



ANNUAL REPORT 2018 – 2019

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**CAPITAL CITY PUBLIC CHARTER SCHOOL
ANNUAL REPORT
2018 – 2019**

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

I. SCHOOL DESCRIPTION

A. Mission Statement

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

B. School Program

1. Grades and Ages Served

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

Lower School: In SY 2018-19, the Lower School campus was operating at full capacity, with 323 students enrolled in grades PK3 through 4. There were four combined PK rooms (which serve both PK3 and PK4 students) and two classrooms each for grades K through 4.

Middle School: In SY 2018-19, the Middle School campus was fully enrolled, serving 335 students in grades 5 through 8. 5th grade had 85 students; 6th grade had 86 students; 7th grade served 83 students; and 8th grade enrolled 81 students.

High School: In SY 2018-19, the High School campus was fully enrolled with 334 students in grades 9 through 12. There were 101 Freshmen, 80 Sophomores, 82 Juniors, and 731 Seniors.

2. Student Characteristics

The total student population at Capital City Public Charter School during the SY 2018-19 was 992 students. The re-enrollment rates were 90% for the Lower School; 94% for the Middle School; and 92% for the High School. Capital City's student body in SY 2018-19 was racially and ethnically diverse - 53% of students were classified as Latino, 35% as African American, 6% as Caucasian, and 2% as Asian. (The remaining students were classified in multiple racial and ethnic categories.) Capital City's racial and ethnic make-up has remained consistent for the last five years.

Additionally, 74% of Capital City students were eligible for free or reduced meals in SY 2018-19; 15% of students were identified as requiring special education services; and 26% of students were identified as English Learners.

3. Curriculum Design and Instructional Approach

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

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

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

Lower School: Capital City Lower School 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 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 2018-19, Capital City offered and 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 Calculus AB; AP Statistics; AP Human Geography; and two new Visual Arts APs: AP Studio Art – 2D and AP Studio Art – Drawing. 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 2018-19.

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 2018-19, 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 Latina celebration in the fall and the Black History month celebration in February. The PSA also plans teacher appreciation luncheons and works to engage parents as volunteers in support of the school.

In addition to volunteering and attending events, parents also support the school financially. In SY 2018-19, families donated over \$45,000 to the annual Friends and Family campaign.

II. SCHOOL PERFORMANCE

A. Performance and Progress

The following outlines how we continued to meet our mission goals in SY 2018-19.

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 Learners primarily through an inclusion program. The program, designed around the needs of its diverse student population, has grown since the school's opening.

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

The needs of Capital City's English Learners are met primarily within the regular classroom as well. Each campus has an English Learner (EL) specialist who coordinates services for students and provides training and coaching for teachers in meeting the needs of ELs. Our EL specialist will also work with students one-on-one, or in small groups, to address their individual needs. The school's intensive focus on language arts and literacy development is ideally suited for English 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 and contains over 14,000 books and a variety of AV equipment such as cameras, video cameras, and document cameras.

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

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

After-School Activities: Capital City offers a variety of after-school options for all grade levels. There is a fee-based aftercare program run by Capital City available to students in grades PK-6. Fees are on a sliding scale to make this option affordable to all families. Enrichment activities are available through this program including musical theater, taekwon 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 SY 2018-19, 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 participates in DC Charter School League and the Independent Small Schools Athletic

Conference (ISSAC). Capital City also participates with DC SCORES for middle school soccer.

Summer School: 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 seventh 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 orientation 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

In SY 2018-19, we amended our charter to select the indicators listed in the PK-8 and High School Performance Management Framework (PMF) as our measures of academic achievement expectations for all three of our campuses. These reports will be published by DC's Public Charter School Board later this fall.

Both frameworks include some combination of the following Indicators: (1) Student Progress; (2) Student Achievement; (3) Gateway; (4) School Environment; and (5) Early Childhood, where appropriate. The metrics included in each indicator vary by framework, but Indicators 1 - 3 are primarily based on PARCC results, which will be discussed in more detail below.

SY2019-20 will be Capital City's 20th year, and our charter will be up for review. Having adopted PMF as Goals for all three campuses, we are required to have an average PMF score of 50% or higher for each of our campuses. Our prior year data, and scores needed to maintain average can be found in the following table:

School	2015-16 Score	2016-17 Score	2017-18 Score	3-yr Average	Minimum Score needed in 2018-19
Lower School	60.8%	65.3%	65.1%	63.7%	8.8%
Middle School	57.4%	59.0%	58.0%	58.1%	25.6%
High School	65.3%	65.3%	83.6%	71.4%	0.0%

Our SY2018-19 scores have not yet been finalized but based on the analysis we have been able to do, we are confident we will more than exceed the minimum scores needed at all three of our campuses.

Lower School: Lower School had strong performance on the PMF for the past two years, but we believe the decreases experienced in PARCC performance this year will bring our overall score down. We are bolstered, though, by increases in Early Childhood metrics

such as the Classroom Assessment Scoring System (CLASS), a tool which measures the interactions between teachers and students in our PK-3 and PK-4 classes and K-2 math growth, as measured by NWEA MAP. Additionally, PK Literacy, Math, and Social-Emotional scores, as measured by Teaching Strategies GOLD, remained high, with more than 95% of our students meeting expectations in all areas.

