



Annual Report

2024-2025

Cesar Chavez Public Charter Schools for Public Policy
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Co-Board Chairs: Jonathan Nobil and Frances Whalen

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ANNUAL REPORT NARRATIVE

I. School Description

A. Mission Statement

Mission: Chavez Schools' mission is to prepare scholars to succeed in competitive colleges and to empower them to use public policy to create a more just, free, and equal world.

Vision: Our vision is that all Chavez alumni have college degrees and lead lives of personal achievement and productive engagement in local and national public policy challenges. Further, elected officials, civic leaders, community organizers, and the media seek Chavez scholars out when they need student voices on public policy issues.

Approach: We accomplish our mission by challenging our students with a rigorous college preparatory and public policy curriculum – focusing on real-world public policy experiences – that fosters critical and disciplinary thinking, deep knowledge of our country's founding principles, and strong advocacy skills.

B. School Program

1. *Summary of Curriculum Design & Instructional Approach*

Curriculum: For the 2024-2025 school year, Chavez Schools continued implementing and refining curriculum aligned with the Common Core State Standards (CCSS) for Math and ELA, DC Learning Standards in Social Studies, and the Next Generation Science Standards (NGSS) for our science classes. These standards demand greater proficiency in problem-solving, critical analysis, reasoning, and in evaluating the strength of supports and claims through the quality of the evidence provided and utilized. The Common Core State Standards also promote a greater focus on scholars' proficiency in conceptual knowledge, application, analysis, and evaluation, while the Next Generation Science Standards emphasize science and engineering concepts and practices that help students build a deep understanding of science over time. Each content area relies on both the content standards and the aligned practice standards to ensure students are prepared to demonstrate what they know through methods best suited for each content area.

To meet the increased demands of the CCSS and NGSS, the middle school curriculum takes a rigorous, inquiry-based approach that allows scholars to explore and master problem-solving and critical-thinking skills. Rather than focusing on procedural approaches to learning, scholars engage in deep conceptual understanding that can be applied across multiple contexts and disciplines. It is paramount that scholars think critically about real-world problems and apply the knowledge acquired from the curriculum to these contexts. In the Middle School, Chavez used an aligned curriculum for core content courses. In English, scholars are engaged with the CommonLit curriculum aligned with grades 6-12. Scholars are engaged in Illustrative Mathematics, aligned in grades 6-8, and available to Algebra I, Algebra II, and Geometry students. In science courses, scholars engage with Amplify Science and Project Lead The Way (PLTW). Scholars use the Houghton Mifflin Harcourt (HMH) social studies curriculum. Though DC convened a working group to develop new Social Studies standards, curricula have not yet been developed to align with them.

In addition, Chavez continued to expand our dual enrollment program, partnering with UMass Global, Lawrence Technological University, and Arizona State University. We also participated in the citywide

course initiative, where our scholars took AP Psychology and American Sign Language. We also provided a robust Career Technical Education (CTE) program through OSSE's Advanced Technical Center (ATC). In SY 2024-2025, scholars took Intro to Cybersecurity. They also earned an industry certification in Cybersecurity.

Instructional Approach: Chavez teachers use instruction to empower students with the critical and disciplinary thinking skills to tackle complex, novel situations. A key component of that instruction is a focus on authentic intellectual work, with students constructing their knowledge through learning tasks that require higher-order critical thinking. Teachers use various instructional methods and strategies to bring this focus to life, ensuring that all students have access to quality, rigorous instruction. Chávez also focused on developing its teachers' pedagogical and content knowledge. In the Middle School, in addition to Tier 1 instruction, Chavez implemented Tier II and III interventions for all students, allowing them to access reading at their level to support their continued growth.

At Chavez, instructional planning is key to improving students' learning. We employ the research-based backward design model to ensure that instruction is effective. In this model, teachers must first understand the curricular goals, use precise assessment measures, and then determine which learning opportunities scholars need to meet those goals and succeed on the correlated statewide or national assessment. Finally, teachers and leaders use assessment data to provide feedback, re-teach, or move students to the next level. Chavez works backward from internal unit assessments created by the curriculum and the state assessment, CAPE. Chavez uses released CAPE items to support teachers in analyzing questions for rigor, ensuring that their instruction matches, at a minimum, the rigor identified in the state standards-aligned curriculum.

Assessments: At Chavez, teachers use various assessments to measure student progress, design appropriate instruction, and determine professional development needs. We employ formative and summative assessments, ranging from informal, frequent teacher-developed checks for understanding to quarterly benchmark assessments, NWEA MAP, and the state-mandated CAPE Assessment. Teachers and staff use the data from these assessments to inform instruction as we strive to provide the best possible education to our students.

In the 2024-2025 school year, we used data points from multiple assessments to gauge scholar progress, trigger immediate professional development needs, and inform instructional adjustments. The following is a summary of the major assessment tools, both internal and external, used at Chavez Schools.

CAPE – Grades 6, 7, 8, ELA I, ELA II, ALG I, and Geometry

All middle school and high school scholars in the required courses take this mandated standardized test, as determined by the District of Columbia, to assess mastery of content standards in reading and math. The CAPE assessment determines students' mastery/proficiency of the Common Core State Standards.

