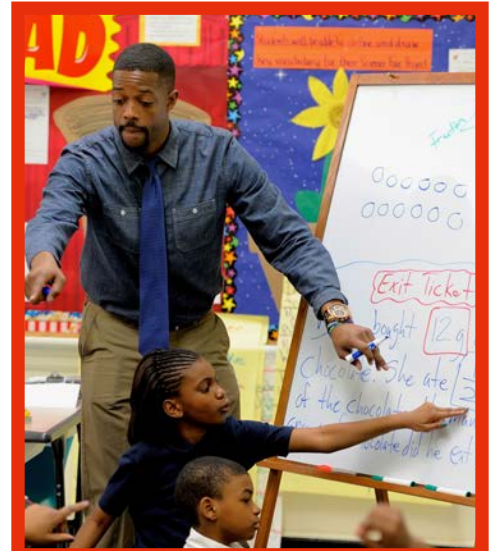




# Center City Public Charter Schools

Character, Excellence, Service



## Annual Report 2016-2017

Center City Public Charter Schools  
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# ANNUAL REPORT NARRATIVE

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## I. School Description



### A. Mission Statement

#### **Mission**

Center City Public Charter Schools empowers our students for lifelong success by building strong character, promoting academic excellence, and generating public service throughout Washington, D.C.

#### **Vision**

Driven by character, excellence, and service, Center City Public Charter Schools seeks to:

- Foster a community of lifelong learners;
- Graduate students ready to go to and through college; and
- Prepare our alumni to serve and lead others in the 21<sup>st</sup> century

#### **Core Values**

Character: Achieve with heart  
Excellence: Achieve with greatness  
Service: Achieve with others in mind



## B. School Program

During the 2016-17 school year, Center City PCS educated 1,456 students at our six campuses which are named after the neighborhoods they are located in: Brightwood, Capitol Hill, Congress Heights, Petworth, Shaw, and Trinidad. Each campus served students in PreK4 through 8th-grade and our Congress Heights, Brightwood, and Petworth campuses also served students in grade PreK3. The school year started on August 22, 2016 and ended on June 16, 2017 and our students attended school for an extended school day from 8:30 AM to 4:00 PM on Monday, Tuesday, Thursday and Friday and from 8:30 AM to 2:30 PM on Wednesday.

### **Academic Program and Center City PCS**

Center City's academic program is designed to prepare students for high school, college, and career. Our curriculum and instructional practices are aligned to the Common Core State Standards for English Language Arts and Mathematics, the Next Generation Standards for Science as well as a comprehensive social studies program which is designed using the Common Core ELA standards and the College, Career and Civic Life (C3) Framework. Additionally, we believe in providing the most comprehensive education possible while maintaining the integrity of a small school program. Our students not only participate in the core academic programs of English Language Arts (ELA), social studies, mathematics, and science, they also engage in physical education and health education. Other enrichment offerings vary from campus-to-campus, but include visual art, music, dance, Spanish, and drama as a regular part of a student's schedule.

#### *English Language Arts (ELA)*

Our ELA curriculum is deeply rooted in two simple beliefs: first, that scholars need significant "time in text" and second, that a true love of reading must be at the



core of each and every classroom. Driven by these beliefs, we use a curriculum that prioritizes the major shifts in instruction driven by the Common Core State Standards. Center City scholars spend significant time reading and closely analyzing complex texts as well as identifying evidence from the texts to support strong arguments. In grades K-3, scholars are securing foundational skills and engaging in text-based discussions through the Core Knowledge Language Arts program (CKLA). Scholars in grades 4-8 will meet the demands of the Common Core by engaging with authentic, high-interest literature that increases in complexity across the year. The ELA curriculum is complemented by the Write Steps Writing program in grades K-5, which provides scholars with an additional 45 minutes each day to explicitly learn and apply the best practices of a writer.

### *Mathematics*

Center City has adopted the Eureka Mathematics curriculum for grades K-8. The Eureka curriculum prioritizes the major work of each grade level, as designated by the PARCC Model Content Framework. Scholars spend significant time engaging in higher levels of mathematical performance – to persevere in problem solving, to reason using various mathematical strategies, and to reflect on mistakes, processes and solutions. Each unit includes opportunities for students to develop procedural skills and fluency while building a solid, conceptual understanding of foundational mathematics content. With a deep conceptual understanding of the content and daily opportunities to apply the Common Core Standards for Mathematical Practices, scholars are empowered to engage in mathematical discussions and to build a level of mathematical literacy that will follow them to high school.

### *Science*

We designed a science curriculum that is aligned with the Next Generation Science Standards and embodies the dual nature of science: a body of deep content knowledge and the processes and practices used to add to that body of knowledge. In middle school, scholars learn the key components of Earth, Life, and Physical sciences while being challenged to solve real world problems, analyze data in context and share their findings with their peers. These particular areas of focus are sufficiently rich to allow scholars to understand systems and subsystems, the nature of interactions, and how humans interact with the living and nonliving world for positive and negative outcomes, while also building their literacy, mathematical reasoning and problem-solving skills. Scholars learn early about the scientific process and are asked to apply this process of disciplined inquiry and experimentation to a science project of their choosing. All students in Pre-K through 2nd grade work on whole class science projects and students in 3rd through 8th grade will work on group or individual science projects. These projects are showcased for parents and visitors at the annual Center City PCS Science Fair.

### *Social Studies*

Our social studies curriculum is built around the Core Knowledge Sequence in grades K-5 which describes the content students should know at each grade level throughout the course of their education. In middle school, the curriculum is designed to focus on complex primary and secondary sources which requires accurate citation of visual and textual evidence. Our curriculum emphasizes the determination of central ideas, summarization, citation, inferencing, and analysis in order to build the critical thinking skills necessary for scholars to develop and defend historically accurate arguments in both written and oral response format.

### **Student Support Services**

At Center City Public Charter Schools, we ensure a Free Appropriate Public Education to all students. Our programming is inclusive of services for English Language Learners, students with disabilities, and response to intervention services for students struggling academically.

### *Special Education*

Special education is defined as a specially designed set of services in combination with best practices and methodologies to meet students' needs related to their disability. Our special education program educates students, to the extent possible, using inclusive, co-teaching models, ensuring all students are integrated into the school-wide culture. Student needs are met through varying levels of services as indicated on their Individualized Education Plan. Services may include: specialized instruction in reading, written expression, and mathematics; adaptive physical education; support for vision, hearing, or orientation/mobility; related services in speech/language therapy, occupational therapy, counseling, behavior support, and/or physical therapy.

### *English as a Second Language Program*

The foundation of our English as a Second Language program is our conviction that our English Learners (ELs) can be successful, given a supportive educational environment, research-based programs, and comprehensive instruction. In the 2016-17 school year, 184 students were found eligible for the English as a Second Language Program. At Center City, we focus on ensuring that all students receive instruction tailored to their individual needs. Inclusion teachers work hand-in-hand with general education teachers to adapt grade-level curriculum and incorporate language scaffolds to differentiate instruction and provide individualized support to students. Additionally, Center City offers a variety of supplemental programs for English Learner students and their families. Since 2012, Center City has offered an after-school language development program called ESL After the Bell.

### *Interventions*

At Center City PCS we have a myriad of interventions that are infused into the core content blocks for our K-5 students. Our middle school students have a dedicated intervention/conferencing block in which we've allocated 45-60 minutes per day toward academic interventions. All of our schools have access to Ten Marks, Lexia, Wilson, Foundations, Just for Words and LLI. Each campus assesses the needs of their students by analyzing MAP, Dibels, and AIMS Web progress monitoring data and provides additional intervention resources such as IXL, ST MATH, Mastery Connect, and Curriculet. For the 2016-17 school year, three of our campuses had an onsite interventionist who led the intervention program and supported students achieving below the 40th percentile. For the 2017-18 school year, every campus has an interventionist.

