



ANNUAL REPORT 2017 – 2018

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**CAPITAL CITY PUBLIC CHARTER SCHOOL
ANNUAL REPORT
2017 – 2018**

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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, the library and the gymnasium are shared.

Lower School: In SY 2017-18, the Lower School campus was operating at full capacity, with 324 students enrolled in grades PK3 through 4. There were four combined PK rooms (which serve both PK3 and PK4 students) and two classrooms each for grades K through 4.

Middle School: In SY 2017-18, the Middle School campus was fully enrolled, serving 334 students in grades 5 through 8. 5th grade had 85 students; 6th grade had 88 students; 7th grade served 85 students; and 8th grade enrolled 76 students.

High School: In SY 2017-18, the High School campus was fully enrolled with 335 students in grades 9 through 12. There were 95 Freshmen, 91 Sophomores, 76 Juniors, and 73 Seniors.

2. Student Characteristics

The total student population at Capital City Public Charter School during the SY 2017-18 was 993 students. The re-enrollment rates were 95% for the Lower School; 97% for the Middle School; and 87% for the High School. Capital City's student body in SY 2017-18 was racially and ethnically diverse, with 51% of students self-identifying as Latino, 36% as African-American, 7% as Caucasian, and 2% as Asian. (The remaining students self-identified in multiple racial and ethnic categories.) Capital City's racial and ethnic make-up has remained consistent for the last five years.

Additionally, 65% of Capital City students were eligible for free or reduced meals in SY 2017-18; 15% of students were identified as requiring special education services; and 24% of students were identified as English Learners.

3. Curriculum Design and Instructional Approach

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

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

In addition to EL Education practices, Capital City's academic program is supported by a strong social and emotional curriculum. Educators at Capital City recognize that academic achievement goes hand in hand with social growth. We use the Responsive Classroom® model and its middle school counterpart, Developmental Designs, both a classroom management model and a social curriculum. 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 implements an individualized approach to reading instruction. Using the principles of Guided Reading, teachers plan lessons for students based on ongoing assessment. Children write daily during writing periods such as journal time and writer's workshop, as well as across the curriculum to explain thinking and express ideas in other content areas.

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

supports Capital City's developmental approach to teaching math, emphasizing problem solving and concrete experiences.

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

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

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

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

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

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

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 and avoiding the tracking that occurs in many high schools.

In SY 2017-18, Capital City offered and had students enrolled in six Advanced Placement (AP) courses including: AP English Language and Composition; AP English Literature and Composition; AP Spanish Language and Culture; AP Calculus AB; AP Statistics; and AP Physics. 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. School Staff

Head of School: Karen Dresden has an M.S. Ed. from Harvard University with a concentration in Educational Leadership, as well as an M.S. Ed. In Elementary Education from the University of Pennsylvania. She earned her B.A. in Public Policy Studies from Duke University.

Before the establishment of Capital City Public Charter School in 2000, she taught for 7 years at Hearst Elementary School in the DC Public School system. She was Capital City's founding principal.

Director of Instruction: Jacob Fishbein joined Capital City in 2016. He holds a B.S. in Geography and Environmental Planning from Towson University and an M.A. in Instructional Systems Design with a focus in Teaching English as a Second Language from the University of Maryland, Baltimore County. He also holds a Certificate in the Advanced Study of Education with a focus in Educational Leadership from Notre Dame of Maryland University.

Jacob taught middle school humanities in Baltimore City, and served as Instructional Coach and Curriculum Writer for the Baltimore City Public School system. Later, he worked with EL Education (formerly Expeditionary Learning) for several years and served schools across the country, including Capital City, as School Designer and Regional Director.

Chief Operating Officer: Jonathan Weinstein joined Capital City with 20 years of management experience. He was the Deputy COO at Friendship Public Charter School and previously worked as the VP for Facilities at Unity Healthcare and as COO and CFO

at Jair Lynch Development Partners. Jonathan has his M.B.A. in Urban Economic Development from the University of California, Berkeley and his B.S. in Foreign Service from Georgetown University.

Lower School Principal: Amy Wendel joined Capital City in 2000 when she provided orientation and training to the founding staff. She held a variety of positions at Capital City including 1st/2nd Grade Classroom Teacher, Literacy Coordinator and Instructional Coach before becoming the Lower School Principal in 2012. Prior to joining Capital City, Amy taught in DC Public Schools and Fairfax County.

Amy received her B.A. in English with a minor in Italian from Dickinson College and her M.S. Ed. in Elementary Education from Boston University.

Middle School Principal: Laina Cox joined Capital City in 2012 as Middle School Principal. She has her Ed. M. in Teaching and Curriculum from Harvard University and her B.A. from Spelman College. She completed a principal licensure program at Northeastern University.

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

High School Principal: Belicia Reaves joined Capital City in 2010 as the Instructional Coach and Curriculum Coordinator. She has over 12 years of experience teaching and working in schools. She held positions including Grade Dean, Math Instructor and Director of High School Research Program at Georgetown Day School; and Admissions Associate, Division III Leader High School and Math Teacher at Wildwood Secondary School. Additionally, she was a Pre-College Math Instructor for Stanford University.

Belicia received her B.S. in Mathematics from Hampton University and her M.S. Ed. in Teaching and Curriculum from Harvard University. In 2013, she was nationally endorsed as a New Leaders Aspiring Principal.

5. Parent Involvement Efforts

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

Engagement Coordinator plays a key role in helping parents to engage with the school and connect with volunteer activities.

Capital City expects and requires that all parents attend quarterly parent-teacher conferences. Historically, Capital City has had conference attendance rates over 95% each year. Accordingly, teachers and advisors work tirelessly to reach out to families and communicate the expectation that each family will participate. Several teachers even opt to do home visits for families that are unable to make trips to school. As a result, we had nearly 100% of parents attend at least one conference during SY 2017-18.

Capital City has an active Parent School Association (PSA) that partners with the school to plan events and keep parents engaged and informed. The PSA has vice presidents for each campus (Lower School, Middle School, and High School) who collaborate to run the organization. In SY 2017-18, the PSA held many events to involve and engage families including a Back to School picnic, a fall camping trip, an ice skating party, monthly movie nights, and a spring fair. The PSA worked with staff to plan cultural celebrations like the Fiesta Latino celebration in the fall and the Black History month celebration in February. The PSA plans teacher appreciation luncheons and works to engage parents as volunteers in support of the school.

