



## **ANNUAL REPORT 2022 – 2023**

**Karen Dresden  
Head of School**

**Nitika Tolani  
Board of Trustees, Chair**

**Capital City Public Charter School  
100 Peabody Street, NW  
Washington, DC 20011  
(202) 808-9800**

**CAPITAL CITY PUBLIC CHARTER SCHOOL  
ANNUAL REPORT  
2022 – 2023**

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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 2022-23, the Lower School campus was operating at full capacity, with 330 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 2022-23, the Middle School campus served 332 students in grades 5 through 8. 5th grade had 74 students; 6th grade had 88 students; 7th grade served 86 students; and 8th grade enrolled 84 students.

High School: In SY 2022-23, the High School campus was fully enrolled with 341 students in grades 9 through 12. There were 89 Freshmen, 93 Sophomores, 90 Juniors, and 69 Seniors.

#### **2. Student Characteristics**

The total student population at Capital City Public Charter School during SY 2022-23 was 1003 students. The re-enrollment rates were 93% for the Lower School; 91% for the Middle School; and 91% for the High School. Capital City's student body in SY 2022-23 was racially and ethnically diverse: 64% of students were classified as Latino, 25% as African American, 6% 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 75% of Capital City students were eligible for free or reduced meals and 41% were designated At Risk in SY 2022-23. 20% of students were identified as requiring special education services; and 39% 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.

In SY 2022-23, Middle School began implementation of the EL Education ELA Curriculum, following the success we saw in the Lower School. They continued to use Illustrative Math across all grades, and a teacher-created curriculum in Science.

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 2022-23, Capital City had students enrolled in eight Advanced Placement (AP) courses including: AP English Language and Composition; AP English Literature and Composition; AP Spanish Language and Culture; AP Statistics; AP Physics; AP US Government; AP Art: Drawing; and AP Art: 2-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.

SY 2022-23 was Karen's last year as Head of School. We thank her deeply for her commitment to Capital City and all that she has created over the past 23 years. We engaged in an extensive search for her replacement this year, and hired Laina Cox, our former Middle School principal, who served as Chief of Staff starting in February as we began the transition.

Chief of Staff: Laina Cox joined Capital City in March 2012 as Middle School Principal. She graduated with a master's 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. She 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.

In December 2022, after an extensive search, Laina was named the next Head of School set to begin July 1. She re-joined the Capital City staff in February, as Chief of Staff/Head of School-Elect as we prepared for the transition.

- Chief Operating Officer (*left mid-year*): 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.

Chief Operating Officer (*began mid-year*): Emily Rodegast joined Capital City as a Business Associate in March 2013 and began to manage the Human Resources department in July 2015. She began the role of Chief Operating Officer in March 2023. She holds a Bachelor of Arts in English from George Washington University and her master's in business administration from John Hopkins.

Prior to Capital City, Emily worked as the Business Operations Manager for DC Sail, a non-profit community development and outreach organization that provides maritime education to youth and adults through sailing.

Director of Special Populations: Wanda Gregory 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. She 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. In November 2018, Wanda received the Excellence in Special Education Programming Award at the DC Public Charter School Board TIERific Awards.

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

Director of Development and Outreach: Pamela McKinney 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.

Chief Technology Officer: Chip Chase 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 helped to design and prepare 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 Johnson 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 (left midyear): Rodney Gamble joined Capital City in June 2022. He has completed the Accelerated School Administrator Program at Bridgewater State University and has earned several degrees — including a Master of Business Administration from Framingham State University, a Bachelor of Science degree in Accounting from University of Rhode Island, and an Associate of Science degree in Hotel/Restaurant Management from Johnson and Wales University.

Prior to joining Capital City, Rodney was a middle school principal at a charter school in Rhode Island, and before that he worked as an assistant principal at a high school. Before working in school leadership positions, Rodney was a classroom teacher in high schools and at a college for nearly 15 years.

He has participated in numerous professional development and training programs, including: the Rhode Island Teach Plus Policy Fellowship in 2018-19; two programs at the Center for Leadership and Educational Equity Foundation — the Facilitative Leadership Training in 2016 and the Critical Friends Group in 2015-16; and two retreat programs at the School Reform Initiative (SRI) — the Winter Facilitator’s Retreat in 2017 and the Summer Educator Retreat in 2018.

Acting Middle School Principal: Justin Lopez-Cardoze was named Acting Middle School Principal in April 2023. He joined Capital City in August 2016. He holds a Master of Science in Biotechnology from Johns Hopkins University and a Bachelor of Arts in Chemistry from the University of North Carolina at Chapel Hill. He is currently working on his EdD with a concentration in Curriculum, Instruction, and Assessment at Walden University.

He has served as the Middle School Instructional Coach & Curriculum Coordinator and taught 7th grade science. He previously taught science at Lee High School in Florida and at Yeshiva of Greater Washington. He also worked as a Teach for America Corps Member and later as a Corps Member Advisor.

Justin is the 2020 DC Teacher of the Year. At Capital City, he has been a member of the Equity Core Committee, MS Instructional Leadership Team, and MS Science Department Lead. He is also on the clinical faculty for Urban Teachers at Johns Hopkins University. Justin was named the permanent Middle School Principal in June 2023.

High School Principal: Belicia Reaves 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 2022-23, 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 2022-23, 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 in-person in SY 2022-23 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 \$40,000 in SY 2022-23.

## **II. SCHOOL PERFORMANCE**

### **Performance and Progress**

The following outlines how we continued to meet our mission goals in SY 2022-23.

#### **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.

Instructional Program: EL Education is the primary instructional model followed at all three campuses. 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 and Middle Schools both implement 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 engage in variations of expeditions 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, participate in fieldwork experiences, meet with experts, and present their work to a panel.

Responsive Classroom®/Developmental Designs: Capital City implements the Responsive Classroom® model in the Lower School and components of 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. Due to the COVID-19 pandemic, this component of our program continued to look a little different in SY 2022-23, but students were still able 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 can 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. In SY 2022-2023, the MS participated in the pilot of EL Education's Crew Curriculum.

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.

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 had 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. This model continued into SY 2022-23 as it is key to learning acceleration.

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.

We were pleased to be able to implement a fuller program in SY 2022-23 after a few years of limited opportunities.

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 classrooms throughout the year.

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. 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 2022-23, arts and enrichment activities included: cooking, debate, visual arts, drama, and many more. Most offerings are led by Capital City staff.

Capital City also 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 provide a full summer program in SY 2022-23. 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 60 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.

Two of our 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. At our ten-year charter review, we will obtain an average PMF score for school years 2019-20, 2020-21, 2021-22, 2022-23 and 2023-24 equal to or exceeding 50%<sup>1</sup>. The DC Public Charter School Board has not issued School Quality Reports or tier ratings since SY 2018-19, however, due to the COVID-19 pandemic. Information on 2022 PARCC assessments, as well as certain School Environment and Gateway metrics is discussed below.

### 2022 PARCC Performance:

SY 2022-23 marked a return to statewide assessments after a 2-year hiatus due to the COVID-19 pandemic. We see this data as a baseline for our recovery efforts as we address student learning loss caused by the pandemic and school shutdowns.