### *Enrichment*

Center City believes in nurturing the whole child. Therefore students at Center City have access to a wide variety of enrichment opportunities both during and after the school day, including music, chorus, visual arts, dance, and drama. The Enrichment Department integrates the development of communication, body awareness, teamwork, and creativity into enrichment programming to develop students' lifelong skills. In addition to classroom instruction, students have various opportunities to demonstrate their mastery of arts content through campus and district-based performances and showcases of talent.

### **Mission-Related Programs**

In addition to our rigorous academic program, Center City PCS believes in the importance of character education and service to others. These aspects of our mission are fulfilled in a number of ways and are framed by the competencies of character education and service learning, and the annual Capstone Project.

Center City PCS emphasizes character education throughout all six campuses. Campuses hold morning meetings and morning gatherings to allow the students to gather as a community and engage and reflect upon our core values. Our students have regular experiences addressing the core value, defining it as a community, practicing the value through a service and/or leadership activity, and then reflecting upon the relationship between the value and their role. Core values are celebrated school-wide through common practices, ongoing dialogue, student recognition, and a culminating student-centered activity.

All students in Pre-K through 8th grade complete a yearly Capstone Project. The Capstone Project is a core component of the Center City PCS curriculum. These classroom-based, student-centered projects are designed to bring together academic rigor and the elements of our mission - character, excellence, and service - through an in-depth study of a particular local or global issue. Through

a project-based learning (PBL) approach, the Capstone Project allows students to access the elements of an interdisciplinary curriculum: core content, authentic experiences, character education, service learning, and community exploration.

For the 2016-17 school year, Capstone enabled students to continue to build their knowledge in current events topics that impact their lives. Students studied issues such as urbanization, racism, environmental sustainability, and climate change. The Capstone study culminated in a Celebration of Learning in which students presented to their peers from other grades, family, and community members. Presentations ranged from whole class presentations to powerpoints, student-created videos, and short oral policy recommendations.

To fulfill our mission of generating public service, all students participate in community service activities. In the 2016-17 school year, students participated in activities with Martha's Table, Pennies for Patients, and Bread for the City.

### **Family Engagement at Center City PCS**

At Center City PCS, we believe that families are integral to student success and that effective family engagement will increase parent satisfaction as well as support the culture of the school community. Family engagement at our campuses experienced continued growth in the 2016-2017 school year. We continued a partnership with the Flamboyant Foundation to strengthen our academic partnership with families and solidify our family engagement practices district-wide. Center City has two practices that serve as the cornerstones of our family engagement efforts: (1) visiting families in their homes (or a place in the community) to build trusting relationships and (2) equipping families to monitor and support their child's progress through academic partnering. All campuses engage in home visits. On average, campuses visited 60% of families.

Campuses hold a variety of types of academic partnering meetings with parents three times each year. These meetings include student-led conferences, academic parent teacher team meetings, and parent teacher conferences. Middle-school students participate in student-led conferences where they lead a conversation with their parents and a teacher about their strengths and weaknesses. Teachers hold academic parent teacher team meetings with all parents in a particular class to provide information about the curriculum and how to support learning at home. Finally, campuses hold parent-teacher conferences in which parents meet one-on-one with the teacher to learn about their student's performance.



## **Community Events**

Center City PCS offers students multiple opportunities to explore their passions and the diversity of our world, including annual Center City Community Events. Students participate in classroom and campus competitions in a variety of content areas, including mathematics, spelling, science, and enrichment. Winners of the campus competitions advance to the district competitions. Many district winners have the opportunity to advance to city-wide competitions. Our campuses host several sport competitions, family fun days, arts showcases and performances, back to school nights, and informational sessions for parents. At the end of each school year our 8th-grade luncheon brings all of our 8th graders together to receive awards and recognition and well wishes from Center City staff.

## **Professional Development**

Part of Center City's vision is to foster a community of lifelong learners, which includes both students and staff. Therefore, we have a strong emphasis on professional development and coaching, including district-wide professional development, campus-level professional development, and observation, feedback and coaching. Each school year we begin the year with pre-service professional development that focuses on team building initiatives as well as school culture, curriculum, and instruction aligned to the Common Core. In the 2016-17 school year, we had two weeks of pre-service professional development for all staff. We also had seven additional, district-wide, professional development days that enabled us to focus on district-wide initiatives and enabled our staff to collaborate across campuses.

Campus-based professional development allows campus leaders to extend the organizational priorities to the campus-level with a specific focus on meeting the needs of all students at that particular campus. Campuses also hold weekly professional learning communities (PLCs) in grade-bands (PK-1st, 2nd-5th grade, and 6th-8th grade), facilitated by a school leader and/or a teacher-leader. PLCs address specific student issues, review student work, plan together, review PBIS systems, and strengthen instructional practice. The grade-band PLCs are the primary way of ensuring consistency, communication, and problem-solving between all members of a grade-band team. Consistency across the district is ensured by the use of standard meeting protocols.

Finally, observation, feedback, and coaching is a critical component of our professional development model. The goal of observations is to provide immediate and actionable feedback to teachers on their instructional practice, including differentiation, student engagement, assessment and classroom culture. Our principals, assistant principals, and deans provide teachers with ongoing observations, feedback and coaching throughout the school year. All

teachers within Center City have at least 10 informal observations as well as at least two formal observations each year.

### **Assessment**

Center City utilizes a comprehensive battery of assessments to measure student growth and achievement. AppleTree's Every Child Ready (ECR) Language & Literacy and Math Assessments, and the Phonological Awareness Literacy Screening (PALS), are administered to all PreKindergarten students five times per year. These early literacy and numeracy assessments are administered in September to develop a baseline of students' levels of proficiency and reading and math readiness. Students' growth is monitored in October, December, and March and final growth and achievement outcome data are gathered from the May administration.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Text Reading and Comprehension (TRC) assessments are administered to all Kindergarten through 3rd-grade students three times per year (Sept, Jan, and May). These literacy screening assessments are used to determine students' reading readiness by assessing phonemic awareness, phonics, reading fluency, comprehension, and vocabulary skills, and helping teachers to identify students' instructional reading levels. For students with disabilities, we administer the Aimsweb curriculum-based measurements in math and reading to assess and progress monitor students on foundational reading and math skills.

NWEA's Measures of Academic Progress (MAP) is a computer-based assessment that is administered three times per year (Sept, Dec, and June) to K-8th grade students for math and reading and to 6th-8th grade students for science. MAP adapts to students' responses, becoming more complex as students answer questions correctly and easier as they answer questions incorrectly. This adaptive format allows teachers to determine accurate levels of students' learning readiness and adjust instruction accordingly. In addition, MAP determines the projected growth for each student after the Fall assessment, and teachers and students are able to track student progress toward those goals throughout the year. After taking each MAP assessment, teachers and leaders analyze the data and create student-specific goals for growth. Teachers also use this data to communicate strengths and weaknesses to parents. Center City has also developed district-wide assessments in science and social studies.

Center City PCS also administers internally-developed, end-of-unit assessments to grades 2-8 for mathematics and grades 3-8 for reading to assess our student's mastery of curriculum content. End-of-unit assessments are given at the end of each curriculum unit and used by the curriculum team to inform improvements and modifications of the curriculum to best meet our students' needs.

