

Mary McLeod Bethune Day Academy PCS
Annual Report
2019 – 2020

1404 Jackson St., N.E., DC 20017

and

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Valerie Smith, Chair

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NARRATIVE

SCHOOL DESCRIPTION

Mission Statement The mission of the Mary McLeod Bethune Day Academy Public Charter School is to implement a high performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.

School Program

Summary of curriculum design and instructional approach

Mary McLeod Bethune Day Academy PCS is an IB World School fully authorized in 2017. MMBDA looks to accomplish its mission by creating well-rounded students that are superior in academics, talent, and personal development. All of these aspects are characteristics associated with IB World Schools, which focus on developing students to be inquirers, knowledgeable, and caring people who work towards creating a better and more peaceful world through intercultural understanding and respect.

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.”¹

As a result, MMBDA's two major curricula, Creative Curriculum (Early Childhood Pre Kindergarten 3 year old - 4 year old) and EngageNY (Kindergarten through 8th grade) have been bolstered by the IB curriculum framework as we continue to use inquiry and

¹ IB .org

project based learning while establishing an international mindedness for our students' position in their global community.

IB has helped to further develop units of study using these curricula that center around six major trans-disciplinary themes: *Who We Are, How We Express Ourselves, How the World Works, Where We Are In Place and Time, Sharing the Planet, and How We Organize Ourselves* that are taught in an interdisciplinary setting where students learn about a given central idea and how that notion can translate into all content areas spanning from ELA, Mathematics, Social Studies, and Science to Art, Music, and Physical Education.

In April 2015, the International Baccalaureate Program accepted Mary McLeod Bethune Day Academy PCS as a Candidate School for the IB program.² IB provided the school continued support throughout the candidacy phase. The International Baccalaureate Program (IB) requires that Candidate Schools submit to rigorous training and adhere to performance standards that are evaluated during the candidacy period before it is allowed to apply for full IB authorization. The School was fully authorized in SY 2018.

Pursuant to our IB authorization, all teachers in the PYP section were required to receive IB certification training through IB World staff. Teachers and administration were given access to the IB Online Curriculum Centre (OCC), where teachers obtain electronic versions of IB publications and teaching materials. Access to the OCC also provides teachers the opportunity to participate with IB practitioners worldwide in online forums on programme related topics. In addition to being an IB World School, Mary McLeod Bethune Day Academy PCS is fully accredited by the American Academy for Liberal Education (AALE). At this time, MMBDA is conducting its

² IB Candidacy letter, April 2015.

Self-Study to prepare for reaccreditation to AALE in 2021.

School Year 2019/20 was unique. As the world attempted to normalize daily living in a “New Normal” COVID 19 pandemic, school was upended but through deliberative changes to professional development, parent engagement and resource development, MMBDA was able to develop and conduct a very robust virtual teaching and learning environment for our school community.

Beginning March 17, 2020, students and teachers met daily in a virtual environment using Zoom, Google Classroom, Class DoJo, and other technology platforms to continue the educational program for our students. Much emphasis was placed on connecting all of our scholars to technology devices and the internet. At the same time, a challenge was presented in developing the skills needed to use the tools. Successfully, all teachers learned to conduct Zoom classroom meets to deliver instruction. A very vigorous PD to certify all teachers in Google Classroom was conducted so that all classrooms had a place of their own to assign and submit lessons, engage with parents, showcase work, chat and message peers, develop bulletin boards, and create that classroom experience. The dual language experience continued, music and art classes performed and showcased student talent and scholars continued engaging in lessons and IB inquiry experiences. Students received awards during quarterly awards programs, class and student presentations were recorded and shared on our website, and parent meetings and conferences were conducted as usual.

