The D.C. Public Charter School Board met at Trinity Washington University, Main Hall, located at 125 Michigan Avenue, N.W., Washington, D.C., at 6:30 p.m., Rick Cruz, Chair, presiding.

BOARD MEMBERS PRESENT
RICK CRUZ, Chair
SABA BIREDA, Vice Chair
STEVE BUMBAUGH
LEA CRUSEY
RICARDA GANJAM
JIM SANDMAN
NAOMI SHELTON

STAFF PRESENT
SCOTT PEARSON, Executive Director, DC PCSB
ERIN KUPFERBERG, DC PCSB
LATERICA QUINN, DC PCSB
ALSO PRESENT
KAY ELASTER, Bridges PCS
WOODROW SCOTT, Bridges PCS
OLIVIA SMITH, Bridges PCS

CORBET HOUSTON, Howard University Public Charter
Middle School of Mathematics and Science
WENDELL JOHNS, Howard University PCMS
KATHRYN PROCOPE, Howard University PCMS

GERALD AUSTIN, Mary McLeod Bethune Day Academy
PCS
MARLINDA BOXLEY, Mary McLeod Bethune Day Academy
PCS
STACEE BRYSON, Mary McLeod Bethune Day Academy
PCS
PATRICIA GALLIS, Mary McLeod Bethune Day Academy
PCS
JOHANNA MAMIAM, Mary McLeod Bethune Day Academy
PCS
LINDA McKay, Mary McLeod Bethune Day Academy PCS
SANJAY SINGH, Mary McLeod Bethune Day Academy PCS
VALERIE SMITH, Mary McLeod Bethune Day Academy
PCS

MICHELA ENGLISH, DC Prep PCS
LAURA MAESTAS, DC Prep PCS
NEIL ZUBARIO-AMAFILLO, DC Prep PCS
P-R-O-C-E-E-D-I-N-G-S

CHAIR CRUZ: All right. We're going to move into our public meeting, transitioning from the public hearing. If I could start with a motion from the Board, someone on the Board to approve the meeting agenda.

MEMBER CRUSEY: I move to approve the November 18, 2019 Board Meeting Agenda.

CHAIR CRUZ: And a second?

MEMBER GANJAM: Second. Motion and a second. All in favor?

(Chorus of aye)

CHAIR CRUZ: All right. Second period of public comment this evening. If there are any public officials in attendance who wish to speak or be recognized, please come forward to the desk.

Otherwise, if there are any individuals who would like to add to public record through public comment, you're also welcome at this time at the desk. All right, if there is no more public comment -- I'm sorry,
people are coming around the end. Okay.

(Off-microphone comments)

CHAIR CRUZ: State your name and make
sure the mic's on, and you each have two minutes.

MS. DAVY: Good evening. My name is
Nicole Davy and I'm a resident of Ward 8 and most
importantly the parent of a second grader at DC
Prep Anacostia Elementary School.

I'm here tonight to ask the Public
Charter School Board to approve DC Prep's request
to open Anacostia Middle Campus in the Burnie
Building at 2501 MLK for the '20-21 school year.

I'm happy son Nixon is surrounded by
loving teachers that really care not just about
his academic growth, but also how he is
developing socially and emotionally. I am
impressed with the rigorous curriculum and most
of all, I'm grateful he can get a quality
education in our community.

There is an educational divide that
exists in DC that disproportionately affects our
children east of the river, and DC Prep is
helping us to bridge that gap.

Help us keep our children in a familiar environment where the expectations are known, where a strong community has been built where our kids thrive. Please allow our children to attend a school with proven results in our neighborhood of Anacostia.

CHAIR CRUZ: Thank you.

MS. BARNES: Good evening. My name is Juantia Barnes and I'm a Ward 8 resident, and I'm also the parent of two preppies. My request is that the Board approves the Burnie location so that we can have a middle school in Ward 8.

I do not believe it is fair to have to travel outside of Ward 8 for quality education. My children have been at the start of DC Prep of Anacostia and I want to continue to foster the growth in this education.

It is imperative because my children, I don't believe that they deal with change well, and to have to have to move to a new set of circumstances, different teachers where no other
children and all the children that they have
grown to love and to have relationship with would
be very difficult. So it is my request that the
Board approves for us to open in the Burnie
Building.

CHAIR CRUZ: Thank you, ma'am.

MS. HARRINGTON: Hello. I'm Janay Harrington. I am the mother of Jayden and Jalea who happen to be at DC Prep and they are in Pre-K4 and first grade.

My story starts with I started my children out at a DC public school, and it wasn't personable. And the curriculum and the education that my kids received, I didn't agree with it.

Coming to DC Prep was the best decision that I made for my children. I can see the growth and the improvement in my kids. I think it's very important for us to have high-quality education in Ward 8 for the children.

So I don't think it would be fair for me to have to travel outside of Ward 8 which I do reside in to take my children to have higher
education -- I mean greater education. So I think it should be approved for DC Prep to move into the Burnie Building.

CHAIR CRUZ: Thank you. Sir?

MR. HALL: Good evening. My name is James Hall. I am also a Ward 8 resident. I am a product of Ward 8 having grown up there. And throughout my schooling in the District of Columbia I've always had to transition outside of Ward 8 to attend schools.

My mom was one who was greatly involved in the city's education system having served with the Mayor's Advisory Council for School. And with having my own children, I'm becoming more involved in that process as well.

I strongly ask the Board to approve the Burnie building so that my children don't have to transition outside of the community to attend school. Thank you.

CHAIR CRUZ: Thank you.

MS. AZIZ: Good evening. My name is Tiffany Aziz. I am a parent of a child that
attends Howard University Middle School.

My journey with the middle school began a couple of years ago with my oldest daughter, and my oldest daughter attended Howard University in the sixth grade. In the seventh grade she was diagnosed with epilepsy and she was actually at school when she had a seizure.

The school community just embraced my family. They provided so much support. And also within that same grade, she developed a love for helping people. She wanted to become a dentist. So they showed her so many different things and she explored so many different options. So now today, she is a sophomore at college and she is studying biology to become a gynecologist.

But my middle daughter, she has grown so much within that school, and the teachers, the principal, everybody has provided so much support. I do urge and request and ask that you renew the charter for another 15 years.

CHAIR CRUZ: Thank you, ma'am. Thank you all. All right. Teri, would you like to
MS. QUINN: Hello. I'm Teri Quinn, Senior Manager for the School Quality Accountability Team. The Board will vote on the charter renewals of three public charter schools tonight. I will read the charter renewals standard once, and will apply to each school. The school board format requires charter schools to apply every 15 years to renew their charter.

The law requires that the Board shall not renew a school's charter if one, the school committed a material violation of applicable laws or material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; or two, the school failed to meet the goals in student academic achievement expectations set forth in its charter.

Additionally, there is a fiscal component to the review where we are required to revoke a school's charter if we determine that
the school engaged in a pattern of non-adherence
to generally accepted accounting principles, has
engaged in a pattern of fiscal mismanagement, or
is no longer economically viable.

With that standard stated, the first
school up for review is Bridges Public Charter
School, so I'll ask representatives to come
forward. And before I proceed, please introduce
yourselves and state your role for the school.

MS. ELASTER: Good evening. Kay
Elaster, Principal.

MS. SMITH: Olivia Smith, Founder and
Head of School.

MR. SCOTT: Woodrow Scott, Board
Chair.

MS. QUINN: Bridges Public Charter
School is an elementary school which educates
students in grades Pre-Kindergarten-3 through 5th
grade at a single campus. Bridges is only one of
two schools in the charter sector with a lottery
preference for students with disabilities.

The school chose the performance
management framework or the PMF as its goals.
The school has not met its PMF target, however
staff concludes that the school has met both the
improvement provision and its charter goals by
showing consistent growth on overall PMF scores
since school year 2016-17; and also the
demonstrated promise provision in its charter
goals by achieving a PMF score of 50 percent in
the most recent year.

The school's charter agreement states
that the PCSB Board has the discretion to find
that the school has met its charter goals if
either of these provisions is met. Notably,
Bridges has demonstrated year over year
improvement on the PMF for the past three school
years, progressing from a PMF score of 34.5
percent in school year 2016-17, to 42.3 percent
in school year 2017-18, and finally earing a
score of 50 percent in school year 2018-19.

Given the school's consistent upward
trajectory for the past three years, PCSB
determined the school met its improvement
provision.

In response to the public comment we received this evening regarding the determination of this provision, it's important to note that this determination is in line with PCSB's past practice for applying the provision for other charter schools when there is an upward trajectory with no dip in the scores for two or more consecutive school years.

Obviously, you have the school year -- excuse me, I have one more piece. As a result of these factors, PCSB staff recommends that the Board use its discretion to apply the improvement provision and the demonstrated promise provision to find that the school has met its charter goals and to approve the school's charter renewal application, and renew Bridges PCS for another 15-year term. And obviously, you have the school delegates here to answer any questions that you may have.