This table shows achievement results for our campuses:

Assessment	Campus	% of Students Approaching College & Career Ready and above	% of Students College & Career Ready
ELA	LS	36.1%	9.3%
	MS	50.2%	24.1%
	HS	45.7%	24.6%
Mathematics	LS	47.7%	16.5%
	MS	35.7%	11.4%
	HS	26.9%	1.9%

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<sup>1</sup> In cases where a school or campus has not achieved the above thresholds, the DC PCSB Board may, at its discretion, determine that the School or campus has met its goals and academic achievement expectations if it has demonstrated consistent improvement on overall PMF scores over the course of the most recent five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of untiered measures.



As we saw pre-pandemic, our students perform stronger in English/language arts than in mathematics, specifically in the High School. Our High School ELA achievement was even stronger in 2022 than it had been in 2019, the last time students took PARCC. This was an encouraging trend to see, showing that work done during our virtual year (SY 2020-21) and return to in-person learning (SY 2021-22) provided students with the foundation they needed to continue to thrive in this area.

School Environment Indicator: Our re-enrollment rates were 93% at the Lower School, 91% at the Middle School, and 91% at the High School. These rates are lower than what we saw in SY 2021-22.

Our ISA rates were 90.0% in the Lower School, 92.7% in the Middle School, and 90.6% in the High School. These rates represent a recovery over SY 2021-22, where we had several students sick or out due to COVID-19 related quarantines. We are pleased to see this recovery.

On the Classroom Assessment Scoring System (CLASS), our Pre-Kindergarten program scored 6.28 in Emotional Support; 6.16 in Classroom Organization; and 2.68 in Instructional Support. These scores show a slight decrease across all categories since SY 2021-22.

Gateway Indicator: We continue to provide as many opportunities for our high school students as possible. 80% of our Juniors participated in our PSAT Test Day offered in the Fall; 21.9% were at or above the college-ready benchmark in Reading; 5.5% in Math. 35% of seniors met the college-ready benchmark in reading on the SAT; 11% in Math.

Students in 10th through 12th grade completed a variety of Advanced Placement courses and examinations. Students successfully completed 88 assessments, across eight subjects. Our performance rate (scores of 3 or higher) was 40%.

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 88.7%, down a little from SY 2021-22; and a 5-year rate of 98.6% which is up considerably compared to SY 2021-22. Finally, we are proud to report that, for the 13th year in a row, 100% of our graduating seniors were accepted to college.

## **B. Unique Accomplishments**

During SY 2022-23, Capital City Public Charter School student and staff efforts yielded a number of unique accomplishments and achievements.

**Facility Improvement:** Capital City completed a multi-use renovation to provide our students a state-of-the-art dance studio, high-quality space for enrichment programs,

breakout rooms for our instructional program, event space for community gatherings, and more.

**Leadership Transition:** After 23 years of service, the Board of Trustees announced a new Head of School to succeed Co-Founder Karen Dresden. They selected Laina Cox to become our second Head of School in the school's history and our first Black leader.

**Supporting Families with Technology Access:** In the spring semester, our Family Engagement team partnered with our IT department and technology instructors to offer a Family Computer Literacy Course. The classes were held on Mondays and Tuesdays in March in both Spanish and English. Parents learned how to set up and use email, adjust settings, access the programs Capital City uses to communicate with caregivers, among many other subjects. Caregivers who completed the course received a Chromebook.

**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:** Our debate team continued to receive local and national accolades. In the Washington Urban Debate League, one of our debate teams went undefeated in the Holiday Tournament. Two of our debaters competed in the national Urban Debate Competition in Texas in March, one of only three teams from the DC region to qualify. Senior Liv was named National Association for Urban Debate League's Debater of the Year.

**Disseminating Best Practices:** Capital City continued to disseminate best practices and be a leader for other schools. Highlights from SY 2022-23 include:

- Middle School Math Specialist Taiese Carson was accepted to Elena Aguilar's Bright Morning Black, Indigenous, and People of Color (BIPOC) Leaders' Professional Learning Community (PLC).
- Fifth graders led an Anti-Bullying Symposium in April to educate the community on bullying and share ways to address it.
- High School Principal Belicia Reaves was featured in an Education Week article, "Keep School Staff Motivated All Year Long: Advice from Principals" by Denisa R. Superville.
- Four staff presented at the annual EL Education National Conference. Angie Zara, Lower School Social & Emotional Learning Specialist, shared strategies for a trauma-informed approach to build a culturally-responsive, positive environment to "empower future generations to care for and advocate for

themselves." Taiese Carson, Middle School Math Specialist, and Chavala Hardy, 8th Grade Math Teacher, taught attendees how to build a fun and equitable math culture where all students love math. Kendra Macko, our High School Instructional Coach and Curriculum Coordinator, partnered with Katryna Andrusik, our former High School Instructional Coach, to discuss best practices for utilizing partnerships to prepare students to be active citizens while succeeding in college and careers.

- Lower School Principal Michelle Johnson received the Mary's Center Principal Mental Health Champion Award.
- Fellows in the Special Education Leadership Fellowship visited Capital City to learn about our Special Education services and inclusion model.
- U.S. Deputy Assistant Secretary Bernadine Futrell with the Department of Education's Equity and Discretionary Grants and Support Services visited Capital City with her team to hear about our education program and meet with students and staff.
- Teacher leaders and principals in the Catalyst Fellowship visited Capital City to observe how we use and innovate around student learning and social-emotional wellbeing.
- Serving again as an EL Education Mentor School, one of just 12 around the country.

**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. We also began a two-year partnership with Kindred Communities to help rebuild our connection with families following the pandemic. We continued our already strong partnerships with EL Education, the DC College Access Program, DC Scores, and Mary's Center, which provided an additional clinician for each campus.

Our partnership this year with Urban Adventure Squad allowed Lower School students to learn through nature throughout the school year and during our Lower School summer program.

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

- Senior Evangeline completed the (MS)2, Mathematics & Science for Minority Students, a highly selective and rigorous program through the Phillips Academy that supports students of color interested in STEM fields.
- Senior Liv served as a SY2022-23 Student Representative to the D.C. State Board of Education (SBOE). Liv was also named a 2023 Coca-Cola Scholar, receiving a \$20,000 scholarship, and the National Association for Urban Debate League's Debater of the Year.

- Five Capital City high school students were the very first participants in the YESS! (Youth Engagement Shelter Squad) program, a pilot program for high school students at the Humane Rescue Alliance.
- Two Girls Varsity Soccer Players — Jennifer and Ailene — were named Player of the Week in Washington, DC by the United Soccer Coaches/Max Preps.
- Six Capital City students were selected to attend the OSSE Scholars Summer Enrichment Program in summer 2023 — Elvina at Emory, Jada at Yale, Bruktawit at Brown, Paula at Syracuse, Lilian at Northwestern, and Diana at Duke.
- Senior Jasmine wrote a speech about teen suicide, advocating for more therapy in schools, during Project Soapbox, an annual event held by the Mikva Challenge.
- Senior Liv and Junior Joey advanced to the semi-finals at the Urban Debate National Championships.
- Seventh graders participated in the One World Challenge, showcasing their writing, public speaking, and research skills. One World Education published a book with three students' essays/presentations: Vivian's "Through the Roof: The High Price of Prescription Drugs"; Israel's "Adolescent Substance Abuse"; and Eric's "The Way Quarantine Affected Kids".
- Nine 9th and 10th graders placed at the citywide National History Day (NHD) competition. Taking 1st place in their categories were 9th graders Ashley and Sheyla (Group Exhibit), 10th graders Simone and Emely (Group Documentary), and 10th grader Michael (Individual Website).
- Three Juniors — Heidi, Jada, and James — were named to the Spring 2023 Honor Society of the National Educational Equity Lab. This program allows high school students to take credit-bearing college-level courses at top universities across the country. In the spring 2023 semester, these students' academic performance in the course "Grit Lab: The Psychology of Passion & Perseverance" through the University of Pennsylvania placed them in the top 20% of all Ed Equity Lab scholars nationwide.
- All graduating seniors were accepted to college. This included acceptances to many prestigious universities such as Harvard University, the University of California - Berkeley, Georgetown University, Spelman College, and more.