PARENT INVOLVEMENT EFFORTS DESCRIBING THE METHODS AND FREQUENCY OF PARENT INVOLVEMENT

We strongly believe that parental and community involvement are important to the educational process. Feedback from annual parent surveys serve to inform adjustments and plans for the upcoming school year. Through partnerships with local businesses, environmental organizations, and government agencies, students’ education is expanded beyond the classroom. Parents are essential to the fulfillment of the Mary McLeod Bethune Day Academy PCS mission. Parents are informed of events, activities,

and pertinent school news via our website, newsletters, text messaging, personal phone calls, and meetings. A variety of planned activities are offered during the school year to involve parents and to offer them workshops and trainings so that they are the best advocates for their child's well-being and education.

- Online Parent meetings were instituted in SY 20 to support parent engagement during recent movement from in-school to virtual instruction. Parents received online training in accessing Google, classrooms, Class Dojo, and student assessment and delivery of instruction. All parents were invited to classrooms so that they could monitor instruction.
- Each day during the virtual learning environment, teachers are provided two and one-half hours dedicated time for parent conferencing and student intervention.
- Quarterly parent- teacher conferences are conducted every nine weeks, and during virtual instruction.
- Parents communications via videos, Constant Contact emails, *Remind* text messages, monthly newsletters, updated web pages, and PTO notices.
- Vibrant PTO that provides teacher support, parental engagement, and opportunities for administration to meet with parents.
- Parents and staff assist in the annual coat, uniform and book bag/school supplies drives and receive and distribute donated coats, uniforms and book bags as needed.
- Washington Capital Food Bank - monthly food distribution at the school for any parent, staff member or community members.
- Parent workshops support families, students, academics, housing and other social services.
- The McKinney-Vento Homeless Education Assistance Act provides assistance and support to homeless families through



- transportation, food, SMART cards, school supplies, and clothing.
- Early Childhood monthly Meet and Greet events.
 - Report cards distributed 4 times per year
 - Progress reports delivered 3 times per year
 - Parent Orientation
 - Student Award Programs

An explanation of how the LEA responded to COVID 19, including a description of the distance learning program it offered and how it monitored student progress.

MMBDA's Blended Learning Plan was developed to ensure that students would access high quality educational learning opportunities for all of its students during the sudden school closure due to the COVID 19 pandemic. It was decided that the school would maintain the original school calendar. Distance learning began on March 17, 2020, with a Spring Break from April 13 - 17, 2020. MMBDA ended the school year for students on May 29, 2020 to comply with the Mayor's request to work in accord with DCPS. Teachers remained at their posts until June 12, 2020 to close out recordkeeping and to participate in professional development activities. Summer School began June 15 and ended July 20, 2020.

In the pre planning phase, a survey was sent to parents to ascertain how many families had technology devices with internet capability. Using this information, the technology coordinator began a system for giving out laptop computers and Ipads to families. For families with more than 2 children, there was consideration to provide an additional technology device. Letters, text messages, emails, and *Remind* notices were disseminated to parents regarding Zoom meetings to inform them that parent training to use the internet tools and a full description of how remote learning would take place. On March 9th, our school conducted a survey to parents via email, text, website and paper, to assess student capabilities for distance learning. Response showed that parents self-identified less than 25 students who did not have mobile, computer, tablet, or internet capability. Our technology administrator set up a computer distribution of laptop computers on March 13th. More than 30% of students used telephone (mobile) technology and

Teachers developed student work packets with assigned lessons via workbooks and

readings, that went home with students on Friday, March 13th. For students who were absent on that day, parents were allowed to pick up packets during the meal distribution times on Monday, March 16th. All work packets were developed to continue standards based instruction taught by the classroom teacher in the content areas.

On Monday, March 16th, a day-long professional development session was conducted to train teachers how to use the Zoom technology and to build their Google classroom. All students at Mary McLeod Bethune Day Academy in grades K -8, have school email accounts so that they can log on to IReady and Edulastic. Beginning, March 17th, teachers were able to assist students with directions, skill building, and understanding through the mechanisms of:

- Google Classroom
- Teacher:student check-in via Google phone, text and email
- Class Dojo and Remind App
- Edmodo

During the in person school year, MMBDA used several blended learning tools: Edulastic, I-Ready for Reading and Math, Teaching Strategies Gold (early childhood) Powerpoint presentations, links, and apps to present new topics/ themes if needed are presented to students via email and text. This familiarity with tech tools assisted the ease of moving to remote teaching/learning. Classroom teachers shared times for Google classroom hangout meetings, Google telephone numbers, lessons, and other pertinent information on their MMBDA website staff page at <http://www.mmbethune.org> . Student progress was posted to parents via <https://mmbethune.powerschool.com/public/> . Teachers updated grades on a weekly basis. Students and parents received their PowerSchool logins.

