



# CAPITALCITY

PUBLIC CHARTER SCHOOL

## **ANNUAL REPORT 2019 – 2020**

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*Capital City Public Charter School acknowledges that DC PCSB’s review and publication of this annual report does not imply concurrence or disagreement with the content herein.*

# I. SCHOOL DESCRIPTION

## A. Mission Statement

Capital City enables a diverse group of students to meet high expectations; develop creativity, critical thinking, and problem-solving skills; achieve deep understanding of complex subjects; and acquire a love of learning along with a strong sense of community and character. We will graduate young adults who are self-directed, intellectually engaged, and possess a commitment to personal and civic responsibility.

## B. School Program

### 1. Grades and Ages Served

Capital City Public Charter School has three separate campuses that all share one facility: (1) Capital City Lower School, (2) Capital City Middle School, and (3) Capital City High School. Each campus has its own dedicated floor of the building, while larger spaces such as the cafeteria, library, theater and gymnasium are shared.

Lower School: In SY 2019-20, the Lower School campus was operating at full capacity, with 323 students enrolled in grades PK3 through 4. There were four combined PK rooms (which serve both PK3 and PK4 students) and two classrooms each for grades K through 4.

Middle School: In SY 2019-20, the Middle School campus served 333 students in grades 5 through 8. 5th grade had 85 students; 6th grade had 84 students; 7th grade served 82 students; and 8th grade enrolled 82 students.

High School: In SY 2019-20, the High School campus was fully enrolled with 336 students in grades 9 through 12. There were 94 Freshmen, 87 Sophomores, 80 Juniors, and 75 Seniors.

### 2. Student Characteristics

The total student population at Capital City Public Charter School during the SY 2019-20 was 992 students. The re-enrollment rates were 93% for the Lower School; 94% for the Middle School; and 94% for the High School. Capital City's student body in SY 2019-20 was racially and ethnically diverse - 55% of students were classified as Latino, 33% as African American, 6% as Caucasian, and 2% as Asian. (The remaining students were classified in multiple racial and ethnic categories.) Capital City's racial and ethnic make-up has remained consistent for the last five years.

Additionally, 67% of Capital City students were eligible for free or reduced meals in SY 2019-20; 18% of students were identified as requiring special education services; and 30% of students were identified as English Learners.

### 3. Curriculum Design and Instructional Approach

At Capital City, we believe that schools should prepare students to be successful in a 21st Century world by offering a challenging academic program based on active learning and real-world experiences. We are proudly an EL Education Mentor School and define our students' success through EL's three dimensions of student achievement: Mastery of Knowledge and Skills, Character and High-Quality Work.

As an EL Education school, we implement a whole school model defined by EL's Core Practices that define learning in five key areas: Leadership, Instruction, Curriculum, Assessment and Culture. Capital City uses these Core Practices to guide our ongoing development and to raise our student outcomes. Learning expeditions, a key component, challenge students to meet rigorous standards in academics, character and craftsmanship. Learning expeditions are long-term, in-depth investigations of compelling topics that engage students through authentic research, projects, fieldwork and service. The content and skills taught through learning expeditions are based on the Common Core State Standards. Expeditions provide students with opportunities to develop and apply literacy, communication, research, analytical, artistic, interpersonal, mathematical and other skills to meaningful and engaging projects.

In addition to EL Education practices, Capital City's academic program is supported by a strong social and emotional curriculum. Educators at Capital City recognize that academic achievement goes hand in hand with social growth. We use the Responsive Classroom® model and its middle school counterpart, Developmental Designs, both classroom management models and social curricula. These models focus on respectful social interaction as an integral part of children's cognitive development and are instrumental in creating a strong and supportive learning community. Responsive Classroom® and Developmental Designs provide the environment necessary for EL Education to thrive.

Lower School: Capital City Lower School began implementing EL Education ELA Modules, a high-quality, standards-aligned curriculum that comprehensively addresses all of the literacy standards. These ELA modules are designed like mini expeditions where students learn and practice literacy skills while learning deep content knowledge on one topic. This work is supported by a Knowledge Building Literacy Block, time for students to engage with grade-level, content-rich texts and tasks such as shared/close reading, and writing in response to texts; and Skills Block (grades K – 2) or Additional Language and Literacy (ALL) Block (grades 3 & 4), that provide differentiated and small-group instruction.

The Lower School's mathematics curriculum teaches the Common Core State Standards. Math is both integrated into learning expeditions and taught as a separate subject. Capital City Lower School uses a carefully selected mathematics program, Investigations (PK-4). This program serves as a primary resource for teaching the math curriculum, and supports Capital City's developmental approach to teaching math, emphasizing problem solving and concrete experiences.

Capital City Lower School students engage in science curriculum that is built upon the Next Generation Science Standards. As much as possible, science instruction is contextualized and built directly into learning expeditions. This allows students to apply scientific methodology and content to concrete, tangible subjects.

Community service, fitness, the arts and Spanish language instruction are also part of Capital City's Lower School Curriculum. Students study Spanish in grades K through 4. The curriculum focuses on speaking practice, vocabulary development, and beginning Spanish reading and writing skills. The language program also provides students with exposure to other cultures.

Middle School: Capital City Middle School is characterized by the gradual release of responsibility. There is thoughtful scaffolding as students join the fifth grade and transition from the elementary grades. Each year, students gain more independence as the program structure shifts to more closely mirror the demands of high school. In 5th grade, students have two core content classes: Humanities and Math/Science. Students move as a group between these two classes. In 6th - 8th grades, students have separate classes for math and science and transition to moving independently between classes.

For all middle school students, there is a focus on personalization and knowing students well. Information from surveys, observations, assessments and parent conversations help instructional staff better tailor instruction to meet individual student needs.

As in other campuses, there is a deliberate emphasis on school culture. This is particularly important in Middle School where we welcome many new students. Middle School staff are committed to addressing social needs and concerns as they arise so that school time can be focused on academics. One strategy for creating a strong school culture is the introduction of Crew, small advisory groups that serve as a home base for students.

Additionally, 8th graders must make a passage portfolio presentation as a requirement for successfully completing the year. This includes the curation of a portfolio that includes evidence of mastery of knowledge and skills, character growth and the creation of high-quality work. This is presented to a panel of judges made up of internal and external community members.

High School: Capital City students in grades 9 through 12 complete an academically rigorous college-preparatory curriculum. Capital City uses DCPS graduation requirements as the minimum expectations for students.

Capital City High School offers an Open Honors option to all students. Students may elect to take courses with honors and complete additional coursework and projects to receive the honors distinction. Students in honors courses are still a part of heterogeneous classes, avoiding the tracking that occurs in many high schools.

In SY 2019-20, Capital City offered and had students enrolled in six Advanced Placement (AP) courses including: AP English Language and Composition; AP English Literature and Composition; AP Spanish Language and Culture; AP Calculus AB; AP Physics; and AP Studio Art. Capital City also offers a robust selection of elective courses including Constitutional Law, Financial Literacy and a wide range of arts classes.

In addition to the 12th grade courses required by the District of Columbia, seniors develop a senior expedition, in which they engage during the spring of their senior year. Successfully completing the senior expedition and presenting to a panel of judges is a graduation requirement. Students in 10th grade also go through a passage portfolio process. All 10th graders develop and present a portfolio of work to a panel of judges.

#### 4. Senior Leadership Team

Head of School: Karen Dresden has been an educator since 1992, working for eight years as a teacher in D.C. Public Schools before becoming the founding principal of Capital City in 2000. She was involved in all aspects of the start-up of Capital City including developing the curriculum, hiring and training staff, and developing the school's plan for accountability and assessment. Karen received the Major Achievement in Charters Principal of the Year Award in 2001.

Under Karen's leadership, the school has received Middle States Accreditation and several awards, including the Public Charter School Board Chair's Award for Outstanding Performance and the Mayor's High Performing School Incentive Award in 2005; New Leaders for New Schools' EPIC Silver-Gain award in 2008; and Fight for Children's Quality Schools Initiative award in 2009, which designated us as the top charter school in Washington.

Karen has presented at many national conferences including the Coalition of Essential School's Fall Forum, EL Education's National Conference, the National Council of Teachers of Mathematics Annual Meeting and Harvard Graduate School of Education's Research Conference. In 2014-2015, she participated in the Leadership Greater Washington Signature Program.