In addition to volunteering and attending events, parents also support the school financially. Nearly half of all families donated to the annual family campaign, which raised \$54,000 for the school.

II. SCHOOL PERFORMANCE

A. Performance and Progress

The following outlines how we continued to meet our mission goals in SY 2017-18.

1. Key Mission-Related Programs

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

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

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

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

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

and ideas of others, collaborate successfully, and resolve conflicts in a healthy way. Each student's advisor serves as the main point of contact with their families.

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

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

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

The needs of Capital City's limited and non-English proficient students 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 inclusion teachers 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 Language Learners, and classrooms structured to accommodate small group and individual instruction facilitate the provision of additional support to these students.

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

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

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

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

Our makerspace sets Capital City apart as a place not only to learn, but also as a place for students to gain independence, creativity, and STEAM skills. The Nest has a variety of tools to help students fabricate their ideas as well as create high quality products for projects and clubs, such as 3D printers, a button maker, crafting and prototyping supplies, a green screen kit, and much more. In SY 2016-17, we began a partnership with Dent Education to offer an after-school Makerspace club for middle school students. Students use this time to identify real-life problems and then use Design Thinking principles and tools in the makerspace to develop solutions to those issues.

After-School Activities: Capital City offers a variety of after-school options for all grade levels. There is a fee-based aftercare program run by Capital City available to students in grades PK-6. Fees are on a sliding scale to make this option affordable to all families. Enrichment activities are available through this program including musical theatre, tae kwon do, dance, chess, and robotics. Middle school and high school students have a variety of after-school activities available to them. Activities are all offered free of charge. In 2017-2018 arts and enrichment activities included: African drumming, band, bike club, bridge club, chess, cooking, coding, dance, debate, drama, makers club, math team, visual arts, and yoga. Most offerings are led by Capital City staff. We partnered with TechBridge to offer an after school STEM program for Middle School girls.

Capital City offers a free cross-campus athletic program for middle and high school students. The program is available four days per week. After-school sports are open to all students, regardless of ability to play or prior experience. There are three seasons, with a choice of at least three activities per season. Typical offerings include flag

football, soccer, cross-country running, volleyball, basketball, swimming, cheerleading, softball, tennis and track. Teams practice at area parks, recreation centers, and community facilities, and play competitive games against other schools. Capital City participate in DC Charter School League and the Independent Small Schools Athletic Conference (ISSAC). Capital City also participates with DC SCORES for middle school soccer.

Summer School: In spite of the fact that DC eliminated summer school funding, Capital City continues to serve more than 200 students in summer programs. For the sixth year in a row, Capital City partnered with the Center for Inspired Teaching (CIT) to offer its Lower School summer program. CIT fellows who had completed their first year in the classroom led summer school classes while receiving coaching and support from CIT mentors. The program focused on reinforcing literacy and math skills to ensure that students do not lose ground over the summer.

The Middle School offered a somewhat smaller program focusing on students who were identified as needing extra support, as well as Extended School Year (ESY) services to students with special needs. High School offered credit recovery courses to high school students in most core subjects.

Additionally, Capital City held orientation sessions for all incoming students in middle and high school. Both new and returning 9th grade students came for a 4-week orientation to high school. The orientations allowed teachers to meet students prior to the start of the school year, and to assess their academic strengths and weaknesses. Students also had the opportunity to learn about the school culture of Capital City, and to prepare themselves for the school's expectations around behavior and scholarship. High school seniors and alumni played a key role in facilitating the orientation for incoming ninth grade students. Middle School students come for a 3-day orientation designed to introduce students to the Community Values and structures of middle school.

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, Director of Instruction, Principals and Chief Operating Officer and Director of Development 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

The following charts describe our progress towards the goals and academic achievement expectations detailed in our 2015 charter amendment.

Mission Specific School Wide Goal:

Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Capital City will implement the Expeditionary Learning model in prekindergarten through grade 8 at a high level as measured by: Capital City will meet or exceed the yearly target score for the Expeditionary Learning Implementation Review.	Goal met.	Capital City scored 120 for the Expeditionary Learning Implementation Review. This score exceeded the yearly target score of 98 by 12 points.

Early Childhood Education:

Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Student Progress Students will become competent independent readers as measured by... <u>Prekindergarten</u> : 75% of students will meet or exceed growth expectations from fall to spring	Goal met.	88% of students met or exceeded growth expectations from fall to spring on Creative Curriculum's Teaching Strategies GOLD literacy assessment.

on Creative Curriculum's Teaching Strategies GOLD literacy/language assessment.		
Student Progress Students will be able to reason mathematically and effectively present their thinking to others as measured by... <u>Prekindergarten:</u> 75% of students will meet or exceed growth expectations from fall to spring on Creative Curriculum's Teaching Strategies GOLD mathematics assessment.	Goal met.	93% of students met or exceeded growth expectations from fall to spring on Creative Curriculum's Teaching Strategies GOLD mathematics assessment.

Elementary through Middle School Program:

Capital City Public Charter School - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Student Progress and Achievement Students will become competent independent readers as measured by... <u>Grades K-2:</u> 70% of students will achieve at grade level or demonstrate a year's growth from fall to spring as measured by the Fountas and Pinnell reading assessment using the publisher's grade level achievement targets and the growth targets approved in 2014 for the Early Childhood PMF. <u>Grades 3-8:</u> The percent of third through eighth grade students at Capital City PCS who score level 3, 4, or 5 on the PARCC assessment in English Language Arts will exceed the district average for students in grades three through eight.	Goal not met.	<u>Grades K-2:</u> 67% of students achieved at grade level or demonstrated a year's growth from fall to spring as measured by the Fountas and Pinnell reading assessment, using the publisher's grade level achievement targets and the growth targets approved in 2014 for the Early Childhood PMF. <u>Grades 3-8:</u> 57.2% of third through eighth grade students scored level 3, 4, or 5 on the PARCC assessment in English/Language Arts. This just missed the district average of 57.6%.
Student Progress and Achievement Students will be able to reason mathematically and effectively present their thinking to others as measured by... <u>Grades K-2:</u> 65% of students will score in the 50 th percentile or above on the NWEA MAP math assessment or will demonstrate typical growth or more as determined by the publisher. <u>Grades 3-8:</u> The percent of third through eighth grade students at Capital City PCS who score level 3, 4, or 5 on the PARCC assessment	Goal not met.	<u>Grades K-2:</u> 54% of students scored in the 50 th percentile or above on the NWEA MAP math assessment or demonstrated typical growth or more as determined by the publisher. Capital City PCS did not meet this goal. <u>Grades 3-8:</u> 52% of third through eighth grade students at Capital City PCS scored level 3, 4, or 5 on the PARCC assessment in math. This fell short of the district average of 56%*.

in math will exceed the district average for students in grades three through eight.		<i>*Percentage of students scoring 3, 4 or 5 on <u>all</u> math assessments.</i>
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High School Program:

We selected the indicators listed in the High School Performance Management Framework (HS PMF) as our measure of academic achievement expectations for Capital City High School. This report will be published by the Charter School Board later this fall.

