2019-20 Twenty-Year Charter Review Report Capital City Public Charter School

February 24, 2020

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TABLE OF CONTENTS

BOARD VOTE AND KEY FINDINGS 3
BACKGROUND INFORMATION ABOUT SCHOOL 6
SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS 3
SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS 41
SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY 49

BOARD VOTE AND KEY FINDINGS[1]

The District of Columbia Public Charter School Board (DC PCSB) staff has conducted a charter review of Capital City Public Charter School (Capital City PCS), as required by the School Reform Act (SRA),[2] and concluded that the school has met its goals and student academic achievement expectations (charter goals) as specified in its charter agreement. Staff recommended that the Board vote to continue the school.

Capital City PCS is a local educational agency (LEA) that currently educates 990 students at a single location in Ward 4. The school is made up of three campuses: the Lower School, which serves grades prekindergarten-3 (PK3) through 4; the Middle School, which serves grades 5-8; and the High School, which serves grades 9-12.

The school elected to adopt the Performance Management Framework (PMF) as its charter goals.[3] The PMF awards points to a school using common measures across schools serving similar grades for student academic progress and achievement in English language arts (ELA) and math, and for school climate, such as attendance and re-enrollment rates. The high school PMF contains additional measures that measure student college and career readiness, including students in 9th grade who are on track to graduate within four years; 4- and 5-year graduation rates; performance on college entrance exams including the PSAT, SAT, and ACT; college acceptance rates; and achievement in college-level courses as measured by credits earned through Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, or career and technical education (CTE) offerings. The school met the required standard of earning an average PMF score of at least 50% over the review period at each of its campuses.

The school's PMF results are as follows:

Capital City PCS – PMF Outcomes						
Campus	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**Average**
Lower School (Grades PK3-4)	**N/A[4]**	**Tier 2[5]** 60.8%	**Tier 1** 65.3%	**Tier 1** 65.1%	**Tier 2** 56.7%	62.0%
Middle School (Grades 5-8)	**N/A**	**Tier 2** 57.4%	**Tier 2** 59.0%	**Tier 2** 58.0%	**Tier 1** 65.1%	59.9%
High School (Grades 9-12)	**N/A**	**Tier 1** 65.3%	**Tier 1** 65.3%	**Tier 1** 83.6%	**Tier 1** 76.8%	72.8%

[1] You may view copies of all the appendices in this report here.

[2] D.C. Code § 38-1802.12(a)(3).

[3] Elect to Adopt the PMF as Charter Goals Policy, https://dcpcsb.org/elect-pmf-charter-goals-policy.

[4] Due to the change in the state assessment, scores and tiers were not displayed in SY 2014–15.

[5] Each year, DC PCSB evaluates the performance of every public charter school in the District. These evaluations are compiled into school quality reports, which are used to rank schools into Tiers 1, 2, or 3, with 1 being the best.

Overall, Capital City PCS's campuses have shown strong performance on the PMF, particularly the High School campus. The Middle School campus showed improvement over the review period, moving from Tier 2 to Tier 1 on the PMF in school year (SY) 2018-19. The Lower School, however, showed decline in the most recent year, dropping from Tier 1 to Tier 2 with a nearly 10 point drop in its PMF score.

Among the strongest components in the school's PMF score is its re-enrollment rate, which is a strong indication of family satisfaction with the school.

Despite meeting its PMF targets, the school has some notable areas of weakness. Student proficiency is, at times, weak when looked at subgroup by subgroup. This is particularly true in the Lower School, where scores for almost every subgroup in both ELA and math underperform the sector average.

The school's performance with English learners is also a source of concern. It is worth noting that the number of English learners has increased significantly over the last few years. In the Lower School, for example, the English learner population grew from 29.5% of the population in SY 2015-16 to 44.3% in SY 2018-19. Middle and High School also experienced increases over the past five years. While this subgroup has shown progress towards English language proficiency, as evidenced in ACCESS growth-to-proficiency metrics, scores for the subgroup in both ELA and math fall below the sector average across all three campuses. This underperformance extends to both student progress and student proficiency and has persisted throughout the review period. Improving results for English learners must be a focus for the school in the coming review period.

Separate and apart from the determination of the school's goal and academic achievement expectation attainment, DC PCSB staff determined that the school has not committed a material violation of applicable law or of its charter. Further, the school has demonstrated strong fiscal performance, has adhered to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

Based on these findings, DC PCSB staff recommended that the Board vote to fully continue the school's charter. On February 24, 2020, the Board voted 7-0 to fully continue the charter of Capital City PCS.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."[6] As part of this review, DC PCSB must determine whether:

(1) The school committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

(2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[7]

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a conditional continuance.

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school: (1) has engaged in a pattern of nonadherence to GAAP, (2) has engaged in a pattern of fiscal mismanagement, and/or (3) is no longer economically viable.[8]

[6] D.C. Code § 38-1802.12(a)(3).
[7] D.C. Code § 38-1802.13(a).
[8] D.C. Code § 38-1802.13(b).

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

Capital City PCS began operation in SY 2000-01 under authorization from DC PCSB to serve grades PK3-8.[9] On June 12, 2006, DC PCSB approved a petition by Capital City PCS to amend its charter to allow it to operate a high school program.[10] The school expanded to ninth grade in SY 2008-09 and continued to expand by a grade each year until reaching maturation in SY 2011-12. The school currently educates 990 students in grades PK3-12 across three campuses, including an elementary, middle, and high school campus, that share a single facility at 100 Peabody Street, NW in Ward 4.

The school's mission is:

> [To enable] 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. [Capital City PCS] will graduate young adults who are self-directed, intellectually engaged, and possess a commitment to personal and civic responsibility.[11]

Capital City PCS is an Expeditionary Learning Education (EL Education) school. The school was approved as an EL Education Credentialed School in 2015 by the EL organization for the school's effort in infusing the EL Education approach throughout its program. EL Education requires students to participate in "learning expeditions" where they engage in fieldwork, community service, or another activity outside of the classroom that deepens their understanding of the coursework. For example, in SY 2019-20, 4th grade students will explore power dynamics based upon class, gender, and race in Colonial America by visiting historic locations such as Colonial Williamsburg and Mount Vernon.[12]

[9] Capital City PCS charter agreement, July 6, 2000, Appendix A.
[10] Capital City PCS Amendment Request, Outcomes of the Review of Technical Quality, June 2006, Appendix B.
[11] Capital City PCS charter renewal agreement, June 29, 2015, Appendix C.
[12] Capital City PCS website, https://capcityel.wordpress.com/. For more information about Expeditionary Learning Education, see www.eleducation.org.

Enrollment and Demographic Trends

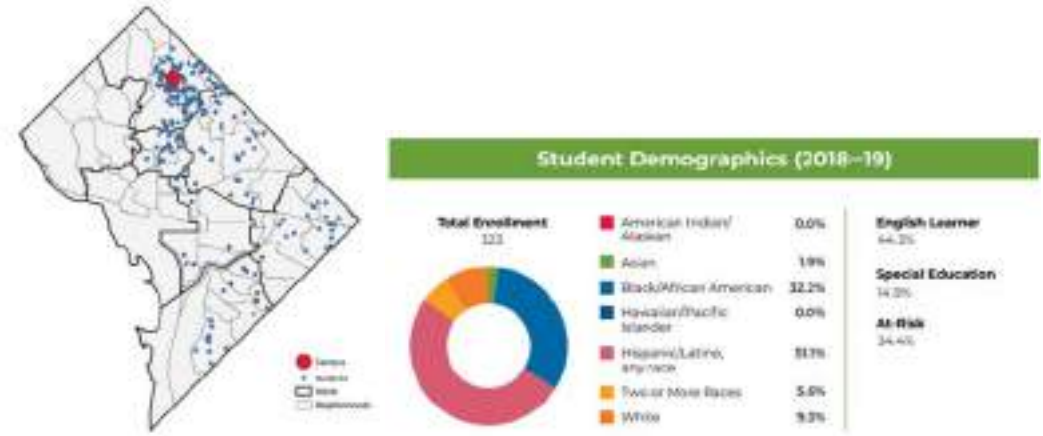
The tables below show the enrollment and demographics of the school's Lower School, Middle School, and High School campuses. The LEA's overall enrollment is 990 students, which is below its enrollment ceiling of 1,020 students. Each campus has generally enrolled at or near its enrollment projections each school year.

Capital City PCS – Enrollment by Campus					
School Year	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Lower School					
PK3	31	34	32	35	32
PK4	45	43	44	41	44
K	46	46	46	46	45
1	50	50	50	50	50
2	50	50	50	50	50
3	50	50	50	49	49
4	52	52	52	52	52
Total Enrollment	324	325	324	323	322
Projected Enrollment[13]	322	324	324	324	324
Middle School					
5	85	84	85	85	85
6	85	84	88	86	84
7	80	83	85	83	82
8	74	74	76	81	82
Total Enrollment	324	325	334	335	333
Projected Enrollment	324	324	325	332	333
High School					
9	104	91	95	101	93
10	87	92	91	80	87
11	86	79	76	83	80
12	56	71	73	71	75
Total Enrollment	333	333	335	335	335
Projected Enrollment	333	334	330	337	335
Total Enrollment	981	983	993	993	990
Total Enrollment Ceiling[14]	1000	1000	1000	1000	1020

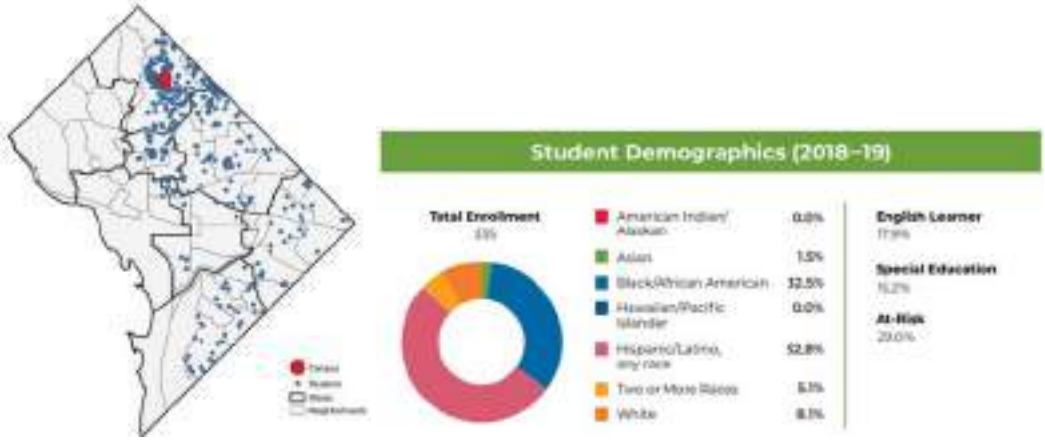
The maps on the following page show where Capital City PCS's students live in relation to their campuses; each campus is marked by a large red dot. Each student is represented by a blue dot for SY 2018-19. As shown on the map, each campus enrolls a large concentration of students who reside in Ward 4, where the LEA is located. Each of Capital City PCS's campuses had a student population that was at least 50% Hispanic/Latino in SY 2018-19.

[13] In the year preceding each school year, charter LEAs must submit projected enrollment numbers to DC PCSB, based on how many students the school expects to enroll in the upcoming school year.
[14] Each charter LEA has an approved maximum enrollment ceiling specified in its charter agreement, which designates the total number of students a school may serve in a given school year.

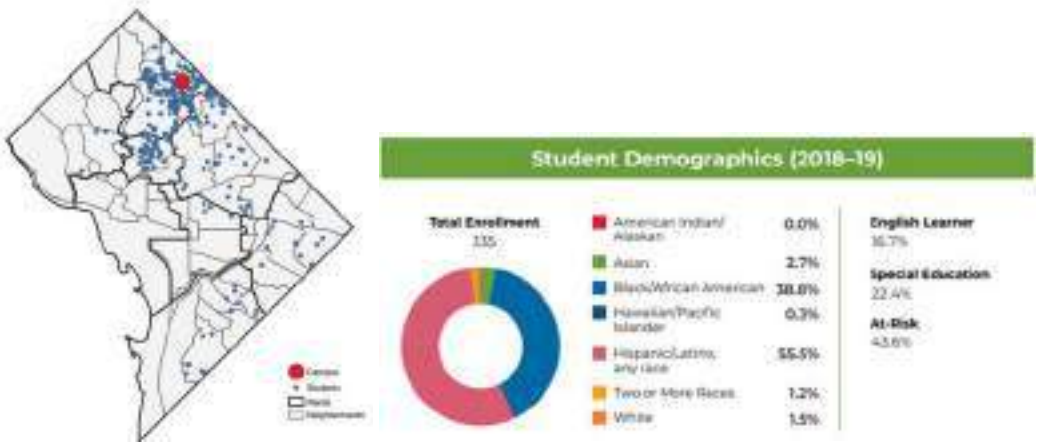
Capital City PCS - Lower School Student Enrollment - SY 2018-19



Capital City PCS - Middle School Student Enrollment - SY 2018-19



Capital City PCS - High School Student Enrollment - SY 2018-19



Communication with the School

On April 4, 2019, DC PCSB staff met with staff from Capital City PCS to discuss the school's upcoming twenty-year review. Staff provided the school with a chart similar to the one in Section One of this report, showing the school's PMF performance for the past five years and that the school was on track to meet its PMF goal at each of its three campuses.

Previous Charter Reviews

Five-Year Review

On December 19, 2005, DC PCSB conducted the five-year review of the school and found that the school had met its standard of review and its goals and academic achievement expectations, noting that the school exceeded its academic targets, and that "the school maintains high attendance and re-enrollment rates."[15] The DC PCSB Board voted to fully continue the school.

Ten-Year Review

On February 14, 2011, DC PCSB conducted the ten-year review of Capital City PCS and found the school had met its standard of review and its goals and academic achievement expectations.[16] While the school met most of its targets, it did not meet its growth targets in math and ELA for economically disadvantaged, Hispanic, and special education subgroups. The DC PCSB Board voted to fully continue the school's charter.

Fifteen-Year Renewal

On May 18, 2015, DC PCSB conducted the fifteen-year renewal review of Capital City PCS and found the school had met its standard of review and its goals and academic achievement expectations.[17] The school fully met all of its goals, with the exception of only partially meeting its math goal. The school had 37 goals at the time, which DC PCSB noted was a high number of goals that is not consistent with best practice. Based on this finding, the DC PCSB Board voted to approve the school's renewal application and renew the school's charter for a second fifteen-year term on the condition that the school renegotiate its charter goals. The school complied with this condition by renegotiating its goals with DC PCSB staff to decrease its number of mission-specific goals for its elementary and middle school programs, and by adopting the PMF for its high school program.[18]

[15] Capital City PCS Five-Year Review Report, December 2005, Appendix D.
[16] Capital City PCS Ten-Year Review Report, February 2011, Appendix E.
[17] Capital City PCS Fifteen-Year Renewal Report, May 2015, Appendix F.
[18] Capital City PCS Charter Renewal Agreement, June 29, 2015, Appendix C.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires DC PCSB to review whether a school has met its goals and academic achievement expectations at least once every five years. Goals and academic achievement expectations are considered part of the review analysis only if they were included in a school's charter or charter amendment approved by the DC PCSB Board.

On June 29, 2015, Capital City PCS adopted the PMF as its goals and student academic achievement expectations for its High School campus, while maintaining only mission-specific goals for its Lower School and Middle School campuses. However, on February 25, 2019, the school amended its charter goals to adopt the PMF as charter goals for all three of its campuses and update its business rules to reflect the most recent *Elect to Adopt the PMF as Charter Goals* policy for all campuses and removed the mission specific goals. By adopting the PMF as its goals, the school agreed to the review standard listed below.

The chart below summarizes DC PCSB's determinations of whether the school's academic program met its respective goals and academic achievement expectations. These determinations are further detailed in the body of this report.

	Goals and Academic Expectations	Met?
1	**The School Corporation as a whole will be deemed to have met its goals and academic achievement expectations if each individual campus:** **Five-Year Charter Review (20th year of operation): At its five-year charter review, obtains an average PMF score for school years 2015-16, 2016-17, 2017-18, and 2018-19 equal to or exceeding 50%.** **Improvement Provision: In cases where a School or campus has not achieved the above thresholds, the DC PCSB Board may, at its discretion, determine that the School or campus has met its goals and academic achievement expectations if it has demonstrated consistent improvement on overall PMF scores over the course of the most recent five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of untiered measures.**	**Met**

Assessment: **Capital City PCS met its goals and academic achievement expectations.** Each campus achieved an average PMF score that exceeded 50.0% during the review period.

Capital City PCS – PMF Outcomes						
Campus	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**Average**
Lower School (Grades PK3-4)	**N/A**[19]	**Tier 2** 60.8%	**Tier 1** 65.3%	**Tier 1** 65.1%	**Tier 2** 56.7%	62.0%
Middle School (Grades 5-8)	**N/A**	**Tier 2** 57.4%	**Tier 2** 59.0%	**Tier 2** 58.0%	**Tier 1** 65.1%	59.9%
High School (Grades 9-12)	**N/A**	**Tier 1** 65.3%	**Tier 1** 65.3%	**Tier 1** 83.6%	**Tier 1** 76.8%	72.8%

The remainder of this section contains a brief overview of the PMF, followed by a summary of the school's PMF performance and then a detailed analysis of Capital City PCS's performance on each category of the PMF over the course of the review period. When applicable, the category is assessed both by subject—ELA and math—and by student subgroup. This section then addresses the school's performance on early childhood assessments, and finally reviews additional academic data, separate and apart from the school's charter goals.

Overview of the PMF

The PMF is divided into four categories: student progress, student achievement, gateway achievement, and school environment. Each category is a group of individual measures for which a school may earn points based on its results measured against a floor and a target. The points add up to a school's overall PMF score, which ranges from 0% to 100%. Using a 100-point scale, schools serving a traditional school-aged population of prekindergarten through grade 12 and schools serving adult students will be identified as Tier 1, Tier 2, or Tier 3[20] based on the school's overall performance on multiple categories.

Student Progress reflects student academic growth from one year to the next on the Partnership for Assessment of Readiness for College and Careers (PARCC) as measured by the Median Growth Percentile (MGP), which assesses the relative year-to-year progress made by individual students at a school. There are two measures within this category—one is for ELA and one is for math. The PMF takes a two-year weighted average of a school's MGP in order to mitigate fluctuations of scores from year to year.

Note for High Schools: Due to the change in the state assessment, high school growth measures were not valid between SY 2014-15 and SY 2016-17. Beginning in SY 2017-18, high school growth scores were deemed valid and schools were given the option to opt-in to having the scores included in their overall PMF score in both SY 2017-18 and SY 2018-19. Since high school students only take the PARCC once in high school, growth in ELA is measured from eighth to tenth grade. In math, growth is measured using the tenth grade for the Geometry assessment.

[19] Due to the change in the state assessment, scores and tiers were not displayed in SY 2014–15.
[20] Tier 1 status is a PMF score of 65.0% - 100%, Tier 2 status is a PMF score between 35.0% - 64.9%, and Tier 3 status is a PMF score of less than 35.0% of the possible points.

Student Achievement measures proficiency rates in ELA and math on the statewide assessment (the PARCC test). The measure captures test-takers who are both approaching college and career readiness (level 3) and college and career ready (levels 4 and 5).

School Environment includes measures that capture a school's climate, such as attendance rate, re-enrollment rate (as calculated from audited enrollment[21] to audited enrollment), and for prekindergarten classrooms, teacher interaction as measured by the Classroom Assessment Scoring System (CLASS[22]).

Gateway Achievement captures outcomes indicative of either future academic success or postsecondary readiness. On the PK-8 PMF framework, measures include third grade performance in ELA and eighth grade performance in math. Performance is limited to students who have attended the LEA two or more years. Measures on the high school PMF framework include: 9th grade on track; graduation rate; PSAT performance; SAT/ACT performance; college acceptance rates; achievement in AP, IB, or dual enrollment programs; and achievement in CTE.

Several tables are color coded. Please use the following key:[23]

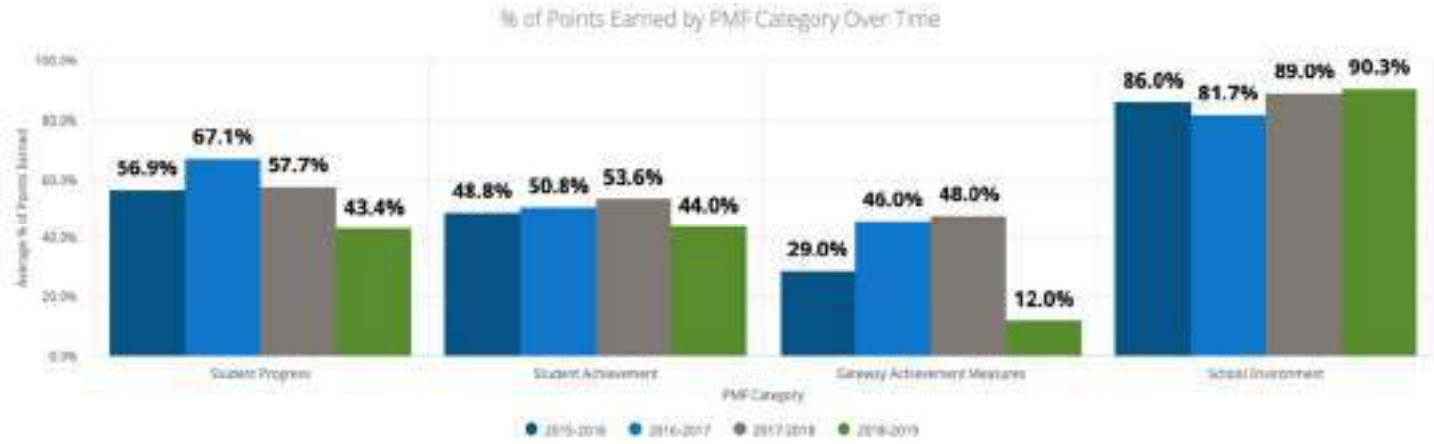
KEY for Campus Rate Data Charts	
3+	▪ A Partnership for Assessment of Readiness for College and Careers (PARCC) score of 3 = Approaching College and Career Ready ▪ 3+ denotes the percentage of students who obtained a 3, 4, or 5 on the PARCC
4+	▪ A PARCC score of 4 = College and Career Ready ▪ 4+ denotes the percentage of students who obtained a 4 or 5 on the PARCC ▪ 4+ is considered to be proficient
Test-Takers	▪ Number of students who took the state assessment at this school
Green	▪ Greater than or equal to the charter sector average of the same grade band
Red	▪ Less than the charter sector average of the same grade band
Grey	▪ Equal to the charter sector average for the same grade band
No Shading	▪ Data from 2014-15, when the state transitioned to PARCC and the school performed below the state average. (Note – as stated above, if the school did better than the state average, this is colored green.)
∅	▪ The number of test-takers (n-size) is less than 10. ▪ Data is unavailable for at-risk students because it was not an official state designation until SY 2015-16.

[21] The enrollment audit occurs in October of each school year.
[22] All DC early childhood programs are assessed by independent reviewers using the CLASS tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures Emotional Support, Classroom Organization, and Instructional Support on a scale from 1-7. The Emotional Support and Classroom Organization indicators have a floor of four and one half and a target of six on the PMF. On a national level, pre-school programs score lower on the Instructional Support indicator. Accordingly, DC PCSB's floor for this indicator is two with a target of four.
[23] This key does not apply to bar charts that may or may not use the same color scheme in different sections of the report. Each bar chart will include its own unique legend.

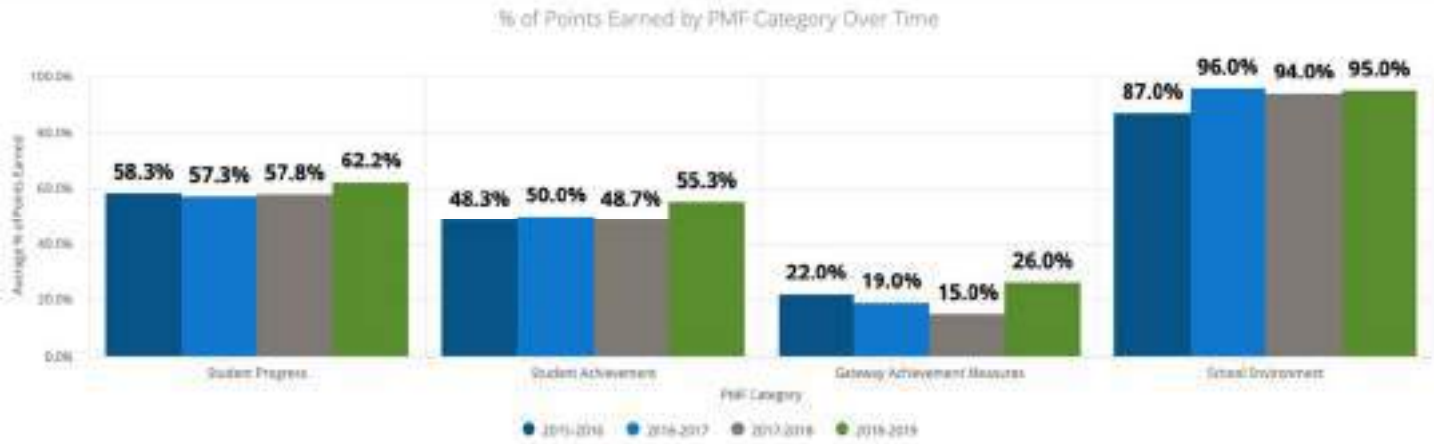
Summary of Points Earned

Looking at the average percent of points earned in each PMF category provides a longitudinal look at the school's performance and helps better explain how a school arrived at each year's overall PMF score. Below are charts detailing the year-to-year percent of points earned in each of the four categories at each campus. At all campuses, Capital City PCS excels in measures of school environment.

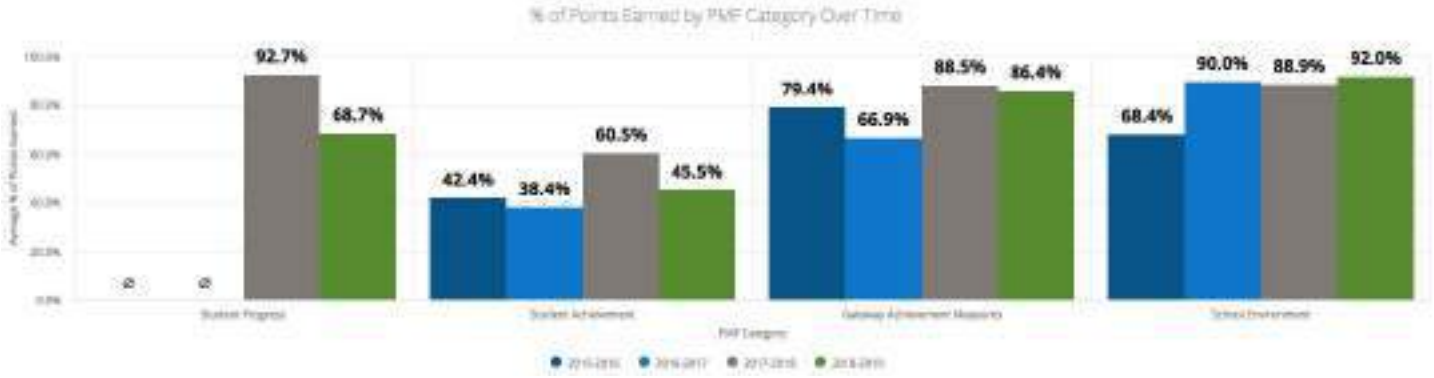
Lower School



Middle School



High School



Student Progress

To better understand how the school earned student progress points on the PMF, included below is two-year MGP data in ELA and math for all students and by subgroup for each campus. An MGP of 50 indicates that a school's students have average year-to-year growth, as compared to other DC students in the same grades and with the same initial state assessment performance. DC PCSB has also included the sector MGP as a comparison point for each subgroup. The shading indicates whether or not the school's MGP outpaced the sector-wide MGP.

Note: After the change in state assessment in SY 2014-15, high school growth scores were valid beginning in SY 2017-18, and schools were given the option to opt-in to having the scores included in their overall PMF score in both SY 2017-18 and SY 2018-19. One-year MGP was included on the PMF in SY 2017-18, and in SY 2018-19, a two-year weighted MGP was used. Capital City PCS opted-in for both ELA and math in SY 2017-18 and SY 2018-19.

ELA Progress

Lower School

Capital City PCS – Lower School's overall MGP was above 50.0 during every year of the review period and exceeded the sector-wide MGP four out of the five years measured. In SY 2018-19, the MGP for at-risk students at the campus was higher than the MGP for students overall. After a year of above-average growth in SY 2014-15, the campus's growth among English learners has lagged behind sector growth every year.

Student Progress (ELA) - by Subgroup

School Year	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Student Group	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
All Students	56.0	51.5	51.0	51.5	53.7	48.3	57.3	46.5	51.8	50.0
At Risk					42.0	46.3	44.3	44.5	52.6	47.0
Black or African American	46.0	50.0	53.0	49.5	51.4	46.4	56.0	44.5	52.9	48.0
English Learner	53.4	47.9	47.6	51.4	42.0	52.5	44.8	52.1	44.0	52.5
Female	60.7	54.6	46.7	55.5	53.4	51.8	56.7	50.1	57.9	53.5
Hispanic / Latino	48.6	52.0	44.5	55.6	51.8	53.7	53.2	51.6	44.5	53.0
Male	52.8	48.0	53.3	47.5	50.2	44.3	47.7	42.5	42.6	46.6
Students with Disabilities			50.5	42.2	50.5	38.9			31.5	42.5
White	55.5	61.0	55.5	64.3			55.5	64.5		

ELA Progress

Middle School

Growth at the Middle School campus in ELA has been strong each year, with an MGP above 50.0 throughout the review period. The campus has performed above the sector average for at-risk students during the most recent two years, and growth for students with disabilities has been above the sector MGP every year except SY 2016-17. Growth for English learners at the Middle School has been below the sector in all years of the review period except SY 2015-16.

Student Progress (ELA) - by Subgroup

School Year	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Student Group	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
All Students	52.0	51.5	55.2	51.3	51.2	48.3	56.8	49.5	55.3	50.0
At Risk					45.7	46.3	50.1	44.5	53.2	47.0
Black or African American	54.3	50.0	52.2	49.5	47.2	46.4	47.6	44.5	52.0	46.0
English Learner	47.8	47.9	52.2	51.4	49.0	52.5	47.5	52.1	48.7	52.5
Female	56.3	54.5	60.3	55.5	50.0	51.8	56.6	50.1	61.0	53.5
Hispanic / Latino	50.3	52.0	55.2	55.6	51.4	53.7	50.6	51.6	52.0	53.0
Male	48.2	48.0	51.7	47.5	47.7	44.3	45.0	42.5	47.5	46.6
Students with Disabilities	53.8	43.9	52.3	42.2	36.4	38.9	39.8	39.6	44.9	42.5
White	56.9	67.0	67.9	64.3	65.6	53.9	67.6	54.5	76.1	59.3

ELA Progress

High School

The High School campus's growth in ELA was above the sector-wide MGP both overall and for every subgroup in both SY 2017-18 and SY 2018-19. The campus's one-year MGP in SY 2017-18 was 19 points above the sector. In SY 2018-19, when the rate became a two-year weighted average, the campus's MGP decreased several points, indicating that the campus's growth in SY 2018-19 slowed compared to SY 2017-18.

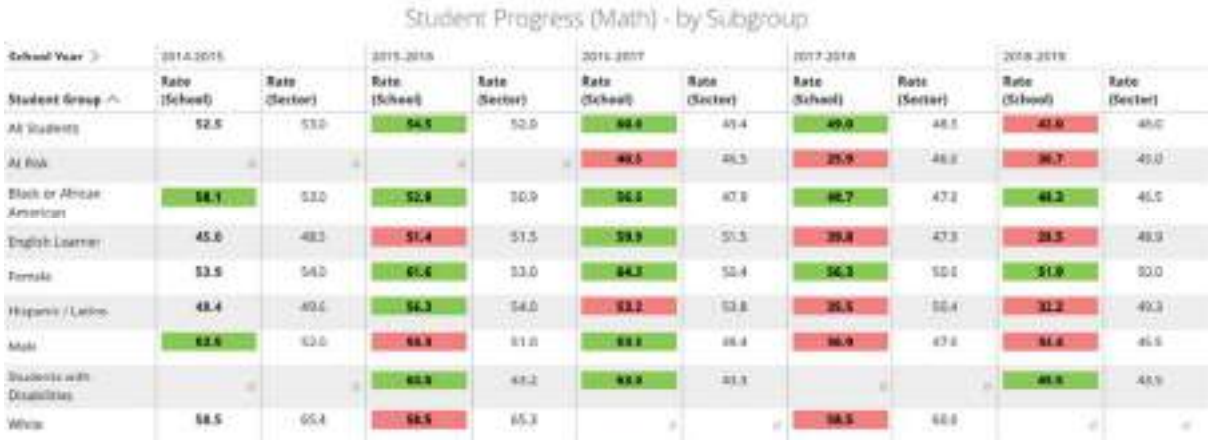
Student Progress (ELA) - by Subgroup

School Year	2017-2018		2018-2019	
Student Group	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
All Students	60.0	41.0	43.0	40.5
At Risk	58.0	38.0	38.5	37.5
Black or African American	67.0	38.5	47.8	38.5
English Learner	72.0	26.0		
Female	56.0	42.0	41.4	41.0
Hispanic / Latino	57.0	41.0	41.8	38.3
Male	64.5	38.0	43.5	39.5
Students with Disabilities	55.0	34.5	42.2	38.5

Math Progress

Lower School

The Lower School campus's overall MGP in math remained above 50.0 from SY 2014-15 to SY 2016-17, but it began to decline in SY 2017-18 and fell below the sector MGP for the first time in SY 2018-19. Growth for at-risk students has been particularly low, with a rate 20.1 points below the sector in SY 2017-18. Moreover, Hispanic / Latino student MGP at the campus has continued to fall each year since SY 2015-16. Growth on the state assessment in math is an area of improvement for the Lower School campus.

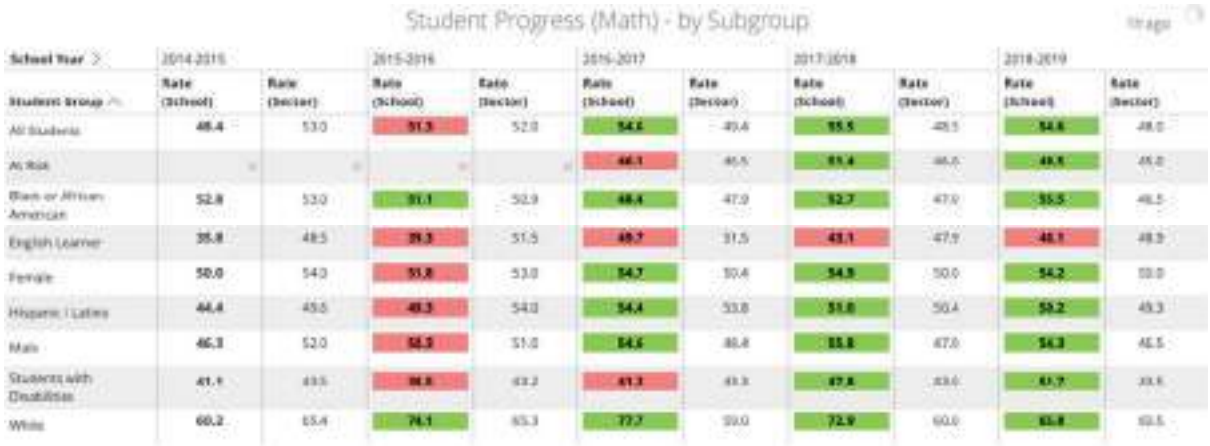


School Year	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Student Group	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
All Students	52.5	53.0	54.5	52.0	50.0	49.4	49.0	48.1	47.0	49.0
At Risk					40.1	46.5	29.9	46.0	36.7	45.0
Black or African American	58.1	53.0	52.8	50.9	50.0	47.9	46.7	47.2	46.2	46.0
English Learner	45.0	48.0	51.4	51.5	59.9	51.5	39.8	47.3	38.5	48.9
Female	53.5	54.0	61.6	53.0	54.3	50.4	56.3	50.1	51.9	50.0
Hispanic / Latino	48.4	49.6	56.3	54.0	53.2	53.8	35.5	50.4	32.2	49.3
Male	62.6	52.0	56.3	51.0	53.1	48.4	46.9	47.6	51.6	46.5
Students with Disabilities			65.9	49.2	53.9	49.3			49.9	48.9
White	58.5	65.4	58.5	65.3			58.5	68.8		

Math Progress

Middle School

In both SY 2017-18 and SY 2018-19, nearly every subgroup earned an MGP in math above 50.0 or above the sector MGP. Students at the campus have had year-to-year growth above 50.0 since SY 2015-16. Despite impressive growth for most students, the Middle School campus has continued to struggle improving MGP for English learners. English learners were the only subgroup at the school that consistently earned an MGP below 50.0 and below the sector.



School Year	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Student Group	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
All Students	48.4	53.0	51.3	52.0	54.6	49.4	55.5	48.1	54.8	48.0
At Risk					46.1	46.5	51.4	46.0	48.8	45.0
Black or African American	52.8	53.0	51.1	50.9	48.4	47.9	52.7	47.9	55.5	46.5
English Learner	35.8	48.5	39.3	51.5	49.7	51.5	43.1	47.9	48.9	48.9
Female	50.0	54.0	51.8	53.0	54.7	50.4	54.5	50.0	54.2	50.0
Hispanic / Latino	44.4	49.6	48.3	54.0	54.4	53.8	51.8	50.4	50.2	49.3
Male	46.3	52.0	50.3	51.0	54.6	48.8	53.8	47.6	54.3	46.5
Students with Disabilities	41.4	49.6	46.8	49.2	49.3	49.3	47.8	49.6	49.7	48.9
White	60.2	65.4	74.1	65.3	77.7	59.0	72.9	60.0	65.8	60.5

Math Progress

High School

The High School campus's one-year MGP in SY 2017-18 was 19 points above the sector and exceeded 50.0 for every subgroup except student with disabilities. In SY 2018-19, when the MGP displayed on the PMF transitioned to two-year MGP, the campus's at-risk MGP continued to exceed the sector by more than ten points. English learners and students with disabilitites were the only two subgroups in SY 2018-19 to fall below the sector-wide MGP.

Student Progress (Math) - by Subgroup

School Year >	2017-2018		2018-2019	
Student Group ^	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
All Students	69.0	50.0	69.5	56.7
At Risk	67.0	49.0	65.5	54.5
Black or African American	68.0	49.0	69.8	55.2
English Learner			52.0	59.1
Female	67.5	50.0	68.3	57.0
Hispanic / Latino	69.0	58.0	64.9	62.6
Male	75.0	52.0	73.4	56.8
Students with Disabilities	39.5	39.0	44.6	46.7

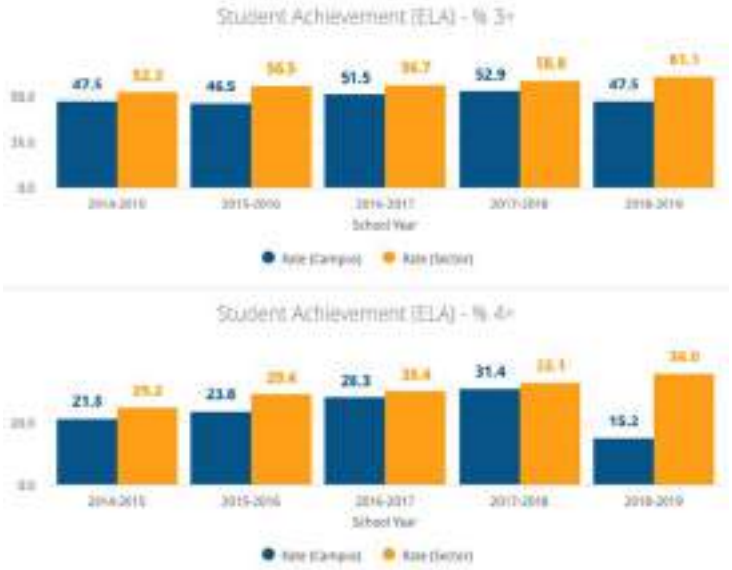
Student Achievement

The student achievement category on the PMF captures overall student performance on the PARCC assessment in both level 3+ and level 4+; level 4+ is proficiency. This section includes overall performance as compared to the sector[24] average for students in the same grade band. In addition to overall performance, a subgroup level analysis is also included to help better identify achievement gaps at the school.

ELA Proficiency (Overall)

Lower School

The Lower School campus remained slightly below the sector average throughout the review period in ELA. Performance consistently improved among students scoring level 4+ from SY 2014-15 to SY 2017-18. In fact, the Lower School was the only PK-8 public charter school to grow in both ELA and math each year since SY 2014-15. However, the rate was cut in half from SY 2017-18 to SY 2018-19, contributing to the school's drop from Tier 1 to Tier 2.



[24] Floors and targets for this measure are set based on charter sector performance.

ELA Proficiency (Overall)

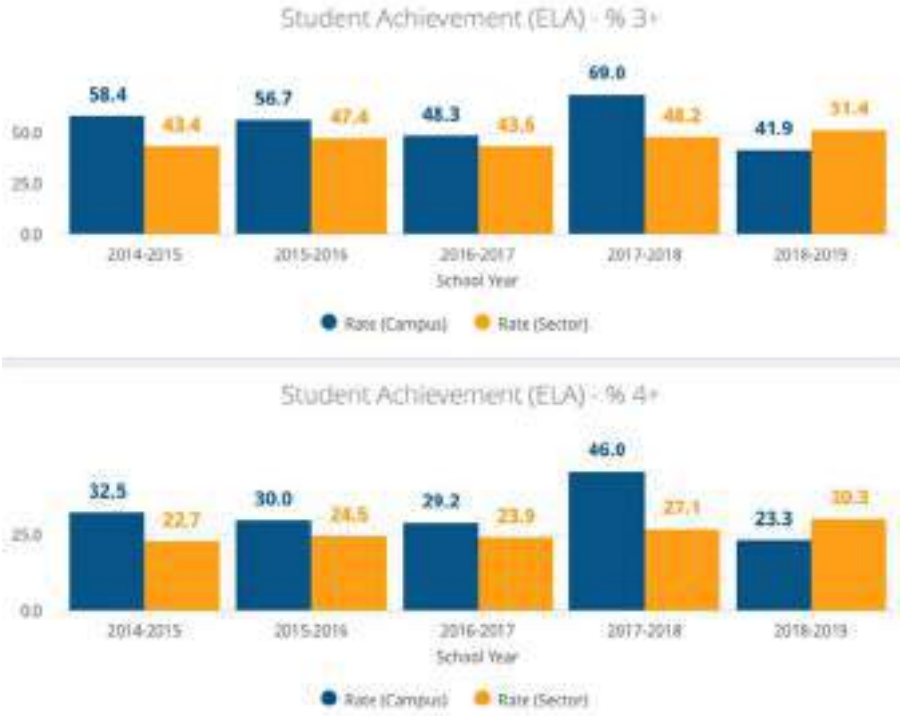
Middle School

Capital City PCS – Middle School performed at or above the sector average nearly every year of the review period on the PARCC ELA assessment. The campus's best year was in SY 2018-19, when it earned a rate of 63.7% in level 3+ and 37.8% in level 4+, exceeding the sector average in both.

ELA Proficiency (Overall)

High School

Performance in ELA remained above the sector during the first four years of the review period, with SY 2017-18 standing out as the campus's best year. In SY 2018-19, the campus's performance in both level 3+ and level 4+ decreased by over 20 points from the previous year. (Note that, in high school, proficiency rates are based only on tenth grade assessments.)



ELA Proficiency (Subgroups)

Lower School

Mirroring the campus's ELA performance overall, nearly every subgroup has remained below the sector average throughout the review period. The campus's rate of Black or African American students scoring at level 3+ or level 4+ was highest in SY 2015-16, and both rates exceeded the sector average. However, the campus's scores among its largest subgroup, Hispanic / Latino students, has remained below the sector average during the entirety of the review period in both level 3+ and level 4+, as have scores for English learners, and at-risk students.

Student Achievement (ELA) - by Subgroup

School Year >		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Student Group	Measure	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
Black or African American	%3+	43.6	48.1	54.8	53.0	43.3	52.8	41.5	54.9	50.8	57.0
Black or African American	%4+	12.8	20.7	25.8	24.9	16.7	25.8	19.5	28.3	7.5	31.0
White	%3+	100.0	92.4	75.0	91.3	78.6	92.7	-	-	-	-
White	%4+	87.5	80.5	66.7	75.1	50.0	76.9	-	-	-	-
Hispanic / Latino	%3+	24.4	53.9	27.5	56.5	42.9	57.7	45.2	59.8	34.8	61.1
Hispanic / Latino	%4+	2.4	22.1	5.9	28.8	10.4	29.6	23.8	33.3	10.4	34.9
Female	%3+	48.9	58.1	50.9	63.0	58.9	63.3	60.0	66.2	51.8	68.6
Female	%4+	23.4	29.3	27.3	34.1	25.7	36.1	38.2	39.2	18.4	43.1
Male	%3+	46.3	46.2	41.3	49.7	41.9	49.7	44.7	51.1	44.8	53.5
Male	%4+	20.4	21.0	15.6	24.5	18.8	24.3	23.4	26.7	12.8	28.8
Students with Disabilities	%3+	-	-	25.5	17.4	8.0	16.6	6.7	19.1	4.8	22.0
Students with Disabilities	%4+	-	-	5.9	4.8	0.0	4.4	0.0	5.8	0.0	8.4
English Learner	%3+	25.8	36.8	21.7	39.1	33.3	39.0	37.2	40.8	24.3	40.9
English Learner	%4+	6.5	10.6	2.2	13.7	13.3	14.0	16.3	16.4	0.0	15.6
At Risk	%3+	-	-	15.8	45.4	28.1	46.0	31.4	48.2	21.6	49.4
At Risk	%4+	-	-	10.5	18.5	12.5	19.7	17.1	21.8	17.2	23.7

The chart below details how many students took the PARCC test in ELA at Capital City PCS – Lower School each year. In instances where the overall number of test-takers in each subgroup is less than 10, results are not displayed in the chart above.

Student Achievement Test-Takers (ELA)

School Year >	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student Group	**Test-Takers**	**Test-Takers**	**Test-Takers**	**Test-Takers**	**Test-Takers**
All Students	101	107	99	102	99
Black or African American	89	91	80	81	80
White	10	12	14	*	*
Hispanic / Latino	41	51	49	42	47
Female	47	55	56	55	49
Male	54	46	43	47	50
Students with Disabilities	*	17	14	19	21
English Learner	31	48	45	43	37
At Risk	*	19	32	33	29

ELA Proficiency (Subgroups)

Middle School

The middle school campus's Black students have consistently scored above the sector, which is not the case for the campus's Hispanic / Latino students. In SY 2018-19, the campus's rate of Black students scoring level 3+ was 5.6 points above the sector average, while the same rate for Hispanic/ Latino students was 4.2 points below the sector. Each year since SY 2015-16, the campus has increased its rate of Hispanic/ Latino students scoring level 3+; however, they still lag the sector average. Similarly, the campus has remained below the sector average in both level 3+ and level 4+ each year of the review period for English learners. In contrast, at-risk students have consistently outperformed the sector average in both level 3+ and level 4+ since SY 2016-17.

Student Achievement (ELA) - by Subgroup

School Year		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Student Group	Measure	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
Black or African American	%3+	50.0	48.1	57.8	53.0	57.0	52.6	55.7	54.9	62.6	57.0
Black or African American	%4+	23.8	20.7	30.4	24.9	36.4	25.8	26.2	28.3	31.8	31.0
White	%3+	71.4	92.4	100.0	91.3	95.8	92.7	87.5	93.1	96.3	94.4
White	%4+	52.4	80.5	96.2	75.1	83.3	76.9	79.2	77.9	85.2	79.2
Hispanic / Latino	%3+	52.2	53.9	48.1	56.5	49.0	57.7	53.6	59.8	56.9	61.1
Hispanic / Latino	%4+	16.9	22.1	23.3	28.8	22.6	29.5	27.1	33.3	28.7	34.9
Female	%3+	61.6	58.1	68.2	63.0	68.2	63.3	69.5	66.2	74.1	68.6
Female	%4+	35.4	29.3	43.2	34.1	50.3	36.1	45.5	39.2	51.2	43.1
Male	%3+	48.0	46.2	49.1	49.7	46.9	49.7	47.9	51.1	53.3	53.5
Male	%4+	14.2	21.0	25.5	24.5	20.0	24.3	20.6	26.7	24.2	28.8
Students with Disabilities	%3+	24.0	17.4	19.6	17.4	13.0	16.6	8.8	19.1	20.4	22.0
Students with Disabilities	%4+	4.0	5.0	6.5	4.8	0.0	4.4	3.5	5.8	2.0	8.4
English Learner	%3+	31.3	36.8	34.9	39.1	23.1	39.0	29.2	40.8	36.8	40.9
English Learner	%4+	9.4	10.6	7.9	13.7	9.2	14.0	10.8	16.4	8.8	15.6
At Risk	%3+	n	n	44.2	45.4	51.5	46.0	50.0	48.2	50.0	49.4
At Risk	%4+	n	n	18.3	18.5	20.6	19.7	22.6	21.8	24.0	23.7

The chart below details how many students took the PARCC test in ELA at Capital City PCS – Middle School each year. In instances where the overall number of test-takers in each subgroup is less than 10, results are not displayed in the chart above.

Student Achievement Test-Takers (ELA)

School Year >	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student Group	**Test-Takers**	**Test-Takers**	**Test-Takers**	**Test-Takers**	**Test-Takers**
All Students	312	309	317	333	331
Black or African American	130	135	121	122	107
White	21	26	24	24	27
Hispanic / Latino	136	133	155	166	174
Female	164	148	157	167	166
Male	148	161	160	165	165
Students with Disabilities	50	46	50	57	49
English Learner	64	63	65	65	68
At Risk		104	97	106	96

ELA Proficiency (Subgroups)

High School

In SY 2015-16 and SY 2017-18, every subgroup outperformed the sector average in level 3+ and level 4+. Prior to SY 2018-19, the campus's Black students had consistently outperformed the sector average, and students with disabiltiites have outperformed the sector average in ELA every year since SY 2015-16. The campus saw a signficant drop in ELA performance from SY 2017-18 to SY 2018-19.

Student Achievement (ELA) - by Subgroup

School Year >		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Student Group	Measure	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
Black or African American	%3+	57.7	41.5	52.2	45.5	60.0	41.5	64.1	44.9	34.6	47.3
Black or African American	%4+	34.6	20.4	26.1	22.2	37.5	21.3	41.0	22.7	19.2	26.6
Hispanic / Latino	%3+	56.5	38.6	58.7	47.9	35.7	40.8	69.8	48.3	42.9	56.6
Hispanic / Latino	%4+	28.3	18.9	31.7	24.2	16.7	19.1	44.2	27.0	33.2	27.9
Female	%3+	68.1	48.4	56.8	51.8	55.4	51.0	73.9	54.8	46.7	58.0
Female	%4+	36.2	27.3	37.8	28.0	39.3	31.4	43.5	30.9	31.1	35.5
Male	%3+	43.3	38.0	56.6	42.9	36.4	36.1	63.4	41.0	36.6	44.6
Male	%4+	26.7	17.8	24.5	20.9	12.1	16.2	48.8	22.9	14.6	24.8
Students with Disabilities	%3+	10.0	15.6	30.0	12.4	26.7	16.3	50.0	19.5	37.5	24.9
Students with Disabilities	%4+	0.0	4.0	15.0	6.0	6.7	4.8	22.2	5.3	18.8	10.1
English Learner	%3+	-	-	43.8	31.7	22.2	29.1	52.9	19.4	13.3	23.2
English Learner	%4+	-	-	18.8	13.5	5.6	9.3	11.8	7.8	6.7	6.1
At Risk	%3+	-	-	48.9	37.4	40.9	34.7	52.5	37.1	33.3	42.5
At Risk	%4+	-	-	17.8	16.3	27.3	15.9	25.9	18.0	13.9	22.1

The chart below details how many students took the PARCC test in ELA at Capital City PCS – High School each year. In instances where the overall number of test-takers in each subgroup is less than 10, results are not displayed in the chart above.

Student Achievement Test-Takers (ELA)

School Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student Group	**Test-Takers**	**Test-Takers**	**Test-Takers**	**Test-Takers**	**Test-Takers**
All Students	77	90	89	87	86
Black or African American	25	23	40	39	26
White	-	-	-	-	-
Hispanic / Latino	46	63	42	43	58
Female	47	37	56	46	45
Male	30	53	33	41	41
Students with Disabilities	10	20	15	18	16
English Learner	-	32	18	17	15
At Risk	-	45	44	40	36

Math Proficiency (Overall)

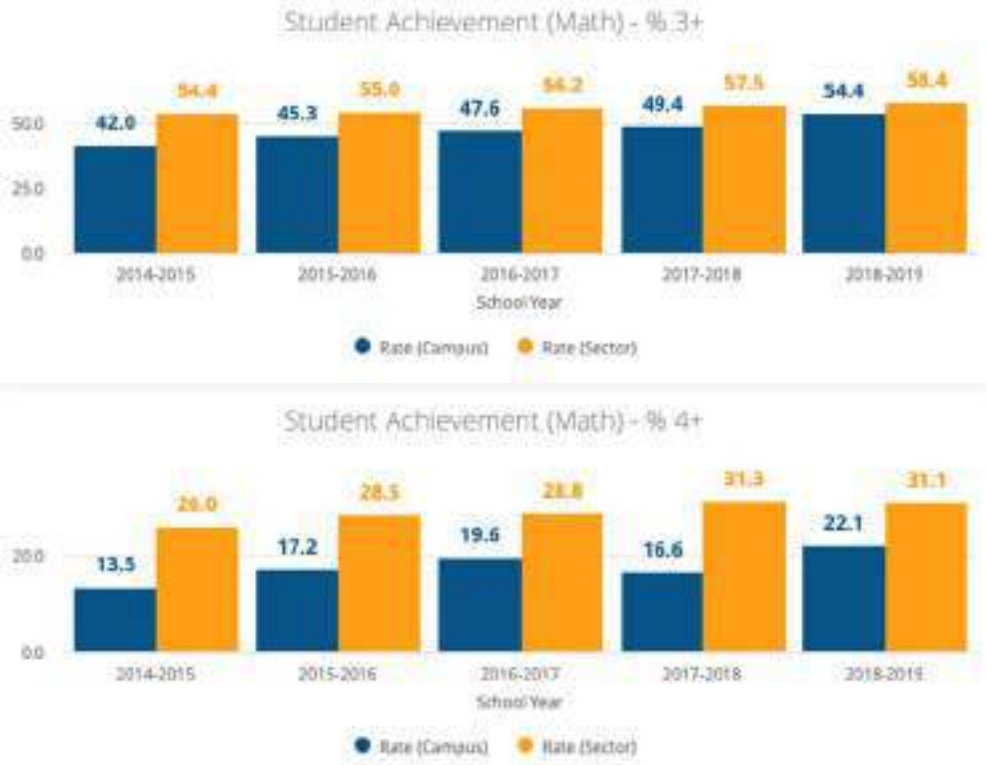
Lower School

Capital City PCS – Lower School has maintained stronger performance in math than ELA. While math performance dropped from SY 2017-18 to SY 2018-19, the drop was not as substantial as in ELA.

Math Proficiency (Overall)

Middle School

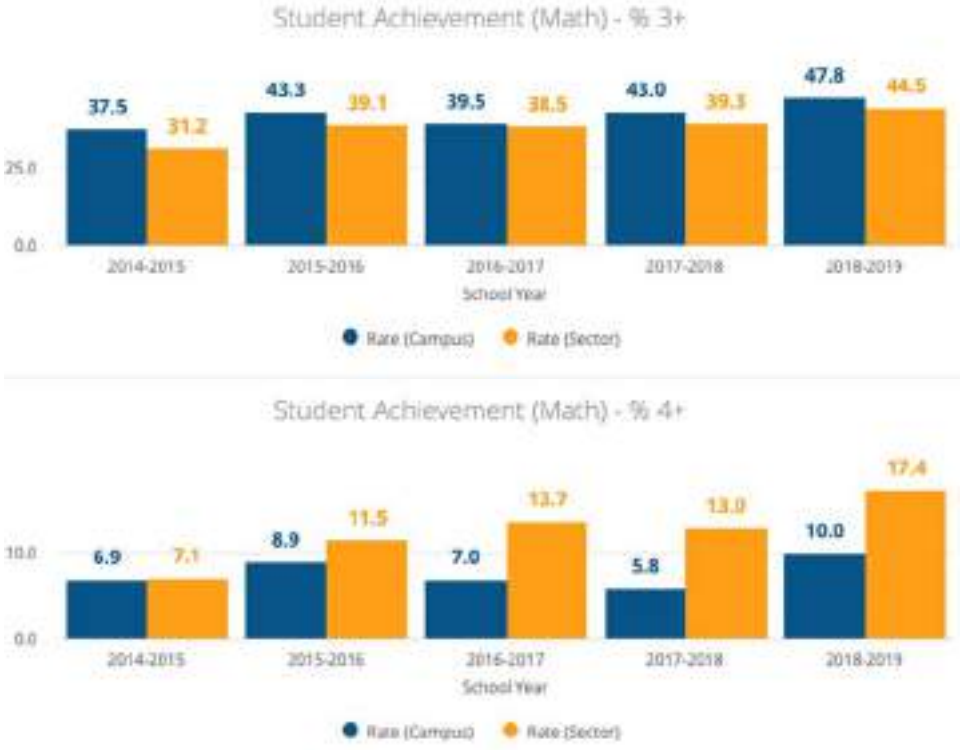
Math performance among students scoring level 3+ has increased each year at the Middle School campus. From SY 2014-15 to SY 2018-19, the rate of students scoring level 3+ increased by 12.4 points. The rate of students scoring level 4+ has fluctuated during the review period, with SY 2018-19 being the campus's highest performance rate of the review period despite remaining nine points below the sector average.



Math Proficiency (Overall)

High School

Capital City PCS – High School has performed well with students scoring level 3+ on the PARCC math assessment, often outperforming the sector average, but it has lagged behind the sector in level 4+. Each year of the review period, the campus's rate of students scoring level 3+ was higher than the sector average, but with students scoring level 4+, the campus's rate was lower than the sector average. While the campus earned its highest rate of level 4+ students in SY 2018-19, it remained 7.4 points below the sector.



Math Proficiency (Subgroups)

Lower School

Math performance at the Lower School campus is similar to its ELA performance. While the campus's Black students exceeded the sector average in both level 3+ and level 4+ in SY 2015-16, performance declined in level 3+ each year thereafter. Additionally, the rate of Hispanic / Latino students and at-risk students scoring either level 3+ or level 4+ has remained below the sector average throughout the review period. The rate of students with disabilities scoring level 3+ fluctuated significantly from year to year, in part due to low n-sizes.

Student Achievement (Math) - by Subgroup

School Year >		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Student Group	Measure	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
Black or African American	%3+	41.0	50.9	64.5	51.3	53.3	52.7	48.8	54.2	47.5	54.8
Black or African American	%4+	7.7	22.5	32.3	24.9	16.7	24.9	17.1	27.4	20.0	26.8
White	%3+	93.8	91.5	75.0	90.4	92.9	93.2				
White	%4+	68.8	71.4	50.0	69.5	64.3	72.8				
Hispanic / Latino	%3+	36.6	53.0	47.1	54.3	40.0	54.5	52.4	54.2	44.7	54.4
Hispanic / Latino	%4+	2.4	20.6	13.7	23.6	22.0	24.6	19.0	25.5	23.4	26.2
Female	%3+	51.1	55.9	61.8	56.4	64.3	58.6	67.3	60.0	52.1	61.7
Female	%4+	17.0	26.3	16.4	29.5	32.1	30.2	29.1	32.9	22.4	33.2
Male	%3+	50.0	52.9	56.5	53.5	40.9	53.8	48.9	54.9	52.0	55.0
Male	%4+	18.5	25.4	39.1	27.3	25.0	27.4	29.8	29.6	34.0	28.9
Students with Disabilities	%3+			52.9	20.2	6.7	19.8	13.3	21.9	9.5	24.2
Students with Disabilities	%4+			29.4	6.5	0.0	6.0	6.7	7.2	9.5	8.2
English Learner	%3+	38.7	41.1	43.5	40.1	39.1	40.7	48.8	41.3	35.1	40.6
English Learner	%4+	6.5	13.3	15.2	16.7	15.2	16.2	16.3	15.8	16.2	16.9
At Risk	%3+			42.1	44.4	21.2	45.6	37.1	46.8	44.8	47.5
At Risk	%4+			15.8	19.7	12.1	19.6	8.6	21.3	17.2	20.8

The chart below details how many students took the PARCC test in math at Capital City PCS – Lower School each year. In instances where the overall number of test-takers in each subgroup is less than 10, results are not displayed in the chart above.

Student Achievement Test-Takers (Math)

School Year >	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student Group	**Test-Takers**	**Test-Takers**	**Test-Takers**	**Test-Takers**	**Test-Takers**
All Students	101	101	100	102	99
Black or African American	30	31	30	41	40
White	16	12	14	*	*
Hispanic / Latino	41	51	50	42	47
Female	47	55	56	55	49
Male	54	46	44	47	50
Students with Disabilities	*	17	15	15	21
English Learner	31	46	46	43	37
At Risk	*	19	33	35	29

Math Proficiency (Subgroups)

Middle School

Math is the Middle School's weaker subject when analyzing both overall and subgroup level achievement data. Nearly every subgroup has performed below the sector average throughout the review period. While White students made up only 8.2% of the school's test-taking population in SY 2018-19, the campus's proficiency rates (level 4+) for White students have consistently been much higher than those of Black and Hispanic / Latino students. It should be noted that this remains generally true when comparing the overall sector averages for White students and Black and Hispanic students. This achievement gap has narrowed slightly in recent years as the school's rate of Black students scoring level 4+ has increased since SY 2016-17. Similarly, the campus has more than doubled its proficiency rate for Hispanic / Latino students over the course of the review period.

Student Achievement (Math) - by Subgroup

School Year >		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Student Group	Measure	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
Black or African American	%3+	38.5	50.9	38.5	51.3	44.6	52.7	44.3	54.2	51.4	54.8
Black or African American	%4+	10.0	22.5	11.1	24.9	9.9	24.9	13.1	27.4	15.0	26.8
White	%3+	66.7	91.5	96.2	90.4	91.7	93.2	91.7	93.9	92.6	93.7
White	%4+	57.1	71.4	88.5	69.5	79.2	72.8	66.7	75.6	77.8	74.4
Hispanic / Latino	%3+	36.8	53.0	39.8	54.3	40.0	54.5	43.4	54.2	47.7	54.4
Hispanic / Latino	%4+	4.4	20.6	5.3	23.6	12.3	24.6	7.2	25.5	14.4	26.2
Female	%3+	43.9	55.9	48.6	56.4	56.7	58.6	49.7	60.8	62.0	61.7
Female	%4+	14.6	26.5	21.6	29.5	24.2	30.2	21.0	32.9	27.1	33.2
Male	%3+	39.9	52.9	42.2	53.5	38.8	53.8	49.1	54.9	46.7	55.0
Male	%4+	12.2	25.4	13.0	27.3	15.0	27.4	12.1	29.6	17.0	28.9
Students with Disabilities	%3+	12.0	20.9	17.4	20.2	12.0	19.8	19.3	21.9	28.4	24.2
Students with Disabilities	%4+	2.0	5.7	4.3	4.5	2.0	4.3	1.8	7.2	4.1	8.2
English Learner	%3+	20.3	41.1	23.8	40.1	21.5	40.7	33.8	41.3	27.9	40.6
English Learner	%4+	1.6	13.3	4.8	16.7	6.3	16.2	5.0	15.9	7.4	16.9
At Risk	%3+	#	#	23.1	44.4	38.1	45.6	25.8	46.8	35.4	47.5
At Risk	%4+	#	#	6.7	19.7	13.4	19.6	7.5	21.3	8.3	20.8

The chart below details how many students took the PARCC test in math at Capital City PCS – Middle School each year. In instances where the overall number of test-takers in each subgroup is less than 10, results are not displayed in the chart above.

Student Achievement Test-Takers (Math)

School Year >	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student Group	**Test-Takers**	**Test-Takers**	**Test-Takers**	**Test-Takers**	**Test-Takers**
All Students	312	309	317	332	331
Black or African American	130	135	121	122	107
White	21	26	24	24	27
Hispanic / Latino	136	133	155	166	174
Female	164	148	157	167	166
Male	148	161	160	165	165
Students with Disabilities	50	46	50	57	49
English Learner	64	63	65	65	68
At Risk		104	97	106	99

Math Proficiency (Subgroups)

High School

With the exception of SY 2017-18, the High School campus has consistently outperformed the sector average among at-risk students and students with disabilities scoring level 3+. The campus's weakest year in level 4+ math performance was in SY 2017-18. From SY 2017-18 to SY 2018-19, all subgroups at the school saw increases in level 4+.

Student Achievement (Math) - by Subgroup

School Year >		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Student Group	**Measure**	**Rate (School)**	**Rate (Sector)**	**Rate (School)**	**Rate (Sector)**	**Rate (School)**	**Rate (Sector)**	**Rate (School)**	**Rate (Sector)**	**Rate (School)**	**Rate (Sector)**
Black or African American	%3+	24.0	28.7	53.8	36.6	45.5	34.5	36.8	35.0	39.3	39.6
Black or African American	%4+	4.0	4.8	7.7	8.7	9.1	9.5	0.0	9.3	10.7	14.0
Hispanic / Latino	%3+	45.5	33.9	36.8	36.4	36.2	36.8	41.9	42.8	46.3	43.8
Hispanic / Latino	%4+	9.1	7.5	7.0	7.2	4.3	12.4	7.0	11.7	8.6	13.6
Female	%3+	38.3	33.2	47.5	39.5	46.2	40.4	45.7	39.0	45.7	47.0
Female	%4+	8.5	6.1	15.0	12.0	7.7	13.2	8.7	13.2	10.9	17.6
Male	%3+	36.0	29.0	40.0	38.5	29.4	36.7	40.0	39.5	50.0	42.0
Male	%4+	4.0	8.2	4.0	10.9	5.9	14.2	2.5	12.9	9.1	17.2
Students with Disabilities	%3+	#	#	11.8	10.7	14.3	13.0	16.7	15.9	40.0	16.1
Students with Disabilities	%4+	#	#	0.0	1.8	7.1	2.3	0.0	1.9	13.3	3.3
English Learner	%3+	#	#	16.7	22.5	30.4	22.6	6.7	23.0	21.4	24.8
English Learner	%4+	#	#	4.2	3.6	0.0	5.4	0.0	4.0	7.1	5.0
At Risk	%3+	#	#	36.4	29.7	35.9	28.7	26.2	29.6	40.5	35.1
At Risk	%4+	#	#	9.1	6.7	12.8	6.8	0.0	6.6	10.8	12.3

The chart below details how many students took the PARCC test in math at Capital City PCS – High School each year. In instances where the overall number of test-takers in each subgroup is less than 10, results are not displayed in the chart above.

Student Achievement Test-Takers (Math)

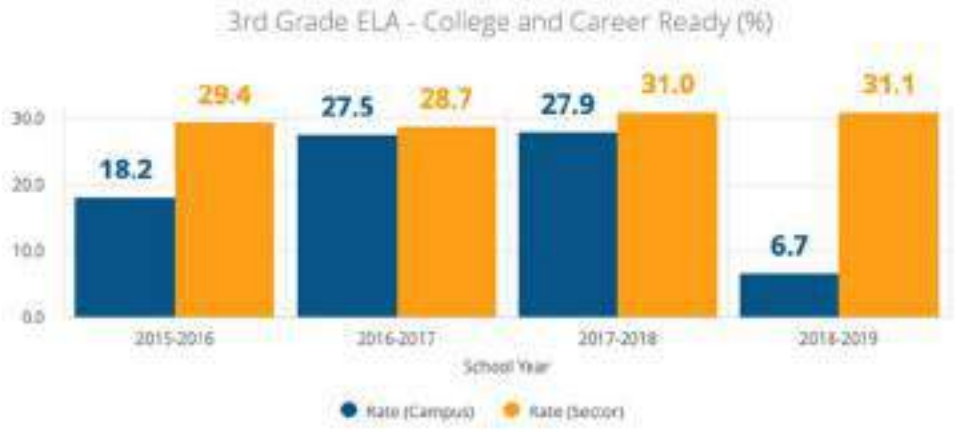
School Year >	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student Group ^	Test-Takers	Test-Takers	Test-Takers	Test-Takers	Test-Takers
All Students	72	90	86	86	90
At Risk	-	44	39	42	37
Black or African American	25	26	33	38	28
English Learner	-	24	23	15	14
Female	47	40	52	46	46
Hispanic / Latino	44	57	47	43	58
Male	25	50	34	40	44
Students with Disabilities	-	17	14	18	15
White	-	-	-	-	-

Gateway Achievement Measures: Lower School & Middle School

Displayed in the charts below are those students attending the LEA two or more years and scoring college and career ready or above on either ELA (3rd grade), measured at the Lower School campus, or math (8th grade), measured only at the Middle School campus, on the state assessment.

***Lower School* - 3rd Grade ELA**

Capital City PCS – Lower School's performance in third grade ELA was approaching the sector average in SY 2016-17 and SY 2017-18 but declined sharply in the most recent year of the review period. The campus dropped 21.2 points from SY 2017-18 to SY 2018-19.



***Middle School* - 8th Grade Math**

The Middle School campus has remained below the sector average for eighth grade math college and career readiness. After three straight years of declining rates, the campus earned its highest rate on this measure in SY 2018-19, with 16.0% of eighth grade test-takers attending the school for two or more years scoring at level 4+ on the PARCC math assessment.

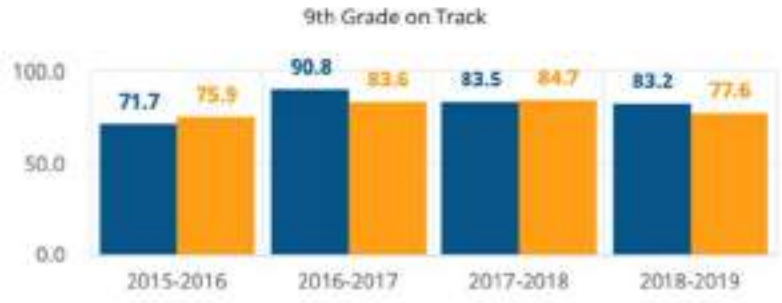
Gateway Achievement Measures: High School

Displayed in the charts below are the measures included in the Gateway Achievement category on the High School PMF. Each high-school-specific measure is accompanied with a description of how it is calculated. Overall, Capital City PCS – High School has performed well on measures of gateway achievement over time, consistently outperforming the sector average on several of the measured outcomes.

9th Grade on Track

DC PCSB calculates the percentage of ninth grade students earning enough credits to be on track to meet the Office of the State Superintendent of Education (OSSE)/LEA graduation requirements in four years.

The school outperformed the sector average in two of the four years measured. In every year except SY 2015-16, the school's percentage of 9th graders on track to graduate in four years has been greater than 80.0%.



High School Graduation Rate[25]

OSSE calculates an adjusted cohort graduation rate (ACGR) by dividing the number of graduating seniors by the number of students who started in the cohort's ninth grade class. The four-year and five-year graduation rates from Capital City PCS – High School are displayed below.

The campus's four-year and five-year ACGR have outpaced the sector in every year of the review period except SY 2016-17. The campus had particularly high rates in SY 2017-18, with a four-year ACGR of 90.8% and a five-year ACGR of 98.4%. The campus was among the top performers in the sector on the five-year ACGR measure in both SY 2017-18 and SY 2018-19.

[25] The four-year graduation rate displayed on the PMF is on a one-year lag behind the five-year rate. By doing this, the four-year and five-year rates are comparable given it is the same cohort of students.

AP, IB, Dual Enrollment, and CTE

DC PCSB calculates this rate by dividing the number of passing AP/IB exams, dual enrollment courses, and industry certifications by the number of twelfth grade students.

During every year of the review period, the High School campus exceeded the charter sector average on the AP, IB, Dual Enrollment, and CTE measures. The campus exceeded the sector average by more than fifty points in SY 2015-16, and it has continued to excel on this measure due to its AP and dual enrollment programs.

PSAT

DC PCSB calculates the percentage of eleventh grade students scoring a combined score of at least 80 on the PSAT.

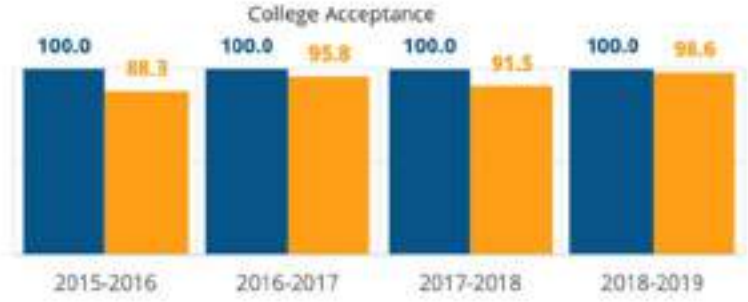
The campus's best performance on the PSAT measure was in SY 2015-16, with 42.7% of students scoring at least an 80 on the assessment. Performance fell in SY 2016-17, but the campus has improved its rate each year therafter.

SAT & ACT
DC PCSB calculates the percentage of twelfth grade students scoring at least 890 on the SAT (math plus critical reading score) or 16 on the ACT.

From SY 2015-16 to SY 2018-19, the campus increased its overall performance on the SAT & ACT measure by nearly thirteen points. Additionally, the campus has exceeded the sector average each year.

College Acceptance
DC PCSB measures the percentage of twelfth grade students accepted in a full-time college program.

Capital City PCS – High School has maintained a 100.0% college acceptance rate each year.



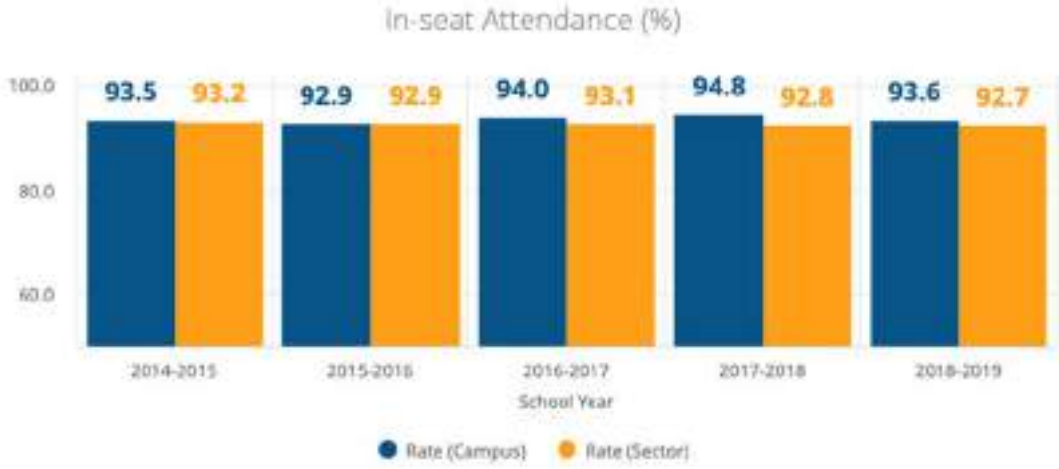
School Environment

The final PMF category of school environment includes in-seat attendance rates, re-enrollment rates, and, for schools serving prekindergarten, teacher interaction as measured by CLASS. Charts detailing the school's performance compared to the charter sector on each of the measures can be found below.

In-Seat Attendance

Lower School

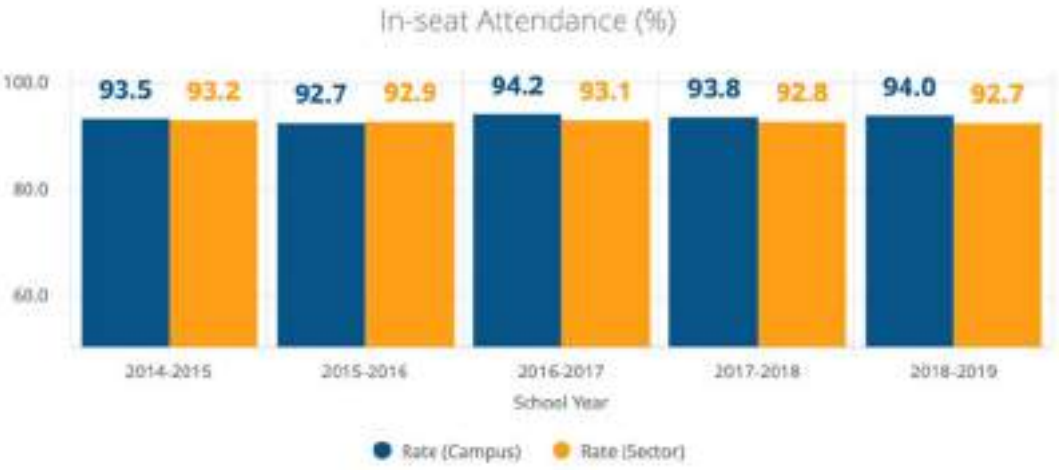
Throughout the review period, the Lower School campus has maintained an in-seat attendance rate at or above the sector average.



In-Seat Attendance

Middle School

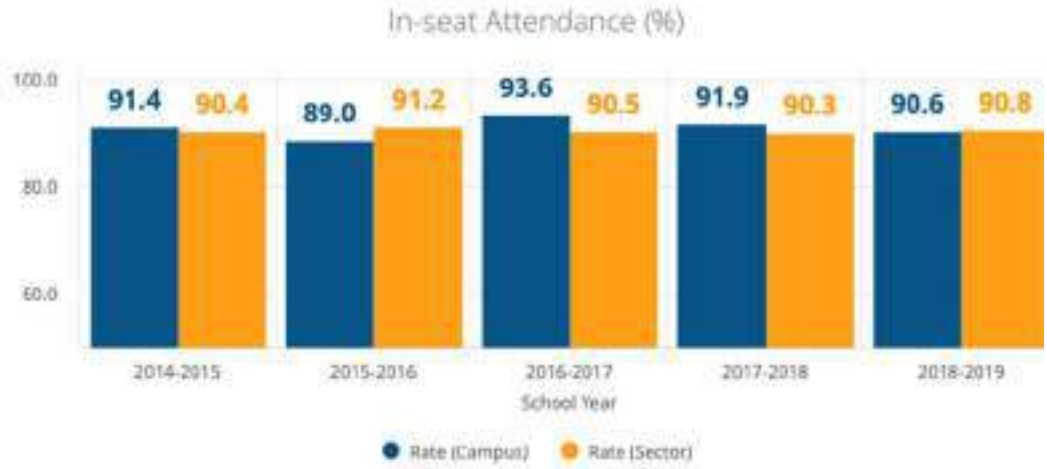
With the exception of SY 2015-16, the Middle School campus has exceeded the sector average for in-seat attendance.



In-Seat Attendance

High School

Attendance at the High School campus has been above 90.0% during four out of the five years in the review period. In SY 2016-17, the campus exceeded the sector average by more than three points.



Re-enrollment

Lower School

Re-enrollment at Capital City PCS – Lower School has far exceeded the sector average during every year of the review period. In SY 2015-16, for example, the campus had a re-enrollment rate nearly eleven points higher than the sector average.

Re-enrollment

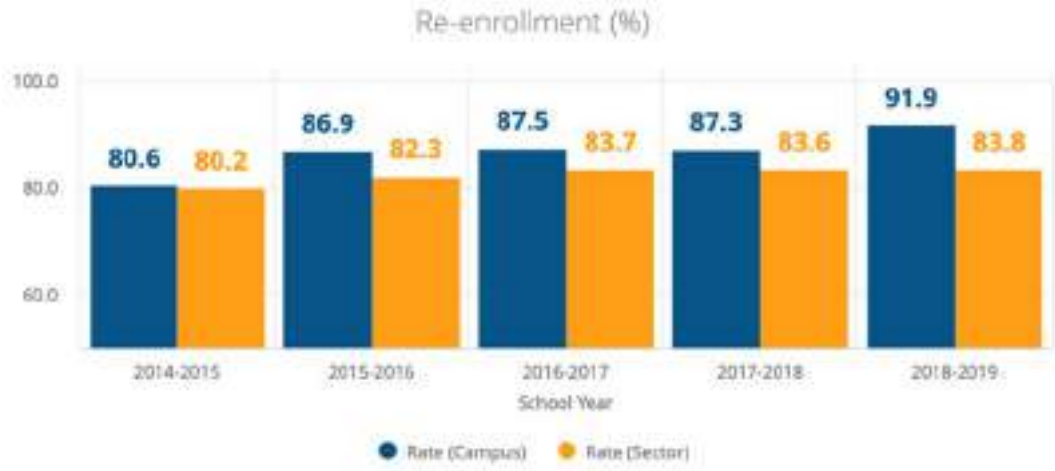
Middle School

Similar to the Lower School campus, the Middle School campus has also far exceeded the sector average during every year of the review period for re-enrollment. After SY 2014-15, the campus maintained a re-enrollment rate that was greater than 90.0% each year.

Re-enrolllment

High School

Capital City PCS – High School earned a re-enrollment rate greater than the sector average each year of the review period, and it has consistently improved its re-enrollment rate each year. In SY 2018-19, the campus achieved a re-enrollment rate 11.3 points higher than its re-enrollment rate at the start of the review period.



CLASS

Lower School

The Lower School campus's performance on CLASS each year is displayed in the charts below. For reference, the PMF floors and targets for each domain are as follows:

- Emotional Support: Floor 4.5, Target 6.0
- Classroom Organization: Floor 4.5, Target 6.0
- Instructional Support: Floor 2.0, Target 4.0

Over the course of the review period, the campus has improved its performance in each of the three domains. After earning a score just above the PMF floor on Instructional Support in SY 2014-15, the campus improved its performance to a 3.5 by SY 2018-19, much closer to the PMF target. The campus scored higher than the PMF target of 6.0 on the Classroom Organization domain in SY 2018-19. Finally, the campus scored at or above the PMF target on the Emotional Support domain in four out of the five years of the review period.

Early Childhood Assessments

Each LEA that serves early childhood grades selects its own pre-approved assessments to use with PK through second grade students. These measures are display only on the PMF, meaning schools do not earn points for their overall score.

PK Pre-Literacy and Math

Lower School

The campus uses the Teaching Strategies GOLD assessment for both pre-literacy and math. The display range for this assessment on the PMF is 85.0 to 100.0. In both subjects, the campus has increased its performance each year, ending the review period with 100.0% of students meeting or exceeding publisher expectations.

PK Literacy

School Year	Assessments (Grades Measured)	Rate
2014-2015	GOLD (PK3,PK4)	81.4
2015-2016	GOLD (PK3,PK4)	91.8
2016-2017	GOLD (PK3,PK4)	97.4
2017-2018	GOLD (PK3,PK4)	98.7
2018-2019	GOLD (PK3,PK4)	100.0

PK Math

School Year	Assessments (Grades Measured)	Rate
2014-2015	GOLD (PK3,PK4)	81.4
2015-2016	GOLD (PK3,PK4)	87.7
2016-2017	GOLD (PK3,PK4)	97.4
2017-2018	GOLD (PK3,PK4)	98.7
2018-2019	GOLD (PK3,PK4)	100.0

K-2 Literacy and Math

Lower School

Prior to SY 2018-19, the campus used a combination of Phonological Awareness Literacy Screening (PALS) and Fountas & Pinnell for K-2 literacy. In SY 2018-19, the campus used only Fountas & Pinnell. The display range for Fountas & Pinnell / PALS on the PMF is between 60 and 100. The campus has used Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP) for K-2 math during the entirety of the review period, and the display range on the PMF for this assessment is 30 to 70. Schools using NWEA MAP are measured using median conditional growth percentile (CGP).[26] A median CGP of 50.0 indicates that a school's students have average year-to-year growth when compared to students nationwide in the same grades and with the same initial assessment performance.

Results in both literacy and math have been mixed. In the first year of using only Fountas & Pinnell for literacy, SY 2018-19, the rate of students meeting or exceeding publisher expectations was less than 30%. Prior to SY 2018-19, the campus earned a rate within the PMF display range in all years except SY 2017-18. On the NWEA MAP math assessment, the campus earned a median CGP far below 50.0 in SY 2015-16 and SY 2016-17. However, in both

[26] NEWA MAP was measured using Rausch Unit (RIT) growth in SY 2014-15 rather than median CGP. The difficulty and complexity of each MAP assessment question is measured using the RIT scale. A student's RIT score indicates the level at which the student answered questions correctly 50% of the time.

SY 2017-18 and SY 2018-19, the campus's NWEA MAP performance improved and the campus earned a CGP of 50.0 or greater.

K-2 Literacy

School Year	Assessments (Grades Measured)	Rate
2014-2015	Fountas & Pinnell (1,2) ; PALS (K)	60.6
2015-2016	Fountas & Pinnell (1,2) ; PALS (K)	70.4
2016-2017	Fountas & Pinnell (1,2) ; PALS (K)	69.5
2017-2018	Fountas & Pinnell (1,2) ; PALS (K)	54.2
2018-2019	Fountas & Pinnell (K,1,2)	29.6

K-2 Math

School Year	Assessments (Grades Measured)	Rate
2014-2015	NWEA MAP (K,1,2)	44.4
2015-2016	NWEA MAP (K,1,2)	28.5
2016-2017	NWEA MAP (K,1,2)	27.0
2017-2018	NWEA MAP (K,1,2)	50.5
2018-2019	NWEA MAP (K,1,2)	57.5

Additional Academic Data

ACCESS for English Language Learners 2.0 Performance and Growth

ACCESS for English Language Learners 2.0 (ACCESS) is DC's annual English language proficiency assessment for grades K-12. The test measures the English language development of students identified as English learners across four domains: listening, reading, speaking, and writing. Students identified as English learners must test every year until they score at least a Level 5.0, which indicates English language proficiency. In its School Transparency and Reporting (STAR) Framework, OSSE calculates the percentage of English learners making progress in achieving English language proficiency as measured by their performance on the ACCESS test. This data was not reported publicly prior to SY 2017-18.

The following chart shows how many English learners at Capital City PCS – Lower School, Middle School, and High School met their language proficiency targets relative to the state average for their grade bands. In both SY 2017-18 and SY 2018-19, the Lower School and Middle School exceeded their respective grade band state averages; however, the High School fell seven percentage points below the high school state average. Furthermore, in SY 2018-19, the Lower School had the seventh highest percentage of English learners making growth on ACCESS in the public charter sector.

Capital City PCS ACCESS Growth

	2014-15		2015-16		2016-17		2017-18		2018-19	
	School	State	School	State	School	State	School	State	School	State
Lower School	N/A[27]						55.3	50.9	43.0	37.1
Middle School							35.6	28.0	17.2	16.5
High School							38.1	45.1	19.2	26.2

[27] For SY 2014-15, 2015-16, and 2016-17, ACCESS Growth data is not available.

Qualitative Site Review (QSR)

DC PCSB conducts QSRs of charter schools to observe qualitative evidence of the extent to which the school is meeting its mission and goals, as well as to assess classroom environment and quality of instruction. Between November 26, 2018 – December 7, 2018, in anticipation of this charter review analysis, DC PCSB conducted a QSR of Capital City PCS – Lower School. The QSR team observed teachers using strategies to support the school's commitment to the research-based Expeditionary Learning Model, which resulted in engaging instruction, relevant content, and extensive student participation. Students were involved in original research, critical thinking, problem solving, and character building in the majority of observations.

In QSRs, each observed classroom is assigned an Unsatisfactory, Basic, Proficient, or Distinguished rating in classroom environment and instruction. The following table details the percentage of classrooms at the campus that were rated proficient or distinguished in each domain.

	Classroom Environment	Instruction
Capital City PCS – Lower School	70%	73%
Average score for PK-8 schools	76%	68%

Capital City PCS – Lower School scored below average in Classroom Environment and above average in Instruction compared to other PK – 8 schools that received a QSR over the past five years.

Between November 26, 2018 – December 7, 2018, in anticipation of this charter review analysis, DC PCSB conducted a QSR of Capital PCS – Middle School. The QSR team observed teachers using strategies to support the school's commitment to the research-based Expeditionary Learning Model, which resulted in engaging instruction, relevant content, and extensive student participation. Students had frequent opportunities to exercise their agency, including in "Intensives," a purposeful homeroom period at the start of the day. In QSRs, each observed classroom is assigned an Unsatisfactory, Basic, Proficient, or Distinguished rating in classroom environment and instruction. The following table details the percentage of classrooms at each campus that were rated proficient or distinguished in each domain.

	Classroom Environment	Instruction
Capital City PCS – Middle School	73%	77%
Average score for PK-8 schools	76%	68%

Capital City Middle School PCS scored below average in Domain 2 and above average in Domain 3 compared to other PK – 8 schools that received a QSR over the past five years.

Between November 26, 2018 – December 7, 2018, DC PCSB conducted a QSR of Capital City PCS – High School. Observers noted that all classrooms involved some level of cooperative learning. Students conferred with one another to solve algebraic expressions, improve the accuracy of their notes, locate information within online articles, and conduct experiments. The following table details the percentage of classrooms at the campus that were rated proficient or distinguished in each domain.

	Classroom Environment	Instruction
Capital City PCS - High School	88%	73%
Average score for 9 – 12 schools	71%	64%

Capital City PCS – High School scored above average in both domains compared to other 9 – 12 schools that received a QSR over the past five years.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least once every five years whether a school has "committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."[28] The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below section discusses the school's compliance for this review period.

Since SY 2014-15, Capital City PCS has been compliant with **ALL** the following applicable laws:[29]

- Fair Enrollment Process (D.C. Code § 38-1802.06)
- Notice and Due Process for Suspensions and Expulsions (D.C. Code § 38-1802.06(g))
- Student Health and Safety (D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651)
- Equal Employment (D.C. Code § 38-1802.04(c)(5))
- Insurance (As required by the school's charter)
- Facility Licenses (D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 *et seq*.)
- Proper Composition of Board of Trustees (D.C. Code § 38-1802.05(a))
- Accreditation Status (D.C. Code § 38-1802.02(16))

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at $25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to report key contract information specifying any qualifying procurement contract that the school has executed.

During the fiscal year (FY) 2017 reconciliation process, DC PCSB found that Capital City PCS properly submitted 39 procurement contract packages, and during FY 2018, the school properly submitted 19 procurement contract packages. The difference in these submission patterns implies that the LEA was out of compliance with procurement contract submission requirements.

On July 1, 2018, DC PCSB began implementing a new Procurement Contract Submission and Conflict of Interest Policy, which tracks the timeliness of procurement contract

[28] D.C. Code § 38.1802.13(a).

[29] Capital City PCS Compliance Reports, Appendix G.

documentation submissions. Under this new policy, the school received three Early Warning Notices regarding late submissions and reported multiple late contracts to bring itself into compliance from the previous fiscal year. However, since then, the school has properly uploaded procurement contract submissions, suggesting that the school developed new internal procedures to ensure timely submission of documentation to DC PCSB. The school properly submitted 25 procurement contract packages during FY 2019.

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act[30] (IDEA) and Section 504 of the Rehabilitation Act of 1973.[31] The following section summarizes the LEA's special education compliance from SY 2014-15 to the present.

The D.C. Office of the State Superintendent of Education (OSSE) Special Education Compliance Reviews

As the State Education Agency (SEA), OSSE monitors charter schools' special education compliance and publishes detailed findings in the following reports:

(1) Annual Determinations
(2) On-Site Monitoring
(3) IDEA Procedural Timeliness Monitoring (Initial Evaluation, Reevaluation, and Part C to B Transition)
(4) Secondary Transition Monitoring
(5) Child Find Monitoring
(6) Significant Discrepancy and Disproportionate Representation Review
(7) Significant Disproportionality Review
(8) Hearing Officer Determination Implementation Review

Below is a summary of the compliance areas for which OSSE required Capital City PCS to take corrective action during the review period:

- On-site Monitoring (Student-Level IEP)
- Child Find policies
- Initial Evaluation timeliness
- Reevaluation timeliness
- Secondary Transition Requirements
- Significant Disproportionality
- Hearing Officer Determination

Further detailed information on OSSE's findings regarding special education compliance is below.

[30] 20 U.S.C. §§ 1400 *et seq*. See 20 U.S.C. § 1413(a)(5).
[31] 29 U.S.C. § 794.

(1) Annual Determinations

As required by federal regulation, OSSE annually analyzes each LEA's compliance with special education compliance indicators, and it publishes these findings in an Annual Determination report.[32] Each year's report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2017-18, OSSE published its 2015 Annual Determination reports (based on the school's 2015-16 performance).

Capital City PCS's Annual Determination compliance performance is detailed in the table below.[33]

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level[34]
2015	84%	Meets Requirements
2016	90%	Meets Requirements
2017	100%	Meets Requirements

(2) On-Site Monitoring Report

OSSE conducts an on-site assessment of an LEA's special education compliance with student-level and LEA-level indicators in alignment with its coordinated Risk-Based Monitoring,[35] and publishes its findings in an On-Site Monitoring Report. Annually, OSSE assigns a risk designation to each LEA based on several criteria, including its IDEA Part B performance,[36] which OSSE then uses to determine if an LEA will receive on-site monitoring.[37] LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.[38]

In 2018, OSSE published an On-Site Compliance Monitoring Report of Capital City PCS based on the school's performance in SY 2017-18.[39] The school has since corrected all areas of noncompliance.

[32] As required by federal regulation 34 C.F.R. § 300.600(c).
[33] See Annual Determination reports, attached to this report as Appendix H.
[34] IDEA requires OSSE, as the SEA, to make determinations annually about the performance of LEAs. OSSE is required to use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. These categories are: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.
[35] See https://osse.dc.gov/publication/risk-based-monitoring-guidance.
[36] Part B of IDEA applies to students ages 3-22.
[37] The type of monitoring an LEA will receive varies depending on its designation as a "high," "medium," or "low risk" sub-grantee. An on-site monitoring visit will occur for LEAs classified as "high" risk.
[38] If OSSE determined an LEA was less than 100% compliant with a student-level indicator that could not be corrected retroactively, OSSE would identify the point of noncompliance as an LEA-level violation and give the LEA 365 days to correct the finding.
[39] See SY 2017-18 On-Site Monitoring Report Attachments, attached to this report as Appendix I.

On-Site Monitoring Report – LEA-Level Compliance			
Compliance Area	**Compliant?**	**Noncompliant Indicators**	**Corrected?**
Least Restrictive Environment (LRE)	1 of 1 indicator compliant	0	N/A
Individualized Education Program (IEP)	1 of 1 indicator compliant	0	N/A
Data	2 of 2 indicators compliant	0	N/A
NIMAS	1 of 1 indicator compliant	0	N/A
Fiscal	4 of 4 indicators compliant	0	N/A

On-Site Monitoring Report – Student-Level Compliance			
Compliance Area	**Compliant?**	**Noncompliant Indicators**	**Corrected?**
Initial Evaluation and Reevaluation	5 of 5 indicators compliant	0	N/A
IEP	15 of 18 indicators compliant	▪ IEP Statement of Special Education and Related Services ▪ IEP Contains Projected Date for Services ▪ Implementation of Related Services	Yes
LRE	4 of 4 indicators compliant	0	N/A

(3) IDEA Procedural Timeliness

OSSE monitored Capital City PCS in three areas related to timeliness of creating and maintaining compliant IEPs for students: Initial Evaluation, Reevaluation, and Part C to B Transition.

Initial Evaluation

An initial evaluation is a process consisting of a set of procedures and/or assessments used in accordance with the IDEA and District of Columbia law to determine: (1) whether a child has a disability, and if so, (2) the nature and extent of the special education and related services that the child needs.[40]

Under District of Columbia law,[41] the LEA must make reasonable efforts to obtain parental consent for initial evaluation within thirty calendar days of referral and complete an initial evaluation of a child suspected of having a disability, including the determination of eligibility, within sixty calendar days of receiving parental consent.

Capital City PCS was flagged for noncompliance for not adhering to the required timeline for initial evaluation[42] during the following school year:

[40] 5-E D.C.M.R. § 3001.
[41] D.C. Code § 38-2561.02(2)(A).
[42] For IDEA Purposes, OSSE only monitors schools for the second part of the Initial Evaluation timeline (parental consent to eligibility being completed in 60 days).

- SY 2018-19 Q3 & Q4 (January 1, 2019 - June 30, 2019) Report

OSSE confirms that the school is within the one year timeline and is in progress with addressing the finding issued above.

Reevaluation

A reevaluation is defined as an evaluation, conducted after the initial evaluation, to determine whether a child with a disability still has a disability. The LEA must conduct a reevaluation at least once every three years, whether or not a child's needs have changed, unless the parent and the LEA agree that a reevaluation is unnecessary.[43]

Capital City PCS was flagged for noncompliance for not adhering to the required timeline for reevaluation during the following school years:

- SY 2018-19 August 2018 (April 1, 2018 - June 30, 2018) Report
- SY 2018-19 May 2019 (October 1, 2018 – March 31, 2019) Report
- SY 2019-20 Q1 (July 1, 2019 - September 30, 2019) Report

OSSE confirms that the school has addressed the two SY 2018-19 findings and is in progress with addressing the SY 2019-20 finding issued above.

Part C to B Transition Timeliness[44]

As of the date of this report, OSSE has not flagged Capital City PCS for compliance concerns regarding Part C to B transition timeliness.

(4) Secondary Transition Monitoring

The IDEA requires that transition planning for students who receive special education services and have an IEP must begin by age 16.[45] This process involves the development of a plan with goals that will transition students from high school to postsecondary employment, education/training, and independent living.[46]

Capital City PCS was flagged for noncompliance with secondary transition requirements during the following school year:

[43] 5-E D.C.M.R. § 3005.7.
[44] The IDEA requires that for all children who receive early intervention services in Part C (birth through age two) and who are potentially eligible for Part B special education services (age three to 21), there is a smooth and effective transition from one system to the next. Specific regulations for Part B and for Part C of IDEA set forth the programmatic requirements that must take place by a child's third birthday (34 C.F.R. 300.124).
[45] On July 1, 2018 the Enhanced Special Education Services Amendment Act of 2014 took effect and required that secondary transition planning in DC must be in effect after a child with a disability turns 14. However, OSSE's Secondary Transition Monitoring currently aligns with the age requirement of the IDEA, 16 years and up.
[46] 34 C.F.R. 300.320(b)-(c).

- SY 2017-18 August 2017 (April 1, 2017 - June 30, 2017) Report

OSSE confirms that the school has addressed the finding issued above.

(5) Child Find Monitoring Report

"Child find" is a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate children who may require special education and related services. Each LEA must have policies and procedures in effect to ensure that child find takes place.

OSSE found that in SY 2017-18 Capital City PCS identified above the 8.5% target enrollment. However, OSSE also reviewed Capital City PCS's child find policy, procedures, and practices and determined that they were not compliant with IDEA and local law. As a result, OSSE required that Capital City PCS:

- Revise its policies to address the identified areas of noncompliance.
- Conduct training for all instructional staff, support staff, principals, and other school administrators regarding child find processes and procedures prior to the beginning of the 2018-19 school year.
- Submit documentation to its LEA monitor that it has completed training of all staff by October 15, 2018.

OSSE confirms that the school has completed training requirements and submitted required documentation by the October 15, 2018 deadline.

Consistent with a judicial order,[47] OSSE continued to audit every LEA's identification rate of enrolled students ages 3-5 receiving special education services against the 8.5% target enrollment established in the case. OSSE also conducted desktop reviews of all LEA child find policies to ensure that they were compliant with the law and did not adversely affect identification rates.[48] As described in a letter to the LEA's leader,[49] OSSE found that in SY 2018-19 Capital City PCS identified 4.9% of its 3-5 year old students eligible for special education, significantly lower than the 8.5% target enrollment. While no further action was required, OSSE encouraged the LEA to review its data and access child find resources available on its website.

[47] D.L. v. The District of Columbia (Case No. 1:05-cv-01437), 860 F.3d 713 (DC Cir. 2017).
[48] For more information, see OSSE's "Dear Colleague" letter on key IDEA requirements related to D.L. v. District of Columbia at https://osse.dc.gov/publication/dear-colleague-letter-key-idea-requirements-related-dl-v-district-columbia.
[49] Please find the 2018-19 Child Find Focused Monitoring Report for Capital City PCS, Appendix J.

(6) Disproportionate Representation Review[50]

OSSE determined that the LEA does not have disproportionate representation of racial and ethnic groups in special education or in specific disability categories.

Significant Discrepancy Review[51]

OSSE determined that the LEA does not have a significant discrepancy in long-term suspension and expulsion rates for students with disabilities by race or ethnicity.

(7) Significant Disproportionality Review

OSSE annually reviews LEAs for significant disproportionality when students in a racial or ethnic group are more likely to be:

- Identified as a student with a disability;
- Identified as a student with a particular disability;
- Placed in more restrictive settings; or
- Suspended or expelled at a higher rate than students in other racial or ethnic groups.

On August 2, 2019,[52] Capital City PCS was notified that it was found to have significant disproportionality due to discipline. OSSE suggested that the LEA reserve 15% of its Part B IDEA funding for Comprehensive Coordinated Early Intervention Services (CEIS) and submit documentation and attend technical assistance webinars.

(8) Hearing Officer Determination (HOD) Implementation Review[53]

OSSE manages and oversees compliance through the HOD Tracker (formerly called the Blackman Jones database) that tracks the timely implementation of actions required by HODs. The chart below shows the administrative due process complaint that resulted in a finding of noncompliance during the review period.[54]

Transmittal Date[55]	HOD Implementation and Timeliness Status[56]
12/2016	Not Implemented and Untimely

[50] OSSE annually reviews LEAs for inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities. This review is based on the current school year's enrollment audit and child count data. For those LEAs found to have disproportionate representation, OSSE requires the LEA to complete and submit a self-study. An LEA will be cited for non-compliance only if the disproportionate representation was found to be the result of inappropriate identification.
[51] OSSE annually reviews LEAs' rates of suspension and expulsion for students with disabilities as compared to their non-disabled peers. For those LEAs found to have significant discrepancy, OSSE requires the LEA to complete and submit a self-study. An LEA will be cited for significant discrepancy noncompliance only if the school's policies and practices do not comply with regulatory requirements.
[52] See 2018-19 Significant Disproportionality Review Report for Capital City PCS, Appendix K.
[53] OSSE manages and oversees compliance through the HOD Tracker (formerly called the Blackman Jones database) that tracks the timely implementation of actions required by HODs, which are the written decisions issued as a result of a due process complaint that proceeded to hearing. DC PCSB reports only on HODs that resulted in a finding of noncompliance against the LEA.
[54] DC PCSB reports only on HODs that resulted in a finding of noncompliance against the LEA.
[55] This is the date the Office of Dispute Resolution transmits the HOD to the database a few days after the hearing officer has issued a decision.
[56] An HOD may be implemented timely, implemented untimely, or not implemented and untimely

OSSE confirms that the HOD listed above was eventually implemented after an appeal, which caused the delay. The parties agreed after the appeal to forego the required actions and no further action is required of the LEA.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY

Introduction

The SRA requires DC PCSB to revoke a school's charter if DC PCSB determines that the school:

- Has engaged in a pattern of nonadherence to GAAP;
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.[57]

DC PCSB has assessed Capital City PCS's financial performance by reviewing the previous four years of audited financials and DC PCSB's Financial Analysis Review (FAR) reports, dating from FY 2015 through FY 2018. DC PCSB also reviewed the school's unaudited financials for FY 2019 and incorporated this data when relevant. For the purpose of this report, DC PCSB used the FY 2018 FAR Report's benchmarks to assess the financial strength of these individual measures. These ranges were established where the upper end of the range was the "target" for financial performance and the lower end was the "floor." Schools performing at or above the established targets are determined to be in a strong financial position for the specific metric being assessed. When a school's metrics fall below the established targets, they are reviewed collectively to identify and assess the areas of financial risks presented. Further, metrics that fall below the established floors are reviewed to determine whether they pose more imminent financial concerns. DC PCSB assesses the school's financial condition holistically in order to determine whether operations are adequately managed, sustainable, and economically viable.

KEY for Fiscal Management and Economic Viability Charts	
Black Text	▪ Within an average, financially healthy range based on the FAR and general finance principles.
Red Text	▪ Falling within a range that is cause for concern based on the FAR and general finance principles. Though this does not necessarily show fiscal mismanagement on the part of the school, it indicates that this specific measure fell below the targets that DC PCSB considers financially sound.

Summary of Findings

Capital City PCS has demonstrated strong fiscal performance. Its financial audits confirm the school has adhered to GAAP and has strong internal controls. The school has not engaged in a pattern of fiscal mismanagement, and it is economically viable.

Capital City PCS has strong liquidity, with over $14M, or 247 days of cash on hand. The school has consistently maintained low debt leverage, with assets well in excess of its liabilities and a healthy primary reserve ratio of 75%. These indicators all reflect positive financial strength.

[57] See D.C. Code § 38-1802.13(b).

Financial Overview

Overall, the school has exhibited positive financial performance, while exhibiting appropriate fiscal responsibility. The following table provides an overview of Capital City PCS's financial information between FY 2015 and FY 2019. Capital City PCS's enrollment has been relatively stable between FY 2015 and FY 2019, with an audited enrollment of 993 students for FY 2019. At the end of FY 2019, total revenue was up from FY 2015 by over 14%. Lastly, Capital City PCS has built a strong Net Asset Position of $16.7 million, which ensures that the school has the financial strength to sustain its operations.

Financial Highlights ($ in 000s)					
	2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19***
Maximum Enrollment[58]	1000	1000	1000	1000	1000
Audited Enrollment	971	981	983	993	993
Total Revenue	$20,767	$20,724	$20,892	$22,733	$23,764
Surplus/(Deficit)[59]	$1,254	$1,142	$995	$1,603	$1,345
Unrestricted Cash Balances	$10,796	$12,243	$10,163	$11,940	$14,138
Number of Days of Cash on Hand[60]	202	226	198	221	247
Net Asset Position[61]	$11,647	$12,788	$13,784	$15,387	$16,715
Primary Reserve Ratio[62]	61%	66%	68%	72%	75%

*FY 2018-19 financial data represents metrics calculated from unaudited financial statements provided by the LEA

Fiscal Management

Based upon DC PCSB's assessment of the school's liquidity, debt burden, and cost management, the school has shown evidence of positive fiscal management. Specifically, liquidity is strong; the school has low debt leverage; costs are effectively managed; and the internal control environment appears to be strong. These areas are discussed further below.

Liquidity

Liquidity							
	Floor	**Target**	**2015**	**2016**	**2017**	**2018**	**2019***
Current Ratio	0.7	1.0	5.2	5.5	4.9	5.2	6.0
Number of Days of Cash on Hand	15	45	202	226	198	221	247

*FY 2018-19 financial data represents metrics calculated from unaudited financial statements provided by the LEA

Liquidity refers to the school's ability to convert assets to cash in order to meet its immediate financial obligations, particularly in the short-term. DC PCSB measures liquidity

[58] Maximum Enrollment represents the largest possible number of students for which the school may receive public funding. It may be higher than the school's targeted or budgeted enrollment but provides a good proxy for the school's enrollment expectations over time.
[59] Surplus / (Deficit) is total revenue minus total expenses.
[60] Number of Days of Cash on Hand equals unrestricted cash and cash equivalents divided by daily operating expenses (which equals annual operating expenses divided by 365 days). It is a measure of the school's ability to pay debts and claims as they come due.
[61] Net Asset Position equals total assets minus total liabilities.
[62] Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.

by assessing two metrics—the Current Ratio[63] and Days of Cash on Hand[64]—as well as considering the school's solvency.

Current Ratio: The current ratio divides a school's current assets by its current liabilities. "Current" means being available or coming due within the next year. The school's current ratio has consistently been well above the target of 1.0 due to its strong cash balances, indicating the school has the means to meet obligations that will come due in the next year.

Days of Cash on Hand: This measure determines how many days of expenses a school can meet with the cash it has in the bank. Capital City PCS had 247 days of cash on hand at year-end FY 2019, evidence of ample liquidity.

Solvency: The final measure of liquidity is solvency,[65] which considers the school's overall ability to pay outstanding obligations, including amounts due to vendors, employees, and lenders if the school's charter were to be revoked. DC PCSB reviewed Capital City PCS's FY 2018 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close Capital City PCS, staff expects that the school would be able to meet its operating obligations, including estimated closure costs, and the school would not have a shortfall in meeting obligations due to vendors and employees. Given the overall financial health of the school, Capital City PCS's solvency is not an area of concern.

Debt Burden

Debt Burden						
	Floor	**Target**	**2015**	**2016**	**2017**	**2018**
Debt Ratio	0.9	0.5	N/A – metric introduced in FY 2016	0.64	0.62	0.58
Debt Service Coverage Ratio	1.0	1.2		2.9	2.9	3.1

Based upon DC PCSB's assessment, there are no current concerns related to Capital City PCS's debt burden. DC PCSB reviews two ratios related to debt management—the debt ratio[66] and the debt service coverage ratio (DSC).[67]

[63] A school's current ratio is its current assets divided by current liabilities.
[64] Days of Cash on Hand is the amount of unrestricted cash and cash equivalents divided by daily operating expenses, excluding depreciation & amortization.
[65] Except when the school owns a facility, solvency equals unrestricted cash plus receivables with a high probability of collection, minus liabilities and closure expenses.
[66] Debt Ratio equals the total liabilities divided by the total assets.
[67] Debt Service Coverage (DSC) Ratio equals Earnings Before Interest, Depreciation, and Amortization divided by the sum of scheduled principal payments and interest paid (not including balloon payments).

Debt Ratio: This metric measures the extent to which a school relies on borrowed funds to finance its operations; as such, a lower metric implies that the school's operations are financed by a relatively low amount of debt compared to its assets. The school has consistently maintained low leverage, with assets in excess of its liabilities and debt ratio approaching DC PCSB's target of 0.5.

Debt Service Coverage Ratio: The debt service coverage ratio compares a school's current year operating surplus with the interest and principal due on its debt. A high ratio implies sufficient resources were available for debt service, while a low ratio indicates a school's inability to service its debt. The school's debt service coverage at the end of FY 2019 was 3.1, well above the target for this metric, which further reflects the school's ability to service the principal and interest on its outstanding debt.

Cost Management

Components of Expenses ($ in 000s)				
	2015	**2016**	**2017**	**2018**
Salaries and Benefits	$12,913	$13,388	$13,641	$14,999
Direct Student Costs	$1,339	$1,366	$1,633	$1,566
Occupancy Expenses	$3,251	$2,977	$3,174	$3,195
General Expenses[68]	$1,348	$1,229	$1,851	$1,548

As a Percent of Expenses					
	2015	**2016**	**2017**	**2018**	**FY18 Sector Median**
Salaries and Benefits	68%	71%	67%	70%	69%
Direct Student Costs	7%	7%	8%	7%	8%
Occupancy Expenses	17%	16%	16%	15%	16%
General Expenses	7%	6%	9%	7%	7%

The tables above provide an overview of the school's spending decisions over the past five years. General Expenses declined in FY 2017 due to a reduction in professional services; otherwise, the school's expenses are appropriately in line with sector medians.

Internal Controls

Internal controls are processes assuring achievement of an organization's objectives in operational effectiveness and efficiency, reliable financial reporting, and compliance with laws, regulations, and policies.

Audits of Capital City PCS establish that the school has adhered to GAAP. The school's auditors issued unmodified audit opinions for all years and there were no material weaknesses identified in internal controls over financial reporting. Based on this assessment, Capital City PCS appears to have a strong internal control environment.

[68] DC PCSB has worked with the Financial Oversight Task Force to revise definitions of cost categories, including combining Office Expenses and General Expenses beginning in FY 2016. Other category definitions have also changed over time.

Internal Controls				
	2015	**2016**	**2017**	**2018**
Modified Statement Opinion. The auditor issues an opinion letter on the basic financial statements. An *unmodified* opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be *modified, adverse*, or *disclaimed*.	No	No	No	No
Material Weakness. A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the school's financial statements will not be prevented, or detected and corrected in a timely manner.	No	No	No	No
Statement Non-Compliance. The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.	No	No	No	No
Modified Program Opinion (Uniform Guidance). When expenditures of federal funds are greater than $750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major federal programs. A *modified opinion* indicates instances of non-compliance.	No	No	N/A	N/A
Program Material Weakness (Uniform Guidance). In planning and performing the audit of major federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material non-compliance with a requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.	No	No	N/A	N/A
Findings & Questioned Costs. The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0	0
Unresolved Prior Year Findings. The auditor discloses prior year audit findings that have not been corrected.	0	0	0	0
Going-Concern Issue. The auditor indicates that the financial strength of the school is questioned.	No	No	No	No
Debt-Compliance Issue. The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No	No

ECONOMIC VIABILITY

Considering earnings, cash flows, reserves, and trends in both enrollment and revenue, DC PCSB staff has no concerns about Capital City PCS's economic viability. The school has consistently generated operating surpluses and positive cash flow.

($ in 000s)	Floor	2015	2016	2017	2018	2019*
Surplus/(Deficit)	<0	$1,254	$1,142	$995	$1,603	$1,345
Earnings before Depreciation and Amortization	<0	$1,584	$1,501	$1,592	$1,579	$1,501

* The end of year audited financials were not available at the time of the review.

Earnings and Operating Cash Flow

One measure of economic viability is whether a school runs a surplus—put simply, whether revenues exceed expenditures. While healthy schools can occasionally run deficits, in most years they do not. Earnings before Depreciation and Amortization (EBDA) removes major non-cash items from the earnings calculation and is an indicator of whether the school has generated positive cash surpluses for the year.[69]

Capital City PCS has consistently had positive earnings in each of the past five fiscal years, indicating that the school effectively manages expenses relative to revenues.

($ in 000s)	Floor	Target	2015	2016	2017	2018	2019*
Net Asset Position	$ 0	N/A	$11,647	$12,788	$13,784	$18,387	$16,715
Primary Reserve Ratio	0%	25%	61%	66%	68%	72%	75%

* The end of year audited financials were not available at the time of the review.

Net Asset Position

Net Asset Position measures a school's assets less its liabilities. DC PCSB would be concerned with net assets reserves below zero. As shown above, the school's net assets are quite strong, ending FY 2019 with total net assets greater than $16.7M.

Primary Reserve Ratio

The Primary Reserve Ratio divides net assets by a school's total expenses to measure net assets relative to the size of the school. The Primary Reserve Ratio has consistently been well in excess of DC PCSB's target of 25%. At year-end FY 2019, the ratio was 75%, indicating that the school has adequate reserves to withstand unexpected declines in operating surpluses.

[69] EBDA is the change in net assets plus depreciation and amortization.

Enrollment and Revenue Trends

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about a school's ability to attract students and receive DC and Federal funds for operations. Stable or increasing enrollment and revenue indicate that a school is likely to remain financially stable, barring extraordinary circumstances.

($ in 000s)	Enrollment over Time				
	2015	**2016**	**2017**	**2018**	**2019***
Enrollment Ceiling	1000	1000	1000	1000	1000
Enrollment	971	981	983	993	993
Growth in Enrollment	-	1%	0%	1%	0%
Total Revenue	$20,767	$20,724	$20,892	$20,963	$23,764
Growth in Revenues	-	0%	1%	0%	13%

* The end of year audited financials were not available at the time of the review.

Capital City PCS's enrollment has been relatively stable between FY 2015 and FY 2019 and has remained between 97% and 99% of the LEA's total capacity, evidence of the school's ability to attract and retain students. Revenue has increased since FY 2015, in excess of the rate of growth of enrollment.

Appendix A

CHARTER SCHOOL AGREEMENT

DATED AS OF July 6, 2000

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

CAPITAL CITY PUBLIC CHARTER SCHOOL

TABLE OF CONTENTS

		Page
SECTION 1.	ESTABLISHMENT OF SCHOOL	1
1.1	Charter	1
1.2	Term; Renewal	1
1.3	Location; Permits	2
SECTION 2.	EDUCATIONAL PROGRAM	2
2.1	Mission Statement	2
2.2	Age; Grade	2
2.3	Enrollment	2
2.4	Curriculum	3
2.5	Standards	4
2.6	Students with Disabilities	4
2.7	Student Policies; Expulsion and Suspension	4
SECTION 3.	EVALUATION	4
3.1	Accountability Plan	4
3.2	Corrective Action	5
3.3	Standardized Testing	5
SECTION 4.	CONTRACTS	5
4.1	Contracts	5
4.2	Contracts for School Management	6
4.3	Insurance Coverage	6
4.4	Insurance Certificates	8
4.5	Transactions with Affiliates	9
4.6	Costs	9
4.7	No Agency	9
4.8	Inventory	9
SECTION 5.	REPORTS	10
5.1	Reporting Requirements	10
5.2	Reports Required by the Act	12

TABLE OF CONTENTS
(continued)

Page

SECTION 6.	ORGANIZATION	12
6.1	Organization	12
6.2	Tax-Exempt Status	13
6.3	Powers	13
6.4	Accreditation	13
6.5	Nonsectarian	13
6.6	Financial Management	13
6.7	Board of Trustees	13
6.8	Hiring	13
6.9	Employee Handbook	13
6.10	Complaint Process	13
SECTION 7.	TERMINATION	13
7.1	Termination	14
7.2	Actions Upon Expiration or Termination	14
SECTION 8.	COMPLIANCE	15
8.1	Laws	15
8.2	Cooperation	15
8.3	Access	15
8.4	School Emergency	16
SECTION 9.	MISCELLANEOUS	16
9.1	Administrative Fee	16
9.2	Assignment	16
9.3	Definitional Provisions	16
9.4	Entire Agreement; Amendments	17
9.5	Dispute Resolution	17
9.6	Notices	17
9.7	Failure or Indulgence Not Waiver; Remedies Cumulative	18
9.8	Severability	18

TABLE OF CONTENTS
(continued)

		Page
9.9	Applicable Law	18
9.10	No Third Party Beneficiary	18
9.11	Counterparts; Effectiveness	18

TABLE OF DEFINITIONS

	Page
Accountability Plan	5
Act	1
Affiliate	9
Agreement	1
Application	1
Authorizations	2
Board	1
Board of Education	5
Board of Trustees	9
Budget	11
Fiscal Year	10
Implementation Date	3
Interim Period	10
Law	7
Material Contract	6
Person	9
Proceedings	12
School	1
School Corporation	1
School Emergency	16
School Management Contract	6
School Manager	8
School Property	2
Termination Date	14

CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this "Agreement") is dated as of _____, 2000 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the "Board") and CAPITAL CITY PUBLIC CHARTER SCHOOL (the "School Corporation").

RECITALS

WHEREAS, pursuant to Section 2203 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the "**Act**"), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with Section 2202 of the Act to establish a public charter school (such petition, as amended through the date hereof, the "**Application**"; a copy is attached hereto as Exhibit A);

WHEREAS, the Board has (i) determined that the Application satisfies the requirements set forth in Subtitle B of the Act and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

WHEREAS, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

NOW, THEREFORE, in consideration of the premises and the agreements, provisions and covenants herein contained, the Board and the School Corporation agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. The School Corporation shall establish a public charter school (the "**School**") in the District of Columbia and shall operate such school in accordance with the Act, this Agreement and the Application. The Application is incorporated in this Agreement and binding on the School Corporation. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation's charter for purposes of Section 2203(h)(2) of the Act.

1.2 Term; Renewal. A. This Agreement shall commence on the date hereof and shall continue for a term of fifteen years unless sooner terminated in accordance with Section 7.1 hereof.

B. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act and any rules established by the Board. If such renewal is granted by the Board, the Board and the School Corporation shall (i) renew this Agreement with amendments satisfactory to the Board

and the School Corporation or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

1.3 Location; Permits. The School shall be located at 3029 14th Street, N.W., Washington, DC 20009 (the School Corporation's fee or leasehold interest in such property, the "**School Property**"). At least 30 days prior to the first day of the School's first academic year, the School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals, and (ii) a report identifying any lease, sublease, deed or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith. The School shall not begin instruction of students at the School Property until the School Corporation has provided to the Board a copy of the certificate of occupancy for the School Property certified by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School as true, correct and complete. The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive or other authorization of, by or with, (b) any notice to or from, (c) any declaration of or with, or (d) any registration with, any governmental authority, in each case relating to the operation of the School.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

2.2 Age; Grade. In its first academic year, the School shall instruct students in grades Pre-K through 4th. In subsequent academic years, in accordance with Schedule I, the School may instruct students in grades Pre-K through 8th. The School shall not instruct students of any other grade without the prior written consent of the Board.

2.3 Enrollment. A. Enrollment in the School shall be open to any pupil in the grade range set forth in Section 2.2 who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. The School Corporation shall determine whether each pupil resides in the District of Columbia according to guidelines established by the Board. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than 156 pupils in its first academic year and no more than 442 pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.

B. No later than April 1, 2005 and April 1, 2010, the School Corporation may petition the Board in writing to change the maximum enrollment of the School for the five academic years succeeding the deadline applicable to such petition. The Board shall review the petition and determine the maximum enrollment of the School for such five-year period. The School Corporation shall provide promptly to the Board any additional information requested by the Board in connection with such petition. Notwithstanding the foregoing, prior to the end of

any five-year period, the School Corporation may petition the Board to increase the maximum enrollment of the School by up to 5% from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, (b) the financial position of the School Corporation will improve as a result of such increase, (c) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request.

C. If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto. The School Corporation shall notify the Board in writing of any material change to the random selection process at least 60 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof. With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall not implement any material change to the random selection process unless after giving effect to such change the random selection process would (i) include (a) an annual deadline for enrollment applications that is fair and set in advance of such deadline and (b) a process for selecting students for each academic year (1) if applications submitted by the deadline exceed available spaces for such academic year, and (2) for spaces available after the beginning of such academic year, (ii) publicize the application deadline and the selection processes, and (iii) provide a procedure to determine whether applicants reside in the District of Columbia.

D. The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Sections 5.1E and Section 5.1F.

2.4 Curriculum. A. The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least 120 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the "**Implementation Date**"). With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall provide promptly to the Board any materials requested by the Board in connection with such change in curriculum or instructional method.

B. The School Corporation shall not implement any material change in the curriculum or instructional method of the School without the prior written consent of the Board if:

(i) the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets

set forth in the Accountability Plan and such notice has not been rescinded by the Board in writing; or

(ii) the Board determines in consultation with the School Corporation that such change would constitute a significant departure from the mission and goals set forth in the Application, as previously amended in accordance with this Agreement, and notifies the School Corporation of such determination in writing within 60 days after the Board receives notification of such change.

2.5 Standards. As part of its Accountability Plan, the School Corporation shall adopt student content and performance standards for all subject areas at all grade or other performance levels served by the School. The School's educational program shall be aligned with the School's content and performance standards.

2.6 Students with Disabilities. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board and the Director of the Office of Special Education of the District of Columbia Public Schools of the individual responsible for case management of the education of the School's students with disabilities. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to any academic year for which the School Corporation shall change such election from the current academic year.

2.7 Student Policies; Expulsion and Suspension. A. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. The School Corporation shall notify the Board in writing of any material change to such policies within 30 days of the adoption of such change. The School Corporation shall consider the comments of the Board, its staff and its agents in connection with such policies. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

B. The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than 5 school days of any student enrolled in the School.

SECTION 3. EVALUATION

3.1 Accountability Plan. A. The School Corporation shall develop an accountability plan setting forth (i) goals, content and performance standards and performance indicators for the School, (ii) specific annual and long-term performance targets for such performance indicators related to each goal, (iii) a method to measure the School's achievement of such performance targets, (iv) timelines for achieving performance targets set forth in the Accountability Plan, (v) procedures for taking corrective action when the School's performance

falls below such performance targets, (vi) strategies for reporting the School's performance and progress to parents, the community and the Board, and (vii) such other items as the Board may require. In developing or modifying an accountability plan, the School Corporation shall cooperate with the Board, its staff and its agents.

B. Within six months after the beginning of the School's first academic year, the School Corporation shall submit an accountability plan in writing to the Board. Upon notice to the School Corporation of the Board's approval of an accountability plan, such accountability plan (the "**Accountability Plan**") shall be attached to this Agreement and, without further action by the Board or the School Corporation, shall become a part hereof and be binding upon the School Corporation.

C. The School Corporation shall provide the Board written notice of any change in the Accountability Plan at least 120 days prior to the proposed implementation thereof. If such change significantly amends the performance goals, objectives, standards, indicators, targets or other basis against which the School Corporation has elected to have its performance judged, the School Corporation shall not implement such change without the prior written approval of the Board. With respect to any other proposed change in the Accountability Plan, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. With respect to any proposed change in the Accountability Plan requiring the Board's approval, the Board shall rule on such change within 90 days after the Board's receipt thereof.

3.2 Corrective Action. In connection with the Board's review of the School's performance, if the Board determines that the School is not progressing toward one or more performance goals set forth in the Accountability Plan or that the quality of the School's educational program is not satisfactory, then the Board, in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan. Nothing contained herein shall restrict the Board's ability to revoke the School Corporation's charter in accordance with the Act.

3.3 Standardized Testing. At a minimum, the School Corporation shall administer, in accordance with the policies of the governmental body responsible for the District of Columbia Public Schools (the "**Board of Education**"), any District-wide assessments used to measure student achievement required by the Board of Education to be administered in public schools in the District of Columbia covering the same grades or ages as the School and the results of which the Board of Education intends to make publicly available; provided that with respect to students receiving special education, the School Corporation shall only be required to administer tests related to such students' individual education plans.

SECTION 4. CONTRACTS

4.1 Contracts. A. Within 45 days after the end of each fiscal quarter, the School Corporation shall submit to the Board with respect to each contract (other than an employment contract) entered into, materially amended or terminated during such fiscal quarter that has (i) a value equal to or in excess of $10,000, or (ii) a term that exceeds one Fiscal Year, a list of the following items: (a) the parties, (b) an indication of whether any party is an Affiliate

(as defined in Section 4.5) of the School Corporation, (c) the product or service that is the subject of such contract, and (d) whether the value of such contract equals or exceeds $50,000 or such other threshold as the Board may determine in writing.

B. By October 1 of the School's first academic year and by October 1 of each subsequent year in which there is a change, the School Corporation shall submit to the Board a range of salaries and benefits in effect for each category of employees identified by the School Corporation. Within 45 days after the end of each fiscal quarter, the School Corporation shall submit to the Board a list of each employment contract entered into, materially amended or terminated during such fiscal quarter which provides an annual salary and benefits package in excess of the relevant range delivered to the Board pursuant to the preceding sentence.

C. Each contract described in clause A or B above shall be referred to herein as a "**Material Contract.**" Upon the request of the Board, the School Corporation shall deliver to the Board copies of any Material Contract.

4.2 Contracts for School Management. A. Without the prior written consent of the Board, the School Corporation shall not (i) enter into any contract (a "**School Management Contract**") for the management of the School by another entity, (ii) cancel or terminate or provide a notice of cancellation or termination of any School Management Contract or consent to or accept any cancellation or termination thereof, or (iii) enter into any material amendment, modification or supplement of any School Management Contract.

B. If the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan or for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation shall notify the Board in writing 5 business days prior to taking any of the following actions: (1) waiving any material default under, or material breach of, any School Management Contract or waiving, failing to enforce, forgiving, compromising, settling, adjusting or releasing any material right, interest or entitlement, howsoever arising, under, or in respect of any School Management Contract, or giving any consent, waiver or approval under any School Management Contract, or in any way varying, or agreeing to the variation of, any material provision of any School Management Contract or of the performance of any material covenant or obligation by any other party under any School Management Contract, or (2) providing any notice, request or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits or obligations under any such School Management Contract in any material respect. If the Board so notifies the School Corporation in writing prior to the intended date of such action, the Board shall have the right to approve such action, and the School Corporation shall not take such action without the prior written consent of the Board.

4.3 Insurance Coverage. A. The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the limits and coverage provisions set forth below:

(i) Workers' compensation insurance as required by applicable Law. "Law" shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect.

(ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage. Such insurance shall provide coverage with a $1,000,000 minimum limit per occurrence for combined bodily injury and property damage, a maximum deductible of $2,500 per occurrence and aggregate limits of liability of at least $2,000,000.

(iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned and hired motor vehicles, including loading and unloading, with a $1,000,000 minimum limit per occurrence for combined bodily injury and property damage and containing appropriate no-fault insurance provisions wherever applicable.

(iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii), with (a) if the School provides transportation for any of its students, a $5,000,000 minimum limit per occurrence and (b) otherwise, a $3,000,000 minimum limit per occurrence; provided that aggregate limits of liability, if any, shall apply separately to each location.

(v) Property damage insurance on an "all risk" basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the "full insurable value" of the School Property, and (b) attorneys' fees, engineering and other consulting costs, and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), "full insurable value" shall mean the full replacement value of the School Property, including any improvements, equipment, fuel and supplies, without deduction for physical depreciation and/or obsolescence; all such policies may have deductibles of not greater than $2,500 per occurrence; provided that to the extent such policies do not have such deductibles, the School Corporation shall establish adequate reserves or other appropriate provisions, if any, as shall be required by the Board. Such insurance shall (x) not include any coinsurance provision, (y) provide for increased cost of construction and loss to undamaged property as a result of enforcement of building Laws with sub-limits not less than 10% of the "full insurable value" of the School Property, and (z) include debris removals with a sub-limit of not less than $50,000. The property damage coverage shall not

contain an exclusion for freezing, mechanical breakdown, loss or damage covered under any guarantee or warranty, or resultant damage caused by faulty workmanship, design or materials.

(vi) Directors and officers liability insurance and professional liability insurance with a $1,000,000 minimum limit per occurrence. The policies for such insurance shall name the Board of Trustees, the School Corporation, School employees and School volunteers as insureds.

(vii) Educators legal liability insurance with a $1,000,000 minimum limit per occurrence.

B. If the School Corporation has entered into a School Management Contract, the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the "School Manager") to maintain management professional liability insurance with a $1,000,000 minimum limit per occurrence.

C. The School Corporation may satisfy its obligations under this Section 4.3 by being an additional named insured on insurance policies of an Affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself.

D. All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees and agents as additional insureds. All policies of insurance required to be maintained pursuant to this Section 4.3 shall be endorsed to provide that the insurer is required to provide the Board with at least 30 days' prior notice of substantial reduction in coverage or amount (other than a reduction in coverage or amount resulting from a payment thereunder), cancellation or non-renewal of any policy. The Board may from time to time, by written notice to the School Corporation, amend the amount and scope of insurance coverage required by this Section 4.3 to include such additional insurance coverage which, in the reasonable opinion of the Board, is generally maintained with respect to schools by prudent school management, subject to the availability of such insurance in such amounts on commercially reasonable terms.

4.4 Insurance Certificates. No later than August 1, 2000 and no later than August 1 of each subsequent year, the School Corporation shall deliver to the Board a certificate of insurance with respect to each insurance policy required pursuant to Section 4.3. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall (1) identify underwriters, the type of insurance, the insurance limits and the policy term and (2) specifically list the special provisions enumerated for such insurance required by Section 4.3. Concurrently with the furnishing of the certification referred to in this Section 4.4, the School Corporation shall furnish the Board with a report of an independent insurance broker satisfactory to the Board, signed by an officer of such broker, stating that all premiums then due have been paid. In addition, the School Corporation will notify the Board in writing promptly of any default in the payment of any premium and of any other act or omission on the part of the School Corporation or the School Manager, if any, which may invalidate or

render unenforceable, in whole or in part, any insurance being maintained pursuant to Section 4.3. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 4.3.

4.5 Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any Affiliate of the School Corporation, any member of the board of trustees of the School Corporation (the "**Board of Trustees**") or any employee of the School Corporation unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a Person that is not such an Affiliate. "**Affiliate**" shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family and any Person who is controlled by any such member or trust; for purposes of the definition of "Affiliate," "control" (including, with correlative meanings, the terms "controlling," "controlled by" and "under common control with"), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise. "**Person**" shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts or other organizations, whether or not legal entities, governments and agencies or other administrative or regulatory bodies thereof.

4.6 Costs. The School Corporation shall be responsible for all costs associated with its operation and the operation of the School including the costs of goods, services and the assessments administered pursuant to Section 3.3 hereof.

4.7 No Agency. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that the Board has no responsibility for the debts or actions of the School Corporation. The School Corporation shall not purport to act as the agent of the Board or the government of the District of Columbia with respect to any contract.

4.8 Inventory. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board's request.

SECTION 5. REPORTS

5.1 Reporting Requirements. The School Corporation shall deliver to the Board:

A. **Annual Reports**: no later than November 1 of each year, beginning November 1, 2001, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program and performance of the School Corporation as of the close of the prior academic year including all items required by Section 2204(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), an assessment of compliance with the performance goals, objectives, standards, indicators or targets or any other basis for measuring the School's performance set forth in the Accountability Plan and such other items as the Board may reasonably request; such report shall be delivered to the Board in a paper format and transmitted electronically in a format acceptable to the Board; such report shall be made available to the public upon request;

B. **Audited Financial Statements**: as soon as available but no later than 120 days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared in accordance with generally accepted auditing standards and the *Government Auditing Standards* issued by the Comptroller General of the United States, by an independent certified public accountant licensed in the District of Columbia and reasonably acceptable to the Board; such audited financial statements shall be made available to the public upon request; "**Fiscal Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year;

C. **Interim Financial Reports**: as soon as available and in any event within 45 days after the end of each Interim Period starting with the Interim Period beginning July 1, 2000, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments, and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of $500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; "**Interim Period**" shall mean (x) initially, month and (y) from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for July and August 2000 on October 15, 2000;

D. **Budget; Fiscal Year**: no later than June 1 of each year starting June 1, 2000, an annual operating budget, an annual capital budget and cash flow projections (collectively, a "**Budget**") for the next succeeding Fiscal Year; the School Corporation's operating budget for the period from July 1, 2000 to June 30, 2002 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2000 a revised operating budget for the period from July 1, 2000 to June 30, 2002; the School Corporation shall consider the comments of the Board, its staff and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board;

E. **Enrollment Census**: on dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community and vocational programs and (e) nongrade level programs, (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special education, (c) emergency migrants, (d) new or leaving students, (e) eligible for free or reduced meals or (f) students with limited English proficiency, (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the Board of Education for similar reports from public schools in the District of Columbia and such count shall be conducted in a manner comparable to that required by the Board of Education for enrollment counts by District of Columbia Public Schools;

F. **Attendance**: no later than 15 days after the end of each month during the academic year, a report listing the average daily attendance for the School during such month;

G. **Key Personnel Changes**: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure and the actions the School Corporation has taken or intends to take to replace such person;

H. **Events of Default, Etc.**: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement (including the Application or Accountability Plan) or any Material Contract, (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default

under any financing obtained by the School Corporation, or (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto;

I. **Litigation**: (i) promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in any Proceeding to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof; (ii) no later than February 14 and August 14 of each year, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting, the School Corporation or, if there has been no change since the last such report, a statement to that effect, and (iii) promptly after request by the Board, such other information as may be reasonably requested by the Board to enable the Board and its counsel to evaluate any of such Proceedings;

J. **Authorizations**: (i) within 45 days after the end of each Fiscal Year starting in Fiscal Year 2001, a certification by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect; and (ii) within 7 days after the School Corporation receives notice (whether formal or informal, written or oral) of any alleged failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such notice and the School Corporation's intended actions with respect thereto; and

K. **Board of Trustees Meeting Minutes**: Within 15 days after the end of each fiscal quarter, the School Corporation shall submit to the Board copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting) during such fiscal quarter. Documents submitted to the Board pursuant to this clause K shall be accompanied by a certification by an officer of the School Corporation or a member of the Board of Trustees as to the completeness and accuracy of such documents; and

L. **Other Information**: such other reports, financial statements and information as the Board shall reasonably request.

5.2 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

SECTION 6. ORGANIZATION

6.1 Organization. A. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

B. Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws within 30 days after the effective date of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change.

6.2 Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two years from the date hereof and shall maintain such tax-exempt status.

6.3 Powers. The School Corporation shall have the powers set forth in the Act.

6.4 Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

6.5 Nonsectarian. The School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

6.6 Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 5.1B.

6.7 Board of Trustees. A. The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall (i) set the policy for the School Corporation, (ii) be responsible for overseeing the academic and fiscal integrity of the School Corporation and assuring the School Corporation's compliance with this Agreement and the Act and (iii) select and evaluate the performance of the School Corporation's senior management.

B. Each member of the Board of Trustees shall act in an ethical manner consistent with its fiduciary obligations to the School.

6.8 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than 10 hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall conduct such other background checks as the Board may direct in accordance with such timetable as the Board may establish. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

6.9 Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

6.10 Complaint Process. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act. The School Corporation shall notify the Board in writing of any proposed material change to the complaint resolution process at least 45 days prior to the implementation of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such complaint resolution process or any material change thereto.

SECTION 7. TERMINATION

7.1 Termination. A. This Agreement may be terminated and the charter of the School Corporation revoked:

(i) by the Board in accordance with Section 2213 of the Act; or

(ii) by mutual agreement of the parties hereto; or

(iii) by the Board if, in the reasonable judgment of the Board, any circumstance or condition shall exist at the School which jeopardizes the safety, health or welfare of any students at the School, and the School Corporation shall fail to remedy such circumstance or condition within 90 days after the Board delivers written notice to the School Corporation that the Board has determined such circumstance or condition exists; or

(iv) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2001; or

(v) by the Board, if the School fails to begin instructing students by December 31, 2001.

If the School has begun operation, any such termination shall be effective at the end of the academic year unless the Board determines compelling circumstances require otherwise.

B. This Agreement shall be terminated:

(i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or

(ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 9.2.

7.2 Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "**Termination Date**"), the School Corporation shall:

A. if the School ceases operations on the Termination Date,

(i) promptly but no later than 60 days after the Termination Date, deliver all student records, reports, documents and files to the Board;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board;

B. if the Board of Education (or any other entity permitted by the Act to assume the management of the School) assumes management of the School pursuant to the terms of the Act, take such actions as the Board of Education (or such entity) shall reasonably require (subject to any rights of grantors, donors or creditors of the School Corporation);

C. if the Board of Education places the School in a probationary status pursuant to Section 2212(d)(5)(B) of the Act, take such actions as the Board of Education shall reasonably require;

D. if the School continues operations but not as a public school,

(i) promptly but no later than 60 days after the Termination Date, deliver to the Board all student records, reports, documents and files created during or covering periods during which the School was a public charter school;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation created during or covering periods during which the School was a public charter school and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board.

SECTION 8. COMPLIANCE

8.1 Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain,

renew and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

8.2 Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the Board's obligations to monitor the School Corporation.

8.3 Access. The School Corporation shall authorize and permit the Board, its staff and its agents to have access to the extent permitted by law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the foregoing activities.

8.4 School Emergency. If the Board determines (i) any event or circumstance could have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School, (ii) any action or failure to act by the School Corporation could threaten the health, safety, welfare or education of the students of the School, (iii) the School Corporation has failed to act in a fiscally responsible manner, or (iv) there has been a sudden and significant decrease in enrollment at the School (each of clause (i) through (iv), a "**School Emergency**"), then the Board of Trustees, upon the request of the Board, shall meet with the Board to discuss the School Corporation's response to such School Emergency. The School Corporation shall cooperate with the Board to resolve such School Emergency to the reasonable satisfaction of the Board.

SECTION 9. MISCELLANEOUS

9.1 Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the full allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within 5 business days of the School Corporation's receipt of such funding.

9.2 Assignment. This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District

of the Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

9.3 Definitional Provisions. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit or schedule, such reference shall be to the introduction, a recital, a section or a paragraph of, or an appendix, an exhibit or a schedule to, this Agreement unless otherwise indicated. The words "hereof", "herein" and "hereunder" and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words "include," "includes" or "including" are used in this Agreement, they shall be deemed to be followed by the words "without limitation." Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.

9.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto (including the Application and Accountability Plan as amended hereby), constitutes the entire agreement of the parties and all prior representations, understandings and agreements are merged herein and superseded by this Agreement. This agreement may not be amended or modified other than by a written agreement executed by the Board and the School Corporation; provided that the Board shall have the right to require that any amendment to this Agreement changing the curriculum, instructional method, grades, student ages or management of the School that differs substantially from the curriculum, instructional method, grades, student ages or management as set forth in the Application shall occur only in accordance with the procedures set forth in the Act.

9.5 Dispute Resolution. Subject to the last sentence of this Section 9.5, neither the School Corporation nor the Board shall exercise any legal remedy with respect to any dispute arising from this Agreement without (i) first providing a notice to the other party hereto setting forth a description of the dispute and (ii) thereafter, causing representatives of the School Corporation and the Board to meet and attempt in good faith to negotiate a resolution of such dispute. Nothing contained herein shall restrict the Board's ability to terminate this Agreement and revoke the School Corporation's charter in accordance with the terms of the Act.

9.6 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (a) delivered by hand (with written confirmation of receipt), (b) sent by telecopier (with written confirmation of receipt), provided that a copy is mailed by certified or registered mail, postage prepaid, return receipt requested, or (c) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses and telecopier numbers set forth below (until notice of a change thereof is delivered as provided in this Section 9.6) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board
1717 K Street, N.W.
Suite 802
Washington, D.C. 20006
Attention: Chairperson

Telephone: (202) 887-5011
Telecopier: (202) 887-5026

If to the School Corporation:

Capital City Public Charter School
3029 14th Street, N.W.
Washington, DC 20009-6820
Attention: Karen Dresden

Telephone: (202) 387-0309
Telecopier: (202) 328-0760

9.7 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board in the exercise of any power, right or privilege hereunder shall impair such power, right or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right or privilege preclude other or further exercise thereof or of any other power, right or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

9.8 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions or obligations, shall not in any way be affected or impaired thereby.

9.9 Applicable Law. THIS AGREEMENT AND THE RIGHTS AND OBLIGATIONS OF THE PARTIES HEREUNDER SHALL BE GOVERNED BY, AND SHALL BE CONSTRUED AND ENFORCED IN ACCORDANCE WITH, THE LAWS OF THE DISTRICT OF COLUMBIA, WITHOUT REGARD TO CONFLICTS OF LAWS PRINCIPLES.

9.10 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.

9.11 Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument, signature pages may be detached from multiple

separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

[Remainder of page intentionally left blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the date first written above.

CAPITAL CITY PUBLIC CHARTER SCHOOL

[redacted]

By: [redacted]
Title: Secretary

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

[redacted]

By: [redacted]
Title:

BYLAWS
OF
CAPITAL CITY PUBLIC CHARTER SCHOOL

A District of Columbia Nonprofit Corporation

ARTICLE I
General Provisions

Section 1.01 Charter The Corporation shall be operated in a manner consistent with the Charter granted to the Corporation pursuant to D.C. Code § 31-2801.

Section 1.02 Registered Office The Corporation shall maintain a registered office within the District of Columbia at such place as the Board of Trustees may designate.

Section 1.03 Other Offices The Corporation may also have offices at such other places, within or without the District of Columbia, as the Board of Trustees may designate.

ARTICLE II
Purposes

Section 2.01 Nonprofit Purposes This corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.

Section 2.02 Educational Purposes The purposes of the Corporation are described in the Articles of Incorporation.

ARTICLE III
Members

Section 3.01 Members The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board of Trustees. All rights which would otherwise by law vest in the members shall vest in the Board.

ARTICLE IV
Board of Trustees

Section 4.01 General Powers The Board of Trustees shall manage the affairs of the Corporation in conformance with the law, the Articles of Incorporation, the Charter, and these Bylaws. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full

authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Section 4.02 Specific Powers Without prejudice to its general powers set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

a. To select and remove all of the officers, agents and employees of the Corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;

b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;

c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;

d. To acquire real property for use as the Corporation's facilities, from public or private sources;

e. To receive and disburse funds for Corporate purposes;

f. To secure appropriate insurance and to make contracts and leases, including agreements to procure or purchase services, equipment, and supplies;

g. To incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of Federal or private funds;

h To solicit and accept any grant or gifts for Corporate purposes, if the Corporation does not accept any grants or gifts subject to any condition contrary to law or contrary to its Charter, and if the Corporation maintains for financial reporting purposes separate accounts for grants or gifts;

i. To sue and be sued in the Corporation's own name; and

j. To carry out such other duties as are described in the Charter granted by the eligible chartering authority, including the submission of an annual report on the extent to which the Corporation is meeting its mission and goals.

Section 4.03 Number and Qualifications of Trustees The Board of Trustees shall be comprised of at least five members and no more than 15 members, the majority of whom must be residents of the District of Columbia. Upon the Corporation's commencement of operations as a public charter school, the Board of Trustees shall include at least two parent representatives, who shall be elected by parents and guardians of children of children properly enrolled in the school, according to a process specified by the Board. During the first three years of operation as a

public charter school, the Board shall include at least two founding members of the Corporation, or their designates. The Board may modify requirements or qualifications related to the membership of the Board, including setting a fixed number of Trustees, by Board resolution or amendment of the Bylaws.

Section 4.04 Election and Term of Trustees The first Board of Trustees shall consist of those persons named in the Articles of Incorporation. The Board subsequently may elect or appoint any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. All Trustees shall hold office until the first annual election of Trustees; thereafter each Trustee will hold office for a term of two years. The Board may choose to create a system of staggered terms, with roughly half of the Trustees up for election annually, in order to provide continuity of leadership. Trustees may be re-elected to successive terms and may serve simultaneously as one or more officers. No decrease in the number of Trustees shall the have the effect of shortening the term of any incumbent Trustee.

Section 4.05 Vacancies, Resignation, and Removal Vacancies on the Board of Trustees shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

a. Any Trustee may resign effective upon giving written notice to the President, the Secretary, or the Board of Trustees, unless the notice specifies a later time for the effectiveness of such resignation. A Trustee serving as a parent/guardian representative shall be deemed to have resigned if he or she ceases to have a child properly enrolled at the public charter school. No Trustee may resign if the Corporation would then be left without a duly elected Trustee or Trustees in charge of its affairs, except upon notice to the appropriate agency of the District of Columbia.

b. Trustees may be removed from office, with or without cause, as permitted by and in accordance with the laws of the District of Columbia.

c. Unless otherwise prohibited by the Articles of Incorporation, these Bylaws or provisions of law, vacancies on the board may be filled by approval of the Board of Trustees. If the number of Trustees then in office is less than a quorum, a vacancy on the Board may be filled by approval of a majority of the Trustees then in office or by a sole remaining Trustee. A person elected to fill a vacancy on the Board shall hold office until the next election of the Board of Trustees or until his or her death, resignation or removal from office.

4.06 Nonliability and Indemnification The Trustees shall not be personally liable for the debts, liabilities, or other obligations of the Corporation, and shall be indemnified by the corporation to the fullest extent permissible under law.

ARTICLE V
Officers

Section 5.01 Designation of Officers The officers of the Corporation shall be a President, a Vice President, a Secretary, and a Treasurer. The Corporation may also have a

Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, and other such officers with such titles as may be determined from time to time by the Board of Trustees. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President.

Section 5.02 **Election and Term of Office** Officers shall be elected by the Board of Trustees, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

Section 5.03 Removal and Resignation The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date of specified in the notice.

Section 5.04 Vacancies Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Trustees. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the Board may or may not be filled as the board shall determine.

Section 5.05 Duties of President Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

Section 5.06 Duties of Vice President If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

Section 5.07 Duties of Secretary The Secretary shall:

a. keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings;

b. keep or cause to be kept a copy of the Corporation's Articles of Incorporation and Bylaws, with amendments;

c. give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and

d. have such other powers and perform such other duties as the Board may prescribe.

Section 5.08 **Duties of Treasurer** The Treasurer shall:

a. keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements;

b. make the books of account available at all times for inspection by any Trustee;

c. deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates;

d. disburse or cause to be disbursed the Corporation's funds as the Board directs;

e. render to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition;

f. prepare any reports on financial issues required by an agreement on loans; and

g. have such other powers and perform such other duties as the Board may prescribe.

ARTICLE VI
Meetings

Section 6.01 **Regular Meetings** Regular meetings of the Board of Trustees may be held without notice at such time and place as the Board of Trustees may determine.

Section 6.02 **Special Meetings** Any Trustee or the President may call a special meeting of the Board with at least one week prior notice to each Trustee. Such notice may be oral or written, may be given personally or by first class mail, by telephone, e-mail, or by facsimile machine, and shall state the place, date and time of the meeting and the matters proposed to be acted upon at the meeting.

Section 6.03 **Waiver of Notice** Any Trustee may waive notice of a meeting by written waiver. A Trustee's attendance at any meeting shall constitute waiver of notice of such meeting, except attendance for the sole purpose of objecting to the transaction of business because the meeting is not lawfully called or convened.

Section 6.04 **Conduct of Meetings** Meetings of the Board of Trustees shall be presided over by the President or, in his or her absence, by the Vice President of the corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the Trustees present at the meeting. The Secretary shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Section 6.05 Quorum and Action by the Board One-third of the number of Trustees in office shall constitute a quorum for the transaction of business. Except as otherwise provided under the Articles of Incorporation, these Bylaws, or provisions of law, the act of a majority of Trustees present at a meeting at which a quorum is present shall be the act of the Board.

Section 6.06 Meetings by Telephone Conference Any or all Trustees may participate in a meeting of the Board or a Committee of the Board by means of telephone conference or by any means of communications by which all persons participating are able to hear one another, and such participation shall constitute presence in person at the meeting.

Section 6.07 Action by Unanimous Consent Any action required or permitted to be taken by the Board or any Committee may be taken without a meeting if all Trustees consent in writing to the adoption of a resolution authorizing the action and such consents are filed with the minutes of the proceedings of the Board or Committee.

ARTICLE VII
Committees

Section 7.01 Board Committees The Board of Trustees, by resolution adopted by a majority of the Trustees in office, may appoint one or more committees, each of which shall consist of two or more Trustees and which shall have and exercise such authority as specified in the resolution.

Section 7.02 Advisory Committees The Board of Trustees may also elect or appoint such advisory committees, which may include individuals who are not Trustees, as the Board may deem appropriate.

ARTICLE VIII
Conflict of Interest

Section 8.01 Disclosure of Conflict Required Any Trustee, officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation.

Section 8.02 Definition For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties)

contracting or dealing with the Corporation, or is a trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

ARTICLE IX
IRC 501(C)(3) TAX EXEMPTION PROVISIONS

Section 9.01 Limitations on Activities No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation [except as otherwise provided by Section 501(h) of the Internal Revenue Code], and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Notwithstanding any other provisions of these Bylaws, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 9.02 Prohibition Against Private Inurement No part of the net earnings of this corporation shall inure to the benefit of, or be distributed to, its members, directors or trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

Section 9.03 Distribution of Assets Upon the dissolution of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 510(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

Section 9.04 Private Foundation Requirements and Restrictions In any taxable year in which this corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the corporation (1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; (2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; (3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; (4) shall not make any investments in such manner as to subject the corporation to tax under Section 4944 of the Internal Revenue Code; and (5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

ARTICLE X
Indemnification

Section 10.01 Indemnification To the fullest extent permitted by law, the Corporation shall indemnify any present or former Trustee or officer, and may, by resolution of the Board of Trustees, indemnify any employee, against expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by the individual so indemnified in connection with any threatened, pending, or completed action, suit, or

proceeding, whether civil, criminal, administrative, or investigative, to which he or she may be or is a party by reason of having been such Trustee, officer, or employee.

Section 10.02 Advances Before the final disposition of any action, suit, or proceeding referred to in this Article, the Corporation shall pay the expenses incurred by any present or former Trustee or officer seeking indemnification in defending a civil or criminal action, suit, or proceeding, upon receipt by the Corporation of an undertaking by or on behalf of such individual to repay such amount if it shall be ultimately determined that he or she is not entitled to such indemnification. Such expenses incurred by employees and agents of the Corporation may also be paid upon such terms and conditions as the Board deems appropriate.

Section 10.03 Not Exclusive The indemnification provided by this Article shall not be deemed exclusive of any other rights to which such Trustee, officer, or employee may be entitled under any statute, Bylaw, agreement, vote of the Board of Trustees, or otherwise.

Section 10.04 Insurance Except as may be otherwise provided under provisions of law, the Board of Trustee may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws or provisions of law.

ARTICLE XI
Other Provisions

Section 11.01 Fiscal Year The fiscal year of the Corporation shall begin on July 1 of each year and end on June 30 of the following year, unless otherwise determined by the Board of Trustees

Section 11.02 Checks, Notes, and Contracts The Board of Trustees shall determine those persons authorized on the Corporation's behalf to sign checks, drafts, or other orders for payment of money; to sign acceptances, notes, or other evidence of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments.

Section 11.03 Deposits All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 11.04 Books and Records The Corporation shall keep at its principal office in the District of Columbia: (1) correct and complete books and records of account, and (2) minutes of the proceedings of the Board of Trustees and any committee having any of the authority of the Board.

Section 11.05 Inspection Rights Every Trustee shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation and shall have such other rights to inspect the books, records and properties of this Corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws, and provisions of law.

Section 11.06 Amendment of Articles and Bylaws The Articles and Bylaws of the Corporation may be amended by a majority vote of the Trustees then in office.

ADOPTION OF BYLAWS

We, the undersigned, are all of the initial directors or incorporators of this corporation, and we consent to, and hereby do, adopt the foregoing Bylaws, consisting of 9 preceding pages, as the Bylaws of this corporation.

Dated: February 2, 2000

[redacted]

Jenny Carson

Anne D. Herr

Michael Zoeller

Karl E. Jentoft

Andrea J. Carlson

Susan Bell

ARTICLES OF INCORPORATION
OF
CAPITAL CITY
PUBLIC CHARTER SCHOOL, INC.

We, the undersigned, being natural persons over the age of twenty-one, acting as incorporators of a corporation under the District of Columbia Non-Profit Corporation Act, adopt the following Articles of Incorporation:

FIRST: The name of the corporation is CAPITAL CITY PUBLIC CHARTER SCHOOL CORPORATION (hereinafter referred to as the "Corporation").

SECOND: The period of the Corporation's duration is perpetual.

THIRD: The Corporation is organized and shall operate exclusively for the following lawful purposes: educational, charitable, scientific, literary, musical, social, athletic and promotion of the arts, but only to the extent that such purposes are permitted within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (hereinafter referred to the "Code"), including the operation of a public charter school. The above-listed purposes for which the Corporation is organized are those necessary and appropriate to carry out its Charter. The Corporation shall have all powers granted to it by law to further its above stated purposes, including those expressly stated in its bylaws.

FOURTH: Persons of any race, religion and of either sex shall be entitled to all of the rights, privileges, programs and activities generally made available to participants in the Corporation, its programs and activities. The Corporation shall not discriminate on the basis of race, color, religion, creed, national origin, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement in administering its policies and programs.

FIFTH: The Corporation shall have no members.

SIXTH: No part of the net earnings of the Corporation shall be distributed to or inure to the benefit of its Board of Directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD hereof. No substantial part of the Corporation's activities shall consist of carrying on propaganda or otherwise attempting to influence legislation. The Corporation shall not participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any activities not permitted to be carried on (i) by an organization exempt from Federal income tax under Section 501(c)(3) of the Code, or (ii) by an organization, contributions to which are deductible under Section 170(c)(2) of the Code, or (iii) by an organization formed pursuant to the Charter.

In the event of dissolution of the Corporation, none of its assets shall be distributed except to any organization qualifying as a tax exempt charitable, educational or scientific organization under applicable Federal revenue statutes.

FILE
DEC 23 [illegible]

SEVENTH: The Board of Directors of the Corporation shall be the same as the Board of Trustees described in the Bylaws. A statement as to the manner in which directors shall be elected or selected shall be provided in the bylaws of the Corporation.

There shall be seven directors of the Corporation, but that number may be changed by amendment to the bylaws. A majority of the directors shall be residents of the District of Columbia and at least two of the directors shall be parents or guardians of children attending the Capital City Public Charter School. The election or selection of parent/guardian directors shall be conducted on the earliest practicable date after classes at the school have commenced. One-third of the number of directors, as that number may be amended by the bylaws, shall constitute a quorum for conducting business. The Board of Directors may also include any number of ex-officio members who shall serve as elected or selected by the Board of Directors. The initial Board of Directors of the Corporation, who are to serve as directors until the first annual meeting or until their successors are elected and shall qualify are:

Sue Bell
Natasha Cabrera
Andrea Carlson
Jenny Carson
Anne Herr
Karl Jentoft
Michael J. Zoeller

[redacted]

EIGHTH: The initial registered agent of the Corporation is Andrea Carlson, a resident of the District of Columbia. The initial registered office of the Corporation is c/o Andrea Carlson, 1813 Vermont Avenue, N.W., Washington, DC 20001.

NINTH: Meetings of the Board of Directors may be held within or without the District of Columbia as the bylaws of the Corporation provide. The books for the Corporation may be kept (subject to any provision contained in the laws of the District of Columbia and the Charter) outside the District of Columbia at such place as may be designated from time to time by the Board of Directors or in the bylaws of the Corporation.

TENTH: The Corporation reserves the right to amend, alter, change or repeal any provision contained in these articles of incorporation, in the manner now or hereafter prescribed by statute, and all rights conferred upon the officers, directors and members herein are granted subject to this reservation.

ELEVENTH: The name and address of each incorporator of the Corporation is:

Anne Herr	1756 Lamont Street, N.W., Washington, DC 20010
Jenny Carson	1326 Longfellow Street, N.W., Washington, DC 20011
Michael J. Zoeller	3901 Connecticut Avenue, N.W., #505, Washington, DC 20008

IN WITNESS WHEREOF, the undersigned have signed these Articles of Incorporation on the 23rd day of December, 1999.

[redacted] (SEAL)
Anne Herr

[redacted] (SEAL)
Jenny Carson

[redacted] (SEAL)

CITY OF WASHINGTON)
) ss:
DISTRICT OF COLUMBIA)

I hereby certify that on this 23rd day of December, 1999, before me, the subscriber, a Notary Public in and for the District of Columbia, personally appeared Anne Herr, Jenny Carson and Michael J. Zoeller, who signed the foregoing document as incorporators, and have averred that the statements therein contained are true.

WITNESS hand and notarial seal this 23rd day of December, 1999.

[redacted]
Notary Public

My Commission Expires: 10/31/01

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS

CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this *CERTIFICATE OF INCORPORATION* is hereby issued to:

CAPITAL CITY PUBLIC CHARTER SCHOOL, INC.

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **23rd** day of **December, 1999.**

Lloyd J. Jordan
Director

Harold F. Nelson
Acting Administrator
[redacted]

Patricia E. Grays
Superintendent of Corporations
Corporations Division

Anthony A. Williams

Internal Revenue Service
Director, EO Rulings & Agreements
P.O. Box 2508
Cincinnati, OH 45201

Date: March 29, 2000

CAPITAL CITY PUBLIC CHARTER SCHOOL
CORPORATION
1813 VERMONT AVE NW
WASHINGTON, DC 20001

Toll Free Number: 877-829-5500
FAX Number: 513-263-3756
Document Locator Number:
17053-087-02000-0
Employer Identification Number:
52-2210775
Application Form: 1023
User Fee Paid: $500.00

Acknowledgement of Your Request

We received your application for exemption from Federal income tax. When communicating with us, please refer to the employer identification number and document locator number shown above.

What Happens Next?

Your application was entered into our computer system at our Processing Center in Covington, Kentucky, and has been sent to our Cincinnati office for initial review. Some applications can be approved based on this review. If this is the case, you will receive a letter stating that you are exempt from Federal income tax.

If the initial review indicates that additional information or changes are necessary, your application will be assigned to an Exempt Organization Specialist in Cincinnati or in another IRS office who will call or write you. Applications are assigned in the order they are received.

If the additional information indicates that you qualify for exemption, you will receive a letter stating that you are exempt from Federal income tax. If we determine that you do not qualify for exemption, we will send you a letter that includes a complete explanation of why we believe you do not qualify. The letter will also include a complete explanation of your appeal rights.

The IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

How long will this process take?

You may normally expect to hear from us within 120 days. If you do not hear from us, you may call our toll free number between the hours of 8:00 a.m. and 9:30 p.m. Eastern Time. Please have your identification numbers available so that we can identify your application. If you would rather write than call, please include a copy of this notice with your correspondence.

Appendix B

OUTCOMES OF THE REVIEW OF TECHNICAL QUALITY

Applicant Name: Capital City Public Charter School

Summary of Average Scores by Component Plan

Educational Plan	**26.50/30**
Business Plan	**15.75/17**
Plan of Operation	**9.00/12**
Accountability Plan	**10.50/12**

Recommendation: Reviewer recommends this amendment request be granted **approval with conditions.**

Summary of Reviewer Comments

Strengths:

Educational Plan

- The mission and philosophy are built on the existing school philosophy.
- There are solid general goals with detailed objectives.
- There is an appropriate timeline for the development of student content and performance standards that builds on the existing middle school elements.
- The ELOB curriculum for high schools will be adopted, and there is evidence of planning for other elements.
- There is solid evidence of plans for a curriculum that is challenging, coherent, and content rich.
- There will be a child study team that will address the needs of ELL and special needs students through an inclusion model.
- Seventh graders will receive a class in organizational skills to help transition to middle school.
- There is solid evidence of good assessment plans.
- There is good detail on promotion from grade levels using portfolios and graduation requirements that go quite a bit beyond DCPS.
- Formative/authentic assessments are planned, as well as summative assessments (e.g., tests and projects) to measure growth towards standards.
- The school will be organized around the Coalition of Essential Schools principles that address student needs first.
- After school clubs will be provided. There are plans to explore collaborations with other schools for sports, etc.
- There will be a Director of Student Services to address discipline issues.
- They will build on the existing professional development program, which is led primarily by teachers and their needs. They will institute a special new teacher training program.

Business Plan

- Funds have been secured for planning the high school.
- There is sound financial planning with appropriate projections.
- They are experienced in effective financial management and facility financing.
- There is staff dedicated to development and fundraising.
- Options for facilities have been identified.
- There are plans to recruit across the city through multiple avenues. They are committed to continuing the diversity that exists in the current student body.

Plan of Operation

- There are plans to work with New Leaders for New Schools to identify a school leader for the upper school.
- The staffing plan seems appropriate—1:13 ratio.

Accountability Plan

- The measures of success are well-aligned with the overall mission, philosophy, and goals of the school.

Weaknesses:

Educational Plan

- Further details are needed on plans for addressing needs of high school students who are far behind, given the ambitious nature of the educational program.
- More information is needed on how ongoing assessments will align with DCCAS at the high school level.
- The plans for extra-curricular activities are not fully developed.

Accountability Plan

- Some of the strategies for attainment need to be revised to address students at the middle and high school levels.

Conditions for Approval:

Capital City must prepare and submit the following materials, which must meet the standards of quality–

1. Documentation that provides more detail regarding the planned extra-curricular offerings.
2. Documentation that more fully describes the process for ensuring that ongoing/summative assessments will be aligned with the DCCAS.
3. Documentation demonstrating that an acceptable facility has been identified.

In addition, Capital City must respond to all weaknesses not addressed in the above issues. Further, Capital City must secure its facility and demonstrate that the four leadership roles - chief administrative officer, curriculum leaders, business officer, and legal counsel - are filled with highly qualified individuals.

Appendix C

RENEWAL CHARTER SCHOOL AGREEMENT

BETWEEN

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

AND

CAPITAL CITY PUBLIC CHARTER SCHOOL

TABLE OF CONTENTS

Page

Section 1. CONTINUATION OF THE SCHOOL 1
- 1.1 Charter 1
- 1.2 Effective Date and Term 2

Section 2. EDUCATIONAL PROGRAM 2
- 2.1 Mission Statement 2
- 2.2 Age-Grade 3
- 2.3 Academic Achievement and Goals 3
- 2.4 Curriculum 6
- 2.5 Students with Disabilities 6

Section 3. ADMINISTRATION AND OPERATION 6
- 3.1 Location 6
- 3.2 Enrollment 7
- 3.3 Disciplinary Policies 7
- 3.4 Complaint Resolution Process 8
- 3.5 Operational Control 8
- 3.6 Accreditation 9
- 3.7 Nonsectarian 9

Section 4. GOVERNANCE 9
- 4.1 Organization 9
- 4.2 Corporate Purpose 9
- 4.3 Governance 9
- 4.4 Composition 9
- 4.5 Authority 9

Section 5. FINANCIAL OPERATION AND RECORD KEEPING 9
- 5.1 Financial Management 9
- 5.2 Tuition and Fees 10
- 5.3 Costs 10
- 5.4 Contracts 10
- 5.5 Insurance 11
- 5.6 Tax-Exempt Status 11
- 5.7 Enrollment and Attendance Records 11
- 5.8 Board of Trustee Meeting Minutes 11

Section 6. PERSONNEL 11
- 6.1 Relationship 11
- 6.2 Hiring 11

Section 7. REPORTING REQUIREMENTS 12
- 7.1 Annual Reports 12
- 7.2 Audited Financial Statements 12

TABLE OF CONTENTS
(continued)

Page

7.3 Interim Financial Reports 12
7.4 Budget 12
7.5 Enrollment Census 13
7.6 Attendance Data 13
7.7 Key Personnel Changes 13
7.8 Authorizations 13
7.9 Events of Default 13
7.10 Litigation 13
7.11 Certificates of Insurance 14
7.12 Reports Required by the Act 14

Section 8. COMPLIANCE 14
8.1 Compliance With Applicable Laws 14
8.2 Waiver of Application of Duplicate and Conflicting Provisions 14
8.3 Exemption From Provisions Applicable to D.C. Public Schools 14
8.4 Cooperation 14
8.5 Access 14
8.6 Notice of Concern 15
8.7 Administrative Fee 15

Section 9. CHARTER RENEWAL, REVOCATION, AND TERMINATION 15
9.1 Charter Renewal 15
9.2 Charter Revocation 15
9.3 Termination 15
9.4 Probation and Corrective Action 16
9.5 Mandatory Dissolution 16

Section 10. OTHER PROVISIONS 16
10.1 Applicable Law 16
10.2 Failure or Indulgence Not Waiver; Remedies Cumulative 16
10.3 Counterparts and Electronic Signature or Signature by Facsimile 17
10.4 Entire Agreement; Amendments 17
10.5 Severability 17
10.6 Assignment 17
10.7 No Third Party Beneficiary 17
10.8 Waiver 17
10.9 Construction 17
10.10 Dispute Resolution 17
10.11 Notices 18

TABLE OF DEFINITIONS

Definition **Page**

Academic Year 3
Act 1
Agreement 1
Annual Report 12
Authorizations 13
Board of Trustees 1
Budget 12
Charter 2
Corrective Plan 16
GAAP 9
Interested Party 10
Interim Period 12
Notice of Concern 15
OSSE 7
PCSB 1
Person 17
Petition 1
Proceedings 14
School 1
School Corporation 1
School Management Contract 10
School Property 6

CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this "**Agreement**") is effective as of [July 1, 2015 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD ("**PCSB**") and CAPITAL CITY PUBLIC CHARTER SCHOOL, a District of Columbia nonprofit corporation (the "**School Corporation**").

RECITALS

WHEREAS, pursuant to the Congressionally-enacted District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the "**Act**"), PCSB has authority to charter, monitor, oversee, and amend, renew and/or revoke charters of School Corporations in a manner consistent with the letter and intent of the Act;

WHEREAS, pursuant to §38-1802.03 of the Act, PCSB has the authority to approve petitions to establish public charter schools in the District of Columbia;

WHEREAS, in 2000, the School Corporation submitted a petition in accordance with §38-1802.02 of the Act to establish a public charter school (the "**Petition**");

WHEREAS, PCSB determined (i) that the Petition satisfied the requirements set forth in Subchapter II of the Act; and (ii) approved the Petition;

WHEREAS, on February 10, 2015, the School Corporation submitted a petition in accordance with §38–1802.12 of the Act to renew its charter to operate a public charter school;

WHEREAS, on May 18, 2015, PCSB determined (i) that the Petition for Renewal satisfied the requirements set forth in the Act; and (ii) approved the School Corporation's Petition to renew its charter for another fifteen year term, subject to the execution of this Agreement by PCSB and the School Corporation;

WHEREAS, §38-1802.04(c)(3)(A) of the Act gives broad decision-making authority over school operations to the board of trustees of the School Corporation ("**Board of Trustees**"), including exclusive control over administration, expenditures, personnel, and instruction methods; and

WHEREAS, PCSB and the School Corporation seek to foster a cooperative and responsive relationship;

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the parties agree as follows:

SECTION 1. CONTINUATION OF THE SCHOOL

1.1 Charter. **A.** The School Corporation established a public charter school (the "**School**") in the District of Columbia in 2000 and has operated such School in accordance with this Agreement, the Act, and other applicable federal and District of Columbia laws. This Agreement

shall constitute the School Corporation's renewed charter (the "**Charter**") and shall be binding on the School Corporation, the School, and PCSB.

B. Pursuant to §38-1802.03(h)(2) of the Act, the following sections of the Petition are specifically included as part of the School's Charter and attached hereto:

(i) The School's statement regarding the mission and goals of the School and the manner in which the school will conduct any district-wide assessments [Sections 2.1 and 2.3 below];

(ii) Proposed Rules and Policies for Governance and Operation of School Corporation [**Attachment A**];

(iii) Articles of Incorporation and Bylaws [**Attachment B**];

(iv) Procedures to Ensure Health and Safety of Students and Employees [**Attachment C**];

(v) Assurance to Maintain Accreditation [**Attachment D**]; and

(vi) Relationship Between School and Employees [**Attachment E**].

The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to these provisions in this Section 1.1(B) of the Agreement, except that the School Corporation shall not be required to provide PCSB a petition for a charter revision for any proposed changes to its Articles of Incorporation, Bylaws or accrediting body.

C. The School Corporation operates three campuses under the Charter. The names and grade spans are listed below. "Campus" is defined as a distinct grade-span, such as early childhood, elementary, middle, or high school, or a combination of the above. These may be in the same facility or different facilities.

Campus Name	Grades Served
Capital City Lower School	Prekindergarten-3-grade 4
Capital City Middle School	Grades 5-8
Capital City High School	Grades 9-12

1.2 Effective Date and Term. The Charter shall commence on the effective date of this Agreement and shall continue for a term of fifteen years unless renewed, revoked, or terminated in accordance with Sections §§38-1802.12 and 1802.13 of the Act and Section 9 below of this Agreement.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. **A.** The School Corporation shall operate the School in accordance with its 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. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the School's mission.

2.2 Age-Grade. **A.** Pursuant to § 38-1802.04(c)(14) of the Act, the School shall provide instruction to students in grades prekindergarten-3 year-old (PK-3) through 12 in accordance with the Schedule I. "**Academic Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year.

B. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act in order to replicate its program or instruct students in other or different grades.

2.3 Goals and Academic Achievement Expectations. A. The School's elementary and middle school programs will be assessed according to the following goals and achievement expectations:

A. Mission Specific School Wide Goal

Domain and Aim	Goal	Assessment Tool
Mission Specific-School Wide goal 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.	Expeditionary Learning Implementation Review

B. Early Childhood Education

Domain and Aim	Goal	Assessment Tool
Student Progress Students will become competent	**Literacy:** **Prekindergarten:** 75% of students will meet or exceed growth expectations from fall to spring on Creative Curriculum's	Creative Curriculum's Teaching Strategies GOLD literacy/language Assessment

Domain and Aim	Goal	Assessment Tool
independent readers as measured by:	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:	**Math** **<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	Creative Curriculum's Teaching Strategies GOLD mathematics Assessment

C. Elementary through Middle School Program

Domain and Aim	Goal	Assessment Tool
Student Progress and Achievement Students will become competent independent readers as measured by:	**Literacy:** **<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.	Fountas and Pinnell Reading Assessment PARCC English Language Arts Assessment
	Math: **<u>Grades K-2</u>**: 65% of students will score in the 50th percentile or above on the NWEA MAP math assessment or will demonstrate typical growth or more as determined by the publisher.	NWEA MAP

	<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 math will exceed the district average for students in grades three through eight.	PARCC Mathematics Assessment

B. The School Corporation has selected as its measure of academic achievement expectations for its high school programming the indicators listed in the High School Performance Management Framework (**"HS PMF"**).

Accordingly, changes to the HS PMF implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights will automatically become part of the measurement of the school's academic achievement expectations. However, if changes other than those listed above are made to any PMF that the School Corporation elects not to accept, the School Corporation shall provide PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10).

C. If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section.

D. Standard for charter review and renewal. The school's pre-k3-4 program (the "Lower School"), fifth through eighth grade program (the "Middle School"), and its ninth through twelfth grade program, (the "High School"), will be assessed separately in charter reviews and renewal assessments.

The school's Lower School and the Middle School will be deemed to have met its goals and academic expectations if they meet the metrics listed in section 2.3.

The school's High School will be deemed to have met its goals and academic expectations if

> At its five-year review (no later than its 20th year of operation), the School Corporation earns at least 55% of the possible points on the applicable PMF in at least two of the most recent three years of operation and not under 45% of the points for any of the past five years.
>
> At its ten-year review (no later than its 25th year of operation), the School Corporation earns at least 55% of the possible points on the applicable PMF in two of the three most recent years and not under 45% of the points in any of the past five years.
>
> At its charter renewal (no later than its 30th year of operation), the School Corporation earns at least 55% of the possible PMF points in two of the previous three years and not

under 45% of the points for any of the past five years.

E. PCSB may, at its discretion, determine the campus to have met it goals and academic achievement expectations if it has demonstrated consistent improvement over the course of the most recent five-year period.

F. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to PCSB in a timely manner, if PCSB does not receive them directly from OSSE.

G. The School Corporation shall provide PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by PCSB, or the manner in which the School will conduct district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

2.4 Curriculum. The School Corporation shall have exclusive control over its instructional methods, consistent with § 38-1802.04(c)(3)(a) of the Act, but the School Corporation shall provide PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any material change in the curriculum that results in a material change in the School's mission or goals no later than April 1 prior to the Academic Year in which the modified curriculum will take effect. The School Corporation shall provide PCSB with any materials requested by PCSB in connection with the petition for charter revision. A change in textbooks, formative assessments, or other instructional resources shall not be deemed a material change.

2.5 Students with Disabilities. **A.** The School Corporation shall provide services and accommodations to students with disabilities in accordance with part B of the Individuals with Disabilities Education Act (20 U.S.C. §1411 *et. seq*.), the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 *et. seq*.), Section 504 of the Rehabilitation Act of 1973 (20 U.S.C. 794), and any other federal requirements concerning the education of students with disabilities.

B. Pursuant to § 38-1802.10(c) of the Act, the School Corporation shall elect to be treated as a local educational agency (**"LEA"**) or a District of Columbia Public School for the purpose of providing services to students with disabilities. The School Corporation has elected to be treated as an LEA for the purpose of providing services to students with disabilities. In the event that the School Corporation decides to change its LEA status, it shall notify PCSB of its election in writing at least thirty days prior to the first day of the Academic Year.

SECTION 3. ADMINISTRATION AND OPERATION

3.1 Location. **A.** The School shall be located at 100 Peabody Street, NW, Washington, D.C. 20011 (the "**School Property**"). PCSB reserves the right to delay or prohibit the School's opening until the School Corporation has satisfied each of the pre-opening items listed in **Attachment F** at least one month prior to the first day of the School's first Academic Year. A copy of the information submitted to PCSB pursuant to **Attachment F** shall be kept on file at the School.

B. The School Corporation shall continue to operate a multi-campus school serving grades PK3-12. The School shall not operate at a location other than the School Property unless the School Corporation provides a written request for approval to PCSB at least three months prior to its intended relocation. Such a request for approval shall include the distinct campus location(s), age and/or grade levels to be served, enrollment ceilings, and curriculum if different from that approved by PCSB in the Petition. PCSB reserves the right to delay or prohibit the School's opening at the new property until the School Corporation has satisfied the pre-opening requirements listed in **Attachment F** at least one month prior to the first day of the School's operation at the new School Property.

3.2 Enrollment. **A.** Enrollment in the School shall be open to all students of ages or in grades as set forth in Section 2.2 above who are residents of the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by § 38-1802.06 of the Act. The School Corporation shall determine whether each student resides in the District of Columbia according to guidelines established by the D.C. Office of the State Superintendent of Education (**"OSSE"**).

B. If eligible applicants for enrollment at the School for any Academic Year exceed the number of spaces available at the School for such Academic Year, the School Corporation shall select students pursuant to the random selection process in **Attachment G** and in accordance with the requirements of the Act. The random selection process shall include (i) an annual deadline for enrollment applications that is fair and set in advance of the deadline; and (ii) a process for selecting students for each Academic Year (a) if applications submitted by the deadline exceed available spaces, and (b) if spaces become available after the beginning of the Academic Year. The School Corporation has submitted a description of its current random selection process to PCSB (see **Attachment G**) and shall provide notice to PCSB if there are material changes made to the current random selection process. The School Corporation shall provide PCSB with a written notice of any material change to the random selection process at least thirty days prior to the date of the proposed implementation and may consider any comments of PCSB staff, and its agents in connection with the proposed changes.

C. The School shall maintain an enrollment of no more than1,000 students in the first Academic Year and no more than 1,000 students in subsequent Academic Years substantially in accordance with Schedule I. The School Corporation shall provide PCSB a written request for approval for an increase in the maximum enrollment of the School no later than three (3) months before the requested change date with (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, and (b) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (ii) a revised Schedule I; and (iii) such other items as PCSB may request.

3.3 Disciplinary Policies. **A.** The School Corporation shall implement the student disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students, and shall provide a copy of those policies and procedures to students and parents within the first ten (10) days of the beginning of the school year, and provide a copy to PCSB as part of the annual compliance reporting. Such policies and procedures shall be age/grade level appropriate and consistent with applicable law including, but not limited to, requirements for provision of alternative instruction, and federal laws and regulations governing

the discipline and placement of students with disabilities. The School Corporation agrees to provide PCSB with 60 days written notice prior to adoption of any material change to its Discipline Policies. A copy of the School Corporation's current Discipline Policies (See **Attachment H** has been submitted to PCSB.

B. Pursuant to PCSB's Attendance and Discipline Data Policy, the School Corporation shall track suspensions and expulsions on a monthly basis using the data management reporting software identified by PCSB. If the School Corporation operates two or more campuses, the School Corporation shall maintain, track, and report discipline data for each campus separately.

C. The School Corporation shall report any student expulsions or suspensions to PCSB in accordance with PCSB's stated policies and will maintain records of all expulsions and suspensions by the School. If the School Corporation operates two or more campuses, the School Corporation shall report the data for each campus separately.

3.4 Complaint Resolution Process. Pursuant to § 38-1802.04(c)(13) of the Act, the School Corporation shall establish an informal complaint resolution process and shall provide a copy to students, parents, and PCSB. Such policies and procedures shall be consistent with applicable law. The School Corporation shall provide PCSB written notice of any material change to its complaint resolution process at least three (3) months prior to adoption.

3.5 Operational Control. **A.** Pursuant to § 38-1802.04(c)(3) of the Act, the School Corporation shall exercise exclusive control over its expenditures, administration, personnel and instructional methods subject to limitations imposed in § 38-1802.04 of the Act.

B. Pursuant to § 38-1802.04(b) of the Act, the School Corporation shall have the following powers consistent with the Act and the terms of this Agreement:

(i) to adopt a name and a corporate seal;

(ii) to acquire real property for use as the School's facilities;

(iii) to receive and disburse funds for School purposes;

(iv) subject to § 38-1802.04(c)(1) of the Act; to make contracts and leases including agreements to procure or purchase services, equipment, and supplies;

(v) subject to § 38-1802.04(c)(1) of the Act, to secure appropriate insurance;

(vi) to incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of federal or private funds;

(vii) to solicit and accept any grants or gifts for School purposes;

(viii) to be responsible for the School's operation, including preparation of a budget and personnel matters; and

(ix) to sue and be sued in the public charter school's own name.

3.6 Accreditation. **A.**The School Corporation shall maintain its accreditation from an appropriate accrediting agency as set forth in §38-1802.02(16) of the Act..

B. The School Corporation shall provide PCSB with a written request for approval for any proposed changes to the School's accreditation.

3.7 Nonsectarian. The School Corporation and the School shall be nonsectarian and shall not be affiliated with a sectarian school or religious institution.

SECTION 4. GOVERNANCE

4.1 Organization. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

4.2 Corporate Purpose. The purpose of the School Corporation as set forth in its articles of incorporation shall be limited to the operation of a public charter school pursuant to § 38-1802.04(c)(16) of the Act.

4.3 Governance. **A.** The School Corporation shall be governed by a Board of Trustees. The Board of Trustees are fiduciaries of the School and shall operate in accordance with the School Corporation's articles of incorporation and by-laws consistent with this Agreement and the provisions of the Act and the District of Columbia Nonprofit Corporation Act.

B. Pursuant to § 38-1802.04(c)(10) of the Act, the Board of Trustees shall provide PCSB with written a request for approval of any material change(s) to its articles of incorporation or bylaws within three (3) months of the effective date of such change.

4.4 Composition. Pursuant to § 38-1802.05 of the Act, the Board of Trustees of the School Corporation shall consist of an odd number of members, with a minimum of three (3) members and a maximum of fifteen (15) members, at least two of whom shall be parents of students currently attending the School, and the majority of whom shall be residents of the District of Columbia.

4.5 Authority. Pursuant to § 38-1802.05 of the Act, the Board of Trustees shall have the final decision-making authority for all matters relating to the operation of the School, consistent with this Agreement, the Act, and other applicable law; however nothing herein shall prevent the Board of Trustees from delegating decision-making authority to officers, employees, and agents of the School Corporation. The Board of Trustees shall (i) set the overall policy for the School; (ii) be responsible for overseeing the academic and fiscal integrity of the School; and (iii) assure the School's compliance with this Agreement and the Act.

SECTION 5. FINANCIAL OPERATION AND RECORD KEEPING

5.1 Financial Management. The School Corporation shall operate in accordance with Generally Accepted Accounting Principles (**"GAAP"**) and other generally accepted standards of

fiscal management and sound business practices to permit preparation of the audited financial statements required in § 38-1802.04(c)(11) of the Act. The School Corporation's accounting methods shall comply in all instances with any applicable governmental accounting requirements.

5.2 Tuition and Fees. The School Corporation shall not charge tuition to any student, other than a non-resident student in accordance with § 38-1802.06(e) of the Act, unless such student would otherwise be liable for tuition costs under the Act. The School Corporation may charge reasonable fees or other payment for after school programs, field trips, or similar student activities.

5.3 Costs. The School Corporation shall be responsible for all costs associated with operation of the School including the costs of goods, services, and any district-wide assessments or standardized testing required by this Agreement or by applicable law.

5.4 Contracts. **A.** Pursuant to § 38-1802.04(c)(1) of the Act, the School Corporation shall provide PCSB with respect to any procurement contract awarded by the School Corporation or any entity on its behalf and having a value equal to or exceeding $25,000, not later than three (3) days after the date on which such award is made (i) all bids for the contract received by the School Corporation, if any; (ii) the name of the contractor who is awarded the contract; and (iii) the rationale for the award of the contract. The PCSB may request copies of these procurement contracts to be provided to the PCSB upon request. The foregoing shall not apply to any contract for the lease or purchase of real property by the School Corporation, any employment contract for a staff member, or any management contract between the School Corporation and a management company designated in its petition.

B. The School Corporation shall follow the requirements of §38-1802.04(c)(10) of the Act prior to entering into a contract with a third party for the management of the School, other than the third party designated in its petition (a **"School Management Contract"**). The School Corporation shall submit a written request for approval to PCSB before canceling; terminating; or materially amending, modifying, or supplementing any contract entered into with a third party for the management of the School.

C. If a procurement contract having a value equal to or exceeding $25,000, is awarded by the School Corporation to an affiliated party, the School Corporation will award that contract pursuant to PCSB policies and interested party, the School Corporation will award that contract pursuant to PCSB policies and the School Corporation's conflict of interest policies and procedures that include notice to the Board of Trustees of the School Corporation and recusal from discussion and decision of the interested party. **"Interested Party"** means a (1) party who has a close familial relationship with a member of the school's board, the school's senior executive, or one of the top three highest paid employees of the school; (2) party who is owned by an individual with or has a board member who has a close familial relationship with a member of the school's board, the school's senior executive, or one of the top three highest paid employees of the school, and owns an entity or serves on the board of an entity that the School Corporation will contract with; (3) any individual who is a founder of the School Corporation or formerly served on the board of trustees of the School Corporation and has been separated from the school for less than ten years; (4) any individual who was formerly a senior executive or one

of the top three highest paid employees of the school and has been separated from the school for less than ten years; or (5) any party who is owned, i.e. the party owns or controls 5% or greater ownership interest in the party, by the individuals detailed in (4) or (5) above.

The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that PCSB has no responsibility for the debts or action of the School Corporation or the School. The School Corporation shall not purport to act as the agent of PCSB or the government of the District of Columbia with respect to any contract.

5.5 Insurance. The School Corporation shall procure and maintain appropriate insurance sufficient to cover its operations. All insurers shall be independent brokers licensed in the District of Columbia. All insurance policies shall be endorsed to name the Board of Trustees and its directors, officers, employees, and agents as additional insureds. The Board of Trustees shall provide annual proof of insurance overage sufficient to cover its operations as determined by its Board of Trustees to be reasonably necessary, subject to the availability of such insurance on commercially reasonable terms. The School Corporation's current insurance certificate (See **Attachment I**) has been submitted to PCSB.

5.6 Tax-Exempt Status. The School Corporation shall maintain tax-exempt status from the federal government and the District of Columbia.

5.7 Enrollment and Attendance Records. **A.** The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Section 7 below.

B. If the School Corporation operates two or more campuses under the Charter, each campus shall maintain and submit distinct and unique enrollment and attendance records to PCSB and in state and federal reports.

5.8 Board of Trustee Meeting Minutes. The School Corporation shall maintain copies of all minutes of meetings of the Board of Trustees of the School Corporation, including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting, certified by an officer of the School Corporation or a member of the Board of Trustees as to their completeness and accuracy. The School Corporation shall make such documents available for inspection by PCSB, its officer, employees, or agents upon request.

SECTION 6. PERSONNEL

6.1 Relationship. All employees hired by the School Corporation shall be employees of the School and, pursuant to § 38.1802.07(c) of the Act, shall not be considered to be an employee of the District of Columbia government for any purpose.

6.2 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons either directly or through a School Management Contract. From time to time as established by the School Corporation, the School Corporation shall conduct random

background checks on each employee and each person who regularly volunteers at the School more than ten hours a week, but at a minimum once every two years.

SECTION 7. REPORTING REQUIREMENTS

7.1 Annual Reports. The School Corporation shall deliver to PCSB, by a date specified by PCSB, an annual report in a format acceptable to PCSB which shall include all items required by § 38-1802.04(c)(11)(B) of the Act (the **"Annual Report"**). The Annual Report shall include an assessment of compliance with the performance goals, objectives, standards, indicators, targets, or any other basis for measuring the School's performance as PCSB may request. The School Corporation shall permit any member of the public to view such report on request.

7.2 Audited Financial Statements. As soon as available but no later than one hundred and twenty (120) days after the end of each Academic Year, the School Corporation shall deliver to PCSB financial statements audited by an independent certified public accountant or accounting firm who shall be selected from an approved list developed pursuant to § 38-1802.04(c)(11)(B)(ix) of the Act in accordance with GAAP and government auditing standards for financial audits issued by the Comptroller General of the United States. Such audited financial statements shall be made available to the public upon request. These statements may include supplemental schedules as required by PCSB.

7.3 Interim Financial Reports. Unless otherwise notified by PCSB, the School Corporation shall prepare and submit to PCSB within thirty days after the end of each Interim Period starting with the Interim Period beginning beginning July 1,2015, (i) the balance sheet of the School Corporation at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Academic Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as of the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments; and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of $500 for such Interim Period and for the period from the beginning of the then current Academic Year to the end of such Interim Period. These reports may include supplemental schedules as required by PCSB. "**Interim Period**" shall mean monthly, and from time to time thereafter, upon written notice by PCSB to the School Corporation, the period designated by PCSB in such notice.

7.4 Budget. No later than June 1 of each Academic Year, the School Corporation shall submit to PCSB its budget, including an annual operating budget, an annual capital budget, and cash flow projections (collectively, a **"Budget"**) for the next succeeding Academic Year. The School Corporation's initial Budget shall be in accordance with the Budget submitted with its Petition to PCSB. If PCSB has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded in writing, the School Corporation may only implement a Budget with the prior written approval of PCSB. PCSB may specify the format and categories and information contained in the Budget.

7.5 Enrollment Census. Pursuant to § 38-1802.04(c)(12) of the Act, the School Corporation shall provide to OSSE student enrollment data required by OSSE to comply with § 38-204 of the District of Columbia Code. Such report shall be in the format required by OSSE for similar reports from District of Columbia Public Schools, and all counts of students shall be conducted in a manner comparable to that required by OSSE for enrollment counts by District of Columbia Public Schools.

7.6 Attendance Data. No later than fifteen (15) days after the end of each month during the Academic Year and during summer school, if offered, the School Corporation shall provide student daily attendance data, including present, tardy, partial-day absence, excused absence, and unexcused absence for the School using attendance management reporting software identified by PCSB. If the School Corporation operates two or more campuses under the Charter, each campus shall maintain and submit to PCSB distinct and unique attendance data.

7.7 Key Personnel Changes. The chair of the Board of Trustees or an officer of the School Corporation shall provide notice within five days of the chair of the Board of Trustees or an officer of the School Corporation receiving written notice of the intended departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees, an officer of the School Corporation, or a key personnel as identified by position in **Attachment J** (but no later than the time the School Corporation announces such departure publicly) to PCSB identifying the person, the position such person is leaving, the date of such departure, and the actions the School Corporation has taken or intends to take to replace such person.

7.8 Authorizations. Within forty-five (45) days after the end of each Academic Year, the School Corporation shall provide a certification by an officer of the School Corporation or its Board of Trustees that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect. If the School Corporation receives notice, whether formal or informal, of any alleged failure to comply with the terms or conditions of any Authorization, the School Corporation shall provide PCSB, within seven (7) days of receiving such notice, a report detailing the nature and date of such notice and the School Corporation's intended actions in response. **"Authorizations"** shall mean any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive, declaration, registration, or notice to, from, or with any governmental authority that is required in order to operate the School.

7.9 Events of Default. The School Corporation shall promptly report to PCSB any notice of default or claim of material breach it receives that seriously jeopardizes the continued operation of the School Corporation or the School including: (i) any claim there has been a material breach of any contract that affects the operation of the School; (ii) any claim or notice of a default under any financing obtained by the School Corporation; and (iii) any claim that the School Corporation has failed to comply with the terms and conditions of any Authorizations required to operate the School. The report shall include an explanation of the circumstances giving rise to the alleged default or breach and the School Corporation's intended response.

7.10 Litigation. The School Corporation shall promptly report to PCSB the institution of any material action, arbitration, government investigation, or other proceeding against the School

Corporation or any property thereof (collectively **"Proceedings"**) and shall keep PCSB apprised of any material developments in such Proceedings.

7.11 Certificates of Insurance. No later than 30 days after the expiration of the current policy, the School Corporation shall deliver to PCSB a certificate of insurance with respect to each insurance policy required pursuant to Section 5.5 above and **Attachment I**. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall identify underwriters, the type of insurance, the insurance limits, and the policy term. The School Corporation shall furnish PCSB with copies of all insurance policies or other evidence of insurance required pursuant to Section 5.5 above and **Attachment I** upon request.

