



CAPITALCITY

PUBLIC CHARTER SCHOOL

ANNUAL REPORT 2021 – 2022

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**CAPITAL CITY PUBLIC CHARTER SCHOOL
ANNUAL REPORT
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Capital City Public Charter School acknowledges that DC PCSB's acceptance 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 2021-22, the Lower School campus was operating at full capacity, with 323 students enrolled in grades PK3 through 4. There were four combined PK classes (which serve both PK3 and PK4 students), two K classes, and three classes each for grades 1 through 4, to allow for smaller class sizes.

Middle School: In SY 2021-22, the Middle School campus served 332 students in grades 5 through 8. 5th grade had 81 students; 6th grade had 85 students; 7th grade served 84 students; and 8th grade enrolled 82 students.

High School: In SY 2021-22, the High School campus was fully enrolled with 347 students in grades 9 through 12. There were 96 Freshmen, 99 Sophomores, 72 Juniors, and 80 Seniors.

2. Student Characteristics

The total student population at Capital City Public Charter School during SY 2021-22 was 1002 students. The re-enrollment rates were 92% for the Lower School; 98% for the Middle School; and 96% for the High School. Capital City's student body in SY 2021-22 was racially and ethnically diverse - 60% of students were classified as Latino, 28% as African American, 7% as Caucasian, and 1% as Asian. (The remaining students were classified in multiple racial and ethnic categories.) Capital City's racial and ethnic make-up has remained generally consistent for the last five years.

Approximately 65% of Capital City students were eligible for free or reduced meals in SY 2021-22. This is similar to pre-pandemic levels for FARM eligibility. 38% of students were designated At Risk, which is a little higher than previous years. 20% of students were identified as requiring special education services; and 38% 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 Credentialed and 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 continued utilizing EL Education ELA Modules, a high-quality, standards-aligned curriculum that comprehensively addresses all 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 a 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 mirror the demands of high school more closely. 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 2021-22, Capital City had students enrolled in ten Advanced Placement (AP) courses including: AP English Language and Composition; AP English Literature and Composition; AP Spanish Language and Culture; AP Calculus AB; AP Statistics; AP Physics; AP World History; AP Art: Drawing; AP Art: 2-D Design and AP Art: 3-D Design. 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 is the Head of School and co-founder of Capital City Public Charter School, a diverse, high performing PK-12 school of choice in Washington, DC. She is passionate about achieving academic justice for historically marginalized students and developing all students' capacity to be leaders and changemakers.

Karen has been an educator for three decades, working first as a teacher in DC Public Schools before becoming the founding principal of Capital City in 2000. Karen was involved in all aspects of the school's start-up as a PK-8 school. She also led the development of Capital City's high school program in 2008 which now boasts over 600 graduates, a 100% college acceptance rate, and a college graduation rate for first generation students that exceeds the national average.

Under Karen's leadership, Capital City has been a model for school reform. The school implements the EL Education model, a hands-on approach that supports students in meeting rigorous academic and character standards. The school has been featured in national case studies and opens its doors to hundreds of visitors annually. The school was honored by two separate visits during the Obama administration. President Obama

described Capital City as, “an example of how all schools should be.”

Karen has her M.Ed. from Harvard University 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. She was a member of the Leadership Greater Washington Class of 2015.

Chief Operating Officer: Jonathan 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 joined Capital City in 2004. Prior to becoming Director of Special Populations, she was the Director of Student Services at the Upper School and taught 1st, 2nd and 5th grades at the Lower School campus.

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.

Wanda is currently an Adjunct Special Education Professor at University of Maryland College Park.

Director of Development and Outreach: Pam first joined Capital City in October 2012 as the Development Associate. She holds a Master’s 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.

Director of Instructional Technology and Information Systems: Chip joined Capital City in April 2011 as the Upper School's Technology Integration Specialist. He has a Master of Science in Library Science, a Certificate in Educational Technology Leadership from George Washington University, and a Bachelor of Arts in English Language and Literature from the University of Maryland College Park.

Before coming to Capital City, Chip was the Instructional Multimedia Coordinator and Web Editor at the National Cathedral School in Washington, DC for six years. Prior to that, he worked as a library assistant in Montgomery County Public Schools for three years.

Chip is a 2016 Citybridge Education Innovation Fellow, a yearlong program that introduces teacher leaders to the most promising practices in personalized learning,

As part of the library team, Chip, including High School Librarian & Technology Teacher, Kishanna Harley, and former Library Assistant, Brandy Goffigan, designed and prepared Capital City's winning CTE Makeover Challenge application for a makerspace that will be a hub of experiential learning in the school's third-floor computer lab starting October 2016.

Lower School Principal: Michelle joined Capital City in July 2019 as our Lower School Principal. She holds a master's 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, Michelle joins Capital

City with a deep expertise in elementary education and an unwavering commitment to educational equity. Prior to Capital City, Michelle 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 joined Capital City in 2010 initially as the Instructional Coach and Curriculum Coordinator. She holds a master's 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.

5. Parent Involvement Efforts

Family involvement is encouraged, welcomed, and expected at Capital City. It takes several forms, including opportunities for parent leadership and involvement in decision making; ongoing communication between the school and families; and utilizing family 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 supporting the school. Capital City's bilingual Family Engagement department 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/caregivers attend quarterly conferences. Accordingly, teachers and advisors work tirelessly to reach out to families and communicate the expectation that each family will participate. In SY 2021-22, we continued to hold conferences virtually due to COVID-19 concerns and found that this platform allowed for nearly 100% of parents/caregivers being able to attend at least one conference during the year.

