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## APPENDIX B: DC EDUCATIONAL STANDARDS FRAMEWORK

Over the course of the day, the professional judgment panel is tasked with identifying the resources needed in District of Columbia public schools and public charter schools to meet specific academic standards and requirements that flow from federal and district legislative and/or policy mandates. This document describes both the input and outputs/outcome requirements for District schools and contains:

- **Requirements for All Students**
  - **Instructional Inputs**—Instructional input requirements generally are rules, services, or programs that must be provided. They include specific mandates, such as curriculum standards that must be taught or the minimum number of days that students must attend school.
  - **Student Achievement Outputs/Outcomes**—Outputs focus on the completion of requirements; outcomes focus on the level of success students must achieve on tests such as the DC Comprehensive Assessment System (DC CAS) assessments.
  - **Additional System-level Requirements**—System-level requirements include those related to district data systems and strategic planning.
- **Additional Provisions and Requirements for Special Needs Students**—Additional provisions and requirements for special needs students are the requirements for special education, at-risk, and English language learner (ELL) students beyond those mandated for all students.

The document has been reviewed and approved by the deputy mayor for education. It incorporates feedback from the office of the state superintendent of education (OSSE), the District of Columbia Public Schools (DCPS), and the DC Public Charter School Board (PCSB).

## Requirements for All Students

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### Instructional Inputs

#### **Minimum Number of Days of Instruction**

Every family with a child who has attained the age of five years on or before September 30 of the current school year shall place the minor in regular attendance at a public, an independent, or a parochial school or in private instruction during the period of each year when the public schools of the District are in session. The obligation of the parent, guardian, or other person having custody extends until the minor reaches the age of 18 years.

#### **Curricular Standards**

The District of Columbia Board of Education has adopted the Common Core State Standards in English Language Arts and Mathematics for kindergarten through grade 12 (K–12). These standards will begin to be implemented in 2012–2013, and they will be fully implemented by the 2014–2015 school year. Public charter schools must meet or exceed, but are not limited by, these board-adopted standards.

The office of the state superintendent of education has identified standards in the following subjects: arts, early learning, health and physical education, science, social studies, technology, and world language.

Additionally, the Financial Literacy Council shall monitor the planning and implementation of financial literacy education in District public schools.

#### **Elementary and Secondary Education Act Waiver**

In August 2012, the US Department of Education selected the District of Columbia to receive waiver relief from the Elementary and Secondary Education Act, known more commonly as No Child Left Behind (NCLB).

The waiver allowed OSSE to implement a new state accountability system. Key highlights include:

- ***Multiple Measures to Gauge Achievement:*** Each local educational agency (LEA) and school will be measured on proficiency, growth, graduation rates, and participant rates for DC CAS.
- ***Growth for All Students:*** Growth is expected for all students. The new accountability system incentivizes growth by awarding more points for continued growth toward advanced proficiency.
- ***Flexibility in Use of Title I Funds:*** LEAs and schools will have flexibility in the types of interventions and supports to meet the needs of students, teachers, and schools.
- ***LEA Accountability:*** LEAs that miss the same target(s) for two consecutive years will be required to:
  - Reserve 20 percent of Title I funds;
  - Implement LEA-level interventions and supports that address missed targets;
  - Amend the LEA Title I plan to include interventions and supports; and
  - Report on a biannual basis on meeting implementation milestones.
- ***Classification of Schools:*** Schools will be classified into five categories: “reward,” “rising,” “developing,” “focus,” and “priority.”
- ***OSSE Supports:*** The level of support provided to LEAs and schools will be contingent upon the school classifications and needs of the LEA. Statewide initiatives will be based on DC CAS data trends and needs. Services include:

- Professional development for LEAs, schools, and parents;
- Ongoing guidance and technical assistance;
- Quality monitoring to support effective implementation; and
- Dissemination of data to be used for LEA and school decision-making.<sup>1</sup>

## **Staffing Requirements**

### ***Highly-Qualified Teachers***

Under NCLB, all K–12 core content teachers, which include regular and special education teachers, must be highly qualified. This requirement applies to the following core content areas: English, reading, or language arts; mathematics; science; foreign languages; social studies; and the arts. To be highly qualified, these teachers must hold a degree, be fully licensed, and demonstrate subject-area competency, which may be through content testing or an endorsement, certification, or degree in the subject-matter field depending on whether the teacher is in elementary or secondary education.

### ***Public School Nurses***

A registered nurse shall be assigned to each District of Columbia elementary and secondary public school and public charter school a minimum of 20 hours per week during each semester and during summer school, if a summer school program is operated.

## **Early Childhood Education**

To be eligible for enrollment in prekindergarten (pre-K), a child shall be a resident of the District and be of pre-K age (i.e., become three years of age on or before September 30 of the program year). Priority enrollment shall be first to children who live within the school's attendance zone boundary, then to children whose family income is between 130 percent and 250 percent of the federal poverty guidelines, and then to children whose family income is below 130 percent who are not served by existing programs.

The DCPS chancellor shall track and monitor the preparedness of children three and four years of age to determine the children's readiness for entry and achievement in DCPS and children in kindergarten through grade 3 who are not ready for entry and achievement in grade 4.

Public charter schools are subject to accountability standards set forth in the Early Childhood Performance Management Framework. PCSB is pilot testing this framework during the 2012–2013 school year, with plans to fully implement the framework in school year 2013–2014.

The DC board of education is revising its early education and prekindergarten education standards. Proposed standards are scheduled to be available for public comment February–May 2013.

## **Postsecondary and Adult Education**

### ***District Employment and Learning Center***

The center shall establish a program to provide job training and employment assistance in the District of Columbia and shall coordinate with career preparation programs in existence on April 26, 1996, such as vocational education, school-to-work, and career academies in DCPS.

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<sup>1</sup> DC Office of the State Superintendent of Education, Division of Elementary and Secondary Education, *DC ESEA Flexibility Waiver, Key Highlights of New Accountability System* (Washington, DC, August 2012).

### ***Postsecondary Preparation Plan***

Beginning with the graduating class of 2014, the mayor shall ensure that each public high school student applies to at least one postsecondary institution before graduation. The mayor shall issue a report that details the number of students who attend a postsecondary institution, including the number of students who attend each type inclusive of universities, colleges, vocational schools, and other postsecondary institutions.

Beginning with the graduating class of 2014, the mayor shall require that each student attending public high school takes the Scholastic Aptitude Test or the American College Testing program before graduation.

### ***Evening, Weekend, and Summer Adult Technical Career Training Program***

Adult evening, weekend, and summer classes shall be conducted at Phelps Architecture, Construction and Engineering High School, the Academy for Construction & Design at Cardozo Senior High School, the Hospitality High School of Washington, DC, or any future adult and technical career public charter school whose charter application is approved by the Public Charter School Board.

The mayor shall apply for grants and additional federal funding that may be available as part of the Workforce Investment Act as well as grants available as part of the Carl D. Perkins Career and Technical Education Improvement Act.

## **Additional System-Level Requirements**

### **Requirements for Data Systems and Use**

#### ***Educational Data Warehouse System***

The office of the state superintendent of education, in coordination with the office of the chief technology officer, shall develop and implement a longitudinal educational data warehouse system to be used by:

- OSSE;
- The University of the District of Columbia;
- Public schools;
- Public charter schools;
- Publicly funded educational programs;
- Policymakers;
- Institutions of higher education; and
- Researchers.

#### ***Early Warning System***

There is an established pilot early warning and support system that tracks how individual students in grades 4 through 9 in four feeder school groups are performing on certain indicators of high school and college readiness. The system shall identify students at risk and develop initiatives to support high school and college readiness. Initiatives may include:

- College and career awareness;
- Parent outreach and engagement;
- Tutoring and mentoring for struggling learners, including the use of technology-based programs;
- Individualized learning plans; and
- Data coaches.

### ***Race to the Top***

The District of Columbia received a Race to the Top grant in 2010. Grant funds in the amount of \$75 million will be used to improve the District's capacity to collect, analyze, and use data. DCPS and 30 charter school LEAs participate in Race to the Top. This more robust data will be used to:

- Improve teacher and leader evaluations;
- Provide teacher professional development that is embedded in the classroom;
- Tailor instruction and focus interventions for students; and
- Set high, but appropriate, expectations for teachers, students, schools, and LEAs.

### **Strategic Planning for the District**

There will be an annual evaluation of DCPS and any affiliated education reform efforts. The annual evaluation shall include an assessment of:

- Business practices;
- Human resources operations and human capital strategies;
- All academic plans; and
- Annual progress made as measured against the benchmarks submitted the previous year, including a detailed description of student achievement.