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

The following individuals and organizations donated \$500.00 or more to Capital City Public Charter School between July 1, 2022 and June 30, 2023.

Adrian Washington & Donna Rattley Washington  
 Alison Arnold  
 Anne Herr  
 Barbara Williams  
 Beverly Minnigh  
 Busy Bee Environmental Services, Inc.

Carly & John Partridge  
Cindy & Chris Runyan  
Costco Employee Match Program  
Danielle McCoy  
Denise Morelli  
Dixcy & Nolan Bosley-Smith  
Donna Coleman  
EdOps  
EL Education  
Emma Chanlett-Avery & Peter Oggen  
Gabriel Soll & Julia Bogolin  
Galo Pazmino  
Harold Rosen & Susan Wedlan  
Heidi & Matthew Vanderwerff  
Hiram Puig-Lugo & Sarah Gaudreau  
Irwin Silverberg  
Jacqueline Smith  
Jenny & Steve Carson  
Joanna & Christopher Lewton  
John Campbell & Jacob Petersen  
Jonathan Weinstein & Stacie Isenberg  
Karen Dresden  
Kathryn & James Byrd  
Law Office of Lauren E. Baum, PC  
Lawrence Impett  
Leonardo Romero  
Leslie Pace & Michael Casson  
Lisa & Peter Munsat  
Mark Otero  
Mary Freeland  
Mizmun Kusairi  
Nancy Chapman Colb & Andrew Colb  
NFP  
Patrick Canavan  
Rediker Software, Inc.  
Saige Lauren Foundation  
Sarah Burton  
SB & Company  
Schwab Charitable  
Shelly & Neal Pratt  
Simmons & Marcel Lettre  
Stephen & Susan Vorkoper  
Susan & Charlie Bell  
Susan Sabella & John Mitchell

Susan W. Agger Family Fund  
Teresa Crawford & Michael Hess  
The Whiting-Turner Contracting Company  
Venpor Investments LLC  
Yvonne Doerre

## DATA REPORTS

### A. Lower School

#### SY 2021-22 Annual Report Campus Data Report

Source	Data Point
DC PCSB	LEA Name: Capital City PCS
DC PCSB	Campus Name: Capital City PCS - Lower School
DC PCSB	Grades served: PK3-4
DC PCSB	Overall Audited Enrollment: 330

#### 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	41	52	51	53	57	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	<b>Total number of instructional days:</b> <ul style="list-style-type: none"> <li>Grades PK3 and PK4 = 178</li> <li>Grades K – 4 = 180</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.</p>
DC PCSB	<b>Suspension Rate:</b> 0.61%
DC PCSB	<b>Expulsion Rate:</b> 0.00%
DC PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.02%
DC PCSB	<b>In-Seat Attendance:</b> 90.04%
DC 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>

DC PCSB	<b>Midyear Withdrawals:</b> 1.21%*
DC PCSB	<b>Midyear Entries:</b> 0.00%*
DC PCSB	<b>Promotion Rate:</b> 98.65%
DC PCSB (SY21-22)	<b>College Acceptance Rate:</b> <i>Not applicable</i>
DC PCSB (SY21-22)	<b>College Admission Test Score:</b> <i>Not applicable</i>
DC PCSB (SY21-22)	<b>Graduation Rate:</b> <i>Not applicable</i>

FACULTY AND STAFF DATA POINTS	
School	<b>Teacher Attrition Rate:</b> 35.9%
School	<b>Number of Teachers:</b> 39  To align with OSSE's definition, "Teacher" is defined as a full-time school-based employee who instructs any core or non-core academic subject. This includes general or special education teachers instructing students in the "core" subject areas of English language arts, math, science and social studies, as well as non-core subjects such as arts, foreign language and physical education. This excludes student support professionals (e.g., speech therapists or social workers, counselors, librarians, coaches, principals, special education coordinators, program coordinators, deans, office staff, custodians, or any other non-instructional personnel).
School	<b>Teacher Salary:</b> <i>See salary schedules by steps and grades included in Appendix E.</i>
School	<b>Executive Compensation (LEA)</b> \$202,017.00 \$161,493.00 \$142,393.00 \$141,278.00 \$140,900.00

\*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY22-23 Charter Sector Attendance Qlik application as of August 2023. 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 10/5 and 5/31 in SY 2022-23, 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
DC PCSB	LEA Name: Capital City PCS
DC PCSB	Campus Name: Capital City PCS - Middle School
DC PCSB	Grades served: 5-8
DC 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	74	88
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	86	84	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:</b> <ul style="list-style-type: none"> <li>Grades 5 - 7 = 180</li> <li>Grade 8 = 175</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.</p>
DC PCSB	<b>Suspension Rate:</b> 7.83%
DC PCSB	<b>Expulsion Rate:</b> 0.00%
DC PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.09%
DC PCSB	<b>In-Seat Attendance:</b> 92.65%
DC 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>

DC PCSB	<b>Midyear Withdrawals:</b> 1.51%*
DC PCSB	<b>Midyear Entries:</b> 0.00%*
DC PCSB	<b>Promotion Rate:</b> 100.00%
DC PCSB (SY21-22)	<b>College Acceptance Rate:</b> <i>Not applicable</i>
DC PCSB (SY21-22)	<b>College Admission Test Score:</b> <i>Not applicable</i>
DC PCSB (SY21-22)	<b>Graduation Rate:</b> <i>Not applicable</i>

FACULTY AND STAFF DATA POINTS	
School	<b>Teacher Attrition Rate:</b> 21.7%
School	<b>Number of Teachers:</b> 46  To align with OSSE’s definition, “Teacher” is defined as a full-time school-based employee who instructs any core or non-core academic subject. This includes general or special education teachers instructing students in the “core” subject areas of English language arts, math, science and social studies, as well as non-core subjects such as arts, foreign language and physical education. This excludes student support professionals (e.g., speech therapists or social workers, counselors, librarians, coaches, principals, special education coordinators, program coordinators, deans, office staff, custodians, or any other non-instructional personnel).
School	<b>Teacher Salary:</b> <i>See salary schedules by steps and grades included in Appendix E.</i>
School	<b>Executive Compensation (LEA)</b> \$202,017.00 \$161,493.00 \$142,393.00 \$141,278.00 \$140,900.00

\*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY22-23 Charter Sector Attendance Qlik application as of August 2023. 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 10/5 and 5/31 in SY 2022-23, 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
DC PCSB	LEA Name: Capital City PCS
DC PCSB	Campus Name: Capital City PCS - High School
DC PCSB	Grades served: 9-12
DC PCSB	Overall Audited Enrollment: 342