## II. School Performance



### A. Performance and Progress

#### 1. Progress in Achieving the Mission

Center City Public Charter Schools' mission is to empower our students for lifelong success by building strong character, promoting academic excellence, and generating public service throughout Washington, D.C. We have made significant progress in achieving the mission by implementing a rigorous academic program, engaging in character education, and ensuring that all campuses participate in community service projects. In addition, we ensure that students are exposed to career options through career awareness activities and we provide them with guidance through the high school application process. All of these programs are described in the School Program section. Also, see Appendix F for students' community service participation.

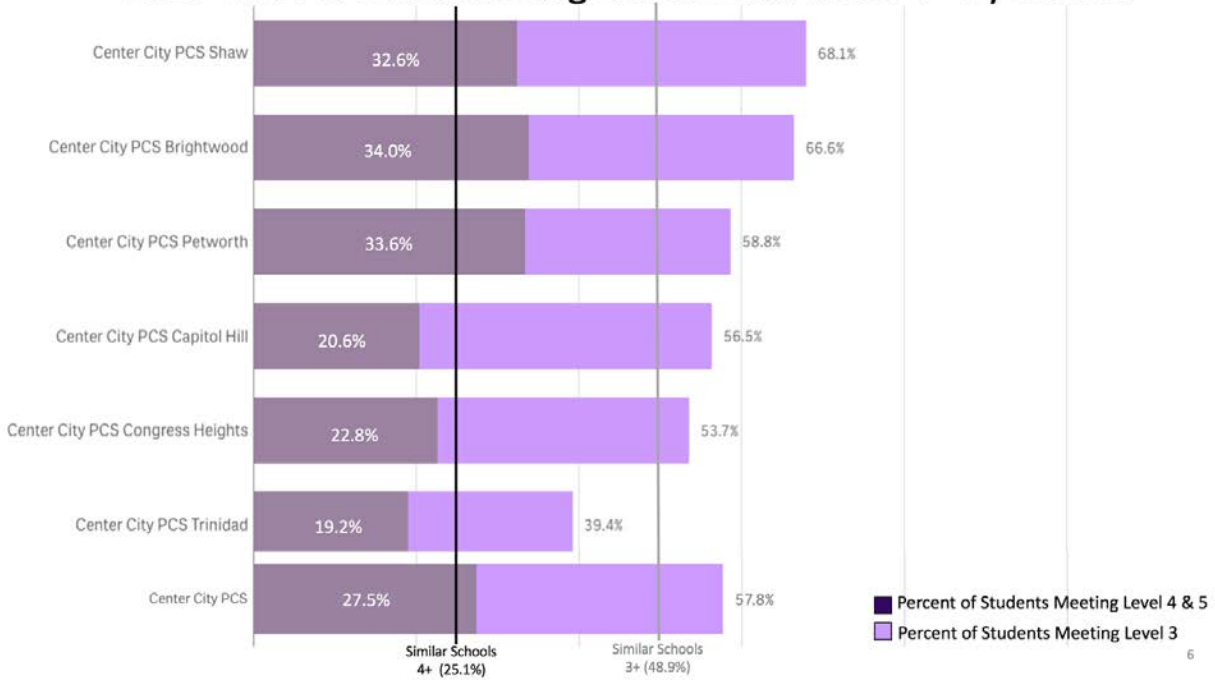
#### 2. Progress in Achieving Goals and Achievement Expectations

The following graphs provide an overview of Center City campuses' performance on the PARCC in English/Language Arts (ELA) and mathematics. Center City students have made significant progress in the proportion of students meeting or exceeding standards in ELA and mathematics. Center City has made greater progress than the charter sector and the District as a whole both from last year and over the last two years in both mathematics and ELA. Spring 2017 PARCC Performance - ELA & Math

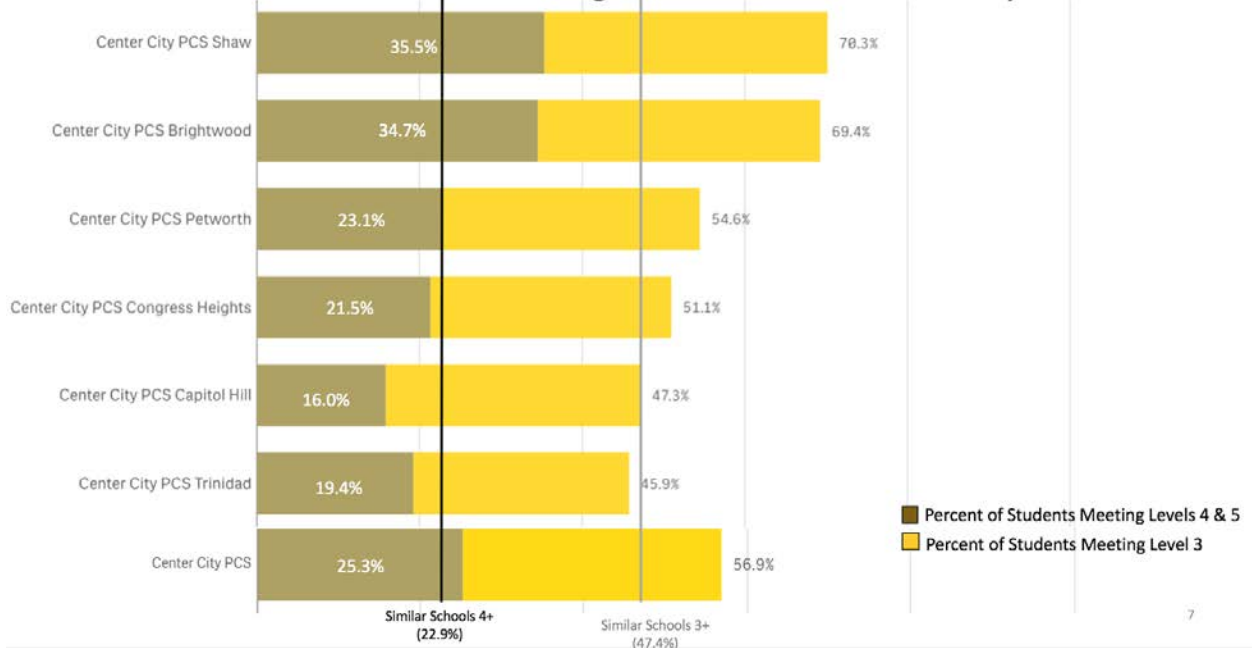
School Name	Subject	4+ 1-Yr Change	3+ 1-Yr Change	4+ 2-Yr Change	3+ 2-Year Change
All CCPCS	ELA	5.8%	5.3%	10.1%	11.3%
All CCPCS	Math	4.4%	4.3%	6.7%	9.6%
All Charter	ELA	0.4%	-0.4%	4.4%	3.4%
All Charter	Math	0.0%	0.6%	2.1%	0.6%
All DC	ELA	3.4%	2.9%	6.1%	6.4%
All DC	Math	1.6%	2.4%	4.9%	3.9%

Center City students are also out-performing similar schools (schools in wards 1, 4-8) in mathematics and ELA.