7.12 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide PCSB with a copy of each such report at the time the School Corporation provides the report as required by the Act.

SECTION 8. COMPLIANCE

8.1 Compliance With Applicable Laws. The School Corporation shall operate at all times in accordance with the Act and all other applicable District of Columbia and federal laws subject to the limitations in Sections 8.2 and 8.3 below or from which the School Corporation is not otherwise exempt, and District of Columbia and federal provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion, ancestry, sexual orientation, gender identification or expression, marital status, or need for special education services, or other characteristics as proscribed by law.

8.2 Waiver of Application of Duplicate and Conflicting Provisions. Pursuant to § 38-1802.10(d) of the Act, no provision of any law regarding the establishment, administration, or operation of public charter schools in the District of Columbia shall apply to the School Corporation or PCSB to the extent that the provision duplicates or is inconsistent with the Act.

8.3 Exemption From Provisions Applicable to D.C. Public Schools. Pursuant to § 38-1802.04(c)(3)(B) of the Act, the School Corporation shall be exempt from District of Columbia statutes, policies, rules, and regulations established for the District of Columbia Public Schools by OSSE, Board of Education, Mayor, or District of Columbia Council, except as otherwise provided in the Charter or in the Act.

8.4 Cooperation. The School Corporation shall, and shall cause its Board of Trustees, officers, employees, and contractors to, cooperate with PCSB, its staff, and its agents in connection with PCSB's obligations to monitor the School Corporation.

8.5 Access. Upon reasonable notice, the School Corporation shall grant to PCSB, its officers, employees, or agents, access to the School Corporation's property, books, records, operating instructions and procedures, curriculum materials, and all other information with respect to the operation of the School and the School Corporation that PCSB may from time to time request, and allow copies to be made of the same and shall cooperate with PCSB, its officers, employees, or agents, including allowing site visits as PCSB considers necessary or appropriate for the purposes of fulfilling its oversight responsibilities consistent with § 38-

1802.11(a) of the Act, provided that the review or access will not unreasonably interfere with the operation of the School and School Corporation.

8.6 Notice of Concern. If PCSB determines through its oversight of the School Corporation that any condition exists that (i) seriously jeopardizes the continued operation of the School Corporation, the School, or a School's campus; (ii) is substantially likely to satisfy the conditions for charter revocation pursuant to § 38-1802.13 of the Act; and/or (iii) threatens the health, safety, or welfare of students of the School, then PCSB may issue a written notice to the School Corporation stating the reasons for its concerns and inquiry (**"Notice of Concern"**). Upon receipt of such notice and upon request of PCSB, the School Corporation shall meet with PCSB to discuss PCSB's concerns and the School Corporation's response to PCSB's Notice of Concern.

8.7 Administrative Fee. The School Corporation shall pay annually to PCSB, no later than November 15 of each Academic Year, the maximum amount permitted by the Act to cover the administrative responsibilities of PCSB. Notwithstanding the foregoing, PCSB shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual Academic Year funding from the government of the District of Columbia by such date provided that the School Corporation pays PCSB such fee within five (5) business days of the School Corporation's receipt of such funding.

SECTION 9. CHARTER RENEWAL, REVOCATION, AND TERMINATION

9.1 Charter Renewal. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act. If such renewal is granted by PCSB in accordance with the Act, PCSB and the School Corporation shall (i) renew this Agreement with amendments satisfactory to PCSB and the School Corporation; or (ii) enter into a substitute agreement satisfactory to PCSB and the School Corporation.

9.2 Charter Revocation. **A.** Pursuant to § 38-1802.13 of the Act, PCSB may revoke the Charter if PCSB determines that the School has (i) committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the Charter, including violations relating to the education of children with disabilities; or (ii) failed to meet the goals and student academic achievement expectations set forth in the Charter.

B. Pursuant to § 38-1802.13 of the Act, PCSB shall revoke the Charter if PCSB determines that the School (i) has engaged in a pattern of nonadherence to generally accepted accounting principles; (ii) has engaged in a pattern of fiscal mismanagement; or (iii) is no longer economically viable.

C. If the School Corporation operates two or more campuses under the Charter, PCSB has the authority to propose revocation of the School or closure any of its campus locations pursuant to this Section 9.2.

9.3 Termination. This Agreement shall terminate upon charter revocation or nonrenewal or by mutual written agreement of the parties hereto.

9.4 Probation and Corrective Action. **A.** If PCSB proposes to revoke the Charter pursuant to § 38-1802.13(a) of the Act, PCSB may, as an alternative to charter revocation, place the School or any of the School's campuses on probation and require the School Corporation, in consultation with PCSB, to develop and implement a written corrective action plan (**"Corrective Plan"**). The Corrective Plan shall include the reasons that the Charter is subject to revocation under § 38-1802.13(a), the terms and conditions of probation and the results the School shall achieve to avoid charter revocation. Although PCSB may elect to enter into a Corrective Plan with the School Corporation as an alternative to charter revocation, nothing herein shall require PCSB to place the School or any of its campuses on probation or develop a Corrective Plan.

B. If PCSB elects to place the School or one of the School's campuses on probation and enters into a Corrective Plan with the School Corporation, the School Corporation shall provide PCSB a written request for approval five (5) business days prior to taking any of the following actions: (i) waiving any material default under, or material breach of, any School Management Contract; (b) taking any action affecting or waiving or failing to enforce any material right, interest, or entitlement arising under or in connection with any School Management Contract; (c) taking any action affecting any material provision of any School Management Contract or the performance of any material covenant or obligation by any other party under any School Management Contract; or (d) providing any notice, request, or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits, or obligations under any such School Management Contract in any material respect.

9.5 Mandatory Dissolution. **A.** In accordance with § 38-1802.13a of the Act, the School Corporation shall dissolve if the Charter (i) has been revoked by PCSB; (ii) has not been renewed by PCSB; or (iii) has been voluntarily relinquished by the School Corporation. Mandatory dissolution is only applicable in the case of revocation, non-renewal or voluntary relinquishment of the Charter and is not applicable in the case of a campus closure pursuant to 9.2(C).

B. In the event of dissolution, PCSB, in consultation with the Board of Trustees of the School Corporation, shall develop and execute a plan for (i) liquidating the School Corporation's assets in a timely fashion and in a manner that will achieve maximum value; (ii) discharging the School Corporation's debts; and (iii) distributing any remaining assets in accordance with §29-412.06 and §29-412.07 of the District of Columbia Code and § 38-1802.13a of the Act.

SECTION 10. OTHER PROVISIONS

10.1 Applicable Law. This Agreement and the Charter and the rights and obligations of the parties hereunder shall be governed by, subject to, construed under, and enforced in accordance with, the laws of the District of Columbia, without regard to conflicts of laws principles.

10.2 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of PCSB in the exercise of any power, right, or privilege hereunder shall impair such power, right, or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right, or privilege preclude other or further

exercise thereof or of any other power, right, or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

10.3 Counterparts and Electronic Signature or Signature by Facsimile. This Agreement and any amendments, attachments, waivers, consents, or supplements in connection herewith may be signed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures or signatures received by facsimile by either of the parties shall have the same effect as original signatures.

10.4 Entire Agreement; Amendments. This Agreement, together with all the Attachments hereto, constitutes the entire agreement of the parties and all prior representations, understandings, and agreements are merged herein and superseded by this Agreement; provided that Attachments A-E which constitute the School Corporation's Charter can only be modified or amended through Petition for Charter Revision subject to 1.1(B) of this agreement, except that Attachments A, B, and E require only PCSB approval, and not a public hearing. This Agreement may be amended or modified only by written agreement of the parties hereto.

10.5 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations shall not in any way be affected or impaired thereby.

10.6 Assignment. The Charter runs solely and exclusively to the benefit of the School Corporation and shall not be assignable by either party; provided that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

10.7 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement. **"Person"** shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

10.8 Waiver. No waiver of any breach of this Agreement or the Charter shall be held as a waiver of any other subsequent breach.

10.9 Construction. This Agreement shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party drafted the underlying document.

10.10 Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Agreement without (i) first providing written notice to the other party hereto describing the nature of the dispute; and (ii) thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to

resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-180213 of the Act and Sections 9.1, 9.2, and 9.3 above of this Agreement.

10.11 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change thereof is delivered as provided in this Section 10.11) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Capital City Public Charter School
100 Peabody Street, NW
Washington, D.C. 20011
Attention: Karen Dresden, Head of School
Email: kdresden@ccpcs.org
Telephone: (202)808-9779_

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the dates written below.

CAPITAL CITY PUBLIC CHARTER SCHOOL

[redacted]

Title: President, Board of Trustees

Date: June 23, 2015

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

[redacted]

By: Darren Woodruff

Title: Board Chair

Date: 06 29 2015

ATTACHMENTS

SCHEDULE I	Maximum Enrollment Schedule
ATTACHMENT A	Proposed Rules and Policies for Governance and Operation of School Corporation
ATTACHMENT B	Articles of Incorporation and Bylaws
ATTACHMENT C	Procedures to Ensure Health and Safety of Students and Employees
ATTACHMENT D	Assurance to Maintain Accreditation
ATTACHMENT E	Relationship Between School and Employees
ATTACHMENT F	Pre-opening Requirements
ATTACHMENT G	Random Selection Process
ATTACHMENT H	Disciplinary Policies
ATTACHMENT I	Insurance Requirements
ATTACHMENT J	Key Personnel
ATTACHMENT K	Graduation Requirements

SCHEDULE I

Capital City Public Charter School
Enrollment Matrix – All Campuses

Grade	Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Academic Year 2022-23	Academic Year 2022-23
Pre-School	32	32	32	32	32	32	32	32	32
Pre-Kindergarten (Pre-K)	44	44	44	44	44	44	44	44	44
Kindergarten	46	46	46	46	46	46	46	46	46
Grade 1	50	50	50	50	50	50	50	50	50
Grade 2	50	50	50	50	50	50	50	50	50
Grade 3	50	50	50	50	50	50	50	50	50
Grade 4	52	52	52	52	52	52	52	52	52
Grade 5	84	84	84	84	84	84	84	84	84
Ungraded ES	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	84	84	84	84	84	84	84	84	84
Grade 7	80	80	80	80	80	80	80	80	80
Grade 8	72	72	72	72	72	72	72	72	72
Ungraded MS/ JHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 9	85	85	85	85	85	85	85	85	85
Grade 10	85	85	85	85	85	85	85	85	85
Grade 11	80	80	80	80	80	80	80	80	80
Grade 12	80	80	80	80	80	80	80	80	80
Ungraded SHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alternative	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Special Ed Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Adult	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEA Total	974	974	974	974	974	974	974	974	974
Projected % - Special Needs	15%	15%	15%	15%	15%	15%	15%	15%	15%
Projected % - ELL	20%	20%	20%	20%	20%	20%	20%	20%	20%
# Campuses*	3	3	3	3	3	3	3	3	3

ATTACHMENT A

Proposed Rules and Policies for Governance and Operation of School Corporation

The Board of Trustees is responsible for governing the school and is held accountable for ensuring that the school provides a sound educational program, ensures the health and safety of students, employees, and guests of the school; ensures that it and the School adhere to all provisions of its charter and all pertinent District and federal regulations; and has fiduciary responsibility for the School.

The Trustees ensure that their fiduciary responsibilities are not compromised by the appointment of such trustees to salaried positions in the school, thus resulting in a conflict of interest.

Capital City has a Conflict of Interest Policy with which trustees must comply. The Conflict of Interest Policy is in compliance with federal and District of Columbia law and DC PCSB policy. Annually trustees sign Conflict of Interest Disclosure forms.

The Head of School is responsible for overseeing the day-to-day operations of the school. The Head of School reports to the Board of Trustees and is the sole staff member to report to the Board. The Head of School directly supervises a senior staff that includes a Chief Operating Officer and a principal for each campus, with all other staff reporting through the senior staff.

Capital City does not have a contract with a school management corporation.

ATTACHMENT B

Articles of Incorporation and Bylaws

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION

CERTIFICATE

THIS IS TO CERTIFY that the attached is a true and correct copy of the documents for this entity as shown by the records of this office.

CAPITAL CITY PUBLIC CHARTER SCHOOL Inc.

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 6/12/2014 6:05 PM

Business and Professional Licensing Administration

[redacted]

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: tWBVB1aH

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS

994071

CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this *CERTIFICATE OF INCORPORATION* is hereby issued to:

CAPITAL CITY PUBLIC CHARTER SCHOOL, INC.

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **23rd** day of **December, 1999.**

Lloyd J. Jordan
Director

Harold F. Nelson
Acting Administrator
Business Regulation Administration

[redacted]

Superintendent of Corporations
Corporations Division

Anthony A. Williams
Mayor

ARTICLES OF INCORPORATION
OF
CAPITAL CITY
PUBLIC CHARTER SCHOOL, INC.

We, the undersigned, being natural persons over the age of twenty-one, acting as incorporators of a corporation under the District of Columbia Non-Profit Corporation Act, adopt the following Articles of Incorporation:

FIRST: The name of the corporation is CAPITAL CITY PUBLIC CHARTER SCHOOL CORPORATION (hereinafter referred to as the "Corporation").

SECOND: The period of the Corporation's duration is perpetual.

THIRD: The Corporation is organized and shall operate exclusively for the following lawful purposes: educational, charitable, scientific, literary, musical, social, athletic and promotion of the arts, but only to the extent that such purposes are permitted within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (hereinafter referred to the "Code"), including the operation of a public charter school. The above-listed purposes for which the Corporation is organized are those necessary and appropriate to carry out its Charter. The Corporation shall have all powers granted to it by law to further its above stated purposes, including those expressly stated in its bylaws.

FOURTH: Persons of any race, religion and of either sex shall be entitled to all of the rights, privileges, programs and activities generally made available to participants in the Corporation, its programs and activities. The Corporation shall not discriminate on the basis of race, color, religion, creed, national origin, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement in administering its policies and programs.

FIFTH: The Corporation shall have no members.

SIXTH: No part of the net earnings of the Corporation shall be distributed to or inure to the benefit of its Board of Directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD hereof. No substantial part of the Corporation's activities shall consist of carrying on propaganda or otherwise attempting to influence legislation. The Corporation shall not participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any activities not permitted to be carried on (i) by an organization exempt from Federal income tax under Section 501(c)(3) of the Code, or (ii) by an organization, contributions to which are deductible under Section 170(c)(2) of the Code, or (iii) by an organization formed pursuant to the Charter.

In the event of dissolution of the Corporation, none of its assets shall be distributed except to any organization qualifying as a tax exempt charitable, educational or scientific organization under applicable Federal revenue statutes.

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SEVENTH: The Board of Directors of the Corporation shall be the same as the Board of Trustees described in the Bylaws. A statement as to the manner in which directors shall be elected or selected shall be provided in the bylaws of the Corporation.

There shall be seven directors of the Corporation, but that number may be changed by amendment to the bylaws. A majority of the directors shall be residents of the District of Columbia and at least two of the directors shall be parents or guardians of children attending the Capital City Public Charter School. The election or selection of parent/guardian directors shall be conducted on the earliest practicable date after classes at the school have commenced. One-third of the number of directors, as that number may be amended by the bylaws, shall constitute a quorum for conducting business. The Board of Directors may also include any number of ex-officio members who shall serve as elected or selected by the Board of Directors. The initial Board of Directors of the Corporation, who are to serve as directors until the first annual meeting or until their successors are elected and shall qualify are:

Sue Bell	3719 Brandywine Street, N.W., Washington, DC 20016
Natasha Cabrera	2447 Tunlaw Road, N.W., Washington, DC 20007
Andrea Carlson	1813 Vermont Avenue, N.W., Washington, DC 20001
Jenny Carson	1326 Longfellow Street, N.W., Washington, DC 20011
Anne Herr	1756 Lamont Street, N.W., Washington, DC 20010
Karl Jentoft	1756 Lamont Street, N.W., Washington, DC 20010
Michael J. Zoeller	3901 Connecticut Avenue, N.W., #505, Washington, DC 20008

EIGHTH: The initial registered agent of the Corporation is Andrea Carlson, a resident of the District of Columbia. The initial registered office of the Corporation is c/o Andrea Carlson, 1813 Vermont Avenue, N.W., Washington, DC 20001.

NINTH: Meetings of the Board of Directors may be held within or without the District of Columbia as the bylaws of the Corporation provide. The books for the Corporation may be kept (subject to any provision contained in the laws of the District of Columbia and the Charter) outside the District of Columbia at such place as may be designated from time to time by the Board of Directors or in the bylaws of the Corporation.

TENTH: The Corporation reserves the right to amend, alter, change or repeal any provision contained in these articles of incorporation, in the manner now or hereafter prescribed by statute, and all rights conferred upon the officers, directors and members herein are granted subject to this reservation.

ELEVENTH: The name and address of each incorporator of the Corporation is:

Anne Herr	1756 Lamont Street, N.W., Washington, DC 20010
Jenny Carson	1326 Longfellow Street, N.W., Washington, DC 20011
Michael J. Zoeller	3901 Connecticut Avenue, N.W., #505, Washington, DC 20008

IN WITNESS WHEREOF, the undersigned have signed these Articles of Incorporation on the 23rd day of December, 1999.

[redacted] (SEAL)

[redacted] (SEAL)

[redacted] (SEAL)

Michael J. Zoeller

CITY OF WASHINGTON)
) ss:
DISTRICT OF COLUMBIA)

I hereby certify that on this 23rd day of December, 1999, before me, the subscriber, a Notary Public in and for the District of Columbia, personally appeared Anne Herr, Jenny Carson and Michael J. Zoeller, who signed the foregoing document as incorporators, and have averred that the statements therein contained are true.

WITNESS hand and notarial seal this 23rd day of December, 1999.

[redacted]
Notary Public

My Commission Expires: 10/31/01

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION

CERTIFICATE

THIS IS TO CERTIFY that the attached is a true and correct copy of the documents for this entity as shown by the records of this office.

CAPITAL CITY PUBLIC CHARTER SCHOOL Inc.

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 6/12/2014 6:06 PM

Business and Professional Licensing Administration

[redacted]

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #. kLIGi5Es

994071

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS

CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Nonprofit Corporation Act have been complied with and accordingly, this *CERTIFICATE OF AMENDMENT* is hereby issued to:

CAPITAL CITY PUBLIC CHARTER SCHOOL CORPORATION

Name Changed To

CAPITAL CITY PUBLIC CHARTER SCHOOL, INC.

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **2nd** day of **August, 2000**.

Lloyd J. Jordan
Director

Patricia E. Grays
Acting Administrator
Business Regulation Administration

[redacted]

Superintendent of Corporations
Corporations Division

Anthony A. Williams
Mayor

994071

ARTICLES OF AMENDMENT TO ARTICLES OF INCORPORATION OF CAPITAL CITY PUBLIC CHARTER SCHOOL, INC.

TO:
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS REGULATION ADMINISTRATION
CORPORATION DIVISION
941 NORTH CAPITAL STREET, N.E.
WASHINGTON, DC 20002

Pursuant to the provisions of the District of Columbia non-profit Corporation Act, the undersigned adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST: The name of the corporation is CAPITAL CITY PUBLIC CHARTER SCHOOL CORPORATION.

SECOND: The following amendments of the Articles of Incorporation were adopted by the Corporation in the manner prescribed by the District of Columbia Non-profit Corporation Act:

1. Article FIRST is changed to read: The name of the corporation is CAPITAL CITY PUBLIC CHARTER SCHOOL, INC. (hereinafter referred to as the "Corporation").

2. The first sentence of Article SIXTH is changed to read: No part of the net earnings of the Corporation shall be distributed to or inure to the benefit of its Board of Directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD of the Articles of Incorporation. No member of the Board of Directors shall receive compensation for services rendered in carrying out Board functions, but may be reimbursed for expenses incurred.

3. Article SEVENTH is changed to read: The Board of Directors of the Corporation is the Board of Trustees described in the Bylaws. A statement as to the manner in which Directors/Trustees shall be elected or selected shall be provided in the bylaws of the Corporation.

   There shall be no less than five and no more than fifteen Directors of the Corporation. The number of Directors, their election or selection, and their terms shall be set forth in the bylaws and may be changed by amendment to the bylaws. A majority of the Directors shall be residents of the District of Columbia and at

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least two of the Directors shall be parents or guardians of children attending the Capital City Public Charter School. The election or selection of parent/guardian directors shall be conducted on the earliest practicable date after classes at the school have commenced. One-third of the number of directors, as that number may be amended by the bylaws, shall constitute a quorum for conducting business. The Board of Directors may also include any number of ex-officio members who shall serve as elected or selected by the Board of Directors. The initial Board of Directors of the Corporation, who are to serve as directors until the first annual meeting or until their successors are elected and shall qualify are:

Sue Bell	3719 Brandywine Street, N.W., Washington, DC 20016
Natasha Cabrera	2447 Tunlaw Road, N.W., Washington, DC 20007
Andrea Carlson	1813 Vermont Avenue, N.W., Washington, DC 20001
Jenny Carson	1326 Longfellow Street, N.W., Washington, DC 20011
Anne Herr	1756 Lamont Street, N.W., Washington, DC 20010
Karl Jentoft	1756 Lamont Street, N.W., Washington, DC 20010
Michael J. Zoeller	3901 Connecticut Avenue, N.W., #505, Washington, DC 20008

THIRD: The amendments were adopted in the following manner:

These amendments were adopted at a meeting of the Board of Directors held on June 22, 2000, and received the vote of a majority of the Directors in office, there being no members having voting rights in respect thereof.

Date: June 22, 2000

CAPITAL CITY PUBLIC CHARTER SCHOOL, INC.

By: [redacted]
Anne Herr
President

ATTEST: [redacted]
Michael J. Zoeller
Secretary

CONSENT TO SERVE AS REGISTERED AGENT
FOR THE
CAPITAL CITY
PUBLIC CHARTER SCHOOL, INC.

I, Andrea Carlson, a natural person over the age of twenty-one and residing in the District of Columbia, give my consent to serve as the registered agent of the District of Columbia Non-Profit Corporation to be known as the Capital City Public Charter School, Inc.

[redacted] (SEAL)
Andrea Carlson
1813 Vermont Avenue, N.W.
Washington, DC 20001

CITY OF WASHINGTON)
) ss:
DISTRICT OF COLUMBIA)

I hereby certify that on this 20 day of December, 1999, before me, the subscriber, a Notary Public in and for the District of Columbia, personally appeared Andrea Carlson, who signed the foregoing document as her consent to serve as a registered agent, and has averred that the statements therein contained are true.

WITNESS hand and notarial seal this 20 day of December, 1999.

[redacted]
Notary Public

My Commission Expires: 10/31/01

ARTICLES OF AMENDMENT
TO THE ARTICLES OF INCORPORATION OF
CAPITAL CITY PUBLIC CHARTER SCHOOL

TO: Department of Consumer and Regulatory Affairs
Business Regulation Administration
Corporation Division
1100 4th Street SW
Washington, DC 20024

THE UNDERSIGNED, pursuant to the District of Columbia Nonprofit Corporation Act, hereby adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST: The name of the Corporation is: Capital City Public Charter School

SECOND. The following amendments to the Articles of Incorporation were adopted by the Corporation in the manner prescribed by the District of Columbia Nonprofit Corporation Act:

Article SEVENTH is amended by striking the first six sentences of the second paragraph so that the article reads as follows:

> The Board of Directors of the Corporation is the Board of Trustees described in the Bylaws. A statement as to the manner in which Directors/Trustees shall be elected or selected shall be provided in the bylaws of the Corporation.
>
> The initial Board of Directors of the Corporation, who are to serve as directors until the first annual meeting or until their successors are elected and shall qualify, are:

Sue Bell [redacted]
Natasha Cabrera [redacted]
Andrea Carlson [redacted]
Jenny Carson [redacted]
Anne Herr [redacted]
Karl Jentoft [redacted]
Michael J. Zoeller [redacted]

THIRD: The amendment was adopted at a meeting of the board of directors of the Corporation held on February 1, 2011, and received the affirmative vote of at least a majority of the directors, there being no members having voting rights in respect thereof.

DATE: February 1, 2011

Capital City Public Charter School

[redacted]

Candace Crawford, President

Attest:

[redacted]

Carol Mitten, Secretary

BYLAWS
OF THE
CAPITAL CITY PUBLIC CHARTER SCHOOL
(as adopted on 06/17/2015)

ARTICLE I
OFFICE AND REGISTERED AGENT

Section 1. Principal Office. The principal office of the Capital City Public Charter School (the "Corporation") shall be in the District of Columbia.

Section 2. Registered Office and Agent. The Corporation shall have and continuously maintain a registered office and a registered agent in the District of Columbia, as required by the District of Columbia Nonprofit Corporation Act. The registered agent shall be either an individual resident of D.C. or a corporation authorized to transact business in D.C.

ARTICLE II
PURPOSES

The purposes for which the Corporation is formed are as set forth in the Articles of Incorporation. The Corporation shall at all times be organized and operated for the sole purpose of operating a public charter school in the District of Columbia.

ARTICLE III
MEMBERSHIP

The Corporation shall have no members.

ARTICLE IV
BOARD OF TRUSTEES

Section 1. Powers. There shall be a Board of Trustees of the Corporation, which shall supervise and control the business, property and affairs of the Corporation, except as otherwise expressly provided by law, the Articles of Incorporation of the Corporation, or these Bylaws.

Section 2. Number and Qualifications. The members of the initial Board of Trustees of the Corporation shall be those individuals named in the Articles of Incorporation and shall serve until their successors are elected and qualified. Thereafter, the Board of Trustees of the Corporation shall be composed of an odd number of trustees consisting of no less than five nor more than fifteen voting individuals. In addition, the Head of School (HOS) shall be an ex officio, nonvoting trustee who may be invited to some or all of such board meetings as the Chair may designate, but who shall not be counted towards a quorum and who is not eligible to chair

any committee or to hold any officer position. A majority of trustees shall be residents of the District of Columbia, and at least two trustees shall be parents of children attending the Corporation's school, as defined by DC Code 38-1802.5. The number of Trustees may be decreased, but no decrease shall have the effect of shortening the term of any incumbent Trustee.

Section 3. Election and Term of Office. All members of the Board of Trustees shall be elected solely by the majority vote of a quorum of Trustees at the annual meeting of the Board of Trustees or at such other time as the Board may designate. Trustees shall serve for a term of two years or, in special circumstances, until their successors are elected. Except that beginning with the 2015-2016 school year, six of the trustees elected shall serve a term of one year and seven of the trustees elected shall serve a term of two years. Thereafter all trustees shall serve a term of two years. Trustees may be elected to serve up to four successive terms (not counting time served as an officer).

Section 4. Resignation. Any Trustee may resign at any time by giving written notice to the President of the Corporation. Such resignation shall take effect at the time specified therein, or, if no time is specified, at the time of acceptance thereof as determined by the President of the Corporation.

Section 5. Removal. Any Trustee may be removed from such office, with or without cause, by a majority of all the Trustees entitled to vote at any regular or special meeting of the Board called expressly for that purpose.

Section 6. Vacancies. Vacancies shall be filled by majority vote of the remaining members of the Board of Trustees for the unexpired term.

Section 7. Regular Meetings. One or more regular meetings of the Board of Trustees of the Corporation shall be held each year, at such time, day, and place as shall be designated by the Board of Trustees.

Section 8. Special Meetings. In the event of an emergency or other special circumstances, special meetings of the Board of Trustees may be called at the direction of the Chair or by a majority of the voting Trustees then in office, to be held at such time, day, and place as shall be designated in the notice of the meeting.

Section 9. Notice. Notice of the time, day, and place of any special meeting of the Board of Trustees shall be given at least two days previous to the meeting and in the manner set forth in Section 2 of Article VII. The purpose for which a special meeting is called shall be stated in the notice. Any Trustee may waive notice of any meeting by a written statement executed either before or after the meeting. Attendance and participation at a meeting without objection to notice shall also constitute a waiver of notice.

Section 10. Quorum. A majority of the voting Trustees then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees.

Section 11. Manner of Acting. Except as otherwise expressly required by law, the Articles of Incorporation of the Corporation, or these Bylaws, the affirmative vote of a majority of the Trustees present at any meeting at which a quorum is present shall be the act of the Board of Trustees. Each Trustee shall have one vote. Voting by proxy shall not be permitted.

Section 12. Unanimous Written Consent In Lieu of a Meeting. The Board may take action without a meeting if written consent to the action is signed by all of the Trustees. Such consents may be returned by any means, including electronic mail.

Section 13. Telephone Meeting. Any one or more Trustees may participate in a meeting of the Board of Trustees by means of a conference telephone or similar telecommunications device which allows all persons participating in the meeting to hear each other. Participation by telephone shall be equivalent to presence in person at the meeting for purposes of determining if a quorum is present.

ARTICLE V
OFFICERS

Section 1. Officers. The officers of the Corporation, shall consist of a President (who may also be called the Chair), a Vice President (also known as Vice Chair), a Secretary, and a Treasurer. The Corporation shall have such other assistant officers as the Board of Trustees may deem necessary, and such officers shall have the authority prescribed by the Board. One person may hold more than one office, other than the offices of President and Secretary.

Section 2. Election of Officers. The officers of the Corporation shall be elected by the Trustees at the annual meeting of the Board of Trustees.

Section 3. Term of Office. The officers of the Corporation shall be installed at the annual meeting at which they are elected and shall hold office for one year until the next annual meeting or until their respective successors shall have been duly elected. Officers may be elected to serve unlimited successive terms.

Section 4. Resignation. Any officer may resign at any time by giving written notice to the Chair of the Board. Such resignation shall take effect at the time specified in the notice, or if no time is specified, then immediately.

Section 5. Removal. Any officer may be removed from such office, with or without cause, by a majority of all the Trustees entitled to vote at any regular or special meeting of the Board called expressly for that purpose.

Section 6. Vacancies. A vacancy in any office shall be filled by the Board of Trustees for the unexpired term.

Section 7. President/Chair. The President shall give active direction and have control of the business and affairs of the Corporation. He or she may sign contracts or other instruments which the Board of Trustees has authorized to be executed, and shall perform all duties incident to the office of President as may be prescribed by the Board of Trustees.

Section 8. Vice President/Vice Chair. The Vice President shall perform the duties of President in his/her absence and shall perform such other duties as the Board may prescribe.

Section 9. Secretary. The Secretary shall keep the minutes of the meetings of the Board of Trustees; see that all notices are duly given in accordance with the provisions of these Bylaws, ensure staff members keep corporate records; and in general perform all duties incident to the office of Secretary and such other duties as may be assigned by the Board of Trustees.

Section 10. Treasurer. The Treasurer, with the assistance of staff and outside accountants and auditors, shall report to the Board from time to time on the Corporation's income, expenses, assets and liabilities. The Treasurer also shall perform all other duties normally incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Board of Trustees.

Section 11. Bonding. If requested by the Board of Trustees, any person entrusted with the handling of funds or valuable property of the Corporation shall furnish, at the expense of the Corporation, a fidelity bond, approved by the Board of Trustees.

ARTICLE VI
COMMITTEES

Section 1. Committees of Trustees. The Board of Trustees, by resolution adopted by a majority of the Trustees in office, may designate and appoint one or more committees, each consisting of two or more Trustees, which committees shall have and exercise the authority of the Board of Trustees in the governance of the Corporation. However, no committee shall have the authority to amend or repeal these Bylaws; elect or remove any Trustee or officer; adopt a plan of merger; or authorize the voluntary dissolution of the Corporation.

Section 2. Executive Committee. Between meetings of the Board of Trustees, the day-to-day affairs of the Corporation may be conducted by an Executive Committee, the membership of which shall consist of the officers of the Corporation.

Section 3. Other Standing Committees. In addition to the Executive Committee, the other standing committees shall be the Governance Committee, Finance & Audit Committee, School Performance Committee, and Development Committee. The chair and membership of each standing committee shall be recommended by the Chair of the Board and ratified by the Board. Each committee shall have such duties as delegated by the Board.

Section 4. Other Committees and Task Forces. The Board of Trustees may create and appoint either Trustees or non-trustees to such other ad hoc committees, task forces, and advisory boards as they shall deem appropriate. Such committees, task forces, and advisory boards shall have the duties designated by the Board of Trustees and shall give nonbinding advice and recommendations to the Board.

Section 5. Term of Office. Each member of a committee shall serve for one year until the next annual meeting of the Board of Trustees and until a successor is appointed, unless the committee is sooner dissolved.

Section 6. Vacancies. Vacancies in the membership of committees may be filled by the Chair of the Board.

Section 6. Rules. Each committee and task force may adopt rules for its meetings not inconsistent with these Bylaws or with any rules adopted by the Board of Trustees.

ARTICLE VII
MISCELLANEOUS PROVISIONS

Section 1. Fiscal Year. The fiscal year of the Corporation shall be July 1st through June 30th.

Section 2. Notice. Whenever under the provisions of these Bylaws notice is required to be given to a Trustee, officer, or committee member, such notice shall be given in any manner allowed by law, including by facsimile, electronic mail, hand delivery, first class mail, or overnight delivery service, and notice will be deemed given when received.

ARTICLE VIII
INDEMNIFICATION

Unless otherwise prohibited by law, the Corporation shall indemnify any Trustee or officer or any former Trustee or officer, and may by resolution of the Board of Trustees indemnify any employee, against any and all expenses and liabilities incurred by him or her in connection with any claim, action, suit, or proceeding to which he or she is made a party by reason of being Trustee, officer, or employee. However, there shall be no indemnification in relation to matters as to which he or she shall be adjudged to be guilty of a criminal offense or liable to the Corporation for damages arising out of his/her own negligence or misconduct in the performance of a duty to the Corporation.

Amounts paid in indemnification of expenses and liabilities may include, but shall not be limited to, counsel fees and other fees; costs and disbursements; and judgments, fines, and penalties against, and amounts paid in settlement by, such Trustee, officer, or employee. The Corporation may advance expenses or where appropriate may itself undertake the defense of any

Trustee, officer, or employee. However, such Trustee, officer, or employee shall repay such expenses if it should be ultimately determined that he or she is not entitled to indemnification under this Article.

The Board of Trustees may also authorize the purchase of insurance on behalf of any Trustee, officer, employee, or other agent against any liability incurred by him which arises out of such person's status as a Trustee, officer, employee, or agent, whether or not the Corporation would have the power to indemnify the person against that liability under law.

ARTICLE IX
AMENDMENTS TO ARTICLES AND BYLAWS

The Articles of Incorporation and these Bylaws may be amended upon the affirmative vote of a majority vote of all the trustees then in office at any regular or special meeting of the Board. The notice of the meeting shall set forth a summary of the proposed amendments.

ARTICLE X
MANDATORY DISSOLUTION

The corporation shall dissolve if the charter for the charter school has been revoked, has not been renewed, or has been voluntarily relinquished. Any assets to be distributed pursuant to a plan of distribution shall so be pursuant to § 38-1802.13a of the D.C. Code.

ATTACHMENT C

Procedures to Ensure Health and Safety of Students and Employees

Health: Capital City Public Charter School is committed to ensuring the health and safety of students, families, staff, and visitors of the school. As such, as required by §38-1802.02(11) of the DC School Reform Act, Capital City Public Charter School will fully comply with all applicable federal and District of Columbia health and safety regulations and any applicable requirements of the Occupational Safety and Health Administration. Furthermore, as mandated by §38-1802.04(c)(4) of the DC School Reform Act, Capital City Public Charter School will turn in each year a report to the District of Columbia Public Charter Board that verifies the school's facilities comply with the applicable health and safety laws and regulations of the District of Columbia and the federal government. Upon request, the report will be made readily available to the public.

Capital City Public Charter School will submit to all applicable health and safety inspections, take any and all necessary steps to ensure appropriate ventilation and air quality, building condition, cleanliness, temperature control, and absence of pests/ infestations in compliance with applicable health and safety and building regulations.

Capital City Public Charter School will train staff, as appropriate, in First Aid and CPR, to ensure the safety of the school's students and staff. The school will also store First Aid kits in locations around the school that are made clear and accessible to staff in case of an emergency situation. Further in accordance with the DC Code §38-501 et seq. and applicable requirements of the District of Columbia Department of Health, Capital City Public Charter School will require evidence of all student required immunizations and provide information to parents on such requirements clearly and completely.

Safety: Capital City Public Charter School, as a local educational agency (LEA), for purposes of Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) (IDEA) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) (Rehabilitation Act), will be subject to the Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990 (42 U. S. C. 12101 et seq.) (ADA) with respect to access. The school will ensure that such requirements are observed in the selection or renovation of a leased facility and in the planning and construction of a permanent facility.

Capital City Public Charter School will provide training to staff and students, develop fire evacuation and safety plans, and plan and execute fire and emergency drills in accordance with all such requirements. Emergency routes will be mapped and posted in each room and fire drills will be performed regularly. Furthermore, Capital City Public Charter School will comply with all requirements of the District of Columbia Fire Prevention Code for the purposes of fire safety.

ATTACHMENT D

Assurance to Maintain Accreditation

Capital City shall maintain accreditation from an appropriate accrediting agency as set forth in §38-1802.02(16).

ATTACHMENT E

Relationship Between School and Employees

Capital City Public Charter School employs all of its personnel in at "at-will" capacity. This means that either the employee or Capital City Public Charter School has the right to terminate the employment relationship at any time. Neither party has the obligation to base that decision on any reason other than the intent not to continue the employment relationship. Although there are several policies in the personnel policy handbook relating to separation from Capital City Public Charter School, they in no way affect, supersede, or replace the organization's "at-will" employment. Capital City Public Charter School will seek fairness and equity in dealing with employees, but all employees should bear in mind that the organization reserves the right to apply the "at-will" policy at its sole discretion.

ATTACHMENT F

Pre-Opening Requirements

If in the future, Capital City Public Charter School opens an additional campus, it will rely on the District of Columbia Public Charter School Board's Pre-Opening Checklist to identify its pre-opening requirements:

Governance and Management

Area of Review	Examples of Acceptable Documentation
The Board of Trustees has been established.	• Meeting minutes from the most recent board meeting* • BOT membership roster*
Leadership roles have been filled.	• Organizational Chart with names • Contracts, including position description

Staffing

Area of Review	Examples of Acceptable Documentation
The number of teachers and staff, including special education and/ or ELL teachers	• Staffing plan • Teacher roster
Employee roles and responsibilities have been clearly articulated	• Staff position descriptions
Employment policies for full-time and part-time staff have been established and are available to teachers and other staff.	• Employee handbook* • Confirmation of Receipt (e.g., form from handbook; staff meeting sign-in; etc.)
There is documentation that initial background checks for all staff have been completed.	• Background check clearances*
Each teacher has been offered a retirement plan.	• DC Teacher Retirement Opt In/Opt Out Form, or similar form.
Leave of absence forms for former DCPS employees have been processed and are on file.	• Leave of absence forms on file and reflect processing through DCPS

Plan for when teachers are absent	• Copy of school's plan for covering teacher absences (e.g., substitute bank; teacher request form; permanent substitute contracts; etc.)

Curriculum and Instruction

Area of Review	Examples of Acceptable Documentation
Needed instructional materials and supplies have been procured to classrooms at every grade level.	• Actual instructional materials and supplies, or evidence that materials and supplies are on order and will be delivered in time for school opening
A school calendar and class schedules exist and provisions have been made for them to be available to every student and every family.	• School calendar—includes 180 instructional days, holidays, PD days, inclement weather and emergency closure make-up days* • Class Schedules • Copy of parent/student/family handbook / resource in which calendar was printed, along with confirmation of receipt (however school tracks that information was given to parent).
Provisions have been made for assessing and serving students with special needs.	• Evidence that needed staff is on board to provide special needs services, or evidence that services have been contracted. • Documentation that contracts for services equal to or exceeding $25,000 have been reviewed by PCSB.

Students and Parents

Area of Review	Examples of Acceptable Documentation
Parents and students will be provided with written information about the school including Discipline Plan (suspensions and expulsions)	• Copy of parent/student/family handbook / resource in which the discipline policy is printed, along with confirmation of receipt *
Preliminary class rosters are available to teachers for planning	• Student rosters/records are on file and accessible to teachers for planning

Intake process includes measures to identify students with special needs.	• Description of process for identifying students with special needs (e.g., copy of information in enrollment packet)
Valid proof of DC residency is on file for each student	• All residency forms from OSSE have been completed, including proof of residency form complete with parent's or guardian's name, student name, school staff person's signature, date, and appropriate check offs indicating documents submitted and copy of document submitted.
Procedures are in place for creating, storing, securing and using student academic, attendance, and discipline records.	• Evidence that procedures are in place for creating, storing, securing, and using student academic, attendance, and discipline records. (Includes a Safeguard of Student Information Policy that aligns with FERPA) • Evidence that the records of students with disabilities are kept in a secure location • Evidence that parents or adult students have been provided with notice of their rights under FERPA
A complaint resolution process is in place and has been distributed to employees, parents, and students.	• Description of complaint resolution process in employee, parent, and student handbooks.

Operations

Area of Review	**Examples of Acceptable Documentation**
Systems are in place to accurately collect and submit attendance and discipline data, and Compliance documents, including the following: -system to accurately collect and submit daily attendance -system to accurately collect excused absence documentation -system for mandatory reporting to CFSA and/ or DC Superior Court, when applicable	• Student Information System is in place • Staff member(s) have been trained on ProActive, the school's Student Information System, and Epicenter

Area of Review	Examples of Acceptable Documentation
-system to accurately submit discipline incidents -system to accurately submit Compliance documents to PCSB	
Arrangements have been made for food service.	• Food service contract • Documentation that contract equal to or exceeding $25,000 has been reviewed by PCSB. • Record of Basic Business License (BBL)
Provisions have been made for health services and immunization, if appropriate.	• Evidence that health services and immunizations services are available (school nurse, contract with local health facility, etc.) • Evidence of access to the immunization registry and a mechanism for entering immunization data.
There are written plans for such life safety procedures as fire drills and emergency evacuation.	• Written plans for life safety procedures included in faculty and student handbooks • Fire drill schedule (one drill within the first ten days; and conducted monthly for the remainder of the school year)
A system is in place for gathering and reporting information needed to qualify for federal entitlement programs, including reporting to PCSB	• Evidence that a system is in place for gathering and reporting data needed to qualify for federal entitlement programs (e.g., database on Free and Reduced Lunch paperwork), including reporting to PCSB

Facilities, Furnishings and Equipment

Area of Review	Examples of Acceptable Documentation
Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.	• Space meets the needs of the program and number of students to be served
Systems are in place for student drop-off and pick-up	• Clear plans on file for student drop-off and pick-up before school, during school hours, and after school

Area of Review	Examples of Acceptable Documentation
Classroom furniture is available for instruction (or will be)	• School admin confirms that classroom furnishings are appropriate for the school's educational model
Necessary equipment, including educational technologies, is installed and ready to operate.	• School admin confirms that equipment is installed and is ready (or will be ready) to operate by the first day of school
A Certificate of Occupancy is on file at the school.	• Certificate of Occupancy on file at school with an occupancy load that is greater or equal to the number of students PLUS staff in the building
If needed (e.g., for a school occupying temporary space), parent permission slips are on file.	• Parent permission slips

Certificates of insurance are on file at the school and PCSB, meeting at least the minimum levels required by the PCSB.	• Certificates of insurance on file at school with coverage in accordance with their charter or meeting the minimum levels recommended*:
	  • General Liability - $1000 per occurrence, $2000 aggregate
	  • Directors and Officers Liability - $1000
	  • Educators Legal Liability - $1000
	  • Umbrella Coverage - $3000; $5000 if providing transportation
	  • Property/Lease Insurance - 100 percent of replacement cost
	  • Boiler and Machinery Insurance - $1000 (if appropriate actual loss sustained)
	  • Auto Liability Insurance - $1000
	  • Workers Compensation - As required by law

ATTACHMENT G

Random Selection Process

1. **City-Wide School.** As a District of Columbia public charter school, every resident of the District of Columbia has the right to apply for enrollment of their school age children to Capital City. Students do not have to be "in boundary" in order to attend. Capital City welcomes students from all over the District of Columbia as well as from its home neighborhood. The School's mission statement anticipates "a diverse group of children" and the School will advertise to solicit new students from throughout the District of Columbia to ensure that it remains a diverse community.

2. **Random Selection.** As a public school, Capital City admits students in a fair and non-discriminatory manner. To do this, if there are more applications than there are spaces available, Capital City uses a lottery to randomly select students for available spaces and to order a waiting list of students eligible for admission. A lottery is held for admission for each grade level served by Capital City each year. School staff and trustees shall have no discretion to select students for admission on any basis other than the procedures set forth in this policy.

3. **Equal Opportunity.** Capital City does not discriminate in the admission of students on the basis of disability, age, race, creed, color, gender, national origin, religion, ancestry, sexual orientation, gender identification or expression, marital status, or need for special education services, or other characteristics as proscribed by law.

4. **Proof of District of Columbia Residency.** Parents or guardians of all students will be required to prove residence in the District of Columbia using the documentation specified by the District of Columbia government. Unless there are no District residents interested in an available seat, any student found to be a non-resident at any time shall be required to leave the School. The School reserves the right to confirm the residency of every student at any time during the school year.

5. **Determination of Available Seats**. Prior to the selection of students, the Board of Trustees will determine the number of spaces at each grade level. The Head of School retains the discretion to fill some or all available seats. The Board of Trustees reserves the right to increase or decrease the size of any classes, to cancel a grade, or to combine grades at any time if necessary to preserve the financial and educational viability of the school.

6. **Enrollment Eligibility.** Students must be at least three years old by September 30 of the year in which the school year begins to enter the three-year old program. Students must be at least four years old by September 30 of the year in which the school year begins to enter the four-year old program. Students must be at least five by September 30 of the year in which the school year begins or have completed a Pre-Kindergarten program for four-year olds. For grade first and above, students must have successfully completed the prior grade level in order to be eligible for

enrollment. New student applicants for first grade and above must submit proof of successful completion of the prior grade level at their former school in order to complete the registration process.

7. **Preference for District of Columbia Residents**. The school is incorporated for the sole purpose of operating a public charter school under the laws of the District of Columbia. The Board of Trustees of the School believes that the principal purpose of the School is to provide an excellent education for the District of Columbia children. Consequently, children who reside in the District of Columbia have priority in admissions. In the event that any grade remains under-enrolled after the selection process set forth in this policy, children who reside outside the District of Columbia will be admitted after payment of tuition in the amount equal to that established by the Office of the State Superintendent for Education.

8. **Family Retention.** Part of Capital City's mission is to create a strong sense of community. Although admissions policies must be completely impartial, once a child is admitted and enrolled in the School, retention of families over a lengthy period of time helps promote a strong sense of community. The sibling preference (#10) serves this purpose.

9. **Application Deadline**. The deadline for the application period will be determined annually on or before December 1. The deadline will be included on application materials and the school's website.

10. **Sibling Preference.** Capital City will preferentially select students who are siblings of currently attending students to fill any available seats in a class in a preference lottery held after the application deadline has closed, but before the general lottery. Siblings must complete an application for enrollment by the application deadline to be considered for the preference. Siblings of students selected in the general lottery will be eligible for sibling preference once the general lottery for all grade levels is complete.

11. **Staff Preference.** Capital City will preferentially select students who are children of full-time employees of the school to fill any available seats in a class in a preference lottery held after the application deadline has closed, but before the general lottery is held. Staff preference is given equal weight to sibling preference for currently enrolled siblings. Children of staff must complete an application for enrollment by the application deadline to be considered for staff preference.

12. **Selection Procedures.** If there are more seats available in any grade than there are applicants, all applicants for that grade who are District of Columbia residents will be admitted. If the school receives more applications than it has available spaces, a lottery will be conducted on all applications received before the deadline following the process outlined below. Applications received after the deadline will be added to the bottom of the waiting list in the order in which they are received. Openings for

any grade that occur during the school year or upon failure of a selected applicant to complete the registration process will be filled using the waiting list.

13. **Lottery Official.** Lotteries will be officiated by an impartial individual or agency who is not a member of the Board of Trustees, nor an employee or agent (or prospective employee or agent) of the School, nor applying for admission to the School for any child, nor an immediate family member of any such person. The Head of School will select the Lottery Official.

14. **Lottery Process.** The Lottery Official will ensure that applications for each grade level are randomly prioritized using a method that would be expected to result in the random selection of students. The selection date will be publicized along with the date when results will be made available. It is not required for the lottery itself to be public. For each grade, students will be selected first through a preference lottery including siblings of current students and children of staff. If there are more students who receive preference than available seats, a preference waiting list will be created for that grade level. Following the preference lottery, there will be a general lottery conducted for each grade of applications received prior to the application deadline. All names will be drawn in the lottery and the lottery will result in the creation of an ordered waiting list for each grade from which all offers of admission will be made.

15. **Pre-Kindergarten Deferral.** Students selected for enrollment in Pre-Kindergarten through the lottery process may choose to defer enrollment for one year and have the opportunity to enter Pre-Kindergarten the following year. The following year, any deferral students shall be selected after siblings and children of staff but before applicants on the lottery-ordered waiting list of the following year. A decision to defer admission is typically made based on the parent or guardian's determination of their child's readiness for school. Students deferring admission, must later enter the same grade for which they were originally accepted.

16. **Enrollment Requirements Upon Selection.** Applicants who are selected by lottery or from the waiting list to fill an available seat shall receive an acceptance letter. Applicants receiving an acceptance letter will be required to complete each step of the registration process before they are considered enrolled. Failure to complete any step of the registration process by the deadline set out in the acceptance letter will result in the loss of the offer of admission, and the seat will be offered to the next person on the waiting list. Steps of the registration process include, but may not be limited to, completing all registration forms; submitting proof of residency; providing, if applicable, an end of year report card and/or evidence of successful completion of the previous grade, and any current Individual Education Plan.

17. **Waiting List.** All applicants not selected for an available seat will receive notification informing them that they have been placed on a waiting list. Openings that occur will be filled by the waiting list. Students may submit an application to be added to the waiting list at any time. The school may ask applicants whether they

wish to remain on the waiting list. Failure to respond to any request to remain on the waiting list will result in removal from the waiting list.

ATTACHMENT H

Disciplinary Policies

2. Discipline

The use of positive discipline is an expectation at Capital City. Staff members will treat students respectfully in all situations. Rules and expectations will be clearly communicated to students and consequences for breaking rules will be administered calmly and fairly. Students are expected to make appropriate choices that ensure respect and safety for themselves and others. In particular, students are expected to follow teacher directions and school rules, resolve conflicts without physical contact, be respectful of adults and each other, use appropriate language, and respect the rights and property of others.

2.1 Positive Discipline. Students will be involved in making classroom rules and are expected to follow all classroom and school rules. There will be logical consequences for students who forget or choose not to follow the rules. Logical consequences include:

> Time Out: Time out is for students to think about the rules and their importance to the classroom and the school community. When a student receives repeated time-outs in the same day or successive time-outs for the same reason, a teacher may choose to have the student take a time-out in another classroom or with the Principal or another administrator. The time-out from the classroom gives the student an opportunity to reflect on his/her role in the class and the importance of classroom rules. Again, this is not considered a punishment, but time for the student to reflect and focus. If a time-out in another classroom or with an administrator is needed, the teacher escorts the student or calls for another staff member to escort the student.
>
> Loss of Privileges: Loss of privileges for a specific amount of time reminds students that with privileges come expectations. For example, a student who does not handle certain material safely may not be allowed to use the material until they have demonstrated their knowledge of using the material safely.
>
> "You Broke It - You Fix It:" This is a way of showing students that their actions are important. A student who writes on a table may be asked to clean all the tables. A student who hurts another student's feelings may be asked to write a letter of apology to that student. Students are encouraged to suggest their own reparation.

2.2 Fieldwork and Off-Campus Activities. Safety of all students is a primary concern at Capital City. For fieldwork, travel for after school sports, and local trips to the library and the park, students must be able to behave safely and follow teachers' instructions. Students must demonstrate a consistent ability to follow adult directions before they can participate in outdoor activities. If there is unsafe behavior in or outside of school, a teacher may require the student to have a parent chaperone or ask that the student not participate in the activity. At Capital City, the logical consequence for not behaving safely at recess is to miss recess for a specified number of days and to practice safe behavior.

2.4 Home-School Collaboration. When students repeatedly break the rules and logical consequences appear not to be working, the classroom teacher or student advisor will contact the parent to collaborate on a solution. Together with the parent, the teacher and/or teaching team will plan accommodations and implement strategies designed to support the student's success in following the rules. Parents will be asked to support the school's effort at home, and may be asked to try specific strategies to consistently support in-school efforts. Since frequent communication with the parent at this stage is expected and required, the teacher/advisor and parent will develop a plan for effective communication. It is critically important that a parent be accessible and easily reached to help support the success of any intervention. The plan agreed upon by parents and teachers should be applied for at least two weeks before any judgment on the effectiveness of the interventions is made. Classroom teachers/advisors are responsible for documenting contact and collaboration (or attempts to collaborate) with parents and the effect of these early interventions, and submitting these contact notes to the Principal or Director of Student Services upon request.

If repeated student misbehavior (less serious infractions) is not improved through the consistent and documented application of interventions developed through parent-teacher collaboration, parents or teachers may refer the student to Child Study. (In the case of students with IEPs, an Multidisciplinary Team (MDT) meeting, rather than a Child Study meeting, will be called, as explained in the Procedural Safeguards). At the Child Study meeting, a set of interventions will be selected, and parties will be assigned to implement that intervention.

For more serious infractions including fighting, not responding to a teacher's directions, use of disrespectful language, intentional damage to school property, and threats of physical violence, parents will be called immediately and appropriate discipline will be determined. See Section 3, Serious Infractions for more information.

Parent/Guardian Conduct. While on school property, accompanying students on fieldwork, and at school events, parents/guardians are expected to behave appropriately and respectfully and follow all classroom and school rules. Parents/guardians are expected to discipline their children, if necessary, in a respectful manner consistent with the school's approach to positive discipline. Parents/guardians who behave inappropriately or who fail to follow school rules may be prohibited from visiting the school and be asked to wait for their student outside the building. Repeated or serious violations of rules may also result in denied admission for the following school year. Parents who physically discipline their student at school may be reported to the Department of Family Services as required by DC Law.

3. Serious Infractions

Students in grades 1-12 may be suspended from school for a specified number of days or issued another consequence by the Principal or Director of Student Services for serious infractions that take place in school, on school grounds, on fieldwork, at school/school-sponsored events, or

through official school communications systems. Off-site activities that contribute to a hostile school environment are also covered by these policies. The school will attempt to contact the student's parents or guardians before a student is suspended. Law enforcement may be contacted to assist the school in handling serious offenses. Students in grades Pre-K and Kindergarten will not be suspended from school for serious infractions. A parent or guardian may be required to shadow their child for a partial day or entire day to ensure the safety of their child and his/her classmates.

3.1 Serious Infractions. A serious infraction is one that threatens the health, safety or welfare of a student, teacher or staff member or repeatedly impairs instruction for the student's classmates. Serious infractions include:

a. intentionally injuring, attempting to injure, or threatening to injure another person or oneself;
b. intentionally causing damage to school property or the property of others at the school;
c. taking school property or the property of others without permission (theft);
d. possessing any weapon or instrument commonly used as a weapon (see section 3.2);
e. using profane or extremely disrespectful language toward another student or a teacher;
f. using hate-related words towards a student or staff member, based on a student/staff member's race, ethnicity, religion, disability, gender, or sexual orientation;
g. hazing of other students, which includes forcing others to engage in humiliating or dangerous activity to be included in a group;
h. behaving unsafely including failing to respond to a teacher's directions in such a way that it causes concern for the safety of the individual student or the class;
i. engaging in gang related activity or behavior including "tagging" or wearing gang related clothing or symbols;
j. engaging in academic misconduct including cheating and plagiarism (see section 3.3);
k. leaving the school, classroom or school activity without the permission or consent of the teacher or supervising adult;
l. missing class or school without the knowledge or permission of a parent/guardian or school personnel;
m. possessing profane material or accessing such material on the Internet;
n. displaying sexually indecent or lascivious behavior or engaging in sexual activity;
o. sexually harassing another student or adult (see section 3.4);
p. possessing or using tobacco or tobacco products;
q. possessing, using or being under the influence of alcohol, illegal drugs or other intoxicants;
r. interfering with the proper functioning of the fire alarm system, propping or tampering with fire doors or giving a false alarm or bomb threat;
s. repeatedly and consistently misbehaving in a way that significantly disrupts classroom instruction;
t. engaging in bullying (see section 3.5);
and

u. repeatedly violating school policies including dress code, personal conduct and Internet use policies, and policies regarding electronic devices

3.2 Weapons. Absent extenuating circumstances as determined on a case-by-case basis by the Principal, any student who brings a weapon into the Capital City Public Charter School shall be expelled for not less than one year and must re-apply for admission in accordance with the admissions policy. The Principal shall refer to the criminal justice or juvenile delinquency system, simultaneous with expulsion, any student who is expelled for bringing a weapon into school. For the purposes of this policy, a "weapon" includes but is not limited to weapons enumerated in D.C. Official Code 22-4514; dangerous weapons as defined by 18 USC 930 (g)(2); any firearm, as defined by 18 USC 921 (a)(3); knives, razors, martial arts devices, explosives, other instruments designed to be or commonly used as weapons and animate or inanimate object, even if manufactured for a nonviolent purpose, that has a potentially violent use, or any "look-alike" object that resembles an object that has a potentially violent use, if, under the surrounding circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

3.3 Academic Integrity. Violations of the Code of Academic Integrity may take several forms. Any of the following, without full acknowledgement of the debt to the original source, counts as plagiarism:

- direct duplication, by copying (or allowing to be copied) another's work, whether from a book, article, website, another student's assignment, etc..;
- duplication in any manner of another's work during an exam;
- paraphrasing of another's work closely, with minor changes, but with the essential meaning, form and/or progression of ideas maintained;
- piecing together sections of the work of others into a new whole;

The student handbook provides further guidance for students on these expectations. Capital City will provide instruction and examples to support students in understanding the Code of Academic Integrity. Expectations and consequences will be age-appropriate, with middle and high school students being held to the highest standard.

3.4 Sexual Harassment. Sexual harassment is defined as any unwelcome verbal or physical sexual advances, requests for sexual favors, and unwelcome sexually motivated physical conduct or verbal communications, including but not limited to pressure for sexual activity; unwelcome sexually motivated touching, pinching, patting or intentional brushing against; repeated verbal harassment or abuse; repeated remarks or gestures of a sexual nature; harassment through social media and on-line sources. This policy covers activity that takes place during school hours or on school-related transportation or trips, at school sponsored activities regardless of the time of day, and off-site activities that contribute to a hostile school environment.

3.5 Bullying. Capital City takes all acts and reported acts of bullying and intimidation seriously. Capital City has established a comprehensive bullying prevention policy. The complete policy

can be found on the school's website. Capital City will promptly investigate all incidents of bullying, harassment and intimidation and provide appropriate remedies and supports for victims of an incident.

Capital City defines bullying as any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a student's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place or residence or business, or any other distinguishing characteristic, or on a student's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
    a. Place the student in reasonable fear of physical harm to their person or property;
    b. Cause a substantial detrimental effect on the student's physical or mental health;
    c. Substantially interfere with the student's academic performance or attendance; or
    d. Substantially interfere with the student's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

Acts of bullying, including cyberbullying, whether by students, volunteers or staff, are prohibited:

1. On Capital City grounds and immediately adjacent property, at Capital City sponsored or related events on and off Capital City grounds, on any vehicle used for Capital City business, at any transit stop at which students wait to be transported to Capital City business, or through the use of any electronic devices owned by the Capital city, leased by Capital City or used for Capital City business; and
2. At a location or function unrelated to the Capital City, through the use of any electronic devices, including those not owned or leased by the Capital City if the acts of bullying or cyberbullying create a hostile environment at the agency for the victim or witnesses, infringe on their rights at the Capital City, or materially and substantially disrupt the orderly operation of the School.

Retaliation against a student, volunteer or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

Students, parents, guardians, and community members are encouraged by Capital City to report any incidents of bullying that they witness or become aware of. Reports of bullying may be made to preventbullying@ccpcs.org or to the following campus contacts:

LOWER SCHOOL CAMPUS

Emmanuel Taiwo
Director of Student Services
100 Peabody Street, NW
Washington, DC 20011
(p) 202-808-9800
E-mail: etaiwo@ccpcs.org

MIDDLE SCHOOL CAMPUS

Joshua Chambers
Coordinator of School Culture
100 Peabody Street, NW
Washington, DC 20011
(p) 202-808-9800
E-mail: jchambers@ccpcs.org

HIGH SCHOOL CAMPUS

Roy Vereen
Coordinator of School Culture
100 Peabody Street, NW
Washington, DC 20011
(p) 202-808-9800
E-mail: rvereen@ccpcs.org

Reports of bullying by students, parents, guardians and community members may be made anonymously, but disciplinary action cannot be taken by Capital City solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information. Reports of bullying not received by the campus prevention specialist will be transmitted to them within one day of their receipt by the staff member who received report of the incident. The prevention specialist will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident before, during, and after an investigation.

Once a report of bullying has been received, the following groups will be notified as needed by the prevention specialist, so long as, in the absence of legal imperative, the parent or guardian's written consent is obtained prior to notification.

Parents and guardians: Capital City will notify the parents or guardians of victims, bullies, and if appropriate, witnesses to an incident of bullying behavior about the nature of the incident and the procedures and steps in place for responding to it. The

prevention specialist will determine if parents or guardians should be informed prior to or after the investigation of an incident.

Law enforcement agencies: If Capital City determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination the prevention specialist may wish to consult with either a law enforcement officer or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted.

Capital City will notify these groups of incidents of bullying only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. Capital City will make every effort to protect the confidentiality of those who report bullying incidents.

The campus prevention specialist is responsible for investigating reports of bullying. An investigation of an incident will be initiated no more than one school day after the prevention specialist receives a report of bullying and will conclude no later than 30 days after the receipt of such a report. As part of the investigation the prevention specialist will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

The prevention specialist will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited. Written records of the investigation process should be maintained and may be included in the prevention database to generate a more accurate picture of bullying behaviors at Capital City. Where necessary, provisions will be made to include the advice of legal counsel.

In investigating an incident of bullying, the prevention specialist will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than of conflict. Thus when investigating a reported incident the prevention specialist will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports a few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of bullying.

The prevention specialist is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the prevention specialist determines that an incident of bullying has occurred, they should take the response steps enumerated in Capital City's tertiary prevention plan to prevent the recurrence of an incident and restore the safety of a victim.

If the prevention specialist determines that additional support is needed to conduct a thorough and equitable investigation they will contact the citywide prevention coordinator.

Disciplinary measures, as determined necessary, will be applied in accordance with the discipline policy on a graduated basis determined by the nature of the offense, the disciplinary history of the student(s) involved, and the age and developmental status of the student(s) involved.

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the prevention specialist to the campus principal. This appeal should be submitted in writing by e-mail, mail, or hand-delivered no later than 15 days after the initial determination. Upon receipt of an appeal, the Principal must conduct a secondary investigation within 15 days of the receipt of an appeal. Additionally, upon the receipt of an appeal, the Principal must inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act. If the still not satisfied with the School's response, parties may appeal the principal's decision to the Head of School within five school days of receiving the Principal's response. The Head of School will review all relevant information and respond within 10 school days.

4.0 Suspension and Expulsion

The decision to suspend a student shall be made by the Principal or Director of Student Services, and the decision to expel a student shall be made by the Principal, with or without the recommendation of the student's teachers or other school employees. In accordance with the Pre-K Student Discipline Amendment Act of 2015, students in Pre-K and Kindergarten will not suspended or expelled from school.

4.1 Expulsion. Capital City takes the decision to expel a student from school extremely seriously. Expulsion is used for extreme situations where the serious misconduct or behavior of a student could cause serious harm to self or others, or is a major disruption to the school environment.

Pursuant to a serious incident that may result in expulsion, a parent/guardian will receive notice of possible expulsion within 24 hours of the incident. The notice will invite the parent/guardian and student to an expulsion conference to be held no later than five school days after the incident. At the expulsion conference the Principal will hear from the student, parent and invited staff members. If the parent/guardian and/or student fails to attend the expulsion conference, the conference shall be conducted anyway. The student is suspended from school pending an expulsion conference.

The findings and recommendations of the expulsion conference shall be reported in writing to the student and parent/guardian within 48 hours following the conference. The notice of

findings should also inform the parent/guardian of his/her right to appeal this decision to the Head of School. An appeal to the Head of School must be made in writing within five school days of the receipt of the findings. The Head of School will consider the appeal and issue a decision in writing to the parent/guardian within five school days of receiving the written appeal. If the expulsion decision is being upheld, the letter will include information on the student's right to a hearing with the Appeals Committee of Board of Trustees and provide contact information for the hearing officer. The Appeals Committee shall consist of the Board Executive Committee plus one member of the Board appointed by the Board Chair. If all members of the Executive Committee are not available, the Board Chair may appoint additional board members to serve on the Appeals Committee.

The student's parent or guardian may request a hearing by contacting the Board Chair within five school days of receipt of the Head of School's decision regarding expulsion. Upon receipt of a hearing request, the Board Chair or designated hearing officer shall convene a meeting of the Appeals Committee of the Board of Trustees to consider the appeal within five days of the hearing request. The student and his or her parents or guardians should be present at the hearing, and the student should be given an opportunity to present his/her side of the story. If the parent or guardian fails to attend the hearing at the specified date/time without prior written notice, the student's hearing rights will be waived and the expulsion will be imposed. The Board Chair or designated hearing officer will be provided with a report of the findings of the expulsion conference and the appeal to the Head of School prior to the hearing. The decision of the Appeals Committee of the Board of Trustees in affirming or reversing the decision is final.

If the decision is not appealed to the Head of School or subsequently, the Board of Trustees within the designated timeframes, the expulsion will stand. When expulsion has been recommended, the student will be placed on suspension pending the expulsion conference and appeals process. Expelled students may reapply to attend school the following year, but will receive no preference even if siblings attend.

4.2 Suspension. The Principal or Director of Student Services will determine the number of days for suspension based on the severity of the infraction, the age of the student, and previous infractions. The school will provide written notice to the parent or guardian. The suspension shall become effective immediately unless otherwise stated by the Principal or Director of Student Services.

Capital City requires that a parent attend a meeting with the Principal or Director of Student Services and the student's teacher or advisor before a suspended student may return to school. Upon notification of suspension, a parent should contact the Principal or Director of Student Services to schedule this meeting.

In cases of suspensions of more than 5 days, a parent or guardian has the right to appeal the decision to the Head of School. The appeals process is identical to that of an expulsion and subsequent to the appeal to the Head of School, the parent/guardian may request a hearing

with the Appeals Committee of the Board of Trustees. A suspension is in effect from the date of the incident. If disciplinary action is not upheld, the suspension will be lifted and the student may return to school immediately.

Suspensions are documented by the school, but documentation is not included in a student's cumulative record or official school file. Any documentation of suspension is expunged at the end of school year.

The decision to suspend a student for less than five days cannot be appealed, however, the parent/guardian may submit a grievance if they feel their child has been treated unfairly. Grievance procedures are outlined in section 6 of these policies.

Capital City will provide academic work for students while they are serving suspensions and provide opportunities for students to make up assignments once they return. Students shall not be penalized for missing classwork that the student would have completed if not subject to any disciplinary action.

4.3 Procedures for Suspending and Expelling Students With Disabilities. The discipline policy outlined above will apply to students with disabilities in the same way that it applies to nondisabled students except that students with disabilities who face suspension of more than 10 days in a given school year will be afforded additional protections pursuant to the discipline procedures outlined in the Individuals with Disabilities Education Act.

When a student with a disability is suspended for more than 10 consecutive school days; or when a student with a disability accumulates more than 10 days of suspension during the year, and the suspensions demonstrate a pattern of behavior, the following will occur:

- Within 10 school days of the date that the decision is made to suspend the student, a manifestation determination review meeting will be held with the parent, and relevant members of the IEP/Section 504 team. The team will address the following questions:
    1. Was the suspendable behavior caused by, or did it have a direct and substantial relationship to, the student's disability?
    2. Was the suspendable behavior the direct result of the school's failure to implement the IEP/Section 504 Plan?

If the answer to either of the above questions is "yes," the student will return to school pursuant to his IEP/Section 504 Plan, unless the team decides otherwise. The IEP/Section 504 team will also either conduct a functional behavior assessment, unless one has already been conducted, and implement a behavior intervention plan; or if a behavior intervention plan already exists, review the behavior intervention plan, and modify it, as necessary, to address the behavior.

If the answer to both questions above is "no," the student may be subject to the disciplinary procedures that would apply to students without disabilities, up to and including expulsion.

In any case where a student has been suspended for 10 school days in the school year, services will be provided in an interim alternative educational setting (IAES) for any additional suspensions in that school year. For students whose suspension is for 10 consecutive school days or less, the IAES will be determined by school personnel in consultation with at least one of the student's teachers. For students whose suspension is for more than 10 consecutive school days, the IAES will be determined by the IEP team. In the IAES, the student will receive the services determined by the IEP team to enable him/her to make progress towards his/her IEP goals as outlined in his/her IEP as well as to continue to participate in the general education curriculum, albeit in another setting (on-site or off-site).

In the case of weapons, drugs, or serious bodily injury, the student may be removed to an IAES for up to 45 school days. The same procedures for conducting a manifestation determination review outlined above will be followed. However, even if the team determines that the student's behavior was a manifestation of his disability, school administrators may decide to remove the student to an IAES for up to 45 school days. At the manifestation determination review meeting, the team will determine the IAES.

Behavior that is substantially likely to result in harm to the student or others:

If, after a manifestation determination is made by the team, the school believes that returning the student to school is substantially likely to result in harm to him or others, the student may be removed to an IAES for up to 45 school days. In the event that the parent and school do not reach an agreement with respect to his removal, the school will request a due process hearing pursuant to the procedures outlined in IDEA.

The parent may request an impartial hearing if he/she is not in agreement with the manifestation determination, decision to place the student in an IAES, or the IAES itself.

5. Notices and Safeguards

5.1 Notice of Non-Discrimination. In accordance with Title VI of the Civil Rights Act of 1964 ("Title VI"), Title IX of the Education Amendments of 1972 ("Title IX"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Age Discrimination Act of 1975 ("The Age Act"), applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Capital City Public Charter School ("Capital City") are hereby notified that Capital City does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities.

Students, parents and/or guardians having inquiries concerning Capital City's compliance with Section 504, ADA, Title VI, Title IX, and/or the Age Act as they apply to **students** or who wish to file a complaint regarding such compliance should contact:

Wanda Gregory
Director of Student Services
100 Peabody Street, NW
Washington, DC 20011
(p) 202-387-0309
(f) 202-387-7074
wgregory@ccpcs.org

For inquiries or to file a complaint regarding Capital City's compliance with ADA, Section 504, Title VI, Title IX, and/or the Age Act as they relate to **employees or third parties**, contact:

Jonathan Weinstein
Chief Operating Officer
100 Peabody Street, NW
Washington, DC 20011
(p) 202-387-0309
(f) 202-387-7074
jweinstein@ccpcs.org

5.2 Procedural Safeguards

Parents, guardians, and students who want to learn more about their rights under Section 504 of the Rehabilitation Act can obtain a copy of their procedural safeguards from the Section 504 Coordinator:

Wanda Gregory
Director of Student Services
100 Peabody Street, NW
Washington, DC 20011
(p) 202-387-0309
(f) 202-387-7074
wgregory@ccpcs.org

5.3 Notice of Grievance Procedures

Anyone who believes that Capital City has violated the regulations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Act can submit a complaint pursuant to Capital City's Grievance Procedures outlined below.

6. Grievance Procedures

A grievance is any significant concern that arises in the treatment of a student or adult. This policy should not be interpreted by any person as anything more than a method of solving problems before they reach damaging proportions.

6.1 Grievance Procedures for Parents/Guardians and Students. It is the policy of Capital City Public Charter School to treat all students in a fair and impartial manner. A student's parent or guardian or an individual student may submit a grievance to the Capital City Public Charter School to resolve a problem as quickly, fairly, and informally as possible.

A parent or guardian who believe that s/he or his/her child has been treated unfairly or discriminated against or a student who believes that s/he has personally been treated unfairly or discriminated against is encouraged to utilize the following grievance procedures:

Step 1. In the event a parent or guardian of a student believes that his/her child has been treated unfairly, the parent or guardian should discuss the situation with the student's classroom teacher or advisor in an effort to resolve the issue. If a student him or herself has a concern, and believes that s/he has been treated unfairly, s/he or the advisor may arrange a meeting of all parties involved in the grievance to work out an informal solution to the grievance.

Step 2. If a resolution cannot be reached through discussion with the classroom teacher or advisor, the parent/guardian or student should arrange to discuss the situation with the Principal. The parent/guardian or student should provide information to the Principal about any efforts to resolve the situation with the teacher and the outcome. (If the problem is not a classroom issue, Step 2 (addressed to the appropriate administrator) would be the first step in the grievance process.

Step 3. If after Step 2 the parent/guardian or student is still not satisfied with the school's response, the parent or guardian of the student should put the complaint in writing—not e-mail—to the Principal. Complaints can be hand-delivered to the Principal's office or mailed to **100 Peabody Street, NW**, **Washington, DC 20011.** The written document should state clearly that it is intended to initiate the grievance process and it should state the nature of the complaint, the date(s) of the occurrence, and the desired result.

Upon receipt of the complaint, the Principal (or designee) will initiate an adequate, reliable, and impartial investigation of the complaint. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation will remain confidential.

Within 15 school days of receiving the complaint, the Principal or designee will respond in writing to the complaint, summarizing the course and outcome of the investigation and any appropriate corrective or remedial action necessary.

Step 4. If the parent/guardian or student remains unsatisfied with the resolution reached by the Principal in writing, the parent or guardian of a student should submit a written statement of appeal to the Head of School, which should include the written material (his/her complaint and the Principal's response), within five school days of receiving the Principal's response. Complaints can be hand-delivered to the Head of School's office or mailed to **100 Peabody Street, NW**, **Washington, DC 20011.** The parent or guardian of a student must notify the Principal of this action.

Step 5. The Head of School will review all relevant information and meet with the parties involved as necessary. Within 10 school days, the Head of School will issue a decision in writing summarizing the outcome of the appeal and any corrective or remedial action to be taken.

Step 6. If the parent/guardian or student remains unsatisfied with the resolution reached by the Head of School, the parent/guardian or student should submit a written statement of appeal to the Chair of the Board of Trustees within five school days of receiving the Head of School's response. The statement of appeal can be submitted to the Head of School who will provide it to the Board.

Step 7. Within 10 school days, the Board Chair will convene a meeting of the Appeals Committee of the Board to discuss the grievance and all relevant information. The parties and their representatives may be invited to participate in this meeting if necessary. Within 10 school days of this meeting, the Board Chair will issue a decision in writing summarizing the outcome of the appeal and any corrective or remedial action to be taken.

Parents and guardians of students are obligated to cooperate in good faith in the investigation and resolution of any grievance raised by them or against them. There will be no retaliation of any kind against individuals who file a complaint or participate in a complaint investigation. At their own expense, individuals may seek outside counsel or guidance to assist them in the grievance process. This grievance procedure does not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

Updated, 6/06/15

ATTACHMENT I

Insurance Requirements

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 9/16/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Anne Lucia	
REESE YEATMAN & ASSOCIATES 4704 Highland Avenue Bethesda MD 20814	PHONE (A/C, No, Ext): (301)657-9501	FAX (A/C, No): (301)560-5340
	E-MAIL ADDRESS: alucia@reeseyeatman.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : Alliance of Nonprofits For Ins.	10023
INSURED Capital City Public Charter School, Inc. 100 Peabody Street, NW Washington DC 20011	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** 14/15 D&O **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	GENERAL LIABILITY						EACH OCCURRENCE	$
	☐ COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
	☐ CLAIMS-MADE ☐ OCCUR						MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
							GENERAL AGGREGATE	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						PRODUCTS - COMP/OP AGG	$
	☐ POLICY ☐ PRO-JECT ☐ LOC							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ ALL OWNED AUTOS ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ☐ NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$
								$
	☐ UMBRELLA LIAB ☐ OCCUR						EACH OCCURRENCE	$
	☐ EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$
	☐ DED ☐ RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N						☐ WC STATU-TORY LIMITS ☐ OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? ☐	N / A					E.L. EACH ACCIDENT	$
	(Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Directors & Officers Liab			2014-33254-DO	7/1/2014	7/1/2015	Ea. Claim	$1,000,000
	Employment Practices Liab						Annual Aggregate	$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER

AS REQUESTED
AS REQUESTED

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Anne Lucia/ANNE [redacted]

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EVIDENCE OF COMMERCIAL PROPERTY INSURANCE

DATE (MM/DD/YYYY): 9/16/2014

THIS EVIDENCE OF COMMERCIAL PROPERTY INSURANCE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE ADDITIONAL INTEREST NAMED BELOW. THIS EVIDENCE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS EVIDENCE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE ADDITIONAL INTEREST.

PRODUCER NAME, CONTACT PERSON AND ADDRESS PHONE (A/C, No, Ext): (301)657-9490x118 REESE YEATMAN & ASSOCIATES 4704 Highland Avenue Bethesda MD 20814 FAX (A/C, No): (301)560-5340 E-MAIL ADDRESS: alucia@reeseyeatman.com CODE: 42-630317 SUB CODE: AGENCY CUSTOMER ID #: 00012143	COMPANY NAME AND ADDRESS Hartford Insurance Co. NAIC NO: IF MULTIPLE COMPANIES, COMPLETE SEPARATE FORM FOR EACH
NAMED INSURED AND ADDRESS Capital City Public Charter School, Inc. 100 Peabody Street, NW Washington DC 20011	POLICY TYPE: Commercial Property LOAN NUMBER POLICY NUMBER: 42UUNZI3862 EFFECTIVE DATE: 7/1/2014 EXPIRATION DATE: 7/1/2015 ☐ CONTINUED UNTIL TERMINATED IF CHECKED
ADDITIONAL NAMED INSURED(S)	THIS REPLACES PRIOR EVIDENCE DATED:

PROPERTY INFORMATION (Use REMARKS on page 2, if more space is required) ☒ BUILDING OR ☒ BUSINESS PERSONAL PROPERTY

LOCATION/DESCRIPTION
Loc# 00003/Bldg# 00001, 100 Peabody Street, NW
Washington, DC 20011

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED.NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS EVIDENCE OF PROPERTY INSURANCE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

COVERAGE INFORMATION PERILS INSURED ☐ BASIC ☐ BROAD ☒ SPECIAL ☐

COMMERCIAL PROPERTY COVERAGE AMOUNT OF INSURANCE: $ 37,229,176 DED: 10,000

	YES	NO	N/A	
☒ BUSINESS INCOME ☐ RENTAL VALUE	X			If YES, LIMIT: 1,000,000 ☐ Actual Loss Sustained; # of months:
BLANKET COVERAGE		X		If YES, indicate value(s) reported on property identified above: $
TERRORISM COVERAGE	X			Attach Disclosure Notice / DEC
IS THERE A TERRORISM-SPECIFIC EXCLUSION?		X		
IS DOMESTIC TERRORISM EXCLUDED?		X		
LIMITED FUNGUS COVERAGE		X		If YES, LIMIT: DED:
FUNGUS EXCLUSION (If "YES", specify organization's form used)		X		
REPLACEMENT COST	X			
AGREED VALUE		X		
COINSURANCE		X		If YES, %
EQUIPMENT BREAKDOWN (If Applicable)	X			If YES, LIMIT: 37,229,176 DED: 1,000
ORDINANCE OR LAW - Coverage for loss to undamaged portion of bldg	X			
- Demolition Costs				If YES, LIMIT: DED:
- Incr. Cost of Construction				If YES, LIMIT: DED:
EARTH MOVEMENT (If Applicable)				If YES, LIMIT: DED:
FLOOD (If Applicable)		X		If YES, LIMIT: DED:
WIND / HAIL (If Subject to Different Provisions)				If YES, LIMIT: DED:
PERMISSION TO WAIVE SUBROGATION IN FAVOR OF MORTGAGE HOLDER PRIOR TO LOSS	X			

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

ADDITIONAL INTEREST

☐ MORTGAGEE ☐ CONTRACT OF SALE
☐ LENDERS LOSS PAYABLE

NAME AND ADDRESS

AS REQUESTED
AS REQUESTED

LENDER SERVICING AGENT NAME AND ADDRESS

AUTHORIZED REPRESENTATIVE

Anne Lucia/ANNE

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 9/16/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

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PRODUCER	CONTACT NAME: Anne Lucia	
REESE YEATMAN & ASSOCIATES 4704 Highland Avenue Bethesda MD 20814	PHONE (A/C, No, Ext): (301)657-9501	FAX (A/C, No): (301)560-5340
	E-MAIL ADDRESS: alucia@reeseyeatman.com	

INSURED	INSURER(S) AFFORDING COVERAGE	NAIC #
Capital City Public Charter School, Inc. 100 Peabody Street, NW Washington DC 20011	INSURER A : Alliance of NonProfits For Ins.	10023
	INSURER B : Twin City/Hartford Insurance Co	29459
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** 14/15 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY [X] COMMERCIAL GENERAL LIABILITY [ ] CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: [X] POLICY [ ] PRO-JECT [ ] LOC			2014-33254	7/1/2014	7/1/2015	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 500,000 $ 20,000 $ 1,000,000 $ 2,000,000 $ 2,000,000
A	AUTOMOBILE LIABILITY [ ] ANY AUTO [ ] ALL OWNED AUTOS [ ] SCHEDULED AUTOS [X] HIRED AUTOS [X] NON-OWNED AUTOS			2014-33254	7/1/2014	7/1/2015	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
A	[X] UMBRELLA LIAB [ ] OCCUR [ ] EXCESS LIAB [ ] CLAIMS-MADE [ ] DED [X] RETENTION $ 10,000			2014-33254-UMB	7/1/2014	7/1/2015	EACH OCCURRENCE AGGREGATE	$ 5,000,000 $ 5,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y/N [N] (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		42WECK0200	7/1/2014	7/1/2015	[X] WC STATU-TORY LIMITS [ ] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 500,000 $ 500,000 $ 500,000
A	Social Services Liability			2014-33254	7/1/2014	7/1/2015	Per Claim/Aggregate	$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER

AS REQUESTED
AS REQUESTED

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Anne Lucia/ANNE [redacted]

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ATTACHMENT J

Key Personnel

Name	**Position**
Karen Dresden	Founder and Head of School
Amy Wendel	Lower School Principal
Laina Cox	Middle School Principal
Belicia Reaves	High School Principal
Jonathan Weinstein	Chief Operating Officer

The individuals listed above comprise the 2014-2015 senior leadership team of Capital City Public Charter School. Capital City will inform the DC Public Charter School Board of personnel changes on the senior leadership team and of any changes in organizational structure that affect the composition of the senior leadership at Capital City.

ATTACHMENT K

Graduation Requirements

The High School requires all students to complete an academically rigorous, college-preparatory curriculum. Capital City uses DC graduation requirements (including community service requirements) as the sequence students must complete to be on track for a standard diploma. Additionally, to graduate, a student must complete a learning expedition ("senior expedition") in the spring-semester of their senior year. The senior expedition is an independent research project designed by the student that meets specified criteria. Senior expeditions typically involve research on real problems or issues, fieldwork outside of school, community service, the use of technology to complete projects, and a culminating presentation.

Appendix D

Narrative Analysis on Capital City Public Charter School Performance
Based on Charter Review Framework

Summary

Capital City Public Charter School met the academic, non-academic, and organizational performance standards and thus is not a candidate for revocation.

Academic

Capital City has performed very well, meeting or exceeding most targets. One area of challenge that remains is the use of a science assessment, which was not begun as planned, partially due to a need for clarity regarding what the state assessment for science will include.

Non-Academic

Capital City has met or exceeded all of its non-academic targets. In particular, the school maintains high attendance and re-enrollment rates, and enjoys high parent participation.

Organizational – Governance

Capital City Public Charter School's board has performed admirably in governing the school, especially as it relates to garnering resources, submitting exceptional Annual Reports, and paying attention to academic and fiscal performance. Additionally, the school leadership does an exceptional job of tracking performance, and using that information to provide services and resources that will improve academic performance. The board could further its performance by ensuring that reviews of its bylaws are done and documented. Also, additional resources should be directed toward the use of technology in the school, based on a clear vision and philosophy for its use, as suggested in the 2005-2006 Program Development Review.

Organizational – Compliance

In the 2005-2006 Compliance Review, Capital City performed admirably in demonstrating compliance. In particular, the issues raised in the previous review related to use of the lottery and display of its NCLB report card were remedied and no longer present an issue.

Organizational – Fiscal Management

Based on the information available, the PCSB believes that Capital City Public Charter School quickly developed and implemented strong fiscal management practices. The school's audit reports reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to the PCSB for review when required. The annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school has purchased and renovated a building that is appropriate for the operation of the school. As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

Narrative Analysis on Capital City Public Charter School Performance
Based on Charter Review Framework

ACADEMIC PERFORMANCE

A school becomes a candidate for revocation if it fails to meet 2 of the 4 academic standards below:

Criterion #1: The school must attain the majority of the annual academic performance goals.

Capital City Public Charter School has 7 academic targets. Therefore, the school needs to meet 4 of 7 targets. Capital City met 5 targets, provided incomplete data for 1 target, and did not perform the assessment for the remaining target.

Overall, Capital City Public Charter School did meet this criterion.

Criterion #2: The school must show improvement on a majority of academic goals over the most recent two school years.

Capital City Public Charter School has 7 academic targets; however, all of the five-year targets measured absolute performance, and did not compare the five-year performance to previous years. Therefore, this criterion is not applicable.

This criterion is not applicable.

Criterion #3: The school must come within 80 percent of the annual Stanford 9 achievement targets in its accountability plan. If the targets are expressed in terms of NCE gain, the school wide average must be 80 percent of the stated goal.

Capital City Public Charter School has 2 targets related to SAT-9 performance. The school exceeded both the reading and math targets.

Overall, Capital City Public Charter School did meet this criterion.

Criterion #4: The school currently meets the State Education Agency's standard for AYP in reading and math.

Overall, Capital City Public Charter School did meet the 2004-2005 AYP targets for reading and math for its elementary students. AYP status was not applicable to the secondary students due to the small number of students.

OUTCOME: Capital City Public Charter School met 3 of 4 academic standards (one standard was not applicable), and thus meets the standards for academic performance.

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ACADEMIC PERFORMANCE STANDARDS

Fifth Year Target	Performance/Data Verified				Target Met?	
	Baseline	Year 3	Year 4	Year 5	Y	N
Students that have been attending 3 or more years will achieve an average NCE gain of 5 or more in reading – SAT-9[1]	53.7	N/A	N/A	61.9 Gain of 8.2	X	
75% of students attending 3 or more years will demonstrate grade level or above performance on the DRA or QRI or attain IEP reading goals[2]	N/A	N/A	N/A	79%	X	
70% of students attending 3 or more years will score a 2 or better on the writing performance assessment[3]	N/A	N/A	N/A	78%	X	
75% of students attending 3 or more years will score a 2 or better on their oral presentation[4]	N/A	N/A	N/A	95%	X	
Students that have been attending 3 or more years will achieve an average NCE gain of 5 in math – SAT-9[5]	43.3	N/A	N/A	55.1 Gain of 11.8	X	
70% of students in grades 2-8 attending 3 or more years will score a 2 or more on the math performance assessment[6]	N/A	N/A	N/A	Incomplete data[7]		X
70% of students in grades 2-8 attending 3 or more years will score a 2 or more on the science performance assessment	N/A	N/A	N/A	No data reported[8]		X

[1] Capital City's annual targets measured year-to-year performance for all students who have attended one or more years, whereas the five-year target measured performance for students who attended 3 or more years. Therefore, reporting of performance in Years 3 and 4 was not comparable to Year 5. The baseline data includes the same students as those reported in Year 5.

[2] All data prior to Year 5 reported student performance based on one year of growth for all students, in accordance with the school's annual target. The five-year target examined performance of students who attended the school 3 or more years. Therefore, reporting of prior data was not comparable to Year 5 performance.

[3] Same as above.

[4] Same as above.

[5] Capital City's annual targets measured year-to-year performance for all students who have attended one or more years, whereas the five-year target measured performance for students who attended 3 or more years. Therefore, reporting of performance in Years 3 and 4 was not comparable to Year 5. The baseline data includes the same students as those reported in Year 5.

[6] All data prior to Year 5 reported student performance based on one year of growth for all students, in accordance with the school's annual target. The five-year target examined performance of students who attended the school 3 or more years. Therefore, reporting of prior data was not comparable to Year 5 performance.

[7] The school provided data for students in grades 2 – 6, which showed that 87% of students attending 3 or more years scoring at least a 2 on the math assessment. Assessments for students in grades 7-8 were missing.

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Fifth Year Target	**Performance/Data Verified**				**Target Met?**	
	Baseline	**Year 3**	**Year 4**	**Year 5**	**Y**	**N**
Attained majority of 5-year academic performance goals?					5	2
Improvement on a majority of academic goals over the two most recent years?					N/A[5]	
Within 80% of SAT-9 (or alternative assessment) targets?					X	
Currently meets the State Education Agency's standard for AYP in reading and math?					X[10]	

Comments:
Capital City met 3 out of 4 academic performance standards.

[5] The school did not implement the science performance assessment as planned beginning in Spring 2004.
[9] As most of the school's five-year targets look at the performance of students enrolled 3 or more years, that data was not comparable to data reported for the annual targets, which observed performance of students attending the prior year. As such, no data were available to make a determination regarding improvements over the two most recent years.
[10] Capital City met AYP for its elementary students. There were too few secondary students to make a determination for AYP.

Narrative Analysis on Capital City Public Charter School Performance
Based on Charter Review Framework

NON-ACADEMIC PERFORMANCE

A school becomes a candidate for revocation if it fails to meet 2 of the 4 non-academic standards below:

Criterion #1: For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the annual targets.

Capital City Public Charter School has 6 non-academic targets. The school met or exceeded all targets.

Overall, Capital City Public Charter School did meet this criterion.

Criterion #2: The school must attain the attendance targets set in its accountability plan.

Capital City Public Charter School's annual attendance target was 95%. The school met the target attendance rate.

Overall, Capital City Public Charter School did meet this criterion.

Criterion #3: Enrollment levels must be sufficient to sustain the economic viability of the school.

Capital City Public Charter School's student enrollment numbers will not threaten the fiscal viability of the school.

Overall, Capital City Public Charter School did meet this criterion.

Criterion #4: Re-enrollment of eligible students should average 75 percent or higher for the past two years.

Capital City Public Charter School's re-enrollment rate was 92 % in 2004-2005 and 94% in 2003-2004. Therefore, the average re-enrollment rate for the past two years was 93%.

Overall, Capital City Public Charter School did meet this criterion.

OUTCOME: Capital City Public Charter School met 4 of the 4 non-academic standards, and thus meets the standards for non-academic performance.

Accountability Plan Performance Analysis
School: Capital City Public Charter School

NON-ACADEMIC PERFORMANCE STANDARDS				
Fifth Year Target	**Performance/Data Verified**		**Target Met?**	
	Baseline	**Year 5**	**Y**	**N**
95% average attendance	N/A[11]	95%	X	
90% of students attending 2 or more years will view the school positively	N/A[12]	91%	X	
100% of students attending 2 or more years will participate and reflect on a meaningful community service experience	N/A[13]	100%	X	
100% of parents will sign parent contracts	N/A[14]	100%	X	
100% of parents with children attending 2 or more years will attend parent conferences	N/A[15]	100%	X	
90% of parents of students attending 3 or more years will have volunteered and attended a school or classroom event	N/A[16]	90%	X	

[11] Given that the school's five-year target was not in comparison to prior years' performance, baseline data was not necessary.
[12] Capital City's annual target measured year-to-year performance for all students who attended the prior year, whereas the five-year target measured performance for students who attended 2 or more years. Therefore, baseline data was not comparable to Year 5, and therefore not reported.
[13] Capital City's annual target measured year-to-year performance for all students who attended the prior year, whereas the five-year target measured performance for students who attended more than one year. Therefore, baseline data was not comparable to Year 5, and therefore not reported.
[14] Given that the school's five-year target was not in comparison to prior years' performance, baseline data was not necessary
[15] Capital City's annual target measured year-to-year performance for all students who attended the prior year, whereas the five-year target measured performance for students who attended more than one year. Therefore, baseline data was not comparable to Year 5, and therefore not reported.
[16] Same as above.

Accountability Plan Performance Analysis
School: Capital City Public Charter School

NON-ACADEMIC PERFORMANCE STANDARDS				
Fifth Year Target	**Performance/Data Verified**		**Target Met?**	
	Baseline	**Year 5**	**Y**	**N**
Schoolwide average within 80% of five-year targets?			X	
Attendance targets met?			X	
Enrollment levels sufficient to sustain the economic viability of the school?			X	
Re-enrollment of eligible students average 75% or higher for the past two years? 2004 – 2005 re-enrollment rate = 92% 2003 – 2004 re-enrollment rate = 94%			X	

Comments:
Capital City met 4 of 4 non-academic performance standards.

Narrative Analysis on Capital City Public Charter School Performance
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE - GOVERNANCE

Criterion: A school will be a candidate for revocation if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Meetings and Board Structure	4
PCSB Action	3.5
Annual Reporting	3.5
Adequate Resources	4
Implementation of School Design	4
Leadership	4
Operating within Bylaws	2.5

OUTCOME: Capital City Public Charter School demonstrated fully functioning or exemplary performance in 6 of 7 categories, and thus meets this standard for organizational performance.

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - MEETINGS AND BOARD STRUCTURE

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board holds regular meetings with sufficient membership to meet a quorum and submits copies of all minutes to the PCSB as required. The minutes reflect exceptional governance practices in areas such as policy making and oversight of academic and financial performance through the effective use of committees.	The board meets regularly and submits a majority of the minutes to the PCSB as required, which demonstrate sufficient membership to meet a quorum. The minutes reflect appropriate governance practices, such as policy making, and oversight of academic, operational, and financial performance. The minutes demonstrate the Board's awareness of the school's performance, and that appropriate action is taken, as warranted, with or without a committee structure in place.	The board meets sporadically and submits some of the minutes to the PCSB as required, which inconsistently demonstrate membership to meet a quorum. The minutes provide limited evidence of the Board's familiarity with the school's performance as it relates to academic, operational, and/or financial performance. Committees, if in place, play a limited role in the oversight of assigned responsibilities. The Board does not give full attention to all issues confronting the school, but focuses on only one or two.	The board meets infrequently, and most often with low attendance, and submits few, if any, copies of minutes to the PCSB as required. The minutes reflect poor governance practices in the face of serious academic, operational, and/or financial problems. In particular, the minutes do not reflect evidence of sound decision-making at the Board level to effectively address issues facing the school. Committees are not in place, or are not used effectively. The Board's composition and membership have not been modified to address the school's challenges.

Comments: Capital City Public Charter School has submitted documentation of the following board meetings in 2005 (April, May, and June), 2004 (January, April, May and October), 2003 (February, April, June, and October), and 2002 (June and October). The minutes document exceptional governance practices: 1) evidence of a quorum being present at a majority of meetings, 2) the use of an ad hoc committee and an advisory board, 3) oversight of academic, operational, and financial performance, and 3) policy making. The board has made effective use of committees, such as Governance and Construction.

Performance Level: 4

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - REQUIREMENT FOR PCSB ACTION

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The school has demonstrated exceptional performance, thereby requiring no remedial action from the PCSB.	The school has demonstrated above average to average performance, requiring minimal remedial action from the PCSB. The school has provided satisfactory responses to the remedial action within the designated timeframe.	The school has demonstrated below average performance, requiring substantial and/or repeated remedial action from the PCSB. The school has provided weak and/or incomplete responses to the conditions set by the Public Charter School Board, thereby failing to adequately respond within the designated timeframe. Given time, the school is able to provide a satisfactory response.	The school has demonstrated failing performance, requiring increasingly substantial remedial action over an extended period of time from the PCSB for issues for which the school has not provided an adequate response. Examples of inadequate responses include failure to submit a response within the designated timeframe, weak and/or incomplete responses that fail to fully respond to the conditions.

Comments: Capital City Public Charter School has only received a Notice of Concern, due in part to tardy financial reports (November 2002). The issue was quickly remedied, requiring no further PCSB action.

Performance Level: 3.5

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – ANNUAL REPORTING

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board submits timely Annual Reports that fully describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with all accountability plan targets.	The board submits timely Annual Reports that describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with the majority of accountability plan targets.	Although not timely, the board submits Annual Reports within a reasonable amount of time from the due date that describe the school's performance in relation to the targets established in its accountability plan on a limited basis. Quantitative evidence of performance is available for some of the accountability plan targets and/or evidence is aligned with some of the accountability plan targets.	The board submits late Annual Reports that largely fail to describe the school's performance in relation to the targets in its established accountability plan. Quantitative evidence of performance is lacking substantially, either due to a failure to report performance or a failure to present evidence that is aligned with the accountability plan targets. School may have been required to submit an amended or supplemental report.

Comments: Capital City performs exemplary in the level of detail provided in its Annual Reports, fully describing the school's performance as it relates to its accountability plan, and surmising the factors that have led to specific performance. In particular, the school reports its performance in relation to the targets established in its accountability plan, and uses this information to make changes, if needed, either in its academic program or in its accountability plan. The school provides quantitative evidence of its performance that is aligned with its accountability plan targets. With the exception of the 2004-2005 Annual Report, all reports have been submitted on time.

Performance Level: 3.5

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – ADEQUATE RESOURCES

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board and the school's administration deploy resources effectively to further the academic and organizational success of the school.	The board and administration deploy resources that further the academic and organizational success of the school	The school's deployment of resources at times contributes to the academic and organizational success of the school.	There is little or no evidence that the school's board and administration work to deploy resources in a way that supports the academic and organizational work of the school.

Comments: Capital City Public Charter School's board and administration effectively deploy resources to further the school's academic success, as evidenced by Program Development Review findings and board meeting minutes. In particular, the school employed a math specialist to address student performance in math. Additionally, the school has been most competent in acquiring financing for its permanent facility, which opened in Summer 2004; a $1 million CityBuild grant was awarded to the school in Fall 2004. Also, teachers appear to have appropriate professional development, especially as it relates to ELOB. Capital City has been particularly responsive in addressing the needs of the school's middle school program by providing added resources to strengthen it, as evidenced in the 2005-2006 Program Development Review. The review also identified that the school should clarify the role that technology will play in the school, then shore up the resources needed to ensure that technology bears out that role in a way that is meaningful to the educational development of the students.

Performance Level: 4

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – IMPLEMENTATION OF SCHOOL DESIGN

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
Administrators and board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.	Administrators and board members understand the school design, but minimally use it to manage and govern the school.	Most board members and school administrators understand the school's design, but evidence of its use in the management and governance of the school is lacking substantially.	Board members and administrators fail to demonstrate an understanding of the school's design and/or they have failed to use the design in the management and governance of the school.

Comments: Program Development Review reports document that Capital City has fully implemented its chosen schools design, ELOB. Both administrators and board members clearly understand the design and use it to manage and govern the school.

Performance Level: 4

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – LEADERSHIP

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board has established a school that maintains exceptional performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school's exceptional performance.	The board has established a school that maintains above average to average performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance.	The board has established a school that maintains below average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance.	The board has established a school that is unstable and maintains failing performance through its school leader. There have been no changes in school leadership in an attempt to improve performance.

Comments: Capital City has maintained sound and stable leadership in the personage of its founding principal, Karen Dresden. The school's leadership has effectively led the school to perform well in meeting the majority of its accountability plan targets on a consistent basis. As the school has grown, Anne Herr has been added as Executive Director. Capital City has effectively implemented this management model, allowing Karen to remain focused on the school's academic program, while Anne maintains a focus on operational issues. Additionally, the Program Development Review revealed that other leadership positions have been added to the school to ensure that student needs are appropriately addressed as the school grows.

Performance Level: 4

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – OPERATING WITHIN BYLAWS

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed on a regular basis to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed occasionally to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and/or operations are largely not in keeping with its bylaws. Bylaws are reviewed sporadically, if at all, but do not result in changes to ensure alignment between operations and the bylaws.	The board's composition and operations are not in keeping with its bylaws. Bylaws are not reviewed or consulted as it relates to the board's composition and operations.

Comments: The board's operations appear to be in keeping with appropriate governance structures that are working well for them. However, the board's minutes do not provide evidence that the board has reviewed its bylaws to ensure alignment with its operations.

Performance Level: 2.5

OVERALL COMMENTS - ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE

Capital City Public Charter School's board has performed admirably in governing the school, especially as it relates to garnering resources, submitting exceptional Annual Reports, and paying attention to academic and fiscal performance. Additionally, the school leadership does an exceptional job of tracking performance, and using that information to provide services and resources that will improve academic performance. As a result, the school has not been under any PCSB action. The board could further its performance by ensuring that reviews of its bylaws are done and documented. Also, additional resources should be directed toward the use of technology in the school, based on a clear vision and philosophy for its use, as suggested in the 2005-2006 Program Development Review. **Capital City Public Charter School demonstrated fully functioning or exemplary performance in 6 of 7 categories, and thus meets the standard for organizational performance in governance.**

Narrative Analysis on Capital City Public Charter School Performance
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE - COMPLIANCE

Criterion: A school will be a candidate for revocation if it demonstrates a low or no evidence of development or implementation as it relates to compliance with applicable laws, rules and regulations based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Health and Safety Regulations	4
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	3.9
Inventory of School's Assets	4
Open Enrollment Process	3.6
NCLB Requirements	3.75

OUTCOME: Capital City Public Charter School demonstrated full compliance, and thus meets this standard for organizational performance.

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: COMPLIANCE WITH APPLICABLE LAWS, RULES AND REGULATIONS

Exemplary level of development and implementation	Operational level of implementation and development	Limited development and/or partial implementation	Low level or no evidence of development and implementation
School has an exemplary record of compliance with applicable laws, rules and regulations, maintains highly effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of substantial compliance with applicable laws, rules and regulations, maintains effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities	School has a record of partial compliance with applicable laws, rules and regulations, maintains inconsistently effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a poor record of compliance with applicable laws, rules and regulations, has ineffective or non-existent systems and controls in place for ensuring that legal requirements are met, and is currently out of compliance with relevant authorities.

Comments: Capital City Public Charter School's record of compliance shows that the school's performance has largely been in keeping with applicable laws, rules and regulations. Concern was raised in SY 2003-2004 regarding the school's practice of using its waiting list, rather than a lottery, to fill slots once the enrollment period ends for grades K and above. Additionally, in 2003-2004 the school needed to post its NCLB report card, as well as conduct background checks for student teachers. In the 2005-2006 Compliance Review, the issues raised in the previous review related to use of the lottery and display of its NCLB report card were remedied and no longer present an issue.

Performance Level: 3.9

OVERALL COMMENTS - ORGANIZATIONAL PERFORMANCE STANDARDS: COMPLIANCE
Capital City Public Charter School demonstrated operational or exemplary performance in 7 out of 7 categories, and thus meets the standard for organizational performance in compliance.

Narrative Analysis on Capital City Public Charter School Performance
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT

Fiscal Management Criterion: A school will be a candidate for revocation of its charter if it demonstrates substandard or poor performance in any 2 of 5 categories based on the following scale:

Performance Level	Rating
Above Average	5
Satisfactory	4
Watch – Improvements Required	3
Substandard – Probation	2
Poor – Revocation	1

	Category	Performance Level/Rating
1.	Accounting Policies	5
2.	Financial Reporting	4.75
3	Internal Controls	4.5
4.	Transparency of Financial Management	4.75
5.	Fiscal Prudence	5

OUTCOME: Capital City Public Charter School demonstrated above average or satisfactory performance in 5 out of 5 categories, and thus meets this standard for organizational performance.

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGRMENT – ACCOUNTING POLICIES

1. Accounting Policies				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School follows PCSB accounting guidelines. Guidelines include 1) using approved auditors as required; 2) following audit policies; 3) maintaining records under accrual basis of accounting; 4) and reporting financial statements according to GAAP.	With minor exceptions, school follows PCSB accounting guidelines.	The school has failed to follow PCSB accounting guidelines for one audit cycle. School has implemented a corrective plan.	The school has failed to follow PCSB accounting guidelines for more than one audit cycle and/or the school has committed a significant breach in one cycle. A corrective plan is in development.	The school has failed to follow all PCSB accounting guidelines for more than one audit cycle. A corrective plan was not developed or was never followed.

COMMENTS:

Some aspects of this criterion represent recently implemented policy, so schools will not be judged on those aspects.

Based on its interim financial reports and annual financial audits, Capital City has adhered to GAAP.
Some of the key findings from the FY 2005 financial audit are…

- Financial statements conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses
- No instances of noncompliance which are required to be reported under Government Auditing Standards.

Overall Capital City has been proficient with its accounting policy and practices.

GRADE FOR ACCOUNTING POLICIES: 5

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT - FINANCIAL REPORTING

2. Financial Reporting a. Audited Statements				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor - Revocation 1
Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management displays a high level of transparency and an interest in continuous improvement of financial management.	Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management letter reflects minimal need for changes in financial management. Any changes are implemented immediately.	Audits are submitted on time or with slight delay due to specific circumstances. Audit findings show need for significant improvement; school implements changes immediately. Procedures are tracked to ensure compliance with auditor's recommendations.	At least one audit has been significantly delayed. Annual audit receives a qualified opinion. Audit report or management letter indicates significant financial problems; changes not implemented from prior year's findings. School develops realistic plan based on auditor's recommendations to be implemented over the next year.	Audits have been significantly delayed for more than one cycle and/or not submitted at all. Annual audit receives a qualified opinion for two years or more. Audit report or management letter indicates significant financial problems for which turnaround is not feasible; changes not implemented from prior year's management letter.

COMMENTS:

The school's annual audits for FY03 and FY04 were submitted on time and complied with all requirements. In FY2003, per a letter from Karl Ienteft, the school initiated a formal review of its accounting policies, procedures, and internal controls. This Board initiative showed a commitment to internal controls and transparency.

- The school's auditor for the FY05 annual audit noted that the school had an immaterial finding; performance reports were not filed with the Federal grantor for the City Build Charter School Initiative, one of Capital City's alternative revenue sources.

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting b. Budgets and Interim Financials				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Budgets and interim financials are submitted on time and follow the PCSB template. No significant problems identified in reports	Budgets and interim financials are submitted on time and follow the PCSB template with few exceptions. Only minor spending variances or other problems are reported.	Budgets and interim financials are submitted late and/or do not follow the PCSB template. Significant variances or other problems are reported, but they have reasonable justifications and do not necessarily jeopardize the school's financial health.	Budgets and interim financials have not been submitted one or two times. Or, significant variances or other problems are reported without reasonable justifications. The school's financial health is potentially weakened.	Budgets and interim financials have not been submitted on several occasions. Or significant variances or other problems are reported, considerably jeopardizing the school's ability to operate as a going-concern.

COMMENTS:

Capital City PCS was granted Quarterly Reporting status by the PCSB in November 2001, indicating that the school's financial reporting was timely and compliant.

In November 2002, the PCSB issued Capital City PCS a Notice of Concern due in part to tardy financial reports. Interim financial reports have been submitted on time and complete for the 1st quarter FY06.

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting c. Taxes and Insurance				
Above Average 5	Satisfactory 4	Watch Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Required IRS forms are filed and evidence of adequate insurance coverage is provided. All documentation is adequately maintained.	Required IRS forms are filed and evidence of minimal insurance coverage is provided. All documentation is adequately maintained, with minor exceptions.	Required IRS forms are filed, but have been late once or twice. Evidence of insurance is provided. Documentation is not properly filed or maintained.	Required IRS forms are consistently filed late. The school shows no evidence of adequate insurance coverage. Documentation is not properly filed or maintained.	Required IRS forms are not filed. The school does not have adequate insurance coverage. Adequate documentation is lacking.

COMMENTS:

The PCSB has not previously monitored schools' submission of filings to the Internal Revenue Service, so data are not available to confirm or deny that forms have been filed. Similarly, historical data on schools' level of insurance coverage are incomplete, as this criterion was previously checked onsite without documenting specific levels.

GRADE FOR FINANCIAL REPORTING: a. Audited Statements __5__ b. Budgets and Interim Financials __4.5__ c. Taxes and Insurance __n/a__

OVERALL AVERAGE __4.75__

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls a. Establishment and Adherence to Internal Controls Policy				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Based on PCSB review and annual audit, school has clear, written internal controls in place to provide checks and balances. Audit indicates that all internal control policies are followed.	School has clear, written internal controls in place to provide checks and balances, with minor exceptions. Weaknesses identified by PCSB or auditor are minor and can be addressed immediately.	School has some internal controls in place. Weaknesses identified by PCSB or an auditor can be addressed over the course of the fiscal year.	School lacks some major internal controls. Weaknesses identified by PCSB or auditor need one to two years to be addressed. School is developing a corrective action plan.	School lacks basic internal controls and there is evidence of financial mismanagement.

COMMENTS:

The PCSB has not previously directly monitored schools' adoption of internal controls, so the PCSB lacks data to affirm the existence of written policies other than what is reported by an independent auditor.

Annual audits of Capital City PCS do not indicate a lack of internal controls.

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls b. Procurement				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School is in compliance with PCSB's contracting / procurement requirements	School is in compliance with PCSB's contracting / procurement requirements, with minor exceptions noted.	School has had some violations of PCSB's contracting / procurement requirements over the course of the year. Violations were reasonably justified. Policies and procedures are in place to preclude future violations.	School has had consistent violations of PCSB's contracting / procurement requirements. A corrective plan is in development.	School has had consistent violations of PCSB's contracting / procurement requirements. Management lacks capacity to assure compliance.

COMMENTS:

Capital City PCS regularly submits appropriate documentation of contracts to the PCSB for review. The PCSB believes that Capital City PCS has been compliant in following procurement requirements. Additionally, the school's FY04 and FY05 audits affirmatively cite compliance with the procurement requirements.

GRADE FOR INTERNAL CONTROLS: a. Internal Controls Policy 4.0 b. Procurement 5.0

OVERALL AVERAGE: 4.5

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management a. Annual Budgets				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard Probation 2	Poor – Revocation 1
The schools prepares an annual operating budget, a cash flow projection and, when required, a capital budget by June 1 each year. Budget reflects thoughtful planning and detailed assumptions. These documents are certified by the Board of Trustees. Modifications are made as necessary and are submitted to PCSB.	With some exceptions, school regularly prepares annual operating budget, cash flow projection and, as required, a capital budget. Budget reflects thoughtful planning. These documents are certified by the Board of Trustees. Modifications occur as necessary and are submitted to PCSB.	The school does not consistently submit budgets and/or modifications of budgets to PCSB. Budget lacks planning and/or clear assumptions. There appears to be a lack of consensus or understanding of the budget by board members. Corrective plans are in process and will be implemented within a fiscal quarter.	Budgets are not submitted on time and/or do not have board's approval. Clear budget policies are in development.	School lacks budget policies and procedures. The board and staff lack capacity to implement standard budgeting procedures.

COMMENTS:

Capital City has submitted annual budgets in a timely manner, with a few exceptions (such as minor tardiness or an incidence in which the school required a reminder from the PCSB). The budgets are extremely thoughtful and reflect careful planning and financial savvy.

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management **b. Management Organizations**				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair.	School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair with few exceptions.	School does not adequately disclose relationship with organization upfront. Information is provided at PCSB's request. Contracts are unclear or present concerns in terms of financial and /or management control. There are indications of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. Information is not easily obtained by PCSB. There is evidence of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information.

COMMENTS:

Not applicable to this school.

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management c. Related Party Transactions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses transactions with related parties, as required by PCSB's guidelines.	School accurately discloses transactions with related parties, with minor exceptions.	School fails to disclose related party transactions. Information is provided at PCSB's request.	School fails to disclose related party transactions. Information is not easily obtained by PCSB. There is evidence of inadvertent mismanagement.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information and/or there is evidence of unethical behavior and mismanagement.

COMMENTS:

Capital City's annual audits disclose related party transactions. Based on the information available, the PCSB believes that the school discloses any related party transactions as required.

GRADE FOR TRANSPARENCY: a. Annual Budgets ___4.5___ **b. Management Organizations** ___n/a___ **c. Related Party Transactions** ___5___

OVERALL AVERAGE ___4.75___

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence a. Balanced Budget				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The school has a balanced budget, based on reasonable assumptions, for the upcoming fiscal year. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Budgeting is thoughtfully aligned with long-term financial goals.	The school has a balanced budget using reasonable assumptions. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Current spending plans will contribute to long-term financial goals.	The school has a balanced budget using some questionable assumptions. Expenses are greater than revenues for one or more years.	The school does not have a balanced budget or has one with questionable assumptions. Expenses have exceeded revenues more often than not.	The school has no prepared budget. Expenses consistently exceed revenues.

COMMENTS:

The school has managed its resources prudently and taken actions to provide for long-term stability, such as the purchase and construction of a new building. Capital City increased its net assets by nearly $900K during FY05.

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence b. Debt Capacity				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school takes on debt only with very thoughtful planning and well within its debt service capacity. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school stays within its debt service capacity as required by the lender. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school has significant debt and has exceeded its debt service capacity, potentially violating loan covenants. School and lender are implementing remedies. Polices were in place and were followed but extraordinary circumstances led to the current situation.	According to financial statements, school has significant debt and/or has defaulted on its loan. Lender has school on a watch list. School and lender are discussing remedies. Polices were not in place or were not followed.	According to financial statements, school has significant debt and defaulted on its loan. The lender has called the loan. No remedies are possible.

COMMENTS:

Capital City PCS has taken on debt to finance its acquisition and construction of a new building, but it has done so in a prudent and carefully planned manner. It should be noted that per the FY05 audit, the debt to equity ratio of 1.6:1 indicates that the school has a substantial amount of debt relative to equity and could potentially lead to future cash flow problems, as a result of high interest payments and unstable revenues.

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence c. Appropriate Spending Decisions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs, in particular, are in line with industry comparables. Minor variances from industry standards are well explained and justified.	School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are slightly out of line with industry comparables, but with reasonable justifications.	School makes some inappropriate spending decisions, inadvertently. Salaries and occupancy costs are out of line with industry comparables but still have sufficient justifications. A corrective plan is being implemented.	School has a record of inappropriate spending decisions, with some reasonable justification. Salaries and occupancy costs are considerably out of line with industry comparables. A corrective plan is in development.	School has a record of inappropriate spending decisions which adversely impact programming, with no rational justifications. There is evidence of unethical behavior and fiscal mismanagement. Salaries and occupancy costs are egregiously out of line with industry comparables. No corrective plan is feasible.

COMMENTS:

Salaries and other expenditures at Capital City PCS seem to be within industry standards and are within the acceptable ranges as determined by the PCSB. The PCSB has no reason to believe that inappropriate spending decisions have been made.

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence d. Investment Decisions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school has significant liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets but their management is questionable; investment decisions appear somewhat risky.	According to financial statements, school has minimal to no liquid assets. Any assets invested are in high-risk/questionable areas.	According to financial statements, school has no liquid assets or minimal assets with no track record of investment decisions.

COMMENTS:

Based on information available to the PCSB, the school invests its assets prudently.

GRADE FOR FISCAL PRUDENCE: a. Balanced Budget __5__ b. Debt Capacity __5__ c. Appropriate Spending __5__ Investment Decisions __5__

OVERALL AVERAGE __5__

Appendix E

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

Executive Summary

After nine years of operation, Capital City Public Charter School (Capital City PCS) met the academic, non-academic and organizational performance standards and thus, **is not a candidate for Charter Warning.** Capital City PCS's most recent Program Development Review (PDR) was conducted in March 2009. See *fig. 1.1.* for a summary of the PDR ratings.

Academic

Capital City PCS met 2 of 3 academic standards; thus, the school met the standards for academic performance.

Capital City PCS has been able to meet the majority of its academic performance targets established in its accountability plan. The school revised its accountability plan to increase the rigor in its oral and writing rubrics and include the Upper School which opened during the 2008 – 2009 school year. It demonstrated growth in all subgroups for reading and math on the 2006 – 2008 administrations of the DC CAS and met the proficiency target in aggregate from 2006-2009. However, the school did not make AYP in 2006, 2007, and 2009 in the economically disadvantaged, Hispanic, and special education subgroups and is in School Improvement Year Two.

Non-Academic

Capital City PCS met 4 of the 4 non-academic standards; thus the school meets the standards for non-academic performance.

Capital City PCS met six out of seven non-academic targets in its accountability plan and came within 80% of the target related to students viewing the school positively; therefore meeting the criterion of 80% average school-wide performance. The school has maintained an average daily attendance rate of 94% or higher, has met or exceeded its enrollment target over the last four years, and has maintained an average re-enrollment rate of 97%.

Organizational – Governance

Capital City PCS demonstrated fully functioning or exemplary performance in 6 of 7 categories; thus the school meets this standard for organizational performance. Capital City PCS' board of directors and school leadership have performed admirably in governing the school, as it relates to implementing the school design with fidelity, submitting Annual Reports, and paying attention to operational and fiscal performance. Capital City PCS recently transitioned to a new school leadership structure that has a head of school and two principals, replacing the co-lead model of principal and executive director due to the approval to open a new campus with an Upper School program and the subsequent departure of the founding executive director. These changes and the challenge of opening a new campus with a new

program compelled the board to start succession planning and examining its governing practice. The board meeting minutes reflect that the board has engaged in very difficult discussions related to effective communication amongst board members and between the board and school leadership and the necessity for more intensive fundraising to support the effective implementation of an expensive school model (Expeditionary Learning and Coalition of Essential Schools).

Organizational – Compliance

Capital City PCS demonstrated a fully functioning to exemplary level of compliance in 6 of 7 categories, and thus meets this standard for organizational performance. Capital City PCS' performance has been substantially in compliance with applicable rules, laws, and regulations. Areas of concern have been related to full compliance with NCLB's highly qualified teacher requirements and inconsistent inventory practices.

Organizational – Fiscal Management

Based on the information available, PCSB believes that the Capital City Public Charter School has solid fiscal management processes in place. The school's audit reports (FY06-FY09) reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. Annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school continues to perform well in terms of cash flow and liquidity management primarily because of its minimal reliance upon debt as a resource. For the year ending June 30, 2009, the school's nets assets approached $4.3 million up $370K from FY08 year-ending results. Additionally, the school's liquidity ratio of 2.62 indicates that the school possessed $2.62 of liquid assets for every $1 of short-term debt (a one-to-one ratio is adequate). As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

ACADEMIC PERFORMANCE

A school becomes a candidate a Charter Warning if it fails to meet 2 of the 3 academic standards below:

Criterion #1: The school must attain the majority of the academic performance targets.

Capital City Public Charter School met five out of seven academic targets in its accountability plan.

Capital City Public Charter School met this criterion.

Criterion #2: The school must achieve no less than the middle performance level in reading and mathematics on the DC CAS.

Capital City Public Charter School achieved an average DC CAS middle performance level of 72.62 in reading and 63.86 in mathematics.

Capital City Public Charter School met this criterion.

Criterion #3: The school must currently meet the State Education Agency's standard for AYP in reading and math.

Capital City Public Charter School met the state proficiency target in aggregate; however did not meet the state proficiency target in the special education and English language learner subgroups. The school is in School Improvement year two status and must make AYP in all subgroups for two consecutive years in order to transition out of this status.

Capital City Public Charter School did not meet this criterion.

OUTCOME: Capital City Public Charter School met 2 of 3 academic standards; thus, the school meets the standards for academic performance.

NON-ACADEMIC PERFORMANCE

A school becomes a candidate for a Charter Warning if it fails to meet 2 of the 4 non-academic standards below:

Criterion #1: For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the fourth or fifth year targets.

Capital City Public Charter School met five out of seven of its non-academic targets in its accountability plan. While it missed its target of 70% of students will view the school positively, it did come within 80% of the target as required by the Charter Review Framework.

Capital City Public Charter School met this criterion.

Criterion #2: The school must attain the attendance targets set in its accountability plan.

Capital City Public Charter School's attendance target was to increase its average daily attendance rate by .5% annually to reach its fifth year target of 95%. During the 2008-2009 school year, Capital City's average daily attendance rate was 95.5%.

Capital City Public Charter School met this criterion.

Criterion #3: Enrollment levels must be sufficient to sustain the economic viability of the school.

Capital City Public Charter School has consistently met its annual enrollment targets.

Capital City Public Charter School met this criterion.

Criterion #4: Re-enrollment of eligible students should average 75 percent or higher for the past two years.

Capital City Public Charter School's re-enrollment average for the previous two years is 97%.

Capital City Public Charter School met this criterion.

OUTCOME: Capital City Public Charter School met all of the non-academic standards; thus the school meets the standards for non-academic performance.

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE - GOVERNANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Meetings and Board Structure	3.5
PCSB Action	4
Annual Reporting	3
Adequate Resources	3.5
Implementation of School Design	4
Leadership	3
Operating within Bylaws	4

OUTCOME: Capital City Public Charter School demonstrated fully functioning or exemplary performance in all categories; thus the school meets this standard for organizational performance.

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE – COMPLIANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates a low or no evidence of development or implementation in 4 of 7 categories as it relates to compliance with applicable laws, rules and regulations based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Health and Safety Regulations	4
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	4
Inventory of School's Assets	3
Open Enrollment Process	4
NCLB Requirements	2.5

OUTCOME: Capital City Public Charter School demonstrated a fully functioning to exemplary level of compliance in 6 of 7 categories; thus, the school meets this standard for organizational performance.

ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT

Fiscal Management Criterion: A school will be a candidate for revocation of its charter if it demonstrates substandard or poor performance in any 2 of 5 categories based on the following scale:

Performance Level	Rating
Above Average	5
Satisfactory	4
Watch – Improvements Required	3
Substandard – Probation	2
Poor – Revocation	1

Category	Performance Level/Rating
1. Accounting Policies	5.00
2. Financial Reporting	5.00
3. Internal Controls	4.85
4. Transparency of Financial Management	4.85
5. Fiscal Prudence	4.81

OUTCOME: Capital City Public Charter School demonstrated above average or satisfactory performance in 5 out of 5 categories, and thus meets this standard for organizational performance.

Fig 1.1 **2008-2009 Program Development Review Summary**

Curriculum and Standards	
1.1 The school has a clearly defined, quality curriculum in place that aligns with the state standards and the school's mission and goals.	Exemplary
a. The school has a clearly defined quality curriculum in place	Exemplary
b. The curriculum aligns with the state and/or national standards.	Exemplary
c. The curriculum aligns with school's mission and goals.	Exemplary
1.2 The school's curriculum is implemented with fidelity, and materials are available to support the implementation of the curriculum.	Exemplary
a. The school's curriculum is implemented with fidelity.	Exemplary
b. Materials are available to support the implementation of the curriculum	Exemplary
1.3 There are clear and regular procedures in place to review and update the curriculum.	Exemplary
Instruction	
2.1 Instructor utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	Exemplary
2.2 The school has strategies in place to meet the needs of students at risk of academic failure or those not making reasonable progress toward achieving school goals.	Exemplary
2.3 The school has strategies in place to meet the needs of English Language Learners and is in compliance with its implementation.	Proficient
a. The school has strategies in place to meet the needs of English Language Learners.	Proficient
b. The school is in compliance with its implementation.	Adequate
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	Exemplary
a. The school ensures that students with disabilities are served according to IEP objectives.	Exemplary
b. The school allocates resources (human or material) to address the needs of students with disabilities.	Proficient
c. The school provides additional services and/ or accommodations for IEPs.	Exemplary
2.5 Time is made available throughout the year for planning and professional development. Planning time is used effectively.	Exemplary
a. Time is made available throughout the year for instructional planning.	Proficient
b. Planning time is used effectively.	Exemplary
2.6 The school helps teachers meet accountability plan goals, and addresses any identified shortcomings in student learning.	Exemplary
2.7 Extra support is in place to support new and struggling teachers.	Proficient

2008-2009 Program Development Review Summary *(Continued)*

Assessment	
3.1 The school has assessment and evaluation data; test results are made available regularly and in a usable format; and assessment data are reflected in the SIP, if applicable.	**Exemplary**
a. The school has assessment and evaluation data, such as standardized and internal assessment results and accountability plan performance outcomes	**Exemplary**
b. Test results are made available regularly	**Exemplary**
c. Test results are provided in a useable format	**Proficient**
3.2 The school tracks and reports student performance data to determine whether the school's academic and non-academic goals are being achieved.	**Exemplary**
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Exemplary**
a. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	**Exemplary**
b. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Exemplary**
3.4 Procedures are in place to ensure accurate and timely identification and evaluation of students who have special needs are in place.	**Exemplary**
School Climate	
4.1 Quality instruction is promoted through fostering an academic learning climate that and actively supports teaching and learning	**Exemplary**
4.2 The school is a safe and orderly learning environment.	**Exemplary**
4.3 Parents/guardians and students are satisfied with the school.	**Exemplary**
Governance and Management	
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission	**Exemplary**
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, appropriate professional development, and services for special needs students, and additional funding.	**Exemplary**
5.3 The Board has ensured strong and stable school leadership	**Exemplary**
School Improvement	
6.1 The school has strategies in place to meet the needs of students at risk of academic failure or students not making reasonable progress toward achieving school goals (inclusive of but not limited to identified NCLB sub-groups).	**Exemplary**
6.2 Documented progress monitoring of school improvement activities is on-going.	**Exemplary**

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	**Performance/Data Verified**				**Target Met?**	
	Baseline	**Year 2**	**Year 3**	**Year 4**	**Y**	**N**
Students will make an average gain of at least one NCE on the SAT-9 Reading Test. **PCSB's Fourth Year Target:** School-wide, Capital City PCS will achieve no less than middle performance level in reading on the DC CAS	Assessment Change	Assessment Change	Assessment Change	Assessment Change 72.62	X	
80% of students will show at least a grade level's growth on the DRA. Children who are below grade level and/or are not making sufficient progress will have an individualized reading plan.	77%	83%	87%	82%	X	
Additional New target: 79-85% of 1st – 8th grade students who have been attending Capital City for more than one school year will demonstrate grade level or above performance on the DRA.	N/A	N/A	84%	87%	X	
There will be a school-wide increase of 2 percentage points in the number of students in grades 1-8 who have attended Capital City for more than one year scoring a 2 or better on the writing performance assessment. **New target:** 70-75% of 1st – 8th grade students who have attended Capital City for more than one school year will score a 2.5 or better (proficient) on the annual writing performance assessment.	75%	82%	56% *new baseline established*	67%		X
There will be a school-wide increase of 2 percentage points in the number of students in grades 1-8 who have attended Capital City for more than one year scoring a 2 or better on the annual oral performance assessment. **New target:** 70-75% of 2nd – 8th grade students who have attended Capital City for more than one school year will score a 2.5 or better (proficient) on the annual oral performance assessment.	97%	80%	77% *new baseline established*	86%	X	
Students will make an average gain of at least one NCE on the SAT-9 math test.	Assessment	Assessment	Assessment	Assessment	X	

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	**Performance/Data Verified**				**Target Met?**	
	Baseline	**Year 2**	**Year 3**	**Year 4**	**Y**	**N**
PCSB's Fourth Year Target: School-wide, Capital City PCS will achieve no less than middle performance level in reading on the DC CAS.	Change	Change	Change	Change 63.86		
There will be a school-wide increase of 2 percentage point in the number of students in grades 1-8 who have attended Capital City for more than one year scoring a 2 or better on the math performance assessment.	79%	36% *(new baseline established)*	67%	68%		X
Attained majority of fourth year annual academic performance targets?					X	
Achieved no less than the middle performance level on DC CAS in reading and math?					X	
Currently meets the State Education Agency's standard for AYP in reading and math?						X

Comments:

Capital City Public Charter School met five of seven academic targets in its accountability plan. Because the state assessment was changed from the SAT-9 to the DC CAS, the PCSB has inserted two targets to replace those in the accountability plan related to the SAT-9. The testing population (grades 3 - 8) in aggregate met the Office of the State Superintendent's (OSSE) proficiency target for 2009; however the school did not meet the target in the special education and English language learner subgroups. Therefore, the school did not make Adequate yearly Progress (AYP) and has remained in School Improvement.

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

NON-ACADEMIC PERFORMANCE STANDARDS				
Annual Target	**Performance/Data Verified**		**Target Met?**	
	Baseline	**Year 4**	**Y**	**N**
Student attendance data will improve at least one half a percentage point towards our goal of 95%.	94%	95.5%	X	
Student survey results will indicate 70% of children view school positively.	75%	62% (56%)	X	
80% of Capital City students will participate in community service with their class and complete a reflection.	98%	86%	X	
90% of parents will attend a parent-teacher conference.	100%	100%	X	
70% of parents will volunteer in support of the school.	73%	77%	X	
80% of parents will attend a community meeting, showcase, or other school or classroom event.	81%	97%	X	
70-85% of parents will express an overall positive view of the school.	*No Data Provided*	92%	X	
School-wide average within 80% of annual targets?			X	
Attendance targets met?			X	
Enrollment levels sufficient to sustain the economic viability of the school?			X	
Re-enrollment of eligible students average 75% or higher for the past two years? 97% 2007 – 2008 re-enrollment rate = 98% 2008 – 2009 re-enrollment rate = 96%			X	

Comments:

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - MEETINGS AND BOARD STRUCTURE

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board holds regular meetings with sufficient membership to meet a quorum and submits copies of all minutes to the PCSB as required. The minutes reflect exceptional governance practices in areas such as policy making and oversight of academic and financial performance through the effective use of committees.	The board meets regularly and submits a majority of the minutes to the PCSB as required, which demonstrate sufficient membership to meet a quorum. The minutes reflect appropriate governance practices, such as policy making, and oversight of academic, operational, and financial performance. The minutes demonstrate the Board's awareness of the school's performance, and that appropriate action is taken, as warranted, with or without a committee structure in place.	The board meets sporadically and submits some of the minutes to the PCSB as required, which inconsistently demonstrate membership to meet a quorum. The minutes provide limited evidence of the Board's familiarity with the school's performance as it relates to academic, operational, and/or financial performance. Committees, if in place, play a limited role in the oversight of assigned responsibilities. The Board does not give full attention to all issues confronting the school, but focuses on only one or two	The board meets infrequently, and most often with low attendance, and submits few, if any, copies of minutes to the PCSB as required. The minutes reflect poor governance practices in the face of serious academic, operational, and/or financial problems. In particular, the minutes do not reflect evidence of sound decision-making at the Board level to effectively address issues facing the school. Committees are not in place, or are not used effectively. The Board's composition and membership have not been modified to address the school's challenges.

COMMENTS: The Board of Directors of Capital City PCS meets bi-monthly and regularly submits board minutes. The minutes reflect discussions about altering the governance structure to incorporate the newly approved Upper School and the operational and financial impact on both campuses. The Board is kept abreast of student performance as it relates to the DC CAS and its Annual Report. The Board has a committee structure, although they have been grappling with communication issues and the best way to overcome them.

PERFORMANCE LEVEL: 3.5

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - REQUIREMENT FOR PCSB ACTION

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The school has demonstrated exceptional performance, thereby requiring no remedial action from the PCSB.	The school has demonstrated above average to average performance, requiring minimal remedial action from the PCSB. The school has provided satisfactory responses to the remedial action within the designated timeframe.	The school has demonstrated below average performance, requiring substantial and/or repeated remedial action from the PCSB. The school has provided weak and/or incomplete responses to the conditions set by the Public Charter School Board, thereby failing to adequately respond within the designated timeframe. Given time, the school is able to provide a satisfactory response.	The school has demonstrated failing performance, requiring increasingly substantial remedial action over an extended period of time from the PCSB for issues for which the school has not provided an adequate response. Examples of inadequate responses include failure to submit a response within the designated timeframe, weak and/or incomplete responses that fail to fully respond to the conditions.

COMMENTS: The PCSB has taken no action against Capital City PCS in the last four years.

PERFORMANCE LEVEL: 4.0

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - ANNUAL REPORTING

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board submits timely Annual Reports that fully describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with all accountability plan targets.	The board submits timely Annual Reports that describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with the majority of accountability plan targets.	Although not timely, the board submits Annual Reports within a reasonable amount of time from the due date that describes the school's performance in relation to the targets established in its accountability plan on a limited basis. Quantitative evidence of performance is available for some of the accountability plan targets and/or evidence is aligned with some of the accountability plan targets.	The board submits late Annual Reports that largely fail to describe the school's performance in relation to the targets in its established accountability plan. Quantitative evidence of performance is lacking substantially, either due to a failure to report performance or a failure to present evidence that is aligned with the accountability plan targets. School may have been required to submit an amended or supplemental report.

COMMENTS: Capital City PCS has always submitted required reports in a timely fashion and provided documentation accordingly. Student performance is tracked through portfolios that are well organized.

PERFORMANCE LEVEL: 3.5

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – ADEQUATE RESOURCES

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board and the school's administration deploy resources effectively to further the academic and organizational success of the school.	The board and administration deploy resources that further the academic and organizational success of the school.	The school's deployment of resources at times contributes to the academic and organizational success of the school.	There is little or no evidence that the school's board and administration work to deploy resources in a way that supports the academic and organizational work of the school.

COMMENTS: Capital City PCS implements an educational model that is expensive, but that has worked very well for its students according to its performance reflected in its Accountability Plan Summaries and DC CAS performance. Board meeting minutes and financial reports reflect that the school has had the resources needed for the Lower School; however there were challenges with adequate resources to support the Student Services department in the new Upper School. The Lower School has recently been challenged with meeting AYP for two consecutive years in the English Language Learner and Special Education subgroups in order to come out of school improvement status; however the board is aware of this as evinced in board minutes and has discussed how to best address the needs of these students. The Board is keenly aware of the need to intensify its fundraising efforts in order to find an appropriate facility for the Upper School and to continue to effectively implement its educational program (curriculum development, teacher retention, etc.).

PERFORMANCE LEVEL: 3.5

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – IMPLEMENTATION OF SCHOOL DESIGN

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
Administrators and board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.	Administrators and board members understand the school design, but minimally use it to manage and govern the school	Most board members and school administrators understand the school's design, but evidence of its use in the management and governance of the school is lacking substantially.	Board members and administrators fail to demonstrate an understanding of the school's design and/or they have failed to use the design in the management and governance of the school.

COMMENTS: The school leaders and board members are very knowledgeable about the school design as many of them were founding members and founding administrators. The Capital City PCS school design includes the Expeditionary Learning Outward Bound and Coalition for Essential Schools models, which strongly support its mission. All financial decisions made to ensure the integrity of the school design.

PERFORMANCE LEVEL: 4.0

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – LEADERSHIP

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board has established a school that maintains exceptional performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school's exceptional performance.	The board has established a school that maintains above average to average performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance.	The board has established a school that maintains below average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance.	The board has established a school that is unstable and maintains failing performance through its school leader. There have been no changes in school leadership in an attempt to improve performance.

COMMENTS: Capital City has performed consistently well on the state standardized assessment and its internal assessments over the last four years. The longer students are enrolled in Capital City, the better they perform academically based on assessment data. The school has maintained a co-head model (principal and executive director) for six of its eight years and in the 2008-2009 school year, transitioned into a Head of School and two principal model with the addition of the Upper School. These changes have not negatively impacted the school to date. The academic performance of the sixth through eighth grade students at the Upper School is lower than the Lower School students in the same grades; however the students at the Upper School are new to Capital City PCS.

PERFORMANCE LEVEL: 3

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – OPERATING WITHIN BYLAWS

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed on a regular basis to ensure alignment between operations and bylaws. Appropriate changes are made as needed	The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed occasionally to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and/or operations are largely not in keeping with its bylaws. Bylaws are reviewed sporadically, if at all, but do not result in changes to ensure alignment between operations and the bylaws.	The board's composition and operations are not in keeping with its bylaws. Bylaws are not reviewed or consulted as it relates to the board's composition and operations.

COMMENTS: The board is comprised of individuals with varying areas of expertise including education, real estate and finance. It operates in alignment with its by-laws and the by-laws have been amended as needed to reflect the growth of the organization.

PERFORMANCE LEVEL: 4.0

OVERALL COMMENTS - ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE STANDARDS: COMPLIANCE WITH APPLICABLE LAWS, RULES AND REGULATIONS

4	3	2	1
Exemplary level of development and implementation	**Operational level of implementation and development**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
School has an exemplary record of compliance with applicable laws, rules and regulations, maintains highly effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of substantial compliance with applicable laws, rules and regulations, maintains effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of partial compliance with applicable laws, rules and regulations, maintains inconsistently effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a poor record of compliance with applicable laws, rules and regulations, has ineffective or non-existent systems and controls in place for ensuring that legal requirements are met, and is currently out of compliance with relevant authorities.

COMMENTS: Capital City PCS has been consistently compliant with most areas as required in the compliance review process in the previous four years of operation. In various years, areas of non-compliance were limited to the school's fixed assets inventory list and all core subject area teachers being highly qualified.

PERFORMANCE LEVEL: 3.5

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – ACCOUNTING POLICIES

1. Accounting Policies				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School follows PCSB accounting guidelines. Guidelines include 1) using approved auditors as required; 2) following audit policies; 3) maintaining records under accrual basis of accounting; 4) and reporting financial statements according to GAAP.	With minor exceptions, school follows PCSB accounting guidelines.	The school has failed to follow PCSB accounting guidelines for one audit cycle. School has implemented a corrective plan.	The school has failed to follow PCSB accounting guidelines for more than one audit cycle and/or the school has committed a significant breach in one cycle. A corrective plan is in development.	The school has failed to follow all PCSB accounting guidelines for more than one audit cycle. A corrective plan was not developed or was never followed.

Comments: Based on its interim financial reports and annual financial audits, Capital City has adhered to GAAP. Key results of the FY09 financial audit are…

- Financial statements conform to accounting principles generally accepted in the United States of America
- No matters involving the internal control over financial reporting that are considered to be weaknesses.
- No instances of noncompliance which are required to be reported under Government Auditing Standards.

Overall, Capital City has been efficient in administering accounting policies which follow PCSB accounting guidelines.

GRADE FOR ACCOUNTING POLICIES: 5.00

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting a. Audited Statements				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management displays a high level of transparency and an interest in continuous improvement of financial management.	Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management letter reflects minimal need for changes in financial management. Any changes are implemented immediately.	Audits are submitted on time or with slight delay due to specific circumstances Audit findings show need for significant improvement; school implements changes immediately. Procedures are tracked to ensure compliance with auditor's recommendations.	At least one audit has been significantly delayed. Annual audit receives a qualified opinion. Audit report or management letter indicates significant financial problems; changes not implemented from prior year's findings School develops realistic plan based on auditor's recommendations to be implemented over the next year.	Audits have been significantly delayed for more than one cycle and/or not submitted at all. Annual audit receives a qualified opinion for two years or more. Audit report or management letter indicates significant financial problems for which turnaround is not feasible; changes not implemented from prior year's management letter.

Comments: Capital City has submitted its annual audits to the PCSB in a timely fashion. Each of the school's audits (FY06-09) received an unqualified opinion. The school's leadership team displays a high level of transparency and an interest in continuous improvement of financial management.

GRADE FOR FINANCIAL REPORTING (Audited Statements): 5.00

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting b. Budgets and Interim Financials				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Budgets and interim financials are submitted on time and follow the PCSB template. No significant problems identified in reports.	Budgets and interim financials are submitted on time and follow the PCSB template with few exceptions. Only minor spending variances or other problems are reported.	Budgets and interim financials are submitted late and/or do not follow the PCSB template. Significant variances or other problems are reported, but they have reasonable justifications and do not necessarily jeopardize the school's financial health.	Budgets and interim financials have not been submitted one or two times Or, significant variances or other problems are reported without reasonable justifications. The school's financial health is potentially weakened.	Budgets and interim financials have not been submitted on several occasions. Or significant variances or other problems are reported, considerably jeopardizing the school's ability to operate as a going-concern.

Comments: Capital City has submitted its annual budgets and interim financial statements to the PCSB on time with no material problems identified. The school's budgets tend to be conservative reflections of management's cash flow expectations.

GRADE FOR FINANCIAL REPORTING (Budgets and Interim Financials): 5.00

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting c. Taxes and Insurance				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Required IRS forms are filed and evidence of adequate insurance coverage is provided. All documentation is adequately maintained.	Required IRS forms are filed and evidence of minimal insurance coverage is provided. All documentation is adequately maintained, with minor exceptions.	Required IRS forms are filed, but have been late once or twice. Evidence of insurance is provided. Documentation is not properly filed or maintained.	Required IRS forms are consistently filed late. The school shows no evidence of adequate insurance coverage. Documentation is not properly filed or maintained.	Required IRS forms are not filed. The school does not have adequate insurance coverage. Adequate documentation is lacking.

Comments: The PCSB has not previously monitored schools' submission of filings to the Internal Revenue Service, so data are not available to confirm or deny that forms have been filed. Similarly, historical data on schools' level of insurance coverage are incomplete, as this criterion was previously checked onsite without documenting specific levels.

GRADE FOR FINANCIAL REPORTING (Taxes and Insurance): n/a

OVERALL GRADE FOR FINANCIAL REPORTING (AVERAGE): 5.00

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls a. Establishment and Adherence to Internal Controls Policy				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Based on PCSB review and annual audit, school has clear, written internal controls in place to provide checks and balances. Audit indicates that all internal control policies are followed.	School has clear, written internal controls in place to provide checks and balances, with minor exceptions. Weaknesses identified by PCSB or auditor are minor and can be addressed immediately.	School has some internal controls in place. Weaknesses identified by PCSB or an auditor can be addressed over the course of the fiscal year.	School lacks some major internal controls. Weaknesses identified by PCSB or auditor need one to two years to be addressed. School is developing a corrective action plan.	School lacks basic internal controls and there is evidence of financial mismanagement.

Comments: The PCSB has not previously directly monitored schools' adoption of internal controls, so the PCSB lacks data to affirm the existence of written policies other than what is reported by an independent auditor. Capital City has engaged thorough audits and appears to have responded to recommendations for improvements to internal controls and as stated earlier, no matters involving the internal control over financial reporting that are considered to be weaknesses were presented in the school's latest audit.

GRADE FOR INTERNAL CONTROLS (Internal Controls Policy): 5.00

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls b. Procurement				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard - Probation 2	Poor – Revocation 1
School is in compliance with PCSB's contracting / procurement requirements.	School is in compliance with PCSB's contracting / procurement requirements, with minor exceptions noted.	School has had some violations of PCSB's contracting / procurement requirements over the course of the year. Violations were reasonably justified. Policies and procedures are in place to preclude future violations.	School has had consistent violations of PCSB's contracting / procurement requirements. A corrective plan is in development.	School has had consistent violations of PCSB's contracting / procurement requirements. Management lacks capacity to assure compliance.

Comments: Capital City regularly submits appropriate documentation of contracts to the PCSB for review. The PCSB believes that the school has historically been compliant in following procurement requirements.

GRADE FOR INTERNAL CONTROLS (Procurement): 4.75

OVERALL GRADE FOR INTERNAL CONTROLS (AVERAGE): 4.88

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management a. Annual Budgets				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The schools prepares an annual operating budget, a cash flow projection and, when required, a capital budget by June 1 each year. Budget reflects thoughtful planning and detailed assumptions. These documents are certified by the Board of Trustees. Modifications are made as necessary and are submitted to PCSB.	With some exceptions, school regularly prepares annual operating budget, cash flow projection and, as required, a capital budget. Budget reflects thoughtful planning. These documents are certified by the Board of Trustees. Modifications occur as necessary and are submitted to PCSB.	The school does not consistently submit budgets and/or modifications of budgets to PCSB. Budget lacks planning and/or clear assumptions. There appears to be a lack of consensus or understanding of the budget by board members. Corrective plans are in process and will be implemented within a fiscal quarter.	Budgets are not submitted on time and/or do not have board's approval. Clear budget policies are in development.	School lacks budget policies and procedures. The board and staff lack capacity to implement standard budgeting procedures.

Comments: Capital City has been very proactive in revising its budget as needed and providing updates to the PCSB. Budgets are thoughtful, show detail and provide relevant explanations. Budgets have been submitted to the PCSB on time.

GRADE FOR TRANSPARENCY (Annual Budgets): 5.00

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management b. Management Organizations				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair.	School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair with few exceptions.	School does not adequately disclose relationship with organization upfront Information is provided at PCSB's request. Contracts are unclear or present concerns in terms of financial and /or management control. There are indications of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. Information is not easily obtained by PCSB. There is evidence of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information

Comments: Not applicable to this school.

GRADE FOR TRANSPARENCY (Management Organizations): n/a

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management c. Related Party Transactions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor - Revocation 1
School accurately discloses transactions with related parties, as required by PCSB's guidelines.	School accurately discloses transactions with related parties, with minor exceptions.	School fails to disclose related party transactions. Information is provided at PCSB's request.	School fails to disclose related party transactions. Information is not easily obtained by PCSB. There is evidence of inadvertent mismanagement	School does not disclose relationship with organization upiron. PCSB cannot obtain satisfactory information and/or there is evidence of unethical behavior and mismanagement.

Comments: Based on the information available, the PCSB believes that the school discloses all related party transactions as required

GRADE FOR TRANSPARENCY (Related Party Transactions): 4.75

OVERALL GRADE FOR TRANSPARENCY (AVERAGE): 4.88

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence a. Balanced Budget				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The school has a balanced budget, based on reasonable assumptions, for the upcoming fiscal year. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Budgeting is thoughtfully aligned with long-term financial goals.	The school has a balanced budget using reasonable assumptions. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Current spending plans will contribute to long-term financial goals.	The school has a balanced budget using some questionable assumptions. Expenses are greater than revenues for one or more years.	The school does not have a balanced budget nor has one with questionable assumptions. Expenses have exceeded revenues more often than not.	The school has no prepared budget. Expenses consistently exceed revenues.

Comments: With the exception of FY08, Capital City has concluded each of its fiscal periods with positive net income balances, enabling the school to amass a substantial net asset reserve (see table).

Fiscal Period	2006	2007	2008	2009
NI	$ 596,306	$ 326,154	$ (48,998)	$ 369,875
Cumulative Reserves	$ 3,586,399	$ 3,912,553	$ 3,863,555	$ 4,233,430

GRADE FOR FISCAL PRUDENCE (Balanced Budget): 4.75

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence b. Debt Capacity				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school takes on debt only with very thoughtful planning and well within its debt service capacity. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school stays within its debt service capacity as required by the lender. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school has significant debt and has exceeded its debt service capacity, potentially violating loan covenants. School and lender are implementing remedies. Polices were in place and were followed but extraordinary circumstances led to the current situation	According to financial statements, school has significant debt and/or has defaulted on its loan. Lender has school on a watch list. School and lender are discussing remedies. Polices were not in place or were not followed.	According to financial statements, school has significant debt and defaulted on its loan. The lender has called the loan. No remedies are possible.

Comments: On October 21, 2001, Capital City purchased a building located at 3047 15th Street, NW, Washington, DC. On August 1, 2003 Capital city secured $4,890,000 of new financing for the renovation and construction of the building at 3047 15th Street NW, with the issuance of DC variable rate bonds that mature June 30, 2029. Under the terms of the financing, interest only payments were due monthly on the first of each month from closing through June 30, 2004. Beginning July 31, 2004 principal and interest is payable in equal payments based on a twenty-five year mortgage amortization. Interest is charged at the greater of the PNLR five year rate plus 3% or 4.5% per annum adjusted for each new five year period. The interest rate for the next five years will be 4.5%. Beginning October 1, 2005 through October 1, 2009 an additional principal curtailment equal to the lesser of $50,000 or 50% of the net increase in assets, as defined in the loan document is due. The bond is callable at June 30, 2014, June 30, 2019, and June 30, 2024 with forty-five days written notice.

Capital City moved into the new building and began operations in July 2004.

The bond financing is secured by a $1,000,000 credit enhancement through the DC Public Charter School Board Credit Enhancement Fund. The credit enhancement is reduced each August beginning August 1, 2004, by $125,000 until the balance equals $500,000. As of June 30, 2009 and 2008 the credit enhancement balance was $500,000.

The bond financing is secured by substantially all of assets of Capital City and contains restrictive covenants including the submission of audited financial statements within 90 days of the close of the fiscal year. United Bank has waived this requirement of the agreement for the years ended June 30, 2009 and 2008.

On July 18, 2003 Capital City was awarded an unsecured interest free loan for $125,000 from the Sallie Mae Fund of the Community Foundation for the National Capital Region. Principal payments of $25,000 are due each year starting June 21, 2004 and ending June 21, 2008. As of June 30, 2008 the loan was paid in full.

Following are maturities of long-term debt for each of the next five years and thereafter assuming that the maximum additional curtailment of $50,000 mentioned above will be made.

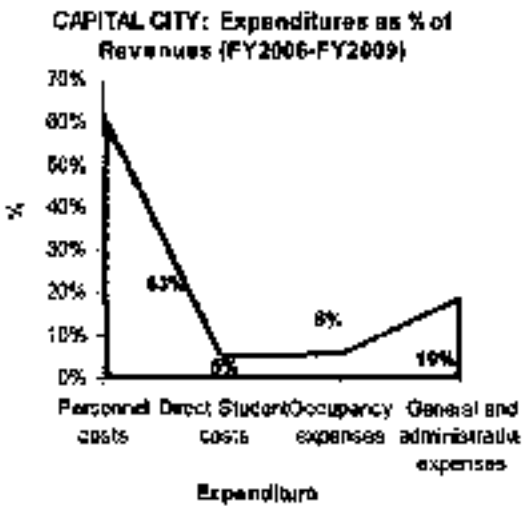
For the Years Ending June 30,	Amount
2010	$208,302
2011	166,275
2012	173,554
2013	182,107
2014	190,592
Thereafter	3,238,393
Total	$4,159,223

GRADE FOR FISCAL PRUDENCE (Debt Capacity): 4.75

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence c. Appropriate Spending Decisions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs, in particular, are in line with industry comparables. Minor variances from industry standards are well explained and justified.	School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are slightly out of line with industry comparables, but with reasonable justifications.	School makes some inappropriate spending decisions, inadvertently Salaries and occupancy costs are out of line with industry comparables but still have sufficient justifications. A corrective plan is being implemented.	School has a record of inappropriate spending decisions, with some reasonable justification. Salaries and occupancy costs are considerably out of line with industry comparables. A corrective plan is in development.	School has a record of inappropriate spending decisions which adversely impact programming, with no rational justifications. There is evidence of unethical behavior and fiscal mismanagement. Salaries and occupancy costs are egregiously out of line with industry comparables. No corrective plan is feasible.

Comments:
Capital City makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are in line with industry comparables and PCSB financial metrics. As indicated by the chart below, the school's four-year average salary and occupancy expenditures expressed as a percentage of total revenue are 63% and 6% respectively; PCSB established thresholds are 50% for salary as a percentage of revenues and 25% for occupancy as a percentage of revenues (75% when summed).



GRADE FOR FISCAL PRUDENCE (Appropriate Spending): 4.75

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence d. Investment Decisions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school has significant liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested	According to financial statements, school has minimal liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets but their management is questionable; investment decisions appear somewhat risky.	According to financial statements, school has minimal to no liquid assets. Any assets invested are in high-risk/questionable areas.	According to financial statements, school has no liquid assets or minimal assets with no track record of investment decisions.

Comments: Capital City has been able to successfully manage its working capital needs and has been able to generate positive working capital balances at the conclusion of each fiscal period (see table below). The school has sufficient liquid assets as indicated by the FY09 year ending liquidity ratio of 2.62.

Fiscal Period	2006	2007	2008	2009
Net Working capital	$ 1,572,369	$ 1,288,294	$ 1,157,099	$ 1,372,313
Liquidity ratio	4.86	4.20	3.88	2.62

GRADE FOR FISCAL PRUDENCE (Investment Decisions): 5.00

OVERALL GRADE FOR FISCAL PRUDENCE (AVERAGE): 4.81

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE (SUPPORTING DOCUMENTATION)

[illegible]	2006	2007	2008	2009
Assets				
Current Assets				
Cash	$ 1,642,155	$ 1,393,892	$ 1,466,942	$ 1,624,429
Restricted cash/CDs	$ 46,183	$ -	$ -	
Federal grants	$ 157,693	$ 254,515	$ 14,911	$ 304,536
Other grants	$ 34,135	$ 28,405	$ 37,308	$ 193,615
Pledges receivable	$ 51,814	$ 8,105	$ 13,603	$ 29,661
Other receivables/Prepaid expenses	$ 37,196	$ 45,206	$ 45,803	$ 72,995
Total Current Assets	$ 1,919,136	$ 1,679,295	$ 1,578,767	$ 2,217,234
Fixed Assets				
PP&E net	$ 6,317,303	$ 6,929,599	$ 6,705,539	$ 6,581,908
Total Fixed Assets, net	$ 6,317,303	$ 6,929,599	$ 6,705,539	$ 6,581,908
Other Assets	$ 48,612	$ 48,612	$ 110,120	$ 226,130
Total assets	$ 8,545,583	$ 8,658,504	$ 8,374,441	$ 9,029,252
Liabilities and Net Assets				
Current liabilities				
Accounts payable/accrued expenses	$ 80,150	$ 47,255	$ 66,186	$ 448,850
Accrued vacation	$ 28,374	$ 23,434	$ 37,818	$ 46,709
Refundable advances	$ 107,351	$ 172,955	$ 91,065	$ 127,047
Loans payable	$ 191,312	$ 158,355	$ 206,396	$ 201,302
Total current liabilities	$ 407,187	$ 401,999	$ 401,465	$ 844,908
Long-term liabilities				
Note payable, less current portion	$ 4,515,230	$ 4,017,383	$ 4,109,222	$ 3,950,971
Capital payable	$ 36,667	$ 36,667	$ -	$ -
Total liabilities	$ 4,959,184	$ 4,456,951	$ 4,510,686	$ 4,795,879
Net Assets				
Net Income	$ 196,306	$ 326,154	$ (49,998)	$ 366,875
Beg. Net Assets	$ 2,990,093	$ 3,586,399	$ 3,912,553	$ 3,862,555
Total Net Assets (Ending Net Assets)	$ 3,586,399	$ 3,912,553	$ 3,862,555	$ 4,233,430
Total liabilities and net assets	$ 8,545,583	$ 8,658,504	$ 8,374,441	$ 9,029,252
Long-term debt/ Total Equity ratio:	0.63	0.61	-	-
Net working capital	$ 1,512,369	$ 1,268,294	$ 1,177,099	$ 1,372,319
Liability ratio:	4.15	4.20	3.88	2.62

[illegible]	2006	2007	2008	2009
Revenues				
Support and revenue				
Revenue	$ 4,121,609	$ 4,199,371	$ 4,163,669	$ 7,047,623
Total revenue	$ 4,121,609	$ 4,199,371	$ 4,163,669	$ 7,047,623
Expenses				
Personnel costs	$ 2,280,754	$ 2,656,163	$ 2,877,561	$ 4,430,747
Direct Student costs	$ 204,870	$ 195,334	$ 229,635	$ 419,490
Occupancy expenses	$ 175,346	$ 179,371	$ 210,674	$ 728,385
General and administrative expenses	$ 866,127	$ 846,131	$ 854,799	$ 1,089,126
Total expenses	$ 3,527,296	$ 3,873,210	$ 4,192,669	$ 6,667,748
Net Income	$ 196,306	$ 326,154	$ (49,998)	$ 367,875
Beginning Net Assets	$ 2,990,093	$ 3,586,399	$ 3,912,553	$ 3,862,555
Total Net Assets (Year End Balance)	$ 3,586,399	$ 3,912,553	$ 3,862,555	$ 4,233,430
Profit Margin	14%	8%	-1%	5%
Personnel expenses/Total Revenue	55%	63%	70%	63%
Direct Student expenses/Total Revenue	5%	5%	6%	6%
Occupancy expenses/Total Revenue	4%	4%	5%	10%
G&A expenses/Total Revenue	21%	20%	21%	15%

Appendix F

2014-15 Renewal Report

Capital City Public Charter School

May 18, 2015

DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010
(202) 328-2660
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TABLE OF CONTENTS

RENEWAL DECISION AND KEY FINDINGS 3
CHARTER RENEWAL STANDARD 4
SCHOOL OVERVIEW 5
SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS 7
SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS 35
SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY 41

RENEWAL DECISION AND KEY FINDINGS

After reviewing the renewal application[1] submitted by Capital City Public Charter School ("Capital City PCS"), as well as the school's record established by the DC Public Charter School Board ("PCSB"), PCSB concludes that Capital City PCS meets the standard for charter renewal set out in the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.* (the "SRA"). Based on this finding, the PCSB Board voted 6-0 on May 18, 2015 to approve the school's renewal application and renew the school's charter for a second fifteen-year term, on the condition that the school renegotiate its goals and academic achievement expectations ("academic expectations").

Capital City PCS has neither materially violated applicable law nor its charter, and is in compliance with the SRA's requirements regarding procurement contracts. The school's fiscal health is strong, with its net assets increasing each year, and no findings or concerns have been identified in the school's fiscal audits.

Capital City PCS fully met all but one of its charter goals and academic expectations, and partially met the one remaining academic expectation. The academic expectation that was partially met was in the area of mathematics, where student growth was often low, as was proficiency among the school's English Language Learners ("ELLs").

Goals met included those related to its Expeditionary Learning programming, community engagement, and school culture. The qualitative and quantitative evidence analyzed as the foundation of this charter renewal clearly demonstrate that Capital City PCS provides a collaborative and community-oriented pre-kindergarten through twelfth grade program for a diverse population through learning expeditions.

To assess the school's academic goals expectations, PCSB reviewed the school's performance in academic years 2010-11 through 2013-14. During this time, Capital City PCS has been expanding, with the school graduating its first senior class in 2012.[2] In 2012-13, as Capital City PCS moved to a larger facility, the school increased its enrollment from 634 to 944 students. Along with this expansion, the school reconfigured its campuses, detailed further below in the report. The school's ongoing expansion has resulted in a much larger student body, along with an increased number of students with disabilities ("SWDs") – from 93 students in 2010-11 to 140 in 2014-15; and an increased rate of ELLs – from 84 students in 2010-11 to 174 ELLs in 2014-15.[3]

As Capital City PCS approached the 2012-13 expansion, the school's academic performance exceeded the state proficiency average in reading and math at all grade levels. In 2012-13 and 2013-14, with increased student enrollment, the school remained at the state proficiency average in both subjects. Also, the school's composition proficiency remained at the state average over the past two years.

[1] See Capital City PCS renewal application, attached to this report as Appendix A.
[2] See Appendix A, p. 3.
[3] Data sourced from Capital City PCS's 2010-11 and 2013-14 annual reports, attached to this report as Appendices B and C, respectively.

However, over the course of the school's expansion, student growth in math, as measured by the two-year median growth percentile ("MGP") has been for the most part below the fiftieth percentile, although math MGP increased at the lower and high school campuses from 2012-13 to 2013-14.[4] Over the past two years, the school's middle school SWD and ELL math performance has been particularly low, below the sector in both proficiency and growth.

Over the course of its charter, Capital City PCS has adhered to the educational philosophy described in its charter and established a strong culture for learning. In its renewal application, as well as other strategic documents submitted as part of this renewal analysis, Capital City PCS describes a clear and detailed plan to continue improving the academic outputs of all students, with a particular focus on its English Language Learners. PCSB will closely monitor the school's execution of the school's plan over the coming years, as well as its academic progress and achievement.

The school has 37 goals and expectations, a high number that is not consistent with best practice. The PCSB Board voted that Capital City PCS renegotiate its charter goals as a condition of renewal, and that among other goals and expectations, that the school set academic expectations around student growth in reading and math, along with academic expectations regarding ELL reading and math proficiency and growth.[5]

CHARTER RENEWAL STANDARD

The standard for charter renewal is established in the SRA: PCSB shall approve a school's renewal application, except that PCSB shall not approve the application if it determines one or both of the following:

(1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; or

(2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[6]

Separate and apart from the renewal process, PCSB is required by the SRA to revoke a school's charter if PCSB determines that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles ("GAAP"); (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.[7]

Given the SRA's standard for charter renewal, as well as PCSB's obligation to revoke a school's charter if it has engaged in the above types of fiscal misconduct, this report is organized into three sections. Sections One and Two are analyses of the school's academic performance and legal compliance, respectively, and serve as the

[4] Capital City PCS, in response to this report, noted that an analysis of one-year MGPs would demonstrate the school's increased performance in student growth in math and reading. However, it is PCSB's policy, as established by a working group comprised of PCSB staff and school leaders, to use two-year MGPs as a measure of student growth.
[5] Should the school elect to adopt the PMF as its goals, student growth would be automatically incorporated.
[6] D.C. Code §38-1802.12(c).
[7] D.C. Code §38-1802.13(b).

basis for the PCSB Board's renewal decision. Section Three is an analysis of the school's fiscal performance – included so that in the case that a school is found to have met the standard for charter renewal but has also engaged in fiscal mismanagement the PCSB Board can assess a school accordingly.

SCHOOL OVERVIEW

Capital City PCS began operation in 2000 under authorization from PCSB and currently serves children in pre-kindergarten-3 through twelfth grade in Ward 4. Its mission is:

> *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.*[8]

Capital City PCS implements the Expeditionary Learning model, where students conduct in-depth investigations of a theme or topic through research, projects, fieldwork, and service. The school implements the Responsive Classroom® and Developmental Designs® frameworks as its socio-emotional programming.

On April 25, 2006, Capital City PCS submitted a petition to amend its charter to allow it to operate a high school program. The PCSB Board approved this amendment, with the school expanding to the ninth grade in 2008-09, and adding a grade each year thereafter. Its first senior class graduated in June 2012.[9] In 2012-13, as Capital City PCS moved to a larger facility, PCSB voted to increase the school's enrollment ceiling from 740 to 1000, with the school growing from 634 students in 2011-12 to 944 students in 2012-13. As part of this increased enrollment, Capital City PCS began offering pre-kindergarten-3 and added additional elementary school classrooms.[10]

Also in 2012-13, Capital City PCS expanded from two campuses at separate locations with overlapping grades (a lower school with grades PK-8, and an upper school with grades 6-12) to three campuses: a lower school (grades PK3-4) middle school (grades 5-8), and high school (grades 9-12). PCSB determined that the school's reconfiguration resulted in significant demographic changes to its lower and middle school, qualifying both campuses as "new" for purposes of accountability and reporting. Information about the school's early childhood performance is included in the table below:

Campus	Grade Levels	2014-15 Student Enrollment	2010-11 Accountability Plan	2011-12 Accountability Plan	2012-13 EC PMF Pilot[11]	2013-14 EC PMF

[8] See Appendix C.
[9] Renewal application, p. 3.
[10] See November 18, 2011 letter from Karen Dresden, Capital City PCS Head of School, to Mr. Brian Jones, PCSB Board Chair, attached to this report as Appendix T.
[11] Capital City PCS opted to participate in the EC Pilot PMF.

Lower School	K-2	N/A	5 of 7 targets	7 of 7 targets	N/A	N/A
	PK3-2	220	N/A	N/A	Met 5 of 7 targets	Met or exceeded 10 of 10 indicator floors

The school's overall performance data on PCSB's PMF, which incorporates many indicators beyond reading and math proficiency, including academic growth, attendance, and reenrollment (the "PMF") is summarized in the table below.

Campus	**Grade Levels**	**2014-15 Student Enrollment**	**2010-11 PMF**	**2011-12 PMF**	**2012-13 PMF**	**2013-14 PMF**
Lower School	3-8	N/A	73.1% **Tier 1**	65.3% **Tier 1**	N/A	N/A
	3-4	102	N/A	N/A	37.1% **No tier – new campus**	50.7% **Tier 2**
Middle School	6-8	N/A	75.2% **Tier 1**	63.5% **Tier 2**	N/A	N/A
	5-8	320	N/A	N/A	46.7% **No tier – new campus**	44.1% **Tier 2**
High School	9-12	329	64.6% **Tier 2**	53.9% **Tier 2**	66.4% **Tier 1**	69.9% **Tier 1**

Previous Charter Reviews

Five-Year Charter Review

In 2005-06, PCSB conducted a five-year charter review of Capital City PCS. The school was found to have met three of four academic performance standards (with the fourth standard inapplicable to the school), and all non-academic performance standards in place at the time.[12] PCSB found the school's governance and finances to also be strong. Based on this review, the PCSB Board voted at its January 23, 2006 meeting to continue the school's charter, on the condition that the school submit an inventory of its assets, and provide a timeline for accreditation of its pre-kindergarten through eighth grade program.[13] The record is unclear as to when the PCSB Board lifted this conditional continuance and granted full continuance to the school.

Ten-Year Charter Review

In February 2010, per PCSB policy in place at the time, PCSB conducted a preliminary charter review of Capital City PCS and then conducted a charter review the following year. If a school did not meet all relevant standards in its preliminary review, it would have a year to make improvements before its charter review the following academic year. In Capital City PCS's preliminary charter review, PCSB found that the school had met five of seven academic targets, and met all non-academic and organizational performance standards in

[12] See 5-year charter review, attached to this report as Appendix D.
[13] See PCSB Board Meeting Minutes from January 23, 2006, attached to this report as Appendix E.

place at that time.[14] The following year, PCSB conducted the school's charter review, finding that Capital City PCS met the standard for charter continuance.[15] Regarding the school's academic performance, PCSB found that students who attended the school for two years made large gains in reading and math.[16] PCSB found that the school's English Language Learners "struggled with achieving proficiency" but noted that ELL reading and math proficiency rates had improved over the past two years. Finally, Capital City PCS was found to have a strong school climate and to be "extremely successful with regards to satisfaction of students and parents."[17] Based on this review, the PCSB Board voted on February 28, 2011 to fully continue the school's charter.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires PCSB to review whether a school has met its goals and academic expectations at least once every five years. Goals and academic expectations are only considered as part of the renewal analysis if they were included in a school's charter, charter amendment, or accountability plans approved by the PCSB Board (collectively, the "Charter").

The table below summarizes PCSB's determinations (based on the school's performance from 2010-11 through 2013-14) as to whether Capital City PCS met its goals and academic expectations. These determinations are further detailed in the body of this report.

		Goals and Academic Expectations	Met?
1		Parents will attend conferences, exhibitions and showcases of student work, and other events. Parents will volunteer in support of the school.	**Yes**
2	a	Establish a culture of shared leadership where school staff and parents have a voice in decision-making	**Yes**
	b	To welcome family members as partners who can play an integral role in shaping the school's culture.	
3	a	To provide a safe and supportive environment in which students can share ideas and help one another learn.	**Yes**
	b	To create a respectful, compassionate, nurturing, engaging, and physically and emotionally safe place.	
4	a	To promote a strong culture of best effort, high expectations, teamwork, adventure, service, and respect for diversity	**Yes**
	b	To encourage responsibility, respect, compassion, service, and appreciation of diversity in all school community members	
5		To create meaningful student leadership opportunities and a student body authentically engaged in school governance	**Yes**
6	a	To conduct an inclusive annual school review.	**Yes**
	b	To regularly collect and analyze evidence to assess progress toward a common vision, set improvement goals, and develop a comprehensive school improvement plan.	
	c	To engage all members of the community in continuous improvement through a system of shared decision-making and ongoing school review.	

[14] See Capital City PCS Preliminary Charter Review Analysis, attached to this report as Appendix S.
[15] See Capital City PCS Ten-Year Charter Review documents, attached to this report as Appendix R.
[16] See Appendix R.
[17] See Appendix R.

	d	To involve teachers, students, and parents as a collaborative community of reflective learners engaged in ongoing assessment, planning, and action to improve teaching and learning.	
7	a	To personalize teaching and learning through small class sizes, advisory, and flexibility in scheduling and course formats.	**Yes**
	b	To arrange schedules, student grouping, teacher teams, and resources to support high-quality learning expeditions and a school culture based on Expeditionary Learning and Responsive Classroom.	
	c	To utilize the CES philosophy of student-as-worker, teacher-as-coach as the core of instructional practice.	
	d	To provide longer and more flexible blocks of time for project-based learning, fieldwork, team planning, and community-building activities.	
	e	To adopt multi-year teaching to strengthen classroom relationships and improve academic results.	
8	a	Capital City will be a learning community for teachers as well as students. Teachers will receive the training and support they need to successfully implement the educational program and best support individual students.	**Yes**
	b	To create a student-centered environment where teachers encourage students not only to solve problems but to pose problems.	
	c	To establish a tone of unanxious expectation, decency, and trust among students, staff, and families.	
	d	To develop school structures, policies, and rituals that enable adults and students to take risks and go beyond their perceived limits.	
	e	To promote inquiry and innovation in classroom practice, through discussion and critique of instructional practice and of learning expeditions.	
	f	To establish a culture of reflection, critique, revision, and collaboration among teachers and students.	
9	a	To assess learning through portfolios, exhibitions of work, and student performance of authentic tasks.	**Yes**
	b	To use portfolio assessment to demonstrate students' knowledge, skills, and character, and as a means of understanding curriculum and instructional practice.	
	c	To use assessment of student work to discover what students know and how they learn and to improve instruction and curriculum.	
10	a	To implement learning expeditions - long-term, in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork, service, adventure - as the core of teaching and learning.	**Yes**
	b	To see evidence of high academic achievement, critical thinking, essential skills and habits, personal development, and high-quality original work.	
	c	To develop learning expeditions that are clearly linked to DC content standards.	
11		Students will become competent, independent readers.	**Yes**
12		Students will become effective oral and written communicators.	**Yes**
13		Children will be able to reason mathematically and effectively present their thinking to others.	**Partially**
14		To promote critical thinking, high-quality original work, and the acquisition of skills necessary for transition to college or career.	**Yes**
15		To operate the school as a well-run and successful non-profit corporation.	**Yes**
16		To ensure the business operations of the school are in harmony with its mission and educational goals.	**Yes**
17		To develop a stable enrollment and expanding funding sources.	**Yes**
18		To make careful financial decisions without sacrificing the quality of the educational program.	**Yes**

1. Goal: **Parents will attend conferences, exhibitions and showcases of student work, and other events. Parents will volunteer in support of the school.**

Assessment: **Capital City PCS met this goal.** Each year since 2010-11, at least 97% of parents attended at least one student conference during the school year.[18] The school offered three parent conferences a year until its expansion in 2012, when it added a fourth conference for parents in August before the school year began.

Parent Conferences

The school reports that in most grades, parent conferences are led by students, who present their work and discuss progress towards learning targets. Interpreters are available for these conferences upon request. The school's parent attendance conference rate has been 97% or above over the past four school years.[19]

Other Opportunities for Parent Involvement

Capital City PCS describes other opportunities for parent involvement in its renewal application.[20]

- Parents participate in an active Parent School Association ("PSA").
- The school invites parents to attend biannual Celebrations of Learning at each campus, where students exhibit their work from the previous semester.
- In 2013-14, the school offered several parent workshops, including a math workshop at its lower school that was attended by more than 100 families.
- Parents participate in school cultural events, including Hispanic and black history months.
- Parents volunteer to coach sports teams, chaperone fieldwork, and help with other school events.

2a. Goal: **Establish a culture of shared leadership where school staff and parents have a voice in decision-making.**
2b. Goal: **To welcome family members as partners who can play an integral role in shaping the school's culture.**
2c. Goal: **To engage all members of the community in continuous improvement through a system of shared decision-making and ongoing school review.**

Assessment: **Capital City PCS met these goals.** In its renewal application,[21] Capital City PCS describes several ways that staff and parents are involved with school decision-making:

- Parents participate in the PSA, with PSA leadership meeting monthly with school leadership;
- Several working groups comprised of parents and staff helped plan for the school's 2012 expansion and move, giving input on the education programs, the library, the school garden, and playground, among other things.

[18] See parent conference sign-up sheets, attached to this report as Appendix F.
[19] See Appendix F.
[20] See Appendix A, p. 7.
[21] See Appendix A, pp. 7-8.

- Parents and staff are involved in hiring new school leadership.
- Each campus has an Instructional Leadership Team, comprised of teachers who help set campus priorities and goals, and plans for professional development, among other things.
- The Technology Leadership Team is comprised of teachers and plans for technology integration throughout the Capital City PCS campuses.
- In 2012-13, an Equity Planning Team was formed that focuses on issues of race and equity in regards to professional development, hiring, parent engagement, and student experiences.

3a. Goal: **To provide a safe and supportive environment in which students can share ideas and help one another learn.**
3b. Goal: **To create a respectful, compassionate, nurturing, engaging, and physically and emotionally safe place.**

Assessment: **Capital City PCS met these goals.** The school's discipline, attendance, reenrollment, as well as qualitative evidence, supports that the schools met these goals.

Discipline Rates
Capital City PCS's suspension and expulsion rates are detailed below.

PK-8 Suspension Rates				
	2010-11	2011-12	2012-13	2013-14
Capital City PCS – Lower School	1.2%	None	3.7%	5.0%
Capital City PCS – Middle School	10.0%	11.1%	17.1%	10.1%
PK-8 Charter Sector Rate	9.8%	11.8%	13.6%	11.8%

High School Suspension Rates				
	2010-11	2011-12	2012-13	2013-14
Capital City PCS – High School	14.2%	18.7%	12.5%	16.6%
DC Charter High School Average	19.6%	25.0%	23.6%	20.7%

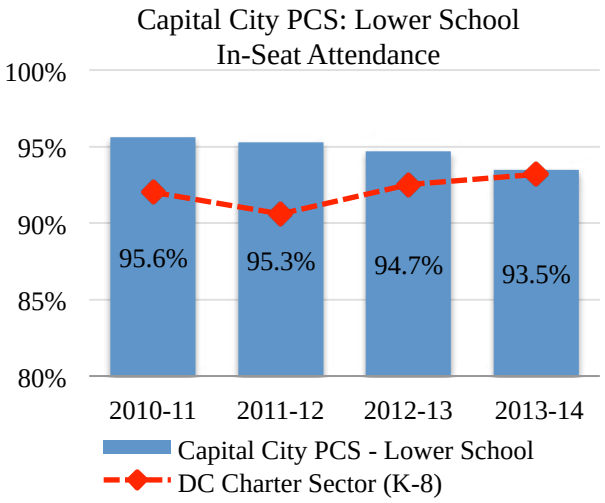
High School Expulsion Rates				
	2010-11	2011-12	2012-13	2013-14
Capital City PCS – High School	1.5% (3 students)[22]	2.5% (7 students)	0.6% (2 students)	1.5% (5 students)
DC Charter High School Average	2.1%	0.5%	0.3%	0.8%

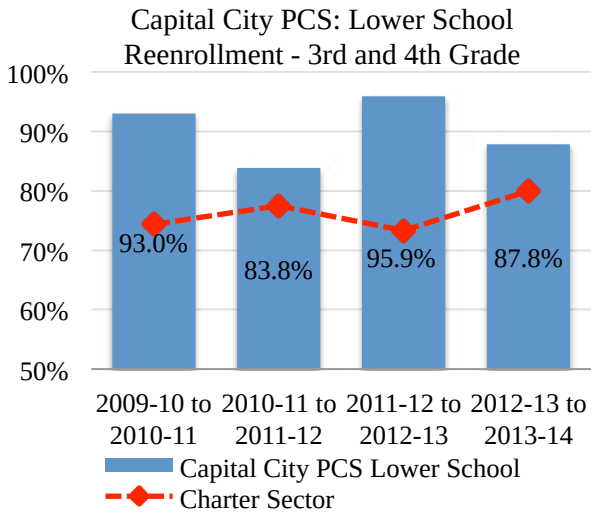
Attendance and Reenrollment
Capital City PCS has exceeded its early childhood attendance targets since 2010-11. Also, its in-seat attendance rates have been above the charter sector average each year since 2010-11. The school's reenrollment rate has exceeded the charter sector at each of its campuses over the past four years.

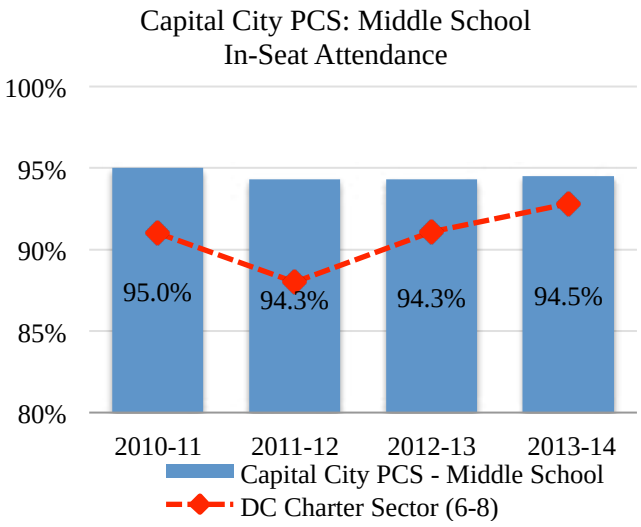
[22] In 2010-11, two middle school students were also expelled from Capital City PCS.

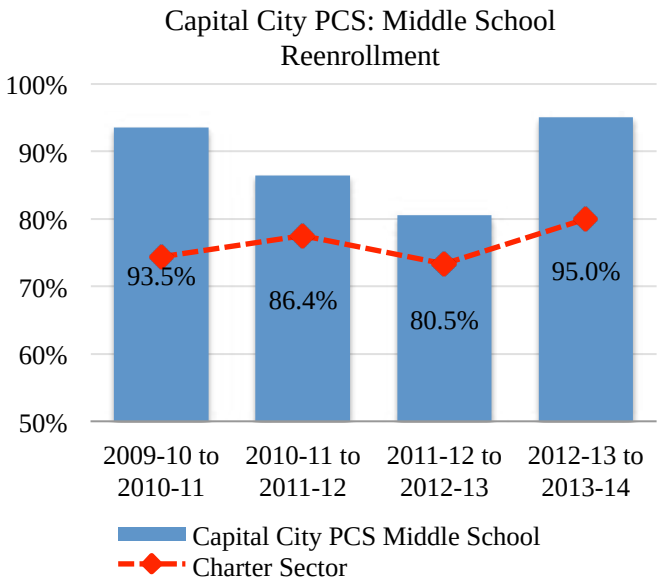
Early Childhood Attendance Targets		
Year	**Target**	**Target Met?**
2010-11	On average, pre-kindergarten through second-grade students will attend school 91% of the days.	**Yes.** The average daily attendance was 95.5%.
2011-12		**Yes.** The average daily attendance was 97.1%.
2012-13		**Yes.** The average daily attendance was 98.2%.
2013-14	In-seat attendance rate – PK3 and PK4 students	**91.5%** Above EC PMF floor of 80.0%
2013-14	In-seat attendance rate – K-2 students	**93.6%** Above EC PMF floor of 82.0%

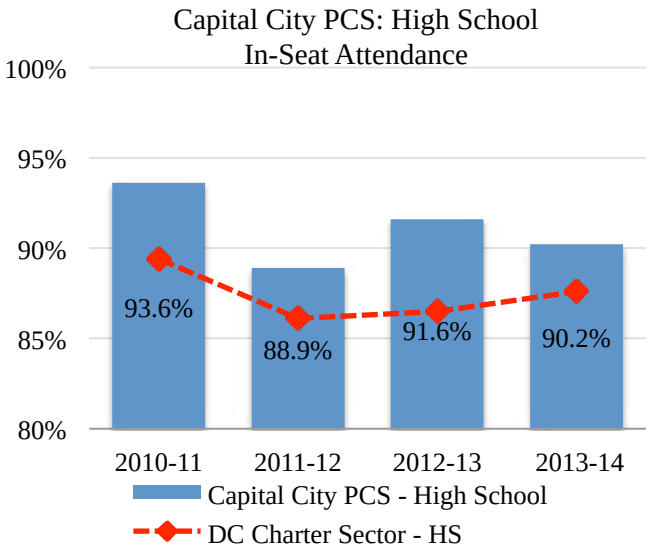
Early Childhood Reenrollment Targets		
Year	**Target**	**Target Met?**
2010-11	At least 85% of eligible pre-kindergarten through second-grade students will reenroll.	**Yes** 92.6% of students reenrolled for the 2011-12 school year.
2011-12		**Yes** 95.8% of students reenrolled for the 2011-12 school year.
2012-13		**Yes** 94.1% of students reenrolled for the 2012-13 school year.
2013-14	Reenrollment rate – K-2 students	**95.1%** Above EC PMF floor of 60.0%

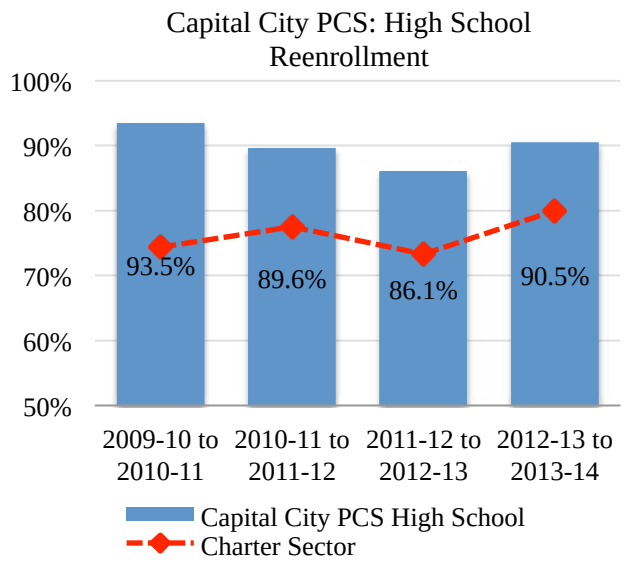

Capital City PCS: Lower School
In-Seat Attendance
100%
95%
90%
85%
80%
95.6%
95.3%
94.7%
93.5%
2010-11
2011-12
2012-13
2013-14
Capital City PCS - Lower School
DC Charter Sector (K-8)


Capital City PCS: Lower School
Reenrollment - 3rd and 4th Grade
100%
90%
80%
70%
60%
50%
93.0%
83.8%
95.9%
87.8%
2009-10 to 2010-11
2010-11 to 2011-12
2011-12 to 2012-13
2012-13 to 2013-14
Capital City PCS Lower School
Charter Sector


Capital City PCS: Middle School
In-Seat Attendance
100%
95%
90%
85%
80%
95.0%
94.3%
94.3%
94.5%
2010-11
2011-12
2012-13
2013-14
Capital City PCS - Middle School
DC Charter Sector (6-8)


Capital City PCS: Middle School
Reenrollment
100%
90%
80%
70%
60%
50%
93.5%
86.4%
80.5%
95.0%
2009-10 to 2010-11
2010-11 to 2011-12
2011-12 to 2012-13
2012-13 to 2013-14
Capital City PCS Middle School
Charter Sector


Capital City PCS: High School
In-Seat Attendance
100%
95%
90%
85%
80%
93.6%
88.9%
91.6%
90.2%
2010-11
2011-12
2012-13
2013-14
Capital City PCS - High School
DC Charter Sector - HS


Capital City PCS: High School
Reenrollment
100%
90%
80%
70%
60%
50%
93.5%
89.6%
86.1%
90.5%
2009-10 to 2010-11
2010-11 to 2011-12
2011-12 to 2012-13
2012-13 to 2013-14
Capital City PCS High School
Charter Sector

Qualitative Evidence

As part of the review process, in January 2014, PCSB conducted a Qualitative Site Review ("QSR") of each of Capital City PCS's three campuses.[23] PCSB reviewers observed the following evidence in support of these goals. At each Capital City PCS campus, PCSB reviewers found 80% or more of the teaching staff to be proficient or exemplary on the Classroom Environment domain of Charlotte Danielson's *Framework for Teaching*.

Lower School	Talk between teachers and students and among students was uniformly respectful. Teachers consistently referred to students as "friends" and demonstrated warmth and caring through personalized conversations.[24]
Middle School	In 80% of observations, "teachers and students were uniformly respectful with one another. Teachers spoke to students in a positive voice. Teachers were tactful and positive in giving feedback to students, even when making corrections."[25]
High School	Throughout the classrooms, teachers and students were respectful of and friendly towards one another; teachers held genuinely high expectations of student behavior; classroom procedures functioned effectively, resulting in little loss of instructional time; and teachers proactively managed student behavior.[26]

4a. Goal: **To promote a strong culture of best effort, high expectations, teamwork, adventure, service, and respect for diversity.**

4b. Goal: **To encourage responsibility, respect, compassion, service, and appreciation of diversity in all school community members.**

Assessment: **Capital City PCS met these goals.** There is much evidence in the school's record that it has promoted the culture described in these goals. In particular, in the school's January 2014 QSR, PCSB reviewers found numerous examples of the school meeting these goals, in particular that students treated each other and Capital City PCS staff members respectfully.[27]

Service

Capital City PCS describes in its renewal application how each campus has established a culture of service among its community.[28]

Lower Campus	• Each week, all students and staff participate in a "campus-wide service time" where teachers lead student groups in contributing to the school community. • As part of a learning expedition, first grade students "raised awareness about Colony Collapse Disorder" at the local farmers market and raised money for

[23] See Capital City PCS Lower, Middle, and High School Qualitative Site Review reports, attached to this report as Appendices G, H, and I, respectively.
[24] See Appendix G, p. 12.
[25] See Appendix H, p. 8.
[26] See Appendix I, p. 2.
[27] See Appendix H, p. 5; Appendix I, p. 8.
[28] See Appendix A, pp. 11-12.

	beehives for the school by selling beeswax candles."
Middle Campus	• Each Crew develops a community service project. Past projects include collecting art supplies for a hospital, and volunteering at an animal shelter. • As part of a learning expedition about immigration, students "researched and told the life story of immigrants within our community and raised awareness about immigrant rights."
High Campus	• Completing 100 hours of community service is a graduation requirement. • Advisory groups develop community service projects. • In 2013-14, high school students began a tutoring group for lower school students. • As part of a learning expedition about fish ecology, students raise and release fish into the DC ecosystem.

Adventure

Capital City PCS employs a full-time Adventure Coordinator who organizes adventures for students. The school writes in its renewal application that adventures are often connected to learning expeditions, and describes adventures including "hiking, rock climbing, swimming, ice skating, and canoeing."[29]

Appreciation of Diversity

During the January 2014, QSR, PCSB reviewers found that Capital City PCS "school appeared to appreciate diversity. Classroom libraries contained a variety of multicultural literature. A few hall displays celebrated the school staff's different cultures; displays showed staff and their families in authentic clothes that represented their heritages."[30]

In its renewal application, Capital City PCS described its staff equity initiative:

> Following the significant expansion of 2012-13, Capital City embarked on an equity initiative, led by an equity steering committee comprised of staff members from all campuses. The school committed a significant amount of professional development days before and during the 2012-13 school year to this equity work. The entire staff, including faculty as well as central office, operations, facilities, and food service staff, was included in the sessions, which utilized groups of approximately 30-40 people each. These groups were led by internal facilitators and remained stable throughout the duration of the school year. Over the course of the year, facilitators led their groups through various workshops and sessions, requiring staff to grapple with ideas that were at times uncomfortable and new. Staff members were challenged to have courageous conversations and to speak their truth in the context of their equity working groups.[31]

[29] See Appendix A, p. 13.
[30] See Appendix G, p. 8.
[31] See Appendix A, p. 13.

5. Goal: **To create meaningful student leadership opportunities and a student body authentically engaged in school governance.**

Assessment: **Capital City PCS met this goal.** Capital City PCS described numerous student leadership and governance opportunities for its high school students, as follows.

- Upper class students lead an annual four-week freshman orientation.
- Eleventh grade students are selected to manage grade level meetings, team building activities, and community service projects.
- Rising twelfth grade students nominate and elect senior class officers.
- High school students founded a Gay-Straight Alliance.

Capital City PCS also describes in its renewal application how its students were engaged in its 2012 expansion:

- Seventh and Eighth grade students studied green building, and presented research and recommendations for the new school in front of the Capital City PCS Board of Trustees.
- First and second grade students designed the school's new playground as part of a healthy bodies expedition. "They visited local playgrounds…, surveyed students…, met with architects and safety experts, and presented their final design recommendations to the Kaboom! Design Committee."
- Students gave input on the new school's athletic spaces, gardens, and library.

6a. Goal: **To conduct an inclusive annual school review.**
6b. Goal: **To regularly collect and analyze evidence to assess progress toward a common vision, set improvement goals, and develop a comprehensive school improvement plan.**
6c. Goal: **To engage all members of the community in continuous improvement through a system of shared decision-making and ongoing school review.**
6d. Goal: **To involve teachers, students, and parents as a collaborative community of reflective learners engaged in ongoing assessment, planning, and action to improve teaching and learning.**

Assessment: **Capital City PCS met these goals.** Each year, as part of the Expeditionary Learning curriculum, the school reviews its implementation of that program, focusing on curriculum, instruction, assessment, culture, character, and leadership.[32] These reviews are used by the school to improve its Expeditionary Learning program each year.

The school also analyzes academic data, including student performance on internal and external assessments. The school annually presents this data to staff and parents, to seek their input in how to improve the school's academic programming each year.

[32] See Capital City PCS 2013-14 Expeditionary Learning Implementation Review Report, attached to this report as Appendix Q.

Qualitative Evidence

During the January 2014 QSR, PCSB reviewers observed the following qualitative evidence in support of these goals.

Lower School	In math classes, teachers asked students to explain their methodology to their small groups. When students were stuck in their explanations, teachers assisted them with prompting questions, such as "What did you do next to solve the problem?" In one classroom, when a student's methodology was slightly off, the teacher asked the rest of the small group, "Does anyone have a difference of opinion?" Teachers praised students for their explanations of how to attack a problem and said, "You used a great strategy!"[33]
Middle School	In several classrooms students engaged in a feedback critique processes designed to help students develop quality work aligned to the learning targets. Students reflected on prior knowledge of themes in Harlem Renaissance poetry and compared and contrasted these themes with themes from modern day music.[34]

7a. Goal: **To personalize teaching and learning through small class sizes, advisory, and flexibility in scheduling and course formats.**

7b. Goal: **To arrange schedules, student grouping, teacher teams, and resources to support high-quality learning expeditions and a school culture based on Expeditionary Learning and Responsive Classroom.**

7c. Goal: **To utilize the CES philosophy of student-as-worker, teacher-as-coach as the core of instructional practice.**

7d. Goal: **To provide longer and more flexible blocks of time for project-based learning, fieldwork, team planning, and community-building activities.**

7e. Goal: **To adopt multi-year teaching to strengthen classroom relationships and improve academic results.**

Assessment: **Capital City PCS met these goals.**

The school describes in its renewal application that "at the middle and high school level, students are part of advisories or crews of 10-12 students that meet daily with an advisor and engage in a process for sharing and discussing critical issues."[35] Each student's schedule allows for longer blocks of time to allow them to focus on their Expeditionary Learning projects, including time for students to conduct fieldwork related to these projects.

Teachers' schedules allow for common planning time, including a weekly grade level meeting where teachers "coordinate expedition plans, academic expectations, and teaching strategies."[36] Additionally, scheduling allows for teaching teams to consult with administrators. There are two primary types of consultations – inclusion consulting is led by the Director of Student Services to discuss individual

[33] See Appendix G, p. 6.
[34] See Appendix H, p. 4.
[35] See Appendix A, p. 9.
[36] See Appendix A, p. 17.

students' needs, and academic consulting relates to analyzing student data and discussing student progress towards goals.

Qualitative Evidence

During the January 2014 QSR, PCSB reviewers observed the following qualitative evidence in support of these goals.