CHAIR CRUZ: Great. We'll begin with whatever you all have to add.
MS. SMITH: Good evening. My name is Olivia Smith and I'm a Founder and Head of School for Bridges Public Charter School. I'm joined today by Woodrow Scott, Chairperson for the Bridges Board of Trustees, and Kay Elaster, our Principal. We also have members who work with our program here this evening and parents.

Bridges Public Charter School is unique in the DC education landscape in that our program plan is to serve a high percentage of students with special needs and typically developing students in a single school building.

Founded in 2005 as a preschool program exclusively, the school served less than 90 students in the space of a cabinetmaker's shop in the Petworth neighborhood. Today we are located in Fort Totten neighborhood in Ward 5 and serve more than 400 students in grades Pre-K3 to fifth grade.

We graduated our first class of fifth graders in June 2018. The graduation ended with a room full of crying students and adults who
were so proud to celebrate our first group of graduates.

The demographics and makeup of our program, the population have mirrored what we've served since we opened in 2005. The cultural racial makeup of the student population for the '18-19 school year was 52 percent African-American or black; 31 percent Hispanic or Latino; 10 percent white; 6 percent families of children from two or more races; and one percent Asian.

Thirty-five percent of our student population are students with special needs; 42 percent of our student population are English as a second language learners, and 55 percent are families who qualify for free or reduced lunch.

Looking further at our specialty education population, 59 percent of our students with special needs are Level 3 and Level 4 IEP students. Ten of our 27 classrooms in our school building serves children who need the smaller, self-contained, high level special education setting.
As has been said earlier, to serve and maintain our student population and to meet our mission, we are one of two schools that have in place the ability to admit students into the school through a special education lottery. Bridges was actually a strong advocate since we opened in 2005 for this provision to be put in place, and we joined readily with OSSE and the PCSB that was being finalized.

We also enroll students across all grade levels as long as there is a space in our program. We believe we serve a need in providing an educational option to students whose families are looking for a school program and accept new students each year from Pre-K4 through fifth grade.

In school year '18-19, we had one student, a fifth grader, for whom Bridges was her 10th school setting. While an extreme example of this, we have students who come to us regularly whose families are looking again for an option to meet their student's needs.
Our striving to meet our mission is only possible by the work that is done by everyone on staff at the Bridges Public Charter School. That is a staff of 150 people strong, almost double of what you would see at another school program.

We are proud of the work being done by our classroom staff, our therapeutic staff, behavioral support staff, operation staff and administrative staff. Now I will let Ms. Kay Elaster speak about our academic program.

MS. ELASTER: Good evening. I just wanted to share with you some of the changes that we made to our academic programming to get some of the growth -- to achieve the growth scores that we did.

Beginning in '18-19, we shifted from more of a RTR response to intervention model to a more multi-tier system of support model to provide a collaborative process that provides support to our teachers and gives them opportunity to provide input and get input back.
on students that they have concerns with.

We piloted and adopted a new ELA curriculum as well as adopted a new math curriculum at the end of the school year. We shifted from using ANET to -- we went to NWEA and MAP which we felt was a better predictor with regard to PARCC, and it allowed our teachers to provide more differentiated instruction based on the data.

In addition to utilizing the data, we were able to determine that we needed additional reading and math support and last year hired an additional reading interventionist, and this year we've hired a math interventionist based on that data.

So as part of '19-20, again we hired math interventionist. We also changed our classroom structure. Where we used to have one co-teacher who supported one classroom, but now we've divided that support and we have co-teacher support in each classroom as well as teaching assistants who are providing small group
instruction.

We've also added and adopted an instructional framework so that within the confines of our building we are all speaking the same instructional language. We use Math Excel as well as Reading iExcel to go along with our NWEA MAP scores to provide additional support for our students who need additional support as well as extensions.

In addition to that, all of our special ed classes use it as well even though they may not take the NWEA, but they were able to take the diagnostics so that they are able to get that kind of support as well.

Our instructional leadership team is engaging in its own professional development around coaching so that we can provide more support to our staff. We've hired a Director of Curriculum Instruction Assessment that focuses solely on teaching and learning and coaching and professional development for our teachers.

Our SEEF grant that we have is
designed to focus on universal design for
learning to help increase engagement in our
classrooms and we have adopted restorative
practices and trained our staff on culturally
proficient instruction to meet the needs of our
staff. Thank you.

CHAIR CRUZ: I'm going to open up for
questions from the Board. Jim?

MEMBER SANDMAN: I support the staff
recommendation that the charter be renewed for 15
years with two caveats. First, although I agree
with the staff that the school has met the
demonstrated promise provision, I do not agree
that the improvement provision has been
satisfied.

As I read the requirements of that
provision, the school has to demonstrate
consistent improvement on overall PMF scores over
the five-year period preceding. I don't think
that the scores show consistent improvement over
the review period.

The score went from 64 percent in
2015-16 down to 34.5 percent the following year, then up to 42.3 percent. But even that 42.3 percent was below the percentage two years before, and then went up in the most recent year to 50 percent.

Consistent to me means consistent. Constantly moving in the same direction, and that hasn't happened here. And it has to be over five years, not three as I read the language of the requirement.

Nevertheless, as I said, I do support the recommendation because the standard for demonstrated promise has been met with a score of 50 in the past year. And I think this is a situation where the Board should exercise its discretion to approve.

I think there is good evidence of recent progress. I am impressed by the preference for students with disabilities, and by the other features that you have just described of the education that you're providing to your students.
My other caveat is that I am concerned about a renewal for 15 years with the first comprehensive review five years out under circumstances like this. The school just barely met the requirement for demonstrated promise. You had no room to spare. You got 50.0 percent. If it had been 49.9 percent, you wouldn't have met that standard.

I think this is a situation that requires closer monitoring than the ordinary situation where a charter is renewed for 15 years. And I would recommend that the Board consider noting off-cycle review before the expiration of a five-year period.

CHAIR CRUZ: Thank you, Jim.

MS. QUINN: Just to state on the record, we will so note that during the charter renewal negotiations pending approval this evening.

MEMBER BUMBAUGH: When I visited Bridges, I was impressed by what I saw. But I also admit that I didn't have the experience to
really evaluate what I was seeing because I don't have any particular experience evaluating instruction for children with special needs.

So my question is, have you all ever discussed whether or not the PMF is the right evaluative framework? I'm not suggesting that it is or isn't. I just wonder because your student population is so different than many of the other schools. Whether you've discussed if that is an adequate tool to measure what's going well and what's not going well at your school?

MS. SMITH: We have discussed it internally. We've also started that conversation with the Board. The staff of the PCSB, we very much want to look at other schools who have done alternative frameworks and what are the options available to us, thinking about the complexity of our population, and also the size of the special education population.

MEMBER CRUSEY: My question is around re-enrollment. I understand -- so you service a special population, and I understand that year
over year that Bridges has kind of struggled to keep pace with the sector of re-enrollment, so a little more than one in five families are choosing not to re-enroll.

What process do you undergo to try to understand and ascertain -- and I want to make sure I state for the record that that re-enrollment figure already factors in families leaving the district.

So understanding that, what process do you undergo to try to understand what families are looking for and whether or not it's something that is addressable by the school?

MS. SMITH: So we're not always readily available for exit information. We have started to look at that. One of the factors that we also know is as our grades go up, they become more complex.

I would certainly say that having been labeled a Tier 3 school the year that we moved into our new building where we had a significant drop in re-enrollment, we moved almost two miles
from our previous location where we'd been for 10 years.

It is a complex thing trying to make sure that families see and understand and feel that their student's needs, all of our students' needs are going to be met. And I would say again for a school who has a Tier 3 rating with a complex population, it takes time for people to have confidence that this program can do this for their student if they're typically developing.

If we compared the difference between students with special needs or English as a second language learners to typically developing, or families of higher economic needs who continues at Bridges, we would see very different figures.

So we hope that with the work, and also the continual relationships with the families, that they feel that support for their students. And also just by now having, I mean last year was our second year of having a graduated class, it is now an opportunity for
families to see the continuity all the way
through versus each year we were adding a grade.

VICE CHAIR BIREDA: So I just was
looking at your ELA growth scores which I'm sure
are not quite where you want them to be for
students with disabilities. And I wanted to -- I
noted that you said that you backfill which is a
practice that I applaud you for doing. That you
backfill, which is a practice that I applaud you
for doing.

But I do wonder what steps you have
taken when students are coming with new IEPs.
What can you do to mitigate some of the
difficulty of adjustment for students with
disabilities given that they're coming in with a
higher level of need and background than other
students?

MS. ELASTER: So depending upon their
classification, so if they are in a self-
contained classroom, we have a specialized
curriculum that the teachers just continue to
work with them. If they are in the general ed,
if they are full-inclusion student, or they have resource room support, we have co-teachers in the classroom and we use these diagnostic tests to determine what their needs are and just continue to work with them to get them as high as we can possibly get them. That's pretty much what we do.

VICE CHAIR BIREDA: Just given where your growth scores are, have you made some changes to those practices just to make sure that particular group, given your focus, will have greater success with regard to growth?

MS. ELASTER: One of the things we've also done is make sure that children are taking the appropriate assessment. The MSAA, I believe, those students that are eligible for that versus those students that are eligible for PARCC.