### ***District of Columbia Reform Plan***

The superintendent shall submit an annual reform plan consistent with the financial plan and budget for the District of Columbia. The plan must address how DCPS will become a world-class education system that prepares students for lifetime learning in the 21st century and that is on a par with the best education systems of other cities, states, and nations.

## **Student Achievement Outputs and Outcomes**

### **Student Performance Requirements on Assessments**

The following assessments are used to measure student interim growth and progress toward proficiency:

The **Paced Interim Assessment (PIA)**<sup>2</sup> is administered five times a year to students in selected schools in grades 2 through 10. The assessment covers targeted standards from each unit and shows what knowledge and skills students have mastered and where instructional time and

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<sup>2</sup> PIA is administered only to DCPS schools.

resources need to be focused. The fifth PIA, administered in June, assesses student mastery of the most essential skills as listed in the DCPS scope and sequence documents.

The **Achievement Network (ANet) Assessment**<sup>3</sup> is another type of paced interim assessment, used at approximately one-third of schools in DCPS. It is aligned to the ANet Schedule of Assessed Standards and administered four times a year to students in 41 participating schools in grades 3 through 8. All four assessment cycles are administered prior to the state summative assessment, DC CAS.

The **District of Columbia Comprehensive Assessment System** assesses students in the following subjects and grade levels:

- Reading in grades 2 through 10;
- Mathematics in grades 2 through 8 and in grade 10;
- Composition in grades 4, 7, and 10;
- Science in grades 5 and 8 and biology in high school; and
- Health in grades 5 and 8 and in high school.

DC CAS is a standards-based assessment. Based on assessment results, each student is classified as scoring at one of four performance levels: “advanced,” “proficient,” “basic,” or “below basic.” The performance standards—also known as cut scores—are approved annually by the superintendent. Following are the proficiency targets OSSE has set:

Year	Elementary School		High School	
	<i>Reading</i>	<i>Mathematics</i>	<i>Reading</i>	<i>Mathematics</i>
<b>2017</b>	75%	75%	75%	75%

## Graduation Requirements

To receive a diploma, students who enroll in 9th grade for the first time in school year 2007–2008 and thereafter must earn 24.0 credits (or Carnegie units) as follows:

Subject	Credits (Carnegie Units)
<b>Art</b>	0.5
<b>Electives</b>	3.5
<b>English</b>	4.0
<b>Health and Physical Education</b>	1.5
<b>Mathematics</b> (including algebra I, geometry, algebra II, and upper-level math)	4.0

<sup>3</sup> ANet is administered only to DCPS schools.

Subject	Credits (Carnegie Units)
<b>Music</b>	0.5
<b>Science</b> (including biology, 2 lab sciences, and 1 other science)	4.0
<b>Social Studies</b> (including world history I and II, DC history, US government, and US history)	4.0
<b>World Languages</b>	2.0
<b>Total</b>	<b>24.0 credits</b>

Students must also meet the following requirements:

- At least 2.0 credits of the 24.0 required credits must be earned through courses that appear on the approved “College Level or Career Prep” list (e.g., Advanced Placement courses, International Baccalaureate courses, career technical education courses, and college-level courses); and
- At least 100 hours of community service must be completed.

#### *Proposed Graduation Requirements<sup>4</sup>*

Subject	Credits (Carnegie Units)
<b>English</b>	4.0
<b>Mathematics</b> (Including at least 1.0 unit above algebra II or its equivalent and not including any lower than algebra I or its equivalent. Students may earn units for high school mathematics courses taken in middle school if their rigor can be verified.)	4.0
<b>Science</b> (Including biology and 2 other laboratory courses. In the future, courses will be aligned with Next Gen Science Standards.)	4.0
<b>Social Studies</b> (Including world history/global studies, US history/government, DC history/civics, and student choice.)	3.0
<b>World Language</b> (Two years of the same language. Students may earn units for high school language courses taken in middle school/online per video chat, if their rigor can be verified.)	2.0

<sup>4</sup> The proposed graduation requirements are open for public comment. The DC Board of Education is scheduled to vote on the requirements later in 2013.

<b>Subject</b>	<b>Credits (Carnegie Units)</b>
<b>Visual/Performing Arts</b>	2.0
<b>Electives</b> (Study abroad in an established and verified program can satisfy elective units.)	3.0
<b>Physical and Health Education</b> Physical education 1.5 units. (Units may be earned through physical education class, participation in a team sport, or Junior ROTC.) Health education .5 units. In addition, students must engage in physical activity 50 hours each year for a total of 200 hours.	2.0
<b>College and Career Readiness</b> (At least 2.0 units must be earned through courses that appear on the approved “College or Career Prep” list (e.g., Advanced Placement, International Baccalaureate, career technical education, and/or dual-enrollment college-level courses.)	
<b>Total</b>	<b>24.0 credits</b>

Students must also meet the following requirements:

- Complete a thesis/culminating project during their junior or senior year; and
- Complete 100 hours of community service.

## **Additional Provisions and Requirements for Special Needs Students**

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### **Special Education**

#### **Assessment and Placement of a Student with a Disability**

The local educational agency shall assess or evaluate a student who may have a disability and who may require special education services within 120 days from the date the student was referred for an evaluation or assessment.

The LEA shall place a student with a disability in an appropriate special education school or program in accordance with DC Education Code and the Individuals with Disabilities Education Act (IDEA). Special education placements shall be made in the following order or priority, provided the placement is appropriate for the student and made in accordance with IDEA and DC Education Code:

- DCPS schools, or District of Columbia public charter schools, pursuant to an agreement between DCPS and the public charter school;
- Private or residential District of Columbia facilities; and
- Facilities outside the District of Columbia.

Students who have significant cognitive disabilities will be assessed using the DC CAS-ALT:

**DC CAS-ALT** is a portfolio assessment given to students who have significant cognitive disabilities that prevent them from participating in the general assessment (DC CAS) even with accommodations and/or modifications. It is administered to a smaller number of students in grades 3 through 8 and in grade 10 in reading and mathematics. The portfolio is created throughout the school year with submission during the spring.

#### **Participation of LEA in IEP Development or Review**

When a student is receiving education and related services from a nonpublic special education school or program that is approved by OSSE and receives funding from the District of Columbia government, the LEA shall participate in the initial meeting to develop an individualized education plan (IEP). For any subsequent meeting to review or revise the IEP, the failure or inability of an LEA representative to attend the IEP meeting after the meeting has been set shall not prevent the meeting from taking place as planned.

### **At-Risk Students**

#### **Alternative Education Programs**

The DC Board of Education shall provide to any student who is expelled from school an alternative education program at the DC Street Academy, at another existing alternative education program, or at any alternative education program that may be established in the future.

## APPENDIX C: DATA SOURCES FOR COST ESTIMATION AREAS

Rich and robust data have been collected through the DC Education Adequacy Study. The professional judgment panels, successful schools study, and evidence-based approach have contributed to a comprehensive understanding of the strengths and challenges of the current weighted Uniform Per Student Funding Formula and its implementation in District of Columbia Public Schools (DCPS) and public charter schools. The table presents some of the data collected.

	Professional Judgment Panels	Successful Schools Study	Evidence Base	Other Sources*
<b><i>Data</i></b>				
The teacher-student ratio needed to provide an adequate education for students <i>without</i> identified learning needs at elementary, middle, and high school levels.	X		X	
The teacher-student ratio needed to provide an adequate education for at-risk students at elementary, middle, and high school levels.	X		X	
The teacher-student ratio needed to provide an adequate education for students receiving special education services at elementary, middle, and high school levels.	X			X
The teacher-student ratio needed to provide an adequate education for English language learners at elementary, middle, and high school levels.	X		X	X
The level of academic support staff needed to provide an adequate education at elementary, middle, and high school levels.	X		X	

	Professional Judgment Panels	Successful Schools Study	Evidence Base	Other Sources*
The level of student support staff needed to provide an adequate education at elementary, middle, and high school levels.	X		X	X
The level of office and administrative staff needed to provide an adequate education at elementary, middle, and high school levels.	X		X	
The cost per student of providing an adequate level of textbooks, supplies, equipment, and assessments for students.	X		X	X
The cost per student of providing an adequate level of teacher professional development.	X		X	X
The cost per student of providing adequate safety and security services in schools.	X		X	
The cost per student of providing an adequate level of student activities.	X		X	X
The cost per student of providing additional programs to support learning (e.g., extended-day, extended-year, summer, before-school, after-school, and Saturday school programs).	X		X	X
The cost per student of providing adequate technology resources in schools.	X		X	X
The cost of providing central office and administrative services to students.	X		X	X
The cost of general support services at identified successful schools.		X		X
The cost of centralized support systems at identified successful schools.		X		X
The nonsalary costs of student services, student health services, operations, maintenance, technology, and community services at identified successful schools.		X		X

