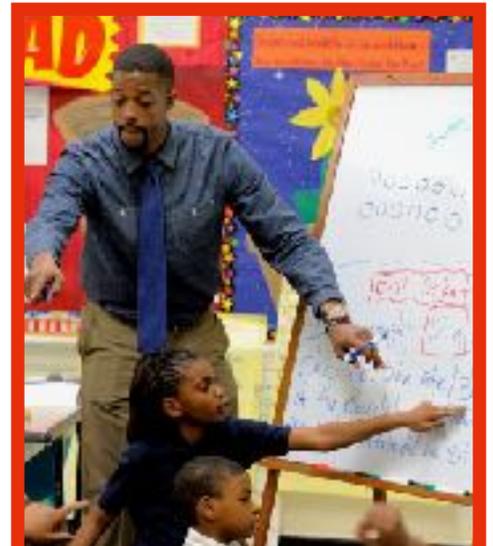




Center City Public Charter Schools

Character, Excellence, Service



Annual Report 2016-2017

Center City Public Charter Schools
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Thomas O'Hara, Board Chair

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ANNUAL REPORT NARRATIVE

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 21st 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

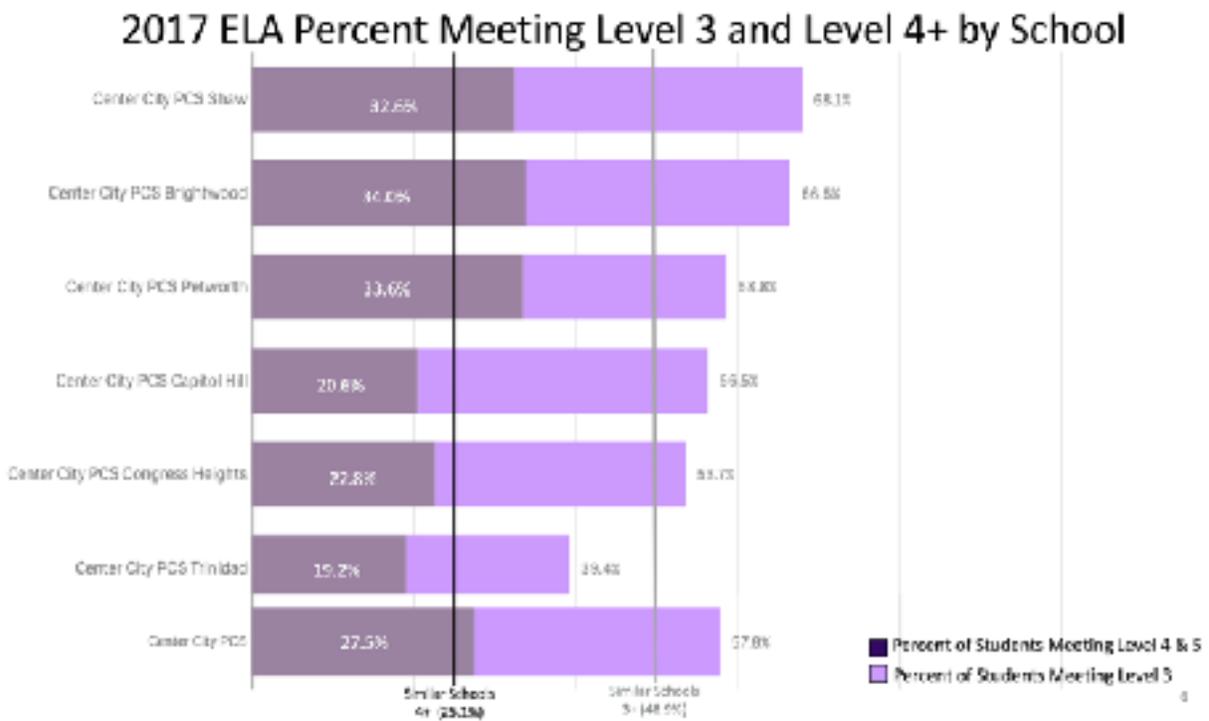
Center City Public Charter Schools' mission is to empower our students for lifelong success by building strong character, promoting academic excellence, and generating public service throughout Washington, D.C. We have made significant progress in achieving the mission by implementing a rigorous academic 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