### 2017 ELA Percent Meeting Level 3 and Level 4+ by School



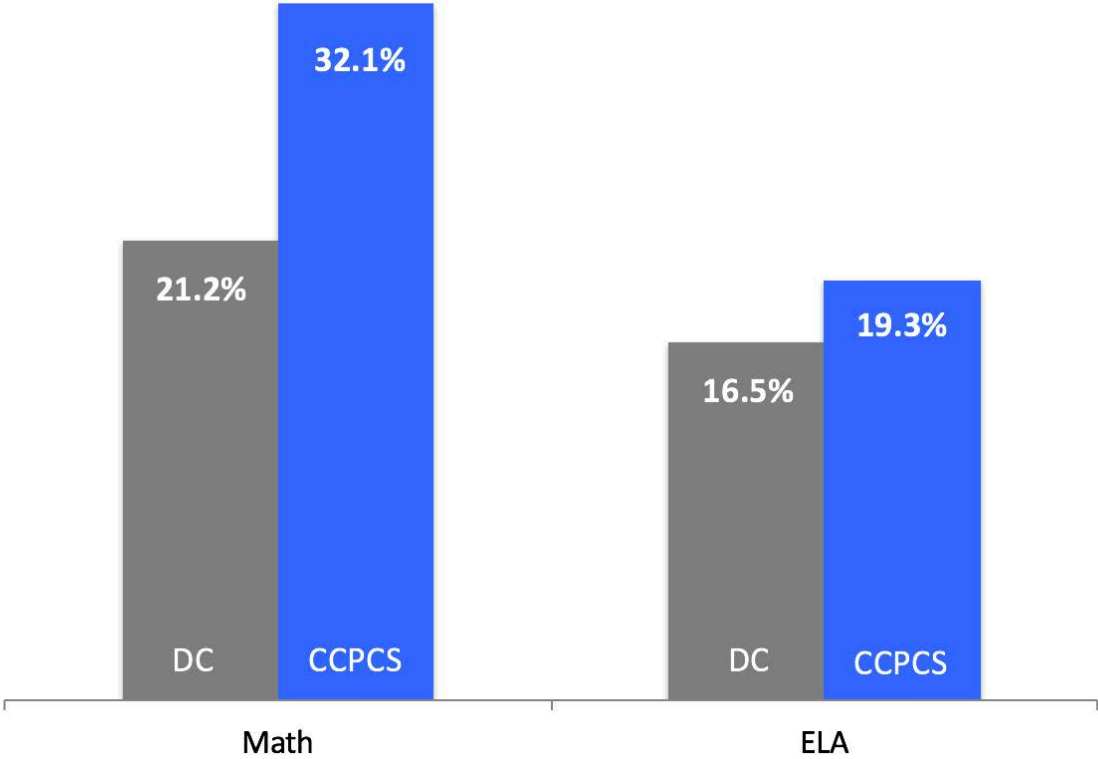
## 2017 Math Percent Meeting Level 3 and Level 4+ by School



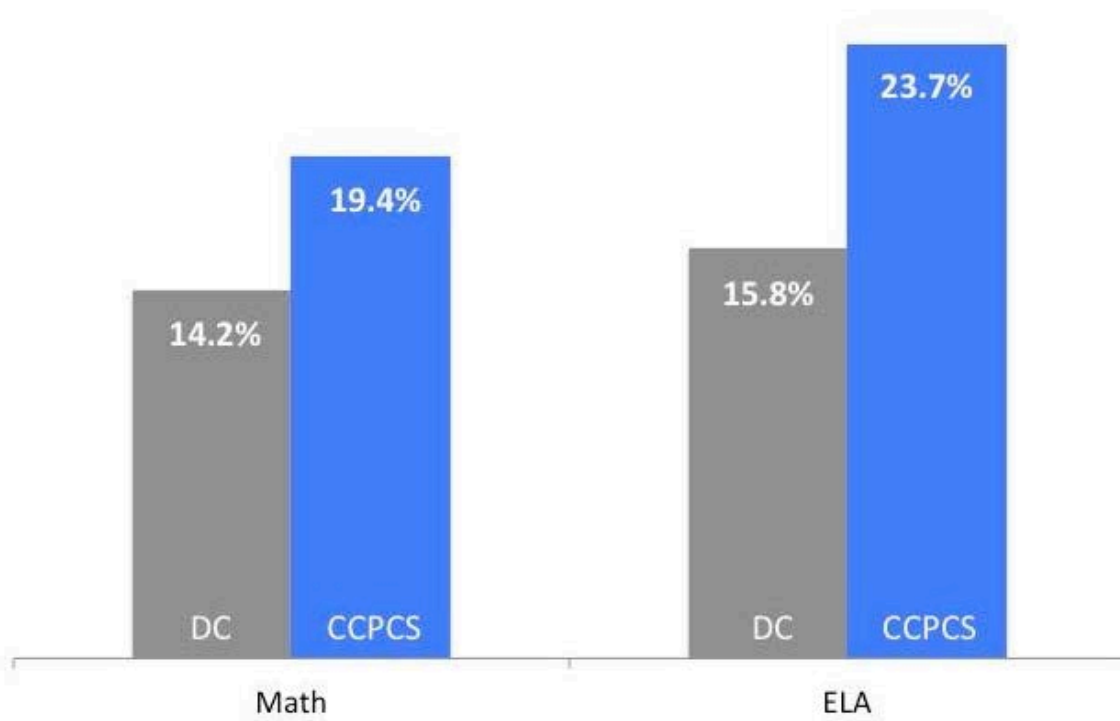


In addition, Center City's English Learner and at-risk populations are outperforming their DC peers, particularly in mathematics for English Learners and in ELA for at-risk students.

# PARCC EL Performance



# PARCC At-Risk Performance



Finally, Center City's Shaw and Trinidad campuses were included on Public Charter School Board's list of most improved schools.

## Most Improved Schools

Campus	Primary Ward	2016 PMF Tier	Improvement for Grades 3-8 in ELA and Math Meeting Expectations and Above (4+)			
			ELA		Math	
			Met Expectations and Above (4+)	Improvements in Met Expectations and Above (4+)	Met Expectations and Above (4+)	Improvements in Met Expectations and Above (4+)
E.L. Haynes PCS - Elementary School	Ward 4	1	41%	<b>9 p.p.</b>	47%	<b>7 p.p.</b>
Eagle Academy PCS - Capitol Riverfront	Ward 6	1	43%	<b>10 p.p.</b>	43%	<b>18 p.p.</b>
Friendship PCS - Chamberlain Elementary School	Ward 6	1	30%	<b>7 p.p.</b>	53%	<b>14 p.p.</b>
Shining Stars Montessori Academy PCS	Ward 5	2	43%	<b>24 p.p.</b>	29%	<b>14 p.p.</b>
Center City PCS - Shaw	Ward 6	1	33%	<b>7 p.p.</b>	36%	<b>6 p.p.</b>
KIPP DC - AIM Academy PCS	Ward 8	2	29%	<b>5 p.p.</b>	30%	<b>10 p.p.</b>
Center City PCS - Trinidad	Ward 5	3	19%	<b>6 p.p.</b>	19%	<b>11 p.p.</b>

Note: Schools are included on this list of most improved if they have a gain of 5 percentage points or more in both subject tests.



## B. Unique Accomplishments

Three Center City Campuses were named Tier One schools by the Public Charter School Board in the fall of 2016--Brightwood, Petworth, and Shaw. The Congress Heights Campus was named a 2016 National Blue Ribbon School by the U.S. Department of Education for making fast progress in closing achievement gaps among student subgroups. Additionally, five Center City teachers have been recognized by the national, Fishman Prize Competition over the last two years. One teacher received an honorable mention in 2016, a teacher was a Fishman Prize Finalist in 2017, and three teachers received Fishman Prize honorable mentions in 2017.