Middle School: Middle School experienced strong performance in both PARCC performance and growth. The Middle School framework is made up almost exclusively of metrics related to PARCC – nearly 80% of the points come from the state assessment. We are excited about the improvement shown in SY 2018-19 on this assessment, as well as continued strong re-enrollment and attendance data.

High School Program: The High School PMF has the most variety of metrics, many of which are still in the process of being validated. Despite drops in PARCC-related metrics, 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 has continued to increase each year; nearly 66% of our students met the benchmark, a 5-percentage point increase over SY 2017-18. The percentage of juniors performing at or above the college-ready benchmark on the PSAT exam also increased slightly this year, to 42%. Students participating in college/career-ready programs such as Dual Enrollment, Advanced Placement, and Career & Technical Education also increased this year, with the rate of successful outcomes increasing to 64%. And, for the 9th year in a row, 100% of our graduating seniors were accepted to college.

2019 PARCC Performance:

SY 2018-19 marked the 5th year of PARCC administration. In general, we have seen improved performance since 2015, though we experienced some very disappointing drops in English language arts (ELA) this year in both our Lower School and High School. And despite positive and meaningful growth in math, as an LEA, Capital City still has room for improvement. Each of our three campuses have unique scores, described below.

Lower School: After 4 years of annual gains in the Lower School, we saw drops in both English language arts (ELA) and Math performance. The percent of students considered on-track for being college and career ready (scoring at Levels 4 or 5) decreased most severely in ELA; poor performance of our English Learners (making up nearly 40% of the tested population) appears to have been significant to the decrease. However, despite overall drops in both ELA and Math, we did see an improvement in the performance of our Students with Disabilities and At-Risk subgroups.

Middle School: SY 2018-19 was a very strong year for Middle School; we saw increases in performance in both English language arts (ELA) and Math. While math performance continues to lag a little behind ELA, we saw strong increases in math this year, which can

be contributed to the strong work of our math department and adjustments made to curriculum and instructional practices. Our Middle School students outperformed their DC in many areas, including our At-Risk subgroup who outperformed their peers in ELA performance.

It is worth calling out the very strong ELA performance experienced in 5th grade. Scores for this grade outperformed the district average by 15 points in those on-track to college and career readiness. Strong practices in 5th grade, such as book discussions and differentiated writing, as well as a campus-wide Literacy Specialist, contributed to this continued growth. It is our hope to spread these best practices and replicate this success in other grades moving forward.

High School: After a very strong year in 2018, our English language arts (ELA) performance dropped significantly, both in students demonstrating college and career readiness, and those approaching this level. The poor performance can be attributed to less time spent on close reading and writing strategies, due to staff turnover in the ELA department. Conversely, math performance improved slightly, after dropping in 2018, due to adjustments made to curriculum pacing as well as data-informed practices used throughout the year. We also saw strong growth scores in Geometry this year. While we lagged behind the district in our percent of students demonstrating college and career readiness, we significantly outperformed the district in the percent of students approaching this target.

The following charts details these changes:

Assessment	Campus	% of Students Approaching College & Career Ready and Above	5-yr. Change	% of Students College & Career Ready	5-yr. Change
ELA	LS	47.2%	-0.3	15.0%	-6.8
	MS	63.7%	+8.6	37.8%	+12.5
	HS	41.2%	-17.2%	22.4%	-10.1
Mathematics	LS	52.5%	+2.0	28.2%	+10.4
	MS	54.4%	+12.4	22.1%	+8.6
	HS	47.2%	+9.7	9.0%	+2.1

Assessment	Grade	% of Students Approaching College & Career Ready and Above	Difference w/ DC Average	% of Students College & Career Ready	Difference w/ DC Average
ELA	3rd	32.7%	-21.5	6.1%	-27.0
	4th	62.0%	-0.6	24.0%	-14.2
	5th	69.9%	+10.2	50.6%	+15.1
	6th	65.9%	+3.2	24.7%	-11.8
	7th	59.8%	-5.2	42.7%	-1.4
	8th	59.3%	-1.7	33.3%	-6.3
	HS	41.2%	-10.4	22.4%	-11.3
Mathematics	3rd	42.9%	-24.7	26.5%	-15.3
	4th	62.0%	-1.0	30.0%	-8.5
	5th	54.2%	-4.3	33.7%	+1.4
	6th	54.1%	+5.0	12.9%	-10.4
	7th	69.5%	+14.5	25.6%	-0.6
	8th	39.5%	-3.1	16.0%	-7.5
	HS	47.2%	+9.4	9.0%	-6.6

B. Unique Accomplishments

During SY 2018-19, Capital City Public Charter School student and staff efforts yielded a number of unique accomplishments and achievements.

Strategic Plan: Capital City completed its second year of a three-year strategic plan. The plan was constructed with input from staff and families and outlines five goal areas for the school: math achievement, equitable outcomes, college readiness, family engagement, and long-term sustainability. In SY 2018-19, the school focused on strong delivery practices that involved conducting regular stocktakes for each goal and engaging stakeholders in planning and implementation. We made strong progress on goals and are confident heading into our third year.

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. Our high school special education program has gotten positive attention for our innovation and results as we continue to close the gap and improve results for our students with disabilities.