As some measures are still being validated, it is not known what our overall score or Tier designation will be, but we saw solid increases in a few key metrics. The percentage of 12th grade students deemed “college ready” as measured by the SAT and ACT exams rose again this year to 61%, our highest percentage yet; the percentage of juniors performing at or above the college-ready benchmark on the PSAT exam also increased this year, by 15 percentage points, to 40%; and for the 8th year in a row, 100% of our graduating seniors were accepted to college. Finally, we set a record this year for 4-year and 5-year graduation rates. Nearly 91% of our 2013-14 freshman graduated in 4 years, and almost all (98%) had graduated by year 5. This exceeds our previous rates by almost 20 points.

2018 PARCC Performance:

With four years of PARCC data to compare, we can see that our students continue to see strong results in English language arts. However, while there has been positive and meaningful growth in math since 2015, as an LEA, Capital City still has room for improvement. Each of our three campuses have unique scores, briefly described below.

In our Lower School, we saw steady increases in both English language arts (ELA) and math. Specifically, our fourth graders outperformed state and charter averages in ELA, and saw increases over their performance last year in both ELA and Math. This group was also a standout last year as 3rd graders, outperforming the state and charter sector in math. Across the campus, we also saw increases in the percentage of special populations (Special Education, English Learners, and At Risk students) scoring at the Approaching and College & Career Ready levels.

In our Middle School, students were on par with state and charter sector averages in English language arts, but underperformed in math. We saw solid growth in our special populations in math though, outpacing the state and charter growth with similar groups. We have put into place various programs to address proficiency issues in both ELA and math in the middle school, and look forward to seeing the results of this work reflected in next year’s scores.

In our High School, we had a banner year in English language arts, increasing our percentage of students performing College Ready or above by more than 15 points and

outperforming the state and charter averages. Much of this growth can be attributed to a strong focus on close reading techniques and increased rigor of materials. In geometry, we experienced a dip in our College Ready performance, and underperformed the state, proving that we have some work to do in this area. However, we did outperform both the state and charter average in the percentage of students approaching College Readiness, showing that we are moving our students in the right direction.

The following chart details these changes:

Assessment	Campus	% of Students Approaching College & Career Ready and Above	3-yr. Change	% of Students College & Career Ready and Above	3-yr. Change
ELA	LS	52.9%	+5.4	31.4%	+9.6
	MS	58.7%	+3.6	33.1%	+7.8
	HS	69.0%	+10.6	46.0%	+13.5
Mathematics	LS	58.8%	+8.3	29.4%	+11.6
	MS	45.9%	+3.9	15.2%	+1.7
	HS	43.0%	+5.5	5.8%	-1.1

Looking at individual grades, there were some standouts. As mentioned above, our fourth graders had another strong year, outperforming their third grade performance in both Math and ELA. Fifth grade had strong performance in ELA when compared to state and charter averages, and amongst our special populations groups. This team also employed close reading techniques with fidelity, which translated to these stronger scores. The following chart summarizes our performance on the 2017 PARCC, compared with the state average.

Assessment	Grade	% of Students Approaching College & Career Ready and Above	Difference w/ DC Average	% of Students College & Career Ready and Above	Difference w/ DC Average
ELA	3 rd	44.0%	-9.3	26.0%	-4.8
	4 th	61.5%	+2.7	36.5%	+1.4
	5 th	66.7%	+7.4	40.5%	+6.1
	6 th	56.8%	+0.1	26.1%	-5.2
	7 th	52.9%	-7.9	35.3%	-3.8
	8 th	58.7%	+1.5	30.7%	-2.6
	HS	69.0%	+22.3	46.0%	+16.7
Mathematics	3 rd	58.0%	-6.4	28.0%	-12.8
	4 th	59.6%	+0.1	30.8%	-3.4
	5 th	60.7%	+1.2	15.5%	-17.6
	6 th	55.7%	+6.2	19.3%	-4.7

	7 th	48.2%	-3.2	21.2%	-3.9
	8 th	30.7%	-11.4	9.3%	-14.2
	HS	43.0%	+10.2	5.8%	-4.6

B. Unique Accomplishments

During SY 2017-18, Capital City Public Charter School student and staff efforts yielded a number of unique accomplishments and achievements.

Strategic Plan: Capital City completed and began implementing its three-year strategic plan. The plan was constructed with input from teachers/staff and families, and outlines five goal areas for the school: math achievement, equitable outcomes, college readiness, family engagement, and long-term sustainability.

High School Special Education Program: Capital City was one of six schools selected for an OSSE Special Education Enhancement Fund Competitive Grant to increase transition supports for our high school special education students. Through the grant, Capital City formalized the position of Transition Coordinator to support students with disabilities coming into high school and planning for college/careers. We also added new CTE programming in the area of technology, offering certification courses, and we designed and implemented an internship program to give our students with special needs real world experiences.

Social and Emotional Learning: Capital City was featured in The Aspen Institute's National Commission on Social, Emotional, and Academic Development (SEAD) case study on social and emotional learning. The study, released in August 2017, shows how schools and teachers "enhance learning when they teach a curriculum that simultaneously builds students' social, emotional, and academic understanding." Since the release of the piece, Capital City saw an increase in visitors interested in seeing this model in action.

Family Engagement: As the first parent-founded charter school in DC, Capital City has always focused on involving families, but in SY 2017-18, we implemented new strategies for engaging and partnering with our diverse community of families. We hired a Family Engagement Coordinator to lead the efforts and partnered with PAVE and Teaching for Change to learn best practices and engage with others doing this work. One new initiative was a Computer Literacy Course for families designed to address the digital divide. Parents in this course received new Chromebooks and learned to send/receive emails, utilize the school's website, use Google docs and Google translate, and use the school's online grading system to check their children's grades.