DC Science – Grade 8 & Biology Students

All eighth-grade and high school scholars enrolled in Biology take this District of Columbia mandated statewide test to assess mastery of content standards in science outlined in the Next Generation Science Standards.

PSAT 9/10 & PSAT/NMSQT – Grades 10 and 11

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program co-sponsored by the College Board and National Merit Scholarship Corporation (NMSC). It is a standardized test that provides first-hand practice for the SAT in critical reading, math, and writing.

SAT – Grades 11 and 12

The SAT Reasoning Test (formerly Scholastic Aptitude Test and Scholastic Assessment Test) is a standardized test that measures college readiness. The SAT is used for college admissions in the United States and aligns with the 21st-century skills colleges require.

Measures of Academic Progress (MAP) – All Scholars

Measures of Academic Progress (MAP) assessments in reading and mathematics are administered three times a year to all Chavez scholars. This computer-adaptive

test—where subsequent questions rise in difficulty for each correct student answer and become less difficult for incorrect answers—can be used to measure scholar mastery of the CCSS to show academic growth between administrations of the test and can provide comparative data by both school and scholar based on the assessment's normative scales.

Formative Assessment – All Grades

Teachers develop and use a variety of formal and informal assessments to measure students' progress throughout the quarter. These assessments include pre-assessments, exit tickets, quizzes, unit tests, and academic notebooks. Teachers use the data gathered from these assessments to tailor their instructional planning to students' needs.

Unit Assessments—Science, Social Studies, Math, and ELA All Grades

In English, Math, and Science, Chavez contracts with partners to provide curricula that include unit assessments aligned with unit standards. In History, Chavez's curriculum managers have created unit assessments and performance tasks to assess CCSS at the end of each unit. In math, the Illustrative Mathematics units also include a Check Your Readiness (CYR) diagnostic before each unit, allowing teachers to determine the support students may need with prerequisite material before introducing new topics.

2. Parent Involvement Efforts

Chavez Schools employ several strategies to increase parental involvement. We offer families support through our mental health and student support services, with parenting and child-rearing skills that include encouraging and sharing ways families can be involved in learning activities at home. We communicate frequently with families about our school programs, student progress, and needs regarding academics, attendance, discipline, community service, and enrichment opportunities. We have continued to improve recruitment, training, and scheduling to ensure families' involvement as volunteers in school activities and parent participation in important school decisions through our family engagement activities. Chavez also coordinates with businesses and agencies to provide resources and services for families, students, and the community. Finally, our high schools offer financial aid and college planning sessions for parents of upperclassmen. Some activities from the 2024-2025 school year are included below:

- Family Enrollment Nights

- Family Resource Night (hosted by our Mental Health Team)
- College Information Nights and Workshops
- Back to School Nights
- Parent Teacher Conferences
- Open Houses
- Junior and Senior Parent Nights
- Family Game Nights
- Recruitment/ Enrollment Saturday Fair

II. School Performance & Progress

A. Mission, Goals, and Academic Achievements

1. Fulfillment of Mission

Our unique public policy curriculum, which spans all grades served, allows us to fulfill our mission of preparing scholars to succeed in competitive colleges and empowering them to use public policy to create a more just, free, and equal world. The curriculum, described in more detail, includes high school coursework such as Introduction to Public Policy and Senior Thesis, as well as an internship at a DC nonprofit organization. Public policy is woven throughout our college preparatory program, and this combination has brought success to Chavez and our scholars.

To fulfill the Chavez School’s mission, we use the framework of “*understand, act, and believe.*” This approach recognizes that to be empowered, students must develop critical and interdisciplinary skills, as well as a sophisticated understanding of the United States’ founding principles, documents, and political, economic, and societal structures. Students must also take action and, in so doing, develop effective advocacy, professional, and communication skills. Finally, students must grow to see themselves as change agents capable of making a difference in the world. The elements of this approach are incorporated into all instruction at Chavez through the integration of public policy content into all courses, an advocacy project in each grade-level required public policy course, and enriching events and opportunities throughout the year.

Authentic integration of public policy at Chavez takes many different forms. Our curriculum is focused on developing students’ critical and interdisciplinary thinking skills, both of which are key to helping them use public policy to address real-world challenges and prepare them for college.

Authentic integration often connects with the “*understand*” element of our approach to public policy, but also incorporates elements of “*act*” through advocacy projects. Each of our grade levels participates in an advocacy project where they learn about an important public policy issue (*understand*) and take action in the real world to advocate for change (*act*). These projects also include a reflection that helps students develop their identities as change agents (*believe*).

In addition to the above experiences, students use their critical thinking skills to take action in the real world through public policy courses. Like advocacy projects, each public policy course helps students understand, act, and believe in the “understand, act, and believe” sectors of public policy.

Chavez offers several public policy courses during the traditional school year.