Lower School	The QSR team observed small student-to-teacher ratios in each class (approximately eight to ten students for every teacher in the room). Most classes had two staff, a teacher and teaching fellow, working with students; additional staff, including instructional assistants and inclusion specialists, also worked with students. The multiple staff members in each room were able to work with small groups of students (about three to four students each) and interact individually with students.[37] … Teachers circulated classrooms during independent work time, and when a student was stuck, the teacher asked questions and allowed the student to explain his/her thought process to get started working again. During whole group instruction, teachers presented strategies to solve math or writing problems and let students choose which strategies would work best. Many teachers provided specific feedback to students to help them refine their strategies. During small groups, teachers initiated conversations but then encouraged fellow students to respond to one another.[38]
Middle School	Teachers modeled the assignment and then circulated around the classroom to monitor and help individual students or students working in groups. Teachers often initiated the conversation and then encouraged students to think about how they arrived at solutions.[39]

8a. Goal: **Capital City will be a learning community for teachers as well as students. Teachers will receive the training and support they need to successfully implement the educational program and best support individual students.**

8b. Goal: **To create a student-centered environment where teachers encourage students not only to solve problems but to pose problems.**

8c. Goal**: To establish a tone of unanxious expectation, decency, and trust among students, staff, and families.**

8d. Goal: **To develop school structures, policies, and rituals that enable adults and students to take risks and go beyond their perceived limits.**

8e. Goal: **To promote inquiry and innovation in classroom practice, through discussion and critique of instructional practice and of learning expeditions.**

8f. Goal: **To establish a culture of reflection, critique, revision, and collaboration among teachers and students.**

[37] See Appendix G, p. 9.
[38] See Appendix G, pp. 9-10.
[39] See Appendix H, p. 6.

Assessment: **Capital City PCS met these goals.** The school discusses its adventure and professional development programs as evidence that the school met these goals. Additionally, there is significant qualitative evidence supporting that the school met these goals. Overall, the school has built a strong culture conducive to learning. For example, at the Capital City PCS – High School, "teachers modeled trust and unanxious expectations; teachers and students spoke frankly about their challenges, such as preparing for tests, time management, and planning. Students appeared to have strong relationships with their mentors built on frank feedback…"[40]

Adventure Program

Capital City PCS employees a full-time Adventure Coordinator who plans and leads full-day trips for classes throughout the school year, including hiking, rock climbing, ice skating, and canoeing. The school writes in its renewal application that "these trips allow students to try new activities, engage in a group experience, take risks, and experience the outdoors."[41]

Reflection/revision

The school writes that students often "include a reflection sheet for each piece of work that is placed in their portfolio, and students are expected to be able to articulate how and why they have revised a particular piece of work."[42]

Teachers collaborate by conducting peer observations of colleague's classrooms.[43] Each Wednesday afternoon, students are dismissed early, and all teachers participate in professional development, with topics for the most part chosen by the school's teacher-led Instructional Leadership Team. At times, the school offers differentiated professional development sessions for teachers to choose among.[44]
In classroom observations, teachers modeled trust and unanxious expectations; teachers and students spoke frankly about their challenges, such as preparing for tests, time management, and planning. Students appeared to have strong relationships with their mentors built on frank feedback…"[45]

Qualitative Evidence

PCSB reviewers observed the following qualitative evidence in support of the review.

Lower School	Teachers referred to students as "friends" and to their classrooms as "families". To help staff with unanxious expectations, there is obvious extended planning time. This was evidenced by the effective co-teaching routines in the classroom… On Wednesday morning during Whole School Meeting, the school promoted a sense of whole-school community by singing songs

[40] See Appendix I, p. 8.
[41] See Appendix A.
[42] See Appendix A, p. 19.
[43] See Appendix A, p. 19.
[44] See Capital City PCS 2013-14 professional development calendars, attached to this report as Appendix J.
[45] See Appendix I, p. 8.

	together and playing games. The focus of this meeting appeared to be on community and school values.[46]
Middle School	The team observed students openly and nicely talking to and working with teachers and each other, showing that there was an underlying trust and rapport among all staff and students.[47]
High School	In classroom observations, teachers modeled trust and unanxious expectations; teachers and students spoke frankly about their challenges, such as preparing for tests, time management, and planning. Students appeared to have strong relationships with their mentors built on frank feedback…"[48]

9a. Goal: **To assess learning through portfolios, exhibitions of work, and student performance of authentic tasks.**
9b. Goal: **To use portfolio assessment to demonstrate students' knowledge, skills, and character, and as a means of understanding curriculum and instructional practice.**
9c. Goal**: To use assessment of student work to discover what students know and how they learn and to improve instruction and curriculum.**

Assessment: **Capital City PCS met these goals.** All Capital City PCS students prepare a portfolio over the course of the school year that they present to their parents twice a year at a student-led conference.[49] In the eighth and tenth grades, students prepare a "Passage Portfolio" that they present to a scoring panel. Capital City PCs notes that these students must "pass these panel presentations to matriculate to the next grade level."[50]

Lower School	Classrooms and hallways were covered in unique student work, such as bio poems, Hopes and Dreams assignments, expeditionary learning questions and research, and math explorations…
Middle School	The team observed students openly and nicely talking to and working with teachers and each other, showing that there was an underlying trust and report among all staff and students.[51] … The QSR team observed that the hallways and classroom walls contained a myriad of student work, including class assignments and projects, and the progression of student performance. Students also shared their portfolios with other students in Crew class.[52]
High School	[T]here were several in-depth posters of student work posted in hallways and in some classrooms. These posters included student research on China and vocabulary posters with definitions, synonyms, and examples. [53]

[46] See Appendix G, p. 7.
[47] See Appendix H, p. 4.
[48] See Appendix I, p. 8.
[49] See Appendix C, p. 27.
[50] See Appendix C, p. 28.
[51] See Appendix H, p. 4.
[52] See Appendix H, p. 6.
[53] See Appendix I, pp. 10-11.

10a. Goal: **To implement learning expeditions - long-term, in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork, service, adventure - as the core of teaching and learning.**
10b. Goal: **To see evidence of high academic achievement, critical thinking, essential skills and habits, personal development, and high-quality original work.**
10c. Goal: **To develop learning expeditions that are clearly linked to DC content standards.**

Assessment: **Capital City PCS met these goals.** The school has consistently implemented the Expeditionary Learning over the course of its charter. Students in most grade levels complete two expeditions per year, one of which usually has a humanities focus, and the other a focus on science. Learning Expeditions are aligned with Common Core standards for all academic subjects except for science, which is aligned with The Next Generation Science Standards. Eleventh grade students complete one year-long learning expedition. All twelfth grade students complete a senior expedition, through which students select a topic, "conduct research, meet with experts, design a project, complete a research paper, and present to a panel."[54] 2013-14 Learning Expeditions are detailed in the table below.

Grade	Fall Expedition Topic	Spring Expedition Topic
PK	Families	Herbs
K	Pigeons	"Music Tells A Story"
1	Healthy Bodies	Bees!
2	Water	Homes
3	Rock Creek Park	Native Americans
4	"Africa is Not A Country"	Colonial America
5	Know Your Rights!	Chesapeake Bay

Grade	Fall Expedition Topic	Spring Expedition Topic
6	Our Community	Civil War
7	Immigration	Oceans in Crisis
8	Ancient Civilizations	Food
9	Fish Ecology	World Religions
10	Injustice	Water Quality
11	Food Justice	
12	Senior Expedition	

Qualitative Evidence
During the January 2014 QSR, PCSB reviewers observed the following qualitative evidence in support of these goals.

Lower School	The school designated expeditionary projects for each grade level. Evidence of the projects this far in the school year were posted in classrooms and hallways. Students in pre-kindergarten were exploring "Putting the Garden to Sleep;" during the QSR visits, students discussed how to care for a garden during the winter. Third graders were exploring Rock Creek Park and second graders were exploring water. Some of the questions associated with their expeditions were

[54] See Appendix A.

	"Why does water exist?", "Was there more water 100 years ago?", and "Why are people picking up trash?" Students in both grades had visited Rock Creek Park monthly this year, collected evidence from the park, and talked with Park Rangers to answer some of their questions. Students also conducted science experiments about water to answer some of their questions. The students had mixed water with other substances and tested water at different temperatures to see what happened. The fourth graders had expedition hour on their Friday schedules. The students were exploring the similarities and differences between Egypt and Mali. On the wall of the classroom was a graphic organizer with questions of what they wanted to learn and what they had learned so far. The students explored griot storytelling (oral record of African tribal history) during class and the teacher stated a professional griot storyteller would be visiting soon.[55]
Middle School	The school designed expeditionary projects for each grade level in the middle school. The QSR review team saw evidence of learning expeditions in classrooms and in the hallways. Eighth graders completed an expedition entitled "Super-Sized or Civilized" in Science and Humanities and went to the art museum as part of the expedition. The sixth grade expedition focused on culture and community of students' families and of the school.[56]

11. Goal: **Students will become competent, independent readers.**

Assessment: **Capital City PCS met this goal.** The school's overall reading proficiency has remained at or near the state average over the course of its expansion. Reading MGP remained near 50 throughout the expansion, aside from a dip in the MGP of third and fourth grade students in 2012-13.[57] While for most part the school's SWD reading proficiency rate remained at the state SWD average over the past four years, the reading proficiency of the school's third through eighth grade ELL students has been below the state average during this time.

Early Childhood Literacy

While the school met all pre-kindergarten literacy targets, it had mixed performance in meeting its literacy growth and proficiency targets for kindergarten through second grade students.

Early Childhood Reading Progress		
Year	**Target**	**Target Met?**
2010-11	At least 89% of pre-kindergarten and kindergarten students will demonstrate progress on at least three of the six key grade level literacy indicators by the spring administration on the Phonemic Awareness Literacy Screening ("PALS") assessment (or score at the 100% mark).	**Yes** (100% of students demonstrated progress or scored at the 100% mark.)

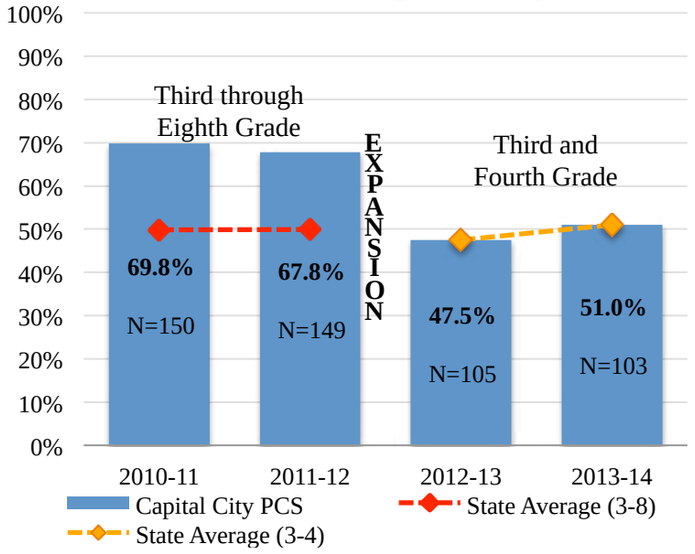
[55] See Appendix G, p. 8.
[56] See Appendix H, p. 5.
[57] PCSB's policy is to analyze and report two-year MGPs. However, as part of Capital City PCS's 2012-13 expansion, its lower and middle school campuses were classified as new campuses, with PCSB reporting a one-year MGP them. As such, in this report both one- and two-year MGPS are included for 2012-13 and 2013-14.

2011-12	At least 89% of pre-kindergarten and kindergarten students will demonstrate progress on at least three of the six key grade level literacy indicators by the spring administration on the PALS assessment (or score at the 100% mark).	**Yes** (100% of students demonstrated progress or scored at the 100% mark.)
2012-13		**Yes** (95.0% of students demonstrated progress or scored at the 100% mark.)
2013-14	Rate of pre-kindergarten-3 and -4 students achieving one year of growth or scoring proficient on the Teaching Strategies GOLD assessment.	**88.9% of students** Exceeded 60% EC PMF Score

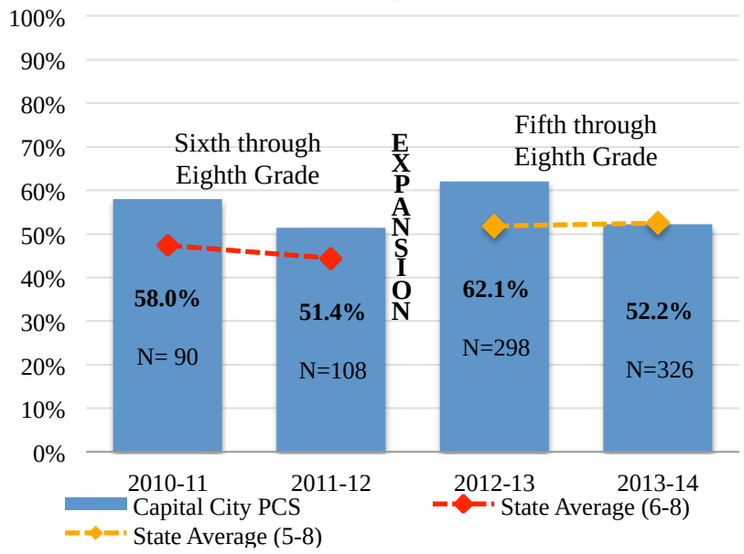
Early Childhood Reading Progress		
Year	**Target**	**Target Met?**
2010-11	At least 70% of first- and second- grade students will make at least the projected level of growth on the DRA.	**No** (60% of students made at least a year of growth.)
2011-12	70% of first and second- grade students will make at least the projected level of growth on the DRA.	**Yes** (75% of students made at least a year of growth.)
2012-13	70% of first and second- grade students will make at least the projected level of growth on the DRA.	**No** (68.0% of students made at least a year of growth.)

Early Childhood Reading Literacy		
Year	**Target**	**Target Met?**
2010-11	At least 70% of kindergarten through second grade students will score at or above grade level on the Developmental Reading Assessment (“DRA”).	**No** (62% of students scored at or above grade level.)
2011-12	70% of kindergarten through second grade students will score at or above grade level on the DRA.	**Yes** (73.2% of students scored at or above grade level.)
2012-13	70% of kindergarten through second grade students will score at or above grade level in reading on the DRA.	**No** (57.0% of students scored at or above grade level.)
2013-14	Rate of kindergarten through second grade students achieving one year of growth or scoring proficient on the PALS (K) or DRA (1st and 2nd) assessment.	**81.3% of students** Exceeded 60% EC PMF Score

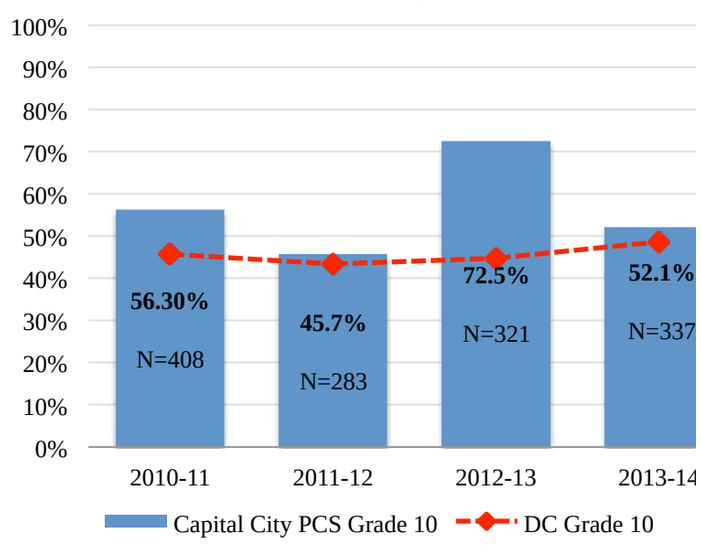
Capital City PCS: Lower School
DC CAS Reading Proficiency



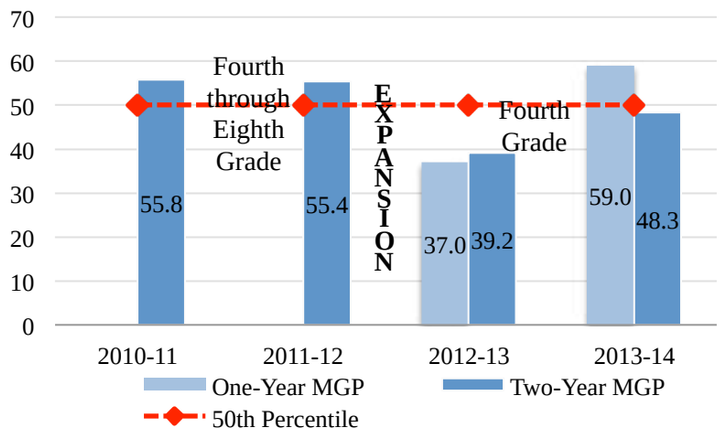
Capital City PCS: Middle School
DC CAS Reading Proficiency



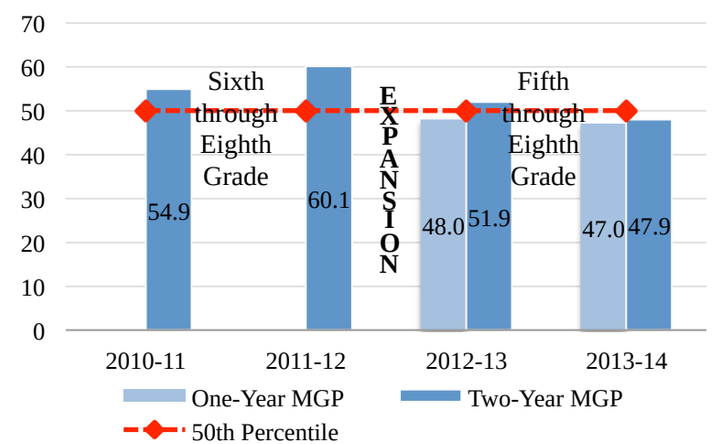
Capital City PCS: Grade 10
DC CAS Reading Proficiency



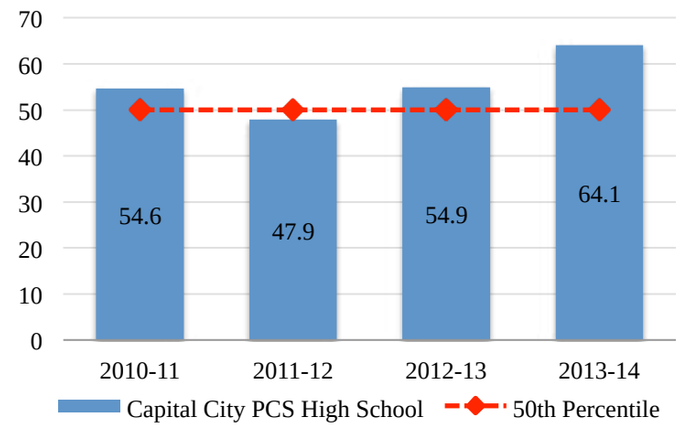
Capital City PCS- Lower School
Reading MGP

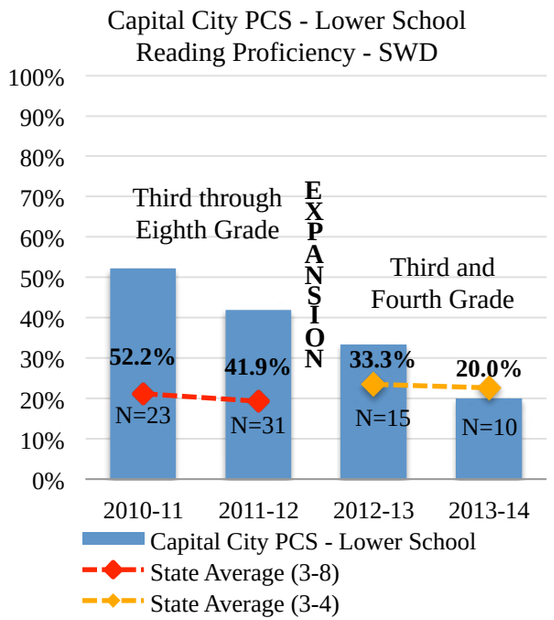


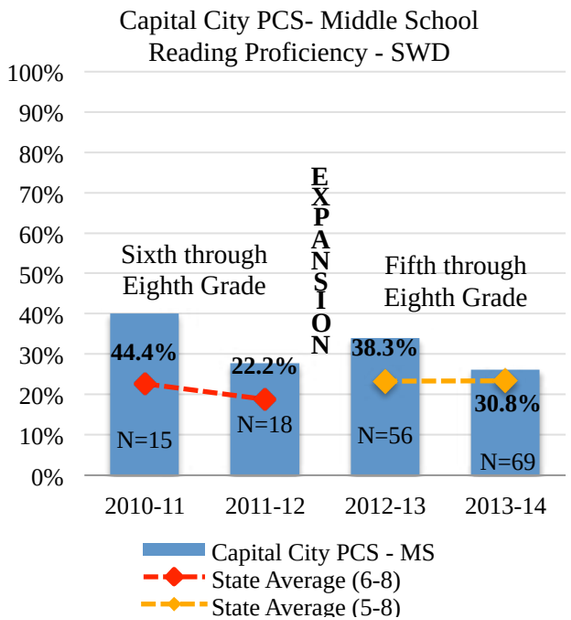
Capital City PCS- Middle School
Reading MGP

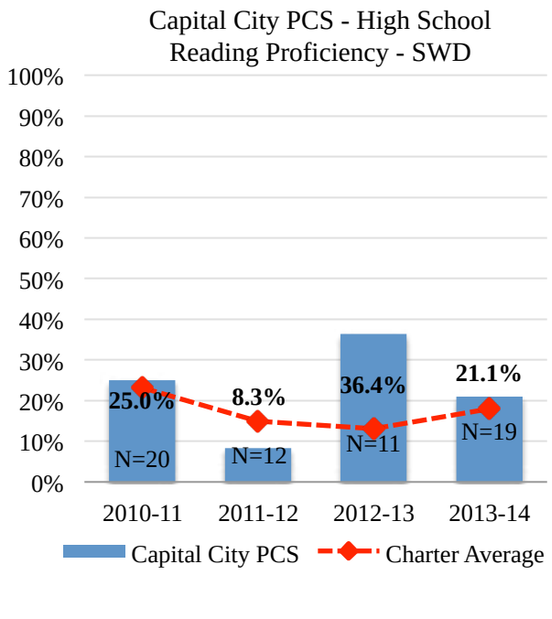


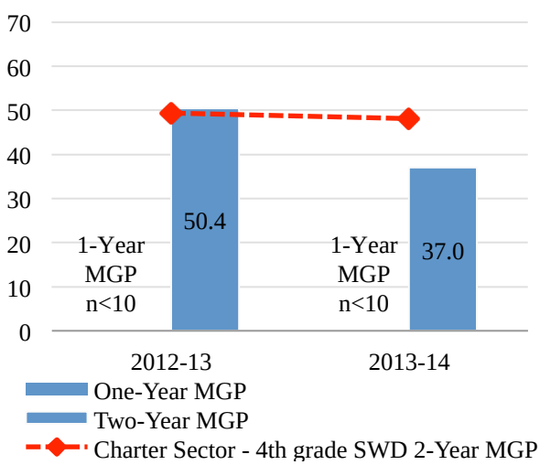
Capital City PCS-High School
Reading 2-Year MGP

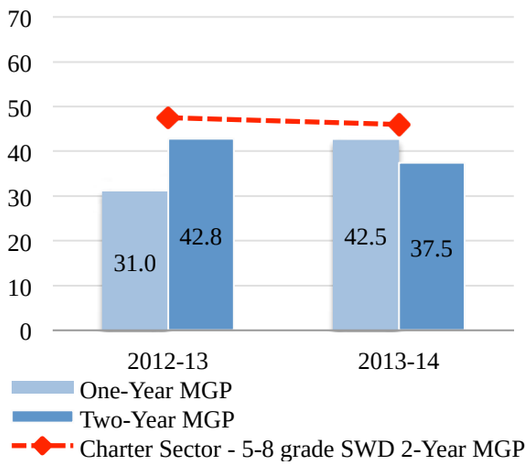


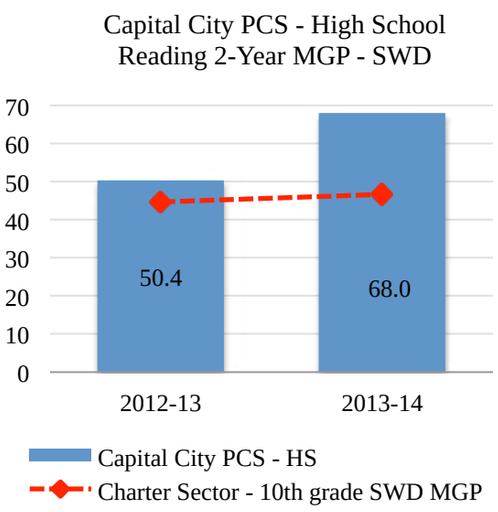

Capital City PCS - Lower School
Reading Proficiency - SWD
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Third through
Eighth Grade
EXPANSION
Third and
Fourth Grade
52.2%
41.9%
33.3%
20.0%
N=23
N=31
N=15
N=10
2010-11
2011-12
2012-13
2013-14
Capital City PCS - Lower School
State Average (3-8)
State Average (3-4)


Capital City PCS- Middle School
Reading Proficiency - SWD
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Sixth through
Eighth Grade
EXPANSION
Fifth through
Eighth Grade
44.4%
22.2%
38.3%
30.8%
N=15
N=18
N=56
N=69
2010-11
2011-12
2012-13
2013-14
Capital City PCS - MS
State Average (6-8)
State Average (5-8)

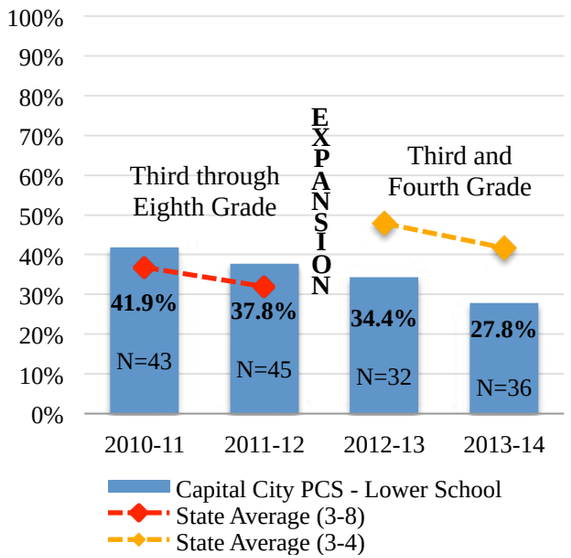

Capital City PCS - High School
Reading Proficiency - SWD
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
25.0%
8.3%
36.4%
21.1%
N=20
N=12
N=11
N=19
2010-11
2011-12
2012-13
2013-14
Capital City PCS
Charter Average


Capital City PCS- Lower School
Reading MGP - SWD
70
60
50
40
30
20
10
0
1-Year
MGP
n<10
50.4
1-Year
MGP
n<10
37.0
2012-13
2013-14
One-Year MGP
Two-Year MGP
Charter Sector - 4th grade SWD 2-Year MGP

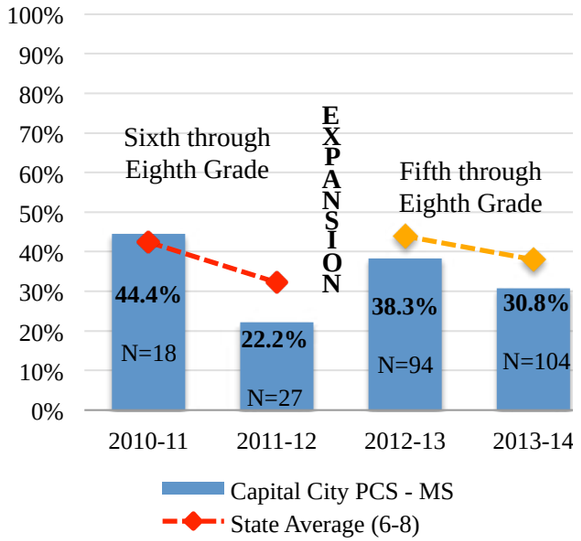

Capital City PCS- Middle School
Reading MGP - SWD
70
60
50
40
30
20
10
0
31.0
42.8
42.5
37.5
2012-13
2013-14
One-Year MGP
Two-Year MGP
Charter Sector - 5-8 grade SWD 2-Year MGP


Capital City PCS - High School
Reading 2-Year MGP - SWD
70
60
50
40
30
20
10
0
50.4
68.0
2012-13
2013-14
Capital City PCS - HS
Charter Sector - 10th grade SWD MGP

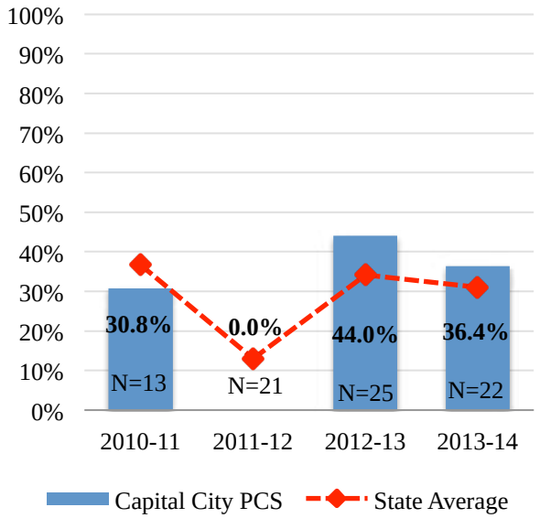
Capital City PCS- Lower School
Reading Proficiency - ELL



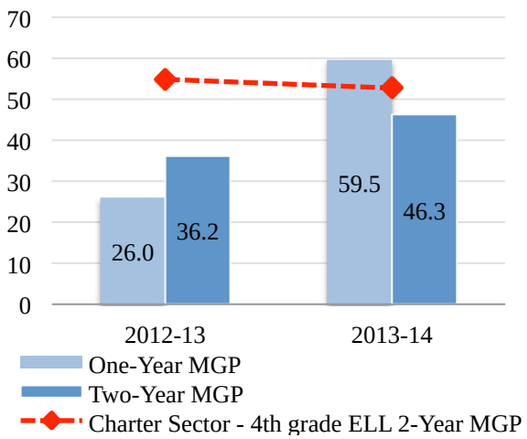
Capital City PCS- Middle School
Reading Proficiency - ELL



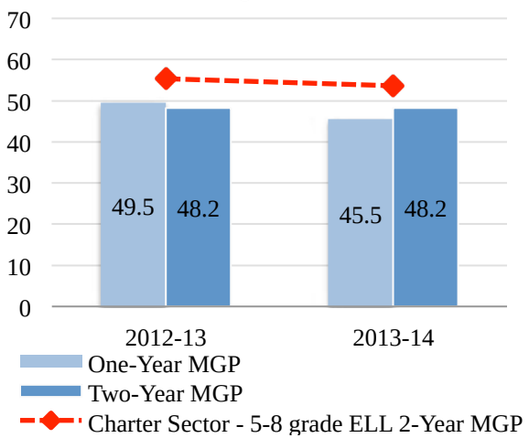
Capital City PCS-High School
Reading Proficiency - ELL



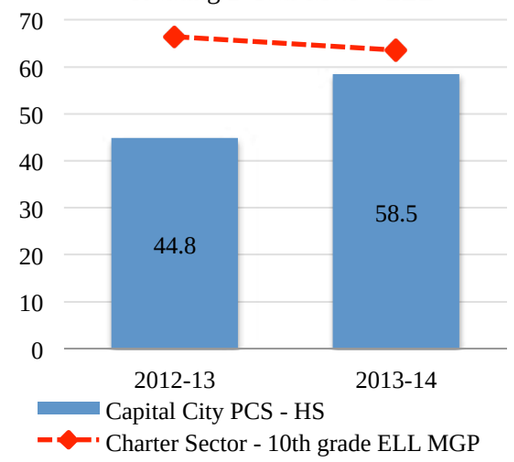
Capital City PCS- Lower School
Reading MGP - ELL



Capital City PCS- Middle School
Reading MGP - ELL



Capital City PCS-High School
Reading 2-Year MGP - ELL



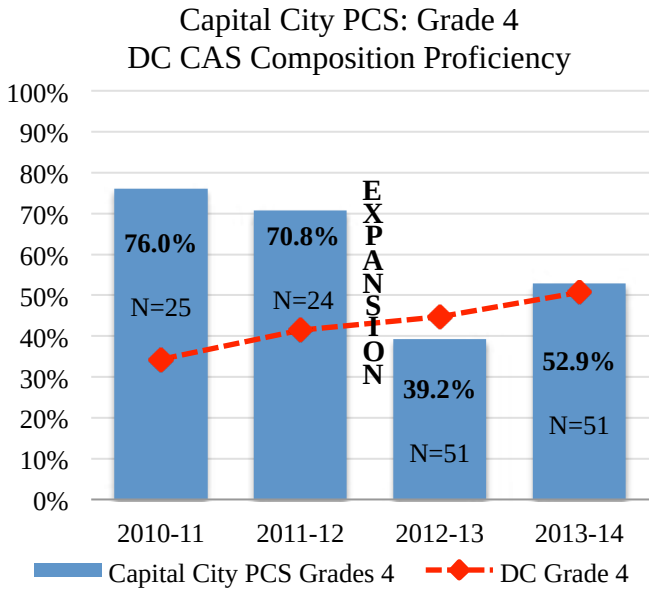
Qualitative Evidence

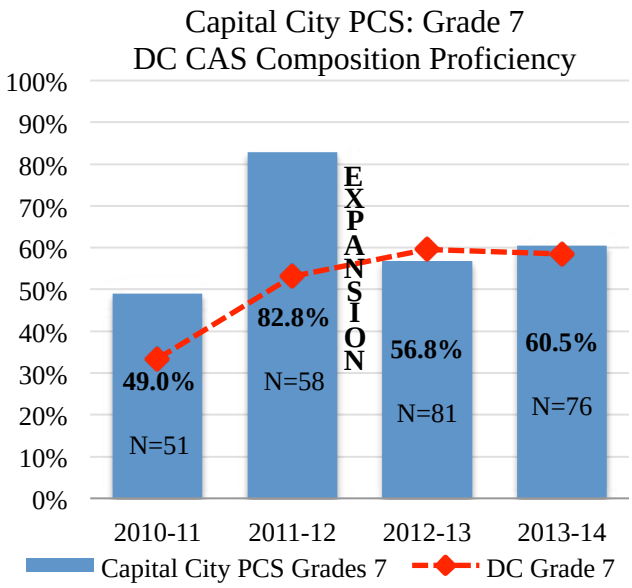
In 2014, 75%, 80%, and 65% of total classroom observations were rated proficient or exemplary in Instructional Delivery at Capital City PCS's lower, middle, and high schools, respectively. PCSB reviewers observed the following qualitative evidence in support of the goal.

Lower School	On the wall of each classroom were rules for independent reading, such as "quiet", "by yourself", and "read the whole time". Students followed these rules as they read… Teachers tracked the number of minutes the class read independently, usually on the board. After independent reading, the teachers moved to guided reading with small groups and independent writing for other students."[58]
Middle School	When teachers asked students to read material aloud, they did so with ease. Posters, expeditionary portfolios, mantras, activities and other information posted on walls encouraged students to read independently. School-wide activities included Word of the Week Chart posted in the wall in the hall and Mystery Word Puzzle folders posted in the hallways, where students can take a worksheet and solve the mystery. Teachers encouraged students to borrow books from the Book Nook is in the hall and the team saw several students sitting on the floor in the hall reading books.[59]
High School	The QSR team noted in particular the high-level academic articles that students read, even in courses other than English. Teachers supported students in reading these challenging materials by scaffolding content and helping students with difficult vocabulary. Students were required to comprehend grade-level text in order to participate in open discussions of class materials.

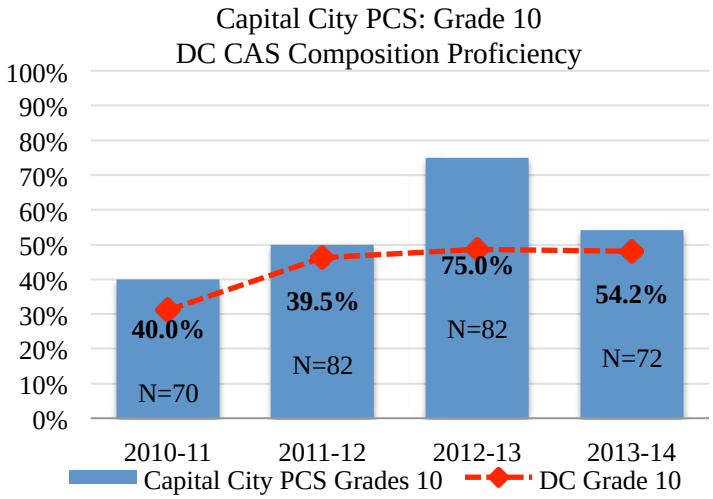
12. Goal: **Students will become effective oral and written communicators.**

Assessment: **Capital City PCS met this goal.** Through its expansion, Capital City PCS's DC CAS composition rates have remained for the most part at or above the charter sector.





[58] See Appendix G, p. 5.
[59] See Appendix H, p. 3.



Qualitative Evidence

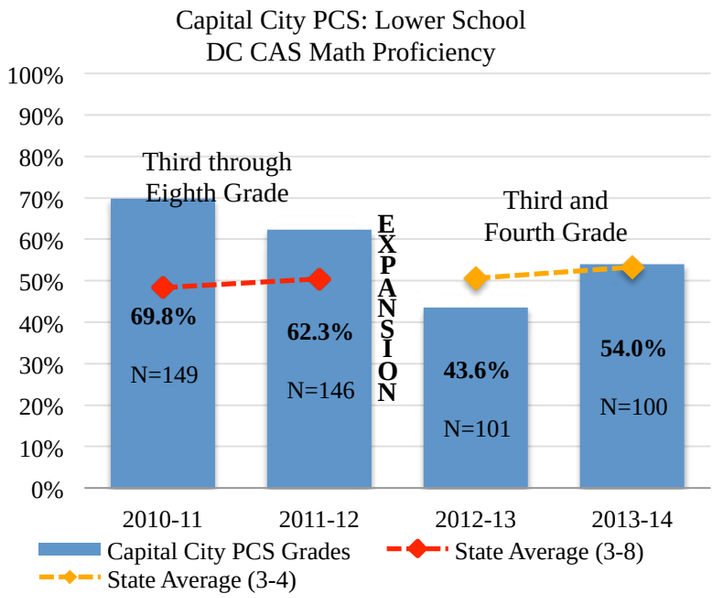
PCSB reviewers observed the following qualitative evidence in support of the review.

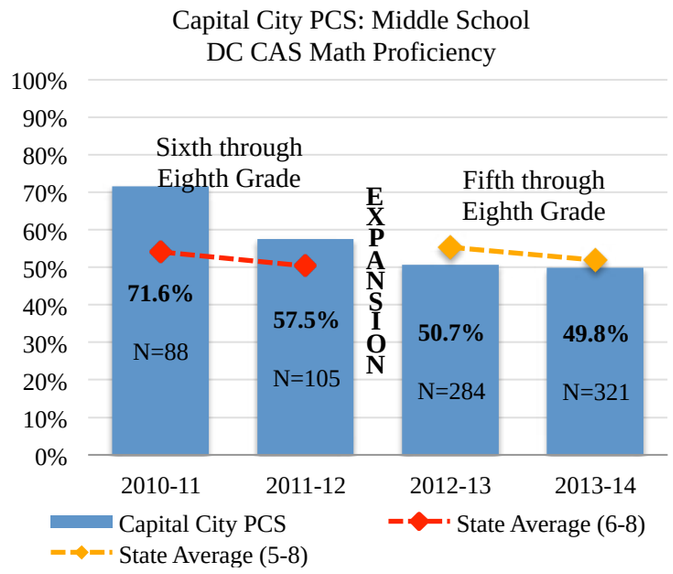
Lower School	The QSR team observed the school implementation of the Writer's Workshop model consistently from pre-kindergarten through fourth grades… Teachers used turn-and-talk and "table talk" during activities, lunch, and snack time to allow students to practice oral communication.[60]
Middle School	In most classrooms, students participated in discussions with the entire class and with partners, following posted discussion norms. In a social studies class, students developed research papers following predetermined steps.[61]
High School	In several classes, students were required to read the lesson material (sometimes aloud) and then participate in an open discussion of the material. Students wrote history essays, persuasive arguments, and symbolism essays… Students throughout the observations communicated effectively, using age- appropriate vocabulary and correct standard English.

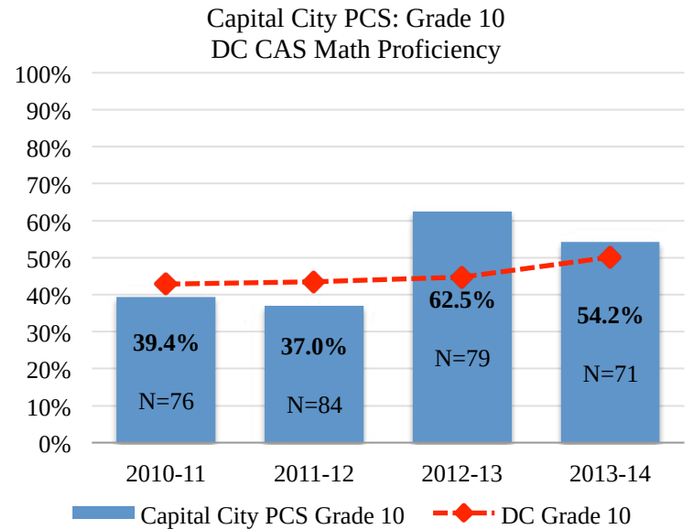
13. Goal: **Children will be able to reason mathematically and effectively present their thinking to others.**

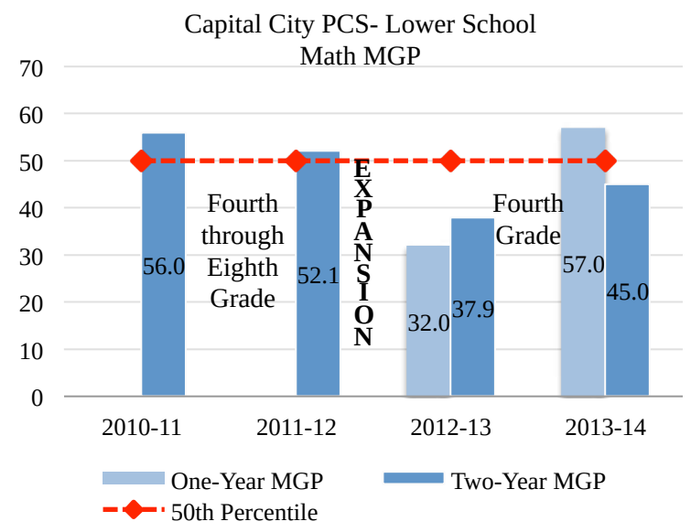
Assessment: **Capital City PCS partially met this goal.** Capital City PCS's overall math proficiency rates remained near or at the sector average throughout its expansion, with its high school math proficiency rate exceeding the sector average over the past two years. However, the school's math two-year MGP was low in 2012-13 and 2013-14 across grades, except for tenth grade students in 2013-14, with a math MGP of 51.6. Capital City PCS's middle school SWD math proficiency and MGP are particularly low (21.7% and 34.5%, respectively, in 2013-14) The school's one-year MGP rate is showing an upward trend. In 2011-12, before the expansion, its middle school ELL math proficiency was 24.2 percentage points below the sector average, with a 23.0 and 17.9 percentage point gap remaining in 2012-13 and 2013-14, respectively.

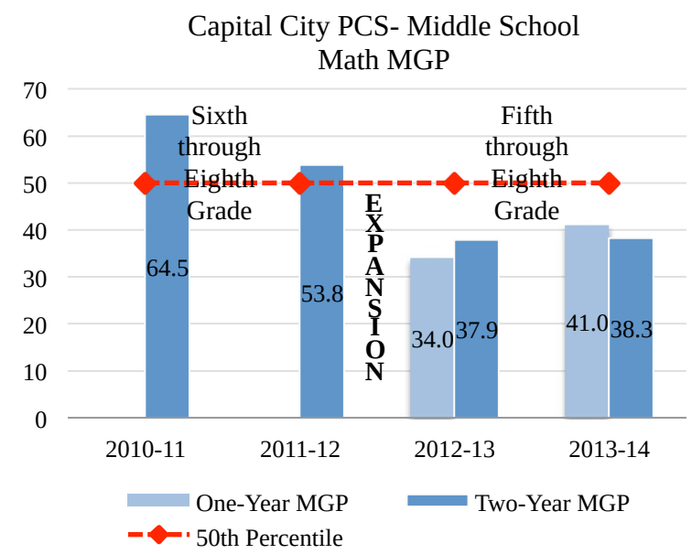
[60] See Appendix G, p. 6.
[61] See Appendix H, pp. 3-4.

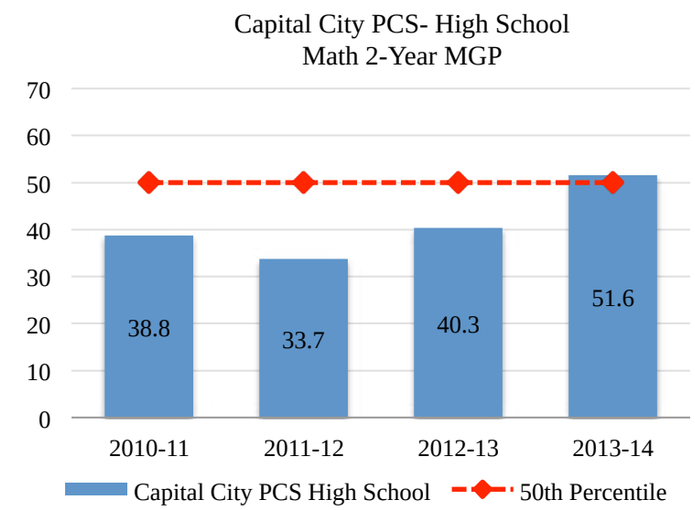

Capital City PCS: Lower School
DC CAS Math Proficiency
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Third through Eighth Grade
Third and Fourth Grade
EXPANSION
69.8%
N=149
62.3%
N=146
43.6%
N=101
54.0%
N=100
2010-11
2011-12
2012-13
2013-14
Capital City PCS Grades
State Average (3-8)
State Average (3-4)

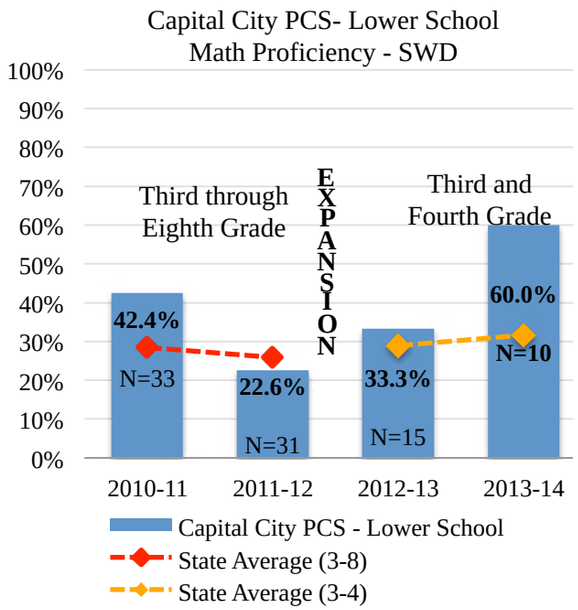

Capital City PCS: Middle School
DC CAS Math Proficiency
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Sixth through Eighth Grade
Fifth through Eighth Grade
EXPANSION
71.6%
N=88
57.5%
N=105
50.7%
N=284
49.8%
N=321
2010-11
2011-12
2012-13
2013-14
Capital City PCS
State Average (6-8)
State Average (5-8)

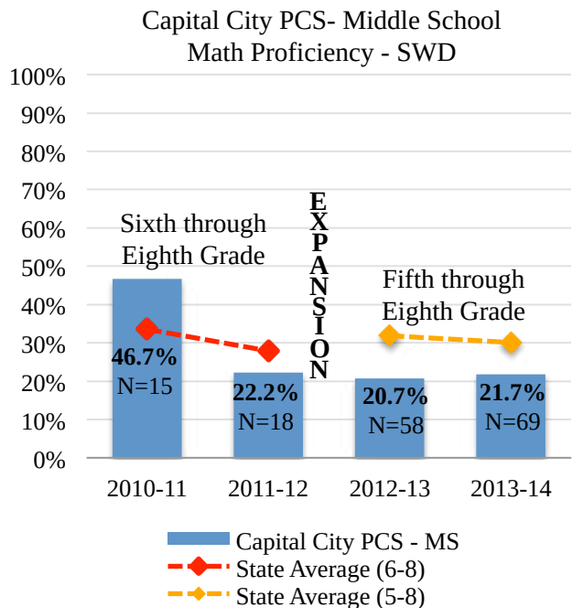

Capital City PCS: Grade 10
DC CAS Math Proficiency
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
39.4%
N=76
37.0%
N=84
62.5%
N=79
54.2%
N=71
2010-11
2011-12
2012-13
2013-14
Capital City PCS Grade 10
DC Grade 10

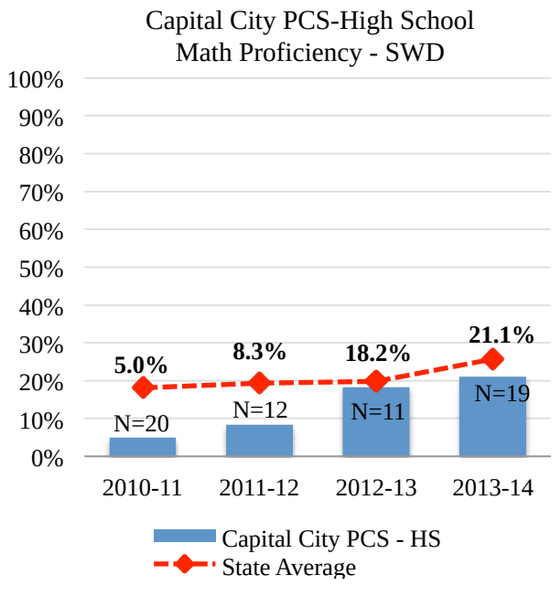

Capital City PCS- Lower School
Math MGP
70
60
50
40
30
20
10
0
Fourth through Eighth Grade
Fourth Grade
EXPANSION
56.0
52.1
32.0
37.9
57.0
45.0
2010-11
2011-12
2012-13
2013-14
One-Year MGP
Two-Year MGP
50th Percentile

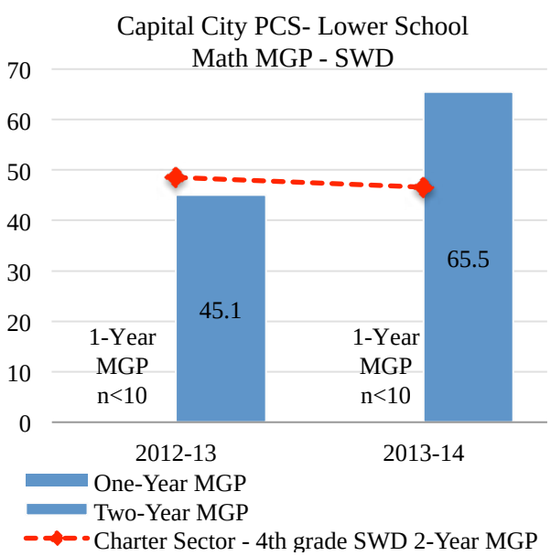

Capital City PCS- Middle School
Math MGP
70
60
50
40
30
20
10
0
Sixth through Eighth Grade
Fifth through Eighth Grade
EXPANSION
64.5
53.8
34.0
37.9
41.0
38.3
2010-11
2011-12
2012-13
2013-14
One-Year MGP
Two-Year MGP
50th Percentile

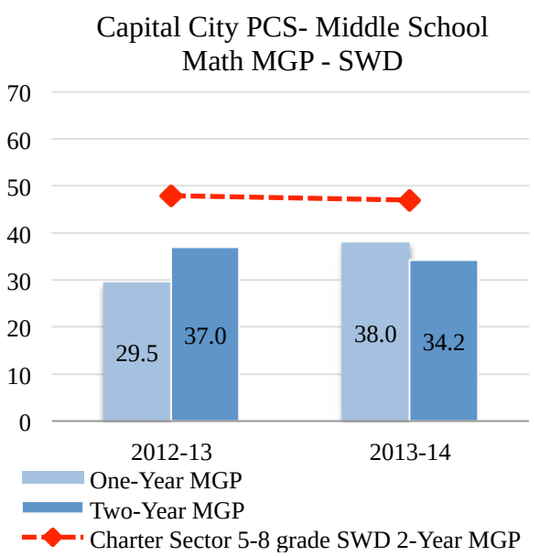

Capital City PCS- High School
Math 2-Year MGP
70
60
50
40
30
20
10
0
38.8
33.7
40.3
51.6
2010-11
2011-12
2012-13
2013-14
Capital City PCS High School
50th Percentile

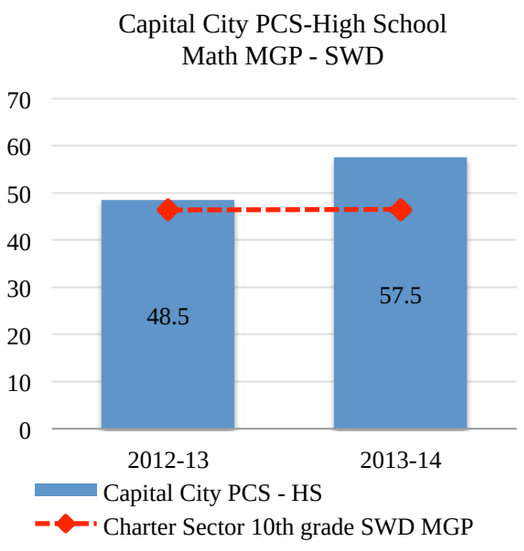

Capital City PCS- Lower School
Math Proficiency - SWD
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Third through Eighth Grade
EXPANSION
Third and Fourth Grade
42.4%
N=33
22.6%
N=31
33.3%
N=15
60.0%
N=10
2010-11
2011-12
2012-13
2013-14
Capital City PCS - Lower School
State Average (3-8)
State Average (3-4)

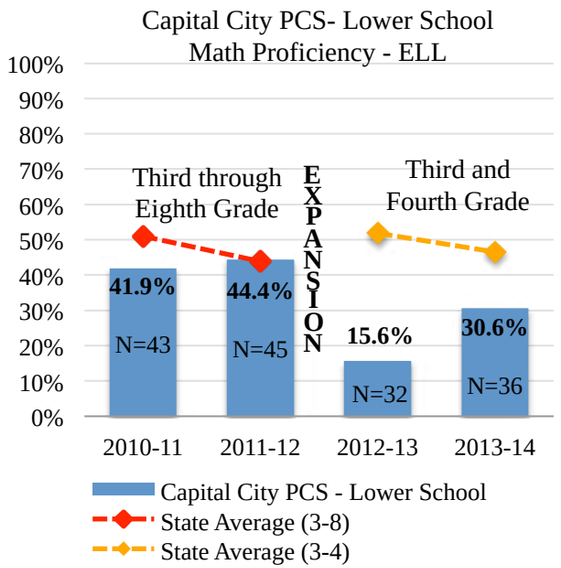

Capital City PCS- Middle School
Math Proficiency - SWD
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Sixth through Eighth Grade
EXPANSION
Fifth through Eighth Grade
46.7%
N=15
22.2%
N=18
20.7%
N=58
21.7%
N=69
2010-11
2011-12
2012-13
2013-14
Capital City PCS - MS
State Average (6-8)
State Average (5-8)

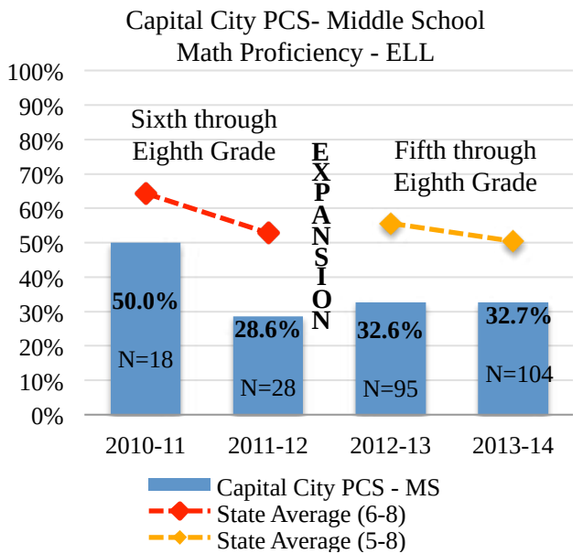

Capital City PCS-High School
Math Proficiency - SWD
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
5.0%
N=20
8.3%
N=12
18.2%
N=11
21.1%
N=19
2010-11
2011-12
2012-13
2013-14
Capital City PCS - HS
State Average

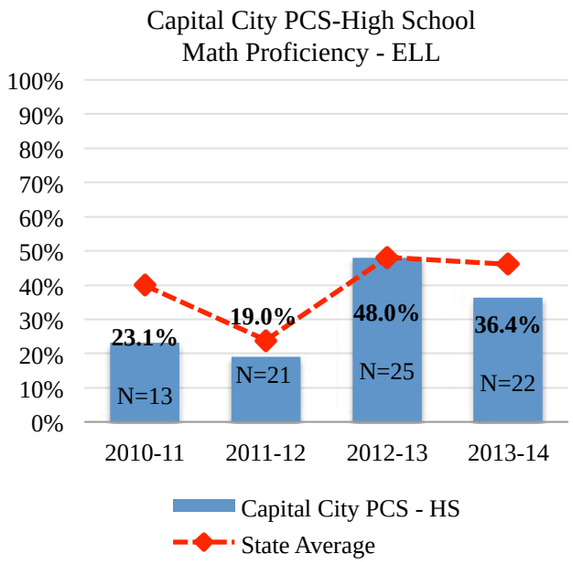

Capital City PCS- Lower School
Math MGP - SWD
70
60
50
40
30
20
10
0
1-Year MGP n<10
45.1
1-Year MGP n<10
65.5
2012-13
2013-14
One-Year MGP
Two-Year MGP
Charter Sector - 4th grade SWD 2-Year MGP

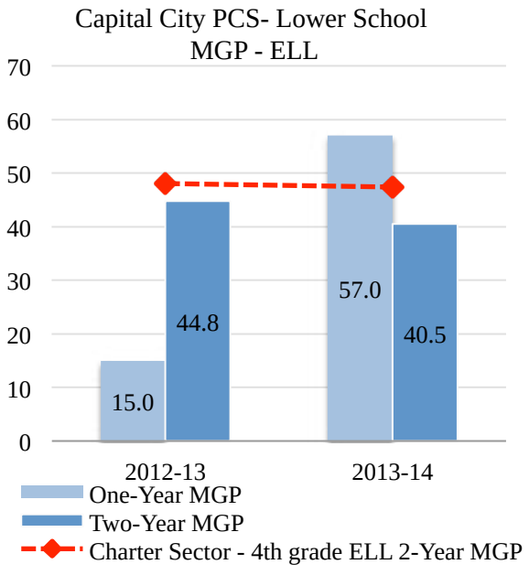

Capital City PCS- Middle School
Math MGP - SWD
70
60
50
40
30
20
10
0
29.5
37.0
38.0
34.2
2012-13
2013-14
One-Year MGP
Two-Year MGP
Charter Sector 5-8 grade SWD 2-Year MGP

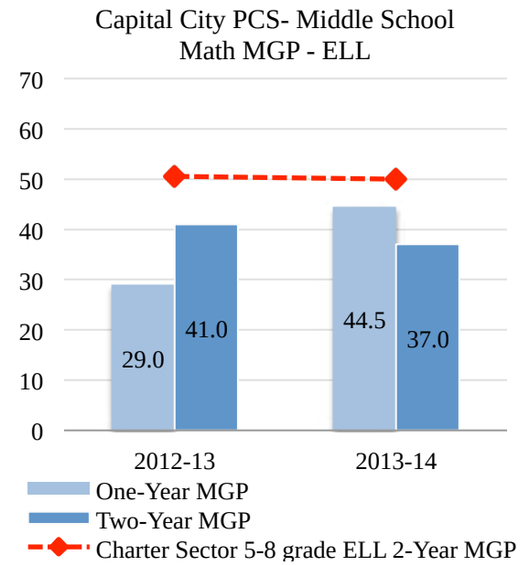

Capital City PCS-High School
Math MGP - SWD
70
60
50
40
30
20
10
0
48.5
57.5
2012-13
2013-14
Capital City PCS - HS
Charter Sector 10th grade SWD MGP

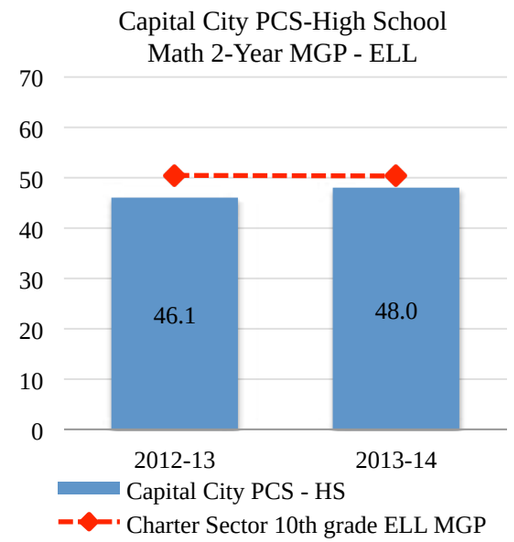

Capital City PCS- Lower School
Math Proficiency - ELL
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Third through Eighth Grade
EXPANSION
Third and Fourth Grade
41.9%
N=43
44.4%
N=45
15.6%
N=32
30.6%
N=36
2010-11
2011-12
2012-13
2013-14
Capital City PCS - Lower School
State Average (3-8)
State Average (3-4)


Capital City PCS- Middle School
Math Proficiency - ELL
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Sixth through Eighth Grade
EXPANSION
Fifth through Eighth Grade
50.0%
N=18
28.6%
N=28
32.6%
N=95
32.7%
N=104
2010-11
2011-12
2012-13
2013-14
Capital City PCS - MS
State Average (6-8)
State Average (5-8)


Capital City PCS-High School
Math Proficiency - ELL
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
23.1%
N=13
19.0%
N=21
48.0%
N=25
36.4%
N=22
2010-11
2011-12
2012-13
2013-14
Capital City PCS - HS
State Average


Capital City PCS- Lower School
MGP - ELL
70
60
50
40
30
20
10
0
15.0
44.8
57.0
40.5
2012-13
2013-14
One-Year MGP
Two-Year MGP
Charter Sector - 4th grade ELL 2-Year MGP


Capital City PCS- Middle School
Math MGP - ELL
70
60
50
40
30
20
10
0
29.0
41.0
44.5
37.0
2012-13
2013-14
One-Year MGP
Two-Year MGP
Charter Sector 5-8 grade ELL 2-Year MGP


Capital City PCS-High School
Math 2-Year MGP - ELL
70
60
50
40
30
20
10
0
46.1
48.0
2012-13
2013-14
Capital City PCS - HS
Charter Sector 10th grade ELL MGP

Qualitative Evidence

PCSB reviewers observed the following qualitative evidence in support of the review.

Lower School	In math classes, teachers asked students to explain their methodology to their small groups. When students were stuck in their explanations, teachers assisted them with prompting questions, such as "What did you do next to solve the problem?"[62]
Middle School	In several math classes, the QSR review team observed teachers asking students to explain how they arrived at their answers. In one classroom, the teacher asked students for multiple solution pathways. In all classrooms, teachers asked students to share aloud their thinking and processes for solving equations. [63]
High School	In several observations students were routinely pushed to explain their mathematical reasoning to others. When students worked in small groups they had to present their answers to the larger group. In other classes students solved problems at the board and explained their method for solving the problem.[64]

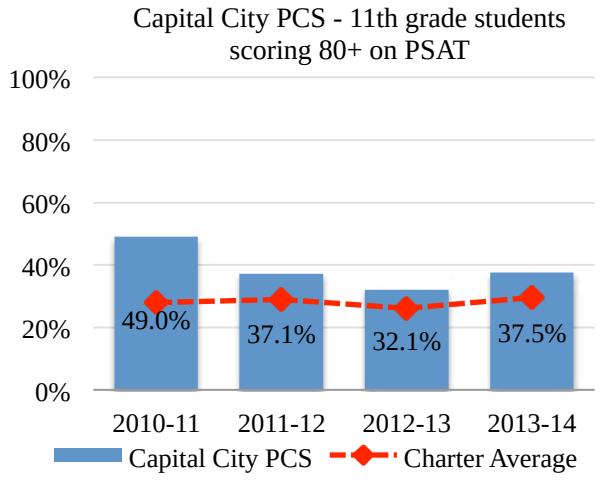
14. Goal: **To promote critical thinking, high-quality original work, and the acquisition of skills necessary for transition to college or career.**

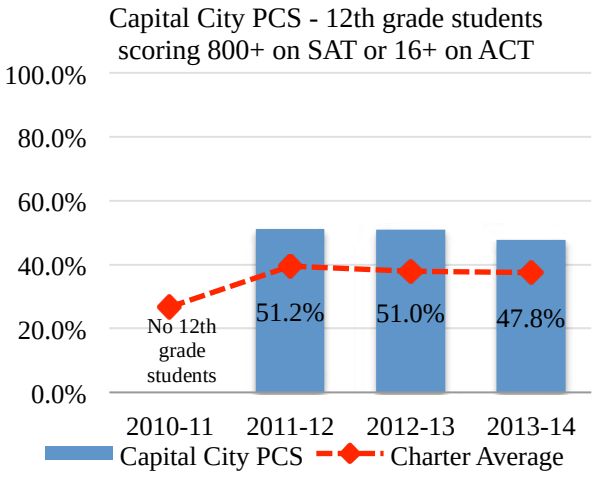
Assessment: **Capital City PCS met this goal.** The school adopted this goal for its high school program. Student performance on several college readiness metrics support that the school met this goal. Capital City PCS students exceeded the charter sector average with their PSAT, SAT, and AP exam scores.

College Readiness Metrics

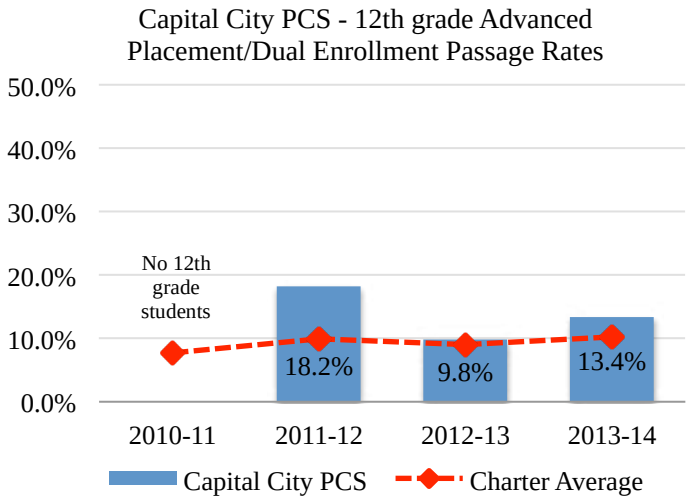
Over the past four years, Capital City PCS exceeded the charter sector rate in the following areas:

- Eleventh grade students achieving a combined score of 80 or more on the PSAT;
- Twelfth grade students achieving a combined score of 800 or more on the SAT, or a combined score of 16 or more on the ACT; and
- Twelfth grade students passing an Advanced Placement test or a dual enrollment course.





[62] See Appendix G, p. 6.
[63] See Appendix H, p. 4.
[64] See Appendix I, pp. 6-7.



College Acceptance and Matriculation

The school reports that over the past three years, 150 students have graduated from its high school program, and that 100% of these students were accepted into at least one college.[65] The school also reports that 79% of these alumni are currently enrolled in college, with the first class of alumni entering their senior year of college in 2015-16. Finally, 95% of the school's 2013-14 graduating class matriculated to college.

Qualitative Evidence

PCSB reviewers observed the following qualitative evidence in support of the review.

Lower School	In most cases, teachers incorporated higher-order thinking questions into lessons…The QSR team observed very few worksheets in use over the two weeks. Teachers asked students to be creative in their learning tasks to create original work.[66]
High School	With a few exceptions the QSR team's observations were lacking in promoting critical thinking skills. Teachers' questioning tended to be more focused on low-level questioning, rather than higher-order thinking skills; fewer than half of observations scored proficient on "Using Questioning and Discussion Techniques"… The QSR team noted several instances of teachers coaching students in the "soft skills" necessary for success in college and career. For example, several teachers talked about the importance of time management in college; one teacher led students through planning their study time for an upcoming AP exam, repeatedly stressing how they will need to be able to manage their study time in college.[67]

15a. Goal: **To operate the school as a well-run and successful non-profit corporation.**

Assessment: **Capital City PCS met this goal.** The school's record supports that it met this goal. Meeting minutes from the school's board of trustees are detailed and focused on consistent reflection and improvement in academic, operational, and fiscal areas. Capital City PCS's fiscal audits demonstrate its fiscal strength, with the school's net assets increasing each year, in line with the expansion of its programming. The school regularly

[65] In Capital City PCS's 2013-14 high school PMF scorecard, the school's college acceptance rate was 98.5%.
[66] See Appendix H, pp. 6-7.
[67] See Appendix I, p. 7.

pursues and attains outside grants and private donations in support of its programming. Finally, Capital City PCS has a strong compliance record, and in particular has a strong compliance record with the SRA's requirements regarding procurement contracts.

16. Goal: **To ensure the business operations of the school are in harmony with its mission and educational goals.**

Assessment: **Capital City PCS met this goal.** A review of the minutes of the school's board of trustees meetings indicates that operational and fiscal decisions are made to support the school's mission and educational goals. The board of trustees regularly discusses the Capital City PCS's academic performance, and reviews the school's academic data. Also, at the beginning of most board meetings, the first agenda item is a "Mission Moment", with the board focusing on different examples of how the school is meeting its mission.

17. Goal: **To develop a stable enrollment and expanding funding sources.**

Assessment: **Capital City PCS met this goal.** The school's enrollment has been increasing in line with its expanding grades since 2007, with an increase of 310 students with the school's 2012-13 move into its currently facility. Capital City has been fully enrolled each year with long waiting lists. The school has expanded its funding sources over the years, with numerous grants and donations.

Capital City PCS Enrollment					
	2010-11	2011-12	2012-13	2013-14	2014-15
Lower School	244	243	325	321	322
Middle School	294	391	298	326	320
High School			321	337	329
Total	**538**	**634**	**944**	**984**	**971**

Grants

When Capital City PCS opened, it was awarded the federal Comprehensive School Reform Demonstration Grant to implement its model.[68] The school expanded through the twelfth grade with a grant from the Coalition of Essential Schools and the Bill and Melinda Gates Foundation.[69] Capital City PCS has received numerous other grants, including:

- Over the past three years, the school was awarded a grant from OSSE to support its school garden.[70]
- In 2012, Capital City PCS was awarded a $1 million grant through the federal Race to the Top program to expand its teaching fellows program.[71]
- In 2012, the school was awarded the Quality Schools Initiative Award, along with a $50,000 grant, from Fight for Children, a nonprofit organization.[72]

[68] See Appendix A, p. 4.
[69] See Appendix A, p. 3.
[70] See Appendix C, p. 41.
[71] See 2012-13 annual report, p. 38, attached to this report as Appendix L.
[72] See 2011-12 annual report, p. 32, attached to this report as Appendix M.

- In 2011-12, Capital City PCS received a $200,000 grant from OSSE to disseminate its approach to instructional planning and assessments.

18. Goal: **To make careful financial decisions without sacrificing the quality of the educational program.**

Assessment: **Capital City PCS met this goal.** Over the past four years, the school has been one of the top ten fiscal performers among DC charter schools. Also during this time, Capital City PCS's net assets have increased each year, and no findings or concerns have been identified in the school's fiscal audits. The school is economically viable, and is in a strong fiscal position with 168 days of cash on hand in FY2014.

Also over these four years, through the course of the school's expansion, Capital City PCS has focused on maintaining the quality of its educational program. Indeed, since 2010-11 all Capital City PCS campuses achieved Tier 1 or Tier 2 status on the PMF. PCSB's QSR reports reflect a strong educational culture and that the school is meeting its charter goals and expectations.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires PCSB to determine at least every five years whether a school has "committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."[73] The SRA contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. Below is a summary of the school's compliance record.

Compliance Item	Description	School's Compliance Status 2010-11 to present
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2010-11.
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process[74] and the school must distribute such policies to students and parents.	Compliant since 2010-11.
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students.[75] To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools: - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.	Compliant since 2010-11.
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.	In 2011-12, the school's employee handbook was non-compliant, and the school was in the process of revising its employee handbook and seeking legal counsel.[76] This issue was resolved by 2012-13.

[73] SRA § 38.1802.12(c).
[74] See *Goss v. Lopez*, 419 U.S. 565 (1975).
[75] D.C. Code § 38.1802.04 (c)(4)(A).
[76] See Capital City PCS Compliance Review Reports, attached to this report as Appendix N.

Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2010-11.
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 *et seq.*	A DC charter school must possess all required local licenses.	Compliant since 2010-11.
Highly Qualified Teachers Elementary and Secondary Education Act ("ESEA") 20 U.S.C. § 6301 *et seq.*	DC charter schools receiving Title I funding must employ "Highly Qualified Teachers" as defined by ESEA.	Compliant since 2010-11.
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2010-11.
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2010-11. Though the school was compliant throughout the review period, the 2012-13 Compliance Review Report noted that accreditation had been awarded for the lower school only, and that upon expiration the school should seek accreditation for the whole LEA.[77]

Procurement Contracts

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at $25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

[77] See Appendix N.

Capital City PCS has submitted all required procurement contract documentation since 2010-11.

Year	Qualifying contracts executed by Capital City PCS	Corresponding documentation submitted to PCSB
2010-11	14	14
2011-12	8	8
2012-13	18	18
2013-14	4	4

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act[78] ("IDEA") and the Rehabilitation Act of 1973. The following section summarizes Capital City PCS' special education compliance from 2011-12 to the present.

OSSE Special Education Compliance Reviews

The DC Office of the State Superintendent of Education ("OSSE") monitors charter schools' special education compliance and publishes three types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Quarterly Findings (also called Special Conditions Reports). OSSE's findings of Capital City PCS' special education compliance are summarized below.

Annual Determinations

As required by a federal regulation, OSSE annually analyzes each LEA's compliance with 20 special education compliance indicators, and publishes these findings in an Annual Determination report.[79] Each year's report is based on compliance data collected several years earlier. As such, OSSE does not require schools to cure any compliance issues detailed in these reports. In 2014, OSSE published its 2011 Annual Determination reports (based on the school's 2011-12 performance).

Capital City PCS's Annual Determination compliance performance is detailed in the table below. [80]

Year	Percent compliant with audited special education federal requirements	Determination Level
2010	66%	Needs Assistance
2011	74%	Needs Assistance
2012	88%	Meets Requirements

On-Site Monitoring Report

OSSE periodically conducts an on-site assessment of an LEA's special education compliance with student-level and LEA-level indicators, and publishes its findings in an On-Site Monitoring Report. At the time, if a school

[78] 20 USC §1413(a)(5).
[79] As required by federal regulation 34 CFR § 300.600(c).
[80] See Capital City PCS annual determination reports, attached to this report as Appendix O.

was less than 95% compliant with a student-level and/or LEA-level indicator, it was required to implement corrections and report these corrections to OSSE. (Beginning in 2013, LEA's are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.) [81]

In 2011, OSSE published an on-site Compliance Monitoring Report of Capital City PCS based on the school's performance in 2010-11.[82] The school was required to implement corrections in the following areas:

On-Site Monitoring Report LEA-Level Compliance		
Compliance Area	**Compliant? (If school is noncompliant, the area of noncompliance is noted)**	**Corrected?**
Extended School Year	Compliant	N/A
Least Restrictive Environment	Noncompliant in providing a continuum of Alternative Placements	Yes
Individualized Education Program ("IEP")	Compliant	N/A
Data	Noncompliant in entering new special students into state database	Yes
Fiscal	Noncompliant in having LEA code of conduct for employees administering grants	Yes

[81] If the school was found to be less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation.
[82] See 2010-11 On-Site Monitoring Report Attachments, attached to this report as Appendix P.

On-Site Monitoring Report – Student-Level Compliance			
Compliance Area	**Compliant?**	**Noncompliant indicators**	**Corrected?**
Initial Evaluation and Reevaluation	Compliant in four of eight indicators	• Providing procedural safeguards to parents • Attaining parent consent for reevaluation • IEP team reviewing existing data • Using a variety of sources to determine continued eligibility	Yes
IEP	Compliant in four of sixteen indicators	• Inviting parent and student to IEP meeting • Notifying parent/student of meeting • Ensuring that the person identified as student's parent meets definition in IDEA regulations • General education teacher attending IEP meeting • LEA designee attending IEP meeting • Including effect of disability in general curriculum/appropriate activities in student's PLAAFP[83] • Including in IEP a description of how student progress is measured • Including in IEP a statement of measurable annual related services goals • Extending school year for students as determined necessary on individual basis • Transferring rights at age of majority • Implementing related services • Conducting Annual IEP review	Yes
Least Restrictive Environment	Compliant in two of two indicators	N/A (Compliant)	N/A

Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education's Office of Special Education Programs detailing District of Columbia LEAs' compliance in three areas: (1) Initial and Reevaluation Timelines; (2) Early Childhood Transition Timelines; and (3) Secondary Transition Requirements. **The school has since cured all points of noncompliance, and its compliance in these areas has improved from April 2012 to the time of the U.S. Department of Education's publication.**

Quarterly Findings – April 2012 through March 2013				
	1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**
Initial Evaluation Timeline	Compliant	0 of 2 items compliant	Compliant	0 of 2 items compliant
Reevaluation Timeline	Compliant	0 of 1 items compliant	0 of 3 items compliant	1 of 2 items compliant
Secondary Transition	Compliant	0 of 9 items compliant	Compliant	3 of 7 items compliant

[83] Present level of academic achievement and functional performance.

Quarterly Findings – April 2013 through March 2014				
	1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant
Secondary Transition	12 of 18 items compliant	12 of 18 items compliant	Compliant	Compliant

Quarterly Findings – April 2014 through March 2015				
	1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**
Initial Evaluation Timeline	Compliant	Compliant	Compliant	TBD
Reevaluation Timeline	Compliant	Compliant	Compliant	TBD
Secondary Transition	Compliant	Compliant	Compliant	TBD

Blackman Jones Implementation Review

With compliance requirements pursuant to the Individuals with Disabilities Education Act (IDEA) and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEAs' timely implementation of Hearing Officer Determinations (HODs) and Settlement Agreements (SAs).

As of July 2014, the Blackman Jones Database shows Capital City PCS has no HODs or SAs.

SECTION THREE:
FISCAL MANAGEMENT AND ECONOMIC VIABILITY

STANDARD OF REVIEW

Separate and apart from the standard for charter renewal, the SRA requires PCSB to revoke a school's charter if PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles ("GAAP");
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.

SUMMARY OF FINDINGS

Capital City PCS received the highest score on PCSB's CHARM report in FY2011 and FY2012. Due to a timing difference related to their facilities renovation, the school's score declined some in FY2013 but was still classified high performing. The school has no pattern of non-adherence to GAAP, nor are there indications that it engaged in a pattern of fiscal mismanagement. Over the past four years, the school has been one of the top ten performers among DC charter schools for most financial metrics.

FINANCIAL OVERVIEW

The following table provides an overview of Capital City PCS's financial information over the past four fiscal years. Audited enrollment increased from 538 students in 2011 to 970 students in FY2014. Capital City PCS has experienced a positive change in net assets each of the four years resulting in a net asset position of over $10MM in FY14.

	Audit Year			
	2011	2012	2013	2014
Audited Enrollment	538	634	944	970
Total DC Funding Allocation	$ 8,268,671	$ 10,897,563	$ 16,062,386	$ 17,635,011
Total Federal Entitlements and Funding	$ 1,448,694	$ 1,793,078	$ 2,042,574	$ 2,185,520
Unrestricted Cash and Cash Equivalents on 6/30/14	$ 2,074,419	$ 3,249,120	$ 5,765,546	$ 8,781,973
Total Assets	$ 9,660,529	$ 24,042,179	$ 31,448,020	$ 32,765,409
Total Current Assets	$ 2,947,186	$ 3,998,235	$ 6,790,024	$ 9,727,013
Total Liabilities	$ 4,809,002	$ 15,796,035	$ 22,348,091	$ 22,372,603
Total Current Liabilities	$ 1,132,703	$ 4,760,923	$ 2,739,087	$ 2,903,014
Net Asset Position	$ 4,851,527	$ 8,246,144	$ 9,099,929	$ 10,392,806
Total Revenues	$ 10,051,771	$ 15,228,469	$ 18,758,561	$ 20,402,341
Total Expenses	$ 9,493,000	$ 11,833,852	$ 17,904,777	$ 19,109,464
Change in Net Assets	$ 558,771	$ 3,394,617	$ 853,784	$ 1,292,877

SPENDING DECISIONS

The following table provides an overview of Capital City PCS's spending decisions over the past four years. The school had an operating surplus in all four years, with a particularly large increase in FY2012, in line with its expansion. Capital City PCS's distribution of spending is typical of DC charters, with 62% spent on salaries and benefits and 18% on occupancy in FY2014.

	Audit Year			
	2011	2012	2013	2014
Total Personnel Salaries and Benefits	$ 6,236,805	$ 7,574,133	$ 11,660,773	$ 12,629,433
Total Direct Student Costs	$ 642,344	$ 933,576	$ 1,444,872	$ 1,265,083
Total Occupancy Expenses	$ 1,815,361	$ 2,362,254	$ 3,301,742	$ 3,675,616
Total Office Expenses	$ 200,843	$ 201,332	$ 344,136	$ 373,408
Total General Expenses	$ 597,647	$ 762,557	$ 1,153,254	$ 1,165,924
Operating Surplus/(Deficit)	$ 558,771	$ 3,394,617	$ 853,784	$ 1,292,877
	as a percent of revenue			
Total Personnel Salaries and Benefits	62%	50%	62%	62%
Total Direct Student Costs	6%	6%	8%	6%
Total Occupancy Expenses	18%	16%	18%	18%
Total Office Expenses	2%	1%	2%	2%
Total General Expenses	6%	5%	6%	6%
Operating Surplus/(Deficit)	6%	22%	5%	6%

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Audits of Capital City PCS establish that the School has adhered to GAAP. The auditor expressed unqualified opinions on Capital City PCS' financial statements in each of the past four years. The following table provides a summary of audit results for each of the past four fiscal years, during which time the school had no findings or concerns identified by auditors.

	2011	2012	2013	2014
Statement Opinion. Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unqualified	Unmodified
Statement Material Weakness. A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No	No
Statement Non-Compliance. Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	No	No	No	No
Program Opinion (A133). Review of compliance with federal requirements conducted when school receives $500K+ in federal funds.	Unqualified	Unqualified	Unqualified	Unmodified
Program Material Weakness (A133). Lack of internal control over compliance with applicable laws, regulations, etc.	No	No	No	No
Findings & Questioned Costs. Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0	0
Unresolved Prior Year Findings. Disclosure of prior audit findings that have not been corrected.	0	0	0	0
Going-Concern Issue. Indicates the financial strength of the school is questioned.	N/A	N/A	No	No
Debt-Compliance Issue. School was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	N/A	N/A	No	No

FISCAL MANAGEMENT

Capital City PCS has not engaged in a pattern of fiscal mismanagement. The school consistently receives unqualified opinions on its financial statements. The school's financial performance has been strong and it has built a solid balance sheet with good liquidity.

ECONOMIC VIABILITY

The school is economically viable. Audited enrollment has increased for several years in a row. The school's total revenue was $18.8 million and $20.4 million in FY2013 and FY2014, respectively. Although total expenses have risen in line with enrollment increases, Capital City PCS has increased its net asset position in each of the last three years due to operating surpluses. The following tables provide a summary of financial results for the past four fiscal years. Areas of concern (where the school falls outside the norm among DC charter schools) are highlighted where applicable.

Financial Performance

PCSB assesses a school's financial performance with three key indicators. The first indicator is a school's "operating result" – how much its total annual revenues exceed its total annual expenditures. In general, PCSB recommends that a school's annual operating results be positive. The school surplus has been positive in each of the last four years. Another indicator of a school's financial performance is its earnings before depreciation ("EBAD")[84], a financial performance measure of profitability before non-cash expenses are included. The school performed well on this measure as well. The aggregated three-year margin is a long-term measure of fiscal performance that tempers the impact of any single year fluctuations. The school's three-year margin has also been positive over the past three years, and its FY2014 three-year margin of 10.2% placed the school among the top ten of DC charter schools in this area. **The school's financial performance has been strong for the last four years.**

	Indicator of Concern	Audit Year 2011	2012	2013	2014
Operating Surplus/(Deficit)	< 0	$ 558,771	$ 3,394,617	$ 853,784	$ 1,292,877
Earnings Before Depreciation	< 0	$ 961,285	$ 3,825,988	$ 2,158,991	$ 2,854,955
Aggregated 3-Year Total Margin	< -1.5%	2.9%	13.9%	10.9%	10.2%

Liquidity

Two indicators of a school's short-term economic viability are its current ratio[85] and its days of cash on hand.[86] A current ratio greater than one indicates a school's ability to satisfy its immediate financial obligations. The school's current ratio dipped below 1.0 in FY2012 but has otherwise been 2.5 or above. The school's ratio was 3.4 in FY2014.

[84] EBAD is the change in net assets plus amortization and depreciation.
[85] A school's current ratio is its current assets divided by current liabilities.
[86] "Cash on hand" equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days. It is a measure of the school's ability to pay debts and claims as they come due.

Capital City PCS has generated very healthy cash flow from operations, except for FY2013 when its cash flow from operations was negative due to timing difference between incoming facilities renovation funds and investment of those funds. Despite this timing difference, overall the school's cash position has increased each of the last four years. Typically, 90 days or more of cash on hand indicates a school can satisfy immediate obligations with cash. Less than 30 days of cash on hand is a liquidity concern. Capital City PCS' cash on hand stood at 168 days at the end of FY2014. **Overall, Capital City PCS' liquidity is strong.**

	Indicator of Concern	Audit Year 2011	2012	2013	2014
Current Ratio	< 0.5	2.6	0.8	2.5	3.4
Days of Cash On Hand	< 30	80	100	118	168
Cash Flow from Operations	< 0	$ 956,345	$ 4,519,299	$ (371,518)	$ 4,528,121
Multi-Year Cumulative Cash Flow	< 0	$ 1,980,455	$ 3,184,653	$ 3,691,127	$ 5,532,853

Debt Burden

A school's debt ratio[87] indicates the extent to which a school relies on borrowed funds to finance its operations, and a ratio in excess of 0.92 is a concern to PCSB. Capital City PCS's debt ratio increased from 0.5 in FY2011 to 0.71 in FY2013 due to the school's move to new facilities. The debt ratio still remains comfortably below the 0.92 threshold and, the debt service ratio is 5%. **Therefore, Capital City PCS's current debt burden does not pose concerns to its economic viability.**

	Indicator of Concern	Audit Year 2011	2012	2013	2014
Debt Ratio	> 0.92	0.50	0.66	0.71	0.68
Debt Service Ratio	> 10.0%	-1.8%	-0.6%	-3.4%	-4.1%

Sustainability

A school's net assets[88] and primary reserve ratio[7] demonstrate its sustainability. PCSB recommends that schools accrue net asset reserves equal to three to six months of operating expenditures and PCSB would be concerned with net assets reserves below zero. **The school's metrics demonstrate sustainability, with a net asset position in excess of six months and positive primary reserves.**

	Indicator of Concern	Audit Year 2011	2012	2013	2014
Net Asset Position	< 0	$4,851,527	$8,246,144	$ 9,099,929	$ 10,392,806
Primary Reserve Ratio	< 0.00	0.51	0.70	0.51	0.54

[87] Debt ratio equals total liabilities divided by total assets.
[88] Net Asset Position equals total assets minus total liabilities.
7 Primary Reserve Ratio equals total net assets divided by total annual expenses.

Appendix A

APPLICATION FOR CHARTER RENEWAL

Karen Dresden, Head of School
Anne Wallestad, Board Chair

Submitted to DC Public Charter School Board
February 10, 2015

CHARTER RENEWAL APPLICATION
TABLE OF CONTENTS

I. **Renewal Application Cover Sheet ……3**

II. **Review of Charter Performance ……6**

   a. Fulfillment of Charter Goals

   b. Fulfillment of Student Academic Achievement Expectations

III. **Appendices**

Executive Summary

Capital City Public Charter School was founded in 2000 by a group of parents and teachers from Phoebe Hearst Elementary School, a small, diverse, high-performing school in Northwest Washington, DC that despite its success was repeatedly threatened with closure. In September of 1999, the District of Columbia Public Charter School Board approved the charter application, making Capital City the first parent-founded school in Washington, DC and only the second Expeditionary Learning school in the District.

On September 5, 2000, Capital City Public Charter School opened with 135 students in grades Pre-Kindergarten through 5th grade on the corner of 14th and Irving Streets NW. In 2004, the school moved to the newly renovated National Capital Presbyterian Church building at 15th and Irving Streets NW and expanded to serve 244 children in grades Pre-K through 8.

Capital City successfully amended its charter in 2006 to expand the program through grade 12 by adding an Upper School, which was founded with a grant from the Coalition of Essential Schools and the Bill and Melinda Gates Foundation. A design team comprised of staff, parents, students and community members worked for over two years to plan the high school program drawing on best practices from around the country. The Upper School opened in the fall of 2008 at the original Capital City site in Columbia Heights with 129 students in 6th through 9th grades. The Upper School expanded by adding a grade each year until reaching full capacity in 2011. The first senior class graduated in June 2012, and 100% of graduating seniors were accepted to college.

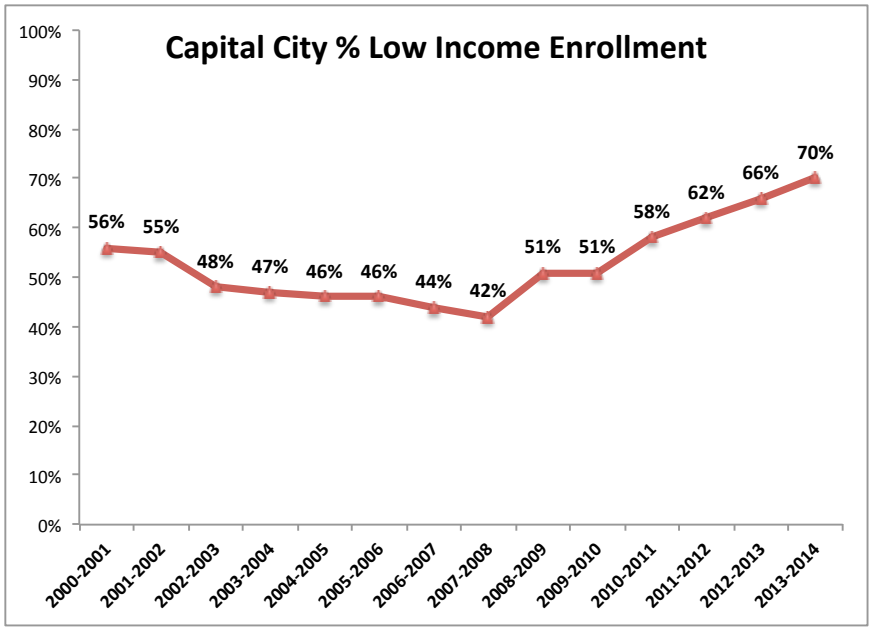
In 2012, Capital City completed a $24 million state-of-the-art renovation of the former Rabaut School building in Ward 4. The school relocated to this single PK-12 facility for the 2012-2013 school year and re-organized into three campuses: a Lower School serving PK3-4th grade, a Middle School serving 5th-8th grades, and a High School serving 9th-12th grades. With the new facility, the school was able to realize a strategic vision of serving more students in grades PK-8 thus providing more students with the opportunity to have a PK-12 Capital City education.

In 2012-2013, the school served close to 950 students. The 2012-2013 expansion and reconfigurations were so significant that both the Lower School and the newly formed Middle School were officially considered new campuses according to OSSE guidelines. For this reason, 2012-2013 academic data at these two campuses should not be directly compared to the data for the preceding years.

All told, the school has been continuously expanding each year since the opening of the Upper School in 2008. The table below shows total enrollment from 2007-2014.

Capital City Enrollment (2007 to 2013)							
Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total Enrollment	244	373	425	538	635	946	975

As Capital City has expanded to serve more students, it has also grown to serve a higher percentage of low-income students giving families who need it most access to a high quality education. The chart below shows the changes in Capital City's percentage of low-income students from 2000 through 2013.



Capital City has been an Expeditionary Learning school since its inception when we were awarded a federal Comprehensive School Reform Demonstration Grant to implement the model. The model is implemented school-wide in grades PK-12. Expeditionary Learning emphasizes project-based instruction to help students meet rigorous academic and character standards. The principles of Expeditionary Learning are inextricably linked to the mission and goals of Capital City. Capital City has been recognized as a national demonstration site for Expeditionary Learning and hosts many visitors annually. The school was officially named and Expeditionary Learning Mentor School in 2011.

Capital City has remained faithful to its mission and to the goals set out in the original charter, and has a track record of obtaining strong academic outcomes for children. The evidence provided in this report will show that Capital City has substantially met its charter goals.

The first section of the report speaks to the fulfillment of charter goals: non-academic, organizational, and academic. There is significant evidence both qualitative and quantitative to demonstrate success in meeting these goals across all grade levels and throughout the school's history. Strong implementation of the Expeditionary Learning model has been key to the continuity and consistency of the academic program.

The second section of the report addresses academic achievement related to goals in reading, writing, and math; and presents student achievement data on internal and external measures for all three of the current school campuses (Lower School, Middle School, and High School). While it is necessary to take a nuanced approach to reviewing the data over time since the Lower School and Middle School were both new campuses in 2012, there is strong evidence to show campuses met the majority of academic goals.

Reading is a strength across campuses with strong performance on internal assessments and performance above the district average on the DC-CAS for all three campuses. While internal writing data was lower at all campuses in 2014 due to changes in the assessment, prior data showed show strong performance even during the transition years. DC CAS Composition data, conversely, has been consistently above citywide averages.

The data and trends in mathematics are more mixed. Both the Lower School and High School have mathematics data that is trending upward with strong growth scores in 2014. The Middle School math picture is not as strong making math an area of focus for this campus only in its third year of operation. School leaders and staff have worked to put in place intervention aimed at catching students up in math and ensuring all students receive strong math instruction aligned to Common Core Standards.

Capital City is a school with a strong record of success and a school continually focused on improvement. Parents report an enduring level of engagement with the program. Based on the data and evidence provided in this report, the DC Public Charter School Board should vote to fully renew Capital City's charter for another fifteen years.

Narrative Review of Charter Performance

Criterion 1: Fulfillment of Charter Goals
Non-Academic Goals

Parent Involvement Goals

1: Parents will attend conferences, exhibitions and showcases of student work, and other events. Parents will volunteer in support of the school.

Capital City historically has had high rates of parent attendance at conferences. For our 10th year review, we surpassed our accountability plan target of 90% attendance at conferences and achieved 100% attendance at parent-teacher conferences. As shown in the table below, the school has been able to maintain these rates despite our addition of high school grades, our relocation to a less accessible neighborhood, and our expansion. Attendance is calculated as students who have had a parent/guardian attend at least one conference during the school year, but most parents attend 3-4 conferences per year.

Parent Conference Attendance Rate (2009-2013)	
School Year	Conference Attendance Rate
2013-2014	98%
2012-2013	97%
2011-2012	98%
2010-2011	99%
2009-2010	99%

Achieving high attendance at conferences does not happen without significant effort and planning. Capital City sets the expectation for parents in a parent contract signed as part of the enrollment process. Teachers schedule conferences with parents and offer flexibility in meeting times and locations. Teachers also follow-up, sometimes multiple times, to reschedule conferences if necessary. Interpretation is offered to any family needing language support.

Another important aspect to achieving high conference attendance, is making the conference experience meaningful to parents. Conferences are student-led in most grades with students presenting their work and progress towards learning targets to their parents. We solicit feedback from parents about their conference experience and use the data to improve the conference structure. In our 2014 parent survey (104 respondents), 90% of parents reported that conferences were useful and meaningful. Since our expansion in 2012, we have added a fourth conference with parents in August (in addition to conferences in November, February, and June) so that teachers, parents, and students can meet before the school year begins.

In addition to conferences, parents have many other opportunities to visit and support the school, including biannual Celebrations of Learning at each campus, when students exhibit their work for parents and community members and explain what they have been learning throughout the semester. We have held Celebrations of Learning twice a year for each of the past five years. There are many other opportunities for parents to visit and engage with the school. In 2013-2014, for example, Capital City offered several parent workshops including a Lower School math workshop that was attended by more than 100 families. Events such as the Hispanic Heritage Month Celebration and the Black History Month Celebration celebrated the cultural diversity of our community. Additionally, the school engaged parents in talking about Race and Equity by sponsoring a showing of the movie *American Promise.* For our 10th year review, it was documented that 97% of students had a parent attend at least one school event. Documentation has not been as consistent in the past four years, but attendance at events remains strong.

Capital City frequently offers opportunities for parents to contribute their time to the school and has an active Parent School Association (PSA), which was started in 2008. Parents at Capital City volunteer in a variety of capacities from coaching sports, to chaperoning fieldwork, to helping with school events. For our 10th year review, it was documented that 71% of parents volunteered in support of the school. In 2013-2014, 65% of parents reported volunteering time in support of the school. In our 2014 parent survey, 85% of respondents indicated that there are meaningful ways for parents to be involved with the school. Given the addition of the high school, the expansion, and a school demographic that includes more low-income students; we are proud that we have been able to maintain a high volunteer rate and a culture of participation. We have devoted significant effort towards removing barriers to participation including providing interpretation at all events and translation of written materials into Spanish, and providing opportunities to volunteer on evenings and weekends. In 2014 we hired a Bilingual Parent Coordinator to help us continue to improve our outreach and engagement of parents.

2: Establish a culture of shared leadership where school staff and parents have a voice in decision-making at the Lower School.

As the first charter school in the District of Columbia founded by parents, Capital City has always valued parent input into school decisions. In the earliest years of the school's existence the School Planning Team (SPT) was a key element for parent-school decision making. However, by 2007 attendance was waning and that team was phased out after the school's accreditation, in which the SPT took a key role. The current forum for parent involvement in decision-making is the Parent School Association (PSA), which was introduced in 2007. The PSA leadership meets monthly with the school leadership team to address concerns, foster parent engagement and plan events.

Various working groups comprised of both parents and staff were critical to planning for the 2012 expansion and move. Capital City had an Early Childhood Planning group, which met monthly during the 2011-2012 school year and visited local early childhood programs. This group made recommendations on key issues related to the addition of the 3-year old programs such as staffing and the program model/schedule. Other working groups included a Middle School Planning team, which planned for the new middle school program; a library planning group, which made key decisions about the new library; a garden planning group, which planned for the school garden design and program; and a playground planning group. Prior to embarking on the building and renovation project at 100 Peabody Street, parents, staff, and students all participated in design charettes with the team of architects. Teams of staff and parents were also involved in transportation planning and some specific building design issues, such as science lab requirements.

Capital City involves staff and parents in hiring. Hiring teams are always comprised of staff members who will work closely with the new hire, and frequently parents sit on hiring teams as well. Parents were part of hiring teams for hiring the new principals at the Lower School and the Middle School 2012, as well as for the Director of Student Services and Director of Development. In 2014, parent input was important to the hiring of our Bilingual Parent Coordinator.

Capital City teachers have the opportunity to serve on the Instructional Leadership Team (ILT). Each campus has an ILT, which advises the principals on key issues. The ILT has been an important structure since it was first introduced in 2003. The ILT helps set campus priorities and goals and develops plans for professional development. ILTs meet bi-weekly throughout the year. Teams include grade level or department representatives and representatives bring concerns and issues to the team and work to propose solutions.

In additional to ILT, there are other leadership opportunities for teachers. The Technology Leadership Team is comprised of teachers from each campus and sets the direction for technology integration at Capital City. The team develops a proposed technology budget each year and sets goals, and implementation plans. The team also worked to develop Capital City's technology standards in 2012. In 2013-2014 we introduced an Equity Planning Team that focused on planning professional development for staff around issues of race and equity and setting goals for the school in these areas. This group expanded for 2014-2015 to include four working groups focused on professional development, hiring, parent engagement, and student experiences.

Teachers are integral to curriculum planning at Capital City. Each summer, teams of teachers are paid stipends to develop, revise or refine elements of the curriculum. Teacher teams have worked to develop math benchmark assessments, expedition plans, a vertically aligned science curriculum, new high school courses, and curriculum maps guiding the transition to the Common Core State Standards (just to name a few).

School Culture Goals

1: To provide a safe and supportive environment in which students can share ideas and help one another learn, and to create a respectful, compassionate, nurturing, engaging, and physically and emotionally safe place at the Lower School.

A safe and supportive environment is one of the most important aspects of school culture, and parents frequently list it as one of their top priorities when choosing a school. At Capital City, staff members strive to provide students with the right balance of safety and responsibility that they will need in order to develop into responsible and caring adults.

Capital City believes the social curriculum is just as important as the academic curriculum. Research shows that students who have healthy and positive relationships with others and strong self-esteem are more engaged and successful in school. Capital City uses the Responsive Classroom Model® and its middle/high school counterpart, Developmental Designs, which provide an array of strategies designed to foster safe and positive learning communities where students are connected, responsible and engaged in learning. Key components of the social curriculum include ensuring that every child is known by his or her teachers and peers, that there are many opportunities for celebrations, and that students are intentionally taught important social skills.

In Capital City's elementary classrooms, each day starts with a morning meeting where students greet one another, share and engage in community building activities. At the middle and high school level, students are part of advisories or crews of 10-12 students that meet daily with an advisor and engage in a process for sharing and discussing critical issues. Other school structures like All School Meeting, school-wide service time and buddy program help to not only ensure students know their classmates, but that students develop connections and friendships across grades.

Capital City recognizes that skills such as conflict resolution or working successfully in a group are critical for success in school and in life. Staff and students intentionally model and practice these social skills with particular focus during the first six weeks of school. Throughout the rest of the year, students are engaged in problem solving, discussing and role-playing challenging situations.

In support of the strong implementation of these practices, the highest rated elements on the Lower School QSR conducted fall 2014 were within the Classroom Environments domain where 95% of classrooms were rated proficient or distinguished. This domain includes the following elements: Creating an Environment of Respect and Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, and Managing Student Behaviors. Scores for this domain were also high (94%) in a review conducted in December 2013. These scores are particularly strong given the major expansion in 2012 where more than half of the students and nearly half of the faculty in the Lower and Middle School campuses were new to the school. Focusing on school

and classroom culture was a primary emphasis in the first two years after the expansion, and it is clear from the results of the review that this focus paid off.

The results of Capital City's emphasis on social curriculum have been strong across many indicators. According to OSSE's 2012-13 Equity Reports (the first year for these reports), Capital City's suspension and expulsion rates were at or below city-wide averages in almost every subgroup at every campus. Two exceptions included our High School, which had an expulsion rate slightly higher than the city average after expelling two students in 2013, and our suspension rate for Middle School Latino students. Given the disproportionate number of Latino students served by Capital City (46%), there are very few schools available city-wide to make a meaningful comparison for this statistic. There were no expulsions at the Lower and Middle School campuses in 2013-2014. The expulsion rate was .9% at the High School, just slightly lower than the 2012-2013 rate of 1%.

In addition to discipline statistics, Capital City collects attendance and re-enrollment statistics, which give some sense of students' perceptions of safety and comfort at the school. Re-enrollment and attendance rates have historically been high at Capital City across all grade bands.

Capital City's average daily attendance is shown on the chart below for the grade bands served. It is important to note that the process for calculating attendance changed in 2013-2014 to a more stringent in-seat rate rather than an adjusted rate with excused absences subtracted. Rates were above the PMF ceiling for grade bands except for high school. We were concerned about a slight dip in the attendance rate in High School (even adjusting for the new calculation method). In response, the High School staff has implemented several new initiatives in 2014 to improve attendance with a motto, "Everyday Counts".

Attendance Rates (2010 -2013)				
	2010-2011 (Adjusted)	**2011-2012 (Adjusted)**	**2012-2013 (Adjusted)**	**2013-2014 (In-Seat)**
Grades PK-2	95.5%	97.1%	98.2%	93.6%
Grades 3-4	98.0%	97.3%	97.5%	94.8%
Grades 5-8	96.8%	97.0%	96.9%	94.5%
Grades 9-12	95.6%	91.8%	94.6%	90.2%

The table below shows re-enrollment rates for grade bands served. Re-enrollment rates have historically been high although rates for some bands were lower in the year prior to the expansion/relocation and for the year we expanded and relocated. Our new facility was approximately 3 miles from the original location and the new location did not work for all of our families. All told, these numbers demonstrate a high level of student and family engagement with and commitment to Capital City's program.

Keeping rates relatively high with a move to a new location was the result of significant parent outreach and engagement around the move.

Re-Enrollment Rates (2010-2013)				
	2010	**2011**	**2012**	**2013**
Grades PK-2	92.6%	95.8%	94.1%	94.1%
Grades 3-4	93.0%	83.8%	95.9%	87.8%
Grades 5-8	93.3%	85.1%	80.5%	95.0%
Grades 9-12	93.5%	89.6%	86.1%	90.5%

Parent surveys have also provided us with data on parent satisfaction. In the 2014 parent survey, 91% of parents reported that Capital City is a nurturing and supportive place for students. This was slightly in higher than the 88% favorable response to this question in 2013.

2: To promote a strong culture of best effort, high expectations, teamwork, adventure, service, and respect for diversity at the Lower School, and to encourage responsibility, respect, compassion, service, and appreciation of diversity in all school community members at the High School.

Capital City was founded with a strong commitment to service, equity, respect, and diversity. Families and staff members are drawn to Capital City for its commitment to these values. Over the years the school has maintained a strong culture of service and teamwork, and has gained a reputation for being one of the most diverse schools in the District of Columbia. In fact, a 2013 report by Steve Glazerman showed Capital City Lower School to be the most diverse school in the city.

Although each campus at Capital City approaches service differently, it is an ethic that has been integrated across all campuses. At the Lower School, for example, there is a weekly Wednesday All School Meeting (WASM), which is a time for community-building across all grade levels. PCSB members of the QSR team were able to observe a Lower School WASM during their visit in December of 2013. At the end of WASM each week there is a dedicated campus-wide service time. Teachers and staff member volunteer to lead service groups, which fan out around the entire school building to clean classrooms and offices, assist with mailings, write thank you notes to funders, sharpen pencils for interim assessments, and many other activities. During weekly service time, every student from PK to 4th grade is actively engaged in serving the school community.

At the Middle School level, each Crew is challenged to develop a community service project. Students in the Crew identify possible community needs and interests and the crew collaboratively decides on the project and approach. Examples include volunteering at a local animal shelter, collecting art supplies for Children's Hospital,

fundraising for causes including the Nelson Mandela Foundation and Pennies for Patients. Additionally, each crew participates in monthly Crew Chores fostering stewardship inside and outside of the school.

PCSB observers noted during the QSR in January 2014 that students interacted with their peers respectfully. In support of this goal, they noticed student-made posters and displays about community service, compassion, the school's values, and a 6th grade food drive.

At the High School level, service is a graduation requirement and 100% of graduating seniors have completed 100 documented hours of community service. At Capital City we strive to integrate the expectation of respect and community service more deeply into the curriculum and to make the service a meaningful experience for students. Like the Crew service in middle school, High School Advisories develop and participate in community service projects. Advisors play a role in helping students to connect with meaningful service opportunities. There is also a weekly student bulletin that is useful for connecting students to service opportunities. Additionally seniors are expected to include a service project as part of their senior expeditions.

In addition to service in the greater community, there are many meaningful high school service projects within our school. In 2013-2014, for example, high school students led an after school tutoring program for lower school students. Also high school students frequently serve as interpreters at school events and a training program prepares bilingual students to do this effectively.

Following the High School QSR, reviewers noted that Capital City High School students seem to have embraced diversity and personal and civic responsibility, and appear to participate in an inclusive, democratic community. The reviewers felt that the school demonstrated great success in creating and nurturing a caring, compassionate environment both inside and outside of the classroom.

Across all the grades and all three campuses, service is integral to learning expeditions; and the most powerful expeditions are the ones with service at the core. As part of a first grade expedition on bees, first graders raised awareness about Colony Collapse Disorder at the local farmers market and raised money for beehives for our roof by selling beeswax candles. For a 7th grade expedition on immigration, students researched and told the life story of immigrants within our community and raised awareness about immigrant rights. As part of the 9th grade fish ecology expedition, 9th graders learn about fish ladders and raise and release shad. These are just a few examples of how service is at the heart of learning at Capital City.

As noted above, Capital City is known for its diversity. Our student population is 3% Asian, 37% Black, 47% Latino, 9% White, and 4% Multi-Race. The school recognizes that with diversity comes an important responsibility to ensure equity for all students and eliminate achievement gaps. Capital City staff members have been focusing on the

difficult work of building a strong staff community across grade levels as well as across other types of differences such as family background, race, ethnicity, home language, and religion. Following the significant expansion of 2012-13, Capital City embarked upon an equity initiative, led by an equity steering committee comprised of staff members from all campuses. The school committed a significant amount of professional development days before and during the 2012-13 school year to this equity work. The entire staff, including faculty as well as central office, operations, facilities, and food service staff, was included in the sessions, which utilized groups of approximately 30 – 40 people each. These groups were led by internal facilitators and remained stable throughout the duration of the school year. Over the course of the year, facilitators led their groups through various workshops and sessions, requiring staff to grapple with ideas that were at times uncomfortable and new. Staff members were challenged to have courageous conversations and to speak their truth in the context of their equity working groups. Feedback from the staff has been largely positive, and this work continues.

Adventure is an important component of the program at Capital City. Through adventure activities, students take risks, gain confidence, and learn to trust each other. Capital City employs a full-time adventure coordinator. During the 2013-2014 school, every grade level participated in adventure activities and trips. Adventure activities included hiking, rock climbing, swimming, ice skating, and canoeing. Several adventure activities connected to learning expeditions. For, example 3rd graders went canoeing in conjunction with their expedition on Native Americans. Capital City has had an adventure program since 2006 and each year all students have been included in adventure activities. One exception is in 2011-2012 when we did not have funding for the position and adventure trips were more ad hoc. This position, however, was restored the following year.

3: To create meaningful student leadership opportunities and a student body authentically engaged in school governance at the High School.

An important thing to understand about Capital City's high school is that students participated in its design. As noted above, the High School was founded in 2008 with a grant from the Coalition of Essential Schools and was part of the Coalition's Small Schools Network. Starting in 2005, as part of the planning process, students participated on the Design Team, visited model schools, attended conferences and workshops. Many critical decisions regarding the design of the high school were influenced by students including the community values and plans for the senior expedition. Student influence was particularly strong in the early years of the high school when students were instrumental in planning traditions like dances and after school activities.

Capital City High School has developed on-going ways for authentic student leadership. High School students in the upper grades (11 and 12) have class leaders. In 11th grade,

leaders are identified by interest and are assigned to committees that manage and lead activities specific to the class, such as weekly grade level meetings, team building and community service. The 11th grade student leaders also begin to plan and prepare for their Senior year. At the end of 11th grade, Senior Class Officers are elected by nomination and popular vote.

Late in the 11th grade year, leading into the summer before 12th grade, the student leaders gather to establish goals for the following Senior year. The leadership team is made up of a president, vice president, secretary and treasurer. The student leadership team develops other student committees for specific projects. These provide additional leadership opportunities in the form of committee chairs. The 12th grade student leaders and committee chairs take the lead in planning and preparing for import events such as the Senior Trip, prom and graduation.

In the lower High School grades (9th and 10th) leadership development is built into advisories, which meet for 30 minutes a day. At the beginning of High School, these advisory relationships are the most important and provide individuals with opportunities to develop leadership skills in small, more intimate groups. Students are in the same advisory for two years allowing strong relationships to be built. Teachers have worked together over the summer with the Coordinator of School Culture to develop an advisory curriculum. The advisory curriculum emphasizes leadership through the community values and habits of scholars.

A valuable Capital City tradition is to include student leaders and advisors in the orientation process for new students. All 9th grade students participate in a 4-week summer orientation prior to the start of the school year. A crew of 8-10 upper classmen serve as leaders helping to explain the Capital City way to our new community members. In addition to leading the summer orientation, student leaders also support staff in planning and leading activities during the annual 9th grade camping trip in September.

Capital City High School students across all grade levels in 2010 initiated a student-led Gay-Straight Alliance (GSA). The GSA grew out of a student project. Students produced a powerful video about gay rights, and since that time the group has spearheaded several school-wide initiatives such as the Day of Silence.

Student leadership at Capital City is not limited to high school. The Lower School had a very active Community Council in 2013-2014. The Community Council planned spirit days and activities related to the community values. Students at the Lower School also plan and lead their weekly All School Meeting. Students sign-up each week to lead the meeting (7-8 student leaders each week) and most students will have an opportunity to lead an All School Meeting over the course of a school year.

A final example of student leadership and decision-making across all campuses is the level of student involvement in the planning and building design for the 2012-13 expansion. In 2011, during the planning phase for the new building, 7th and 8th grade students embarked upon a green building project as part of the Expeditionary Learning curriculum. These students presented their research and recommendations to the Board of Trustees and to the building team (the architects, the builder, etc.) Students from this group were then involved in subsequent charettes, and many of their ideas were incorporated into the design. Their work was instrumental in the school receiving LEED Gold status. First and 2nd grade students worked to design our new playground as part of their healthy bodies expedition. They visited local playgrounds to get ideas, surveyed students about their interests, met with architects and safety experts, and presented their final design recommendations to the Kaboom! Design Committee. Students were also involved in planning for many other aspects of the new building, including the athletic spaces, gardens, and library.

Reflection Goals

1: To conduct an inclusive annual school review, and to regularly collect and analyze evidence to assess progress toward a common vision, set improvement goals, and develop a comprehensive school improvement plan at the Lower School.

As part of the Expeditionary Learning school review process, teachers and school leaders complete an annual implementation review. The review looks at five areas: curriculum, instruction, assessment, culture and character, and leadership; and shows how well Capital City is doing in implementing the various components of the Expeditionary Learning model. The data from the implementation review along with school performance data is reviewed by administrators and teachers and used to set goals for the following school year. It is expected that schools with four or more years of experience implementing the model will score between 85 and 98 points on the review. Capital City's scores have consistently exceeded this target range. Capital City received an Implementation Review score of 101 out of 130 possible points for the 2012-2013 school year and 102 out of 130 for the 2013-2014. The 2013-2014 Implementation Review Report is included in the Appendix.

Capital City goes through an annual process of reviewing and reflecting on all data points. Teachers, administrators, and board members are all involved in this process. The results are reported in an Annual Report submitted to the PCSB. The Annual Report contains analysis of student academic performance on internal and external assessments over the past academic year. Additionally, each report includes a 'Lessons Learned' section, which synthesizes the results and details interventions and programmatic tweaks or changes to be made for the following school year.

At the beginning of each school year, Capital City presents the results of the previous year's assessments to staff and to parents, and seeks feedback regarding what worked, what did not, and what the next steps might be. Therefore, recommendations for

interventions are the result of careful thought and analysis from school leaders, as well as input from parents and teachers.

Organizational Goals

School Structure Goals

1: To arrange schedules, student grouping, teacher teams, and resources to support high-quality learning expeditions and a school culture based on Expeditionary Learning and Responsive Classroom, including:

- *To provide longer and more flexible blocks of time for project-based learning, fieldwork, team planning, and community-building activities at the Lower School.*
- *To adopt multi-year teaching to strengthen classroom relationships and improve academic results at the Lower School.*
- *To personalize teaching and learning through small class sizes, advisory, and flexibility in scheduling and course formats at the High School.*

Capital City has remained true to the Expeditionary Learning and Responsive Classroom models in decisions related to the structure of the school schedule as well as recruitment and staffing. For example, each of Capital City's campuses has a weekly schedule that allows for a daily morning meeting or Crew/Advisory time to support the social curriculum and character education goals that are important to both Responsive Classroom and Expeditionary Learning.

Additionally, all campuses have a schedule that allows for longer blocks of time to be spent on a particular topic of study, rather than rushing from one subject to another in a more fragmented way. This schedule supports constructivist teaching and learning and allows students to spend significant amounts of time focusing on expedition projects. In the Lower and Middle School campuses, this results in longer literacy (LS) or humanities (MS) blocks – typically two hours. In the High School, this means having a block week every third week where class periods meet for an extended time. Examples of weekly schedules are included in the Appendix.

An important feature of schedules at all three campuses is that they allow for common daily grade level planning time. Once a week, this block of time is reserved for teaching teams consult with administrators. Consult times rotate between an Inclusion Consult Time led by the Director of Student Services where individual student needs are discussed and an Academic Consult Time when student data is reviewed and progress towards goals is discussed. In addition to the scheduled Consult Time, there is a weekly grade level meeting and planning time to allow teams to coordinate expedition plans, academic expectations, and teaching strategies.

Schedules at all three campuses are flexible enough to allow for fieldwork, an important aspect of the Capital City program. Fieldwork is regularly planned to further student learning and is supported by teaching teams and administrators.

Capital City believes in teachers having multi-year relationships with students. This looks different across the grades and campuses. From 2003-2012 all Capital City classes in grades PK through 4 were multi-age so that teachers taught students two years in classrooms that included two grade levels of students. After the expansion in 2012 this model changed slightly. Capital City still has multi-age PK3/PK4 classes with three and four year olds in the same classrooms. A looping model is promoted in the other Lower School grades where teachers work with the same students for two years. For example, students might have the same teacher for both 1st and 2nd grades.

This is the case with Middle School as well. Looping in middle school grades was a consistent practice before our expansion in 2012. Our data showed that students frequently had much stronger results in the second year of an academic loop. With the expansion, we significantly increased the size of the middle school staff, and teachers were interested in teaching the same grade and curriculum in order to fully master the content and make improvements to the expeditions and curriculum. Though it is an intention to have more teachers loop with students in the coming years, we recognize that sometimes a newer teacher would benefit from teaching the same grade again, rather than moving to a new grade and needing to master a new curriculum.

In the High School, teachers typically don't loop for academic subjects; however, students have the same advisor for two years. The multi-year relationship with the advisor supports stronger staff-student relationships and ensures that students are known well by adults. Students meet with advisors daily for 30 minutes and advisors are responsible for communicating with parents, advising students on course selection, college preparation activities, and on-going social support.

Capital City strives to maintain low student-teacher ratios throughout all grade levels. In recent years, these ratios have been:

- Lower School, 10:1
- Middle School, 10:1
- High School, 12:1

These low ratios across all grade levels allow for differentiated groups within classrooms and facilitate project-based work. Additionally, the large number of adults available to lead advisory groups at the middle and high school levels makes it possible for each advisory to be a small, tight-knit community.

School Community Goals

1: Capital City will be a learning community for teachers as well as students. Teachers will receive the training and support they need to successfully implement the educational program and best support individual students. Specifically the school intends:

- *To create a student-centered environment where teachers encourage students not only to solve problems, but also to pose problems. (LS)*

- *To develop school structures, policies, and rituals that enable adults and students to take risks and go beyond their perceived limits. (LS)*
- *To establish a tone of unanxious expectation, decency, and trust among students, staff, and families. (HS)*
- *To promote inquiry and innovation in classroom practice through discussion and critique of instructional practice and of learning expeditions, and to establish a culture of reflection, critique, revision, and collaboration among teachers and students (LS).*

Capital City maintains a strong student-centered environment that serves as a learning community for students and teachers alike. During the QSRs in 2013-14, PCSB reviewers noted that High School teachers modeled trust and unanxious expectation: teachers and students spoke frankly about their challenges, such as preparing for tests, time management, and planning. The reviewers also observed strong relationships between teacher mentors and students, built on frank feedback. At the Middle School level, the review team noted evidence of trust among students in several classrooms. The team observed students openly and kindly interacting with teachers and each other, demonstrating an underlying trust and report among staff members and students. At the Lower School, the review team felt that the staff had created an environment of warmth and trust at the school. They noted that teachers referred to students as "friends" and to their classrooms as "families". This type of environment encourages students at all grade levels to take risks in their learning and to pose questions.

Another aspect of the Capital City program that encourages students to practice thoughtful risk-taking is the Adventure program. This program has been a core part of Capital City's curriculum since the school began, and it is one of the school's most unique features. The adventure program is designed to take students off-site for extended periods of physical activity each season. The Adventure Coordinator plans and takes each class on a full-day trip several times per school year. Classroom teachers and community and parent volunteers often attend 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.

Reflection and revision in the context of a learning community are a natural part of school at Capital City, for teachers and students alike. Students learn at a very young age to reflect on their learning and their work as they revise projects, artwork, and written pieces. Frequently students are asked to include a reflection sheet for each piece of work that is placed in their portfolio, and students are expected to be able to articulate how and why they have revised a particular piece of work. During the QSR visits in December of 2013, PCSB visitors noted many examples of Lower School students reflecting on their work and their learning strategies. For example, teachers

initiated conversations about math strategy but then encouraged students to discuss possible solutions with one another. Many classrooms had posters on the wall detailing "what we know", "what we wonder" and "what we learned". And during a Writer's Workshop session, observers noticed students thoughtfully planning and revising their writing through discussions with one another.

For staff, reflection and revision often stems from observation opportunities by peers or supervisors. At the time of the Lower School QSR visit in December 2013, several teachers and fellows were being observed by members of the Center for Inspired Teaching using the CLASS observation rubric. Additionally, Capital City teachers are given the opportunity to observe one another and provide collaborative feedback. These peer observations provide teachers with valuable feedback and ideas from their colleagues.

Capital City also provides a significant amount of professional development to faculty members. Each Wednesday is an early dismissal day for students, and during the afternoons each campus holds dedicated Professional Development sessions. The topics are generally selected by the Instructional Leadership Team so that they align closely with teachers' needs. Examples of recent professional development topics include: equity, data driven instruction, strategies for working with ELLs, and instructional technology. Several weeks are generally reserved for differentiated PD sessions, during which several sessions are held at once and teachers can choose the attend the sessions that they find most helpful. Professional Development calendars for each campus from school year 2013-14 are attached in the Appendix.

PCSB's QSR team also observed evidence that the teaching staff at the Lower School had supported each other by planning collaboratively. It was evident that classes at the same grade levels had similar lesson pacing and objectives. At the Middle School, a review noted an instance in which a teacher in training led a science lesson, while the lead teacher and inclusion teacher assisted and offered support as needed. Reviewers also noted that in some classes it was difficult for them to ascertain immediately which teachers were the lead teachers and which were the fellows in training – clear evidence of an overall culture of learning and collaboration among Capital City staff.

Student Achievement Expectations

2000 – 2010 Summary

In 2010 Capital City Lower School (Grades PK-8) completed its 10 Year Review, and Capital City Upper School (Grades 6-10) completed its second year of operation. Below is a brief summary related to the status of the two campuses at the time of the 10th year review. Capital City was unanimously approved for charter continuance at the February 28, 2011 meeting of the Public Charter School Board.

In 2010, Capital City Lower School (PK-8) had DC-CAS reading and math scores 20 percentage points higher than the city average. While the school saw a dip in reading scores in 2009 and 2010 and a dip in math scores in 2009, over the 5-year period both reading and math scores trended upward with progress for all subgroups. The school met the majority of targets established in the accountability plan and met 2 of 3 of the academic standards thus meeting the PCSB standard for continuance. Additionally, the school met all of the non-academic standards and performed well on organizational governance, compliance and fiscal management. The school received the rating of "exemplary" for the majority of indicators and in all five domains (curriculum, instruction, assessment, school climate, governance) of the Program Development Review conducted in December of 2010.

In 2010, the Upper School serving grades 6-10 completed its second year of operation. Scores were closer to the citywide averages but on the increase. Middle School students who were assessed two years in a row at Capital City demonstrated a 10-point increase in reading proficiency and a 25-point increase in mathematics proficiency on the 2010 DC-CAS. 10th grade scores in 2010 were the lowest among tested grades served, with only 44% of student scoring proficient or above in reading and 40% in math. Since the school was only in its second year of operation and our structure at the time included admitting many new students in 9th grade, a majority of the students were new to the school, and many had entered with reading and math skills well below grade level.

In 2010, most of Capital City's subgroups scored above the city-wide average on the DC-CAS, with economically disadvantage students outscoring their peers at other schools by 10 percentage points in reading and 13 percentage points in math. A notable exception was the school's group of English Language Learners, who had below average proficiency rates in both reading and math. Supporting this subgroup was identified by the school as an area of focus at the time of the 10th year review.

Student Performance 2011 to 2014

Since Capital City's 10th year review, the Performance Management Framework was created by the PCSB as an additional means to monitor overall academic performance.

During this time of transition and expansion for Capital City, campuses posted strong scores on the PCSB's Performance Management Framework since the framework's inception. The chart below summarizes PMF performance. No Capital City campus has ever been rated Tier 3 by the PCSB.

PMF Scores and Tiers (2011-2014)								
	2011		2012		2013		2014	
Campus	**Score**	**Tier**	**Score**	**Tier**	**Score**	**Tier**	**Score**	**Tier**
Lower School – Grades PK-8 (1999-2011)	73.1%	Tier 1	65.3%	Tier 1	NA	NA	NA	NA
Lower School – Grades PK-4 (2012-2014)	NA	NA	NA	NA	37.1%	Untiered (new campus)	50.7%	Tier 2
Upper School Grades 6-8	75.2%	Tier 1	63.5	Tier 2	NA	NA	NA	NA
Middle School-Grades 5-8	NA	NA	NA	NA	46.7%	Untiered (new campus)	44.1%	Tier 2
High School-Grades 9-12	64.6%	Tier 2	53.9%	Tier 2	66.4%	Tier 1	69.9%	Tier 1

Capital City committed in its original charter to the following academic goals:

1. Students will become competent, independent readers.
2. Students will become effective oral and written communicators.
3. Children will be able to reason mathematically and effectively present their thinking to others.

Additionally, upon opening the High School in 2010, Capital City committed to a fourth goal to:

4. promote critical thinking, high-quality original work, and the acquisition of skills necessary for transition to college or career among High School students.

In order to track these goals, Capital City annually administered the DC-CAS, and also assessed students each year using various internal assessments in reading, writing, and mathematics. The results of all of these assessments are detailed below.

Performance towards these goals for each campus is discussed in the following sections. As previously noted in this application, Capital City made significant changes from 2011 to 2014: relocating to a new building, reconfiguring campuses, adding an additional grade (PK3), and expanding in all grades from PK through 8. The 2011 and 2012 assessments took place before the expansion, while the 2013 and 2014 assessments took place afterward. This timing should be considered when reviewing trend data, and to this end the expansion is clearly marked in the graphs in the following pages. We have chosen to present and discuss performance by the grade bands of the current

campuses (PK-4th, 5th-8th, and 9th-12th), but that means that current campus data is compared with earlier data that does not reflect the campus configuration at the time.

Capital City Lower School (Grades PK-4)

There is strong evidence that will be detailed in this section to show the Lower School has met its goals even in light of the recent expansion and shifting demographics. The Lower School was probably the campus most impacted by the expansion and move with nearly 70% of students new to the campus in 2012. New students were more likely to be English Language Learners more than doubling the percentage of ELLs from 13% in 2011 to 27% in 2012. The ELL percentage has continued to trend upward with 30% of students classified as ELLs in 2014. In spite of the changes, results are trending upwards in all areas with the exception of writing due to the introduction of a new more rigorous assessment in 2013.

Performance on our Early Childhood Accountability Plan (2012, 2013) shows the performance and progress for grades PK-2 (70% of students served at this campus). In 2012, Capital City met 7 of 7 early childhood targets. In 2013, the school met 5 of targets even in light of the changes that happened that year. In 2014, the framework changed to an unscored/untiered PMF. The Lower School scored above the mid-range for nearly all targets on this new measure.

The Lower School has the elementary PMF for grades 3 and 4. In 2013, the year after the expansion, the Lower School PMF score was only 37.1. The poor result was largely attributable to low DC-CAS scores in 3rd and 4th grades. While disappointing, the result was not surprising given the changes that year and the focus on building school culture and catching students up on basic skills. Results were significantly improved in 2014 and the PMF score increased to 50.7.

Students will become competent, independent readers.
Capital City Lower School provides its students a rigorous literacy program built on strong instructional practices. Capital City uses multiple measures to ensure reading competency in its students including the Developmental Reading Assessment (DRA) for grades K-4, the Phonemic Awareness Literacy Screening Assessment (PALS) in Kindergarten, the Teaching Strategies GOLD Assessment in Pre-K, and the DC-CAS for grades 3 and 4.

Developmental Reading Assessment (DRA)
Capital City has been using the DRA to measure reading proficiency and progress since inception. The DRA provides information about the percentage of students reading on grade level and the assessment enables us to track progress. The table below shows DRA scores for the past four years by grade level.

Lower School DRA % on Grade Level (2010-2013)				
	2010	**2011**	**2012**	**2013**
K	75%	70%	42%	60%
1	60%	68%	54%	44%
2	52%	83%	69%	55%
3	56%	68%	57%	75%
4	92%	96%	76%	75%

The percentage of students reading on or above grade level decreased with the expansion, but is recovering due to a strong focus on differentiated reading instruction and remediation. It is important to note that DRA scores have been stronger among 3rd and 4th grade students with 75% scoring on grade level in 2014. This affirms that Capital City's reading program is bringing more students up to grade level reading the longer students stay at the school. First grade scores have been the lowest in recent years influenced by the large percentage of ELLs. Capital City has invested resources and attention to improving the performance of ELLs including hiring an ELL specialist and training all teachers to effectively meet the needs of ELLs. That being said, ELLs sometimes need more time that non-ELLs to gain proficiency in both languages.

In addition to the percentage of students reading on grade level at the end of each academic year, Capital City has also tracked and reported the percentage of students in each grade level who have made at least a year's worth of progress in reading over the course of the school year on the DRA. The goal for this metric is that 80% of students in each grade will make at least a year's equivalent of growth in reading.

Lower School DRA Growth (2010-2013)				
	2010	**2011**	**2012**	**2013**
K	NA	NA	NA	**NA**
1	64%	68%	56%	77%
2	56%	83%	84%	77%
3	96%	88%	88%	88%
4	100%	92%	88%	88%
LS	*79%*	*83%*	*79%*	*83%*

The table above shows that between 2011 and 2014 the Lower School was quite successful, even post-expansion, in maintaining high rates of growth in reading. First grade progress has been lower across the board, but increased significantly in 2014. One of the reasons for that is that the assessment does not assess growth on pre-reading skills, which is often the initial focus of instruction for students who enter first grade below grade level. We believe that the increase in 2014 is the result of increased support for ELLs and early literacy support in Kindergarten.

In addition to supports primarily for ELLs, Capital City increased its supports for struggling readers. This included implementing after school intensives for lower school students reading below grade level and implementing the Leveled Literacy Intervention (LLI) in the Lower School to support students reading below grade level.

Given the limitations of the DRA in assessing progress in Kindergarten, Capital City administers the PALSs assessment to show growth and progress. The table below shows the percentage of Kindergarten students who demonstrated progress or scored 100% on at least 3 of the 6 literacy indicators.

PALS: 2013-2014 Kindergarten Literacy Development		
Literacy Concept	**% Reaching Goal**	**% Making Growth**
Rhyme Awareness	90%	88%
Beginning Sounds	100%	98%
Lower Case Recognition	90%	66%
Letter Sound Recognition	78%	78%
Spelling	85%	66%
Concept of Words	39%	95%

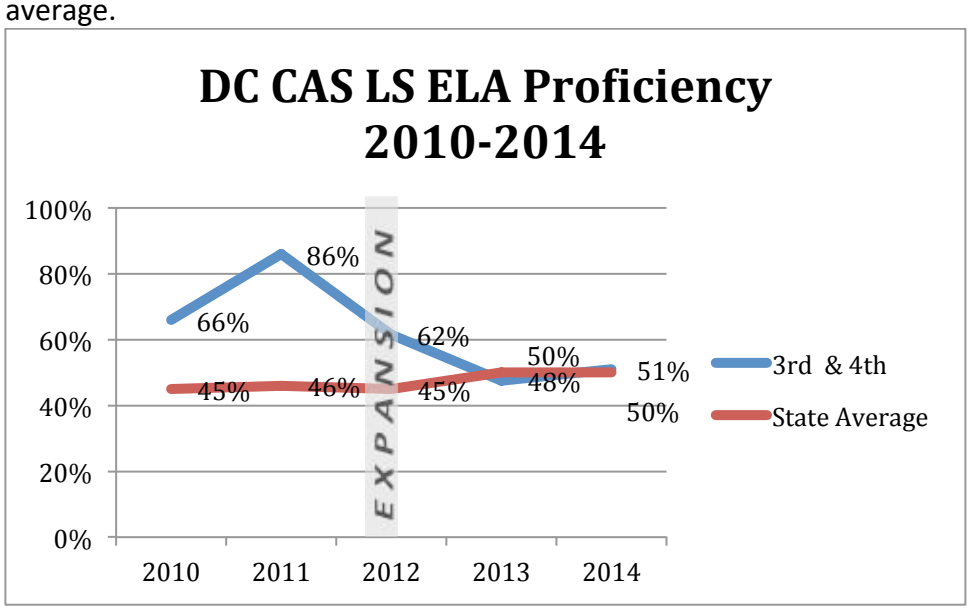
Teaching Strategies-GOLD

Another component of the Lower School that contributes to the success of the students in literacy is the strong Early Childhood program offered by the school. Beginning in Pre-K 3, students participate in enriching pre-literacy activities to ensure they are on track to become successful readers and writers. In 2014, the Early Childhood PMF was released for all early childhood programs in the city. Even though this year's PMF was unscored and untiered, the data from Capital City's Early Childhood PMF showcased numerous successes. In literacy, 88.9% of its PK students met their achievement or growth goal for the year on the GOLD, a nationally-normed assessment. The early childhood program is making sure that all students have a solid foundation to meet later literacy benchmarks on time.

DC-CAS

Third and Fourth graders at the Lower School were assessed in the spring with the DC-CAS. The table below shows that third and fourth grade scores were consistently well above the city average, until 2013 when the school expanded. Third and fourth grade scores dropped from 2011 through 2013, but after implementing carefully designed

interventions in school year 2013-14, scores increased, and are again above the state average.



DRA scores have consistently been higher than DC-CAS scores reflecting the strong focus on teaching students to read rather than a focus on test preparation.

ELA Median Growth Percentile (MGP)

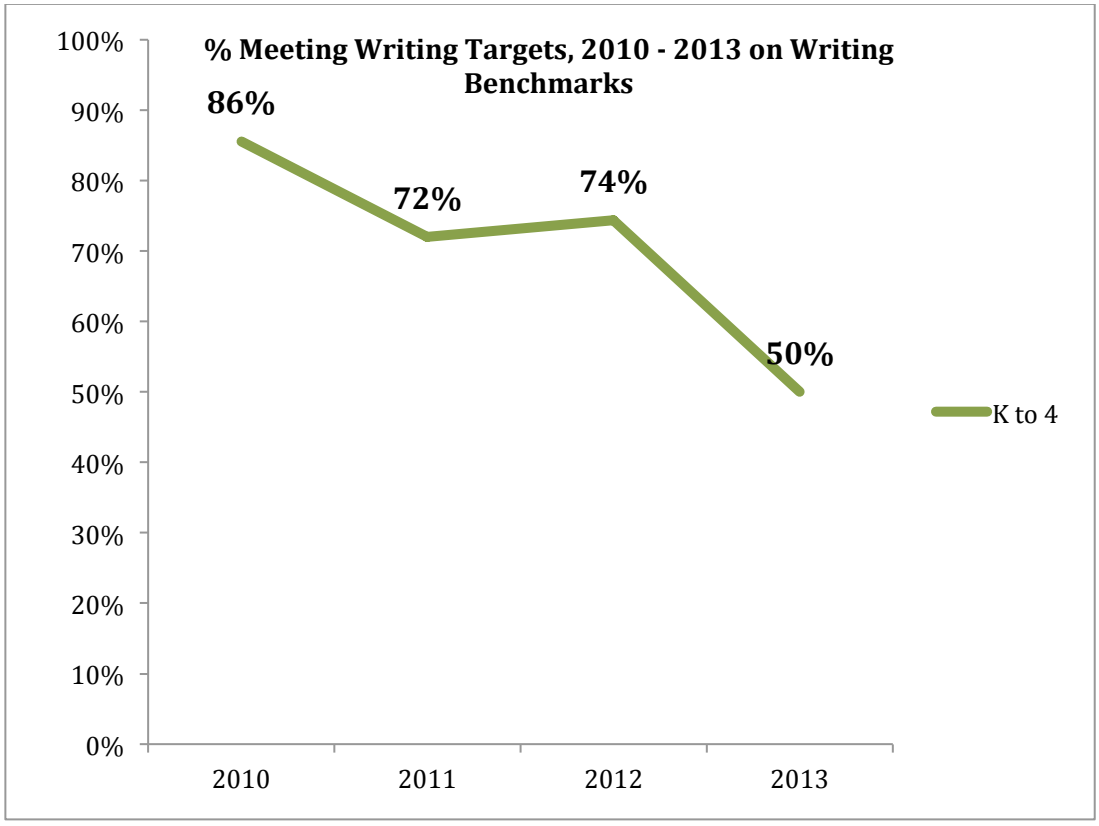
Capital City's internal goals call for Median Growth Percentile scores of 55 or more in both English Language Arts and Mathematics for all campuses. Although MGP scores are know to fluctuate substantially from year to year, the 55th percentile seems like a reasonable goal that would ensure above-average growth among Capital City students and ensure we are catching students up. It is important to note that for the Lower School, MGP is only for 4th grade since two years of data are required to have a growth score. The table below shows Lower School MGP from 2011 through 2014. Pre-expansion, these numbers include the average of all Lower MGP-eligible grades. Post-expansion, the MGP would only include 4th grade scores.

Lower School MGP (2010-2013)				
	2010	**2011**	**2012**	**2013**
LS	56.0	63.5	37	59.0

The table above shows very strong MGP except for the year of the expansion. Strong 2014 MGP, at 59, validated that the interventions the interventions put into place to catch students up are working. Even though 2014 scores are not yet up to the pre-expansion levels, the MGP shows that Lower School students are making growth.

Students will become effective oral and written communicators.

Capital City also uses internal assessments to track progress on writing. Capital City has created an internal writing benchmark, based on the 6+1 writing program. This assessment is given to students at the beginning and at the end of the year to monitor development of writing skills. Writing across the curriculum has been emphasized at Capital City, and the school has tracked student performance on writing assessments for many years. The chart below shows student writing scores by grade band over the past four years.



For the Lower School, the scores did not fall directly after the expansion, but did decline from 2013-2014.

Children will be able to reason mathematically and effectively present their thinking to others.

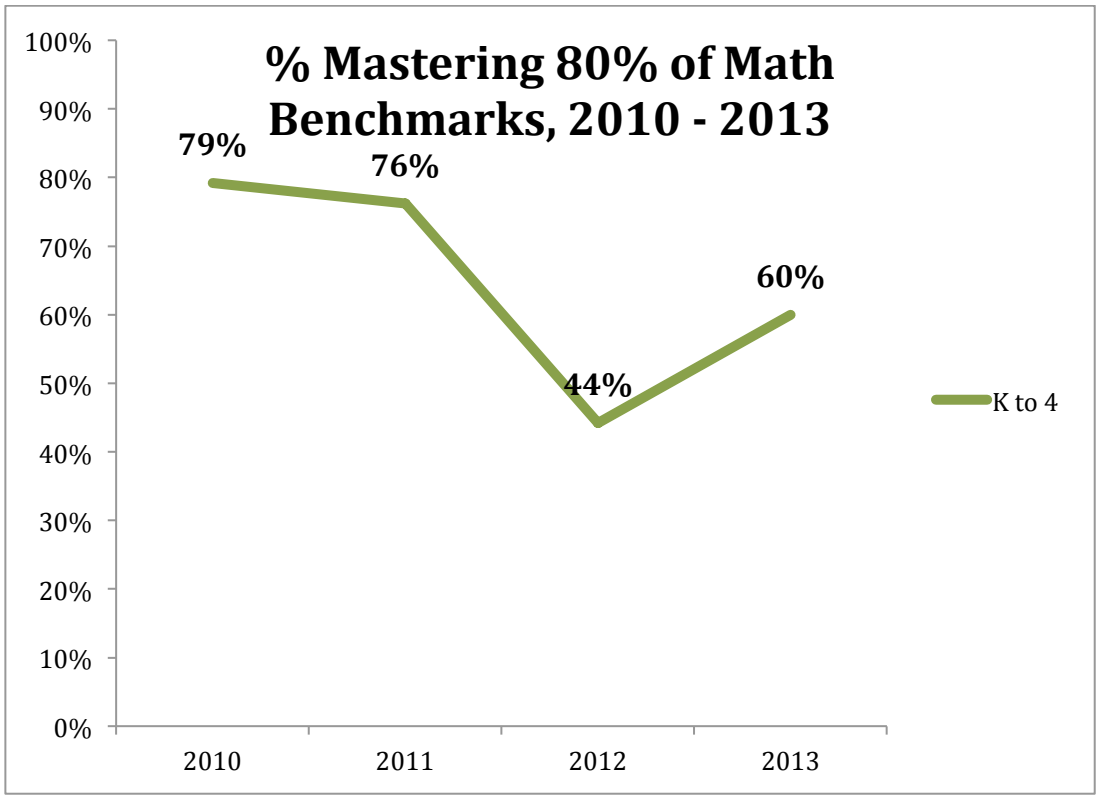
Capital City was an early adopter of Common Core State Standards (CCSS). The school aligned its curriculum to Common Core in 2011. Alignment of assessments lagged behind this transition, which contribute to decreases in 2012 prior to the expansion. In addition to focusing on the CCSS, there has also been a focus on implementing the Standards of Mathematical Practice with a strong focus on student thinking and reasoning. This approach is often new to students coming to Capital City from schools where mathematics was taught with a focus on rote skills and procedures. We were

not surprised by dips in math scores the year we expanded, but are encouraged to see strong growth and progress at the Lower School in 2014. Being early adopters of Common Core and a having a strong implementation of the Common Core Standards of Mathematical Practice, Capital City believes it is well positioned for the switch to PARCC.

Math Benchmarks

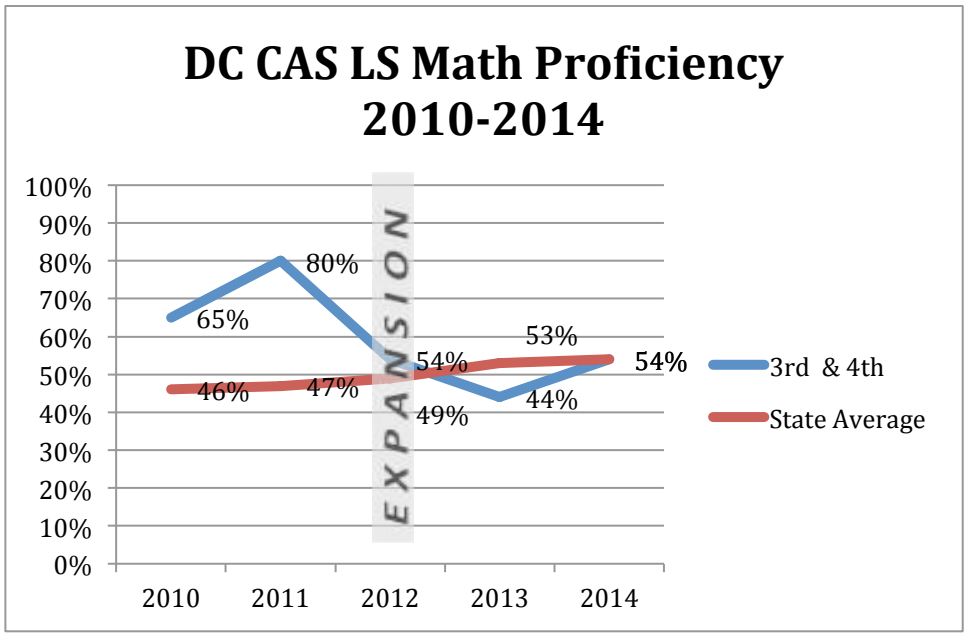
Capital City developed K-8 Math Benchmark assessments aligned to grade-level standards in order to gauge student mastery of key mathematical standards throughout the school year. Assessments were re-written in the summer of 2013 to be fully aligned with Common Core standards. Capital City worked with data analysts from Friends of Choice in Urban Schools in 2013 to review math benchmarks and compare performance to DC-CAS. Based on the analysis, the math benchmarks were shown to be a very strong predictor of DC-CAS performance.

Each year, the goal is for 80% of students in grades K through 8 to master 80% of the benchmarks. The chart below shows the school's trajectory on the benchmark assessment from 2011 to 2014.



Although the math benchmark scores dropped after the expansion, the scores rose in 2014 to 60%. This success can be attributed to a renewed focus in school year 2013-2014 on small group instruction and a heavy re-teaching of the math standards until demonstrated mastery.

DC-CAS: Mathematics
The table below shows 3rd and 4th grade math performance on the DC-CAS over time.



The significant decline in 3rd and 4th grade performance in 2012 (pre-expansion) was partially due to the misalignment of instruction with assessment. The decline is also the result of a different cohort of students being compared. 3rd grade performance was especially low in 2012 (40% proficient) and 4th grade performance was especially high in 2011 (90% proficient). The continued decline in 2013 was largely due to the expansion.

The increase in scores from 2013 to 2014 from 44% proficient to 54% proficient is encouraging. This growth was the result of carefully planned and implemented interventions including adding a second math instructional block and having a math interventions specialist to pull small groups of students for re-teaching and re-assessing skills.

Math Median Growth Percentile (MGP)
Math MGP scores (shown in the table below) tracked fairly closely with overall math scores over the past few years, with MGP declining at the Lower School. The Lower School ended 2013 with an MGP of 32, well below the school-wide goal of 55. These numbers were not acceptable, and reflected a very low level of growth in mathematics proficiency among Capital City students on the DC-CAS, relative to students at other DC schools. These results highlighted a significant need for increased math instruction and professional development. Capital City provided increased professional development around math instruction by working with a math consultant and focusing on the

implementation of the Standards of Mathematical Practice. The school also implemented new math interventions designed to catch students up. Math MGP for 2014 increased for all campuses, with an especially large increase for the Lower School of 57.

LS Math MGP				
	2011	**2012**	**2013**	**2014**
LS	77.0	42.5	32.0	57.0

Capital City Middle School (Grades 5-8)

Capital City Middle School is the newest campus of Capital City PCS. The Middle School opened in 2012; this current school year is its third year of operation. The former Upper School and Lower School campuses both served middle grades, but in lower numbers than the current campus. In 2012, an expansion happened simultaneously with the reconfiguration to add a new middle school resulting in 51% more students than the former campuses enrolled and 70% new students to Capital City. As this campus establishes itself, it has already experienced some success and identified some areas where growth must be accelerated. The results below reported for the charter goals around reading, writing and math show that reading has been a relative strength showing the strong focus on literacy to ensure students leave 8th grade ready for the reading demands of high school. Writing and math have been relative weaknesses with math performance being a particular area of concern. It will be discussed in more detail below, but receiving students from so many different schools with vastly different math experiences prior to Capital City has been an exceptional challenge.

Untiered in its first year, the Middle School earned a PMF score of 46.7 in 2013. This score dropped to 44.1 in 2014 due in large part to low growth scores and performance in math. The Middle School is solidly Tier 2 with a commitment, aspiration, and plans to improve. Prior to the expansion, middle grades at Capital City had a strong track record of performance earning the Upper Middle School (6th-8th) Tier 1 status in 2011 and the Lower School (3rd-8th) Tier 1 Status as well in 2011 and 2012.

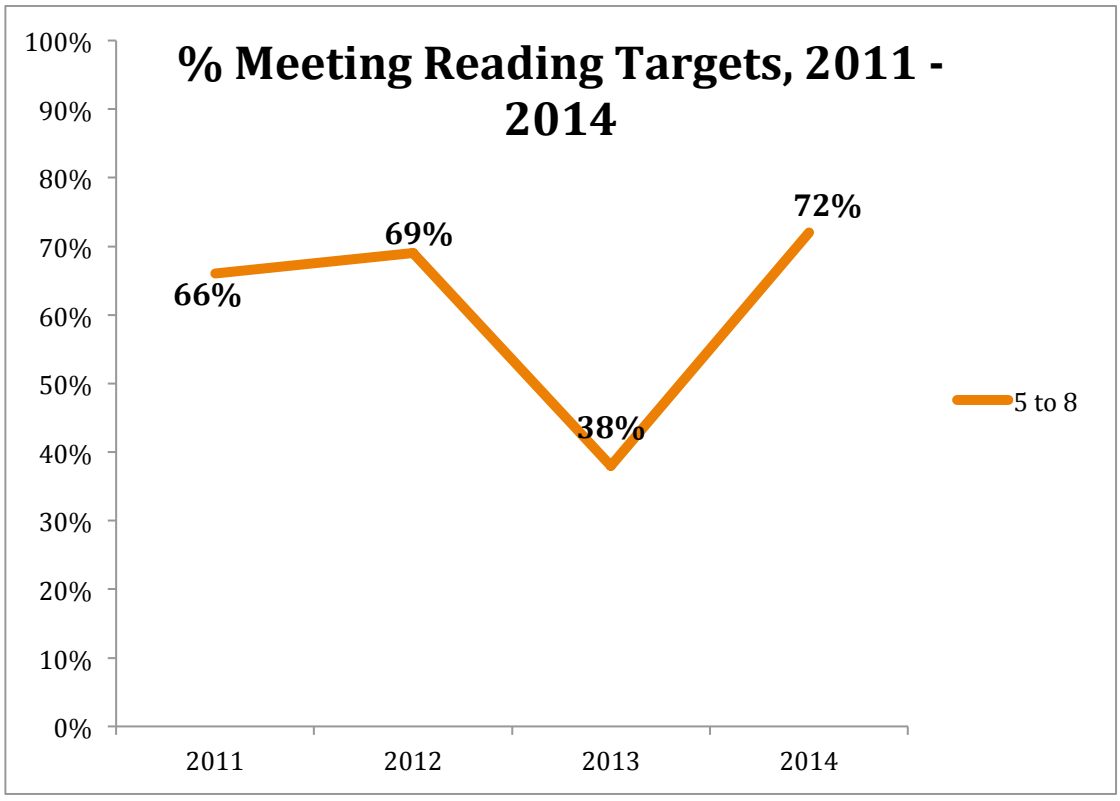
Students will become competent, independent readers.

There is strong evidence that the Middle School has met this goal. Internal reading data described below is especially strong and DC-CAS data has consistently been above the state average.

Developmental Reading Assessment (DRA)

Capital City has historically measured student achievement in reading through the Developmental Reading Assessment (DRA). These assessments span multiple years of reading proficiency and identify just how far above or below grade level a student is

reading. Additionally, these assessments allow teachers to track progress in reading year over year, something that the DC-CAS cannot provide. It is important to note that the GATES assessment was administered in 2013 instead of the DRA , but that the DRA was resumed for all students in 2014.



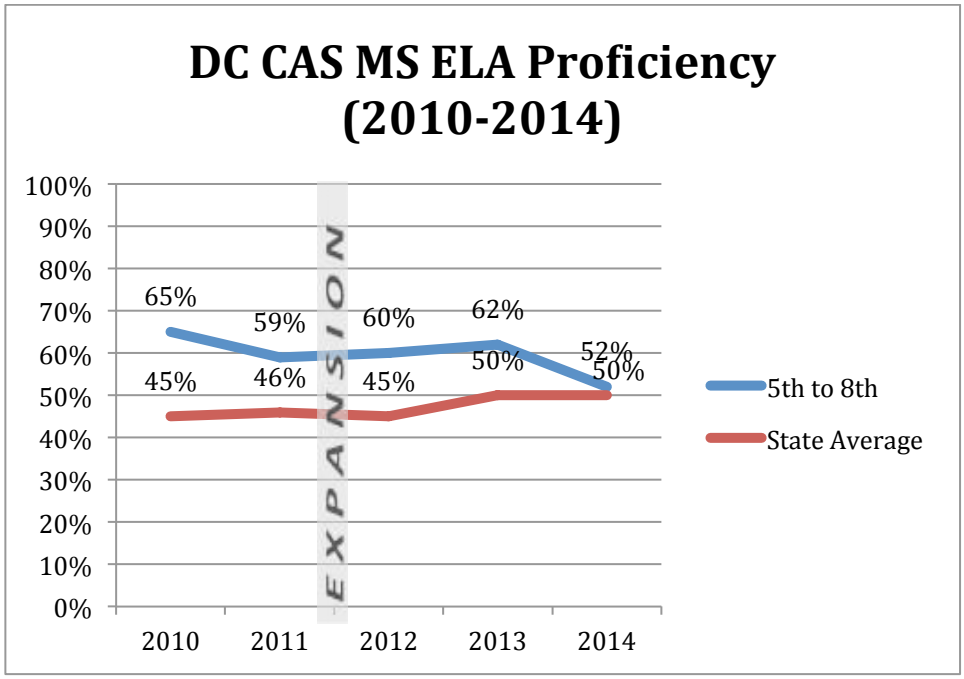
The middle school scores saw a drop in 2013 that was related to the expansion and to the literacy levels of the incoming students, but also related to using the GATES assessment rather than the DRA, which was used in other years. Scores recovered in 2014 reflecting increased attention and focus on teaching reading including additional blocks of reading time, additional training for teachers, and the use of the Leveled Literacy Intervention (LLI).

MS Percent on Grade Level (DRA)				
	2010	**2011**	**2012**	**2013**
MS	*66%*	*69%*	*38%*	*72%*

DC-CAS: English/Language Arts

To ensure that all the middle school students become independent and competent readers, the Middle School monitors ELA progress on the DC CAS. The table below shows 5th-8th grade scores. ELA scores were relatively high the year after the expansion

showing the strong focus on literacy that year. In the following year, scores dipped, but were still above the state average.



It is encouraging that the Middle School was able to keep reading scores competitive with other schools across the city despite the large influx of new students and the shift in demographics. With the expansion, the percentage of ELL students increased to 28% in Middle School.

To better understand the impact of new students on the scores and how our program is serving students over time, Capital City did a cohort analysis in 2013. The cohort analysis looked at performance and progress of students who had attended Capital City for 3 or more years and taken the DC-CAS each year. It was only in middle school grades that we had such a cohort; there were 81 students who were assessed on the DC-CAS as Capital City students in 2011, 2012 and 2013. This group of students had a proficiency rate of 77% on the DC-CAS in 2013, 15 points higher than the campus average. Even more impressive were the cohort gains of this group. ELA proficiency rates for this cohort over the three-year period are as follows:

MS ELA Cohort	
2010-2011	56%
2011-2012	63%
2012-2013	77%

This strong cohort performance shows the powerful impact that our program has on student performance over time.

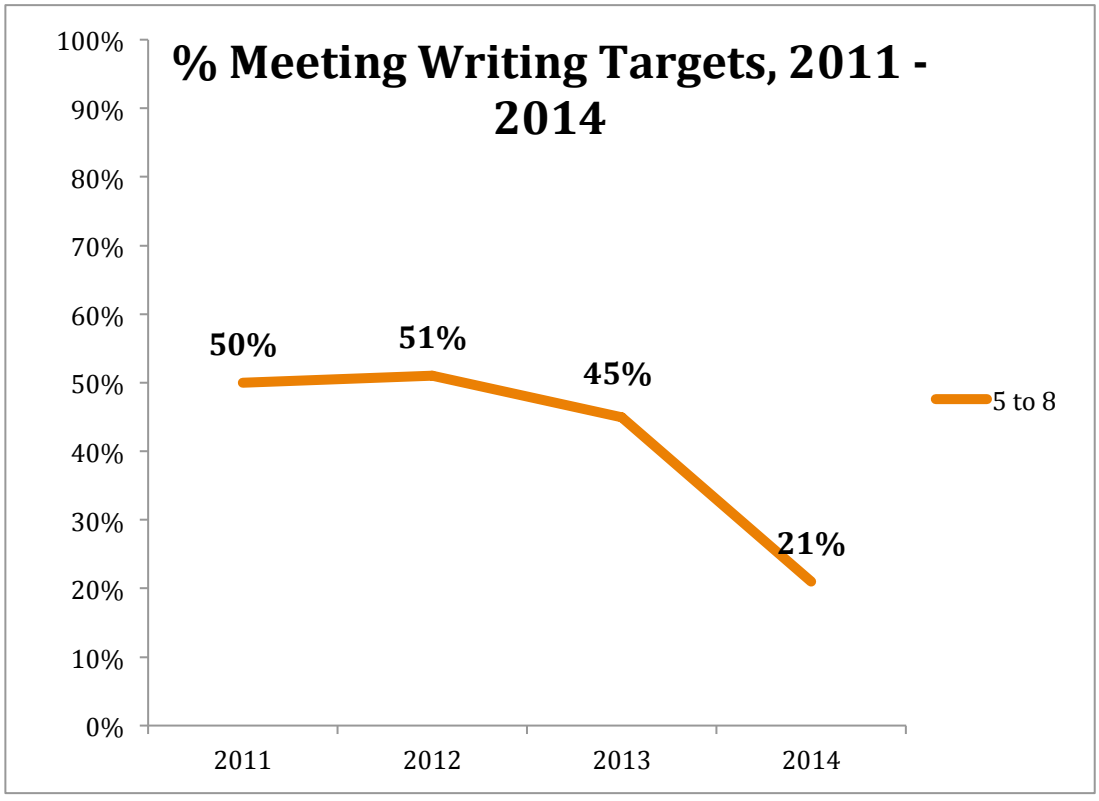
ELA Median Growth Percentile (MGP)
The table below shows Capital City's Median Growth Percentiles by grade band, from 2011 through 2014.

Middle School MGP ELA (2010-2013)				
	2010	**2011**	**2012**	**2013**
5th-8th	59.0	57.0	49.0	47.0

Despite all the gains in other areas of literacy (such as a steep increase of students in the Middle School reading on grade level), MGP is an area of growth identified for the Middle School. MGP was very strong for literacy in 2011 and 2012. While MGP approached average growth in 2013 and 2014, it lagged behind showing room for growth and improvement.

Students will become effective oral and written communicators.

Writing across the curriculum has been emphasized at Capital City. The school has tracked student performance on internally designed writing assessments for many years, but the assessment changed significantly in 2013. The chart below shows student writing scores over the past four years.



As shown above, writing scores did not dip as a result of the expansion in 2013, however, scores dropped in 2014 as a result of the change in assessment. Scores have not been as strong as desired for any of the past four years even prior to the assessment redesign, because of the large numbers of new middle school students that Capital City has enrolled in recent years. Students entering in the middle school grades typically have not had strong writing backgrounds. RESEARCH SIMULATION

It should be noted that in middle school writing scores were higher on the DC-CAS composition assessment than on our internal assessment. In 2014, 61% of 7th graders were proficient on the DC-CAS composition test compared to 21% proficient on our assessment. This speaks to the high level of rigor of the new assessment.

Children will be able to reason mathematically and effectively present their thinking to others.

As noted above, new students are often challenged by being taught math by methods very different from those used in their previous schools. Capital City has a constructivist approach to teaching mathematics. This approach is designed to develop strong conceptual understanding and is an excellent approach for achieving the rigor of the Common Core. However, it is an approach that is different than the instructional approach being used at many other schools, and it can require an adjustment for students who have been taught math by direct instruction and a focus on rote skills. This has a lot to do with the decline in scores after the expansion. Scores of students who have been at Capital City for more than two years have consistently been stronger showing the impact of our approach over time. A three year analysis of Middle School cohort math scores showed that only 47% of students who were new to the schools (enrolled two years or fewer) were proficient on the 2013 Math DC CAS, as compared to 65% proficiency with students who had been with the school three years or longer. It is expected that with strong re-enrollment rates, that math scores will continue to improve in the future as students adjust to this approach.

DC-CAS: Mathematics

The DC-CAS mathematics assessment is administered annually to Capital City students in grades three through eight and in grade ten. The DC-CAS math assessment provides information about the percentage of students performing below, on, or above grade level in math. As shown in the graph below, the trajectory of DC-CAS scores over the past four years with declines at the Middle School.

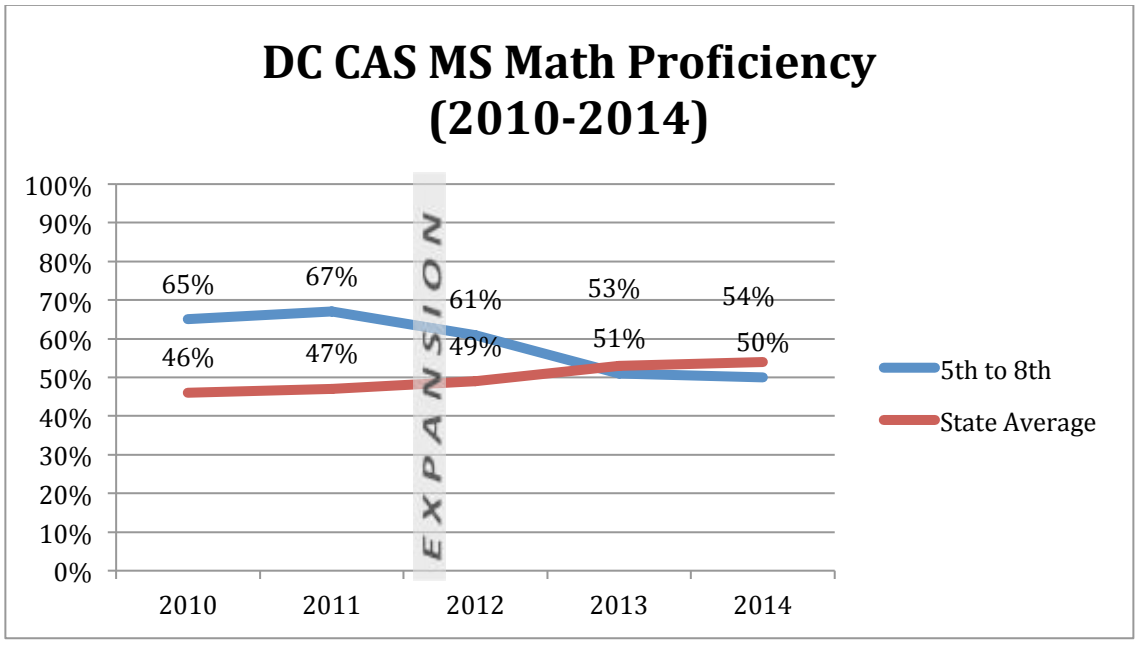
Declines in the Middle School in 2013 were largely due to the opening of the new campus, which significantly impacted all grades 5th through 8th. Capital City has a constructivist approach to teaching mathematics. This approach is designed to develop strong conceptual understanding and is an excellent approach for achieving the rigor of the Common Core. However, it is an approach that is different than the instructional approach being used at many other schools and it can require an adjustment for

students who have been taught math by direct instruction and a focus on rote skills. This has a lot to do with the decline in scores after the expansion and the continued challenge to raise scores at the middle school level. Scores of students who have been at Capital City for more than two years have consistently been stronger showing the impact of our approach over time. It is expected that with strong re-enrollment rates, that math scores will improve as students adjust to this approach.

Declines in 2012 related to the switch to Common Core and poor alignment with the DC-CAS assessment. Capital City was an early adopter of the Common Core. In the summer of 2011, Capital City teachers worked to revise their curriculum maps to teach Common Core standards. This switch was prior to the DC-CAS being fully aligned with Common Core resulting in some misalignment with the test. Being early adopters of Common Core and a having a strong implementation of the Common Core Standards of Mathematical Practice, Capital City believes it is well positioned for the switch to PARCC.

DC CAS Mathematics

Besides the internal measure of the math benchmarks, the Middle School also tracked performance on DC CAS.



DC CAS Scores for the Middle School have stayed nearly the same for the last two years and have hovered very close to the state averages. Middle School has experimented with different math interventions to find the strategies that will work best for the Middle School students

Math Median Growth Percentile (MGP)

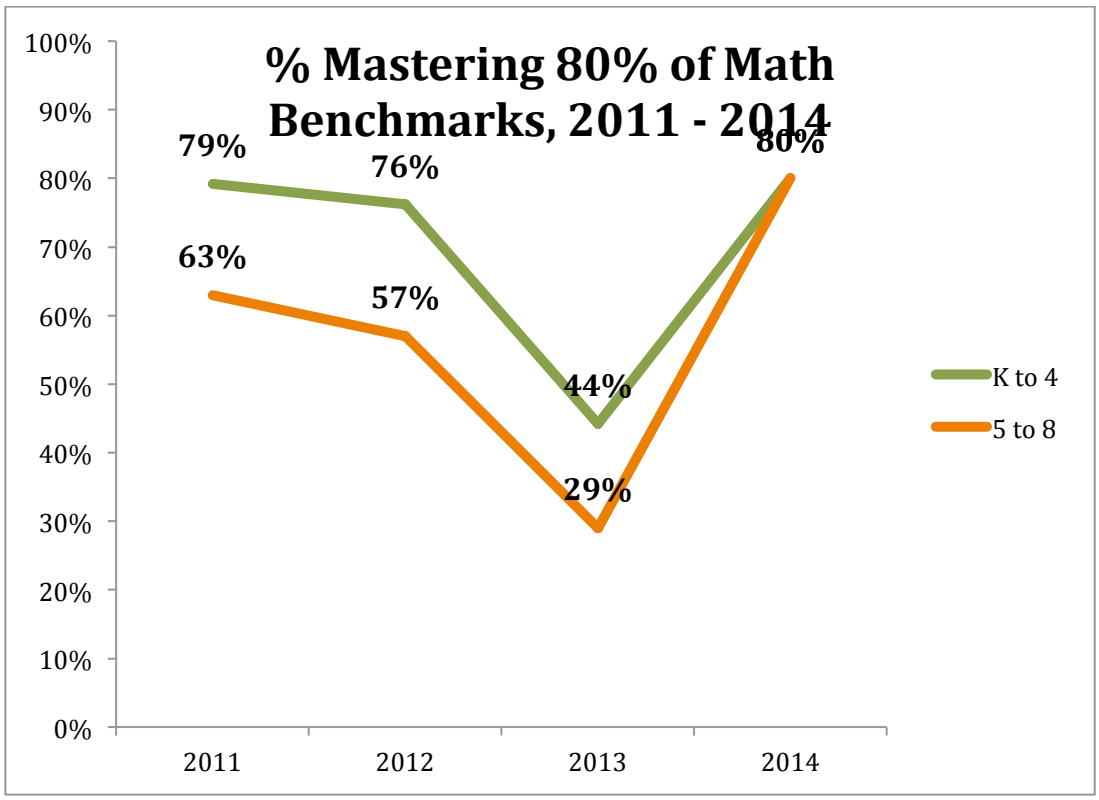
Math MGP scores (shown in the table below) tracked fairly closely with overall math scores over the past few years, with MGP declining at the Middle School in 2013. The Middle School ended 2013 with an MGP in the 30s, well below the school-wide goal of 55. These numbers were not acceptable, and reflected a very low level of growth in mathematics proficiency among Capital City students on the DC-CAS, relative to students at other DC schools. These results highlighted a significant need for increased math instruction and professional development. Capital City provided increased professional development around math instruction by working with a math consultant and focusing on the implementation of the Standards of Mathematical Practice. The school also implemented new math interventions designed to catch students up. Math MGP for 2014 increased for the Middle School, but not enough to make the internally set goal.

MS Math MGP (2010-2013)				
	2010	**2011**	**2012**	**2013**
5th-8th	58.5	43.0	35.0	41.0

Math Benchmarks

Capital City developed K-8 Math Benchmark assessments aligned to grade-level standards in order to gauge student mastery of key mathematical standards throughout the school year. Assessments were re-written in the summer of 2013 to be fully aligned with Common Core standards. Capital City worked with data analysts from Friends of Choice in Urban Schools in 2013 to review math benchmarks and compare performance to DC-CAS. Based on the analysis, the math benchmarks were shown to be a very strong predictor of DC-CAS performance.

Each year, the goal is for 80% of students in grades K through 8 to master 80% of the benchmarks. The chart below shows the school's trajectory on the benchmark assessment from 2011 to 2014.



In 2011 and 2012, middle school students struggled with the benchmark target of 80%, with only approximately 60% of students mastering 80% of benchmarks. It should be noted that benchmarks in the older grades become more complex and frequently have several parts making the goal more challenging.

Both grade bands experienced precipitous drops (about 30 percentage points) in math benchmark mastery after the 2012-13 expansion. These drops were attributed to the introduction of a new math curriculum as well as the addition of many students unfamiliar with the constructivist approach to mathematics. In 2014, there was a steep rise again in scores. This can be attributed to the steady re-enrollment rates (95%) with more students participating in Capital City's math program over time. Additionally, teachers put a greater emphasis on re-teaching and re-testing to get more of the students to meet the goal.

Capital City High School (Grades 9-12)

Although, Capital City High School is still new relative to other high schools in DC, it is currently the Capital City campus that has been open the longest. The High School opened with 9th graders in 2008-2009. The first graduating class earned their diplomas in spring 2012. In 2014, Capital City graduated is third class of senior.

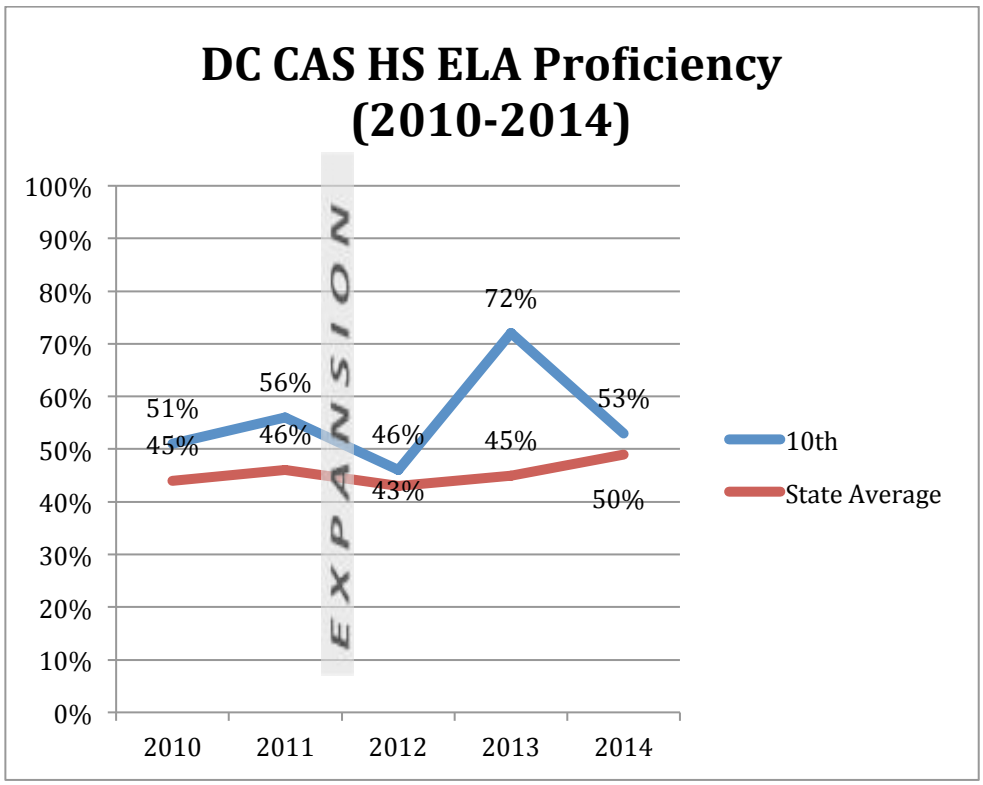
When the high school first opened, we were taking many new students in 9th grade. In fact, the majority of students were new to Capital City, most coming with skill gaps and low reading proficiency. With the expansion of the middle school program, fewer 9th grade students are brand new to Capital City. This coupled with a strong focus on interventions, like numeracy and literacy classes, to catch students up, high school achievement has been on the rise.

The LEA changes in 2012 did not have the same type of impact on the High School grades as it had on the lower grades. A different group of 10th graders are assessed each year, so large swings in scores are possible from year to year. Nevertheless, the 2013 increase was a clear departure from the low 10th grade scores in both of the previous two years, and it came after significant programmatic changes designed to increase performance including switching to a seven period schedule to allow more time for interventions.

The High School PMF score has increased these past two years to 66.4 in 2013 and to 69.9 in 2014 to earn Capital City High School Tier 1 status.
The High School has the same goals as the other two campuses to prepare competent readers, writers, and mathematicians. In addition to that, the High School also has the unique mission to promote critical thinking, high quality work, and the acquisition of the skills necessary to transition to college or a career.

Students will become competent, independent readers.

The High School tracks the DC CAS scores to determine proficiency in ELA for the 10th graders taking the exam. High school scores, which come from testing a different cohort of 10th grade students every single year, vacillate year to year, with especially high scores in 2013. Internal assessment data has matched the vacillations of the cohorts. Despite the wide swings in performance, the High School has consistently outperformed the ELA state average on DC CAS in recent years.



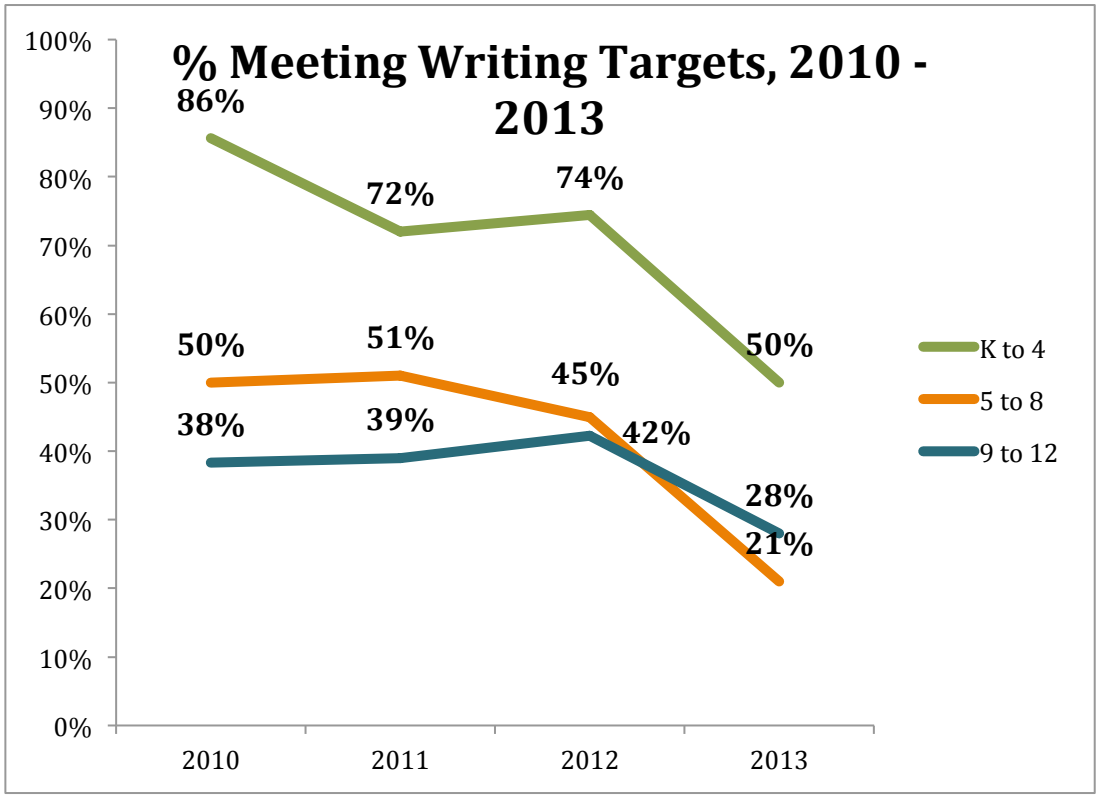
The strong gains in 2013 were the result of purposeful and thoughtful interventions and programmatic changes including the addition of literacy classes, taken in addition to high school English, for students reading below grade level. It is believed that the 2014 decline in reading scores is the result of a cohort with lower skills and more special needs students because the growth scores, discussed below, remained strong. It is also encouraging that 9th grade DC-CAS reading scores, while not used for accountability, were strong in 2014 with 71% of students scoring proficient.

ELA Median Growth Percentile (MGP)

Capital City's internal goals call for Median Growth Percentile scores of 55 or more in both English Language Arts and Mathematics for all schools. The table below shows Capital City's Median Growth Percentiles by grade band, from 2011 through 2014. The High School has shown extremely strong MGP in the last few years, including in years where the overall proficiency has dropped. This points to the efficacy of the High School reading and intervention program, where students are making large gains, even if they start the year at lower levels of literacy.

HS ELA MGP (2010-2013)				
	2010	**2011**	**2012**	**2013**
10th	55.0	41.0	69.0	59.0

Students will become effective oral and written communicators.
Writing across the curriculum has been emphasized at Capital City, and the school has tracked student performance on an internally designed writing assessments for many years. The chart below shows student writing scores over the past four years, however, assessment measures and standards have changed, making it difficult to compare scores from year to year.

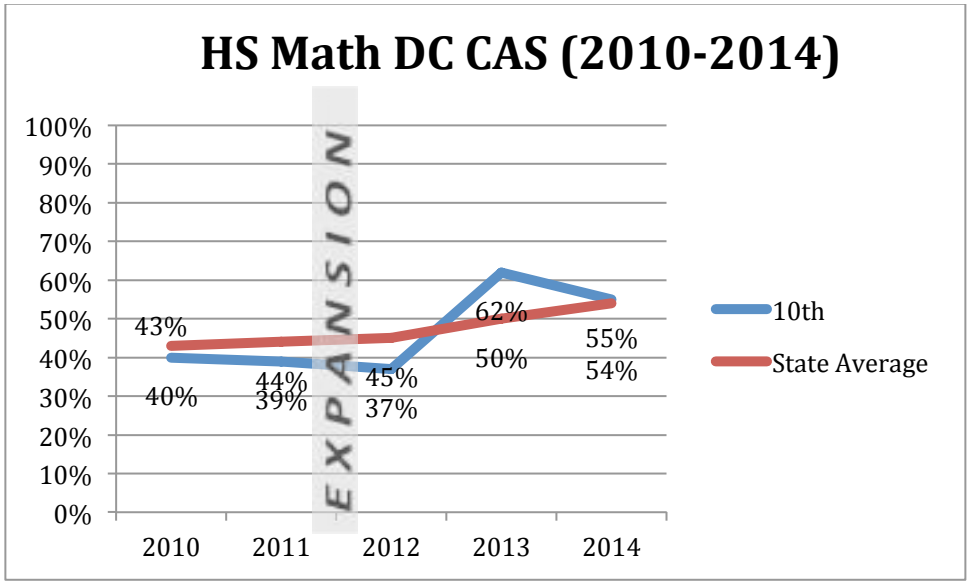


Making sure all Capital City graduates are strong writers is one of the cornerstones of the school's mission. To ensure that when students leave they will be able to produce different types of writing in college and career environments, the high school re-designed the writing assessment for students in school year 2013-14. With a change in assessment format and a more stringent rubric and scoring system, the writing scores have dipped dramatically.

It should be noted that scores were significantly higher on the DC-CAS composition assessment than on our internal assessment. In 2014, 54% of 10th graders were proficient on the DC-CAS composition test compared to 28% proficient on our assessment. This speaks to the high level of rigor of the new internal assessment.

Children will be able to reason mathematically and effectively present their thinking to others.

High School DC-CAS scores rose dramatically from 2012 to 2013, there was a 25 point increase in proficiency in this year. Although scores dipped slightly in 2014, they remained above the state average and higher than pre-2013 scores.



In addition to the proficiency scores, the DC CAS can show average student growth in a school year through its MGP. The trend for the High School MGP is that it is improving every year. In 2014, it has now met the internally set school-wide MGP goal of 55. These scores reflect improvements to the math program and the increase in the quality of math instruction school-wide.

HS Math MPG (2010-2014)				
	2010	**2011**	**2012**	**2013**
10th	35.0	33.0	47.5	55

Promote critical thinking, high-quality original work, and the acquisition of skills necessary for transition to college or career among High School students.

An important way that Capital City prepares students for the transition to college is by having each senior complete a senior expedition. As explained previously, students select a topic of their choice for their senior expedition and must conduct research, meet with experts, design a project, complete a research paper, and present to a panel. 91% of graduating seniors in school year 2013-2014 completed all expedition requirements on time. Many of our alumni report that the senior expedition was the experience that most prepared them for the rigor and expectations of college work.

In addition to the senior expedition and the assessments already discussed above, Capital City tracks and reports on several other High School and post-High School metrics. These metrics are detailed below.

Advanced Placement Courses (AP)
All Capital City students are offered AP courses, and most students have taken at least one by the time they graduate. Capital City has increased AP offerings over time being careful to add courses that are a good fit with the instructional program especially the focus on depth over breadth. Currently, Capital City offers the following AP options:

- AP English Language and Composition
- AP Literature
- AP Human Geography
- AP Calculus
- AP Spanish
- AP Statistics

Despite the large number of Capital City students taking AP courses, only a few students are receiving passing scores on AP exams, as seen in the table below. Increasing AP exam pass rates is an ongoing goal for Capital City High School; however, the school believes that the opportunity to participate in an AP level course is an advantage to students even if they do not achieve a passing score on the AP assessment (a score of a 3 or above out of 5), as this exposes them to college level expectations.

AP Success Rates				
	2011	**2012**	**2013**	**2014**
% Students Passing an AP Exam Divided by the Number of All 12th graders	N/A	18.2	9.8	10.6

In addition to students taking AP courses, many of our students take dual-enrollment courses. In 2013-2014, 18 students took college level classes during the school year. We have worked to make this option more available to our students by offering the Accuplacer® exam on-site and providing counseling and support to students enrolled in college courses.

PSAT / SAT / ACT
All Capital City High School students take the PSAT, and when students reach 11th grade they are given the option of taking the ACT, the SAT, or both. Since PSAT, ACT, and SAT

scores are all tracked on the PMF, the percentage of students reaching the PMF goals for each metric are reported below. The PSAT metric defined by PCSB is a combined reading and math score of 80, and the SAT metric is similar – a combined reading and math score of 800. An ACT score of 16 equates to the 800 SAT score.

% Reaching PCSB Target	2011	2012	2013	2014
PSAT	49.0	37.1	32.1	37.5
ACT/SAT	N/A	51.2	51.0	47.8

The table above shows that the pass rates on these exams have remained steady, but scores are not where we would like them to be. An increased focus on vocabulary in academic classes and advisory and SAT/ACT preparation classes are strategies that have been implemented to help raise scores. We are hoping that the recent addition of numeracy and literacy courses for 9th and 10th grade students to help catch students up, will have a positive impact on scores.

Alumni Matriculation Information

Capital City's first senior class graduated in 2012, so the school has three years of data related to graduates. We are pleased that 100% of our graduates have been accepted to college. We have focused a lot of attention and resources on making college a real opportunity for all of our students.

Capital City collects several types of data about alumni, including the percentage of students accepted to college, the percentage of students enrolled in college, and the percentage of students that complete their first year of college. Since Capital City's first graduating class (from 2012) is just entering the 3rd year of college, the school is not yet able to calculate a 4 or 5 year college graduation rate.

After three years of graduating classes, Capital City has nearly 150 graduates. Capital City has hired an Alumni Coordinator to track and support these students as they move through the world of college and careers. As of fall 2014, 79% of Capital City's graduates are enrolled in college. In 2014 Capital City had the highest matriculation rate of any high school in the District of Columbia, with over 95% of 2014 graduates enrolling in college in the fall of 2014. .

Appendix B

ANNUAL REPORT
2010 – 2011

Submitted by:
David Bennett
President, Board of Directors
&
Karen Dresden
Head of School

CAPITAL CITY PUBLIC CHARTER SCHOOL
ANNUAL REPORT
2010 – 2011

Table of contents

School description ……3

A. Mission Statement……3
B. School Program……3
C. School Staff……10
D. Student Characteristics……11
E. Governance……12
F. Finance……14

School performance

A. Evidence of Performance and Progress……16
    a. Student Academic Performance……16
    b. Non-Academic Performance……41
B. Lessons Learned and Actions Taken……43
C. Reporting Performance Management Framework Information to Students, Teachers, Etc ……50
D. Unique Accomplishments. ……52

Appendices

A. Signed Certification of Authorizations
B. Approved Budget for FY 2010-2011
C. Teacher Lists
D. Data Sheets

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

a. Grades and Age Levels Served

Lower School
In 2010-2011, the Lower School enrolled 244 students in grades PK through 8. The school had two combined-age classrooms of Pre-Kindergarten-Kindergarten, two 1st-2nd grade classrooms, two 3rd-4th grade classrooms, and one class each of 5th, 6th, 7th, and 8th grades. The Lower School is at its full capacity.

Upper School
The Upper School enrolled 294 students in grades 6 through 11. The school had two classes of 6th graders, one class each of 7th and 8th grades, 76 9th graders, 76 10th graders, and 52 11th graders. The Upper School will add one more grade next year in order to graduate its first group of 12th graders in June 2012.

b. Curriculum Design and Instructional Approach

At Capital City we believe that schools should prepare students to participate in society by offering a challenging academic program based on active learning through real-world experience. We also believe that schools should foster healthy social development, character building, and the acquisition of life skills.

Capital City Public Charter School implements the Expeditionary Learning (EL) model. EL uses "learning expeditions to challenge students to meet rigorous academic and character standards." Learning expeditions are long-term, in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork and service. The content and skills taught through learning expeditions are based on DCPS content and performance 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.

The Expeditionary Learning model includes a set of "core practice benchmarks" in five key areas: learning expeditions, active pedagogy, school culture and character,

leadership and school improvement, and structures. Capital City uses these benchmarks to guide instructional and educational planning, frame professional development for staff, and evaluate the effectiveness of instruction.

The academic curriculum is supported by the use of Responsive Classroom®, which is both a classroom management model and a social curriculum. Educators at Capital City recognize that academic achievement goes hand in hand with social growth. Responsive Classroom, and its middle school counterpart Developmental Designs, 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 Expeditionary Learning to work.

Capital City has curriculum frameworks for each grade that outline the content and skills for core academic subjects, plus Spanish, arts, health, and fitness. The school's curriculum is aligned with District of Columbia Public School standards and graduation requirements.

Lower School

Capital City Public Charter School's Lower Campus 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 writers' workshop, as well as across the curriculum to explain thinking and express ideas in other content areas.

The Lower School's mathematics curriculum is aligned with DC and national standards. Mathematics is both integrated into learning expeditions and taught as a separate subject. Capital City uses two carefully selected mathematics programs, *Everyday Mathematics* (PK – 5) and *Connected Mathematics* (6-8). These programs serve as primary resources for teaching the mathematics curriculum, and both programs support Capital City's developmental approach to teaching mathematics, emphasizing problem-solving and concrete experiences.

Capital City Lower School students engage in a science curriculum that teaches basic scientific thinking skills, while encouraging enthusiasm and a desire to conduct independent scientific inquiries. As much as possible, science instruction is included as a component of learning expeditions, and individual learning expeditions may be explicitly scientific in nature.

Community service, physical education, the arts, and Spanish language instruction are also part of Capital City Lower School's core curriculum. Students study Spanish from grades 1 through 8. The curriculum focuses on speaking practice, vocabulary development, and beginning Spanish reading and writing skills. The language program also provides many students with exposure to other cultures.

Upper School

Our Upper School is currently the only high school in DC to be affiliated with the Coalition of Essential Schools, a network of hundreds of personalized, equitable, and intellectually challenging schools around the country. All CES schools, including Capital City Upper School, follow Ten Common Principles, a set of beliefs about the purpose and practice of schooling. The Common Principles guide the Upper School's priorities, structures, and management.

The Upper School focuses on integrating literacy across the curriculum. Content teachers in all disciplines engage students in reading and responding to texts and in writing for a variety of purposes.

For 6th graders entering the Upper School from schools all over the city, Capital City offers a sheltered environment in the form of a two core content teachers who work with the students for the entire school day. These teachers engage in frequent contact with parents, who are mostly new to Capital City.

The 7th and 8th grade program includes a two-hour humanities block, in which teachers work with students on reading, writing, and history. The math program consists of Pre-Algebra in grade 7 and Algebra in grade 8, with intensive inclusion support provided to students with skill deficits, as well as to English Language Learners. In science, 7th and 8th graders complete one year of life science and one year of earth and physical science. Students have the same core subject teachers for two years.

Capital City's goal is to have all students in twice-weekly Spanish classes from 6th through 8th grade. However, students who need extra support in their core academic classes do not take Spanish so that they can receive extra instruction in math or literacy. All 7th and 8th grade students receive an hour of health education and also participate in electives for the arts, in which they can choose among offerings in music, drama, and visual arts. Arts classes meet for two hours each week. Fitness has a similar structure, with three offerings every quarter. Students attend fitness classes for two hours weekly.

Capital City students in grades 9 through 12 complete an academically rigorous college-preparation curriculum. Capital City uses DCPS graduation requirements as the minimum expectation for students. The following is a draft of required courses for all high school students.

Sequence of Required High School Courses

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	AP English Language and Composition	AP English Literature
World History/Geography I	World History/Geography II	US History	US Govt. / DC History
Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-calculus	Pre-calculus or Statistics
Biology	Chemistry	Physics	Astronomy or Environmental Science
Spanish I or II or Academic Foundations	Spanish II or III or Academic Foundations	Spanish III or IV or Academic Foundations	Spanish IV or Elective
Arts Electives	Arts Electives	Arts Electives	Arts Elective
Fitness Electives	Fitness Electives	Fitness Electives	Fitness Elective
Advisory	Advisory	Advisory	Senior Seminar

Although Capital City did not serve 12th graders during the 2010-2011 school year, the 12th grade curriculum is in place and ready to be implemented for the 2011-2012 school year. In addition to the 12th grade courses, seniors will develop a senior expedition, which they engage in during the spring of their senior year. Seniors may elect to pursue further study in Spanish, the arts, and fitness, but the course *requirements* for these subject areas are met in grades 9 through 11.

c. 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 arts emphasis is especially helpful to students with special needs. 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 Expeditionary Learning. Some elements of Learning Expeditions include guiding questions (what we want to find out), authentic projects, fieldwork in the community, involvement of outside experts, presentation to an audience outside the classroom, and community service. Expeditions are inherently multidisciplinary and bring together many strands of the curriculum.

Community Service

Community Service is an essential component of EL and is often embedded in Learning Expeditions. Students participate in both service to the school and service to the broader Washington community. A dedicated weekly service time provides an opportunity for all students and teachers to engage in service and reflect on the experience. Community partnerships for service include: Mt. Pleasant Library, the Victory Heights Seniors' Home, Community of Hope, and Appletree Learning Center. High school students also have the opportunity to do an internship with a business or community organization. Interns work at their sites on Wednesday afternoons (an early dismissal day for CCPCS).

Advisory

Beginning in the 7th grade and continuing through high school, Capital City features an advisory program that divides students into groups of ten to twelve. The goal of advisory 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 the student's family.