Three Center City staff members were awarded fellowships through the CityBridge Foundation. Rachel Tommelleo, principal at our Brightwood Campus, was named a 2016 School Retool Fellow. The School Retool: DC Program grants school leaders a professional development opportunity to use research-based practices to redesign school culture. To learn more about the School Retool Fellowship, visit <http://edinnovationdc.org/school-retool/>. Hannah Jacobson (Brightwood) and Kayla Larkin (Shaw) were named 2016 Education Innovation Fellows. The Education Innovation Fellowship exposes teacher leaders to effective practices in personalized learning and allows them to develop strategies for implementation in the 2016-2017 school year. To learn more about the Education Innovation Fellowship, visit <http://edinnovationdc.org/fellowship/>.



## C. List of Donors

Afergan Family Contribution Fund	M&L Adelfio Charitable Fund
Arnold Marcellus	Natasha Wiggins
Cecilia T. Johnson	Onongaya B. Irika
Center for Educational Improvement	Patrick Ford and Patricia A. Jordan
Clark Construction	Peter Robinson
Edward Harris	Prudential Financial
FR Paul Schetelick	Student Funds
Fred and Lesley Duncan	Timber Pizza Company
Griffin Foundation	United Way
Hanlon Charitable Gift Fund (BOA)	United Way: United Way Summer Strong 2017
Jennifer and Jackson Norton	University of Chicago/McKnight Foundation
Jerry Smelley	Zengo Fitness LLC

# DATA REPORTS

## Brightwood

### SY 2016-2017 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Brightwood
PCSB	Grades Served: PK3 - 8
PCSB	Overall Audited Enrollment: 276

### Enrollment by grade level according to OSSE's Audited Enrollment Report

PK3	PK4	KG	1	2	3	4	5	6
16	24	28	29	28	29	29	25	23
7	8	9	10	11	12	Altern-ative	Adult	SPED*
25	20	0	0	0	0	0	0	0

\*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

### Student Data Points

Source	Data Point
School	Total number of instructional days: 180
PCSB	Suspension Rate: 4.3%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.1%
PCSB	In-Seat Attendance: 97.0%



Source	Data Point
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: Validated after the annual report deadline.
PCSB	Midyear Entries: Validated after the annual report deadline.
PCSB	Promotion Rate: 99.7%
PCSB (SY15-16)	College Acceptance Rates: Not Applicable
PCSB (SY15-16)	College Admission Test Scores: Not Applicable
PCSB (SY15-16)	Graduation Rates: Not Applicable

**Faculty and Staff Data Points**

Source	Data Point
School	Teacher Attrition Rate: 22.2
School	Number of Teachers: 29 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$57,894.24 2. Range -- Minimum: \$38,045.00      Maximum: \$76,278.00

# Capitol Hill

## SY 2016-2017 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Capitol Hill
PCSB	Grades served: PK4 - 8
PCSB	Overall Audited Enrollment: 238

### Enrollment by grade level according to OSSE's Audited Enrollment Report

PK3	PK4	KG	1	2	3	4	5	6
0	22	26	22	24	23	25	24	24
7	8	9	10	11	12	Altern-ative	Adult	SPED*
24	24	0	0	0	0	0	0	0

\*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

### Student Data Points

Source	Data Point
School	Total number of instructional days: 179
PCSB	Suspension Rate: 11.3%
PCSB	Expulsion Rate: 0.8%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.1%
PCSB	In-Seat Attendance: 92.7%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: Validated after the annual report deadline.
PCSB	Midyear Entries: Validated after the annual report deadline.

Source	Data Point
PCSB	Promotion Rate: 99.7%
PCSB (SY15-16)	College Acceptance Rates: Not Applicable
PCSB (SY15-16)	College Admission Test Scores: Not Applicable
PCSB (SY15-16)	Graduation Rates: Not Applicable

**Faculty and Staff Data Points**

Source	Data Point
School	Teacher Attrition Rate: 26.9
School	Number of Teachers: 29 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$57,482.48 2. Range -- Minimum: \$48,500.00      Maximum: \$75,084.00

# Congress Heights

## SY 2016-2017 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Congress Heights
PCSB	Grades served: PK3 - 8
PCSB	Overall Audited Enrollment: 253

### Enrollment by grade level according to OSSE's Audited Enrollment Report

PK3	PK4	KG	1	2	3	4	5	6
16	17	24	26	30	25	26	29	23
7	8	9	10	11	12	Altern-ative	Adult	SPED*
21	16	0	0	0	0	0	0	0

\*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

### Student Data Points

Source	Data Point
School	Total number of instructional days: 181
PCSB	Suspension Rate: 3.6%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.1%
PCSB	In-Seat Attendance: 93.3%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: Validated after the annual report deadline.
PCSB	Midyear Entries: Validated after the annual report deadline.

Source	Data Point
PCSB	Promotion Rate: 99.7%
PCSB (SY15-16)	College Acceptance Rates: Not Applicable
PCSB (SY15-16)	College Admission Test Scores: Not Applicable
PCSB (SY15-16)	Graduation Rates: Not Applicable

### Faculty and Staff Data Points

Source	Data Point
School	Teacher Attrition Rate: 24
School	Number of Teachers: 28 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$59,790.68 2. Range -- Minimum: \$31,021.00      Maximum: \$84,484.00



# Petworth

## SY 2016-2017 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Petworth
PCSB	Grades served: PK3 - 8
PCSB	Overall Audited Enrollment: 257

## Enrollment by grade level according to OSSE's Audited Enrollment Report

PK3	PK4	KG	1	2	3	4	5	6
19	20	26	20	24	23	27	26	24
7	8	9	10	11	12	Altern-ative	Adult	SPED*
27	21	0	0	0	0	0	0	0

\*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

## Student Data Points

Source	Data Point
School	Total number of instructional days: 181
PCSB	Suspension Rate: 9.7%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.1%
PCSB	In-Seat Attendance: 94.5%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: Validated after the annual report deadline.
PCSB	Midyear Entries: Validated after the annual report deadline.

Source	Data Point
PCSB	Promotion Rate: 99.7%
PCSB (SY15-16)	College Acceptance Rates: Not Applicable
PCSB (SY15-16)	College Admission Test Scores: Not Applicable
PCSB (SY15-16)	Graduation Rates: Not Applicable

**Faculty and Staff Data Points**

Source	Data Point
School	Teacher Attrition Rate: 17.9
School	Number of Teachers: 31 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$60,636.17 2. Range -- Minimum: \$36,212.00      Maximum: \$76,278.00

# Shaw

## SY 2016-2017 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Shaw
PCSB	Grades served: PK4 - 8
PCSB	Overall Audited Enrollment: 234

## Enrollment by grade level according to OSSE's Audited Enrollment Report

PK3	PK4	KG	1	2	3	4	5	6
0	25	19	24	19	26	22	25	26
7	8	9	10	11	12	Altern-ative	Adult	SPED*
24	24	0	0	0	0	0	0	0

\*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

## Student Data Points

Source	Data Point
School	Total number of instructional days: 180
PCSB	Suspension Rate: 6.0%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.1%
PCSB	In-Seat Attendance: 92.4%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: Validated after the annual report deadline.
PCSB	Midyear Entries: Validated after the annual report deadline.