Beginning March 24th, most classwork was done remotely. All teachers, including special subjects - Art, Health & P.E., Music, Latin, Spanish, and Environmental Science were required to submit continued education plans for their students. Plans were submitted to Google Classroom (www.classroom.google.com). Teachers sent the lesson(s) to students via their MMBDA email address, for all assignments that were not paper based. Weekly messages with assignment information, goals, keywords, and material for each week were included in plans. All teachers submitted a "Week At A Glance" or "Class Calendar" overview of class work that included the **Objective** for the day's activity/assignment as well as the **Common Core State Standards** that the activity

assignment. This information was posted on the teacher's Edlio page as well as the morning greeting in the Google Classroom.

To promote student engagement (beyond printable packets of work), teachers utilized the following technology tools:

Math Lessons

Khan Academy

Zearn

Freckle

ELA Lessons

Readworks

Freckle

Reading A to Z

EPIC! (Free for parents and teachers)

EPIC! Main Page

Khan Academy

NewsELA

Students were provided ELA, Math, Science, Social Studies and Spanish workbooks to support the continued acquisition of standards based skills, understanding and performance. Students submitted evidence of their completed work by taking a photo of the completed assignment and sending it to the teacher via telephone. Students submitted completed work packets by either uploading to the google classroom or by taking a photo of the completed assignment and sending it to the teacher.

Parent Communication in Remote Learning

Faculty Members engaged in staff meetings, professional development sessions, parent meetings and student meetings. Daily questions and answer sessions were held for parents, staff and students through Zoom. Parents were invited to join classroom communication access through their child's Google classroom. The third quarter parent teacher conference was held via Zoom or telephone calls.

Professional Development

Distance Learning Training will be embedded in the Professional Development Plan. Distance Learning Training for faculty will occur in face to face professional development workshops on Monday, March 16th. The IT Administrator will also be

providing Professional Development and Training using our Google Classroom for Teachers. Team meetings have been conducted to address some critical issues in distance education, while staff has been provided resources on best practices in online instruction. The School Administrative Team will be creating a Professional Learning Community on Web Based Learning to ensure that high quality instruction is being provided to students. Support to teachers will be provided on an ongoing basis.

- All MMBDA staff participated in Zoom based training that incorporated:

- Setting up Zoom environment- orientation in developing, recording, inviting, and other components for successful Zoom classroom instruction

- Edlio staff directory training to demonstrate and ensure all staff develop weekly greetings and “Week at a Glance” for instruction (which is a copy of weekly instructional assignments provided in Google Classroom, Edmoto or Class Dojo.

Support and ongoing training to assist teachers in best distance learning practices. MMBDA conducts weekly whole school staff meetings to discuss updates, commendations and any concerns that arise during the school week. Highlights of best practices are shared with the entire staff that include the innovative work of colleagues on a consistent basis. A showcase of innovative teaching practices are shared.

To promote collaboration and planning, Fridays were designated for student asynchronous lesson assignments and project work, which provided an overall planning and professional development time.

Activities:

- Google Certification training
- Zoom training
- demonstrations of building classroom environments
- dual language training
- additional and personalized technology training
- student engagement in team meetings
- coordination with each peers to promote seamless communication systems to parents, with a focus on reducing any overlap in our outreach efforts
- trainings and collaborations on using technology platforms
- special class assignment in your “Week at a Glance/ Calendar”.