	Professional Judgment Panels	Successful Schools Study	Evidence Base	Other Sources*
The amount of additional revenues from discretionary grants, direct fundraising, philanthropic and corporate support, and direct cash donations at identified successful schools.		X		X
The fair-market price of resources provided to DCPS schools by other DC agencies (e.g., department of health, department of general services, department of behavioral health, office of the attorney general, office of the chief technology officer, metropolitan police department, and department of transportation).		X		X

## APPENDIX D: FOCUS GROUP PARTICIPANTS

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## APPENDIX F: GUIDANCE TO PROFESSIONAL JUDGMENT PANELS

Over the next day or two, you will participate in a *professional judgment panel* to collaboratively identify the resources needed so all students and schools—public and public charter—can meet all District of Columbia academic standards. The questions and instructions below will help guide you in this process. It is important to remember that you are not being asked to build your dream school. Rather, you are being asked to use your professional experience, expertise, and judgment to identify the resources needed to meet the specific standards and requirements the District expects students and schools to meet. You should allocate resources as efficiently as possible without sacrificing quality.

### Guiding Questions:

#### School-Level Panels

There will be two school-level panels addressing the resource needs of public schools and public charter schools serving students at different grade levels. The following guiding questions will frame this process:

1. *What resources are needed to provide effective and comprehensive educational programs and services at each level?*
2. *What resources are needed to provide effective instructional and strategic leadership at each level?*
3. *What resources are needed to provide effective support and professional development for teachers and other program staff at each level?*
4. *What materials, textbooks, supplies, technology, and equipment resources are needed at each level?*
5. *What are other critical resource needs not encompassed in the prior categories?*

### Instructions:

1. You are a member of a panel that is being asked to design how programs and services will be delivered in a representative school at a specific grade level (elementary school, middle school, or high school) specifically to serve students with special needs (at-risk, English language learners, and special education). You and other panel members will identify the resources that schools in your assigned grade level should have in order to meet current DC academic standards. Facilitators will ask framing questions to guide this process.
2. All panels will be focusing on the resources needed at the school level to meet the requirements set forth for schools and students in the District of Columbia. The schools being built are neither

strictly traditional public schools nor charter schools; instead, they are schools that represent the elementary schools, middle schools, and high schools in the District regardless of type.

3. The “input” requirements and “outcome” objectives that need to be accomplished by the representative school(s) are those required by the District of Columbia; a summary of these requirements is provided as a separate document. These requirements or objectives can be described broadly as education opportunities, programs, and services or as levels of education performance.
4. In designing the representative school(s), we need you to provide some very specific information so we can calculate the cost of the resources that are needed to fulfill the indicated requirements or objectives. The fact that we need this information should not constrain you in any way in designing the program of the representative school(s). Your job is to create programs, curriculums, or services designed to serve students with particular needs in such a way that the indicated requirements or objectives can be fulfilled. Use your experience and expertise to organize personnel, supplies and materials, and technology in an efficient way you feel confident will produce the desired outcomes.
5. For this process, the following statements are true about the representative school(s) and the conditions in which they exist:

Teachers: You should assume you can attract and retain qualified personnel and can employ people on a part-time basis, if needed (based on tenths of a full-time equivalent person).

Facilities: For the purposes of this specific panel, you should assume the representative school has sufficient space and the technology infrastructure to meet the requirements of the program you design. We understand that many schools face facilities constraints, and we are convening a separate facilities panel to address these issues.

Revenues: You should not be concerned about where revenues will come from to pay for the program you design. Do not worry about requirements that may be associated with certain types of funding. You should not think about what revenues might be available in the school in which you now work or about any constraints on those revenues.

Programs: You may create new programs or services that do not presently exist but you believe would address the challenges that arise in schools. You should assume that such programs or services are in place and that no additional time is needed for them to produce the results you expect of them. For example, if you create after-school programs or preschool programs to serve some students, you should assume that such programs will achieve their intended results, possibly reducing the need for other programs or services that might otherwise have been needed.

## APPENDIX G: PROFESSIONAL JUDGMENT PANEL MEMBERS

### School-Level Panel (Elementary School)

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Founder and Executive Director  
Elsie Whitlow Stokes Community  
Freedom  
Public Charter School

Charisse Robinson  
Teacher  
Cleveland Elementary School

### School-Level Panel (Middle School)

Elle (Noelle) Carne  
Operations Manager  
Capital City  
Public Charter School

Widelene Desarmes  
Assistant Principal  
Jefferson Academy  
Public Charter School

Mary Weston  
Principal  
John Burroughs Education Campus

### School-Level Panel (High School)

Matt Fiteny  
Dean of Academics/ Director of  
Instruction  
See Forever/ Maya Angelou Young  
Adult Learning Center  
Public Charter School

David Pinder  
Principal  
McKinley Technology High School

Megan Reamer  
Director of Data and Accountability  
Capital City  
Public Charter School

Syritha Robinson  
Teacher  
Friendship Collegiate Academy  
Public Charter School

Kerry Sylvia  
Teacher  
School Without Walls

David Tansey  
Teacher  
Dunbar Senior High School

Brian Wiltshire  
Teacher  
Roosevelt Senior High School

### **Special Education Panel (Elementary School)**

Thomas Flanagan  
Interim Deputy Chief of Programming  
Office of Special Education  
DC Public Schools

Erick Greene  
Instructional Superintendent  
Office of Special Education  
DC Public Schools

Douglas Gotel  
Clinical Specialist  
Office of Special Education  
DC Public Schools

Timothy Leonard  
Teacher  
Shepherd Elementary School

Marni Mintener Barron  
Instructional Coach  
Hearst Elementary School

Crystal Sylvia  
Clinical Social Worker  
C. Melvin Sharpe Health School

Dawn Thurman  
Clinical Specialist  
Office of Special Education  
DC Public Schools

### **Special Education (Middle School and High School)**

Katrice Ashton  
Clinical Specialist  
Office of Special Education  
DC Public Schools

Julie Camerata  
Executive Director  
DC Special Education Cooperative

Amber Church  
Special Education Coordinator  
Next Step/ El Proximo Pas  
Public Charter School

Julie Meyer  
Executive Director  
Next Step/El Proximo Pas  
Public Charter School

Richard Trogisch  
Principal  
School Without Walls

Rachel Bradley Williams  
Clinical Specialist  
Office of Special Education  
DC Public Schools

### **Special Needs Panel (Alternative and Adult Education)**

Arthur Dade  
Executive Director  
YouthBuild  
Public Charter School

Terry DeCarbo  
Instructional Superintendent  
DCPS Alternative Schools

Matt Fiteny  
Dean of Academics/ Director of  
Instruction  
See Forver/ Maya Angelou Young Adult  
Learning Center  
Public Charter School

Allison R. Kokkoros  
Chief Academic Officer  
Carlos Rosario International  
Public Charter School

Candy Hernandez  
Chief Operating Officer  
Carlos Rosario International  
Public Charter School

Azalia Hunt-Speight  
Principal  
Luke C. Moore Senior High School

Carlos Perkins  
Principal  
Washington Metropolitan High School

Christine McKay  
Education Director/Charter School  
Executive Director  
Mary's Center for Maternal and Child  
Care Inc./Education Strengthens  
Families  
Public Charter School

Julie Meyer  
Executive Director  
Next Step/El Proximo Pas  
Public Charter School

Irasema Salcido  
Founder and Chief Executive Officer  
Cesar Chavez  
Public Charter School

Nakita West  
Teacher/ Department Chair  
See Forever/Maya Angelou Young  
Adult Learning Center  
Public Charter School

#### **Special Education Panel (Levels 1–4)**

Sofie Alavi  
Teacher/Local Educational Agency  
Representative  
Brent Elementary School

Keesha Blythe  
Director of Student Support Services  
Bridges Public Charter School

Julie Camarata  
Executive Director  
The DC Special Education Cooperative

Brenton Higgins  
Strategy Analyst  
Office of Special Education  
DC Public Schools

Charles Jackson  
Deputy Chief of Operations  
Office of Special Education  
DC Public Schools

Amy Maisterra  
Assistant Superintendent, Specialized  
Education  
DC Office of the State Superintendent of  
Education

Faith Leach  
Federal Grants Coordinator  
DC Office of the State Superintendent of  
Education