Source	Data Point
PCSB	Promotion Rate: 99.7%
PCSB (SY15-16)	College Acceptance Rates: Not Applicable
PCSB (SY15-16)	College Admission Test Scores: Not Applicable
PCSB (SY15-16)	Graduation Rates: Not Applicable

**Faculty and Staff Data Points**

Source	Data Point
School	Teacher Attrition Rate: 30.8
School	Number of Teachers: 26 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$60,970.36 2. Range -- Minimum: \$42,500.00      Maximum: \$82,423.00

# Trinidad

## SY 2016-2017 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Trinidad
PCSB	Grades served: PK4 - 8
PCSB	Overall Audited Enrollment: 184

## Enrollment by grade level according to OSSE's Audited Enrollment Report

PK3	PK4	KG	1	2	3	4	5	6
0	18	25	18	16	23	22	13	20
7	8	9	10	11	12	Altern-ative	Adult	SPED*
12	17	0	0	0	0	0	0	0

\*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

## Student Data Points

Source	Data Point
School	Total number of instructional days: 181
PCSB	Suspension Rate: 6.0%
PCSB	Expulsion Rate: 0.5%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.1%
PCSB	In-Seat Attendance: 94.1%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: Validated after the annual report deadline.
PCSB	Midyear Entries: Validated after the annual report deadline.

Source	Data Point
PCSB	Promotion Rate: 99.7%
PCSB (SY15-16)	College Acceptance Rates: Not Applicable
PCSB (SY15-16)	College Admission Test Scores: Not Applicable
PCSB (SY15-16)	Graduation Rates: Not Applicable

**Faculty and Staff Data Points**

Source	Data Point
School	Teacher Attrition Rate: 42.9
School	Number of Teachers: 25 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$67,242.12 2. Range -- Minimum: \$51,542.00      Maximum: \$86,223.00



# APPENDIX

## Appendix A: Staff Roster

Approximately 40% of instructional staff at Center City have Master's Degrees. Following are the staff rosters for each campus for the 2016-17 school year.

Last Name	First Name	Job Title	Campus
Aperans	Anna	MS Social Studies	Brightwood
Atwood	Dominique	Substitute Teacher	Brightwood
Battle	Nicole	Instructional Aid	Brightwood
Collins	Christopher	Special Education teacher	Brightwood
Corboy	Lauren	Kindergarten Teacher	Brightwood
Cromer-Snow	Amanda	PreK Instructional Assistant	Brightwood
Duran	Sindy	Campus Admin Assistant	Brightwood
Etheridge	Tiara	PreK3 Teacher	Brightwood
Gardner	Danielle	Kindergarten Instructional Assistant	Brightwood
Haupt	Briana	Extended Learning Instructor	Brightwood
Iglesias de Moreno	Rosaura	Meal Service Specialist	Brightwood
Kaplan	Anna	4/5 ELA/Social Studies	Brightwood
Keegan	Molly	Inclusion Teacher	Brightwood

Last Name	First Name	Job Title	Campus
Lazo-Contreras	Melissa	Door Monitor	Brightwood
Lazo-Contreras	Samantha	Extended Learning Instructor	Brightwood
Lazzaro	Joanna	PreK Teacher	Brightwood
Mamo	Selamawit	MS Math Teacher	Brightwood
Masi	Elizabeth	2/3 ELA/Social Studies Teacher	Brightwood
Mays-Fields	Alexis	Inclusion Teacher	Brightwood
McCoy	Lawren	PreK3 Instructional Assistant	Brightwood
McCray	Tremayne	ESL Teacher	Brightwood
Mendoza-Sejas	Maria	ESL Teacher	Brightwood
Mhoon	Princess	Dance Teacher	Brightwood
Moore-Johnson	Marian	Extended Learning Instructor	Brightwood
Newton	Christopher	Extended Learning Instructor	Brightwood
Novak	Samantha	Science Teacher	Brightwood
Plant	Ethan	First Grade Teacher	Brightwood
Powers	Paige	4/5 Math Teacher	Brightwood
Romero	Heidi	Operations Manager	Brightwood
Rosenberg	Abigail	Inclusion Teacher	Brightwood
Rountree	Jermar	PE Teacher	Brightwood
Smith	Allison	MS ELA Teacher	Brightwood
Spruill	Daniel	Music Teacher	Brightwood

Last Name	First Name	Job Title	Campus
Thompson	Abigail	Counselor	Brightwood
Tommelleo	Rachel	Principal	Brightwood
Walton	Ashley	2/3 Math/Science Teacher	Brightwood
Westerman	Micah	Assistant Principal	Brightwood
Ayala	Britney	Early Childhood Teacher	Capitol Hill
Bell	Victor	Dean of Culture	Capitol Hill
Brathwaite	KuWanda	Counselor	Capitol Hill
Brown	Charles	4/5 Math/Science Teacher	Capitol Hill
Butler	ALeighsha	Theatre Teacher	Capitol Hill
Calhoun	Lavelle	Extended Learning Instructor	Capitol Hill
Dragon	Valery	Principal	Capitol Hill
Fairfax	Alisha	4/5/ ELA/Social Studies Teacher	Capitol Hill
Gebremedhin	Fanuel	MS Math Teacher	Capitol Hill
Guse	Anna	Inclusion Teacher	Capitol Hill
Hansen	Beth	Assistant Principal	Capitol Hill
Johnson	Apryle	PreK Teacher	Capitol Hill
Johnson	Calvin	MS Social Studies Teacher	Capitol Hill
Lampkins	Stacie	Kindergarten Instructional Assistant	Capitol Hill
Lashley	Etienne	Music Teacher	Capitol Hill

Last Name	First Name	Job Title	Campus
Long	Gregory	Inclusion Teacher	Capitol Hill
Martin II	Leonard	2/3 ELA/Social Studies Teacher	Capitol Hill
McClaron	Maisha	MS Science Teacher	Capitol Hill
McDonald	Tiesha	SPED Teacher	Capitol Hill
McKinley	Sydney	2/3 ELA Teacher	Capitol Hill
Miles	Ashley	Speech Pathologist	Capitol Hill
Mitchell	Shanita	Administrative Assistant	Capitol Hill
Payton	Aggie	2/3 Math Teacher	Capitol Hill
Perkins	Sarah	MS ELA Teacher	Capitol Hill
Pitt	Julian	Behavior Support Specialist	Capitol Hill
Pray	Cheryl	Meal Service Specialist	Capitol Hill
Prue	Darryl	PE Teacher	Capitol Hill
Reed	Kaitlin	1st Grade Teacher	Capitol Hill
Riddle-Koroma	Kenneth	Dedicated Aide	Capitol Hill
Riley	Lynette	Operations Manager	Capitol Hill
Scott	Ciera	Inclusion Teacher	Capitol Hill
Washington	Wanda	PreK Instructional Assistant	Capitol Hill
Williams	Kyvonne	Associate Teacher	Capitol Hill
Adams	Timothy	Meal Service Specialist	Congress Heights

Last Name	First Name	Job Title	Campus
Barge	Nia	Flex Enrichment Teacher	Congress Heights
Benn	Beverly	Early Childhood Teacher	Congress Heights
Coleman	Miguel	PreK3 Instructional Assistant	Congress Heights
Crowe	Sean	Associate Teacher	Congress Heights
Cummings	Kwantia	Dedicated Aide	Congress Heights
DeTurris	Christopher	MS Social Studies Teacher	Congress Heights
DeTurris	Jamie	Summer Academy	Congress Heights
Fisher	Shaylysea	MS Math Teacher	Congress Heights
Gilmore	Brittany	PreK Instructional Assistant	Congress Heights
Hutcherson	Chanda	Campus Admin Assistant	Congress Heights
Jacobs	James	MS Science Teacher	Congress Heights
Jean-Louis	Cindy	2/3 Math Teacher	Congress Heights
Johnson-Cauthern	Sadiqa	Interventionalist	Congress Heights
Johnson-Fleming	Quiana	Assistant Principal	Congress Heights
Jones	Antonio	4/5 Math Teacher	Congress Heights
Kim	Linda	1st Grade Teacher	Congress Heights
Layne	Precious	4/5 ELA Teacher	Congress Heights
Leidig	Angela	Counselor	Congress Heights
Ofstedahl	Wendy	MS English/LA Teacher	Congress Heights