And because of our population, even though we may or may not feel that PARCC is an appropriate assessment, we are still required to administer and give PARCC to those students.

And so as an educational entity, we do
our absolute best to make sure that students are
taking the appropriate assessment and that we
have small class sizes, and we work with them as
much as we can in order to make sure that they’re
prepared.

CHAIR CRUZ: So one thought, and then
one comment. Jim, I'd love to follow-up on the
consistency question, and perhaps it's something
Rashida Scott, you and I can talk about. Because
as I've read it, and I would love to know what
our precedent has been, the three-year uptick
would, at least initially to me, read as
consistent improvement, or at least how we
generally interpreted it. So let's just make
sure we square that so that we're all clear on
that.

One of the things as noted in the
report, Teri, that's consistent with that
conversation of consistent improvement is meeting
50 percent this year, and the suggestion that the
SEEF grant supported, the investment supported
the resourcing that enabled you to meet that
goal.

Would love to understand how and what that grant supports over time, and then when the grant runs out, as all grants will, what you're thinking about the long-term sustainability of those structures and supports.

MS. SMITH: Bridges is actually a participant in two SEEF grants. The work that is happening around UDL is supported by a SEEF grant that is being done by an outside entity. And the SEEF grant that you've read about in the charter document information is about our own grant.

We use the funding to help with supporting expansion of special education staff, so therapeutic staff, and also administrative specialty education coordinating staff. As a school that was ramping up in terms of size, our population now meets it.

So once that grant goes away, we will still have the capacity funding-wise to keep those positions in place. But we were a school that was growing year over year. Last year was
actually our last year of growth in terms of
number of classrooms.

   We've also used that funding to create
a second ABA transition room to meet our students
who are in grades 3 through 5. So again, we now
have the students to meet the capacity to
continue that.

   CHAIR CRUZ: So it helped you bridge.

   MS. SMITH: Yes, it helped us, yes.
But there is separate work that an outside grant
is being done that is much more focused on
developing instructional capacity and knowledge
within the building that is being distributed
universally.

   CHAIR CRUZ: Perfect, great. Thank
you. Any other? All right. Well, if there
aren't any other questions, I would ask for a
motion from our Board.

   MEMBER BUMBAUGH: I move to approve
the charter renewal application of Bridges Public
Charter School.

   MEMBER GANJAM: Second.
CHAIR CRUZ: I've got a motion and a second. All in favor?

(Chorus of aye)

CHAIR CRUZ: All right, we've got unanimous. Congratulations.

(Applause)

CHAIR CRUZ: And again, we will come back to Jim's suggestion that we look into some other ways for us to understand the progress over the next several years. Teri, you don't go anywhere.

MS. QUINN: Our next school is Howard University Middle School. May I have representatives, please? We are waiting for one more member who has stepped out for just a moment. Do you mind pausing for just a moment?

CHAIR CRUZ: Sure.

MS. QUINN: Howard University Middle School educates students in grades 6th through 8th at a single campus located on the campus of Howard University.

The school committed to meeting 11
goals in its charter agreement. The school has at least partially met every one of its goals. In addition, the school has passed our financial and compliance review.

Based on these findings, PCSB staff recommends that the Board vote to approve the school's charter renewal application, and renew the charter of Howard University Middle School Public Charter School for another 15-year term. And I'll have the representatives from the school introduce themselves to put your name in the roll.

MS. PROCOPE: Kathryn Procope and I'm the Head of School.

MR. JOHNS: Wendell Johns, I'm Board Chair.

MR. HOUSTON: Corbet Houston, Assistant Principal.

CHAIR CRUZ: Before I open up for questions, would you guys like to make any opening remarks?

MS. PROCOPE: So first of all, good
evening, and thank you for the opportunity to meet with you and to discuss the renewal of our school's charter for another 15 years. I need to acknowledge the staff, the parents, and our Board members who are here to support us.

As a school community, we're proud that the PCSB has deemed that we've either met or substantially met the majority of our goals. As one of the only two single-site, 6th through 8th, chartered middle schools in the city, and the only one on the campus of an HBCU, we recognize that our program is extraordinary.

As we consider our future goals, we are excited about working with you to refine our present goals so that they truly reflect our mission and what we do, and at the same time create a rigorous bar for the children that we serve.

We feel that we can create a distinctive model for what middle school can look like in a city. Based on the PMF, our school is Tier 2, and we recognize that we have work to do.
based on this report card.

Now we're encouraged that the PCSB has recognized challenges associated with measuring achievement in middle school and is proactively and diligently working on PMF adjustments. We are striving for our children to show up well in all ways. Our parents value our school.

During our middle states accreditation visit last month, the overarching description of our school was a safe unique school community. Our parents, our students, our teachers, and the Howard University Community itself know that we're extraordinary and are committing to working together to achieve our goals and provide a quality education to all of our students.

CHAIR CRUZ: Thank you. Open up with the first question? Lea?

MEMBER CRUSEY: I thoroughly enjoyed my visit a few weeks ago, thank you. My apologies for the technology issues here. As a stand-alone middle school, can you share with us what process you undergo with your families to
plan ahead, whether from the get-go upon arrival in 6th grade, or once 8th starts, to think about high school in our unique choice environment here?

MS. PROCOPE: So, we have a counselor for every grade level. And so there's two things that our students think about when they come to us. They think about high school and they absolutely think about college.

So in the 6th grade we're actually thinking about what students, what their strengths are, and we play on those strengths. The counselor continues to assist them and thinking about what does that school look like.

In the 7th grade when our students are getting ready to take part, one of the things that we remind them of is this is the one that goes to high school. What high school are you looking at?

Once the 8th grade happens, our school counselor actually works with each student to determine what the best fit is and actually
having those conversations with parents as well to make sure that whatever school our students end up in is a school that they're going to thrive in.

After they get to high school, we still have conversations with the counselors to make sure that our students are doing well. Those counselors frequently reach out to us if a student is maybe not doing their best, to ask us how can they support them. So the wraparound continues to wraparound even after they get into high school.

MEMBER GANJAM: Hi. I also appreciated the visit to the campus a few weeks ago and definitely recognize the safe, the beautiful, loving environment that you're providing to the students there.

On the academic front, I wanted to see if you could talk a little bit more about the collaboration with Howard University itself, kind of what's going well, and what might be some opportunities for expanding that collaboration in
your next 15 years?

MS. PROCOPE: I think it was today, it was either today or earlier this week, our students went to the School of Chemistry and they were performing experiments. They've done desalination experiments. They work hand-in-hand with Howard students to expand their ability to engage in science.

We currently have Howard students actually volunteering in our classrooms in our science and our mathematics classrooms. As far as an expansion goes, I think an additional expansion with the School of Education is something that we're working on so that they're actually providing additional professional development to our school.

We work with School of Dentistry -- I'll get them all -- Medicine -- I'll ask the people, come on, Afro-American Studies, Biology, Engineering -- so they know better than I do.

So I think that if we get to the place where we're touching every single college in the
University, then I think we'll be successful. We're halfway there.

MEMBER SHELTON: You also -- thank you for the visit the other day. You also gave us an overview of your partnership with Summit. If you could speak to what that looks like and how you see that partnership over the next five to 15 years?

MS. PROCOPE: So this is our third year with Summit Learning, and Summit Learning is a blended learning platform that we're using throughout the school. So our current 8th grade has only had Summit Learning with us.

We've had some bumps. It is a rigorous platform, and sometimes we've figured out that it's difficult for our students. And so we've adjusted on a lot of different fronts to make sure that personalized learning really was personalized.

Apparently, we're doing a decent job of it because Summit is actually coming to us so that we're going to be one of their first
certified Summit schools and probably the only
one in the District of Columbia.

So one of the things that we
understand is that you cannot sit a child in
front of technology and expect them to learn.
That every single student learns differently.
That it does, even though everything is there, it
still takes planning on the teacher's part. And
that a collaborative atmosphere amongst the
teachers is really key in making sure that it
works.

So going forward, one of the things I
like about Summit is that they let us tell them
when it doesn't work. And so when we see things
that are not working for our population of
students, we definitely make them aware and they
make those adjustments.

MEMBER CRUSEY: It's working. Can you
elaborate for us in what you mean by adjustments
and can you also share with us how it came to be
that you are using the Summit tools and what it
requires of you financially and beyond?
MS. PROCOPE: So we were the recipient of a CityBridge grant as a breakthrough school, and one of the requirements of that was that we look at a personalized learning platform. There were several that we looked at and Summit was the one that we chose.

As far as adjustments, so Summit learning may give you -- there'll be a lesson. And there'll be six resources to teach you how to solve one-step equations. So one resource may be a video on Kahn Academy, it may be a PowerPoint presentation. There's different things that could be there.

So you may be the student that you get to say, okay, I'm going to look at each resource. However, you may be a student that I may need to select resource for you, and you may be one that I'm going to sit with you and go through the resources and take notes with you.

So what we learned is exactly that. That we really have to pay attention to what our students need, and make sure that we adjust
Summit to those actual needs.

