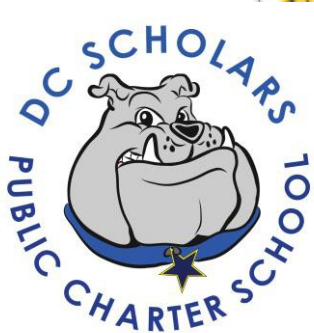


# DC Scholars PCS Annual Report



**Scholars Today,  
Leaders Tomorrow.**

## School Year 2019-20

Under Leadership of:

Nicole Bryan,  
Interim Head of School

LeAngelo Emperor,  
ES Director (PK3 – 4<sup>th</sup>)

Tanesha Dixon,  
MS Director (5<sup>th</sup> – 8<sup>th</sup>)

Bob Weinberg,  
Board Chair



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## I. School Description

### Mission Statement

DC Scholars Public Charter School, serving grades PS through 8, prepares students for the path to college and provides students with the foundation of life skills to become productive members of their community.

### School Program

#### Instructional Approach

DC Scholars Public Charter School (DC Scholars PCS) operates with an academic framework built around pillars that lead to academic success: strong student and staff culture, effective instructional practices, and integrity of implementation of curriculum, data driven instruction, teacher development, and student intervention. These pillars encompass what occurs within our school to drive results. Under the leadership of our Interim Head of School, Nicole Bryan, in SY 2019-20, DC Scholars PCS sought to continue to improve student and adult culture, ensure curriculum implementation and aligned instructional practices schoolwide, and increase opportunities for teacher development to accelerate student outcomes.

- **Strong Student and Staff Culture**

At DC Scholars PCS, a strong school and classroom culture is at the core of student achievement. The desired, positive learning environment at DC Scholars PCS includes consistent expectations, respectful interactions between students and teachers, immediate address of student misbehavior, and support from leaders to maintain high standards for student behavior in the classroom.

DC Scholars PCS teachers and students follow the routines and procedures of the school with consistency across classrooms and grades. Teachers build strong relationships with students and strike a balance between warm and demanding. They set and hold high expectations because they believe their students are capable of greatness. The bedrocks of our student culture are the four PATH values (Prepared/Professional, Attentive, Thoughtful and Hardworking), and these values are reinforced during teacher interactions with students. We believe these values are not only behavioral expectations but also academic habits of mind that will support the lifelong growth of our scholars.

For students to be successful in the 21<sup>st</sup> century, an emphasis on career and college ready practices and habits of mind is a must. Students need to develop and strengthen their ability to self-regulate and make good choices in a wide variety of situations. Teachers also need to give students increasing amounts of independence as they seek to become creative problem solvers and critical thinkers. Therefore, our leadership teams support teachers and students in creating a positive learning environment through the 1) incorporation of social-

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emotional learning programs into the daily schedule and 2) reinforcement of foundational elements of school culture.

1. **Social-Emotional Learning:** In SY 2019-20, teachers built their individual capacity and skill set for creating a positive learning environment through internal and external professional development, coaching, and programming. Early Childhood Education (ECE) teachers received training and implemented Second Step while Kindergarten to 8<sup>th</sup> grade teachers focused on learning and implementing Restorative Justice and Responsive Classroom practices.

Second Step is a social-emotional learning program that emphasizes the development of self-regulation and social-emotional skills necessary for academic success. Students harness their energy and potential through theme-based units designed to build empathy, emotional management, friendship, and problem-solving skills. This curriculum influences the CLASS domain of Emotional Support.

Responsive Classroom is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. Like SY 2018-19, in SY 2019-20, K-8<sup>th</sup> grade teachers continued to use a Responsive Classroom type Morning Meeting and Advisory for middle school. These meetings emphasize the role of each student to participate in and experience a sense of belonging and fun in their classroom community. DC Scholars PCS leadership team members support this initiative by hosting monthly school-wide Community Meetings to celebrate student and classroom accomplishments.

2. **Foundational Elements of School Culture:** DC Scholars PCS is safe, fair, structured, and joyful. Consistent expectations for physical environment, uniforms, routines, procedures, and coined “Foundational Elements” create this environment. The learning environment promotes positive interactions, targeted learning, and consistent routines and procedures.

Our behavior management system is based upon logical consequence and restorative practices. We believe logical consequences help students develop self-control by requiring them to examine their behavior and actively fix their mistakes. As a result, our behavior management systems emphasize supporting scholars to recognize the choices they made, how those choices contributed to the undesirable outcome(s), what impact their choices had on themselves and others, and what choices they could make differently in the future. DC Scholars employs a ladder of consequences in classrooms to provide teachers with language and actions to support the redirection of students. Within the ladder of consequences, teachers use Class Dojo as a behavior management tool with a tangible consequence and redirection when classroom expectations are not being met or PATH values are not exemplified. In addition, Class Dojo is a method of parent communication and connection to classroom learning, as well as positive reinforcement of the PATH values.