Disseminating Best Practices: Capital City continued to disseminate best practices and be a leader for other schools. Highlights from SY 2017-18 include:

- We received a two-year Charter Schools Program Dissemination Grant through OSSE. Through this grant, we are partnering with Roosevelt HS and Kingsman

Academy PCS to share our structures for student-engaged assessment practices.

- Capital City continued to serve as a mentor school for EL Education. SY 2017-18 initiatives included hosting a site seminar for over 50 school leaders; being featured in the EL Education video, *The Way School Ought to Be*; and providing mentoring support for Lodestar Community Charter School in Oakland, CA.
- We hosted the 2017 Hunt-Kean Leadership Fellows in December, which included 20 former elected officials and two former governors from around the country, to share about our innovative and well-rounded PreK-12th grade program.
- Capital City hosted over 200 visitors interested in our program including a cohort of school leaders from Philadelphia and the First Fridays program.

Expedition Topics That Matter: We provide students with real world learning experiences through expeditions. SY 2017-18 highlights include:

- 1st Graders, as part of their Give Bees a Chance expedition, hosted booths at two farmer's markets to advocate for bees.
- 1st – 4th Graders presented their Children's Voices of Protest on the National Mall, advocating for many important topics affecting our community.
- 5th Graders presented their ideas for reducing cafeteria waste to administrators and operations staff, which led to the introduction of composting during school lunch. Students raised money through grants and donations to support the project.
- 7th Graders created Genvox, an original website to give teenagers of color a platform to share their experience living with genetic disorders, to educate the community about these disorders, and to raise awareness of the need for funding to understand these diseases better.
- 8th Graders hosted their first-ever EDTalk CCPCS as their final product for their year-long expedition, *Redesigning the Future*, to address issues of injustices in the world.
- 11th Graders hosted the 4th Annual Youth Summit on Food Justice for All at Capital City for 150 attendees.
- Seniors shared their original senior expedition products to address a community need or issue as part of the Senior Expedition Product Night and then presented their work to a panel of judges in order to graduate.

College Success: The success of our program can be measured by the success of our seniors and graduates. Some highlights from SY 2017-18 include:

- 100% of graduating seniors were accepted to college.
- College graduation rate for Capital City students, mostly first generation college goers, is 45%, above the DC and national averages.
- Capital City staff raised more than \$40,000 for the Community Values Scholarship, first implemented in 2012, to contribute to the college success of students who exemplify our community values.

Solar Panels: Capital City installed solar panels and officially began using this renewable energy in December. This initiative is consistent with our focus on sustainable practices which led to our facility's LEED Gold rating and being named a Green Ribbon School in 2016.

Media and Communications: Capital City had many exciting media opportunities in SY 2017-18 recognizing our program and accomplishments. We also updated our website to improve outreach to families and community. Highlights include:

- Our High School history program was featured in the Washington Post as part of Courtland Milloy's column under the title, "Students gain an appreciation for history after learning there's more to the story." (November 2017)
- Following the Aspen Institute case study on social and emotional learning, an article by Head of School, Karen Dresden, titled "Integrate SEL Skills to Make Learning Come Alive," was published in the National Association of Elementary School Principals Journal (January 2018).
- The 11th Grade Food Justice expedition was featured in PBS NewsHour Student Reporting Labs story. (June 2018)

Partnerships: Partnerships continue to be instrumental to our ability to implement a robust and enriching program for our students.

- Through our partnership with One World Education, 12 8th grade students researched and wrote persuasive essays on topics relevant to their lives. Three students, Mahlet, Iris, and Laina, were selected by One World to be ambassadors. They converted their essays into two-minute presentations that were delivered at the One World spring event.
- Ten graduates from Capital City's Class of 2018, along with two rising seniors, completed OSSE's First Step program, an innovative collaboration between OSSE's Division of Early Learning and Division of Career Education. Through this two-year program, students take college-level courses, participate in early childhood internships, and eventually take the qualifying exam to earn their Child Development Associate (CDA) credential.
- Capital City continued to partner with Teen Trendsetters, a program sponsored by the Barbara Bush Foundation for Family Literacy. This program pairs high school students with 1st and 2nd graders to improve reading skills.
- We continued our partnership with Carlos Rosario Public Charter School offering a satellite ESL program for our families.
- Through our partnership with North Carolina Outward Bound, two students and two staff members participated in summer Outward Bound courses.
- Our Family Engagement Coordinator participated in a PLC through a partnership with PAVE.
- Seneca Scarboro, our DC-CAP school leader, received the Excellence in Community Award at the DC PCSB Tier 1 School Celebration.

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

Students:

- 11th Grader Doanna was one of 23 winners of the National STEM Video Game Challenge. (July 2017)
- 12th Grader Armando received a DC Office of Attorney General Right Direction Award. (July 2017)
- 12th Grader Brenda was named one of two winners of the PEN/Faulkner Foundation's Writers in Schools essay contest. (September 2017)
- 10th Grader Aly received a \$2,500 DC-CAP College Savings Plan Scholarship. (September 2017)
- 6th Grader Lucia was featured in the Americans for the Arts #BecauseofArtsEd blog series. (September 2017)
- 11th Grader Mia was selected to compete on the DC national Mock Court team. (December 2017)
- Valedictorian Thomas was named a 2018 Posse Foundation Scholar. (February 2018)
- 6th Grader Assata won the cluster spelling bee and advanced to the District finals. (March 2018)
- 9th Grader Nayelly and 11th Grader Frank were named LearnServe Fellows. (March 2018)
- 11th Grader Brynae was selected to participate in a two-week trip to Japan through the KAKEHASHI Exchange. (March 2018)
- Senior Santos received the Samuel Halperin Award from the American Youth Policy Forum. (March 2018)
- Ten seniors presented their findings and recommendations on topics related to college access, gentrification, and gun violence at an Action Civics Fair hosted by the Mikva Challenge. (March 2018)
- 9th Grader Willa participated on a student panel hosted by WUSA-9 Off-Script with Bruce Johnson to speak out against gun violence. (April 2018)
- 11th Graders Elena and Kimberly were selected to study abroad over the summer in China through the Council on International Educational Exchange. (April 2018)
- Eight high school students received top honors at the DC National History Day competition. (April 2018)

Staff:

- Senior Expedition Coordinator Justin Sybenga was accepted to the Institute for Educational Leadership Education Policy Fellowship Program. (September 2017)
- Eight staff presented at the EL Education National Conference. (October 2017)

- Dominique Coote, Student Performance Data Manager, received the Data Impact Award for her work creating a data-driven culture at Capital City at the DC PCSB Tier 1 School Celebration. (November 2017)
- 5th Grade Teacher Sarah Cole won a National Council of Teachers of English Early Career Educator of Color Leadership Award. (June 2018)

School:

- Our school garden won Best School Garden – People’s Choice at the EdibleDC Awards. (October 2017)
- Middle School Girls’ Volleyball were named 2017 PCSAA Middle School Champs. (November 2017)
- 11th Grade Food Justice Summit was selected as one of 18 Better World Projects by EL Education. (January 2018)
- Our Debate Team was named Student Choice Team Award as part of the 2017-2018 Washington Urban Debate League regular season. (April 2018)
- Capital City named a 2018 Support Music Merit Awardee by the NAMM Foundation. (April 2018)

C. List of Donors

The following individuals and organizations donated \$500 or more to Capital City Public Charter School between July 1, 2017 and June 30, 2018.

