALCULATION: A x B / C	5,426.41	5,681.24	5,902.89

PCSB

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: Digital Pioneers Academy PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	100,957	559,200	553,326
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	446,463	115,681	155,681
Debt service for LHI & FFE:			
Interest		28,536	30,334
Other Finance Costs being amortized			15,166
Other (Utilities, Repairs, Maintenance)	114,248	209,393	213,581
TOTAL LEASED FACILITY EXPENSE	**661,668**	**912,810**	**968,088**
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	**661,668**	**912,810**	**968,088**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	120	240	360
Total usable square footage (all inclusive)	16068	39782	39782
Per Pupil Facility Expense (A): Current Space	$ 5,514	$ 3,803	$ 2,689
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	134	165.7583333	110.5055556
FACILITY ALLOWANCE CALCULATION: A x B / C	6,794.58	3,785.97	4,015.25

PCSB

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: District of Columbia International School

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY 19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	115,552	133,669	137,679
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	2,426,545	2,316,169	2,385,654
Debt service for LHI & FFE:			
Interest	3,195,903	3,166,604	2,541,500
Other Finance Costs being amortized	213,662	213,662	30,331
Other (Utilities, Repairs, Maintenance)	1,467,411	1,086,013	1,118,593
TOTAL LEASED FACILITY EXPENSE	**7,419,073**	**6,916,117**	**6,213,757**
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	**7,419,073**	**6,916,117**	**6,213,757**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal payments			
Total Student Enrollment	1,061	1,250	1,500
Total usable square footage (all inclusive)	140,033	140,033	170,813
Per Pupil Facility Expense (A): Current Space	6,993	$ 5,533	$ 4,143
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	132	112	114
FACILITY ALLOWANCE CALCULATION: A x B / C	8,742	8,149	6,002

PCSB

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: E.L. Haynes PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	214,293	-	-
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	**214,293**	**-**	**-**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance	93,821	88,747	91,409
Depreciation of building/improvements/FFE	1,664,913	1,893,975	1,950,794
Debt service for mortgage financing:			
Interest	1,286,358	1,287,005	1,325,615
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	1,531,412	1,562,836	1,609,721
TOTAL OWNED FACILITY EXPENSE	**4,576,504**	**4,832,563**	**4,977,540**
TOTAL FACILITY EXPENSE	**4,790,797**	**4,832,563**	**4,977,540**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	393,573		
Principal Payments	535,000.00	1,016,000.00	1,050,000.00
Total Student Enrollment	1,135	1,135	1,135
Total usable square footage (all inclusive)	139,686	139,686	139,686
Per Pupil Facility Expense (A): Current Space	$ 4,221	$ 4,258	$ 4,385
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	123	123
FACILITY ALLOWANCE CALCULATION: A x B / C	5,658.99	5,708.32	5,879.57

PCSB

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: Eagle Academy PCS **Exhibit A**: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	346,387	353,315	360,381
Real estate taxes (if applicable)	321,146	327,569	334,120
Property Insurance	2,444	2,493	2,543
Amortization of leasehold improvements & FFE	28,179	28,743	29,317
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	83,570	85,242	86,946
TOTAL LEASED FACILITY EXPENSE	**781,726**	**797,361**	**813,308**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)		-	-
Property Insurance	12,830	13,087	13,348
Depreciation of building/improvements/FFE	814,959	831,258	847,883
Debt service for mortgage financing:			
Interest	750,304	765,310	780,616
Other Finance Costs being amortized	28,179	28,743	29,317
Other (Utilities, Repairs, Maintenance)	438,744	447,519	456,469
TOTAL OWNED FACILITY EXPENSE	**2,045,016**	**2,085,916**	**2,127,634**
TOTAL FACILITY EXPENSE	**2,826,742**	**2,883,277**	**2,940,942**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	838	838	870
Total usable square footage (all inclusive)	100880	124630	124630
Per Pupil Facility Expense (A): Current Space	$ 3,373	$ 3,441	$ 3,380
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	120	149	143
FACILITY ALLOWANCE CALCULATION: A x B / C	4,623	3,817	3,894

PCSB

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: Early Childhood 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	594,376	610,396	50,000
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	-	6,503	
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	172,212	152,346	12,696
TOTAL LEASED FACILITY EXPENSE	**766,588**	**769,245**	**62,696**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			11,000
Property Insurance			28,000
Depreciation of building/improvements/FFE			72,000
Debt service for mortgage financing:			
Interest			926,000
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			211,208
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**1,248,208**
TOTAL FACILITY EXPENSE	**766,588**	**769,245**	**1,310,904**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			0
Total Student Enrollment	246	270	250
Total usable square footage (all inclusive)	31614	31614	40000
Per Pupil Facility Expense (A): Current Space	$ 3,116	$ 2,849	$ 5,244
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	117	160
FACILITY ALLOWANCE CALCULATION: A x B / C	4,000.98	4,014.85	5,407.48

PCSB

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: EW Stokes

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	360,194	539,915	813,740
Real estate taxes (if applicable)			
Property Insurance	16,582	18,904	25,000
Amortization of leasehold improvements & FFE			
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	82,332	88,606	100,000
TOTAL LEASED FACILITY EXPENSE	**459,108**	**647,425**	**938,740**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance	32,188	36,696	40,000
Depreciation of building/improvements/FFE	369,969	345,050	367,969
Debt service for mortgage financing:			
Interest	345,006	387,451	380,000
Other Finance Costs being amortized	16,191	16,191	16,191
Other (Utilities, Repairs, Maintenance)	367,969	283,405	375,000
TOTAL OWNED FACILITY EXPENSE	**1,131,323**	**1,068,793**	**1,179,160**
TOTAL FACILITY EXPENSE	**1,590,431**	**1,716,218**	**2,117,900**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments	238143	240000	245000
Total Student Enrollment	484	542	594
Total usable square footage (all inclusive)	50000	50000	66000
Per Pupil Facility Expense (A): Current Space	$ 3,286	$ 3,166	$ 3,565
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	103	92.25092251	111.1111111
FACILITY ALLOWANCE CALCULATION: A x B / C	5,248.42	5,663.52	5,294.75

PCSB

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	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	27,492	27,492	27,493
Real estate taxes (if applicable)			
Property Insurance	81,523	88,860	91,526
Amortization of leasehold improvements & FFE	613,100	668,279	688,327
Debt service for LHI & FFE:			
Interest	1,261,813	1,249,195	1,236,703
Other Finance Costs being amortized	42,002	45,782	47,156
Other (Utilities, Repairs, Maintenance)	2,191,503	2,388,738	2,460,400
TOTAL LEASED FACILITY EXPENSE	**4,217,433**	**4,468,346**	**4,551,605**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance	215,813	235,236	242,293
Depreciation of building/improvements/FFE	3,480,430	3,793,668	3,907,478
Debt service for mortgage financing:			
Interest	3,340,366	3,306,962	3,273,893
Other Finance Costs being amortized	111,192	121,199	124,835
Other (Utilities, Repairs, Maintenance)	5,801,514	6,323,650	6,513,360
TOTAL OWNED FACILITY EXPENSE	**12,949,315**	**13,780,716**	**14,061,859**
TOTAL FACILITY EXPENSE	**17,166,748**	**18,249,063**	**18,613,465**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**3,222,203**		
Principal Payments	2,760,000		
Total Student Enrollment	3,981	4,195	4,237
Total usable square footage (all inclusive)	638,638	675,494	675,494
Per Pupil Facility Expense (A): Current Space	$ 4,312	$ 4,350	$ 4,393
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	160	161.0235995	159.4293065
FACILITY ALLOWANCE CALCULATION: A x B / C	4,435.24	4,457.62	4,546.63

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: 2019 - 2020

LEASED FACILITY EXPENSE	FY 19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	$ 491,388	498,996	513,966
Real estate taxes (if applicable)			
Property Insurance	20,367	23,062	23,754
Amortization of leasehold improvements & FFE	363,713	346,005	356,386
Debt service for LHI & FFE:			
Interest	-		
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	112,820	108,400	111,652
TOTAL LEASED FACILITY EXPENSE	**988,288**	**976,463**	**1,005,757**
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	**$ 988,288**	**$ 976,463**	**$ 1,005,757**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	360	350	350
Total usable square footage (all inclusive)	23,465	23,465	23,465
Per Pupil Facility Expense (A): Current Space	$ 2,745	$ 2,790	$ 2,874
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	65	67	67
FACILITY ALLOWANCE CALCULATION: A x B / C	$ 6,949.39	$ 6,866.24	$ 7,072.23

PCSB

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 DC PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY20 (Budgeted)	FY21 (Projected)
Rent expense	323,126	352,499	363,026
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	27,237	13,609	12,880
Debt service for LHI & FFE:			
Interest	15,215	14,092	13,874
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	106,517	113,338	115,604
TOTAL LEASED FACILITY EXPENSE	**472,095**	**493,538**	**505,384**
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	**472,095**	**493,538**	**505,384**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	112	115	115
Total usable square footage (all inclusive)	19000	19000	19000
Per Pupil Facility Expense (A): Current Space	$ 4,215	$ 4,292	$ 4,395
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	170	165.2173913	165.2173913
FACILITY ALLOWANCE CALCULATION: A x B / C	4,099.77	4,285.99	4,388.86

PCSB

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 PCS **Exhibit A**: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	3,074,384	3,132,192	3,226,158
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	99,361	85,000	85,000
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	433,065	555,805	572,479
TOTAL LEASED FACILITY EXPENSE	**3,606,810**	**3,772,997**	**3,883,637**
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	**3,606,810**	**3,772,997**	**3,883,637**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	741	755	755
Total usable square footage (all inclusive)	75,690	75,690	75,690
Per Pupil Facility Expense (A): Current Space	$ 4,867	$ 4,997	$ 5,144
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	102	100	100
FACILITY ALLOWANCE CALCULATION: A x B / C	7,863	8,225	8,466

PCSB

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: Howard University Middle School of Mathematics and Science PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	1,009,000	1,009,000	1,009,000
Real estate taxes (if applicable)	-	-	-
Property Insurance	26,444	32,000	35,000
Amortization of leasehold improvements & FFE	-	-	-
Debt service for LHI & FFE:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	155,883	150,000	165,000
TOTAL LEASED FACILITY EXPENSE	**1,191,327**	**1,191,000**	**1,209,000**
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	**1,191,327**	**1,191,000**	**1,209,000**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	-	-	-
Principal Payments	-	-	-
Total Student Enrollment	283	290	300
Total usable square footage (all inclusive)	20968	20968	20968
Per Pupil Facility Expense (A): Current Space	$ 4,210	$ 4,107	$ 4,030
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	74	72.30344828	69.89333333
FACILITY ALLOWANCE CALCULATION: A x B / C	9,374.71	9,372.14	9,513.78

PCSB

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: IDEA PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY20 Budgeted)	FY21 (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	47,320	41,811	42,647
Depreciation of building/improvements/FFE	369,900	366,622	369,957
Debt service for mortgage financing:			
Interest	238,534	236,130	228,131
Other Finance Costs being amortized	14,137	14,137	14,137
Other (Utilities, Repairs, Maintenance)	507,539	509,834	520,030
TOTAL OWNED FACILITY EXPENSE	**1,177,431**	**1,168,534**	**1,174,902**
TOTAL FACILITY EXPENSE	**1,177,431**	**1,168,534**	**1,174,902**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	83,779	20,000	
Principal Payments	218,066	224,536	232,519
Total Student Enrollment	305	288	275
Total usable square footage (all inclusive)	100,000	100,000	100,000
Per Pupil Facility Expense (A): Current Space	$ 3,860	$ 4,057	$ 4,272
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	327.869	347.222	363.636
FACILITY ALLOWANCE CALCULATION: A x B / C	1,942.76	1,928.08	1,938.59

PCSB

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: Ingenuity Prep PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY20 (Budgeted)	FY21 (Projected)
Rent expense	1,644,552	1,872,816	2,365,152
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	37,822	94,793	94,793
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			
TOTAL LEASED FACILITY EXPENSE	**1,682,374**	**1,967,609**	**2,459,945**
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	**1,682,374**	**1,967,609**	**2,459,945**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	560	624	694
Total usable square footage (all inclusive)	55000	60000	65000
Per Pupil Facility Expense (A): Current Space	$ 3,004	$ 3,153	$ 3,545
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	96	94
FACILITY ALLOWANCE CALCULATION: A x B / C	5,047	5,411	6,244

PCSB

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: Inspired Teaching Demonstration School

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	1,533,610	1,647,490	1,789,294
Real estate taxes (if applicable)			
Property Insurance	31,240	32,790	35,612
Amortization of leasehold improvements & FFE	25,138	58,583	38,067
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	31,617	-	-
TOTAL LEASED FACILITY EXPENSE	**1,621,605**	**1,738,862**	**1,862,973**
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	**1,621,605**	**1,738,862**	**1,862,973**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	470	492	526
Total usable square footage (all inclusive)	67200	67200	67200
Per Pupil Facility Expense (A): Current Space	$ 3,450	$ 3,534	$ 3,542
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	143	136.5853659	127.756654
FACILITY ALLOWANCE CALCULATION: A x B / C	3,981.62	4,269.53	4,574.26

PCSB

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: Kingsman Academy PCS **Exhibit A**: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE SITE: N/A

LEASED FACILITY EXPENSE	FY19 (actual/audited)	FY20 (budgeted)	FY21 (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	42,323	43,593	44,900
Depreciation of building/improvements/FFE	419,195	419,195	419,195
Debt service for mortgage financing:			
Interest	382,349	367,828	357,114
Other Finance Costs being amortized	10,492	10,492	10,492
Other (Utilities, Repairs, Maintenance)	763,627	810,354	834,665
TOTAL OWNED FACILITY EXPENSE	**1,617,985**	**1,651,461**	**1,666,366**
TOTAL FACILITY EXPENSE	**1,617,985**	**1,651,461**	**1,666,366**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	281	262	242
Total usable square footage (all inclusive)	61113	61113	61113
Per Pupil Facility Expense (A): Current Space	$ 5,758	$ 6,303	$ 6,886
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	217	233.2557252	252.5330579
FACILITY ALLOWANCE CALCULATION: A x B / C	4,368.43	4,458.81	4,499.05

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.

KIPP DC

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	1,753,746	1,695,521	1,744,791
Real estate taxes (if applicable)			
Property Insurance	408,790	494,135	504,018
Amortization of leasehold improvements & FFE	5,480,951	6,540,731	7,371,018
Debt service for LHI & FFE:			
Interest	4,411,340	5,111,574	6,643,451
Other Finance Costs being amortized	144,146	138,667	116,000
Other (Utilities, Repairs, Maintenance)	5,153,243	5,689,738	5,698,502
TOTAL LEASED FACILITY EXPENSE	**17,352,217**	**19,670,365**	**22,077,780**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	85,588	36,223	36,948
Property Insurance	165,013	161,275	164,500
Depreciation of building/improvements/FFE	2,313,349	2,550,121	2,882,485
Debt service for mortgage financing:			
Interest	1,940,809	1,906,151	1,870,175
Other Finance Costs being amortized	12,050	23,000	36,000
Other (Utilities, Repairs, Maintenance)	2,133,698	1,856,221	1,959,420
TOTAL OWNED FACILITY EXPENSE	**6,650,507**	**6,532,992**	**6,949,528**
TOTAL FACILITY EXPENSE	**24,002,724**	**26,203,357**	**29,027,308**

Additional Costs (excluded from calculations below):			
Capitalized facilities costs	29,969,823	11,589,961	32,275,000
Principal Payments	955,000	1,995,000	2,640,000

Total Student Enrollment	6,289	6,793	6,876
Total usable square footage (all inclusive)	666,873	779,373	779,373
Per Pupil Facility Expense (A): Current Space	$ 3,817	$ 3,857	$ 4,222
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	115	113
FACILITY ALLOWANCE CALCULATION: A x B / C	5,938.84	5,547.48	6,145.33

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: Latin American Montessori Bilingual PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	1,387,301	1,514,561	224,496
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	**1,387,301**	**1,514,561**	**224,496**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance	21,935	38,120	56,000
Depreciation of building/improvements/FFE	243,211	257,991	814,593
Debt service for mortgage financing:			
Interest	239,356	220,624	1,713,951
Other Finance Costs being amortized	14,775	14,775	41,978
Other (Utilities, Repairs, Maintenance)	447,984	457,454	601,518
TOTAL OWNED FACILITY EXPENSE	**967,261**	**988,964**	**3,228,040**
TOTAL FACILITY EXPENSE	**2,354,562**	**2,503,525**	**3,452,536**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments	**159,312**	**4,932,051**	**2,239,913**
Total Student Enrollment	476	478	524
Total usable square footage (all inclusive)	74,500	74,500	84,048
Per Pupil Facility Expense (A): Current Space	$ 4,947	$ 5,238	$ 6,589
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	157	156	160
FACILITY ALLOWANCE CALCULATION: A x B / C	5,215	5,545	6,778

PCSB

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: LAYC Career Academy PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY 19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	549,060	545,563	561,930
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)	101,406	149,920	154,418
TOTAL LEASED FACILITY EXPENSE	**650,466**	**695,483**	**716,348**
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	**650,466**	**695,483**	**716,348**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal payments			
Total Student Enrollment	129	129	140
Total usable square footage (all inclusive)	21,500	21,500	21,500
Per Pupil Facility Expense (A): Current Space	5,042	$ 5,391	$ 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)**	167	167	154
FACILITY ALLOWANCE CALCULATION: A x B / C	4,992	5,337	5,498

PCSB

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: Lee Montessori PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	685,230	1,080,471	1,312,138
Real estate taxes (if applicable)	-	-	-
Property Insurance	13,211	14,367	17,072
Amortization of leasehold improvements & FFE	8,273	10,561	12,549
Debt service for LHI & FFE:			
Interest	-	-	
Other Finance Costs being amortized	-	-	
Other (Utilities, Repairs, Maintenance)	3,242	39,963	47,487
TOTAL LEASED FACILITY EXPENSE	**709,956**	**1,145,362**	**1,389,246**
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	**709,956**	**1,145,362**	**1,389,246**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	209	324	385
Total usable square footage (all inclusive)	39004	52354	52354
Per Pupil Facility Expense (A): Current Space	$ 3,397	$ 3,535	$ 3,608
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	161.5864198	135.9844156
FACILITY ALLOWANCE CALCULATION: A x B / C	3,003.35	3,609.75	4,378.38

PCSB

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: MMBethune

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	383,812	398,777	420,000
Real estate taxes (if applicable)			
Property Insurance	22,486	24,000	26,000
Amortization of leasehold improvements & FFE	85,087	85,000	85,000
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	898,584	947,021	967,306
TOTAL LEASED FACILITY EXPENSE	**1,389,969**	**1,454,798**	**1,498,306**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE	15,402	15,500	16,000
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	6,179		
TOTAL OWNED FACILITY EXPENSE	**21,581**	**15,500**	**16,000**
TOTAL FACILITY EXPENSE	**1,411,550**	**1,470,298**	**1,514,306**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	413	420	435
Total usable square footage (all inclusive)	56000	56000	56000
Per Pupil Facility Expense (A): Current Space	$ 3,418	$ 3,501	$ 3,481
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	136	133	129
FACILITY ALLOWANCE CALCULATION: A x B / C	4,159	4,332	4,462

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: Maya Angelou PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	299,746	308,738	318,000
Real estate taxes (if applicable)			
Property Insurance	19,315	19,895	20,492
Amortization of leasehold improvements & FFE	659,300	679,079	699,451
Debt service for LHI & FFE:			
Interest	137,047	132,377	127,190
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	1,010,366	1,252,407	1,289,979
TOTAL LEASED FACILITY EXPENSE	**2,125,774**	**2,392,495**	**2,455,112**
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	**2,125,774**	**2,392,495**	**2,455,112**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	615,864	500,000	500,000
Principal Payments	96,157.26	101,117.10	105,850.32
Total Student Enrollment	365	330	367
Total usable square footage (all inclusive)	112,442	112,422	112,422
Per Pupil Facility Expense (A): Current Space	$ 5,824	$ 7,250	$ 6,690
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	308	341	306
FACILITY ALLOWANCE CALCULATION: A x B / C	3,119.41	3,511.43	3,603.33

PCSB

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: Meridian PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY20 (Budgeted)	FY21 (Projected)
Rent expense	591,535	459,000	149,049
Real estate taxes (if applicable)			
Property Insurance	29,917	30,702	31,316
Amortization of leasehold improvements & FFE	470,671	698,430	1,124,745
Debt service for LHI & FFE:			
Interest	253,952	298,720	640,482
Other Finance Costs being amortized	7,564	12,831	12,664
Other (Utilities, Repairs, Maintenance)	545,087	568,969	923,165
TOTAL LEASED FACILITY EXPENSE	**1,898,726**	**2,068,652**	**2,881,421**
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	**1,898,726**	**2,068,652**	**2,881,421**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments	72,983	179,259	187,486
Total Student Enrollment	642	650	660
Total usable square footage (all inclusive)	86900	86900	103668
Per Pupil Facility Expense (A): Current Space	$ 2,958	$ 3,183	$ 4,366
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	135	133.6923077	157.0727273
FACILITY ALLOWANCE CALCULATION: A x B / C	3,605.18	3,927.82	4,586.13

PCSB

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: Monument Academy PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	1,624,312	1,618,108	
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	79,689	91,364	
Debt service for LHI & FFE:			
Interest	46,007		
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	23,196	40,000	
TOTAL LEASED FACILITY EXPENSE	**1,773,204**	**1,749,472**	**-**
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)			
Property Insurance			
Depreciation of building/improvements/FFE			360,000
Debt service for mortgage financing:			
Interest			720,000
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)			675,000
TOTAL OWNED FACILITY EXPENSE	**-**	**-**	**1,755,000**
TOTAL FACILITY EXPENSE	**1,773,204**	**1,749,472**	**1,755,000**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			**18,000,000**
Principal Payments			510,018
Total Student Enrollment	128	100	115
Total usable square footage (all inclusive)	44,475	44,475	44,475
Per Pupil Facility Expense (A): Current Space	$ 13,853	$ 17,495	$ 15,261
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	347	445	387
FACILITY ALLOWANCE CALCULATION: A x B / C	6,578	6,490	6,511

PCSB

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: Mundo Verde Bilingual PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	327,397	2,153,817	2,154,052
Real estate taxes (if applicable)	109	-	-
Property Insurance	-	-	-
Amortization of leasehold improvements & FFE	539,065	566,668	571,410
Debt service for LHI & FFE:			
Interest	462,147	416,185	371,951
Other Finance Costs being amortized	23,321	33,321	33,321
Other (Utilities, Repairs, Maintenance)	430,513	865,568	884,430
TOTAL LEASED FACILITY EXPENSE	**1,782,552**	**4,035,559**	**4,015,164**
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	**1,782,552**	**4,035,559**	**4,015,164**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	590	876	926
Total usable square footage (all inclusive)	47,084	89,100	89,100
Per Pupil Facility Expense (A): Current Space	$ 3,021	$ 4,607	$ 4,336
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	80	101.7123288	96.22030238
FACILITY ALLOWANCE CALCULATION: A x B / C	6,246.73	7,473.26	7,435.49

PCSB

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: National Collegiate Preparatory PCHS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	821,496	409,376	-
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)	9,403	-	-
TOTAL LEASED FACILITY EXPENSE	**830,899**	**409,376**	**-**
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	**830,899**	**409,376**	**-**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	250	114	-
Total usable square footage (all inclusive)	53,280	53,280	-
Per Pupil Facility Expense (A): Current Space	$ 3,324	$ 3,591	#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)**	213	467	#DIV/0!
FACILITY ALLOWANCE CALCULATION: A x B / C	2,573.17	1,267.77	#DIV/0!

PCSB

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: Paul PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	68,398	63,136	63,136
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	1,030,692	938,602	938,602
Debt service for LHI & FFE:			
Interest	737,800	796,196	760,000
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	827,107	904,430	840,000
TOTAL LEASED FACILITY EXPENSE	**2,663,997**	**2,702,365**	**2,601,738**
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	**2,663,997**	**2,702,365**	**2,601,738**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	728	740	740
Total usable square footage (all inclusive)	168,284	168,284	168,284
Per Pupil Facility Expense (A): Current Space	$ 3,659	$ 3,652	$ 3,516
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	231	227	227
FACILITY ALLOWANCE CALCULATION: A x B / C	2,612.01	2,649.63	2,550.97

PCSB

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: Perry Street Preparatory PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense			
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	675,871	677,213	677,213
Debt service for LHI & FFE:			
Interest	27,986	25,500	25,500
Other Finance Costs being amortized	68,173	68,173	68,173
Other (Utilities, Repairs, Maintenance)	371,971	520,994	536,624
TOTAL LEASED FACILITY EXPENSE	**1,144,001**	**1,291,880**	**1,307,510**
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	**1,144,001**	**1,291,880**	**1,307,510**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	367	402	398
Total usable square footage (all inclusive)	200000	200000	200000
Per Pupil Facility Expense (A): Current Space	$ 3,117	$ 3,214	$ 3,285
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	545	497.5124378	502.5125628
FACILITY ALLOWANCE CALCULATION: A x B / C	943.80	1,065.80	1,078.70

PCSB

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: Richard Wright PCS for Journalism and Media Arts

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	812,351	828,220	906,037
LESS Sub-lease rent income			(361,702)
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	13,900	356,603	758,091
Debt service for LHI & FFE:			
Interest		289,594	579,328
Other Finance Costs being amortized		7,289	15,930
Other (Utilities, Repairs, Maintenance)	535,968	453,763	393,982
TOTAL LEASED FACILITY EXPENSE	**1,362,219**	**1,935,469**	**2,291,666**
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	**1,362,219**	**1,935,469**	**2,291,666**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	299	303	325
Total usable square footage (all inclusive)	41147	41147	39000
Per Pupil Facility Expense (A): Current Space	$ 4,556	$ 6,388	$ 7,051
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	138	135.7986799	120
FACILITY ALLOWANCE CALCULATION: A x B / C	5,462.52	7,761.26	9,695.51

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: Rocketship Education
DC 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	2,338,283	2,927,969	1,876,380
Real estate taxes (if applicable)	28,180	-	-
Property Insurance	12,554	15,000	14,910
Amortization of leasehold improvements & FFE	-	-	-
Debt service for LHI & FFE:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	186,606	208,000	218,272
TOTAL LEASED FACILITY EXPENSE	**2,565,623**	**3,150,969**	**2,109,562**
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	**2,565,623**	**3,150,969**	**2,109,562**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	511	535	702
Total usable square footage (all inclusive)	57000	57000	57000
Per Pupil Facility Expense (A): Current Space	$ 5,021	$ 5,890	$ 3,005
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	112	107	81
FACILITY ALLOWANCE CALCULATION: A x B / C	7,426.80	9,121.23	6,106.63

PCSB

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: Roots PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	37,112	387,336	406,703
Real estate taxes (if applicable)			
Property Insurance	3,851	4,500	4,725
Amortization of leasehold improvements & FFE	193	7,000	5,000
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	37,685	47,860	40,511
TOTAL LEASED FACILITY EXPENSE	**78,841**	**446,696**	**456,939**
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	**418,064**	**439,260**	**456,939**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	109	120	120
Total usable square footage (all inclusive)	17000	17000	17000
Per Pupil Facility Expense (A): Current Space	$ 3,835	$ 3,661	$ 3,808
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	155.9633	141.6667	141.6667
FACILITY ALLOWANCE CALCULATION: A x B / C	4,057.68	4,263.41	4,435.00

PCSB

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: SEED PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY18 (Actual/ Audited)	FY 19 Audited	FY 20 (Projected)
Rent expense	12,000	12,000	12,000
Real estate taxes (if applicable)			
Property Insurance			
Amortization of leasehold improvements & FFE	1,563,482	1,085,082	1,100,000
Debt service for LHI & FFE:			
Interest	113,488	137,712	130,000
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	788,526	602,085	521,991
TOTAL LEASED FACILITY EXPENSE	**2,477,496**	**1,836,879**	**1,763,991**
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	**2,477,496**	**1,836,879**	**1,763,991**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	363	282	250
Total usable square footage (all inclusive)	175,000	175,000	175,000
Per Pupil Facility Expense (A): Current Space	$ 6,825	$ 6,514	$ 7,056
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	482	621	700
FACILITY ALLOWANCE CALCULATION: A x B / C	2,335.92	1,731.91	1,663.19

PCSB

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: Sela PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	466,509	460,109	468,109
Real estate taxes (if applicable)	-	-	-
Property Insurance	2,901	2,988	3,078
Amortization of leasehold improvements & FFE	41,395	46,464	46,464
Debt service for LHI & FFE:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	276,181	251,631	256,663
TOTAL LEASED FACILITY EXPENSE	**786,986**	**761,191**	**774,314**
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	**786,986**	**761,191**	**774,314**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	229	240	240
Total usable square footage (all inclusive)	31,300	31,300	31,300
Per Pupil Facility Expense (A): Current Space	$ 3,437	$ 3,172	$ 3,226
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	137	130.4166667	130.4166667
FACILITY ALLOWANCE CALCULATION: A x B / C	4,148.65	4,012.67	4,081.85

PCSB

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: Shining Stars Montessori Academy PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	881,452	881,452	881,452
Real estate taxes (if applicable)			
Property Insurance	8,135	9,841	10,136
Amortization of leasehold improvements & FFE	42,245	48,333	100,000
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	362,330	285,749	291,464
TOTAL LEASED FACILITY EXPENSE	**1,294,162**	**1,225,375**	**1,283,052**
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	**1,294,162**	**1,225,375**	**1,283,052**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	281	286	299
Total usable square footage (all inclusive)	28767	28767	28767
Per Pupil Facility Expense (A): Current Space	$ 4,606	$ 4,285	$ 4,291
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	102	100.5839161	96.21070234
FACILITY ALLOWANCE CALCULATION: A x B / C	7,422.98	7,028.43	7,359.25

PCSB

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: St. Coletta Special Education PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (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	106,119	105,000	106,000
Depreciation of building/improvements/FFE	1,036,304	1,045,000	1,055,000
Debt service for mortgage financing:			
Interest	257,860	22,000	-
Other Finance Costs being amortized	894,772	894,722	894,722
Other (Utilities, Repairs, Maintenance)	1,340,831	1,383,215	1,398,215
TOTAL OWNED FACILITY EXPENSE	**3,635,886**	**3,449,937**	**3,453,937**
TOTAL FACILITY EXPENSE	**3,635,886**	**3,449,937**	**3,453,937**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**119,779**	**120,000**	**125,000**
Principal Payments	314,828	6,891,648	-
Total Student Enrollment	250	250	250
Total usable square footage (all inclusive)	99000	99000	99000
Per Pupil Facility Expense (A): Current Space	$ 14,544	$ 13,800	$ 13,816
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	396	396	396
FACILITY ALLOWANCE CALCULATION: A x B / C	6,059.81	5,749.90	5,756.56

PCSB

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: Statesmen College Preparatory Academy for Boys 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	-	199,025	400,724
Real estate taxes (if applicable)	-	-	-
Property Insurance	-	24,545	24,545
Amortization of leasehold improvements & FFE	-	4,173	43,700
Debt service for LHI & FFE:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	-	61,372	108,395
TOTAL LEASED FACILITY EXPENSE	**-**	**289,115**	**577,364**
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	**-**	**289,115**	**577,364**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	-	54	130
Total usable square footage (all inclusive)	0	8000	53280
Per Pupil Facility Expense (A): Current Space	#DIV/0!	$ 5,354	$ 4,441
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	#DIV/0!	148.1481481	409.8461538
FACILITY ALLOWANCE CALCULATION: A x B / C	#DIV/0!	5,963.00	1,788.01

PCSB

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: The Children's Guild
DC 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	1,155,221	1,172,932	1,180,430
Real estate taxes (if applicable)	-	-	-
Property Insurance	32,799	19,598	23,601
Amortization of leasehold improvements & FFE	510,448	422,318	532,312
Debt service for LHI & FFE:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	139,174	161,889	162,400
TOTAL LEASED FACILITY EXPENSE	**1,837,642**	**1,776,738**	**1,898,743**
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**	**1,776,738**	**1,898,743**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	375	376	336
Total usable square footage (all inclusive)	70,000	70,000	70,000
Per Pupil Facility Expense (A): Current Space	$ 4,900	$ 4,725	$ 5,651
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	208
FACILITY ALLOWANCE CALCULATION: A x B / C	4,331.58	4,188.02	4,475.61

PCSB

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: The Family Place PCS **Exhibit A**: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	102,732	102,732	102,732
Real estate taxes (if applicable)			
Property Insurance	4,225	4,725	4,867
Amortization of leasehold improvements & FFE	7,437	3,936	3,936
Debt service for LHI & FFE:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	46,973	99,941	101,940
TOTAL LEASED FACILITY EXPENSE	**161,367**	**211,334**	**213,475**
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	**161,367**	**211,334**	**213,475**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	120	120	140
Total usable square footage (all inclusive)	4000	4000	4000
Per Pupil Facility Expense (A): Current Space	$ 1,345	$ 1,761	$ 1,525
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	33	33.33333333	28.57142857
FACILITY ALLOWANCE CALCULATION: A x B / C	6,656.39	8,717.52	8,805.82

PCSB

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: The Next Step-EI
Proximo Paso PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (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	14,537	17,941	18,479
Depreciation of building/improvements/FFE	314,858	314,853	324,298
Debt service for mortgage financing:			
Interest	250,998	239,877	230,751
Other Finance Costs being amortized	44,980	44,980	44,980
Other (Utilities, Repairs, Maintenance)	415,731	428,887	441,753
TOTAL OWNED FACILITY EXPENSE	**1,041,103**	**1,046,537**	**1,060,262**
TOTAL FACILITY EXPENSE	**1,041,103**	**1,046,537**	**1,060,262**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**74,913**	**39,000**	**40,170**
Principal Payments	1,436,432	192,817	199,695
Total Student Enrollment	379	440	455
Total usable square footage (all inclusive)	12083	12083	12083
Per Pupil Facility Expense (A): Current Space	$ 2,747	$ 2,378	$ 2,330
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	32	27.46136364	26.55604396
FACILITY ALLOWANCE CALCULATION: A x B / C	14,216.84	14,291.04	14,478.46

PCSB

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: Thurgood Marshall

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY 19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (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	37,150	37,500
Depreciation of building/improvements/FFE	563,824	548,640	555,000
Debt service for mortgage financing:			
Interest			
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	782,900	866,198	892,709
TOTAL OWNED FACILITY EXPENSE	**1,381,793**	**1,451,988**	**1,485,209**
TOTAL FACILITY EXPENSE	**1,395,543**	**1,469,488**	**1,502,709**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**338,385**	**284,380**	**290,000**
Principal Payments	0	0	0
Total Student Enrollment	392	390	390
Total usable square footage (all inclusive)	57075	57075	57075
Per Pupil Facility Expense (A): Current Space	$ 3,560	$ 3,768	$ 3,853
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	146	146.3461538	146.3461538
FACILITY ALLOWANCE CALCULATION: A x B / C	4,034.42	4,248.19	4,344.23

PCSB

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 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	55,973	55,973	55,973
Real estate taxes (if applicable)	-	-	-
Property Insurance	19,861	21,847	24,032
Amortization of leasehold improvements & FFE	-	-	-
Debt service for LHI & FFE:			
Interest	615,221	939,080	1,521,454
Other Finance Costs being amortized	93,871	93,871	93,871
Other (Utilities, Repairs, Maintenance)	#VALUE!	-	-
TOTAL LEASED FACILITY EXPENSE	#VALUE!	1,110,770	1,695,329
OWNED FACILITY EXPENSE			
Real estate taxes (if applicable)	-	-	-
Property Insurance	19,861	21,847	24,032
Depreciation of building/improvements/FFE	-	-	-
Debt service for mortgage financing:			
Interest	505,796	486,720	464,477
Other Finance Costs being amortized	14,050	14,050	14,050
Other (Utilities, Repairs, Maintenance)	#VALUE!	-	-
TOTAL OWNED FACILITY EXPENSE	#VALUE!	522,617	502,559
TOTAL FACILITY EXPENSE	#VALUE!	1,633,387	2,197,888
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	1,645,383	17,579,000	74,000
Principal Payments	641,268	551,536	632,289
Total Student Enrollment	860	915	965
Total usable square footage (all inclusive)	100,000	100,000	145,000
Per Pupil Facility Expense (A): Current Space	$ -	$ -	$ -
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	116	109	150
FACILITY ALLOWANCE CALCULATION: A x B / C	-	-	-

PCSB

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 Global PCS **Exhibit A**: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	326,256	341,762	393,234
Real estate taxes (if applicable)	4,950	4,950	4,950
Property Insurance	40,853	41,670	47,226
Amortization of leasehold improvements & FFE	252,374	297,957	297,957
Debt service for LHI & FFE:			
Interest	345,220	363,801	347,689
Other Finance Costs being amortized	67,070	82,070	82,070
Other (Utilities, Repairs, Maintenance)	382,277	382,238	389,883
TOTAL LEASED FACILITY EXPENSE	**1,419,000**	**1,514,448**	**1,563,009**
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	**1,419,000**	**1,514,448**	**1,563,009**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**861,243**	**550,000**	-
Principal Payments	235,291	265,291	283,307
Total Student Enrollment	216	234	240
Total usable square footage (all inclusive)	31928	31928	31928
Per Pupil Facility Expense (A): Current Space	$ 6,569	$ 6,472	$ 6,513
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	148	136	133
FACILITY ALLOWANCE CALCULATION: A x B / C	7,333.22	7,826.48	8,077.44

PCSB

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 Latin PCS **Exhibit A**: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	41,535	-	-
Real estate taxes (if applicable)			
Property Insurance	53,723	36,385	37,113
Amortization of leasehold improvements & FFE	976,795	957,524	910,663
Debt service for LHI & FFE:			
Interest	832,303	828,467	758,565
Other Finance Costs being amortized			
Other (Utilities, Repairs, Maintenance)	711,064	829,599	745,290
TOTAL LEASED FACILITY EXPENSE	**2,615,420**	**2,651,975**	**2,451,631**
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	**2,615,420**	**2,651,975**	**2,451,631**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	698	708	715
Total usable square footage (all inclusive)	75000	75000	75000
Per Pupil Facility Expense (A): Current Space	$ 3,747	$ 3,746	$ 3,429
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	106	105
FACILITY ALLOWANCE CALCULATION: A x B / C	5,753.92	5,834.35	5,393.59

PCSB

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 Leadership Academy PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	998,478	1,300,567	1,339,584
Real estate taxes (if applicable)			
Property Insurance	23,139	27,161	27,976
Amortization of leasehold improvements & FFE	434	804	804
Debt service for LHI & FFE:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	34,360	30,000	30,900
TOTAL LEASED FACILITY EXPENSE	**1,056,411**	**1,358,531**	**1,399,263**
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	**1,056,411**	**1,358,531**	**1,399,263**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	306	390	390
Total usable square footage (all inclusive)	30,000	39,913	39,913
Per Pupil Facility Expense (A): Current Space	$ 3,452	$ 3,483	$ 3,588
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	102	102
FACILITY ALLOWANCE CALCULATION: A x B / C	5,810.26	5,616.16	5,784.54

PCSB

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	FY19 (Actual/ Audited)	FY20 (Budgeted)	FY21 (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	24,236	24,963
Depreciation of building/improvements/FFE	407,028	401,306	395,810
Debt service for mortgage financing:			
Interest	498,115	473,971	472,024
Other Finance Costs being amortized	13,337	13,986	13,986
Other (Utilities, Repairs, Maintenance)	456,123	448,311	419,999
TOTAL OWNED FACILITY EXPENSE	**1,398,133**	**1,361,810**	**1,326,782**
TOTAL FACILITY EXPENSE	**1,398,133**	**1,361,810**	**1,326,782**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs	**132,786**	-	-
Principal Payments	**454,332**	**471,664**	**489,993**
Total Student Enrollment	569	566	566
Total usable square footage (all inclusive)	44000	44000	44000
Per Pupil Facility Expense (A): Current Space	$ 2,457	$ 2,406	$ 2,344
Standard space/student (DCPS) ranges from 140 sf to 190 sf **(B)**	165	165	165
Actual space/student = Total facility space/current enrollment **(C)**	77	77.7385159	77.7385159
FACILITY ALLOWANCE CALCULATION: A x B / C	5,243.00	5,106.79	4,975.43

PCSB

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: YouthBuild DC PCS

Exhibit A: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE

SITE: N/A

LEASED FACILITY EXPENSE	FY19 (Actual/ Audited)	FY 20 (Budgeted)	FY 21 (Projected)
Rent expense	292,592	306,900	316,107
Real estate taxes (if applicable)	-	-	-
Property Insurance	9,147	9,147	9,147
Amortization of leasehold improvements & FFE	2,499	-	-
Debt service for LHI & FFE:			
Interest	-	-	-
Other Finance Costs being amortized	-	-	-
Other (Utilities, Repairs, Maintenance)	83,917	85,020	86,000
TOTAL LEASED FACILITY EXPENSE	**388,155**	**401,067**	**411,254**
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	**388,155**	**401,067**	**411,254**
Additional Costs (excluded from calculations below):			
Capitalized facilities costs			
Principal Payments			
Total Student Enrollment	122	118	122
Total usable square footage (all inclusive)	11000	11000	11000
Per Pupil Facility Expense (A): Current Space	$ 3,182	$ 3,399	$ 3,371
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	93	90
FACILITY ALLOWANCE CALCULATION: A x B / C	5,822.32	6,016.01	6,168.80

PCSB

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DC PUBLIC CHARTER SCHOOL BOARD

2019 Analysis on Charter Programs, Need and Growth in Washington, DC

The growth of public school enrollment in the District, the forecasted increases of school-age children in the city, and the strong demand by parents for great public schools all make it essential and urgent to ensuring the availability of high-quality education options for all DC families.

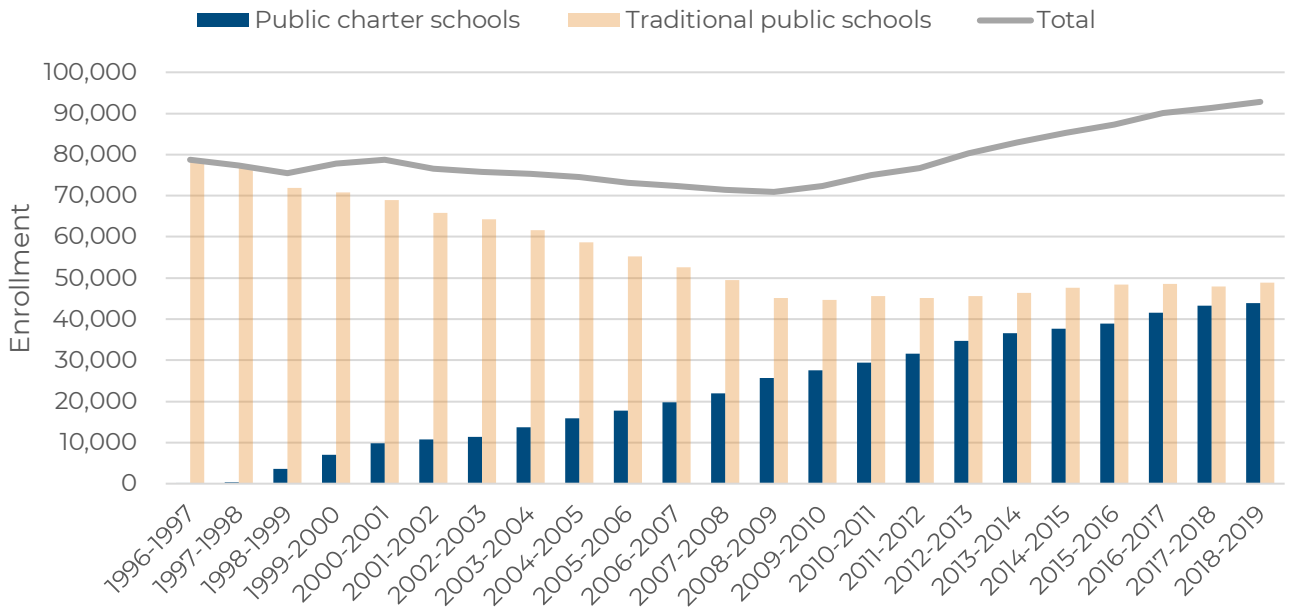
This overview looks to provide a city-wide context for areas in particular need of high-quality public education seats. By considering geographic, demographic, population, and community insights, the DC Public Charter School Board hopes to support potential charter applicants, existing LEAs looking to expand, and the broader DC population.

Overview of Public School Enrollment in the District

DC Public Charter School History and 'Market Share'

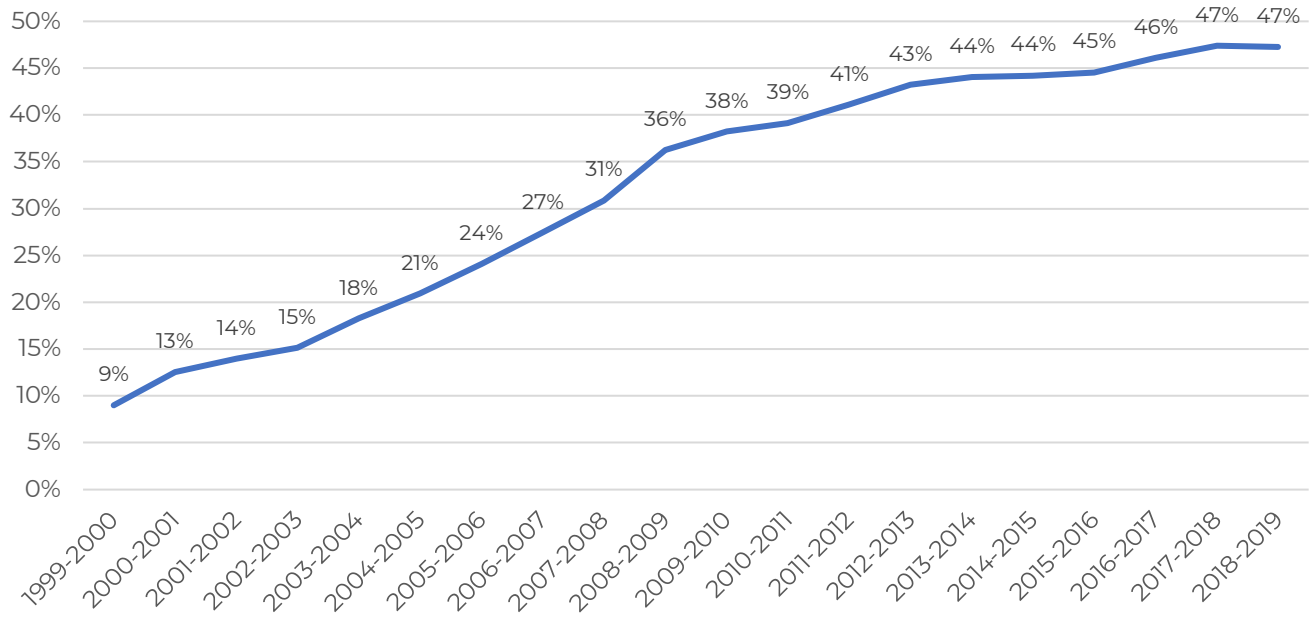
The DC Public Charter School Board (DC PCSB) was created in 1996 by the District of Columbia School Reform Act. The first DC public charter schools enrolled 160 students in 1996. In SY 2018-2019, over 43,000 students were enrolled at over 120 campuses.

GRAPH 1: Enrollment in DC Public Schools (1996-2019)



Today, district public charter schools educate nearly half of public school children in Washington, DC--one of the highest shares in the country. In SY 2018-2019, public charter schools served 47.3% of all DC public school students.

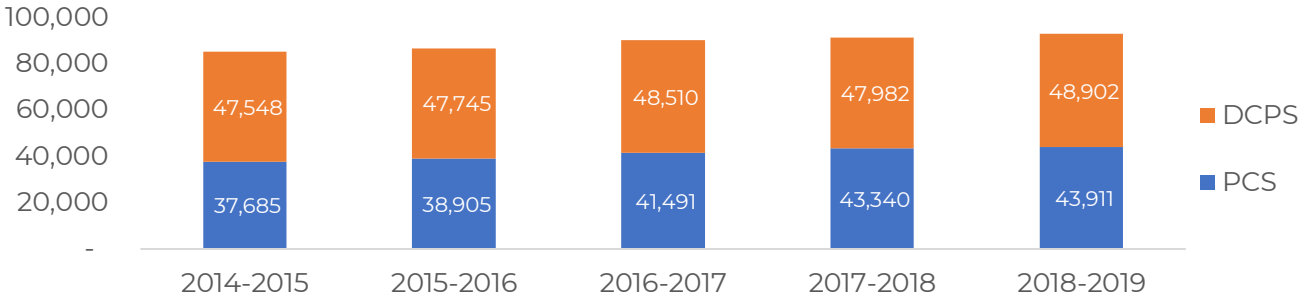
GRAPH 2: Share of Public School Students attending Charter Schools (1999-2019)



Recent Enrollment Trends

Over the past five years, public school enrollment in the District has increased by more than 7,500 students with growth seen in both charters and DCPS.

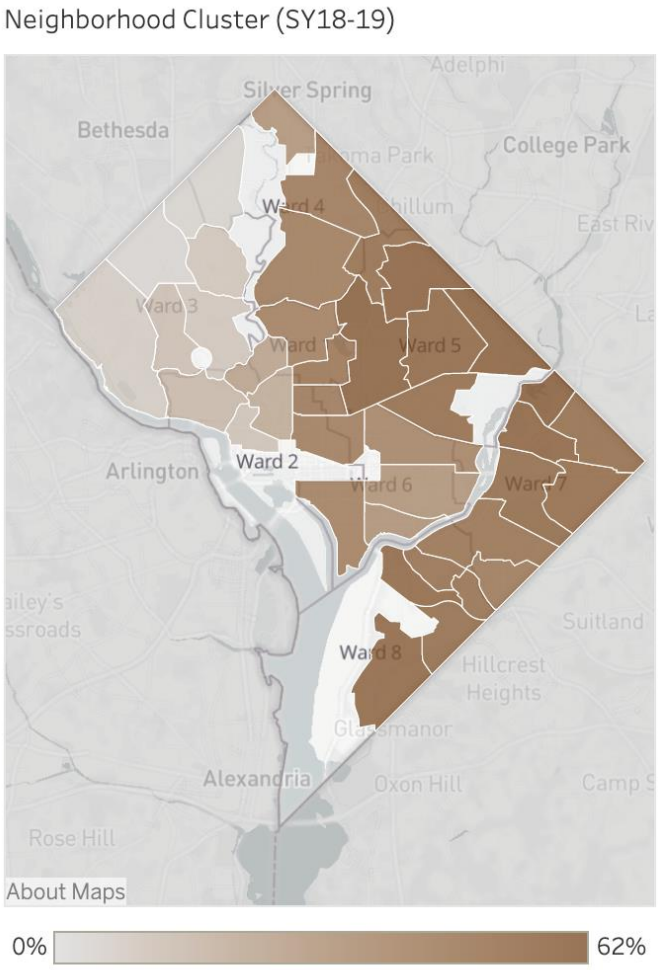
GRAPH 3: Total enrollment in DC's public schools



The majority of students attending public charter schools and DCPS lottery schools (i.e. out of boundary, citywide, application, and alternative) reside in the northeast and southeast quadrants of the city. Patterns very slightly by grade level. Clusters 20 and 21 (Michigan Park/University Heights & Edgewood/Bloomingdale) had the highest share of public student enrollment in charter schools in SY18-19.

A map of neighborhood clusters can be found here.

FIGURE 1: SY18-19 Public Charter Student Residence by Neighborhood Cluster



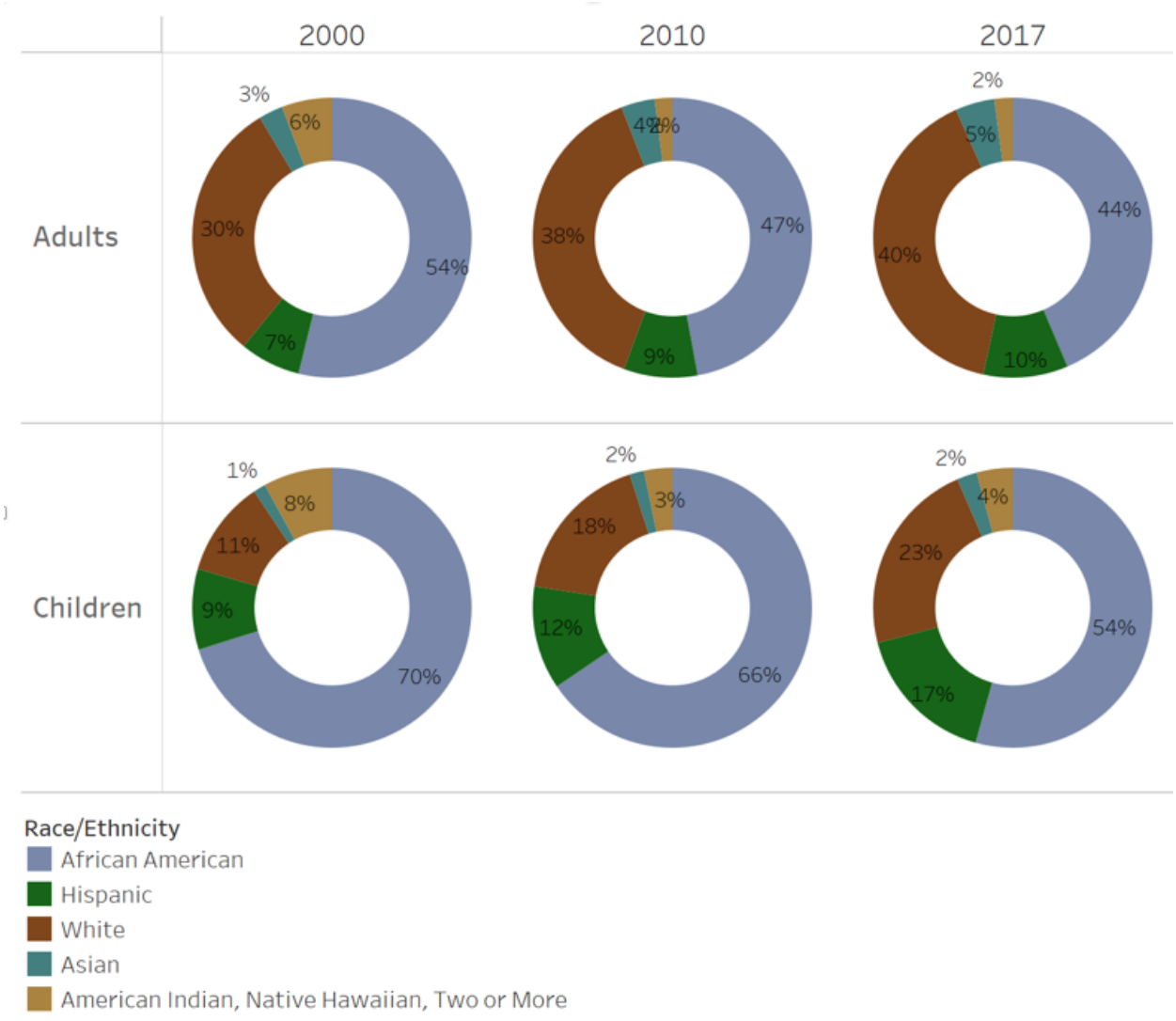
Note: Although there are no DC public charter schools in Ward 3, public charter schools serve many Ward 3 residents. DCPS schools in Ward 3 have high rates of overutilization[1] leading to a need for more schools to serve these students.

[1] The Deputy Mayor for Education's Master Facility Plan (MFP) states that DCPS elementary schools on average are estimated to be crowded at 110% utilization in SY2027-28.

Demographic Profile of the District

The District's demographics has changed considerably since 2000, with the percentage of White and Hispanic children growing and the percentage of Black children declining.

GRAPH 4: Demographic Profile of District Residents



Amidst the District's evolving demographic landscape, public charter schools continue to serve an extremely diverse, and stable student body. Across all public charter schools in 2017-2018, 51% of students were classified as "at-risk" and 17% had special education needs. As an agency, the DC PCSB's authorizing decisions are driven by the desire to eliminate inequity experienced by DC students and ensure students of all backgrounds are positioned to succeed.

GRAPH 5: Demographic Profile of Public Charter Schools (All Grades)

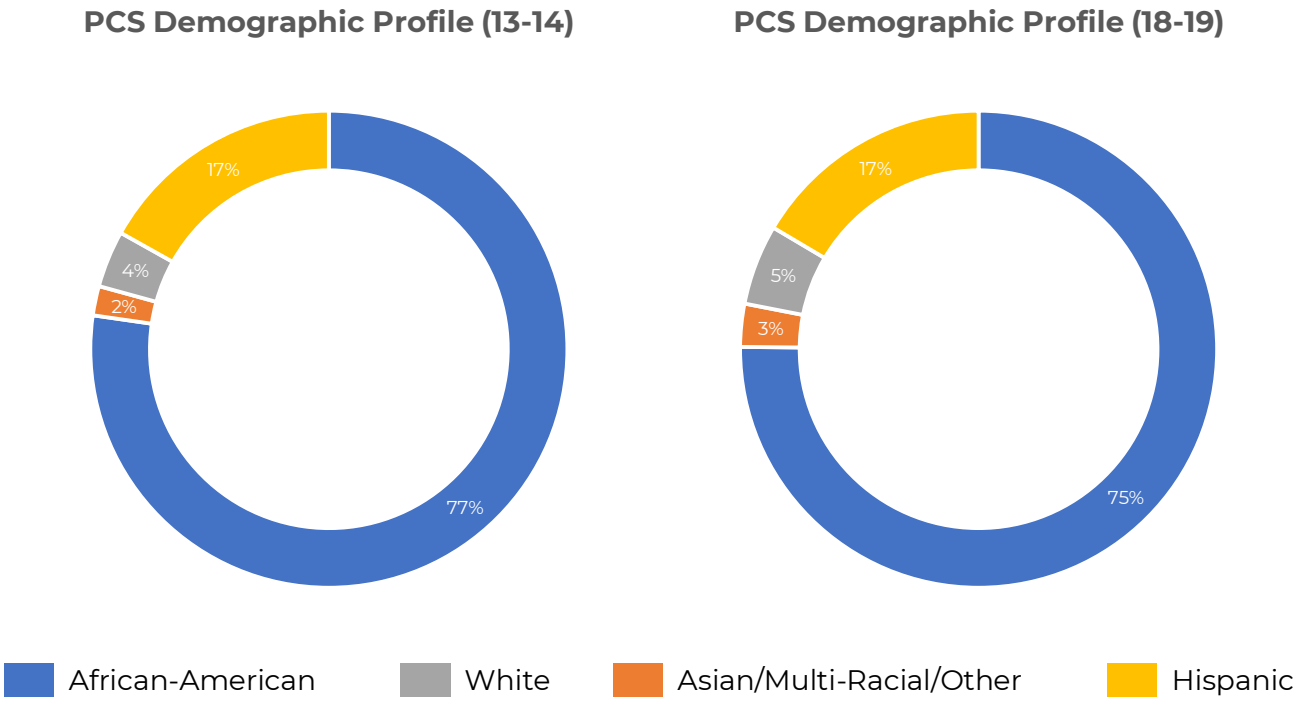


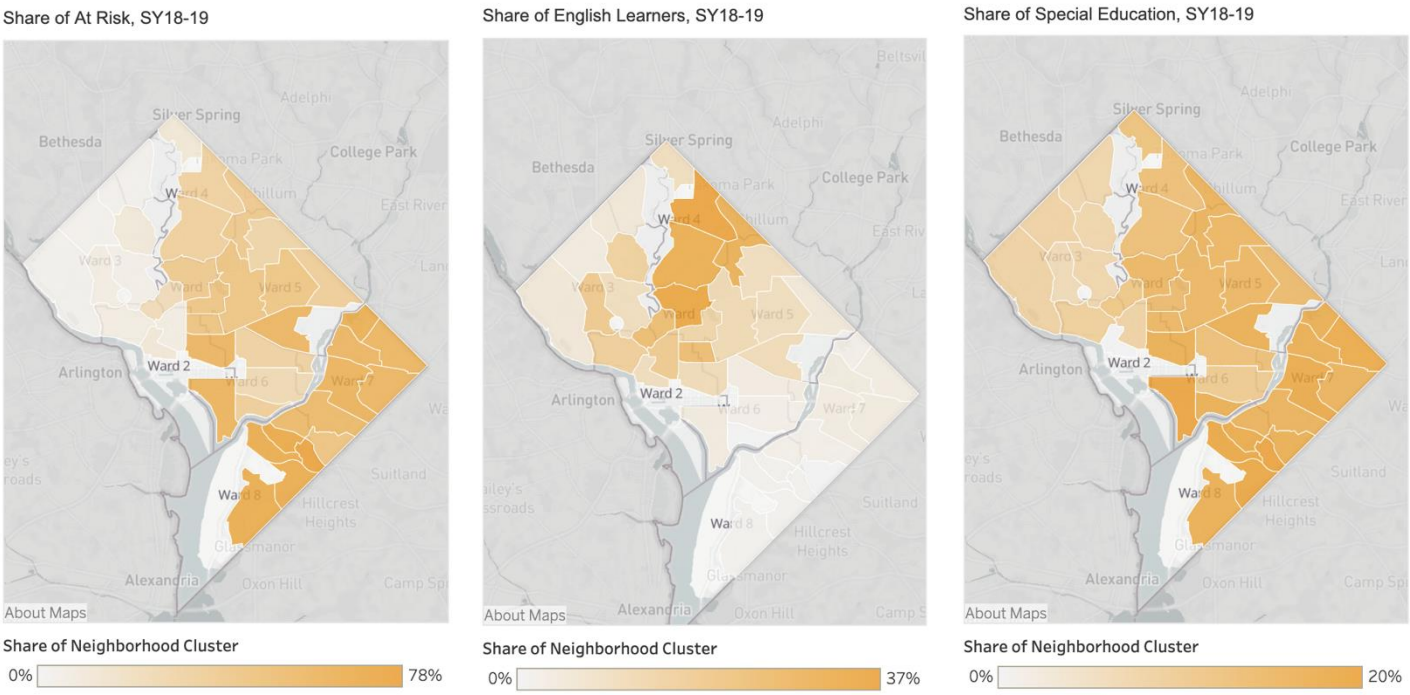
TABLE 1: Demographics of PK-12 Public Charter School Students in 2017-2018

Subgroup	% of Enrollment (District)	% of Enrollment (Charter Sector)
At Risk[2]	50%	51%
English Language Learners	12%	7%
Special Education	17%	17%
Special Education - Level 1	*37%*	*30%*
Special Education - Level 2	*29%*	*31%*
Special Education - Level 3	*12%*	*14%*
Special Education - Level 4	*23%*	*24%*
Black or African American	70%	79%

Key Insight: In 2017-2018, public charter schools served a greater proportion of at-risk, special education (Level 3, 4), and black students than the District overall. It should also be noted that the charter sector served fewer English language learners than the District in 2017-2018, a trend that has continued for the last few years.

[2] Students are identified as at risk if they are homeless, in the foster care system, qualify for welfare or food stamps (TANF or SNAP), or are a year behind their peers in high school.

FIGURE 2: Share of Public School Special Populations Residence by Cluster



Key Insight: Programs designed to support varying special populations should take into account the current residency patterns of these special populations. Currently, residency patterns of special populations are only available for PK3-12 grades.

English learners public school students are concentrated almost exclusively in Ward 1's Columbia Heights and Mt Pleasant (Cluster 2), Ward 4's Brightwood Park, Crestwood, and Petworth (Cluster 18), Ward 4's Takoma and Brightwood (Cluster 17), and Lamont Riggs and Fort Totten (Cluster 19).

The greatest number of at risk public school students live in Ward 8's Congress Heights (Cluster 39), Ward 4's Brightwood Park and Petworth (Cluster 18), and Ward 1's Columbia Heights and Mt Pleasant (Cluster 2). Wards 5 and 7 are also home to large populations of at-risk public school students.

The concentrations of students receiving special education services mimic the overall public school population.

Overview of Population Growth and Expected Charter Growth

Expected Population Growth in the District

Based on DC's Office of Planning 2025 Population Forecasts[3], the school-aged population will grow by an estimated 13,750 students between 2020 and 2025.

TABLE 2: Population Forecast by Age Groups (2020-2030)

Age Groups	2020 Population Forecast	2025 Population Forecast	Expected Growth to 2025	2030 Population Forecast	Expected Growth to 2030
3 to 10 years	64,631	71,490	**+6,859**	74,329	**+9,698**
11 to 13 years	16,655	20,200	**+3,545**	23,282	**+6,627**
14 to 17 years	19,806	23,152	**+3,346**	26,703	**+6,897**

Key Insight: Most of the school-aged population is aged 3-10, though forecasted growth to 2030 is higher for ages 11-17.

Tables 3 and 4, and Figure 5 highlight the neighborhood clusters where the greatest levels of youth population growth can be expected. *Detail on all neighborhood clusters is available in the attached spreadsheet.*

TABLE 3: Clusters with greatest raw 0-17 population growth (2015 → 2025 | High)

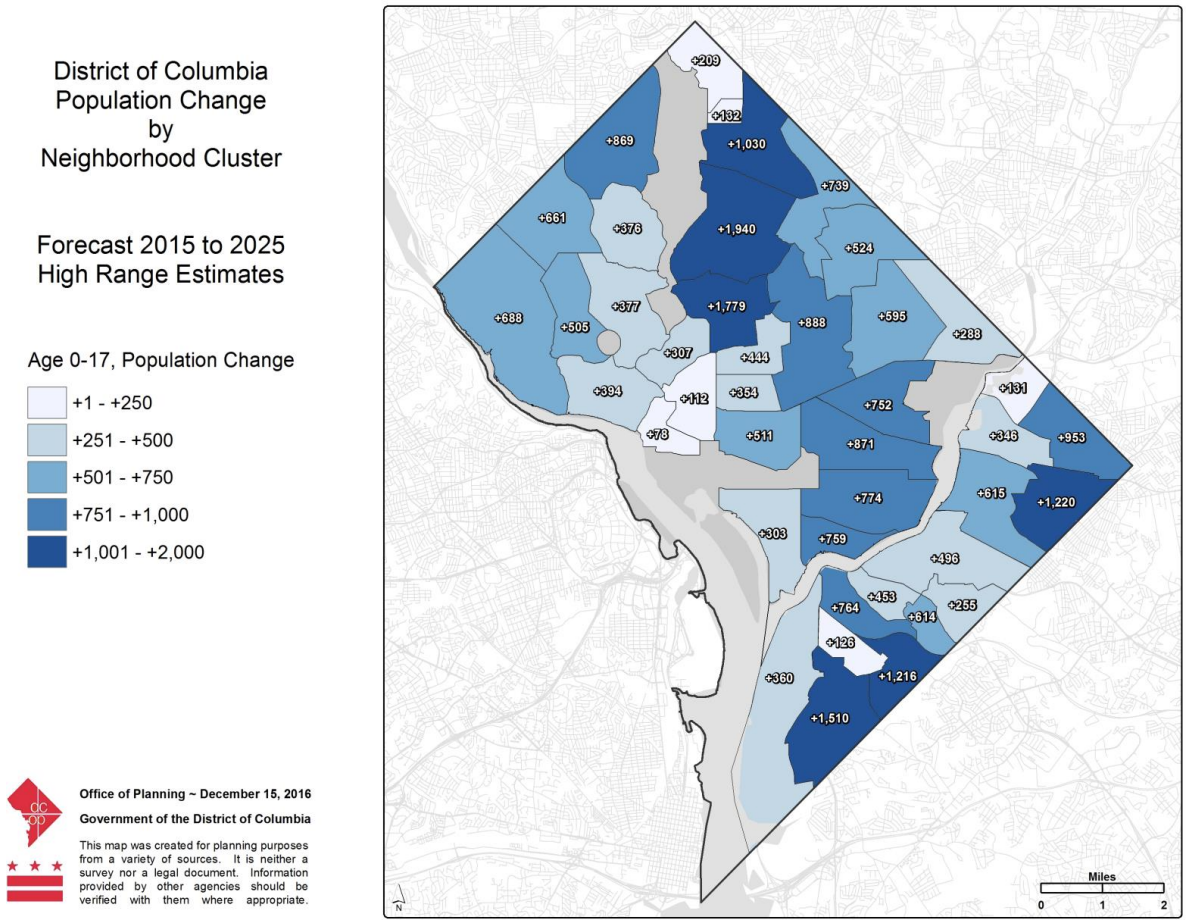
Cluster	Neighborhood	Age 0-17 Population Change (#)
18	Brightwood Park, Crestwood, Petworth	+1,940
2	Columbia Heights, Mt. Pleasant, Pleasant Plains	+1,779
39	Congress Heights, Bellevue, Washington Highlands	+1,510
33	Capitol View, Marshall Heights, Benning Heights	+1,220
38	Douglas, Shipley Terrace	+1,216

TABLE 4: Clusters with greatest 0-17 % population growth (2015 → 2025 | High)

Cluster	Neighborhood	Age 0-17 Population Change (%)
27	Near Southeast, Navy Yard	203%
3	Howard University, Le Droit Park, Cardozo/Shaw	40%
35	Fairfax Village, Naylor Gardens, Hillcrest, Summit Park	35%
12	North Cleveland Park, Forest Hills, Van Ness	27%
8	Woodridge, Fort Lincoln, Gateway	25%

[3] Office of Planning Data was sourced from two spreadsheets: Single Age by NC & Age Group by NC: https://planning.dc.gov/publication/dc-forecasts.

FIGURE 5: Forecasted 0-17 Population Increase by Cluster (2015-2025)



Charter school saturation varies considerably by neighborhood cluster. Levels of youth population growth can be expected. High penetration may indicate that a neighborhood is open to charter schools; it may also indicate a degree of saturation.

Detail on all neighborhood clusters may be found in the Appendix.

TABLE 5: Clusters with Largest Share of Charter Enrollment 2018-19

Cluster	Neighborhoods	# of Public Charter School Students SY2018-19	% of SY2018-19 Public School Residents in PCS
19	Lamont Riggs, Queens Chapel, Fort Totten, Pleasant Hill	1,669	53%
20	North Michigan Park, Michigan Park, University Heights	835	61%
21	Edgewood, Bloomingdale, Truxton Circle, Eckington	1,803	61%
22	Brookland, Brentwood, Langdon	1,501	58%
23	Ivy City, Arboretum, Trinidad, Carver Langston	1,723	61%
24	Woodridge, Fort Lincoln, Gateway	885	61%
29	Eastland Gardens, Kenilworth	395	62%
30	Mayfair, Hillbrook, Mahaning Heights	1,277	60%
31	Deanwood, Burrville, Grant Park, Lincoln Heights, Fairmont Heights	1,932	54%
32	River Terrace, Benning, Greenway, Dupont Park	1,721	55%
33	Capitol View, Marshall Heights, Benning Heights	2,695	56%
37	Sheridan, Barry Farm, Buena Vista	1,437	57%
38	Douglas, Shipley Terrace	2,229	54%
39	Congress Heights, Bellevue, Washington Highlands	5,055	58%

TABLE 6: Clusters with greatest increase in % Charter Enrollment (14-15 → 18-19)

Cluster	Neighborhoods	% of SY14-15 Public School Residents in PCS	% of SY18-19 Public School Residents in PCS
23	Ivy City, Arboretum, Trinidad, Carver Langston	46%	55%
28	Historic Anacostia	42%	51%
30	Mayfair, Hillbrook, Mahaning Heights	49%	59%
36	Woodland/Fort Stanton, Garfield Heights, Knox Hill	42%	52%
39	Congress Heights, Bellevue, Washington Highlands	48%	58%

Approaching Population Growth with Nuance

We strongly believe that charter applicants and LEAs pursuing replication should consider population growth data in ***the context of the existing/forecasted charter landscape and grade level, utilization, and school quality insights.***

This data showing forecasted growth by has been compiled and can be accessed here. **We strongly encourage utilizing the attached spreadsheet, as well as other information in this document, to justify program demand and highlight the unique need for your specific charter program.**

Charter Growth on the Horizon

The Mayor's Office projects an increase in SY2019-20 of 575 students in the charter sector and 1,101 students in DCPS. There are seven new public charter schools, with four of these campuses replacing closing campuses. Three new DCPS schools are also expected to open in SY19-20.

TABLE 7: Public charter schools transitioning from closing LEAs in SY19-20

New PCS Campuses (SY19-20)	Grades Served	Ward	Planned Capacity	Taking Over From
Friendship PCS – Ideal Elementary	PK3-3	4	180	Ideal Academy (SY18-19 enrollment - 249)
Friendship PCS – Ideal Middle	4-8	4	120	
KIPP – Honor Academy PCS	4-8	8	370	Somerset Academy (SY18-19 enrollment - 425)
KIPP – Somerset College Prep. PCS	9-12	8	260	

TABLE 8: Public charter schools opening additional campuses in SY19-20

New PCS Campuses (SY19-20)	Grades Served	Ward	Planned Capacity
Friendship PCS – Armstrong Middle	4-6 (4-8)	5	230
Lee Montessori – East End	PK3-PK4 (PK3-6)	8	250
Mundo Verde – 4401 8th Street	PK3-K (PK3-5)	5	500

There are three existing LEAs that have been approved to replicate current programs in 2020-2021 and one LEA that has been approved to replicate in 2021-2022. Additional campuses may be approved to open in the coming years as well.

TABLE 9: Existing LEAs with Approved Growth/Replication Requests

LEA	Opening Year	Grades Served	Planned Capacity	Description
DC Prep PCS[4]	2020-2021	4-8	345	Middle school in Ward 8 to serve students at Anacostia Elementary.
KIPP DC PCS	2020-2021	9-12	850	Second high school in Ward 7 or 8.

[4] DC Prep is authorized to open an additional PK3-3rd campus.

Rocketship PCS[5]	2021-2022	PK3-5	600	Third PK3-5 campus near Fort Totten in Ward 5.
Washington Latin Academy PCS	2020-2021	5-12	725	Replication of classical education 5-12 school.

The six LEAs in the table below were approved to open charter schools during previous charter application cycles. Additional LEAs may be approved in future charter application cycles.

TABLE 10: New LEAs Approved

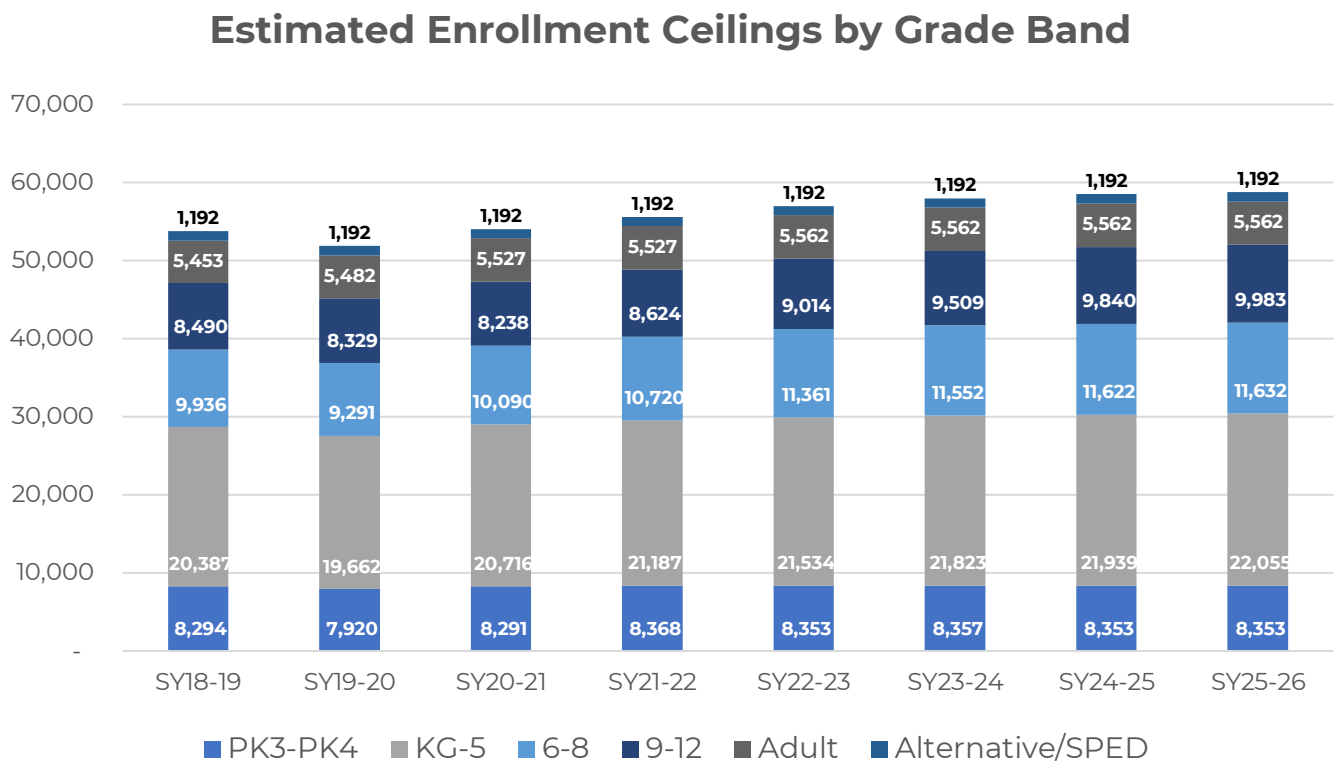
LEA	Opening Year	Grades Served	Planned capacity	Description
Capital Village Academy	2020-2021	5-8	180	Expeditionary learning micro- middle school that seeks to locate in Wards 1, 4, 5 or 6, opening with grade 5 and growing to grade 8.
Girls Global Academy	2020-2021	9-12	450	Single gender high school focused on serving girls of color that seeks to locate in Ward 2, opening with grade 9.
I Dream Academy	2020-2021	PK3-5	225	Personalized, project-based, and expeditionary learning program that seeks to locate in Ward 8, opening with grades PK3-2.
The Social Justice School	2020-2021	5-8	300	Diverse-by-design school focused on social justice and expeditionary learning that seeks to locate in Ward 5, opening with grades 5-6.
The Sojourner Truth School	2020-2021	6-12	450	Montessori middle/high school that seeks to locate in Ward 1, 2, 4, or 6, opening with grades 6 and 7.
Learn DC	2021-2022	PK3-8	550	Ward 8 program located on Joint Base Anacostia Bolling that aims to meet the academic, social, and emotional needs of children from highly mobile military families, opening with grades PK3-K and 6. Half of the seats are set aside for military-connected children.

[5] Rocketship is authorized to open up to eight campuses with each new campus authorized if all previous campuses are Tier One.

Key Insight: During the most recent charter application review cycle, 5 LEAs were approved to open campuses in 2020-2021. Of these 5 recent approvals, only 1 (I Dream Academy) will serve pre-kindergarten and elementary school populations, the age range with the highest absolute growth.

Taking into account the growth schedules of existing LEAs and the six LEAs that are slated to open in the coming years, **DC PCSB has authorized the opening of a total of 5,025 potential new seats between 2018-2019 and 2025-2026[6].** Using calculations derived from SY19-20 enrollment projections and institutional knowledge against our enrollment ceilings[7], nearly 3,400 (67%) new seats have been approved in grades K-8 and 1,500 in grades 9-12 (30%) through 2025-2026.

GRAPH 6: Estimated Enrollment Ceiling Increases by Grade Band (All Grades)



[6] This does not include DC Prep's 4th elementary campus or Rocketship campuses 4-8 as there are no concrete plans for these openings, and Rocketship's growth is contingent on performance.
[7] Enrollment for all LEAs was totaled by grade to calculate an overall LEA grade level % of enrollment that was then applied out to the LEA's enrollment ceiling.

TABLE 11: Total Charter School Enrollment Ceilings from SY18-19 to SY30-31

SY18-19		SY25-26		SY30-31
53,752		58,777		59,128

Using the Office of Planning's forecast of youth population growth between 2020 and 2025, and taking into account new school approvals and existing enrollment ceiling growth through 2025-2026, the charter sector is slated to support growth in various grade bands at differing capacities.

TABLE 12: Population Growth vs. Approved Charter Growth

	Population Growth Through 2025[8]	Approved Charter Growth Through 2025	Percent Share of Population Growth Through 2025	Population Growth Through 2030	Approved Charter Growth through 2030	Percent Share of Population Growth Through 2030
PK3-PK4	753	+59	**8%**			
K-5	6,106	+1,568	**26%**			
6-8	3,545	+1,696	**48%**			
9-12	3,346	+1,493	**45%**			
SUM	**+13,750**	**+4,916**	**36%**	**+23,141**	**+5,567**	**24%**

Given the various factors in play in DC's education landscape, forecasted growth in the charter sector should not be viewed as invariable. We encourage and actively welcome substantiated evidence of demand for any and all charter programs.

Key Insight: Charters are currently on-track to serve only 8% of the expected population growth in PK3-PK4 school aged children and only 27% of the expected population growth in K-5 school aged children. The charter landscape could benefit from more quality PK3-PK4 and elementary school programs.

[8] To calculate the portion of the Age 3 to 10 group that correlated to PK, we used a proportion derived from the Single Age spreadsheet.

Overview of Existing PK3-12 Charter Programs

Enrollment in PK3-12 Programs

Over the past five years, there has been consistent growth across all PK3-12 grades in the charter sector. The largest increase in PCS enrollment over the past five years was in 6th grade and the smallest increase in PCS enrollment was in 12th grade.

TABLE 13: Charter student PK-12 enrollment

Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	NET
PK3	3,106	3,023	3,229	3,305	3,340	**+234**
PK4	3,319	3,454	3,471	3,608	3,550	**+231**
K	3,156	3,101	3,337	3,233	3,320	**+164**
1	2,878	2,880	2,945	3,080	3,011	**+133**
2	2,544	2,657	2,809	2,816	2,849	**+305**
3	2,201	2,349	2,515	2,674	2,602	**+401**
4	1,916	2,065	2,297	2,360	2,448	**+531**
5	2,003	2,062	2,252	2,432	2,415	**+412**
6	2,360	2,560	2,597	2,799	2,850	**+490**
7	2,100	2,247	2,430	2,422	2,536	**+436**
8	2,006	2,014	2,140	2,263	2,267	**+261**
9	2,006	1,936	2,056	2,013	2,038	**+32**
10	1,573	1,409	1,581	1,688	1,639	**+66**
11	1,367	1,289	1,265	1,409	1,452	**+85**
12	1,136	1,097	1,125	1,143	1,183	**+47**
Total	**33,671**	**34.143**	**36,049**	**37,245**	**37,500**	**+3,829**

Key Insight: Charter enrollment has increased in all grades over the past five years but has significantly grown in Grades 3-7. These are also the grades where students do not have access to high quality seats without long waitlists.

DCPS PK3-12 enrollment over the past five years has fluctuated greatly. The largest increase in DCPS enrollment over the past five years was in 5th grade and largest decrease in DCPS enrollment was in 9th grade.

TABLE 14: DCPS student PK-12 enrollment

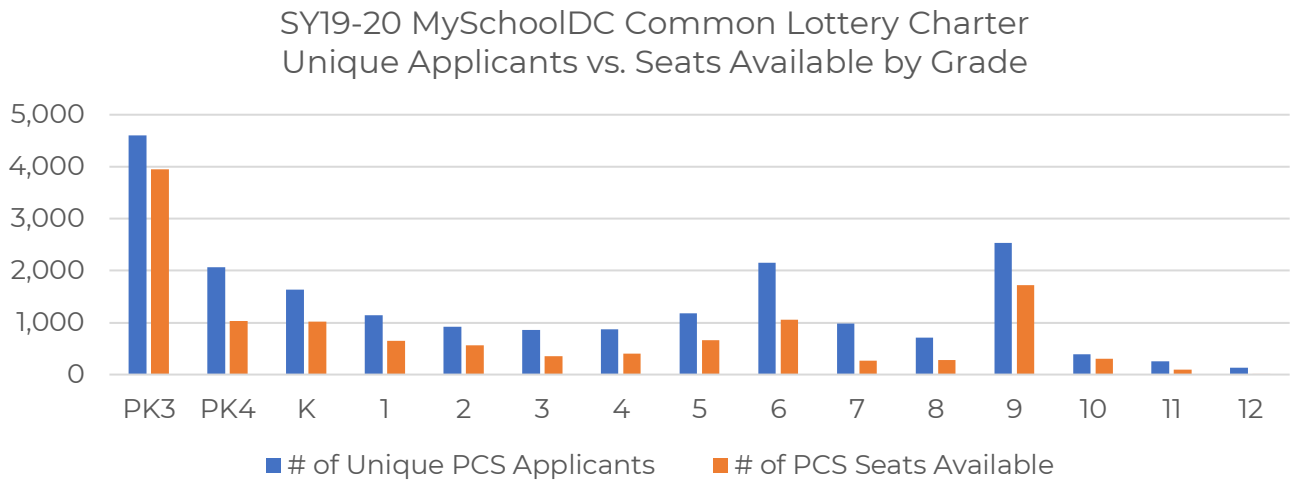
Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	NET
PK3	2,276	2,310	2,362	2,368	2,478	**+202**
PK4	3,339	3,522	3,467	3,421	3,440	**+101**
K	4,108	4,208	4,224	4,194	4,140	**+32**
1	4,141	4,163	4,181	4,087	4,222	**+81**
2	4,098	4,107	3,995	3,929	4,021	**-77**
3	3,618	4,078	4,040	3,851	3,947	**+329**
4	3,341	3,590	3,951	3,872	3,826	**+485**
5	2,781	3,097	3,259	3,579	3,614	**+833**
6	2,233	2,070	2,310	2,303	2,766	**+533**
7	2,304	2,274	2,144	2,362	2,428	**+124**
8	2,509	2,311	2,324	2,132	2,405	**-104**
9	3,855	3,552	3,273	2,939	2,909	**-946**
10	2,438	2,394	2,580	2,530	2,413	**-25**
11	2,249	2,179	2,435	2,369	2,301	**+52**
12	2,046	1,986	2,223	2,365	2,200	**+154**
Total	**45,336**	**45,841**	**46,768**	**46,301**	**47,110**	**+1,774**

Key Insight: DCPS high school enrollment has decreased by 765 students over the past five years. As a result, public high school enrollment across the city has decreased by 535 students.

MySchoolDC Lottery for PK3-12 Programs

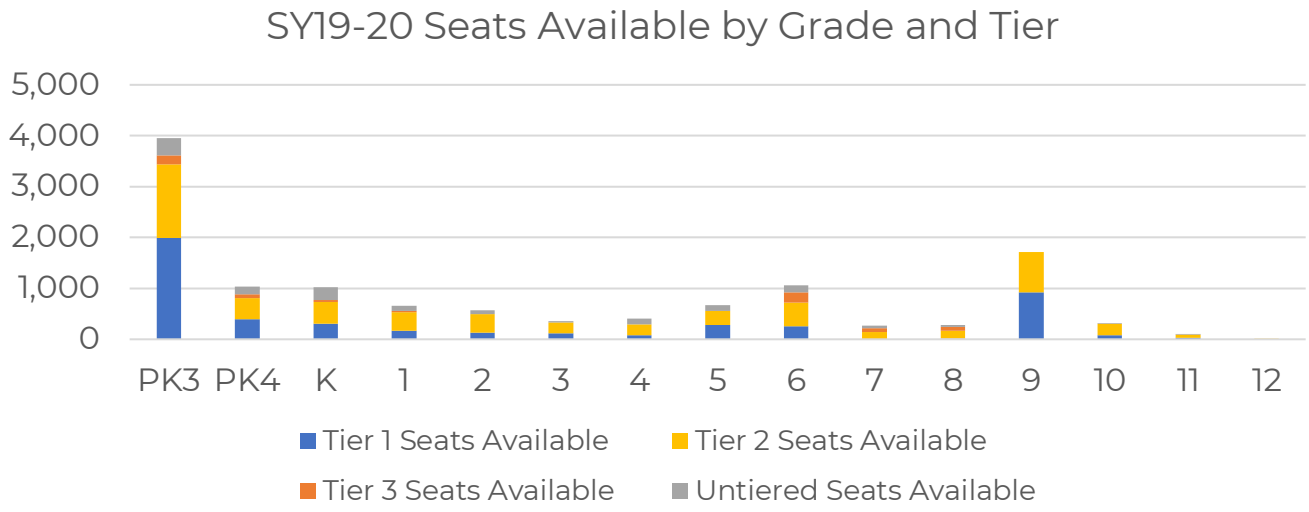
In the 2019-2020 Common Lottery, there were 8,061 more unique applicants to public charter schools than seats offered by public charter schools. This unmet demand[9] was highest in common entry grades (PK3, PK4, K, 6, and 9) and middle school grades, and grew in almost all grades when compared to 18-19 lottery data.

GRAPH 7: SY19-20 MySchoolDC Lottery Unique Charter Applicants vs. Seats



When taking into account the quality of seats based on PMF Tier, we see a larger gap between the number of unique applicants and the availability of 'quality' seats. For example, of the 1,605 seats available in middle school grades (6-8), 17% were available at Tier 1 schools.

GRAPH 8: SY19-20 MySchoolDC Lottery Seats by Grade and Tier



[9] Unmet demand is calculated by subtracting seats offered from unique applicants.

Access to quality public charter schools (defined in this document as schools with STAR scores of 3 or higher) varies throughout the PK3-12 grades.

In the SY19-20 Common Lottery, a total of 14,385 unique applicants were on waitlists at 3+ STAR schools across all public schools in the District. 3,771 of these students were eventually matched at another 3+ STAR school and an additional 5,731 students had access to a 3+ STAR school via their in-boundary (IB) school, re-enrollment at their current school, or a feeder school. After accounting for those students, there were **3,341 students on waitlists at 3+ STAR schools who do not have alternative access to a 3+ STAR school.**

When we drill down to the students on waitlists at 3+ STAR charter schools, we are able to assess demand for quality seats by grade.

TABLE 15: Students on waitlists at 3+ STAR Charter Schools

Grade	Unique Students on 3+ STAR Waitlists	Matched to 3+ STAR School	Access to IB, current, or feeder 3+ STAR School	Unique Students on 3+ Waitlists with no Access to 3+ STAR School
PK3	1,496	698	6	**792 (53%)**
PK4	1,120	207	341	**562 (50%)**
K	908	236	530	**142 (16%)**
1	718	202	425	**91 (13%)**
2	562	170	297	**95 (17%)**
3	559	171	278	**110 (20%)**
4	583	127	319	**137 (23%)**
5	743	206	443	**94 (13%)**
6	1,418	224	771	**423 (30%)**
7	787	87	406	**294 (37%)**
8	529	91	290	**148 (28%)**
9	664	285	131	**248 (37%)**
10	194	55	65	**74 (38%)**
11	150	28	50	**72 (48%)**
12	90	7	24	**59 (66%)**
Total	**10,521**	**2,794**	**4,386**	**3,341 (32%)**

Program Offerings in PK3-12 Programs

Schools have the ability to offer a multitude of additional programs in conjunction or in addition to their academic programs. Internal research and community feedback suggest that dual language/language immersion programs, expeditionary learning pathways, and Montessori programs are highly in demand.

TABLE 16: Program Offerings and Ratio of 18-19 Waitlist to Enrollment

Program Offering	**Ratio of SY18-19 Total Waitlist to SY18-19 Total Campus Enrollment**
Arts Integration • 6 PK-12 PCS Campuses in SY18-19	1.67
Career and Technical Education • 5 PK-12 PCS Campuses in SY18-19	0.46
Dual College Enrollment • 4 PK-12 PCS Campuses in SY18-19	0.09
Dual Language/Language Immersion • 9 PK-12 PCS Campuses in SY18-19	1.76
Expeditionary Learning • 6 PK-12 Campuses in SY18-19	2.05
International Baccalaureate • 6 PK-12 PCS Campuses in SY18-19	0.78
Montessori • 4 PK-12 PCS Campuses in SY18-19	1.38
STEM • 6 PK-12 PCS Campuses in SY18-19	0.13

Key Insight: Arts Integration, Dual Language/Language Immersion, Expeditionary Learning, and Montessori programs are the most sought-after programs in the District. Several campuses offer many programs simultaneously.

Although the programs detailed below are noted for their high level of demand, DC PCSB actively encourages and welcomes a variety of programs of various designs, where a substantial case for demand can be provided.

Definitions for these programs as well as grade-level enrollment in the sector are provided on the following pages and in the appendix respectively.

Arts Integration programs allow students to study visual/performing arts as part of the school's mission and core academic curriculum, beyond dedicated arts periods.

TABLE 17: Arts Integration PCS PK-12 enrollment

Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	NET
PK3	5%	6%	6%	6%	6%	**+1%**
PK4	5%	6%	5%	6%	6%	**+1%**
K	5%	6%	6%	6%	7%	**+2%**
1	6%	7%	7%	7%	7%	**+1%**
2	6%	7%	7%	7%	7%	**+1%**
3	6%	6%	7%	7%	7%	**+1%**
4	8%	6%	7%	7%	7%	**-1%**
5	5%	4%	3%	5%	4%	**-1%**
6	1%	1%	2%	2%	2%	**+1%**
7	1%	1%	1%	2%	2%	**+1%**
8	1%	1%	1%	1%	2%	**+1%**
9	5%	5%	4%	5%	5%	**0%**
10	6%	6%	6%	5%	5%	**-1%**
11	5%	7%	6%	5%	6%	**+1%**
12	7%	5%	6%	6%	6%	**-1%**
Total	**5%**	**5%**	**5%**	**5%**	**5%**	**0%**

Dual Language/Language immersion programs allow students to learn a second language beyond dedicated language periods, with the second language often serving as the medium of instruction in core academic subjects.

TABLE 18: Dual Language/Language Immersion PCS PK-12 enrollment

Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	NET
PK3	8%	11%	10%	11%	13%	**+5%**
PK4	10%	11%	11%	11%	12%	**+2%**
K	12%	14%	13%	13%	15%	**+3%**
1	13%	14%	14%	13%	13%	**0%**
2	14%	14%	14%	14%	13%	**-1%**
3	12%	14%	13%	14%	14%	**+2%**
4	11%	12%	14%	14%	14%	**+3%**
5	10%	9%	10%	13%	12%	**+2%**
6	6%	8%	7%	10%	10%	**+4%**
7	5%	7%	8%	9%	10%	**+5%**
8	1%	6%	7%	9%	9%	**+8%**
9			4%	9%	9%	**+5%**
10				5%	7%	**+2%**
11					5%	**+5%**
12						
Total	**8%**	**9%**	**9%**	**10%**	**11%**	**+3%**

Expeditionary learning programs emphasize student engagement and success through real-world curriculum and assessments of work and character.

TABLE 19: Expeditionary Learning PCS PK-12 enrollment

Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	NET
PK3	3%	5%	4%	4%	4%	**+1%**
PK4	4%	7%	5%	5%	5%	**+1%**
K	6%	8%	7%	8%	7%	**+1%**
1	7%	8%	8%	8%	8%	**+1%**
2	7%	7%	8%	8%	8%	**+1%**
3	8%	7%	7%	9%	9%	**+1%**
4	5%	8%	7%	7%	9%	**+4%**
5	6%	6%	8%	8%	8%	**+2%**
6	5%	5%	5%	5%	5%	**0%**
7	6%	6%	5%	6%	5%	**+5%**
8	6%	6%	6%	5%	6%	**0%**
9	5%	5%	4%	5%	5%	**0%**
10	6%	6%	6%	5%	5%	**-1%**
11	5%	7%	6%	5%	6%	**+1%**
12	7%	5%	6%	6%	6%	**-1%**
Total	**6%**	**6%**	**6%**	**6%**	**7%**	**+1%**

Montessori programs group students into mixed-age classrooms with substantial choice and independence in their learning activities.

TABLE 20: Montessori PCS PK-12 enrollment

Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	NET
PK3	5%	5%	5%	5%	5%	**0%**
PK4	3%	4%	5%	5%	5%	**+2%**
K	2%	3%	4%	5%	5%	**+3%**
1	2%	3%	4%	3%	3%	**+1%**
2	2%	2%	3%	4%	3%	**+1%**
3	1%	2%	2%	3%	3%	**+2%**
4	2%	2%	2%	2%	2%	**0%**
5	1%	1%	1%	2%	2%	**+1%**
6				<1%	<1%	**0%**
7						
8						
9						
10						
11						
12						
Total	**2%**	**2%**	**2%**	**2%**	**3%**	**+1%**

Overview of Existing Adult Charter Programs

Enrollment in Adult Programs

Over the past five years, the charter sector has seen consistent growth in enrollment at adult education schools. Currently, the charter sector serves 79% of the city's publicly enrolled adult students. DCPS adult enrollment over the past five years has decreased over the past year. Overall, public enrollment in adult grades has increased by 524 students.

TABLE 21: Adult enrollment at Charter Schools and DCPS

Sector	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	NET
Charter	3,762	3,992	4,308	4,538	4,506	**+744**
DCPS	1,393	1,253	1,079	1,010	1,173	**-220**

Demand for Adult Charter Program Offerings

Adult public charter schools do not participate in the My School DC Common Lottery, so other sources of data are necessary to evaluate demand, or how many adult learners choose to enroll, and need, or how many adults do not have a high school education regardless of interest in re-enrolling. To give a broad overview of the need for adult education, an estimated 10.1% of DC's adult population (or 55,000 adults) did not have a high school diploma as of 2014.[10]

[10] Source: American Community Survey, one-year estimates.

Overview of Adult Charter Program Offerings

The nine charter campuses below currently offer adult programs to eligible populations across the city.

TABLE 23: SY18-19 Adult Charter Programs

Campus	Ages Served	2018-19 Enrollment	Programs Offered	Diplomas Offered
Academy of Hope Adult PCS	18+	461	Adult Basic Education (ABE), Dual Enrollment, and Computer Programming	National External Diploma Program (NEDP) and General Education Development (GED)
Briya PCS	16+	718	ABE, English as a Second Language (ESL), Family Literacy, Child Development, and Medical Assistance	NEDP
Carlos Rosario International PCS	16+	2,137	ABE, Nurse Aide, Culinary Arts, and IT Certification, ESL	English/Spanish GED
Community College Preparatory Academy PCS	18+	617	ABE, Dual Enrollment, Microsoft Office, Help Desk, and Automotive Certification	English GED
LAYC Career Academy PCS	16-24	129	ABE, Dual Enrollment, Medical Assistant Certification, and Computer Programming	English GED
Maya Angelou PCS – Young Adult Learning Center	No older than 24	164	ABE, Construction and Telecommunications Certifications	English GED
The Next Step/El Proximo Paso PCS	16-24	379	ABE, ESL	English/Spanish GED
YouthBuild DC PCS	16-24	122	ABE, Dual Enrollment, Construction and Child Development Associate Certification, and Computer Programming	English/Spanish GED
The Family Place PCS	18+	130	ESL, Workforce Training, and Literary Development Education	English/Spanish GED

Overview of Existing Alternative/Special Education Charter Programs

Enrollment in Alternative and Special Education (SPED) Programs

Over the past five years, the charter sector has seen significant growth in enrollment at alternative/SPED schools. In some cases, these schools are also categorized as Adult schools.

TABLE 24: Charter student Alternative/SPED enrollment

Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	NET
ALT/ SPED	252	770	1,134	2,368	2,478	**+2,226**

DCPS adult enrollment over the past five years has decreased. Overall, public enrollment in alternative/SPED programs has increased by 2,011 students.

TABLE 25: DCPS student Alternative/SPED enrollment

Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	NET
ALT/ SPED	703	526	532	534	488	**-215**

TABLE 26: SY18-19 Alternative/SPED Charter Programs

Campus	Grades Served
Goodwill Excel Center PCS	9-12 – focus is adult learners
Kingsman Academy PCS	6-12
LAYC Career Academy PCS	Adult
Maya Angelou PCS – High School	9-12
Maya Angelou PCS – Young Adult Learning Center	Adult
Monument Academy PCS	5-8
St. Coletta Special Education PCS	SPED
The Children's Guild DC PCS	K-8
The Next Step/El Proximo Paso PCS	Adult
YouthBuild DC PCS	Adult

Key Insight – Of the 10 schools that offer alternative/SPED programs, 3 offer high school programs. While Kingsman and Maya both offer non-traditional learning models, Goodwill Excel Center PCS is the only alternative high school that serves adults of all ages, and that offers competency-based programs and skill development.

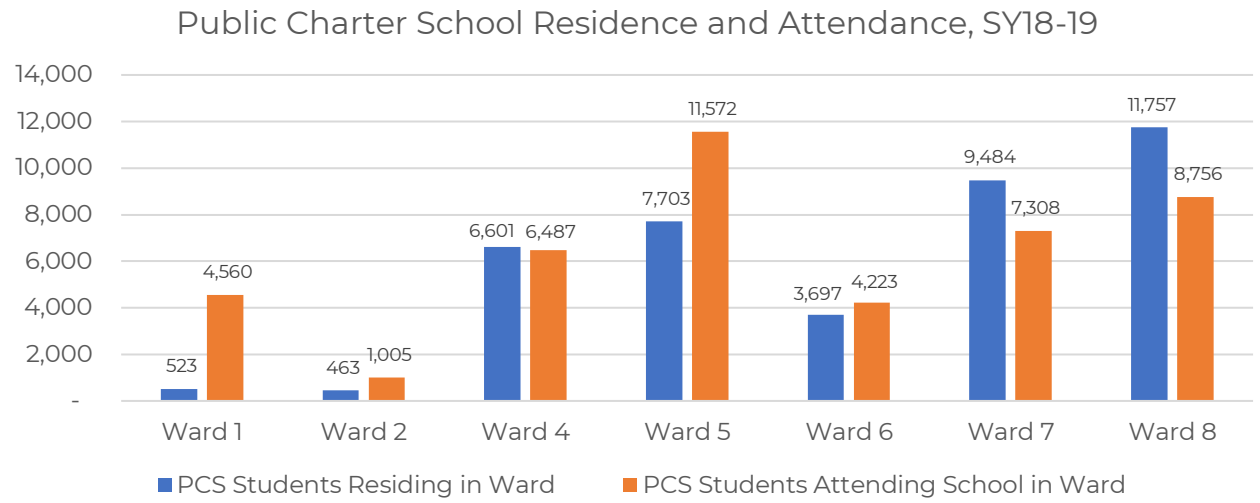
Overview of Ward Trends

Where charter students live, pre-kindergarten to grade 12

When designing a charter program, it is important to understand the residency trends of public charter students and their typical commute patterns. This data can be approached from a variety of perspectives—one is that students would prefer to attend a quality school within their neighborhood, another is that parents seek diversity and would prefer to travel to join a community of like-minded families.

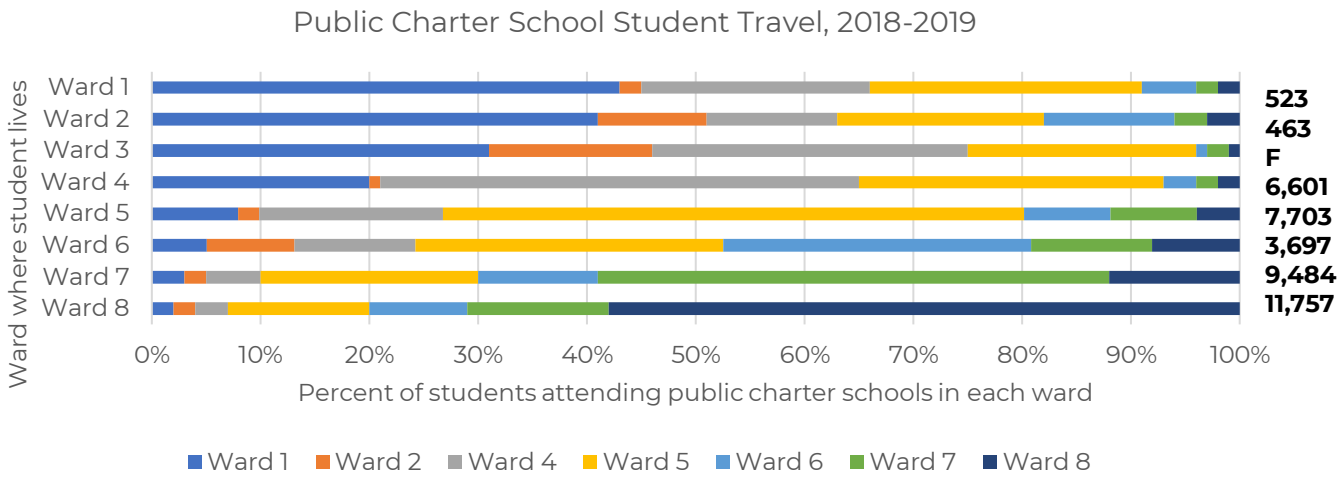
While Wards 7 and Ward 8 have the highest numbers of PK-12 public charter school students, most public charter school students actually attend schools in Ward 5.

GRAPH 9: Public Charter School Student Residence/Attendance (SY19-20)



On average, public charter school students travel approximately 2 miles to attend school, but most students go to school within their home Ward.

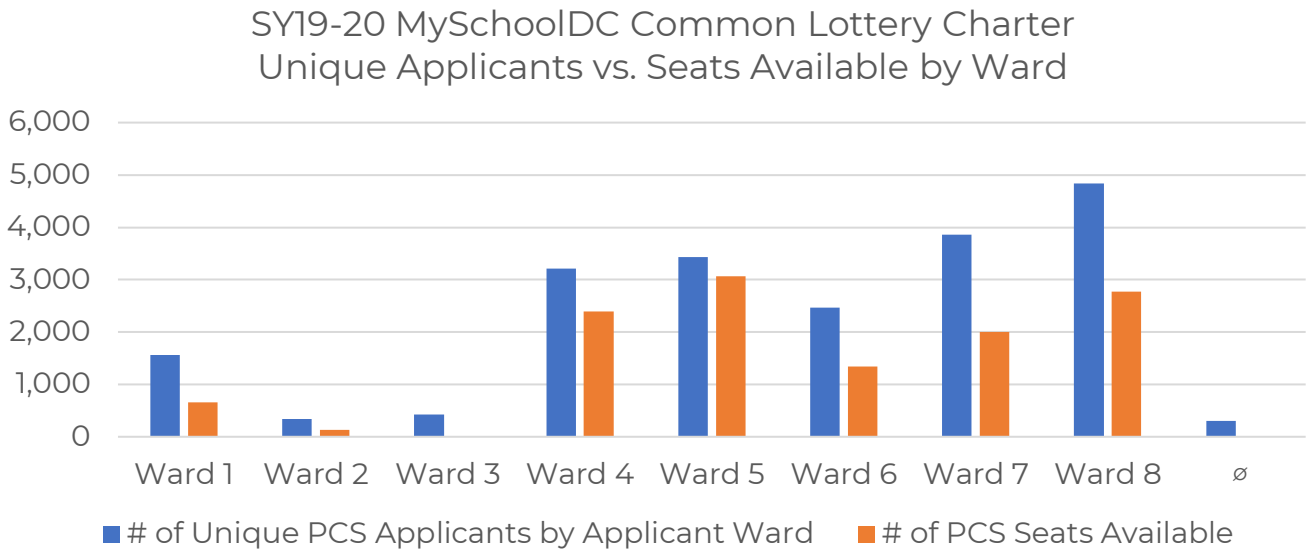
GRAPH 10: Public Charter School Student Travel (SY 18-19)



Demand by ward, PK3-12 programs

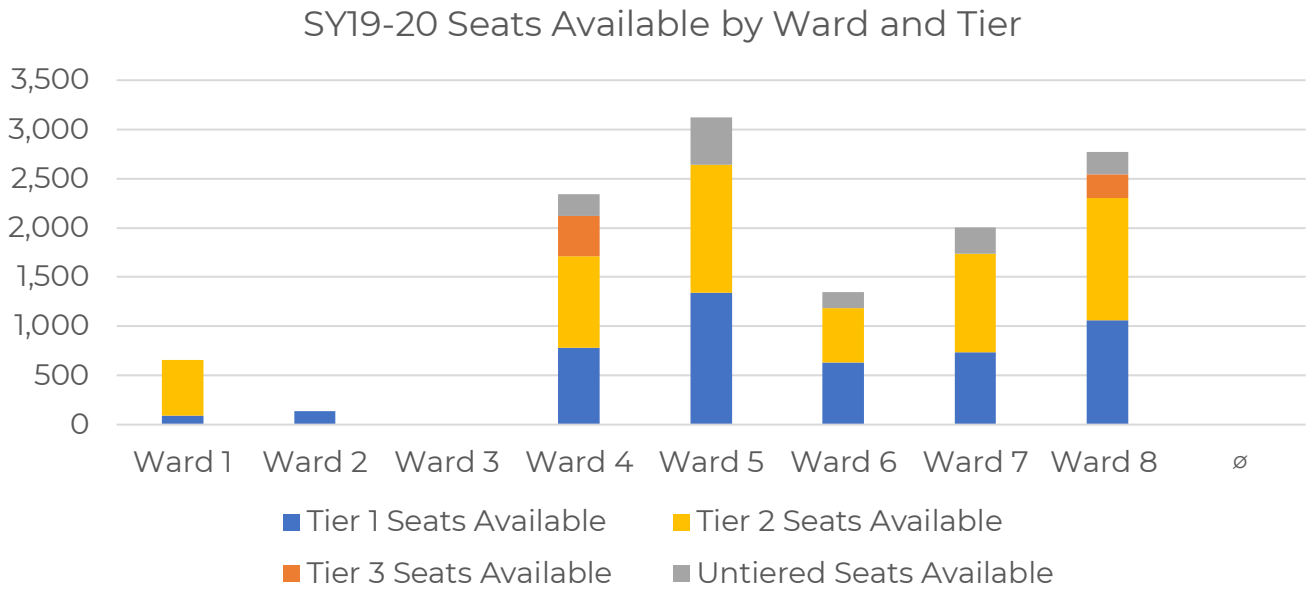
When looking at the wards of MySchoolDC charter school applicants, we see demand across the city and a few applicants from families looking to relocate in the city. The greatest disparity between MSDC charter applicants and seats available is in Ward 8 with a gap of 2,066 seats.

GRAPH 11: SY19-20 MySchoolDC Lottery Unique Charter Applicants vs. Seats



When taking into account the quality of seats based on Tier, we see a relatively even spread of 'quality' seats across the city. Tier 3 seats are currently only offered in Ward 4 and Ward 8.

GRAPH 12: SY19-20 MySchoolDC Lottery Seats by Ward and Tier



APPENDIX

Appendix I: SY18-19 Program Offering Definitions and Charter School Options

ARTS INTEGRATION: Arts Programs allow students to study visual/performing arts as part of the school's mission and core academic curriculum, beyond dedicated arts periods.

- Capital City PCS - Lower School
- Capital City PCS - Middle School
- Capital City PCS - High School
- Creative Minds International PCS
- DC Bilingual PCS
- Mary McLeod Bethune Day Academy

CAREER AND TECHNICAL EDUCATION (CTE): Programs allow students to complete a 3 or 4-year course sequence (in addition to their core high school classes) that includes preparation for industry-recognized certification exams and participation in work-based learning experiences.

- District of Columbia International PCS
- Friendship Collegiate Academy
- Friendship PCS - Technology Preparatory High School
- KIPP DC PCS College Preparatory Academy
- Maya Angelou PCS - High School

DUAL COLLEGE ENROLLMENT: Programs allow students the opportunity to maintain their high school status while enrolling part-time or full-time at a participating colleges or universities.

- Community College Preparatory Academy PCS
- Friendship Collegiate Academy
- Friendship PCS - Technology Preparatory High School
- IDEA PCS
- Somerset Prep Academy PCS
- Next Step/El Proximo Paso PCS

DUAL LANGUAGE: Programs allow students learn a second language beyond dedicated language periods, with the second language often serving as the medium of instruction in core academic subjects.

- DC Bilingual PCS
- District of Columbia International PCS
- Elsie Whitlow Stokes – Brookland
- Elsie Whitlow Stokes - East End

- Latin American Montessori Bilingual PCS
- Mary McLeod Bethune Day Academy
- Mundo Verde Bilingual PCS
- Sela PCS
- Washington Yu Ying PCS

EXPEDITIONARY LEARNING: Programs emphasize student engagement and success through real-world curriculum and assessments of work/character.

- Capital City PCS - Lower School
- Capital City PCS - Middle School
- Capital City PCS - High School
- Mundo Verde Bilingual PCS
- Two Rivers PCS - Young
- Two Rivers PCS - 4th Street

INTERNATIONAL BACCALAUAREATE: Programs are authorized by the International Baccalaureate Organization to offer the IB Primary Years (ages 3-12), Middle Years (ages 11-16), or Diploma Program(s) (ages 16-19) or is an active candidate for such authorization.

- District of Columbia International PCS
- Friendship PCS - Woodridge Elementary
- Friendship PCS - Woodridge Middle
- Mary McLeod Bethune Day Academy
- National Collegiate Prep PCHS
- Washington Yu Ying PCS

MONTESSORI: Programs group students into mixed-age classrooms with substantial choice and independence in their learning activities.

- Breakthrough Montessori PCS
- Latin American Montessori Bilingual PCS
- Lee Montessori Bilingual PCS
- Shining Stars Montessori Academy PCS

STEM: Programs integrate science, technology, engineering, and math so content areas are taught equally alongside literacy and composition.

- Eagle Academy PCS - Capitol Riverfront
- Eagle Academy PCS - Congress Heights
- Friendship PCS - Technology Preparatory Middle School
- Friendship PCS - Technology Preparatory High School
- Harmony DC PCS - School of Excellence
- National Collegiate Prep PCHS

Appendix II: Voices in School Choice Public Forum Notes

DC PCSB hosted three public forums and one with our Parent and Alumni Leadership Council (PALC) to collect information about the types of schools families would like to see across the city. Each session had an average of 15 participants in attendance, including private and public school parents, prospective parents, charter school staff, Advisory Neighborhood Commissioners (ANCs), education advocates, and candidates running for public offices. Forums were hosted in Southeast, Northwest, and Northeast D.C.

The forums were structured to include a DC PCSB staff facilitator and notetaker at each table group. Notetakers compiled and reported participant comments by themes and categories. After the forums, staff facilitators and notetakers met to analyze the feedback.

During our discussions with participants, we focused our table conversations on four major areas:

- types of educational (curriculum, pedagogy) models,
- the student experience,
- the parent experience, and
- evaluating our work, as the authorizer.

The bulleted list below summarizes the specific program models attendees are interested in seeing in Washington, DC:

- Whole family two-generation model in Ward 8
- STEM program in Ward 3
- Dual language program in Ward 3
- Dual language program in Ward 7
- Career and Technical programs
- Early Learning programs
- Arts/Music programs
- Trauma Informed programs
- Specialty programs East of the River
- Montessori programs

Appendix III: School Closures and Openings over the Past 5 Years

School Year	Open/ Close	Campus	Grades Served	Max Grades Served	Description
14-15	Opened	Harmony	KG-5th		New LEA
14-15	Opened	DC International	6th-7th	6th-12th	New LEA
14-15	Opened	Lee Montessori PCS	PK3-1st	PK3-6th	New LEA
14-15	Opened	Academy of Hope Adult PCS	Adult		New LEA
14-15	Opened	Democracy Prep Congress Heights PCS	PK3-6th	PK3-8th	New LEA; takeover of Imagine Southeast
14-15	Opened	KIPP - Arts & Tech	PK3-KG		New school, existing LEA; takeover of Arts & Technology PCS
14-15	Opened	KIPP - Quest	1st-4th		New school, existing LEA; takeover of Arts & Technology PCS
14-15	Opened	KIPP - Northeast Academy	5th-6th	5th-8th	New school, existing LEA
14-15	Closed	Perry Street Prep PCS	9th-12th		Closed at the end of the year; HS grades only
14-15	Closed	Hospitality HS	9th-12th		Closed at the end of the year
14-15	Closed	Tree of Life	PK3-8th		Closed at the end of the year
14-15	Closed	Community Academy AMOS I/Burdick	PK3-5th		Closed at the end of the year; takeover by DCPS
14-15	Closed	Community Academy Butler Global/Armstrong	PK3-5th		Closed at the end of the year; takeover by Friendship PCS
14-15	Closed	Community Academy CAPCS Online	PK4-8th		Closed at the end of the year; takeover by Friendship PCS

14-15	Closed	Community Academy AMOS II/Keene	PK3-1st		Closed at the end of the year; DC Bilingual PCS acquired the building
14-15	Closed	Options	6th-12th		Closed at the end of the year; takeover by Kingsman PCS
15-16	Opened	Children's Guild	KG-8th		New LEA
15-16	Opened	Monument	5th	5th-8th	New LEA
15-16	Opened	Washington Global	6th-7th	6th-8th	New LEA
15-16	Opened	Kingsman	6th-12th		New LEA; takeover of Options PCS
15-16	Opened	Friendship PCS Armstrong	PK3-5th		New school, existing LEA; takeover of CAPS Butler Global/Armstrong
15-16	Opened	Friendship PCS Online	KG-8th		New school, existing LEA; takeover of CAPS Online
15-16	Opened	DC Prep--Anacostia ES	PK3-PK4	PK3-3rd	New school, existing LEA
15-16	Opened	KIPP - Valor Academy	5th-6th	5th-8th	New school, existing LEA
15-16	Opened	Two Rivers Young	PK3-1st	PK3-3rd	New school, existing LEA
15-16	Closed	Potomac Prep	PK3-8th		Closed at the end of the year
16-17	Opened	Goodwill Excel Center	9th-12th		New LEA
16-17	Opened	Rocketship DC	PK3-3rd	PK3-5th	New LEA
16-17	Opened	Washington Leadership Academy	9th	9th-12th	New LEA
16-17	Opened	Breakthrough Montessori	PK3-PK4	PK3-6th	New LEA
17-18	Opened	Rocketship Legacy Prep	KG-3rd		New school, existing LEA
17-18	Opened	Sustainable Futures	Alternative		New LEA

17-18	Closed	Washington Mathematics Science & Technology PCS	9th-12th		Closed at the end of the year
17-18	Closed	Excel Academy	PK3-8th		Closed at the end of the year; takeover by DCPS
17-18	Closed	Sustainable Futures	Alternative		Closed at the end of the year
18-19	Opened	Digital Pioneers PCS	6th	6th-8th	New LEA
18-19	Opened	The Family Place PCS	Adult		New LEA
18-19	Opened	Statesmen College Prep Academy for Boys PCS	4th	4th-8th	New LEA
18-19	Opened	Elsie Whitlow Stokes Community Freedom PCS - East End Campus	PK3-KG	PK3-5th	New school, existing LEA
18-19	Closed	City Arts & Prep PCS	PK3-8th		Closed at the end of the year; Friendship PCS acquired the building
18-19	Closed	Somerset Preparatory Academy PCS	6th-12th		Closed at the end of the year; takeover by KIPP PCS
18-19	Closed	Ideal Academy PCS	PK3-8th		Closed at the end of the year; takeover by Friendship PCS
18-19	Closed	Democracy Prep Congress Heights PCS	PK3-8th		Closed at the end of the year
18-19	Closed	Cesar Chavez PCS for Public Policy - Chavez Prep	6th-9th		Closed at the end of the year
18-19	Closed	Cesar Chavez PCS for Public Policy - Capitol Hill	9th-12th		Closed at the end of the year

Appendix IV: SY19-20 PK3-12 Unique Applicants & Seats Available Data

Grade	Ward 1		Ward 2		Ward 3		Ward 4		Ward 5		Ward 6		Ward 7		Ward 8		Ø	TOTAL	
	# Apply	# Seats	# Apply	# Seats	# Apply	# Seats	# Apply	# Seats	# Apply	# Seats	# Apply	# Seats	# Apply	# Seats	# Apply	# Seats	# Apply	**# Apply**	**# Seats**
PK3	398	174	97	0	102	0	743	481	771	1,104	698	396	814	741	905	1,056	71	**4,599**	**3,952**
PK4	188	50	42	0	73	0	347	133	376	300	304	100	292	99	404	350	45	**2,071**	**1,032**
KG	115	35	26	0	17	0	281	112	327	366	175	59	268	156	405	290	26	**1,640**	**1,018**
1	72	25	19	0	21	0	169	110	216	164	116	61	217	127	296	165	21	**1,147**	**652**
2	61	22	8	0	11	0	126	110	179	157	75	54	185	76	256	145	15	**916**	**564**
3	42	22	6	0	4	0	109	50	147	104	77	38	199	47	246	98	24	**854**	**359**
4	50	22	9	0	5	0	79	43	174	120	67	33	184	54	294	129	9	**871**	**401**
5	70	37	22	135	65	0	197	190	165	122	214	57	183	30	248	95	18	**1,182**	**666**
6	220	215	40	0	40	0	446	472	323	107	222	160	397	10	448	93	21	**2,157**	**1,057**
7	72	33	13	0	27	0	136	103	111	51	111	58	193	20	300	0	15	**978**	**265**
8	68	24	24	0	11	0	105	110	101	43	78	91	137	15	175	0	11	**710**	**283**
9	165	0	29	0	43	0	362	405	423	391	267	100	605	544	621	278	21	**2,536**	**1,718**
10	32	0	5	0	1	0	53	80	58	25	34	100	87	53	113	47	6	**389**	**305**
11	6	0	3	0	3	0	43	0	38	10	19	30	68	28	72	27	4	**256**	**95**
12	4	0	1	0	0	0	14	0	18	0	12	10	29	2	56	0	0	**134**	**12**
TOTAL	**1,563**	**659**	**344**	**135**	**423**	**0**	**3,210**	**2,399**	**3,427**	**3,064**	**2,469**	**1,347**	**3,858**	**2,002**	**4,839**	**2,773**	**307**	**20,440**	**12,379**



FISCAL YEAR 2018 FINANCIAL ANALYSIS REPORT

A STUDY OF DC PUBLIC CHARTER SCHOOLS' FISCAL YEAR FINANCIAL RESULTS

DC PUBLIC CHARTER SCHOOL BOARD

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 2018 (FY18) FAR Report comprises three key components:

1. Aggregate and supplemental information and commentary on the key trends 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 reflected by the 6 key financial indicators below. Fifty-three schools, or 80% of the total LEAs in the sector, meet or exceed all of these standards.