Karen has an M.S. Ed. from Harvard University with a Concentration in Educational

Leadership. She also has her M.S. Ed. in Elementary Education from the University of Pennsylvania and her B.A. in Public Policy Studies from Duke University.

Chief Operating Officer: Jonathan Weinstein joined Capital City in June 2014. He received his Master of Business Administration from the University of California, Berkeley with a focus on urban economic development and his Bachelor of Science in Foreign Service from Georgetown University.

Jonathan has more than 20 years of management experience. Prior to Capital City, he was the Deputy COO at Friendship Public Charter School. He also previously worked as the VP for Facilities and Capital Development at Unity Health Care and as the COO and CFO at Jair Lynch Development Partners.

Jonathan is very involved in the community and has served on the boards of GreenSpace and the Mid-City Business Association, as well as the Leadership Committee of affordable housing developer Manna, Inc.

Director of Special Populations: Wanda Pittman-Gregory joined Capital City in 2004. Prior to becoming Director of Special Populations, she was the Director of Student Services at the High School and taught 1st, 2nd and 5th grades at the Lower School.

Wanda holds a Master of Arts in Special Education from Catholic University of America and a Bachelor of Arts in Elementary Education from the University of the District of Columbia. She also studied nursing at Howard University.

Wanda has over 18 years of experience working in the education field. Prior to Capital City, Wanda taught for four years at Watkins Elementary in Washington, DC. Wanda has been a member of Capital City's Instructional Leadership Team and has participated on Diversity and Equity Core Committees for the last three years. She was trained at Capital City as a Critical Friends Group Facilitator.

Director of Development and Outreach: Pamela McKinney first joined Capital City in October 2012 as the Development Associate. She holds a Master in International Development from the Graduate School of Public and International Affairs at the University of Pittsburgh and a dual Bachelor of Arts in Political Science and International Studies from Wright State University, where she graduated summa cum laude.

Prior to Capital City, Pam worked for Liberty's Promise, a nonprofit that serves immigrant youth, and oversaw two after-school programs while working on the organization's development and outreach initiatives. She has also served on their Board of Directors. She is currently the President of SW Community Gardens in DC.

Director of School Quality: Dominique Coote joined Capital City in September 2015 as an Education Pioneers Data Analyst Fellow. She holds a Bachelor of Science in Mathematical & Computational Sciences from Stanford University.

Prior to Capital City, Dominique worked in Alumni Relations and Direct Marketing at Stanford University, taught high school math for 7 years in Broward County, Florida, and worked in Development and Communications at a D.C. think tank.

Dominique was honored with the Data Impact Award for her work creating a data-driven culture at Capital City at the inaugural DC Public Charter School Board TIERific Awards ceremony in 2017.

Lower School Principal: Míchelle Johnson joined Capital City in July. She holds a Master in Education and Human Development from the George Washington University and a Bachelor of Arts in Spanish and a Bachelor of Science in Elementary Education from Illinois State University, where she graduated summa cum laude.

With 9 years of experience teaching and leading in public schools, Míchelle joins Capital City with a deep expertise in elementary education and an unwavering commitment to educational equity. Prior to Capital City, Míchelle taught in bilingual immersion programs in Illinois and Washington, DC and was both an Assistant Principal and Principal at Mundo Verde Public Charter School. She has received training in Responsive Classrooms, Leading Educators, and Culturally Responsive Pedagogy. She was awarded the "Those Who Excel Award for Early Career Educators" from the Illinois State Board of Education in 2013.

Middle School Principal: Laina Cox joined Capital City in March 2012 as Middle School Principal. She graduated with a Master in Education in Teaching and Curriculum from Harvard University, holds a Bachelor of Arts from Spelman College and completed a principal licensure program at Northeastern University.

Prior to joining Capital City, she worked for two years as a school designer for EL Education in the Mid-Atlantic region. Prior to that, she was an assistant principal for three years at a middle school in Boston and a humanities teacher for five years at an EL Education school, also in Boston.

Laina is a member of the National Alumnae Association of Spelman College, where she founded the Blueprint Conference for Middle and High School Girls, a conference now in four cities, including Washington, DC. She is also a proud member of Alpha Kappa Alpha Sorority, Inc., where she enjoys participating in community service activities.

Laina was the recipient of the 2018 EL Education Silverberg Leadership Award, awarded to exemplary school leaders who raise student achievement through deep implementation of EL Education practices. She was also selected to be a part of the 2020 inaugural Superintendent's Principal Advisory Committee for OSSE.

High School Principal: Belicia Reaves joined Capital City in 2010 initially as the Instructional Coach and Curriculum Coordinator. She holds a Master in Education from Harvard University and a Bachelor of Science in Mathematics from Hampton University.

In 2013, Belicia was nationally endorsed as a New Leaders Aspiring Principal. Belicia was named the High School Principal in 2013 after serving as Principal-in-Residence and the retirement of her mentor and founding High School Principal Kathy Byrd.

With over 17 years of experience teaching and leading in schools, this work is her true calling. She has held positions including Grade Dean, Math Instructor and Director of High School Research Program at Georgetown Day School; Admissions Associate, Division III Team Leader, and Math Teacher at Wildwood Secondary School. Additionally, she was a Pre-College Math Instructor at Stanford University.

At Capital City, Belicia has been pivotal in the development of our Tier 1-high school program which goes beyond general DC requirements for graduates. This progress includes a rigorous Senior Expedition course and presentation and the growth of our Advanced Placement (AP) Program.

In 2018, according to Niche.com, under her leadership, the High School was named one of the top HS in Washington, DC for students. In 2016, Capital City PCS was named a U.S. Department of Education Green Ribbon School with her high school students and Environmental Science teachers completing a strong application.

Belicia was named the 2019 DC Public Charter School Board TIERific Best Practices Awardee in the Principal category.

## 5. Parent Involvement Efforts

Parent involvement is encouraged, welcomed and expected at Capital City, and it takes a number of forms, including the school's open-door policy; opportunities for parent leadership and involvement in decision making; ongoing communication between the school and parents; and utilization of parent resources and skills to enhance school programs. Keeping in mind that families have varying schedules, interests and resources, the school staff and leadership actively work to develop a range of ways that families can become involved in support of the school. Capital City's bilingual Family Engagement Coordinator plays a key role in helping parents to engage with the school and connect with volunteer activities.

Capital City expects and requires that all parents attend quarterly parent-teacher conferences. Historically, Capital City has had conference attendance rates approaching 100% each year. Accordingly, teachers and advisors work tirelessly to reach out to families and communicate the expectation that each family will participate. Several teachers even opt to do home visits for families that are unable to make trips to school. As a result, we had nearly 100% of parents attend at least one conference during SY 2019-20.

Capital City has an active Parent School Association (PSA) that partners with the school to plan events and keep parents engaged and informed. The PSA has vice presidents for each campus (Lower School, Middle School, and High School) who collaborate to run the organization. In SY 2019-20, the PSA held many events to involve and engage families including a Back to School picnic, a fall camping trip, an ice-skating party, and monthly parent coffees and movie nights. The PSA worked with staff to plan cultural celebrations like the Fiesta Latina celebration in the fall and the Black History month celebration in February. The PSA also plans teacher appreciation luncheons and works to engage parents as volunteers in support of the school.

In addition to volunteering and attending events, parents also support the school financially, supporting the Friends and Family campaign, which raised over \$48,000 in SY 2019-20.

## 6. LEA Response to COVID-19

When we first closed on March 13, books and printed materials were sent home with students. For students absent on that day, work was left for pick-up at our front desk, and our building was open M-F, 8a – 4p all throughout the shutdown.

For grades PK – 2, new activities were initially shared through printed packets mailed to families and posted to our website. However, when the shutdown was extended in late March, we moved to a digital platform, SeeSaw. For grades 3-12, most work was provided to students through online platforms (Google Classroom and Canvas) from the start of the shutdown.

We made devices available to families and purchased mobile hotspots to deploy to families without Internet access. Information about Comcast Essentials was also shared with our community. Over the course of the shutdown, almost 300 Chromebooks, 150 Alcatel tablets, for use by our younger students, and 40 mobile hotspots were deployed to families.

We used Monday, March 16, as a professional development day where teachers were trained on the expectations for digital learning, as well as how to use Google Classroom and/or Canvas, depending on the grade level. Teachers were given planning time to develop coursework and online resources, with access to coaching and additional support. Teachers had access to a [Digital Learning Guide](#) online to support with this training throughout our closure. Additionally, teachers attended workshop sessions on distance learning tools that are held regularly. When SeeSaw was selected as the PK – 2<sup>nd</sup> grade platform after distance learning was extended beyond March, an additional training was held for Lower School teachers the week of April 6.