A+ School Rewards
Alison Arnold
Barbara Bush Foundation for Family Literacy Inc.
Maggie Boland & John Hance
Andrea Carlson Barrett & Michael Barrett
Chesapeake Bay Trust
CityBridge Foundation
Dolores Clark
Columbus Foundation
Kristi & Bruce Craig
Danya Dayson & Michael Murphy
DC Share Fund
Kristen Dobbs-Deniger & Drew Deniger
Karen Dresden
C. Arthur Eddy
Education First
EL Education
Robert Falk
Christopher Frazier
Vanessa Gonzalez
Brandon Green, Sr.
Alix Guerrier & Catherine Potter
Brett Howe & Claudia Weinmann
Jennifer Jackson
Mizmun Kusairi
Beverly Minnigh
Denise Morelli
Peter Munsat & Lisa Weinstein Munsat
Stacy Notaras Murphy & N. Scott Murphy
Office of the State Superintendent of Education
Carly & John Partridge
Galo Pazmino
Donna Rattley Washington & Adrian Washington
Nickolas & Wensa Rodriguez
Harold Rosen & Susan Wedlan
Peter Scheff & Deb Rosenberg
Cynthia & Chris Runyan
Kathryn & Jay Shalaty
Donald Shannon

Fredric Sherman
Shar'ron & Jelani Tendai
The Pew Charitable Trusts Employee Matching Gifts Program
Value Village
Lowell Ungar
Heidi & Matthew Vanderwerff
Anne Wallestad & Nicole Elliott
Jill Weiler & Steve Brescia
Lila Weiler
Robert Weiler, Jr.

DATA REPORTS

A. Lower School

SY 2017-18 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: 324

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	46	50	50	50	52	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

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

STUDENT DATA POINTS	
School	Total number of instructional days: <ul style="list-style-type: none"> Grades PK3, PK4, and K = 175 Grades 1 – 4 = 177 <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: 0.3%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.0%
PCSB	In-Seat Attendance: 94.8%
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: 0.9% (3 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate: 99.5%
PCSB (SY16-17)	College Acceptance Rates: <i>Not Applicable</i>
PCSB (SY16-17)	College Admission Test Scores: <i>Not Applicable</i>
PCSB (SY16-17)	Graduation Rates: <i>Not Applicable</i>

FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 23.3%
School	Number of Teachers: 46 “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: \$52,230 2. Range -- Minimum: \$25,000 Maximum: \$81,000

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

B. Middle School**SY 2017-18 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: 334

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	85	88
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	85	76	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 = 177 Grade 8 = 171 <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: 13.8%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.26%
PCSB	In-Seat Attendance: 93.8%
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: 0.6% (2 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate: 99.5%
PCSB (SY16-17)	College Acceptance Rates: <i>Not Applicable</i>
PCSB (SY16-17)	College Admission Test Scores: <i>Not Applicable</i>
PCSB (SY16-17)	Graduation Rates: <i>Not Applicable</i>

FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 18.9%
School	Number of Teachers: 37 "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: \$64,986 2. Range -- Minimum: \$53,500 Maximum: \$80,000

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

C. High School

SY 2017-18 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: 335

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	95	91	76	73	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"> Grade 9 = 177 Grade 10 = 173 Grade 11 = 177 Grade 12 = 170 <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: 12.5%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.36%
PCSB	In-Seat Attendance: 91.9%
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: 3.3% (11 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate: 99.5%
PCSB (SY16-17)	College Acceptance Rates: 100.0%
PCSB (SY16-17)	College Admission Test Scores: 59.4%
PCSB (SY16-17)	Graduation Rates: 90.8%

FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 15.8%
School	Number of Teachers: 39 “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: \$63,900 2. Range -- Minimum: \$47,500 Maximum: \$78,500

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

APPENDICES

A. Staff Roster: SY 2017-18

Last	First	Campus	Position Title	Qualifications
Accad	Cleofre	LS	Fitness Teacher	Bachelors
Aguirre	Maria	LS	After Care Teacher	n/a
Alfuth	Teresa	HS	Math Teacher	Masters
Alston	Delvon	HS	Dedicated Aide (<i>left mid-year</i>)	n/a
Alvarado	Brenda	LEA	Bilingual Front Office Manager (<i>left mid-year</i>)	n/a
Alvarado	Evelin	LS	1st Grade Assistant Teacher	Bachelors
Amaya	Carlos	LEA	Operations Associate (<i>started mid-year</i>)	n/a
Anderson	Jeffrey	LEA	Maintenance Technician	n/a
Andrusik	Katryna	HS	Instructional Coach & Curriculum Coordinator	Doctorate
Artis	Bridgit	MS	Drama Teacher	Bachelors
Balk	Thora	LS	PK 3/4 Classroom Teacher	Masters
Barnette	Charles	LEA	Security Officer	n/a
Bennett-Foy	Cynthia	LS	After School Teacher	n/a
Blakely	Christine	MS	7th Grade Humanities Teacher	Bachelors
Bounds	Joel	MS	Fitness & Health Teacher/After School Coach	Bachelors
Brasil	Margo	LS	1st Grade Inclusion Teacher	Masters
Brown	Cerissa	LS	PK 3/4 Classroom Teacher	Masters
Bullock	Gianni	LS	Dedicated Aide	n/a
Bumbray	George	LS	Dedicated Aide	Bachelors
Burkett	Athena	LS	3rd Grade Classroom Teacher	Masters
Capone	Elizabeth	HS	10th Grade ELA Inclusion Teacher	Masters
Carson	Taiese	MS	Math Intervention Specialist	Masters