So personalized learning platform, you may think it's like some panacea, but it isn't. It requires all of those people out there to recognize who each student is and make sure that student gets exactly what they need.

On top of that, helping the parents to understand that this is a totally new world for their students. Because their child may have come from a school where you give them a piece of paper and they do what they need to do, and they hand it back in.

Now, they're taking responsibility at a middle school level for their own education. And so that's a big step for them. And so what we learned is that we still have middle schoolers, and we have to understand that learning to take that responsibility requires a lot for us because we have to remind them that this is on you now.

MEMBER SANDMAN: I very much enjoyed my recent visit to the school. I was impressed
by the school culture, by what I observed of the instruction, and by the candor of the school's leadership.

My question is for Ms. Quinn. The standard for renewal is whether the school has met its goals. The staff report indicates that there's some goals that have been partially met. I'm new on the Board. Can you explain to me the history here of how partially met is sufficient to be met, and what the precedent is on that issue?

MS. QUINN: Sure. Simply put, so because Howard University is a non-PMF school -- we just saw a PMF school. Howard has its own mission-specific goals. The standard for approval is that they at least partially meet each of their goals.

In this case, the school had a total, I believe I reported a total of 11 goals that they either partially or substantially met for each of them, which it has been PCSB's past precedent to recommend approval in such case that
I don't believe that there was any goal that the school -- let me correct myself. I don't believe there was any goal that the school did not meet. So at the very least, they either partially, substantially or fully met each of their 11 goals.

MEMBER SANDMAN: Just so I understand, is it possible then that a school that had 11 goals and only partially met all goals would nevertheless be considered to have met its goals for purposes of charter renewal?

MS. QUINN: I would have to check our precedent, but I do believe so.

MEMBER SANDMAN: Thank you.

CHAIR CRUZ: My question is looking forward, so should your school be renewed, what's the larger plan for the next five years? You've spoken about Summit, so I imagine there's some level of commitment to that.

But given some of the data that we see which is not all perfect, and to my colleague's point, several of the goals are partially met.
What's the larger vision for the next five years?

MS. PROCOPE: So it's a little -- I am going to front this. It's difficult to have a school with mathematics in its name and that's one of the goals you struggle with.

One of the things that we've found is, mine's like a hamburger joint that sells pizza, but we're not that one. So one of the things that we've noticed is that students are coming to us struggling more and more in basic mathematics. And so what we've done, is we've maintained the rigor of our program and then found that, oh my goodness, you can't divide.

And so one of the things that we -- it's funny, we were discussing this just the other day -- is that we're going to go back to providing a fundamentals piece as well that's outside of Summit that helps students understand those basics so that they can get to the rigor of the content as well.

So students may wind up with two math classes, but we're going to provide that support
to them so that they can grow. We realize that
we're getting more students who are exceptional
scholars, and so providing additional supports to
them is something that we're going to continue to
do going forward as a school.

We, of course, would love to grow.

But putting our ceiling of 500 students into our
building is like shoving six Alka-Seltzers into a
short glass, and we don't think that's going to
work, so we are looking very diligently at
finding a larger space so that we can grow as
well.

VICE CHAIR BIREDA: I also enjoyed my
visit to the campus. Thank you, very much. Two
questions, one to that last point. I did notice
that your enrollment has been steadily
decreasing, and so just -- is that right? I
thought it started in the 300s and had gone down.
Am I wrong?

(Off-microphone comments)

MS. PROCOPE: So 266, 278, 278, 283,
291.
VICE CHAIR BIREDÁ: I'm so sorry. All right. Well thank you. Thank you for correcting me. And so as you talk about growth, how you are thinking about that, just how to attract more students, and then pair with the question that my colleague Lea asked around re-enrollment and making sure that you keep the students that you've got.

And then my second question was I was really impressed with the instruction that I saw at your school. And so I think, how are you, frankly, like how are you going to keep those really great teachers? What are you doing to make sure that they are getting even better at their craft? Because I think we were all fairly impressed by the instruction that we were seeing, so kudos to your teachers who are here.

MS. PROCOPE: So one of the things that is wonderful about our school, and I was really thankful for Ms. Aziz and what she said, is that most of our students are families. I really think we had nice steptoes.
We've had a family that's just come, they keep coming, and so I think that says a lot to our program. We even have children of people who were on our Board when the school first founded, and this one particular parent brought her child back.

So those are the things that continue to boost our enrollment because it's totally a word of mouth and it's really kind of comical that people say, I didn't know there was a school on Howard's campus. So I think that's going to continue to help us to grow.

As far as keeping these wonderful people, I pray every day. But also, we're providing additional professional development to them. I try to always ask. I say, you know, you're not going to retire from us, I'd love it if you did, but what is it that we can do to help your career to move forward, and that's something that they know they will hear me say.

And so just making sure that they get the things that they need because they give so
much to our children.

CHAIR CRUZ: Our Vice Chair taught middle school, so the fact that --

(Simultaneous speaking)

VICE CHAIR BIREDA: Let me teach one English class. Just one.

(Laughter)

CHAIR CRUZ: Any other questions? All right, if not, I'll take a motion on Howard University.

VICE CHAIR BIREDA: I move to approve the charter renewal of Howard University Public Charter Middle School of Mathematics and Science.

MEMBER BUMBAUGH: Second.

CHAIR CRUZ: We have a motion and a second, all in favor?

(Chorus of aye)

CHAIR CRUZ: Unanimous.

Congratulations.

(Appraise and cheers)

CHAIR CRUZ: I'm glad we voted in favor.
(Laughter)

CHAIR CRUZ: May we get the team from Bethune to the desk.

MS. QUINN: Mary McLeod Bethune. So before we begin, the school will introduce themselves.

MS. MCKAY: Good evening. I'm Linda Mckay, the Executive Director and Founder from Mary McLeod Bethune Day Academy.

MS. MAMIAM: Johanna Mamiam. I am the Academic Director Assistant Campus.

MR. AUSTIN: Good Evening. I'm Gerald Austin, a Principal at the Brookline Campus.

MS. BOXLEY: Good evening. Marlinda Boxley, Special Ed Coordinator.

MR. SINGH: Good evening. Sanjay Singh, Assistant Principal and IB Coordinator.

MS. SMITH: Good evening. Valerie Smith, Board Chair.

MS. BRYSON: Good evening. Stacee Bryson, Finance Manager.

MS. GALLIS: Patricia Gallis, Board
Member.

MS. QUINN: So once again, our final school is Mary McLeod Bethune Public Charter School, M.M. Bethune for short. M.M. Bethune educates students in grades Pre-Kindergarten 3 through 8th grade at two facilities. The school chose the PMF as its charter goals.

The school did not meet the standard of earning an average PMF of 50 percent over the review period. Its average score was 47.9 percent. However, staff concludes that the school has met both the improvement provisions in its charter goals by showing consistent growth on overall PMF scores since school year 2016-17, as well as the demonstrated promise provision in its charter goals by achieving a PMF score of 50.1 percent in the most recent school year.

The school's charter agreement states that the PCSB Board has the discretion to find that the school has met its charter goals if either of these provisions is met.

Staff recommends that the Board use
its discretion to apply the improvement provision
and the demonstrated promise provision to find
that the school has met its charter goals and
approve the school's charter renewal application
and renew M.M. Bethune Public Charter School for
another 15-year term.

MS. McKay: Thank you. I have
prepared an additional document to hopefully
respond to some of the questions that you might
ask that are in the report. But Mary McLeod
Bethune Day Academy Public Charter School was
granted its charter in 2004. We were the first
Spanish immersion school to locate in Ward 7.

At the same time, we located in Ward
7 at the Ward Memorial AME Church at 42nd and
Benning Road. Due to a lack of space, we also
opened at 16th and Kennedy Streets. So we became
one of the first charter schools that provided
transportation to our students.

We were serving what we considered the
neediest of the needy. At that time, it was 100
percent free and reduced lunch SES. At that
time, there was no characterization of at-risk students identified by what we have now in Washington, D.C.

But you can see in the mission that we are to provide a challenging academic program, always looking at our parents' needs as well as students' needs in a very diverse learning environment.

And it is there in a holistic fashion to enable every student to develop academic skills, success, talent, and social development.

So from the very start, we've always had character first. Now we have IB. We are an IB World School. We are located again at our 16th Street campus. We moved there four years ago, and that is an early childhood campus.

And not to show a difference, but there is a difference in our campuses. Our campus located in Ward 5 has approximately 75 percent of our students at-risk. Whereas in our Ward 4 campus in 16th Street, has an extremely low population of at-risk students.
But when we look and put them together, you can see that right now we're serving 212 of our 428 students that are identified as at-risk.

We are accredited by AALE, American Academy for Liberal Education because we are a liberal arts school. We serve students Pre-Kindergarten through grade 8, providing them a rich pot I would say of wonderful courses, classes and experiences for our students.

Our students receive not only the English language arts, math, science, social studies, but they're also receiving Spanish language immersion, environmental science, health and physical education, art, music, and beginning in the 5th grade, African-American Studies and Latin.