Allie Thompson  
Special Education Coordinator/Local  
Educational Agency Representative  
DC Public Schools

Molly Whalen  
Director of Development and  
Communications  
Ivymount School

#### **Facilities Panel**

Kamili Anderson  
Ward 4 Representative  
DC State Board of Education

Renard Alexander  
Director of Facilities Planning Division  
Office of the Chief Operating Officer  
DC Public Schools

Martha Cutts  
Head of School  
Washington Latin  
Public Charter School

Clara Hess  
Director, Human Capital and Strategic  
Initiatives  
Public Charter School Board

Geovanna Izurieta  
Director of Finance  
Washington Latin  
Public Charter School

Will Mangrum  
Senior Vice President  
Brailsford & Dunlavey, Inc./  
DC Department of General Services

Christine McKay  
Education Director/Charter School  
Executive Director  
Mary's Center for Maternal and Child  
Care Inc./Education Strengthens  
Families  
Public Charter School

Wendy Scott  
Chief Operating Officer  
DC Preparatory  
Public Charter School

Rikki Taylor  
Principal  
Takoma Education Campus

### **System Panel (DCPS)**

Jeannie Boehlmer  
Chief of Staff to the Chief Academic  
Officer  
Office of the Chief Academic Officer  
DC Public Schools

Anthony DeGuzman  
Chief Operating Officer  
DC Public Schools

Tom Flanagan  
Deputy Chief, Programming  
Office of Special Education  
DC Public Schools

Anna Gregory  
Chief of Staff to the Chief for Human  
Capital  
Office of Human Capital  
DC Public Schools

Dan Gordon  
Deputy Chief for Academic Programs  
Office of the Chief Academic Officer  
DC Public Schools

Lolli Haws  
Instructional Superintendent  
Cluster 7  
DC Public Schools

Mark King  
Instructional Superintendent  
Cluster 8  
DC Public Schools

Nadja Michel-Herf  
Manager, Resource Allocation  
Office of Data and Strategy  
DC Public Schools

Lisa Ruda  
Deputy Chancellor for Operations  
DC Public Schools

Dan Shea  
Instructional Superintendent  
Cluster 9  
DC Public Schools

Peter Weber  
Chief of Strategy  
DC Public Schools

## System Panel (Charter Schools)

Erika Bryant  
Managing Director  
Elsie Whitlow Stokes Community  
Freedom  
Public Charter School

Frank Bonanno  
Regional Financial Director  
Imagine  
Public Charter School

Wesley Harvey  
Director of Operations and Financial  
Services  
Community Academy  
Public Charter School

Lin Johnson  
Financial Analyst  
Public Charter School Board

Alonso Montalvo  
Financial Manager  
Public Charter School Board

Bradley Olander  
Partner  
Goldstar

Bryan Patten  
Co-Founder and Chief Executive Officer  
EdOps

Jeremy Williams  
Chief Financial Officer  
Public Charter School Board

## APPENDIX H: SUCCESSFUL SCHOOLS SELECTION CRITERIA

**The District of Columbia’s Public Charter School Board** measures schools in the following four categories:

- *Student progress over time*: Measures growth over time of student scores on the Reading and Math DC Comprehensive Assessment System (DC CAS) tests, the District’s Elementary and Secondary Education Act tests.
- *Student achievement*: Measured by student scores on Reading and Math DC CAS tests as well as, in high schools, achievement on Advanced Placement (AP) and International Baccalaureate (IB) tests.
- *Gateway Measures*: The Gateway Measure in elementary schools and middle schools is the percent of students scoring “proficient” or “advanced” in grade 3 Reading and Math DC CAS tests. In high school, the Gateway Measure includes the school’s graduation rate, Preliminary Scholastic Aptitude Test (PSAT) performance in 11th grade, Scholastic Aptitude Test (SAT) performance in 12th grade, and its college acceptance rate.
- *Leading Indicators*: Elementary school and middle school Leading Indicators are a measure of attendance and re-enrollment rates. High school Leading Indicators are a measure of attendance and re-enrollment rates as well as the number of 9th graders with credits on track to graduate.<sup>1</sup>

### District of Columbia Public Schools

In partnership with the chief of schools, the office of the deputy mayor for education identified successful DC public schools based on a combination of factors, including:

- Student achievement;
- Leadership; and
- Overall school climate.

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<sup>1</sup> District of Columbia Public Charter School Board, “Frequently Asked Questions: Performance Management Framework,” [www.dcpubliccharter.com](http://www.dcpubliccharter.com).

## APPENDIX I: SUCCESSFUL SCHOOLS SAMPLE PROFILE INFORMATION SUMMARY

School	DCPS/Pu blic Charter Schools	Ward	Grade Span	Enrollment	Percentage Qualifying for Subsidized School Meals	Percenta ge of English Language Learners	Percentage of Special Education Students	Classification <sup>1</sup>	Title 1
Achievement Preparatory Academy PCS	Charter	8	4–8	202	88.0%	0.0%	10.2%	Tier 1	Yes
Anne Beers Elementary School	DCPS	7	Pre-K3–5	386	P2 <sup>2</sup>	1.0%	22.0%	Reward	Yes
Benjamin Banneker Academic High School	DCPS	1	9–12	413	61.0%	0.0%	0.0%	Reward	Yes
Brent Elementary School	DCPS	6	Pre-K3–5	347	21.0%	2.0%	12.0%	Rising	No
Capital City PCS—Lower School	Charter	4	Pre-K4–8	243	48.1%	27.0%	13.9%	Tier 1	Yes
Center City PCS—Brightwood	Charter	4	Pre-K4–8	231	95.2%	11.3%	3.0%	Tier 1	Yes
Center City PCS—Petworth	Charter	4	Pre-K4–8	232	78.8%	32.3%	13.3%	Tier 1	Yes
Cezar Chavez PCS for Public Policy—Chavez Prep	Charter	1	6–9	320	65.0%	2.3%	15.0%	Tier 1	Yes
Columbia Heights Education Campus	DCPS	1	6–12	1,203	P2 <sup>2</sup>	36.0%	9.0%	Rising	Yes
Community Academy PCS—Butler Global	Charter	2	Pre-K3–5	302	85.4%	27.0%	6.8%	Tier 1	Yes
DC Preparatory PCS—Edgewood Middle	Charter	5	4–8	280	81.5%	0.8%	16.9%	Tier 1	Yes
Deal Middle School	DCPS	3	6–8	1,014	24.0%	4.0%	10.0%	Reward	No
E.L. Haynes—Georgia Avenue	Charter	4	Pre-K3–5	394	58.7%	19.1%	18.0%	Tier 1	Yes
Eaton Elementary School	DCPS	3	Pre-K4–5	457	21.0%	12.0%	7.0%	Reward	No
Howard University Middle School of Math and Science	Charter	1	6–8	307	62.2%	3.0%	4.3%	Tier 1	Yes
Janney Elementary School	DCPS	3	Pre-K4–5	548	4.0%	5.0%	6.0%	Reward	No
Key Elementary School	DCPS	3	Pre-K4–5	386	11.0%	7.0%	7.0%	Reward	No
KIPP DC—AIM Academy PCS	Charter	8	5–8	309	87.4%	0.3%	18.1%	Tier 1	Yes
KIPP DC—College Preparatory PCS	Charter	8	9–11	294	85.4%	0.0%	17.0%	Tier 1	Yes
KIPP DC—KEY Academy PCS	Charter	7	5–8	404	80.2%	0.0%	13.4%	Tier 1	Yes
KIPP DC—WILL Academy PCS	Charter	6	5–8	313	87.2%	0.0%	16.0%	Tier 1	Yes
Lafayette Elementary School	DCPS	4	Pre-K4–5	707	8.0%	3.0%	7.0%	Reward	No