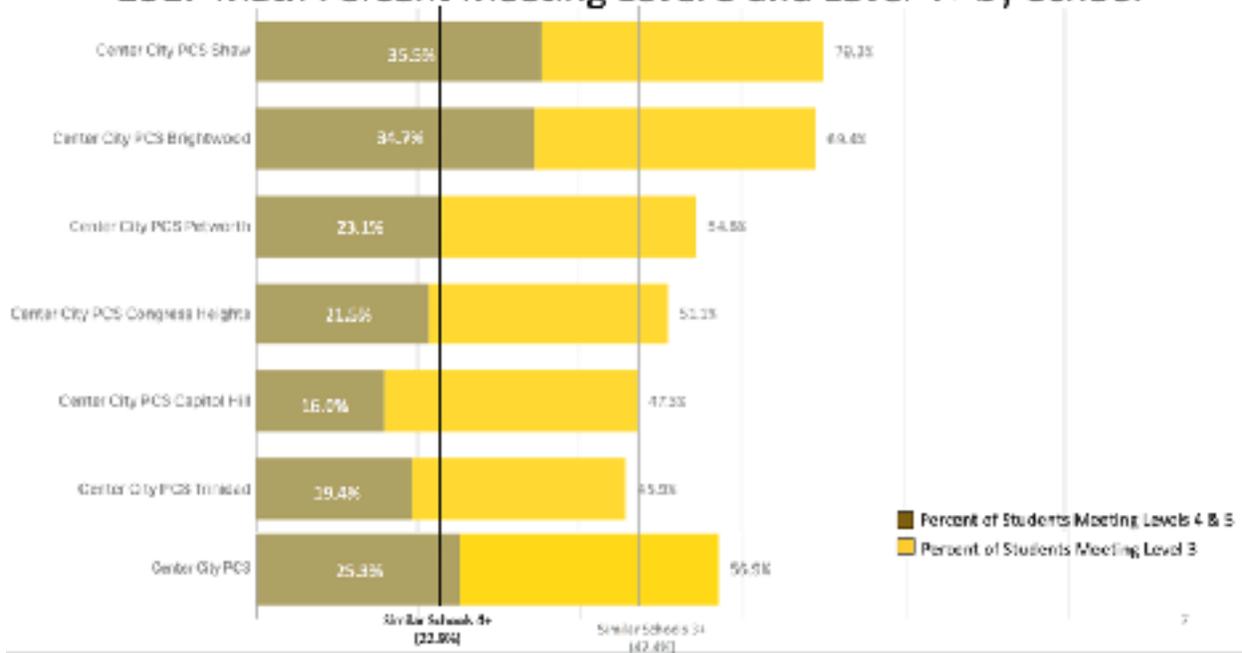
The following graphs provide an overview of Center City campuses' performance on the PARCC in English/Language Arts (ELA) and mathematics. Center City students have made significant progress in the proportion of students meeting or exceeding standards in ELA and mathematics. Center City has made greater 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.