Last	First	Campus	Position Title	Qualifications
Carter	Maiba	HS	12th Grade English Teacher	Masters
Celestin	Haajar	HS	Transition Coordinator	Bachelors
Chadda	Bandana	HS	Math Intervention Specialist	Masters
Chase	Steven	LEA	Director of Library Services & Technology Integration	Masters
Clark	Courtney	MS	Visual Arts Teacher	Masters
Clark	Samantha	MS	6th Grade Math/Science Teacher	Masters
Claudio	Daisy	HS	Part-Time Spanish Teacher	Masters
Cole	Sarah	MS	5th Grade Humanities Teacher	Masters
Coleman	Joseph	LEA	Custodian	n/a
Coote	Dominique	LEA	Student Performance Data Manager	Bachelors
Copelmayer	Monika	MS	5th Grade Humanities Inclusion Teacher	Masters
Corcoran	Leila	HS	Part-Time Internship Coordinator	Masters
Cox	Laina	MS	Principal	Masters
Cruz	Justin	LEA	IT Manager	Bachelors
Cuellar	Yanira	HS	Office Manager	n/a
Cuevas	Jose	HS	Visual Arts Teacher	Doctorate
Cummings	Nicole	LS	Music Teacher	Masters
Curry	Jessica	LS	2nd Grade Classroom Teacher	Masters
Cushner	Daizy	LS	Early Childhood Arts Teacher	Bachelors
Daley	Pamela	LEA	Director of Development	Masters
Damon	Lindsay	MS	Counselor	Masters
Davis	Eleanor	MS	ELL Specialist	Bachelors
Davis	Haley	LS	Temporary Librarian/Substitute Teacher	Bachelors
Davis	Morgan	MS	Fitness & Health Teacher/After School Coach	Bachelors
Degraffinreaidt	Victor	HS	Athletic Director/Fitness Teacher	Bachelors
Diaz-Francis	Janeth	HS	Spanish Teacher	Masters
Dickens	Christy	LEA	Operations Associate (<i>left mid-year</i>)	n/a

Last	First	Campus	Position Title	Qualifications
Dobbs-Deniger	Kristen	HS	Physics Teacher	Masters
Donaldson	Rachel	MS	5th Grade Math Inclusion Teacher	Masters
Donnelly	Germaine	LS	2nd Grade Assistant Teacher	n/a
Dorsey	Cynthia	LS	Drama Teacher	Masters
Douglas	Michelle	LEA	Security Officer	n/a
Dow	Nakia	MS	Director of Student Services	Masters
Dresden	Karen	LEA	Head of School	Masters
Drumgold	Anthony	LEA	Security Officer (<i>left mid-year</i>)	n/a
Duque	Carlos	LS	Kindergarten Classroom Teacher	Bachelors
Ellis	Avery	LS	2nd Grade Classroom Teacher	Masters
Espinoza-Pfuyo	Angel	LEA	Library Assistant	High School
Fay	Michelle	LS	Kindergarten Classroom Teacher	Bachelors
Feliciano	Alexis	LS	2nd Grade Inclusion Teacher	Masters
Fishbein	Jacob	LEA	Director of Instruction	Masters
Fleg	Michael	LS	ELL Specialist	Masters
Forys	John	MS	5th Grade Math/Science Teacher	Masters
Frazier	Danielle	MS	6th Grade Math Inclusion Teacher	Masters
Funes	Jose	MS	Dedicated Aide	n/a
Gabriel-Martinez	Jessica	LEA	Library Assistant (<i>left mid-year</i>)	Bachelors
Gallant	Ayanna	MS	Music Teacher	Masters
Garcia	Andrea	LS	Office Manager (<i>started mid-year</i>)	n/a
Garcia	Brenda	LS	After School Teacher	n/a
Garcia	Lisvette	LEA	Bilingual Office Manager & Enrollment Specialist (<i>left mid-year</i>)	Bachelors
Gibbons	Ariel	HS	ELL Specialist	Masters
Glass	Reginald	HS	Fitness & Health Teacher	Masters
Goles	Gregory	MS	7th Grade Math Teacher	Bachelors

Last	First	Campus	Position Title	Qualifications
Gonzalez	Kevin	HS	Alumni Coordinator & College Counselor	Masters
Grubbs	Morgan	LS	1st Grade Classroom Teacher	Bachelors
Gunn	Lauren	MS	7th Grade Math Inclusion Teacher	Masters
Hall	Abigail	MS	5th Grade Humanities Teacher	Bachelors
Hardy	Chavala	MS	8th Grade Science Teacher	Masters
Harley	Kishanna	HS	Librarian & Technology Teacher	Bachelors
Harrington	Jessica	LS	Instructional Coach	Masters
Hassan	Aisha	LEA	Director of Operations	n/a
Hawk	William	LEA	Director of School Information Systems	Masters
Hayes	Jeffery	LEA	Head Security Officer	n/a
Hernandez	Jaine	LS	2nd Grade Assistant Teacher	n/a
Hiester	Matthew	LS	3rd Grade Classroom Teacher	Masters
Holmes	Erin	LS	PK 3/4 Classroom Teacher	Masters
Holton	Christol	LEA	Security Officer	n/a
Honemond	Brandon	LEA	Front Office Manager (<i>started mid-year</i>)	n/a
Honemond	Christopher	LEA	Maintenance Technician	n/a
Hughes	Ellen	LS	PK 3/4 Assistant Teacher	Associates
Hull	Rachel	LS	Literacy Specialist	Masters
Huskey	Gloria	LS	Pre-K Teaching Assistant & After School Teacher	n/a
Jackson	Bridget	HS	Director of College Counseling and Alumni Affairs	Bachelors
Jackson	Rachel	MS	Technology Teacher	Masters
Jackson	Tyra	HS	Fitness/Dance Teacher	Masters
Jenkins	Akailah	HS	10th Grade English Teacher	Masters
Johnson	Denise	LEA	Food Service Manager	n/a
Johnson-Nouri	Jasmine	MS	8th Grade Humanities Teacher	Masters
Jones	Ashanti	HS	Dedicated Aide (<i>left mid-year</i>)	Bachelors
Jones	Keisha	HS	9th Grade ELA Inclusion Teacher	Masters