Social and Emotional Learning: Capital City continues to get attention for its commitment to social and emotional learning (SEL) after being featured in Aspen Institute's National Commission on Social, Emotional, and Academic Development (SEAD) case study on SEL. In 2019, we hosted several visits aimed at showcasing this aspect of our program. Our Middle School principal participated on a panel at the Education Writers Association conference. We also hosted Dr. Tim Shriver, co-Founder and Chair of CASEL in May, and were selected to be featured in an in-depth article on SEL by the Hechinger Report.

Family Engagement: As the first parent-founded charter school in DC, Capital City has always focused on involving families and we continue to seek new ways to engage families and remove barriers to participation. In SY 2018-19, we continued to build on several successful strategies. We offered two computer literacy courses for families designed to address the digital divide. Parents in these courses 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. This year, 21 parents successfully completed this program. We also had several large events with attendance of 300+ designed to celebrate our school's cultural diversity including our Fiesta Latina in October, and our Black History Month Celebration in February.

Expanded Opportunities for High School Student: We have learned from our graduates that rich educational experiences that extend beyond the walls of Capital City are key to preparing students for college. To provide these opportunities to even more students:

- Capital City connected a record number of students with summer opportunities that include traveling abroad and studying on college campuses.
- We grew our internship program providing juniors and seniors with a vast array of opportunities to work in local organizations, conduct job shadowing, and participate in "lunch and learns" focused on career exploration.
- Capital City offered its first opportunity for students to travel abroad. Seven high school students and two administrators traveled to Cordoba, Spain for spring break and engaged in a carefully designed program to explore history, language, and culture.

Growing School Garden: Through a partnership with DDOT's Urban Forestry Administration and ForestED, an Edible Forest Garden was designed and installed on the grounds of Capital City. Students, families, and staff were engaged with the planning and installation. The new garden expands our outdoor classroom and provides students with unique opportunities to learn about where their food comes from. Capital City is the only school in the city to have an edible forest garden.

Out of School Time Programs: A grant from the Office of Out of School Time Grants and Youth Outcomes and the United Way of the National Capital Area allowed us to deepen

and expand our Out of School Time programming for middle and high school students. We offered a rich array of sports, arts, and enrichment activities with two-thirds of students participating in at least one program.

Disseminating Best Practices: Capital City continued to disseminate best practices and be a leader for other schools. Highlights from SY 2018-19 include:

- Serving as a mentor school for EL Education and working closely with founders of new EL Schools including Myron Long (The Social Justice School) and Monica Green (Capital Village School); charters for both schools were approved in May.
- Hosting the EL Education Board of Directors who came to learn from our best practices in education.
- Sharing about our Student-Engaged Assessment work by hosting a series of three workshops for DC educators as part of our Charter School Program Dissemination Grant.
- Being featured in an EL Education video on shared leadership highlighting the collaborative nature of our teacher leadership teams.
- Presenting at local, national, and international conferences including 9 staff members leading 5 Master Classes at the EL Education National Conference and our Middle School Principal, Laina Cox, being invited to present at a deeper learning conference in Sydney, Australia along with 5th grade teacher, Sarah Cole.

Expedition Topics That Matter: We provide students with real world learning experiences through expeditions. SY 2018-19 highlights include:

- 1st Graders, as part of their Give Bees a Chance expedition, hosted booths at two farmer's markets to advocate for bees.
- 5th Graders visited George Mason University to encourage college students to vote in the November interns. This project was featured on NPR and The 74.
- 8th Graders taught tourists and visitors on the National Mall about The Universal Declaration of Human Rights during their Better World Day fieldwork in May.
- 11th Graders hosted the 5th 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 2018-19 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 nearly \$6,000 for the Community Values Scholarship, first implemented in 2012, to contribute to the college success of students who exemplify our community values.

Media and Communications: Capital City had many exciting media opportunities in SY 2018-19 recognizing our program and accomplishments. Highlights include:

- High School dance classes, led by our Dance Teacher Tyra Jackson, presented their original dance piece, “This is America,” for Black History Month. The piece was featured on DCTV.
- The Voice of America – Ukraine Radio Station interviewed our Middle and High School Debate Teams in April.
- 5th graders Justin, Junior, Carroll and Juliet participated in the NPR Student Podcast Challenge in May.

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, 8th grade students researched and wrote persuasive essays on topics relevant to their lives. Student Nyla placed first overall for middle schools at this year’s One World Education Student Ambassador Challenge.
- Capital City won the UNICEF Kid Power Challenge, competing in a Fitbit challenge against a school in New Jersey as part of our partnership with Markeiff Morris’ Family Over Everything Foundation. This challenge helped inspire fitness and build confidence amongst our students.
- Capital City deepened an already strong partnership with DC College Access Program (DC-CAP) with the addition of the STEM Ready program which provided STEM programming, math tutoring, and family engagement opportunities. Dozens of students participated in the program, earning scholarship money while improving their skills.
- 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, five students participated in summer Outward Bound courses.
- Our Family Engagement Coordinator and Associate participated in a PLC through a partnership with PAVE.

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

Students:

- 5th Graders Justin, Junior, Carroll and Juliet participated in the NPR Student Podcast Challenge.
- 8th Grader Nyla placed first at the One World Education Student Ambassador Challenge.