#### 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	89	93	91	69	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:</b> <ul style="list-style-type: none"> <li>Grades 9 &amp; 11: 180</li> <li>Grades 10 &amp; 12: 177</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.</p>
DC PCSB	<b>Suspension Rate:</b> 3.22%
DC PCSB	<b>Expulsion Rate:</b> 0.00%
DC PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.04%
DC PCSB	<b>In-Seat Attendance:</b> 90.59%*
DC 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>
DC PCSB	<b>Midyear Withdrawals:</b> 2.05%*

DC PCSB	<b>Midyear Entries:</b> 0.00%*
DC PCSB	<b>Promotion Rate:</b> 98.73%
DC PCSB (SY21-22)	<b>College Acceptance Rate:</b> 100.00%
DC PCSB (SY21-22)	<b>College Admission Test Score:</b> 23.80%
DC PCSB (SY21-22)	<b>Graduation Rate:</b> 93.24%

FACULTY AND STAFF DATA POINTS	
School	<b>Teacher Attrition Rate:</b> 6.4%
School	<b>Number of Teachers:</b> 47  To align with OSSE's definition, "Teacher" is defined as a full-time school-based employee who instructs any core or non-core academic subject. This includes general or special education teachers instructing students in the "core" subject areas of English language arts, math, science and social studies, as well as non-core subjects such as arts, foreign language and physical education. This excludes student support professionals (e.g., speech therapists or social workers, counselors, librarians, coaches, principals, special education coordinators, program coordinators, deans, office staff, custodians, or any other non-instructional personnel).
School	<b>Teacher Salary:</b> <i>See salary schedules by steps and grades included in Appendix E.</i>
School	<b>Executive Compensation (LEA)</b> \$202,017.00 \$161,493.00 \$142,393.00 \$141,278.00 \$140,900.00

\*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY22-23 Charter Sector Attendance Qlik application as of August 2023. 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 10/5 and 5/31 in SY 2022-23, 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 2022-23

Capital City is proud to have an exceptionally qualified staff. In SY 2022-23, 100% of teachers had a bachelor's degree and 64% also held a master's degree or higher. Among our campus staff—those who work directly with students—90% had some post-secondary degree; 89% had at least a bachelor's degree; 55% also had a master's degree or higher. 92% of our Senior Leadership Team holds a master's degree.

Last	First	Campus	Position Title
Accad	Ezra	LS	Kindergarten Inclusion Teacher
Accad	Cleofre	LS	Fitness Teacher
Addison	Gloria	LS	Associate Building Substitute & After School Teacher
Aguiao	Lavinia	HS	Long Term Substitute Teacher
Aguirre Lazo	Maria	LS	Associate Building Substitute & After School Teacher
Alford	Keilettia	LEA	Speech and Language Pathologist
Alfuth	Teresa	HS	Math Teacher
Alvarado	Evelin	LS	PK 3/4 Classroom Teacher
Anderson	Jeffrey	LEA	Maintenance Technician
Arbor	Mary	LEA	Library Associate (left mid-year)
Avila	Chris	LEA	Health and Safety Associate
Barksdale	DaeVon	LEA	Security Officer
Barnes	Mark	HS	Literacy Coach
Barnette	Charles	LEA	Security Officer
Barrett	Julia	LS	PK 3/4 Classroom Teacher
Beauregard	Jeremy	MS	6th Grade Humanities Teacher

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
Benjamin	Everett	MS	7th Grade Humanities Teacher
Beresin-Scher	Razi	HS	Dedicated Aide
Borisov	Karen	LEA	Human Resources and Talent Associate (started mid-year)
Bounds	Joel	MS	Fitness & Health Teacher/After School Coach
Brasil	Margo	LS	PK 3/4 Inclusion Teacher
Braswell	Stephan	LS	Spanish Teacher
Braunagel	Jennifer	HS	Long Term Substitute Teacher
Bryce	Erika	MS	Dedicated Aide
Burchard	Trevin	LS	PK 3/4 Classroom Teacher
Burger	Alyssa	MS	5th Grade Math/Science Inclusion Teacher
Burgos	Haley	MS	Spanish Teacher
Butler	Necolaus	LEA	Desktop Support Analyst
Butler	A'Leighsha	MS	Drama Teacher
Cabrera	Alba	LEA	Operations Associate
Calore	Pamela	MS	Visual Arts Teacher
Campos	Guadalupe	HS	Spanish Teacher
Caraway	Ashia	MS	8th Grade Humanities Teacher
Carson	Taiese	MS	Math Specialist
Carter	Maiba	HS	Instructional Technology Coordinator
Carter II	Thomas	HS	Math Inclusion Teacher
Castillo	Karina	LS	After School Teacher
Castillo Ramos	Karina	LS	After School Teacher
Celestin	Haajar	HS	Transition Coordinator
Chadda	Bandana	HS	Math Interventions Teacher
Chase	Steven	LEA	Chief Technology Officer

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
Christian	Andrew	HS	Building Substitute Teacher
Church	Chyra	HS	Counselor
Claros	Joynell	HS	Dedicated Aide
Claros-Nava	Josybett	HS	Building Substitute Teacher
Coleman	Joseph	LEA	Custodian
Collins	Tiffany	HS	Special Education Case Manager
Compton	Klaire	HS	ELA Inclusion Teacher
Coote	Dominique	LEA	Director of School Quality
Corcoran	Leila	HS	Internship Coordinator
Corrales	Cassandra	LEA	Building Substitute Teacher
Cortez	Victoria	LEA	Family Engagement and Admissions Manager
Cox	Laina	LEA	Chief of Staff/Head of School-elect
Cruz	Kaely	LEA	Front Office Manager
Cruz	Deborah	HS	Spanish Teacher
Cuellar	Yanira	LS	Senior Office Manager
Cuevas	Jose	HS	Visual Arts Teacher
Damon	Lindsay	MS	Counselor
Daniel	Joseph	MS	8th Grade Humanities Inclusion Teacher
Davis	Tyrone	HS	Dedicated Aide
Davis	Cassandra	MS	Special Education Case Manager
Davis	Morgan	MS	Fitness & Health Teacher/After School Coach
Davis	Eleanor	MS	English Learner Specialist
DeBianchi	Christina	HS	Math Teacher
Degraffinreadt	Victor	HS	Athletic Director/Fitness & Health Teacher
Delcid	Flor	LS	PK 3/4 Teaching Assistant

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
Diaz	Phylana	LS	3rd Grade Inclusion Teacher
Diaz-Francis	Janeth	HS	Spanish Teacher
Dickerson	Rachel	LS	Early Childhood Arts Teacher
Donnelly	Germaine	LS	Kindergarten Associate Teacher
Douglas	Michelle	LEA	Security Officer
Dresden	Karen	LEA	Head of School
Druhan	Maura	LS	2nd Grade Classroom Teacher
Duchemin	Chelsea	MS	7th Grade Science Inclusion Teacher
Ducosin	Alexandra	LS	Music Teacher
Eleam	Jade	LS	1st Grade Inclusion Teacher
Ellis	Alexander	MS	6th Grade Humanities Teacher (left mid-year)
Ellis	Deirdre	LS	Director of Student Services (left mid-year)
Ellison	Justin	LS	3rd Grade Inclusion Teacher
Escorcia Soza	Ariel	MS	Dedicated Aide
Feliciano	Alexis	LS	Math Specialist
Fiore	Sarah	HS	English Learner Specialist
Fitzgerald	Scott	MS	6th Grade Humanities Inclusion Teacher
Foster	Charles	MS	6th Grade Math Teacher
Frias Calderon	Ciaratli	LS	After School Teacher
Gaffney	Samantha	LEA	Special Projects & Talent Manager
Gamble	Desiree	HS	ELA Inclusion Teacher
Gamble	Rodney	MS	Principal (left mid-year)
Garcia	Henry	MS	6th Grade Humanities Inclusion Teacher
Garcia	Brenda	LS	Kindergarten Associate Teacher
Garda	Michelle	LS	4th Grade Classroom Teacher