School	DCPS/ Charter School	Ward	Grade Span	Enrollment	Percentage Qualifying for Subsidized School Meals	Percenta ge of English Language Learners	Percentage of Special Education Students	Classification <sup>1</sup>	Title 1
Latin American Montessori Bilingual PCS	Charter	4	Pre-K3–5	263	31.7%	58.0%	13.0%	Tier 1	Yes
McKinley Technology High School	DCPS	5	9–12	670	52.0%	1.0%	2.0%	Reward	Yes
Oyster-Adams Bilingual Education Campus—Oyster Campus	DCPS	3	Pre-K3–3	335	23.0%	16.0%	10.0%	Reward	No
Oyster-Adams Bilingual Education Campus—Adams Campus	DCPS	3	4–8	321	23.0%	16.0%	12.0%	Reward	No
Plummer Elementary School	DCPS	7	Pre-K3–5	220	99.0%	5.0%	15.0%	Reward	Yes
SEED Public Charter School—High School	Charter	7	6–12	340 <sup>3</sup>	75.0%	0.0%	11.6%	Tier 1	Yes
SEED Public Charter School—Middle School	Charter	7	5–8	340 <sup>3</sup>	75.0%	0.0%	11.6%	Tier 1	Yes
Shepherd Elementary School	DCPS	4	Pre-K4–5	331	30.0%	8.0%	8.0%	Rising	No
Thomas Elementary School	DCPS	7	Pre-K3–5	235	P2 <sup>2</sup>	0.0%	21.0%	Reward	Yes
Thurgood Marshall Academy PCS	Charter	8	9–12	390	76.7%	0.0%	6.9%	Tier 1	Yes
Tubman Elementary School	DCPS	1	Pre-K3–5	489	P2 <sup>2</sup>	35.0%	13.0%	Rising	Yes
Two Rivers PCS	Charter	6	Pre-K3–8	451	30.0%	3.3%	18.3%	Tier 1	No
Washington Latin PCS—Middle School	Charter	4	5–8	349	24.1%	2.1%	6.6%	Tier 1	No
Washington Latin PCS—Upper School	Charter	4	9–12	225	44.0%	2.0%	6.0%	Tier 1	No
Washington Yu Ying PCS	Charter	5	Pre-K4–5	439	20.0%	8.0%	9.0%	Tier 1	No

**Notes:**

<sup>1</sup> Under the accountability system for the Elementary and Secondary Education Act, schools are classified in one of five categories that summarize the performance of their students on the DC Comprehensive Assessment System.

<sup>2</sup> P2 means all students within the school can access free and reduced-price school meals.

<sup>3</sup> Enrollment data reflect all children in both schools.

## APPENDIX J: SUCCESSFUL SCHOOLS BUDGET TEMPLATE

### Instructions for Cost and Income Collection Tool

*Please include documentation for all information provided.*

#### GENERAL INFORMATION PAGE

All Student Counts should be for the school year for which expenditure data will be provided.

- In cell B6, please enter the grade span for the school.
- In cell B9, please enter the total number of students in grades 1 through 5.
- In cell B10, please enter the total number of students in grades 6 through 8.
- In cell B11, please enter the total number of students in grades 9 through 12.
- In cell B12, please enter the total number of students in adult-only programs.
- In cell B13, please enter the total number of half-time kindergarten students, if any.
- In cell B14, please enter the total number of full-time kindergarten students, if any.
- In cell B15, please enter the total number of preschool students, if any.
- In cell B17, please enter the average years of experience of teachers in the identified school.
- In cell B19, please enter the percent of teachers in the identified school who hold an advanced professional certificate or higher. This includes those with master's degrees.

#### LOCAL EDUCATIONAL AGENCY ADMINISTRATION PAGE

We ask that this page be completed by DCPS or the charter management organization that provides services to the school. If you have more than one school and have already provided this information, you may skip this section.

We are looking for the full LEA cost for each area.

- In cell B6, please enter the total amount expended for Salaries and Wages for General Support Services.
- In cell C6, please enter the total amount expended for Benefits for General Support.

- In cell D6, please enter the total amount expended for General Support Services, including the amount spent for Salaries and Wages and Benefits.

Second, we want to look at the expenditures for **Business Support Services**.

- In cell B11, please enter the total amount expended for Salaries and Wages for Business Support Services.
- In cell C11, please enter the total amount expended for Benefits for Business Support.
- In cell D11, please enter the amount expended for Business Support Services, including the amount spent for Salaries and Wages and Benefits.

Next we want to look at the expenditures for **Centralized Support Services**.

- In cell B16, please enter the total amount expended for Salaries and Wages for Centralized Support Services.
- In cell C16, please enter the total amount expended for Benefits for Centralized Support Services, including the amount spent for Salaries and Wages.
- In cell D16, please enter the amount expended for Centralized Support Services, including the amount spent for Salaries and Wages and Benefits.

Finally, we want to look at the costs associated with **Instructional Administration and Supervision**.

- In cells B21, C21, D21, E21, and F21, please enter the total number of people working in each designated area under Instructional Administration and Supervision.
- In cells B22, C22, D22, E22, and F22, please enter the LEA's total expenditure for salaries for each personnel category for Instructional Administration and Supervision. This figure should not include any expenditure for benefits.
- In cells B23, C23, D23, E23, and F23, please enter the LEA's total expenditure for benefits for each personnel category for Instructional Administration and Supervision. This figure comes from Fixed Charges and should not include teacher retirement.
- In cells B24, C24, D24, E24, and F24, please enter the number of people in each designated area that work exclusively with limited-English-proficient (LEP) students or administration or the part of time spent exclusively in this area under Instructional Administration and Supervision. For example, if reporting partial time for a person, enter .4 for someone who spends 40 percent of his or her time providing services to LEP students.
- In cells B25, C25, D25, E25, and F25, please enter the number of people in each designated area that work exclusively with at-risk students or administration or the part of time spent exclusively in this area under Instructional Administration and Supervision. For example, if reporting partial time for a person, enter .4 for someone who spends 40 percent of his or her time providing services to at-risk students.

- In cells B26, C26, D26, E26, and F26, please enter the number of people in each designated area that work exclusively with special education students or administration or the part of time spent exclusively in this area under Instructional Administration and Supervision. For example, if reporting partial time for a person, enter .4 for someone who spends 40 percent of his or her time providing services to special education students.
- In cells B27, C27, D27, E27, and F27, please enter the number of people in each designated area that work exclusively on adult-only programs or administration or the part of time spent exclusively in this area under Instructional Administration and Supervision. For example, if reporting partial time for a person, enter .4 for someone who spends 40 percent of his or her time with adult-only programs.
- In cell B30, please enter the total amount spent for Supplies and Materials for Instructional Administration and Supervision.
- In cell C30, please enter the total amount spent for Other Costs for Instructional Administration and Supervision.
- In cell D30, please enter the total amount spent on Equipment for Instructional Administration and Supervision.
- In cell E30, please enter the total amount spent for Contractual Services for Instructional Administration and Supervision.

## SCHOOL ADMINISTRATION PAGE

We will only be looking at the **Office of the Principal/Executive** for this section.

- In cells B7, C7, D7, E7, F7, and G7, please enter the total number of people working in each designated area under Office of the Principal/Executive.
- In cells B8, C8, D8, E8, F8, and G8, please enter the school's total expenditure for salaries for each personnel category for Office of the Principal/Executive. This figure should not include any expenditure for benefits.
- In cells B9, C9, D9, E9, F9, and G9, please enter the school's total expenditure for benefits for each personnel category for Office of the Principal/Executive.
- In cells B10, C10, D10, E10, F10, and G10, please enter the number of people in each designated area that work exclusively with limited-English-proficient students (LEP) or administration or the part of time spent exclusively in this area under Office of the Principal/Executive. For example, if reporting partial time for a person, enter .4 for someone who spends 40 percent of his or her time providing services to LEP students.
- In cells B11, C11, D11, E11, F11, and G11, please enter the number of people in each designated area that work exclusively with at-risk students or administration or the part of time spent exclusively in this area under Office of the Principal/Executive. For example, if reporting partial

time for a person, enter .4 for someone who spends 40 percent of his or her time providing services to at-risk students.

- In cells B12, C12, D12, E12, F12, and G12, please enter the number of people in each designated area that work exclusively with special education students or administration or the part of time spent exclusively in this area under Instructional Administration and Supervision. For example, if reporting partial time for a person, enter .4 for someone who spends 40 percent of his or her time providing services to special education students.
- In cells B13, C13, D13, E13, and F13, please enter the number of people in each designated area that work exclusively on adult-only programs or administration or the part of time spent exclusively in this area under Instructional Administration and Supervision. For example, if reporting partial time for a person, enter .4 for someone who spends 40 percent of his or her time with adult-only programs.
- In cell B18, please enter the total amount spent for Supplies and Materials for Office of the Principal/Executive.
- In cell C18, please enter the total amount spent for Other Costs for Office of the Principal/Executive.
- In cell D18, please enter the total amount spent for Equipment for Office of the Principal/Executive.
- In cell E18, please enter the total amount spent for Contractual Services for Office of the Principal/Executive.

## SCHOOL INSTRUCTION PAGE

*We do not want to double-count any funds; please make sure these costs are unique to this section.*

We will first look at **Instructional Salaries**. We want to build this cost by personnel type so we can exclude those who work identifiable amounts of time with limited-English-proficient, at-risk, special education, or adult students.