- 10th Grader Nayelly participated in a LearnServe Study Abroad program in Paraguay.
- 11th Grader Keontria participated in the PBS NewsHour Student Reporting Labs Homegrown Fellowship.
- 12th Grader Marjoury was selected as one of two Student Representatives for the DC State Board of Education.
- 12th Grader Walter was selected as a Posse Scholarship finalist and will attend University of Rochester this Fall.
- 12th Grader Doanna was a finalist in the Mikva Challenge Citywide Speech Competition.
- 12th Grader Mia was named a semifinalist for the Jack Kent Cooke Foundation College Scholarship program in February; and awarded the prestigious Trachtenberg Scholarship in March to attend the George Washington University.
- 12th Grader Daniel was awarded a soccer scholarship to Washington Adventist University.

Staff:

- HS Director of Student Services, Wanda Pittman-Gregory, received the Excellence in Special Education Programming Award at the DC PCSB Tier 1 School Celebration.
- Middle School Principal, Laina Cox, was named 2018's Silverberg Leadership Awardee by EL Education.
- PreK Teacher, Thora Balk, was a runner-up for the Washington Post Teacher of the Year.
- 7th Grade Science Teacher, Justin Lopez-Cardoze, was named a 2020 Teacher of the Year Finalist.
- Algebra II & Geometry Teacher, Teresa Alfuth, was named to the OSSE Superintendent's Teacher Advisory Council.
- Director of Library Services and Technology Integration, Chip Chase, completed a rigorous program in Los Angeles to become a Certified Google for Education Innovator.
- Middle School Teacher, Lapeta Solomon, was selected by NoVo Foundation and Education First as a 2018 #SEL Innovation Fund Awardee.
- Inclusion Teachers Danielle Frazier, Alison Wollack, and Olivia Shipley were accepted to the 2019 Leadership Institute in Secondary Special Education.
- High School Librarian & Technology Teacher Kishanna Harley was selected from hundreds of applicants to serve on the Teaching Tolerance Advisory Board.
- Middle School Instructional Coach Katharine Pick traveled to Kenya in April to participate in an educator's exchange program, Ustahimilivu Dadas.

School:

- Middle School Girls' Volleyball were named 2018 PCSAA Middle School Champs.
- Our Debate Team was named Best High School Team for the 2018-2019 Washington Urban Debate League season.

- Capital City Lower and High Schools were named Tier One High Performing Schools.

C. List of Donors

The following individuals and organizations donated \$500.00 or more to Capital City Public Charter School between July 1, 2018 and June 30, 2019.

Carrie & Jami Ansell
 Alison Arnold
 Association of American Medical Colleges
 Amy Austin
 Susan & Charlie Bell
 Richard & Sadie Bianco
 Maggie Boland & John Hance
 Andrea Carlson Barrett
 Chip Chase
 Chesapeake Bay Trust
 Deirdre Cohalan
 Carol Collins & Andrew Hackett
 Columbus Foundation
 Teresa Crawford & Mike Hess
 Bryan & Michelle Daniels
 Rachel Dickerson & Tony Brunswick
 Kristen Dobbs-Deniger
 Carol & Mark Dresden, Jr.
 Karen Dresden
 C. Arthur Eddy
 EL Education
 Robert Falk
 Carol Foltz Spring & Charles Spring
 Good Sports
 Brandon Green, Sr.
 Alix Guerrier & Catherine Potter
 Anne Simmons & Matthew Hanson
 Christine Harrison
 Anne Herr & Karl Jentoft
 Philipia Hillman
 Jennifer Jackson
 Mizmun Kusairi
 Joanna & Christopher Lewton
 Rona Marech & Joshua Shannon
 Mayor's Office on Latino Affairs
 Beverly Minnigh

Lisa & Peter Munsat
Michael Murphy & Danya Dayson
Stacy Notaras Murphy & Scott Murphy
Decemma & Tony Parker
Carly & John Partridge
Galo Pazmino
Robert & Renata Ponichtera
Rockefeller Philanthropy Advisor/Education First
Nickolas & Wensa Rodriguez
Carol & Randall Rosenberg
Jaime Rosenberg
Cynthia & Christopher Runyan
Peter Scheff & Deb Rosenberg
Kathryn & Jay Shalaty
DC Share Fund
Irwin Silverberg
Amanda Sweet & Matthew Heister
The Whiting Turner Contracting Company
United Way of the National Capital Region
Heidi & Matthew Vanderwerff
Anne Wallestad & Nicole Elliott
Claudia Weinmann & Brett Howe
Carmen Rita Wong
Zeke's Coffee

DATA REPORTS

A. Lower School

SY 2018-19 Annual Report Campus Data Report

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

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	35	41	46	50	50	49	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 = 176 Grades 1 – 4 = 178 <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: 0.9%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.01%
PCSB	In-Seat Attendance: 93.6%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership.