It was imperative that our Special Populations continued to be supported during the shutdown. Case managers continued to co-plan with general education teachers to ensure that IEP goals were addressed and monitored during distance learning; and English Learner specialists worked with teachers to ensure that virtual lessons included instruction in multiple. Students were provided with 1:1 and/or small group instruction tailored to meet their needs and were given materials designed for their accessibility. Case managers, dedicated aides, and EL specialists reached out to families to conduct empathy interviews, schedule academic support, and to ensure that parents and students were aware of the various resources available to them during the shutdown.

Related service providers continued to provide speech, counseling, and OT services via video format during the shutdown. IEP-related meetings were consistently held according to the regular schedule; meetings were conducted via phone or video conference.

Family communication has always been a priority at Capital City but was even more imperative during this time. We issued regular LEA communications and updates distributed through our weekly newsletter and set up a special section of our website for updates and resources. All communications were provided in English and Spanish.

At the start of the shutdown, each principal shared a letter describing remote learning for their campus and in April, principals conducted town hall meetings with families and shared updates regarding Distance Learning. Teachers all had regular touchpoints with their students and families, offering support and training where needed, and our building was also staffed with a school leader and office managers who could answer phones and respond to families as needed.

Collecting feedback was also critical to engaging families. We surveyed families and staff in the spring regarding distance learning and thoughts on school re-opening and received over 250 responses. We also held five focus groups in English and Spanish to get additional feedback and delve deeper into issues. The feedback from surveys and focus groups informed decision-making and planning for SY20-21. We made significant improvements to our distance learning program in response to the feedback we received.

Lower School: When we first closed on March 13, all students were sent home with a variety of print materials to support their learning. Beginning March 18, teachers in all Lower School grade provided 2 new activities each week that were shared electronically as well as mailed to families. When the closure was extended beyond the end of March, the learning management system (LMS), SeeSaw was adopted for grades PK – 2; grades 3 & 4 continued to use Google Classroom, an LMS they had used during in-person learning as well.

Each week, students received virtual lessons in reading and math and completed 2 – 4 tasks or activities, with a focus on grade-level Common Core standards for literacy and math. They also had virtual lessons for their “specials” classes (art, drama, music, fitness, and library). Additionally, students participated in one live morning meeting and one live closing circle each week as part of the social curriculum.

Student progress was assessed through assignments submitted in SeeSaw or Google Classroom. Teachers also checked in with students weekly via FaceTime, Google Hangouts or Zoom, and used this time to offer instructional supports and ask students to share their work and their thinking.

Middle School: All content teachers posted 1 – 2 lessons per week in Google Classroom, which had already been established as an LMS in the Middle School. Lessons were accompanied by tasks and activities, aligned to the long-term learning targets for each grade and subject. Teachers also held live lessons and/or office hours weekly that students could attend for additional support. Students were expected to complete an additional 60 – 90 minutes of Reading and Math practice each day, and families were provided with a list of supplemental activities that could be used. To support the social curriculum and promote engagement, students participated in live Crew sessions twice a week.

Student progress was monitored through submitted assignments. Work was graded based on how well students met the learning targets, and feedback was provided to students during check-ins. Additionally, student engagement was tracked in a central location, using LMS activity, attendance at live lessons, office hours and Crew, and work completion as indicators. The centralization of this data made it easy for teaching teams, crew leaders, and the “Engagement Squad” to identify students who were not engaged in Distance Learning, and follow-up with students and families as needed.

High School: High school students continued to use Canvas and Google Classroom as their learning management system during distance learning. Teachers posted 2 – 4 structured lessons and accompanying tasks weekly, which included a message from the teacher; a mini-lesson or task instructions; and links to resources, notes or slide decks needed to complete assigned tasks for the week. Teachers held office hours daily so that students could connect directly with them for additional support. Students also continued to participate in live Advisory meetings weekly, via Google Chats, and Advisors reached out to their Advisees regularly.

AP Teachers continued to use the AP suggested pacing guide and students worked toward the standards and targets outlined by the College Board. In May, students participated in 65 modified AP assessments offered by the College Board, resulting in one of the highest success rates we’ve seen at Capital City (57% scored a 3 or higher).

Student progress was monitored through submitted assignments. All assignments were graded based on how well students met the learning targets, and teachers were able to identify any students not on track and reach out to support them. Students were awarded credits for all courses with passing grades by the end of May, and the first two weeks of June were dedicated to Targeted Support Instruction to give students an opportunity to catch up on work and earn passing grades.

Additionally, student engagement was tracked in a central location, using LMS activity, Advisory attendance, and grades as indicators. The centralization of this data made it easy for teaching teams, crew leaders, and the “Engagement Squad” to identify students who were not engaged in Distance Learning, and follow-up with students and families as needed.

## II. SCHOOL PERFORMANCE

### A. Performance and Progress

The following outlines how we continued to meet our mission goals in SY 2019-20.

#### 1. Key Mission-Related Programs

Arts Program: Capital City integrates the arts into the curriculum to encourage both creative expression and arts appreciation, and to accommodate students' multiple learning styles. The program provides students with regular weekly instruction in the performing and visual arts, including drama, art and music. Teachers use art as a tool for helping students learn in a developmentally appropriate manner about society, culture, history, science and the human experience.

Learning Expeditions: Learning Expeditions are one of the core components of EL Education and are one of the goals listed in Capital City's charter. Some elements of Learning Expeditions include guiding questions, authentic projects, fieldwork in the community, involvement of outside experts, presentations to a real-world audience, and the building of academic skills in a meaningful context. Learning Expeditions are mindfully organized across all three campuses to ensure that students are receiving a diverse, enriching and rigorous educational program throughout their time at Capital City Public Charter School.

Responsive Classroom®/Developmental Designs: Capital City implements the Responsive Classroom® model in the Lower School and the Developmental Designs model in the Middle School. Some elements of Developmental Designs are used and incorporated at the high school level as well. These models support a strong social curriculum and provide a structure for classroom meetings, positive discipline, and classroom problem solving.

Community Service: Community service is an essential element of EL Education and is often embedded in Learning Expeditions. Students participate in both service to the school and service to the broader Washington, D.C. community. A dedicated weekly service time in the Lower School along with Crew and Advisory service projects in the upper grades provide an opportunity for students and teachers to engage in service and reflect on the experience. Seniors complete a minimum of 100 community service hours for graduation, though this requirement was amended in SY1920 due to the COVID-19 pandemic.

Advisory/Crew: Beginning in the 5th grade and continuing through high school, Capital City features an advisory program (termed Crew in the Middle School) that divides students into groups of ten to twelve. The goal of advisory and crew is to build a

community of respectful learners who are able to listen and respond to the thoughts and ideas of others, collaborate successfully, and resolve conflicts in a healthy way. Each student's advisor serves as the main point of contact with their families.

Advisories and crews meet for a half-hour each day for team initiatives, group sharing, academic check-ins, and discussion of social issues. Topics include conflict resolution, peer pressure, stress management, and the influence of gender, race and culture on identity and self-concept. Grade-level teams collaborate to plan advisories so that there is consistency from group to group. Advisory is also a vehicle to work on college awareness and preparatory activities.

Inclusion: Capital City addresses the needs of its special education population and English Learners primarily through an inclusion program. The program, designed around the needs of its diverse student population, has grown since the school's opening.

Each campus has a Director of Student Services. These directors coordinate teams of inclusion teachers and other specialists who manage student Individualized Education Plans (IEPs) or Section 504 Plans, coordinate with grade level teams, and have weekly consult times with classroom teachers to discuss ways of supporting students and meeting professional development needs. Academic and related services are provided to students within the regular classroom to the extent that it is possible by a team consisting of inclusion teachers responsible for each classroom, a school psychologist, a campus social worker, an occupational therapist, and a speech and language pathologist.

The needs of Capital City's English Learners are met primarily within the regular classroom as well. Each campus has an English Learner (EL) specialist who coordinates services for students and provides training and coaching for teachers in meeting the needs of ELs. Our EL specialist will also work with students one-on-one, or in small groups, to address their individual needs. The school's intensive focus on language arts and literacy development is ideally suited for English Learners, and classrooms structured to accommodate small group and individual instruction facilitate the provision of additional support to these students.