- In cells B5, C5, D5, E5, F5, G5, H5, and I5, please enter the total number of people working in each designated area under Instructional Salaries.
- In cells B6, C6, D6, E6, F6, G6, H6, and I6, please enter the school's total expenditure for salaries for each personnel category for Instructional Salaries. This figure should not include any expenditure for benefits.
- In cells B7, C7, D7, E7, F7, G7, H7, and I7, please enter the school's total expenditure for benefits for each personnel category for Instructional Salaries.
- In cells B8, C8, D8, E8, F8, G8, H8, and I8, please enter the number of people in the school in each designated area that work exclusively with limited-English-proficient (LEP) students or the part of time spent exclusively in this area under Instructional Salaries. For example, if reporting partial time for a person, enter .4 for someone who spends 40 percent of his or her time providing services to LEP students.

- In cells B9, C9, D9, E9, F9, G9, H9, and I9, please enter the number of people in the school in each designated area that work exclusively with at-risk students or the part of time spent exclusively in this area under Instructional Salaries. For example, if reporting partial time for a person, enter .4 for someone who spends 40 percent of his or her time providing services to at-risk students.
- In cells B10, C10, D10, E10, F10, G10, H10, and I10, please enter the number of people in each designated area that work exclusively with special education students or administration or the part of time spent exclusively in this area under Instructional Administration and Supervision. For example, if reporting partial time for a person, enter .4 for someone who spends 40 percent of his or her time providing services to special education students.
- In cells B11, C11, D11, E11, F11, G11, H11, and I11, please enter the number of people in each designated area that work exclusively on adult-only programs or administration or the part of time spent exclusively in this area under Instructional Administration and Supervision. For example, if reporting partial time for a person, enter .4 for someone who spends 40 percent of his or her time with adult-only programs.
- In cell B15, please enter the school's total expenditure for stipends to employees working extracurricular activities for Instructional Salaries.
- In cell C15, please enter the school's total expenditure for substitutes for Instructional Salaries.

Next we want to get the costs associated with **Instructional Textbooks and Supplies**.

- In cell B21, please enter the amount attributable to the specific school, if identifiable. If not, please enter the LEA's total expenditure for Instructional Textbooks and Supplies in cell B23.

Finally, we want to collect all **Other Instructional Costs**.

- In cell B27, please enter the amount attributable to the specific school, if identifiable. If not, please enter the LEA's total expenditure for Other Instructional Costs in cell B29.

## OTHER COSTS PAGE

In this section, we want to capture **all other operating costs** of the Local Educational Agency/Charter Management Organization/School, excluding food service, transportation, and special education.

- In cell B5, please enter the amount attributable to the specific school for Student Personnel Services, if identifiable. If not, please enter the LEA's total expenditure in cell B7.
- In cell C5, please enter the amount attributable to the specific school for Student Health Services, if identifiable. If not, please enter the LEA's total expenditure for Category 208 in cell C7.
- In cell D5, please enter the amount attributable to the specific school for Operation of Plant, Category 210, if identifiable. If not, please enter the LEA's total expenditure in cell D7.
- In cell E5, please enter the amount attributable to the specific school for Maintenance of Plant, Category 211, if identifiable. If not, please enter the LEA's total expenditure in cell E7.

- In cell F5, please enter the amount attributable to the specific school for Technology, if identifiable. If not, please enter the LEA's total expenditure in cell F7.
- In cell G5, please enter the amount attributable to the specific school for Community, if identifiable. If not, please enter the LEA's total expenditure in cell G7.

## **OTHER REVENUES PAGE**

In this section, we want to capture any revenues the school receives from outside sources, including for four categories of revenue: federal discretionary grants, parent teacher student organization /school-level direct fundraising, philanthropic and corporate support, or direct donations and other cash support. We are interested in detailed information within each of the four categories if more than one source of revenue is available in the category. Five lines will be provided for each category. Please list the largest revenue source for the category in the first line for each category. If you have more than five sources for a category, please enter the highest four revenue sources first and then the total of the remaining sources in the fifth line.

### **Federal Discretionary Grants**

- In cell B4, please enter the total revenue from the school's highest source of federal discretionary funding, if applicable. Please provide a description of this funding source in cell C4.
- In cell B5, please enter the total revenue from the school's second highest source of federal discretionary funding, if applicable. Please provide a description of this funding source in cell C5.
- In cell B6, please enter the total revenue from the school's third highest source of federal discretionary funding, if applicable. Please provide a description of this funding source in cell C6.
- In cell B7, please enter the total revenue from the school's fourth highest source of federal discretionary funding, if applicable. Please provide a description of this funding source in cell C7.
- In cell B8, please enter the total revenue from the school's fifth highest source of federal discretionary funding, if applicable. Please provide a description of this funding source in cell C8. If the school has more than five sources of funding in this area, please enter the total remaining funds from this source in cell B8 and note that it is the total of multiple sources in cell C8.

### **Parent Teacher Student Organization/School-Level Direct Fundraising**

- In cell B11, please enter the total revenue from the school's highest source of PTSO/school-level direct fundraising revenue, if applicable. Please provide a description of this funding source in cell C11.
- In cell B12, please enter the total revenue from the school's second highest source of PTSO/school-level direct fundraising revenue, if applicable. Please provide a description of this funding source in cell C12.

- In cell B13, please enter the total revenue from the school's third highest source of PTSO/school-level direct fundraising revenue, if applicable. Please provide a description of this funding source in cell C13.
- In cell B14, please enter the total revenue from the school's fourth highest source of PTSO/school-level direct fundraising revenue, if applicable. Please provide a description of this funding source in cell C14.
- In cell B15, please enter the total revenue from the school's fifth highest source of PTSO/school-level direct fundraising revenue, if applicable. Please provide a description of this funding source in cell C15. If the school has more than five sources of funding in this area, please enter the total remaining funds from this source in cell B15 and note that it is the total of multiple sources in cell C15.

### **Philanthropic and Corporate Support**

- In cell B18, please enter the total revenue from the school's highest source of philanthropic and corporate support revenue, if applicable. Please provide a description of this funding source in cell C18.
- In cell B19, please enter the total revenue from the school's second highest source of philanthropic and corporate support revenue, if applicable. Please provide a description of this funding source in cell C19.
- In cell B20, please enter the total revenue from the school's third highest source of philanthropic and corporate support revenue, if applicable. Please provide a description of this funding source in cell C20.
- In cell B21, please enter the total revenue from the school's fourth highest source of philanthropic and corporate support revenue, if applicable. Please provide a description of this funding source in cell C21.
- In cell B22, please enter the total revenue from the school's fifth highest source of philanthropic and corporate support revenue, if applicable. Please provide a description of this funding source in cell C22. If the school has more than five sources of funding in this area, please enter the total remaining funds from this source in cell B22 and note that it is the total of multiple sources in cell C22.

### **Direct Cash Donations and Other Cash Support**

- In cell B25, please enter the total revenue from the school's highest source of direct cash donations and other cash support revenue, if applicable. Please provide a description of this funding source in cell C25.
- In cell B26, please enter the total revenue from the school's second highest source of direct cash donations and other cash support revenue, if applicable. Please provide a description of this funding source in cell C26.

- In cell B27, please enter the total revenue from the school's third highest source of direct cash donations and other cash support revenue, if applicable. Please provide a description of this funding source in cell C27.
- In cell B28, please enter the total revenue from the school's fourth highest source of direct cash donations and other cash support revenue, if applicable. Please provide a description of this funding source in cell C28.
- In cell B29, please enter the total revenue from the school's fifth highest source of direct cash donations and other cash support revenue, if applicable. Please provide a description of this funding source in cell C29. If the school has more than five sources of funding in this area, please enter the total remaining funds from this source in cell B29 and note that it is the total of multiple sources in cell C29.