<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
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
Grandy	Jessica	LEA	Desktop Support Analyst
Gravier	Molly	LS	2nd Grade Classroom Teacher
Grubbs	Morgan	LS	1st Grade Classroom Teacher
Gudger	Ricky	MS	Dedicated Aide
Haight	Austin	MS	6th Grade Science Inclusion Teacher
Hajjar	David	HS	Chemistry Teacher
Haley-Hill	Samuel	HS	9th Grade English Teacher
Hamilton	Lindsay	HS	10th Grade English Teacher
Hardy	Chavala	MS	8th Grade Science Teacher
Harris	Lily	MS	8th Grade Math Teacher
Hassan	Aisha	LEA	Director of Operations
Hauptman	Hilary	LS	Counselor
Hayes	Jeffery	LEA	Head Security Officer
Henderson	Brittney	LS	Literacy Specialist
Herrarte	Olga	LEA	Food Service Aide
Hickey	Caroline	LEA	Business Associate
Hiester	Matthew	LS	3rd Grade Teacher
Holland	Kayla	MS	Dedicated Aide
Hollins	Hannah	HS	11th Grade English Teacher

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
Holton	Christol	LEA	Security Officer
Honemond	Christopher	LEA	Maintenance Technician
Hope-Griffith	Taliah	LS	2nd Grade Inclusion Teacher
Hunter	Kyla	MS	8th Grade Science Inclusion Teacher
Huskey	Gloria	LS	PK 3/4 Teaching Assistant
Hyman	Tatiana	HS	College Counseling & Alumni Associate
Jackson	Tyra	HS	Fitness/Dance Teacher
Jackson	Bridget	HS	Director of College Counseling & Alumni Affairs
Jaquez	Justine	LS	PK 3/4 Associate Teacher
Jaquez Peralta	Fausto	LEA	Food Service Aide/Custodian
Johns	Brianna	MS	6th Grade Humanities Teacher (left mid-year)
Johnson	Ty'Jonna	LS	4th Grade Classroom Teacher (left mid-year)
Johnson	Morgan	MS	5th Grade Humanities Teacher
Johnson-Nouri	Jasmine	HS	Librarian & Technology Teacher
Jones	Anna	LS	1st Grade Inclusion Teacher
Jones	Yelva	MS	5th Grade Humanities Teacher
Joyner	Mark	MS	6th Grade Science Teacher
Kammerling	Meret	LEA	Health and Safety Manager
Kenney	Kymbree	LS	PK 3/4 Teaching Assistant
Keppel	Haley	HS	ELA Inclusion Teacher
King	Amber	LS	2nd Grade Inclusion Teacher
Klein-Mayer	Thea	LEA	Garden Coordinator
Knight	Christopher	LEA	IT Infrastructure Engineer
Knowlin	Joan	LS	Instructional Coach & Curriculum Coordinator
Kujifi	Biko	HS	US History Teacher

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
Kutyla	Todd	LEA	Adventure Coordinator
Lau	Gloria	LS	1st Grade Inclusion Teacher
Leblanc	Jovon	LEA	IT Director
LeBoo	Steven	LS	Director of Out of School Time Programs
Lei	Suiru	LEA	Student Performance Data Manager
Lemp	Maureen	HS	Director of Student Services
Lenegan	Katherine	LS	After School Teacher
Levy	Jenna	LS	PK 3/4 Classroom Teacher
Lewis	Alexander	HS	Math Inclusion Teacher
Lewis-Fooks	Brittany	LEA	Daily Substitute Teacher
Lewton	Joanna	LEA	Arts Director
Lieberman-Koenig	Madisen	HS	Dedicated Aide
Lineberry	Jacob	HS	Physics Teacher
Liriano	Danica	HS	History Teacher
Lobuglio	Stefan	HS	Daily Substitute Teacher
Lopez	Justin	MS	Instructional Coach & Curriculum Coordinator
Lopez Cruz	Isayana	LS	Dedicated Aide
Lord	Kristin	MS	Building Substitute Teacher
Loyd	Kristi	LEA	Director of Compliance
Lucas	Dawanda	HS	Fitness Teacher
Lyles	Yolanda	LS	PK 3/4 Associate Teacher
Macko	Kendra	HS	Instructional Coach & Curriculum Coordinator
Madlala	Alicia	LS	3rd Grade Classroom Teacher
Maitland	Melody	MS	Director of Student Services
Marks	Jeffrey	HS	ELA Inclusion Teacher

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
Marquez	Evelyn	LEA	Business Associate (started mid-year)
Martin	Kevonn	HS	Math Inclusion Teacher
Martin	Gregory	HS	Music Teacher
Massucci	Elizabeth	LEA	Library Associate
Matthews-Carpenter	Stephanie	LS	4th Grade Inclusion Teacher
Mazure	Mary	MS	Special Education Case Manager
McCullough	Paul	MS	Instructional Technology Coordinator
McKinney	Pamela	LEA	Director of Development & Outreach
McLaughlin	ZsaZsa	LEA	Security Officer
Mickewich	Katherine	HS	Dedicated Aide
Midgley	Jennifer	MS	7th Grade Humanities Inclusion Teacher (left mid-year)
Miller	Alyssa	MS	8th Grade Humanities Teacher (left mid-year)
Miller	Liane	HS	Chemistry Teacher
Mitchem	Aaron	MS	Director of School Culture
Montero	Eufemia	LEA	Food Service Aide
Montero	Baleriana	LEA	Food Service Aide
Mooney	Teresa	MS	5th Grade Math/Science Inclusion Teacher
Morenoff	Lisa	LS	Special Education Case Manager
Mugabo	Rene	LEA	School Information Systems Associate
Munoz	Sarah	MS	5th Grade Humanities Inclusion Teacher
Navejar	Linda	HS	ELA Inclusion Teacher
Nicholson	Amy	MS	7th Grade Humanities Inclusion Teacher
Nugent	Nicole	LS	4th Grade Classroom Teacher
Nutridge	Davette	HS	ELA Inclusion Teacher
Nysus	Thais	LS	PK 3/4 Associate Teacher

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
Omer	Kudeet	LS	2nd Grade Classroom Teacher
Opara	Patience	HS	Dedicated Aide
Ourlicht	Neah	MS	Building Substitute Teacher
Pace	Alex	MS	7th Grade Humanities Teacher
Paige	Darnetta	LEA	Registrar
Parker	Celia	LEA	Director of Communications
Parks	Jayla	LS	Librarian & Technology Teacher
Payton	Mylon	LS	Dedicated Aide
Pettigrew	Graham	MS	5th Grade Humanities Inclusion Teacher
Phillips	Jonathan	LEA	Health and Safety Associate
Pittman-Gregory	Wanda	LEA	LEA Director of Special Populations
Ponce	Sandra	LS	Drama Teacher
Powell	Naria	MS	Fitness & Heath Teacher
Pugh	Michelle	LS	Principal
Ramirez	Veronica	MS	Office Manager
Ramsey-Macomber	Trevor	LS	English Learner Specialist
Reaves	Belicia	HS	Principal
Reese	Crystal	MS	Literacy Specialist
Rivera	Manuel	HS	Dedicated Aide
Rivera	Ashley	MS	Dedicated Aide
Robles	Linda	LEA	Business & Human Resources Manager
Rodegast	Emily	LEA	Chief Operating Officer (started mid-year)
Rojas Moreno	Claudia	MS	Spanish Teacher
Romero	Carolina	LS	Office Manager
Romero Melendez	Maira	LS	PK 3/4 Associate Teacher