Last Name	First Name	Job Title	Campus
Patterson	Megan	Inclusion Teacher	Congress Heights
Pierce	Derek E.	Special Education Teacher	Congress Heights
Prophet	Aishah	Associate Teacher	Congress Heights
Reid	Quintin	PE Teacher	Congress Heights
Smith	Sidney	Operations Manager	Congress Heights
Thompson	Shervon	PreK Teacher	Congress Heights
Tulloch	Eileen	Kindergarten Teacher	Congress Heights
Wayne	Paul	Kindergarten Instructional Assistant	Congress Heights
White	William	Inclusion Teacher	Congress Heights
White	Niya	Principal	Congress Heights
Willoughby	Malcolm	Music Teacher	Congress Heights
Adams	Sarah	2/3 Math/Science Teacher	Petworth
Allen	Lindsey	ESL Teacher	Petworth
Bailey	Michael	1st Grade Teacher	Petworth
Bowles	Latia	PreK Teacher	Petworth
Burgy	Nazo	Principal	Petworth
Carvey	Jennifer	Early Childhood Teacher	Petworth
Chavez	Melanie	Inclusion Teacher	Petworth
Clark	Katherine	Inclusion Teacher	Petworth



Last Name	First Name	Job Title	Campus
Convery	Kerry	4/5 Math Teacher	Petworth
Daniel	Samantha	PE Teacher	Petworth
Etheridge	Danielle	Instructional Assistant	Petworth
Feldtmose	Emily	MS Math Teacher	Petworth
Felix	June	Kindergarten Instructional Assistant	Petworth
Fisher	Rita	Extended Learning Instructor	Petworth
Fox	Camelia	Operations Manager	Petworth
Ganuzza-Funes	Mariela	Door Monitor	Petworth
Grace	Benjamin	MS Science Teacher	Petworth
Greenwell	Chantya	PreK Instructional Assistant	Petworth
Hall	William	Extended Learning Instructor	Petworth
Jackson	Brianna	Inclusion Teacher	Petworth
Jacobs	Mike	Kindergarten Teacher	Petworth
Jefferson	Paul	1st Grade Instructional Assistant	Petworth
Joyner	Mark	MS Science Teacher	Petworth
Luetzow	Karla	2/3 ELA Teacher	Petworth
Luke	Monica	Assistant Principal	Petworth

Last Name	First Name	Job Title	Campus
Morgan	Cheryl	Operations Support Specialist	Petworth
Mukira	Cecilia	2/3 ELA/Social Studies Teacher	Petworth
Nuzzelillo	Shannon	4/5 ELA/Social Studies Teacher	Petworth
Patton	Justin	Special Education Teacher	Petworth
Ramsey-Macomber	Trevor	ESL Teacher	Petworth
Sesay	Juliana	MS ELA Teacher	Petworth
Strawbridge	Monica	Music Teacher	Petworth
Velasquez	Ligia	Campus Admin Assistant	Petworth
Whittington	Colby	Social Worker	Petworth
Williams	Careather	Dedicated Aide	Petworth
Yoerger	Ashley	MS Social Studies Teacher	Petworth
Adams	Emily	Kindergarten Teacher	Shaw
Alexander	Elizabeth	Special Education Teacher	Shaw
Amaya	Rosa	Campus Admin Assistant	Shaw
Atchison	Katrina	Meal Service Specialist	Shaw
Barcelli	Nina	MS Science Teacher	Shaw
Campbell	Audrey	2/3 Math/Science Teacher	Shaw

Last Name	First Name	Job Title	Campus
Clemons, Jr.	Jerome	Inclusion Teacher	Shaw
Colo	Jerry	Spanish Teacher	Shaw
Edmunds	Malcolm	Dedicated Aide	Shaw
Fisher	Sheri	1st Grade Teacher	Shaw
Fleming	Bethany	4/5 ELA/Social Studies Teacher	Shaw
Fuller	Kimberly	4/5 Math/Science Teacher	Shaw
Gentile	David	MS English/LA Teacher	Shaw
Gillmeister	Alison	ESL Teacher	Shaw
Gorham	Maxine	1st Grade Instructional Assistant	Shaw
Graves	Frances	Dedicated Aide	Shaw
Hiden	Kelly	Associate Teacher	Shaw
Jones	Jamille	Art Teacher	Shaw
Jones	Patrice	Inclusion Teacher	Shaw
King	Natalie	Summer Academy Teacher	Shaw
Larkin	Kayla	2/3 ELA/Social Studies Teacher	Shaw
Lyons	Susan	MS Math Teacher	Shaw
McCloud	Alicia	Assistant Principal	Shaw
McColl-Batie	Melanie	Counselor	Shaw

Last Name	First Name	Job Title	Campus
Petrov	Elizabeth	Special Education Teacher	Shaw
Reese	Crystal	MS ELA Teacher	Shaw
Rutledge	Kathy	PreK Instructional Assistant	Shaw
Samuel	Nia	Operations Manager	Shaw
Shortt	Orwin	PE Teacher	Shaw
Taylor	Natasha	Dean of Instruction	Shaw
Thompson	Natasia	ESL Teacher	Shaw
Tyson	Brandy	Principal	Shaw
Briggs	Delonte Reginald	MS Math Teacher	Trinidad
Christian	Vernatta	Principal	Trinidad
Davis	Julian	PE Teacher	Trinidad
Edwards	Christine	Operations Manager	Trinidad
Farid	Wali	MS Science Teacher	Trinidad
Fernandez	Avanti	2/3 ELA/Social Studies Teacher	Trinidad
Gilbert	Erika	Campus Admin Assistant	Trinidad
Haggerty-Willis	DeAnte	Music Teacher	Trinidad
Harris	Teresa	2/3 Math/Science Teacher	Trinidad
Harris	Danielle	Inclusion Teacher	Trinidad
Harris	De'Lesia	Associate Teacher	Trinidad

Last Name	First Name	Job Title	Campus
Hill	Tori	1st Grade Teacher	Trinidad
Holmes	Bruce	Counselor	Trinidad
May	Rachel	Kindergarten Teacher	Trinidad
Parker	Sherri	Extended Learning Director	Trinidad
Parker	Deja	Door Monitor	Trinidad
Parrish	Christine	Interventionalist	Trinidad
Ralph	Patricia	MS Social Studies Teacher	Trinidad
Robertson	Jonathan	4/5 Math Teacher	Trinidad
Snowden	Aaron	Instructional Assistant	Trinidad
Spurgeon	Kiara	Instructional Assistant	Trinidad
Tolliver	Nia	Instructional Assistant	Trinidad
Wagstaffe	Tanya	4/5 ELA/Social Studies Teacher	Trinidad
Williams	Shonta	MS English/LA Teacher	Trinidad
Willis	Etondra	Instructional Assistant	Trinidad
Wright	Nickie	Meal Service Specialist	Trinidad
Wright	Sharon	Dean of Culture	Trinidad
Yette	Cynthia	Extended Learning Instructor	Trinidad
Zaid	Khaatima	Inclusion Teacher	Trinidad

## Appendix B: Board Roster

Name	Position	DC Resident	Term Date	Term Expiration
Thomas O'Hara	Chair	Yes	2012	2018
George W. Brown	Vice Chair	Yes	2010	2019
Janet "Betsy" Hanlon	Treasurer	Yes	2013	2019
Lydia Adelfio	Secretary	No	2013	2019
Ralph F. Boyd	Member	No	2009	2018
Jack Griffin	Member	No	2008	2017
Diedra Henry-Spires	Member	Yes	2016	2019
Margaret Horn	Member	Yes	2012	2018
F. John Duncan	Member	Yes	2014	2017
Nasir Qadree	Member	Yes	2016	2018
Neville Waters	Member	Yes	2016	2017
Tiffany Tabb	Member, Parent Representative	Yes	2016	2018



## Appendix C: Use of at-risk funding received during 2016-2017

Center City uses at-risk funding to support our co-teaching model. The funding enables us to hire associate teachers, residents, and additional inclusion teachers to allow teachers to provide additional support to students who need it. Co-teaching allows for one-on-one support and small group instruction within our core content classes.