## APPENDIX K: FUNCTIONS AND SERVICES PROVIDED TO DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Agency or Office	Function/Services
<b>DCPS Central Office</b>	
Office of Family and Public Engagement	<ul style="list-style-type: none"> <li>▪ Family and community engagement</li> <li>▪ Parent resource center</li> <li>▪ Office of communications and public information</li> </ul>
Office of the Chief Financial Officer	<ul style="list-style-type: none"> <li>▪ Accounting</li> <li>▪ Budget operations</li> <li>▪ Chief financial officer operations</li> </ul>
Office of Data and Accountability	<ul style="list-style-type: none"> <li>▪ Accountability, testing, research, and evaluation</li> <li>▪ Educational assessment and accountability</li> <li>▪ Student data systems</li> </ul>
Office of the General Counsel	<ul style="list-style-type: none"> <li>▪ Risk management</li> <li>▪ Legal</li> <li>▪ Settlements and judgments</li> </ul>
Office of Youth Engagement	<ul style="list-style-type: none"> <li>▪ Health services</li> <li>▪ School social and psychological services</li> <li>▪ Student attendance</li> <li>▪ Student hearings</li> <li>▪ Student support services</li> <li>▪ Transitional services</li> <li>▪ Transportation</li> <li>▪ Youth engagement</li> </ul>
Office of Strategy	<ul style="list-style-type: none"> <li>▪ Office of federal programs and grants</li> <li>▪ Private school support</li> <li>▪ School transformation</li> </ul>
Office of the Chief of Schools	<ul style="list-style-type: none"> <li>▪ School performance/restructuring</li> <li>▪ Athletics</li> </ul>
Office of Teaching and Learning	<ul style="list-style-type: none"> <li>▪ Curriculum development and implementation</li> <li>▪ Library media</li> <li>▪ School leadership</li> <li>▪ Professional development</li> </ul>
Office of the Chief of Staff	<ul style="list-style-type: none"> <li>▪ Risk management</li> <li>▪ Security</li> <li>▪ School operations support</li> <li>▪ Performance management</li> </ul>
Office of Human Capital	<ul style="list-style-type: none"> <li>▪ Human capital leadership, labor management, and partnerships</li> <li>▪ Teacher personnel</li> <li>▪ Principal personnel</li> <li>▪ Central office personnel</li> <li>▪ Master educators</li> <li>▪ Teacher Incentive Fund</li> </ul>

Agency or Office	Function/Services
Office of Academic Programming and Support	<ul style="list-style-type: none"> <li>▪ After-school programs</li> <li>▪ Career and technical education</li> <li>▪ Vocational education</li> <li>▪ College and career readiness: co-curricular and extra-curricular</li> <li>▪ Home instruction program</li> <li>▪ Early childhood education</li> <li>▪ Head Start</li> <li>▪ Evening credit recovery</li> <li>▪ English language learners/bilingual education</li> <li>▪ Summer school programs</li> </ul>
Office of Special Education	<ul style="list-style-type: none"> <li>▪ Special education instruction</li> <li>▪ Early stages</li> <li>▪ Extended school year</li> <li>▪ Inclusive academic programs</li> <li>▪ Special education capacity-building</li> <li>▪ Related services</li> <li>▪ Resolution, monitoring, and compliance</li> <li>▪ School support (dedicated aides)</li> <li>▪ Financial management</li> <li>▪ Information management</li> <li>▪ Operations</li> </ul>
Office of the Chief Operating Officer	<ul style="list-style-type: none"> <li>▪ Food service</li> <li>▪ Instructional technology</li> <li>▪ Logistics (mail, printing, and duplicating)</li> <li>▪ Contracting and procurement</li> <li>▪ Textbook program</li> <li>▪ Realty</li> </ul>
<b>City Agencies</b>	
Department of Health	<ul style="list-style-type: none"> <li>▪ Nurses</li> </ul>
Department of Transportation	<ul style="list-style-type: none"> <li>▪ Crossing guards</li> </ul>
Department of Behavioral Health	<ul style="list-style-type: none"> <li>▪ Social workers</li> </ul>
Metropolitan Police Department	<ul style="list-style-type: none"> <li>▪ School resource officers</li> </ul>
Office of the Attorney General	<ul style="list-style-type: none"> <li>▪ Staff time and attorneys</li> </ul>
Office of Contracting and Procurement	<ul style="list-style-type: none"> <li>▪ Training and support</li> </ul>
Office of the Chief Technology Officer	<ul style="list-style-type: none"> <li>▪ Citywide messaging</li> <li>▪ Procurement Automated Support System</li> <li>▪ PeopleSoft</li> <li>▪ Data warehouse</li> <li>▪ Geographic Information System</li> </ul>
Department of General Services	<ul style="list-style-type: none"> <li>▪ School construction and renovation</li> <li>▪ School maintenance and repairs</li> </ul>



## APPENDIX L: DISTRICT OF COLUMBIA PUBLIC SCHOOLS SYSTEM COSTS FOR BASE AND IDENTIFIED NEEDS WEIGHTS<sup>1</sup>

Agency or Office	DCPS System Costs—Base	DCPS System Costs—At Risk	DCPS System Costs—English Language Learners	DCPS System Costs—Special Education
<b>DCPS Resources</b>	Total	Total	Total	Total
Office of Family and Public Engagement	\$1,965,025	\$0	\$0	\$0
Office of the Chief Financial Officer—In Budget	\$3,279,655	\$0	\$0	\$0
Office of Data and Accountability	\$4,766,130	\$0	\$0	\$0
Office of the General Counsel—In Budget	\$5,700,000	\$0	\$0	\$0
Office of Youth Engagement	\$0	\$8,078,332	\$0	\$0
Office of Strategy	\$0	\$4,921,104	\$0	\$0
Office of the Chief of Schools	\$3,369,752	\$1,358,818	\$0	\$0
Office of Teaching and Learning	\$11,367,097	\$1,373,870	\$0	\$0
Office of the Chief of Staff	\$5,182,895	\$1,145,583	\$0	\$0
Office of Human Capital	\$15,187,838	\$0	\$0	\$0
Office of Academic Programming and Support	\$6,848,293	\$0	\$1,120,170	\$0
Office of Special Education <sup>2</sup>	\$725,913	\$0	\$0	\$39,811,751
Office of the Chief Operating Officer	\$21,301,898	\$0	\$0	\$0
Food Service Administrative Costs	\$6,817,892	\$0	\$0	\$0
<b>Subtotal</b>	<b>\$86,512,388</b>	<b>\$16,877,707</b>	<b>\$1,120,170</b>	<b>\$39,811,751</b>
<b>Resources from Outside Agencies (to be included in the base cost)</b>	Total			
Office of the Attorney General	\$2,442,000	\$0	\$0	\$0
Office of Procurement	\$2,280	\$0	\$0	\$0
Office of the Chief Technology Officer	\$1,914,110	\$0	\$0	\$0
<b>Subtotal</b>	<b>\$4,358,390</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Professional Judgment Panel-Specified System Base Cost</b>	<b>\$90,870,777</b>	<b>\$16,877,707</b>	<b>\$1,120,170</b>	<b>\$39,811,751</b>

**Notes:**

1 All system cost figures are system-level resources above those identified at the school level, so they may be lower than total budget amounts for these offices.

2 Extended-school year costs were maintained separately from special education system-level costs.

**Sources:** District of Columbia Public Schools, "Facts and Figures: A Look into the FY 14 DCPS Budget," [www.dcps.dc.gov](http://www.dcps.dc.gov); Office of the Chief Financial Officer, "Budget: Fiscal Year 2013," [www.cfo.dc.gov](http://www.cfo.dc.gov) (accessed May 2013); and interviews with DC government agency staff.

## APPENDIX M: FUNCTIONS AND SERVICES PROVIDED TO PUBLIC CHARTER SCHOOLS

Agency or Office	Function and Services
Public Charter School Board	<ul style="list-style-type: none"> <li>▪ Application review process</li> <li>▪ Oversight and support</li> <li>▪ Active engagement of stakeholders</li> <li>▪ Evaluation of schools</li> <li>▪ School accountability</li> </ul>
Department of health	<ul style="list-style-type: none"> <li>▪ Nurses</li> </ul>
Department of transportation	<ul style="list-style-type: none"> <li>▪ Crossing guards</li> </ul>
Department of behavioral health	<ul style="list-style-type: none"> <li>▪ Social workers</li> </ul>
Metropolitan police department	<ul style="list-style-type: none"> <li>▪ School resource officers</li> </ul>

## Appendix N: Projected Costs for School Year 2013–2017 with Proposed Changes to the Uniform Per Student Funding Formula

Projected Costs for SY 2013–2014 with Proposed Changes to the UPSFF					
	DCPS Student Count	DCPS Funding	Charter School Student Count	Charter School Funding	Total Funding
<b>Base Cost</b>					<b>\$11,628</b>
<b>Operating Costs</b>					
General education	46,059	\$562,554,467	37,410	\$461,058,394	\$1,023,612,861
Special education	7,300	\$125,370,494	4,762	\$76,115,973	\$201,486,467
Special Education Compliance Fund	6,921	\$10,305,369	4,762	\$7,091,127	\$17,396,496
English language learners	4,605	\$29,656,200	2,805	\$18,064,200	\$47,720,400
Extended school year	1,117	\$3,882,624	1,535	\$4,280,035	\$8,162,659
At risk	16,443	\$64,226,604	9,465	\$36,969,235	\$101,195,839
Total UPSFF Nonresidential		\$795,995,758		\$603,578,964	\$1,399,574,722
Total Residential		\$0		\$6,552,993	\$6,552,993
<b>Total UPSFF Instructional Operating Allocation</b>		<b>\$795,995,758</b>		<b>\$610,131,957</b>	<b>\$1,406,127,715</b>