Capital City has an active Parent School Association (PSA) that partners with the school to plan events and keep families 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 2021-22, the PSA was able to offer more in-person opportunities, such as parent coffees and a Spring Family Fun Day, while other community-building events remained virtual.

Our Family Engagement department continued our tradition of planning cultural celebrations to engage staff, students, and families alike. Our Fiesta Latina celebration in the fall, and Black History month celebration in February, were both held virtually in SY 2021-22, and very well attended.

In addition to volunteering and attending events, parents also support the school financially, supporting the Family and Friends Giving campaign, which raised over \$50,000 in SY 2021-22.

II. SCHOOL PERFORMANCE

A. Performance and Progress

The following outlines how we continued to meet our mission goals in SY 2021-22.

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 components of the EL Education model. Some elements of Learning Expeditions include guiding questions, authentic research and 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. The Lower School implements the EL Education ELA Curriculum which integrates many of the components of expeditions into rigorous and relevant literacy modules. Teachers supplement these modules to provide even more hands-on experiences and opportunities. Students typically engage in 1-2 expeditions per year in Middle School and High School as a way to deeply explore curriculum content. As a culmination of their Capital City experience, each senior designs and completes a senior expedition as a requirement of graduation. Students complete research, meet with experts, and present their work to a panel. Though we returned to in-person learning in SY 2021-22, we continued to scale back some elements of expeditions out of COVID-safety concerns. However, we were able to slowly reintroduce fieldwork. 100% of graduating seniors presented their senior expeditions virtually to panels of community members.

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. This component of our

program continued to look a little different in SY 2021-22 due to the COVID-19 pandemic, but students were still encouraged to find opportunities to engage in service and reflect on the experience.

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 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.

These structures were of particular importance as students returned to in-person learning following pandemic-related school closures. Advisories and crews served to establish relationships between staff and students, build rapport, and provide support to students and families, especially those experiencing pandemic-related or other trauma.

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 consultation 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.

In SY 2021-22, we increased our staff to ensure two teachers per core class - a general educator and an inclusion teacher - to allow for a robust co-teaching model aimed at meeting the needs of all learners.

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.

Unfortunately, we were unable to fully implement this program during SY 2021-22 due to the COVID-19 pandemic, but our Adventure Coordinator taught a high school course focused on adventure, and all Middle School students participated in a day of Outward Bound activities. We look forward to being able to offer an even fuller program to students again in SY 2022-23.

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 are empowered to become creative & critical thinkers, lifelong readers, and effective collaborators.

Our Library & Innovation Team continued to provide crucial support to teachers and students in finding and utilizing instructional technology to create robust in-person, hybrid and virtual classrooms throughout the year, to respond to evolving needs to quarantine and/or move to an all-virtual posture.

After-School Activities: After-school activities were modified for SY 2021-22 due to COVID-19 related precautions. We offered all sports in the Fall and Winter, with practices and games conducted outdoors when possible, and the Debate Team practiced and competed virtually throughout the year. In the spring, we resumed additional in-person options for all grade levels to provide enrichment and a way for students to stay engaged with each other outside of the school day. Offerings included art, book discussions, cooking and baking, fitness, music, 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, cheerleading, softball, tennis, baseball, and track. Teams practice and compete at the school, area parks, recreation centers, and community facilities, and play competitive games against other schools. Capital City participates in the DC Charter School League Capital City also participates with DC SCORES for middle school soccer.

Summer School: We were able to return to in-person summer school offerings in SY 2021-22.

The Lower School ran a Summer Intensive program, which served approximately 100 students in grades PK-4 who needed additional academic support. Middle School continued to offer the Summer STEM Program, which served approximately 50 rising Middle School students, focusing on enrichment in the field of Science, Technology, Engineering and Math (STEM). High School continued their Credit Recovery program which allowed students to recover credits in core classes, including English, Algebra and Spanish. High School students also had the opportunity to participate in dual enrollment classes, or in the Summer Youth Employment Program (SYEP) this summer.

All three campuses provided Extended School Year services to qualifying students with disabilities.

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, Instructional Technology and Information Systems, 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. The Public Charter School Board has not issued School Quality Reports or tier ratings since then, however, due to the COVID-19 pandemic. Information on internal assessments, as well as certain School Environment and Gateway metrics is discussed below.

MAP Growth Assessment Data

We continued administration of NWEA MAP Growth assessments, in addition to other internal benchmarks, to provide ongoing data on how students were performing. Students participated in Growth: Reading (grades K - 12); Growth: Math (grades K - 8, Algebra 1, Geometry, and Algebra 2) and Growth: Science (grades 5 - 8 and Biology). NWEA uses student norming studies to assign a growth target to each student based on their grade and Fall score.

Although growth is still lower than we may have anticipated in pre-pandemic years, we were happy to see that the number of students meeting their targets increased over SY 2020-21. 34.2% of students met their Reading growth goal, up slightly from 33% in SY 2020-21; 43.5% met their growth goal in Math, up significantly from 29% in SY 2020-21; and 43.9% met their growth goal in Science, up from 41% in SY 2020-21. We recognize there is still a good deal of recovery ahead, but feel positive about the progress we saw, especially in Math and Science.

This table shows participation and growth results for our campuses.