	To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 1.9% (6 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 98.4%
PCSB (SY17-18)	College Acceptance Rates: <i>Not Applicable</i>
PCSB (SY17-18)	College Admission Test Scores: <i>Not Applicable</i>
PCSB (SY17-18)	Graduation Rates: <i>Not Applicable</i>

FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 29.7%
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: \$57,673 2. Range -- Minimum: \$30,397 Maximum: \$96,500
School	Executive Compensation (LEA) \$181,146 \$159,343 \$142,960 \$136,100 \$131,323

***Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY 2018-19 Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following 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 2018-19. However, the validated rates that OSSE will provide in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

B. Middle School**SY 2018-19 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: 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	85	86
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	83	81	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 = 178 Grade 8 = 173 <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: 6.3%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.12%
PCSB	In-Seat Attendance: 94.0%*
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 (LEA): 98.4%
PCSB (SY17-18)	College Acceptance Rates: <i>Not Applicable</i>
PCSB (SY17-18)	College Admission Test Scores: <i>Not Applicable</i>
PCSB (SY17-18)	Graduation Rates: <i>Not Applicable</i>

FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 21.1%
School	Number of Teachers: 38 "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: \$69,904 2. Range -- Minimum: \$51,500 Maximum: \$94,000
School	Executive Compensation (LEA) \$181,146 \$159,343 \$142,960 \$136,100 \$131,323

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following 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 2018-19. However, the validated rates that OSSE will provide in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

C. High School

SY 2018-19 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	101	80	83	71	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 = 178 Grade 10 = 173 Grade 11 = 178 Grade 12 = 161 <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: 13.4%
PCSB	Expulsion Rate: 0.30%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.38%
PCSB	In-Seat Attendance: 90.6%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership.

	To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 2.7% (9 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 98.4%
PCSB (SY17-18)	College Acceptance Rates: 100.0%
PCSB (SY17-18)	College Admission Test Scores: 61.2%
PCSB (SY17-18)	Graduation Rates: 85.9%

FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 25.6%
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: \$69,546 2. Range -- Minimum: \$49,500 Maximum: \$91,500
School	Executive Compensation (LEA) \$181,146 \$159,343 \$142,960 \$136,100 \$131,323

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY 2018-19 Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following 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 2018-19. However, the validated rates that OSSE will provide in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

APPENDICES

A. Staff Roster: SY 2018-19

Capital City is proud to have an exceptionally qualified staff. In 2018-19, 100% of teachers had a Bachelor's degree and 71% also had a Master's degree, or higher.

Last	First	Campus	Position Title
Accad	Cleofre	LS	Fitness Teacher
Aguiaro	Lavinia	HS	Inclusion Teacher
Aguirre	Maria	LS	After School Teacher
Alfuth	Teresa	HS	Math Teacher
Alvarado	Evelin	LS	1st Grade Associate Teacher
Amaya	Carlos	LEA	Operations Associate
Anderson	Jeffrey	LEA	Maintenance Technician
Andrusik	Katryna	HS	Instructional Coach & Curriculum Coordinator
Artis	Bridgit	MS	Drama Teacher (<i>left mid-year</i>)
Atkinson	Daryan	LS	After School Teacher (<i>started mid-year</i>)
Balk	Thora	LS	PK 3/4 Classroom Teacher
Banks	Margaret	MS	7th Grade Humanities Teacher
Bare	Catherine	MS	Visual Arts Teacher
Barnette	Charles	LEA	Security Officer
Bell	Kamla-Kay	LS	2nd Grade Associate Teacher
Bennett-Foy	Cynthia	LS	After School Teacher
Beshawred	Sara	LS	Kindergarten Classroom Teacher
Bounds	Joel	MS	Fitness & Health Teacher/After School Coach
Brasil	Margo	LS	1st Grade Inclusion Teacher
Brown	Cerissa	LS	PK 3/4 Classroom Teacher

Last	First	Campus	Position Title
Bullock	Gianni	LS	Dedicated Aide <i>(left mid-year)</i>
Bumbray	George	LS/MS	Dedicated Aide
Capone	Elizabeth	HS	10th Grade ELA Inclusion Teacher
Carson	Taiese	MS	Math Intervention Specialist
Carter	Maiba	HS	12th Grade English Teacher
Celestin	Haajar	HS	Transition Coordinator
Chadda	Bandana	HS	Math Intervention Specialist
Chase	Steven	LEA	Director of Library Services & Technology Integration
Clark	Samantha	MS	6th Grade Math/Science Teacher
Claudio	Daisy	HS	Part-Time Spanish Teacher
Cole	Sarah	MS	5th Grade Humanities Teacher
Coleman	Joseph	LEA	Custodian
Coote	Dominique	LEA	Student Performance Data Manager
Corcoran	Leila	HS	Part-time Internship Coordinator
Cox	Laina	MS	Principal
Cruz	Justin	LEA	IT Manager
Cuellar	Yanira	HS	Office Manager
Cuevas	Jose	HS	Visual Arts Teacher
Cummings	Nicole	LS	Music Teacher
Curry	Jessica	LS	Literacy Specialist
Cushner	Daizy	LS	Early Childhood Arts Teacher
Damon	Lindsay	MS	Counselor
Davis	Eleanor	MS	ELL Specialist
Davis	Morgan	MS	Fitness & Health Teacher/After School Coach
Davis-Johnson	Ramu	LS	After School Teacher <i>(started mid-year)</i>
Degraffinreaidt	Victor	HS	Athletic Director/Fitness Teacher
Diaz-Francis	Janeth	HS	Spanish Teacher