With the realization that not all students were fully operable with technology due to not having sole use of the device or internet access, teachers were told to provide additional time and opportunity for students to submit assignments, or submit paper packets. Students were not “failed” for not submitting or attending class after a parent conference was conducted to determine the reason for students not completing assignments. Students in grades K-8 completed authentic learning tasks aligned with the Engage NY Curriculum that would require them to do the same tasks they would be completing in face to face classrooms. Students engaged in learning tasks including: individual and group discussions; analysis, review, and critiques; summarize and describe; create and post.

Staff Monitored student progress in all core content and specialized art, PE, music, and foreign language classrooms. Student learning was assessed through regular and consistent formative assessments. Quizzes were assigned in the Google Classroom. The iReady Growth monitor was not able to be administered and will be administered upon our return and such data will be used to determine whether any learning loss occurred. IReady, Edulastic, and Classroom formative assessment data will be analyzed by grade level, by class, and by student to determine the extent to which there may be learning loss. An action plan to address any available learning loss will be developed.

To promote collaboration and planning, we will designate Fridays as an overall planning MMBDA relies on the Transdisciplinary themes as an IB World School to ensure that core content is integrated with the teaching and learning in our specialists classrooms. Specialists and Teachers will have a chance to discuss what is going on in their classrooms and how the instructional delivery can be coordinated and aligned with the transdisciplinary themes. Students will use Fridays to complete their independent learning tasks, and there will be no live instruction from Teachers on that day.

Parent Communication In preparation for our distance learning:

- letters were sent home to make parents aware of the transition from home to school
- Zoom meetings were held to provide parents with orientation to the distance learning landscape. Training included Zoom access, Learning platforms of Google Classroom, Edmodo Class Dojo, student expectations, and questions and answers.
- Weekly newsletters were sent to parents via the school website, email and via their child’s Google Classroom. Parent’s are able to log into their child’s Google Classroom as a view only.

- Parents received robo call reminders and videos to support them in being able to help them to support their children in learning.
- The School Administrative Team reached out to communicate with parents, thereby providing proactive support and troubleshooting for any issues they or their students may be experiencing.

In addition to providing proactive parent outreach, MMBDA had a dedicated administrator available between the hours of 9:00 - 4:00 daily to provide targeted technology or educational support. Any issues reported that the administrator was not able to resolve will be assigned to the appropriate administrator for resolution. Any issues reported will be tracked and will be followed-up in a timely fashion.

Current telephone and email contact with students and families were collected so that there were multiple methods of communication to ensure that students and families had a seamless educational experience. Daily contact between staff and students occurred via telephone, email, and other tools in the Google classroom.

A parent contact log was maintained by all faculty members documenting their interactions with students and families. Google classroom contacts were time and date stamped to provide evidence of interactions and contact with parents. The School Administration Team monitored the instructional delivery and provided feedback to teachers regarding how to enhance the quality of instruction provided. Feedback tools used to promote the use of high quality and accessible content.

Individuals with Disabilities Education Act (IDEA), Section 504, and English Language Learners (ELL) during a long term closure.

MMBDA complied with the Individuals with Disabilities Education Act and Section 504 by ensuring that all eligible students have equal access to distance education and a continuity of service has been provided. Prior Written Notices for students receiving special education services have been generated.

Every grade level at MMBDA had a case manager who is responsible for ensuring implementation of the student's IEP/504 Plan. Specialized instruction was provided through case managers. The designated grade level case manager served as the second teacher in the classroom and co-plans with the other instructional staff in the classroom to ensure that each student received services in accordance with the student's IEP. Grade level collaborative planning meetings occurred to ensure that

standards based instruction was planned, implemented and delivered. Student mastery of instructional content was assessed and progress reports were issued to report on students' progress towards IEP goals and objectives.

Related service providers were given Google Voice Telephone Numbers and created Virtual Classrooms in Google Classroom to provide individual and small group support to students and their families. Related service providers made contact with students and families on their caseload through email, text, phone calls, Zoom, Google Hangouts, etc..