Assessment	Campus	% of Students with Fall-to-Spring data	% of Students Meeting Fall-to-Spring Growth target
ELA	LS	98.0%	38.3%
	MS	99.4%	29.9%
	HS	95.6%	35.5%
Mathematics	LS	98.4%	51.9%
	MS	97.9%	38.5%
	HS	94.4%	41.5%
Science	MS	98.2%	43.9%

School Environment Indicator: Our re-enrollment rates were 92% at the Lower School, 98% at the Middle School, and 96% at the High School. These rates are either on par with or an increase over SY 2020-21 rates.

Our ISA rates were 88.5% in the Lower School, 91.6% in the Middle School, and 88.7% in the High School. These rates are lower than our historical In Seat Attendance, but we had several students sick or out due to COVID-19 related quarantines, especially in the Fall.

On the Classroom Assessment Scoring System (CLASS), our Pre-Kindergarten program scored 6.50 in Emotional Support; 6.37 in Classroom Organization; and 2.79 in Instructional Support. These scores show a slight decrease across all categories since we were last assessed in SY 2019-20.

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 continued to see decreases in a few metrics. For example, only 8.5% of Juniors performed at or above the college-ready benchmark on the PSAT, but nearly 25% of the class was unable to participate in the PSAT Test Day offered last fall. 24% of Seniors met the benchmark on SAT/ACT assessments, down from 46% in SY 2019-20.

However, our students were able to participate in Advanced Placement courses and examinations, and we saw our participation increase in SY 2021-22. Students

successfully completed 91 assessments, across ten subjects. Our performance rate (scores of 3 or higher) was 44%.

The Adjusted Cohort Graduation Rates (ACGR) for the High School are still being validated, but we are looking at a 4-year rate of around 92.0%, up a little from SY 2020-21; and a 5-year rate of 91.4% which is down slightly compared to SY 2020-21. Finally, we are proud to report that, for the 12th year in a row, 100% of our graduating seniors were accepted to college.

B. Unique Accomplishments

During SY 2021-22, Capital City Public Charter School student and staff efforts yielded a number of unique accomplishments and achievements.

Supporting Families with Technology Access: Capital City provided Chromebooks or tablets for every student to use at home in the event of virtual learning due to quarantines and/or school closures. We also provided internet hotspots for families who did not have reliable internet to help close the digital divide.

School-wide Equity Work: Capital City continued to prioritize our staff race and equity work. Our Equity Core Committee (ECC), comprised of teachers and leaders, developed goals for the work and planned six sessions for staff throughout the year. Some sessions were held in affinity groups while others were done in campus groups. One session was led by our Queer Trans Student Alliance (QTSA) and focused on how to create gender inclusive spaces. Other sessions focused on Freedom Dreaming and reviewing student survey data through an equity lens. The ECC engaged in external training this year to deepen their knowledge and capacity to lead the work. Several members joined trainings led by the Equity Literacy Institute and the National Equity Project.

Out of School Time Programs: We received a Year-Round Grant from Learn24 and the Out-of-School Time Office of the Deputy Mayor for Education, which allowed us to continue to provide high quality after-school arts, sports, and enrichment activities to our middle and high school students and our Middle School STEM summer program. Rising 5th-8th grade students were able to take courses in engineering, math, science, and science-themed literacy. All courses and activities were hands-on and included fieldwork experiences every week.

Continued Debate Team Success: One of our Debate Club duos went undefeated in the Washington Urban Debate League Financial Literacy Debates and took second place overall, winning \$500 scholarships. Another pair took first place in the last two Washington Urban Debate League tournaments of the year.

Disseminating Best Practices: Capital City continued to disseminate best practices and be a leader for other schools. Highlights from SY 2021-22 include:

- Serving again as an EL Education Mentor School, one of just 10 around the country.
- Middle School Principal Laina Cox was one of only seven leaders from across the country accepted to the School Ambassador Fellowship for the U.S. Department of Education
- Head of School Karen Dresden was selected for the 2022 Pahara Fellowship, a one-year, cohort-based program for innovative leaders who are reimagining education
- 11 staff members presented at the EL Virtual National Conference in October 2021. Sessions shared about our school's after-school affinity group for Middle School girls, library program, teacher professional support, social justice arts expeditions, and leadership.
- Middle School Teachers Ashia Caraway and Lapeta Solomon presented at the 2022 Diverse Charter Schools Coalition Annual Convening
- High School Senior Office Manager, Yanira Cuellar, was named a School Mental Health Champion by Mary's Center
- 8th Grade Teachers Chavala Hardy and Olivia Shipley won an EL Education Fund for Teachers Award and traveled to Paris, France to attend an education conference
- 12th Grade Social Studies Teacher Ben Williams earned National Board Certification
- High School Drama Teacher Matthew Vaky received a Fulbright Scholarship in 2020 and was finally able to travel to Paraguay in March 2022 to lead drama workshops

Partnerships: Over the years, strategic partnerships have been critical to our school's success. Capital City again 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 bilingual clinician at each campus. Additionally, seven students participated in Outward Bound this summer through our partnership with North Carolina Outward Bound School (NCOBs) and three staff members participated in professional learning communities through a partnership with the Diverse Charter Schools Coalition.