6th - 9th Grade Public Policy Capstone [.25 credit and 15 hours of community service]

- Full-time, 2-week course at the end of the year
- Students analyze a public policy issue, choose a solution, and advocate for change
- Employs experiential, service-learning **techniques** and develops activism skills in students

10th Grade Community Action Project (CAP) [.25 credit and 15 hours of community service]

- Full-time, 2-week program at the end of the 10th-grade year
- Students present their analysis of a public policy issue and make recommendations
- Students advocate to influence positive change in society

11th Grade Public Policy Fellowship [.5 credit and 45 hours of community service]

- Full-time academic internship for an insider's view of the public policy process
- Students gain important professional skills: resume writing, interviewing, and networking
- **Past** Fellowship sites included: the Office of Congresswoman Eleanor Holmes Norton, the U.S. Environmental Protection Agency, the National Park Service, the Office of Councilmember Grosso, College Bound, and the Woodrow Wilson Center.

11th Grade Financial Literacy Course [.5 credit]

- Providing the tools necessary to make sound financial decisions and thoughtfully plan for their college and career paths. In addition, they will learn concepts from micro- and macroeconomics to better understand the relationship between public policy and economics, and how these two areas impact citizens' personal finances.

12th Grade Public Policy Thesis and Presentation [1 credit]

- In-depth research and analysis course, culminating in a project at the end of the course
- Students research and write a public policy research paper
- Students present their research to public policy professionals and community members
- Topics for past research papers include: domestic violence, cyberbullying, the gender pay gap, criminal justice reform, mental health in the Black community, and immigration

In addition, students are exposed to several college and public policy opportunities and events each year at Chavez, in D.C., and nationwide. Here are a few examples of those opportunities:

Fall College Fair: In October 2024, Chavez Schools held a college fair, which invited over 50 colleges and career-based organizations. The fair was heavily attended by our community, and several students ended the day with on-site college acceptances.

College Visits: During the October 2024 SAT School Day, our scholars in grades 6-9 visited colleges and learned about curricular and co-curricular offerings. They went to Baltimore City College, George Washington University, Howard University, and the University of the District of Columbia (UDC).

Public Policy Day: In October 2024, Chavez Schools held a day-long event featuring workshops and collaborative discussions with the USAID policy team. Scholars had the opportunity to engage with

global policy issues related to famine and economic instability. Scholars also learned about the international career opportunities available through USAID and the US Department of State.

Junior Mission Trip: During SY24-25, our juniors explored the role of music and art as an act of resistance in the Mississippi Delta through an overnight experience in New Orleans, LA, and Jackson, MS. Students conducted a etymological study of Go Go Music, which has its roots in the Mississippi Delta, and also a comparative analysis of art as an act of resistance in New Orleans to Washington, D.C. During the trip, students also visited several colleges and universities, aligning with Chavez's mission of providing college preparedness and exposure to public policy.

In SY 2024-2025, the student-produced documentary was featured in three National Film Festivals, in Washington, DC, Charlotte, NC, and Oakland, CA.

You can see the documentary by using this link: https://youtu.be/dZZogoIfaJ8?si=Nl_szP8ECaFYzDm7

Symposium: Chavez Schools annually holds its Public Policy Symposium in June, where top Thesis students present their research and analysis to an audience of policymakers, board members, and volunteers. Students had the opportunity to present their Senior Thesis papers on Thesis night in May 2025, and the Symposium took place in June 2025 at the Chavez Schools.

Rigorous College Prep Program: Since our inception in 1998, Chavez Schools has worked diligently to ensure our seniors are admitted to college. In 2024-2025, 100% of graduates earned admission to a two- or four-year college. Additionally, the Class of 2025 amassed over \$ 4.4 million in scholarships, a \$2 million increase from SY 23-24. More specific information on our college acceptances and scholarships is provided in the Unique Accomplishments section of this report.

We are proud of our students' successes in college admissions and scholarships, but understanding college retention and graduation rates is equally important. To that end, Chavez Schools have been using data from the National Student Clearinghouse to determine how our students fare once they leave us. We have examined college persistence and success metrics and realized we need to do more to ensure that when our graduates leave us to enroll in college, they have the skills necessary to be college-ready and successful.

In acknowledging this data, the Chavez Schools began intensive, purposeful work on college readiness that goes beyond the College Prep Advisory class, first introduced in 2011. Our leaders have embraced a definition of college readiness first introduced by David T. Conley in his research, "Redefining College Readiness," and further defined by the Gardner Center at Stanford and the Annenberg Institute at Brown. Chavez acknowledges that for students to be college-ready in the 21st century, they must have more than high school competency. Our learners need to be academically prepared, measured as both content and cognitive skills; have the academic tenacity, shown in their attitudes and behaviors; and the contextual or college knowledge necessary for the transition and success once in college. To that end, we offer seminar courses for grade 12 scholars, which cover topics such as the college application process, career exploration, personal finance, PSAT and SAT preparation, transitioning to on-campus living, and more.

2. Achievement of Goals

Goal	Progress Toward Goal Attainment
Cesar Chavez Public Charter for Public Policy has adopted DC PCSB's Performance Management Framework (PMF) as its goals and academic achievement expectations.	DC PCSB no longer produces PMF results. However, DC PCSB will publicly report the school's performance on its revised accountability system, ASPIRE, annually.