Advisories meet for a half-hour each day for a time of team initiatives, group sharing, and academic check-ins. Additionally, there is one longer meeting period each week, during which time the groups focus on emotional health and interpersonal relationships. 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 (ELLs) through an inclusion program. The program has grown since the school's opening, and has been designed around the needs of the students. Each of the two campuses has a Director of Student Services. These directors coordinate teams of inclusion teachers and other specialists who manage student 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 by a team consisting of inclusion teachers responsible for each classroom, a school psychologist, a 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. Our inclusion and ESL teachers work one-on-one or in small groups with students 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.

After-School Activities

The Lower School contracts with an after-school provider in order to operate a high-quality on-site extended day program, which is available to interested families for a fee. The school provides small tuition subsidies to low-income families, in an effort to make the program affordable for all students.

The Lower School also offers afternoon enrichment activities, planned and conducted by Capital City staff. These programs are available to students grades Pre-K through 4th grade for a nominal fee. In the past, the 6-week clubs have focused on activities such as cooking, beading, poetry, soccer, kickball, dance, and scrapbooking.

Capital City offers a free cross-campus after-school program for middle school and high school students. The program is available four days per week. After-school sports are open to all students, regardless of ability to pay 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, basketball, swimming, softball, tennis, and track. Teams practice at area parks, recreation centers, and community facilities, and play competitive games against other schools.

Students can also choose from a variety of other after-school activities, including yearbook, debate, and improvisational drama. Most offerings are led by Capital City staff and are open to students from both campuses, grades 5 and up.

Summer School

312 students attended a 2011 summer school program at Capital City. There were several different types of summer offerings. For younger students, grades PreK through 6, Capital City offers four weeks of summer school. The goal of this "Inspired Summer" program is work with students in small groups to reinforce literacy and math skills and ensure that students do not lose ground over the summer.

In 2011, the school also offered credit recovery and enrichment courses for high school students. 59 students attended the credit recovery summer program. Students missing credit for a one-semester course were required to enroll in and pass that course during summer school in order to be promoted to the next grade. Additionally, Capital City held orientation sessions for all incoming 9th and 6th grade students. These orientation sessions 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.

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 in choosing their activities. Parents and staff work together to advise the principals on issues and priorities. The principals, Head of School, and the Board of Directors work collaboratively to set policy and provide leadership for the school.

- Parental Involvement: 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 supporting 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.

d. School Year and Hours of Operation

The first day of school for the 2010 – 2011 school year was August 30th, 2010. The last day was June 15th, 2011. School was in session Monday, Tuesday, Thursday and Friday from 8:30am to 3:30pm, and on Wednesdays from 8:30am to 12:30pm at the Upper School, and until 1:15pm at the Lower School.

C. School Staff

a. School Leadership

Head of School: Karen Dresden has a Masters in Education from Harvard University, with a concentration in Educational Leadership. She also has a B.A. in Public Policy from Duke University and an M.S.Ed. in Elementary Education from the University of Pennsylvania. Before the establishment of Capital City Public Charter School, she taught for 7 years at Hearst Elementary School in the DC public school system. She was the school's founding principal.

Lower School Principal: Janine Gomez joined Capital City in 2008 after 12 years of teaching and administrative experience in North Carolina public schools. Janine holds a Masters in School Administration from the University of North Carolina – Chapel Hill and a Masters in Elementary Education from the University of Maryland – College Park. As the President of Sojourn Educational Consultants, Inc., she worked on enrichment and intervention instruction, math curriculum development, professional development and new teacher support in several elementary schools in Durham, NC.

Upper School Principal: The Upper School's founding Principal is Kathryn Byrd. Kathy holds a B.A. in Elementary Education from Michigan State and a Master of Arts in Teaching from Wayne State University. Kathy is the former Director of Curriculum, Instruction, and Training at Paul Public Charter School. She previously worked as an English as a Second Language (ESL) teacher at Paul and at Murch Elementary, and served as an ESL mentor teacher for DCPS interns in elementary grades through adult education.

Director of Finance and Operations: John Breyer brings more than ten years of operational and program management experience to Capital City, where he currently oversees all non-instructional matters. Prior to joining Capital City, John was the Founding Director of Finance and Operations for KIPP Central City Academy in New Orleans where he supported KIPP Central City's long-range facilities vision, which included fostering relationships with on-site contractors, tracking progress on construction, and advising architects on building plans. Previously, John was Director of Programs, Adventure Education and Director of Technology at Hyde Leadership Public Charter School in Washington DC, and Program Coordinator at For Love of Children, where he managed all aspects of the after-school outreach program.

b. Teachers

During the 2010 - 2011 school year, there were 21 teachers at the Lower School, of whom 4 were inclusion teachers. At the Upper School, there were 30 teachers, of whom 7 were inclusion teachers.

c. Teacher Aides

During the 2010 – 2011 school year, there were nine Teaching Fellows at the Lower School. There were two Fellows at the Upper School. More information about the Teaching Fellows program is provided later in the report.

d. Average Class Size

Average class size at the Lower School from 2010-2011 was 24. The student/teacher ratio was 10:1. At the Upper School, average class size was 18, and the student/teacher ratio was 12:1.

e. Qualifications and assignment of school staff – see data worksheets

f. Staff attrition rate

The staff attrition rate at the Lower School was 0.21 between September of 2010 and September of 2011. During the same time period, the staff attrition rate at the Upper School was 0.10.

g. Salary range / average salary for teachers and for administrators

- Teachers: The salary range for teachers at Capital City Public Charter School for the 2010 – 2011 school year was $45,500 to $79,567. The average teacher salary was $55,446.

- School Administrators: The salary range for Administrators at Capital City Public Charter School last year was $71,500 to $129,000. The average administrator salary was $87,870.

D. Student Characteristics

The total student population at Capital City Public Charter School during the 2010 – 2011 school year was 538 students. The re-enrollment rate was 94%. Of the 538 students who were counted at the October enrollment audit, 12 students transferred out during the course of the school year. Average daily attendance at Capital City last year was 96.6%, and average daily membership was 98.6%.

Capital City's student body in 2010 – 2011 was racially and ethnically diverse, with 37% of students self-identifying as African-American, 41% as Latino, 18% as Caucasian, and 4% as Asian/Pacific Islander.

Additional demographic information is as follows: 58% of Capital City students were classified as low income during the 2010 – 2011 school year. 17% of students were identified as requiring special education services, and 15% of students were

identified as English Language Learners. The student body was 45% male and 55% female.

During the fall of 2010, 9th, 10th, and 11th grade students at Capital City's Upper School took the PSAT. 68 ninth graders, 68 tenth graders, and 50 eleventh graders took the exam. Additionally, 22 11th grade students took the ACT and 41 took the SAT.

E. Governance

a. Board of Trustees

Below are the members of the Board of Trustees for the 2010-11 school year.

Name	Office	Affiliation	Address	Committee
David P. Bennett		Safe Kids Worldwide	Washington, DC 20037	Governance
Patrick Canavan	Parent Trustee	Chief Executive Officer Saint Elizabeth's Hospital	Washington, DC 20009	Facilities, Co-Chair
Jenny Carson	Secretary, Parent Trustee	Art Historian Maryland Institute College of Art	Washington, DC 20011	School Performance
Simmons Covington-Lettre		Educational Resource Strategies	Bethesda, MD 20816	School Performance, Chair
Candace Crawford	President/ Chairperson	Assistant Director for PK-12 School and District Assistance, The Education Trust	Washington, DC 20005	All committees
Jeffrey A. McCandless	Treasurer	Managing Partner Stone Harbour Partners	Washington, DC 20012	Finance, Chair
Carol Mitten		Chief of Lands, National Capital Region, National Park Service	Washington, DC 20016	Facilities, Co-Chair
Susan Sabella	Vice President	Healthy Building Network	Washington, DC 20008	Finance, Governance, Facilities
Kathleen Strouse	Parent Trustee	Cooper Thomas, LLC	Washington, DC 20011	Governance, Chair
Karen Dresden	Non-voting	Head of School Capital City Public Charter School	Washington, DC 20009	All committees Ex officio

Board members Kathleen Strouse and Jenny Carson transitioned off of the board at the end of the 2010 – 2011 school year. They are listed above, however, because they served on the board for most of the school year.

b. Advisory Committees

Capital City's Board of Trustees has five committees: Governance, Fundraising, School Performance, Facilities, and Finance. Each of these committees plays an active role in school leadership and decision-making. The school also has a PSA for both campuses. The PSA plans school events for families.

c. Board Training

Capital City worked with consultant Joey Gustafson during the 2010-2011 school year. Ms. Gustafson provided training and consultation to the board chair, supported the school with priority setting and strategic planning and worked with board members to revise the Head of School evaluation tool. Four board members also attended PCSB and FOCUS workshops during the school year. Additionally, Capital City worked with Charter Board Partners to recruit new board members for the 2011-2012 school year.

Finance

1. The Approved Budget for FY 2010-2011 is included in the Appendix as Attachment B.

2. Donors and grantors

   The following individuals and organizations donated at least $500 to Capital City Public Charter School last year. The list does not reflect multi-year pledges of over $500 unless that amount (at minimum) was paid between 7/1/10 and 6/30/11.

The Agger Loewy Foundation (Operated out of The Community Foundation for the National Capital Region)
Ms. Yalia Aleshina and Mr. Pavel Snejnevski
Anonymous
Ms. Amy Austin and Ms. Dierdre Joy
Mrs. Sue Bell and Mr. Charlie Bell
Ms. Diane Biondi
Ms. Maggie Boland and Mr. John Hance
Mrs. Dixcy Bosley-Smith and Mr. Nolan Bosley-Smith
Mr. Travis Bowerman and Ms. Sandra Haller
Mr. Al Butts and Mrs. Ellen Butts
Mrs. Kathryn Byrd and Mr. James Byrd
Mr. Craig Cahoon and Mrs. Katherine Walters
Mr. Jake Caldwell
Mr. Patrick Canavan and Mr. Daniel McNeil
Dr. Robert Carducci
Mrs. Joan Chibuoke and Mr. Anthony Chibuoke
Ms. Laura Chilbert and Mr. Chris Chilbert
Mrs. Nancy Chapman Colb and Mr. Andrew Colb
Ms. Marianne Conroy and Mr. Orrin Wang
Ms. Jean Consolla and Ms. Linda Lawson
Cooper Thomas, LLC
Mr. Artur Davtyan and Ms. Arminda Pappas
Ms. Karen Dresden
Mr. C. Arthur Eddy and Mrs. Anne Eddy
Ms. Farar Elliott and Ms. Ruth Trevarrow
Mrs. Susan Ellis and Mr. Thomas View
Fannie Mae SERVE Program
Alice Ferguson Foundation, Inc.
Ms. Sarah Gaudreau and Mr. Hiram Puig-Lugo
Mrs. Colleen Geislinger and Mr. Martin Geislinger
General Mills (in conjunction with United Way of the National Capital Region and OSSE)
Ms. Lisa Gold Schier and Mr. Kurt Schier

Ms. Tamara Gould and Mr. Alexander Thier
Mr. Brian Greenberg and Ms. Margaret Greene
Mr. Ernest Greene and Ms. Margaret Greene
Ms. Liz Gregg and Mr. Eric Mader
Mrs. Christine Hartless and Mr. Glen Hartless
Mrs. Anne Herr and Mr. Karl Jentoft
Mr. Brett Howe and Ms. Claudia Weinmann
Ms. Sandra Jibrell
Mr. Kenneth Johnson and Ms. Gina Lagomarsino
Ms. Kathy Kelley and Mr. Rick Lenegan
Ms. Katharine Landfield and Mr. Morgan Landy
Ms. Simmons Lettre
Dr. Sylvia Mader
Mr. Jeffrey McCandless
The William G. McGowan Charitable Fund, Inc.
Mr. John Mitchell and Ms. Susan Sabella
Ms. Carol Mitten
Ms. Elise Murray
National Home Library Foundation
Office of the State Superintendent of Education
Mrs. Denise Nwaezeapu and Mr. John Nwaezeapu
Ms. Carly Partridge
Ms. Donna Rattley Washington and Mr. Adrian Washington
Mrs. Annie Roberts and Mr. Steven Roberts
Mrs. Marilyn Scher and Mr. Irwin Scher
Mrs. Jen Sherman and Mr. Mark Sherman
Ms. Maria Sokurashvili and Mr. Jeffrey Steele
Hattie M. Strong Foundation
Mr. Lowell Ungar
The James F. and Gretchen V. Welsh Charitable Trust

SCHOOL PERFORMANCE

A. Evidence of Performance and Progress

1. Summary of Performance Management Measures

Student Academic Performance – **Lower School**

Capital City's Lower School fared well on the leading indicators of school-wide attendance and re-enrollment. The average attendance rate for the entire Lower School was 96%, and the re-enrollment rate was 94%.

Capital City's Lower School campus spans grades PreK through 8, and thus incorporates two different Performance Management Frameworks – Early Childhood (grades Pre-K – 2), Elementary / Middle (grades 3 – 8). Each of these frameworks will be discussed in turn.

Early Childhood

Capital City's youngest students, in Pre-K through 2nd grade, do not take the DC-CAS, since this test is offered beginning at the 3rd grade level. Therefore, the school administers a variety of internal assessments in order to gauge the progress of these students.

For our Pre-K students, we administer the Phonological Awareness Literacy Screening (PALS), a diagnostic and progress-monitoring tool that measures literacy development. The PALS was administered twice during the school year – in the fall, and again in the spring.

According to PALS guidelines, Pre-K students are expected to be able to write their names, identify a minimum of 12 upper case letters by sight, and to recognize the sounds of at least four letters and the beginning sounds of at least five words. Students are also tested on print and word awareness, as well as rhyme awareness. The table below shows the progress that the Pre-K students made throughout the school year in literacy development.

PALS: 2010-2011 Pre-K Literacy Development (n=20)					
Literacy Concept	**Fall Average**	**Spring Average**	**Spring Goal**	**% Reaching Goal**	**% Making Growth**
Name writing (out of 7)	6.2	6.6	5	100%	75%
Uppercase recognition	19.7	24.1	12	95%	95%
Sound awareness	10.6	18.9	4	95%	95%
Beginning sound awareness	7.4	9.8	5	100%	100%
Print/word awareness	7.6	9.1	7	100%	80%
Rhyme awareness	8.4	9.7	5	100%	100%

The data show that in aggregate, our Pre-K students performed quite well on this assessment. Despite the fact that many students began the year with limited literacy knowledge, all students were proficient in four of the six categories by the end of the school year, and in the other two categories 95 percent of students tested at or above the proficient level. Additionally, in keeping with the goals set out in Capital City's Early Childhood Accountability Plan, all students achieved growth on at least 3 of the 6 key literacy indicators (in fact, the goal was surpassed because all students achieved growth in at least 4 of the 6).

Kindergarten students also took the PALS assessment. The Kindergarten-level assessment is similar to the Pre-K assessment, but includes slightly different measures. Like the Pre-K students, Kindergarteners are tested on rhyme awareness beginning sounds and letter recognition. Additionally, Kindergarten students are assessed in the areas of spelling and concept of words. This last category assesses students' ability to identify certain words both inside and outside of a line of text (a familiar rhyme).

PALS: 2010-2011 Kindergarten Literacy Development (n=24)						
Literacy Concept	**Fall Average**	**Fall Goal**	**Spring Average**	**Spring Goal**	**% Reaching Goal**	**% Making Growth**
Rhyme Awareness	8.4	4	9.1	9	79%	92%
Beginning Sounds	7.6	5	9.5	9	88%	96%
Lower Case Recognition	21.8	12	24.9	24	83%	96%
Letter Sound Recognition	14.3	4	22.5	20	79%	100%
Spelling	10.5	2	16.5	12	88%	96%
Concept of Words	10.5	4	18.8	21	52%	96%

Kindergarten students who took the PALS exam demonstrated growth throughout the year. In fact, all students demonstrated growth on at least 3 of the 6 key literacy indicators throughout the school year, and on each individual indicator over 90% of students demonstrated growth. However, despite the fact that all students made strides in literacy development throughout their Kindergarten year, the percentage of students not proficient on any given indicator shows that not all students achieved proficiency by the end of the 2011 school year. On 5 of the 6 indicators at least 79% of students were proficient, but the remaining 15-20% of students were not as successful. These results represent 5 particular students who were consistently not proficient on most indicators. All of these students are English Language Learners and received extensive support throughout the year. However, their end-of-year literacy scores highlight the need for increased support next year. One of the students has been retained in Kindergarten, and the rest will be receiving ELL support in 1st grade.

This is the second year that Capital City has used the PALS assessment, and in both years the Kindergarten students have achieved lower proficiency than the PreK students by the end of the school year. This year's Kindergarten scores were comparable to (although just slightly higher than) the scores of last year's Kindergarteners. Having noticed this trend two years in a row, Capital City teachers and administrators plan to look closely at the Kindergarten curriculum to investigate how to better prepare students for the literacy expectations of 1st grade. Specific areas of concern include rhyme recognition, letter sound awareness, and concept of words – and the last two on this list were areas of concern last year as well. More information about potential changes to the early childhood literacy curriculum can be found in the 'Lessons Learned' section of this report.

In addition to the PALS assessment, students in grades K through 2 are assessed in reading, writing, and math. Below are the results of the Developmental Reading Assessment.

Early Childhood DRA Scores Spring 2011						
		Grade Level or Above			Grade Level Growth or 8th grade level	
Grade	# Tested	Number	Percent		Number	Percent
K	24	18	75%		14	58%
1	25	15	60%		16	64%
2	25	13	52%		14	56%
Total	**74**	**46**	**62.2%**		**44**	**59.5%**

The data show that by the end of the 2010-2011 school year, 62.2% of our early childhood students were reading at or above grade level. In addition, more than half of the students at each grade level exhibited at least a full grade level of growth between fall and spring. However, we would expect these numbers to be significantly higher, particularly among Kindergartners and 2nd graders. Since 1st grade is a particularly challenging year where students must make a lot of progress to make a year's growth, we frequently see slightly lower scores in 1st grade. One major concern is the decrease in reading proficiency rates from Kindergarten through 2nd grade. Last school year, the 1st grade had the lowest percentage (60%) of students on grade level by the end of the year. This year, those students are in 2nd grade, and the cohort continues to score lowest. It is of particular concern that only 56% of the second grade students made a year's growth, since this shows that too few of these students are coming closer to reading on grade level. This trend, along with interventions related to it, will be discussed at more length in the 'Lessons Learned' section of the report.

In school year 2009-2010 Capital City adopted a new writing assessment, the Six Plus One Traits of Writing, developed by the NWREL. Teachers were trained to use the rubric by NWREL staff during the summer of 2009. The Six Plus One rubric also includes an early childhood version. When taking the Six Plus One assessment, all students write in response to a prompt for a specified amount of time. Using the Six Plus One Traits rubric, teachers score student writing in six categories: Ideas, Organization, Voice, Word Choice, Fluency and Conventions. Students are given a score of 1-5 in each category. The six scores are averaged together to get the final score. The cut-score associated with grade level proficiency is 3 for the 2nd grade, and 2 for the 1st grade, and 1.5 for Kindergarten.

The following table shows the writing proficiency rates for early childhood students in 2011.

Early Childhood Writing Benchmarks			
		Met Benchmark	
Grade	# Tested	Number	Percent
K	24	23	96.0%
1	25	25	100.0%
2	25	25	100.0%
Total	**74**	**73**	**98.6%**

Almost all of the students in grades K through 2 were proficient on the Writing Benchmarks this past year. However, benchmarks were graded with the knowledge that Kindergarten and 1st grade students are emerging writers. Instead of meeting the score of 3.0 to be considered proficient, Kindergarteners were ranked proficient if they scored a 1.5 or above, and 1st graders if they scored a 2.0 or above. Additionally, the high writing proficiency among Kindergarten through 2nd grade students is a result of the focused writing time that is incorporated into the daily schedule. Capital City teachers have become expert at carefully integrating literacy into their lesson plans in ways that are authentic and meaningful to students.

The math assessment is conducted using Math Benchmarks, which have been developed by teacher teams using local and national standards. We use the Developmental Reading Assessment (DRA) test to assess reading, and for writing, students are assessed based on the Six Plus One writing rubric. The results of these assessments are detailed below.

Capital City's Math Benchmarks are administered as a series of assessments through the course of the year. Teachers use the Benchmarks to gauge student progress and to check for understanding of specific concepts and skills. Students who did not demonstrate mastery were reassessed after receiving additional instruction.

Early Childhood Math Benchmarks						
		2010 Met Benchmark (80%)			2011 Met Benchmark (80%)	
Grade	2010 # Tested	Number	Percent	2011 # Tested	Number	Percent
K	24	23	95.8%	24	22	91.7%
1	--	--	--	25	23	92.0%
2	25	23	92.0%	25	20	80.0%
Total	**49**	**46**	**93.9%**	**74**	**65**	**87.8%**

In 2011, in Kindergarten through 2nd grade, 87.8% of students were proficient on at least 80% of the Math Benchmarks. Despite a decrease compared to last year's average, these results show strong math development among our early childhood population. The decrease in overall scores is due in large part to the 12 percentage point decrease among 2nd grade students. However, the 2011 math benchmark results are not directly comparable to the 2010 math benchmark results because in 2011 the school changed the way that math benchmarks were tracked. Previously, Capital City recorded benchmarks only in

even-numbered grades (K, 2nd, 4th, etc.), so last year's 2nd grade benchmark totals included (in effect) an average of the 1st and 2nd grade benchmark proficiency rates for students that were in 2nd grade in 2010. (This explains why scores for 1st graders were not reported last year). This year, however, the school switched to tracking benchmarks in every grade, so the 2nd grade result only includes the 2nd grade benchmarks – in order to match the benchmark scores of last year's 2nd graders, 2011 2nd graders would have had to be proficient on 80% of 2nd grade benchmarks (rather than 80% of 1st and 2nd grade benchmarks, as was the case last year.

Elementary/Middle

In keeping with the new design of the Performance Management Framework for school year 2010-2011, the following information refers to Capital City students in grades 3 – 8.

The tables below display the 2010-2011 DC-CAS proficiency rates for Capital City students in grades 3 to 8. The first table shows the math proficiency rates for all Capital City students in these grade levels, whereas the second table includes only students who have been at Capital City for at least two years.

Capital City Elementary and Middle School students had overall proficiency rates of 68.9% in both math reading on the 2011 DC-CAS, well above the city-wide averages of 42% in math and 43% in reading, and reaching the school-wide Safe Harbor targets in both subject areas. It is also notable that 26% of Capital City 3rd through 8th graders tested at the advanced level in math, and 23% were advanced in reading. The following table presents the DC-CAS results for the past three years.

Recent DC-CAS Math Performance								
	Spring 2009			**Spring 2010**			**Spring 2011**	
Grade	# Tested	% Prof		# Tested	% Prof		# Tested	% Prof
3	24	63%		25	56%		25	64%
4	25	76%		24	63%		25	96%
5	24	58%		25	60%		25	44%
6	23	56%		24	67%		24	63%
7	24	50%		25	76%		25	84%
8	23	74%		24	71%		25	68%
Total	**143**	**62.9%**		**147**	**65.3%**		**149**	**69.8%**

The DC-CAS math results from the last three years demonstrate a steady increase in proficiency rates for 2011. However, the chart above does not allow us to follow the same group of students from year to year; rather, it compares the scores of 3rd graders in 2010 to the scores of 3rd graders in 2011, and so forth. Therefore, a look at the cohort math data is more informative.

2010-2011 DC-CAS MATH COHORT ANALYSIS						
Students at Capital City for 2+ Years						
	Spring 2010			**Spring 2011**		**Gain/Loss**
# Tested	Grade	% Prof		Grade	% Prof	
25	3	56%		4	96%	**+40%**
23	4	61%		5	39%	**-22%**
17	5	59%		6	59%	**0%**
23	6	70%		7	91%	**+21%**
21	7	81%		8	81%	**0%**
109	**Total**	**65.1%**		**Total**	**74.3%**	**+9.2%**

The math cohort table above shows a mixed trend in math scores for students who tested at Capital City two years in a row. Although the 4th grade and 7th grade proficiency rates increased significantly, the 5th grade saw a decline in proficiency, which calls for further discussion. More information regarding changes to the 5th grade math curriculum can be found in the 'Lessons Learned' section of this report. Overall, 74.3% of 4th through 8th grade students who had attended Capital City the previous year were proficient in math in the spring of 2011, compared with 46.7% of 4th through 8th grade students new to Capital City.

Since 8th grade DC-CAS math scores are the Gateway measure for middle school students, those warrant some discussion here. This year's 8th grade proficiency rate of 68% represents a small decline compared to the previous two years, and when the cohort of returning 8th grade students is parsed out, there was no change in proficiency rates from 2010 to 2011. However, one important detail that is not captured by the proficiency measure is the percentage of 8th grade students who scored at the Advanced level in math. For the returning cohort of 21 8th grade students, 7 (or 33%) scored at the Advanced level in 2011, compared to only 4 students (19%) the previous year. Although this information is not included in the PMF calculations, it demonstrates the success of the rigorous middle school math curriculum at Capital City.

DC-CAS reading data is presented below. After a dip in 2010, Capital City's proficiency rates for 3rd through 8th graders increased in 2011. Capital City's 3rd grade students fared well on the Gateway measure of DC-CAS reading scores, which were particularly strong in 3rd and 4th grades – 80% and 92% proficient, respectively.

Recent DC-CAS Reading Performance								
	Spring 2009			Spring 2010			Spring 2011	
Grade	# Tested	% Prof		# Tested	% Prof		# Tested	% Prof
3	24	58%		25	76%		25	80%
4	25	76%		24	63%		25	92%
5	24	79%		25	68%		25	56%
6	23	83%		24	71%		24	67%
7	24	54%		25	60%		25	68%
8	23	83%		24	58%		25	56%
Total	**143**	**72.0%**		**147**	**66.0%**		**149**	**69.8%**

The table below shows data for the cohort of returning students only, providing more insight into which students and grades saw the most gains.

2010-2011 DC-CAS READING COHORT ANALYSIS						
Students at Capital City for 2+ Years						
	Spring 2010			Spring 2011		Gain/Loss
# Tested	Grade	% Prof		Grade	% Prof	
25	3	76%		4	92%	**+16%**
23	4	61%		5	52%	**-9%**
17	5	71%		6	65%	**-6%**
23	6	74%		7	74%	**0%**
21	7	67%		8	67%	**0%**
109	**Total**	**69.7%**		**Total**	**70.6%**	**+0.9%**

The reading cohort analysis shown above demonstrates a modest overall gain in reading proficiency rates among students who attended Capital City for at least two years. The gains among 4th graders were especially strong, while the 5th and 6th graders saw a decline in proficiency (with analysis to follow in the 'Lessons Learned' section). Other item of note is the 7th and 8th grade scores, which at first glance appear to remain flat. However, closer investigation reveals that at the 7th and 8th grade level, most of the growth in 2011 was among students who moved from proficient to advanced. Specifically, 14 returning students in 7th and 8th grades scored at the advanced level in 2011, compared with 8 students in 2010. Overall, 70.6% of 4th through 8th grade students who had tested at Capital City in the previous year tested as proficient in reading during the spring of 2011, compared with 46.7% of 4th through 8th grade students new to the school.

The DC-CAS table below for the elementary and middle grades displays DC-CAS results for reading and math, disaggregated by the sub-groups defined under NCLB. As is evident from the graph below, some gaps do exist in proficiency rates among sub-groups, particularly for economically disadvantaged students, students learning English, and those with special needs.

2010-2011 Elementary/Middle DC-CAS by Subgroup				
	Math		Reading	
Subgroup	Number in group	% Prof	Number in group	% Prof
Black	50	68.0%	50	68.0%
Hispanic	44	45.5%	44	50.0%
White	47	89.4%	47	87.2%
Economically Disadvantaged	61	49.2%	61	49.2%
Non-Economically Disadvantaged	88	84.1%	88	84.1%
Special Education	29	43.8%	29	37.5%
English Language Learners	43	41.9%	43	41.9%
Grades 3 - 8 overall	**149**	**69.8%**	**149**	**69.8%**

Although the table above provides useful information about the scores of students in various subgroups, it lacks information about growth over time. The tables below show growth in proficiency for the cohort of students returning to Capital City two years in a row. In other words, instead of showing proficiency rates for all 44 of our Hispanic students, these tables show proficiency in 2010 and 2011 for the 29 Hispanic students who were tested both years at Capital City. The first table shows math scores, and the second table, reading scores.

2010-2011 CAS Math Cohort Analysis					
Students at Capital City 2+ years					
	Spring 2010		Spring 2011		
	# Tested	% Prof	# Tested	% Prof 10	Gain/ Loss
Black	42	57.0%	42	69.0%	**+12.0**
Hispanic	29	52.0%	29	59.0%	**+7.0**
White	34	85.0%	34	88.0%	**+3.0**
Econ Dis.	41	51.0%	41	63.0%	**+12.0**
Non-Econ Dis.	68	74.0%	68	81.0%	**+7.0**
SPED	23	30.0%	23	35.0%	**+5.0**
ELL/Mon.	28	39.0%	28	54.0%	**+15.0**

The table above provides more meaningful information about the academic growth of particular sub-groups at Capital City's Lower School. In math, returning students in all subgroups demonstrated gains in proficiency – with particularly significant gains among black students, economically disadvantaged students, and English Language Learners. Note the shrinking of the math achievement gap between economically disadvantaged students and their non-disadvantaged peers. In 2010 the gap was percentage 23 points, and by 2011 the gap had decreased to 18 percentage points.

2010-2011 CAS Reading Cohort Analysis					
Students at Capital City 2+ years					
	Spring 2010		Spring 2011		
	# Tested	% Prof	# Tested	% Prof	**Gain/ Loss**
Black	42	67.0%	42	67.0%	**0.0**
Hispanic	29	48.0%	29	55.0%	**+7.0**
White	34	88.0%	34	85.0%	**-3.0**
Econ. Dis.	41	46.0%	41	54.0%	**+8.0**
Non-Econ Dis.	68	84.0%	68	81.0%	**-3.0**
SPED	23	30.0%	23	35.0%	**+5.0**
ELL/Mon.	28	36.0%	28	43.0%	**+7.0**

The reading results are more mixed, with modest gains in the subgroups that saw the largest gains in math, but small decreases in proficiency for white students and students who are not economically disadvantaged. These decreases, however, were balanced by increases in the percentage of students scoring at the advanced level.

In addition to the DC-CAS, Capital City administered several other assessments to elementary and middle school students during the 2010-2011 school year. These assessments include the DRA and the Six Plus One writing assessment.

In order to test reading development, Capital City administers the DRA to all students in grades K – 8. Below are the results of the elementary level assessments for the 2011 school year. The first section of the table shows the number and percentage of students who scored at their grade level or above on the DRA, and the second section shows the number and percentage of students who either a) showed at least a grade level's growth between the fall and the spring or b) were already testing at the 8th grade level.

Elementary/Middle 2011 DRA Scores						
		Grade Level or Above			Grade Level Growth or 8th grade level	
Grade	# Tested	Number	Percent		Number	Percent
3	25	14	56%		24	96%
4	25	23	92%		25	100%
5	25	19	76%		16	64%
6	24	19	79%		21	88%
7	25	17	68%		18	72%
8	22	16	73%		17	77%
Total	**146**	**108**	**74%**		**121**	**83%**

As shown in the table above, 74% of Capital City's 3rd through 8th grade students were reading at or above grade level by the end of the 2011 school year. Additionally, 83% of students made a least a year's worth of growth during the course of the year. Most grade levels had proficiency rates near the mean, but two grades that stand out as having particularly low and particularly high DRA scores are 3rd and 4th grades. The high 4th grade scores are not surprising because they mirror the DC-CAS reading scores. The low 3rd grade scores, however, were unexpected. This outcome will be explored in more detail in the Lessons Learned section of this report.

Capital City's Mission-Specific indicators are writing proficiency and school culture. For the elementary grades, Capital City uses a writing assessment that is aligned with the one used for the younger students (the Six Plus One assessment described above). Writing benchmark proficiency rates for grades 3 through 8 are presented below. The cut score is 3.

Elementary/Middle Writing Benchmarks			
		Met Benchmark (3.0)	
Grade	# Tested	Number	Percent
3	25	16	64%
4	25	17	68%
5	25	15	60%
6	24	15	63%
7	24	15	63%
8	25	14	56%
Total	**148**	**92**	**62%**

As shown in the table above, the percentage of students who were proficient on the 6+1 Traits writing assessment is fairly constant across grade levels, with most grades scoring near the mean of 62%. This is what we might expect, given that the expectations for quality writing increase at each grade level. However, Capital City would like to see the percent proficient increase from year to year, as students gain more experience as writers and teachers gain more experience at integrating writing across the curriculum. However, the overall writing proficiency rate in grades 3 through 8 decreased very slightly in 2011 compared to 2010, dropping from 62.6 to 62.1.

In order to gauge school culture, Capital City for the past two years has partnered with the Center for Social and Emotional Education to implement the Comprehensive School Climate Inventory (CSCI). The CSCI is a nationally recognized instrument for analyzing school climate. The tool measures twelve essential dimensions of a healthy school climate in four broad categories: safety, teaching and learning, interpersonal relationships, and the institutional environment.

In each category, students rank their school on a scale from 1 to 5. The Center for Social and Emotional Education considers a score to be 'positive' if the median rating is above 3.5 on the 5-point scale. Responses in the range of 2.5 to 3.5 are considered 'neutral', and responses below 2.5 are deemed 'negative'.

The table below presents the CSCI results for Capital City Lower School, comparing the 2010 results to the 2011 results. In 2011, 135 Lower School students (91% of students in grades 3 through 8) participated in the school climate survey. This is the same number and percentage of students that participated in the previous year.

Lower School CSCI Ratings					
		2010		2011	
Category	**Dimension**	**Dimension Average**	**Category Average**	**Dimension Average**	**Category Average**
Safety	Safety Rules and Norms	4.17	**3.52**	4.00	**3.47**
	Sense of Physical Security	3.40		3.40	
	Sense of Social-Emotional Security	3.00		3.00	
Teaching and Learning	Support for Learning	3.85	**3.82**	3.70	**3.76**
	Social and Civic Learning	3.78		3.83	
Interpersonal Relationships	Respect for Diversity	3.75	**3.92**	3.75	**3.81**
	Social Support - Adults	4.00		3.88	
	Social Support - Students	4.00		3.80	
Institutional Environment	School Connectedness Engagement	4.00	**3.92**	3.88	**3.78**
	Physical Surroundings	3.83		3.67	
Average			**3.79**		**3.70**

Overall, the results of the CSCI were solidly positive, and remained fairly consistent from one year to the next. The survey demonstrated that on average, Capital City students feel respected and supported at the school, and that they sense a connectedness between teachers and students. School-wide, there were no dimensions for which the average score fell into the negative range.

Despite the overall positive results, the CSCI alerts teachers and administrators to some potential areas for intervention. Measures of physical security and social-emotional security were ranked comparatively low for two years in a row, but the grade levels where score were lowest changed. In 2010, 7th and 8th grade students ranked the school lowest on these measures, but in 2011 the lowest ratings were from 4th through 6th graders. These were the grades in which teachers and school leaders noticed (and attempted to address) a significant amount of bullying during the last school year.

Teachers will take time to further explore these impressions with students. Students will be presented with the survey results, and will then be given opportunity to comment on patterns of responses that they see in the data. Once more information is available, teachers and administrators will be able to work with the Director of Student Services to develop responses to student concerns, as needed. One program change that may help to address the problem, a Peer Mediator program, was implemented in the middle of the school year, and school leaders anticipate that the program will be more effective this year as it is better integrated into the school culture.

Student Academic Performance – **Upper School**

Capital City's Upper School fared well on the leading indicators of school-wide attendance and re-enrollment. For school year 2010-2011, the Upper School's average attendance rate was 94.4%, and the re-enrollment rate was 95%.

Capital City's Upper School campus in 2010 – 2011 spanned grades 6 through 11, and thus incorporated two different Performance Management Frameworks –Middle (grades 6 – 8), and High (grades 9 – 11). Each of these frameworks will be discussed in turn.

Middle School

Capital City's Upper School campus includes 90 middle school students in grades 6 through 8. Below are the results of their DC-CAS assessments. The first table includes math scores from spring of 2011, with comparisons to the previous two school years.

2010-2011 DC-CAS Math Performance						
Grade	**Spring 2009**		**Spring 2010**		**Spring 2011**	
	# Tested	% Prof	# Tested	% Prof	# Tested	% Prof
6*	24	33%	23	43%	37	62%
7	26	46%	24	58%	26	77%
8	26	46%	26	73%	25	80%
Total	**76**	**41.9%**	**73**	**58.3%**	**88**	**71.6%**

***Includes 2 students who took the DC-ALT**

The data above demonstrate that middle school students at Capital City's Upper School have increased in math proficiency each year since 2009; math proficiency increased 13.3 percentage points between 2010 and 2011, and 29.7 percentage points over the two years since 2009.

The table above includes both students who were new to the Capital City Charter Schools in 2010-2011, as well as students who had attended the school during a previous year. The table below shows DC-CAS math proficiency rates for the cohorts of students who tested at Capital City two years in a row.

2010-2011 DC-CAS Math Cohort Analysis					
Students at Capital City for 2 Years					
	Spring 2010		**Spring 2011**		**Gain/Loss**
# Tested	Grade	% Prof	Grade	% Prof	
21	6	43.0%	7	81.0%	**+38.0%**
19	7	58.0%	8	84.0%	**+26.0%**
	Total	50.0%	Total	82.5%	**+32.5%**

Among these returning students, math proficiency rates increased more than 32 percentage points in just one year. The school fared extremely well on the

Gateway measure of 8th grade math proficiency, with 80% of 8th grade students proficient in math. Among students who had attended the school in both 2010 and 2011, the proficiency rate was even higher— 84%, representing a 26 percentage point increase over their proficiency rate as 7th graders. More details about the success of the middle school math curriculum can be found in the 'Lessons Learned' section of this report.

DC-CAS reading results for Upper School 6th through 8th graders are presented below, along with a comparison to the previous years.

2010-2011 DC-CAS Reading Performance						
Grade	**Spring 2009**		**Spring 2010**		**Spring 2011**	
	# Tested	**% Prof**	**# Tested**	**% Prof**	**# Tested**	**% Prof**
6	24	54%	23	52%	37	43%
7	26	54%	24	54%	26	69%
8	26	58%	26	77%	25	68%
Total	**76**	**55.4%**	**73**	**61.1%**	**88**	**58.0%**

After an increase of almost 6 percentage points in 2010, reading scores on the DC-CAS declined slightly in 2011. A closer look at the data reveals that the overall decrease is in large part due to the lower scores of the 6th grade students, all of whom were new to Capital City in 2011. The change in reading proficiency rates among students who tested at the school two years in a row is provided in the table below.

2010-2011 DC-CAS Reading Cohort Analysis					
Students at Capital City for 2 Years					
	Spring 2010		**Spring 2011**		**Gain/Loss**
# Tested	Grade	% Prof	Grade	% Prof	
21	6	48.0%	7	76.0%	**+28.0%**
19	7	58.0%	8	79.0%	**+21.0%**
	Total	52.5%	Total	77.5%	**+25.0%**

These data show results for the cohort of 7th and 8th grade students who tested at Capital City two years in a row—40 students in all. These students demonstrated great growth in reading proficiency (an increase of 25 percentage points).

A final look at the middle school DC-CAS data presents the results disaggregated by subgroup. These data are displayed in the table below.

2011 DC-CAS Upper School Scores by Subgroup				
	2011 Math		2011 Reading	
Subgroup	**# Tested**	**% Prof**	**# Tested**	**% Prof**
Black	29	72.4%	29	62.1%
Hispanic	48	70.8%	48	47.9%
Economically Disadvantaged	69	72.4%	69	56.5%
Non - Economically Disadvantaged	19	68.4%	19	63.2%
SPED	14	35.7%	14	42.9%
ELL or Monitored	18	50.0%	18	44.4%
6 - 8 grade overall	**88**	**71.6%**	**88**	**58.0%**

The data above demonstrate that overall gains in DC-CAS scores have not been driven by any one subgroup in particular, but rather, that a high level of achievement is evidenced by many different subgroups. Although Special Education students and English Language Learners continue to struggle as our lowest performing subgroups, Black and Hispanic students achieved similar proficiency rates in math, as did Economically Disadvantaged and Non-Economically Disadvantaged students. A vestige of the achievement gap still remains in the area of language arts, with black students scoring 14 percentage points higher than Hispanic students. However, this gap is due in large part to the greater number of Hispanic students who were in 6th grade (and thus, new to Capital City) during the 2010-11 school year. The 6.7 point gap in language arts between students who are eligible for free or reduced lunch and students who are not will continue to be an area of focus – but it represents a vast improvement over last year's gap of 22 percentage points.

Middle school students at the Upper School also take several other assessments to gauge progress throughout the year. These include the DRA and our internal Writing Benchmarks.

Upper School Middle School DRA Scores 2011					
Grade	**Number Assessed**	**GL or Above**	**% GL or Above**	**GL Growth or 80+**	**% GL Growth or 80+**
6	37	21	56.8%	34	91.9%
7	26	15	57.8%	21	80.8%
8	25	15	60.0%	20	80.0%
Overall	**88**	**51**	**58.0%**	**75**	**85.2%**

The table above displays DRA scores for middle school students at Capital City's Upper School. 58% of the students were reading on grade level on the DRA by the end of school year 2010-2011. Interestingly, the percentage of students on grade level increases with each grade, which is what we would hope to see considering that all 6th grade students at the Upper School are new to Capital City. Another item of note is that the 8th grade scores at the Upper School closely mirror the 8th grade scores at the Lower School (60% and 64%, respectively). Although the 7th and 6th grade Upper School scores are still lagging behind those of their Lower School counterparts, it is notable that at the Upper School upwards of 80% of students in each middle school grade achieved at least a year's growth from September to June – while at the Lower School, fewer students did so. All in all, the DRA results point to a strong trajectory of growth in reading at the Upper School, and continued support is needed so that these students continue to develop their literacy skills as they approach high school.

The Writing Assessment used by the Upper School 6th through 8th graders is the same one that is used at the Lower School. The assessment is scored on a rubric with a scale of 1 through 5, and the target score is 3.0 or above. Below are the results of the Six Plus One writing assessment.

Upper School Middle School Writing Benchmarks 2010				
Grade	Tested	Average	# Prof	% Prof
6	35	2.62	9	26%
7	26	2.77	6	23%
8	25	3.28	17	68%
Overall	**86**	**2.86**	**32**	**37%**

The average writing proficiency rate of just under 40% is significantly lower than last year's average of just under 60%. Although almost 70% of 8th grade Upper School students were proficient in writing, the 6th and 7th grade scores were lower than expected. It is typical for students to enter the school with poor writing skills, but we would like to see more growth over the course of the school year – particularly for students who have attended Capital City for more than one year. More analysis of the writing data can be found in the 'Lessons Learned' section of this report.

The table below displays the results of the Comprehensive School Climate Inventory (CSCI) for the middle school students at the Upper School. In 2011, 199 students (representing 68% of the student body) responded to the survey. In the prior year 154 students (89%) responded. This year's results are compared to those from last year.

Upper School Middle School CSCI Ratings					
		2010		2011	
Category	**Dimension**	**Dimension Average**	**Category Average**	**Dimension Average**	**Category Average**
Safety	Safety Rules and Norms	3.95	**3.22**	3.93	**3.36**
	Sense of Physical Security	2.94		3.29	
	Sense of Social-Emotional Security	2.76		2.87	
Teaching and Learning	Support for Learning	3.77	**3.65**	3.89	**3.78**
	Social and Civic Learning	3.52		3.66	
Interpersonal Relationships	Respect for Diversity	3.54	**3.66**	3.39	**3.64**
	Social Support - Adults	3.83		3.91	
	Social Support - Students	3.60		3.63	
Institutional Environment	School Connectedness Engagement	3.71	**3.33**	3.79	**3.54**
	Physical Surroundings	2.95		3.29	
Average			**3.46**		**3.55**

The results of the 2011 CSCI demonstrate that student satisfaction is increasing in the Upper School middle school grades. Satisfaction has remained high and fairly stable in one of the categories (Interpersonal Relationships) and has increased in three others (Safety, Teaching & Learning, and Institutional Environment).

The Safety and Institutional Environment increases were driven mainly by gains in the surveyed dimensions of Sense of Physical Security and Physical Surroundings. These results are interesting, given that the students went to school in the same building in 2011 as in 2010. Based on students' feedback, it appears that in 2011 students felt safer and more at home in the facility, despite the fact that some aspects of the space (such as the small size and the lack of outdoor space) are not ideal. This speaks to the fact that teachers and administrators worked hard in 2011 to build school culture and to make the physical environment a more welcoming place. There is, however, one

dimension in the Safety category that continues to score in the lower part of the middle range – Sense of Social-Emotional Security. Despite the increases on this measure, school leaders and teacher would like to see it even higher. The advisory program is one key place where these sorts of issues can be addressed, and school leaders and teachers will continue to develop advisory that will do so. The school will also work to engage more student leaders through Student Government and other initiatives such as the Gay Straight Alliance, a group that was started in 2010 by student initiative.

In the Teaching & Learning category, there were increases in both dimensions – Support for Learning and Social and Civic Learning. These increases in satisfaction mirror the strong academic increases that Capital City saw among middle school students during the 2010-2011 school year, and demonstrate that students feel both supported and challenged by their teachers.

High School

The following information refers to Capital City Students in grades 9 through 11. Since 9th and 11th grade students do not take the DC-CAS, these scores will be reported for the 10th grade only. For the 9th and 11th grade students, internal data will be reported.

Student Achievement:
The table below displays 10th grade DC-CAS achievement in 2010 and in 2011. Although a different group of 10th graders was tested each year, the comparison is useful because the 2010 scores provide a sort of baseline from which the 2011 scores can be judged. In 2011, 39% of 10th graders tested proficient or above in math, and 4% tested at the advanced level. The math scores decreased by one percentage point when compared with the prior year's scores, highlighting the need for some changes in the math program, which will be discussed in the Lessons Learned section. On the reading section of the 2011 test, 56% of 10th grade students tested at the level of proficient or above, and 14% scored in the advanced range. This represents a 12 percentage point increase over the prior year's scores – a fairly significant jump.

10th Grade DC-CAS Score Comparison						
	Spring 2010			Spring 2011		Gain/Loss
Subject	# Tested	% Prof		# Tested	% Prof	
Math	50	40%		71	39%	**-1%**
Reading	50	44%		71	56%	**+12%**

Since 9th graders do not take the DC-CAS, a cohort comparison with the previous year's scores is not possible. However, since approximately 50% of the 10th grade students were new to Capital City, it is possible to disaggregate the scores by students who attended Capital City more than one year and students who did not. When analyzed from this perspective, we do not see a significant difference in math proficiency rates, which hovered close to 40% for new and returning students. However, on the reading section of the test, 47% of returning students scored proficient in comparison with almost 66% of new students. This interesting trend will require more analysis by school administrators and teachers, but is explained at least in part by the high percentage of special education students in the cohort of returning students. Slicing the data another way demonstrates that of 6 of the 10 students scoring at the advanced level in reading had attended Capital City in a previous year. Yet another promising sign is that only 3 students in the entire 10th grade class scored in the below basic range in reading.

2010-2011 DC-CAS Analysis					
10th grade students					
	New (n=35)		Returning (n=36)		Diff
	# Prof	% Prof	# Prof	% Prof	
ELA	23	65.7%	17	47.2%	**-18.5%**
Math	13	37.1%	15	41.7%	**4.5%**

The following table presents test score data from Capital City's internal reading assessments for 9th through 11th graders: the Gates-MacGinitie Reading Tests. The Gates tests allow the school to assess the reading grade-equivalent of high school students.

High School Gates Summary					
Grade	**# Tested**	**# Proficient**	**% Proficient**	**# Yrs Growth**	**% Years Growth**
9*	64	25	39%	--	--
10	73	18	25%	17	23%
11	48	19	40%	18	38%
TOTAL	185	62	34%	35	29%

*9th graders were tested several months early, so year's growth statistics are not available

The results of the Gates exams (with only 34% of high school students scoring at or above grade level) demonstrate the need to focus on reading proficiency for all high school grade levels. This is particularly important as the school prepares to graduate its first class of seniors in 2012. Given the low percentage of students on grade level, it is helpful to investigate the annual growth in reading at each of the grade levels. Only 23% of 10th grade students improved their reading skills by the expected amount (approximately one grade level) during the course of the year. The 11th grade students demonstrated more growth, with 38% improving their reading skills by the expected amount. Nevertheless, neither grade level showed as much growth as teachers and school leaders would have liked to see. More information about how the school plans to address the issue of reading proficiency and growth can be found in the "Lessons Learned" section.

Capital City's Upper School collected data for the PSAT 'Gateway' measure for the first time during the fall of 2010. This year, 50 11th grade students participated in the assessment. Of the 50 participating students, half scored at or above the "on-track for college readiness" cut-off (set at a combined score of 80 for the Math and Verbal sections).

Fall 2010 11th Grade PSAT Scores	
Section	**Average Score**
Math	39
Reading	39
Writing	37

As seen in the chart above, the average 11th grade score was the same for the Math section and the Verbal section: 39 points. As a result, there were a large number of students whose combined scores fell just below the cut-off of 80 points. As evidenced in the table below Capital City 11th graders scored slightly above the DCPS average. In an effort to improve students' scores when they take the official SAT, the school provided SAT preparation classes to students during the winter and spring of 2011.

DCPS PSAT comparisons			
	Math Avg	Reading Avg	Writing Avg
CCPCS	39.2	38.9	37.4
DCPS	37.8	37.2	36.8

The 9th and 10th grade students at the Upper School also took the PSAT during the fall of 2010, in order to accustom them to the test. Ten of the 9th grade students and 15 of the 10th grade students were already scoring at the on-track for college readiness level. Capital City looks forward to seeing higher PSAT scores for next year's 11th graders, given that they will be more familiar with the content of the test as well as with the testing format.

The Upper School's mission-specific indicators include writing and school culture. The table below shows the percentage of 9th through 11th graders proficient on the Six Plus One Writing Benchmarks.

High School 2011 Writing Benchmarks				
Grade	Tested	Average	# Prof	% Prof
9	45	2.75	9	20%
10	65	2.88	36	43%
11	50	3.14	26	52%
Total	**160**	**--**	**71**	**44%**

While the 11th grade demonstrated a higher level of writing proficiency than the 9th and 10th grades, the overall high school average was just over 44% proficient.

This proficiency rate is 10 percentage points below last year's proficiency rate of 54%, and it demonstrates a need for more intensive work in this area. This topic will be discussed later in the report.

The results of the CSCI for 9th through 11th grade students are displayed in the table below.

Upper School High School CSCI Ratings					
		2010		2011	
Category	**Dimension**	**Dimension Average**	**Category Average**	**Dimension Average**	**Category Average**
Safety	Safety Rules and Norms	3.75	**3.41**	3.60	**3.42**
	Sense of Physical Security	3.35		3.55	
	Sense of Social-Emotional Security	3.14		3.11	
Teaching and Learning	Support for Learning	3.74	**3.52**	3.69	**3.46**
	Social and Civic Learning	3.30		3.22	
Interpersonal Relationships	Respect for Diversity	3.75	**3.76**	3.75	**3.80**
	Social Support - Adults	3.63		3.76	
	Social Support - Students	3.91		3.90	
Institutional Environment	School Connectedness Engagement	3.47	**3.26**	3.59	**3.32**
	Physical Surroundings	3.04		3.05	
Average			**3.49**		**3.52**

The results of the CSCI among high school students at the Upper School show that overall student satisfaction remained fairly stable, with increase in some categories and decreases in others. A look at the specific dimensions within categories is more informative, as there were notable increases in the dimensions of Sense of Physical Security and School Connectedness and Engagement. On the other hand, scores decreased for the dimension of Safety Rules and Norms, and for the entire Teaching and Learning category. Capital City teachers and administrators plan to share the results of the CSCI with students during the fall of 2011 in order to delve more deeply into the results and better understand issues that need to be addressed.

Student Academic Performance –**ELL / SPED Students:**

Capital City English Language Learners and Special Education students from both campuses made significant strides in both math and reading achievement during the past school year.

Lower School ELL students demonstrated increasing comfort communicating in English. 26% of students who were identified as English Language Learners last year increased their ACCESS scores by at least one point during the school year. 8% of the ELL students tested high enough to exit from the ELL program and enter monitoring status.

Upper School ELL students also exhibited progress toward learning English. Overall, 45% of students who were designated as ELL at the Upper School last year moved up at least one level toward English proficiency. Furthermore, 24% of the ELL students tested out of the ELL program and entered monitoring status for the 2011 – 2012 school year.

DC-CAS results for Special Education students have been discussed along with the rest of the academic data, but more detail is provided here. The DC-CAS results for Special Education students were mixed but mostly positive at Capital City this past year.

At the Lower School, there were modest increases in proficiency rates for the Special Education subgroup: 2.2 and 8.5 percentage points in reading and math, respectively. When only the scores of the 23 returning Special Education students are taken into account, there was a 5 percentage point increase in proficiency in both reading and math.

At the Upper School, the Special Education subgroup overall had decreases in both reading and math – but this information masks the fact that the subgroup grew from 24 students in 2010 to 33 students in 2011, and that only 7 of the students were in the subgroup both years. When we look at the DC-CAS scores for only those 7 students, we find a 43 percentage point increase in the reading proficiency rate and a 57 percentage point increase in the math proficiency rate.

In addition to the Special Education students mentioned above, this section will also address special attention to the results of the DC-ALT, which was administered to two 6th grade students during school year 2010-11.

Capital City prepared for the DC-ALT by selecting three grade level strands for each student in both reading and math. Developmentally appropriate entry points were then chosen, and students were tested to develop a baseline. The strands that the students focused on this year were:

For reading:

- Language Development
- Literary Text
- Informational Text

And for math:

- Number Sense and Operations
- Patterns, Relations, and Algebra
- Measurement

The results of the DC-ALT were positive, in that both students achieved proficiency in all strands in both reading and math, demonstrating progress toward mastering 6th grade standards.

Non-Academic Performance

Compliance Review:

Capital City is in compliance with applicable laws, rules, and regulations. Capital City did not receive an official Compliance Review for the 2010 – 2011 school year. However, the school's compliance with health and safety regulations, certificate of occupancy, insurance certificates, background checks, inventory of school assets, open enrollment process, and NCLB requirements was high.

One compliance concern during the 2010-2011 school year was the procurement of the Certificate of Occupancy for the Upper School Campus. There was some difficultly at the beginning of school year 2010 in securing this document, despite the fact that the school was at all times legally occupying the building. The difficulties arose from delays associated with the school's expansion into additional floors of the building to accommodate an increased student body. Although the building was fully suited to accommodate the students when the school year began, the official documentation had not yet been received.

Another compliance concern during the 2010 – 2011 school year related the apparent late electronic submission of one of 91 documents to the PCSB – reflecting an on-time submission rate of 99%. This document (a set of approved minutes from the Board of Trustees) was actually submitted early (October 14th for an October 15th deadline) but was mis-categorized in the AOIS system. When the mistake was noticed a few days later, AOIS was never updated to reflect the change in submission date.

Governance Review:

Program Development Reviews

Capital City's Upper School campus had a Program Development Review (PDR) in November of 2010 and the Lower School campus had a PDR in December of 2010. Both PDRs included a governance review. For the Upper School review, the school received an Exemplary rating for one indicator of the governance section, Adequate for three indicators and Proficient for one indicator. Areas cited for attention include the development of a succession plan for the Head of School (HOS), finalization of the HOS evaluation tool, and the filling of board vacancies to build capacity. For the Lower School review, the school received an Exemplary rating for 4 of 5 governance indicators and a rating of Proficient for the 5th indicator. The only area cited as needing attention was the development of a school leadership succession plan. Many of the areas cited in both reports were addressed by the board this year. Details are provided explained below.

Board Development

Capital City worked with consultant Joey Gustafson during the 2010-2011 school year. Ms. Gustafson provided training and consultation to the board chair,

supported the school with priority setting and strategic planning and worked with board members to revise the Head of School evaluation tool. Four board members also attended PCSB and FOCUS workshops during the school year. A board retreat is planned for October 2011.

Board Composition
The board has focused this past year on bringing on new capacity in critical areas. The Board worked with Charter Board Partners to identify and bring on new board members. Five new board members were recruited (4 through charter board partners). New board members officially joined the board in July 2011. New board members bring expertise in finance, fundraising and legal review at a critical time where our board is overseeing the acquisition and renovation of a new facility.

Board Practice/Operation
The board had several key accomplishments this year related to board practice and governance. The board revised its bylaws. This task was led by the Governance Committee, with the support of legal counsel with expertise in this area. The board revised the Head of School evaluation tool to be more streamlined and to include a clear implementation timeline. The Program Evaluation Committee of the board refined their program dashboard for reporting on academic progress and presented quarterly dashboards.

During the 2011-2012 school year, the board will work on developing succession plans and will begin by reaching out to other schools and organizations for models.

2. Certification of Authorizations: Please see attached document in Appendix A, certifying that all authorizations required to operate the school (certificate of occupancy, insurance, lease, etc.) are in full force and effect.

B. Lessons Learned and Actions Taken Based on Performance Management Data and Review Findings

Data Collection Issues

The collection of data was successful in both the Upper School and the Lower School during the 2010-2011 school year. Although the school faced a few challenges, most needed information was readily available for reporting.

One data collection concern that the school identified during the 2010-2011 school year was that some new teachers were unclear about the process for assessing students and reporting scores in a timely manner. This led to some confusion at the end of the school year when all the data were collected. More importantly, in one case a high school teacher failed to give an assessment as scheduled, and this oversight was not discovered until after the end of the school year. This resulted in some missing data at the 9th grade level.

Given the school's continuing expansion and the increasing numbers of new teachers, school leaders feel that it is increasingly important to clearly standardize the assessment timeline as well as the process for submitting assessment data. To this end, the Data and Reporting Manager has developed specific assessment calendars for the Early Childhood/Elementary, Middle, and High School levels. These calendars inform teachers regarding in which grade levels assessments should be given, when assessments should take place, and how and when the information should be reported to school administrators. All teachers received training related to the new assessment calendars prior to the 2011-2012 school year, and Capital City anticipates that this new system will greatly improve teachers' ability to report assessment data in a timely, complete, and accurate manner.

Lower School

In this section, any notable academic issues (both positive and negative) from the 2010 - 2011 school year will be discussed.

Early Childhood

At the Lower School, one area of concern is the low literacy scores of Kindergarten students and, similarly, the low DRA scores of 1st and 2nd grade students. Last year's report mentioned a concern about the comparatively low 1st grade DRA proficiency rate (60%), but noted that the school was monitoring the students who were scoring below grade level. This year, however, many of those same students are still below grade level as 2nd graders, and this warrants an elevated level of attention. School leaders have already met with early childhood teachers to develop a plan for increased support of these students. Next school year, there will be additional class time allocated for literacy, and professional development will be provided to ensure that every teacher and teaching fellow in the early childhood classrooms is well-versed in delivering reading instruction using the guided reading model.

Elementary & Middle Grades

An area of success during school year 2010-2011 was in 4th grade, in both reading and math. School leaders believe they understand many of the reasons for the high scores in this grade, and look forward to seeing continued gains for these students in years to come. Capital City revised the elementary math curriculum in the summer of 2010 to bring more rigor and rational numbers work to 3rd and 4th grades, and school leaders believe this had a significant impact on students' ability to demonstrate achievement on the DC-CAS. Also, the school started a Math Leadership Cadre and provided additional professional development for math instructors. The fourth grade math teacher participated (as did middle school math teachers).

The changes described above were implemented in large part to address another trend that school leaders have noticed over time – the tendency of proficiency rates to drop during the 5th grade year. By increasing rigor at the 3rd and 4th grade level, Capital City hopes to better prepare students for the expectations of 5th grade math. However, since this is the first year of implementation for the new curriculum, the results were not yet evidenced in the 5th grade classroom, where scores took a significant dip. This class was the only class being taught by a first year teacher. While support was provided to the teacher, it was not sufficient in this particular case. This experience has led Capital City to look further at the supports provided to new teachers and their students.

Another success at the 4th grade level was the reading scores (92% proficient on the DC-CAS and 92% reading on grade level according to the DRA), but 3rd grade scores did not show the same level of achievement. While 80% of 3rd grade students scored at or above the proficient level on the DC-CAS, only 56% scored at or above grade level on the DRA, the lowest average of any of the elementary grades. Key factors leading to the high scores of 4th graders were ANet interim assessments used to target areas for re-teaching. The focus on differentiation and co-teaching was key to targeting support for individual students. There was also a strong team of returning teachers who maximized instructional time during the literacy block.

Subgroups

One area of continued focus from year to year, and one that was tied closely to this year's Corrective Action Plan at the Lower School, is subgroup achievement along with the achievement gaps that are commonly seen between subgroups. One major focus at the Lower School during this past year was on the achievement of ELL students, a group that had exhibited low proficiency rates for several years. In order to address this concern, the school hired an ELL Coordinator beginning with the 2010-2011 school year. The results of this intervention were quite positive. The DC-CAS proficiency rates of returning ELL students increase by 15 percentage points in math and 7 percentage points in reading. Although these scores are not yet on par with the scores of most other subgroups, there has been significant movement in the right direction.

The achievement gap between Hispanic and White students has also been an ongoing concern at Capital City's Lower School. This past year, the gap narrowed as returning Hispanic students increased their proficiency by 7 percentage points in both reading and in math. Nevertheless, the gap between returning Hispanic students and returning White students remains wide – 30 percentage points in reading and 29 percentage points in math. When all Hispanic and White students in grade 3 through 8 are included in the calculation, the disparity is even worse – 37.2 percentage points in reading and 44 percentage points in math. Despite the achievement of the goals set out in the Corrective Action Plan, clearly there is more work to be done in this area, and further closing of this gap will be a key goal during the 2011-2012 school year.

The attempt to close achievement gap between low income students and students in higher economic brackets is another goal that, although Corrective Action Plan targets were met, warrants continued attention in future years. In 2010-2011, economically disadvantaged students who were returning to Capital City increased their proficiency rates by 12 percentage points in reading and 8 percentage points in math. However, when the 3rd through 8th grade student body as a whole is taken into account, there remains a 35 percentage point gap in reading and in math between disadvantaged and non-disadvantaged students. In order to identify strategies for closing this gap, the Lower School will look to the Upper School, where interventions throughout the school year successfully closed the gap between disadvantaged and non-disadvantaged students.

New Students

Students new to the Lower School in school year 2010-2011 scored significantly lower than returning students. This trend was particularly noticeable at the 7th and 8th grade levels, where none of the 6 students who were new to the Lower School scored proficient in either reading or math by the end of the school year. School leaders are concerned to see that new students entering the Lower School during their middle school years need to be given additional support to bring them up to grade level. Next year, these students will be targeted for interventions earlier in the school year, and more opportunities for academic support will be provided outside of school hours. For example, the Saturday Scholars program that was made available to students at the Upper School will also be offered to middle school students at the Lower School. The Saturday option is particularly important for students in this age group, because to a greater extent than the elementary level students, they tend to be involved in various sports and after-school clubs, making it difficult for them to receive support immediately after school.

Advanced Students

One of the biggest successes at the Lower School during this past school year, and one that was anticipated by school leaders, was the increase in the percentage of students scoring at the advanced level on the DC-CAS, both in reading and in math. 23% of students scored advanced in reading, and 26% in math, more than double the number of advanced students during the previous school year. Results were

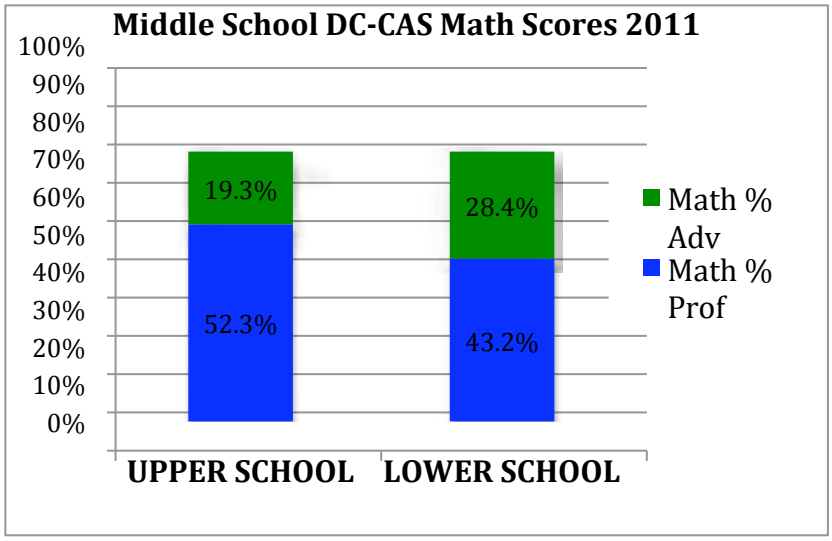
even more noticeable at the 7th and 8th grade level, where 28% of students were advanced in reading and math, 28% were advanced in math, representing 6 students in reading and 8 students in math who moved from proficient to advanced. School leaders were excited, but not surprised, to see these results, because the school had placed added emphasis on instructional differentiation throughout the school year, allowing high performing students to truly excel. One of the main contributing factors to this achievement was the introduction of interim assessments, provided by the Achievement Network. These interim exams allowed teachers to carefully track the progress of each student against specific standards. Data planning days provided teachers with both the time and the data that enabled them to place students into flexible groupings for re-teaching or extension lessons, based on student performance. This kind of targeted instruction benefited all students, including higher performing students, who are sometimes left out of the discussions around school improvement.

Upper School

The Upper School saw some significant improvements this year. Significant academic issues (both positive and negative) from the 2010 - 2011 school year will be discussed below, along with the strategies we have identified for improvement.

Middle School

Overall, the 6th though 8th grade DC-CAS scores at the Upper School were strong for the 2010-2011 school year. 58 were percent proficient in reading and 72 percent proficient in math. The biggest success, therefore, was the middle school math program, with 62% of 6th graders, 77% of 7th graders, and 80% of 8th graders scoring proficient or above in math. The 84% proficiency rate among returning 8th graders – which represents a 26 percentage point increase over their 7th grade scores – is even more encouraging. As a result of these successes, middle school math proficiency rates at the Upper School this year mirrored those of the Lower School. Although the Lower School still has a high percentage of students scoring at the advanced level, this is a significant achievement.



Given that all 6th grade students were new to Capital City (as is the case each year at the Upper School), teachers and school leaders were pleased with the 62% proficiency rate in math, particularly as it is a 19 percentage point increase over the scores of last year's 6th graders. School leaders believe that this is a direct result of the increase time that was dedicated to math instruction during the 2010-2011 school year. The weekly schedule was revised to add two additional instructional hours for math. Additionally, the interim assessments provided by the Achievement Network provide strong evidence that 6th grade students made significant progress over the course of the year. On the first interim assessment, only 36% of the 6th grade students scored in the proficient range, but as the math teacher targeted instruction to students' greatest areas of need, this percentage increased throughout the school year.

6th grade reading scores were less strong, with only 43% of students proficient, and this is an area of concern as these students move into 7th grade. One caveat is that, based on the results of the Achievement Network assessments, school leaders and teacher predict that a significant number of students made progress but did not quite cross the threshold of proficiency this year. Additionally, 92% of the students in the 6th grade class made at least the expected amount of growth on the DRA this past year, despite the fact that only 57% of them finished the year reading on grade level. The goal for next year is to continue supporting these students so that they reach grade level proficiency within two (or fewer) years of enrolling at Capital City. In order to get a head start on this goal, the school held a mandatory summer school session during the summer of 2011 for all incoming 6th grade students. This allowed teachers to have an additional 4 weeks to work with students on their literacy skills, prior to the start of the school year.

High School

DC-CAS results at the high school level were mixed for the 2010-2011 school year. While the reading scores showed a 12 percentage point jump when compared to 10th grade scores from the previous year, math scores decreased by one point.

The increase in reading scores was expected, given a major change in the staffing structure for the 2010-2011 school year. For the first time this past year, English and history were taught separately at the high school level, whereas previously students had received instruction in both of these subjects during one larger Humanities block. This change was made to allow the school to hire experienced and highly qualified English teachers for every grade at the high school level, an intervention that was deemed necessary given the low reading and writing skills with which many high school students are arriving at Capital City. The school plans to continue with this high school staffing structure in upcoming years.

The 10th grade math program during school year 2010-2011 was less successful, leaving school leaders concerned about college readiness for many of the rising 11th grade students. 10th grade was a difficult year, as a teacher new to Capital City

struggled to effectively differentiate instruction and support students through a rigorous course sequence. This coming year, 10th and 11th grade students will be instructed by highly qualified experienced teachers who are up to the challenge of preparing these students for college.

In January, we began a Saturday Scholars program and a Wednesday afternoon program (after early dismissal) geared at supporting students with math skills. Next year, we will begin these programs earlier in the year and expand them to include more students.

Writing

Writing scores were and continue to be a concern in all grades at the Upper School. In part, the decreased writing scores result from a large influx of students new to Capital City, many of who have not had the benefit of high-quality writing instruction. However, given the expectation that all students will exit Capital City as 12th graders capable of effective written communication, targeted writing instruction for both new and returning students continues to be a major priority.

This year, there will be an increased effort to ensure that students are writing in all classes across the curriculum, and integrating writing into every aspect of their learning. Additionally, teachers will be provided with targeted professional development to ensure that they are capable of providing high quality writing instruction regardless of their subject area expertise.

Subgroups

The Upper School developed a School Improvement Plan for the first time during the 2010-2011 school year. The plan set goals for a set amount of increased proficiency in various low-scoring subgroups, and the increases were measured using the Achievement Network interim assessments. Due to the high math achievement at the middle school level, most of the targets were met for math, but none of the targets were met in reading.

However, there were large double-digit increases in the DC-CAS proficiency percentages for all subgroups in both reading and math, when looking only at students returning to Capital City. Tables detailing these increases are included on pages 29 and 30 of this report. However, even when including new students in the calculations, Capital City is proud to report the narrowing of the achievement gap between disadvantaged and non-disadvantaged students. Scores for disadvantaged students increased by 3.7 percentage points in reading and by 9 percentage points in math, narrowing the gap to 10 percentage points in reading and completely eliminating it in math. School leaders believe that these gains are a direct result of the interventions introduced during the 2010-2011 school year, in particular the Saturday Scholars program, which will expand next year through the use of Title I funds.

New Students

The need to provide adequate support for the large numbers of new middle and high school students at Capital City (particularly in 6th and 9th grades) continues to be a concern. 6th graders continue to be the lowest-scoring middle school grade, despite significant gains in math. And although 9th grade students are not tested on the DC-CAS, their Gates and writing scores highlight the need for continued interventions if they are to be ready for college and/or the workplace within three years.

Some interventions for these students that began during the 2010-2011 school year are the Saturday Scholars program, which provided grade level-specific reading and math instruction beginning in January 2011, a restructured academic support block that provided more focused instruction for students, and a Wednesday after-school program. This year, these interventions will be expanded and continued. The Saturday Scholars program will start right away in the fall of 2011, and will provide students with the option to actually earn credits for specific classes attended on Saturdays. The Wednesday programming will continue, since students have early dismissal on that day and are available for several afternoon hours. Additionally, Upper School students for the first time this year will be eligible for Supplemental Education Services, so qualified Title I students will also have the option of seeking additional tutoring on afternoons and weekends. Finally, a new study hall period was added this year at the Upper School, to allow students time to work on projects during the school day in a supervised environment where they can readily receive support from teachers. All of these interventions, as well as the summer orientation, will be monitored throughout the school year so that school leaders can gauge their impact on student learning.

C. Reporting Performance Management Framework Information

The Annual Report, both in its entirety and in abbreviated form, is extremely valuable for reporting information both internally to parents, staff, and Board members, and externally to members of the community interested in our school. Capital City distributes the school performance report card published by the DC Public Charter School Board to all parents, staff and Board members, as well as to outside partners and supporters. The items below provide more detail about how Capital City shares performance data with stakeholders.

Educating parents on goals and assessment mechanisms

Beyond reporting data, Capital City is committed to educating parents and the community about the school's goals, as well as how to understand and interpret assessment information. The newsletter, monthly community meetings, weekly classroom newsletters, parent-teacher conferences, and periodic parent workshops are all part of an extended dialogue regarding the school's mission, goals, and approaches to instruction and assessment. We make a strong link between assessment and instructional improvement, and we strive to make that link clear to everyone.

Annual Report

We distribute the Annual Report in its entirety to members of the School Planning Team and the Board, and we strongly encourage all members to spend significant time reading and responding to the information it contains. Copies of the report are on reserve at the front desk and in the teacher's room for parents and staff to review, and are distributed when requested. Data and analysis from the Annual Report are presented to the entire parent community in school newsletters and bulletins. Teachers are given information about progress toward all measures in the PMF. Time is spent during staff development reflecting on progress toward targets. Copies of the Annual Report are presented to community members on request and used by the school as an important tool to educate people about our school. Additionally, copies are supplied to potential funders, banks, members of community organizations, and individuals interested in Board membership.

Parent Bulletin

Beginning in 2009-2010, the Principals sent out quarterly bulletins to parents. The bulletins contain information about a variety of school topics and are ideal vehicles for reporting accountability information, such as test score data, parent and student satisfaction survey results, and other relevant information.

Website

Capital City launched a new website, www.ccpcs.org, during the summer of 2011. This website was made possible by a Taproot Foundation grant. A team of pro bono professionals assisted in developing a website that allows for greater transparency and provides another avenue for distributing information about the school to internal and external audiences. Capital City posts organization newsletters on the

school website, as well as electronic versions of the annual report. Additionally, press releases, board information, Head of School Updates, the school calendar, and other information are available online.

Reporting to parents individually

Progress reports: Teachers and/or advisors provide detailed narrative progress reports on individual students at the end of each semester. Progress reports are translated for Spanish-speaking parents.

Parent-teacher conferences: Capital City holds three sets of parent-teacher conferences each year. These provide opportunities for parents to learn more about their individual child's performance as well as the different types of assessment used by the school. Assessment data and student work is shared at all conferences. Attendance at parent-teacher conferences is required, and this year 100% of parents attended at least one conference at the Lower School, and 84% of parents attended all conferences. At the Upper School, 99% of parents attended at least one conference and 80% of parents attended all conferences. As part of the February and June conferences, students present their portfolios to parents. This gives parents a stronger sense of what students are learning at Capital City.

Reporting test score results: Capital City mails DC-CAS scores to each student's home. Scores are mailed during the summer, since generally they are received too late to be distributed during the regular school year. A letter from the principal is included with the score reports, with the intent of helping parents interpret the scores and understand their context as just one way to measure their child's progress. Parents are encouraged to schedule a conference if they have questions or concerns about their child's test scores.

Celebrations of Learning

Each learning expedition culminates in a celebration of learning for parents and/or others, and these showcases have been extremely well attended. Showcases are wonderful opportunities for parents and community members to understand more about how and what students learn at Capital City. We use a Celebration of Learning format in which all classes present their work on the same evening. This facilitates parent attendance and enables students to see work from grade levels other than their own.

Other Reporting

Capital City makes other accountability information available whenever possible. Results of Capital City's Self-Study Review have been disseminated to members of the Board of Trustees and the Design Team, as well as to staff. Minutes of monthly School Design Team meetings are posted on a school bulletin board.

D. Unique Accomplishments

During the 2010-11 school year, Capital City Public Charter School student and staff efforts yielded a number of unique accomplishments and achievements.

Technology Infrastructure Improvements and Enhanced Staffing*:* Capital City Capital City made great strides in implementing our technology vision through investments in technology infrastructure and staffing over the past year. As mentioned in our prior report, we received a $216,000 EdTech federal grant, which allowed us to make strategic hardware and software upgrades to improve our ability to enhance instruction, impact student achievement, and monitor and report performance.

We established a team of staff members to act as our "Tech Team". In 2010-2011, the team collaborated to develop curriculum with enhanced technology integration and piloted new equipment. In early 2011, we hired a Technology Integration Specialist (TIS) and a new IT Coordinator. With the input of the Tech Team, our new staff researched and purchased equipment (e.g. netbooks, interactive projectors, document cameras), provided individualized staff training to support effective technology integration, and created new systems for managing and maintaining all technology assets.

The TIS used the summer months (in 2011) to develop a multi-tiered training strategy for professional development at the Upper School, utilizing concepts and strategies based on the Partnership for 21st Century Skills and National Educational Technology Standards (NETS).

In addition, we improved our use of technology to improve communication with families. During the 2010-2011 school year, we researched and piloted the Moodle communications system. In the summer, our TIS conducted individualized training sessions on the system first with members of the Tech Team and then with the entire staff. All Upper School teachers will be required to use Moodle beginning in Fall 2011.

Awards and Accolades: We are pleased to note that our students and staff received outside recognition for their accomplishments. In October, Keonie Smith, Clara Lincoln, and Jonah Best received an award from the Gertrude Stein Foundation for their work to stop discrimination against the LGBTQ community in public schools. In March, 11th grader Luis Rumbaut was the first place winner in the 13 & Up category of "The World & Me" - Split This Rock's youth poetry contest in March for his poem "Define Latino." In May, Lower School Principal Janine Gomez received the Outstanding Elementary Principal Award and 8th grade student Liza Murdoch received the Outstanding Middle School Student Award at the DC Charter School Association's STARS Tribute. Two students won awards for their work at the Mt. Pleasant Art Fair in May, and the Congressional Art Competition honored two other Capital City students in June. Eleven (20%) of our 11th graders earned spots to

compete at the National History Day finals in June. This summer our 6th graders were awarded a Healthy Schools Act Hero Award for their documentary on school lunches. In addition to showing the capabilities of our students and staff, these awards show the broad success of our program in many areas including art, history and wellness.

***Adoption of Common Core Standards**:* The most exciting progress to report in terms of curriculum during the spring and summer of 2011 was our collaborative mapping of curriculum to meet the new Common Core standards, which Capital City has voluntarily decided to adopt with fidelity for the 2011-12 school year. The school held two days of professional development in the spring to familiarize all teachers with the new standards. In June, a team of eighteen teachers came together for a three-day institute where they developed K-12 curriculum maps in reading and math for teaching common core standards. Teachers and administrators alike report that the process invigorated thinking about teaching and deeper learning, and a collective focus on increasing rigor while aligning to the new standards. Capital City is ahead of the curve with Common Core adoption; citywide adoption will not take place until 2014. We are pleased with the direction of Common Core in terms of its focus on critical or higher level thinking, and think it's a good fit with our program.

***12th Grade Curriculum/High School Program Development**:* Capital City will graduate its first high school class in 2012 and we have continued to grow our program in a deliberate manner to ensure our students are well prepared for college acceptance and success. Over 80% of our 12th graders will be the first in their families to attend college. We have focused on developing a rigorous program of academics paired with comprehensive support for students and their families with the college admissions process.

Our newly developed 12th grade course structure allows for a student-directed culminating senior expedition with an opportunity for students to explore a topic in depth. Students wrote proposals for their expedition in spring of their senior year. We will offer a full credit senior seminar course that focuses on college applications and planning for the senior expeditions in the spring. Seniors will finish their coursework in early May just before AP and course exams. Then seniors will engage for four weeks with expeditions, arranging a field experience and completing a project that they will present prior to graduation. A time when seniors at other schools are least engaged ("senior slump"), our students will be fully involved in this self-directed learning experience further preparing them for the independence and rigor of a college curriculum.

Our Director of College Counseling has worked to ensure that our students have the credentials they need to apply for college. All 9th-11th graders took the PSAT this fall and 11th graders took the SAT in the spring. An SAT class in coordination with Kaplan was offered this year at Capital City (free for students). Our Director of College Counseling also conducted a variety of college readiness activities this year.

She held monthly college curriculum meetings for families with Spanish interpretation (average attendance of 25), and met with all juniors. We use the Naviance database for college planning during advisory and all students/parents have accounts. Our Director of College Counseling met with all students/families this summer to develop postsecondary plans, and drafted a senior year handbook for families. We are also hosting a 3-day college readiness retreat for all seniors just before school starts. Students will work on college essays and plan for their senior year. Students attended college fairs this year went on school sponsored college visits. We will continue college visits for students in all high school grades this year.

Expanded Out of School Supports for Students: We significantly increased our academic programming for out of school time for our middle school and high school students. We began a Saturday Scholars program in January designed to provide remediation and targeted test preparation for our middle and high school students for 3 hours each Saturday. The program was voluntary and an average of 50 students attended each week. Teachers used data to plan for the sessions and students completed exit tickets to help teachers track mastery of targeted skills. We also offered a smaller program on Wednesday afternoons (after early dismissal) with a similar remediation focus.

We added a summer Algebra I extension in 2011 to allow more 8th graders the opportunity to complete a full Algebra I course before high school. Some of our students complete the full course during the school year, but others need more time to master the rigorous content in the course. Participating in the summer extension means students that previously needed to retake Algebra I in 9th grade, can be ready to take Geometry when they enter high school. This will put them on-track to take college level math classes later in high school.

For the first time, Capital City provided a month of structured orientation for all of our incoming 6th and 9th grade students. Because these grades provide an entry point for large numbers of students and many arrive with skills below grade level, requiring summer orientation allows us to assess incoming students and to introduce them to the Capital City culture and school-wide norms. In the fall, then, we are then ready to differentiate instruction effectively and maximize learning time.

Science Program Strength: Capital City has developed an exceptional science program that exemplifies our focus on deeper learning. 74% of 8th graders were proficient on the DC-CAS science exam this year and 60% of biology students were proficient. In 2010-2011, learning expeditions were refined to effectively teach content standards while ensuring an authentic purpose for students. In our 7th/8th grade, for example, students learned about energy by studying green buildings, making a presentation to our Board of Trustees on green building features and publishing a green building book.

Improved Data Practices: As discussed in the Lessons Learned section of this report, Capital City partnered with the Achievement Network to administer interim assessments and deepen our data practices. We revised our school calendar to include data days dedicated to reviewing student data and planning for instruction. Our leadership team (administrators and teachers from both campuses) met with our ANEt coach to plan data sessions and review progress. Our Board Program Evaluation Committee also reviewed interim assessment data presented in quarterly dashboards to track progress and effectiveness of interventions. We are excited to continue and deepen our data work in 2011-2012 with greater focus on student ownership and using strategies and protocols for analyzing other forms of data.

Disseminating Our Best Practices: Capital City's longstanding open-door policy has established the school as a renowned center for cutting-edge practices in school reform. We hosted roughly 250 visitors in the summer of 2010 and during the 2010-11 school year: mostly targeted visits from educators wishing to observe and discuss specific practices.

This year we were honored to be chosen by Expeditionary Learning as a mentor school. The award recognizes Capital City as one of the top performing schools in Expeditionary Learning's national network of 165 schools in 30 states. As a mentor, we welcome interested visitors from other schools, introduce them to the Expeditionary Learning model, and disseminate best practices we've developed to successfully implement the EL design. We are the only EL mentor school in the Mid-Atlantic region.

Capital City was a featured school at the Achievement Network (ANet) best practices showcase in February. Capital City was also selected to host a "First Fridays" tour in May. In 2011, CityBridge launched First Fridays with FOCUS and Charter Board Partners to host interested philanthropists, community leaders and business professionals on tours of high-performing DC charters to learn about education reform and gain insight into the successes/challenges of the charter movement. We also offered extensive technical assistance/support this past year to two new charters opening in fall of 2011: Mundo Verde and Inspired Teaching.

We attempted recently to develop a cross-sector collaborative of schools with a shared commitment to social/emotional learning and constructivist math/literacy practices. Although our application this round was not successful, the consortium of DC public and public charter schools submitted a Race to The Top (PLaCES) grant proposal in Spring of 2011 to OSSE. The other members of the collaborative are, in their own words, "starved for high quality professional development" and sought out Capital City as the lead LEA for the grant in large part due to their experiences visiting our school. We will continue to partner with these schools in the future.

Permanent Facility/Planned Expansion*:* One of the biggest challenges for Capital City, and for most urban charter schools, is finding a permanent facility. We made

great strides this year in securing and planning for a new facility. We have been negotiating a lease with the city for the former Rabaut School building at 1st and Peabody Streets, NW. In Fall 2010, our Board engaged in a period of due diligence and work with consultants to learn more about what the facility needed, whether it would be a good fit for our program and whether we could afford to renovate and occupy the building. The results of the study period were very positive showing the site to be structurally sound and an excellent fit programmatically for Capital City. Financial analysis also revealed showed viable scenarios for renovation and long-term occupancy.

Since the study period, we have moved forward in designing the building, negotiating a lease and securing financing under a timeline for occupying the building in summer 2012.

The new facility will fulfill our desire to have a unified campus serving a full continuum of Pre-K(3)-12th grade students. We will retain our small school model by breaking the campus up into distinct Early Childhood, Elementary, Middle, and High School programs, each with separate physical space. At the new site, we plan to serve 918 students (currently we serve 630 students on two campuses). The new facility has a gymnasium, an auditorium, a cafeteria and seven acres of outdoor space ideal for supporting our arts and fitness programs and our implementation of Expeditionary Learning.

A move will allow us to expand our Early Childhood program to include a Pre-K year for threes, in recognition of the benefit of reaching children early with quality instruction. We will expand our EC/Elementary offerings by adding a class at each grade (Pre-K-4th) in deference to the disproportionate number of applications we receive for these grades and a desire to provide more students with a continuous Pre-K-12 education. We will consolidate/expand our Middle School (5th-8th grades) program, which is designed to meet the unique needs of pre-adolescents.

We have been engaging our families (both parents and students) in planning for the new facility. We have also been reaching out to the community surrounding Rabaut. We received a vote of ANC support in May. We look forward to ongoing efforts to build new relationships and strengthen our current base of support.

Capital City Public Charter School

September 24, 2013

To Whom It May Concern:

This letter is to certify that, to the best of my knowledge, all permits and licenses required to operate Capital City Public Charter School are in full force and effect. Other authorizations and permits have not limited to, insurance, master business license, and certificates of occupancy.

Sincerely,

[redacted]

Chairman, Capital City Board of Trustees

3047 15th St., NW Washington, DC 20009 tel: 202.387.3009 Fax: 202.387.1074
3220 16th St., NW Washington, DC 20010 tel: 202.387.1402 Fax: 202.387.1404

PCSB Format Annual Budget
Capital City Public Charter School: SY10-11
Consolidated

	Annual Budget
REVENUE	
01. Per Pupil Charter Payments	6,814,395
02. Per Pupil Facilities Allowance	1,506,400
03. Federal Entitlements	426,085
04. Other Government Funding/Grants	344,552
05. Private Grants and Donations	183,000
06. Activity Fees	19,000
07. Other Income (please describe in footnote)	34,000
TOTAL REVENUES	**9,327,432**
OPERATING EXPENSE	
Personnel Salaries and Benefits	
08. Principals/Executives Salary	399,890
09. Teachers Salaries	3,082,734
10. Teacher Aides/Assistance Salaries	-
11. Other Education Professionals Salaries	-
12. Business/Operations Salaries	146,000
13. Clerical Salaries	163,020
14. Custodial Salaries	93,000
15. Other Staff Salaries	1,102,904
16. Employee Benefits	1,053,504
17. Contracted Staff	25,000
18. Staff Development Expense	118,800
Subtotal: Personnel Expense	**6,184,852**
Direct Student Expense	
17. Textbooks	33,420
18. Student Supplies and Materials	128,890
19. Library and Media Center Materials	15,000
20. Student Assessment Materials	25,000
21. Contracted Student Services	85,700
22. Miscellaneous Student Expense **	11,400
Subtotal: Direct Student Expense	**299,410**
Occupancy Expenses	
23. Rent	888,365
24. Building Maintenance and Repairs	60,000
25. Utilities	199,347
26. Janitorial Supplies	22,000
27. Contracted Building Services	64,980
Subtotal: Occupancy Expenses	**1,234,692**
Office Expenses	
28. Office Supplies and Materials	81,192
29. Office Equipment Rental and Maintenance	15,000
30. Telephone/Telecommunications	49,142
31. Legal, Accounting and Payroll Services	177,394
32. Printing and Copying	51,896
33. Postage and Shipping	11,000
34. Other	23,620
Subtotal: Office Expenses	**409,243**

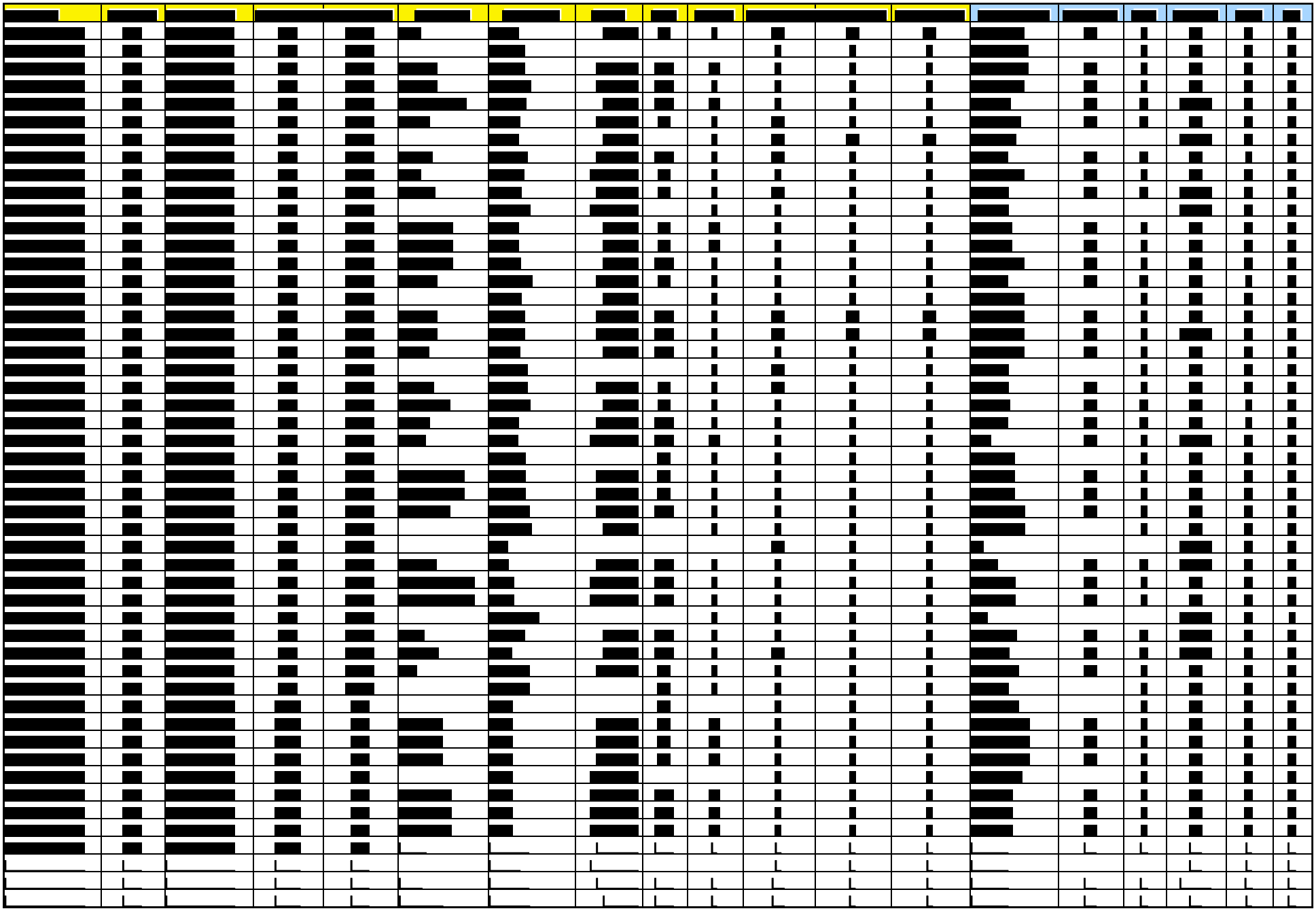
General Expenses	
35. Insurance	36,050
36. Transportation	66,788
37. Food Service	207,896
38. Administration Fee (to PCSB)	41,604
39. Management Fee	-
40. Other General Expense	141,746
41. Unforeseen Expenses	76,334
Subtotal: General Expenses	**570,418**
TOTAL OPERATING EXPENSES	**8,698,616**
NET OPERATING INCOME	**628,816**
42. Depreciation Expense	393,255
43. Interest Payments	176,842
NET INCOME	**58,719**

Paid meal sales, student fundraising, rental revenue, and miscellaneous revenue comprise "07. Other Income."

**Student recruiting and general miscellaneous student expense comprise "22. Miscellaneous Student Expense."

2010-11 Employed Educator Report

Teachers, Administrators Service Providers



2010-11 Employed Educator Report

Teachers, Administrators Service Providers

LEA Name	LEA Code	School Name	School Code	School Level	Last Name	First Name	D.O.B.	Race	Gender	Tot. Ed. Exp.	Tot. LEA Exp.	Tot. Sch. Exp.	Assgmt. Code	Curr. Code	Core	Gr. Code	SPED	ESL
[redacted]																		

2010-11 Employed Educator Report

Teachers, Administrators Service Providers

LEA Name	LEA Code	School Name	School Code	School Level	Last Name	First Name	D.O.B.	Race	Gender	Tot. Ed. Exp.	Tot. LEA Exp.	Tot. Sch. Exp.	Assgmt. Code	Curr. Code	Core	Gr. Code	SPED	ESL
[redacted]																		

2010-11 Employed Educator Report

Instructional Paraprofessionals

LEA Name	LEA Code	School Name	School Code	Elem/Sec	Last Name	First Name	D.O.B.	Race	Gender	FTE	Tot. Ed. Exp.	Tot. LEA Exp.	Gr. Code	SPED	SPED 3-5; 6-21
[redacted]															

Mission Statement

1. Enter your Campus/LEA's Mission Statement in the space provided below.

CENTRAL OFFICE: 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.

School Contact Information

2. Please choose your Campus/LEA's School Name. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

Capital City Public Charter School CENTRAL OFFICE

3. Was your organization accredited in the 2010-2011 school Year? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below.

Yes
Middle State Accreditation -- Lower School only

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name
Megan Reamer

Title
Data and Reporting Manager

School Street Address
3047 15th Street NW Washington DC

School Zip
20009

School Ward
1

Direct Phone Number
202-387-0309 x237

Email
mreamer@ccpcs.org

5. Please select the lowest grade level served by your Campus/LEA in the 2010-11 school year.

PK4

6. Please select the highest grade level served by your Campus/LEA in the 2010-11 school year .

11

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as 8:05 AM (See Definitions)

8:30

8. Please enter the End time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See Definitions)

3:30

9. Enter any additional comments regarding Start time/End time for Regular School Day.

Early dismissal on Wednesdays, times differ by campus

10. Please enter the Start and End Dates for the 2010-11 School Year.

Start Date
8/30/10

End Date
6/15/11

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year?

No

12. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below. Average Class Size: Calculate using core subjects only-do not include specials. Student: Teacher Ratio: Calculate by using the total reported students divided by the number Full-Time Education classroom teachers; do not include special needs teachers unless that is your school's focus. This value should be entered as "# of Students to

# of Teachers" format. For example, a school with 300 students and 20 FTE teachers will enter the student teacher ratio 15 to 1.
Average Class Size: **20**
Student/Teacher Ratio: **11:1**
Student Attrition and Grade Advancement
13. For the 2010-2011 school year, please provide the total number of students falling into each category listed below. (Suspension counts should reference the total number of incidents. For example, one student that is suspended short term 3 times will count as 3 "incidents" of short-term suspension.)
 # Transferring out/Withdrawls **7**
 # Short Term Out of School Suspensions **71**
 # Long Term Out of School Suspensions **2**
 # Expulsions **5**
# of Dropouts **0**
 # Retained at grade level **21**
Staff Demographics
14. Please complete the following entries regarding the total number of Executive DIRECTORS that fall within the categories listed below.
# of Directors **1**
 # with Bachelors **1**
 # with Masters

1
 # Degree in Field of Expertise **1**
 # Licensed in Field of Expertise **1**
 # Meeting NCLB Requirements **1**
% Meeting NCLB Requirements **100%**
15. Please complete the following entries regarding the total number of PRINCIPALS that fall within the categories listed below.
# of Principals **2**
 # with Bachelors **2**
 # with Masters **2**
 # Degree in Field of Expertise **2**
 # Licensed in Field of Expertise **2**
 # Meeting NCLB Requirements **2**
% Meeting NCLB Requirements **100%**
16. Please complete the following entries regarding the total number of ASSISTANT PRINCIPALS that fall within the categories listed below.
# of Asst. Principals **4**

 # with Bachelors **4**
 # with Masters **4**
 # Degree in Field of Expertise **4**
 # Licensed in Field of Expertise **4**
 # Meeting NCLB Requirements **4**
% Meeting NCLB Requirements **100%**
17. Please complete the following entries regarding the total number of CLASSROOM TEACHERS that fall within the categories listed below.
18. Please complete the following entries regarding the total number of SPECIAL SUBJECT TEACHERS that fall within the categories listed below.
19. Please complete the following entries regarding the total number of Bilingual/ESL Teachers that fall within the categories listed below.
20. Please complete the following entries regarding the total number of Special Education Teachers that fall within the categories listed below.
21. Please complete the following entries regarding the total number of VOCATIONAL/CAREER ED Teachers that fall within the categories listed below.
# of Vocational Teachers **0**
22. Please complete the following entries regarding the total number of BUILDING RESOURCE Teachers that fall within the categories listed below.
23. Please complete the following entries regarding the total number of COUNSELORS that fall within the categories listed below.
# of Counselors **1**
 # with Bachelors **1**
 # with Masters

1
 # Degree in Field of Expertise **1**
 # Licensed in Field of Expertise **1**
24. Please complete the following entries regarding the total number of LIBRARIANS/MEDIA SPECIALISTS that fall within the categories listed below.
25. Please complete the following entries regarding the total number of COORDINATORS that fall within the categories listed below.
26. Please complete the following entries regarding the total number of CLASSROOM AIDES that fall within the categories listed below.
27. Please complete the following entries regarding the total number of TITLE I EDUCATIONAL AIDES that fall within the categories listed below.
# of Title I Educational Aides **0**
28. Are you a single-campus LEA or a central office?
Yes
29. Please complete the following entries regarding staffing statistics listed below.
Staff Attrition Rate **N/A**
Number of Teachers **N/A**
Salary Range for Teachers **N/A**
Average Teacher Salary **N/A**
Number of School Administrators **N/A**
Salary Range for School Administrators **N/A**

Average School Administrator Salary
N/A

Number of Central Office Administrators
10

Salary Range for Central Office Administrators
$32,000 - $129,000

Average Central Office Administrator Salary
$63,216.36

Number of School Support Staff
N/A

Salary Range for School Support Staff
N/A

Average School Support Staff Salary
N/A

30. To ensure that PCSB has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, and Business Manager.* #31. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns (Complaints). These issues and concerns include questions and at times, complaints about individual schools. In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concernsfor the 2011-2012 school year.

Board Chair Name
David Bennett

Board Chair Title
President, Board of Directors

Board Chair Email

Board Chair Phone

Board Chair Mailing Address

Board Chair Mailing City, State
Washington DC

Exec. Director Name
Karen Dresden

Exec. Director Title
Head of School

Exec. Director Email
kdresden@ccpcs.org

Exec. Director Phone
202-387-1102

Exec. Director Mailing Address
3047 15th Street NW

Exec. Director Mailing City, State
Washington, DC

Exec. Director Mailing Zip
20009

Principal Name
N/A

Principal Title
N/A

Principal Email
N/A

Principal Phone
N/A

Asst. Principal Name **N/A**
Asst. Principal Title **N/A**
Asst. Principal Email **N/A**
Asst. Principal Phone **N/A**
Business Manager Name **Arogya Singh**
Business Manager Title **Business Manager**
Business Manager Email **asingh@ccpcs.org**
Business Manager Phone **202-387-0309**
Business Manager Mailing Address **3047 15th Street NW**
Business Manager Mailing City, State **Washington, DC**
Business Manager Mailing Zip **20009**
Complaint Staff Member Name **Karen Dresden**
Complaint Staff Member Title **Head of School**
Complaint Staff Member Phone **202-387-1102**

Complaint Staff Member Email **kdresden@ccpcs.org**
Complaint Board Member Name **David Bennett**
Complaint Board Member Title **President, Board of Directors**
Complaint Board Member Phone **(703) 627-6110**
Complaint Board Member Email **dpsb@aol.com**

ANNUAL REPORT DATA COLLECTION TOOL WORKSHEETS

Use these sheets to enter your data in the ANNUAL REPORT DATA COLLECTION TOOL. Include the information from these sheets in your Annual Report.

1. Enter the school's Mission Statement in the space provided below.

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.

2. Please choose your Campus/LEA's School and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

○ Capital City Public Charter School – Lower School

3. Is your organization accredited? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below

	YES X
	NO
Additional Comments	**Middle States Accreditation**

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name	**Megan Reamer**
Title	**Data and Reporting Manager**
School Street Address	**3047 15th Street NW Washington DC**
School Zip	**20009**
School Ward	**1**
Direct Phone Number	**202-387-0309**
Email	**mreamer@ccpcs.org**

5. Please select the lowest grade level served by your Campus/LEA in the 2010-2011 school year.

	PK3		**2**		**6**		**10**		**Ed**
X	**PK4**		**3**		**7**		**11**		**GED**
	K		**4**		**8**		**12**		**Progra**
	1		**5**		**9**		**Adult**		**m**

6. Please select the highest grade level served by your Campus/LEA in the 2010-2011 school years.

	PK3
	PK4
	K
	1
	2
	3
	4
	5
	6
	7
X	8
	9
	10
	11
	12
	Adult Ed
	GED Program

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as "8:05 AM" format (See "Definitions")

8:30am

8. Please enter the End time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See "Definitions")

3:30pm

9. Enter any additional comments regarding Start time/End time for Regular School Day.

Early dismissal on Wednesday: 1:15pm

10. Please enter the Start and End Dates for the 2010-2011 School Year.

Start Date	8/30/10
End Date	6/15/11

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year?

	YES (If Yes describe your school's year round structure in the space provided below. Include the dates that indicate the start and end of the academic school year.)
X	**NO**
Additional Comments	

12. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below.

Average Class Size:	24
Student/Teacher Ratio:	10:1

13. For the 2010-2011 school year, please provide the total number of students/incidents falling into each category listed below.

# Transferring out of school/Withdrawls (total students)	0
# Short-Term Out of School Suspensions (5 days or less)	11
# Long-Term Out of School Suspensions (more than 5 days)	0
# of Expulsions (total students)	1
# of Dropouts (total students)	0
# Retained at grade level (total students)	3

(Suspension counts should reference the total number of "incidents". For example, one student that is suspended short term 3 times will count as 3 "incidents" of short-term suspension)

Questions 14-28: Staff Demographics Enter the Total Number of staff meeting criteria listed below in the spaces provided.

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field (optional)	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Director	0						
Principal	1	1	1	1	1	1	100%
Assistant Principal	2	2	2	2	2	2	100%
Classroom Teachers	11	11	3	10		11	100%
Special Subject Teachers	5	5	3	4		5	100%
Bilingual/ESL Teachers	1	1	1	1		1	100%
Special Education Teachers	3	3	3	2		3	100%
Vocational/Career Teachers	0						N/A
Building Resource Teachers	0						
Counselors	2	2	2	2		2	N/A
Librarians/Media Specialists	1	1	1	1	1	N/A	N/A
Coordinators	0						
Classroom Aides	11	N/A	N/A	N/A	N/A		
Title I Educational Aides	0	N/A	N/A	N/A	N/A		

29. Are you a single-campus LEA or a central office?

	YES Skip to Question 28
X	**NO** Skip to Question 29

30. Please complete the following entries regarding staffing and salary.	
Staff Attrition Rate	0.21
Number of Teachers	21
Salary Range for Teachers	**$43,000.00 - $77,250.00**
Average Teacher Salary	**$53,687.50**
Number of School Support Staff	7
Salary Range for School Support Staff	**$15,181.08 - 49,920**
Average School Support Staff Salary	**$31,867.47**
Number of School Administrators	3
Salary Range for School Administrators	**$71,500.00 - $90,640**
Average School Administrator Salary	**$80,046.67**
Number of Central Office Administrators	N/A
Salary Range for Central Office Administrators	N/A

Average Central Office Administrator Salary	N/A

31. To ensure that PCSB has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, Business Manager, Special Education Coordinator, and Attendance Manager.

Board Chair Name	David Bennett
Board Chair Title	President, Board of Directors
Board Chair Email	dbennett@board.ccpcs.org
Board Chair Phone	(703) 627-6110
Board Chair Mailing Address	1275 25th St., NW, Apt 603
Board Chair Mailing City, State	Washington, DC
Board Chair Mailing Zip	20037
Exec. Director Name	Karen Dresden
Exec. Director Title	Head of School
Exec. Director Email	kdresden@ccpcs.org
Exec. Director Phone	202-387-1102
Exec. Director Mailing Address	3047 15th Street NW
Exec. Director Mailing City, State	Washington DC
Exec. Director Mailing Zip	20009
Principal Name	Janine Gomez
Principal Title	Principal
Principal Email	jgomez@ccpcs.org
Principal Phone	202-387-0309
Asst. Principal Name	Michele Gray
Asst. Principal Title	Director of Student Services
Asst. Principal Email	mgray@ccpcs.org
Asst. Principal Phone	202-387-0309
Business Manager Name	Arogya Singh
Business Manager Title	Business Manager
Business Manager Email	asingh@ccpcs.org
Business Manager Phone	202-387-0309
Business Manager Mailing Address	3027 15th Street NW
Business Manager Mailing City, State	Washington, DC
Business Manager Mailing Zip	20009
Special Ed Coordinator Name	Michele Gray
Special Ed Coordinator Title	See above
Special Ed Coordinator Email	
Special Ed Coordinator Phone	
Attendance Manager Name	Gabriela Mateus
Attendance Manager Title	Office Manager
Attendance Manager Email	gmateus@ccpcs.org
Attendance Manager Phone	202-387-0309
Admissions Manager Name	Angela Sugar
Admissions Manager Title	Admissions and Outreach
Admissions Manager Email	asugar@ccpcs.org
Admissions Manager Phone	202-387-1102

32. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns. These issues and concerns include questions and at times, complaints about individual schools.

In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2011-2012 school year.

Campus/LEA Staff Member Name	Karen Dresden
Campus/LEA Staff Member Title	Head of School
Campus/LEA Staff Member Phone	202-387-1102
Campus/LEA Staff Member Email	kdresden@ccpcs.org
Board Member Name	David Bennett
Board Member Title	President, Board of Directors
Board Member Phone	
Board Member Email	dbennett@board.ccpcs.org
Additional Campus/LEA Staff Member Name	
Additional Campus/LEA Staff Member Title	
Additional Campus/LEA Staff Member Phone	
Additional Campus/LEA Staff Member Email	

ANNUAL REPORT DATA COLLECTION TOOL WORKSHEETS

Use these sheets to enter your data in the ANNUAL REPORT DATA COLLECTION TOOL. Include the information from these sheets in your Annual Report.

1. Enter the school's Mission Statement in the space provided below.

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.

2. Please choose your Campus/LEA's School and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

○ Capital City Public Charter School – Upper School

3. Is your organization accredited? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below

	YES
X	NO
Additional Comments	In process

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name	Megan Reamer
Title	Data and Reporting Manager
School Street Address	3047 15th Street NW Washington DC
School Zip	20009
School Ward	1
Direct Phone Number	202-387-0309
Email	mreamer@ccpcs.org

5. Please select the lowest grade level served by your Campus/LEA in the 2010-2011 school year.

	PK3		2	X	6		10		Ed
	PK4		3		7		11		GED Progra m
	K		4		8		12		
	1		5		9		Adult		

6. Please select the highest grade level served by your Campus/LEA in the 2010-2011 school years.

	PK3
	PK4
	K
	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
X	**11**
	12
	Adult Ed
	GED Program

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as "8:05 AM" format (See "Definitions")

8:30am

8. Please enter the End time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See "Definitions")

3:30pm

9. Enter any additional comments regarding Start time/End time for Regular School Day.

Early dismissal on Wednesday: 12:30pm

10. Please enter the Start and End Dates for the 2010-2011 School Year.

Start Date	8/30/10
End Date	6/15/11

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year?

	YES (If Yes describe your school's year round structure in the space provided below. Include the dates that indicate the start and end of the academic school year.)
X	**NO**
Additional Comments	

12. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below.

Average Class Size:	18
Student/Teacher Ratio:	12:1

13. For the 2010-2011 school year, please provide the total number of students/incidents falling into each category listed below.

# Transferring out of school/Withdrawls (total students)	7
# Short-Term Out of School Suspensions (5 days or less)	60
# Long-Term Out of School Suspensions (more than 5 days)	2
# of Expulsions (total students)	4
# of Dropouts (total students)	0
# Retained at grade level (total students)	18

(Suspension counts should reference the total number of "incidents". For example, one student that is suspended short term 3 times will count as 3 "incidents" of short-term suspension)

Questions 14-28: Staff Demographics Enter the Total Number of staff meeting criteria listed below in the spaces provided.

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field (optional)	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Director	0						
Principal	1	1	1	1		1	100%
Assistant Principal	2	2	2	2		2	100%
Classroom Teachers	17	17	10	15		17	100%
Special Subject Teachers	6	6	2	4		6	100%
Bilingual/ESL Teachers	0						
Special Education Teachers	7	7	4	6		7	100%
Vocational/Career Teachers	0						N/A
Building Resource Teachers	0						
Counselors	2	2	2	2		2	N/A
Librarians/Media Specialists	1	1	1	1	1	N/A	N/A
Coordinators	0						
Classroom Aides	2	N/A	N/A	N/A	N/A	2	100%
Title I Educational Aides	0	N/A	N/A	N/A	N/A		

29. Are you a single-campus LEA or a central office?

[ ] **YES** Skip to Question 28

[X] **NO** Skip to Question 29

30. Please complete the following entries regarding staffing and salary.	
Staff Attrition Rate	0.10
Number of Teachers	30
Salary Range for Teachers	**$41,500.00 - $62,000.00**
Average Teacher Salary	**$53,516.67**
Number of School Support Staff	4
Salary Range for School Support Staff	**$15181.08 - $42,000.00**
Average School Support Staff Salary	**$29,823.77**
Number of School Administrators	3
Salary Range for School Administrators	**$76,000.00 - $92,700.00**
Average School Administrator Salary	**$81,983.33**
Number of Central Office Administrators	N/A
Salary Range for Central Office Administrators	N/A

Average Central Office Administrator Salary	N/A

31. To ensure that PCSB has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, Business Manager, Special Education Coordinator, and Attendance Manager.

Board Chair Name	David Bennett
Board Chair Title	President, Board of Directors
Board Chair Email	dbennett@board.ccpcs.org
Board Chair Phone	(703) 627-6110
Board Chair Mailing Address	1275 25th St., NW, Apt 603
Board Chair Mailing City, State	Washington, DC
Board Chair Mailing Zip	20037
Exec. Director Name	Karen Dresden
Exec. Director Title	Head of School
Exec. Director Email	kdresden@ccpcs.org
Exec. Director Phone	202-387-1102
Exec. Director Mailing Address	3047 15th Street NW
Exec. Director Mailing City, State	Washington DC
Exec. Director Mailing Zip	20009
Principal Name	Kathryn Byrd
Principal Title	Principal
Principal Email	kbyrd@ccpcs.org
Principal Phone	202-387-1102
Asst. Principal Name	Wanda Gregory
Asst. Principal Title	Director of Student Services
Asst. Principal Email	wgregory@ccpcs.org
Asst. Principal Phone	202-387-1102
Business Manager Name	Arogya Singh
Business Manager Title	Business Manager
Business Manager Email	asingh@ccpcs.org
Business Manager Phone	202-387-0309
Business Manager Mailing Address	3027 15th Street NW
Business Manager Mailing City, State	Washington, DC
Business Manager Mailing Zip	20009
Special Ed Coordinator Name	Wanda Gregory
Special Ed Coordinator Title	See above
Special Ed Coordinator Email	
Special Ed Coordinator Phone	
Attendance Manager Name	Yanira Cuellar
Attendance Manager Title	Office Manager
Attendance Manager Email	ycuellar@ccpcs.org
Attendance Manager Phone	202-387-1102
Admissions Manager Name	Angela Sugar
Admissions Manager Title	Admissions and Outreach
Admissions Manager Email	asugar@ccpcs.org
Admissions Manager Phone	202-387-1102

32. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns. These issues and concerns include questions and at times, complaints about individual schools.

In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2011-2012 school year.

Campus/LEA Staff Member Name	Karen Dresden
Campus/LEA Staff Member Title	Head of School
Campus/LEA Staff Member Phone	202-387-1102
Campus/LEA Staff Member Email	kdresden@ccpcs.org
Board Member Name	David Bennett
Board Member Title	President, Board of Directors
Board Member Phone	(703) 627-6110
Board Member Email	dbennett@board.ccpcs.org
Additional Campus/LEA Staff Member Name	
Additional Campus/LEA Staff Member Title	
Additional Campus/LEA Staff Member Phone	
Additional Campus/LEA Staff Member Email	

ANNUAL REPORT
2010 – 2011

Submitted by:
David Bennett
President, Board of Directors
&
Karen Dresden
Head of School

CAPITAL CITY PUBLIC CHARTER SCHOOL
ANNUAL REPORT
2010 – 2011

Table of contents

School description ……3

A. Mission Statement……3
B. School Program……3
C. School Staff……10
D. Student Characteristics……11
E. Governance……12
F. Finance……14

School performance

A. Evidence of Performance and Progress……16
    a. Student Academic Performance……16
    b. Non-Academic Performance……41
B. Lessons Learned and Actions Taken……43
C. Reporting Performance Management Framework Information to Students, Teachers, Etc ……50
D. Unique Accomplishments. ……52

Appendices

A. Signed Certification of Authorizations
B. Approved Budget for FY 2010-2011
C. Teacher Lists
D. Data Sheets

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

a. Grades and Age Levels Served

Lower School
In 2010-2011, the Lower School enrolled 244 students in grades PK through 8. The school had two combined-age classrooms of Pre-Kindergarten-Kindergarten, two 1st-2nd grade classrooms, two 3rd-4th grade classrooms, and one class each of 5th, 6th, 7th, and 8th grades. The Lower School is at its full capacity.

Upper School
The Upper School enrolled 294 students in grades 6 through 11. The school had two classes of 6th graders, one class each of 7th and 8th grades, 76 9th graders, 76 10th graders, and 52 11th graders. The Upper School will add one more grade next year in order to graduate its first group of 12th graders in June 2012.

b. Curriculum Design and Instructional Approach

At Capital City we believe that schools should prepare students to participate in society by offering a challenging academic program based on active learning through real-world experience. We also believe that schools should foster healthy social development, character building, and the acquisition of life skills.

Capital City Public Charter School implements the Expeditionary Learning (EL) model. EL uses "learning expeditions to challenge students to meet rigorous academic and character standards." Learning expeditions are long-term, in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork and service. The content and skills taught through learning expeditions are based on DCPS content and performance 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.

The Expeditionary Learning model includes a set of "core practice benchmarks" in five key areas: learning expeditions, active pedagogy, school culture and character,

leadership and school improvement, and structures. Capital City uses these benchmarks to guide instructional and educational planning, frame professional development for staff, and evaluate the effectiveness of instruction.

The academic curriculum is supported by the use of Responsive Classroom®, which is both a classroom management model and a social curriculum. Educators at Capital City recognize that academic achievement goes hand in hand with social growth. Responsive Classroom, and its middle school counterpart Developmental Designs, 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 Expeditionary Learning to work.

Capital City has curriculum frameworks for each grade that outline the content and skills for core academic subjects, plus Spanish, arts, health, and fitness. The school's curriculum is aligned with District of Columbia Public School standards and graduation requirements.

Lower School

Capital City Public Charter School's Lower Campus 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 writers' workshop, as well as across the curriculum to explain thinking and express ideas in other content areas.

The Lower School's mathematics curriculum is aligned with DC and national standards. Mathematics is both integrated into learning expeditions and taught as a separate subject. Capital City uses two carefully selected mathematics programs, *Everyday Mathematics* (PK – 5) and *Connected Mathematics* (6-8). These programs serve as primary resources for teaching the mathematics curriculum, and both programs support Capital City's developmental approach to teaching mathematics, emphasizing problem-solving and concrete experiences.

Capital City Lower School students engage in a science curriculum that teaches basic scientific thinking skills, while encouraging enthusiasm and a desire to conduct independent scientific inquiries. As much as possible, science instruction is included as a component of learning expeditions, and individual learning expeditions may be explicitly scientific in nature.

Community service, physical education, the arts, and Spanish language instruction are also part of Capital City Lower School's core curriculum. Students study Spanish from grades 1 through 8. The curriculum focuses on speaking practice, vocabulary development, and beginning Spanish reading and writing skills. The language program also provides many students with exposure to other cultures.

Upper School

Our Upper School is currently the only high school in DC to be affiliated with the Coalition of Essential Schools, a network of hundreds of personalized, equitable, and intellectually challenging schools around the country. All CES schools, including Capital City Upper School, follow Ten Common Principles, a set of beliefs about the purpose and practice of schooling. The Common Principles guide the Upper School's priorities, structures, and management.

The Upper School focuses on integrating literacy across the curriculum. Content teachers in all disciplines engage students in reading and responding to texts and in writing for a variety of purposes.

For 6th graders entering the Upper School from schools all over the city, Capital City offers a sheltered environment in the form of a two core content teachers who work with the students for the entire school day. These teachers engage in frequent contact with parents, who are mostly new to Capital City.

The 7th and 8th grade program includes a two-hour humanities block, in which teachers work with students on reading, writing, and history. The math program consists of Pre-Algebra in grade 7 and Algebra in grade 8, with intensive inclusion support provided to students with skill deficits, as well as to English Language Learners. In science, 7th and 8th graders complete one year of life science and one year of earth and physical science. Students have the same core subject teachers for two years.

Capital City's goal is to have all students in twice-weekly Spanish classes from 6th through 8th grade. However, students who need extra support in their core academic classes do not take Spanish so that they can receive extra instruction in math or literacy. All 7th and 8th grade students receive an hour of health education and also participate in electives for the arts, in which they can choose among offerings in music, drama, and visual arts. Arts classes meet for two hours each week. Fitness has a similar structure, with three offerings every quarter. Students attend fitness classes for two hours weekly.

Capital City students in grades 9 through 12 complete an academically rigorous college-preparation curriculum. Capital City uses DCPS graduation requirements as the minimum expectation for students. The following is a draft of required courses for all high school students.

Sequence of Required High School Courses

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	AP English Language and Composition	AP English Literature
World History/Geography I	World History/Geography II	US History	US Govt. / DC History
Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-calculus	Pre-calculus or Statistics
Biology	Chemistry	Physics	Astronomy or Environmental Science
Spanish I or II or Academic Foundations	Spanish II or III or Academic Foundations	Spanish III or IV or Academic Foundations	Spanish IV or Elective
Arts Electives	Arts Electives	Arts Electives	Arts Elective
Fitness Electives	Fitness Electives	Fitness Electives	Fitness Elective
Advisory	Advisory	Advisory	Senior Seminar

Although Capital City did not serve 12th graders during the 2010-2011 school year, the 12th grade curriculum is in place and ready to be implemented for the 2011-2012 school year. In addition to the 12th grade courses, seniors will develop a senior expedition, which they engage in during the spring of their senior year. Seniors may elect to pursue further study in Spanish, the arts, and fitness, but the course *requirements* for these subject areas are met in grades 9 through 11.

c. 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 arts emphasis is especially helpful to students with special needs. 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 Expeditionary Learning. Some elements of Learning Expeditions include guiding questions (what we want to find out), authentic projects, fieldwork in the community, involvement of outside experts, presentation to an audience outside the classroom, and community service. Expeditions are inherently multidisciplinary and bring together many strands of the curriculum.

Community Service

Community Service is an essential component of EL and is often embedded in Learning Expeditions. Students participate in both service to the school and service to the broader Washington community. A dedicated weekly service time provides an opportunity for all students and teachers to engage in service and reflect on the experience. Community partnerships for service include: Mt. Pleasant Library, the Victory Heights Seniors' Home, Community of Hope, and Appletree Learning Center. High school students also have the opportunity to do an internship with a business or community organization. Interns work at their sites on Wednesday afternoons (an early dismissal day for CCPCS).

Advisory

Beginning in the 7th grade and continuing through high school, Capital City features an advisory program that divides students into groups of ten to twelve. The goal of advisory 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 the student's family.

Advisories meet for a half-hour each day for a time of team initiatives, group sharing, and academic check-ins. Additionally, there is one longer meeting period each week, during which time the groups focus on emotional health and interpersonal relationships. 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 (ELLs) through an inclusion program. The program has grown since the school's opening, and has been designed around the needs of the students. Each of the two campuses has a Director of Student Services. These directors coordinate teams of inclusion teachers and other specialists who manage student 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 by a team consisting of inclusion teachers responsible for each classroom, a school psychologist, a 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. Our inclusion and ESL teachers work one-on-one or in small groups with students 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.

After-School Activities

The Lower School contracts with an after-school provider in order to operate a high-quality on-site extended day program, which is available to interested families for a fee. The school provides small tuition subsidies to low-income families, in an effort to make the program affordable for all students.

The Lower School also offers afternoon enrichment activities, planned and conducted by Capital City staff. These programs are available to students grades Pre-K through 4th grade for a nominal fee. In the past, the 6-week clubs have focused on activities such as cooking, beading, poetry, soccer, kickball, dance, and scrapbooking.

Capital City offers a free cross-campus after-school program for middle school and high school students. The program is available four days per week. After-school sports are open to all students, regardless of ability to pay 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, basketball, swimming, softball, tennis, and track. Teams practice at area parks, recreation centers, and community facilities, and play competitive games against other schools.

Students can also choose from a variety of other after-school activities, including yearbook, debate, and improvisational drama. Most offerings are led by Capital City staff and are open to students from both campuses, grades 5 and up.

Summer School

312 students attended a 2011 summer school program at Capital City. There were several different types of summer offerings. For younger students, grades PreK through 6, Capital City offers four weeks of summer school. The goal of this "Inspired Summer" program is work with students in small groups to reinforce literacy and math skills and ensure that students do not lose ground over the summer.

In 2011, the school also offered credit recovery and enrichment courses for high school students. 59 students attended the credit recovery summer program. Students missing credit for a one-semester course were required to enroll in and pass that course during summer school in order to be promoted to the next grade. Additionally, Capital City held orientation sessions for all incoming 9th and 6th grade students. These orientation sessions 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.

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 in choosing their activities. Parents and staff work together to advise the principals on issues and priorities. The principals, Head of School, and the Board of Directors work collaboratively to set policy and provide leadership for the school.

- Parental Involvement: 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 supporting 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.

d. School Year and Hours of Operation

The first day of school for the 2010 – 2011 school year was August 30th, 2010. The last day was June 15th, 2011. School was in session Monday, Tuesday, Thursday and Friday from 8:30am to 3:30pm, and on Wednesdays from 8:30am to 12:30pm at the Upper School, and until 1:15pm at the Lower School.

C. School Staff

a. School Leadership

Head of School: Karen Dresden has a Masters in Education from Harvard University, with a concentration in Educational Leadership. She also has a B.A. in Public Policy from Duke University and an M.S.Ed. in Elementary Education from the University of Pennsylvania. Before the establishment of Capital City Public Charter School, she taught for 7 years at Hearst Elementary School in the DC public school system. She was the school's founding principal.

Lower School Principal: Janine Gomez joined Capital City in 2008 after 12 years of teaching and administrative experience in North Carolina public schools. Janine holds a Masters in School Administration from the University of North Carolina – Chapel Hill and a Masters in Elementary Education from the University of Maryland – College Park. As the President of Sojourn Educational Consultants, Inc., she worked on enrichment and intervention instruction, math curriculum development, professional development and new teacher support in several elementary schools in Durham, NC.

Upper School Principal: The Upper School's founding Principal is Kathryn Byrd. Kathy holds a B.A. in Elementary Education from Michigan State and a Master of Arts in Teaching from Wayne State University. Kathy is the former Director of Curriculum, Instruction, and Training at Paul Public Charter School. She previously worked as an English as a Second Language (ESL) teacher at Paul and at Murch Elementary, and served as an ESL mentor teacher for DCPS interns in elementary grades through adult education.

Director of Finance and Operations: John Breyer brings more than ten years of operational and program management experience to Capital City, where he currently oversees all non-instructional matters. Prior to joining Capital City, John was the Founding Director of Finance and Operations for KIPP Central City Academy in New Orleans where he supported KIPP Central City's long-range facilities vision, which included fostering relationships with on-site contractors, tracking progress on construction, and advising architects on building plans. Previously, John was Director of Programs, Adventure Education and Director of Technology at Hyde Leadership Public Charter School in Washington DC, and Program Coordinator at For Love of Children, where he managed all aspects of the after-school outreach program.

b. Teachers

During the 2010 - 2011 school year, there were 21 teachers at the Lower School, of whom 4 were inclusion teachers. At the Upper School, there were 30 teachers, of whom 7 were inclusion teachers.

c. Teacher Aides

During the 2010 – 2011 school year, there were nine Teaching Fellows at the Lower School. There were two Fellows at the Upper School. More information about the Teaching Fellows program is provided later in the report.

d. Average Class Size

Average class size at the Lower School from 2010-2011 was 24. The student/teacher ratio was 10:1. At the Upper School, average class size was 18, and the student/teacher ratio was 12:1.

e. Qualifications and assignment of school staff – see data worksheets

f. Staff attrition rate

The staff attrition rate at the Lower School was 0.21 between September of 2010 and September of 2011. During the same time period, the staff attrition rate at the Upper School was 0.10.

g. Salary range / average salary for teachers and for administrators

- Teachers: The salary range for teachers at Capital City Public Charter School for the 2010 – 2011 school year was $45,500 to $79,567. The average teacher salary was $55,446.

- School Administrators: The salary range for Administrators at Capital City Public Charter School last year was $71,500 to $129,000. The average administrator salary was $87,870.

D. Student Characteristics

The total student population at Capital City Public Charter School during the 2010 – 2011 school year was 538 students. The re-enrollment rate was 94%. Of the 538 students who were counted at the October enrollment audit, 12 students transferred out during the course of the school year. Average daily attendance at Capital City last year was 96.6%, and average daily membership was 98.6%.

Capital City's student body in 2010 – 2011 was racially and ethnically diverse, with 37% of students self-identifying as African-American, 41% as Latino, 18% as Caucasian, and 4% as Asian/Pacific Islander.

Additional demographic information is as follows: 58% of Capital City students were classified as low income during the 2010 – 2011 school year. 17% of students were identified as requiring special education services, and 15% of students were

identified as English Language Learners. The student body was 45% male and 55% female.

During the fall of 2010, 9th, 10th, and 11th grade students at Capital City's Upper School took the PSAT. 68 ninth graders, 68 tenth graders, and 50 eleventh graders took the exam. Additionally, 22 11th grade students took the ACT and 41 took the SAT.

E. Governance

a. Board of Trustees

Below are the members of the Board of Trustees for the 2010-11 school year.

Name	Office	Affiliation	Address	Committee
David P. Bennett		Safe Kids Worldwide	Washington, DC 20037	Governance
Patrick Canavan	Parent Trustee	Chief Executive Officer Saint Elizabeth's Hospital	Washington, DC 20009	Facilities, Co-Chair
Jenny Carson	Secretary, Parent Trustee	Art Historian Maryland Institute College of Art	Washington, DC 20011	School Performance
Simmons Covington-Lettre		Educational Resource Strategies	Bethesda, MD 20816	School Performance, Chair
Candace Crawford	President/ Chairperson	Assistant Director for PK-12 School and District Assistance, The Education Trust	Washington, DC 20005	All committees
Jeffrey A. McCandless	Treasurer	Managing Partner Stone Harbour Partners	Washington, DC 20012	Finance, Chair
Carol Mitten		Chief of Lands, National Capital Region, National Park Service	Washington, DC 20016	Facilities, Co-Chair
Susan Sabella	Vice President	Healthy Building Network	Washington, DC 20008	Finance, Governance, Facilities
Kathleen Strouse	Parent Trustee	Cooper Thomas, LLC	Washington, DC 20011	Governance, Chair
Karen Dresden	Non-voting	Head of School Capital City Public Charter School	Washington, DC 20009	All committees Ex officio

Board members Kathleen Strouse and Jenny Carson transitioned off of the board at the end of the 2010 – 2011 school year. They are listed above, however, because they served on the board for most of the school year.

b. Advisory Committees

Capital City's Board of Trustees has five committees: Governance, Fundraising, School Performance, Facilities, and Finance. Each of these committees plays an active role in school leadership and decision-making. The school also has a PSA for both campuses. The PSA plans school events for families.

c. Board Training

Capital City worked with consultant Joey Gustafson during the 2010-2011 school year. Ms. Gustafson provided training and consultation to the board chair, supported the school with priority setting and strategic planning and worked with board members to revise the Head of School evaluation tool. Four board members also attended PCSB and FOCUS workshops during the school year. Additionally, Capital City worked with Charter Board Partners to recruit new board members for the 2011-2012 school year.

Finance

1. The Approved Budget for FY 2010-2011 is included in the Appendix as Attachment B.

2. Donors and grantors

   The following individuals and organizations donated at least $500 to Capital City Public Charter School last year. The list does not reflect multi-year pledges of over $500 unless that amount (at minimum) was paid between 7/1/10 and 6/30/11.

The Agger Loewy Foundation (Operated out of The Community Foundation for the National Capital Region)
Ms. Yalia Aleshina and Mr. Pavel Snejnevski
Anonymous
Ms. Amy Austin and Ms. Dierdre Joy
Mrs. Sue Bell and Mr. Charlie Bell
Ms. Diane Biondi
Ms. Maggie Boland and Mr. John Hance
Mrs. Dixcy Bosley-Smith and Mr. Nolan Bosley-Smith
Mr. Travis Bowerman and Ms. Sandra Haller
Mr. Al Butts and Mrs. Ellen Butts
Mrs. Kathryn Byrd and Mr. James Byrd
Mr. Craig Cahoon and Mrs. Katherine Walters
Mr. Jake Caldwell
Mr. Patrick Canavan and Mr. Daniel McNeil
Dr. Robert Carducci
Mrs. Joan Chibuoke and Mr. Anthony Chibuoke
Ms. Laura Chilbert and Mr. Chris Chilbert
Mrs. Nancy Chapman Colb and Mr. Andrew Colb
Ms. Marianne Conroy and Mr. Orrin Wang
Ms. Jean Consolla and Ms. Linda Lawson
Cooper Thomas, LLC
Mr. Artur Davtyan and Ms. Arminda Pappas
Ms. Karen Dresden
Mr. C. Arthur Eddy and Mrs. Anne Eddy
Ms. Farar Elliott and Ms. Ruth Trevarrow
Mrs. Susan Ellis and Mr. Thomas View
Fannie Mae SERVE Program
Alice Ferguson Foundation, Inc.
Ms. Sarah Gaudreau and Mr. Hiram Puig-Lugo
Mrs. Colleen Geislinger and Mr. Martin Geislinger
General Mills (in conjunction with United Way of the National Capital Region and OSSE)
Ms. Lisa Gold Schier and Mr. Kurt Schier

Ms. Tamara Gould and Mr. Alexander Thier
Mr. Brian Greenberg and Ms. Margaret Greene
Mr. Ernest Greene and Ms. Margaret Greene
Ms. Liz Gregg and Mr. Eric Mader
Mrs. Christine Hartless and Mr. Glen Hartless
Mrs. Anne Herr and Mr. Karl Jentoft
Mr. Brett Howe and Ms. Claudia Weinmann
Ms. Sandra Jibrell
Mr. Kenneth Johnson and Ms. Gina Lagomarsino
Ms. Kathy Kelley and Mr. Rick Lenegan
Ms. Katharine Landfield and Mr. Morgan Landy
Ms. Simmons Lettre
Dr. Sylvia Mader
Mr. Jeffrey McCandless
The William G. McGowan Charitable Fund, Inc.
Mr. John Mitchell and Ms. Susan Sabella
Ms. Carol Mitten
Ms. Elise Murray
National Home Library Foundation
Office of the State Superintendent of Education
Mrs. Denise Nwaezeapu and Mr. John Nwaezeapu
Ms. Carly Partridge
Ms. Donna Rattley Washington and Mr. Adrian Washington
Mrs. Annie Roberts and Mr. Steven Roberts
Mrs. Marilyn Scher and Mr. Irwin Scher
Mrs. Jen Sherman and Mr. Mark Sherman
Ms. Maria Sokurashvili and Mr. Jeffrey Steele
Hattie M. Strong Foundation
Mr. Lowell Ungar
The James F. and Gretchen V. Welsh Charitable Trust

SCHOOL PERFORMANCE

A. Evidence of Performance and Progress

1. Summary of Performance Management Measures

Student Academic Performance – **Lower School**

Capital City's Lower School fared well on the leading indicators of school-wide attendance and re-enrollment. The average attendance rate for the entire Lower School was 96%, and the re-enrollment rate was 94%.

Capital City's Lower School campus spans grades PreK through 8, and thus incorporates two different Performance Management Frameworks – Early Childhood (grades Pre-K – 2), Elementary / Middle (grades 3 – 8). Each of these frameworks will be discussed in turn.

Early Childhood

Capital City's youngest students, in Pre-K through 2nd grade, do not take the DC-CAS, since this test is offered beginning at the 3rd grade level. Therefore, the school administers a variety of internal assessments in order to gauge the progress of these students.

For our Pre-K students, we administer the Phonological Awareness Literacy Screening (PALS), a diagnostic and progress-monitoring tool that measures literacy development. The PALS was administered twice during the school year – in the fall, and again in the spring.

According to PALS guidelines, Pre-K students are expected to be able to write their names, identify a minimum of 12 upper case letters by sight, and to recognize the sounds of at least four letters and the beginning sounds of at least five words. Students are also tested on print and word awareness, as well as rhyme awareness. The table below shows the progress that the Pre-K students made throughout the school year in literacy development.

PALS: 2010-2011 Pre-K Literacy Development (n=20)					
Literacy Concept	**Fall Average**	**Spring Average**	**Spring Goal**	**% Reaching Goal**	**% Making Growth**
Name writing (out of 7)	6.2	6.6	5	100%	75%
Uppercase recognition	19.7	24.1	12	95%	95%
Sound awareness	10.6	18.9	4	95%	95%
Beginning sound awareness	7.4	9.8	5	100%	100%
Print/word awareness	7.6	9.1	7	100%	80%
Rhyme awareness	8.4	9.7	5	100%	100%

The data show that in aggregate, our Pre-K students performed quite well on this assessment. Despite the fact that many students began the year with limited literacy knowledge, all students were proficient in four of the six categories by the end of the school year, and in the other two categories 95 percent of students tested at or above the proficient level. Additionally, in keeping with the goals set out in Capital City's Early Childhood Accountability Plan, all students achieved growth on at least 3 of the 6 key literacy indicators (in fact, the goal was surpassed because all students achieved growth in at least 4 of the 6).

Kindergarten students also took the PALS assessment. The Kindergarten-level assessment is similar to the Pre-K assessment, but includes slightly different measures. Like the Pre-K students, Kindergarteners are tested on rhyme awareness beginning sounds and letter recognition. Additionally, Kindergarten students are assessed in the areas of spelling and concept of words. This last category assesses students' ability to identify certain words both inside and outside of a line of text (a familiar rhyme).

PALS: 2010-2011 Kindergarten Literacy Development (n=24)						
Literacy Concept	**Fall Average**	**Fall Goal**	**Spring Average**	**Spring Goal**	**% Reaching Goal**	**% Making Growth**
Rhyme Awareness	8.4	4	9.1	9	79%	92%
Beginning Sounds	7.6	5	9.5	9	88%	96%
Lower Case Recognition	21.8	12	24.9	24	83%	96%
Letter Sound Recognition	14.3	4	22.5	20	79%	100%
Spelling	10.5	2	16.5	12	88%	96%
Concept of Words	10.5	4	18.8	21	52%	96%

Kindergarten students who took the PALS exam demonstrated growth throughout the year. In fact, all students demonstrated growth on at least 3 of the 6 key literacy indicators throughout the school year, and on each individual indicator over 90% of students demonstrated growth. However, despite the fact that all students made strides in literacy development throughout their Kindergarten year, the percentage of students not proficient on any given indicator shows that not all students achieved proficiency by the end of the 2011 school year. On 5 of the 6 indicators at least 79% of students were proficient, but the remaining 15-20% of students were not as successful. These results represent 5 particular students who were consistently not proficient on most indicators. All of these students are English Language Learners and received extensive support throughout the year. However, their end-of-year literacy scores highlight the need for increased support next year. One of the students has been retained in Kindergarten, and the rest will be receiving ELL support in 1st grade.

This is the second year that Capital City has used the PALS assessment, and in both years the Kindergarten students have achieved lower proficiency than the PreK students by the end of the school year. This year's Kindergarten scores were comparable to (although just slightly higher than) the scores of last year's Kindergarteners. Having noticed this trend two years in a row, Capital City teachers and administrators plan to look closely at the Kindergarten curriculum to investigate how to better prepare students for the literacy expectations of 1st grade. Specific areas of concern include rhyme recognition, letter sound awareness, and concept of words – and the last two on this list were areas of concern last year as well. More information about potential changes to the early childhood literacy curriculum can be found in the 'Lessons Learned' section of this report.

In addition to the PALS assessment, students in grades K through 2 are assessed in reading, writing, and math. Below are the results of the Developmental Reading Assessment.

Early Childhood DRA Scores Spring 2011						
		Grade Level or Above			Grade Level Growth or 8th grade level	
Grade	# Tested	Number	Percent		Number	Percent
K	24	18	75%		14	58%
1	25	15	60%		16	64%
2	25	13	52%		14	56%
Total	**74**	**46**	**62.2%**		**44**	**59.5%**

The data show that by the end of the 2010-2011 school year, 62.2% of our early childhood students were reading at or above grade level. In addition, more than half of the students at each grade level exhibited at least a full grade level of growth between fall and spring. However, we would expect these numbers to be significantly higher, particularly among Kindergartners and 2nd graders. Since 1st grade is a particularly challenging year where students must make a lot of progress to make a year's growth, we frequently see slightly lower scores in 1st grade. One major concern is the decrease in reading proficiency rates from Kindergarten through 2nd grade. Last school year, the 1st grade had the lowest percentage (60%) of students on grade level by the end of the year. This year, those students are in 2nd grade, and the cohort continues to score lowest. It is of particular concern that only 56% of the second grade students made a year's growth, since this shows that too few of these students are coming closer to reading on grade level. This trend, along with interventions related to it, will be discussed at more length in the 'Lessons Learned' section of the report.

In school year 2009-2010 Capital City adopted a new writing assessment, the Six Plus One Traits of Writing, developed by the NWREL. Teachers were trained to use the rubric by NWREL staff during the summer of 2009. The Six Plus One rubric also includes an early childhood version. When taking the Six Plus One assessment, all students write in response to a prompt for a specified amount of time. Using the Six Plus One Traits rubric, teachers score student writing in six categories: Ideas, Organization, Voice, Word Choice, Fluency and Conventions. Students are given a score of 1-5 in each category. The six scores are averaged together to get the final score. The cut-score associated with grade level proficiency is 3 for the 2nd grade, and 2 for the 1st grade, and 1.5 for Kindergarten.

The following table shows the writing proficiency rates for early childhood students in 2011.

Early Childhood Writing Benchmarks			
		Met Benchmark	
Grade	# Tested	Number	Percent
K	24	23	96.0%
1	25	25	100.0%
2	25	25	100.0%
Total	**74**	**73**	**98.6%**

Almost all of the students in grades K through 2 were proficient on the Writing Benchmarks this past year. However, benchmarks were graded with the knowledge that Kindergarten and 1st grade students are emerging writers. Instead of meeting the score of 3.0 to be considered proficient, Kindergarteners were ranked proficient if they scored a 1.5 or above, and 1st graders if they scored a 2.0 or above. Additionally, the high writing proficiency among Kindergarten through 2nd grade students is a result of the focused writing time that is incorporated into the daily schedule. Capital City teachers have become expert at carefully integrating literacy into their lesson plans in ways that are authentic and meaningful to students.

The math assessment is conducted using Math Benchmarks, which have been developed by teacher teams using local and national standards. We use the Developmental Reading Assessment (DRA) test to assess reading, and for writing, students are assessed based on the Six Plus One writing rubric. The results of these assessments are detailed below.

Capital City's Math Benchmarks are administered as a series of assessments through the course of the year. Teachers use the Benchmarks to gauge student progress and to check for understanding of specific concepts and skills. Students who did not demonstrate mastery were reassessed after receiving additional instruction.

Early Childhood Math Benchmarks						
		2010 Met Benchmark (80%)			2011 Met Benchmark (80%)	
Grade	2010 # Tested	Number	Percent	2011 # Tested	Number	Percent
K	24	23	95.8%	24	22	91.7%
1	--	--	--	25	23	92.0%
2	25	23	92.0%	25	20	80.0%
Total	**49**	**46**	**93.9%**	**74**	**65**	**87.8%**

In 2011, in Kindergarten through 2nd grade, 87.8% of students were proficient on at least 80% of the Math Benchmarks. Despite a decrease compared to last year's average, these results show strong math development among our early childhood population. The decrease in overall scores is due in large part to the 12 percentage point decrease among 2nd grade students. However, the 2011 math benchmark results are not directly comparable to the 2010 math benchmark results because in 2011 the school changed the way that math benchmarks were tracked. Previously, Capital City recorded benchmarks only in

even-numbered grades (K, 2nd, 4th, etc.), so last year's 2nd grade benchmark totals included (in effect) an average of the 1st and 2nd grade benchmark proficiency rates for students that were in 2nd grade in 2010. (This explains why scores for 1st graders were not reported last year). This year, however, the school switched to tracking benchmarks in every grade, so the 2nd grade result only includes the 2nd grade benchmarks – in order to match the benchmark scores of last year's 2nd graders, 2011 2nd graders would have had to be proficient on 80% of 2nd grade benchmarks (rather than 80% of 1st and 2nd grade benchmarks, as was the case last year.

Elementary/Middle

In keeping with the new design of the Performance Management Framework for school year 2010-2011, the following information refers to Capital City students in grades 3 – 8.

The tables below display the 2010-2011 DC-CAS proficiency rates for Capital City students in grades 3 to 8. The first table shows the math proficiency rates for all Capital City students in these grade levels, whereas the second table includes only students who have been at Capital City for at least two years.

Capital City Elementary and Middle School students had overall proficiency rates of 68.9% in both math reading on the 2011 DC-CAS, well above the city-wide averages of 42% in math and 43% in reading, and reaching the school-wide Safe Harbor targets in both subject areas. It is also notable that 26% of Capital City 3rd through 8th graders tested at the advanced level in math, and 23% were advanced in reading. The following table presents the DC-CAS results for the past three years.

Recent DC-CAS Math Performance								
	Spring 2009			**Spring 2010**			**Spring 2011**	
Grade	# Tested	% Prof		# Tested	% Prof		# Tested	% Prof
3	24	63%		25	56%		25	64%
4	25	76%		24	63%		25	96%
5	24	58%		25	60%		25	44%
6	23	56%		24	67%		24	63%
7	24	50%		25	76%		25	84%
8	23	74%		24	71%		25	68%
Total	**143**	**62.9%**		**147**	**65.3%**		**149**	**69.8%**

The DC-CAS math results from the last three years demonstrate a steady increase in proficiency rates for 2011. However, the chart above does not allow us to follow the same group of students from year to year; rather, it compares the scores of 3rd graders in 2010 to the scores of 3rd graders in 2011, and so forth. Therefore, a look at the cohort math data is more informative.

2010-2011 DC-CAS MATH COHORT ANALYSIS						
Students at Capital City for 2+ Years						
	Spring 2010			**Spring 2011**		**Gain/Loss**
# Tested	Grade	% Prof		Grade	% Prof	
25	3	56%		4	96%	**+40%**
23	4	61%		5	39%	**-22%**
17	5	59%		6	59%	**0%**
23	6	70%		7	91%	**+21%**
21	7	81%		8	81%	**0%**
109	**Total**	**65.1%**		**Total**	**74.3%**	**+9.2%**

The math cohort table above shows a mixed trend in math scores for students who tested at Capital City two years in a row. Although the 4th grade and 7th grade proficiency rates increased significantly, the 5th grade saw a decline in proficiency, which calls for further discussion. More information regarding changes to the 5th grade math curriculum can be found in the 'Lessons Learned' section of this report. Overall, 74.3% of 4th through 8th grade students who had attended Capital City the previous year were proficient in math in the spring of 2011, compared with 46.7% of 4th through 8th grade students new to Capital City.

Since 8th grade DC-CAS math scores are the Gateway measure for middle school students, those warrant some discussion here. This year's 8th grade proficiency rate of 68% represents a small decline compared to the previous two years, and when the cohort of returning 8th grade students is parsed out, there was no change in proficiency rates from 2010 to 2011. However, one important detail that is not captured by the proficiency measure is the percentage of 8th grade students who scored at the Advanced level in math. For the returning cohort of 21 8th grade students, 7 (or 33%) scored at the Advanced level in 2011, compared to only 4 students (19%) the previous year. Although this information is not included in the PMF calculations, it demonstrates the success of the rigorous middle school math curriculum at Capital City.

DC-CAS reading data is presented below. After a dip in 2010, Capital City's proficiency rates for 3rd through 8th graders increased in 2011. Capital City's 3rd grade students fared well on the Gateway measure of DC-CAS reading scores, which were particularly strong in 3rd and 4th grades – 80% and 92% proficient, respectively.

Recent DC-CAS Reading Performance								
	Spring 2009			Spring 2010			Spring 2011	
Grade	# Tested	% Prof		# Tested	% Prof		# Tested	% Prof
3	24	58%		25	76%		25	80%
4	25	76%		24	63%		25	92%
5	24	79%		25	68%		25	56%
6	23	83%		24	71%		24	67%
7	24	54%		25	60%		25	68%
8	23	83%		24	58%		25	56%
Total	**143**	**72.0%**		**147**	**66.0%**		**149**	**69.8%**

The table below shows data for the cohort of returning students only, providing more insight into which students and grades saw the most gains.

2010-2011 DC-CAS READING COHORT ANALYSIS						
Students at Capital City for 2+ Years						
	Spring 2010			Spring 2011		Gain/Loss
# Tested	Grade	% Prof		Grade	% Prof	
25	3	76%		4	92%	**+16%**
23	4	61%		5	52%	**-9%**
17	5	71%		6	65%	**-6%**
23	6	74%		7	74%	**0%**
21	7	67%		8	67%	**0%**
109	**Total**	**69.7%**		**Total**	**70.6%**	**+0.9%**

The reading cohort analysis shown above demonstrates a modest overall gain in reading proficiency rates among students who attended Capital City for at least two years. The gains among 4th graders were especially strong, while the 5th and 6th graders saw a decline in proficiency (with analysis to follow in the 'Lessons Learned' section). Other item of note is the 7th and 8th grade scores, which at first glance appear to remain flat. However, closer investigation reveals that at the 7th and 8th grade level, most of the growth in 2011 was among students who moved from proficient to advanced. Specifically, 14 returning students in 7th and 8th grades scored at the advanced level in 2011, compared with 8 students in 2010. Overall, 70.6% of 4th through 8th grade students who had tested at Capital City in the previous year tested as proficient in reading during the spring of 2011, compared with 46.7% of 4th through 8th grade students new to the school.

The DC-CAS table below for the elementary and middle grades displays DC-CAS results for reading and math, disaggregated by the sub-groups defined under NCLB. As is evident from the graph below, some gaps do exist in proficiency rates among sub-groups, particularly for economically disadvantaged students, students learning English, and those with special needs.

2010-2011 Elementary/Middle DC-CAS by Subgroup				
	Math		Reading	
Subgroup	Number in group	% Prof	Number in group	% Prof
Black	50	68.0%	50	68.0%
Hispanic	44	45.5%	44	50.0%
White	47	89.4%	47	87.2%
Economically Disadvantaged	61	49.2%	61	49.2%
Non-Economically Disadvantaged	88	84.1%	88	84.1%
Special Education	29	43.8%	29	37.5%
English Language Learners	43	41.9%	43	41.9%
Grades 3 - 8 overall	**149**	**69.8%**	**149**	**69.8%**

Although the table above provides useful information about the scores of students in various subgroups, it lacks information about growth over time. The tables below show growth in proficiency for the cohort of students returning to Capital City two years in a row. In other words, instead of showing proficiency rates for all 44 of our Hispanic students, these tables show proficiency in 2010 and 2011 for the 29 Hispanic students who were tested both years at Capital City. The first table shows math scores, and the second table, reading scores.

2010-2011 CAS Math Cohort Analysis					
Students at Capital City 2+ years					
	Spring 2010		Spring 2011		
	# Tested	% Prof	# Tested	% Prof 10	Gain/ Loss
Black	42	57.0%	42	69.0%	**+12.0**
Hispanic	29	52.0%	29	59.0%	**+7.0**
White	34	85.0%	34	88.0%	**+3.0**
Econ Dis.	41	51.0%	41	63.0%	**+12.0**
Non-Econ Dis.	68	74.0%	68	81.0%	**+7.0**
SPED	23	30.0%	23	35.0%	**+5.0**
ELL/Mon.	28	39.0%	28	54.0%	**+15.0**

The table above provides more meaningful information about the academic growth of particular sub-groups at Capital City's Lower School. In math, returning students in all subgroups demonstrated gains in proficiency – with particularly significant gains among black students, economically disadvantaged students, and English Language Learners. Note the shrinking of the math achievement gap between economically disadvantaged students and their non-disadvantaged peers. In 2010 the gap was percentage 23 points, and by 2011 the gap had decreased to 18 percentage points.

2010-2011 CAS Reading Cohort Analysis					
Students at Capital City 2+ years					
	Spring 2010		Spring 2011		
	# Tested	% Prof	# Tested	% Prof	**Gain/ Loss**
Black	42	67.0%	42	67.0%	**0.0**
Hispanic	29	48.0%	29	55.0%	**+7.0**
White	34	88.0%	34	85.0%	**-3.0**
Econ. Dis.	41	46.0%	41	54.0%	**+8.0**
Non-Econ Dis.	68	84.0%	68	81.0%	**-3.0**
SPED	23	30.0%	23	35.0%	**+5.0**
ELL/Mon.	28	36.0%	28	43.0%	**+7.0**

The reading results are more mixed, with modest gains in the subgroups that saw the largest gains in math, but small decreases in proficiency for white students and students who are not economically disadvantaged. These decreases, however, were balanced by increases in the percentage of students scoring at the advanced level.

In addition to the DC-CAS, Capital City administered several other assessments to elementary and middle school students during the 2010-2011 school year. These assessments include the DRA and the Six Plus One writing assessment.

In order to test reading development, Capital City administers the DRA to all students in grades K – 8. Below are the results of the elementary level assessments for the 2011 school year. The first section of the table shows the number and percentage of students who scored at their grade level or above on the DRA, and the second section shows the number and percentage of students who either a) showed at least a grade level's growth between the fall and the spring or b) were already testing at the 8th grade level.

Elementary/Middle 2011 DRA Scores						
		Grade Level or Above			Grade Level Growth or 8th grade level	
Grade	# Tested	Number	Percent		Number	Percent
3	25	14	56%		24	96%
4	25	23	92%		25	100%
5	25	19	76%		16	64%
6	24	19	79%		21	88%
7	25	17	68%		18	72%
8	22	16	73%		17	77%
Total	**146**	**108**	**74%**		**121**	**83%**

As shown in the table above, 74% of Capital City's 3rd through 8th grade students were reading at or above grade level by the end of the 2011 school year. Additionally, 83% of students made a least a year's worth of growth during the course of the year. Most grade levels had proficiency rates near the mean, but two grades that stand out as having particularly low and particularly high DRA scores are 3rd and 4th grades. The high 4th grade scores are not surprising because they mirror the DC-CAS reading scores. The low 3rd grade scores, however, were unexpected. This outcome will be explored in more detail in the Lessons Learned section of this report.

Capital City's Mission-Specific indicators are writing proficiency and school culture. For the elementary grades, Capital City uses a writing assessment that is aligned with the one used for the younger students (the Six Plus One assessment described above). Writing benchmark proficiency rates for grades 3 through 8 are presented below. The cut score is 3.

Elementary/Middle Writing Benchmarks			
		Met Benchmark (3.0)	
Grade	# Tested	Number	Percent
3	25	16	64%
4	25	17	68%
5	25	15	60%
6	24	15	63%
7	24	15	63%
8	25	14	56%
Total	**148**	**92**	**62%**

As shown in the table above, the percentage of students who were proficient on the 6+1 Traits writing assessment is fairly constant across grade levels, with most grades scoring near the mean of 62%. This is what we might expect, given that the expectations for quality writing increase at each grade level. However, Capital City would like to see the percent proficient increase from year to year, as students gain more experience as writers and teachers gain more experience at integrating writing across the curriculum. However, the overall writing proficiency rate in grades 3 through 8 decreased very slightly in 2011 compared to 2010, dropping from 62.6 to 62.1.

In order to gauge school culture, Capital City for the past two years has partnered with the Center for Social and Emotional Education to implement the Comprehensive School Climate Inventory (CSCI). The CSCI is a nationally recognized instrument for analyzing school climate. The tool measures twelve essential dimensions of a healthy school climate in four broad categories: safety, teaching and learning, interpersonal relationships, and the institutional environment.

In each category, students rank their school on a scale from 1 to 5. The Center for Social and Emotional Education considers a score to be 'positive' if the median rating is above 3.5 on the 5-point scale. Responses in the range of 2.5 to 3.5 are considered 'neutral', and responses below 2.5 are deemed 'negative'.

The table below presents the CSCI results for Capital City Lower School, comparing the 2010 results to the 2011 results. In 2011, 135 Lower School students (91% of students in grades 3 through 8) participated in the school climate survey. This is the same number and percentage of students that participated in the previous year.

Lower School CSCI Ratings					
		2010		2011	
Category	**Dimension**	**Dimension Average**	**Category Average**	**Dimension Average**	**Category Average**
Safety	Safety Rules and Norms	4.17	**3.52**	4.00	**3.47**
	Sense of Physical Security	3.40		3.40	
	Sense of Social-Emotional Security	3.00		3.00	
Teaching and Learning	Support for Learning	3.85	**3.82**	3.70	**3.76**
	Social and Civic Learning	3.78		3.83	
Interpersonal Relationships	Respect for Diversity	3.75	**3.92**	3.75	**3.81**
	Social Support - Adults	4.00		3.88	
	Social Support - Students	4.00		3.80	
Institutional Environment	School Connectedness Engagement	4.00	**3.92**	3.88	**3.78**
	Physical Surroundings	3.83		3.67	
Average			**3.79**		**3.70**

Overall, the results of the CSCI were solidly positive, and remained fairly consistent from one year to the next. The survey demonstrated that on average, Capital City students feel respected and supported at the school, and that they sense a connectedness between teachers and students. School-wide, there were no dimensions for which the average score fell into the negative range.

Despite the overall positive results, the CSCI alerts teachers and administrators to some potential areas for intervention. Measures of physical security and social-emotional security were ranked comparatively low for two years in a row, but the grade levels where score were lowest changed. In 2010, 7th and 8th grade students ranked the school lowest on these measures, but in 2011 the lowest ratings were from 4th through 6th graders. These were the grades in which teachers and school leaders noticed (and attempted to address) a significant amount of bullying during the last school year.

Teachers will take time to further explore these impressions with students. Students will be presented with the survey results, and will then be given opportunity to comment on patterns of responses that they see in the data. Once more information is available, teachers and administrators will be able to work with the Director of Student Services to develop responses to student concerns, as needed. One program change that may help to address the problem, a Peer Mediator program, was implemented in the middle of the school year, and school leaders anticipate that the program will be more effective this year as it is better integrated into the school culture.

Student Academic Performance – **Upper School**

Capital City's Upper School fared well on the leading indicators of school-wide attendance and re-enrollment. For school year 2010-2011, the Upper School's average attendance rate was 94.4%, and the re-enrollment rate was 95%.

Capital City's Upper School campus in 2010 – 2011 spanned grades 6 through 11, and thus incorporated two different Performance Management Frameworks –Middle (grades 6 – 8), and High (grades 9 – 11). Each of these frameworks will be discussed in turn.

Middle School

Capital City's Upper School campus includes 90 middle school students in grades 6 through 8. Below are the results of their DC-CAS assessments. The first table includes math scores from spring of 2011, with comparisons to the previous two school years.

2010-2011 DC-CAS Math Performance						
Grade	**Spring 2009**		**Spring 2010**		**Spring 2011**	
	# Tested	% Prof	# Tested	% Prof	# Tested	% Prof
6*	24	33%	23	43%	37	62%
7	26	46%	24	58%	26	77%
8	26	46%	26	73%	25	80%
Total	**76**	**41.9%**	**73**	**58.3%**	**88**	**71.6%**

***Includes 2 students who took the DC-ALT**

The data above demonstrate that middle school students at Capital City's Upper School have increased in math proficiency each year since 2009; math proficiency increased 13.3 percentage points between 2010 and 2011, and 29.7 percentage points over the two years since 2009.

The table above includes both students who were new to the Capital City Charter Schools in 2010-2011, as well as students who had attended the school during a previous year. The table below shows DC-CAS math proficiency rates for the cohorts of students who tested at Capital City two years in a row.

2010-2011 DC-CAS Math Cohort Analysis					
Students at Capital City for 2 Years					
	Spring 2010		**Spring 2011**		**Gain/Loss**
# Tested	Grade	% Prof	Grade	% Prof	
21	6	43.0%	7	81.0%	**+38.0%**
19	7	58.0%	8	84.0%	**+26.0%**
	Total	50.0%	Total	82.5%	**+32.5%**

Among these returning students, math proficiency rates increased more than 32 percentage points in just one year. The school fared extremely well on the

Gateway measure of 8th grade math proficiency, with 80% of 8th grade students proficient in math. Among students who had attended the school in both 2010 and 2011, the proficiency rate was even higher— 84%, representing a 26 percentage point increase over their proficiency rate as 7th graders. More details about the success of the middle school math curriculum can be found in the 'Lessons Learned' section of this report.

DC-CAS reading results for Upper School 6th through 8th graders are presented below, along with a comparison to the previous years.

2010-2011 DC-CAS Reading Performance						
Grade	**Spring 2009**		**Spring 2010**		**Spring 2011**	
	# Tested	**% Prof**	**# Tested**	**% Prof**	**# Tested**	**% Prof**
6	24	54%	23	52%	37	43%
7	26	54%	24	54%	26	69%
8	26	58%	26	77%	25	68%
Total	**76**	**55.4%**	**73**	**61.1%**	**88**	**58.0%**

After an increase of almost 6 percentage points in 2010, reading scores on the DC-CAS declined slightly in 2011. A closer look at the data reveals that the overall decrease is in large part due to the lower scores of the 6th grade students, all of whom were new to Capital City in 2011. The change in reading proficiency rates among students who tested at the school two years in a row is provided in the table below.

2010-2011 DC-CAS Reading Cohort Analysis					
Students at Capital City for 2 Years					
	Spring 2010		**Spring 2011**		**Gain/Loss**
# Tested	Grade	% Prof	Grade	% Prof	
21	6	48.0%	7	76.0%	**+28.0%**
19	7	58.0%	8	79.0%	**+21.0%**
	Total	52.5%	Total	77.5%	**+25.0%**

These data show results for the cohort of 7th and 8th grade students who tested at Capital City two years in a row—40 students in all. These students demonstrated great growth in reading proficiency (an increase of 25 percentage points).

A final look at the middle school DC-CAS data presents the results disaggregated by subgroup. These data are displayed in the table below.

2011 DC-CAS Upper School Scores by Subgroup				
	2011 Math		2011 Reading	
Subgroup	**# Tested**	**% Prof**	**# Tested**	**% Prof**
Black	29	72.4%	29	62.1%
Hispanic	48	70.8%	48	47.9%
Economically Disadvantaged	69	72.4%	69	56.5%
Non - Economically Disadvantaged	19	68.4%	19	63.2%
SPED	14	35.7%	14	42.9%
ELL or Monitored	18	50.0%	18	44.4%
6 - 8 grade overall	**88**	**71.6%**	**88**	**58.0%**

The data above demonstrate that overall gains in DC-CAS scores have not been driven by any one subgroup in particular, but rather, that a high level of achievement is evidenced by many different subgroups. Although Special Education students and English Language Learners continue to struggle as our lowest performing subgroups, Black and Hispanic students achieved similar proficiency rates in math, as did Economically Disadvantaged and Non-Economically Disadvantaged students. A vestige of the achievement gap still remains in the area of language arts, with black students scoring 14 percentage points higher than Hispanic students. However, this gap is due in large part to the greater number of Hispanic students who were in 6th grade (and thus, new to Capital City) during the 2010-11 school year. The 6.7 point gap in language arts between students who are eligible for free or reduced lunch and students who are not will continue to be an area of focus – but it represents a vast improvement over last year's gap of 22 percentage points.

Middle school students at the Upper School also take several other assessments to gauge progress throughout the year. These include the DRA and our internal Writing Benchmarks.

Upper School Middle School DRA Scores 2011					
Grade	**Number Assessed**	**GL or Above**	**% GL or Above**	**GL Growth or 80+**	**% GL Growth or 80+**
6	37	21	56.8%	34	91.9%
7	26	15	57.8%	21	80.8%
8	25	15	60.0%	20	80.0%
Overall	**88**	**51**	**58.0%**	**75**	**85.2%**

The table above displays DRA scores for middle school students at Capital City's Upper School. 58% of the students were reading on grade level on the DRA by the end of school year 2010-2011. Interestingly, the percentage of students on grade level increases with each grade, which is what we would hope to see considering that all 6th grade students at the Upper School are new to Capital City. Another item of note is that the 8th grade scores at the Upper School closely mirror the 8th grade scores at the Lower School (60% and 64%, respectively). Although the 7th and 6th grade Upper School scores are still lagging behind those of their Lower School counterparts, it is notable that at the Upper School upwards of 80% of students in each middle school grade achieved at least a year's growth from September to June – while at the Lower School, fewer students did so. All in all, the DRA results point to a strong trajectory of growth in reading at the Upper School, and continued support is needed so that these students continue to develop their literacy skills as they approach high school.

The Writing Assessment used by the Upper School 6th through 8th graders is the same one that is used at the Lower School. The assessment is scored on a rubric with a scale of 1 through 5, and the target score is 3.0 or above. Below are the results of the Six Plus One writing assessment.

Upper School Middle School Writing Benchmarks 2010				
Grade	Tested	Average	# Prof	% Prof
6	35	2.62	9	26%
7	26	2.77	6	23%
8	25	3.28	17	68%
Overall	**86**	**2.86**	**32**	**37%**

The average writing proficiency rate of just under 40% is significantly lower than last year's average of just under 60%. Although almost 70% of 8th grade Upper School students were proficient in writing, the 6th and 7th grade scores were lower than expected. It is typical for students to enter the school with poor writing skills, but we would like to see more growth over the course of the school year – particularly for students who have attended Capital City for more than one year. More analysis of the writing data can be found in the 'Lessons Learned' section of this report.

The table below displays the results of the Comprehensive School Climate Inventory (CSCI) for the middle school students at the Upper School. In 2011, 199 students (representing 68% of the student body) responded to the survey. In the prior year 154 students (89%) responded. This year's results are compared to those from last year.

Upper School Middle School CSCI Ratings					
		2010		2011	
Category	**Dimension**	**Dimension Average**	**Category Average**	**Dimension Average**	**Category Average**
Safety	Safety Rules and Norms	3.95	**3.22**	3.93	**3.36**
	Sense of Physical Security	2.94		3.29	
	Sense of Social-Emotional Security	2.76		2.87	
Teaching and Learning	Support for Learning	3.77	**3.65**	3.89	**3.78**
	Social and Civic Learning	3.52		3.66	
Interpersonal Relationships	Respect for Diversity	3.54	**3.66**	3.39	**3.64**
	Social Support - Adults	3.83		3.91	
	Social Support - Students	3.60		3.63	
Institutional Environment	School Connectedness Engagement	3.71	**3.33**	3.79	**3.54**
	Physical Surroundings	2.95		3.29	
Average			**3.46**		**3.55**

The results of the 2011 CSCI demonstrate that student satisfaction is increasing in the Upper School middle school grades. Satisfaction has remained high and fairly stable in one of the categories (Interpersonal Relationships) and has increased in three others (Safety, Teaching & Learning, and Institutional Environment).

The Safety and Institutional Environment increases were driven mainly by gains in the surveyed dimensions of Sense of Physical Security and Physical Surroundings. These results are interesting, given that the students went to school in the same building in 2011 as in 2010. Based on students' feedback, it appears that in 2011 students felt safer and more at home in the facility, despite the fact that some aspects of the space (such as the small size and the lack of outdoor space) are not ideal. This speaks to the fact that teachers and administrators worked hard in 2011 to build school culture and to make the physical environment a more welcoming place. There is, however, one

dimension in the Safety category that continues to score in the lower part of the middle range – Sense of Social-Emotional Security. Despite the increases on this measure, school leaders and teacher would like to see it even higher. The advisory program is one key place where these sorts of issues can be addressed, and school leaders and teachers will continue to develop advisory that will do so. The school will also work to engage more student leaders through Student Government and other initiatives such as the Gay Straight Alliance, a group that was started in 2010 by student initiative.

In the Teaching & Learning category, there were increases in both dimensions – Support for Learning and Social and Civic Learning. These increases in satisfaction mirror the strong academic increases that Capital City saw among middle school students during the 2010-2011 school year, and demonstrate that students feel both supported and challenged by their teachers.

High School

The following information refers to Capital City Students in grades 9 through 11. Since 9th and 11th grade students do not take the DC-CAS, these scores will be reported for the 10th grade only. For the 9th and 11th grade students, internal data will be reported.

Student Achievement:
The table below displays 10th grade DC-CAS achievement in 2010 and in 2011. Although a different group of 10th graders was tested each year, the comparison is useful because the 2010 scores provide a sort of baseline from which the 2011 scores can be judged. In 2011, 39% of 10th graders tested proficient or above in math, and 4% tested at the advanced level. The math scores decreased by one percentage point when compared with the prior year's scores, highlighting the need for some changes in the math program, which will be discussed in the Lessons Learned section. On the reading section of the 2011 test, 56% of 10th grade students tested at the level of proficient or above, and 14% scored in the advanced range. This represents a 12 percentage point increase over the prior year's scores – a fairly significant jump.

10th Grade DC-CAS Score Comparison						
	Spring 2010			Spring 2011		Gain/Loss
Subject	# Tested	% Prof		# Tested	% Prof	
Math	50	40%		71	39%	**-1%**
Reading	50	44%		71	56%	**+12%**

Since 9th graders do not take the DC-CAS, a cohort comparison with the previous year's scores is not possible. However, since approximately 50% of the 10th grade students were new to Capital City, it is possible to disaggregate the scores by students who attended Capital City more than one year and students who did not. When analyzed from this perspective, we do not see a significant difference in math proficiency rates, which hovered close to 40% for new and returning students. However, on the reading section of the test, 47% of returning students scored proficient in comparison with almost 66% of new students. This interesting trend will require more analysis by school administrators and teachers, but is explained at least in part by the high percentage of special education students in the cohort of returning students. Slicing the data another way demonstrates that of 6 of the 10 students scoring at the advanced level in reading had attended Capital City in a previous year. Yet another promising sign is that only 3 students in the entire 10th grade class scored in the below basic range in reading.

2010-2011 DC-CAS Analysis					
10th grade students					
	New (n=35)		Returning (n=36)		Diff
	# Prof	% Prof	# Prof	% Prof	
ELA	23	65.7%	17	47.2%	**-18.5%**
Math	13	37.1%	15	41.7%	**4.5%**

The following table presents test score data from Capital City's internal reading assessments for 9th through 11th graders: the Gates-MacGinitie Reading Tests. The Gates tests allow the school to assess the reading grade-equivalent of high school students.

High School Gates Summary					
Grade	**# Tested**	**# Proficient**	**% Proficient**	**# Yrs Growth**	**% Years Growth**
9*	64	25	39%	--	--
10	73	18	25%	17	23%
11	48	19	40%	18	38%
TOTAL	185	62	34%	35	29%

*9th graders were tested several months early, so year's growth statistics are not available

The results of the Gates exams (with only 34% of high school students scoring at or above grade level) demonstrate the need to focus on reading proficiency for all high school grade levels. This is particularly important as the school prepares to graduate its first class of seniors in 2012. Given the low percentage of students on grade level, it is helpful to investigate the annual growth in reading at each of the grade levels. Only 23% of 10th grade students improved their reading skills by the expected amount (approximately one grade level) during the course of the year. The 11th grade students demonstrated more growth, with 38% improving their reading skills by the expected amount. Nevertheless, neither grade level showed as much growth as teachers and school leaders would have liked to see. More information about how the school plans to address the issue of reading proficiency and growth can be found in the "Lessons Learned" section.

Capital City's Upper School collected data for the PSAT 'Gateway' measure for the first time during the fall of 2010. This year, 50 11th grade students participated in the assessment. Of the 50 participating students, half scored at or above the "on-track for college readiness" cut-off (set at a combined score of 80 for the Math and Verbal sections).

Fall 2010 11th Grade PSAT Scores	
Section	**Average Score**
Math	39
Reading	39
Writing	37

As seen in the chart above, the average 11th grade score was the same for the Math section and the Verbal section: 39 points. As a result, there were a large number of students whose combined scores fell just below the cut-off of 80 points. As evidenced in the table below Capital City 11th graders scored slightly above the DCPS average. In an effort to improve students' scores when they take the official SAT, the school provided SAT preparation classes to students during the winter and spring of 2011.

DCPS PSAT comparisons			
	Math Avg	Reading Avg	Writing Avg
CCPCS	39.2	38.9	37.4
DCPS	37.8	37.2	36.8

The 9th and 10th grade students at the Upper School also took the PSAT during the fall of 2010, in order to accustom them to the test. Ten of the 9th grade students and 15 of the 10th grade students were already scoring at the on-track for college readiness level. Capital City looks forward to seeing higher PSAT scores for next year's 11th graders, given that they will be more familiar with the content of the test as well as with the testing format.

The Upper School's mission-specific indicators include writing and school culture. The table below shows the percentage of 9th through 11th graders proficient on the Six Plus One Writing Benchmarks.

High School 2011 Writing Benchmarks				
Grade	Tested	Average	# Prof	% Prof
9	45	2.75	9	20%
10	65	2.88	36	43%
11	50	3.14	26	52%
Total	**160**	**--**	**71**	**44%**

While the 11th grade demonstrated a higher level of writing proficiency than the 9th and 10th grades, the overall high school average was just over 44% proficient.

This proficiency rate is 10 percentage points below last year's proficiency rate of 54%, and it demonstrates a need for more intensive work in this area. This topic will be discussed later in the report.

The results of the CSCI for 9th through 11th grade students are displayed in the table below.

Upper School High School CSCI Ratings					
		2010		2011	
Category	**Dimension**	**Dimension Average**	**Category Average**	**Dimension Average**	**Category Average**
Safety	Safety Rules and Norms	3.75	**3.41**	3.60	**3.42**
	Sense of Physical Security	3.35		3.55	
	Sense of Social-Emotional Security	3.14		3.11	
Teaching and Learning	Support for Learning	3.74	**3.52**	3.69	**3.46**
	Social and Civic Learning	3.30		3.22	
Interpersonal Relationships	Respect for Diversity	3.75	**3.76**	3.75	**3.80**
	Social Support - Adults	3.63		3.76	
	Social Support - Students	3.91		3.90	
Institutional Environment	School Connectedness Engagement	3.47	**3.26**	3.59	**3.32**
	Physical Surroundings	3.04		3.05	
Average			**3.49**		**3.52**

The results of the CSCI among high school students at the Upper School show that overall student satisfaction remained fairly stable, with increase in some categories and decreases in others. A look at the specific dimensions within categories is more informative, as there were notable increases in the dimensions of Sense of Physical Security and School Connectedness and Engagement. On the other hand, scores decreased for the dimension of Safety Rules and Norms, and for the entire Teaching and Learning category. Capital City teachers and administrators plan to share the results of the CSCI with students during the fall of 2011 in order to delve more deeply into the results and better understand issues that need to be addressed.

Student Academic Performance –**ELL / SPED Students:**

Capital City English Language Learners and Special Education students from both campuses made significant strides in both math and reading achievement during the past school year.

Lower School ELL students demonstrated increasing comfort communicating in English. 26% of students who were identified as English Language Learners last year increased their ACCESS scores by at least one point during the school year. 8% of the ELL students tested high enough to exit from the ELL program and enter monitoring status.

Upper School ELL students also exhibited progress toward learning English. Overall, 45% of students who were designated as ELL at the Upper School last year moved up at least one level toward English proficiency. Furthermore, 24% of the ELL students tested out of the ELL program and entered monitoring status for the 2011 – 2012 school year.

DC-CAS results for Special Education students have been discussed along with the rest of the academic data, but more detail is provided here. The DC-CAS results for Special Education students were mixed but mostly positive at Capital City this past year.

At the Lower School, there were modest increases in proficiency rates for the Special Education subgroup: 2.2 and 8.5 percentage points in reading and math, respectively. When only the scores of the 23 returning Special Education students are taken into account, there was a 5 percentage point increase in proficiency in both reading and math.

At the Upper School, the Special Education subgroup overall had decreases in both reading and math – but this information masks the fact that the subgroup grew from 24 students in 2010 to 33 students in 2011, and that only 7 of the students were in the subgroup both years. When we look at the DC-CAS scores for only those 7 students, we find a 43 percentage point increase in the reading proficiency rate and a 57 percentage point increase in the math proficiency rate.

In addition to the Special Education students mentioned above, this section will also address special attention to the results of the DC-ALT, which was administered to two 6th grade students during school year 2010-11.

Capital City prepared for the DC-ALT by selecting three grade level strands for each student in both reading and math. Developmentally appropriate entry points were then chosen, and students were tested to develop a baseline. The strands that the students focused on this year were:

For reading:

- Language Development
- Literary Text
- Informational Text

And for math:

- Number Sense and Operations
- Patterns, Relations, and Algebra
- Measurement

The results of the DC-ALT were positive, in that both students achieved proficiency in all strands in both reading and math, demonstrating progress toward mastering 6th grade standards.

Non-Academic Performance

Compliance Review:

Capital City is in compliance with applicable laws, rules, and regulations. Capital City did not receive an official Compliance Review for the 2010 – 2011 school year. However, the school's compliance with health and safety regulations, certificate of occupancy, insurance certificates, background checks, inventory of school assets, open enrollment process, and NCLB requirements was high.

One compliance concern during the 2010-2011 school year was the procurement of the Certificate of Occupancy for the Upper School Campus. There was some difficultly at the beginning of school year 2010 in securing this document, despite the fact that the school was at all times legally occupying the building. The difficulties arose from delays associated with the school's expansion into additional floors of the building to accommodate an increased student body. Although the building was fully suited to accommodate the students when the school year began, the official documentation had not yet been received.

Another compliance concern during the 2010 – 2011 school year related the apparent late electronic submission of one of 91 documents to the PCSB – reflecting an on-time submission rate of 99%. This document (a set of approved minutes from the Board of Trustees) was actually submitted early (October 14th for an October 15th deadline) but was mis-categorized in the AOIS system. When the mistake was noticed a few days later, AOIS was never updated to reflect the change in submission date.

Governance Review:

Program Development Reviews

Capital City's Upper School campus had a Program Development Review (PDR) in November of 2010 and the Lower School campus had a PDR in December of 2010. Both PDRs included a governance review. For the Upper School review, the school received an Exemplary rating for one indicator of the governance section, Adequate for three indicators and Proficient for one indicator. Areas cited for attention include the development of a succession plan for the Head of School (HOS), finalization of the HOS evaluation tool, and the filling of board vacancies to build capacity. For the Lower School review, the school received an Exemplary rating for 4 of 5 governance indicators and a rating of Proficient for the 5th indicator. The only area cited as needing attention was the development of a school leadership succession plan. Many of the areas cited in both reports were addressed by the board this year. Details are provided explained below.

Board Development

Capital City worked with consultant Joey Gustafson during the 2010-2011 school year. Ms. Gustafson provided training and consultation to the board chair,

supported the school with priority setting and strategic planning and worked with board members to revise the Head of School evaluation tool. Four board members also attended PCSB and FOCUS workshops during the school year. A board retreat is planned for October 2011.

Board Composition
The board has focused this past year on bringing on new capacity in critical areas. The Board worked with Charter Board Partners to identify and bring on new board members. Five new board members were recruited (4 through charter board partners). New board members officially joined the board in July 2011. New board members bring expertise in finance, fundraising and legal review at a critical time where our board is overseeing the acquisition and renovation of a new facility.

Board Practice/Operation
The board had several key accomplishments this year related to board practice and governance. The board revised its bylaws. This task was led by the Governance Committee, with the support of legal counsel with expertise in this area. The board revised the Head of School evaluation tool to be more streamlined and to include a clear implementation timeline. The Program Evaluation Committee of the board refined their program dashboard for reporting on academic progress and presented quarterly dashboards.

During the 2011-2012 school year, the board will work on developing succession plans and will begin by reaching out to other schools and organizations for models.

2. Certification of Authorizations: Please see attached document in Appendix A, certifying that all authorizations required to operate the school (certificate of occupancy, insurance, lease, etc.) are in full force and effect.

B. Lessons Learned and Actions Taken Based on Performance Management Data and Review Findings

Data Collection Issues

The collection of data was successful in both the Upper School and the Lower School during the 2010-2011 school year. Although the school faced a few challenges, most needed information was readily available for reporting.

One data collection concern that the school identified during the 2010-2011 school year was that some new teachers were unclear about the process for assessing students and reporting scores in a timely manner. This led to some confusion at the end of the school year when all the data were collected. More importantly, in one case a high school teacher failed to give an assessment as scheduled, and this oversight was not discovered until after the end of the school year. This resulted in some missing data at the 9th grade level.

Given the school's continuing expansion and the increasing numbers of new teachers, school leaders feel that it is increasingly important to clearly standardize the assessment timeline as well as the process for submitting assessment data. To this end, the Data and Reporting Manager has developed specific assessment calendars for the Early Childhood/Elementary, Middle, and High School levels. These calendars inform teachers regarding in which grade levels assessments should be given, when assessments should take place, and how and when the information should be reported to school administrators. All teachers received training related to the new assessment calendars prior to the 2011-2012 school year, and Capital City anticipates that this new system will greatly improve teachers' ability to report assessment data in a timely, complete, and accurate manner.

Lower School

In this section, any notable academic issues (both positive and negative) from the 2010 - 2011 school year will be discussed.

Early Childhood

At the Lower School, one area of concern is the low literacy scores of Kindergarten students and, similarly, the low DRA scores of 1st and 2nd grade students. Last year's report mentioned a concern about the comparatively low 1st grade DRA proficiency rate (60%), but noted that the school was monitoring the students who were scoring below grade level. This year, however, many of those same students are still below grade level as 2nd graders, and this warrants an elevated level of attention. School leaders have already met with early childhood teachers to develop a plan for increased support of these students. Next school year, there will be additional class time allocated for literacy, and professional development will be provided to ensure that every teacher and teaching fellow in the early childhood classrooms is well-versed in delivering reading instruction using the guided reading model.

Elementary & Middle Grades

An area of success during school year 2010-2011 was in 4th grade, in both reading and math. School leaders believe they understand many of the reasons for the high scores in this grade, and look forward to seeing continued gains for these students in years to come. Capital City revised the elementary math curriculum in the summer of 2010 to bring more rigor and rational numbers work to 3rd and 4th grades, and school leaders believe this had a significant impact on students' ability to demonstrate achievement on the DC-CAS. Also, the school started a Math Leadership Cadre and provided additional professional development for math instructors. The fourth grade math teacher participated (as did middle school math teachers).

The changes described above were implemented in large part to address another trend that school leaders have noticed over time – the tendency of proficiency rates to drop during the 5th grade year. By increasing rigor at the 3rd and 4th grade level, Capital City hopes to better prepare students for the expectations of 5th grade math. However, since this is the first year of implementation for the new curriculum, the results were not yet evidenced in the 5th grade classroom, where scores took a significant dip. This class was the only class being taught by a first year teacher. While support was provided to the teacher, it was not sufficient in this particular case. This experience has led Capital City to look further at the supports provided to new teachers and their students.

Another success at the 4th grade level was the reading scores (92% proficient on the DC-CAS and 92% reading on grade level according to the DRA), but 3rd grade scores did not show the same level of achievement. While 80% of 3rd grade students scored at or above the proficient level on the DC-CAS, only 56% scored at or above grade level on the DRA, the lowest average of any of the elementary grades. Key factors leading to the high scores of 4th graders were ANet interim assessments used to target areas for re-teaching. The focus on differentiation and co-teaching was key to targeting support for individual students. There was also a strong team of returning teachers who maximized instructional time during the literacy block.

Subgroups

One area of continued focus from year to year, and one that was tied closely to this year's Corrective Action Plan at the Lower School, is subgroup achievement along with the achievement gaps that are commonly seen between subgroups. One major focus at the Lower School during this past year was on the achievement of ELL students, a group that had exhibited low proficiency rates for several years. In order to address this concern, the school hired an ELL Coordinator beginning with the 2010-2011 school year. The results of this intervention were quite positive. The DC-CAS proficiency rates of returning ELL students increase by 15 percentage points in math and 7 percentage points in reading. Although these scores are not yet on par with the scores of most other subgroups, there has been significant movement in the right direction.

The achievement gap between Hispanic and White students has also been an ongoing concern at Capital City's Lower School. This past year, the gap narrowed as returning Hispanic students increased their proficiency by 7 percentage points in both reading and in math. Nevertheless, the gap between returning Hispanic students and returning White students remains wide – 30 percentage points in reading and 29 percentage points in math. When all Hispanic and White students in grade 3 through 8 are included in the calculation, the disparity is even worse – 37.2 percentage points in reading and 44 percentage points in math. Despite the achievement of the goals set out in the Corrective Action Plan, clearly there is more work to be done in this area, and further closing of this gap will be a key goal during the 2011-2012 school year.

The attempt to close achievement gap between low income students and students in higher economic brackets is another goal that, although Corrective Action Plan targets were met, warrants continued attention in future years. In 2010-2011, economically disadvantaged students who were returning to Capital City increased their proficiency rates by 12 percentage points in reading and 8 percentage points in math. However, when the 3rd through 8th grade student body as a whole is taken into account, there remains a 35 percentage point gap in reading and in math between disadvantaged and non-disadvantaged students. In order to identify strategies for closing this gap, the Lower School will look to the Upper School, where interventions throughout the school year successfully closed the gap between disadvantaged and non-disadvantaged students.

New Students

Students new to the Lower School in school year 2010-2011 scored significantly lower than returning students. This trend was particularly noticeable at the 7th and 8th grade levels, where none of the 6 students who were new to the Lower School scored proficient in either reading or math by the end of the school year. School leaders are concerned to see that new students entering the Lower School during their middle school years need to be given additional support to bring them up to grade level. Next year, these students will be targeted for interventions earlier in the school year, and more opportunities for academic support will be provided outside of school hours. For example, the Saturday Scholars program that was made available to students at the Upper School will also be offered to middle school students at the Lower School. The Saturday option is particularly important for students in this age group, because to a greater extent than the elementary level students, they tend to be involved in various sports and after-school clubs, making it difficult for them to receive support immediately after school.

Advanced Students

One of the biggest successes at the Lower School during this past school year, and one that was anticipated by school leaders, was the increase in the percentage of students scoring at the advanced level on the DC-CAS, both in reading and in math. 23% of students scored advanced in reading, and 26% in math, more than double the number of advanced students during the previous school year. Results were

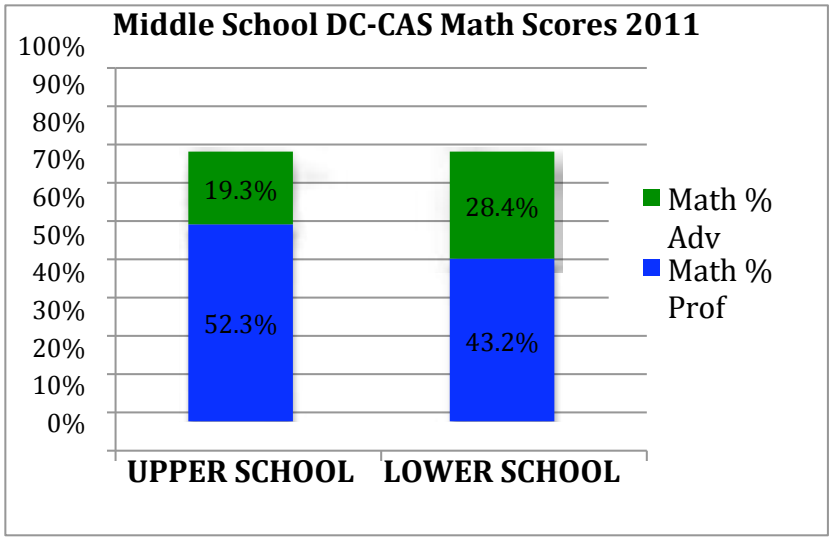
even more noticeable at the 7th and 8th grade level, where 28% of students were advanced in reading and math, 28% were advanced in math, representing 6 students in reading and 8 students in math who moved from proficient to advanced. School leaders were excited, but not surprised, to see these results, because the school had placed added emphasis on instructional differentiation throughout the school year, allowing high performing students to truly excel. One of the main contributing factors to this achievement was the introduction of interim assessments, provided by the Achievement Network. These interim exams allowed teachers to carefully track the progress of each student against specific standards. Data planning days provided teachers with both the time and the data that enabled them to place students into flexible groupings for re-teaching or extension lessons, based on student performance. This kind of targeted instruction benefited all students, including higher performing students, who are sometimes left out of the discussions around school improvement.

Upper School

The Upper School saw some significant improvements this year. Significant academic issues (both positive and negative) from the 2010 - 2011 school year will be discussed below, along with the strategies we have identified for improvement.

Middle School

Overall, the 6th though 8th grade DC-CAS scores at the Upper School were strong for the 2010-2011 school year. 58 were percent proficient in reading and 72 percent proficient in math. The biggest success, therefore, was the middle school math program, with 62% of 6th graders, 77% of 7th graders, and 80% of 8th graders scoring proficient or above in math. The 84% proficiency rate among returning 8th graders – which represents a 26 percentage point increase over their 7th grade scores – is even more encouraging. As a result of these successes, middle school math proficiency rates at the Upper School this year mirrored those of the Lower School. Although the Lower School still has a high percentage of students scoring at the advanced level, this is a significant achievement.



Given that all 6th grade students were new to Capital City (as is the case each year at the Upper School), teachers and school leaders were pleased with the 62% proficiency rate in math, particularly as it is a 19 percentage point increase over the scores of last year's 6th graders. School leaders believe that this is a direct result of the increase time that was dedicated to math instruction during the 2010-2011 school year. The weekly schedule was revised to add two additional instructional hours for math. Additionally, the interim assessments provided by the Achievement Network provide strong evidence that 6th grade students made significant progress over the course of the year. On the first interim assessment, only 36% of the 6th grade students scored in the proficient range, but as the math teacher targeted instruction to students' greatest areas of need, this percentage increased throughout the school year.

6th grade reading scores were less strong, with only 43% of students proficient, and this is an area of concern as these students move into 7th grade. One caveat is that, based on the results of the Achievement Network assessments, school leaders and teacher predict that a significant number of students made progress but did not quite cross the threshold of proficiency this year. Additionally, 92% of the students in the 6th grade class made at least the expected amount of growth on the DRA this past year, despite the fact that only 57% of them finished the year reading on grade level. The goal for next year is to continue supporting these students so that they reach grade level proficiency within two (or fewer) years of enrolling at Capital City. In order to get a head start on this goal, the school held a mandatory summer school session during the summer of 2011 for all incoming 6th grade students. This allowed teachers to have an additional 4 weeks to work with students on their literacy skills, prior to the start of the school year.

High School

DC-CAS results at the high school level were mixed for the 2010-2011 school year. While the reading scores showed a 12 percentage point jump when compared to 10th grade scores from the previous year, math scores decreased by one point.

The increase in reading scores was expected, given a major change in the staffing structure for the 2010-2011 school year. For the first time this past year, English and history were taught separately at the high school level, whereas previously students had received instruction in both of these subjects during one larger Humanities block. This change was made to allow the school to hire experienced and highly qualified English teachers for every grade at the high school level, an intervention that was deemed necessary given the low reading and writing skills with which many high school students are arriving at Capital City. The school plans to continue with this high school staffing structure in upcoming years.

The 10th grade math program during school year 2010-2011 was less successful, leaving school leaders concerned about college readiness for many of the rising 11th grade students. 10th grade was a difficult year, as a teacher new to Capital City

struggled to effectively differentiate instruction and support students through a rigorous course sequence. This coming year, 10th and 11th grade students will be instructed by highly qualified experienced teachers who are up to the challenge of preparing these students for college.

In January, we began a Saturday Scholars program and a Wednesday afternoon program (after early dismissal) geared at supporting students with math skills. Next year, we will begin these programs earlier in the year and expand them to include more students.

Writing

Writing scores were and continue to be a concern in all grades at the Upper School. In part, the decreased writing scores result from a large influx of students new to Capital City, many of who have not had the benefit of high-quality writing instruction. However, given the expectation that all students will exit Capital City as 12th graders capable of effective written communication, targeted writing instruction for both new and returning students continues to be a major priority.

This year, there will be an increased effort to ensure that students are writing in all classes across the curriculum, and integrating writing into every aspect of their learning. Additionally, teachers will be provided with targeted professional development to ensure that they are capable of providing high quality writing instruction regardless of their subject area expertise.

Subgroups

The Upper School developed a School Improvement Plan for the first time during the 2010-2011 school year. The plan set goals for a set amount of increased proficiency in various low-scoring subgroups, and the increases were measured using the Achievement Network interim assessments. Due to the high math achievement at the middle school level, most of the targets were met for math, but none of the targets were met in reading.

However, there were large double-digit increases in the DC-CAS proficiency percentages for all subgroups in both reading and math, when looking only at students returning to Capital City. Tables detailing these increases are included on pages 29 and 30 of this report. However, even when including new students in the calculations, Capital City is proud to report the narrowing of the achievement gap between disadvantaged and non-disadvantaged students. Scores for disadvantaged students increased by 3.7 percentage points in reading and by 9 percentage points in math, narrowing the gap to 10 percentage points in reading and completely eliminating it in math. School leaders believe that these gains are a direct result of the interventions introduced during the 2010-2011 school year, in particular the Saturday Scholars program, which will expand next year through the use of Title I funds.

New Students

The need to provide adequate support for the large numbers of new middle and high school students at Capital City (particularly in 6th and 9th grades) continues to be a concern. 6th graders continue to be the lowest-scoring middle school grade, despite significant gains in math. And although 9th grade students are not tested on the DC-CAS, their Gates and writing scores highlight the need for continued interventions if they are to be ready for college and/or the workplace within three years.

Some interventions for these students that began during the 2010-2011 school year are the Saturday Scholars program, which provided grade level-specific reading and math instruction beginning in January 2011, a restructured academic support block that provided more focused instruction for students, and a Wednesday after-school program. This year, these interventions will be expanded and continued. The Saturday Scholars program will start right away in the fall of 2011, and will provide students with the option to actually earn credits for specific classes attended on Saturdays. The Wednesday programming will continue, since students have early dismissal on that day and are available for several afternoon hours. Additionally, Upper School students for the first time this year will be eligible for Supplemental Education Services, so qualified Title I students will also have the option of seeking additional tutoring on afternoons and weekends. Finally, a new study hall period was added this year at the Upper School, to allow students time to work on projects during the school day in a supervised environment where they can readily receive support from teachers. All of these interventions, as well as the summer orientation, will be monitored throughout the school year so that school leaders can gauge their impact on student learning.