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

- Our Middle School Boys Soccer team went undefeated this season and ultimately won the DC Scores Middle School Cup.
- 8th graders participated in the One World G8 Challenge, showcasing their writing, public speaking, and research skills

- 5th grader Ona and 7th grader Paris won 1st place for their poems in the Junior League of Washington's Annual Youth Poetry Contest while 7th grader Katie received an honorable mention
- All graduating seniors were accepted to college.
- Junior Liv was named one of two student representatives on the DC State Board of Education
- Senior Clarke was named a QuestBridge Scholar, receiving a full scholarship to the University of Pennsylvania, and a Milken Scholar
- Seniors William and Nayely were named Posse Scholars, receiving full scholarships to Sewanee: The University of the South
- Senior Beckham was named a District Scholar, receiving a full scholarship to American University
- 9th graders swept two categories at the National History Day city-wide competition. 9th grader Eli won 1st place for Best Individual Website and 9th grader Etta won 1st place for Best Individual Exhibit. Etta also earned the Senior Division National Maritime Historical Society Award.
- Seven high school students and a teacher received scholarships to take part in the North Carolina Outward Bound School (NCOBS) outdoor adventure program for summer 2022

C. List of Donors

The following individuals and organizations donated \$500.00 or more to Capital City Public Charter School between July 1, 2021 and June 30, 2022.

Alison Arnold
Amanda Sweet & Matt Hiester
Anne Herr & Karl Jentoft
Barbara Williams
Beverly Minnigh
Brett Biggs
Bryan & Michelle Daniels
Carly & John Partridge
Carol Collins & Andrew Hackett
Cindy & Chris Runyan
DC Share Fund
Deirdre Cohalan
Denise Morelli
Dixcy & Nolan Bosley-Smith
Gabriel Soll & Julia Bogolin
Galo Pazmino
Harold Rosen & Susan Wedlan
Heidi & Matthew Vanderwerff
Hiram Puig-Lugo and Sarah Gaudreau

Jill Weiler & Steve Brescia
Joanna & Christopher Lewton
John Campbell & Jacob Petersen
Jonathan Weinstein & Stacie Isenberg Weinstein
Judith Barnes
Karen Dresden
Kristi Loyd
Lawrence Impett
Lisa Munsat
Maggie Boland & John Hance
Matthew & Simmons Hanson
Mizmun Kusairi
Munsat-Greenwood Family Fund
Nancy Schneider
Office of the Deputy Mayor for Education
Pamela & Malcolm Peabody
Philipia Hillman
Roilyn Graves
Rona Marech & Joshua Shannon
Shelly & Neal Pratt
Stacy & Scott Murphy
Susan W. Agger Family Fund
Teresa Crawford & Michael Hess

DATA REPORTS

A. Lower School

SY 2021-22 Annual Report Campus Data Report

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	35	40	40	50	50	50	58	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	Total number of instructional days: <ul style="list-style-type: none"> Grades PK3 and PK4 = 178 Grades K – 4 = 180 <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.</p>
PCSB	Suspension Rate: 0.00%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 88.50%
PCSB	Average Daily Attendance: 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. (No action necessary.)

PCSB	Midyear Withdrawals: 2.20% (7 students)*
PCSB	Midyear Entries: 0.00% (0 students)*
PCSB	Promotion Rate (LEA): 98.60%
School (SY20-21)	College Acceptance Rate: <i>Not applicable</i>
School (SY20-21)	College Admission Test Score: <i>Not applicable</i>
PCSB (SY20-21)	Graduation Rate: <i>Not applicable</i>

FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 34.0%
School	Number of Teachers: 50 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$65,457 2. Range -- Minimum: \$33,903 Maximum: \$105,000
School	Executive Compensation (LEA) \$239,409.85 \$173,375.18 \$161,351.49 \$154,094.38 \$142,404.60

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY21-22 Charter Sector Attendance Qlik application as of August 2022. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

B. Middle School

SY 2021-22 Annual Report Campus Data Report

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: 332

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	81	85
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	84	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	Total number of instructional days: <ul style="list-style-type: none"> Grades 5 - 7 = 180 Grade 8 = 175 <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	Suspension Rate: 0.00%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 91.60%
PCSB	Average Daily Attendance: 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. (No action necessary.)

PCSB	Midyear Withdrawals: 1.50% (5 students)*
PCSB	Midyear Entries: 0.00% (0 students)*
PCSB	Promotion Rate (LEA): 98.60%
School (SY20-21)	College Acceptance Rate: <i>Not applicable</i>
School (SY20-21)	College Admission Test Score: <i>Not applicable</i>
PCSB (SY20-21)	Graduation Rate: <i>Not applicable</i>

FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 22.9%
School	Number of Teachers: 48 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$70,020 2. Range -- Minimum: \$51,000 Maximum: \$95,000
School	Executive Compensation (LEA) \$239,409.85 \$173,375.18 \$161,351.49 \$154,094.38 \$142,404.60

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY21-22 Charter Sector Attendance Qlik application as of August 2022. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

C. High School

SY 2021-22 Annual Report Campus Data Report

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: 347

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	96	99	72	80	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	Total number of instructional days: <ul style="list-style-type: none"> Grades 9 - 11 = 180 Grade 12 = 179 <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	Suspension Rate: 1.70%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.08%
PCSB	In-Seat Attendance: 88.70%
PCSB	Average Daily Attendance: 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. (No action necessary.)
PCSB	Midyear Withdrawals: 2.60% (9 students)*

PCSB	Midyear Entries: 0.00% (0 students)*
PCSB	Promotion Rate (LEA): 98.60%
School (SY20-21)	College Acceptance Rate: 100.00%
School (SY20-21)	College Admission Test Score: 58.11%
PCSB (SY20-21)	Graduation Rate: 88.80%

FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 20.4%
School	Number of Teachers: 49 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$72,280 2. Range -- Minimum: \$39,968 Maximum: \$98,000
School	Executive Compensation (LEA) \$239,409.85 \$173,375.18 \$161,351.49 \$154,094.38 \$142,404.60

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY21-22 Charter Sector Attendance Qlik application as of August 2022. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

APPENDICES

A. Staff Roster: SY 2021-22

Capital City is proud to have an exceptionally qualified staff. In SY 2021-22, 100% of teachers had a bachelor's degree and 68% also held a master's degree or higher. Among our campus staff—those who work directly with students—90% had some post-secondary degree; 86% had at least a bachelor's degree; 52% also had a master's degree or higher. 89% of our Senior Leadership Team held a master's degree.

Last	First	Campus	Position Title
Accad	Cleofre	LS	Fitness Teacher
Addison	Gloria	LS	2nd Grade Teaching Assistant & After School Teacher
Aguião	Lavinia	HS	World History Inclusion Teacher
Aguirre Lazo	Maria	LS	3rd Grade Teaching Assistant & After School Teacher
Alfuth	Teresa	HS	Math Teacher
Alvarado	Evelin	LS	PK 3/4 Classroom Teacher
Anderson	Jeffrey	LEA	Maintenance Technician
Andrews	Claire	LS	2nd Grade Classroom Teacher
Andrusik	Katryna	HS	Instructional Coach & Curriculum Coordinator
Arbor	Mary	LEA	Library Associate
Armstrong	Ximena	HS	Spanish Teacher
Ashley	Alana	HS	Registrar (<i>left mid-year</i>)
Avila	Chris	LEA	COVID Re-entry Operations Associate
Bailey	Jared	LS	Music Teacher
Banks	Neah	MS	8th Grade Humanities Inclusion Teacher
Barawy	Rabar	LEA	COVID Re-entry Operations Associate

Last	First	Campus	Position Title
Bare	Catherine	MS	Visual Arts Teacher
Barnette	Charles	LEA	Security Officer
Barrett	Julia	LS	PK 3/4 Classroom Teacher
Baum	Nicole	HS	History Teacher
Beauregard	Jeremy	MS	6th Grade Humanities Teacher
Benjamin	Everett	MS	7th Grade Humanities Teacher
Beresin-Scher	Razi	HS	Dedicated Aide
Bierenfeld	Marisa	LEA	Speech and Language Pathologist
Bolden	Antoinette	MS	8th Grade Science Inclusion Teacher
Bounds	Joel	MS	Fitness & Health Teacher/After School Coach
Brasil	Margo	LS	PK 3/4 Inclusion Teacher
Braswell	Stephan	LS	Spanish Teacher
Brown	Cerissa	LS	PK 3/4 Classroom Teacher
Burgos	Haley	MS	Spanish Teacher
Burmester	Kendra	LS	Kindergarten Inclusion Teacher
Butler	A'Leighsha	MS	Drama Teacher
Cabrera	Alba	LEA	COVID Re-entry Operations Associate
Campos	Guadalupe	HS	Building Substitute Teacher
Caraway	Ashia	MS	8th Grade Humanities Teacher
Carson	Taiese	MS	Math Specialist
Carter	Maiba	HS	12th Grade English Teacher
Carter II	Thomas	HS	Math Inclusion Teacher
Celestin	Haajar	HS	Transition Coordinator
Chadda	Bandana	HS	Math Interventions Teacher
Chase	Steven	LEA	Director of Instructional Technology and Information Systems

Last	First	Campus	Position Title
Church	Matthew	LS	After School Teacher
Clark	Samantha	MS	6th Grade Math Teacher
Claros	Joynell	HS	Dedicated Aide
Claros-Nava	Josybett	HS	Dedicated Aide
Cole	Sarah	MS	Instructional Technology Coordinator & Equity Coordinator
Coleman	Joseph	LEA	Custodian
Collins	Tiffany	HS	Special Education Case Manager
Coote	Dominique	LEA	Director of School Quality
Corcoran	Leila	HS	Internship Coordinator
Cortez	Victoria	LEA	Family Engagement Associate
Cottam	Daniel	LS	4th Grade Inclusion Teacher
Cox	Laina	MS	Principal
Cruz	Deborah	HS	Spanish Teacher
Cruz	Justino	LEA	IT Director
Cuellar	Yanira	HS	Senior Office Manager
Cuevas	Jose	HS	Visual Arts Teacher
Curry	Jessica	LS	Instructional Coach & Curriculum Coordinator
Damon	Lindsay	MS	Counselor
Daniel	Joseph	MS	7th Grade Humanities Inclusion Teacher
Davis	Cassandra	MS	Special Education Case Manager
Davis	Eleanor	MS	English Learner Specialist
Davis	Morgan	MS	Fitness & Health Teacher/After School Coach
Davis	Tyrone	HS	Dedicated Aide
Degraffinreadt	Victor	HS	Athletic Director/Fitness & Health Teacher
Delcid	Flor	LS	PK 3/4 Teaching Assistant