Charter Goals:

During the 2024-2025 school year, Data and additional information are provided for each of the four mission-specific goals below.

Goal 1: Middle School: On state standardized tests, all subgroups will score high enough such that the school will never be identified as Priority or Focus status by OSSE for subgroup performance.

The "Priority" and "Focus" designations are no longer applicable due to the change in federal law from the No Child Left Behind Act (NCLB) to the Every Student Succeeds Act (ESSA).

Goal 2: High School: 95% of seniors receive a passing grade on their culminating Thesis paper by August 1st of their senior year.

For the 2024-2025 school year, **93.5%** (29/31) of Chavez Schools' seniors received a passing grade on their Thesis, therefore, not meeting Goal 2.

Specific student and grade information is not being provided as part of the public Annual Report due to the confidential nature of this information. A breakdown of grades is as follows:

GRADES	# of Students	% of Students
"A" grades	3	9%
"B" grades	10	32%
"C" grades	16	51%

Any seniors who failed their Thesis paper before graduation received additional support and instruction through the summer session to meet expectations.

Goal 3: High School: 90% of juniors on track to graduate the following year complete a fellowship (internship) with a government agency, non-profit, or other organization aligned to the goal of offering students an opportunity to apply their academic skills and civic knowledge to address a policy issue or community concern.

- For the 2024-2025 school year, **89.2%** of juniors met this goal. However, Chavez Schools did not meet Goal 3.

To complete the Fellowship, students must complete all programmatic requirements, including submitting a resume and interviewing with Fellowship Host Organizations. Students who fail the Fellowship in June will take a fellowship recovery program the following school year.

Students complete Fellowships at a variety of policy organizations across the city, including Boys and Girls Club of Washington, US Attorney’s Office for the District of Columbia, DMV Music Alliance, Martha’s Table, DC Charter School Alliance, and DC School Reform Now, to name a few.

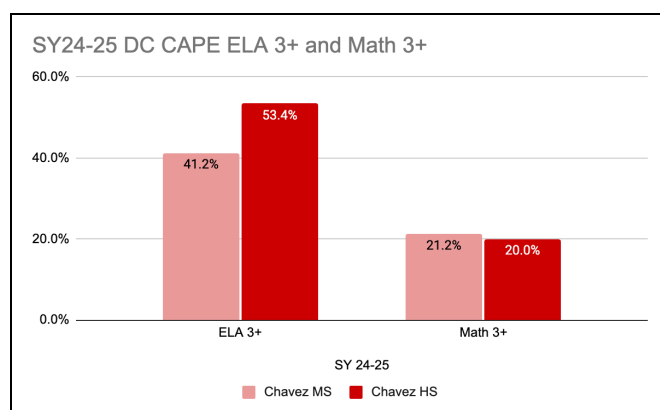
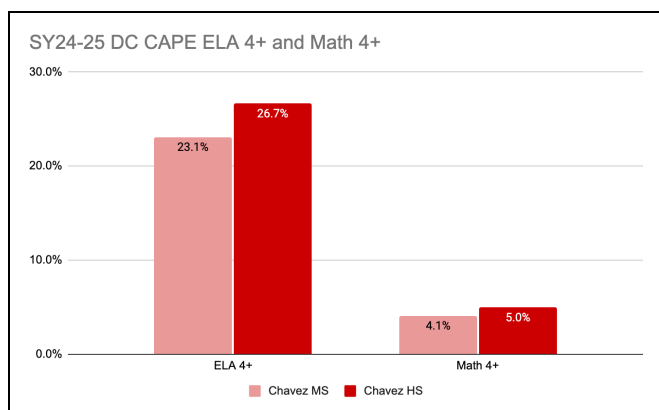
Goal 4: High School: A minimum of 90% of seniors with an IEP will be accepted to at least one college.

100% of our seniors with an IEP were accepted to at least one college. Chavez Schools met Goal 4 for the 2024-2025 school year. Our scholars with IEPs were accepted to a variety of two- and four-year colleges and universities, including the University of the District of Columbia, Livingstone College, University of Lynchburg, NOVA Community College, Coppin State, Marshall University, Morgan State University, UMES, PGCC, Johnson C. Smith, Washington Adventist, Saint Augustine’s, Benedict College, Shaw University, Virginia State University, Ohio University, Fisk University, Claflin University, West Virginia State University, Shaw University, NOVA. Special education students earned an average of five college acceptances each.

CAPE Performance

Chavez students demonstrated exceptional achievement on the city-wide DC Comprehensive Assessments of Educational Progress (CAPE)

Chavez Schools Proficiency (4+) and Approaching Proficiency (3+)



In Middle School (MS), we saw a **2.1% increase in the number of scholars earning 4+ in ELA**. More excitedly, we see a **positive growth** of scholars earning 2’s and 3’s in

ELA. However, we saw a 4% drop in the number of scholars earning a 4+ in Math in the Middle School.