Last	First	Campus	Position Title
Dobbs-Deniger	Kristen	HS	Physics Teacher
Donnelly	Germaine	LS	Dedicated Aide
Dorsey	Cynthia	LS	Drama Teacher
Douglas	Michelle	LEA	Security Officer
Dow	Nakia	MS	Director of Student Services
Dresden	Karen	LEA	Head of School
Duque	Carlos	LS	Librarian and Technology Teacher
Eberwein	Bryan	LS	Upper Elementary Director
Elliot	Audrey Anna	LS	2nd Grade Classroom Teacher
Ellis	Avery	LS	2nd Grade Classroom Teacher
Ellis	Deirdre	LS	Director of Student Services <i>(started mid-year)</i>
Espinoza-Pfuyo	Angel	LS	Part-Time Library Assistant & Substitute Teacher
Fay	Michelle	LS	Kindergarten Classroom Teacher
Feliciano	Alexis	LS	2nd Grade Inclusion Teacher
Fiore	Sarah	HS	ELL Specialist
Fishbein	Jacob	LEA	Director of Instruction <i>(left mid-year)</i>
Follini-Press	Theodore	HS	9th Grade English Teacher
Forys	John	MS	5th Grade Math/Science Teacher
Frazier	Danielle	MS	6th Grade Math Inclusion Teacher
Frazier	Traveon	LS	Long Term Substitute Dedicated Aide
Funes	Jose	MS	Dedicated Aide
Gallant	Ayanna	MS	Music Teacher
Garcia	Andrea	LS	Office Manager
Garcia	Brenda	LS	Kindergarten Associate Teacher
Gentile	David	MS	6th Grade Humanities
Glass	Reginald	HS	Fitness & Health Teacher
Goles	Gregory	MS	7th Grade Math Teacher

Last	First	Campus	Position Title
Gonzalez	Kevin	HS	Alumni Coordinator & College Counselor
Grubbs	Morgan	LS	1st Grade Classroom Teacher
Gunn	Lauren	MS	7th Grade Math Inclusion Teacher
Hall	Abigail	MS	5th Grade Humanities Teacher
Hardy	Chavala	MS	8th Grade Science Teacher
Harley	Kishanna	HS	Librarian & Technology Teacher
Harrington	Jessica	LS	Instructional Coach
Hassan	Aisha	LEA	Director of Operations
Hawk	William	LEA	Director of School Information Systems
Hayes	Jeffery	LEA	Head Security Officer
Hernandez	Jaine	LS	Kindergarten Associate Teacher <i>(left mid-year)</i>
Hiester	Matthew	LS	3rd Grade Classroom Teacher
Hoffman	David	HS	11th Grade English Teacher <i>(left mid-year)</i>
Holmes	Erin	LS	PK 3/4 Classroom Teacher
Holton	Christol	LEA	Security Officer
Honemond	Brandon	LEA	Front Office Manager
Honemond	Christopher	LEA	Facilities Manager
Hughes	Ellen	LS	PK 3/4 Associate Teacher
Huskey	Gloria	LS	Pre-K Teaching Associate & After School Teacher
Hutcheson	Gabriella	LS	Kindergarten Inclusion Teacher
Hyman	Tatiana	HS	Dedicated Aide
Jackson	Bridget	HS	Director of College Counseling and Alumni Affairs
Jackson	Rachel	MS	Technology Teacher
Jackson	Tyra	HS	Fitness/Dance Teacher
Johnson	Denise	LEA	Food Service Manager
Johnson	Justin	LS	Visual Arts Teacher -- LT Substitute
Johnson	Morgan	MS	Literacy Specialist

Last	First	Campus	Position Title
Johnson-Nouri	Jasmine	MS	8th Grade Humanities Teacher
Jones	Keisha	HS	9th Grade ELA Inclusion Teacher
Jordan	Pamela	HS	Counselor
Keler	Nicole	LS	3rd Grade Inclusion Teacher
Kenney	Clarence	LS	Pre-K Teaching Associate & After School Teacher
Kutyla	Todd	LEA	Adventure Coordinator
Lacayo	Anna	LEA	Front Office Manager
Leader	Jessica	MS	7th Grade Humanities Teacher
LeBoo	Steven	LS	Director of Out of School Time
Lee	Shelton	HS	11th Grade English Teacher <i>(started mid-year)</i>
Lewis	Myron	LEA	Registrar
Lewton	Joanna	LEA	Arts Director
Lietzen	Kelsey	HS	English Teacher
Lineberry	Jacob	HS	CTE & Makerspace Teacher
Lopez	Justin	MS	7th Grade Science Teacher
Loyd	Kristi	LEA	Compliance Manager
Macko	Kendra	HS	9th Grade Math Inclusion Teacher
Martin	Gregory	HS	Music Teacher
Mason	Candace	HS	Inclusion Teacher
Mason	Monica	HS	Math Teacher
McKinney	Pamela	LEA	Director of Development
McNamee	Elizabeth	LS	4th Grade Classroom Teacher
Mella	Nicole	LS	After School Teacher
Miller	Leah	MS	8th Grade Math Teacher
Miller	Liane	HS	Chemistry Teacher
Miranda	Angela	MS	5th Grade Math Inclusion Teacher
Mitchem	Aaron	MS	Coordinator of School Culture