Our students in Pre-K through grade 4 are in school from 8:45, 8:30 for breakfast, to 3:45. And for our middle school students, grades 5 through 8, they are in school from 9:00 to 5:00.
We received our accreditation a little late because we just didn't have the facility.

In order for a school to be accredited, it had to have a library. It had to have a facility for students to individually have your own opportunity to play outside physical education.

A lot of the facility needs we did not gather and we didn't gain until we were able to co-locate at the Onslow Education Building. So presently, that's our new facility. We received it in a demised condition, and without borrowing any money we have been able to make it a beautiful campus, also purchasing an environmental science building that is state of the art, self-sustaining building, located on our school.

We have been able to build two playgrounds; one on Jackson Street, one on 16th Street. We have purchased the house next door to our school, so we feel that financially, academically, environmentally, socially and nurturing we are providing a good program for our
students.

We say that we are very diverse, not only in the type of school that we are but also who serves our students. I'm going to ask Mr. Singh very briefly to talk about our IB. We are an IB World School and that process of going through IB, and then we will talk about those numbers that you'll see in your report.

MR. SINGH: Thank you. I'll keep this brief. As an IB World School, it was 5-year process that started my first year, and we were officially authorized August of 2018. It is a learning process that we have done as being part of a cohort in IBMA of the Mid-Atlantic.

We essentially are providing students to become global learners in a larger school community starting at a micro level within their school building and neighborhood through a macro level of Washington, D.C., Washingtonian, U.S. citizen, global student.

This is done through inquiry where students are coming up with their own
provocations and exploring and learning so that they become global citizens. The ultimate goal is to become characteristic of the 10 learner profiles to make our students global learners with international mindedness a focus.

MS. McKAY: Thank you. We have a very robust and rich arts program, humanities program, where our students receive awards and accolades for the work that they do in the arts.

I would ask you to look on page 4 of the document that I prepared that shares with you some of the reason why we see a dip in school year '16-17. You can see in your document page 11 that in year '15-16 we were Tier 2 at 51.9 percent; '16-17 we went down to a 39.6; '17-18 we were able to gain 10 points, 10.3 points, and last year we moved to a 50.1, which gave us in that five-year an average of 47.

One of the incidents that happened is that in Ward 5 there was gentrification in the neighborhood. But along with that gentrification, there was a very large public
housing and subsidized housing development that
decided to close.

And it did it in very arbitrary ways.

It was posted and shown in the Washington Post
and city paper and many places. But what was
happening is our parents were forced to move,
either through eviction or through buildings
closed down.

So at Rhode Island and 13th Street, if
you go into that neighborhood, Brookline Manor,
Saratoga, Montana Dwellings, you will see empty
spaces where homes, people's apartments, used to
be. So those parents had to move.

So in '16-17, some of them continued
to stay with us, some of them became homeless
where we provided through McKinney-Vento support
for them. But at the same time it affected, of
course, our re-enrollment rate, it affected our
test scores, and it affected our daily
attendance.

We know that it just didn't happen in
one year and boom, it changes. But it is a
gradual and residual effect. We are building and
growing now, and I just want to share with you,
it's on page 7, the charts.

Focus does an excellent job of this
aggregating data. And I know that the PMF looks
at the charter sector, but I wanted to see
exactly how do we look apples to apples with that
sector of elementary-middle school because we are
Pre-K through 8.

And if you -- we look at it and we
say, we are moving and we are showing some
growth. The outlier to us not possibly being as,
doing as well as other schools is in the African
-- I'm sorry -- the at-risk student population.

But if you look at our African-
American male students in ELA and MAP, we have a
higher percentage of students scoring threes and
fours and above. So we are -- we know of the
work that we have to do. We know that the
challenge of just getting that re-enrollment
coming, and also the fact that our Pre-
Kindergarten through grade 2 location on 16th
street, kind of like, has parents say well where
do my children go in 3rd grade?

    Some do go to our Jackson Street
Campus, but many times parents want to move
closer to where they are actually living. So I
just wanted to give you a backdrop to that big
question what happened in '16-17 and what are you
doing about it. And we can share more about what
we are doing about it.

    I'm going to ask Ms. Mamiam to speak
a little bit about our language immersion
program. And Ms. Mamiam is new and came to us
just September.

    MS. MAMIAM: Yes, so good evening
everybody. I would like to say that our teachers
incorporate different instructors to expose our
students and the community to a second language.
It is amazing to see 3 years old, 4 years old, 5
years old, 7, we have until 2nd grade, but it is
amazing to see how they talk in English and
Spanish at the same time.

    We have two teachers in the
classrooms. One is in English and the other one is in Spanish. And when the students talk to the teachers, they know who is the one that they have to talk in Spanish, and it's amazing to see the interaction they have in the program.

Our teachers prefer engaging environment to encourage the students to be active learners in this part of learning a second language. We have a multi-cultural community where the Spanish in some cases is the third language because we have a multi-cultural community where parties come from different places, not just from Hispanic areas.

But we have like a lot of people from Europe and they really want to help the students to learn a second or third language in our community.

We also provide support to those parents who they don't speak English, and they feel more comfortable in the community to come and talk to us to talk to the teachers. Like at a conference when we have parents-teacher
conference, there is an English teacher, a Spanish teacher there to provide the information that they require and the needs that they are looking for.

Our Spanish immersion program follows different strategies from both the students in the best practices that we can provide. It's not just teaching a language. It's teaching the language through different strategies like taking into account the needs, the interest of the students and promote and encourage children to learn more to empower them through different models.

So such as we have not just the teacher in the classroom, we also have science teachers who gives the classes just in Spanish. It's no English. It's a Spanish science teacher. Where our teacher also incorporates new models, she doesn't speak Spanish, but she also tries to incorporate the language in their classes.

So when you see the school, you see all like multi-cultural language in the school.
The teachers would teach, play with the students, do different activities that really expose what a second language, what a multi-cultural environment is. And it's really nice to see.

I'm really new in the school, but I am amazed to see how wonderful this environment encourages the students to learn and be active and be really happy about what they are doing in school.

CHAIR CRUZ: Thank you. Board members?

MEMBER BUMBAUGH: I have a bunch of questions.

MS. MAMIAM: Okay.

MEMBER BUMBAUGH: First, why do you stop the 50/50 immersion at 2nd grade? Why not go through 5th or 8th?

MS. McKAY: Yes, so in developing the school, we did a lot of research in what were good models. In 2004, the most prominent model was 50/50 up to 2nd grade, then in 3rd grade you begin Spanish language instruction in the
classroom, and that would go on through the 8th grade, so that's what we were doing.

Now, we are a 10:1 ratio school. In 2004 it was more difficult to find the Spanish teachers, teachers speaking Spanish. But now we have started having discussions about let's take this up through at least the 5th grade. And so that's what our discussion is now.

MEMBER BUMBAUGH: I would encourage you to -- I'm the parent of children who've been immersion from Pre-K3 through 8th grade, and I'm glad they didn't stop in 2nd. It's made a big difference in their fluency.

So there is a collection of PK-3 through 5th grade language immersion schools that feed into DC International. I push those schools to work on increasing their at-risk population.

You are an immersion school that has an at-risk population that's right about at the city average. Have there been any discussions with DC International about feeding into them?

MS. MCKAY: That's a very interesting
question, and it becomes kind of political. As I said, we were 100 percent at-risk in the very beginning. And if I can just be as bold to say we just weren't invited to be a part of that. I can't say it any other way.

But, again, we were the first school in Ward 7 to provide that foreign language to that population who had not been served.

MEMBER BUMBAUGH: Related in my last question. I think a lot of us push the PK-3 through 5th grade language immersion schools accepting DC Bilingual to increase their at-risk percentages, and what we hear is they can't do it. Well, you do it. So do you have any tips for those schools?

MS. McKAY: I have, well, participate in the common lottery. Recruit in those other neighborhoods. Expose parents to the opportunity for a second language schools.

And what's so interesting, last week there was a report commissioned -- I forgot who it was -- but it said in its body, and I
responded to it, that African-Americans were not 
so prone to want a second language. I can send 
that information to you.

I just, you know, I said I'm looking 
at this, and we know that it's not true. And I 
just ended that by saying access and opportunity 
are not the same.

And so we have to be able to open our 
doors to all students. And I know the common 
lottery is a way of doing that, but that means 
that we have to have outreach to all communities.

MEMBER SHELTON: So you just began 
your IB program. Are you in discussion with IB 
high schools to transition your students from 
your school to some of those programs?

MS. McKAY: Okay, so IB has IB, PYP, 
and then they have middle years program, and then 
the high school diploma. We go to the 8th grade, 
and so right now we are an IB/PYP program. I 
told you it takes five years.

So even though 100 percent of our 
staff, meaning the 6th through 8th grade
teachers, also took the IB training, we have not
begun to delve into the middle years program
which we are working on. But our teachers still
participate in IB training as well as developing
the program of inquiry.

MEMBER CRUSEY: So to make sure I got
that right, it sounds like it's been the process
of establishing the IB essentially credential at
the school has happened at the staff level, and
has not yet been fully implemented at the student
level?