High School (HS) stayed flat in the number of scholars earning a 4+ in ELA and saw a **5.0% increase** in scholars earning a 4+ in Math. Also, in ELA, fewer scholars are earning a rating of 1 (does not meet), and more are earning ratings of 2, 3, and 4. Even with HS ELA staying relatively flat, Chavez **is still performing higher** than it did prior to the pandemic, and Chavez is the highest-performing high school in Ward 7.

B. Unique Accomplishments

100% College Admission Rate: The Class of 2025 carried on the Chavez Schools tradition of a 100% college admission rate. Our recent graduates received a total of 320 acceptances (average/student = 9) to 89 different colleges and universities, including but not limited to:

Alabama A & M University	Miles College
Alabama State University	Millikin University
Allegany College of Maryland	Morgan State University
Allegheny College	National Louis University
Arizona State University Global Campus	New Jersey City University
Baltimore City Community College	Norfolk State University
Benedict College	North Carolina A & T State University
Bethune-Cookman University	North Carolina Central University
Bowie State University	Northern Kentucky University
Central State University	Northern Virginia Community College - Alexandria
Clark Atlanta University	Old Dominion University
Coppin State University	Pennsylvania State University-Penn State Altoona
Culinary Institute of America	Prince George's Community College
Delaware State University	Richard Bland College
Edward Waters University	Rust College
Elizabeth City State University	Saint Elizabeth University
Fairleigh Dickinson University-Metropolitan Campus	Shaw University
Fayetteville State University	Southern New Hampshire University
Florida Agricultural and Mechanical University	Southern University at New Orleans
Frostburg State University	Spelman College
George Mason University	St. Andrews University
Georgia State University	St. John's University-New York
Goucher College	Stillman College
Grambling State University	Talladega College
Hampton University	Temple University

Harrisburg University of Science and Technology	Tennessee State University
Hiram College	Tougaloo College
Hood College	Towson University
Howard University	Trinity Washington University
Jackson State University	Tuskegee University
Johnson & Wales University-Charlotte	University of Maryland Eastern Shore
Johnson C Smith University	University of North Carolina at Greensboro
Kent State University at Kent	University of the District of Columbia
Lane College	University of the District of Columbia Community College
Lasell University	Virginia Commonwealth University
Le Moyne College	Virginia State University
Le Moyne-Owen College	Voorhees College
Lebanon Valley College	Washington Adventist University
Lincoln University	Washington College
Livingstone College	West Chester University of Pennsylvania
Louisiana State University	Wilberforce University
Marshall University	Wingate University
Mary Baldwin University	Winston-Salem State University
Marymount University	York College of Pennsylvania
Maryville University of Saint Louis	

Scholarships: The Class of 2025 accumulated **over \$4.4 million** in scholarship monies to help offset the cost of college tuition. We had several students earn full-ride scholarships to several universities. Two students received full-ride scholarships to North Carolina A&T University through our partnership with DC-CAP.

Highlights for School Year 2024 - 2025

August 2024	• Senior Transition Week to kick off the last year of High School and to review all of the important events and expectations for the year • Bridge Days held for incoming 6th & 9th grade students
September 2024	• Back-to-School Night • In-Person & Virtual College Visits begin • Fall MAP testing
October 2024	• PSAT & SAT Day for 10th - 12th Graders • Hispanic Heritage Month • College & Career Fair • Public Policy Day • MS Homecoming Week
November 2024	• 1st Quarter Honor Roll Assembly to celebrate scholars who earned Honor Roll and Perfect Attendance

	• FAFSA Night
December 2024	• HS Homecoming Week took place • Chavez teachers and staff participated in EdFest, a citywide enrollment fair, to share the academic and substantive public policy offerings at Chavez schools with potential families. • Wiinter MAP testing
January 2025	• Enrollment Open Houses and Tours begin
February 2025	• Black Professionals' Day • 2nd Quarter Honor Roll Assembly to celebrate scholars who earned Honor Roll and Perfect Attendance • Black History Month Celebration
March 2025	• Pi Day Celebration • Spring MAP testing
April 2024	• Chavez Day - Birthday Celebration Day of Service, where scholars did service across the city. • Spring Fling Enrollment Festival for prospective families and students • 3rd Quarter Honor Roll Assembly to celebrate scholars who earned Honor Roll and Perfect Attendance • Junior Mission Trip
May 2024	• CAPE & State Science Testing • Senior Prom • Thesis Night • High School Fellowship begins - virtual and in-person
June 2024	• CAP & Capstone took place with all scholars participating • Senior Graduation • MS promotion ceremony • Symposium

Chavez Athletics is moving forward and growing.

Chavez Schools continues to provide opportunities for our scholars to participate in School Athletics. With the addition of middle school sports, the number of scholar-athletes has grown. In 2024, our Girls' Middle School Volleyball team put in some work, learned the game well, and the future looks bright. The High School Boys' Basketball team had a great season, finishing in the top four in the PCSAA. Chavez also had the player and coach of the year in Varsity Basketball. Track and Field had a great beginning as well. Soccer continues to show promise, as the scholars are more committed each year.