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
Royse	Ellen	HS	Environmental Science Teacher
Salazar	Dominique-Marie	MS	7th Grade Science Teacher
Salvador	Glenda	LEA	Director of Family Engagement and Admissions
Sanchez	Miguel	LEA	IT Associate
Sanchez	Keila	LS	Dedicated Aide
Sanchez	Jonathan	LS	PK 3/4 Teaching Assistant
Sanchez Carrasco	Maria	LS	After School Teacher
Sanchez Madrigal	Lea	LEA	Front Office Manager
Sanders	Courtney	LS	3rd Grade Classroom Teacher (left mid-year)
Shipley	Olivia	MS	8th Grade Math Inclusion Teacher
Simpson	Jasmine	MS	Dedicated Aide
Simpson	Angelique	HS	Dedicated Aide
Smith	Makeda	LS	3rd Grade Inclusion Teacher
Smith	Jordan	HS	Science Inclusion Teacher
Solis	Tiffany	HS	Alumni Coordinator
Solomon	Lapeta	MS	8th Grade Humanities Inclusion Teacher
Sosa Martinez	Elvis	MS	Dedicated Aide
Southall	Nicole	LS	1st Grade Classroom Teacher
Soyoye	Ayomide	HS	Building Substitute Teacher
Speight	Reginald	HS	Coordinator of School Culture
Stanley	Jemila	LEA	Speech and Language Pathologist
Stegall	Irving	MS	Music Teacher
Stephen	Everett	LS	After School Teacher
Stewart	Kia	LS	After School Teacher
Strong	Meghan	LEA	Compliance Associate (started mid-year)

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
Sullivan	Ashley	LS	Visual Arts Teacher
Talbert	Morgane	LS	Kindergarten Classroom Teacher
Tantry	Lekha	HS	Math Teacher
Tatum-Gormes	Tonica	HS	Math Teacher
Taylor	Courtney	MS	Building Substitute Teacher
Terry	Carolyn	MS	Dedicated Aide
Townsend	Monica	HS	Math Inclusion Teacher
Triana-Pacheco	Aura	LEA	Language Access Manager
Tsui	Caroline	MS	5th Grade Math/Science Teacher
Urbina	Gixia	LS	After School Teacher
Vaky	Matthew	HS	Drama Teacher
Van Horne	William	LEA	IT Consultant
van Houten	Frank	MS	7th Grade Math Inclusion Teacher
Vanegas	Miguel	LEA	Front Office Manager
Vanegas	Carlos	LEA	Operations Associate
VanMouwerik	Heather	HS	Senior Expedition Teacher
Vasquez	Rudy	LS	Associate Building Substitute & After School Teacher
Ventura	Lorena	LEA	Food Service Aide
Ventura	Jose	LEA	Food Service Aide
Ver Duin	Megan	HS	12th Grade English Teacher
Viera Juarez	Dalia	LS	Associate Building Substitute & After School Teacher
Villaflor	Brittain	MS	5th Grade Math/Science Teacher
Wade	John	LEA	Custodian
Walker	Vanessa	HS	Science Inclusion Teacher
Ward	Patrick	MS	Librarian & Technology Teacher (left mid-year)

<b>Last</b>	<b>First</b>	<b>Campus</b>	<b>Position Title</b>
Weinstein	Jonathan	LEA	Chief Operating Officer (left mid-year)
Wellington	Ntaka	LS	Early Childhood Director
Welsh	Leslie	HS	9th Grade Social Studies Teacher
Williams	Jessica	MS	6th Grade Math Inclusion Teacher
Williams	Benjamin	HS	12th Grade Social Studies Teacher
Wong	Lauren	HS	Special Education Case Manager
Yang	Ah-Rheum	LS	Kindergarten Classroom Teacher
Young	Stephen	HS	History Inclusion Teacher
Young-Joiner	SonJe	LS	1st Grade Classroom Teacher (left mid-year)
Zara	Angelina	LS	Social & Emotional Learning Specialist
Zelada	Yasmine	LS	Associate Building Substitute & After School Teacher



**B. Board Roster: SY 2022-23**

<b>Name</b>	<b>DC Resident?</b>	<b>Role</b>	<b>Committee</b>	<b>Date of Appointment</b>
Alison Arnold	N	Committee Member	School Performance	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/Treasurer/Committee Chair	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	Committee Member	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

### C. Unaudited year-end 2022-23 financial statement

Forecast	
Income Statement	Actual
Revenue	
State and Local Revenue	27,072,649
Federal Revenue	4,119,923
Private Grants and Donations	417,767
Earned Fees	528,995
Donated Revenue	2,817
Total Revenue	32,142,152
Expenses	
Salaries	18,067,454
Benefits and Taxes	4,949,962
Contracted Staff	179,197
Staff-Related Costs	247,920
Rent	213,849
Occupancy Service	1,203,663
Direct Student Expense	2,373,150
Office & Business Expense	1,724,909
Donated Expense	1,365
Contingency	0
Total Expenses	28,961,468
Operating Income	3,180,684
Extraordinary Expenses	
Total Interest	756,149
Total Depreciation and Amortization	1,895,403
Total Extraordinary Expenses	2,651,552
Net Income	529,132

Balance Sheet		6/30/23
Assets		Year End
Assets		
Current Assets		
Cash		21,776,896
Accounts Receivable		795,176
Other Current Assets		282,530
Intercompany Transfers		0
Total Current Assets		22,854,602
Noncurrent Assets		
Facilities, Net		21,128,063
Operating Fixed Assets, Net		1,250,439
Total Noncurrent Assets		22,378,502
Total Assets		45,233,103

Liabilities and Equity		Current
Liabilities and Equity		
Current Liabilities		
Accounts Payable		668,187
Other Current Liabilities		549,476
Accrued Salaries and Benefits		1,478,114
Total Current Liabilities		2,695,777
Equity		
Unrestricted Net Assets		23,942,965
Net Income		529,132
Temporarily Restricted Net Assets		68,725
Total Equity		24,540,822
Long-Term Liabilities		
Senior Debt		14,169,936
Other Long-Term Liabilities		3,826,568
Total Long-Term Liabilities		17,996,504
Total Liabilities and Equity		45,233,103