MS. McKAY: No, no. It is implemented
at the -- we are an authorized IB school. I was
saying that our staff have fully participated and
received the certification for that training. We
just have not delved into the middle years
program going through that process.

Mr. Singh is our Assistant Principal
as well as our IB coordinator. He has been
attending the middle years meetings, but it is a
different organism.

MEMBER CRUSEY: So my question I think
was similar, was going to be similar, which is
what, as students matriculate after leaving
M.M.B. to go onto high school, is there any
intentional effort to partner with high schools
that offer some kind of IB course work so that
students, as they're going through the lottery
very soon for high school, they look for that,
and is there any kind of transitional support for
this?

MS. McKAY: Yes. Well we have a lot
of workshops with our students to not guide them
but to let them know what schools are available.
We've had many of our students to go to Banneker,
Thurgood Marshall based on their interests, but
definitely, they take with them that whole
experience of the IB learning system.

And we have also been talking about,
okay, so now it's time to move into middle years
NYP, but again that's a process. So we're not
-- we have some students who have gone through
the IB, have moved into high schools that are
offering middle years, but in terms of the high
MR. SINGH: Just briefly, IB is very protective of the different levels. So you cannot give any instruction in middle years program without being a candidate school first. So that was the first three years of a five-year process.

So in order to venture into the NYP program officially, we would have to be recognized as a candidate school in the first three years, and then get authorized for the last two. So that's where we're at the stage of exploring. I'm actually getting my NYP certification in the first week of December.

MS. QUINN: So it might be helpful to note on record which grades are actually receiving the prep -- PYP for those who may not know is Primary Years.

MR. SINGH: PYP is Pre-K3 through 6th grade.

CHAIR CRUZ: So continuing the conversation on IB, how is the integration with
language immersion gone?

MS. McKay: Yes, well with IB, it's a humanities, you have to have your arts and humanities, and it requires a foreign language. So that integration is natural. It's organic and it's a requirement.

Chair Cruz: It's different than what I've understood which is that the IB -- the unit-based program of study in PYP, oftentimes from just a sheer time commitment on the part of students and teachers fights the amount of time required to deliver the language immersion program. So it's one of those tensions that's not easily navigated as the IB accreditation process works out.

MS. McKay: Yes, because we are 50/50, and then beginning 3rd grade, we have the language instruction, IB is to be an integrated program. So it's not okay, now it's reading, now it's English, now it's social studies, but it is an integrated program.

And so it is quite easy for the
teachers because the teachers are together.
Spanish and English together. They're planning
together, and that Spanish language is built into
it at the same time.

CHAIR CRUZ: Are there any other
questions? Joe?

MEMBER SANDMAN: I commend the
progress that you've been making and I like
everything you're doing with language immersion
in your IB program. I intend to support the
staff recommendation that your charter be renewed
subject to the same caveats I had for Bridges.

I believe that the demonstrated
promise provision as been satisfied. I'm not
persuaded that the improvement provision has
been, and I would urge off-cycle evaluation
before five years under these circumstances.

MS. MCKAY: Thank you.

CHAIR CRUZ: Any additional questions,
otherwise I'll take a motion. You can move.

MEMBER BUMBAUGH: I move to approve
the charter renewal application of Mary McLeod
Bethune Day Academy Public Charter School.

MEMBER SHELTON: Second.

CHAIR CRUZ: I have a motion and a second. All in favor?

(Chorus of aye)

MS. McKAY: Thank you.

CHAIR CRUZ: Congratulations.

(Applause)

MS. QUINN: I'll have representatives from DC Prep please.

MS. ENGLISH: Good evening. My name is Michela English and I serve as Board Chair for DC Prep.

MS. MAESTAS: I'm Laura Maestas and I'm DC Prep CEO.

MR. RIBEIRO-YEMOFIO: Neils Ribeiro-Yemofio. I'm the Chief of Staff at DC Prep.

MS. QUINN: DC PCSB staff recommends that the Board approve the charter amendment request of DC Preparatory Public Charter School to open its previously authorized sixth campus at a new location in school year 2020-21, and
approve Board Chair Rick Cruz to sign the amendment on the Board's behalf.

If approved, DC Prep Anacostia Middle School will open at 2501 Martin Luther King, Jr. Avenue Southeast in Ward 8 effective for school year 2020-21 and beyond. It's important to note that this is a conforming amendment to make the technical change of ensuring that the school's location for the Anacostia Middle School campus is properly reflected in its charter agreement and representatives are here to answer any questions that you may have.

MS. MAESTAS: Thank you. I'd like to start by sharing a prepared statement, and then I would like the opportunity to respond to a couple of the comments that came up in the course of testimony earlier.

Chairman Cruz, members of the PCSB Board, and Mr. Pearson, thank you for your time and your consideration at the October Board meeting of DC Prep's application to open our Anacostia Middle Campus at the Burnie Building,
2501 MLK Jr. Southeast in school year '20-21.

While our charter amendment application focused on 2501 MLK Jr., the Burnie Building, the focus of the October Board meeting was on DC Prep's efforts to secure a permanent location for our Anacostia middle campus.

In particular, the focus was on our interest in 1619 Frankford Street. We heard, and we respect, the opposition that members of the Fort Stanton community feel towards our interest in the property, and we have been and will continue to work to identify another permanent site.

At the same time, we've also been up front about our obligation to the 450 students that we serve at Anacostia Elementary campus. Our students' families want a DC Prep Middle School in Ward 8, and we will continue to pursue Frankford Street until such time as we are able to secure another permanent site that meets the needs of our students.

This is not the position DC Prep wants
to be in. But as you pointed out in the last meeting, we are in this predicament because DC Prep has not yet been able to secure a city-owned building.

Before tonight's vote, we want to address several assertions that were offered during the October PCSB meeting that are inaccurate or incomplete and to update you on the work we have done since the October meeting.

First, we would like to address some of the statements that were made in the last meeting that we believe to be out of date, false, or misleading. First, DC Prep's track record of results.

The accountability metrics set my PCSB and OSSE demonstrate that DC Prep is delivering strong results. DC Prep serves more than 2,000 students; nearly half of our students are at-risk. This is intentional.

We exist to serve communities who have been historically under-served as we believe that a quality public education is a civil right. All
of our five schools are Tier 1.

Our four schools that were eligible for a star rating last year earned four out of five stars. All four of our schools were in the top 25 percent of our schools city-wide last year.

In 2019, three of our four schools that took PARCC ranked in the top 10 public charter schools in the city on the percent of students who were proficient in math.

Two of our four schools that took PARCC ranked in the top 10 public charter schools in the city on the percentage of students who were proficient in reading.

Recently, three of our schools earned the Bold Performance Distinction Award by Empower K-12 which recognizes schools in the city that do the best job of service at-risk students.

And at a time when many of us have concerns about the number of Ward 8 students who have access to our city's most selective high schools, we consistently send students to
Banneker, Walls and other selective schools each year.

Second, suspension rates. In school year '16-17, a public charter school board challenged us to bring down our out-of-school suspension rates. Over the last two and a half years, we have invested a significant amount of time and energy to rethink our approach to student culture, including our use of suspension as a consequence.

As you can see in our data, we have made significant progress. Our official suspension rates for school year '18-19 were zero percent at Anacostia Elementary, zero percent at Benning Elementary, one percent at Edgewood Elementary, seven percent at Edgewood Middle, and eight percent at Benning Middle.

Cost to the public of building AMC. Someone at the last meeting suggested that AMC will cost taxpayers $24 million. As you know, charter schools receive a per student facilities allowance from the D.C. Government since we do
not have access to city-owned school buildings.

While we are grateful to receive this allotment, it offsets but does not cover the cost of our school buildings. We will supplement the per student facilities allotments we receive for AMC students with privately raised philanthropy to cover the cost of our permanent AMC site, wherever that site ultimately is. In short, there is no additional cost to D.C. taxpayers regardless of the location of our permanent site.

Next, who benefits from the school?

By law, our schools, like all public charter schools, are open to any student within the District. However, DC Prep schools exist to serve the neighborhoods in which we are located, and we tailor our student recruitment efforts to reflect that commitment. Those efforts are working.

The majority of the students who attend each of our schools live in the Ward in which that school is located. Our understanding of the School Reform Act is that we are not able
to offer a geographical preference in the student lottery. We would support the D.C. Council amending the School Reform Act to allow for a geographical preference in the student lottery.

Next, transparency. Members of the Fort Stanton community have asked for direct engagement, and we have been and will continue to share as much information as we are able to share.

As we outlined in the open letter that we sent to all of you earlier this month, prior to the PCSB meeting, we made a concerted effort to share information with elected officials and to use existing forums. For example, AMC meetings to share information with the community. We appreciate the feedback from the community and we are adjusting our outreach efforts.

In October we hired a Chief of Staff. One of his primary responsibilities will be to lead our community outreach efforts. We recognize the importance of community engagement and we are already taking concerted steps to act
on our lessons learned over the last few months.

Since the October PCSB meeting, we have continued to work to identify alternative sites for our permanent location and to ensure that members of the Fort Stanton community are kept up-to-date. Here are some of the key actions that we have taken.