3. **Strong Staff Culture:** At DC Scholars PCS, there is a School Director for each division (Elementary and Middle) and division-specific leadership teams. Due to our school size and mid-sized instructional staff roster, our leaders prioritized providing clear and consistent communication to staff, students, and families in school year 2019-20. We believe clear, consistent communication helps cultivate a trusting culture and supports high standards for student and adult performance. This school year, School Directors also focused on establishing a culture of accountability for staff by recognizing and celebrating individual and team accomplishments as well providing feedback and support when needed.

- **Effective Instructional Practices**

DC Scholars PCS incorporates core instructional practices designed to quickly move students up to grade level proficiency. These practices include 1) Curriculum Implementation 2) Common Instructional Strategies 3) Emphasized Foundational Skills 4) Attention to Rigor and 5) Multiple Instructional Approaches.

1. **Rigorous College Prep Curriculum:** DC Scholars PCS uses a combination of externally and internally created curricula to implement a rigorous academic program. In the early childhood grades (PS and PK), scholars are immersed in internally created, theme-based units that address key literacy, math, and social emotional skills. Teachers in grades Kindergarten through 4<sup>th</sup> grade use comprehensive English Language Arts curricula designed by Expeditionary Learning Education; teachers in 5<sup>th</sup> – 8<sup>th</sup> grade use rigorous EngageNY modules for English Language Arts. To further support writing and language development, teachers use No Red Ink, NewsELA, EdCite, and Common Lit for English Language Arts interventions. All these curricula are aligned with the Common Core State Standards and promote deeper learning about rich topics. Math curriculum in the elementary and middle school grades revolves around open-ended, problem-based tasks that allow students to develop a deep understanding of math concepts. School leaders and teachers select, curate, and sequence tasks and lessons. Some of the key curricular resources for math instruction include Eureka Math, Houghton Mifflin Do the Math, Cathy Fosnot's *Context for Learning*, and John Van de Walle's *Teaching Student-Centered Mathematics*.

2. **Common Instructional Strategies:** DC Scholars PCS uses common instructional practices in every classroom to increase the effectiveness of teachers and maintain consistency for its students. Instructional practices address core academic routines as well as strategies for effective content-based delivery. Common instructional practices create learning environments that are well organized, have clear learning objectives, provide students with lots of "at bats" to apply their knowledge, and place the cognitive load on scholars. In addition to the school's instructional practices, DC Scholars PCS also provides teachers and leaders with a set of instructional standards that highlight key practices and promote teacher growth through regular individual performance dialogues. In SY 2015-16, DC Scholars PCS partnered with The New Teacher Project (TNTP) to pilot a new rubric for coaching in K-7<sup>th</sup> as well as transformed the CLASS rubric into a set of measurable instructional standards for

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teachers in PS and PK. At the beginning of SY 2016-17 school year, DC Scholars PCS fully adopted the TNTP Core Rubric and CLASS rubric to serve as its new Instructional Standards throughout the school year.

3. **Emphasized Foundational Skills:** Given the grade level gap for many students, building foundational skills in literacy and math is a critical component of instructional practice. The academic model has a balance of grade level content-based instruction and explicit time for daily remediation and intervention.

At DC Scholars PCS, foundational skill building begins with PS and PK scholars. The youngest scholars engage in thematic play and small group math and literacy instruction each day. Teachers plan engaging centers that promote early literacy and numeracy skills and give students rich experiences that build their world knowledge.

4. In grades K-8, the daily schedule includes significant time for reading and math. Scholars in grades K-2<sup>nd</sup> have two teachers and engage in learning through small group rotations for two hours per day. All scholars receive targeted phonics instruction, guided reading, and small group math lessons. In SY 2019-29, middle school students in grades 5<sup>th</sup> – 8<sup>th</sup> had a middle school schedule, in which students rotated between classes each day. Students had eight periods with double blocks of English and Math in addition to Science, PE, and Coding.

5. **Attention to Rigor:** DC Scholars PCS approaches teaching and learning through a rigorous lens. While many of our students require additional time to revisit and review gap skills, teachers deliver instruction for all skill levels in a manner that honor students' intellect. Lessons challenge and push students to think at higher cognitive levels. DC Scholars PCS utilizes a variety of strategies from *Teach Like a Champion* and learning protocols from Expeditionary Learning Education to ensure that students own most of the reading, writing, thinking, and problem-solving. The Early Childhood Education team continues to develop consistent practices aligned to the CLASS rubric.