C. Reporting Performance Management Framework Information

The Annual Report, both in its entirety and in abbreviated form, is extremely valuable for reporting information both internally to parents, staff, and Board members, and externally to members of the community interested in our school. Capital City distributes the school performance report card published by the DC Public Charter School Board to all parents, staff and Board members, as well as to outside partners and supporters. The items below provide more detail about how Capital City shares performance data with stakeholders.

Educating parents on goals and assessment mechanisms

Beyond reporting data, Capital City is committed to educating parents and the community about the school's goals, as well as how to understand and interpret assessment information. The newsletter, monthly community meetings, weekly classroom newsletters, parent-teacher conferences, and periodic parent workshops are all part of an extended dialogue regarding the school's mission, goals, and approaches to instruction and assessment. We make a strong link between assessment and instructional improvement, and we strive to make that link clear to everyone.

Annual Report

We distribute the Annual Report in its entirety to members of the School Planning Team and the Board, and we strongly encourage all members to spend significant time reading and responding to the information it contains. Copies of the report are on reserve at the front desk and in the teacher's room for parents and staff to review, and are distributed when requested. Data and analysis from the Annual Report are presented to the entire parent community in school newsletters and bulletins. Teachers are given information about progress toward all measures in the PMF. Time is spent during staff development reflecting on progress toward targets. Copies of the Annual Report are presented to community members on request and used by the school as an important tool to educate people about our school. Additionally, copies are supplied to potential funders, banks, members of community organizations, and individuals interested in Board membership.

Parent Bulletin

Beginning in 2009-2010, the Principals sent out quarterly bulletins to parents. The bulletins contain information about a variety of school topics and are ideal vehicles for reporting accountability information, such as test score data, parent and student satisfaction survey results, and other relevant information.

Website

Capital City launched a new website, www.ccpcs.org, during the summer of 2011. This website was made possible by a Taproot Foundation grant. A team of pro bono professionals assisted in developing a website that allows for greater transparency and provides another avenue for distributing information about the school to internal and external audiences. Capital City posts organization newsletters on the

school website, as well as electronic versions of the annual report. Additionally, press releases, board information, Head of School Updates, the school calendar, and other information are available online.

Reporting to parents individually

Progress reports: Teachers and/or advisors provide detailed narrative progress reports on individual students at the end of each semester. Progress reports are translated for Spanish-speaking parents.

Parent-teacher conferences: Capital City holds three sets of parent-teacher conferences each year. These provide opportunities for parents to learn more about their individual child's performance as well as the different types of assessment used by the school. Assessment data and student work is shared at all conferences. Attendance at parent-teacher conferences is required, and this year 100% of parents attended at least one conference at the Lower School, and 84% of parents attended all conferences. At the Upper School, 99% of parents attended at least one conference and 80% of parents attended all conferences. As part of the February and June conferences, students present their portfolios to parents. This gives parents a stronger sense of what students are learning at Capital City.

Reporting test score results: Capital City mails DC-CAS scores to each student's home. Scores are mailed during the summer, since generally they are received too late to be distributed during the regular school year. A letter from the principal is included with the score reports, with the intent of helping parents interpret the scores and understand their context as just one way to measure their child's progress. Parents are encouraged to schedule a conference if they have questions or concerns about their child's test scores.

Celebrations of Learning

Each learning expedition culminates in a celebration of learning for parents and/or others, and these showcases have been extremely well attended. Showcases are wonderful opportunities for parents and community members to understand more about how and what students learn at Capital City. We use a Celebration of Learning format in which all classes present their work on the same evening. This facilitates parent attendance and enables students to see work from grade levels other than their own.

Other Reporting

Capital City makes other accountability information available whenever possible. Results of Capital City's Self-Study Review have been disseminated to members of the Board of Trustees and the Design Team, as well as to staff. Minutes of monthly School Design Team meetings are posted on a school bulletin board.

D. Unique Accomplishments

During the 2010-11 school year, Capital City Public Charter School student and staff efforts yielded a number of unique accomplishments and achievements.

Technology Infrastructure Improvements and Enhanced Staffing*:* Capital City Capital City made great strides in implementing our technology vision through investments in technology infrastructure and staffing over the past year. As mentioned in our prior report, we received a $216,000 EdTech federal grant, which allowed us to make strategic hardware and software upgrades to improve our ability to enhance instruction, impact student achievement, and monitor and report performance.

We established a team of staff members to act as our "Tech Team". In 2010-2011, the team collaborated to develop curriculum with enhanced technology integration and piloted new equipment. In early 2011, we hired a Technology Integration Specialist (TIS) and a new IT Coordinator. With the input of the Tech Team, our new staff researched and purchased equipment (e.g. netbooks, interactive projectors, document cameras), provided individualized staff training to support effective technology integration, and created new systems for managing and maintaining all technology assets.

The TIS used the summer months (in 2011) to develop a multi-tiered training strategy for professional development at the Upper School, utilizing concepts and strategies based on the Partnership for 21st Century Skills and National Educational Technology Standards (NETS).

In addition, we improved our use of technology to improve communication with families. During the 2010-2011 school year, we researched and piloted the Moodle communications system. In the summer, our TIS conducted individualized training sessions on the system first with members of the Tech Team and then with the entire staff. All Upper School teachers will be required to use Moodle beginning in Fall 2011.

Awards and Accolades: We are pleased to note that our students and staff received outside recognition for their accomplishments. In October, Keonie Smith, Clara Lincoln, and Jonah Best received an award from the Gertrude Stein Foundation for their work to stop discrimination against the LGBTQ community in public schools. In March, 11th grader Luis Rumbaut was the first place winner in the 13 & Up category of "The World & Me" - Split This Rock's youth poetry contest in March for his poem "Define Latino." In May, Lower School Principal Janine Gomez received the Outstanding Elementary Principal Award and 8th grade student Liza Murdoch received the Outstanding Middle School Student Award at the DC Charter School Association's STARS Tribute. Two students won awards for their work at the Mt. Pleasant Art Fair in May, and the Congressional Art Competition honored two other Capital City students in June. Eleven (20%) of our 11th graders earned spots to

compete at the National History Day finals in June. This summer our 6th graders were awarded a Healthy Schools Act Hero Award for their documentary on school lunches. In addition to showing the capabilities of our students and staff, these awards show the broad success of our program in many areas including art, history and wellness.

***Adoption of Common Core Standards**:* The most exciting progress to report in terms of curriculum during the spring and summer of 2011 was our collaborative mapping of curriculum to meet the new Common Core standards, which Capital City has voluntarily decided to adopt with fidelity for the 2011-12 school year. The school held two days of professional development in the spring to familiarize all teachers with the new standards. In June, a team of eighteen teachers came together for a three-day institute where they developed K-12 curriculum maps in reading and math for teaching common core standards. Teachers and administrators alike report that the process invigorated thinking about teaching and deeper learning, and a collective focus on increasing rigor while aligning to the new standards. Capital City is ahead of the curve with Common Core adoption; citywide adoption will not take place until 2014. We are pleased with the direction of Common Core in terms of its focus on critical or higher level thinking, and think it's a good fit with our program.

***12th Grade Curriculum/High School Program Development**:* Capital City will graduate its first high school class in 2012 and we have continued to grow our program in a deliberate manner to ensure our students are well prepared for college acceptance and success. Over 80% of our 12th graders will be the first in their families to attend college. We have focused on developing a rigorous program of academics paired with comprehensive support for students and their families with the college admissions process.

Our newly developed 12th grade course structure allows for a student-directed culminating senior expedition with an opportunity for students to explore a topic in depth. Students wrote proposals for their expedition in spring of their senior year. We will offer a full credit senior seminar course that focuses on college applications and planning for the senior expeditions in the spring. Seniors will finish their coursework in early May just before AP and course exams. Then seniors will engage for four weeks with expeditions, arranging a field experience and completing a project that they will present prior to graduation. A time when seniors at other schools are least engaged ("senior slump"), our students will be fully involved in this self-directed learning experience further preparing them for the independence and rigor of a college curriculum.

Our Director of College Counseling has worked to ensure that our students have the credentials they need to apply for college. All 9th-11th graders took the PSAT this fall and 11th graders took the SAT in the spring. An SAT class in coordination with Kaplan was offered this year at Capital City (free for students). Our Director of College Counseling also conducted a variety of college readiness activities this year.

She held monthly college curriculum meetings for families with Spanish interpretation (average attendance of 25), and met with all juniors. We use the Naviance database for college planning during advisory and all students/parents have accounts. Our Director of College Counseling met with all students/families this summer to develop postsecondary plans, and drafted a senior year handbook for families. We are also hosting a 3-day college readiness retreat for all seniors just before school starts. Students will work on college essays and plan for their senior year. Students attended college fairs this year went on school sponsored college visits. We will continue college visits for students in all high school grades this year.

Expanded Out of School Supports for Students: We significantly increased our academic programming for out of school time for our middle school and high school students. We began a Saturday Scholars program in January designed to provide remediation and targeted test preparation for our middle and high school students for 3 hours each Saturday. The program was voluntary and an average of 50 students attended each week. Teachers used data to plan for the sessions and students completed exit tickets to help teachers track mastery of targeted skills. We also offered a smaller program on Wednesday afternoons (after early dismissal) with a similar remediation focus.

We added a summer Algebra I extension in 2011 to allow more 8th graders the opportunity to complete a full Algebra I course before high school. Some of our students complete the full course during the school year, but others need more time to master the rigorous content in the course. Participating in the summer extension means students that previously needed to retake Algebra I in 9th grade, can be ready to take Geometry when they enter high school. This will put them on-track to take college level math classes later in high school.

For the first time, Capital City provided a month of structured orientation for all of our incoming 6th and 9th grade students. Because these grades provide an entry point for large numbers of students and many arrive with skills below grade level, requiring summer orientation allows us to assess incoming students and to introduce them to the Capital City culture and school-wide norms. In the fall, then, we are then ready to differentiate instruction effectively and maximize learning time.

Science Program Strength: Capital City has developed an exceptional science program that exemplifies our focus on deeper learning. 74% of 8th graders were proficient on the DC-CAS science exam this year and 60% of biology students were proficient. In 2010-2011, learning expeditions were refined to effectively teach content standards while ensuring an authentic purpose for students. In our 7th/8th grade, for example, students learned about energy by studying green buildings, making a presentation to our Board of Trustees on green building features and publishing a green building book.

Improved Data Practices: As discussed in the Lessons Learned section of this report, Capital City partnered with the Achievement Network to administer interim assessments and deepen our data practices. We revised our school calendar to include data days dedicated to reviewing student data and planning for instruction. Our leadership team (administrators and teachers from both campuses) met with our ANEt coach to plan data sessions and review progress. Our Board Program Evaluation Committee also reviewed interim assessment data presented in quarterly dashboards to track progress and effectiveness of interventions. We are excited to continue and deepen our data work in 2011-2012 with greater focus on student ownership and using strategies and protocols for analyzing other forms of data.

Disseminating Our Best Practices: Capital City's longstanding open-door policy has established the school as a renowned center for cutting-edge practices in school reform. We hosted roughly 250 visitors in the summer of 2010 and during the 2010-11 school year: mostly targeted visits from educators wishing to observe and discuss specific practices.

This year we were honored to be chosen by Expeditionary Learning as a mentor school. The award recognizes Capital City as one of the top performing schools in Expeditionary Learning's national network of 165 schools in 30 states. As a mentor, we welcome interested visitors from other schools, introduce them to the Expeditionary Learning model, and disseminate best practices we've developed to successfully implement the EL design. We are the only EL mentor school in the Mid-Atlantic region.

Capital City was a featured school at the Achievement Network (ANet) best practices showcase in February. Capital City was also selected to host a "First Fridays" tour in May. In 2011, CityBridge launched First Fridays with FOCUS and Charter Board Partners to host interested philanthropists, community leaders and business professionals on tours of high-performing DC charters to learn about education reform and gain insight into the successes/challenges of the charter movement. We also offered extensive technical assistance/support this past year to two new charters opening in fall of 2011: Mundo Verde and Inspired Teaching.

We attempted recently to develop a cross-sector collaborative of schools with a shared commitment to social/emotional learning and constructivist math/literacy practices. Although our application this round was not successful, the consortium of DC public and public charter schools submitted a Race to The Top (PLaCES) grant proposal in Spring of 2011 to OSSE. The other members of the collaborative are, in their own words, "starved for high quality professional development" and sought out Capital City as the lead LEA for the grant in large part due to their experiences visiting our school. We will continue to partner with these schools in the future.

Permanent Facility/Planned Expansion*:* One of the biggest challenges for Capital City, and for most urban charter schools, is finding a permanent facility. We made

great strides this year in securing and planning for a new facility. We have been negotiating a lease with the city for the former Rabaut School building at 1st and Peabody Streets, NW. In Fall 2010, our Board engaged in a period of due diligence and work with consultants to learn more about what the facility needed, whether it would be a good fit for our program and whether we could afford to renovate and occupy the building. The results of the study period were very positive showing the site to be structurally sound and an excellent fit programmatically for Capital City. Financial analysis also revealed showed viable scenarios for renovation and long-term occupancy.

Since the study period, we have moved forward in designing the building, negotiating a lease and securing financing under a timeline for occupying the building in summer 2012.

The new facility will fulfill our desire to have a unified campus serving a full continuum of Pre-K(3)-12th grade students. We will retain our small school model by breaking the campus up into distinct Early Childhood, Elementary, Middle, and High School programs, each with separate physical space. At the new site, we plan to serve 918 students (currently we serve 630 students on two campuses). The new facility has a gymnasium, an auditorium, a cafeteria and seven acres of outdoor space ideal for supporting our arts and fitness programs and our implementation of Expeditionary Learning.

A move will allow us to expand our Early Childhood program to include a Pre-K year for threes, in recognition of the benefit of reaching children early with quality instruction. We will expand our EC/Elementary offerings by adding a class at each grade (Pre-K-4th) in deference to the disproportionate number of applications we receive for these grades and a desire to provide more students with a continuous Pre-K-12 education. We will consolidate/expand our Middle School (5th-8th grades) program, which is designed to meet the unique needs of pre-adolescents.

We have been engaging our families (both parents and students) in planning for the new facility. We have also been reaching out to the community surrounding Rabaut. We received a vote of ANC support in May. We look forward to ongoing efforts to build new relationships and strengthen our current base of support.

Capital City Public Charter School

September 24, 2013

To Whom It May Concern:

This letter is to certify that, to the best of my knowledge, all permits/licenses required to operate Capital City Public Charter School are in full force and effect. These authorizations include, but are not limited to, insurance, master business license, and certificates of occupancy.

Sincerely,

[redacted]

Chairman, Capital City Board of Trustees

2007 15th St., NW Washington, DC 20009 tel: 202.387.3009 Fax: 202.387.1074
3220 16th St., NW Washington, DC 20010 tel: 202.387.1402 Fax: 202.387.1404

PCSB Format Annual Budget
Capital City Public Charter School: SY10-11
Consolidated

	Annual Budget
REVENUE	
01. Per Pupil Charter Payments	6,814,395
02. Per Pupil Facilities Allowance	1,506,400
03. Federal Entitlements	426,085
04. Other Government Funding/Grants	344,552
05. Private Grants and Donations	183,000
06. Activity Fees	19,000
07. Other Income (please describe in footnote)	34,000
TOTAL REVENUES	**9,327,432**
OPERATING EXPENSE	
Personnel Salaries and Benefits	
08. Principals/Executives Salary	399,890
09. Teachers Salaries	3,082,734
10. Teacher Aides/Assistance Salaries	-
11. Other Education Professionals Salaries	-
12. Business/Operations Salaries	146,000
13. Clerical Salaries	163,020
14. Custodial Salaries	93,000
15. Other Staff Salaries	1,102,904
16. Employee Benefits	1,053,504
17. Contracted Staff	25,000
18. Staff Development Expense	118,800
Subtotal: Personnel Expense	**6,184,852**
Direct Student Expense	
17. Textbooks	33,420
18. Student Supplies and Materials	128,890
19. Library and Media Center Materials	15,000
20. Student Assessment Materials	25,000
21. Contracted Student Services	85,700
22. Miscellaneous Student Expense **	11,400
Subtotal: Direct Student Expense	**299,410**
Occupancy Expenses	
23. Rent	888,365
24. Building Maintenance and Repairs	60,000
25. Utilities	199,347
26. Janitorial Supplies	22,000
27. Contracted Building Services	64,980
Subtotal: Occupancy Expenses	**1,234,692**
Office Expenses	
28. Office Supplies and Materials	81,192
29. Office Equipment Rental and Maintenance	15,000
30. Telephone/Telecommunications	49,142
31. Legal, Accounting and Payroll Services	177,394
32. Printing and Copying	51,896
33. Postage and Shipping	11,000
34. Other	23,620
Subtotal: Office Expenses	**409,243**

General Expenses	
35. Insurance	36,050
36. Transportation	66,788
37. Food Service	207,896
38. Administration Fee (to PCSB)	41,604
39. Management Fee	-
40. Other General Expense	141,746
41. Unforeseen Expenses	76,334
Subtotal: General Expenses	**570,418**
TOTAL OPERATING EXPENSES	**8,698,616**
NET OPERATING INCOME	**628,816**
42. Depreciation Expense	393,255
43. Interest Payments	176,842
NET INCOME	**58,719**

Paid meal sales, student fundraising, rental revenue, and miscellaneous revenue comprise "07. Other Income."

**Student recruiting and general miscellaneous student expense comprise "22. Miscellaneous Student Expense."

LEA Name	LEA Code	School Name	School Code	School Level	La													

2010-11 Employed Educator Report

Teachers, Administrators Service Providers

LEA Name	LEA Code	School Name	School Code	School Level	Last Name	First Name	D.O.B.	Race	Gender	Tot. Ed. Exp.	Tot. LEA Exp.	Tot. Sch. Exp.	Assgmt. Code	Curr. Code	Core	Gr. Code	SPED	ESL
[redacted]																		

2010-11 Employed Educator Report

Teachers, Administrators Service Providers

LEA Name	LEA Code	School Name	School Code	School Level	Last Name	First Name	D.O.B.	Race	Gender	Tot. Ed. Exp.	Tot. LEA Exp.	Tot. Sch. Exp.	Assgmt. Code	Curr. Code	Core	Gr. Code	SPED	ESL
[redacted]																		

2010-11 Employed Educator Report

Instructional Paraprofessionals

LEA Name	LEA Code	School Name	School Code	Elem/Sec	Last Name	First Name	D.O.B.	Race	Gender	FTE	Tot. Ed. Exp.	Tot. LEA Exp.	Gr. Code	SPED	SPED 3-5; 6-21
[redacted]															

Mission Statement

1. Enter your Campus/LEA's Mission Statement in the space provided below.

CENTRAL OFFICE: 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.

School Contact Information

2. Please choose your Campus/LEA's School Name. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

Capital City Public Charter School CENTRAL OFFICE

3. Was your organization accredited in the 2010-2011 school Year? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below.

Yes
Middle State Accreditation -- Lower School only

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name
Megan Reamer

Title
Data and Reporting Manager

School Street Address
3047 15th Street NW Washington DC

School Zip
20009

School Ward
1

Direct Phone Number
202-387-0309 x237

Email
mreamer@ccpcs.org

5. Please select the lowest grade level served by your Campus/LEA in the 2010-11 school year.

PK4

6. Please select the highest grade level served by your Campus/LEA in the 2010-11 school year .

11

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as 8:05 AM (See Definitions)

8:30

8. Please enter the End time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See Definitions)

3:30

9. Enter any additional comments regarding Start time/End time for Regular School Day.

Early dismissal on Wednesdays, times differ by campus

10. Please enter the Start and End Dates for the 2010-11 School Year.

Start Date
8/30/10

End Date
6/15/11

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year?

No

12. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below. Average Class Size: Calculate using core subjects only-do not include specials. Student: Teacher Ratio: Calculate by using the total reported students divided by the number Full-Time Education classroom teachers; do not include special needs teachers unless that is your school's focus. This value should be entered as "# of Students to

# of Teachers" format. For example, a school with 300 students and 20 FTE teachers will enter the student teacher ratio 15 to 1.
Average Class Size: **20**
Student/Teacher Ratio: **11:1**
Student Attrition and Grade Advancement
13. For the 2010-2011 school year, please provide the total number of students falling into each category listed below. (Suspension counts should reference the total number of incidents. For example, one student that is suspended short term 3 times will count as 3 "incidents" of short-term suspension.)
 # Transferring out/Withdrawls **7**
 # Short Term Out of School Suspensions **71**
 # Long Term Out of School Suspensions **2**
 # Expulsions **5**
# of Dropouts **0**
 # Retained at grade level **21**
Staff Demographics
14. Please complete the following entries regarding the total number of Executive DIRECTORS that fall within the categories listed below.
# of Directors **1**
 # with Bachelors **1**
 # with Masters

1
 # Degree in Field of Expertise **1**
 # Licensed in Field of Expertise **1**
 # Meeting NCLB Requirements **1**
% Meeting NCLB Requirements **100%**
15. Please complete the following entries regarding the total number of PRINCIPALS that fall within the categories listed below.
# of Principals **2**
 # with Bachelors **2**
 # with Masters **2**
 # Degree in Field of Expertise **2**
 # Licensed in Field of Expertise **2**
 # Meeting NCLB Requirements **2**
% Meeting NCLB Requirements **100%**
16. Please complete the following entries regarding the total number of ASSISTANT PRINCIPALS that fall within the categories listed below.
# of Asst. Principals **4**

 # with Bachelors **4**
 # with Masters **4**
 # Degree in Field of Expertise **4**
 # Licensed in Field of Expertise **4**
 # Meeting NCLB Requirements **4**
% Meeting NCLB Requirements **100%**
17. Please complete the following entries regarding the total number of CLASSROOM TEACHERS that fall within the categories listed below.
18. Please complete the following entries regarding the total number of SPECIAL SUBJECT TEACHERS that fall within the categories listed below.
19. Please complete the following entries regarding the total number of Bilingual/ESL Teachers that fall within the categories listed below.
20. Please complete the following entries regarding the total number of Special Education Teachers that fall within the categories listed below.
21. Please complete the following entries regarding the total number of VOCATIONAL/CAREER ED Teachers that fall within the categories listed below.
# of Vocational Teachers **0**
22. Please complete the following entries regarding the total number of BUILDING RESOURCE Teachers that fall within the categories listed below.
23. Please complete the following entries regarding the total number of COUNSELORS that fall within the categories listed below.
# of Counselors **1**
 # with Bachelors **1**
 # with Masters

1
 # Degree in Field of Expertise **1**
 # Licensed in Field of Expertise **1**
24. Please complete the following entries regarding the total number of LIBRARIANS/MEDIA SPECIALISTS that fall within the categories listed below.
25. Please complete the following entries regarding the total number of COORDINATORS that fall within the categories listed below.
26. Please complete the following entries regarding the total number of CLASSROOM AIDES that fall within the categories listed below.
27. Please complete the following entries regarding the total number of TITLE I EDUCATIONAL AIDES that fall within the categories listed below.
# of Title I Educational Aides **0**
28. Are you a single-campus LEA or a central office?
Yes
29. Please complete the following entries regarding staffing statistics listed below.
Staff Attrition Rate **N/A**
Number of Teachers **N/A**
Salary Range for Teachers **N/A**
Average Teacher Salary **N/A**
Number of School Administrators **N/A**
Salary Range for School Administrators **N/A**

Average School Administrator Salary
N/A

Number of Central Office Administrators
10

Salary Range for Central Office Administrators
$32,000 - $129,000

Average Central Office Administrator Salary
$63,216.36

Number of School Support Staff
N/A

Salary Range for School Support Staff
N/A

Average School Support Staff Salary
N/A

30. To ensure that PCSB has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, and Business Manager.* #31. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns (Complaints). These issues and concerns include questions and at times, complaints about individual schools. In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concernsfor the 2011-2012 school year.

Board Chair Name
David Bennett

Board Chair Title
President, Board of Directors

Board Chair Email
dpsb@aol.com

Board Chair Phone
(703) 627-6110

Board Chair Mailing Address **1275 25th St., NW Apt. 603**
Board Chair Mailing City, State **Washington DC**
Board Chair Mailing Zip **20037**
Exec. Director Name **Karen Dresden**
Exec. Director Title **Head of School**
Exec. Director Email **kdresden@ccpcs.org**
Exec. Director Phone **202-387-1102**
Exec. Director Mailing Address **3047 15th Street NW**
Exec. Director Mailing City, State **Washington, DC**
Exec. Director Mailing Zip **20009**
Principal Name **N/A**
Principal Title **N/A**
Principal Email **N/A**
Principal Phone **N/A**

Asst. Principal Name **N/A**
Asst. Principal Title **N/A**
Asst. Principal Email **N/A**
Asst. Principal Phone **N/A**
Business Manager Name **Arogya Singh**
Business Manager Title **Business Manager**
Business Manager Email **asingh@ccpcs.org**
Business Manager Phone **202-387-0309**
Business Manager Mailing Address **3047 15th Street NW**
Business Manager Mailing City, State **Washington, DC**
Business Manager Mailing Zip **20009**
Complaint Staff Member Name **Karen Dresden**
Complaint Staff Member Title **Head of School**
Complaint Staff Member Phone **202-387-1102**

Complaint Staff Member Email **kdresden@ccpcs.org**
Complaint Board Member Name **David Bennett**
Complaint Board Member Title **President, Board of Directors**
Complaint Board Member Phone **(703) 627-6110**
Complaint Board Member Email **dpsb@aol.com**

ANNUAL REPORT DATA COLLECTION TOOL WORKSHEETS

Use these sheets to enter your data in the ANNUAL REPORT DATA COLLECTION TOOL. Include the information from these sheets in your Annual Report.

1. Enter the school's Mission Statement in the space provided below.

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.

2. Please choose your Campus/LEA's School and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

○ Capital City Public Charter School – Lower School

3. Is your organization accredited? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below

	YES X
	NO
Additional Comments	**Middle States Accreditation**

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name	**Megan Reamer**
Title	**Data and Reporting Manager**
School Street Address	**3047 15th Street NW Washington DC**
School Zip	**20009**
School Ward	**1**
Direct Phone Number	**202-387-0309**
Email	**mreamer@ccpcs.org**

5. Please select the lowest grade level served by your Campus/LEA in the 2010-2011 school year.

	PK3		**2**		**6**		**10**		**Ed**
X	**PK4**		**3**		**7**		**11**		**GED**
	K		**4**		**8**		**12**		**Progra**
	1		**5**		**9**		**Adult**		**m**

6. Please select the highest grade level served by your Campus/LEA in the 2010-2011 school years.

	PK3
	PK4
	K
	1
	2
	3
	4
	5
	6
	7
X	8
	9
	10
	11
	12
	Adult Ed
	GED Program

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as "8:05 AM" format (See "Definitions")

8:30am

8. Please enter the End time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See "Definitions")

3:30pm

9. Enter any additional comments regarding Start time/End time for Regular School Day.

Early dismissal on Wednesday: 1:15pm

10. Please enter the Start and End Dates for the 2010-2011 School Year.

Start Date	8/30/10
End Date	6/15/11

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year?

	YES (If Yes describe your school's year round structure in the space provided below. Include the dates that indicate the start and end of the academic school year.)
X	**NO**
Additional Comments	

12. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below.

Average Class Size:	24
Student/Teacher Ratio:	10:1

13. For the 2010-2011 school year, please provide the total number of students/incidents falling into each category listed below.

# Transferring out of school/Withdrawls (total students)	0
# Short-Term Out of School Suspensions (5 days or less)	11
# Long-Term Out of School Suspensions (more than 5 days)	0
# of Expulsions (total students)	1
# of Dropouts (total students)	0
# Retained at grade level (total students)	3

(Suspension counts should reference the total number of "incidents". For example, one student that is suspended short term 3 times will count as 3 "incidents" of short-term suspension)

Questions 14-28: Staff Demographics Enter the Total Number of staff meeting criteria listed below in the spaces provided.

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field (optional)	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Director	0						
Principal	1	1	1	1	1	1	100%
Assistant Principal	2	2	2	2	2	2	100%
Classroom Teachers	11	11	3	10		11	100%
Special Subject Teachers	5	5	3	4		5	100%
Bilingual/ESL Teachers	1	1	1	1		1	100%
Special Education Teachers	3	3	3	2		3	100%
Vocational/Career Teachers	0						N/A
Building Resource Teachers	0						
Counselors	2	2	2	2		2	N/A
Librarians/Media Specialists	1	1	1	1	1	N/A	N/A
Coordinators	0						
Classroom Aides	11	N/A	N/A	N/A	N/A		
Title I Educational Aides	0	N/A	N/A	N/A	N/A		

29. Are you a single-campus LEA or a central office?

	YES Skip to Question 28
X	**NO** Skip to Question 29

30. Please complete the following entries regarding staffing and salary.	
Staff Attrition Rate	0.21
Number of Teachers	21
Salary Range for Teachers	**$43,000.00 - $77,250.00**
Average Teacher Salary	**$53,687.50**
Number of School Support Staff	7
Salary Range for School Support Staff	**$15,181.08 - 49,920**
Average School Support Staff Salary	**$31,867.47**
Number of School Administrators	3
Salary Range for School Administrators	**$71,500.00 - $90,640**
Average School Administrator Salary	**$80,046.67**
Number of Central Office Administrators	N/A
Salary Range for Central Office Administrators	N/A

Average Central Office Administrator Salary	N/A

31. To ensure that PCSB has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, Business Manager, Special Education Coordinator, and Attendance Manager.

Board Chair Name	David Bennett
Board Chair Title	President, Board of Directors
Board Chair Email	dbennett@board.ccpcs.org
Board Chair Phone	(703) 627-6110
Board Chair Mailing Address	1275 25th St., NW, Apt 603
Board Chair Mailing City, State	Washington, DC
Board Chair Mailing Zip	20037
Exec. Director Name	Karen Dresden
Exec. Director Title	Head of School
Exec. Director Email	kdresden@ccpcs.org
Exec. Director Phone	202-387-1102
Exec. Director Mailing Address	3047 15th Street NW
Exec. Director Mailing City, State	Washington DC
Exec. Director Mailing Zip	20009
Principal Name	Janine Gomez
Principal Title	Principal
Principal Email	jgomez@ccpcs.org
Principal Phone	202-387-0309
Asst. Principal Name	Michele Gray
Asst. Principal Title	Director of Student Services
Asst. Principal Email	mgray@ccpcs.org
Asst. Principal Phone	202-387-0309
Business Manager Name	Arogya Singh
Business Manager Title	Business Manager
Business Manager Email	asingh@ccpcs.org
Business Manager Phone	202-387-0309
Business Manager Mailing Address	3027 15th Street NW
Business Manager Mailing City, State	Washington, DC
Business Manager Mailing Zip	20009
Special Ed Coordinator Name	Michele Gray
Special Ed Coordinator Title	See above
Special Ed Coordinator Email	
Special Ed Coordinator Phone	
Attendance Manager Name	Gabriela Mateus
Attendance Manager Title	Office Manager
Attendance Manager Email	gmateus@ccpcs.org
Attendance Manager Phone	202-387-0309
Admissions Manager Name	Angela Sugar
Admissions Manager Title	Admissions and Outreach
Admissions Manager Email	asugar@ccpcs.org
Admissions Manager Phone	202-387-1102

32. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns. These issues and concerns include questions and at times, complaints about individual schools.

In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2011-2012 school year.

Campus/LEA Staff Member Name	Karen Dresden
Campus/LEA Staff Member Title	Head of School
Campus/LEA Staff Member Phone	202-387-1102
Campus/LEA Staff Member Email	kdresden@ccpcs.org
Board Member Name	David Bennett
Board Member Title	President, Board of Directors
Board Member Phone	
Board Member Email	dbennett@board.ccpcs.org
Additional Campus/LEA Staff Member Name	
Additional Campus/LEA Staff Member Title	
Additional Campus/LEA Staff Member Phone	
Additional Campus/LEA Staff Member Email	

ANNUAL REPORT DATA COLLECTION TOOL WORKSHEETS

Use these sheets to enter your data in the ANNUAL REPORT DATA COLLECTION TOOL. Include the information from these sheets in your Annual Report.

1. Enter the school's Mission Statement in the space provided below.

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.

2. Please choose your Campus/LEA's School and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

○ Capital City Public Charter School – Upper School

3. Is your organization accredited? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below

	YES
X	NO
Additional Comments	In process

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name	Megan Reamer
Title	Data and Reporting Manager
School Street Address	3047 15th Street NW Washington DC
School Zip	20009
School Ward	1
Direct Phone Number	202-387-0309
Email	mreamer@ccpcs.org

5. Please select the lowest grade level served by your Campus/LEA in the 2010-2011 school year.

	PK3		2	X	6		10		Ed
	PK4		3		7		11		GED Progra m
	K		4		8		12		
	1		5		9		Adult		

6. Please select the highest grade level served by your Campus/LEA in the 2010-2011 school years.

	PK3
	PK4
	K
	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
X	**11**
	12
	Adult Ed
	GED Program

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as "8:05 AM" format (See "Definitions")

8:30am

8. Please enter the End time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See "Definitions")

3:30pm

9. Enter any additional comments regarding Start time/End time for Regular School Day.

Early dismissal on Wednesday: 12:30pm

10. Please enter the Start and End Dates for the 2010-2011 School Year.

Start Date	8/30/10
End Date	6/15/11

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year?

	YES (If Yes describe your school's year round structure in the space provided below. Include the dates that indicate the start and end of the academic school year.)
X	**NO**
Additional Comments	

12. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below.

Average Class Size:	18
Student/Teacher Ratio:	12:1

13. For the 2010-2011 school year, please provide the total number of students/incidents falling into each category listed below.

# Transferring out of school/Withdrawls (total students)	7
# Short-Term Out of School Suspensions (5 days or less)	60
# Long-Term Out of School Suspensions (more than 5 days)	2
# of Expulsions (total students)	4
# of Dropouts (total students)	0
# Retained at grade level (total students)	18

(Suspension counts should reference the total number of "incidents". For example, one student that is suspended short term 3 times will count as 3 "incidents" of short-term suspension)

Questions 14-28: Staff Demographics Enter the Total Number of staff meeting criteria listed below in the spaces provided.

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field (optional)	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Director	0						
Principal	1	1	1	1		1	100%
Assistant Principal	2	2	2	2		2	100%
Classroom Teachers	17	17	10	15		17	100%
Special Subject Teachers	6	6	2	4		6	100%
Bilingual/ESL Teachers	0						
Special Education Teachers	7	7	4	6		7	100%
Vocational/Career Teachers	0						N/A
Building Resource Teachers	0						
Counselors	2	2	2	2		2	N/A
Librarians/Media Specialists	1	1	1	1	1	N/A	N/A
Coordinators	0						
Classroom Aides	2	N/A	N/A	N/A	N/A	2	100%
Title I Educational Aides	0	N/A	N/A	N/A	N/A		

29. Are you a single-campus LEA or a central office?

[ ] **YES** Skip to Question 28

[X] **NO** Skip to Question 29

30. Please complete the following entries regarding staffing and salary.	
Staff Attrition Rate	0.10
Number of Teachers	30
Salary Range for Teachers	**$41,500.00 - $62,000.00**
Average Teacher Salary	**$53,516.67**
Number of School Support Staff	4
Salary Range for School Support Staff	**$15181.08 - $42,000.00**
Average School Support Staff Salary	**$29,823.77**
Number of School Administrators	3
Salary Range for School Administrators	**$76,000.00 - $92,700.00**
Average School Administrator Salary	**$81,983.33**
Number of Central Office Administrators	N/A
Salary Range for Central Office Administrators	N/A

Average Central Office Administrator Salary	N/A

31. To ensure that PCSB has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, Business Manager, Special Education Coordinator, and Attendance Manager.

Board Chair Name	David Bennett
Board Chair Title	President, Board of Directors
Board Chair Email	dbennett@board.ccpcs.org
Board Chair Phone	(703) 627-6110
Board Chair Mailing Address	1275 25th St., NW, Apt 603
Board Chair Mailing City, State	Washington, DC
Board Chair Mailing Zip	20037
Exec. Director Name	Karen Dresden
Exec. Director Title	Head of School
Exec. Director Email	kdresden@ccpcs.org
Exec. Director Phone	202-387-1102
Exec. Director Mailing Address	3047 15th Street NW
Exec. Director Mailing City, State	Washington DC
Exec. Director Mailing Zip	20009
Principal Name	Kathryn Byrd
Principal Title	Principal
Principal Email	kbyrd@ccpcs.org
Principal Phone	202-387-1102
Asst. Principal Name	Wanda Gregory
Asst. Principal Title	Director of Student Services
Asst. Principal Email	wgregory@ccpcs.org
Asst. Principal Phone	202-387-1102
Business Manager Name	Arogya Singh
Business Manager Title	Business Manager
Business Manager Email	asingh@ccpcs.org
Business Manager Phone	202-387-0309
Business Manager Mailing Address	3027 15th Street NW
Business Manager Mailing City, State	Washington, DC
Business Manager Mailing Zip	20009
Special Ed Coordinator Name	Wanda Gregory
Special Ed Coordinator Title	See above
Special Ed Coordinator Email	
Special Ed Coordinator Phone	
Attendance Manager Name	Yanira Cuellar
Attendance Manager Title	Office Manager
Attendance Manager Email	ycuellar@ccpcs.org
Attendance Manager Phone	202-387-1102
Admissions Manager Name	Angela Sugar
Admissions Manager Title	Admissions and Outreach
Admissions Manager Email	asugar@ccpcs.org
Admissions Manager Phone	202-387-1102

32. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns. These issues and concerns include questions and at times, complaints about individual schools.

In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2011-2012 school year.

Campus/LEA Staff Member Name	Karen Dresden
Campus/LEA Staff Member Title	Head of School
Campus/LEA Staff Member Phone	202-387-1102
Campus/LEA Staff Member Email	kdresden@ccpcs.org
Board Member Name	David Bennett
Board Member Title	President, Board of Directors
Board Member Phone	(703) 627-6110
Board Member Email	dbennett@board.ccpcs.org
Additional Campus/LEA Staff Member Name	
Additional Campus/LEA Staff Member Title	
Additional Campus/LEA Staff Member Phone	
Additional Campus/LEA Staff Member Email	

Appendix C

ANNUAL REPORT
2013-2014

Karen Dresden, Head of School

Capital City Public Charter School
100 Peabody Street, NW
Washington, DC 20011
202-387-0309

CAPITAL CITY PUBLIC CHARTER SCHOOL
ANNUAL REPORT
2013 – 2014

Table of Contents

School description ……2
A. Mission Statement……2
B. School Program……2
C. School Staff……9
D. Student Characteristics……10

School performance
A. Evidence of Performance and Progress……11
B. Lessons Learned and Actions Taken……39
C. Unique Accomplishments. ……42
D. List of Donors……45

Appendices
A. Data Report Sheets (Lower School, Middle School, and High School)
B. Approved Budget for FY 2014-2015
C. Year-End Financials for SY 2013- 2014
D. Board Roster
E. Instructional Staff Roster

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

a. Grades and Age Levels Served

Capital City Public Charter School has three separate schools that all share one facility: a Lower School, a Middle School, and a 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 SY2013-2014, the Lower School enrolled 321 students in grades PK3 through 4. There are four combined PK rooms (which serve both PK3 and PK4 students) and two classrooms each for grades K through 4. Lower School was operating at full capacity in SY2013-14.

Middle School
The Middle School in SY2013-2014 served 326 students in grade levels 5 through 8, a 10% increase in enrollment from last school year. The Middle School campus served 81 students in 5th grade; 81 students in 6th grade; 79 students in 7th grade; and 85 students in 8th grade. The Middle School was fully enrolled in SY 2013-2014, in its second year of independent operation.

High School
The High School enrolled 337 students in grades 9 through 12. The school had 91 9th graders, 85 10th graders, 83 11th graders, and 78 12th graders. The High School graduated its third graduating class in June of 2014. This graduating class was nearly double the size as compared to SY2013.

All campuses met their recruitment targets and were fully enrolled in SY 2013-2014.

b. Curriculum Design and Instructional Approach

At Capital City we believe that schools should prepare students to participate in society by offering a challenging academic program based on active learning

through real-world experience. We also believe that schools should foster healthy social development, character building, and the acquisition of life skills.

Capital City Public Charter School implements the Expeditionary Learning (EL) model. EL uses "learning expeditions to challenge students to meet rigorous academic and character standards." Learning expeditions are long-term, in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork and service. The content and skills taught through learning expeditions are based on 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.

The Expeditionary Learning model includes a set of "core practice benchmarks" in five key areas: learning expeditions, active pedagogy, school culture and character, leadership and school improvement, and structures. Capital City uses these benchmarks to guide instructional and educational planning, frame professional development for staff, and evaluate the effectiveness of instruction.
The academic curriculum is supported by the use of Responsive Classroom®, which is both a classroom management model and a social curriculum. Educators at Capital City recognize that academic achievement goes hand in hand with social growth. Responsive Classroom, and its middle school counterpart Developmental Designs, 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 Expeditionary Learning to work.

Capital City has curriculum frameworks for each grade that outline the content and skills for core academic subjects, plus Spanish, arts (theater, music, visual arts), health, and fitness. The school's curriculum is aligned with Common Core State Standards and with District of Columbia graduation requirements.

<u>Lower School</u>
Capital City Public Charter School's Lower Campus 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 writers' workshop, as well as across the curriculum to explain thinking and express ideas in other content areas.

The Lower School's mathematics curriculum is aligned with DC and national standards. Mathematics 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 mathematics curriculum, and supports Capital City's developmental approach to teaching mathematics, emphasizing problem-solving and concrete experiences.

Capital City Lower School students engage in a science curriculum that teaches basic scientific thinking skills, while encouraging enthusiasm and a desire to conduct independent scientific inquiries. As much as possible, science instruction is included as a component of learning expeditions, and individual learning expeditions may be explicitly scientific in nature. Full Option Science System (FOSS) kits are used as a key resource for structured, hands-on science experiences. Community service, physical education, the arts, and Spanish language instruction are also part of Capital City Lower School's core 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 many students with exposure to other cultures.

Middle School

Middle School, as a stand-alone program, is the newest component of Capital City. The middle school serving grades 5-8 opened in 2012. Prior to 2012, middle grades were served on two campuses as part of our Lower School and Upper School. The current middle school structure and configuration is the result of a robust planning process that involved visiting other schools and reviewing research on best practice.

Middle school is characterized by the gradual release of responsibility. There is significant scaffolding for students in 5th grade as they transition from elementary grades. Each year students gain more independence as the program structure shifts to more closely mirror the demands of high school. In 5th and 6th grades students have two core content teachers, a humanities teacher and a math/science teacher, and students move as a group between their classes. In 7th and 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 is used to tailor instruction to meet individual student needs

As in the 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 was the introduction of CREWs, small advisories that serve as a home base for students.

High School

Our High School is currently the only high school in DC to be affiliated with the Coalition of Essential Schools (CES), a network of hundreds of personalized, equitable, and intellectually challenging schools around the country. All CES schools, including Capital City High School, follow Ten Common Principles, a set of

beliefs about the purpose and practice of schooling. The Common Principles guide the High School's priorities, structures, and management.

Capital City students in grades 9 through 12 complete an academically rigorous college-preparation curriculum. Capital City uses DCPS graduation requirements as the minimum expectation for students.

In addition to the 12th grade courses required by the District of Columbia, seniors developed a senior expedition, which they engaged in during the spring of their senior year.

c. 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 arts emphasis is especially helpful to students with special needs. 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 Expeditionary Learning, and are one of the goals listed in Capital City's charter. Some elements of Learning Expeditions include guiding questions (what we want to find out), authentic projects, fieldwork in the community, involvement of outside experts, presentation to an audience outside the classroom, and community service. Although they are linked to standards and learning targets, expeditions are inherently multidisciplinary and bring together many strands of the curriculum.

Responsive Classroom/Developmental Designs

Capital City implements the Responsive Classroom model in the Lower School and the Developmental Designs model in middle school. Some elements of Developmental Designs also used and incorporated at the high school level. 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 component of EL and is often embedded in Learning Expeditions. Students participate in both service to the school and service to the broader Washington community. A dedicated weekly service time provides an opportunity for all students and teachers to engage in service and reflect on the experience.

Advisory

Beginning in the 5th grade and continuing through high school, Capital City features an advisory program that divides students into groups of ten to twelve. The goal of advisory 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 the student's family.

Advisories meet for a half-hour each day for a time of team initiatives, group sharing, and academic check-ins. Additionally, there is one longer meeting period each week, during which time the groups focus on emotional health and interpersonal relationships. 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 (ELLs) through an inclusion program. The program has grown since the school's opening, and has been designed around the needs of the students. Each of the three campuses has a Director of Student Services. These directors coordinate teams of inclusion teachers and other specialists who manage student Individual Learning 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 by a team consisting of inclusion teachers responsible for each classroom, a school psychologist, a 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. Our inclusion and ESL teachers work one-on-one or in small groups with students 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.

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. The Lower School also offers afternoon enrichment activities, planned and conducted by Capital City staff. These programs are available to students grades Pre-K through 4th grade. In the past, the 6-week clubs have focused on activities such as cooking, beading, poetry, soccer, kickball, dance, and scrapbooking.

Capital City offers a free cross-campus athletic program for middle school 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, 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 the DC Charter School League and the Independent Small Schools Athletic Conference (ISSAC). Capital City also participates with DC SCORES for middle school soccer.

Students can also choose from a variety of other after-school activities, including yearbook, debate, and improvisational drama. Most offerings are led by Capital City staff.

Summer School

Over 400 students attended a 2014 summer school program at Capital City. There were several different types of summer offerings. For younger students, grades PreK through 4, Capital City offers four weeks of summer school. The goal of this program is work with students in small groups to reinforce literacy and math skills and ensure that students do not lose ground over the summer.

In 2014, the school also offered credit recovery and enrichment courses for high school students. Students missing credit for a one-semester course were required to enroll in and pass that course during summer school in order to be promoted to the next grade. Additionally, Capital City held orientation sessions for all incoming students in grades 5 and 9 (both new and returning). 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.

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 in choosing their activities. Parents and staff work together to advise the principals on issues and priorities. The principals, Head of School, and the Board of Directors work collaboratively 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.

d. 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 supporting the school. Last year, Capital City brought on staff a bilingual (Spanish and English) full-time Admissions and Outreach Coordinator. Her role is split between managing the admissions process and coordinating other types of parent outreach, including open house events, community meetings, among other initiatives.

Additionally, Capital City expects and requires that all parents attend quarterly parent-teacher conferences. Historically, Capital City has had conference attendance rates of over 95% each year, and teachers and administrators were committed to continuing this trend even with the addition of hundreds of new families to the Capital City community. Accordingly, teachers and advisors worked tirelessly to reach out to families and communicate the expectation that each family would participate. Several teachers even opted to do home visits for families that were unable to make the trip to the school. As a result, 98% of parents attended at least one conference over the course of the year. Capital City is proud of this effort and will continue to seek opportunities to engage families in the coming school year.

e. School Staff/ Leadership

Head of School: Karen Dresden has a Masters in Education from Harvard University, with a concentration in Educational Leadership. She also has a B.A. in Public Policy from Duke University and an M.S.Ed. in Elementary Education from the University of Pennsylvania. Before the establishment of Capital City Public Charter School, she taught for 7 years at Hearst Elementary School in the DC public school system. She was Capital City's founding principal.

Lower School Principal: Amy Wendel joined Capital City in 2000 when she provided orientation and training to the founding staff. She has held a variety of positions at Capital City including 1st/2nd Grade Classroom Teacher, Literacy Coordinator, and most recently, Instructional Coach. Amy began teaching in 1992 and has taught for the D.C. Public Schools, Fairfax County Public Schools, and Newton Public Schools in Massachusetts. She has taught courses for teachers as an adjunct professor at Catholic University. 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. She has presented on various topics at Expeditionary Learning Conferences and at the National Council of Teachers of Mathematics Annual Meeting.

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 joining Capital City, she worked for two years as a school designer for Expeditionary Learning in the Mid-Atlantic region. Prior to that, she was an assistant principal for three years at a middle school in Boston and a humanities teacher for five years at an Expeditionary Learning 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.Ed. in Teaching and Curriculum from Harvard University. In 2013, she was nationally endorsed as a New Leaders Aspiring Principal.

Chief Operating Officer: John Breyer (July 2013-June 2014)brings more than ten years of operational and program management experience to Capital City, where he currently oversees all non-instructional matters. Prior to joining Capital City, John was the Founding Director of Finance and Operations for KIPP Central City Academy in New Orleans where he supported KIPP Central City's long-range facilities vision, which included fostering relationships with on-site contractors, tracking progress

on construction, and advising architects on building plans. Previously, John was Director of Programs, Adventure Education and Director of Technology at Hyde Leadership Public Charter School in Washington DC, and Program Coordinator at For Love of Children, where he managed all aspects of the after-school outreach program.

Jonathan Weinstein (June 2014- present) comes to 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 the COO and CFO at Jair Lynch Development Partners. Jonathan has his MBA in Urban Economic Development from the University of California, Berkley and his B.S in Foreign Service from Georgetown.

f. Student Characteristics

The total student population at Capital City Public Charter School during the 2013 – 2014 school year was 984 students. The re-enrollment rate was 94% from the Lower School; 95% from the Middle School; and 91% from the High School. Capital City's student body in 2013 – 2014 was racially and ethnically diverse, with 46% of students self-identifying as Latino, 37% as African-American, 9% as Caucasian, and 3% as Asian/Pacific Islander. (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 three years.

Additional demographic information is as follows: 71% of Capital City students were classified as low income during the 2013 – 2014 school year and were eligible for free or reduced lunch –an increase of 2 percentage points over the previous year. 15% of students were identified as requiring special education services, and 20% of students were identified as English Language Learners. The student body was 48% male and 52% female.

SCHOOL PERFORMANCE

A. Evidence of Performance and Progress

1. Pursuit of the mission

For over fourteen years, Capital City has remained true to its mission. In our original charter and our charter amendment, we outlined goals, reported on in this annual report, that were focused on the implementation of the mission. We have remained focused on these goals.

Capital City implements the Expeditionary Learning model, a comprehensive model based on core practices in five areas: curriculum, instruction, assessment, culture and character, and leadership. Capital City identified this model in our charter as a vehicle to realizing our mission and has invested the time, attention and resources to implement this model with fidelity. Capital City is recognized as a mentor school by Expeditionary Learning for its strong implementation of the model, high quality student work, and achievement.

In tandem with Expeditionary Learning, Capital City implements the Responsive Classroom® model in our Lower School and the Developmental Designs model in the Middle School and High School. These models focus on teaching children to care about themselves, each other, and their environment. Respectful interaction is paramount. Structures detailed in the discussion of our charter goals support the implementation of these models.

Capital City has a commitment to diversity that is named in our mission statement. Capital City is one of the most diverse schools in the city and has been recognized as such. With diversity comes a responsibility to ensuring equity for our students. Capital City engages in ongoing work with staff, parents, and students on Race and Equity with a goal of ensuring all of our students meet high expectations.

Our mission states that we will "graduate young adults who are self-directed, intellectually engaged, and possess a strong sense of community and character". Through structures like our Senior Expedition, students demonstrate their preparedness for college and careers. For the past three years, 100% of graduating seniors at Capital City have been accepted to college, with the majority the first in their families to go.

2. Reporting on Charter Goal Progress

Academic Goals

Students will become competent, independent readers.

Pre-Kindergarten students take the GOLD to assess their developmental levels in pre-literacy, math, and socio-emotional competencies. The GOLD assessments have a proficiency scale to determine if a student is performing below expectations, is meeting expectations, or is exceeding expectations. Students were given the assessment in the fall and the spring.

GOLD Literacy for PK 3 and PK4						
	Fall			**Spring**		
	% Below	**% Meeting**	**% Exceeding**	**% Below**	**% Meeting**	**% Exceeding**
Literacy	18%	75%	7%	7%	55%	38%

The Pre-Kindergarten students show tremendous progress throughout the year as the number of students who are below expectation shrunk from the beginning of the school year to the end; and the number of students exceeding expectation rose by the end of the year. By year's end, 93% of students have developed the needed pre-literacy skills for next year.

For Kindergarten students, Capital City administers the Phonological Awareness Literacy Screening (PALS), a diagnostic and progress-monitoring tool that measures literacy development. The PALS was administered thrice during the school year – in the fall, in the winter, and again in the spring.

Kindergarten students took the PALS assessment to determine their levels of per-literacy and literacy skills. Kindergarteners are tested on rhyme awareness beginning sounds and letter recognition. Additionally, Kindergarten students are assessed in the areas of spelling and concept of words. This last category assesses students' ability to identify certain words both inside and outside of a line of text (a familiar rhyme).

PALS: 2013-2014 Kindergarten Literacy Development (n=41)						
Literacy Concept	**Fall Average**	**Fall Goal**	**Spring Average**	**Spring Goal**	**% Reaching Goal**	**% Making Growth**
Rhyme Awareness	8.4	4	9.4	9	90%	88%
Beginning Sounds	8.7	5	9.9	9	100%	98%
Lower Case Recognition	19.7	12	23.8	24	90%	66%
Letter Sound Recognition	13.3	4	20.6	20	78%	78%
Spelling	9.1	2	13.9	12	85%	66%
Concept of Words	7.0	4	15.8	21	39%	95%

When compared to the PALS scores last year, the results are very similar, but with more students reaching the goals set by the end of the year. With more of Capital City's students taking two years of pre-kindergarten instead of one, students have an increase of instructional time to develop pre-literacy skills in a classroom setting. Just like the results from the last two years show, the lowest on-target percentage was for the "Concept of Words" measure; only 39% of students ended the year having met this target. However, on this same measure, 95% of students demonstrated growth. When student scores are assessed in the aggregate, instead of by individual skill, 66% of Kindergarten students are meeting the PALS benchmark and entering first grade with the necessary literacy skills needed at the beginning of 1st grade. The 1st grade teachers for school year 2013-14 will look carefully at the Kindergarten data, in order to gauge which gaps still exist for individual students.

Capital City students in grades K through 2 are assessed in reading with The Developmental Reading Assessment (DRA). The DRA is used to monitor students' reading levels and growth for 1st and 2nd graders. In school year 2013-14, only 50% of Early Childhood students were reading at or above grade level by the end of the school year. However, 77% of Capital City students in grades 1 and 2 demonstrated at least a year's worth of growth in reading throughout the year. The 2013-14 DRA results by grade level can be seen in the table below.

Early Childhood DRA Scores

Grade	Goal	% on Grade Level or Above (Spring)	% Made Year's Growth or More
1	69%	44%	77%
2		55%	77%
EC Total		50%	77%

Although proficiency is not as high as the proficiency of the cohorts tested last year, more students are showing growth on the DRA in SY 2013-14 than in the previous year. The first and second grade did not make the goal set by the school at the beginning of the year that 69% of the students would be reading on grade level per this assessment. Historically, 1st graders have struggled the most on this measure, since the bar for a year's worth of growth in 1st grade is quite high.

3rd and 4th graders' reading scores are assessed by DC CAS proficiency. The following table shows Lower School DC-CAS reading scores.

2014 DC CAS Lower School Reading Scores		
Grade	**# Tested**	**% Proficient**
3	49	49%
4	51	53%
Total	100	51%

The DC-CAS reading results increased for the Lower School from last year. This shows that additional literacy supports provided in the Lower School are having a positive impact on the program. Also, the 3rd graders at Capital City outscored the citywide 3rd grade reading average of 44% proficient. 4th grade proficiency rates are also slightly higher than the citywide average.

As we will see with math, the DC-CAS reading results show that students who are consistently enrolled in Capital City are doing better than the students who have just entered the program. The table below compares the scores of the same cohort of students who took DC CAS at Capital City in 2013 and 2014.

DC CAS Lower School Reading Cohort			
Cohort	**2013**	**2014**	**Net change**
3rd/4th	21%	49%	28%

One of the main goals for the school year was to support all students reading below grade level in order to ensure that they would make at least a year's worth of growth in reading level between September and June. The Developmental Reading Assessment (DRA) is used by the Lower School to track students' reading levels, and the results of that assessment are presented in the table below.

Lower School DRA Grade Level Proficiency and Growth				
Grade	**Goal**	**Fall Baseline**	**% on Grade Level or Above (Spring)**	**% Made Year's Growth or More**
3	69%	55%	75%	88%
4			75%	88%
ES Total			75%	88%

A comparison between DRA and DC-CAS scores sheds more light on the overall reading proficiency of Lower School students. The table above shows that in grades 3 and 4, 75% of students were able to demonstrate grade-level reading by the end of the school year, when given the chance to do so on a one-on-one assessment. Additionally, the DRA provides information about how many students demonstrated a year's worth of growth over the course of the year. 88% of students did so during school year 2013-14. These data indicate that Capital City Lower School students are becoming fluent readers, but it is not translating well yet to DC CAS.

The Median Growth Percentile (MGP) provides another way to look at student growth in reading proficiency from 2013 to 2014. Capital City's MGP for reading was 59 for school year 2013-14, meaning that the median 4th grade student at Capital City grew significantly compared to the city-wide average in reading proficiency. This demonstrates that even though not all students have attained proficiency per DC CAS, they are making tremendous growth based upon the level they started at in the previous year.

The Middle School 2014 DC-CAS reading scores in the table below show that reading achievement at the Middle School varied greatly by grade level. Although 60% of 5th and 7th graders were proficient readers, only 43% of 6th graders were proficient.

Middle School 2014 DC CAS Reading		
Grade	**# Tested**	**% Proficient**
5	78	60%
6	81	43%
7	77	60%
8	85	47%
Total	321	52%

As with the reading scores in other grades, it is interesting to note the differences in reading achievement between students who are new to Capital City and those who have been here for at least two years of instruction. The table below contains that information.

Middle School Reading Cohort Analysis				
Cohort	**# in Cohort**	**2013 Prof.**	**2014 Prof.**	**Net Change**
5th/6th	58	62.07%	44.83%	-17.24%
6th/7th	64	51.56%	59.38%	7.81%
7th/8th	78	60.26%	44.87%	-15.38%

Across all the cohorts in all three campuses in both Reading and Math, we have been able to see growth in DC CAS scores over a two-year period; the stark exception is our 6th and 8th grade cohorts in Reading for 2014. When we look at the same group of students in that period, a number of students have demonstrated lower levels of proficiency. These are also the grade levels with the lower reading scores in 2014. This will be discussed further in the 'Lessons Learned' section of the report.

The Middle School administers the DRA assessment to all students as a way of gaining more granular information about students' individual reading levels and tracking their growth. The table below shows the DRA scores.

2014 Middle School DRA			
Grade	**Goal**	**Fall Baseline**	**% on Grade Level or Above (Spring)**
5	69%	62%	77%
6			71%
7			81%
8			62%
MS Total			72%

Middle school students performed well on the DRA this year, and met the schoolwide proficiency goal they set at the beginning of the year. This was a significant increase from 2013 and reflects a focused effort in the middle school to catch students up in their reading and support them in their ability to read grade level texts. In comparing the DC-CAS scores to the DRA scores, however, there is a clear lack of correlation. The DRA did not predict the performance seen on the 2014 DC CAS.

The reading MGP score takes into account not only the students in the table above, but all students in grades 5 through 8 who had a 2013 DC-CAS score from any school and were assessed at Capital City in 2014. The 2014 Middle School MGP was 47. This means that the average Capital City Middle School student grew almost as much as the average middle school student city-wide. This MGP score is lower than last year's MPG of a 49.

All Capital City high school students are assessed at the beginning and end of each school year using the Gates-MacGinite reading assessment. This assessment allows the school to track student achievement and growth in reading over the course of the school year to see which students are reading on grade level (GL). The results of the Gates assessment are displayed in the table below.

High School GATES 2014					
	LEA Goal for Proficiency	Summer Baseline	Winter % on GL	Spring % on GL	All Campus % Proficient for Spring
9th	69%	28%	19%	28%	32%
10th			39%	16%	
11th			37%	42%	
12th			42%	45%	

The results of the Gates assessment were fairly consistent across grade levels, and consistent with what we have seen in the past, in that students test very poorly on the Gates. As was the case last year, the average proficiency rate for high school students hovers around 32%. However, unlike last year, the percentage of 9th and 10th grade students who scored proficient or above on the DC-CAS reading assessment is much higher. Therefore, we question the validity of the Gates scores to truly track the proficiency and growth of our students. For the past several years we have been displeased with the Gates assessment and have wanted to adopt a different high school literacy assessment that will better enable us to track student progress. This is under consideration for the upcoming school year.

One method to determine if students are making growth relative to where they started is Median Growth Percentile. MPG is the measure that gives the possibility of looking back two years to the 8th grade DC-CAS data. Although this measure necessarily leaves out any student who did not take the DC-CAS to years prior, it does provide more information about the growth of 10th grade students.
For the DC-CAS reading assessment, the 2013 MGP was 59, meaning that the median Capital City student grew more than 59 percent of students citywide in the two years since the students were last assessed. This is an extremely high result that denotes good growth in students. This is the second year of strong MGP in high school reading (MGP was 69 last year) demonstrating the impact of our reading program and interventions.

Students will become effective oral and written communicators.

Writing instruction is a very important part of the balanced literacy program at Capital City Public Charter School. Capital City's mission is to graduate students with strong written communication skills. Capital City's curriculum gives students many opportunities to express themselves through writing, including major writing projects associated with expeditions portfolios.

Capital City tracks students' level of writing development through internal benchmarks and though DC CAS Composition scores. In the chart below are the writing benchmarks scores for Kindergarten through 12th grade. Middle school and High School scores have decreased this year as the benchmarks were re-designed to match the more rigorous types of writing prompts students might encounter in the Next Generation Assessments.

2014 Writing Benchmarks				
	Goal	Fall % Proficient	Winter % Proficient	Spring % Proficient
K	80%	43%	36%	73%
1			27%	44%
2			10%	89%
3			71%	53%
4			40%	30%
LS Total			38%	50%
5		16%	21%	28%
6			14%	23%
7			11%	10%
8			26%	23%
MS Total			21%	21%
9		NA	19%	60%
10		NA	25%	
11		NA	58%	
12		NA	9%	
HS Total		NA	28%	

Additionally, the 4th and 7th graders took the DC CAS Composition exam in 2014. This year 53% of Capital City students were proficient in writing as compared to 51% of 4th graders in DC. We see that by 7th grade, students have become stronger writers. In 2014 57% of Capital City 7th graders were proficient in writing as compared to 51% of the students citywide. 54% of 10th graders were considered proficient writers on the DC CAS, which matches well with the internal writing benchmarks the school gave to the students. As will be discussed further in the 'Lessons Learned' section, all Capital City campuses will have a more targeted focus on guiding students to improve their writing skills. See the DC CAS composition results in the chart below.

2014 DC CAS Composition	
Grade	% Proficient
4	53%
7	57%
10	54%

Children will be able to reason mathematically and effectively present their thinking to others.

To track math achievement in the Early Childhood program, Capital City uses Teaching Strategies GOLD (GOLD) and Measures of Academic Progress (MAP). The GOLD assessments have a proficiency scale to determine if a student is performing below expectations, is meeting expectations, or is exceeding expectations. Students were given the assessment in the fall and the spring.

GOLD Math for PK 3 and PK4						
	Fall			**Spring**		
	% Below	**% Meeting**	**% Exceeding**	**% Below**	**% Meeting**	**% Exceeding**
Literacy	50%	49%	1%	21%	57%	21%

As is shown on the table above, students did make tremendous growth in meeting the math goals for their grade levels, but the math scores are lower than other subjects, indicating a need to refine math practices in the Early Childhood grades.

The first and second graders take a different assessment to determine math proficiency called the Measures of Academic Progress (MAP). This is an online assessment that adapts to a student's needed level of difficulty. This was the first time the Lower School students had taken an assessment online. As can be seen from the results below, the students had high proficiency level by the end of the school year.

2014 MAP Scores		
Grade	# Students	% of Students Meeting Target
K	45	82%
1	46	70%
2	47	85%

Capital City's additional, internally-created math assessment is conducted using Math Benchmarks, which have been developed by teacher teams. Benchmarks assessments are used in grades K-8.

The Math Benchmarks are administered as a series of assessments through the course of the year. Teachers use the Benchmarks to gauge student progress and to check for understanding and mastery of specific concepts and skills. Students who do not demonstrate mastery are reassessed after receiving additional instruction. The table below shows the 2014 Benchmark data.

Math Benchmarks			
Grade	Goal	Fall Baseline	% Passed 80%+ of Benchmarks
1	80%	64%	67%
2			42%
3			41%
4			46%
LS Total			49%
5		51%	45%
6			44%
7			37%
8			45%
MS Total			43%

The target scores for Math Benchmarks is that a minimum of 80% of students at each grade level will demonstrate mastery on at least 80% of the Math

Benchmarks. This is a rigorous standard set high to ensure students will have the critical math skills for the next grade. A recent study conducted in partnership with Friends of Choice in Urban Schools (FOCUS) showed strong alignment of the Benchmarks with DC-CAS performance.

Early Childhood Math Benchmark scores were below the targets for school year 2013-14, with the 1st graders passing more benchmarks than the 2nd graders. Math Benchmark scores fell below the target in all grades and the reasons for these scores are discussed in more detail in the 'Lessons Learned' section of this report. Proficiency on the Benchmarks did improve significantly in Middle School. 43% of students were proficient on the Benchmarks up from 29% in 2012-2013.

Grade	DC CAS Proficiency
3rd	43%
4th	65%
5th	44%
6th	49%
7th	49%
8th	56%
10th	55%

The tables above display the 2013-14 DC-CAS proficiency rates for Capital City students in grades 3-8 and 10. The first table shows the math proficiency rates for all Capital City students in these grade levels, whereas the second table, on the next page, includes only students who have been at Capital City for at least two years, highlighting the growth and progress of students who are enrolled in Capital City for a longer period of time.

The 2014 DC-CAS math results demonstrate that the array of math interventions that Capital City put in place for Lower School has produced positive results in student scores. Overall math scores increased 10 percentage points from 2013 and the 4th grade scores are considerably higher than the 4th grade citywide math average of 59% proficiency.

The 2014 DC-CAS Middle School math results are similar to the 2013 results, with small drops in proficiency in 6th grade and 8th grade. Of particular interest is the 8th grade Math score, since this is one of the Gateway measures on the PMF. The 8th grade class at the Middle School in 2014 was 57% proficient, compared to 68%

proficient last year. The decrease is a concern, but a cohort comparison provides a better picture of performance trends.

The data above shows the 10th grade DC CAS scores in math. The scores were a 10 point drop from the previous year, however, it is important to understand that because only one grade level is assessed in high school, none of the same students are assessed year to year**.**

Drops in the middle school and high school scores will be explored in the 'Lessons Learned' section.

Additionally, a comparison of DC CAS scores from 2013 and 2014 for the exact same group of students shows that students who are enrolled in Capital City for multiple years are increasing in overall proficiency. This information for the math cohorts is listed in the table below.

DC CAS Math Cohort Analysis				
Cohort	Number of Students	2013	2014	Net Change
3rd/4th	50	21.00%	66.00%	45.00%
4th/5th	38	44.74%	52.63%	7.89%
5th/6th	58	51.72%	60.34%	8.62%
6th/7th	64	42.19%	54.69%	12.50%
7th/8th	78	50.00%	55.13%	5.13%

A more nuanced way to look at student growth is to employ the Median Student Growth Percentile (know as MGP) measure. Capital City Lower School scored a 57 on the math MGP measure, meaning that the median Capital City 4th grade student grew significantly more in math than the average 4th grade student citywide. The Lower School's MPG score is significantly higher than last year. The math MGP score demonstrates that even if all students have not reached top proficiency levels yet, they are making significant gains in their mathematical skills and knowledge compared to where they were in the previous year.

The Middle School math MGP score for school year 2014 was 41. Although, this is higher than last year's MGP, this percentile score shows that students in grade 5

through 8 did not make significant progress compared to the average student in the city. This is cause for concern and points to a need to reevaluate math interventions and supports. See Lessons Learned.

The results of the 2014 DC-CAS assessment show the median Capital City 10th grade student as growing more than 55 percent of other 10th grade students citywide in math. This is a significant improvement over last year's MPG of 47.5. MGP is encouraging even with the decline in overall scores, and show that interventions are working.

To promote critical thinking, high-quality original work, and the acquisition of skills necessary for transition to college or career.

Central to our mission is equipping all students with the skills they will need to be successful in college and careers. A culminating project for Capital City students is the senior expedition. Through the senior expedition process, students must utilize their critical thinking, research, communication and planning skills to develop and complete an original work focused on a meaningful topic. Our alumni report that more than any other project, senior expedition, helped prepare them for college. In 2013-2014, seniors tackled challenging topics that included gentrification, racial profiling, immigration reform, affirmative action, genetically modified foods, and the legalization of marijuana. All students completed a final research paper and presented their work to a panel of judges.

50 of 64 seniors (75%) passed their expeditions in June. Another 8 students completed the process in the summer. Nine students were not able to complete the expedition process in this timeframe. Several are still trying to meet this requirement, while others transferred to other schools to avoid having to meet this expedition. We are reflecting on how to ensure all students are successful; see "Lessons Learned".

Other measures including the PSAT and SAT show readiness for college. In October 2013, all of Capital City students in grades 9 through 11 participated in the PSAT test. Although only 11th graders are required by the PCSB to take the assessment, Capital City chose to assess all high school students in order to give students several years to become familiar with the test. Additionally, this strategy will allow school administrators to track student progress on the PSAT over a three-year period.

The PCSB requires high schools to report the percentage of 11th grade students scoring at least a combined score of 80 on the Critical Reading and Math portions of the test. In 2014, 37.5% of Capital City 11th grade students met that benchmark, compared with 32% in the previous year's 11th grade class. Although this is an improvement, this highlights the need for academic interventions in math and reading, as well as intensive SAT preparation, for the rising 12th grade class.

In June 2014, Capital City graduated its third senior class. This 12th grade class was monitored based on several of measures, including SAT performance. PCSB requires schools to report the percentage of students in the 12th grade class who scored at least an combined score of 800 on the SAT Reading and Math sections (or scored an equivalent composite ACT score of 16). 47.8% of Capital City's 12th graders met this benchmark.

In the 2014-2015 school year, Capital City saw a sharp increase in students taking and passing college courses. 11 students took and passed college courses during the 2013-2014 school year compared to 2 students the previous year. This increase is due to making course offerings more readily available to all students and being able to give the Accuplacer exam (required for high school students to take college courses) on site.

To implement learning expeditions - long-term, in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork, service, adventure - as the core of teaching and learning.

To develop learning expeditions that are clearly linked to DC content standards.

Capital City has been an Expeditionary Learning (EL) school since its inception in the year 2000. As such, a number of the goals set forth in the school's charter relate to the Expeditionary Learning model.

Capital City has remained faithful to the Expeditionary Learning model throughout all its years of growth and expansion, and was selected as an Expeditionary Learning Mentor School each year since 2011. As a mentor school, Capital City has hosts numerous visitors from around the nation who come to the school to observe the implementation of the EL program.

During the 2013-2014 school year, students at each grade level experienced expeditions. There were two expeditions at most grade levels, typically one with a humanities focus and another with a science focus. A table below shows the expedition topics.

Grade	Fall Expedition Topic	Spring Expedition Topic
PK	Families	Herbs
K	Pigeons	"Music Tells A Story"
1	Healthy Bodies	Bees!
2	Water	Homes

3	Rock Creek Park	Native Americans
4	"Africa is Not A Country"	Colonial America
5	Know Your Rights!	Chesapeake Bay
6	Our Community	Civil War
7	Immigration	Oceans in Crisis
8	Ancient Civilizations	Food
9	Fish Ecology	World Religions
10	Injustice	Water Quality
11	Food Justice	
12	Senior Expedition	

Teachers receive considerable support in planning high quality expeditions and incorporating grade level skills with compelling content. We have a School Designer though Expeditionary Learning who supports teachers with their planning. We have designated expedition planning days and in summer 2013 and summer 2014 we hosted expedition planning institutes where teachers could spend time developing and refining expeditions while receiving expert support.

There was a focus on making expeditions compelling for students by grounding them in real world issues. Both 8th and 11th grade expeditions focused on food, helping students learn where their food comes from and how to make healthy eating choices. As with all expeditions, students learned from experts, conducted research, completed fieldwork, and presented their learning to others. 8th graders hosted a Health and Wellness Fair and 11th graders had a "teach-in" to share their learning with students from other grades and schools.

Observers from the PCSB noted many references to expeditions during the Qualitative Site Reviews at all three campuses, which took place from December 2013 through January 1014. At the Lower School, the QSR team observed evidence of Expeditionary Learning in each grade, and noted that the curriculum appeared to intellectually engage students and give students a strong sense of personal and civic responsibility. Observers noted that most expedition themes appeared to take the classes outside for fieldwork to study either science or social studies. The QSR team also noted that the school had designed expeditionary projects for each grade level at the Middle School. They saw evidence of learning expeditions in classrooms and in the hallways, including a 6th grade expedition focused on culture and community of students' families and of the school, and a Spanish for non-native speakers

expedition connected to healthy living. At the High School the QSR team noted several mentions of expeditions, such as an 11th grade expedition related to "Food Justice for All." The team also noted that in 9th, 10th, and 11th grades students complete common learning expeditions with teacher support, scaffolding to 12th grade when students complete self- directed learning expeditions with the support of three teacher coaches.

To utilize the CES philosophy of student-as-worker, teacher-as-coach as the core of instructional practice.

At all grade levels, we use a workshop model of instruction to actively engage students and facilitate differentiated instruction. The dynamic of "student-as-worker, "teacher-as-coach" was witnessed by the QSR team during its evaluation of the Middle School program in January of 2014. According to the report, the QSR team observed that teachers modeled assignments and then circulated around the classroom to monitor and help individual students or students working in groups. Teachers often initiated a conversation and then encouraged students to think about how they arrived at solutions. The High School QSR team cited fewer examples of the 'teacher-as-coach' dynamic, although they did notice this happening in some classrooms particularly at the 11th and 12th grade levels.

The QSR team that recorded the most information about the 'student-as-worker' methodology was the team that observed the Lower School. For example, they stated that Lower School teachers circulated classrooms during independent work time, asking questions when a student was stuck and allowing the student to explain his/her thought process to get started working again. During whole group instruction times, teachers presented strategies to solve problems and let students choose which strategies would work best. During small group instruction, teachers initiated conversations but then encouraged students to respond to one another's comments.

This year, Capital City engaged a team of educators from the Achievement Network (ANET) to observe math classrooms and share trends and findings. They observed several school-wide trends that indicate strong implementation of the "student-as-work, teacher-as-coach" goal. Specifically, the findings noted,
"*Quality questions are being asked between teacher and students as well as peer to peer. The questions push students to clarify understanding and further explanation. Students are consistently asked to support their thinking with evidence and sound rationale."*

and

"Teachers are consistently providing opportunities for students to share their thinking and rationale with peers. We observed several instances of students seeking the support of a peer to explain concepts and processes."

To use portfolio assessment to demonstrate students' knowledge, skills, and character, and as a means of understanding curriculum and instructional practice.
To use assessment of student work to discover what students know and how they learn and to improve instruction and curriculum.
To assess learning through portfolios, exhibitions of work, and student performance of authentic tasks.

Capital City implements portfolio and performance assessments across all of the grades. During the 2013-2014 school year, all students in grades PK-11 prepared and presented portfolios. Generally, portfolios contain finished products as well as project drafts, which allows students to track their growth toward mastery of standards throughout the school year. Portfolio pieces provide evidence of mastery of learning targets linked to Common Core standards. Students present their portfolios to their parents twice a year in student-led conferences (once per year in early childhood grades).

While students complete portfolios in all grade levels, particular emphasis is placed on the 8th grade and 10th grade "Passage Portfolio" presentation, which requires students to make formal portfolio presentations in front of a scoring panel. 8th grade students present panelists with work from each subject area and reflect on their progress as learners as they transition into high school. 10th grade students go through a similar process and are required to choose a metaphor that guides their presentation and explain their journey through the 10th grade year. All 8th and 10th grade students are required to pass these panel presentations in order to matriculate to the next grade level.

During the 2013-2014 school year, 100% of 8th and 10th graders passed their portfolio presentations. About 15% of students did not pass on the first attempt. They were required to revise, practice, and re-present to a new panel. Setting the bar high makes this a meaningful accomplishment for student and one that prepares students for the rigor of high school and college.

Parents will attend conferences, exhibitions and showcases of student work, and other events. Parents will volunteer in support of the school.

Since its inception, Capital City has focused on partnering with parents to increase academic and social outcomes in the student body. Capital City actively tracks parent attendance at conferences every year to ensure that all families feel welcome and connected to the schools. In SY2013-2014, Capital City's attendance rate at parent conferences was 98%, just like the prior school year. Although, this is a very high attendance rates, Capital continues to refine its outreach to ensure that all families attend a parent conference at least once during a school year.

In addition to conferences, parents have many other opportunities to visit and support the school, including biannual Celebrations of Learning at each campus, when students exhibit their work for parents and community members and explain what they have been learning throughout the semester. In 2013-2014, Capital City offered several parent workshops including a Lower School math workshop that was attended by more than 100 families. Events such as the Hispanic Heritage Month Celebration and the Black History Month Celebration celebrated the cultural diversity of our community. Additionally, the school engaged parents in talking about Race and Equity by sponsoring a showing of the movie *American Promise.*

Capital City also frequently offers opportunities for parents to contribute their time to the school and has an active Parent School Association (PSA). Parents at Capital City volunteer in a variety of capacities from coaching sports, to chaperoning fieldwork, to helping with school events.

Establish a culture of shared leadership where school staff and parents have a voice in decision-making at the Lower School.

As the first charter school in the District of Columbia founded by parents, Capital City has always valued parent input into school decisions. The current forum for parent involvement in decision-making is the Parent School Association (PSA), which was introduced in 2007. In 2013-2014, the PSA leadership met monthly with school administrators to address concerns, foster parent engagement and plan events.

There are many ways that parents serve as leaders at the school. In 2013-2014, parents led the Family Fundraising Campaign, served on hiring teams and initiated the Partners in Equity working group. Additionally two parents served as members of the Board of Trustees.

Teacher leadership is valued and respected at Capital City. There are many opportunities for teacher leadership. Each campus has an Instructional Leadership Team (ILT), which advises the principals on key issues. The ILT helps set campus priorities and goals and develops plans for professional development. The teams also bring staff concerns before the school-level administration and work to propose solutions.

In additional to ILT, there are other leadership opportunities for teachers. The Technology Leadership Team is comprised of teachers from each campus and sets the direction for technology integration at Capital City. The team develops a proposed technology budget each year and sets goals, and implementation plans. The team also worked to develop Capital City's technology standards. There is also an Equity Leadership Team. In 2013-2014 this team planned school-wide

professional development, revised the teacher hiring process with an eye towards recruiting a more diverse staff, and worked to foster parent engagement. Teachers are integral to curriculum planning at Capital City. Each summer, teams of teachers are paid stipends to develop, revise or refine elements of the curriculum. Teacher teams have worked to develop math benchmark assessments, expedition plans, a vertically aligned science curriculum, new high school courses, and to plan equity training for all staff. At the end of the 2013-2014 school year, teachers revised the writing benchmarks to meet the higher standards needed for college and career readiness.

To provide a safe and supportive environment in which students can share ideas and help one another learn, and to create a respectful, compassionate, nurturing, engaging, and physically and emotionally safe place at the Lower School.

A safe and supportive environment is one of the most important aspects of school culture, and parents frequently list it as one of their top priorities when choosing a school. At Capital City, staff members strive to provide students with the right balance of safety and responsibility that they will need in order to develop into responsible and caring adults.

Capital City believes the social curriculum is just as important as the academic curriculum. Capital City uses the Responsive Classroom Model® and its middle/high school counterpart, Developmental Designs, which provide an array of strategies designed to foster safe and positive learning communities where students are connected, responsible and engaged in learning. Key components of the social curriculum include ensuring that every child is known by his or her teachers and peers, providing opportunities for celebrations, and teaching students important social skills.

In Capital City's elementary classrooms, each day starts with a morning meeting where students greet one another, share and engage in community building activities. At the middle and high school level, students are part of advisories of 10-12 students that meet daily with an advisor and engage in a process for sharing and discussing critical issues. Other school structures like All School Meeting, school-wide service time and buddy program help to not only ensure students know their classmates, but that students develop connections and friendships across grades.

Capital City recognizes that skills such as conflict resolution or working successfully in a group are critical for success in school and in life. Staff and students intentionally model and practice these social skills with particular focus during the first six weeks of school. Throughout the rest of the year, students are engaged in problem solving, discussing and role-playing challenging situations.

The results of Capital City's emphasis on social curriculum have been fairly strong. During SY2013-2014, there were no expulsions at either the Middle School or the

Lower School. The High School had an expulsion rate of 0.9%. Capital City strives to remove any student from his or her classroom environment as few times as possible. Below you can see the suspension rates for the three schools as compared to suspension rates across the city.

Suspension Rate	
Lower School	5%
Middle School	10%
High School	17%
City Average	12%

In addition to discipline statistics, Capital City collects attendance and re-enrollment statistics, which give some sense of students' perceptions of safety and comfort at the school. Re-enrollment and attendance rates have historically been high at Capital City across all grade bands. In 2013-2014, Capital City's in-seat daily attendance and re-enrollment rates by grade band were as follows:

2014 Re-enrollment Rate and In-Seat Attendance		
Campus	Re-Enrollment Rate	In-Seat Attendance Rate
Lower School	94%	93%
Middle School	95%	95%

As shown in the table above, Capital City had very high attendance rates at all grade levels. Re-enrollment rates were also high, with the Middle School's re-enrollment rate increasing by 10 percentage points from SY 2012-2013 to SY 2013-2014.

Student surveys at the middle school level support this goal, but also show room for improvement. Very few students were negative about their school experience, but many students were neutral on many indicators showing that there is room for growth in making each student feel connected and supported at Capital City. The following are highlights from the surveys:

- 60% of students rated the school positively, another 35% were neutral, and only 5% were negative.
- 66% of students reported they felt safe at school, 30% weren't sure, and 4% did not feel safe.

- 80% of students reported teachers made sure kids learn, 18% were neutral, and 2% negative.

To promote a strong culture of best effort, high expectations, teamwork, adventure, service, and respect for diversity at the Lower School, and to encourage responsibility, respect, compassion, service, and appreciation of diversity in all school community members.

Capital City was founded with a strong commitment to service, equity, respect, and diversity. Families and staff members are drawn to Capital City for its commitment to these values.

Although each campus at Capital City approaches service differently, it is a value that has been integrated across all campuses. At the Lower School, for example, there is a weekly Wednesday All School Meeting (WASM), which is a time for community-building across all grade levels at the school. PCSB members of the QSR team were able to observe a Lower School WASM during their visit in December of 2013. At the end of WASM each week there is a dedicated campus-wide service time. Teachers and staff member volunteer to lead service groups, which fan out around the entire school building to clean classrooms and offices, assist with mailings, write thank you notes to funders, sharpen pencils for interim assessments, and many other activities. During weekly service time, every student from PK to 4th grade is actively engaged in serving the school community.

At the Middle School level, PCSB observers noted during the QSR in January 2014 that students interacted with their peers respectfully. They noticed student-made posters about community service, compassion, the school's values, and a 6th grade food drive in the hallways.

At the High School level, service is a graduation requirement (as it is at all DC high schools), but Capital City staff members strive to integrate the expectation of respect and community service more deeply into the curriculum. Following the High School QSR, reviewers noted that Capital City High School students seem to have embraced diversity and personal and civic responsibility, and appear to participate in an inclusive, democratic community. The reviewers felt that the school demonstrated great success in creating and nurturing a caring, compassionate environment both inside and outside of the classroom.

In order to establish this type of community among students, Capital City staff members have been focusing on the difficult work of building a strong staff community across grade levels as well as across other types of differences such as family background, race, ethnicity, home language, and religion. Following the

significant expansion of 2012-13, Capital City embarked upon an equity initiative, led by an equity leadership team comprised of staff members from all campuses. The school committed a significant amount of professional development days before and during the 2013-2014 school year to this equity work including 3 full days in the summer.

Adventure is an important component of the program at Capital City. Through adventure activities, students take risks, gain confidence, and learn to trust each other. Capital City employs a full-time adventure coordinator. During the 2013-2014 school, every grade level participated in adventure activities and trips. Adventure activities included hiking, rock climbing, swimming, ice skating, and canoeing. Several adventure activities connected to learning expeditions. For, example 3rd graders went canoeing in conjunction with their expedition on Native Americans.

To create meaningful student leadership opportunities and a student body authentically engaged in school governance at the High School.

Capital City High School has a developed a number of ways in which students can exercise authentic leadership opportunities. High School students in the upper grades (11 and 12) have identified class leaders. In 11th grade, leaders are identified by interest and are assigned to committees that manage and lead activities specific to the class, such as weekly grade level meetings, team building and community service. The 11th grade student leaders also begin to plan and prepare for their Senior year. At the end of 11th grade, Senior Class Officers are elected by nomination and popular vote.

Late in the 11th grade year, leading into the summer before 12th grade, the student leaders gather to establish goals for the following Senior year. The leadership team is made up of a president, vice president, secretary and treasurer. The student leadership team develops other student committees for specific projects. These provide additional leadership opportunities in the form of committee chairs. The 12th grade student leaders and committee chairs take the lead in planning and preparing for import events such as the Senior Trip, prom and graduation.

In the lower High School grades (9th and 10th) leadership development primarily exists in advisories. At the beginning of High School, these advisory relationships are the most important and provide individuals with opportunities to develop leadership skills in small, more intimate groups.

A valuable Capital City tradition is to include student leaders and advisors in the orientation process for new students. The student leaders help to explain the Capital City way to our new community members. This happens over the summer during new student orientation, as well as during the annual 9th grade camping trip.

Student leadership at Capital City is not limited to high school. The Lower School had a very active Community Council in 2013-2014. The Community Council planned spirit days and activities related to the community values. Students at the Lower School also plan and lead their weekly All School Meeting.

To conduct an inclusive annual school review, and to regularly collect and analyze evidence to assess progress toward a common vision, set improvement goals, and develop a comprehensive school improvement plan at the Lower School.

As part of the Expeditionary Learning school review process, teachers and school leaders complete an annual implementation review. The review looks at five areas: curriculum, instruction, assessment, culture and character, and leadership; and shows how well Capital City is doing in implementing the various components of the Expeditionary Learning model. The data from the implementation review along with school performance data is reviewed by administrators and teachers and used to set goals for the following school year. Capital City received an Implementation Review score of 101 out of 130 possible points for the 2013-2014. This is considered very strong implementation of the model. It is expected that schools with 4 or more years experience implementing the model will score between 85 and 98 points on the review. Capital City's score exceeded this target range.

Capital City goes through an annual process of reviewing and reflecting on all data points. Teachers, administrators, and board members are all involved in this process. This Annual Report contains information from this review including analysis of student academic performance on internal and external assessments over the past academic year. Additionally, the report includes a 'Lessons Learned' section, which synthesizes the results and details interventions and programmatic tweaks or changes to be made for the following school year.

At the beginning of each school year, Capital City presents the results of the previous year's assessments to staff and to parents, and seeks feedback regarding what worked, what didn't, and what the next steps might be. Therefore, recommendations for interventions are the result of careful thought and analysis from school leaders, as well as input from parents and teachers.

To arrange schedules, student grouping, teacher teams, and resources to support high-quality learning expeditions and a school culture based on Expeditionary Learning and Responsive Classroom, including:
To provide longer and more flexible blocks of time for project-based learning, fieldwork, team planning, and community-building activities at the Lower School.
To adopt multi-year teaching to strengthen classroom relationships and improve academic results at the Lower School.
To personalize teaching and learning through small class sizes, advisory, and flexibility in scheduling and course formats at the High School.

Capital City has remained true to the Expeditionary Learning and Responsive Classroom models in decisions related to the structure of the school schedule as well as recruitment and staffing. For example, each of Capital City's campuses has a weekly schedule that is especially adapted to allow for long blocks of time spent on a particular topic of study, rather than rushing from one subject to another in a more fragmented way. This schedule supports constructivist teaching and learning and allows students to spend significant amounts of time focusing on expedition projects.

Capital City strives to maintain low student-teacher ratios throughout all grade levels, with the addition of inclusion teachers, teaching fellows, and instructional aides. For SY13-14, the ratios were:

- Lower School, 9:1
- Middle School, 10:1
- High School, 10:1

These low ratios across all grade levels allow for differentiated groups within classrooms and facilitate project-based work. Additionally, the large number of adults available to lead advisory groups at the middle and high school levels makes it possible for each advisory to be a small, tight-knit community.

Capital City fosters multi-year relationships between teachers and students in many ways. Our Pre-K students stay in the same classroom with the same teachers for two years. Many teachers in the Lower School looped with their students to the next grade; this allows for maximizing of instructional time at the beginning of the year. Our 4th grade teacher looping with her students saw the strongest growth among her students. In high schools, advisors work the same students for two years to foster a strong relationship with the students and their families.

Capital City will be a learning community for teachers as well as students. Teachers will receive the training and support they need to successfully implement the

educational program and best support individual students. Specifically the school intends:
To create a student-centered environment where teachers encourage students not only to solve problems, but to pose problems.
To develop school structures, policies, and rituals that enable adults and students to take risks and go beyond their perceived limits.
To establish a tone of unanxious expectation, decency, and trust among students, staff, and families.
To promote inquiry and innovation in classroom practice through discussion and critique of instructional practice and of learning expeditions, and to establish a culture of reflection, critique, revision, and collaboration among teachers and students

Capital City is a strong student-centered environment that serves as a learning community for students and teachers alike. During the QSRs in 2013-14, PCSB reviewers noted that High School teachers modeled trust and unanxious expectation: teachers and students spoke frankly about their challenges, such as preparing for tests, time management, and planning. The reviewers also observed strong relationships between teacher mentors and students, built on frank feedback. At the Middle School level, the review team noted evidence of trust among students in several classrooms. The team observed students openly and kindly interacting with teachers and each other, demonstrating an underlying trust and rapport among staff members and students. At the Lower School, the review team felt that the staff had created an environment of warmth and trust at the school. They noted that teachers referred to students as "friends" and to their classrooms as "families". This type of environment encourages students at all grade levels to take risks in their learning and to pose questions.

Another aspect of the Capital City program that encourages students to practice thoughtful risk-taking is the Adventure program discussed previously. This program has been a core part of Capital City's curriculum since the school began, and it is one of the school's most unique features. The adventure program is designed to take students off-site for extended periods of physical activity each season. 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.

Reflection and revision in the context of a learning community are a natural part of school at Capital City, for teachers and students alike. Students learn at a very young age to reflect on their learning and their work as they revise projects, artwork, and written pieces. Frequently students are asked to include a reflection sheet for each piece of work that is placed in their portfolio, and students are expected to be able to articulate how and why they have revised a particular piece of work. During the QSR visits in December of 2013, PCSB visitors noted many examples of Lower School students reflecting on their work and their learning strategies. For example, teachers initiated conversations about math strategy but

then encouraged students to discuss possible solutions with one another. Many classrooms had posters on the wall detailing "what we know", "what we wonder" and "what we learned". And during a Writer's Workshop session, observers noticed students thoughtfully planning and revising their writing through discussions with one another.

For staff, reflection and revision often comes stems from observation opportunities by peers or supervisors. At the time of the Lower School QSR visit in December 2013, several teachers and fellows were being observed by members of the Center for Inspired Teaching using the CLASS observation rubric. Additionally, Capital City teachers are given the opportunity to observe one another and provide collaborative feedback. These peer observations provide teachers with valuable feedback and ideas from their colleagues.

Capital City also provides a significant amount of professional development to faculty members. Each Wednesday is an early dismissal day for students, and during the afternoons each campus holds dedicated Professional Development sessions. The topics are generally selected by the Instructional Leadership Team so that they align closely with teachers' needs. Examples of recent professional development topics include: equity, data driven instruction, strategies for working with ELLs, and instructional technology. Several weeks are generally reserved for differentiated PD sessions, during which several sessions are held at once and teachers can choose the attend the sessions that they find most helpful.

PCSB's QSR team also observed evidence that the teaching staff at the Lower School had supported each other by planning collaboratively. It was evident that classes at the same grade levels had similar lesson pacing and objectives. At the Middle School, a review noted an instance in which a teacher in training led a science lesson, while the lead teacher and inclusion teacher assisted and offered support as needed. Reviewers also noted that in some classes it was difficult for them to ascertain immediately which teachers were the lead teachers and which were the fellows in training – clear evidence of an overall culture of learning and collaboration among Capital City staff.

B. LESSONS LEARNED

1. School-wide Lessons

This section of the report will address challenges and success unique to each of our campuses. However, there are some common trends across campuses.
Across the grades we were disappointed with our students' performance in writing. Middle School and High School assessments were redesigned to align more closely with Common Core and match the rigor of the PARCC assessments. Proficiency rates in middle school were particularly low with only 21% meeting the standard. We believe that teaching students to be strong writers is one of the most important ways that we prepare them for college and careers, and our students are not writing at the level we would expect. We have decided to focus on writing as a school-wide goal for the 2014-2015 school year. In support of this goal, we will increase professional development and coaching for writing instruction, hold campus-wide sessions for looking at student writing and progress, and increase our focus on writing across the curriculum.

Last year we focused as a school on improving math instruction. There is evidence that this focus paid off. In the Lower School, math scores went up 10 percentage points and the fourth grade cohort scored 45 points higher than the previous year. In middle school, each cohort of students improved from the previous year although overall scores went down slightly. In the high school, the MGP for math was 55, the highest it has ever been, even though overall math scores went down. There were several things we did that we believe were successful and that we plan to continue for the 2014-2015 school year. We focused as a school on "math talk" and higher order questioning. Coaches provided feedback to teachers and it was a "look for" on learning walks. An external review team specifically noticed the level of math talk in classrooms. We also implemented our benchmark assessments with greater fidelity and focused more on re-teaching and re-assessing students if they did not demonstrate mastery the first time. We also provided opportunities in all grades for instruction in homogeneous as well as heterogeneous ability groups.

Expeditions continue to be a critical component of our school programs. It is through strong learning expeditions that we realize many elements of our mission and through students engage in deeper learning. As a school we want to make expeditions even richer experiences for students by having more meaningful service components and a focus on high quality work products incorporating student writing.

2. Lower School

Following poor academic results in 2012-2013, the Lower School saw strong improvement in 2013-2014 in both reading and math. There was significant cohort growth with MGP of 59 in reading and 57 in math, showing our students made

above average progress. The Lower School put in place several interventions and structures in 2013-2014, which contributed to this success.

Students in 3rd and 4th grades had a double block (2 hours) of math instruction daily for most of the year. For one of the blocks, students were grouped by skill level and instruction was tailored based on diagnostic assessments. For the second block, students were grouped heterogeneously and engaged in activities like a Math Olympics where concepts were introduced and practiced. Another strategy that supported math improvement, was the focus on re-teaching and re-assessing using the math benchmarks. We also hired an additional math teacher for part of the year who focused on pulling small groups of students for re-teaching.

Strong reading progress both on the DC-CAS and the DRA, especially of our lowest readers, is attributed to implementation of the Leveled Literacy Intervention (LLI). Teachers were trained to implement this reading intervention and students reading below grade level were pulled in small LLI groups for daily instruction. Third graders did not perform well on the DC-CAS, but performed better on the DRA. Teachers attribute this to a greater focus on teaching students to read and a minimal focus on preparing students for the reading test.

3. Middle School

Middle school saw significant gains in reading on the DRA with 72% of students reading on grade level at the end of the year. However, DC-CAS reading scores dropped 10 percentage points and growth scores were slightly below the average. We believe the DRA growth is attributed to the implementation of the LLI and to reading intensives, which provided small group reading support to students in additional to the classroom reading period. There is a need to focus more on higher-level comprehension strategies to ensure that students are engaging more deeply with text. This will be critical as we prepare for the new PARCC assessment.

Math results in middle school were also mixed. Each cohort improved in proficiency from the previous year yet overall scores were low and growth scores were below average. In 2013-2014 math intensives were used for the second year as a second math time twice a week for students based on skill needs. A positive change from 2012-2013 is that all math intensives were taught by math or science teachers; in 2012-2013 all teachers taught both reading and math intensives. Math intensives focused on the re-teaching/reassessing of benchmarks later in the year, but it would have been helpful if this had been the focus from much earlier in the year. For the 2014-2015 school year, math intensives will meet more frequently (4 times a week) and will focus on the re-teaching and re-assessing of benchmarks beginning in quarter 1.

In 2012-2013, building school culture was a huge focus and challenge in the middle school with nearly half of the students new to Capital City. In 2013-2014 there was much evidence that a positive culture was being established and new structures

supported the deepening of this work. In 2013-2014, the middle school had no expulsions and few suspensions. Attendance rates were high (94.6%) as was re-enrollment (95%). Capital City hired a Middle School Coordinator of School Culture in 2013, who has supported the staff in implementing the Developmental Designs model, having a strong CREW structure, and having events that build culture and community.

4. High School

The high school implemented several new structures in 2012-2013 that led to strong improvement in 2012-2013 and continued improvement in 2013-2014. One structure was the switch to a 7 period schedule to allow students to take double blocks of literacy and/or math. Students needing additional support in reading or math, take numeracy and literacy courses in 9th and 10th grades in addition to their regular English and math classes. These courses allow students to fill gaps in skills and deepen their conceptual understanding so that they perform better in their core classes. 10th grader had a strong MGP in both reading and math and we believe that these courses are a big reason why.

Despite strong growth DC-CAS growth scores, reading scores on the GATES reading assessment were very low again this year. We have had concerns about this assessment for several years because the teachers do not believe the results are reliable and accurately reflect student reading ability and progress. Finding a good high school reading assessment is challenging as most assessments have their limitations. After a researching possible assessments, the High School has decided to switch to using the Scholastic Reading Inventory (SRI) in 2014-2015.

Senior expedition is one of the structures in high school that we are most proud. The expedition challenges students to create original work, think deeply and make connections, and produce college level work. In response to comments from graduates about needing more experience writing research papers, the process was revised to include a research paper component. Most students rose to the challenge and level of rigor by successfully completing and presenting the expedition to a panel of judges. There were several seniors who were not successful despite having completed all of the other requirements for graduation. A few transferred at the end of the year to avoid having to do the senior expedition and a group of students needed to work throughout the summer to complete the requirements. We are looking at ways to make sure every senior is prepared for the rigor of this assignment and well aware of the expectations and purpose of the senior expedition. We are making sure that students are introduced to senior expedition beginning in 9th grade and preparing throughout high school. Presenting the passage portfolio in 10th grade is excellent preparation and we are looking at adding another major project in 11th grade that will set the stage for senior expedition.

C. Unique Accomplishments

During the 2013-14 school year, Capital City Public Charter School student and staff efforts yielded a number of unique accomplishments and achievements.

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

Teachers:

- Matt Malone (11th grade history teacher) was named Patricia Behring DC National History Day (NHD) Teacher of the Year for 2014.
- Monét Cooper (10th grade English teacher) was awarded a Fund for Teachers Fellowship to visit El Salvador, Dominican Republic, and Haiti to learn about the history and cultural background of her students and incorporate the learning into her curriculum.
- Rebecca Dunn, Kendra Macko, and Ellen Royse (all high school faculty) received the Hollyhock Fellowship to study at Stanford University for two summers.

Students:

- 12th grader Cindy received the Posse Scholarship to attend Sewanee University of the South (valued at $130,000).
- Miguel, Danny, and Jennifer (high school students) were selected to participate in the YES! Science summer program at the Smithsonian. They designed their own research projects with Smithsonian scientists.
- Senior Liwen selected to attend National Youth Science Camp
- Mesgana (10th grader) was selected for the American Chemical Society's Project SEED program. She spent the summer working with a George Washington University professor.
- 12th grader Minh-Hong Nguyen was selected at a Trachtenberg Scholar. Ming-Hong will receive full tuition and room and board at George Washington University.
- 10th grader Colby finished 9th in the Nation in the National History Day Senior Division Paper category.
- Tania (12th grader) received the Prudential Community Service Award.
- Wysdom (11th grader) placed third in the Poetry Out Loud Competition.
- Kate (7th grader) was a DC Spelling Bee finalist.

- Ezra (7th grade) won third place for photography in the 6th-8th division of the Healthy Schools Act Student Art and Essay contest.
- HS students placed third at the DC High School Citywide finals of We the People Simulated Congressional Hearings at Georgetown University Law Center.

Teacher Pipelines: Capital City hosted and trained 18 teaching fellows during the 2013-2014 in partnership with the Center for Inspired Teacher. This program was supported by the Race to the Top Teacher Pipelines grant, which was awarded in 2012. Fellows worked side-by-side and received mentoring from experienced classroom teachers. Of the 16 fellows who completed the program, all received lead teaching positions in DCPS or charter schools.

Math Dissemination: In the second year of a Federal Dissemination Grant, Capital City hosted a summer math retreat and five math lab sites focused on the Common Core Standards of Mathematical Practice. Events were attended by DCPS and charter school teachers. We also completed the development of a math wiki site with assessments for the common core math standards that were developed by Capital City teachers. The site--http://www.mathroot.wikispaces.com—is open source with K-8 resources.

Expeditionary Learning Mentor School: Capital City was again named as a mentor school for Expeditionary Learning. As one of 14 mentor schools around the country and the only one in DC, Capital City hosts many visitors and shares best practices in a variety of forums including the EL website. Five Capital City teachers also presented at the EL National Conference in Atlanta, Georgia in November 2013.

School-Wide Equity Work: We expanded and deepened our commitment to educational equity by providing training for our entire staff. In August 2013, 180 Capital City staff members, from teachers to custodians, participated in three full days of training related to educational equity. A team of 25 teachers and administrators planned and facilitated the training. The summer training was followed up with four half-day sessions throughout the year. A focus of the training was on using protocols to have conversations about race and equity and to look at data and student work through an equity lens.

School Garden Program and Market: Capital City received an OSSE garden grant for the third year in a row and secured additional grants and partnerships to support our school garden program. Our school garden coordinator worked with teachers to integrate gardening into classroom expeditions and units. Several expeditions in 2013-2014 specifically focused on health and food. In fall 2013 we began to have a school garden market on Thursday afternoons selling produce from our garden and from local sources. The market was run by Capital City students and supported by the garden coordinator. It was well received by families and

community members. According to OSSE, our school garden market was the most profitable and has the highest volume in the city.

***Excellence in Athletics*:** Capital City sees sports as an important part of our curricular and extracurricular program and in keeping with our whole child approach to education. Capital City added new sports offerings in 2013-2014 including middle school, high school volleyball, and high school flag football; and continued to offer cross-country running, cheerleading, soccer, basketball, swimming, tennis, and track and field to middle and high school students. Our Boys' Varsity Soccer Team won the Charter Cup for the third straight year; our Girls' Varsity team came in second place. Our Girls' Varsity Basketball Team won the ISSAC league championship; our Boys' Team came in second place. Our Middle School Boys' Basketball team won the ISSAC league championship. Our Middle School Girls' Team won the DC-Scores Soccer Championship.

New Chief Operating Officer: Capital City went through a robust search process in the spring to hire a new Chief Operating Officer. After the National search, Jonathan Weinstein was hired to be the new COO at Capital City and began work in June. Jonathan brings a wealth of experience and talent to the Capital City leadership team.

D. List of Donors

The following individuals and organizations donated at least $500 to Capital City Public Charter School last year. The list does not reflect multi-year pledges of over $500 unless that amount (at minimum) was paid between 7/1/13 and 6/30/14.

Donors over $500 FY14 (July 1, 2013 – June 30, 2014)

Action for Healthy Kids, Inc.
Agger-Loewy Foundation
Ms. Amy Austin & Ms. Deirdre Joy
Mr. David Bennett
Mr. Timothy Bergstrom
Ms. Maggie Boland & Mr. John Hance
Mrs. Dixcy & Mr. Nolan Bosley-Smith
Kellie and Richard Browne Fund,
Mr. Michael Casson & Ms. Leslie Pace
Chesapeake Bay Trust
Ms. Laura & Mr. Chris Chilbert
Mrs. Nancy Chapman Colb & Mr. Andrew Colb
Ms. Marianne Conroy & Mr. Orrin Wang
Ms. Kristi & Bruce Craig
Mr. George & Marion Curtis
Mrs. Carol Dresden & Mr. Mark Dresden, Jr.
Ms. Karen Dresden
Mr. C. Arthur & Mrs. Anne Eddy
Mr. Robert Falk
Fight for Children
Freddie Mac Employee Funds
The Bill & Melinda Gates Foundation Employee Matching Gift Program
Ms. Sarah Gaudreau & Mr. Hiram Puig-Lugo
Mr. Brian Greenberg & Ms. Margaret Greene
Ms. Hala Harik Hayes & Mr. Jack Hayes
Mrs. Anne Herr & Mr. Karl Jentoft
Mr. Brett Howe & Ms. Claudia Weinmann
Mr. Kenneth Johnson & Ms. Gina Lagomarsino
KaBOOM!
Kaiser Permanente
Ms. Roxene & Mr. Tim Kastens
Ms. Caitlin & Ms. Jennifer Lauchlan
Ms. Simmons & Mr. Marcel Lettre
Ms. Rona Marech & Mr. Joshua Shannon
Mr. Andrew Marino
Ms. Michel & Mr. William Martin
Ms. Mary Beth Maxwell
Mr. John Mitchell & Ms. Susan Sabella

Ms. Carol Mitten
Mr. Peter Munsat & Ms. Lisa Weinstein Munsat
Mrs. Stacy & Mr. Scott Murphy
Ms. Carly & Mr. John Patridge
Ms. Donna Rattley & Mr. Adrian Washington
Mr. Nickolas & Mrs. Wensa Rodriguez
Mr. Harold Rosen & Ms. Susan Wedlan
Ms. Maria Sokurashvili & Mr. Jeffrey Steele
Ms. Alice & Mr. Jeff Speck
Ms. Carol & Mr. Charles Spring
Mr. Beau Stark
Mr. Lowell Ungar
Ms. Jennifer Van Driesen
Ms. Jill Weiler & Mr. Steve Brescia

Capital City Public Charter School		
Source	**Data Point**	**SY 2013-2014 Data Response**
GENERAL INFORMATION		
PCSB	LEA Name	Capital City PCS
PCSB	Campus Name	Capital City PCS-Lower School
School	Ages served- *adult schools only*	
PCSB	All Grades	321
PCSB	PK3	32
PCSB	PK4	40
PCSB	KG	46
PCSB	1	50
PCSB	2	50
PCSB	3	51
PCSB	4	52
PCSB	5	0
PCSB	6	0
PCSB	7	0
PCSB	8	0
PCSB	9	0
PCSB	10	0
PCSB	11	0
PCSB	12	0
PCSB	PG	O
PCSB	Ungraded	0
STUDENT DATA POINTS		
School	Total Number of Instructional Days	176
PCSB	Suspension Rate	4.98%
PCSB	Expulsion Rate	0.0%
PCSB	Instructional Time Lost to Discipline	0.05%
PCSB	Promotion Rate	97.8%
PCSB	Mid-Year Withdrawal Rate	4.7%
PCSB	Mid-Year Entry Rate	0.0%
FACULTY AND STAFF DATA POINTS		
School	Teacher Attrition Rate	16.7%
School	Number of Teachers	30
School	Teacher Salary	Average: $56,150.00 Range --- Minimum: $46,500.00 Maximum: $72,500.00
FACILITIES INFORMATION		
School	Square Footage for Entire Building	56,000 sq. ft.
School	Square Footage for Entire Classroom Space	17,227 sq. ft.
School	Cafeteria	Yes
School	Theater/Performing Arts Space	No
School	Art Room	Yes
School	Library	Yes
School	Music Room	Yes
School	Playground	Yes
School	Gym	Yes
School	Playing field large enough to hold outdoor sports competitions	No
Capital City Public Charter School – continued -		

EDUCATION OFFERINGS		
School	Arts Integration/Infused	Yes
School	Classical Education School	No
School	College Prep	No
School	Expeditionary Learning	Yes
School	Evening Program	No
School	Extended Academic Time	No
School	GED Program	No
School	Language Immersion	No
School	Math, Science, Technology	No
School	Montessori Program	No
School	Online/Blended Learning Program	No
School	Public Policy/Law Program	No
School	Alternative	No
School	Reggio Emilia Program	No
School	Residential Program	No
School	Special Education Focus	No
School	Stand-Alone Preschool	No
School	World Culture Focus	No
School	Dual Enrollment	No
School	Career/Technical Program	No
School	Credit Recovery Courses Offered	No
School	Advanced Placement	No
School	International Baccalaureate	No

Capital City Public Charter School		
Source	**Data Point**	**SY 2013-2014 Data Response**
GENERAL INFORMATION		
PCSB	LEA Name	Capital City PCS
PCSB	Campus Name	Capital City PCS-Middle School
School	Ages served- *adult schools only*	
PCSB	All Grades	326
PCSB	PK3	
PCSB	PK4	
PCSB	KG	
PCSB	1	0
PCSB	2	0
PCSB	3	0
PCSB	4	0
PCSB	5	81
PCSB	6	81
PCSB	7	79
PCSB	8	85
PCSB	9	0
PCSB	10	0
PCSB	11	0
PCSB	12	0
PCSB	PG	0
PCSB	Ungraded	0
STUDENT DATA POINTS		
School	Total Number of Instructional Days	176
PCSB	Suspension Rate	10.12%
PCSB	Expulsion Rate	0.0%
PCSB	Instructional Time Lost to Discipline	0.20%
PCSB	Promotion Rate (All Grades)	97.8%
PCSB	Mid-Year Withdrawal Rate	2.5%
PCSB	Mid-Year Entry Rate	0.0%
FACULTY AND STAFF DATA POINTS		
School	Teacher Attrition Rate	23.5%
School	Number of Teachers	34
School	Teacher Salary	Average: $57,628.57 Range --- Minimum: $46,500.00 Maximum: $72,000.00
FACILITIES INFORMATION		
School	Square Footage for Entire Building	56,000 sq. ft.
School	Square Footage for Entire Classroom Space	17,981 sq. ft.
School	Cafeteria	Yes
School	Theater/Performing Arts Space	No
School	Art Room	Yes
School	Library	Yes
School	Music Room	Yes
School	Playground	Yes
School	Gym	Yes
School	Playing field large enough to hold outdoor sports competition	No

Capital City Public Charter School – continued -		
EDUCATION OFFERINGS		
School	Arts Integration/Infused	Yes
School	Classical Education School	No
School	College Prep	Yes
School	Expeditionary Learning	Yes
School	Evening Program	No
School	Extended Academic Time	No
School	GED Program	No
School	Language Immersion	No
School	Math, Science, Technology	No
School	Montessori Program	No
School	Online/Blended Learning Program	No
School	Public Policy/Law Program	No
School	Alternative	No
School	Reggio Emilia Program	No
School	Residential Program	No
School	Special Education Focus	No
School	Stand-Alone Preschool	No
School	World Culture Focus	No
School	Dual Enrollment	No
School	Career/Technical Program	No
School	Credit Recovery Courses Offered	No
School	Advanced Placement	No
School	International Baccalaureate	No

Capital City Public Charter School		
Source	**Data Point**	**SY 2013-2014 Data Response**
GENERAL INFORMATION		
PCSB	LEA Name	Capital City PCS
PCSB	Campus Name	Capital City PCS-High School
School	Ages served- *adult schools only*	
PCSB	All Grades	337
PCSB	PK3	0
PCSB	PK4	0
PCSB	KG	0
PCSB	1	0
PCSB	2	0
PCSB	3	0
PCSB	4	0
PCSB	5	0
PCSB	6	0
PCSB	7	0
PCSB	8	0
PCSB	9	91
PCSB	10	85
PCSB	11	83
PCSB	12	78
PCSB	PG	0
PCSB	Ungraded	0
STUDENT DATA POINTS		
School	Total Number of Instructional Days	176
PCSB	Suspension Rate	16.62%
PCSB	Expulsion Rate	1.48%
PCSB	Instructional Time Lost to Discipline	.36%
PCSB	Promotion Rate (All Grades)	97.8%
PCSB	Mid-Year Withdrawal Rate	8.9%
PCSB	Mid-Year Entry Rate	0.0%
FACULTY AND STAFF DATA POINTS		
School	Teacher Attrition Rate	25.7%
School	Number of Teachers	35
School	Teacher Salary	Average: $ 59,250.00 Range --- Minimum: $50,500.00 Maximum: $70,000.00
FACILITIES INFORMATION		
School	Square Footage for Entire Building	56,000 sq. ft.
School	Square Footage for Entire Classroom Space	18,167 sq. ft.
School	Cafeteria	Yes
School	Theater/Performing Arts Space	Yes
School	Art Room	Yes
School	Library	Yes
School	Music Room	Yes
School	Playground	Yes
School	Gym	Yes
School	Playing field large enough to hold outdoor sports competitions	No

Capital City Public Charter School – continued -		
EDUCATION OFFERINGS		
School	Arts Integration/Infused	Yes
School	Classical Education School	No
School	College Prep	Yes
School	Expeditionary Learning	Yes
School	Evening Program	No
School	Extended Academic Time	Yes
School	GED Program	No
School	Language Immersion	No
School	Math, Science, Technology	No
School	Montessori Program	No
School	Online/Blended Learning Program	No
School	Public Policy/Law Program	No
School	Alternative	No
School	Reggio Emilia Program	No
School	Residential Program	No
School	Special Education Focus	No
School	Stand-Alone Preschool	No
School	World Culture Focus	No
School	Dual Enrollment	Yes
School	Career/Technical Program	No
School	Credit Recovery Courses Offered (All courses are free to students.)	Yes
School	Advanced Placement Courses Offered in SY 13-14 • AP Human Geography (17 students took the course and the exam) • AP Calculus AB (14 students took the course and the exam) • AP English Language and Composition (76 students took the course and the exam)	Yes
School	International Baccalaureate	No

Capital City Public Charter School

PCSB-Formatted Budget

Income Statement	SY14-15
Account	Future
Revenue	
01. Per Pupil Charter Payments	15,112,698
02. Per Pupil Facilities Allowance	2,989,056
03. Federal Entitlements	866,566
04. Other Government Funding/Grants	985,150
05. Private Grants and Donations	230,000
06. Activity Fees	282,960
07. Other Income (please describe in footnote)	42,702
Total Revenue	**20,509,132**
Operating Expense	
Personnel Salaries and Benefits	
08. Principal/Executive Salary	678,230
09. Teachers Salaries	6,495,238
10. Teacher Aides/Assistance Salaries	69,600
11. Other Education Professionals Salaries	-
12. Business/Operations Salaries	519,206
13. Clerical Salaries	245,277
14. Custodial Salaries	142,437
15. Other Staff Salaries	2,770,714
16. Employee Benefits	2,186,390
17. Contracted Staff	171,829
18. Staff Development Expense	203,616
Total Personnel Salaries and Benefits	**13,482,538**
Direct Student Expense	
19. Textbooks	29,190
20. Student Supplies and Materials	345,690
21. Library and Media Center Materials	43,023
22. Student Assessment Materials	51,828
23. Contracted Student Services	181,465
24. Miscellaneous Student Expense **	39,692
Total Direct Student Expense	**690,889**
Occupancy Expenses	
25. Rent	589,444
26. Building Maintenance and Repairs	108,285
27. Utilities	355,112
28. Janitorial Supplies	70,165
29. Contracted Building Services	342,716
Total Occupancy Expenses	**1,465,723**
Office Expenses	
30. Office Supplies and Materials	161,013
31. Office Equipment Rental and Maintenance	37,209
32. Telephone/Telecommunications	36,050
33. Legal, Accounting and Payroll Services	235,487
34. Printing and Copying	21,249
35. Postage and Shipping	16,466
36. Other	293,866
Total Office Expenses	**801,341**
General Expenses	
37. Insurance	54,094
38. Transportation	167,177
39. Food Service	541,919
40. Administration Fee (to PCSB)	202,791
41. Management Fee	-
42. Other General Expense	170,269
43. Unforeseen Expenses	300,000
Total General Expenses	**1,436,250**
Total Ordinary Expenses	**17,876,740**
Interest, Depreciation	
44. Depreciation Expense	1,453,639
45. Interest Payments	931,416
Total Interest, Depreciation	**2,385,056**
Total Expenses	**20,261,796**
Net Income	**247,336**
Cash Flow Adjustments	
Depreciation and Amortization	1,453,639
Operating Activities	140,754
Investing Activities	(620,515)
Financing Activities	(367,399)
Total Cash Flow Adjustments	606,479
Net Cash Flow	853,815

Other Income is primarily paid meals and parent/student fundraising, as well as other miscellaneous revenue

Miscellaneous student expense is primarily student recruiting and other miscellaneous expenses including student scholarships and student fundraising costs

Income Statement

Capital City Public Charter School

July 2013 through June 2014

	Year-To-Date (YTD)			
Income Statement	**Actual**	**Budget**	**Over**	**%Over**
Revenue				
State and Local Revenue	17,679,341	16,942,879	736,464	4%
Federal Revenue	2,124,967	2,175,512	-50,545	-2%
Private Grants and Donations	130,789	220,000	-89,211	-41%
Earned Fees	341,723	300,090	41,633	14%
Donated Revenue	11,320	10,000	1,320	13%
Total Revenue	20,288,140	19,648,481	639,660	3%
Expenses				
Salaries	10,147,462	10,001,035	-146,427	1%
Benefits and Taxes	1,973,884	2,072,732	98,848	-5%
Contracted Staff	242,176	130,000	-112,176	86%
Staff-Related Costs	399,241	369,925	-29,316	8%
Rent	769,200	712,327	-56,873	8%
Occupancy Service	951,995	949,199	-2,796	0%
Direct Student Expense	1,242,726	1,286,861	44,135	-3%
Office & Business Expense	968,219	929,503	-38,716	4%
Depreciation and Amortization	1,562,112	1,758,404	196,292	-11%
Interest	837,230	983,787	146,557	-15%
Contingency	0	300,000	300,000	-100%
Donated Expense	13,748	10,000	-3,748	37%
Total Expenses	19,107,993	19,503,774	395,780	-2%
Net Income	1,180,146	144,707	1,035,439	716%

Income Statement

Capital City Public Charter School

July 2013 through June 2014

	Year-To-Date (YTD)			
Income Statement	**Actual**	**Budget**	**Over**	**%Over**
Revenue				
State and Local Revenue				
400 · Per-Pupil Operating Revenue	14,634,455	14,014,816	619,639	4%
410 · Per-Pupil Facility Revenue	2,952,000	2,925,000	27,000	1%
420 · Other Local Revenue	92,887	3,063	89,824	2933%
Total State and Local Revenue	17,679,341	16,942,879	736,464	4%
Federal Revenue				
500 · Federal Grants	1,732,326	1,728,279	4,048	0%
510 · Federal Programs	392,640	447,233	-54,593	-12%
Total Federal Revenue	2,124,967	2,175,512	-50,545	-2%
Private Grants and Donations				
600 · Private Grants	13,861	100,000	-86,139	-86%
620 · Private Contributions	116,928	120,000	-3,072	-3%
Total Private Grants and Donations	130,789	220,000	-89,211	-41%
Earned Fees				
630 · Activity Fees	283,050	253,507	29,544	12%
640 · School Sales	51,054	39,084	11,971	31%
650 · Additional Revenue	7,618	7,500	118	2%
Total Earned Fees	341,723	300,090	41,633	14%
Donated Revenue				
670 · Donated Revenue	11,320	10,000	1,320	13%
Total Donated Revenue	11,320	10,000	1,320	13%
Total Revenue	20,288,140	19,648,481	639,660	3%
Expenses				
Salaries				
700 · Curricular Salaries	6,447,023	6,404,320	-42,704	1%
710 · Supplemental Service Salaries	2,569,902	2,499,135	-70,767	3%
720 · Supplemental Program Salaries	732,031	698,630	-33,401	5%
730 · Management/Development Salaries	398,506	398,950	444	0%
Total Salaries	10,147,462	10,001,035	-146,427	1%
Benefits and Taxes				
740 · Employee Benefits	1,154,235	1,250,767	96,532	-8%
750 · Payroll Taxes	819,649	821,965	2,316	0%
Total Benefits and Taxes	1,973,884	2,072,732	98,848	-5%
Contracted Staff				
770 · Contracted Staff	242,176	130,000	-112,176	86%
Total Contracted Staff	242,176	130,000	-112,176	86%
Staff-Related Costs				
760 · Professional Development	321,965	309,700	-12,265	4%
780 · Other Staff Expense	77,277	60,225	-17,052	28%
Total Staff-Related Costs	399,241	369,925	-29,316	8%
Rent				
800 · Occupancy Rent Expense	769,200	712,327	-56,873	8%
Total Rent	769,200	712,327	-56,873	8%
Occupancy Service				
810 · Occupancy Service Expense	951,995	949,199	-2,796	0%
Total Occupancy Service	951,995	949,199	-2,796	0%
Direct Student Expense				
900 · Direct Student Expense	1,242,726	1,286,861	44,135	-3%
Total Direct Student Expense	1,242,726	1,286,861	44,135	-3%
Office & Business Expense				
910 · Office Expense	248,979	250,198	1,218	0%
920 · Business Expense	689,722	642,191	-47,531	7%
930 · Dues, Fees, & Losses	29,518	37,115	7,597	-20%
Total Office & Business Expense	968,219	929,503	-38,716	4%
Depreciation and Amortization				
· Depreciation	1,562,112	1,758,404	196,292	-11%
Total Depreciation and Amortization	1,562,112	1,758,404	196,292	-11%
Interest				
· Interest	837,230	983,787	146,557	-15%

Total Interest	837,230	983,787	146,557	-15%
Contingency				
990 · Operating Contingency	0	300,000	300,000	-100%
Total Contingency	0	300,000	300,000	-100%
Donated Expense				
940 · Donated Expense	13,748	10,000	-3,748	37%
Total Donated Expense	13,748	10,000	-3,748	37%
Total Expenses	19,107,993	19,503,774	395,780	-2%
Net Income	1,180,146	144,707	1,035,439	716%

Income Statement

Capital City Public Charter School

July 2013 through June 2014

	Year-To-Date (YTD)			
Income Statement	**Actual**	**Budget**	**Over**	**%Over**
Revenue				
State and Local Revenue				
4000 · Per-pupil alloc	10,069,036	9,979,788	89,248	1%
4010 · Per-pupil SpEd alloc	3,095,625	2,545,853	549,772	22%
4020 · Per-pupil LEP/NEP alloc	837,574	892,016	-54,442	-6%
4030 · Per-pupil summer alloc	632,220	597,159	35,061	6%
4100 · Per-pupil facility alloc	2,952,000	2,925,000	27,000	1%
4200 · Local grants	56,480	0	56,480	N/A
4210 · Local programs	36,407	3,063	33,344	1089%
Total State and Local Revenue	17,679,341	16,942,879	736,464	4%
Federal Revenue				
5000 · NCLB grants	819,867	936,239	-116,373	-12%
5030 · Competitive federal grants	912,460	792,039	120,420	15%
5100 · National food program	390,720	447,233	-56,513	-13%
5110 · E-rate program	1,920	0	1,920	N/A
Total Federal Revenue	2,124,967	2,175,512	-50,545	-2%
Private Grants and Donations				
6000 · Individual grants	500	0	500	N/A
6010 · Corporate/business grants	10,611	0	10,611	N/A
6020 · Foundation grants	2,750	100,000	-97,250	-97%
6200 · Individual contributions	107,754	120,000	-12,246	-10%
6210 · Corporate contributions	1,954	0	1,954	N/A
6220 · Foundation contributions	7,220	0	7,220	N/A
Total Private Grants and Donations	130,789	220,000	-89,211	-41%
Earned Fees				
6300 · Supplemental program fees	272,020	249,170	22,850	9%
6310 · Field trip fees	7,924	4,337	3,587	83%
6320 · Club & other fees	3,106	0	3,106	N/A
6400 · Paid meals sales	25,499	23,832	1,667	7%
6410 · School store sales	448	3,502	-3,055	-87%
6420 · Student/parent fundraising	25,108	10,918	14,190	130%
6430 · Student uniform sales	0	831	-831	-100%
6500 · Short-term investments	982	2,500	-1,518	-61%
6520 · Rental revenue	1,820	0	1,820	N/A
6530 · Realized gains/losses	120	0	120	N/A
6560 · Miscellaneous revenue	4,697	5,000	-303	-6%
Total Earned Fees	341,723	300,090	41,633	14%
Donated Revenue				
6700 · Donated services revenue	10,360	7,000	3,360	48%
6710 · Donated products revenue	960	3,000	-2,040	-68%
Total Donated Revenue	11,320	10,000	1,320	13%
Total Revenue	20,288,140	19,648,481	639,660	3%
Expenses				
Salaries				
7000 · Leadership salaries	309,942	306,000	-3,942	1%
7010 · Teacher salaries	6,132,682	6,098,320	-34,362	1%
7080 · Curricular stipends	4,400	0	-4,400	N/A
7100 · Student support salaries	1,280,103	1,189,200	-90,903	8%
7110 · Instr staff support salaries	239,000	240,000	1,000	0%
7120 · Clerical salaries	228,244	226,835	-1,409	1%
7130 · Business, operations salaries	416,714	447,195	30,481	-7%
7140 · Maintenance/custodial salaries	147,637	134,733	-12,904	10%
7160 · Other service salaries	230,843	241,172	10,328	-4%
7180 · Supplemental service stipends	8,360	20,000	11,640	-58%
7190 · Supplemental service bonuses	19,000	0	-19,000	N/A
7200 · Program leadership salaries	150,950	152,000	1,050	-1%
7210 · Program staff salaries	165,518	152,110	-13,408	9%
7211 · AfterCare Program Salaries	134,375	118,500	-15,875	13%
7280 · Program stipends	281,188	276,020	-5,168	2%
7300 · Executive salaries	254,616	259,450	4,834	-2%

7310 · Development salaries	139,050	139,500	450	0%
7380 · Executive bonuses	1,840	0	-1,840	N/A
7390 · Development bonuses	3,000	0	-3,000	N/A
Total Salaries	10,147,462	10,001,035	-146,427	1%
Benefits and Taxes				
7400 · Retirement plan contrib	522,574	522,081	-492	0%
7410 · Health insurance	575,254	626,648	51,394	-8%
7420 · Life and disability insurance	31,309	30,064	-1,246	4%
7430 · Section 125 plan	900	0	-900	N/A
7450 · Bonuses	-12,565	15,000	27,565	-184%
7460 · Workers' comp insurance	36,763	56,974	20,211	-35%
7500 · Social security & medicare	770,858	767,374	-3,484	0%
7510 · State unemployment tax	48,791	54,591	5,800	-11%
Total Benefits and Taxes	1,973,884	2,072,732	98,848	-5%
Contracted Staff				
7700 · Substitute teachers	149,232	80,000	-69,232	87%
7710 · Temporary contract help	92,943	50,000	-42,943	86%
Total Contracted Staff	242,176	130,000	-112,176	86%
Staff-Related Costs				
7600 · Staff development (non-travel)	295,429	277,000	-18,429	7%
7610 · Staff development travel	26,535	32,700	6,165	-19%
7800 · Staff recruiting	17,022	9,189	-7,833	85%
7810 · Staff background checks	9,590	10,000	410	-4%
7820 · Staff meals, events, & awards	49,578	38,000	-11,578	30%
7830 · Staff travel (non-development)	1,087	3,036	1,949	-64%
Total Staff-Related Costs	399,241	369,925	-29,316	8%
Rent				
8000 · Rent	769,200	712,327	-56,873	8%
Total Rent	769,200	712,327	-56,873	8%
Occupancy Service				
8100 · Utilities & garbage removal	329,933	453,018	123,085	-27%
8110 · Contracted building services	352,396	321,500	-30,896	10%
8120 · Maintenance and repairs	160,142	90,000	-70,142	78%
8130 · Janitorial supplies	45,747	59,681	13,935	-23%
8140 · Facility consulting fees	63,777	25,000	-38,777	155%
Total Occupancy Service	951,995	949,199	-2,796	0%
Direct Student Expense				
9000 · Student supplies, snacks	270,302	331,500	61,198	-18%
9010 · Student assessment materials	29,659	40,000	10,341	-26%
9020 · Student textbooks	29,557	28,000	-1,557	6%
9030 · Student uniforms	15,041	12,000	-3,041	25%
9040 · Library & media materials	21,534	23,000	1,466	-6%
9050 · Contracted instruction fees	172,965	126,063	-46,902	37%
9060 · Food service fees	537,994	539,020	1,025	0%
9070 · Student travel / field trips	122,332	164,279	41,946	-26%
9080 · Student recruiting	541	5,000	4,459	-89%
9090 · Other student expenses	42,800	18,000	-24,800	138%
Total Direct Student Expense	1,242,726	1,286,861	44,135	-3%
Office & Business Expense				
9100 · Office supplies	139,906	151,075	11,169	-7%
9110 · Copier rental & services	39,950	31,220	-8,730	28%
9120 · Telephone & telecommunications	43,648	23,948	-19,700	82%
9130 · Postage, shipping, delivery	17,163	17,594	431	-2%
9140 · External printing	8,313	26,361	18,048	-68%
9200 · Business insurance	52,981	47,778	-5,203	11%
9210 · Authorizer fees	100,735	97,092	-3,643	4%
9230 · Accounting, auditing, payroll	213,444	220,897	7,453	-3%
9240 · Legal fees	15,800	45,000	29,200	-65%
9260 · Computer support fees	108,881	68,295	-40,586	59%
9270 · Fundraising fees	44,443	32,300	-12,143	38%
9280 · Other professional fees	126,273	92,319	-33,954	37%
9290 · Other expenses	27,164	38,510	11,345	-29%
9300 · Dues, fees, and fines	29,518	37,115	7,597	-20%
Total Office & Business Expense	968,219	929,503	-38,716	4%
Depreciation and Amortization				
11000 · Operating asset depreciation	418,845	433,427	14,582	-3%
11020 · Amortization expense	1,143,267	1,324,977	181,710	-14%
Total Depreciation and Amortization	1,562,112	1,758,404	196,292	-11%
Interest				

12001 · Imputed interest	5,147	5,472	325	-6%
12002 · BH (Rabaut) interest	118,854	119,032	178	0%
12003 · OSSE (Rabaut) Interest	89,017	89,094	76	0%
12004 · Bank of America (Rabaut) Intere	624,213	770,191	145,978	-19%
Total Interest	837,230	983,787	146,557	-15%
Contingency				
9900 · Unforeseen expenses	0	300,000	300,000	-100%
Total Contingency	0	300,000	300,000	-100%
Donated Expense				
9400 · Donated services expense	10,360	7,000	-3,360	48%
9410 · Donated products costs	3,388	3,000	-388	13%
Total Donated Expense	13,748	10,000	-3,748	37%
Total Expenses	19,107,993	19,503,774	395,780	-2%
Net Income	1,180,146	144,707	1,035,439	716%

Balance Sheet

Capital City Public Charter School

As of June 30, 2014

Balance Sheet	
Assets	**Amount**
Assets	
Current Assets	
Cash	8,894,440
Accounts Receivable	659,175
Other Current Assets	418,667
Total Current Assets	9,972,282
Noncurrent Assets	
Operating Fixed Asssets, Net	1,272,103
Facilities, Net	21,446,225
Total Noncurrent Assets	22,718,328
Total Assets	32,690,610

Liabilities and Equity	**Amount**
Liabilities and Equity	
Current Liabilities	
Accounts Payable	504,378
Other Current Liabilities	3,460,559
Total Current Liabilities	3,964,937
Equity	
Unrestricted Net Assets	9,063,929
Temporarily Restricted Net Assets	36,001
Net Income	1,180,146
Total Equity	10,280,076
Long-Term Liabilities	
Senior Debt	14,528,594
Subdebt	3,843,545
Other Long-Term Liabilities	73,458
Total Long-Term Liabilities	18,445,597
Total Liabilities and Equity	32,690,610

Income Statement

Capital City Public Charter School

July 2013 through June 2014

	Year-To-Date (YTD)			
Income Statement	**Actual**	**Budget**	**Over**	**%Over**
Revenue				
01. Per Pupil Charter Payments	14,634,455	14,014,816	619,639	4%
02. Per Pupil Facilities Allowance	2,952,000	2,925,000	27,000	1%
03. Federal Entitlements	819,867	936,239	-116,373	-12%
04. Other Government Funding/Grants	1,397,987	1,242,336	155,651	13%
05. Private Grants and Donations	142,109	230,000	-87,891	-38%
06. Activity Fees	283,050	253,507	29,544	12%
07. Other Income (please describe in footnote)	58,673	46,584	12,089	26%
Total Revenue	20,288,140	19,648,481	639,660	3%
Expenses				
08. Principal/Executive Salary	566,398	565,450	-948	0%
09. Teachers Salaries	6,137,082	6,098,320	-38,762	1%
12. Business/Operations Salaries	416,714	447,195	30,481	-7%
13. Clerical Salaries	228,244	226,835	-1,409	1%
14. Custodial Salaries	147,637	134,733	-12,904	10%
15. Other Staff Salaries	2,651,387	2,528,502	-122,885	5%
16. Employee Benefits	1,973,884	2,072,732	98,848	-5%
17. Contracted Staff	242,176	130,000	-112,176	86%
18. Staff Development Expense	321,965	309,700	-12,265	4%
19. Textbooks	29,557	28,000	-1,557	6%
20. Student Supplies and Materials	285,343	343,500	58,157	-17%
21. Library and Media Center Materials	21,534	23,000	1,466	-6%
22. Student Assessment Materials	29,659	40,000	10,341	-26%
23. Contracted Student Services	172,965	126,063	-46,902	37%
24. Miscellaneous Student Expense **	43,341	23,000	-20,341	88%
25. Rent	769,200	712,327	-56,873	8%
26. Building Maintenance and Repairs	160,142	90,000	-70,142	78%
27. Utilities	329,933	453,018	123,085	-27%
28. Janitorial Supplies	45,747	59,681	13,935	-23%
29. Contracted Building Services	416,174	346,500	-69,674	20%
30. Office Supplies and Materials	139,906	151,075	11,169	-7%
31. Office Equipment Rental and Maintenance	39,950	31,220	-8,730	28%
32. Telephone/Telecommunications	43,648	23,948	-19,700	82%
33. Legal, Accounting and Payroll Services	229,244	265,897	36,653	-14%
34. Printing and Copying	8,313	26,361	18,048	-68%
35. Postage and Shipping	17,163	17,594	431	-2%
36. Other	212,235	163,993	-48,242	29%
37. Insurance	52,981	47,778	-5,203	11%
38. Transportation	123,419	167,315	43,896	-26%
39. Food Service	537,994	539,020	1,025	0%
40. Administration Fee (to PCSB)	100,735	97,092	-3,643	4%
42. Other General Expense	213,982	171,734	-42,249	25%
43. Unforeseen Expenses	0	300,000	300,000	-100%
44. Depreciation Expense	1,562,112	1,758,404	196,292	-11%
45. Interest Payments	837,230	983,787	146,557	-15%
Total Expenses	19,107,993	19,503,774	395,780	-2%
Net Income	1,180,146	144,707	1,035,439	716%

Balance Sheet

Capital City Public Charter School

As of June 30, 2014

Balance Sheet	
Assets	**Amount**
Assets	
Current Assets	
Cash	
1000 · Operating	8,780,698
1010 · Federal grants	1,276
1050 · Facilities/restricted	112,467
Total Cash	8,894,440
Accounts Receivable	
1100 · Per-pupil receivable	0
1110 · Local receivable	10,510
1200 · NCLB receivable	218,142
1230 · Comp federal grants receivable	284,258
1240 · National food prog receivable	94,036
1300 · Grants receivable	1,000
1320 · Pledges receivable	15,834
1380 · Other receivable	35,395
Total Accounts Receivable	659,175
Other Current Assets	
1400 · Prepaid expenses	215,381
1410 · Deposits	192,515
1420 · Deferred rent asset	10,771
Total Other Current Assets	418,667
Total Current Assets	9,972,282
Noncurrent Assets	
Operating Fixed Asssets, Net	
1600 · FF&E - Instruction	874,671
1610 · FF&E - Support	258,162
1620 · Computers - Instruction	1,001,447
1630 · Computers - Support	336,013
1650 · Capital leases	117,663
1660 · Other operating assets	22,319
1700 · Accum depr FF&E - Instruction	-386,201
1710 · Accum depr FF&E - Support	-114,473
1720 · Accum depr computers - Instruct	-531,348
1730 · Accum depr computers - Support	-243,965
1750 · Accum amort capital leases	-58,094
1760 · Accum depr other oper asset	-4,092
Total Operating Fixed Asssets, Net	1,272,103
Facilities, Net	
1800 · Land	0
1830 · Leasehold improvements	23,193,114
1840 · Loan costs	545,684
1900 · Accum depr buildings	0
1910 · Accum amort lease imp	-1,912,832
1940 · Accum amort loan costs	-379,741
Total Facilities, Net	21,446,225
Total Noncurrent Assets	22,718,328
Total Assets	32,690,610

Liabilities and Equity	**Amount**
Liabilities and Equity	
Current Liabilities	
Accounts Payable	
2000 · Current payable	477,411
2100 · School credit card	26,967
Total Accounts Payable	504,378
Other Current Liabilities	
2200 · Accrued salaries	809,892
2210 · Accrued vacations	87,467
2220 · Accrued employee benefits	17,947

2240 · Other accrued expenses	114,396
2250 · Accrued rent	1,068,524
2300 · Social sec & mc w/h - employee	0
2310 · Social sec & mc w/h - employer	61,957
2320 · Federal taxes withheld	0
2332 · MD taxes withheld	0
2360 · EE pension payable	15,198
2370 · ER pension payable	67,419
2400 · Unearned per-pupil revenue	500,284
2430 · Unearned federal revenue	921
2440 · Unearned private revenue	464
2450 · Deposits held	53,800
2520 · Current portion, long-term debt	662,290
2900 · Suspense	0
Total Other Current Liabilities	3,460,559
Total Current Liabilities	3,964,937
Equity	
Unrestricted Net Assets	
3010 · Unrestricted net assets	9,063,929
Total Unrestricted Net Assets	9,063,929
Temporarily Restricted Net Assets	
3100 · Use restricted	36,001
Total Temporarily Restricted Net Assets	36,001
Net Income	
Net Income	1,180,146
Total Net Income	1,180,146
Total Equity	10,280,076
Long-Term Liabilities	
Senior Debt	
2600 · Senior Debt	14,528,594
Total Senior Debt	14,528,594
Subdebt	
2610 · Sub Debt	3,843,545
Total Subdebt	3,843,545
Other Long-Term Liabilities	
2650 · Capital Lease Lia-Oper. Asset	73,458
Total Other Long-Term Liabilities	73,458
Total Long-Term Liabilities	18,445,597
Total Liabilities and Equity	32,690,610

CAPITAL CITY
PUBLIC CHARTER SCHOOL

Name	Office	Affiliation	E-mail	Committee
Simmons Lettre	President	Executive Director, Charter Board Partners	slettre@board.ccpcs.org	All Committees
Allison Arnold-Simmons		N/A	arnoldsimmons@hotmail.com	Governance
David P. Bennett		Vice President Corporate Partnerships, National Geographic	dpsb@aol.com	Governance
Maggie Boland	Parent Trustee	Managing Director, Signature Theatre	bolandm@signature-theatre.org	Development, Chair
Kristy Craig		Senior Vice President Business Development, Small Business Investor Alliance	kristiwestcraig@gmail.com	Development
Alix Guerrier		Co-Founder, Learn Zillion	alixguerrier@learnzillion.com	School Performance, Chair
Andrew Marino		Managing Director, Carlyle Group	andrew.marino@carlyle.com	Governance, Chair
Joe Michalczyk		Partner, Pricewaterhouse Coopers	joseph.michalczyk@us.pwc.com	Finance
Hiram Puig-Lugo	Parent Trustee	Superior Court of District of Columbia	Hiram.Puig-Lugo@dcsc.gov	Governance

Nick Rodriguez		K-12 Director, US Education Delivery Institute (EDI)	nickrod@gmail.com	School Performance
Susan Sabella	Treasurer	Healthy Building Network	susan.sabella@healthybuilding.net	Finance, Chair
Jennifer Van Driesen	Secretary	Partner, Latham & Watkins	Jennifer.vandriesen@lw.com	Finance
Anne Wallestad		Chief Executive Officer, Board Source	Anne.Wallestad@boardsource.org	Development
Karen Dresden	Non-voting	Head of School Capital City Public Charter School	kdresden@ ccpcs.org	All Committees Ex Officio

LOWER SCHOOL		
Core Classroom Teacher		
PK 3/4 Classroom Teacher	FT	Caitlin Launchlan
PK 3/4 Classroom Teacher	FT	Natalie Berger
PK 3/4 Classroom Teacher	FT	Anna Schlegel
PK 3/4 Classroom Teacher	FT	Cerissa Brown
Kindergarten Classroom Teacher	FT	Olivia Rhoads
Kindergarten Classroom Teacher	FT	Stephanie Schey
1st/2nd Grade Classroom Teacher (1st)	FT	Jessica Curry
1st/2nd Grade Classroom Teacher (1st)	FT	Heidi Batchlder
1st/2nd Grade Classroom Teacher (2nd)	FT	Erin Thesing
1st/2nd Grade Classroom Teacher (2nd)	FT	Rachel Henighan
3rd/4th Grade Classroom Teacher (3rd)	FT	Stephanie Murphy
3rd/4th Grade Classroom Teacher (3rd)	FT	Lauren Bennett
3rd/4th Grade Classroom Teacher (4th)	FT	Morgan Krieger
3rd/4th Grade Classroom Teacher (4th)	PT	Angela Malone
3rd/4th Grade Classroom Teacher	PT	Anne S Tucker-Hanson
Teaching Fellows		
PK 3/4 Teaching Fellow	FT	Carlos Duque
PK 3/4 Teaching Fellow	FT	Renee Richardson
PK 3/4 Teaching Fellow	FT	Michael White
PK 3/4 Teaching Assistant	FT	Yudelkys Mendez
Kindergarten Teaching Fellow	FT	Amira Saleh
Kindergarten Teaching Fellow	FT	Brittney Henderson
1st Grade Teaching Fellow	FT	Leonard Anderson
1st Grade Teaching Fellow	FT	Ellen Hughes
2nd Grade Teaching Fellow	FT	Tess Burns
2nd Grade Teaching Fellow	FT	Jessica Papalia
3rd Grade Teaching Fellow	FT	Brittany Russell
3rd Grade Teaching Fellow	FT	Elizabeth McNamee
4th Grade Teaching Fellow	FT	Anna Greenstone
Special Subject Teachers		
Music Teacher	FT	Nicole Cummings
Drama Teacher	FT	Cynthia Dorsey
Visual Arts Teacher	FT	Frederick Wall
Early Childhood Arts Teacher	FT	Daizy Cushner
Spanish Teacher	FT	Fabiola Rosenberger
Fitness Teacher	FT	Cleofre Accad
Library Media Specialist	FT	Annett Davis
Library Assistant	FT-LEA	Sarah Imholt
Adventure Coordinator	FT-LEA	Todd Kutyla
Inclusion Staff		
PK 3/4 Inclusion Teacher	FT	Jessica Mattos
Kindergarten Inclusion Teacher	FT	Yendry Quesado Solano
1st/2nd Inclusion Teacher	FT	Leensa Fufa
1st/2nd Inclusion Teacher	FT	Jayme Gubartalla
3rd/4th Inclusion Teacher	FT	Melissa Duane
3rd/4th Inclusion Teacher	FT	Emmanuel Taiwo
Speech/Language Pathologist	FT-LEA	Cheryle Crawford
School Counselor	FT	Jamie Peterson
School Psychologist	FT-LEA	Judith Jorvil
Administrative Staff		
Principal	FT	Amy Wendel
Director of Student Services	FT	LeShone HoSang Navies
Instructional Coach	FT	Katie Spellacy
Office Manager	FT	Octavia Harris
Director of After School Programs	FT	Aisha Hassan
Early Childhood Director	FT	Thora Balk
MIDDLE SCHOOL		
Core Classroom Teachers		

5th Grade Humanities Teacher	FT	Amalia Gillig
5th Grade Humanities Teacher	FT	Brittain Villaflor
5th Grade Math/Science Teacher	FT	Jessica Harrington
5th Grade Math/Science Teacher	FT	John Forys
6th Grade Humanities Teacher	FT	Betty Hua
6th Grade Humanities Teacher	FT	Omar Tanamly
6th Grade Math/Science Teacher	FT	Erika Hedin
6th Grade Math/Science Teacher	FT	Jessica Bronson
7th Grade Humanities Teacher	FT	Richard Richardson
7th Grade Humanities Teacher	FT	Alyssa McClorey
7th Grade Math Teacher	FT	Ariel Kramer
7th Grade Science Teacher	FT	Julia Vereen
8th Grade Humanities Teacher	FT	Brianne Zika
8th Grade Humanities Teacher	FT	Kristen Haynes
8th Grade Math Teacher	FT	Christopher Southwick
8th Grade Science Teacher	FT	Monique Jackson
Teaching Fellows		
5th Grade Teaching Fellow	FT	Samantha Clark
5th Grade Teaching Fellow	FT	Allison Gilden
6th Grade Teaching Fellow	FT	Majorie Joly
6th Grade Teaching Fellow	FT	Katie Korinek
6th Grade Teaching Fellow	FT	Vanessa Robin
6th Grade Teaching Fellow	FT	Nebai Shah
Special Subject Teachers		
Music Teacher/After School	FT	Ayanna Gallant
Drama Teacher	FT	Joanna Lewton
Visual Arts Teacher/After School	FT	Ellen Stedtefed
Fitness Teacher/After School/Health	FT	Joel Bounds
Fitness Teacher/After School/Health	FT	Morgan Davis
Fitness Teacher/After School/Health	FT	Lauren Horton
Adventure Coordinator	FT-LEA	Todd Kutyla
Spanish Teacher	FT	Alberto Meijia
Spanish Teacher	FT	Allyson Griffith
Director of Library Services and Instructional Technology	FT-LEA	Chip Chase
Library/Media Specialist	FT-MS/HS	Katelyn Browne
Library Assistant	FT-LEA	Sarah Imholt
Inclusion Staff		
5th Grade Inclusion Teacher	FT	Brianne Downer
6th Grade ELA Inclusion Teacher	FT	Ellie Davis
6th Grade Math Inclusion Teacher	FT	Christopher Kenny
7th Grade ELA Inclusion Teacher	FT	Comesha Griffin
7th Grade Math Inclusion Teacher	FT	Camille Fair-Bumbray
8th Grade Inclusion Teacher	FT	Aaron Mitchem
8th Grade ELA Inclusion Teacher	FT	Christina Marino
8th Grade Math Inclusion Teacher	FT	Lisa Morenoff
Speech and Language Pathologist	FT-LEA	Cheryle Crawford
School Psychologist	FT-LEA	Judith Dorvil
School Counselor	FT	Lindsay Damon
Inclusion Assistant	FT	George Bumbray
Administrative Staff		
Principal	FT	Laina Cox
Director of Student Services	FT	Roilyn Graves
Instructional Coach	FT	Katharine Ball
Coordinator of School Culture	FT	Joshua Chambers
Office Manager	FT	Christian Ortiz
HIGH SCHOOL		
Core Classroom Teachers		
9th Grade ELA Teacher	FT	Oscar Orlando
9th Grade Social Studies Teacher	FT	Alan Coleman
9th Grade Biology Teacher	FT	Atiyah Schroeter

High School Mathematics Teacher	FT	Hemangini Patel
10th Grade ELA Teacher	FT	Erin Cooper
10 Grade Social Studies Teacher	FT	Matthew Malone
10th Grade Chemistry Teacher	FT	Liane McGillen
High School Mathematics Teacher	FT	Matthew Feldman
11th Grade ELA Teacher	FT	Jill Weiler
11th Grade Social Studies Teacher	FT	Julian Hipkins
11th Grade Physics Teacher	FT	Lorraine Breedon
High School Mathematics Teacher	FT	Julia Penn
12th Grade ELA Teacher	FT	Justin Sybenga
12th Grade Social Studies Teacher	FT	Kavitha Kasargod
12th Grade Env. Sci. Teacher	FT	Ellen Royse
12th Grade Physics/Astronomy Teacher	FT	Tonica Tatum-Gormes
High School Mathematics Teacher	FT	Rebecca Dunn
Special Subject Teachers		
Music Teacher	FT	Gregory Martin
Drama Teacher/Spanish Teacher	FT	Matthew Vaky
Visual Arts Teacher	FT	Jose Cuevas
Athletic Director/Fitness Teacher	FT	Adrian Degraffinreaidt
Fitness Teacher	FT	Rolanda Williams
Fitness Teacher	FT	Reggie Glass
Adventure Coordinator	FT	Todd Kutyla
Spanish Teacher	FT	Janeth Diaz
Spanish Teacher	FT	Cassandra Corrales
Director of Library Services and Instructional Technology	FT-LEA	Chip Chase
Library/Media Specialist	FT-MS/HS	Katelyn Browne
Library Assistant	FT-LEA	Sarah Imholt
Inclusion Staff		
9th ELA Inclusion Teacher	FT	Rebecca Foster
9th Math Inclusion Teacher	FT	Shoshanna Gitlin
10th ELA Inclusion Teacher	FT	Ariel Gibbons
10th Math Inclusion Teacher	FT	Shaun Loria
11th ELA Inclusion Teacher	FT	Liane McGillen
11th Math Inclusion Teacher	FT	Kendra Macko
12th ELA Inclusion Teacher	FT	Joanna Robin
12th Math Inclusion Teacher	FT	Chantz Beiler
High School Inclusion Teacher	FT	Haajar Celestin
High School Inclusion Teacher	FT	Melanie Roberts
Speech and Language Pathologist	FT-LEA	Cheryle Crawford
School Psychologist	FT-LEA	Judith Dorvil
School Counselor	FT	Pamela Jordan
Adminstrative Staff		
Principal	FT	Belicia Reaves
Director of Student Services/LEA Director of SpEd	FT	Wanda Gregory
Instructional Coach	FT	Patrick Coyle
Director of College Counseling	FT	Bridget Jackson
Alumni Coordinator/College Counselor	FT	Kevin Gonzalez
Coordinator of School Culture	FT	Jamaal Crowder
Office Manager	FT	Yanira Cuellar

100% of Capital City teachers and instructional paraprofessionals are highly qualified. Also,100% of Capital City's instructional staff have a BA, 68% have a MA, and 3% have a Ph.D.

Appendix D

Narrative Analysis on Capital City Public Charter School Performance
Based on Charter Review Framework

ACADEMIC PERFORMANCE

A school becomes a candidate for revocation if it fails to meet 2 of the 4 academic standards below:

Criterion #1: The school must attain the majority of the annual academic performance goals.

Capital City Public Charter School has 7 academic targets. Therefore, the school needs to meet 4 of 7 targets. Capital City met 5 targets, provided incomplete data for 1 target, and did not perform the assessment for the remaining target.

Overall, Capital City Public Charter School did meet this criterion.

Criterion #2: The school must show improvement on a majority of academic goals over the most recent two school years.

Capital City Public Charter School has 7 academic targets; however, all of the five-year targets measured absolute performance, and did not compare the five-year performance to previous years. Therefore, this criterion is not applicable.

This criterion is not applicable.

Criterion #3: The school must come within 80 percent of the annual Stanford 9 achievement targets in its accountability plan. If the targets are expressed in terms of NCE gain, the school wide average must be 80 percent of the stated goal.

Capital City Public Charter School has 2 targets related to SAT-9 performance. The school exceeded both the reading and math targets.

Overall, Capital City Public Charter School did meet this criterion.

Criterion #4: The school currently meets the State Education Agency's standard for AYP in reading and math.

Overall, Capital City Public Charter School did meet the 2004-2005 AYP targets for reading and math for its elementary students. AYP status was not applicable to the secondary students due to the small number of students.

OUTCOME: Capital City Public Charter School met 3 of 4 academic standards (one standard was not applicable), and thus meets the standards for academic performance.

Narrative Analysis on Capital City Public Charter School Performance
Based on Charter Review Framework

NON-ACADEMIC PERFORMANCE

A school becomes a candidate for revocation if it fails to meet 2 of the 4 non-academic standards below:

Criterion #1: For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the annual targets.

Capital City Public Charter School has 6 non-academic targets. The school met or exceeded all targets.

Overall, Capital City Public Charter School did meet this criterion.

Criterion #2: The school must attain the attendance targets set in its accountability plan.

Capital City Public Charter School's annual attendance target was 95%. The school met the target attendance rate.

Overall, Capital City Public Charter School did meet this criterion.

Criterion #3: Enrollment levels must be sufficient to sustain the economic viability of the school.

Capital City Public Charter School's student enrollment numbers will not threaten the fiscal viability of the school.

Overall, Capital City Public Charter School did meet this criterion.

Criterion #4: Re-enrollment of eligible students should average 75 percent or higher for the past two years.

Capital City Public Charter School's re-enrollment rate was 92 % in 2004-2005 and 94% in 2003-2004. Therefore, the average re-enrollment rate for the past two years was 93%.

Overall, Capital City Public Charter School did meet this criterion.

OUTCOME: Capital City Public Charter School met 4 of the 4 non-academic standards, and thus meets the standards for non-academic performance.

Narrative Analysis on Capital City Public Charter School Performance
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE - GOVERNANCE

Criterion: A school will be a candidate for revocation if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Meetings and Board Structure	4
PCSB Action	3.5
Annual Reporting	3.5
Adequate Resources	4
Implementation of School Design	4
Leadership	4
Operating within Bylaws	2.5

OUTCOME: Capital City Public Charter School demonstrated fully functioning or exemplary performance in 6 of 7 categories, and thus meets this standard for organizational performance.

Narrative Analysis on Capital City Public Charter School Performance
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE - COMPLIANCE

Criterion: A school will be a candidate for revocation if it demonstrates a low or no evidence of development or implementation as it relates to compliance with applicable laws, rules and regulations based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Health and Safety Regulations	4
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	3.9
Inventory of School's Assets	4
Open Enrollment Process	3.6
NCLB Requirements	3.75

OUTCOME: Capital City Public Charter School demonstrated full compliance, and thus meets this standard for organizational performance.

Narrative Analysis on Capital City Public Charter School Performance
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT

Fiscal Management Criterion: A school will be a candidate for revocation of its charter if it demonstrates substandard or poor performance in any 2 of 5 categories based on the following scale:

Performance Level	Rating
Above Average	5
Satisfactory	4
Watch – Improvements Required	3
Substandard – Probation	2
Poor – Revocation	1

Category	Performance Level/Rating
1. Accounting Policies	5
2. Financial Reporting	4.75
3. Internal Controls	4.5
4. Transparency of Financial Management	4.75
5. Fiscal Prudence	5

OUTCOME: Capital City Public Charter School demonstrated above average or satisfactory performance in 5 out of 5 categories, and thus meets this standard for organizational performance.

Narrative Analysis on Capital City Public Charter School Performance
Based on Charter Review Framework

Summary

Capital City Public Charter School met the academic, non-academic, and organizational performance standards and thus is not a candidate for revocation.

Academic

Capital City has performed very well, meeting or exceeding most targets. One area of challenge that remains is the use of a science assessment, which was not begun as planned, partially due to a need for clarity regarding what the state assessment for science will include.

Non-Academic

Capital City has met or exceeded all of its non-academic targets. In particular, the school maintains high attendance and re-enrollment rates, and enjoys high parent participation.

Organizational – Governance

Capital City Public Charter School's board has performed admirably in governing the school, especially as it relates to garnering resources, submitting exceptional Annual Reports, and paying attention to academic and fiscal performance. Additionally, the school leadership does an exceptional job of tracking performance, and using that information to provide services and resources that will improve academic performance. The board could further its performance by ensuring that reviews of its bylaws are done and documented. Also, additional resources should be directed toward the use of technology in the school, based on a clear vision and philosophy for its use, as suggested in the 2005-2006 Program Development Review.

Organizational – Compliance

In the 2005-2006 Compliance Review, Capital City performed admirably in demonstrating compliance. In particular, the issues raised in the previous review related to use of the lottery and display of its NCLB report card were remedied and no longer present an issue.

Organizational – Fiscal Management

Based on the information available, the PCSB believes that Capital City Public Charter School quickly developed and implemented strong fiscal management practices. The school's audit reports reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to the PCSB for review when required. The annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school has purchased and renovated a building that is appropriate for the operation of the school. As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

Appendix E

DC Public Charter School Board
Public Hearing and Board Meeting
January 23, 2006

Attendance
Board members in attendance: Tom Nida, Chair; Will Marshall, Lawrence Patrick, III, and Jo Baker, Ex-Officio and Secretary

Staff: Tamara Lumpkin, Dawnyela Meredith, Susan Miller, Rachael Orekoya, Nona Richardson, Jackie Scott-English, Carolyn Trice, Jeremy Williams

The board meeting was called to order at 7:45pm

The Public Hearing was recorded first and is recorded in separate minutes.

Approval of Agenda
Agenda was accepted with changes.

Finance Committee

Tom Nida reviewed contracts approved by the Board from December 13, 2005 to January 17, 2006:

- Friendship PCS has a facility management contract with M. David Katz Company in the amount of $ 82,000.00.
- Two Rivers PCS has an educational services contract with Acelin Learning Solutions, Inc. in the amount of $36,750.00.
- Howard Road PCS has an educational services contract with The Bell Foundation Inc. in the amount of $37,593.00.

The report was accepted as read.

SCHOOLS COMMITTEE

Request to Approve Accountability Plan Revisions
W.E. Doar PCS

School representatives present: Julie Doar- Sinkfield, Executive Director, Mary Robbins, Arts Partnership Director, Nadia Casseus, Mark Lerner, Board Chair, and Angela Screen, Board member

Jacqueline Scott-English reported that W.E. Doar PCS added some revisions to their accountability plan to support changes that are being made to the school. W. E. Doar PCS requests to revise early childhood targets related to literacy, performing arts, and increase its target related to special education performance.

Ms. Scott-English stated that PCSB staff recommends approval of W E. Doar PCS's accountability plan.

Lawrence Patrick made a motion to approve W.E. Doar PCS's revised accountability plan; the motion was seconded by Will Marshall; Dora Marcus and Anthony Colon submitted proxy votes in favor of the proposal, by phone, prior to the Board Meeting.

Request to Approve Accountability Plan Revisions
Tri-Community PCS

No representatives from Tri- Community PCS were present.

Jacqueline Scott-English reported that Tri-Community PCS is in its fourth year of operation, the school serves students in pre-k to grade 5. Tri-Community PCS has spent a significant amount of time analyzing academic and non-academic data to drive their instructional delivery. The school proposes to revise an accountability plan target related to performance in math. Specifically, Tri-Community PCS wants to amend their annual target and make it a range of 65% to 75% scoring at or above the 40th percentile. This is significant because 95% of the school's 3rd graders perform at the 40th percentile. Next year all of Tri-Community's students will be in that group so the school would like to address this issue accordingly.

Tri-Community PCS is faced with challenges with regards to facility so the school proposes to amend their target related to re-enrollment. Ms. Scott-English stated that this is significant because the fifth year review framework also has re-enrollment as a target. The school wants to propose a single target for attendance.

Ms. Scott-English stated that PCSB staff recommends approval of Tri-Community's accountability plan revisions.

Lawrence Patrick made a motion to approve Tri-Community PCS's revised accountability plan; the motion was seconded by Will Marshall; Dora Marcus submitted a proxy vote in favor of the proposal, by phone, prior to the Board Meeting.

Request to Approve Accountability Plan Revisions
Sasha Bruce PCS

School representatives present: Vera Johnson, Board Chair, and Stephen Hoyt, Principal.

Jacqueline Scott-English stated that as a part of PSCB's monitoring process, schools in their fifth year of operation receive feedback on their academic, non-academic and organizational performance related to compliance, governance and fiscal management, against the goals in their accountability plan. The purpose of the priority review list is to provide a school with weak performance the opportunity to take corrective action to

improve its outcomes prior to the fifth year review, thus avoiding possible charter revocation the following year.

Ms. Scott-English reported that Sasha Bruce PCS opened in 2000, and the school has experienced several challenges over the years including leadership, resulting in poor performance. The school has had difficulties meeting their academic performance standards. Specifically, of the ten non-academic standards, the school met one. Sasha Bruce PCS could not provide data for seven targets and missed two remaining targets. The school performed poorly in the area of governance, demonstrating fully functioning or exemplary performance in zero of seven categories.

Ms. Scott-English stated that Sasha Bruce PCS has not met any of the standards and thus staff recommends that the school be placed on the priority review list.

Ms. Johnson stated that Sasha Bruce PCS has had previous conversation with PCSB staff and the Board, and the school understands the recommendation and takes it very seriously. She stated that the school recognizes what it needs to do to proceed and keep its charter.

Tom Nida stated that the Board considered Sasha Bruce PCS's accountability plan revision and based on the recommendation, the Board would defer the decision to approve Sasha Bruce PCS's revised accountability plan until March. He stated that the Board wanted to give the school leaders a chance to respond to the recommendation to place it on the priority review list.

Mr. Hoyt stated that he has been principal of Sasha Bruce PCS since mid November 2005, and based on what was stated he is well aware of the situation the school is in. He stated that he can not comment on what took place before he became principal of Sasha Bruce PCS, but he can comment on what the school has been doing since he's been there. Mr. Hoyt stated that the school has hired new SPED teachers and the school has instituted two reading programs. He added that they have already completed training for special education students. Mr. Hoyt stated that 90% of the student's IEP's have been reviewed and they continue to be reviewed.

Mr. Hoyt explained that poor performance scores were due in part to the reading levels of some students. He stated that Sasha Bruce PCS recognizes this and has moved forward in this area. Mr. Hoyt believes that the school will see better results than what has been shown in the past. He stated that the school improvement team holds regular meetings and they have four committees that have been established in climate and activities, curriculum, and discipline. The team provides the meeting minutes, which are reviewed by the school improvement team.

Mr. Hoyt stated that Sasha Bruce PCS has student groups that have taken some ownership and the groups are getting more involved in the school. He stated that he is positive that the improvements will happen over time. Mr. Hoyt assured the Board that improvements will happen this school year. He added that the school is taking the

observations and recommendations very seriously and he does not dispute the recommendation.

Ms. Baker asked about the Sasha Bruce's school improvement status. Dawnyela Meredith responded that she has not met with staff from Sasha Bruce PCS to review their school improvement plan or their proposal for NCLB set aside funds.

Josephine Baker stated that the NCLB proposal was requested in February 2005, and it is unfortunate for a school that has the academic problems that Sasha Bruce PCS has to not have availed itself of the funding. She added that PCSB has been working with Sasha Bruce PCS for close to a year, first with developing the school improvement plan and learning how to implement data driven instruction and provide funds in which to implement the instruction. This has resulted in the school's lack of materials and consultants to help move Sasha Bruce PCS student's forward.

Ms. Baker stated that PCSB's concern is what the school is doing for the students.

Lawrence Patrick made a motion to place Sasha Bruce PCS on the priority review list; the motion was seconded by Will Marshall; Anthony Colon submitted a proxy vote in favor of the proposal, by phone, prior to the Board Meeting.

Request to lift Conditional Continuance
Meridian PCS

No representatives from Meridian PCS were present.

Tammi Thomas reported that in January 2005, the Board issued a Notice of Conditional Continuance based on the school's performance from the charter review framework. The Board identified five conditions for the school to meet in relation to staffing, NCLB, and the development of the comprehensive middle school design. To date, Meridian PCS has submitted all of the documentation that the Board requested. The documents have been reviewed and found satisfactory by PCSB staff.

Ms. Thomas stated that PCSB staff recommended that the Notice of Conditional Continuance for Meridian PCS be lifted.

Will Marshall made a motion to lift the Notice of Conditional Continuance for Meridian PCS; the motion was seconded by Lawrence Patrick; Anthony Colon and Dora Marcus submitted proxy votes in favor of the proposal, by phone, prior to the Board Meeting.

Charter Review
Paul PCS

School representatives present: Robert Mayo, Director of Student Services, Barbara Nophlin, Head of School, and Kathy Bryd, Director of Academic Programs.

Tammi Thomas reported that Paul PCS serves 567 students in grades 6–9. Paul PCS came before the Board after completing five years of operation as a public charter school. To date, after reviewing the schools performance, they have met all of the academic and non-academic performance standards, and the organizational performance standards in relation to governance, compliance and fiscal management.

Will Marshall stated that Paul PCS has done well in meeting the academic standards but the school had trouble hitting the non-academic accountability plan targets.
He asked school representatives how they plan on hitting these targets.

Barbara Nophlin stated that a lot of the non-academic targets as well as some of the academic targets that were written in the beginning as a first year charter school were pretty aggressive. She stated that a lot of Paul PCS's proposed targets were not reachable and the school was overzealous in planning its targets. Ms. Nophlin stated that Paul PCS now realizes that they have to be more strategic about their targets, one in particular, the number of suspensions was confusing on the schools part with regards to what the suspensions actually meant. She stated that Paul PCS has implemented a caretaker program and a short and long term in-school suspension program that takes care of the out of school suspension.

Ms. Noplin stated that in calculating the suspensions the school had a lot of students that were placed in in-school suspension for one or two days, but the school did not have a lot of students that were out-of-school suspensions. She added that in some years they calculated in-school suspensions and other years the school calculated out-of-school suspensions. She stated that this was a confusing matter.

Robert Mayo stated that the school was not clear on whether suspensions in the traditional sense started in five days or what the goals or intent of the measure was. He stated that Paul PCS tries to keep the students in the building as much as possible. He stated that the school has a pretty tight character education program and discipline policy. He stated that the school gives opportunities for rewards and positive adjustments, at the same time the school has a progressive sequence of consequences. Mr. Mayo stated that he needed clarity on how to calculate suspensions and what constitutes a suspension, this will help the school in the future.

Barbara Noplin stated that the school's Peer Mediation program is part of the Safe Schools program with DCPS. She stated that Paul PCS staff has been trained for the program along with fifty of the school's students. She stated that the Peer Mediation program will be ready for the next school year and is a natural component of the school's character education.

Mr. Nida asked about Paul PCS's long term plans and the adequacy of the schools current facility. Ms. Nophlin responded that Paul PCS's current facility is adequate for its long term plan.

Ms. Baker asked about Paul PCS's status of curriculum for its fifth grade class. Kathy Bryd responded that Paul PCS currently uses the Montgomery County curriculum for all grades and will also use the curriculum for its fifth grade.

Lawrence Patrick made a motion to grant Conditional Continuance to Paul PCS; Will Marshall seconded the motion and it was unanimously carried by the Board; Anthony Colon and Dora Marcus submitted proxy votes in favor of the proposal, by phone, prior to the Board Meeting.

Mr. Nida added that the school will receive correspondence on the conditions that the school needs to address in order to get approval for Full Continuance.

Charter Review
Tree of Life PCS

School representatives present: Omar Gobourne, Principal, and Ngozi Williams-Ofori, Executive Director.

Jacqueline Scott-English introduced Tree of Life PCS' principal Omar Gobourne, the Board Chair Carl Hampton and the Executive Director Ngozi Williams-Ofori. Tree of Life PCS is currently located at 2315 18th Place, NE, which is the school's new facility. The school serves 261 students in grades pre-k through 8th, with a general education focus with a talent development middle school model. Tree of Life PCS met the non-academic performance standards and the organizational performance standards related to governance, compliance, and fiscal management based on the 5th year charter review framework. However, the school failed to meet PCSB's academic performance standards.

Lawrence Patrick asked about the current status for Tree of Life PCS's accreditation. Ms. Williams-Ofori responded that MiddleStates will conduct a second site visit to Tree of Life PCS and the school will be up for consideration again in November 2006. The school will know the status of their accreditation during that time.

Ms. Baker asked from the results of the compliance reviews and program development reviews, what the school thinks needs to be completed in order to successfully acquire accreditation.

Ms. Williams-Ofori responded that one issue that was pointed out from the reviews was that the teachers were not making enough direct reference to the school's curriculum in their instruction. She stated that the feedback the school received was left a little nebulous. She stated that there was some confusion on both parts with regards to the schools action plan and participation in developing the action plan. Ms. Williams-Ofori

stated that Tree of Life PCS began its self study process in 2002 with a couple of stakeholder retreats that involved Tree of Life PCS's board members, staff, and parents. She added that the school hopes to be able to clear this matter up pretty easily.

Mr. Patrick asked about the current status of middle school and the adjustments the school has made with regards to the addition of the middle school. Ms. Williams-Ofori responded that the middle school held an orientation for parents and students and as a result, things have run much smoother.

Omar Gobourne added that Tree of Life PCS has a school reform model with regards to the literacy model that gives the school a great deal of support with outside instructors and outside facilitators that provide professional development. He stated that the school provides focus training in the areas of literacy, math, and mentorship. The mentorship teachers help build and structure the middle school and give it a good firm instructional foundation.

Mr. Patrick inquired about professional development and standards based learning. He stated that the results of the program development review noted that Tree of Life PCS had a lot of concepts that were introduced but still required more development of rubrics, using assessment data.

Mr. Gobourne responded that following program development review, the school's instructional leadership team pulled data and extrapolated some more information allowing the team to look at how Tree of Life can proceed in terms of its strategies for using the data. He stated that the school has since had a lot of instruction around standard based instruction, in addition to moving forward and looking at how the school can change the way assessments are looked at to make it a standards based assessment report card.

Mr. Gobourne stated that this aligns itself with the curriculum and also aligns itself with the standards as they are there. He stated that the school has introduced the data and looked at the Sat-9 data, the school has just gotten the DC CASS field data back and will introduce it to Tree of Life PCS teachers. He added that the next step is to talk about performance based assessment and how the school can make it more authentic. Mr. Gobourne stated that teachers understand the importance of power standards and the skills associated with it and how to make sure the curriculum is being taught based on those standards and skills.

Mr. Nida asked about staff attrition and how it is being addressed. Mr. Gobourne responded that the school needed to have a comfortable working climate for its staff. He stated that the results of the program development review showed that Tree of Life PCS's climate has improved. He stated that parents are getting involved and teachers feel like they are stakeholders who have a voice.

Ms. Williams-Ofori added that since Tree of life PCS moved into its permanent facility, there has been a sense of comfort among parents, students and staff.

Will Marshall made a motion to grant Tree of Life PCS Conditional Continuance for their fifth year charter review; the motion was seconded by Lawrence Patrick and unanimously carried by the Board; Anthony Colon and Dora Marcus submitted proxy votes in favor of the proposal, by phone, prior to the Board Meeting.

Charter Review
Capital City PCS

School representatives present: Ann Herr, Executive Director, and Karen Dresden, Principal.

Tamara Lumpkin reported that Capital City PCS serves students in grade pre-k –8th, with a current enrollment of 238 students. Capital City PCS is led by Ann Herr, executive director, and Karen Dresden, principal. The school has met the standards for academic and non-academic organizational performance in accordance with the charter review framework.

Ms. Baker asked about Capital City PCS's current accreditation status. Ann Herr responded that the school was approved for candidacy in 2005, staff has been working on the completion of their self study phase and the school is in the process of approving their goals through MiddleStates.

Ms. Herr stated that Capital City PCS is scheduled to have a candidacy visit that will most likely take place in fall 2006. Ms. Herr stated that the self study is going well and she thinks the process will be very helpful in concert with setting new goals as the school moves forward.

Ms. Baker stated that she would like to know how Capital City PCS is moving forth with its middle school. Karen Dresden responded that the Capital City PCS has done a lot of work with its 7th and 8th grade program. The school started with curriculum because a group of teachers worked on curriculum during the summer so there was an overhaul with the Capital City PCS's 7th and 8th grade curriculum which was aligned with DC standards that were available. She stated that this has helped the school going into the school year with a much stronger curriculum. Ms. Dresden added that staffing was increased, so the school has a low student to teacher ratio. She stated that the school has six staff member that work with the middle school students and the new staffing configuration is working a lot better. The school has also increased social support for students with a strong advisory program, in addition to a middle school after school program for 6th, 7th and 8th grade students.

Ms. Baker asked how the school satisfies the highly qualified teacher component. Ms. Dresden responded that the school has a pool of teachers for the math and science block. The school has a science teacher, a math teacher and a special education teacher that

teach the science and math lab. In the humanities block, Capital City PCS has teachers in each area that co-teach with a special education teacher.

Lawrence Patrick made a motion to grant Conditional Continuance to Capital City PCS; the motion was seconded by Will Marshall and unanimously carried by the Board; Anthony Colon and Dora Marcus submitted proxy votes in favor of the proposal, by phone, prior to the Board Meeting.

Charter Review
New School for Enterprise and Development PCS

School Representatives present: E. Louise White, Principal, Charles Tate, Board President, Matthew Weinstorker, Organizational Facilitator, and Mary Dickson, Board member.

Tammi Thomas reported that New School for Enterprise and Development (NSED) PCS serves 9th through 12th grade. Its board chair is Albert Hopkins, Jr., and E. Louise White is the school's new head master. NSED PCS uses the talent development high school model as well as career academies as the school focus. NSED PCS has met the non-academic performance standards as well as the organizational performance standards as it relates to compliance and fiscal management. However, NSED PCS did not meet the academic performance standard or organizational standards related to governance based on the charter review framework.

Ms. Thomas reported that NSED PCS was issued a Notice of Amended Probation on May 19, 2003. There were five conditions related to that probation. The first was the development and implementation of the school's action plan to meet its five-year targets, the second was related to the education plan and its mission; the third related to the school's assessment tools for its accountability plan performance and data collection, the fourth related to special education; and the fifth related to the alignment of the school's professional development with the talent development model.

Ms. Thomas reported that to date, NSED PCS has three conditions remaining of the five conditions that were outlined, and probation is still in effect.

Mr. Nida stated that NSED PCS has been on the priority review status since 2004, the school has been on probation for longer and probationary objectives have not been completely met.

E. Louise White responded that NSED PCS had not addressed the needs of the students and the school has not laid out a plan. She stated that a preliminary meeting was held with NSED PCS staff since the Notice of Amended Probation was issued by the Board in May 2003. Ms. White stated that there had not been a consistent way in which data had been collected to be utilized to know what the next step should be for the school. She stated that the talent development model from Johns Hopkins was inadequately used.

Ms. White assured the Board that NSED PCS will continue to "analyze its students" and devise a plan in which 160 minutes a week will be spent with the school's students in groups of ten to twelve, twice a week, learning intensive math. In addition, NSED PCS's teachers will be trained to deliver an instructional program. She stated that progress will take time and she can not answer for previous headmasters.

Ms. White stated that the NSED PCS's pathway will utilize the students in taking control of their own learning. The school has to break out of the box and provide an instructional program where the students are able to take control of their own learning. She added that everyone is being held accountable. She stated that teachers will be trained on how to provide an instructional program that changes every four weeks so data can be captured.

Ms. White asked the Board for a deferral in their decision to propose revocation of NSED PCS charter to see if the schools 30-60-90-day plan bears any concrete results.

Charles Tate stated that NSED PCS's board and staff discussed the schools deficiencies which have been helpful in pinpointing the school's issues. He stated that the school has struggled with leadership requirements and that the reason for the schools data issue is due to a data gap that happened during a previous school year. Mr. Tate explained that NSED PCS could not go back and put together the data to determine what progress the school made for its accountability plan in 2002-2003.

Mr. Tate stated that the NSED PCS has moved to get the right technology in place and the right training has been provided to staff. He stated that there are two aspects to the data; "training the student achievements and academic performance," and creating a data driven environment. He added that NSED PCS has been collecting data, analyzing data and a consultant was hired to train staff on how to use the data to create a data driven environment.

Matt Wernsdorfer stated that he has worked with NSED PCS since August 2005, along with three other consultants, who come in and work with the school's math and english teachers in support of their curriculum. Mr. Wernsdorfer stated that his responsibility is to focus on data and teaming.

Mary Dickson stated that she is happy as a NSED PCS board member to have Ms. White take over as headmaster at NSED PCS and is confident that she can do the things that need to be done at this point. She stated that the school is very close to solving the issues that PCSB have discussed over quite some time.

Mr. Nida stated that the Board's concern is that the NSED PCS is in its 6th year of operation and the school was put on the priority review status a year ago. He stated that the Board has heard similar presentations from NSED PCS predecessors but the probationary conditions have not been satisfied. NSED PSC has not fulfilled the expectations of its contract. Mr. Nida added that NSED PCS has not submitted an audit report that was due on November 1, 2005.

Mr. Nida stated that there have not been any vast improvements with NSED PCS except for a new principal. PCSB has provided NSED PCS with an on-site monitor and the monitor expressed frustration with her inabilities to be effective at the school because of lack of information and interaction with staff and leadership.

Mr. Nida stated that he is disappointed because NSED PCS is still where they were a year ago. He stated that the school has continued on with lack of performance, lack of achievement and lack of results. Mr. Nida added that given the history of the school and its track record, he would propose that NSED PCS's charter be revoked. He stated that the PSCB will provide in great detail the process for revocation and what needs to be addressed.

Mr. Nida stated that when the school receives a formal letter from PCSB, the school has fifteen days to request a hearing. A hearing will be scheduled thirty days after the request has been received from the school.

Charles Tate responded that NSED PCS has made progress which was documented in the results of the program development review. NSED PCS has paid serious attention to the conditions and increased the amount of time Johns Hopkins spends at the school and highly qualified teachers have been hired. However, NSED PCS has not been able to produce the level of evidence that PCSB staff wants to see.

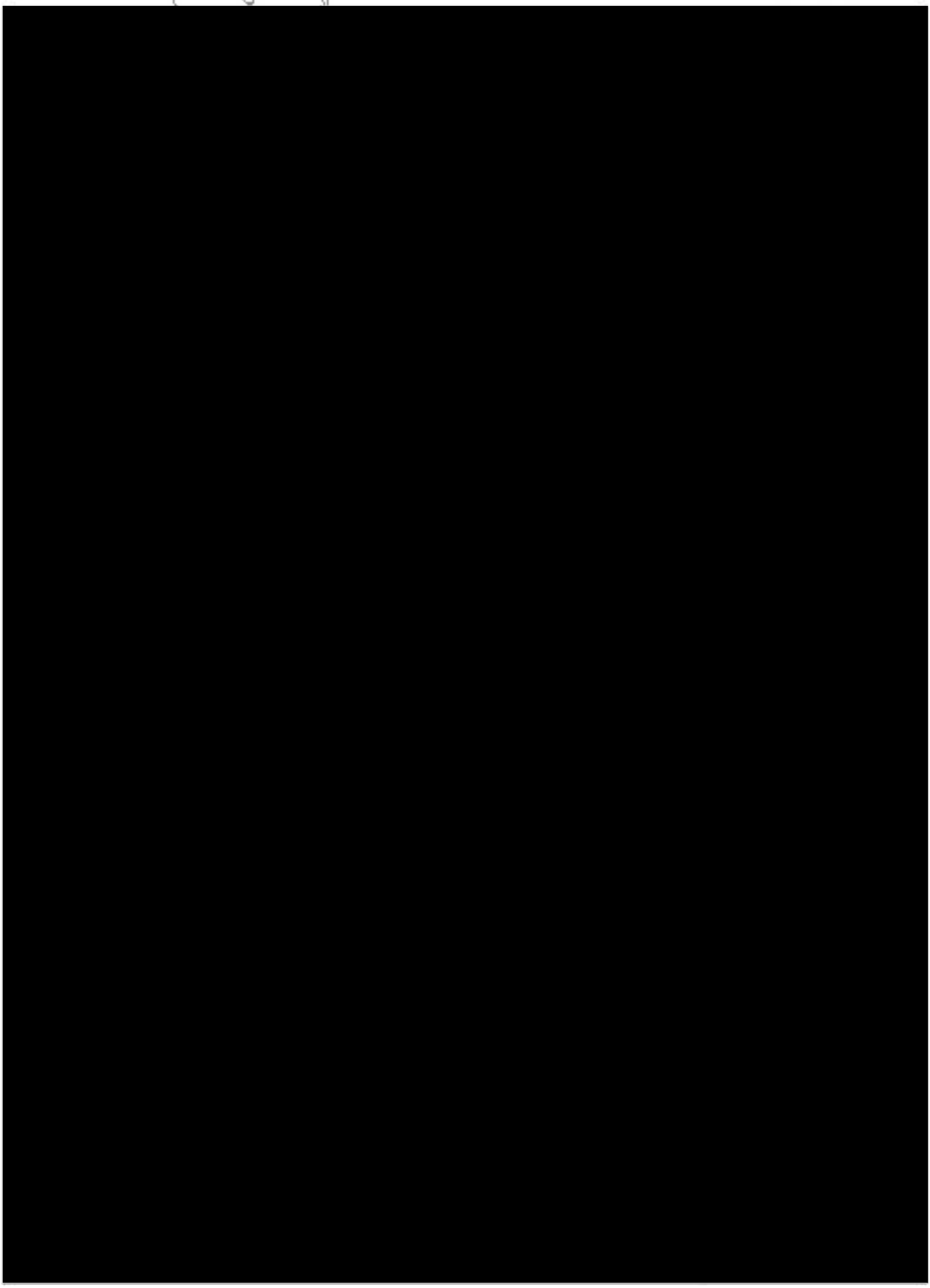
Will Marshall asked why NSED PCS had such high staff attrition. Charles Tate responded that NSED PCS was unable to compete for highly qualified teachers because of its limited budget.

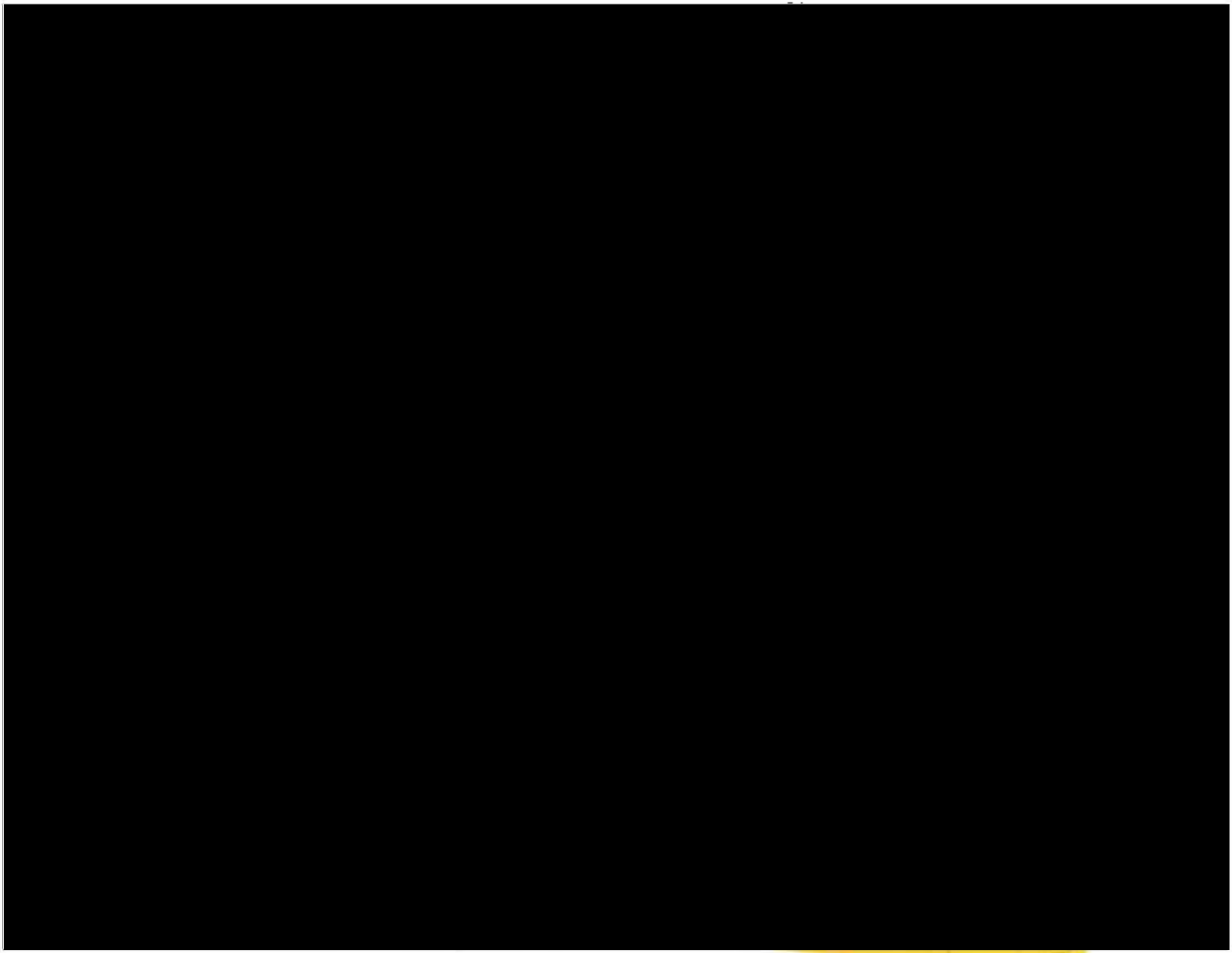
Lawrence Patrick stated for the record that he is abstaining from voting on the proposal to revoke NSED PCS's charter, due to a personal relationship he has with a NSED PCS employee.

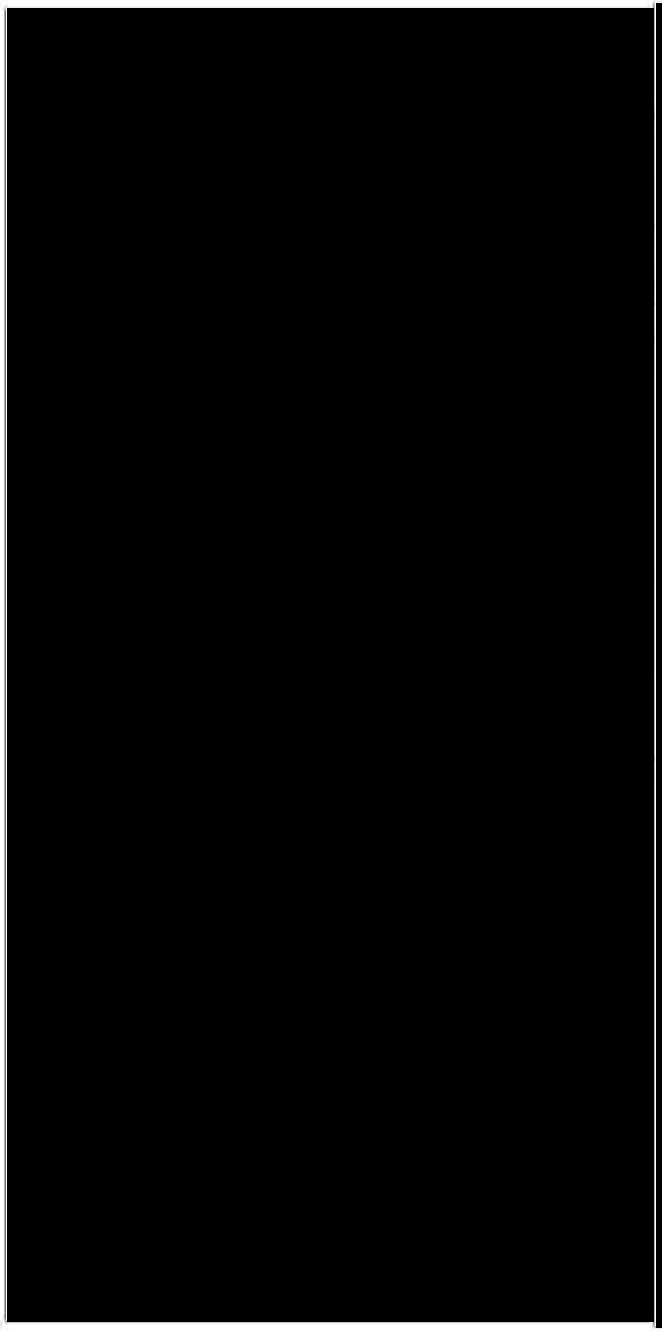
A motion was made to propose revocation of New School for Enterprise and Development PCS's charter; the motion was seconded by Will Marshall; Anthony Colon and Dora Marcus submitted proxy votes in favor of the proposal, by phone, prior to the Board Meeting.

The meeting adjourned at 8:45pm.