Adventure Program: Capital City's Adventure Program is designed to take students off site for extended periods of physical activity each season. Our Adventure Coordinator plans and takes each class on a full-day trip three to five times per school year. Classroom teachers and community and parent volunteers come along as chaperones.

Examples of adventure outings include hiking, rock climbing, ice-skating and canoeing. These trips allow students to try new activities, engage in a group experience, take risks and experience the outdoors. Safety is paramount, and certified experts lead the more technical activities. Students are encouraged to take appropriate risks and to move outside of their comfort zones.

Library Program: The Capital City PCS library is the instructional heart of the school, serving all members of our community. Our mission is to develop students who are prepared for the demands of the 21st century and provide teachers with a robust collection of relevant instructional assets. Through the mastery of our Books, Information, and Technology curriculum, students will be empowered to become creative & critical thinkers, lifelong readers, and effective collaborators. The two-floor, 5,250 square foot library was designed by a Capital City team of librarians, teachers, parents and administrators to be the center of the school and contains over 14,000 books and a variety of AV equipment such as cameras, video cameras, and document cameras.

Makerspace: Capital City's makerspace, The Nest, is the centralized hub of experiential learning, innovation, and 21st century skill building in the school. It is an inspiring space, allowing students in 5th-12th grade to create physical or digital objects that bring concepts to life. It officially launched in September of 2016, funded by the CTE Makeover Challenge, a national design challenge sponsored by the Department of Education. Capital City was one of only ten winners, out of 600 applicants from across the country.

Our makerspace sets Capital City apart as a place not only to learn, but also as a place for students to gain independence, creativity, and STEAM skills. The Nest has a variety of tools to help students fabricate their ideas as well as create high quality products for projects and clubs, such as 3D printers, a button maker, crafting and prototyping supplies, a green screen kit, and much more.

After-School Activities: Capital City offers a variety of after-school options for all grade levels. There is a fee-based aftercare program run by Capital City available to students in grades PK-6. Fees are on a sliding scale to make this option affordable to all families. Enrichment activities are available through this program including musical theater, taekwondo, dance, chess, and robotics. Middle school and high school students have a variety of after-school activities available to them. Activities are all offered free of charge. In SY 2019-20, arts and enrichment activities included: African drumming, band, chess, cooking, coding, debate, drama, math team, visual arts, and yoga. Most offerings are led by Capital City staff. In the fall and winter, we partnered with TechBridge to offer an after-school STEM program for Middle School girls.

Due to the COVID-19 related shutdown that started on March 13<sup>th</sup>, we were forced to cancel our aftercare program, and Spring club program. However, we were able to offer summer clubs in a virtual format to all students to provide opportunities for enrichment and connection. Offerings included: art, book discussions, cooking, drumming, fitness, mindfulness, and creative writing.

Capital City offers a free cross-campus athletic program for middle and high school students. The program is available four days per week. After-school sports are open to all students, regardless of ability to play or prior experience. There are three seasons, with a choice of at least three activities per season. Typical offerings include flag football, soccer, cross-country running, volleyball, basketball, swimming, cheerleading, softball, tennis and track. Teams practice at area parks, recreation centers, and community facilities, and play competitive games against other schools. Capital City participates in DC Charter School League and the Independent Small Schools Athletic Conference (ISSAC). Capital City also participates with DC SCORES for middle school soccer.

Summer School: Due to the COVID-19 pandemic, we made some adjustments to our typical summer offerings and all summer programming was virtual. We served students with disabilities who require Extended School Year (ESY) services across our three campuses for four weeks (Lower School) or five weeks (Middle and High School). Our Lower School additionally offered a four-week targeted support program focused on literacy and math for PK – 4<sup>th</sup> English Learners and students reading below grade level.

Our Middle School campus offered a 5-week Summer STEM Program, made possible by the Summer Strong Grant. This virtual program provided students the opportunity to immerse themselves in the world of STEM. Students took courses in Engineering, Science, Math and ELA. They received daily skill-building instruction, participated in virtual field trips, and connected with STEM experts from around the world. 40 students in grades 5 – 7 participated in the program.

Our High School campus continued to offer credit recovery courses to high school students in most core subjects to ensure students stay on track to graduate.

Other Key Features: The following features, more beliefs than programs, are also key elements of Capital City’s mission:

- Shared Leadership: Leadership at Capital City Public Charter School is widely shared at every level. Teachers have a voice in all decision making related to curriculum and instruction. Students have a voice in determining classroom rules and choosing their activities. Parents and staff work together to advise the principals on issues and priorities. The Head of School, Chief Operating Office, Directors of Development, School Quality and Student Populations, and Principals make up the Senior Leadership Team, which works collaboratively with the Board of Directors to set policy and provide leadership for the school.
- Professional Development: Capital City is committed to establishing a culture of professional development. Teachers are expected to be learners along with their students, and Capital City provides all teachers with opportunities and support to fulfill their individual professional development goals. Time for staff

development is built into the weekly schedule, as is time for reflection on instructional practice.

- Educational Equity: Capital City has an intentional focus on educational equity. All staff participate in year-long race and equity sessions held once a month and new staff participate in a two-day orientation to this work. Sessions focus on identity, confronting bias, managing dilemmas, and employing classroom/school-based strategies. Students in our high school also engage in equity work both through their advisories and through two full day student-led sessions devoted to this important work.

## 2. Evidence of Performance and Progress

In SY 2018-19, we amended our charter to select the indicators listed in the PK-8 and High School Performance Management Frameworks (PMF) as our measures of academic achievement expectations for all three of our campuses. SY2019-20 marked Capital City’s 20<sup>th</sup> year, and our charter was reviewed by the Public Charter School Board, who voted unanimously on February 24 to fully continue our charter.

PMF results for the review were as follows:

Campus	2014-15 Score	2015-16 Score	2016-17 Score	2017-18 Score	2018-19 Score	Average
Lower School	N/A	Tier 2 60.8%	Tier 1 65.3%	Tier 1 65.1%	Tier 2 56.7%	62.0%
Middle School	N/A	Tier 2 57.4%	Tier 2 59.0%	Tier 2 58.0%	Tier 1 65.1%	59.9%
High School	N/A	Tier 1 65.3%	Tier 1 65.3%	Tier 1 83.6%	Tier 1 76.8%	72.8%

In their review, the Board noted that all three of our campuses have shown strong performance on the PMF, particularly the High School campus. Re-enrollment, an indication of family satisfaction with the school, was consistently a strong component at all of our campuses, while student performance, specifically for our English Learner subgroup, was an area of growth. As we have seen this population increase significantly over the past few years, this subgroup was, and continues to be, a focus of ours across all three campuses.

Due to the COVID-19 pandemic and related school closures, state summative assessments were cancelled in Spring 2020, resulting in no PARCC data for SY 2019-20. Additionally, the Public Charter School Board decided not to publish School Quality Reports for SY 2019-20. Information on certain School Environment and Gateway metrics is discussed below.

School Environment Indicator: Capital City was able to calculate Re-enrollment and In Seat Attendance (ISA) rates for all three campuses. ISA reflects attendance through March 13, 2020, the last day of in-person learning prior to the COVID-19 pandemic related school closures.

Our re-enrollment rates were 92.8% at the Lower School, 93.5% at the Middle School, and 94.2% at the High School. These rates are either on par with or an increase over SY 2018-19 rates.

Our ISA rates were 94.9% in the Lower School, 94.3% in the Middle School, and 91.0% in the High School. It would not be appropriate to compare these rates to SY 2018-19 due to the differences in days reported.

On the Classroom Assessment Scoring System (CLASS), our Pre-Kindergarten program scored 6.60 in Emotional Support; 6.51 in Classroom Organization; and 3.42 in Instructional Support. The Emotional Support and Classroom Organization scores represent increases over SY 2018-19, and are, in fact, the highest scores our program has received over the past 5 years.

Gateway Indicator: We were able to track many of the High School gateway metrics internally throughout the school year. Student opportunities for some of these assessments or programs were impacted by the COVID-19 pandemic, and as a result, we did see decreases in a few metrics. For example, 26% of Juniors performed at or above the college-ready benchmark on the PSAT, down from 41% the previous year. Similarly, 46% of Seniors met the benchmark on SAT/ACT assessments, down from 65% in SY 2018-19.