6. **Multiple Instructional Approaches:** Research demonstrates that students benefit from learning in more than one way.<sup>1</sup> DC Scholars PCS' instructional approach explicitly incorporates multiple learning modalities and teaching structures in math, literacy, science, and social studies each day. Scholars explore and master content through direct instruction, engaging technology programs, inquiry-based learning, student discussions, writing, team projects, and independent reading. Teachers modify and design lessons that meet various student learning modalities every day so that all scholars can access and engage with the material.

- **Practical, Tactical Differentiation for Student Interventions**

Because scholars are at varying levels of achievement, differentiated learning opportunities for each student are imperative. To accomplish this, teachers in all grades focus on maximizing

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small group and individual instruction. Data-driven decision-making, targeted interventions, and effective use of technology support planning for individual instruction.

- **Assessments & Data-Driven Decision Making:** DC Scholars PCS utilizes several assessments to evaluate student learning and teaching, as well as structured approach to engage with the data to monitor progress. The following assessments are used throughout the academic year:
  - Every Child Ready | PS-PK | Math & Literacy
  - NWEA MAP | Grades K-8 | Math & Literacy Growth
  - Fountas and Pinnell | Grades K-8 | Leveled Reading
  - ANET | Grades 2-8 | Math & Literacy Interim Assessments

DC Scholars PCS employs a cyclical approach to data collection, analysis, and action. Effective use of data provides students with targeted instruction and intentional interventions. Teachers also use student data to inform the flexible formation of small groups, instructional delivery, and lesson plans. The DC Scholars PCS team is data driven at its core. Under the leadership of the Interim Head of School, School Directors, and instructional coaches, teachers regularly review key data points and make careful instructional adjustments. The DC Scholars PCS team uses several data review structures including weekly data conversations, review of student performance on weekly quizzes, and quarterly Data Days. Before each unit begins, teachers look specifically at interim assessments and informal data (e.g. quizzes, exit tickets, etc.) to determine student readiness for content. Teachers adjust instructional units to account for the least mastered standards and necessary re-teaching. In SY 2019-20, the leadership team continued to implement a tri-annual analysis structure, State of the Union, to conduct deeper analysis into the school's progress and action planning.

- **Targeted Interventions:** For SY 2019-20, DC Scholars PCS continued to increase academic intervention efforts to ensure all students received targeted instruction at their levels. Each year, teachers identify students for interventions on an on-going basis using the previous year's state and nationally normed tests, BOY and MOY data, prior teacher recommendations, and unit test performance. Teachers deliver interventions using research-based curriculum; then, they regularly assess, track and review student progress through assessments. Annually, teachers in grades 5th-8th also plan and teach targeted and rigorous small group instruction in addition to implementing research-based blended learning programs for interventions and enrichment during literacy and math blocks. School Directors create thoughtful daily schedules for each grade level and provide daily push-in and pull-out supports as well as learning through technology for all students with disabilities.
- **Effective Use of Technology:** In SY 2019-20, DC Scholars PCS continued to utilize an increased amount of technology and blended learning instruction from the 2018-19 school year. All K-4<sup>th</sup> grade spend 15 - 20 minutes daily using Lexia, ST MATH, or iReady, computer-based tools that support leveled learning. DC Scholars PCS purchased Chromebooks for all 5<sup>th</sup> – 8<sup>th</sup> grade scholars to practice foundational skills in math and reading using the following programs: Conceptual Math, ST

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Math, iReady, Lexia, System44, and Discovery Education, for 20-30 minutes a day during intervention block. These programs allowed teachers to further monitor and assess student progress on grade level standards.

## Enrichment and Afterschool Program

A core component of a strong after school program is the infusion of a robust enrichment program that is designed to support character building without compromising student achievement. After school and summer enrichment programs are critical factors in:

- Preparing students and matriculating them to college-prep high schools
- Developing a sense of community within and surrounding the school
- Supporting with the prevention of summer learning loss

DC Scholars PCS believes in the importance of helping students develop their unique interests beyond the walls of the classroom. In SY 2019-20, PS-8<sup>th</sup> grade scholars participated in an internal afterschool program. The program featured academic support, sports, and dance as well as specialized programs including debate, robotics, and an entrepreneurship club. In addition to the programs above, students in grades 5<sup>th</sup>-8<sup>th</sup> participated in additional clubs, including multimedia, yearbook, and culinary arts.

## Parent and Family Engagement

DC Scholars PCS believes that the collective commitment from students, families, parents, and the neighboring community is integral to solidifying a culture of achievement. The Community and Family Engagement program seeks to form strategic partnerships with families, community members, and other stakeholders to increase the success and academic achievement of all scholars.

Achievement-focused family engagement is critical to helping DC Scholars PCS achieve its mission and goals. *A focus on learning* ensures that every initiative that DC Scholars PCS plans, develops, and launches will support the learning and academic growth of scholars, at home and in school.