More scholars are becoming more involved across the board in our co-curricular program. Chavez is moving forward and upward in our athletic opportunities.

C. List of Donors

Chavez Schools received funding and donations from the following generous donors in SY 2023-2024:

Donor	Amount
Summer Boost	110,768.00

Pepco Grant	50,000.00
CityBridge Foundation	44,833.34
Events DC Community Grant Program	15,000.00
Square Inc	14,231.57
Network for Good	9,241.00
Smart Cleaning Solution Inc	5,000.00
Debra Drumheller	3,000.00
Elsie Marrow Legacy Foundation	2,000.00
Excellence Through Opportunity	1,600.00
Gerardo Luna	1,150.00
Schwab Charitable Fund	1,000.00
Charities Aid Foundation America	500.00
Dana Krein	500.00

DATA REPORTS

A. DCPS Provided Data

School Year	Metric Name	Source	Value	Numerator	Denominator	Not Applicable
2024-2025	Grades Served	PCSB	Grades: 6, 7, 8, 9, 10, 11, 12			no
2024-2025	Overall Audited Enrollment	PCSB	367			no
2024-2025	Grade 6 Enrollment	PCSB	49			no
2024-2025	Grade 7 Enrollment	PCSB	43			no
2024-2025	Grade 8 Enrollment	PCSB	57			no
2024-2025	Grade 9 Enrollment	PCSB	85			no
2024-2025	Grade 10 Enrollment	PCSB	63			no
2024-2025	Grade 11 Enrollment	PCSB	38			no
2024-2025	Grade 12 Enrollment	PCSB	32			no
2024-2025	Suspension Rate	PCSB	11.44%	42	367	no
2024-2025	Expulsion Rate	PCSB	0.82%	3	367	no
2024-2025	Instructional Time Lost to Discipline	PCSB	0.26%	160	61734	no
2024-2025	In-Seat Attendance Rate	PCSB	83.85%	52101	62134	no
2024-2025	Mid-Year Withdrawal Rate	PCSB	10.90%	40	367	no
2024-2025	Mid-Year Entry Rate	PCSB	1.63%	6	367	no
2024-2025	Promotion Rate (SY 2023-2024 Data)	PCSB	92.64%	214	231	no
2024-2025	Career and College Acceptance Rate (SY 2023-2024 Data)	PCSB	100.00%	50	50	no
2024-2025	ACT/SAT College Readiness Benchmark Achievement Rate (SY 2023-2024 Data)	PCSB	30.77%	16	53	no
2024-2025	Graduation Rate - 4-year ACGR (SY 2023-2024 Data)	PCSB	78.33%	47	60	no
2024-2025	Graduation Rate - 5-year ACGR (SY 2023-2024 Data)	PCSB	82.81%	53	64	no

B. LEA-Provided Data

School Year	Metric Name	Value
2024-2025	Total Number of Instructional Days	180

2024-2025	Teacher Attrition Rate	15%
2024-2025	Number of Teachers	40

SY 2024-2025 Teacher Salary Schedules



Teacher Pay Scale 2023-2024

Steps	Bachelor's Degree	Master's Degree	Ph.D. or JD
1	\$60,204.35	\$64,218.10	\$76,728.00
2	\$60,411.45	\$65,068.20	\$77,928.00
3	\$61,650.25	\$68,568.15	\$80,782.00
4	\$63,928.00	\$71,440.00	\$83,652.00
5	\$66,180.92	\$74,305.20	\$86,514.00
6	\$68,451.30	\$77,187.50	\$89,381.00
7	\$71,301.36	\$80,754.75	\$92,924.00
8	\$74,196.68	\$84,305.85	\$96,480.00
9	\$77,079.34	\$91,432.75	\$100,023.00
10	\$79,936.80	\$95,010.45	\$103,575.00
11	\$82,809.60	\$102,131.65	\$107,109.00
12	\$88,563.02	\$102,131.65	\$114,530.00
13	\$88,563.02	\$102,131.65	\$114,530.00
14	\$88,563.02	\$102,131.65	\$114,530.00
15	\$88,563.02	\$102,131.65	\$114,530.00
16	\$95,463.68	\$111,399.85	\$124,365.00
17	\$95,463.68	\$112,678.55	\$125,865.00
18	\$95,463.68	\$112,678.55	\$127,365.00
19	\$99,963.82	\$114,809.40	\$128,865.00
20	\$99,963.82	\$114,809.40	\$130,365.00
21	\$99,963.82	\$117,794.30	\$131,865.00

Notes:

- Steps indicate full-year, full-time teaching assignments in accredited public or private K-12 institutions upon completion of a Bachelor's degree unless otherwise noted.
- Experience teaching summer school, part-time, or outside of the K-12 sector does not count toward steps/years of experience. Experience as a substitute teacher or outside of the classroom teaching environment is not counted towards steps/years of experience.
- To earn educational advancement, a full degree must be earned and granted by the awarding institution. The degree must be earned and conferred before the academic year begins (first day of Quarter 1) or before the second semester (first day of Quarter 3). Degrees must be earned at an accredited college or university, and the program of study must be accredited.
- Chavez Schools only increases pay for one undergraduate or graduate degree therefore, multiple undergraduate or graduate degrees will not be multiplied or "added" together.