Students receiving special education services received access to electronic books through Bookshare. Students with dedicated Aides will continued to receive those services so that the student received the additional support noted in their IEP. Accommodations and Modifications continued to be provided through direct resources and tools, online calculators, and virtual manipulatives. Students received training in utilizing online calculators, equation editors, and virtual manipulatives. Rewordify.com continued to be used as a resource to simplify text for students who have simplified language as an accommodation.

PERFORMANCE AND PROGRESS

THE EXTENT TO WHICH THE SCHOOL IS MEETING ITS MISSION, DETAILING PROGRAMS AND/OR METHODOLOGIES THROUGH WHICH THE SCHOOL PURSUES ITS MISSION

As a means to augment MMBDA's existing character development program, we have incorporated IB World School's IB Attitudes as a means of bolstering positive academic and citizenship characteristics for all of our students. Each month, we focus on one of the twelve IB Attitudes of Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, and Tolerance for

"Average student test scores are influenced by opportunities to learn at home, in neighborhoods, in child-care, preschool, and after-school programs, from peers and friends, and in schools. Because of all these influences, average test scores are not a good way to assess how much children learn in schools. But they are a good way to assess the average set of educational opportunities available to children in a community. Where average scores are low, students have fewer opportunities to learn. Schools are better evaluated using learning rates, which measure how much students' scores improve while they are in school." The Educational Opportunity Project at Stanford University, <https://edopportunity.org>, 2019

teachers and students to actively hone throughout the school day. Students are recognized daily and weekly when they have demonstrated the highlighted characteristic. At the end of each month, every classroom selects a student that has most embodied that IB Attitude and they are recognized with a certificate and picture on the IB Attitudes Board in the main hallway.

MMBDA has diligently worked to increase the academic achievement and the student test scores on the PARCC test, the high stakes test given to all third through eighth grade students attending schools that receive federal funding. Our efforts to increase teacher quality, curriculum development, instruction, and leadership feedback continued during the virtual teaching/learning experience. Students were engaged with and assessed using Edulastic for reading and mathematics while teachers continued the sequence of instruction using EngageNY. In an effort to increase the ELA scores, MMBDA partnered with One World Education, which provides an argumentative writing program with professional development to support writing, expression and critical thinking skills, introduced I-Ready ELA and Math into all classrooms, and other blended learning opportunities that are necessary skills for PARCC ELA success during August through March 13, 2020. All students were able to continue I-Ready reading and math support and intervention.

Mary McLeod Bethune Day Academy elected to adopt the PMF as its charter goals.

“Educational opportunities for the children attending Mary McLeod Bethune Day Academy PCS Slowe Campus improved in the years 2009-2016. Average scores have improved by 0.21 grade levels more than schools with similar free/reduced-price lunch percentage.” Educational Opportunity Project at Stanford University
<https://edopportunity.org/explorer/#/split/dc/schools/coh/fri/all/15.5/38.93/-76.99/2400630,38.76,-76.09+240021000532,39.58,-77.18+110003000275,38.93,-76.99>

Teachers consistently use their common planning time to conduct data analysis within their class groups to better differentiate lessons. The school continues the use of Edulastic for benchmark data and to modify curriculum planning. In addition, the school uses I-Ready, an on-line instructional and remediation program for reading and math. I-Ready is built for the Common Core, and combines a valid and reliable growth measure and individualized instruction, which provides student instruction and practice as well as pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

The reading specialist and EL coordinator, along with the principal and assistant principal meet with teams to discuss data points and further action. Parents have opportunities to log on to the I-Ready internet to see student progress.

UNIQUE ACCOMPLISHMENTS

Unique accomplishments achieved, awards earned, and/or other recognition.

Middle School Students Placed First in One World Education Competition MMBDA

students participated and won in the 2020 One World Program. Again!

Of six middle school awardees, four students from MMBDA were 2020 winners.

One World transforms DC students into writers with voice, knowledge, and purpose.