Projected Costs for SY 2014–2015 with Proposed Changes to the UPSFF					
	DCPS Student Count	DCPS Funding	Charter School Student Count	Charter School Funding	Total Funding
Base Cost					\$11,860
Operating Costs					
General education	46,650	\$581,385,030	39,268	\$497,426,442	\$1,078,811,471
Special education	7,373	\$129,155,708	4,999	\$81,498,324	\$210,654,032
Special Education Compliance Fund	6,990	\$10,610,820	4,999	\$7,588,482	\$18,199,302
English language learners	4,651	\$30,552,419	2,889	\$18,977,841	\$49,530,260
Extended school year	1,117	\$3,960,403	1,535	\$4,365,442	\$8,325,845
At risk	16,654	\$66,349,166	9,935	\$39,580,751	\$105,929,917
Total UPSFF Nonresidential				\$649,437,281	\$1,471,450,827
Total Residential		\$0		\$6,683,913	\$6,683,913
<b>Total UPSFF Instructional Operating Allocation</b>		<b>\$822,013,546</b>		<b>\$656,121,194</b>	<b>\$1,478,134,740</b>

Projected Costs for SY 2015–2016 with Proposed Changes to the UPSFF					
	DCPS Student Count	DCPS Funding	Charter School Student Count	Charter School Funding	Total Funding
Base Cost					\$12,098
Operating Costs					
General education	47,115	\$598,941,962	41,220	\$532,580,741	\$1,131,522,703
Special education	7,447	\$133,047,981	5,250	\$87,300,552	\$220,348,533
Special Education Compliance Fund	7,060	\$10,935,940	5,250	\$8,132,250	\$19,068,190
English language learners	4,698	\$31,476,600	2,976	\$19,939,200	\$51,415,800
Extended school year	1,117	\$4,039,591	1,535	\$4,453,045	\$8,492,636
At risk	16,820	\$68,356,704	10,429	\$42,381,829	\$110,738,533
Total UPSFF Nonresidential		\$846,798,778		\$694,787,617	\$1,541,586,395
Total Residential		\$0		\$6,817,323	\$6,817,323
<b>Total UPSFF Instructional Operating Allocation</b>		<b>\$846,798,778</b>		<b>\$701,604,940</b>	<b>\$1,548,403,718</b>

Projected Costs for SY 2016–2017 with Proposed Changes to the UPSFF					
	DCPS Student Count	DCPS Funding	Charter Student Count	Charter Funding	Total Funding
Base Cost					\$12,340
Operating Costs					
General education	47,594	\$617,110,142	43,268	\$570,181,141	\$1,187,291,283
Special education	7,521	\$137,074,943	5,513	\$93,503,495	\$230,578,438
Special Education Compliance Fund	7,130	\$11,265,400	5,513	\$8,710,540	\$19,975,940
English language learners	4,745	\$32,427,330	3,065	\$20,946,888	\$53,374,218
Extended school year	1,117	\$4,120,021	1,535	\$4,541,547	\$8,661,568
At risk	16,991	\$70,427,935	10,947	\$45,374,108	\$115,802,043
Total UPSFF Nonresidential		\$872,425,772		\$743,257,719	\$1,615,683,491
Total Residential		\$0		\$6,953,979	\$6,953,979
<b>Total UPSFF Instructional Operating Allocation</b>		<b>\$872,425,772</b>		<b>\$750,211,698</b>	<b>\$1,622,637,470</b>

## Appendix O: Projected Costs for School Year 2013–2017 with No Changes to the Uniform Per Student Funding Formula

Projected Costs for SY 2013–2014 with No Changes to the UPSFF					
	DCPS Student Count	DCPS Funding	Charter School Student Count	Charter School Funding	Total Funding
<b>Base Cost</b>					<b>\$9,306</b>
<b>Operating Costs</b>					
General education	46,060	\$473,172,358	37,410	\$381,736,178	\$854,908,536
Special education	7,300	\$123,520,694	4,762	\$75,011,806	\$198,532,500
Special Education Compliance Fund	6,921	\$10,305,369	4,762	\$7,091,127	\$17,396,496
English language learners	4,605	\$19,285,740	2,805	\$11,746,976	\$31,032,716
Summer school	10,867	\$17,191,594	11,541	\$18,258,244	\$35,449,838
Extended school year	1,117	\$3,882,624	1,535	\$4,280,035	\$8,162,659
Total UPSFF Nonresidential		\$647,358,379		\$498,124,366	\$1,145,482,745
Total Residential		\$0		\$6,552,993	\$6,552,993
<b>Total UPSFF Funding</b>		<b>\$647,358,379</b>		<b>\$504,677,359</b>	<b>\$1,152,035,738</b>

Projected Costs for SY 2014–2015 with No Changes to the UPSFF					
	DCPS Student Count	DCPS Funding	Charter School Student Count	Charter School Funding	Total Funding
<b>Base Cost</b>					<b>\$9,492</b>
<b>Operating Costs</b>					
General education	46,650	\$490,195,496	39,268	\$408,940,502	\$899,135,998
Special education	7,373	\$127,254,541	4,999	\$80,310,046	\$207,564,587
Special Education Compliance Fund	6,990	\$10,610,820	4,999	\$7,588,482	\$18,199,302
English language learners	4,651	\$19,864,421	2,899	\$12,381,629	\$32,246,050
Summer school	11,006	\$17,763,854	12,114	\$19,552,551	\$37,316,405
Extended school year	1,117	\$3,960,403	1,535	\$4,365,442	\$8,325,845
Total UPSFF Nonresidential		\$669,649,535		\$533,138,652	\$1,202,788,187
Total Residential		\$0		\$6,683,913	\$6,683,913
<b>Total UPSFF Funding</b>		<b>\$669,649,535</b>		<b>\$539,822,565</b>	<b>\$1,209,472,100</b>

Projected Costs for SY 2015–2016 with No Changes to the UPSFF					
	DCPS Student Count	DCPS Funding	Charter School Student Count	Charter School Funding	Total Funding
<b>Base Cost</b>					<b>\$9,682</b>
<b>Operating Costs</b>					
General education	47,115	\$504,986,734	41,220	\$437,835,996	\$942,822,730
Special education	7,447	\$131,092,705	5,250	\$86,029,898	\$217,122,603
Special Education Compliance Fund	7,060	\$10,935,940	5,250	\$8,132,250	\$19,068,190
English language learners	4,698	\$20,469,186	2,976	\$12,966,432	\$33,435,618
Summer school	11,116	\$18,296,784	12,716	\$20,931,051	\$39,227,835
Extended school year	1,117	\$4,039,591	1,535	\$4,453,045	\$8,492,636
Total UPSFF Nonresidential		\$689,820,940		\$570,348,673	\$1,260,169,612
Total Residential		\$0		\$6,817,323	\$6,817,323
<b>Total UPSFF Operating Allocation</b>		<b>\$689,820,940</b>		<b>\$577,165,996</b>	<b>\$1,266,986,935</b>

Projected Costs for SY 2016–2017 with No Changes to the UPSFF					
	DCPS Student Count	DCPS Funding	Charter Student Count	Charter Funding	Total Funding
<b>Base Cost</b>					<b>\$9,876</b>
<b>Operating Costs</b>					
General education	47,594	\$520,329,574	43,268	\$468,775,334	\$989,104,908
Special education	7,521	\$135,052,859	5,513	\$92,137,141	\$227,190,000
Special Education Compliance Fund	7,130	\$11,265,400	5,513	\$8,710,540	\$19,975,940
English language learners	4,745	\$21,086,780	3,065	\$13,621,301	\$34,708,081
Summer school	11,229	\$18,853,355	12,716	\$21,350,690	\$40,204,044
Extended school year	1,117	\$4,120,021	1,535	\$4,541,547	\$8,661,568
Total UPSFF Nonresidential		\$710,707,989		\$609,136,553	\$1,319,844,542
Total Residential		\$0		\$6,953,979	\$6,953,979
<b>Total UPSFF Operating Allocation</b>		<b>\$710,707,989</b>		<b>\$616,090,532</b>	<b>\$1,326,798,521</b>