Last	First	Campus	Position Title
Diaz	Phylana	LS	3rd Grade Inclusion Teacher
Diaz-Francis	Janeth	HS	Spanish Teacher
Dickerson	Rachel	LS	Early Childhood Arts Teacher
Donnelly	Germaine	LS	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
Druhan	Maura	LS	2nd Grade Classroom Teacher
Duchemin	Chelsea	MS	6th Grade Science Inclusion Teacher
Ducosin	Alexandra	LS	3rd Grade Classroom Teacher
Ellis	Alexander	MS	6th Grade Humanities Teacher
Ellis	Deirdre	LS	Director of Student Services
Ellison	Justin	LS	3rd Grade Inclusion Teacher
Escorcía Soza	Ariel	LS	PK 3/4 Associate Teacher
Fadare	Danielle	MS	Special Education Case Manager
Feliciano	Alexis	LS	Math Specialist
Fiore	Sarah	HS	English Learner Specialist
Fitzgerald	Scott	MS	Building Substitute Teacher
Flores	Yanci	LEA	Social Media & Communications Intern
Forys	John	MS	5th Grade Math/Science Teacher
Frazier	Traveon	LS	Dedicated Aide
Frias Calderon	Ciaratli	LS	After School Teacher
Funes	Jose	MS	Dedicated Aide
Furr	Eboni	HS	ELA Inclusion Teacher

Last	First	Campus	Position Title
Gaffney	Samantha	LEA	Special Projects & Talent Manager
Garcia	Andrea	LS	Office Manager (<i>left mid-year</i>)
Garcia	Brenda	LS	Kindergarten Associate Teacher
Gaylor	Rodney	LEA	IT Manager
Gilbert	Adam	HS	Geometry Teacher
Glass	Reginald	HS	Fitness & Health Teacher
Goles	Gregory	MS	7th Grade Math Teacher
Goncharova	Polina	LS	2nd Grade Inclusion Teacher
Gowans	Hayleigh	LEA	Development & Communications Associate
Granados	Brenda	LS	After School Teacher
Gravier	Molly	LS	2nd Grade Classroom Teacher
Grubbs	Morgan	LS	1st Grade Classroom Teacher
Haight	Austin	MS	7th Grade Science Inclusion Teacher
Haley-Hill	Samuel	HS	9th Grade English Teacher
Hamilton	Lindsay	HS	10th Grade English Teacher
Hammond	Danielle	LS	Dedicated Aide
Hardy	Chavala	MS	8th Grade Science Teacher
Harris	Lily	MS	8th Grade Math Teacher
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
Henry	Sloane	LEA	Compliance Associate
Hernandez	Natalie	LS	Kindergarten Inclusion Teacher
Herrarte	Olga	LEA	Food Service Aide

Last	First	Campus	Position Title
Hickey	Caroline	LEA	Business Associate
Hiester	Matthew	LS	3rd Grade Classroom Teacher
Higginbotham	Maria	LEA	Language Access Associate
Hollins	Hannah	HS	11th Grade English Teacher
Holton	Christol	LEA	Security Officer
Honemond	C. Brandon	LEA	Front Office Manager
Honemond	Christopher	LEA	Facilities Manager
Hope-Griffith	Taliah	LS	2nd Grade Inclusion Teacher
Hunter	Kyla	MS	Building Substitute Teacher
Huskey	Gloria	LS	PK 3/4 Teaching Assistant
Hutcheson	Gabriella	LS	Kindergarten Classroom Teacher
Hyman	Tatiana	HS	College Counseling & Alumni Associate
Iddris	Abdul Razak	HS	ELA Inclusion Teacher
Jackson	Brian	HS	Dedicated Aide
Jackson	Bridget	HS	Director of College Counseling & Alumni Affairs
Jackson	Tyra	HS	Fitness/Dance Teacher
Jaquez	Justine	LS	PK 3/4 Associate 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	HS	Librarian & Technology Teacher
Jones	Anna	LS	1st Grade Inclusion Teacher
Jones	Yelva	MS	5th Grade Humanities Teacher

Last	First	Campus	Position Title
Jordan	Pamela	HS	Counselor
Joyner	Mark	MS	6th Grade Science Teacher
Kammerling	Meret	LEA	COVID Re-entry Operations Manager
Karsh	Molly	LS	PK 3/4 Classroom Teacher
Kenney	Kymbree	LS	PK 3/4 Teaching Assistant
Keppel	Haley	HS	<u>Daily</u> Substitute Teacher
Khalid	Wail	MS	Digital Literacy Teacher
King	Amber	LS	2nd Grade Inclusion Teacher
Kutyla	Todd	HS	Fitness Teacher
Lau	Gloria	LS	1st Grade Inclusion Teacher
LeBoo	Steven	LS	Director of Out of School Time Programs
Lei	Suiru	LEA	Student Performance Data Associate
Lemp	Maureen	HS	Director of Student Services
Lenegan	Katherine	LS	After School Teacher
Lewis	Alexander	HS	Math Inclusion Teacher
Lewis-Fooks	Brittany	LEA	Daily Substitute Teacher
Lewton	Joanna	LEA	Arts Director
Lineberry	Jacob	HS	Physics Teacher
Lobuglio	Stefan	HS	Daily Substitute Teacher
Lopez	Justin	MS	Instructional Coach & Curriculum Coordinator
Lopez Cruz	Isayana	LS	Dedicated Aide
Loyd	Kristi	LEA	Director of Compliance
Lucas	Dawanda	HS	Dedicated Aide
Lyles	Yolanda	LS	PK 3/4 Associate Teacher
Macko	Kendra	HS	Instructional Coach & Curriculum Coordinator