Last	First	Campus	Position Title	Qualifications
Jordan	Pamela	HS	Counselor	Masters
Kenney	Clarence	LS	Pre-K Teaching Assistant & After School Teacher	n/a
Kenney	Kymbree	LS	Aftercare Teacher	n/a
Kutyla	Todd	LEA	Adventure Coordinator	Bachelors
Lacayo	Anna	LEA	Front Office Manager (<i>started mid-year</i>)	n/a
Leader	Jessica	MS	7th Grade Humanities Teacher	Masters
LeBoo	Steven	LS	Director of Out of School Time	Masters
Lewis	Charla	LEA	School Psychologist/Director of Counseling Services	Doctorate
Lewis	Myron	LEA	Registrar	Bachelors
Lewton	Joanna	LEA	Art Director	Masters
Lineberry	Jacob	HS	CTE & Makerspace Teacher	Bachelors
Lopez	Justin	MS	7th Grade Science Teacher	Masters
Loyd	Kristi	LEA	Compliance Manager	n/a
Lumpkin	Antonio	HS	10th Grade Math Inclusion	Bachelors
Mack	Marcella	LEA	Food Service Aide (<i>left mid-year</i>)	n/a
Macko	Kendra	HS	9th Grade Math Inclusion Teacher	Masters
Marohn	Heidi	MS	6th Grade Humanities Teacher	Bachelors
Martin	Gregory	HS	Music Teacher	Masters
Mason	Candace	HS	Inclusion Teacher	Bachelors
Mason	Monica	HS	Math Teacher	Masters
McNamee	Elizabeth	LS	4th Grade Classroom Teacher	Bachelors
Mella	Nicole	LS	After School Teacher	n/a
Miller	Leah	MS	8th Grade Math Teacher	Bachelors
Miller	Liane	HS	Chemistry Teacher	Masters
Mitchem	Aaron	MS	Coordinator of School Culture	Masters
Montero	Baleriana	LEA	Food Service Aide	n/a
Montero	Eufemia	LEA	Food Service Aide	n/a

Last	First	Campus	Position Title	Qualifications
Morenoff	Lisa	MS	Special Education Teacher/LEA SEDs Trainer	Masters
Morris	Alexandra	LS	PK 3/4 Classroom Teacher	Masters
Moye	Laura	HS	10th Grade History Teacher	Masters
Murphy	Stephanie	LS	4th Grade Inclusion Teacher	Masters
Nappi	Tara	MS	7th Grade Humanities Inclusion Teacher	Masters
Ng	Kai Sam	HS	Math Teacher	Masters
Ngugi	Jane	LS	PK 3/4 Assistant Teacher	Bachelors
Nwosu	Arinzechukwu	LS	Kindergarten Inclusion Teacher	Masters
Opara	Patience	HS	Dedicated Aide	Bachelors
Osorio	Edwin	LS	Office Manager (<i>left mid-year</i>)	Bachelors
Paniagua	Gerson	LEA	Family Engagement Coordinator (started mid-year)	n/a
Parker	Celia	LEA	Assistant Director of Communications	n/a
Peralta Jaquez	Fausto	LEA	Substitute Custodian	n/a
Pick	Katharine	MS	Instructional Coach & Curriculum Coordinator	Masters
Pittman-Gregory	Wanda	HS	HS Director of Student Services & LEA Dir	Masters
Ponce	Sandra	LS	Kindergarten Co-Teacher	Bachelors
Ramirez	Veronica	MS	Office Manager	Bachelors
Ramos	Liliana	LEA	Food Service Aide	n/a
Ransford	Rondale	LS	After School Teacher/Substitute Teacher	n/a
Ray	Christopher	LS	Counselor	Doctorate
Reaves	Belicia	HS	Principal	Masters
Renzi	Richard	MS	Fitness & Heath Teacher	Masters
Reyes	Yury	LEA	School Information Systems Associate	Associates
Rivera	Ashley	MS	Dedicated Aide	Bachelors
Rivera	Luz	LS	3rd Grade Inclusion Teacher	Masters
Rivera	Manuel	HS	Dedicated Aide	n/a
Roberts	Melanie	HS	Transition Coordinator (<i>left mid-year</i>)	Masters

Last	First	Campus	Position Title	Qualifications
Robertson	Haley	MS	Spanish Teacher	Masters
Robles	Linda	LEA	Business & Human Resources Associate	Masters
Rodegast	Emily	LEA	Business & Human Resources Manager	Bachelors
Rodriguez Rush	Yudelkys	LS	PK 3/4 Assistant Teacher	Bachelors
Rojas Moreno	Claudia	MS	Spanish Teacher	Bachelors
Rosenberger	Fabiola	LS	Spanish Teacher	Masters
Royse	Ellen	HS	Environmental Science Teacher	Masters
Rush	Katherine	LS	4th Grade Classroom Teacher	Masters
Salvador	Glenda	LEA	Development Associate	Bachelors
Samuelson	Kietryn	HS	11th Grade English Teacher	Masters
Sanchez	Christian	LS	Pre-K Teaching Assistant & After School Teacher (started mid-year)	n/a
Sanchez	Jonathan	LS	After School Teacher/Substitute Teacher	n/a
Schroeter	Atiyah	HS	Biology Teacher	Masters
Shah	Saif	HS	English Teacher	Bachelors
Shaw	Timothy	MS	8th Grade Humanities Teacher	Masters
Shipley	Olivia	MS	8th Grade Math Inclusion Teacher	Bachelors
Simpson	Angelique	HS	Dedicated Aide (started mid-year)	Bachelors
Singh	Jessica	HS	Spanish Teacher	Bachelors
Sithole	Tsitsi	LS	Early Childhood Director	Masters
Smith	Jordan	HS	Dedicated Aide (started mid-year)	Bachelors
Smith	Keonie	LS	Pre-K Teaching Assistant & After School Teacher	n/a
Smythe	Jeremy	LEA	IT Director	Bachelors
Solomon	Lapeta	MS	8th Grade Humanities Inclusion Teacher	Masters
Southall	Nicole	LS	1st Grade Assistant Teacher	Bachelors
Stamy	Nataly	LEA	Family Engagement Associate (started mid-year)	n/a
Stanley	Jemila	LEA	Speech and Language Pathologist	Masters