Despite the pandemic-related shutdown, however, all of our AP students participated in the modified assessments offered by the College Board, and we had one of our best performance rates yet – 57% scored a 3 or higher on their AP test. We also continued to see increases in students participating in college/career-ready programs such as Dual Enrollment and Advanced Placement. Had we reported data for this metric this year, we would have reported approximately 88% successful outcomes, up from 69% in SY 2018-19.

The Adjusted Cohort Graduation Rates (ACGR) for the High School are still being validated, but we are looking at a 4-year rate of about 88.8% and a 5-year rate of 88.3%. Finally, we are proud to report that, for the 10th year in a row, 100% of our graduating seniors were accepted to college.

## **B. Unique Accomplishments**

During SY 2019-20, Capital City Public Charter School student and staff efforts yielded a number of unique accomplishments and achievements.

***Celebrating 20 Years:*** While we had to put our official celebration on hold due to the pandemic, Capital City completed 20 years of operating as a charter school in DC. We celebrated in small ways with our community reflecting and honoring our school's history, accomplishments and community.

***2020 DC Teacher of the Year:*** Middle School Science Teacher, Justin Lopez-Cardoze, was named the 2020 DC Teacher of the Year in October. He took his role and platform seriously, using it to elevate teacher voice and perspective. He even made an appearance on The Kojo Nnamdi Show. Justin selflessly used his award money to create the [LoCa STEM Scholarship](#) to support graduating seniors interested in STEM. Two graduating seniors, Ana and Evelyn, were the first honored recipients of this scholarship award.

***Social and Emotional Learning:*** Capital City continued to receive recognition for our school's strong focus on social and emotional learning (SEL). In September 2019, the Hechinger Report highlighted Capital City as a national model for SEL in the article, "A School Where Character Matters as Much as Academics." Later in the fall, Middle School Principal, Laina Cox, was featured in the Education Writers Association Article "Educating the Whole Child is Complex. Will Schools Get It Right?" In the spring, High School Principal Belicia Reaves was featured in EducationNext's article about Service Learning in America, which highlighted the important service and SEL of our 11<sup>th</sup> Grade Food Justice expedition. Additionally, our Middle School received an SEL in Action Grant from the NoVo Foundation, Education First and Rockefeller Philanthropy Advisors to support after school programming for girls of color.

***Supporting Families Through Language Access and Computer Literacy:*** Although Capital City has been translating and interpreting school information since our inception, we took steps in SY 2019-20 to improve the quality of the language access supports offered to our families. We hired our own language access team including a Manager and an Associate who ensure strong systems and quality for language access. To encourage and reward our bilingual teachers and staff, we also began offering salary increases for staff who pass a language proficiency exam. We have received strong feedback from families for our improved language support and we have also seen the engagement and attendance of our language minority parents increase as a result.

Capital City continued to offer our computer literacy program in SY2019-20 with nine more families completing our 7-session computer literacy program in January. The work we have been doing the past three years to build computer literacy proved especially helpful when we began distance learning in March.

***Award Winning School Garden:*** Led by Ryoko Yamamoto, our School Garden Coordinator, Capital City's garden continued to grow and receive recognition. Capital City won the prestigious ISA Gold Leaf Award for Landscape Beautification due to our

growing food forest. The school garden was featured in the Washington Post article, “For D.C. students, lessons in growth, of the garden variety” in November 2019. Our school garden received a two-year OSSE garden grant to continue our work engaging students and the community. Our school garden was also one of 40 pollinator sites during the DC Pollinator Parade in June.

**Out of School Time Programs:** We received an Out of School Time Grant from the United Way of the National Capital Area, which allowed us to continue to provide quality after-school arts, sports, and enrichment activities to our middle and high school students. We had strong fall and winter seasons but needed to suspend our spring season due to the COVID shutdown.

We were awarded a Summer Strong grant for a Middle School STEM summer program. We were able to offer this innovative program virtually. 5th-7th grade students were able to take courses in engineering, math, science, and science-themed literacy. All courses and activities were hands-on with students receiving home kits to support their learning. Students had the opportunity to meet with experts and participate in virtual fieldwork as well.

**Focus on Race, Equity, and Inclusion:** In SY 2019-20, we continued to engage our staff in regular work around diversity, equity and inclusion. We set aside time monthly for professional development and our Equity Core Committee, which includes representatives from each campus, led the planning for this work. We responded to past feedback that work should be more differentiated, involve more choice, and be more connected to other school priorities. We shifted our equity work to Professional Learning Communities (PLCs). PLC topics included: culturally responsive pedagogy; family engagement; equity in math achievement; restorative justice; student-led equity; teacher/staff sustainability; and trauma-informed practices. Groups engaged in identifying research questions, identifying relevant resources, and developing action steps.

Our school’s ongoing equity work was highlighted in a book by Tracey Benson and Sarah Fiarman, *Unconscious Bias in Schools*.

Through our work we also sought to engage students and it felt especially urgent to do so in the spring. Students and staff participated in the #BlackLivesMatterWhen photo campaign in June, which was submitted to the DC Council as testimony.

**Pandemic Support to Families:** With the pandemic, many of our families struggled due to illness and loss of income. We formed a Families-in-Need team to check in with families and connect them with resources. We offered support like providing meals and delivering school supplies. We also raised \$13,000 to support approximately 60 families with urgent needs.

**Continued Debate Team Success:** Our debate team again experienced success. 8<sup>th</sup> graders Joey and Akesch took 3<sup>rd</sup> place in the 2019 New York Fall Faceoff Debate tournament in December. 8<sup>th</sup> graders Joey and Jener received 2nd place in the virtual National Middle School Urban Debate Tournament in May. Wil Hawk was named Coach of the Year by the Washington Urban Debate League, and 9<sup>th</sup> grader Liv was named Best New Debater of the Year.

**Disseminating Best Practices:** Capital City continued to disseminate best practices and be a leader for other schools. Highlights from SY 2019-20 include:

- Welcoming 50+ guests from across the country for a two-day EL Education Site Seminar in December 2019 to share best practices in educational leadership.
- Serving again as an EL Education Mentor School, one of just 10 around the country. We worked to support the new EL schools in DC.
- 11 staff members presented at the EL National Conference in Atlanta in October 2019. Sessions shared about our school's equity work, library program, teacher professional support, social justice arts expeditions, and leadership.
- Principal Laina Cox and 5th Grade Teacher Sarah Cole traveled to Australia in August 2019 to present at [iOn The Future6](#), a conference dedicated to deeper learning and professional development for teachers and education leaders.

**Class of 2020 Success:** Even with the pandemic, the class of 2020 finished strong. Each senior completed their senior expedition, which included a 50-minute original, virtual presentation to a panel of judges. 100% of seniors were accepted to college and as a class they earned over \$5 million in scholarships.

**Partnerships:** Over the years, strategic partnerships have been critical to our school's success. Capital City added two new partnerships in SY 2019-20 that supported our school in critical ways. Capital City partnered with CityYear to host six corps members who provided individualized support and mentorship to students during the school day, and before and after school. We also partnered with Mary's Center through the city's behavioral health initiative to have a new bilingual clinician in our high school. In addition to these new partnerships, Capital City continued to deepen already strong partnerships with DC College Access Program, DC Scores, Capital Partners for Education, North Carolina Outward Bound, Teen Trendsetters, and Carlos Rosario Public Charter School.

**Awards and Accolades:** We are pleased to note that our school and students received recognition for their accomplishments.

Students:

- 6<sup>th</sup> grader Justin performed in A Thousand Splendid Suns at Arena Stage.
- Middle School students Minna, Ali, Justin and Aziza represented Capital City at the 38<sup>th</sup> Annual District of Columbia Spelling Bee.