Five thousand students each year choose social issue topics that are relevant to their lives, define their points of view, and develop their ideas for solutions. They learn to bolster their arguments with hard evidence while building all the skills they need to write a college-level essay.

The following students received an award:

- 📄 1st Place Traditionally Judged Winner- Middle School Essay
Wayne Lin
- 📄 1st Place Public Vote Winner- Middle School Essay

Yenner Rengifo Chaverra

2 2nd Place Traditionally Judged Winners-Middle School Video

Mery Jans Vergara Sanchez

2 2nd Place Traditionally Judged Winner- Middle School Essay

Chris Nelson

In a partnership with the US Chess Center, students met weekly to develop skills that correlate to academic achievement; creativity, memorization, cognitive thinking, analysis, patience, and determination; all skills needed in a 21st Century classroom.



Keith Jacobs, parent, visiting a classroom

“Over the past 20 years, D.C. public charter schools have effectively served low-income and minority students by implementing dual-language, technology, arts, inquiry-based and project-based schools while also focusing on diversity and innovative learning models. These schools are safe, effective and thriving.

This was evident in the thunderous drumline of Mary McLeod Bethune Day Academy Public Charter School as participants marched through a standing-room-only crowd. Students as young as 8 showed pride and mastery musicianship representing a charter school that caters to their unique abilities.”

LET'S BEGIN LISTENING TO THE VOICES THAT REALLY MATTER IN ED CHOICE CONVERSATION

Keith Jacobs December 3, 2019

<https://www.redefinedonline.org/2019/12/commentary-lets-begin-listening-to-the-voices-that-really-matter-in-the-ed-choice-conversation/>

- ☐ All new instructional staff completed **Category I IB training** during the Fall 2019. As the school moved to virtual teaching and learning, Staff prepared for technology proficiency and gained expertise and certifications in Google Classroom, Kahoot, Class Dojo, Kahn Academy, Edulastic,, Clever, Pear Deck, Nearpod, and Apple certification.



Mary McLeod Bethune Day Academy provided free food to over 100 families through the **Capital Area Food Bank's Family Markets**, which provides food (non-perishable items and fresh produce) to school families free of charge once a month. The Capital Area Food Bank brings the food to the school one day a month.

- ☐ Our students worked on and off campus with instructors from Dance Place as a part of the school's arts enrichment program.
- ☐ Our acclaimed Eagle Drumline participated in numerous parades and programs in SY 2020. The drumline, led by our music teacher (and Redskins band member) Roland Little, performed at the DC Charter Alliance Campaign to *Open Doors. Unlock Opportunities* . In addition to our students performing and receiving a standing ovation, 3 of our students won in the City-wide Arts completion sponsored by Open Doors, Unlock Opportunities. Students won 1st and 2nd place in Art: (Emmett Till) and Poetry.



MMBDA National Junior Honor Society celebrated the end of 2019 and made plans for the 2020 community service activities.

- MMBDA instituted its first Girl Scout troop. Parents and students from both campuses met monthly to develop



**LIST OF DONORS GRANTORS THAT HAVE CONTRIBUTED MONETARY OR
IN-KIND DONATIONS HAVING A VALUE EQUAL TO OR EXCEEDING \$500
DURING THE 2019-2020 SCHOOL YEAR**

1. City Redeemer Church
Washington, DC
2. 16th St. PTO
5413 16th St., N.W.
Washington, DC 20011
3. DonorsChooseDonors.com
4. Linda McKay
Washington, DC
5. Capital Area Food Bank
Washington, DC

SCHOOL DATA REPORT

SY 2019-2020 Annual Report Campus Data Report

Source	Data Point
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PCSB	LEA Name: Mary McLeod Bethune Day Academy PCS
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PCSB	Campus Name: Mary McLeod Bethune Day Academy PCS
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PCSB	Grades served: PK3--8
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PCSB	Overall Audited Enrollment: 423
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Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	62	55	50	42	36	30	33	24	34
Grade	7	8							
Student Count	31	26							

Student Data Points

Total number of instructional days: 180

Number of instructional days, not including holidays or professional development days, for the majority of the school.