Last	First	Campus	Position Title
Marks	Jeffrey	HS	ELA Inclusion Teacher
Martin	Gregory	HS	Music Teacher
Martin	Kevonn	HS	Math Inclusion Associate Teacher
McKay	Tatisha	LS	4th Grade Classroom Teacher
McKinney	Pamela	LEA	Director of Development & Outreach
McLaughlin	ZsaZsa	LEA	Security Officer
Meer	Meredith	LS	Visual Arts Teacher <i>(left mid-year)</i>
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	Special Education Case Manager
Munoz	Sarah	MS	5th Grade Humanities Inclusion Teacher
Murphy	Stephanie	LS	4th Grade Inclusion Teacher
Navejar	Linda	HS	ELA Inclusion Teacher
NeJame	Elias	MS	8th Grade Humanities Teacher
Nicholson	Amy	MS	7th Grade Humanities Inclusion Teacher
Noble	Shavonne	HS	Instructional Technology Coordinator
Nugent	Nicole	LS	4th Grade Classroom Teacher
Nutridge	Davette	HS	ELA Inclusion Teacher
Oliver	Tiffani	MS	7th Grade Humanities Inclusion Teacher
Opara	Patience	HS	Dedicated Aide
Pace	Alex	MS	7th Grade Humanities Teacher
Paige	Darnetta	LEA	Registrar <i>(started mid-year)</i>

Last	First	Campus	Position Title
Paniagua	Gerson	LEA	Assistant Director of Family Engagement
Park	Kristin	LS	1st Grade Inclusion Teacher
Parker	Celia	LEA	Director of Communications
Parks	Jayla	LS	Librarian & Technology Teacher
Pettigrew	Graham	MS	5th Grade Humanities Inclusion Teacher
Phillips	Jonathan	LEA	COVID Re-entry Operations Associate
Pittman-Gregory	Wanda	LEA	LEA Director of Special Populations
Ponce	Sandra	LS	1st Grade Classroom Teacher
Powell	Naria	MS	Fitness & Heath Teacher
Powell	Samantha	LS	3rd Grade Teaching Assistant & After School Teacher
Raines	Abigail	MS	5th Grade Humanities Teacher
Ramirez	Veronica	MS	Office Manager
Ramsey-Macomber	Trevor	LS	English Learner Specialist
Ray	George	LS	Counselor
Reaves	Belicia	HS	Principal
Reed	Chattel	MS	Dedicated Aide
Rivera	Ashley	MS	Dedicated Aide
Rivera	Manuel	HS	Dedicated Aide
Robin	Joanna	LS	3rd Grade Inclusion Teacher
Robles	Linda	LEA	Business & Human Resources Manager
Rodegast	Emily	LEA	Business & Human Resources Director
Rojas Moreno	Claudia	MS	Spanish Teacher
Romero	Carolina	LS	Office Manager (<i>started mid-year</i>)
Romero Melendez	Maira	LS	PK 3/4 Associate Teacher
Royse	Ellen	HS	Environmental Science Teacher

Last	First	Campus	Position Title
Salazar	Dominique-Marie	MS	7th Grade Science Teacher
Salvador	Glenda	LEA	Family Engagement Coordinator
Sanchez	Christian	LS	PK 3/4 Teaching Assistant
Sanchez	Jonathan	LS	PK 3/4 Teaching Assistant
Sanchez	Keila	LS	After School Teacher
Sanchez	Miguel	LEA	IT Associate
Sanchez Madrigal	Lea	LEA	COVID Re-entry Operations Associate
Sanders	Courtney	LS	3rd Grade Classroom Teacher
Sapp	Leslie	LS	Visual Arts Teacher (<i>started mid-year</i>)
Schroeter	Atiyah	HS	Biology Teacher
Scott	Makaya	MS	Dedicated Aide
Shaw	Timothy	HS	Senior Expedition Teacher
Shipley	Olivia	MS	8th Grade Math Inclusion Teacher
Simpson	Angelique	HS	Dedicated Aide
Smith	Jordan	HS	Science Inclusion Teacher
Smith	Peter	MS	5th Grade Math/Science Inclusion Teacher
Solis	Tiffany	HS	Alumni Coordinator
Solomon	Lapeta	MS	8th Grade Humanities Inclusion Teacher
Sosa Martinez	Elvis	LS	After School Teacher
Southall	Nicole	LS	1st Grade Classroom Teacher
Soyoye	Ayomide	HS	Building Substitute Teacher
Stanley	Jemila	LEA	Speech and Language Pathologist
Stegall	Irving	MS	Music Teacher
Summers	Kevin	HS	Restorative Justice Coordinator
Tantry	Lekha	HS	Math Teacher

Last	First	Campus	Position Title
Tatum-Gormes	Tonica	HS	Math Teacher
Taylor	Courtney	MS	Building Substitute Teacher
Terry	Carolyn	MS	Dedicated Aide
Timmerhoff	Leah	MS	5th Grade Math/Science Inclusion Teacher
Tovar	Israel	HS	10th Grade Social Studies Teacher
Townsend	Monica	HS	Math Teacher
Triana-Pacheco	Aura	LEA	Language Access Manager
Tsui	Caroline	MS	5th Grade Math/Science Teacher
Vaky	Matthew	HS	Drama Teacher
van Houten	Frank	MS	7th Grade Math Inclusion Teacher
Vanegas	Carlos	LEA	COVID Re-entry Operations Associate
Vann	Deloris	HS	Math Inclusion Teacher
Vargas	Joana	LEA	Operations Associate
Vasquez	Rudy	LS	After School Teacher
Velasquez	Fredy	LS	After School Teacher
Ventura	Jose	LEA	Food Service Aide
Ventura	Lorena	LEA	Food Service Aide
Vit	Martina	LS	4th Grade Inclusion Teacher
Wade	John	LEA	Custodian
Wagemann	Anna	HS	Dedicated Aide
Walker	Vanessa	HS	Science Inclusion Teacher
Wattier	Brianna	MS	6th Grade Humanities Inclusion Teacher
Weinstein	Jonathan	LEA	Chief Operating Officer
Wellington	Ntaka	LS	Early Childhood Director
Welsh	Leslie	HS	9th Grade Social Studies Teacher