- Middle School boys' soccer team won the DC Scores Public Charter School Division Championship.
- 9<sup>th</sup> Graders Ariel and Jaslin were accepted to the National Cathedral Scholars Program.
- 9<sup>th</sup> Grader Eva was accepted to the Summer STEM Mathematics & Science for Minority Students summer program at Andover College.
- 10<sup>th</sup> Grader Fatiya and 11<sup>th</sup> Graders Mahabuba, Sebastian, Joselin, and Nuri were accepted to the LearnServe Abroad program
- 10<sup>th</sup> Grader Clarke was accepted to the Harvard Summer School Program.
- 10<sup>th</sup> Graders Kilmar and Clarke placed 1<sup>st</sup> place in the virtual DC National History Day competition.
- Senior Queenal was named Capital City's first ever American University District Scholar, receiving a full tuition scholarship to attend the university. She was also selected to participate in the National Youth Science Camp.
- Senior Aly was awarded the Trachtenberg Scholarship, full tuition to George Washington University, and attended the Health HiSTEP 2.0 program.
- Senior Cornelius was awarded the Avalon Theatre Scholarship to Study Filmmaking during the summer.
- Senior Jessica was named a 2019 Posse Foundation Scholar.
- Senior Jennifer was named a Conway Scholar.
- Senior Kenny received the David Rubenstein Economic Club of Washington Scholarship.
- Senior Saul received the Phi Beta Sigma Thomas Boyd Scholarship.
- Seniors Saul, Kenny, Makai, & Matthew received full-tuition scholarships to attend SUNY-Oswego.
- Seniors Evelyn and Sharon were both awarded a Dream US Scholarship.
- High School students advanced to the Marshall-Brennan Regional Competition semi-final. Senior Belaine placed as a top finalist and was selected to represent Capital City at the national competition.

Staff:

- High School Principal, Belicia Reaves, was awarded the TIERific Principal Award from the DC Public Charter School Board.
- High School Librarian and Technology Teacher, Kishanna Harley, traveled to El Salvador for professional development as part of the Laberinto Projects. She was also accepted into the educator practicum at The Studio Museum in Harlem.
- High School Drama Teacher, Matthew Vaky, was awarded a Fulbright Scholarship to work with a theatre school in Paraguay to write a play about Alfredo Stoesner, the dictator of Paraguay.
- 8th grade teachers Chavala Hardy, Jonathan Hogue, and Olivia Shipley were awarded a 2020 Fund for Teachers grant to attend the Solidarity, Peace, and Social Justice conference at The Hague in The Netherlands to develop strategies for bringing global peace into the classroom, focusing on issues such as migration and social inequality. They were able to defer their travel to summer 2021.

### **C. List of Donors**

The following individuals and organizations donated \$500.00 or more to Capital City Public Charter School between July 1, 2019 and June 30, 2020.

Alison Arnold  
Cheryl Aylesworth  
Ann Bartuska  
Susan and Charlie Bell  
Maggie Boland & John Hance  
David Bradley  
Katherine Brittain Bradley  
Nancy Chapman Colb & Andrew Colb  
DC Education Equity Fund  
DC Share Fund  
Deputy Mayor for Planning & Economic Development  
Kristen Dobbs  
Karen Dresden  
Carol & Mark Dresden, Jr.  
C. Arthur Eddy  
Vanessa Gonzalez  
William Gould  
Matthew & Simmons Hanson  
Quameice Harris  
Anne Herr  
Walter Holemans  
Lawrence Impett  
Mizmun Kusairi  
The Levin Family Foundation  
Justin Lopez-Cardoze  
Rona Marech & Joshua Shannon  
Beverly Minnigh  
Denise and John Nwaezeapu  
Office of the State Superintendent of Education  
Linda Paey  
Carly & John Partridge  
Galo Pazmino  
Scott Pearson  
Shelly and Neal Pratt  
Harold Rosen and Susan Wedlan  
Cindy & Chris Runyan  
Andrea Bourquin Ryan & Mike Ryan  
Peter Scheff and Deb Rosenberg  
Irwin Silverberg

Susan W. Agger Family Fund  
Teaching for Tolerance  
United Way of the National Capital Region  
Heidi and Matthew Vanderwerff  
YPO Higher Education Group

## DATA REPORTS

### A. Lower School

#### SY 2019-20 Annual Report Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source	Data Point
PCSB	LEA Name: Capital City PCS
PCSB	Campus Name: Capital City PCS - Lower School
PCSB	Grades served: PK3-4
PCSB	Overall Audited Enrollment: 323

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	32	44	45	50	50	50	52	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

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

STUDENT DATA POINTS	
School	<p><b>Total number of instructional days:</b></p> <ul style="list-style-type: none"> <li>• Grades PK3, PK4, and K = 170</li> <li>• Grades 1 – 4 = 172</li> </ul> <p>Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it. <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180-day waiver process in SY 2019-20.</i></p>
PCSB	<b>Suspension Rate:</b> 1.2%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.01%



## B. Middle School

### SY 2019-20 Annual Report Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source	Data Point
PCSB	LEA Name: Capital City PCS
PCSB	Campus Name: Capital City PCS - Middle School
PCSB	Grades served: 5-8
PCSB	Overall Audited Enrollment: 333

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	85	84
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	82	82	0	0	0	0	0	0	0

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

STUDENT DATA POINTS	
School	<b>Total number of instructional days: 172</b> Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it. <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180-day waiver process in SY 2019-20.</i>
PCSB	<b>Suspension Rate: 4.5%</b>
PCSB	<b>Expulsion Rate: 0.00%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate: 0.09%</b>
PCSB	<b>In-Seat Attendance: 94.3%*</b>
PCSB	<b>Average Daily Attendance:</b> The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b>



### C. High School

#### SY 2019-20 Annual Report Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source	Data Point
PCSB	LEA Name: Capital City PCS
PCSB	Campus Name: Capital City PCS - High School
PCSB	Grades served: 9-12
PCSB	Overall Audited Enrollment: 336

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	94	87	80	75	0	0	0

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

STUDENT DATA POINTS	
School	<b>Total number of instructional days: 172</b> Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it. <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180-day waiver process in SY 2019-20.</i>
PCSB	<b>Suspension Rate: 8.9%</b>
PCSB	<b>Expulsion Rate: 0.00%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate: 0.33%</b>
PCSB	<b>In-Seat Attendance: 91.0%*</b>
PCSB	<b>Average Daily Attendance:</b> The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b>



## APPENDICES

### A. Staff Roster: SY 2019-20

Capital City is proud to have an exceptionally qualified staff. In 2019-20, 100% of teachers had a bachelor’s degree and 74% also held a master’s degree or higher. Among our campus staff—those who work directly with students—93% had some post-secondary degree; 87% had at least a bachelor’s degree; 59% also had a master’s degree or higher. 88% of our Senior Leadership Team held a master’s degree.

Last	First	Campus	Position Title
Accad	Cleofre	LS	Fitness Teacher
Aguião	Lavinia	HS	ELA/History Inclusion Teacher
Aguirre Lazo	Maria	LS	After School Teacher
Alfuth	Teresa	HS	Math Teacher
Amaya	Carlos	LEA	Operations Associate
Amirahmadi	Sasha	MS	7th Grade Humanities Teacher ( <i>left mid-year</i> )
Anderson	Jeffrey	LEA	Maintenance Technician
Andrews	Claire	LS	2nd Grade Classroom Teacher
Andrusik	Katryna	HS	Instructional Coach & Curriculum Coordinator
Ashley	Alana	HS	CTE & Makerspace Teacher
Balk	Thora	LS	PK 3/4 Classroom Teacher
Bare	Catherine	MS	Visual Arts Teacher
Barnes	Alisha	MS	Dedicated Aide ( <i>started mid-year</i> )
Barnette	Charles	LEA	Security Officer
Barrett	Julia	LS	PK 3/4 Classroom Teacher
Battle	Yasmeen	LS	Kindergarten Inclusion Teacher
Benjamin	Everett	MS	7th Grade Humanities Teacher
Bennett-Foy	Cynthia	LS	After School Teacher

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
Bierenfeld	Marisa	LEA	Speech and Language Pathologist
Bounds	Joel	MS	Fitness & Health Teacher/After School Coach
Brasil	Margo	LS	1st Grade Inclusion Teacher
Braswell	Stephan	MS	Long-term Substitute Spanish Teacher ( <i>started mid-year</i> )
Brown	Cerissa	LS	PK 3/4 Classroom Teacher
Burke	Christina	HS	Geometry Teacher
Butler	A'Leighsha	MS	Drama Teacher
Carson	Taiese	MS	Math Specialist
Carter	Maiba	HS	12th Grade English Teacher
Celestin	Haajar	HS	Transition Coordinator
Chadda	Bandana	HS	Math Interventions Teacher
Chase	Steven	LEA	Director of Library & Innovation
Clark	Samantha	MS	6th Grade Math Teacher
Claros-Nava	Josybett	HS	Dedicated Aide
Cole	Sarah	MS	5th Grade Humanities Teacher
Coleman	Joseph	LEA	Custodian
Coote	Dominique	LEA	Director of School Quality
Corcoran	Leila	HS	Internship Coordinator
Cox	Laina	MS	Principal
Crawford	Oni	MS	6th Grade Humanities Teacher
Cruz	Deborah	HS	Dedicated Aide/Part-Time Spanish Teacher
Cruz	Justin	LEA	IT Manager
Cuellar	Yanira	HS	Office Manager
Cuevas	Jose	HS	Visual Arts Teacher
Cummings	Nicole	LS	Music Teacher
Curry	Jessica	LS	Instructional Coach & Curriculum Coordinator
Damon	Lindsay	MS	Counselor