Last	First	Campus	Position Title
Monroy-Escobar	Mateo	LEA	School Information Systems Bilingual Manager <i>(started mid-year)</i>
Montero	Baleriana	LEA	Food Service Aide
Montero	Eufemia	LEA	Food Service Aide
Morenoff	Lisa	MS	Special Education Teacher/LEA SEDs Trainer
Morris	Alexandra	LS	PK 3/4 Classroom Teacher
Moye	Laura	HS	10th Grade History Teacher
Murphy	Stephanie	LS	4th Grade Classroom Teacher
Ng	Kai Sam	HS	Math Teacher
Okafor	Brittany	MS	6th Grade Humanities Inclusion Teacher
Olszewski	Christopher	LS	4th Grade ELL Inclusion Teacher
Opapa	Patience	HS	Dedicated Aide
Paniagua	Gerson	LEA	Family Engagement Coordinator
Parker	Celia	LEA	Assistant Director of Communications
Peavy	DeWayne	LS	4th Grade Inclusion Teacher <i>(started mid-year)</i>
Peralta Jaquez	Fausto	LEA	Food Service Aide/Custodian
Pettigrew	Graham	MS	5th Grade Humanities Inclusion Teacher
Pick	Katharine	MS	Instructional Coach & Curriculum Coordinator
Pittman-Gregory	Wanda	HS	HS Director of Student Services & LEA Dir
Ponce	Sandra	LS	1st Grade Classroom Teacher
Quander	Emma	LS	After School Teacher/Substitute Teacher
Ramirez	Veronica	MS	Office Manager
Ramos	Liliana	LEA	Food Service Aide
Ray	G Christopher	LS	Counselor
Reaves	Belicia	HS	Principal
Renzi	Richard	MS	Fitness & Heath Teacher
Reyes	Yury	LEA	School Information Systems Associate <i>(left mid-year)</i>
Rivera	Ashley	MS	Dedicated Aide

Last	First	Campus	Position Title
Rivera	Chelsea	MS	Dedicated Aide
Rivera	Manuel	HS	Dedicated Aide
Robertson	Haley	MS	Spanish Teacher
Robles	Linda	LEA	Business & Human Resources Associate
Rodegast	Emily	LEA	Business & Human Resources Manager
Rojas Moreno	Claudia	MS	Spanish Teacher
Romero	Maira	LS	After School Teacher/Substitute
Rosenberger	Fabiola	LS	Spanish Teacher
Royse	Ellen	HS	Environmental Science Teacher
Ruffin	Zewiditu	MS	Long Term Substitute Drama Teacher
Salvador	Glenda	LEA	Development Associate
Sanchez	Christian	LS	Pre-K Teaching Associate & After School Teacher
Sanchez	Jonathan	LS	Long Term Substitute Associate Teacher
Sanchez	Keila	LS	After School Teacher
Schroeter	Atiyah	HS	Biology Teacher
Shaw	Timothy	MS	8th Grade Humanities Teacher
Shipley	Olivia	MS	8th Grade Math Inclusion Teacher
Simpson	Angelique	HS	Dedicated Aide
Singh	Jessica	HS	Spanish Teacher
Smith	Jordan	HS	Dedicated Aide
Smith	Keonie	LS	Pre-K Teaching Associate & After School Teacher
Smith	Makeda	LS	3rd Grade Inclusion Teacher
Smythe	Jeremy	LEA	IT Director
Solomon	Lapeta	MS	8th Grade Humanities Inclusion Teacher
Southall	Nicole	LS	1st Grade Associate Teacher
Stamy	Nataly	LEA	Family Engagement Associate
Stanley	Jemila	LEA	Speech and Language Pathologist

Last	First	Campus	Position Title
Sybenga	Justin	HS	Part-Time Senior Expedition Coordinator
Tatum-Gormes	Tonica	HS	Math Teacher
Thompson	Desirae	LS	After School Teacher
Vaky	Matthew	HS	Drama Teacher
Vargas	Elvira Beatriz	LS	ELL Specialist
Vereen	Roy	HS	Coordinator of School Culture
Villaflor	Brittain	MS	5th Grade Math/Science Teacher
Wade	John	LEA	Custodian
Walker	Zsazsa	LEA	Security Officer
Walter	Devon	LS	4th Grade Inclusion Teacher
Wassan	Amrita	HS	History Teacher
Weinstein	Jonathan	LEA	Chief Operating Officer
Welsh	Leslie	HS	History Teacher
Wendel	Amy	LS	Principal
White	Antonio	HS	11th Grade ELA Inclusion Teacher
Williams	Benjamin	HS	History Teacher
Witkes	Samantha	LEA	Special Projects Coordinator
Wollack	Alison	HS	12th Grade ELA Inclusion Teacher
Wynott	Patrick	MS	6th Grade Humanities Teacher
Yamamoto	Ryoko	LEA	Garden Coordinator
Yates	Tiyonna	LS	Kindergarten Associate Teacher
Yeager	Amanda	MS	6th Grade Math/Science Teacher
Zara	Angelina	LS	3rd Grade Classroom Teacher