Measure	# of Schools that Meet Standard	%	# of Schools Below Standard	%
Change in Net Assets Margin	65	98%	1	2%
Current Ratio	62	94%	4	6%
Cash Flow from Operations	62	94%	4	6%
Days of Cash on Hand	63	95%	3	5%
Debt Ratio	60	91%	6	9%
Primary Reserve	62	94%	4	6%

INTRODUCTION

Summary of Financial Indicators							
Indicators Met or Exceeded	**6**	**5**	**4**	**3**	**2**	**1**	**Total**
Number of LEAs	53	8	2	2	1	0	66
Percentage of LEAs	80%	12%	3%	3%	2%	0%	100%

Across all public charter schools, assets grew by over $55 million, while liabilities only grew by approximately $16 million, for a net increase to total sector reserves in the current fiscal year. Total net assets grew by approximately $39M, compared to $33M in FY 2017, indicating the charter sectors' financial strength has improved compared to the prior year.

As enrollment continued to increase by 6.7% in FY18, revenues grew by 12%, to $976M. This is largely the result of a $95 million increases in DC Uniform Per Student Funding Formula (UPSFF) funding and $9 million in total grants and other contributions received in FY18.

Total functional expenses grew by $84 million, or 10%, compared to FY 2017. Over $58 million (70%) of that growth is the result of increased spending on personnel and other direct students costs. Personnel expenses comprised roughly 61% of DC public charter schools' expenses, consistent with previous years; however, personnel expenses range from 28% to 80% of expenses across LEAs. In cases where the school uses a school management organization (SMO), the proportion of expenses spent on personnel is impacted by the level of staffing support provided by the SMO.

In FY2018, schools received $3,193 per student in local facilities funding, for a total of $141M, or approximately 17% of their total UPSFF funding. Total occupancy costs for the year were $162M, for a net deficit of $21M between facilities funding and total occupancy costs. While the sector's average occupancy cost are approximately 17% of total expenditures, occupancy costs range up to 31% of total revenues for some schools. The percent of expenses spent on occupancy is often higher as schools ramp up their enrollment levels.

School Management Organizations

In FY18, 16 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.

An 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.

DATA TABLES

DATA TABLES

DC PCSB compiles aggregated and comparative data for greater transparency and ease of use by external stakeholders. As all 66 local education agencies are separate and independent, these tables represent a hypothetical combination for aggregated analyses.

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

Comparative reports provide a single table comparing each school's results in a particular metric. Comparative data tables include:

- Cash, Assets, and Liabilities;
- Net Asset Position over time;
- Cash Position and Future Debt;
- Sources of Revenue;
- Revenues and Expenses;
- Philanthropic Revenue; and
- Distribution of Expenses.

DATA TABLES

Exhibit 1: Combined Statement Financial Position

	June 30, 2018	June 30, 2017
Current Assets		
Unrestricted Cash and Cash Equivalents	$ 365,642,491	$ 336,033,666
Restricted Cash and Investments	8,145,667	9,834,743
Accounts and Grants Receivable, Net	34,879,133	30,856,068
Other Current Assets	28,292,735	9,328,146
Total Current Assets	436,960,026	386,052,623
Noncurrent Assets		
Restricted Cash and Investments	70,663,369	72,438,018
Property and Equipment, Net	853,141,645	850,310,917
Intangible Assets	16,635	40,000
Other Noncurrent Assets	35,325,706	32,747,386
Total Noncurrent Assets	959,147,355	955,536,321
Total Assets	**$ 1,396,107,381**	**$ 1,341,588,944**
Current Liabilities		
Accounts Payable and Accrued Expenses	$ 48,571,743	$ 53,636,157
Accrued Payroll and Taxes	25,532,206	24,038,973
Current Portion of Long-Term Debt	16,544,044	34,631,996
Other Current Liabilities	6,380,220	5,227,211
Total Current Liabilities	97,028,213	117,534,337
Long-Term Liabilities		
Long-Term Debt, Net of Current Portion	726,486,060	707,000,912
Other Liabilities	52,782,783	36,025,364
Total Long-Term Liabilities	779,268,843	743,026,276
Total Liabilities	**$ 876,297,056**	**$ 860,560,613**
Net Assets		
Unrestricted	$ 496,627,702	$ 462,174,530
Temporarily Restricted	21,732,623	18,753,801
Permanently Restricted	1,450,000	100,000
Total Net Assets	519,810,325	481,028,331
Total Liabilities and Net Assets	**$ 1,396,107,381**	**$ 1,341,588,944**

* Note these financial statements do not roll forward, as a result of opening and closures of LEAs between the two fiscal years.

DATA TABLES

Exhibit 2: Combined Statement of Activities

	June 30, 2018	June 30, 2017
Revenues		
DC Per Pupil Charter Allotment	$ 702,706,102	$ 618,970,111
DC Facility Allowance	140,959,200	129,113,161
Total DC Funding Allocation	843,665,302	748,083,272
Federal Entitlements and Other Federal Funds	$67,961,774	68,657,869
Total Grants and Contributions	$38,313,836	33,615,804
Other Income	$26,157,733	21,308,956
Operating Revenues	**976,098,646**	**871,665,901**
Expenses by Program		
Program Services	800,714,159	729,999,608
General and Administrative	118,936,414	107,162,871
Fundraising	8,837,020	8,771,154
Operating Expenses	**928,487,593**	**845,933,633**
Nonoperating Revenue (Expense)	(9,351,070)	7,186,828
Change in Net Assets	**$ 38,259,983**	**$ 32,919,096**

** Note these financial statements do not roll forward as a result of opening and closures of LEAs between the two fiscal years.*

DATA TABLES

Exhibit 3: Combined Statement of Cash Flows

	June 30, 2018	June 30, 2017
Net Cash (Used In) Provided by Operating Activities	$ 78,518,797	$ 77,525,178
Net Cash (Used In) Provided by Investing Activities	(71,313,469)	(89,298,273)
Net Cash (Used In) Provided by Financing Activities		
Proceeds from debt	176,252,351	119,065,139
Principal payments on notes payable	(147,817,930)	(53,240,217)
Other	518,218	(16,457,925)
Total Net cash provided by financing activities	28,952,639	49,366,997
Net Change in Cash	**$ 36,157,967**	**$ 37,593,902**

** Note these financial statements do not roll forward as a result of opening and closures of LEAs between the two fiscal years.*

DATA TABLES

Exhibit 4: Combined Statement of Functional Expenses

	June 30, 2018	June 30, 2017
Personnel Salaries and Benefits		
Salaries	$ $460,680,130	$ $419,884,223
Employee Benefits	$86,466,333	$78,298,047
Other	$23,905,275	$22,049,638
Total Personnel Salaries and Benefits	$571,051,738	$520,231,908
Direct Student Costs		
Contracted Instructional Fees	$31,821,515	$25,975,796
Food Service	$26,614,322	$26,475,231
Other	$36,419,182	$34,515,932
Total Direct Student Costs	$94,855,019	$86,966,959
Occupancy Expenses		
Rent	$46,342,721	$45,081,468
Depreciation and Amortization (Facility only)	$34,996,969	$32,036,051
Interest Expense (Facility only)	$30,844,918	$27,559,557
Other Occupancy	$49,973,642	$43,816,475
Total Occupancy Expenses	$162,158,250	$148,493,551
General Expenses		
Office Supplies	$6,927,339	$5,809,637
Printing and Copying	$2,088,767	$1,793,853
Telecommunications	$4,562,829	$4,453,850
Professional Fees	$25,389,588	$22,558,016
Depreciation and Amortization (non-Facility)	$11,032,237	$10,702,553
Interest Expense (non-Facility)	$952,309	$980,232
Other	$50,887,409	$43,943,074
Total General Expenses	$101,840,477	$90,241,215
Total Functional Expenses	**$ $929,905,485**	**$ $845,933,633**

** Note these financial statements do not roll forward as a result of opening and closures of LEAs between the two fiscal years.*

DATA TABLES

Exhibit 5: Cash, Assets, Liabilities by School

School Name	Unrestricted Cash	Days of Cash on Hand	Total Current Assets	Total Current Liabilities	Working Capital	Net Assets
Academy of Hope Adult PCS	$775,551	50	$1,138,726	$534,877	$603,849	$1,988,079
Achievement Preparatory Academy PCS	$9,488,582	204	$10,606,520	$957,757	$9,648,763	$6,841,721
AppleTree Early Learning PCS	$5,347,247	146	$5,822,743	$1,116,051	$4,706,692	$6,447,288
BASIS DC PCS	$1,584,320	61	$1,860,906	$742,133	$1,118,773	$1,602,252
Breakthrough Montessori PCS	$111,335	15	$309,409	$2,355,541	$(2,046,132)	$627,615
Bridges PCS	$2,246,744	75	$3,171,944	$915,626	$2,256,318	$3,023,855
Briya PCS	$12,961,802	468	$14,124,338	$712,045	$13,412,293	$15,414,951
Capital City PCS	$11,939,899	221	$12,324,877	$2,367,858	$9,957,019	$15,386,991
Carlos Rosario International PCS	$13,797,769	198	$14,526,393	$3,182,383	$11,344,010	$28,937,634
Cedar Tree Academy PCS	$10,850,472	522	$11,305,509	$717,435	$10,588,074	$14,869,774
Center City PCS	$7,407,713	97	$10,998,926	$2,257,706	$8,741,220	$11,633,725
Cesar Chavez PCS for Public Policy	$8,119,436	124	$8,965,214	$2,524,259	$6,440,955	$12,673,914
City Arts & Prep PCS	$1,938,582	76	$2,690,033	$1,411,029	$1,279,004	$2,024,227
Community College Preparatory Academy PCS	$1,918,371	100	$1,995,865	$338,593	$1,657,272	$1,908,411
Creative Minds International PCS	$1,546,781	58	$1,719,136	$427,697	$1,291,439	$70,613
DC Bilingual PCS	$2,998,057	129	$3,923,282	$3,986,302	$(63,020)	$3,539,221
DC Prep PCS	$14,500,349	142	$15,780,235	$3,945,823	$11,834,412	$14,645,818
DC Scholars PCS	$3,743,175	127	$4,246,944	$1,186,379	$3,060,565	$3,465,794
Democracy Prep Congress Heights PCS	$-	0	$1,289,036	$969,129	$319,907	$(160,409)
District of Columbia International School	$9,713,073	267	$10,988,440	$5,352,657	$5,635,783	$10,847,097
E.L. Haynes PCS	$3,812,812	56	$8,737,698	$1,916,356	$6,821,342	$6,255,634
Eagle Academy PCS	$405,471	7	$7,605,610	$2,804,579	$4,801,031	$7,876,218
Early Childhood Academy PCS	$4,040,093	301	$4,302,211	$732,460	$3,569,751	$5,563,543
Elsie Whitlow Stokes Community Freedom PCS	$758,428	35	$2,142,129	$1,041,050	$1,101,079	$4,339,261
Excel Academy PCS	$1,421,744	35	$1,755,913	$313,858	$1,442,055	$1,532,045
Friendship PCS	$31,464,121	137	$40,811,726	$11,769,145	$29,042,581	$39,931,816
Goodwill Excel Center PCS	$3,559,077	274	$3,736,368	$414,867	$3,321,501	$3,998,175
Harmony DC PCS	$377,265	61	$425,956	$386,026	$39,930	$232,838
Hope Community PCS	$5,450,473	127	$6,323,761	$957,016	$5,366,745	$5,462,261
Howard University Middle School of Mathematics and Science PCS	$1,810,482	91	$2,404,875	$456,166	$1,948,709	$1,985,135
IDEA PCS	$1,298,153	71	$1,520,005	$819,927	$700,078	$6,576,232
Ideal Academy PCS	$518,584	39	$807,143	$842,025	$(34,882)	$2,959,154
Ingenuity Prep PCS	$2,470,447	87	$2,782,686	$551,073	$2,231,613	$3,326,980
Inspired Teaching Demonstration PCS	$3,536,033	170	$3,624,548	$330,737	$3,293,811	$3,446,802
Kingsman Academy PCS	$2,353,823	119	$2,887,361	$909,957	$1,977,404	$2,383,715
KIPP DC PCS	$110,218,525	330	$115,180,223	$8,967,346	$106,212,877	$133,378,314
Latin American Montessori Bilingual PCS	$3,526,891	125	$3,779,841	$1,689,980	$2,089,861	$5,838,188
LAYC Career Academy PCS	$1,283,313	131	$1,482,562	$147,277	$1,335,285	$1,499,777
Lee Montessori PCS	$920,280	92	$1,014,190	$274,833	$739,357	$906,169
Mary McLeod Bethune Day Academy PCS	$940,497	40	$1,330,922	$511,158	$819,764	$2,061,309
Maya Angelou PCS	$598,898	21	$2,514,538	$1,604,304	$910,234	$12,313,520
Meridian PCS	$3,626,887	116	$4,285,450	$865,902	$3,419,548	$6,455,011
Monument Academy PCS	$1,441,501	54	$1,681,487	$135,104	$1,546,383	$2,013,828
Mundo Verde Bilingual PCS	$748,813	25	$2,093,392	$3,490,919	$(1,397,527)	$3,139,273
National Collegiate Preparatory PCHS	$550,439	32	$724,469	$193,027	$531,442	$670,010

DATA TABLES

Exhibit 5: Cash, Assets, Liabilities by School (continued)

School Name	Unrestricted Cash	Days of Cash on Hand	Total Current Assets	Total Current Liabilities	Working Capital	Net Assets
Paul PCS	$2,141,299	52	$3,296,776	$1,707,743	$1,589,033	$8,646,829
Perry Street Preparatory PCS	$2,346,471	116	$3,308,241	$940,866	$2,367,375	$7,269,418
Richard Wright PCS for Journalism and Media Arts	$745,597	49	$1,029,019	$612,842	$416,177	$574,067
Rocketship Education DC PCS	$2,453,937	56	$4,014,580	$1,052,028	$2,962,552	$(1,964,816)
Roots PCS	$1,235,199	206	$1,291,810	$125,083	$1,166,727	$1,219,561
SEED PCS	$5,033,065	122	$5,730,978	$909,073	$4,821,905	$19,013,461
Sela PCS	$854,711	74	$1,201,221	$162,571	$1,038,650	$781,118
Shining Stars Montessori Academy PCS	$717,604	55	$790,420	$1,109,983	$(319,563)	$217,125
Somerset Preparatory Academy PCS	$1,129,039	50	$1,329,406	$1,336,107	$(6,701)	$998,804
St. Coletta Special Education PCS	$3,000,000	65	$3,433,013	$3,433,013	$-	$-
Sustainable Futures PCS	$108,990	24	$214,028	$220,679	$(6,651)	$65,991
The Children's Guild DC PCS	$1,113,031	34	$1,751,231	$1,143,733	$607,498	$741,153
The Next Step/El Proximo Paso PCS	$13,248,134	580	$13,510,517	$750,410	$12,760,107	$14,558,228
Thurgood Marshall Academy PCS	$4,288,938	179	$4,798,855	$422,615	$4,376,240	$15,067,706
Two Rivers PCS	$3,571,528	86	$4,731,270	$1,353,849	$3,377,421	$6,976,142
Washington Global PCS	$1,069,596	94	$1,665,364	$723,592	$941,772	$539,994
Washington Latin PCS	$3,314,849	103	$8,739,558	$927,325	$7,812,233	$8,851,017
Washington Leadership Academy PCS	$2,982,879	255	$3,129,137	$221,724	$2,907,413	$3,101,529
Washington Math Science Technology PCHS	$108,966	9	$168,620	$593,761	$(425,141)	$(425,141)
Washington Yu Ying PCS	$7,687,109	295	$10,150,510	$1,100,322	$9,050,188	$12,923,378
YouthBuild DC PCS	$369,241	46	$738,679	$54,522	$684,157	$720,982
TOTALS:	**$365,642,491**	**Avg 124**	**$436,766,773**	**$97,028,213**	**$339,738,560**	**$519,810,325**

DATA TABLES

Exhibit 6: Net Asset Position by School

School Name	First Year of Operation	2014	2015	2016	2017	2018
Academy of Hope Adult PCS	2014-2015	$ -	$ 1,300,306	$ 1,592,314	$ 1,775,057	$ 1,988,079
Achievement Preparatory Academy PCS	2008-2009	$ 1,910,230	$ 3,823,304	$ 4,703,699	$ 5,739,311	$ 6,841,721
AppleTree Early Learning PCS	2005-2006	$ 3,601,528	$ 4,586,598	$ 5,325,449	$ 5,616,621	$ 6,447,288
BASIS DC PCS	2012-2013	$ 103,970	$ 310,293	$ 1,393,096	$ 1,335,465	$ 1,602,252
Breakthrough Montessori PCS	2016-2017	$ -	$ -	$ -	$ 631,753	$ 627,615
Bridges PCS	2005-2006	$ 1,143,839	$ 1,457,071	$ 2,106,408	$ 2,234,090	$ 3,023,855
Briya PCS	2006-2007	$ 9,218,949	$ 11,436,918	$ 13,464,649	$ 14,649,945	$ 15,414,951
Capital City PCS	2000-2001	$ 10,392,806	$ 11,646,728	$ 12,788,244	$ 13,783,662	$ 15,386,991
Carlos Rosario International PCS	1998-1999	$ 20,537,609	$ 20,808,093	$ 26,914,416	$ 27,670,323	$ 28,937,634
Cedar Tree Academy PCS	2001-2002	$ 11,359,491	$ 12,556,319	$ 12,879,805	$ 14,007,266	$ 14,869,774
Center City PCS	2008-2009	$ 1,705,236	$ 5,894,453	$ 8,596,547	$ 9,820,641	$ 11,633,725
Cesar Chavez PCS for Public Policy	1998-1999	$ 11,643,875	$ 12,149,524	$ 12,297,708	$ 11,673,651	$ 12,673,914
City Arts & Prep PCS	2004-2005	$ 816,691	$ 1,446,691	$ 1,537,893	$ 1,932,693	$ 2,024,227
Community College Preparatory Academy PCS	2013-2014	$ (41,716)	$ (1,794)	$ 161,012	$ 1,243,212	$ 1,908,411
Creative Minds International PCS	2012-2013	$ 510,628	$ 1,049,027	$ 600,876	$ (11,957)	$ 70,613
DC Bilingual PCS	2004-2005	$ 293,348	$ (18,411)	$ 875,555	$ 1,316,746	$ 3,539,221
DC Prep PCS	2003-2004	$ 13,072,135	$ 13,878,580	$ 13,764,598	$ 14,256,666	$ 14,645,818
DC Scholars PCS	2012-2013	$ 1,295,503	$ 3,338,389	$ 3,812,225	$ 3,532,746	$ 3,465,794
Democracy Prep Congress Heights PCS	2014-2015	$ -	$ 335,976	$ 282,718	$ 16,920	$ (160,409)
District of Columbia International School	2014-2015	$ -	$ 1,641,527	$ 4,907,327	$ 7,607,737	$ 10,847,097
E.L. Haynes PCS	2004-2005	$ (7,781,503)	$ 5,493,590	$ 4,076,233	$ 5,796,677	$ 6,255,634
Eagle Academy PCS	2003-2004	$ 3,839,053	$ 5,087,842	$ 5,896,814	$ 6,198,852	$ 7,876,218
Early Childhood Academy PCS	2005-2006	$ 3,752,131	$ 4,400,895	$ 4,844,828	$ 5,009,078	$ 5,563,543
Elsie Whitlow Stokes Community Freedom PCS	1998-1999	$ 2,634,764	$ 3,607,964	$ 3,532,220	$ 3,683,848	$ 4,339,261
Excel Academy PCS	2008-2009	$ 2,220,320	$ 3,668,433	$ 4,144,399	$ 3,724,300	$ 1,532,045
Friendship PCS	1998-1999	$ 23,327,899	$ 36,949,248	$ 37,682,570	$ 38,339,777	$ 39,931,816
Goodwill Excel Center PCS	2016-2017	$ -	$ -	$ -	$ 1,516,596	$ 3,998,175
Harmony DC PCS	2014-2015	$ -	$ (31,664)	$ 168,067	$ 174,626	$ 232,838
Hope Community PCS	2005-2006	$ 1,787,458	$ 2,472,195	$ 3,486,682	$ 4,861,463	$ 5,462,261
Howard University Middle School of Mathematics and Science PCS	2005-2006	$ 1,132,287	$ 1,365,849	$ 1,687,746	$ 1,710,328	$ 1,985,135
IDEA PCS	1998-1999	$ 2,079,987	$ 1,609,057	$ 5,573,205	$ 5,494,602	$ 6,576,232
Ideal Academy PCS	1999-2000	$ 1,386,535	$ 1,724,022	$ 2,136,278	$ 2,551,305	$ 2,959,154
Ingenuity Prep PCS	2013-2014	$ 622,096	$ 1,261,187	$ 2,662,489	$ 2,607,737	$ 3,326,980
Inspired Teaching Demonstration PCS	2011-2012	$ 1,498,232	$ 2,163,298	$ 2,625,170	$ 2,943,825	$ 3,446,802
Kingsman Academy PCS	2015-2016	$ -	$ -	$ 822,277	$ 1,223,301	$ 2,383,715
KIPP DC PCS	2001-2002	$ 96,784,139	$ 101,658,254	$ 126,531,535	$ 138,341,079	$ 133,378,314
Latin American Montessori Bilingual PCS	2003-2004	$ 4,511,081	$ 5,063,050	$ 5,511,272	$ 5,949,531	$ 5,838,188
LAYC Career Academy PCS	2012-2013	$ 543,945	$ 1,146,829	$ 1,614,617	$ 1,564,547	$ 1,499,777
Lee Montessori PCS	2014-2015	$ -	$ 176,120	$ 462,441	$ 730,843	$ 906,169
Mary McLeod Bethune Day Academy PCS	2004-2005	$ 2,341,777	$ 2,741,821	$ 2,326,000	$ 1,576,295	$ 2,061,309
Maya Angelou PCS	1998-1999	$ 9,148,384	$ 11,303,187	$ 10,703,943	$ 9,889,359	$ 12,313,520
Meridian PCS	1999-2000	$ 6,574,551	$ 5,562,998	$ 3,822,486	$ 5,254,170	$ 6,455,011
Monument Academy PCS	2015-2016	$ -	$ -	$ 746,973	$ 1,435,991	$ 2,013,828
Mundo Verde Bilingual PCS	2011-2012	$ 1,831,000	$ 2,517,309	$ 3,216,575	$ 2,913,940	$ 3,139,273
National Collegiate Preparatory PCHS	2009-2010	$ 147,115	$ 762,490	$ 808,768	$ 608,442	$ 670,010

DATA TABLES

Exhibit 6: Net Asset Position by School (continued)

School Name	First Year of Operation	2014	2015	2016	2017	2018
Paul PCS	2000-2001	$ 7,781,741	$ 8,667,152	$ 9,111,447	$ 9,030,501	$ 8,646,829
Perry Street Preparatory PCS	1998-1999	$ 8,494,785	$ 8,667,775	$ 7,714,808	$ 6,983,570	$ 7,269,418
Richard Wright PCS for Journalism and Media Arts	2011-2012	$ 1,087,390	$ 731,273	$ (105,190)	$ 148,921	$ 574,067
Rocketship Education DC PCS	2016-2017	$ -	$ -	$ 9	$ (1,334,792)	$ (1,964,816)
Roots PCS	1999-2000	$ 1,286,402	$ 1,185,562	$ 1,167,416	$ 1,179,520	$ 1,219,561
SEED PCS	1998-1999	$ 15,818,931	$ 15,839,423	$ 16,804,914	$ 17,454,850	$ 19,013,461
Sela PCS	2013-2014	$ (121,033)	$ 260,709	$ 636,978	$ 685,530	$ 781,118
Shining Stars Montessori Academy PCS	2011-2012	$ 513,845	$ 410,655	$ 377,238	$ (71,339)	$ 217,125
Somerset Preparatory Academy PCS	2013-2014	$ 180,988	$ 709,254	$ 823,594	$ 283,605	$ 998,804
St. Coletta Special Education PCS	2006-2007	$ -	$ -	$ -	$ -	$ -
Sustainable Futures PCS	2017-2018	$ -	$ -	$ -	$ -	$ 65,991
The Children's Guild DC PCS	2015-2016	$ -	$ -	$ (234,911)	$ 25,845	$ 741,153
The Next Step/El Proximo Paso PCS	1998-1999	$ 5,938,003	$ 8,899,213	$ 10,926,739	$ 13,090,418	$ 14,558,228
Thurgood Marshall Academy PCS	2001-2002	$ 13,403,382	$ 14,193,319	$ 14,298,276	$ 14,582,933	$ 15,067,706
Two Rivers PCS	2004-2005	$ 5,662,813	$ 6,889,719	$ 6,375,261	$ 6,024,912	$ 6,976,142
Washington Global PCS	2015-2016	$ -	$ -	$ 90,039	$ 263,583	$ 539,994
Washington Latin PCS	2006-2007	$ 4,447,910	$ 6,053,614	$ 7,175,862	$ 8,116,459	$ 8,851,017
Washington Leadership Academy PCS	2016-2017	$ -	$ -	$ 9	$ 863,209	$ 3,101,529
Washington Math Science Technology PCHS	1998-1999	$ (235,200)	$ 660,969	$ 15,643	$ (790,849)	$ (425,141)
Washington Yu Ying PCS	2008-2009	$ 7,540,561	$ 8,259,463	$ 9,273,541	$ 10,936,783	$ 12,923,378
YouthBuild DC PCS	2005-2006	$ 754,748	$ 634,444	$ 402,777	$ 621,612	$ 720,982
	TOTALS:	**$ 318,500,639**	**$ 390,406,110**	**$ 447,942,577**	**$ 481,028,331**	**$ 519,810,325**

NOTE: This schedule provides historical information for schools currently operating; it does not present information on closed schools.

DATA TABLES

Exhibit 7: Cash Position and Future Debt by School

School Name	Unrestricted Cash	Days of Cash on Hand	Net Cash from Operations	Debt Due in FY2019	Long-Term Debt Due After FY2019
Academy of Hope Adult PCS	$ 775,551	50	$ 336,633	$ 65,066	$ 3,875,207
Achievement Preparatory Academy PCS	$ 9,488,582	204	$ 2,163,456	$ 439,419	$ 34,001,032
AppleTree Early Learning PCS	$ 5,347,247	146	$ 1,425,761	$ -	$ 3,354,221
BASIS DC PCS	$ 1,584,320	61	$ 501,207	$ -	$ -
Breakthrough Montessori PCS	$ 111,335	15	$ 2,087,028	$ 86,761	$ 121,625
Bridges PCS	$ 2,246,744	75	$ 990,479	$ -	$ -
Briya PCS	$ 12,961,802	468	$ 589,830	$ -	$ -
Capital City PCS	$ 11,939,899	221	$ 3,849,848	$ 619,935	$ 16,150,604
Carlos Rosario International PCS	$ 13,797,769	198	$ 3,131,742	$ 859,026	$ 24,259,656
Cedar Tree Academy PCS	$ 10,850,472	522	$ 907,013	$ 320,057	$ 5,030,465
Center City PCS	$ 7,407,713	97	$ 2,628,759	$ -	$ -
Cesar Chavez PCS for Public Policy	$ 8,119,436	124	$ 2,752,724	$ 670,000	$ 22,143,137
City Arts & Prep PCS	$ 1,938,582	76	$ 370,829	$ 418,338	$ -
Community College Preparatory Academy PCS	$ 1,918,371	100	$ 959,003	$ 2,502	$ -
Creative Minds International PCS	$ 1,546,781	58	$ 1,319,516	$ 49,114	$ 1,840,550
DC Bilingual PCS	$ 2,998,057	129	$ 1,479,955	$ 18,860	$ 1,216,942
DC Prep PCS	$ 14,500,349	142	$ 3,089,661	$ 1,515,000	$ 62,816,459
DC Scholars PCS	$ 3,743,175	127	$ 834,987	$ 311,273	$ 13,294,568
Democracy Prep Congress Heights PCS	$ -	0	$ 29,765	$ -	$ -
District of Columbia International School	$ 9,713,073	267	$ 616,819	$ 737,618	$ 50,831,979
E.L. Haynes PCS	$ 3,812,812	56	$ 1,948,916	$ 535,000	$ 32,098,208
Eagle Academy PCS	$ 405,471	7	$ 1,591,217	$ 918,691	$ 19,250,097
Early Childhood Academy PCS	$ 4,040,093	301	$ 546,225	$ 2,931	$ -
Elsie Whitlow Stokes Community Freedom PCS	$ 758,428	35	$ (22,687)	$ 235,801	$ 7,043,811
Excel Academy PCS	$ 1,421,744	35	$ (2,041,304)	$ -	$ -
Friendship PCS	$ 31,464,121	137	$ 7,240,202	$ 2,760,000	$ 112,414,997
Goodwill Excel Center PCS	$ 3,559,077	274	$ 2,683,552	$ -	$ -
Harmony DC PCS	$ 377,265	61	$ 180,615	$ 6,148	$ -
Hope Community PCS	$ 5,450,473	127	$ 758,940	$ -	$ -
Howard University Middle School of Mathematics and Science PCS	$ 1,810,482	91	$ 216,709	$ -	$ -
IDEA PCS	$ 1,298,153	71	$ 1,353,188	$ 218,068	$ 7,144,116
Ideal Academy PCS	$ 518,584	39	$ 612,549	$ 597,441	$ 8,143,768
Ingenuity Prep PCS	$ 2,470,447	87	$ 737,433	$ -	$ -
Inspired Teaching Demonstration PCS	$ 3,536,033	170	$ 917,262	$ 15,445	$ -
Kingsman Academy PCS	$ 2,353,823	119	$ 1,633,521	$ 392,678	$ 8,978,674
KIPP DC PCS	$ 110,218,525	330	$ 4,639,188	$ 1,563,901	$ 180,736,765
Latin American Montessori Bilingual PCS	$ 3,526,891	125	$ (48,485)	$ 144,537	$ 4,910,237
LAYC Career Academy PCS	$ 1,283,313	131	$ (311,673)	$ -	$ -
Lee Montessori PCS	$ 920,280	92	$ 193,369	$ -	$ -
Mary McLeod Bethune Day Academy PCS	$ 940,497	40	$ 608,019	$ -	$ -
Maya Angelou PCS	$ 598,898	21	$ 1,008,730	$ 96,157	$ 3,629,375
Meridian PCS	$ 3,626,887	116	$ 1,369,465	$ -	$ 12,590,727
Monument Academy PCS	$ 1,441,501	54	$ 637,966	$ 3,930	$ 914,923
Mundo Verde Bilingual PCS	$ 748,813	25	$ 1,234,302	$ 629,383	$ 8,631,329
National Collegiate Preparatory PCHS	$ 550,439	32	$ (118,178)	$ -	$ -

DATA TABLES

Exhibit 7: Cash Position and Future Debt by School (continued)

School Name	Unrestricted Cash	Days of Cash on Hand	Net Cash from Operations	Debt Due in FY2019	Long-Term Debt Due After FY2019
Paul PCS	$ 2,141,299	52	$ 437,572	$ 346,462	$ 26,956
Perry Street Preparatory PCS	$ 2,346,471	116	$ 1,680,705	$ -	$ 11,650,887
Richard Wright PCS for Journalism and Media Arts	$ 745,597	49	$ 573,108	$ 23,260	$ 4,467
Rocketship Education DC PCS	$ 2,453,937	56	$ 433,614	$ -	$ -
Roots PCS	$ 1,235,199	206	$ 88,535	$ -	$ -
SEED PCS	$ 5,033,065	122	$ 2,891,378	$ 300,000	$ 2,525,000
Sela PCS	$ 854,711	74	$ 325,900	$ 3,089	$ 4,932
Shining Stars Montessori Academy PCS	$ 717,604	55	$ 514,378	$ -	$ -
Somerset Preparatory Academy PCS	$ 1,129,039	50	$ 1,674,800	$ -	$ -
St. Coletta Special Education PCS	$ 3,000,000	65	$ (591,856)	$ -	$ -
Sustainable Futures PCS	$ 108,990	24	$ 151,493	$ 110,000	$ -
The Children's Guild DC PCS	$ 1,113,031	34	$ 1,049,836	$ -	$ -
The Next Step/El Proximo Paso PCS	$ 13,248,134	580	$ 1,798,964	$ 181,296	$ 6,726,633
Thurgood Marshall Academy PCS	$ 4,288,938	179	$ 1,096,051	$ -	$ -
Two Rivers PCS	$ 3,571,528	86	$ 1,818,428	$ 641,268	$ 25,374,226
Washington Global PCS	$ 1,069,596	94	$ 282,016	$ 233,214	$ 5,683,192
Washington Latin PCS	$ 3,314,849	103	$ 1,464,010	$ 32,375	$ 17,695,949
Washington Leadership Academy PCS	$ 2,982,879	255	$ 2,496,274	$ -	$ -
Washington Math Science Technology PCHS	$ 108,966	9	$ 681,224	$ -	$ -
Washington Yu Ying PCS	$ 7,687,109	295	$ 2,152,711	$ 440,000	$ 11,370,113
YouthBuild DC PCS	$ 369,241	46	$ (134,400)	$ -	$ 233
TOTALS:	**$ 365,642,491**	**Avg 124**	**$ 78,518,797**	**$ 16,544,044**	**$ 726,486,060**

DATA TABLES

Exhibit 8: Revenues and Expenses by School

School Name	Operating Revenues	Operating Expenses	Non-Operating Revenue (Expense)	Surplus (Deficit)
Academy of Hope Adult PCS	$ 6,051,028	$ 5,838,006	$ -	$ 213,022
Achievement Preparatory Academy PCS	$ 19,521,917	$ 18,419,507	$ -	$ 1,102,410
AppleTree Early Learning PCS	$ 14,531,325	$ 13,700,658	$ -	$ 830,667
BASIS DC PCS	$ 9,878,939	$ 9,612,152	$ -	$ 266,787
Breakthrough Montessori PCS	$ 2,719,124	$ 2,723,262	$ -	$ (4,138)
Bridges PCS	$ 11,911,205	$ 11,121,440	$ -	$ 789,765
Briya PCS	$ 11,140,096	$ 10,375,269	$ 179	$ 765,006
Capital City PCS	$ 22,733,657	$ 21,308,607	$ 178,279	$ 1,603,329
Carlos Rosario International PCS	$ 28,716,816	$ 27,641,267	$ 191,762	$ 1,267,311
Cedar Tree Academy PCS	$ 8,520,719	$ 7,845,569	$ 187,358	$ 862,508
Center City PCS	$ 30,447,961	$ 28,634,877	$ -	$ 1,813,084
Cesar Chavez PCS for Public Policy	$ 26,329,562	$ 25,329,299	$ -	$ 1,000,263
City Arts & Prep PCS	$ 9,674,708	$ 9,584,898	$ 1,724	$ 91,534
Community College Preparatory Academy PCS	$ 7,826,253	$ 7,161,054	$ -	$ 665,199
Creative Minds International PCS	$ 10,323,479	$ 10,240,909	$ -	$ 82,570
DC Bilingual PCS	$ 10,839,424	$ 8,616,949	$ -	$ 2,222,475
DC Prep PCS	$ 40,061,931	$ 39,723,939	$ 51,160	$ 389,152
DC Scholars PCS	$ 11,627,876	$ 11,694,828	$ -	$ (66,952)
Democracy Prep Congress Heights PCS	$ 14,136,328	$ 14,313,657	$ -	$ (177,329)
District of Columbia International School	$ 16,599,073	$ 15,142,668	$ 1,782,955	$ 3,239,360
E.L. Haynes PCS	$ 26,402,943	$ 26,743,439	$ 799,453	$ 458,957
Eagle Academy PCS	$ 23,134,423	$ 21,432,682	$ (24,375)	$ 1,677,366
Early Childhood Academy PCS	$ 5,508,798	$ 4,953,664	$ (669)	$ 554,465
Elsie Whitlow Stokes Community Freedom PCS	$ 8,503,295	$ 8,184,605	$ 336,723	$ 655,413
Excel Academy PCS	$ 13,201,541	$ 14,859,799	$ (533,997)	$ (2,192,255)
Friendship PCS	$ 90,619,004	$ 89,280,457	$ 253,492	$ 1,592,039
Goodwill Excel Center PCS	$ 7,573,239	$ 5,091,660	$ -	$ 2,481,579
Harmony DC PCS	$ 2,425,542	$ 2,367,330	$ -	$ 58,212
Hope Community PCS	$ 16,396,047	$ 15,795,249	$ -	$ 600,798
Howard University Middle School of Mathematics and Science PCS	$ 7,586,717	$ 7,336,910	$ -	$ 249,807
IDEA PCS	$ 8,193,085	$ 7,111,455	$ -	$ 1,081,630
Ideal Academy PCS	$ 5,642,435	$ 5,234,586	$ -	$ 407,849
Ingenuity Prep PCS	$ 11,261,473	$ 10,539,866	$ (2,364)	$ 719,243
Inspired Teaching Demonstration PCS	$ 8,177,920	$ 7,674,943	$ -	$ 502,977
Kingsman Academy PCS	$ 8,765,064	$ 7,604,650	$ -	$ 1,160,414
KIPP DC PCS	$ 136,582,356	$ 128,762,463	$ (12,782,658)	$ (4,962,765)
Latin American Montessori Bilingual PCS	$ 10,353,758	$ 10,585,375	$ 120,274	$ (111,343)
LAYC Career Academy PCS	$ 3,592,944	$ 3,657,714	$ -	$ (64,770)
Lee Montessori PCS	$ 3,862,902	$ 3,687,576	$ -	$ 175,326
Mary McLeod Bethune Day Academy PCS	$ 9,269,305	$ 8,784,291	$ (10,556)	$ 474,458
Maya Angelou PCS	$ 13,614,017	$ 11,189,897	$ -	$ 2,424,120
Meridian PCS	$ 13,517,828	$ 12,316,987	$ -	$ 1,200,841
Monument Academy PCS	$ 10,357,206	$ 9,779,369	$ -	$ 577,837
Mundo Verde Bilingual PCS	$ 11,894,508	$ 11,669,175	$ -	$ 225,333
National Collegiate Preparatory PCHS	$ 6,353,620	$ 6,292,052	$ -	$ 61,568

DATA TABLES

Exhibit 8: Revenues and Expenses by School (continued)

School Name	Operating Revenues	Operating Expenses	Non-Operating Revenue (Expense)	Surplus (Deficit)
Paul PCS	$ 15,986,475	$ 16,370,147	$ -	$ (383,672)
Perry Street Preparatory PCS	$ 8,482,260	$ 8,196,412	$ -	$ 285,848
Richard Wright PCS for Journalism and Media Arts	$ 6,183,867	$ 5,758,721	$ -	$ 425,146
Rocketship Education DC PCS	$ 15,307,955	$ 15,937,979	$ -	$ (630,024)
Roots PCS	$ 2,260,949	$ 2,220,908	$ -	$ 40,041
SEED PCS	$ 18,209,820	$ 16,651,209	$ -	$ 1,558,611
Sela PCS	$ 4,406,616	$ 4,311,028	$ -	$ 95,588
Shining Stars Montessori Academy PCS	$ 5,114,262	$ 4,825,799	$ -	$ 288,463
Somerset Preparatory Academy PCS	$ 9,121,692	$ 8,388,458	$ (18,035)	$ 715,199
St. Coletta Special Education PCS	$ 18,100,697	$ 18,100,697	$ -	$ -
Sustainable Futures PCS	$ 1,791,529	$ 1,691,730	$ -	$ 99,799
The Children's Guild DC PCS	$ 13,018,493	$ 12,303,185	$ -	$ 715,308
The Next Step/El Proximo Paso PCS	$ 10,038,645	$ 8,745,393	$ 174,558	$ 1,467,810
Thurgood Marshall Academy PCS	$ 9,894,047	$ 9,331,548	$ (77,726)	$ 484,773
Two Rivers PCS	$ 17,129,065	$ 16,182,890	$ 5,055	$ 951,230
Washington Global PCS	$ 4,669,150	$ 4,392,739	$ -	$ 276,411
Washington Latin PCS	$ 13,354,905	$ 12,833,158	$ 212,811	$ 734,558
Washington Leadership Academy PCS	$ 6,585,417	$ 4,347,098	$ -	$ 2,238,319
Washington Math Science Technology PCHS	$ 4,901,177	$ 5,055,690	$ -	$ (154,513)
Washington Yu Ying PCS	$ 11,946,463	$ 9,959,868	$ -	$ 1,986,595
YouthBuild DC PCS	$ 3,213,770	$ 2,917,927	$ (196,473)	$ 99,370
TOTALS:	**$ 976,098,645**	**$ 928,487,593**	**$ (9,351,070)**	**$ 38,259,982**

DATA TABLES

Exhibit 9: Sources of Revenue By School

School Name	Total DC Funding	% of DC Funding	Federal Funds	% of Federal Funds	Total Grants & Other Contributions	% of Grants & Other Contributions	Other Income	% of Other Income	Operating Revenues
Academy of Hope Adult PCS	$ 4,824,293	80%	$ 540,279	9%	$ 627,258	10%	$ 59,198	1%	$ 6,051,028
Achievement Preparatory Academy PCS	$ 17,892,748	92%	$ 1,431,664	7%	$ 117,085	1%	$ 80,420	0%	$ 19,521,917
AppleTree Early Learning PCS	$ 12,542,849	86%	$ 945,438	7%	$ 475,406	3%	$ 567,632	4%	$ 14,531,325
BASIS DC PCS	$ 9,253,908	94%	$ 150,671	2%	$ 190,302	2%	$ 284,058	3%	$ 9,878,939
Breakthrough Montessori PCS	$ 2,518,915	93%	$ 94,043	3%	$ 14,606	1%	$ 91,560	3%	$ 2,719,124
Bridges PCS	$ 10,965,699	92%	$ 664,406	6%	$ 219,044	2%	$ 62,056	1%	$ 11,911,205
Briya PCS	$ 9,153,695	82%	$ 442,547	4%	$ 1,397,889	13%	$ 145,965	1%	$ 11,140,096
Capital City PCS	$ 20,148,465	89%	$ 1,537,732	7%	$ 572,382	3%	$ 475,078	2%	$ 22,733,657
Carlos Rosario International PCS	$ 26,919,803	94%	$ 119,784	0%	$ 287,431	1%	$ 1,389,798	5%	$ 28,716,816
Cedar Tree Academy PCS	$ 7,403,957	87%	$ 657,715	8%	$ 27,291	0%	$ 431,756	5%	$ 8,520,719
Center City PCS	$ 26,856,741	88%	$ 2,895,677	10%	$ 169,253	1%	$ 526,290	2%	$ 30,447,961
Cesar Chavez PCS for Public Policy	$ 23,956,139	91%	$ 1,980,914	8%	$ 213,692	1%	$ 178,817	1%	$ 26,329,562
City Arts & Prep PCS	$ 8,798,088	91%	$ 756,484	8%	$ 91,148	1%	$ 28,988	0%	$ 9,674,708
Community College Preparatory Academy PCS	$ 7,480,843	96%	$ 32,916	0%	$ 41,530	1%	$ 270,964	3%	$ 7,826,253
Creative Minds International PCS	$ 9,257,730	90%	$ 259,411	3%	$ 268,962	3%	$ 537,376	5%	$ 10,323,479
DC Bilingual PCS	$ 9,168,069	85%	$ 623,009	6%	$ 515,120	5%	$ 533,226	5%	$ 10,839,424
DC Prep PCS	$ 34,231,026	85%	$ 2,147,307	5%	$ 3,009,315	8%	$ 674,283	2%	$ 40,061,931
DC Scholars PCS	$ 9,874,724	85%	$ 1,227,265	11%	$ 259,018	2%	$ 266,869	2%	$ 11,627,876
Democracy Prep Congress Heights PCS	$ 12,704,031	90%	$ 1,387,307	10%	$ 44,990	0%	$ -	0%	$ 14,136,328
District of Columbia International School	$ 14,442,614	87%	$ 788,689	5%	$ 372,909	2%	$ 994,861	6%	$ 16,599,073
E.L. Haynes PCS	$ 23,561,722	89%	$ 1,604,551	6%	$ 1,040,703	4%	$ 195,967	1%	$ 26,402,943
Eagle Academy PCS	$ 18,940,317	82%	$ 3,179,029	14%	$ 664,544	3%	$ 350,533	2%	$ 23,134,423
Early Childhood Academy PCS	$ 4,727,333	86%	$ 596,110	11%	$ 73,886	1%	$ 111,469	2%	$ 5,508,798
Elsie Whitlow Stokes Community Freedom PCS	$ 6,014,775	71%	$ 453,592	5%	$ 751,423	9%	$ 1,283,505	15%	$ 8,503,295
Excel Academy PCS	$ 11,770,504	89%	$ 1,204,606	9%	$ 158,824	1%	$ 67,607	1%	$ 13,201,541
Friendship PCS	$ 79,594,978	88%	$ 7,825,307	9%	$ 3,069,102	3%	$ 129,617	0%	$ 90,619,004
Goodwill Excel Center PCS	$ 6,745,492	89%	$ 18,677	0%	$ 801,005	11%	$ 8,065	0%	$ 7,573,239
Harmony DC PCS	$ 1,732,432	71%	$ 123,931	5%	$ 563,888	23%	$ 5,291	0%	$ 2,425,542
Hope Community PCS	$ 14,920,434	91%	$ 1,101,145	7%	$ -	0%	$ 374,468	2%	$ 16,396,047
Howard University Middle School of Mathematics and Science PCS	$ 4,894,886	65%	$ 446,843	6%	$ 2,122,507	28%	$ 122,481	2%	$ 7,586,717
IDEA PCS	$ 6,616,763	81%	$ 1,032,054	13%	$ 149,948	2%	$ 394,320	5%	$ 8,193,085
Ideal Academy PCS	$ 4,943,844	88%	$ 484,930	9%	$ 103,971	2%	$ 109,690	2%	$ 5,642,435
Ingenuity Prep PCS	$ 9,901,134	88%	$ 799,912	7%	$ 476,924	4%	$ 83,503	1%	$ 11,261,473
Inspired Teaching Demonstration PCS	$ 7,772,156	95%	$ 189,586	2%	$ 219,846	3%	$ (3,668)	0%	$ 8,177,920
Kingsman Academy PCS	$ 7,615,331	87%	$ 496,696	6%	$ 40,634	0%	$ 612,403	7%	$ 8,765,064
KIPP DC PCS	$ 117,830,732	86%	$ 11,239,849	8%	$ 4,773,867	3%	$ 2,737,908	2%	$ 136,582,356
Latin American Montessori Bilingual PCS	$ 8,796,520	85%	$ 272,196	3%	$ 173,367	2%	$ 1,111,675	11%	$ 10,353,758
LAYC Career Academy PCS	$ 2,934,336	82%	$ 12,889	0%	$ 636,101	18%	$ 9,618	0%	$ 3,592,944
Lee Montessori PCS	$ 3,388,176	88%	$ 158,901	4%	$ 49,637	1%	$ 266,188	7%	$ 3,862,902
Mary McLeod Bethune Day Academy PCS	$ 8,388,222	90%	$ 784,273	8%	$ -	0%	$ 96,810	1%	$ 9,269,305
Maya Angelou PCS	$ 7,906,506	58%	$ 1,162,246	9%	$ 2,364,382	17%	$ 2,180,883	16%	$ 13,614,017
Meridian PCS	$ 12,382,621	92%	$ 1,038,017	8%	$ 60,248	0%	$ 36,942	0%	$ 13,517,828
Monument Academy PCS	$ 7,356,075	71%	$ 555,760	5%	$ 2,444,931	24%	$ 440	0%	$ 10,357,206
Mundo Verde Bilingual PCS	$ 10,098,369	85%	$ 351,119	3%	$ 399,416	3%	$ 1,045,604	9%	$ 11,894,508

DATA TABLES

Exhibit 9: Sources of Revenue By School (continued)

School Name	Total DC Funding	% of DC Funding	Federal Funds	% of Federal Funds	Total Grants & Other Contributions	% of Grants & Other Contributions	Other Income	% of Other Income	Operating Revenues
National Collegiate Preparatory PCHS	$ 5,682,877	89%	$ 529,795	8%	$ 103,873	2%	$ 37,075	1%	$ 6,353,620
Paul PCS	$ 14,638,641	92%	$ 866,060	5%	$ 209,645	1%	$ 272,129	2%	$ 15,986,475
Perry Street Preparatory PCS	$ 7,000,017	83%	$ 861,587	10%	$ 158,611	2%	$ 462,045	5%	$ 8,482,260
Richard Wright PCS for Journalism and Media Arts	$ 5,550,751	90%	$ 556,573	9%	$ 67,285	1%	$ 9,258	0%	$ 6,183,867
Rocketship Education DC PCS	$ 12,159,345	79%	$ 1,815,858	12%	$ 1,324,634	9%	$ 8,118	0%	$ 15,307,955
Roots PCS	$ 2,055,818	91%	$ 152,955	7%	$ 19,323	1%	$ 32,853	1%	$ 2,260,949
SEED PCS	$ 16,971,060	93%	$ 672,756	4%	$ 115,515	1%	$ 450,489	2%	$ 18,209,820
Sela PCS	$ 3,736,182	85%	$ 437,257	10%	$ 33,992	1%	$ 199,185	5%	$ 4,406,616
Shining Stars Montessori Academy PCS	$ 4,788,470	94%	$ 175,024	3%	$ 23,991	0%	$ 126,777	2%	$ 5,114,262
Somerset Preparatory Academy PCS	$ 7,552,314	83%	$ 1,139,798	12%	$ 319,133	3%	$ 110,447	1%	$ 9,121,692
St. Coletta Special Education PCS	$ 14,767,470	82%	$ 253,114	1%	$ -	0%	$ 3,080,113	17%	$ 18,100,697
Sustainable Futures PCS	$ 1,285,003	72%	$ 463,345	26%	$ 50,051	3%	$ (6,870)	0%	$ 1,791,529
The Children's Guild DC PCS	$ 11,860,551	91%	$ 865,745	7%	$ 89,174	1%	$ 203,023	2%	$ 13,018,493
The Next Step/El Proximo Paso PCS	$ 8,977,827	89%	$ 786,682	8%	$ 246,938	2%	$ 27,198	0%	$ 10,038,645
Thurgood Marshall Academy PCS	$ 7,725,645	78%	$ 1,030,280	10%	$ 1,037,172	10%	$ 100,950	1%	$ 9,894,047
Two Rivers PCS	$ 15,069,116	88%	$ 848,104	5%	$ 1,054,281	6%	$ 157,564	1%	$ 17,129,065
Washington Global PCS	$ 4,041,507	87%	$ 459,901	10%	$ 111,691	2%	$ 56,051	1%	$ 4,669,150
Washington Latin PCS	$ 11,935,673	89%	$ 299,669	2%	$ 568,377	4%	$ 551,186	4%	$ 13,354,905
Washington Leadership Academy PCS	$ 4,095,595	62%	$ 284,145	4%	$ 2,197,531	33%	$ 8,146	0%	$ 6,585,417
Washington Math Science Technology PCHS	$ 4,247,374	87%	$ 468,513	10%	$ 94,179	2%	$ 91,111	2%	$ 4,901,177
Washington Yu Ying PCS	$ 9,831,839	82%	$ 460,396	4%	$ 408,986	3%	$ 1,245,242	10%	$ 11,946,463
YouthBuild DC PCS	$ 2,464,232	77%	$ 718,740	22%	$ 25,669	1%	$ 5,129	0%	$ 3,213,770
TOTALS:	**$ 843,665,302**	**Avg 85%**	**$ 67,961,774**	**Avg 7%**	**$ 38,313,836**	**Avg 5%**	**$ 26,157,733**	**Avg 3%**	**$ 976,098,645**

DATA TABLES

Exhibit 10: Philanthropic Revenue by School

School Name	FY2016 Grants and Contributions Total	FY2016 Grants and Contributions Per Pupil	FY2017 Grants and Contributions Total	FY2017 Grants and Contributions Per Pupil	FY2018 Grants and Contributions Total	FY2018 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	$ 666,224	$ 1,995	$ 1,064,432	$ 2,838	$ 627,258	$ 1,625	$ 785,971	$ 2,153
Achievement Preparatory Academy PCS	$ 447,176	$ 682	$ 223,393	$ 240	$ 117,085	$ 122	$ 262,551	$ 348
AppleTree Early Learning PCS	$ 275,671	$ 422	$ 320,456	$ 508	$ 475,406	$ 728	$ 357,178	$ 553
BASIS DC PCS	$ 219,176	$ 366	$ 213,370	$ 357	$ 190,302	$ 319	$ 207,616	$ 348
Breakthrough Montessori PCS	$ -	$ -	$ 495,974	$ 5,573	$ 14,606	$ 113	$ 170,193	$ 1,895
Bridges PCS	$ 535,499	$ 1,608	$ 329,027	$ 1,003	$ 219,044	$ 549	$ 361,190	$ 1,053
Briya PCS	$ 360,859	$ 726	$ 447,757	$ 695	$ 1,397,889	$ 2,077	$ 735,502	$ 1,166
Capital City PCS	$ 402,340	$ 410	$ 378,265	$ 385	$ 572,382	$ 576	$ 450,996	$ 457
Carlos Rosario International PCS	$ 246,319	$ 122	$ 290,317	$ 141	$ 287,431	$ 136	$ 274,689	$ 133
Cedar Tree Academy PCS	$ 94,670	$ 259	$ 31,477	$ 82	$ 27,291	$ 72	$ 51,146	$ 137
Center City PCS	$ 704,960	$ 490	$ 210,360	$ 146	$ 169,253	$ 115	$ 361,524	$ 250
Cesar Chavez PCS for Public Policy	$ 757,038	$ 533	$ 473,579	$ 371	$ 213,692	$ 182	$ 481,436	$ 362
City Arts & Prep PCS	$ 173,468	$ 371	$ 56,411	$ 108	$ 91,148	$ 183	$ 107,009	$ 221
Community College Preparatory Academy PCS	$ 139,833	$ 390	$ 336,671	$ 707	$ 41,530	$ 69	$ 172,678	$ 389
Creative Minds International PCS	$ 260,134	$ 1,098	$ 464,785	$ 1,363	$ 268,962	$ 610	$ 331,294	$ 1,024
DC Bilingual PCS	$ 295,168	$ 732	$ 178,410	$ 435	$ 515,120	$ 1,171	$ 329,566	$ 779
DC Prep PCS	$ 2,782,480	$ 1,785	$ 3,362,333	$ 1,966	$ 3,009,315	$ 1,605	$ 3,051,376	$ 1,785
DC Scholars PCS	$ 86,641	$ 194	$ 131,765	$ 261	$ 259,018	$ 503	$ 159,141	$ 319
Democracy Prep Congress Heights PCS	$ 94,022	$ 150	$ 161,237	$ 246	$ 44,990	$ 70	$ 100,083	$ 155
District of Columbia International School	$ 662,580	$ 1,640	$ 720,593	$ 1,386	$ 372,909	$ 464	$ 585,361	$ 1,163
E.L. Haynes PCS	$ 1,753,797	$ 1,537	$ 1,222,693	$ 1,070	$ 1,040,703	$ 920	$ 1,339,064	$ 1,176
Eagle Academy PCS	$ 43,541	$ 47	$ -	$ -	$ 664,544	$ 711	$ 236,028	$ 253
Early Childhood Academy PCS	$ 215,057	$ 821	$ 94,841	$ 414	$ 73,886	$ 300	$ 127,928	$ 512
Elsie Whitlow Stokes Community Freedom PCS	$ 202,956	$ 580	$ 274,582	$ 785	$ 751,423	$ 2,147	$ 409,654	$ 1,170
Excel Academy PCS	$ 212,585	$ 291	$ 135,113	$ 192	$ 158,824	$ 247	$ 168,841	$ 244
Friendship PCS	$ 2,703,426	$ 639	$ 3,850,941	$ 913	$ 3,069,102	$ 736	$ 3,207,823	$ 763
Goodwill Excel Center PCS	$ -	$ -	$ 361,500	$ 946	$ 801,005	$ 2,250	$ 387,502	$ 1,065
Harmony DC PCS	$ 70,515	$ 672	$ 119,453	$ 1,231	$ 563,888	$ 5,999	$ 251,285	$ 2,634
Hope Community PCS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Howard University Middle School of Mathematics and Science PCS	$ 2,010,661	$ 7,559	$ 2,141,820	$ 7,704	$ 2,122,507	$ 7,635	$ 2,091,663	$ 7,633
IDEA PCS	$ 1,065,376	$ 3,791	$ 173,962	$ 664	$ 149,948	$ 492	$ 463,095	$ 1,649
Ideal Academy PCS	$ 220,285	$ 744	$ 48,812	$ 163	$ 103,971	$ 373	$ 124,356	$ 427
Ingenuity Prep PCS	$ 553,595	$ 1,922	$ 344,245	$ 916	$ 476,924	$ 962	$ 458,255	$ 1,266
Inspired Teaching Demonstration PCS	$ 373,042	$ 1,014	$ 233,213	$ 563	$ 219,846	$ 493	$ 275,367	$ 690
Kingsman Academy PCS	$ 30,411	$ 120	$ 22,013	$ 102	$ 40,634	$ 163	$ 31,019	$ 128
KIPP DC PCS	$ 16,259,942	$ 3,129	$ 4,433,680	$ 767	$ 4,773,867	$ 781	$ 8,489,163	$ 1,559
Latin American Montessori Bilingual PCS	$ 217,432	$ 581	$ 147,759	$ 347	$ 173,367	$ 375	$ 179,519	$ 434
LAYC Career Academy PCS	$ 38,786	$ 203	$ 229,055	$ 1,238	$ 636,101	$ 4,677	$ 301,314	$ 2,039
Lee Montessori PCS	$ 56,027	$ 539	$ 74,581	$ 514	$ 49,637	$ 280	$ 60,082	$ 445
Mary McLeod Bethune Day Academy PCS	$ 16,463	$ 39	$ 10,388	$ 26	$ -	$ -	$ 8,950	$ 22
Maya Angelou PCS	$ 290,087	$ 804	$ 1,640,031	$ 5,290	$ 2,364,382	$ 7,727	$ 1,431,500	$ 4,607
Meridian PCS	$ 127,202	$ 176	$ 61,392	$ 89	$ 60,248	$ 95	$ 82,947	$ 120

DATA TABLES

Exhibit 10: Philanthropic Revenue by School (continued)

School Name	FY2016 Grants and Contributions Total	FY2016 Grants and Contributions Per Pupil	FY2017 Grants and Contributions Total	FY2017 Grants and Contributions Per Pupil	FY2018 Grants and Contributions Total	FY2018 Grants and Contributions Per Pupil	3-Year Average Grants and Contributions Total	3-Year Average Grants and Contributions Per Pupil
Monument Academy PCS	$ 617,972	$ 15,449	$ 920,553	$ 12,113	$ 2,444,931	$ 21,260	$ 1,327,819	$ 16,274
Mundo Verde Bilingual PCS	$ 564,789	$ 1,050	$ 477,309	$ 848	$ 399,416	$ 691	$ 480,505	$ 863
National Collegiate Preparatory PCHS	$ 86,158	$ 308	$ 53,998	$ 196	$ 103,873	$ 376	$ 81,343	$ 293
Paul PCS	$ 196,022	$ 290	$ 194,065	$ 266	$ 209,645	$ 296	$ 199,911	$ 284
Perry Street Preparatory PCS	$ 58,227	$ 180	$ 70,737	$ 231	$ 158,611	$ 452	$ 95,858	$ 288
Richard Wright PCS for Journalism and Media Arts	$ 115,733	$ 408	$ 74,318	$ 248	$ 67,285	$ 250	$ 85,779	$ 302
Rocketship Education DC PCS	$ -	$ -	$ 1,707,425	$ 3,872	$ 1,324,634	$ 2,093	$ 1,010,686	$ 1,988
Roots PCS	$ 65,291	$ 616	$ 18,578	$ 157	$ 19,323	$ 164	$ 34,397	$ 312
SEED PCS	$ 286,224	$ 813	$ 97,763	$ 271	$ 115,515	$ 318	$ 166,501	$ 467
Sela PCS	$ 493,357	$ 3,682	$ 210,096	$ 1,187	$ 33,992	$ 168	$ 245,815	$ 1,679
Shining Stars Montessori Academy PCS	$ 1,323	$ 8	$ 63,412	$ 312	$ 23,991	$ 88	$ 29,575	$ 136
Somerset Preparatory Academy PCS	$ 43,779	$ 157	$ 42,912	$ 132	$ 319,133	$ 851	$ 135,275	$ 380
St. Coletta Special Education PCS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sustainable Futures PCS	$ -	$ -	$ -	$ -	$ 50,051	$ 1,112	$ 16,684	$ 371
The Children's Guild DC PCS	$ 993,605	$ 3,048	$ 696,235	$ 2,036	$ 89,174	$ 238	$ 593,005	$ 1,774
The Next Step/El Proximo Paso PCS	$ 471,713	$ 1,200	$ 292,623	$ 745	$ 246,938	$ 591	$ 337,091	$ 845
Thurgood Marshall Academy PCS	$ 984,171	$ 2,543	$ 1,204,163	$ 3,104	$ 1,037,172	$ 2,708	$ 1,075,169	$ 2,785
Two Rivers PCS	$ 1,155,565	$ 1,663	$ 553,683	$ 735	$ 1,054,281	$ 1,298	$ 921,176	$ 1,232
Washington Global PCS	$ 48,354	$ 479	$ 14,334	$ 82	$ 111,691	$ 570	$ 58,126	$ 377
Washington Latin PCS	$ 1,113,305	$ 1,630	$ 667,435	$ 958	$ 568,377	$ 814	$ 783,039	$ 1,134
Washington Leadership Academy PCS	$ -	$ -	$ 364,557	$ 3,314	$ 2,197,531	$ 10,772	$ 854,029	$ 4,695
Washington Math Science Technology PCHS	$ 43,410	$ 140	$ 116,660	$ 421	$ 94,179	$ 413	$ 84,750	$ 325
Washington Yu Ying PCS	$ 303,413	$ 551	$ 239,399	$ 419	$ 408,986	$ 706	$ 317,266	$ 559
YouthBuild DC PCS	$ 84,890	$ 732	$ 24,863	$ 213	$ 25,669	$ 221	$ 45,141	$ 389
TOTALS:	**$ 43,392,745**	**$ 1,128**	**$ 33,615,804**	**$ 810**	**$ 38,313,836**	**$ 884**	**$ 38,440,795**	**$ 941**

DATA TABLES

Exhibit 11: Distribution of Expenses by School

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	$ 3,494,643	58%	$ 605,025	10%	$ 904,619	15%	$ 833,719	14%	$ 5,838,006
Achievement Preparatory Academy PCS	$ 9,602,567	49%	$ 1,355,998	7%	$ 3,306,399	17%	$ 4,154,543	21%	$ 18,419,507
AppleTree Early Learning PCS	$ 9,492,281	65%	$ 949,842	7%	$ 2,268,202	16%	$ 990,333	7%	$ 13,700,658
BASIS DC PCS	$ 5,417,763	55%	$ 448,841	5%	$ 2,210,094	22%	$ 1,535,454	16%	$ 9,612,152
Breakthrough Montessori PCS	$ 1,535,932	56%	$ 314,020	12%	$ 566,679	21%	$ 306,631	11%	$ 2,723,262
Bridges PCS	$ 7,240,738	61%	$ 1,286,047	11%	$ 1,777,877	15%	$ 816,778	7%	$ 11,121,440
Briya PCS	$ 6,421,724	58%	$ 478,418	4%	$ 2,339,286	21%	$ 1,135,841	10%	$ 10,375,269
Capital City PCS	$ 14,999,168	66%	$ 1,566,271	7%	$ 3,194,983	14%	$ 1,548,185	7%	$ 21,308,607
Carlos Rosario International PCS	$ 18,721,726	65%	$ 880,389	3%	$ 4,543,528	16%	$ 3,495,624	12%	$ 27,641,267
Cedar Tree Academy PCS	$ 5,340,967	63%	$ 961,620	11%	$ 940,746	11%	$ 602,236	7%	$ 7,845,569
Center City PCS	$ 20,010,959	66%	$ 2,310,426	8%	$ 4,816,952	16%	$ 1,496,540	5%	$ 28,634,877
Cesar Chavez PCS for Public Policy	$ 14,882,523	57%	$ 1,543,343	6%	$ 3,847,966	15%	$ 5,055,467	19%	$ 25,329,299
City Arts & Prep PCS	$ 4,996,762	52%	$ 1,007,497	10%	$ 2,688,314	28%	$ 892,325	9%	$ 9,584,898
Community College Preparatory Academy PCS	$ 3,021,401	39%	$ 2,158,750	28%	$ 1,419,560	18%	$ 561,343	7%	$ 7,161,054
Creative Minds International PCS	$ 6,457,036	63%	$ 966,862	9%	$ 1,874,240	18%	$ 942,771	9%	$ 10,240,909
DC Bilingual PCS	$ 5,775,070	53%	$ 1,257,590	12%	$ 741,010	7%	$ 843,279	8%	$ 8,616,949
DC Prep PCS	$ 27,524,884	69%	$ 2,785,325	7%	$ 6,627,075	17%	$ 2,786,655	7%	$ 39,723,939
DC Scholars PCS	$ 6,262,179	54%	$ 1,341,396	12%	$ 2,301,288	20%	$ 1,789,965	15%	$ 11,694,828
Democracy Prep Congress Heights PCS	$ 6,657,854	47%	$ 3,241,551	23%	$ 2,210,914	16%	$ 2,203,338	16%	$ 14,313,657
District of Columbia International School	$ 8,130,150	49%	$ 1,323,687	8%	$ 4,706,187	28%	$ 982,644	6%	$ 15,142,668
E.L. Haynes PCS	$ 17,803,221	67%	$ 2,417,939	9%	$ 4,305,126	16%	$ 2,217,153	8%	$ 26,743,439
Eagle Academy PCS	$ 13,787,541	60%	$ 2,601,116	11%	$ 3,095,660	13%	$ 1,948,365	8%	$ 21,432,682
Early Childhood Academy PCS	$ 3,355,348	61%	$ 501,872	9%	$ 739,712	13%	$ 356,732	6%	$ 4,953,664
Elsie Whitlow Stokes Community Freedom PCS	$ 5,712,979	67%	$ 701,225	8%	$ 968,742	11%	$ 801,659	9%	$ 8,184,605
Excel Academy PCS	$ 9,535,764	72%	$ 1,408,878	11%	$ 1,971,903	15%	$ 1,943,254	15%	$ 14,859,799
Friendship PCS	$ 55,393,839	61%	$ 6,385,532	7%	$ 17,666,862	19%	$ 9,834,224	11%	$ 89,280,457
Goodwill Excel Center PCS	$ 2,427,832	32%	$ 822,078	11%	$ 981,574	13%	$ 860,176	11%	$ 5,091,660
Harmony DC PCS	$ 1,340,894	55%	$ 285,196	12%	$ 461,295	19%	$ 279,945	12%	$ 2,367,330
Hope Community PCS	$ 8,393,655	51%	$ 1,261,618	8%	$ 3,442,432	21%	$ 2,697,544	16%	$ 15,795,249
Howard University Middle School of Mathematics and Science PCS	$ 4,710,352	62%	$ 770,110	10%	$ 1,081,596	14%	$ 774,852	10%	$ 7,336,910
IDEA PCS	$ 4,294,792	52%	$ 794,532	10%	$ 1,149,227	14%	$ 872,904	11%	$ 7,111,455
Ideal Academy PCS	$ 3,257,366	58%	$ 552,830	10%	$ 909,191	16%	$ 515,199	9%	$ 5,234,586
Ingenuity Prep PCS	$ 6,621,690	59%	$ 1,122,428	10%	$ 1,547,975	14%	$ 1,247,773	11%	$ 10,539,866
Inspired Teaching Demonstration PCS	$ 4,773,062	58%	$ 964,553	12%	$ 1,442,339	18%	$ 494,989	6%	$ 7,674,943
Kingsman Academy PCS	$ 4,433,798	51%	$ 949,495	11%	$ 1,433,647	16%	$ 787,710	9%	$ 7,604,650
KIPP DC PCS	$ 82,473,707	60%	$ 14,383,822	11%	$ 22,861,760	17%	$ 9,043,174	7%	$ 128,762,463
Latin American Montessori Bilingual PCS	$ 6,584,670	64%	$ 534,954	5%	$ 2,490,382	24%	$ 975,369	9%	$ 10,585,375
LAYC Career Academy PCS	$ 1,567,538	44%	$ 213,064	6%	$ 641,387	18%	$ 1,235,725	34%	$ 3,657,714
Lee Montessori PCS	$ 2,328,116	60%	$ 492,896	13%	$ 579,241	15%	$ 287,323	7%	$ 3,687,576
Mary McLeod Bethune Day Academy PCS	$ 6,225,520	67%	$ 919,150	10%	$ 1,072,606	12%	$ 567,015	6%	$ 8,784,291
Maya Angelou PCS	$ 6,434,054	47%	$ 1,399,151	10%	$ 2,312,231	17%	$ 1,044,461	8%	$ 11,189,897
Meridian PCS	$ 7,182,981	53%	$ 955,642	7%	$ 2,223,771	16%	$ 1,954,593	14%	$ 12,316,987

DATA TABLES

Exhibit 11: Distribution of Expenses by School (continued)

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
Monument Academy PCS	$ 6,361,258	61%	$ 1,221,461	12%	$ 1,257,895	12%	$ 938,755	9%	$ 9,779,369
Mundo Verde Bilingual PCS	$ 7,314,711	61%	$ 1,521,885	13%	$ 1,807,728	15%	$ 1,025,210	9%	$ 11,669,534
National Collegiate Preparatory PCHS	$ 3,815,510	60%	$ 800,798	13%	$ 896,374	14%	$ 779,370	12%	$ 6,292,052
Paul PCS	$ 10,139,958	63%	$ 1,764,494	11%	$ 1,041,542	7%	$ 3,424,153	21%	$ 16,370,147
Perry Street Preparatory PCS	$ 2,956,062	35%	$ 1,115,547	13%	$ 1,951,187	23%	$ 2,173,616	26%	$ 8,196,412
Richard Wright PCS for Journalism and Media Arts	$ 3,294,772	53%	$ 545,527	9%	$ 1,231,703	20%	$ 686,719	11%	$ 5,758,721
Rocketship Education DC PCS	$ 4,384,355	29%	$ 4,540,152	30%	$ 4,542,405	30%	$ 2,471,067	16%	$ 15,937,979
Roots PCS	$ 1,239,126	55%	$ 447,715	20%	$ 424,078	19%	$ 109,989	5%	$ 2,220,908
SEED PCS	$ 10,517,217	58%	$ 2,055,582	11%	$ 2,592,113	14%	$ 1,486,297	8%	$ 16,651,209
Sela PCS	$ 2,744,808	62%	$ 486,873	11%	$ 755,205	17%	$ 324,142	7%	$ 4,311,028
Shining Stars Montessori Academy PCS	$ 2,543,906	50%	$ 589,355	12%	$ 1,162,635	23%	$ 529,903	10%	$ 4,825,799
Somerset Preparatory Academy PCS	$ 5,342,325	59%	$ 849,718	9%	$ 1,207,437	13%	$ 988,978	11%	$ 8,388,458
St. Coletta Special Education PCS	$ 11,218,123	62%	$ 2,321,769	13%	$ 2,543,263	14%	$ 2,017,542	11%	$ 18,100,697
Sustainable Futures PCS	$ 1,000,447	56%	$ 207,836	12%	$ 195,984	11%	$ 287,463	16%	$ 1,691,730
The Children's Guild DC PCS	$ 5,732,787	44%	$ 2,055,882	16%	$ 1,615,092	12%	$ 2,899,424	22%	$ 12,303,185
The Next Step/El Proximo Paso PCS	$ 6,263,253	62%	$ 602,524	6%	$ 817,833	8%	$ 1,061,783	11%	$ 8,745,393
Thurgood Marshall Academy PCS	$ 6,179,984	62%	$ 450,055	5%	$ 1,488,583	15%	$ 1,290,652	13%	$ 9,409,274
Two Rivers PCS	$ 9,825,814	57%	$ 2,059,366	12%	$ 2,919,716	17%	$ 1,377,994	8%	$ 16,182,890
Washington Global PCS	$ 2,225,512	48%	$ 471,936	10%	$ 1,193,384	26%	$ 501,907	11%	$ 4,392,739
Washington Latin PCS	$ 8,209,088	61%	$ 1,157,485	9%	$ 2,686,196	20%	$ 780,389	6%	$ 12,833,158
Washington Leadership Academy PCS	$ 2,755,390	42%	$ 390,682	6%	$ 651,951	10%	$ 549,075	8%	$ 4,347,098
Washington Math Science Technology PCHS	$ 4,062,406	83%	$ 842,920	17%	$ 800,234	16%	$ 689,937	14%	$ 6,395,497
Washington Yu Ying PCS	$ 6,846,319	57%	$ 842,071	7%	$ 1,272,428	11%	$ 999,050	8%	$ 9,959,868
YouthBuild DC PCS	$ 1,453,561	45%	$ 292,407	9%	$ 438,706	14%	$ 733,253	23%	$ 2,917,927
TOTALS:	**$ 571,051,738**	**59%**	**$ 94,855,019**	**10%**	**$ 162,158,250**	**17%**	**$ 101,840,478**	**10%**	**$ 929,905,485**

DATA TABLES

Exhibit 12: Management Organizations

School Name	Name of Management Organization / Related Party	Organization Type
Achievement Preparatory Academy PCS	AppleTree Institute for Education Innovation	Non-Profit
AppleTree Early Learning PCS	AppleTree Institute for Education Innovation	Non-Profit
BASIS DC PCS	BASIS Educational Group (d.b.a. BASIS.ed)	For Profit
DC Scholars PCS	DC Scholars Community Schools (d.b.a Community Schools)	Non-Profit
Friendship PCS	K-12, Inc. (Note: This is only related to the school's online K-8 campus.)	For Profit
Goodwill Excel Center PCS	Goodwill of Greater Washington	Non-Profit
Harmony DC PCS	Harmony Public Schools	Non-Profit
Hope Community PCS	Imagine Schools Non-Profit, Inc	Non-Profit
Hope Community PCS	Schoolhouse Finance, LLC	For Profit
LAYC Career Academy PCS	Latin American Youth Center	Non-Profit
Perry Street Preparatory PCS	AppleTree Institute for Education Innovation	Non-Profit
Rocketship Education DC PCS	AppleTree Institute for Education Innovation	Non-Profit
Rocketship Education DC PCS	Rocketship Education	Non-Profit
SEED PCS	The SEED Foundation, Inc.	Non-Profit
St. Coletta Special Education PCS	Saint Coletta of Greater Washington, Inc.	Non-Profit
The Children's Guild DC PCS	The Children's Guild	Non-Profit

This table lists the schools that operated with management organizations (MO) in FY2018. Please reference the LEA's individual report card for additional detail regarding each relationship below.

INDIVIDUAL SCHOOL REPORT CARDS

REPORT CARD DEFINITIONS

The Financial Analysis Report (FAR) Report includes Financial Report Cards for each public charter school that was in operation in Fiscal Year (FY) 2018. 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	Lower Range	Upper Range
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]** *This metric 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]** *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.*	**< -5.0%**	**> 0.0%**

REPORT CARD DEFINITIONS

Key Financial Indicator	Definition	Lower Range	Upper Range
LIQUIDITY			
Current Ratio	**[Current Assets ÷ Current Liabilities]** *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*	**<0.9**	**> 1.0**
Cash Flow from Operations Margin	**[Cash Flow from Operations / Operating Revenues]** *This metric measures over the long-term whether a school's revenues are exceeding its expenses..*	**< -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%**

REPORT CARD DEFINITIONS

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, Adverse, or Disclaimed Opinion
Material Weaknesses in Internal Control over Financial Reporting (GAS)	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

REPORT CARD DEFINITIONS

Audit Results	Definition	Indicator of Concern
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 the violation, a debt-compliance issue may prelude insolvency.	Yes
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

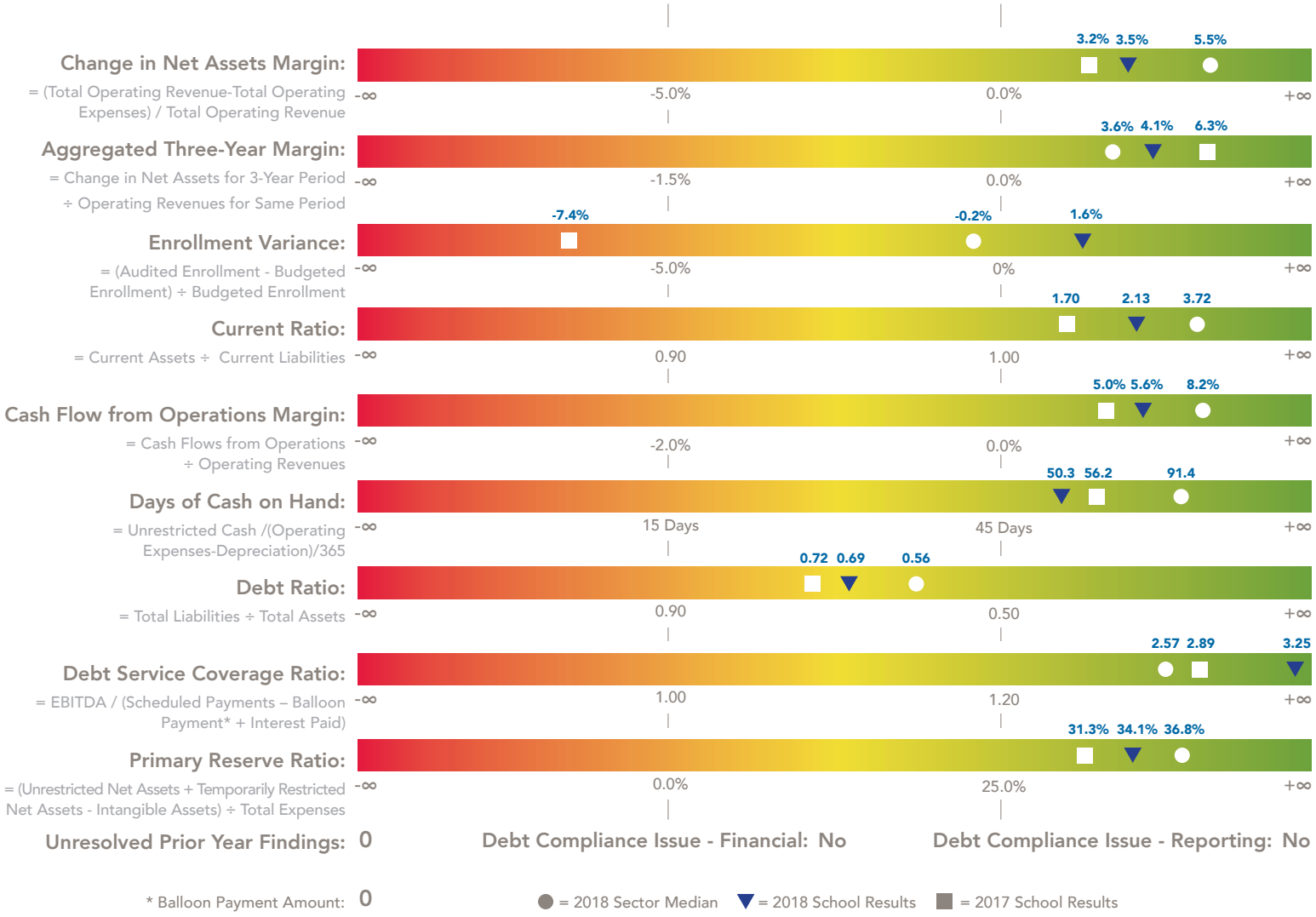
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2014 - 2015

Audited Enrollment: 386

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

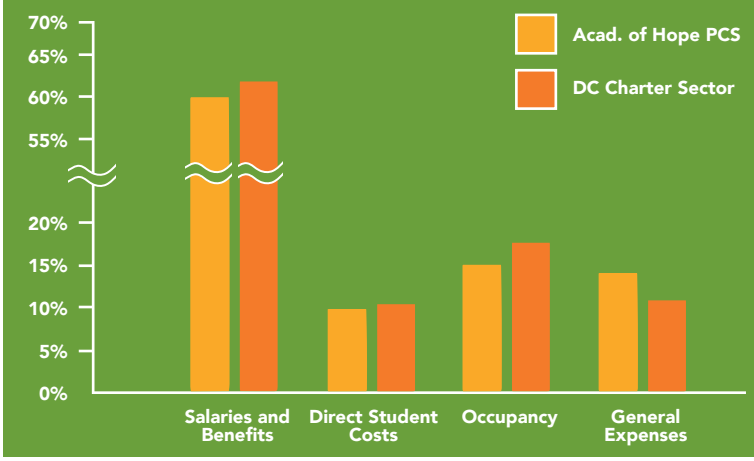
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



ACADEMY OF HOPE ADULT PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$6,407,870	$6,313,889
Current Assets	$1,138,726	$1,095,809
Total Liabilities	$4,419,791	$4,538,832
Current Liabilities	$534,877	$646,129
Net Asset Position	$1,988,079	$1,775,057

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$6,051,028	$5,853,094
Expenses	$5,838,006	$5,667,993
Non-operating Revenues (Expenses)	$0	-$2,358
Surplus (Deficit)	$213,022	$182,743

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$12,498	$11,799	$19,243
Grants and Contributions Per Student	$1,625	$2,838	$492
Total Revenues per Student	$15,676	$15,608	$22,382
Expenses per Student	$15,124	$15,115	$21,375

PCSB OBSERVATIONS

The school's financial performance was healthy overall, with strong liquidity and a positive change in net assets. The school's current ratio for FY 2018 was 2.1, which means the school had ample liquid assets relative to its short-term obligations; a current ratio above 0.9 is considered sufficient for DC PCSB. The school's net assets margin and aggregated three-year margin for FY 2018 were both positive, indicating that the school's revenues have consistently exceeded its expenses over the past three years. Further, the school's primary reserve ratio of 34% indicated that the school had adequate net assets to support its long-term sustainability.

The school has three lines of credit (LOC) totaling $1.05M and expiring in April and July 2019. Outstanding balances on the LOC at year-end totaled $82,809, required as part of the terms of the school's note payable.

The school has a $4.14M term note from PNC Bank to acquire a building at 2315 18th Place, NE. The note has a balloon payment of $3.8M due at maturity on April 15, 2021. The school also subleases office space from an unrelated private party at 421 Alabama Avenue, SE, which expired on 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, for the remainder of the lease term. The school signed a modification to the sublease agreement on June 30, 2018, to be extended through January 31, 2035; total rent expense for the year ended June 30, 2018, was $303K.

ACHIEVEMENT PREPARATORY ACADEMY PCS

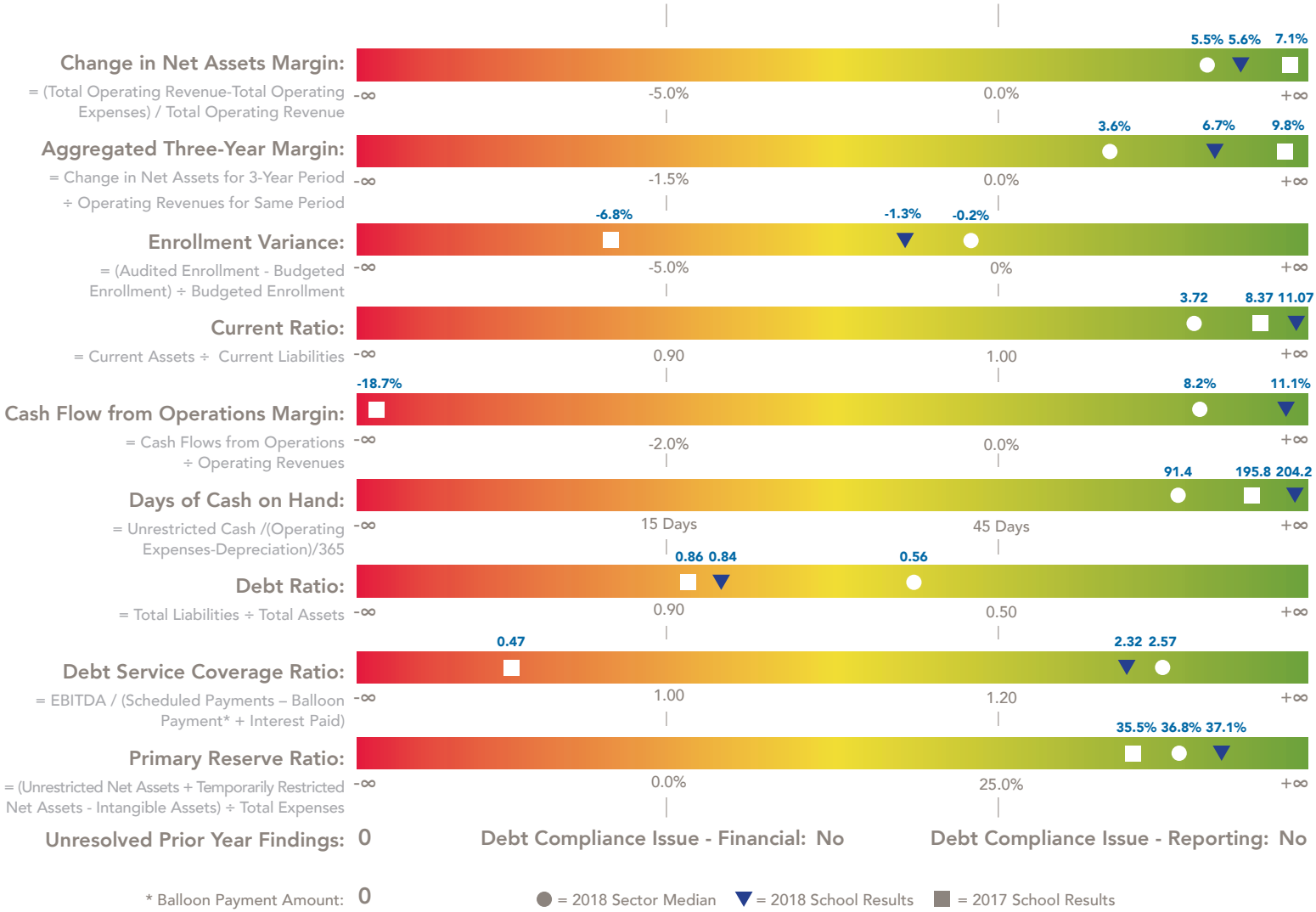
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2008 - 2009

Audited Enrollment: 962

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

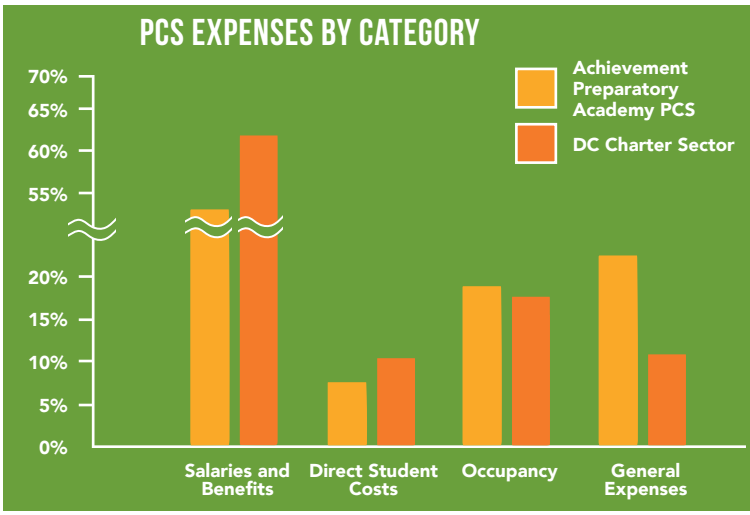
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



ACHIEVEMENT PREPARATORY ACADEMY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$41,800,510	$41,112,730
Current Assets	$10,606,520	$9,108,211
Total Liabilities	$34,958,789	$35,373,419
Current Liabilities	$957,757	$1,088,790
Net Asset Position	$6,841,721	$5,739,311

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$19,521,917	$17,395,316
Expenses	$18,419,507	$16,164,385
Non-operating Revenues (Expenses)	$0	-$195,319
Surplus (Deficit)	$1,102,410	$1,035,612

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$18,600	$16,951	$19,243
Grants and Contributions Per Student	$122	$240	$492
Total Revenues per Student	$20,293	$18,665	$22,382
Expenses per Student	$19,147	$17,344	$21,375

PCSB OBSERVATIONS

Achievement Prep's enrollment grew by 30 students in 2018 and total revenues increased commensurately, as such, the school's financial position is healthy. For the year, the school's operations margin was positive at 5.7% , indicating that the organization is able to manage cost appropriately.

The school has strong liquidity metrics, with a current ratio of 11.1 and 204 days of cash on hand. A current ratio above 1.0 is strong, indicating that for every liability coming due in the current year, there is an asset of equal or greater value converting to cash to meet the obligation. Additionally, the high level of cash on hand indicating that the school has ample cash on hand to meet its operating expenses in the event of unexpected delays in cash receipts.

During May 2015, the school secured loans to finance construction and renovation of the its facility and payment of facility rent, totaling $33.1M. Further, in December 2015 and December 2016, the school became a participant in the New Market Tax Credits (NMTC) program, where the school was also able to use $23.8M and $7.7M, respectively, in NMTC qualified funding. The total principal outstanding as of June 30, 2018 was $35.3M. 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 expense for the life of the lease.

School Name	FY18 Revenues	FY18 Operating Result
Achievement Preparatory Academy PCS	$19,521,917	$1,102.410
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**
Jack McCarthy	President/CEO	$225,848
Services Provided	**FY18 Payment**	**% of School Revenue**
Pre-k school operations		
Total		

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 2018 were $2.4M.

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

FY2018 Financial Analysis Report

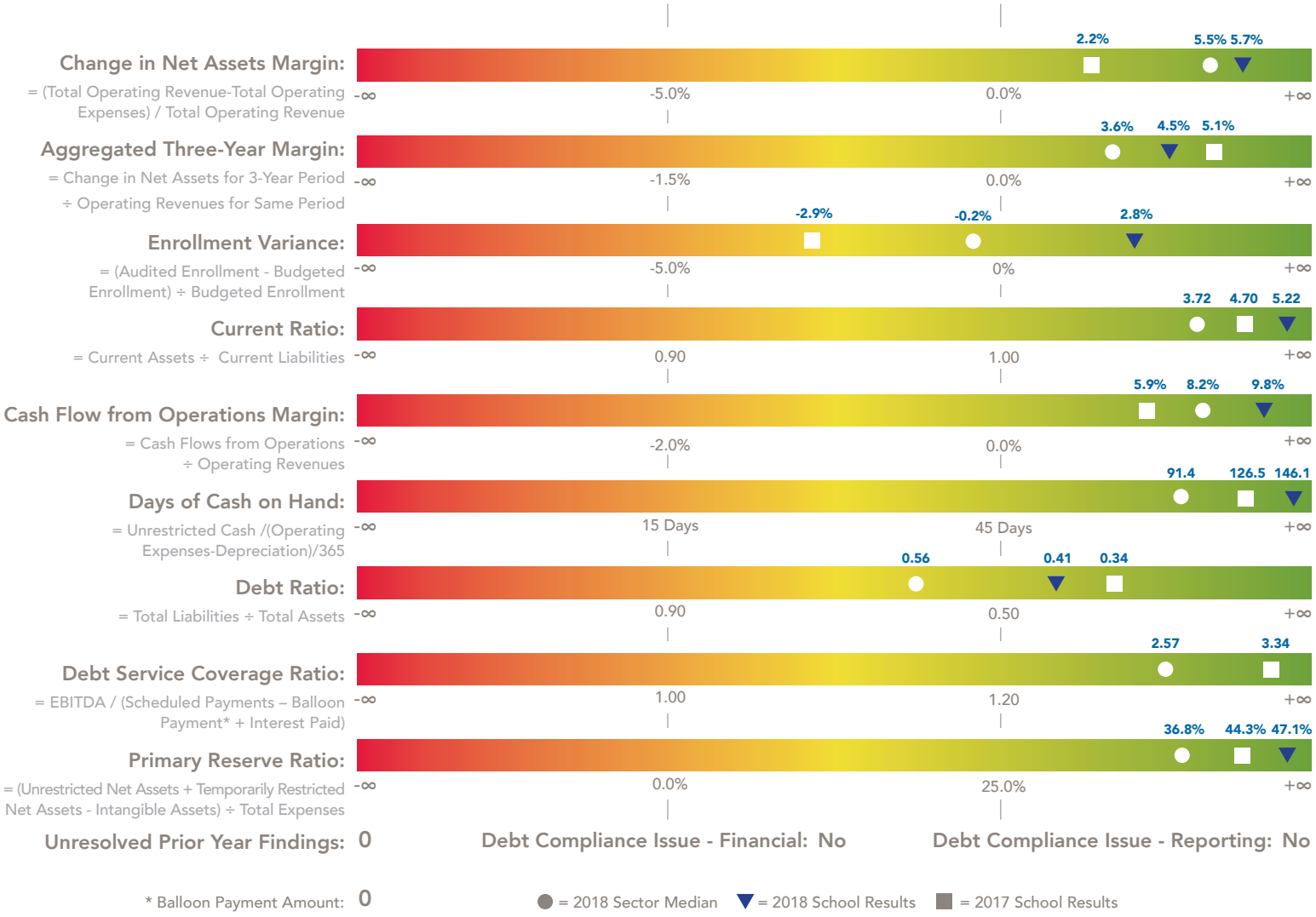
DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2005 - 2006

Audited Enrollment: 653

Operates with a Management Organization: AppleTree Institute for Education Innovation

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

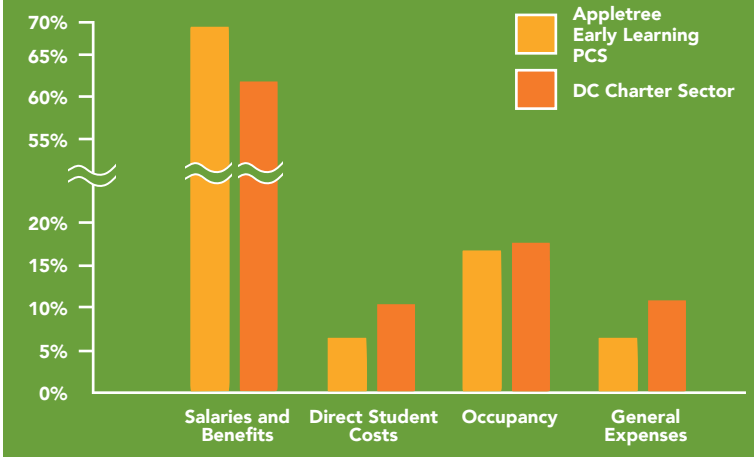
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



APPLETREE EARLY LEARNING PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$10,917,560	$8,506,591
Current Assets	$5,822,743	$4,615,341
Total Liabilities	$4,470,272	$2,889,970
Current Liabilities	$1,116,051	$982,713
Net Asset Position	$6,447,288	$5,616,621

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$14,531,325	$12,970,221
Expenses	$13,700,658	$12,679,049
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$830,667	$291,172

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$19,208	$18,128	$19,243
Grants and Contributions Per Student	$728	$508	$492
Total Revenues per Student	$22,253	$20,555	$22,382
Expenses per Student	$20,981	$20,094	$21,375

PCSB OBSERVATIONS

The local education agency's financial indicators reflected positive short-term and long-term positions. Specifically, the school's current ratio increased to 5.22 in the current year as a result of a strong cash flow from operations margin at 9.8%. The school had 146 days of cash for FY 2018, which was more than adequate for its short-term liquidity needs. Further, the school had an aggregate three-year margin of 4.5%, indicating that, on average, the school operated with a 4.5% operating surplus, exhibiting financial stability.

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, NE. 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 $1.4M in FY 2018.

School Name	FY18 Revenues	FY18 Operating Result
AppleTree Early Learning PCS	$14,531.325	$830,667
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**
Jack McCarthy	President/CEO	$225,848
Services Provided	**FY18 Payment**	**% of School Revenue**
Shared services + Rent	$700,978	
Total	**$700,978**	

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. During 2018, the Institute incurred $984,447 of expenses for shared payroll and administrative costs provided by the school.

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

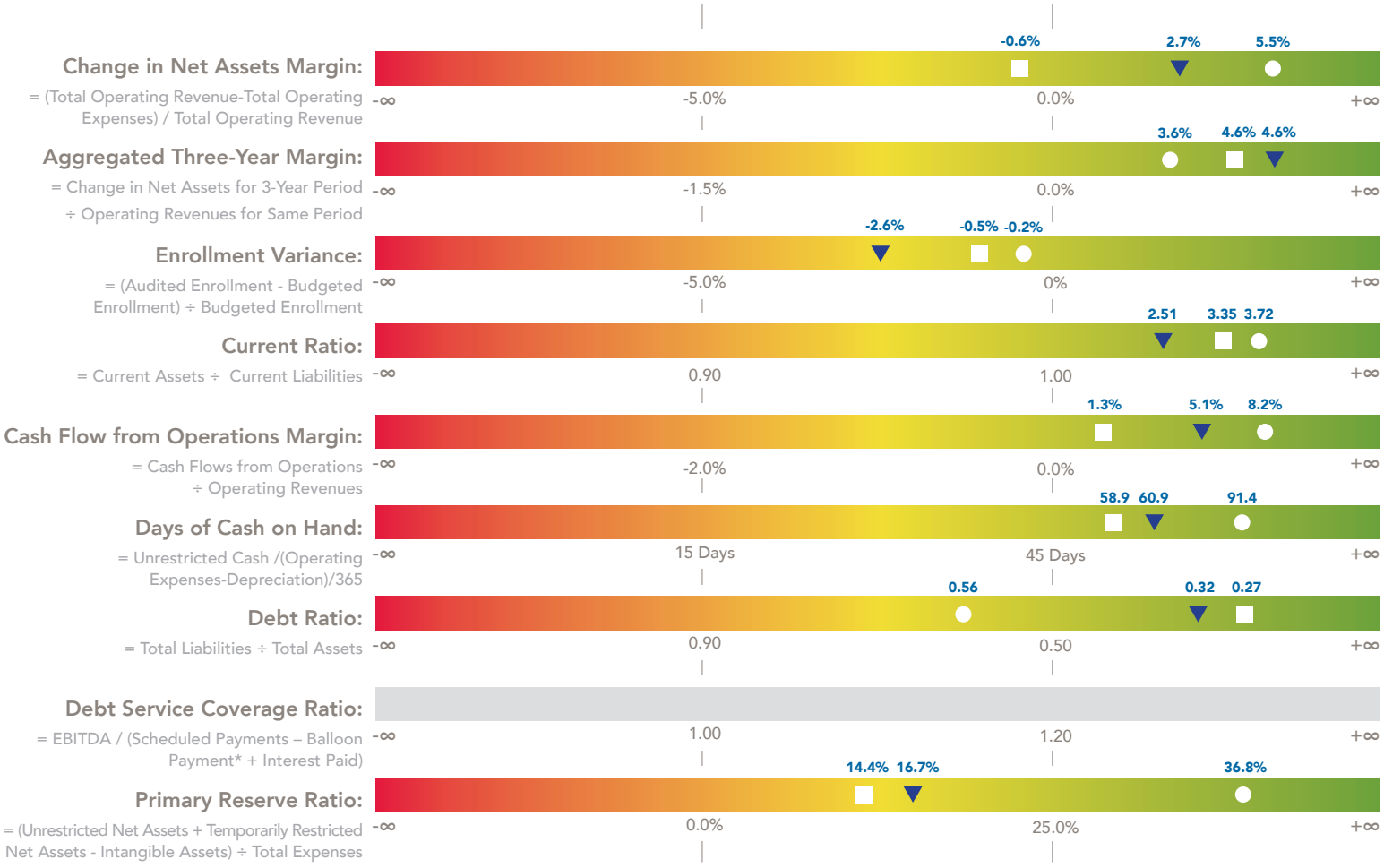
FY2018 Financial Analysis Report

Opened: 2012 - 2013

Audited Enrollment: 596

Operates with a Management Organization: BASIS ED

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

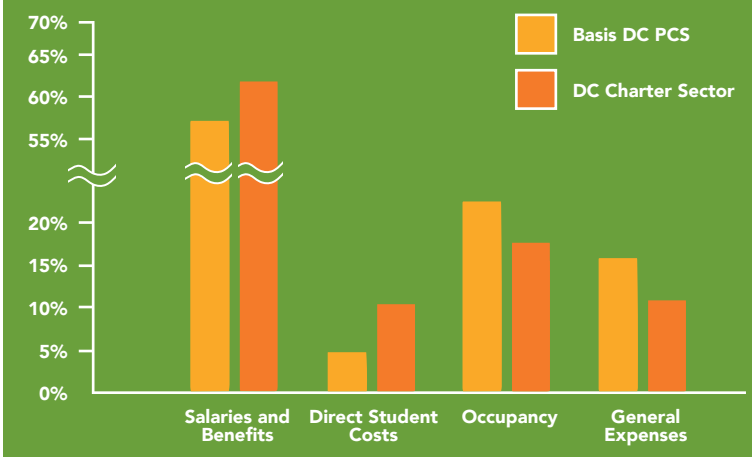
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



BASIS DC PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$2,344,385	$1,819,912
Current Assets	$1,860,906	$1,620,698
Total Liabilities	$742,133	$484,447
Current Liabilities	$742,133	$484,447
Net Asset Position	$1,602,252	$1,335,465

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$9,878,939	$9,221,215
Expenses	$9,612,152	$9,277,183
Non-operating Revenues (Expenses)	$0	-$1,663
Surplus (Deficit)	$266,787	-$57,631

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$15,527	$14,544	$19,243
Grants and Contributions Per Student	$319	$357	$492
Total Revenues per Student	$16,575	$15,446	$22,382
Expenses per Student	$16,128	$15,540	$21,375

PCSB OBSERVATIONS

Overall, the school's financial performance was healthy, outperforming all but two of DC PCSB's benchmarks. The school's days of cash on hand increased to 61 in FY 2018 as a result of efficient operations for the year; the current ratio also remained strong at 2.5 in FY 2018. The school continued to maintain low leverage, with a debt ratio of 0.3, which indicates strong long-term sustainability. The school has a management contract with BASIS Educational Group (BEG).

BASIS DC entered into a lease agreement on February 29, 2012, with BASIS Charter Schools for office space at 410-412 Eighth Street, NW. The lease term expires June 30, 2042. Rent expense related to this lease for the year ended June 30, 2018, was $1.9M.

School Name	FY18 Revenues	FY18 Operating Result
BASIS DC PCS	$9,878,939	$266,787
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	**FY18 Payment**	**% of School Revenue**
	$1,012,837	
Total	**$1,012,837**	

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.

In FY 2018, the school made payments to BASIS.ed in the amount of $1.0M and $5.2M for managements fees and wages & benefits, respectively.

School Comments

School Name	FY18 Revenues	FY18 Operating Result
BASIS DC PCS	$9,878,939	$266,787
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	**FY18 Payment**	**% of School Revenue**
Leased Employees	$5,309,617	
Total	**$5,309,617**	

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

BREAKTHROUGH MONTESSORI PCS

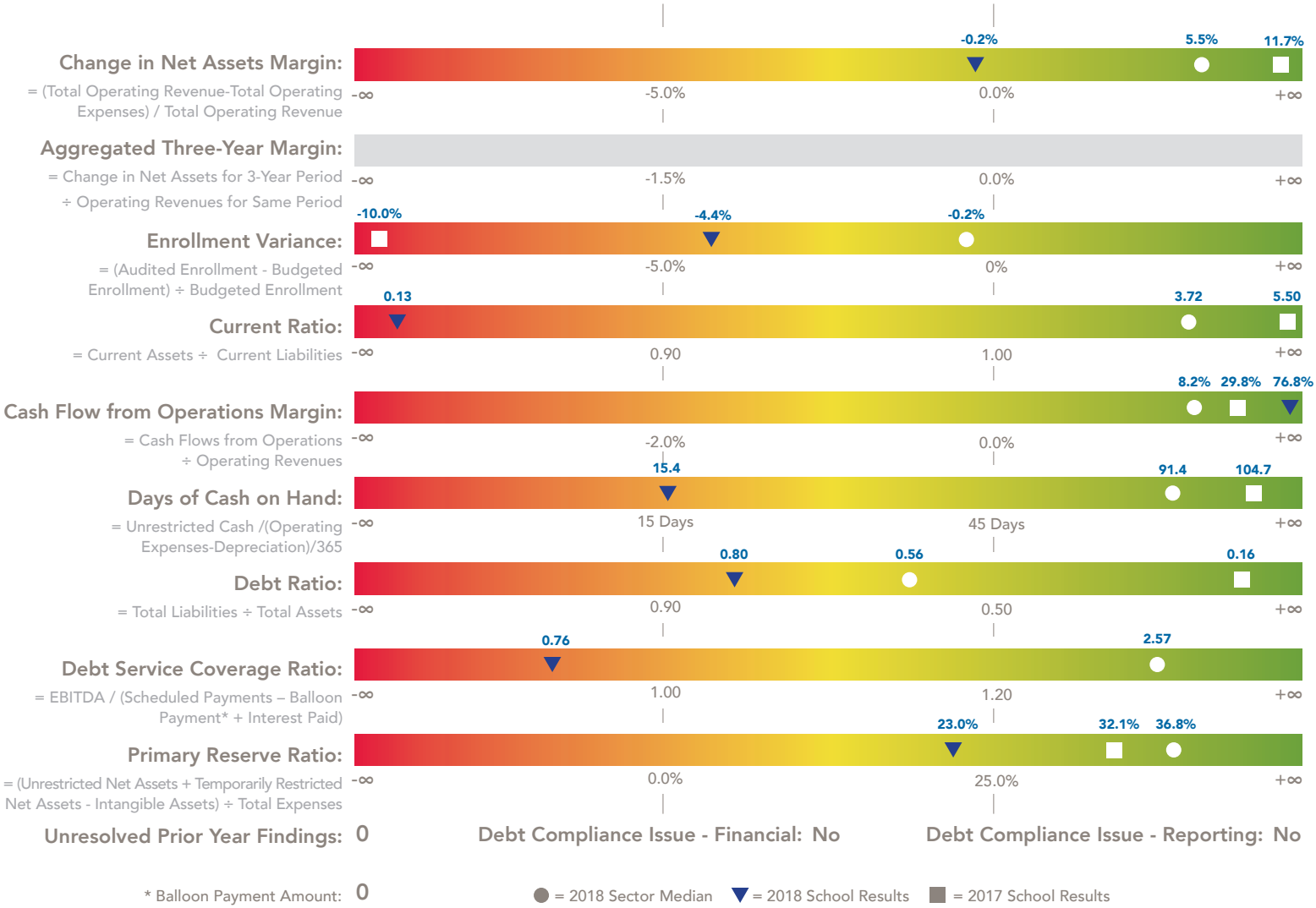
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2016-2017

Audited Enrollment: 129

KEY FINANCIAL INDICATORS

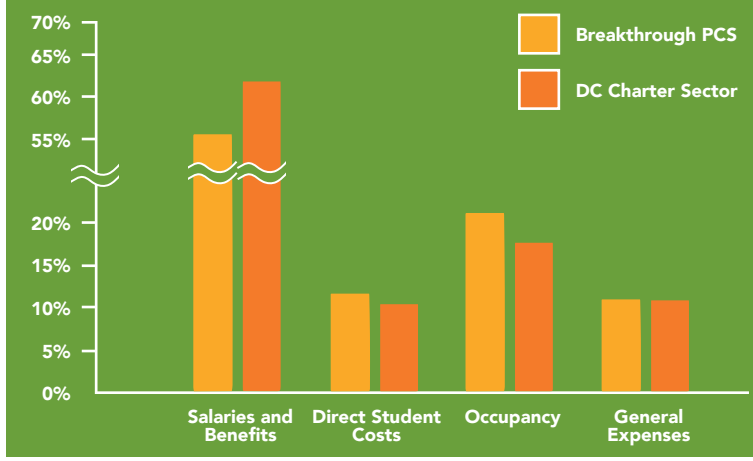


Comments from the School

As noted by the PCSB, our low days of cash and current ratio at the end of FY 2018 were the result of construction costs and related payables that fell due before the final closing and transfer of funds from our construction loans. The school's scores on these measures indicate a timing issue rather than actual liquidity concern.

Our auditor noted two areas of concern related to record keeping. These issues were generated in part by a turnover in school leadership and in part by disorganization of files during the move into our new Takoma facility. To address these concerns, we have reviewed operations procedures, expanded our operations team, and implemented new practices and policies to ensure diligent record keeping.

PCS EXPENSES BY CATEGORY



BREAKTHROUGH MONTESSORI PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$3,134,152	$755,844
Current Assets	$309,409	$619,508
Total Liabilities	$2,506,537	$124,091
Current Liabilities	$2,355,541	$112,569
Net Asset Position	$627,615	$631,753

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$2,719,124	$2,229,334
Expenses	$2,723,262	$1,968,474
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$4,138	$260,860

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$19,526	$18,778	$19,243
Grants and Contributions Per Student	$113	$6,123	$492
Total Revenues per Student	$21,078	$27,523	$22,382
Expenses per Student	$21,111	$24,302	$21,375

PCSB OBSERVATIONS

The school ended FY 2018 in a weak liquidity position, with a current ratio of 0.13 and 15 days of cash on hand. The liquidity concerns were largely the result of the school's investment of more than $2.5M in its new facility, which opened in SY 2018 - 19. Subsequent to the school's financial statement date, Breakthrough signed four loan agreements with City First Bank of DC, the Office of the State Superintendent of Education, and Building Hope for a total of $2M for leasehold improvements of the school's new facility. The new loans will allow the school to pay off its current accounts payable and replace this short-term payable with long-term debt, improving the school's liquidity.

The school's auditor identified two significant deficiencies in the current year: one related to the lack of controls over cash disbursements and the other related to employment records. A significant deficiency is a single weakness or a combination of weaknesses in the internal controls associated with financial reporting which is less severe than a material control weakness but sufficient to merit the scrutiny of those responsible for administering an entity's financial reporting.

On April 5, 2016, the school entered into a sublease agreement with Bridges PCS for its current facility at 1230-1246 Taylor Road, NW. The sublease commenced August 1, 2016, and will expire July 30, 2021. Rent expense for the year ended June 30, 2018, totaled $496K. In school year 2018, the school announced its intent to lease a second facility and to operate with two campuses before moving to its new facility at the expiration of the lease.

DC PUBLIC CHARTER SCHOOL BOARD

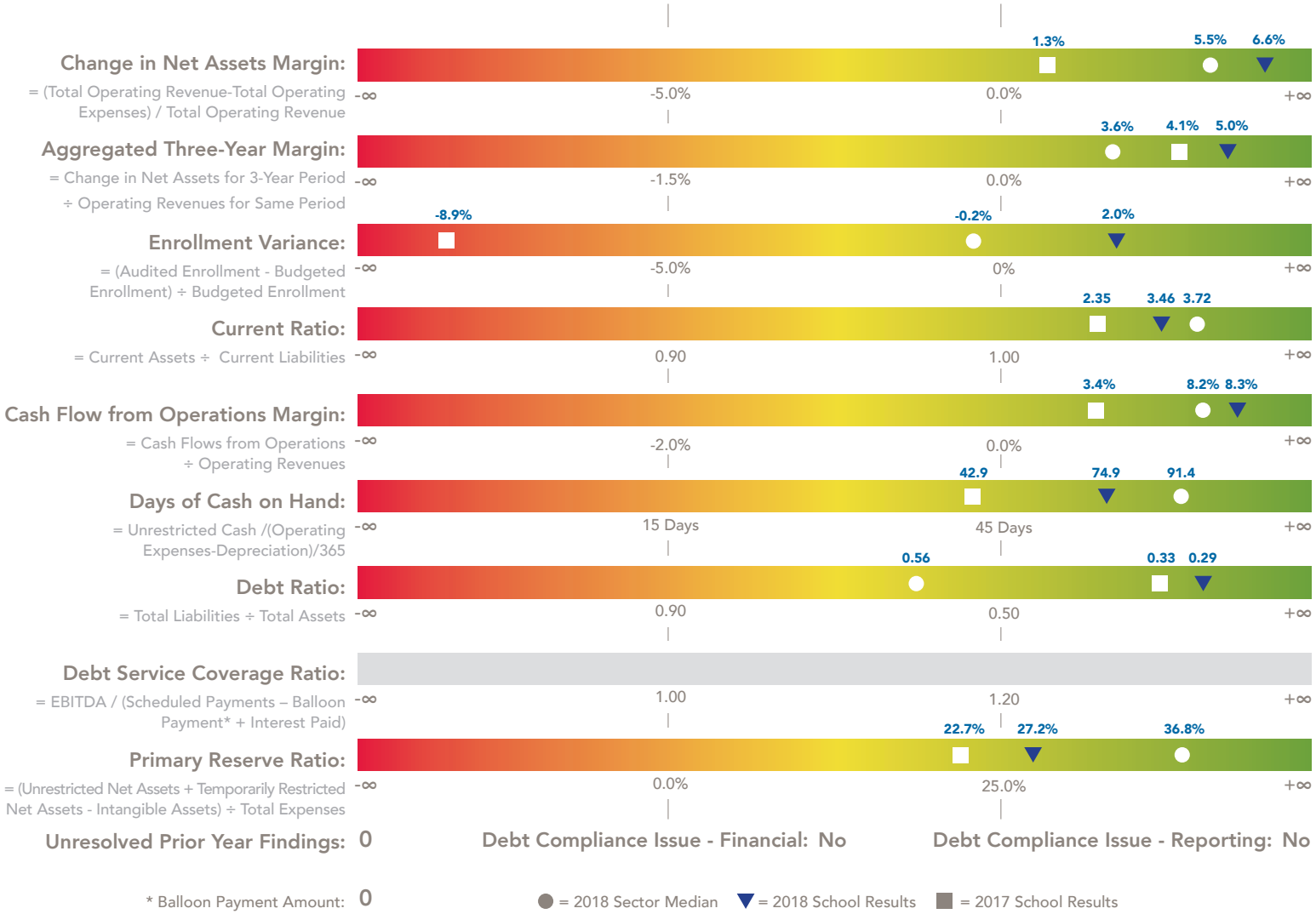
BRIDGES PCS

FY2018 Financial Analysis Report

Opened: 2005 - 2006

Audited Enrollment: 399

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

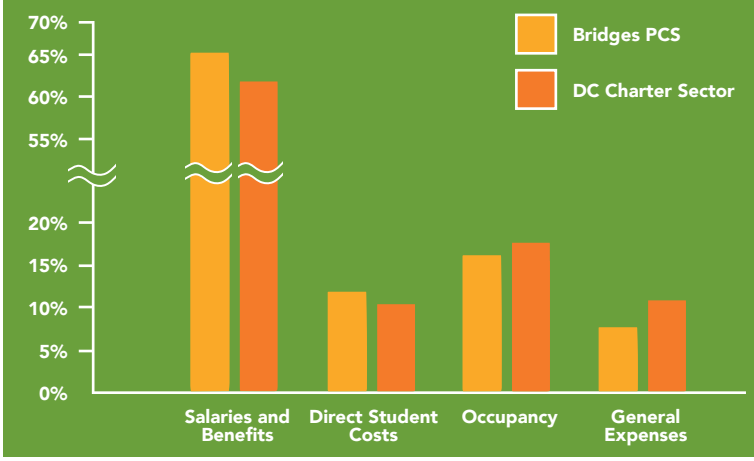
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



BRIDGES PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$4,270,836	$3,328,697
Current Assets	$3,171,944	$1,941,465
Total Liabilities	$1,246,981	$1,094,607
Current Liabilities	$915,626	$826,386
Net Asset Position	$3,023,855	$2,234,090

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$11,911,205	$9,988,829
Expenses	$11,121,440	$9,857,183
Non-operating Revenues (Expenses)	$0	-$3,964
Surplus (Deficit)	$789,765	$127,682

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$27,483	$25,269	$19,243
Grants and Contributions Per Student	$549	$1,003	$492
Total Revenues per Student	$29,853	$30,454	$22,382
Expenses per Student	$27,873	$30,052	$21,375

PCSB OBSERVATIONS

Overall, the school ended FY 2018 in a stronger position than last year, with all of its financial metrics showing improvement. Specifically, the school's current ratio increased to 3.5 from 2.4 in FY 2017, and its days of cash on hand increased to 75 from 43 in FY 2017. Together, these metrics reflected strong performance and sufficient ability for the school to meet upcoming obligations within the current year. Further, the school's debt ratio was also strong with a measure of 0.29, indicating that the school's obligations represented only 29% of its total assets; DC PCSB encourages a ratio of less than .90.