Appendix F







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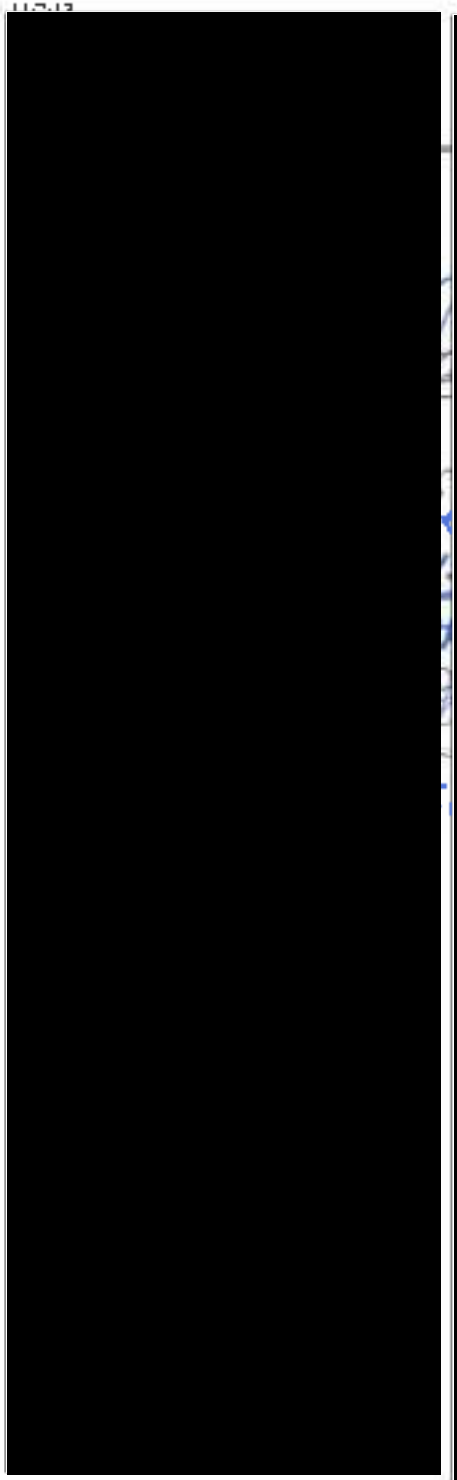

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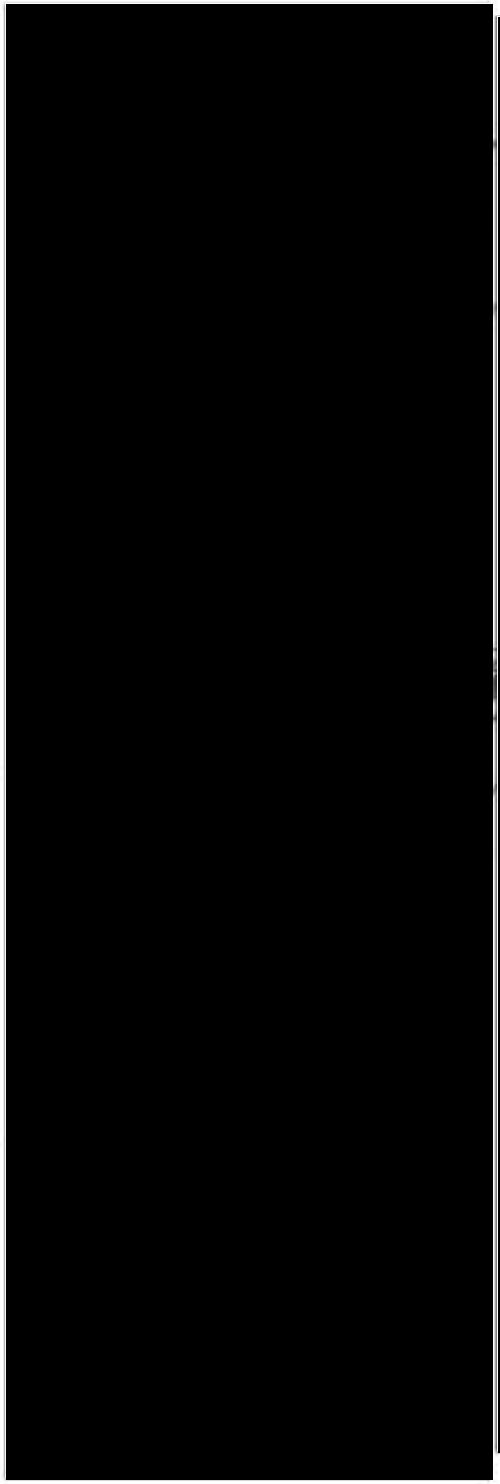

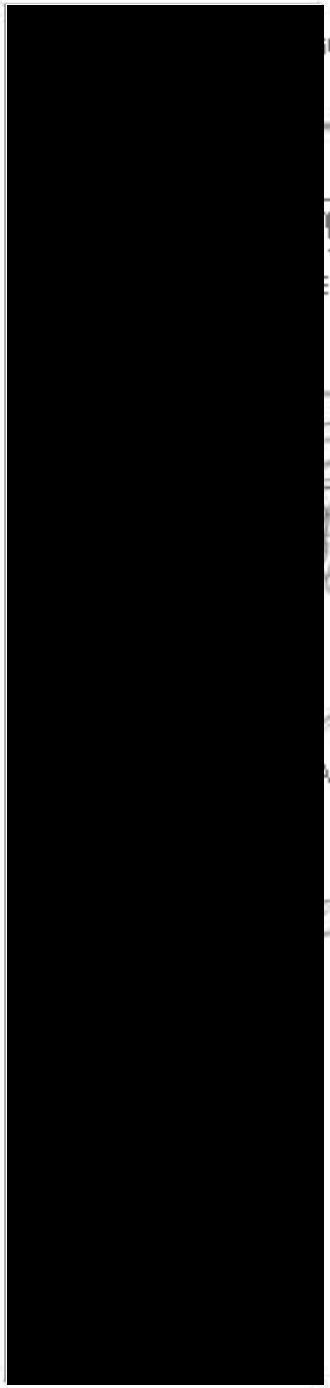

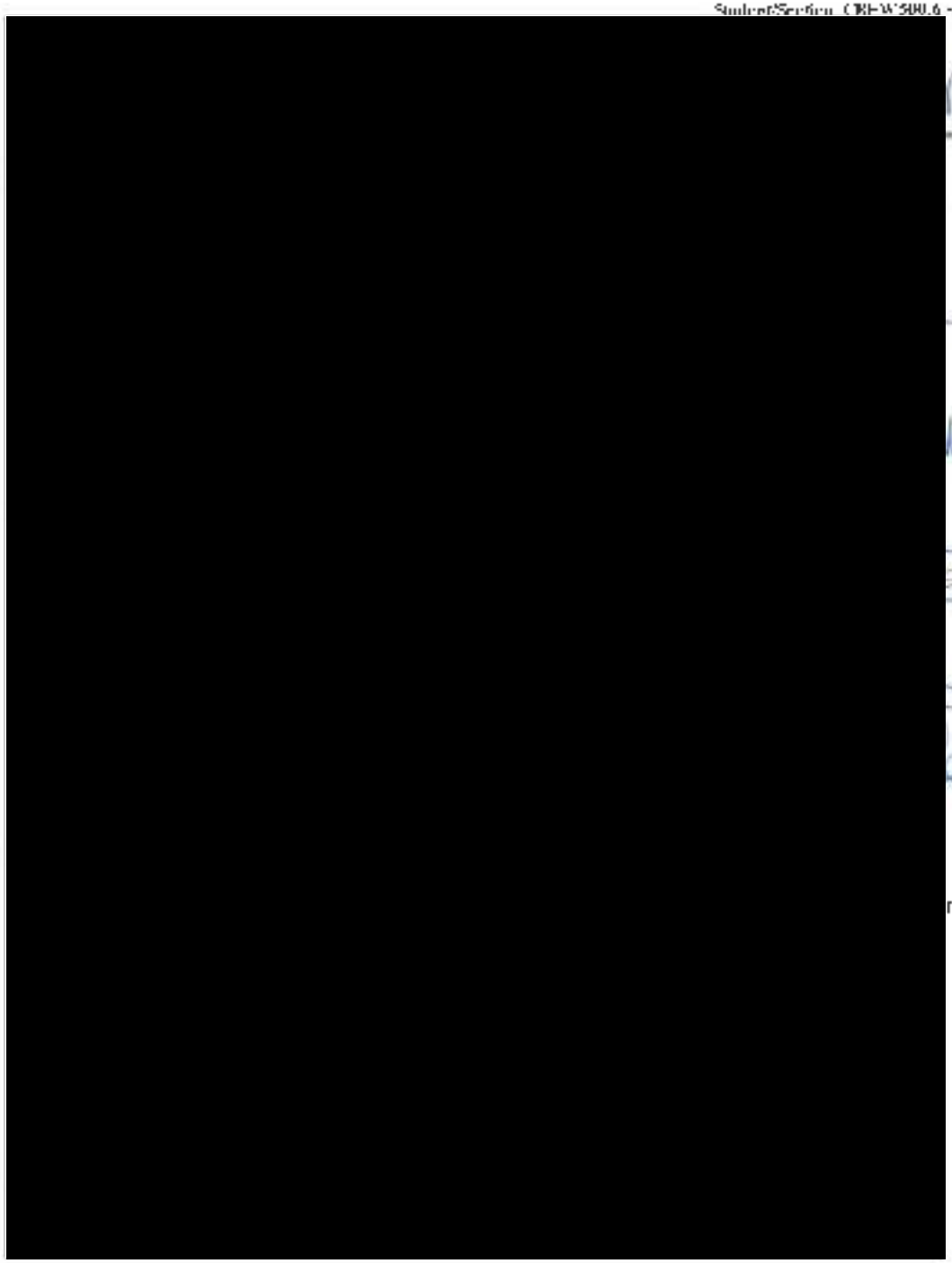

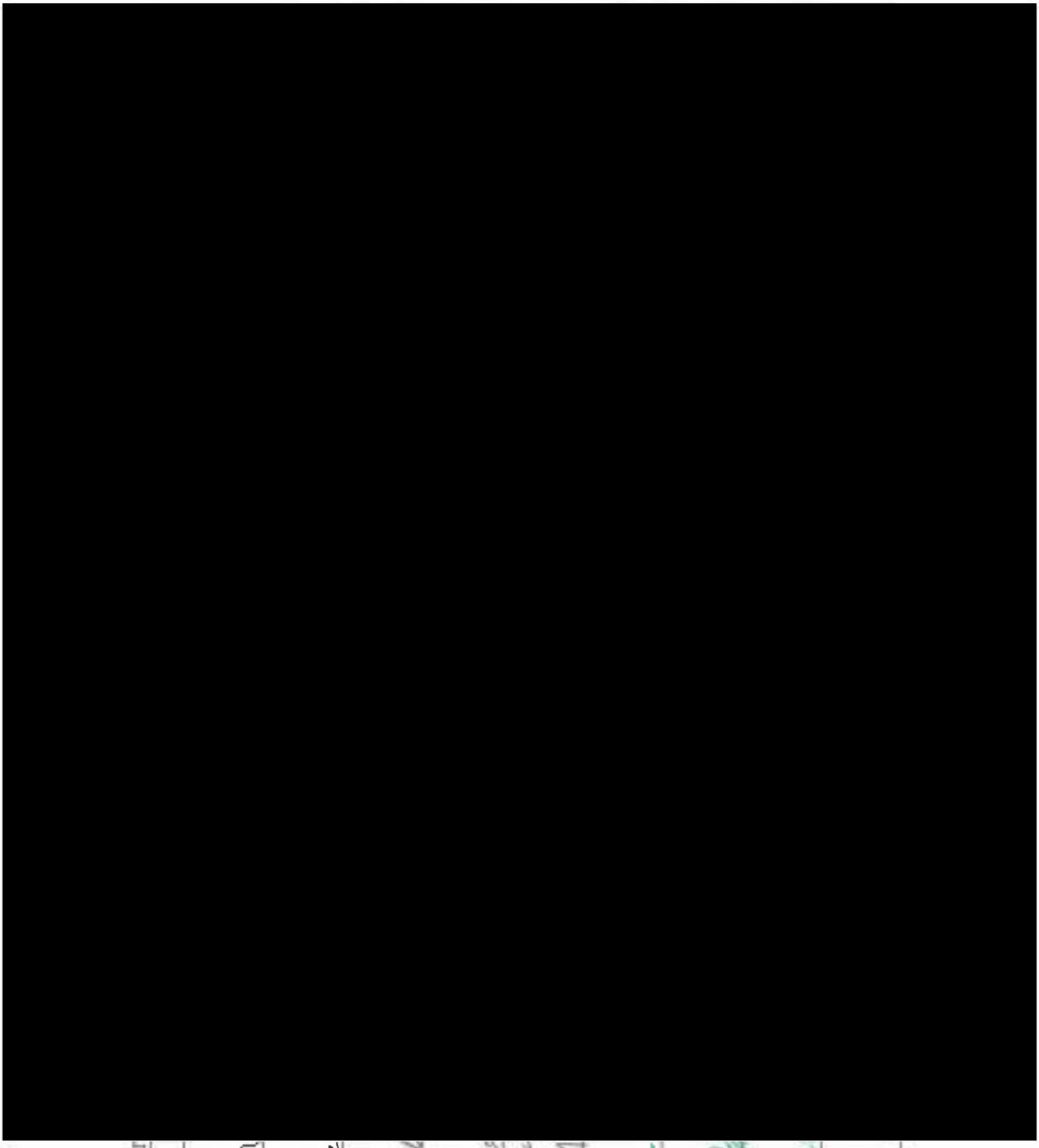

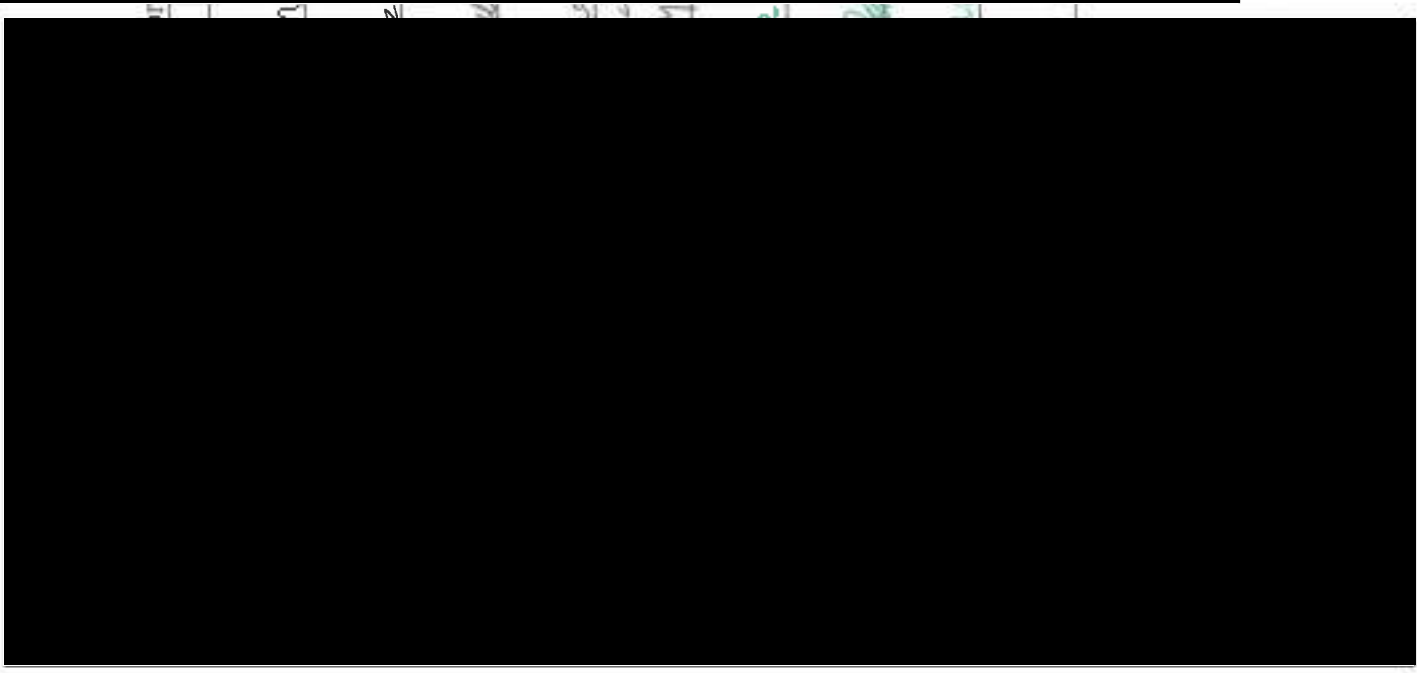

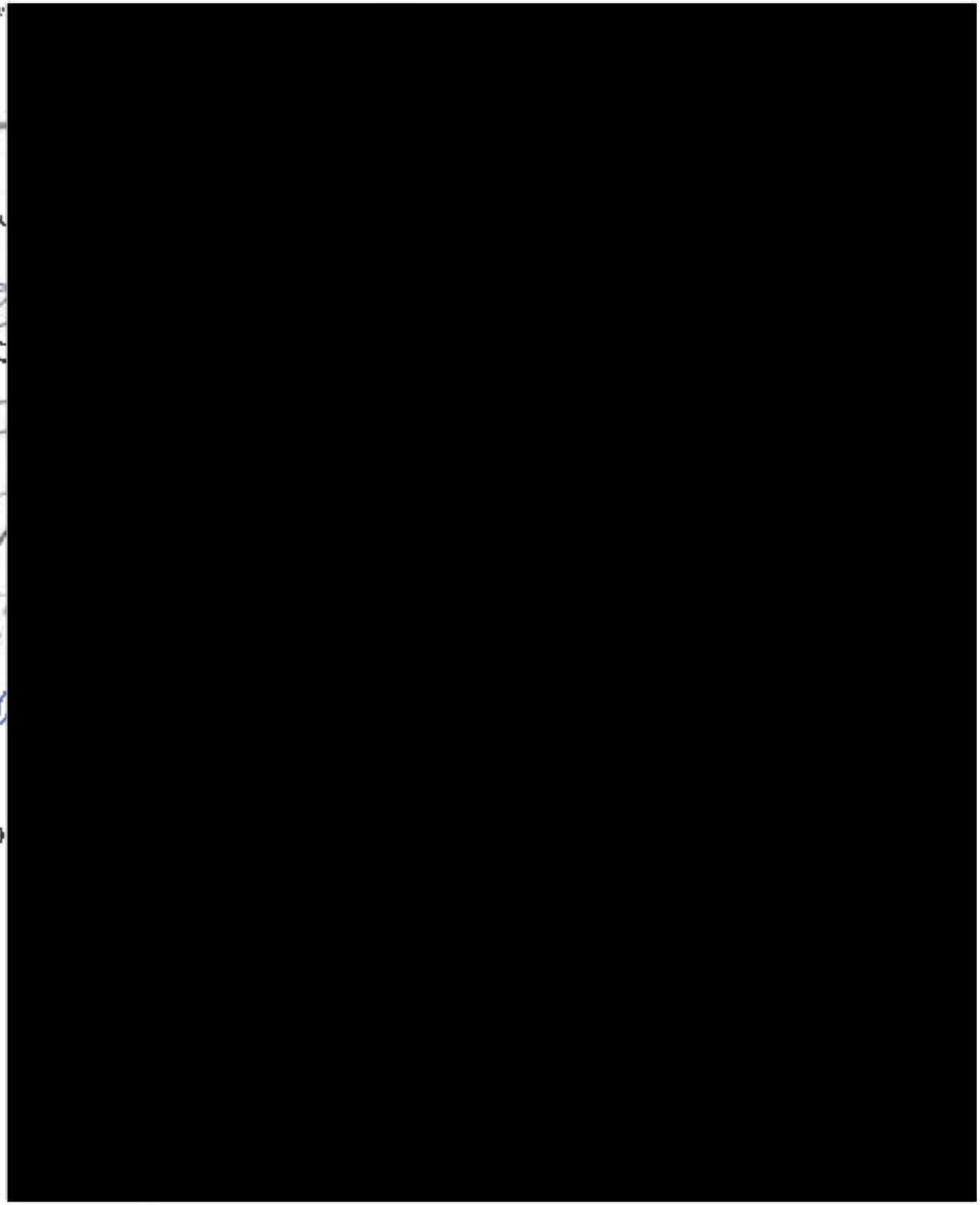

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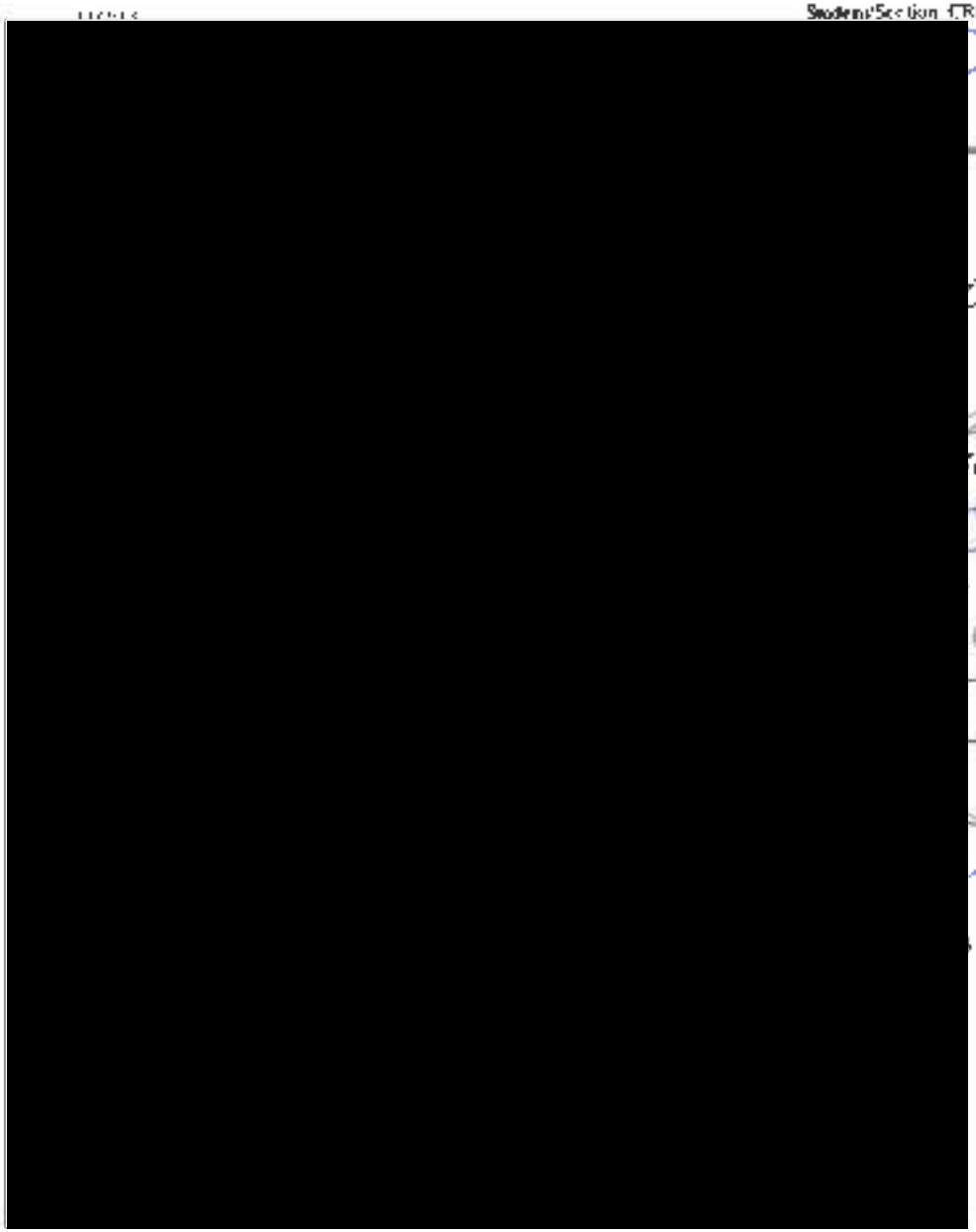

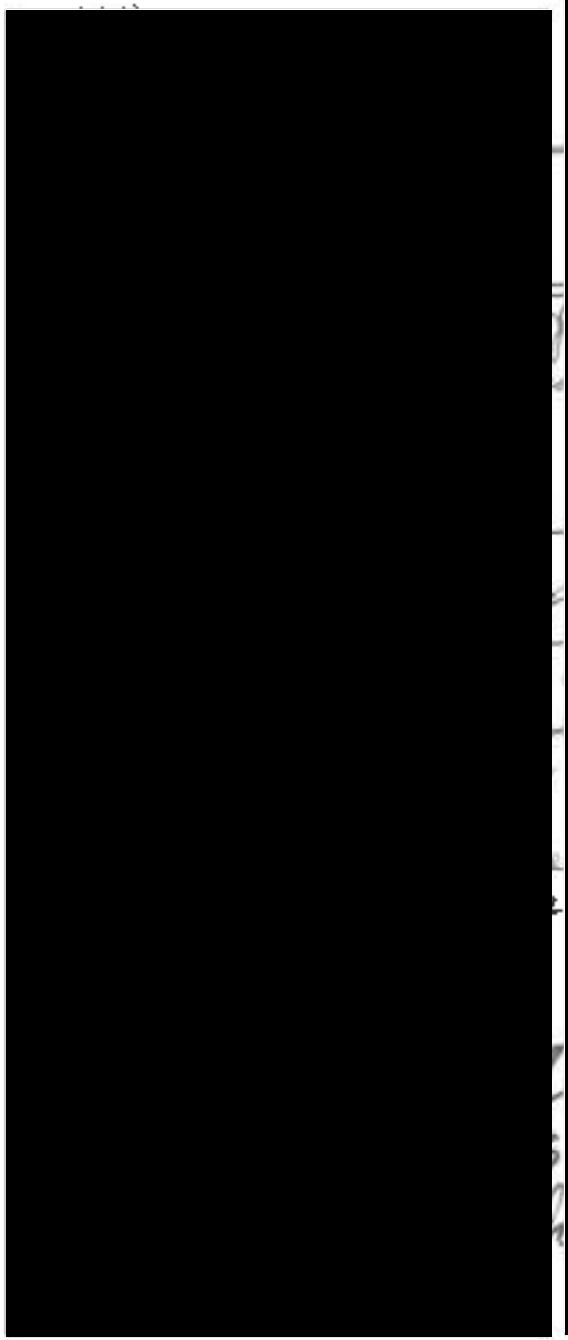

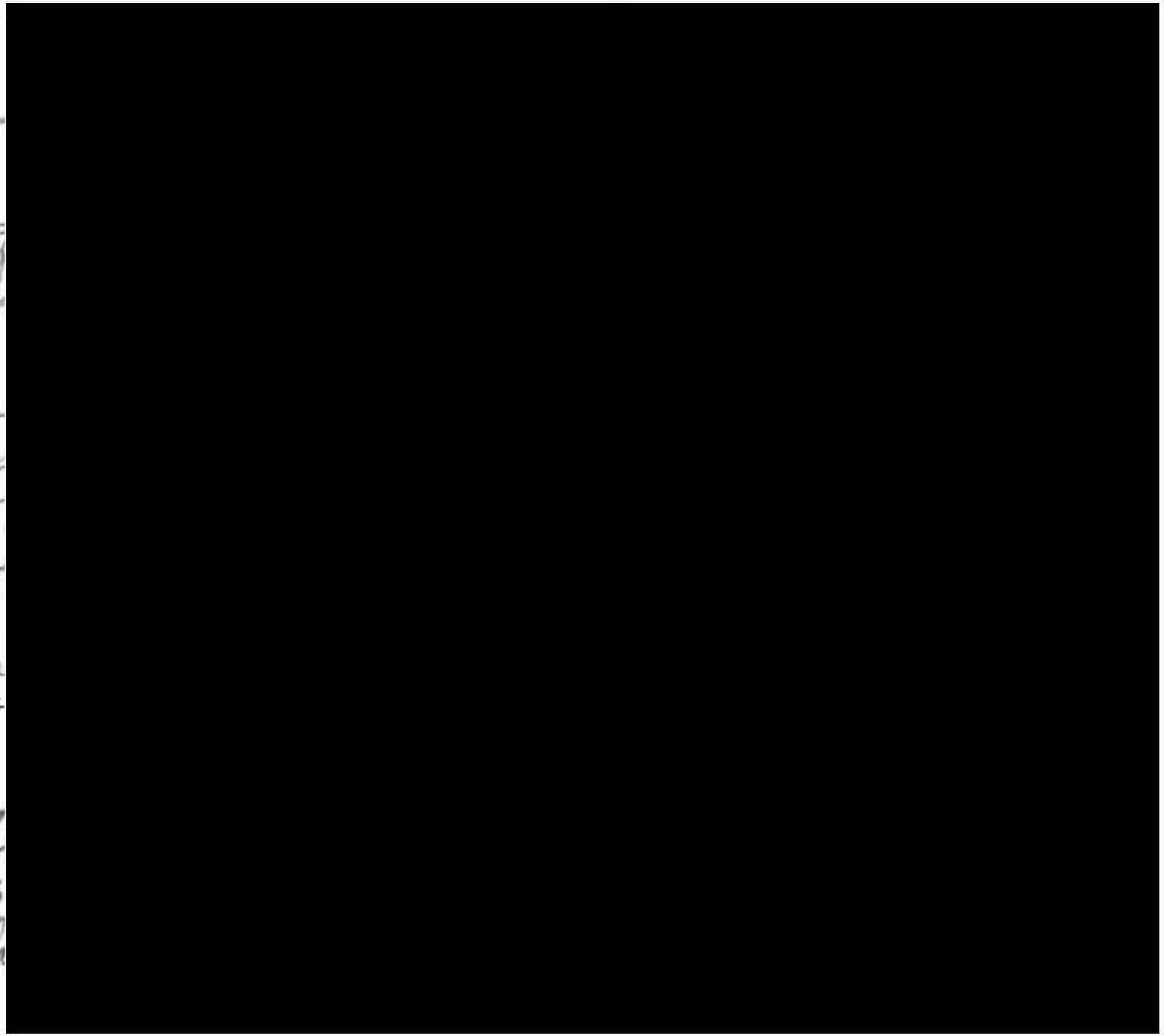

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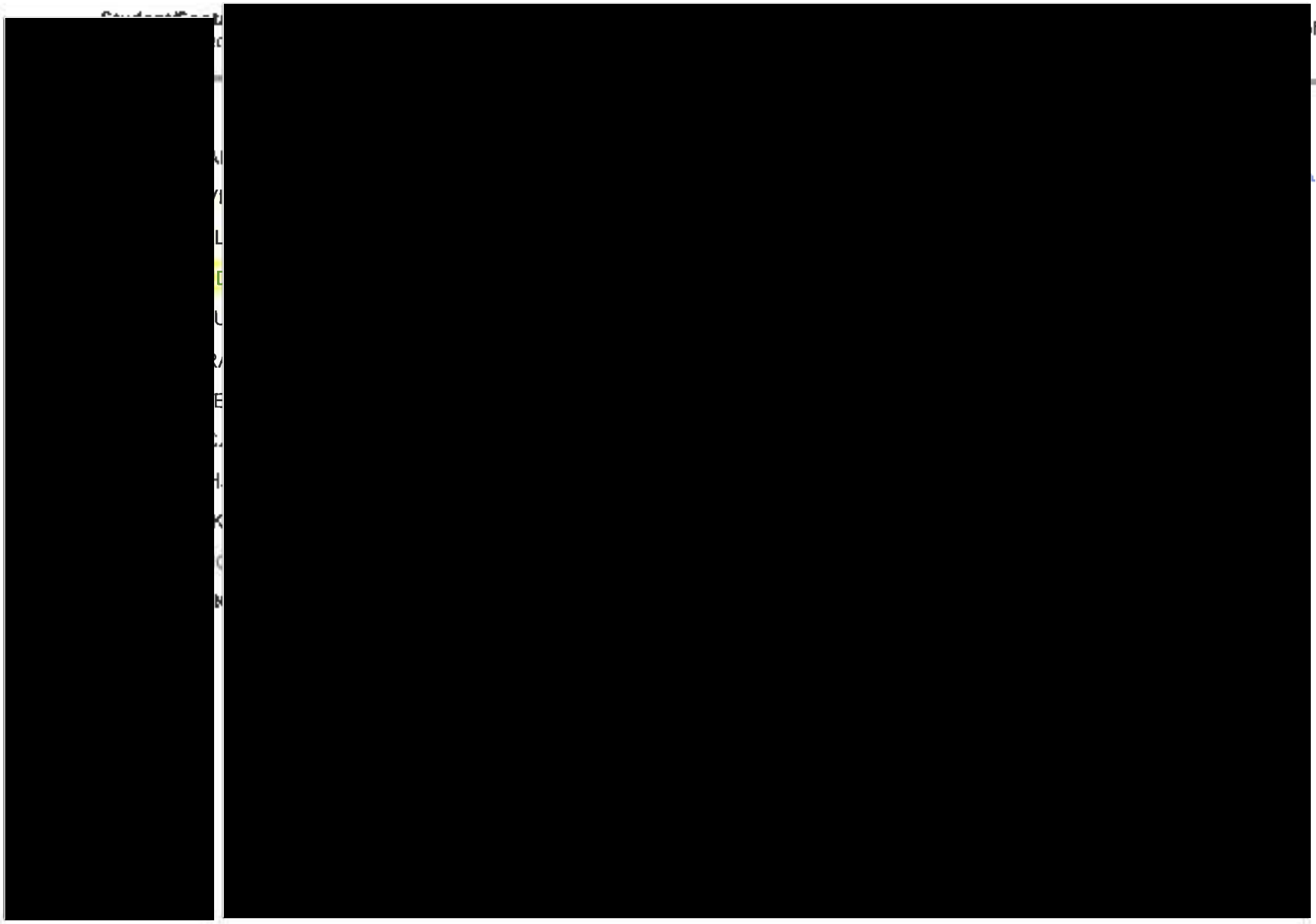
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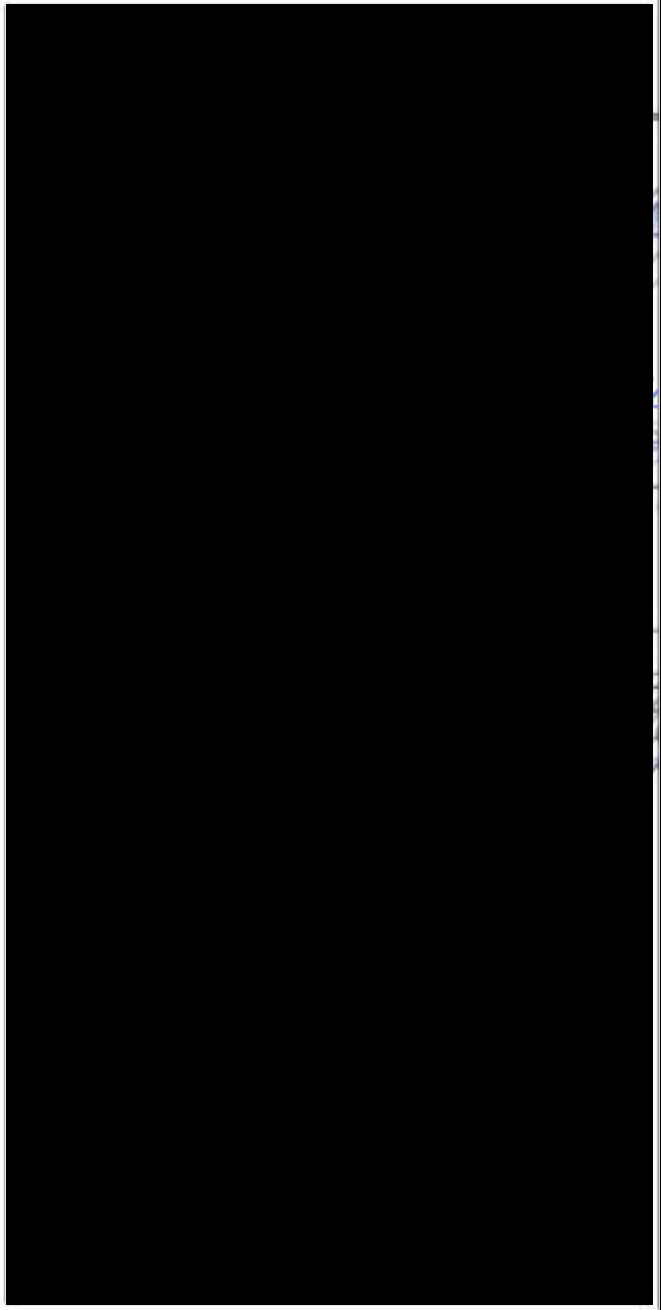
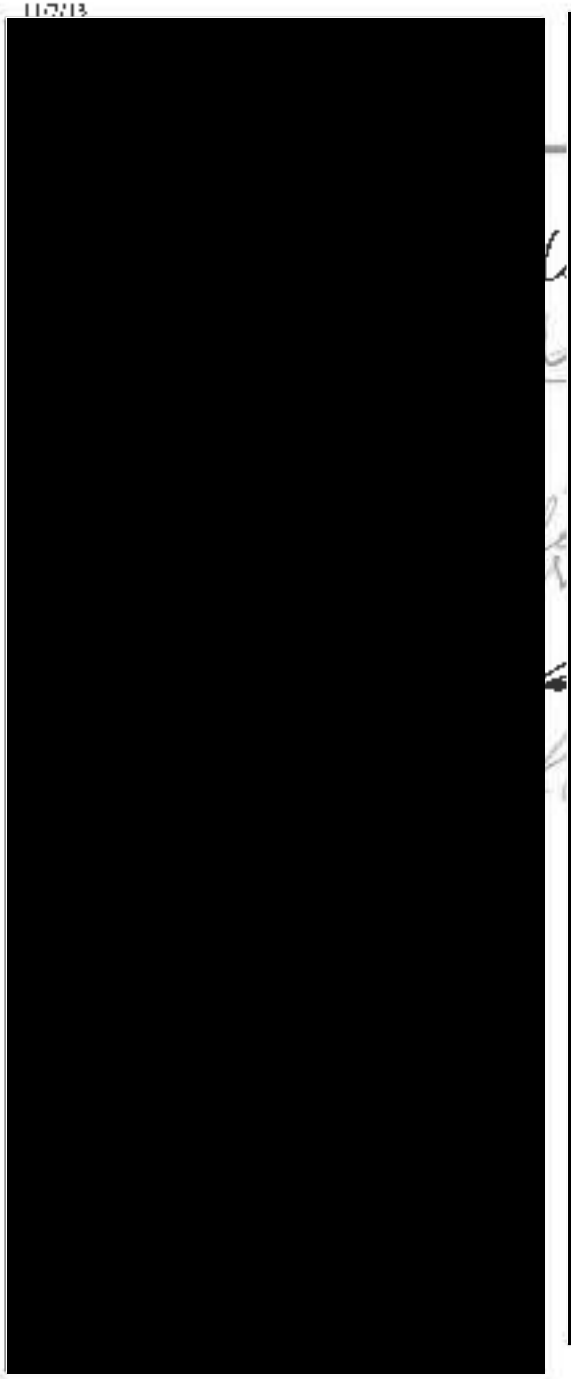
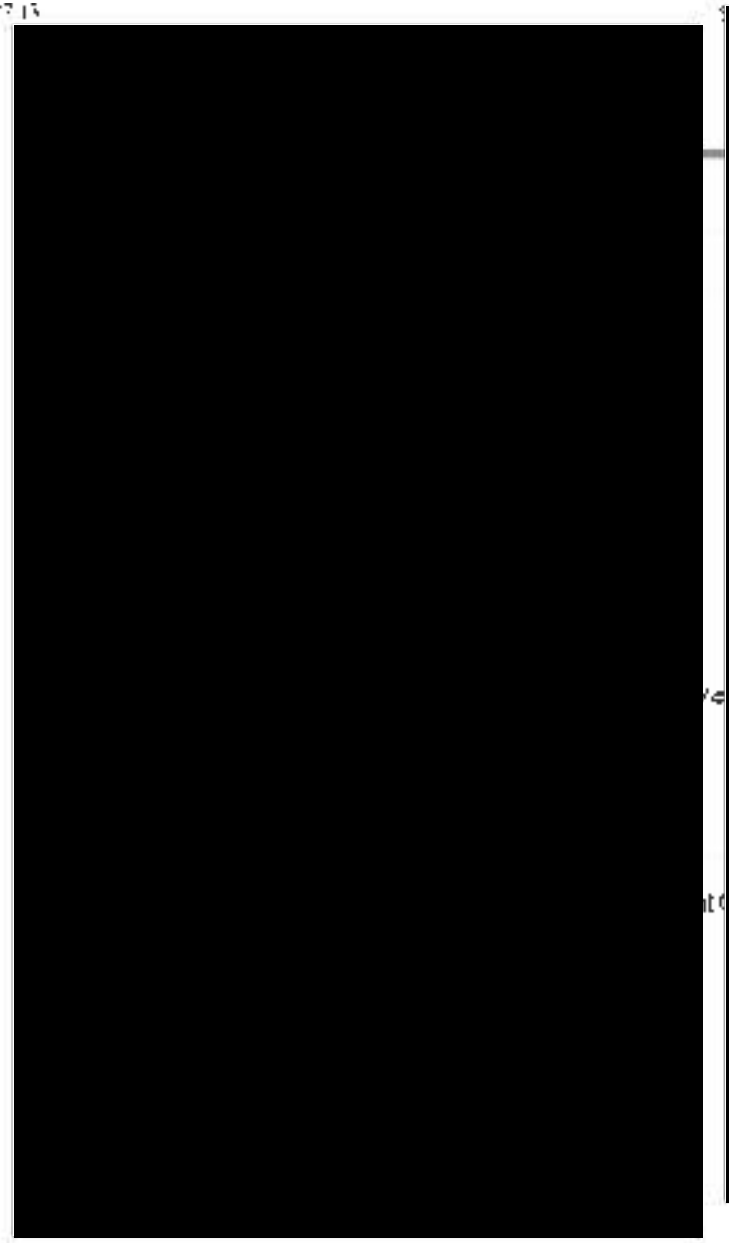
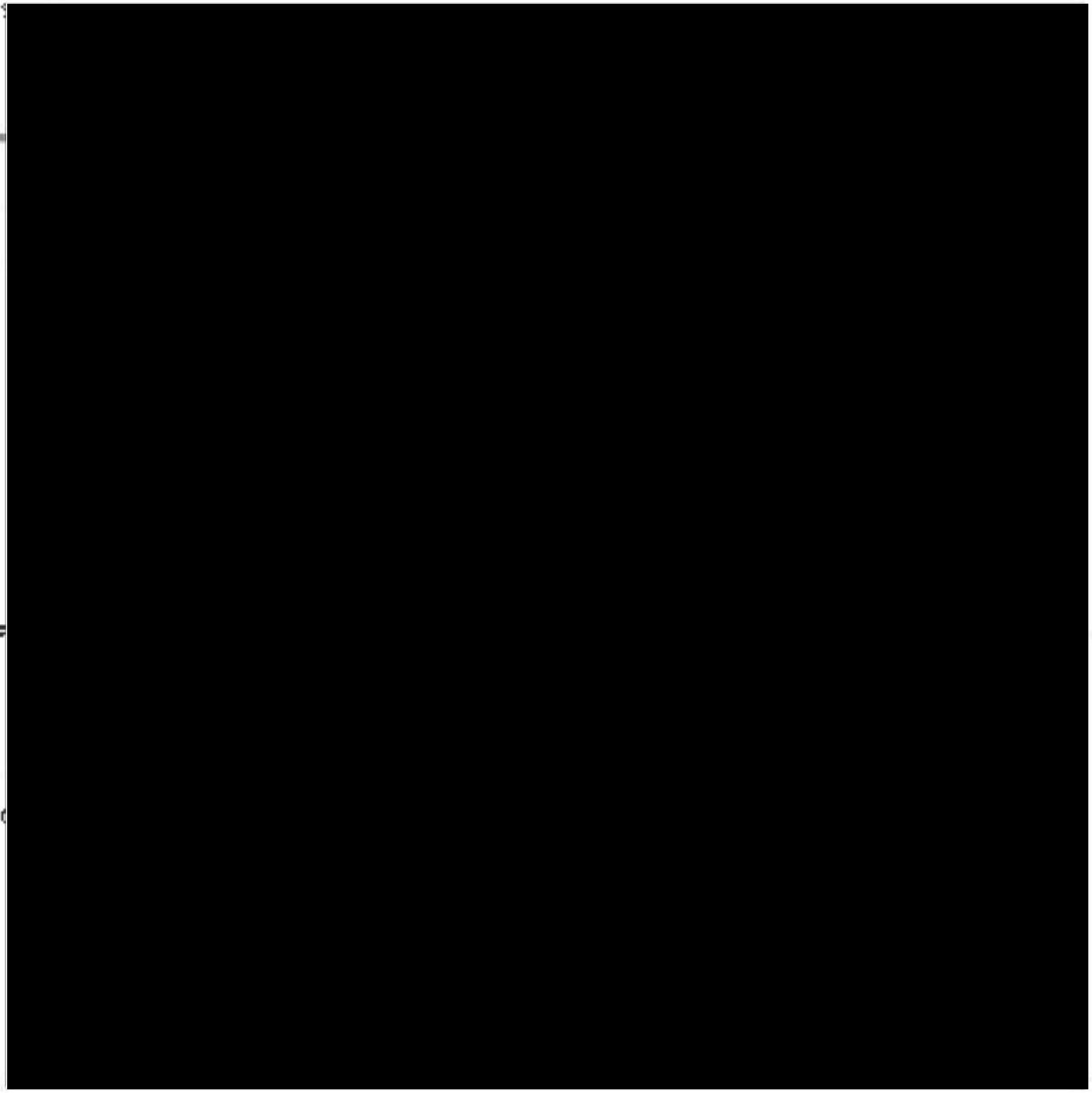
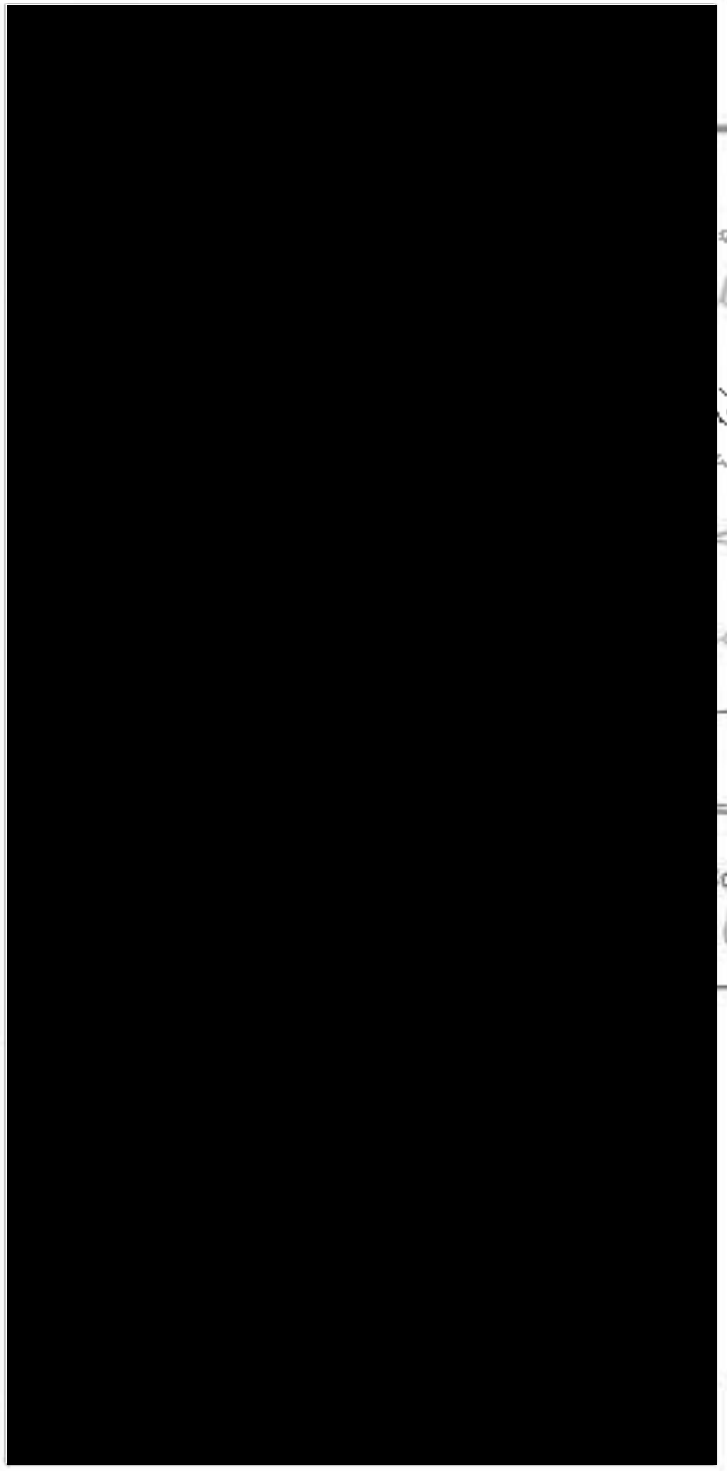
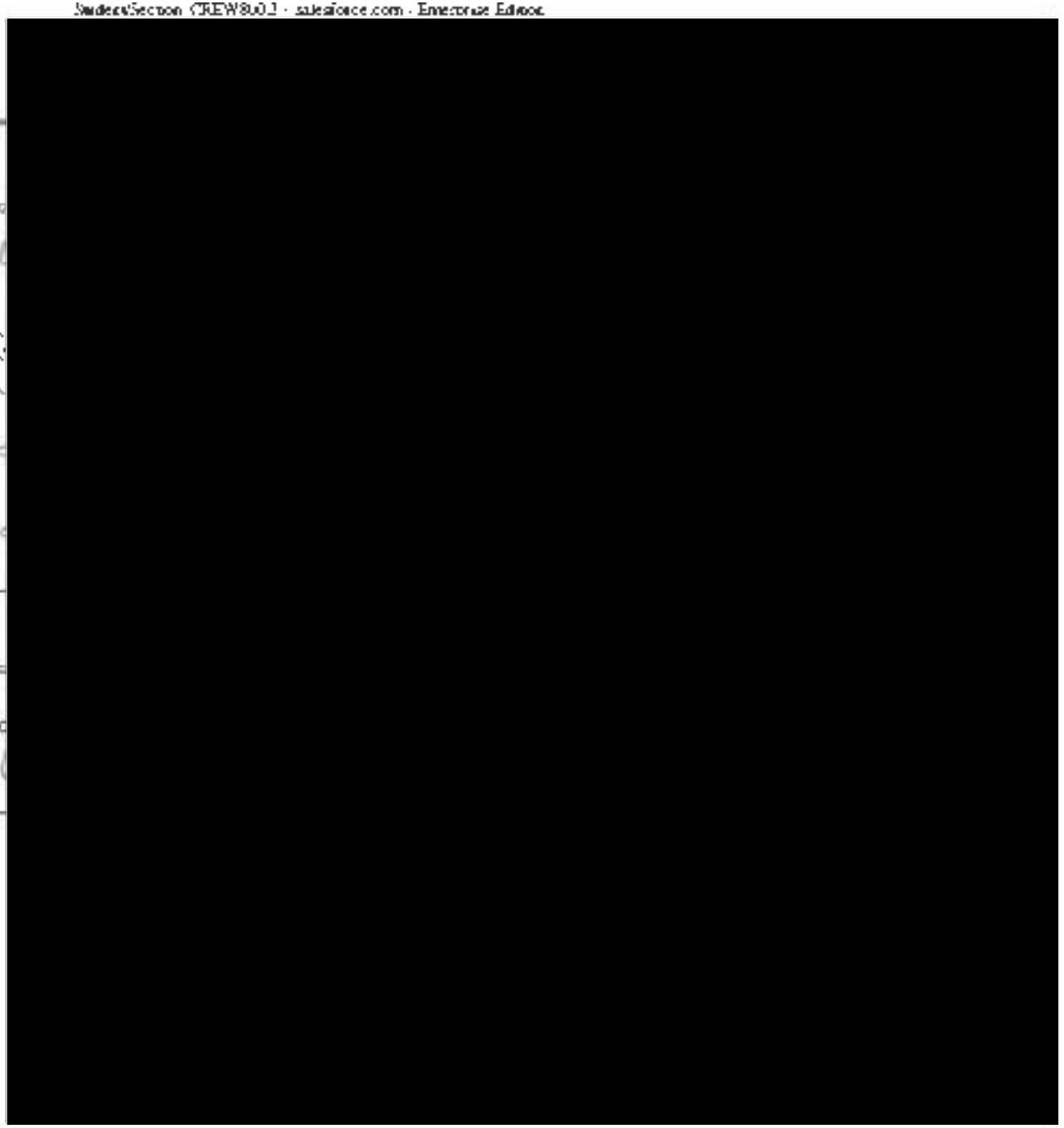


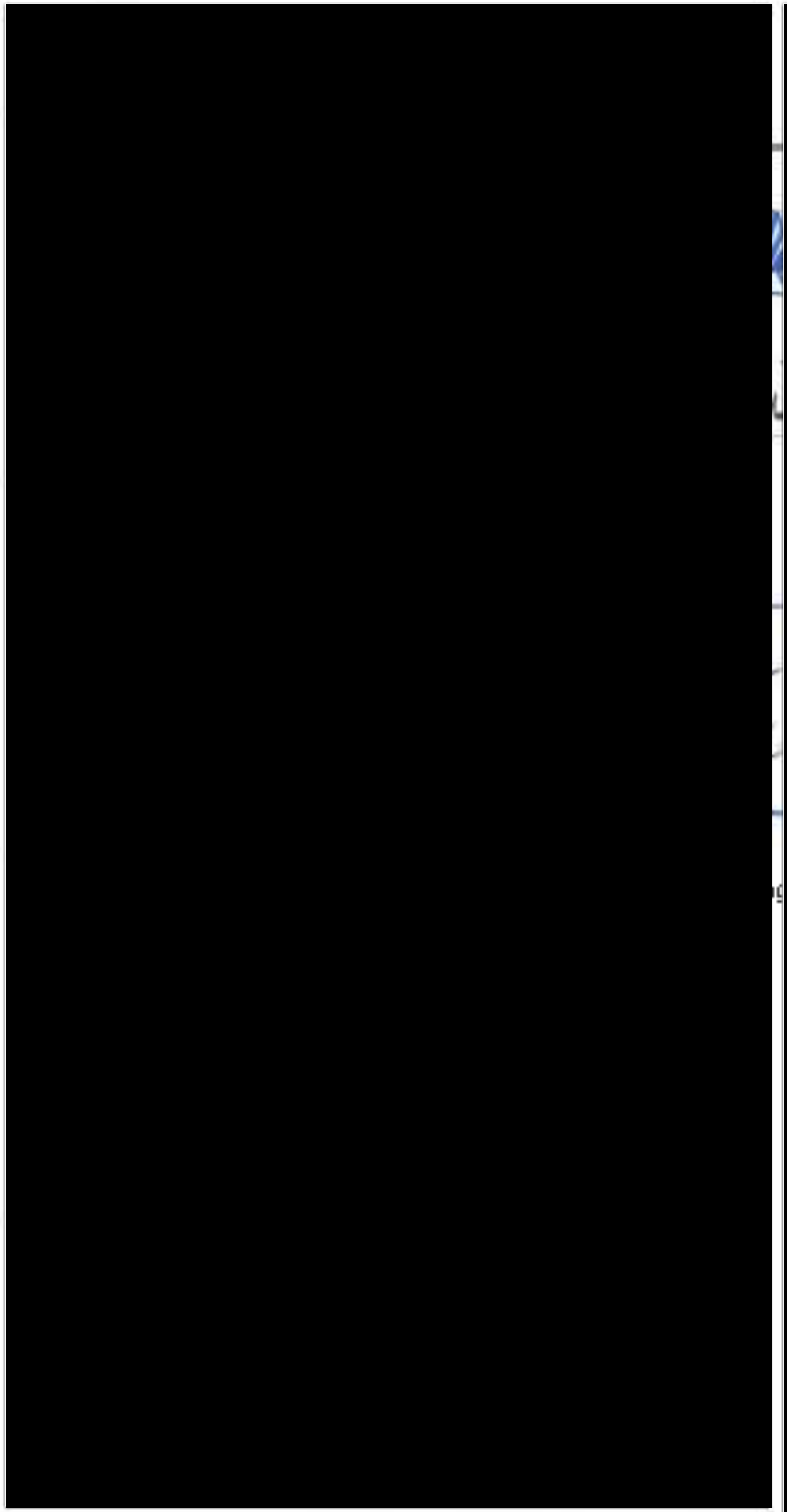


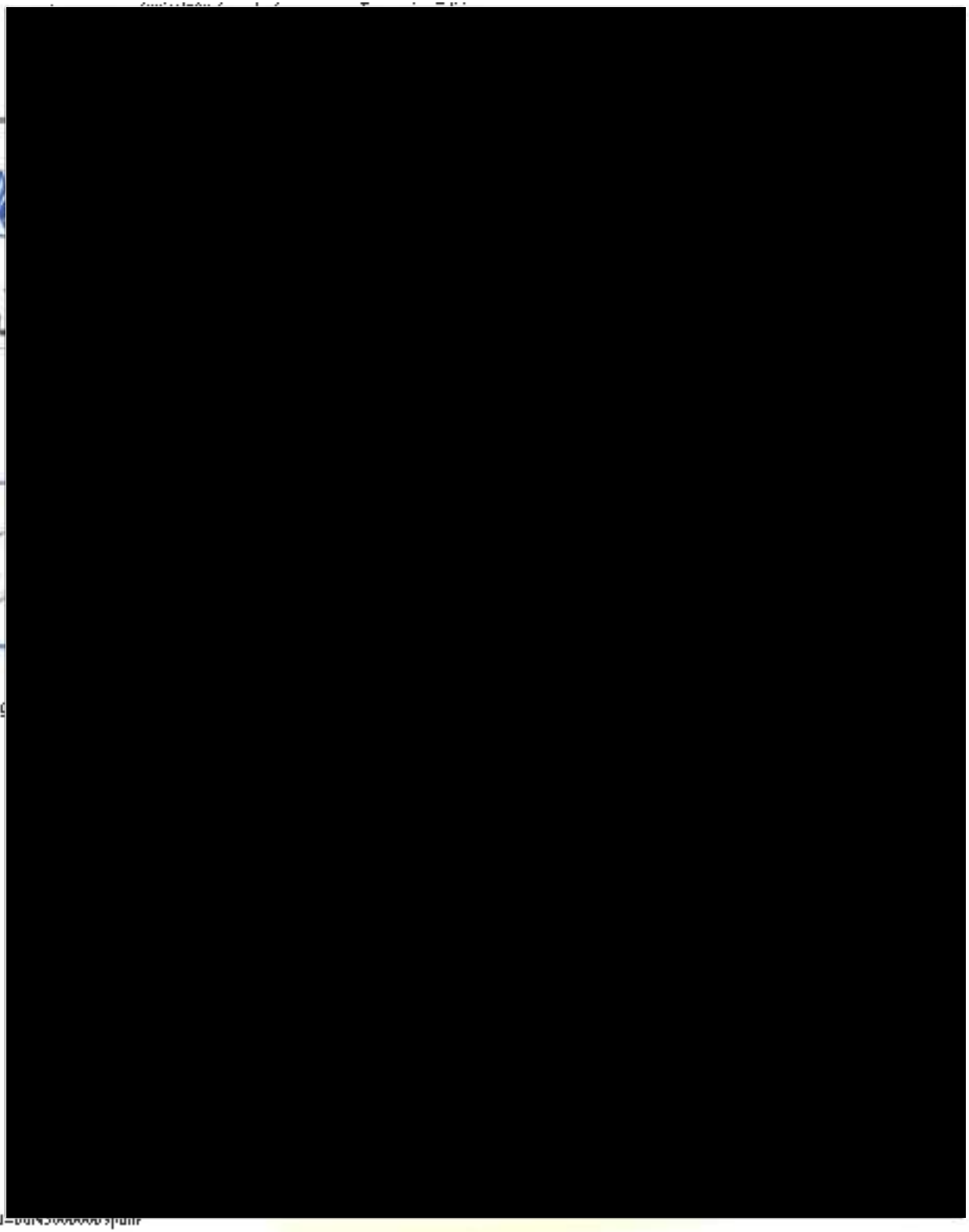


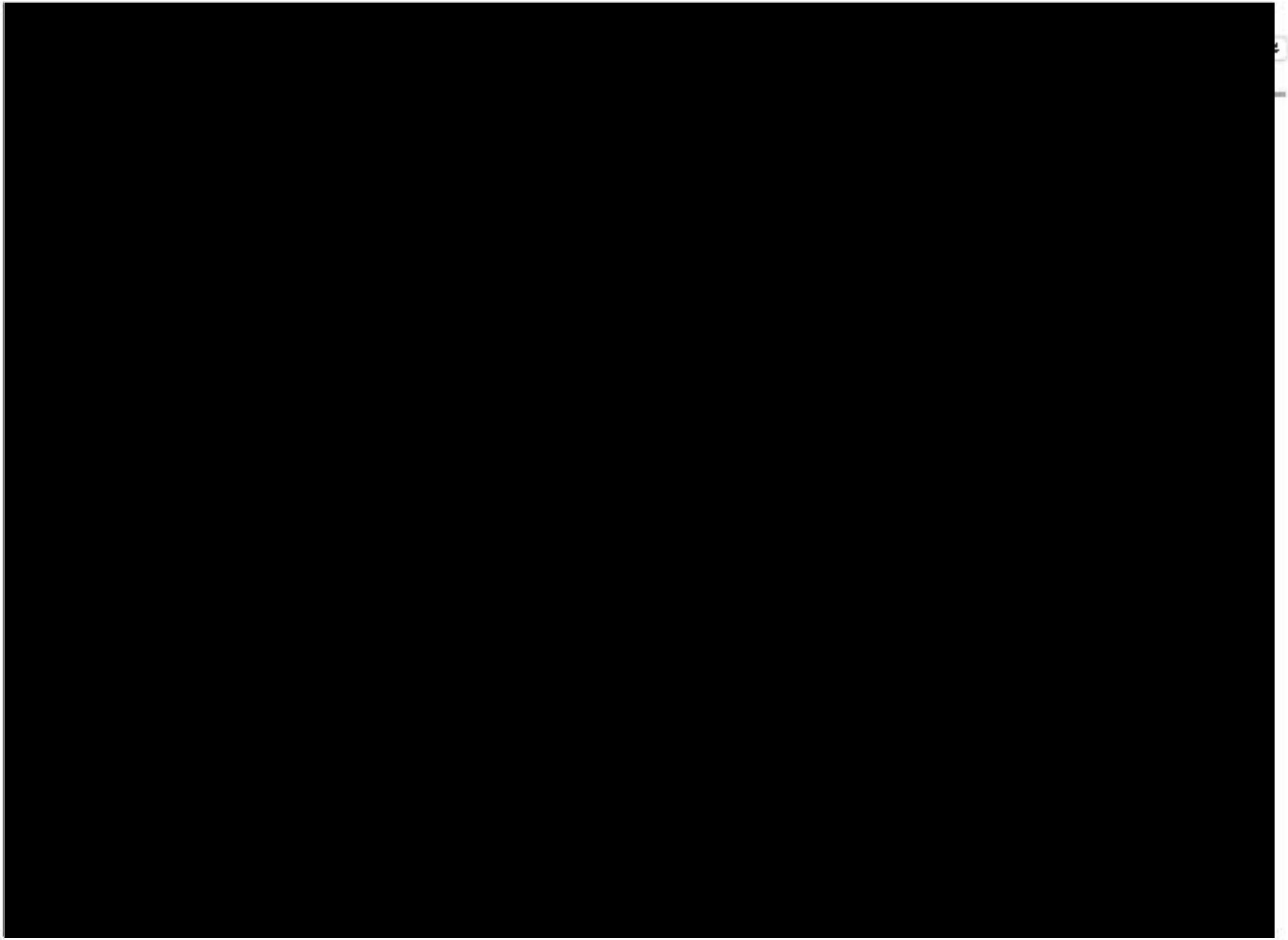


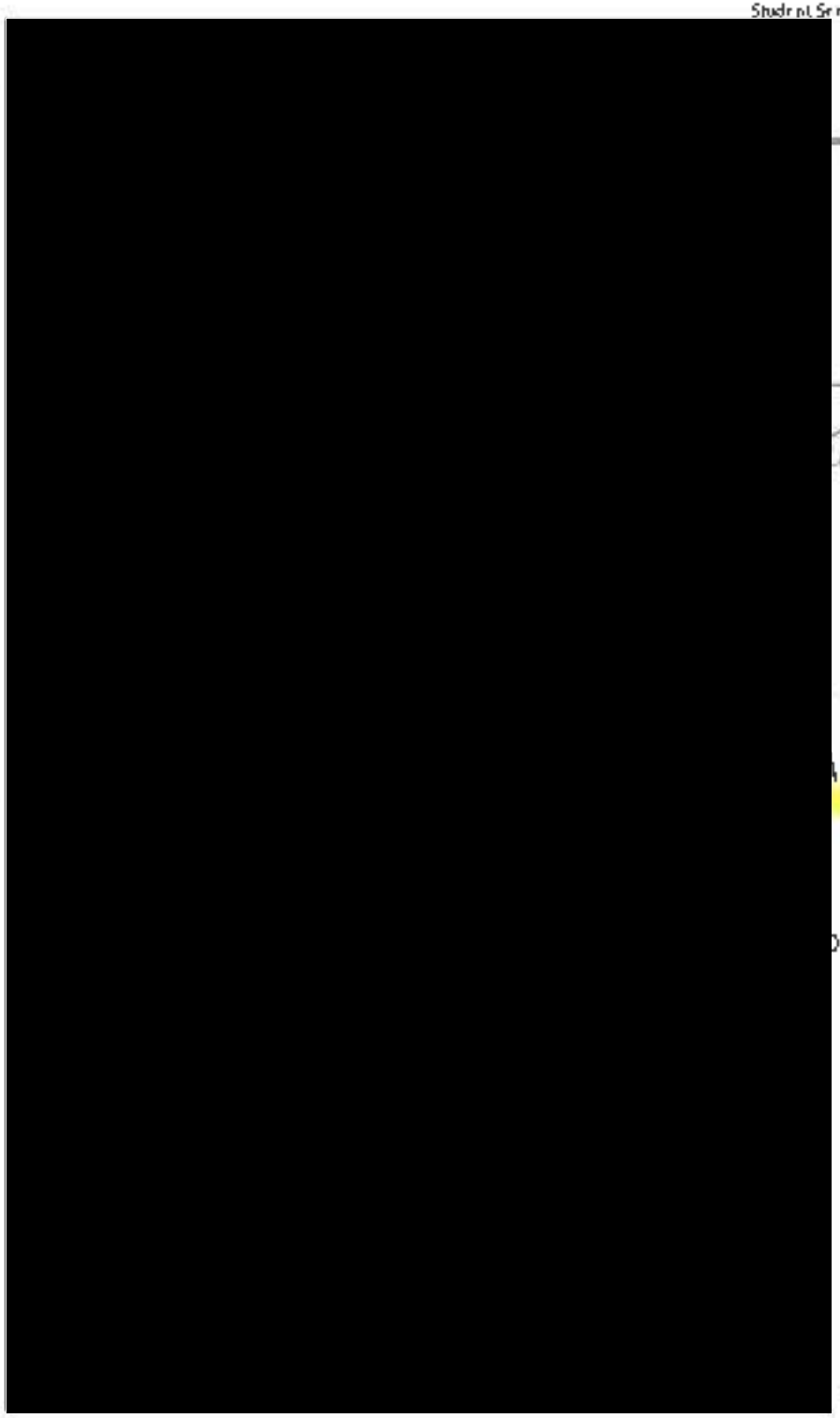


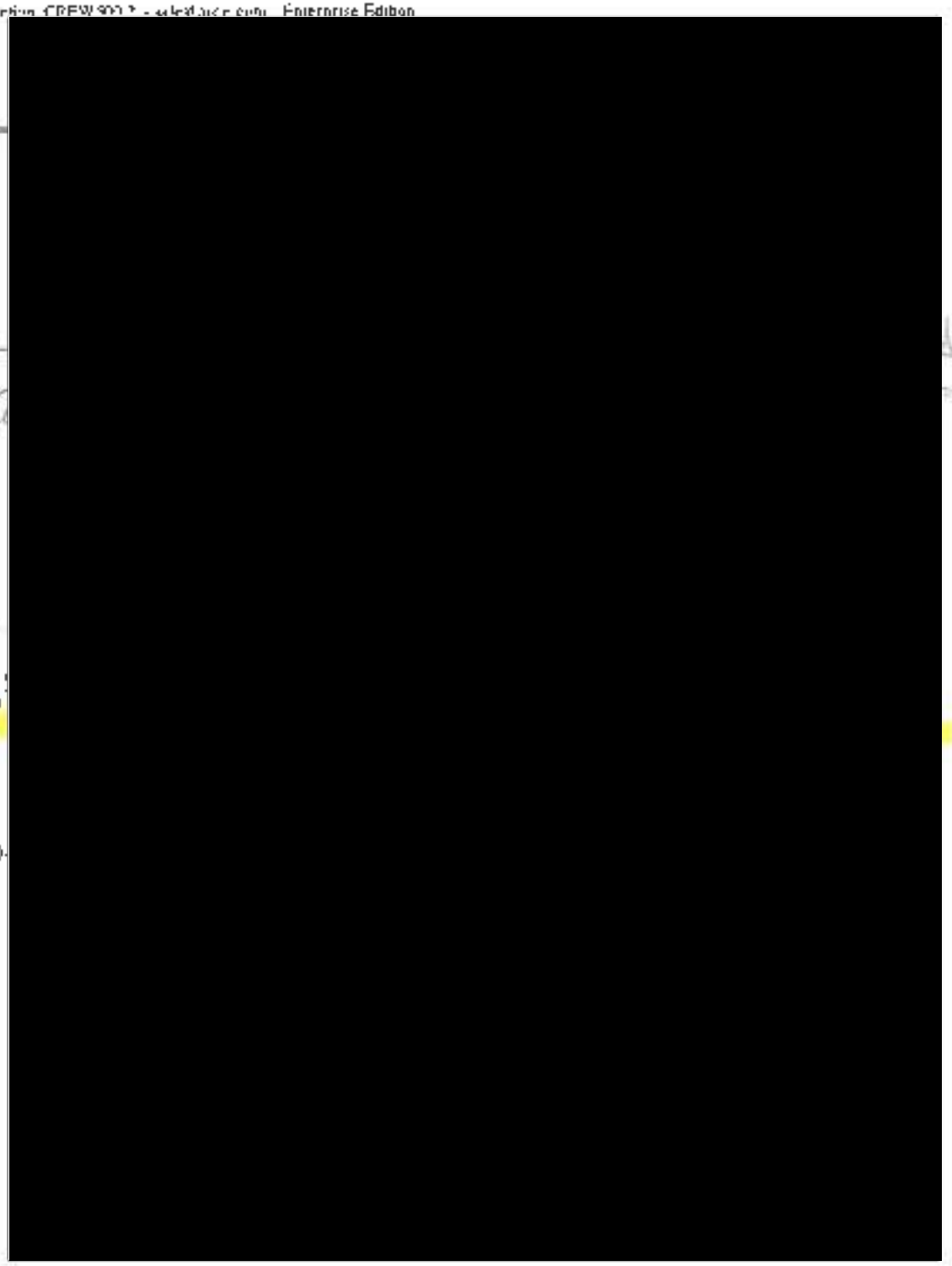


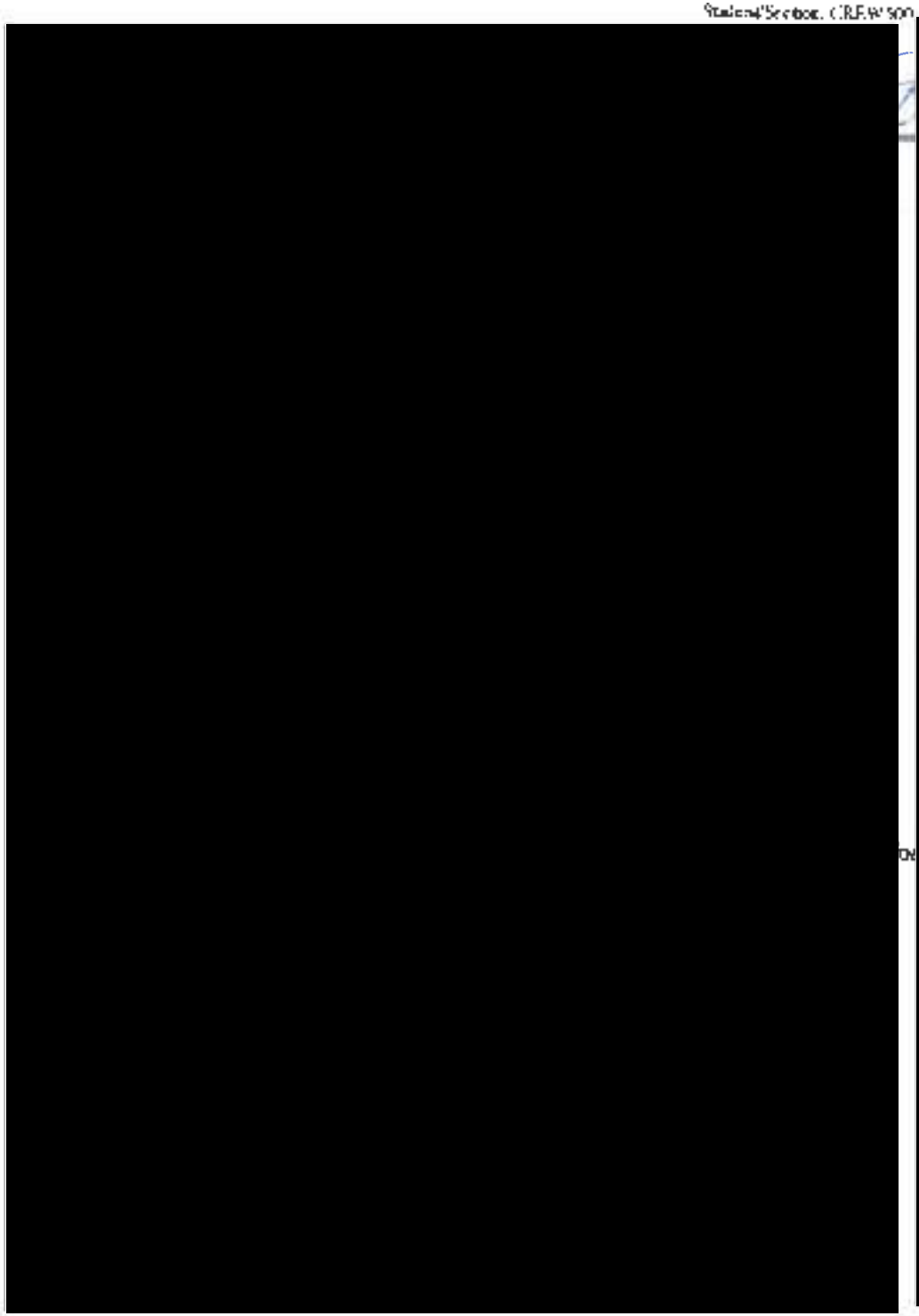


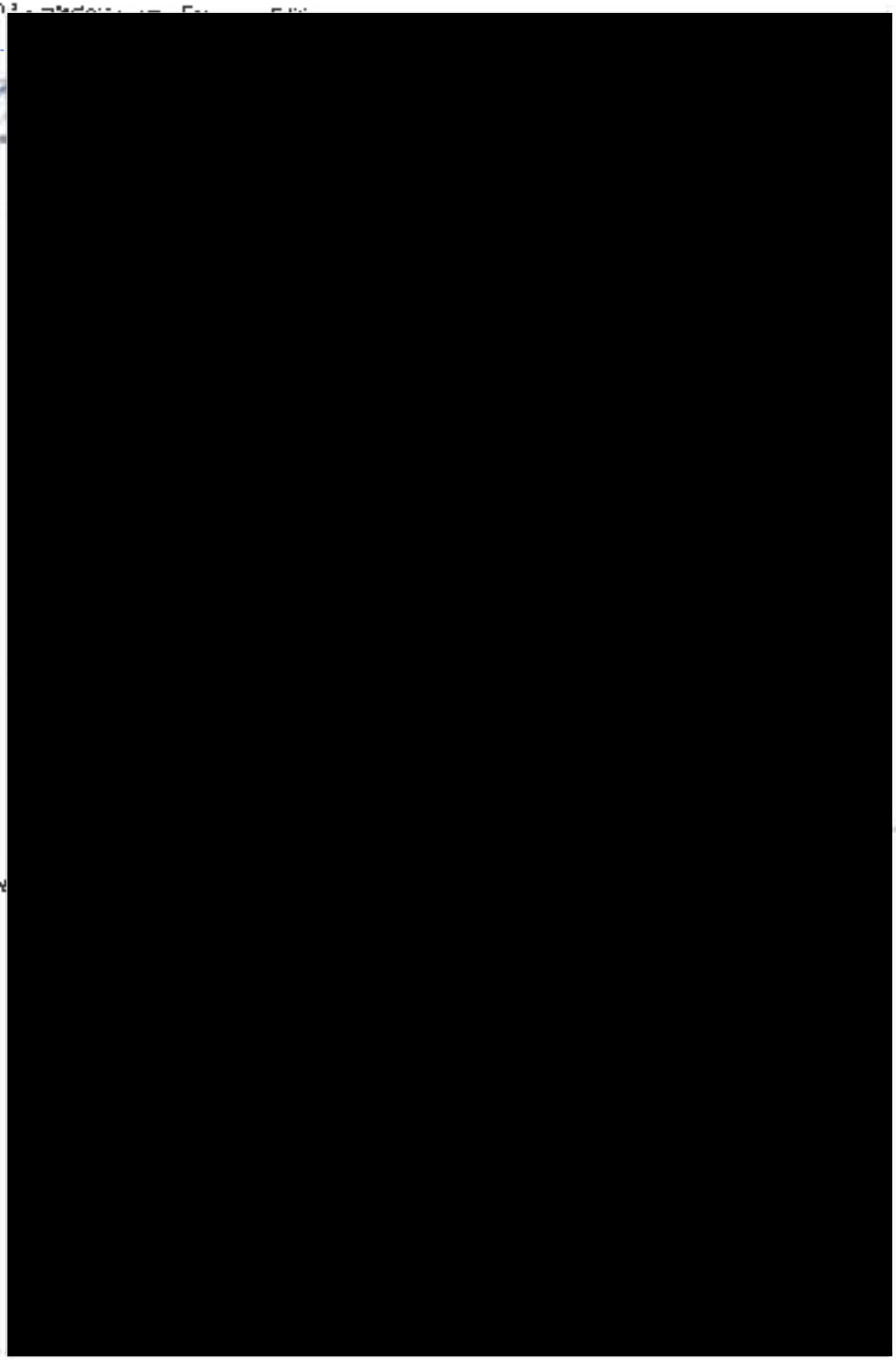


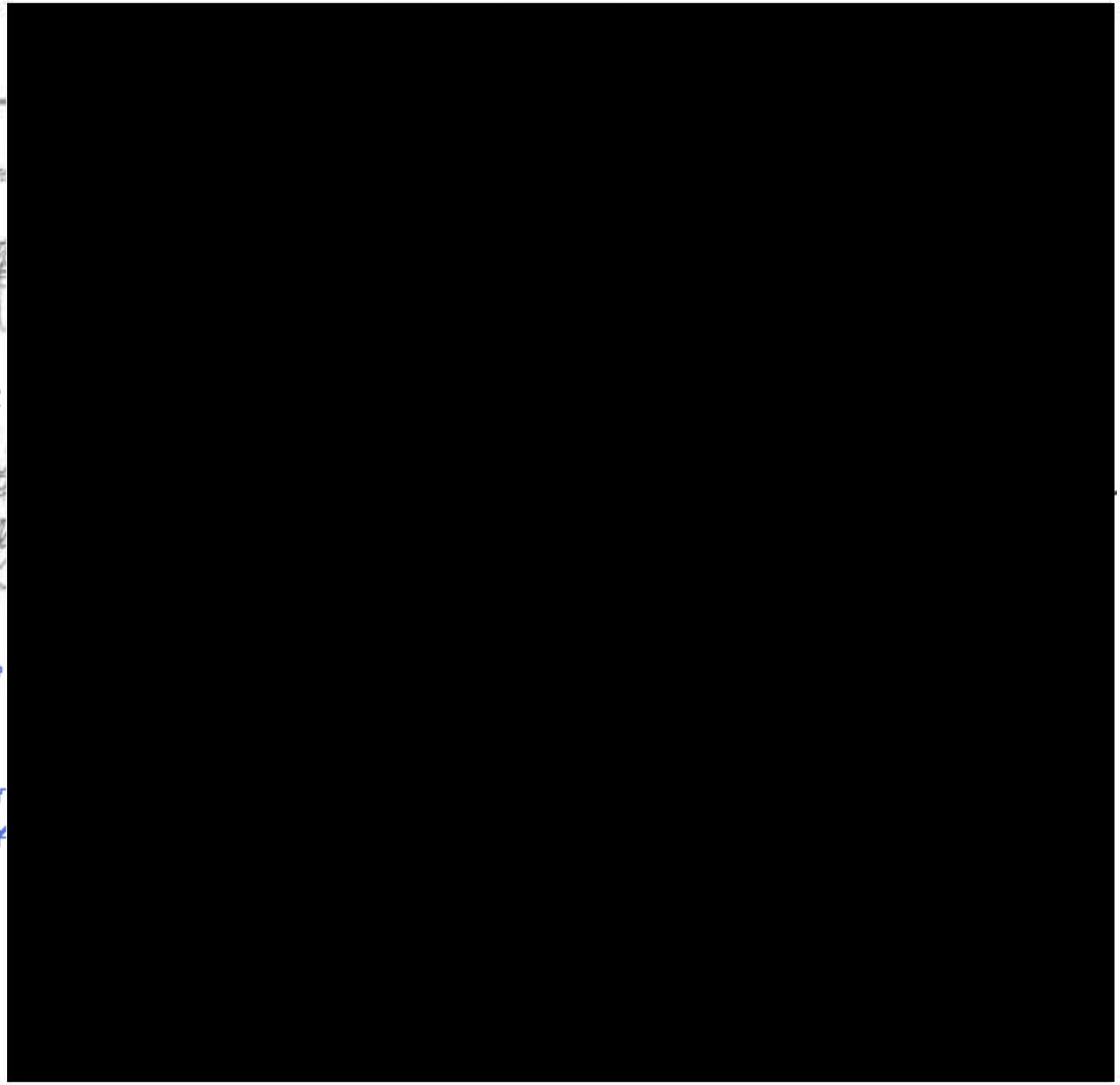












Appendix G

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

February 5, 2014

Simmons Lettre, Board Chair
Capital City PCS – Lower School
100 Peabody Street, NW
Washington, DC 20011

Dear Ms. Lettre:

The Public Charter School Board ("PCSB") conducts Qualitative Site Reviews ("QSR") to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a QSR during the 2013-14 school year for the following reason(s):

- School designated as Focus by Office of the State Superintendent of Education

Qualitative Site Review Report
A QSR team conducted on-site review visits of Capital City PCS – Lower School between December 2 and December 13, 2013. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. PCSB was unable to attend a board meeting due to a conflict in schedules.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Capital City PCS – Lower School. Thank you for your continued cooperation as PCSB makes every effort to ensure that Capital City PCS is in compliance with its charter.

Sincerely,

[redacted]

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Capital City Public Charter School – Lower School ("Capital City PCS – Lower School") serves pre-kindergarten-3 through fourth grade students as part of a pre-kindergarten through twelfth grade network. The school serves 983 students LEA-wide and 320 students in the Lower School. DC Public Charter School Board ("PCSB") conducted a Qualitative Site Review ("QSR") at the Lower School campus in December 2013 because Capital City PCS – Lower School was designated as Focus by Office of the State Superintendent of Education ("OSSE").

PCSB conducted observations over a two-week window, from December 2 through December 13, 2013. A team of two PCSB staff members and one consultant conducted observations of 16 classrooms, including classrooms where more than one teacher was present. Observers visited the school on multiple days throughout this two-week window and saw classes in the morning and in the afternoon. In some instances, the review team may have observed the same teacher twice. In fall 2014, PCSB will conduct a QSR at this campus as part of the LEA's charter renewal, the special education teachers will be observed at this visit.

The mission of Capital City PCS is "to graduate a diverse group of young adults who are self-directed, intellectually engaged, and possess a strong sense of personal and civic responsibility. Our students will complete a rigorous academic program that emphasizes both independent and collaborative learning within an inclusive, democratic community." Overall, the QSR team observed evidence that Capital City PCS – Lower School is fulfilling its mission, though the team was unable in its two-week window to observe evidence related to the school being a "democratic community". Overall, students were highly engaged in their learning and teachers coached them through the learning process. Students conducted service projects in the classrooms and common areas, which appeared to give students a sense of ownership in their school. Expeditionary learning tasks also created an opportunity for personal and civic responsibility. Students asked questions and explored topics that connected to their lives. Then, when applicable, students were able to go into the field (ex. Rock Creek Park) and find the answers to their questions from experts in the field or from exploring themselves.

Capital City PCS – Lower School is also meeting many of its goals. Students were working on high-quality independent work in all subject areas. Teachers continuously asked students to explain their thinking and students described their methods of solving problems. Teachers also invited students to extend previous remarks or add additional information to what classmates previously said. The school has implemented Wednesday Community meetings to bring the students and staff together and bi-weekly service hours for students. As evidenced by posters, experiments, and data posted on walls and hallways, the school has implemented a strong expeditionary learning program across all grades.

Overall, the review team rated 85% of observations as proficient or above in the domain of Classroom Environments. The highest rated elements within the Classroom Environments domain were "Creating an Environment of Respect and Rapport" and "Establishing a Culture for Learning," with 94% of classrooms rated as proficient or exemplary in both elements. Teachers and students were uniformly respectful to each other. The QSR team observed respectful talk and turn-taking in most classrooms. Additionally, most teachers conveyed the importance of learning tasks, setting expectations that all students could be successful. In most observations, teachers maintained effective routines to transition students and handle materials. Teachers' responses to student misbehavior were generally effective.

The review team rated 75% of observations as proficient or advanced in the domain of Instructional Delivery. The highest rated elements within the Instructional Delivery domain were "Communicating with Students" and "Engaging Students in Learning", with 88% of observations rated as proficient or exemplary in both elements. In most observations, teachers effectively communicated the purpose and content of the lesson and maintained a high level of student engagement through the use of challenging assignments, extensive student choice in activities, and suitable pacing of the lessons. While teachers in many classrooms invited students to explain thought processes behind their responses to questions, less than half of classrooms were rated as below proficient in "Using Questioning and Discussion Techniques." In some classrooms, questioning followed a single path of inquiry or was procedural in nature.

Due to the timing of the QSR visit, a PCSB staff member was unable to attend the school's board meeting. PCSB will be attending the board meeting in January as part of the 15-year renewal visits for the LEA. Board meeting information will be reported on in the Middle and High school QSR reports.

OSSE designated Capital City PCS – Lower School as a Focus school based on the performance of its Hispanic and Economically Disadvantaged subgroups. The school's leadership team provided Focus strategies for the QSR team to observe. Throughout observations, PCSB saw extensive evidence co-planning (though we did not observe an actual co-planning session as part of this review). Specifically, throughout observations the review team observed the workshop model of instruction dominated by small groups led by multiple adults around a common instructional focus. PCSB also saw evidence of differentiated instruction, particularly in literacy classes, with emphasis on the Daily 5 structure; observers saw students reading for stamina, work on independent writing tasks, complete word work. Students throughout the observations prepared for Achievement Network assessments in small groups with teachers. PCSB did not look for nor collect evidence related to family outreach for Latino families, Race and Equity training, professional development for teachers working with ELLs; PCSB will attempt to observe these strategies in the spring 2014 QSR.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Capital City PCS – Lower School's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
Mission: The mission of Capital City Public Charter School is to graduate a diverse group of young adults who are self-directed, intellectually engaged, and possess a strong sense of personal and civic responsibility. Our students will complete a rigorous academic program that emphasizes both independent and collaborative learning within an inclusive, democratic community.	The QSR team observed evidence of Capital City PCS – Lower School meeting its mission. Consistently, the teachers and staff were teaching students to be self-directed, intellectually engaged, and possess a strong sense of personal and civic responsibility. As evidence to assist students in becoming self-directed learners, teachers intentionally gave multi-step directions. In most classrooms, the QSR team observed teachers repeating, reviewing and rehearsing the directions with students. Teachers would first repeat the procedures, then review them with students, and then have the students rehearse or perform the procedures. This allowed students to complete classroom activities independently. As described in the *Framework for Teaching* element of "Engaging Students in Learning", students were intellectually engaged at all grade levels. Learning tasks required high-level student thinking and were aligned with the lesson objectives. In multiple math classes, students had to explain the strategies they used to solve math problems. In one class, students explained the strategies used to solve different problems with fractions. Additionally, students had a high level of choice in how they completed tasks. One classroom had an abundance of literacy materials in the classroom library; during independent reading, students were able to choose books that interested them. Classrooms kept track of how many minutes they read for. Each classroom challenged

Mission and Goals	Evidence
	students to read for more minutes every day, and the QSR team overheard students comparing the number of minutes that their classes had read. The QSR team observed evidence of expeditionary learning in each grade, which appeared to intellectually engage students and give students a strong sense of personal and civic responsibility. Most themes appeared to take the classes outside for extending field study to study either science or social studies. Third grade was working on a Rock Creek Park study. Pictures posted on bulletin boards indicated that students visited the park each month from September through November to make observations and collect evidence to answer the questions they were exploring about the park. The pictures posted on the walls by these classrooms showed students exploring Rock Creek Park and working with rangers from the park. Pre-kindergarten students explored "Putting the Garden to Sleep." During the observations, students were learning about planting and protecting bulbs during the different seasons. In these classrooms, students explored questions related to personal and civic responsibility. Second grade students were exploring a project based around water. They had also taken trips to Rock Creek Park, as evidenced by pictures around the rooms and hallways. The second grade students explored questions that related to the park, such as "Did Rock Creek have more water 100 years ago?" and "What is the purpose of water?" The QSR team observed evidence that the school fostered a strong sense of personal and civic responsibility through their service activities, which occur twice weekly. The school leader explained that during these opportunities, students participate in various activities such as helping in the front office and cleaning their classrooms. An observer saw a teacher task one group of students to organize their classroom library. Their teacher extended the task by asking the students about the importance of keeping their library tidy, and making

Mission and Goals	Evidence
	sure that students were only keeping the books that they were actively reading because other students may want to read the books as well. The rigor of the academic activities, and student collaboration in these activities, was mixed. In most classrooms, students worked collaboratively without prompting from the teacher. In one such classroom, during "Morning Math", a student who had already finished the assignment helped another student answer questions. In another classroom where students were supposed to be writing independently, some students chose to work on a play together; it was unclear what students were supposed to have accomplished by the end of this writing period. In two other classes, students practiced with the teacher and independently worked on comparing mixed fraction problems in preparation for Achievement Network (ANet) tests the following day.
1. Students will become competent, independent readers.	Reading/Writing Workshop was conducted daily during the observations. On the wall of each classroom were rules for independent reading, such as "quiet", "by yourself", and "read the whole time". Students followed these rules as they read. Observations of literacy instruction throughout the school revealed an emphasis on the Daily 5 structure, allowing for high-level independent tasks and differentiated instruction in reading, word study, and writing skills. Teachers utilized the Daily 5 to help students develop daily habits of reading, writing, and working independently. Teachers tracked the number of minutes the class read independently, usually on the board. After independent reading, the teachers moved to guided reading with small groups and independent writing for other students. Teachers also posted tips around rooms to help students become more competent readers. In one classroom, a chart read "Read to self. Why? To get better at reading! Looking at the pictures, reading words, figuring out words." Classrooms libraries also appeared to be well stocked for student use. One child was reading books in Spanish.
2. Students will become effective oral and written communicators.	The QSR team observed writing and oral tasks across all grades. The QSR team observed the school implementation of the Writer's

Mission and Goals	Evidence
	Workshop model consistently from pre-kindergarten through fourth grades. In a few classrooms, the QSR observer could not determine what the writing outcome was intended to be. Some students were productively engaged in writing activities while others were not. Teachers used turn-and-talk and "table talk" during activities, lunch, and snack time to allow students to practice oral communication. During table talk, teachers sat at the tables of students and engaged students in conversation regarding the activity and relating to the students' lives.
3. Students will be able to reason mathematically and effectively present their thinking to others.	In math classes, teachers asked students to explain their methodology to their small groups. When students were stuck in their explanations, teachers assisted them with prompting questions, such as "What did you do next to solve the problem?" In one classroom, when a student's methodology was slightly off, the teacher asked the rest of the small group, "Does anyone have a difference of opinion?" Teachers praised students for their explanations of how to attack a problem and said, "You used a great strategy!" In one small group, the teacher had students use fraction manipulatives to express mixed numbers before solving the problem, asked students to demonstrate the answer and then work out the problem using the manipulatives. During a classroom ANet practice session, the teacher asked the students to read the math word problem and identify the type of problem and how they knew the answer. Students were able to respond to the teacher. Students were also able to respond to the follow up question on why this particular problem was easier than another similar problem.
4. To promote critical thinking, high-quality original work, and the acquisition of skills necessary for transition to college or career.	In most cases, teachers incorporated higher-order thinking questions into lessons. One teacher asked the class, "What did you do to use Gail Gibbons as a mentor in your writing?" Students had to explain how they modeled their writing after the author in a story. Other writing prompts also allowed students to create original work. One literacy class wrote prompts on a topic of their choice. Many students continued writing a story they had been working on and some wrote

Mission and Goals	Evidence
	about a superpower that they would use to help people. Before starting the activity, students were given the opportunity to share what they were going to write about. This sharing appeared to help students extend their planning and allow for higher quality work. The QSR team observed very few worksheets in use over the two weeks. Teachers asked students to be creative in their learning tasks to create original work.
5. To establish a tone of unanxious expectation, decency, and trust among students, staff, and families.	Classroom rules and expectations were consistent across all grades. Classroom maintained routines and students appeared aware of the expectations. Teachers used similar strategies during transitions and through the daily schedule. The Capital City PCS – Lower School team has created an environment of warmth and trust at the school. Teachers referred to students as "friends" and to their classrooms as "families". To help staff with unanxious expectations, there is obvious extended planning time. This was evidenced by the effective co-teaching routines in the classroom. The QSR team could rarely distinguish between the teacher and the teaching fellow. On Wednesday morning during Whole School Meeting, the school promoted a sense of whole-school community by singing songs together and playing games. The focus of this meeting appeared to be on community and school values.
6. To create meaningful student leadership opportunities and a student body authentically engaged in school governance.	The QSR team neither looked for nor observed any evidence related to this goal.
7. To encourage responsibility, respect, compassion, service, and appreciation of diversity in all school community members	During the school's service activity, the school and individual teachers discussed respect and service with the QSR team and students. Two school leaders described to a QSR observer what the school did for service twice a week. Students were assigned to different groups, including groups that filed in the office, cleaned classrooms, or cleaned common spaces. In one classroom, the teacher continued the service conversation by asking the students why it was important to keep their libraries tidy and why students needed to return the books once they had finished them.

Mission and Goals	Evidence
	The QSR team observed student compassion when students helped each other to complete a task. In one classroom a group of students wrote about which superpower they would choose to have in order to help others. The school appeared to appreciate diversity. Classroom libraries contained a variety of multicultural literature. A few hall displays celebrated the school staff's different cultures; displays showed staff and their families in authentic clothes that represented their heritages. The school also had a sign up seeking male mentors to work as partners in the classroom and around the school due to the limited number of male teachers and staff. Students' "Bio Poems" hung in every classroom. Younger grades used descriptive words to identify the differences of skin color (dark chocolate, chocolate brown, and dark peach). In the older grades, students used expressive words to describe how they were unique.
8. To implement learning expeditions -- in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork and service, and that are interdisciplinary to the maximum extent possible.	The school designated expeditionary projects for each grade level. Evidence of the projects this far in the school year were posted in classrooms and hallways. Students in pre-kindergarten were exploring "Putting the Garden to Sleep;" during the QSR visits, students discussed how to care for a garden during the winter. Third graders were exploring Rock Creek Park and second graders were exploring water. Some of the questions associated with their expeditions were "Why does water exist?", "Was there more water 100 years ago?", and "Why are people picking up trash?" Students in both grades had visited Rock Creek Park monthly this year, collected evidence from the park, and talked with Park Rangers to answer some of their questions. Students also conducted science experiments about water to answer some of their questions. The students had mixed water with other substances and tested water at different temperatures to see what happened.

Mission and Goals	Evidence
	The fourth graders had expedition hour on their Friday schedules. The students were exploring the similarities and differences between Egypt and Mali. On the wall of the classroom was a graphic organizer with questions of what they wanted to learn and what they had learned so far. The students explored griot storytelling (oral record of African tribal history) during class and the teacher stated a professional griot storyteller would be visiting soon.
9. To personalize teaching and learning through small class sizes, advisory, and flexibility in scheduling and course formats.	The QSR team observed small student-to-teacher ratios in each class (approximately eight to ten students for every teacher in the room). Most classes had two staff, a teacher and teaching fellow, working with students; additional staff, including instructional assistants and inclusion specialists, also worked with students. The multiple staff members in each room were able to work with small groups of students (about three to four students each) and interact individually with students. The QSR team observed that most instructional staff members were part of the learning and not directing the learning. Teachers sat in the circle and played games with the class or sat with students during snack to talk (Table Time). This also allowed teachers to get to know students on a personal level. The QSR team neither looked for nor observed any evidence related to advisory or flexibility in scheduling and course formats.
10. To utilize the CES philosophy of student-as-worker, teacher-as-coach as the core of instructional practice.	The QSR team observed strong evidence of student-as-worker and teacher-as-coach during instruction. Teachers circulated classrooms during independent work time, and when a student was stuck, the teacher asked questions and allowed the student to explain his/her thought process to get started working again. During whole group instruction, teachers presented strategies to solve math or writing problems and let students choose which strategies would work best. Many teachers provided specific feedback to students to help them refine their strategies. During small groups, teachers initiated conversations but then encouraged fellow students to respond to one

Mission and Goals	Evidence
	another. Many times, teachers provided prompts to facilitate the conversation, such as "I agree with ___ when he/she said ___ because ___." or "After listening to ___ I want to know more about _____."
11. To assess learning through portfolios, exhibitions of work, and student performance of authentic tasks.	Classrooms and hallways were covered in unique student work, such as bio poems, Hopes and Dreams assignments, expeditionary learning questions and research, and math explorations (such as How many legs are in this room [two and four])., not worksheets. Posted work was of high quality, with minimal mistakes made by students (appropriate to each grade level). Students posted "Hopes and Dreams" in every classroom, showing what their long-term goals were. There were also posters with questions created by the students about different topics. Some classrooms had KWL "What we know", "What we wonder", and "What we learned" posters completed by the students. Most work assigned allowed students to complete authentic tasks. However, assessment of the tasks was uneven throughout the classrooms observed. As described in the *Framework for Teaching* element of "Using Assessment in Instruction", over two-thirds of the teachers tied direct assessment with the learning task. In a few instances, students were able to assess their own work against a rubric. The QSR team neither looked for nor observed any evidence of portfolios.
12. Capital City will be a learning community for teachers as well as students. Teachers will receive the training and support they need to successfully implement the educational program and best support individual students.	During the observations, two teachers were being observed by Classroom Assessment Scoring System (CLASS) observers from the Center for Inspired Teaching. CLASS is a professional development tool to improve teaching for early childhood and elementary programs. Additionally, the QSR team observed evidence that the teaching staff has planned collaboratively. Classes at the same grade levels had similar lesson pacing and objectives. When an observer left one classroom and walked into the second class in the same grade, the second classroom was continuing with the same lesson. In addition, it

Mission and Goals	Evidence
	was difficult to tell which teacher was the lead and which was the fellow, further evidence of co-planning and teacher learning communities.

CLASSROOM ENVIRONMENTS[1]

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 85% of classrooms received a rating of proficient or exemplary for the Classroom Environment domain.

Class Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	Ninety-four percent of observations scored proficient or exemplary in "Creating an Environment of Respect and Rapport". Talk between teachers and students and among students was uniformly respectful. Teachers consistently referred to students as "friends" and demonstrated warmth and caring through personalized conversations. Adults in the pre-kindergarten classrooms sat with the students during center time, circle activities, lunch and snack; they shared in friendly conversation and group activities with students. Additionally, students were generally kind to each other. A student in one classroom helped another student with her morning math assignment without prompting from the teacher. Students also handed out snacks; in one classroom, as a student expressed concern aloud about not getting her snack yet, another student gently reminded her that no one had received their snack yet.	Limited	0%
		Satisfactory	6%
		Proficient	50%
		Exemplary	44%
Establishing a Culture for Learning	Ninety-four percent of observations scored proficient or exemplary in "Establishing a Culture for Learning". Teachers demonstrated high regard for student learning. In math classes, the teachers asked students to explain their thinking to small groups and commended the students on their use of strategies. In one classroom, the teacher was very clear with the expectation that all students participate, saying to the class, "I may call on you even if you don't volunteer, because the expectation is that all of you will know how to approach the problem." Additionally, teachers celebrated success with their students. Classes celebrated when students read stories they had created. Students have also been taught to value longer periods spent reading and celebrate growth for time engaged in independent reading. Several teachers encouraged students to "think with their brains."	Limited	0%
		Satisfactory	6%
		Proficient	81%
		Exemplary	13%

[1] Teachers may be observed more than once by different review team members.

Class Environment	Evidence Observed	School Wide Rating	
Managing Classroom Procedures	Three-fourths of the observations were proficient or exemplary in "Managing Classroom Procedures." Teachers placed emphasis on setting expectations and clear instructions for executed learning activities; teachers reviewed guidelines and wrote procedural steps on charts. Teachers also displayed written procedures for instructional routines, such as "Selecting a Reading Partner." Additionally, in many classrooms, teachers established procedures for what students were expected to do if they finished the assigned task. Overall, routines were generally smooth, though in some classrooms, there was a significant difference between the efficiency of routines in the small groups and in the larger class, with small groups being more efficient. In many classes where small groups were present, students not directly working with the teachers remained on task and engaged. In the remaining one-fourth of the classrooms, routines functioned unevenly. In one classroom, in transitions from morning meeting to service to independent reading, instructional time was lost as the teacher continued to remind students what the expectations were in transitions. In another classroom, a teacher kept reminding students what to do and told students at the end that they needed to tighten up their transitions.	Limited	0%
		Satisfactory	25%
		Proficient	63%
		Exemplary	12%
Managing Student Behavior	Three-quarters of the observations were proficient in "Managing Student Behavior", with none scoring exemplary. Overall, classrooms operated in an orderly fashion and teachers effectively corrected behaviors as needed. Student behavior was appropriate during instructional activities and there was little need for teachers to intervene. In many observations, teachers reinforced positive behavior (such as, "I love how students are lined up so quietly, I didn't even hear them!" and "Wow! What a rock star, doing exactly what was asked!") In a few classrooms, the QSR team observed a "Break Time" corner where a student had procedural steps to calm down in order to return to the group. Some of the	Limited	0%
		Satisfactory	25%

Class Environment	Evidence Observed	School Wide Rating	
	steps to calm down included drawing a picture and counting to ten. In a few classrooms, teachers had to keep reminding students of the behavior expectations. In one classroom, though the teacher had told students the expectation was for them to raise their hands with questions; she continued to answer questions that students shouted out. In another classroom, a few students engaged in inappropriate and possibly unsafe behavior, such as running, tripping over toys on the floor and pushing; these behaviors went unchecked by the teacher.	Proficient	75%
		Exemplary	0%

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 75% of classrooms received a rating of proficient or exemplary for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	Eighty-eight percent of observations scored proficient in "Communicating with Students," with none scoring exemplary. Overall, teachers clearly referred to the purpose of the lesson throughout the learning time. Teachers used clear and accurate written and spoken language to communicate with students. Teachers communicated instructions orally and in print; students demonstrated clear understanding of the teachers' presentations, as evidenced by limited student questioning regarding the content or purpose of the lesson. In small groups, teachers consistently referred back to the lesson purpose and students knew what they were supposed to do. In one class, teachers invited student participation in explaining methodologies for solving mixed number problems. In a few classrooms, teachers explained very little content. In one classroom, students were independently reading and writing, but the instructional purpose was unclear. Students did not appear to be enhancing a particular skill or knowledge. In another classroom, the students did not comprehend the content and kept asking clarifying questions.	Limited	6%
		Satisfactory	6%
		Proficient	88%
		Exemplary	0%
Using Questioning and Discussion Techniques	Approximately half of the observations scored proficient in "Using Questioning and Discussion Techniques," with none scoring exemplary. These classrooms were characterized by high levels of student engagement in discussions. In one classroom, students in small groups were actively engaged in discussion around strategies to solve mixed numbers. During whole group	Limited	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
	discussions, teachers called on all students. One teacher emphasized the expectations for all students to participate because they knew how to solve the problem. During a pre-kindergarten expeditionary lesson, "Putting the Garden to Sleep," the teacher asked students questions to expand their thinking such as, "Where have you seen seeds?" and, "What do seeds need to grow?" After students answered, the teacher asked additional questions to extend the learning. In another classroom, the teacher asked critical thinking questions (such as, "How does this work represent what you just said?" and, "What's another way we could do this problem?") and students expressed their mixed numbers with manipulatives and described how they solved the problems. However, in just under half the classrooms, teachers asked procedural questions, which required a single correct answer. Teachers asked few open-ended questions and students were reluctant to participate in the discussion. One teacher circulated through the room asking students questions about their book choices without asking questions that required academic thought. During center time in another classroom, the teacher monitored by asking, "Is this the way we play with these materials?" The teacher did not further engage with the students.	Satisfactory	44%
		Proficient	56%
		Exemplary	0%
Engaging Students in Learning	Approximately 90% of observations were proficient in "Engaging Students in Learning," with none scoring exemplary. Students were intellectually engaged in lessons, asking questions and applying strategies previously learned. In math classes, students productively worked on morning math packets, which were differentiated by student ability. For example, for one student, the teacher had added additional hints and explanations to the packet that other students at that table did not receive. During reading time, students in all classrooms worked to extend the amount of time they read independently. Teachers also used "turn and talk" to engage students with one another. Additionally, students had choice in completion of tasks. In reading class, students selected their own books of interest to read. In a math classes, students chose which strategy they wanted to use to compare mixed fractions.	Limited	0%
		Satisfactory	12%
		Proficient	88%

Instructional Delivery	Evidence Observed	School Wide Rating	
	In a few classrooms, student engagement was not universal; students did not answer the teacher's questions about the book they were reading or their writing topic were off task, socializing or drawing.	Exemplary	0%
Using Assessment in Instruction	Approximately 70% of observations were proficient in "Using Assessment in Instruction," with none scoring exemplary. In many classrooms, teachers tracked student understanding through assessment. Teachers maintained a running record of student errors during independent reading in several classrooms. Teachers also gave specific feedback to advance student learning. In one classroom, the teacher invited students to asses each other. The teacher asked students, "Was ___ right? Why or why not?" In pre-kindergarten and kindergarten classroom, most teachers closely monitored student play activities during centers and recorded notes. In another classroom, the teacher and students compared their writing with the book's author's writing. The students explained how they wrote similarly to the author. Another teacher introduced writing criteria to the students: using sequence words. During independent work, teachers monitored work activities and provided correction as needed. In some classrooms, feedback was general and non-specific or it was unclear how the students were evaluated. In one classroom, the teacher asked, "Do you understand how to solve this problem?" When students responded affirmatively, the teacher moved on to another table.	Limited	0%
		Satisfactory	31%
		Proficient	69%
		Exemplary	0%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

SCHOOL INTERVENTION AND SUPPORT STRATEGIES

The following table summarizes

a) Capital City PCS – Lower School's intervention and support strategies for its Hispanic and Economically Disadvantaged subgroups, as detailed in its web-based tool; and,

b) the evidence that the PCSB staff member observed of the school implementing the strategies between December 2, 2013 and December 13, 2013 for the purposes of the 2012 ESEA Flexibility Waiver.

Schools that have been identified as Focus schools in August 2013 are in the beginning stages of their implementation; as such, PCSB uses only the two-week observation window to gather evidence as to the school's initial implementation, as opposed to the two-week observation window plus a scheduled day of strategies. As such, it may not be possible to observe certain strategies chosen by the school. PCSB will attempt to observe these strategies in the next monitoring visit in Spring 2014.

In cases where PCSB did not have the opportunity to observe the strategy, we will use the standard language of 'While this strategy may be in place, PCSB neither looked for nor observed any evidence related to this strategy.' Different language will be used to indicate poor implementation of a given strategy.

Please note that much of the evidence for the implementation of intervention and support strategies was seen through classroom observation, and was aligned to the *Framework for Teaching.* As such, PCSB noted the specific classroom observation elements that speak to these strategies, where appropriate, in order to avoid repetition.

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
1. Emphasis on co-planning and co-teaching with teaching fellows and inclusion teachers to ensure high quality lesson plans and instruction that supports differentiation for all students.	Strategies and structures observable in classrooms and during planning/consult meetings: Workshop model instruction, where students start together for a mini-lesson (in whole or small groups), then move into independent work time, during which all teachers are pulling small groups for instruction	PCSB saw extensive evidence of the workshop model of instruction, dominated by small group instruction with multiple adults present throughout classrooms. In at least two observations of math classes, teachers were practicing for ANet testing with students. They

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
	or conferring 1:1 with students. Inclusion teachers are pulling a small group of students in or out of the classroom, depending on the needs of the group. Each team has common planning time each day. One day each week is consult with admin team and focus on inclusion support, academic structures/student data, ELL support or equity discussion groups. Other days include team planning, teacher/fellow check-in meetings and grade-level collaborative planning. These meetings take place Monday, Tuesday, Thursday and Friday. On Wednesday afternoons after PD time, grade level teams meet to do begin collaborative planning/goal setting for the following week's plans.	gauged understanding of their small group before letting students work on their own, and asked questions as the students worked independently. In observations of reading workshops, teachers listened to students read and took notes in the students' running record assessments. In another observation, students read aloud in a small group and answered comprehension questions. In one ELA class, students worked on writing and reading, but these seemed to be more "free" activities, without a mini-lesson or deliverable attached. While common planning time may be in place, and an observer did notice it happening, PCSB neither looked for nor observed any evidence related to this strategy, as time was devoted to classroom observations.
2. Strategies to support reading instruction for struggling readers (including Latino and Low-Income Subgroups)	Daily 5 Structure for literacy workshops to allow for high-level independent tasks, and differentiated instruction in reading, word study and writing skills.	Observations of literacy instruction throughout the school revealed an emphasis on the Daily 5 structure, allowing for high-level independent tasks and differentiated instruction in reading, word study, and writing skills. Observers heard and saw an emphasis on reading for stamina, both in posters and in teachers' discussion with students. Students worked on highly independent tasks in writing. Students revised writing pieces in at least two classrooms; in one of these observations, the teacher had students add additional descriptive language. In another observation, the teacher had students add more

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
		sequencing words (beginning, next, during, finally). Students in another literacy class worked on the "Word Work" component of the Daily Five. Students worked at a table with an adult, talking through the words on their list and identifying words by their definitions. In at least one classroom observation, students read books of their choosing independently, though it was unclear what the skill or strategy was that students were supposed to be practicing, as the teacher's individual questions toward students did not reference any skill, strategy, or reference to reading for stamina. These activities did not begin with any type of mini-lesson that students were then to practice on their own. In at least two of the classroom observations, PCSB visited the class during literacy instruction (according to the class schedule) though students worked on math the entire time.
3. Increased use of formative assessments and tighter assessment cycle, and strategies for data driven instruction	Administration, scoring and analysis of math benchmark assessments to assess student understanding of foundational skills and concepts at each grade level, K-4. This supports differentiated instruction in math--guided math groups (homogeneous groups). Fountas and Pinnell reading benchmark assessment and Running Records assessments to determine student reading levels for guided reading grouping and teaching points. ANET Interim assessments for third and fourth grade students in ELA	In at least two classroom observations, the teachers were preparing students for their next ANet assessment. Teachers were working with students in small groups on adding together mixed numbers. In another classroom observation, students worked on Morning Math activities. The observer saw at least one Morning Math packet that was differentiated, with additional pictures and hints to support student success in answering the problems.

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
	and Math. Administration of ANET #2 will take place on 12/3 and 12/5. Data days are a part of each cycle, giving teachers the opportunity to analyze the student data and plan for differentiated instruction. A data day is planned for the Wednesday PD time (1:45-4:15) on December 11th for third and fourth grade teams. Frequent administration of formative assessments (exit tickets, student work for example), including those mentioned about, help us target instruction to each student's level.	PCSB did not see or hear references to Fountas and Pinnell reading benchmark assessments. As stated in Strategy #1, observers saw frequent small group activity with multiple adults present in classrooms.
4. Daily 5 Reading Structure to increase rigor of independent work time during literacy periods, differentiated instruction in literacy	Daily 5 is a structure for literacy blocks that classrooms K-4 are using to support literacy instruction and rigorous independent work times. Students are reading independently or with a buddy, writing independently or doing word work tasks while teachers are pulling small groups for reading instruction or conferring 1:1 with students on reading, writing and word work tasks. There are typically 3-5 cycles of instruction, each of which includes a mini-lesson, independent work time and small group reading instruction for all students. This should be seen during literacy blocks in K-4 classrooms.	Please refer to the evidence listed under Strategy #2 as documentation of the presence of the Daily 5 structure in literacy blocks.
5. Expeditionary Learning	Learning expeditions, a component of the Expeditionary Learning model, should result in increased student engagement and time on task. Expeditions typically focus on science and social studies topics, but integrate literacy and math skills. Students are digging into complex texts, researching in the chosen content area, learning from experts in the field, going on fieldwork to learn more about expedition topics in real-life situations (Kindergartners visiting Columbia Heights multiple times to study pigeon habits). During the window, several grade levels are going to be in expedition showcase preparation time, finishing projects/products, preparing display boards to demonstrate the process of their learning, for example. In addition, the Wednesday PD time on December 11th will be showcase preparation time for teachers in grades K-2.	Reviewers saw extensive evidence of expeditionary learning throughout the school. Within each grade level, observers saw that they have various themes that take students on learning experiences. For example, one grade level is studying how the atmosphere impacts the habitat of Rock Creek Park. Charts in the classroom documented how students brainstormed questions about Rock Creek park. In a pre-k classroom, the observer saw evidence that the students were exploring gardens by planting and removing bulbs in order to protect them from the elements and raking leaves.

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
		There was evidence that outside experts related to explorations come into the school, with someone from Rock Creek park coming in to talk to the students and in another class, an African Storyteller (also related to an expeditionary learning theme). Students in another classroom came up with hypotheses related to the question, "What happens to waste after it leaves the toilet?" as they continued to investigate the outside world.
6. Outreach to Latino families	Increased outreach to Latino families by teachers and administrators to encourage their being more a part of the school community--volunteering in the classroom and on field work or during whole-school service time, as examples. Document translation--working toward every document that goes to parents being translated for non-English speaking families, including advertisements for evening events, all of Thursday folder contents and homework. Interpretation provided at conferences and at all family events. ELL Specialist provides workshops for parents on supporting their children at home.	With regard to outreach to Latino families, document translation, interpretation at family events and workshops put on by the ELL specialist, this strategy may be in place, but PCSB neither looked for nor observed any evidence related to this strategy.'
8. Race and Equity training and on-going professional development	Five PDs this school year are dedicated to Race and Equity training for staff, including a 3-day launch in August, 2013. Two of the 4 other PDs are half days when students are not in session, and two are Wednesday PDs. PD calendar can be provided to indicate dates for these PDs.	With regard to Race and Equity training, this strategy may be in place, but PCSB neither looked for nor observed any evidence related to this strategy.
9. Improved instruction for ELLs	ELL Specialist works with teachers, coaching and training them in strategies to support ELLs in the classroom. This includes individual and team coaching cycles, training on SIOP strategies, teacher study group (PLC) to study teaching vocabulary in the classroom, for	Throughout one of the observation days, PCSB observed the ELL specialist working with various small groups of students (though did not observe these lessons for content, as observers

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
	examples. ELL Specialist conducts PD with Inclusion Teachers on specific strategies to support ELLs in the classroom. ELL Specialist works directly with students, implementing LLI and other strategies to support ELLs. ELL Specialist and Reading Intervention Specialist have consult meetings with all grade level teams monthly, to look at student data, strategize with teachers about supporting ELL students and share strategies for supporting ELLs.	were on their way to other classrooms). PCSB plans to observe ELL instruction during the Spring 2014 visit. With regard to professional development conducted by the ELL specialist, and consult meetings between the ELL specialist and the reading intervention teachers, this strategy may be in place, but PCSB neither looked for nor observed evidence related to this strategy.
10. Differentiation in math	Morning Math--This year we are implementing morning math school-wide in every classroom, K-4. This work period takes place from 8:15-8:45 in all classrooms K-4. This is a math work period in addition to the regular math workshop block, during which students are focused on critical thinking and contextualized story problems typically working on story problems in an "inverted workshop" model, or engaging in activities that promote math fluency work or, in third and fourth grade, standardized testing strategies. In our regular math workshop period our school uses a variety of structures to meet all student needs. 1) Guided math groups is a structure where students are in homogenous ability groups in order to target instruction to the specific needs of the group; 2) The workshop model, where students begin together for a short mini lesson, experiencing direct instruction around a specific concept or skill, then spend time working on practice problems/tasks whiles teachers float and confer with students; and 3) An inverted workshop model, where students are presented a task or problems to "grapple" with and come up with strategies for solving independently or in small groups. The	PCSB observed differentiation in a Morning Math session. Students all had packets placed on their desks as they walked into the classroom. Packets contained story problems. In at least one student's packet, the teacher had added additional pictures and hints to differentiate the tasks. Students worked independently as teachers walked around. At least two students worked as a pair, with one student explaining to the other how to approach the problem. During the math lesson observations, students worked in small groups with the teachers on mixed numbers in preparation for ANet assessments. In one of these small groups, the teacher asked students, "What do you know about mixed numbers?" The teacher then guided students in solving a few problems as a

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
	teaching point comes at the end of the lesson, during the debrief, when students present and defend strategies and results, and teachers confirm or correct mathematical understandings of the targeted concept or skill.	group, and invited student participation in explaining their strategies. Lastly, students practiced problems on their own. In a different class where they were working on the same skill (adding and subtracting mixed numbers), the teacher used manipulatives representing whole numbers and fractions to help the students figure out mixed number addition and subtraction problems. In a similar way to the other small group, the teacher worked on figuring out the needs of the students by asking them if they could do the problem on a small white-board. Some students seemed unsure, and the teacher proceeded to guide students in how to attack the problem, asking individual students to explain the approach. Students then had the opportunity to practice problems on their own as the teacher provided individual feedback. Later in this classroom observation, the teacher worked with the entire class on a story problem modeled after one they would see on their ANet assessments. The teacher asked students to identify the key words that would let them know what type of problem it was, and then proceeded to work through the problem step-by-step, inviting student -participation along the way.
11. Increased emphasis on higher-order questioning	Teachers should be pushing student thinking through discussion and questioning, as demonstrated by high ratings on element 3B of the Charlotte Danielson Framework for Teaching Rubric.	Please refer to evidence in the *Framework for Teaching* section of this report, in the Instructional Delivery element of Using Questioning and Discussion Techniques for

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
		evidence collected around higher-order questioning.
12. Improved school culture	Responsive Classroom - Through Responsive Classroom implementation, PCSB observers should see an emphasis on morning meeting, teachers greeting students, and students having the opportunity to share in classrooms. PCSB should also see class-created classroom rules/norms, and logical consequences for behavior problems. Community Values - The lower school went through an in-depth process last spring to create community values. We have continued this work this year in "bringing them alive" for children through activities in classrooms and during all school meeting. We are currently working with staff, and will begin to engage students in linking our values to school-wide expectations for common spaces in the building. This is a year-long process to create our school-wide expectations. Parent Workshops - We are offering 4 parent workshops this year, each with a community and academic component. The first one took place in on Tuesday, October 29th, with a parenting focus. The second is Math Night and will take place on December 5th, 5:30-8pm. Our Math Cadre teachers are working together with the PSA (Parent School Association) to offer family math games centers and workshops for parents around supporting their children with math at home. Agenda and planning documents are available for review, and the event falls during the 2-week QSR visit. Teachers should be using positive language towards students, with high ratings in element 2A of the Charlotte Danielson Rubric, Creating an Environment of Respect and Rapport.	Throughout classroom observations, observers noted that classes were welcoming and caring. As students entered one classroom for the day, teachers greeted each of them individually, asking them how they were, and in one classroom, asking a particular student if she was feeling better (presumably because she was absent the day before). In this same classroom, the teachers quickly and efficiently dealt with behavior issues without incident; one particular student had various challenges throughout the class with staying on task; the teacher asked her to stay behind at the end of the class (as students transitioned to the whole-school meeting), addressing the challenges privately. In one morning meeting observation, the teacher encouraged all students to share and emphasized students giving respect to their other classmates as they shared. Clear postings of classroom rules throughout classrooms reinforced the positive, orderly culture. In one classroom, the teacher had posted classroom rules along with pictures of students who had done a particularly effective job at following that rule. PCSB had the opportunity to observe the all-school meeting on a Wednesday morning. The

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
		meeting focused on building community in their school. During one part of the meeting, classes of students acted out a profession (such as firefighter, rock star, or musician) and the other classes had to guess what the profession was. During the next part of the morning meeting, students spoke to the person next to them about their favorite TV show. After this, all students who had a birthday that week and were invited to come up on the stage. A song then began as students transitioned back to class, and the school leader reminded everyone about the math night taking place the following evening, and reminded students not to bring toys to school. With regard to parent workshops, PCSB neither looked for nor observed evidence related to this strategy beyond the school leader's mention of math night during the school-wide meeting. Please refer to evidence in the *Framework for Teaching* section of this report, in the Classroom Environment element of Creating an Environment of Respect and Rapport for information related to positive relationships observed in classrooms.
13. Behavior intervention strategies	Lower school staff and teachers are currently engaged in a series of behavior PDs to work on classroom management strategies to support students with tier one, two and three interventions.	With regard to individual class strategies related to behavior intervention, this strategy may be in place but PCSB neither looked for nor observed

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
	PD#1: Tier One/Responsive Classroom/CHAMPS learning/reflection. Teaching teams have set goals and created plans to achieve these goals with the support of lower school admin team and colleagues. Teachers are observing one another and putting into place the strategies outlined in their plans. A google doc with all teams' plans is available and strategies should be observable during classroom observations. PD#2: Tier Two Interventions (an outside consultant was hired to observe in classrooms and then conduct a PD to support teachers in learning and using Tier Two interventions to support students). During inclusion consult the week of 12/2-12/6 teams will be discussing plans for supporting students with tier two interventions. These meetings take place during grade level planning times throughout the week. A schedule can be provided for the QSR team to visit/join those meetings. PD#3: Revisit and reflect on previously set goals/plans. Our OT provider will also be offering strategies for teachers to use with students in the classroom during this PD. This PD will take place on December 4th from 1:50-4:15pm. Strategies should be observable in classrooms after this date.	evidence related to this strategy.
14. After-school math intensives	Our ELL specialist and 4th grade Inclusion Teacher are conducting after school math intensives on Tuesdays and Thursdays, to support students who are struggling in math. This group is focusing on specific skills that data has pointed to as deficits for this group of 20 students. In addition, teachers are focusing on vocabulary acquisition and test-taking strategies. This group meets in room 104 every Tuesday and Thursday afternoon from 3:45-5:00pm.	With regard to after-school math intensives, this strategy may be in place, but PCSB neither looked for nor observed any evidence related to this strategy

Appendix H

March 5, 2014

Simmons Lettre, Board Chair
Capital City Public Charter School-Middle School
100 Peabody Street, NW
Washington, DC 20011

Dear Ms. Lettre:

The Public Charter School Board ("PCSB") conducts Qualitative Site Reviews ("QSR") to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a QSR during the 2013-14 school year for the following reason:

- School eligible to petition for 15-year Charter Renewal during the 2014-15 school year

Qualitative Site Review Report
A QSR team conducted on-site review visits of Capital City PCS-middle school between January 13-24, 2014. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting in order to observe the school's governance as it relates to fulfilling its mission, and charter goals.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Capital City PCS-middle school. Thank you for your continued cooperation as PCSB makes every effort to ensure that Capital City PCS-middle school is in compliance with its charter.

S[redacted]
Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Capital City Public Charter School's Middle School campus ("Cap City PCS – Middle") serves fifth through eighth grade students as part of a pre-kindergarten through twelfth grade network. The school serves 983 students LEA-wide and 326 students in the middle school. The DC Public Charter School Board ("PCSB") conducted a Qualitative Site Review ("QSR") at Capital City PCS – Middle School in January 2014 because Capital City PCS is eligible for 15-year Charter Renewal during the 2014-15 school year.

PCSB conducted observations during a two-week window, from January 13 through January 24, 2014. Observers visited the school on multiple days throughout the two-week window and saw classes in the morning and the afternoon. A team of three PCSB staff members (including PCSB's Special Education Specialist) and one consultant conducted observations of 20 classrooms, including classrooms where more than one teacher was present. The spirit of the QSR process is to observe the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR reflect what the QSR team observed in all learning environments within your school, including the six special education teachers observed in the inclusion setting. In some instances, the review team may have observed a teacher twice. In addition to these classroom visits, PCSB also attended a Board of Trustees meeting, on January 28, 2014, to observe the school's governance as it relates to fulfilling its mission and charter goals.

The QSR team used Charlotte Danielson's *Framework for Teaching* rubric for all classroom evaluations. On average, 80% of the observations received a rating of proficient or exemplary in the Classroom Environment domain with all elements scoring between 75% and 85% proficient and above. Overall, teachers and students were respectful to each other and teachers held high expectations for all students. Teachers also have implemented consistent routines and procedures to minimize the loss of instructional time.

On average, 75% of the observations received a rating of proficient or exemplary for the Instructional Delivery domain. All elements within this domain scored 85% proficient and above except Using Assessment in Instruction, where only 65% of observations scored proficient or exemplary. In the higher-scoring elements teachers communicated effectively, asked challenging questions, and engaged students through the content and learning tasks. In a few classrooms teachers gave global feedback that did not specifically help students improve the quality of their work. These generally strong results are consistent to what would be expected of a school going into its 15th year of operation. Given the recent expansion of Cap City PCS, these results are encouraging.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes Capital City PCS's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
Mission: The mission of Capital City Public Charter School is to graduate a diverse group of young adults who are self-directed, intellectually engaged, and possess a strong sense of personal and civic responsibility. Our students will complete a rigorous academic program that emphasizes both independent and collaborative learning within an inclusive, democratic community.	The QSR team observed evidence of Cap City PCS--Middle meeting its mission to graduate a diverse group of young adults who are self-directed, intellectually engaged, and possess a strong sense of personal and civic responsibility. Students worked on a rigorous academic program that emphasizes both independent and collaborative learning within an inclusive, democratic community. Overall, teachers offered students many choices in assignments and engaged students in critical thinking. Teachers modeled tasks, received feedback from students, and had students give feedback to each other. In several classrooms the QSR review team observed students providing feedback to one another and teachers challenging students to students to think critically and creatively. For example, the learning target for one classroom stated, "I can brainstorm ideas for a creative narrative poem using Art for details and expression" and in science, the teacher challenged students to explain how a balanced ecosystem can become unbalanced and the impact of change. The QSR team saw evidence of expeditionary learning in each grade level. A plethora of posters and charts lined the hallways detailing the expeditions and the subjects associated with each.

Mission and Goals	Evidence
	The QSR team also saw posters depicting students' efforts to develop a strong sense of personal and civic responsibility, such as one about showing compassion and another about a food drive. A learning target in the music class stated, "I can contribute as a positive member of a team." The team observed much evidence that the school has developed a culture of trust among students. Students pass in hallways independently without being in lines or needing specific guidance from teachers. A coat rack in the main lobby contains items for the lost and found and students are expected to be honest in retrieving their belongings. Students are permitted to leave the classroom without adult supervision, signing in and out independently. The QSR team did not observe direct evidence of an inclusive democratic community.
1. Students will become competent, independent readers.	The QSR review team saw evidence that students are competent, independent readers. When teachers asked students to read material aloud, they did so with ease. Posters, expeditionary portfolios, mantras, activities and other information posted on walls encouraged students to read independently. School-wide activities included Word of the Week Chart posted in the wall in the hall and Mystery Word Puzzle folders posted in the hallways, where students can take a worksheet and solve the mystery. Teachers encouraged students to borrow books from the Book Nook is in the hall and the team saw several students sitting on the floor in the hall reading books.
2. Students will become effective oral and written communicators	The review team saw students using graphic organizers and Promethean boards. In most classrooms, students participated in discussions with the entire class and with partners, following posted

Mission and Goals	Evidence
	discussion norms. In a social studies class, students developed research papers following predetermined steps.
3. Students will be able to reason mathematically and effectively present their thinking to others.	In several math classes, the QSR review team observed teachers asking students to explain how they arrived at their answers. In one classroom, the teacher asked students for multiple solution pathways. In all classrooms, teachers asked students to share aloud their thinking and processes for solving equations. In one instance, when the student's answer was incorrect, another student said, "I can help you with that." Students' math work was posted in the halls throughout the middle school area.
4. To promote critical thinking, high-quality original work, and the acquisition of skills necessary for transition to college or career.	In several classrooms students engaged in a feedback critique processes designed to help students develop quality work aligned to the learning targets. Students reflected on prior knowledge of themes in Harlem Renaissance poetry and compared and contrasted these themes with themes from modern day music. In one social studies class students completed steps in the draft the final research project. "All Star" work is posted in the hallways. . Additionally, each classroom is named after a university or college.
5. To establish a tone of anxious expectation, decency, and trust among students, staff, and families.	The review team saw evidence of decency and trust among students in several classes. In one classroom, the norms for providing written feedback included being "Specific, Kind, Helpful." The team observed students openly and nicely talking to and working with teachers and each other, showing that that there was an underlying trust and report among all staff and students. There are several places in the main lobby that address

Mission and Goals	Evidence
	parents/families, for example the Family Computer Station, the Family Information Board, and the Family Campaign Tree.
6. To create meaningful student leadership opportunities and a student body authentically engaged in school governance	The QSR team neither looked for nor observed any evidence related to this goal.
7. To encourage responsibility, respect, compassion, service, and appreciation of diversity in all school community members	Students interacted with their peers respectfully and student-made and bought posters about community service, compassion, the school's values, and a 6th grade food drive littered the hallway walls. An element of the current 6th grade Humanities Learning Expedition was "values".
8. To implement learning expeditions -- in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork and service, and that are interdisciplinary to the maximum extent possible.	The school designed expeditionary projects for each grade level in the middle school. The QSR review team saw evidence of learning expeditions in classrooms and in the hallways. Eighth graders completed an expedition entitled "Super-Sized or Civilized" in Science and Humanities and went to the art museum as part of the expedition. The sixth grade expedition focused on culture and community of students' families and of the school. Spanish for non-native English speakers connected to the healthy-living expedition.
9. To personalize teaching and learning through small class sizes, advisory, and flexibility in scheduling and course formats.	The largest class the QRS team visited had eighteen students. According to the master schedule, students participate in advisories, (Crews) each morning. Additionally, the special education teacher said to one of the reviewers that math and science teachers have flexibility in what they choose to focus on for the first part of the class.

Mission and Goals	Evidence
10. To utilize the CES philosophy of student-as-worker, teacher-as-coach as the core of instructional practice.	The QSR team observed evidence of student-as-worker and teacher-as-coach. Teachers modeled the assignment and then circulated around the classroom to monitor and help individual students or students working in groups. Teachers often initiated the conversation and then encouraged students to think about how they arrived at solutions.
11. To assess learning through portfolios, exhibitions of work, and student performance of authentic tasks.	The QSR team observed that the hallways and classroom walls contained a myriad of student work, including class assignments and projects, and the progression of student performance. Students also shared their portfolios with other students in Crew class. (This activity was supposed to be with an outside audience of adults, but because of the snow day, this was unable to occur.) One board posted in the hallway detailed different steps students took to learn about their culture and community, showing students' work at each step of the assignment.
12. Capital City will be a learning community for teachers as well as students. Teachers will receive the training and support they need to successfully implement the educational program and best support individual students.	In one science class, the teacher intern led the instruction with the master teacher and special education teacher assisting. The master teacher offered support when needed during the lesson. The master schedule indicated that the school has several teacher interns. The review team did not have the opportunity to observe the Instructional Coach in the middle school.
Board Governance	On January 28, 2014, a PCSB staff member visited the Capital City PCS Board of Trustees meeting. Approximately eleven board members were present, plus at least one on a conference call line, constituting a quorum.

Mission and Goals	Evidence
	The Executive Director and principals discussed the school's data dashboard, which includes interim assessment data for reading, writing, and math; high school performance on the PSAT, SAT, and ACT; and in-seat attendance. They indicated that the overall lesson learned from the dashboard is that the school is better preparing students for literacy assessments than math assessments. In response to the board's question about actionable findings, the school administrators indicated that they were conducting student-specific interventions, but the Board acknowledged that any improvements would not happen overnight, despite the school's urgency around effective teaching. They also discussed a recent collaboration between the school's data team and FOCUS, which found that Capital City PCS's math assessments were well-aligned to the DC CAS. Overall, the board indicated that the dashboards are easy to understand. The board also discussed the school's strategic plan, which they plan to backwards-map from the five-year targets using the PMF. The board encouraged the administrators to let them know if they needed resource reallocation. Charter Board Partners assisted in creating a new template for the strategic plan. The board discussed each goal, including the capital campaign, the facilities plan, debt refinancing, and risk assessment. Regarding the governance goals, the board requested feedback on the Head of School evaluation and mentioned a future discussion around succession planning. Overall, the board indicated that their five-year goals are very ambitions and that they're making progress on pieces of the goals.

CLASSROOM ENVIRONMENTS[1]

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient", and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 80% of classrooms received a rating of proficient or exemplary for the Classroom Environment domain.

Class Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	Eighty percent of observations scored proficient or exemplary in Creating an Environment of Respect and Rapport. In these classrooms teachers and students were uniformly respectful with one another. Teachers spoke to students in a positive voice. Teachers were tactful and positive in giving feedback to students, even when making corrections. In one classroom, the teacher referred to her students in terms of endearment, such as "sweetie." Teachers reinforced positive behaviors by waiting for all students to become silent with one teacher whispering to the students, "If you can hear me, touch your nose." After all of the students responded, the teacher smiled and said, "Thank you, you are a great class." While the students worked on their assignments, teachers consistently knelt down on the floor besides the student to assist them. The review team rated 20% of the classrooms below proficient. In two classrooms some of the students were disrespectful during class time. These students routinely talked while their peers answered questions or explained their work. The teachers asked the classes on a whole to stop talking and listen to their classmates, but the students did not stop talking. In another classroom a student shouted answers over other students purposefully. The teacher asked the student to stop shouting out the answers and treat his classmates with more respect, but the student continued.	Limited	0%
		Satisfactory	20%
		Proficient	60%
		Exemplary	20%

[1] Teachers may be observed more than once by different review team members.

Class Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	Observers rated 85% of the observations as proficient or exemplary in Establishing a Culture for Learning. Teachers generally maintained high expectations for students. In some classrooms teachers continually told the students to "try to do your best". In other classes teachers modeled the process to solve the problem to enable students to be successful. In one class the teacher said, "Let's do this together so I know you will understand how to get the correct answer." Teachers used manipulatives, such as popsicle sticks, as ways to ensure student success. Every classroom displayed examples of high quality work. In one classroom, the teacher communicated the importance of learning and encouraged students to respond in more comprehensive ways that reflected their knowledge and experiences. She responded to their answers by saying, "Tell me more" and "How do you know?" The review team rated 25% of the observations below proficient. In one classroom with two teachers neither teacher attempted to help students understand why their answers were incorrect. One teacher stated that the answer was wrong and moved on. The other teacher told the student the correct answer without explaining it. In one classroom the teacher's energy toward the work was neutral. The Do Now extended for over 35 minutes of class time. The teacher made no effort to have the students finish the assignment so that the class work could begin. Most of the students talked and socialized during class time.	Limited	0%
		Satisfactory	25%
		Proficient	60%
		Exemplary	15%
Managing Classroom Procedures	The review team rated 75% of observations as proficient or exemplary in Managing Classroom Procedures. Transitions between activities were smooth with little loss of instructional time. Routines and procedures were consistent in most classrooms resulting in smooth operations and an efficient use of time. Students moved from working individually to pairing with a partner or working in groups. In several classrooms students assumed the initiative to get materials and distribute them to classmates. In some classrooms students were allowed to get materials that they needed without asking the teacher. In most classrooms,	Limited	5%
		Satisfactory	20%

Class Environment	Evidence Observed	School Wide Rating	
	teachers established timing devices and attention signals such as mantras and claps to transition from one activity to the other. Some teachers also used the devices to regain order in the classes. In several classes, the teacher gave the Do Now to the students in the hall before students entered the class. This practice enabled students to begin the assignments immediately, without losing any instructional time. The review team rated 25% of the classroom observations as below proficient. In these classrooms, teachers generally had to remind students multiple times to follow directions and stay on task.	Proficient	60%
		Exemplary	15%
Managing Student Behavior	The review team rated 75% of observations as proficient or exemplary in Managing Student Behavior. Minor infractions were generally dealt with immediately and with respect. In one classroom, the teacher stood beside the student's desk and tapped on the desk with a pencil to refocus the student. In another classroom, the teacher put her hand on the student's shoulder. Teachers reinforced on-task behavior through praise. Most teachers had a quiet signal or mantra to redirect students. Several teachers had behavior chart posters clearly visible for the classes. The teachers put names on the charts as warnings for inappropriate behavior. The review team rated 25% of the observations as below proficient. In these classrooms the students were sent out of the class into the hall for a short period of time where they were unsupervised resulting in two students running up and down the hall until the teacher finally came out to speak to them. Teachers in these classrooms did not articulate behavior expectations and had no clear or consistent system for tracking or following up with students exhibiting inappropriate behavior. In one classroom, several students were out of their seats walking around the room chanting "TGIF!" without any reflection from the teacher.	Limited	5%
		Satisfactory	20%
		Proficient	45%
		Exemplary	30%

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 80% of classrooms received a rating of proficient or exemplary for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	The review team rated 85% of observations as proficient or exemplary in Communicating with Students. In most classrooms teachers gave clear directions and explained content in an organized fashion. In two classrooms the teacher introduced a worksheet that incorporated students' prior knowledge through a guided practice activity. In one classroom the teacher clarified the learning target by pointing out that some students were skipping an important step, which could result in the draft not flowing properly. In most classes the teachers clearly stated the day's learning targets and connected them to previous assignments. In math classes the teachers clearly scaffolded their explanations of the content and used appropriate vocabulary for the lesson. The review team rated 15% of the classroom observations as below proficient. In these classes students did not respond or focus on the teacher's questions or directions.	Limited	0%
		Satisfactory	15%
		Proficient	70%
		Exemplary	15%
Using Questioning and Discussion Techniques	The review team rated 85% of observations as proficient or exemplary in Using Discussion and Questioning Techniques. Teachers demonstrated a range of abilities in the use of questioning techniques; allowing students to	Limited	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
	continue discussions. For example, one student asked, "Would killer bees have the same effect on the environment as the deer?" This opened the door for a lively discussion within the class. In these classes teachers challenged students' thinking by asking higher cognitive questions such as, "How do you know that?" "Explain your answer." "Why do you say that?" The review team rated 15% of the classroom observations as below proficient. In some classrooms student involvement in the lessons was limited to individual or choral responses to teachers' questions. One teacher tried to ask open-ended questions but when the students' responses were limited, the teacher said, "I will call on you if you can't answer." In some classes the teachers allowed for student-to-student discourse and many of the students used this time for socializing instead of focusing on the lesson.	Satisfactory	15%
		Proficient	70%
		Exemplary	15%
Engaging Students in Learning	The review team rated 75% of observations as proficient or exemplary in Engaging Students in Learning. Overall, the activities given to the students were aligned with the goals of the lessons. Teachers modeled what students were supposed to do with clear oral and written communication. The team also observed the teachers incorporating guided practice throughout the instructional activities in most classes. In one class a small group of students worked with the teacher using charts and computers. In some classes students were divided into differentiated groups for students to practice various remedial activities or worksheets. The review team rated 25% of the observations as below proficient. Student engagement was low in these classes. For example, only when the teacher stood close by the students did they engage in the lesson and as soon as the teacher moved away from a group, students began to socialize again. In	Limited	0%
		Satisfactory	25%
		Proficient	55%

Instructional Delivery	Evidence Observed	School Wide Rating	
	another class the teacher could not motivate the students to answer questions, becoming noticeably frustrated. In another class the teacher worked with a few students at a time, ignoring those who were socializing.	Exemplary	20%
Using Assessment in Instruction	The review team rated 65% of observations as proficient or exemplary in "Using Assessment In Instruction". Teachers paid close attention to students' understanding of the material. Teachers circulated the classrooms to monitor and gauge if the students understood the learning tasks and offered feedback. Teachers continually asked questions to check for understanding. In several classrooms, feedback and revision was part of the lesson. Students were paired with partners to receive feedback for the assignment. The review team rated 35% of the observations as below proficient. In one classroom the teacher did not give any indication of criteria for success or feedback to the students beyond saying "good" or "that's not correct." In one class two teachers did not circulate within the room to assess student understanding or offer feedback, rarely moving from the front of the room. In several classes activity completion was the singular check for students' understanding of the lesson.	Limited	5%
		Satisfactory	30%
		Proficient	50%
		Exemplary	15%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix I

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

March 5, 2014

Simmons Lettre, Board Chair
Capital City PCS – High School
100 Peabody Street, NW
Washington, DC 20011

Dear Ms. Lettre:

The Public Charter School Board ("PCSB") conducts Qualitative Site Reviews ("QSR") to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a QSR during the 2013-14 school year for the following reason(s):

- School is eligible to petition for 15-year Charter Renewal during the 2014-15 school year

Qualitative Site Review Report
A QSR team conducted on-site review visits of Capital City PCS – High School between January 13 and January 24, 2014. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting in order to observe the school's governance as it relates to fulfilling its mission, and charter goals.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Capital City PCS – High School. Thank you for your continued cooperation as PCSB makes every effort to ensure that Capital City PCS is in compliance with its charter.

Sincerely,

[redacted]

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Capital City PCS – High School serves 335 9th through 12th grade students as part of the three-campus Capital City PCS network, which serves approximately 1,000 pre-kindergarten-three through 12th grade students in a single facility in ward 4. In January 2014, PCSB conducted a Qualitative Site Review ("QSR") of Capital City PCS – High School, in advance of Capital City PCS's charter expiration in 2014-15 and subsequent charter renewal process. Capital City PCS is housed in a two-year-old building that is welcoming, warm, and sunny. In the 2012-13 school year, when the school moved to its new building, its student population grew drastically, from approximately 630 students to its current 1,000, and it switched from operating two campuses in two facilities to three campuses in one facility.

PCSB conducted observations over the course of a two-week window, from January 13 through January 24, 2014. A team of one PCSB staff member and three consultants (including a special education consultant) conducted observations of 23 classrooms, including classrooms where more than one teacher was present. The spirit of the QSR process is to identify the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR are thus reflective of what the QSR team observed in all learning environments, including the six Special Education teachers observed in inclusion classrooms and a self-contained class. In some instances, the review team may have observed a teacher twice. Additionally, one team member was able to visit an unscheduled "Town Hall" meeting among Capital City PCS staff and 10th graders. PCSB also attended a Board of Trustees meeting to observe the school's governance as it relates to fulfilling its mission and charter goals.

Based on evidence collected during the QSR visits, Capital City PCS – High School has been more successful in achieving the non-academic elements of its mission than its core academic aims. Its students appear to have embraced diversity and personal and civic responsibility, and seemed to participate in an inclusive, democratic community, as set out in the school's mission. This was evident in students' good behavior throughout the observations, class discussions that included conversations about students' and others' ethnicities and cultures, and a town hall event when 10th graders engaged in an authentic discussion with their teachers and the administration regarding classroom engagement. However, academic rigor was low in many of the observations; teachers missed opportunities to extend students' knowledge and deepen their thinking. In many cases, when students gave low-level answers to questions that could have prompted more thorough, rigorous discussion and teacher probing through follow-up questioning. In general, student engagement was mixed; teachers did not seem to demand true intellectual engagement from students and in many cases students did not participate in lessons. The QSR team observed very little interdisciplinary learning and few authentic learning opportunities. With that said, it is important to note that the school's learning expeditions may provide a level of rigor and authentic, interdisciplinary learning that the QSR team was unable to observe.

Approximately 80% of observations were rated proficient or exemplary in the Classroom Environments domain. There was not significant variation in the percentage of observations rated proficient across elements; each element had between approximately 75% and 85% rated proficient. Both elements, Creating an Environment of Respect and Rapport and Managing Student Behavior had more than 15% of teachers rated exemplary, the highest rating possible. Throughout the classrooms, teachers and students were respectful of and friendly towards one another; teachers held genuinely high expectations of student behavior; classroom procedures functioned effectively, resulting in little loss of instructional time; and teachers proactively managed student behavior. At most, a quarter of observations deviated from these standards, with a few instances of disrespectful behavior on the part of students; inconsistent expectations for student achievement; ineffective classroom procedures; and inappropriate student behavior.

However, just 65% of observations were rated proficient or exemplary in the Instructional Delivery domain. The ratings were higher in Communicating with Students and Using Assessment in Instruction elements of the domain, where approximately 80% of observations were rated proficient or above, than in the elements of Using Questioning and Discussion Techniques and Engaging Students in Learning. In both of the latter two elements, only half of observations were rated proficient or above. Teachers posed more low-level recall or single-answer questions in the lower-rated observations, rather than engaging students in in-depth discussions and higher-level questioning. Students in these classes had very few opportunities to learn from each other through questioning and discussion. In terms of student engagement, the QSR team noted a repeated lack of student motivation, enthusiasm, and interest in about half of the observations. There was little flexibility in content or process to engage students in their studies, and pacing was often rushed, allowing for little lesson closure or true intellectual engagement. While half of the observations were rated proficient or exemplary in each of these elements, PCSB expects more effective instructional delivery in schools that have been operating for 15 years, but understand from a discussion with its board of trustees on February 12, 2014 that the recent, rapid growth of the school required an influx of new teachers and a shift in focus from academics to culture to make sure that the school was set up for success.

To support students with disabilities the school has implemented a primarily inclusion-based model, with a self-contained classroom for extra support. In inclusion classrooms teachers followed a co-teaching model with both teachers participating in whole group instruction. Inclusion teachers circulated throughout the classrooms, offering assistance to all students who needed support, regardless of special education status. The QSR team's Special Education Consultant also had the opportunity to observe the self-contained classroom.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes Capital City PCS's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
Mission: The mission of Capital City Public Charter School is to graduate a diverse group of young adults who are self-directed, intellectually engaged, and possess a strong sense of personal and civic responsibility. Our students will complete a rigorous academic program that emphasizes both independent and collaborative learning within an inclusive, democratic community.	Based on evidence collected during the Qualitative Site Review visits, Capital City PCS – High School has been more successful in achieving the non-academic elements of its mission than the core academic aims. Student intellectual engagement was mixed and academic rigor was lacking throughout the QSR team's observations. Not all students were prepared to be self-directed learners and many teachers did not provide opportunities for both independent and collaborative learning. On the other hand, Capital City PCS – High School students have embraced diversity and personal and civic responsibility, and appear to participate in an inclusive, democratic community. The school is succeeding in creating a group of young adults who are diverse and who value diversity. In several observations classes studied socioeconomic, national, and ethnic diversity. Students in a history class were conducting in-depth research projects on Confucianism, Muslim women, and the Aztecs. In the school's hallways the QSR team noted posters about students' and staff members' countries of origin, anti-racism efforts, and the Gender and Sexuality Alliance. One class held a discussion of economic diversity and wealth distribution that was almost entirely student-led, with very little teacher intervention. The school's success in molding self-directed learners was less consistent. In several classes, students were self-directed, working on self-generated persuasive arguments, deciding how to spend their

Mission and Goals	Evidence
	independent work block to make progress on their symbolism projects, and doing computer research for their history projects. The student learning expeditions, while not observed, seem to offer students significant opportunities for self-directed work, especially for 12th graders. However, in several observations teachers seemed to have to push students to complete instructional activities. Students had little opportunity to choose how to complete tasks or to discover the correct procedures or answers for themselves. Similarly, student intellectual engagement was inconsistent. In almost half of the classrooms students were not fully engaged, in some cases because they were not required to be. For example, in a science class, students were not required to watch the teacher's demonstration of the lab procedures, and only about half of the class watched. On the other hand, in about half of the observations, there were several positive examples of students working diligently, having on-task conversations among themselves, and being self-motivated to do their work. In a few observations students even continued content-based conversations after the class period ended. The students observed by the QSR team seemed to have adopted a strong sense of personal and civic responsibility, as outlined in the school's mission. Students treated the school facilities, including computers, microscopes, and lab slides, with respect and care. A history class assignment focused on responsibility or duty, as did posters from an expedition about injustice and community responses. During one QSR team member's visit, the school held an ad hoc meeting with the 10th grade to discuss classroom engagement; the students seemed receptive to the conversation and discussed their responsibility to improve. The QSR team found the academic program to be lacking the rigor promised in the school's mission. Less than half of observations were

Mission and Goals	Evidence
	rated proficient or exemplary in "Questioning and Discussion Techniques;" in about half the classes, teachers' questioning was primarily low-level and did not engage students in deeper analytical thought. About half of observations were proficient in "Engaging Students in Learning;" there was little lesson differentiation and students were inconsistently engaged in the lessons. In about a third of observations teachers were observed to miss clear opportunities to engage true rigor. For example, in an English class students wrote what they "noticed" and "wondered" about a text, but the teacher did not demand higher-level thinking; while some students made observations about the importance of the writer's chosen vocabulary, others made superficial comments about the general topic of the text. In another class the teacher guided students through interpreting a graph, but did not go beyond identifying trends to analyzing underlying reasons for the changes in the trends. On the other hand, students in several classes appeared to be working through challenging academic texts. The QSR team did not review these materials or students' work on these texts and cannot speak to the rigor of the related tasks. Teachers in many observations made opportunities for both independent and collaborative learning. Other classrooms relied on teacher-directed or whole-group instruction. In a few classes students were given the choice of working independently or in groups to complete research and literature-based assignments. Students in one class in particular helped each other when they were confused or frustrated, asking each other questions about where they were lost. In one class the teacher prompted students to evaluate the strength of each other's hypotheses. According to the evidence collected during the QSR visits, the school has been successful in building an inclusive, democratic community. In classes all voices seemed welcome, though teachers did not

Mission and Goals	Evidence
	consistently require all students to participate. In an ad hoc 10th grade town hall about classroom engagement, students were invited to share their perspectives and it grew to be a true discussion between students and the faculty and administrative team.
1. Students will become competent, independent readers.	Capital City PCS – High School has implemented a strong reading program, as supported by evidence from this QSR and its strong performance on the DC CAS Reading assessment. The QSR team noted in particular the high-level academic articles that students read, even in courses other than English. Teachers supported students in reading these challenging materials by scaffolding content and helping students with difficult vocabulary. Students were required to comprehend grade-level text in order to participate in open discussions of class materials. Some students even carried around independent reading materials outside of class. There were a few exceptions to this trend. In one English class the teacher made several spelling and grammatical mistakes in the written materials, and in another class students were unable to explain the main idea of a challenging text and the teacher moved on without clarifying.
2. Students will become effective oral and written communicators.	Students were given many opportunities to improve their oral and written communication, including in classes other than English. In several classes, students were required to read the lesson material (sometimes aloud) and then participate in an open discussion of the material. Students wrote history essays, persuasive arguments, and symbolism essays. According to teachers' comments and posters the school offers a Saturday Writing Academy and a writing lab to support students in improving their written communication. Students throughout the observations communicated effectively, using age-

Mission and Goals	Evidence
	appropriate vocabulary and correct standard English.
3. Students will be able to reason mathematically and effectively present their thinking to others.	In several observations students were routinely pushed to explain their mathematical reasoning to others. When students worked in small groups they had to present their answers to the larger group. In other classes students solved problems at the board and explained their method for solving the problem. One teacher prompted a student to more fully explain her mathematical reasoning by saying, "You know I like specifics;" the other students chuckled as if this was a common saying from the teacher. Another teacher said, "Okay, take that a step further, communicate the math you did and state an equation for that math," and the student was able to comply immediately.
4. To promote critical thinking, high-quality original work, and the acquisition of skills necessary for transition to college or career.	With a few exceptions the QSR team's observations were lacking in promoting critical thinking skills. Teachers' questioning tended to be more focused on low-level questioning, rather than higher-order thinking skills; fewer than half of observations scored proficient on "Using Questioning and Discussion Techniques." There was more evidence of high-quality original work, such as student research posters, assignments to create persuasive arguments, and use of advanced non-fiction texts. However, the QSR team also noted instances of fill-in-the-blank worksheets, rather than assignments focusing on producing original work to meet this goal. The QSR team noted several instances of teachers coaching students in the "soft skills" necessary for success in college and career. For example, several teachers talked about the importance of time management in college; one teacher led students through planning their study time for an upcoming AP exam, repeatedly stressing how they will need to be able to manage their study time in college.

Mission and Goals	Evidence
	Another teacher led students in using planners to track assignments. The school also uses the Habits of Mind and Habits of Study to instill college and career skills in students.
5. To establish a tone of unanxious expectation, decency, and trust among students, staff, and families.	In classroom observations, teachers modeled trust and unaxious expectations; teachers and students spoke frankly about their challenges, such as preparing for tests, time management, and planning. Students appeared to have strong relationships with their mentors built on frank feedback; in one conversation with a teacher about the "Habits of Mind" assessment, a student seemed appreciative and receptive to feedback.
6. To create meaningful student leadership opportunities and a student body authentically engaged in school governance	The QSR team did not observe any evidence that the school has created student leadership opportunities or a student governance structure. The team noted one bulletin board about a student leadership opportunity, but the board was empty.
7. To encourage responsibility, respect, compassion, service, and appreciation of diversity in all school community members	The QSR team attempted to see each of these values enacted in the school. For comments on the values of "responsibility" and "diversity," please refer to the comments included above related to the school's mission, which also includes these values. Regarding respect, almost 80% of the observations scored proficient or exemplary in the element of Creating an Environment of Respect and Rapport. Students were largely respectful of their teachers, each other, and the school facilities, including classroom supplies. There were only limited exceptions to this, such as students talking off-topic while teachers were talking, or students being rude to each other and calling each other names.

Mission and Goals	Evidence
	Regarding compassion, the QSR team was unable to collect significant evidence related to this value. One team member noted that some of the senior investigation topics could be tied back to compassion, such as one investigation about caring for the mentally ill. The QSR team did not observe any evidence regarding whether the school is encouraging service.
8. To implement learning expeditions -- in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork and service, and that are interdisciplinary to the maximum extent possible.	The QSR team noted several mentions of "expeditions," such as an 11th grade expedition related to "Food Justice for All." In some cases, "expedition" seemed to refer more to a field trip than an in-depth, interdisciplinary theme, such as what teachers referred to as an upcoming "expedition" to Howard University. The team noted that each 9th, 10th, and 11th grade completes a common learning expedition, scaffolding to 12th grade when students complete self-directed learning expeditions with the support of three teacher coaches. The QSR team did not observe any evidence of interdisciplinary themes or planning. For example, 9th grade history students were working on a longer-term research project, but it was not aligned to the content discussed in other 9th grade classes.
9. To personalize teaching and learning through small class sizes, advisory, and flexibility in scheduling and course formats.	Class sizes varied widely, from 16 students with four adults to 20 students with one adult. The school schedule included a 30-minute advisory block after lunch each day. In terms of personalized teaching, the QSR team noted evidence of appropriate relationships between teachers and students. For instance, one teacher discussed a student's "Habits of Mind" results with her

Mission and Goals	Evidence
	and they both expressed disappointment; the teacher indicated that the student had been in her advisory for several years in a row. However, these relationships did not seem to result in personalized teaching and learning; the QSR team noted little evidence of differentiation in lesson content or activities throughout the observations.
10. To utilize the CES philosophy of student-as-worker, teacher-as-coach as the core of instructional practice.	With a few exceptions, the QSR team found most instructional practice to be teacher-led. There were very few observed examples of rubrics or student assessment of their own work. In several cases teachers completed tasks that students were prepared to complete as "workers," such as preparing their chemistry lab slides. Students had few opportunities to find their own paths through learning; more often than not the closest thing to "teacher-as-coach" was an "I do-we do-you do" framework for lesson activities. However, in a few observations the instructional practices did exemplify student-as-worker, teacher-as-coach. In a history class students were doing self-directed research with guidance from the teacher; the teacher acted as a supportive resource and helped them get started, but then students chose their resources, read scholarly articles on their own, and synthesized information. In an Advanced Placement class students were almost entirely self-directed in how they used an independent work block; some students worked together in groups, others worked independently, and others went to the computer lab. In 12th grade learning expeditions each student works with three teacher coaches throughout the year, though the QSR team was not able to observe any of these coaching meetings.
11. To assess learning through portfolios, exhibitions of work, and student performance of authentic tasks.	The QSR team did not observe any student portfolios, though students appeared to use binders to track their work and there were several in-depth posters of student work posted in hallways and in some

Mission and Goals	Evidence
	classrooms. These posters included student research on China and vocabulary posters with definitions, synonyms, and examples. A QSR team member also noted an English teacher mentioning the upcoming Celebration of Learning event, which may have been an opportunity for further exhibitions of student work. The QSR team noted a few examples of students performing authentic tasks. There seemed to be approximately equal weight accorded to authentic tasks, such as student research projects, as more stand-alone tasks, such as science labs completed with no discussion of "real-life" applicability.
12. Capital City will be a learning community for teachers as well as students. Teachers will receive the training and support they need to successfully implement the educational program and best support individual students.	The QSR team did not observe any professional development opportunities or professional learning communities, though the school's schedule includes weekly professional development time on Wednesday afternoons. Assessments of teacher effectiveness can be found below in the Classroom Environments and Instructional Delivery rubrics.
Board Governance	On January 28, 2014, a PCSB staff member visited a Capital City PCS Board of Trustees meeting. Approximately eleven board members were present, plus at least one on a conference call line, constituting a quorum. The Executive Director and principals discussed the school's data dashboard, which includes interim assessment data for reading, writing, and math; high school performance on the PSAT, SAT, and ACT; and in-seat attendance. They indicated that the overall lesson learned from the dashboard is that the school is better preparing students for literacy assessments than math assessments. In response to the board's question about actionable findings, the school administrators indicated that they were conducting student-specific interventions, but the Board acknowledged that any improvements

Mission and Goals	Evidence
	would not happen overnight, despite the school's urgency around effective teaching. They also discussed a recent collaboration between the school's data team and FOCUS, which found that Capital City PCS's math assessments were well-aligned to the DC CAS. Overall, the board indicated that the dashboards are easy to understand. However, the dashboard does not include math assessments for early childhood grades. The board also discussed the school's strategic plan, which they plan to backwards-map from the five-year targets using the PMF. The board encouraged the administrators to let them know if they needed resource reallocation. Charter Board Partners assisted in creating a new template for the strategic plan. The board discussed each goal, including the capital campaign, the facilities plan, debt refinancing, and risk assessment. Regarding the governance goals, the board requested feedback on the Head of School evaluation and mentioned a future discussion around succession planning. Overall, the board indicated that their five-year goals are very ambitions and that they're making progress on pieces of the goals.

CLASSROOM ENVIRONMENTS[1]

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited," "satisfactory," "proficient," and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 81% of classrooms received a rating of proficient or exemplary for the Classroom Environment domain.

Class Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	Almost 80% of observations were rated proficient or exemplary in this element. Teachers were respectful of students, welcoming them warmly into the classroom, calling on them by name, and smiling warmly. One or two teachers exhibited care of students' lives outside of school; one teacher, for example, asked a student about her illness the previous day. About one-fifth of the observations were below proficient. In these classrooms, the QSR team noted that students regularly talked off-task while the teacher was talking.	Limited	0%
		Satisfactory	22%
		Proficient	61%
		Exemplary	17%
Establishing a Culture for Learning	About three-quarters of observations were rated proficient or exemplary in this element. Teachers rated proficient regularly supported and encouraged students who took academic risks in class, and called on students regardless of whether they had volunteered to answer the question posed. These teachers talked about Saturday writing workshops and detention as opportunities for additional help, rather than punishment. Students in these classes appeared to take pride in explaining their thought processes and to aim to meet the teacher's high expectations. In the one-quarter of observations not rated proficient, high expectations did not	Limited	0%
		Satisfactory	27%
		Proficient	64%

[1] Teachers may be observed more than once by different review team members.

Class Environment	Evidence Observed	School Wide Rating	
	appear to be set for all students. Not all students participated in the lesson; a few students had their heads on their desk or did not follow along with the lesson's activities. Teachers in these observations only called on students who volunteered to answer questions, and they did not convey confidence that students were up to the lesson's challenge. In one case, a student made a spelling mistake in an English class and the teacher said, "Well spelling isn't what we're working on right now."	Exemplary	9%
Managing Classroom Procedures	About 85% of observations were scored proficient in this element of the Classroom Environment rubric. In these classes, there was little to no loss of instructional time due to transitions or procedures. Students efficiently and quietly moved from class to class and between classroom activities. When they entered the class, students were expected to start working on a warm up or Do Now activity. Teachers prepared students for transitions with preset time limits and reminders. In the observations rated below proficient, students did not work for several minutes at a time. While working on a research project, many students were unable to successfully access the online resources for several minutes. In one science class, it took more than ten minutes to pass out the lab materials, despite there being a predetermined "passer" and passing time between classes to arrange materials.	Limited	0%
		Satisfactory	14%
		Proficient	86%
		Exemplary	0%
Managing Student Behavior	There were no cases of serious student misbehavior throughout the observations. Most teachers managed student behavior proactively by circulating throughout classrooms or naming students who needed to readjust their behavior before it became a problem. The QSR team noted a few instances of teachers giving students specific feedback, such as about off-task behavior, and students immediately correcting their behavior.	Limited	0%
		Satisfactory	14%
		Proficient	73%

Class Environment	Evidence Observed	School Wide Rating	
	In the observations rated below proficient, teachers responded inconsistently or did not notice examples of student misbehavior, such as teasing or throwing paper at each other. These misbehaviors did not interrupt class activities or other students, but did distract the involved students for several seconds at a time.	Exemplary	14%

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited," "satisfactory," "proficient," and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 65% of classrooms received a rating of proficient or exemplary for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	Eighty percent of observations were rated proficient or above in this element. Almost all classrooms had posted learning targets and instruction was aligned with these objectives. In several classes, teachers referred to previous lessons or prior knowledge to help clarify the lesson content. These teachers used expressive language and high-level content vocabulary, and occasionally students responded in kind with similarly appropriate academic vocabulary. Some teachers even narrated their expectations as students worked through independent activities. About one-fifth of observations were below proficient in this element of the rubric. Students seemed to be confused about lesson content or activity instructions in these classes, and teachers did not effectively clarify. In one class in particular, the QSR observer noted several spelling and grammatical errors by the teacher, including repeated and different misspellings of an author's name, "except" rather than "excerpt," and a significant failure to correct a student's spelling.	Limited	0%
		Satisfactory	22%
		Proficient	70%
		Exemplary	9%
Using Questioning and Discussion Techniques	Fewer than half of observations were rated proficient or exemplary in Using Questioning and Discussion Techniques. In the proficient classes teachers posted thoughtful and rigorous questions of students. They allowed for appropriate wait time between asking the question and soliciting answers.	Limited	29%
		Satisfactory	24%

Instructional Delivery	Evidence Observed	School Wide Rating	
	Students in these classes were able to extend the discussion with thoughtful comments or further questioning. However, in more than half of observations questioning and discussion techniques were less effective. Teachers' questions tended to be only low-level or recall questions, with only one correct answer. Students were not given opportunities to discuss lesson content or procedures among themselves. Not all students participated in discussions or answered questions.	Proficient	38%
		Exemplary	10%
Engaging Students in Learning	About half of observations were rated proficient or exemplary in Engaging Students in Learning. Students in these classes were actively working and intellectually engaged. In a few classes students continued to discuss lesson content even after class had ended. In one class the co-teachers provided multiple learning modalities by one teacher writing important facts on the whiteboard while the other teacher orally taught the group lesson. Students had choices in how to complete assignments, such as being given the option to choose their own topic, their working group, the medium of their deliverable, or their research materials. In the observations that were rated below proficient, the QSR team noted that there was consistently little opportunity for lesson closure and reflection. Class endings tended to be rushed. There was no differentiation or lesson adjustment in these observations; all students were expected to learn at the same pace and through the same activities. As a result, students seemed to be inconsistently engaged; some students were working at some times, while at other times, students were off task.	Limited	24%
		Satisfactory	24%
		Proficient	43%
		Exemplary	10%
Using Assessment in Instruction	Four-fifths of observations were rated proficient or exemplary in Using Assessment in Instruction. In these classrooms, student work was graded	Limited	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
	against a rubric, giving students clear standards for high-quality work. Teachers circulated throughout classrooms to monitor student work, and occasionally stopped to address student misunderstandings. Teachers seemed to be adopting more formative assessments, such as midterms and exit tickets; one teacher mentioned that he was re-teaching one element of the previous day's lesson due to the results from exit tickets. The 20% of observations that were not rated proficient did not seem to use formative assessments to gauge student learning. These teachers did not seem to regularly monitor student understanding or provide immediate feedback. These teachers tended to rely on choral responses to checks for understanding, rather than assessing individual students' grasps of the material.	Satisfactory	19%
		Proficient	76%
		Exemplary	5%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix J

September 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 First Day for Students	3 PD: Staff Meeting and First Day Celebration	4	5	6
7 Inclusion Consult	8	9 ILT	10 PD: Playworks and Mandatory Reporting; BTSN planning	11	12	13
14 Academic Consult: Select students for LLI	15	16	17 PD: BTSN Prep	18 BTSN 6-8 pm	19	20
21 Inclusion Consult	22 ILT - Plan Writing PD Cycle	23	24 PD: Staff Culture Goal: Finish Staff Norms	25	26	27
28 Academic Consult: 1.Share QSR doc 2. Discuss Literacy structures, roles, student supports 3. MAP testing of new students, K-2; 4.Team items	29 Jake with Leensa 1/2 day/Work with ILT (learning walk with LT and ILT meeting)	30				

October 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 PD: Writing #1 PD Cycle Launch	2	3	4
5 Inclusion/Student-Focused Consult	6 **QSR Visit Window (10/6-10/17)** Inclusion Team Mtg. ILT	7 EL Pre-primary cohort mtg at CC	8 PD: Writing PD #2 10-minute sharing Re: Community Values lessons	9 **QSR Scheduled Visit Day**	10 Expedition Planning Day	11
12 Academic Consult: WIDA tests and supports for ELL students	13 Columbus Day **QSR Visit Window (10/6-10/17)**	14 Jake on site--work with Thora and ILT [Can we have ILT this day?]	15 PD: Writing #3 10-minute sharing Re: community values lessons	16	17	18
19 Inclusion Consult	20 Inclusion Team Mtg. ILT	21	22 PD: Data Day--Looking at writing data with a focus on ELL data specific strategies for instruction [10-minute sharing Re: community values lessons.]	23	24	25
26	27	28	29 PD: Whole School Equity Work	30	31	

November 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Inclusion Team Mtg.	4	5 PD: Writing #4? 10-minute sharing Re: community values lessons	6	7	8
9	10	11 Parent Conference Day - no school	12 PD: Parent Conferences	13	14	15
16	17 Interim #1: F&P (7-day window)	18	19 PD Writing #5? 10-minute sharing Re: community values lessons	20	21	22
23	24	25	26 Fall Fun Day NO PD	27 Thanksgiving	28 Thanksgiving	29

December 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
11/30	1	2	3 Data Day and/or Writing PD #5?	4	5	6
7	8		PD: Whole School Writing PD	11	12	13
14	15	16	17 Staff Holiday Celebration?	18	19	20
21	22 Winter Break (12/22 - 1/4)	23 Winter Break (12/22 - 1/4)	24 Winter Break (12/22 - 1/4)	25 Winter Break (12/22 - 1/4)	26 Winter Break (12/22 - 1/4)	27 Winter Break (12/22 - 1/4)

28	29 Winter Break (12/22 - 1/4)	30 Winter Break (12/22 - 1/4)	31 Winter Break (12/22 - 1/4)			

January 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Winter Break (12/22 - 1/4)	2 Winter Break (12/22 - 1/4)	3 Winter Break (12/22 - 1/4)
4	5 First Day Back	6	7 PD: School Culture Goal: Reviving/reviewing/ recommiting to Community Values with your students	8	9	10
11	12	13	14 PD: School Culture Goal: Staff Culture Building--Fun Day	15	16	17
18	19 MLK Jr Day	20	21 PD: Progress Report Writing	22	23	24

25	26 Interim #2: F&P (7-day window	27	28 Data Day?	29 End of first semester	30 Grading and Reporting Day-No School for Students	31

February, 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 Parent Conferences	5	6 Parent Conferences	7
8	9	10	11 PD: ELL supports focus	12	13 Expedition Planning Day - could launch PD cycle #2 here?	14
15	16 President's Day - No School	17	18	19	20	21
22	23	24	25 PD: Whole School Equity Work	26	27	28

March 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 Interim #3: F&P (8-day window)	17	18	19	20	21
22	23	24	25 PD: Whole School Writing PD	26	27	28

29	30	31				

April, 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6 Easter Monday--No School	7	8	9	10	11
12	13 Spring Break (4/13-4/17)	14 Spring Break (4/13-4/17)	15 Spring Break (4/13-4/17)	16 Spring Break (4/13-4/17)	17 Spring Break (4/13-4/17)	18 Spring Break (4/13-4/17)
19	20	21	22	23	24	25

26	27	28	29	30		

May 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20 PD: Whole School Equity Work	21	22	23

24	25	26	27	28	29	30
31						

June 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17 PD: Parent Conferences; Last day of school for students	18 Parent Conferences	19 Last day of school for Teachers	20
21	22	23	24	25	26	27

28	29	30				

CCPCS Middle School Professional Development Support Structures

The purpose of professional development structures at the Middle School is to increase student engagement and learning by supporting the continual growth of teachers.

Structure	Why?	Who?
Lead Learners PD Series	To empower teachers to lead their own learning and grow their practice to best support students	**Participants:** All staff **Facilitated by:** Laina, Katie, Roilyn **Planned by:** Teaching staff
General Wednesday PD Time	To provide common understandings connected to the 2014-2015 work plan targets	**Participants:** All staff **Planned and facilitated by**: Laina, Katie, Jake, Roilyn
Whole Staff PD Opening	To celebrate successes & share information with staff	**Participants:** All staff **Planned and facilitated by**: A-Team
Grade Level Team Meetings	To allow for regular co-planning and sharing of information	**Participants:** All teaching staff **Planned and facilitated by:** Grade Level Teams
Department Meetings	To continue to create vertical alignment and develop discipline specific best practices	**Participants:** All teaching staff **Planned and facilitated by:** Departments, ILT
New Teacher Cohort	To support teachers new to Capital City in establishing best practices and understanding the Capital City culture	**Participants:** Teachers in their first year at Capital City **Planned and facilitated by:** Katie
Consult	To develop strategies to appropriately address concerns about students, continue to build a pedagogical toolkit, use student work and data to drive instruction, and support our ELLs	**Participants:** All teachers in teams **Planned and facilitated by:** Laina, Roilyn, Katie, & Ellie
Formal Coaching Cycles	To support individual teacher goals through a coaching cycle that includes goal-setting, learning,	**Participants:** Opt in participation by any teaching staff (5 slots/quarter)

	observation/feedback, and reflection	**Planned and facilitated by:** Katie, Jake (on occasion)
Quarterly Observation Cycles	To increase pedagogical content knowledge and provide a safe space to experiment with support	**Participants:** All Gen Ed teaching staff **Planned and facilitated by:** Katie
Learning Walks	To maintain a regular pulse on instruction in the middle school, to gather data, and to continue to build a common understanding of where we are and where we'd like to be	**Participants:** All teaching staff, Management Team, ILT **Planned and facilitated by:** Management Team, ILT
Peer Observations	To continue to build a common vision of what quality teaching looks like at the middle school and to increase instructional understandings and practices	**Participants:** All Teaching Staff (New Teacher Cohort, ILT, Consult) **Planned and facilitated by**: Katie, ILT
Lab Sites	To collaboratively engage in investigations of high quality teaching practices and pedagogy	**Participants:** Opt in participation **Planned and facilitated by:** Katie & teaching staff
EL offsite PD	To build expertise in specific Expeditionary Learning Core Practices	**Participants:** Offered to selected teachers based on needs **Planned and facilitated by:** Expeditionary Learning Staff
Informal/Formal Observations	To maintain a regular check on progress of teacher goals, as well as instruction in the middle school.	**Participants:** All Teaching Staff **Planned and facilitated by:** Laina & Roilyn
Instructional Leadership Team (ILT)	To serve as representation of teacher voices and build capacity and understanding around school conditions and work plan goals. To model best practices in the classroom.	**Participants:** One representative per grade level/specialist department **Planned and facilitated by:** A-Team
Lunch Bunch	For teachers to have a consistent space to share new ideas and best practices with one another	**Participants:** Opt in participation for all staff, voluntary and selected hosting **Planned and facilitated by:** Katie
Teacher Led Differentiated PD Series	To give teachers the opportunity to lead and learn from colleagues	**Participants:** All teaching staff **Planned and facilitated by:** Teaching staff, ILT
External PD	To expand teacher toolkits	**Participants:** Offered to selected teachers based on needs and opt in participation for others **Planned by:** Laina, Katie, Roilyn, Ellie, teaching staff

		Facilitated by: External partners
Social Pause	To build staff relationships and celebrate hard work	**Participants:** All staff **Planned and facilitated by:** A-Team, GLTs

Appendix K

Appendix L

ANNUAL REPORT
2012-2013

Prepared by Simmons Lettre, Board Chair

CAPITAL CITY PUBLIC CHARTER SCHOOL
ANNUAL REPORT
2012 – 2013

Table of Contents

School description ……2
A. Mission Statement……2
B. School Program……2
C. School Staff……9
D. Student Characteristics……10
E. Finance……10

School performance
A. Evidence of Performance and Progress……13
B. Lessons Learned and Actions Taken……29
C. Unique Accomplishments. ……37

Appendices
A. Data Report Sheets (Lower School, Middle School, and High School)
B. Approved Budget for FY 2013-2014
C. Year-End Financials for SY 2012- 2013
D. Board Roster
E. Instructional Staff Roster

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

a. Grades and Age Levels Served

Capital City Public Charter School opened a new facility in August of 2012. With the new facility came the chance to expand the student body significantly, and to split off the Middle School grades into a separate program. Accordingly, the new building now houses three campuses in one facility: a Lower School, a Middle School, and a 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 SY2012-2013, the Lower School enrolled 325 students in grades PK3 through 4. Although the school has offered a PK4 program for several years, the PK3 program was new for SY2012-13. Another change is that classrooms in grades K through 4 are no longer multi-age. Instead, there are four combined PK rooms (which serve both PK3 and PK4 students) and two classrooms each for grades K through 4. 65% of Lower School students are new as of August of 2012, and the Lower School is now at its full capacity.

Middle School
The Middle School, which in SY2012-2013 served 298 students in grade levels 5 through 8, was brand new for this school year. Approximately half of Middle School students transferred in from either the Lower School or the Upper School (which used to include grades PK through 8, and 6 through 12, respectively). The other half of Middle School students were new to Capital City this past year. Each grade level in the Middle School includes approximately 75 students. The Middle School will be fully enrolled at 300 students for SY2013-14.

High School
The High School (which broke off from the 'Upper School' when the Middle School was created) enrolled 321 students in grades 9 through 12. The school had 98 9th graders, 90 10th graders, 81 11th graders, and 52 12th graders. 30% of enrolled students were new to Capital City for school year 2012-13. The High School

graduated its second graduating class in June of 2013. The High School is fully enrolled, and as a result the school anticipates larger graduating classes moving forward.

b. Curriculum Design and Instructional Approach

At Capital City we believe that schools should prepare students to participate in society by offering a challenging academic program based on active learning through real-world experience. We also believe that schools should foster healthy social development, character building, and the acquisition of life skills.

Capital City Public Charter School implements the Expeditionary Learning (EL) model. EL uses "learning expeditions to challenge students to meet rigorous academic and character standards." Learning expeditions are long-term, in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork and service. The content and skills taught through learning expeditions are based on 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.

The Expeditionary Learning model includes a set of "core practice benchmarks" in five key areas: learning expeditions, active pedagogy, school culture and character, leadership and school improvement, and structures. Capital City uses these benchmarks to guide instructional and educational planning, frame professional development for staff, and evaluate the effectiveness of instruction.

The academic curriculum is supported by the use of Responsive Classroom®, which is both a classroom management model and a social curriculum. Educators at Capital City recognize that academic achievement goes hand in hand with social growth. Responsive Classroom, and its middle school counterpart Developmental Designs, 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 Expeditionary Learning to work.

Capital City has curriculum frameworks for each grade that outline the content and skills for core academic subjects, plus Spanish, arts, health, and fitness. The school's curriculum is aligned with Common Core State Standards and with District of Columbia graduation requirements.

<u>Lower School</u>
Capital City Public Charter School's Lower Campus 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 writers' workshop, as well as across the curriculum to explain thinking and express ideas in other content areas.

The Lower School's mathematics curriculum is aligned with DC and national standards. Mathematics 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 mathematics curriculum, and supports Capital City's developmental approach to teaching mathematics, emphasizing problem-solving and concrete experiences.

Capital City Lower School students engage in a science curriculum that teaches basic scientific thinking skills, while encouraging enthusiasm and a desire to conduct independent scientific inquiries. As much as possible, science instruction is included as a component of learning expeditions, and individual learning expeditions may be explicitly scientific in nature.

Community service, physical education, the arts, and Spanish language instruction are also part of Capital City Lower School's core curriculum. Students study Spanish from grades 1 through 4. The curriculum focuses on speaking practice, vocabulary development, and beginning Spanish reading and writing skills. The language program also provides many students with exposure to other cultures.

Middle School

In anticipation of the opening of the new Middle School campus for school year 2012-13, the Middle School Planning Team met monthly throughout the 2012-11 school year. The team visited other middle schools and investigated best practices. Team members looked at different options for staffing models and decided that for grades 5 through 8 the teaching of content would be split between math/science experts and reading/humanities experts. In this way, Capital City offers a sheltered environment in the form of a two core content teachers who work with the students for the entire school day. These teachers engage in frequent contact with parents, many of whom are new to Capital City. Additionally, the Middle School schedule was adjusted to maximize instructional time.

Finally, there has been a deliberate emphasis on school culture, given that the Middle School incorporates new students as well as returning students from two different campuses. Middle School staff were committed to addressing social needs and concerns from the outset so that school time can be focused on academics. One strategy for creating a strong school culture was the introduction of CREWs, small advisories that serve as a home base for students.

High School

Our High School is currently the only high school in DC to be affiliated with the

Coalition of Essential Schools (CES), a network of hundreds of personalized, equitable, and intellectually challenging schools around the country. All CES schools, including Capital City High School, follow Ten Common Principles, a set of beliefs about the purpose and practice of schooling. The Common Principles guide the High School's priorities, structures, and management.

Capital City students in grades 9 through 12 complete an academically rigorous college-preparation curriculum. Capital City uses DCPS graduation requirements as the minimum expectation for students.

In addition to the 12th grade courses required by the District of Columbia, seniors developed a senior expedition, which they engaged in during the spring of their senior year.

c. 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 arts emphasis is especially helpful to students with special needs. 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 Expeditionary Learning, and are one of the goals listed in Capital City's charter. Some elements of Learning Expeditions include guiding questions (what we want to find out), authentic projects, fieldwork in the community, involvement of outside experts, presentation to an audience outside the classroom, and community service. Although they are linked to standards and learning targets, expeditions are inherently multidisciplinary and bring together many strands of the curriculum.

Community Service

Community Service is an essential component of EL and is often embedded in Learning Expeditions. Students participate in both service to the school and service to the broader Washington community. A dedicated weekly service time provides an opportunity for all students and teachers to engage in service and reflect on the experience. Community partnerships for service include: Mt. Pleasant Library, the Victory Heights Seniors' Home, Community of Hope, and Appletree Learning Center. High school students also have the opportunity to do an internship with a business or community organization. Interns work at their sites on Wednesday afternoons (an early dismissal day for CCPCS).

Advisory

Beginning in the 5th grade and continuing through high school, Capital City features an advisory program that divides students into groups of ten to twelve. The goal of advisory 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 the student's family.

Advisories meet for a half-hour each day for a time of team initiatives, group sharing, and academic check-ins. Additionally, there is one longer meeting period each week, during which time the groups focus on emotional health and interpersonal relationships. 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 (ELLs) through an inclusion program. The program has grown since the school's opening, and has been designed around the needs of the students. Each of the three campuses has a Director of Student Services. These directors coordinate teams of inclusion teachers and other specialists who manage student Individual Learning 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 by a team consisting of inclusion teachers responsible for each classroom, a school psychologist, a 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. Our inclusion and ESL teachers work one-on-one or in small groups with students 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.

After-School Activities

Capital City began providing in-house after-school programming beginning in school year 2012-13. The school now employees a full-time Director of After-School Programs. The after-care program is available to interested families for a fee. The school provides small tuition subsidies to low-income families, in an effort to make the program affordable for all students.

The Lower School also offers afternoon enrichment activities, planned and conducted by Capital City staff. These programs are available to students grades Pre-K through 4th grade. In the past, the 6-week clubs have focused on activities such as cooking, beading, poetry, soccer, kickball, dance, and scrapbooking.

Capital City offers a free cross-campus athletic program for middle school and high school students. The program is available four days per week. After-school sports are open to all students, regardless of ability to pay 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, basketball, swimming, softball, tennis, and track. Teams practice at area parks, recreation centers, and community facilities, and play competitive games against other schools.

Students can also choose from a variety of other after-school activities, including yearbook, debate, and improvisational drama. Most offerings are led by Capital City staff.

Summer School

Over 300 students attended a 2013 summer school program at Capital City. There were several different types of summer offerings. For younger students, grades PreK through 4, Capital City offers four weeks of summer school. The goal of this program is work with students in small groups to reinforce literacy and math skills and ensure that students do not lose ground over the summer.

In 2013, the school also offered credit recovery and enrichment courses for high school students. Students missing credit for a one-semester course were required to enroll in and pass that course during summer school in order to be promoted to the next grade. Additionally, Capital City held orientation sessions for all incoming students in grades 5 and 9 (both new and returning). These orientation sessions were so successful for incoming 9th graders last year that they were expanded to include incoming Middle School students this year. 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.

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 in choosing their activities. Parents and staff work together to advise the principals on issues and priorities. The principals, Head of School, and the Board of Directors work collaboratively 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.

d. 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 supporting the school. Last year, Capital City brought on staff a bilingual (Spanish and English) full-time Admissions and Outreach Coordinator. Her role is split between managing the admissions process and coordinating other types of parent outreach, including open house events, community meetings, among other initatives.

Additionally, Capital City expects and requires that all parents attend quarterly parent-teacher conferences. Historically, Capital City has had conference attendance rates of over 95% each year, and teachers and administrators were committed to continuing this trend even with the addition of hundreds of new families to the Capital City community. Accordingly, teachers and advisors worked tirelessly to reach out to families and communicate the expectation that each family would participate. Several teachers even opted to do home visits for families that were unable to make the trip to the school. As a result, 96% of parents attended at least one conference over the course of the year. Capital City is proud of this effort and will continue to seek opportunities to engage families in the coming school year.

C. School Staff

a. School Leadership

Head of School: Karen Dresden has a Masters in Education from Harvard University, with a concentration in Educational Leadership. She also has a B.A. in Public Policy from Duke University and an M.S.Ed. in Elementary Education from the University of Pennsylvania. Before the establishment of Capital City Public Charter School, she taught for 7 years at Hearst Elementary School in the DC public school system. She was Capital City's founding principal.

Lower School Principal: Amy Wendel joined Capital City in 2000 when she provided orientation and training to the founding staff. She has held a variety of positions at Capital City including 1st/2nd Grade Classroom Teacher, Literacy Coordinator, and most recently, Instructional Coach. Amy began teaching in 1992 and has taught for the D.C. Public Schools, Fairfax County Public Schools, and Newton Public Schools in Massachusetts. She has taught courses for teachers as an adjunct professor at Catholic University. 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. She has presented on various topics at Expeditionary Learning Conferences and at the National Council of Teachers of Mathematics Annual Meeting.

Middle School Principal: Laina Cox joined Capital City in March 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 joining Capital City, she worked for two years as a school designer for Expeditionary Learning in the Mid-Atlantic region. Prior to that, she was an assistant principal for three years at a middle school in Boston and a humanities teacher for five years at an Expeditionary Learning school also in Boston.

High School Principal: The High School's founding Principal is Kathryn Byrd. Kathy holds a B.A. in Elementary Education from Michigan State and a Master of Arts in Teaching from Wayne State University. Kathy is the former Director of Curriculum, Instruction, and Training at Paul Public Charter School. She previously worked as an English as a Second Language (ESL) teacher at Paul and at Murch Elementary, and served as an ESL mentor teacher for DCPS interns in elementary grades through adult education.

Chief Operating Officer: John Breyer brings more than ten years of operational and program management experience to Capital City, where he currently oversees all non-instructional matters. Prior to joining Capital City, John was the Founding Director of Finance and Operations for KIPP Central City Academy in New Orleans where he supported KIPP Central City's long-range facilities vision, which included fostering relationships with on-site contractors, tracking progress on construction,

and advising architects on building plans. Previously, John was Director of Programs, Adventure Education and Director of Technology at Hyde Leadership Public Charter School in Washington DC, and Program Coordinator at For Love of Children, where he managed all aspects of the after-school outreach program.

D. Student Characteristics

The total student population at Capital City Public Charter School during the 2012 – 2013 school year was 944 students. The re-enrollment rate was 83% from the Upper School and 85% from the Lower School, despite the move to a new location and the reconfiguration of campuses.

Capital City's student body in 2012 – 2013 was racially and ethnically diverse, with 46% of students self-identifying as Latino, 36% as African-American, 11% as Caucasian, and 3% as Asian/Pacific Islander. (The remaining students self-identified in multiple racial and ethnic categories). Interestingly, Capital City's racial and ethnic make-up remained almost exactly the same as the previous year, despite welcoming so many new families as a result of the expansion.

Additional demographic information is as follows: 69% of Capital City students were classified as low income during the 2012 – 2013 school year and were eligible for free or reduced lunch –an increase of 7 percentage points over the previous year. 15% of students were identified as requiring special education services, and 23% of students were identified as English Language Learners (an increase of 2 percentage points over the previous school year). The student body was 47% male and 53% female.

E. Finance

1. The Approved Budget for FY 2013-2014 is included in the Appendix as Attachment B. The Year-End Financials are in Appendix C.

2. Donors and grantors

   The following individuals and organizations donated at least $500 to Capital City Public Charter School last year. The list does not reflect multi-year pledges of over $500 unless that amount (at minimum) was paid between 7/1/12 and 6/30/13.

   Agger-Loewy Foundation
   Samilia Anthony
   David Bennett
   Bernards Lacrosse Club Association Inc.
   The Diane and Norman Bernstein Foundation
   Diane Biondi
   Maggie Boland & John Hance

Dixcy & Nolan Bosley-Smith
Kellie and Richard Browne Fund
Building Hope
Kathryn & James Byrd
Patrick Canavan & Daniel McNeil
Michael Casson & Leslie Pace
Chesapeake Bay Trust
Laura & Chris Chilbert
CityBlossoms
Nancy Chapman Colb & Andrew Colb
Carol Collins & Andrew Hackett
Marianne Conroy & Orrin Wang
Candace Crawford
Teresa Crawford & Michael Hess
Danya Dayson & Michael Murphy
Carol & Mark Dresden
Karen Dresden
Robert Falk
The Bill & Melinda Gates Foundation Employee Matching Gift Program
Sarah Gaudreau & Hiram Puig-Lugo
Brian Greenberg & Margaret Greene
Margaret Greene & Ernest Thomas Greene
Hard Light Consulting Group, LLC
Hala Harik Hayes
Anne Herr & Karl Jentoft
Brett Howe & Claudia Weinmann
Kenneth Johnson & Gina Lagomarsino
Roxene & Tim Kastens
Caitlin & Jennifer Lauchlan
Simmons Covington Lettre & Marcel Lettre
Dr. Sylvia Mader
Rona Marech & Joshua Shannon
Andrew Marino
Michel & William "Billy" Martin
Perry & Darin McKeever
Joseph Michalczyk
John Mitchell & Susan Sabella
Bill Moss
Peter Munsat & Lisa Weinstein Munsat
National World War II Museum, Inc.
Nussbaum Charitable Trust
Carly Bashleben Partridge
Donna Rattley & Adrian Washington
Harold Rosen & Susan Wedlan
Cynthia & Christopher Runyan
Laurie & Sam Shellenberger

Shippensburg University
Maria Sokurashvili & Jeffrey Steele
Alice & Jeff Speck
Carol & Charles Spring
Sweetgreen
Lowell Ungar
Jennifer Van Driesen
Jill Weiler & Steve Brescia
Molly & Dan Whalen
Youth Service America

SCHOOL PERFORMANCE

A. Evidence of Performance and Progress

1. Lower School

Capital City's Lower School campus spans grades PreK through 4, and thus incorporates two different accountability structures: Early Childhood (grades PreK – 2), and Elementary (grades 3 and 4). Each of these frameworks will be discussed in turn.

Capital City PCS expanded significantly between school year 2011-12 and school year 2012-13, and at the Lower School campus 65% of the students were new to Capital City. Additionally, grades 5 through 8 were historically included in the Lower School, but were broken off into the new Middle School for school year 2012-13. As a result, Capital City Lower School is considered a new school for school year 2012-13. Therefore, this section of the report will include only scores from the current school year, rather than offering comparative or trend information. The data reported here will serve as a baseline to which the program can be compared in upcoming years.

Lower School: Early Childhood Program

Capital City's Early Childhood program comprises grade levels Pre-K through 2nd grade. The Public Charter School Board monitors this program by means of the Early Childhood Accountability Plan, which includes seven indicators of programmatic and academic success. Capital City's youngest students, in Pre-K through 2nd grade, do not take the DC-CAS, since this test is offered beginning at the 3rd grade level. Therefore, the school administers a variety of internal assessments in order to gauge the progress of these students.

Capital City opted not to participate in the Early Childhood PMF pilot this year, so results will be reported based on the Accountability Plan that was developed several years ago. This accountability index includes measures related to literacy achievement, literacy growth, and school culture. Next year, when the Early Childhood PMF is adopted, math indicators will also be included.

The table below details the results of the 2012-13 Early Childhood Accountability Plan.

Target	Result	Target Met?
At least 89% of Pre-K and K students will demonstrate progress on at least 3 of the 6 key grade level literacy indicators by the spring administration on the PALS assessment (or score at the 100% mark).	95% of PK and Kindergarten students demonstrated progress on at least 3 of 6 key grade level literacy indicators by the spring administration on the PALS assessment (or scored at the 100% mark).	Yes
At least 70% of 1st and 2nd grade students will make at least the projected level of a year's growth on the DRA.	70% of 1st and 2nd grade students made at least the projected level of a year's growth on the DRA.	Yes
At least 70% of students in Kindergarten, 1st, and 2nd grades will score at or above grade level on the DRA.	56% of students in K through 2nd grade scored at or above grade level on the DRA.	No
On average, students will attend school at least 91% of the days.	Students attended school on 98.1% of the days.	Yes
At least 85% of eligible students in grades Pre-K through 2nd will re-enroll at CCPCS for the next school year.	88.4% of student in grades PK through 2nd re-enrolled for the 2011-12 school year.	Yes
At least 95% of parents or guardians of students grades Pre-K through 2 will participate in a parent conference.	99% of parents and guardians of students in grades PK through 2 participated in a parent conference.	Yes
At least 85% of K through 2nd grade students will score at grade level on the spring writing assessment. Grade level target scores: K=1.5, 1st = 2.0, and 2nd = 3.0.	93% of K through 2nd grade students scored at or above grade level on the writing assessment.	Yes

As shown in the table above, Capital City's Early Childhood program met six of seven accountability targets during school year 2012-13. The targets are discussed at more length below.

For Pre-K students, Capital City administers the Phonological Awareness Literacy Screening (PALS), a diagnostic and progress-monitoring tool that measures literacy development. The PALS was administered twice during the school year – in the fall, and again in the spring.

According to PALS guidelines, Pre-K students are expected to be able to write their names, identify a minimum of 12 upper case letters by sight, and to recognize the sounds of at least four letters and the beginning sounds of at least five words. Students are also tested on print and word awareness, as well as rhyme awareness. The table below shows the progress that the Pre-K students made throughout the school year in literacy development. More than 80% of students demonstrated growth in 6 of the 7 tested areas. (Students were not able to demonstrate growth in Name Writing because teachers did not re-assess in the spring). Additionally, over 85% of students met the spring targets for 5 of the 6 skills that were assessed in the spring – the only exception was Beginning Sound Awareness, in which 66% of students met the spring target.

PALS: 2012-2013 Pre-K Literacy Development (n=41)					
Literacy Concept	**Fall Average**	**Spring Average**	**Spring Goal**	**% Reaching Goal**	**% Making Growth**
Name writing	5.3	N/A	5	N/A	N/A
Uppercase recognition	17.8	22.3	12	90%	98%
Sound awareness	9.8	13.6	4	78%	81%
Beginning sound awareness	6.7	8.0	5	66%	85%
Print/word awareness	6.4	8.1	7	87%	97%
Rhyme awareness	6.3	8.0	5	88%	90%

Kindergarten students also took the PALS assessment. The Kindergarten-level assessment is similar to the Pre-K assessment, but includes slightly different measures. Like the Pre-K students, Kindergarteners are tested on rhyme awareness beginning sounds and letter recognition. Additionally, Kindergarten students are assessed in the areas of spelling and concept of words. This last category assesses students' ability to identify certain words both inside and outside of a line of text (a familiar rhyme).