First, we shared an open letter stating our commitment to the stated desire of DC Prep's AEC families to have a Ward 8 middle school, and our willingness to work with members of the Fort Stanton community and elected officials to try to identify another permanent site.

In that letter, we demonstrated our commitment to the search by committing to pause on our applications to DDOT and the PCSB in connection with the Frankford Street site. We have held two community meetings and we have scheduled an additional three with a goal of holding bimonthly meetings going forward.

We are collecting email addresses from
members of the Fort Stanton community so that we can share information directly with them going forward.

We created a petition that can be used by the DC Prep community and the Fort Stanton community to express support for the city to help identify a city-owned building for DC Prep's long term needs.

We have followed-up on several sites that were suggested to us by members of the Frankford Street community. And most importantly, we have entered into earnest negotiations with building pathways for a long term lease on the Burnie Building.

We want to be realistic about the time that it takes to secure a permanent site. Until we have another option, we have an obligation to move forward with the purchase of the Frankford Street site. If we can secure an alternative site for our permanent location, we will resell the Frankford Street site.

We look forward to continuing to
update you and the larger Ward 8 community on our efforts in the coming months. And we hope that the combined efforts of the DC Prep community and the Fort Stanton community will be successful in persuading the city to identify an under-utilized city-owned facility to our permanent home. So that's my letter.

Next, I want to respond to a couple of the comments that were made earlier this evening just to make sure that we're able to ensure that the record reflects accurately the facts.

In our last meeting, you charged us to work with the Fort Stanton community in order to see whether or not we could work together to identify a city-owned building that would meet the needs of AMC, and at the same time, not create the inconvenience to the Fort Stanton community that they have expressed concerns about.

We took that very seriously and we have done a couple of things. So we asked members of the Fort Stanton community to help us
to circulate a petition. Our hope was to be able to present the petition signatures to elected officials which would then demonstrate that there is broad support for access to a city-owned building.

We've asked Commissioner Gaston to work with us to identify a plan to approach elected officials, and we look forward to working with him to doing so. We have also, as Commissioner Gaston said, had several meetings and I want to be clear about those meetings.

So first, we have met with Building Pathways. We did not include the Commissioner or members of the community because it was a meeting to begin contract negotiations. No one conducts contract negotiations in public, and it is inappropriate to expect us to do so and come out with a contract.

Second, we also met with DCPS. We had reached out to DCPS prior to the PCSB meeting, and the frame of the meeting was that it would be a meeting between DC Prep and DCPS. To suddenly
spring additional participants on DCPS at the last minute is inappropriate and rude.

We don't believe that a meeting with DCPS is a one-shot deal, so our goal was to learn more about where they were in their capital improvement planning which has a bearing on Burnie. From there, we plan to determine the specific strategies that we would use to approach city officials, and in city official meetings we have no concerns about including a broader range of participants.

MR. RIBEIRO-YEMOFIO: So, excuse me, it was also mentioned concerns on parents attending meetings. We were charged to harness the energy of DC Prep and the members of the Fort Stanton community.

DC Prep is not just one, two or three people. DC Prep is not just our staff. DC Prep is absolutely our families. So if you want DC Prep, that also includes our families. We are proud of our families' engagement, we are proud of our families' advocacy, and we absolutely
support their voice in wanting to consider the outcomes for their students, for their children in education.

So I especially am supportive of our parents' engagement and involvement in these meetings, especially the families of the 560 students who live in Ward 8, and the over 130 students who live in Ward 8B. Thank you.

MS. MAESTAS: We'd be glad to take additional questions.

CHAIR CRUZ: Thank you. Do you want to start with questions, Ms. Shelton?

MEMBER SHELTON: Thank you for summarizing what all has taken place between the last meeting and today. I would love to hear what outreach has taken place or any discussion that has gone on with any other operators who have had conversations with the city about access to buildings.

I know that there have been other operators that have been thoughtful about how they've engaged with the city to make
considerations for use of facilities. So just
have any conversations happened with any other
operators?

MS. MAESTAS: So a few of the people
that I've spoken with. I've spoken with Chris
from Lee Montessori about the challenges that he
has faced in identifying a building. I regularly
attend the CEO dinners that Ed Forward holds, and
this is like an ongoing topic of discussion.
It's just the challenge that many people have
faced and how difficult it is to be able to
navigate this.

I've heard from the KIPP leadership
team about the efforts that they've gone to to be
thoughtful about community outreach and like what
they've learned. So those will be some of the
folks that I've heard from about how they've
thought about navigating this.

MEMBER SHELTON: And in terms of what
you've heard, how has that shifted your approach
not only to speaking with the city officials but
engaging with community members? If you would
walk us through what that looks like.

MS. MAESTAS: I think the work that KIPP has done has been really thoughtful, and I look to KIPP as model of some of the things that we should aspire to. We have been, I think, intentional about our community engagement efforts over the years.

I think Raymond Weeden who has led our work on community engagement until he became the Executive Director at Thurgood Marshall has been very intentional about trying to conduct outreach. And that was a huge priority in hiring Neils and thinking about how we would fill the Chief of Staff role with somebody who is passionate about that same work, and would be able to help us to put in place some of the structures that we would need on an ongoing basis to continue to do outreach and to build on the work that we've done in the past.

MR. RIBEIRO-YEMOFIO: And I'll also add that is part of our approach with having community meetings that have been scheduled, and
the plan going forward to have additional
community meetings, as well as expanding our
roots not just to our elected AMC official, but
also trying to get engaged with members of the
community as well as reaching out to the Fort
Stanton Civic Association. As well as how are we
actively engaging the community that will be
going to Burnie pending the Board's approval, so
talking with those AMCs and starting the outreach
for those surrounding areas.

MEMBER SHELTON: And can you just give
us an example of what you plan to accomplish
through those community meetings that you're
hosting?

MR. RIBEIRO-YEMOFIO: Well, I think
it's two things, really. One to show that we are
a part of the community. We want to hear,
listen, understand, show that we are engaged and
willing to support.

But also, we want to show that we want
to express that we are -- I'm sorry. We want to
share that we are willing to be an active member
within the community. I want to make sure that they understand that DC Prep is not one thing or another, but exactly what DC Prep is, especially what our parents are so they can hold us accountable to do that in the community.

MEMBER SHELTON: And who's facilitating those -- go ahead, I'm sorry.

MS. MAESTAS: I was also going to say like the type of community engagement looks different in different places. All right, so we have quarterly check-ins with the neighbors on V Street at AEC.

And so the topics that we use there, right, are totally different. So do you just specifically want to focus on what we're doing in connection with the Frankford Street site?

So what we have framed it as is like one, we want to make sure that we have an opportunity to answer questions that residents have about like the concerns that they've raised. And we've said, you know, tell us your questions, we will make sure that we get you answers.
And I think Neils has been incredibly intentional about making sure we capture all of the questions and that we're trying to follow-up and say like here are the answers to your questions. So that's one thing.

Another thing that we have done is we've provided a forum for people to be able to say, well, you know, have you thought about this other site. And that way we're able to say, you know, yes, we've thought about that site. It's not an option for X, Y, Z reasons, you know, what else have you got.

Or we say great. You know, we're happy to go and double-check on that site. And Neils has been intentional about following-up with people offline to figure out whether or not sites that are being surfaced by the Frankford Street community are viable options.

And the third thing that we are trying to do as we're trying to say, we need to be able to -- in order to influence elected officials or city officials, we need to be able to demonstrate
like a breadth of support. And so that's one of
the reasons why we've talked in those meetings
about collecting signatures on a petition in
order to be able to demonstrate that there's
support from our families and support from the
Fort Stanton community for a city-owned building.

If you have advice on other things
that we should be considering in those meetings
as a goal, we would love that as well.

MS. ENGLISH: I'd just like to add one
thing. Some of it is very tactical and granular,
so we're trying to understand specifically the
concerns of the neighbors in the Fort Stanton
community.

And if we do have to go forward with
construction there, and it still is an if in our
minds, you know, they've talked about things like
traffic in the morning and people cutting through
already from Stanton Road, and that's an issue
after 7:30. So we want to try to understand all
that so we can partner, whether it's with MPD or
whoever it is to ease some of the stresses.
They've also talked about the alley that would be at the bottom of the lot between us and the townhouses and making sure that that's safe, that it's well-lit. So, you know, they're very specific things that people are articulating which I think will make us better prepared to deal with those if we have to move forward, so the listening is very valuable.

MEMBER SHELTON: So the last thing I would say in terms of suggestions on folks to talk with would be Rocketship because of the experience they had in their property, in building their property in the neighborhood.

I know that the representative that was working with Rocketship is now with KIPP DC, but I would double-down on their suggestion. In terms of what you're capturing, making sure that you're capturing that information, but being able to demonstrate to the community how you capture it, what you intend to do with what you capture, and how that can continue to be a cycle of communication.
And so, just being thoughtful about not only engaging, but making sure that you are constantly hearing from them in terms of what you all can do and how you can help quell some of the concerns that they have, but also hearing the input from them in terms of what they would like to see happen.