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% 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. Rent expense related to this lease for the year ended June 30, 2018 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 related to this lease for the year ended June 30, 2018 was $307K. 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 fiscal year ended June 30, 2018, the school received payments of $305K for rent.

DC PUBLIC CHARTER SCHOOL BOARD

BRIYA PCS

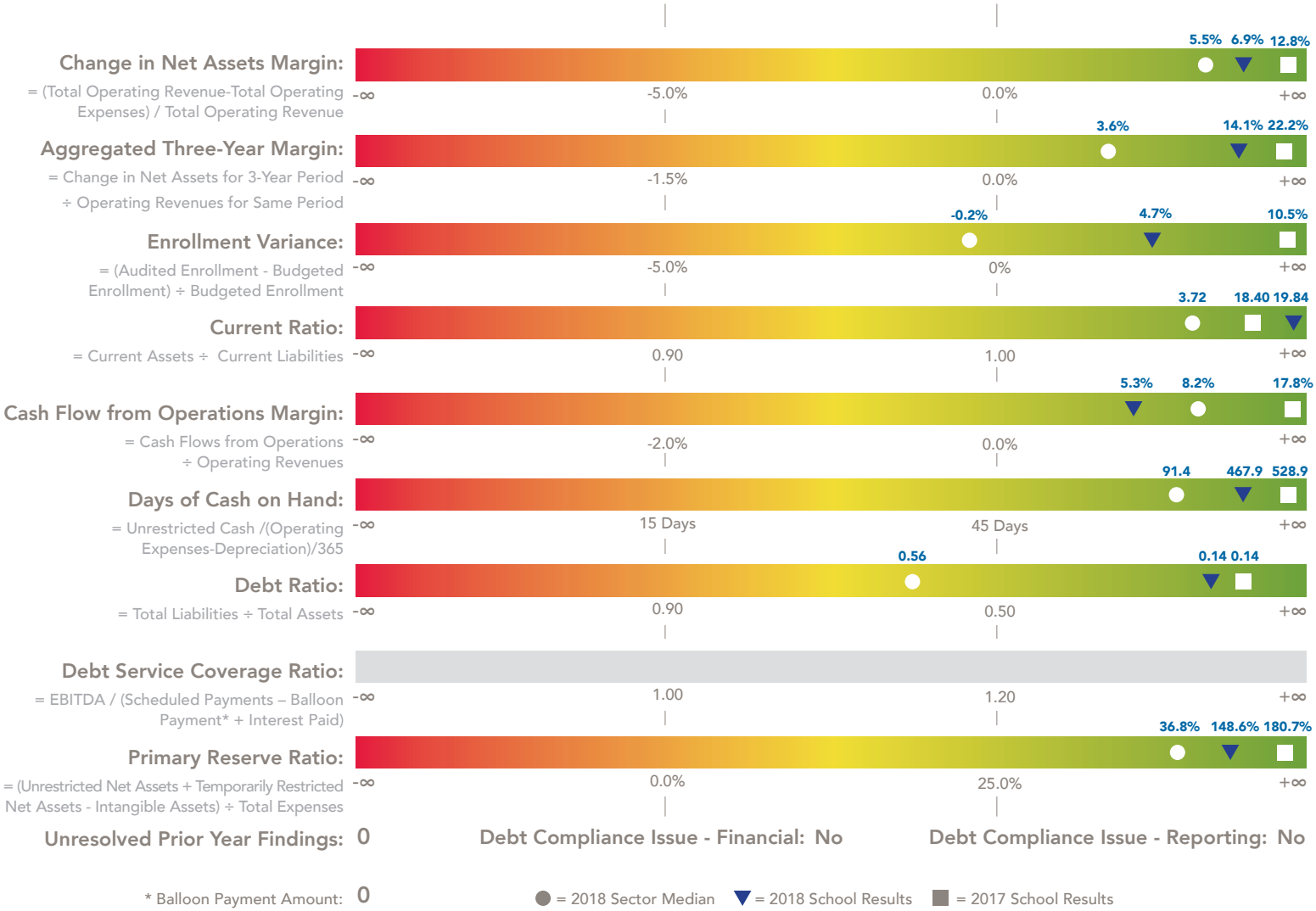
FY2018 Financial Analysis Report

Opened: 2006 - 2007

Audited Enrollment: 673

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

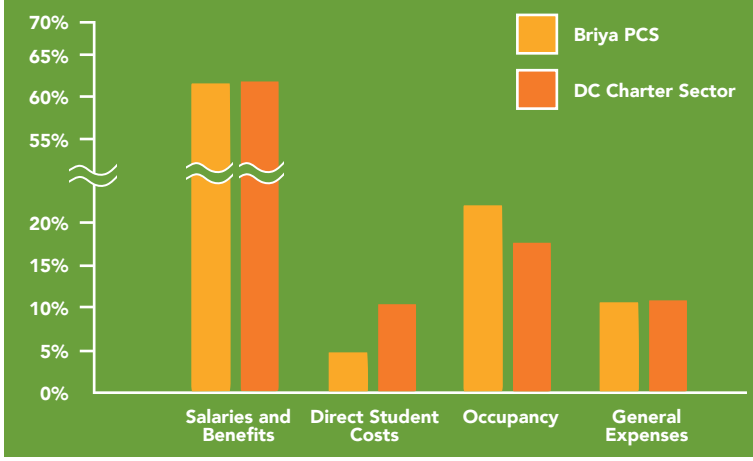
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



BRIYA PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$18,020,876	$17,074,771
Current Assets	$14,124,338	$12,104,171
Total Liabilities	$2,605,925	$2,424,826
Current Liabilities	$712,045	$657,692
Net Asset Position	$15,414,951	$14,649,945

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$11,140,096	$9,291,053
Expenses	$10,375,269	$8,105,507
Non-operating Revenues (Expenses)	$179	-$250
Surplus (Deficit)	$765,006	$1,185,296

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$13,601	$12,670	$19,243
Grants and Contributions Per Student	$2,077	$695	$492
Total Revenues per Student	$16,553	$14,427	$22,382
Expenses per Student	$15,416	$12,586	$21,375

PCSB OBSERVATIONS

The school's financial position was healthy with strong financial indicators. Most notably, the school's debt ratio was low at 0.14, meaning that approximately 14% of the school's assets were financed using debt. Further, the school's primary reserve ratio was greater than 148%, which attests to the school's ability to draw down on net assets to meet expenses in the current year, should it need to. The school also had strong liquidity with a current ratio of 19.8 and over 400 days of cash on hand, well above the sector median of 3.7 and 92, respectively.

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% voting rights in the LLC. Briya recognized 1.1M of rent expense related to the lease with Mamie D. Lee in FY 2018.

During the year ended June 30, 2016, Briya entered into a lease agreement to sublease space to Mary's Center for 30 years commencing on July 1, 2016, and expiring on June 30, 2046. Briya's rental expense was decreased by $423K related to this lease in FY 2018.

DC PUBLIC CHARTER SCHOOL BOARD

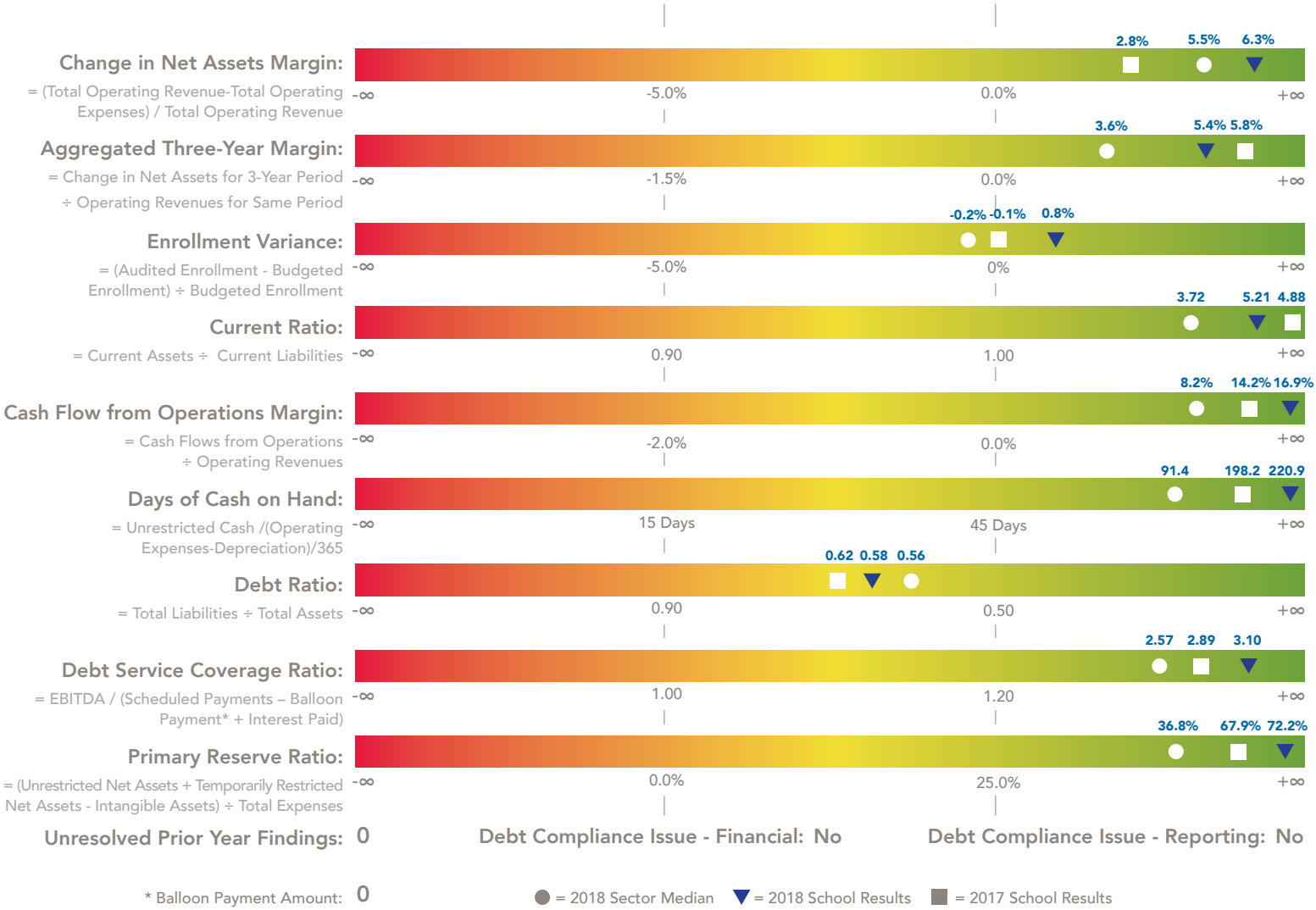
CAPITAL CITY PCS

FY2018 Financial Analysis Report

Opened: 2000 - 2001

Audited Enrollment: 993

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

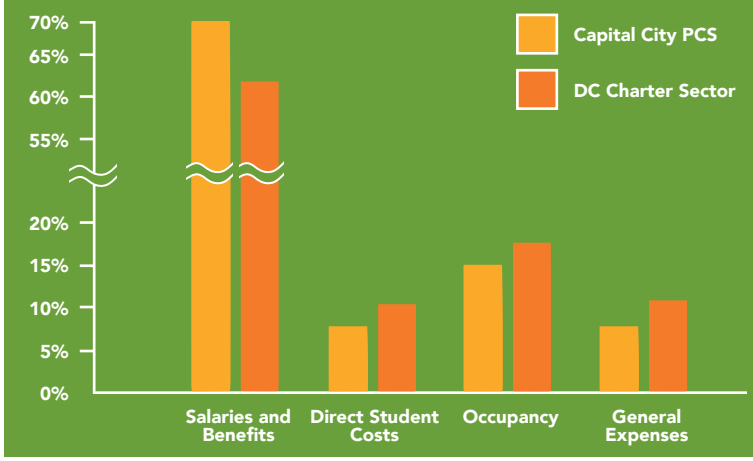
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



CAPITAL CITY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$37,051,005	$35,832,298
Current Assets	$12,324,877	$10,789,463
Total Liabilities	$21,664,014	$22,048,636
Current Liabilities	$2,367,858	$2,211,810
Net Asset Position	$15,386,991	$13,783,662

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$22,733,657	$20,891,917
Expenses	$21,308,607	$20,299,553
Non-operating Revenues (Expenses)	$178,279	$403,054
Surplus (Deficit)	$1,603,329	$995,418

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$20,291	$18,607	$19,243
Grants and Contributions Per Student	$576	$385	$492
Total Revenues per Student	$22,894	$21,253	$22,382
Expenses per Student	$21,459	$20,651	$21,375

PCSB OBSERVATIONS

The school's aggregated three-year margin was strong above 5%, indicating an average operating surplus of 5% since FY 2016. The school grew its cash on hand to 221 days in FY 2018 from 198 in FY 2017; this indicated that the school had sufficient cash to meet operating expenses in the event of unexpected costs or delays in cash receipts.

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. 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 rent credit request submitted in 2017 and expected to be approved in 2019, the available credit is approximately $29M. If Capital City PCS uses the entire credit available, it would not pay rent until September 1, 2027. Assuming the entire credit is used, the future minimum ground lease payments are expected to be approximately $8.3M.

CARLOS ROSARIO INTERNATIONAL PCS

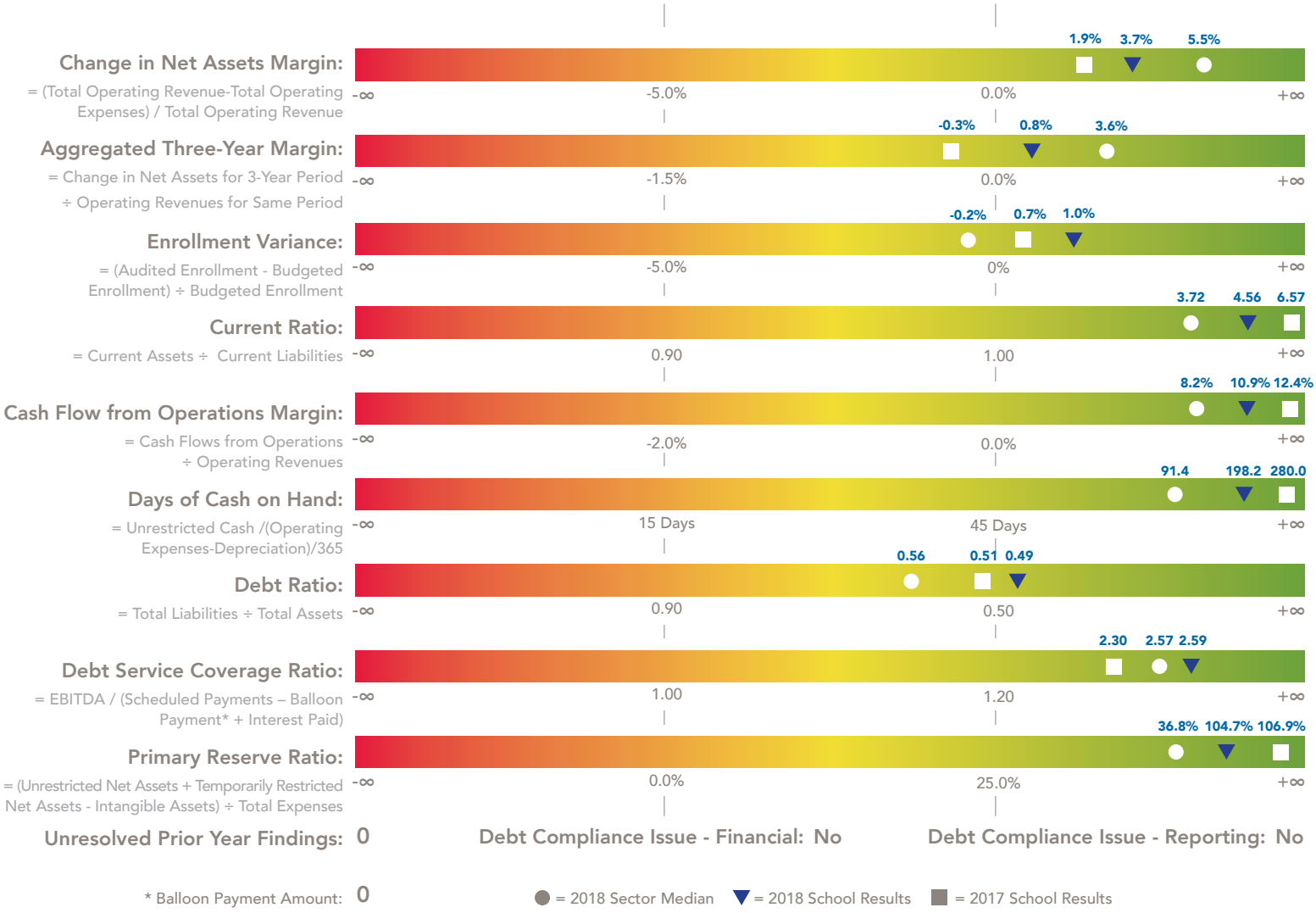
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 1998 - 1999

Audited Enrollment: 2,121

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

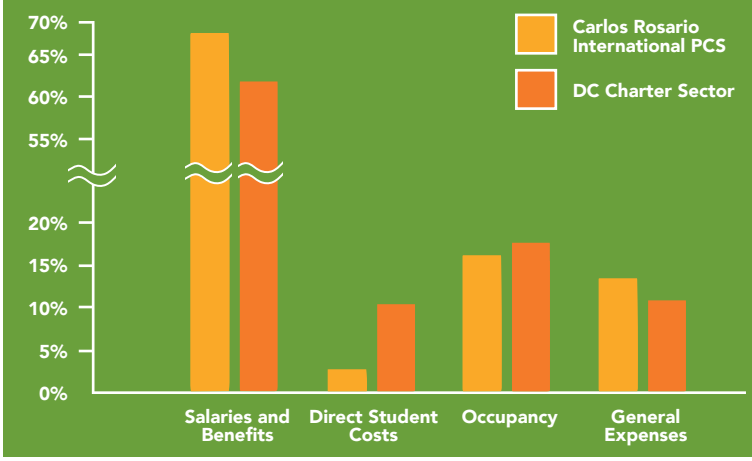
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



CARLOS ROSARIO INTERNATIONAL PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$57,044,987	$56,751,906
Current Assets	$14,526,393	$20,533,899
Total Liabilities	$28,107,353	$29,081,583
Current Liabilities	$3,182,383	$3,127,193
Net Asset Position	$28,937,634	$27,670,323

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$28,716,816	$26,379,071
Expenses	$27,641,267	$25,882,283
Non-operating Revenues (Expenses)	$191,762	$259,119
Surplus (Deficit)	$1,267,311	$755,907

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$12,692	$11,914	$19,243
Grants and Contributions Per Student	$136	$141	$492
Total Revenues per Student	$13,539	$12,781	$22,382
Expenses per Student	$13,032	$12,540	$21,375

PCSB OBSERVATIONS

Based on the consolidated financials, Community Capital Corp. (CCC), and Community Capital Corp. - Sonia Gutierrez Campus (CCC - SGC). CCC and CCC - SGC hold and finance the school's facilities; as such, the financial statement ratios described relate to the consolidated statements.

The entity's metrics reflect a strong financial position, with days of cash on hand greater than 195 and a current ratio of 4.5. The school's cash flow from operations margin of 10.9% was strong, indicating a robust cost management system sufficient to support positive cash flows.

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 the Office of the State Superintendent of Education. The development costs, including furniture and fixtures, were approximately $19M and were financed by Bank of America through the New Markets Tax Credit Program. For the Harvard Street campus, the school has a long-term operating lease with DC which expires in 2021. The rent expense for Harvard Street totaled $3.2M for FY 2018.

DC PUBLIC CHARTER SCHOOL BOARD

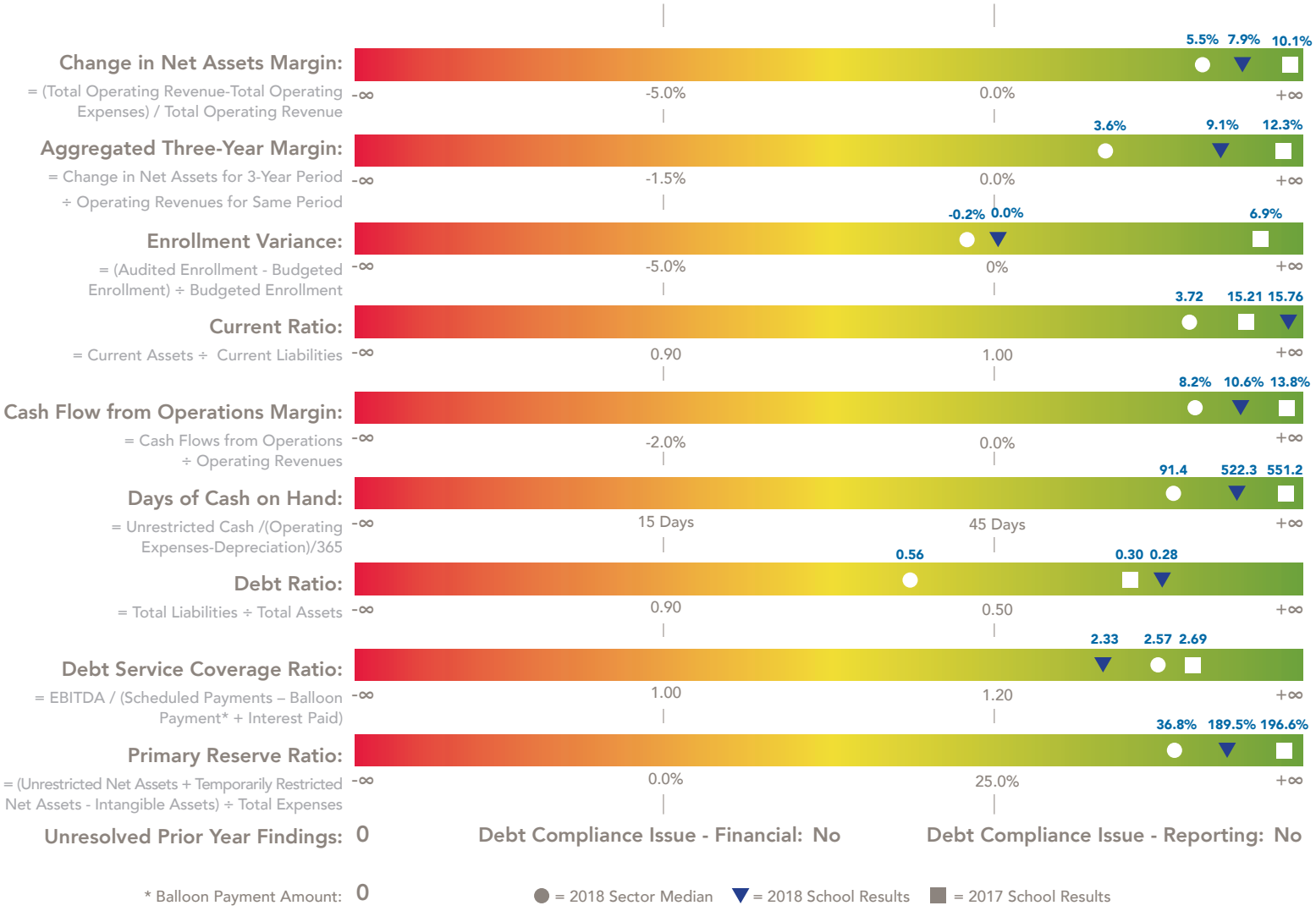
CEDAR TREE ACADEMY PCS

FY2018 Financial Analysis Report

Opened: 2001 - 2002

Audited Enrollment: 381

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

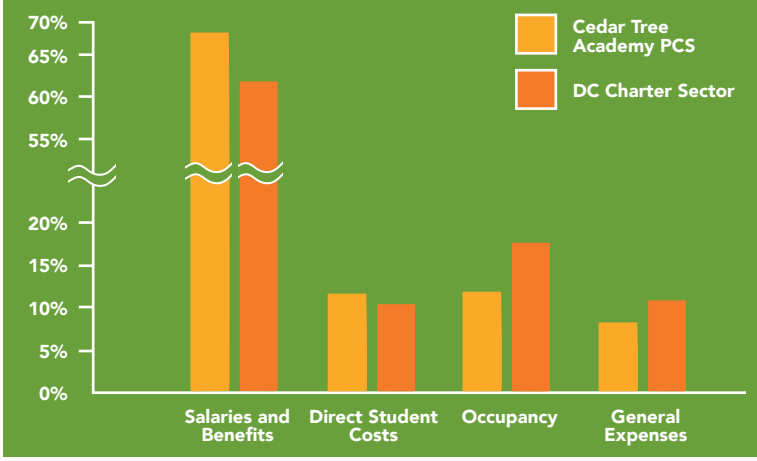
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



CEDAR TREE ACADEMY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$20,424,421	$20,066,647
Current Assets	$11,305,509	$10,786,800
Total Liabilities	$5,747,900	$6,059,381
Current Liabilities	$717,435	$709,187
Net Asset Position	$14,869,774	$14,007,266

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$8,520,719	$7,928,798
Expenses	$7,845,569	$7,124,757
Non-operating Revenues (Expenses)	$187,358	$323,420
Surplus (Deficit)	$862,508	$1,127,461

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$19,433	$17,885	$19,243
Grants and Contributions Per Student	$72	$82	$492
Total Revenues per Student	$22,364	$20,594	$22,382
Expenses per Student	$20,592	$18,506	$21,375

PCSB OBSERVATIONS

Overall, the school's financial condition was healthy, with low financial leverage and strong liquidity. The current ratio of 15.8 and more than 500 days of cash on hand provided assurance regarding the school's ability to meet its short-term obligations. The school also had an extremely strong net asset position at $14.9M and primary reserve ratio of 189.5%. While these liquidity metrics reflected strong financial performance, they also represented an opportunity for the local education agency to invest additional resources 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; the bonds mature in 2024. 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. The loan for the MLK campus matures on September 1, 2024. Further, the school subleases the MLK building to Community College Preparatory Academy PCS; the rental income from this agreement was $252K for FY 2018.

DC PUBLIC CHARTER SCHOOL BOARD

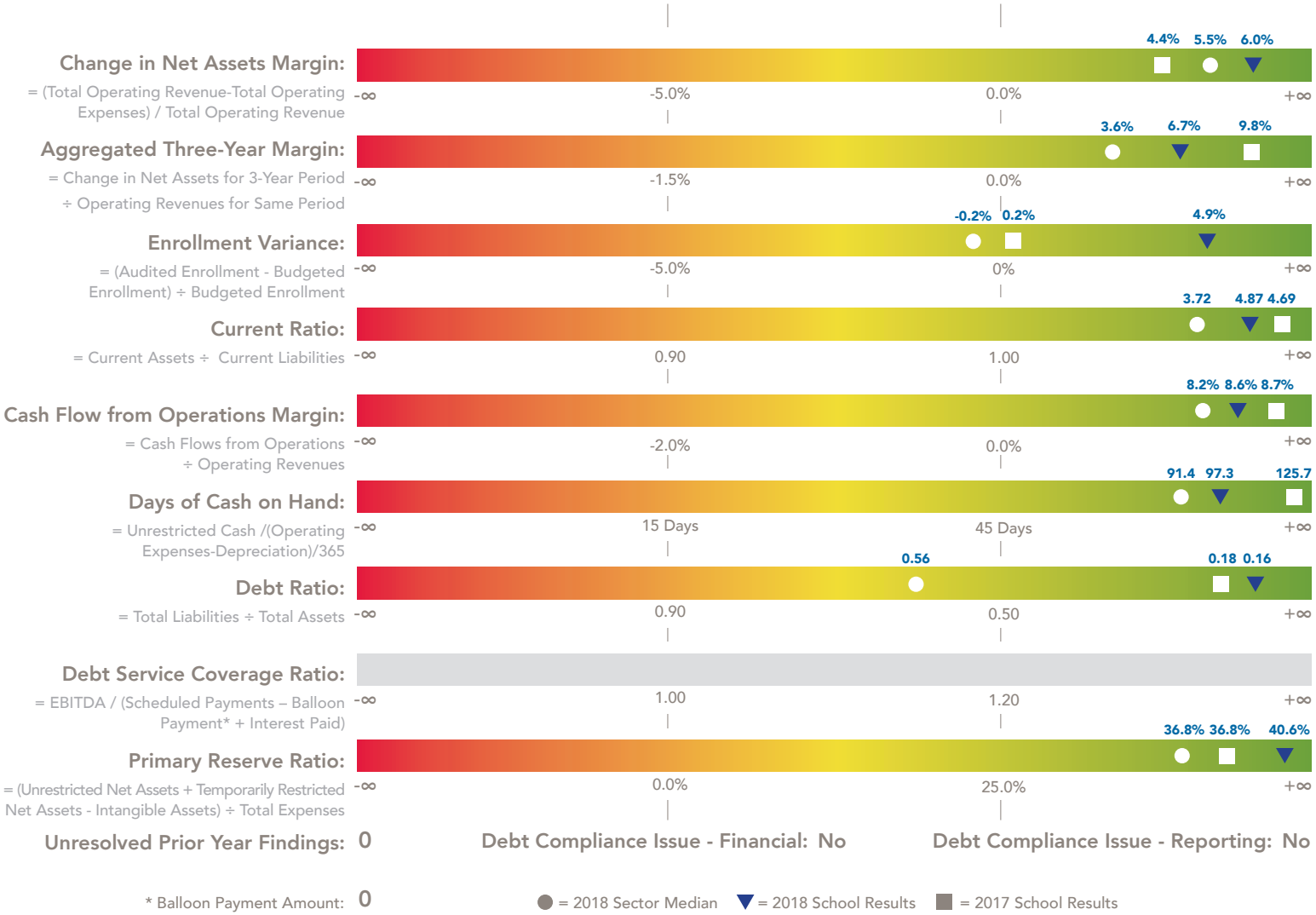
CENTER CITY PCS

FY2018 Financial Analysis Report

Opened: 2008 - 2009

Audited Enrollment: 1,469

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

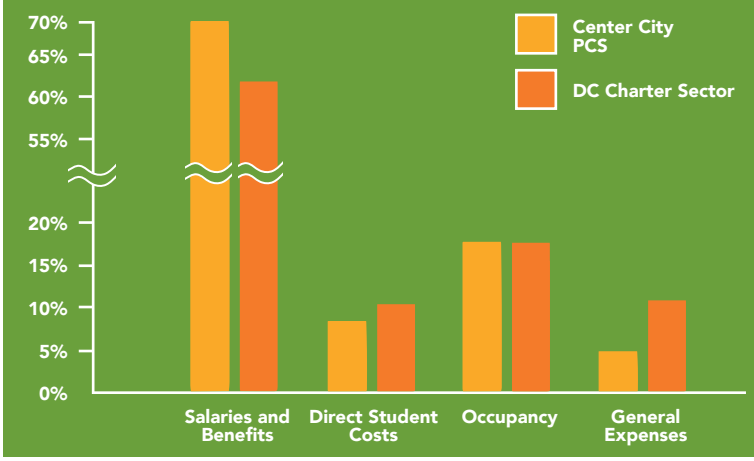
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



CENTER CITY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$13,900,850	$11,988,190
Current Assets	$10,998,926	$10,088,209
Total Liabilities	$2,267,125	$2,167,549
Current Liabilities	$2,257,706	$2,148,722
Net Asset Position	$11,633,725	$9,820,641

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$30,447,961	$27,933,413
Expenses	$28,634,877	$26,709,319
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$1,813,084	$1,224,094

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$18,282	$16,831	$19,243
Grants and Contributions Per Student	$115	$146	$492
Total Revenues per Student	$20,727	$19,371	$22,382
Expenses per Student	$19,493	$18,522	$21,375

PCSB OBSERVATIONS

In FY 2018, the school generated an operating surplus of $1.8M, more than 40% greater than the FY 2017 amount of $1.2M. The school also had a strong cash flow from operations margin at 8.6% and had 97 days of cash on hand, indicating that the school had sufficient cash to meet its operating expenses should an unexpected delay in cash flow occur. With a low debt ratio of 0.16, the school's long-term sustainability was not an imminent concern.

The school has lease agreements for its campus properties. The agreements provide for a rent escalation rate of 3% each year. The leases expire in July 2023 but can be renewed for an additional five-year term. The school also has a lease agreement for its central office in Washington, DC; the lease expires on September 30, 2021. Total rent expense for FY 2018 was $2.5M.

CESAR CHAVEZ PCS FOR PUBLIC POLICY

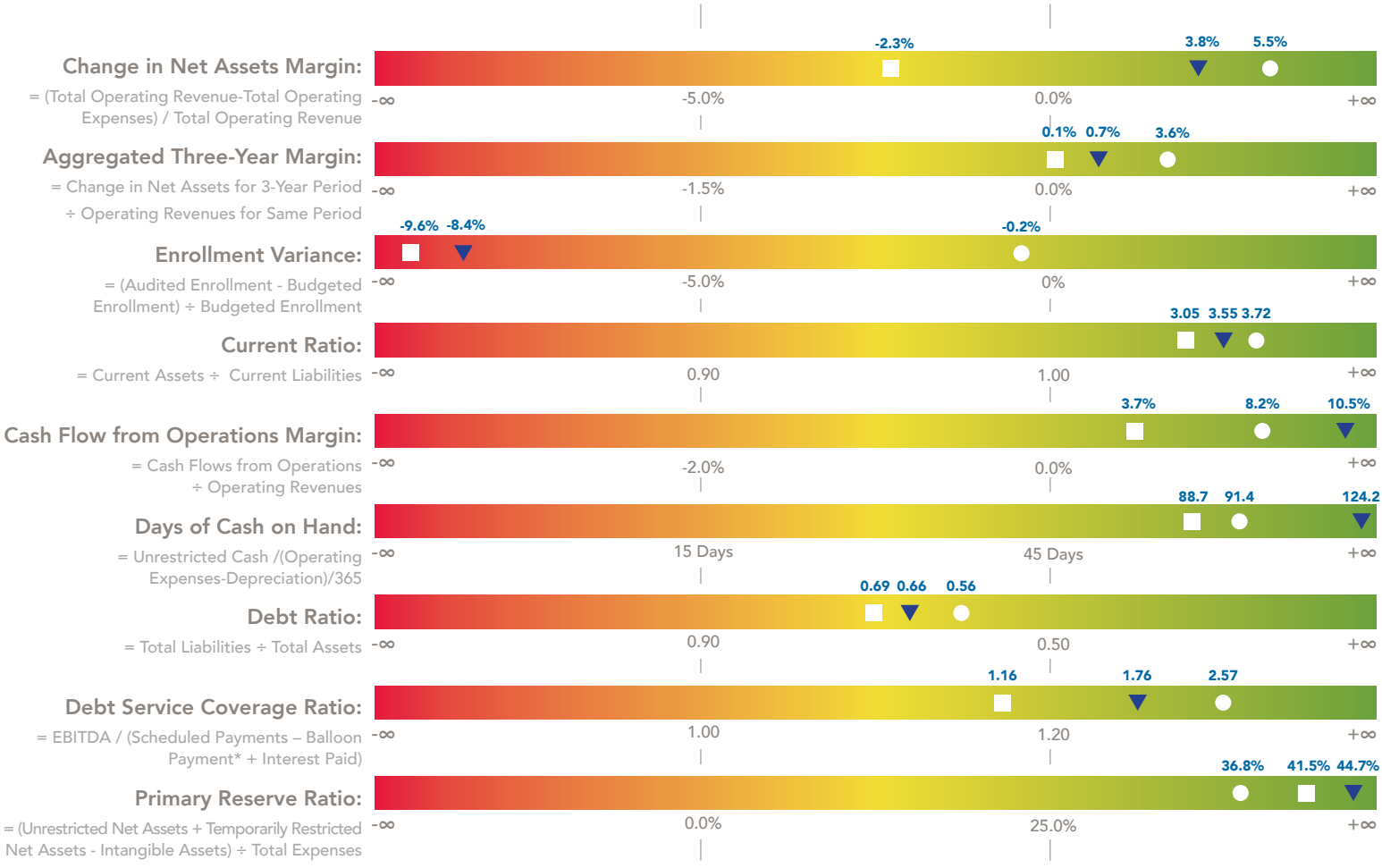
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 1998 - 1999

Audited Enrollment: 1,177

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

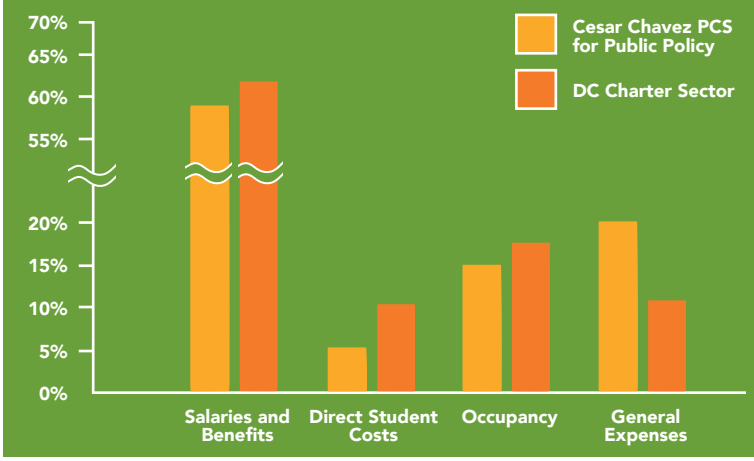
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



CESAR CHAVEZ PCS FOR PUBLIC POLICY

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$37,778,533	$37,332,239
Current Assets	$8,965,214	$7,469,193
Total Liabilities	$25,104,619	$25,658,588
Current Liabilities	$2,524,259	$2,448,864
Net Asset Position	$12,673,914	$11,673,651

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$26,329,562	$27,473,367
Expenses	$25,329,299	$28,097,424
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$1,000,263	-$624,057

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$20,354	$18,705	$19,243
Grants and Contributions Per Student	$182	$371	$492
Total Revenues per Student	$22,370	$21,548	$22,382
Expenses per Student	$21,520	$22,037	$21,375

PCSB OBSERVATIONS

All the school's financial metrics improved in FY 2018. The school had an operating surplus of $1.0M in FY 2018, compared with a deficit of ($624K) in FY 2017. The school has been working with an external consultant on overall improvement. The school's liquidity was strong, with a cash flow from operations margin of 10.5%, a current ratio of 3.55, and 125 days of cash on hand. The debt ratio improved to 0.66 in FY 2018 as the school paid down over $500K in outstanding long-term debt.

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 had been leasing. 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 had a sublease agreement with another District of Columbia public charter school for office space at 525 School Street, SW. The initial sublease term was scheduled to expire in 2021; however, the school terminated this lease effective June 30, 2018. 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. Facility rent expense totaled $627K, and the debt service coverage ratio was 1.76 in FY 2018.

In January 2019, the school's board notified DC PCSB of its intent to reconfigure by consolidating its Capitol Hill High School with Parkside High School and closing its Chavez Prep Middle School, effective at the end of SY 2018 - 19.

DC PUBLIC CHARTER SCHOOL BOARD

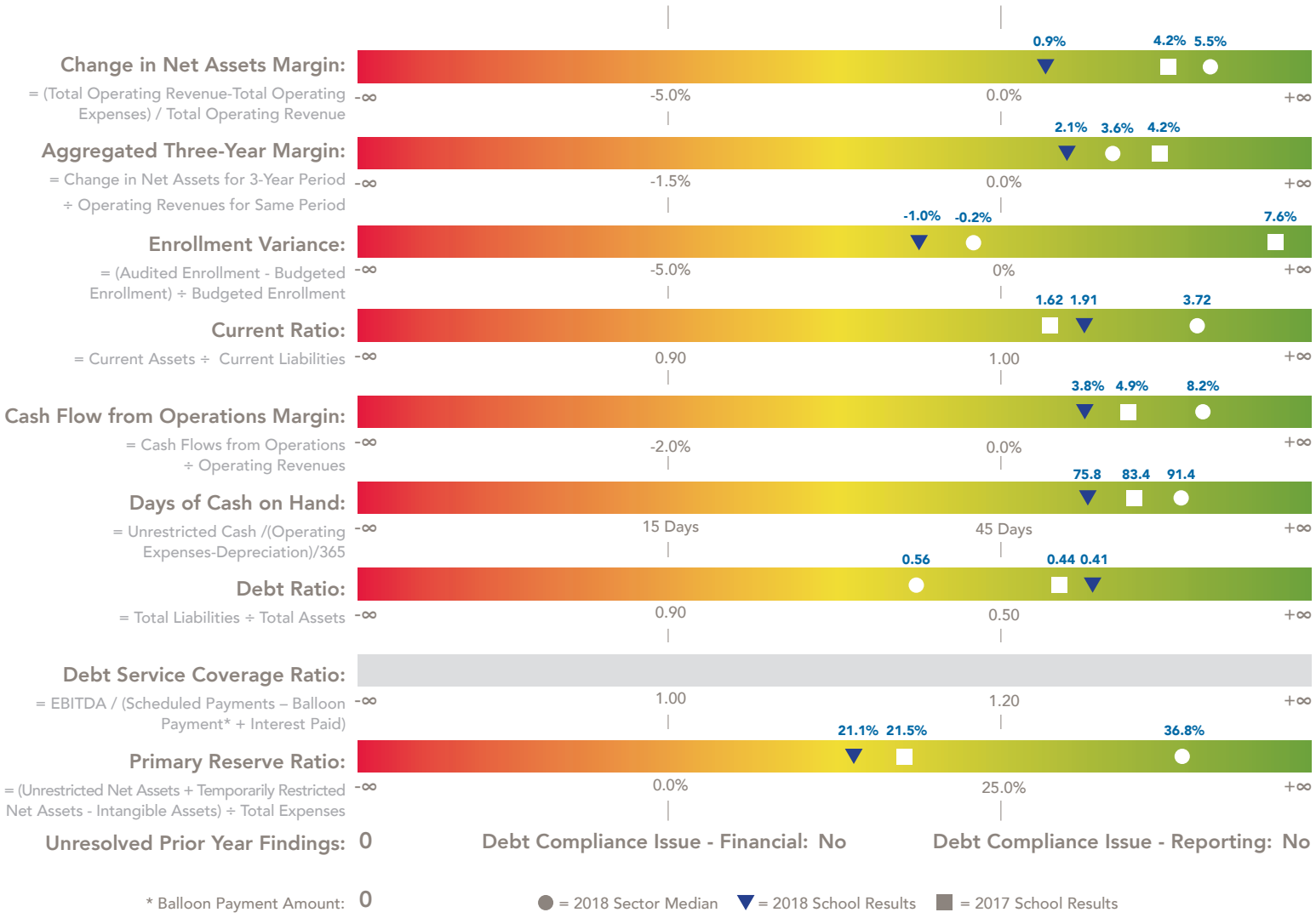
CITY ARTS & PREP PCS

FY2018 Financial Analysis Report

Opened: 2004 - 2005

Audited Enrollment: 499

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

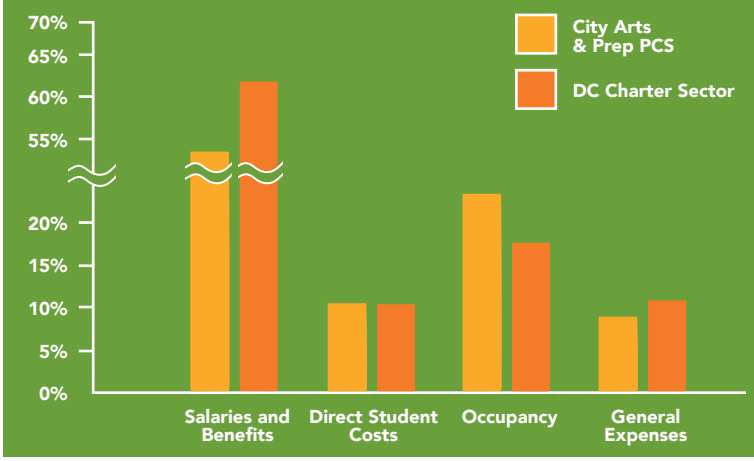
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



CITY ARTS & PREP PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$3,442,377	$3,469,086
Current Assets	$2,690,033	$2,491,646
Total Liabilities	$1,418,151	$1,536,393
Current Liabilities	$1,411,029	$1,535,589
Net Asset Position	$2,024,227	$1,932,693

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$9,674,708	$9,398,257
Expenses	$9,584,898	$9,007,993
Non-operating Revenues (Expenses)	$1,724	$4,536
Surplus (Deficit)	$91,534	$394,800

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$17,631	$16,442	$19,243
Grants and Contributions Per Student	$183	$108	$492
Total Revenues per Student	$19,388	$18,004	$22,382
Expenses per Student	$19,208	$17,257	$21,375

PCSB OBSERVATIONS

On March 8, 2019, Friendship PCS requested approval from DC PCSB to acquire the assets of City Arts & Prep PCS and allow City Arts & Prep students to enroll at Friendship PCS. The request from Friendship came after DC PCSB's vote to revoke City Arts' charter, following the school's 15-year renewal. On March 27, 2019, the DC PCSB voted to approve the acquisition.

The school's change in net assets margin declined to 0.9% in FY 2018 from 4.15% in FY 2017 as a result of declining enrollment. The 4.4% decrease in enrollment also had an impact on the school's days of cash on hand and cash flow from operations margin. While still strong, the cash flow from operations margin declined to 3.8% from 4.9% in FY 2017. The days of cash on hand also declined to 76 in FY 2018 from 83 in FY 2017.

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. The school entered into a lease agreement with 705 Edgewood Associates LLC, effective for 10 years 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, 2018, and June 30, 2017, were $418K and $554K, respectively.

COMMUNITY COLLEGE PREPARATORY ACADEMY PCS

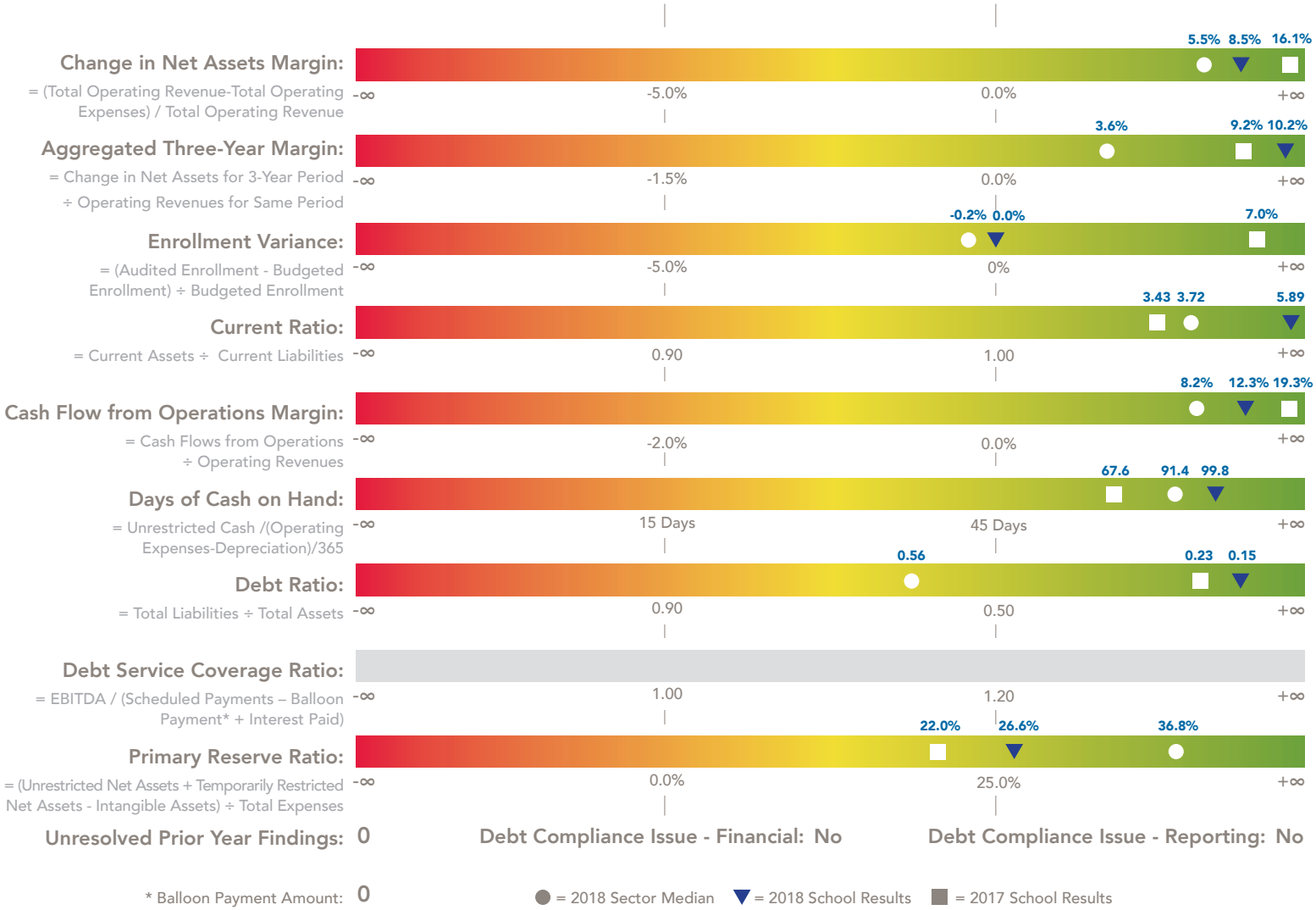
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2013 - 2014

Audited Enrollment: 600

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

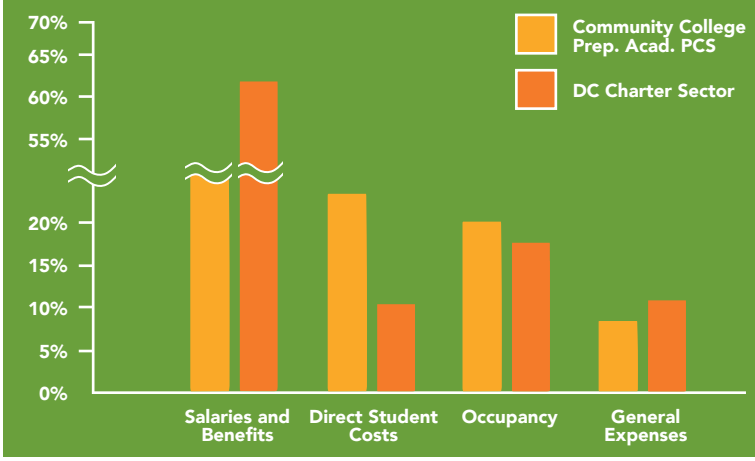
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



COMMUNITY COLLEGE PREPARATORY ACADEMY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$2,252,412	$1,614,373
Current Assets	$1,995,865	$1,271,242
Total Liabilities	$344,001	$371,161
Current Liabilities	$338,593	$371,161
Net Asset Position	$1,908,411	$1,243,212

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$7,826,253	$6,724,731
Expenses	$7,161,054	$5,642,531
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$665,199	$1,082,200

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$12,468	$11,716	$19,243
Grants and Contributions Per Student	$69	$707	$492
Total Revenues per Student	$13,044	$14,128	$22,382
Expenses per Student	$11,935	$11,854	$21,375

PCSB OBSERVATIONS

The school generated an operating surplus of $665K in FY 2018, for a change in net assets margin of 8.5%. The school maintained a low debt ratio of 0.15, meaning that its debt accounted for only 15% of its total assets; a measure of 0.50 or less is considered strong and reflects positively on the school’s long-term sustainability.

Community College Prep also had strong short-term financial indicators with a current ratio of 5.9 and 100 days of cash on hand; both metrics reflected improvements from FY 2017. Such strong liquidity metrics indicated that the school had ample cash to meet its 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 entered into an operating lease 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 term was for an original one-year period through June 30, 2014, with an option to renew the agreement for additional one-year periods. This lease has been subsequently renewed through June 30, 2019. Rent expense on this lease for FY 2018 was $252K.

The school also entered into a use agreement with the Charter School Incubator Initiative for the rental of a school facility 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. Rent expense related to this lease for FY 2018 was $938K.

CREATIVE MINDS INTERNATIONAL PCS

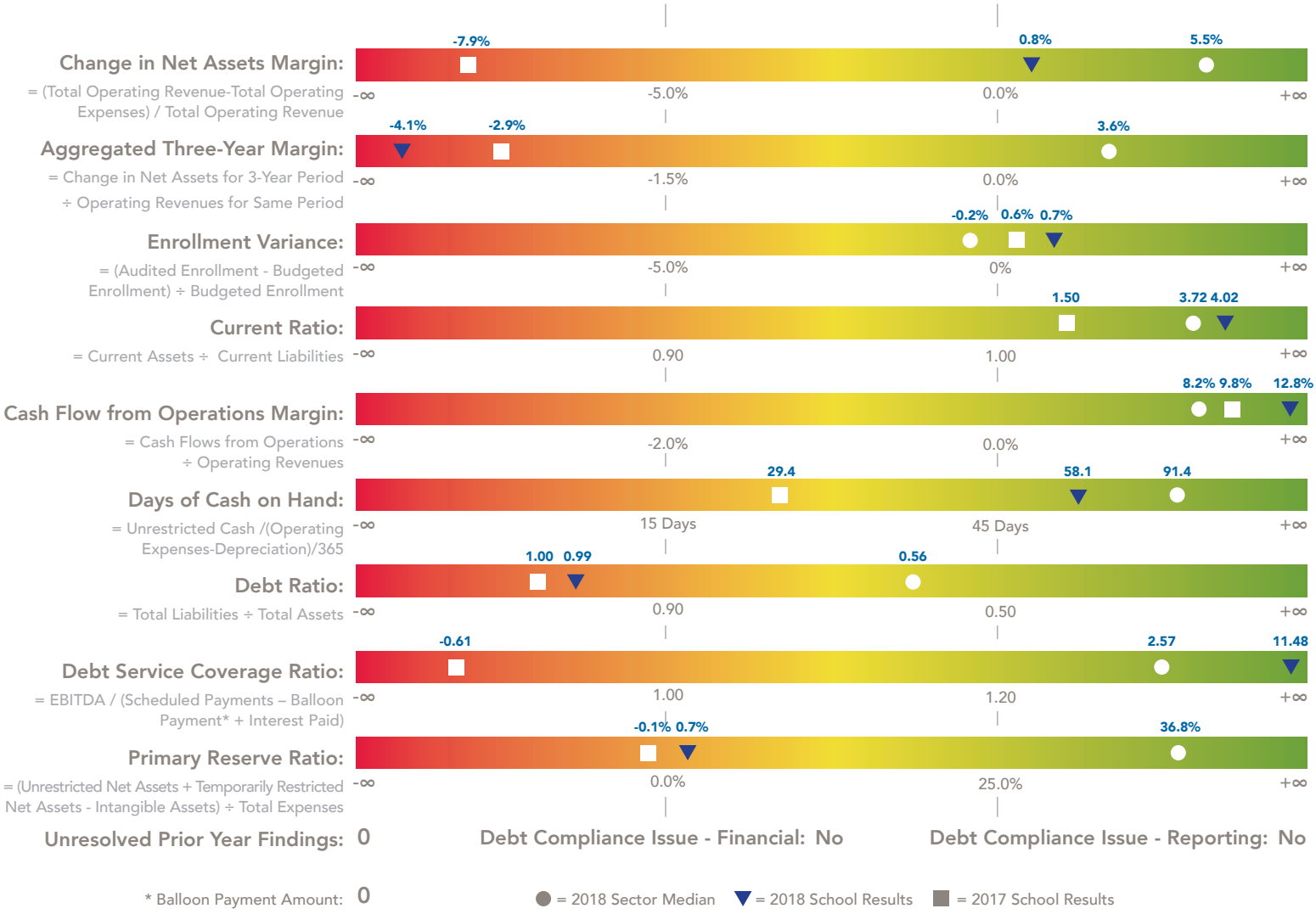
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2012 - 2013

Audited Enrollment: 441

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

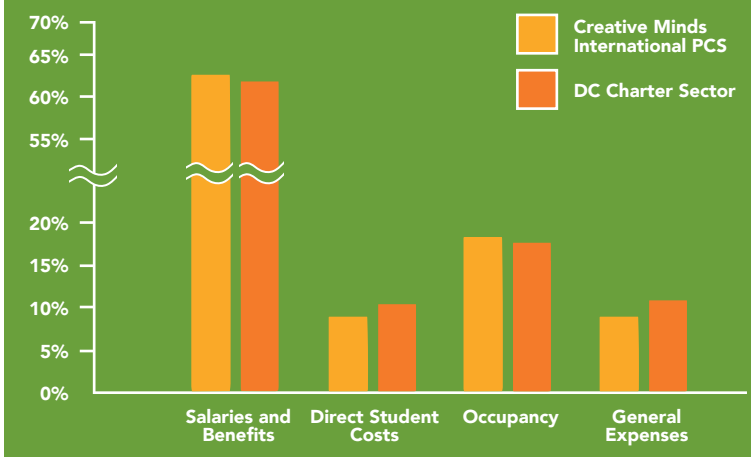
* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

Due to CMIPCS's long-term 30-year lease arrangement with our landlord, the Armed Forces Retirement Home (AFRH), the school is allowed to utilize certain capital improvement expenditures to offset rent payments. For example the cost CMIPCS incurs to make repairs, such as a leaky roof, is treated as an offset to our rent payment and considered deferred rent. Over the past three years (FY16, FY17 and FY18) CMIPCS had $2.6m of deferred rent. This deferred rent is a non-cash transaction and accounted for in compliance with Generally Accepted Accounting Principles (GAAP) standards. This GAAP requirement, however, results in CMIPCS showing accounting deficits over the last three years and creates the impression of CMIPCS's expenses and liabilities surpassing revenue and assets. This in turn results in a low debt ratio, which is not fully accurate as noted in the PCSB observation.The school is financially sound and is in a strong position to pay off our existing loan by FY20.

PCS EXPENSES BY CATEGORY



CREATIVE MINDS INTERNATIONAL PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$4,950,645	$4,155,800
Current Assets	$1,719,136	$774,728
Total Liabilities	$4,880,032	$4,167,757
Current Liabilities	$427,697	$515,436
Net Asset Position	$70,613	-$11,957

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$10,323,479	$7,774,962
Expenses	$10,240,909	$8,387,795
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$82,570	-$612,833

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$20,993	$19,332	$19,243
Grants and Contributions Per Student	$610	$1,363	$492
Total Revenues per Student	$23,409	$22,800	$22,382
Expenses per Student	$23,222	$24,598	$21,375

PCSB OBSERVATIONS

Although several of the school's key financial indicators were below DC PCSB's standards, they did not present a concern because they were largely the result of the school's lease agreement. As evidenced by the school's 12.8% cash flow from operations margin, as well as the current ratio and days of cash on hand, the school's liquidity was strong, indicating that it had sufficient resources to meet its upcoming obligations.

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, 2018, approved in-kind leasehold improvements totaled $2.6M, and rent expense was $1.1M.

DC PUBLIC CHARTER SCHOOL BOARD

DC BILINGUAL PCS

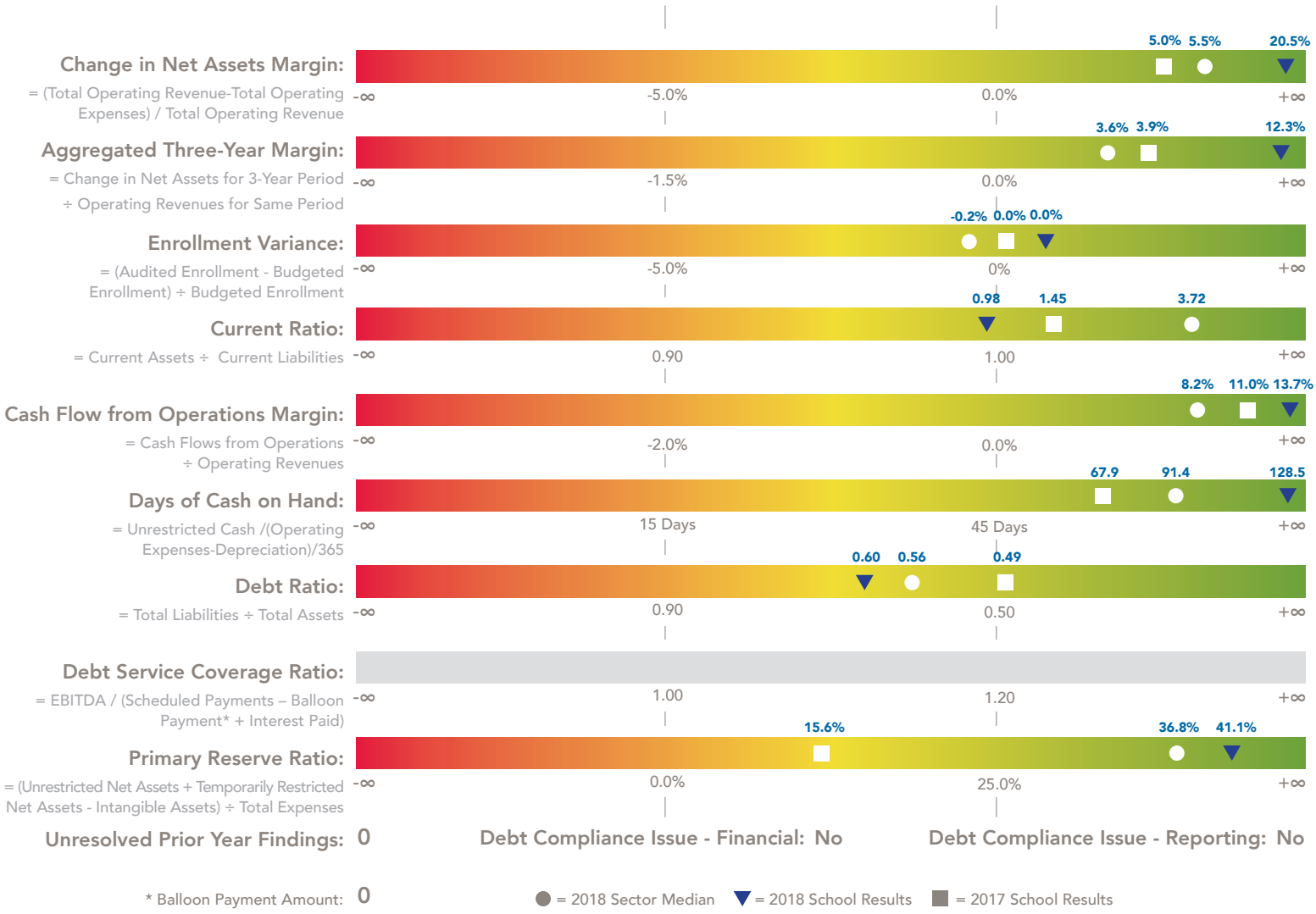
FY2018 Financial Analysis Report

Opened: 2004 - 2005

Audited Enrollment: 440

Operates with a Management Organization: CentroNia (terminated November 2015)

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

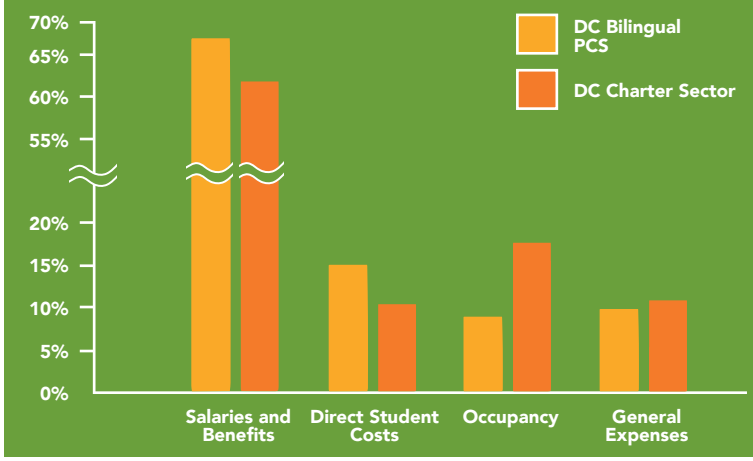
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



DC BILINGUAL PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$8,742,465	$2,601,768
Current Assets	$3,923,282	$1,798,511
Total Liabilities	$5,203,244	$1,285,022
Current Liabilities	$3,986,302	$1,242,684
Net Asset Position	$3,539,221	$1,316,746

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$10,839,424	$8,886,398
Expenses	$8,616,949	$8,445,207
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$2,222,475	$441,191

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$20,837	$19,245	$19,243
Grants and Contributions Per Student	$1,171	$435	$492
Total Revenues per Student	$24,635	$21,674	$22,382
Expenses per Student	$19,584	$20,598	$21,375

PCSB OBSERVATIONS

Overall, the school's financial position was healthy, with all of its metrics showing adequate performance. Specifically, its aggregated three-year margin of 12.7%, which represents the change in net asset position over the past three years, was positive; this indicated that the school operated at a surplus as a result of adequately managing costs with revenues. The school's change in net assets for FY 2018 was $2.2M.

The school's liquidity remained healthy with a current ratio of 0.98 and 129 days of cash on hand. The current ratio did, however, decline from 1.5 in FY 2017 as a result of increased accounts payable related to construction in progress. The accounts payable balance will likely decline as the school draws down additional long-term debt.

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 for the land and school building. On March 13, 2018, DC Bilingual PCS entered into a promissory note with Eagle Bank in the amount of $14M. This note was for renovation and construction of the land and school facility known as Keene School, at 33 Riggs Road, NE. As of June 30, 2018, the school borrowed $1.4M against the loan. This loan calls for consecutive monthly installments of interest-only payments effective April 1, 2018, through March 31, 2021. Commencing April 1, 2021, monthly installments of principal and interest are required until the loan matures on March 13, 2023, at which point there is a balloon payment of any outstanding principal and unpaid interest. The balance of this note at June 30, 2018, was $1.4M.

DC PUBLIC CHARTER SCHOOL BOARD

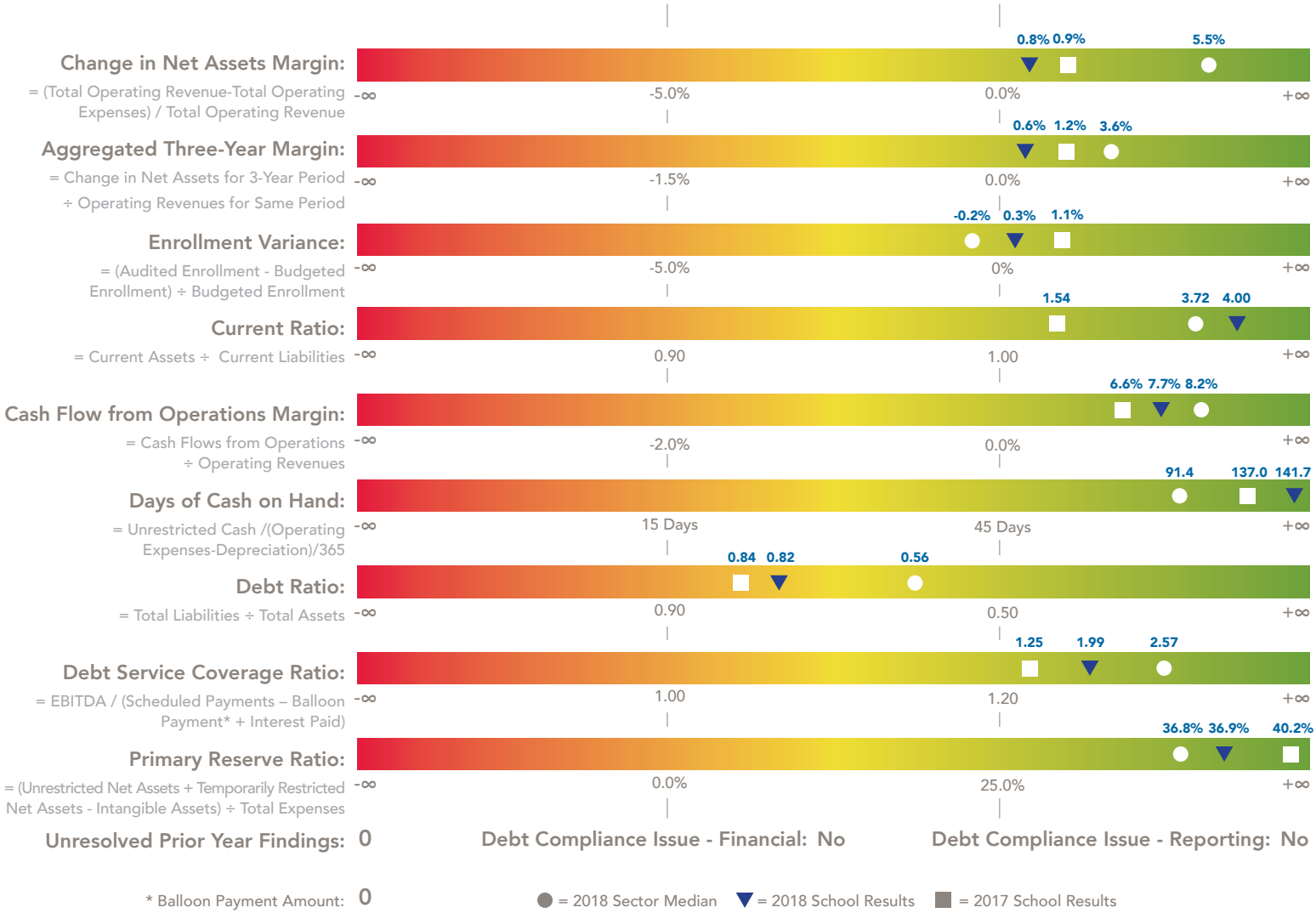
DC PREP PCS

FY2018 Financial Analysis Report

Opened: 2003 - 2004

Audited Enrollment: 1,875

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

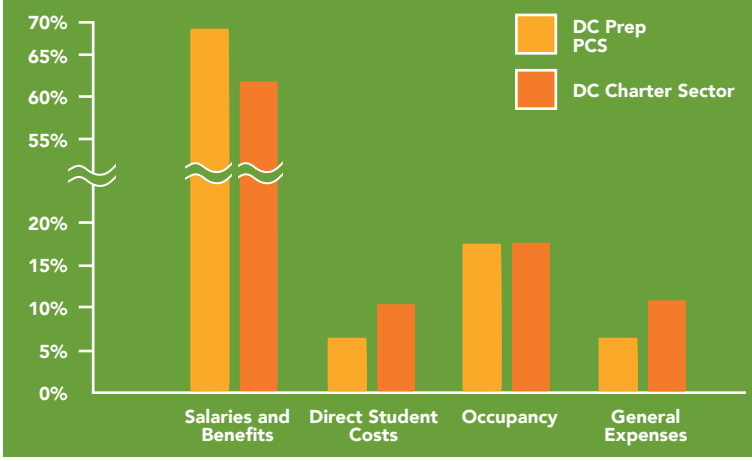
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



DC PREP PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$81,408,100	$88,661,038
Current Assets	$15,780,235	$15,005,875
Total Liabilities	$66,762,282	$74,404,372
Current Liabilities	$3,945,823	$9,732,519
Net Asset Position	$14,645,818	$14,256,666

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$40,061,931	$35,773,088
Expenses	$39,723,939	$35,438,243
Non-operating Revenues (Expenses)	$51,160	$157,223
Surplus (Deficit)	$389,152	$492,068

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$18,257	$17,049	$19,243
Grants and Contributions Per Student	$1,605	$1,966	$492
Total Revenues per Student	$21,366	$20,920	$22,382
Expenses per Student	$21,186	$20,724	$21,375

PCSB OBSERVATIONS

Overall, the school's financial condition was healthy, with strong financial metrics, no breaches in its debt covenants, and no reportable findings identified in its FY 2018 audited financials. The school's current ratio increased significantly from the prior period as a result of a paydown on an outstanding payable of $6.0M from the prior year related to renovation of the school's Anacostia Elementary Campus, which was completed in FY 2018.

The school had a healthy 142 days of cash on hand; this indicated that it had adequate cash 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.

Further, the school's financial indicators also reflected strong long-term sustainability with a debt ratio of .82 and a primary reserve ratio of 37%. The debt ratio, essentially, measures the portion of a school's total assets that are financed using debt; DC PCSB has determined that a ratio below .90 is adequate and a ratio of .50 or less is strong. DC Prep's debt ratio improved from the prior year, as a result of a $7.6M decrease in total liabilities in FY 2018.

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 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 $66.1M, which are secured by the facilities.

DC PUBLIC CHARTER SCHOOL BOARD

DC SCHOLARS PCS

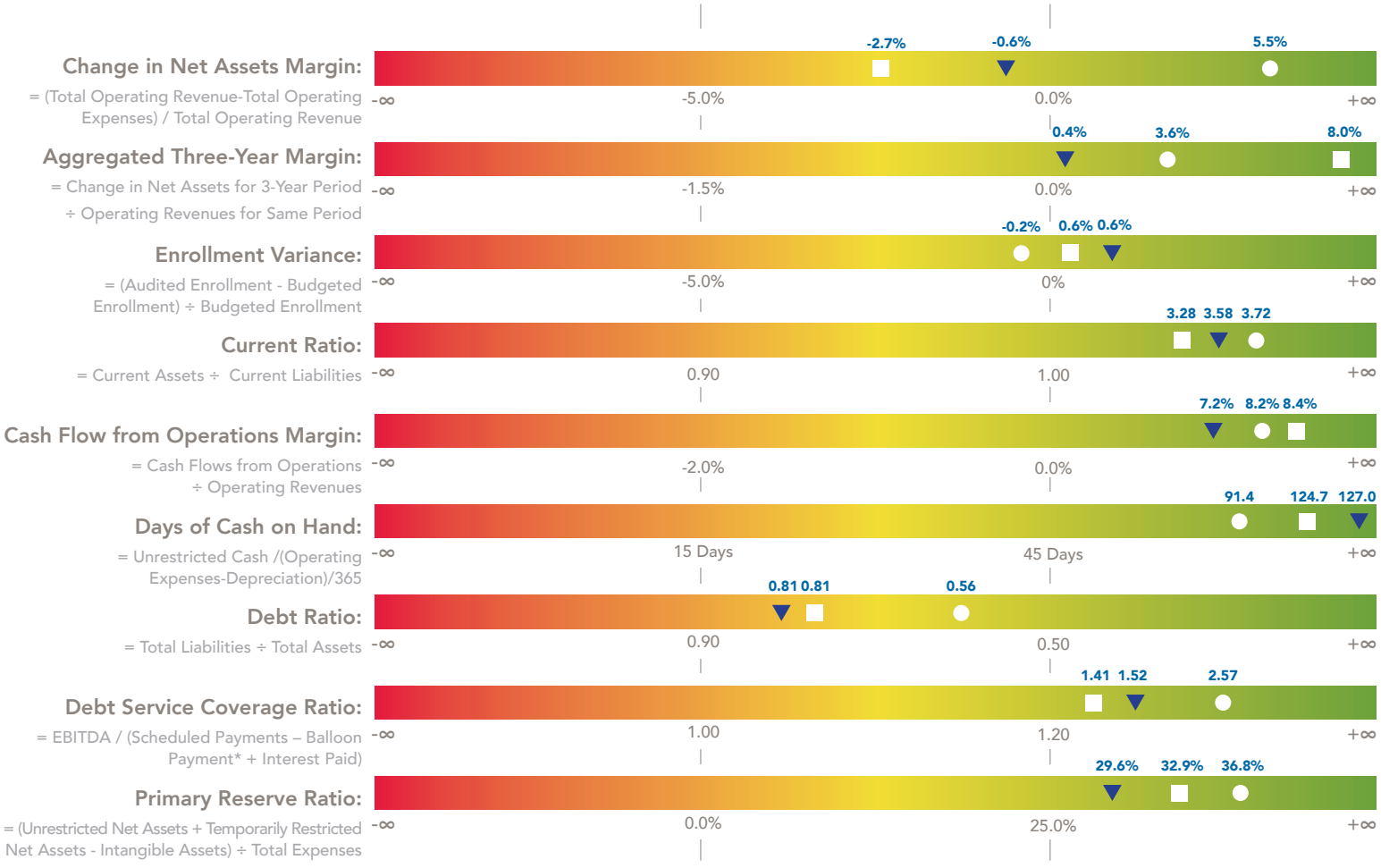
FY2018 Financial Analysis Report

Opened: 2012 - 2013

Audited Enrollment: 515

Operates with a Management Organization: DC Scholars Community Schools

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

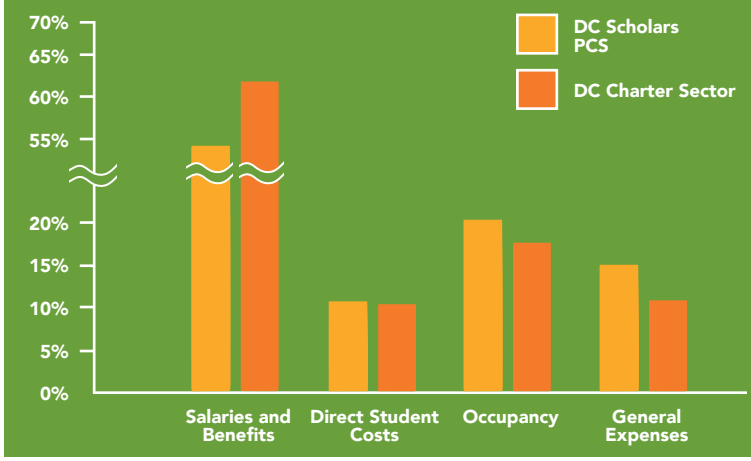
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



DC SCHOLARS PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$17,976,473	$18,226,980
Current Assets	$4,246,944	$3,686,390
Total Liabilities	$14,510,679	$14,694,234
Current Liabilities	$1,186,379	$1,124,514
Net Asset Position	$3,465,794	$3,532,746

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$11,627,876	$10,461,216
Expenses	$11,694,828	$10,740,695
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$66,952	-$279,479

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$19,174	$17,535	$19,243
Grants and Contributions Per Student	$503	$261	$492
Total Revenues per Student	$22,578	$20,715	$22,382
Expenses per Student	$22,708	$21,269	$21,375

PCSB OBSERVATIONS

The school's financial condition was healthy, finishing FY 2018 with a net operating deficit of ($67K) and a change in net assets margin of (0.58%). While operating at a deficit, the school showed improvement from the prior year's change in net assets margin of (2.7%), and the aggregated three-year margin remained positive. Moreover, the school's primary reserve ratio of 29.6% exceeded DC PCSB's standard and provided a buffer for operating losses. While net losses are not indicators of strong financial performance, improvement shows a school's commitment to progress.

The school's liquidity, or ability to convert assets to cash, was not a concern. The current ratio and days of cash on hand were strong at 3.6 and 127, respectively. Both metrics improved from the prior year as a result of increased enrollment.

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, 2018, allowing the school to have free rent for the remaining lease term.

School Name	FY18 Revenues	FY18 Operating Result
DC Scholars PCS	$11,627,876	$(66,952)
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
DC Scholars Community Schools (d.b.a Community Schools)	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Sharonda Mann	Director of Operations	$105,222
Services Provided	**FY18 Payment**	**% of School Revenue**
Management Services	$987,472	
Total	**$987,472**	

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 was originally scheduled to terminate on June 30, 2021, however, on May 9, 2018, the Board passed a resolution to terminate the agreement on June 30, 2019. Management fees for 2018 totaled $987,472.

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

FY2018 Financial Analysis Report

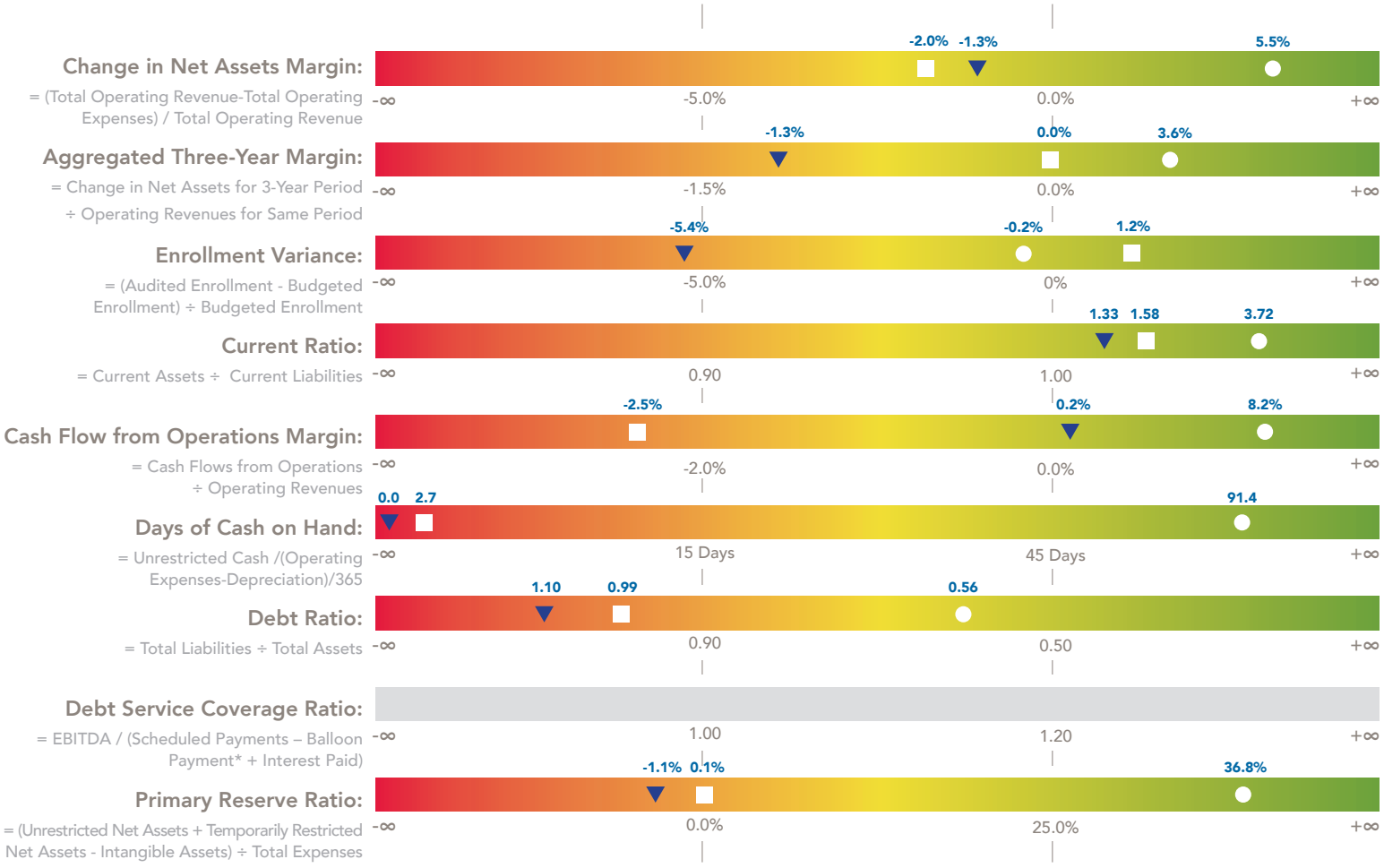
DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2014 - 2015

Audited Enrollment: 645

Operates with a Management Organization: Democracy Prep Public Schools

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

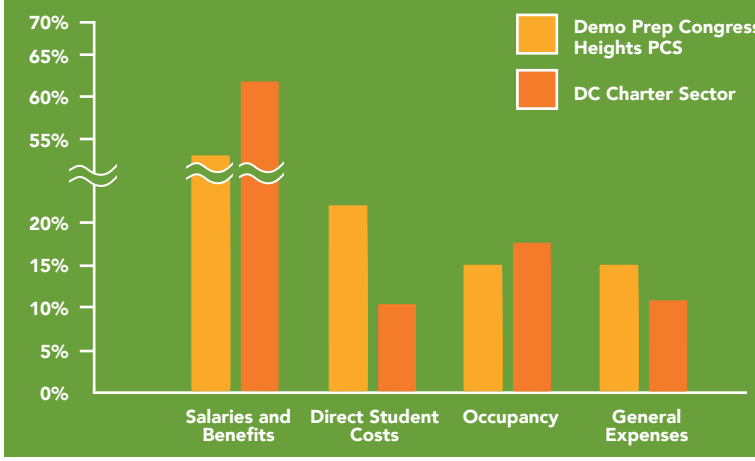
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



DEMOCRACY PREP CONGRESS HEIGHTS PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$1,552,200	$1,672,289
Current Assets	$1,289,036	$1,425,832
Total Liabilities	$1,712,609	$1,655,369
Current Liabilities	$969,129	$901,770
Net Asset Position	-$160,409	$16,920

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$14,136,328	$12,998,775
Expenses	$14,313,657	$13,264,573
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$177,329	-$265,798

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$19,696	$17,582	$19,243
Grants and Contributions Per Student	$70	$246	$492
Total Revenues per Student	$21,917	$19,815	$22,382
Expenses per Student	$22,192	$20,220	$21,375

PCSB OBSERVATIONS

The school's financial condition declined significantly from FY 2017. More specifically, the aggregated three-year margin dropped as a result of net deficits in FY 2017 and FY 2018. While the current ratio was greater than 1.0, the school's liquidity, or ability to convert assets to cash, remained a concern, as the school had 0 days of cash on hand at the end of the fiscal year. With such a low cash balance, the school's sustainability, given any delays in expected cash flows, would be a cause for concern. Lastly, the school's overall debt ratio, a metric used to compare total assets to total liabilities, was greater than 1.0. DC PCSB determined that a ratio of 0.5 to 0.9 was sufficient. The school's ratio for FY 2018 declined to 1.1, meaning that for every asset the school has, there is a liability of equal or greater value that will become due. As such, the school's total net assets at the end of FY 2018 were ($160K).

In July 2018, the Democracy Prep Public Schools charter management organization announced that it would not renew its contract with Democracy Prep Congress Heights for the following school year and that the school would need to identify a new operator. Subsequently, the school's board contracted with TenSquare, a turnaround provider, effective November 5, 2018. The school's former management organization transitioned from managing the school's budget and operations as of November 7, 2018. At the time of the school's five-year review, DC PCSB voted to initiate revocation of the school's charter. The school subsequently relinquished its charter and will cease operations following FY 2019.

DISTRICT OF COLUMBIA INTERNATIONAL SCHOOL

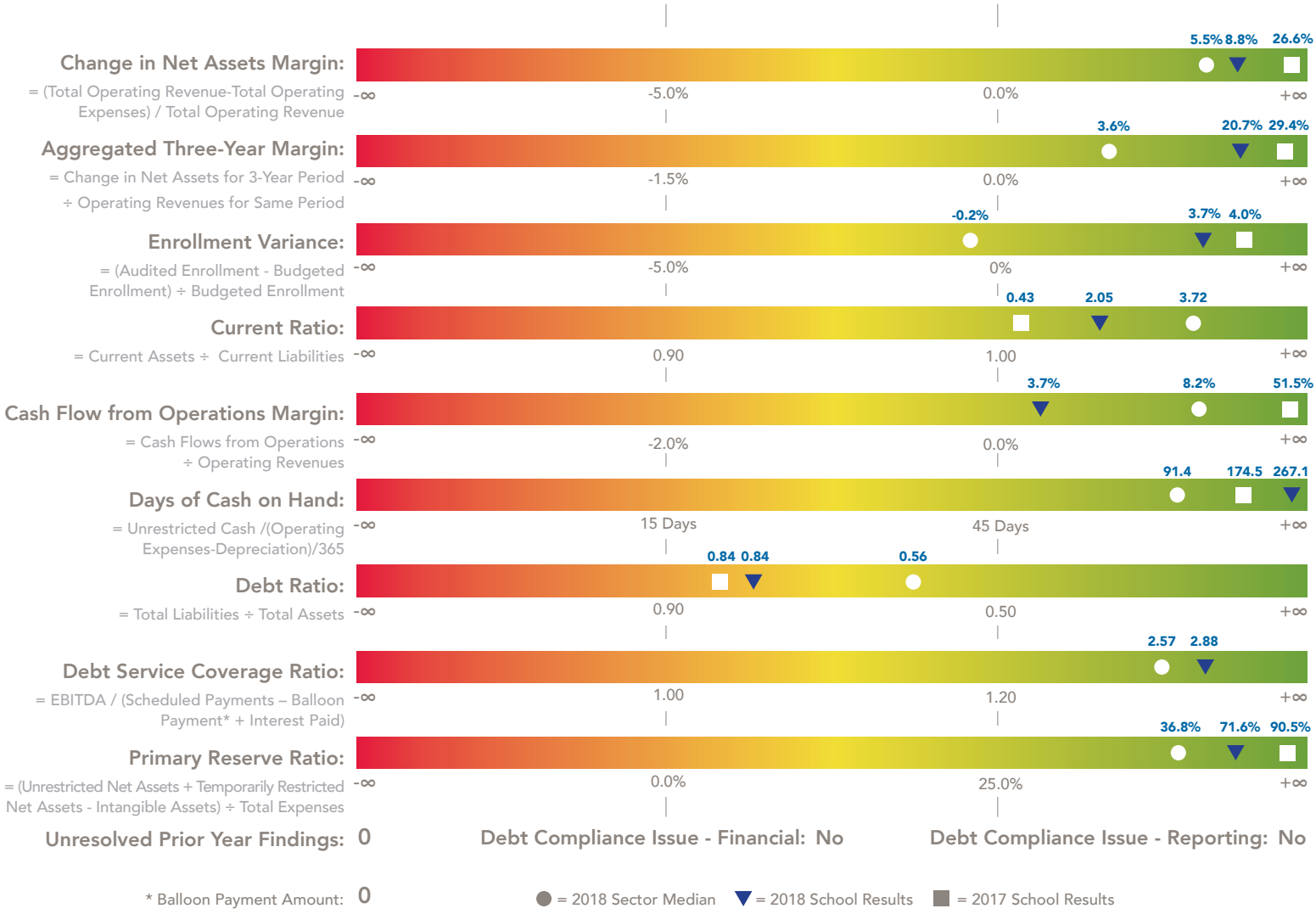
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2014 - 2015

Audited Enrollment: 804

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

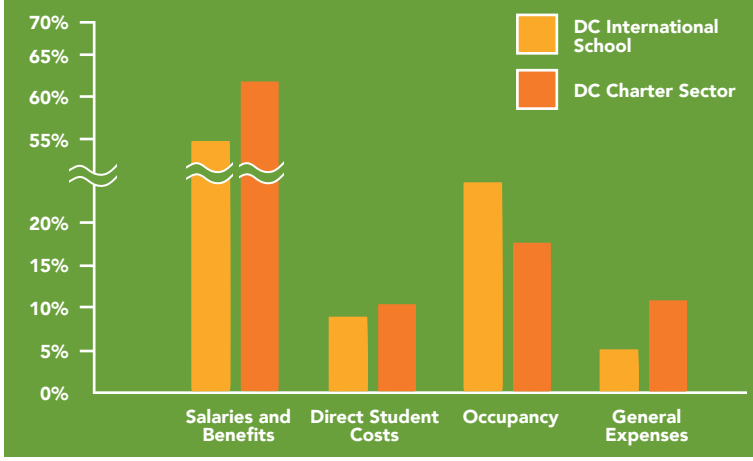
* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

At June 30, 2018, DCI School's debt ratio was 0.84. While this is higher than the PCSB recommendation of 0.50, DCI School is able to adequately service its debt, as indicated by its 2.88 debt service coverage ratio.

PCS EXPENSES BY CATEGORY



DISTRICT OF COLUMBIA INTERNATIONAL SCHOOL

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$67,161,899	$46,326,519
Current Assets	$10,988,440	$4,744,708
Total Liabilities	$56,314,802	$38,718,782
Current Liabilities	$5,352,657	$11,044,001
Net Asset Position	$10,847,097	$7,607,737

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$16,599,073	$11,461,572
Expenses	$15,142,668	$8,410,186
Non-operating Revenues (Expenses)	$1,782,955	-$350,976
Surplus (Deficit)	$3,239,360	$2,700,410

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$17,963	$17,338	$19,243
Grants and Contributions Per Student	$464	$1,386	$492
Total Revenues per Student	$20,646	$22,041	$22,382
Expenses per Student	$18,834	$16,173	$21,375

PCSB OBSERVATIONS

The school's financial performance was healthy as indicated by its FY 2018 metrics. The school had a surplus of $3.2M, an increase of $0.5M from FY 2017, for a change in net assets margin of 8.8%. A positive change in net assets margin indicates that a school is able to adequately manage costs not to exceed its revenues. The school's aggregated three-year margin was also positive, at 20.7% in FY 2018; the three-year margin measures stability of the school's operations by averaging the last three fiscal years' performance.

In FY 2018, the school's current ratio significantly improved from FY 2017, in part driven by the increase in unrestricted cash from $3.9M to $9.7M, as well as a large accrual for renovation costs in FY 2017 that was paid in FY 2018. The school's liquidity remained healthy with 267 days of cash on hand, so there is little concern about the school's ability to meet its obligations in FY 2019. Further, the debt ratio was below 1.0, which indicates that in the long term, the school's operations are likely to remain sustainable.

On December 14, 2016, the school entered into five loan agreements to be used to renovate its former Walter Reed campus, or Delano Hall, at 1400 Main Drive, NW. The loan with Bank of America is treated as senior debt in all respects to payment and performance over the others. The remaining four subordinate loans are with Building Hope, Local Initiatives Support Corp., the Office of Public Charter School Financing and Support, and the Reinvestment Fund. During the year ended June 30, 2018, the school entered into two additional notes payable with City First Enterprises and City First Bank. The total outstanding principal balance on notes payable for FY 2018 was $52.4M.

The school had three leases for its locations at 16th Street, NW, Harvard Street, NW, and Main Drive, NW. The leases for the Harvard Street and 16th Street locations were 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.

DC PUBLIC CHARTER SCHOOL BOARD

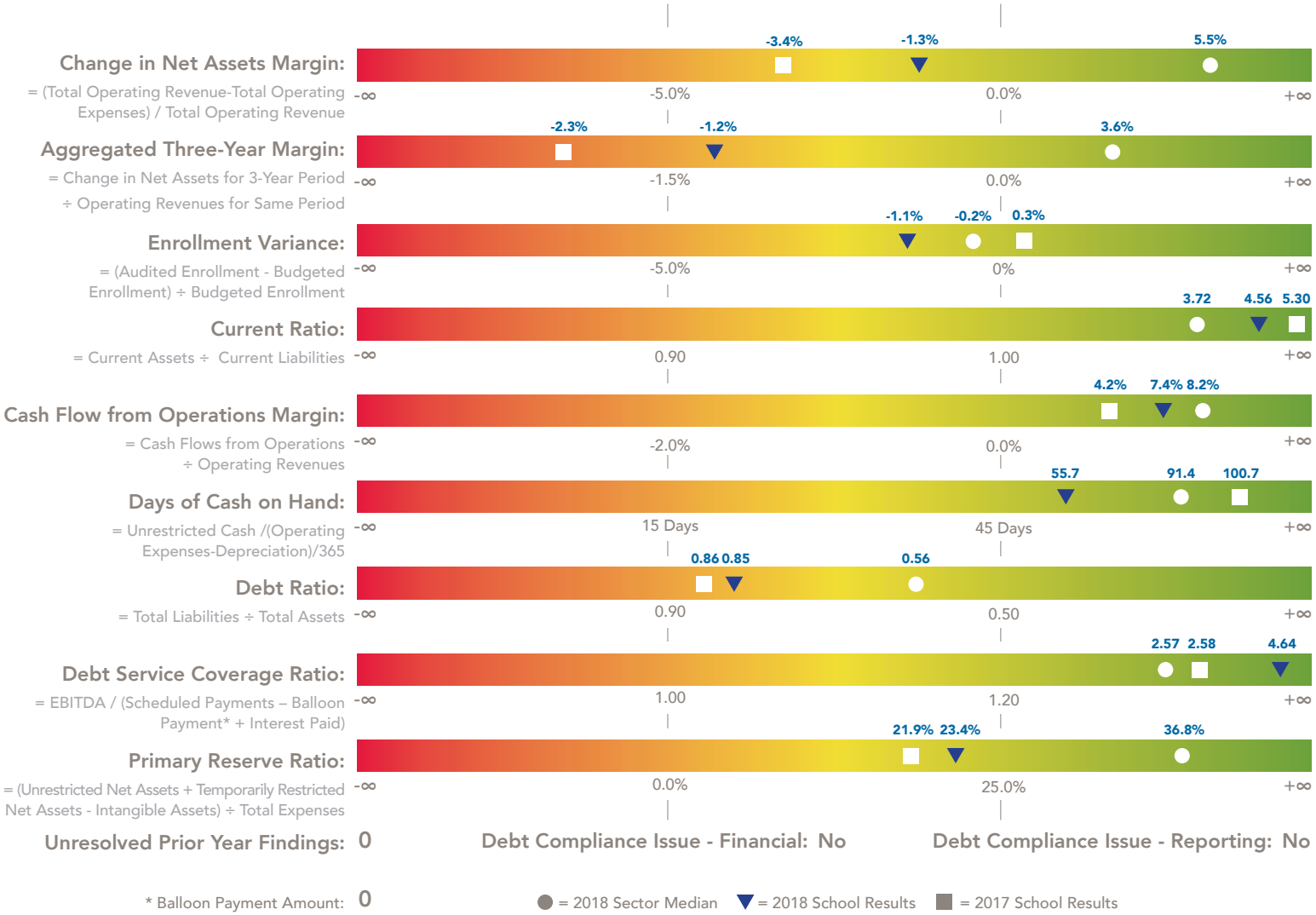
E.L. HAYNES PCS

FY2018 Financial Analysis Report

Opened: 2004 - 2005

Audited Enrollment: 1,131

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

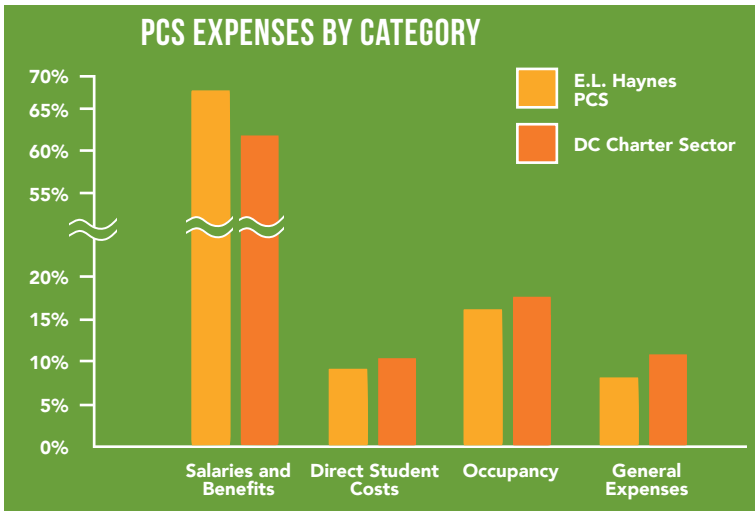
* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

The FAR shows that E.L. Haynes has 56 days of cash on hand using a calculation that does not include short-term investments. Adding the school's short-term investments brings the total to 113 days of cash on hand.

PCS EXPENSES BY CATEGORY



E.L. HAYNES PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$42,828,618	$42,370,017
Current Assets	$8,737,698	$7,581,723
Total Liabilities	$36,572,984	$36,573,340
Current Liabilities	$1,916,356	$1,429,488
Net Asset Position	$6,255,634	$5,796,677

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$26,402,943	$25,623,614
Expenses	$26,743,439	$26,483,150
Non-operating Revenues (Expenses)	$799,453	$2,579,980
Surplus (Deficit)	$458,957	$1,720,444

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$20,833	$19,528	$19,243
Grants and Contributions Per Student	$920	$1,070	$492
Total Revenues per Student	$23,345	$22,418	$22,382
Expenses per Student	$23,646	$23,170	$21,375

PCSB OBSERVATIONS

In FY 2018, the school's change in net assets before gains and losses was ($340K); net assets increased, however, as the result of a gain on interest rate swap. The school's debt ratio improved slightly to 0.85 in FY 2018 from 0.86 in FY 2017 as a result of an increase in total assets of approximately $500K.

The school's days of cash on hand, which measures the number of days of expenses a school can pay with cash on hand, was above DC PCSB's standard at 56; this indicated that the school had adequate cash to meet its operating expenses in the event of unexpected costs or delays in cash receipts.

In 2015, the school entered into a loan agreement with a financial institution to borrow $22.0M through the use of DC revenue bonds. The proceeds were fully used in the transaction to refinance the debt related to the construction of a 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 DC 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 the 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

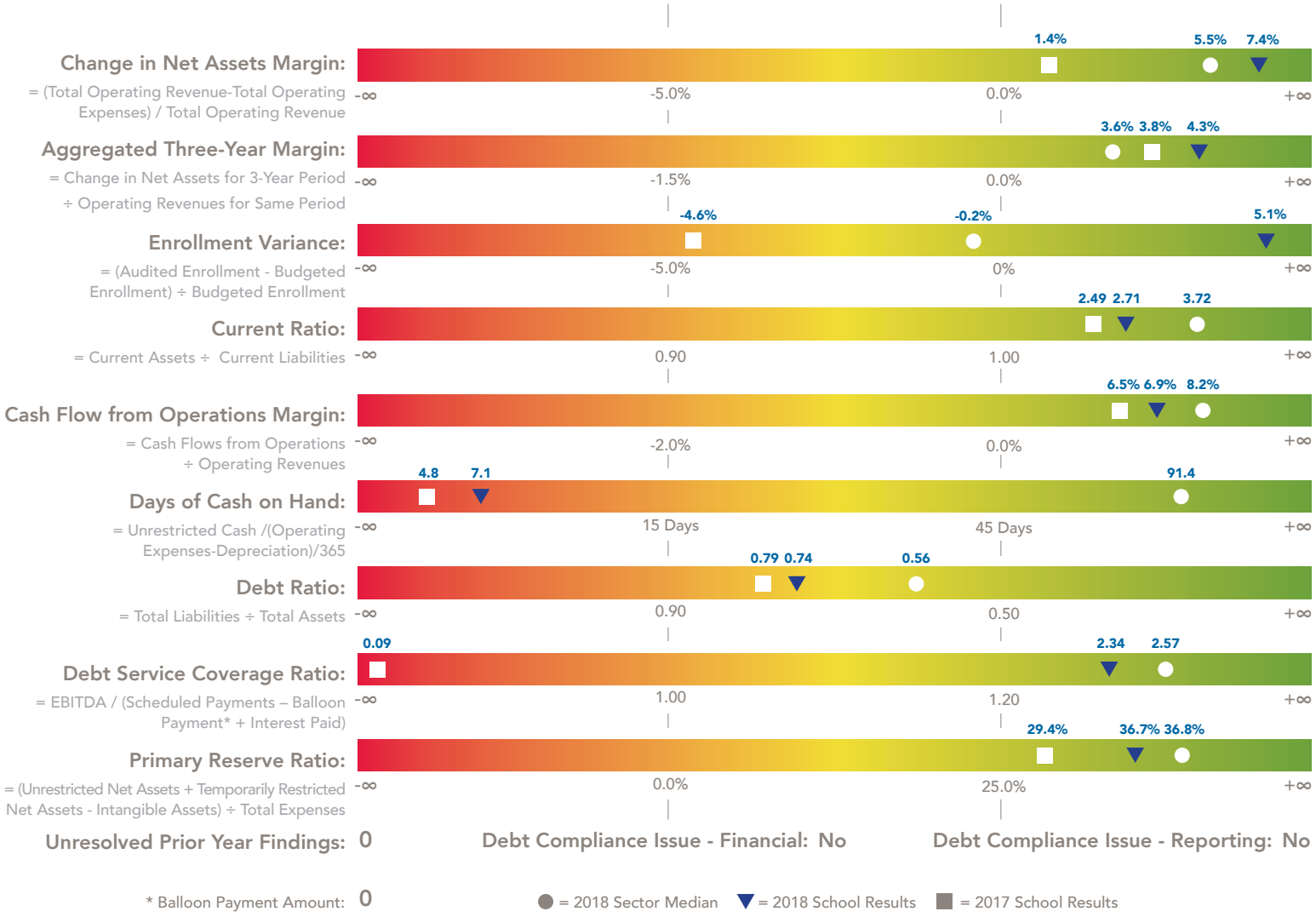
EAGLE ACADEMY PCS

FY2018 Financial Analysis Report

Opened: 2003 - 2004

Audited Enrollment: 935

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

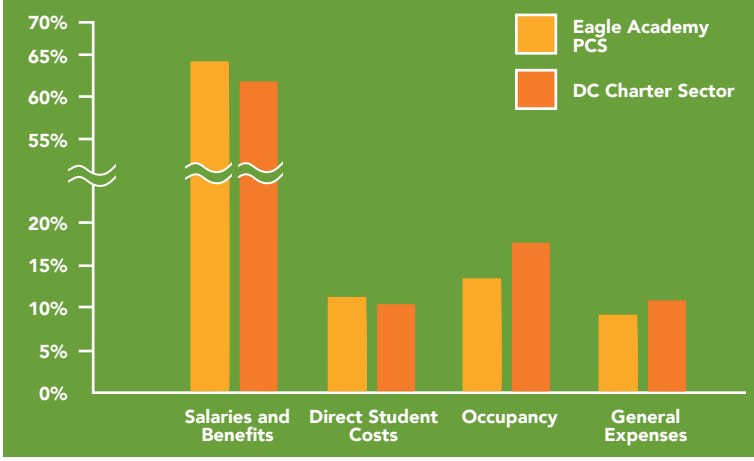
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



EAGLE ACADEMY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$29,930,894	$29,123,281
Current Assets	$7,605,610	$6,953,780
Total Liabilities	$22,054,676	$22,924,429
Current Liabilities	$2,804,579	$2,793,831
Net Asset Position	$7,876,218	$6,198,852

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$23,134,423	$21,374,343
Expenses	$21,432,682	$21,072,305
Non-operating Revenues (Expenses)	-$24,375	$0
Surplus (Deficit)	$1,677,366	$302,038

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$20,257	$18,620	$19,243
Grants and Contributions Per Student	$711	$1,412	$492
Total Revenues per Student	$24,743	$24,344	$22,382
Expenses per Student	$22,923	$24,000	$21,375

PCSB OBSERVATIONS

Overall, all of the school's financial metrics improved from FY 2017 to FY 2018 as the school continued to grow. Enrollment increased approximately 6.5% from FY 2017 while revenues rose 16.7% and expenses grew only 1.7%. As a result, the school had positive change in net assets for the year of $1.7M. The school had a strong current ratio at 2.7, but the days of cash on hand metric was low at only 7. The school increased its amount of unrestricted cash and cash equivalents by 50% from FY 2017 to FY 2018, and held nearly $4.4M in escrow accounts associated with its bonds and notes payable.

The school's debt ratio, which measures the extent to which a school relies on borrowed funds to finance its operations, improved to 0.74 in FY 2018 from 0.79 in FY 2017 as total liabilities decreased by more than $860K.

The school has various non-cancellable operating leases for buildings and office equipment. The school leases a building at 1017 New Jersey Avenue, SE, under a lease that expires on August 14, 2019; the lease expense for FY 2018 was $487K. In addition, the school is leasing the land at 3400 Wheeler Road, SE, from the District of Columbia for 25 years. The school does not pay rent under this lease.

DC PUBLIC CHARTER SCHOOL BOARD

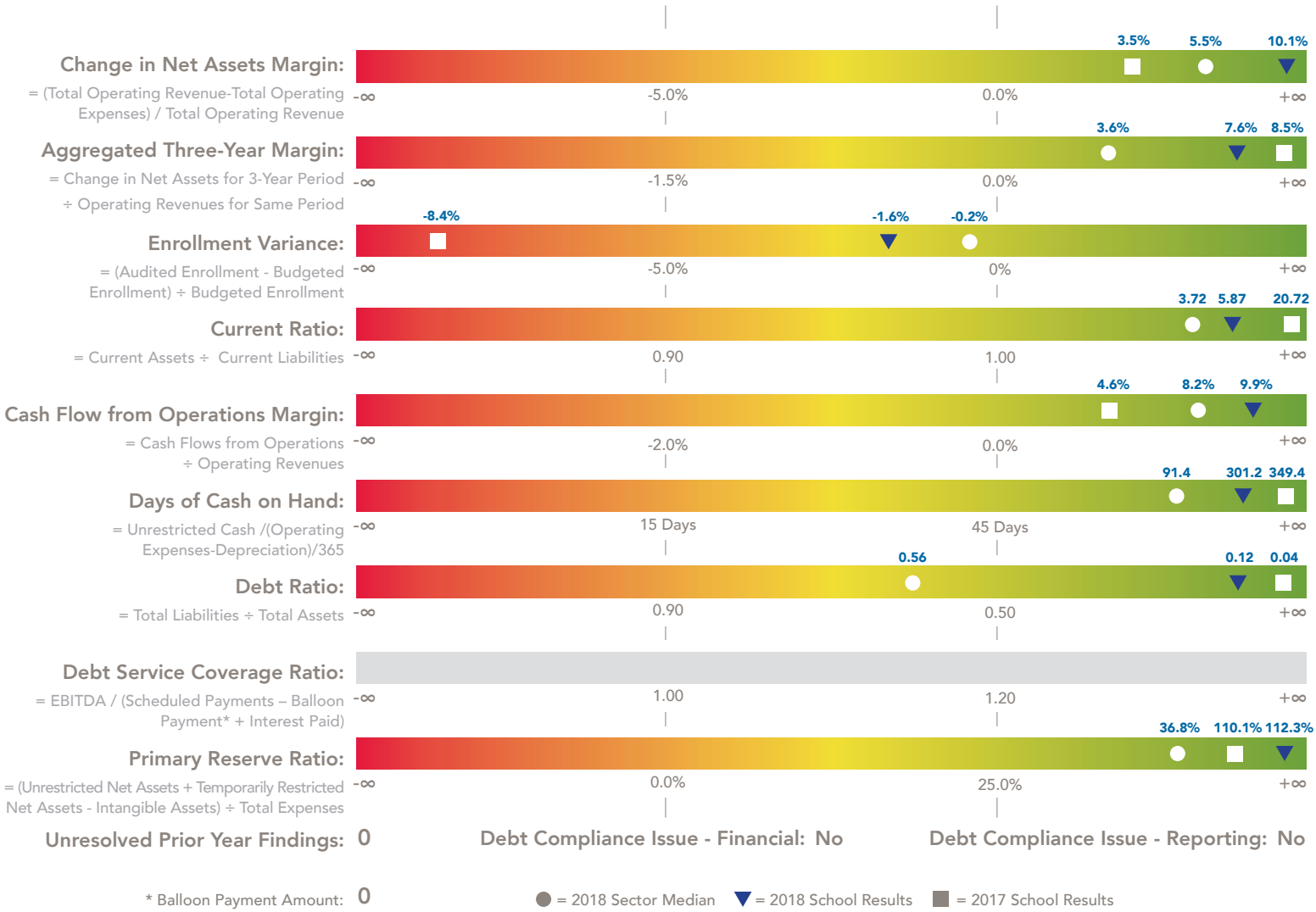
EARLY CHILDHOOD ACADEMY PCS

FY2018 Financial Analysis Report

Opened: 2005 - 2006

Audited Enrollment: 246

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

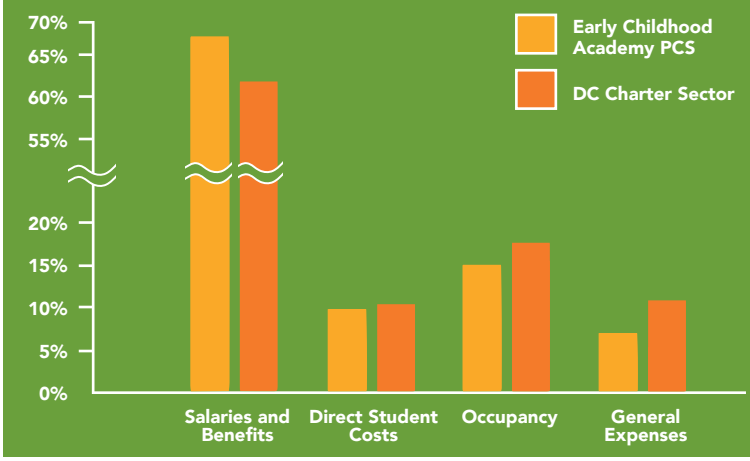
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



EARLY CHILDHOOD ACADEMY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$6,296,003	$5,230,539
Current Assets	$4,302,211	$4,528,734
Total Liabilities	$732,460	$221,461
Current Liabilities	$732,460	$218,530
Net Asset Position	$5,563,543	$5,009,078

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$5,508,798	$4,713,558
Expenses	$4,953,664	$4,547,563
Non-operating Revenues (Expenses)	-$669	-$1,745
Surplus (Deficit)	$554,465	$164,250

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$19,217	$17,499	$19,243
Grants and Contributions Per Student	$300	$414	$492
Total Revenues per Student	$22,393	$20,583	$22,382
Expenses per Student	$20,137	$19,858	$21,375

PCSB OBSERVATIONS

The school's financial metrics indicated sound financial health. Most significantly, liquidity was strong with a current ratio of 5.9 and over 300 days of cash on hand. Liquidity is a short-term measure of sustainability, reflecting a school's ability to meet its obligations in the upcoming year. Further, the debt ratio was low at 0.12, meaning that approximately 12% of the school's assets were financed using debt. Further, the school's primary reserve ratio was 112.31%, indicating that the school's total net assets exceeded its total expenses for the year. Both the debt and primary reserve ratios provide insight into the long-term sustainability of a school's financial position.

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, with the option to renew for an additional one-year term. Rent expense for this lease for FY 2018 was $403K. The second lease agreement is with Crawford Edgewood Managers Inc. for rental of the building at 4301 Ninth 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 2018 was approximately $192K.

ELSIE WHITLOW STOKES COMMUNITY FREEDOM PCS

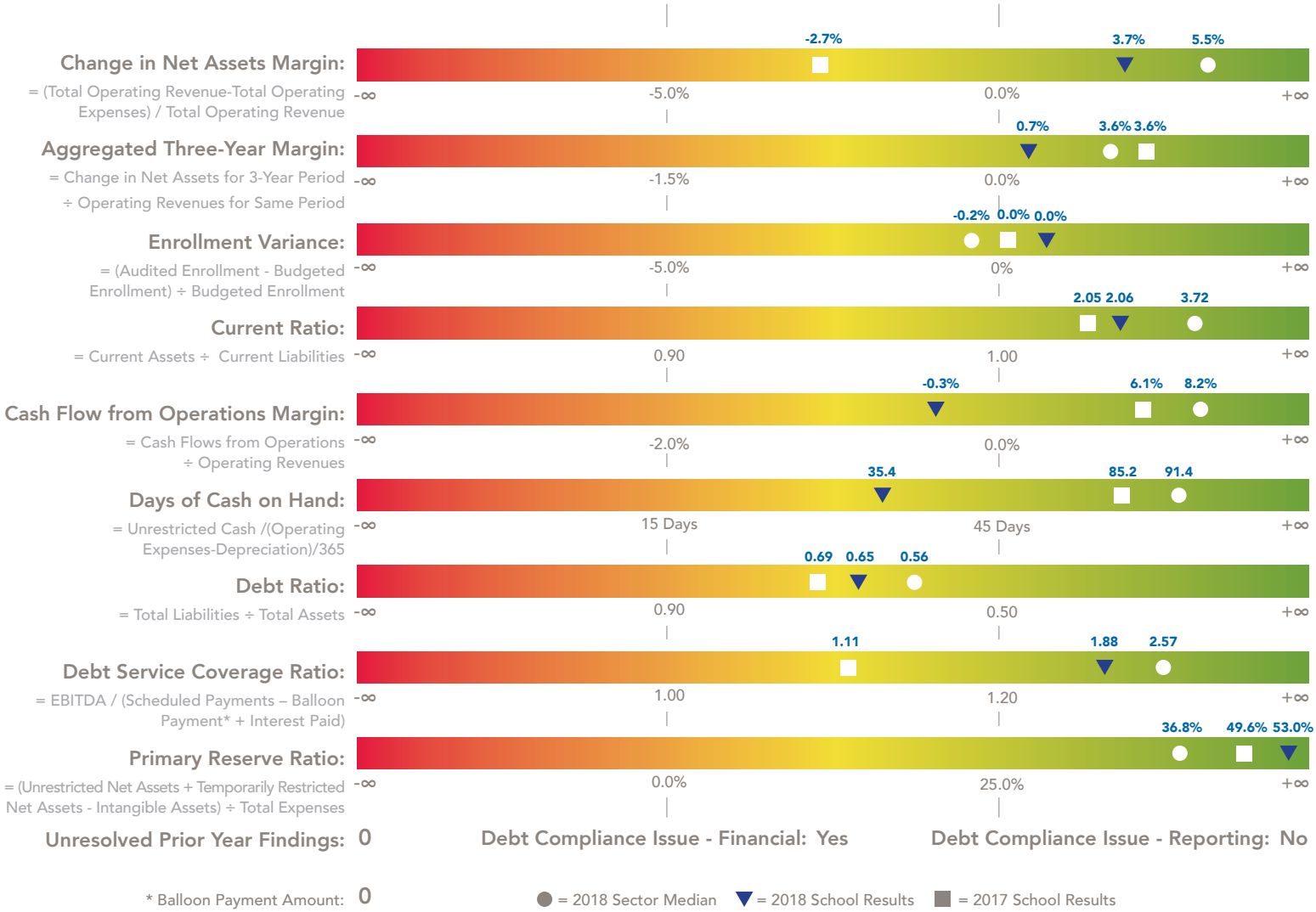
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 1998 - 1999

Audited Enrollment: 350

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: Yes

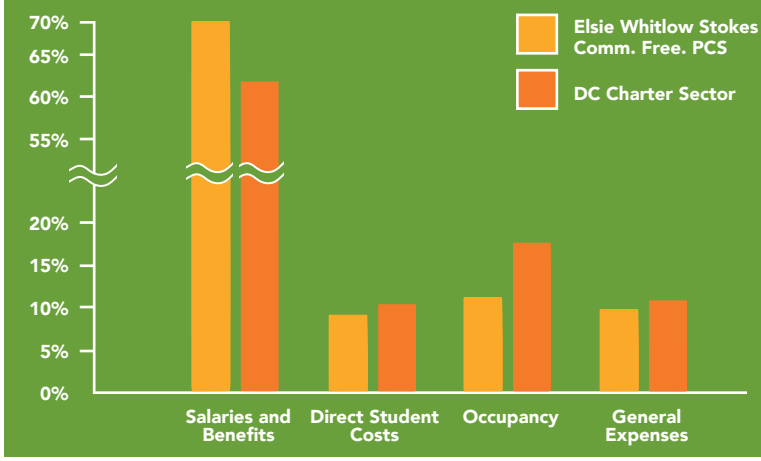
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



ELSIE WHITLOW STOKES COMMUNITY FREEDOM PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$12,456,004	$11,996,260
Current Assets	$2,142,129	$1,965,046
Total Liabilities	$8,116,743	$8,312,412
Current Liabilities	$1,041,050	$958,043
Net Asset Position	$4,339,261	$3,683,848

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$8,503,295	$7,232,053
Expenses	$8,184,605	$7,428,934
Non-operating Revenues (Expenses)	$336,723	$228,509
Surplus (Deficit)	$655,413	$31,628

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$17,185	$16,200	$19,243
Grants and Contributions Per Student	$2,147	$785	$492
Total Revenues per Student	$24,295	$20,663	$22,382
Expenses per Student	$23,385	$21,226	$21,375

PCSB OBSERVATIONS

The school's financial condition did not present an immediate concern. Days of cash on hand decreased from the prior year to 35 in FY 2018, largely a result of investments in property plant and equipment; DC PCSB determines a ratio of 15 to 45 to be sufficient. Overall, the school's current ratio remained consistent from FY 2017, with a ratio of 2.06 in FY 2018; a current ratio above 1.0 is sufficient as it indicates that for every liability coming due in the current year, there is an asset expected to convert to cash that will meet the obligation. Moreover, the school's primary reserve ratio was 53%, well above DC PCSB's standard.