PALS: 2012-2013 Kindergarten Literacy Development (n=45)						
Literacy Concept	**Fall Average**	**Fall Goal**	**Spring Average**	**Spring Goal**	**% Reaching Goal**	**% Making Growth**
Rhyme Awareness	7.6	4	8.7	9	76%	84%
Beginning Sounds	7.0	5	9.0	9	80%	93%
Lower Case Recognition	20.6	12	23.8	24	80%	96%
Letter Sound Recognition	13.0	4	19.0	20	56%	98%
Spelling	9.4	2	13.5	12	73%	93%
Concept of Words	7.9	4	16.2	21	42%	93%

This is the fourth year that Capital City students have taken the PALS assessment. This year the Kindergarten scores were not as strong as they have been in the past, due in part to the large number of Kindergarten students (about half) who entered Capital City's program this year without having attended PK at the school. As with last year, the lowest on-target percentage was for the "Concept of Words" measure; only 42% of students ended the year having met this target. However, on this same measure, 93% of students demonstrated growth. The 1st grade teachers for school year 2013-14 will look carefully at the Kindergarten data, in order to gauge which gaps still exist for individual students.

Capital City students in grades K through 2 are assessed in reading, writing, and math. The Developmental Reading Assessment (DRA) is used to monitor students' reading levels and growth. The one target that was missed on the 2013 Early Childhood Accountability Plan was the DRA proficiency target. In school year 2012-13, only 56% of Early Childhood students were reading at or above grade level by the end of the school year. However, 70% of Capital City students in grades K through 2nd demonstrated at least a year's worth of growth in reading throughout the year. The 2012-13 DRA results by grade level can be seen in the table below.

Early Childhood 2012-13 DRA Scores						
		Grade Level or Above			Year's Growth	
Grade	# Tested	Number	Percent		Number	Percent
K	45	19	42%		N/A	N/A
1	50	27	54%		28	56%
2	49	34	69%		41	84%
EC Total	**144**	**80**	**56%**		**69**	**70%**

The highest scores and the largest amount of growth were found in the 2nd grade cohort, which means that the majority of these students are well-positioned to succeed in 3rd grade next year. It is notable that the percentage of students in 1st grade reading on grade level was almost the same as the percentage of students demonstrating a year's growth – however, a look at the individual student data shows that these were not the same individuals. Several students who were reading below grade level demonstrated at least a year's growth, and a few students who were reading above grade level did not grow as quickly. Nevertheless, the school-wide goal is for at least 80% of students at each grade level to demonstrate a year's growth. While the 2nd grade was successful in meeting this benchmark, the 1st grade was not. Historically, 1st graders have struggled the most on this measure, since the bar for a year's worth of growth in 1st grade is quite high.

Since school year 2009-10 Capital City has employed the Six Plus One Traits of Writing Assessment, developed by the NWREL. Teachers have been trained to use the scoring rubric. The Six Plus One rubric includes an early childhood version. When taking the Six Plus One assessment, all students write in response to a

prompt for a specified amount of time. Using the Six Plus One Traits rubric, teachers score student writing in six categories: Ideas, Organization, Voice, Word Choice, Fluency and Conventions. Students are given a score of 1-5 in each category. The six scores are averaged together to get the final score. The cut-score associated with grade level proficiency is 3 for the 2nd grade, and 2 for the 1st grade, and 1.5 for Kindergarten.

The following table shows the writing proficiency rates for early childhood grades in school year 2013. The end of year writing scores were strong each year, demonstrating Capital City's commitment to a balanced literacy curriculum.

Writing Benchmarks		
Grade	*# Tested*	*% Met Benchmark*
K	45	89%
1	50	100%
2	49	96%
Total	**144**	**95%**

Capital City's math assessment is conducted using Math Benchmarks, which have been developed by teacher teams using local and national standards.
The Math Benchmarks are administered as a series of assessments through the course of the year. Teachers use the Benchmarks to gauge student progress and to check for understanding of specific concepts and skills. Students who did not demonstrate mastery were reassessed after receiving additional instruction. The table below shows the 2013 Benchmark data.

Early Childhood Math Benchmarks 2012-13			
		Met Benchmark (80%+)	
Grade	# Tested	Number	Percent
K	45	12	27%
1	50	31	62%
2	51	21	41%
Total	**146**	**64**	**44%**

The target scores for Math Benchmarks is that a minimum of 80% of students at each grade level will demonstrate mastery on at least 80% of the Math Benchmarks. Early Childhood Math Benchmark scores were far below the targets for school year 2012-13. Low Math Benchmark scores were a trend across all grade levels, and the reasons for these scores are discussed in more detail in the 'Lessons Learned' section of this report.

Lower School: Elementary Program

Capital City Lower School also includes grade levels 3 and 4, and the success of the elementary program is monitored by the PCSB's Performance Management Framework (PMF) for elementary schools. The PMF measures student growth and achievement, as well as various programmatic indicators such as attendance and re-enrollment, which are included in the data tables in Appendix A. In this section, therefore, the focus will be on academic measures of student success. In order to offer a better comparison with the Early Childhood academic data, DRA and Math Benchmark scores will be presented in addition to DC-CAS data.

The tables below display the 2012-13 DC-CAS proficiency rates for Capital City students in grades 3 and 4. The first table shows the math proficiency rates for all Capital City students in these grade levels, whereas the second table includes only students who have been at Capital City for at least two years. These differences are especially important for school year 2012-13, since more than half of 3rd and 4th grade students were new to Capital City this year.

Capital City Lower School students had overall proficiency rates of 44% in math and 48% in reading on the 2013 DC-CAS, below the city-wide average of 50% in math and above the city-wide average of 47% in reading. The following table presents the Lower School DC-CAS math results by grade for school year 2013.

Lower School 2013 DC-CAS Math		
Grade	# Tested	% Prof
3	49	41%
4	52	47%
Total	101	44%

The DC-CAS math results demonstrate that math is an area for growth. In both 3rd and 4th grades, Math scores were below the city-wide averages (43% proficient in 3rd grade and 58% proficient in 4th grade). Since many students were new to Capital City this year, it is useful to also look at the scores of students who attended Capital City two years in a row, in comparison with the scores of new students. This information is listed in the table below.

Lower School New vs. Returning DC-CAS Math				
	New		Returning	
Grade	# Tested	% Prof	# Tested	% Prof
3	26	31%	23	52%
4	28	39%	24	54%
Total	54	35%	47	53%

While returning students did score higher than new students, the difference was not extreme, and it is clear that math will be an area of focus. In addition to DC-CAS math scores, Capital City tracks student math performance on internal Math Benchmark assessments. The table below presents the results of the Benchmark assessments.

Elementary Math Benchmarks 2012-13			
		Met Benchmark (80%+)	
Grade	# Tested	Number	Percent
3	49	25	51%
4	53	21	40%
Total	**102**	**46**	**45%**

It is interesting to compare the grade-level Benchmark scores with the DC-CAS Math data. Some correlation between the Benchmarks and the DC-CAS is evident, in that the scores are uniformly low. However, 3rd grade students appear to have scored relatively better on the Math Benchmarks, which is not surprising given that 3rd graders are very new to the standardized testing format, and Math Benchmarks are perhaps a better way for them to show what they know in a way that feels more comfortable.

A more nuanced way to look at student growth is to employ the Median Student Growth Percentile (know as SGP) measure, which is another indicator measured on the PMF. The SGP calculates a percentile rank for each individual student, based on how much the student grew from 2012 to 2013 compared to a group of students who scored similarly in 2012. The median percentile rank for the full group of students is then selected and becomes the overall SGP for that school. One benefit of the SGP is that it uses previous year DC-CAS data from *other* schools in order to track gains even for students who did not attend Capital City last year.

Capital City Lower School scored a 32 on the math SGP measure, meaning that the median Capital City 4th grade student grew significantly less in math than the average 4th grade student citywide. This score is lower than the math SGP scores for either of the past two years – and unlike proficiency scores, SGP scores should not be as deeply affected by changes in the student body. The math SGP score demonstrates that students at Capital City Lower School did not make strong gains in math over the course of the past year. This result is not in line with the school's goal of bringing students up to proficiency within several years of enrollment.

The other subject area assessed by the DC-CAS is reading. The following table shows Lower School DC-CAS reading scores.

Lower School 2013 DC-CAS Reading		
Grade	# Tested	% Prof
3	49	39%
4	52	56%
Total	101	48%

The DC-CAS reading results were slightly stronger than the math results overall. However, in the subject of reading there was a significant discrepancy between 3rd and 4th grade scores, with 4th graders scoring above the 4th grade city average of 52% proficient, and 3rd graders scoring significantly below the 3rd grade city average of 44% proficient. The 3rd grade reading score is of particular interest, given that it is one of the PMF Gateway measures. In 2012, Capital City 3rd graders were 39% proficient on the DC-CAS, the lowest reading proficiency percentage of any grade level at Capital City.

As with math, the DC-CAS reading results include both students who are new to Capital City and students who attended previously. The table below shows those differences.

Lower School New vs. Returning DC-CAS Reading				
	New		Returning	
Grade	# Tested	% Prof	# Tested	% Prof
3	26	23%	23	57%
4	28	54%	24	58%
Total	54	39%	47	58%

Based on the information above, it is clear that the extremely low reading proficiency at the 3rd grade level is in large part to the influx of 26 new students. These students out-numbered the returning students, and came to Capital City reading significantly below grade level. One of the main goals for the school year was to support all students reading below grade level in order to ensure that they would make at least a year's worth of growth in reading level between September and June. The Developmental Reading Assessment (DRA) is used by the Lower School to track students' reading levels, and the results of that assessment are presented in the table below.

Lower School 2012-13 DRA Scores					
		Grade Level or Above		**Year's Growth**	
Grade	# Tested	Number	Percent	Number	Percent
3	49	28	57%	43	88%
4	51	39	76%	45	88%
Total	**100**	**67**	**67%**	**88**	**88%**

A comparison between DRA and DC-CAS scores sheds more light on the overall reading proficiency of Lower School students. The table above shows that in grades 3 and 4, 67% of students were able to demonstrate grade-level reading by the end of the school year, when given the chance to do so on a one-on-one assessment. While the DRA scores are higher, the trend seems to be the same, with 3rd graders scoring lower than 4th graders on average. Additionally, the DRA provides information about how many students demonstrated a year's worth of growth over the course of the year. 88% of students did so during school year 2012-13. This is important given that so many students are still below grade level, and means that a large number of students are moving closer to reading on grade level.

The SGP provides another way to look at student growth in reading proficiency from 2012 to 2013. Capital City's SGP for reading was 37 for school year 2012-13, meaning that the median 4th grade student at Capital City grew significantly less than the city-wide average in reading proficiency, even though the overall proficiency rate was slightly higher than the city average. As with math, this year's reading SGP is lower than the SGP scores from either of the previous school years. This score implies that Capital City's 4th graders did not make significant gains over the course of the school year. However, the DRA data tell a different story, so the situation calls for deeper investigation. After digging through the data, Lower School administrators noted that a number of students who were far behind grade level made at least a year's progress on the DRA, but not enough progress to be near proficiency range on the DC-CAS. Since the DC-CAS is not a leveled assessment, it is not very good at capturing differences near the top and bottom of the score distribution, whereas the DRA is designed to capture progress at any reading level. The growth in reading scores will be discussed at greater length in the 'Lessons Learned' section of this report.

2. Middle School

Capital City's Middle School is new this year. Although the newly formed school combined students from the Lower School and the former Upper School, it also welcomed approximately 150 new students, who made up more than 50% of the student body. For these reasons, Middle School scores for 2013 will be presented as baseline scores, rather than compared to Lower and Upper School scores from previous years.

Capital City's Middle School grades are monitored by the PCSB's Performance Management Framework (PMF) for middle schools. The PMF measures student growth and achievement, as well as various programmatic indicators such as attendance and re-enrollment, which were discussed in the School Description section above. In this section, therefore, the focus will be on academic measures of student success. In order to offer a more robust picture of student achievement, Gates-MacGinitie reading scores and Math Benchmark scores will be presented along with DC-CAS scores.

Below are the results of the 5th through 8th grade DC-CAS assessments. The first table includes math scores from spring of 2013. Since the Middle School is a new campus for school year 2012-13, comparison scores are not available. Therefore, only 2013 scores are included in this report.

Middle School 2013 DC-CAS Math		
Grade	# Tested	% Prof
5	65	47%
6	70	40%
7	84	48%
8	73	68%
Total	292	51%

The 2013 DC-CAS math results show mixed results by grade level, but the overall picture is not particularly strong. 8th grade is a clear exception. Of particular interest is the 8th grade Math score, since this is one of the Gateway measures on the PMF. The 8th grade class at the Middle School in 2013 was 68% proficient.

Since more than 50% of Middle School students were new to Capital City for school year 2013, it is also important to look at the achievement gap between new and returning students.

Middle School New vs. Returning DC-CAS Math				
	New		Returning	
Grade	# Tested	% Prof	# Tested	% Prof
5	46	65%	20	41%
6	52	35%	20	55%
7	28	43%	56	51%
8	32	56%	41	70%
Total	158	42%	137	60%

The table above shows that (with the exception of 5th grade), students who were new to Capital City scored significantly lower in math than returning students. The gap was the largest in the 6th grade, with returning students averaging 20 percentage points higher in math proficiency. This is notable because 6th grade was also the grade with the lowest overall math proficiency rate (only 40%).

Like the Lower School, the Middle School administers Math Benchmark assessments. The Math Benchmark results can be found in the table below.

Middle School Math Benchmarks 2012-13			
		Met Benchmark (80%+)	
Grade	# Tested	Number	Percent
5	67	31	46%
6	74	28	38%
7	82	12	15%
8	78	17	22%
Total	**301**	**88**	**29%**

Math Benchmark results for the middle school were extremely weak, given that the school-wide goal is for 80% of students at each grade level to master at least 80% of the benchmarks. No grade at the Middle School came close to meeting that goal, but the 7th and 8th grade benchmark scores were particularly poor. This is all the more perplexing given the high DC-CAS scores in the 8th grade. The benchmarks do not seem to correlate with the DC-CAS at all at the Middle School level. This is an area for further research, and the topic will be discussed at more length in the 'Lessons Learned' section of this report.

The Middle School middle grades math SGP rank for school year 2012 was 35. This percentile score shows that students in grade 5 through 8 did not make significant progress compared to the average student in the city, and confirms that math was the weaker area of instruction at the Middle School level. It is possible at the Middle School level to break down the SGP by grade level, and this analysis shows that while grades 5, 6, and 7 all had SGP scores between 30 and 40, the SGP score for 8th grade math was 48 – much closer to the median amount of growth citywide.

The Middle School 2013 DC-CAS reading scores in the table below show that reading achievement at the Middle School varied greatly by grade level. Although 81% of 8th graders were proficient readers, only 47% of 6th graders were proficient.

Middle School 2013 DC-CAS Reading		
Grade	# Tested	% Prof
5	65	61%
6	70	47%
7	84	60%
8	73	81%
Total	292	62%

As with the math scores, it is interesting to note the differences in reading achievement between new and returning Middle School students, particularly since there were greater numbers of returning students in the 7th and 8th grades. The table below contains that information.

Middle School New vs. Returning DC-CAS Reading				
	New		Returning	
Grade	# Tested	% Prof	# Tested	% Prof
5	46	52%	20	80%
6	52	38%	20	80%
7	28	54%	56	61%
8	32	78%	41	80%
Total	158	53%	137	71%

Interestingly, this closer analysis demonstrates that 71% of all returning Capital City students were proficient in reading. All Middle School grades except 7th had an 80% proficiency rate among returning students. Therefore, the large fluctuations in Middle School reading levels were driven not by large differences among returning students, but by differences among the new students at each grade level. An extreme example was the 6th grade, where only 38% of new students were proficient readers, compared with 80% of returning students. This is especially interesting since the 6th grade also had the largest gap in math proficiency.

Instead of the DRA, the Middle School administers the Gates-MacGinitie assessment to all students as a way of gaining more granular information about students' individual reading levels and tracking their growth. The table below shows the Gates scores.

Middle School 2012-13 Gates Scores					
		Grade Level or Above		Year's Growth	
Grade	# Tested	Number	Percent	Number	Percent
5	65	24	37%	31	55%
6	70	28	40%	51	75%
7	80	24	30%	57	75%
8	67	30	45%	37	58%
Total	**282**	**106**	**38%**	**176**	**65%**

In comparing the DC-CAS scores to the Gates scores, there is a clear lack of correlation. 8th graders were over 80% proficient on the DC-CAS, but only 45% of them scored on grade level on the Gates. It is difficult to know what to make of this outcome, and more internal discussion and analysis is needed to dig into the implications of this disparity in results. Focusing on the results column of the table, it is notable that despite their low proficiency rates, 75% of students in the 6th and 7th grades made at least a year's worth of growth in reading proficiency.

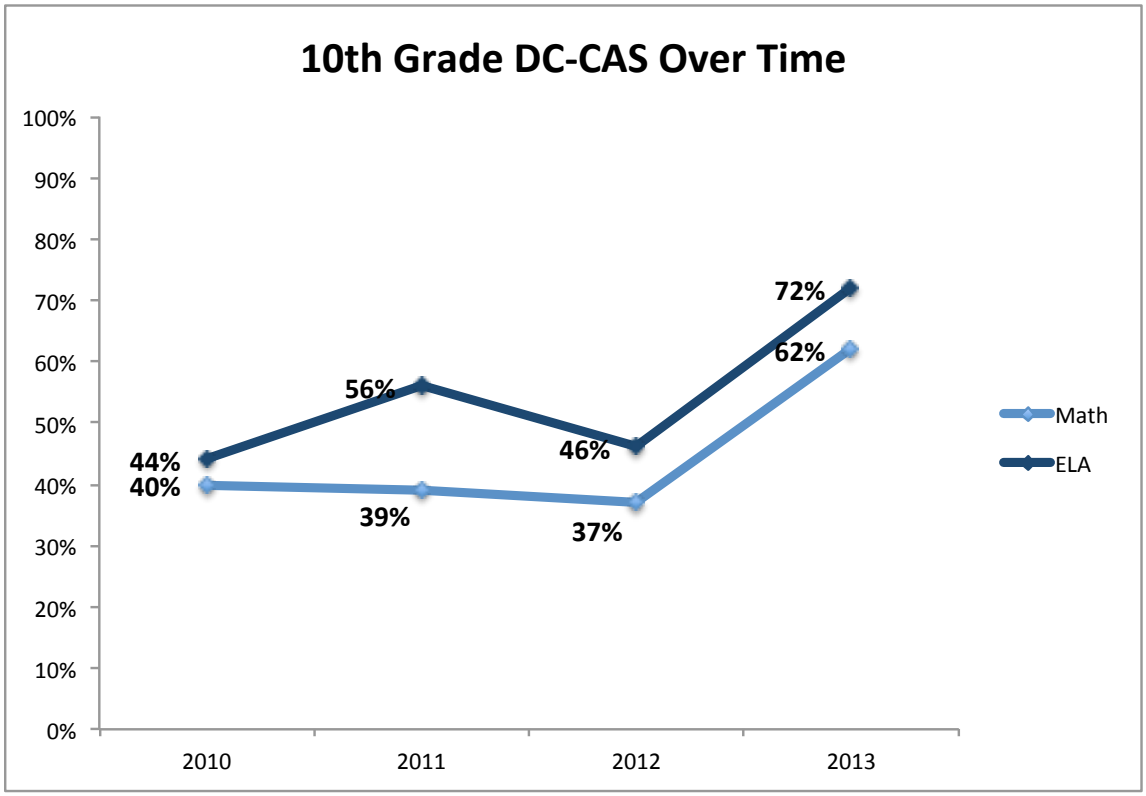
The reading SGP score takes into account not only the students in the table above, but all students in grades 5 through 8 who had a 2012 DC-CAS score from any school and were assessed at Capital City in 2013. The 2013 Middle School SGP was 49. This means that the average Capital City Middle School student grew just about exactly as much as the average middle school student city-wide. While respectable, this score falls short of the school's internal goal of being at least in the 55th percentile for growth in both subject areas. However, a closer analysis of the data shows that the reading SGPs different significantly by grade level at the Middle School. While the 5th and 6th grade scores were below the 50th percentile mark, the 7th and 8th grade scores were above it. In fact, the 8th grade SGP met the school-wide goal of 55.

3. High School

Capital City High School is new this year, in that 2012-13 was the first school year in which grades 9 through 12 were separated from the Upper School. However, since less than 30% of High School students were new to Capital City this year (the vast majority of them 9th graders), it is still relevant to compare the High School results with the 9th through 12th grade Upper School results from previous years.

The High School PMF measures a variety of indicators in grades 9 through 12. Since 9th, 11th, and 12th grade students do not take the DC-CAS, those scores will be reported for the 10th grade only. For the other grade levels, other assessment data will be reported.

The graph below displays 10th grade DC-CAS achievement from 2010 to 2013. Although a different group of 10th graders was tested each year, the comparison is useful because the 2010 scores provide a sort of baseline from which the more recent scores can be judged.



The graph above demonstrates the significant progress that Capital City has made in terms of 10th grade proficiency in both math and reading. The 2013 scores represent a 25 percentage point increase in math and a 24 percentage point increase in reading over the 2012 scores. The school is very proud of these scores, particularly since they appear to be the result of specific new programs implemented during school year 2013. Further discussion of the 10th grade DC-CAS

scores, both math and reading, can be found in the "Lessons Learned' section of this report.

It is difficult to find an accurate measure of growth for 10th grade students, since they are not assessed in 9th grade. However, the MGP measure does include the possibility of looking back two years to the 8th grade DC-CAS data. Although this measure necessarily leaves out any student who did not take the DC-CAS to years prior, it does provide more information about the growth of 10th grade students than has ever been available in the past.

The results of the 2013 DC-CAS assessment show the median Capital City 10th grade student as growing more than just 47.5 percent of other 10th grade students citywide in math. While it does not meet the school-wide goal of 55, this result is higher than the math MGPs of any of the other campuses, and it is a significant improvement over last year's high school math SGP of 32.5. For the DC-CAS reading assessment, the 2013 SGP was 69, meaning that the median Capital City student grew more than 69 percent of students citywide in the two years since they students were last assessed. This result is not only high compared to the 2011 reading SGP of 41, but it surpasses the school-wide goal and demonstrates that Capital City's high school literacy program is making grade strides in bringing students up to grade level over a period of one to two years.

All Capital City high school students are assessed at the beginning and end of each school year using the Gates-MacGinite reading assessment. This assessment allows the school to track student achievement and growth in reading over the course of the school year. The results of the Gates assessment are displayed in the table below.

High School 2012-13 Gates Scores					
		Grade Level or Above		Year's Growth	
Grade	# Tested	Number	Percent	Number	Percent
9	85	22	26%	39	46%
10	78	21	27%	27	36%
11	61	20	33%	21	33%
12	N/A	N/A	N/A	N/A	N/A
Total	**224**	**63**	**28%**	**87**	**41%**

The results of the Gates assessment were fairly consistent across grade levels, and consistent with what we have seen in the past, in that students test very poorly on the Gates. (No results are available for 12th grade because the teacher neglected to administer the post-test). As was the case last year, the average proficiency rate for high school students hovers around 30%. However, unlike last year, the percentage of 9th and 10th grade students who scored proficient or above on the DC-CAS reading assessment is very high. Therefore, we question the validity of the Gates scores to truly track the proficiency and growth of our students. For the past

several years we have been displeased with the Gates assessment and have wanted to adopt a different high school literacy assessment that will better enable us to track student progress. This is under consideration for the upcoming school year.

During October of 2013, all of Capital City students in grades 9 through 11 participated in the PSAT test. Although only 11th graders are required by the PCSB to take the assessment, Capital City chose to assess all high school students in order to give students several years to become familiar with the test. Additionally, this strategy will allow school administrators to track student progress on the PSAT over a three-year period.

The PCSB requires high schools to report the percentage of 11th grade students scoring at least a combined score of 80 on the Critical Reading and Math portions of the test. In 2013, 32% of Capital City 11th grade students met that benchmark, compared with 37% in the previous year's 11th grade class. Another bigger concern, as this 11th grade class moves on to 12th grade, is that only one 11th grade student (out of a class of 81) had an overall PSAT score at or above the 50th percentile. This highlights the need for academic interventions in math and reading, as well as intensive SAT preparation, for the rising 12th grade class.

In June 2013, Capital City graduated its second senior class. This 12th grade class was monitored based on several of measures, including SAT performance. PCSB requires schools to report the percentage of students in the 12th grade class who scored at least an combined score of 800 on the SAT Reading and Math sections (or scored an equivalent composite ACT score of 16). 49% of Capital City's 12th graders met this benchmark.

B. Lessons Learned and Actions Taken

1. School-wide Initiatives

This section of the report will address challenges and success unique to each of our campuses. However, there will be a school-wide focus on a few common initiatives.

In order to increase the rigor of the curriculum in all subjects – not just math and reading – and at all grade levels, Capital City this year will focus closely on higher order questioning in the classroom. This work began near the end of the last school year, and involved all teachers in collaborative observations and workshops in each other's classrooms. The work took place across subject areas and grade levels. The initiative was well received and teachers are excited to continue it this year. Although the work will take place across all subjects, particular attention will be paid to math instruction, since this was a clear area for growth in almost every grade level.

Another school-wide initiative that began near the end of school year 2013 is a school-wide focus on equity. Teacher training for school year 2013-14 began with a three day Race & Equity Institute, which was attended by all staff members, including teachers, administrators, office and facilities staff, etc. The equity workshops will continue throughout the school year, and will support Capital City teachers and staff as they continue to develop better communication with students and families, and to improve their instructional strategies to make connections with all learners.

A final school-wide emphasis is on supports for English Language Learners and outreach to Latino families. During school year 2012-13, Capital City requested an outside analysis of its ELL program. An expert from the Center for Applied Linguistics (CAL) conducted a study of the ELL programs at all three campuses, and reported findings and recommendations to the administration. Based on the findings of this study, Capital City will be shifting the job descriptions of ELL Specialists so that they provide less student-level support and more training and development to lead teachers and inclusion teachers, thus broadening the impact of their expertise. Additionally, the school will be increasing outreach to Latino families, particularly those that are new to Capital City in the past few years.

2. Lower School

The Lower School academic data from 2013 show mixed results across different grades. The Early Childhood program showed solid results for the first year of the new program, but the DC-CAS scores in grades 3 and 4 were poor, with significant room for growth in both reading and math.

The biggest overall changes for the Lower School in school year 2012-13 were the expansion of the Early Childhood program to include three-year-olds and the restructuring of the school to include only grade PK3 through 4th. This programming change allowed Capital City to enroll students one year earlier and to begin working with them on social and academic skills at a younger age. Given the vast body of research indicating that early interventions have long-range consequences for student learning, this is an exciting development.

Overall, the early childhood program had fair results. Six of seven targets on the Accountability Plan were met, with PK students meeting all goals. The one goal that was not met was the 1st grade reading growth goal, which is based on progress on the Developmental Reading Assessment. The goal is for a minimum of 70% of students in Kindergarten through 2nd grades to end the year reading at or above grade level, and this year only 56% of students in those grades met that benchmark. This has always been a difficult goal to meet, but it was particularly disappointing that the school did not meet it this year, given the introduction of the Reading Recovery program for 1st graders. 2nd grade scores were fairly strong, with 69% of students reading at or above grade level, but there continue to be a large number of struggling readers in Kindergarten and 1st grade. In order to meet this challenge, Capital City is making some staffing changes. The Reading Recovery position will be altered slightly to become a Reading Intervention Specialist position. Although this teacher will still spend 50% of her time working one-on-one with Reading Recovery students, she will also work with small groups of students using the Fountas and Pinnell Leveled Literacy Interventions (LLI) program. Additionally, she will share her LLI training with Inclusion teachers in grades K through 6, so that all of them will be trained to implement the program with English Language Learners and Special Education students.

Another challenge at the Lower School was the Math Benchmark scores across all grade levels K through 4. The school-wide goal is for at least 80% of students to master at least 80% of the Math Benchmarks. All of the Lower School grades fell well short of this target (1st grade was the highest with 62% of Benchmarks mastered.) Administrators and teachers have identified significant gaps in the implementation of the Math Benchmarks for school year 2013. Many teachers were new to the Benchmarks, and were not adequately trained on the expectations for Benchmark administration and analysis. In short, the assessment cycle was not as strong as it could have been. Teachers did not grade the Math Benchmarks promptly and use the results for re-teaching, and they frequently did not allow students to re-take the Benchmarks in order to demonstrate mastery later in the year.

For school year 2013-14, there will be much clearer expectations around grading and reporting of Math Benchmarks, and teachers will be given more time for grading and analysis, and held accountable for the results. Additionally, teachers will receive additional training in the *Investigations* constructivist math curriculum. This curriculum was adopted at the beginning of school year 2012-13, and in the

midst of the transition to the new location, there was not as much time for teacher training and development around the new curriculum materials. The curriculum is closely aligned with the Common Core State Standards, and the entire staff is excited about the prospect of delving more deeply into the Common Core Practice standards for math.

Capital City expected to see some drops in DC-CAS scores this year, due to the influx of so many new students from schools throughout the city. However, the drops were so large that they cannot be attributed only to changes in the student body. In particular, the Hispanic and Low Income subgroups scored so poorly in math that the school received a Focus designation from the Office of the State Superintendent of Education. These results are alarming, and must result in serious analysis and programmatic changes.

Additional analysis of the Lower School data shows that there is significant overlap between the Hispanic subgroup, the Low Income subgroup, and the ELL subgroup. In fact, at the Lower School in school year 2012-13, 97% of Hispanic students were classified as low income, compared to 0% of white students and 50% of black students. Additionally, only four students in the Hispanic subgroup were not classified as English Language Learners. For this reason, it is useful to examine the results of the WIDA (World-class Instructional Design & Assessment) for ELLs, in addition to the other Lower School assessment data.

The WIDA results demonstrate that Lower School English Language Learners made significant progress toward English acquisition. In fact, 3rd grade students grew an average of 1.4 WIDA points, and 4th grade students grew an average of 0.9 WIDA points. These are significant gains, and they are among the largest gains made by students in any grade level at Capital City. All but a few 4th grade students actually tested out of the ELL program and are now considered fluent in English. These results are encouraging because they imply that ELL students are gaining English proficiency at a quick rate – which is certainly the first step toward grade level proficiency in both reading and math. That said, a number of targeted interventions will be adopted during school year 2013-14 in order to support the continued growth of ELLs, as well as Hispanic and low income students.

In addition to the literacy and math initiatives mentioned previously, which will affect all students, Capital City Lower School plans to implement some changes specifically designed to impact the lowest scoring subgroups. The first of these initiatives is the hiring of a math consultant. The consultant with whom the school has contracted specializes in supporting teachers in developing curriculum and teaching strategies to enable all learners (particularly those subgroups that have historically struggled the most) to master the standards. The consultant will work with the Lower School Instructional Coach and with Lower School teachers to provide professional development and support throughout the year.

Additionally, the Lower School is beginning a targeted outreach program to Latino families. The ELL Specialist at the Lower School will be leading this initiative, along with the Admissions and Outreach Coordinator. Teachers and administrators have realized the importance of reaching out to the Latino community and encouraging these families (particularly the new families) to become more closely integrated into the school. Starting in September, the school will begin organizing some events, meetings, and training sessions targeted specifically toward Latino families. Instead of being held in English with Spanish translation, most of these meetings will be held in Spanish with English translation for staff members who are unable to understand Spanish. At the first meeting in September, staff members will communicate with Latino families regarding the 2013 DC-CAS scores, and seek input from them regarding the best types of supports and interventions for their children. Capital City staff will also inquire as to what types of meetings, trainings, or activities parents might find most useful or interesting. In this way, the outreach program will be tailored to the desires of the families being served.

3. Middle School

In its first year of operation, Capital City Middle School administration worked hard to build a strong school culture and to support students in their adjustment to a new building, new staff, and new classmates. The DC-CAS scores were strong in reading but demonstrated the need for more focus on math.

At the Middle School level, there are several programmatic and staffing decisions that distinguish the program from the Lower and High Schools. One lesson from the 2011-12 Lower School was the gains that can be achieved in the middle grades by splitting math and ELA instruction between two staff members each with expertise in a certain subject area, rather than having one teacher cover all content. This intervention was attempted in the Lower School 6th grade for the first time in 2011-12, and students made significant growth. Therefore, the Middle School structure for school year 2012-13 called for splitting content between a reading/humanities teacher and a math/science teacher at each grade level, 5 through 8. Additionally, the schedule was slightly adjusted to maximize instructional time.

Finally, there was a deliberate emphasis on school culture, given that the new Middle School would incorporate new students as well as returning students from two different campuses. Middle School staff committed to addressing social needs and concerns from the outset so that school time could be focused on academics. One strategy for creating a strong school culture was the introduction of CREWs, small advisories that serve as a home base for students. Keeping the CREWs small required more staff than in previous year to engage with the advisory program, but the program was deemed to be worthwhile and will be continued for school year 2013-14.

Another emphasis was the continued monitoring of student achievement on benchmark and interim assessments throughout the year. The Middle School administration made this a priority beginning in September, and teachers understood the expectation to track data regularly and to implement regular assessment cycles. A significant number of ANet Data Days supported this expectation.

As a result of frequent data tracking during the first semester, the Middle School team identified the need for more targeted instruction for certain groups of learners. Beginning in January, they implemented a mid-day Intensives program in reading. Students were grouped by reading level and all teachers took part in working with small groups of students. Pre and post assessments were administered to track student progress. In April, Intensives switched from a reading focus to a math focus. The Middle School administration feels that the Reading Intensives were much more effective than the Math Intensives, in part due to scheduling and in part due to teachers' levels of comfort with the material. This year, they will be reconfiguring the Intensives schedules and offering more resources and training to teachers who will be leading these groups.

Another change at the Middle School this year will be an increased focus on writing. Last year, most students and teachers at the Middle School felt that students were being over-assessed, taking into account the four interim assessments, two or three literacy assessments, two writing assessments, and 6 to 10 math benchmark assessments at each grade level. The team met over the summer to re-evaluate assessment strategy and came up with a solution that will provide the same amount of information through fewer testing sessions. This year, the 6 + 1 Writing Traits assessments will be incorporated into the ANet interim assessment cycle, in that the Brief Constructed Response writing that students do for the ANet will be evaluated by the 6 + 1 Rubric. This will save instructional time as well as make better use of the Constructed Response data.

3. High School

At the High School level, there were a number of changes implemented for the 2012-13 school year, with the goal of providing more supports to students who were several years behind grade level in both reading and math. Previously, far too many of Capital City's high school students were falling through the cracks because they lacked basic skills that they should have mastered during their middle school years. As a high school that aims to prepare students to be successful in college and/or careers, Capital City took these skill gaps seriously and addressed them head-on.

In addition to specialized Academic Foundations courses for students who are learning English or who have IEPs, for school year 2012-13 Capital City added courses to address the needs of students who do not have special learning needs

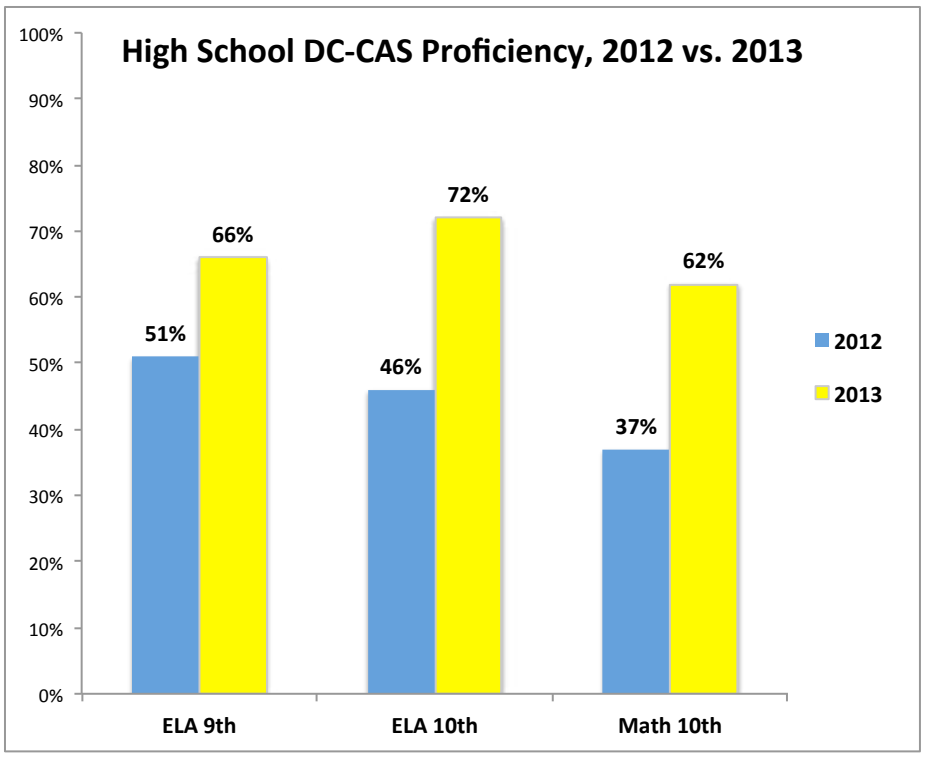
but are simply behind in their education. Capital City hired a full-time Numeracy Specialist with a proven track-record of bringing large numbers of students up to grade-level in mathematics over the course of one year's time. She taught several semester-long courses to 9th and 10th graders. The Numeracy used computer-based benchmarking to pinpoint the gaps that each student had in middle school math as well as Algebra I.

Each English teacher held one Literacy Interventions course per grade level, which was targeted to students who were several years behind in their reading and comprehension. Literacy Interventions course used the Voyager literacy curriculum, with which Capital City students have made great gains in past years.

The High School altered the daily schedule so that both the Literacy Interventions courses and the Numeracy courses will be offered in addition to students' general education math and English courses. Therefore, students who most need interventions received a double dose of math and literacy instruction.

Another major change at the High School this year was an increased focus on data driven instruction. For school year 2012-13, Capital City was fortunate to have on staff (in addition to the Principal and the Instructional Coach) a Principal in Residence who was enrolled in the New Leaders Aspiring Principals Program. This program has several points of emphasis for leader development, but one of the biggest is data driven instruction (DDI). As a result, the Principal in Residence worked closely with several teachers on a DDI project and contributed her expertise to school-wide data projects. DDI is a growth area (and an area of interest) for many of Capital City's high school teachers. A full-time administrator able to consistently monitor data as well as coach teachers regarding interventions was important to tracking students' academic gains and developing teachers.

The combined results of these new High School programs and emphases were dramatic. 9th and 10th grade scores increased significantly, as demonstrated by the graph below.



For school year 2013-14, Capital City will continue the Numeracy and Literacy courses, in which students demonstrated significant gains. This program, which is supported in part by Title I funds, was perhaps the most effective intervention that the High School has ever implemented, and has gone a long way toward ensure that students who enter 9th grade with skill deficits will be brought up to grade level within two years.

The staff member who served as the Principal in Residence during school year 2012-13 will serve as High School Principal for school year 2013-14, following the retirement of the founding Upper School principal. This smooth transition will allow the DDI work to continue and grow.

Additionally, there are several changes for school year 2013-14 that will support DDI. For the first time, our interim assessment vendor, the Achievement Network (ANet) has agreed to offer four (rather than only two) high school interim assessments for 9th and 10th graders. Capital City has been advocating for this change for several years, and high school teachers and administrators are excited to have more data points and more assessment cycles this year.

The High School will be adopting a new gradebook system for school year 2013-14. This gradebook was created by and for schools that use a standards-based grading system, and will facilitate the tracking of student progress toward mastery of standards and learning targets. The gradebook is easily customizable and will link with Capital City's other student information systems. Teachers and administrators will be able to create reports related to a number of different

metrics, which will allow for increased information sharing as well as a much tighter data analysis cycle.

Another change for school year 2013-14 will be the increased rigor of the Honors curriculum, particularly in math. The 2013 DC-CAS data showed large percentages of students scoring at the Advanced level in reading, but only one student scoring Advanced in math. Teachers will be enhancing their Honors curriculum and adding rigorous Honors assignments in order to offer more challenging assignments for students who are already scoring in the Proficient range on the DC-CAS.

Finally, Capital City plans to focus much more closely this year on the preparation of students taking SAT and ACT assessments. The school's 11th and 12th grade scores have historically been well below nationwide averages, and Capital City realizes that this needs to change in order for students to have wide access to competitive colleges and universities. In the past, the preparation programs for SAT and ACT have been optional for students. In contrast, this year the High School will be hosting SAT and ACT Bootcamps in order to ensure that all students receive the test preparation that they need to be successful. Next year, we anticipate reporting higher scores on these exams.

3. Unique Accomplishments

During the 2012-13 school year, Capital City Public Charter School student and staff efforts yielded a number of unique accomplishments and achievements.

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

Teachers:

- Julian Hipkins (11th grade history teacher) was named Patricia Behring DC National History Day (NHD) Teacher of the Year for 2013
- Todd Kutyla (Adventure Coordinator), Ellie Davis (Middle School ELL Specialist), & Joanna Lewton (Middle School Drama Teacher) received Youth Service America grants

Students:

- Middle School students Dona Anderson & Kate Lenegan qualified for the DC District-wide Spelling Bee Finals
- 12th grader Clara Lincoln earned a National Merit Commendation
- 12th grader Diana Sanchez received the Posse Scholarship valued at $130,000
- 12th grader Evelin Alvarado received a Hispanic Heritage Foundation Scholarship
- 11th grader Fredrick Barnes qualified for the city-wide Poetry Out Loud competition
- 12th grader Tyler Rogers was accepted to National Youth Science Camp
- 11th grader Juan Turcios was accepted to the Youth Engagement through Science program at the Smithsonian Institution
- 11th grader Kenneth Guerrero took 3rd place in the Voices4Climate Competition
- 11th grader Minh-Hong Nguyen participated in an 8-week SEED Fellowship
- 11th graders Tatiana Hyman & Kim Chopin received OSSE scholarships to study at Barnard College & the University of Pennsylvania, respectively
- 22 High School students received certifications in Financial Literacy from EverFi

Adoption of Common Core Standards*:* Capital City voluntarily adopted the Common Core standards beginning with the 2011-12 school year, and continues to hold professional development related to familiarize all teachers with the new standards and to allow for curriculum planning. Teachers and administrators alike report that the process of adopting Common Core has invigorated thinking about teaching and deeper learning, as well as supported collective focus on increasing rigor while aligning to the new standards. Capital City is ahead of the curve with

Common Core adoption as citywide adoption will not take place until 2014. We are pleased with the direction of Common Core in terms of its focus on critical or higher level thinking, and believe it is a good fit with our program.

In the summer of 2012, teams Capital City teachers, with the support of a math consultant, developed Math Benchmark performance assessments aligned to Common Core State Standards. We created a Wiki Site for the benchmarks so that they can easily be accessed and used by teachers. This project was part of our Federal Dissemination grant, which we received the previous year. We have shared the assessments with our partner schools (Orr and Wheatley) and with other schools and educators.

Second 12th Grade Graduating Class*:* Capital City graduated its second high school class in June 2013. One hundred percent of these students were accepted to college. We continue to grow our program in a deliberate manner to ensure our students are well prepared for college acceptance and success. We have focused on developing a rigorous program of academics paired with comprehensive support for students and their families with the college admissions process.

Disseminating Our Best Practices: Last year, Capital City was awarded the $1 million Pipelines grant, funded through the federal Race to the Top legislation. This funding allows Capital City to broaden its partnership with the Center for Inspired Teaching. Capital City will now be able to certify teachers on-site through the expansion of our teaching fellows program. The school hosted 14 Fellows during school year 2012-13 and plans to host 20 fellows during school year 2013-14. Once certified, these teachers are placed in other District of Columbia schools. All 14 of the 2012-13 Fellows will be teaching locally this year (two at Capital City and the rest elsewhere in the District).

Additionally, in conjunction with our Dissemination Grant, we hosted four math lab-sites for our teachers and teachers at Orr and Wheatley. Through the lab sites, participating teachers observed Common Core Practice Standards in the classroom, "unpacked" the standards to more deeply understand them, and planned for implementation in their own classrooms.

During school year 2012-13 Capital City hosted well over 400 visitors interested in learning more about our educational program. In February, in conjunction with the Expeditionary Learning National Conference, we hosted a site visit for nearly 70 educators and a Symposium focused on student character for 60 leaders and policy makers. The Symposium featured author Paul Tough (*How Children Succeed)* on a panel with Ron Berger of Expeditionary Learning, as well as three Capital City high school students discussing character and success.

Permanent Facility & Expansion*:* One of the biggest challenges for Capital City, and for most urban charter schools, is finding a permanent facility. We made great strides last year in securing and renovating our new facility. We negotiated a lease

with the city for the former Rabaut School building at 1st and Peabody Streets, NW. In this report last year we reported that we had successfully completed the $24 million dollar renovation of our new PK – 12 facility and moved in as of August 2012.

The new facility fulfills our desire to have a unified campus serving a full continuum of PK-3 through 12th grade students. We have retained our small school model by breaking the school into three distinct campuses: Lower School, Middle School, and High School, each with separate physical space. At the new site, we serve 944 students. The new facility has a gymnasium, an auditorium, a cafeteria and seven acres of outdoor space ideal for supporting our arts and fitness programs and our implementation of Expeditionary Learning.

The move has allowed us to expand our Early Childhood program to include a Pre-K year for three-year-olds, in recognition of the benefit of reaching children early with quality instruction. We have expanded our EC/Elementary offerings by adding a class at each grade level in grades PK-4th, in deference to the disproportionate number of applications we receive for these grades and a desire to provide more students with a continuous PK-12 education. We consolidated and expanded our Middle School (5th-8th grades) program as well.

We engaged our families (both parents and students) and staff in planning for the new facility. Parents, students and staff served on planning committees that included a Library Planning Committee, Middle School Planning Team, Early Childhood Planning Committee, Garden Committee and Playground Design Team. Despite the new configuration and the move to a new part of the city, Capital City was able to retain __% of families across all campuses. At the end of the first year of operation in the new space, Capital City remains committed to providing rich educational experiences for students in grades PK-3 through 12. It will be exciting to see what future years bring as we settle into our new space and build new community traditions.

School Garden Program: During school year 2012-13, Capital City developed School Garden Program. We hired a School Garden Coordinator who works with teachers to develop the garden curriculum. She teaches lessons for students using the garden as an outdoor classroom. Several grants and partnerships support the garden program: an OSSE garden grant, a partnership with City Blossoms, a grant from the Nature Conservancy, and a partnership with SweetGreen.

Governance: Now that the school is established in a permanent facility and finished with expansion, it is appropriate to reflect on how the school has grown over the past 12 years and plan for where the school would like to be in the future. Over the past several months, Capital City's Board of Trustees engaged in a strategic planning process and developed a 5-year plan to guide the work of the school and the board. The plan includes 5-year targets as well as benchmarks for tracking progress toward those goals.

Appendix A:
Capital City PCS Data Report 2012-2013

GENERAL INFORMATION			
LEA Name	Capital City PCS	Capital City PCS	Capital City PCS
Campus Name	Capital City Lower School	Capital City Middle School	Capital City High School
Audited Enrollment Total	325	298	321
PK3 Audited Enrollment	32		
PK4 Audited Enrollment	42		
KG Audited Enrollment	45		
Grade 1 Audited Enrollment	50		
Grade 2 Audited Enrollment	51		
Grade 3 Audited Enrollment	52		
Grade 4 Audited Enrollment	53		
Grade 5 Audited Enrollment		65	
Grade 6 Audited Enrollment		73	
Grade 7 Audited Enrollment		83	
Grade 8 Audited Enrollment		77	
Grade 9 Audited Enrollment			98
Grade 10 Audited Enrollment			90
Grade 11 Audited Enrollment			81
Grade 12 Audited Enrollment			52
Adult Audited Enrollment			
Ungraded Audited Enrollment			

STUDENT DATA POINTS			
Total number of instructional days	180	180	180
Suspension Rate	3.7%	17.1%	12.5%
Expulsion Rate	0.0%	0.3%	0.6%
Instructional Time Lost to Discipline	0.0%	0.5%	0.3%
Promotion Rate (All Grades)	100.0%	92.8%	84.4%
Promotion Rate (KG and higher)	100.0%	92.8%	84.8%
Mid-Year Withdrawal Rate	1.8%	3.7%	3.7%
Mid-Year Entry Rate	0.0%	2.3%	0.6%

FACULTY AND STAFF DATA POINTS			
Number of Teachers	27	31	32
Teacher Attrition Rate	18%	16%	6%

FACILITIES INFORMATION			
Square footage for entire classroom space	17227	17981	18167
Square footage for entire building	36894	37648	37834
Cafeteria	Yes	Yes	Yes
Theater/Performing Arts Space	No	No	Yes
Art Room	Yes	Yes	Yes
Library	Yes	Yes	Yes
Music Room	Yes	Yes	Yes
Playground	Yes	Yes	Yes
Gym	Yes	Yes	Yes

EDUCATION OFFERINGS			
Advanced Placement	No	No	Yes
Alternative	No	No	No
Arts Integration/Infused	Yes	Yes	Yes
Career/Technical	No	No	No
Classical Education School	No	No	No
College Prep	Yes	Yes	Yes
Expeditionary Learning	Yes	Yes	Yes
Evening	No	No	No
Extended Academic Time	No	No	No
GED	No	No	No
International Baccalaureate	No	No	No
Language Immersion	No	No	No
Math, Science, Technology	No	No	No
Montessori	No	No	No
Online/Blended	No	No	No
Public Policy/Law	No	No	No
Reggio Emilia	No	No	No
Residential Program	No	No	No
Special Education Focus	No	No	No
Stand-Alone Preschool	No	No	No
World Cultures	No	No	No

PCSB-Formatted Financials

Capital City Public Charter School
FY14 Budget

Income Statement	SY13-14
Account	Future
Revenue	
01. Per Pupil Charter Payments	14,014,816
02. Per Pupil Facilities Allowance	2,925,000
03. Federal Entitlements	936,239
04. Other Government Funding/Grants	1,242,336
05. Private Grants and Donations	230,000
06. Activity Fees	253,507
07. Other Income (please describe in footnote)	46,584
Total Revenue	**19,648,481**
Operating Expense	
Personnel Salaries and Benefits	
08. Principal/Executive Salary	565,450
09. Teachers Salaries	6,098,320
10. Teacher Aides/Assistance Salaries	-
11. Other Education Professionals Salaries	-
12. Business/Operations Salaries	447,195
13. Clerical Salaries	226,835
14. Custodial Salaries	134,733
15. Other Staff Salaries	2,528,502
16. Employee Benefits	2,072,732
17. Contracted Staff	130,000
18. Staff Development Expense	309,700
Total Personnel Salaries and Benefits	**12,513,466**
Direct Student Expense	
19. Textbooks	28,000
20. Student Supplies and Materials	343,500
21. Library and Media Center Materials	23,000
22. Student Assessment Materials	40,000
23. Contracted Student Services	126,063
24. Miscellaneous Student Expense **	23,000
Total Direct Student Expense	**583,563**
Occupancy Expenses	
25. Rent	712,327
26. Building Maintenance and Repairs	90,000
27. Utilities	453,018
28. Janitorial Supplies	59,681
29. Contracted Building Services	346,500
Total Occupancy Expenses	**1,661,526**
Office Expenses	
30. Office Supplies and Materials	151,075
31. Office Equipment Rental and Maintenance	31,220

32. Telephone/Telecommunications	23,948
33. Legal, Accounting and Payroll Services	265,897
34. Printing and Copying	26,361
35. Postage and Shipping	17,594
36. Other	163,993
Total Office Expenses	**680,088**
General Expenses	
37. Insurance	47,778
38. Transportation	167,315
39. Food Service	539,020
40. Administration Fee (to PCSB)	97,092
41. Management Fee	-
42. Other General Expense	171,734
43. Unforeseen Expenses	300,000
Total General Expenses	**1,322,938**
Total Ordinary Expenses	**16,761,582**
Interest, Depreciation	
44. Depreciation Expense	1,758,404
45. Interest Payments	983,787
Total Interest, Depreciation	**2,742,192**
Total Expenses	**19,503,773**
Net Income	**144,708**

Other income includes activity fees, school store sales, parent/student fundraising, interest revenue, and other miscellaneous revenue

Misc. Student Expenses is student recruiting and Misc. student expense

Budget v. Actuals YTD through June 2013

Capital City Public Charter School

Year to date through June 2013

	Budget	Actuals	Variance	Annual Budget
REVENUE				
04 · State and Local Revenue	15,661,051	16,148,484	487,433	15,661,051
05 · Federal Revenue	2,153,428	2,034,906	(118,522)	2,153,428
06 · Private Revenue	970,168	565,256	(404,912)	970,168
TOTAL REVENUE	18,784,647	18,748,646	(36,001)	18,784,647
OPERATING EXPENSE				
07 · Staff-Related Expense	11,314,085	11,795,563	(481,478)	11,314,085
08 · Occupancy Expense	2,296,533	1,671,636	624,897	2,296,533
09 · Additional Expense-Students	1,302,959	1,446,473	(143,515)	1,302,959
09 · Additional Expense-G&A	914,618	993,022	(78,404)	914,618
09 · Additional Expense-Contingency	500,000	-	500,000	500,000
TOTAL OPERATING EXPENSE	16,328,195	15,906,695	421,500	16,328,195
NET OPERATING INCOME	2,456,452	2,841,951	385,499	2,456,452
11000 · Depreciation & Amort Exp	1,279,398	1,299,210	(19,812)	1,279,398
12000 · Interest Expense	773,047	637,848	135,199	773,047
NET INCOME	404,007	904,893	500,886	404,007

Total Asset Purchases	100,000	5,951,430	(5,851,430)	100,000

Budget v. Actuals YTD through June 2013

Capital City Public Charter School

Year to date through June 2013

	Budget	Actuals	Variance	Annual Budget
REVENUE				
04 · State and Local Revenue				
400 · Per-Pupil Operating Revenue	12,977,288	13,235,710	258,422	12,977,288
410 · Per-Pupil Facility Revenue	2,660,000	2,832,000	172,000	2,660,000
420 · Other Local Revenue	23,764	80,774	57,010	23,764
Total 04 · State and Local Revenue	15,661,051	16,148,484	487,433	15,661,051
05 · Federal Revenue				
500 · Federal Grants	1,772,729	1,606,867	(165,862)	1,772,729
510 · Federal Programs	380,699	428,039	47,341	380,699
Total 05 · Federal Revenue	2,153,428	2,034,906	(118,522)	2,153,428
06 · Private Revenue				
600 · Private Grants	110,000	23,047	(86,953)	110,000
620 · Private Contributions	120,000	148,571	28,571	120,000
630 · Activity Fees	21,000	266,586	245,586	21,000
640 · School Sales	31,068	45,847	14,779	31,068
650 · Additional Revenue	688,100	51,654	(636,446)	688,100
670 · Donated Revenue	-	29,550	29,550	-
Total 06 · Private Revenue	970,168	565,256	(404,912)	970,168
TOTAL REVENUE	18,784,647	18,748,646	(36,001)	18,784,647
OPERATING EXPENSE				
07 · Staff-Related Expense				
700 · Curricular Salaries	6,350,596	6,321,327	29,269	6,350,596
710 · Supplemental Service Salaries	1,931,852	2,048,871	(117,019)	1,931,852
720 · Supplemental Program Salaries	439,972	662,128	(222,156)	439,972
730 · Management/Development Salaries	367,971	374,939	(6,968)	367,971
740 · Employee Benefits	1,047,978	1,079,921	(31,943)	1,047,978
750 · Payroll Taxes	752,592	755,404	(2,812)	752,592
760 · Professional Development	255,000	294,880	(39,880)	255,000
770 · Contracted Staff	105,000	193,919	(88,919)	105,000
780 · Other Staff Expense	63,124	64,174	(1,050)	63,124
Total 07 · Staff-Related Expense	11,314,085	11,795,563	(481,478)	11,314,085
08 · Occupancy Expense				
800 · Occupancy Rent Expense	1,194,633	762,210	432,424	1,194,633
810 · Occupancy Service Expense	1,101,900	909,426	192,474	1,101,900
Total 08 · Occupancy Expense	2,296,533	1,671,636	624,897	2,296,533
09 · Additional Expense				
900 · Direct Student Expense	1,302,959	1,446,473	(143,515)	1,302,959
910 · Office Expense	275,664	279,926	(4,262)	275,664
920 · Business Expense	613,155	642,524	(29,369)	613,155
930 · Business Fees	25,800	34,025	(8,225)	25,800
940 · Donated Expense	-	36,548	(36,548)	-
990 · Operating Contingency	500,000	-	500,000	500,000
Total 09 · Additional Expense	2,717,577	2,439,496	278,081	2,717,577
TOTAL OPERATING EXPENSE	16,328,195	15,906,695	421,500	16,328,195
NET OPERATING INCOME	2,456,452	2,841,951	385,499	2,456,452
11000 · Depreciation & Amort Exp	1,279,398	1,299,210	(19,812)	1,279,398
12000 · Interest Expense	773,047	637,848	135,199	773,047
NET INCOME	404,007	904,893	500,886	404,007

Asset Purchases

160 · Operating Fixed Assets	$ 100,000	$ 1,029,582	$ (929,582)	$ 100,000
180 · Facilities	$ -	$ 4,921,847	$ (4,921,847)	$ -
Total Asset Purchases	$ 100,000	$ 5,951,430	$ (5,851,430)	$ 100,000

Budget v. Actuals YTD through June 2013

Capital City Public Charter School

Year to date through June 2013

	Budget	Actuals	Variance	Annual Budget
REVENUE				
04 · State and Local Revenue				
400 · Per-Pupil Operating Revenue				
4000 · Per-pupil alloc	9,520,972	9,482,743	(38,229)	9,520,972
4010 · Per-pupil SpEd alloc	2,372,396	2,547,472	175,075	2,372,396
4020 · Per-pupil LEP/NEP alloc	775,988	890,949	114,961	775,988
4030 · Per-pupil summer alloc	307,932	314,547	6,615	307,932
4040 · Per-pupil enhancement	-	-	-	-
4050 · Per-pupil adjustment	-	-	-	-
Total 400 · Per-Pupil Operating Revenue	12,977,288	13,235,710	258,422	12,977,288
410 · Per-Pupil Facility Revenue				
4100 · Per-pupil facility alloc.	2,660,000	2,832,000	172,000	2,660,000
Total 410 · Per-Pupil Facility Revenue	2,660,000	2,832,000	172,000	2,660,000
420 · Other Local Revenue				
4200 · Local grants	-	44,398	44,398	-
4210 · Local programs	23,764	36,376	12,612	23,764
Total 420 · Other Local Revenue	23,764	80,774	57,010	23,764
Total 04 · State and Local Revenue	15,661,051	16,148,484	487,433	15,661,051
05 · Other Public Revenue				
500 · Federal Grants				
5000 · NCLB grants	859,146	940,074	$ 80,928	$ 859,146
5010 · Title Vb grants	-	-	$ -	$ -
5030 · Competitive federal grants	913,583	666,793	$ (246,790)	$ 913,583
Total 500 · Federal Grants	1,772,729	1,606,867	$ (165,862)	$ 1,772,729
510 · Federal Programs				
5100 · National food program	380,699	428,039	$ 47,341	$ 380,699
5110 · E-rate program	-	-	$ -	$ -
Total 510 · Federal Programs	380,699	428,039	$ 47,341	$ 380,699
Total 05 · Federal Revenue	2,153,428	2,034,906	$ (118,522)	$ 2,153,428
06 · Private Revenue				
600 · Private Grants				
6000 · Individuals grants	-	956	$ 956	$ -
6010 · Corporate/business grants	-	4,091	$ 4,091	$ -
6020 · Foundation/trust grants	110,000	18,000	$ (92,000)	$ 110,000
Total 600 · Private Grants	110,000	23,047	$ (86,953)	$ 110,000
620 · Private Contributions				
6200 · Individual contributions	120,000	109,061	$ (10,939)	$ 120,000
6210 · Corporate contributions	-	2,260	$ 2,260	$ -
6220 · Foundation contributions	-	37,250	$ 37,250	$ -
6230 · Special event contributions	-	-	$ -	$ -
6240 · Capital campaign contributions	-	-	$ -	$ -
Total 620 · Private Contributions	120,000	148,571	$ 28,571	$ 120,000
630 · Activity Fees				
6300 · Supplemental program fees	8,500	250,449	$ 241,949	$ 8,500
6310 · Field trip fees	7,500	11,882	$ 4,382	$ 7,500
6320 · Club Fees	5,000	4,255	$ (745)	$ 5,000
Total 630 · Activity Fees	21,000	266,586	$ 245,586	$ 21,000
640 · School Sales				
6400 · Paid meals sales	20,968	21,194	$ 226	$ 20,968
6410 · School store sales	50	4,298	$ 4,248	$ 50
6420 · Student fundraising sales	10,000	18,660	$ 8,660	$ 10,000
6430 · Student uniform sales	50	1,695	$ 1,645	$ 50
Total 640 · School Sales	31,068	45,847	$ 14,779	$ 31,068
650 · Additional Revenue				
6500 · Short-term investments	2,500	2,155	$ (345)	$ 2,500
6510 · Dividends & interest securities	-	-	$ -	$ -

6520 · Rental revenue	655,600	-	$ (655,600)	$	655,600
6530 · Realized gains/losses	-	-	$ -	$	-
6540 · Unrealized gains/losses	-	-	$ -	$	-
6550 · Advertising revenue	-	-	$ -	$	-
6560 · Miscellaneous revenue	30,000	49,499	$ 19,499	$	30,000
6580 · Tuition	-	-	$ -	$	-
Total 650 · Additional Revenue	688,100	51,654	$ (636,446)	$	688,100
670 · Donated Revenue					
6700 · Donated services revenue	-	25,657	$ 25,657	$	-
6710 · Donated products/goods revenue	-	3,893	$ 3,893	$	-
Total 670 · Donated Revenue	-	29,550	$ 29,550	$	-
Total 06 · Private Revenue	970,168	565,256	$ (404,912)	$	970,168
TOTAL REVENUE	18,784,647	18,748,646	$ (36,001)	$	18,784,647
OPERATING EXPENSE					
07 · Staff-Related Expense					
700 · Curricular Salaries					
7000 · Leadership salaries	387,500	387,500	(0)		387,500
7010 · Teacher salaries	5,963,096	5,927,467	35,629		5,963,096
7020 · Teacher aides salaries	-	-	-		-
7030 · Other curricular salaries	-	-	-		-
7080 · Curricular stipends	-	3,360	(3,360)		-
7090 · Curricular bonuses	-	3,000	(3,000)		-
Total 700 · Curricular Salaries	6,350,596	6,321,327	29,269		6,350,596
710 · Supplemental Service Salaries					
7100 · Student support salaries	870,821	927,798	(56,977)		870,821
7110 · Instr staff support salaries	231,167	232,000	(833)		231,167
7120 · Front office staff salaries	203,500	208,136	(4,636)		203,500
7130 · Business, operations salaries	418,090	321,461	96,629		418,090
7140 · Maintenance/custodial salaries	20,000	155,264	(135,264)		20,000
7150 · Security salaries	30,000	-	30,000		30,000
7160 · Other service salaries	158,275	193,718	(35,443)		158,275
7180 · Supplemental service stipends	-	4,795	(4,795)		-
7190 · Supplemental service bonuses	-	5,700	(5,700)		-
Total 710 · Supplemental Service Salaries	1,931,852	2,048,871	(117,019)		1,931,852
720 · Supplemental Program Salaries					
7200 · Program leadership salaries	59,042	144,360	(85,318)		59,042
7210 · Program staff salaries	108,330	250,677	(142,347)		108,330
7280 · Program stipends	272,600	267,091	5,509		272,600
7290 · Program bonuses	-	-	-		-
Total 720 · Supplemental Program Salaries	439,972	662,128	(222,156)		439,972
730 · Management/Development Salaries					
7300 · Executive salaries	237,971	251,856	(13,885)		237,971
7310 · Development salaries	130,000	106,163	23,837		130,000
7380 · Executive bonuses	-	16,920	(16,920)		-
7390 · Development bonuses	-	-	-		-
Total 730 · Management/Development Salaries	367,971	374,939	(6,968)		367,971
740 · Employee Benefits					
7400 · Retirement plan contrib	490,462	506,056	(15,594)		490,462
7410 · Health insurance	464,459	519,085	(54,627)		464,459
7420 · Life and disability insurance	37,476	28,056	9,420		37,476
7430 · Section 125 plan	-	780	(780)		-
7440 · Travel stipends	(1,305)	4,344	(5,649)		(1,305)
7450 · Bonuses	21,368	(7,519)	28,887		21,368
7460 · Workers' comp insurance	35,517	29,118	6,400		35,517
Total 740 · Employee Benefits	1,047,978	1,079,921	(31,943)		1,047,978
750 · Payroll Taxes					
7500 · Social security & medicare	695,415	709,682	(14,267)		695,415
7510 · State unemployment tax	57,177	45,722	11,455		57,177
7530 · FUTA	-	-	-		-

Total 750 · Payroll Taxes	752,592	755,404	(2,812)		752,592
760 · Professional Development					
7600 · Staff development (non-travel)	210,000	273,017	$ (63,017)	$	210,000
7610 · Staff development travel	45,000	21,862	$ 23,138	$	45,000
Total 760 · Professional Development	255,000	294,880	$ (39,880)	$	255,000
770 · Contracted Staff					
7700 · Substitute teachers	80,000	87,828	$ (7,828)	$	80,000
7710 · Temporary contract help	25,000	106,091	$ (81,091)	$	25,000
Total 770 · Contracted Staff	105,000	193,919	$ (88,919)	$	105,000
780 · Other Staff Expense					
7800 · Staff recruiting	9,000	5,364	$ 3,636	$	9,000
7810 · Staff background checks	16,097	13,758	$ 2,339	$	16,097
7820 · Staff meals, events, & awards	37,276	41,757	$ (4,481)	$	37,276
7830 · Staff travel (non-development)	750	3,294	$ (2,544)	$	750
Total 780 · Other Staff Expense	63,124	64,174	$ (1,050)	$	63,124
Total 07 · Staff-Related Expense	11,314,085	11,795,563	$ (481,478)	$	11,314,085
08 · Occupancy Expense					
800 · Occupancy Rent Expense					
8000 · Rent, parking, other occupancy	1,194,633	761,347	$ 433,286	$	1,194,633
8010 · Supplemental rent	-	863	$ (863)	$	-
8020 · Real estate taxes	-	-	$ -	$	-
Total 800 · Occupancy Rent Expense	1,194,633	762,210	$ 432,424	$	1,194,633
810 · Occupancy Service Expense					
8100 · Utilities & garbage removal	518,000	327,290	$ 190,710	$	518,000
8110 · Contracted building services	504,000	272,861	$ 231,139	$	504,000
8120 · Maintenance and repairs	40,000	147,274	$ (107,274)	$	40,000
8130 · Janitorial supplies	39,900	89,431	$ (49,531)	$	39,900
8140 · Facility consulting fees	-	72,569	$ (72,569)	$	-
Total 810 · Occupancy Service Expense	1,101,900	909,426	$ 192,474	$	1,101,900
Total 08 · Occupancy Expense	2,296,533	1,671,636	$ 624,897	$	2,296,533
09 · Additional Expense					
900 · Direct Student Expense					
9000 · Student supplies, snacks	349,481	413,421	$ (63,940)	$	349,481
9010 · Student assessment materials	15,532	36,497	$ (20,965)	$	15,532
9020 · Student textbooks	31,063	56,376	$ (25,312)	$	31,063
9030 · Student uniforms	4,660	15,102	$ (10,442)	$	4,660
9040 · Library & media materials	23,298	42,343	$ (19,046)	$	23,298
9050 · Contracted instruction fees	114,094	145,629	$ (31,535)	$	114,094
9060 · Food service fees	554,831	512,295	$ 42,535	$	554,831
9070 · Student travel / field trips	200,000	193,094	$ 6,906	$	200,000
9080 · Student recruiting	4,000	2,719	$ 1,281	$	4,000
9090 · Other student expenses	6,000	28,997	$ (22,997)	$	6,000
Total 900 · Direct Student Expense	1,302,959	1,446,473	$ (143,515)	$	1,302,959
910 · Office Expense					
9100 · Office supplies	121,660	184,805	$ (63,145)	$	121,660
9110 · Equipment rent & maintenance	37,276	34,727	$ 2,549	$	37,276
9120 · Telephone & telecommunications	37,276	22,171	$ 15,105	$	37,276
9130 · Postage, shipping, delivery	15,631	13,713	$ 1,918	$	15,631
9140 · Printing & duplication	63,820	24,509	$ 39,311	$	63,820
Total 910 · Office Expense	275,664	279,926	$ (4,262)	$	275,664
920 · Business Expense					
9200 · Business insurance	54,361	45,652	$ 8,709	$	54,361
9210 · Authorizer fees	78,186	93,364	$ (15,177)	$	78,186
9220 · Management fees	-	-	$ -	$	-
9230 · Accounting, auditing, payroll	214,018	208,110	$ 5,908	$	214,018
9240 · Legal fees	46,063	25,390	$ 20,673	$	46,063
9250 · Instr design & eval fees	-	-	$ -	$	-
9260 · Computer support fees	43,023	52,205	$ (9,182)	$	43,023
9270 · Fundraising fees	32,900	16,724	$ 16,176	$	32,900
9280 · Other professional fees	73,053	107,097	$ (34,044)	$	73,053

9290 · Other expenses	71,550	93,981	$ (22,431)	$	71,550
Total 920 · Business Expense	613,155	642,524	$ (29,369)	$	613,155
930 · Business Fees					
9300 · Dues, fees, and fines	23,800	33,825	$ (10,025)	$	23,800
9310 · Loss/theft of asset	-	-	$ -	$	-
9320 · Bad debts, pledges	2,000	200	$ 1,800	$	2,000
Total 930 · Business Fees	25,800	34,025	$ (8,225)	$	25,800
940 · Donated Expense					
9400 · Donated services expense	-	25,657	$ (25,657)	$	-
9410 · Donated products/goods expense	-	10,891	$ (10,891)	$	-
Total 940 · Donated Products and Services	-	36,548	$ (36,548)	$	-
990 · Operating Contingency					
9900 · Unforeseen expenses	500,000	-	$ 500,000	$	500,000
Total 990 · Operating Contingency	500,000	-	$ 500,000	$	500,000
Total 09 · Additional Expense	2,717,577	2,439,496	$ 278,081	$	2,717,577
TOTAL OPERATING EXPENSE	16,328,195	15,906,695	$ 421,500	$	16,328,195
NET OPERATING INCOME	2,456,452	2,841,951	$ 385,499	$	2,456,452
11000 · Depreciation & Amort Exp	1,279,398	1,299,210	$ (19,812)	$	1,279,398
12000 · Interest Expense	773,047	637,848	$ 135,199	$	773,047
NET INCOME	404,007	904,893	$ 500,886	$	404,007

160 · Operating Fixed Assets					
1600 · FF&E - Classroom	$ -	$ 668,980	$ (668,980)	$	-
1610 · FF&E - Administration	$ -	$ 155,023	$ (155,023)	$	-
1620 · Computers - Classroom	$ 50,000	$ 134,725	$ (84,725)	$	50,000
1630 · Computers - Administration	$ 50,000	$ 27,383	$ 22,617	$	50,000
1650 · Capital leases	$ -	$ 39,725	$ (39,725)	$	-
1660 · Other operating assets	$ -	$ 3,746	$ (3,746)	$	-
Total 160 · Operating Fixed Assets	$ 100,000	$ 1,029,582	$ (929,582)	$	100,000
180 · Facilities					
1800 · Land	$ -	$ -	$ -	$	-
1810 · Buildings, building improvement	$ -	$ -	$ -	$	-
1820 · Construction in progress	$ -	$ (17,882,883)	$ 17,882,883	$	-
1830 · Leasehold improvements	$ -	$ 22,804,730	$ (22,804,730)	$	-
1840 · Capitalized Loan Costs	$ -	$ -	$ -	$	-
Total 180 · Facilities	$ -	$ 4,921,847	$ (4,921,847)	$	-
Total Asset Purchases	$ 100,000	$ 5,951,430	$ (5,851,430)	$	100,000

PCSB Format Balance Sheet **Capital City Public Charter School**

As of June 30, 2013

ASSETS	
Current Assets	
Checking/Savings	6,647,086
Accounts Receivable	805,030
Other Current Assets	512,201
Total Current Assets	7,964,317
Fixed Assets (Net)	
Operating Fixed Assets	1,036,508
Facilities	22,411,978
Total Fixed Assets	23,448,486
TOTAL ASSETS	**31,412,803**
LIABILITES	
Current Liabilities	
Short-Term Debt	658,562
Other Current Liabilities	2,462,198
Total Current Liabilities	3,120,760
Long-term liabilities	19,141,007
TOTAL LIABILITIES	22,261,767
NET ASSETS	
Beginning net assets	8,246,144
Net income for the year	904,893
TOTAL NET ASSETS	9,151,036
TOTAL LIABILITIES AND NET ASSETS	**31,412,803**

PCSB Income Statement **Capital City Public Charter School**

FY13 Unaudited

	Year to Date		
	Actual	Budget	Variance
REVENUE			
01. Per Pupil Charter Payments	13,235,710	12,977,288	258,422
02. Per Pupil Facilities Allowance	2,832,000	2,660,000	172,000
03. Federal Entitlements	940,074	859,146	80,928
04. Other Government Funding/Grants	1,175,606	1,318,045	(142,439)
05. Private Grants and Donations	201,168	230,000	(28,832)
06. Activity Fees	266,586	21,000	245,586
07. Other Income (please describe in footnote)	97,501	719,168	(621,667)
TOTAL REVENUES	**18,748,646**	**18,784,647**	**(36,001)**
ORDINARY EXPENSE			
Personnel Salaries and Benefits			
08. Principal/Executive Salary	656,277	625,471	(30,806)
09. Teachers Salaries	5,930,827	5,963,096	32,269
10. Teacher Aides/Assistance Salaries	-	-	-
11. Other Education Professionals Salaries	-	-	-
12. Business/Operations Salaries	321,461	418,090	96,629
13. Clerical Salaries	208,136	203,500	(4,636)
14. Custodial Salaries	155,264	20,000	(135,264)
15. Other Staff Salaries	2,132,301	1,860,234	(272,067)
16. Employee Benefits	1,838,325	1,800,570	(37,755)
17. Contracted Staff	193,919	105,000	(88,919)
18. Staff Development Expense	294,880	255,000	(39,880)
Subtotal: Personnel Expense	**11,731,389**	**11,250,961**	**(480,428)**
Direct Student Expense			
17. Textbooks	56,376	31,063	(25,312)
18. Student Supplies and Materials	428,523	354,141	(74,382)
19. Library and Media Center Materials	42,343	23,298	(19,046)
20. Student Assessment Materials	36,497	15,532	(20,965)
21. Contracted Student Services	145,629	114,094	(31,535)
22. Miscellaneous Student Expense **	31,716	10,000	(21,716)
Subtotal: Direct Student Expense	**741,084**	**548,128**	**(192,956)**
Occupancy Expenses			
23. Rent	762,210	1,194,633	432,424
24. Building Maintenance and Repairs	147,274	40,000	(107,274)
25. Utilities	327,290	518,000	190,710
26. Janitorial Supplies	89,431	39,900	(49,531)
27. Contracted Building Services	345,430	504,000	158,570
Subtotal: Occupancy Expenses	**1,671,636**	**2,296,533**	**624,897**
Office Expenses			
28. Office Supplies and Materials	184,805	121,660	(63,145)
29. Office Equipment Rental and Maintenance	34,727	37,276	2,549
30. Telephone/Telecommunications	22,171	37,276	15,105
31. Legal, Accounting and Payroll Services	233,500	260,081	26,581
32. Printing and Copying	24,509	63,820	39,311
33. Postage and Shipping	13,713	15,631	1,918
34. Other	93,981	71,550	(22,431)
Subtotal: Office Expenses	**607,407**	**607,295**	**(112)**

General Expenses			
35. Insurance	45,652	54,361	8,709
36. Transportation	196,388	200,750	4,362
37. Food Service	512,295	554,831	42,535
38. Administration Fee (to PCSB)	93,364	78,186	(15,177)
39. Management Fee	-	-	-
40. Other General Expense	307,478	237,149	(70,329)
41. Unforeseen Expenses	-	500,000	500,000
Subtotal: General Expenses	**1,155,178**	**1,625,278**	**470,100**
TOTAL ORDINARY EXPENSES	**15,906,695**	**16,328,195**	**421,500**
NET ORDINARY INCOME	**2,841,951**	**2,456,452**	**385,499**
42. Depreciation Expense	1,299,210	1,279,398	(19,812)
43. Interest Payments	637,848	773,047	135,199
NET INCOME	**904,893**	**404,007**	**500,886**

Other income (budgeted) includes primarily rental revenue from subleases (which is instead reported as an offset to rental expense, thus driving the variance), and also includes student fundraising, shuttle bus reimbursements, interest, paid meals, and other miscellaneous revenue

Miscellaneous Student Expense is student recruiting, student scholarships, aftercare, and other miscellaneous student expense

Capital City Public Charter School
Summary Balance Sheet

	Month Ending 6/30/2012	Month Ending 6/30/2013
ASSETS		
Current Assets		
Cash		
100 · Cash	$ 4,129,339	$ 6,647,086
Accounts Receivable		
110 · State and Local Receivables	$ 15,854	$ 56,626
120 · Federal Receivables	$ 472,020	$ 638,417
130 · Private Receivables	$ 45,506	$ 109,987
Other Current Assets		
140 · Other Current Assets	$ 583,192	$ 512,201
Total Current Assets	$ 5,245,912	$ 7,964,317
Fixed Assets		
160 · Operating Fixed Assets	$ 1,199,059	$ 2,228,642
170 · Accum Depr of Op Fixed Assets	$ (837,821)	$ (1,192,134)
180 · Facilities	$ 18,658,257	$ 23,580,104
190 · Accum Depr of Facilities	$ (223,228)	$ (1,168,126)
Total Fixed Assets	$ 18,796,267	$ 23,448,486
TOTAL ASSETS	$ 24,042,179	$ 31,412,803
LIABILITIES		
Current Liabilities		
Accounts Payable		
200 · Accounts Payable	$ 282,633	$ 338,714
Credit Accounts		
210 · Credit Accounts	$ 637	$ 11,828
Other Current Liabilities		
220 · Accrued Expenses	$ 4,413,559	$ 1,544,976
230 · Payroll Liabilities	$ 106,938	$ 160,162
240 · Unearned Revenue	$ 55,048	$ 406,519
250 · Short-Term Debt	$ 320,000	$ 658,562
290 · Suspense	$ -	$ -
Total Current Liabilities	$ 5,178,815	$ 3,120,760
Long Term Liabilities		
260 · Long-Term Liabilities	$ 10,617,221	$ 19,141,007
Total Long-Term Liabilities	$ 10,617,221	$ 19,141,007
TOTAL LIABILITIES	**$ 15,796,036**	**$ 22,261,767**
EQUITY		
300 · Unrestricted Net Assets	$ 4,756,605	$ 8,213,393
310 · Temporarily Restrict Net Asset	$ 94,922	$ 32,751
320 · Permanently Restricted Net Assets	$ -	$ -
Net Income	$ 3,394,616	$ 904,893
TOTAL EQUITY	**$ 8,246,144**	**$ 9,151,036**
TOTAL LIABILITIES & EQUITY	**$ 24,042,179**	**$ 31,412,803**

Detailed Balance Sheet

ASSETS	6/30/2012	6/30/2013
Current Assets		
Cash		
100 · Cash		
1000 · Operating	3,247,843	5,764,271
1010 · Federal grants	1,276	1,276
1020 · Savings (Facilities)	-	-
1030 · Certificate of deposit	-	-
1040 · Marketable securities	-	-
1050 · Facilities/restricted	880,220	881,539
1080 · PayPal	-	-
1090 · Petty cash	-	-
1399 · Undeposited Funds	-	-
Total 100 · Cash	4,129,339	6,647,086
Accounts Receivable		
110 · State and Local Receivables		
1100 · Per-pupil receivable	-	-
1110 · Local receivable	15,854	56,626
1120 · State receivable	-	-
Total 110 · State and Local Receivables	15,854	56,626
120 · Federal Receivables		
1200 · NCLB receivable	295,177	222,668
1210 · Title Vb receivable	-	-
1230 · Comp public grants receivable	108,112	258,396
1240 · National food prog receivable	68,731	157,354
1250 · E-rate prog receivable	-	-
1260 · Medicaid prog receivable	-	-
1270 · Childcare subsidy receivable	-	-
Total 120 · Federal Receivables	472,020	638,417
130 · Private Receivable		
1300 · Grants receivable	25,100	25,100
1310 · Discounts on long-term grants	-	-
1320 · Pledges receivable	19,189	7,945
1330 · Discounts for long-term pledges	-	-
1340 · Allowance for doubtful grant/pledge	-	-
1350 · Paid lunch receivable	-	-
1360 · Activity fee receivable	-	-
1370 · COBRA Receivable	-	-
1380 · Other receivable	1,217	76,942
1390 · Rents receivable	-	-
Total 130 · Private Receivables	45,506	109,987
Total Accounts Receivable	533,381	805,030

Other Current Assets		
140 · Other Current Assets		
1400 · Prepaid expenses	215,169	201,209
1410 · Deposits	367,456	192,515
1420 · Rental deductions	-	118,477
1430 · Student loans & Empl advances	566	-
Total 140 · Other Current Assets	583,192	512,201
Total Current Assets	5,245,912	7,964,317
Fixed Assets		
160 · Operating Fixed Assets		
1600 · FF&E - Classroom	295,130	964,110
1610 · FF&E - Administration	119,244	274,267
1620 · Computers - Classroom	482,283	617,007
1630 · Computers - Administration	224,465	251,848
1650 · Capital leases	77,938	117,663
1660 · Other operating assets	-	3,746
Total 160 · Operating Fixed Assets	1,199,059	2,228,642
170 · Accum Depr of Op Fixed Assets		
1700 · Accum depr FF&E	(212,979)	(353,131)
1710 · Accum depr FF&E-Admin	(88,467)	(125,739)
1720 · Accum depr computers	(373,671)	(477,388)
1730 · Accum depr computers - admin	(151,013)	(201,253)
1750 · Accum amort capital leases	(11,691)	(34,561)
1760 · Accum depr - other oper assets	-	(62)
Total 170 · Accum Depr of Op Fixed Assets	(837,821)	(1,192,134)
180 · Facilities		
1800 · Land	-	-
1810 · Buildings, building improvement	-	-
1820 · Construction in progress	17,882,883	-
1830 · Leasehold improvements	254,545	23,059,275
1840 · Capitalized Loan Costs	520,829	520,829
Total 180 · Facilities	18,658,257	23,580,104
190 · Accum Depr of Facilities		
1900 · Accum depr buildings	-	-
1910 · Accum amort lease imp	(138,323)	(935,803)
1940 · Accum deprec loan settle cost	(84,905)	(232,323)
Total 190 · Accum Depr of Facilities	(223,228)	(1,168,126)
Total Fixed Assets	18,796,267	23,448,486
TOTAL ASSETS	24,042,179	31,412,803
LIABILITIES		
Current Liabilities		
Accounts Payable		
200 · Accounts Payable		
2000 · Current payable	282,633	338,714

2010 · Purchase orders	-	-
2020 · Contracts payable	-	-
2030 · Suspended Payable	-	-
2050 · Construction payable	-	-
Total 200 · Accounts Payable	282,633	338,714
Credit Accounts		
210 · Credit Accounts		
2100 · School credit card	637	11,828
2110 · Parent org credit account	-	-
Total 210 · Credit Accounts	637	11,828
Other Current Liabilities		
220 · Accrued Expenses		
2200 · Accrued salaries	473,730	707,509
2210 · Accrued vacations	107,551	100,032
2220 · Accrued employee benefits	30,436	26,340
2230 · Accrued sales tax payable	-	-
2240 · Other accrued expenses	3,801,842	711,096
Total 220 · Accrued Expenses	4,413,559	1,544,976
230 · Payroll Liabilities		
2300 · Social sec & mc w/h - employee	-	-
2310 · Social sec & mc w/h - employer	38,480	57,142
2320 · Federal taxes withheld	-	-
2330 · FUTA & State taxes withheld	-	-
2360 · Pension payable (EE)	26,540	40,453
2370 · Pension payable (ER)	41,918	62,567
2390 · Manual checks	-	-
Total 230 · Payroll Liabilities	106,938	160,162
240 · Unearned Revenue, deposits held		
2400 · Unearned per-pupil revenue	54,057	350,834
2410 · Unearned local revenue	-	-
2420 · Unearned state revenue	-	-
2430 · Unearned federal revenue	991	1,885
2440 · Unearned private revenue	-	-
2450 · Deposits held	-	53,800
Total 240 · Unearned Revenue	55,048	406,519
250 · Short-Term Debt		
2500 · Trustee or employee loan	-	-
2510 · Line of credit	-	-
2520 · Current portion, long-term debt	320,000	658,562
2530 · Other short-term liabilities	-	-
2540 · Split-interest liabilities	-	-
2550 · Accrued interest	-	-
Total 250 · Short-Term Debt	320,000	658,562
Total Other Current Liabilities	4,895,546	2,770,218
Total Current Liabilities	5,178,815	3,120,760

Long Term Liabilities			
	260 · Long-Term Debt		
	2600 · Senior debt	6,532,415	15,117,151
	2610 · Sub debt	4,000,000	3,923,806
	2620 · Capital leases (facility)	-	-
	2630 · Other long-term liabilities	-	-
	2650 · Capital Lease Lia-Oper. Asset	84,806	100,050
	Total 260 · Long-Term Liabilities	10,617,221	19,141,007
	Total Long-Term Liabilities	10,617,221	19,141,007
	290 · Suspense	-	-
TOTAL LIABILITIES		15,796,036	22,261,767
EQUITY			
	300 · Unrestricted Net Assets		
	3010 · Unrestricted net assets	4,756,605	8,213,393
	Total 300 · Unrestricted Net Assets	4,756,605	8,213,393
	310 · Temporarily Restrict Net Asset		
	3100 · Use restricted	81,527	32,751
	3110 · Time restricted	13,395	-
	3120 · Asset restricted	-	-
	Total 310 · Temporarily Restrict Net Asset	94,922	32,751
	320 · Permanently Restricted Net Assets		
	3200 · Permanently restricted	-	-
	Total 320 · Permanently Restricted Net Asset	-	-
Net Income		3,394,616	904,893
TOTAL EQUITY		8,246,144	9,151,036
TOTAL LIABILITIES & EQUITY		24,042,179	31,412,803

CAPITAL CITY
PUBLIC CHARTER SCHOOL

Name	Office	Affiliation	E-mail	Committee
David P. Bennett	President	Vice President, Corporate Partnerships. National Geographic	dbennett@board.ccpcs.org	All Committees
Patrick Canavan	Parent Trustee	N/A	pcanavan@board.ccpcs.org	Governance
Simmons Covington-Lettre	Vice President	Executive Director, Charter Board Partners	slettre@board.ccpcs.org	Governance, Chair; Development
Candace Crawford		Executive Director, Teach Plus	ccrawford@board.ccpcs.org	Development, Chair; School Performance
Alix Guerrier		Co-Founder, Learn Zillion	aguerrier@board.ccpcs.org	School Performance
Andrew Marino		Managing Director, Carlyle Group	amarino@board.ccpcs.org	Governance
Joe Michalczyk		Partner, Pricewaterhouse Coopers	jmichalczyk@board.ccpcs.org	Finance, Development
Carol Mitten		Homeland Security	cmitten@board.ccpcs.org	

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Susan Sabella	Treasurer, Parent Trustee	Healthy Building Network	ssabella@ board.ccpcs.org	Finance, Chair
Christina Theokas		Director of Research, Education Trust	ctheokas@board.ccpcs.org	School Performance, Chair
Jennifer Van Driesen	Secretary	Partner, Latham & Watkins	jvandriesen@board.ccpcs.org	Finance
Karen Dresden	Non-voting	Head of School Capital City Public Charter School	kdresden@ ccpcs.org	All committees Ex officio

LOWER SCHOOL		
Core Classroom Teachers		
PK3/4 Classroom Teacher	FT	Caitlin Lauchlan
PK3/4 Classroom Teacher	FT	Natalie Berger
PK3/4 Classroom Teacher	FT	Anna Schlegel
PK3/4 Classroom Teacher	FT	Cerissa Brown
Kindergarten Classroom Teacher	FT	Olivia Rhoads
Kindergarten Classroom Teacher	FT	Stephane Schey
1st/2nd Classroom Teacher (1st)	FT	Erin Thesing
1st/2nd Classroom Teacher (1st)	FT	Heidi Batchelder
1st/2nd Classroom Teacher (2nd)	FT	Amy Saint
1st/2nd Classroom Teacher (2nd)	FT	Nicole McElroy
3rd/4th Classroom Teacher (3rd)	FT	Bethany Conklin
3rd/4th Classroom Teacher (3rd)	FT	Morgan Krieger
3rd/4th Classroom Teacher (4th)	FT	Simmons Hanson
3rd/4th Classroom Teacher (4th)	FT	Katy Byrns
Teaching Fellows		
PK 3/4 Teaching Fellow	FT	Carlos Duque
PK 3/4 Teaching Fellow	FT	Renee Richardson
PK 3/4 Teaching Assistant	FT	Michael White
PK 3/4 Teaching Assistant	FT	Yudelkys Mendez
Kindergarden Teaching Fellow	FT	Iris Martinez
Kingdergarten Teaching Fellow	FT	Nick Ledyard
1st Grade Teaching Fellow (1st)	FT	Jessica Curry
1st Grade Teaching Fellow	FT	Sarah White
2nd Grade Teaching Fellow	FT	Brittany Ell
2nd Grade Teaching Fellow	FT	Kelsey VanHook
3rd Grade Teaching Fellow	FT	Jordan Kivitz
3rd GradeTeaching Fellow	FT	Lauren Bennett
4th Grade Teaching Fellow	FT	Jeremy Young
4th Grade Teaching Fellow	FT	David Levine
Special Subject Teachers		
Music Teacher	FT	Nicole Cummings
Drama Teacher	FT	Cynthia Dorsey
Visual Arts Teacher	FT	Martin Wall
Early Childhood Arts Teacher	FT	Daizy Cushner
Spanish Teacher	FT	Fabiola Rosenberger
Fitness Teacher	FT	Cleofre Accad
Library Media Specialist	FT	Samuel Mason
Library Assistant	FT-LEA	Sarah Imholt
Adventure Coordinator	FT-LEA	Todd Kutyla
Inclusion Staff		
PK 3/4 Inclusion Teacher	FT	Jessica Mattos
K Inclusion Teacher	FT	Jen Bowles
1st/2nd Inclusion Teacher	FT	Leensa Fufa
1st/2nd Inclusion Teacher	FT	Jayme Gubartalla
3rd/4th Inclusion Teacher	FT	Melissa Duane
3rd/4th Inclusion Teacher	FT	Anjuli Bala
3rd/4th Inclusion Teacher	FT	Emmanuel Taiwo
Speech/Language Pathologist	FT-LEA	Cheryle Crawford
School Counselor	FT	Jamie Peterson
Inclusion Assistant	FT	Charles Grayson
School Psychologist	FT-LEA	Judith Dorvil
Administrative Staff		
Principal	FT	Amy Wendel
Director of Student Services	FT	LeShone HoSang Navies
Instructional Coach	FT	Katie Spellacy

Office Manager	FT	Stephanie Perlson
Director of After School Programs	FT	Aisha Hassan
Early Childhood Director	FT	Thora Balk
MIDDLE SCHOOL		
Core Classroom Teachers		
5th Grade Humanities Teacher	FT	Brittain Villaflor
5th Grade Humanities Teacher	FT	Amaly Snowden
5th Grade Math/Science Teacher	FT	Jessica Harrington
5th Grade Math/Science Teacher	FT	John Forys
6th Grade Humanities Teacher	FT	Angela Malone
6th Grade Humanities Teacher	FT	Omar Tanamly
6th Grade Math/Science Teacher	FT	Erika Hedin
6th Grade Math/Science Teacher	FT	Jessica Bronson
7th Grade Humanities Teacher	FT	Katie Fiorelli
7th Grade Humanities Teacher	FT	Alyssa McClorey
7th Grade Math Teacher	FT	Ariel Kramer
7th Grade Science Teacher	FT	Julia Vereen
8th Grade Humanities Teacher	FT	Bri Zika
8th Grade Humanities Teacher	FT	Alia Sabbs
8th Grade Math Teacher	FT	Jen Wu
8th Grade Science Teacher	FT	Jonathan Barrows
Teaching Fellows		
5th Grade Teaching Fellow	FT	Leigh Bailey
5th Grade Teaching Fellow	FT	Ellen Tarado
6th Grade Teaching Fellow	FT	Lucas Cook
6th Grade Teaching Fellow	FT	Betty Hua
Special Subject Teachers		
Music Teacher/After School	FT	Ayanna Gallant
Drama Teacher	FT	Joanna Lewton
Visual Arts Teacher/After School	FT	Ellen Stedtefeld
Fitness Teacher/After School	FT	Joel Bounds
Fitness Teacher/After School	FT	Daniel Thorpe
Adventure Coordinator	FT-LEA	Todd Kutyla
Spanish Teacher	FT	Alberto Meijia
Spanish Teacher	FT	Allyson Griffith
Health Teacher	FT-LEA	Katymay Malone
Director of Library Services and Instructional Technology	FT-LEA	Chip Chase
Library/Media Specialist	FT-MS/H	Katelyn Browne
Library Assistant	FT-LEA	Sarah Imholt
Inclusion Staff		
5th Grade Inclusion Teacher	FT	Dawn Wilson
6th Grade ELA Inclusion Teacher	FT	Ellie Davis
6th Grade Math Inclusion Teacher	FT	Christopher Kenny
7th Grade ELA Inclusion Teacher	FT	Christina Marino
7th Grade Math Inclusion Teacher	FT	Camille Fair-Bumbray
8th Grade ELA Inclusion Teacher	FT	Annie Neary
8th Grade Math Inclusion Teacher	FT	Lisa Morenoff
Speech and Language Pathologist	FT-LEA	Cheryle Crawford
School Psychologist	FT-LEA	Judith Dorvil
School Counselor	FT	Gary Sims
Inclusion Assistant	PT(.6)	Amritha Wassan
Inclusion Assistant	FT	George Bumbray
Administrative Staff		
Principal	FT	Laina Cox
Director of Student Services	FT	Roilyn Graves
Instructional Coach	FT	Katharine Ball
Office Manager	FT	Christian Ortiz

HIGH SCHOOL		
Core Classroom Teachers		
9th Grade ELA Teacher	FT	Oscar Orlando
9th Grade Social Studies Teacher	FT	Alan Coleman
9th Grade Biology Teacher	FT	Atiyah Schroeter
High School Mathematics Teacher	FT	Landon Southerly
10th Grade ELA Teacher	FT	Erin Cooper
10th Grade Social Studies Teacher	FT	Matthew Malone
10th Grade Chemistry Teacher	FT	Kristin Nordeen
High School Mathematics Teacher	FT	Matthew Feldman
11th Grade ELA Teacher	FT	Jill Weiler
11th Grade Social Studies Teacher	FT	Julian Hipkins
11th Grade Physics Teacher	FT	John Bernecker
High School Mathematics Teacher	FT	Julia Penn
12th Grade ELA Teacher	FT	Justin Sybenga
12th Grade Social Studies Teacher	FT	Kavitha Kasargod
12th Grade Env. Sci. Teacher	FT	Ellen Royse
High School Mathematics Teacher	FT	Rebecca Dunn
Special Subject Teachers		
Music Teacher	FT	Gregg Martin
Drama Teacher/Spanish Teacher	FT	Matthew Vaky
Visual Arts Teacher	FT	Jose Cuevas
Athletic Director/Fitness Teacher	FT	Adrian Degraffinreaidt
Fitness Teacher	FT	Rolanda Williams
Fitness Teacher	FT	Reginald Glass
Adventure Coordinator	FT-LEA	Todd Kutyla
Health Teacher	FT-LEA	Katymay Malone
Spanish Teacher	FT	Janeth Diaz
Spanish Teacher	FT	Cassandra Corrales
Director of Library Services and Instructional Technology	FT-LEA	Chip Chase
Library/Media Specialist	FT-MS/H	Katelyn Browne
Library Assistant	FT-LEA	Sarah Imholt
Inclusion Staff		
9th ELA Inclusion Teacher	FT	Rebecca Foster
9th Math Inclusion Teacher	FT	Shoshana Gitlin
10th ELA Inclusion Teacher	FT	Ariel Gibbons
10th Math Inclusion Teacher	FT	Whitney Graves
11th ELA Inclusion Teacher	FT	Lianne McGillen
11th Math Inclusion Teacher	FT	Darryl Buxton
12th ELA Inclusion Teacher	FT	Joanna Robin
12th Math Inclusion Teacher	FT	Chantz Beiler
Speech and Language Pathologist	FT-LEA	Cheryle Crawford
School Psychologist	FT-LEA	Judith Dorvil
School Counselor	FT	Pamela Jordan
Administrative Staff		
Principal	FT	Kathy Byrd
Director of Student Services/LEA Director of SpEd	FT	Wanda Gregory
Instructional Coach	FT	Pat Coyle
Director of College Counseling	FT	Bridget Jackson
Alumni Coordinator/College Counselor	FT	Kevin Gonzalez
Coordinator of School Culture	FT	Jamaal Crowder
Office Manager	FT	Yanira Cuellar
Principal in Residence	FT	Belica Reaves
100% of Capital City's instructional staff have a BA, and 66% have a MA.		

Appendix M

ANNUAL REPORT
2011-2012

CAPITAL CITY PUBLIC CHARTER SCHOOL
ANNUAL REPORT
2011 – 2012

Table of Contents

School description ……2
A. Mission Statement……2
B. School Program……2
C. School Staff……8
D. Student Characteristics……10
E. Finance……10
F. Facilities……12

School performance
A. Evidence of Performance and Progress……13
B. Lessons Learned and Actions Taken……28
C. Unique Accomplishments. ……32

Appendices
A. Lower School and Upper School Data Sheets
B. Approved Budget for FY 2011-2012
C. Year-End Financials
D. Board Roster
E. Instructional Staff Lists

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

a. Grades and Age Levels Served

Lower School
In 2011-2012, the Lower School enrolled 244 students in grades PK through 8. The school had two combined-age classrooms of Pre-Kindergarten-Kindergarten, two 1st-2nd grade classrooms, two 3rd-4th grade classrooms, and one class each of 5th, 6th, 7th, and 8th grades. The Lower School is at its full capacity.

Upper School
The Upper School enrolled 392 students in grades 6 through 12. The school had two classes of 6th graders, two classes of 7th graders, one class of 8th graders, 83 9th graders, 84 10th graders, 74 11th graders, and 42 12th graders. The Upper School graduated its first group of 12th graders in June 2012.

b. Curriculum Design and Instructional Approach

At Capital City we believe that schools should prepare students to participate in society by offering a challenging academic program based on active learning through real-world experience. We also believe that schools should foster healthy social development, character building, and the acquisition of life skills.

Capital City Public Charter School implements the Expeditionary Learning (EL) model. EL uses "learning expeditions to challenge students to meet rigorous academic and character standards." Learning expeditions are long-term, in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork and service. The content and skills taught through learning expeditions are based on DCPS content and performance 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.

The Expeditionary Learning model includes a set of "core practice benchmarks" in five key areas: learning expeditions, active pedagogy, school culture and character, leadership and school improvement, and structures. Capital City uses these benchmarks to guide instructional and educational planning, frame professional development for staff, and evaluate the effectiveness of instruction.

The academic curriculum is supported by the use of Responsive Classroom®, which is both a classroom management model and a social curriculum. Educators at Capital City recognize that academic achievement goes hand in hand with social growth. Responsive Classroom, and its middle school counterpart Developmental Designs, 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 Expeditionary Learning to work.

Capital City has curriculum frameworks for each grade that outline the content and skills for core academic subjects, plus Spanish, arts, health, and fitness. The school's curriculum is aligned with District of Columbia Public School standards and graduation requirements.

Lower School

Capital City Public Charter School's Lower Campus 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 writers' workshop, as well as across the curriculum to explain thinking and express ideas in other content areas.

The Lower School's mathematics curriculum is aligned with DC and national standards. Mathematics is both integrated into learning expeditions and taught as a separate subject. Capital City uses two carefully selected mathematics programs, *Everyday Mathematics* (PK – 5) and *Connected Mathematics* (6-8). These programs serve as primary resources for teaching the mathematics curriculum, and both programs support Capital City's developmental approach to teaching mathematics, emphasizing problem-solving and concrete experiences.

Capital City Lower School students engage in a science curriculum that teaches basic scientific thinking skills, while encouraging enthusiasm and a desire to conduct independent scientific inquiries. As much as possible, science instruction is included as a component of learning expeditions, and individual learning expeditions may be explicitly scientific in nature.

Community service, physical education, the arts, and Spanish language instruction are also part of Capital City Lower School's core curriculum. Students study Spanish from grades 1 through 8. The curriculum focuses on speaking practice, vocabulary development, and beginning Spanish reading and writing skills. The language program also provides many students with exposure to other cultures.

Upper School

Our Upper School is currently the only high school in DC to be affiliated with the Coalition of Essential Schools, a network of hundreds of personalized, equitable, and intellectually challenging schools around the country. All CES schools, including Capital City Upper School, follow Ten Common Principles, a set of beliefs about the purpose and practice of schooling. The Common Principles guide the Upper School's priorities, structures, and management.

The Upper School focuses on integrating literacy across the curriculum. Content teachers in all disciplines engage students in reading and responding to texts and in writing for a variety of purposes.

For 6th graders entering the Upper School from schools all over the city, Capital City offers a sheltered environment in the form of a two core content teachers who work with the students for the entire school day. These teachers engage in frequent contact with parents, who are mostly new to Capital City.

The 7th and 8th grade program includes a two-hour humanities block, in which teachers work with students on reading, writing, and history. The math program consists of Pre-Algebra in grade 7 and Algebra in grade 8, with intensive inclusion support provided to students with skill deficits, as well as to English Language Learners. In science, 7th and 8th graders complete one year of life science and one year of earth and physical science. Students have the same core subject teachers for two years.

Capital City's goal is to have all students in twice-weekly Spanish classes from 6th through 8th grade. However, students who need extra support in their core academic classes do not take Spanish so that they can receive extra instruction in math or literacy. All 6th through 8th grade students receive an hour of health education and also participate in electives for the arts, in which they can choose among offerings in music, drama, visual arts and fitness.

Capital City students in grades 9 through 12 complete an academically rigorous college-preparation curriculum. Capital City uses DCPS graduation requirements as the minimum expectation for students.

The 2011-2012 school year was the first year that Capital City had a 12th grade class. In addition to the 12th grade courses required by the District of Columbia, seniors developed a senior expedition, which they engaged in during the spring of their senior year. More information about the Senior Expeditions is included in the 'Unique Accomplishments' section of this report.

c. 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 arts emphasis is especially helpful to students with special needs. 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 Expeditionary Learning. Some elements of Learning Expeditions include guiding questions (what we want to find out), authentic projects, fieldwork in the community, involvement of outside experts, presentation to an audience outside the classroom, and community service. Expeditions are inherently multidisciplinary and bring together many strands of the curriculum.

Community Service

Community Service is an essential component of EL and is often embedded in Learning Expeditions. Students participate in both service to the school and service to the broader Washington community. A dedicated weekly service time provides an opportunity for all students and teachers to engage in service and reflect on the experience. Community partnerships for service include: Mt. Pleasant Library, the Victory Heights Seniors' Home, Community of Hope, and Appletree Learning Center. High school students also have the opportunity to do an internship with a business or community organization. Interns work at their sites on Wednesday afternoons (an early dismissal day for CCPCS).

Advisory

Beginning in the 7th grade and continuing through high school, Capital City features an advisory program that divides students into groups of ten to twelve. The goal of advisory 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 the student's family.

Advisories meet for a half-hour each day for a time of team initiatives, group sharing, and academic check-ins. Additionally, there is one longer meeting period each week, during which time the groups focus on emotional health and interpersonal relationships. 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 (ELLs) through an inclusion program. The program has grown since the school's opening, and has been designed around the needs of the students. Each of the two campuses has a Director of Student Services. These directors coordinate teams of inclusion teachers and other specialists who manage student 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 by a team consisting of inclusion teachers responsible for each classroom, a school psychologist, a 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. Our inclusion and ESL teachers work one-on-one or in small groups with students 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. Classroom teachers and community and parent volunteers attend trips 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.

After-School Activities

The Lower School contracts with an after-school provider in order to operate a high-quality on-site extended day program, which is available to interested families for a fee. The school provides small tuition subsidies to low-income families, in an effort to make the program affordable for all students.

The Lower School also offers afternoon enrichment activities, planned and conducted by Capital City staff. These programs are available to students grades Pre-K through 4th grade for a nominal fee. In the past, the 6-week clubs have focused on activities such as cooking, beading, poetry, soccer, kickball, dance, and scrapbooking.

Capital City offers a free cross-campus after-school program for middle school and high school students. The program is available four days per week. After-school

sports are open to all students, regardless of ability to pay 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, basketball, swimming, softball, tennis, and track. Teams practice at area parks, recreation centers, and community facilities, and play competitive games against other schools.

Students can also choose from a variety of other after-school activities, including yearbook, debate, and improvisational drama. Most offerings are led by Capital City staff and are open to students from both campuses, grades 5 and up.

Summer School

370 students attended a 2012 summer school program at Capital City. There were several different types of summer offerings. For younger students, grades PreK through 6, Capital City offers four weeks of summer school. The goal of this "Inspired Summer" program is work with students in small groups to reinforce literacy and math skills and ensure that students do not lose ground over the summer.

In 2012, the school also offered credit recovery and enrichment courses for high school students. Students missing credit for a one-semester course were required to enroll in and pass that course during summer school in order to be promoted to the next grade. Additionally, Capital City held orientation sessions for all incoming high school students. These orientation sessions 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. Middle School orientation was not held due to space constraints, but the school hopes to expand orientation offerings for the summer of 2013.

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 in choosing their activities. Parents and staff work together to advise the principals on issues and priorities. The principals, Head of School, and the Board of Directors work collaboratively 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.

d. 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 supporting the school.

C. School Staff

a. School Leadership

Head of School: Karen Dresden has a Masters in Education from Harvard University, with a concentration in Educational Leadership. She also has a B.A. in Public Policy from Duke University and an M.S.Ed. in Elementary Education from the University of Pennsylvania. Before the establishment of Capital City Public Charter School, she taught for 7 years at Hearst Elementary School in the DC public school system. She was the school's founding principal.

Lower School Principal: Janine Gomez joined Capital City in 2008 after 12 years of teaching and administrative experience in North Carolina public schools. Janine holds a Masters in School Administration from the University of North Carolina – Chapel Hill and a Masters in Elementary Education from the University of Maryland – College Park. As the President of Sojourn Educational Consultants, Inc., she worked on enrichment and intervention instruction, math curriculum development, professional development and new teacher support in several elementary schools in Durham, NC.

Upper School Principal: The Upper School's founding Principal is Kathryn Byrd. Kathy holds a B.A. in Elementary Education from Michigan State and a Master of Arts in Teaching from Wayne State University. Kathy is the former Director of Curriculum, Instruction, and Training at Paul Public Charter School. She previously worked as an English as a Second Language (ESL) teacher at Paul and at Murch Elementary, and served as an ESL mentor teacher for DCPS interns in elementary grades through adult education.

Director of Finance and Operations: John Breyer brings more than ten years of operational and program management experience to Capital City, where he currently oversees all non-instructional matters. Prior to joining Capital City, John was the Founding Director of Finance and Operations for KIPP Central City Academy in New Orleans where he supported KIPP Central City's long-range facilities vision,

which included fostering relationships with on-site contractors, tracking progress on construction, and advising architects on building plans. Previously, John was Director of Programs, Adventure Education and Director of Technology at Hyde Leadership Public Charter School in Washington DC, and Program Coordinator at For Love of Children, where he managed all aspects of the after-school outreach program.

b. Teachers

During the 2011 - 2012 school year, there were 21 teachers at the Lower School, of whom 4 were inclusion teachers. At the Upper School, there were 43 teachers, of whom 10 were inclusion teachers working with ELL and Special Education students. A list of instructional staff is attached in Appendix E.

c. Teacher Aides

During the 2011 – 2012 school year, there were nine Teaching Fellows at the Lower School. There were four Fellows at the Upper School. More information about the Teaching Fellows program is provided later in the report.

d. Average Class Size

Average class size at the Lower School from 2011-2012 was 24. The student/teacher ratio was 10:1. At the Upper School, average class size was 19, and the student/teacher ratio was 12:1.

e. Qualifications and assignment of school staff – see HQT table in Appendix E

f. Staff attrition rate

The instructional staff attrition rates, divided by years of service, can be found on the data sheets in Appendix A, but these calculations include the attrition of Teaching Fellows, who are by definition likely to more to other schools after gaining teacher certification. The attrition rate for all other instructional staff (excluding teacher fellows) was 0.19 at the Lower School between September of 2011 and September of 2012. During the same time period, the staff attrition rate at the Upper School was 0.10.

g. Salary range / average salary for teachers and for administrators

Salary ranges and average salaries by staff category can be found in Appendix A at the end of this report.

D. Student Characteristics

The total student population at Capital City Public Charter School during the 2011 – 2012 school year was 636 students. The re-enrollment rate was 90.3%. Of the 636 students who were counted at the October enrollment audit, 26 students transferred out during the course of the school year. Average daily attendance at Capital City Lower School last year was 97.4%, and at the Upper School average daily attendance was 93.2%.

Capital City's student body in 2011 – 2012 was racially and ethnically diverse, with 47% of students self-identifying as Latino, 35% as African-American, 13% as Caucasian, and 5% as Asian/Pacific Islander.

Additional demographic information is as follows: 62% of Capital City students were classified as low income during the 2011 – 2012 school year and were eligible for free or reduced lunch. 17% of students were identified as requiring special education services, and 21% of students were identified as English Language Learners (a significant increase of 6 percentage points over the previous school year). The student body was 47% male and 53% female.

Serious discipline incidents throughout the school year were few and far between. At the Lower School, there were only four reported discipline events throughout the school year. Although there were 65 students with discipline events reported at the Upper School, only 7 resulted in expulsions and most of the rest of these incidents were related to students skipping class or using disrespectful language. Overall, the school environment at both campuses was a safe and orderly place to learn, and the Upper School embarked on an anti-bullying campaign in which students took an active part.

E. Finance

1. The Approved Budget for FY 2011-2012 is included in the Appendix as Attachment B. The Year-End Financials are in Appendix C.

2. Donors and grantors

   The following individuals and organizations donated at least $500 to Capital City Public Charter School last year. The list does not reflect multi-year pledges of over $500 unless that amount (at minimum) was paid between 7/1/10 and 6/30/11.

Adair Fox & Shelley Whelpton
Adam Lingo & Abeba Taddese
Agger-Loewy Foundation

Amy Austin & Deirdre Joy
Andrew Marino
Anne Herr & Karl Jentoft
Association of American Medical Colleges
Brett Howe & Claudia Weinmann
Caitlin & Jennifer Lauchlan
Candace Crawford
Carly Partridge
Carol & Charles Spring
Chesapeake Bay Trust
Christine & Glen Hartless
Colleen & Martin Geislinger
Craig Cahoon & Katherine Walters
Cynthia & Christopher Runyan
Denise & John Nwaezeapu
The Office of the State Superintendent of Education
Diane Biondi
Dixcy & Nolan Bosley-Smith
Farar Elliott & Ruth Trevarrow
Fight for Children
Harold Rosen & Susan Wedlan
Hattie M. Strong Foundation
ING
Jill Weiler
Joan & Anthony Chibuoke
John Mitchell & Susan Sabella
Karen Dresden
Kathryn & James Byrd
Kenneth Johnson & Gina Lagomarsino
Laura & Chris Chilbert
Lisa Gold Schier & Kurt Schier
Lowell Ungar
Maggie Boland & John Hance
Margaret & Ernest Greene
Maria Sokurashvili & Jeffrey Steele
Marianne Conroy & Orrin Wang
Marilyn & Irwin Scher
Michael Casson & Leslie Pace
National Constitution Center
National Environmental Education & Training Foundation
National Home Library Foundation
Perry & Darin McKeever
Brian McMaster & Kathleen Strouse

Peter Munsat & Lisa Weinstein Munsat
Richard & Kellie Browne
Robert Carducci
Robert Falk
Simmons & Marcel Lettre
Sue & Charlie Bell
Sylvia Mader
Tamara Gould & Alexander Thier
Tenleytown Trash
The Diane and Norman Bernstein Foundation
United Way of the National Capital Region
Youth Service America

F. Facilities

1. All relevant facilities information can be found in the Appendix A at the end of this report.

SCHOOL PERFORMANCE

A. Evidence of Performance and Progress

1. Lower School

Capital City's Lower School campus spans grades PreK through 8, and thus incorporates two different accountability structures: Early Childhood (grades PreK – 2), and Elementary / Middle (grades 3 – 8). Each of these frameworks will be discussed in turn.

Lower School: Early Childhood Program

Capital City's Early Childhood program comprises grade levels PreK through 2nd grade. The Public Charter School Board monitors this program by means of the Early Childhood Accountability Plan, which includes seven indicators of programmatic and academic success. Capital City's youngest students, in Pre-K through 2nd grade, do not take the DC-CAS, since this test is offered beginning at the 3rd grade level. Therefore, the school administers a variety of internal assessments in order to gauge the progress of these students.

Target	Result	Target Met?
At least 89% of Pre-K and K students will demonstrate progress on at least 3 of the 6 key grade level literacy indicators by the spring administration on the PALS assessment (or score at the 100% mark).	100% of PK and Kindergarten students demonstrated progress on at least 3 of 6 key grade level literacy indicators by the spring administration on the PALS assessment (or scored at the 100% mark).	Yes
At least 70% of 1st and 2nd grade students will make at least the projected level of a year's growth on the DRA.	75% of 1st and 2nd grade students made at least the projected level of a year's growth on the DRA.	Yes
At least 70% of students in Kindergarten, 1st, and 2nd grades will score at or above grade level on the DRA.	73.2% of students in K through 2nd grade scored at or above grade level on the DRA.	Yes
On average, students will attend school at least 91% of the days.	Students attended school on 97.1% of the days.	Yes
At least 85% of eligible students in grades Pre-K through 2nd will re-enroll at CCPCS for the next school year.	93.6% of student in grades PK through 2nd re-enrolled for the 2011-12 school year.	Yes
At least 95% of parents or guardians of students grades Pre-K through 2 will participate in a parent conference.	100% of parents and guardians of students in grades PK through 2 participated in a parent conference.	Yes
At least 85% of K through 2nd grade students will score at grade level on the spring writing assessment. Grade level target scores: K=1.5, 1st = 2.0, and 2nd = 3.0.	97% of K through 2nd grade students scored at or above grade level on the writing assessment.	Yes

As shown in the table above, Capital City's Early Childhood program met all seven accountability targets during school year 2011-12. This is an improvement over the previous year, in which only five targets were met. The targets are discussed at more length below.

For Pre-K students, Capital City administers the Phonological Awareness Literacy Screening (PALS), a diagnostic and progress-monitoring tool that measures literacy development. The PALS was administered twice during the school year – in the fall, and again in the spring.

According to PALS guidelines, Pre-K students are expected to be able to write their names, identify a minimum of 12 upper case letters by sight, and to recognize the sounds of at least four letters and the beginning sounds of at least five words. Students are also tested on print and word awareness, as well as rhyme awareness. The table below shows the progress that the Pre-K students made throughout the school year in literacy development.

PALS: 2011-2012 Pre-K Literacy Development (n=19)					
Literacy Concept	**Fall Average**	**Spring Average**	**Spring Goal**	**% Reaching Goal**	**% Making Growth**
Name writing	5.7	6.6	5	89%	89%
Uppercase recognition	17.5	22.8	12	89%	95%
Sound awareness	5.7	13.3	4	84%	95%
Beginning sound awareness	5.5	9.0	5	95%	89%
Print/word awareness	6.7	8.9	7	95%	95%
Rhyme awareness	5.2	7.6	5	74%	84%

Kindergarten students also took the PALS assessment. The Kindergarten-level assessment is similar to the Pre-K assessment, but includes slightly different measures. Like the Pre-K students, Kindergarteners are tested on rhyme awareness beginning sounds and letter recognition. Additionally, Kindergarten students are assessed in the areas of spelling and concept of words. This last category assesses students' ability to identify certain words both inside and outside of a line of text (a familiar rhyme).

PALS: 2011-2012 Kindergarten Literacy Development (n=23)						
Literacy Concept	**Fall Average**	**Fall Goal**	**Spring Average**	**Spring Goal**	**% Reaching Goal**	**% Making Growth**
Rhyme Awareness	8.7	4	9.2	9	87%	91%
Beginning Sounds	8.9	5	9.7	9	91%	96%
Lower Case Recognition	21.0	12	24.5	24	91%	100%
Letter Sound Recognition	16.2	4	23.1	20	87%	96%
Spelling	12.6	2	18.5	12	96%	91%
Concept of Words	12.2	4	20.8	21	70%	100%

This is the third year that Capital City students have taken the PALS assessment. This year the Kindergarten scores were quite strong, with large percentages of students demonstrating grade-level proficiency on every measure. As with last year, the lowest proficiency percentage was for the "Concept of Words" measure; however, this year's Kindergartners were 70% proficient on this measure compared to last year's Kindergarten proficiency rate of 52%.

Capital City students in grades K through 2 are assessed in reading, writing, and math. The Developmental Reading Assessment (DRA) is used to monitor students' reading levels and growth. Both of the targets that were missed on last year's Accountability Plan related to the DRA. In school year 2010-11, only 60% of Capital City Early Childhood students demonstrated a year's growth on the DRA, but in 2011-12 75% of Early Childhood students demonstrated the projected amount of growth. Similarly, in 2010-11 only 62% of Early Childhood students were reading at or above grade level by the end of the school year. However, in school year 2011-12, 73% of Early Childhood students met that benchmark. The 2011-12 DRA results by grade level can be seen in the table below.

Early Childhood 2011-12 DRA Scores						
		Grade Level or Above			Year's Growth	
Grade	# Tested	Number	Percent		Number	Percent
K	23	16	70%		N/A	N/A
1	25	17	68%		17	68%
2	23	19	83%		19	83%
E.Child Tot	**71**	**52**	**73%**		**36**	**75%**

The highest scores and the largest amount of growth were found in the 2nd grade cohort, which means that the majority of students are well-positioned to succeed in 3rd grade next year. It is notable that the percentage of students in 1st and 2nd grades reading on grade level was the same as the percentage of students demonstrating a year's growth in those respective grades – however, a look at the individual student data shows that these were not the same individuals. Several students who were reading below grade level demonstrated at least a year's growth, and a few students who were reading above grade level did not grow as quickly.

Since school year 2009-10 Capital City has employed the Six Plus One Traits of Writing Assessment, developed by the NWREL. Teachers have been trained to use the scoring rubric. The Six Plus One rubric includes an early childhood version. When taking the Six Plus One assessment, all students write in response to a prompt for a specified amount of time. Using the Six Plus One Traits rubric, teachers score student writing in six categories: Ideas, Organization, Voice, Word Choice, Fluency and Conventions. Students are given a score of 1-5 in each category. The six scores are averaged together to get the final score. The cut-score associated with grade level proficiency is 3 for the 2nd grade, and 2 for the 1st grade, and 1.5 for Kindergarten.

The following table shows the writing proficiency rates for early childhood grades from 2010 to 2012. The writing scores have tended to be strong each year, demonstrating Capital City's commitment to a balanced literacy curriculum.

Early Childhood Writing Benchmarks Over Time						
	2010		2011		2012	
Grade	*# Tested*	*% Met Benchmark*	*# Tested*	*% Met Benchmark*	*# Tested*	*% Met Benchmark*
K	24	100%	24	96%	23	96%
1	25	100%	25	100%	25	100%
2	25	100%	25	100%	24	96%
Total	**74**	**100%**	**74**	**99%**	**72**	**97%**

Capital City's math assessment is conducted using Math Benchmarks, which have been developed by teacher teams using local and national standards. The Math Benchmarks are administered as a series of assessments through the course of the year. Teachers use the Benchmarks to gauge student progress and to check for understanding of specific concepts and skills. Students who did not demonstrate mastery were reassessed after receiving additional instruction. The table below shows the 2012 Benchmark data.

Early Childhood Math Benchmarks 2011-12			
		Met Benchmark (80%+)	
Grade	# Tested	Number	Percent
K	23	18	78.3%
1	25	21	84.0%
2	23	19	82.6%
Total	**71**	**58**	**81.7%**

While the Math Benchmark scores continue to be fairly strong, there was an overall drop in the percentage of students meeting the 80% proficiency benchmark. In 2010-11, 87% of Early Childhood students met that goal, whereas just under 82% of Early Childhood students did so in 2011-12. The biggest difference was among Kindergarten students, who were 95% proficient on the Math Benchmarks in 2010-11 and only 78% proficient in 2011-12.

Lower School: Elementary / Middle School Program

Capital City Lower School also includes grade levels 3 through 8, and the success of these elementary and middle school programs is monitored by the PCSB's Performance Management Framework (PMF) for elementary and middle schools. The PMF measures student growth and achievement, as well as various programmatic indicators such as attendance and re-enrollment, which were discussed in the School Description section above. In this section, therefore, the focus will be on academic measures of student success. In order to offer a better comparison with the Early Childhood academic data, DRA and Math Benchmark scores will be presented in addition to DC-CAS data.

The tables below display the 2011-12 DC-CAS proficiency rates for Capital City students in grades 3 to 8. The first table shows the math proficiency rates for all Capital City students in these grade levels, whereas the second table includes only students who have been at Capital City for at least two years.

Capital City Elementary and Middle School students had overall proficiency rates of 62.3% in math and 67.8% in reading on the 2012 DC-CAS, well above the city-wide averages of 49.3% in math and 45.6% in reading. It is also notable that 21.2% of Capital City Lower School 3rd through 8th graders tested

at the advanced level in both math and reading. The following table presents the DC-CAS math results for the past three years.

Recent Lower School DC-CAS Math Performance								
	Spring 2010			Spring 2011			Spring 2012	
Grade	# Tested	% Prof		# Tested	% Prof		# Tested	% Prof
3	25	56%		25	64%		25	40%
4	24	63%		25	96%		24	67%
5	25	60%		25	44%		25	64%
6	24	67%		25	63%		25	52%
7	25	76%		24	84%		23	82%
8	24	71%		25	68%		24	68%
Total	147	65%		149	70%		146	62%

The DC-CAS math results from the last three years demonstrate an increase in the proficiency rate in 2011 and a decrease in 2012. Of particular interest is the 8th grade Math score, since this is one of the Gateway measures on the PMF. The 8th grade class in 2012 was 68% proficient in DC-CAS math, the same exact percentage as the previous class of 8th graders.

In addition to DC-CAS math scores, Capital City tracks student math performance on internal Math Benchmark assessments. The table below presents the results of the Benchmark assessments.

Elementary/Middle Math Benchmarks 2011-12			
		Met Benchmark (80%+)	
Grade	# Tested	Number	Percent
3	24	11	45.8%
4	25	20	80.0%
5	25	24	96.0%
6	25	9	36.0%
7	24	12	50.0%
8	25	18	72.0%
Total	**148**	**94**	**63.5%**

It is interesting to compare the grade-level Benchmark scores with the DC-CAS Math data. Some correlation between the Benchmarks and the DC-CAS is evident; for example, 3rd and 6th grades performed poorly on both assessments. However, the 5th grade had particularly high Benchmark scores without correspondingly high DC-CAS scores; meanwhile, 7th grade students scored poorly on the benchmark assessments but were 82% proficient on the DC-CAS.

Another way to look at the math data is to focus on the growth of students from year to year on the DC-CAS. The DC-CAS chart above does not allow us to follow the same group of students from year to year; rather, it compares the scores of 3rd graders in 2011 to the scores of 3rd graders in 2012, and so forth. Therefore, a look at the cohort math data is more informative. This information is shown in the table below.

2011-2012 DC-CAS MATH COHORT ANALYSIS						
Students at Capital City for 2+ Years						
	Spring 2011			**Spring 2012**		**Gain/Loss**
# Tested	Grade	% Prof		Grade	% Prof	
23	3	60.9%		4	65.2%	**4.3%**
23	4	95.7%		5	69.6%	**-26.1%**
11	5	36.4%		6	54.5%	**18.2%**
18	6	66.7%		7	77.8%	**11.1%**
25	7	80.0%		8	68.0%	**-12.0%**
100	**Total**	**72%**		**Total**	**66%**	**-6.0%**

The 2012 DC-CAS math results for returning cohorts of students was mixed. Although some grade levels had substantial gains, the overall change was a six percentage point drop in proficiency rates for returning students, with the biggest drop occurring at the 5th grade level. The 6th grade results are also interesting, because the year to year comparison on page 18 shows an 11 percentage point drop in 6th grade math scores from 2011 to 2012. However, a look at the cohort data shows that there were a significant number of new students at the 6th grade level in 2012, and that among the eleven students who were returning, math proficiency actually increased by 11.1 percentage points.

An even more nuanced way to look at student growth is to employ the Median Student Growth Percentile (know as SGP) measure, which is another PMF measure. The SGP calculates a percentile rank for each individual student, based on how much the student grew from 2011 to 2012 compared to a group of students who scored similarly in 2011. The median percentile rank for the full group of students is then selected and becomes the overall SGP for that school. One benefit of the SGP is that it uses previous year DC-CAS data from *other* schools in order to track gains even for students who did not attend Capital City last year.

Capital City Lower School scored a 46 on the math SGP measure, meaning that the median Capital City student grew just slightly less in math than the average student citywide. Due to the margin of error, this score of 46 is not statistically distinguishable from a score at the 50th percentile. Nevertheless, the score is disappointing compared to the 2011 score of 56, from which it *is* statistically

distinguishable. Taken together, the cohort math data and the SGP score demonstrate that students at Capital City Lower School did not make great gains in math over the course of the past year, with the exception of the small cohort of returning 6th graders. The math results will be discussed further in the 'Lessons Learned' section of this report.

The other subject area assessed by the DC-CAS is reading. The following table shows Lower School DC-CAS reading scores over the past three years.

Recent Lower School DC-CAS Reading Performance								
	Spring 2010			Spring 2011			Spring 2012	
Grade	# Tested	% Prof		# Tested	% Prof		# Tested	% Prof
3	25	76%		25	80%		25	52%
4	24	63%		25	92%		24	71%
5	25	68%		25	56%		25	88%
6	24	71%		25	67%		25	40%
7	25	60%		24	68%		23	78%
8	24	58%		25	56%		24	76%
Total	147	66%		149	70%		146	68%

As with math, the DC-CAS reading results from the last three years demonstrate an increase in the reading proficiency rate in 2011 and a small decrease in 2012. The 3rd grade reading score is of particular interest, given that it is one of the PMF Gateway measures. In 2012, Capital City 3rd graders were 52% proficient on the DC-CAS, a significant decrease from last year's 3rd grade scores. This result, although disappointing, was not wholly unexpected given the low DRA scores of last year's 2nd grade cohort; only 52% of those students entered 3rd grade reading at or above grade level.

Elementary/Middle 2011-12 DRA Scores						
		Grade Level or Above			Year's Growth	
Grade	# Tested	Number	Percent		Number	Percent
3	25	17	68%		22	88%
4	24	23	96%		22	92%
5	25	25	100%		25	100%
6	25	11	44%		24	96%
7	23	18	78%		18	78%
8	24	17	71%		21	88%
Total	**146**	**111**	**76%**		**132**	**90%**

A comparison between DRA and DC-CAS scores sheds more light on the overall reading proficiency of Lower School students. The table above shows that in grades 3 through 8, 76% of students were reading at grade level by the end of

the school year. Additionally, the DRA provides information about how many students demonstrated a year's worth of growth over the course of the year. 90% of students did so in school year 2011-12. 4th and 5th grades are particularly notable for the large percentage of students who were reading on grade level by May. And although the 6th grade proficiency rate was low on the DRA as well as on the DC-CAS, it is important to note that over half of the 6th grade class was new to Capital City, and that 96% of them demonstrated at least a year's growth.

Since the tables above do not allow us to follow the same group of students from year to year, cohort data are shown in the table below.

2011-2012 DC-CAS READING COHORT ANALYSIS						
Students at Capital City for 2+ Years						
	Spring 2011			**Spring 2012**		**Gain/Loss**
# Tested	Grade	% Prof		Grade	% Prof	
23	3	78.3%		4	73.9%	**-4.3%**
23	4	95.7%		5	87.0%	**-8.7%**
11	5	36.4%		6	27.3%	**-9.1%**
18	6	66.7%		7	66.7%	**0.0%**
25	7	64.0%		8	76.0%	**12.0%**
100	Total	72.0%		Total	72.0%	**0.0%**

The cohort analysis table above reveals several interesting pieces of information. First, it shows that despite an overall drop in reading scores school-wide, the proficiency rate for returning students was exactly the same from 2011 to 2012. Second, it shows that despite the stable average, there were significant changes in almost every grade level – returning students in grades 4 through 6 experience decreases in proficiency rates, 7th grade remained at the same rate, and 8th grade had a substantial increase in proficiency of 12 percentage points. It is also notable that although 5th grade scores were lower in 2012 compared to 2011, there may have been some 'regression to the mean' type effect, given that the students in that grade had been close to 100% proficient in the previous year.

The SGP provides another way to look at student growth in reading proficiency from 2011 to 2012. Capital City's SGP for reading was 53.5 for school year 2011-12, meaning that the median student at Capital City grew just slightly more than the city-wide average in reading proficiency. This year's reading SGP is not statistically distinguishable from last year's reading SGP of 55.8. These scores demonstrate that Capital City students made respectable gains in reading for both of the past two school years.

2. Upper School

Capital City's Upper School campus spans grades 6 through 12, and thus incorporates two different accountability frameworks: Middle School (grades 6 – 8), and High School (grades 9 – 12). Each of these frameworks will be discussed in turn.

Upper School: Middle School Program

Capital City Upper School's middle school grades are monitored by the PCSB's Performance Management Framework (PMF) for elementary and middle schools. The PMF measures student growth and achievement, as well as various programmatic indicators such as attendance and re-enrollment, which were discussed in the School Description section above. In this section, therefore, the focus will be on academic measures of student success. In order to offer a more robust picture of student achievement, Gates-MacGinitie reading scores and Math Benchmark scores will be presented along with DC-CAS scores.

Below are the results of the 6th through 8th grade DC-CAS assessments. The first table includes math scores from spring of 2012, with comparisons to the previous two school years.

Recent Upper School DC-CAS Math Performance								
	Spring 2010			Spring 2011			Spring 2012	
Grade	# Tested	% Prof		# Tested	% Prof		# Tested	% Prof
6	23	43%		37	62%		38	58%
7	24	58%		26	77%		38	53%
8	26	73%		25	80%		30	63%
Total	73	58%		88	72%		106	58%

The 2012 DC-CAS math results show a drop in performance at all grade levels compared to 2011 scores, and with an overall average that was the same as the 2010 average. Of particular interest is the 8th grade Math score, since this is one of the Gateway measures on the PMF. The 8th grade class at the Upper School in 2012 was 63% proficient, which is similar to the Lower School's 8th Gateway score of 68% proficient.

Like the Lower School, the Upper School also administers Math Benchmark assessments in the middle school grades. This year, the 7th and 8th grade instructor did not administer the 8th grade assessments, and he administered a smaller number of assessments in to the 7th grade class. Therefore, the 7th grade scores are not directly comparable to the Lower School scores. The 6th grade scores, however, should be comparable. The Math Benchmark results can be found in the table below.

Middle School Math Benchmarks 2011-12			
		Met Benchmark (80%+)	
Grade	# Tested	Number	Percent
6	38	18	47.4%
7	35	11	31.4%
8	N/A	N/A	N/A
Total	**73**	**29**	**39.7%**

Compared to the Lower School, the Upper School has fewer students who are tested on the DC-CAS two years in a row, since 9th grade students are not tested. However the table below presents a year-over-year comparison for the 52 students who were tested in 2011 and 2012. The math proficiency of these students dropped by 8 percentage points between 2011 and 2012, and the drop was the similar for both the 7th and the 8th grades.

2011-2012 DC-CAS Math Cohort Analysis					
Students at Capital City for 2 Years					
	Spring 2011		**Spring 2012**		**Gain/Loss**
# Tested	Grade	% Prof	Grade	% Prof	
29	6	66%	7	59%	**-6.9%**
23	7	83%	8	74%	**-8.7%**
	Total	75%	Total	67%	**-8.0%**

The Upper School middle grades math SGP rank for school year 2012 was 39. This score is not surprising given the information on the table above, and it is a departure from the previous year's score of 64.5. The large change in SGP from one year to the next we be discussed further in the 'Lessons Learned' section of this report.

As shown in the table below, overall DC-CAS reading scores decreased in 2012 compared to both of the previous years. The pattern of proficiency rates from year to year was somewhat different at each grade level.

Recent Upper School DC-CAS Reading Performance								
	Spring 2010			**Spring 2011**			**Spring 2012**	
Grade	# Tested	% Prof		# Tested	% Prof		# Tested	% Prof
6	23	52%		37	43%		38	42%
7	24	54%		26	69%		37	51%
8	26	77%		25	68%		30	63%
Total	73	61%		88	58%		105	51%

Like the Lower School, the Upper School administers the DRA to middle school students, as a way of gaining more granular information about their individual reading skills and challenges. The table below shows their scores. In comparing the DC-CAS scores to the DRA scores, it is evident that the percentage of students reading on or above grade level increases at each level from the 6th grade to the 8th grade, which is what we would hope to see. Additionally, the DRA provides interesting information regarding the progress of students in different grade levels throughout the year. It is notable that despite their low proficiency rates, 89% of students in the 6th grade made at least a year's worth of growth in reading proficiency.

Middle School 2011-12 DRA Scores						
		Grade Level or Above			Year's Growth	
Grade	# Tested	Number	Percent		Number	Percent
6	37	21	57%		33	89%
7	34	20	59%		21	63%
8	29	22	76%		28	97%
Total	**100**	**63**	**63%**		**82**	**82%**

In order to provide a more nuanced year-over-year comparison, the table below compares DC-CAS reading scores for students who were assessed at Capital City two years in a row. The data show that for these students, there was an overall increase of 2 percentage points, which was driven by a 7 percentage point increase at the 7th grade level.

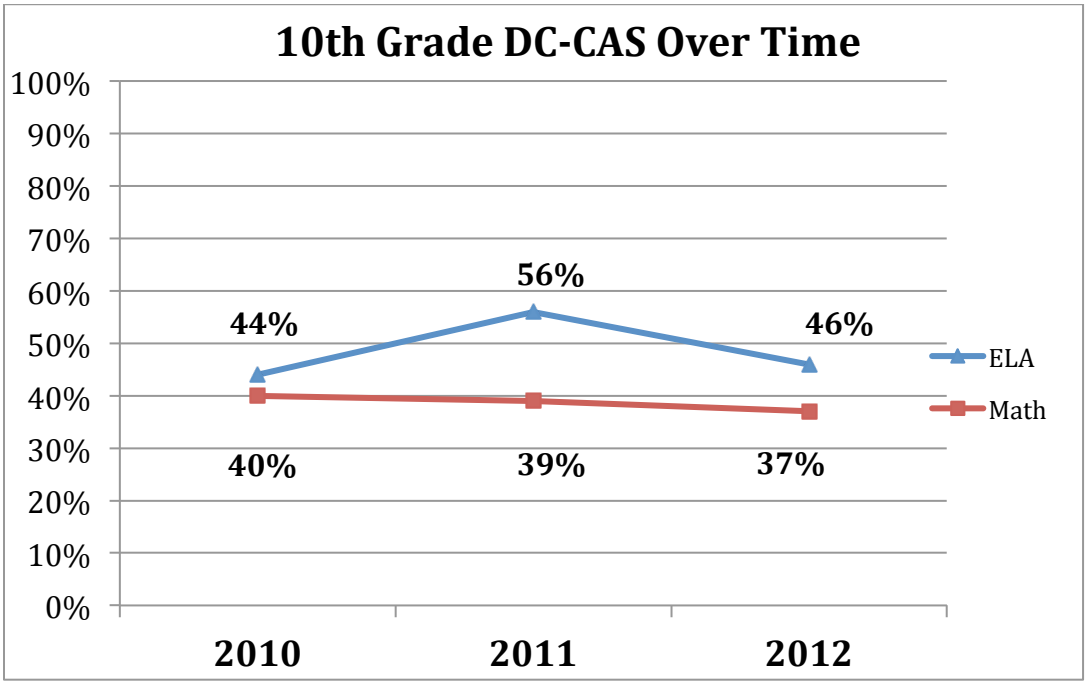
2011-2012 DC-CAS Reading Cohort Analysis					
Students at Capital City for 2 Years					
	Spring 2011		Spring 2012		Gain/Loss
# Tested	Grade	% Prof	Grade	% Prof	
29	6	48%	7	55%	**6.9%**
23	7	78%	8	74%	**-4.3%**
	Total	63%	Total	65%	**2.0%**

The reading SGP score takes into account not only the students in the table above, but all students in grades 6 through 8 who had a 2011 DC-CAS score from any school and were assessed at Capital City in 2012. The 2012 Upper School SGP was 58 compared to a score last year of 54.9. This makes sense given the large amount of students who, based on the DRA evidence, made a large amount of progress in reading over the course of the year. Taken together, the evidence indicates that even though overall scores were not strong and there were some individual drops in scores at the 8th grade level, Capital City Upper School students made an above-average amount of progress in reading during the 2011-12 school year.

Upper School: High School Program

The following section contains information related to Capital City Students in grades 9 through 12. Since 9th, 11th, and 12th grade students do not take the DC-CAS, those scores will be reported for the 10th grade only. For the other grade levels, other assessment data will be reported. Data regarding Capital City's first graduating class will also be shared.

The graph below displays 10th grade DC-CAS achievement from 2010 to 2012. Although a different group of 10th graders was tested each year, the comparison is useful because the 2010 scores provide a sort of baseline from which the more recent scores can be judged.



In 2012, 37% of 10th graders tested proficient or above in math and no students tested at the advanced level. The math scores decreased by two percentage points when compared with the prior year's scores, highlighting the need for some changes in the math program, which will be discussed in the later in the report. On the reading section of the 2012 test, 46% of 10th grade students tested at the level of proficient or above, with 5% scoring in the advanced range. This represents a 10 percentage point decrease in proficiency from the prior year's scores. Even though the students tested in 2012 represented a completely different group of students from those tested in 2011, a decrease of this magnitude was unexpected and warrants further analysis. Further discussion of the 10th grade DC-CAS scores, both math and reading, can be found in the "Lessons Learned' section of this report.

It is difficult to find an accurate measure of growth for 10th grade students, since they are not assessed in 9th grade. However, the MGP measure does include the possibility of looking back two years to the 8th grade DC-CAS data. Although this measure necessarily leaves out any student who did not take the DC-CAS to years prior, it does provide more information about the growth of 10th grade students than has ever been available in the past.

The results of the 2012 DC-CAS assessment show the median Capital City 10th grade student as growing more than only 32.5 percent of other 10th grade students citywide in math. This result is comparable to last year's math SGP of 38.8. (The two-year rolling average is 33.7). For the DC-CAS reading assessment, the 2012 SGP was 41, meaning that the median Capital City student grew more than 41 percent of students citywide in the two years since they students were last assessed. This result is low compared to the 2011 reading SGP of 54.6. The two-year rolling average for 10th grade ELA is 47.9.

One caveat that is important for the interpretation of 10th grade SGP scores is the fact that a significant number of 10th grade students did not attend Capital City in 9th grade. Therefore, even though the SGP is measuring two years of growth, in many cases, only one year of instruction in the subject matter can be attributed to Capital City. Therefore, the SGP estimate is in part capturing learning that took place in the 9th grade at a different school. This means that it is more difficult for a high school to influence SGP scores for students who are new to the school in 10th grade. Nevertheless, the 2012 SGPs in conjunction with the DC-CAS proficiency data demonstrate that Capital City is not doing enough to get students caught up to grade level during their high school years.

All Capital City high school students are assessed at the beginning and end of each school year using the Gates-MacGinite reading assessment. This assessment allows the school to track student achievement and growth in reading over the course of the school year. The results of the Gates assessment are displayed in the table below.

High School Gates Grade Levels, 2011-12					
Grade	**# Tested**	**Average Reading Level**	**# Grade Level or above**	**% Grade Level or above**	**% Year's Growth**
9	54	7.9	16	29.6%	41.9%
10	78	9.3	20	25.6%	63.5%
11	57	10.2	21	36.8%	54.7%
12	47	10.2	18	38.3%	55.6%
HS Total	**236**		**75**	**31.8%**	**56.1%**

The results of the Gates assessment were fairly consistent across grade levels, in general, the average Capital City high school student is reading approximately two years below grade level, and about half of the high school students made at least a year's worth of progress in reading during the 2011-12 school year. The average proficiency rate for high school students is just over 30%. Interestingly, the 10th grade had the lowest proficiency rate but the highest percentage of growth when compared to the other grades. The low proficiency rates across all grades are alarming, but they would be less so if the growth percentages were higher. The Gates results point to the need for more literacy interventions for students who are coming to Capital City several years behind in reading.

During October of 2011, all of Capital City students in grades 9 through 11 participated in the PSAT test. Although only 11th graders are required by the PCSB to take the assessment, Capital City chose to assess all high school students in order to give students several years to become familiar with the test. Additionally, this strategy will allow school administrators to track student progress on the PSAT over a three-year period. PSAT scores and median percentile rankings can be found in the table below

Fall 2011 PSAT				
	Critical Reading Average	Math Average	Writing Average	Median Percentile Rank
11th grade	38.2	36.5	37.8	16th
10th grade	33.9	34.7	33.6	10th
9th grade	33.4	32.0	32.5	5th

The PCSB requires high schools to report the percentage of 11th grade students scoring at least a combined score of 80 on the Critical Reading and Math portions of the test. In 2012, 37% of Capital City 11th grade students met that benchmark, compared with 49% in the previous year's 11th grade class. Another concern is that only 5 students (out of a class of 70) had an overall PSAT score at or above the 50th percentile. This highlights the need for academic interventions in math and reading, as well as intensive SAT preparation, for the rising 12th grade class.

In June 2012, Capital City graduated its first senior class. This 12th grade class was monitored based on several of measures, including SAT performance. PCSB requires schools to report the percentage of students in the 12th grade class who scored at least an combined score of 800 on the SAT Reading and Math sections (or scored an equivalent composite ACT score of 16). 52% of Capital City's 12th graders met this benchmark.

B. Lessons Learned and Actions Taken

1. Lower School

The Lower School academic data from 2012 shows mixed results across different grades. The Early Childhood program showed strong gains, but the DC-CAS scores in grades 3 through 8 were not as strong, with overall drops in both reading and math.

Math scores dropped in several grade levels in 2012, and this drop was not entirely expected. 5th grade and 8th grade had the largest drops in proficiency based on cohort-level results, and these two cohorts had demonstrated the highest proficiency in the previous year. One likely reason for the somewhat choppy results of on DC-CAS math is the fact that Capital City fully implemented Common Core State Standards (CCSS) in the 2011-12 curriculum maps, somewhat ahead of many other schools in the city. The school made this decision based on programmatic goals, with the knowledge that the misalignment of some of the standards may negatively affect DC-CAS scores until such time as the state-wide standardized assessment is also fully aligned with the CCSS. It is also likely that newer staff will continue to need professional development in the area of Common Core practices for teaching. To this end, the school has committed to using funds received from a grant to allow the teacher-led Math Cadre to broaden its impact by demonstrating Common Core Practice Standards, and supporting other teachers with implementation.

A closer look at the DC-CAS scores revealed that the drops in DC-CAS reading scores were mostly attributable to low scores at the 3rd and 6th grade levels. The reading outcomes for these grade levels, although disappointing, were not a surprise. The 3rd grade cohort had entered 3rd grade with a large percentage of students reading well below grade level. This lack of readiness for 3rd grade reading was noticed at the beginning of last year but was not adequately addressed, in part due to staffing complications. Clearly there were a number of students who had not received enough intensive literacy supports in 1st and 2nd grades, and were still seeing the effects several years later. In order to provide this level of support in future years, Capital City has hired a Reading Recovery specialist for school year 2012-13. The specialist is a veteran Lower School teacher with a proven record of supporting students in literacy. The specialist will work with students one-on-one to ensure that each student entering 2nd grade is a reader. Additionally, we will be focusing after-school Literacy Intensives this year on 2nd through 4th grade students in order to ensure that all of these students reach grade-level proficiency.

The 6th grade literacy scores, although initially alarming, were actually fairly strong given the fact that over half of the 6th grade students were new to

Capital City and a large percentage of them were English Language Learners. Based on data received from OSSE, we know that these students grew significantly more than most of their 6th grade peers over a one-year period. Therefore, although the DC-CAS proficiency rate for 6th grade brought down the school average, we are proud of the progress that these students made and committed to continuing that progress next year. Many of them are on track to reach proficiency in 2013.

The biggest overall changes for the Lower School in school year 2012-13 will be the expansion of the Early Childhood program to include three-year-olds and the restructuring of the school to include only grade PK3 through 4th. This programming change will allow Capital City to enroll students one year earlier and to begin working with them on social and academic skills at a younger age. Given the vast body of research indicating that early interventions have long-range consequences for student learning, this is an exciting development. Additionally, the decision to end the Lower School at grade 4 will allow the school to focus resources and planning specifically on younger students. Changes affecting the middle school grades (5th through 8th) will be discussed below.

2. Upper School

DC-CAS scores at the Upper School dropped substantially from 2011 to 2012, and Gates and PSAT scores were not encouraging either. The decreases in both subject DC-CAS subject areas at almost every grade level call for thoughtful consideration of significant changes. The most obvious change to the program for school year 2012-13 has been the restructuring of the school. Instead of an 'Upper' School encompassing grades 6 through 12, the school has been split into a Middle School and a High School. (Students from the Lower School grades 5 through 8 have also been moved into the new Middle School.) This new structure allows administrators at the middle and high school levels to differentiate planning and interventions based on the needs of students at different grade levels.

At the Middle School level, there were several lessons learned. One lesson from the Lower School was the gains that can be achieved in the middle grades by splitting math and ELA instruction between two staff members each with expertise in a certain subject area, rather than having one teacher cover all content. This intervention was attempted in the Lower School 6th grade for the first time last school year, and students made significant growth. Therefore, the Middle School structure this year calls for splitting content between a reading/humanities teacher and a math/science teacher at each grade level.

Another lesson learned from the Upper School middle grades last year was the need to continuously monitor student achievement on benchmark and interim assessments throughout the year. It was evident in looking back at the data

that at least one class had been lagging behind in math throughout the school year, but the data were not monitored closely enough to result in staffing or programming changes for those students. By the end of the year, it was clear that the students were behind, but at that point it was too late to implement major changes. This could have been avoided with closer monitoring and oversight throughout the school year.

Some of the interventions used to support Middle School students last year can be strengthened and continued, while others will be discontinued. For example, one company that was hired to provide tutoring for Title I Supplemental Education Services received negative reviews from teachers, administrators, and students. Given that the SES set-aside is no longer required, the school will be able to avoid using this intervention next year. An intervention that will likely be expanded is the use of the Saturday program to reach students who are in need of extra supports. Last year, teachers provided Saturday courses in literacy and math support, and focused lessons on existing skills gaps. Inclusion case managers reached out to families and made a concerted effort to encourage Special Education and English Language Learner students to attend the Saturday sessions, which they did in large numbers. The school is still considering adaptations to this program for school year 2012-13, but it is likely that the program will become mandatory for some students. Also, it will now be offered to 5th graders, which was not the case last year.

In anticipation of the opening of the new Middle School campus for school year 2012-13, the Middle School Planning Team met monthly throughout the 2012-11 school year. The team visited other middle schools and investigated best practices. Team members looked at different options for staffing models and decided that for grades 5 through 8 the teaching of content would be split between math/science experts and reading/humanities experts. Additionally, the schedule was slightly adjusted to maximize instructional time. Finally, there was a deliberate emphasis on school culture, given that the new Middle School would incorporate new students as well as returning students from two different campuses. Middle School staff committed to addressing social needs and concerns from the outset so that school time can be focused on academics. One strategy for creating a strong school culture was the introduction of CREWs, small advisories that serve as a home base for students. Keeping the CREWs small required more staff than in previous year to engage with the advisory program.

At the High School level, there have been a number of changes implemented for the 2012-13 school year with the goal of providing more supports to students who are several years behind grade level in both reading and math. Based on last year's data it is evident that far too many high school students have been falling through the cracks because they lack basic skills that they should have mastered during their middle school years. As a high school that aims to

prepare students to be successful in college and/or careers, Capital City has to take these skill gaps seriously and address them head-on.

Capital City already provides specialized Academic Foundations courses for students who are learning English or who have IEPs. These courses will continue, as will our inclusion program. However, additional courses have been added to address the needs of students who do not have special learning needs but are simply behind in their education. Capital City has hired a full-time Numeracy Specialist with a proven track-record of bringing large numbers of students up to grade-level in mathematics over the course of one year's time. For school year 2012-13 she will teach at least one course at each grade level. The Numeracy course will use computer-based benchmarking to pin-point the gaps that each student has in middle school math as well as Algebra I.

Each English teacher will hold one Literacy Interventions course per grade level, which will be targeted at students who are several years behind in their reading and comprehension. Literacy Interventions course will make use of the Voyager literacy curriculum, with which Capital City students have made great gains in past years.

The High School has altered the daily schedule so that both the Literacy Interventions courses and the Numeracy courses will be offered in addition to students' general education math and English courses. Therefore, students who most need interventions will be getting a double the amount of math and literacy instruction that they received last year.

Another major change at the High School this year is an increased focus on data driven instruction. For school year 2012-13, Capital City is fortunate to have on staff (in addition to the Principal and the Instructional Coach) a Principal in Residence who is currently enrolled in the New Leaders Aspiring Principals Program. This program has several points of emphasis for leader development, but one of the biggest is data driven instruction (DDI). As a result, the Principal in Residence will be working closely with several teachers on a DDI project and will be contributing her expertise to school-wide data projects. School year 2011-12 was the first year that the high school teachers were exposed to the ANet interim assessments, and while some teachers were extremely receptive, others have been slower to engage with the data. DDI is a growth area (and an area of interest) for many of Capital City's high school teachers. A full-time administrator who will be able to consistently monitor data as well as coach teachers regarding interventions will be important to tracking students' academic gains and developing teachers over the coming school year.

C. Unique Accomplishments

During the 2011-12 school year, Capital City Public Charter School student and staff efforts yielded a number of unique accomplishments and achievements.

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

- Julian Hipkins, who teaches 11th grade history at the Capital City Upper School, was awarded the Washington Post Agnes Meyer Outstanding Teacher Award. The award recognizes teachers in the region's schools who exemplify excellence in their profession. Hipkins was one of two District of Columbia teachers to be selected. He received a $3,000 prize.

- 11th grade history teacher Julian Hipkins and Erick Chavez won a prestigious award (only 15 in the nation) from the National History Day Institute and went to Normandy, France to study World War II.

- Student Israel Nunez was selected to represent the District of Columbia at the National Youth Science Camp, a residential science education program for young scientists the summer after they graduate from high school. Israel will study science alongside delegates from around the country and overseas and also enjoy hiking and other outdoor adventures. Former campers describe the experience as "life-changing" and many have gone on to serve in Congress, win Nobel prizes, start businesses, even orbit the Earth.

- Student Madison Leathers was selected as a Posse Scholar and awarded a four-year, full-tuition leadership scholarship to Sewanee: The University of the South in Sewanee, Tenn. The Posse Scholarship is extremely competitive with 14,000 nominations nationwide for some 600 spots.

- George Washington University's Jackie Robinson Society presented teacher Julian Hipkins with a special teaching award for his significant contribution to the goals of the Jackie Robinson project and for introducing so many students to Robinson's story. The JR project educates elementary, middle and high school students about the legendary baseball player's impact on civil rights in America.

- The Upper School received the 2012 Quality Schools Initiative Award and $50,000 from Fight For Children, a nonprofit organization that serves low-income children in the nation's capital by promoting quality education. The Upper School joins the Lower School (2009 award winner) in a select group of top performing schools in the city that have been recognized through this Fight for Children initiative.

- Upper School founding principal Kathy Byrd received the Most Outstanding High School Principal award from the DC Association of Chartered Public Schools at their annual STARS Tribute in May 2012.

- Upper School students Carolina Escalante, Maria Firmillo, Camila Sarmiento and Antoinette Wimbush represented Capital City at the opening of the International Child Art Foundation's Denim Project art exhibit at the Madewell store in Georgetown. Their pieces, made out of donated jeans, as well as work by Tyler Rogers and D'Andre Brooks, were shown at a rotating exhibit between Madewell's three Washington-area store in Georgetown, Tyson's Corner and the Bethesda Mall.

- Upper School student Rachel Jones competed in the District of Columbia finals for Poetry Out Loud: National Recitation Contest at the Arena Stage in March and did an excellent job representing herself and Capital City. Poetry Out Loud was created by the National Endowment for the Arts and the Poetry Foundation. The Upper School held its own Poetry Out Loud competition this winter and 18 students competed. Rachel won first place and made it to the District finals.

- Three members of the Lower School seventh/eighth grade teaching team, Ellen Gilchrist (humanities), Jennifer Wu (math) and Annie Neary (inclusion) shared their knowledge and expertise in master classes during the EL National Conference in Denver in May. Ellen and Annie presented, "Building Student Investment Through Memoir Writing and Critique" and Annie and Jen facilitated a session called, "The Common Core and the Corner Store: How inquiry-based projects enrich mathematics and community service."

- Seventh/eighth grade math teacher Jen Wu received a professional development grant from the National Fund for Teachers to travel to Holland this summer to explore the rare works of M.C. Escher and Piet Mondrian. Jen wants to delve into the role that beauty, symmetry and proportions play in art and math, and inform a curriculum of the beauty of art through a mathematical lens.

- Upper School 11th grader Diana Sanchez won a full scholarship for a National Geographic Student Expedition to Costa Rica for two weeks during summer 2012. Diana experienced every day life in a traditional village, worked on a variety of service projects, then set off to explore Costa Rica's most active volcano and its beautiful coast.

- Capital City Senior Jonah Best was invited to join one of New York University's most prestigious scholars programs, the Martin Luther King, Jr. Scholars Program. The program brings together students from diverse ethnic

and cultural backgrounds who have demonstrated through outstanding academic achievement, leadership and community service the many different ways they live out the legacy of Martin Luther King, Jr.

- Capital City math teacher Alice Cook and students Clara Lincoln and Evelyn Contreras presented their Powerful Numbers Project at the National CES Conference in Providence, RI.

- Capital City Upper School students Yancy Flores, Devondre Moore and Camila Sarmiento received Certificates of Special Congressional Recognition in the 2012 Congressional Art Competition. Their work will be on display at different venues across the city for the next year, including Reagan National Airport, the Chamber of Commerce, Congresswoman Eleanor Holmes Norton's Congressional District Offices, the National Press Building and the Anacostia Professional Building.

***Adoption of Common Core Standards**:* Capital City voluntarily adopted the Common Core standards for the 2011-12 school year. The school continues to hold professional development related to familiarize all teachers with the new standards and to allow for curriculum planning. Teachers and administrators alike report that the process of adopting Common Core has invigorated thinking about teaching and deeper learning, as well as supported collective focus on increasing rigor while aligning to the new standards. Capital City is ahead of the curve with Common Core adoption as citywide adoption will not take place until 2014. We are pleased with the direction of Common Core in terms of its focus on critical or higher level thinking, and believe it is a good fit with our program.

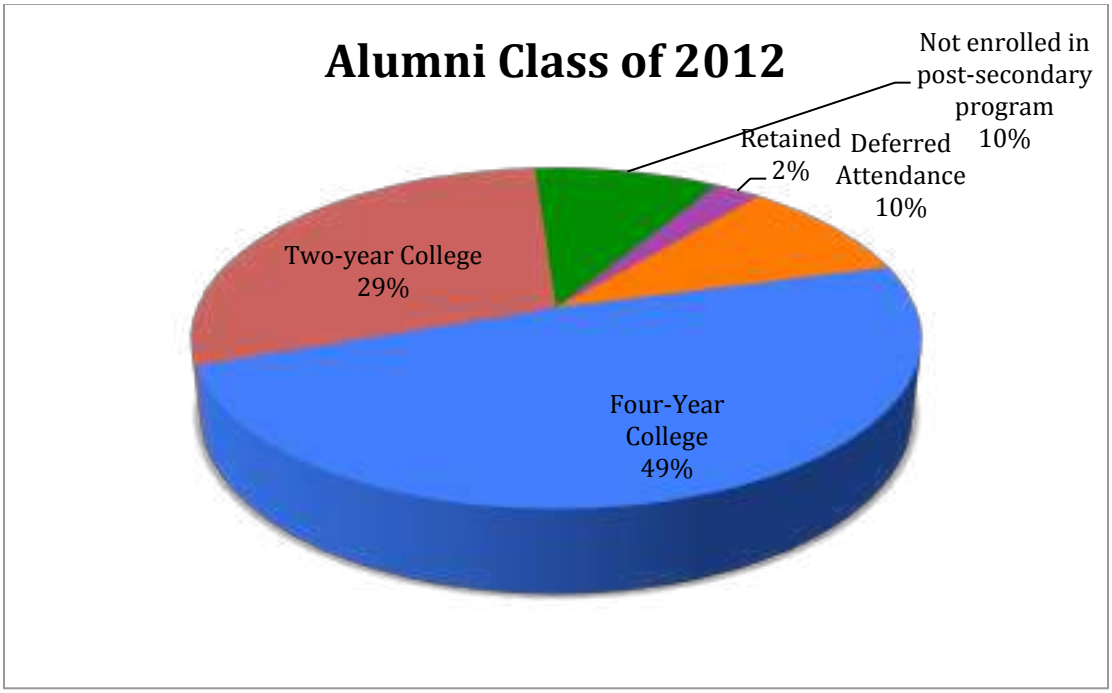
***First 12th Grade Graduating Class**:* Capital City graduated its first high school class in June 2012 and we continue to grow our program in a deliberate manner to ensure our students are well prepared for college acceptance and success. Over 80% of our 12th graders from the class of 2012 will be the first in their families to attend college. We have focused on developing a rigorous program of academics paired with comprehensive support for students and their families with the college admissions process.

This past year, our newly developed 12th grade course structure allowed for a student-directed culminating senior expedition with an opportunity for students to explore a topic in depth. Students wrote proposals for their expedition in spring of their senior year. We offered a full credit senior seminar course that focused on college applications and planning for the senior expeditions in the spring. Seniors finished their coursework in early May just before AP and course exams. Then they engaged for four weeks with expeditions, arranging a field experience and completing a project that they presented prior to graduation. During a time when seniors at other schools are least engaged ("senior slump"), our students were fully

involved in this self-directed learning experience, further preparing them for the independence and rigor of a college curriculum.

Our Director of College Counseling has worked to ensure that our students have the credentials they need to apply for college. All 9th-11th graders took the PSAT this fall and 11th graders took the SAT in the spring. An SAT class in coordination with Kaplan was offered during the summer of 2011 at Capital City (free for students). Our Director of College Counseling also conducted a variety of college readiness activities this year. She held monthly college curriculum meetings for families with Spanish interpretation. We use the Naviance database for college planning during advisory and all students/parents have accounts. Our Director of College Counseling met with all students/families to develop postsecondary plans. We hosted a 3-day college readiness retreat for all seniors just before school starts. Students worked on college essays and planned for their senior year. We continued college visits for students in all high school grades this year.

As a result of these efforts, our first graduating class boasted a number of successes. Senior Madison Leathers was the recipient of a competitive POSSE scholarship, and will receive a free four-year education at Sewanee University of the South. All told, the senior class amassed over $300,000 in scholarship funds. Of the 42 students who began the year as seniors, all 42 took the ACT or SAT tests and applied to college. Of those, all graduating students were accepted to either a 2- or 4-year college. 40 students graduated and 34 enrolled in college for the fall of 2012. Two additional students are taking a few months off for personal or financial reasons and plan to enroll in spring or fall of 2013. The pie chart below provides more detail about the post-secondary plans of our first graduating class.



Expanded Out of School Supports for Students: We increased our programming for out of school time for our middle school and high school students. At the Upper School, we continued a Saturday Scholars program designed to provide remediation and targeted test preparation for our middle and high school students each Saturday. The program was voluntary. Teachers used data to plan for the sessions and students completed exit tickets to help teachers to track mastery of targeted skills.

We continued our summer Algebra I extension course to allow more 8th graders the opportunity to complete a full Algebra I course before high school. Some of our students complete the full course during the school year, but others need more time to master the rigorous content in the course. Participating in the summer extension means students that previously needed to retake Algebra I in 9th grade can be ready to take Geometry when they enter high school. This will put them on-track to take college level math classes later in high school.

Capital City provided a structured orientation for incoming high school students. Because these grades provide an entry point for large numbers of students and many arrive with skills below grade level, offering summer orientation allows us to assess incoming students and to introduce them to the Capital City culture and school-wide norms. In the fall, then, we are then ready to differentiate instruction effectively and maximize learning time.

Improved Data Practices: For the past two years, Capital City has partnered with the Achievement Network to administer interim assessments and deepen our data practices. We revised our school calendar to include data days dedicated to reviewing student data and planning for instruction. Our leadership team (administrators and teachers from both campuses) met with our ANet coach to plan data sessions and review progress. Our Board Program Evaluation Committee also reviewed interim assessment data presented in quarterly dashboards to track progress and effectiveness of interventions. We are excited to continue and deepen our data work in 2012-2013 with greater focus on student ownership and using strategies and protocols for analyzing other forms of data.

Disseminating Our Best Practices: Capital City's longstanding open-door policy has established the school as a renowned center for cutting-edge practices in school reform. We hosted a large number of visitors in the summer of 2011 and during the 2011-12 school year: mostly targeted visits from educators wishing to observe and discuss specific practices.

Last year Capital City's Lower School was honored to be chosen by Expeditionary Learning as a mentor school. The award recognizes Capital City as one of the top performing schools in Expeditionary Learning's national network of 165 schools in 30 states. As a mentor, we welcome interested visitors from other schools, introduce them to the Expeditionary Learning model, and disseminate best practices we've

developed to successfully implement the EL design. We are the only EL mentor school in the Mid-Atlantic region.

During school year 2011-2012 Capital City was awarded a $200,000 Dissemination Grant by the DC Office of the State Superintendent of Education. The purpose of the grant is the dissemination of successful elementary and middle school instructional planning and assessment practices for mathematics. As a result of this funding, Capital City will be partnering with two DCPS schools to share best practices in the following areas: developing instructional best practices for Common Core State Math Standards, aligning curriculum, and developing assessments aligned with CCSS.

Additionally, Capital City was awarded the $1 million Pipelines grant, funded through the federal Race to the Top legislation. This funding allows Capital City to broaden its partnership with the Center for Inspired Teaching. Capital City will now be able to certify teachers on-site through the expansion of our teaching fellows program. The school plans to host 16 Fellows during school year 2012-13 and 20 fellows the following year. Once certified, these teachers will be placed in other District of Columbia schools.

Permanent Facility & Expansion*:* One of the biggest challenges for Capital City, and for most urban charter schools, is finding a permanent facility. We made great strides this year in securing and renovating our new facility. We negotiated a lease with the city for the former Rabaut School building at 1st and Peabody Streets, NW. In this report last year we reported that we were moving forward with designing the building, negotiating a lease and securing financing under a timeline for occupying the building in summer 2012. This year, we are happy to report that we have successfully moved into the new facility as of August 2012.

The new facility fulfills our desire to have a unified campus serving a full continuum of PK-3 through 12th grade students. We have retained our small school model by breaking the school into three distinct campuses: Lower School, Middle School, and High School, each with separate physical space. At the new site, we plan to serve 950 students (last year we served 630 students on two campuses). The new facility has a gymnasium, an auditorium, a cafeteria and seven acres of outdoor space ideal for supporting our arts and fitness programs and our implementation of Expeditionary Learning.

The move has allowed us to expand our Early Childhood program to include a Pre-K year for three-year-olds, in recognition of the benefit of reaching children early with quality instruction. We have expanded our EC/Elementary offerings by adding a class at each grade level in grades PK-4th, in deference to the disproportionate number of applications we receive for these grades and a desire to provide more students with a continuous PK-12 education. We are consolidating and expanding our Middle School (5th-8th grades) program, which is designed to meet the unique needs of pre-adolescents.

We engaged our families (both parents and students) and staff in planning for the new facility. Parents, students and staff served on planning committees that included a Library Planning Committee, Middle School Planning Team, Early Childhood Planning Committee, Garden Committee and Playground Design Team. We have also reached out to the community surrounding Rabaut, and held community information sessions and open houses.

APPENDIX A: DATA COLLECTION TEMPLATE

LEA ANNUAL REPORT

2011-2012 SCHOOL YEAR

Data Collection Template

Section 1

Name and Contact Information

LEA name:	Capital City Public Charter School
Campus name:	Lower School
Address 1	3047 15th Street NW
Address 2	Washington DC 20009
Phone:	202-387-0309
Fax:	202-387-7071
Website:	www.ccpcs.org

Section 2

Verified Data Elements

Use data validated during PMF AYP validation window, attendance/re-enrollment validation window, and discipline data validation window.

Capital City Lower School

School Program Data

Grade levels served	PK4 through 8th
Ages served	
Enrollment by grade level *(Please place a check mark next to the grades served by the campus)*	☐PK-3; XPK-4; ☐PK; XKG; X01; X02; X03; X04; X05; X06; X07; X08; ☐09; ☐10; ☐11; ☐12; ☐ Ungraded; ☐AO/PG
School instruction dates	Beginning Date: 08 / 29 / 11 . End Date: 06 / 14 / 12 . Total # of instructional days: # 180

Student Demographic Data

Demographics (%)	Race/ethnicity: African American 31 % Hispanic/Latino 31%

	Caucasian 31% Asian/Pacific Islander 7 % Other race ___% Gender: Male 49% Female 51%
Limited or Non-English Proficient	27 %
Free or Reduced-Price Lunch	46 %
Special Education	14 %
# of students with 504 plan (Select from one of the three categories)	☐ 0 students ☐ Less than 10 students ☐ More than 10 students; (specify # students)
# of students pregnant and/or parents (mothers only) (Select from one of the three categories) *We do not collect this information.*	X☐ 0 students ☐ Less than 10 students ☐ More than 10 students; (specify # students)
# of students homeless defined by McKinney-Vento Act (Select from one of the three categories)	☐ 0 students X☐ Less than 10 students ☐ More than 10 students; (specify # students)
# of students who have been and/or currently incarcerated (Select from one of the three categories) *We do not collect this information.*	X☐ 0 students ☐ Less than 10 students ☐ More than 10 students; (specify # students)

Elementary/Middle School PMF Metrics (*Leave section(s) blank if not applicable to campus or data is not available by time of submission*)

Percent proficient and advanced, whole school population	Math: 62.33% Reading: 67.81%
Percent advanced, whole school population	Math: 21.23% Reading: 21.23%
Percent proficient and advanced, for grade 3 and grade 8	Grade 3 Reading: 52.0% Grade 8 Math: 70.8%
Median Growth Percentile, whole school population	Math: 52.1 Reading: 56.5

High School PMF Metrics (*Leave section(s) blank if not applicable to campus or data is not available by time of submission*)

2012 Graduation rate	___%
PSAT performance, 11th grade	___%
SAT performance, 12th grade	___%
College acceptance rate	___%
Percent proficient and advanced, whole school population	Math: ___% Reading: ___%
Percent advanced, whole school population	Math: ___% Reading: ___%
AP/IB – number passing exam scores per 100 students (Grade 12)	# of passing exams per 100 students
Median Growth Percentile, whole school population	Math: Reading:

Attendance Data (*Leave section(s) blank if not applicable to campus*)

Average Daily Attendance, whole school	97.4%
In-seat Attendance Rate, by grade level served and whole school	95.4%
Chronically Absent Rate, whole school	5.8%

Accountability Plan Results (*Leave section(s) blank if not applicable to campus*)

Targets	Results	Target Met
At least 89% of Pre-K and K students will demonstrate progress on at least 3 of the 6 key grade level literacy indicators by the spring administration on the PALS assessment (or score at the 100% mark).	100% of PK and Kindergarten student demonstrated progress on at least 3 of 6 key grade level literacy indicators by the spring administration on the PALS assessment (or scored at the 100% mark).	**Yes**
At least 70% of 1st and 2nd grade students will make at least the projected level of a year's growth on the DRA.	75% of 1st and 2nd grade students made at least the projected level of a year's growth on the DRA.	**Yes**
At least 70% of students in	73.2% of students in K through 2nd	**Yes**

Kindergarten, 1st, and 2nd grades will score at or above grade level on the DRA.	grade scored at or above grade level on the DRA.	
On average, students will attend school at least 91% of the days.	Students attended school on 97.1% of the days.	**Yes**
At least 85% of eligible students in grades Pre-K through 2nd will re-enroll at CCPCS for the next school year.	93.6% of student in grades PK through 2nd re-enrolled for the 2011-12 school year.	**Yes**
At least 95% of parents or guardians of students grades Pre-K through 2 will participate in a parent conference.	100% of parents and guardians of students in grades PK through 2 participated in a parent conference.	**Yes**
At least 85% of K through 2nd grade students will score at grade level on the spring writing assessment. Grade level target scores: K=1.5, 1st = 2.0, and 2nd = 3.0.	97% of K through 2nd grade students scored at or above grade level on the writing assessment.	**Yes**

Discipline Data

Number of Unique Students with Discipline Records, whole school population	# 4
Incident : Student Ratio, whole school population	1.00
Percent of Instructional Days Lost, whole school population	0.01 %

Section 3

Unverified Data Elements

School Characteristics (*Leave section(s) blank if not applicable to campus*)

Average # students per class, by grade level and whole school	PK-3	#
	PK-4	# 22
	KG	# 22
	1	# 25
	2	# 25
	3	# 25
	4	# 25
	5	# 25
	6	# 25
	7	# 25
	8	# 25
	9	#
	10	#
	11	#
	12	#
	Ungraded	#
	AO/PG	#
	Whole school	# 24

Student : Teacher Ratio, average by grade level and whole school

Student : Teacher Ratio	
PK-3	: .
PK-4	11 : 1 .
KG	11 : 1 .
1	12 : 1 .
2	12 : 1 .
3	12 : 1 .
4	12 : 1 .
5	12 : 1 .
6	12 : 1 .
7	12 : 1 .
8	12 : 1 .
9	: .
10	: .
11	: .
12	: .
Ungraded	: .
AO/PG	: .
Whole school	12 : 1 .

Staff Characteristics

Years of service, number and percentage for all staff

The numbers to the right represent years of service for all instructional staff, including our 9 full-time teaching fellows, who are by definition new to teaching.

	Number	Percentage
0 to 3 years	# 16	39 %
4 to 7 years	# 13	32 %
8 or more years	# 12	29 %

Attrition (all staff), number and percentage

*The numbers to the right are based on all instructional staff and represent the percentage of teachers that did **not** return for the following school year in each category.*

By years of service:

	Number	Percentage
0 to 3 years	# 0	0 %
4 to 7 years	# 4	32%
8 or more years	# 2	17 %

<table>
<tr>
<td>Salary</td>
<td>
Teachers
<table>
<tr><td>Average</td><td>$ 54,363.64</td></tr>
<tr><td>Range</td><td>Min: $ 45,500.00 Max: $ 68,000.00</td></tr>
</table>
Teacher aides
<table>
<tr><td>Average</td><td>$ 30,050.00</td></tr>
<tr><td>Range</td><td>Min: $ 25,000.00 Max: $ 40,000.00</td></tr>
</table>
Staff
<table>
<tr><td>Average</td><td>$ 60,844.58</td></tr>
<tr><td>Range</td><td>Min: $ 35,000.00 Max: $ 79,567.50</td></tr>
</table>
School administration
<table>
<tr><td>Average</td><td>$ 83,666.67</td></tr>
<tr><td>Range</td><td>Min: $ 74.000.00 Max: $ 96,000.00</td></tr>
</table>
Central Office
<table>
<tr><td>Average</td><td>$ 64,663.33</td></tr>
<tr><td>Range</td><td>Min: $ 33,000.00 Max: $ 132,870</td></tr>
</table>
</td>
</tr>
<tr>
<td>HQT Count

In addition to the 26 teachers and inclusion teachers, we had 9 full-time teaching fellows.</td>
<td>
<table>
<tr><td>Number of teachers</td><td># 26</td></tr>
</table>
</td>
</tr>
</table>

Facilities

<table>
<tr><td>Square footage</td><td>
<table>
<tr><td>Entire for building</td><td># 31,352</td></tr>
<tr><td>Entire for total classroom space</td><td># 28,852</td></tr>
</table>
</td></tr>
<tr><td>Room inventory</td><td>
Number of rooms by subject:
<table>
<tr><td>Math</td><td>#</td></tr>
<tr><td>Science</td><td>#</td></tr>
<tr><td>Social Studies</td><td>#</td></tr>
<tr><td>English/Language Arts</td><td>#</td></tr>
<tr><td>Art/Music/PE/Other</td><td># 5</td></tr>
<tr><td>Library</td><td># 1</td></tr>
</table>
Number of rooms by grade level:
<table>
<tr><td>PK-3:</td><td>#___</td></tr>
<tr><td>PK-4:</td><td># 1</td></tr>
<tr><td>KG:</td><td># 1</td></tr>
<tr><td>1</td><td># 1</td></tr>
<tr><td>2</td><td># 1</td></tr>
<tr><td>3</td><td># 1</td></tr>
<tr><td>4</td><td># 1</td></tr>
<tr><td>5</td><td># 1</td></tr>
<tr><td>6</td><td># 1</td></tr>
<tr><td>7</td><td># 1.5</td></tr>
<tr><td>8</td><td># 1.5</td></tr>
<tr><td>9</td><td>#___</td></tr>
<tr><td>10</td><td>#___</td></tr>
<tr><td>11</td><td>#___</td></tr>
<tr><td>12</td><td>#___</td></tr>
<tr><td>Ungraded:</td><td>#___</td></tr>
<tr><td>AO/PG:</td><td>#___</td></tr>
</table>
</td></tr>
<tr><td>Room to students and teacher ratio, average for whole school

Teacher to classroom ratio is 2:1 because we have both a lead teacher and a teaching fellow in each classroom.</td><td>
<table>
<tr><td>Student to Classroom ratio</td><td>14 : 1 .</td></tr>
<tr><td>Teacher to Classroom ratio</td><td>2 : 1 .</td></tr>
</table>
</td></tr>
</table>

APPENDIX A: DATA COLLECTION TEMPLATE

LEA ANNUAL REPORT
2011-2012 SCHOOL YEAR
Data Collection Template

Section 1

Name and Contact Information

LEA name:	Capital City Public Charter School
Campus name:	Upper School
Address 1	3220 16th Street NW
Address 2	Washington DC 20010
Phone:	202-387-1102
Fax:	202-387-1104
Website:	www.ccpcs.org

Section 2

Verified Data Elements
Use data validated during PMF AYP validation window, attendance/re-enrollment validation window, and discipline data validation window.

Capital City Upper School

School Program Data

Grade levels served	6th through 12th
Ages served	
Enrollment by grade level *(Please place a check mark next to the grades served by the campus)*	☐PK-3; ☐PK-4; ☐PK; ☐KG; ☐01; ☐02; ☐03; ☐04; ☐05; X06; X07; X08; X09; X10; X11; X12; ☐ Ungraded; ☐AO/PG
School instruction dates	Beginning Date: 08 / 29 / 11 . End Date: 06 / 14 / 12 . Total # of instructional days: # 180

Student Demographic Data

Demographics (%)	Race/ethnicity: African American 37 % Hispanic/Latino 58% Caucasian 1% Asian/Pacific Islander 4 % Other race ___%

	Gender: Male 46% Female 54%
Limited or Non-English Proficient	17%
Free or Reduced-Price Lunch	72%
Special Education	19 %
# of students with 504 plan (Select from one of the three categories)	☐ 0 students X☐ Less than 10 students ☐ More than 10 students; (specify # students)
# of students pregnant and/or parents (mothers only) (Select from one of the three categories) *We do not collect this information so this is an estimate.*	☐ 0 students X☐ Less than 10 students ☐ More than 10 students; (specify # students)
# of students homeless defined by McKinney-Vento Act (Select from one of the three categories)	☐ 0 students X☐ Less than 10 students ☐ More than 10 students; (specify # students)
# of students who have been and/or currently incarcerated (Select from one of the three categories) *We do not collect this information so this is an estimate.*	☐ 0 students X☐ Less than 10 students ☐ More than 10 students; (specify # students)

Elementary/Middle School PMF Metrics (*Leave section(s) blank if not applicable to campus or data is not available by time of submission*)

Percent proficient and advanced, whole school population	Math: 57.5% Reading: 50.9%
Percent advanced, whole school population	Math: 8.5% Reading: 10.4%
Percent proficient and advanced, for grade 3 and grade 8	Grade 3 Reading: ___% Grade 8 Math: 63.3%
Median Growth Percentile, whole school population	Math: 53.8 Reading: 60.1

High School PMF Metrics (*Leave section(s) blank if not applicable to campus or data is not available by time of submission*)

2012 Graduation rate	73% (Federal Cohort Graduation Rate)
PSAT performance, 11th grade	37.1%
SAT performance, 12th grade	52.4%
College acceptance rate	100%
Percent proficient and advanced, whole school population	Math: 35.7% Reading: 45.7%
Percent advanced, whole school population	Math: 0% Reading: 4.9%
AP/IB – number passing exam scores per 100 students (Grade 12)	# of passing exams per 100 students 17
Median Growth Percentile, whole school population	Math: 33.7 Reading: 47.9

Attendance Data (*Leave section(s) blank if not applicable to campus*)

Average Daily Attendance, whole school	93.2%
In-seat Attendance Rate, by grade level served and whole school	91.0%
Chronically Absent Rate, whole school	18.7%

Accountability Plan Results (*Leave section(s) blank if not applicable to campus*)

Targets	Results	Target Met

Discipline Data

Number of Unique Students with Discipline Records, whole school population	# 65
Incident : Student Ratio, whole school population	1 .51
Percent of Instructional Days Lost, whole school population	0.38 %

Section 3

Unverified Data Elements

School Characteristics (*Leave section(s) blank if not applicable to campus*)

Average # students per class, by grade level and whole school	PK-3	#
	PK-4	#
	KG	#
	1	#
	2	#
	3	#
	4	#
	5	#
	6	# 21
	7	# 21
	8	# 21
	9	# 20
	10	# 20
	11	# 19
	12	# 16
	Ungraded	#
	AO/PG	#
	Whole school	# 19.7

Student : Teacher Ratio, average by grade level and whole school

Student : Teacher Ratio	
PK-3	: .
PK-4	.
KG	.
1	.
2	.
3	.
4	.
5	.
6	12: 1 .
7	12 : 1 .
8	11: 1 .
9	13 : 1 .
10	13 : 1 .
11	13 : 1 .
12	11: 1 .
Ungraded	: .
AO/PG	: .
Whole school	12: 1 .

Staff Characteristics

Years of service, number and percentage for all staff

This information in based on all instructional staff.

	Number	Percentage
0 to 3 years	# 13	25.5%
4 to 7 years	# 18	35.3%
8 or more years	# 20	39.2%

Attrition (all staff), number and percentage

*This information is based on all instructional staff and shows the number and percentage of staff that did **not** return in each category.*

By years of service:

	Number	Percentage
0 to 3 years	# 0	0 %
4 to 7 years	# 4	23.5 %
8 or more years	# 1	5.2%

<table>
<tr><td>Salary</td><td>

Teachers

Average	$ 55,345.24
Range	Min: $ 45,500.00 Max: $66,500.00

Teacher aides

Average	$ 27,500.00
Range	Min: $ 25,000.00 Max: $30,000.00

Staff

Average	$ 55,750.00
Range	Min: $ 35,000.00 Max: $77,000.00

School administration

Average	$ 87,166.67
Range	Min: $ 82,000.00 Max: $ 97,500.00

Central Office

Average	$ 64,663.33
Range	Min: $33,000.00Max: $ 132,870

</td></tr>
<tr><td>HQT Count</td><td>

Number of teachers	# 44

</td></tr>
</table>

Facilities

<table>
<tr><td>Square footage</td><td>
<table>
<tr><td>Entire for building</td><td>#33,790</td></tr>
<tr><td>Entire for total classroom space</td><td>#30,790</td></tr>
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</td></tr>
<tr><td>Room inventory</td><td>
Number of rooms by subject:
<table>
<tr><td>Math</td><td># 7</td></tr>
<tr><td>Science</td><td># 5</td></tr>
<tr><td>Social Studies</td><td># 5</td></tr>
<tr><td>English/Language Arts</td><td># 7</td></tr>
<tr><td>Art/Music/PE/Other</td><td># 6</td></tr>
<tr><td>Library</td><td># 0</td></tr>
</table>
Number of rooms by grade level:
<table>
<tr><td>PK-3:</td><td>#___</td></tr>
<tr><td>PK-4:</td><td>#_</td></tr>
<tr><td>KG:</td><td>#___</td></tr>
<tr><td>1</td><td>#___</td></tr>
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<tr><td>Ungraded:</td><td>#___</td></tr>
<tr><td>AO/PG:</td><td>#___</td></tr>
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<tr><td>Room to students and teacher ratio, average for whole school</td><td>
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<tr><td>Student to Classroom ratio</td><td>13 : 1</td></tr>
<tr><td>Teacher to Classroom ratio</td><td>1 : 1</td></tr>
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PCSB Format Annual Budget					
Capital City Public Charter School: SY11-12					
Consolidated					
	Annual Budget		**Consolidated**	**Lower School**	**Upper School**
REVENUE					
01. Per Pupil Charter Payments	8,303,912		8,303,912	3,054,896	5,249,015
02. Per Pupil Facilities Allowance	1,764,000		1,764,000	683,200	1,080,800
03. Federal Entitlements	456,537		456,537	228,269	228,269
04. Other Government Funding/Grants	461,035		461,035	201,301	259,733
05. Private Grants and Donations	183,000		183,000	108,000	75,000
06. Activity Fees	16,000		16,000	14,500	1,500
07. Other Income (please describe in footnote)	42,623		42,623	25,597	17,026
TOTAL REVENUES	**11,227,106**		**11,227,106**	**4,315,763**	**6,911,343**
OPERATING EXPENSE					
Personnel Salaries and Benefits					
08. Principals/Executives Salary	417,480		417,480	207,676	209,804
09. Teachers Salaries	3,918,296		3,918,296	1,476,062	2,442,234
10. Teacher Aides/Assistance Salaries	-		-	-	-
11. Other Education Professionals Salaries	-		-	-	-
12. Business/Operations Salaries	137,410		137,410	68,705	68,705
13. Clerical Salaries	131,264		131,264	73,632	57,632
14. Custodial Salaries	124,162		124,162	57,458	66,704
15. Other Staff Salaries	1,245,115		1,245,115	491,891	753,224
16. Employee Benefits	1,291,178		1,291,178	541,459	749,719
17. Contracted Staff	69,500		69,500	27,000	42,500
18. Staff Development Expense	143,645		143,645	66,823	76,823
Subtotal: Personnel Expense	**7,478,050**		**7,478,050**	**3,010,706**	**4,467,343**
Direct Student Expense					
17. Textbooks	34,600		34,600	10,000	24,600
18. Student Supplies and Materials	185,102		185,102	70,389	114,713
19. Library and Media Center Materials	35,110		35,110	18,714	16,396
20. Student Assessment Materials	23,400		23,400	9,500	13,900
21. Contracted Student Services	138,880		138,880	58,900	79,980
22. Miscellaneous Student Expense **	23,500		23,500	3,760	19,740
Subtotal: Direct Student Expense	**440,592**		**440,592**	**171,263**	**269,329**
Occupancy Expenses					
23. Rent	1,112,924		1,112,924	960	1,111,964
24. Building Maintenance and Repairs	100,000		100,000	60,000	40,000
25. Utilities	183,191		183,191	100,000	83,191
26. Janitorial Supplies	24,705		24,705	12,349	12,355
27. Contracted Building Services	34,494		34,494	24,242	10,253
Subtotal: Occupancy Expenses	**1,455,314**		**1,455,314**	**197,551**	**1,257,763**
Office Expenses					
28. Office Supplies and Materials	71,417		71,417	28,290	43,127
29. Office Equipment Rental and Maintenance	22,442		22,442	10,000	12,442
30. Telephone/Telecommunications	29,667		29,667	12,000	17,667
31. Legal, Accounting and Payroll Services	210,295		210,295	108,385	101,910
32. Printing and Copying	60,909		60,909	32,749	28,160
33. Postage and Shipping	13,762		13,762	7,746	6,016
34. Other	20,730		20,730	8,130	12,600
Subtotal: Office Expenses	**429,221**		**429,221**	**207,300**	**221,922**
General Expenses					
35. Insurance	39,289		39,289	19,645	19,645
36. Transportation	57,204		57,204	19,315	37,889
37. Food Service	234,616		234,616	90,986	143,631
38. Administration Fee (to PCSB)	75,509		75,509	28,036	47,474
39. Management Fee	-		-	-	-
40. Other General Expense	155,158		155,158	73,739	81,419
41. Unforeseen Expenses	119,181		119,181	59,814	59,366

PCSB Format Annual Budget						
Capital City Public Charter School: SY11-12						
Consolidated						
		Annual Budget		**Consolidated**	**Lower School**	**Upper School**
	Subtotal: General Expenses	**680,957**		**680,957**	**291,534**	**389,423**
	TOTAL OPERATING EXPENSES	**10,484,134**		**10,484,134**	**3,878,354**	**6,605,780**
NET OPERATING INCOME		**742,972**		**742,972**	**437,409**	**305,563**
	42. Depreciation Expense	412,785		412,785	245,286	167,499
	43. Interest Payments	169,563		169,563	169,563	-
NET INCOME		**160,624**		**160,624**	**22,560**	**138,064**
	Paid meal sales, student fundraising, rental revenue, and miscellaneous revenue					
	comprise "07. Other Income."					
	**Student recruiting and general miscellaneous student expense comprise					
	"22. Miscellaneous Student Expense."					