## D. Approved SY 2023-24 Budget

SY23-24	
Revenue	
General Education, DC Funding Allocation	14,923,502
Categorical Enhancements, DC Funding Allocation	9,645,779
Facilities Allowance, DC Funding Allocation	3,650,878
State and Local Government Contributions and Grants	334,162
Federal Entitlements and Other Federal Funds	3,073,073
Private Contributions, Donations, and Grants	185,000
Other Income	586,814
Revenue Total	32,399,209
Expenses	
Instructional Staff	12,101,754
Student Supports Staff	3,583,740
School Administrators	769,892
Business/Operations Salaries and Benefits	405,159
Administrative/Other Staff Salaries and Benefits	2,587,161
Employee Benefits and Payroll Taxes	5,491,315
Instructional Supports	386,000
Educational Materials	346,873
Food Service	753,970
Rent Expense	152,652
Depreciation and Amortization, Owned and Leased Facilities	1,329,461
Interest Expense, Owned and Leased Facilities	464,931
Other Occupancy Expenses, Owned and Leased Facilities	1,150,447
Depreciation and Amortization, Non-Facilities	481,469
Other General Expenses	1,943,045
Expenses Total	31,947,869
<b>NET ORDINARY INCOME</b>	<b>451,340</b>
<b>TOTAL EXPENSES</b>	<b>31,947,869</b>
<b>NET INCOME</b>	<b>451,340</b>
Cash Flow Adjustments	
Add Depreciation	1,797,807
Operating Fixed Assets	(200,000)
Other Operating Activities	493,337
Facilities Project Adjustments	(1,392,838)
Cash Flow Adjustments Total	698,307
<b>CHANGE IN CASH</b>	<b>1,149,647</b>
Starting Cash Balance	21,269,067
Change In Cash	1,149,647
<b>ENDING CASH BALANCE</b>	<b>22,418,713</b>

## E. Teacher Salary Scales: FY23



### PROPOSED FY23 TEACHER SALARY SCALE

STEP	Years of Experience	FY23 BA + Cert	FY23 MA + Cert
1	0	\$54,000	\$59,000
2	1	\$56,250	\$61,250
3	2	\$58,500	\$63,500
4	3	\$60,750	\$65,750
5	4	\$63,000	\$68,000
6	5	\$65,250	\$70,250
7	6	\$67,500	\$72,500
8	7	\$69,750	\$74,750
9	8	\$72,000	\$77,000
10	9	\$74,250	\$79,250
<b>11* (max. entry step)</b>	10	\$76,500	\$81,500
12	11	\$78,750	\$83,750
13	12	\$81,000	\$86,000
14	13	\$83,250	\$88,250
15	14	\$85,500	\$90,500
16	15	\$87,750	\$92,750
17	16	\$90,000	\$95,000
18	17	\$92,250	\$97,250
19	18	\$94,500	\$99,500
20	19	\$96,750	\$101,750
21	20	\$99,000	\$104,000
22	21	\$101,250	\$106,250
23	22	\$103,500	\$108,500
24	23	\$105,750	\$110,750
<b>25* (max. step)</b>	24	\$108,000	\$113,000

# IMPORTANT INFORMATION ABOUT FY23 TEACHER SALARY SCALE

**Teacher compensation is based on a formula with add-ons to a base salary.**

Base salary for FY23 is \$52,000.

## **\$2,250 is awarded for each experience year (up to 24 years)**

- Experience years are based on full-time teaching or administrative experience while employed by a school or district. Employment of at least 30 hours/week is considered full-time experience.
- Experience must be verifiable by school or district.
- Student teaching, residency, or fellowship years will not be included unless teacher was teacher of record.
- The maximum number of experience years counted when entering CCPCS is 10; maximum entry step is 11.
- Experience obtained prior to receiving a Bachelor's degree will not be counted/considered.
- The top step is 25; a teacher reaching this step will remain at the same salary unless the base increases.

## **\$5,000 is awarded for a Master's Degree**

- There is no additional award for a second Master's or credits beyond Master's.
- Salary add-ons for Master's will not be granted until the official transcript is received by the Business Office; compensation will be granted retroactively to the date the degree was awarded if obtained within the same school year (ie, if transcript is received in February 2020, but degree was awarded 12/15/19, additional pay will be retroactive to 12/15/19).

## **\$2,000 is awarded for current/valid teaching certification**

- \$2,000 is awarded for each current/valid certification (max. 3) in areas relevant to your position as approved by Admin. (Special education and ELL certifications are considered for teachers of all grades/disciplines; early childhood certifications would be considered relevant for an early childhood teacher, but not for a high school teacher.)
- For new hires beginning 2018 and for all staff beginning 8/15/2021 certifications must be from District of Columbia; certification add-ons will not be awarded for out of state certifications.
- Salary add-ons for certification will not be granted until a copy of the actual certification is received by the Business Office.
- Additional compensation for certification will be granted retroactively to the date the certification was granted provided it is received the same school year.
- Teachers are responsible for keeping certifications current and valid and providing documentation to the Business Office; if certifications expire, salary will be adjusted accordingly for the next contract period.

## **\$3,000 is awarded for valid National Board Certification**

## **Up to \$2,000 is awarded for Spanish language skills**

- To receive this increase, individuals must take and pass the oral and/or written portions of the [ACTFL](#) assessment with a score of Advanced or higher.
- \$1,000 is awarded for an Advanced score on the ACTFL writing proficiency test.
- \$1,000 is awarded for an Advanced score on the ACTFL oral proficiency assessment.
- Salary add-ons are not awarded until score reports are received by the Business Office.
- Salary add-on is granted retroactively to the beginning of the annual contract period if documentation is received by April 1. For documentation received after this date, salary increase is awarded for the following school year.

## **ADDITIONAL EXPERIENCE**

*At time of hire, Capital City may decide to grant additional compensation for prior experience other than school-based teaching experience. This is applied in situations where teachers have significant relevant experience that is not school-based.*

- Only experience directly relevant to the role/position will be considered. Examples: arts teacher with 3 years of teaching in arts organizations, but not in schools; special education teacher with several years of counseling experience; science teacher with prior experience working in the field of science.
- Compensation for additional experience must be documented and approved at time of hire and will not be considered later.
- Maximum add-on for additional experience is \$7,500.
- Additional experience will be considered an "add-on" to salary rather than translated into steps.

CCPCS Payscale for Support Teachers

<b>Level A</b> Criteria: High School Diploma CCPCS Positions: Aftercare Instructor, PreK Assistant Teacher Hourly/Salaried: Hourly Eligible for OT Pay: yes										
	Step 1	Step 2	Step 3	Step 4*	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10 (max)
Hourly Rate	\$16.50	\$17.00	\$17.50	\$18.03	\$18.57	\$19.13	\$19.70	\$20.29	\$20.90	\$21.53
Daily Rate	\$132.00	\$135.96	\$140.04	\$144.24	\$148.57	\$153.02	\$157.61	\$162.34	\$167.21	\$172.23
20 Pay Periods	\$1,306.80	\$1,346.00	\$1,386.38	\$1,427.98	\$1,470.81	\$1,514.94	\$1,560.39	\$1,607.20	\$1,655.42	\$1,705.08
Annual Compensation	\$26,136.00	\$26,920.08	\$27,727.68	\$28,559.51	\$29,416.30	\$30,298.79	\$31,207.75	\$32,143.98	\$33,108.30	\$34,101.55

<b>Level B</b> Criteria: 30 credit hours/1 year of college (transcript required) or High School Diploma + passing score (461) ParaPro Assessment (documentation required) CCPCS Positions: Aftercare Instructor, PreK Assistant Teacher, Dedicated Aide (at this level Dedicated Aides MUST have a passing score on the ParaPro Assessment) Hourly/Salaried: Hourly Eligible for OT Pay: yes										
	Step 1	Step 2	Step 3	Step 4*	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10 (max)
Hourly Rate	\$17.00	\$17.51	\$18.04	\$18.58	\$19.13	\$19.71	\$20.30	\$20.91	\$21.54	\$22.18
Daily Rate	\$136.00	\$140.08	\$144.28	\$148.61	\$153.07	\$157.66	\$162.39	\$167.26	\$172.28	\$177.45
20 Pay Periods	\$1,346.40	\$1,386.79	\$1,428.40	\$1,471.25	\$1,515.39	\$1,560.85	\$1,607.67	\$1,655.90	\$1,705.58	\$1,756.75
Annual Compensation	\$26,928.00	\$27,735.84	\$28,567.92	\$29,424.95	\$30,307.70	\$31,216.93	\$32,153.44	\$33,118.04	\$34,111.58	\$35,134.93