The school's debt ratio improved to 0.65 from the prior year as the school paid down portions of its long-term debt. The school's debt service coverage, or ratio of surplus available for debt servicing to interest and principal, increased to 1.9 in FY 2018. A portion of this was due to a change in the formula, but a significant portion was also due to a smaller note payable in the current year of more than $60K less than FY 2017. The school did, however, breach its reporting covenants with the bank, as it exceeded the reporting deadline; the school received a waiver for this breach.

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 $5.9M as of June 30, 2018. 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.

DC PUBLIC CHARTER SCHOOL BOARD

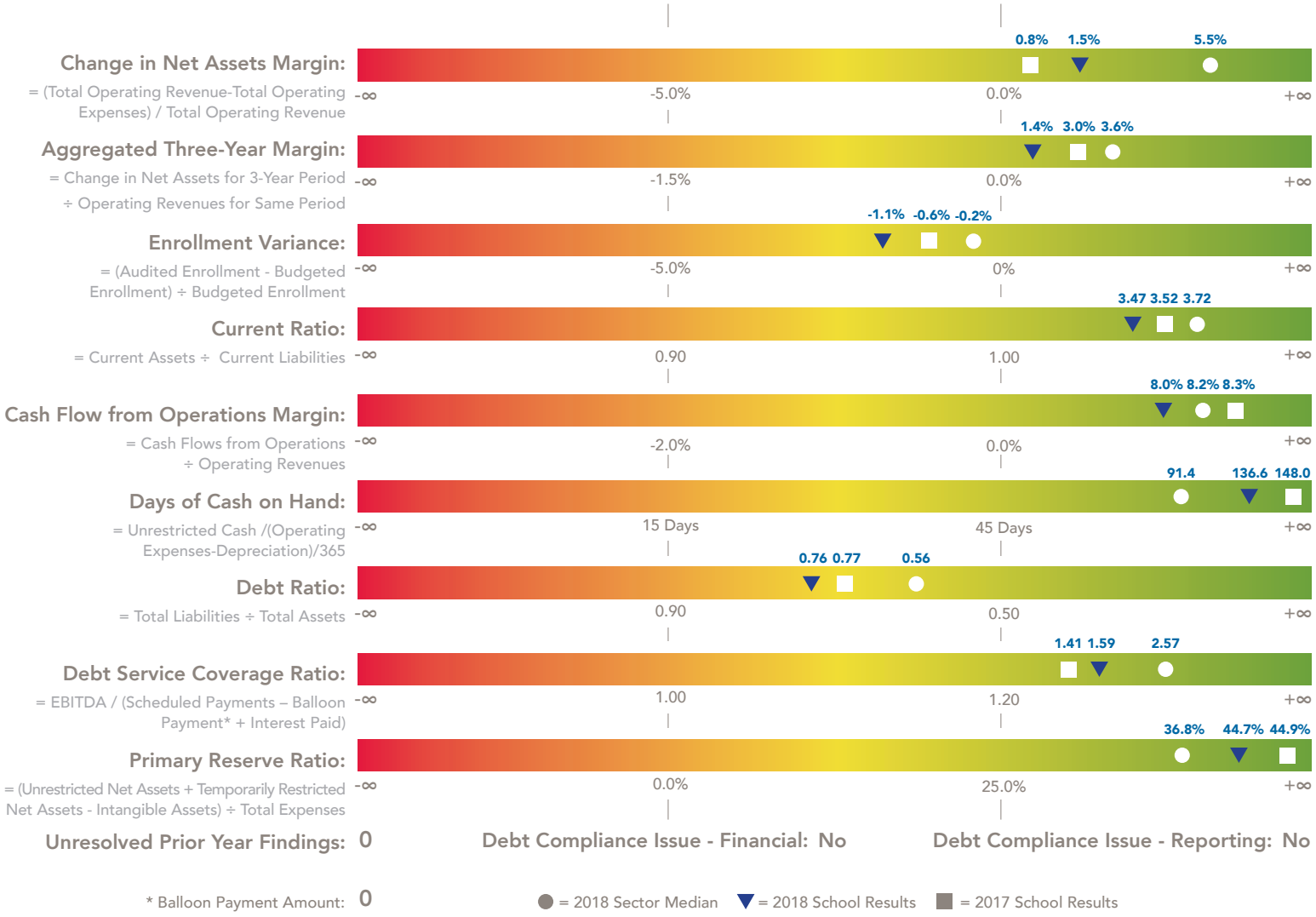
FRIENDSHIP PCS

FY2018 Financial Analysis Report

Opened: 1998 - 1999

Audited Enrollment: 4,170

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

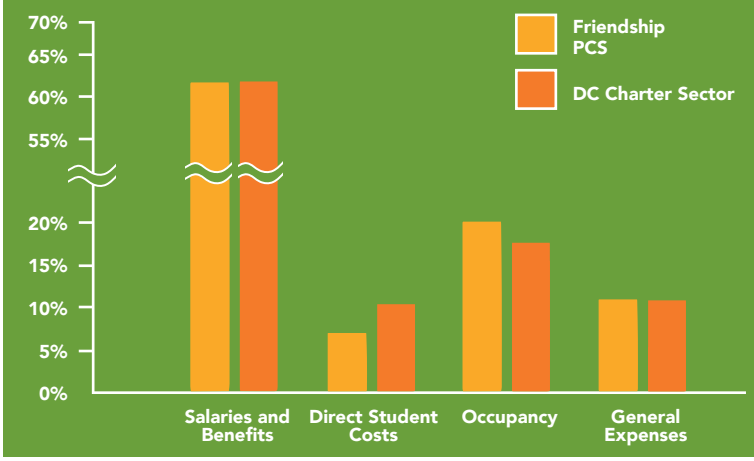
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



FRIENDSHIP PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$164,115,958	$164,343,810
Current Assets	$40,811,726	$37,562,373
Total Liabilities	$124,184,142	$126,004,033
Current Liabilities	$11,769,145	$10,657,916
Net Asset Position	$39,931,816	$38,339,777

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$90,619,004	$86,190,203
Expenses	$89,280,457	$85,481,115
Non-operating Revenues (Expenses)	$253,492	-$51,881
Surplus (Deficit)	$1,592,039	$657,207

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$19,088	$17,735	$19,243
Grants and Contributions Per Student	$736	$913	$492
Total Revenues per Student	$21,731	$20,444	$22,382
Expenses per Student	$21,410	$20,275	$21,375

PCSB OBSERVATIONS

Friendship's financial position was strong in FY 2018, as evidenced by all of its financial indicators at or above DC PCSB's standards. While the local education agency (LEA) had a change in its net assets of $1.6M, for a margin of 1.5%, the school's liquidity position showed strong performance. As of June 30, 2018, days of cash on hand was 137 and the current ratio was 3.47. Friendship PCS was moderately leveraged, with total liabilities of $124M for a debt ratio of 0.76, and the school's debt service coverage ratio was 1.59. The school's audited financials confirmed its compliance with all debt covenants. Further, the school mains a BBB stable rating by S&P.

The school leases Friendship Online Academy from the District of Columbia; the rent expense under this lease was $27.7K in FY 2018.

In FY 2019, DC PCSB voted to approve the school's asset acquisition of Ideal Academy PCS. The LEA also began conversations with City Arts & Prep after the Board's vote to revoke City Arts' charter at its 15-year renewal.

School Name	FY18 Revenues	FY18 Operating Result
Friendship PCS	$90,619,004	$1,592,039
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	**FY18 Payment**	**% of School Revenue**
Online Educational Programming	$1,800,163	
Total	**$1,800,163**	

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

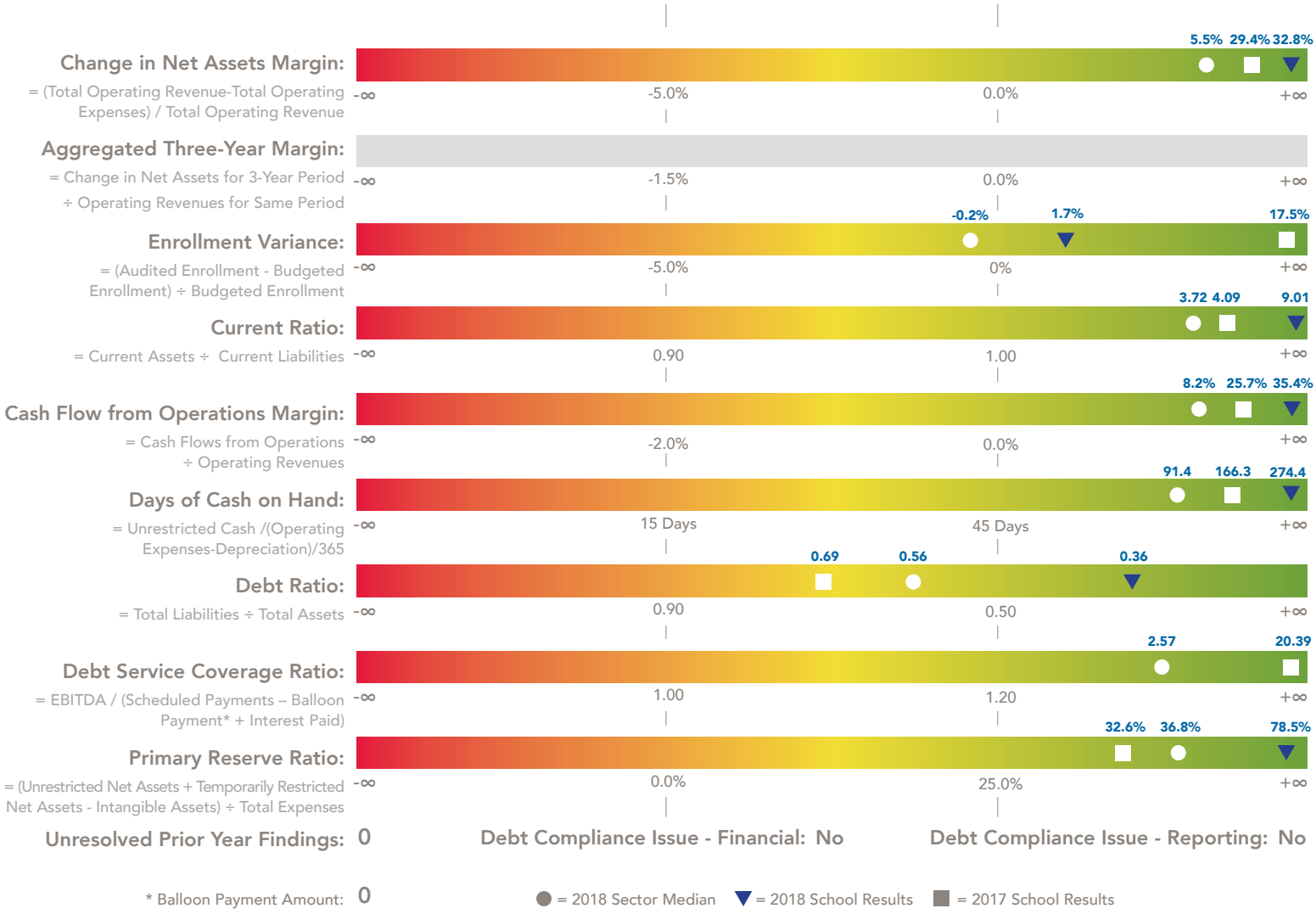
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2016-2017

Audited Enrollment: 356

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

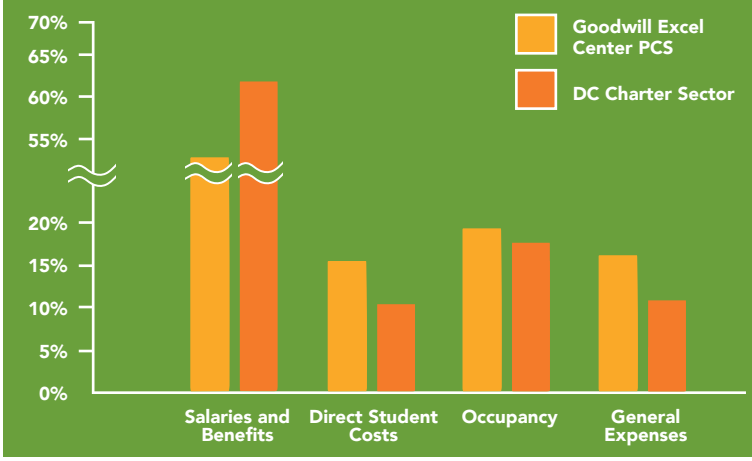
* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

GEC paid a management fee of $550,710 for the fiscal year ended June 30, 2018, to Goodwill of Greater Washington for executive management and administrative support services, including services provided by the president and CEO. GEC does not pay the salary of the president and CEO. Please refer to 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

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$6,283,197	$4,941,670
Current Assets	$3,736,368	$2,089,916
Total Liabilities	$2,285,022	$3,425,074
Current Liabilities	$414,867	$510,543
Net Asset Position	$3,998,175	$1,516,596

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$7,573,239	$6,587,395
Expenses	$5,091,660	$4,648,405
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$2,481,579	$1,938,990

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$18,948	$15,350	$19,243
Grants and Contributions Per Student	$2,250	$946	$492
Total Revenues per Student	$21,273	$17,244	$22,382
Expenses per Student	$14,302	$12,169	$21,375

PCSB OBSERVATIONS

In its second year of operations, the school remained financially sound, producing a surplus of $2.5M in FY 2018. The school's liquidity strengthened as the current ratio and days of cash on hand increased to 9.0 and 274, respectively. Liquidity represents the school's ability to convert assets to cash in order to meet obligations in the next year; it is used as an indicator for short-term financial health. The school's primary reserve ratio, a metric that compares total net assets to total expenses for the year, was approximately 79%, indicating the school had sufficient net assets. DC PCSB considers a ratio of 0 to 25% to be sufficient.

In December 2015, the school entered into a non-cancellable operating lease that is set to expire in April 2027. The lease agreement required a deposit of $127K and includes monthly base rent payments of $63.3K with annual increases and a 15-month rental abatement. Under the lease, there was also a $1.27M tenant improvement allowance to be used within the first year after the rent commencement date of June 30, 2016. Total net rent expense for FY 2018 amounted to roughly $552K.

The school is affiliated with Goodwill of Greater Washington (GGW) through common management. In May 2015, the school entered into a Management and Administrative Support Services, Staffing and Sublicense Agreement with GGW, under which the school paid $551k in management fees during the fiscal year ending June 30, 2018 in addition to other reimbursable costs including labor and other direct costs. GGW also lent the school $1.1M for leasehold improvements in FY 2017 which was paid in full as of June 30, 2018.

School Name	FY18 Revenues	FY18 Operating Result
Goodwill Excel Center PCS	$7,573,239	$2,481,579
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	$526,916
Services Provided	**FY18 Payment**	**% of School Revenue**
Management and Administrative Support Services	$2,347,808	
Total	**$2,347,808**	

DC PCSB Comments

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.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

The compensation of the highest paid employee includes over $00K 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 Comments

GEC paid a management fee of $550,710 for the fiscal year ending June 30, 2018 to Goodwill of Greater Washington for executive management and administrative support services provided by Goodwill of Greater Washington to GEC; including services provided by the President and CEO. GEC does not pay the salary of the President and CEO.

GEC was billed $2,347,808 for reimbursable costs relating to labor and other direct costs in accordance with the terms of the Management and Administrative Support Services, Staffing and Sublicense Agreement with Goodwill of Greater Washington, executed as of May 1, 2015 with subsequent amendments effective on July 1, 2016 and July 1, 2018.

DC PUBLIC CHARTER SCHOOL BOARD

HARMONY DC PCS

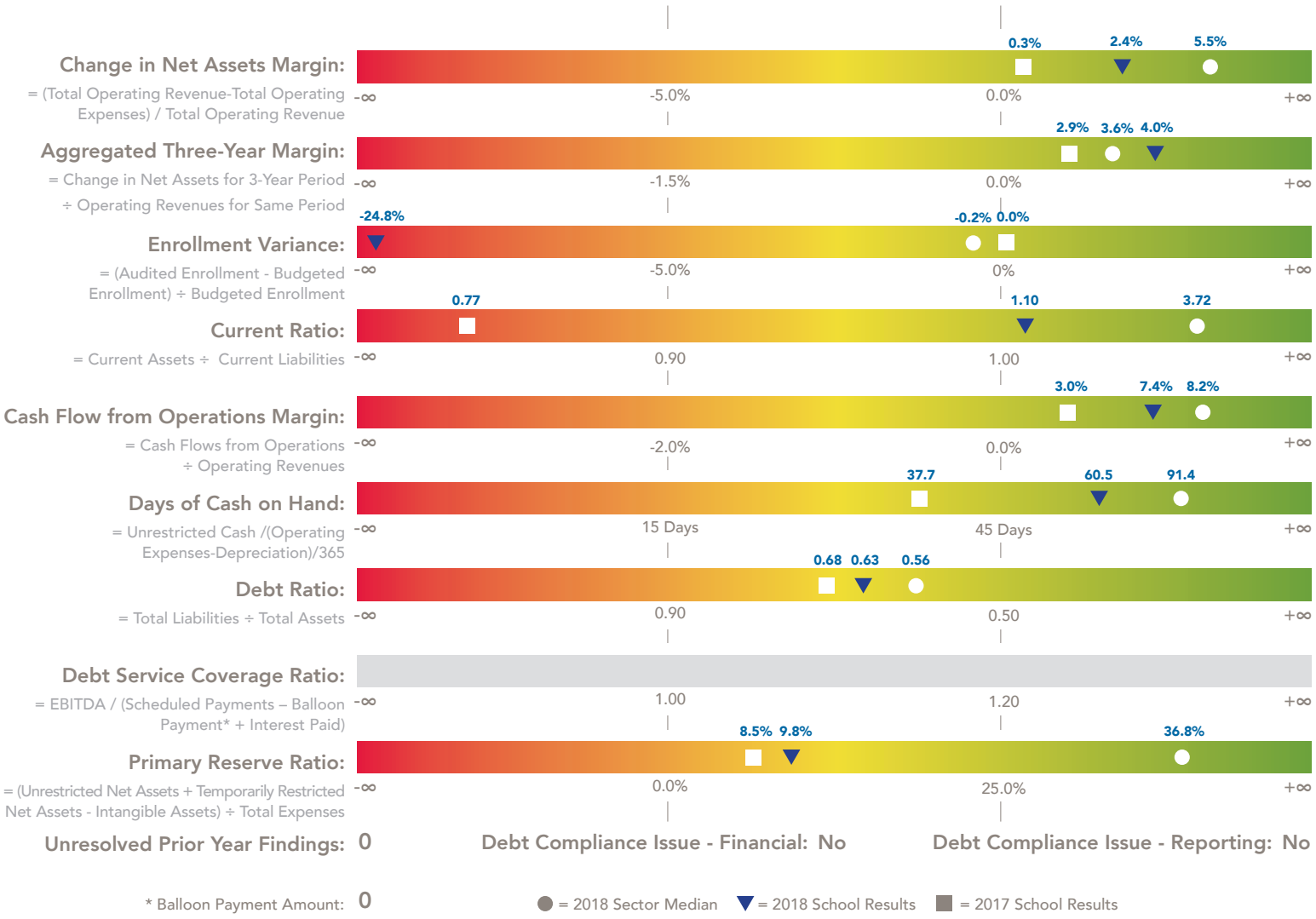
FY2018 Financial Analysis Report

Opened: 2014 - 2015

Audited Enrollment: 94

Operates with a Management Organization: Harmony Public Schools

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

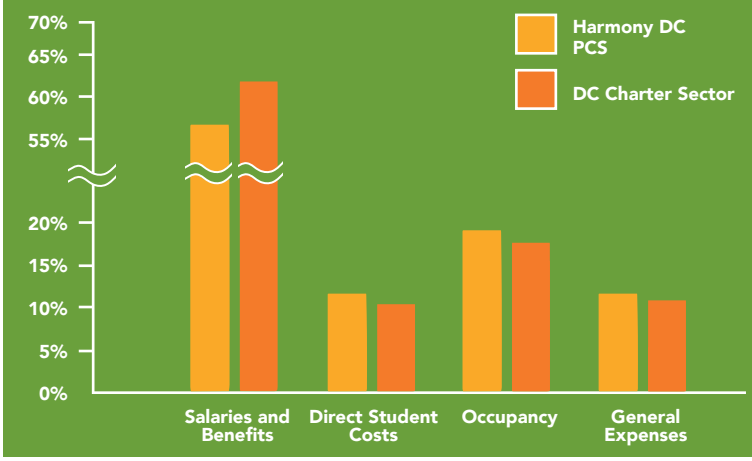
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



HARMONY DC PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$626,193	$542,483
Current Assets	$425,956	$267,964
Total Liabilities	$393,355	$367,857
Current Liabilities	$386,026	$348,753
Net Asset Position	$232,838	$174,626

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$2,425,542	$2,069,162
Expenses	$2,367,330	$2,062,603
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$58,212	$6,559

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$18,430	$16,805	$19,243
Grants and Contributions Per Student	$5,999	$1,231	$492
Total Revenues per Student	$25,804	$21,332	$22,382
Expenses per Student	$25,184	$21,264	$21,375

PCSB OBSERVATIONS

Overall, the school's financial position improved, with all financial metrics showing progress from FY 2017. The overall liquidity position was healthy, with days of cash on hand improving to 61 in FY 2018 as a result of a positive cash flow from operations margin. The school drew $198K on its line of credit, for an adjusted days of cash on hand of 29.

The school's enrollment variance was (25%), indicating that actual enrollment fell 25% below the budgeted expectation. In December 2018, the school went through its five-year review, where DC PCSB voted to conditionally continue its charter. Among other conditions is a financial corrective action plan to ensure that the school remains financially healthy.

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, 2018, the rent expense totaled $319K, with an unamortized deferred rent abatement of $19.1K.

School Name	FY18 Revenues	FY18 Operating Result
Harmony DC PCS	$2,425,542	$58,212
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**
Fatih Ay	CEO	$195,000
Services Provided	**FY18 Payment**	**% of School Revenue**
Licensing, STEM program, consultation, academic, financial, operational support	$0	
Total	**$0**	

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.

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:

$48,208 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

DC PUBLIC CHARTER SCHOOL BOARD

HOPE COMMUNITY PCS

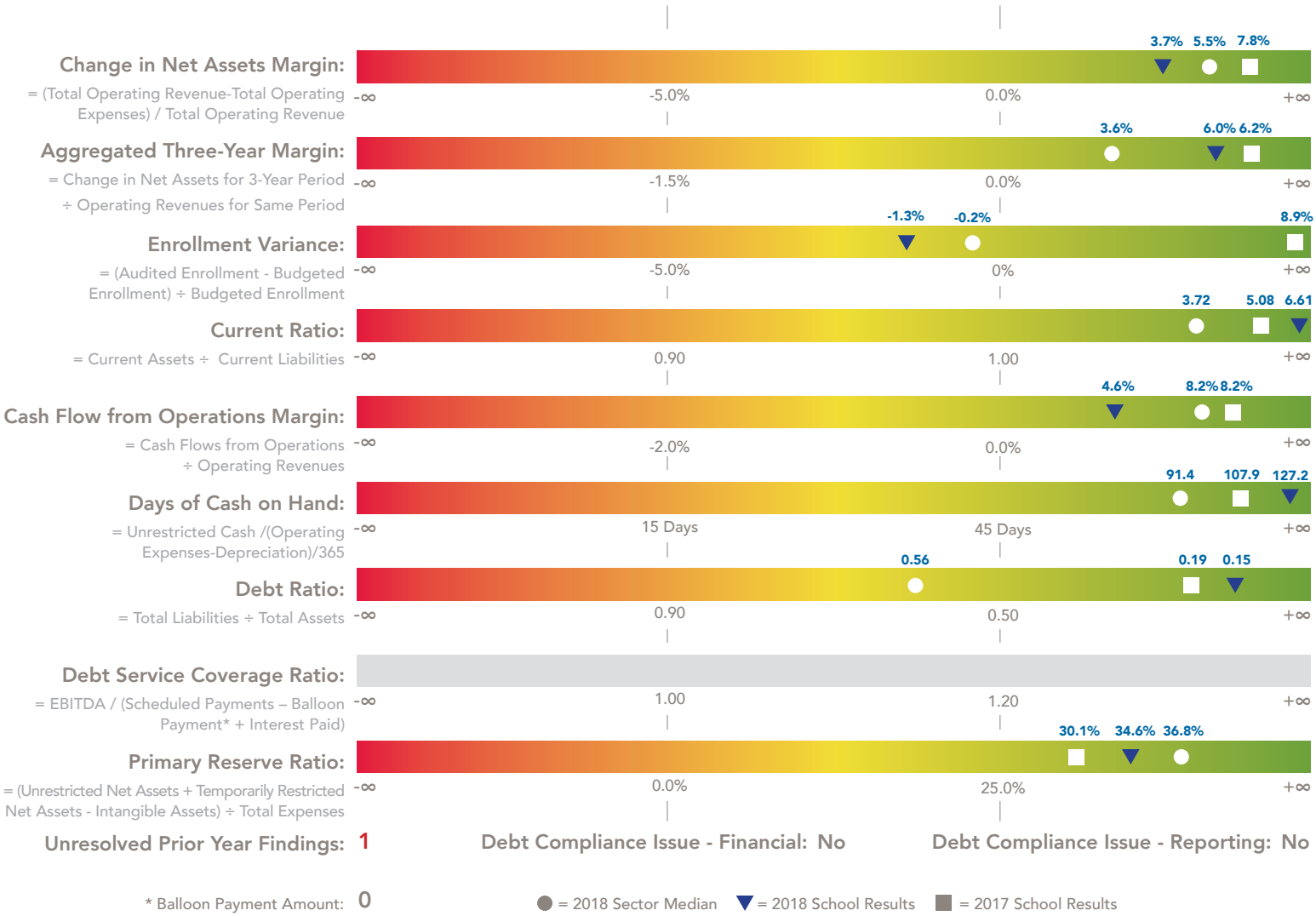
FY2018 Financial Analysis Report

Opened: 2005 - 2006

Audited Enrollment: 755

Operates with a Management Organization: Imagine Schools Non-Profit, Inc

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 1

Debt Compliance Issue - Financial: No

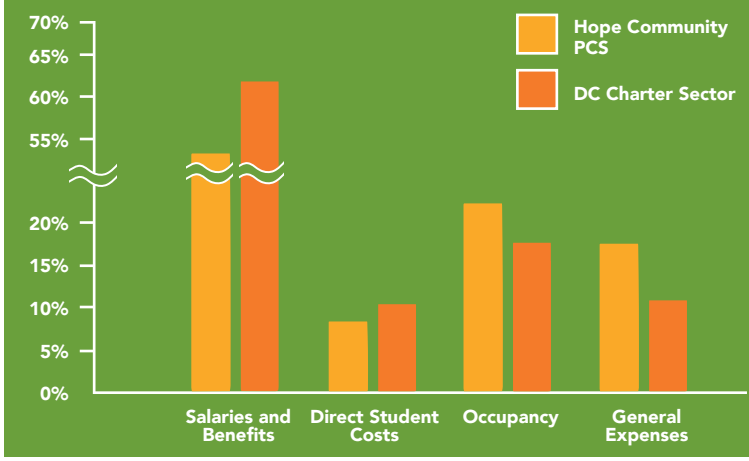
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



HOPE COMMUNITY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$6,419,277	$5,999,245
Current Assets	$6,323,761	$5,783,931
Total Liabilities	$957,016	$1,137,782
Current Liabilities	$957,016	$1,137,782
Net Asset Position	$5,462,261	$4,861,463

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$16,396,047	$17,522,747
Expenses	$15,795,249	$16,147,966
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$600,798	$1,374,781

AUDIT FINDINGS

	2018	2017
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	1
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2018	2017	2018 Sector Median
DC Funding per Student	$19,762	$18,569	$19,243
Grants and Contributions Per Student	$0	$0	$492
Total Revenues per Student	$21,717	$19,867	$22,382
Expenses per Student	$20,921	$18,308	$21,375

PCSB OBSERVATIONS

The school's financial condition was healthy overall, ending FY 2018 with an operating surplus of $600K or 3.6% margin. The school's cash balance at year-end was $5.5M, or 127 days of cash on hand. The school did not have any outstanding long-term obligations, and as such, the financial leverage was low, with a debt ratio of 0.15. The debt ratio essentially measures the percentage of total assets being financed by debt; DC PCSB determined that a ratio of 0.5 to 0.9 is sufficient.

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, 2018, the total rent expense was $3.0M.

During the school's FY 2017 audit, auditors concluded that the school had both a material weakness over financial reporting and significant deficiencies in internal control over compliance. The significant deficiency was a repeat finding from FY 2016. The school brought in new leadership and partnered with an external accounting firm to ensure that reconciliations for accounts were done on time and correctly. Further, the school strengthened its closing process with monthly reconciliations to remediate the material weakness. No weaknesses in internal controls were identified in the FY 2018 audit.

School Name	FY18 Revenues	FY18 Operating Result
Hope Community PCS	$16,396,047	$600,798
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
Imagine Schools Non-Profit, Inc	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Barry Sharp	CFO	$390,000
Services Provided	**FY18 Payment**	**% of School Revenue**
Administrative expenses	$60,000	
Total	**$60,000**	

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:

$1.9M 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, 2018, and June 30, 2017, $57,561 and $198,94, 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

Imagine School, Inc 2018 Form 990 has not been completed as of April 10, 2019, we are including the most recent one, FY 2017.

HOWARD UNIVERSITY MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE PCS

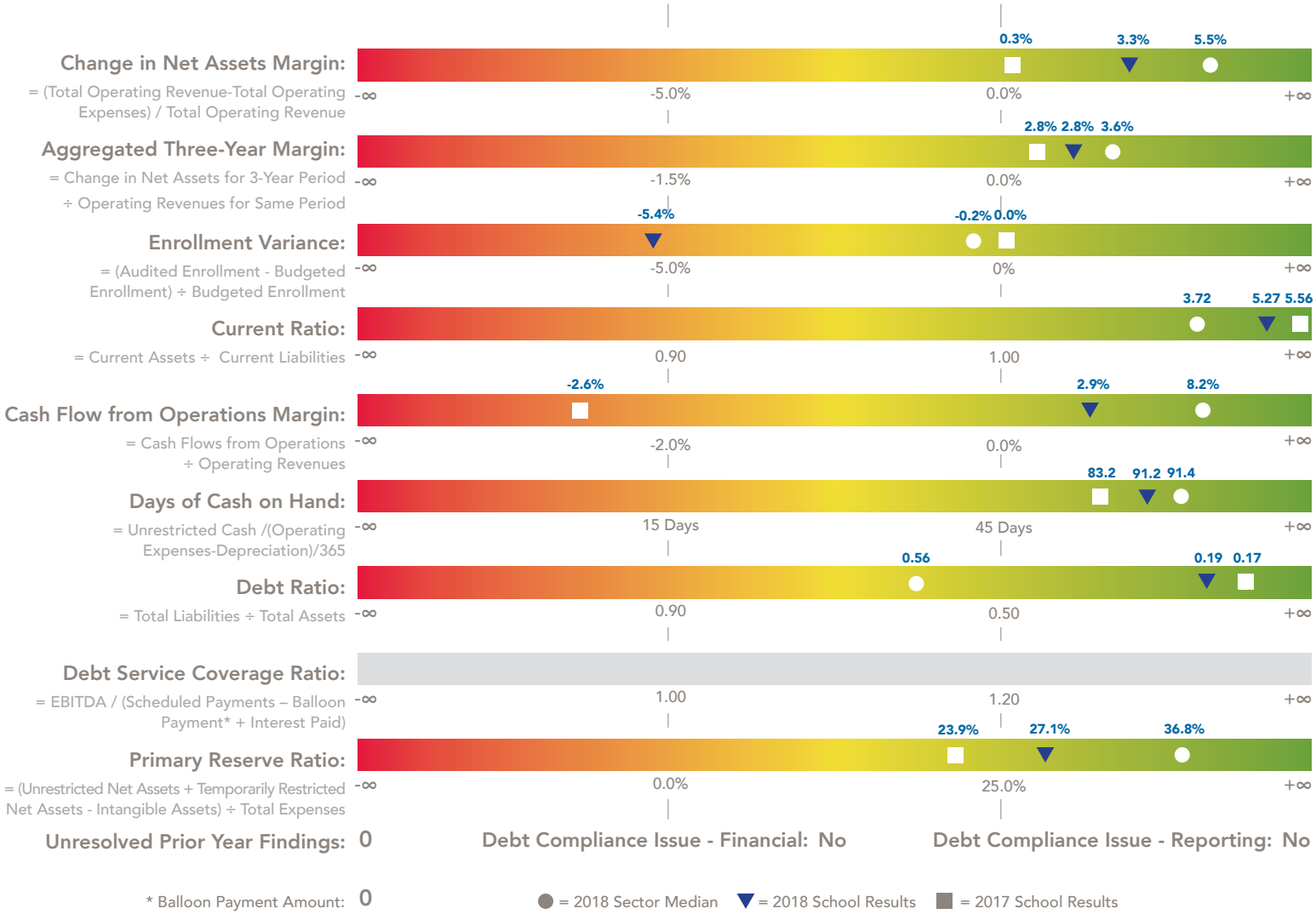
DC PUBLIC CHARTER SCHOOL BOARD

FY2018 Financial Analysis Report

Opened: 2005 - 2006

Audited Enrollment: 278

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

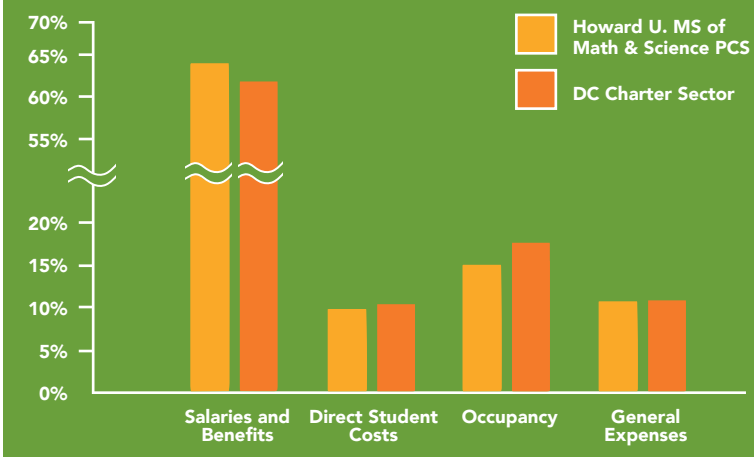
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



HOWARD UNIVERSITY MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$2,441,301	$2,058,926
Current Assets	$2,404,875	$1,938,465
Total Liabilities	$456,166	$348,598
Current Liabilities	$456,166	$348,598
Net Asset Position	$1,985,135	$1,710,328

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$7,586,717	$7,176,885
Expenses	$7,336,910	$7,154,303
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$249,807	$22,582

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$17,608	$16,058	$19,243
Grants and Contributions Per Student	$7,635	$7,704	$492
Total Revenues per Student	$27,290	$25,816	$22,382
Expenses per Student	$26,392	$25,735	$21,375

PCSB OBSERVATIONS

Overall, the school's financial condition was healthy, specifically regarding a number of key metrics: 91 days of cash on hand; a current ratio of 5.27, well above DC PCSB's expectation of 0.9 - 1.0; and a debt ratio of 0.19, exceeding DC PCSB's expectation of 0.9 to 0.5. The school's cash flow from operations margin, which measures whether operations are generating or using cash, increased to 2.86% in FY 2018 from (2.6%) in FY 2017 because of increased change in net assets margin from FY 2017. The school's primary reserve ratio increased to 27.1% in FY 2018.

The school's campus is a donated facility on the Howard University campus, and therefore the school rents it 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 year ended June 30, 2018, totaled over $1M based on the estimated fair value of the lease and is included in philanthropic revenue.

DC PUBLIC CHARTER SCHOOL BOARD

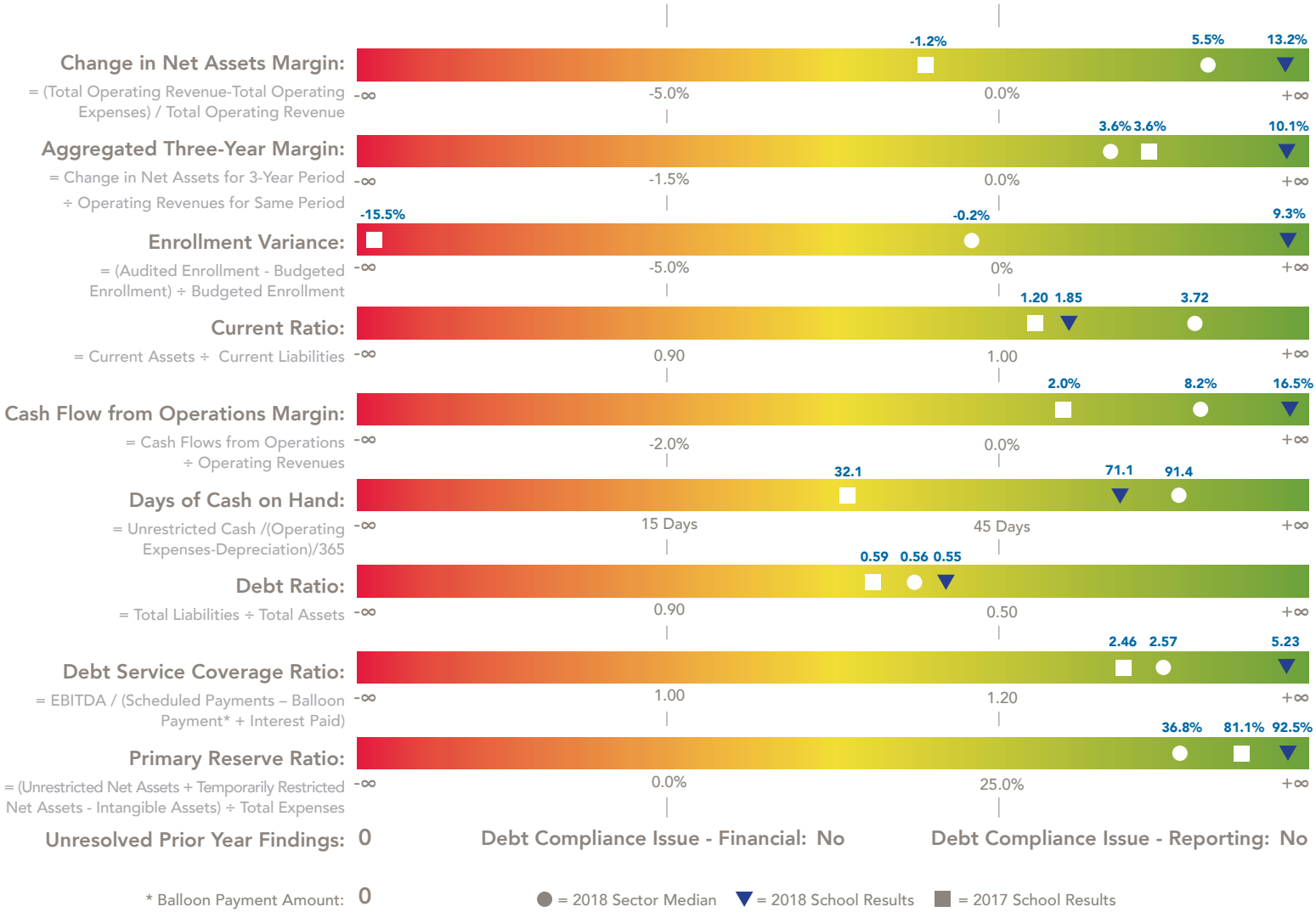
IDEA PCS

FY2018 Financial Analysis Report

Opened: 1998 - 1999

Audited Enrollment: 305

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

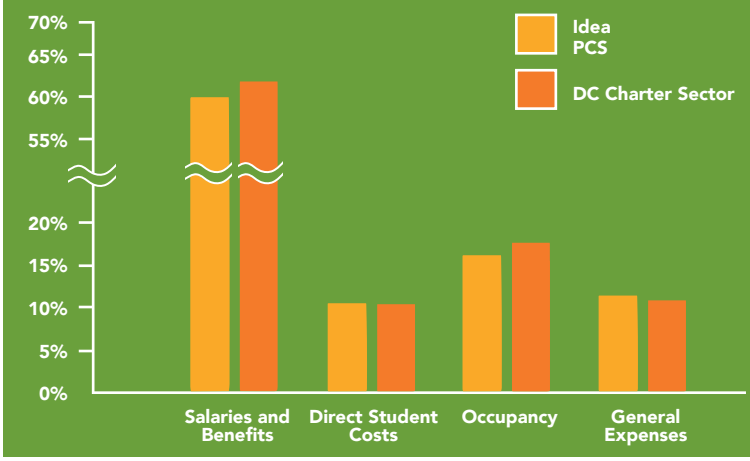
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



IDEA PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$14,550,052	$13,304,165
Current Assets	$1,520,005	$1,416,530
Total Liabilities	$7,973,820	$7,809,563
Current Liabilities	$819,927	$1,178,017
Net Asset Position	$6,576,232	$5,494,602

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$8,193,085	$6,698,673
Expenses	$7,111,455	$6,777,276
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$1,081,630	-$78,603

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$21,694	$20,441	$19,243
Grants and Contributions Per Student	$492	$664	$492
Total Revenues per Student	$26,863	$25,567	$22,382
Expenses per Student	$23,316	$25,867	$21,375

PCSB OBSERVATIONS

All of the school's financial metrics improved from FY 2017 to FY 2018, indicating strong performance and sound fiscal management. Most significantly, IDEA's liquidity and operating income improved, the school's current ratio increased to 1.9 in FY 2018 from 1.2 in FY 2017, cash on hand increased to 71 days from 32 in FY 2017, and change in net assets margin increased to 14.4%. The school's net asset position was strong, with a primary reserve ratio of 92.5%, indicating that the school's solvency does not present a concern.

In June 2016, the District of Columbia issued $7M of tax-exemption revenue Series 2016 bonds purchased by Eagle Bank and secured by the land, building, and improvements of the property at 1027 45th Street, NE, the proceeds of which were loaned to the school. The loan has a term of 25 years. As of June 30, 2018, the loan balance totaled $6.9M.

DC PUBLIC CHARTER SCHOOL BOARD

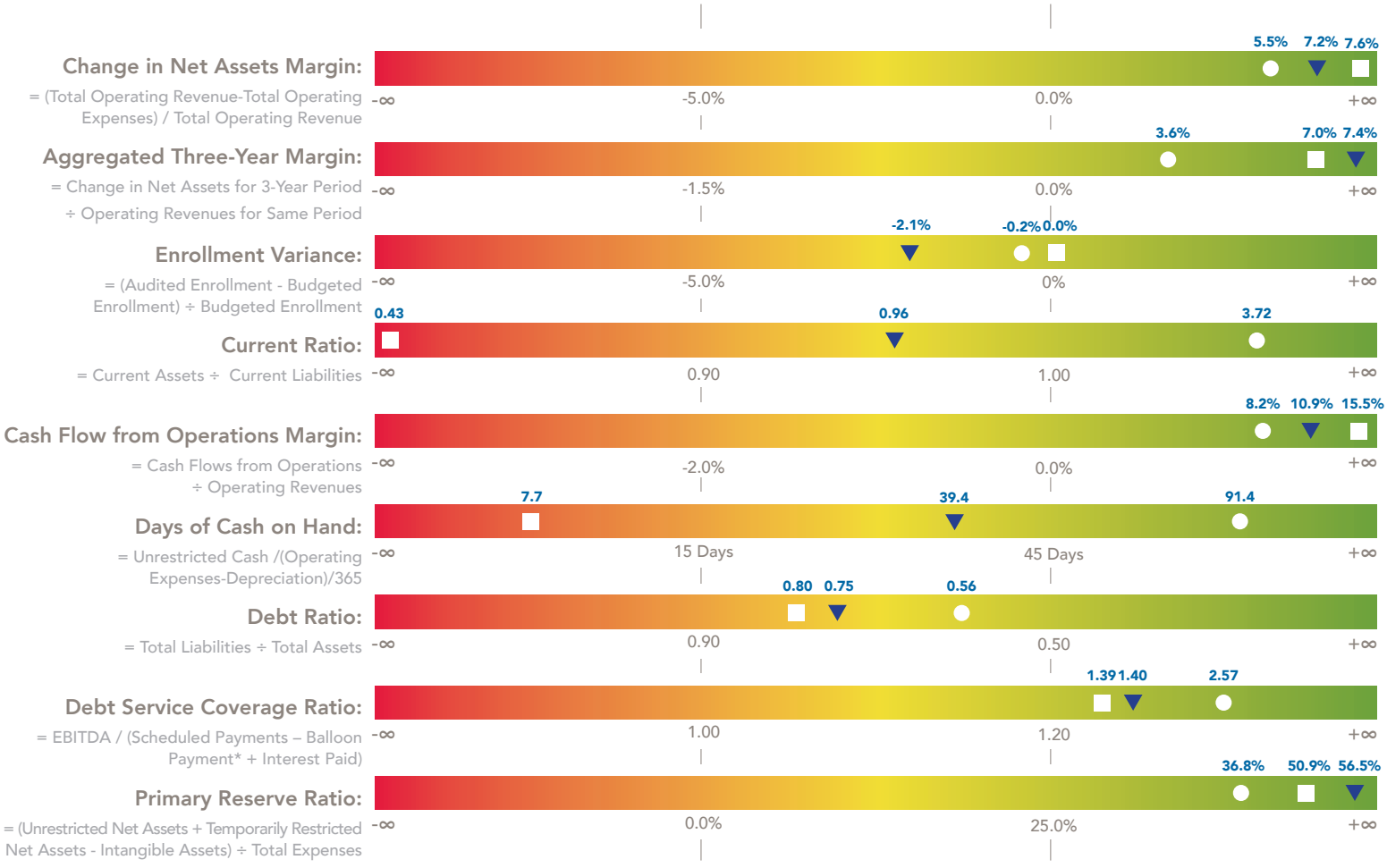
IDEAL ACADEMY PCS

FY2018 Financial Analysis Report

Opened: 1999 - 2000

Audited Enrollment: 279

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

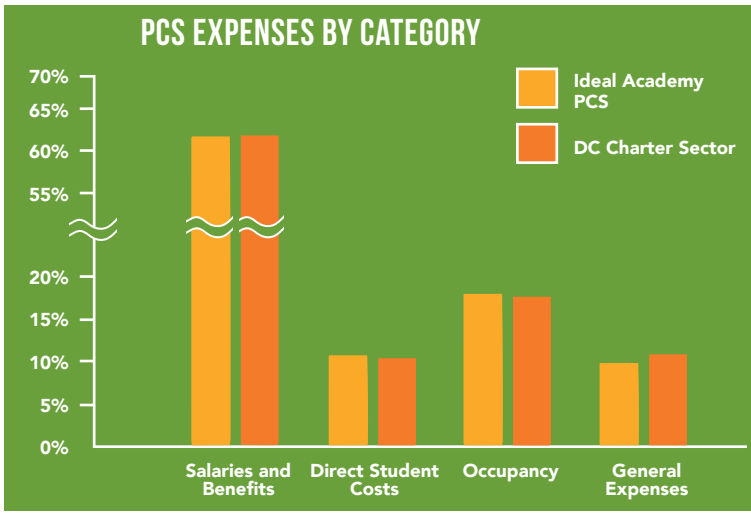
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: -1,351,443.04

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



IDEAL ACADEMY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$11,987,471	$12,508,879
Current Assets	$807,143	$955,336
Total Liabilities	$9,028,317	$9,957,574
Current Liabilities	$842,025	$2,227,823
Net Asset Position	$2,959,154	$2,551,305

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$5,642,435	$5,427,649
Expenses	$5,234,586	$5,012,622
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$407,849	$415,027

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$17,720	$16,152	$19,243
Grants and Contributions Per Student	$373	$163	$492
Total Revenues per Student	$20,224	$18,092	$22,382
Expenses per Student	$18,762	$16,709	$21,375

PCSB OBSERVATIONS

In FY 2018, all of the school's financial metrics met or exceeded DC PCSB standards. The school's operating surplus and cash flow from operations were particularly strong at 7.2% and 10.95, respectively. Moreover, in FY 2018, the school refinanced a $1.2M loan from the District Office of Public Charter School Financing and Support, allowing the school to replace a short-term note payable with long-term debt and improve its current ratio to 0.96 in FY 2018 from 0.43 in FY 2017. Days of cash on hand was adequate at 39, and the school's net asset position was above DC PCSB's expected 0 to 25% range, with a primary reserve ratio of 56.5%.

In January 2008, the District issued $10.6M in Series 2007 bonds for the financing of the school's building. The loan is due December 2031 and has a $7.7M principal balance outstanding. Further, the school obtained a $1.2M loan from another financial institution in December 2017; the total note payable for this loan was $1.1M in FY 2018.

DC PUBLIC CHARTER SCHOOL BOARD

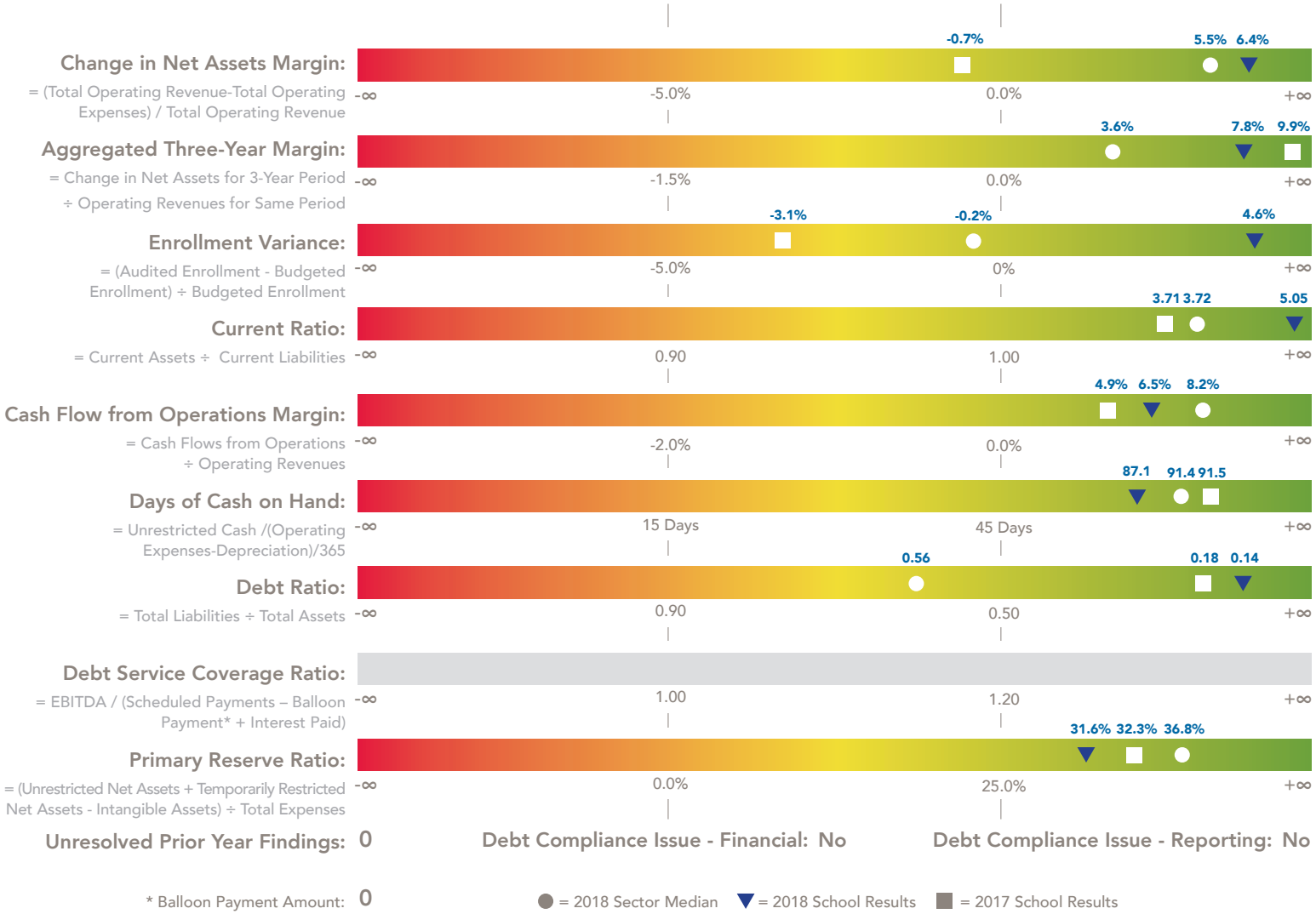
INGENUITY PREP PCS

FY2018 Financial Analysis Report

Opened: 2013 - 2014

Audited Enrollment: 496

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

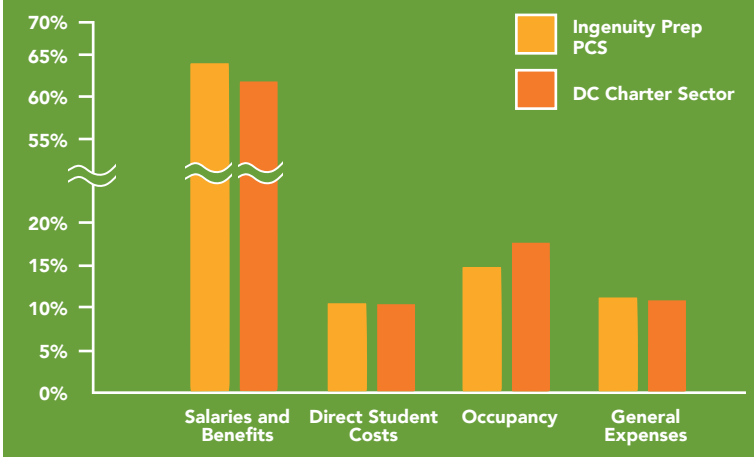
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



INGENUITY PREP PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$3,878,053	$3,191,688
Current Assets	$2,782,686	$2,164,340
Total Liabilities	$551,073	$583,951
Current Liabilities	$551,073	$583,951
Net Asset Position	$3,326,980	$2,607,737

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$11,261,473	$8,022,617
Expenses	$10,539,866	$8,077,369
Non-operating Revenues (Expenses)	-$2,364	$0
Surplus (Deficit)	$719,243	-$54,752

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$19,962	$18,961	$19,243
Grants and Contributions Per Student	$962	$916	$492
Total Revenues per Student	$22,705	$21,337	$22,382
Expenses per Student	$21,250	$21,482	$21,375

PCSB OBSERVATIONS

The school's enrollment increased 32% in FY 2018 as the school expanded its grades served, driving revenue growth of 40%. Expenses, however, grew just 31%, allowing the school to generate an operating surplus of $719K compared with an operating deficit of ($55K) in FY 2017. All of the school's key financial indicators reflect positive performance. Specifically, the current ratio, a measure of the financial resources available to meet short-term obligations, remained strong at 5.1, and the school had 87 days of cash on hand, indicating strong liquidity. The school had a strong cash flow from operations margin of 6.5%, well above DC PCSB's standard. In addition, the school had no debt and a primary reserve ratio of 32%, meaning that it had reserves sufficient to fund roughly one-third of annual operating expenses.

INSPIRED TEACHING DEMONSTRATION PCS

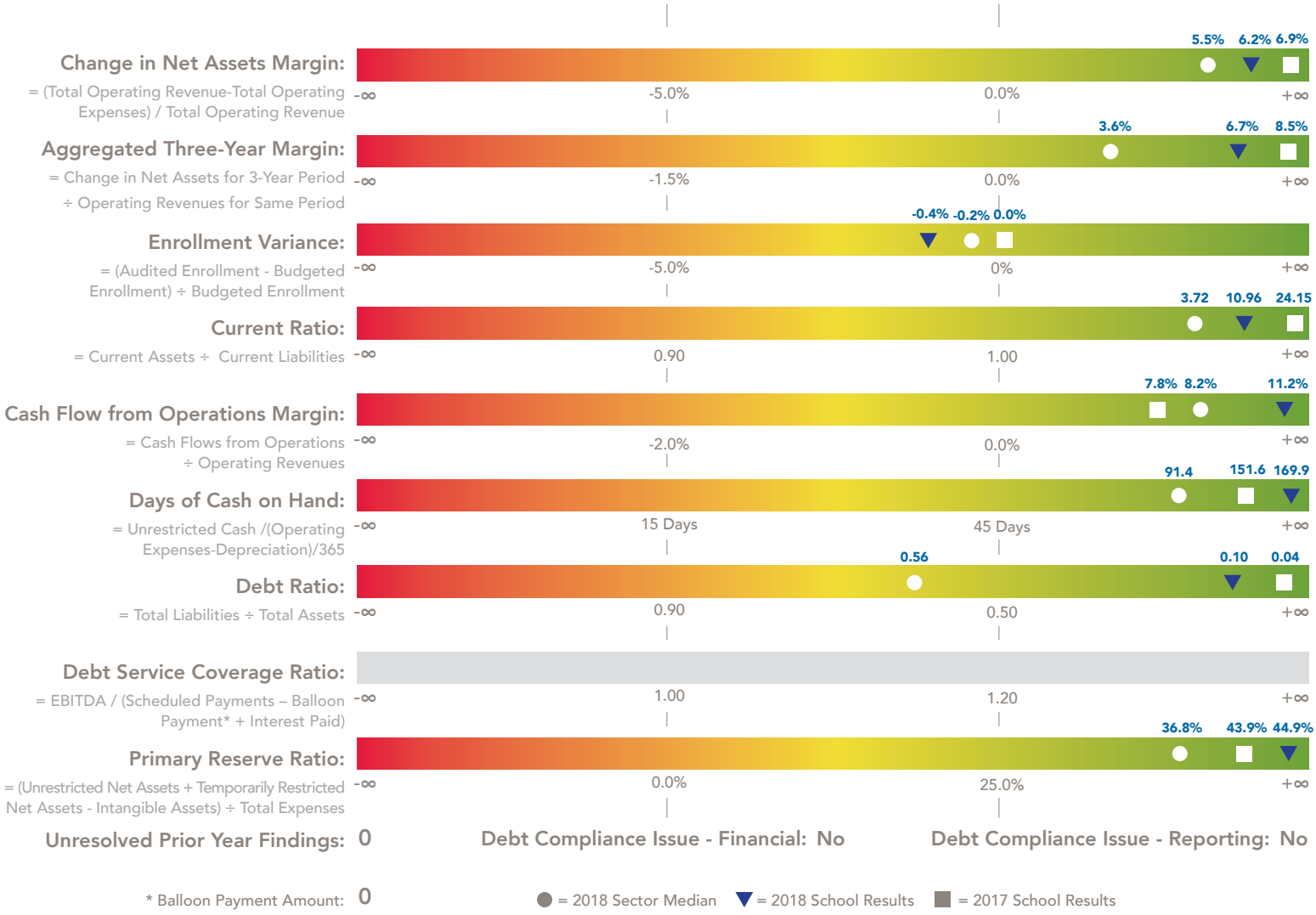
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2011 - 2012

Audited Enrollment: 446

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

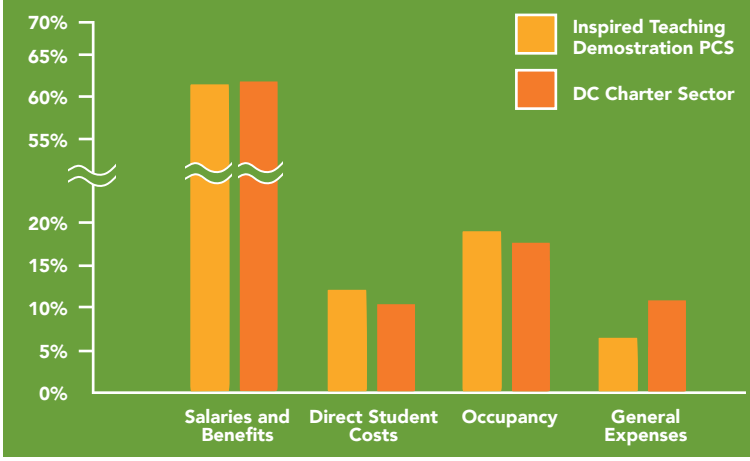
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



INSPIRED TEACHING DEMONSTRATION PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$3,836,523	$3,061,825
Current Assets	$3,624,548	$2,850,282
Total Liabilities	$389,721	$118,000
Current Liabilities	$330,737	$118,000
Net Asset Position	$3,446,802	$2,943,825

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$8,177,920	$7,205,642
Expenses	$7,674,943	$6,708,583
Non-operating Revenues (Expenses)	$0	-$178,404
Surplus (Deficit)	$502,977	$318,655

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$17,426	$16,403	$19,243
Grants and Contributions Per Student	$493	$563	$492
Total Revenues per Student	$18,336	$17,405	$22,382
Expenses per Student	$17,208	$16,204	$21,375

PCSB OBSERVATIONS

In both FY 2017 and FY 2018, all of the school's key financial metrics indicated solid financial performance, exceeding DC PCSB benchmarks for every metric. In FY 2018, the school had an operating surplus of 6.1%, indicating that expenses were well managed relative to revenues; a current ratio of 10.9 and 169 days of cash on hand, indicating that the school had ample liquidity to meet upcoming obligations; and a primary reserve ratio of 44.9%, indicating a strong net asset position relative to the school's total expenses. The school had no debt, and a debt ratio of just 0.10, indicating that liabilities were low relative to total assets, a measure of financial health.

The school subleases its facility from Shaed School LLC, and the lease 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 enrollment that is in line with recent enrollment growth rates.

DC PUBLIC CHARTER SCHOOL BOARD

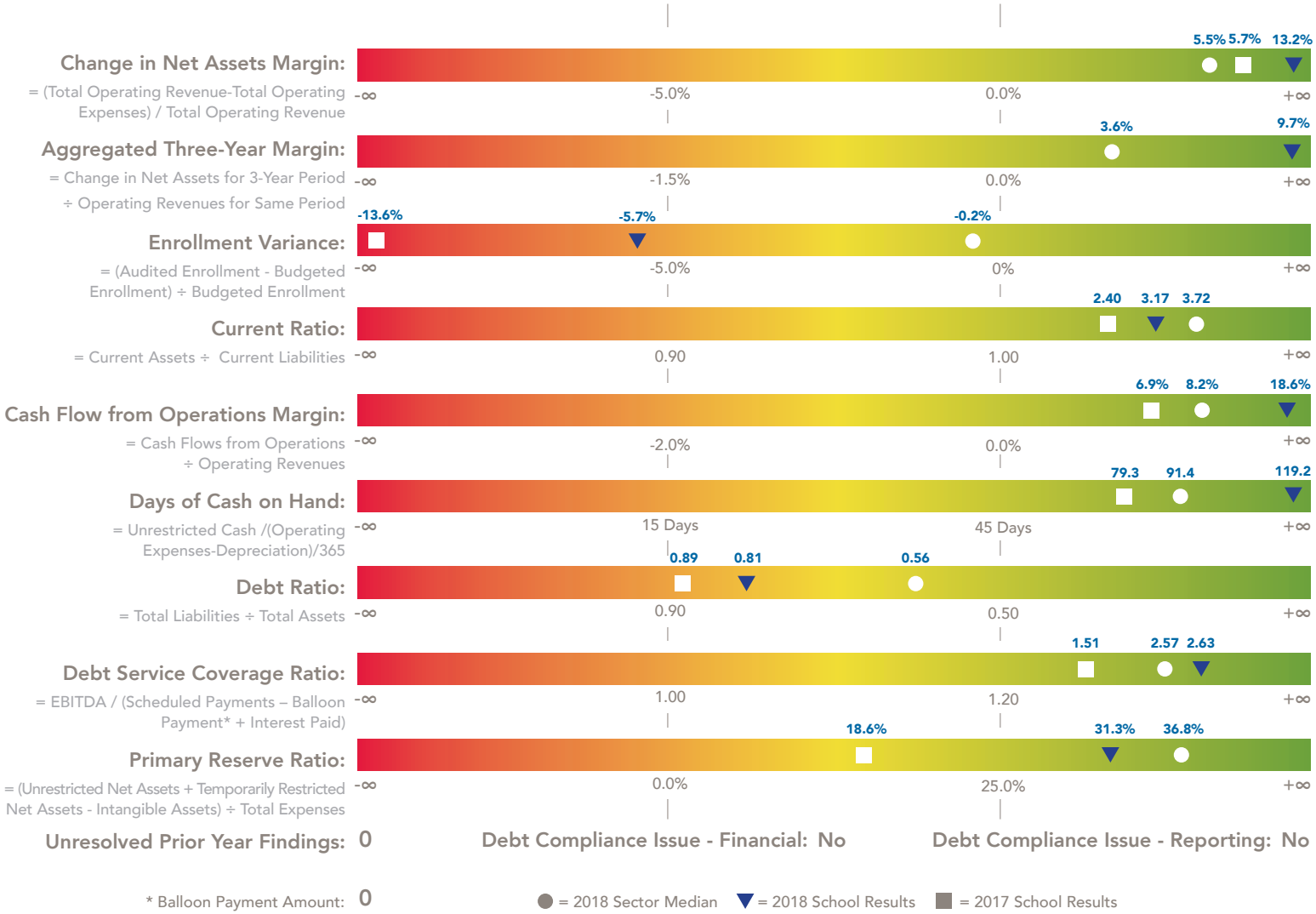
KINGSMAN ACADEMY PCS

FY2018 Financial Analysis Report

Opened: 2015 - 2016

Audited Enrollment: 249

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

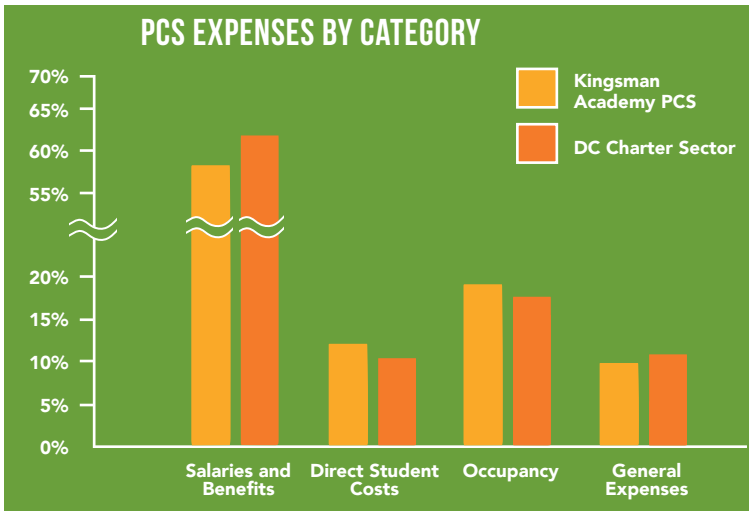
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



KINGSMAN ACADEMY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$12,272,346	$11,450,236
Current Assets	$2,887,361	$1,938,920
Total Liabilities	$9,888,631	$10,226,935
Current Liabilities	$909,957	$807,010
Net Asset Position	$2,383,715	$1,223,301

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$8,765,064	$6,991,260
Expenses	$7,604,650	$6,590,236
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$1,160,414	$401,024

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$30,584	$29,798	$19,243
Grants and Contributions Per Student	$163	$102	$492
Total Revenues per Student	$35,201	$32,367	$22,382
Expenses per Student	$30,541	$30,510	$21,375

PCSB OBSERVATIONS

All of the school's financial metrics improved from FY 2017, indicating strong performance and sound fiscal management in the school's third year of operation. The aggregated three-year margin was 9.7%, indicating operational stability over the past three years. The school's current ratio increased to 3.17 in FY 2018 from 2.4 in FY 2017 as a result of increased cash flow from operations. The school reduced its debt ratio by approximately 4%, as it paid down over $300K of principal due in FY 2018. Lastly, the school's primary reserve ratio was 92.5%, indicating long-term sustainability.

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 $9.7M, making up a large portion of the school's total liabilities. As of June 2018, the outstanding principal balance on the bonds totaled $8.8M, and the school's debt service coverage ratio was 2.6, above DC PCSB's expected 1.0 - 1.2 range.

DC PUBLIC CHARTER SCHOOL BOARD

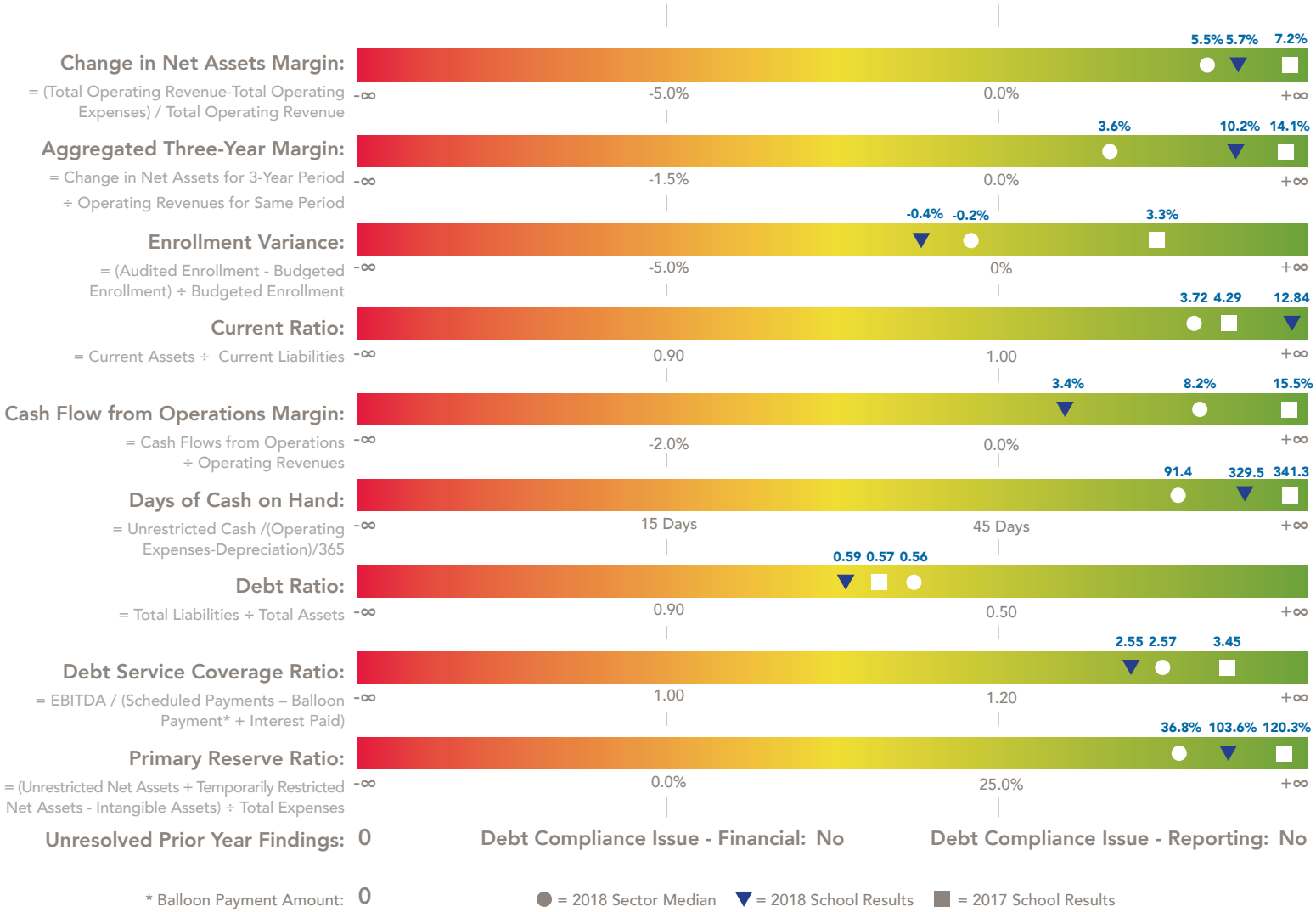
KIPP DC PCS

FY2018 Financial Analysis Report

Opened: 2001 - 2002

Audited Enrollment: 6,115

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

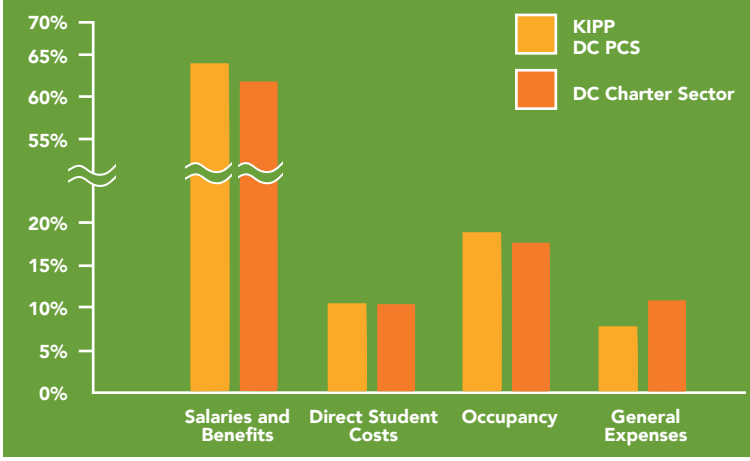
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



KIPP DC PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$328,800,567	$322,526,072
Current Assets	$115,180,223	$107,312,202
Total Liabilities	$195,422,253	$184,184,993
Current Liabilities	$8,967,346	$25,028,234
Net Asset Position	$133,378,314	$138,341,079

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$136,582,356	$123,965,399
Expenses	$128,762,463	$114,978,350
Non-operating Revenues (Expenses)	-$12,782,658	$2,822,495
Surplus (Deficit)	-$4,962,765	$11,809,544

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$19,269	$18,096	$19,243
Grants and Contributions Per Student	$781	$767	$492
Total Revenues per Student	$22,336	$21,436	$22,382
Expenses per Student	$21,057	$19,882	$21,375

PCSB OBSERVATIONS

The school's condition was healthy, as evidenced by many of its indicators above DC PCSB's standards in FY 2018. Specifically, the school's liquidity was strong, with a current ratio of 12.84 and 330 days of cash on hand, indicating that the school had sufficient financial resources to meet its short-term obligations. Although the school generated an operating gain of $8.4M, the school experienced a loss of ($13.3M) on the extinguishment of debt, for a total change of ($5.0M) in the current year. The school's net asset position remained strong at $133.3M in total net assets. Further, the primary reserve ratio of 103.6% is an indication of the school's long-term health.

The school had a debt ratio of 0.59, and its debt service coverage ratio was 2.55 for FY 2018. The school has several lease obligations for its various campuses mostly in the 30- to 35-year range, and one 10-year lease for KIPP DC's headquarters. Total rent expense for FY 2018 was $1.7M.

LATIN AMERICAN MONTESSORI BILINGUAL PCS

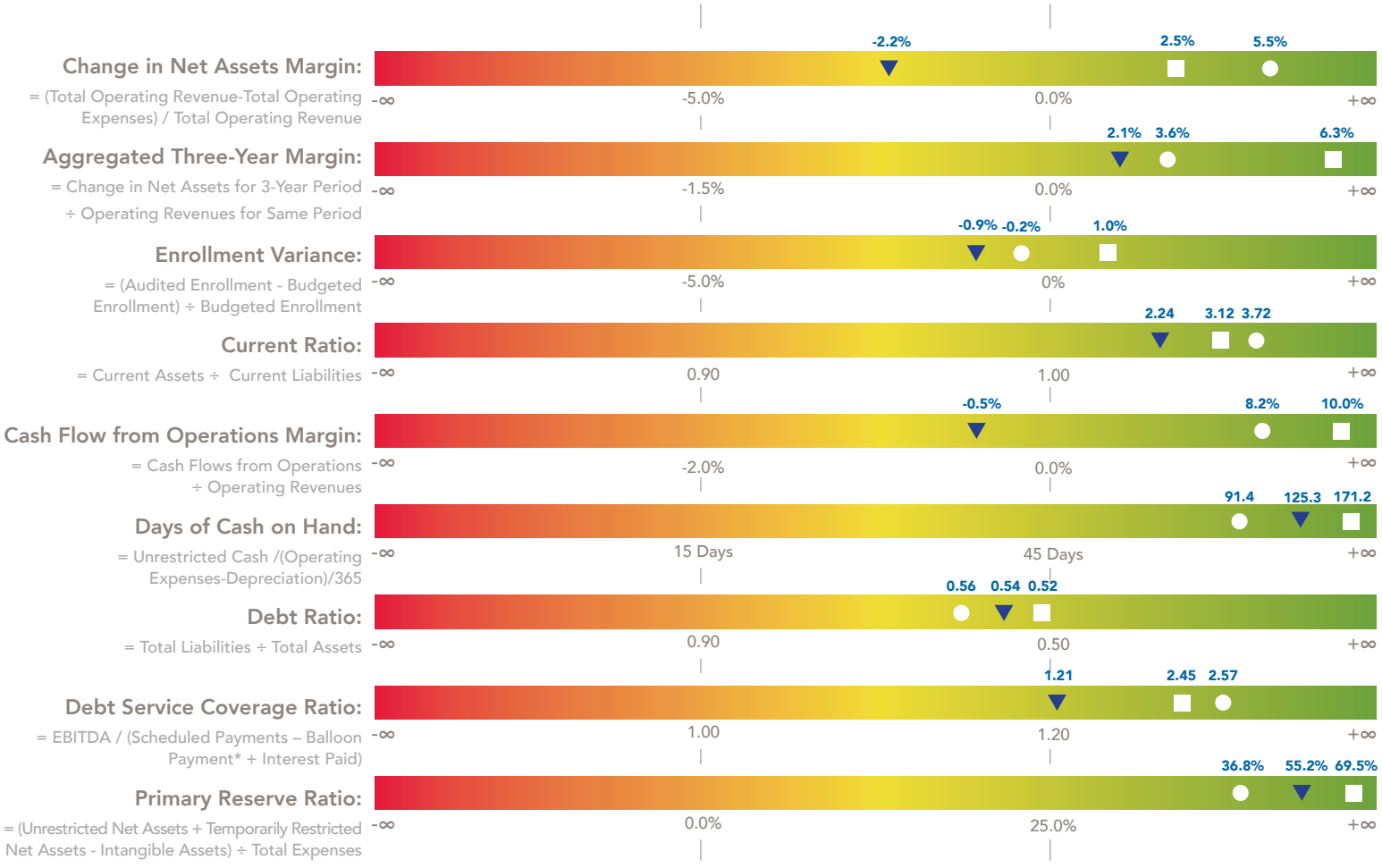
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2003 - 2004

Audited Enrollment: 462

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: Yes

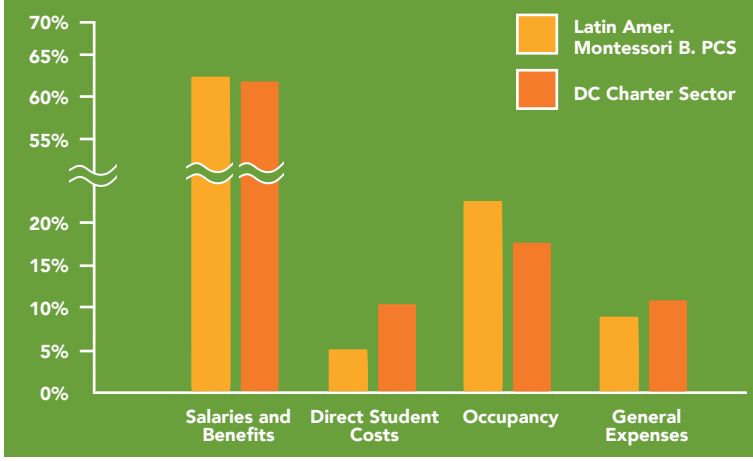
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



LATIN AMERICAN MONTESSORI BILINGUAL PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$12,578,838	$12,402,587
Current Assets	$3,779,841	$4,095,294
Total Liabilities	$6,740,650	$6,453,056
Current Liabilities	$1,689,980	$1,312,375
Net Asset Position	$5,838,188	$5,949,531

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$10,353,758	$8,779,137
Expenses	$10,585,375	$8,557,494
Non-operating Revenues (Expenses)	$120,274	$216,616
Surplus (Deficit)	-$111,343	$438,259

AUDIT FINDINGS

	2018	2017
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)	Yes	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

	2018	2017	2018 Sector Median
DC Funding per Student	$19,040	$17,672	$19,243
Grants and Contributions Per Student	$375	$347	$492
Total Revenues per Student	$22,411	$20,608	$22,382
Expenses per Student	$22,912	$20,088	$21,375

PCSB OBSERVATIONS

While the school's financial position remained strong, it should be noted that all of its financial indicators declined from FY 2017 and that a material instance of noncompliance was identified by the school's auditor related to procurement bidding.

Enrollment grew 8.5% in FY 2018, while revenue increased at a strong 17.9%. Expenses, however, grew 23.7%, resulting in an operating deficit of $111K or 2.2%. The school's current ratio and days of cash on hand remained strong at 2.2 and 125, respectively, indicating no immediate liquidity concern. The school was appropriately leveraged, with a debt ratio of 0.54, essentially indicating that 54% of total assets were financed using debt. Further, the school breached its debt covenants in FY 2018 but received a waiver from its lender.

The school has estimated a $4.8M balloon payment scheduled to be paid in June 2020 when its mortgage matures. The school maintains a number of sublease agreements, including:

- A sublease rental agreement with the Charter School Incubator Initiative for a school facility for a 15-year period expiring in June 2028 at 3825 18th Street, NE. 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, 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 Preparatory PCS for rental of its facility at 3825 18th Street, NE, expiring June 2028. The rental expense for this property as of year ended June 30, 2018, 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. The school entered into this agreement in November 2016.

LAYC CAREER ACADEMY PCS

FY2018 Financial Analysis Report

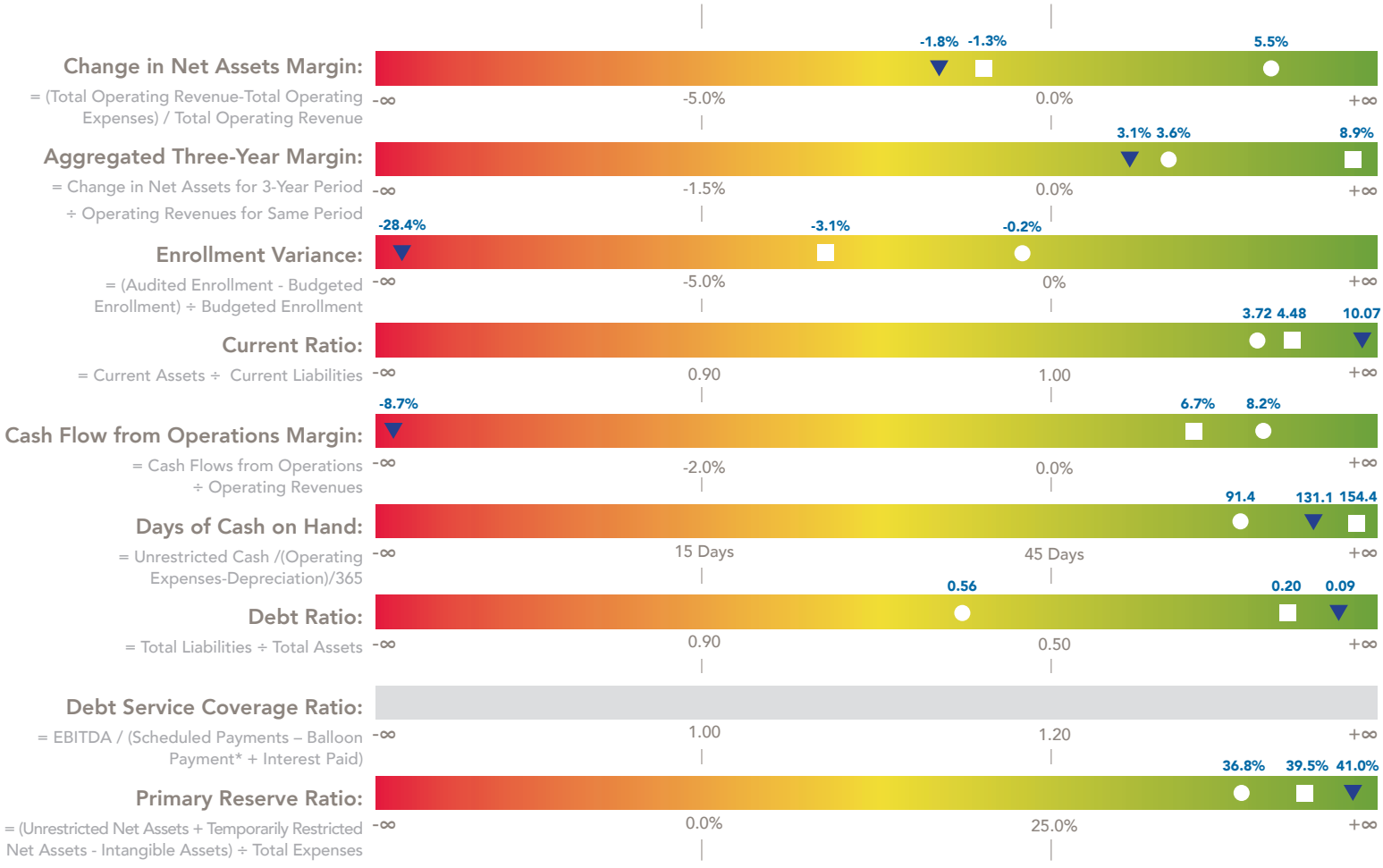
DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2012 - 2013

Audited Enrollment: 136

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

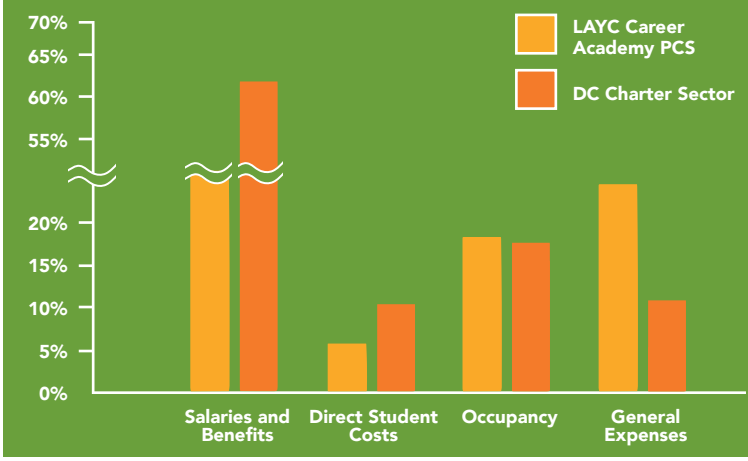
* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

While LAYC Career Academy had a change in unrestricted net assets of ($64,770) as shown on the statement of activity , the school had positive net operating income of $20,999 after adding back non-cash depreciation expense of $85,769.

PCS EXPENSES BY CATEGORY



LAYC CAREER ACADEMY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$1,647,054	$1,959,926
Current Assets	$1,482,562	$1,771,119
Total Liabilities	$147,277	$395,379
Current Liabilities	$147,277	$395,379
Net Asset Position	$1,499,777	$1,564,547

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$3,592,944	$3,911,174
Expenses	$3,657,714	$3,961,244
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$64,770	-$50,070

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$21,576	$19,683	$19,243
Grants and Contributions Per Student	$4,677	$1,238	$492
Total Revenues per Student	$26,419	$21,141	$22,382
Expenses per Student	$26,895	$21,412	$21,375

PCSB OBSERVATIONS

Overall, the school's enrollment declined by roughly 26%, which resulted in a change in unrestricted net assets of ($65K), or a (1.8%) margin, in FY 2018. The school's enrollment variance and cash flow from operations presented areas of concern, falling outside DC PCSB's expected ranges. A cash flow from operations margin of (8.7%) indicated that the school's operating cash flows were negative, and an enrollment variance of (28%) indicated that the school's audited enrollment was 28% less than its budgeted expectation. The school's current ratio and cash on hand, at 10.1 and 131, respectively, did give comfort over the school's short-term sustainability. Further, the school's low debt ratio and strong primary reserve ratios were above DC PCSB's standard, indicating long-term sustainability, with the caveat that operations perform better.

In FY 2017, the school's auditors identified a material weakness in internal controls related to related party transactions; the weakness was remediated in FY 2018.

On August 1, 2017, the school moved to a new facility under a five-year renewable lease; rent expense for FY 2018 was $556K.

School Name	FY18 Revenues	FY18 Operating Result
LAYC Career Academy PCS	$3,592,944	$(64,770)
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	CEO & President	$162,690
Services Provided	**FY18 Payment**	**% of School Revenue**
Management and administrative services	$315,583	
Total	**$315,583**	

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 2018, the school incurred the following expenses for LAYC services:

$315,583 for management fees (12% of all funds the school received, with the exception of facilities funds) The management fee will be reduced to 10% once the school reaches an enrollment of 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

LEE MONTESSORI PCS

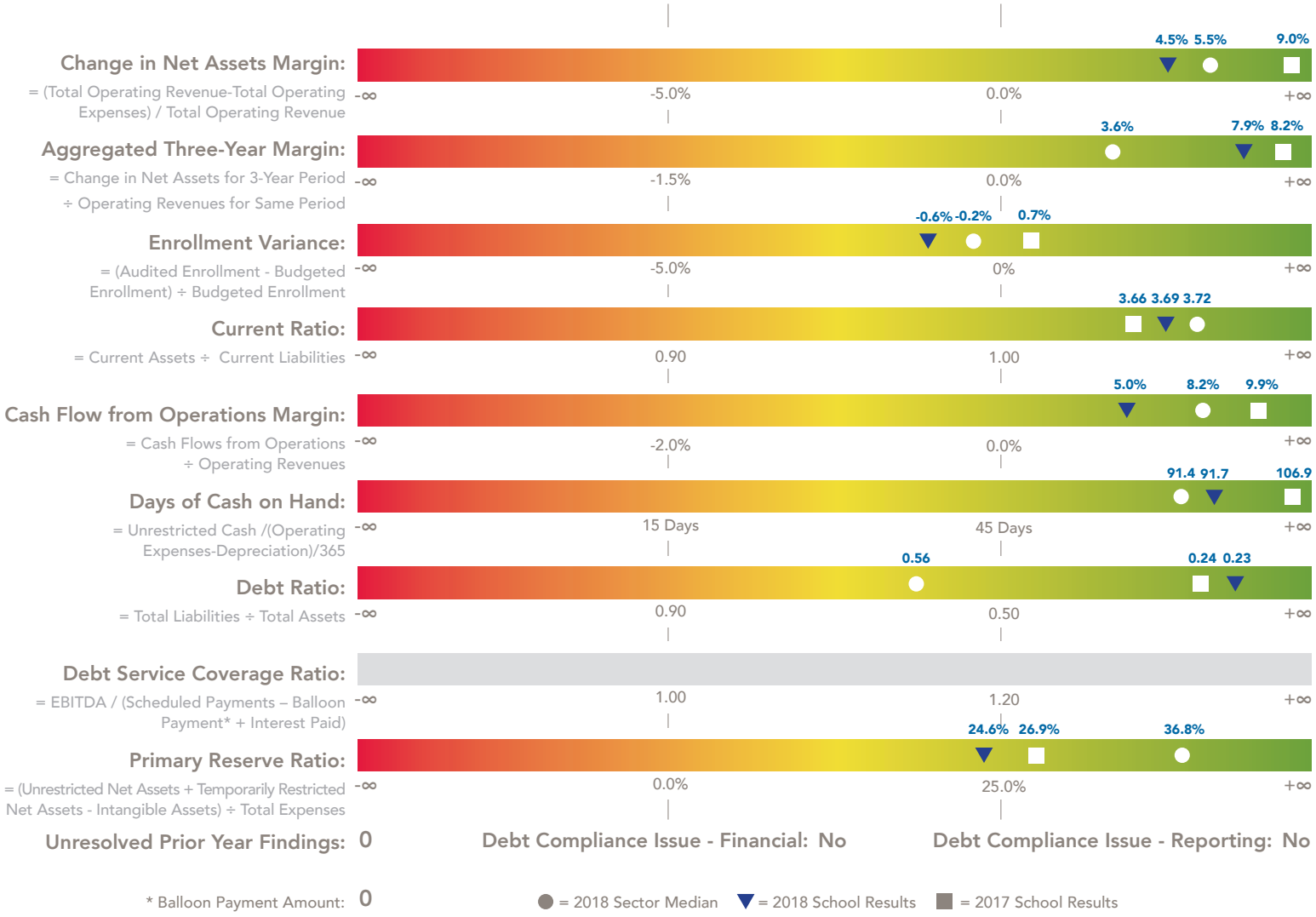
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2014 - 2015

Audited Enrollment: 177

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

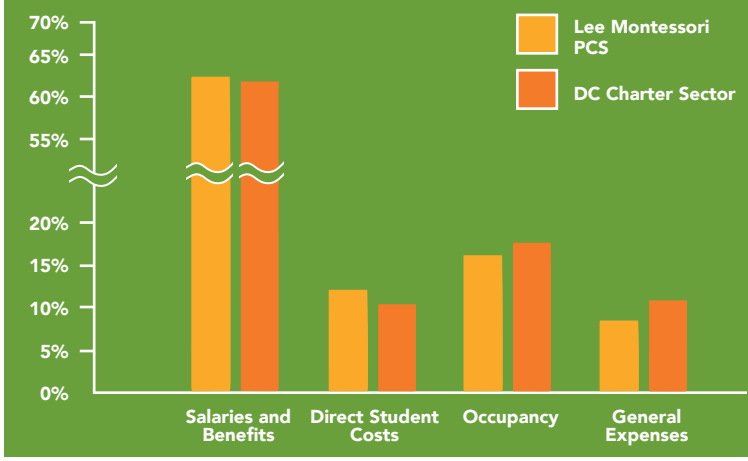
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



LEE MONTESSORI PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$1,181,002	$958,228
Current Assets	$1,014,190	$832,191
Total Liabilities	$274,833	$227,385
Current Liabilities	$274,833	$227,385
Net Asset Position	$906,169	$730,843

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$3,862,902	$2,986,721
Expenses	$3,687,576	$2,718,319
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$175,326	$268,402

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$19,142	$18,780	$19,243
Grants and Contributions Per Student	$280	$514	$492
Total Revenues per Student	$21,824	$20,598	$22,382
Expenses per Student	$20,834	$18,747	$21,375

PCSB OBSERVATIONS

All of the school's financials were at or above DC PCSB's standards, indicating that its financial health was not a concern. The school had a surplus of $175K in FY 2018, a change in net assets margin of 4.5%, and an aggregated three-year margin of 7.9%. The school's liabilities were minimal, and there were no major outstanding loans or other borrowed funds, which put the school at a low debt ratio of 0.23. In addition, the school had 92 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 2021 with an agreement to extend the lease for four additional five-year terms. 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 enrollment and the per-pupil facilities allowance received. Rent expense for the year ended June 30, 2018, totaled $573K. 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

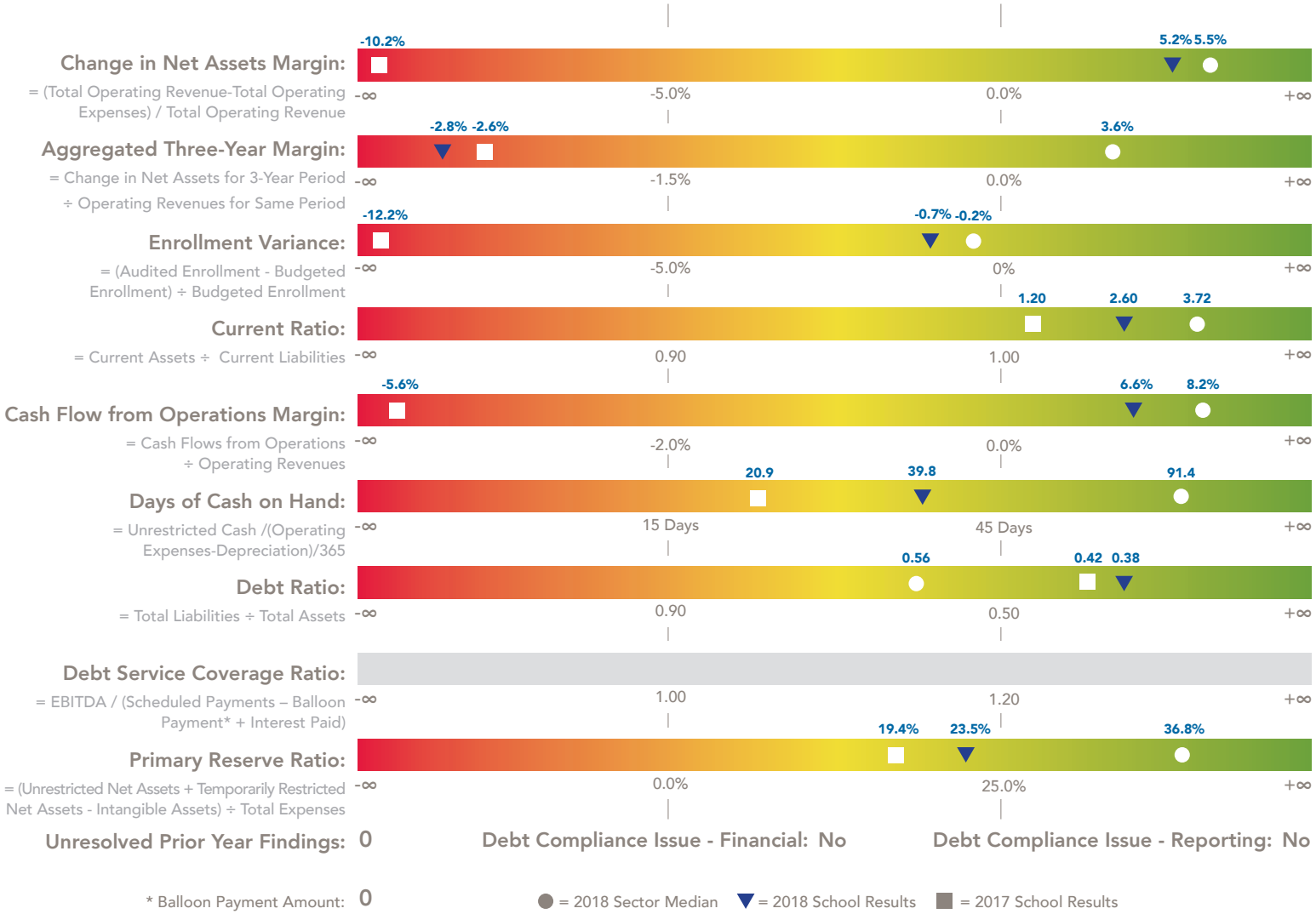
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2004 - 2005

Audited Enrollment: 457

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

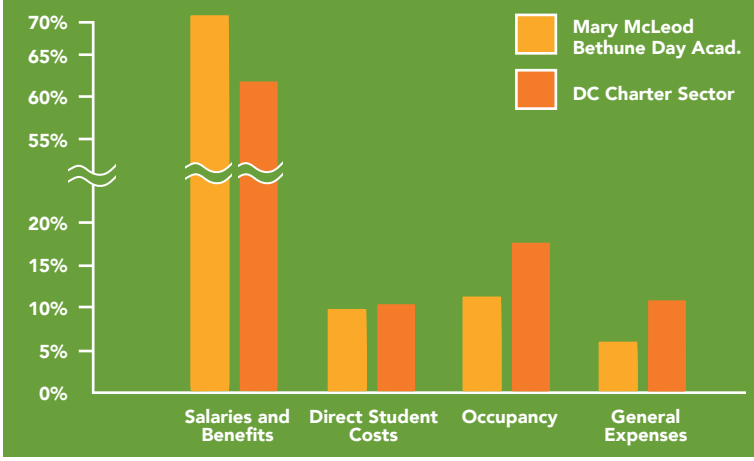
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



MARY MCLEOD BETHUNE DAY ACADEMY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$3,340,301	$2,736,742
Current Assets	$1,330,922	$679,395
Total Liabilities	$1,278,992	$1,160,447
Current Liabilities	$511,158	$567,790
Net Asset Position	$2,061,309	$1,576,295

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$9,269,305	$7,379,668
Expenses	$8,784,291	$8,129,373
Non-operating Revenues (Expenses)	-$10,556	$0
Surplus (Deficit)	$474,458	-$749,705

AUDIT FINDINGS

	2018	2017
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	1	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2018	2017	2018 Sector Median
DC Funding per Student	$18,355	$16,580	$19,243
Grants and Contributions Per Student	$0	$26	$492
Total Revenues per Student	$20,283	$18,357	$22,382
Expenses per Student	$19,222	$20,222	$21,375

PCSB OBSERVATIONS

Overall, the school was financially sound, with improved operations and liquidity compared with FY 2017. The school's change in net assets for the year was $485K, or a 5.22% margin, indicating better cost management year over year. The school's current ratio and days of cash on hand were 2.6 and 40, respectively, indicating that liquidity was not an immediate concern, and the school was likely to meet its obligations as they came due.

In FY 2018, the school's audit identified a significant deficiency in internal controls related to the school's national school breakfast and lunch program reimbursement procedures; the school has submitted a corrective action plan in response.

The school has no major outstanding loans or other borrowed funds, which puts the school at a debt ratio of 0.38, exceeding targeted metrics. The school leases two facilities. The first lease is at 1404 Jackson Street, NE, with the District of Columbia for 25 years, and the second lease is at 5413 16th Street, NW, with Sixth Presbyterian Church for five years. Total rent expense for FY 2018 was approximately $559K.

MAYA ANGELOU PCS

FY2018 Financial Analysis Report

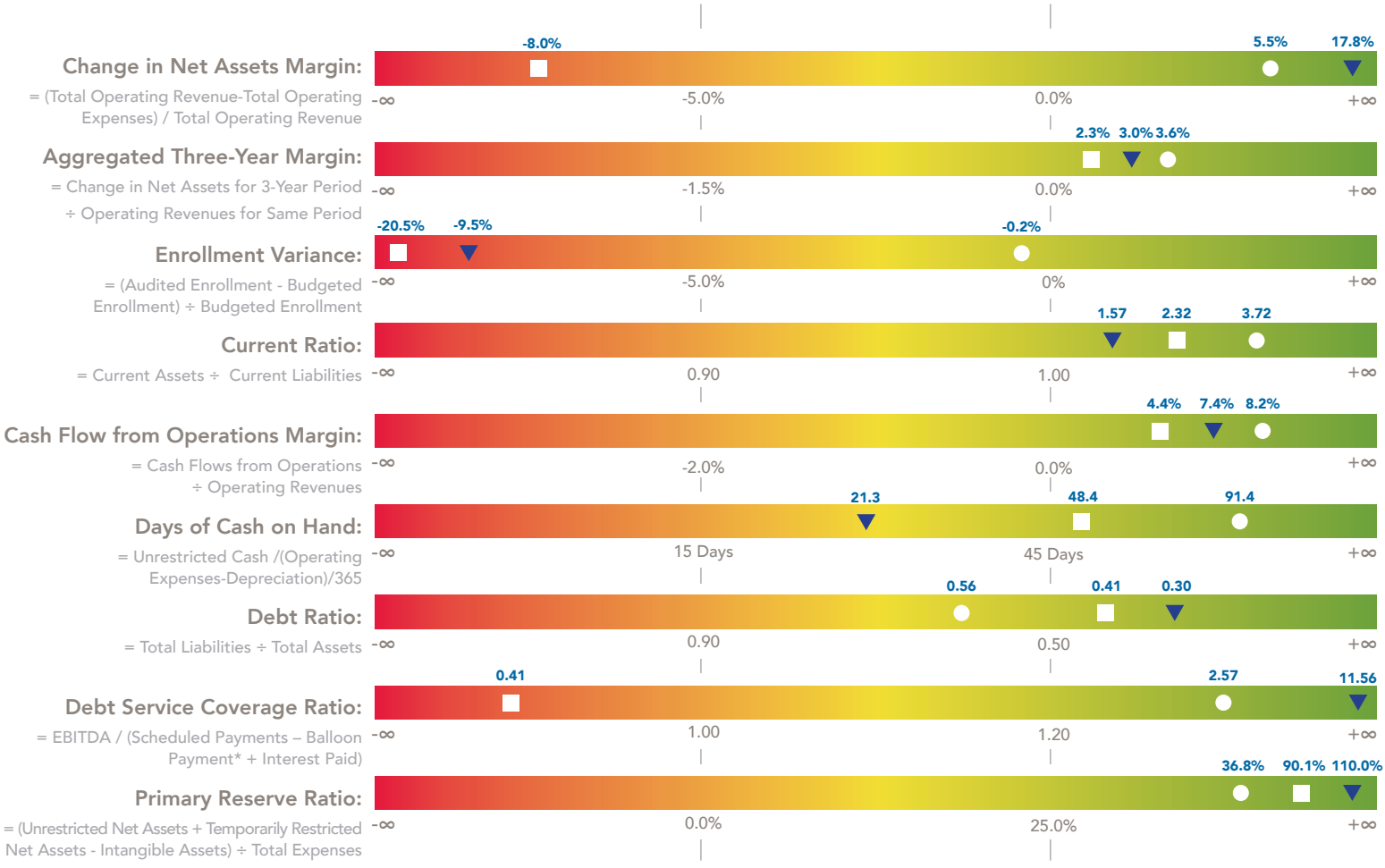
DC PUBLIC CHARTER SCHOOL BOARD

Opened: 1998 - 1999

Audited Enrollment: 306

Operates with a Management Organization: See Forever Foundation

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: Yes

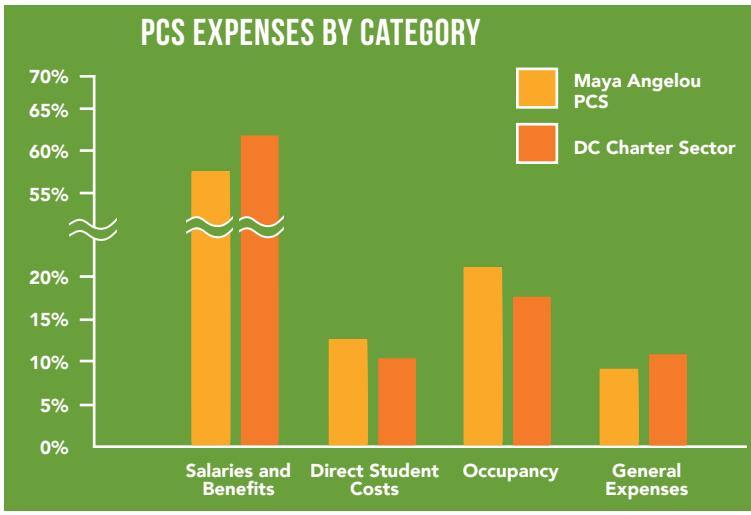
Debt Compliance Issue - Reporting: Yes

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



MAYA ANGELOU PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$17,601,548	$16,661,001
Current Assets	$2,514,538	$1,998,804
Total Liabilities	$5,288,028	$6,771,642
Current Liabilities	$1,604,304	$861,197
Net Asset Position	$12,313,520	$9,889,359

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$13,614,017	$10,160,456
Expenses	$11,189,897	$10,975,040
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$2,424,120	-$814,584

AUDIT FINDINGS

	2018	2017
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)	Yes	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	Yes	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

	2018	2017	2018 Sector Median
DC Funding per Student	$25,838	$25,079	$19,243
Grants and Contributions Per Student	$7,727	$5,290	$492
Total Revenues per Student	$44,490	$32,776	$22,382
Expenses per Student	$36,568	$35,403	$21,375

PCSB OBSERVATIONS

The school's financial position was adequate with a strong current ratio of 1.57, indicating an ability to pay operating and unexpected expenses. Further, the school's cash flow from operations margin increased to 7.4%, indicating strong cost and cash flow management. The school's debt ratio also improved from FY 2017, as a result of a decrease in the school's deferred rent liability.

The school's change in net assets margin improved significantly from FY 2017, largely a result of a $2.2M gain recognized related to its deferred rent forgiveness. Without consideration for this gain recognized in the current year, the school's change in net assets margin would have been -0.5%, which still represents an improvement from FY 2017.

The school breached its debt covenants required by SunTrust bank for its construction loan; this loan requires a debt service coverage ratio of at least 1.0. Without consideration of the deferred rent forgiveness in FY 2018, the school did not achieve this metric; however, the bank did grant the school a waiver in the current year.

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 FY 2018. As a result, Maya has been provided an initial rent abatement of 15 years based on capital improvements through FY 2018 The school had previously recognized an accrued rent liability related expected rent payments over the remaining lease term, but as the initial rent abatement extends through the term of the lease, the liability has been recognized as a gain of $2.2M in the school's statement of activities.

The school's audit report on compliance expressed a qualified opinion as a result of findings related to its DC School Choice Incentive Program. The auditor identified three findings related to the procurement and bidding process, however, no specific costs were questioned as a result.

DC PUBLIC CHARTER SCHOOL BOARD

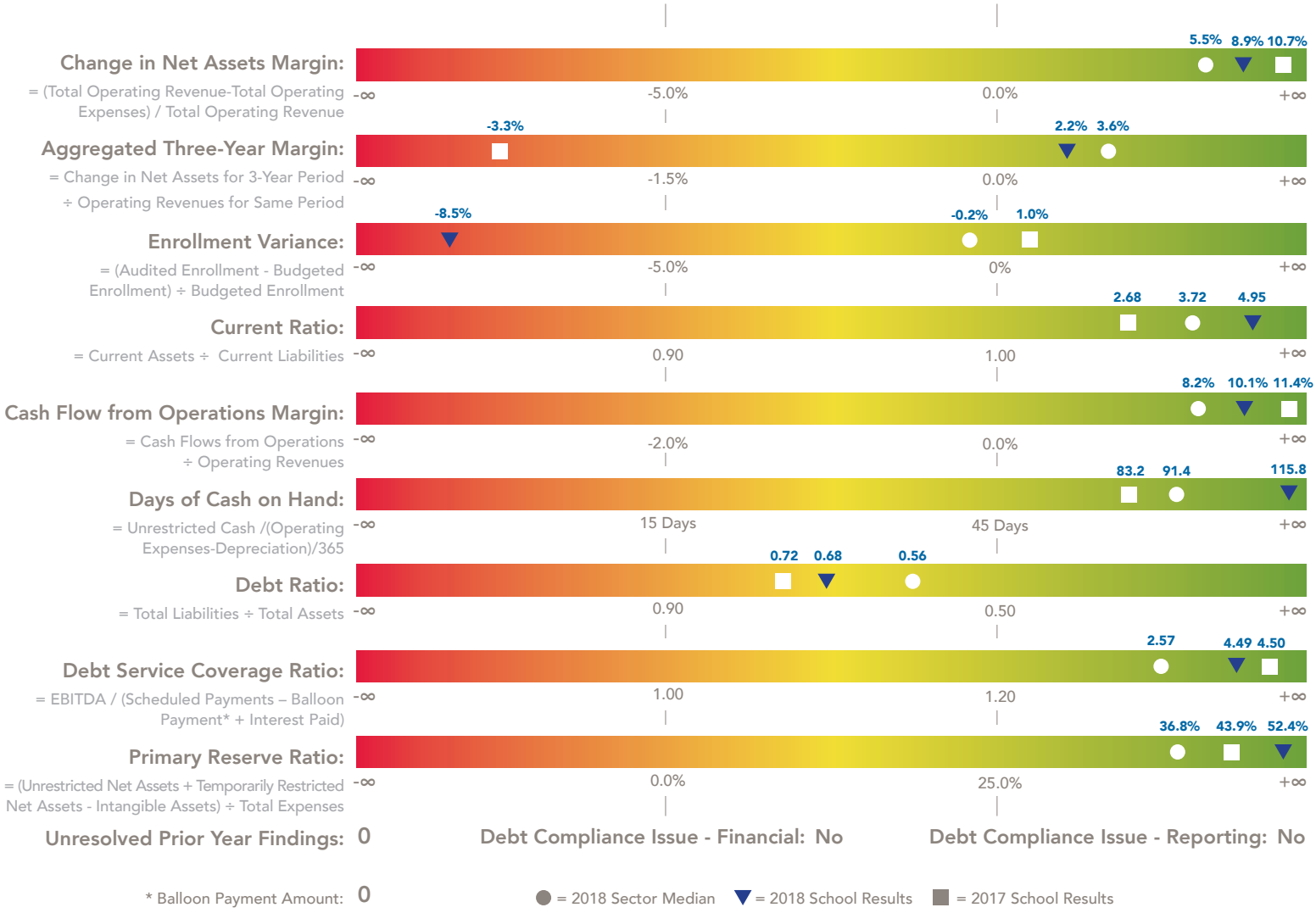
MERIDIAN PCS

FY2018 Financial Analysis Report

Opened: 1999 - 2000

Audited Enrollment: 636

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

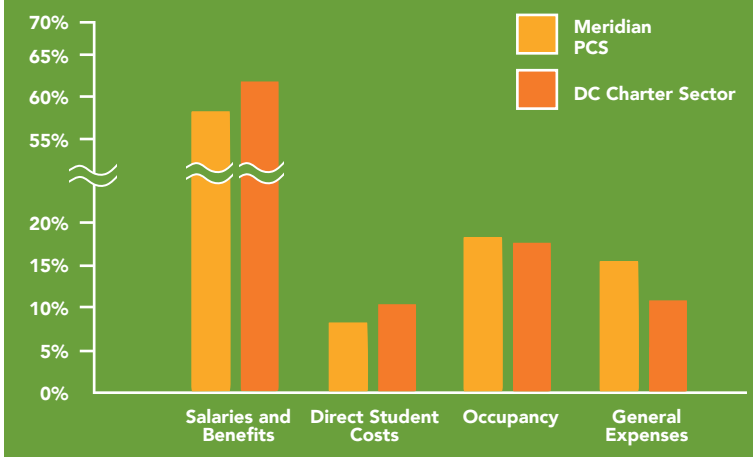
* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

In October 2018, Meridian PCS completed a refinance of the $12.5M new market credit transaction that resulted in the school reducing long-term debt to $7.5M. The school's term loan with Eagle Bank locked in an interest rate of 4% for 10 years. As a result, Meridian's interest and lease costs have declined significantly in the 2018-19 school year, and the school's balance sheet is very strong.

PCS EXPENSES BY CATEGORY



MERIDIAN PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$19,911,640	$18,980,598
Current Assets	$4,285,450	$3,056,061
Total Liabilities	$13,456,629	$13,726,428
Current Liabilities	$865,902	$1,140,267
Net Asset Position	$6,455,011	$5,254,170

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$13,517,828	$13,403,810
Expenses	$12,316,987	$11,972,126
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$1,200,841	$1,431,684

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$19,470	$17,313	$19,243
Grants and Contributions Per Student	$95	$89	$492
Total Revenues per Student	$21,254	$19,370	$22,382
Expenses per Student	$19,366	$17,301	$21,375

PCSB OBSERVATIONS

The school's overall financial position was strong. In FY 2018, the school's change in net assets margin was 8.9% and cash flow from operations margin was 10.3%, both indicating a strong cost management system. The school's liquidity was strong with 116 days of cash on hand and a current ratio of 4.95, both above DC PCSB's expected range and the sector median.

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 $870K in FY 2018.

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 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 FY 2018 was $433K.

In October 2011, the school received three loans totaling $12.5M to finance leasehold improvements. These loans are set to expire between October 2018 and October 2041. As of June 30, 2018, the outstanding principal remained $12.5M.

DC PUBLIC CHARTER SCHOOL BOARD

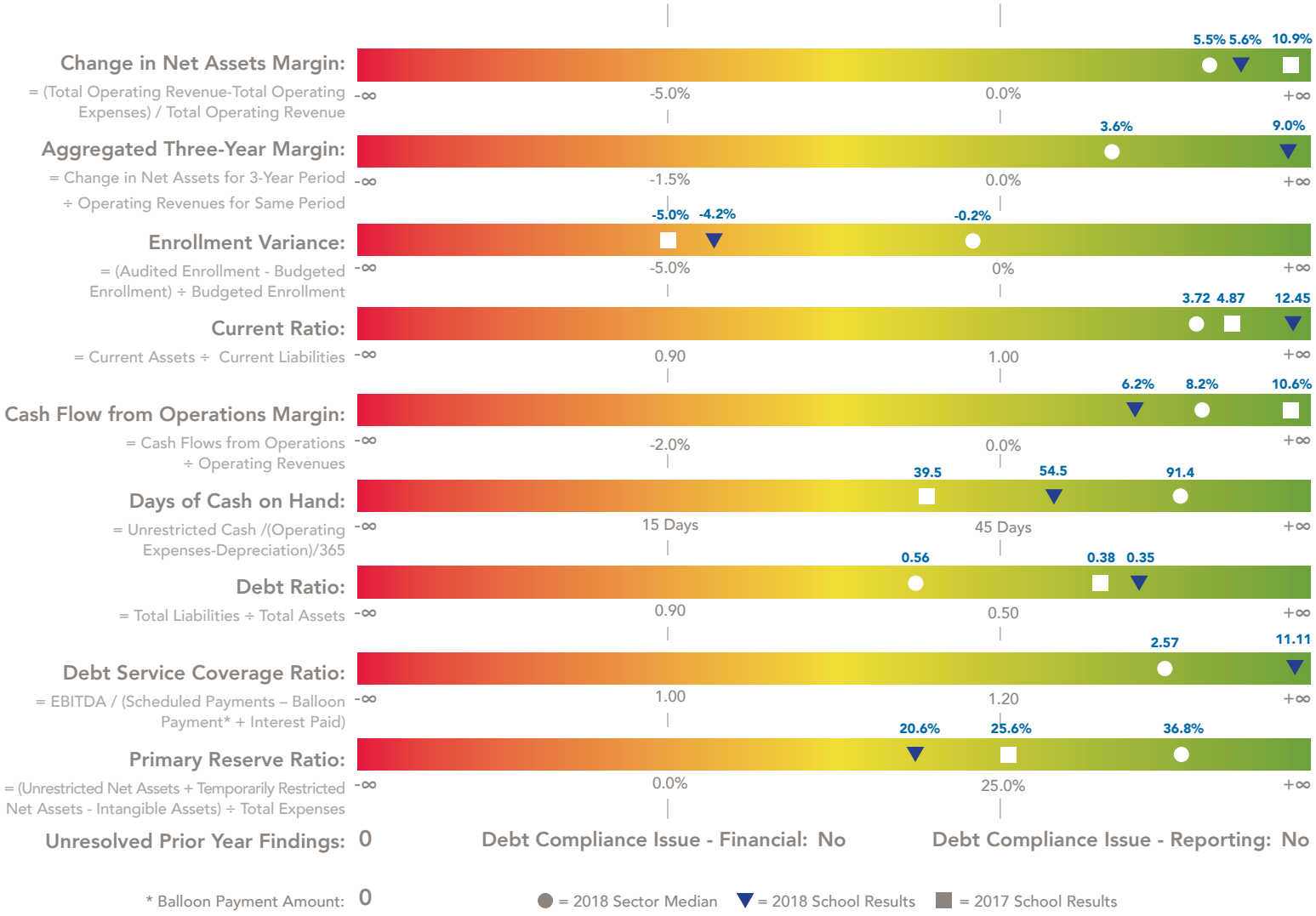
MONUMENT ACADEMY PCS

FY2018 Financial Analysis Report

Opened: 2015 - 2016

Audited Enrollment: 115

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

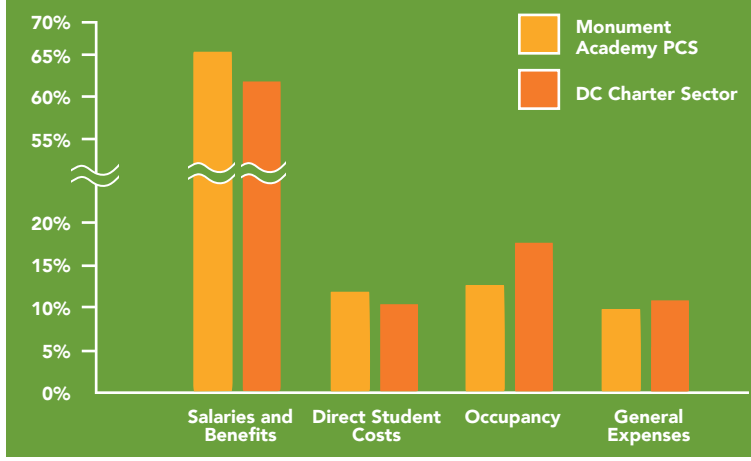
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



MONUMENT ACADEMY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$3,079,663	$2,301,531
Current Assets	$1,681,487	$809,513
Total Liabilities	$1,065,835	$865,540
Current Liabilities	$135,104	$166,391
Net Asset Position	$2,013,828	$1,435,991

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$10,357,206	$6,296,658
Expenses	$9,779,369	$5,607,640
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$577,837	$689,018

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$63,966	$58,255	$19,243
Grants and Contributions Per Student	$21,260	$12,113	$492
Total Revenues per Student	$90,063	$82,851	$22,382
Expenses per Student	$85,038	$73,785	$21,375

PCSB OBSERVATIONS

Overall, the school's financial performance was positive in its third year of operation with a change in net assets margin of 5.6% and aggregated three-year margin of 8.95% in FY 2018. The school's current ratio, which measures financial resources available to meet short-term obligations, was 12.45, and the cash flow from operations margin was 6.16%, indicating that the school's operations are not facing difficulty in generating cash.