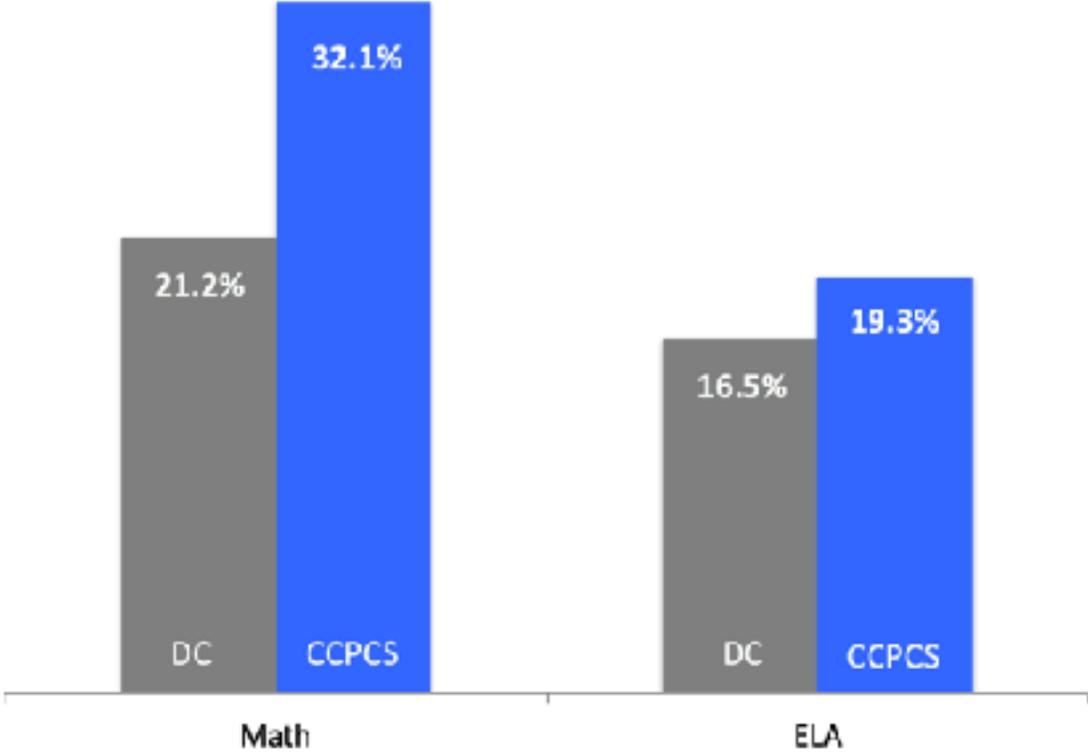


2017 Math Percent Meeting Level 3 and Level 4+ by School

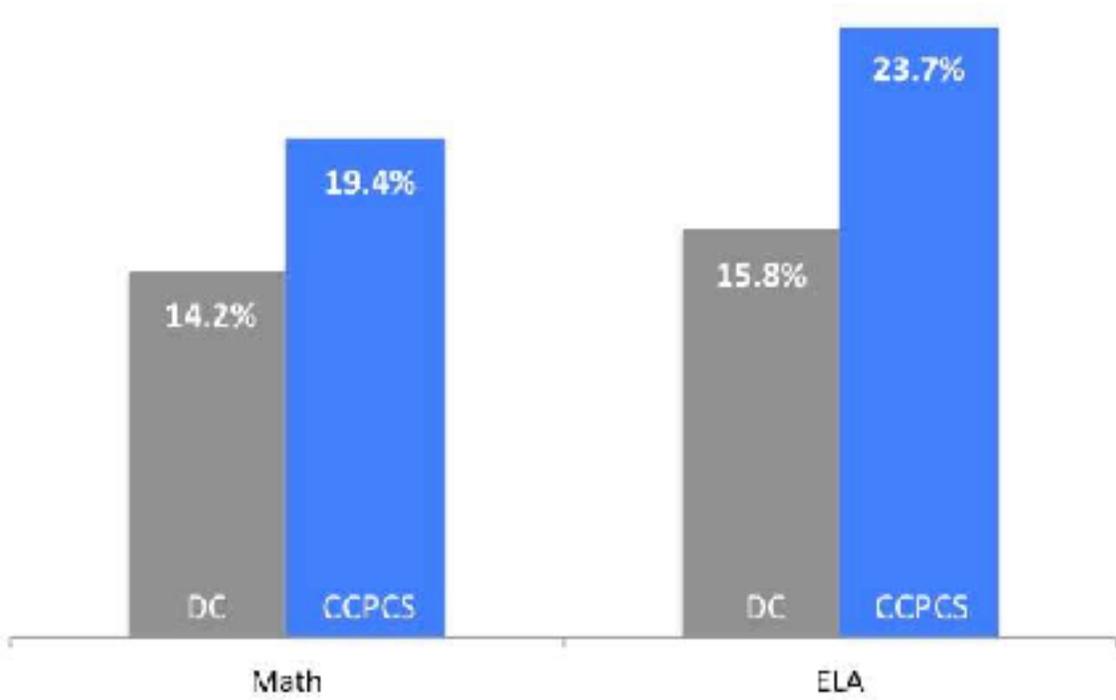


In addition, Center City's English Learner and at-risk populations are outperforming their DC peers, particularly in mathematics for English Learners and in ELA for at-risk students.