<b>Level C</b> Criteria: Associate's degree/60 credit hours from accredited college or university(transcript required), CCPCS Positions: Aftercare Instructor, PreK Assistant Teacher, Dedicated Aide Hourly/Salaried: Hourly Eligible for OT Pay: yes										
	Step 1	Step 2	Step 3	Step 4*	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10 (max)
Hourly Rate	\$18.00	\$18.54	\$19.10	\$19.67	\$20.26	\$20.87	\$21.49	\$22.14	\$22.80	\$23.49
Daily Rate	\$144.00	\$148.32	\$152.77	\$157.35	\$162.07	\$166.94	\$171.94	\$177.10	\$182.41	\$187.89
20 Pay Periods	\$1,425.60	\$1,468.37	\$1,512.42	\$1,557.79	\$1,604.53	\$1,652.66	\$1,702.24	\$1,753.31	\$1,805.91	\$1,860.08
Annual Compensation	\$28,512.00	\$29,367.36	\$30,248.38	\$31,155.83	\$32,090.51	\$33,053.22	\$34,044.82	\$35,066.16	\$36,118.15	\$37,201.69

<b>Level D</b> Criteria: 90 credit hours/3 years towards B.A (transcript required) CCPCS Positions: Aftercare Instructor, PreK Assistant Teacher, Dedicated Aide Hourly/Salaried: Hourly Eligible for OT Pay: yes										
	Step 1	Step 2	Step 3	Step 4*	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Hourly Rate	\$19.00	\$19.57	\$20.16	\$20.76	\$21.38	\$22.03	\$22.69	\$23.37	\$24.07	\$24.79
Daily Rate	\$152.00	\$156.56	\$161.26	\$166.09	\$171.08	\$176.21	\$181.50	\$186.94	\$192.55	\$198.33
20 Pay Periods	\$1,504.80	\$1,549.94	\$1,596.44	\$1,644.34	\$1,693.67	\$1,744.48	\$1,796.81	\$1,850.71	\$1,906.24	\$1,963.42
Annual Compensation	\$30,096.00	\$30,998.88	\$31,928.85	\$32,886.71	\$33,873.31	\$34,889.51	\$35,936.20	\$37,014.28	\$38,124.71	\$39,268.45

CCPCS Payscale for Support Teachers

<b>Level E</b> Criteria: Bachelor's Degree (transcript required) CCPCS Positions: Aftercare Instructor, PreK Assistant Teacher, Dedicated Aide Hourly/Salaried: Hourly Eligible for OT Pay: yes										
	Step 1	Step 2	Step 3	Step 4*	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Hourly Rate	\$20.00	\$20.60	\$21.22	\$21.85	\$22.51	\$23.19	\$23.88	\$24.60	\$25.34	\$26.10
Daily Rate	\$160.00	\$164.80	\$169.74	\$174.84	\$180.08	\$185.48	\$191.05	\$196.78	\$202.68	\$208.76
20 Pay Periods	\$1,584.00	\$1,631.52	\$1,680.47	\$1,730.88	\$1,782.81	\$1,836.29	\$1,891.38	\$1,948.12	\$2,006.56	\$2,066.76
Annual Compensation	\$31,680.00	\$32,630.40	\$33,609.31	\$34,617.59	\$35,656.12	\$36,725.80	\$37,827.58	\$38,962.40	\$40,131.28	\$41,335.21

<b>Level F</b> Criteria: 30 credit hours/1 year of college (transcript required) + passing score (461) ParaPro Assessment (documentation required) CCPCS Positions: Associate Teacher Hourly/Salaried: Salaried Eligible for OT Pay: No														
	Step 1	Step 2	Step 3	Step 4*	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14 (max)
24 Pay Periods	\$1,266.00	\$1,303.98	\$1,343.10	\$1,383.39	\$1,424.89	\$1,467.64	\$1,511.67	\$1,557.02	\$1,603.73	\$1,651.84	\$1,701.40	\$1,752.44	\$1,805.01	\$1,859.16
Annual Compensation	\$30,384.00	\$31,295.52	\$32,234.39	\$33,201.42	\$34,197.46	\$35,223.38	\$36,280.08	\$37,368.49	\$38,489.54	\$39,644.23	\$40,833.56	\$42,058.56	\$43,320.32	\$44,619.93
Hourly Equivalent	\$18.00	\$18.54	\$19.10	\$19.67	\$20.26	\$20.87	\$21.49	\$22.14	\$22.80	\$23.49	\$24.19	\$24.92	\$25.66	\$26.43

<b>Level G</b> <b>Criteria:</b> Associates degree/60 credit hours from accredited college or university(transcript required) CCPCS Positions: Associate Teacher Hourly/Salaried: Salaried Eligible for OT Pay: No														
	Step 1	Step 2	Step 3	Step 4*	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14 (max)
24 Pay Periods	\$1,406.67	\$1,448.87	\$1,492.33	\$1,537.10	\$1,583.22	\$1,630.71	\$1,679.63	\$1,730.02	\$1,781.92	\$1,835.38	\$1,890.44	\$1,947.16	\$2,005.57	\$2,065.74
Annual Compensation	\$33,760.00	\$34,772.80	\$35,815.98	\$36,890.46	\$37,997.18	\$39,137.09	\$40,311.21	\$41,520.54	\$42,766.16	\$44,049.14	\$45,370.62	\$46,731.74	\$48,133.69	\$49,577.70
Hourly Equivalent	\$20.00	\$20.60	\$21.22	\$21.85	\$22.51	\$23.19	\$23.88	\$24.60	\$25.34	\$26.10	\$26.88	\$27.68	\$28.52	\$29.37

<b>Level H</b> Criteria: Bachelor's Degree CCPCS Positions: Associate Teacher, Library Associate Hourly/Salaried: Salaried Eligible for OT Pay: No														
	Step 1	Step 2	Step 3	Step 4*	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14 (max)
24 Pay Periods	\$1,547.33	\$1,593.75	\$1,641.57	\$1,690.81	\$1,741.54	\$1,793.78	\$1,847.60	\$1,903.02	\$1,960.12	\$2,018.92	\$2,079.49	\$2,141.87	\$2,206.13	\$2,272.31
Annual Compensation	\$37,136.00	\$38,250.08	\$39,397.58	\$40,579.51	\$41,796.90	\$43,050.80	\$44,342.33	\$45,672.60	\$47,042.77	\$48,454.06	\$49,907.68	\$51,404.91	\$52,947.06	\$54,535.47
Hourly Equivalent	\$22.00	\$22.66	\$23.34	\$24.04	\$24.76	\$25.50	\$26.27	\$27.06	\$27.87	\$28.71	\$29.57	\$30.45	\$31.37	\$32.31
<b>Add-On for Level H: \$2,000 for professional teaching certification (DC)</b>														

\* Maximum Entry Step