In FY 2018, the school's debt ratio, which is an indicator of how leveraged the school is, was strong at 0.35. As of year-end FY 2018, long-term debt totaled $915K due from two non-interest-bearing, unsecured loan agreements that the school entered into in June and December 2017. Both loans are to be paid in full by June 16, 2020.

The school also has some outstanding commitments including a guaranty agreement that it 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 for school facility improvements. 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 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 enrollment multiplied by the per-pupil facilities allowance, as determined annually.

MUNDO VERDE BILINGUAL PCS

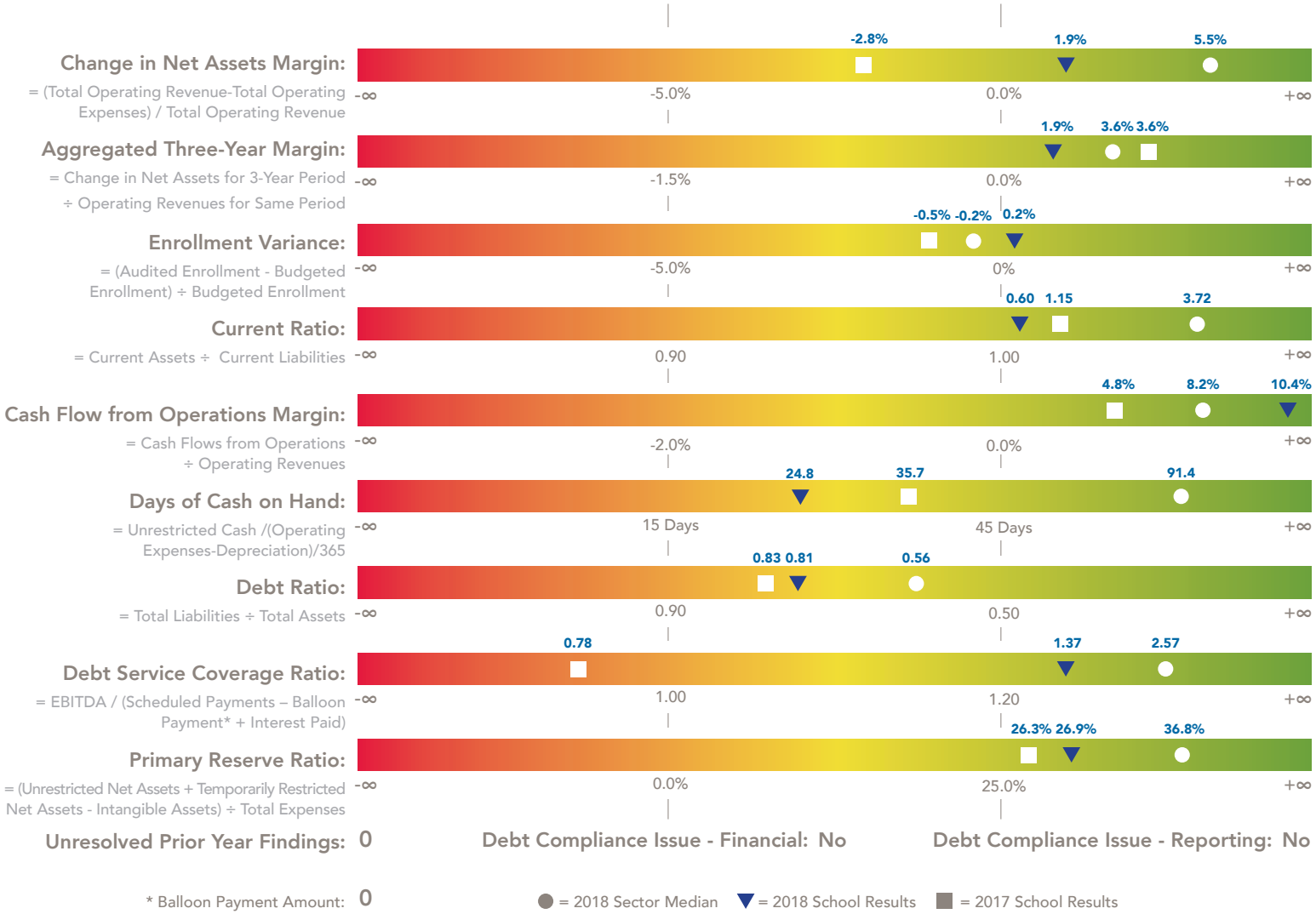
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2011 - 2012

Audited Enrollment: 578

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

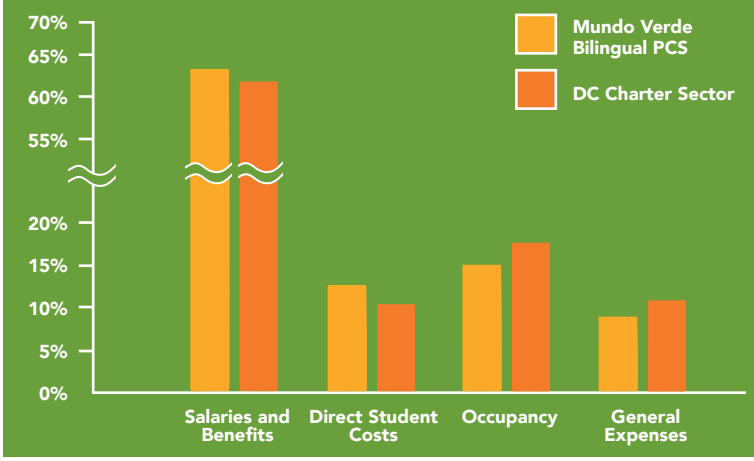
● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

We believe that the current ratio as calculated above does not reflect Mundo Verde's true short-term obligations. At the time of the FY 2018 financial audit, Mundo Verde was renegotiating January 2014 financing from the Office of Public Charter School Financing and Support (OPCSFS) in the amount of approximately $2M. While the balance was due in FY 2019 at the time of the audit, our understanding was that refinancing would be agreed upon in the near future. The obligation of that $2M debt has since been extended to July 2019, resulting in an obligation that is no longer a current liability as of June 30, 2018. If it is not considered a current liability, the current ratio would be calculated as 1.4, well above the target of 1.0 as listed above.

Additionally, the calculation of the days of cash on hand was deflated as a result of the consideration of a debt service account as restricted cash. As of June 30, 2018, Mundo Verde had approximately $9.5M in outstanding debt related to January 2014 DC revenue bond/United Bank financing. According to the debt agreement, we were required to maintain a restricted reserve fund for two consecutive fiscal years with no defaults. This fund was created in January 2014, all requirements were met, and the fund was maintained for two years. We maintained a balance of $540K in the debt service account as of June 30, 2018, as a precaution but considered it to be essentially unrestricted. This $540K reserve fund balance was not considered in the calculation of days of cash on hand above. If it had been, the value would have been 40 days instead of 25.

PCS EXPENSES BY CATEGORY



MUNDO VERDE BILINGUAL PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$16,548,206	$16,675,603
Current Assets	$2,093,392	$1,812,030
Total Liabilities	$13,408,933	$13,761,663
Current Liabilities	$3,490,919	$1,578,571
Net Asset Position	$3,139,273	$2,913,940

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$11,894,508	$10,766,298
Expenses	$11,669,175	$11,068,796
Non-operating Revenues (Expenses)	$0	-$137
Surplus (Deficit)	$225,333	-$302,635

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$17,471	$15,834	$19,243
Grants and Contributions Per Student	$691	$848	$492
Total Revenues per Student	$20,579	$19,123	$22,382
Expenses per Student	$20,189	$19,660	$21,375

PCSB OBSERVATIONS

In FY 2018, the school had a positive change in net assets of $225K, indicating that its revenues exceeded it expenses for the year. The school's current ratio declined to 0.55 in FY 2018 from 1.15 in FY 2017. At the time of the issuance of the school's financials, a balloon payment related to a loan from the Office of Public Charter School Financing and Support (OPCSFS) was due at maturity in January 2019. Subsequent to the issuance of the school's financials, the maturity of the loan was extended, and it no longer presents an immediate liquidity concern. The school's unrestricted days of cash on hand also trended negatively from FY 2017; this was largely because $540K was held in a restricted cash account.

The school's debt ratio was 0.81, an improvement from FY 2017, as a result of the school's paydown of liabilities of approximately $350K. The school's remaining outstanding obligations in FY 2018 include:

- In January 2014, the school secured a revenue bond issued for $11.48M to acquire and renovate the building it is using. The bond is set to mature in February 2030 and includes certain financial covenants that the school must maintain.
- In January 2014, the school secured a $2M loan from the OPCSFS. A balloon payment of $1.98 was due at the original maturity of the loan in January 2019; the maturity of the loan has since been extended to July 2019.

In 2014, the school entered into a 30-year lease agreement with the District of Columbia. For every $1M spent on leasehold improvements, the school is eligible for 12 months' rent abatement. Rent expense related to this lease totaled $327K in FY 2018. The school entered into another lease agreement for an additional school location, which is set to expire in June 2047.

NATIONAL COLLEGIATE PREPARATORY PCHS

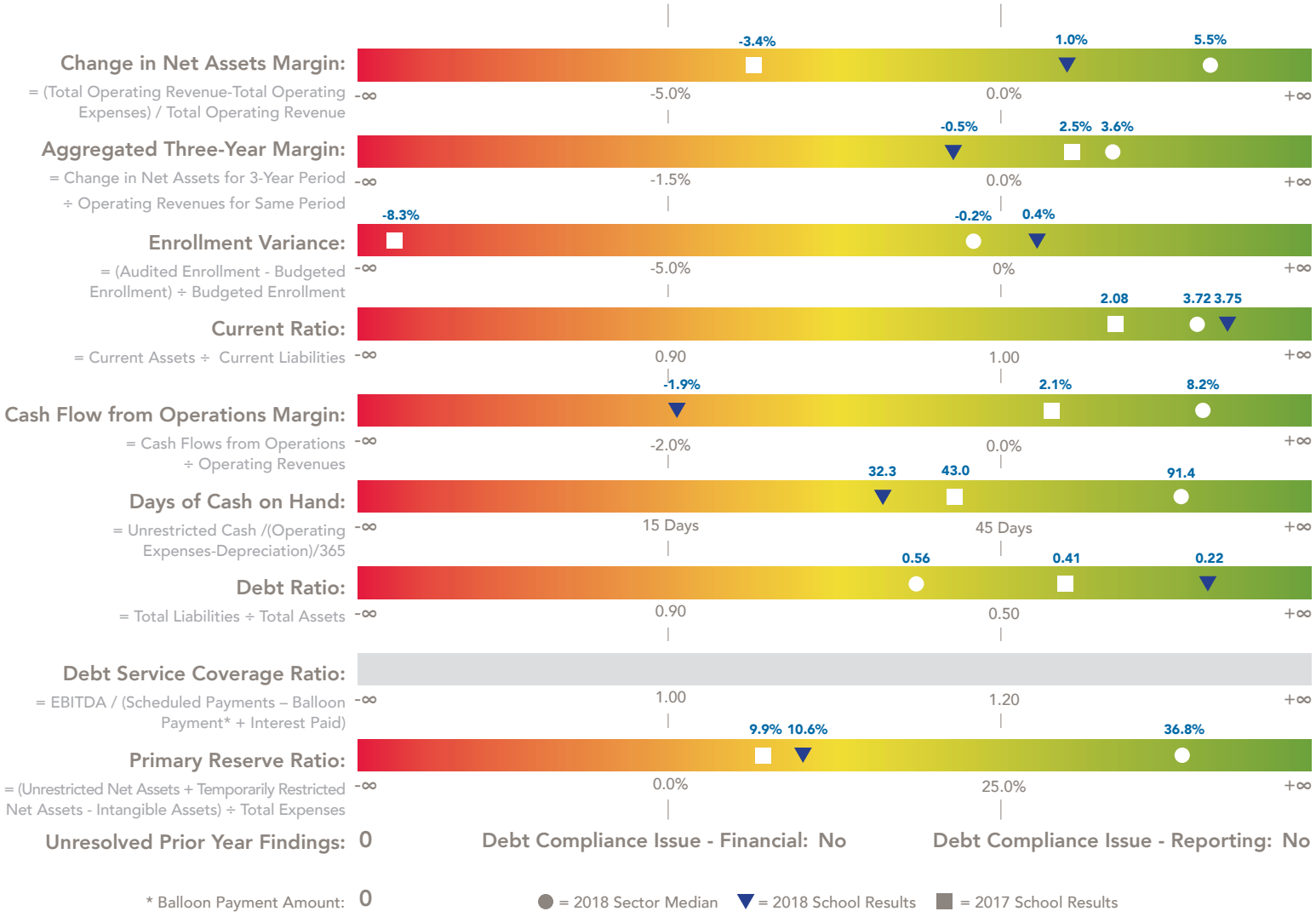
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2009 - 2010

Audited Enrollment: 276

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

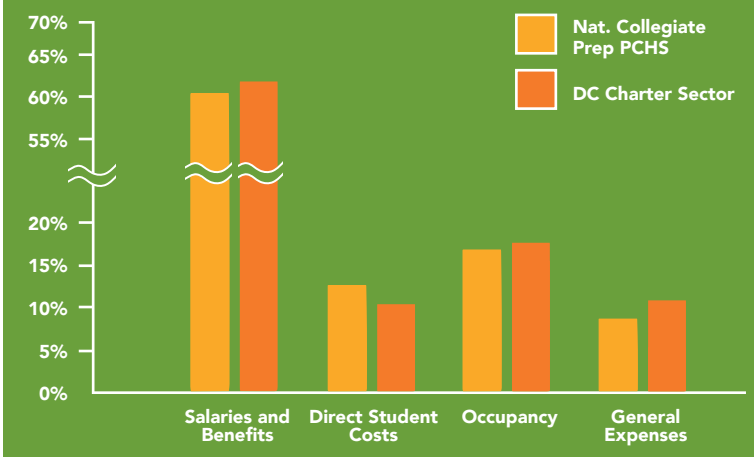
* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

National Collegiate Prep was found to achieve eight of our nine goals during our 10-Year Review. We emphatically disagree with the PCSB decision to revoke the charter, as we are a solid institution in the Ward 8 community. As many charter schools in Wards 7 and 8 have faced declines in enrollment, National Prep has also dealt with our transitional community moving to other affordable housing and for safety issues which has affected our enrollment. However, while the decline in enrollment affected our budget, we maintained within our operating reserve and we are fiscally stable.

PCS EXPENSES BY CATEGORY



NATIONAL COLLEGIATE PREPARATORY PCHS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$863,037	$1,030,559
Current Assets	$724,469	$877,464
Total Liabilities	$193,027	$422,117
Current Liabilities	$193,027	$422,117
Net Asset Position	$670,010	$608,442

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$6,353,620	$5,972,260
Expenses	$6,292,052	$6,172,586
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$61,568	-$200,326

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$20,590	$19,622	$19,243
Grants and Contributions Per Student	$376	$196	$492
Total Revenues per Student	$23,020	$21,717	$22,382
Expenses per Student	$22,797	$22,446	$21,375

PCSB OBSERVATIONS

Overall, the school's performance was not strong. Liquidity declined to 32 days of cash on hand as a result of negative cash flows from operations. The school's current-year operating margin was $62K and its aggregated three-year margin was (0.5%), presenting a negative three-year trend in operating results.

The school had a current ratio of 3.75 and 32 days of cash on hand, reflecting adequate liquidity. The school had no major outstanding loans or other borrowed funds, which put it at a debt ratio of 0.22 as a result of paydowns of liabilities of $193K.

The school maintains a lease agreement with the Charter School Incubator Initiative which commenced in August 2012. The agreement was set to expire in June 2017 and was renewed through June 30, 2022. This lease requires the school to pay an annual usage fee based on enrollment and the per-pupil facilities allowance received. Rent expense for FY 2018 was $893K.

In January 2019, the DC Public Charter School Board voted to revoke the school's charter, effective the last day of SY 2019 - 20.

DC PUBLIC CHARTER SCHOOL BOARD

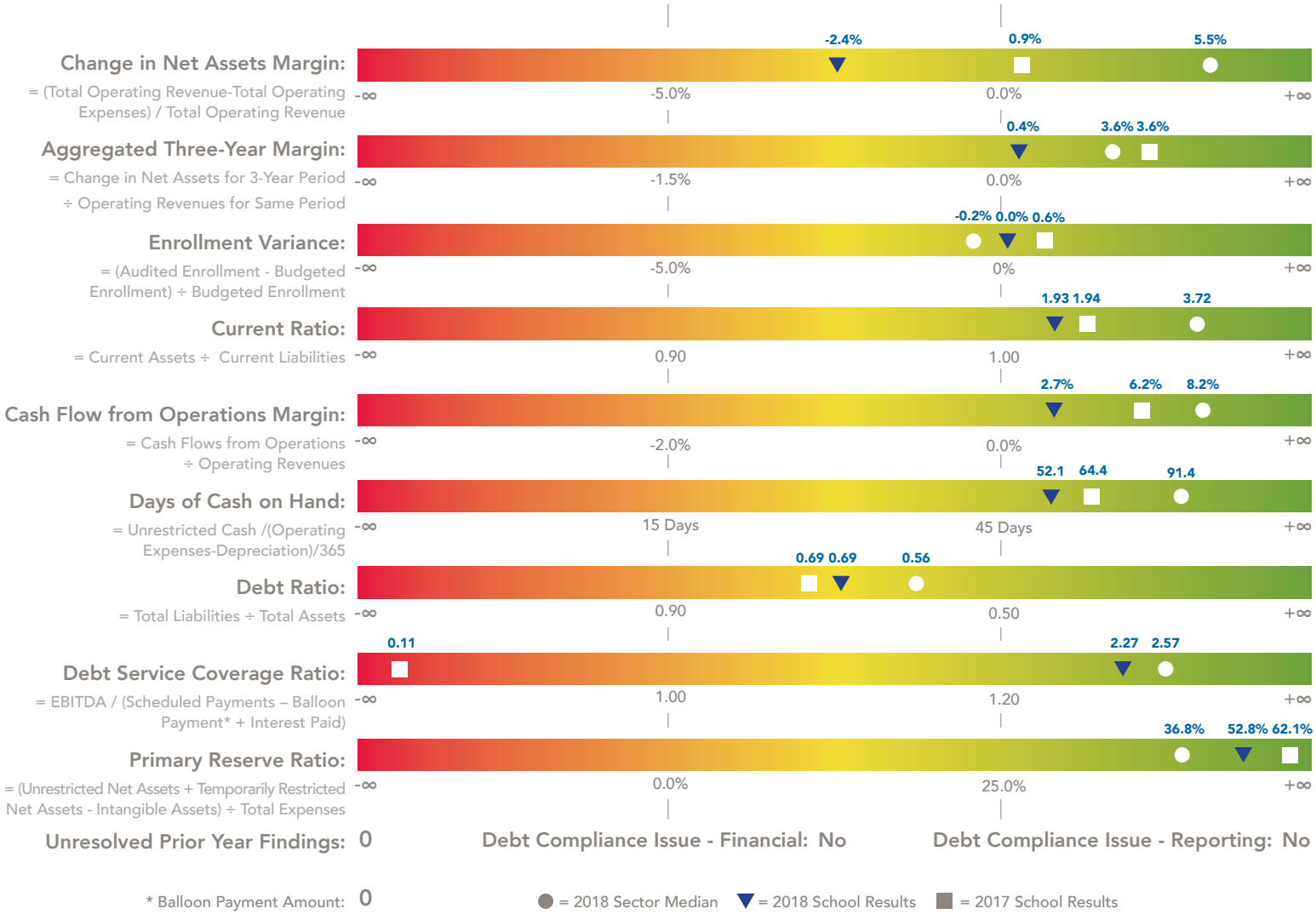
PAUL PCS

FY2018 Financial Analysis Report

Opened: 2000 - 2001

Audited Enrollment: 708

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

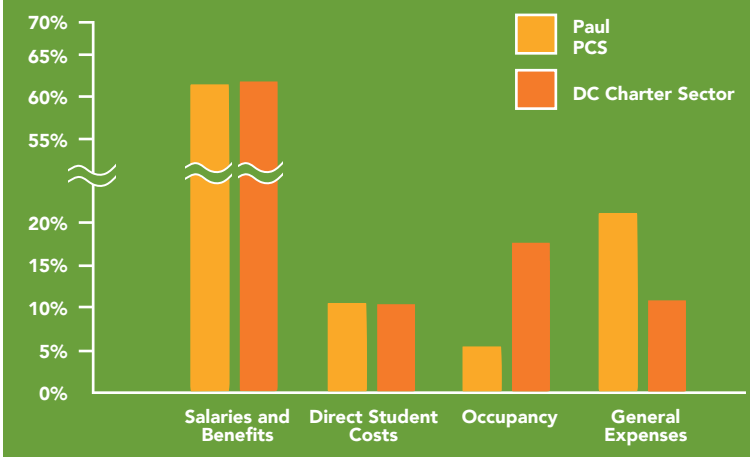
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



PAUL PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$28,219,142	$28,979,405
Current Assets	$3,296,776	$3,366,155
Total Liabilities	$19,572,313	$19,948,904
Current Liabilities	$1,707,743	$1,738,221
Net Asset Position	$8,646,829	$9,030,501

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$15,986,475	$14,674,524
Expenses	$16,370,147	$14,544,690
Non-operating Revenues (Expenses)	$0	-$210,780
Surplus (Deficit)	-$383,672	-$80,946

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$20,676	$18,574	$19,243
Grants and Contributions Per Student	$296	$266	$492
Total Revenues per Student	$22,580	$20,130	$22,382
Expenses per Student	$23,122	$19,952	$21,375

PCSB OBSERVATIONS

Several of the school's financial metrics declined in FY 2018. The school's change in net assets was ($384K), or a (2.4%) margin, in FY 2018. The school's cash flow from operations was positive and its liquidity metrics were strong, indicating that there was no immediate concern for its financial condition.

The school's debt service coverage ratio, which measures the school's available surplus for debt serving to interest and principal, was sufficient at 2.27. 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. These loans totaled $20.1M. Each loan was scheduled to mature in 2019; they have since been refinanced.
- In June 2017, 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, with options to renew for three consecutive periods of five additional years each. The agreement was amended in July 2013 to revise the term to July 1, 2013, to June 30, 2038. Rent expense for this lease for FY 2018 was $116K. In addition, the school subleases an office space to Urban Teachers, which commenced in August 2016 and expires in May 2019. The school receives rental income from this agreement totaling $38K in FY 2018.

PERRY STREET PREPARATORY PCS

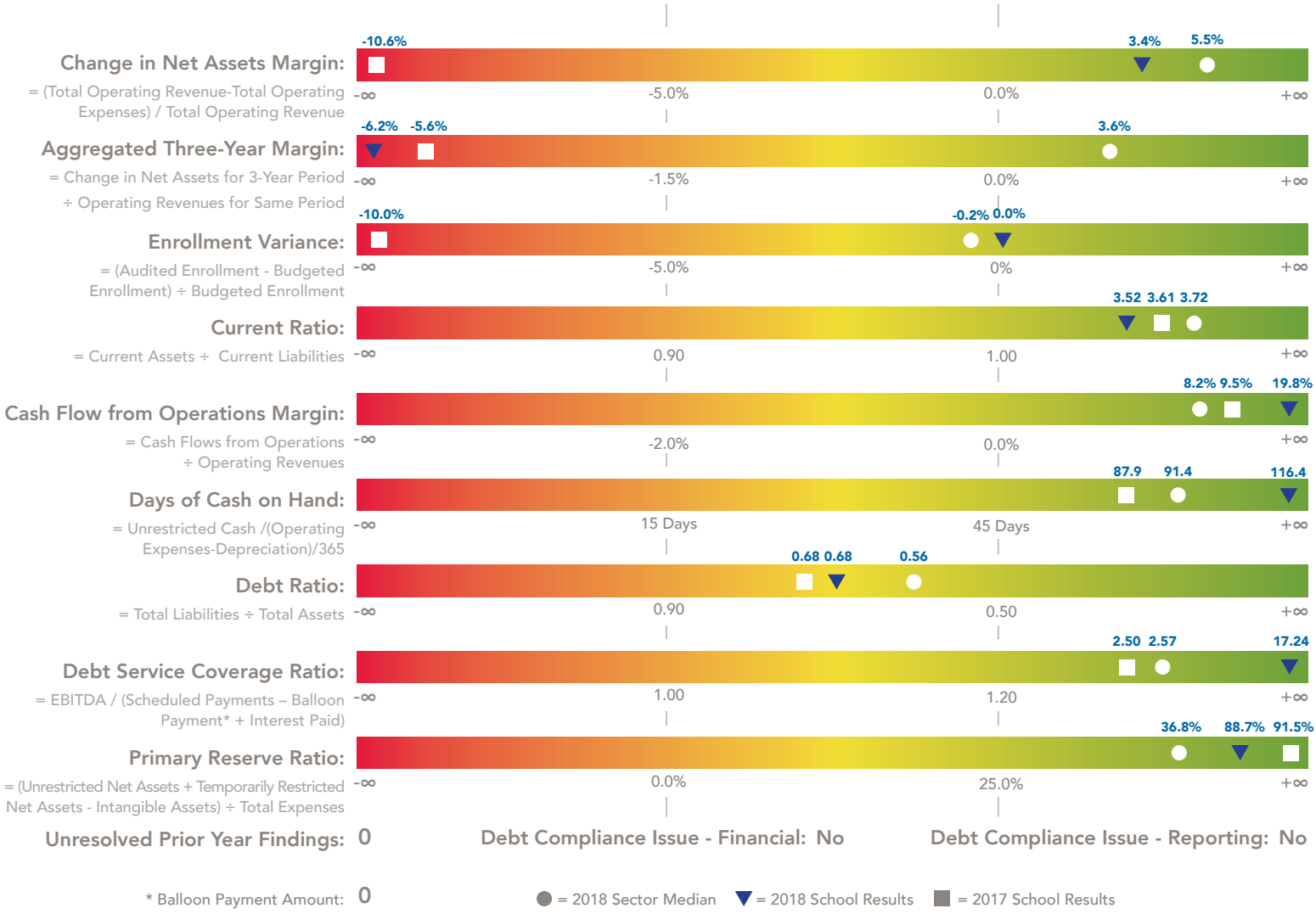
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 1998 - 1999

Audited Enrollment: 351

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

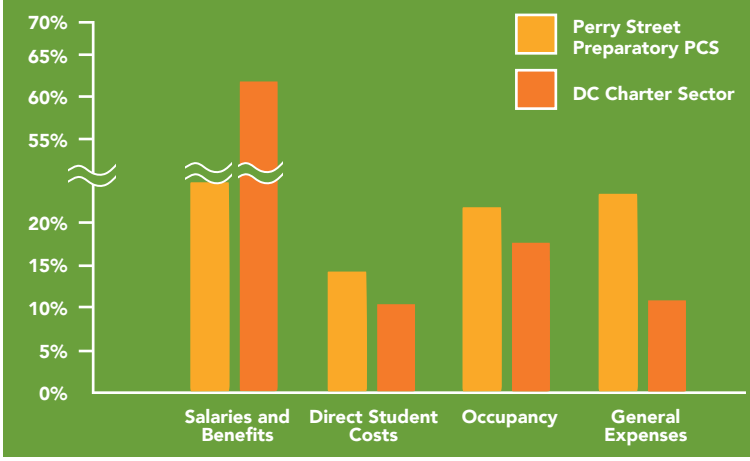
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



PERRY STREET PREPARATORY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$22,478,976	$21,572,169
Current Assets	$3,308,241	$2,440,471
Total Liabilities	$15,209,558	$14,588,599
Current Liabilities	$940,866	$675,472
Net Asset Position	$7,269,418	$6,983,570

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$8,482,260	$6,900,680
Expenses	$8,196,412	$7,631,918
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$285,848	-$731,238

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$19,943	$18,221	$19,243
Grants and Contributions Per Student	$452	$231	$492
Total Revenues per Student	$24,166	$22,551	$22,382
Expenses per Student	$23,352	$24,941	$21,375

PCSB OBSERVATIONS

Overall, the school's financial condition was healthy, indicating that the school's turnaround plan working with external consultants was on track with regards to the school's financial health. The primary reserve ratio of 88.69% indicated that the school's long-term sustainability did not present a concern. The school had an operating surplus of $286K in FY 2018, compared with a deficit of ($731K) in FY 2017. The current ratio of 3.52 and 116 days of cash on hand reflected a strong liquidity position, meaning that the school's short-term operating needs were expected to be met.

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. As a result, the school is not currently having to make any monthly rent payments for its facility. In addition, the school subleases portions of its building space to three lessees for terms ranging from three to 21 years. Rent expense totaled $292K in FY 2018.

School Name	FY18 Revenues	FY18 Operating Result
Perry Street Preparatory PCS	$8,482,260	$285,848
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**
Jack McCarthy	President/CEO	$225,848
Services Provided	**FY18 Payment**	**% of School Revenue**
Pre-k school operations	$1,434,134	
Total	**$1,434,134**	

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 $1.4M in 2018.

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

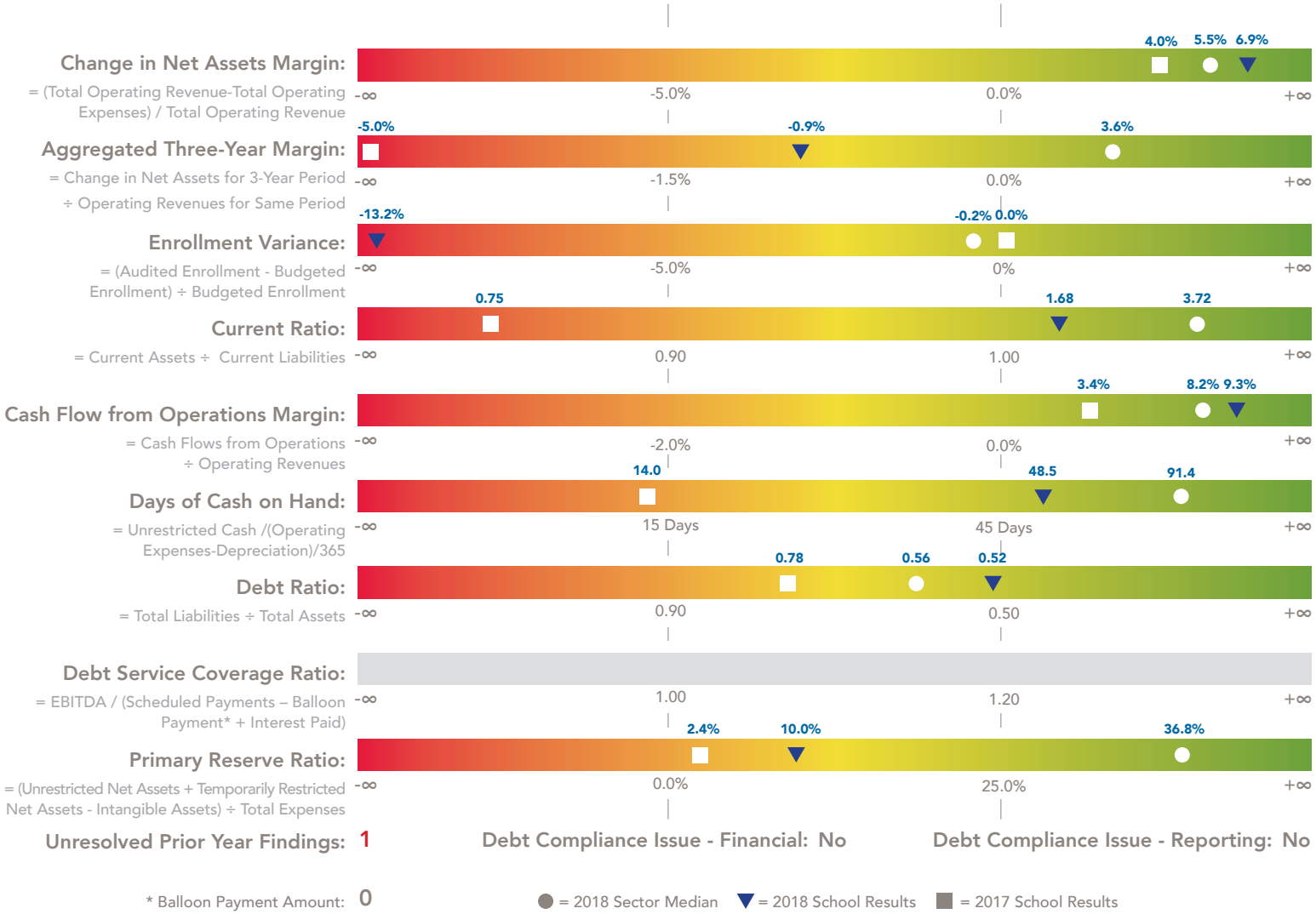
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2011 - 2012

Audited Enrollment: 269

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 1

Debt Compliance Issue - Financial: No

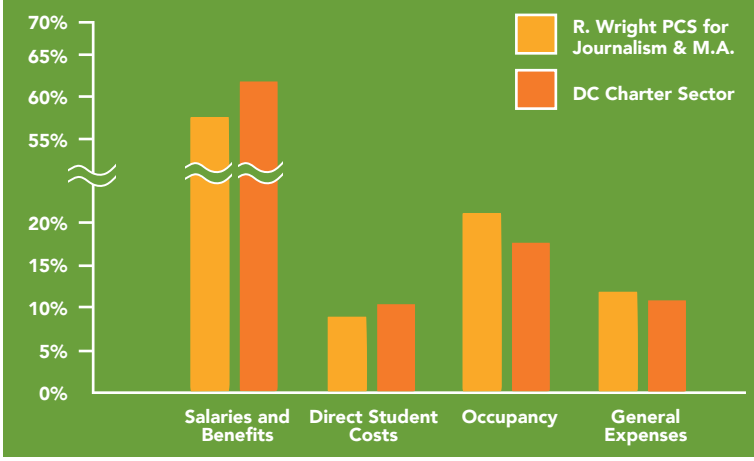
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



RICHARD WRIGHT PCS FOR JOURNALISM AND MEDIA ARTS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$1,191,376	$668,664
Current Assets	$1,029,019	$377,826
Total Liabilities	$617,309	$519,743
Current Liabilities	$612,842	$500,997
Net Asset Position	$574,067	$148,921

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$6,183,867	$6,419,656
Expenses	$5,758,721	$6,165,545
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$425,146	$254,111

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$20,635	$19,424	$19,243
Grants and Contributions Per Student	$250	$248	$492
Total Revenues per Student	$22,988	$21,399	$22,382
Expenses per Student	$21,408	$20,552	$21,375

PCSB OBSERVATIONS

The school is on a Financial Corrective Action Plan (FCAP) as a result of its trends in financial performance in FY 2017 and prior. As of FY 2018, the school's financial metrics were strong and compliant with the metrics outlined within its FCAP. The school's net assets were positive at $574K, its current ratio was 1.68, and the school has 49 days of cash on hand; all of these metrics exceeded the targets outlined in the school's FCAP.

In August 2013, the school entered into a lease agreement for the facility at 770 M Street, SE, expiring on July 31, 2018; the lease was extended in July 2018 for one year. Total rent expense for FY 2018 was $1.2M.

DC PUBLIC CHARTER SCHOOL BOARD

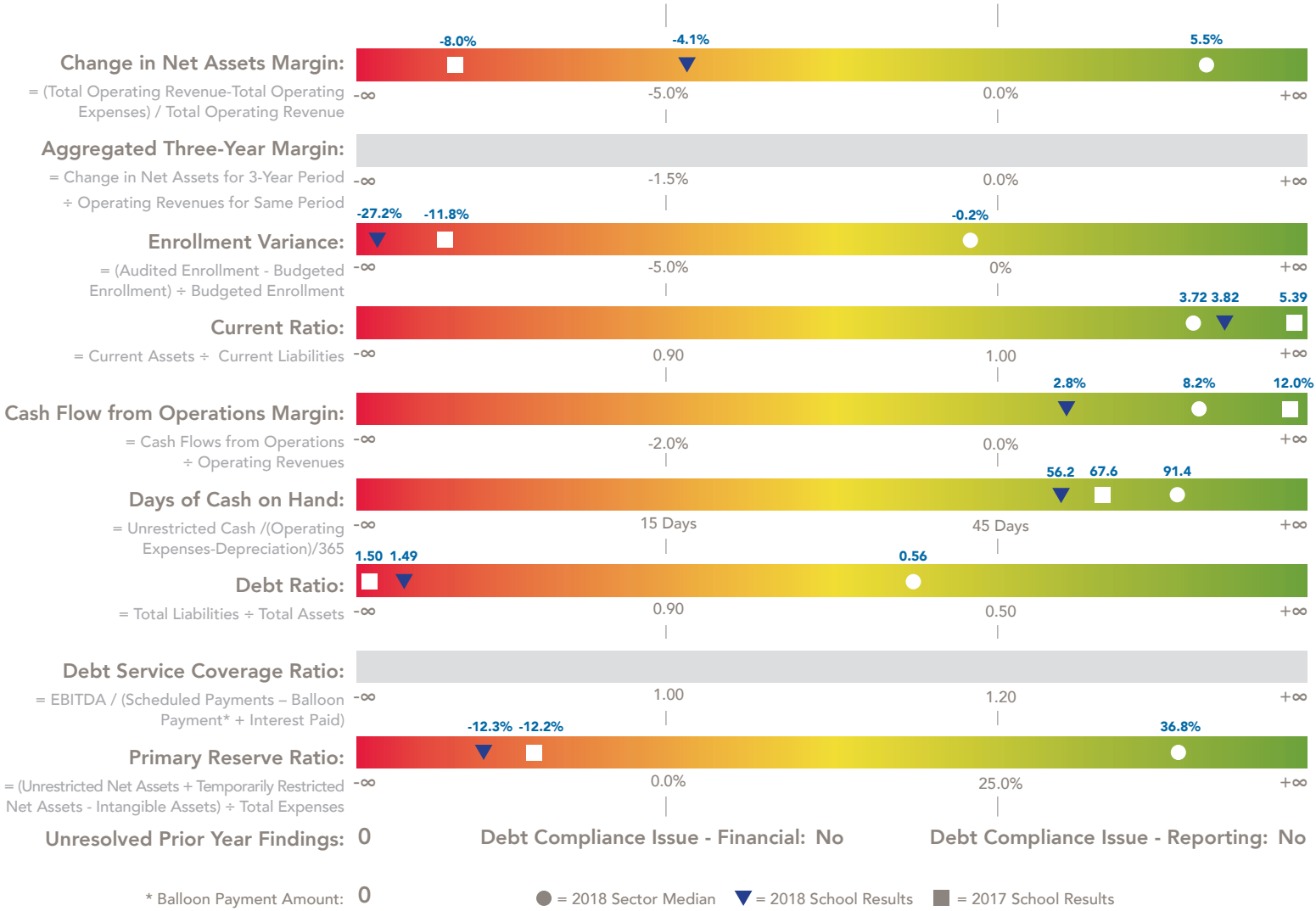
ROCKETSHIP DC PCS

FY2018 Financial Analysis Report

Opened: 2016-2017

Audited Enrollment: 633

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

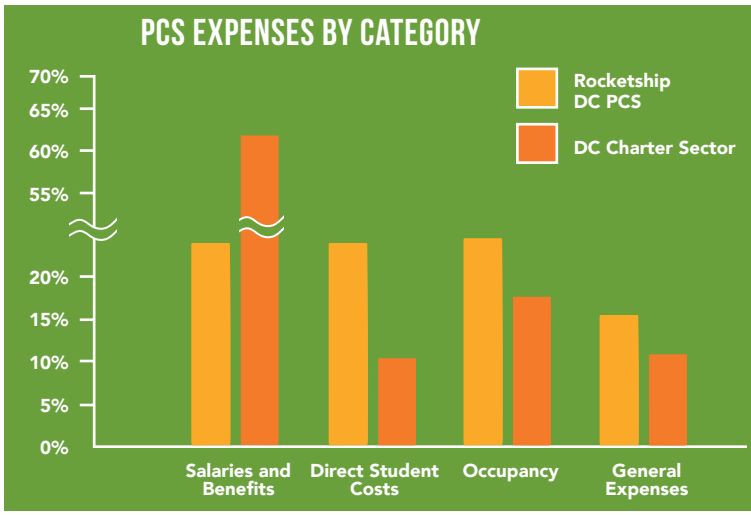
* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

Rocketship RISE and Legacy Prep continue to improve their financial performance as they grow towards full enrollment. The enrollment variance in 17-18 was caused by a delay in the opening of the permanent Legacy Prep Campus. Legacy Prep moved into its permanent home in January 2018 and has since increased its enrollment to meet original expectations.

PCS EXPENSES BY CATEGORY



ROCKETSHIP EDUCATION DC PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$4,016,080	$2,653,228
Current Assets	$4,014,580	$2,556,903
Total Liabilities	$5,980,896	$3,988,020
Current Liabilities	$1,052,028	$474,164
Net Asset Position	-$1,964,816	-$1,334,792

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$15,307,955	$10,097,668
Expenses	$15,937,979	$10,903,358
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$630,024	-$805,690

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$19,209	$18,019	$19,243
Grants and Contributions Per Student	$2,093	$3,872	$492
Total Revenues per Student	$24,183	$22,897	$22,382
Expenses per Student	$25,178	$24,724	$21,375

PCSB OBSERVATIONS

In its second year of operation, the school had a change in net assets of ($1.3M), or margin of (4.12%), and enrollment was below expectations with an enrollment variance of (27%).

The school's cash flow from operations margin was positive at 2.8%, indicating that its operations were generating cash despite the change in net assets margin. Further, the school's 56 days of cash on hand and current ratio of 3.82 indicated that the school had adequate cash flow and liquidity to meet operating expenses in the event of unexpected costs or delays in cash receipts.

The school's auditors also noted two control issues: a material weakness related to the treatment of leases under generally accepted accounting principles and a significant deficiency related to the school's financial reporting closing process. Both controls are discussed further in the school's audit report.

The school entered into lease agreements for a school facility with a related party, Launchpad Development One. The lease agreements expire on June 30, 2046. The school operated two campuses in FY 2018: Rocketship Rise and Rocketship Legacy Prep. Rent expense for these leases was $3.8M in FY 2018.

School Name	FY18 Revenues	FY18 Operating Result
Rocketship Education DC PCS	$5,307,955	$(630,024)
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**
Jack McCarthy	President/CEO	$225,848
Services Provided	**FY18 Payment**	**% of School Revenue**
Pre-k school operations	2,925,880	
Total	**2,925,880**	

DC PCSB Comments

On October 31, 2015, the school entered into an instruction 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. For the year ended June 30, 2018, management fees incurred for 2018 were $2.9M.

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

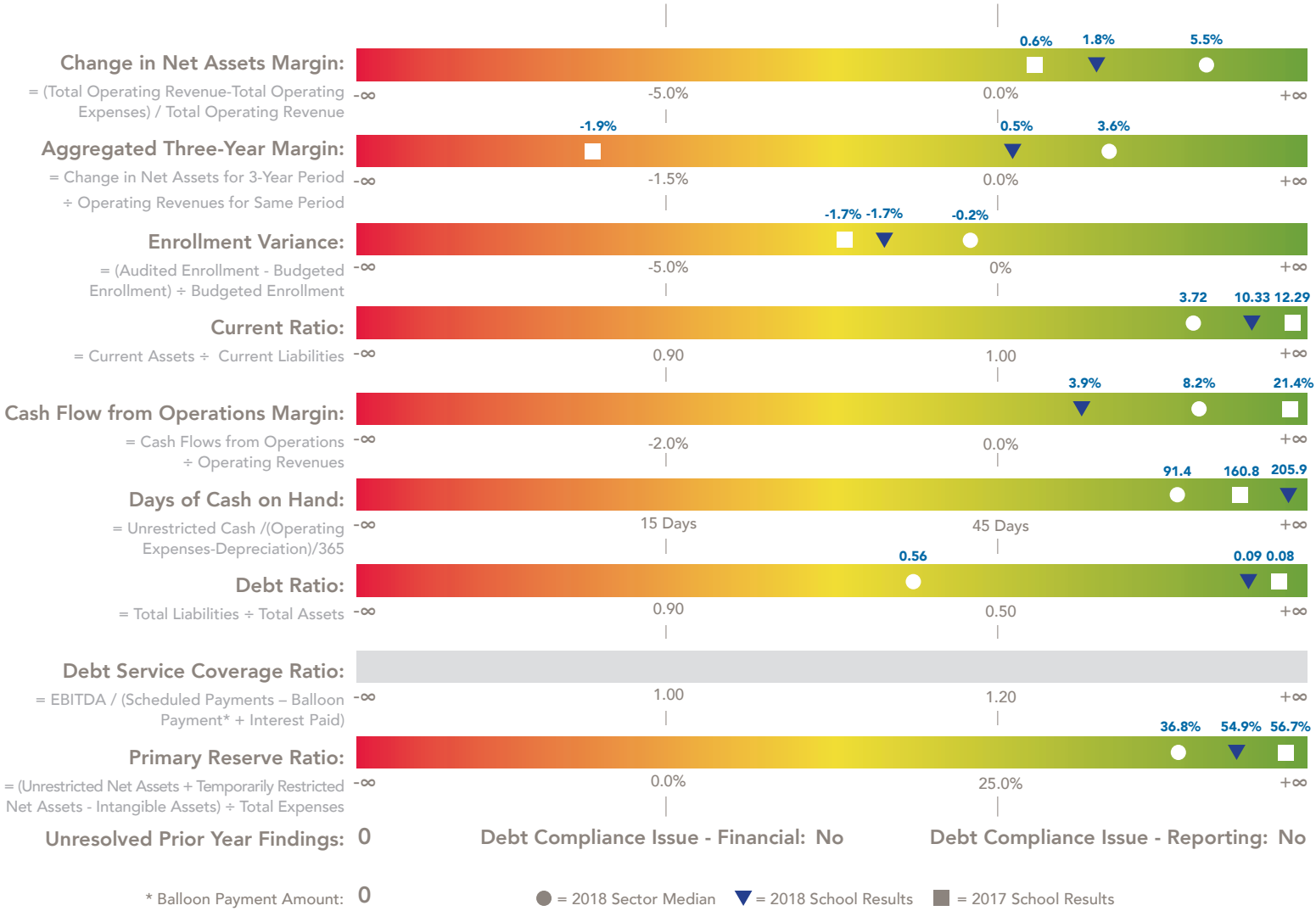
ROOTS PCS

FY2018 Financial Analysis Report

Opened: 1999 - 2000

Audited Enrollment: 118

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

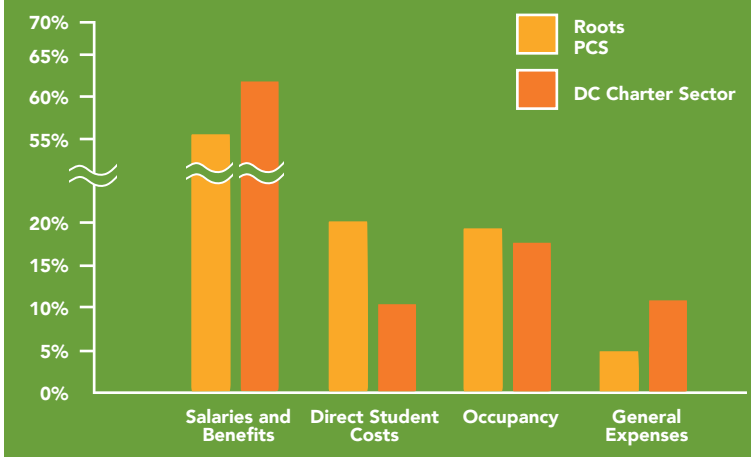
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



ROOTS PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$1,344,644	$1,276,926
Current Assets	$1,291,810	$1,197,142
Total Liabilities	$125,083	$97,406
Current Liabilities	$125,083	$97,406
Net Asset Position	$1,219,561	$1,179,520

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$2,260,949	$2,090,716
Expenses	$2,220,908	$2,078,612
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$40,041	$12,104

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$17,422	$16,262	$19,243
Grants and Contributions Per Student	$164	$157	$492
Total Revenues per Student	$19,161	$17,718	$22,382
Expenses per Student	$18,821	$17,615	$21,375

PCSB OBSERVATIONS

Most of the school's financial indicators were strong, with a positive trend in change in net assets margin, strong liquidity metrics, and low financial leverage in FY 2018. The current ratio, which measures the school's ability to meet short-term obligations with current financial resources, was 10.33. The school had 206 days of cash on hand, which approximates the number of days a school could operate with current balance of cash on hand. The cash flow from operations margin was positive at 3.92%, indicating that the school had a positive cost management structure, ensuring that operating activities were generating cash.

The school has no major outstanding long-term obligations, providing the school with a strong debt ratio of 0.09%. 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 a lease as a subtenant from Roots Activity Learning Center, which is also owned by the school's principal. Rent expense for FY 2018 was $348K.

DC PUBLIC CHARTER SCHOOL BOARD

SEED PCS

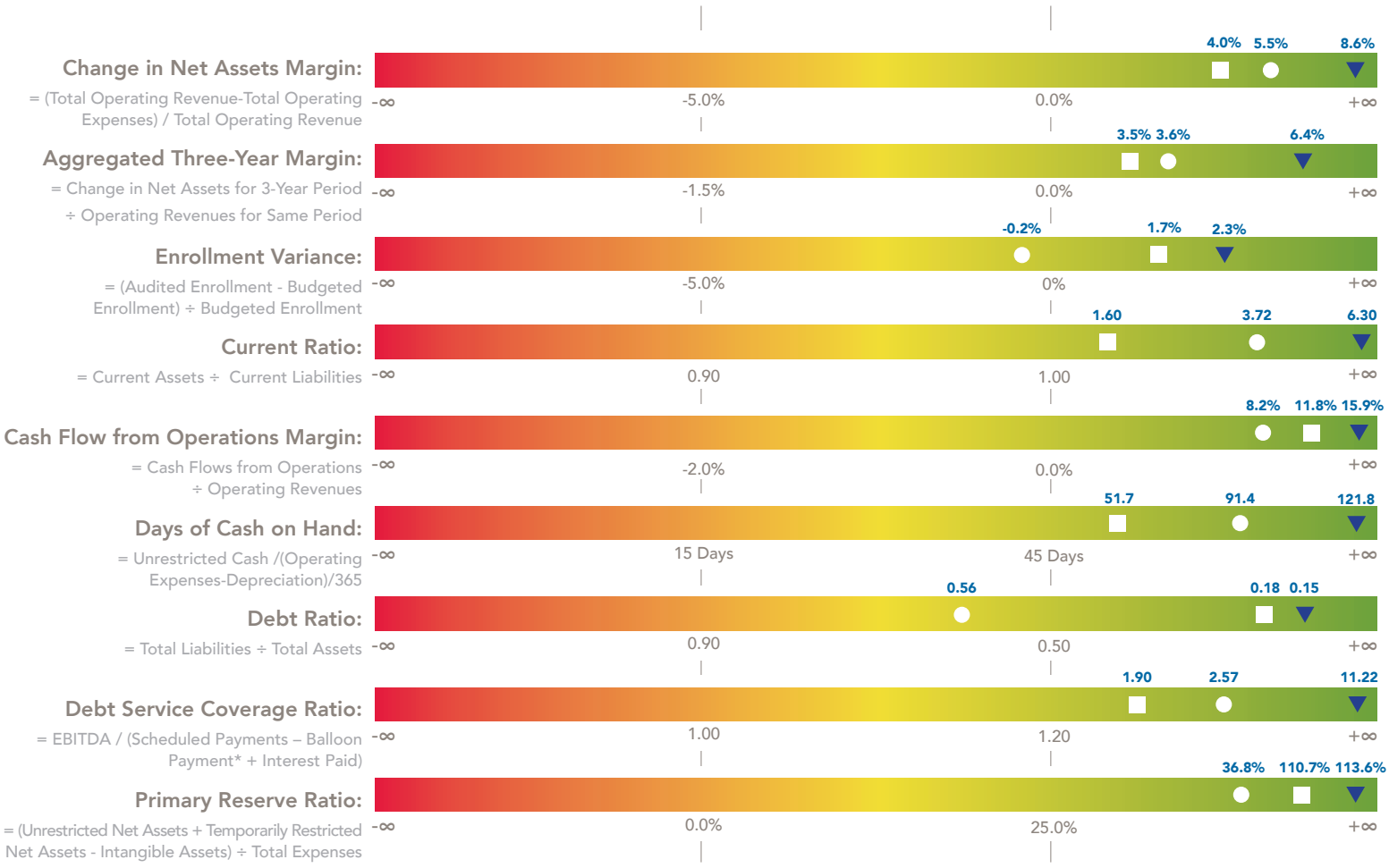
FY2018 Financial Analysis Report

Opened: 1998 - 1999

Audited Enrollment: 363

Operates with a Management Organization: The SEED Foundation

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

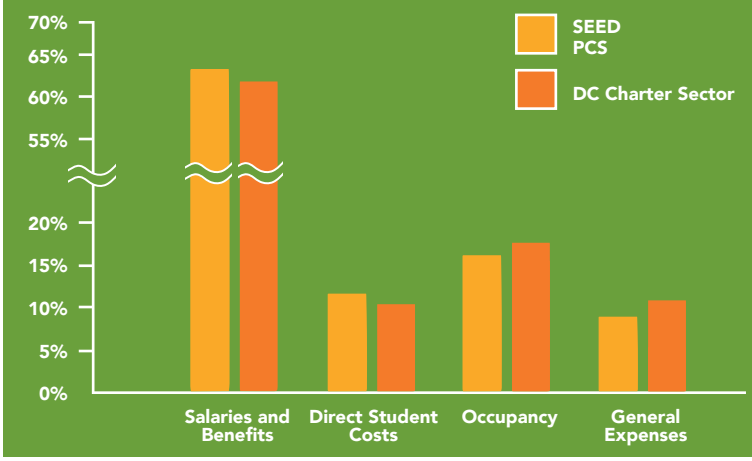
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: -3,248,004

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



SEED PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$22,447,534	$21,273,448
Current Assets	$5,730,978	$2,479,352
Total Liabilities	$3,434,073	$3,818,598
Current Liabilities	$909,073	$1,552,075
Net Asset Position	$19,013,461	$17,454,850

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$18,209,820	$16,329,801
Expenses	$16,651,209	$15,679,865
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$1,558,611	$649,936

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$46,752	$42,688	$19,243
Grants and Contributions Per Student	$318	$271	$492
Total Revenues per Student	$50,165	$45,235	$22,382
Expenses per Student	$45,871	$43,435	$21,375

PCSB OBSERVATIONS

All of the school's financial metrics improved in FY 2018, indicating healthy performance. The school's cash performance increased by more than 100%, largely because of cash flows from operations. During FY 2018, the school paid off the bonds payable with the proceeds of a note payable.

In February 2000, the school entered into a 15-year operating lease for land use with the District of Columbia. The school has the right to renew the lease for three additional 15-year terms. In FY 2015, the school exercised its first renewal option in order to fully enjoy the buildings constructed and other capital improvements made to the site for their economic useful lives. The rent expense in FY 2018 was $12K.

The FY 2017 audit identified two significant deficiencies regarding audit adjustments and 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 that proper authorization is received, documented, and retained in personnel files.

School Name	FY18 Revenues	FY18 Operating Result
SEED PCS	$18,209,820	$1,558,611
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**
Lesley Poole	CEO	$218,056
Services Provided	**FY18 Payment**	**% of School Revenue**
Management and other services	$463,312	
Total	**$463,312**	

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 $463,312 for management and other services in 2018.

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

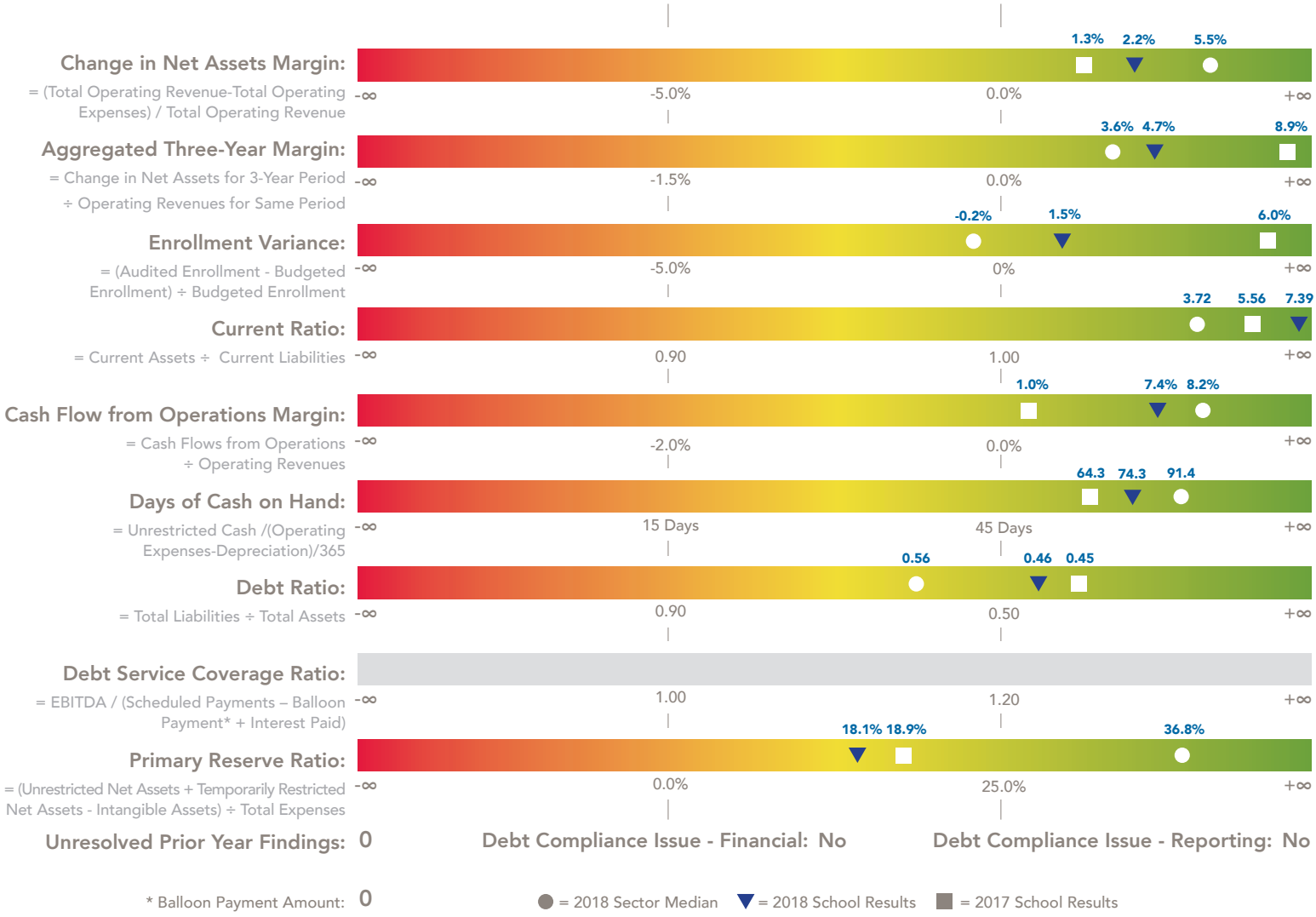
SELA PCS

FY2018 Financial Analysis Report

Opened: 2013 - 2014

Audited Enrollment: 202

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

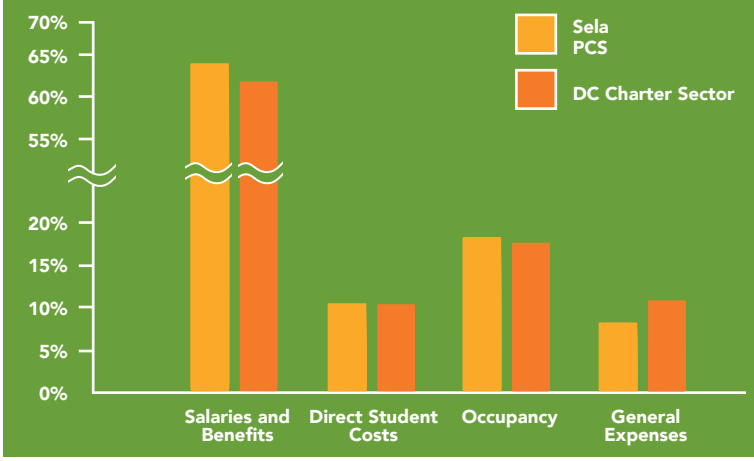
* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

With regard to the material weakness in internal control, invoices were not properly maintained for just a few purchases made with school-issued credit cards. This was a one-time occurrence, without intended negligence, and school leadership has taken appropriate steps to ensure proper maintenance of documentation related to purchases made with school-issued credit cards, including timely filing of all documentation for related expenses, spreadsheet tracking of all such expenses in tandem with our contracted finance specialist, and internal audits throughout the year to review tracking and documentation.

PCS EXPENSES BY CATEGORY



SELA PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$1,449,386	$1,248,051
Current Assets	$1,201,221	$993,166
Total Liabilities	$668,268	$562,521
Current Liabilities	$162,571	$178,710
Net Asset Position	$781,118	$685,530

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$4,406,616	$3,679,864
Expenses	$4,311,028	$3,631,312
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$95,588	$48,552

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$18,496	$16,878	$19,243
Grants and Contributions Per Student	$168	$1,187	$492
Total Revenues per Student	$21,815	$20,790	$22,382
Expenses per Student	$21,342	$20,516	$21,375

PCSB OBSERVATIONS

Overall, the school's financial indicators were strong. However, the auditor did note a material weakness in the school's control environment. A material weakness is a deficiency, or combination of deficiencies, such that there is a reasonable possibility that a material misstatement in the financial statements would not be prevented or detected in a timely fashion. The identified material weakness in internal controls related to the school's use of credit cards and retention of supporting documentation. The auditor noted their belief that the inadequate record keeping for credit card purchases was a one-time occurrence, and school leadership proposed a plan to remediate these findings in the FY 2018 audited financial statements.

The school's enrollment grew by 14% as a result of additional grades served. The school's change in net assets margin increased to 2.17% in FY 2018 from 1.32% in FY 2017. The school had strong liquidity with a current ratio of 7.39, 74 days of cash on hand, and positive cash flow from operations, so there was no immediate concern regarding the school's ability to meet its operational obligations.

In December 2012, the school entered into a lease agreement with Jemal's Chillum LLC for its location at 6015-17 Chillum Place, NE, which was originally set to expire in July 2018 but, in August 2016, was extended to July 2022. The lease includes roughly 31,300 square feet, and monthly base rent is set to increase each year. Rent expense for FY 2018 was $480K.

SHINING STARS MONTESSORI ACADEMY PCS

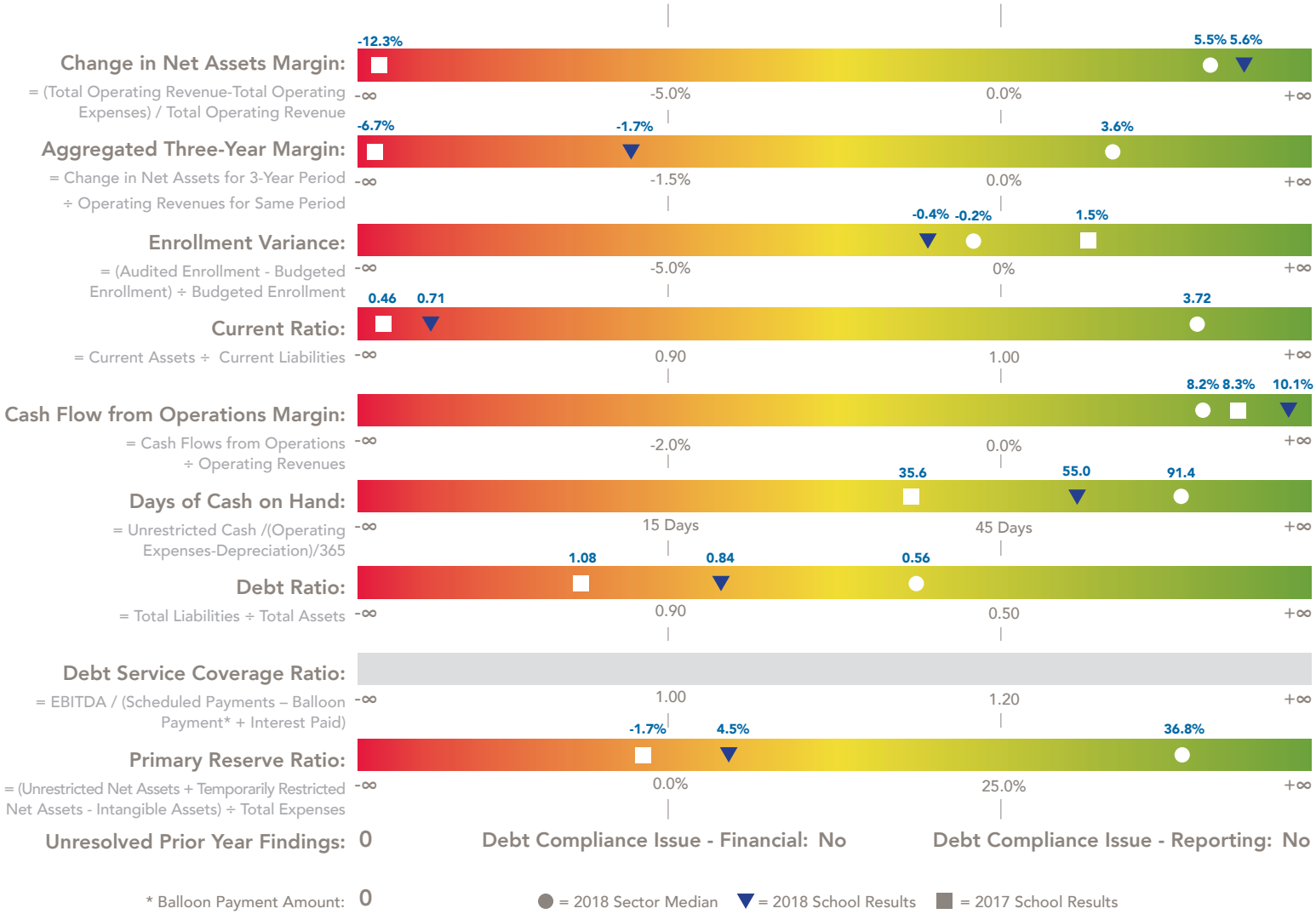
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2011 - 2012

Audited Enrollment: 272

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

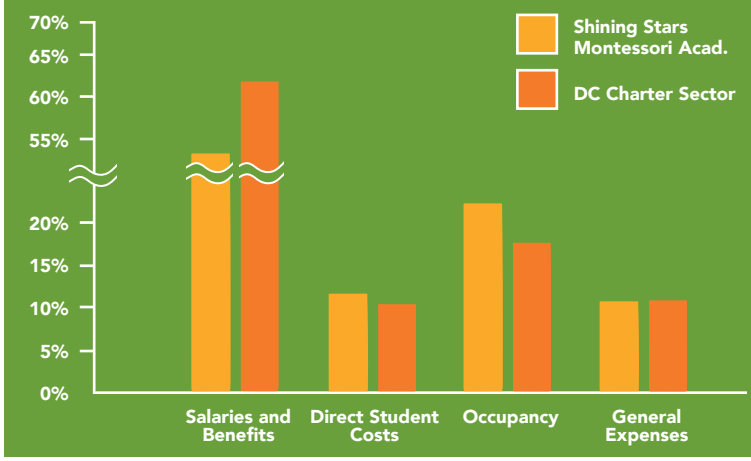
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



SHINING STARS MONTESSORI ACADEMY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$1,327,108	$847,573
Current Assets	$790,420	$423,242
Total Liabilities	$1,109,983	$918,912
Current Liabilities	$1,109,983	$918,912
Net Asset Position	$217,125	-$71,339

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$5,114,262	$3,638,357
Expenses	$4,825,799	$4,086,934
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$288,463	-$448,577

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$17,605	$16,756	$19,243
Grants and Contributions Per Student	$88	$312	$492
Total Revenues per Student	$18,802	$17,923	$22,382
Expenses per Student	$17,742	$20,133	$21,375

PCSB OBSERVATIONS

The school's financial position did not present an immediate concern as the school's change in net assets margin and cash flow from operations margin were both positive, indicating sufficient cash flow and cost management to meet short-term operating obligations. The aggregated three-year margin was (1.65%) as a result of a large operating deficit in FY 2017 when the school entered into a lease agreement with Howard University for a facility. Rent expense related to this lease in FY 2018 was $890K.

At the end of FY 2018, the school's outstanding liability due to Howard University was $603K, which was the primary driver for the current ratio of 0.71. The current ratio measures a school's liquidity by comparing current assets with current liabilities; a ratio below 1.0 approximates a shortfall in ability to cover upcoming expenses. While the school's current ratio was low in FY 2018, the school has worked with Howard University to pay the outstanding balance without jeopardizing the school's financial position. Further, the school's cash on hand and cash flow from operations indicated that sufficient cost management systems were in place to ensure a continued positive trend in performance.

SOMERSET PREPARATORY ACADEMY PCS

FY2018 Financial Analysis Report

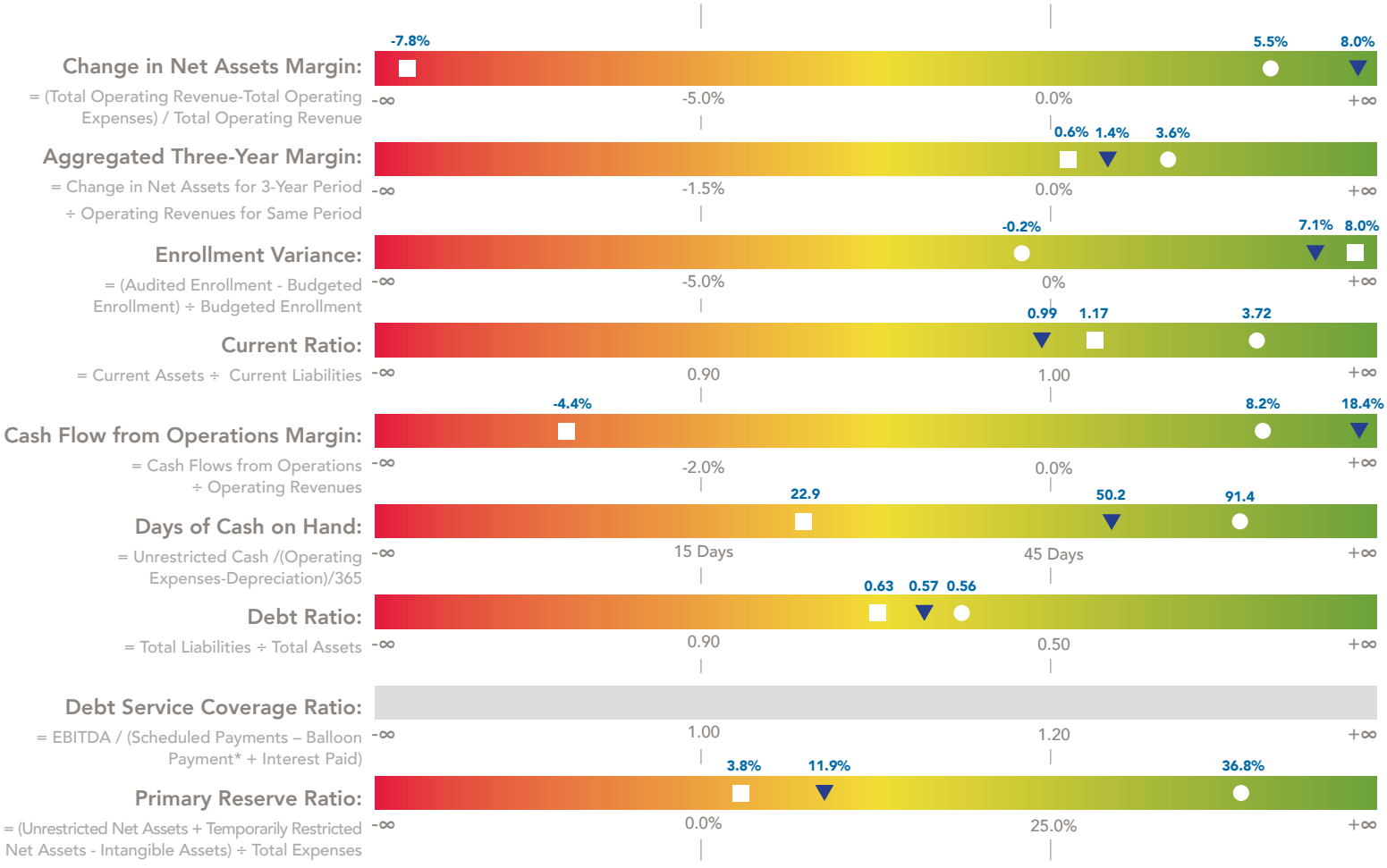
DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2013 - 2014

Audited Enrollment: 375

Operates with a Management Organization: Academica DC, LLC

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

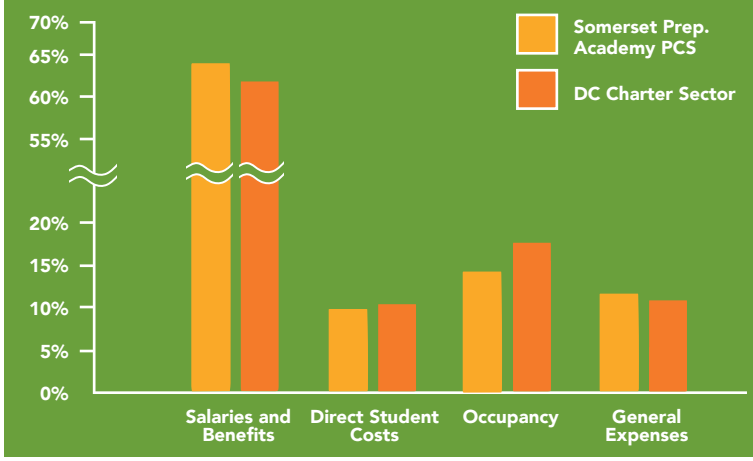
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



SOMERSET PREPARATORY ACADEMY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$2,334,911	$775,470
Current Assets	$1,329,406	$577,867
Total Liabilities	$1,336,107	$491,865
Current Liabilities	$1,336,107	$491,865
Net Asset Position	$998,804	$283,605

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$9,121,692	$6,951,256
Expenses	$8,388,458	$7,491,245
Non-operating Revenues (Expenses)	-$18,035	$0
Surplus (Deficit)	$715,199	-$539,989

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$20,140	$19,338	$19,243
Grants and Contributions Per Student	$851	$132	$492
Total Revenues per Student	$24,325	$21,454	$22,382
Expenses per Student	$22,369	$23,121	$21,375

PCSB OBSERVATIONS

The school's financial performance improved significantly in FY 2018. Enrollment increased 16% while revenues grew 31%, with strong increases not only in per-pupil funding, but also in federal and private grants and contributions. Overall, the school went from an operating deficit of ($540K) in FY 2017 to a surplus of $715K in FY 2018. The result of this strong performance was reflected in significant improvement from FY 2017 to FY 2018 in a number of other financial metrics: days of cash on hand increased from 22.9 to 50.2; cash flow from operations margin rose from (4.4%) to 18.4%; and the primary reserve ratio increased from 3.8% to 11.9%. While the primary reserve, a measure of reserves relative to expenses, increased significantly, was below DC PCSB's standard, it was not an area of concern. The school had no debt.

In November 2016, the school entered into a new lease agreement with the Charter School Incubator Initiative (CSII), effective July 1, 2016, for use of the facility at 3301 Wheeler Road, SE. The lease matures in June 2021 and may be extended for up to three additional terms of five years each. The agreement is subordinate to the terms of the prime lease between the District of Columbia and CSII. Rent is based on enrollment each year multiplied by the per-pupil facility allowance.

ST. COLETTA SPECIAL EDUCATION PCS

FY2018 Financial Analysis Report

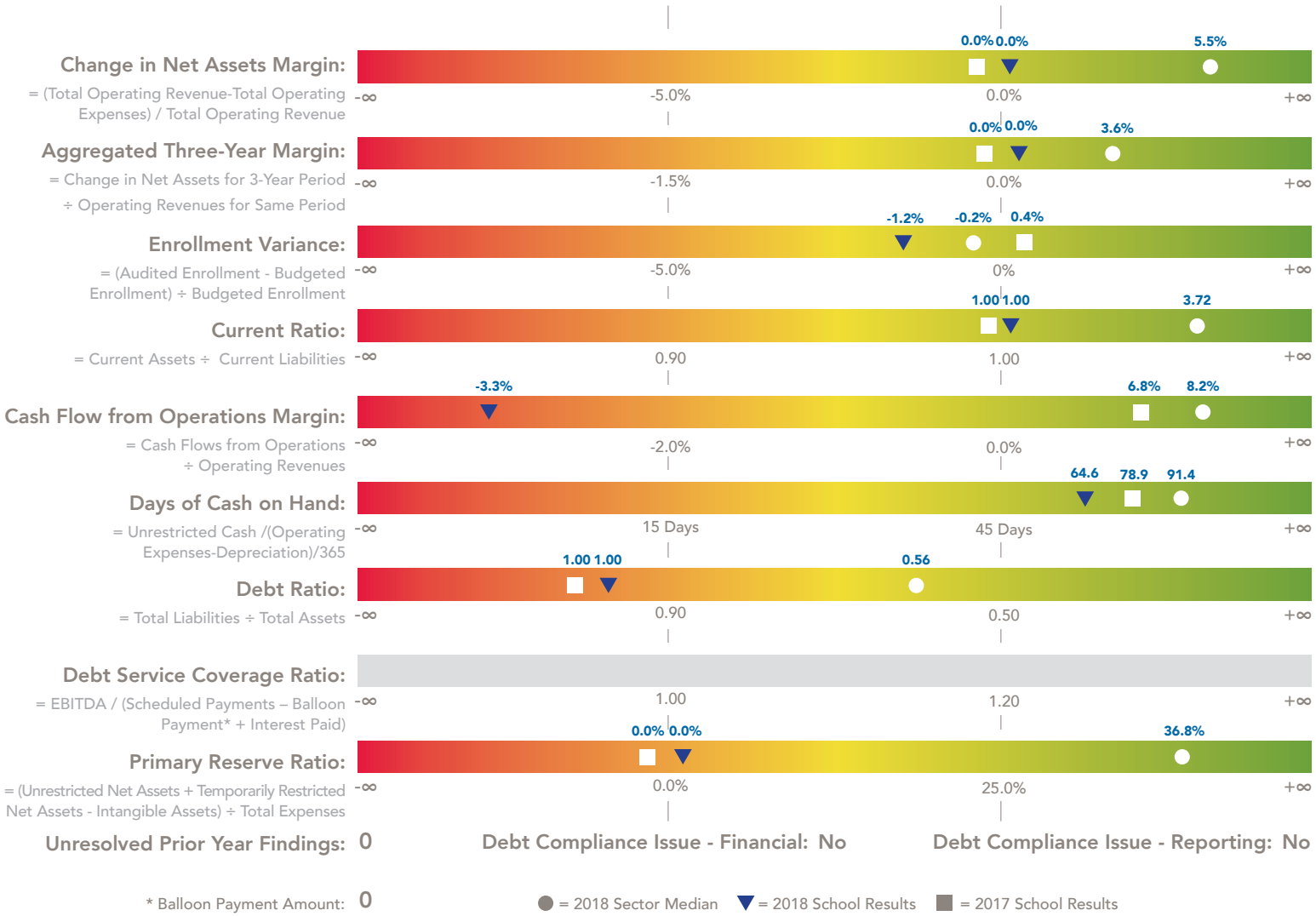
DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2006 - 2007

Audited Enrollment: 247

Operates with a Management Organization: Saint Coletta of Greater Washington, Inc.

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

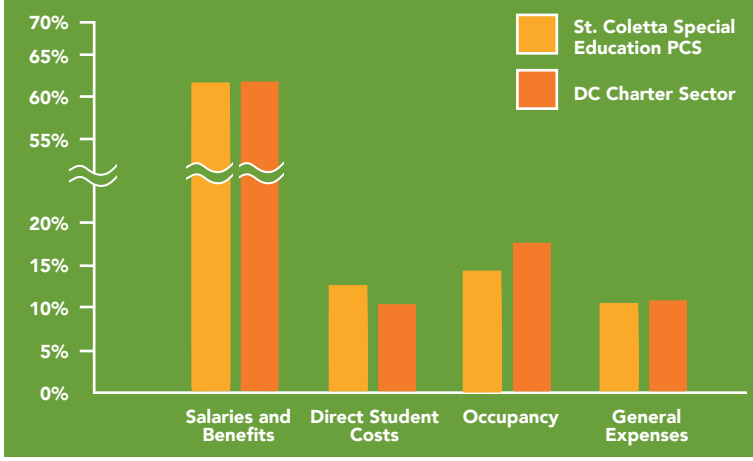
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



ST. COLETTA SPECIAL EDUCATION PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$3,433,013	$4,593,834
Current Assets	$3,433,013	$4,593,834
Total Liabilities	$3,433,013	$4,593,834
Current Liabilities	$3,433,013	$4,593,834
Net Asset Position	$0	$0

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$18,100,697	$17,778,898
Expenses	$18,100,697	$17,778,898
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$0	$0

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$59,787	$55,244	$19,243
Grants and Contributions Per Student	$0	$0	$492
Total Revenues per Student	$73,282	$70,832	$22,382
Expenses per Student	$73,282	$70,832	$21,375

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 took effect 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 FY 2018 and FY 2017, 100% of the school's expenses were paid to SCGW as management fees amounting to $18.1M and $17.8M, 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 before the next anniversary date. The school expects the agreement to continue for the upcoming term.

The school had a negative cash flow from operations as its payable to SCGW declined, but ended 2018 with $3.0M, or 64.6 days of cash.

School Name	FY18 Revenues	FY18 Operating Result
St. Coletta Special Education PCS	$18,100,697	$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	CEO	$253,292
Services Provided	**FY18 Payment**	**% of School Revenue**
SCGW provides all staffing and equipment and supplies necessary to operate the charter school	$18,100,697	
Total	**$18,100,697**	

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 $18.1M in FY 2018. In return, SCGW incurs all of the school's operational 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

CEO Performs duties for additional organization activities beyond and not part of charter school scope of operations

THE CHILDREN'S GUILD DC PCS

FY2018 Financial Analysis Report

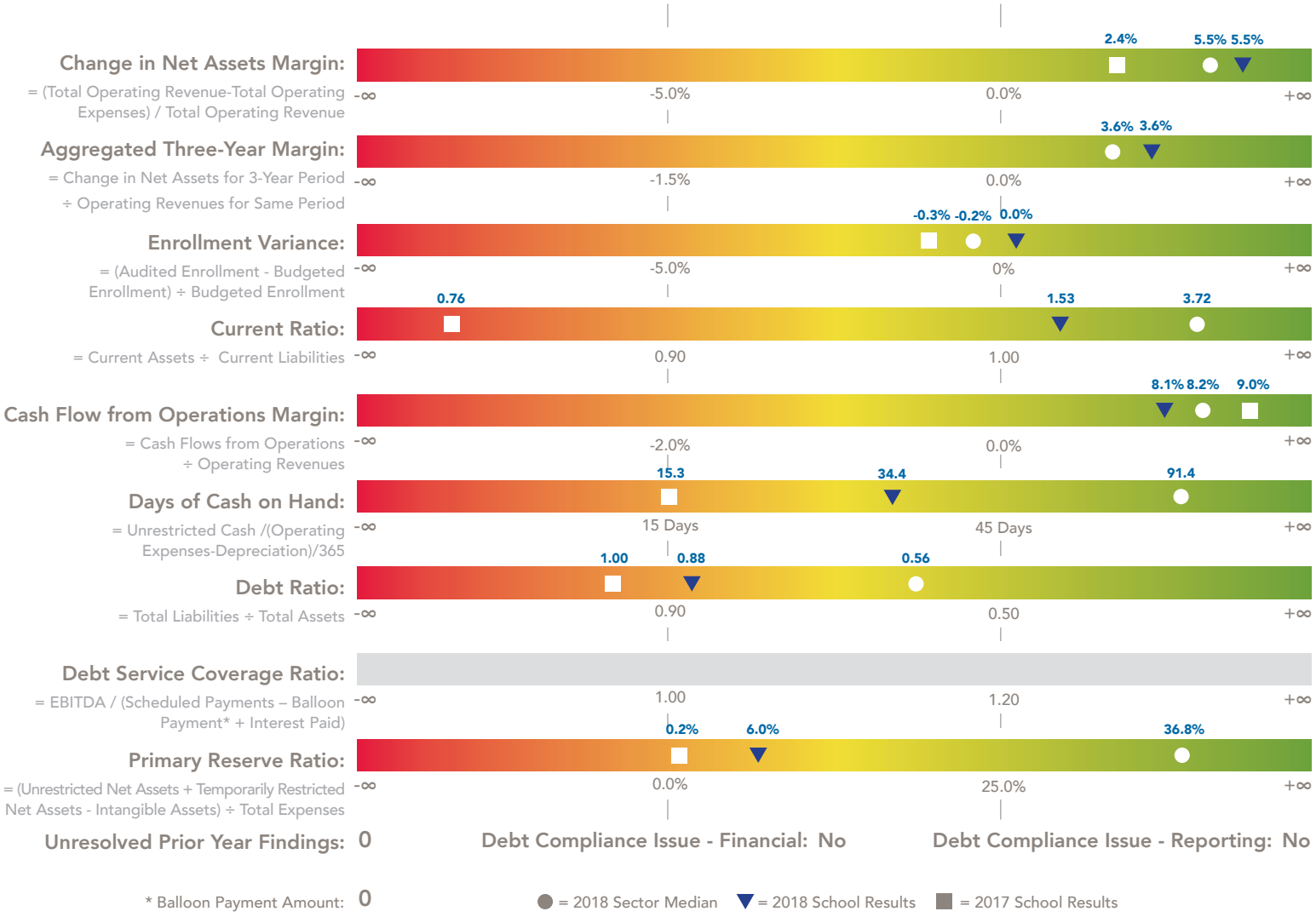
DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2015 - 2016

Audited Enrollment: 375

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

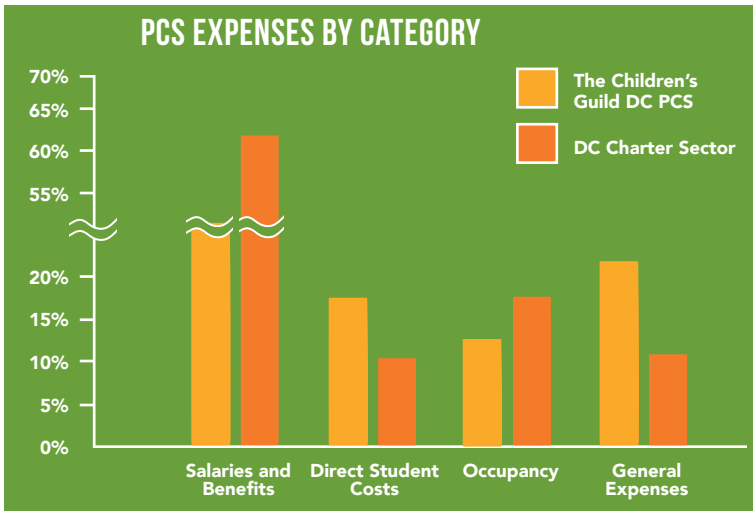
* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

In accordance with the FASB Accounting Standard Codification, 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 exists on the balance sheet only as a requirement of the FASB Accounting Standards, and there is no cash impact related to this balance. If this accounting treatment were excluded from the debt ratio, the debt ratio would be 0.48, which is below the 0.9 benchmark of cause for concern and the target of 0.5.

PCS EXPENSES BY CATEGORY



THE CHILDREN'S GUILD DC PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$5,996,389	$5,883,905
Current Assets	$1,751,231	$1,222,757
Total Liabilities	$5,255,236	$5,858,060
Current Liabilities	$1,143,733	$1,603,351
Net Asset Position	$741,153	$25,845

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$13,018,493	$10,671,704
Expenses	$12,303,185	$10,410,948
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$715,308	$260,756

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$31,628	$27,366	$19,243
Grants and Contributions Per Student	$238	$2,036	$492
Total Revenues per Student	$34,716	$31,204	$22,382
Expenses per Student	$32,808	$30,441	$21,375

PCSB OBSERVATIONS

The school's change in net assets increased to $715K in FY 2018 from $261K in FY 2017, for a net asset margin of 5.5%. The school's three-year margin of 3.6% indicated that expenses were consistently well-managed, relative to revenues. The school's liquidity was adequate: The days of cash on hand, when adjusted for the school's line of credit, was 15.5. Cash flow from operations margin, however, was a strong 8.1%, and the line of credit was reduced $260K from the prior year. In FY 2018, the school's debt ratio declined to 0.87 from 1.0 and the primary reserve ratio increased to 6.0% from 0.2%. While the changes were positive, they were below DC PCSB's standard. The school had no outstanding long-term debt but did have a deferred rent obligation of $4.1M, or approximately 78% of the total liabilities.

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	FY18 Revenues	FY18 Operating Result
The Children's Guild DC PCS	$13,018,493	$715,308
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	Chief Executive Officer and President	$384,226
Services Provided	**FY18 Payment**	**% of School Revenue**
Non-Profit	1,562,241	
Total	**1,562,241**	

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 2018, the total amount paid to the Guild was $2.2M, which included $1,562,241 of management fees related to FY 2018 and $696,235 of unpaid fees from FY 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

THE NEXT STEP/EL PROXIMO PASO PCS

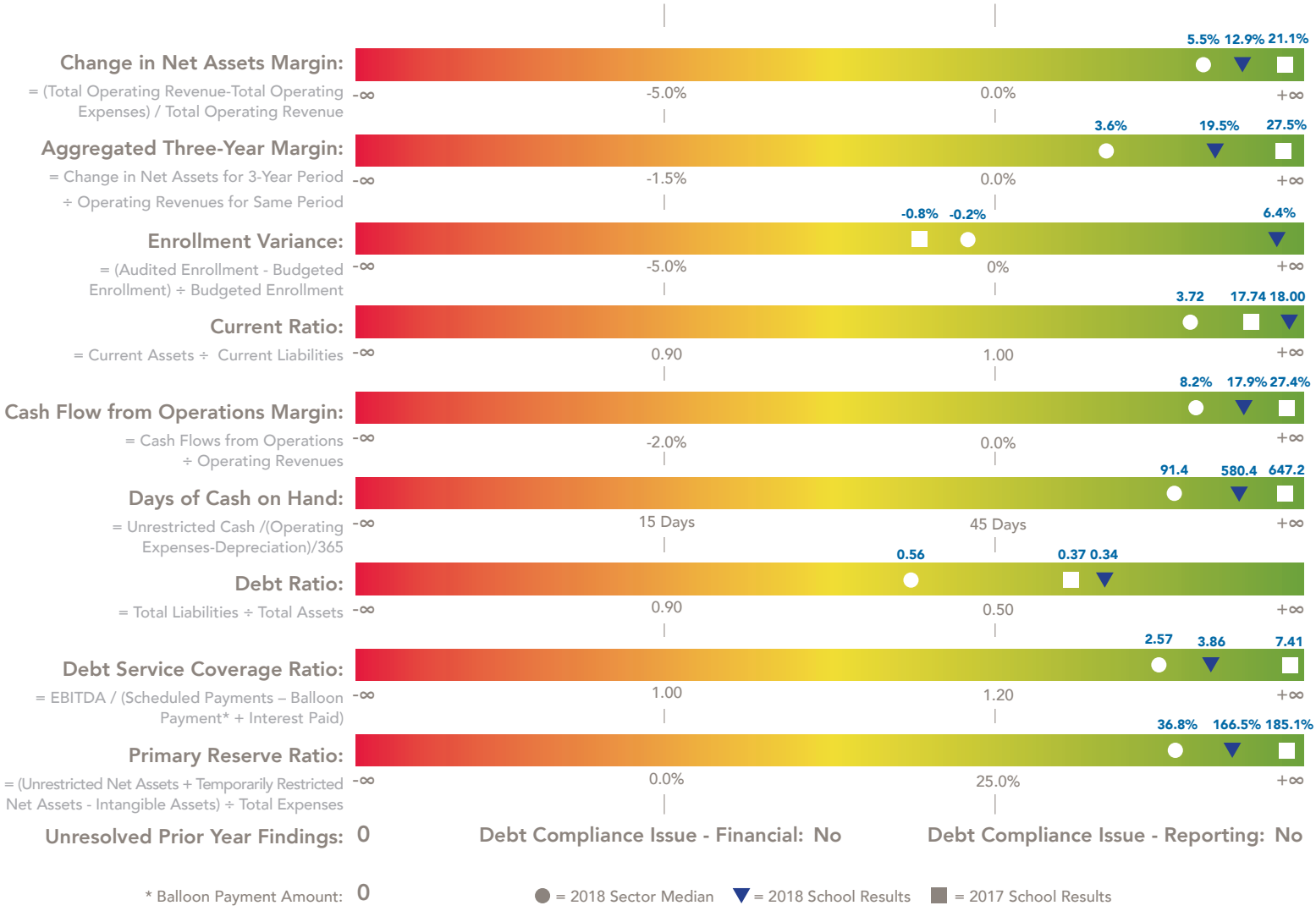
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 1998 - 1999

Audited Enrollment: 418

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

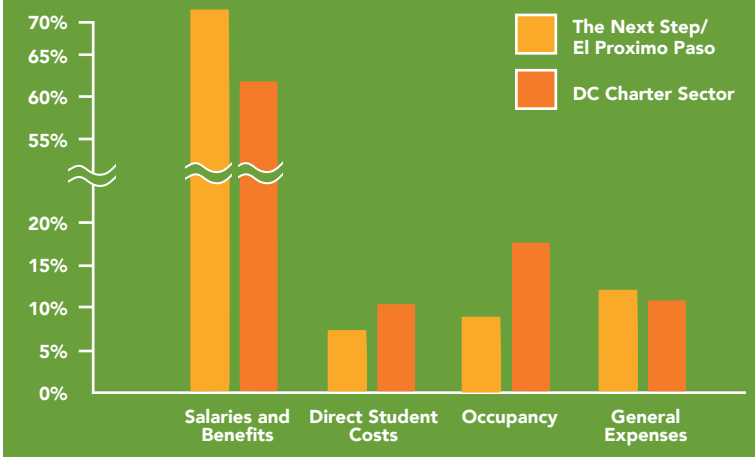
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



THE NEXT STEP/EL PROXIMO PASO PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$22,035,271	$20,821,551
Current Assets	$13,510,517	$12,034,006
Total Liabilities	$7,477,043	$7,731,133
Current Liabilities	$750,410	$678,389
Net Asset Position	$14,558,228	$13,090,418

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$10,038,645	$8,964,061
Expenses	$8,745,393	$7,073,630
Non-operating Revenues (Expenses)	$174,558	$273,248
Surplus (Deficit)	$1,467,810	$2,163,679

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$21,478	$20,105	$19,243
Grants and Contributions Per Student	$591	$745	$492
Total Revenues per Student	$24,016	$22,809	$22,382
Expenses per Student	$20,922	$17,999	$21,375

PCSB OBSERVATIONS

The school's financial condition was strong, with healthy financial indications. The school had a change in net assets margin of 12.9%; an aggregated three-year margin of 19.5%; a primary reserve ratio of 166.5%; and $14.5M in total net assets. These metrics all indicated that the school had efficient operations, cost management, and sustainable long-term operations.

While the school had long-term debt of $6.9M, its debt service coverage ratio, a measure of the school's ability to service its outstanding principal and interest, was strong at 3.9. A debt service coverage ratio above 1.0 - 1.2 is healthy, indicating that a school's operations are generating sufficient income to meet its upcoming debt obligations.

Lastly, the school's liquidity was strong, with a current ratio of 18.0 and 580 days of cash on hand. Liquidity measures a school's ability to convert assets to cash to meet its upcoming obligations and measures short-term sustainability.

The school entered into a two-year lease agreement with CentroNia commencing on August 1, 2015, for the rental of the third floor of a building at 1420 Columbia Road, NW. The school did not renew this lease, which ended on August 31, 2017. Rental expense for the year ended June 30, 2018, was $29.5K. The school also has a loan with SunTrust Bank totaling $7.8M for the purchase and renovation of the building and land at 3047 15th Street, NW. Maturity on this mortgage is scheduled for October 1, 2021, at which point there is a balloon payment of any outstanding principal and unpaid interest, currently scheduled to be in the amount of $5.2M.

DC PUBLIC CHARTER SCHOOL BOARD

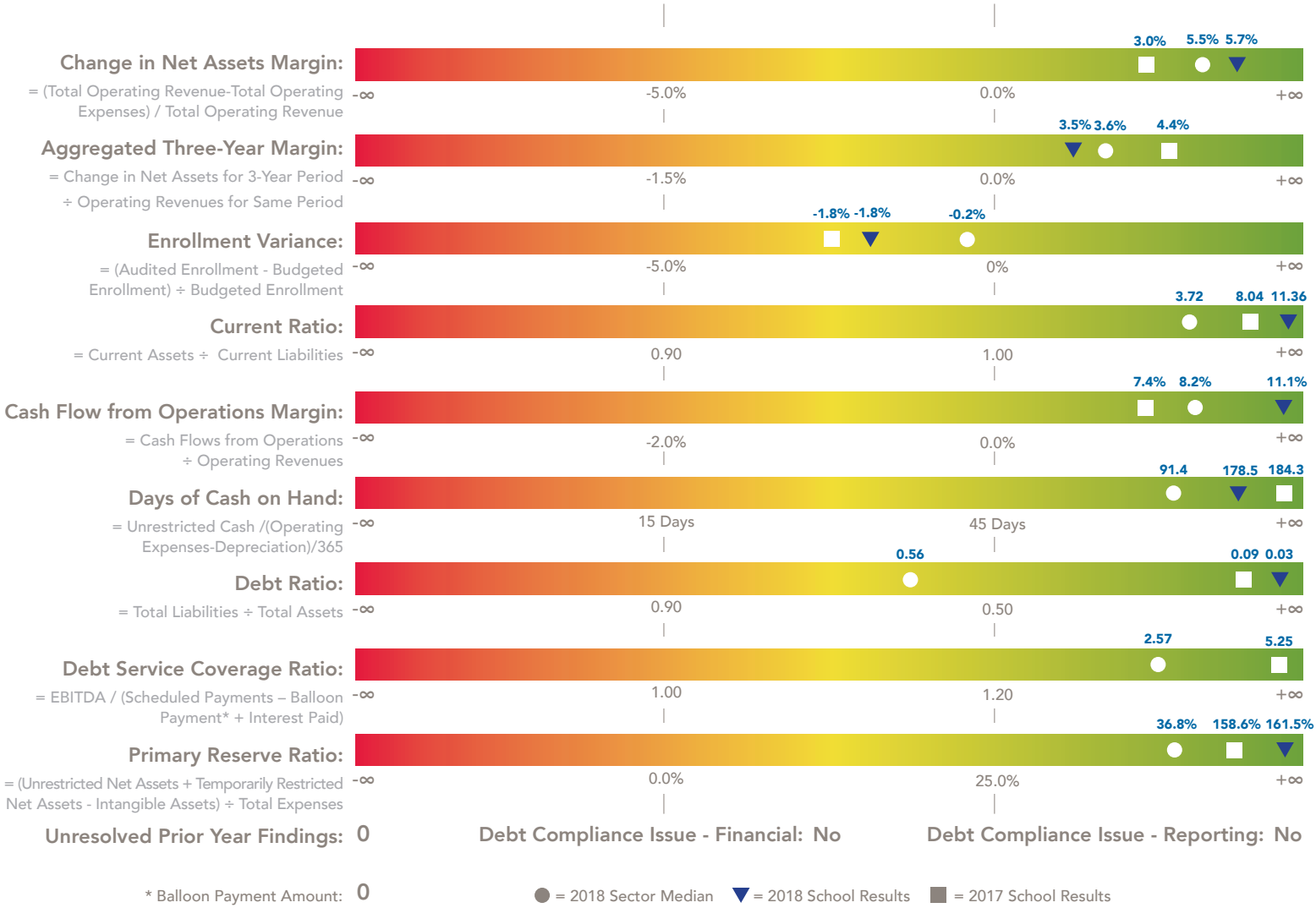
THURGOOD MARSHALL ACADEMY PCS

FY2018 Financial Analysis Report

Opened: 2001 - 2002

Audited Enrollment: 383

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

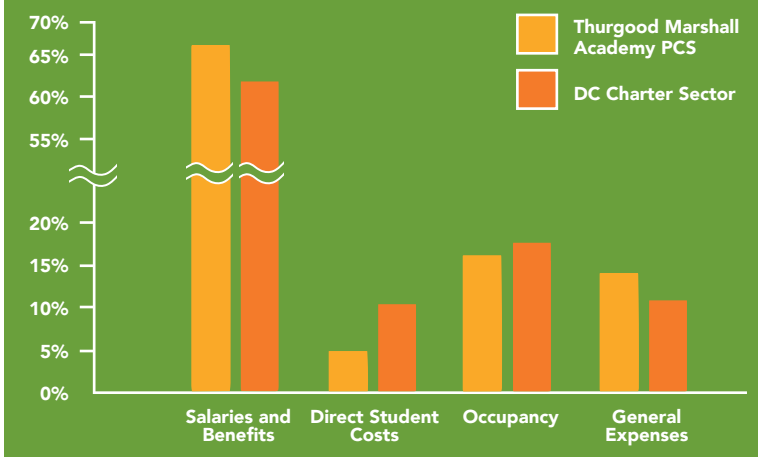
* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

Debt Service Coverage Ratio does not display a 2018 School Result because this metric does not apply to Thurgood Marshall Academy in FY2018. The school paid the entire balance due on its only loan.

PCS EXPENSES BY CATEGORY



THURGOOD MARSHALL ACADEMY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$15,490,321	$16,009,305
Current Assets	$4,798,855	$4,888,555
Total Liabilities	$422,615	$1,426,372
Current Liabilities	$422,615	$608,268
Net Asset Position	$15,067,706	$14,582,933

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$9,894,047	$9,478,688
Expenses	$9,331,548	$9,194,031
Non-operating Revenues (Expenses)	-$77,726	$0
Surplus (Deficit)	$484,773	$284,657

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$20,171	$18,407	$19,243
Grants and Contributions Per Student	$2,708	$3,104	$492
Total Revenues per Student	$25,833	$24,430	$22,382
Expenses per Student	$24,364	$23,696	$21,375

PCSB OBSERVATIONS

The school significantly exceeded DC PCSB's standards in nearly every measure. Liquidity, a measure of the school's ability to meet short-term obligations, was strong: The current ratio was 11.4, the cash flow from operations margin was 11.1%, and the school had $4.3M in cash, equal to 178.5 days of operating expenses. In addition, the school had over $15M in net assets, resulting in a primary reserve ratio of 161%.

In 2014, the school entered into a term loan totaling $1.4M which matured in 2024. In FY 2018, the school paid the outstanding balance of this loan in full.

In December 2004, the school purchased the former Nichols Avenue School from the District of Columbia, located at the corner of Howard Road and Martin Luther King Jr. Ave in Southeast DC. The school's development of the property as its facility proceeded in two phases: Phase 1 to renovate and expand the building as its instructional facility, and Phase 2 a collaboration with the District of Columbia and DCPS Savoy Elementary to construct a shared athletic center.

DC PUBLIC CHARTER SCHOOL BOARD

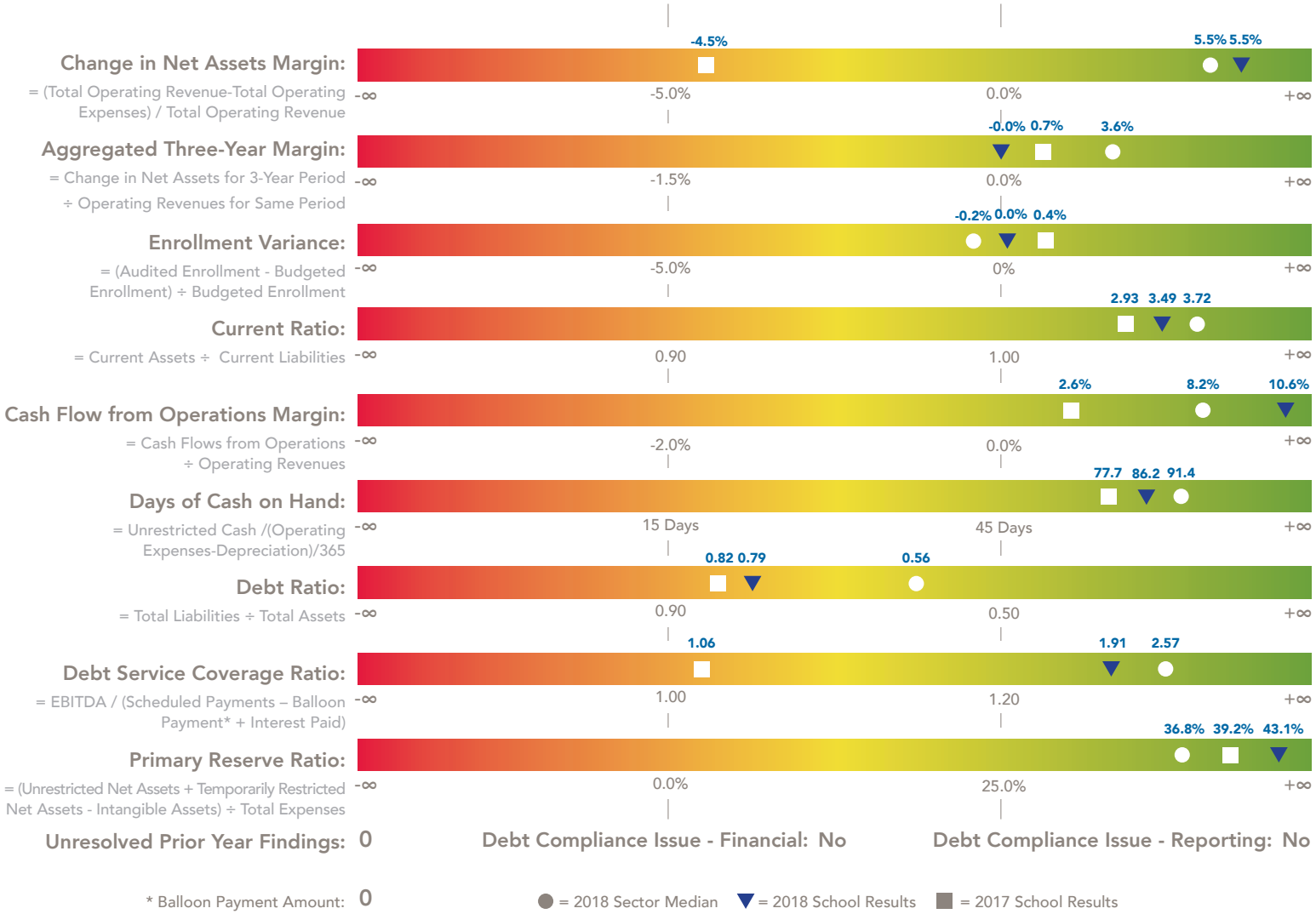
TWO RIVERS PCS

FY2018 Financial Analysis Report

Opened: 2004 - 2005

Audited Enrollment: 812

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

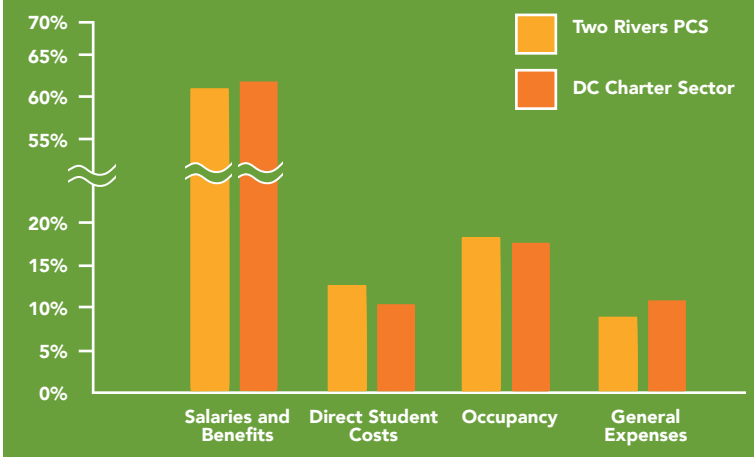
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



TWO RIVERS PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$33,862,806	$33,340,942
Current Assets	$4,731,270	$3,906,096
Total Liabilities	$26,886,664	$27,316,030
Current Liabilities	$1,353,849	$1,333,672
Net Asset Position	$6,976,142	$6,024,912

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$17,129,065	$14,694,516
Expenses	$16,182,890	$15,351,131
Non-operating Revenues (Expenses)	$5,055	$306,266
Surplus (Deficit)	$951,230	-$350,349

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$18,558	$17,299	$19,243
Grants and Contributions Per Student	$1,298	$735	$492
Total Revenues per Student	$21,095	$19,515	$22,382
Expenses per Student	$19,930	$20,387	$21,375

PCSB OBSERVATIONS

The school had very strong financial performance in 2018. While enrollment grew 8%, revenues increased nearly 17%, primarily driven by state and private grants. At the same time, expenses grew just 5%, reflecting strong cost management. The school generated an operating surplus of $946K, compared with an operating loss of ($657K) in FY 2017. Both cash flow from operations margin and liquidity improved in FY 2018. The school had a current ratio of 3.5 and 86 days of cash on hand, indicating that it had ample liquidity to absorb unexpected expenses or delays in cash receipts. While the school had $25.4M in debt financing buildings and equipment, its debt service coverage ratio was 1.9, meaning that the school generated sufficient income to service its debt. Finally, the school had net assets of nearly $7M and a primary reserve ratio of 43%.

In June 2013, the District of Columbia issued $14.5M of variable rate revenue bonds and lent the proceeds to the school. The bonds mature in June 2038. In conjunction with the financing, the bonds were sold to a bank for a five-year period ended June 2018. The bonds were purchased and sold back to the bank for another five-year period. The current balance of the bonds is $12.3M. The school is the sole member of the Young QUALICB (a Qualified Low-Income Community Business), which provides $8.8M in financing for the school. In addition, the school has entered into loan agreements for $4.5M from SunTrust Bank and $1.2M from the Office of Public Charter School Financing and Support.

DC PUBLIC CHARTER SCHOOL BOARD

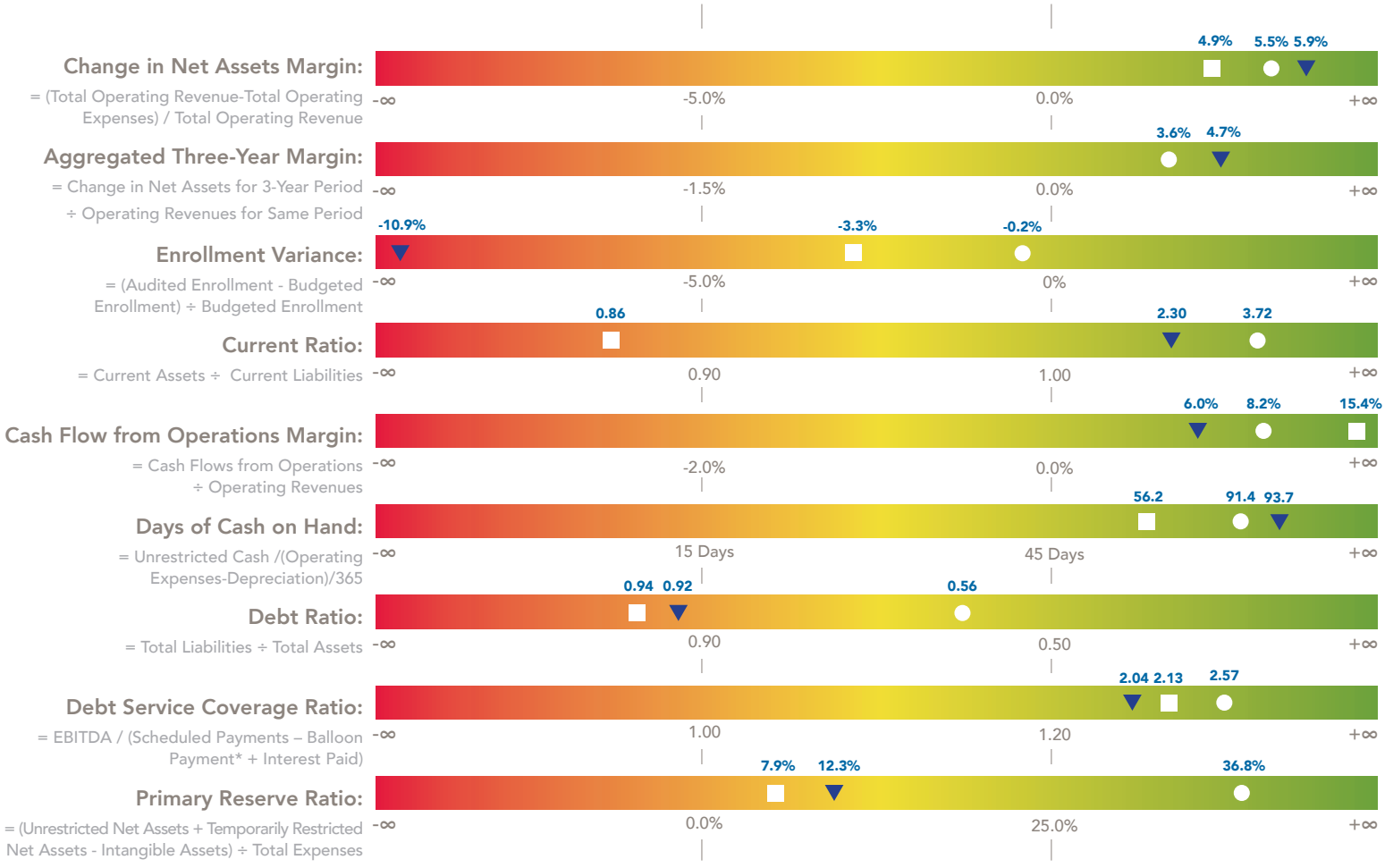
WASHINGTON GLOBAL PCS

FY2018 Financial Analysis Report

Opened: 2015 - 2016

Audited Enrollment: 196

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

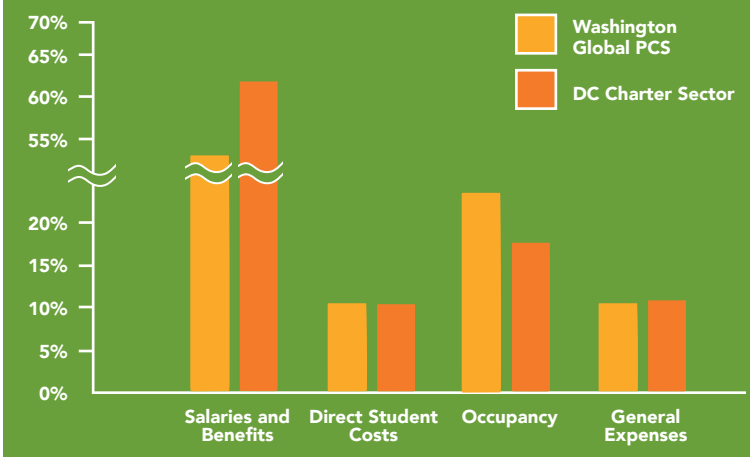
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



WASHINGTON GLOBAL PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$6,953,952	$4,259,287
Current Assets	$1,665,364	$744,654
Total Liabilities	$6,413,958	$3,995,704
Current Liabilities	$723,592	$863,204
Net Asset Position	$539,994	$263,583

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$4,669,150	$3,517,601
Expenses	$4,392,739	$3,344,057
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$276,411	$173,544

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$20,620	$18,246	$19,243
Grants and Contributions Per Student	$570	$82	$492
Total Revenues per Student	$23,822	$20,216	$22,382
Expenses per Student	$22,412	$19,219	$21,375

PCSB OBSERVATIONS

In its three years of operation, the school has consistently produced operating surpluses. In FY 2018, it generated a surplus of $263K, representing a change in net assets margin of 5.9%. Cash balances increased to nearly $1.4M in FY 2018 from $493K in FY 2017, driving an increase in the school's current ratio to 2.3 from 0.9, well above DC PCSB's standard. Strong liquidity was also evidenced by the school's cash flow from operations margin of 6.0%, meaning that the school was generating significant cash flow relative to its revenues. While the school's long-term debt increased to $5.7M in FY 2018 from $3.1M in FY 2017, the debt service coverage ratio of 2.0 indicated that the school had the capacity to service its debt. The school's debt ratio of 0.92 and its primary reserve ratio of 12.3 were relatively low. This was not a concern, however, for a relatively new school that is expected to continue to build reserves.

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 enrollment. Rent expense for FY 2018 totaled $342K. The school had sublet a portion of this property to two separate parties. These subleases were terminated in FY 2018.

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. In October 2017, the school secured an additional $2.9M in loans from United Bank to finance the third phase of renovations.