Last	First	Campus	Position Title	Qualifications
Sullivan	Megan	LS	1st Grade Classroom Teacher	Masters
Sybenga	Justin	HS	Part-Time Senior Expedition Coordinator	Masters
Taiwo	Emmanuel	LS	Director of Student Services	Doctorate
Tatum-Gormes	Tonica	HS	Math Teacher	Masters
Thompson	Cassaundra	MS	6th Grade Humanities Inclusion Teacher (left mid-year)	Masters
Tucker-Hanson	Anne S.	LS	Librarian & Technology Teacher (left mid-year)	Masters
Vaky	Matthew	HS	Drama Teacher/Spanish Teacher	Masters
Vereen	Roy	HS	Coordinator of School Culture	Masters
Villaflor	Brittain	MS	5th Grade Math/Science Teacher	Masters
Wade	John	LEA	Custodian	n/a
Walker	ZsaZsa	MS	Dedicated Aide	Associates
Wall	Frederick	LS	Visual Arts Teacher	Bachelors
Walter	Devon	LS	4th Grade Inclusion Teacher	Masters
Ware	Daryan	LS	Pre-K Teaching Assistant & After School Teacher (left mid-year)	n/a
Wassan	Amrita	HS	History Teacher	Masters
Weinstein	Jonathan	LEA	Chief Operating Officer	Masters
Welsh	Leslie	HS	History Teacher	Masters
Wendel	Amy	LS	Principal	Masters
White	Antonio	HS	11th Grade ELA Inclusion Teacher	Bachelors
Williams	Benjamin	HS	History Teacher	Masters
Williams	Crystal	HS	Dedicated Aide	Bachelors
Witkes	Samantha	LEA	Special Projects Coordinator	Masters
Wollack	Alison	HS	12th Grade ELA Inclusion Teacher	Masters
Wynott	Patrick	MS	6th Grade Humanities Teacher	Bachelors
Yamamoto	Ryoko	LEA	Garden Coordinator	Bachelors

Last	First	Campus	Position Title	Qualifications
Yates	Tiyonna	LS	Kindergarten Assistant Teacher	n/a
Yeager	Amanda	MS	6th Grade Math/Science Teacher	Masters
Zara	Angelina	LS	3rd Grade Classroom Teacher	Bachelors

B. Board Roster: SY 2017-18

Name	DC Resident?	Role	Committee	Date of Appointment	Date Appointment Ends
Alison Arnold	N	Secretary/Committee Chair	Governance	07/01/2013	06/30/2018
Maggie Boland	Y	Parent Trustee/Committee Chair	Development	07/01/2013	06/30/2018
Kristi Craig	N	Committee Member	Finance	07/01/2013	06/30/2018
Sarah Dillard	Y	Committee Chair	School Performance	07/01/2016	06/30/2018
Vanessa Gonzalez	Y	Committee Member	School Performance	07/01/2017	06/30/2018
Alix Guerrier	Y	Committee Member	School Performance	07/01/2011	06/30/2018
Anne Herr	Y	Committee Member	School Performance	07/01/2017	06/30/2018
Rochanda Hiligh-Thomas	Y	Parent Trustee/Board Vice Chair/Committee Member	Governance	07/01/2014	06/30/2018
Jennifer Jackson	Y	Committee Member	Finance	07/01/2017	06/30/2018
Daudeline Meme	Y	Parent Trustee/Committee Member	Development	07/01/2017	06/30/2018
Galo Pazmino	N	Committee Member	Finance	07/01/2017	06/30/2018
Mizmun Kusairi	Y	Committee Member	Development	07/01/2017	06/30/2018
Nick Rodriguez	Y	Board Vice Chair	All Committees	07/01/2013	06/30/2018
Fred Sherman	N	Treasurer/Committee Chair	Finance	07/01/2014	06/30/2018
Nitika Tolani	Y	Committee Member	Development	07/01/2017	06/30/2018
Karen Dresden	Y	Non-voting Member	All Committees Ex Officio	07/01/2000	06/30/2018

C. Year-End Financials for SY 2017-18

Capital City PCS

FY18 Financials

Forecast		
Income Statement		Actual
Revenue		
	State and Local Revenue	20,430,810
	Federal Revenue	1,537,731
	Private Grants and Donations	312,528
	Earned Fees	624,680
	Donated Revenue	6,187
	Total Revenue	22,911,936
Expenses		
	Salaries	11,707,613
	Benefits and Taxes	3,249,392
	Contracted Staff	170,505
	Staff-Related Costs	93,328
	Rent	276,420
	Occupancy Service	1,022,647
	Direct Student Expense	1,566,799
	Office & Business Expense	1,009,463
	Donated Expense	2,687
	Contingency	0
	Total Expenses	19,098,853
Operating Income		3,813,083
Extraordinary Expenses		
	Interest	664,411
	Depreciation and Amortization	1,578,500
	Total Extraordinary Expenses	2,242,911
Net Income		1,570,172

Capital City PCS
FY18 Financials

Balance Sheet		6/30/18
Assets		Year End
Assets		
Current Assets		
	Cash	11,939,899
	Accounts Receivable	326,838
	Other Current Assets	64,555
	Intercompany Transfers	0
	Total Current Assets	12,331,292
Noncurrent Assets		
	Facilities, Net	24,303,224
	Operating Fixed Assets, Net	416,488
	Total Noncurrent Assets	24,719,712
Total Assets		37,051,004
Liabilities and Equity		Year End
Liabilities and Equity		
Current Liabilities		
	Accounts Payable	388,905
	Other Current Liabilities	4,075,639
	Accrued Salaries and Benefits	954,893
	Total Current Liabilities	5,419,437
Equity		
	Unrestricted Net Assets	13,650,881
	Net Income	1,570,172
	Temporarily Restricted Net Assets	132,781
	Total Equity	15,353,834
Long-Term Liabilities		
	Other Long-Term Liabilities	(162,727)
	Senior Debt	16,440,460
	Total Long-Term Liabilities	16,277,733
Total Liabilities and Equity		37,051,004

D. Approved Budget for FY 2018-19

Capital City PCS

FY19 Budget

SY18-19		
Revenue		
State and Local Revenue	20,518,618	
Federal Revenue	1,615,349	
Private Grants and Donations	190,000	
Earned Fees	392,508	
Revenue Total	22,716,475	
Expenses		
Salaries	12,840,254	
Benefits and Taxes	3,085,481	
Contracted Staff	154,040	
Staff-Related Costs	91,285	
Rent	276,420	
Occupancy Service	949,453	
Direct Student Expense	1,464,985	
Office & Business Expense	1,081,870	
Contingency	100,000	
Expenses Total	20,043,787	
NET ORDINARY INCOME	2,672,688	
Extraordinary Expenses		
Depreciation and Amortization	1,613,313	
Interest	692,023	
Extraordinary Expenses Total	2,305,336	
TOTAL EXPENSES	22,349,124	
NET INCOME	367,352	