B. Board Roster: SY 2018-19

Name	DC Resident?	Role	Committee	Date of Appointment	Date Appointment Ends
Alison Arnold	N	Secretary/Committee Chair	Governance	07/01/2013	06/30/2019
Maggie Boland	Y	Treasurer/Committee Chair	Finance	07/01/2013	06/30/2019
Sarah Dillard	Y	Committee Chair	School Performance	07/01/2016	06/30/2019
Alix Guerrier	Y	Committee Member	School Performance	07/01/2011	06/30/2019
Quameice Harris	Y	Parent Trustee/Committee Member	Development	11/01/2018	06/30/2019
Anne Herr	Y	Committee Member	School Performance	07/01/2017	06/30/2019
Rochanda Hiligh-Thomas	Y	Parent Trustee/Board Vice Chair/Committee Member	Governance	07/01/2014	06/30/2019
Galo Pazmino	N	Committee Member	Finance	07/01/2017	06/30/2019
Mizmun Kusairi	Y	Committee Chair	Development	07/01/2017	06/30/2019
Nick Rodriguez	Y	Board Chair	All Committees	07/01/2013	06/30/2019
Nitika Tolani	Y	Committee Member	Development	07/01/2017	06/30/2019
Karen Dresden	Y	Non-voting Member	All Committees Ex Officio	07/01/2000	06/30/2019

C. Year-End Financials for SY 2018-19

Capital City PCS

FY19 Financials

Forecast		
Income Statement		FY19
Revenue		
	State and Local Revenue	21,397,720
	Federal Revenue	1,652,873
	Private Grants and Donations	218,750
	Earned Fees	639,829
	Donated Revenue	10,777
	Total Revenue	23,919,949
Expenses		
	Salaries	12,449,758
	Benefits and Taxes	3,271,897
	Contracted Staff	296,976
	Staff-Related Costs	93,904
	Rent	276,420
	Occupancy Service	1,001,474
	Direct Student Expense	1,844,055
	Office & Business Expense	900,237
	Donated Expense	10,777
	Contingency	0
	Total Expenses	20,145,499
Operating Income		3,774,449
Extraordinary Expenses		
	Interest	728,185
	Depreciation and Amortization	1,501,472
	Total Extraordinary Expenses	2,229,657
Net Income		1,544,792

Capital City PCS
FY19 Financials

Balance Sheet		6/30/19
Assets		
Assets		
Current Assets		
	Accounts Receivable	395,751
	Other Current Assets	37,953
	Intercompany Transfers	0
	Cash	14,222,433
	Total Current Assets	14,656,138
Noncurrent Assets		
	Facilities, Net	23,070,594
	Operating Fixed Assets, Net	467,691
	Total Noncurrent Assets	23,538,285
Total Assets		38,194,423
Liabilities and Equity		Current
Liabilities and Equity		
Current Liabilities		
	Accounts Payable	538,377
	Other Current Liabilities	950,563
	Accrued Salaries and Benefits	4,372,966
	Total Current Liabilities	5,861,907
Long-Term Liabilities		
	Senior Debt	15,629,224
	Other Long-Term Liabilities	(228,490)
	Total Long-Term Liabilities	15,400,734
Equity		
	Unrestricted Net Assets	15,310,004
	Temporarily Restricted Net Assets	76,986
	Net Income	1,544,792
	Total Equity	16,931,783
Total Liabilities and Equity		38,194,423

D. Approved Budget for FY 2019-20

Capital City PCS FY20 Budget

		SY19-20
Revenue		
	Per Pupil Charter Payments - General Education	12,270,165
	Per Pupil Charter Payments - Categorical Enhancements	6,016,900
	Per Pupil Facilities Allowance	3,311,442
	Federal Funding	871,260
	Other Government Funding/Grants	970,394
	Private Grants and Donations	190,000
	Activity Fees	319,512
	Other Income	137,472
	Revenue Total	24,087,145
Expenses		
	Principal/Executive Salary	743,900
	Teachers Salaries	5,340,688
	Special Education Salaries	2,179,348
	Other Education Professionals Salaries	2,373,309
	Business/Operations Salaries	1,612,523
	Administrative/Other Staff Salaries	1,296,505
	Employee Benefits and Payroll Taxes	3,072,025
	Educational Supplies and Textbooks	313,027
	Student Assessment Materials/Program Evaluation	39,250
	Contracted Student Services	755,183
	Food Service	580,000
	Other Direct Student Expense	263,284
	Rent	276,420
	Depreciation (facilities only)	1,314,448
	Interest (facilities only)	790,085
	Building Maintenance and Repairs	250,563
	Contracted Building Services	418,303
	Other Occupancy Expenses	380,953
	Office Supplies and Materials	68,500
	Office Equipment Rental and Maintenance	106,000
	Telephone/Telecommunications	72,276
	Legal, Accounting and Payroll Services	206,171
	Insurance	49,497
	Transportation	900
	Professional Development	322,180
	PCSB Administrative Fee	215,074
	Depreciation and Amortization (non-facility)	168,281
	Other General Expense	481,457
	Expenses Total	23,690,148
NET ORDINARY INCOME		396,998
TOTAL EXPENSES		23,690,148
NET INCOME		396,998
Cash Flow Adjustments		
	Add Depreciation	1,467,790
	Operating Fixed Assets	(160,480)
	Other Operating Activities	374,767
	Facilities Project Adjustments	(666,391)
	Cash Flow Adjustments Total	1,015,686
CHANGE IN CASH		1,412,684
Starting Cash Balance		14,447,907
Change In Cash		1,412,684
ENDING CASH BALANCE		15,860,590