Capital City Public Charter School - Consolidated

Year to date through June 2012

	Actuals
REVENUE	
04 · State and Local Revenue	
400 · Per-Pupil Operating Revenue	
4000 · Per-pupil alloc	6,243,073
4010 · Per-pupil special ed funding	1,893,022
4020 · Per-pupil LEP/NEP funding	531,333
4030 · Per-pupil summer alloc.	452,115
4040 · Per-pupil enhancement	-
4050 · Per-pupil adjustment	-
Total 400 · Per-Pupil Operating Revenue	9,119,543
410 · Per-Pupil Facility Revenue	
4100 · Per-pupil facility alloc.	1,778,020
Total 410 · Per-Pupil Facility Revenue	1,778,020
420 · Other Local Revenue	
4200 · Local grants	23,102
4210 · Local programs	23,544
Total 420 · Other Local Revenue	46,646
Total 04 · State and Local Revenue	10,944,209
05 · Federal Revenue	
500 · Federal Grants	
5000 · NCLB grants	656,024
5010 · Title Vb grants	-
5030 · Competitive federal grants	870,247
Total 500 · Federal Grants	1,526,271
510 · Federal Programs	
5100 · National food program	266,807
5110 · E-rate program	-
Total 510 · Federal Programs	266,807
Total 05 · Federal Revenue	1,793,078
06 · Private Revenue	
600 · Private Grants	
6000 · Individuals grants	325
6010 · Corporate/business grants	2,500
6020 · Foundation grants	94,590
Total 600 · Private Grants	97,415
620 · Private Contributions	
6200 · Individual contributions	93,733
6210 · Corporate contributions	4,119
6220 · Foundation contributions	27,650
6230 · Special event contributions	-
6240 · Capital campaign contributions	-
Total 620 · Private Contributions	125,502
630 · Activity Fees	
6300 · Supplemental program fees	10,490
6310 · Field trip fees	2,781
6320 · Club & other Fees	4,374
Total 630 · Activity Fees	17,645
640 · School Sales	
6400 · Paid meals sales	9,198
6410 · School store sales	32

6420 · Student/Parent fundraising	15,967
6430 · Student uniform sales	625
Total 640 · School Sales	25,821
650 · Additional Revenue	
6500 · Short-term investments	3,577
6510 · Dividends & interest securities	-
6520 · Rental revenue	29,850
6530 · Realized gains/losses	2,185,319
6540 · Unrealized gains/losses	-
6550 · Advertising revenue	-
6560 · Miscellaneous revenue	4,288
Total 650 · Additional Revenue	2,223,034
670 · Donated Revenue	
6700 · Donated services revenue	-
6710 · Donated products/goods revenue	1,764
Total 670 · Donated Revenue	1,764
Total 06 · Private Revenue	2,491,182
TOTAL REVENUE	15,228,469
OPERATING EXPENSE	
07 · Staff-Related Expense	
700 · Curricular Salaries	
7000 · Leadership salaries	217,768
7010 · Teacher salaries	3,740,028
7020 · Teacher aides salaries	-
7030 · Other curricular salaries	-
7080 · Curricular stipends	11,890
7090 · Curricular bonuses	-
Total 700 · Curricular Salaries	3,969,686
710 · Supplemental Service Salaries	
7100 · Student support salaries	376,025
7110 · Instr staff support salaries	250
7120 · Front office staff salaries	189,547
7130 · Business, operations salaries	289,841
7140 · Maintenance/custodial salaries	127,850
7150 · Security salaries	-
7160 · Other service salaries	20,449
7180 · Supplemental service stipends	10,650
7190 · Supplemental service bonuses	1,000
Total 710 · Supplemental Service Salaries	1,015,611
720 · Supplemental Program Salaries	
7200 · Program leadership salaries	134,040
7210 · Program staff salaries	378,409
7280 · Program stipends	178,496
7290 · Program bonuses	-
Total 720 · Supplemental Program Salaries	690,945
730 · Management/Development Salaries	
7300 · Executive salaries	229,170
7310 · Development salaries	111,851
7380 · Executive bonuses & stipends	6,920
7390 · Development bonuses & stipends	-
Total 730 · Management/Development Salaries	347,941
740 · Employee Benefits	

7400 · Retirement plan contrib	314,864
7410 · Health insurance	295,668
7420 · Life and disability insurance	20,987
7430 · Section 125 plan	-
7440 · Travel stipends	48,991
7450 · Bonuses	15,167
7460 · Workers' comp insurance	21,184
Total 740 · Employee Benefits	716,861
750 · Payroll Taxes	
7500 · Social security & medicare	453,990
7510 · State unemployment tax	24,119
7520 · Workers' comp insurance	-
7530 · FUTA	-
Total 750 · Payroll Taxes	478,109
760 · Professional Development	
7600 · Staff development (non-travel)	219,684
7610 · Staff development travel	28,271
Total 760 · Professional Development	247,955
770 · Contracted Staff	
7700 · Substitute teachers	75,693
7710 · Temporary contract help	61,776
Total 770 · Contracted Staff	137,470
780 · Other Staff Expense	
7800 · Staff recruiting	19,340
7810 · Staff background checks	10,546
7820 · Staff meals, events, & awards	20,808
7830 · Staff travel (non-development)	1,821
Total 780 · Other Staff Expense	52,515
Total 07 · Staff-Related Expense	7,657,093
08 · Occupancy Expense	
800 · Occupancy Rent Expense	
8000 · Rent, parking, other occupancy	1,388,965
8010 · Supplemental rent	6,006
8020 · Real estate taxes	-
Total 800 · Occupancy Rent Expense	1,394,972
810 · Occupancy Service Expense	
8100 · Utilities & garbage removal	167,012
8110 · Contracted building services	28,654
8120 · Maintenance and repairs	84,303
8130 · Janitorial supplies	17,346
8140 · Facility consulting fees	73,350
Total 810 · Occupancy Service Expense	370,665
Total 08 · Occupancy Expense	1,765,637
09 · Additional Expense	
900 · Direct Student Expense	
9000 · Student supplies, snacks	239,773
9010 · Student assessment materials	8,086
9020 · Student textbooks	29,859
9030 · Student uniforms	3,352
9040 · Library & media materials	17,491
9050 · Contracted instruction fees	174,602
9060 · Food service fees	360,653
9070 · Student travel / field trips	72,868

	9080 · Student recruiting		7,747
	9090 · Other student expenses		19,145
	Total 900 · Direct Student Expense		933,575
910 · Office Expense			
	9100 · Office supplies		71,917
	9110 · Equipment rent & maintenance		45,576
	9120 · Telephone & telecommunications		22,555
	9130 · Postage, shipping, delivery		13,843
	9140 · Printing & duplication		18,026
	Total 910 · Office Expense		171,918
920 · Business Expense			
	9200 · Business insurance		26,944
	9210 · Authorizer fees		53,695
	9220 · Management fees		-
	9230 · Accounting, auditing, payroll		193,567
	9240 · Legal fees		20,829
	9250 · Instr design & eval fees		-
	9260 · Computer support fees		25,275
	9270 · Fundraising fees		38,198
	9280 · Other professional fees		84,519
	9290 · Other expenses		19,647
	Total 920 · Business Expense		462,675
930 · Business Fees			
	9300 · Dues, fees, and fines		21,003
	9310 · Loss/theft of asset		-
	9320 · Bad debts, pledges		8,314
	Total 930 · Business Fees		29,316
940 · Donated Expense			
	9400 · Donated services expense		-
	9410 · Donated products/goods expense		1,764
	Total 940 · Donated Products and Services		1,764
990 · Operating Contingency			
	9900 · Unforeseen expenses		-
	Total 990 · Operating Contingency		-
Total 09 · Additional Expense			1,599,248
TOTAL OPERATING EXPENSE			11,021,978
NET OPERATING INCOME			4,206,491
	11000 · Depreciation & Amort Exp		431,371
	12000 · Interest Expense		90,234
NET INCOME			3,684,886
160 · Operating Fixed Assets			
	1600 · FF&E - Classroom	$	30,239
	1610 · FF&E - Administration	$	13,469
	1620 · Computers - Classroom	$	55,770
	1630 · Computers - Administration	$	19,924
	1650 · Capital leases	$	77,938
	1660 · Other operating assets	$	-
	Total 160 · Operating Fixed Assets	$	197,340
180 · Facilities			
	1800 · Land	$	(123,583)
	1810 · Buildings, building improvement	$	(6,924,377)
	1820 · Construction in progress	$	17,882,883

	1830 · Leasehold improvements	$	1,443
	Total 180 · Facilities	$	10,836,366
Total Asset Purchases		$	11,033,706

Capital City Public Charter School
Detailed Balance Sheet

ASSETS	6/30/11	6/30/12
Current Assets		
Cash		
100 · Cash		
1000 · Operating	1,981,299	3,247,843
1010 · Federal grants	92,776	1,276
1020 · Savings	345	-
1030 · Certificate of deposit	-	-
1040 · Marketable securities	-	-
1050 · Petty cash	-	880,220
1090 · Restricted cash	-	-
1399 · Undeposited Funds	-	-
Total 100 · Cash	2,074,419	4,129,339
Accounts Receivable		
110 · State and Local Receivable		
1100 · Per-pupil receivable	-	-
1110 · Local receivable	9,194	15,854
1120 · State receivable	-	-
Total 110 · State and Local Receivable	9,194	15,854
120 · Federal Receivable		
1200 · NCLB receivable	112,368	295,177
1210 · Title Vb receivable	-	-
1230 · Comp federal grants receivable	566,106	108,112
1240 · National food prog receivable	41,279	68,731
1250 · E-rate prog receivable	-	-
1260 · Medicaid prog receivable	-	-
1270 · Childcare subsidy receivable	-	-
Total 120 · Federal Receivable	719,753	472,020
130 · Private Receivable		
1300 · Grants receivable	-	25,100
1310 · Discounts on long-term grants	-	-
1320 · Pledges receivable	21,464	19,189
1330 · Discounts on long-term pledges	-	-
1340 · Allowance for doubtful grants/pledges	-	-
1350 · Paid lunch receivable	-	-
1360 · Activity fee receivable	-	-
1370 · COBRA Receivable	-	-
1380 · Other receivable	650	1,217
1390 · Rents receivable	-	-
Total 130 · Private Receivable	22,114	45,506
Total Accounts Receivable	751,061	533,381
Other Current Assets		
140 · Other Current Assets		
1400 · Prepaid expenses	121,706	215,169
1410 · Deposits	168,195	367,456
1420 · Rental deductions	-	-
1430 · Employee advances	-	566
Total 140 · Other Current Assets	289,900	583,192
150 · InterCompany Transfers		
1500 · Net Transfers among entities	-	(0)

Total 150 · InterCompany Transfers	-	(0)
Total Current Assets	3,115,381	5,245,912
Fixed Assets		
160 · Operating Fixed Assets		
1600 · FF&E - Classroom	264,891	295,130
1610 · FF&E - Administration	105,775	119,244
1620 · Computers - Classroom	426,513	482,283
1630 · Computers - Administration	204,542	224,465
1650 · Capital leases	-	77,938
1660 · Other operating assets	-	-
Total 160 · Operating Fixed Assets	1,001,720	1,199,059
170 · Accum Depr of Op Fixed Assets		
1700 · Accum depr FF&E	(174,628)	(212,979)
1710 · Accum depr FF&E-Admin	(74,627)	(88,467)
1720 · Accum depr computers	(281,867)	(373,671)
1730 · Accum depr computers - admin	(117,110)	(151,013)
1750 · Accum amort capital leases	-	(11,691)
1760 · Accum depr - other oper assets	-	-
Total 170 · Accum Depr of Op Fixed Assets	(648,232)	(837,821)
180 · Facilities		
1800 · Land	123,583	-
1810 · Buildings, building improvement	6,924,377	-
1820 · Construction in progress	-	17,882,883
1830 · Leasehold improvements	253,101	254,545
1840 · Capitalized Loan Costs	239,624	520,829
1841 · Debt svc reserve dep	-	-
Total 180 · Facilities	7,540,685	18,658,257
190 · Accum Depr of Facilities		
1900 · Accum depr buildings	(1,196,012)	-
1910 · Accum amort lease imp	(85,919)	(138,323)
1940 · Accum deprec loan settle cost	(67,095)	(84,905)
Total 190 · Accum Depr of Facilities	(1,349,026)	(223,228)
Total Fixed Assets	6,545,147	18,796,267
TOTAL ASSETS	9,660,528	24,042,179
LIABILITIES		
Current Liabilities		
Accounts Payable		
200 · Accounts Payable		
2000 · Current payable	173,276	282,633
2010 · Purchase orders	-	-
2020 · Contracts payable	-	-
2030 · Suspended Payable	-	-
2050 · Construction payable	-	-
Total 200 · Accounts Payable	173,276	282,633
Credit Accounts		
210 · Credit Accounts		
2100 · School credit card	5,666	637
2110 · Parent org credit account	-	-
Total 210 · Credit Accounts	5,666	637
Other Current Liabilities		
220 · Accrued Expenses		
2200 · Accrued salaries	375,549	473,730

	2210 · Accrued vacations	92,383	107,551
	2220 · Accrued employee benefits	13,164	30,436
	2230 · Accrued sales tax payable	-	-
	2240 · Other accrued expenses	204,782	3,511,572
	Total 220 · Accrued Expenses	685,878	4,123,289
	230 · Payroll Liabilities		
	2300 · Social sec & mc w/h - employee	-	-
	2310 · Social sec & mc w/h - employer	30,446	38,480
	2320 · Federal taxes withheld	-	-
	2330 · FUTA & State taxes withheld	-	-
	2360 · Pension payable (EE)	29,572	26,540
	2370 · Pension payable (ER)	44,342	41,918
	2390 · Manual checks	-	-
	Total 230 · Payroll Liabilities	104,360	106,938
	240 · Unearned Revenue, deposits held		
	2400 · Unearned per-pupil revenue	54,254	54,057
	2410 · Unearned local revenue	-	-
	2420 · Unearned state revenue	-	-
	2430 · Unearned federal revenue	921	991
	2440 · Unearned private revenue	-	-
	2450 · Deposits held	-	-
	Total 240 · Unearned Revenue	55,175	55,048
	250 · Short-Term Debt		
	2500 · Trustee or employee loan	-	-
	2510 · Line of credit	-	-
	2520 · Current portion, long-term debt	173,554	320,000
	2530 · Other short-term liabilities	-	-
	2540 · Split-interest liabilities	-	-
	2550 · Accrued interest	-	-
	Total 250 · Short-Term Debt	173,554	320,000
	Total Other Current Liabilities	1,018,967	4,605,276
	Total Current Liabilities	1,197,908	4,888,545
Long Term Liabilities			
	260 · Long-Term Debt		
	2600 · Senior debt	3,611,093	6,532,415
	2610 · Sub debt	-	4,000,000
	2620 · Capital leases	-	84,806
	2630 · Other long-term liabilities	-	-
	Total 260 · Long-Term Debt	3,611,093	10,617,221
	Total Long-Term Liabilities	3,611,093	10,617,221
	290 · Suspense	-	-
TOTAL LIABILITIES		4,809,000	15,505,766
EQUITY			
	300 · Unrestricted Net Assets		
	3010 · Unrestricted net assets	4,253,649	4,756,605
	Total 300 · Unrestricted Net Assets	4,253,649	4,756,605
	310 · Temporarily Restrict Net Asset		
	3100 · Use restricted	25,325	81,527
	3110 · Time restricted	13,780	13,395
	3120 · Asset restricted	-	-
	Total 310 · Temporarily Restrict Net Asset	39,105	94,922
	320 · Permanently Restricted Net Assets		

	3200 · Permanently restricted	-	-
	Total 320 · Permanently Restricted Net Asset	-	-
Net Income		558,774	3,684,886
TOTAL EQUITY		4,851,528	8,536,414
TOTAL LIABILITIES & EQUITY		9,660,528	24,042,179

Capital City PCS Board of Trustees Contact List 2011-2012

Name	Office	Affiliation	Phone	E-mail	Home Address	Committee
David P. Bennett	President	N/A	(703)627-6110 (c)	dbennett@board.ccpcs.org DPSB@aol.com	1275 25th St., NW Apt. 603 Washington, DC 20037	Governance, chair
Patrick Canavan	Parent Trustee	N/A	(2) 387-5707 (h)	pcanavan@ board.ccpcs.org pcanavan@earthlink.net	1214 T St. NW Washington, DC 20009	Facilities, Co-Chair
Simmons Covington-Lettre	Vice President	Executive Director, Charter Board Partners	(2)441-4612 (c)	slettre@board.ccpcs.org slettre@verizon.net	4707 Bayard Blvd. Bethesda, MD 20816	Fundraising, Chair; School Performance; Governance
Candace Crawford	Secretary	Assistant Director, School and District Assistance, The Education Trust	(2) 293-1217 x355 (w)	ccrawford@ board.ccpcs.org	Home: 7035 Blair Road NW #334 Washington, DC 20005 Correspondence: 1250 H St NW Suite 700 Washington, D.C. 20005	School Performance, Governance
Alix Guerrier		Expert, Education Practice, McKinsey & Company	(415)596-6431 (c)	aguerrier@board.ccpcs.org alixguerrier@learnzillion.com	5325 42nd Place, NW Washington, DC 20015	School Performance, Facilities
Andrew Marino		Managing Director, Carlyle Group	(2)729-5475 (w)	amarino@board.ccpcs.org Andrew.Marino@carlyle.com	11 Primrose Street Chevy Chase, MD 20815	Governance, Fundraising
Joe Michalczyk		Partner, Pricewaterhouse Coopers	(610)420-0855 (c)	jmichalczyk@board.ccpcs.org joseph.michalczyk@us.pwc.com	2020 12th Street, NW #807 Washington, DC 20009	Finance, Fundraising
Carol Mitten		Homeland Security	(2)282-8361 (c)	cmitten@ board.ccpcs.org cjmitten@verizon.net	6808 6th Street, NW Washington, D.C. 20012	Facilities, Co-Chair

Susan Sabella	Treasurer, Parent Trustee	Healthy Building Network	(2) 364-9693 (h) (2) 366-4378 (c)	ssabella@ board.ccpcs.org susan.sabella@healthybuilding.net	4400 Reno Road NW Washington, DC 20008	Finance, Chair
Christina Theokas		Director of Research, Education Trust	(2) 293-1217 x361 (w) (301) 367-8764(c)	ctheokas@board.ccpcs.org christinatheokas@hotmail.com	831 21st Street S Arlington, VA 22202	School Performance, Chair
Jennifer Van Driesen		Partner, Latham & Watkins	(2)637-2252	jvandriesen@board.ccpcs.org Jennifer.vandriesen@lw.com	2625 N Upshur Street Arlington, VA 22207	Finance, Facilities
Karen Dresden	Non-voting	Head of School Capital City Public Charter School	(2)302-4178(c)	kdresden@ ccpcs.org	Home: 409 Aspen Street, NW Washington, DC 20012 School: 3047 15th St. NW Washington, DC 20009	All committees Ex officio

LEA Name	LEA Code	School Name	School Code	School Level	Last Name	First Name	Race	Gender	Tot. Ed. Exp.	Tot. LEA Exp.	Tot. Sch. Exp.	Assgmt. Code	Curr. Code	Core	SPED

Appendix N

Capital City Public Charter School
Lower School
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	Compliant	
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Compliant	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff . Option 2: Copy of staff certificate to administer medications.	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Compliant	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Non-compliant	School is in the process of revising handbook and seeking legal counsel. An updated version is expected by March, 2012, as noted in AOIS.
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	

Capital City Public Charter School
Lower School
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Compliant	
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	N/A	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Compliant	
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	Compliant	
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Compliant	
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Compliant	

Capital City Public Charter School
Upper School
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	Compliant	
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Compliant	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff . Option 2: Copy of staff certificate to administer medications.	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Compliant	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Non-compliant	School is in the process of revising handbook and seeking legal counsel. An updated version is expected by March, 2012, as noted in AOIS.
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	

Capital City Public Charter School
Upper School
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Compliant	
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	N/A	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Compliant	
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	Compliant	
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Compliant	
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Compliant	

Capital City Public Charter School (Upper and Lower)
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	

Capital City Public Charter School (Upper and Lower)
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	

Capital City Public Charter School (Upper and Lower)
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	Accreditation was awarded for the lower school; upon expiration it should be sought for the whole LEA

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: ***Capital City PCS LEA***

January 15, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	**Compliant**	7/25/14	✔
School Calendar	**Compliant**	7/25/14	✔
Quarterly Financial Statements - 4th	**Compliant**	7/31/14	✔
Annual Teacher and Principal Evaluation Reflection (LEA)	**Compliant**	8/15/14	✔
Auditor Engagement Letter	**Compliant**	8/15/14	✔
Professional Development Calendar (Title I Schools)	**Compliant**	9/30/14	✔
Annual Report SY2013-2014	**Compliant**	10/2/14	✔
Accreditation	**Compliant**	10/10/14	✔
Board Meeting Approved Minutes	**Compliant**	10/10/14	✔
Board Roster	**Compliant**	10/10/14	✔
Certificate of Insurance	**Compliant**	10/10/14	✔
Child Find Policy	**Compliant**	10/10/14	✔
Employee Handbook: Employment Policies	**Compliant**	10/10/14	✔
Litigation Proceedings Calendar	**Compliant**	10/10/14	✔
Student Handbook	**Compliant**	10/10/14	✔
Quarterly Financial Statements - 1st	**Compliant**	10/31/14	✔
Audited Financial Statements	**Compliant**	11/3/14	✔
Audited Financial Statements - FAR Data Entry Form	**Compliant**	11/7/14	✔

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: ***Capital City PCS - Lower School***

Requirement	Compliance Status	Due	On Time
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/1/14	✔
Fire Drills	**Compliant**	8/19/14	✔
Charter School Athletics Compliance	**Compliant**	8/31/14	✔
ESEA (Focus and Priority Schools Cohort I &II): Update Web-Based Intervention/Turnaround Plan Assurance Letter	**Compliant**	9/30/14	✔
Early Childhood (EC) PMF Assessment Selection Form	**Compliant**	10/1/14	✔
Basic Business License	**Compliant**	10/10/14	✔
Certificate of Occupancy	**Compliant**	10/10/14	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/10/14	✔
School Emergency Response Plan	**Compliant**	10/10/14	✔
School Nurse Notification OR Certified Staff to Administer Medication	**Compliant**	10/10/14	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/14	✔
SPED-Continuum of Services	**Compliant**	10/10/14	✔
Staff/Volunteer Roster and Background Checks - 10/10/2014	**Compliant**	10/10/14	✔
ESEA (Focus and Priority Schools Cohort I&II): Update Web-Based Intervention/Turnaround Plan Assurance Letter	**Compliant**	12/1/14	✔
Fire Drills	**Compliant**	12/5/14	✔

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: ***Capital City PCS - Middle School***

Requirement	Compliance Status	Due	On Time
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/1/14	✔
Fire Drills	**Compliant**	8/19/14	✔
Charter School Athletics Compliance	**Compliant**	8/31/14	✔
Basic Business License	**Compliant**	10/10/14	✔
Certificate of Occupancy	**Compliant**	10/10/14	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/10/14	✔
School Emergency Response Plan	**Compliant**	10/10/14	✔
School Nurse Notification OR Certified Staff to Administer Medication	**Compliant**	10/10/14	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/14	✔
SPED-Continuum of Services	**Compliant**	10/10/14	✔
Staff/Volunteer Roster and Background Checks - 10/10/2014	**Compliant**	10/10/14	✔
Fire Drills	**Compliant**	12/5/14	✔

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: ***Capital City PCS - High School***

Requirement	Compliance Status	Due	On Time
High School - Course Offering	**Compliant**	7/25/14	✔
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/1/14	✔
Fire Drills	**Compliant**	8/19/14	✔
Charter School Athletics Compliance	**Compliant**	8/31/14	✔
Basic Business License	**Compliant**	10/10/14	✔
Certificate of Occupancy	**Compliant**	10/10/14	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/10/14	✔
School Emergency Response Plan	**Compliant**	10/10/14	✔
School Nurse Notification OR Certified Staff to Administer Medication	**Compliant**	10/10/14	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/14	✔
SPED-Continuum of Services	**Compliant**	10/10/14	✔
Staff/Volunteer Roster and Background Checks - 10/10/2014	**Compliant**	10/10/14	✔
Fire Drills	**Compliant**	12/5/14	✔

SY 2014-2015 DC Public Charter School Board Compliance Review Report - Contracts Submission

For LEA/Campus: ***Capital City PCS***

Requirement	Compliance Status	Due	On Time
Contracts	**48 Submitted**	3 days after contract is awarded	**48 of 48**

Date of Submission to PCSB	Name of Charter School	Vendor	Services to be Provided	Effective Date of Contract-10 days (SRA)	Value of Contract	# of Days Between Date of Contract Award to Vendor & Submission to PCSB
6/13/14	Capital City PCS	Arent Fox	Capital City's (borrower's) Bond Counsel	6/23/14	$50,000	**Compliant**
6/13/14	Capital City PCS	Heinemann	School Supplies	6/23/14	$25,000	**Compliant**
6/13/14	Capital City PCS	J.S. Corroccio Landscaping, LLC	Landscaping Services	6/23/14	$50,000	**Compliant**
6/13/14	Capital City PCS	Promevo, LLC	School Supplies	6/23/14	$25,000	**Compliant**
6/13/14	Capital City PCS	Robert Half Technology	Temporary Staffing	6/23/14	$25,000	**Compliant**
6/13/14	Capital City PCS	Tenleytown Trash	Trash	6/23/14	$25,000	**Compliant**
7/23/14	Capital City PCS	AAA, LLC	Transportation Services	8/2/14	$50,000	**Compliant**
7/23/14	Capital City PCS	ADP, LLC	Payroll Services	8/2/14	$30,000	**Compliant**
7/23/14	Capital City PCS	Ana Lorena Beltran Santana	Translation Services	8/2/14	$50,000	**Compliant**
7/23/14	Capital City PCS	Apple, Inc.	IT Supplies	8/2/14	$200,000	**Compliant**
7/23/14	Capital City PCS	Baker and Taylor	School Supplies	8/2/14	$30,000	**Compliant**
7/23/14	Capital City PCS	CDW, Government Inc.	IT Supplies	8/2/14	$75,000	**Compliant**
7/23/14	Capital City PCS	Center for Inspired Teaching	Recruitment of Teacher of Teacher Residents	8/2/14	$120,000	**Compliant**
7/23/14	Capital City PCS	Corbett Technology Solutions, Inc.	Information Technology Equipment and Services	8/2/14	$75,000	**Compliant**
7/23/14	Capital City PCS	Drolet and Associates	Financial and Retirement Audit	8/2/14	$50,500	**Compliant**
7/23/14	Capital City PCS	Ed Ops	Budgeting, accounting, financial and grant reporting, audit report, various analyses, and other business or operations consulting services	8/2/14	$150,000	**Compliant**
7/23/14	Capital City PCS	Expeditionary Learning Outward Bound	Professional Development and School Design	8/2/14	$70,500	**Compliant**
7/23/14	Capital City PCS	Great America	Printer and Copier Services	8/2/14	$160,000	**Compliant**
7/23/14	Capital City PCS	Hartford and Alliance Member Services	Commercial Insurance	8/2/14	$78,000	**Compliant**
7/23/14	Capital City PCS	Heinemann	School Supplies	8/2/14	$25,000	**Compliant**

7/23/14	Capital City PCS	Lakeshore	School Supplies	8/2/14	$50,000	**Compliant**
7/23/14	Capital City PCS	Office Team	Temporary Staffing	8/2/14	$50,000	**Compliant**
7/23/14	Capital City PCS	Pearson Education	Special Education Assessment and Text Books	8/2/14	$50,000	**Compliant**
7/23/14	Capital City PCS	Playworks	Planning Guides, Curriculum Resources, Quiz Tool, etc.	8/2/14	$30,000	**Compliant**
7/23/14	Capital City PCS	Professional for Nonprofits	Temporary Staffing	8/2/14	$50,000	**Compliant**
7/23/14	Capital City PCS	Quill	Office and Classroom Supplies	8/2/14	$150,000	**Compliant**
7/23/14	Capital City PCS	Revolution Foods	Food Service	8/2/14	$550,000	**Compliant**
7/23/14	Capital City PCS	Robert Half Technology	Temporary Staffing	8/2/14	$50,000	**Compliant**
7/23/14	Capital City PCS	School Specialty	School Supplies	8/2/14	$50,000	**Compliant**
7/23/14	Capital City PCS	Staples Advantage	Office Supplies	8/2/14	$50,000	**Compliant**
7/23/14	Capital City PCS	W.B. Mason	Office Supplies	8/2/14	$50,000	**Compliant**
8/14/14	Capital City PCS	Busybee	General Contracting Services	8/24/14	6/30/15	**Compliant**
8/14/14	Capital City PCS	Busybee	HVAC Services	8/24/14	6/30/15	**Compliant**
8/14/14	Capital City PCS	Busybee	Janitorial Services	8/24/14	6/30/15	**Compliant**
8/14/14	Capital City PCS	Carefirst BCBS	Health Insurance Services	8/24/14	8/31/15	**Compliant**
8/14/14	Capital City PCS	Conaboy and Associates	Special Education and Therapeutic Services	8/24/14	8/31/15	**Compliant**
8/14/14	Capital City PCS	Daycon Products	Janitorial Supplies	8/24/14	6/30/15	**Compliant**
8/14/14	Capital City PCS	DC Water and Sewer Authority	Water and Sewer Services	8/24/14	6/30/15	**Compliant**
8/14/14	Capital City PCS	MCN Build	General Contracting Services	8/24/14	6/30/15	**Compliant**
8/14/14	Capital City PCS	Metlife	Dental Insurance Services	8/24/14	8/31/14	**Compliant**
8/14/14	Capital City PCS	Pepco	Electricity	8/24/14	6/30/15	**Compliant**
8/14/14	Capital City PCS	PMM Companies	Janitorial Services	8/24/14	6/30/15	**Compliant**
8/14/14	Capital City PCS	Tecknomic Security	Security Guard Services	8/24/14	6/30/15	**Compliant**
8/14/14	Capital City PCS	Washington Gas	Gas	8/24/14	6/30/15	**Compliant**
11/12/14	Capital City PCS	Jair Lynch	Owner's Representative	11/22/14	8/26/15	**Compliant**
11/12/14	Capital City PCS	MCN Build/Studio 27	Design Build Services	11/22/14	8/26/15	**Compliant**
11/12/14	Capital City PCS	Promevo, LLC	IT Equipments	11/22/14	6/30/15	**Compliant**
11/12/14	Capital City PCS	R&R Mechanical	HVAC Services	11/22/14	6/30/15	**Compliant**

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	Calendar must include the following: -minimum 180 days of school (6+ hours) -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable *If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	2013-14 Annual Report includes: -Narrative (description of performance and progress; goal attainment; school program) -Data Report -Appendices (staff roster; board roster; financials)
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

2014-15 Compliance Review Requirements

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; **Occupancy load on form is equal to or greater than the sum of staff and students**
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's **charter agreement**); should include all addresses/ campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	<u>Board makeup must include:</u> -Odd number of voting members (odd number of voting members/ doesn't include ex-officio) -Greater than 3 but no more than 15 -Majority of members residing in DC (include address or city of residence) -2 parent members (voting members) * **Adult schools may use alumnae or adult students to satisfy the parent requirement*
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occuring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. **OR,** an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members **Should confirm staff's understanding of their obligation for reporting sexual abuse of student.*

2014-15 Compliance Review Requirements

Requirement	Description
Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: • Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment • Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment
Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past **TWO years** **All volunteers working more than 10 hrs/ week must have background checks*
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: *sexual harassment *equal opportunity *drug-free workplace *complaint Resolution Process *Whistle blower Policy (best practice, not mandatory)
Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process
SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)
Student Handbook <u>or submit policies</u>: *Discipline Policy *Attendance Policy *Safeguard of Student Information	**Discipline Policy** -clear explanation of infractions -clear explanation of consequences (basis for suspensions/ expulsions) -manifestation determination process for students with disabilities -due process and appeals procedures for student/ parents for disciplinary incidents **Attendance Policy** -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) **Safeguard of Student Information Policy**--aligns with FERPA regulations
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

2014-15 Compliance Review Requirements

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview *should include a non-discrimination clause
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year

Appendix O

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2011 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Capital City Public Charter School
Final Percentage Rating:	74%
Determination Level:	Needs Assistance

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – in compliance Indicator 9 – in compliance • Indicator 10 – in compliance • Indicator 11 – not in compliance • Indicator 12 – N/A • Indicator 13 – not in compliance	3	5
2	Information regarding timely, valid and reliable data	• All data are submitted timely	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2011 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	• No dispute resolution complaints were filed against the LEA	N/A	N/A

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – 4 points • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 points • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 points • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points	4 (average points)	4 (average points)
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2011 grants cycle	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet District of Columbia FFY 2011 AYP targets for the disability subgroup	0	2

8	Evidence of correction of findings of noncompliance, including progress toward full compliance	• Less than 90% of noncompliance corrected within one year after the identification of the noncompliance	0	2
		Total Number of Points Achieved	17	
		Total Possible Points from Applicable Elements	23	
		Percentage of Points Achieved from Applicable Elements	74%	

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Capital City Public Charter School
Final Percentage Rating:	66%
Determination Level:	Needs Assistance

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Item Number	Element	Determination	Number of Points Earned
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – not in compliance • Indicator 9 – in compliance • Indicator 10 – in compliance • Indicator 11 – not in compliance • Indicator 12 – N/A • Indicator 13 – not in compliance	2
2	Information regarding timely, valid and reliable data	• All data are valid and reliable and submitted timely	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	Student-Level • Less than 75% of reviewed student files in compliance LEA-Level • More than 5 LEA-level findings	0 0
3b	Dispute resolution findings (student and/or LEA level)	• No dispute resolution complaints were filed against the LEA.	N/A

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – 4 points • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 points • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 points • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – 0 points • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points	3.5 (average points)
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet District of Columbia FFY 2010 AYP targets for the disability subgroup	0

		• LEA met District of Columbia FFY 2010 SPP Indicator 5c target of placement of less than 26% of its students into separate settings	1
8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	Less than 90% of noncompliance corrected within one year after the identification of the noncompliance	0
		Total Number of Points Earned + Additional Points	**16.5**
		Total Possible Points from Applicable Elements	**25**
		Percentage of Points from Applicable Elements	**66%**

Appendix P

Capital City Public Charter School

2010-2011 LEA Compliance Monitoring Report

Office of the
State Superintendent of Education

Date of Notification:
February 17, 2011

All Corrections Due by:
June 24, 2011

Prepared by:
OSSE Quality Assurance & Monitoring Unit

LEA Directions for Compliance Monitoring Workbook

***Compliance Summary*:**

This section of the report provides a summary of the data collected during the IEP file review process.
All instances of noncompliance must be corrected at an individual student level.

For any item in which an LEA has noncompliance, additional files will be reviewed to verify that systemic changes have occurred and compliance is being met. The files that will be reviewed to ensure systemic compliance is occurring will not be the files that were reviewed during the first file review process.

***Student Level Noncompliance*:**

When corrections have been made for **all** items of noncompliance **for each student**, the appropriate administrator must sign and date the form.

When **all** student corrections have been completed, notify OSSE that the corrections have been completed.

Submit evidence as required to OSSE for verification of corrections.

OSSE will verify that all individual student noncompliance has been corrected and also sign the form.

***LEA Corrective Action*:**

For any LEA having less than 95% compliance total for each item on the Compliance Summary report, LEA Level Corrective Actions must also be completed. This percentage is calculated by dividing the total number of students found compliant by the total number of student files reviewed. Additional Corrective Actions may also be identified in Section 4.1- Additional LEA Corrections.

Using the LEA Action Log, record the actions taken for each item of noncompliance.

When corrections have been made for each item of noncompliance, the appropriate administrator must sign and date the form for each item.

When ALL LEA level corrective actions have been completed, notify OSSE that the actions have been completed.

Submit evidence as required to OSSE for verification of corrections.

OSSE will verify that all LEA level corrective actions have been completed and also sign the form.

Certification Page:

Upon completion of ALL student level and LEA level corrective actions, the LEA administrator responsible for ensuring that corrections have been made must sign and date this form and submit the form and all report pages to Melanie Byrd, Director of Compliance Monitoring, OSSE Department of Special Education, 810 First Street, NE, 5th Floor, Washington, DC 20002.

Capital City Public Charter School
2010-2011 LEA Compliance Monitoring Report

Date of Notification: February 17, 2011

All Corrections Due By: June 24, 2011

2010-2011 Individual Student Compliance Criteria: 95% or above

2010-2011 LEA Review Compliance Criteria: 100%

Individual Student File Review							
Part C to Part B Transition							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
C2B 1: LEA Attended Transition Planning Conference	§300.124(c)	60	0	0	60	NA	NA
C2B 2: Early Childhood ESY Services Considered	§300.106(a)(2)	60	0	0	60	NA	NA
Initial Evaluations and Reevaluations							
IEV 1: Prior Written Notice Provided Upon Initial Referral	§300.503(a)(1)	5	4	1		80.00%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
IEV 2: Parent Provided Procedural Safeguards	§300.504(a)(1)	5	4	1		80.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEV 3: Parent Consent Prior to Initial Evaluation	§300.300(a)	5	4	1		80.00%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
IEV 4: Variety of Sources Used to Determine Initial Eligibility	§300.306(c)	5	5	0		100.00%	Criteria Met
REV 1: Prior Written Notice Provided Upon Reevalution	§300. 503	55	39	16		70.91%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
REV 2: Parent Consent Prior to Reevaluation	§300.300(c) (1)	55	37	18		67.27%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
REV 3: IEP Team Review of Existing Data	§300.305	55	54	1		98.18%	Individual Student Corrections Must Be Completed Where Noncompliance Identified

REV 4: Variety of Sources Used to Determine Continued Eligibility	§300.306(c)	55	54	1		98.18%	Individual Student Corrections Must Be Completed Where Noncompliance Identified

IEP Development							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
IEP 1: Parent Invited to IEP Meeting	§300.322(a)	60	47	13		78.33%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEP 2: Required Participants Invited to IEP Meeting	§300.321(a)	60	40	20		66.67%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
IEP 3: General Education Teacher Attended IEP Meeting	§300.321(a), §300.321(e)	60	54	6		90.00%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
IEP 4: Special Education Teacher Attended IEP Meeting	§300.321(a)	60	57	3		95.00%	Not Correctable at Student Level, No Additional Actions Required
IEP 5: LEA Designee Attended IEP Meeting	§300.321(a)	60	54	6		90.00%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
IEP 6: Person to Interpret Instructional Implications Attended IEP Meeting	§300.321(a)	60	49	8	3	85.96%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEP 7: IEP Contains Measurable Annual Goal(s)	§300.320(a) (2)(i)	60	60	0		100.00%	Criteria Met
IEP 8: Student's File Contains Progress Data	§300.320(a)(3)(I)	60	58	2		96.67%	Individual Student Corrections Must Be Completed Where Noncompliance identified
IEP 9: IEP Docments ESY Was Considered	§300.106	60	56	4		93.33%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEP 10: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	§300.320(a)(1)	60	58	2		96.67%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 11: Student Preferences and Interests Considered	§300.321(b)(2)	60	22	0	38	100.00%	Criteria Met
IEP 12: Student and Parent Informed of Transfer of Rights	§300.520(a)(1), §300.320(c)	60	0	1	59	0.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEP 13: IEP Statement of Measurable Annual Related Services Goal	§300.320(a)(2)(i)(B)	60	46	0	14	100.00%	Criteria Met
IEP 14: Description and Documentation of Progress Toward Related Services Goals	§300.320(a)(3)	60	46	1	13	97.87%	Individual Student Corrections Must Be Completed Where Noncompliance Identified

Least Restrictive Environment							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
LRE 1: Student Placement Based on IEP	§300.116(b)(2)	60	60	0		100.00%	Criteria Met
LRE 2: Appropriate Supplemental Aids and Services Used Before Removal From Regular Education	§300.114(a)(2)(ii)	60	60	0		100.00%	Criteria Met
LRE 3: Student Placement Determined Annually	§300.116(b)	60	60	0		100.00%	Criteria Met
LRE 4: Consideration of Harmful Effects	§300.116(d)	60		0	60	NA	NA
Discipline							
DIS 1: Educational Services Provided After Tenth Day of Disciplinary Removal	§300.530(d)	60	0	0	60	NA	NA
DIS 2: Manifestation Determination	§300.530(e), §300.536	60	0	0	60	NA	NA
DIS 3: LEA Conducted Functional Behavioral Assessment	§300.530(f)	60	7	6	47	53.85%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
DIS 4: LEA Developed Behavioral Intervention Plan	§300.530(f)	60	9	5	46	64.29%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
Data Verification							
DAT 1: Initial Evaluation Date Same as Reported in SEDS	§300.600, §300.601	60	19	0	41	100.00%	Criteria Met
DAT 2: Reevaluation Date Same as Reported in SEDS	§300.600, §300.601	60	47	3	10	94.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
DAT 3: IEP Development Date Same as Reported in SEDS	§300.600, §300.601	60	58	2		96.67%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
DAT 4: IEP Implementation Date Same as Reported in SEDS	§300.600, §300.601	60	59	1		98.33%	Individual Student Corrections Must Be Completed Where Noncompliance Identified

Data Verification							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
DAT 5: Date of Birth Same as Reported in SEDS	§300.600, §300.601	60	60	0		100.00%	Criteria Met
DAT 6: Primary Disability Same as Reported in SEDS	§300.600, §300.601	60	60	0		100.00%	Criteria Met
DAT 7: Placement Same as Reported in SEDS	§300.600, §300.601	60	60	0		100.00%	Criteria Met
LEA Level Review							
Dispute Resolution							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
DSP 1: Resolution Meetings Held Within 15 Days of Notice	§300.510(a)	1		1		0.00%	LEA Corrective Actions Must Be Completed
DSP 2: LEA implements HODs in Timely Manner	§300.600(e)	1	1			100.00%	Criteria Met
DSP 3: LEA Provides Information to OSSE Regarding State Complaints	OSSE State Complaint Policy	1			1	NA	NA
DSP 4: LEA Timely Implements Corrective Actions	§300.600(e)	1			1	NA	NA
Access to Instructional Materials							
NIM 1: LEA Provision of Instructional Materials	§300.172	1			1	NA	NA
Fiscal							
FIS 1: LEA Policy/Procedure Governing Budgets	§80.20	1		1		0.00%	LEA Corrective Actions Must Be Completed
FIS 2: LEA Accounting Record for Federal Grant Expenditures	§80.20	1	1			100.00%	Criteria Met

Fiscal							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
FIS 3: LEA Policy/Procedure For Awarding Contracts	§80.20 §80.36(2)	1	1			100.00%	Criteria Met
FIS 4: LEA Policies/ Procedures to Ensure Expenditure Approval in IDEA RW	OSSE GAN	1	1			100.00%	Criteria Met
FIS 5: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	§§76.707-710	1	1			100.00%	Criteria Met
FIS 6: LEA Retention of Financial Records for 5 Years	§80.42	1		1		0.00%	LEA Corrective Actions Must Be Completed
FIS 7: LEA Controls in Place to Protect Assets Over $5,000	§80.20(3)	1		1		0.00%	LEA Corrective Actions Must Be Completed
FIS 8: LEA Code of Conduct For Employees Administering Contracts	§80.36(3)	1		1		0.00%	LEA Corrective Actions Must Be Completed
FIS 9: LEA Accounting Record to Track Expenditures and Ensure Federal Funds Are Not Co-Mingled	§80.20	1	1			100.00%	Criteria Met
FIS 10: LEA Appropriately Charges Salaries to IDEA Grant Programs	OMB Circular A-87 §§74-99	1	1			100.00%	Criteria Met
FIS 11: LEA Tracks Personnel Supported by IDEA Grant Funds	OMB Circular A-87 §§74-99	1	1			100.00%	Criteria Met
FIS 12: LEA Obligates Costs After Approved and Within Grant Period	§§76.707-710	1	1			100.00%	Criteria Met
FIS 13: LEA Sought Reimbursement in RW After Expense Was Incurred	OSSE GAN	1	1			100.00%	Criteria Met

Fiscal							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
FIS 14: LEA Correctly Records IDEA Expenditures, Including Set-Asides	§80.20	1	1			100.00%	Criteria Met
FIS 15: LEA Purchased and Received Items For Which Reimbursement Was Sought	§80.20	1	1			100.00%	Criteria Met
FIS 16: LEA Followed Procurement Procedures	§80.36	1	1			100.00%	Criteria Met
FIS 17: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	§80.20 OMB Circular A-87	1	1			100.00%	Criteria Met
FIS 18: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	§80.20 OSSE GAN	1	1			100.00%	Criteria Met
FIS 19: LEA Correctly Procures, Utilizes and Charges Construction Expenses	OMB Circular A-87	1			1	NA	NA
FIS 20: LEA Utilizes IDEA Funds for CEIS as Outlined in Application and Submitted RW	§300.226 §300.646	1			1	NA	NA
FIS 21: LEA Properly Tracks Students Who Receive CEIS	§300.226(d)	1			1	NA	NA
FIS 22: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	§300.134	1			1	NA	NA
FIS 23: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	§300.134	1			1	NA	NA

3.1 - Individual NC

[redacted]

File Review Items (X = Noncompliance)															
	IEV 1	IEV 2	IEV 3	IEV 4	REV 1	REV 2	REV 3	REV 4	IEP 1	IEP 2	IEP 3	IEP 4	IEP 5	IEP 6
						X				X				
						X							X	X
										X				
									X	X				
					X					X				
					X				X	X			X	X
													X	
					X	X				X				
						X			X	X	X			
						X								
						X								X
									X	X	X			X
						X								
					X									
						X								
					X	X			X	X				X
					X	X				X	X			
					X		X	X	X	X				X
						X								
					X				X	X	X			
									X	X				
					X	X				X		X		
													X	
					X	X				X				

[redacted]

NC

Items (X = Noncompliance)									File Review			
IEP 10	IEP 11	IEP 12	IEP 13	IEP 14	LRE 1	LRE 2	LRE 3	LRE 4	DIS 1	DIS 2	DIS 3	DIS 4
				x								

3.1 - Individual NC

[redacted]

nce)			Total Number of Noncompliant Items for Each Student
DAT 6	DAT 7		
			2
			3
			3
			2
			2
			7
			1
			3
			4
			1
			0
			2
			4
			1
			1
			1
			0
			0
			5
			0
			7
			7
			3
			0
			0
			4
			3
			4
			1
			0
			4

3.1 - Individual NC

[redacted]

File Review Items (X = Noncompliance)														
	IEV 1	IEV 2	IEV 3	IEV 4	REV 1	REV 2	REV 3	REV 4	IEP 1	IEP 2	IEP 3	IEP 4	IEP 5	IEP 6
					X				X					
					X	X								
					X	X			X	X				
									X	X				
						X				X		X		
											X	X	X	
									X					
					X					X	X			
													X	
	X	X	X						X	X				
					X	X								X
														X
					X	X								
	1	1	1	0	16	18	1	1	13	20	6	3	6	8

[redacted]

C

ms (X = Noncompliance)								File Review			
IEP 11	IEP 12	IEP 13	IEP 14	LRE 1	LRE 2	LRE 3	LRE 4	DIS 1	DIS 2	DIS 3	DIS 4
										X	X
										X	X
										X	X
	X										
										X	X
										X	X
0	1	0	1	0	0	0	0	0	0	6	5

[redacted]

idual NC

Noncompliance)					Total Number of Noncompliant Items for Each Student
DAT 3	DAT 4	DAT 5	DAT 6	DAT 7	
					2
					2
					0
					2
					5
					0
					2
					0
					2
					3
					5
					0
					2
					0
					0
					4
					1
					0
					0
					1
					0
					6
					3
					0
					1
					0
					0
					2
					4
2	1	0	0	0	

Capital City Public Charter School
2010-2011 Compliance Monitoring: Tracking the Correction of Student Level Citations

Date of Notification: February 17, 2011

All Corrections Due By: June 24, 2011

Directions for Correcting IDEA Individual Student Noncompliance Citations

Step 1: OSSE Compliance Monitor must enter all individual student citations on the 3.1 - Individual NC page, which will populate this report. Once all student names are entered, a paper copy of this form (as part of the entire report) will be provided to the LEA so that the correction of individual student noncompliance can be tracked and recorded by the LEA.

Step 2: The LEA is required to correct all instances of noncompliance for each student where noncompliance was identified. LEA Validator must fill in the Corrective Action Code and the date of correction for each student prior to submitting this report to OSSE. This page must be signed with the name and date of the LEA Validator.

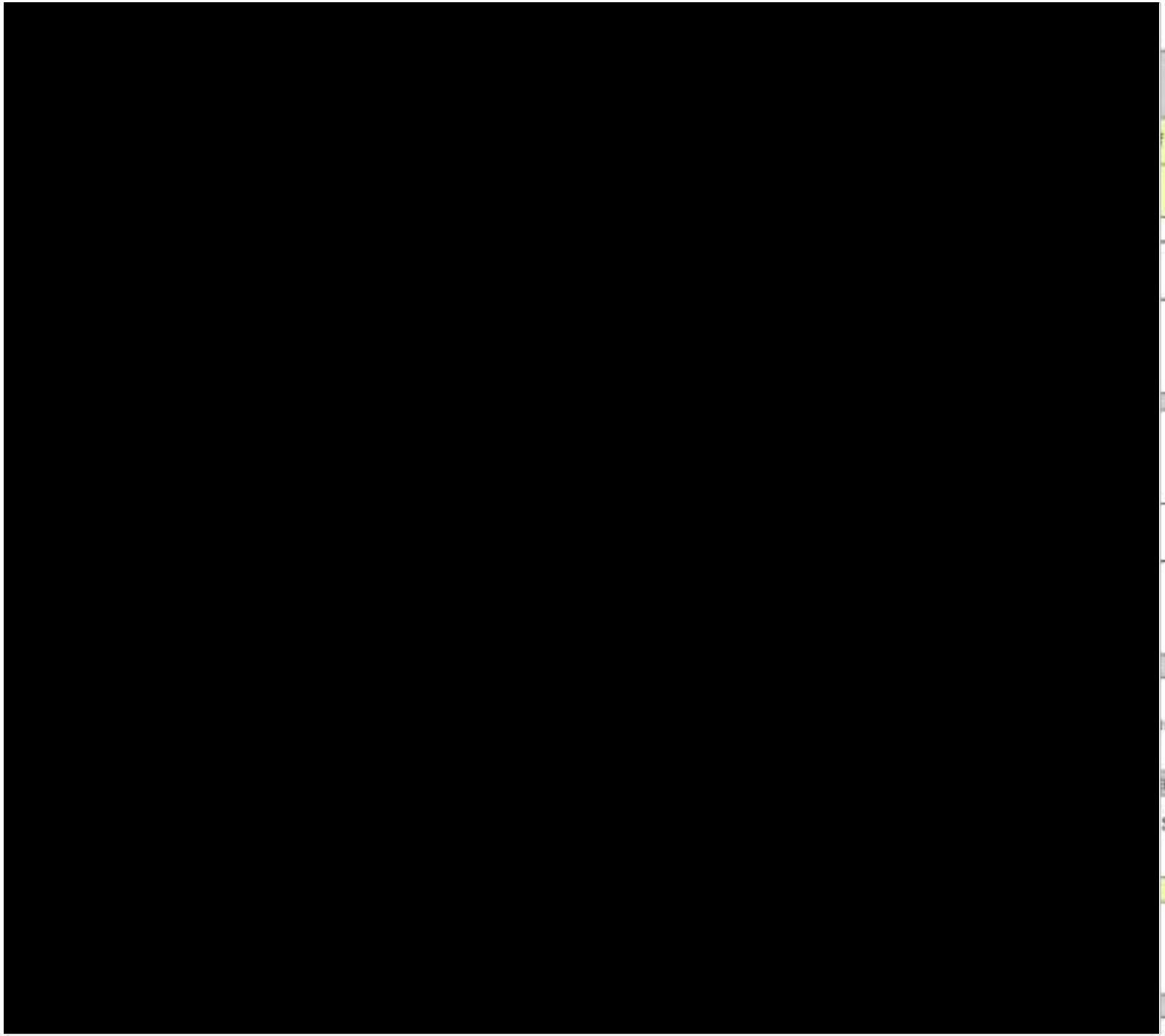
Corrective Action Code:

0 = Correction not yet made
1 = Correction has been made as required for this student
2 = Student no longer enrolled in LEA
3 = Student no longer receives special education services
4 = Student no longer in school (graduation, dropout, deceased)

Step 3: LEA Validator must submit this completed form and other evidence (as required) to OSSE Compliance Monitor.

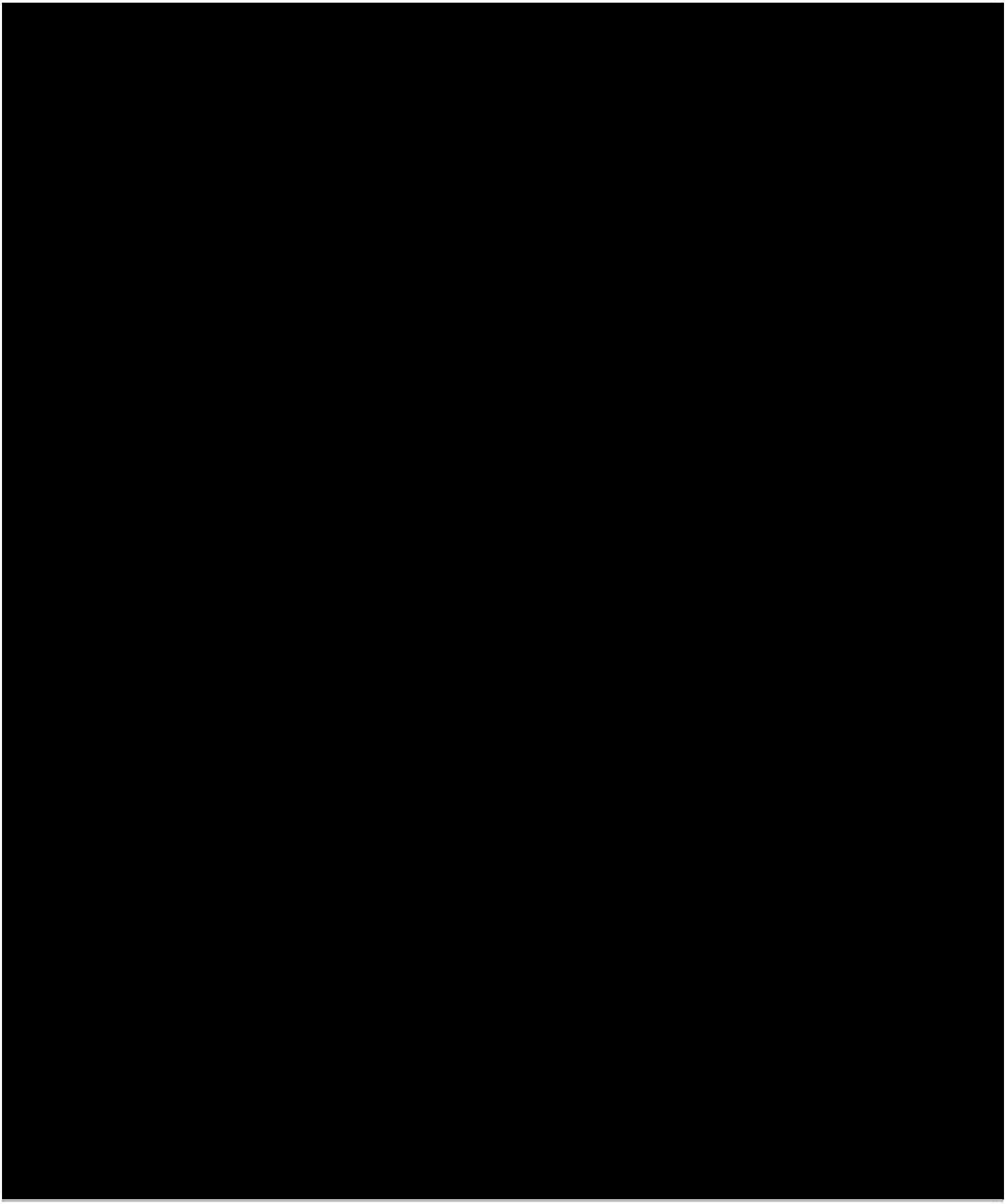
Step 4: OSSE Compliance Monitor must verify that the findings of noncompliance have been corrected as per the LEA report. OSSE Compliance Monitor must include his/her name and date of verification when all noncompliance has been verified as corrected.

LEA Action Log



f Signature
nts.
ation of Correction

SSE	Date of Verification



[redacted]

ctive ons	Not correctable at the student level.
ctive ons	Not correctable at the student level.
ctive ons	Not correctable at the student level.
ctive ons	Not correctable at the student level.
ctive ons	Reconvene the IEP meeting with attendance from person(s) familiar with tests and other assessments.

	LEA Verification of Correction		OSSE Verification of Correction	
ctive tion de	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

[redacted]

econvene IEP meeting to develop measurable
oals.

ollect and file student progress data relative to
nnual goals and objectives.

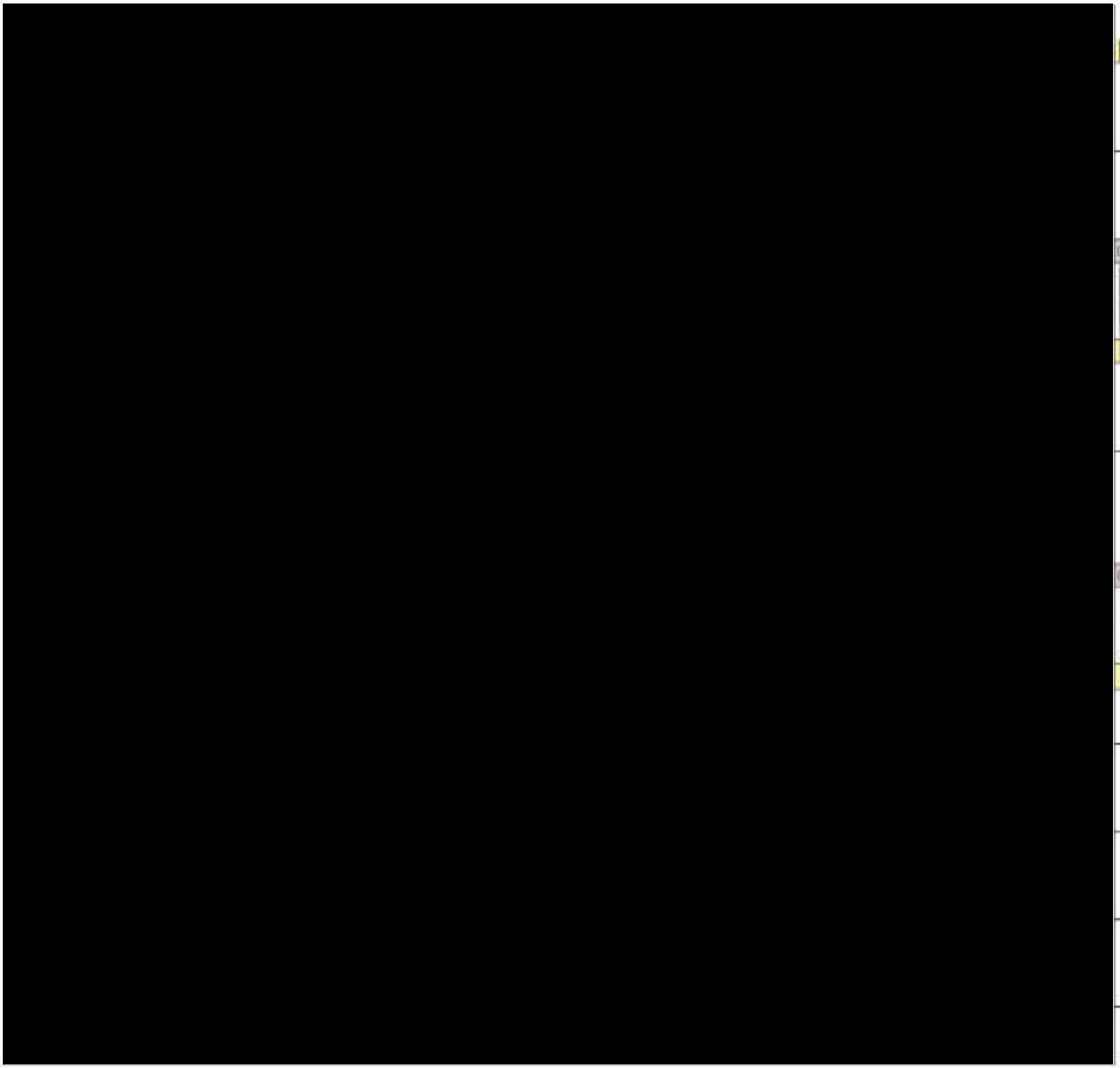
LEA Verification of Correction		OSSE Verification of Correction	
Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

econvene IEP team to consider ESY.

LEA Verification of Correction		OSSE Verification of Correction	
Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

econvene IEP meeting and correct component of
ne IEP.

LEA Verification of Correction		OSSE Verification of Correction	
Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification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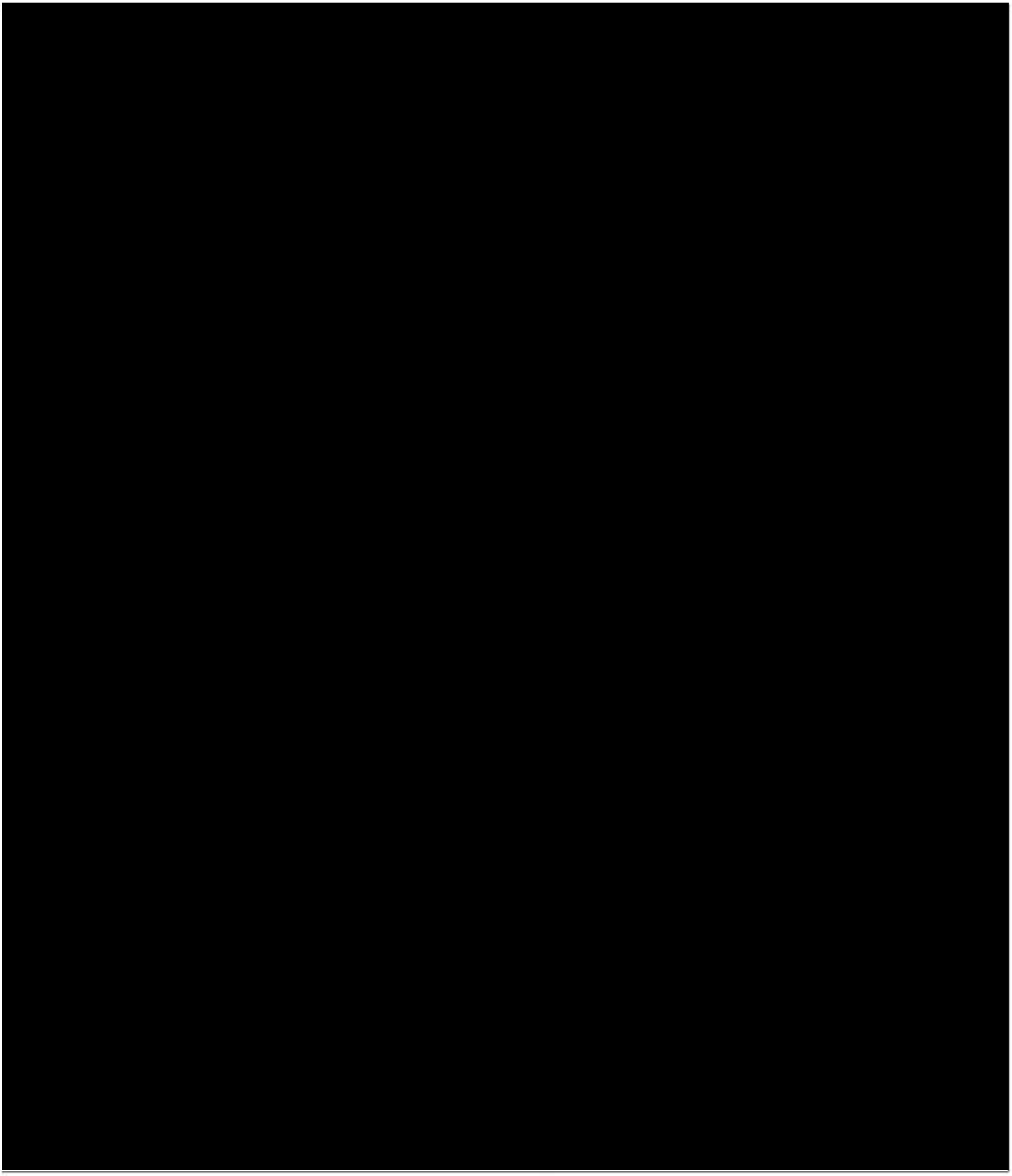

Question from File Review	**DAT 7:** Placement Same as Reported in SEDS	Corrective Actions	Find and correct placement in file or in SEDS.

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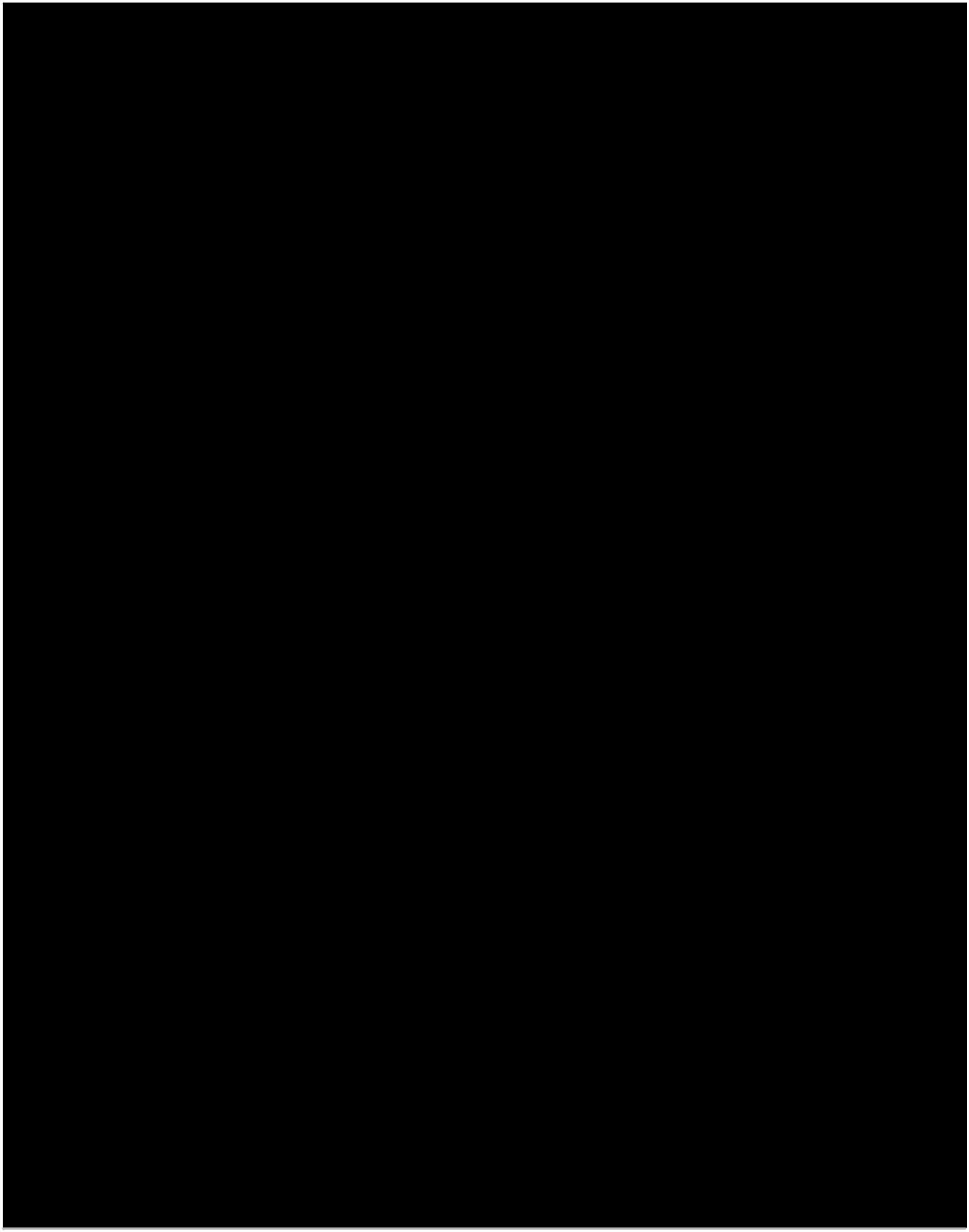
Verification of Correction		Verification of Correction	
LEA Signature	LEA Date	OSSE Signature	OSSE Date



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			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 2: Required Participants Invited to IEP Meeting	66.67%	LEA special education administrator(s) must review, revise and align (if necessary) IEP attendance policies and procedures to determine if they are consistent with Federal law. Provide documentation of the review to OSSE.				
IEP 2: LEA Action Log:						
IEP 3: General Education Teacher Attended IEP Meeting	90.00%	Randomly select 10 files for evidence of Gen Ed teacher IEP attendance. LEA special education administrator(s) must review, revise and align IEP attendance policies and procedures to align with Federal law. Provide documentation of above to OSSE.				
IEP 3: LEA Action Log:						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 4: Special Education Teacher Attended IEP Meeting	95.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 4: LEA Action Log:		**No Action Required.**				
IEP 5: LEA Designee Attended IEP Meeting	90.00%	Randomly select 10 files for evidence of LEA designee attendance. LEA special education administrator(s) must review, revise and align IEP attendance policies and procedures to align with Federal law. Provide documentation of above to OSSE.				
IEP 5: LEA Action Log:						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 6: Person to Interpret Instructional Implications Attended IEP Meeting	85.96%	LEA special education administrator(s) must review, revise and align IEP attendance policies and procedures to align with Federal law. Provide documentation of above to OSSE.				
IEP 6: LEA Action Log:						
IEP 7: IEP Contains Measurable Annual Goal(s)	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 7: LEA Action Log:		**No Action Required.**				
IEP 8: Student's File Contains Progress Data	96.67%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 8: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 9: IEP Docments ESY Was Considered	93.33%	Train special education personnel on ESY services and ESY consideration. Randomly select 10 files for evidence of ESY consideration. Provide documentation of the above to OSSE.				
IEP 9: LEA Action Log:						
IEP 10: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	96.67%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 10: LEA Action Log:		No Action Required.				
IEP 11: Student Preferences and Interests Considered	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 11: LEA Action Log:		No Action Required.				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 12: Student and Parent Informed of Transfer of Rights	0.00%	LEA must develop plan for notifying parents and students of the transfer of student rights. Provide documentation of the above to OSSE.				
IEP 12: LEA Action Log:						
IEP 13: IEP Statement of Measurable Annual Related Services Goal	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 13: LEA Action Log:		No Action Required.				
IEP 14: Description and Documentation of Progress Toward Related Services Goals	97.87%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 14: LEA Action Log:		No Action Required.				

Least Restrictive Environment (LRE)						
			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
LRE 1: Student Placement Based on IEP	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 1: LEA Action Log:		No Action Required.				
LRE 2: Appropriate Supplemental Aids and Services Used Before Removal From Regular Education	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 2: LEA Action Log:		No Action Required.				
LRE 3: Student Placement Determined Annually	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 3: LEA Action Log:		No Action Required.				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
LRE 4: Consideration of Harmful Effects	NA	NA	No signature required.	No date required.	No signature required.	No date required.
LRE 4: LEA Action Log:		No Action Required				
Discipline						
DIS 1: Educational Services Provided After Tenth Day of Disciplinary Removal	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DIS 1: LEA Action Log:		No Action Required				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DIS 2: Manifestation Determination	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DIS 2: LEA Action Log:		**No Action Required**				
DIS 3: LEA Conducted Functional Behavioral Assessment	53.85%	LEA special education administrator(s) must review, revise and align (if necessary) discipline policies and procedures to determine if they are consistent with federal law. Provide documentation of the above to OSSE.				
DIS 3: LEA Action Log:						
DIS 4: LEA Developed Behavioral Intervention Plan	64.29%	LEA special education administrator(s) must review, revise and align (if necessary) discipline policies and procedures to determine if they are consistent with federal law. Provide documentation of the above to OSSE.				
DIS 4: LEA Action Log:						

Data Verification						
			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 1: Initial Evaluation Date Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 1: LEA Action Log:		No Action Required.				
DAT 2: Reevaluation Date Same as Reported in SEDS	94.00%	Train personnel responsible for data entry of special education data. Provide documentation of the above to OSSE.				
DAT 2: LEA Action Log:						
DAT 3: IEP Development Date Same as Reported in SEDS	96.67%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 3: LEA Action Log:		No Action Required.				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 4: IEP Implementation Date Same as Reported in SEDS	98.33%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 4: LEA Action Log:		No Action Required.				
DAT 5: Date of Birth Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 5: LEA Action Log:		No Action Required.				
DAT 6: Primary Disability Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 6: LEA Action Log:		No Action Required.				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 7: Placement Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 7: LEA Action Log:		No Action Required.				

LEA Level Review

Dispute Resolution

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DSP 1: Resolution Meetings Held Within 15 Days of Notice	0.00%	LEA must develop and implement a plan that addresses timely compliance with dispute resolution activities. Provide documentation of the above to OSSE.				
DSP 1: LEA Action Log:						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DSP 2: LEA implements HODs in Timely Manner	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DSP 2: LEA Action Log:		No Action Required.				
DSP 3: LEA Provides Information to OSSE Regarding State Complaints	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DSP 3: LEA Action Log:		No Action Required				
DSP 4: LEA Timely Implements Corrective Actions	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DSP 4: LEA Action Log:		No Action Required				

Access to Instructional Materials						
			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
NIM 1: LEA Provision of Instructional Materials	NA	NA	No signature required.	No date required.	No signature required.	No date required.
NIM 1: LEA Action Log:		**No Action Required**				
FIS 1: LEA Policy/Procedure Governing Budgets	0.00%	The LEA must develop policy/procedure for governing the preparation and approval of budgets and budget amendments for all funds. Provide documentation of the above to OSSE.				
FIS 1: LEA Action Log:						
FIS 2: LEA Accounting Record for Federal Grant Expenditures	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 2: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 3: LEA Policy/Procedure For Awarding Contracts	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 3: LEA Action Log:		No Action Required.				
FIS 4: LEA Policies/ Procedures to Ensure Expenditure Approval in IDEA RW	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 4: LEA Action Log:		No Action Required.				
FIS 5: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 5: LEA Action Log:		No Action Required.				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 6: LEA Retention of Financial Records for 5 Years	0.00%	The LEA must develop policy/procedure that ensures financial records are retained for 5 years. Provide documentation of the above to OSSE.				
FIS 6: LEA Action Log:						
FIS 7: LEA Controls in Place to Protect Assets Over $5,000	0.00%	The LEA must develop policy/procedure that ensures assts procured with federal funds are protected, particularly those assets costing more than $5,000. Provide documentation of the above to OSSE.				
FIS 7: LEA Action Log:						
FIS 8: LEA Code of Conduct For Employees Administering Contracts	0.00%	The LEA must develop code of conduct/conflict of interest policy for employees involved in the administration of contracts. Provide documentation of the above to OSSE.				
FIS 8: LEA Action Log:						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 9: LEA Accounting Record to Track Expenditures and Ensure Federal Funds Are Not Co-Mingled	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 9: LEA Action Log:		**No Action Required.**				
FIS 10: LEA Appropriately Charges Salaries to IDEA Grant Programs	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 10: LEA Action Log:		**No Action Required.**				
FIS 11: LEA Tracks Personnel Supported by IDEA Grant Funds	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 11: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 12: LEA Obligates Costs After Approved and Within Grant Period	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 12: LEA Action Log:		**No Action Required.**				
FIS 13: LEA Sought Reimbursement in RW After Expense Was Incurred	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 13: LEA Action Log:		**No Action Required.**				
FIS 14: LEA Correctly Records IDEA Expenditures, Including Set-Asides	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 14: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 15: LEA Purchased and Received Items For Which Reimbursement Was Sought	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 15: LEA Action Log:		**No Action Required.**				
FIS 16: LEA Followed Procurement Procedures	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 16: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	**LEA Total**	**Corrective Actions**	**LEA Signature**	**LEA Date**	**OSSE Signature**	**OSSE Date**
FIS 17: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 17: LEA Action Log:		**No Action Required.**				
FIS 18: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 18: LEA Action Log:		**No Action Required.**				
FIS 19: LEA Correctly Procures, Utilizes and Charges Construction Expenses	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 19: LEA Action Log:		**No Action Required**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 20: LEA Utilizes IDEA Funds for CEIS as Outlined in Application and Submitted RW	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 20: LEA Action Log:		No Action Required				
FIS 21: LEA Properly Tracks Students Who Receive CEIS	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 21: LEA Action Log:		No Action Required				
FIS 22: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 22: LEA Action Log:		No Action Required				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 23: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 23: LEA Action Log:		No Action Required				

2010-2011 Compliance Monitoring: Tracking Additional LEA Corrections to Address LEA Level Citations

Capital City Public Charter School						
Date of Notification:	February 17, 2011	All Corrections Made By:	June 24, 2011			
Additional LEA Corrective Actions						
			Verification of Correction		Verification of Correction	
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FAPE in the LRE	Yes	The Capital City special education coordinators/directors of student services and the Capital City Head of School must attend the OSSE training SP-10: Least Restrictive Environment: Planning for Student Success on March 17, 2011. Capital City must convene an IEP Team meeting for all of its students placed in nonpublic schools. Capital City must provide documentation to OSSE that the related services missed for each of these students from August 30, 2010 to September 30, 2010 has been subsequently provided.				
OSSE Comments:						

Capital City reported that it has implemented an inclusion program for instruction in the general education environment. The school indicated that it employs at least one inclusion teacher for every grade level. Inclusion teachers work with the general education teachers to construct the course curriculum and develop differentiated instruction that is delivered either individually or in small groups of students. Capital City indicated that teachers modify assignments and provide opportunities for experiential learning based on the student's IEP. The school reported that related services are delivered individually or in small groups, both within and outside of the general education classroom.

The IDEA regulations at 34 CFR §300.115(a) require that each public agency ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. Capital City indicated that it offers students placement in regular education environments and regular education environments with supplemental aids and services. The school reported that the small number of students who require instruction outside of the general education environment receive this instruction from an inclusion teacher in a resource room during the final class period of the day. Capital City explained that it does not currently serve any students who require an entirely self-contained environment, but that in the past, it has found alternative placements for students with exceptional needs. The requirement for an LEA to offer a continuum of alternative placements includes the responsibility to make available instruction in regular education classes, special education classes, special education schools, home and hospital settings. The failure of Capital City to make available instruction in special education classes as an option on the continuum of alternative placements and Capital City's practice of limiting education outside of the regular education classroom to one period of the school day represents noncompliance with 34 CFR §300.115(a) when a student requires additional assistance. In order to correct this noncompliance, the Capital City special education coordinators/directors of student services and the Capital City Head of School must attend the OSSE training SP-10: Least Restrictive Environment: Planning for Student Success on March 17, 2011. Documentation of attendance must be forwarded to OSSE by the date on the front of this report. Additionally, Capital City must convene an IEP Team meeting for all of its students placed in nonpublic schools to determine if the placement is the least restrictive environment for each individual student. If the IEP Team determines that the nonpublic placement is not the least restrictive setting, the Capital City must develop a plan to immediately transition the student to a less restrictive setting. Documentation of the IEP Team meeting discussions must be forwarded to OSSE by the date indicated on the front of this report.

Pursuant to 34 CFR §300.323(c)(2), each public agency must ensure that as soon as possible following the development of the IEP, special education and related services are made available to the child in accordance with the child's IEP. As a part of OSSE's responsibility to ensure that LEAs are providing related services in accordance with student IEPs, OSSE

reviewed student attendance records from Capital City in conjunction with service tracking forms from the Special Education Data System (SEDS) and student IEPs in order to align documented service delivery for each student receiving related services from August 30, 2010 to September 30, 2010. Capital City was also given the opportunity to submit any supplemental documentation of the delivery of related services for the aforementioned time period. Capital City assured OSSE that related services were tracked in SEDS. Of the 60 students whose files were reviewed during the on-site visit, 47 have related services indicated on their IEPs. Speech services were required for 23 students however only two of the 23 students received the prescribed amount of services as indicated on their IEPs for the outlined time period. Likewise, behavior support services were required in the IEPs of 34 students however only four students received services. Finally, eight students required occupational therapy and one student required physical therapy however no time was recorded for the provision of related services for these students during the indicated time period. Capital City's failure to make available related services in accordance with student IEPs represents noncompliance with 34 CFR §300.323(c)(2). In order to correct this noncompliance, within 90 days of the date of this report, Capital City must provide documentation to OSSE that the related services missed for each of these students from August 30, 2010 to September 30, 2010 has been subsequently provided. Capital City must also ensure that documentation of the related services is recorded in SEDS.

The IDEA at 34 CFR §300.321(a) requires that the IEP Team for each child with a disability include the parents; not less than one regular education teacher if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or where appropriate, special education provider; a representative of the LEA who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum and about the availability of resources of the public agency; an individual who can interpret evaluation results; other individuals who have knowledge or special expertise regarding the child; and whenever appropriate, the child with a disability. OSSE's review of 60 student records showed that in 21.67% of the time parents were not invited to the most recent IEP Team meeting and a representative of the LEA did not attend the most recent IEP Team meeting in 10% of the reviewed files. Further, there was no general education and no special education teacher in attendance at the most recent IEP Team meeting in 10% and 5% of the reviewed files, respectively. Finally, 14.04% of the time, no one who could interpret evaluation results attended the most recent IEP Team meeting. Capital City's failure to invite all required participants to IEP Team meetings and conduct IEP Team meetings with all required participants represents noncompliance with 34 CFR §300.321(a). In order to correct the noncompliance, Capital City must complete the required actions for these items listed in the Student-Level and LEA-Level Corrective Actions section of this report.

The IDEA at 34 CFR §300.301(c)(1) requires that an initial evaluation be conducted within 60 days of receiving parental consent for the evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The District of Columbia has established a 120 day timeframe. Additionally, 34 CFR §300.303(b)(2) requires a public agency to ensure that a reevaluation of each child with a disability occurs at least once every three years, unless the parent and the public agency agree that a reevaluation is unnecessary. Capital City reported that it struggles to timely complete evaluations and reevaluations but that it has taken steps to address this issue. The school indicated that the Director of Student Services met with evaluators to identify the policies and procedures that led to untimely completion. An audit of files is being conducted in order to identify upcoming evaluation deadlines and establish a schedule for their timely completion.

As a result of a determination by the U.S. Department of Education that the District of Columbia "needs intervention" for the third consecutive year based in part on the District's noncompliance in the area of evaluation timelines, OSSE is required to report on the State's compliance with initial evaluation and reevaluation timelines for five quarterly reporting periods. For the December 5, 2009 through March 5, 2010 quarterly reporting period, Capital City conducted three initial evaluations and four reevaluations outside of the established timeline. Identification of this noncompliance was issued to Capital City on June 7, 2010 and corrective actions were due to OSSE by August 27, 2010. Capital City submitted documentation of correction of student-level findings of noncompliance by the deadline and OSSE has verified that the three initial evaluations and four reevaluations have been completed. For the March 6, 2010 through June 6, 2010 quarterly reporting period, Capital City conducted three initial evaluations and four reevaluations outside of the established timeline. Identification of this noncompliance was issued to Capital City on September 27, 2010 and corrective actions were due to OSSE by November 22, 2010. Capital City submitted documentation of correction of student-level findings of noncompliance by the deadline and OSSE has verified that all initial evaluations and reevaluations have been completed. For the June 7, 2010 through September 1, 2010 quarterly reporting period, Capital City conducted three reevaluations outside of the established timeline. Identification of this noncompliance was issued to Capital City on December 9, 2010 and corrective actions are due to OSSE by March 18, 2011. While Capital City has shown correction at the individual student level, verification of correction requires OSSE to confirm that Capital City is correctly implementing the regulatory requirements (34 CFR §300.301 and 34 CFR §300.303(b)(2)). Capital City's continued noncompliance in the area of timely initial evaluations and reevaluations prohibits OSSE from verifying that Capital City is correctly implementing regulatory requirements. In order for OSSE to verify the correction of this noncompliance, Capital City must reach 100% compliance on evaluation timelines for the next reporting period.

Beginning not later than the first IEP to be in effect when the child turns 16, the IDEA at 34 CFR §300.320(b) requires, among other things, that the IEP include appropriate measureable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and transition services (including courses of study) necessary to assist the child in reaching these goals.

Capital City indicated that it employs a college counselor at the upper school who is responsible, along with inclusion teachers, for the administration of secondary transition assessments and development of draft transition goals to be accepted by the IEP Team. The school reported that staff members work with students during an Advisory class period to explore the students' postsecondary goals. Some staff members indicated that they have received training at Capital City and through OSSE that prepared them to develop transition plans; however, other staff members reported that they were not prepared to write transition goals and requested models or samples to utilize in drafting goals. OSSE suggests that Capital City require all teachers and administrators with responsibility for drafting secondary transition goals or participating in transition planning IEP Team meetings to attend OSSE's training SC-3: Transition Planning for Students with IEPs on March 7-8, 2011.

As a result of a determination by the U.S. Department of Education that the District of Columbia "needs intervention" for the third consecutive year based in part on the District's noncompliance in the area of secondary transition, OSSE is required to complete a random sampling of at least 100 IEPs from all LEAs of youth aged 16 and above to be reviewed for secondary transition content for five quarterly reporting periods. For the December 5, 2009 through March 5, 2010 quarterly reporting period, one file was selected from Capital City for this review and was found to be noncompliant in all areas. Identification of this noncompliance was issued to Capital City on March 19, 2010 and corrective actions were due to OSSE on May 21, 2010. Capital City submitted corrective action information by the required timeline and all student level findings of noncompliance have been verified as corrected. For the March 6, 2010 through June 6, 2010 quarterly reporting period, one file was selected from Capital City for this review. The selected file was noncompliant. Identification of this noncompliance was issued to Capital City on September 15, 2010 and corrective actions were due to OSSE by November 22, 2010. Capital City submitted corrective action information by November 22, 2010; however, the file has not been verified as corrected in all areas. For the June 7, 2010 through September 1, 2010 quarterly reporting period, no files were selected from Capital City for this review.

Capital City reported that it recently implemented new discipline policies and procedures, including a school-wide system of behavior management called the Responsive Classroom/Development Designs Model. The school indicated that in the

Responsive Classroom system, teachers are encouraged to handle minor behavior issues in the classroom. If inappropriate behavior persists, students are encouraged to take a break from their activities. The school indicated that the student may remain in the classroom, go to another classroom, or go to an administrator during the break period. If the break does not remedy the inappropriate behavior, the school reported that the Director of Student Services is contacted for assistance. The school explained that parents are notified of any disciplinary action and may be required to participate in a meeting with the LEA to discuss student behavior. Capital City reported that it uses suspension as a discipline technique after all other attempts to correct the inappropriate behavior prove ineffective. Capital City also reported using the Responsive Classroom/ Development Designs Model as part of the student support team (SST) process to develop behavior intervention strategies for six weeks prior to referring the student for evaluation.

Pursuant to 34 CFR §530(d)(1)(ii), a child with a disability who is removed for more than 10 consecutive school days from the child's current placement as the result of behavior determined not to be a manifestation of the child's disability, or who is removed as the result of behavior involving possession of a weapon; possession, use or sale of illegal drugs; or the infliction of serious bodily injury upon another person while at school, on school premises, or at a school function; must receive a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. In addition, the IDEA at 34 CFR §530(f)(1) requires that where an IEP Team determines at a manifestation determination meeting that the a child's conduct was a manifestation of a child's disability, the IEP Team must either conduct a functional behavioral assessment and implement a behavioral intervention plan for the child, or if a behavioral intervention plan has already been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior. Most Capital City staff members were unable to accurately describe the purpose of and relationship between functional behavioral assessments (FBAs), behavior intervention plans (BIPs), and manifestation determinations. OSSE's review of student records showed that Capital City failed to conduct an FBA in 7 of 13 cases, when necessary, and failed to draft a BIP in 9 of 14 cases, when necessary (an FBA and BIP were not necessary in all cases). In order to correct this noncompliance, Capital City must complete the required actions in the area listed in the Student-Level and LEA-Level Corrective Actions sections of this report.

Some Capital City staff members expressed concerns regarding the disproportionate representation of African American males and Hispanic students in special education or specific disability categories. While some staff members credited Critical Friends Training for mitigating or even eliminating problems related to disproportionate representation, OSSE suggests that Capital City avail itself of the resources relating to disproportionate representation available through the National Center for Culturally Responsive Educational Systems. Despite concerns expressed by same Capital City staff, OSSE's

review of data for FFY 2009 (July 1, 2009 – June 30, 2010) revealed that Capital City does not have disproportionate representation of racial or ethnic groups in special education and related services or in specific disability categories.

While Capital City was not found to have disproportionate representation of racial or ethnic groups in special education and related services or in specific disability categories, based on FFY 2009 Child Count data regarding placement of students with disabilities, Capital City was found to have significant disproportionality in the placement of African-American students placed in separate settings (whose IEPs indicate that the child is outside of the general education setting for 21-60% of the school day). In the case of a determination of significant disproportionality, a State must require any LEA identified as having significant disproportionality to reserve the maximum amount (15 percent) of both IDEA Section 611 and IDEA Section 619 grant funds for comprehensive Coordinated Early Intervening Services (CEIS). In a memorandum to Capital City on January 31, 2011 from OSSE, Capital City was informed of this determination and is required to reserve 15% of IDEA Section 611 and 619 grant funds for CEIS activities.

Capital City indicated that there are no blind students or students with a print disability currently enrolled at the school.

LEA Action Log: FAPE in the LRE

			Verification of Correction		Verification of Correction	
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Dispute Resolution	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.

OSSE Comments:

During the onsite visit, Capital City explained that it has processes in place to ensure compliance with requirements for due process complaints, state complaints and requests for mediation. The school indicated that the director of student services is responsible for ensuring compliance in this area. In FFY 2009, no State complaints were filed against Capital City and OSSE received no requests for mediation for Capital City. During the same time period, two due process complaints were filed against the school. One of the complaints resulted in a Hearing Officer Determination (HOD) and the other resulted in a Settlement Agreement (SA). Based on information available to OSSE, both the HOD and the SA were implemented timely.

Pursuant to 34 CFR §300.510, within 15 days of receiving notice of the parent's due process complaint, an LEA must convene a meeting with the parent and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the due process complaint. In one of the two due process complaints, Capital City held the resolution meeting 22 days after the complaint was filed. For the second complaint, OSSE is unable to determine if the resolution meeting was held within the 15 day timeline. Capital City's failure to conduct resolution meetings within the 15 day timeline constitutes noncompliance with 34 CFR §300.510. In order for Capital City to correct this noncompliance, it must complete the required actions listed in the LEA-Level Corrective Actions section of this report.

LEA Action Log: Dispute Resolution — No action required.

			Verification of Correction		Verification of Correction	
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Data	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.

OSSE Comments:

Capital City reported that it uses data in numerous ways, including assessment of general education and inclusion teacher workloads, curriculum development, assessment of student academic progress and grouping of students within classes. Capital City also reported that it uses Achievement Network which provides coaching on strategies to analyze data.

The school indicated that inclusion teachers are responsible for entering student data in the Special Education Data System (SEDS) and the Director of Student Services is responsible for verifying the accuracy of all data. Capital City acknowledged that although all special education data is mandated to be entered in SEDS, Capital City may be behind in entering all data, specifically data on the delivery of related services, because all providers did not have access to SEDS at the beginning of the school year. Capital City personnel indicated that spot checks are conducted to ensure that data entry is valid and reliable. The Head of School also explained that a team approach was used for data submitted to OSSE whereby the director of student services provides data to the data manager, who reviews the data b School performs a final check to assure timeliness and accuracy before submitting data to OSSE.

During the on-site visit, OSSE compared data within school-level records and data within SEDS. The review showed 100% of the IEPs had initial evaluation dates that were the same as the initial evaluation dates in SEDS; 94% of the IEPs reviewed had reevaluation dates that were the same as the reevaluation dates in SEDS; 96.67% percent of the IEPs reviewed had an IEP development date that was the same as the IEP development date in SEDS; 98.33% of the IEPs reviewed had an IEP implementation date that was the same the IEP implementation in SEDS; 100% of IEPs reviewed had a date of birth that was the same as the date of birth in SEDS; 100% of IEPs reviewed had a primary disability that was the same as the primary disability entered into SEDS; and 100% of IEPs reviewed had the same placement indicated as the placement indicated in SEDS. In order to correct noncompliance identified during this review, Capital City must complete the required actions in the Student-Level and LEA-Level Corrective Actions sections of this report.	
LEA Action Log: Data	No action required.

			Verification of Correction		Verification of Correction	
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Fiscal	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.
OSSE Comments:						

As an LEA, Capital City is required to comply with the fiscal requirements outlined in IDEA, Education Department General Administration Regulations (EDGAR), and applicable Office of Management and Budget (OMB) Circulars.

Capital City was able to provide OSSE with policies and procedures directly related to IDEA grant funds pertaining to: (1) proper recording of expenditures made with federal funds; (2) internal controls for developing and awarding contracts; (3) submission of IDEA Reimbursement Workbooks (RW) that have been approved by staff that are familiar with federal regulations; (4) obligation and reimbursement of federal funds within the approved grant period; and (5) appropriate tracking of set-asides.

IDEA regulations at 34 CFR §§80.20 and 80.30 explain a subgrantee's obligation to appropriately prepare and approve budgets and budget amendments. Specifically, these regulations require subgrantees to have in place fiscal controls sufficient to prepare reports and trace funds; meet the standards for financial reporting, accounting records, internal controls, budget control, allowable cost, source documentation and cash management. Additionally, subgrantees must comply with applicable requirements when making budget changes or programmatic changes. Capital City was unable to provide written policies or procedures which addressed the preparation and approval of budgets and budget amendments for IDEA funds. In order to correct this noncompliance, Capital City must complete the required actions in this area listed in the LEA-Level Corrective Actions section of this report.

Pursuant to 34 CFR §80.42, all financial and programmatic records, supporting documents, statistical records, and other records of grantees or subgrantees which are: required to be maintained by the terms of EDGAR, program regulations or the grant agreement, or otherwise reasonably considered as pertinent to program regulations or the grant agreement, except as otherwise provided, must be retained for three years from he day the grantee or subgrantee submits to the awarding agency its single or last expenditure report for the period. OSSE provided that, due to the statute of limitations regarding financial and programmatic records, financial records and relevant supporting documentation must be retained for five years. Capital City was unable to provide written policies or procedures which addressed the duration for which financial records and supporting documentation are kept. In order to correct this noncompliance, Capital City must complete the required actions in this area listed in the LEA-Level Corrective Actions section of this report.

Pursuant to 34 CFR §80.20(3), effective control and accountability must be maintained for all grant and sub-grant cash, real and personal property, and other assets. Grantees and subgrantees must adequately safeguard all such property and must assure that it is used solely for authorized purposes. Capital City was not able to demonstrate that it has a policy or procedures to protect assets acquired with federal funds costing more than five thousand dollars. In order to correct this noncompliance, Capital City

must complete the required actions in this area listed in the LEA-Level Corrective Actions section of this report.

Pursuant to 34 CFR §80.36(b)(3), grantees and subgrantees must maintain a written code of standards of conduct governing the performance of their employees engaged in the award and administration of contracts. No employee, officer or agent of the grantee or subgrantee shall participate in selection, or in the award or administration of a contract supported by Federal funds if a conflict of interest, real or apparent, would be involved. Capital City did not demonstrate that is has the necessary code of conduct. In order to correct this noncompliance, Capital City must complete the required actions in this area listed in the LEA-Level Corrective Actions section of this report.

As a requirement of the monitoring visit, OSSE required Capital City to provide documentation supporting approximately 25 percent of the expenditures for which the LEA sought IDEA grant reimbursements. This sample included reimbursements from FFY 2009 Section 611 funds. The sample size included two IDEA, Part B Section 611 reimbursements totaling $18,302.50. Capital City provided the required supporting documentation for the sampled items. From this documentation, OSSE determined that the LEA appropriately charged salaries of personnel working on IDEA grant objectives and are supported with IDEA grant funds, that the LEA appropriately tracked the time and effort of personnel supported by IDEA grant funds, that the LEA obligated costs within the correct grant period and after the Phase I application was approved, that the LEA sought reimbursement for expenditures in the RW only after it actually paid the expense, that the LEA followed procurement procedures consistent with EDGAR and OMB Circular A-87 to ensure that IDEA funds were expended for allowable activities and that the LEA correctly paid and retains invoices for the expenditures it included it its IDEA RW.

While the LEA provided documentation indicating that the LEA appropriately tracks the time and effort of personnel who are supported by IDEA grant funds, OSSE notes that the first semi-annual certification submitted for the personnel expenditure was signed well beyond the time period indicated in the certification. OSSE suggests that Capital City review its procedures to have employees sign semi-annual certifications to ensure that semi-annual certifications are signed within 30 days of the end of the period.

LEA Action Log: Fiscal	No action required.

Certification of 2010-2011 Plan Completion

Capital City Public Charter School

Notice of Certification: The completion of this page by an LEA representative certifies that all data submitted are true, correct, complete and done in full compliance with all applicable state and federal rules and regulations to the best of his/her knowledge and belief.

All corrections due by: June 24, 2011

All Individual Student Noncompliance has been Corrected

Certified by:

LEA Representative Name:

LEA Representative Position:

LEA Representative Signature:

Date of Completion:

All LEA Level Corrective Actions have been Completed

Certified by:

LEA Representative Name:

LEA Representative Position:

LEA Representative Signature:

Date of Completion:

Appendix Q

EXPEDITIONARY LEARNING

Dear School Staff,

The attached materials present the findings from the **Spring 2014** Expeditionary Learning (EL) Implementation Review. The Implementation Review (IR) scores for your school have meaning locally and nationally, since the scores are standardized across the network. The IR is designed to help:

1. Determine the level of implementation of EL practices in your school and all EL schools,
2. Track growth of your school's implementation practices levels over time,
3. Provide standardized scores that allow individual schools and researchers to analyze the relationships between level of implementation and other outcomes (e.g. growth in achievement, engagement, motivation, etc.), and
4. Inform the work plan and professional development activities for your school and EL schools nationally.

While the official scores for your school are reflected in the School Designer score, school staff scores are analyzed as they provide a valuable and critical contribution to the validation of the instrument (so that there is independent confirmation that the instrument measures what it is supposed to measure).

The IR score is meant to be an accurate measure of the actual extent of implementation of 26 key EL practices in your school, called the EL *Power Practices*. The Power Practices are essential components of the EL model that are hypothesized to have an impact on student achievement either directly or indirectly. By establishing Power Practices, EL is not saying that anything in our Core Practices is unimportant; rather, we are attempting to prioritize those aspects of our design that we believe are most correlated with increased achievement.

Accompanying this letter are the following documents:

- Table of Scores – A numerical report showing Implementation Review scores for each power practice
- Chart of Scores – A bar chart showing Implementation Review scores for each power practice
- IR Progress Report – A visual report that indicates your school's overall raw score on a scale of targeted outcomes for schools by length of partnership
- An electronic copy of the Implementation Review Instrument

An important step in benefiting from these materials is to review each report carefully. The Individual School Chart provides a graphical view of the score report. The scores for each Power Practice correspond to the individual rubric in the IR Instrument, which is provided for your reference. Column 5 describes the exemplary implementation of that Power Practice, and School Designers and school leadership teams should use this column to identify specific targets for work plan goals and objectives. For Power Practices that a school is not implementing at an exemplary level, the IR instrument and Core Practices can be used as tools to establish explicit goals for improvement.

The Progress Report provides an additional way of viewing your school's overall progress towards implementation of the EL design and IR target score. The EL staff has identified IR score targets for each year of partnership, beginning with year 1 and ending with year 4 or higher. This report displays a graphic that shows your school's score in relation to its target score and last year's IR score (if applicable).

As you deepen your understanding of the Implementation Review instrument, we believe that you will gain new insight into the power of this instrument as it relates to achieving your school's goals and documentation of progress along the way. We appreciate your partnership and look forward to working with you on your annual work plan.

Respectfully,

The EL Implementation Review Research Team

EXPEDITIONARY LEARNING

Capital City Public Charter School

2014 Implementation Review Scores

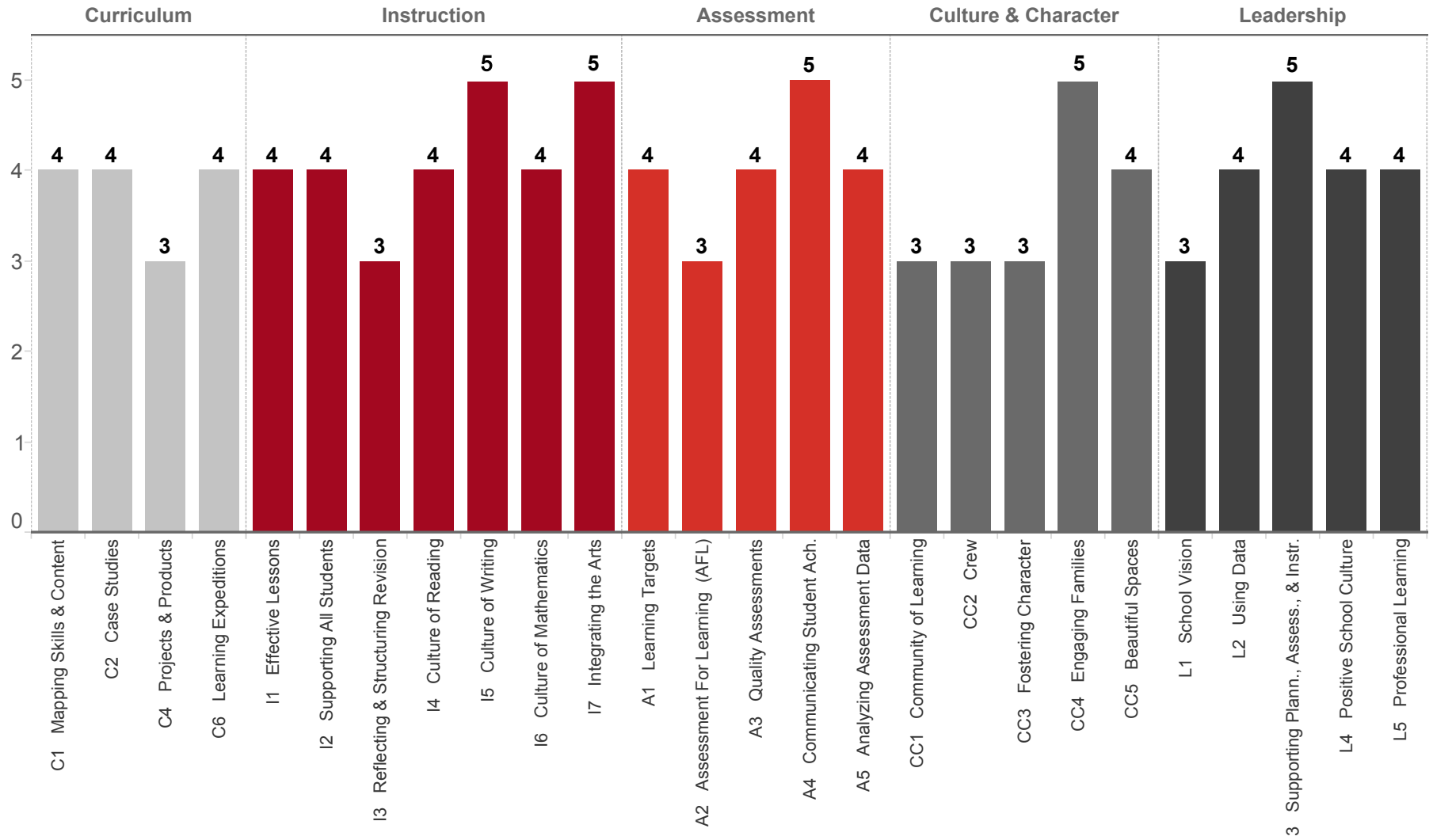
Dimension	Practice	Score
Curriculum	1 Mapping Skills & Content	4
	2 Case Studies	4
	4 Projects & Products	3
	6 Learning Expeditions	4
Instruction	1 Effective Lessons	4
	2 Supporting All Students	4
	3 Reflecting & Structuring Revision	3
	4 Culture of Reading	4
	5 Culture of Writing	5
	6 Culture of Mathematics	4
	7 Integrating the Arts	5
Assessment	1 Learning Targets	4
	2 Assessment For Learning (AFL)	3
	3 Quality Assessments	4
	4 Communicating Student Achievement	5
	5 Analyzing Assessment Data	4
Culture & Character	1 Learning Community	3
	2 Crew	3
	3 Fostering Character	3
	4 Engaging Families	5
	5 Beautiful Spaces	4
Leadership	1 School Vision	3
	2 Using Data	4
	3 Supporting Planning, Assessment, & Instruction	5
	4 Positive School Culture	4
	5 Professional Learning	4

TOTAL SCORE: **102**

EXPEDITIONARY LEARNING

Capital City Public Charter School

2014 Implementation Review Scores



EXPEDITIONARY LEARNING

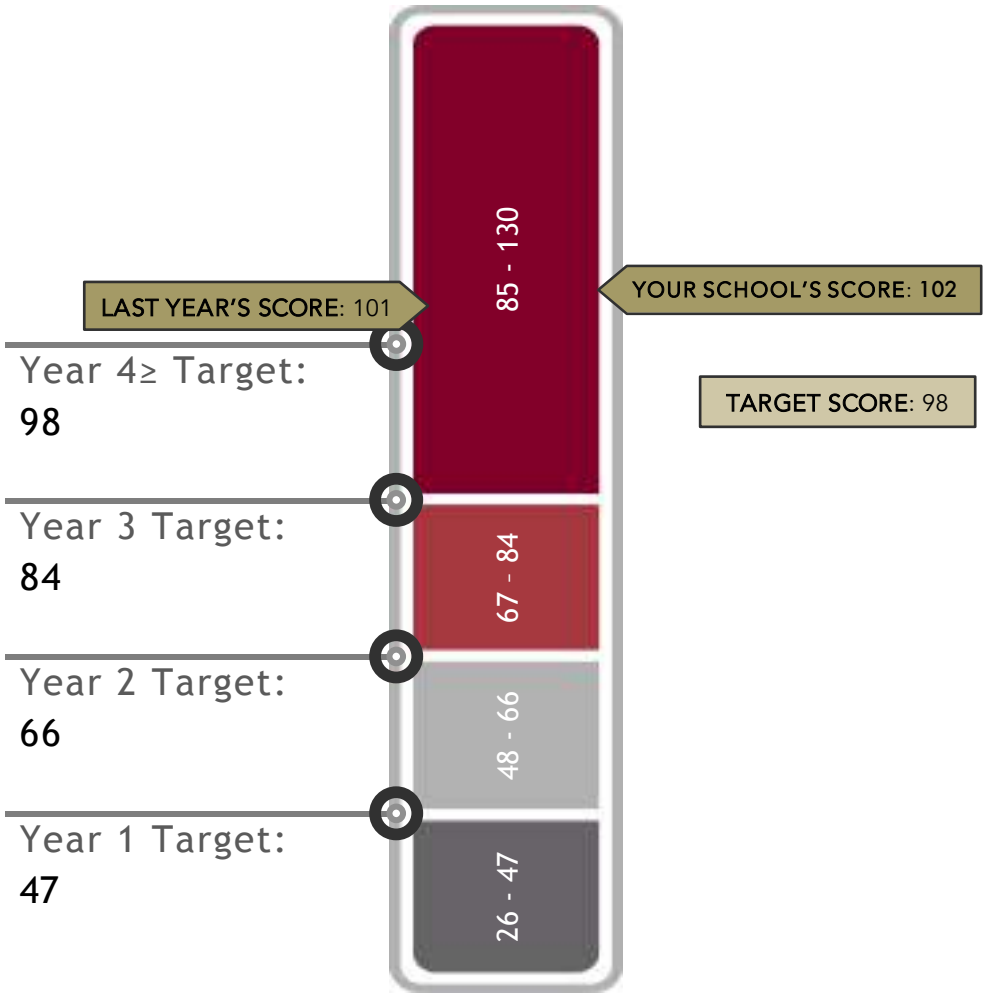
Capital City Public Charter School

2014 Implementation Review Progress Report

POINTS FROM TARGET SCORE
+4

TOTAL SCORE	102
YEARS OF PARTNERSHIP	14

Highest Possible Score: 130



Lowest Possible Score: 26

Appendix R

Capital City Public Charter School

Background

Capital City Public Charter School was founded in 2000, opening its Lower School which currently serves 244 students in Pre K – 8th grades. The Upper School opened in 2008, serving 290 students in grades 6-11 (with plans to expand to 12th grade in the fall). The mission of Capital City is to "enable a diverse group of children 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." Located in Ward One, Capital City does serve a diverse group of students with 38% of the population self-identifying as African American, 37% as Hispanic, 20% as non-Hispanic Caucasian, and 5% as Asian/Pacific Islander. The school teaches DC learning standards through the Expeditionary Learning model in an effort to "challenge students to meet rigorous academic and character standards." The core curriculum at the Lower School includes reading (Guided Reading), mathematics (Everyday Mathematics, Connected Mathematics), science, community service, physical education, the arts, and Spanish. Students at the Upper School in grades 6-8 are taught a curriculum that mirrors that of the Lower School. Students in grades 9-11 at the Upper School complete a college-preparatory curriculum which is scheduled to include at least 2 AP offerings and follows the DCPS graduation requirements. Capital City also values creative arts and arts appreciation by including regular, weekly instruction in both performing and visual arts.

Capital City Public Charter School passed the Preliminary Charter Review in February, 2010. Both the Upper and Lower schools have not made AYP for the past two years (with the Upper School only having two years of testing data). At the Lower School, 65.99% of students were proficient in reading (a decrease from 2009 of 6.04%) and 65.31% of students were proficient in math (an increase of 2.37%). In their Annual Report, the school notes that 66.7% of students (grades 3-5) who had attended Capital City for at least two years were proficient in math, compared with 0% of students who were new to the school. For reading, 68.9% of students (grades 3-5) who had attended Capital City for at least two years were proficient in reading, compared with 20% of students who were new to the school. For the middle grades at the Lower School, there was a 19.7% increase in math proficiency for students who had attended Capital City for at least two years. With regards to the Early Childhood component, by the end of the 2010 school year, 75.7% of students grades K-2 were reading at or above grade level. Additionally, more than 50% of students in each grade level exhibited a full grade level's growth on the DRA. At the Upper School, 54.03% of students scored proficient in reading and 50.81% of students scored proficient in math. For the middle grades, specifically, 61.1% scored proficient in reading (an increase of 5.7% from 2009) and 58.3% scored proficient in math (an increase of 16.4% from 2009). Again, Capital City notes large gains among students who have attended the Upper School for at least two years (+25% in math and +10.4% in reading). For its high school grades, 40% of 10th graders scored proficient in math and 44% scored proficient in reading. Notably, both schools have struggled with achieving proficiency for their Hispanic and LEP/NEP populations; however,

growth has been made at both schools in DC CAS proficiency for ELL students (+9% in math, +12% in reading at the Lower School; +6.7% in math, +26.7% in reading at the Upper School). The Lower School has recently added an ELL coordinator in the hopes of raising reading proficiency for this population. With regards to internal assessments, Capital City is utilizing the 6+1 Traits writing rubric. For the annual writing assignment, 72.1% of students were proficient.

Capital City is extremely successful with regards to satisfaction of students and parents, and takes time to administer the Comprehensive School Climate Inventory to students. The re-enrollment rate for the LEA was 94% and the average daily attendance was 96%, as noted in the Annual Report. Parents appreciate the focus on college readiness and the positive communication from staff and administration. Elements of the Responsive Classroom make for consistent positive interactions between students and teachers, as noted in the most recent PDRs for both the Lower and Upper Schools (December, November, 2010, respectively). The strong school climate makes for successful cross-curricular expeditions, including a study World War II and an exploration of the human body.

Overall, Capital City PCS has been efficient in administering accounting policies which follow PCSB accounting guidelines. Capital City PCS has submitted it annual audits to the PCSB in a timely fashion. Each of the school's audits (FY06-10) received an unqualified opinion. Based on the information available, PCSB believes that the Capital City PCS has solid fiscal management processes in place. The school's audit reports (FY06-FY10) reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. Annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school continues to perform exceptionally well in terms of cash flow and liquidity management primarily because of its minimal reliance upon debt as a resource. Capital City PCS makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are in line with industry comparables and PCSB financial metrics. Based on the information contained in the tables and charts above, PCSB staff concludes that Capital City PCS is economically viable and of sound fiscal health.

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

Capital City Public Charter School

Executive Summary

Capital City Public Charter School has operated as a charter school for ten years, with the Upper School existing for the past three years. Based on the School Reform Act, §38-1802.13(a) (b)[1], Capital City High Public Charter School is not a candidate for charter revocation. The school has not committed any known violations of the conditions, terms, standards or procedures set forth in the charter; has met the goals and student achievement expectations set forth in the charter; has engaged in generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement and is economically viable.

Charter Review Analysis

The following analysis of Capital City Public Charter School's charter addresses whether it is a candidate for revocation based on §38-1802.13(a) (b) of the School Reform Act:

(1) Has the school committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities?
No.

There is no evidence that Capital City Public Charter School has committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities. The school has submitted Annual Reports in a timely manner; is governed by a Board of Trustees in a manner consistent with the law; has maintained the health and safety of its students; and has not committed any known violations related to the education of children with disabilities. The school is not under PCSB corrective action and completed the 2009-2010 school year in good standing with regards to compliance, governance, and financial reviews. Additionally, the school passed the Preliminary Charter Review's academic, non-academic, compliance, governance, and financial standards based on data from the 2005-2009 school years.

(2) Has the school failed to meet the goals and student academic achievement expectations set forth in the charter?
No.

Capital City Public Charter School passed the Preliminary Charter Review in February, 2010. Both the Upper and Lower schools have not made AYP for the past two years (with the Upper School having only two years of testing data). The Upper School showed

[1] Pursuant to the School Reform Act, §38-1802.13(a) (b), a public charter school may be a candidate for revocation if the eligible chartering authority determines that the school: 1) Committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; 2) Failed to meet the goals and student academic achievement expectations set forth in the charter; 3) Engaged in a pattern of non-adherence to generally accepted accounting principles; 4) Engaged in a pattern of fiscal mismanagement; or 5) Is no longer economically viable.

an increase in overall math proficiency between 2009 and 2010 and a slight decrease in overall reading proficiency between 2009 and 2010. The Lower School showed a decrease in overall reading proficiency in the last three years of testing and a general decrease in overall math proficiency in the last three years. Both schools struggle with achievement for Hispanic students, displaying a significant achievement gap between different ethnic groups.

(3) Has the school engaged in a pattern of non-adherence to generally accepted accounting principles?

Based on its interim financial reports and annual financial audits, Capital City PCS has adhered to GAAP. Key results of the FY10 financial audit are as follows:

Summary of Audit Results (GAS)

- The auditors' report expresses an unqualified opinion on the financial statements
- Financial statements conform to accounting principles generally accepted in the United States of America
- No deficiencies relating to the audit of the financial statements that were considered to be material weaknesses/ significant deficiencies were reported in the report of internal control over financial reporting
- No deficiencies relating to the audit of the financial statements that were considered to be material weaknesses/ significant deficiencies were reported on compliance and other matters based on an audit of financial statements performed in accordance with GAS
    - Certain matters were reported to school leadership via letter – October 25, 2010
- No instances of noncompliance material to the financial statements were disclosed during the audit

Summary of Audit Results (A-133)

- The auditors' report on compliance relating to OMB Circular A-133 expresses an unqualified opinion
    - The school was found to have complied with the requirements of OMB Circular A-133 for each of its major federal programs for the year ended June 30, 2010
- No material weaknesses and/or significant deficiencies that are not considered material weaknesses were identified in the Internal control over major programs report
- No audit findings were disclosed that are required to be reported in accordance with section 510 (a) of OMB Circular A-133

Summary of prior audit findings and corrective action plan

- Not applicable as there were no prior findings

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

Capital City Public Charter School

Other information

- The school incurred a $59K increase in net assets during the year
  - **Cumulative net asset surplus of $4.2 million**
    - **$1.58 million of cash at the end of the year**
    - **$353K federal grant receivable (NCLB)**
  - **Total federal expenditures = $623K**
    Average cost per student = $16,462

Overall, Capital City PCS has been efficient in administering accounting policies which follow PCSB accounting guidelines.

Capital City PCS has submitted it annual audits to the PCSB in a timely fashion. Each of the school's audits (FY06-10) received an unqualified opinion.

(4) Has the school engaged in a pattern of fiscal mismanagement?

Based on the information available, PCSB believes that the Capital City PCS has solid fiscal management processes in place. The school's audit reports (FY06-FY10) reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. Annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school continues to perform exceptionally well in terms of cash flow and liquidity management primarily because of its minimal reliance upon debt as a resource. For the year ending June 30, 2010, the school's nets assets approached $4.3 million up $59K from FY09 year-ending results. Additionally, the school's liquidity ratio of 2.53 indicates that the school possessed $2.53 of liquid assets for every $1 of short-term debt (a one-to-one ratio is adequate). As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

(5) Is the school no longer economically viable?

Based on the information contained in the tables and charts below, PCSB staff concludes that Capital City PCS is economically viable and of sound fiscal health.

The following table is a representation the school's assets, liabilities and net assets at the conclusion of its last five fiscal periods (FY06 through FY10).

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

Capital City Public Charter School

CAPITAL CITY PCS: 5-YEAR BALANCE SHEET ANALYSIS					
	2006	2007	2008	2009	2010
Assets					
Current Assets:					
Cash	$ 1,642,155	$ 1,353,882	$ 1,466,045	$ 1,824,424	$ 1,577,288
Restricted cash/CDs	$ 48,785	$ -	$ -	$	$ -
Federal grants	$ 167,483	$ 254,515	$ 14,911	$ 104,536	$ 353,284
Other grants	$ 54,135	$ 28,475	$ 17,500	$ 185,615	$ 75,000
Pledges receivable	$ 11,814	$ 8,185	$ 13,605	$ 28,661	$ 26,933
Other receivables/Prepaid expenses	$ 57,186	$ 45,308	$ 45,803	$ 72,985	$ 172,588
Total Current Assets	$ 1,979,558	$ 1,690,293	$ 1,558,762	$ 2,217,221	$ 2,205,193
Fixed Assets					
PPE net	$ 6,517,335	$ 6,929,599	$ 6,705,559	$ 6,585,908	$ 6,654,719
Total Fixed Assets, net	$ 6,517,335	$ 6,929,599	$ 6,705,559	$ 6,585,908	$ 6,654,719
Other Assets	$ 48,612	$ 48,612	$ 110,120	$ 226,130	$ 124,445
Total assets	**$ 8,545,503**	**$ 8,668,504**	**$ 8,374,441**	**$ 9,029,259**	**$ 8,984,267**
Liabilities and Net Assets					
Current liabilities					
Accounts payable/accrued expenses	$ 80,450	$ 47,255	$ 66,186	$ 448,850	$ 573,429
Accrued vacation	$ 28,374	$ 33,854	$ 37,818	$ 68,709	$ 83,348
Refundable advances	$ 187,351	$ 122,895	$ 91,065	$ 127,047	$ 49,399
Loans payable	$ 191,012	$ 198,855	$ 266,596	$ 298,302	$ 166,274
Total current liabilities	$ 487,187	$ 401,859	$ 461,663	$ 944,908	$ 872,433
Long-term liabilities					
Note payable, less current portion	$ 4,515,250	$ 4,317,285	$ 4,108,223	$ 3,950,921	$ 3,784,646
Deferred Rent	$ -	$ -	$ -	$ -	$ 34,432
Deposit payable	$ 36,667	$ 36,667	$ -	$ -	$ -
Total liabilities	**$ 4,959,104**	**$ 4,755,951**	**$ 4,510,886**	**$ 4,795,829**	**$ 4,657,079**
Net Assets:					
Net Income	$ 586,306	$ 326,154	$ (48,998)	$ 369,875	$ 59,326
Beg. Net Assets	$ 2,880,093	$ 3,586,399	$ 3,912,553	$ 3,863,555	$ 4,233,430
Total Net Assets (Ending Net Assets)	$ 3,586,399	$ 3,912,553	$ 3,863,555	$ 4,233,430	$ 4,292,756
Total liabilities and net assets	**$ 8,545,503**	**$ 8,668,504**	**$ 8,374,441**	**$ 9,029,259**	**$ 8,949,835**
Long-term debt/ Total Equity ratio:	0.01	0.01	-	-	-
Net working capital:	$ 1,372,369	$ 1,288,294	$ 1,157,099	$ 1,372,313	$ 1,332,870
Liquidity ratio:	4.06	4.20	3.38	2.62	2.53

The school's total assets have remained within the $8-$9 million range since FY2006 with approximately 75% of total assets being attributable to fixed assets. Current assets continue to vastly exceed current liabilities reducing the school's reliance on debt to support operations.

The following table is a representation of the school's revenues and expenditures over the last five fiscal periods (FY06 through FY10).

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

Capital City Public Charter School

CAPITAL CITY PCS: 5-YEAR INCOME STATEMENT ANALYSIS					
	2006	2007	2008	2009	2010
Revenue:					
Support and revenue:					
Revenue	$ 4,123,602	$ 4,199,371	$ 4,143,669	$ 7,047,623	$ 7,983,125
Total revenue	**$ 4,123,602**	**$ 4,199,371**	**$ 4,143,669**	**$ 7,047,623**	**$ 7,983,125**
Expenses:					
Personnel costs	$ 2,280,754	$ 2,656,161	$ 2,897,561	$ 4,420,747	$ 5,281,797
Direct Student costs	$ 204,870	$ 195,354	$ 229,633	$ 435,490	$ 466,861
Occupancy expenses	$ 175,545	$ 177,571	$ 210,674	$ 738,383	$ 984,141
General and administrative expenses	$ 866,127	$ 844,131	$ 854,799	$ 1,099,128	$ 1,191,000
Total expenses	**$ 3,527,296**	**$ 3,873,217**	**$ 4,192,667**	**$ 6,677,748**	**$ 7,923,799**
Net Income	$ 596,306	$ 326,154	$ (48,998)	$ 369,875	$ 59,326
Beginning Net Assets	$ 2,990,093	$ 3,586,399	$ 3,912,553	$ 3,863,555	$ 4,233,430
Total Net Assets (Year End Balance)	$ 3,586,399	$ 3,912,553	$ 3,863,555	$ 4,233,430	$ 4,292,756
Profit Margin	14%	8%	-1%	5%	1%
Personnel expenses/Total Revenue	55%	63%	70%	63%	66%
Direct Student expenses/Total Revenue	5%	5%	6%	6%	6%
Occupancy expenses/Total Revenue	4%	4%	5%	10%	12%
G&A expenses/Total Revenue	21%	20%	21%	16%	15%

Capital City PCS has concluded its last five fiscal periods with positive net income balances. The school has been able to able to amass a substantial net asset reserve as a result of its consistent budgetary successes (see table below).

Fiscal Period	2006	2007	2008	2009	2010
Net Income	$ 596,306	$ 326,154	$ (48,998)	$ 369,875	$ 59,326
Net Assets	$ 3,586,399	$ 3,912,553	$ 3,863,555	$ 4,233,430	$ 4,292,756

Capital City PCS has been able to successfully manage its working capital needs and has been able to generate positive working capital balances at the conclusion of each fiscal period (see table below). The school has sufficient liquid assets as indicated by the FY10 year ending liquidity ratio of 2.53.

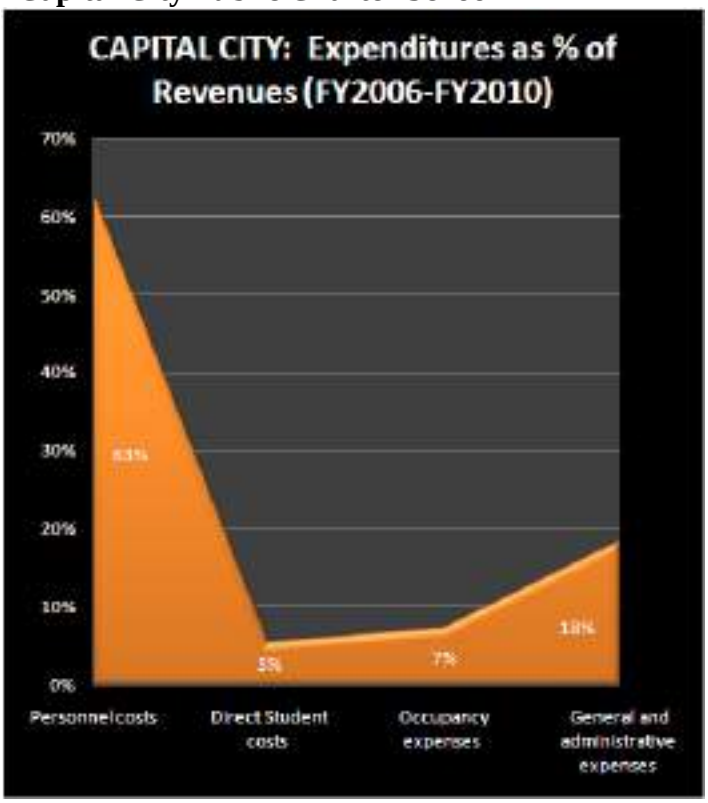
Fiscal Period	2006	2007	2008	2009	2010
Net Working capital	$ 1,572,369	$ 1,288,294	$ 1,157,099	$ 1,372,313	$ 1,332,670
Liquidity ratio	4.86	4.20	3.88	2.62	2.53

Capital City PCS makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are in line with industry comparables and PCSB financial metrics. As indicated by the chart below, the school's five-year average salary and occupancy expenditures expressed as a percentage of total revenue are 63% and 7% respectively; PCSB established thresholds are 50% for salary as a percentage of revenues and 25% for occupancy as a percentage of revenues (75% when summed).

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

Capital City Public Charter School



Appendix S

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

Executive Summary

After nine years of operation, Capital City Public Charter School (Capital City PCS) met the academic, non-academic and organizational performance standards and thus, **is not a candidate for Charter Warning.** Capital City PCS's most recent Program Development Review (PDR) was conducted in March 2009. See ***fig. 1.1.*** for a summary of the PDR ratings.

Academic

Capital City PCS met 2 of 3 academic standards; thus, the school met the standards for academic performance.

Capital City PCS has been able to meet the majority of its academic performance targets established in its accountability plan. The school revised its accountability plan to increase the rigor in its oral and writing rubrics and include the Upper School which opened during the 2008 – 2009 school year. It demonstrated growth in all subgroups for reading and math on the 2006 – 2008 administrations of the DC CAS and met the proficiency target in aggregate from 2006-2009. However, the school did not make AYP in 2006, 2007, and 2009 in the economically disadvantaged, Hispanic, and special education subgroups and is in School Improvement Year Two.

Non-Academic

Capital City PCS met 4 of the 4 non-academic standards; thus the school meets the standards for non-academic performance.

Capital City PCS met six out of seven non-academic targets in its accountability plan and came within 80% of the target related to students viewing the school positively; therefore meeting the criterion of 80% average school-wide performance. The school has maintained an average daily attendance rate of 94% or higher, has met or exceeded its enrollment target over the last four years, and has maintained an average re-enrollment rate of 97%.

Organizational – Governance

Capital City PCS demonstrated fully functioning or exemplary performance in all7 categories; thus the school meets this standard for organizational performance. Capital City PCS' board of directors and school leadership have performed admirably in governing the school, as it relates to implementing the school design with fidelity, submitting Annual Reports, and paying attention to operational and fiscal performance. Capital City PCS recently transitioned to a new school leadership structure that has a head of school and two principals, replacing the co-lead model of principal and executive director due to the approval to open a new campus with an Upper School program and the subsequent departure of the founding executive director. These changes and the challenge of opening a new campus with a new

program compelled the board to start succession planning and examining its governing practice. The board meeting minutes reflect that the board has engaged in very difficult discussions related to effective communication amongst board members and between the board and school leadership and the necessity for more intensive fundraising to support the effective implementation of an expensive school model (Expeditionary Learning and Coalition of Essential Schools).

Organizational – Compliance

Capital City PCS demonstrated a fully functioning to exemplary level of compliance in 6 of 7 categories, and thus meets this standard for organizational performance. Capital City PCS' performance has been substantially in compliance with applicable rules, laws, and regulations. Areas of concern have been related to full compliance with NCLB's highly qualified teacher requirements and inconsistent inventory practices.

Organizational – Fiscal Management

Based on the information available, PCSB believes that the Capital City Public Charter School has solid fiscal management processes in place. The school's audit reports (FY06-FY09) reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. Annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school continues to perform well in terms of cash flow and liquidity management primarily because of its minimal reliance upon debt as a resource. For the year ending June 30, 2009, the school's nets assets approached $4.3 million up $370K from FY08 year-ending results. Additionally, the school's liquidity ratio of 2.62 indicates that the school possessed $2.62 of liquid assets for every $1 of short-term debt (a one-to-one ratio is adequate). As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

Fig 1.1 **2008-2009 Program Development Review Summary**

Curriculum and Standards	
1.1 The school has a clearly defined, quality curriculum in place that aligns with the state standards and the school's mission and goals.	**Exemplary**
a. The school has a clearly defined quality curriculum in place.	**Exemplary**
b. The curriculum aligns with the state and/or national standards.	**Exemplary**
c. The curriculum aligns with school's mission and goals.	**Exemplary**
1.2 The school's curriculum is implemented with fidelity, and materials are available to support the implementation of the curriculum.	**Exemplary**
a. The school's curriculum is implemented with fidelity.	**Exemplary**
b. Materials are available to support the implementation of the curriculum	**Exemplary**
1.3 There are clear and regular procedures in place to review and update the curriculum.	**Exemplary**
Instruction	
2.1 Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	**Exemplary**
2.2 The school has strategies in place to meet the needs of students at risk of academic failure or those not making reasonable progress toward achieving school goals.	**Exemplary**
2.3 The school has strategies in place to meet the needs of English Language Learners and is in compliance with its implementation.	**Proficient**
a. The school has strategies in place to meet the needs of English Language Learners.	**Proficient**
b. The school is in compliance with its implementation.	**Adequate**
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	**Exemplary**
a. The school ensures that students with disabilities are served according to IEP objectives.	**Exemplary**
b. The school allocates resources (human or material) to address the needs of students with disabilities.	**Proficient**
c. The school provides additional services and/ or accommodations for IEPs.	**Exemplary**
2.5 Time is made available throughout the year for planning and professional development. Planning time is used effectively.	**Exemplary**
a. Time is made available throughout the year for instructional planning.	**Proficient**
b. Planning time is used effectively.	**Exemplary**
2.6 The school helps teachers meet accountability plan goals, and addresses any identified shortcomings in student learning.	**Exemplary**
2.7 Extra support is in place to support new and struggling teachers.	**Proficient**

2008-2009 Program Development Review Summary *(Continued)*

Assessment	
3.1 The school has assessment and evaluation data; test results are made available regularly and in a usable format; and assessment data are reflected in the SIP, if applicable.	**Exemplary**
a. The school has assessment and evaluation data, such as standardized and internal assessment results and accountability plan performance outcomes	**Exemplary**
b. Test results are made available regularly	**Exemplary**
c. Test results are provided in a useable format	**Proficient**
3.2 The school tracks and reports student performance data to determine whether the school's academic and non-academic goals are being achieved.	**Exemplary**
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Exemplary**
a. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	**Exemplary**
b. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Exemplary**
3.4 Procedures are in place to ensure accurate and timely identification and evaluation of students who have special needs are in place.	**Exemplary**
School Climate	
4.1 Quality instruction is promoted through fostering an academic learning climate that and actively supports teaching and learning.	**Exemplary**
4.2 The school is a safe and orderly learning environment.	**Exemplary**
4.3 Parents/guardians and students are satisfied with the school.	**Exemplary**
Governance and Management	
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	**Exemplary**
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, appropriate professional development, and services for special needs students, and additional funding.	**Exemplary**
5.3 The Board has ensured strong and stable school leadership.	**Exemplary**
School Improvement	
6.1 The school has strategies in place to meet the needs of students at risk of academic failure or students not making reasonable progress toward achieving school goals (inclusive of but not limited to identified NCLB sub-groups).	**Exemplary**
6.2 Documented progress monitoring of school improvement activities is on-going.	**Exemplary**

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

ACADEMIC PERFORMANCE

A school becomes a candidate a Charter Warning if it fails to meet 2 of the 3 academic standards below:

Criterion #1: The school must attain the majority of the academic performance targets.

Capital City Public Charter School met five out of seven academic targets in its accountability plan.

Capital City Public Charter School met this criterion.

Criterion #2: The school must achieve no less than the middle performance level in reading and mathematics on the DC CAS.

Capital City Public Charter School achieved an average DC CAS middle performance level of 72.62 in reading and 63.86 in mathematics.

Capital City Public Charter School met this criterion.

Criterion #3: The school must currently meet the State Education Agency's standard for AYP in reading and math.

Capital City Public Charter School met the state proficiency target in aggregate; however did not meet the state proficiency target in the special education and English language learner subgroups. The school is in School Improvement year two status and must make AYP in all subgroups for two consecutive years in order to transition out of this status.

Capital City Public Charter School did not meet this criterion.

OUTCOME: Capital City Public Charter School met 2 of 3 academic standards; thus, the school meets the standards for academic performance.

NON-ACADEMIC PERFORMANCE

A school becomes a candidate for a Charter Warning if it fails to meet 2 of the 4 non-academic standards below:

Criterion #1: For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the fourth or fifth year targets.

Capital City Public Charter School met five out of seven of its non-academic targets in its accountability plan. While it missed its target of 70% of students will view the school positively, it did come within 80% of the target as required by the Charter Review Framework.

Capital City Public Charter School met this criterion.

Criterion #2: The school must attain the attendance targets set in its accountability plan.

Capital City Public Charter School's attendance target was to increase its average daily attendance rate by .5% annually to reach its fifth year target of 95%. During the 2008-2009 school year, Capital City's average daily attendance rate was 95.5%.

Capital City Public Charter School met this criterion.

Criterion #3: Enrollment levels must be sufficient to sustain the economic viability of the school.

Capital City Public Charter School has consistently met its annual enrollment targets.

Capital City Public Charter School met this criterion.

Criterion #4: Re-enrollment of eligible students should average 75 percent or higher for the past two years.

Capital City Public Charter School's re-enrollment average for the previous two years is 97%.

Capital City Public Charter School met this criterion.

OUTCOME: Capital City Public Charter School met all of the non-academic standards; thus the school meets the standards for non-academic performance.

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	**Performance/Data Verified**				**Target Met?**	
	Baseline	**Year 2**	**Year 3**	**Year 4**	**Y**	**N**
Students will make an average gain of at least one NCE on the SAT-9 Reading Test. **PCSB's Fourth Year Target:** School-wide, Capital City PCS will achieve no less than middle performance level in reading on the DC CAS.	Assessment Change	Assessment Change	Assessment Change	Assessment Change 72.62	X	
80% of students will show at least a grade level's growth on the DRA. Children who are below grade level and/or are not making sufficient progress will have an individualized reading plan.	77%	83%	87%	82%	X	
Additional New target: 79-85% of 1st – 8th grade students who have been attending Capital City for more than one school year will demonstrate grade level or above performance on the DRA.	N/A	N/A	84%	87%	X	
There will be a school-wide increase of 2 percentage points in the number of students in grades 1-8 who have attended Capital City for more than one year scoring a 2 or better on the writing performance assessment. **New target:** 70-75% of 1st – 8th grade students who have attended Capital City for more than one school year will score a 2.5 or better (proficient) on the annual writing performance assessment.	75%	82%	56% *new baseline established*	67%		X
There will be a school-wide increase of 2 percentage points in the number of students in grades 1-8 who have attended Capital City for more than one year scoring a 2 or better on the annual oral performance assessment. **New target:** 70-75% of 2nd – 8th grade students who have attended Capital City for more than one school year will score a 2.5 or better (proficient) on the annual oral performance assessment.	97%	80%	77% *new baseline established*	86%	X	
Students will make an average gain of at least one NCE on the SAT-9 math test.	Assessment	Assessment	Assessment	Assessment	X	

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	**Performance/Data Verified**				**Target Met?**	
	Baseline	**Year 2**	**Year 3**	**Year 4**	**Y**	**N**
PCSB's Fourth Year Target: School-wide, Capital City PCS will achieve no less than middle performance level in reading on the DC CAS.	Change	Change	Change	Change 63.86		
There will be a school-wide increase of 2 percentage point in the number of students in grades 1-8 who have attended Capital City for more than one year scoring a 2 or better on the math performance assessment.	79%	36% *(new baseline established)*	67%	68%		X
Attained majority of fourth year annual academic performance targets?					X	
Achieved no less than the middle performance level on DC CAS in reading and math?					X	
Currently meets the State Education Agency's standard for AYP in reading and math?						X

Comments:

Capital City Public Charter School met five of seven academic targets in its accountability plan. Because the state assessment was changed from the SAT-9 to the DC CAS, the PCSB has inserted two targets to replace those in the accountability plan related to the SAT-9. The testing population (grades 3 - 8) in aggregate met the Office of the State Superintendent's (OSSE) proficiency target for 2009; however the school did not meet the target in the special education and English language learner subgroups. Therefore, the school did not make Adequate yearly Progress (AYP) and has remained in School Improvement.

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

NON-ACADEMIC PERFORMANCE STANDARDS				
Annual Target	**Performance/Data Verified**		**Target Met?**	
	Baseline	**Year 4**	**Y**	**N**
Student attendance data will improve at least one half a percentage point towards our goal of 95%.	94%	95.5%	X	
Student survey results will indicate 70% of children view school positively.	75%	62% (56%)	X	
80% of Capital City students will participate in community service with their class and complete a reflection.	98%	86%	X	
90% of parents will attend a parent-teacher conference.	100%	100%	X	
70% of parents will volunteer in support of the school.	73%	71%	X	
80% of parents will attend a community meeting, showcase, or other school or classroom event.	81%	97%	X	
70-85% of parents will express an overall positive view of the school.	*No Data Provided*	92%	X	
School-wide average within 80% of annual targets?			X	
Attendance targets met?			X	
Enrollment levels sufficient to sustain the economic viability of the school?			X	
Re-enrollment of eligible students average 75% or higher for the past two years? 97% 2007 – 2008 re-enrollment rate = 98% 2008 – 2009 re-enrollment rate = 96%			X	

Comments:

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE - GOVERNANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Meetings and Board Structure	3.5
PCSB Action	4
Annual Reporting	3
Adequate Resources	3.5
Implementation of School Design	4
Leadership	3
Operating within Bylaws	4

OUTCOME: Capital City Public Charter School demonstrated fully functioning or exemplary performance in all categories; thus the school meets this standard for organizational performance.

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - MEETINGS AND BOARD STRUCTURE

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board holds regular meetings with sufficient membership to meet a quorum and submits copies of all minutes to the PCSB as required. The minutes reflect exceptional governance practices in areas such as policy making and oversight of academic and financial performance through the effective use of committees.	The board meets regularly and submits a majority of the minutes to the PCSB as required, which demonstrate sufficient membership to meet a quorum. The minutes reflect appropriate governance practices, such as policy making, and oversight of academic, operational, and financial performance. The minutes demonstrate the Board's awareness of the school's performance, and that appropriate action is taken, as warranted, with or without a committee structure in place.	The board meets sporadically and submits some of the minutes to the PCSB as required, which inconsistently demonstrate membership to meet a quorum. The minutes provide limited evidence of the Board's familiarity with the school's performance as it relates to academic, operational, and/or financial performance. Committees, if in place, play a limited role in the oversight of assigned responsibilities. The Board does not give full attention to all issues confronting the school, but focuses on only one or two.	The board meets infrequently, and most often with low attendance, and submits few, if any, copies of minutes to the PCSB as required. The minutes reflect poor governance practices in the face of serious academic, operational, and/or financial problems. In particular, the minutes do not reflect evidence of sound decision-making at the Board level to effectively address issues facing the school. Committees are not in place, or are not used effectively. The Board's composition and membership have not been modified to address the school's challenges.

COMMENTS: The Board of Directors of Capital City PCS meets bi-monthly and regularly submits board minutes. The minutes reflect discussions about altering the governance structure to incorporate the newly approved Upper School and the operational and financial impact on both campuses. The Board is kept abreast of student performance as it relates to the DC CAS and its Annual Report. The Board has a committee structure, although they have been grappling with communication issues and the best way to overcome them.

PERFORMANCE LEVEL: 3.5

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - REQUIREMENT FOR PCSB ACTION

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The school has demonstrated exceptional performance, thereby requiring no remedial action from the PCSB.	The school has demonstrated above average to average performance, requiring minimal remedial action from the PCSB. The school has provided satisfactory responses to the remedial action within the designated timeframe.	The school has demonstrated below average performance, requiring substantial and/or repeated remedial action from the PCSB. The school has provided weak and/or incomplete responses to the conditions set by the Public Charter School Board, thereby failing to adequately respond within the designated timeframe. Given time, the school is able to provide a satisfactory response.	The school has demonstrated failing performance, requiring increasingly substantial remedial action over an extended period of time from the PCSB for issues for which the school has not provided an adequate response. Examples of inadequate responses include failure to submit a response within the designated timeframe, weak and/or incomplete responses that fail to fully respond to the conditions.

COMMENTS: The PCSB has taken no action against Capital City PCS in the last four years.

PERFORMANCE LEVEL: 4.0

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - ANNUAL REPORTING

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board submits timely Annual Reports that fully describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with all accountability plan targets.	The board submits timely Annual Reports that describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with the majority of accountability plan targets.	Although not timely, the board submits Annual Reports within a reasonable amount of time from the due date that describes the school's performance in relation to the targets established in its accountability plan on a limited basis. Quantitative evidence of performance is available for some of the accountability plan targets and/or evidence is aligned with some of the accountability plan targets.	The board submits late Annual Reports that largely fail to describe the school's performance in relation to the targets in its established accountability plan. Quantitative evidence of performance is lacking substantially, either due to a failure to report performance or a failure to present evidence that is aligned with the accountability plan targets. School may have been required to submit an amended or supplemental report.

COMMENTS: Capital City PCS has submitted required reports in a timely fashion and provided documentation accordingly. Student performance is tracked through portfolios that are well organized.

PERFORMANCE LEVEL: 3.0

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – ADEQUATE RESOURCES

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board and the school's administration deploy resources effectively to further the academic and organizational success of the school.	The board and administration deploy resources that further the academic and organizational success of the school.	The school's deployment of resources at times contributes to the academic and organizational success of the school.	There is little or no evidence that the school's board and administration work to deploy resources in a way that supports the academic and organizational work of the school.

COMMENTS: Capital City PCS implements an educational model that is expensive, but that has worked very well for its students according to its performance reflected in its Accountability Plan Summaries and DC CAS performance. Board meeting minutes and financial reports reflect that the school has had the resources needed for the Lower School; however there were challenges with adequate resources to support the Student Services department in the new Upper School. The Lower School has recently been challenged with meeting AYP for two consecutive years in the English Language Learner and Special Education subgroups in order to come out of school improvement status; however the board is aware of this as evinced in board minutes and has discussed how to best address the needs of these students. The Board is keenly aware of the need to intensify its fundraising efforts in order to find an appropriate facility for the Upper School and to continue to effectively implement its educational program (curriculum development, teacher retention, etc.).

PERFORMANCE LEVEL: 3.5

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – IMPLEMENTATION OF SCHOOL DESIGN

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
Administrators and board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.	Administrators and board members understand the school design, but minimally use it to manage and govern the school.	Most board members and school administrators understand the school's design, but evidence of its use in the management and governance of the school is lacking substantially.	Board members and administrators fail to demonstrate an understanding of the school's design and/or they have failed to use the design in the management and governance of the school.

COMMENTS: The school leaders and board members are very knowledgeable about the school design as many of them were founding members and founding administrators. The Capital City PCS school design includes the Expeditionary Learning Outward Bound and Coalition for Essential Schools models, which strongly support its mission. All financial decisions made to ensure the integrity of the school design.

PERFORMANCE LEVEL: 4.0

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – LEADERSHIP

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board has established a school that maintains exceptional performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school's exceptional performance.	The board has established a school that maintains above average to average performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance.	The board has established a school that maintains below average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance.	The board has established a school that is unstable and maintains failing performance through its school leader. There have been no changes in school leadership in an attempt to improve performance.

COMMENTS: Capital City has performed consistently well on the state standardized assessment and its internal assessments over the last four years. The longer students are enrolled in Capital City, the better they perform academically based on assessment data. The school has maintained a co-head model (principal and executive director) for six of its eight years and in the 2008-2009 school year, transitioned into a Head of School and two principal model with the addition of the Upper School. These changes have not negatively impacted the school to date. The academic performance of the sixth through eighth grade students at the Upper School is lower than the Lower School students in the same grades; however the students at the Upper School are new to Capital City PCS.

PERFORMANCE LEVEL: 3.0

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – OPERATING WITHIN BYLAWS

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed on a regular basis to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed occasionally to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and/or operations are largely not in keeping with its bylaws. Bylaws are reviewed sporadically, if at all, but do not result in changes to ensure alignment between operations and the bylaws.	The board's composition and operations are not in keeping with its bylaws. Bylaws are not reviewed or consulted as it relates to the board's composition and operations.

COMMENTS: The board is comprised of individuals with varying areas of expertise including education, real estate and finance. It operates in alignment with its by-laws and the by-laws have been amended as needed to reflect the growth of the organization.

PERFORMANCE LEVEL: 4.0

OVERALL COMMENTS - ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE - COMPLIANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates a low or no evidence of development or implementation in 4 of 7 categories as it relates to compliance with applicable laws, rules and regulations based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Health and Safety Regulations	4
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	4
Inventory of School's Assets	3
Open Enrollment Process	4
NCLB Requirements	2.5

OUTCOME: Capital City Public Charter School demonstrated a fully functioning to exemplary level of compliance in 6 of 7 categories; thus, the school meets this standard for organizational performance.

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE STANDARDS: COMPLIANCE WITH APPLICABLE LAWS, RULES AND REGULATIONS

4	3	2	1
Exemplary level of development and implementation	**Operational level of implementation and development**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
School has an exemplary record of compliance with applicable laws, rules and regulations, maintains highly effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of substantial compliance with applicable laws, rules and regulations, maintains effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of partial compliance with applicable laws, rules and regulations, maintains inconsistently effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a poor record of compliance with applicable laws, rules and regulations, has ineffective or non-existent systems and controls in place for ensuring that legal requirements are met, and is currently out of compliance with relevant authorities.

COMMENTS: Capital City PCS has been consistently compliant with most areas as required in the compliance review process in the previous four years of operation. In various years, areas of non-compliance were limited to the school's fixed assets inventory list and all core subject area teachers being highly qualified.

PERFORMANCE LEVEL: 3.5

ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT

Fiscal Management Criterion: A school will be a candidate for revocation of its charter if it demonstrates substandard or poor performance in any 2 of 5 categories based on the following scale:

Performance Level	Rating
Above Average	5
Satisfactory	4
Watch – Improvements Required	3
Substandard – Probation	2
Poor – Revocation	1

Category	Performance Level/Rating
1. Accounting Policies	5.00
2. Financial Reporting	5.00
3. Internal Controls	4.85
4. Transparency of Financial Management	4.85
5. Fiscal Prudence	4.81

OUTCOME: Capital City Public Charter School demonstrated above average or satisfactory performance in 5 out of 5 categories, and thus meets this standard for organizational performance.

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – ACCOUNTING POLICIES

1. Accounting Policies				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School follows PCSB accounting guidelines. Guidelines include 1) using approved auditors as required; 2) following audit policies; 3) maintaining records under accrual basis of accounting; 4) and reporting financial statements according to GAAP.	With minor exceptions, school follows PCSB accounting guidelines.	The school has failed to follow PCSB accounting guidelines for one audit cycle. School has implemented a corrective plan.	The school has failed to follow PCSB accounting guidelines for more than one audit cycle and/or the school has committed a significant breach in one cycle. A corrective plan is in development.	The school has failed to follow all PCSB accounting guidelines for more than one audit cycle. A corrective plan was not developed or was never followed.

Comments: Based on its interim financial reports and annual financial audits, Capital City has adhered to GAAP. Key results of the FY09 financial audit are…

- Financial statements conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses.
- No instances of noncompliance which are required to be reported under Government Auditing Standards.

Overall, Capital City has been efficient in administering accounting policies which follow PCSB accounting guidelines.

GRADE FOR ACCOUNTING POLICIES: 5.00

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting **a. Audited Statements**				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management displays a high level of transparency and an interest in continuous improvement of financial management.	Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management letter reflects minimal need for changes in financial management. Any changes are implemented immediately.	Audits are submitted on time or with slight delay due to specific circumstances. Audit findings show need for significant improvement; school implements changes immediately. Procedures are tracked to ensure compliance with auditor's recommendations.	At least one audit has been significantly delayed. Annual audit receives a qualified opinion. Audit report or management letter indicates significant financial problems; changes not implemented from prior year's findings. School develops realistic plan based on auditor's recommendations to be implemented over the next year.	Audits have been significantly delayed for more than one cycle and/or not submitted at all. Annual audit receives a qualified opinion for two years or more. Audit report or management letter indicates significant financial problems for which turnaround is not feasible; changes not implemented from prior year's management letter.

Comments: Capital City has submitted its annual audits to the PCSB in a timely fashion. Each of the school's audits (FY06-09) received an unqualified opinion. The school's leadership team displays a high level of transparency and an interest in continuous improvement of financial management.

GRADE FOR FINANCIAL REPORTING (Audited Statements): 5.00

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting **b. Budgets and Interim Financials**				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Budgets and interim financials are submitted on time and follow the PCSB template. No significant problems identified in reports.	Budgets and interim financials are submitted on time and follow the PCSB template with few exceptions. Only minor spending variances or other problems are reported.	Budgets and interim financials are submitted late and/or do not follow the PCSB template. Significant variances or other problems are reported, but they have reasonable justifications and do not necessarily jeopardize the school's financial health.	Budgets and interim financials have not been submitted one or two times. Or, significant variances or other problems are reported without reasonable justifications. The school's financial health is potentially weakened.	Budgets and interim financials have not been submitted on several occasions. Or significant variances or other problems are reported, considerably jeopardizing the school's ability to operate as a going-concern.

Comments: Capital City has submitted its annual budgets and interim financial statements to the PCSB on time with no material problems identified. The school's budgets tend to be conservative reflections of management's cash flow expectations.

GRADE FOR FINANCIAL REPORTING (Budgets and Interim Financials): 5.00

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting c. Taxes and Insurance				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Required IRS forms are filed and evidence of adequate insurance coverage is provided. All documentation is adequately maintained.	Required IRS forms are filed and evidence of minimal insurance coverage is provided. All documentation is adequately maintained, with minor exceptions.	Required IRS forms are filed, but have been late once or twice. Evidence of insurance is provided. Documentation is not properly filed or maintained.	Required IRS forms are consistently filed late. The school shows no evidence of adequate insurance coverage. Documentation is not properly filed or maintained.	Required IRS forms are not filed. The school does not have adequate insurance coverage. Adequate documentation is lacking.

Comments: The PCSB has not previously monitored schools' submission of filings to the Internal Revenue Service, so data are not available to confirm or deny that forms have been filed. Similarly, historical data on schools' level of insurance coverage are incomplete, as this criterion was previously checked onsite without documenting specific levels.

GRADE FOR FINANCIAL REPORTING (Taxes and Insurance): n/a

OVERALL GRADE FOR FINANCIAL REPORTING (AVERAGE): 5.00

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls **a. Establishment and Adherence to Internal Controls Policy**				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Based on PCSB review and annual audit, school has clear, written internal controls in place to provide checks and balances. Audit indicates that all internal control policies are followed.	School has clear, written internal controls in place to provide checks and balances, with minor exceptions. Weaknesses identified by PCSB or auditor are minor and can be addressed immediately.	School has some internal controls in place. Weaknesses identified by PCSB or an auditor can be addressed over the course of the fiscal year.	School lacks some major internal controls. Weaknesses identified by PCSB or auditor need one to two years to be addressed. School is developing a corrective action plan.	School lacks basic internal controls and there is evidence of financial mismanagement.

Comments: The PCSB has not previously directly monitored schools' adoption of internal controls, so the PCSB lacks data to affirm the existence of written policies other than what is reported by an independent auditor. Capital City has engaged thorough audits and appears to have responded to recommendations for improvements to internal controls and as stated earlier, no matters involving the internal control over financial reporting that are considered to be weaknesses were presented in the school's latest audit.

GRADE FOR INTERNAL CONTROLS (Internal Controls Policy): 5.00

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls b. Procurement				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School is in compliance with PCSB's contracting / procurement requirements.	School is in compliance with PCSB's contracting / procurement requirements, with minor exceptions noted.	School has had some violations of PCSB's contracting / procurement requirements over the course of the year. Violations were reasonably justified. Policies and procedures are in place to preclude future violations.	School has had consistent violations of PCSB's contracting / procurement requirements. A corrective plan is in development.	School has had consistent violations of PCSB's contracting / procurement requirements. Management lacks capacity to assure compliance.

Comments: Capital City regularly submits appropriate documentation of contracts to the PCSB for review. The PCSB believes that the school has historically been compliant in following procurement requirements.

GRADE FOR INTERNAL CONTROLS (Procurement): 4.75

OVERALL GRADE FOR INTERNAL CONTROLS (AVERAGE): 4.88

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management a. Annual Budgets				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The schools prepares an annual operating budget, a cash flow projection and, when required, a capital budget by June 1 each year. Budget reflects thoughtful planning and detailed assumptions. These documents are certified by the Board of Trustees. Modifications are made as necessary and are submitted to PCSB.	With some exceptions, school regularly prepares annual operating budget, cash flow projection and, as required, a capital budget. Budget reflects thoughtful planning. These documents are certified by the Board of Trustees. Modifications occur as necessary and are submitted to PCSB.	The school does not consistently submit budgets and/or modifications of budgets to PCSB. Budget lacks planning and/or clear assumptions. There appears to be a lack of consensus or understanding of the budget by board members. Corrective plans are in process and will be implemented within a fiscal quarter.	Budgets are not submitted on time and/or do not have board's approval. Clear budget policies are in development.	School lacks budget policies and procedures. The board and staff lack capacity to implement standard budgeting procedures.

Comments: Capital City has been very proactive in revising its budget as needed and providing updates to the PCSB. Budgets are thoughtful, show detail and provide relevant explanations. Budgets have been submitted to the PCSB on time.

GRADE FOR TRANSPARENCY (Annual Budgets): 5.00

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management b. Management Organizations				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair.	School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair with few exceptions.	School does not adequately disclose relationship with organization upfront. Information is provided at PCSB's request. Contracts are unclear or present concerns in terms of financial and /or management control. There are indications of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. Information is not easily obtained by PCSB. There is evidence of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information.

Comments: Not applicable to this school.

GRADE FOR TRANSPARENCY (Management Organizations): n/a

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management **c. Related Party Transactions**				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses transactions with related parties, as required by PCSB's guidelines.	School accurately discloses transactions with related parties, with minor exceptions.	School fails to disclose related party transactions. Information is provided at PCSB's request.	School fails to disclose related party transactions. Information is not easily obtained by PCSB. There is evidence of inadvertent mismanagement.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information and/or there is evidence of unethical behavior and mismanagement.

Comments: Based on the information available, the PCSB believes that the school discloses all related party transactions as required.

GRADE FOR TRANSPARENCY (Related Party Transactions): 4.75

OVERALL GRADE FOR TRANSPARENCY (AVERAGE): 4.88

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence a. Balanced Budget				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The school has a balanced budget, based on reasonable assumptions, for the upcoming fiscal year. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Budgeting is thoughtfully aligned with long-term financial goals.	The school has a balanced budget using reasonable assumptions. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Current spending plans will contribute to long-term financial goals.	The school has a balanced budget using some questionable assumptions. Expenses are greater than revenues for one or more years.	The school does not have a balanced budget nor has one with questionable assumptions. Expenses have exceeded revenues more often than not.	The school has no prepared budget. Expenses consistently exceed revenues.

Comments: With the exception of FY08, Capital City has concluded each of its fiscal periods with positive net income balances, enabling the school to amass a substantial net asset reserve (see table).

Fiscal Period	2006	2007	2008	2009
NI	$ 596,306	$ 326,154	$ (48,998)	$ 369,875
Cumulative Reserves	$ 3,586,399	$ 3,912,553	$ 3,863,555	$ 4,233,430

GRADE FOR FISCAL PRUDENCE (Balanced Budget): 4.75

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence **b. Debt Capacity**				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school takes on debt only with very thoughtful planning and well within its debt service capacity. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school stays within its debt service capacity as required by the lender. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school has significant debt and has exceeded its debt service capacity, potentially violating loan covenants. School and lender are implementing remedies. Polices were in place and were followed but extraordinary circumstances led to the current situation.	According to financial statements, school has significant debt and/or has defaulted on its loan. Lender has school on a watch list. School and lender are discussing remedies. Polices were not in place or were not followed.	According to financial statements, school has significant debt and defaulted on its loan. The lender has called the loan. No remedies are possible.

Comments: On October 21, 2001, Capital City purchased a building located at 3047 15th Street, NW, Washington, DC. On August 1, 2003 Capital city secured $4,890,000 of new financing for the renovation and construction of the building at 3047 15th Street NW, with the issuance of DC variable rate bonds that mature June 30, 2029. Under the terms of the financing, interest only payments were due monthly on the first of each month from closing through June 30, 2004. Beginning July 31, 2004 principal and interest is payable in equal payments based on a twenty-five year mortgage amortization. Interest is charged at the greater of the FHLB five year rate plus 3% or 4.5% per annum adjusted for each new five year period. The interest rate for the next five years will be 4.5%. Beginning October 1. 2005 through October 1, 2009 an additional principal curtailment equal to the lesser of $50,000 or 50% of the net increase in assets, as defined in the loan document is due. The bond is callable at June 30, 2014, June 30, 2019, and June 30, 2024 with forty-five days written notice.

Capital City moved into the new building and began operations in July 2004.

The bond financing is secured by a $1,000,000 credit enhancement through the DC Public Charter School Board Credit Enhancement Fund. The credit enhancement is reduced each August beginning August 1, 2004, by $125,000 until the balance equals $500,000. As of June 30, 2009 and 2008 the credit enhancement balance was $500,000.

The bond financing is secured by substantially all of assets of Capital City and contains restrictive covenants including the submission of audited financial statements within 90 days of the close of the fiscal year. United Bank has waived this requirement of the agreement for the years ended June 30, 2009 and 2008.

On July 18, 2003 Capital City was awarded an unsecured interest free loan for $125,000 from the Sallie Mae Fund of the Community Foundation for the National Capital Region. Principal payments of $25,000 are due each year starting June 21, 2004 and ending June 21, 2008. As of June 30, 2008 the loan was paid in full.

Following are maturities of long-term debt for each of the next five years and thereafter assuming that the maximum additional curtailment of $50,000 mentioned above will be made.

For the Years Ending June 30,	Amount
2010	$208,302
2011	166,275
2012	173,554
2013	182,107
2014	190,592
Thereafter	3,238,393
Total	$4,159,223

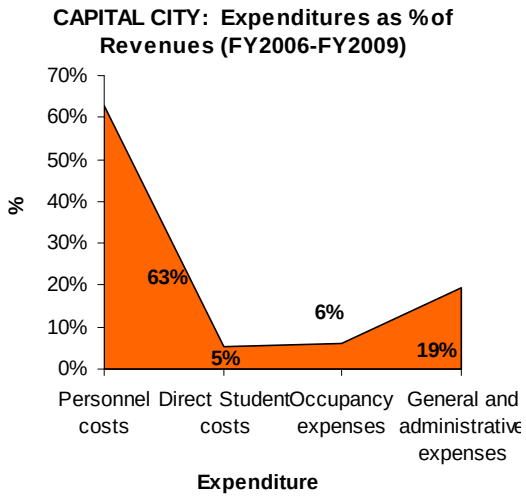
GRADE FOR FISCAL PRUDENCE (Debt Capacity): 4.75

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence c. Appropriate Spending Decisions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs, in particular, are in line with industry comparables. Minor variances from industry standards are well explained and justified.	School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are slightly out of line with industry comparables, but with reasonable justifications.	School makes some inappropriate spending decisions, inadvertently. Salaries and occupancy costs are out of line with industry comparables but still have sufficient justifications. A corrective plan is being implemented.	School has a record of inappropriate spending decisions, with some reasonable justification. Salaries and occupancy costs are considerably out of line with industry comparables. A corrective plan is in development.	School has a record of inappropriate spending decisions which adversely impact programming, with no rational justifications. There is evidence of unethical behavior and fiscal mismanagement. Salaries and occupancy costs are egregiously out of line with industry comparables. No corrective plan is feasible.

Comments:
Capital City makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are in line with industry comparables and PCSB financial metrics. As indicated by the chart below, the school's four-year average salary and occupancy expenditures expressed as a percentage of total revenue are 63% and 6% respectively; PCSB established thresholds are 50% for salary as a percentage of revenues and 25% for occupancy as a percentage of revenues (75% when summed).



GRADE FOR FISCAL PRUDENCE (Appropriate Spending): 4.75

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence **d. Investment Decisions**				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school has significant liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets but their management is questionable; investment decisions appear somewhat risky.	According to financial statements, school has minimal to no liquid assets. Any assets invested are in high-risk/questionable areas.	According to financial statements, school has no liquid assets or minimal assets with no track record of investment decisions.

Comments: Capital City has been able to successfully manage its working capital needs and has been able to generate positive working capital balances at the conclusion of each fiscal period (see table below). The school has sufficient liquid assets as indicated by the FY09 year ending liquidity ratio of 2.62.

Fiscal Period	2006	2007	2008	2009
Net Working capital	$ 1,572,369	$ 1,288,294	$ 1,157,099	$ 1,372,313
Liquidity ratio	4.86	4.20	3.88	2.62

GRADE FOR FISCAL PRUDENCE (Investment Decisions): 5.00

OVERALL GRADE FOR FISCAL PRUDENCE (AVERAGE): 4.81

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE
(SUPPORTING DOCUMENTATION)

CAPITAL CITY PCS: 5-YEAR BALANCE SHEET ANALYSIS

	2006	2007	2008	2009
Assets				
Current Assets:				
Cash	$ 1,642,155	$ 1,353,892	$ 1,466,943	$ 1,624,424
Restricted cash/CDs	$ 46,783	$ -	$ -	
Federal grants	$ 167,483	$ 254,515	$ 14,911	$ 304,536
Other grants	$ 54,135	$ 28,475	$ 17,500	$ 185,615
Pledges receivable	$ 11,814	$ 8,105	$ 13,605	$ 29,661
Other receivables/Prepaid expenses	$ 57,186	$ 45,306	$ 45,803	$ 72,985
Total Current Assets	$ 1,979,556	$ 1,690,293	$ 1,558,762	$ 2,217,221
Fixed Assets				
PPE net	$ 6,517,335	$ 6,929,599	$ 6,705,559	$ 6,585,908
Total Fixed Assets, net	$ 6,517,335	$ 6,929,599	$ 6,705,559	$ 6,585,908
Other Assets	$ 48,612	$ 48,612	$ 110,120	$ 226,130
Total assets	**$ 8,545,503**	**$ 8,668,504**	**$ 8,374,441**	**$ 9,029,259**
Liabilities and Net Assets				
Current liabilities				
Accounts payable/accured expenses	$ 80,450	$ 47,255	$ 66,186	$ 448,850
Accrued vacation	$ 28,374	$ 33,854	$ 37,818	$ 60,709
Refundable advances	$ 107,351	$ 122,035	$ 91,063	$ 127,047
Loans payable	$ 191,012	$ 198,855	$ 206,596	$ 208,302
Total current liabilities	$ 407,187	$ 401,999	$ 401,663	$ 844,908
Long-term liabilities				
Note payable, less current portion	$ 4,515,250	$ 4,317,285	$ 4,109,223	$ 3,950,921
Deposit payable	$ 36,667	$ 36,667	$ -	$ -
Total liabilities	**$ 4,959,104**	**$ 4,755,951**	**$ 4,510,886**	**$ 4,795,829**
Net Assets:				
Net Income	$ 596,306	$ 326,154	$ (48,998)	$ 369,875
Beg. Net Assets	$ 2,990,093	$ 3,586,399	$ 3,912,553	$ 3,863,555
Total Net Assets (Ending Net Assets)	$ 3,586,399	$ 3,912,553	$ 3,863,555	$ 4,233,430
Total liabilities and net assets	**$ 8,545,503**	**$ 8,668,504**	**$ 8,374,441**	**$ 9,029,259**
Long-term debt/ Total Equity ratio:	0.01	0.01	-	-
Net-working capital:	$ 1,572,369	$ 1,288,294	$ 1,157,099	$ 1,372,313
Liqiudity ratio:	4.86	4.20	3.88	2.62

CAPITAL CITY PCS: 4-YEAR INCOME STATEMENT ANALYSIS

	2006	2007	2008	2009
Revenue:				
Support and revenue:				
Revenue:	$ 4,123,602	$ 4,199,371	$ 4,143,669	$ 7,047,623
Total revenue	**$ 4,123,602**	**$ 4,199,371**	**$ 4,143,669**	**$ 7,047,623**
Expenses:				
Personnel costs	$ 2,280,754	$ 2,656,161	$ 2,897,561	$ 4,420,747
Direct Student costs	$ 204,870	$ 195,354	$ 229,633	$ 419,490
Occupancy expenses	$ 175,545	$ 177,571	$ 210,674	$ 738,383
General and administrative expenses	$ 866,127	$ 844,131	$ 854,799	$ 1,099,128
Total expenses	**$ 3,527,296**	**$ 3,873,217**	**$ 4,192,667**	**$ 6,677,748**
Net Income	$ 596,306	$ 326,154	$ (48,998)	$ 369,875
Beginning Net Assets	$ 2,990,093	$ 3,586,399	$ 3,912,553	$ 3,863,555
Total Net Assets (Year End Balance)	$ 3,586,399	$ 3,912,553	$ 3,863,555	$ 4,233,430
Profit Margin	**14%**	**8%**	**-1%**	**5%**
Personnel expenses/Total Revenue	**55%**	**63%**	**70%**	**63%**
Direct Student expenses/Total Revenue	**5%**	**5%**	**6%**	**6%**
Occupancy expenses/Total Revenue	**4%**	**4%**	**5%**	**10%**
G&A expenses/Total Revenue	**21%**	**20%**	**21%**	**16%**

Appendix T

CAPITAL CITY
PUBLIC CHARTER SCHOOL

November 18, 2011

Brian Jones, Chairman
District of Columbia Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Dear Chairman Jones:

Capital City Public Charter School, now its twelfth year of operation, is planning a move and expansion for the 2012-2013 school year. Through this letter, we would like to share more information about our plans and seek approval to operate in new location beginning in August 2012 and to increase our enrollment ceiling from 740 to 1,000 students. Since we are planning to continue to use our same instructional models, we are not seeking a charter amendment.

Capital City currently occupies two sites, our PK-8th grade Lower School campus at 3047 15th Street, NW and our 6th-12th grade Upper School campus at 3220 16th Street, NW. As a result of a strategic planning process, we have been seeking to consolidate our program on one campus to have more continuity between the grades to better serve children and families.

We were awarded the right to negotiate on the Rabaut School property at 1st and Peabody Streets, NW in 2009. Since then, we gained Council and ANC approval and executed our lease with the District Government in October of this year.

The Rabaut School Property is an ideal permanent location for Capital City for many reasons:

- The space is large enough to house our complete and expanded PK-12th grade program.
- The space has three floors, allowing us to have elementary, middle and high programs housed on separate floors.
- The building sits on 7 acres of land providing outdoor space for playing fields, courts, playgrounds, gardens and parking.
- The building has existing spaces such as a gymnasium, an auditorium and a cafeteria that will enrich our arts and fitness programs.
- Many Capital City families live in Ward 4. Capital City students hail from every ward, but the 30% of families in ward 4 is second only to the 40% of families residing in Ward 1.

We are confident that this facility will be a tremendous asset and resource for our program. Capital City has been working with a team of consultants led by Building Hope to plan for the renovation of the facility. Things are progressing nicely and we are currently on track for a 2012 opening. We have a design for the building, we have begun demolition work at the site, we have closed on our subordinate financing, and we anticipate closing with our senior lender for the project by early January and beginning construction soon after.
We have been communicating with our current families about the project since we were first awarded the site in 2009. There is great excitement in our community about the new facility and

families have been involved in many aspects of the planning. We are working with our families to address transportation and identify options to help our current families adapt to the relocation.

With the move to the new site, we are seeking to expand the number of students we serve. We currently serve 636 students in grades PK-12 on our two campuses. Our target enrollment at the new site is 918 students in PK3-12. The attached grid shows the expansion by grade. We expect to reach our target enrollment in 2012; we are not planning a staggered expansion because we already have curriculum in place for all of our grades. We also know there is considerable demand for our program; in 2011, we received 1424 applications for our lottery for a small number of spaces. While our planned enrollment is 918 students, we are requesting an enrollment ceiling of 1000 to allow for moderate increases in the future.

The only additional grade level we plan to add is PK3 and our three-year old program will be closely aligned with our PK4 program. We are excited about the addition of PK3 to begin serving students earlier and believe this will have a strong positive impact on student achievement.

Our most significant expansion is in the elementary grades where we plan to have two classes at each grade where we currently have one. It was actually in our original charter to have two classes per grade, but space constraints prevented us from adding those additional classes before now. We have a strong track record of success with our elementary program; the program has received many awards and accolades in the past and is a Tier 1 on the Performance Management Framework; so we are confident that the expansion will go smoothly. With our teaching fellows programs, we also have teachers trained in the Capital City model ready to assume lead roles, another key factor in a smooth transition.

We plan to operate as one school keeping our current structure of having a Head of School for the entire school and a principal for each of our programs. We will increase from having two principals (Upper and Lower School) to having three (Elementary, Middle and High School). Having three principals allows us to continue to have small learning communities and it will mean that each principal is responsible for fewer grades allowing for more specialization and greater focus on tailoring the program for the specific age group. We believe this will particularly benefit our middle school program, which has been split between our two campuses in recent years.

We are working to plan for every aspect of the move and growth to ensure that our program is improved and enhanced through the process. This is an exciting time for Capital City. With your approval for our request to operate in a new location and increase our enrollment ceiling, we will be one step closer to realizing our goal.

If you have questions or require additional information, please contact Karen Dresden by e-mail (kdresden@ccpcs.org) or phone at (202) 302-4178.

Sincerely,

[redacted]

[redacted]

Karen Dresden
Head of School

David Bennett
Chair, Board of Trustees

CAPITAL CITY
PUBLIC CHARTER SCHOOL

Projected Student Enrollment

Grade	2011-2012 Enrollment	2012-2013 Projected Enrollment
PK3	0	32
PK	20	40
Kindergarten	24	44
1st Grade	25	50
2nd Grade	25	50
3rd Grade	25	50
4th Grade	25	50
5th Grade	25	72
6th Grade	64	72
7th Grade	64	72
8th Grade	55	72
9th Grade	83	82
10th Grade	84	82
11th Grade	74	78
12th Grade	42	72
TOTAL	635	918

Appendix G

SY 2018-2019 DC Public Charter School Board Compliance Review Report

Capital City PCS

Requirement	Compliance Status	Due	On Time
Student Handbook	**Compliant**	7/19/2018	x
Charter Board Calendar	**Compliant**	7/19/2018	✔
School Calendar	**Compliant**	7/19/2018	✔
Q1 Procurement Contracts	**Compliant**	9/30/2018	✔
Annual Report	**Compliant**	10/2/2018	✔
Child Find Policy Checklist	**Compliant**	10/9/2018	✔
Q1 Board Meeting Minutes	**Compliant**	10/9/2018	✔
Board Roster	**Compliant**	10/9/2018	✔
Accreditation	**Compliant**	10/9/2018	✔
Employee Handbook	**Compliant**	10/9/2018	✔
Title IX	**Compliant**	10/9/2018	✔
Staff Preference	**Compliant**	10/9/2018	✔
English Learners Assurance	**Compliant**	10/9/2018	✔
Insurance Certificate	**Compliant**	10/9/2018	✔
Sexual Violation Protocol	**Compliant**	10/9/2018	✔
Student Enrollment Forms	**Compliant**	12/11/2018	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at kdammann@dcpcsb.org.

SY 2018-2019 DC Public Charter School Board Compliance Review Report

Capital City PCS Campus Level Submissions

Requirement	Campus	Compliance Status	Due	On Time
Attendance SST Meetings	Capital City PCS - Lower School	**Compliant**	7/19/2018	✔
Fire Drill Schedule	Capital City PCS - Lower School	**Compliant**	7/19/2018	✔
Certified Staff to Administer Medicine	Capital City PCS - Lower School	**Compliant**	10/9/2018	✔
Certificate of Occupancy	Capital City PCS - Lower School	**Compliant**	10/9/2018	x
Staff Roster and Background Checks	Capital City PCS - Lower School	**Compliant**	10/9/2018	✔
Seclusion & Restraint Checklist	Capital City PCS - Lower School	**Compliant**	10/9/2018	✔
ADA Assurance	Capital City PCS - Lower School	**Compliant**	10/9/2018	✔
School Emergency Response Plan	Capital City PCS - Lower School	**Compliant**	10/9/2018	✔
LRE Continuum of Services Checklist	Capital City PCS - Lower School	**Compliant**	10/9/2018	✔
Fire Drill Schedule (Mid-Year Update)	Capital City PCS - Lower School	**Compliant**	12/11/2018	✔
Attendance SST Meetings	Capital City PCS - Middle School	**Compliant**	7/19/2018	✔
Fire Drill Schedule	Capital City PCS - Middle School	**Compliant**	7/19/2018	✔
Certified Staff to Administer Medicine	Capital City PCS - Middle School	**Compliant**	10/9/2018	✔
Certificate of Occupancy	Capital City PCS - Middle School	**Compliant**	10/9/2018	x
Staff Roster and Background Checks	Capital City PCS - Middle School	**Compliant**	10/9/2018	✔
Seclusion & Restraint Checklist	Capital City PCS - Middle School	**Compliant**	10/9/2018	✔
ADA Assurance	Capital City PCS - Middle School	**Compliant**	10/9/2018	✔
School Emergency Response Plan	Capital City PCS - Middle School	**Compliant**	10/9/2018	✔
LRE Continuum of Services Checklist	Capital City PCS - Middle School	**Compliant**	10/9/2018	✔
Fire Drill Schedule (Mid-Year Update)	Capital City PCS - Middle School	**Compliant**	12/11/2018	✔
Attendance SST Meetings	Capital City PCS - High School (Upper)	**Compliant**	7/19/2018	✔
Fire Drill Schedule	Capital City PCS - High School (Upper)	**Compliant**	7/19/2018	✔
Certified Staff to Administer Medicine	Capital City PCS - High School (Upper)	**Compliant**	10/9/2018	✔
Certificate of Occupancy	Capital City PCS - High School (Upper)	**Compliant**	10/9/2018	x
Staff Roster and Background Checks	Capital City PCS - High School (Upper)	**Compliant**	10/9/2018	✔
Seclusion & Restraint Checklist	Capital City PCS - High School (Upper)	**Compliant**	10/9/2018	✔
School Emergency Response Plan	Capital City PCS - High School (Upper)	**Compliant**	10/9/2018	✔
ADA Assurance	Capital City PCS - High School (Upper)	**Compliant**	10/9/2018	✔
LRE Continuum of Services Checklist	Capital City PCS - High School (Upper)	**Compliant**	10/9/2018	✔
Fire Drill Schedule (Mid-Year Update)	Capital City PCS - High School (Upper)	**Compliant**	12/11/2018	✔

Appendix H

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

Aug. 23, 2017

Karen Dresden
Head of School
Capital City Public Charter School
100 Peabody St. NW
Washington, DC 20011

Re: Federal Fiscal Year (FFY) 2015 IDEA Part B LEA Performance Determination

Dear Ms. Dresden:

The Individuals with Disabilities Education Act of 2004 (IDEA) requires the Office of the State Superintendent of Education (OSSE) as the State educational agency (SEA) to make determinations annually about the performance of local educational agencies (LEAs). OSSE is required to use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. In making such determinations, OSSE will assign LEAs one of the following determination levels:

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

OSSE has determined that under IDEA section 616(d), for FFY 2015, Capital City Public Charter School (PCS) **meets requirements** in implementing the requirements of Part B of IDEA. OSSE's determination is based on the totality of the LEA's data and information, including the LEA's:

1. History, nature and length of time of any reported noncompliance; specifically, the LEA's performance on Indicators 4b, 9, 10, 11, 12 and 13 as outlined in the State Performance Plan (SPP) and FFY 2015 Annual Performance Report (APR);
2. Information regarding timely, valid and reliable data;
3. On-site compliance monitoring, focused monitoring and dispute resolution findings;
4. Sub-recipient audit findings;
5. Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data and compliance with the Funding for Public Schools and Public Charter School Amendment Act of 2011;
6. Performance on selected SPP results indicators; and
7. Evidence of correction of findings of noncompliance, including progress toward full compliance.

Please note that the US Department of Education continues to apply special conditions to the District's IDEA Part B grant, due to a low rate of compliance with secondary transition planning requirements (APR Indicator 13). To ensure that all LEAs that serve secondary transition populations have the

information and resources needed to reach and maintain full compliance in the 2017-18 year, OSSE will both expand the range of supports provided to LEAs in this area, while also narrowing the number of monitoring touchpoints LEAs will receive over the course of the year. Next month, LEAs will be notified of OSSE's new approach for secondary transition monitoring and technical assistance for the 2017-18 year. We believe that the new approach will reduce the reporting burden on LEAs while also allowing them more time to focus on successful implementation.

Enclosure 1 explains the criteria for each element and the way in which existing data provided by LEAs were used to make determinations. Not all elements are applicable to each LEA; for example, some LEAs do not have data for Indicator 12, as they do not serve children within the applicable age range (3 years old).

Enclosure 2 describes how Capital City PCS's determination level was calculated. It includes a chart that summarizes each required element, its corresponding rating, the total number of points earned by the LEA and the percentage of applicable points earned by the LEA.

Any LEA that believes that a specific element reviewed in the determination process is inaccurate may appeal its assigned determination level. The appeal must be made within 30 calendar days of the date of receipt of this letter. The request for appeal must include the submission of all information necessary for OSSE to reconsider the original determination level. Additional information regarding appeals may be found in Enclosure 1.

OSSE applauds the LEA's performance related to serving children and youth with disabilities and looks forward to working with Capital City PCS over the next year. As part of OSSE's ongoing effort to provide useful information to District of Columbia stakeholders, OSSE will be making determination results available to the public after the close of the appeals process. If you have questions about the determinations process or this letter, please contact me at Amy.Maisterra@dc.gov or (202) 481-3757.

Sincerely,

[redacted]

Assistant Superintendent, Elementary, Secondary and Specialized Education

Enclosures (2)

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2015 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Capital City Public Charter School
Final Percentage Rating:	84%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – compliant • Indicator 11 – 95% or above compliance rate • Indicator 12 – N/A • Indicator 13 – 0% -74% compliance rate	3	5
2	Information regarding timely, valid and reliable data	• FFY 2015 child count data submitted timely • FFY 2015 Phase I and Phase II applications not submitted timely • FY 2016 IDEA Maintenance of Effort (MOE) submitted timely	2	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2015 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	• No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – 4 • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	4	4
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2015 grants cycle	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	• LEA met 95% participation target for disability subgroup on math assessment • LEA met 95% participation target for disability subgroup on reading assessment	2	2

	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c[1]	**LEA performance results on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and National Center and State Collaborative (NCSC) Alternative Assessment for the students with disabilities subgroup:**	**Math**	**Reading**
		Proficiency rates are calculated based on the following performance levels: • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • NCSC Level 3: Percentage of students who met expectations • NCSC Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum "n" size for disability subgroup	8%	8%
8	Evidence of correction of findings of noncompliance that were issued in FFY 2015 and due for correction in FFY 2016, including progress toward full compliance	• The LEA was not issued any findings of noncompliance in FFY 2015 due for correction in FFY 2016.	N/A	N/A
		Total Number of Points Achieved		16
		Total Possible Points from Applicable Elements		19
		Percentage of Points Achieved from Applicable Elements		84%

[1] For FFY 2015 IDEA Part B Determinations, OSSE is reporting the performance of each LEA's students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2015 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year.

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2016 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Capital City Public Charter School
Final Percentage Rating:	90%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – 1 • Indicator 11 – 95% or above compliance rate • Indicator 12 – N/A • Indicator 13 – 0% -74% compliance rate	3	5
2	Information regarding timely, valid and reliable data	• FFY 2016 child count data submitted timely • FFY 2016 Phase I and Phase II applications submitted timely • FY 2017 IDEA Maintenance of Effort (MOE) submitted timely	3	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2016 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	• No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of Single Audit Report (if applicable) – 4 • Type of Auditor's Single Audit Report Issued on Compliance (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the Single Audit Report (if applicable) –4 • Material weaknesses identified by the Auditor in the Single Audit Report (if applicable) – 4 • Auditor's designation as low-risk sub-recipient in the Single Audit Report (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	4	4
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2016 grants cycle	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	• LEA met 95% participation target for disability subgroup on reading assessment • LEA met 95% participation target for disability subgroup on math assessment	2	2

	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c[1]	**LEA performance results on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and Multi-State Alternate Assessment (MSAA) for the students with disabilities subgroup:**	**Reading**	**Math**
		Proficiency rates are calculated based on the following performance levels: • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • MSAA Level 3: Percentage of students who met expectations • MSAA Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum "n" size for disability subgroup	<5%	2.4%
8	Evidence of correction of findings of noncompliance that were issued in FFY 2016 and due for correction in FFY 2017, including progress toward full compliance	• 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance	2	2
Total Number of Points Achieved				19
Total Possible Points from Applicable Elements				21
Percentage of Points Achieved from Applicable Elements				90%

[1] For FFY 2016 IDEA Part B Determinations, OSSE is reporting the performance of each LEA's students with disabilities subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2016 Multi-State Alternate Assessment (MSAA). This indicator will not be assigned a weight for this year.

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

Aug. 19, 2019

Karen Dresden
Head of School
Capital City Public Charter School
100 Peabody St. NW
Washington, DC 20011

Re: Federal Fiscal Year (FFY) 2017 IDEA Part B LEA Performance Determination

Dear Ms. Dresden:

The Individuals with Disabilities Education Act of 2004 (IDEA) requires the Office of the State Superintendent of Education (OSSE) as the State educational agency (SEA) to make determinations annually about the performance of local educational agencies (LEAs). OSSE is required to use the same categories that the United States Education Department (USED), Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. In making such determinations, OSSE will assign LEAs one of the following determination levels:

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

OSSE has determined that under IDEA section 616(d), for FFY 2017, Capital City Public Charter School **meets requirements** in implementing the requirements of Part B of IDEA. Detailed information about your LEA's determination level is included in the report linked here: **IDEA Part B FFY 2017 Determinations Application**. The IDEA Part B FFY 2017 Determinations Application explains the criteria for each element and the way in which existing data provided by LEAs were used to make determinations.

Any LEA that believes that a specific element reviewed in the determination process is inaccurate may appeal its assigned determination level in the "Appeals" tab of the IDEA Part B FFY 2017 Determinations Application. The appeal must be made within 30 calendar days of the date of receipt of this letter. The request for appeal must include the submission of all information necessary for OSSE to reconsider the original determination level.

OSSE will provide an IDEA Part B FFY 2017 Determinations webinar on Wednesday, Aug. 28, 2019 at 1 p.m. The webinar will guide LEAs through the new online application. We strongly encourage all LEAs to attend the webinar as this is the first year OSSE has provided determinations in a web-based application. If you would like to attend, please register here: FFY 2017 IDEA Part B LEA Determinations.

If you experience issues accessing the IDEA Part B FFY 2017 Determinations Application or need assistance creating an account for staff members, please contact Megan Williams at Megan.Williams@dc.gov or (202) 741-0477.

If you have questions about the determinations process or this letter please contact Karen Morgan-Donaldson at Karen.Morgan-Donaldson@dc.gov or (202) 724-7803.

Sincerely,

[redacted]

Sharon Gaskins
Interim Assistant Superintendent of the Division of Systems and Supports, K-12

cc: Wanda Gregory, LEA Special Education Contact
Avni Murray, Manager, Public Charter School Board

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

August 2, 2018

Karen Dresden
Head of School
Capital City Public Charter School
100 Peabody St. NW
Washington, DC 20011

Re: Federal Fiscal Year (FFY) 2016 IDEA Part B LEA Performance Determination

Dear Ms. Dresden:

The Individuals with Disabilities Education Act of 2004 (IDEA) requires the Office of the State Superintendent of Education (OSSE) as the State educational agency (SEA) to make determinations annually about the performance of local educational agencies (LEAs). OSSE is required to use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. In making such determinations, OSSE will assign LEAs one of the following determination levels:

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

OSSE has determined that under IDEA section 616(d), for FFY 2016, Capital City Public Charter School (PCS) **meets requirements** in implementing the requirements of Part B of IDEA. OSSE's determination is based on the totality of the LEA's data and information, including the LEA's:

1. History, nature and length of time of any reported noncompliance; specifically, the LEA's performance on Indicators 4b, 9, 10, 11, 12 and 13 as outlined in the State Performance Plan (SPP) and FFY 2016 Annual Performance Report (APR);
2. Information regarding timely, valid and reliable data;
3. On-site compliance monitoring, focused monitoring and dispute resolution findings;
4. Sub-recipient audit findings;
5. Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data and compliance with the Funding for Public Schools and Public Charter School Amendment Act of 2011;
6. Performance on selected SPP results indicators; and
7. Evidence of correction of findings of noncompliance, including progress toward full compliance.

Enclosure 1 explains the criteria for each element and the way in which existing data provided by LEAs were used to make determinations. Not all elements are applicable to each LEA; for example, some LEAs do not have data for Indicator 12, as they do not serve children within the applicable age range (3 years old).

Enclosure 2 describes how Capital City PCS's determination level was calculated. It includes a chart that summarizes each required element, its corresponding rating, the total number of points earned by the LEA and the percentage of applicable points earned by the LEA.

Any LEA that believes that a specific element reviewed in the determination process is inaccurate may appeal its assigned determination level. The appeal must be made within 30 calendar days of the date of receipt of this letter. The request for appeal must include the submission of all information necessary for OSSE to reconsider the original determination level. Additional information regarding appeals may be found in Enclosure 1.

OSSE applauds the LEA's performance related to serving children and youth with disabilities and looks forward to working with Capital City PCS over the next year. As part of OSSE's ongoing effort to provide useful information to District of Columbia stakeholders, OSSE will be making determination results available to the public after the close of the appeals process. If you have questions about the determinations process or this letter please contact me at Sharon.Gaskins@dc.gov or (202) 654-6112.

Sincerely,

[redacted]

Deputy Assistant Superintendent of Accountability, Performance and Support
Division of Systems and Supports, K-12

cc: Elisabeth Morse, Interim Assistant Superintendent of the Division of Systems and Supports, K-12
Wanda Gregory, LEA Special Education Contact
Avni Murray, Manager, Public Charter School Board

Enclosures (2)

Appendix I

LEA Onsite Visit: LEA Compliance 2017-2018

Agency: **Capital City PCS**
Initial Release Date: **6/19/2018**
Date of Notification: **7/9/2018**
Days Remaining: **-141**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Least Restrictive Environment (LRE)						
1) Continuum of Alternative Placements *§300.115*	1	1	0	0	100.00%	The LEA must develop a plan to provide a continuum of alternative placements consistent with the regulatory requirement.
Individual Education Program (IEP)						
2) IEP Accessibility *§300.323(d)(1)*	1	1	0	0	100.00%	The LEA must develop a plan, policy or practice to ensure that all individual responsible for the implementation of IEPs have access to the students' IEPs.
Data						
3) Students Referred to Special Education Entered Into SEDS *§300.211*	1	1	0	0	100.00%	LEA must develop and implement a plan that addresses timely data entry.
4) LEA Timely Response to Data Requests *§300.211*	1	1	0	0	100.00%	The LEA must develop a plan, policy or practice to ensure timely data submissions.
Dispute Resolution						
5) LEA Provides Information on State Complaints *OSSE State Complaint Policy*	1	0	0	1	0.00%	LEA must develop and implement a plan that addresses timely compliance with dispute resolution activities. Provide documentation of the above to OSSE.
6) LEA Timely Implements Corrective Actions *§300.600(e)*	1	0	0	1	0.00%	LEA must develop and implement a plan that addresses timely compliance with dispute resolution activities. Provide documentation of the above to OSSE.
NIMAS						
7) LEA Provision of Instructional Materials *§300.172*	1	1	0	0	100.00%	LEA must provide documentation of communication with NIMAC or documentation of providing students with instructional materials.
Fiscal						
8) LEA Correctly Procures, Utilizes and Charges Construction Expenses *§300.718*	1	0	0	1	0.00%	The LEA must submit documents for the construction project paid for with IDEA funds.
9) LEA Utilizes IDEA Funds for Providing CEIS *§§300.226, 300.646*	1	0	0	1	0.00%	**Voluntary Elections:** The LEA must modify its existing budgets and spending plans. **Required Elections:** The LEA must report on CEIS expenditures in the designated area of the fiscal workbook.
10) LEA Properly Tracks Students Who Receive CEIS *§300.226(d)*	1	0	0	1	0.00%	The LEA has a policy/procedure to track students receiving CEIS and subsequent special education services for two years and the LEA can demonstrate that they have begun tracking students who received CEIS (if applicable).
11) LEA Consultation with Rep/Parent of Parentally-placed Students in Private Schools *§300.134*	1	0	0	1	0.00%	The LEA must provide documentation of meaningful consultation regarding child find, proportionate share, consultation process and provision of services (including written explanation if needed).
12) LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools *§300.134*	1	0	0	1	0.00%	The LEA must submit documentation/certifications showing that meaningful consultation occurred between the LEA and private school(s).
13) Eligibility Standard for IDEA Part B Funds *§300.203(b)*	1	1	0	0	100.00%	The LEA must provide proof of local budget from the last two years.
14) Compliance Standard for IDEA Part B Funds *§300.203(b)*	1	1	0	0	100.00%	The LEA must provide supporting documentation for local expenditures submitted in their most current MOE submission to OSSE.
15) Sub grantee Corrective Action Plans *§300.203(a), 2 CFR §200.331(B)*	1	0	0	1	0.00%	The LEA must provide a copy of their Corrective Action Plan and any related documents.
16) A-133 Audit Findings *OMB Circular A-133, 2 CFR §200.501*	1	0	0	1	0.00%	The LEA must provide a copy of their Corrective Action Plan and any related documents.

17) IDEA Part B Funds Used to Supplement Local Funds *§§300.213, 2 CFR 200.501*	1	1	0	0	100.00%	The LEA must provide a copy of their most recent excess cost tool.
18) IDEA Part B Funds Used to Pay Excess Cost *2 CFR §300.202*	1	1	0	0	100.00%	The LEA must provide a copy of their most recent excess cost tool.

Appendix J

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

July 19, 2019

Karen Dresden
Head of School
Capital City Public Charter School
100 Peabody St. NW
Washington, 20011

Re: School Year 2018-19 Child Find Review Notification for 3- to 5-Year-Old Children

Dear Ms. Dresden:

OSSE has reviewed your LEA's child count data for 3-to 5-year-old children for the 2018-19 school year and found Capital City Public Charter School (PCS) has identified 4.92 percent of its students as receiving services under IDEA, lower than DC's required 8.5 percent Child Find threshold. Although no action is required at this time, OSSE encourages LEAs to review this data in consideration of the court requirement to ensure at least 8.5 percent of the children aged 3 through 5 within the District are enrolled in special education services.

Background

On Aug. 30, 2017, OSSE issued a Dear Colleague Letter on Key IDEA Requirements Related to *D.L. v. District of Columbia* to all local educational agencies (LEAs). This letter explained that *D.L. v. District of Columbia* relates to the alleged failure of the District to identify and serve 3-to 5-year-old children with disabilities. This letter additionally notified LEAs that the Court requires the District to ensure that at least 8.5 percent of children aged 3 through 5, who reside in or are wards of the District, are "enrolled" (see link above for definition of "enrolled") in special education services. OSSE has conducted ongoing review and follow-up to examine policies, practices, and procedure for LEAs with special education identification rates below the established 8.5 percent threshold. As of August 2017, the District's rate of Child Find reported to the Court was 7.2 percent.

As we work together to ensure the District continues to improve special education services for District of Columbia's preschool children, I am writing to provide information regarding your LEA's 2018-19 school year Child Find rate as well as enhanced monitoring procedures for the review of LEA Child Find practices.

Enhanced Monitoring Procedures

Beginning in the 2019-2020 school year, OSSE will begin quarterly monitoring of LEA Child Find rates for 3- to 5-year-old children with disabilities. OSSE will conduct quarterly reviews of LEA Child Find data to determine if your LEA is meeting the 8.5 percent District-wide Child Find rate. If your LEA is achieving this rate, you may be asked to share best practices to inform the work of other District LEAs in improving Child Find rates for preschool children. If your LEA did not achieve this rate for the quarter, OSSE will review student and LEA-level data to determine key areas for improvement, and will partner with your

LEA to provide supports to ensure Child Find practices are improved. OSSE looks forward to partnering with your LEA to ensure that the District continues improvements in its Child Find activities across the District in compliance with *D.L. v. District of Columbia*.

Required Actions

While there are no required actions at this time, I encourage you to use the resources and tools available on OSSE's website for more information on appropriate Child Find practices, including OSSE's recent Child Find professional development materials, which include a Child Find policy guidance and a template that can be customized to meet the needs of your school.

If you have questions about the Child Find monitoring process, please contact Megan Williams at (202) 741-0477 or Megan.Williams@dc.gov. Thank you for your cooperation and continued work to improve results for children with disabilities.

Sincerely,

[redacted]

Sharon Gaskins
Interim Assistant Superintendent of the Division of Systems and Supports, K-12

cc: Wanda Gregory, Special Education POC
Avni Murray, Manager, DC Public Charter School Board

Appendix K

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

June 28, 2018

Karen Dresden
Head of School
Capital City Public Charter School
100 Peabody St. NW
Washington, DC 20011

Re: Federal Fiscal Year (FFY) 2017 Results of Disproportionate Representation of Racial and Ethnic Groups in Special Education (Indicator 9 and 10)

Dear Ms. Dresden:

The Individuals with Disabilities Education Act (IDEA) requires state education agencies (SEAs) to measure the performance of local education agencies (LEAs) using quantifiable indicators in priority monitoring areas. (34 CFR §300.600) SEAs must use the targets established in the state's performance plan and specific priority areas established in IDEA to analyze the performance of each LEA. (34 CFR §660.602(a)). These findings must be reported annually to the Office of Special Education Programs (OSEP), the office within the U.S. Department of Education responsible for ensuring protection of the educational rights of infants, toddlers, children and youth with disabilities.

On May 8, 2018, Capital City Public Charter School (PCS) was notified that it was found to have disproportionate representation of racial and ethnic groups in special education.

OSSE requested Capital City PCS to complete the Disproportionate Representation Self-Study, including all pages and supporting documentation, in order for OSSE to determine whether the disproportionate representation was, or was not, the result of inappropriate identification.

After careful review, OSSE has determined that Capital City PCS does not have disproportionate representation based on inappropriate identification. OSSE appreciates the LEA's effort in completing the self-assessment.

If you have any questions, please contact Aaron Brosnan, at (202) 741-7634 or Aaron.Brosnan@dc.gov. Thank you for your continued work to improve results for children with disabilities.

Sincerely,

[redacted]

Sharon Gaskins
Deputy Assistant Superintendent of Accountability, Performance and Support
Division of Systems and Supports, K-12

cc: Elisabeth Morse, Interim Assistant Superintendent of the Division of Systems and Supports, K-12
Wanda Gregory, LEA Special Education Contact
Avni Murray, Manager, Equity & Fidelity, DC Public Charter School Board