Last	First	Campus	Position Title
Davis	Cassandra	MS	5th Grade Math/Science Inclusion Teacher
Davis	Eleanor	MS	English Learner Specialist
Davis	Morgan	MS	Fitness & Health Teacher/After School Coach
Davis-Johnson	Ramu	HS	Dedicated Aide
Degraffinreadt	Victor	HS	Athletic Director/Fitness & Health Teacher
Díaz-Francis	Janeth	HS	Spanish Teacher
Donnelly	Germaine	LS	Long-term Substitute Associate Teacher/Dedicated Aide
Dorsey	Cynthia	LS	Drama Teacher
Douglas	Michelle	LEA	Security Officer
Dow	Nakia	MS	Director of Student Services
Dresden	Karen	LEA	Head of School
Duque	Carlos	LS	Librarian & Technology Teacher
Ellis	Avery	LS	2nd Grade Classroom Teacher
Ellis	Deirdre	LS	Director of Student Services
Escorcía Soza	Ariel	LS	PK 3/4 Associate Teacher
Fadare	Danielle	MS	7th Grade Math/Science Inclusion Teacher
Fay	Michelle	LS	PK 3/4 Inclusion Teacher
Fiore	Sarah	HS	English Learner Specialist
Follini-Press	Theodore	HS	9th Grade English Teacher
Forys	John	MS	5th Grade Math/Science Teacher
Frazier	Daizy Rose	LS	Early Childhood Arts Teacher
Frazier	Traveon	LS	Dedicated Aide
Freeman	Ashley	MS	Long-term Substitute 7th Grade Humanities Teacher <i>(started mid-year)</i>
Funes	Jose	MS	Dedicated Aide
Furr	Eboni	HS	ELA Inclusion Teacher
Gaffney	Samantha	LEA	Special Projects Coordinator
Gallant	Ayanna	MS	Music Teacher

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
Garcia	Andrea	LS	Office Manager
Garcia	Brenda	LS	Kindergarten Associate Teacher
George	Patricia	MS	7th Grade Humanities Inclusion Teacher
Glass	Reginald	HS	Fitness & Health Teacher
Goles	Gregory	MS	7th Grade Math Teacher
Gonzalez	Kevin	HS	Alumni Coordinator & College Counselor ( <i>left mid-year</i> )
Grubbs	Morgan	LS	1st Grade Classroom Teacher
Hammond	Aminah	MS	Dedicated Aide ( <i>left mid-year</i> )
Hammond	Miriam	HS	10th Grade English Teacher
Hardy	Chavala	MS	8th Grade Science Teacher
Harley	Kishanna	HS	Librarian & Technology Teacher
Harrod	Cherita	HS	Director of Student Services
Hassan	Aisha	LEA	Director of Operations
Hawk	William	LEA	Director of School Information Systems
Hayes	Jeffery	LEA	Head Security Officer
Henderson-Fiestas	Brittney	LS	Literacy Specialist
Herrero	Sofia	LS	4th Grade Classroom Teacher
Hiester	Matthew	LS	3rd Grade Classroom Teacher
Higginbotham	María	LEA	Language Access Associate ( <i>started mid-year</i> )
Hogue	Jonathan	MS	8th Grade Humanities Teacher
Hollins	Hannah	HS	11th Grade English Teacher ( <i>started mid-year</i> )
Holton	Christol	LEA	Security Officer
Honemond	C. Brandon	LEA	Front Office Manager
Honemond	Christopher	LEA	Facilities Manager
Hughes	Ellen	LS	PK 3/4 Associate Teacher
Huskey	Gloria	LS	PK 3/4 Teaching Assistant & After School Teacher
Hutcheson	Gabriella	LS	Kindergarten Classroom Teacher

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
Hyman	Tatiana	HS	Dedicated Aide
Irondi	Ogechi	LS	Math Specialist <i>(started mid-year)</i>
Jackson	Bridget	HS	Director of College Counseling & Alumni Affairs
Jackson	Rachel	MS	Technology Teacher
Jackson	Tyra	HS	Fitness/Dance Teacher
Jaquez Peralta	Fausto	LEA	Food Service Aide/Custodian
Johnson	Calvin	HS	US History Teacher
Johnson	Denise	LEA	School Nutrition Program Manager
Johnson	Míchelle	LS	Principal
Johnson	Morgan	MS	Literacy Specialist
Johnson-Nouri	Jasmine	MS	8th Grade Humanities Teacher
Jones	Keisha	HS	ELA/History Inclusion Teacher
Jordan	Pamela	HS	Counselor
Keler	Nicole	LS	3rd Grade Inclusion Teacher
Kenney	Clarence	LS	PK 3/4 Teaching Assistant & After School Teacher <i>(left mid-year)</i>
Kenney-Wesley	Kymbree	LS	After School Teacher
Kutyla	Todd	LEA	Adventure Coordinator
LeBoo	Steven	LS	Director of Out of School Time Programs
Lee	Shelton	HS	11th Grade English Teacher <i>(left mid-year)</i>
Lewis	Alexander	HS	Math Inclusion Teacher
Lewis	Myron	LEA	Registrar
Lewton	Joanna	LEA	Arts Director
Lineberry	Jacob	HS	Physics Teacher
Lopez-Cardoze	Justin	MS	7th Grade Science Teacher
Loyd	Kristi	LEA	Compliance Manager
Macko	Kendra	HS	Math & Science Coach
Marchese	Virginia	HS	Spanish Teacher

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
Martin	Gregory	HS	Music Teacher
McClary	Artavia	MS	Dedicated Aide <i>(left mid-year)</i>
McKinney	Pamela	LEA	Director of Development & Outreach
McLaughlin	ZsaZsa	LEA	Security Officer
Miller	Leah	MS	8th Grade Math Teacher
Miller	Liane	HS	Chemistry Teacher
Mitchem	Aaron	MS	Coordinator of School Culture
Monroy-Escobar	Mateo	LEA	School Information Systems Manager
Montero	Baleriana	LEA	Food Service Aide
Montero	Eufemia	LEA	Food Service Aide
Morenoff	Lisa	LS	2nd Grade Inclusion Teacher
Morris	Alexandra	LS	PK 3/4 Classroom Teacher
Murphy	Stephanie	LS	4th Grade Classroom Teacher
Nogues	Melissa	LEA	Library Associate
Norris	Yanesia	LEA	Student Performance Data Associate
Okafor	Brittany	MS	6th Grade Humanities Inclusion Teacher
Opara	Patience	HS	Dedicated Aide
Paniagua	Gerson	LEA	Assistant Director of Family Engagement
Parker	Celia	LEA	Director of Communications
Peavy	DeWayne	LS	4th Grade Inclusion Teacher <i>(left mid-year)</i>
Perellon	Lorena	LS	Spanish Teacher <i>(left mid-year)</i>
Pettigrew	Graham	MS	5th Grade Humanities Inclusion Teacher
Pick	Katharine	MS	Instructional Coach & Curriculum Coordinator
Pittman-Gregory	Wanda	LEA	LEA Director of Special Populations
Ponce	Sandra	LS	1st Grade Classroom Teacher
Quander	Emma	LS	PK 3/4 Associate Teacher <i>(left mid-year)</i>
Raines	Abigail	MS	5th Grade Humanities Teacher