VICE CHAIR BIREDA: Teri, just for the record, can you remind us what this particular vote is on, and also for the record, when we authorized AMC to be -- when we authorized it. And then, what would happen in the future if DC Prep were to change location and seek approval for location.

MS. QUINN: So for the record, what you are voting on this evening is only for the -- you are not voting on the Frankford Street site. In fact, the school has not applied to locate at the Frankford Street site.

You are voting on 2501 Martin Luther King Jr. Avenue Southeast in Ward 8, and that is effective for, I believe we stated in the
proposal school year 2020-21 and school year 2021-22. And it's also stated that it's unclear at this time whether or not the school will be able to locate there permanently beyond those two school years.

I'll have to check for you -- I'm talking on the fly -- I'll have to check for you exactly when DC Prep was approved. It was school year '16-17. DC Prep was approved by PCSB's Board in school year '16-17 to operate Anacostia Middle School for the intent of it becoming the feeder school for Anacostia Elementary which is currently located at a site on B Street Southeast in Ward 8.

So again, this is conforming amendment simply to memorialize a location for a campus that the school had already been previously approved to operate. They're simply seeking a location today.

VICE CHAIR BIREDA: And if they were to seek to operate on Frankford Street what would happen?
MS. QUINN: If they were --

essentially the process would start again. So if, for some reason, they decide to purchase the Frankford Street site, the school must apply, formally submit an amendment application to PCSB. By law, PCSB is required to provide 30 business days notice before the scheduled public hearing.

As part of that application packet, the school is also required to demonstrate evidence of its community engagement efforts as thoroughly and as fully as possible. We would once again conduct a public hearing and subsequent forward vote, so essentially the process would start back at square one.

MS. MAESTAS: And that's one of the ways in which we are trying to demonstrate a good faith commitment to look for another site is not actually bringing the application, because our hope is to wait as long as possible to see whether or not we're able to line up another building. Because hopefully, we don't come to you with an application for Frankford Street,
right? That's like the goal.

CHAIR CRUZ: Other Board Members,

questions? All right. Do you have a question?

So if you don't have any questions, I'll take a motion.

MEMBER CRUSEY: I move to approve the charter amendment request for DC Preparatory Academy Public Charter School and approve the Board Chair Rick Cruz to sign the amendment on the Board's behalf.

MEMBER SHELTON: Second.

CHAIR CRUZ: I have a motion and a second. All in favor?

(Chorus of aye)

CHAIR CRUZ: It's unanimous. Great.

Thank you, guys.

(Appause)

MS. KUPFERBERG: Hello. My name is Erin Kupferberg and I am the Senior Manager of the Finance and Academic Quality Team. Tonight I ask you to vote on the update to the 2019-20 Performance Management Policy and Technical Guide
or the PMF Guide.

DC PCSB staff updated the floors and targets once the 2018-19 data from last year was final. The 2019-20, this year's PMF Guide, has now been updated to reflect the implementation of the business roles that were approve by you, our Board, in September 2019.

There are two additional items to note. The first, instead of moving the class instructional support floor directly to the 10th percentile of performance, DC PCSB staff is recommending a two-year phase-in to the 10th percentile of performance to maintain the stability of the framework scores.

Also, we worked with the adult education schools to include HVAC as a career in Technical Education High Level Certification that will be included for points this year, along with the other already approved high level certifications.

CHAIR CRUZ: All right. Erin, why don't you ever get to come at the top of the
meeting? No one ever gives you that real estate.

MS. KUPFERBERG: I am always the end.

It's okay.

CHAIR CRUZ: Any questions, Board members? Steve?

MEMBER BUMBAUGH: Erin, can you characterize input from and reaction by the adult ed schools to these changes?

MS. KUPFERBERG: To adding HVAC change? So we --

MEMBER BUMBAUGH: I mean just in general. I mean this applies to them sort of at large, right?

MS. KUPFERBERG: It does. It applies to any school who wants to add this additional career in Technical Education Pathway. We worked very closely with Community College Preparatory Public Charter School to fully understand how they’ve implemented this program and the certification credentialing company they used specific for their program. There are many of them.
And we aligned it with OSSE's career in technical education pathway guidance that they already have to make sure that it's not identical to OSSE's but it was enough aligned that it fit our definition of the CTE pathway for adult ed.

And it aligned up, the, you know, the numerator and the denominator aligned with our other career and technical pathways so that the outcome is those adult ed students who are earning these credentials from these credentialing programs, that they can now go out for a higher wage job.

CHAIR CRUZ: I'm going to piggyback on that because I think I had maybe a similar or related question to what Steve had which is Shannon Hodge mentioned earlier and gave you some kudos for the work that you've done. And she and other adult ed programs came forward a few months ago -- well, adult ed and alternative.

MS. KUPFERBERG: Just -- she's part of the alternative for the record.

CHAIR CRUZ: I'm sorry, alternative,
had come forward at different times, as have the
adult ed, with some concerns. And I know you've
led a lot of the navigation of what we see as
right as an authorizer, and balancing it with the
input from the LEAs.

Can you talk a little bit about how,
as we're getting deeper into the school year and
task force is continued and you're already
thinking forward to next year, how those
conversations are evolving and how you're
managing the input with, you know, sticking to
our accountability framework.

MS. KUPFERBERG: So specifically
related to the alternative framework, we started
engaging the schools in August based off the July
public comment, and we have met monthly since
then. These schools, as an overview for that
framework for these schools that were engaged
five years ago when it was developed and haven't
had much engagement since, so we started back on
where we started and catching up in those five
years that had some critical research and update.
And we have more data to pull that together to have these conversations now about how can we make adjustments to this framework that are reflective of what we know now with our alternative schools, and what the national research and data is showing us. Not just us, nationally.

There's a lot more discussions at a national level about alternative accountability, strong alternative accountability. But that really highlights the work being done. Hopefully highlights the work being done in our alternative schools.

We want to set rigorous yet attainable goals, but we need those goals to reflect the student populations and the work that the alternative schools are doing. So that's what we are starting to engage in in the research questions that Duane mentioned last month and Shannon mentioned tonight.

We collected those from our schools over the last few weeks and we're starting to
dive into that research so that's the exciting part. And then we'll meet with the schools a couple more times to put together what we're hoping is a guidance document that will be part of the AEF framework. This is my vision. But then that guidance document will guide the goal negotiation with the AEF schools once they're identified and approved as an alternative accountability framework school.

So that always looking forward is next year's, will be an update in the '20-21 PMF guide. And as per usual, we are looking at engaging our other task forces, the Pre-K to 8, and the high school, and the adult ed starting after probably after late winter, early spring potentially for one to three meetings.

It kind of depends on the framework and the topics to put together and get feedback in order to present the guide to you. We're aiming for May.

CHAIR CRUZ: Okay, thank you. And thank you for the great work on it. Any other
technical questions this evening? All right. If not, I will take a motion on our PMF Policy and Technical Guide update.


MEMBER GANJAM: Second.

CHAIR CRUZ: Motion and a second. All in favor?

(Chorus of aye)

CHAIR CRUZ: Unanimous.

MS. KUPFERBERG: Thank you.

CHAIR CRUZ: All right. We are now at the consent calendar. And before I even ask, we're going to need a recusal from Naomi for KIPP DC.

MEMBER SHELTON: Yes.

CHAIR CRUZ: So I'm going to pull KIPP DC. So we've recusal on the record. Can I get a motion on the consent calendar?

MEMBER CRUSEY: I'm sorry. I'm going to clarify again. First, we're talking about --
we're just reading into the record.

CHAIR CRUZ: We're just reading into the record and Naomi has stated her recusal on KIPP DC unless we have any other recusals on any of the other items on the --

MEMBER CRUSEY: I have in the past recused myself from DCI, but then I have later understood that because we're just reading into the record that we're not obligated to do so.

(Off-microphone comments)

MEMBER CRUSEY: Yes, got it. Proceed.

CHAIR CRUZ: Okay. Motion?

MEMBER SANDMAN: I move to approve all items on the consent calendar.

CHAIR CRUZ: Second?

MEMBER GANJAM: Second.

CHAIR CRUZ: Okay, second. Motion and a second, all in favor?

(Chorus of aye)

CHAIR CRUZ: All right. Any new business Board members? All right. And one last call for public comment. All right. No new
business, no additional comment, can I get a vote to adjourn?

MEMBER SHELTON: I move to adjourn the November 18, 2019 meeting.

CHAIR CRUZ: Can I get a second?

MEMBER BUMBAUGH: Second.

CHAIR CRUZ: Motion and a second, all in favor?

(Chorus of aye)

CHAIR CRUZ: We are adjourned. Thank you.

(Whereupon, the above-entitled matter went off the record.)
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**Note:** The table above represents the years of Yemofio and ZUBARIO-AMAFILLO's tenure, with each year's data indicating the number of years served in each position.
CERTIFICATE

This is to certify that the foregoing transcript

In the matter of: Public Meeting

Before: D.C. Public Charter School Board

Date: 11-18-19

Place: Washington, D.C.

was duly recorded and accurately transcribed under my direction; further, that said transcript is a true and accurate record of the proceedings.

______________________________
Court Reporter

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