If your school has certain grades with different calendars, please note it.

Suspension Rate: 0.0%

Expulsion Rate: 0.00%

Instructional Time Lost to Out-of-School Suspension Rate: 0.0%

In-Seat Attendance: 94.5%*

Average Daily Attendance:

The SRA requires annual reports to include a school's average daily membership.

To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; 423 (2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**

Midyear Withdrawals: 5.0%% (21 students)*

Midyear Entries: 1.4%% (6 students)*

Promotion Rate (LEA): 100%

College Acceptance Rates: Not Applicable

College Admission Test Scores: Not Applicable

Graduation Rates: Not Applicable

Faculty and Staff Data Points

Teacher Attrition Rate: 18.6%

Number of Teachers: 59 Teachers

“Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.

Teacher Salary:

1. Average: \$56,959
2. Range -- Minimum: \$47,000 , \$40K (teacher fellow)

Maximum: \$85,088

Executive Compensation Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY18-19.

1. Executive Director, Linda McKay, EdD - \$162,000
2. Principal, Richard Austin, - \$112,000
3. Assistant Principal, Sanje Singh - \$113,434
4. Finance Manager, Stacii Bryson – \$107,970
5. NA

APPENDICES

**STAFF ROSTER FOR 2018-19 SCHOOL YEAR THAT DETAILS ALL STAFFS' QUALIFICATIONS
AND RESPONSIBILITIES**

Name		Position	Year	Educational Attainment
Alba	Isbel	ECE Teacher	2015	Master's
Allen	Jeannee	Elementary Teacher	2011	Master's
Anderson-	Julia	ECE Teacher	2015	Bachelor's
Belt	Shaia	Elementary Teacher	2012	Bachelor's
Brown	Melvy	Elementary Teacher	2016	Master's
Bryson	Stacii	Finance Manager	2008	Bachelor's
Bunn	Mary	Executive Assistant	2015	Bachelor's
Butler	Tiffany	Elementary Teacher	2008	Master's
Cabrera	Maria	ECE Teacher	2016	Bachelor's
Caleb	Samuel	Maintenance	2012	Associates
Ceppi	Racquel	Teacher	2017	Bachelor's
Chen	Tina	ECE Teacher	2016	Master's
Cole	Don	Facilities Mgr.	2004	Bachelor's
Cook	Tempest	Teacher Assistant	2017	Bachelor's
Cooks	Tonnette	Data Mgr.	2016	Associates
Coran	Jonna	Teacher	2017	Bachelor's
Cordoba	Euclides	Teacher Asst.	2016	Bachelor's
Cortez	Elena	Teacher	2018	Bachelor's
Davis	Allison	Counselor	2017	Master's
DeBado	Blanca	ECE Teacher	2004	Bachelor's
Dew-Crawford	Nevada	Music Teacher	2014	Master's
Edwards	Imani	Librarian/En.Sci	2018	Bachelor's
Edwards	Lisa	Librarian Asst.	2014	High School
Fernanda	Maria	Environmental Science	2018	Master's
Gonzalez	Santos	Teacher Asst.	2007	Bachelor's
Grandes	Judith	ECE Teacher	2017	Master's