PARCC EL Performance



PARCC At-Risk Performance



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

Most Improved Schools

Campus	Primary Ward	2016 PMP Tier	Improvement for Grades 3-6 in ELA and Math Meeting Expectations and Above [4+]			
			ELA		Math	
			Met Expectations and Above (4+)	Improvements in Met Expectations and Above (6+)	Met Expectations and Above (4+)	Improvements in Met Expectations and Above (6+)
E.L. Haynes PCS - Elementary School	Ward 4	1	41%	9 p.p.	47%	7 p.p.
Eagle Academy PCS - Capitol Riverfront	Ward 6	1	43%	10 p.p.	43%	18 p.p.
Friendship PCS - Chamberlain Elementary School	Ward 6	1	30%	7 p.p.	53%	14 p.p.
Shining Stars Montessori Academy PCS	Ward 5	2	43%	24 p.p.	29%	14 p.p.
Center City PCS - Shaw	Ward 6	1	33%	7 p.p.	30%	6 p.p.
KIPP DC - AIM Academy PCS	Ward 8	2	26%	5 p.p.	30%	10 p.p.
Center City PCS - Trinidad	Ward 5	3	16%	6 p.p.	19%	11 p.p.

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	Timber Pizza Company
Fred and Lesley Duncan	United Way
Griffin Foundation	University of Chicago/McKnight Foundation
Hanlon Charitable Gift Fund (BOA)	
Jennifer and Jackson Norton	
Jerry Smelley	

APPENDIX

Appendix A: 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 B: 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
REVENUE		ASSETS	
State and Local Revenue	24,396,354	Current Assets	
Federal Revenue	3,090,735	CASH	3,873,567
Private Grants and Donations/Fees	456,921	CDs Operating Reserve	2,001,148
Total Revenue	27,944,010	CDs Board Reserve	2,988,000
EXPENSES		Accounts Receivable	647,783
Salaries	14,394,488	Other Current Assets	385,489
Benefits and Taxes	3,573,384	Total Current Assets	10,098,009
Contracted Staff	292,835	Noncurrent Assets	
Rent	2,418,705	Leasehold Improvements	4,681,663
Occupancy Expenses	1,813,024	CIP	52,998
Direct Student Expense	2,331,312	Operating Fixed Assets	2,071,793
General and Admin Expense	1,296,324	Accumulated Depreciation and Amortization	(4,925,972)
Total Ordinary Expenses	25,722,270	Total Noncurrent Assets	1,809,582
CHANGE IN NET ASSETS	2,221,941	TOTAL ASSETS	11,908,991
GROSS MARGIN	896	LIABILITIES AND NET ASSETS	
EXTRAORDINARY EXPENSES		Current Liabilities	
Depreciation Expense	951,501	Accounts Payable	357,292
CHANGE IN NET ASSETS	1,170,440	Accrued Salaries and Benefits	1,167,805
	596	Deferred Rent	165,907
CASH FLOW ADJUSTMENTS		Deferred Revenue	27,701
Operating Activities		Other Current Liabilities	12,793
Depreciation	951,501	Total Current Liabilities	2,132,008
Other Operating Adjustments	212,702	Net Assets	
Net Cash from Operations	2,434,643	Unrestricted Net Assets	5,385,748
Investing Activities		Board Designated LIA	(3,000,000)
Purchase of CDs	(5,747,000)	Temporarily Restricted Net Assets	10,800
Matured CDs	747,000	Net Income	1,270,440
LH/CIP	(834,064)	Total Net Assets	9,865,988
Operating Fixed Assets	(198,326)	TOTAL LIABILITIES AND NET ASSETS	
Net Cash (to)/from Investing Activities	(6,037,690)		11,908,991
CHANGE IN CASH	(3,598,047)		
BEGINNING CASH	7,672,034		
ENDING CASH	4,073,987		