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
Ramirez	Veronica	MS	Office Manager
Ramos	Liliana	LEA	Food Service Aide
Ramsey-Macomber	Trevor	LS	English Learner Specialist
Ray	G. Christopher	LS	Counselor
Reaves	Belicia	HS	Principal
Reed	Chattel	MS	Dedicated Aide
Renzi	Richard	MS	Fitness & Heath Teacher
Reyes Escobar	Jocelyn	LS	1st Grade Associate Teacher
Reynoso	Adriana	LEA	Front Office Manager
Riggen	Sarah	MS	6th Grade Science Teacher
Rivera	Ashley	MS	Dedicated Aide
Rivera	Manuel	HS	Dedicated Aide
Robertson	Haley	MS	Spanish Teacher
Robles	Linda	LEA	Business & Human Resources Associate
Robley	Dante	MS	6th Grade Math/Science Inclusion Teacher
Rodegast	Emily	LEA	Business & Human Resources Manager
Rogers	Keonie	LS	PK 3/4 Teaching Assistant & After School Teacher
Rojas Moreno	Claudia	MS	Spanish Teacher
Romero Melendez	Maira	LS	PK Teaching Assistant & After School Teacher
Royse	Ellen	HS	Environmental Science Teacher
Salvador	Glenda	LEA	Development & Communications Associate
Sanchez	Christian	LS	PK 3/4 Teaching Assistant & After School Teacher
Sanchez	Jonathan	LS	PK 3/4 Teaching Assistant & After School Teacher
Sanchez	Keila	LS	After School Teacher
Schroeter	Atiyah	HS	Biology Teacher
Scott	Makaya	MS	Dedicated Aide
Shaw	Timothy	HS	Senior Expedition Teacher

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
Sheridan	Samantha	HS	Math Inclusion Teacher
Shipley	Olivia	MS	8th Grade Math/Science Inclusion Teacher
Simpson	Angelique	HS	Dedicated Aide
Smith	Jordan	HS	Science Inclusion Teacher
Smith	Makeda	LS	3rd Grade Inclusion Teacher
Solis	Tiffany	HS	Alumni Coordinator
Solomon	Lapeta	MS	8th Grade Humanities Inclusion Teacher
Southall	Nicole	LS	2nd Grade Associate Teacher
Stamy	Nataly	LEA	Family Engagement Associate
Stanley	Jemila	LEA	Speech and Language Pathologist
Summers	Kevin	HS	Restorative Justice Coordinator
Summers	Narenta	HS	Part-time Spanish Teacher ( <i>left mid-year</i> )
Tatum-Gormes	Tonica	HS	Math Teacher
Tovar	Israel	HS	10th Grade Social Studies Teacher
Townsend	Monica	HS	Math Teacher
Triana-Pacheco	Aura	LEA	Language Access Manager
Vaky	Matthew	HS	Drama Teacher
Van Horne	William	LEA	IT Associate
Vereen	Roy	HS	Director of School Culture and Character
Villaflor	Brittain	MS	5th Grade Math/Science Teacher
Wade	John	LEA	Custodian
Wall	Frederick	LS	Visual Arts Teacher
Walter	Devon	LS	1st Grade Inclusion Teacher
Wanyeme	Kamla-Kay	LS	2nd Grade Associate Teacher
Weinstein	Jonathan	LEA	Chief Operating Officer
Wellington	Ntaka	LS	Early Childhood Director
Welsh	Leslie	HS	9th Grade Social Studies Teacher

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
White	Antonio	HS	HS ELA Inclusion Teacher
Williams	Benjamin	HS	12th Grade Social Studies Teacher
Williams	Jessica	MS	5th Grade Inclusion Teacher <i>(started mid-year)</i>
Wollack	Alison	HS	ELA Inclusion Teacher
Wu	Liwen	HS	Dedicated Aide
Wynott	Patrick	MS	6th Grade Humanities Teacher
Yamamoto	Ryoko	LEA	Garden Coordinator
Yang	Ah-Rheum	LS	Kindergarten Classroom Teacher
Yates	Tiyonna	LS	Kindergarten Associate Teacher
Zara	Angelina	LS	3rd Grade Classroom Teacher

**B. Board Roster: SY 2019-20**

<b>Name</b>	<b>DC Resident?</b>	<b>Role</b>	<b>Committee</b>	<b>Date of Appointment</b>	<b>Date Appointment Ends</b>
Alison Arnold	N	Board Chair	All Committees	07/01/2013	06/30/2020
Maggie Boland	Y	Committee Chair	Finance	07/01/2013	06/30/2020
Sarah Dillard	Y	Committee Chair	School Performance	07/01/2016	06/30/2020
Quameice Harris	Y	Parent Trustee/ Committee Member	Development	11/01/2018	06/30/2020
Anne Herr	Y	Committee Member	School Performance	07/01/2017	06/30/2020
Rochanda Hiligh-Thomas	Y	Parent Trustee/ Committee Member	Governance	07/01/2014	06/30/2020
Mizmun Kusairi	Y	Committee Chair	Development	07/01/2017	06/30/2020
Galo Pazmino	N	Treasurer/ Committee Member	Finance	07/01/2017	06/30/2020
Hiram Puig-Lugo	Y	Parent Trustee/ Committee Member	Governance	01/01/2020	06/30/2020
Xiomara Santos	Y	Committee Member	Development	01/01/2020	06/30/2020
Nitika Tolani	Y	Board Vice Chair/ Committee Member	Development	07/01/2017	06/30/2020
Karen Dresden	Y	Non-voting Member	All Committees Ex Officio	07/01/2000	06/30/2020

**C. Unaudited Year-end 2019-20 Financial Statement**  
**Capital City PCS**  
 FY20 Financials

<b>Forecast</b>		
<b>Income Statement</b>		<b>FY20</b>
<b>Revenue</b>		
	State and Local Revenue	\$22,784,725
	Federal Revenue	\$1,493,249
	Private Grants and Donations	\$339,284
	Earned Fees	\$679,367
	Donated Revenue	\$7,335
	<b>Total Revenue</b>	<b>\$25,303,960</b>
<b>Expenses</b>		
	Salaries	\$13,251,549
	Benefits and Taxes	\$3,642,618
	Contracted Staff	\$253,761
	Staff-Related Costs	\$98,431
	Rent	\$136,445
	Occupancy Service	\$860,967
	Direct Student Expense	\$1,411,156
	Office & Business Expense	\$908,345
	Donated Expense	\$7,335
	Contingency	\$0
	<b>Total Expenses</b>	<b>\$20,570,605</b>
<b>Operating Income</b>		<b>\$4,733,355</b>
<b>Extraordinary Expenses</b>		
	Interest	\$602,350
	Depreciation and Amortization	\$1,533,368
	<b>Total Extraordinary Expenses</b>	<b>\$2,135,718</b>
<b>Net Income</b>		<b>\$2,597,636</b>

**D. Approved 2020-21 Budget**  
**Capital City PCS**  
 FY21 Budget

		SY20-21
Revenue		
Per Pupil Charter Payments - General Education		12,719,908
Per Pupil Charter Payments - Categorical Enhancements		6,633,425
Per Pupil Facilities Allowance		3,384,511
Federal Funding		1,227,820
Other Government Funding/Grants		825,005
Private Grants and Donations		150,000
Activity Fees		65,400
Other Income		80,868
Revenue Total		25,086,937
Expenses		
Principal/Executive Salary		410,970
Teachers Salaries		6,643,117
Special Education Salaries		2,875,431
Other Education Professionals Salaries		2,061,519
Business/Operations Salaries		2,023,072
Administrative/Other Staff Salaries		575,497
Employee Benefits and Payroll Taxes		3,309,898
Educational Supplies and Textbooks		292,639
Student Assessment Materials/Program Evaluation		62,000
Contracted Student Services		649,060
Food Service		561,591
Other Direct Student Expense		240,753
Rent		108,450
Depreciation (facilities only)		1,301,130
Interest (facilities only)		583,347
Building Maintenance and Repairs		202,027
Contracted Building Services		380,852
Other Occupancy Expenses		392,381
Office Supplies and Materials		70,626
Office Equipment Rental and Maintenance		67,017
Telephone/Telecommunications		64,075
Legal, Accounting and Payroll Services		262,906
Insurance		151,033
Professional Development		250,500
PCSB Administrative Fee		224,432
Depreciation and Amortization (non-facility)		229,344
Other General Expense		734,660
Expenses Total		24,728,326
<b>NET ORDINARY INCOME</b>		<b>358,611</b>
<b>TOTAL EXPENSES</b>		<b>24,728,326</b>
<b>NET INCOME</b>		<b>358,611</b>
Cash Flow Adjustments		
Add Depreciation		1,515,038

Operating Fixed Assets	(174,941)
Other Operating Activities	253,235
Facilities Project Adjustments	(730,327)
Cash Flow Adjustments Total	863,005
<b>CHANGE IN CASH</b>	<b>1,221,616</b>
Starting Cash Balance	16,779,104
Change In Cash	1,221,616
<b>ENDING CASH BALANCE</b>	<b>18,000,720</b>