DC PUBLIC CHARTER SCHOOL BOARD

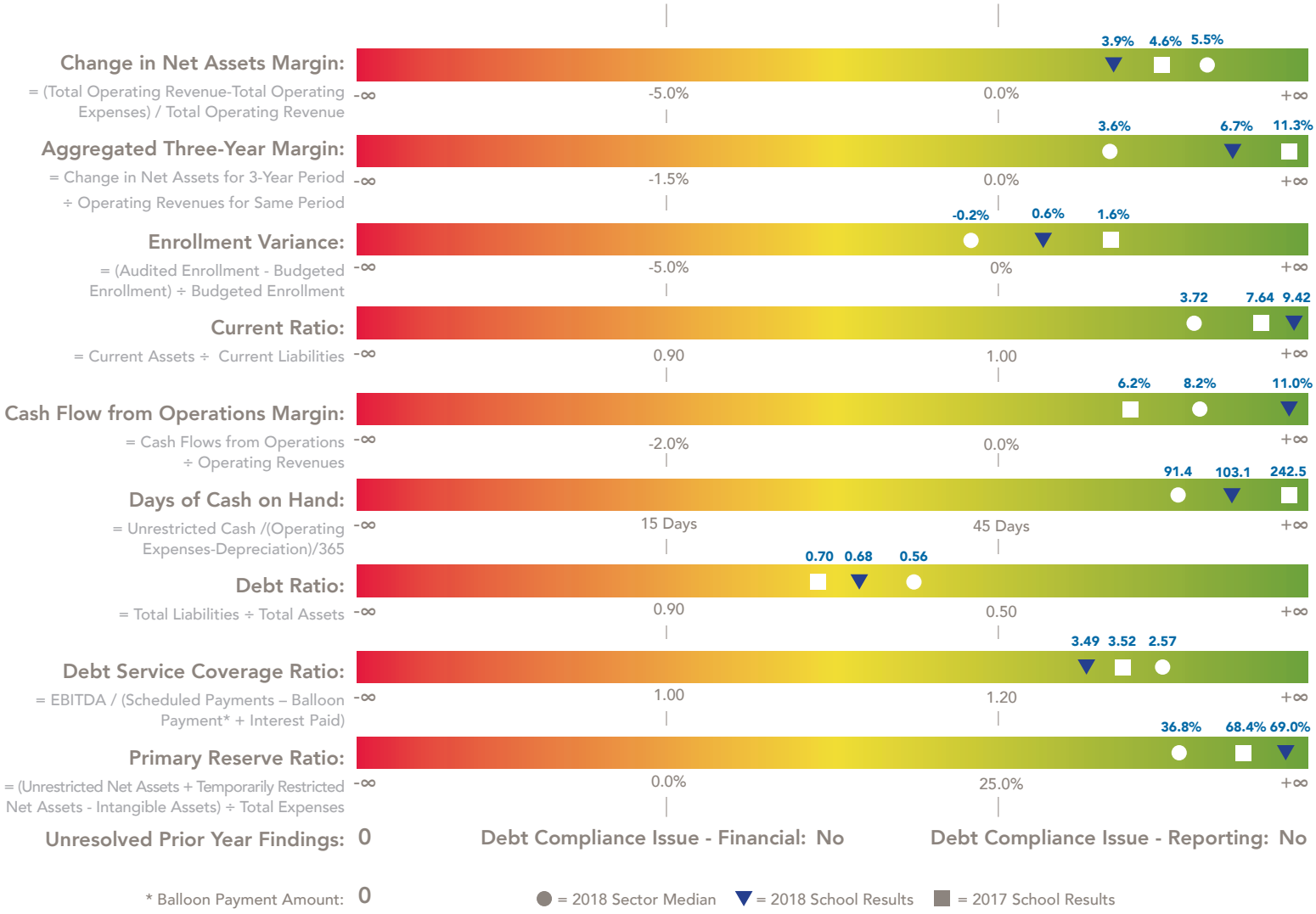
WASHINGTON LATIN PCS

FY2018 Financial Analysis Report

Opened: 2006 - 2007

Audited Enrollment: 698

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

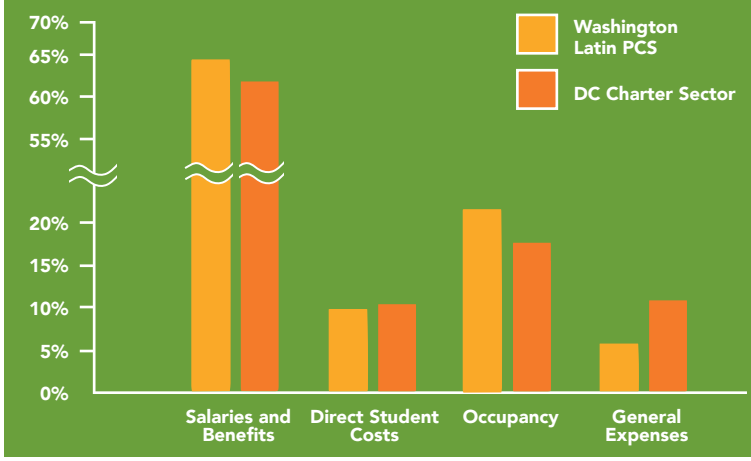
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



WASHINGTON LATIN PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$27,424,291	$26,885,055
Current Assets	$8,739,558	$7,590,461
Total Liabilities	$18,623,274	$18,768,596
Current Liabilities	$927,325	$993,991
Net Asset Position	$8,851,017	$8,116,459

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$13,354,905	$12,438,657
Expenses	$12,833,158	$11,870,690
Non-operating Revenues (Expenses)	$212,811	$372,630
Surplus (Deficit)	$734,558	$940,597

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$17,100	$15,904	$19,243
Grants and Contributions Per Student	$814	$958	$492
Total Revenues per Student	$19,133	$17,846	$22,382
Expenses per Student	$18,386	$17,031	$21,375

PCSB OBSERVATIONS

In FY 2018, the school produced an operating surplus of $735K, indicating the school's ability to manage costs. Further, the aggregated three-year margin, an indicator of financial stability, was positive at 6.7%.

The school did not present a liquidity concern with a current ratio of 9.4 and 103 days of cash on hand. Liquidity is a short-term measure of sustainability, reflecting a school's ability to meet its obligations in the coming year. A current ratio above 0.9 and days of cash on hand above 15 are deemed sufficient for DC PCSB. The school had a positive net asset position, ending FY 2018 with $8.9M in total net assets.

While liquidity provides insight to a school's short-term performance, a school's financial leverage provides insight into its long-term sustainability, as measured by DC PCSB using the debt ratio. The debt ratio, essentially, measures the proportion of total assets being financed by long-term debt. The school's financial leverage improved from FY 2017, with a debt ratio of 0.68, indicating that approximately 68% of the school's total assets were financed using debt. A ratio between 0.5 and 0.9 is sufficient for DC PCSB.

The school has several long-term debt obligations that totaled $17.7M in FY 2018, including:

- A loan agreement consisting of four promissory note agreements totaling $16.6M used to build out and renovate the school. The school pays $5K in annual asset management fees for each lender and an annual administration fee totaling $42.5K. Quarterly payments on loan principal will commence March 15, 2020, with the last payment scheduled for February 21, 2038.
- A promissory note of $1.7M to finance construction of a new gym at the school was issued in November 2015. As of the end of FY 2018, $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. 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.

WASHINGTON LEADERSHIP ACADEMY PCS

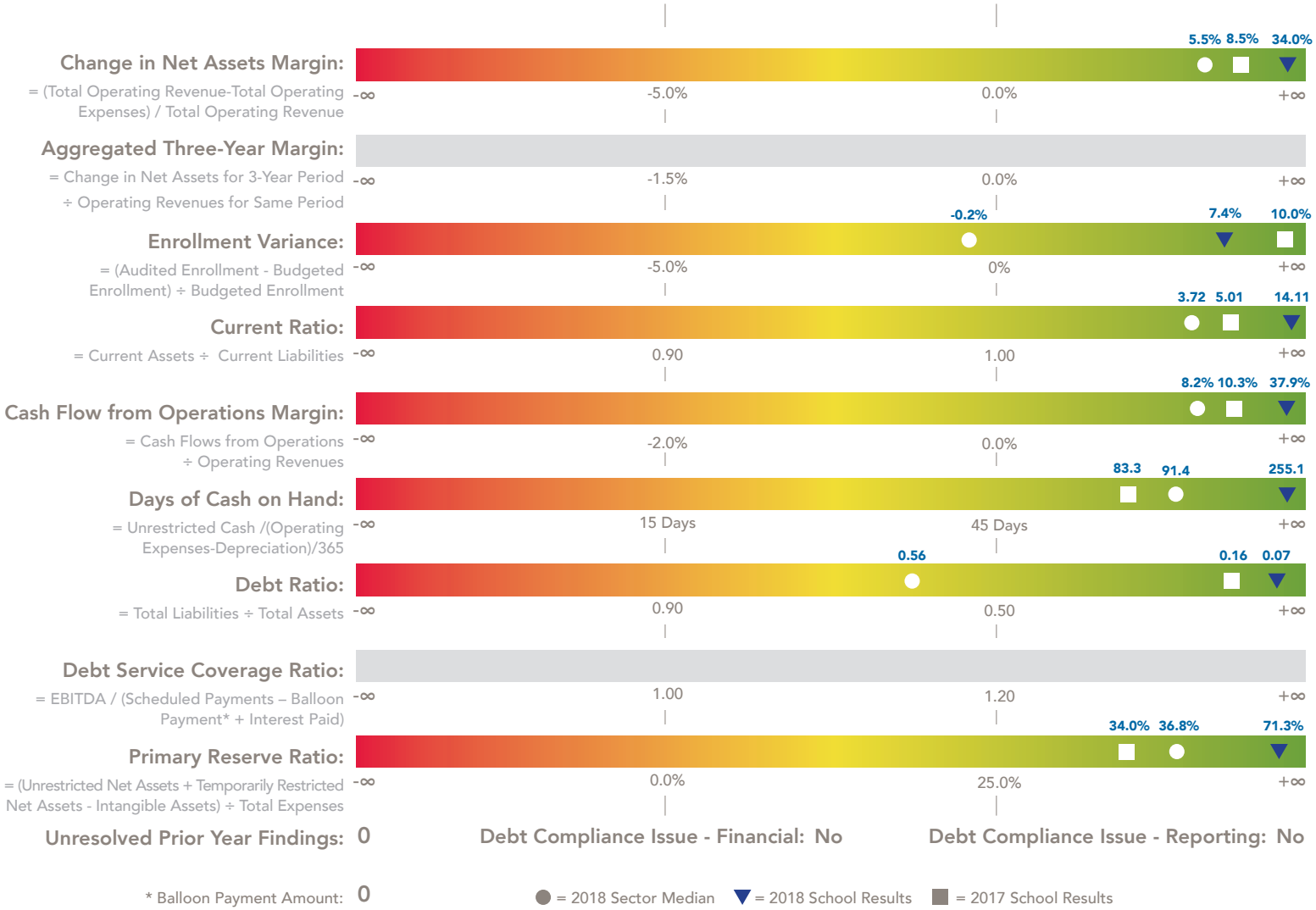
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2016-2017

Audited Enrollment: 204

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

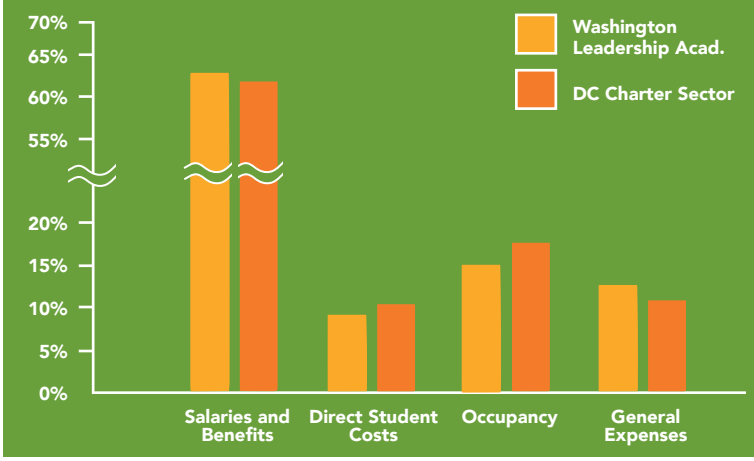
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



WASHINGTON LEADERSHIP ACADEMY PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$3,323,253	$1,022,605
Current Assets	$3,129,137	$798,900
Total Liabilities	$221,724	$159,396
Current Liabilities	$221,724	$159,396
Net Asset Position	$3,101,529	$863,209

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$6,585,417	$2,776,381
Expenses	$4,347,098	$2,540,450
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$2,238,319	$235,931

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$20,076	$18,581	$19,243
Grants and Contributions Per Student	$10,772	$3,314	$492
Total Revenues per Student	$32,281	$25,240	$22,382
Expenses per Student	$21,309	$23,095	$21,375

PCSB OBSERVATIONS

Overall, the school's financial position did not present a concern, as all of its financial indicators improved from FY 2017. The school ended FY 2018 with an operating surplus of $2.2M, almost a $2M increase from FY 2017, largely the result of higher enrollment and a significant private grant. The school's liquidity did not present a concern, with a strong current ratio of 14.1. Liquidity refers to a school's ability to convert assets to cash in order to meet its obligations; DC PCSB considers a current ratio above 1.0 as sufficient as it indicates that for every liability coming due in the current year, there is an asset expected to convert to cash that will meet the need. The school's cash flow from operations margin was also strong, indicating that operations were being managed adequately to generate a cash surplus. Lastly, the school ended the year with 255 days of cash on hand.

The school entered into a use agreement to lease 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 before the 10th year of the lease effective date. The rent payment is determined as a usage fee and is payable quarterly. Total rent expense for this lease in FY 2018 was $651K.

DC PUBLIC CHARTER SCHOOL BOARD

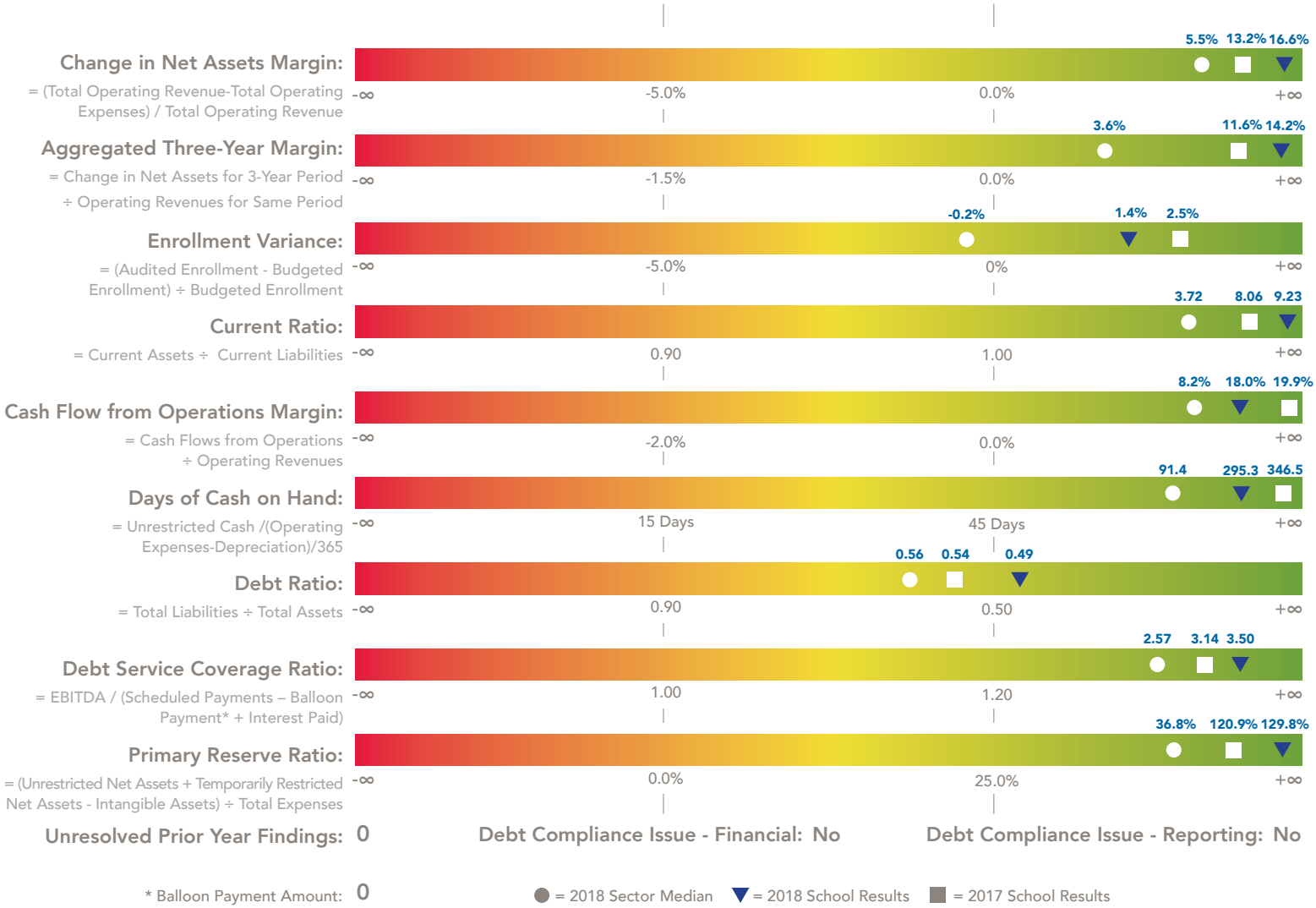
WASHINGTON YU YING PCS

FY2018 Financial Analysis Report

Opened: 2008 - 2009

Audited Enrollment: 579

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

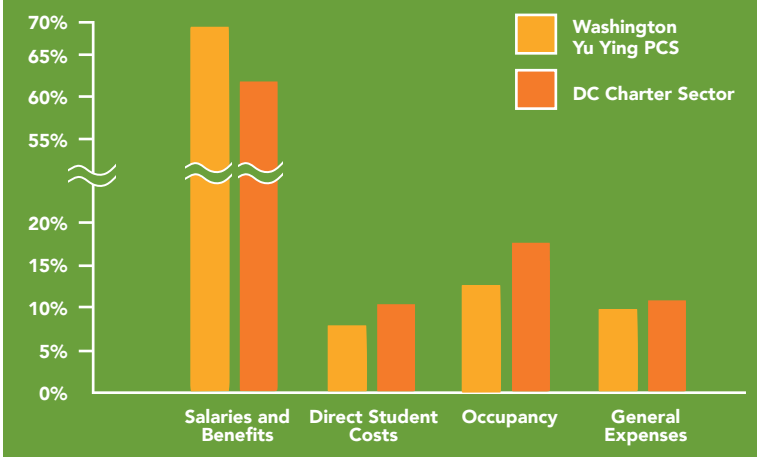
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



WASHINGTON YU YING PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$25,402,442	$23,938,836
Current Assets	$10,150,510	$8,332,965
Total Liabilities	$12,479,064	$13,002,053
Current Liabilities	$1,100,322	$1,033,976
Net Asset Position	$12,923,378	$10,936,783

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$11,946,463	$10,416,494
Expenses	$9,959,868	$9,044,728
Non-operating Revenues (Expenses)	$0	$291,476
Surplus (Deficit)	$1,986,595	$1,663,242

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$16,981	$15,624	$19,243
Grants and Contributions Per Student	$706	$419	$492
Total Revenues per Student	$20,633	$18,243	$22,382
Expenses per Student	$17,202	$15,840	$21,375

PCSB OBSERVATIONS

Overall, the school's financial health did not present a concern. The aggregated three-year margin was positive at 14.2%, producing a net surplus of approximately $2.0M for FY 2018. These measures were positive, as they reflected the school's ability to maintain a positive alignment of expenses to revenues in both the current year and over the past three years.

In April 2018, the school was able to transfer $2.1M of its cash into money market and fixed income funds, which improved the school's current ratio year over year. The current ratio for FY 2018 was 9.2, well above DC PCSB's standard of 0.9.

The school's debt ratio, which essentially measures the percentage of total assets financed using debt, was 0.49 in FY 2018. 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 decreased to $11.4M in FY 2018 from $11.9M in FY 2017.

DC PUBLIC CHARTER SCHOOL BOARD

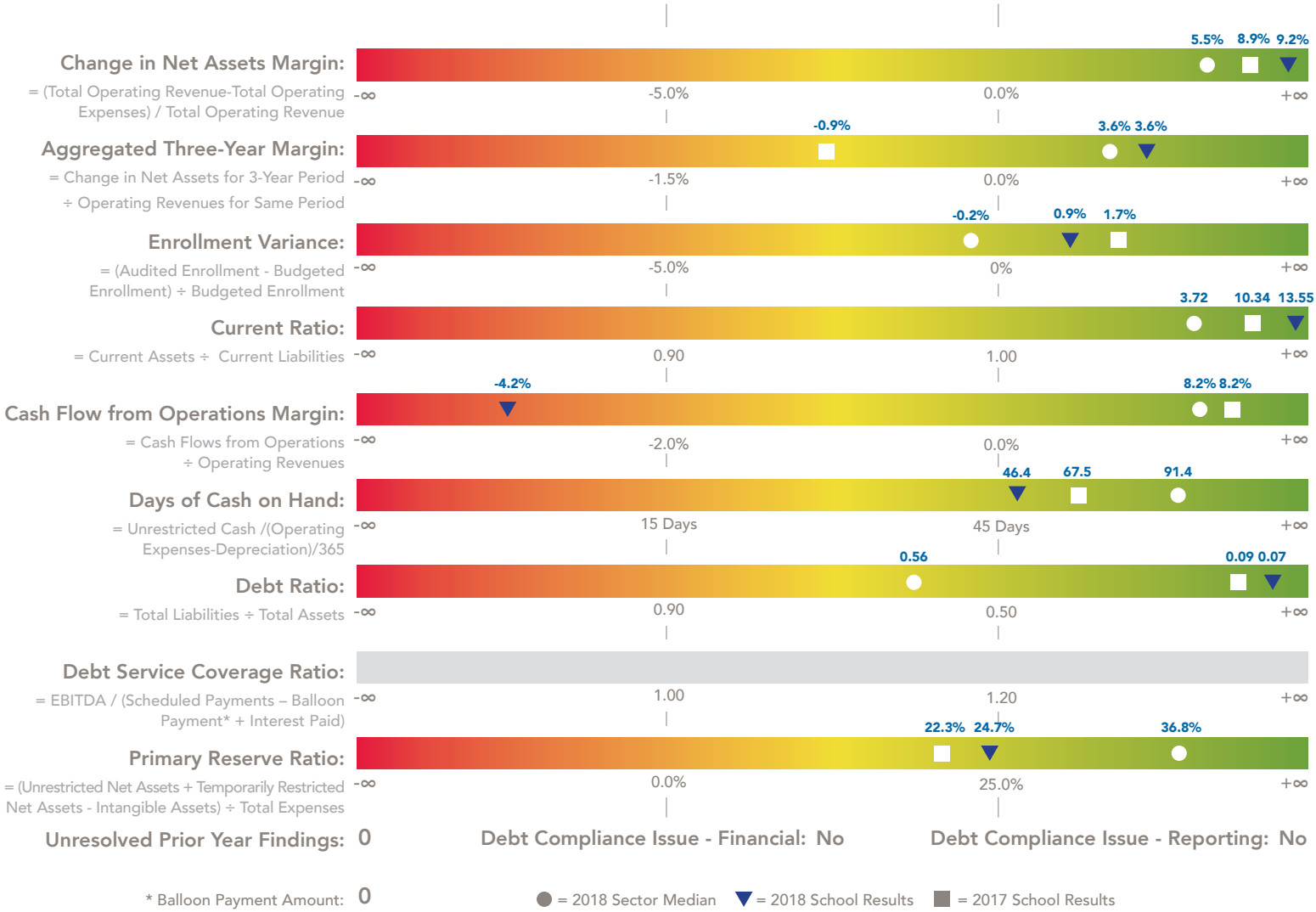
YOUTHBUILD PCS

FY2018 Financial Analysis Report

Opened: 2005 - 2006

Audited Enrollment: 116

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

Debt Compliance Issue - Reporting: No

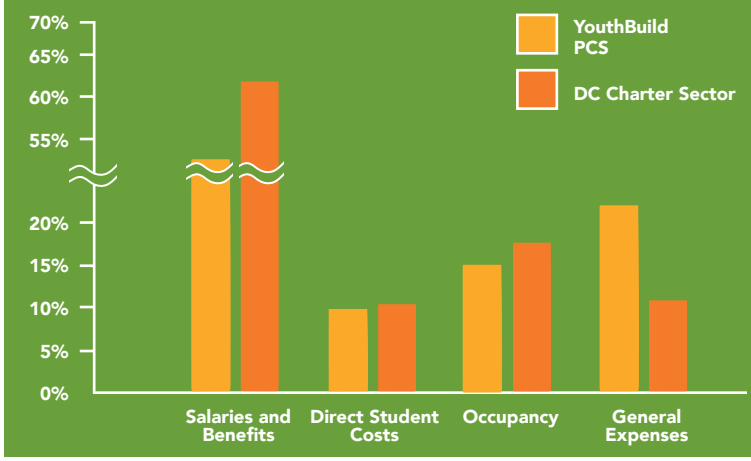
* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

If not for a one-time payment to end the lease with YouthBuild PCS' former landlord, the school would have had positive cash flow from operations again in FY 2018. Without this payment, the school's Financial Analysis Review score would have increased to 100%, which is a truer reflection of YouthBuild PCS' financial strength.

PCS EXPENSES BY CATEGORY



YOUTHBUILD DC PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$775,737	$685,308
Current Assets	$738,679	$658,743
Total Liabilities	$54,755	$63,696
Current Liabilities	$54,522	$63,696
Net Asset Position	$720,982	$621,612

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$3,213,770	$3,061,378
Expenses	$2,917,927	$2,788,276
Non-operating Revenues (Expenses)	-$196,473	-$54,267
Surplus (Deficit)	$99,370	$218,835

AUDIT FINDINGS

	2018	2017
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

	2018	2017	2018 Sector Median
DC Funding per Student	$21,243	$19,538	$19,243
Grants and Contributions Per Student	$221	$213	$492
Total Revenues per Student	$27,705	$26,166	$22,382
Expenses per Student	$25,155	$23,831	$21,375

PCSB OBSERVATIONS

Many of the school's financial indicators were above DC PCSB's standards in FY 2018. The school had a change in net assets margin of 9.2% and an aggregated three-year margin of 3.6%, evidence of strong financial management. While the school's cash flow from operations was (4.2%) because of a significant increase in receivables, the current ratio was a strong 13.5. The school also had 46 days of cash on hand. These measures reflected that the school had ample liquid assets to meet its short-term obligations. The school had net assets of $776K and a primary reserve ratio of 24.7.

In July 2017, the school terminated its lease for the rental of a building at 3014 14th Street, NW. This lease was originally scheduled to expire on June 30, 2023. In 2018, the school paid Latin American Youth Center $196K for the early termination of the lease. In July 2017, the school entered into a two-year lease of 11,000 square feet of a building at 3220 16th Street, NW, from the Holy Spirit Association for the Unification of World Christianity. Rental expense was $301K for FY 2018.

Attachment for Question #40
Charter Schools with Reviews or Renewals in FY19 and FY20

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
December 17, 2018	Democracy Prep PCS	5-Year Review	Revocation proceedings initiated; school relinquished 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	Charter was revoked with final closure date at the end of SY19-20
	Lee Montessori PCS	5-Year Review	Continued without conditions
January 28, 2019	EL Haynes PCS	15-Year Renewal	Charter was renewed for another 15-year term
	DC Bilingual PCS	15-Year Renewal	Charter was renewed for another 15-year term
	Two Rivers PCS	15-Year Renewal	Charter was renewed for another 15-year term
February 24, 2019	Academy of Hope PCS	5-Year Review	Continued without conditions
	DC International PCS	5-Year Review	Continued with a condition

Attachment for Question #40
Charter Schools with Reviews or Renewals in FY19 and FY20

FY 2020			
Board Vote Date	**School**	**Type**	**Outcome**
November 18, 2019	Bridges PCS	15-Year Renewal	Charter was renewed for another 15-year term
	Howard University PCS	15-Year Renewal	Charter was renewed for another 15-year term
	MM Bethune PCS	15-Year Renewal	Charter was renewed for another 15-year term
December 16, 2019	IDEA PCS	20-Year Review	Continued with conditions
	Kingsman Academy PCS	5-Year Review	Continued with conditions
	Monument Academy PCS	5-Year Review	Continued with conditions
	The Children's Guild PCS	5-Year Review	Continued with conditions
January 27, 2020	AppleTree PCS	15-Year Renewal	No vote yet
	Early Childhood Academy PCS	15-Year Renewal	No vote yet
	Hope Community PCS	15-Year Renewal	No vote yet
	Paul PCS	20-Year Review	No vote yet
	YouthBuild DC PCS	15-Year Renewal	No vote yet
February 24, 2020	Capital City PCS	20-Year Review	No vote yet
	Cedar Tree Academy PCS	20-Year Review	No vote yet
	Washington Global PCS	5-Year Review	No vote yet

DC PUBLIC CHARTER SCHOOL BOARD

2019-20 Charter Renewal Guidelines

DC Public Charter School Board
3333 14th St., NW, Suite 210
Washington, DC 20010
(202) 328-2660
www.dcpcsb.org

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LETTER FROM THE BOARD CHAIR

August 30, 2019

Dear DC Public Charter School Leader,

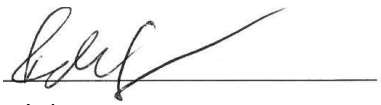
Pursuant to the School Reform Act, a school in its fifteenth year of operation that wishes to continue operating beyond the end of the 2019-20 school year, when its charter will expire, must submit a charter renewal application to the DC Public Charter School Board (DC PCSB).

After the school has submitted this application, DC PCSB staff will conduct an extensive review of the school's performance and present its findings to the DC PCSB Board. If the DC PCSB Board votes to renew a school's charter, the school will be invited to update its charter to ensure its relevance for the school's next 15 years of operation and to sign a new charter agreement.

The following guidelines detail the DC charter renewal process, including how to prepare the renewal application, and the process after the DC PCSB Board votes on renewal.

If you have questions about the renewal process or would like to discuss the renewal process as it relates to your school, please contact Nikhil Vashee, School Quality and Accountability Specialist, by email at **nvashee@dcpcsb.org**.

Sincerely,



Rick Cruz
Chair, DC Public Charter School Board

CHARTER RENEWAL OVERVIEW

<table>
<tr><th>Action Item</th><th>Description</th><th colspan="2">Date</th></tr>
<tr><td colspan="4">Part 1: Charter Renewal Determination</td></tr>
<tr><td>DC PCSB meets with each school eligible to apply for renewal</td><td>DC PCSB meets with each school to discuss the school's renewal, including the school's goals and student academic achievement expectations.</td><td colspan="2">Spring 2019</td></tr>
<tr><td>DC PCSB conducts Qualitative Site Reviews (QSRs)</td><td>DC PCSB will conduct a QSR at each campus of a school applying for renewal. The renewal report will contain qualitative evidence from the QSR(s).</td><td colspan="2">These QSRs usually occur September 2018 through June 2019</td></tr>
<tr><td rowspan="4">Schools submit renewal application</td><td rowspan="4">The School Reform Act (SRA) allows a school to submit its charter renewal application between 365 and 120 days before the expiration of its charter.

DC PCSB will provide a deadline to each school to submit its renewal application based on the date of the meeting where DC PCSB is scheduled to vote on the school's renewal.

Please confirm the scheduled date of your school's charter renewal vote with Nikhil Vashee (nvashee@dcpcsb.org).</td><td>Scheduled Charter Renewal Vote</td><td>School's Renewal Application Deadline</td></tr>
<tr><td>Monday, 11/18/19</td><td>By 5:00 pm on <u>10/4/19</u></td></tr>
<tr><td>Monday, 12/16/19</td><td>By 5:00 pm on <u>11/1/19</u></td></tr>
<tr><td>Monday, 1/27/20</td><td>By 5:00 pm on <u>12/16/19</u></td></tr>
<tr><td>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</td><td>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 the school must elect whether to request such a hearing within 15 days of receiving this notice.

DC PCSB will aim to provide schools with a draft of its preliminary charter renewal analysis with this notice within 15 days of receipt of the school's application to renew.</td><td colspan="2">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.</td></tr>
</table>

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 renewal of the school's charter. DC PCSB shares its preliminary analysis with the school to allow the school an opportunity to respond to the report in writing to correct any 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 but prior to the time period within which a school must decide to request an informal hearing
DC PCSB Board holds informal renewal hearing (if requested)	The DC PCSB Board will hold the informal hearing at the school if possible.	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 conduct the 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 date of the hearing.
Part 2: Update School Charter and Charter Agreement		
DC PCSB staff meets with school leadership	DC PCSB staff and school leadership will meet to discuss potential changes to the school's charter and charter agreement for the next 15-year term, including updates to the school's goals and academic achievement expectations.	Meeting will be scheduled within 15 days of renewal vote
School submits proposed changes to charter and charter agreement	Among other things, a school may wish to update its goals and academic achievement expectations and request other amendments. If the school proposes a change that requires a public hearing per DC PCSB's regular amendment process (e.g. goals and academic achievement expectations, enrollment ceiling increase, program replication or new location), the public hearing must occur before the	DC PCSB and the school will jointly create a timeline for submission of charter updates that concludes at least 45 days prior to the charter expiring.

Action Item	Description	Date
	school's previous charter expires. If the amendment(s) are approved, they will be incorporated into the school's new charter agreement for the next 15-year term.	
DC PCSB staff and school leadership finalize proposed changes	DC PCSB staff and school leadership negotiate school's proposal for updating its charter and charter agreement.	
DC PCSB Board votes to approve a school's updated charter and charter agreement	School leaders and board members will attend this meeting and be available to answer any questions from the DC PCSB Board.	No later than the last scheduled DC PCSB Board Meeting preceding the expiration of the school's charter

Charter Renewal Elements

Fulfillment of Charter Goals and Academic Achievement Expectations

DC PCSB will assess goals that the school has agreed upon in the school's charter. DC PCSB will meet with each school in the spring of 2019 to discuss the school progress on meeting its goals and any additional information the school might need to provide in support of assessing those goals.

If the school amended its charter to adopt the Performance Management Framework as its charter goals and academic achievement expectations, the review is based on whether the school achieved the benchmarks included in the school's amended charter agreement. For some goals, such as those related to attendance and re-enrollment, DC PCSB has statewide or charter-sector wide data that can be compared against the school's performance. Generally, a school will be found to have met such goals if its performance is at or above the state or charter sector average.[1]

DC PCSB may request that the school provide DC PCSB with documents and/or data files regarding the goal. DC PCSB staff will not publish this supporting data; however, to the extent that the data is not protected by privacy laws, it is considered public information that could be obtained by the public through a Freedom of Information Act request. Data must be produced by or based on externally validated sources. As with annual reports all data supporting student performance must be validated by DC PCSB. This includes standardized test scores, college credits or certifications earned, etc. Please reach out to DC PCSB staff in you have any data validation concerns with DC PCSB.

[1] Note that for this and all goals and academic achievement expectations, a school's charter may stipulate alternative targets.

Compliance with Charter and Applicable Laws

As part of the renewal process, the SRA requires DC PCSB to assess whether a school has "committed a material violation of applicable laws or a material violation of conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."[2] This includes a review of the following information:

Compliance with Charter

The SRA provides that the below items of a school's initial charter application comprise a school's charter.[3] As part of its renewal assessment, DC PCSB will review the school's compliance with the:

1. Mission, goals, and manner in which the school conducts any districtwide assessments;
2. Rules and policies for governance and operation of the school;
3. Articles of incorporation and bylaws;
4. Procedures the school follows to ensure the health and safety of students, employees, and guests of the school, as well as to comply with applicable health and safety laws and civil rights statutes and legislation;
5. An assurance to maintain accreditation; and
6. Employment relationships it committed to in its charter.

Legal Compliance

To determine a school's legal compliance over the first ten years of its charter, DC PCSB will review the school's previously conducted charter reviews for references to legal noncompliance. To determine such for the past five years, DC PCSB will review the compliance reports it produces on an annual basis. Without limiting the scope of a school's obligation to comply with all laws, DC PCSB will review compliance in the following areas.

[2] D.C. Code § 38-1802.12(c)(1).
[3] D.C. Code § 38-1802.03(h)(2).

Indicator	Documentation	Legal Rationale
Fair enrollment process	Proof of Participation in My School DC Open Lottery or Enrollment Lottery Procedures Policy	D.C. Code § 38-1802.06
Discipline Policy and Due Process	Student handbook or other written document that outlines the school's discipline policy and procedures	D.C. Code § 38-1802.06(g) and Goss v. Lopez, 419 U.S. 565 (1975)
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Attendance Accountability Amendment Act
Student Health	Option 1: Notice of assigned nurse on staff	D.C. Code § 38-1802.04(c)(4) and the Student Access to Treatment Act of 2007
	Option 2: Copy of staff certificate to administer medications	
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	D.C Code §§ 38-1802.04(c)(4) and 4–1501.03
	Sexual Violation Protocol Assurance Policy	D.C. Code §§ 38-1802.04(c)(4) and 4-1321.02
	School Emergency Response Plan	D.C. § 38-1802.04(c)(4) and Sec. 404 of the International Fire Code (as adopted by DC)
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school for compliance with employment laws regarding sexual harassment, equal opportunity, drug-free workplace, and complaint resolution process	D.C. Code §§ 38-1802.04 and 38-1802.07; Drug-Free Workplace Act of 1988
Insurance	Certification that appropriate levels of insurance have been secured	D.C. Code § 38-1802.04(b)(4)
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	D.C. Code § 38-1802.04(c)(4) and § 47-2851.02; 11-A D.C.M.R. § 302
	Lease/Purchase Agreement	
	Basic Business License	
	Board meeting minutes	
	Board calendar with meeting dates	
Submission of Annual Report	Annual Report	D.C. Code § 38-1802.04(c)(11)

Special Education Laws

To ensure compliance with special education laws, including the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 *et seq.*, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, DC PCSB will conduct a desk audit of documents on file regarding the school's compliance with all applicable special

education laws. Along with a review of the school's description of its special education programming in its charter, this audit will include a review of the following OSSE-produced documents:

- Annual Determination Reports;
- On-Site Monitoring Reports;
- Quarterly Findings (also called Special Conditions reports); and
- Hearing Officer Determinations and/or Settlement Agreements.

The school need not produce any documents for this review. For any questions about this aspect of the renewal analysis, please contact Avni Patel, Equity and Fidelity Team, at 202-328-2671, or via email at **amurray@dcpcsb.org**.

Procurement Requirements

The SRA requires DC charter schools to use a competitive bidding process for any procurement contract valued at $25,000 or more and, within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which the contractor was selected.[4] To ensure compliance with this law, DC PCSB requires schools to submit a Determinations and Findings form to detail any qualifying procurement contracts.

As part of the financial desk audit, DC PCSB will review whether the school has submitted a Determination and Findings form corresponding to each procurement contract of $25,000 or more. **If a school has not turned in all required Determination and Findings forms for the previous five years, it must submit them to DC PCSB before or with the renewal application. If, during the renewal process, it is determined that required information from the previous five years is missing, DC PCSB staff will not recommend renewal of the charter until such information is provided to DC PCSB or a detailed explanation as to why such information cannot be provided is submitted to DC PCSB.** If a school would like to discuss its procurement contract status with DC PCSB, please contact Katherine Dammann by email at **kdammann@dcpcsb.org**.

Fiscal Review

DC PCSB's fiscal review will assess whether a school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles;

[4] D.C. Code § 38-1802.04(c)(1). Certain contracts are exempted from this requirement: (1) contracts for the lease or purchase of real property; (2) staff employment contracts; and (3) management contracts entered into by a school and a management company, if that relationship has been detailed in the school's Charter or a petition to revise its Charter.

- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.

As part of the renewal process, DC PCSB conducts an analysis of the school's finances, so that in the case that a school is found to have met the standard for charter renewal but has also engaged in any of the above types of fiscal misconduct, DC PCSB staff can advise the DC PCSB Board accordingly.[5] While the school is not required to address its fiscal performance in its renewal application, it may choose to do so.

To determine the school's adherence to accounting principles, as well as whether it has engaged in fiscal mismanagement, DC PCSB will review the school's submitted audited financial statements for the five years preceding the review.

DC PCSB may also review other information about the school's financial management, including, but not limited to, unusual financing transactions (e.g., New Markets Tax Credits transactions); conflicting interest transactions[6] (e.g., Contract between the school and a key leader or trustee of the school); its allocation of resources relative to that of other schools; and its preparedness for a fiscally responsible winddown should the DC PCSB Board vote for charter revocation. For any questions about this aspect of the renewal analysis, please contact Ozoemena Nnamadim at **onnamadim@dcpcsb.org**.

[5] The standard for approval of an application for charter renewal is laid out in D.C. Code § 38–1802.12(c). Separate and apart from the renewal process, DC PCSB is required by D.C. Code § 38–1802.13(b) to revoke a school's charter if DC PCSB determines that the school has engaged in the specified fiscal misconduct.

[6] D.C. Code § 38–1802.04(c)(1A) outlines the definition of *Conflicting Interest Transactions* that may violate the law.

Renewal Application Guidelines

Required Documentation
The SRA requires DC PCSB to review the following as part of a school's charter renewal:

(1) A **report** on the progress of the public charter school in achieving the goals, student academic achievement expectations, and other terms of the approved charter;

(2) All **audited financial statements** for the public charter school for the preceding five years; and

(3) The **articles of incorporation and bylaws** of the nonprofit corporation operating the charter school, which shall contain provisions satisfying the requirements of § 38-1802.13a.

To ensure that DC PCSB has the most current version of the school's articles of incorporation and bylaws, the school should submit both documents to Epicenter when submitting its renewal application.

Renewal Application Report
Given DC PCSB annually collects documentation regarding each school's goals and academic achievement expectations and audited financial statements, the school's charter renewal application does not need to reiterate goals or compliance information that is found in the school's annual reports.

The purpose of the renewal application is to allow schools to include additional information that DC PCSB does not already collect, but should consider while making a determination about the school's charter renewal decision.

Information that a school might find useful to provide in its application may include[7]:

- Summaries of **special school programs, events, or activities** which illustrate key aspects of the school;
- Summaries of **key events** which occurred during the review period (e.g., staff turnover, the school took on a new population of students, awards and achievements that the school earned);
- Responses to any **compliance concerns** which arose for the school over the last five years, including what the school has done to resolve the deficiency;
- Any **additional information or narrative** which gives context to the school's performance which is not captured in annual reports.

[7] View a sample *Charter Renewal Application Letter* here: **https://bit.ly/2kDFGZJ**.

PROCESS AFTER SUBMISSION OF THE RENEWAL APPLICATION

DC PCSB Staff Renewal Analysis

DC PCSB staff will review the school's application and draft a preliminary renewal analysis, which will include an assessment of the school's academic performance, legal compliance, and fiscal management, as well as a recommendation to the DC PCSB Board regarding renewal of the school's charter.

DC PCSB will share this preliminary analysis with the school at the time it issues the notice of the school's right to an informal hearing, or soon thereafter. The school will have 15 calendar days to respond to the preliminary analysis in writing to correct any factual errors. After the school has reviewed the report and submitted any corrections or responses, DC PCSB will make edits if necessary, and share the finalized renewal analysis with the school. DC PCSB staff will also share the finalized renewal analysis with the DC PCSB Board as it considers the school's renewal application and prepares to vote on whether to renew the school's charter.

Informal Renewal Hearing

The SRA affords schools applying for charter renewal an opportunity for an informal renewal hearing before the DC PCSB Board.[8] Pursuant the SRA, DC PCSB must provide written notice to the school of its right to an informal hearing no later than 15 days after it receives a school's renewal application. If a school would like to request a hearing, its board of trustees must do so by sending an email to Nikhil Vashee at **nvashee@dcpcsb.org** no later than 15 days after receiving notice of this right. DC PCSB will make every effort to provide schools with the preliminary renewal analysis along with this notice.

Format of Renewal Hearing

The informal public renewal hearing is an opportunity for a school to discuss its application for charter renewal and address DC PCSB staff's charter renewal report and recommendation. The informal hearing must take place no later than 30 days after a school requests one.[9]

DC PCSB will allot two and a half hours for an informal hearing. During this time, DC PCSB will present its findings, selected school representatives may present testimony, the DC PCSB Board will ask questions of the school and its staff, and the public will be invited to comment on the school's renewal. Also, any interested person may submit written testimony regarding the school's renewal during or before the hearing in hard copy. In addition, **only if the DC PCSB Board so requests**, the record may remain open for five days after the conclusion of the hearing to allow

[8] D.C. Code § 38-1802.12(d).
[9] D.C. Code § 38-1802.12(d)(3)(B).

for additional submissions of documents, which can be emailed to **public.comment@dcpcsb.org**. However, after those five days have passed, DC PCSB will not accept additional data from schools supporting their renewal application.

Renewal Decision

If a school does not request an informal renewal hearing, the DC PCSB Board will vote and render a final renewal decision, in writing, no later than 30 days after providing written notice of the school's right to such a hearing.[10]

If a school requests an informal renewal hearing, the DC PCSB Board will vote and render a renewal decision no later than 30 days after the hearing has concluded.[11]

Appealing the Renewal Decision

If the DC PCSB Board denies a renewal application, the school has the right to appeal the decision. The appeal will be "subject to judicial review by an appropriate court of the District of Columbia."[12]

[10] D.C. Code § 38-1802.12(d)(4)(A)(i).
[11] D.C. Code § 38-1802.12(d)(4)(A)(ii).
[12] D.C. Code § 38-1802.12(d)(6).

UPDATING CHARTER AND CHARTER AGREEMENT

If the DC PCSB Board votes to renew a school's charter, the school will have the opportunity to amend its charter and charter agreement, or adopt a new charter agreement, for the next 15-year term. A school's charter is comprised of its (a) mission and goals; (b) governance and operation rules and policies; (c) articles of incorporation and bylaws; (d) health and safety procedures; (e) assurance to maintain accreditation; and (f) description of the relationship between the school and its employees. Additionally, DC PCSB and a school will execute a renewed charter agreement or an amended and restated charter agreement outlining additional or revised terms.

It is important for a school's charter and agreement to accurately reflect its educational programming, as well as the goals and student academic achievement expectations it is pursuing. After the renewal vote, DC PCSB staff will schedule a meeting with the school's leadership team to discuss potential revisions to the school's current goals and student academic achievement expectations, and elements of the renewed 15-year charter agreement, among other things. If the school proposes a change to its agreement that requires a public hearing per DC PCSB's regular charter amendment process (e.g. goals and academic achievement expectations, enrollment ceiling increase, program replication or new location), the public hearing must occur before the school's previous charter expires. Pending the DC PCSB Board's approval, the amendment(s) will be incorporated into the school's new charter agreement for the next 15-year term.

Deciding Whether to Execute a New Charter Agreement

Upon renewal, a school can execute a charter renewal agreement or amend and restate its existing charter agreement. In most cases, executing a charter renewal agreement will be preferred, given that at renewal most charter agreements contain outdated provisions and the previous charter would require extensive amendments. Please note that without a current charter renewal agreement or current amended and restated charter agreement, a school will not be eligible to receive state funds. DC PCSB has created a charter renewal agreement template that may be used if a school decides to execute a charter renewal agreement. Executing a charter renewal agreement is recommended in most cases, including if:

- There are several clauses that are out-of-date or no longer relevant;
- The school has multiple campuses;
- The school applied for a charter with a charter management organization with which it no longer partners; and/or

- The school plans on making several changes to its charter and/or charter agreement.

Potential Updates to Charter

A school will also need to update its charter and charter agreement if it contains outdated goals and academic achievement expectations. A school may consider updating its charter in the following areas, among other things:

Mission Statement. If a school has altered its mission in any way, its charter and charter agreement must be revised to reflect the exact wording of the updated mission.

Goals and Academic Achievement Expectations. A school should consider revising its goals in the following instances:

- Its charter application details goals that were not historically pursued. If any of a school's goals were not historically pursued, the school should revise its charter and charter agreement to either remove the goal or edit it and identify the metrics to be used to assess the goal in the future.
- New goals. If the school will pursue goals that were not detailed in its charter application or subsequent charter amendments, it should revise its charter and charter agreement to include these goals.
- Ambiguous goals. If a school's charter is unclear how a goal should be assessed, the school should revise that goal to ensure it is measurable.

Updating Bylaws and/or Articles of Incorporation

The SRA was amended in 2007 to require each DC public charter school to include in its articles of incorporation or bylaws the requirements of D.C. Code § 38-1802.13a. Any school already operating at the time of this amendment must update its articles of incorporation or bylaws to include this requirement upon renewal if it has not already done so. Additionally, a school may revise its articles of incorporation or bylaws to include any other governance changes that have occurred since its most recent DC PCSB Board-approved revisions, or to address any other changes in applicable law.

DC PCSB Board Vote on Updated Charter and Charter Agreement

The DC PCSB Board will vote during a public meeting whether to accept the school's proposed changes and to execute a charter renewal agreement or amended and restated charter agreement accordingly.

DC PUBLIC CHARTER SCHOOL BOARD

District of Columbia
Public Charter School Board

2019-20 Charter Review Guidelines

DC Public Charter School Board
3333 14th St., NW, Suite 210
Washington, DC 20010
(202) 328-2660
www.dcpcsb.org

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LETTER FROM THE BOARD CHAIR

August 30, 2019

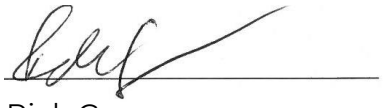
Dear DC Public Charter School Leader,

Pursuant to the School Reform Act, the DC Public Charter School Board (DC PCSB) is required to review each DC charter school's performance at least once every five years. This review includes an assessment of a school's academic, legal, and fiscal performance.

The following guidelines detail DC PCSB's charter review process, including the standard for review, and the timeline DC PCSB will follow in completing reviews in the 2019-20 school year.

If you have questions about the review process or would like to discuss the review process as it relates to your school, please contact Nikhil Vashee, School Quality and Accountability Specialist, by email at **nvashee@dcpcsb.org**.

Sincerely,



Rick Cruz
Chair, DC Public Charter School Board

2019-20 CHARTER REVIEW TIMELINE

Action Item	Description	Date
DC PCSB meets with each school eligible to apply for renewal	DC PCSB meets with each school to discuss the school's renewal, including the school's goals and student academic achievement expectations.	Spring 2019
School submits additional data	In some cases, DC PCSB will not have sufficient data on record to determine whether a school has met a goal or academic expectations. Schools are invited to supplement the record with information and/or data before DC PCSB conducts its review.	Summer/early fall 2019
DC PCSB conducts Qualitative Site Reviews (QSRs)	DC PCSB will conduct a QSR at each campus of a school applying for renewal. The renewal report will contain qualitative evidence from the QSR(s).	These QSRs usually occur September 2018 through June 2019
DC PCSB staff provides preliminary charter review analysis to the school	DC PCSB's preliminary charter review analysis includes a staff assessment of the school's academic performance, goal attainment, legal compliance, and fiscal management, as well as a recommendation to the DC PCSB Board regarding the review vote. DC PCSB shares its preliminary analysis with the school to allow the school an opportunity to respond to the report in writing to correct any inadvertent substantive factual errors.	Fall 2019-Winter 2020
DC PCSB Board votes on the charter review	The DC PCSB Board will conduct the vote on charter reviews during regularly scheduled DC PCSB public meetings.	Fall 2019-Winter 2020

SCHOOLS ELIGIBLE FOR CHARTER REVIEW

Pursuant to the School Reform Act (SRA), D.C. Code §38-1802.12(a)(3), the DC Public Charter School Board (DC PCSB) must review a school's charter at least once every five years. 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 Performance Management Framework and/or;
- is not meeting conditions of previous charter reviews or renewals.

SCOPE OF CHARTER REVIEW

DC PCSB analyzes the school's performance in the following areas as part of a charter review:

1. Fulfillment of charter goals;
2. Fulfillment of academic achievement expectations;
3. Compliance with the school's charter and applicable laws; and
4. Fiscal performance.

Fulfillment of Charter Goals and Academic Achievement Expectations

DC PCSB will assess goals that the school has consistently pursued. DC PCSB will meet with each school in the spring of 2019 to discuss the information the school plans to present in support of its goals.

Types of Goals

Academic Goals. Academic goals differ from student academic achievement expectations (described below) in that they focus on academic content specific to a school's mission. A school may have set academic goals for, among other things:

- Student achievement or growth in terms of school's educational focus, such as the arts;
- Student achievement or growth in speaking, reading, and/or writing in a second language;
- Performance or growth in core content areas for students with disabilities, English language learners, or other student populations.

Non-Academic Goals. A school may have set non-academic goals for, among other things:

- Post-graduation college attainment measured by college acceptance, college persistency, and/or college completion rates;
- Student extracurricular participation; and
- For schools with career and technical education programs, percentage of students employed after graduation.

Organizational Goals. A school may have set organizational goals for, among other things:

- School climate, integration of art or music in the school's academics;
- Teacher retention; and
- Parent, teacher, and student satisfaction with the school.

DC PCSB will have the school's data as well as statewide or charter sector wide data that can be compared against the school's performance for most goals. These include PMF goals.

DC PCSB may not have access to the data or comparable data on file for certain goals that are unique to the school. In these cases, DC PCSB requests that the school provide documents and/or data files related to the goal. When submitting data files, the school must submit individual student-level data. DC PCSB staff will not publish the student-level data; however, to the extent that the data is not protected by privacy laws, they would be considered a public item that could be accessed by the public through a Freedom of Information Act request. DC PCSB's determination of

whether the school has met a goal will be based on the totality and quality of the evidence provided by the school and the methodology used in support of it meeting the goal.

If the school amended its charter to adopt the Performance Management Framework as its charter goals and academic expectations, the review is based on whether the school achieved the benchmarks included in the most recent Elect to Adopt the PMF as Goals Policy.

Academic achievement expectations are performance indicators measured by state or other externally validated assessments.

A school may have set academic expectations for, among other things:

Literacy and mathematic proficiency with an option for growth as measured by percentage of students scoring proficient or advanced on the state assessment or improving year-over-year; College readiness as demonstrated by PSAT, SAT, ACT, IB, and/or AP exam scores.

DC PCSB will analyze whether the school's general population, special education, and English language learners are achieving the academic expectations in place at the school. In addition, DC PCSB will display WIDA growth by campus. DC PCSB has statewide or sector-wide data that can be compared against the school's performance for most academic expectations. DC PCSB will deem a school to have met its academic expectations if its performance is above the state or charter sector average.

If the school amended its charter to adopt the Performance Management Framework as its charter goals and academic expectations, the review is based on whether the school achieved the benchmarks included in the most recent Elect to Adopt the PMF as Goals Policy.

Compliance with Charter and Applicable Laws

The SRA requires DC PCSB to assess whether a school has "committed a material violation of applicable laws or a material violation of conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."[1] This includes a review of the following information:

Compliance with Charter

The SRA provides that the following items of a school's initial charter application comprise a school's charter.[2] As part of its review assessment, DC PCSB will review the school's compliance with its:

1. Mission, goals, and manner in which the school conducts any districtwide assessments;
2. Rules and policies for governance and operation of the school;
3. Articles of incorporation and bylaws;
4. Procedures the school follows to ensure the health and safety of students, employees, and guests of the school, as well as to comply with applicable health and safety laws and civil rights statutes and legislation;
5. An assurance to maintain accreditation; and
6. Employment relationships it committed to in its charter.

Legal Compliance

To determine a school's legal compliance, DC PCSB will review the school's previously conducted charter reviews for references to legal noncompliance, as well as the compliance reports DC PCSB produces on an annual basis. Without limiting the scope of schools' obligation to comply with all laws, DC PCSB will specifically review compliance in the following areas. Charter reviews will also include whether a school received a Notice of Concern or other board action due to non-compliance during the Compliance Review cycle. Without limiting the scope of a school's obligation to comply with all laws, DC PCSB will review compliance in the following areas.

[1] D.C. Code §38-1802.12(c)(1).
[2] D.C. Code §38-1802.12(h)(2).

Indicator	Documentation	Legal Rationale
Fair enrollment process	Proof of Participation in My School DC Open Lottery or Enrollment Lottery Procedures Policy	D.C. Code § 38-1802.06
Discipline Policy and Due Process	Student handbook or other written document that outlines the school's discipline policy and procedures	D.C. Code § 38-1802.06(g) and Goss v. Lopez, 419 U.S. 565 (1975)
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Attendance Accountability Amendment Act
Student Health	Option 1: Notice of assigned nurse on staff	D.C. Code § 38-1802.04(c)(4) and the Student Access to Treatment Act of 2007
	Option 2: Copy of staff certificate to administer medications	
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	D.C Code §§ 38-1802.04(c)(4) and 4–1501.03
	Sexual Violation Protocol Assurance Policy	D.C. Code §§ 38-1802.04(c)(4) and 4-1321.02
	School Emergency Response Plan	D.C. § 38-1802.04(c)(4) and Sec. 404 of the International Fire Code (as adopted by DC)
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school for compliance with employment laws regarding sexual harassment, equal opportunity, drug-free workplace, and complaint resolution process	D.C. Code §§ 38-1802.04 and 38-1802.07; Drug-Free Workplace Act of 1988
Insurance	Certification that appropriate levels of insurance have been secured	D.C. Code § 38-1802.04(b)(4)
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	D.C. Code § 38-1802.04(c)(4) and § 47-2851.02; 11-A D.C.M.R. § 302
	Lease/Purchase Agreement	
	Basic Business License	
	Board meeting minutes	
	Board calendar with meeting dates	
Submission of Annual Report	Annual Report	D.C. Code § 38-1802.04(c)(11)

Special Education Laws

To ensure compliance with special education laws, including the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 *et seq.*, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, DC PCSB will conduct a desk audit of documents on file regarding the school's compliance with all applicable special education laws. Along with a review of the school's description of its special education programming in its charter, this audit will include a review of the following OSSE-produced documents:

- Annual Determination Reports;
- On-Site Monitoring Reports;
- Quarterly Findings (also called Special Conditions reports); and
- Hearing Officer Determinations and/or Settlement Agreements.

The school need not produce any documents for this review. For any questions about this aspect of the renewal analysis, please contact Avni Patel, Equity and Fidelity Team, at 202-328-2671, or via email at **amurray@dcpcsb.org**.

Procurement Requirements

The SRA requires DC charter schools to use a competitive bidding process for any procurement contract valued at $25,000 or more and, within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which the contractor was selected.[3] To ensure compliance with this law, DC PCSB requires schools to submit a Determinations and Findings form to detail any qualifying procurement contracts.

As part of the financial desk audit, DC PCSB will review whether the school has submitted a Determination and Findings form corresponding to each procurement contract of $25,000 or more. **If a school has not turned in all required Determination and Findings forms for the previous five years, it must submit them to DC PCSB before or with the renewal application. If, during the renewal process, it is determined that required information from the previous five years is missing, DC PCSB staff will not recommend renewal of the charter until such information is provided to DC PCSB or a detailed explanation as to why such information cannot be provided is submitted to DC PCSB.** If a school would like to discuss its procurement contract status with DC PCSB, please contact Katherine Dammann by email at **kdammann@dcpcsb.org**.

[3] D.C. Code § 38-1802.04(c)(1). Certain contracts are exempted from this requirement: (1) contracts for the lease or purchase of real property; (2) staff employment contracts; and (3) management contracts entered into by a school and a management company, if that relationship has been detailed in the school's Charter or a petition to revise its Charter.

Fiscal Review

DC PCSB's fiscal review will assess whether a school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles;
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.

As part of the renewal process, DC PCSB conducts an analysis of the school's finances, so that in the case that a school is found to have met the standard for charter renewal but has also engaged in any of the above types of fiscal misconduct, DC PCSB staff can advise the DC PCSB Board accordingly.[4] While the school is not required to address its fiscal performance in its renewal application, it may choose to do so.

To determine the school's adherence to accounting principles, as well as whether it has engaged in fiscal mismanagement, DC PCSB will review the school's submitted audited financial statements for the five years preceding the review.

DC PCSB may also review other information about the school's financial management, including, but not limited to, unusual financing transactions (e.g., New Markets Tax Credits transactions); conflicting interest transactions[5] (e.g., Contract between the school and a key leader or trustee of the school); its allocation of resources relative to that of other schools; and its preparedness for a fiscally responsible winddown should the DC PCSB Board vote for charter revocation. For any questions about this aspect of the renewal analysis, please contact Ozoemena Nnamadim at **onnamadim@dcpcsb.org**.

[4] The standard for approval of an application for charter renewal is laid out in D.C. Code § 38–1802.12(c). Separate and apart from the renewal process, DC PCSB is required by D.C. Code § 38–1802.13(b) to revoke a school's charter if DC PCSB determines that the school has engaged in the specified fiscal misconduct.

[5] D.C. Code § 38–1802.04(c)(1A) outlines the definition of *Conflicting Interest Transactions* that may violate the law.

DC PCSB STAFF REVIEW ANALYSIS

DC PCSB staff will analyze the school's performance and draft a preliminary review analysis for the DC PCSB Board's consideration. This analysis will include an assessment of the school's academic performance, goal attainment, legal compliance, fiscal management, as well as a recommendation to the DC PCSB Board regarding the outcome of the charter review.

DC PCSB will provide the school ten days to respond to the preliminary review analysis to correct any factual errors. After the school has reviewed the report and submitted corrections or responses, DC PCSB may revise the report and share the finalized review analysis with the school again. DC PCSB staff will also share the review analysis with the DC PCSB Board as they prepare to vote on the charter review. DC PCSB staff will not publish this report; however, to the extent that the data is not protected by privacy laws, they would be considered a public item that could be accessed by the public through a Freedom of Information Act request.

POTENTIAL REVIEW OUTCOMES

There are three outcomes of a charter review:

1. Full charter continuance;
2. Charter continuance, with conditions; and
3. Charter revocation.

If in its fiscal analysis of the school, DC PCSB determines that the school has (a) engaged in a pattern of nonadherence to generally accepted accounting principles; (b) engaged in a pattern of fiscal mismanagement; and/or (c) is not economically viable, then DC PCSB is required by the SRA to revoke the school's charter.

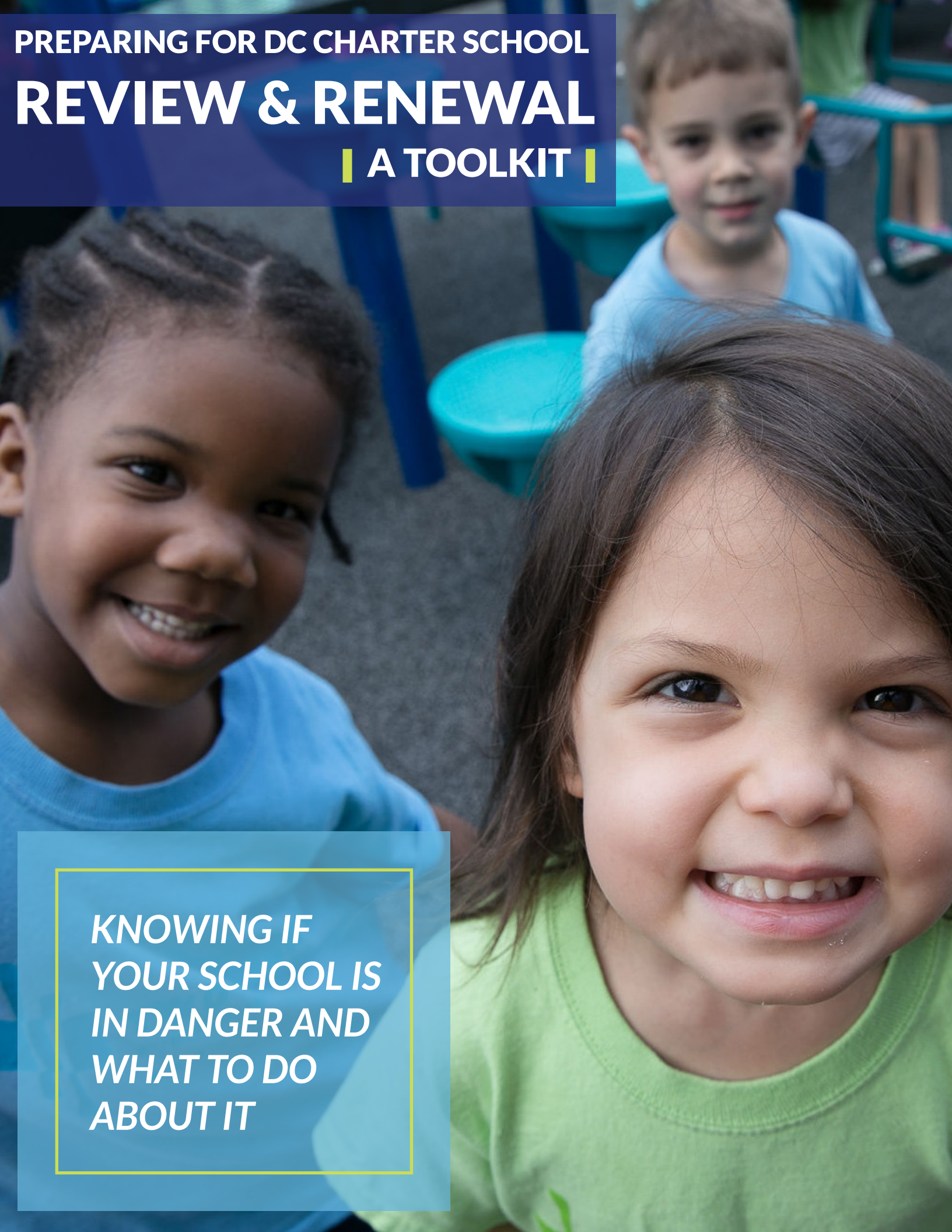
For all other findings, the DC PCSB Board has further discretion. The Board may, but is not required to, revoke a school's charter if it finds that a school has:

1. Not met its goals;
2. Not met its academic expectations;
3. Materially noncomplied with its charter; and/or
4. Materially violated applicable law.

PREPARING FOR DC CHARTER SCHOOL

REVIEW & RENEWAL

A TOOLKIT



KNOWING IF YOUR SCHOOL IS IN DANGER AND WHAT TO DO ABOUT IT

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Introduction

Charter schools are independently operated public schools that are governed by a board of trustees, are free to innovate outside school district mandates, and are held accountable for improved student performance by a charter authorizer. Innovation looks different depending on the school. But accountability is consistent across the DC charter sector.

The 1995 School Reform Act (SRA) outlines the accountability requirements charter schools must meet to remain open and serve students, and the DC Public Charter School Board (DC PCSB) is charged with overseeing those requirements. When a school is chartered by DC PCSB, it is granted a charter (entitling it to operate a public school), and the school's board of trustees enters into a charter agreement that lasts 15 years. The charter agreement details how the school shall operate and includes critical "goals and student academic achievement expectations" (hereafter referred to as "charter goals") it must meet to remain open. Goal attainment is the essential determinant of whether a charter school continues operations or is required to close at any time during its 15-year term.

DC PCSB monitors progress against charter goals over time, through two different processes: charter review and charter renewal. Charter schools by law are also required to comply with the terms of their charter and applicable laws and to meet the following basic financial standards: to comply with generally accepted accounting principles, to not engage in a pattern of fiscal mismanagement, and to remain economically viable.

For compliance and finance standards, DC PCSB monitors schools continuously, through school data and document submissions, receipt of community complaints, visits to schools, and collaboration with other government agencies, such as the Office of the State Superintendent of Education (OSSE). In addition to being continuously monitored, compliance and financial matters are assessed in DC PCSB's 5- and 10-Year Reviews and 15-Year Renewals.

Roles and Responsibilities. A school's charter is held by its governing board. Therefore, a school's board of trustees is ultimately responsible for ensuring that the school meets its charter obligations and that its students have access to an excellent education.

DC PCSB, an independent government agency of the District of Columbia, is responsible for oversight of all charter schools in Washington, DC, including closing schools that fail to meet the standards in their charter agreements. FOCUS is an independent, DC-based nonprofit that supports DC charter schools by advocating for and strengthening autonomy, equity, and quality.

Toolkit Objectives. The goal of this toolkit is to help the boards and school leaders of DC charter schools answer the following questions:

- What are the charter review and renewal processes?
- Is our school on track to achieve its charter goals as agreed to in the charter agreement?
- What are our options if our school is not on track and is in danger of being closed?

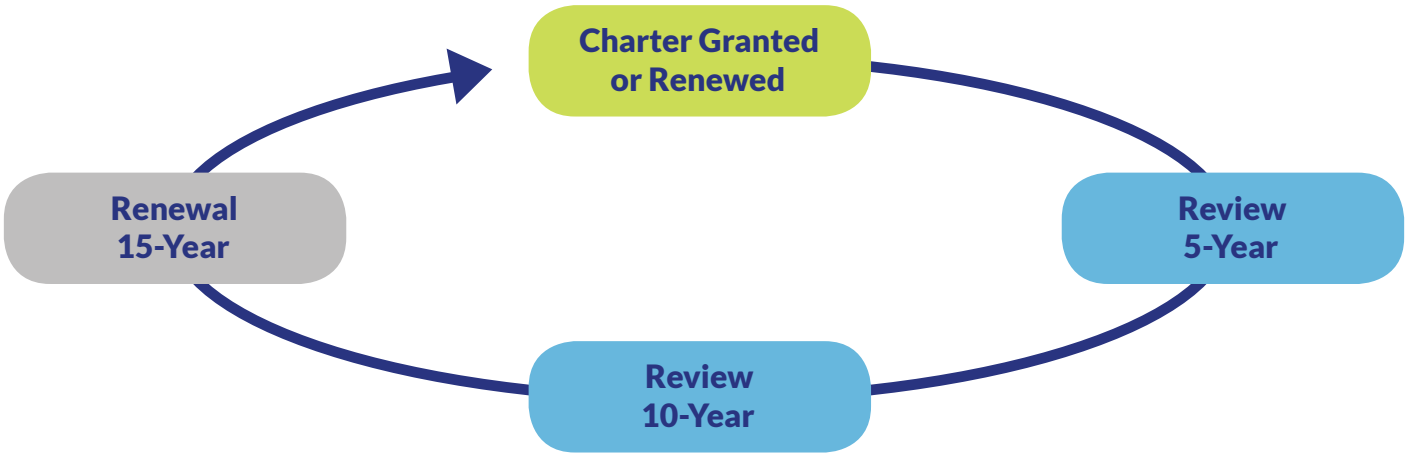
Note, this toolkit focuses on monitoring progress of goals and academic achievement as a school looks toward review and renewal. Consult DC PCSB if you need detailed information on financial or compliance requirements.

Audience and Timing. This toolkit is relevant for board members and leaders of schools at all performance levels and in each year of the charter. Leaders and boards should conduct annual examinations of organizational health and progress toward goals and legal requirements. Often, schools can avert crisis if they take action early. If they wait until the review or renewal cycle begins, it may be too late.

Policy vs Advice. While this toolkit was created through a partnership between FOCUS and DC PCSB, this should not be interpreted as official DC PCSB policy or guidance unless noted. Instead, this toolkit is meant to be a road map and discussion guide for how to approach these decisions, based on both FOCUS' and DC PCSB's experiences. There are parts of the toolkit where concrete advice from FOCUS or written policy from DC PCSB is called out explicitly, so readers can understand the difference between "ideas to consider" from FOCUS and actual policy from DC PCSB. Importantly, note that where text is marked as "FOCUS Tip," this text contains guidance solely from FOCUS and does not reflect the views of DC PCSB.

What Are the Charter Review and Renewal Processes?

The foundational bargain of the charter school concept is increased autonomy for increased accountability. To that end, the SRA requires DC PCSB to assess every school's academic performance, fiscal management, and legal compliance formally at least once every five years.



15-Year Charter Cycle

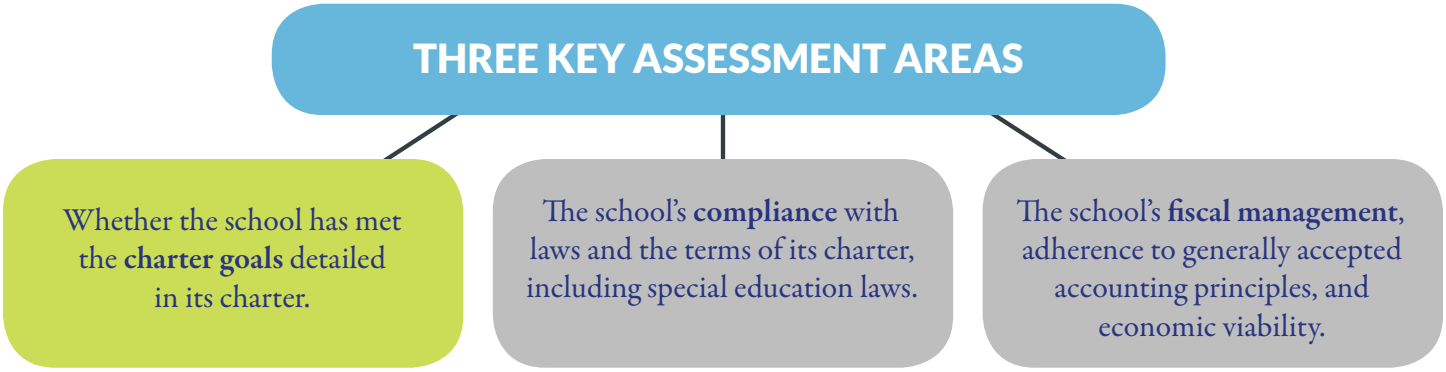
Charter schools launch with a 15-year agreement between the school's board and DC PCSB. DC PCSB monitors progress toward charter goals over time, through two different processes:

- Review at 5th and 10th years of school operation.[1]
- Renewal at the 15th year of school operation.[2]

Appendix A shows when each current DC charter school is scheduled for review or renewal through the 2022 – 23 school year.

[1] The law provides that DC PCSB must review a charter school "at least" every five years. DC PCSB has the discretion to conduct an "out of cycle" review at any time. This is rarely done, but could be triggered by serious safety, academic, or other issues at the school. It is also triggered by exceptionally low performance on DC PCSB's Performance Management Framework, as described below.
[2] After a charter is renewed, the cycle begins again, with reviews at 20 and 25 years and a charter renewal at 30 years, and so on. There is no limit on how many times a charter may be renewed if it continues to meet the renewal criteria.

DC PCSB assesses schools on the same three key areas during both review and renewal:



This toolkit focuses on the first area: **charter goal attainment**. However, it is vital that school board members and leadership also carefully monitor the school's compliance and fiscal management and performance. Serious compliance issues or financial concerns may lead DC PCSB to revoke or not renew a charter. In fact, even outside the review and renewal process, DC PCSB is required by law to close a school that has not met the SRA's fiscal requirements. For more information on finance and compliance, see **Appendix B** or contact DC PCSB.

The review and renewal processes differ in three main ways.

1. **The law grants DC PCSB discretion at review but not renewal.** At a review, DC PCSB "may" revoke the school's charter if it has failed to meet its charter goals. At a renewal, DC PCSB "shall not" renew the charter if the school has not met its charter goals. In other words, DC PCSB is granted discretion in the law at 5- and 10-Year reviews but has no discretion at Year 15.[3] This is also true for a school whose charter has already been renewed. In other words, at the 20- and 25-Year Reviews there is discretion, but not at Year 30. See relevant language from the School Reform Act in **Appendix C.**

2. **Schools apply for renewal, not review.** While DC PCSB staff will be in regular contact with the school's leadership before both a review and a renewal, a review is initiated by DC PCSB staff and does not require the school to apply. A renewal, in contrast, requires the school to submit an application for renewal according to a schedule provided by DC PCSB.

3. **The charter agreement is renegotiated after successful renewal, but not after successful review.** After a successful review, the school's charter and charter agreement generally continue unchanged. However, after a successful charter renewal, the school's charter agreement expires and must be renegotiated, generally up to the most current standard used by DC PCSB.

[3] DC PCSB has no discretion at either review or renewal if it finds that the school has violated the School Reform Act's financial requirements.

FOCUS TIP: Review vs. Renewal

- **Be aware of the different legal standards that apply to review versus renewal decisions**, and don't be confused by the distinctions.

- In all cases where there is some question about whether a school is meeting its charter goals, **discussions with DC PCSB should start early**, well before the review or renewal begins. Year 4 or Year 9 of operation is probably too late to make meaningful change or to convince DC PCSB that you have been paying attention. Timeframes for school turnaround are long and often catch school boards by surprise. A 5-Year Review only considers school results up through Year 4. If a school wishes to see improved results in Year 4, it generally needs to take aggressive actions beginning early in the third year of operation, so that the right staff and program(s) are in place at the start of Year 4. (See section below, "Deep Dive: Whole-School Turnaround.")

- **Don't assume because DC PCSB has discretion during reviews that you don't have to worry.** DC PCSB's goal is to ensure that all charter schools are high quality, and the first checkpoint occurs at the five-year mark. A school has four years to demonstrate that its model is effective. If the evidence isn't there at that point, the presumption is that the school should be closed. There is no "automatic extension."

- Moreover, **if DC PCSB does exercise its discretion, this often comes with significant conditions**, such as charter amendments, enrollment reductions, grade reductions, or strict improvement benchmarks that, if not met, lead to automatic closure.

5- and 10-Year Reviews

The process for the review is, in summary, as follows:

One year[4] before review:

- School leaders have a **pre-review meeting** with DC PCSB to talk about the review process.
- **DC PCSB conducts a Qualitative Site Review (QSR)**. DC PCSB visits every school campus of the Local Education Agency (LEA) to observe the school's instructional program. DC PCSB issues a QSR report of its findings to the school.
- DC PCSB Board members meet with charter school board members for a **"Board-to-Board Meeting"** if the school or DC PCSB wants to discuss the review. (Board-to-Board Meetings are discussed in more detail later in this document.)

[4] Years are school years. For example, if a school opens in fall of 2015, its 5-Year Review will be conducted in the 2019 – 20 school year, meaning a vote by the DC PCSB Board on the review could occur any time between October 2019 and May 2020. The events taking place "one year before" the review would occur in school year 2018 – 19.

Year of review:

- **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 DC PCSB Board regarding whether it should vote to continue the school's charter. The school is invited to respond to the report.
- **The DC PCSB Board votes whether to continue the school's charter or initiate charter revocation.**
- If the DC PCSB Board **votes to initiate charter revocation**, the school elects whether to request an informal hearing. If requested, DC PCSB holds the hearing, and several days later, the DC PCSB Board votes on whether to revoke the school's charter.

If the DC PCSB Board agrees that a school has met all of its charter goals, has complied with the law and the terms of its charter, and has satisfied the fiscal requirements of the SRA, the Board will vote to continue the school's charter.

If the DC PCSB Board finds that a school has missed even one of its goals, or has financial or compliance issues, the Board has the discretion to either:

- Initiate revocation of the school's charter,
- Continue the charter with conditions, or
- Continue the charter without conditions.

The decision in such a case is at the DC PCSB Board's sole discretion; however, the Board strives to be consistent in its treatment of schools. Historically, a significant factor that the Board has considered when determining whether to continue a school is whether the school has already undertaken a substantial turnaround effort and whether this effort is beginning to show results at the time of the Board's vote.

Other factors the DC PCSB Board has considered in the past include the academic trajectory of the school, the school's PMF results, the results of DC PCSB's school visits including its QSR results, the school's compliance results over time, outcomes for subgroups, the school's improvement plans already underway, and, less importantly, the school's articulated plans for improvement.

Multicampus schools at charter review:

In a multicampus school, each campus must meet the goals. Generally, however, if one or more campuses have failed to meet their goals, the DC PCSB Board may, at its discretion:

- Require closure of the campus or campuses that failed to meet their charter goals,
- Continue the charter with conditions, which may apply only to the campuses that failed to meet their goals or more broadly,
- Initiate revocation of the school's entire charter, or
- Continue the charter without conditions.

For more detail on the review process, see **Appendix D**.

FOCUS TIP: Can a school fight DC PCSB's decision, and should it?

A school should seek legal advice at the first sign there may be trouble over its charter, and not wait until a vote to initiate revocation or until the school receives a recommendation of non-renewal from DC PCSB staff.

It is important to note that a vote to initiate charter revocation or a staff recommendation not to renew is not final. Before the final vote to revoke or not to renew a school's charter, the school may present arguments to the DC PCSB Board as to why the school should not be closed.

The charter school board's instinct is usually to "protect the school" and to try to remain in operation. This is natural and consistent with the idea of fiduciary obligation. However, when your school is not meeting its charter goals, it becomes necessary to consider student interests as separate from the school and to try to proceed in ways that are best for students.

Situations in which it could make sense to respond to the review or renewal report's findings and recommendations include:

- You believe, with verifiable evidence, that DC PCSB has not followed its own policies.
- You have a dispute about the interpretation of data or business rules.
- You believe the school met goals when DC PCSB staff claims it did not.

Even in these situations, you are more likely to succeed if you engage in these disagreements with DC PCSB early, well before it comes to a vote.

15-Year Renewals

The process for the renewal is, in summary, as follows:

Any time during two years before the school's charter expires:

- School leaders have a **pre-renewal meeting** with DC PCSB to talk about the renewal process.
- **DC PCSB conducts a QSR**. DC PCSB visits every school campus to observe its instructional program. DC PCSB issues a QSR report of its findings to the school.
- DC PCSB Board members meet with charter school board members for a **"Board-to-Board Meeting"** if the school or DC PCSB wants to discuss the renewal. (Board-to-Board Meetings are discussed in more detail later in this document.)

Fall of the 15th year of the school's operation:

- **The school submits an application for renewal.** The SRA requires a school to submit an application to renew its charter for an additional 15-year term. This application must contain information on the school's charter goals, finances, and governance.[5]
- DC PCSB **informs the school of its right** to an informal renewal hearing.
- DC PCSB **provides a preliminary charter renewal report** to the school.
- The school **elects whether to request an informal hearing,** and DC PCSB holds a hearing, if requested.
- **The DC PCSB Board votes whether to renew the school's charter.**

If the DC PCSB Board agrees that a school has met all of its charter goals, has complied with the law and its charter, and has satisfied the fiscal requirements of the SRA, it will vote to renew the school's charter. The vote to renew is conditioned upon the successful execution of a new charter agreement, as the old agreement will expire. A school may not open or receive funding without an executed charter agreement.

As described above, the law gives the DC PCSB Board no discretion at the 15-Year Renewal to allow a school to continue if it has not met its goals or if it has committed a material violation of applicable law or of its charter. Consequently, if the DC PCSB Board finds that a school has failed to meet its charter goals at the 15-year mark[6], the Board will not renew its charter[7].



FOCUS TIP: DC PCSB Hearings

When DC PCSB votes to revoke a charter, or not to renew a charter, the school has the right to an informal public hearing. The role of a public hearing is different depending on whether a school is up for a 15-Year Renewal or is going through a 5- or 10-Year Review.

In a review decision, a public hearing can be an opportunity to persuade DC PCSB to exercise its discretion and allow the school to remain open, perhaps with conditions. In this case, it is important for a school to carefully prepare for the public hearing.

In a renewal decision, if a school is not meeting its goals, the law requires DC PCSB to close the school. While the law also requires the opportunity for a hearing, a renewal hearing will not change the outcome of the decision unless the school can make a persuasive case that it is at least partially meeting all of its goals. It is important for school leaders, members of the school's board, and members of the school community to understand this reality.

[5] Each year, DC PCSB publishes Charter Renewal Guidelines that provide specific guidance around the renewal process, including the deadline for submitting the renewal application.
[6] The fiscal requirements of the SRA also apply at a charter renewal. As at review, the board is required to close the school if it finds these requirements have not been met.
[7] The law provides, at a 15-Year Renewal, for the option for the mayor to place the school on probation, thus allowing it to continue. Historically, mayors have been reluctant to do this and this provision has been used only once.

If a school's charter is renewed, "DC PCSB will work with the school to update its charter agreement for the next fifteen years, including updates to its goals and academic achievement expectations. Renewed charter agreements must be executed by the time the school's initial charter agreement expires to ensure the school receives its first quarterly payments on time."[8]

For more detail on charter renewal, see **Appendix E**.

Multicampus schools at charter renewal

The charter agreement for a multicampus school spells out how that school's goals will be assessed at review and renewal. Generally, if one or more campuses have failed to meet their charter goals, DC PCSB will be required to deny the renewal of the charter for the entire school. However, a possible alternative would be for the school to close the campuses that missed their goals and ask DC PCSB to reassess goal attainment without considering those campuses. (See the section "Deep Dive: Partial Turnaround + Partial Closure" below.)

Charter Revocation or Non-Renewal

To revoke a charter (at a review) or not renew a charter (at a 15-Year Renewal), the DC PCSB Board must follow a set of legally specified steps and timelines to ensure due process for the school. Specifically, the school will be notified of its right to have an informal hearing, which is usually held at a location decided by the school. The DC PCSB Board generally meets several days after the public hearing for a final vote on the matter. If the Board ultimately votes to revoke or not to renew a charter, the school has the right to seek judicial review of that decision by an appropriate court of the District of Columbia.

It can be instructive to examine schools that have been up for review or renewal over the past five years and whether they have been granted permission by DC PCSB to continue operations. See **Appendix F** for a summary of recent charter school renewal and review decisions.

The Role of the Performance Management Framework (PMF) in Review and Renewal

DC PCSB has adopted a policy, the "Elect to Adopt the PMF as Charter Goals Policy" (PMF as Goals Policy), that allows a school to set a certain result on the PMF as its charter goals. Under the current version of this policy, if a school adopts the PMF as its charter goals for one or more of its campuses, the average score over the review period must be 40% if at a 5-Year Review, 45% at a 10-Year Review, and 50% at renewal and every review thereafter under its new charter.[9]

The PMF as Goals Policy also provides that the Board may find that a school has met its goals under various circumstances, such as showing consistent improvement in overall PMF scores.

[8] DC PCSB Charter Renewal Process FAQs, 8.17.18, page 3, dcpcsb.org/sites/default/files/report/SY%202019-20%20Charter%20Renewal%20FAQs_0.pdf.

[9] The specific language in a school's charter agreement language trumps the policy language. Note that not all charter agreements include the most recent policy language.

Schools that have adopted the PMF as their charter goals should closely consult with DC PCSB staff to understand under what conditions the DC PCSB Board would have the discretion to determine that the school's charter goals have been met even if the school has missed the strict numerical targets described in the previous paragraph. It is important to note that the DC PCSB Board has the discretion afforded under this policy at reviews and renewals to determine under certain circumstances that a school's charter goals have been met under certain conditions. If the Board determines that the school has not met its charter goals, at 5- and 10-Year Reviews, it has the further discretion to continue the school, failure to meet its charter goals notwithstanding. At 15-Year Renewals, the Board has no such discretion.

What is the Performance Management Framework (PMF)?

The PMF is a tool used by DC PCSB to assess, across common metrics, the performance of all public charter schools. There are four types of PMFs: Pre-kindergarten–8 PMF, High School PMF, Adult Education PMF, and Alternative Accountability Framework. All schools are measured annually using one or more of these frameworks, depending on the campuses they operate. The Alternative Accountability Framework uses unique measures, and no score or tier is produced. For all other PMFs, every campus is given a score of between 0 and 100 each year based on the campus' performance against about a dozen metrics, from attendance to growth and achievement on the state assessment. Campuses receiving a score of 65.0 or higher are labeled Tier 1 for that year, campuses with a score of 35.0 to 64.9 are Tier 2, and schools with a 34.9 or below are Tier 3.

The PMF can play an important role in a school's charter review/renewal process in two additional ways:

- If a school has not met its goals at 5 or 10 years and the DC PCSB Board is weighing whether to exercise its discretion to continue the school, the Board may consider a school's PMF results as one factor in its decision.
- The DC PCSB Board has a special policy for schools that score exceptionally poorly on the PMF, which may trigger an out-of-cycle review. In such cases, staff will generally recommend that the charter be revoked if such a review finds that even one of a school's charter goals have not been met, consistent with the SRA.[10]

Remember: A school does not have to be Tier 1 to have met its goals, and DC PCSB has closed many Tier 2 schools.

[10] The DC PCSB PMF Policy and Technical Guide states:
Tier 3 PMF results that meet one or more of the following criteria may be subject to a high-stakes review as a Candidate for Charter Revocation to determine whether the school's charter should be revoked pursuant to the SRA.

- PK–8, HS, or AE PMF score of 20.0% or lower in the most recent year.
- PK–8, HS, or AE PMF score that is a 5.0% decrease or greater within Tier 3 from one year to the next.
- Any school performing in Tier 3 for any three of the previous five years.

Schools that are Candidates for Charter Revocation as a result of their Tier 3 status undergo a high-stakes review immediately to gather qualitative and quantitative evidence to determine whether the school has met its charter goals and is otherwise compliant with the SRA. Prior to the charter's expiration, the SRA gives DC PCSB discretion over whether or not to revoke a charter for failure to meet charter goals. In the case of Candidates for Charter Revocation, DC PCSB staff will generally recommend charter revocation if a school has failed to meet any of its charter goals.

Charter Goals

When considering review and renewal, it is important to have an in-depth understanding of the role of your school's charter goals. Charter school boards adopt their school's charter goals when they negotiate their initial charter agreement with DC PCSB, and again after they are approved for renewal. Schools may also amend their charter goals within certain timeframes, described below.

Charter goals are critical because they become the standard by which DC PCSB measures charter schools during high-stakes reviews. Schools are required to report progress toward achieving their goals each year in their annual reports.[11] However, boards and school leaders should be talking about their school's charter goals regularly—not just in the context of annual reports or review/renewal.

The SRA requires schools to adopt charter goals as outlined in the following DC PCSB Charter Application Guidelines:[12]

> *Charter Goals*. Applicants have three choices when developing goals. Each of these choices may be made either for the entire school (generally organization and leadership goals), a specific campus (generally performance-related), or for specific grade spans within a campus (also performance related). The school may:
>
> - Adopt the PMF as goals for all or some campuses;
> - Adopt individualized ("mission-specific") goals; or
> - Adopt the PMF as goals and supplement this with additional mission-specific goals.

For more detail on charter goals, including guidance on setting your school's student academic achievement expectations, review the DC PCSB Charter Application Guidelines.

Amending your goals

When a school is failing to meet charter goals, it usually indicates that changes need to be made in the academic program or the execution of it. It is also possible that the initial goals were too ambitious or that there is a mismatch between the goals and the school's mission.

Be aware that you are allowed to amend your charter goals if you do it early enough. DC PCSB is open to schools seeking to amend their goals, but will insist that any goals meet the criteria listed earlier. DC PCSB is generally reluctant to amend goals to make them easier to attain unless an exceptionally compelling case can be made. Whenever you want to explore changing goals, contact DC PCSB to discuss changing expectations.

[11] Importantly, DC PCSB does not consider schools' self-reported progress against their charter goals to be determinative, and makes its own independent decision about goal attainment at the time of the school's review or renewal. DC PCSB publishing schools' annual reports does not imply agreement with a school's assessment of goal attainment.
[12] Visit the DC PCSB website to view the most recent DC PCSB Charter Application Guidelines, as these can change.

FOCUS TIP: PMF as Goals

There is an expectation that an older and more established school should perform better than a newer school. This drives the different targets in the PMF as Goals Policy. It also can mean that a newer school with slightly lower performance than a 15-year-old school could be allowed to continue while the charter of the older school was not renewed. Both the performance standards and the legal standards are different in these two situations.

Schools do not have to adopt the PMF as their goals. In the chartering process, schools should carefully evaluate which approach to goals aligns best with the school's mission and program.

FOCUS does not recommend that schools choose the option "Adopt the PMF as goals and supplement this with additional mission-specific goals." Adding a supplemental mission-specific goal can only hurt you in charter renewal and cannot offset weak performance on the PMF. Given that DC PCSB policy is that a school that is not meeting its goals at renewal cannot be renewed, falling short of a mission-specific goal could put your charter in jeopardy, even if you are performing well on the PMF.

If you are adopting the PMF as goals, save your mission-specific goals for internal accountability (goals the board sets for the school and school leader) and don't include them in your charter.

If you have a supplemental mission-specific goal and there is any chance that you will not be meeting it at your next review, consider amending your goals.

Schools may amend their goals until one year before the start of the school year in which they will undergo review, or until two years before the start of the school year in which they are up for renewal. Goal changes typically are not retroactive, so a school is measured based on its old goals until the goals are changed, and going forward based on its new goals. Because amending charter goals can take anywhere from three months to over a year, schools should start conversations with DC PCSB least 24 months before a review year or 36 months before a renewal year.

There is an exception, however, if a school is either adopting or updating to the latest version of the PMF as Goals Policy. In such cases, DC PCSB may allow the school to amend its goals closer to review/renewal, and the change in goals is retroactive. This option can be attractive to a school approaching or in a review or renewal year, if the school can calculate that based on its historic PMF scores it will meet the targets in the current PMF as Goals Policy. Another benefit is that there is no ambiguity in goal calculation and no data validation to be done, which is often a time-consuming and stressful experience for school staff, especially if data from three or five years ago are not readily available or the business rules are not clear. For more detail, see the DC PCSB Policy on Charter Amendments for Revised Goals and Academic Achievement Expectations.

For more information on goal-setting requirements, see **Appendix G**.

When does it make sense to change your goals?

A school may have several reasons to change its goals, including the following:

- The goals are too ambitious and not achievable for any similar school (you must be prepared to provide evidence of the goal being unachievable).
- The goals do not reflect the school's priorities and areas of focus.
- The goals are impossible to measure, the school has not historically measured them appropriately or the assessment is no longer available, or the school does not have the student-level data needed to calculate goal attainment.
- The goals do not specify how they are to be measured, and adding clear business rules to the existing goals is necessary so that the school and DC PCSB understand how the goals will be measured at review/renewal.
- The school wants the simplicity and predictability of the PMF as its goals and DC PCSB managing the data and analysis.
- The school has an outdated version of the PMF as Goals Policy written into its charter agreement and wishes to adopt the most recent version.



FOCUS TIP: Changing Your Goals

DC PCSB guidelines for charter goals include an expectation that they be both ambitious and achievable. After setting your initial goals, you may find that they seem more ambitious than achievable.

This determination is somewhat subjective, and it may help to consult a third-party expert to assess the appropriateness of goals and develop alternative ones if needed. It will not be convincing if you just declare that your goals are too hard; this should be a data- and evidence-backed conclusion.

Example: You set certain goals around PARCC performance, but it turns out that you are enrolling many more students with disabilities than you anticipated, meaning 50% of your students have Individualized Education Plans. It might make sense to revisit your goals to better reflect your student population.

In this case, if the goal originally stated, "The percent of students scoring a 4 or 5 on PARCC English Language Arts (ELA) will exceed the citywide average," you might change it to say, "The percent of students without disabilities scoring a 4 or 5 on PARCC ELA will exceed the citywide average for students without disabilities, and the percent of students with disabilities scoring a 4 or 5 on PARCC ELA will exceed the citywide average for students with disabilities."

FOCUS TIP: Goal Setting

- Goal setting is mostly applicable to newly approved schools and schools that are approved for renewal, but it can also be relevant to any school considering whether to amend its goals.
- Take the goal-setting process very seriously. This is one of the most important decisions your school leader and board can make. Your full board and leadership should be engaged in defining your goals.
- Don't hesitate to involve outside experts. The charter agreement is a legal contract, and it is reasonable to seek legal representation when negotiating it. Setting charter goals is a very high-stakes decision. If you are adopting individual goals instead of the PMF, an expert in school performance evaluation may help you develop and present goals that will be acceptable to DC PCSB.
- Charter goals need to be both ambitious and achievable. Obviously, there is tension embedded in this requirement, and determining whether a goal fulfills it is subjective. As a school, you should focus on making sure your goals are achievable. DC PCSB will tend to push you toward goals that are ambitious. You can push back, and there should be a balance between ambitious and achievable. Assemble externally validated data to make a strong case for your definition of achievable. It is best to include data from similar schools or similar student populations when determining whether something is achievable. FOCUS recommends that schools adopt very ambitious goals internally to drive results, but make sure that any goal used for high-stakes external accountability leans toward achievable.
- Periodically review your goals to assess whether they are realistic and achievable. You should start to do this early in your first year of operation, when you begin to collect data on your student body. Were your assumptions about your students' entering skill levels accurate? How might that affect your ability to reach the goals you set initially?
- Initiate the amendment process early if you think you need to modify your goals. Schools can apply to adopt new goals up to one year before the start of a review year and up to two years before the start of a renewal year. Even if you are outside these timeframes, if you believe your goals are unreasonable, it may be worth discussing this with DC PCSB in the lead-up to a review. You definitely don't want to be complaining about your goals for the first time in a revocation hearing. This is also relevant if you want to keep your goals but amend the business rules used. DC PCSB strives to include detailed business rules in the charter agreement for calculating every goal so there are no surprises or disagreements. However, even with detailed business rules, there can be multiple interpretations. Assessment companies often change how they calculate scores, which can affect goal targets and attainment. It is important to address changes in assessments as soon as possible. It is best to discuss this with DC PCSB staff before a review and request to amend a charter goal if the business rules require changes.
- FOCUS is available to review goals or connect you with others who can provide feedback.

DC PCSB Policies and Resources Relevant to Review and Renewal

All DC PCSB policies and many other resources are available on the DC PCSB website, dcpcsb.org. Board members and school leaders should familiarize themselves with all DC PCSB policies. Policies and other resources relevant to this discussion could include:

- Charter Amendments for Revised Goals and Academic Achievement Expectations Policy
- Compliance reports (sent to full board annually in January/February)
- PMF as Goals Policy
- PMF Policy and Technical Guide (If you are a Tier 3 School, make sure to examine the provision on schools that are Tier 3 for three years.)
- Qualitative Site Reviews (often referred to as QSR)
- Review and Renewal Guidelines

Is My School on Track to Achieve Its Goals?

Boards and school leaders should be tracking progress toward charter goals each year to ensure that the school stays on course. Steps to identifying whether your school is on track for successful charter continuance (review) and renewal:

1. **Identify your school's charter goals.**
2. **Measure progress toward goals every year.**
3. **Determine whether your school is on track to meet its goals.**

FOCUS TIPS: Ensuring Board Members and School Leaders Understand the School's Goals

- Make sure the charter agreement, including all amendments, and charter goals are readily accessible to board members.
- Review and discuss charter goals as part of orientation/onboarding.
- Make sure the entire board is aware of the review/renewal calendar and when the school will have its next high-stakes review.
- Consider creating a board resource page on an internal drive where key documents can be easily accessed.
- Report regularly (at least annually) on the status of goals.
- Invite DC PCSB to a school board meeting to share its analysis of your school's progress toward goals.

Step 1: Identify Your School's Charter Goals

Your school's charter goals are detailed in the charter agreement itself, and posted on the DC PSCB website. If you amend your goals, DC PCSB and the school will execute a written charter agreement amendment to record these changes.

Remember—each campus is measured separately when it comes to goal attainment. Determine exactly how many campuses your school operates and track performance at each campus. (Sometimes a school operates multiple campuses at a single facility or a single campus across multiple facilities.)

FOCUS TIP: Identifying and Clarifying Your Goals

- If If your school has adopted the PMF as its goals, you can **find your scores for each year and each campus in your school's School Quality Report on the DC PCSB website**. Calculating average PMF scores over the years is a matter of simple math.
- If your school has adopted goals other than the PMF, **each board member should know what those "individualized" goals are and how they are calculated.**
- **For individualized goals, be very clear about the business rules** that define how these mission- specific goals will be measured. Schools with recent charter agreements have the explicit business rules laid out in their charter, but some older charters do not. Consult early and closely with DC PCSB around business rules and, if necessary, amend your goals to include specific business rules. This is critically important. Goal attainment may be met or not met depending on a business rule about, say, whether non-tested students are counted in the denominator of a calculation
- Schools should **seek clarification from DC PCSB** as far in advance as possible if there is any ambiguity about charter goals.
- **Designate a board member responsible for understanding in depth the school's goals** and tracking its goal attainment.

Step 2: Measure Progress Toward Goals Every Year

Boards should be tracking their performance against five-year goals every year, with more emphasis beginning in Year 2 of the five-year period. Even new schools need to think about goals by Year 2 of their operations. Five years may seem far away when you are still ramping up with only your second class of students, but the school must be making quick progress toward its goals by that time to be on track.

This section walks boards and school leaders through the following questions:

- What data should we be looking at, and where do we find the data?
- When should we look at our school's progress toward goals?

- How should our school track progress toward goals?
- How will we know if DC PCSB is concerned about our progress toward goals?

What data should we be looking at, and where do we find the data?

The school leader and board should monitor progress toward charter goals and ensure that the school is performing at a level to pass high-stakes reviews. To do so, the board and school leader must know what data is most important, reliable, and accurate.

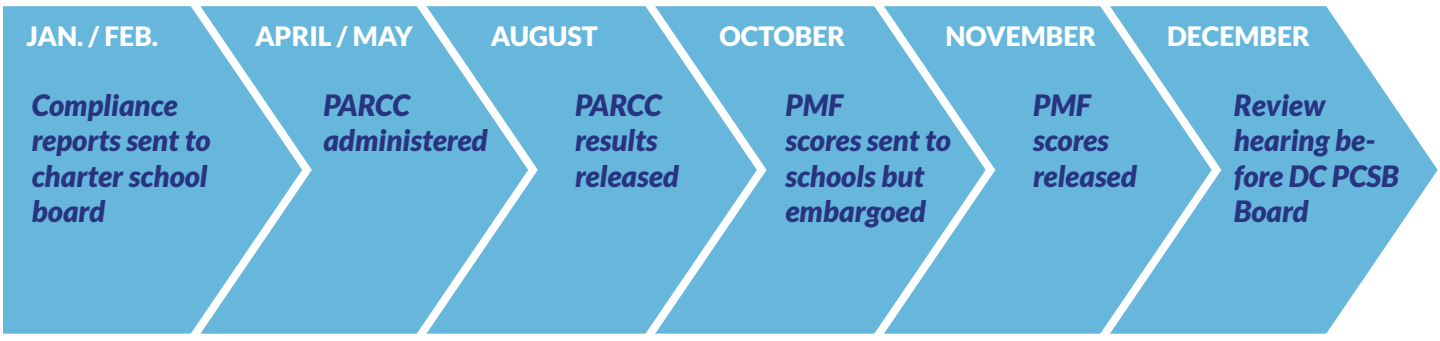
Generally, this data will be provided to the board by the school leader; however, much of it is also publicly available and can be readily accessed by any board member at any time. Some performance data that board members should be readily able to access includes:

- A school's annual reports submitted to DC PCSB
- School Quality Report and data
- STAR Framework data and DC school report card
- Equity Reports
- Qualitative Site Review (QSR) report
- All communications from DC PCSB to the school's board
- Community Complaint summaries (sent annually to the full board)
- Direct requests for information from DC PCSB

When should we look at our school's progress toward goals?

Boards typically review progress toward charter goals at the end of each school year. This will allow the board to review data toward some goals, but not all data is available at the end of the fiscal year. Remember, the DC accountability framework relies on data that is released over many months. As you plan for your annual review of data and your 5-, 10-, or 15-Year high-stakes review/renewal, keep in mind the following sample schedule for data release.

Sample Annual Timing of Data Release



How should our school track progress toward goals?

School leaders typically lead the work of tracking progress on goals and create dashboards to help stakeholders—boards, staff, and families—understand where the school stands. These dashboards look different across campuses and can vary in detail and sophistication. The important determinant of a dashboard is whether stakeholders can easily understand if the school is on track to achieve its goals. Ideally the school leader is also providing additional context from other assessments, showing data by subgroup and grade level, sharing historical trends, etc. DC-based organizations such as FOCUS, Education Board Partners, and EmpowerK12 can serve as partners to help school leaders think about how to share data with boards. In addition, DC PCSB staff will share results of any assessment with board members at their request and support the board in reviewing/populating dashboards.

Consider the following example of a dashboard measuring progress toward long-term goals. Note, in this example, the school has adopted the PMF as its goals.

Example Dashboard Monitoring Progress to Goals

Dec. 2015: Successful 5-Year Review	PMF Score Nov. 2016 (for SY2015–16)	PMF Score Nov. 2017 (for SY2016–17)	PMF Score Nov. 2018 (for SY2017–18)	PMF Score Nov. 2019 (for SY2018–19)	PMF Score Nov. 2020 Last year of data before review	Is our school on track to achieve 45 on the PMF and have a successful 10-Year Review in Fall 2020? (Y/N) If not, what scores do you need to have each year to reach 45?
Campus A	58	59	61	67	TBD	Yes. Average is 61.3
Campus B	45	39	40	48	TBD	No. Average is 43. Need a 53 in Nov. 2020 to average 45 before review.

How will we know if DC PCSB is concerned about our progress toward goals?

DC PCSB is examining your school's data over time, just as you are. Often, if DC PCSB has significant concerns about your school's ability to meet your goals and be approved for your review or renewal, it will host a Board-to-Board Meeting. In this discussion, members of the DC PCSB Board and staff meet with members of the school's board and leadership. DC PCSB Board members will go on record sharing their concerns and follow up with a letter documenting those concerns. It is up to the school's board to oversee changes that will address the DC PCSB Board's concerns. It is important to note that, while DC PCSB will often reach out to a school if it is concerned about goal attainment, it is not required to do so.



FOCUS TIP: Board-to-Board Meetings

- **Take these meetings seriously.** Too often, school boards dismiss this early warning and do not hold the school leader accountable for making necessary changes to address DC PCSB concerns, often resulting in the school facing significant challenges in review or renewal. Then at the review hearings, the board members often say, "I had no idea it was this bad! Why didn't you tell me?" But they did tell you—in a Board-to-Board Meeting.
- **Pay attention to all negative feedback**. Sometimes school staff and board members pay more attention to the positive feedback they might get during a QSR ("students seem engaged") than the more negative observations, leading to a skewed interpretation of what DC PCSB is actually saying.
- **Show DC PCSB that your board is aware of the challenges**. If your board is aware of problems and already taking action to improve performance in concern areas, make that clear. Share minutes from prior meetings documenting the school's work on these challenges.
- If the Board-to-Board Meeting is **truly a wake-up call**, acknowledge it and get to the root of the problem. This situation generally means that the school leader either is not sharing accurate information with the board or is not taking performance problems seriously enough. Both explanations require decisive action.
- **All available board members should participate in the Board-to-Board Meeting**. Demonstrate to DC PCSB that all board members are engaged with the school and the work of the board, not just the school leader and board chair.
- **Show DC PCSB that your board members know your school**. Share personal experiences you have had with students and staff, demonstrating your understanding of the challenges and what it will take to achieve your goals.

Step 3: Determine Whether Your School Is on Track to Meet Its Goals

Now that you have a dashboard showing data compared with your upcoming review/renewal and more immediate annual goals, you can determine whether you are on track to meet those goals at each campus you operate. Review this data as a full board with your school leader.

Ask overall: "*Are we on track to achieve our goals and have a successful review/renewal process for each campus? What is the evidence that supports that assessment?"*

If the answer is *"Yes, we are on track to achieve our goals,"* then the board can continue its oversight, asking questions so that year after year the school stays on course to pass any review or renewal process.

If the answer is *"No, we are not on track to achieve our goals,"* then the board needs to identify the steps that will demonstrably shift student outcomes.



FOCUS TIP: Key Questions for Charter School Boards to Explore

When exploring whether you are on track to achieve your goals, ask key questions such as:

- Given our student achievement data and progress toward our goals at each campus and each grade band, **is it likely that we can meet these goals by the end of the review period?** What would it take? Have any other schools shown this much progress over this period? What did they do?
- **For the goals that we are on track to meet**, and for campuses that are on track to meet all of their goals, what strategies were successful in helping us get there? What key data trends are affecting our success? (Enrollment trends, strategic position, financial health, facility situation, compliance.)
- **For the goals we are not on track to meet**, and for campuses that are not on track to meet all of their goals, how far off are we and can we meet the score?

  For schools with the PMF as their charter goals: Determine the score needed in the remaining year(s) to earn the average score (40, 45, or 50) required at review or renewal, and how attainable it is. It is rare for a school to achieve a PMF score significantly higher than what it has received in previous years, so ask probing questions if your leader is forecasting a steep jump in score. In cases where it is unlikely that the average score will be met, ask if the school is showing consistent annual improvement on overall PMF scores, as this may make the school eligible for the improvement provision in the PMF as Goals Policy.

continued on next page

For all schools not on track to meet its goals, determine whether:

- The goals will be met in some grade spans or at some campuses. If so, could the school be fiscally stable if it voluntarily closed lower performing grades or campuses?
- The school leader has the capacity and a plan for getting the school back on track. Ask questions such as "What is the capacity of our leadership? Does the school leader understand the seriousness of the situation? Has the school leader been forthright in bringing performance problems to our attention, or has this been a struggle? Does the school leader have promising ideas for turning the school around? Do they seem dramatic enough to change the performance trajectory (this is not a time for tweaking)? Do we believe he/she can execute these plans? Does he/she need additional resources to carry out these plans? Would we be better off hiring a consultant or exploring other operators?"
- The school has a plan for how to hold the school leader accountable for improvement. What interim benchmarks can indicate whether the school will meet its goals? When does the board decide that it is not feasible?
- The board is part of the problem. Ask questions such as "Have we as a board delivered on our promise to oversee a school that meets our charter goals? Are there board deficits that we need to address? Does the board have the capacity (time and expertise) to explore alternatives, or should we hire a consultant?"
- The board should hire an external, unbiased education data consultant to give a summation on whether you can make your goals.



FOCUS TIP: Warning Signs

Decisions about review and renewal should never take a school by surprise. Besides regularly comparing your data with goals, pay attention to what DC PCSB is communicating.

- Pre-review meeting: What is the tone?
- QSR report: Are there negative findings?
- Has DC PCSB asked for a Board-to-Board Meeting? This generally indicates concern.

What Do we Do if Our School Is Not on Track to Meet Our Goals? Exploring the Path Forward.

The most important role of the board is to ensure that the students in your school are receiving the high-quality education they deserve. Your north star is student learning—not your staff, your leader, or your emotions. The board's most essential question must always be, "What is the best decision we can make for our students so they will reach their highest potential?" The guidance below is meant to be just that—guidance. Finding the right path forward for your students is a nuanced process that can change depending on the context of your school, and it requires flexibility and creativity. However, the steps below can serve as a framework to move through the decision-making process.

If the board and school leaders are not highly confident the school is on track to achieve review or renewal requirements, it is essential that the board take decisive action as soon as possible. Consider the steps for decision-making below:

STEPS FOR THE SCHOOL BOARD'S DECISION-MAKING PROCESS

Step 1:
Create an ad hoc strategy committee of the board to lead this process on behalf of the board.

Step 2:
Consider the school's options, thinking through the pros and cons of each: whole-school turnaround, partial turnaround + partial closure, takeover, and whole-school closure.

Step 3:
Communicate with and meaningfully ask community stakeholders for input (this includes families, teachers, and staff).

Step 4:
Choose a path and determine your reason(s) that this is the best decision for the students.

Step 1: Create an Ad Hoc Strategy Comittee to Lead this Process on Behalf of the Board

It is important for the charter school board to identify a formal structure by which to explore options and decide how to proceed. The board will need to do a significant amount of work in multiple areas—communication, family engagement, data analysis, outreach—and needs to make sure it is organized to do that successfully. Board members who have gone through this process have found it to be surprisingly consuming, feeling that they have added another full-time job to their already full plates. Manage the work by creating an ad hoc committee whose members can lead the board through this process.

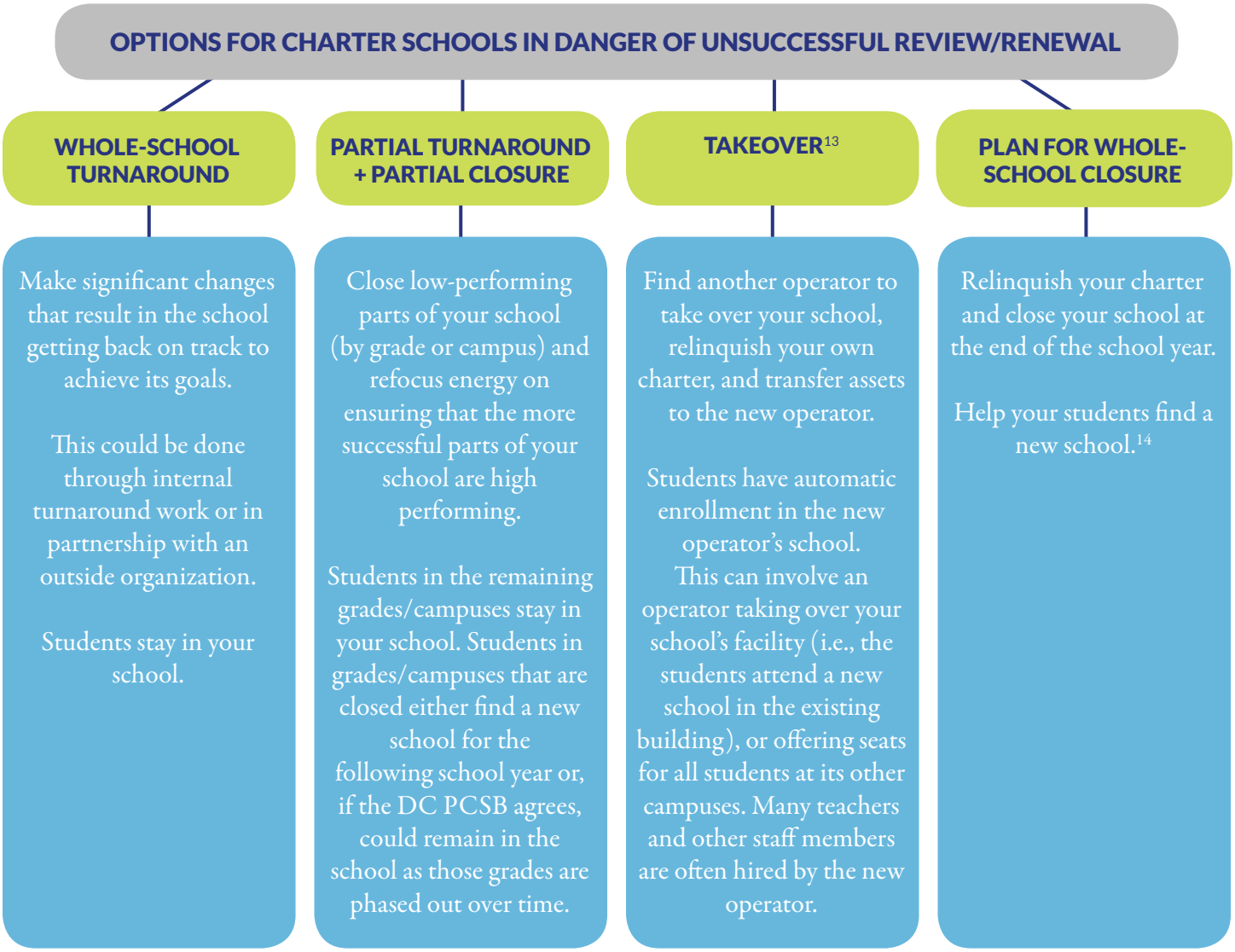
This committee should consist of board members who can commit the time to do a deep dive on the decision-making process. It should include the board chair and board members who have a diverse mix of skills and perspectives—community connections, academics, governance, finance, real estate, law, and communications. At least one parent board member should be on the committee. The committee may also include the CEO of the school, if appropriate. This CEO is driving the work at the school level; has a deep understanding of discussions happening at the student, staff, and community levels; and will be instrumental in ensuring a smooth transition.

The committee's charge is to lead the diligence and communications process on behalf of the board, updating the full board regularly on progress and findings. Ideally the chair of this committee is not the board chair, as that individual will have many additional roles to play in this process, such as communicating with DC PCSB. Make sure each committee member knows what parts of this process outlined below they are individually responsible for driving. This process is a lot of work and takes a lot of time; it cannot effectively be executed with only one person doing all the work.

The board should vote to create this ad hoc committee (ad hoc meaning it will dissolve when the committee's work is over) and document the committee's charge in a written job description. See **Appendix H** for a sample job description for such a committee.

Step 2: Consider the School's Options: Whole-school Turnaround, Partial Turnaround + Partial Closure, Takeover by Another Operator, or Whole-School Closure.

There are four primary options for boards if they realize that their school is in jeopardy of not getting a continuance or renewal:



Note that the board may pursue a fifth option, which is to take no action and undergo the DC PCSB review/renewal process. Depending on the DC PCSB Board's decision, the school's board may then accept or contest the decision. As discussed above, the risk to this path is that if the DC PCSB Board votes to close your school, and you have no contingency plan or research in place, the charter school board must quickly scramble to identify whether there are any remaining options, e.g., takeover operators who would want to run your school.

[13] A takeover is often referred to as an "asset acquisition," as the new operator acquires the assets of the closing school.
[14] See DC PCSB Closure Manual for more detail.

If the board does determine the best plan is to move through the DC PCSB review/renewal process, consider also exploring your contingency plan should the school, in fact, be closed.

To jump-start your board's thinking about which path would be most beneficial for your students, engage in the self-study below. This self-study aims to initiate conversation. However, the best decision for students is not always immediately clear. This decision-making process requires nuance; input from teachers and staff, community, and families (and sometimes students); and exploration. To learn more about the options, consider the **"Deep Dive"** sections below.

Self -Study: Evaluating Your School's Options

Category to consider	Whole-School Turnaround	Partial Turnaround + Partial Closure	Takeover	Plan for Whole-School Closure
When this might be the right option	When you have time to make significant changes in the school that will result in (a) goal attainment either outright or through consistent, demonstrated improvement in student achievement results (applicable to schools that have an improvement provision in their goals), or (b) enough demonstrated improvement for DC PCSB to conditionally continue a school that has not met its goals.	When some grades or campuses are performing within range of the charter goals but other grade spans/campuses are not.	When you do not see a path to your school's successful review/renewal and your priority is to guarantee seats for your students in a new school. Assumes there is an operator interested in taking over your school.	When you see no viable path to serving students effectively, your financial model cannot work in the long term, there is no takeover operator willing to assume operations of your school, and it is too late for a turnaround or a turnaround is unlikely to be successful. In this case, schools must determine whether to voluntarily relinquish their charter early or wait for the DC PCSB review or renewal process to play out.
Timing	School in Years 1, 2, or 3 of the five-year high-stakes review cycles. It is very difficult to see results from a turnaround after only one to two years of the process. If your school launches a serious turnaround effort at the beginning of Year 4, it could have promising results. However, this leaves little time to course correct if efforts are unsuccessful. What's more, one year of promising data might not be enough to demonstrate promise to the DC PCSB Board sufficient to keep the school open. This is a gamble that a school might be willing to take. If you are well into Year 4 of your review cycle, it is generally too late for this option.	Any time, but ideally announce plans to close particular grades or campuses before the My School DC lottery is launched (November) and absolutely before the My School DC Lottery deadline (Feb. 1 for high schools and March 1 for all other grades), so that students who need to find a new school have time to do so.	Any time, but ideally announce before the My School DC lottery is launched (November), and absolutely before the My School DC lottery deadline for families (Feb. 1 for high schools and March 1 for all other grades), so that students who do not wish to continue under the new school operator have time to find a new school.	Any time, technically, but the timing of the decision and announcement of a school closure matters a lot. Try to announce a closure decision in November before the My School DC lottery system is finalized, and absolutely before the lottery application period ends (Feb. 1 for high schools, March 1 for everyone else), so that students have time to enter the lottery and find a new school. DC PCSB has changed its review and renewal cycles specifically to avoid making school closure decisions in the spring and summer. The boards of schools considering a voluntary closure should take timing very, very seriously.