Gregory	Johnny	Maintenance	2018	High School
Guidi	Linda	Elementary Teacher	2014	Master's
Hall	Quinton	Teacher Asst.	2013	Bachelor's
Hall	Truth	Math Teacher	2019	Bachelor's
Hampton	Erina	ECE Teacher	2015	Master's
Harris	Nikki	Elementary Teacher	2015	Bachelor's
Hernandez	Nuris	ECE Teacher	2006	Bachelor's
Holmes	T'Alfra	MS Teacher	2016	Bachelor's
Hopkins	Jessica	Art Teacher	2015	Bachelor's
Hughes	Reginald	Elementary Teacher	2016	Master's
Javois	Courtney	African Am. History	2018	Master's
Jonas	Chloe	ECE Teacher	2015	Bachelor's
Kim	Gyu	Teacher	2017	Bachelor's
Lester	Marivn	Health/PE Teacher	2015	Bachelor's
Martinez	Netxy	ECE Teacher	2014	Bachelor's
McKay	Linda	Executive Director	2004	Doctorate
McKay	Marcus	Business Mgr.	2009	Bachelor's
Mebane	Avia	Teacher Asst.	2016	2 yrs.
Mendez	Emma	Teacher Asst.	2010	CDA
Mohamoud	Asma	ECE Teacher	2017	Bachelor's
Morales	Katherine	ECE Teacher	2018	Bachelor's
Morconi	Larissa	ECE Teacher Asst.	2015	CDA
Muhammad	Khadijah	Teacher Asst.	2015	Bachelor's
Nash	Allanah	Spanish Teacher	2014	Bachelor's
Orellana	Elenilson	Teacher Asst.	2016	2 yrs.
Otunba	Peter	Elementary Teacher	2018	Bachelor's
Padilla	Hernan	EL Coordinator/Teacher	2015	Bachelor's
Austin	Richard	Principal	2017	Master's
Randall	Sandra	Assistant Teacher	2017	CDA
Richards	Sacha	Reading Teacher	2009	Master's

Roberts	Faith	Teacher Assistant	2016	2 yrs.
Romana	Geiler	ECE Teacher	2016	Bachelor's
Sanchez	Marina	Food Handler	2004	Food Handlers Lic.
Simms	Lytic	Latin Teacher	2017	Bachelor's
Singh	Sanjay	Assistant Principal	2015	Master's
Smith	Nikki	Elementary Teacher	2017	Master's
Sotomayor	Luis	MS Teacher	2015	Bachelor's
Stockert	Thomas	Teacher Assistant	2017	Bachelor's
Sturdivant	Melody	Teacher	2018	Master's
Sayyed	Khalil	Food Services Mgr.	2013	Food Handlers Cert.
Wellington	Inez	MS Teacher	2015	Master's
Williams	Alexandra	ECE Teacher	2014	Bachelor's
Wooten	Jamia	ECE Teacher	2017	Bachelor's
Williams	Jimia	ECE Teacher	2004	Master's
Shivers	Brian	Behavioral Specialist	2009	Bachelor's
Mosqueda	Ramon	Intervention Specialist	2017	Bachelor's
Boxley	Marlinda	SPED Coordinator	2018	JD
Davis	Allison	Counselor	2018	Masters
Shivers	Brian	Elementary Teacher	2009	Bachelor's
Taylor	Phelicia	Instructional Coach	2018	EdD
		Technology		
Mayberry	Jestine	Coordinator	2018	EdD
Ingram	Willie	Dean of Students	2018	Bachelor's
Simms	Lytic	Latin Teacher	2018	Bachelor's
Hinton	Christine	Dedicated Aide	2018	High School
Naranjo	Jasmin	Dedicated Aide	2018	CDA
McKay	Claude	Principal	2006	Bachelor's
Vasquez	Gladys	Food Service Worker	2015	Food Handlers Lic.
Velasquez	Silvia	Food Services Worker	2004	Food Handlers Lic.
Zwedded	Dawit	Science Teacher	2018	Master's

BOARD ROSTER FOR 2019-2020 SCHOOL YEAR

Name	DC Resident	Role on Board	Date of Appointment	Appointment Expires
Valerie Smith	Yes	Chair	May 2017	June 2023
Patricia Callis	Yes	Community Rep	May 2017	June 2023
Azura Mason	No	Rep.	November 2017	May 2021
Pamela Cole	No	Rep	November 2017	May 2021
Jamia Williams	Yes	Teacher Rep	May 2018	May 2020
Camina Lane	Yes	Parent Rep.	November 2018	May 2019
Magdalena Acevedo	Yes	Parent Rep.	November 2018	May 2020
LindaMcKay	No	Ex Oficio		

Approved 2021 Budget

Financial Audit