SY 2024-2025 Teacher Demographics

First Name	Last Name	Race	Gender	Years of Teaching
Miguel	Amaya-Lopez	Other	Male	13
Maggie	Bobo	Black/African American	Female	7
George	Brewer	White/Caucasian	Male	9
Glenn	Burns	Black/African American	Male	9

Marecy	Burton	Black/African American	Female	10
Tyrone	Coleman	Black/African American	Male	11
Erica	Culbreath	Black/African American	Female	18
Sean	DeVore	Black/African American	Male	10
Ebonie	Ellison-Velasquez	Black/African American	Female	8
Kyra	Featherstone	Black/African American	Female	16
Shauntaye	Fontroy	Black/African American	Female	16
Dexter	Hooks	Black/African American	Male	7
Patricia	Huffman	White/Caucasian	Female	9
Kalayne	Hughes	Black/African American	Female	9
Delano	Jefferson	Black/African American	Male	19
Niwas	Lawot	Asian	Male	12
Tjuana	Lee-Ballard	Black/African American	Female	17
Krystal	McClain	Black/African American	Female	4
Tavar	McKenzie-Cole	Black/African American	Female	9
Kiwaski	Nix	Black/African American	Male	15
John	Nowak	Other	Male	5
Destiny	Parker	Black/African American	Female	7
Michelle	Price	Black/African American	Female	13
Sarai	Relford	Black/African American	Female	3
Janelle	Rufaro	Black/African American	Female	14
Nkenge	Rufaro	Black/African American	Female	14
Steven	Salchak	White/Caucasian	Male	13
Sandra	Satterfield-Myles	Black/African American	Female	21
Isaac	Shorser	White/Caucasian	Male	3
Tiffany	Smith	Black/African American	Female	11
Tiffany	Solomon	Black/African American	Female	11
Donna	Steele	Black/African American	Female	18
Bernard	Toomer	Black/African American	Male	19
Inibehe	Udodong	Black/African American	Male	13
Erin	Vasquez	Black/African American	Female	11
Fatima	Walsh	Other	Female	13
Asia	Watkins	Black/African American	Female	5
Tiffani	Weaver	Black/African American	Female	25

Justin	Williams	Black/African American	Male	12
Nieshia	Williams	Black/African American	Female	4

SY2024-2025 Compensation over \$100,000

First Name	Last Name	Role	Salary	Bonus	Total Compensation
Sanjay	Mitchell	Executive Director	\$184,999.88	\$0	\$175,288.27
Sade	Creighton	Chief Finance Officer	\$150,478.00	\$0	\$145,203.0
Tara	Allen	Director of Academics	\$140,379.72	\$0	\$76,790.21
Stacey	Stewart	Director of Student Performance	\$145,939.04	\$0	\$64,130.14
Kiesha	Hutchinson	Director of Data and Performance	\$131,250.21	\$0	\$57,259.65

122,497.00

APPENDICES

Appendix A: Staff Rosters

First Name	Last Name	Position	Degree Earned	major
Tara	Allen	Director, Instruction	MS	Instructional Technology
Miguel	Amaya Lopez	Teacher, Spanish	BA	Modern Languages
Keitra	Barbour	Assistant Principal of Culture, MS	BS	Criminal Justice
Emmanuel	Barbour	Dean of Scholars, High School		
James	Baskin	Dedicated Aide		
Tamara	Bobo	Director, Special Education	BS	Business Administration
Maggie	Bobo	Teacher, English	MS	SPED, Urban Teachers
George	Brewer	Teacher, Science	MA	Teaching
Glenn	Burns	Teacher, Social Studies	JD	Law
Marecyia	Burton	Teacher, Social Studies	M.Ed.	Educational Leadership
Michelle	Chapman	Registrar, Attendance and Enrollment Specialist		
Crystal	Chase	Dedicated Aide		
Tyrone	Coleman	Teacher, SpEd	MS	Special Education
Christina	Cook	Assistant Director of Academics, High School	MA	Teaching