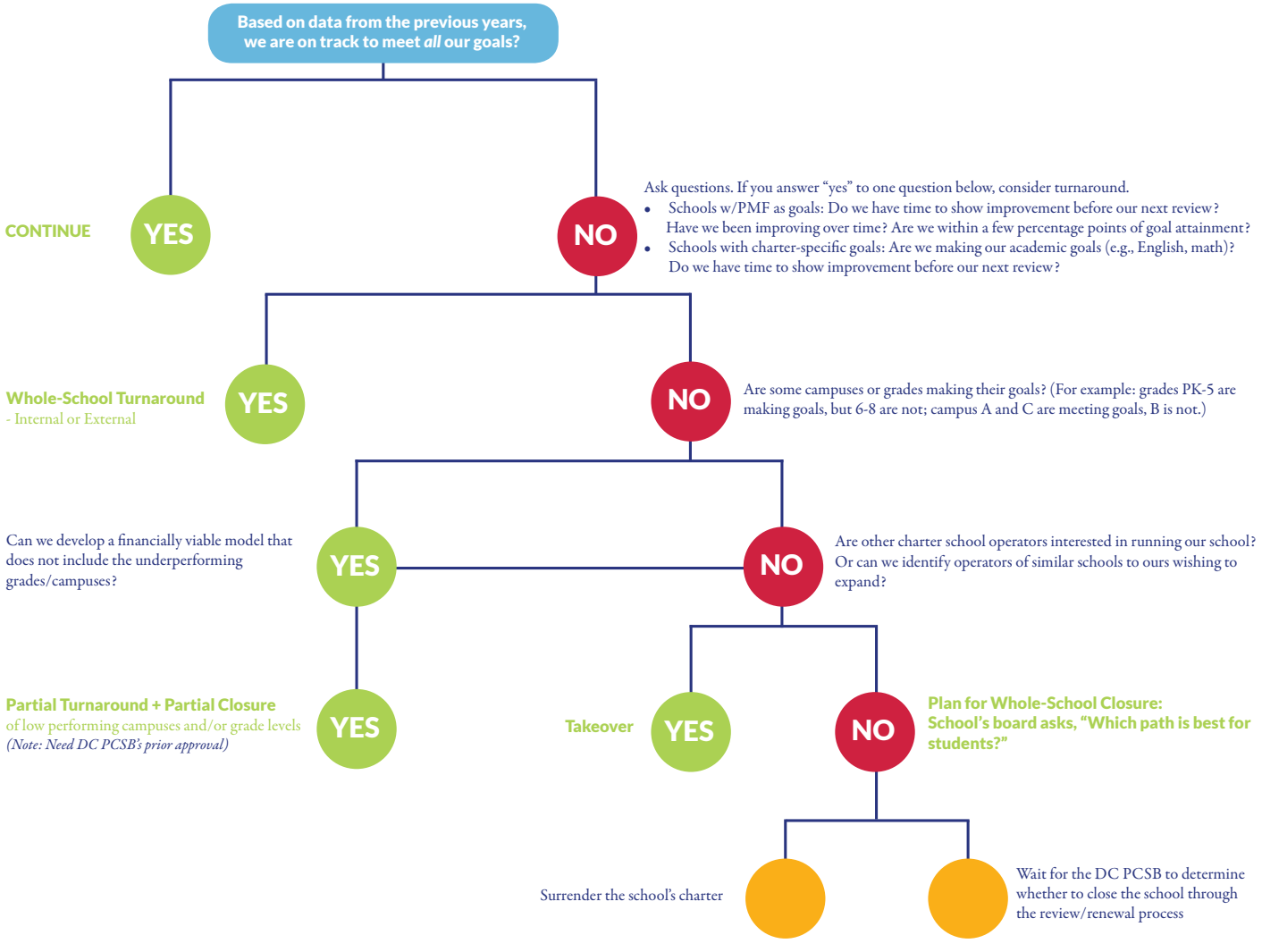
Category to consider	Whole-School Turnaround	Partial Turnaround + Partial Closure	Takeover	Plan for Whole-School Closure
Review vs. Renewal	Safer to try turnaround in a review cycle than renewal, as DC PCSB has more discretion in its decisions.	Option in either cycle.	Option in either cycle.	Option in either cycle.
Sustainability of Financial Model	Your school's financial model is sustainable in the long term. The school has the financial resources to reinvest in successful turnaround—led either internally or with an outside consultant.	Your school's financial model is sustainable in the long term—even with the loss of revenue that comes with losing students. The school has the financial resources to reinvest in strengthening the remaining programs—led either internally or with an outside consultant.	Could be a financially sustainable model as long as the acquiring school has the financial resources to invest in the changes needed to dramatically improve outcomes for students.	Your school's financial model is unsustainable in the long term and cannot be fixed by adjusting spending. For example, if a school does not serve enough students to sustain the financial needs of the school long term, closure could be the best option.
Facility	Your school has access to a facility for the long term to house your school and its turnaround efforts.	Your school has access to a smaller facility for the long term to house the school's remaining programs, or can adapt in its current facility to serve fewer students in a financially sustainable way.	Depends on what the new operator needs from a takeover. The facility could play a significant role if a potential takeover operator is interested in taking over a school with an attractive building that is owned by the school or has a reasonable lease. Without those conditions, the operator may be less interested in serving the students in your existing building.	The building is not desirable for other operators or suitable for your school.
School Leader Capacity	Your school leader has a clear plan for turnaround, and past annual school leader evaluations demonstrate they have the capacity to be successful. OR The board has hired a new school leader it believes can be successful. OR Your school plans to engage an external consultant who will identify appropriate leadership as part of the turnaround effort. OR The school leader may be able to turn things around with the support of additional senior staff.	Your school leader has a clear plan for turnaround, and past annual school leader evaluations demonstrate they have the capacity to be successful. OR The board has hired a new school leader it believes can be successful. OR Your school plans to engage an external consultant who will identify appropriate leadership as part of the turnaround effort. OR The school leader may be able to turn things around with the support of additional senior staff.	Ideally, your school leader is capable of leading an effective transfer to the new operator, with or without the support of additional senior staff. OR The school leader is not capable of leading the school going forward, but the new operator will install a strong leader.	Your school is on track to close for reasons outside an effective school leader's control OR your school leader is ineffective as demonstrated by annual evaluations.
Board Capacity	Board capacity matters when it comes to making this decision. For each option, boards must determine whether they are operating according to best practices and are capable of managing the options above. If the board is not effective itself and lacks capacity, it must recognize that it is in fact part of the problem, and must seek support for improvement immediately. The board must ask itself, "How does our effectiveness influence the best path forward for our school?" Boards may benefit from bringing in an outside party or conducting a self-assessment with input from other school stakeholders in order to assess its effectiveness.			

Keep in mind that the number of options available to boards decreases over time. It is the board's responsibility to identify the path forward. It can do this in partnership with the school leader, especially when the board has confidence in the leader's abilities. But at the end of the day, this is the board's call alone. The school leader either will be a partner or will not. If they are resistant to changes or don't see it as a crisis, then they will not be a good partner and the board needs to act.

Once the board understands its options, it needs to have an honest conversation about how to move forward. Discuss the decision tree below, answering the questions for your school and its campuses.

Decision Tree Based on Progress Toward School Goals

By November of each year in a review cycle, the school's board should vote on a plan.



FOCUS TIP: Top Mistakes Boards Make When Facing a Decision on Turnaround/Takeover/Closure

- **Believing that someone other than the board will lead the school through the process or "have the answer."** If a school is not on track to achieve its goals, the board must play an active role, including exploring whether the school leader or charter management organization is the primary reason that the school is not meeting its goals. The board will need to come up with an answer and take action. In some cases, the school leader can play the primary role in driving the decision process. In other cases, the school leader is not equipped to do this. In still other cases, where the school leader is part of the problem, it may be inappropriate to involve that leader in the process. The board must be prepared to drive the process itself.
- **Failing to address leadership and/or governance problems early.** By regularly evaluating the school leader or the charter management organization, a board should have a good idea of the capacity of its leadership when confronted with a difficult review/renewal. Sometimes failure to achieve charter goals stems directly from weak leadership and an absence of accountability. By the same token, dysfunctional governance can set up a skilled leader for failure.
- **Thinking there is an easy fix**. Managing highly effective schools is incredibly difficult work. Turning around a school in a short time or figuring out next steps for a low-performing school can be even harder. This decision will require significant brain power and attention. Incremental changes are unlikely to lead to dramatic differences in outcomes, and dramatic changes are likely to be disruptive.
- **Assuming the board can do this in one board meeting**. Understand how much time this process takes. Boards are often not prepared to spend the time that this requires and don't have the capacity to do the work that needs to be done.
- **Believing in miracles.** The leader is unlikely to be able to make unprecedented improvement in a short (one- or two-year) period.
- **Being unwilling to invest in change**. Rapid and dramatic improvement is hard, and yet schools in trouble often balk at spending money on outside experts or advisers that could make a difference. Whether it is overhauling curriculum or professional development, or hiring an outside turnaround consultant, expect that changing student achievement trends will require you to make significant adjustments to your budget.

Step 3: Communicate With and Meaningfully Ask Your Stakeholders for Input

Charter schools are located in neighborhoods and are key members of their communities. Charter school boards must define their stakeholders and conduct significant outreach. For example, your school's engagement could include any or all of the following:

- Families and students (current and former)
- Teachers and staff
- City Council members
- State Board of Education members
- Advisory Neighborhood Commission members
- School partners, such as feeder preschools or high schools
- Neighbors and neighborhood organizations (civic associations, Ward Education Councils)
- Nonprofit organizations, partnership organizations, religious organizations
- DC agencies, businesses, landlords, or vendors nearby

Regardless of which option your board is exploring if it is facing challenges to passing review/renewal—whole-school turnaround, partial turnaround + partial closure, takeover, or whole-school closure—it is essential to engage your community at the appropriate time in order to achieve key goals:

- **Build community-wide understanding of review/renewal and the school's chances for continuance during a review or renewal process.** The more engagement you do on the front end, the more likely your school will embrace the ultimate decision. Help stakeholders understand:

    1. The school's risk of not securing charter continuance or renewal.
    2. The DC PCSB charter school accountability process (i.e., review and renewal requirements to remain open).
    3. The role of the school's board in the review/renewal and decision-making processes. Make sure the community understands that it is the board's decision to determine how to move forward and that the board needs the community's input in order to make that decision.
    4. Your school's goals and what needs to change in order to reach those goals.
    5. The options the board is considering, including the pros and cons of each.
    6. How the community may engage with the board throughout the process.

- **Solicit authentic, community-wide input** early on how to best proceed. Listen to your community's insights or ideas about what is and is not working to ensure that the board is accurately addressing the right problems. Ask the community what is most important to them and what structures, values, and expectations the community holds for the future. Communicate those priorities and use them as significant inputs in the board's decision-making. Boards have had these conversations with their stakeholders through community forums, surveys, and focus groups. Make sure to build a timeline for this engagement that allows enough time for the community to adequately and authentically engage and give feedback.

Involving staff and families in grappling with these questions will result in greater transparency, buy-in, and ideas for moving forward. Often other stakeholders hold information or can see a part of the organization the school's board cannot. These perspectives help shape best thinking about the school's options.

Make sure to document all stakeholder engagement activities using sign-in sheets, agendas, notes, and public announcements. This will enable you to demonstrate the extent of your outreach and the community feedback you collect.

- **Communicate to DC PCSB the community's opinions** on how they think the school should proceed. Reach out to the DC PCSB staff and Board to keep them updated on your community engagement activities and help them understand community concerns.



DC PCSB & FOCUS TIP: Communicating with Stakeholders while Considering a Path Forward

- **Comunication requires time and effort to do well.** Consider creating an ad hoc committee of the board dedicated to communications to ensure that the two-way conversation that needs to happen is done strategically and regularly. Have some standard document templates including flyers, press releases, and letters to staff so that as you know information you can fill in the blanks.
- **Introduce the board to the community.** Most board members have not regularly engaged with the community outside of board meetings. They are often not at school events, not meeting parents, and not engaging with staff. Therefore, most school communities do not know their board members or the real role of the board. It can be difficult to trust a board made up of unknown individuals from outside the school's community and who wield such power as the ability to close the school. Throughout the years, board members should make themselves more visible in the school, answer questions from community members, and overall build a relationship with the school community. This will begin to build trust, which is especially important when the board has such a difficult decision to make.
- **Be honest with your community about where your school is compared with its goals.** All stakeholders must understand the good and the bad when it comes to progress toward the charter goals, finances, and compliance. Balance the need to talk about inputs, how you're doing your work, with outcomes, what you're measured against. This is particularly important if your charter does not have a clear path to passing review or being renewed. Your families and staff deserve better than being caught off guard when it is too late to turn around the school. Tell them the truth as early as possible, ideally whenever you get disappointing results.
- **Ensure that your staff knows its role in the review/renewal process.** Teachers and staff must understand what it will take to meet or surpass the goals in the charter. When possible, teachers and staff should be a key stakeholder group you engage and inform.

Continued on next page

- **Be thoughtful about *how* and *when* you ask for community input. Ask for community input early in your exploration process.** Hold community meetings with staff and families to help them understand the options and get their input into what they think could serve students well. In these conversations, it is essential to make sure staff and families understand that this input will inform the board's decision making—and that this decision is the board's alone.
    - When holding meetings for families, make sure to cater to times when they are available to join. If the meetings are in the evening, consider bringing pizza and drinks, providing child care, and anything else your families need to free up their time to attend.
    - Consider giving families advance notice and reminders to drive participation. Often a quick reminder can help make the difference in turnout.
    - Use a variety of tactics (closed Facebook group, etc.) and create multiple opportunities to engage stakeholders.
- Communicate continually. Make sure to keep the community up to date on the progress toward renewal/review. For example, once the community identifies priorities, communicate the priorities back to the school community to demonstrate that you as a board are listening. Perhaps hold office

Boards often hold decisions close while debating the path forward, often out of fear of destabilizing the school community. This legitimate concern needs to be balanced against the benefits of communicating with key stakeholders sooner rather than later. Often parent board members can be helpful guides as to when and how to bring in the broader community.



FOCUS TIP: Outreach to the DC PCSB Board

You may also want to reach out to individual members of the DC PCSB Board to explain your decision process and the steps you are taking. You may be able to get a sense of what they are thinking with regard to review or renewal. The DC PCSB Board is independent of the staff, and even when the staff makes a recommendation one way, Board members can make their own decision, and Board votes are not always unanimous. This is more likely to be a factor in reviews than in renewal decisions, when the Board has less discretion.

It may be helpful to build advance support for complicated transactions such as takeovers and partial closures.

Step 4: Choose a Path Forward

Considering the decision tree from above, choose a path forward. Explore the "Deep Dive" sections for each option, below:

- **Deep Dive: Whole-School Turnaround**
- **Deep Dive: Partial Turnaround + Partial Closure**
- **Deep Dive: Takeover**
- **Deep Dive: Plan for Whole-School Closure**

As a reminder, schools do have the choice to take no action and wait for DC PCSB to complete its review and renewal processes. As discussed above, the risk with this option is that if DC PCSB decides to close the school, the school's board has taken no steps to explore alternatives and perhaps missed an opportunity to keep the school open by choosing partial closure + partial turnaround or identifying another operator to take over the school.

Keep in mind that your Plan A path might not materialize and you need a Plan B. Opportunities change quickly. Creativity is key here.



FOCUS TIP: A Note about Communicating with DC PCSB Board Members and Staff

See DC PCSB as a necessary partner. You will undoubtedly have strong feelings about your school's performance, and it will be easy to blame DC PCSB for your school's failure. Rather than be antagonistic, recognize that it is the Board's legal responsibility to close schools that are not meeting their goals at renewal and those that are unable to show progress toward meeting their goals at other high-stakes reviews. They are just as concerned and focused on your students as you are and they want to invest in their future. To that end, DC PCSB has family engagement specialists to help displaced families navigate the lottery process. They will work with you and your community to support your decision.

Deep Dive: Whole-School Turnaround

Whole-school turnaround means doing just what it says: turning around a school to improve its areas of deficiency—academic, financial, and/or compliance. Whole-school turnaround is not easy; it requires significant changes, often throughout all levels of the organization.

In summary, the steps for whole-school turnaround include the following:



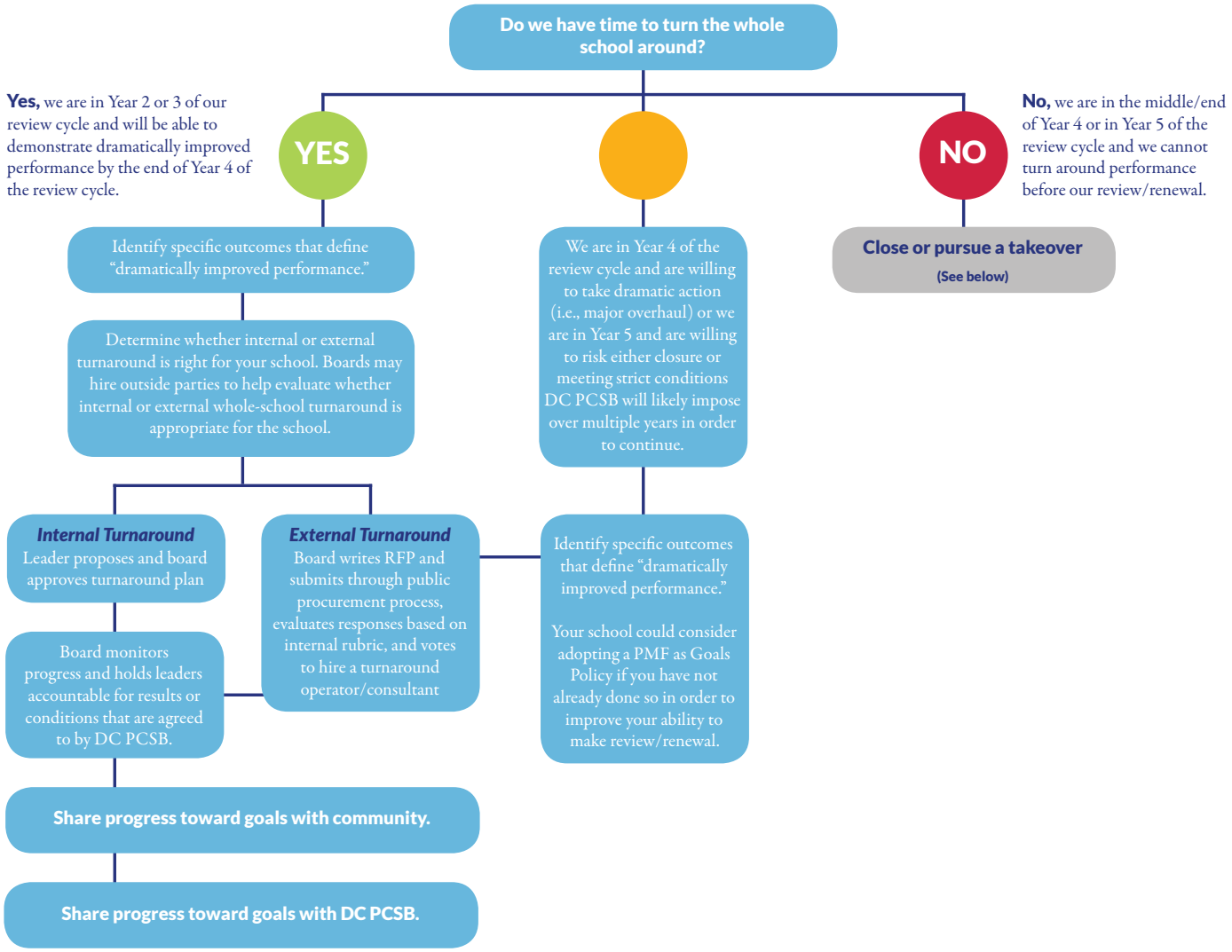
Whole-school turnaround efforts should begin as early as possible. While there are always exceptions to the rule, best practice is to initiate turnaround as early as possible (Year 2 or 3) and no later than the beginning of Year 4. The later you start, the more likely you will miss your goals and be continued only with strict conditions for future performance which, if missed, would lead to the automatic closure of the school in future years. Turnaround begun in Year 5 is particularly risky; even if DC PCSB decides to continue the school it would likely be with very aggressive conditions, including outcomes for Year 5, that could, if not met, lead to school closure. The longer you wait, the more dramatic changes you will need to implement, the less likely you will be able to demonstrate adequate improvement, and the higher the risk that you are either closed or continued with strict conditions that will lead to future closure if not met.

Generally speaking, there are two paths for whole-school turnaround:

- **Internal:** Turnaround that is driven by leadership at the school level. It could be done through a new plan designed and managed by the school leader or by a new school leader or additional key staff.
- **External:** Turnaround that is led by outside consultants who specialize in supporting school-based teams in deep, fast, and effective improvement.

At a high level, the process for determining whether whole-school turnaround is right for your school is as follows. Note, this process is not absolute—each school is unique in its options depending on its charter goals, progress toward them, and ability to take quick action that leads to demonstrable improvement fast.

Summary Process for Selecting School Turnaround Option



FOCUS TIP: The Two-Year Tipping Point

DC PCSB needs to see demonstrated improvement. If you are not on track to achieve your goals after two years of a five-year term, boards should approve turnaround efforts at this time. Schools do not turn around in six months or even a year. DC PCSB wants to see demonstrated improvement even if you have not met your goals in a review cycle, and if you wait too long to take big action—replacing a school leader, changing the charter management organization, making significant changes to instruction—your students may not have time to show enough improvement to secure a positive review or renewal. Do not wait.

More specifically, steps for exploring and implementing whole-school turnaround are as follows:

Step 1. Determine whether you realistically have time to turn around the school as a whole given the date of your review/renewal (see above). As a reminder, if you have not initiated comprehensive turnaround efforts by at the very latest the beginning of Year 4, and ideally earlier, it is very unlikely you will be able to demonstrate that your efforts have led to improved results. Turnaround begun in Year 5 is very risky because the school could very well face closure (particularly if this is a renewal, where the school must meet its goals) or, in the best case, would most likely need to meet very strict conditions for several years that could lead to future school closure if missed.

Turnaround efforts can take a while to get right and to show results, so it is far better to implement them in Year 2 or 3 of the review cycle. Remember: Review and renewal decisions are based largely on academic data, which becomes available each August (PARCC) and October (PMF). This means that the data from the fourth year of your five-year renewal/review period is the last available data the DC PCSB Board will have as it determines how to vote.

Step 2. Consider whole-school turnaround in the context of review and renewal. Solid evidence of improvement might be enough to get you through a review with conditional continuance. At renewal, only if the school has met its charter goals can the school's charter be renewed. Review your charter goals and the PMF as Goals Policy, work toward improvement, and understand the difference between and implications of review and renewal.

Step 3: Identify what is required for whole-school turnaround to succeed in meeting your goals. Make a rubric and identify what needs to happen in order for you to reach your goals. Have a data-informed conversation about what it would take to reach that goal, given where you are now. What people? Time? Resources? Structures?
See an example of a rubric below.

Year 1	Year 2 Current Year	Year 3	Year 4	Year of Review
PMF 30	PMF 37	What major steps do we need to take in the next two years to average 40 on the PMF by Year 5? We are in an upward trajectory, but is it enough? Where are our deficits in the PMF, and are they easy to fix? Is it feasible? What must change, and how will we know the school is on track?		Need to average a 40 on the PMF. Data from your fifth year will not be included in a review period.

Step 4: Determine if internal or external whole-school turnaround is viable for your school. If you do have time to do a whole-school turnaround of the school before your renewal/review, you then need to determine as a board whether your turnaround is internal or external. A third-party review of the school's performance could be helpful in this decision as well.

Internal Turnaround

An internal turnaround is one that is driven by leadership at the school level. It could be done through a new plan designed and managed by the existing school leader or it could be done under a new school leader. If the board chooses an internal turnaround, the school leader should create a turnaround plan and be able to speak to how the plan will accomplish measurable goals. The board should have internal benchmarks to hold the school leader accountable and a plan for what will happen if the school does not meet these goals.



FOCUS TIP: School Leaders and Internal Turnaround

Keep in mind that an internal turnaround might require a leadership change. Make sure the board is confident in who is going to lead the work. However, be careful about changing your leadership and assuming the new leader will be able to implement turnaround activities. How do you know? It is common for struggling schools to churn through school leaders and show no academic improvement. Some things to consider:

- Is the board good at hiring talent?
- Does the board know what makes a school leader capable of turnaround?
- Has the board provided enough support to leadership in the past?
- How will the board provide oversight and support to a new leader?
- What resources might be needed?
- Is it possible the board is part of the problem?

If your board does not have confidence in the leader, and/or in its ability to supervise and support the leader, you may want to consider external turnaround (below).

The board should vote to approve the goals and the turnaround plan. The board should then communicate this plan with the community and DC PCSB, providing ongoing updates.

Consider the self-study on the next page to determine whether internal turnaround is realistic for your school?

Self-Study: Is an Internal Turnaround Realistic?

QUESTION	INTERNAL TURNAROUND
Has your annual evaluation of your school leader shown them to be highly effective and making positive, consistent progress toward goals?	**Yes?** Internal turnaround could work: The leader may have the plan and ability to turn the school around.
	No? You may not have the right leader to be successful in internal turnaround work and you may need to hire an external consultant. The school leader may be part of the problem.
Is the school leader open and transparent with the board about school performance? Is the school leader bringing concerns about performance to the board, or is the board the one raising these issues?	**Yes?** Internal turnaround could work. The leader realistically examines the data and understands the implications.
	No? Red flag—you need a school leader you can trust will share bad news as well as good news. You may not have the right leader to be successful in internal turnaround work. Consider external turnaround.
Does the school leader have a plausible theory to explain performance gaps, and a credible plan for making improvements that will lead to meeting charter goals?	**Yes?** An internal turnaround plan could work. The changes the school leader proposes should be significant enough to drive big shifts in performance. Even better if strategies have worked elsewhere.
	No? If you can't identify the problem, it is harder to implement an effective solution. Consider external turnaround.
Does the school leader reference DC PCSB documents, such as the PMF, the FAR, the Equity Reports, and OSSE's report card, when sharing information? Do they show how the school performs compared with the city averages? Is the school leader's account always consistent with publicly available information?	**Yes?** The school leader could be an effective partner in turnaround work.
	No? Consider external turnaround, bringing in experts who can leverage multiple data sources and leverage analysis to improve performance.
Does the school leader have a track record of successful change initiatives? Has the school leader created annual or semiannual goals and shown that the school can make them? For example, a goal could be: "We will increase in-seat attendance rate at campus X from 93% to 93.5% in six months." Or "We will increase the performance of our students with disabilities across all grades on the state assessment by 3%."	**Yes?** The leader understands how to set goals and put in place strategies for achieving them. This ability is essential to creating and implementing an internal turnaround plan.
	No? The leader may be capable, but this challenge may be outside of their skill set—you don't know for sure. Consider external turnaround.
Does the school have other organizational problems—financial, compliance?	**No?** If your school leader is a strong instructional leader with a solid turnaround plan, internal turnaround could work.
	Yes, problems in all areas? This suggests the need for a more comprehensive overhaul, perhaps better done by an external consultant.
Where are you in the review cycle?	**Year 2 or 3?** You have time to try different approaches; internal turnaround could work.
	Summer before Year 4? You need to take urgent decisive action that will have immediate impact. Consider external turnaround.

External Turnaround

If a charter school board does not believe it has the capacity or plan to successfully execute an internal turnaround, it may choose to do an external turnaround. An external turnaround is led by outside consultants who specialize in supporting school-based teams in deep, fast, and effective improvement. Should a board choose external turnaround, it will need to take the following steps:

- Determine what matters most to the board in a turnaround operator. For example, the board could prioritize finding an operator with a proven record of doing this work successfully in other schools with similar student populations. Or it may focus on mission alignment in terms of program and curriculum. The board and the turnaround agent must agree to meeting the goals, as amended, in the charter.
- Create a working group comprising staff, families, and board members to write a Request for Proposals (RFP) for turnaround operators. Because the cost of a turnaround operator will generally exceed the $25,000 threshold for the SRA's charter school procurement requirements, make sure to post the RFP through the public procurement process.
- Create a timeline with multiple points for community engagement. All proposals should be made available to interested community members, and the working group should be available to speak to families and staff about the process.
- The working group should create an internal rubric, which is approved by the school's board, and evaluate RFP responses against that rubric to understand whether this proposal meets the school's needs.
- Once the responses come in, the working group should jointly evaluate responses against the rubric, narrowing the choices and choosing at least two operators to interview.
- The working group and all board members should have the opportunity to interview the consultants and, if possible, visit the schools they have turned around in the past. In talking with staff, board members, and family members at these schools, make sure to ask key questions to give you a sense for this consultant's working style, priorities, and impact, as well as dive deeper into parts of the consultant's proposal that need more detail and discussion.
- Using the interview data, combined with the rubric evaluating the proposal itself, determine which turnaround consultant is right for your school. Confirm how the board will hold the turnaround consultant accountable for results.
- Take a charter school board vote in public to select an external consultant.
- Update DC PCSB on your plans.

Step 5: Oversee turnaround efforts closely. Continue to have conversations about progress to annual and longer-term charter goals. Perhaps assign responsibility for monitoring the school's progress toward goals to the board's academic committee to dive deep into the data and then report to the full board. Monitor interim data such as reading assessments throughout the year to see if efforts are working. If the data is not turning around, it is important to course correct immediately.

FOCUS TIP: What to Look For in a Turnaround Operator and How to Hold the Operator Accountable.

- Demonstrated track record: Has this entity successfully turned around other schools? Were those schools similar to our school, in terms of population? Mission and program? Level of improvement needed?
- Be aware that dramatic improvements require dramatic steps, and these may not make all stakeholders happy.
- Maintain perspective around costs—turnaround contracts tend to be expensive. Try to take a long view and evaluate what you will get from your investment. Ideally a turnaround can reduce your expenditures and create healthier finances in the long term.
- Be wary of lowball bidders. Do they really know what they are doing? Can they realistically deliver on their promises given the scope of work?
- In an ideal world you are choosing from multiple proposals, but you might not be. You should still have a process for discussing and assessing whether the operator can deliver what you need.
- Ensure that the contract with the turnaround operator includes measurable interim goals that the board can use to hold the operator accountable. Require the operator to share progress toward those goals on a regular basis, articulating where they are on track, where they are not, and strategies they are using to move forward.

Step 6: Announce the turnaround plan to the community and continue to update it on turnaround progress. Communicate turnaround plans and progress to your communnity. If your school has hired outside consultants, communicate with stakeholders about the role of the outside consultants, why they were hired, what problems they are coming in to solve, what authorities they have, any progress they are making, where to go with concerns, etc.

Also share progress with DC PCSB through formal annual reports and more informal meetings along the way. Build a relationship with DC PCSB so they understand not only what you are doing and why, but also how the board is holding the school leader/consultant accountable for turning around results.

Deep Dive: Partial Turnaround + Partial Closure

As outlined in the decision tree above, partial turnaround + partial closure can be a highly effective way to turn around a school with mixed performance. In this scenario, the board chooses to close or phase out its lower performing grades or campuses in order to reallocate resources to the more successful parts of the school.

Consider a PreK – 8 school under threat of not having its charter renewed, with a strong elementary school and a consistently underperforming middle school. The board could choose to close or phase out grades 6 through 8 and focus on operating a highly effective elementary school. The school would likely be able to keep its charter and preserve its authority to operate the school for the remaining grades.

In this scenario, schools must consider carefully the financial implications of having fewer students and therefore less revenue.

STEPS FOR EXPLORING A PARTIAL TURNAROUND + PARTIAL CLOSURE

Step 1:
Analyze your school's data and look at trends.

Step 2:
Determine if partial closure of underperforming grades/campuses could improve your school's effort to pass review or be renewed.

Step 3:
Determine if there are other reasons weighing for or against a partial turnaround + partial closure.

Step 4:
Meeet with DC PCSB staff to discuss options. Keep My School DC updated.

Step 5:
Communicate with teachers and staff, families (and students, if appropriate), and community stakeholders to provide updates and solicit input that can inform the board's decision.

Step 6:
Vote on a path forward and execute your communications plan.

Step 7:
Execute closure plan for the targeted grades/campuses, and monitor progress in the remaining grades/campuses to ensure success.

Step 8:
Hold the school leader accountable.

Step 9:
Share progress with the school community.

Consider the steps in more detail as follows:

Step 1. Analyze your school's data and look at trends. As the board looks at its data, it may find that the school is not on track for a successful review or renewal. Dig deeper into trends. Are some campuses performing well and others historically underperforming despite sustained attempts at turning them around? Do some grade spans consistently perform at the target level while in other grade spans, no matter what improvement efforts your school has put in place, students continue to perform at a lower level than other grade spans? If so, continue to step 2.

Step 2. Determine if partial closure of underperforming grades/campuses could improve your school's effort to pass review or be renewed. Analyze your data to examine whether this option would improve your chances of meeting your charter goals for review or renewal. For example, if you are operating a PreK – 8 school that has adopted the PMF as its charter goals, what is your average PMF score over time if you separate the elementary and middle school PMF scores? Do your chances of being continued or renewed go up dramatically if you only factor in the elementary grades?

This scenario could also play out in a school with multiple campuses where one campus in particular is struggling. Compare the option of partial closure with the odds of a successful turnaround. Does your school have a better chance of keeping the organization's charter by closing or phasing out that low-performing campus? If so, continue to Step 3.

Step 3: Determine if there are other reasons weighing for or against a partial turnaround + partial closure. There are several scenarios where partial turnaround + partial closure could be the right solution. For example, if your school has expertise concentrated in certain grades or campuses or struggles with enrollment, culture, or staffing in certain grades or campuses, this could be a viable option. Conversely, there may be reasons your school should not pursue partial turnaround + closure. For example, if closing certain grades and campuses (and therefore lowering student enrollment) causes financial strain on the school as a whole, this may not be a feasible path.

Note that closing grades/campuses does not always mean reducing enrollment. Some schools have found creative financial solutions to losing students such as subleasing the space made vacant by these grades to other schools.

Other reasons not to pursue partial turnaround + partial closure could include stakeholder desires and needs, and overall coherence of the program. If lower performing grades/campuses are feeding into a higher performing grade span/campus, you need to consider whether eliminating the feeder grades/campus is likely to have a positive or negative effect on future performance of the remaining grades/campus.

Step 4: Meet with DC PCSB staff to discuss options. Keep My School DC updated. DC PCSB staff is available to support schools in doing this type of analysis and brainstorming options. Partner with them to determine how to effectively go down this path with as little disruption to families as possible. For example, if a school needs to close its middle school, it might do so gradually, allowing current students to finish their middle school experience while not enrolling any new students in the middle school.

Make sure to inform the staff at My School DC, which operates the enrollment lottery, that you are considering this option so it may plan your school's place in the annual lottery accordingly.

Step 5: Communicate with teachers and staff, families, and community stakeholders to provide updates and solicit input that can inform the board's decision. As discussed above, it is essential that the board keep the staff and families informed about the school's data and the options for moving forward. Ask for input into how they think students can be best served given the school's chances at successful review/renewal and incorporate that feedback into the board's deliberations.

Step 6: Vote on a path forward and execute your communications plan. Take a charter school board vote in a public, open meeting on how to best proceed and create a communications strategy that informs all stakeholders of the next steps.

Step 7: Execute closure plan for the targeted grades/campuses, and monitor progress in the remaining grades/campuses to ensure success. Depending on the strategy discussed with DC PCSB staff, the board then oversees the school's execution of the plan to close or phase out parts of the school in order to minimize disruption to families. DC PCSB will support students and families in finding new schools for the coming year.

Step 8: Hold the school leader accountable for results by doing formal evaluations of their work.

Step 9: Share progress with the school community—staff and families—and DC PCSB so they know how the school's efforts are progressing.

Timeline

If a school is going to close targeted grades or campuses, it is important that this decision is made ahead of the lottery deadline. My School DC organizes the annual lottery for all DC public school students. Families enter the lottery each year, ranking the schools they most want their children to attend. The lottery opens in December for families to begin ranking their preferences and closes Feb. 1 for high school students and March 1 for everyone else. Parents who have not entered the lottery by March automatically re-enroll their children in their current schools or later have the option to transfer to their home DC public school or put their children on a wait list.

It is important for the charter school's board to have a clear plan about the direction it will take as early as possible, ideally by the end of October, and to launch its community engagement process—talking with stakeholders and DC PCSB.

Deep Dive: Takeover

As shown in the decision tree above, in a school takeover, otherwise known as an asset acquisition or restart, the charter school board determines that the best solution for its students is to keep them together in one school under a new operator. This can be an option either when the school's board decides to voluntarily relinquish its charter or when the DC PCSB Board votes for non-renewal or charter revocation. The new operator will assume responsibility for key assests of the closing school, which could include students, real estate, supplies, technology, etc. Once the charter expires, the board dissolves and the board of the school taking over will be responsible for the future performance of the school.

The primary benefit of a takeover is that students in the existing school are guaranteed a seat in the new school, eliminating the need for families to re-enter the enrollment lottery unless the student does not want to attend the school that is taking over the operations. In addition, high performing or key teachers and staff are often offered positions within the new operation, providing consistency for families and students through a potentially tumultuous time, as well as stability for many staff members.

Once the new operator takes over the school, it will restart the program according to its own mission and vision. For this reason, the board should carefully consider how any potential new operator's model and values align to the needs of the school community. The specifics of the takeover will be memorialized by a written agreement between the schools, and the transaction must be approved by the DC PCSB Board.

There is no single model for takeover. It could look like any of the following:

- Existing DC charter operator takes over your building and serves your students in that building.
- Existing DC charter operator agrees to absorb your students into its existing campuses.
- Charter school network that is not already working in DC[15] takes over your building and serves your students.

Steps for Takeover

There are several overall steps for takeover. Like all of these options, this process is an art, not a science. The following steps are guidelines for a school board's consideration. The key question the board needs to continually ask is, "What is best for our students?" Sometimes the answer is not immediately clear. However, board members can ask for key information and do significant diligence to ensure they are making the best decision possible in service of students and families.

[15] Note that this option is available only if the outside charter network holds a charter with DC PCSB. If not, the outside network would need to apply for a charter, which would need to happen the year before the school's review. The timing constraints make this situation rare.

Ideally, steps for takeover include the following:



Note, charter school boards do not always come to takeover as a first option. Takeover can also be a viable path after a failed turnaround or after the DC PCSB Board has voted to close the school.

Consider each potential step in detail as follows.

Step 1: Decide whether takeover is the right path for students.

- **Solicit input from the community.** As discussed above, the board and leadership must be clear with their community—teachers and staff, families, and students—about where the school stands in relation to its goals for review or renewal and solicit ideas for how the community thinks the school should proceed. Create a communications plan that includes authentic opportunities for stakeholder input and external outreach.
- If the board decides takeover is the right option for students, **the board must vote** to search for another operator to take over the school.
- **Notify DC PCSB** about your decision to relinquish the charter[17] and search for a candidate to assume responsibility for the students and program.

[16] In some cases schools, through pre-existing relationships or a natural alignment of program models, have identified a single takeover candidate and skipped Steps 2 and 3. While a formal selection process is recommended, it is not required. However, DC PCSB will generally not permit low-performing schools to engage in takeovers, so charter school boards should be confident in the high quality of the takeover candidate if they have identified only one.

[17] Again, while boards seeking takeover partners often voluntarily relinquish their charters, a board can also seek a takeover after a vote by the DC PCSB Board to revoke or not renew the school's charter.

FOCUS TIP: Tap into Experience

Consider contacting the board and leaders of other schools that have gone through takeovers before. Ask them about their lessons learned, recommendations for moving forward, referrals to attorneys, etc. Do what you can to not reinvent the wheel.

Step 2: Design a process the board will use to choose an operator. The ad hoc strategy committee, described above, can lead the board's efforts to explore options, communicate with stakeholders, and ultimately make a decision. As the board considers takeover options, it could be helpful to create two additional structures the board can lean on to make this decision:

- **Working group that includes ad hoc strategy committee members, faculty, and families to provide input to the board.** The choice of a takeover operator is solely the charter school board's decision, as the board holds the charter. However, it will be important for the board to get meaningful input from stakeholders with multiple perspectives to ensure that the board is making this decision while considering all angles. Consider creating a working group of ad hoc strategy committee members, faculty (two), and families (two) to serve as a formal source of input into the decision. Write a job description for the working group that clearly articulates what it will and will not do. Document norms of the group, including how you will handle confidentiality.
- **Master calendar for executing this work**. Schedule all committee meetings at the beginning of the process. All participants in this process are incredibly busy people. Set a cadence of meetings and schedule them up front so individuals can hold time on their calendars for these conversations.

Step 3. Identify priorities and release a Request for Proposals.

- Incorporating stakeholder feedback, **identify what qualities and characteristics in a new operator are most important to your board, teachers and staff, families, students, and community**. Is it academic outcomes in schools whose student demographics are similar to yours? Is mission most important? Is it keeping a specific part of your program?
- **Share that list of qualities and characteristics with teachers and staff, families, and other stakeholders who have been engaged**. Make sure they understand the path and priorities, and how the working group incorporated its feedback into this list. Consider having a board member share these qualities at a staff or family meeting and answer any questions that arise. It is important that the board stay visible throughout this process so the community understands who is managing the work, has a chance to continue to provide input, and sees progress.
- **Write a Request for Proposals** (RFP) that asks potential operators to answer questions about the school's priority characteristics and requires data on the operator's academic, financial, and compliance history. Make sure to share enough information about your school's academics, financial status, real estate status, and other key components of your school within the RFP so an operator can make an informed decision about whether this is a school it wishes to acquire. Be transparent.
- **Post the RFP publicly** according to procurement procedures that can be found on the DC PCSB website. (This whole process can take weeks, so plan accordingly.)

FOCUS TIP: Finding a Takeover Operator

- **There are not a lot of operators who are interested** in taking over schools in DC, at least in 2019.
- **This is a more fluid process than these steps suggest.** Operators show interest, and then interest may wane as they learn whether their interests align with what your school has to offer. Key stakeholders may have influence or make decisions you did not anticipate. Be ready for anything.
- **You need to plan financially** so that you have the resources—an estimated $100,000—to close out the existing charter.
- **Creativity is key in a takeover process.** Understand what the operator needs for the takeover to be successful and what the school needs to do to set up the new operator for success.
- An infrequently used option is to look for an operator outside DC to take over your charter. Because this option calls for the **outside operator** to already have an approved charter in DC, it requires considerably more lead time. An outside operator would need to apply to DC PCSB no later than January of the year before the review year and receive approval in March to be eligible to participate in an asset acquisition.

Step 4. Evaluate prospective operators.

- **Create a rubric** based on your school's priority qualities and characteristics that you can use to evaluate incoming proposals.
- **Respond to questions** from potential RFP respondents. Chances are they will want to see additional data to evaluate their ability to take over a school.
- **Evaluate the RFP responses against your rubric.** Document where the responding operator does and does not meet your school's requirements. Identify follow-up questions.
- **See the highest-rated operators' work in action.** Schedule visits to takeover candidates' current campuses. Most takeover operators are other charter schools in DC, so they should be relatively easy to visit. Come prepared with questions raised after reading their response to the RFP. Meet faculty, leaders, and parents, and ask hard questions about their school. Make sure you understand student achievement data that shows potential operators' success in working with similar student populations. If the candidate has taken over schools in the past, ask them about their experience—this is very hard work and often very different from building a new school from scratch. Understand how they are going to manage this task.
- **Consult with DC PCSB.** DC PCSB oversees school takeovers. The acquiring school will generally require a charter amendment to facilitate the takeover, including adding the new campus(es) into the charter agreement. Many schools will also need an increase in their approved enrollment ceiling to serve the closing school's students. DC PCSB has a strict policy laying out which charter schools qualify for enrollment ceiling increases. However, this policy provides for some discretion, particularly in the case of takeovers. Nevertheless, DC PCSB will generally not approve low-performing operators to take over a school. It is therefore vital to have a clear sense of which operators will be able to secure required DC PCSB approvals.

Step 5. Make an informed decision on how to proceed with a takeover.

- **Debrief as a working group** to discuss what members saw and heard, make sure all questions are answered, and fill in any missing pieces or new information into the decision-making rubric.
- **Share working group input** with your full charter school board about which operator, if any, it recommends.
- **School's board votes whether to enter into a takeover relationship** and negotiates an asset transfer agreement with a new operator, which outlines the process, roles/responsibilities of each party, vision for a successful transfer, etc., and governs the transfer of the school's assets. Ideally, this meeting is open to the public to ensure full transparency.

Step 6. Execute communications plan. At this point, your school stakeholders should be expecting a decision from the board already, so the announcement itself should not be a surprise. Be thoughtful and thorough in your communications to ensure that you meet stakeholders where they are. Collaborate with the new operator to ensure that your communications are in sync. For example:

- *Families.* Schools should use every means possible to contact their families: text, email, flyers in backpacks, parent meetings, etc. Be sure to update family contact information throughout the year. This makes it easier to notify families.
- *Teachers and staff.* Depending on the provisions of the asset acquisition agreement, the staff most likely is not guaranteed a job at the school for the coming year and more likely will need to interview for a position in the new school. Be as clear as possible with staff about the implications of this process for them. Lean on the operations team at the school level to ensure that you know the biggest questions and concerns of the staff and can explain the process, benefits, hiring, and other key questions staff will need to know. Do not wait to send out these communications. Give your staff clarity as soon as possible. They deserve that.
- *Elected officials.* Ensure that they understand the change so that they can respond when they get questions from their constituents.
- *Landlord.* If the school has a landlord, communicate with your landlord to ensure clarity on the terms of the asset transfer agreement and be able to answer how this decision will affect the lease.

Step 7. Finalize asset acquisition agreement and any other necessary agreements or arrangements between the closing school and the takeover school. A school takeover is a complicated process; at its core, it involves the legal transfer of assets from a closing school to an acquiring school, along with a guarantee that the acquiring school will enroll the closing school's students at the start of the following school year. The two schools must memorialize the details of the transfer in an asset acquisition or asset transfer agreement, which is a binding legal agreement. It is important that the board engage legal counsel as early as is feasible to help guide the school through this process.

An asset acquisition agreement must be negotiated directly between the two schools involved in the transaction, so no two agreements will be identical. For example, a school that owns its facility and is transferring the building to the acquiring school will need an agreement that looks different from that of a school that rents its facility, or a school whose students are being absorbed into the existing campuses of the acquiring school. Generally, however, the agreement will address in detail at least the following:

- The specific assets being transferred, including any assets to be excluded, as well as any liabilities, and the specific manner of such transfer;
- Any conditions required for the agreement to be final;

- The roles and responsibilities of the two schools, including during the closing year and closure process;
- The acquiring school's enrollment of the closing school's students and details around the process;
- The dissolution of the closing school; and
- Any provisions regarding the treatment of staff, including retention or hiring opportunities for staff and handling staff benefits and contracts.

This part of the process will likely take several months and will involve a thorough assessment of the school's finances, including any loan agreements, bonds, or other outstanding obligations.

Again, a school may seek guidance from an attorney and other qualified professionals as needed for this process to be successful. When considering takeover, the board should account for both the time and the expense it will require.

Step 8. Current board continues to oversee the school throughout the school year, meeting regularly and ensuring that the school's leadership is managing what will be a difficult end of the year. Pay close attention to the following indicators of a successful transition:

- **Staff stay through the end of the school year.** An announcement of a takeover will cause uncertainty with your staff (see above). Ensure that your communication includes all of the details they will need to understand the situation, their options, and how to proceed. Include contact details, consider hosting office hours to answer questions, and if the new operator is planning to recruit heavily from the school, perhaps even share when they will be on campus to interview. Do what you can to minimize uncertainty. Consider offering a "stay bonus" through the end of the year for teachers and staff who finish the year strong according to a specific set of expectations.
- The two schools partner to **work out the details of the agreement.**
- **Oversee a successful closure of the existing school**. The board continues to be active through the completion of the asset transfer agreement, meeting regularly and managing asset transfer activities. See the DC PCSB Closure Manual for details. One board member will need to remain on the board and be responsible for the final wind-down of the current school's 501(c)(3), which usually occurs in February, after the school has closed.

Timeline
If a school is going to do a takeover, it is important that this decision is made ahead of the lottery deadline. My School DC organizes the annual lottery for all DC public school students. Families enter the lottery each year for their students, ranking the schools they most want their children to attend. The lottery opens in December for families to begin ranking their preferences and closes Feb. 1 for high school students and March 1 for everyone else. Parents who have not entered the lottery by March automatically re-enroll their children in their current schools or later have the option to transfer to their home DC public school or put their children on a wait list.

It is important for the charter school's board to have a clear plan about the direction it will take as early as possible, ideally by the end of October, and launch its community engagement process—talking with stakeholders and DC PCSB.

Voices from the field:

Two operators experienced with takeover answer two questions:

"What is important for you when you are looking for a new school to acquire?"

- **Mission fit.** "Is the mission of this school aligned to my school's mission? We were founded to serve students who do not have a lot of choices or options. Does this school operate in service of that guiding principle? Do they value our program focus?"
- **Facilities.**
  - "Your lease can be your #1 asset or your #1 liability. What options do we have there? Are there opportunities for expansion—flexibility in facility design that makes it work? Is it right on top of a sister school or similar program?"
  - "Facility is important, but can we run the program without the facility?"
- **Enrollment.** "Is there any kind of enrollment risk? Are there enough kids in this neighborhood to fill our school?"
- **Board priorities.** "Is the board committed to keeping this group of students together for a particular reason?"
- **Access to students, families, and staff.** "Can I have access to students, families, and staff to understand what they want in their school and assess whether or not we can give that to them?"
- **Location:** "Can a school survive in this location? Is there a Metro or other transportation so kids can get to school?"
- **Age band:** "Can we effectively serve this age band of students, and how does this fit into our charter's plans for scale?"
- **Current leadership.** "Is there a high-quality leader at the school who can provide continuity? Is there a change agent in the building to help with the transition? Is there someone in the school who can facilitate the engagement process? Someone with connections in the community who can be the broker? The day-to-day leader to the school is a key player."
- **"Does this board and leadership team have the self-awareness** to know that they want to improve, need help, and ultimately a takeover will be good for our students?"

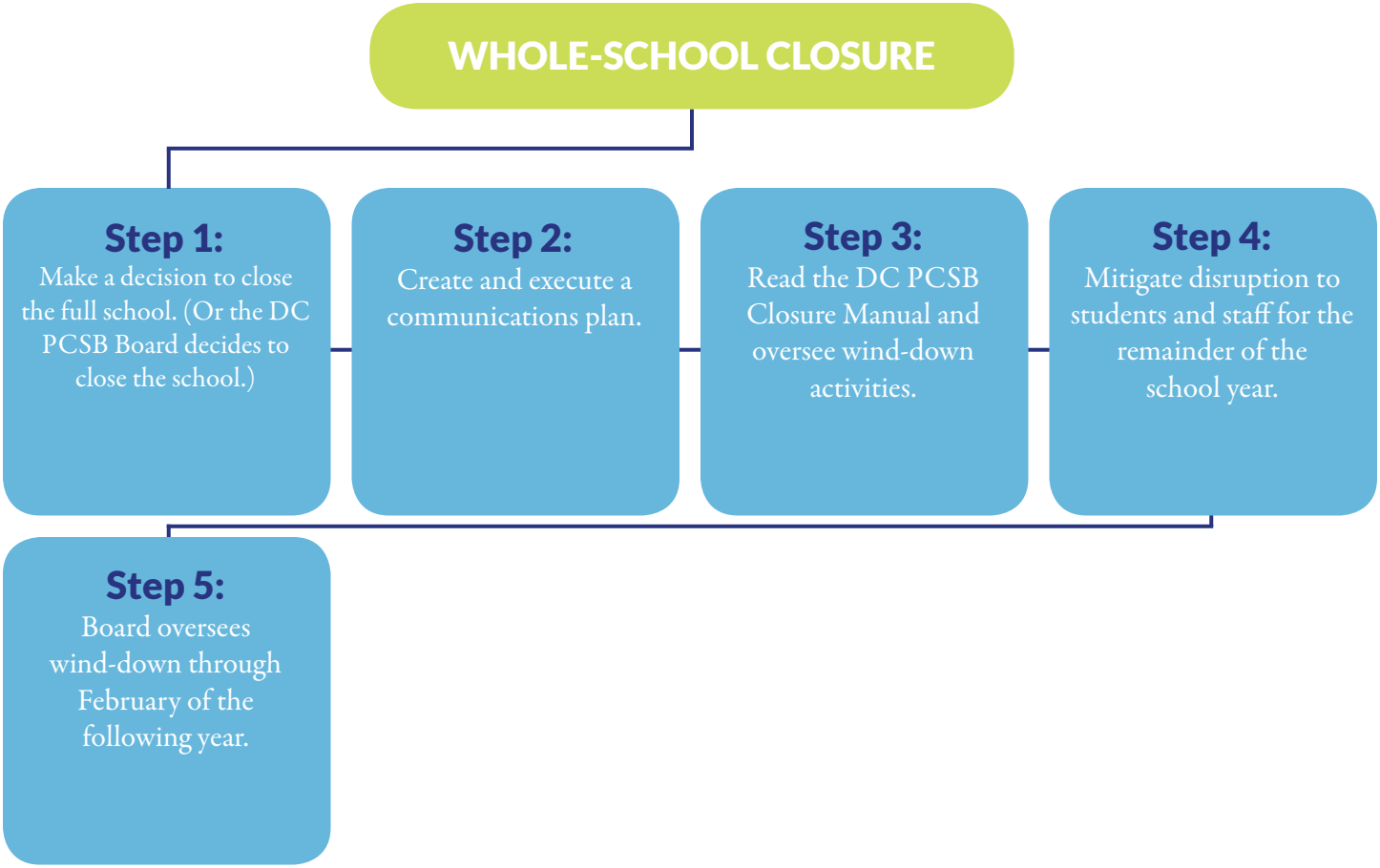
"What advice do you have for schools considering takeover?"

- **Be clear on what matters to your school community.**
  - "Issue an RFP. It helps us know what you care about most and whether from our perspective it could be a good match."
  - "Request qualifications. Ensure mission fit. You should also include a statement of values, priorities for your community, answering 'This is who we are.'"
- **Be proactive.** "Do it early. If at the end of Year 3 you don't think the school is going to be successful in their review, do [the asset transfer] then."
- **Be aware that operators are paying attention to who is up for review and renewal.** "We are paying attention to the performance of schools entering a high-stakes review, whether they are on track to be successful, and whether we can assist schools with an asset transfer that benefits both schools."

Deep Dive: Make a Plan for Whole-School Closure

In whole-school closure, the school's charter agreement is relinquished, revoked, or not renewed and the school is no longer able to operate past June 30 of the school year. Without a valid charter agreement, the school will not receive funding from the DC government.

As discussed in the decision tree above, whole-school closure typically happens after the school's board and leadership have neglected to act early enough to address performance issues. The earlier and more proactive boards can be, the more options they have available to them, including turnaround or takeover as discussed above. Often whole-school closure ends up being the last option available when boards have failed to acknowledge their school's reality. As with all paths discussed in this toolkit, boards must rely on a careful analysis of their data and proactive communication with their stakeholders in order to make this decision or be prepared in case the DC PCSB Board decides to close the school.



Consider each potential path in detail.

Step 1. Make a decision to close the full school.

Closure could come about in one of two ways:

A. The **board of the school votes to relinquish its charter because of** lack of confidence in the long-term success of the school—whether that is defined as an inability to meet charter goals, lack of sustainable financial model, unacceptable compliance violations, and/or turnaround and takeover are no longer options. In this scenario, the board realizes it is in the best interest of students for the school to proactively close and support students in finding new and hopefully more effective schools.

B. **DC PCSB Board revokes a charter as a result of a poor charter review or the Board elects not to renew a school's charter for another 15-year term**, forcing it to close. In this scenario, the DC PCSB Board determines that it is in the best interest of students for the school to close and for students to enroll in different, hopefully more effective schools.

Details for both paths to closure are as follows:

Path A: Charter school board votes to relinquish its charter.

As discussed in the decision tree above, boards should carefully track data-specific progress toward their 5-, 10-, and 15-Year goals, and work their way through the available options. When viable options for the school's success narrow, the board may come to understand that the school is not serving the best interest of students and not going to achieve review/renewal. At this time, the board should have a hard conversation about whether proactive closure is the best course of action for students.

A school can prepare for closure and takeover simultaneously, working to determine if another school wants to take it over while it prepares for closure. The key is timing. In any scenario where closure might be the outcome, timing becomes a fundamental driver to give students a chance to find a new school. Even if the board chooses not to proactively surrender its charter, a responsible board will be realistic about the likelihood that the DC PCSB Board will vote to close the school, and will take steps to prepare the school community and plan for students to find other schools.

If the charter school board decides closure is the right option for students, the board must vote to relinquish its charter. That meeting must have a quorum, and a majority of the board must vote in approval. It is best practice to hold this vote in a public meeting so that the community can understand the deliberations and witness the decision.

Next, notify DC PCSB staff. Once the staff has a copy of the minutes from the board meeting including the motion, the staff will begin helping the school wind down. The DC PCSB Closure Manual outlines each step that needs to be taken to wind down the school. Also, notify My School DC and OSSE about your decision and plans.

Path B: DC PCSB revokes or fails to renew a school's charter.

If the charter school board takes no action, the DC PCSB Board will proceed with the review or renewal process as outlined at the beginning of this document.



FOCUS TIP: Risks of Not Taking Prompt, Decisive Action

- DC PCSB will close your school.
- Closure may have been avoidable if you took steps earlier.
- Passively waiting—or aggressively fighting—makes the process worse for students, families, and staff.

Step 2. Create and execute a communications plan.
Create a communications plan that updates the community on the next steps. The DC PCSB Closure Guide includes multiple draft communications to key stakeholders outlining not only what information they will want to understand more about, but also what the school is legally accountable for communicating. Be prepared to deal with the media by identifying one member of your board responsible for communications with the media and clarifying talking points on behalf of the board.

Also consider hosting two board-led community events—one for staff and one for families to help them understand what has happened, how that will affect them, and next steps. Expect to deal with frustrated stakeholders who may disagree with the closure decision. Be honest that, as a board, you ultimately take responsibility for this outcome.

Step 3: Read the DC PCSB Closure Manual.
If the decision is made to close the school, DC PCSB will send you a detailed closure manual on how to wind down the school and will provide extensive support as your board works through the process. Consider creating a closure working group made up of staff and board members who are working toward a concrete project plan.

As part of this wind-down work, get clarity on how your students will find new school placements. Depending on when this decision is made, DC PCSB's family engagement coordinators, OSSE, and your school's family engagement team will create a plan for ensuring that all students have concrete supports to enroll in a new school.

Step 4: Mitigate disruption.
If a school is closing, it is likely to trigger anxiety in school stakeholders. This uncertainty can lead to staff leaving midyear, family confusion about school future/impact on their students, and negative media coverage. Many schools in this situation have seen staff and student attendance drop, discipline issues increase as substitute teachers play bigger roles in the school, and overall challenges to school culture. Do what you can to mitigate these disruptions.

Consider creative options such as "stay bonuses" in which staff who meet expectations for employment for the remainder of the year are paid upon completion of their contract. Reach out to DC PCSB for ongoing support through this process.

Step 5: Confirm commitment from charter school board members through February of the following year.
Identify at least one board member who is committed to serving on the board through February the year after the school closes. Activities do not end until the last federal W-2 form is disseminated and the organization is fully dissolved. You will need board presence until the end of that process.

Timeline

If a school is going to close, it is important that this decision is made ahead of the lottery deadline. My School DC organizes the annual lottery for all DC public school students. Families enter the lottery each year for their students, ranking the schools they most want their children to attend. The lottery opens in December for families to begin ranking their preferences and closes Feb. 1 for high school students and March 1 for everyone else. Parents who have not entered the lottery by March automatically re-enroll their children in their current schools or later have the option to transfer to their home DC public school or put their children on a wait list.

The earlier this decision is made, the more time families and staff have to make arrangements for the coming year. The worst possible outcome is to announce between March and June that a school will close at the end of June that year. Families will have missed their chance to enter the lottery and will have to scramble to find a school. If closure seems like the best option, announce the decision in the fall.

If your school is considering closure, contact My School DC as soon as possible so you can partner to make a plan that will ensure that your students have a fair shot at re-enrolling in the lottery. Consider the sample timeline for closure activities below.

Sample Timeline for Whole-School Closure

By October	November	March	June	September	November	February
School relinquishes its charter, and families and staff are notified.	School is removed from My School DC lottery. Families may enter the lottery in December.	My School DC closes. School has worked hard to ensure every student has enrolled in the lottery.	Last day of school, staff close the year.	Most closure activities are complete, estimated 1 FTE on staff, board continues to meet to oversee closure activities.	Audit conducted, perhaps 0.5 FTE on staff.	Final W-2s sent, organization dissolved, board dissolves.

Conclusion

Overseeing a charter school as a board member is incredibly difficult, complicated, and important work. It is the board's responsibility to know whether their school is on track to meet its goals and take decisive action when needed. Students across Washington, DC, depend on board members to make hard decisions that are in their best interests. FOCUS and DC PCSB stand ready to support charter school board members in analyzing data, understanding its implications, and identifying the options for moving forward to ensure DC charter school students have access to the excellent education they deserve.

Appendix

A: Review and Renewal Calendar: When is your school's next high-stakes review?

Charter Reviews and Renewals through 2025 - 26

Charter reviews and renewals are conducted on a rolling basis beginning in the fall, with the goal of completing all reviews and renewals in January.

	Five-Year Review	Ten-Year Review	Fifteen-Year Renewal	Twenty-Year Review	Twenty-Five Year Review	Thirty-Year Renewal
2018-19	1. Academy of Hope PCS (P) 2. DCI (P) 3. Democracy Prep PCS (P) 4. Harmony PCS (P) 5. Lee Montessori PCS (P)	National Collegiate Preparatory PCS	1. DC Bilingual PCS (P) 2. EL Haynes PCS 3. Two Rivers PCS (P) 4. City Arts and Prep PCS	1. Ideal PCS (MP) 2. Meridian PCS 3. Perry Street Prep PCS (MP) 4. Roots PCS	No schools undergoing 25-year review	No schools undergoing 30-year renewal
2019-20	1. Children's Guild PCS 2. Kingsman Academy PCS 3. Monument PCS 4. Washington Global PCS (P)	No schools undergoing 10-year review	1. AppleTree PCS (P) 2. Bridges PCS (P) 3. Early Childhood Academy PCS (P) 4. Hope Community PCS (P) 5. Howard University PCS 6. MM Bethune PCS (P) 7. YouthBuild PCS	1. Capital City PCS (P) 2. Cedar Tree PCS (P) 3. Paul PCS (P) 4. IDEA PCS (P)	No schools undergoing 25-year review	No schools undergoing 30-year renewal
2020-21	1. Breakthrough Montessori 2. Goodwill Excel Center PCS 3. Rocketship DC PCS 4. Washington Leadership Academy PCS	1. Inspired Teaching Demonstration PCS (P) 2. Mundo Verde PCS 3. Richard Wright PCS (P) 4. Shining Stars PCS (P)	1. Briya PCS 2. Washington Latin PCS (P) 3. St. Coletta PCS	1. KIPP DC PCS 2. TMA PCS	1. Next Step PCS	No schools undergoing 30-year renewal
2021-22	No schools undergoing 5-Year Review	1. BASIS DC PCS (P) 2. DC Scholars PCS (P) 3. LAYC Career Academy PCS 4. Creative Minds PCS	No schools undergoing 15-year renewal	No schools undergoing 20-year review	No schools undergoing 25-year review	No schools undergoing 30-year renewal
2022-23	1. Digital Pioneers Academy PCS (P) 2. Statesmen Academy PCS (P) 3. The Family Place PCS (MP)	1. Community College Prep Academy PCS (MP) 2. Ingenuity Prep PCS (P) 3. Sela PCS (P)	1. Achievement Prep Academy PCS (P) 2. Center City PCS (P) 3. Washington Yu Ying PCS (P)	1. DC Prep PCS 2. Eagle Academy PCS (MP) 3. LAMB PCS (P)	1. Carlos Rosario PCS 2. César Chávez PCS (MP) 3. EW Stokes PCS (P) 4. Friendship PCS (MP) 5. Maya Angelou PCS 6. SEED PCS (P)	No schools undergoing 30-year renewal
2023-24	No schools undergoing 5-year review	1. Academy of Hope PCS (P) 2. DCI (P) 3. Harmony PCS (P) 4. Lee Montessori PCS (P)	No schools undergoing 15-year renewal	1. DC Bilingual PCS (P) 2. EL Haynes PCS 3. Two Rivers PCS (P)	1. Meridian PCS 2. Perry Street Prep PCS (MP) 3. Roots PCS	No schools undergoing 30-year renewal
2024-25	1. Capital Village PCS 2. Cirrus Global Academy PCS 3. Democracy Prep PCS 4. Social Justice Project PCS 5. The Sojourner Truth School PCS	1. Children's Guild PCS 2. Kingsman Academy PCS 3. Monument PCS 4. Washington Global PCS (P)	No schools undergoing 15-year renewal	1. AppleTree PCS (P) 2. Bridges PCS (P) 3. Early Childhood Academy PCS (P) 4. Hope Community PCS (P) 5. Howard University PCS 6. MM Bethune PCS (P) 7. YouthBuild PCS	1. Capital City PCS (P) 2. Cedar Tree PCS (P) 3. Paul PCS (P) 4. IDEA PCS (P)	No schools undergoing 30-year renewal
2025-26	1. LEARN PCS	1. Breakthrough Montessori 2. Goodwill Excel Center PCS 3. Rocketship DC PCS 4. Washington Leadership Academy PCS	1. Inspired Teaching Demonstration PCS (P) 2. Mundo Verde PCS 3. Richard Wright PCS (P) 4. Shining Stars PCS (P)	1. Briya PCS 2. Washington Latin PCS (P) 3. St. Coletta PCS	1. KIPP DC PCS 2. TMA PCS	1. Next Step PCS

(P) means that a school adopted the PMF as goals.

(MP) means that a school adopted a modified PMF as goals.

Updated 09/09/19

B: Introduction to Finance and Compliance Requirements in DC Public Charter Schools

DC charter schools are held accountable in three main areas: goals and academic expectations, finance requirements, and compliance requirements. The toolkit dives deeply into goals, but what are the requirements for finance and compliance? Consider the summary below, and do not hesitate to reach out to DC PCSB directly for more information.

Finance Requirements

DC PCSB must revoke the charter of a school for any of three financial reasons.

1. **The school has engaged in a pattern of non-adherence to generally accepted accounting principles.** A school should work with its auditors to ensure that it is compliant with this requirement.
2. **The school has engaged in a pattern of fiscal mismanagement**. DC PCSB occasionally cites a school for an "instance" of fiscal mismanagement. This could occur, for example, if a school is in default on a loan, or if a school that has a Financial Corrective Action Plan (FCAP) with DC PCSB misses targets on this FCAP. An accumulation of such citations would constitute a pattern. A school does not necessarily have to accumulate multiple formal citations of fiscal mismanagement to run afoul of this requirement. For example, DC PCSB revoked the charter of a school where an investigation revealed a multiyear pattern of self-dealing and enrichment by the school's founder, among other issues.
3. **The school is no longer economically viable.** If a school is insolvent, it will be closed. DC PCSB recently revoked the charter of a school when a financial forecast showed that the school would not be able to meet payroll through the end of the school year and DC PCSB had to use its own funds to keep it from closing midyear. DC PCSB tries to anticipate schools at risk of not being economically viable by imposing an FCAP to guide the school back to fiscal health. But the primary responsibility for financial solvency lies with the school's board, and the absence of DC PCSB imposing an FCAP does not remove the requirement of charter revocation.

DC PCSB issues a Financial Analysis Review (FAR) Report each year that shows how schools perform against certain financial metrics. A poor FAR result will not automatically lead to school closure. However, it could result in DC PCSB imposing an FCAP. Failure to adhere to the financial targets in the FCAP are considered instances of fiscal mismanagement. And deteriorating FAR results over time are certainly an indicator of concern.

Compliance

Annual compliance reports are sent to the charter school board in January or February. Additionally, OSSE sends schools compliance results throughout the year around service to students with disabilities. Each year your board should review your school's compliance reports from both DC PCSB and OSSE. Even beyond these compliance reports, schools must broadly comply with the terms of their charters and with all applicable laws.

Failure to improve compliance issues after notices from DC PCSB and/or egregious or outright fraudulent compliance issues could be grounds for charter revocation. As noted above, compliance failures, even if remedied, are also considered by the DC PCSB board as a factor when exercising discretion over charter revocation if a school has failed to meet one or more of its goals.

C: Language from the School Reform Act re: DC PCSB Authorities in Review and Renewal Process

Review (Every 5 years)	Renewal (15 years)
§ 38-1802.13. Charter revocation (a) Charter or law violations; failure to meet goals. — Using the record established by the eligible chartering authority, an eligible chartering authority that has granted a charter to a public charter school may revoke the charter if the eligible chartering authority determines that the school: (1) Committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, in-cluding violations relating to the education of children with disabilities; or (2) Has failed to meet the goals and student aca-demic achievement expectations set forth in the charter. (b) Fiscal mismanagement. — An eligible chartering authority that has granted a charter to a public charter school shall revoke the charter if the eligible chartering authority determines that the school: (1) Has engaged in a pattern of non-adherence to generally accepted accounting principles; (2) Has engaged in a pattern of fiscal mismanagement; or (3) Is no longer economically viable.	**§ 38-1802.12. Charter renewal** (b) Application for charter renewal. — In the case of a public charter school that desires to renew its charter, the Board of Trustees of the school shall file an application to renew the charter with the eligible chartering authority that granted the charter not later than 120 days nor earlier than 365 days before the expiration of the charter. The application shall contain the following: (1) A report on the progress of the public charter school in achieving the goals, student academic achievement expectations, and other terms of the approved charter; (2) All audited financial statements for the public charter school for the preceding 4 years; and (3) The articles of incorporation and bylaws of the nonprofit corporation operating the charter school, which shall contain provisions satisfying the requirements of § 38-1802.13a. (c) Approval of charter renewal application. — The eligible chartering authority that granted a charter shall approve an application to renew the charter . . . except that the eligible chartering authority shall not approve such application if the eligible chartering authority determines that: (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; or (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.

D: DC PCSB Charter Review Process FAQs

Please visit the DC PCSB website to review the most recent version of this document, as it is updated periodically.

DC PUBLIC CHARTER SCHOOL BOARD

Charter Review Process FAQs

What is a charter review?

A charter review is an assessment required by the School Reform Act (SRA) of a school's academic performance, legal compliance, and fiscal management. The DC Public Charter School Board (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.

Why does my school need to undergo a charter review?

- DC PCSB is required by the SRA to review each school **at least** once every five years.
- DC PCSB generally conducts charter reviews during each school's fifth and tenth year in operation
- DC PCSB may perform additional reviews of schools outside of this schedule.

What does DC PCSB assess in a charter review?

The SRA requires DC PCSB to assess a school in the three areas detailed in the table below.

Areas Assessed during Charter Review	**Documents PCSB will review to assess each area**
The extent to which the school has met the **goals and student academic achievement expectations** detailed in its charter	- The school's annual reports (**note that the SRA requires schools to report on the extent to which they are meeting their goals and expectations in their annual report.**) - The school's PMF report (to the extent it corresponds with the school's goals) - Accountability Plans, if applicable - Other supporting data and evidence (as requested by DC PCSB) regarding certain goals and expectations that cannot be captured using publicly available data
The school's **legal compliance**, including compliance with special education laws	- Annual compliance reports produced by DC PCSB - Determinations and Findings forms for procurement contracts - Special Education compliance reports produced by OSSE - Any other pertinent documents, such as lawsuits, grievances, and noncompliance findings from local agencies
The school's **fiscal management, adherence to generally accepted accounting principles,** and **economic viability**	- Annual audits - Any other pertinent financial documents

DC PUBLIC CHARTER SCHOOL BOARD

What are the potential outcomes of a charter review?

After reviewing the charter review report, the DC PCSB Board will vote whether to continue or revoke the school's charter. The SRA allows the DC PCSB Board some discretion with this decision:

- If the Board finds that the school has not fully met 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 (specifically, if the school: (1) did not adhere to generally accepted accounting principles; (2) engaged in a pattern of fiscal mismanagement; or (3) is not economically viable), the Board is **required** to revoke the school's charter.

What is the charter review process?

The steps of the review process are detailed in the table below.

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.

How can a school prepare for a charter review?

1. Ensure that the school's charter is up-to-date, particularly its goals and expectations.
2. Ensure that the school has cured any points of legal noncompliance identified by DC PCSB or OSSE.

Can a school amend its charter prior to charter review?

A school may submit a petition to amend its charter at any time. The DC PCSB Board generally will not approve amendments to a school's goals and expectations unless they are submitted more than one year before the school's scheduled charter review.

DC PCSB staff contact for reviews:
Laterica Quinn, Senior Manager
School Quality and Accountability
lquinn@dcpcsb.org

E: DC PCSB Charter Renewal Process FAQs

Please visit the DC PCSB website to review the most recent version of this document, as it is updated periodically.

DC PUBLIC CHARTER SCHOOL BOARD

Charter Renewal Process FAQs

What is a charter renewal?

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 School Reform Act (SRA) to submit an application to the DC Public Charter School Board (DC PCSB) to renew its charter for another 15-year term. In turn, DC PCSB is required by the SRA to renew a school's charter, unless it makes a finding that the school:

- Has committed a material violation of applicable laws (including special education laws) or the terms, conditions, standards, or procedures of its charter;
- Failed to meet its goals and student academic achievement expectations;
- Did not adhere to generally accepted accounting principles;
- Engaged in a pattern of fiscal mismanagement; and/or
- Is not economically viable.

What does DC PCSB assess to decide whether to renew a school's charter?

The SRA requires DC PCSB to assess a school in the three areas detailed in the table below. A school should speak to its performance in these areas in its renewal application.

Areas Assessed during Charter Renewal	**Documents DC PCSB will review to assess each area**
Whether the school has met the **goals and student academic achievement expectations** detailed in its charter	- The school's PMF report (to the extent it corresponds with the school's goals) - Other supporting data and evidence (as requested by DC PCSB) regarding certain goals and expectations that cannot be captured using publicly available data
The school's **legal compliance**, including compliance with special education laws	- Annual compliance reports produced by DC PCSB - Special Education compliance reports produced by OSSE - Any other pertinent documents, such as law suits, grievances, and noncompliance findings from local agencies
The school's **fiscal management, adherence to generally accepted accounting principles,** and **economic viability**	- Annual audits - Any other pertinent financial documents

When must a school submit its renewal application?

The SRA allows a school to submit a renewal application to DC PCSB between 365 and 120 days before its charter expires. **DC PCSB requests that schools submit renewal applications in the fall of their 15th year in operation to allow adequate time for the charter renewal process and so that families can participate in school lotteries in the spring if a school's charter is not renewed.**

What is the renewal process?

The steps of the renewal process are detailed in the table below.

Action Item	Description	Date
Pre-Renewal Meeting	DC PCSB meets with schools preparing for renewal to discuss the process	Spring of the school's 14th year in operation
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	Any time during two years before the school's charter expires
Submission of renewal application	Schools will submit applications and supporting documentation electronically to Epicenter.	DC PCSB requests schools to submit it in the fall of their 15th year in operation
DC PCSB informs the school of its right to an informal renewal hearing	The SRA affords schools the right to request an informal, public renewal hearing before the DC PCSB Board.	DC PCSB must send this notice not later than 15 days after receipt of a school's renewal application.
DC PCSB provides a preliminary charter renewal 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 DC PCSB Board regarding whether it should renew the school's charter.	Contemporaneous with the notice of right to a renewal hearing
School elects whether to request a hearing	Schools can submit their request for a hearing via email.	The school must request a hearing within 15 days of receiving notice of its right to a hearing from DC PCSB
DC PCSB Board conducts the informal renewal hearing (if requested)	School leaders and board members may present any information they wish to the DC PCSB Board and should be prepared to answer questions the DC PCSB Board may have regarding their school's performance and proposed renewal.	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	If possible, the DC PCSB Board will vote on the school's renewal during a regularly scheduled board meeting.	If the school does not request a hearing, the vote must occur no later than 30 days after DC PCSB informed the school of its right to such a hearing. If the school requests a hearing, the vote must occur no later than 30 days after the date of the hearing.

What are Potential Renewal Outcomes?
The DC PCSB Board may vote to:

1. Renew the school's charter for another fifteen-year term;
2. Renew the school's charter but (in the event that the performance of one or more of a school's campuses is negatively affecting the performance of the Local Education Agency) under the condition that one or more of the school's campuses that do not meet the standard for renewal be closed; or
3. 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."

What happens after a school's charter is renewed?
DC PCSB will work with the school to update its charter agreement for the next fifteen years, including updates to its goals and academic achievement expectations. Renewed charter agreements must be executed by the time the school's initial charter agreement expires to ensure the school receives its first quarterly payments on time.

How can a school prepare for a charter renewal now?

1. Ensure that the school's charter is up-to-date, particularly its goals and expectations.
2. Begin analyzing its performance in meeting its goals and expectations and drafting the charter renewal application.
3. Ensure that the school has cured any points of legal noncompliance identified by DC PCSB or OSSE.

Can a school amend its charter, particularly is goals and expectations, prior to charter renewal?
A school may submit a petition to amend its charter. The DC PCSB Board will generally not approve amendments to a school's goals and expectations unless they are submitted more than two years before the school's charter expires.

Can I discuss the renewal process with DC PCSB staff?
DC PCSB encourages schools to plan for the renewal process well in advance, and DC PCSB staff is available to discuss the renewal process in general, or as it applies to your school.

DC PCSB staff contact for charter renewals:

Laterica (Teri) Quinn, Senior Manager
School Quality and Accountability
lquinn@dcpcsb.org

F: Looking Back: A Summary of Charter School Reviews and Renewals

It can be instructive to examine the outcomes from schools that have been up for review or renewal in previous years. The chart below examines reviews in school years 2017-18 to 2018-19. Visit the DC PCSB website at https://dcpcsb.org/charter-school-growth-and-closures for historical growth and closure information.

	Public Charter School	Review or Renewal	Goal Type	Continued / Renewed?	DC PCSB Reasoning	Notes
School Year 2018-2019	Academy of Hope	5-year review	Adult Education PMF	Yes	Met goals	
	DC International	5-year review	PMF	Yes	Met goals	
	Democracy Prep	5-year review	PMF	No	Failure to meet goals	Engaged in external turnaround plan October of their 5th Year, too late to demonstrate results.
	Harmony	5-year review	PMF	Yes with conditions	Improvement provision[1]	Engaged in turnaround.
	Lee Montessori	5-year review	PMF	Yes	Met goals	
	National Collegiate Prep	10-year review	Other	No	Failure to meet goals	The school was Tier 3 on the PMF for three consecutive years, and there was no significant evidence of improvement or a turnaround plan.
	DC Bilingual	15-year renewal	PMF	Yes	Met goals	
	EL Haynes	15-year renewal	Other	Yes	Met goals	
	Two Rivers	15-year renewal	PMF	Yes	Met goals	

[1] The Improvement Provision for Fifth-Year Reviews in the PMF as Goals Policy states "In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF scores over the four-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures."

	Public Charter School	Review or Renewal	Goal Type	Continued / Renewed?	DC PCSB Reasoning	Notes
School Year 2018-2019	City Arts and Prep	15-year renewal	PMF	No	Failure to meet goals	Because the school did not meet its 15-year goals and the law provides no discretion to DC PCSB Board at renewal, the Board had no choice but to revoke the school's charter.
	Ideal	20-year review	PMF/MS	N/A		Before the review occurred, the school's board anticipated that the DC PCSB Board would not approve its review, and proactively organized a takeover by Friendship Public Charter Schools.
	Meridian	20-year review	PMF	Yes with conditions	Improvement Provision	School engaged in external turnaround over two years before the review (June 2016).
	Perry Street Prep	20-year review	PMF/MS	Yes with conditions	Improvement Provision	School engaged in external turnaround several years ahead of the review.
	Roots	20-year review	Other	Yes with conditions	Met goals	DC PCSB Board voted to continue the school's charter with conditions to fix its compliance violations regarding the federal Individuals with Disabilities Education Act (IDEA) and procurement contracting.

	Public Charter School	Review or Renewal	Goal Type	Continued / Renewed?	DC PCSB Reasoning	Notes
School Year 2017-2018	Sustainable Futures	N/A	Other	N/A	N/A	The school's board voluntarily relinquished its charter after one year of operations because of fiscal, academic, and operational challenges.
	Washington Mathematics Science and Technology	Preparing for 20-year review	PMF	N/A	Revoked before review for being no longer economically viable	The school was up for its 20-year review in March 2018. The January 2018 DC PCSB preliminary review found the school had met its goals but that the school was insolvent. By law the DC PCSB Board was required to revoke the school's charter.
	Community College Prep Academy	5-year review	Adult Education PMF	Yes	Met Goals	
	Ingenuity Prep	5-year review	PMF	Yes	Met Goals	
	Sela	5-year review	PMF	Yes	Met Goals	
	Somerset Preparatory Academy (Now operates as KIPP DC Somerset College Preparatory Academy)	10-year review	PMF	Yes with conditions	Turnaround underway	At the December 2017 review, the DC PCSB Board determined the school was not meeting its goals, but could continue to operate with conditions, since a turnaround effort was "well underway." The school failed to meet these conditions the following year, and DC PCSB notified the school's board that it must relinquish its charter by December 2018. Anticipating this possibility, the school's board had already begun talks with KIPP:DC to takeover the school, which it was approved to do beginning in summer 2018.

	Public Charter School	Review or Renewal	Goal Type	Continued / Renewed?	DC PCSB Reasoning	Notes
School Year 2017-2018	Achievement Prep	10-year review		Yes with conditions	Met middle school goals but not elementary school goals	At the November 2017 review the DC PCSB Board conditionally continued the school for the following reasons: • The elementary school campus is in its fifth year of operation. • The elementary school campus, when approved, opened its enrollment to all of the boys from a closing low-performing school and simultaneously enrolled several scholars from a neighboring low performing charter school that was closing its doors. • The middle school campus, while currently just 2.2 points above Tier 3, was, in the early years of this review cycle among the highest-performing charter schools in the city. The elementary school had to meet specific PMF targets in 2017-18, 2018-19, and 2019-20 or it would close. It has met all of these targets.
	Center City	10-year review	PMF	Yes	Met goals	
	Excel	10-year review	PMF	No	Failure to meet goals	DC PCSB closed the school, and the school's board turned the school over to DC Public Schools.

	Public Charter School	Review or Renewal	Goal Type	Continued / Renewed?	DC PCSB Reasoning	Notes
School Year 2017-2018	Washington Yu Ying	10-year review	PMF	Yes		
	DC Prep	15-year renewal	PMF	Yes		
	Eagle Academy	15-year renewal	PMF	Yes		
	LAMB	15-year renewal	PMF	Yes		
	Carlos Rosario	20-year review	Other	Yes		
	César Chavez	20-year review	PMF	Yes with conditions	Met some goals but not others	DC PCSB Board determined the school did not meet its PMF goals and did not comply with all procurement and special education regulations. The board required key conditions in order to remain open including closing one campus (aka partial turnaround + partial closure), hitting PMF targets for two campuses, and improvements to internal controls.
	EW Stokes	20-year review	PMF	Yes		
	Friendship	20-year review	PMF	Yes		
	Maya Angelou	20-year review	Other	Yes with conditions	Met some goals but not others	Conditions required each campus to meet key goals and create a corrective action plan that addresses special education compliance concerns.
	SEED	20-year review	PMF	Yes with conditions	Met some goals but not others	Conditions required closing the middle school by '19-20 (aka partial turnaround + partial closure), decreasing the enrollment ceiling until retention rates improved, and meeting key academic targets.

G: Quick Reference to DC PCSB Charter Application Guidelines, Including Goal Setting

Go to the DC PCSB website, https://dcpcsb.org/2019-charter-application-guidelines.

H: Sample Job Description for Ad Hoc Strategy Committee

Consider the sample job description for a charter school ad hoc strategy committee below. It will be important to tweak the language to be more specific if your school knows which path you are exploring in order to meet review/renewal goals.

The [INSERT NAME] Public Charter School Ad Hoc Strategy Committee is responsible for leading the Board of Trustees through the process of voting to choose the strategic path that will achieve two objectives:

- Ensure our students have access to the best education possible, and
- Ensure the school is taking early action to identify how we can provide that education—either by performing strongly in our current configuration, turning around our program, partially closing underperforming parts of our school, selecting a takeover operator, or closing our entire school.

The Ad Hoc Strategy Committee will achieve these goals by collecting information, drafting documents, meeting key stakeholders, and managing the process for the board to vote on a path forward that serves our students effectively.

Specifically, the Ad Hoc Strategy Committee will:

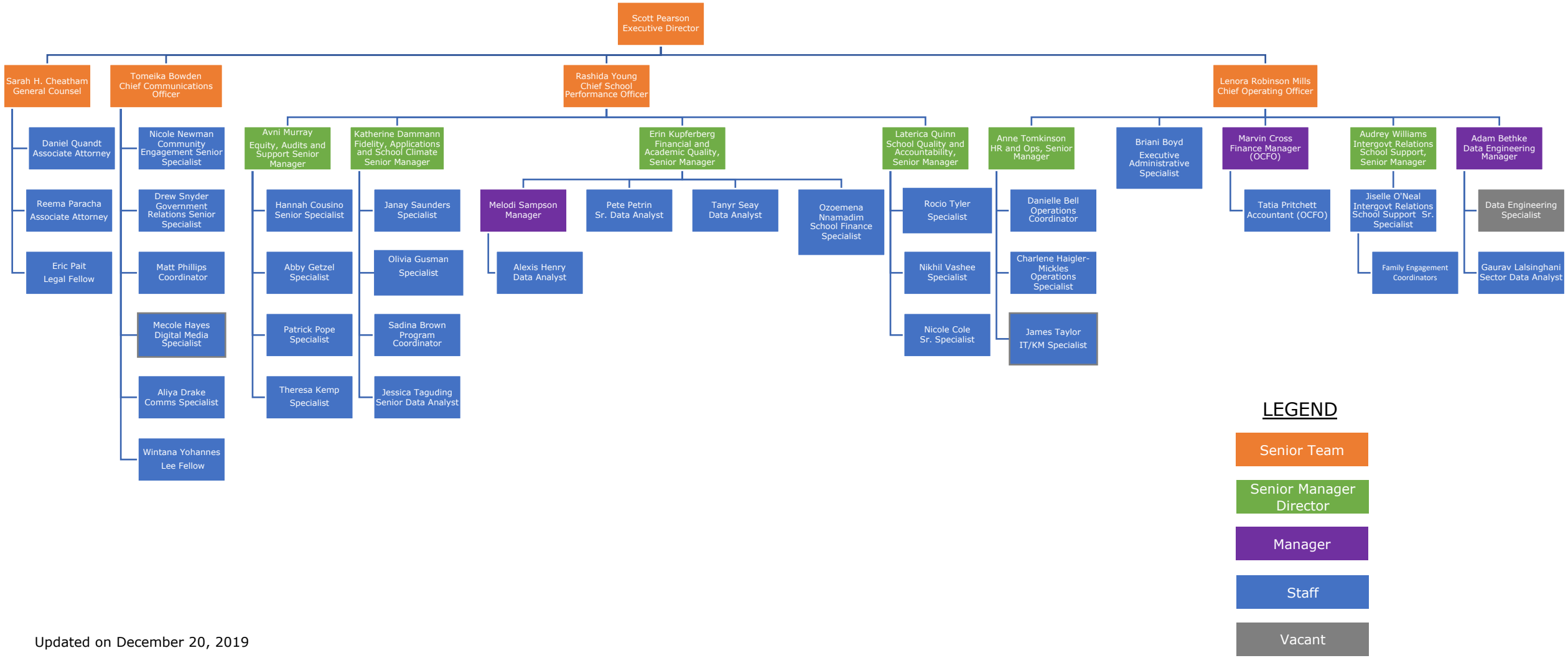
- Collect lessons learned from other schools that have gone through a similar transition.
- Draft a communications and community engagement plan for the board's input and approval and execute that plan.
- If needed, manage any Request for Proposals release or external partner selection process.
- Make a recommendation to the board. The full board will vote on the path forward.
- Play a lead role in interactions with the DC PCSB.
- [Add other specifics related to your school]

This Ad Hoc Committee will disband once the board has completed this exploration and made a decision for how to move forward.



This toolkit was prepared in collaboration between
Friends of Choice in Urban Schools and the
DC Public Charter School Board

DC PUBLIC CHARTER SCHOOL BOARD



Updated on December 20, 2019

District of Columbia Public Charter School Board FY2019

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** 2019

FY2019 Agency Top Accomplishments

Add Accomplishment Add Accomplishment

Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
We approved six charter schools to open.	It has strengthened our relationship with DC residents.	New schools provide options for families to have access to quality education. In-demand models such as Montessori and early education programs are more easily accessible to families that need them.

Agency's Operating Budget

Lookup Your Agency's Operating Budget

2019 Objectives

Strategic Objectives

Objective Number	Strategic Objective
1	Increase community engagement and parent education about school quality.
2	Promote increased school academic quality through improved oversight.
3	Ensure charter schools fulfill their roles as public schools serving all students.
4	Improve fiscal and compliance oversight.

Add Strategic Objective Add Strategic Objective

2019 Key Performance Indicators

Key Performance Indicators

Measure	New Measure/ Benchmark Year	Directionality	FY 2017 Actual Report	FY 2018 Actual Report	FY 2019 Target Report	FY 2019 Q1	FY 2019 Q2	FY 2019 Q3	FY 2019 Q4	FY 2019 Report	Was 2019 KPI Met?	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 distributed	☐	Up is Better	11,000	5600	6000	Annual Measure	Annual Measure	Annual Measure	Annual Measure	6000	Met	
Percent of charter school data available on www.dcpcsb.org, compared to the previous school year.	☐	Up is Better	17%	15%	10%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	10%	Met	
Number of meetings with key city officials	☐	Up is Better	13	13	12	Annual Measure	Annual Measure	Annual Measure	Annual Measure	13	Met	
Number of Task Force Meetings PCSB attended	☐	Up is Better	42	42	20	Annual Measure	Annual Measure	Annual Measure	Annual Measure	42	Met	
Percent Increase in Social Media Followers	☐	Up is Better	Not Available	41%	10%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	10%	Met	
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	4	18	14	9	5	0	0	14	Met	
Number of Tier 1 charter LEAs with announced plans to expand or replicate	☐	Up is Better	4	1	2	Annual Measure	Annual Measure	Annual Measure	Annual Measure	0	Unmet	
Number of qualitative site review reports	☐	Up is Better	47	19	15	Annual Measure	Annual Measure	Annual Measure	Annual Measure	21	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	15%	61%	10%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	56.1%	Met	

Measure	New Measure/ Benchmark Year	Directionality	FY 2017 Actual Report	FY 2018 Actual Report	FY 2019 Target Report	FY 2019 Q1	FY 2019 Q2	FY 2019 Q3	FY 2019 Q4	FY 2019 Report	Was 2019 KPI Met?	Are Explanations of Barriers to Meeting KPIs Complete
Number of charter school campuses receiving an out-of-compliance warning from our Board for violating our Data Submission Policy	☐	Down is Better	6	8	3	6	11	13	14	44	Unmet	
Number of adult education focused meetings (eg. Board-to-Board meetings, workshops)	☐	Up is Better	7	8	2	0	1	1	0	2	Met	
4 - Improve fiscal and compliance oversight. (3 Measures)												
Number of Financial Audit Reports issued	☐	Up is Better	1	45	1	Annual Measure	Annual Measure	Annual Measure	Annual Measure	37	Met	
Number of charter LEAs with weak financials receiving enhanced fiscal oversight from PCSB	☐	Up is Better	12	15	4	Annual Measure	Annual Measure	Annual Measure	Annual Measure	14	Met	
Number of charter LEAs whose fiscal health improved as a result of oversight efforts	☐	Up is Better	8	3	4	Annual Measure	Annual Measure	Annual Measure	Annual Measure	6	Met	

2019 Operations

Operations

Operations Header	Operations Title	Operations Description	Type of Operations
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
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
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
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
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
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
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

2019 Workload Measures

Workload Measures - Operations

Measure	New Measure/ Benchmark Year	Numerator Title	Units	FY 2016 Actual Report	FY 2017 Actual Report	FY 2018 Actual Report	FY 2019 Q1	FY 2019 Q2	FY 2019 Q3	FY 2019 Q4	FY 2019
2 - Oversee all charter schools (3 Measures)											
Number of Qualitative Site Reviews	☐	Number of reviews	Number of reviews	15	47	19	Annual Measure	Annual Measure	Annual Measure	Annual Measure	21
Number of Compliance Reviews	☐	Number of Reviews	Number of Reviews	114	119	120	Annual Measure	Annual Measure	Annual Measure	Annual Measure	123

Measure	New Measure/ Benchmark Year	Numerator Title	Units	FY 2016 Actual Report	FY 2017 Actual Report	FY 2018 Actual Report	FY 2019 Q1	FY 2019 Q2	FY 2019 Q3	FY 2019 Q4	FY 2019
Number of school closings	☐	Number of schools closed	Number of schools closed	1	0	2	Annual Measure	Annual Measure	Annual Measure	Annual Measure	6
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	4	Annual Measure	Annual Measure	Annual Measure	Annual Measure	11
Number of School Openings (New Charters and New Campuses)	☐	Number of new schools	Number of new schools	4	2	3	Annual Measure	Annual Measure	Annual Measure	Annual Measure	7
3 - Monitor each school's attendance and discipline (1 Measure)											
Number of Compliance Reviews	☐	Number of reviews	Number of reviews	114	119	120	Annual Measure	Annual Measure	Annual Measure	Annual Measure	123

2019 Initiatives

Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date	Add Initiative Update for PAR
Manage relationships with key groups and constituencies (2 Strategic initiatives)			
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	09-30-2019	
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.	09-30-2019	
Monitor each school's attendance and discipline (1 Strategic Initiative)			
Use data transparency to reduce incidences of expulsion, long-term suspension and truancy	In FY19 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.	09-30-2019	
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.	09-30-2019	
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.	09-30-2019	
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.	09-30-2019	
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	09-30-2019	
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	09-30-2019	
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.	09-30-2019	

2019 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	FY20 Reporting Quarter
Encourage high performing schools to replicate (4 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	FY20 Reporting Quarter
Encourage high performing schools to replicate	Initiative is ongoing	25-49%	High	Demonstrable	We didn't approve any expansions in FY19 Q1, but 3 schools submitted applications to expand for SY19-20. One is for a high-performing Montessori school to open a new PK3-5 school; the other is for an experienced operator to acquire an existing PK3-8 school and the last is for another experienced operator to acquire an existing 4-12 program. Our Board voted to approve each expansion. In November 2018, we approved LEARN Schools to open a school on Joint Base Anacostia-Bolling. The school will model it's program after a campus located in Chicago.		Q1
Encourage high performing schools to replicate	We are currently moving through the Spring 2019 Charter Applications Process. We received 11 applications to open public charter schools in DC. None of the applicants work with an existing management organization. Should any applicants be approved, they will open in fall of 2020. Regarding charter expansions and replications, DC PCSB did not approve any charter expansions in FY19 Q2, but two schools recently submitted pending applications to expand effective for SY 2020-21. Both prospective charter expansions are from high-performing Tier 1 campuses. The DC PCSB Board will vote to approve or deny each of these expansion requests by 6/17/19.	50-74%	High	Demonstrable	Attracting new operators to open in DC provides more options for families when choosing a school.		Q2
Encourage high performing schools to replicate	We attracted a number of new operators to DC, as evidenced by the five new charter schools approved to open in DC in Fall 2020.	75-99%	High	Demonstrable	The 5 applicants that were approved to open charter schools through our charter applications review process met rigorous standards set forth by DC PCSB that we believe will result in more high-quality seats for the sector. These 5 new schools will locate across the city and serve students across grade spans. We approved 1 charter expansion in FY19 Q3, and 2 schools have pending applications to expand effective SY 2019-20 and 2020-21. Both prospective charter expansions are from high-performing Tier 1 campuses.		Q3
Encourage high performing schools to replicate	Between July 1, 2019 – September 30, 2019, DC PCSB approved one enrollment ceiling increase and program replication for a high-performing Tier 1 school that offers grades 6-12. The amendment is expected to take effect in school year 2021-22.	Complete		Demonstrable	We chartered five new schools this year, we are excited for their anticipated positive impact on DC students.		Q4
Use data transparency to reduce incidences of expulsion, long-term suspension and truancy (3 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	FY20 Reporting Quarter
Use data transparency to reduce incidences of expulsion, long-term suspension and truancy	As in past years, DC PCSB collects expulsion, suspension, and attendance data monthly. If a school has concerning data trends, we send the school informal communication ("outlier emails") to alert them. During SY2018-19, we have sent 25 outlier emails for suspension, expulsion, truancy, midyear withdrawal, and disparities among subgroups. In addition to direct email communication to schools, we also encourage schools to regularly monitor their data through the dashboards available in the Hub. By January 31, 2019, our staff will send school leaders and their board chair a midyear report informing them of year to date attendance, suspension, expulsion data, as well as data disparities that may exist between subgroups.	75-99%	High	Demonstrable	Rates of exclusionary discipline have decreased compared with year to date data from SY2017-18. For the majority of schools, the exclusionary discipline rate declines following an outlier email. In cases where it has not, we have requested a meeting with the school or conducted an informal site visit. Regarding truancy, the charter sector overall year to date truancy rate is up slightly from last year (by about 0.3%). DC PCSB staff will continue to use its Truancy Policy to monitor schools that approach the truancy threshold.		Q1
Use data transparency to reduce incidences of expulsion, long-term suspension and truancy	As in past years, DC PCSB collects expulsion, suspension, and attendance data monthly. If a school has concerning data trends, we send the school informal communication ("outlier emails") to alert them. During SY2018-19, we have sent 46 outlier emails for suspension, expulsion, truancy, midyear withdrawal, and disparities among subgroups. In addition to direct email communication to schools, we also encourage schools to regularly monitor their data through the dashboards available in the Hub. By January 31, 2019, our staff sent to school leaders and their board chair a midyear report informing them of year to date attendance, suspension, expulsion data, as well as data disparities that may exist between subgroups.	Complete	High	Demonstrable	Rates of exclusionary discipline have decreased compared with year-to-date data from SY2017-18. For the majority of schools, the exclusionary discipline rate declines following an outlier email. In cases where it has not, we have requested a meeting with the school or conducted an informal site visit. Regarding truancy, the charter sector overall year to date truancy rate is up slightly from last year (by about 0.8%). DC PCSB staff will continue to use its Truancy Policy to monitor schools that approach the truancy threshold.		Q2
Use data transparency to reduce incidences of expulsion, long-term suspension and truancy	As in past years, DC PCSB collects expulsion, suspension, and attendance data monthly. If a school has concerning data trends, we send the school informal communication ("outlier emails") to alert them. During SY2018-19, we have sent 46 outlier emails for suspension, expulsion, truancy, midyear withdrawal, and disparities among subgroups. In addition to direct email communication to schools, we also encourage schools to regularly monitor their data through the dashboards available in the Hub. By January 31, 2019, our staff sent to school leaders and their board chair a midyear report informing them of year to date attendance, suspension, expulsion data, as well as data disparities that may exist between subgroups.	Complete		Demonstrable	Rates of exclusionary discipline have decreased compared with year-to-date data from SY2017-18. For the majority of schools, the exclusionary discipline rate declines following an outlier email. In cases where it has not, we have requested a meeting with the school or conducted an informal site visit. Regarding truancy, the charter sector overall year to date truancy rate is up slightly from last year (by about 0.8%). DC PCSB staff will continue to use its Truancy Policy to monitor schools that approach the truancy threshold.		Q4

Conduct rigorous 5, 10 and 15-year reviews of DC charter schools (4 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	FY20 Reporting Quarter
Conduct rigorous 5, 10 and 15-year reviews of DC charter schools	Initiaitve is ongoing	25-49%	High	Incremental	In FY19 Q1 (10/1/18-12/12/18), DC PCSB conducted four high stakes charter reviews and renewals, including two five-year reviews, one twenty-year review and one fifteen-year charter renewal. Of these, only one school was continued with charter conditions. Due to underperformance, the DC PCSB Board voted to close two schools at the end of SY 2018-19, and the remaining school elected to relinquish its charter to an experienced operator to avoid charter revocation.		Q1
Conduct rigorous 5, 10 and 15-year reviews of DC charter schools	Initiative is ongoing	25-49%	High	Incremental	In FY19 Q2, we conducted 5 high stakes charter reviews and renewals, including three 15-year renewals and two 5-year reviews. All of these schools were fully approved for charter continuance. We are currently in charter renewal negotiations with each of the three schools that were approved for a new 15-year term. Their new agreements will take effect on July 1.		Q2
Conduct rigorous 5, 10 and 15-year reviews of DC charter schools	Initiative is ongoing	Complete	High	Incremental	In FY19 Q3 DC PCSB finalized the charter renewal negotiations for 3 high performing schools that were recently approved for a new 15-year term. Their new agreements took effect on July 1.		Q3
Conduct rigorous 5, 10 and 15-year reviews of DC charter schools	Initiative is ongoing	Complete		Incremental	In FY19 Q3 DC PCSB finalized the charter renewal negotiations for 3 high performing schools that were recently approved for a new 15-year term. Their new agreements took effect on July 1.		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 (4 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	The FY18 FAR Technical Guide was approved in December 2018. We have audited Financial data received from school's as of 12/3. The validation period opening 1/14	0-24%	High	Incremental	Continue to strengthen financial oversight of schools.		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	FY 18 FAR report is in progress to be completed in May	75-99%	High	Incremental	Continue to strengthen financial oversight of schools.		Q2

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	FY20 Reporting Quarter
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	FY18 FAR Report is complete and published on DC PCSB's website Audited Financial Statements used to derive the FAR is uploaded to the website and published on the website The FY 19 FAR Technical Guide is open for public comment	Complete	High	Demonstrable	Continue to strengthen financial oversight of schools.		Q3
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	FY18 FAR Report is complete and published on DC PCSB's website Audited Financial Statements used to derive the FAR is uploaded to the website and published on the website The FY 19 FAR Technical Guide is open for public comment	Complete		Demonstrable	Continue to strengthen financial oversight of schools.		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	We work with DC Health to help schools secure approved nurse's suites.  3 charter schools were approved to co-share nurse's suite – Friendship SE/Friendship Tech; Statesmen to co-share with Rocketship Legacy Prep; EW Stokes to co-share with Maya Angelou  New health suite approved for Imagine Hope – Tolson 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. In the area of transportation, we are part of the citywide Kids Ride Free team that worked to implement the new program. Working with Center City Congress Heights with Safe passage issues	0-24%	High	Transformative	This allows a school to have nursing services and additional mental health services for students. The improved transit subsidy program will allow students to get to and from school easier. We connect the schools to city services to assist with safe passage – WMATA, MPD, Metro Transit, crossing guards		Q1
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. 4 schools are going through the approval process. We worked with DC Health to provide a community of practice workshop for school registrars to improve record keeping processes. We are working with the Coordinating Council on Mental Health to expand mental health services to schools, implementing the expansion of mental health services in 18 charter schools. We are part of the citywide Kids Ride Free team that works to improve the Kids Ride Free program for the next school year.	50-74%	High	Transformative	Allows a school to have nursing services for students.; allows registrars to collect the correct forms from parents so nurses will have medical information on students; allows a school to have additional mental health services for students. The improved transit subsidy program will allow students to get to and from school easier.		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. 6 schools are going through the approval process. Working with the Coordinating Council on Mental Health to expand services to 18 charter schools for an additional 29 charter schools for SY19-20. We are part of the Kids Ride Free team. We recommended and got approval for a unique KRF card from WMATA.	75-99%	High	Transformative	This will allow a school to have nursing services for students, allows a school to have additional mental health services for students and 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	DC Health expects to approve at least 5 of these health suites within two months.	Complete		Transformative	Working with DC Health to get 10 nurse's suites approved so the schools can get a nurse. Working with the Kids Ride Free Team to ensure all charter students receive a new Kids Ride Free card for this school year.		Q4
Enhance Adult Education oversight (4 Initiative Updates)							
Enhance Adult Education oversight	Staff is implementing the summative adult education framework approved by the school and DC PCSB Board summer 2018 for SY2018-19	0-24%	High	Demonstrable	Adult Education PMF will have a summative score; same as the PK-12 schools.		Q1

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	FY20 Reporting Quarter
Enhance Adult Education oversight	During Q2, DC PCSB staff met with Adult Education (AE) school leaders whose programs include preparation for students seeking high-level certifications. The High-Level Certification measure on the AE PMF is the only measure (other than mission-specific goals) that does not count toward the school's overall PMF score. DC PCSB staff agreed to hold off on scoring the measure until we had additional performance data. While we still have limited data, by Q2, we were comfortable proposing a plan to score this measure. We shared it with schools, and they did not voice concerns about it. We will have the school leaders cast official votes for/against the proposal. If they support it, we will share it with the DC PCSB Board to approve for the 2019-20 AE PMF.	50-74%	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 over time, thereby limiting our oversight capabilities.) Our incremental improvements give schools space to make gradual programmatic adjustments.		Q2
Enhance Adult Education oversight	DC PCSB staff met with AE school leaders whose programs include preparation for students seeking high-level certifications. The High-Level Certification measure on the AE PMF is the only measure (other than mission-specific goals) that does not count toward the school's overall PMF score.	75-99%	High	Incremental	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 or metrics hinders our ability to assess performance over time, limiting our oversight capabilities. Our incremental improvements give schools space to make gradual programmatic adjustments.		Q3
Enhance Adult Education oversight	In Q4, the Board approved methodology to score the Adult Education (AE) PMF's High-Level Certification measure. School year 2019-20 will be the first year in which schools offering high-level certification prep programs can earn points toward their overall AE PMF score and tier.	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 overtime, 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 (2 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	DC PCSB has identified the key data sets we will publish and are working to consolidate these and provide them through a new interface. This will provide both high level summaries and detailed datasets.	Complete	High	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.		Q1

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	FY20 Reporting Quarter
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 data sets we will publish and are working to consolidate these and provide them through a new interface. This 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 (2 Initiative Updates)							
Increase awareness about pubic charter schools	Completed; DC PCSB reviewed data submitted to our data and document submission platforms, and are 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		Q1
Increase awareness about pubic charter schools	Completed; DC PCSB reviewed data submitted to our data and document submission platforms, and are 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		Incremental	Ensuring efficient data collection practices reduces reporting requirements of LEAs, and improves data quality		Q4
Reduce LEA reporting burden (2 Initiative Updates)							
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		Q1
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		Demonstrable	Ensuring efficient data collection practices reduces reporting requirements of LEAs, and improves data quality		Q4

Internal: Unfinished 2018 Initiatives

This year, the OCA is requesting updates on any unfinished initiatives from FY18. Updates will not be published, but will be used to report progress to the City Administrator and the Mayor as needed.

Strategic Initiatives

Title	Description	Complete to Date	Status Update	Explanation	Anticipated Completion Date	Add Initiative Update - Rolled Over Initiatives
No strategic initiatives found						

Int: Unfinished 2018 Initiative Updates

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2019 Capital Projects

Capital projects - performance plans links

Project Number	Project Title	Owner Agency Acronym	Implementing Agency Acronym	Milestone Description	Fiscal Year Allotment
No capital projects - performance plans links found					

Operating Budget

Administrative Information

Record ID# 658

Performance Plan ID 658 **Blank Initiative Updates** Blank Initiative Updates

Created on Dec. 26, 2017 at 4:23 PM (EST). Last updated by Katz, Lia (EOM) on June 18, 2018 at 1:51 PM (EDT). Owned by Katz, Lia (EOM).

Q53. (Same as Q61 in 18) Provide budget information for PCSB, including the approved budget, revised budget, and expenditures, for FY19 and to date in FY20. Please provide reporting at three levels – agency, program, and activity – broken out by source of funds and by Comptroller Source Group and Comptroller Object.

DC PUBLIC CHARTER SCHOOL BOARD FISCAL PERIOD ENDING SEPTEMBER 30, 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	$ -	$ 4,453,114	$ 4,453,114	$ -	$ 4,543,426	$ 4,543,426	$ -	$ (90,312)	$ (90,312)
0012 - REGULAR PAY - OTHER	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0013 - ADDITIONAL GROSS PAY	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	$ -	$ 1,079,588	$ 1,079,588	$ -	$ 967,023	$ 967,023	$ -	$ 112,565	$ 112,565
0015 - OVERTIME PAY	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
01 - PERSONNEL SERVICES	**$ -**	**$ 5,532,702**	**$ 5,532,702**	**$ -**	**$ 5,510,449**	**$ 5,510,449**	**$ -**	**$ 22,253**	**$ 22,253**
0020 - SUPPLIES AND MATERIALS	$ -	$ 148,126	$ 148,126	$ -	$ 206,068	$ 206,068	$ -	$ (57,942)	$ (57,942)
0030 - ENERGY, COMM. AND BLDG RENTALS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	$ -	$ 41,280	$ 41,280	$ -	$ 56,408	$ 56,408	$ -	$ (15,128)	$ (15,128)
0033 - JANITORIAL SERVICES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0034 - SECURITY SERVICES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0035 - OCCUPANCY FIXED COSTS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0040 - OTHER SERVICES AND CHARGES	$ -	$ 1,949,879	$ 1,949,879	$ -	$ 1,835,094	$ 1,835,094	$ -	$ 114,785	$ 114,785
0041 - CONTRACTUAL SERVICES - OTHER	$ -	$ 1,097,723	$ 1,097,723	$ -	$ 1,665,732	$ 1,665,732	$ -	$ (568,009)	$ (568,009)
0050 - SUBSIDIES AND TRANSFERS	$ -	$ 75,000	$ 75,000	$ -	$ 56,357	$ 56,357	$ -	$ 18,643	$ 18,643
0070 - EQUIPMENT & EQUIPMENT RENTAL	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
02 - NON-PERSONNEL SERVICES	**$ -**	**$ 3,312,008**	**$ 3,312,008**	**$ -**	**$ 3,819,658**	**$ 3,819,658**	**$ -**	**$ (507,650)**	**$ (507,650)**
TOTAL GENERAL FUNDS	**$ -**	**$ 8,844,710**	**$ 8,844,710**	**$ -**	**$ 9,330,107**	**$ 9,330,107**	**$ -**	**$ (485,397)**	**$ (485,397)**

This ($485k) expenditures variance was covered by a revenue variance of more than $775k 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	$ -	$ 4,826,982	$ 4,826,982	$ -	$ 920,022	$ 920,022	$ -	$ 3,906,960	$ 3,906,960
0012 - REGULAR PAY - OTHER	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0013 - ADDITIONAL GROSS PAY	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	$ -	$ 1,074,342	$ 1,074,342	$ -	$ 216,422	$ 216,422	$ -	$ 857,920	$ 857,920
0015 - OVERTIME PAY	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
01 - PERSONNEL SERVICES	**$ -**	**$ 5,901,324**	**$ 5,901,324**	**$ -**	**$ 1,136,444**	**$ 1,136,444**	**$ -**	**$ 4,764,879**	**$ 4,764,879**
0020 - SUPPLIES AND MATERIALS	$ -	$ 177,470	$ 177,470	$ -	$ 46,446	$ 46,446	$ -	$ 131,024	$ 131,024
0030 - ENERGY, COMM. AND BLDG RENTALS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	$ -	$ 55,020	$ 55,020	$ -	$ 9,902	$ 9,902	$ -	$ 45,118	$ 45,118
0033 - JANITORIAL SERVICES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0034 - SECURITY SERVICES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0035 - OCCUPANCY FIXED COSTS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0040 - OTHER SERVICES AND CHARGES	$ -	$ 2,340,917	$ 2,340,917	$ -	$ 438,058	$ 438,058	$ -	$ 1,902,859	$ 1,902,859
0041 - CONTRACTUAL SERVICES - OTHER	$ -	$ 1,468,183	$ 1,468,183	$ -	$ 340,847	$ 340,847	$ -	$ 1,127,336	$ 1,127,336
0050 - SUBSIDIES AND TRANSFERS	$ -	$ 140,000	$ 140,000	$ 1,800,000	$ 7,926	$ 1,807,926	$ (1,800,000)	$ 132,075	$ (1,667,926)
0070 - EQUIPMENT & EQUIPMENT RENTAL	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
02 - NON-PERSONNEL SERVICES	**$ -**	**$ 4,181,590**	**$ 4,181,590**	**$ 1,800,000**	**$ 843,179**	**$ 2,643,179**	**$ (1,800,000)**	**$ 3,338,411**	**$ 1,538,411**
TOTAL GENERAL FUNDS	**$ -**	**$ 10,082,914**	**$ 10,082,914**	**$ 1,800,000**	**$ 1,979,624**	**$ 3,779,624**	**$ (1,800,000)**	**$ 8,103,290**	**$ 6,303,290**

The ($1.8M) Local Funds expenditures variance was covered by the same amount in revenue and provided by the FY 2020 Local Budget Act of 2019.