Last	First	Campus	Position Title
White	Antonio	HS	Coordinator of School Culture
Williams	Benjamin	HS	12th Grade Social Studies Teacher
Williams	Jessica	MS	6th Grade Math Inclusion Teacher
Wilson	Lashondra	LS	Dedicated Aide
Wimbish	Antoinette	MS	Dedicated Aide
Wong	Lauren	HS	Special Education Case Manager
Yamamoto	Ryoko	LEA	Garden Coordinator
Yang	Ah-Rheum	LS	Kindergarten Classroom Teacher
Yates	Tiyonna	LS	Kindergarten Associate Teacher
Young	Stephen	HS	History Inclusion Teacher
Zara	Angelina	LS	4th Grade Classroom Teacher
Zelada	Yasmine	LS	After School Teacher

C. Board Roster: SY 2021-22

Name	DC Resident?	Role	Committee	Date of Appointment
Alison Arnold	N	Committee Member	Governance	09/01/2013
Camila Camborda	Y	Committee Member	Development	03/01/2022
John Campbell	Y	Committee Chair	Development	05/01/2020
Sarah Dillard	Y	Committee Chair	School Performance	09/01/2016
Quameice Harris	Y	Parent Trustee/Vice Chair	Development	11/01/2018
Anne Herr	Y	Committee Member	School Performance	09/01/2017
Stefan Huh	Y	Parent Trustee/Committee Member	Finance	03/01/2022
Rochanda Hiligh-Thomas	Y	Parent Trustee/Committee Chair	Governance	09/01/2014
Mizmun Kusairi	Y	Committee Member	Finance	09/01/2017
Galo Pazmino	N	Treasurer/Committee Chair	Finance	09/01/2017
Hiram Puig-Lugo	Y	Parent Trustee/Secretary	Governance	01/01/2020
Xiomara Santos	Y	Committee Member	Development	01/01/2020
Nitika Tolani	Y	Board Chair	All Committees	09/01/2017
Karen Dresden	Y	Non-voting Member	All Committees Ex Officio	08/01/2000

Capital City PCS
FY22 Financials

Forecast		
Income Statement		FY22
Revenue		
	State and Local Revenue	25,590,627
	Federal Revenue	3,831,498
	Private Grants and Donations	327,581
	Earned Fees	173,269
	Donated Revenue	200
	Total Revenue	29,923,174
Expenses		
	Salaries	16,673,643
	Benefits and Taxes	4,945,873
	Contracted Staff	238,934
	Staff-Related Costs	157,632
	Rent	191,245
	Occupancy Service	959,751
	Direct Student Expense	1,649,080
	Office & Business Expense	1,133,783
	Donated Expense	200
	Contingency	0
	Total Expenses	25,950,141
Operating Income		3,973,034
Extraordinary Expenses		
	Interest	336,793
	Depreciation and Amortization	1,814,316
	Total Extraordinary Expenses	2,151,109
Net Income		1,821,924

Capital City PCS
FY23 Budget

SY22-23	
Revenue	
General Education, DC Funding Allocation	14,102,755
Categorical Enhancements, DC Funding Allocation	8,164,088
Facilities Allowance, DC Funding Allocation	3,524,189
Federal Entitlements and Other Federal Funds	3,863,908
State Grants	1,354,948
Private Grants	150,000
Cash Contributions	202,000
Other Income	42,500
Revenue Total	31,404,388
Expenses	
Principal/Executive Salary	811,540
Teachers Salaries	7,844,358
Special Education Salaries	4,412,991
Other Education Professionals Salaries	2,507,153
Business/Operations Salaries	2,484,955
Administrative/Other Staff Salaries	238,888
Employee Benefits and Payroll Taxes	5,281,360
Educational Supplies and Textbooks	286,477
Student Assessment Materials/Program Evaluation	50,000
Contracted Student Services	468,742
Food Service	639,875
Other Direct Student Expense	270,128
Rent	108,450
Depreciation and Amortization, Facility	1,599,461
Interest Expense, Facility	512,146
Other Occupancy Expenses	1,057,215
Depreciation and Amortization, Non-Facility	473,184
Other General Expenses	1,785,363
Expenses Total	30,832,285
NET ORDINARY INCOME	572,103
TOTAL EXPENSES	30,832,285
NET INCOME	572,103
Cash Flow Adjustments	
Add Depreciation	1,827,984
Operating Fixed Assets	(100,000)
Other Operating Activities	406,982
Facilities Project Adjustments	(2,511,277)
Cash Flow Adjustments Total	(376,311)
CHANGE IN CASH	195,792
Starting Cash Balance	22,384,720
Change In Cash	195,792
ENDING CASH BALANCE	22,580,511