# Appendix D: Unaudited Year End Financial Statement, 2016-2017

PRELIMINARY/UNAUDITED

**CENTER CITY PUBLIC CHARTER SCHOOLS**  
**FINANCIAL STATEMENTS**  
**6/30/17**

UNAUDITED



STATEMENT OF ACTIVITIES		BALANCE SHEET	
	YE 6/30/2017		6/30/17
<b>REVENUE</b>		<b>ASSETS</b>	
State and Local Revenue	24,396,554	Current Assets	
Federal Revenue	3,090,736	Cash	3,873,587
Private Grants and Donations/Fees	456,921	CDs Operating Reserve	2,001,148
Total Revenue	27,944,211	CDs Board Reserve	2,988,000
<b>EXPENSES</b>		Accounts Receivable	647,785
Salaries	14,394,488	Other Current Assets	588,489
Benefits and Taxes	3,673,384	Total Current Assets	10,099,009
Contracted Staff	292,835	Noncurrent Assets	
Rent	2,418,703	Leasehold Improvements	4,681,663
Occupancy Expenses	1,313,024	CIP	52,998
Direct Student Expense	2,333,312	Operating Fixed Assets	2,091,293
General and Admin Expense	1,296,524	Accumulated Depreciation and Amortization	(4,925,972)
Total Ordinary Expenses	25,722,270	Total Noncurrent Assets	1,899,982
CHANGE IN NET ASSETS	2,221,941	<b>TOTAL ASSETS</b>	<b>11,998,991</b>
GROSS MARGIN	8%	<b>LIABILITIES AND NET ASSETS</b>	
<b>EXTRAORDINARY EXPENSES</b>		Current Liabilities	
Depreciation Expense	951,501	Accounts Payable	557,292
CHANGE IN NET ASSETS	1,270,440	Accrued Salaries and Benefits	1,367,305
	5%	Deferred Rent	166,907
<b>CASH FLOW ADJUSTMENTS</b>		Deferred Revenue	27,704
Operating Activities		Other Current Liabilities	12,795
Depreciation	951,501	Total Current Liabilities	2,132,003
Other Operating Adjustments	212,702	Net Assets	
Net Cash from Operations	2,434,643	Unrestricted Net Assets	5,585,748
Investing Activities		Board Designated UA	3,000,000
Purchase of CDs	(5,747,000)	Temporarily Restricted Net Assets	10,800
Matured CDs	747,000	Net Income	1,270,440
LHI/CIP	(834,064)	Total Net Assets	9,866,988
Operating Fixed Assets	(198,626)		
Net Cash (to)/from Investing Activities	(6,032,690)	<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>11,998,991</b>
CHANGE IN CASH	(3,598,047)		
BEGINNING CASH	7,471,634		
ENDING CASH	3,873,587		

# Appendix E: Approved Budget, 2017-2018

**CENTER CITY PUBLIC CHARTER SCHOOL  
BUDGET  
FY 2018**



**REVENUE**

State and Local Revenue	23,937,056
Federal Revenue	2,386,307
Private Grants and Donations	25,000
Other Revenue	329,000

**Total Revenue** 26,677,363

**EXPENSES**

Salaries & Wages	14,891,602
Employee Benefits & Taxes	3,841,840
Direct Student Expense	2,355,448
Occupancy Expenses	3,873,381
General Expenses	1,365,721

**Total Ordinary Expenses** 26,327,991

**NET OPERATING INCOME** 349,372

Depreciation 695,907

**NET INCOME AFTER DEPRECIATION** (346,535)

## Appendix F: SY 2016-17 Community Service Participation

	Activity	Date	Students Participating
<b>Brightwood</b>	Bullying Prevention Spirit Week	October 17-21, 2016	All School
	#HashtagLunch Bags	October 26, 2016	All School
	Walk for the Homeless/Emory Beacon of Light	October 28, 2016	All School
	Thanksgiving Food Drive	November 1-21, 2016	All School
	Earth Day Activity	March 29, 2017	All School
	Recycling Project	April 1-29, 2017	All School
	ESL After the Bell Canned Food Drive	March 2017	All School
	Jared's Box	May 2017	All School
	Staff Service Activity	May 2017	All School
	Uniform/Supply Drive	May 2017	All School
	Recycling Campaign - Earth Day	April 22, 2017	Grades 4-8
	Girls on the Run	Unspecified	Grades 4 & 5
<b>Capitol Hill</b>	DC Board of Elections	October 20, 2016	All School
	DC Central Kitchen	December 13, 2016	Grade 8
	Holy Comforter St. Cyprian Roman Catholic Church	November 21, 2016	All School

	<b>Activity</b>	<b>Date</b>	<b>Students Participating</b>
<b>Capitol Hill continued</b>	Share the Warmth	November 22 - December 13, 2016	Grades 6 & 8
	Family Feast - Fundraiser for Damita	November 21, 2016	All School
	Red Nose Day	March 24, 2017	All School
	Martha's Table Clothing Donation	February 21 - March 17, 2017	All School
	Jarod's Project	April 10 - May 5, 2017	All School
	Food and Friends	Unspecified	Grade 8
<b>Congress Heights</b>	Martha's Table	Unspecified	Grades 6-8
	NBC 4 Food and Family (Thanksgiving)	Unspecified	Grades 4 & 6-8
<b>Petworth</b>	Martha's Table	November 3, 8, 10 & 21, 2016	Grade 8
	Washington Animal Rescue League	Unspecified	Grade 6
	Need Organization	Unspecified	Grade 7
	Rescue Humane Alliance	Unspecified	Grade 5
	Capstone @ St. Elizabeth's	Unspecified	Grade 5
	Trout in the Classroom	January 2017	Grades 6-8
	Picking up trash @ CCPCS Petworth	April 26, 2017	Grade 7
<b>Shaw</b>	DC Central Kitchen	Unspecified	Grade 8
	JARED Project	November 30, 2016	All School
	Pennies for Patients	March 13, 2017	All School

	<b>Activity</b>	<b>Date</b>	<b>Students Participating</b>
<b>Shaw continued</b>	DC Central Kitchen	May 26, 2017	Grades 6 & 7
	Martha's Table	May 26, 2017	Grade 8
	Bread for City	October 21, 2016	Grade 8
	Food and Friends	November 18, 2016	Grade 8
<b>Trinidad</b>	Classroom/ Classroom	All year	Grades 4 & 5, PreK-K
	MLK Library	September 14, 2016	Grade 8
	Voter Registration Drive	November 8, 2016	All School
	Turkey/Canned Goods Drive	November 1-22, 2016	All School
	Breast Cancer Walk	October 14, 2016	All School
	Christmas Turkey Drive	December 15, 2016	All School
	Pennies for Patients	March 1, 2017	All School
	Community Service	March 6-7, 2017	Grade 8