Department	Job Title	Employee	Position Status	FTE	Source of Funds
101 COMMUNICATIONS	Digital Media Specialist	MECOLE HAYES	Filled	1	Local
101 COMMUNICATIONS	Government Relations Senior Specialist	SNYDER, DREW	Filled	1	Local
101 COMMUNICATIONS	Communications Specialist	ALIYA DRAKE	Filled	1	Local
101 COMMUNICATIONS	Commucations Coordinator	MATT PHILLIPS	Filled	1	Local
101 COMMUNICATIONS	Community Engagement Senior Specialist	NEWMAN, NICOLE	Filled	1	Local
101 COMMUNICATIONS Total				**5**	
102 EXECUTIVE	Chief School Performance Officer	YOUNG, RASHIDA	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	IT/KM Specialist	TAYLOR, JAMES	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Data Engineering Manager	BETHKE, ADAM	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Executive Administrative Specialist	BOYD, BRIANI	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	LALSINGHANI, 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 Senior Specialist	O'NEAL, JISELLE	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Intergovernmental Relations and School Support, Sr Manager	WILLIAMS, AUDREY A	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Data Engineering Specialist		Vacant	1	Local
104 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Family Engagement Coordinator	BELL, TONI	Filled	0.25	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Family Engagement Coordinator	CARDEN, TANISHA	Filled	0.25	Local
104 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Family Engagement Coordinator	CHILDS, KIZZY	Filled	0.25	Local
105 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Family Engagement Coordinator	MBENGA, MBACHUR	Filled	0.25	Local
106 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Family Engagement Coordinator	PAVON, JENNIFER	Filled	0.25	Local
105 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Family Engagement Coordinator	DOE, KAYONNAH	Filled	0.25	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Operations Assistant	BELL, DANIELLE	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES Total				**13.5**	
105 LEGAL	Associate Attorney	QUANDT, DANIEL	Filled	1	Local
105 LEGAL	Georgetown Legal Fellow	PAIT, ERIC	Filled	1	Grant/Local
105 LEGAL	Associate Attorney	PARACHA, REEMA	Filled	1	Local
105 LEGAL Total				**3**	
106 SCHOOL PERFORMANCE	Program Coordinator	BROWN, SADINA	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity, Audits and Supports Specialist	POPE, PATRICK	Filled	0.5	Local
106 SCHOOL PERFORMANCE	School Finance Specialist	NNAMADIM, OZOEMENA	Filled	1	Local
106 SCHOOL PERFORMANCE	Fidelity, Applications and School Climate Sr. Data Analyst	TAGUDING, JESSICA	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, Audits and Supports Senior Manager	PATEL, AVNI	Filled	1	Local
106 SCHOOL PERFORMANCE	School Quality and Accountability, Senior Specialist	COLE, NICOLE	Filled	1	Local
106 SCHOOL PERFORMANCE	Financial and Academic Quality, Data Analyst	HENRY, ALEXIS	Filled	1	Local
106 SCHOOL PERFORMANCE	Financial and Academic Quality, Manager	SAMPSON, MELODI	Filled	1	Local
106 SCHOOL PERFORMANCE	Financial and Academic Quality, Senior Data Analyst	PETRIN, PETE	Filled	1	Local
106 SCHOOL PERFORMANCE	Financial and Academic Quality, Data Analyst	SEAY, TANYR	Filled	1	Local
106 SCHOOL PERFORMANCE	School Quality and Accountability, Specialist	TYLER, ROCIO	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity, Audits and Supports Senior Specialist	COUSINO, HANNAH	Filled	1	Local
106 SCHOOL PERFORMANCE	Fidelity, Applications and School Climate Specialist	JANAY SAUNDERS	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity, Audits and Supports Specialist	GETZEL, ABBY	Filled	1	Local
106 SCHOOL PERFORMANCE	Fidelity, Applications and School Climate Specialist	GUZMAN, OLIVIA	Filled	1	Local
106 SCHOOL PERFORMANCE	Fidelity, Applications and School Climate Senior Manager	DAMMANN, KATHERINE	Filled	1	Local
106 SCHOOL PERFORMANCE Total				**18.5**	
Total DCPCS				**45**	

LEA	First Name	Last Name	Voting Member	DC Resident	Parent / Student Board Member
Academy of Hope Adult PCS	Todd L.	Campbell	TRUE	TRUE	TRUE
Academy of Hope Adult PCS	Darrell	Darnell	TRUE	TRUE	FALSE
Academy of Hope Adult PCS	Madi	Ford	TRUE	FALSE	FALSE
Academy of Hope Adult PCS	Barbara	Jumper	TRUE	TRUE	FALSE
Academy of Hope Adult PCS	Kermit	Keleba	TRUE	TRUE	FALSE
Academy of Hope Adult PCS	Mark	Kutner	TRUE	FALSE	FALSE
Academy of Hope Adult PCS	Y.K. Karen	Leung	TRUE	FALSE	FALSE
Academy of Hope Adult PCS	Julie	Meyer	TRUE	TRUE	FALSE
Academy of Hope Adult PCS	Lawrence	Meyer	TRUE	TRUE	FALSE
Academy of Hope Adult PCS	Joe	Mitchell	TRUE	TRUE	TRUE
Academy of Hope Adult PCS	Paul	Suijk	TRUE	FALSE	FALSE
Academy of Hope Adult PCS	Rachel	Zinn	TRUE	TRUE	FALSE
Academy of Hope Adult PCS	John	Zoltner	TRUE	TRUE	FALSE
Achievement Preparatory Academy PCS	Jason	Andrean	TRUE	TRUE	FALSE
Achievement Preparatory Academy PCS	Rufus	Davis	TRUE	TRUE	TRUE
Achievement Preparatory Academy PCS	Patricia	Grant	TRUE	FALSE	FALSE
Achievement Preparatory Academy PCS	Amber	Jackson	TRUE	TRUE	TRUE
Achievement Preparatory Academy PCS	Barbara	Nophlin	TRUE	TRUE	FALSE
Achievement Preparatory Academy PCS	Kenneth	Ward	TRUE	FALSE	FALSE
Achievement Preparatory Academy PCS	Shantelle	Wright	FALSE	TRUE	FALSE
Achievement Preparatory Academy PCS	Ursula	Wright	TRUE	FALSE	FALSE
AppleTree Early Learning PCS	Karen	Davenport	TRUE	TRUE	FALSE
AppleTree Early Learning PCS	Matthew	Downs	TRUE	TRUE	FALSE
AppleTree Early Learning PCS	Bridget	Gray	TRUE	FALSE	FALSE
AppleTree Early Learning PCS	Celia	Martin	TRUE	FALSE	FALSE
AppleTree Early Learning PCS	Jack	McCarthy	TRUE	FALSE	FALSE
AppleTree Early Learning PCS	Andrea	Montgomery	TRUE	TRUE	TRUE
AppleTree Early Learning PCS	Skyle	Pearson	TRUE	TRUE	FALSE
AppleTree Early Learning PCS	Gloria	Robinson	TRUE	TRUE	TRUE
AppleTree Early Learning PCS	Katherine	Saunders	TRUE	FALSE	FALSE
AppleTree Early Learning PCS	Paula	Shelton	TRUE	TRUE	FALSE
AppleTree Early Learning PCS	Nancie	Suzuki	TRUE	TRUE	FALSE
BASIS DC PCS	Tony	Axam	TRUE	TRUE	TRUE
BASIS DC PCS	Craig	Barrett	TRUE	FALSE	FALSE
BASIS DC PCS	Chad	Colby	TRUE	TRUE	FALSE
BASIS DC PCS	Anne	House Quinn	TRUE	TRUE	FALSE
BASIS DC PCS	Andrew	Kelly	TRUE	FALSE	FALSE
BASIS DC PCS	Mali	Parke	TRUE	TRUE	TRUE
BASIS DC PCS	Candice	Santomauro	TRUE	TRUE	TRUE
Breakthrough Montessori PCS	David	Bagnoli	TRUE	TRUE	FALSE
Breakthrough Montessori PCS	Michael	Bing	TRUE	TRUE	TRUE
Breakthrough Montessori PCS	Katie	Brown	TRUE	TRUE	FALSE
Breakthrough Montessori PCS	Bonnie	Gallion	TRUE	TRUE	TRUE
Breakthrough Montessori PCS	Rachel	Kimboko	TRUE	TRUE	FALSE
Breakthrough Montessori PCS	Chris	Lohse	TRUE	TRUE	FALSE
Breakthrough Montessori PCS	Sara	Suchman	TRUE	FALSE	FALSE
Breakthrough Montessori PCS	Vivek	Swaminathan	TRUE	TRUE	TRUE
Breakthrough Montessori PCS	Keith	Whitscarver	TRUE	TRUE	FALSE
Bridges PCS	Leslie	Annexstein	TRUE	TRUE	TRUE
Bridges PCS	Tracy	Clarke	TRUE	TRUE	TRUE
Bridges PCS	Hassan	Dhouti	TRUE	TRUE	FALSE
Bridges PCS	Daniel	Jinich	TRUE	TRUE	FALSE
Bridges PCS	Marissa	Morabito	TRUE	TRUE	TRUE
Bridges PCS	Linday	Northup-Moore	TRUE	FALSE	FALSE
Bridges PCS	Richard	Plackter	TRUE	FALSE	FALSE
Bridges PCS	Woodrow	Scott	TRUE	TRUE	FALSE
Bridges PCS	Olivia	Smith	TRUE	TRUE	FALSE
Bridges PCS	Rikki	Taylor	TRUE	TRUE	FALSE
Bridges PCS	Charles	Warner	TRUE	FALSE	FALSE
Briya PCS	Flor	Buruca	TRUE	TRUE	TRUE
Briya PCS	Doris	Garay	TRUE	FALSE	FALSE
Briya PCS	Marco	Griego	TRUE	TRUE	FALSE
Briya PCS	Daniela	Grigioni-Carozza	TRUE	TRUE	FALSE
Briya PCS	Whytni	Kernodle	TRUE	FALSE	FALSE
Briya PCS	Judy	Mortrude	TRUE	TRUE	FALSE
Briya PCS	Yizel	Romero Octaviano	TRUE	TRUE	TRUE
Briya PCS	Alejandra	Sandoval	TRUE	TRUE	TRUE
Briya PCS	Todd	Shears	TRUE	TRUE	FALSE
Briya PCS	Nishit "Nick"	Sheth	TRUE	FALSE	FALSE
Briya PCS	Deborah	Spitz	TRUE	FALSE	FALSE
Capital City PCS	Alison	Arnold	TRUE	FALSE	FALSE
Capital City PCS	Maggie	Boland	TRUE	TRUE	FALSE
Capital City PCS	Sarah	Dillard	TRUE	TRUE	FALSE
Capital City PCS	Quameice	Harris	TRUE	TRUE	TRUE
Capital City PCS	Anne	Herr	TRUE	TRUE	FALSE
Capital City PCS	Rochanda	Hiligh-Thomas	TRUE	TRUE	TRUE
Capital City PCS	Mizmun	Kusairi	TRUE	TRUE	FALSE
Capital City PCS	Galo	Pazmino	TRUE	FALSE	FALSE
Capital City PCS	Nitikia	Tolani	TRUE	TRUE	FALSE
Carlos Rosario International PCS	Yeshimebet T.	Belay	TRUE	FALSE	FALSE

LEA	First Name	Last Name	Voting Member	DC Resident	Parent / Student Board Member
Carlos Rosario International PCS	Francisco	Ferrufino	TRUE	TRUE	TRUE
Carlos Rosario International PCS	Allison	Kokkoros	TRUE	TRUE	FALSE
Carlos Rosario International PCS	James	Moore	TRUE	TRUE	FALSE
Carlos Rosario International PCS	Bo	Pham	TRUE	TRUE	FALSE
Carlos Rosario International PCS	Brahim	Rawi	TRUE	TRUE	TRUE
Carlos Rosario International PCS	Vilma	Rosario	TRUE	FALSE	FALSE
Carlos Rosario International PCS	Patricia	Sosa	TRUE	TRUE	FALSE
Carlos Rosario International PCS	Hector J.	Torres	TRUE	TRUE	FALSE
Carlos Rosario International PCS	Johan	Uvin	TRUE	TRUE	FALSE
Carlos Rosario International PCS	Margaret	Yao	TRUE	TRUE	FALSE
Cedar Tree Academy PCS	Sandy	Allen	TRUE	TRUE	FALSE
Cedar Tree Academy PCS	Carla	Bailey	TRUE	FALSE	FALSE
Cedar Tree Academy PCS	Keyonia	Duckett	TRUE	TRUE	TRUE
Cedar Tree Academy PCS	Tyon	Jones	TRUE	TRUE	FALSE
Cedar Tree Academy PCS	Devon	Lesesne	TRUE	TRUE	TRUE
Cedar Tree Academy PCS	Tanetta	Merritt	TRUE	TRUE	FALSE
Cedar Tree Academy PCS	Monica	Ray	TRUE	TRUE	FALSE
Center City PCS	Lydia	Adelfio	TRUE	TRUE	FALSE
Center City PCS	F. John	Duncan	TRUE	TRUE	FALSE
Center City PCS	Chantal	Eldridge	TRUE	TRUE	TRUE
Center City PCS	Gretchen	Guffy	TRUE	TRUE	FALSE
Center City PCS	Betsy	Hanlon	TRUE	TRUE	FALSE
Center City PCS	Diedra	Henry Spires	TRUE	TRUE	FALSE
Center City PCS	Margaret	Horn	TRUE	TRUE	FALSE
Center City PCS	Roneal	Josephs	TRUE	TRUE	FALSE
Center City PCS	Art	Moran	TRUE	TRUE	FALSE
Center City PCS	Thomas	O'Hara	TRUE	TRUE	FALSE
Center City PCS	Nasir	Qadree	TRUE	TRUE	FALSE
Center City PCS	Neville	Waters	TRUE	TRUE	FALSE
Center City PCS	JD	Wilde	TRUE	FALSE	FALSE
Cesar Chavez PCS for Public Policy	Andre	Bhatia	TRUE	FALSE	FALSE
Cesar Chavez PCS for Public Policy	Debra	Drumheller	TRUE	FALSE	FALSE
Cesar Chavez PCS for Public Policy	Amber	Jackson	TRUE	TRUE	TRUE
Cesar Chavez PCS for Public Policy	Lonell	Johnson	TRUE	TRUE	FALSE
Cesar Chavez PCS for Public Policy	Bethany	Little	TRUE	TRUE	FALSE
Cesar Chavez PCS for Public Policy	Jamaal	Mobley	FALSE	FALSE	FALSE
Cesar Chavez PCS for Public Policy	Darryl	Robinson	TRUE	TRUE	FALSE
Cesar Chavez PCS for Public Policy	Irasema	Salcido	TRUE	FALSE	FALSE
Cesar Chavez PCS for Public Policy	Donna	Stewart	TRUE	TRUE	TRUE
Cesar Chavez PCS for Public Policy	Loren	Trull Cox	TRUE	TRUE	FALSE
Community College Preparatory Academy PCS	Clyde	Edwards	TRUE	TRUE	FALSE
Community College Preparatory Academy PCS	Marilyn	Hamilton	TRUE	TRUE	FALSE
Community College Preparatory Academy PCS	Keyonna	Jones	TRUE	TRUE	FALSE
Community College Preparatory Academy PCS	Tyion	Jones	TRUE	TRUE	FALSE
Community College Preparatory Academy PCS	Ashley	Mitchell	TRUE	TRUE	FALSE
Community College Preparatory Academy PCS	Calvin	Nophlin	TRUE	TRUE	FALSE
Community College Preparatory Academy PCS	Monica	Ray	TRUE	TRUE	FALSE
Community College Preparatory Academy PCS	Michael	Rutledge-Bey	FALSE	TRUE	TRUE
Community College Preparatory Academy PCS	Javanda	Warren	TRUE	FALSE	FALSE
Community College Preparatory Academy PCS	Hayden	Williams	TRUE	TRUE	TRUE
Creative Minds International PCS	Neal	Brown	TRUE	FALSE	FALSE
Creative Minds International PCS	Charles	Jackson	FALSE	TRUE	FALSE
Creative Minds International PCS	Lynn	Jennings	TRUE	TRUE	FALSE
Creative Minds International PCS	Jeanelle	Johnson	TRUE	FALSE	FALSE
Creative Minds International PCS	Ornella	Napolitano	TRUE	TRUE	FALSE
Creative Minds International PCS	Navin	Nayak	TRUE	TRUE	FALSE
Creative Minds International PCS	Prita	Patel	TRUE	FALSE	FALSE
Creative Minds International PCS	Dionne	Tyus Garvin	TRUE	FALSE	FALSE
Creative Minds International PCS	Matt	Walker	TRUE	TRUE	FALSE
Creative Minds International PCS	Jenni	Wallace	TRUE	TRUE	TRUE
Creative Minds International PCS	Val	Wise	TRUE	FALSE	FALSE
Creative Minds International PCS	Jerry	Zayets	TRUE	TRUE	TRUE
DC Bilingual PCS	Denise	Gershowitz	TRUE	TRUE	FALSE
DC Bilingual PCS	Blanca	Guillen	TRUE	TRUE	FALSE
DC Bilingual PCS	Richard	Lambert	TRUE	TRUE	FALSE
DC Bilingual PCS	Aaron	Lemon-Strauss	TRUE	TRUE	TRUE
DC Bilingual PCS	Lori	Parris Brooks	TRUE	TRUE	FALSE
DC Bilingual PCS	Cydney	Peyton Walton	TRUE	FALSE	FALSE
DC Bilingual PCS	Nadia	Ramey	TRUE	TRUE	TRUE
DC Bilingual PCS	Shannon	Redd	TRUE	TRUE	FALSE
DC Bilingual PCS	Dara	Shaw	TRUE	TRUE	FALSE
DC Bilingual PCS	Abigail	Suarez	TRUE	TRUE	FALSE
DC Bilingual PCS	Mekdi	Taddese	TRUE	TRUE	FALSE
DC Prep PCS	Jenny	Abramson	TRUE	TRUE	FALSE
DC Prep PCS	Tearsa	Coates	TRUE	TRUE	TRUE
DC Prep PCS	Charis	Drant	TRUE	TRUE	FALSE
DC Prep PCS	Michela	English	TRUE	TRUE	FALSE
DC Prep PCS	Brian	Jones	TRUE	TRUE	FALSE
DC Prep PCS	Judy	Kovler	TRUE	TRUE	FALSE
DC Prep PCS	Emily	Lawson	TRUE	FALSE	FALSE

LEA	First Name	Last Name	Voting Member	DC Resident	Parent / Student Board Member
DC Prep PCS	Maura	Marino	TRUE	TRUE	FALSE
DC Prep PCS	Arthur	McKee	TRUE	FALSE	FALSE
DC Prep PCS	Frennie	Nixon	TRUE	TRUE	TRUE
DC Prep PCS	Larry	Nussdorf	TRUE	TRUE	FALSE
DC Prep PCS	Carol	Pensky	TRUE	TRUE	FALSE
DC Prep PCS	Valerie	Wayne	TRUE	FALSE	FALSE
DC Scholars PCS	Andrew	Ellenbogen	TRUE	TRUE	FALSE
DC Scholars PCS	Peter	Kolker	TRUE	TRUE	FALSE
DC Scholars PCS	Maegan	Marcano	TRUE	TRUE	FALSE
DC Scholars PCS	Tameka	Martin	TRUE	TRUE	TRUE
DC Scholars PCS	Evan	Piekara	TRUE	TRUE	FALSE
DC Scholars PCS	Janelle	Suggs	TRUE	TRUE	FALSE
DC Scholars PCS	Robert	Weinberg	TRUE	TRUE	FALSE
DC Scholars PCS	Crystal	Williams	TRUE	FALSE	FALSE
DC Scholars PCS	Timmeca	Wilson	TRUE	TRUE	TRUE
Digital Pioneers Academy PCS	Mashea	Ashton	TRUE	FALSE	FALSE
Digital Pioneers Academy PCS	Sara	Batterton	TRUE	TRUE	FALSE
Digital Pioneers Academy PCS	Orlena	Blanchard	TRUE	FALSE	FALSE
Digital Pioneers Academy PCS	Charisse	Carter	TRUE	TRUE	TRUE
Digital Pioneers Academy PCS	Vanessa	Elbert	TRUE	TRUE	TRUE
Digital Pioneers Academy PCS	Henry	Hipps	TRUE	TRUE	FALSE
Digital Pioneers Academy PCS	Paul	OíNeill	TRUE	FALSE	FALSE
Digital Pioneers Academy PCS	Johnny	Taylor	TRUE	TRUE	FALSE
Digital Pioneers Academy PCS	Mary	Wells	TRUE	FALSE	FALSE
District of Columbia International School	David	Carl	TRUE	TRUE	FALSE
District of Columbia International School	Lise	Clavel	TRUE	TRUE	FALSE
District of Columbia International School	Leroy	Clay III	TRUE	TRUE	FALSE
District of Columbia International School	Yuanxia	Ding	TRUE	TRUE	FALSE
District of Columbia International School	Jamila	Frone	TRUE	TRUE	TRUE
District of Columbia International School	Melissa	Kim	TRUE	FALSE	FALSE
District of Columbia International School	Andrea	Lachenmayr	TRUE	TRUE	FALSE
District of Columbia International School	Evelyn	Lee	TRUE	TRUE	FALSE
District of Columbia International School	Sandra	Licon	TRUE	TRUE	FALSE
District of Columbia International School	Clinton	Randolph	TRUE	FALSE	FALSE
District of Columbia International School	Mary	Shaffner	TRUE	TRUE	FALSE
District of Columbia International School	Sarah	Snyder	TRUE	TRUE	FALSE
District of Columbia International School	Deanna	Troust	TRUE	TRUE	TRUE
E.L. Haynes PCS	Lisa	Carlton	TRUE	TRUE	TRUE
E.L. Haynes PCS	Josh	Edelman	TRUE	TRUE	FALSE
E.L. Haynes PCS	Chanda	Garfield	TRUE	TRUE	FALSE
E.L. Haynes PCS	Norm	Greene	TRUE	TRUE	FALSE
E.L. Haynes PCS	Stefan	Kershow	TRUE	TRUE	FALSE
E.L. Haynes PCS	Claudia	Lujan	TRUE	TRUE	FALSE
E.L. Haynes PCS	Danielle	McCoy	TRUE	TRUE	FALSE
E.L. Haynes PCS	Monique	McDonough	TRUE	TRUE	FALSE
E.L. Haynes PCS	William	Rawson	TRUE	FALSE	FALSE
E.L. Haynes PCS	Shivam	Shah	TRUE	TRUE	FALSE
E.L. Haynes PCS	Karima	Simmons	TRUE	TRUE	TRUE
E.L. Haynes PCS	Abigail	Smith	TRUE	TRUE	TRUE
E.L. Haynes PCS	Theodore	Smith	TRUE	TRUE	TRUE
E.L. Haynes PCS	Eric	Westendorf	TRUE	TRUE	FALSE
E.L. Haynes PCS	Tammy	Wincup	TRUE	FALSE	FALSE
Eagle Academy PCS	Munir	Abubaker	TRUE	TRUE	TRUE
Eagle Academy PCS	Ronald	Hasty	TRUE	FALSE	FALSE
Eagle Academy PCS	Angelle	Kwemo	TRUE	TRUE	FALSE
Eagle Academy PCS	Ed	Mouton	TRUE	TRUE	FALSE
Eagle Academy PCS	Joe	Smith	TRUE	TRUE	FALSE
Eagle Academy PCS	Thomasina	Thornton	TRUE	FALSE	FALSE
Eagle Academy PCS	Ricky	Wilson	TRUE	TRUE	TRUE
Early Childhood Academy PCS	Patrick	Akers	TRUE	TRUE	FALSE
Early Childhood Academy PCS	Eric	Bellamey	TRUE	FALSE	FALSE
Early Childhood Academy PCS	David A.	DeSchryver	TRUE	TRUE	FALSE
Early Childhood Academy PCS	La'Kea	Edwards	TRUE	TRUE	TRUE
Early Childhood Academy PCS	Arleta	Fleet	TRUE	TRUE	FALSE
Early Childhood Academy PCS	Deborah A.	Hall	TRUE	FALSE	FALSE
Early Childhood Academy PCS	Patt	Hall Jaynes	TRUE	FALSE	FALSE
Early Childhood Academy PCS	Gerald D.	Jaynes	TRUE	FALSE	FALSE
Early Childhood Academy PCS	Dennis	Sawyers	TRUE	FALSE	FALSE
Early Childhood Academy PCS	Rasheda	Simon	TRUE	TRUE	TRUE
Early Childhood Academy PCS	James C.	Williams	TRUE	TRUE	FALSE
Elsie Whitlow Stokes Community Freedom PCS	Niya	Avery	TRUE	TRUE	FALSE
Elsie Whitlow Stokes Community Freedom PCS	Carlos	Bonner	TRUE	TRUE	FALSE
Elsie Whitlow Stokes Community Freedom PCS	John	Bryant	TRUE	FALSE	FALSE
Elsie Whitlow Stokes Community Freedom PCS	Robert	Disney	TRUE	TRUE	TRUE
Elsie Whitlow Stokes Community Freedom PCS	Tracey	Friedlander	TRUE	TRUE	FALSE
Elsie Whitlow Stokes Community Freedom PCS	Khalil	Gedin	TRUE	FALSE	FALSE
Elsie Whitlow Stokes Community Freedom PCS	Heather	Harding	TRUE	TRUE	TRUE
Elsie Whitlow Stokes Community Freedom PCS	Hoyt	King	TRUE	TRUE	FALSE
Elsie Whitlow Stokes Community Freedom PCS	Verleria	King-Jones	TRUE	FALSE	FALSE
Elsie Whitlow Stokes Community Freedom PCS	Robyn	Lingo	TRUE	TRUE	FALSE

LEA	First Name	Last Name	Voting Member	DC Resident	Parent / Student Board Member
Elsie Whitlow Stokes Community Freedom PCS	Erica	McGrady	TRUE	TRUE	FALSE
Elsie Whitlow Stokes Community Freedom PCS	Rodney	Rice	TRUE	FALSE	FALSE
Elsie Whitlow Stokes Community Freedom PCS	Ami	Richardson	TRUE	FALSE	FALSE
Elsie Whitlow Stokes Community Freedom PCS	Yves	Samake	TRUE	FALSE	FALSE
Elsie Whitlow Stokes Community Freedom PCS	Jenice	View	TRUE	TRUE	FALSE
Excel Academy PCS	Michael	Beale	TRUE	TRUE	FALSE
Excel Academy PCS	Deborah	Bey	TRUE	TRUE	FALSE
Excel Academy PCS	Shamika	Cherry	TRUE	TRUE	TRUE
Excel Academy PCS	David James	Cumberbatch	TRUE	TRUE	FALSE
Excel Academy PCS	JiRod	Freeman	TRUE	TRUE	TRUE
Excel Academy PCS	Valerie	Holt	TRUE	TRUE	FALSE
Excel Academy PCS	Loretta	King	TRUE	FALSE	FALSE
Excel Academy PCS	Leonard	Manning	TRUE	FALSE	FALSE
Excel Academy PCS	Keisha	Walton	TRUE	TRUE	FALSE
Excel Academy PCS	Wendy	Wilkinson	TRUE	TRUE	FALSE
Friendship PCS	Patricia	Brantley	TRUE	TRUE	FALSE
Friendship PCS	Darrin	Glymph	TRUE	TRUE	FALSE
Friendship PCS	Tracy	Gray	TRUE	TRUE	FALSE
Friendship PCS	Donald L.	Hense	TRUE	TRUE	FALSE
Friendship PCS	Victor	Long	TRUE	TRUE	FALSE
Friendship PCS	Deborah	McGriff	TRUE	FALSE	FALSE
Friendship PCS	Eric	McKinley King	TRUE	TRUE	FALSE
Friendship PCS	Jeanette	Mendes	TRUE	TRUE	TRUE
Friendship PCS	Gregory	Prince	TRUE	FALSE	FALSE
Friendship PCS	Carol	Thompson Cole	TRUE	TRUE	FALSE
Friendship PCS	Anise	Walker	TRUE	TRUE	TRUE
Friendship PCS	Chris	White	TRUE	FALSE	FALSE
Friendship PCS	Chris	Whittle	TRUE	FALSE	FALSE
Goodwill Excel Center PCS	Scott	Bess	TRUE	FALSE	FALSE
Goodwill Excel Center PCS	Michelle	Gilliard	TRUE	FALSE	FALSE
Goodwill Excel Center PCS	Glen	Howard	TRUE	TRUE	FALSE
Goodwill Excel Center PCS	Elizabeth	Karmin	TRUE	TRUE	FALSE
Goodwill Excel Center PCS	Elizabeth	Lindsey	TRUE	TRUE	FALSE
Goodwill Excel Center PCS	Lisa	Mallory	TRUE	TRUE	FALSE
Goodwill Excel Center PCS	Lillian	McQueen	TRUE	TRUE	TRUE
Goodwill Excel Center PCS	Catherine	Meloy	FALSE	FALSE	FALSE
Goodwill Excel Center PCS	Chawntavia	Watkins	TRUE	TRUE	TRUE
Goodwill Excel Center PCS	April	Young	TRUE	FALSE	FALSE
Harmony DC PCS	Yalcin	Akyildiz	TRUE	FALSE	FALSE
Harmony DC PCS	Theodore	Eismeier	TRUE	TRUE	FALSE
Harmony DC PCS	Julia	Irving	TRUE	TRUE	TRUE
Harmony DC PCS	Vanessa	Mendoza	TRUE	TRUE	FALSE
Harmony DC PCS	Calvin	Murphy Jr	TRUE	FALSE	TRUE
Harmony DC PCS	Charlene	Roach-Glymph	TRUE	TRUE	FALSE
Harmony DC PCS	Brian	Sylvester	TRUE	TRUE	FALSE
Hope Community PCS	Susan	Sabella	TRUE	TRUE	FALSE
Hope Community PCS	Adam	Adler	TRUE	TRUE	FALSE
Hope Community PCS	Austin	Alderdice	TRUE	FALSE	FALSE
Hope Community PCS	Stacy	Boykin	TRUE	TRUE	TRUE
Hope Community PCS	Alteria	Brown	TRUE	TRUE	TRUE
Hope Community PCS	Chris	Cody	TRUE	TRUE	FALSE
Hope Community PCS	Rebecca	Doherty	TRUE	TRUE	FALSE
Hope Community PCS	Orinthia	Harris	TRUE	FALSE	FALSE
Hope Community PCS	David	Sigman	TRUE	TRUE	FALSE
Howard University Middle School of Mathematics and Science PCS	Tiffany	Edmonds	TRUE	TRUE	TRUE
Howard University Middle School of Mathematics and Science PCS	Wayne	Frederick	TRUE	TRUE	FALSE
Howard University Middle School of Mathematics and Science PCS	Wendell L.	Johns	TRUE	TRUE	FALSE
Howard University Middle School of Mathematics and Science PCS	Regchanel	Johnson	TRUE	TRUE	TRUE
Howard University Middle School of Mathematics and Science PCS	Wendy	Pace Lewis	TRUE	FALSE	FALSE
Howard University Middle School of Mathematics and Science PCS	Talia	Robinson	TRUE	FALSE	FALSE
Howard University Middle School of Mathematics and Science PCS	Frank K.	Ross	TRUE	TRUE	FALSE
Howard University Middle School of Mathematics and Science PCS	Stenise	Sanders	TRUE	TRUE	FALSE
Howard University Middle School of Mathematics and Science PCS	Cynthia	Winston	TRUE	TRUE	FALSE
IDEA PCS	Joanne	Doddy Fort	TRUE	FALSE	FALSE
IDEA PCS	Edward	Dunson	TRUE	TRUE	FALSE
IDEA PCS	Lakeshia N.	Highsmith	TRUE	FALSE	FALSE
IDEA PCS	Kelly	Nakamoto	TRUE	FALSE	FALSE
IDEA PCS	David	Owens	TRUE	TRUE	FALSE
IDEA PCS	Calvin	Snowden	TRUE	TRUE	FALSE
Ingenuity Prep PCS	Vinice	Davis	TRUE	TRUE	FALSE
Ingenuity Prep PCS	Nicole	Douglas-Johnson	TRUE	TRUE	TRUE
Ingenuity Prep PCS	Cecilia	Kang	TRUE	FALSE	FALSE
Ingenuity Prep PCS	Tracy	London	TRUE	TRUE	TRUE
Ingenuity Prep PCS	Lisa	Mallory	TRUE	TRUE	FALSE
Ingenuity Prep PCS	Maura	Marino	TRUE	TRUE	FALSE
Ingenuity Prep PCS	Patricia	Martin	TRUE	TRUE	FALSE
Ingenuity Prep PCS	Derrick	Mashore	TRUE	FALSE	FALSE
Ingenuity Prep PCS	Joshua	Rales	TRUE	TRUE	FALSE
Ingenuity Prep PCS	Debra	Santos	TRUE	TRUE	FALSE
Ingenuity Prep PCS	Kaya	Stone	TRUE	FALSE	FALSE

LEA	First Name	Last Name	Voting Member	DC Resident	Parent / Student Board Member
Ingenuity Prep PCS	Peter	Winik	TRUE	FALSE	FALSE
Inspired Teaching Demonstration PCS	Andrea	Browning	TRUE	TRUE	FALSE
Inspired Teaching Demonstration PCS	Morris	Clarke	TRUE	TRUE	TRUE
Inspired Teaching Demonstration PCS	Jeri	Epstein	TRUE	TRUE	FALSE
Inspired Teaching Demonstration PCS	Joanne	Irby	TRUE	TRUE	TRUE
Inspired Teaching Demonstration PCS	John	Leibovitz	TRUE	TRUE	TRUE
Inspired Teaching Demonstration PCS	Aleta	Margolis	TRUE	FALSE	FALSE
Inspired Teaching Demonstration PCS	Lucy	Newton	TRUE	TRUE	TRUE
Inspired Teaching Demonstration PCS	Peter	Weber	TRUE	FALSE	FALSE
Inspired Teaching Demonstration PCS	Deborah Dantzler	Williams	FALSE	TRUE	FALSE
Inspired Teaching Demonstration PCS	Rusty	Wilson	TRUE	TRUE	TRUE
Kingsman Academy PCS	Maria	Blaeuer	TRUE	FALSE	FALSE
Kingsman Academy PCS	Julia	Bloom-Weltman	TRUE	TRUE	FALSE
Kingsman Academy PCS	Indra	Chalk	TRUE	FALSE	FALSE
Kingsman Academy PCS	Toloria	Gant	TRUE	TRUE	TRUE
Kingsman Academy PCS	Tameka	Harris	TRUE	TRUE	TRUE
Kingsman Academy PCS	Stephen	Messner	TRUE	TRUE	FALSE
Kingsman Academy PCS	Peter	Olle	TRUE	TRUE	FALSE
Kingsman Academy PCS	Martine	Solages	TRUE	FALSE	FALSE
Kingsman Academy PCS	Michelle	Tellock	TRUE	TRUE	FALSE
KIPP DC PCS	David	Bradley	TRUE	TRUE	FALSE
KIPP DC PCS	Barry	Caldwell	TRUE	TRUE	FALSE
KIPP DC PCS	Katie	Cole	FALSE	FALSE	FALSE
KIPP DC PCS	John	Duff	TRUE	FALSE	FALSE
KIPP DC PCS	Terry	Golden	TRUE	TRUE	FALSE
KIPP DC PCS	Don	Graham	TRUE	TRUE	FALSE
KIPP DC PCS	Anthony	Lewis	TRUE	FALSE	FALSE
KIPP DC PCS	Crystal	Lockerman	TRUE	TRUE	TRUE
KIPP DC PCS	Carol	Ludwig	TRUE	TRUE	FALSE
KIPP DC PCS	Briana	Robinson	TRUE	TRUE	FALSE
KIPP DC PCS	Marty	Rodgers	TRUE	FALSE	FALSE
KIPP DC PCS	Susan	Schaeffler	TRUE	FALSE	FALSE
KIPP DC PCS	Judson	Starr	TRUE	TRUE	FALSE
KIPP DC PCS	Reginald	Workman	TRUE	TRUE	TRUE
KIPP DC PCS	Alan	Wurtzel	TRUE	TRUE	FALSE
KIPP DC PCS	Pam	Yee	TRUE	FALSE	FALSE
Latin American Montessori Bilingual PCS	Katherine	Avery	TRUE	TRUE	FALSE
Latin American Montessori Bilingual PCS	Roxana	Barillas	TRUE	FALSE	FALSE
Latin American Montessori Bilingual PCS	Jennifer	Carrier	TRUE	TRUE	TRUE
Latin American Montessori Bilingual PCS	Suzanne	Ehlers	TRUE	TRUE	TRUE
Latin American Montessori Bilingual PCS	Najia	Lupson	TRUE	FALSE	FALSE
Latin American Montessori Bilingual PCS	Ericka	Markman	TRUE	FALSE	FALSE
Latin American Montessori Bilingual PCS	Victoria	Ortega	TRUE	TRUE	FALSE
Latin American Montessori Bilingual PCS	John	Zakrajsek	TRUE	TRUE	TRUE
LAYC Career Academy PCS	Kate	Brannon	TRUE	FALSE	FALSE
LAYC Career Academy PCS	Elizabeth	Burrell	TRUE	TRUE	FALSE
LAYC Career Academy PCS	Emmanuel	Caudillo	TRUE	TRUE	FALSE
LAYC Career Academy PCS	Ana	Hageage	TRUE	TRUE	FALSE
LAYC Career Academy PCS	Lori	Kaplan	TRUE	TRUE	FALSE
LAYC Career Academy PCS	Justin	Lofton	TRUE	TRUE	TRUE
LAYC Career Academy PCS	Linda	Moore	TRUE	TRUE	FALSE
LAYC Career Academy PCS	Juan Carlos	Pereira	TRUE	FALSE	FALSE
LAYC Career Academy PCS	Lesly	Zelayandia Lopez	TRUE	TRUE	TRUE
Lee Montessori PCS	Catharine	Bellinger	TRUE	TRUE	FALSE
Lee Montessori PCS	Bonnie	Beste	TRUE	FALSE	FALSE
Lee Montessori PCS	Eric	Bethel	TRUE	FALSE	FALSE
Lee Montessori PCS	Whitney	Donaldson	TRUE	TRUE	TRUE
Lee Montessori PCS	Marimba	Johnson-Bright	TRUE	TRUE	FALSE
Lee Montessori PCS	Lorraine	Madala	TRUE	FALSE	FALSE
Lee Montessori PCS	Brian	McClure	TRUE	TRUE	TRUE
Lee Montessori PCS	Chris	Pencikowski	TRUE	FALSE	FALSE
Lee Montessori PCS	Christine	Platt	TRUE	TRUE	FALSE
Mary McLeod Bethune Day Academy PCS	Magdalena	Acevedo	TRUE	TRUE	TRUE
Mary McLeod Bethune Day Academy PCS	Patricia	Callis	TRUE	TRUE	FALSE
Mary McLeod Bethune Day Academy PCS	Pamela	Cole	TRUE	FALSE	FALSE
Mary McLeod Bethune Day Academy PCS	Camia	Lane	TRUE	TRUE	TRUE
Mary McLeod Bethune Day Academy PCS	Azura	Mason	TRUE	FALSE	FALSE
Mary McLeod Bethune Day Academy PCS	Linda	McKay	FALSE	TRUE	FALSE
Mary McLeod Bethune Day Academy PCS	Valerie	Smith	TRUE	TRUE	FALSE
Mary McLeod Bethune Day Academy PCS	Jimia	Williams	TRUE	TRUE	FALSE
Maya Angelou PCS	Sharnice	Anderson	TRUE	TRUE	TRUE
Maya Angelou PCS	Darren	Cambridge	TRUE	TRUE	FALSE
Maya Angelou PCS	David	Domenici	TRUE	TRUE	FALSE
Maya Angelou PCS	James	Forman	TRUE	FALSE	FALSE
Maya Angelou PCS	Julie	Johnson	TRUE	TRUE	FALSE
Maya Angelou PCS	Peter	Leone	TRUE	FALSE	FALSE
Maya Angelou PCS	Cheryl	Mills	TRUE	TRUE	FALSE
Maya Angelou PCS	Benjamin	Safran	TRUE	TRUE	FALSE
Maya Angelou PCS	Christopher	Shorter	TRUE	FALSE	FALSE
Maya Angelou PCS	Gretchen	Veira	TRUE	TRUE	TRUE

LEA	First Name	Last Name	Voting Member	DC Resident	Parent / Student Board Member
Maya Angelou PCS	Michael	Vu	TRUE	TRUE	FALSE
Maya Angelou PCS	Ross	Weingarten	TRUE	TRUE	FALSE
Maya Angelou PCS	Thomas	White	TRUE	TRUE	FALSE
Meridian PCS	Edie	Ashton	TRUE	FALSE	FALSE
Meridian PCS	Keith Wade	Colllins	TRUE	TRUE	TRUE
Meridian PCS	Justin	Duiguid	TRUE	TRUE	TRUE
Meridian PCS	Nick	Gent	TRUE	TRUE	FALSE
Meridian PCS	Annie	Hsiao	TRUE	TRUE	FALSE
Meridian PCS	Payson	Peabody	TRUE	TRUE	FALSE
Meridian PCS	Steve	Pearcy	TRUE	TRUE	FALSE
Meridian PCS	Maimah	Richards	TRUE	FALSE	FALSE
Meridian PCS	Karen	Rivas	TRUE	FALSE	FALSE
Monument Academy PCS	Donna	Anthony	TRUE	FALSE	FALSE
Monument Academy PCS	Matthew	Biel	TRUE	FALSE	FALSE
Monument Academy PCS	Emily	Bloomfield	TRUE	TRUE	FALSE
Monument Academy PCS	Latricia	Easter	TRUE	TRUE	TRUE
Monument Academy PCS	Jeffrey	Grant	FALSE	FALSE	FALSE
Monument Academy PCS	Shawn	Hardnett	TRUE	FALSE	FALSE
Monument Academy PCS	Brian	Jones	TRUE	FALSE	FALSE
Monument Academy PCS	Dale	Jones	TRUE	TRUE	FALSE
Monument Academy PCS	Ashleigh	Lewis	TRUE	TRUE	TRUE
Monument Academy PCS	Tameria	Lewis	TRUE	TRUE	FALSE
Monument Academy PCS	Neela	Rathinasamy	TRUE	TRUE	FALSE
Monument Academy PCS	Tycely	Williams	TRUE	FALSE	FALSE
Mundo Verde Bilingual PCS	Danielle	Allen	TRUE	TRUE	FALSE
Mundo Verde Bilingual PCS	Valecia	Biddix	TRUE	TRUE	TRUE
Mundo Verde Bilingual PCS	Corey	Ealons	TRUE	FALSE	FALSE
Mundo Verde Bilingual PCS	Paco	Fabian	TRUE	TRUE	TRUE
Mundo Verde Bilingual PCS	Bisi	Oyedele	TRUE	TRUE	FALSE
Mundo Verde Bilingual PCS	Kristin	Scotchmer	FALSE	TRUE	FALSE
Mundo Verde Bilingual PCS	Mikaela	Seligman	TRUE	TRUE	TRUE
Mundo Verde Bilingual PCS	Alicia	Williams	TRUE	FALSE	FALSE
National Collegiate Preparatory PCHS	Jason	Bevier	TRUE	TRUE	FALSE
National Collegiate Preparatory PCHS	Clyde	Edwards	TRUE	TRUE	FALSE
National Collegiate Preparatory PCHS	Nadia	Garnett	TRUE	TRUE	FALSE
National Collegiate Preparatory PCHS	Audrey	Johnson	TRUE	TRUE	FALSE
National Collegiate Preparatory PCHS	Ty	Johnson	TRUE	FALSE	FALSE
National Collegiate Preparatory PCHS	Caroline	Lang	TRUE	FALSE	FALSE
National Collegiate Preparatory PCHS	Robert	Rigsby	TRUE	TRUE	FALSE
National Collegiate Preparatory PCHS	Jennifer	Ross	TRUE	FALSE	FALSE
National Collegiate Preparatory PCHS	Edeania	Stewart	TRUE	TRUE	TRUE
National Collegiate Preparatory PCHS	Heather	Wathington	TRUE	FALSE	FALSE
National Collegiate Preparatory PCHS	Ann	Wilson	TRUE	TRUE	TRUE
Paul PCS	Erin	Albright	TRUE	FALSE	FALSE
Paul PCS	Jackie	Beatty	TRUE	TRUE	TRUE
Paul PCS	Ryan	Evans	TRUE	FALSE	FALSE
Paul PCS	Daniel	Fine	TRUE	TRUE	FALSE
Paul PCS	Yohance	Fuller	TRUE	TRUE	FALSE
Paul PCS	Janisa	Hayes	TRUE	TRUE	FALSE
Paul PCS	Kemba	Hendrix	TRUE	TRUE	FALSE
Paul PCS	Christina	Jones	TRUE	TRUE	FALSE
Paul PCS	Gina	Mahony	TRUE	FALSE	FALSE
Paul PCS	Jeffrey	Nellhaus	TRUE	TRUE	FALSE
Paul PCS	Kathy	Quigley	TRUE	TRUE	TRUE
Paul PCS	Pamela	Taylor	TRUE	TRUE	FALSE
Paul PCS	Sterling	Ward	TRUE	TRUE	FALSE
Perry Street Preparatory PCS	Darwin	Bagley	TRUE	TRUE	FALSE
Perry Street Preparatory PCS	Harold	Bardonille	TRUE	TRUE	FALSE
Perry Street Preparatory PCS	Cynthia	Brown	TRUE	TRUE	FALSE
Perry Street Preparatory PCS	Vinette	Brown	TRUE	TRUE	FALSE
Perry Street Preparatory PCS	Martinique	Free	TRUE	TRUE	FALSE
Perry Street Preparatory PCS	Consuelo	Nelson	TRUE	FALSE	FALSE
Perry Street Preparatory PCS	Katheryn	Noonan	TRUE	FALSE	FALSE
Perry Street Preparatory PCS	Catherine	Randall	TRUE	TRUE	TRUE
Perry Street Preparatory PCS	Corey	Wilson	TRUE	TRUE	TRUE
Richard Wright PCS for Journalism and Media Arts	Gregory	Adams	TRUE	FALSE	FALSE
Richard Wright PCS for Journalism and Media Arts	Micheal	Beamon	TRUE	FALSE	FALSE
Richard Wright PCS for Journalism and Media Arts	Keisha	Biscoe	TRUE	TRUE	TRUE
Richard Wright PCS for Journalism and Media Arts	Essie	Charles	TRUE	TRUE	TRUE
Richard Wright PCS for Journalism and Media Arts	Jelani	D. James, Esq	TRUE	TRUE	FALSE
Richard Wright PCS for Journalism and Media Arts	Wayne	Eley	TRUE	FALSE	FALSE
Richard Wright PCS for Journalism and Media Arts	Chris	Fratts	TRUE	FALSE	FALSE
Richard Wright PCS for Journalism and Media Arts	Carla	Holly	TRUE	TRUE	FALSE
Richard Wright PCS for Journalism and Media Arts	Obi	Holly	TRUE	TRUE	FALSE
Richard Wright PCS for Journalism and Media Arts	Troy	Priest	TRUE	FALSE	FALSE
Richard Wright PCS for Journalism and Media Arts	Derwin	Ross	TRUE	TRUE	FALSE
Richard Wright PCS for Journalism and Media Arts	Courtney	Snowden	TRUE	TRUE	FALSE
Richard Wright PCS for Journalism and Media Arts	Leonard	Upson	TRUE	FALSE	FALSE
Richard Wright PCS for Journalism and Media Arts	Rhonda	Wilbon	TRUE	TRUE	FALSE
Richard Wright PCS for Journalism and Media Arts	Milree	Williams	TRUE	TRUE	FALSE

LEA	First Name	Last Name	Voting Member	DC Resident	Parent / Student Board Member
Rocketship Education DC PCS	Matthew	Aaron	TRUE	TRUE	FALSE
Rocketship Education DC PCS	Justin	Bakewell	TRUE	FALSE	FALSE
Rocketship Education DC PCS	Keshia	Battle	TRUE	TRUE	TRUE
Rocketship Education DC PCS	Simone	Brown	TRUE	TRUE	TRUE
Rocketship Education DC PCS	Aimee	Hamrick	TRUE	TRUE	TRUE
Rocketship Education DC PCS	Rena	Johnson	TRUE	FALSE	FALSE
Rocketship Education DC PCS	MenSa	Maa	TRUE	FALSE	FALSE
Rocketship Education DC PCS	Melissa	Martin	TRUE	TRUE	FALSE
Rocketship Education DC PCS	Thomas	Nida	TRUE	TRUE	FALSE
Rocketship Education DC PCS	Jacque	Patterson	TRUE	TRUE	FALSE
Rocketship Education DC PCS	Josh	Rales	TRUE	FALSE	FALSE
Rocketship Education DC PCS	Barry	Rosenthal	TRUE	TRUE	FALSE
Rocketship Education DC PCS	Zakiyah	Sackor	TRUE	FALSE	FALSE
Rocketship Education DC PCS	Jolene	Sloter	TRUE	FALSE	FALSE
Rocketship Education DC PCS	Michael	Spencer	TRUE	TRUE	FALSE
Roots PCS	Kim	Bryant- Hughes	TRUE	TRUE	FALSE
Roots PCS	Gail	Gray	TRUE	TRUE	FALSE
Roots PCS	Cherice	Jones	TRUE	TRUE	TRUE
Roots PCS	Patricia	Mitchell	TRUE	FALSE	FALSE
Roots PCS	Cameron	Poles	TRUE	TRUE	TRUE
Roots PCS	Jesse	Sharpe	TRUE	FALSE	FALSE
Roots PCS	Gilda	Sherrod-Ali	TRUE	TRUE	FALSE
Roots PCS	Selena	Spencer-Lipscomb	TRUE	TRUE	FALSE
Roots PCS	Otto	Wilson	TRUE	FALSE	FALSE
SEED PCS	Vasco	Fernandes	TRUE	FALSE	FALSE
SEED PCS	Huck	O'Connor	TRUE	TRUE	FALSE
SEED PCS	Lesley	Poole	TRUE	TRUE	FALSE
SEED PCS	Desa	Sealy	TRUE	TRUE	FALSE
SEED PCS	Ken	Slaughter	TRUE	TRUE	FALSE
SEED PCS	David	Steinberg	TRUE	TRUE	FALSE
SEED PCS	Rajiv	Vinnakota	TRUE	FALSE	FALSE
Sela PCS	Aster	Allen-Patel	TRUE	TRUE	TRUE
Sela PCS	Lisa	Apple	TRUE	TRUE	FALSE
Sela PCS	Joshua	Bork	TRUE	TRUE	FALSE
Sela PCS	Heather	Capell Bramble	TRUE	TRUE	TRUE
Sela PCS	Kiara	Cross	TRUE	FALSE	FALSE
Sela PCS	Deena	Fox	TRUE	TRUE	TRUE
Sela PCS	Nancy	Goodman	TRUE	TRUE	FALSE
Sela PCS	Bryce	Jacobs	TRUE	TRUE	FALSE
Sela PCS	Maegan	Marcano	TRUE	FALSE	FALSE
Sela PCS	Steve	Messner	TRUE	TRUE	FALSE
Sela PCS	Rebecca	Rubin Damari	TRUE	FALSE	FALSE
Shining Stars Montessori Academy PCS	Aldel	Brown	TRUE	FALSE	FALSE
Shining Stars Montessori Academy PCS	Aldel	Brown	TRUE	FALSE	FALSE
Shining Stars Montessori Academy PCS	Willa	Golden	TRUE	TRUE	FALSE
Shining Stars Montessori Academy PCS	Willa	Golden	TRUE	TRUE	FALSE
Shining Stars Montessori Academy PCS	Teicha	Harris	TRUE	TRUE	TRUE
Shining Stars Montessori Academy PCS	Teischa	Harris	TRUE	TRUE	TRUE
Shining Stars Montessori Academy PCS	Anthony	King	TRUE	TRUE	FALSE
Shining Stars Montessori Academy PCS	Anthony	King	TRUE	FALSE	FALSE
Shining Stars Montessori Academy PCS	Tatiana	Laborde	TRUE	TRUE	TRUE
Shining Stars Montessori Academy PCS	Jessica	Phillips-Silver	TRUE	TRUE	TRUE
Shining Stars Montessori Academy PCS	Regina	Rodriguez-Garcia	TRUE	TRUE	FALSE
Shining Stars Montessori Academy PCS	Shawn	Samuels	TRUE	TRUE	FALSE
Shining Stars Montessori Academy PCS	Shawn	Samuels	TRUE	TRUE	FALSE
Shining Stars Montessori Academy PCS	Kamal	Wright-Cunningham	TRUE	TRUE	TRUE
Shining Stars Montessori Academy PCS	Kamal	Wright-Cunningham	TRUE	FALSE	FALSE
St. Coletta Special Education PCS	Francis	Campbell	TRUE	TRUE	FALSE
St. Coletta Special Education PCS	Donald	Denton	TRUE	TRUE	FALSE
St. Coletta Special Education PCS	Chip	Henstenburg	TRUE	TRUE	FALSE
St. Coletta Special Education PCS	Josh	Lewis	TRUE	TRUE	TRUE
St. Coletta Special Education PCS	Peggy	O'Brien	TRUE	TRUE	FALSE
St. Coletta Special Education PCS	Frances	Slaughter	TRUE	TRUE	FALSE
St. Coletta Special Education PCS	Carla	Ware-Easterling	TRUE	TRUE	TRUE
Statesmen College Preparatory Academy for Boys PCS	Alicia	Adams	TRUE	FALSE	FALSE
Statesmen College Preparatory Academy for Boys PCS	Samantha	Barbee	TRUE	TRUE	FALSE
Statesmen College Preparatory Academy for Boys PCS	Toni	Barton	TRUE	FALSE	FALSE
Statesmen College Preparatory Academy for Boys PCS	Mary	Brown	TRUE	FALSE	FALSE
Statesmen College Preparatory Academy for Boys PCS	James Anthony Alexander	Cadogan	TRUE	TRUE	FALSE
Statesmen College Preparatory Academy for Boys PCS	Shawn	Hardnett	TRUE	FALSE	FALSE
Statesmen College Preparatory Academy for Boys PCS	Sandi	McCoy	TRUE	FALSE	FALSE
Statesmen College Preparatory Academy for Boys PCS	Ray	McKenzie	TRUE	TRUE	TRUE
Statesmen College Preparatory Academy for Boys PCS	Bisi	Oyedele	TRUE	TRUE	FALSE
Statesmen College Preparatory Academy for Boys PCS	Nicole	Solomon Mitchell	TRUE	FALSE	FALSE
Statesmen College Preparatory Academy for Boys PCS	Satira	Streeter Corbitt	TRUE	TRUE	TRUE
Statesmen College Preparatory Academy for Boys PCS	Gregory	Van-Houten	TRUE	TRUE	FALSE
Statesmen College Preparatory Academy for Boys PCS	Raymond	Weeden	TRUE	TRUE	FALSE
The Children's Guild DC PCS	Dana	Baughns	TRUE	TRUE	FALSE
The Children's Guild DC PCS	LaTonia	Cokely	TRUE	FALSE	FALSE
The Children's Guild DC PCS	John	Ferguson	TRUE	TRUE	FALSE

LEA	First Name	Last Name	Voting Member	DC Resident	Parent / Student Board Member
The Children's Guild DC PCS	Melody	Giles	TRUE	TRUE	TRUE
The Children's Guild DC PCS	Cleopatra	Green-Clark	TRUE	TRUE	TRUE
The Children's Guild DC PCS	Jason	Henderson	TRUE	FALSE	FALSE
The Children's Guild DC PCS	Charles	McNeill	TRUE	FALSE	FALSE
The Children's Guild DC PCS	Lesley	Nesmith	TRUE	TRUE	FALSE
The Children's Guild DC PCS	Joan	Payne	TRUE	TRUE	FALSE
The Children's Guild DC PCS	Imani	Samuels	TRUE	TRUE	FALSE
The Children's Guild DC PCS	Chris	Zimmerman	TRUE	TRUE	FALSE
The Family Place PCS	Valentina	Ballesteros	TRUE	TRUE	FALSE
The Family Place PCS	Ann	Barnet	TRUE	TRUE	FALSE
The Family Place PCS	Michael	Barnet	TRUE	FALSE	FALSE
The Family Place PCS	Shawn	Chakrabarti	TRUE	FALSE	FALSE
The Family Place PCS	Sarah	Friedman	TRUE	TRUE	FALSE
The Family Place PCS	Natalia	Isaza	TRUE	FALSE	FALSE
The Family Place PCS	Maribel	Maya	TRUE	TRUE	TRUE
The Family Place PCS	Domminick	McParland	TRUE	TRUE	FALSE
The Family Place PCS	Oralia	Puente	TRUE	TRUE	FALSE
The Family Place PCS	Marino	Ramirez	TRUE	TRUE	TRUE
The Family Place PCS	Elain Weiss	Weiss	TRUE	FALSE	FALSE
The Next Step/El Proximo Paso PCS	Misael	Berrios	TRUE	TRUE	TRUE
The Next Step/El Proximo Paso PCS	Steve	Cartwright	TRUE	TRUE	FALSE
The Next Step/El Proximo Paso PCS	Michael	Cuellar	TRUE	FALSE	FALSE
The Next Step/El Proximo Paso PCS	Celine	Fejeran	TRUE	TRUE	FALSE
The Next Step/El Proximo Paso PCS	Sahira	Fernandez	TRUE	TRUE	FALSE
The Next Step/El Proximo Paso PCS	Kim	Ford	TRUE	TRUE	FALSE
The Next Step/El Proximo Paso PCS	John	Ingold	TRUE	TRUE	FALSE
The Next Step/El Proximo Paso PCS	Carlyle	Schrouter	TRUE	FALSE	FALSE
The Next Step/El Proximo Paso PCS	Eleonor	Vel·squez	TRUE	TRUE	FALSE
The Next Step/El Proximo Paso PCS	Hikma	Yasin	TRUE	TRUE	TRUE
Thurgood Marshall Academy PCS	Bruce	Berman	TRUE	FALSE	FALSE
Thurgood Marshall Academy PCS	Danielle	Bierzynski	TRUE	TRUE	FALSE
Thurgood Marshall Academy PCS	Kia	Burnett	TRUE	TRUE	TRUE
Thurgood Marshall Academy PCS	Jerome	Epstein	TRUE	FALSE	FALSE
Thurgood Marshall Academy PCS	Regina	Foshee	TRUE	TRUE	FALSE
Thurgood Marshall Academy PCS	Dan	Gordon	TRUE	TRUE	FALSE
Thurgood Marshall Academy PCS	Mark	Harrison	TRUE	TRUE	FALSE
Thurgood Marshall Academy PCS	Kenneth	Jones	TRUE	FALSE	FALSE
Thurgood Marshall Academy PCS	Richard	Roes	FALSE	FALSE	FALSE
Thurgood Marshall Academy PCS	Andrew	Rosenberg	TRUE	FALSE	FALSE
Thurgood Marshall Academy PCS	Jonathan	Stoel	TRUE	TRUE	FALSE
Thurgood Marshall Academy PCS	Laurence	Telson	TRUE	TRUE	TRUE
Two Rivers PCS	Grace	Aduroja	TRUE	TRUE	FALSE
Two Rivers PCS	Clara	Haskell Botstein	TRUE	TRUE	FALSE
Two Rivers PCS	Adrian	Jordan	TRUE	TRUE	FALSE
Two Rivers PCS	Ali	Khawar	TRUE	TRUE	FALSE
Two Rivers PCS	Reem	Labib Tyson	TRUE	TRUE	FALSE
Two Rivers PCS	Anne	Lackritz	TRUE	FALSE	FALSE
Two Rivers PCS	Ann	McElwain	TRUE	TRUE	FALSE
Two Rivers PCS	Lucas	Pipes	TRUE	TRUE	FALSE
Two Rivers PCS	Nick	Rodriguez	TRUE	TRUE	TRUE
Two Rivers PCS	Kimberly	Rollins	TRUE	TRUE	FALSE
Two Rivers PCS	Eli	Schlam	TRUE	FALSE	FALSE
Two Rivers PCS	Saumil	Shah	TRUE	TRUE	FALSE
Two Rivers PCS	Matthew	Steenhoek	TRUE	TRUE	TRUE
Two Rivers PCS	Justin	Valentine	TRUE	TRUE	FALSE
Two Rivers PCS	Jessica	Wodatch	FALSE	TRUE	FALSE
Two Rivers PCS	Aswathi	Zachariah	TRUE	TRUE	TRUE
Washington Global PCS	Carlos	Ardilla	TRUE	TRUE	FALSE
Washington Global PCS	Daniel	Brewer	TRUE	TRUE	FALSE
Washington Global PCS	Linda	Brown	TRUE	TRUE	TRUE
Washington Global PCS	Candice	Cloos Haney	TRUE	FALSE	FALSE
Washington Global PCS	Teresa	Curristine	TRUE	TRUE	FALSE
Washington Global PCS	Vanessa	Harvey-Lykes	TRUE	FALSE	FALSE
Washington Global PCS	Kesha	Hillary	TRUE	TRUE	TRUE
Washington Global PCS	Elizabeth	Shook Torres	TRUE	TRUE	FALSE
Washington Global PCS	Alexandra	Zeiler	TRUE	FALSE	FALSE
Washington Latin PCS	Laurie	Ballenger	TRUE	TRUE	TRUE
Washington Latin PCS	Barry	Caldwell	TRUE	TRUE	FALSE
Washington Latin PCS	Christina	Culver	TRUE	TRUE	FALSE
Washington Latin PCS	Ragini	Dalal	TRUE	TRUE	FALSE
Washington Latin PCS	Alyse	Graham	TRUE	TRUE	FALSE
Washington Latin PCS	Ann Elizabeth	Lovett	TRUE	TRUE	FALSE
Washington Latin PCS	Patrick	Mara	TRUE	TRUE	FALSE
Washington Latin PCS	Georgeanne	Matthews	TRUE	TRUE	TRUE
Washington Latin PCS	Caitlin	McGurn	TRUE	FALSE	FALSE
Washington Latin PCS	Kenneth	Merritt	TRUE	FALSE	FALSE
Washington Latin PCS	Timothy	Morgan	TRUE	FALSE	FALSE
Washington Latin PCS	Hunter	Rawlings III	TRUE	TRUE	FALSE
Washington Latin PCS	Christopher	Wilkinson	TRUE	TRUE	FALSE
Washington Leadership Academy PCS	Tama	Aga	TRUE	TRUE	FALSE

LEA	First Name	Last Name	Voting Member	DC Resident	Parent / Student Board Member
Washington Leadership Academy PCS	Marvette	Cofield	TRUE	FALSE	FALSE
Washington Leadership Academy PCS	Jim	Doyle	TRUE	TRUE	FALSE
Washington Leadership Academy PCS	Nicole	Latimer Wood	TRUE	TRUE	TRUE
Washington Leadership Academy PCS	Arya	Parvizi	TRUE	TRUE	FALSE
Washington Leadership Academy PCS	Simon	Rodberg	TRUE	TRUE	FALSE
Washington Leadership Academy PCS	Aaron	Saunders	TRUE	TRUE	TRUE
Washington Leadership Academy PCS	Andrea	Sparks-Brown	TRUE	FALSE	FALSE
Washington Leadership Academy PCS	Mario	Sutton	TRUE	TRUE	TRUE
Washington Leadership Academy PCS	Veronica	Toney	TRUE	FALSE	FALSE
Washington Math Science Technology PCHS	Jerry A.	Bolling	TRUE	FALSE	FALSE
Washington Math Science Technology PCHS	Tristen	Breaux	TRUE	TRUE	FALSE
Washington Math Science Technology PCHS	N'Deye	Diagne	TRUE	FALSE	FALSE
Washington Math Science Technology PCHS	Lisa	Hathaway	TRUE	FALSE	FALSE
Washington Math Science Technology PCHS	Angela	Hemsley	TRUE	TRUE	TRUE
Washington Math Science Technology PCHS	Roger	Hicks	TRUE	TRUE	FALSE
Washington Math Science Technology PCHS	Willis	Mitchell	TRUE	TRUE	TRUE
Washington Math Science Technology PCHS	Renee	Stevens	TRUE	TRUE	FALSE
Washington Yu Ying PCS	Robert	Anderson	TRUE	TRUE	FALSE
Washington Yu Ying PCS	Vincent	Baxter	TRUE	TRUE	TRUE
Washington Yu Ying PCS	Sarabeth	Berman	TRUE	TRUE	FALSE
Washington Yu Ying PCS	Liza	Douglas	FALSE	TRUE	TRUE
Washington Yu Ying PCS	Amy	Lee	TRUE	FALSE	FALSE
Washington Yu Ying PCS	Wendy	Reuda	TRUE	TRUE	FALSE
Washington Yu Ying PCS	Darren	Riley	TRUE	FALSE	FALSE
Washington Yu Ying PCS	Jose	Sousa	TRUE	TRUE	TRUE
Washington Yu Ying PCS	Michelle	Stuntz	TRUE	FALSE	FALSE
Washington Yu Ying PCS	Abi	Sze-Levine	TRUE	TRUE	FALSE
Washington Yu Ying PCS	Jevon	Walton	TRUE	FALSE	FALSE
Washington Yu Ying PCS	LeMar	White	TRUE	TRUE	FALSE
Washington Yu Ying PCS	Kelly	Yee	TRUE	FALSE	FALSE
YouthBuild DC PCS	Mary	Blatch	TRUE	FALSE	FALSE
YouthBuild DC PCS	Noel	Bravo	TRUE	TRUE	FALSE
YouthBuild DC PCS	Elizabeth	Grant	TRUE	TRUE	FALSE
YouthBuild DC PCS	Giselle	Jones	TRUE	FALSE	FALSE
YouthBuild DC PCS	Mark	Jordan	TRUE	TRUE	FALSE
YouthBuild DC PCS	Amira	Kamara	TRUE	TRUE	TRUE
YouthBuild DC PCS	Steve	Lanning	TRUE	TRUE	FALSE
YouthBuild DC PCS	Suraj	Patel	TRUE	TRUE	FALSE
YouthBuild DC PCS	Yolanda	Torres	TRUE	TRUE	TRUE

Awarded contracts FY19 and FY20 to Date

FY 19 Contracts

Contract Number	Funding Source	Competitvely Bid	Purpose	Vendor	Amount	Contract Status	PCSB Employee Responsible
F19F65320ARC-1	O600	N	First Aid/ CPR training for staff	American Red Cross	$ 2,500.00	Contract Satisfied	Charlene M.
F19C85100CRE-1	O600	Y	Bulk order- various projects	Creative Print Group	$ 9,945.10	Contract Satisfied	Tomeika B.
F19F74100RRS-1	O600	N	Carpet Cleaning	Restore Restoration Services	$ 12,000.00	Contract Satisfied	Charlene M.
F19C51060WAT-1	O600	N	Copy Editing and proofreading	Watkins Editing Services, Inc.	$ 9,999.00	Contract Satisfied	Ella K.
F19C51060MVR-1A	O600	N	Editing and filming	Matthew V. Rhodes	$ 6,991.89	Contract Satisfied	Tomeika B.
F19C51060TAN-1	O600	N	school toolkits and support, develop and execute communications plans and campaigns, writing	Tanzi West	$ 48,000.00	Contract Satisfied	Tomeika B.
F19F51089LAL-1	O600	N	Emergency preparedness plans for LEA's	Lalik & Associates	$ 257,000.00	Contract Satisfied	Audrey W.
F19C81150TTI-1	O600	N	Translation of 2019 Parent Guides	Trusted Translations Inc.	$ 2,000.00	Contract Satisfied	Ella K.
F19S51099LAU-1A	O600	N	Planning year playbook	Lauren Bryant	$ 6,000.00	Contract Satisfied	Rashida Y.
F19C85100CRE-1A	O600	N	Bulk order- various projects	Creative Print Group	$ 73,821.60	Contract Satisfied	Tomeika B.
F19F65310UDA-1	O600	N	Employee Training	Urdata LLC	$ 1,500.00	Contract Satisfied	Anne T.
F19F51094PRA-1	O600	N	Sex Abuse Prevention and Risk Management policy work	Praesidium	$ 22,500.00	Contract Satisfied	Audrey W.
F19F65320TEL-1	O600	N	Nexus Fellowship program for L. Mills & A. Tomkinson	The Equity Lab (formerly FREE)	$ 15,000.00	Contract Satisfied	Anne T.
F19F74100LKA-1	O600	N	Photo framing	Larry Kanter + Associates LLC	$ 4,175.00	Contract Satisfied	Flor C.
F19F83110DEL-1B	O600	N	New computers for new engagement specialist	DELL	$ 6,750.00	Contract Satisfied	Annie O.
F19F65400JHR-	O600	N	1yr. Subscription for application tracking system	Jazz HR	$ 2,028.00	Contract Satisfied	Anne T.
F19F56200AVA-1	O600	N	Audio needs for National Collgeiate public hearing	Audio Visual Actions, Inc.	$ 1,211.50	Contract Satisfied	Flor C.
F19F83250DEL-1	O600	Y	27" Dell monitors	DELL	$ 539.98	Contract Satisfied	Annie O.
F19F83110DEL-1C	O600	N	New computer for Drew S. & Dan Q. (EOLC)	DELL	$ 2,836.00	Contract Satisfied	Annie O.
F19F56200NRG-1	O600	N	Transcribing, court reporting services for NCP public hearing	Neal R. Gross	$ 1,320.00	Contract Satisfied	Flor C.
F19S56200TWU-1	O600	N	Charter Learder's Mtg.	Trinity Washington University	$ 4,830.00	Contract Satisfied	Sadina B.
F19S83250EGN-1	O600	N	subscription for Family Engagement Specialist	Egnyte	$ 1,175.00	Contract In-Process	Annie O.
F19S51078LES-1	O600	N	EL services	Leslie Villegas	$ 780.00	Contract Satisfied	Hannah C.
F19F83250EGN-1	O600	N	Annual subscription renewal for 50+ users	Egnyte	$ 20,130.00	Contract Satisfied	Annie O.

Awarded contracts FY19 and FY20 to Date

Contract Number	Funding Source	Competitvely Bid	Purpose	Vendor	Amount	Contract Status	PCSB Employee Responsible
F19F83110CIT-1	O600	N	New wireless access points & firewall software	CITI	$ 12,673.00	Contract Satisfied	Annie O.
F19C85220CHO-1	O600	N	Videographer/ editor for future video projects and/or board meetings	Chosen Media	$ 5,000.00	Contract Satisfied	Tomeika B.
F19F65320PRO-1	O600	N	Mtg. w/ REDI team discuss being Awoke to Woke to Work	Proinspire	$ 2,500.00	Contract Satisfied	Anne T.
F19F56200AVA-1	O600	N	Audio for NCP vote	Audio Visual Actions, Inc.	$ 1,211.50	Contract Satisfied	Flor C.
F19F65310ZEN-1	O600	N	Roundtable training for managers	Zen Workplace, LLC	$ 4,250.00	Contract Satisfied	Anne T.
F19F56200AVA-1A	O600	N	Audio needs for monthly board meetings	Audio Visual Actions, Inc.	$ 14,538.00	Contract Satisfied	19-Jan
F19S51021BEN-1A	O600	N	12th grade high school transcript audit consultation	Bennie Adams	$ 4,800.00	Contract Satisfied	Avni M.
F19C81150FUN-1	O600	N	Services f/ DC PCSB's Teacher Appreciation week	FunEd Strategies, LLC	$ 5,000.00	Contract Satisfied	Nicole N.
F1F965320BFM-1	O600	N	Facilittion for REDI/Senior team vision discussions	Building for Mission	$ 4,000.00	Contract Satisfied	Anne T.
F19F51094GUK-1	O600	N	Ahead of the Curve Conference space & food	Galluadet University Kellogg Conference Hot	$ 19,000.00	Contract Satisfied	Audrey W.
F19F51094SAF-1A	O600	N	Conduct workshop at AOC Conference	Safe Shores	$ 1,900.00	Contract Satisfied	Jiselle O.
F19F51060ABS-1A	O600	N	Design Ahead of the Curve Conference logos	Abstract Orange	$ 1,500.00	Contract Satisfied	Tomeika B.
F19F51094PRA-1B	O600	N	Conduct workshop at AOC Conference	Praesidium	$ 2,500.00	Contract Satisfied	Jiselle O.
F19E51110SLC-1	O600	N	Research and write a guide for turnarounds, takeovers	Simmons Lettre Consulting	$ 20,000.00	Contract Satisfied	Scott P.
F19E86300ARE-1	O600	N	Legal services regarding lease	Arent Fox LLP	$ 20,000.00	Contract Satisfied	Scott P.
F19S51010NRG-1A	O600	N	Court reporting, transcribing for 2019 charter applications	Neal R. Gross	$ 5,640.00	Contract Satisfied	Sadina B.
F19S51010EMI-1	O600	N	Charter Application Review	Emily McGann	$ 700.00	Contract Satisfied	Katie D.
F19F51094RAI-1	O600	N	Conduct workshop at AOC Conference	Rain, Abuse and Incest National Network	$ 6,700.00	Contract Satisfied	Audrey W.
F19F74200CIT-1A	O600	N	Contract addendum for additional onsite support	CITI	$ 28,000.00	Contract Satisfied	Annie O.
F19F83110APP-1J	O600	N	Replacement computer for Jiselle O. & Anne T. (EOLC)	Apple Inc.	$ 3,650.00	Contract Satisfied	Annie O.
F19F65310SRP-1	O600	N	Public speaking workshop for staff	Shayna Padovano	$ 5,500.00	Contract Satisfied	Anne T.
F19F74200CIT-1B	O600	N	Contract addendum for additional onsite support	CITI	$ 60,480.00	Contract In-Process	Annie O.
F19S51035TNTP-1	O600	N	Training QSR team	TNTP	$ 29,677.00	Contract Satisfied	Alyssa N.

Awarded contracts FY19 and FY20 to Date

Contract Number	Funding Source	Competitvely Bid	Purpose	Vendor	Amount	Contract Status	PCSB Employee Responsible
F1965310GRP-1	O600	N	Financial planning for staff w/ 1:1 follow ups	Global Retirement Partners	$ 2,000.00	Contract Satisfied	Anne T.
F19C51060EWD-1	O600	N	Provide research and writing services and support	Edmund Walsh	$ 8,000.00	Contract Satisfied	Tomeika B.
F19F56200NGR-1B	O600	N	Transcribing, court reporting services for public hearing on 04/23/19	Neal R. Gross	$ 1,320.00	Contract Satisfied	Flor C.
F19F65310NUB-1	O600	N	Venue for staff retreat	National Union Building	$ 7,500.00	Contract In-Process	Anne T.
F19S51010JAC-1	O600	Y	Charter application expert reviewer- Montessori	Jack Jose	$ 700.00	Contract In-Process	Katie D.
F19S51010NIC-1	O600	N	Charter application expert reviewer- Arabic	Nicholas Mangialardi	$ 700.00	Contract Satisfied	Katie D.
F19F81200COM-1	O600	N	New IP Office control unit	Comstar	$ 1,472.00	Contract Satisfied	Annie O.
F19F56200AVA-1B	O600	N	Audio needs for New application public hearing	Audio Visual Actions, Inc.	$ 1,211.50	Contract In-Process	Flor C.
F19S51098TEA-1	O600	N	Classroom level reports for CLASS observations	Teachstone Training, LLC	$ 93,690.00	Contract Satisfied	Erin K.
F19E51099NSC-1	O600	N	Access to natioanl Student Clearinghouse database	National Student Clearinghouse	$ 8,500.00	Contract Satisfied	Erin K.
F19F51094CIN-1	O600	N	Power charges for AOC Conference (swag)	C-Ink	$ 2,127.00	Contract In-Process	Jiselle O.
F19F83250EGN-1B	O600	Y	Egnyte protect, a security app to monitor system	Egnyte	$ 875.00	Contract Satisfied	Annie O.
F19F83110APP-1H	O600	N	Replacement computer for Lenora M. (EOLC)	Apple Inc.	$ 1,912.00	Contract Satisfied	Annie O.
F19F83110DEL-1D	O600	Y	New computer for Erin K. (EOLC)	DELL	$ 1,329.00	Contract In-Process	Annie O.
F19F65310PLI-1	O600	N	provide facilitation of DC PCSB's 2019 staff retreat	Planted Leadership Inc.	$ 16,800.00	Contract In-Process	Flor C.
F19F83110APP-1K	O600	N	Computer purchase for new employee: Sarath L.	Apple Inc.	$ 2,508.00	Contract Satisfied	Annie O.
F19F83110APP-1L	O600	N	Computer purchase for new employee: Matthew P.	Apple Inc.	$ 2,508.00	Contract In-Process	Annie O.
F19F83110APP-1M	O600	Y	Computer purchase for new employee: Mecole H.	Apple Inc.	$ 2,508.00	Contract Satisfied	Annie O.
F19F51094CIN-1A	O600	N	Silicone wallets	C-Ink	$ 4,595.00	Contract Satisfied	Audrey W.
F19F88200TRA-1	O600	N	Urban Leaders Fellows for summer fellowship	Traverse LLC	$ 9,000.00	Contract Satisfied	Anne T.
F19E51099DBW-1	O600	N	Student location services	Dinolt , Becnal & Wells Investigation	$ 15,000.00	Contract Expired	Erin K.

Awarded contracts FY19 and FY20 to Date

Contract Number	Funding Source	Competitvely Bid	Purpose	Vendor	Amount	Contract Status	PCSB Employee Responsible
F19F65310SRP-1A	O600	N	Public speaking/ presentation training for FOSI team	Shayna Padovano	$ 4,950.00	Contract In-Process	Anne T.
F19F83110APP-1N	O600	N	Computer purchase for new employee: Mecole H.	Apple Inc.	$ 2,606.00	Contract Satisfied	Annie O.
F19F90502IMA-1A	O600	Y	Digitize, shred, pickup & send Democracy Prep student records	ImageWorld Technologies LLC	$ 12,648.76	Contract Satisfied	Jiselle O.
F19F90502IMA-1B	O600	N	Digitize, shred, pickup & send Somerset Prep student records	ImageWorld Technologies LLC	$ 11,480.50	Contract Satisfied	Jiselle O.
F19F83110APP-1O	O600	N	Replacement computer for Hanna C. (EOLC)	Apple Inc.	$ 1,650.00	Contract Satisfied	James T.
F19F83110DEL-1E	O600	N	Replacement computer for Danielle B. & Srach C. (EOLC)	DELL	$ 2,836.00	Contract Satisfied	James T.
F19S56200TWU-1A	O600	N	Room rental for fall charter school mtg.	Trinity Washington University	$ 2,221.00	Contract Satisfied	Sadina B.
F19S51099CHA-1	O600	N	Student location services	Charlotte Cureton	$ 8,000.00	Contract Satisfied	Erin K.
F19F65310ZEN-1A	O600	N	Staff traning on delegation f./ non-managers using influence	Zen Workplace, LLC	$ 13,050.00	Contract Satisfied	Anne T.
F19F83110DEL-1F	O600	N	Replacement fomputer for Tatia P.	DELL	$ 1,438.00	Contract Satisfied	James T.
F19F90502CCN-1	O600	N	Notification for advertisment of dissolution of WMST charter	Capital Community News, Inc.	$ 1,100.00	Contract Satisfied	Jiselle O.
F19F83110DEL-1G	O600	N	New computer for Olivia G.	DELL	$ 1,438.00	Contract Satisfied	James T.
F19F83110APP-1P	O600	N	New computer for Eric P.	Apple Inc.	$ 1,686.00	Contract Satisfied	James T.
F19C51060ABS-1	O600	N	Brand design lesson	Abstract Orange	$ 550.00	Contract Expired	Matthew P.

FY20 Contracts

Contract Number	Funding Source	Competitvely Bid	Purpose	Vendor	Amount	Contract Status	PCSB Employee Responsible
F20F65310SRP-1	O600	N	Business writing workshop for staff	Shayna Padovano	$ 4,800.00	Contract In-Process	Anne T.
F20C65310VIAT-1	O600	N	Communication retreat	VitalSmarts, LC	$ 5,500.00	Contract In-Process	Matthew P.
F20F83110APP-1A	O600	N	New computer for Rocio T.	Apple Inc.	$ 2,606.00	Contract Satisfied	James T.
F19S51035TNTP-1A	O600	N	Training QSR team	TNTP	$ 17,573.00	Contract Satisfied	Nicole C.
F20F56200TWU-1	O600	N	Nov. board mtg. room rental	Trinity Washington University	$ 4,850.00	Contract Satisfied	Flor C.
F20F65400WOR-1	O600	N	recreuitment assistance for FAQ Data Analyst	Workmonger	$ 8,500.00	Contract Satisfied	Anne T.
F20F83250SCR-1	O600	N	Student records management system	Scribbles	$ 8,000.00	Contract In-Process	James T.
F20S51020EMI-1	O600	N	support for fall compliance	Emily McGann	$ 5,000.00	Contract In-Process	Katie D.

Awarded contracts FY19 and FY20 to Date

Contract Number	Funding Source	Competitvely Bid	Purpose	Vendor	Amount	Contract Status	PCSB Employee Responsible
F20C51060ELL-1	O600	N	Assistance w/ Tier 1 event, School Quality Report release and Parent Guide	Ella Krivitchenko	$ 9,787.27	Contract In-Process	Tomeika B.
F20F81200COM-1	O600	N	Comcast fiber internet services	Comcast Business	$ 24,480.00	Contract In-Process	James T.
F2087200IEE-1	O600	N	application services for LEA and requirement tracking	Institute for Excellence in Education	$ 117,800.00	Contract In-Process	James T.
F20F83110APP-1B	O600	N	New computer for Tomeika B. (EOLC)	Apple Inc.	$ 1,562.00	Contract Satisfied	James T.
F20C81150ANN-1	O600	N	Photograph's of events and people	Anne Marie VanTassell Photography	$ 6,000.00	Contract In-Process	Matthew P.
F20F51094RID-1	O600	N	Catering for Ahead of the Curve conference	Ridgewells, Inc.	$ 6,000.00	Contract Satisfied	Audrey W.
F20F51094KAI-1	O600	N	Facility rental for Ahead of the Curve conference	Kaiser Permanente	$ 3,300.00	Contract Satisfied	Audrey W.
F20S51099KVM-1	O600	N	Alternative accountability work	Kyndra Middleton	$ 8,000.00	Contract In-Process	Erin K.
F20C85100CRE-1	O600	N	Bulk order- various projects	Creative Print Group	$ 55,323.25	Contract In-Process	Matthew P.
F20F65400IMI-1	O600	N	Recruitment for new executive director	Isaacson Miller Inc.	$ 66,666.00	Contract In-Process	Anne T.
F20C81150EAS-1	O600	N	Awards for Tier 1 Awards and Best Practices Awards	Edco Awards and Specialities	$ 2,750.00	Contract Satisfied	Matthew P.
F20C81150CHM-1	O600	N	Video services for Best Practices Awards	Chosen Media	$ 10,000.00	Contract Satisfied	Matthew P.
F20C81120TAO-1	O600	N	Web support & Maintenance services	Taoti Creative	$ 55,080.00	Contract In-Process	Matthew P.
F20C81150CIN-1	O600	N	EdFest materials	C-Ink	$ 12,000.00	Contract Satisfied	Matthew P.
F20C85210DIS-1	O600	N	Childcare services for community events	District Sitters	$ 4,000.00	Contract In-Process	Nicole N.
F20C81120TAO-1A	O600	N	Website redesign and Drupal upgrade	Taoti Creative	$ 23,935.50	Contract In-Process	Tomeika B.
F20E51099DSH-1	O600	Y	Executive coaching for Lenora M.	DSH Coaching and Consulting, LLC	$ 3,900.00	Contract Satisfied	Lenora M.
F20F51094REO-1	O600	N	AED Program Management for PCS'	Rescue One	$ 79,035.00	Contract In-Process	Jiselle O.
F20F83110APP-1C	O600	N	New computer for Briani Boyd and Theresa Kemp	Apple Inc.	$ 2,972.00	Contract In-Process	James T.
F20F51060FUN-1	O600	N	Services f/ DC PCSB's Teacher Appreciation and charter staff	FunEd Strategies, LLC	$ 7,200.00	Contract In-Process	Matthew P.
F2051060EDW-1	O600	N	Writing and editorial services to advance DC PCSB's communication	Edmund Walsh	$ 7,000.00	Contract In-Process	Matthew P.
F20C51060ACS-1	O600	N	Parent guide translation services to spanish	ACSI Translations	$ 1,606.18	Contract Satisfied	Tomeika B.
F20C51060ACS-1A	O600	N	Parent guide translation services	ACSI Translations	$ 10,292.40	Contract In-Process	Tomeika B.

Awarded contracts FY19 and FY20 to Date

Contract Number	Funding Source	Competitvely Bid	Purpose	Vendor	Amount	Contract Status	PCSB Employee Responsible
F20F83110DEL-1	O600	N	Replacement computer for Charlene M.	Dell	$ 1,448.00	Contract In-Process	James T.
F20F56200AVA-1	O600	N	Audio visual services for 2020 board meetings	Audio Visual Actions, Inc.	$ 14,538.00	Contract In-Process	Briani B.

FY 19 Modifications

Vendor	Funding Source	Original Amount	Modification Amount	Actuals Spent	Purpose	PCSB Employee Responsible
Creative Print Group	O600	$ 9,945.10	$ 4,028.70	$ 13,973.80	Increased value to cover services	Tomeika B.
Emily McGann	O600	$4,000.00	$ 4,000.00	$ 6,515.00	Increase value to cover services and extend time to complete services	Katherine D.
Matthew V. Rhodes	O600	$ 37,625.00	$ 5,859.00	$ 43,484.00	Increase value to cover services and extend time to complete services	Tomeika B.
Trusted Translations Inc.	O600	$ 2,000.00	$ 1,423.52	$ 3,233.62	Increase value to cover services and extend time to complete services	Ella K.
Neal R. Gross	O600	$ 1,320.00	$ 1,845.00	$ 1,845.00	Increased value to cover change in work	Flor C.
CITI	O600	$12,673.00	$ 4,890.00	$ 17,563.00	Increased value to cover services	Annie O./James T.
CITI	O600	$17,563.00	$ 663.68	$ 18,229.68	Increased value to cover services	Annie O./James T.
Gewndolyn Bryant-Jones	O600	$ 4,800.00	$ 800.00	$ 3,209.20	Increased value to cover additional work	Avni M
Kenneth Whitted	O600	$ 4,800.00	$ 800.00	$ 5,200.00	Increased value to cover additional work	Avni M
Global Retirement Partners	O600	$2,000.00	$ 2,000.00	$ 4,000.00	Increased value to cover additional work	Anne T.
Dan Brown	O600	$10,000- contract originated FY17	$ 7,500.00	$ 2,100.00	Extend contract option for additional year	Nicole C.
Richmond Hill	O600	$10,000- contract originated FY18	$ 2,100.00		Extend contract option for additional year	Nicole C.
Valaida Wise	O600	$10,000- contract originated FY18	$ 2,100.00	$ 2,100.00	Extend contract option for additional year	Nicole C.
Christine Neumerski	O600	$10,000- contract originated FY18	$ 3,500.00		Extend contract option for additional year	Nicole C.
Jane Dimyan-Ehrenfeld	O600	$10,000- contract originated FY18	$ 3,500.00	$ 1,400.00	Extend contract option for additional year	Nicole C.
Mary Bonnell	O600	$10,000- contract originated FY18	$ 3,500.00	$ 2,250.00	Extend contract option for additional year	Nicole C.
Emily McGann	O600	$10,000- contract originated FY18	$ 10,000.00	$ 6,880.00	Extend contract option for additional year	Nicole C.
Reem Labib Tyson	O600	$10,000- contract originated FY18	$ 3,500.00		Extend contract option for additional year	Nicole C.
Sarah Dugan	O600	$10,000- contract originated FY25	$ 5,600.00	$ 5,320.00	Extend contract option for additional year	Nicole C.
Ryan Kool	O600		$ 2,500.00	$ 1,272.91	Extend contract option for additional year	Jiselle O.
Lori Wilen	O600	$10,000- contract originated FY25	$ 10,000.00	$ 180.00	Extend contract option for additional year	Nicole C.

FY 20 Modifications

Vendor	Funding Source	Original Amount	Modification Amount	Actuals Spent	Purpose	PCSB Employee Responsible
Amazon Web Services	O600	$ 99,000.00	$ 15,036.05	$ 3,014.20	Extend PO timeframe	Adam B.
Datawatch	O600	$9,032.00	$ 3,240.00	$ -	Increased value to cover yearly service	Charlene M.
Lalik & Associates	O600	$200,000- contract originated FY19	$ 175,000.00	$ 36,700.00	Extend contract option for additional year and decrease value	Audrey W.
Cascade Strategies	O600	$99,000- contract originated FY18	$ 130,000.00	$ 20,000.00	Extend contract option for additional year and increase value	Tomeika B.
Simmons Lettre Consulting	O600	$ 20,000.00	$ 16,000.00	$ 34,938.00	Funds to cover work continuance	Scott P.
Valaida Wise	O600	$10,000- contract originated FY18	$ 4,900.00	$ 700.00	Extend contract option for additional year	Nicole C.

LEA Name	Estimated At-Risk Allotment:	Spending Categories	ESTIMATED TOTAL COST:	Is the estimated total cost more than expected at-risk funding?	PART C: DESCRIPTION OF SPENDING CATEGORIES
Achievement Preparatory Academy PCS	$ 1,262,426.00	Social-Emotional Support Staff, Additional Instruction & Support Staff, Contracted Additional Instruction & Support	$ 1,274,642.00	Y	• To provide scholars additional social-emotional support by employing Culture Specialists, Self-Contained Aides, Behavior Support Therapists at both campuses. To provide leadership in these areas on both campuses through Assistant Principals of Culture, Deans of Scholars and Scholar Support/Services Coordinators. • To provide additional instruction by employing Instructional Support Staff at both campuses, as well as contracting for additional instructional support."
AppleTree Early Learning PCS	$ 656,553.00	Extended schooling, Socio- economic support, Instruction	$ 705,438	Y	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, language manager, and Social Workers, a portion not covered by other grants. • To provide scholars additional support by Coaching program, a portion not covered by other grants.
BASIS DC PCS	$ 117,000.00	Auxiliary Programs, Educational Materials, Academic Interventions, Social and Emotional Interventions	$ 117,000	N	BASIS DC works hard to ensure that all students have an equal opportunity to learn. Developing academic interventions that help students meet rigorous standards, is a goal that BDC hopes to continue and maintain. Having programs that target student achievement in areas such as general instruction, computer assisted instructions, behavior support, and developing well-rounded students are some of the programs that BDC uses for At Risk Students. The Extended Learning Time programs such as Student Hours, Academic Enrichment periods, i-Ready labs, Academic Support, and Peer Tutoring programs prove to be essential to students who need the extra support. Allowing At Risk Students the opportunity to participate in the schools Auxiliary Programs also helps to develop the whole student. These programs include things like sports, Late Bird, debate teams, clubs, and field trips at little to no cost to our At Risk Students. The last program for our At Risk students are the social and emotional programs led by our School Psychologist and Student Affairs team. Programs such as Second Step and Restorative Justice have helped not only in the classroom, but also throughout the school with At Risk Student that demonstrate social and emotional problems. These programs help more students staying in the classroom. The funding for the At Risk Students help with programs that help directly assess students' academic achievement, addressing strategies implemented in the classroom, and using strategies that target low achievement students.
Breakthrough Montessori PCS	$ 66,704.00	Social Emotional Support Staff (SPED Coordinator 0.25 FTE), Scholarships, Social Emotional Support Staff (ED .05 FTE)	$ 67,750	Y	• Our Special Education coordinator provides support for the social and emotional needs of our At Risk students • The school provides scholarships for the cost of aftercare and other enrichment activities for at-risk students to ensure they get the extra support required. • The Executive Director is the Homeless student contact and provides support to At-Risk students and their families

LEA Name	Estimated At-Risk Allotment:	Spending Categories	ESTIMATED TOTAL COST:	Is the estimated total cost more than expected at-risk funding?	PART C: DESCRIPTION OF SPENDING CATEGORIES
Bridges PCS	$ 355,752.00	Summer school program, Literacy – Literacy Coordinator, Literacy Lab, Student Support Service – Director of Student Support and Social Worker, Strengthening Classroom Instruction – Assistant Teachers / Teacher Aides	$ 355,752	N	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.
Briya PCS	$ 34,587.00	Family Support Worker	$ 50,272	Y	The school will have $34,587 in at-risk funding for SY2019-2020 These funds will be used to support our "at-risk" students through a family support worker who will work with children and their families. Cost listed is for annual salary and fringe benefits of 16.22%

LEA Name	Estimated At-Risk Allotment:	Spending Categories	ESTIMATED TOTAL COST:	Is the estimated total cost more than expected at-risk funding?	PART C: DESCRIPTION OF SPENDING CATEGORIES
Capital City PCS	$ 832,559.00	Summer School, After-School Sports, Arts and Enrichment, School Counselors, MS and HS Homework & Writing Centers, SAT and AP Preparation Courses	$ 921,501	Y	Summer School. 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. After-School Sports, Arts and Enrichment. 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. . School Counselors. Capital City has a separate school counselor for each of our three schools, including licensed clinical social workers and a psychologist. A portion of the salaries for these staff members is covered by at-risk funding. Our High School students are also served by a college counseling team, which is crucial with so many first-generation high school graduates and college attendees. For 2019-20, Capital City is adding a Restorative Justice Coordinator and City Year mentors to support social- emotional and behavioral needs in our High School and Middle Schools, respectively. MS and HS Homework & Writing Centers. 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. SAT and AP Preparation Courses. Capital City offers this additional support to students in their application process to college. At-risk funding is used to hire course leaders and pay for curriculum materials.

LEA Name	Estimated At-Risk Allotment:	Spending Categories	ESTIMATED TOTAL COST:	Is the estimated total cost more than expected at-risk funding?	PART C: DESCRIPTION OF SPENDING CATEGORIES
Cedar Tree Academy PCS	$ 632,448.00	Summer School Academic Salaries, Teacher Aides , Uniforms, WMATA token, Student supplies, Counselor Salary For Academic interventions	$ 695,037	Y	Cedar Tree Academy uses "At-Risk" funds to support students in our summer school program. The funds are used to pay salaries for summer school staff. Cedar Tree Academy staff members provide summer instruction and enrichment for all "At Risk" students and students who may need additional support. During the regular school year, funds are used to support a three-teacher model in order to provide intensive instruction for our students. The funds are used to pay the Instructional Assistants' salaries. This model allows for smaller group sizes and an opportunity for increased one on one time with students. The Teacher Assistant works with the lead teacher to support small group instruction for students who are not reading on grade level, a majority of who are categorized at-risk. We have hired a full time school counselors, who are supporting our student's social and emotional development. These school counselors have a caseload of students who receive direct and consistent support. Most of these students are categorized as at-risk. We provide our At-Risk students with school uniforms, metro tokens and fair cards, as well as school supplies. We understand that these are possible barriers for students to be successful. Our desire is to remove all possible barriers that could prevent the success of our students

LEA Name	Estimated At-Risk Allotment:	Spending Categories	ESTIMATED TOTAL COST:	Is the estimated total cost more than expected at-risk funding?	PART C: DESCRIPTION OF SPENDING CATEGORIES
Center City PCS	$ 1,563,500.00	Instruction, Meal Program, Family Engagement, Summer School, Saturday School, OST Activities	$ 1,563,500	N	INSTRUCTION - Increasing the number of instructors in the classroom allows us to decrease our student-teacher ratio and to provide targeted interventions. Additionally, we are able to support additional special education needs. This is essential to improving student outcomes, especially at our Tier 2 campuses which have large at-risk populations. MEAL PROGRAM - Research shows that healthy students are better learners and CCPCS believes every student deserves the opportunity to receive meals at school. We do not charge any student for meals, and supplment the cost of the meal program with at-risk funds. FAMILY ENGAGEMENT - A robust family engagement program is integral to the success of our at-risk students. CCPCS employs a full-time Director of Student and Family Engagement, and each of our campues has a Family Engagement Lead. These individuals coordinate home visits at the beginning of the year and provide ongoing opportunities for our families to partner with each of our campuses in a variety of ways. The department also creates opportunities for families to give feedback and raise concerns via quarterly meetings and surveys. SUMMER SCHOOL - By providing access to summer programming in academics, sports, and/or the arts, we can provide students with an additional learning opportunity that not only helps prevent the "summer slide" in academics, but also provides students with a safe, enriching opportunity that they may not have otherwise. We use at- risk funding to supplement the cost of partnering with community organizations to provide summer programming. SATURDAY SCHOOL - Saturday school gives our at-risk students additional time with core academic teachers in a smaller group setting. We believe this opportunity is essential to closing academic gaps. We offer Saturday school to students who are at risk of retention or who need additional support in the last winter/early spring. OST ACTIVITIES - CCPCS believes that offering experiences (academic, athletic, etc) enhances the school program and provides at-risk students with exposure to programs that would otherwise not be available to them. **NOTE: CCPCS would utilize additional at-risk funding to hire FTEs that would focus on student intervention and social/emotional well-being.
Cesar Chavez PCS for Public Policy	$ 1,381,859.00	Social-Emotional Support Staff, Additional Instruction & Support, Professional Development	$ 1,768,063	Y	•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

LEA Name	Estimated At-Risk Allotment:	Spending Categories	ESTIMATED TOTAL COST:	Is the estimated total cost more than expected at-risk funding?	PART C: DESCRIPTION OF SPENDING CATEGORIES
Creative Minds International PCS	$ 195,169.50	Academic Interventions, Behavior Supports and Interventions	$ 223,000	Y	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
DC Bilingual PCS	$ 281,865.00	Bilingual Counselor, Counselor, Behavior Support Specialist, Registrar, Data Manager	$ 286,848	Y	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 26% 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.Data Driven Intervention and Instruction (Parts of Orlando Rayes and Rohini Ramnath's salary) Initives: Support to ensure that our homeless students arrive to school daily, ready to learn (Brenda Saravia's salary) 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. 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) 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)

LEA Name	Estimated At-Risk Allotment:	Spending Categories	ESTIMATED TOTAL COST:	Is the estimated total cost more than expected at-risk funding?	PART C: DESCRIPTION OF SPENDING CATEGORIES
DC PREPARATORY ACADEMY	$ 2,378,000.00	Additional Personnel: Teachers, Leadership Positions, Fraction of Leadership Time on Summer Program, Fraction of Student Expenses		Y	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 small group instruction and student support services. 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 SY19-20, however, DC Prep will receive an estimated $2 million, which is significantly below our network's needs.
DC Scholars Public Charter School	$ 807,854.00	Social Emotional Supports, Academic Interventions, Instructional Support		Y	The estimated costs of social-emotional supports, academic interventions and instructional support are for personnel. These positions are vital to our entire school's programming and success, especially our at-risk student population. We've hired two full-time Dean of Students, who are supporting the implementation of a school-wide social-emotional curriculum and are educating our staff on creating a trauma-informed culture. The above estimated cost for social-emotional supports also includes two Behavior Technicians who support students within classrooms and a Middle School Counselor. This counselor has a caseload of students that receive direct individual and group supports. The majority of these students are categorized as at-risk. In addition to these social-emotional programs, we've invested in academic interventions by hiring an Interventionist. This Interventionists leads small group instruction for students who are not reading on grade level, a majority of who are categorized at-risk and helps create interventions for the classroom teacher. We also have teaching assistants for every Kindergarten through 2nd grade class. These assistants help teach academic interventions during small group rotations and particularly support students who are not reading or performing on grade level. Their individual and personalized support is supporting many students categorized as at-risk. We also hired two Middle School instructional coaches to support our students at-risk of failing. These instructional coaches (Math, ELA) coach teachers on their classroom management, instructional planning, and differentiation of instruction and support for individual students. The coaches are helping increase the rigor of our instruction for all scholars, espeically students considered at-risk.

LEA Name	Estimated At-Risk Allotment:	Spending Categories	ESTIMATED TOTAL COST:	Is the estimated total cost more than expected at-risk funding?	PART C: DESCRIPTION OF SPENDING CATEGORIES
Digital Pioneers Academy	$ 355,752.00	Uniform Purchases, Scholar Chromebooks, Purchases of school supplies, Social-emotional supports	$ 387,750	Y	We will be providing uniforms at a free or highly subsidized cost for all at risk families. The school will incur the majority of these costs in order to ensure all scholars are properly clothed and ready for the school day. We will also provide at no cost Chromebooks for all of our scholars so that their needs are fully met for all of their academic components and access to computers is not a hindrance to learning. We will provide for all necessary school supplies (pencils, paper, folders, journals, etc.) for all scholars who can not provide for their own. We never want materials to be a hindrance for learning. DPA will also hire social-emotional supports including a Director of Social Emotional Learning, a Social Worker, and a Dean of Social Emotional learning to create the supports needed for at risk scholars.
E.L. Haynes Public Charter School	$ 1,109,025.00	Wellness program, Year-round programming	$ 1,109,026	Y	In school year 2018-19, approximately 42 percent (474 students pre K 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.
EAGLE ACADEMY PUBLIC CHARTER SCHOOL	$ 1,274,867.00	Out of school time, Social-emotional supports, Professional development, Academic interventions	$ 458,250	Y	The estimated costs of out of school time, social-emotional learning and supports, and academic interventions are largely for personnel. These positions are vital to our entire school's programming and success, especially our at-risk student population. OST programs provide additional instructional time for at-risk students and ensure they have a safe and welcoming place outside of the school day. We offer before and after care to all of our families free of charge. Each summer we provide summer school opportunities for at-risk and underperforming students. We've hired two full time social workers, who are supporting the implementation of a school-wide social-emotional curriculum. The above estimated cost for social- emotional supports includes a one-time purchase fee for that curriculum. These social workers each have a caseload of students that receive direct and consistent support. The majority of these students are categorized as at-risk. We've also invested in professional development for staff on trauma-informed teaching practices and restorative justice. In addition to these OST and social-emotional programs, we've invested in academic interventions by hiring a literacy specialist. This specialist works with staff on teaching practices and also leads small group instruction for students who are not reading on grade level, a majority of who are categorized at-risk.

LEA Name	Estimated At-Risk Allotment:	Spending Categories	ESTIMATED TOTAL COST:	Is the estimated total cost more than expected at-risk funding?	PART C: DESCRIPTION OF SPENDING CATEGORIES
Early Childhood Academy Public Charter School		ATs (6) 1st, 2nd & 3rd, Family Support and Attendance, McKinney Vento Act Family Support, Enrichment Program	$ 456,900	Y	Sustain our current 5 full-time associate teachers (ATs), adding 1 additional AT for 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 an enrichment program and hire a part-time coordinator. Enrichment will focus on science.
E.W Stokes Community Freedom PCS	$ 135,877.50	Out of school time, Social-emotional supports	$ 342,000	Y	The estimated costs of out of school time and social-emotional learning and supports are largely for personnel. These positions are vital to our entire school's programming and success, especially our at-risk student population. OST programs provide additional instructional time for at-risk students and ensure they have a safe and welcoming place outside of the school day. We offer before and after school tutoring to all of our families free of charge. Each summer we provide summer school opportunities for at-risk and underperforming students. We've have two full time social workers and two full time academic deans, who are supporting the implementation of a school-wide social-emotional curriculum. These social workers and academic deans provide the social emotional support to all students especially those in need.
Friendship PCS	$ 6,600,000.00	Support Staffing, Enrichment and Cultural Engagement Staffing, Summer School Remediation and Enrichment	$ 6,891,600	Y	Student Support Teams who's purpose is to engage students and assist with supports outside of just academics relating directly to a prodominently at-risk population. Exposure to cultural engagement opportunities in fine arts programming and enrichment keeps students interested in school by broadening thier scope of the world around them and exercising other elements of the brain - Friendship has implemented our World Class Education model by hiring music, art, dance and world language teachers across all campuses. Students will also receive summer learning experience/remediation at no cost, allowing for credit recovery, intervention and enrichment programs. 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.
Harmony DC PCS	$ 214,934.00	School Counselor, Student Discipline Coordinator, Reading Interventionists (2), Math Interventionist (1)	$ 214,934	Y	School has a school counselor and student discipline coordinator to help all students, in particular at-risk and homeless students, with their emotional needs. School will also have 2 reading interventionists and one math interventionists to help at-risk students who need extra academic help.

LEA Name	Estimated At-Risk Allotment:	Spending Categories	ESTIMATED TOTAL COST:	Is the estimated total cost more than expected at-risk funding?	PART C: DESCRIPTION OF SPENDING CATEGORIES
Hope Community PCS	$ 514,050.00	Extracurricular Activities – Staffing & Supplies, Educational & Behavior Support Staff, 1:1 Technology	$ 550,000	Y	The District of Columbia International School is budgeting $550,000 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.
Howard University Middle School PCS	$ 301,401.00	Summer School, Dean and 2 Asst. Deans, 2 Social workers, Director of Logistics, Uniforms, Student supplies, 2 Counselor For Academic interventions	$ 424,669	Y	Howard University Middle School of Mathematics and Science PCS uses At-Risk funds to support students in our summer program. Money is used to pay summer teaching staff. The school also hired 2 full time school counselors, 2 assistant deans, 2 social workers and a director of logistics who are supporting our student's social and emotional development throughout the year. The school counselors and social workers have a case load of students that receive direct and consistent support. Most these students are categorized as at-risk. We provide our At-Risk students with school uniforms as well as school supplies. We understand that these are possible barriers students to be succesful and we want to help remove all barriers that could prevent a student from being succesful.

LEA Name	Estimated At-Risk Allotment:	Spending Categories	ESTIMATED TOTAL COST:	Is the estimated total cost more than expected at-risk funding?	PART C: DESCRIPTION OF SPENDING CATEGORIES
IDEA Public Charter School	$ 536,800.00	Socio-emotional support staff, Student incentives (field trips, rewards), Professional development	$ 537,000	Y	A) Four support staff (three social workers and a school psychologist) provide targeted interventions to support at-risk students. This includes the development of behavior and support plans based on student data and checkpoints taken throughout the year. Interventions are impleted by support staff both in the classroom and in one-to-one sessions. Where necessary and appropriate, support plans are shared with key stakeholders to further support each student's needs. Additionally, we provide students with opportunities for more targeted interventions through our Saturday School program, After-School Tutoring Communities and Reading Intervention courses. Students and teachers work in more focused settings that provide differentiated support that is tailored to each student's needs. B) Attendance incentives are provided year-round for students in order to support both at-school and in-seat attendance. Students, teachers, deans, support staff and families are able to track student attendance and the impact on their growth in school. Incentives include reward points that can be used in the school store, field trips and quarterly celebrations. C) Professional development for all staff is provided year round with targeted learning sessions on topics relevant to our at-risk student population. These sessions are data-driven and allow for teachers, clinicians and support staff to engage with information that will help inform their practice with students. Additionally, we provide targeted sessions for specific stakeholders in order to further develop their practice with key check in points to reflect on implementation and data.
Ingenuity Prep PCS	$ 943,731.00	Academic Interventions, Social- Emotional Supports, Student Supplies	$ 993,798	Y	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 academic leadership, Social Workers, a student support team (director and coordinators), Speech-Language Pathologists, and Director of Student & Family Support. Furthermore, At-Risk funds go towards the school's 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.
Inspired Teaching Demonstration Public Charter School	$ 173,240.00	Student support staff: academic and social-emotional intervention supports	$ 177,492	Y	The Inspired Teaching Demonstration School allocates its at-risk funds in support of staff who specifically provide student support and intervention services to students. This includes the Chief of Culture, Access & Equity; School Social Worker; Intervention and Instructional Specialist; and the Behavior Intervention Manager. Funding supports their salaries, professional development, and materials. These staff people provide academic and social-emotional support services through individual or small group interventions.

LEA Name	Estimated At-Risk Allotment:	Spending Categories	ESTIMATED TOTAL COST:	Is the estimated total cost more than expected at-risk funding?	PART C: DESCRIPTION OF SPENDING CATEGORIES
Kingsman Academy Public Charter School	$ 575,743.00	Schoolwide programs: Personnel Salaries & Benefits, Schoolwide programs: Direct Student Expense, Schoolwide programs: Occupancy Expenses	$ 700,847	Y	In the 2018-19 school year, 90% of Kingsman Academy students were identified as at-risk. We anticipate a similar percentage in the 2019-20 school year. As a result, we use at-risk funding to support multiple school-wide programs and interventions. For the 2019-20 school year, we expect to spend the at-risk funding to support two programs specifically designed to meet the needs of students who are most at risk of not graduating from high school because they are overaged and under credited, parenting, serving as caregivers for family members, or returning to school after detention or incarceration. Both R.I.S.E. and Bridging the Gap are specifically designed to improve learning and academic outcomes for these students. 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. Bridging the Gap combines online learning, direct instruction, independent study, and community learning opportunities to provide a change in scenery and approach for students who have been or are at significant risk of being disengaged from school. The estimated spending plan includes the cost of salaries and benefits for 5.75 FTEs (1.75 Program Directors, 3 Teachers, and 1 Behavior Interventionist); direct student expenses including a blending learning platform, student transportation, community learning expenses for students in the Bridging the Gap program, student computing devices, and behavior support services; and the cost of building security for the extended hours of the R.I.S.E. program.
Latin American Montessori Bilingual PCS	$ 104,950.12	Out of school time, Subsidized Scholarship for Extended Learning Day Program, Subsidized Scholarship for Summer School Program	$ 228,800	Y	LAMB offers fee-based extended learning day (ELD) 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 education mission in a safe and fun environment. Before-care services at LAMB begin at 7:15am. 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 6:00pm 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. ELD is a full Spanish immersion program, which helps develop students' Spanish social language and use of Spanish vocabulary. Similar programming is provided for 4 weeks of intensive support during the summer. Estimated spending assumes full scholarship assistance to at-risk students. Given deficit in full scholarships vs estimated allotment, additional funding will need to be secured to cover costs, or partial scholarships will need to be provided rather than full.

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Lee Montessori PCS	$ 171,570.00	Social Workers	$ 172,899	Y	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. Of the students served, we project our at-risk population to be approximately 22%. Additional staff work at both Lee Montessori campuses to support trauma-informed practices, targeted for at-risk students. These whole-child solutions include coordination with classroom teachers, three social workers, and others to ensure coordination and quality.
Mary McLeod Bethune Day Academy, PCS	$ 518,805.00	Salaries, Summer School, Extended Day programs, Supplies, 8th Grade Trip	$ 533,355	Y	At-Risk funding will be used to support the four-week summer school program at both school locations. The summer program provided ELA, Math and IB transdisciplinary programming for all interested students as well as mandated students in grades prekindergarten through grade 8. Extended day activities to include tutoring, clubs, yoga, dance, music, intramural sports and Environmental Science program. 8th Grade Culminating Service Learning Trip. Salaries for Extended Day Coordinator, Dean of Students, Reading Specialist, Environmental Science/Garden Teacher, Parent Involvement Coordinator, Intervention Specialist, Muisc Teacher and Teacher Assistant.
Meridian Public Charter School	$ 778,207.50	Facilitation of success (transport, care, and uniforms), Management support, Family engagement, Academic interventions	$ 784,116	Y	Meridian's At-Risk funds will be dedicated to the 4 initiatives listed below. •Facilitation of Success - School provides transportation, after care and student uniforms to ensure all students, particularly those deemed At-Risk have the supports needed to be successful in the school community. •Management Support - Portion of schools contracted service fees are used to gain expertise in serving high At-Risk communities. This support would include training, pd, staff and support needed to serve the needs of this population • Family Engagement - funds allocated to improve family engagement with special populations of the school including at-risk and ELL families • Academic interventions - Funds are used to hire talented personal experiences in serving the needs of the At-Risk demographic. Staff included in program support the early childhood needs, Behavior Support, RTI Coordination, and Schoolwide Counseling.
Monument Academy PCS	$ 189,343.00	**Sped Salaries, Student Support Salaries, Well Being Salaries**	$ 1,170,000	Y	Projected At Risk funding for FY20 is $189,343 For 2019-20 we are projecting to spend at least $1.17 million on programs and services for at-risk youth - $1,170,000 on Well-Being and Behavior support salaries. 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. 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.

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Mundo Verde Bilingual PCS	$ 271,755.00	Student & Family Services Support, Professional development, Academic interventions, Student Subsidies for Out of School Time, Transportation, and Summer Enrichment, Social-emotional supports	**$ 337,000**	Y	Mundo Verde will use its a-trisk funds to support the most needy of our students. The Intervention team wil ensure that all students in need of academic support receive it, along with addressing any underlying issue.. Mundo Verde is contracting with Georgetown WISE center to support our robust teachers. Finally we are looking to subsidize all of our fee based programs - extended day, transportation, summer, and others.
National Collegiate Prep	$ 217,160.00	Summer School, Sped Instruction, Contracted SpEd Services (MEECA Group, Wells Consulting), Student assessment materials (ANET, AVID), Student Counseling Services	$ 221,791	Y	· 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) · Counseling services to assist in managing behavioral intervention and student outreach. · SpEd and Intervention staff and teachers to support SpEd and at-risk students · 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.
Paul Public Charter School	$ 822,280.00	Summer School, Homework Center, Intervention and Sped Instruction, Read/Math 180, Student assessment materials (ANET, MAP), Translation Services, Computers	$ 915,790	Y	At-risk spending for school year 2019 – 2020 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

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Perry Street Prep	$ 494,100.00	Education Materials, Transportation, Auxilary Programs, Social-Emotional Staff, Training, Materials	$ 544,814	Y	Purchase additional materials for student learning. Provide transportation assistance. Provide before and after-school programming at no cost to students. Provide social and emotional support to students through access to mental health.
Richard Wright Public Charter School	$ 434,320.00	Salaries: Academic Intervention & Behavorial; Student Supplies	$ 436,384	Y	Richard Wright PCS has hired staff to plan, implement, and/or facilitate school-wide programs to support our students whose challenging life circumstances negatively impact their potential for success. These interventions are designed to increase parent engagement, student achievement, high school completion and postsecondary success in consideration of the particular challenges that these students face. These funds support staff who lead academic and behavioral interventions with specific students to increase engagement in the classroom, and to create a school culture conducive to learning. The positions include a Director of College Counseling, Dean of Students, a Behavior Specialist, and a mental health counselor. The extended day and Saturday school programs provide opportunities for students to deepen their understanding of content taught during the week, and build stronger relationships with caring adults. We recognize student attendance is vital to student achievement, and these funds provide resources to reduce barriers to strong school attendance, including hiring staff to work closely with parents to achieve strong attendance, and to Parent/Teacher Monthly Conference.

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Rocketship PCS	$ 1,889,932.00	School-based MTSS Staff (total across the region); Assistant Principal (1 per school @ $125,000 each x 2 schools); Summer school programming ($100,000 x 2 schools); After School Programming (total across the region - $50,000 x 2 schools); McKinney Vento Expenditures - uniform support and transportation ($15,000 per school x 2 schools); Attendance Challenges ($10,000 per school x 2 schools)	$ 1,961,338	Y	School-Based MTSS Staff Rocketship is making a deep investment into serving our at-risk students and becoming a leader in trauma-informed practice. Rocketship has hired school-based Wellness and MTSS staff to offer additional supports to our students and families. The positions hired to better support our students include: Associate Director of School Wellness, Culture Specialist, BCBA and Behavioral specialists, Family support & community engagement managers, Social-emotional learning specialists and Social workers & wrap-around coordinators, and enrichment coordinators. 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. Summer School Programming Rocketship offers 5 week summer school programming for all students with preference given to serve our at-risk families. 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.

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ROOTS PUBLIC CHARTER SCHOOL, INC		Extended School/Summer programs for Prek3 and PreK 4 students	$ 133,800	Y	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, 75% was used in the program for students in the K to fifth grade while 25% of the funding is used for K3 and K4 students. The program offers 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. Also, the summer programs assist the students to maintain the knowledge that they received the previous year by allotting hours of academic classes and reviews. Having the students from 7am to 6pm also provide safety to the students during weekday until they are picked up by their parent. 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, Lunch and snack are offered to the students.
SEED PCS	$ 338,459.00	Out of school time ; Social- emotional supports; Professional development; Academic interventions	$ 490,000	Y	The estimated costs of out of school time, social-emotional learning and supports, and academic interventions are largely for personnel. These positions are vital to our entire school's programming and success, especially our at-risk student population. OST programs provide additional instructional time for at-risk students and ensure they have a safe and welcoming place outside of the school day. We offer before and after care to all of our families free of charge. Each summer we provide summer school opportunities for at-risk and underperforming students. We have on staff at least 4 full time psychologist/social workers, who are supporting a school-wide social-emotional curriculum. These staff each have a caseload of students that receive direct and consistent support. The majority of these students are categorized as at-risk. We've also invested in professional development for staff on trauma-informed teaching practices and restorative justice. In addition to these OST and social-emotional programs, we've invested in academic interventions by hiring a literacy specialist. This specialist works with staff on teaching practices and also leads small group instruction for students who are not reading on grade level, a majority of who are categorized at-risk.
Sela PCS	$ 101,290.50	Director of Culture and Student Support; Lead Teachers	$ 113,410	Y	The Director of Culture and Student Support will provide at-risk students with social and emotional support directly and supervise and provide development opportunities for staff toward this end, and will spend approximately 50% of his time in this role. At-risk students will also receive additional instructional support in the classroom through Lead Teachers, who will spend approximately 10% of their time in this role.

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Shining Stars Montessori Academy Public Charter School	$ 112,240.00	Social-Emotional Supports; Academic Interventions; Professional Development	$ 147,000	Y	The estimated costs of our social-emotional supports and academic interventions are primarily to fund the staff costs needed to promote the positive social-emotional development and academic growth of all students, particularly those identified as at-risk. Moreover, professional development funding will be used to provide specific staff members with initial and on-going Montessori training (i.e., philosophy, positive discipline, etc.) as well as trauma-informed teaching practices to support our at-risk students. Social emotional supports are provided by our school psychologist and contracted behavioral health consultants. The estimated costs include partial funding for the school psychologist and total fees for the behavioral health contractors. The school psychologist and behavioral health consultants will have a caseload of students (individual and group) who receive direct and consistent behavior support, of which the majority are categorized as at-risk. The behavior health consultants will also conduct functional behavior assessments, create behavior intervention plans, attend team meetings, and regularly consult with teachers to continuously address the needs of our at-risk students. The estimated costs of our academic interventions includes the partial salaries of our literacy specialist, math specialist, and children's librarian. Professional development includes staff training and workshops on academic interventions as it relates to literacy and math supports. The literacy specialist and librarian will also share teaching practices with staff and lead small group instruction for students who are not reading on grade level, many of whom are categorized as at risk.
St Coletta Special Education PCS	$ 266,814.00	Level 4 Special Ed Education, Enrichment & Therapeutic	$ 18,739,724	Y	
Statesmen College Preparatory Academy for Boys PCS	$ 128,466.00	Student supports, Academic Intervention	$ 130,127	Y	•Student Support program provides good and services to students to meet the needs of the At-Risk student. Statesmen will allocate funds in purchasing uniforms and supplies for all students to ensure that at-risk students are best equipped to succeed during the school year. Statesmen will also use a portion of its funds to engage families in the community to provide a strong connection between the school and the families of at-risk students. This would include funds spent on student events. •Academic Intervention program will address the unique academic needs of At-Risk students. The funds will be used to pay for behavior aids to support at-risk student navigate the high behavior set forth by the school. A portion of the funds will be used to support the hiring of staff members to lead our school's RTI program and process to ensure each child is able to succeed at the school. Especially at-risk students.

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The Children's Guild DC PCS	$ 780,678.00	Co-Teachers; Behavior Support Specialists and School Counselors; Instructional Coaches	$ 780,678	Y	The Children's Guild DC Public Charter School uses at-risk funding to provide students with additional academic, social, emotional, and behavior support inside and outside of the classroom. The funds will be used to support staffing for: • Co-Teachers • Instructional Coaches • Behavior Support Specialists and School Counselors Co-Teachers are used to provide additional academic support within the classrooms which includes small group instruction for students that struggle in math and reading. The instructional coaches work with teachers to improve the teaching and learning practices. These coaches also work directly with students by providing small group instruction and 1:1 support in math and reading. Behavior Support Specialists serve as support to teachers, students, and families by providing in-class training and individual/small-group mentorship for students who struggling socially and emotionally. These individuals use research-based strategies such as restorative justice and other interventions to redirect and engage students who experience behavioral challenges in and outside of 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.

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Thurgood Marshall Academy	$ 518,805.00	Out-of-School-Time Programs, Professional Development, Student Academic & Behavior Support	$ 1,014,387	Y	Thurgood Marshall Academy's Fiscal Year 2019-20 budget includes spending roughly $1 million for programs and services supporting At-Risk students. The school projects 54% of its enrollment will meet the DC definition of "At-Risk," and historic indicators (such as pre-testing in 9th grade and Community School Provision eligibility under NSLP) indicate the plurality of students are at risk of failing academically without the supports the school offers. The school raises significant funds from foundations and individuals annually to support its services beyond the typical high school curriculum, but must also devote general funds to these services. The school's Out-of-School-Time includes school-year and summer programs. Summer programs include a Summer Prep program to prepare rising 9th-graders for a college preparatory curriculum. School year programs include on-site and off-site tutoring, a Law Day program featuring case-law work with legal professionals, and a variety of extra-curricular activities that support academic and social engagement. Professional development provides teachers opportunities to enhance skills serving an at-risk population and invests in retaining experienced teachers. Supports include academic, mental, and behavior supports ranging from three deans engaging in behavioral interventions, two college/alumni counselors fostering a college-going culture, data-driven assessment materials, an innovative year-end portfolio in which students review class work and goals in front of a panel of teachers, and robust resources for in-school and out-of-school work.
Two Rivers Public Charter School	$ 432,338.00	Academic interventions & Social- emotional supports	$ 869,384	Y	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 2019-2020. Assistant Teachers in every elementary school classroom for grades 1-5 (20 classrooms in 2019-2020 with an average cost per assistant teacher of $43,469 for salary and benefits)

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Washington Global Public Charter School	$ 345,870.00	Network-Level Support; Social- Emotional Support Staff; Additional Intervention & Support	$ 353,728	Y	•Social-Emotional Support Staff: To provide students and families additional social-emotional support by employing a Dean of Students and an Assistant Dean of Students. •Network-Level Support: To support network-level intervention program by employing a full time Director of Intervention who will oversee the academic intervention program and directly conduct student academic interventions. •Additional Intervention & Support: To provide additional behavior intervention and support by employing a Behavior Support Specialist.
Washington Latin PCS	$ 167,994.00	Summer school, Social Worker, Counselors, Case manager for At- Risk students	$ 202,621	Y	For the school year 2019-20, Washington Latin PCS has allocated "At-Risk" funds to cover the entire cost of our summer school program, and to cover a portion of the cost of our mental health department — specifically the costs of employing our part time social worker and a portion (20%) of the cost of our team of counselors. These employees take a holistic approach towards serving primarily "At-Risk" students. Additionally, in SY20 Washington Latin will hire a case manager for At-Risk students who will be fully dedicated to providing ongoing and targeted support to the students who need it most.
Washington Leadership Academy	$ 536,099.00	Dean of Students; Dean of Students; Social Worker; Assoc Dean of Students; Director of Social Emotional Learning ; School Counselor; Summer School; Credit recovery; Salary of one vice principal	$ 589,490	Y	Washington Leadership Academy PCS is committed to serving the DC students who need a great high school the most, especially our at-risk students. In SY18-19, WLA used its at-risk per-pupil funding (approximately $253,000) to offer supplemental academic and behavioral support services to its student body, including a Dean of Students to provide additional support for students who need extra help and hiring a psychologist. In SY19-20, WLA will continue to use its at-risk funding (approximately $536,000) to provide services geared towards supporting these students. We have numerous staff members whose roles are dedicated to providing added support to at- risk students. These individuals include our two Deans of Students, an Assoc. Dean of Students, a Director of Social Emotional Learning, a Social Worker, and a School Counselor. We will also be covering the cost of one of our Vice Principals using At-Risk funds, as we have determined that our student population requires more than one Vice Principal who can provide additional support to those with high needs. Lastly, WLA has also allocated at-risk funds to cover the cost of providing summer school and credit recovery programs that help our at-risk students stay on track.

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Washington Yu Ying PCS	$ 79,056.00	Before and After School Booster	$ 92,768	Y	The at-risk funding has been important in helping support Yu Ying's rigorous and nurturing educational model as well as create and fund important initiatives: 1. Academic Intervention Program (Before and After School Booster Groups) 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 / Chinese Language Arts or Math. These intervention groups are 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 language arts or math group 4-5 times a week for the entire school year. Research based interventions were implemented by the ELA,math and Chinese intervention teachers. Intervention group progress data were tracked by the intervention teacher and maintained in a data sheet. Families 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. The Intervention team provides parent education sessions to support parents working with their children at home. In total, 7 educators manage our academic year intervention program: 4 full-time employees and 3 part-time employees. 2. Family Liaison This year we've hired a part-time family liaison whose goal will be to work with and support at-risk families. The mission of the Family Liaison is to strengthen the relationship between vulnerable populations and Yu Ying through providing: attendance support, parent outreach, and access to affordable before care/aftercare. This role will support mission-aligned school culture with the goal of ensuring that students, especially at-risk students, are empowered to do their best learning by facilitating two-way meaningful communication between home and school and problem solving issues that challenge students' academic and social emotional wellbeing. We estimate that about 75% of the family liaison's position will be working directly with at-risk families.