Joyce	Covington	Social Worker	MSW	Social Work
Sade	Creighton	DFO	MA	International Business and Finance
Clarence	Cross	Director of Mission Programming	MBA	Syracuse University
Erica	Culbreath	Teacher, Technology	MS	Educational Technology and Media Design
Robert	Daniels	Dean of Students	BA	Political Science
Sean	DeVore	Teacher, SPED	BA	English Literature
Karida	Dorsey	Dean of Scholars, Middle School	BA	Human Relations
Jaquia	Edwards	Dedicated Aide		
Ebonie	Ellison	Teacher, English	BA	History
Kyra	Featherstone	Teacher, Math	MA	Finance Specialization
Tiffany	Fells	Business Operations Manager		
Kenneth	Fletcher	Facilities Manager		
Shauntaye	Fontroy	Teacher, Social Studies	M.S.A.	Educational Administration
Robert	Graham	Instructional Coach, STEM	BS	Biology
Dexter	Hooks	Teacher, Social Studies	MAT	Dual, SPED 7-12, MS Generalist 5-9
Patricia	Huffman	Teacher, ELL	MA	European and Eurasian Studies
Kalayne	Hughes	Teacher, ELA	BA	Elementary Education
Corenthia	Hurley	College Counselor	MA	Professional Counseling
Keisha	Hutchinson	Director of Performance	BA	
Renee	Ivey	Asst. Director of SpEd	BA	Political Science
Joshua	Jackson	School Principal	Ph.D.	Curriculum & Instruction
Delano	Jefferson	Teacher, SpEd	BA	
Michelle	Jones	Food Service Coordinator		
Roderick	Josey	Family and Community Engagement Coordinator	MA	Organizational Communications
Dayna	Kent	Long-term Sub	BA	Mass Communication and English
Niwas	Lawot	Teacher, Math	MS	Mathematical Science
Tjuana	Lee-Ballard	Teacher, Science	MA	Research and Dissimination
Krystal	McClain	Teacher, Math	BA	Business Administration
Tavar	McKenzie-Cole	Teacher, Art	BA	Psychology
Frederickie	Mercer	Dedicated Aide		

Quanisha	Mercer	Dedicated Aide		
Sanjay	Mitchell	Executive Director	MA	Africana Studies
Keisha	Morgan	School Nurse	BA	
Sandra	Myles	Teacher, Math	BS	Accounting
Ernesto	Natera	Athletics Director	BA	Health and Physical Education
Paris	Nicks	Social Worker	MSW	Social Work
Kiwaski	Nix	Teacher, Math	BA, 2009 2015, 57 grad credit hours	Math, Middle Grade Education
John	Nowak	Teacher, Music	BA	Music, Specialization: Jazz Performance, English Language and Literature
Destiny	Parker	Teacher, SpEd	BA	Integrative Studies, Early Childhood Education
Timothy	Phillips	Assistant Principal, High School	BA	Sociology
Teyona	Posey	Office Manager		
Michelle	Price	Teacher, Science	BA	English Media Arts
Sarai	Relford	Teacher, SpEd	BS	Business Administration
Janelle	Rufaro	Teacher, Math	BA	English
Nkenge	Rufaro	Teacher, ELA	BA	English
Steven	Salchak	Teacher, ELA	Ph.D.	English and Education
Isaac	Shorser	Teacher, Social Studies	MS	Terrorism and Homeland Security Policy
Tiffany	Smith	Teacher, Math	MSW	Social Work
Tiffany	Solomon	Teacher, Thesis & ELA	BA	English
Donna	Steele	Teacher, Special Education	MS	Counseling and Human Development
Stacey	Stewart	Manager of Scholar Performance	MS	Education
Bernard	Toomer	Teacher, Social Studies	BS	Elementary Education
Inibehe	Udodong	Teacher, Physical Education	BA	AGNR-Nutrition and Food Science
Erin	Vasquez	Teacher, Science	MS	Biotechnology
Fatima	Walsh	Teacher, Spanish	BA	Physical Education
Jessica	Wanzer	Social Worker	MSW	Social Work
Asia	Watkins	Teacher, SpEd	BS	Mass Communications
Tiffani	Weaver	Teacher, Science	MAT	Secondary Education, Science
Nieshia	Williams	Teacher, SpEd Math HS	BA	Chemistry

Courtney	Williams	Manager of Assessments & Scholar Performance	M.ED.	Educational Leadership
Justin	Williams	Teacher, SpEd MS	BA	
Brianey	Winslow	Dean of Students	MS	Developmental Psychology
Elijah	Wright	Dedicated Aide		

Appendix B: Board of Trustees Roster

Name	Position on Board/Committee	DC Resident?
Frances Whalen	Co-Chair Parent Member (Academic)	Yes
Jonathan Nobil	Co-Chair (Finance & Dev)	Yes
Debra Drumheller	Treasurer (Finance)	No
Andre Bhatia	(Governance)	No
Bethany Little	(Academic)	Yes
AJ Newell	(Parent Member)	Yes
Lonell Johnson	(Governance)	Yes
Antonio Ellis	(Academic)	Yes
Mason (Darryl) Gunter	Alum (Chair, Governance)	Yes
Natalie Gordon	(Chair, Academics)	No
Marullus Williams	(Governance)	No
Dana Krein	(Academics)	Yes
Gerardo Luna	(Finance)	Yes

Appendix C: Finances

1. Latest Audited Financial Statements

Cesar Chavez Public Charter School for Public Policy's latest available audited financial statements may be found at the following link on DC PCSB's Transparency Hub:

<https://dcpcsb.org/school-fiscal-audits>

2. Other Financial Information, including Budgets

Cesar Chavez Public Charter School for Public Policy's additional financial information, including latest available budgets, may be found on the Financial Oversight section of DC PCSB's Transparency Hub at the following link: <https://dcpcsb.org/transparency-hub>