DC Scholars PCS recognizes that families and community members add strength, resources, and knowledge about the children and community served. The family engagement framework consists of four major components:

- *Building Trusting & Authentic Relationships* – Relationships are the foundation of family engagement. Teachers at DC Scholars PCS schedule home or community visits with students and their guardians at the start of the school year. These visits give teachers an opportunity to establish an authentic relationship with the student, get to know family outside of school, and engage in an authentic conversation about hopes, dreams, and expectations for their scholars.



- *On-Going Communication* – DC Scholars PCS prioritizes two-way communication with families to ensure dialogue is effective and provides accessible, understandable, and actionable information. DC Scholars PCS staff use Class Dojo to facilitate this two-way communication with families about class assignments, lessons, and homework support. DC Scholars PCS also provides parents with weekly data about their scholar's academic, behavior, and attendance progress in an easily understandable, meaningful, and actionable form.
- *Collaborative Activities with Families* – Our family engagement activities empower and educate parents to support DC Scholars PCS with the academic, social, and emotional development of their children. The DC Scholars PCS Family Engagement Leadership Team (FELT) plans activities that intentionally provide ideas and strategies to families to help their students at home with homework and other curriculum-related activities.
- *Community Resources and Family Support* – DC Scholars PCS Community Manager identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development.

DC Scholars PCS engages all stakeholders, namely families, community organizations, and resources, in a scholar's success through numerous strategies and events, including:

- Individualized home or community visits
- Family orientation meetings for new and returning families
- Evening academic events for families to interact with teachers, leaders, and school partners, including Open Houses, Academic Nights, and Academic Conferences
- School-wide assemblies and Honors Breakfast gatherings
- Focus groups and feedback forums, such as Parent Action Breakfast, Interim Head of School Meet and Greets, and groups for mothers or fathers (e.g. Muffins for Moms, Donuts for Dads)
- Partner fairs and events with external community organizations such as Joyful Market with Martha's Table.

DC Scholars also continues to partner with a variety of community-based organizations. We began a new partnership with Reading Partners to provide individualized reading instruction to 1<sup>st</sup>– 3<sup>rd</sup> grade scholars slightly behind grade level. The partnership provided tutoring to 37 scholars. DC Scholars continued a partnership with Martha's Table and hosted monthly Joyful Markets that provide an opportunity for students and their parents to shop for no-cost fresh produce at the school. We began a partnership with Love and Carrots to maintain a community garden dedicated to a student lost in the community. In November, our team hosted our annual "Feast of Thanks" program, which included outdoor games and a petting zoo for families to fellowship with one another, school leaders, staff, and community partners.

In efforts to increase experiential learning, we increased our partnership with North Bay Science Camp to provide a field trip opportunity for our 5th grade students to travel to an outdoor overnight camp that focuses on hands-on experiential learning experiences with science and other STEM related activities. In these efforts, DC Scholars PCS solidified a partnership with Washington Tennis Educational Center to provide no-cost tennis instruction to scholars. In addition, DC Scholars PCS gymnasium was also utilized by the local Advisory Neighborhood Commission (ANC) 7E07 for its monthly community business meetings as well as

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by the Office of the Deputy Mayor for Planning and Economic Development for its Fletcher Johnson Community Feedback meetings. Members of the DC Scholars PCS Operations team participated in and presented at several ANC meetings to gather community input for governance structure changes at the conclusion of SY 2018-19.

## **Response to COVID -19 and Implementation of Distance Learning**

DC Scholars PCS continued to work towards its mission despite having to pivot unexpectedly to a virtual learning model after March 13, 2020 due to the COVID – 19 pandemic. The virtual learning model provided synchronous and asynchronous remote learning opportunities for all students, including those who were defined as at risk, English learners, and/or with disabilities, without further compromising their health and socio-emotional well-being. DC Scholars distributed technology (i.e. Chromebooks, tablets, and chargers), flashcards, lab equipment, school supplies, textbooks and/or workbooks to all students to ensure seamless instruction, as well as WiFi for families who expressed the need. All DC Scholars families were provided with training on our technology platforms and applications for virtual learning before virtual learning started via videos, zoom meetings, and step by step written directions all compiled on our website for ongoing access.

To maintain a high level of academic rigor, PS – PK grades received 70 minutes of live synchronous instruction four days per week, and on the asynchronous day teachers provided pre-recorded lessons. Students in grades K – 8<sup>th</sup> received 80 – 90 minutes of live lessons four days each week, where the sessions comprised of Tier 1 and Tier 2 instruction with the support of curriculum programs. Assessments taken at the beginning of the year determined performance levels in both ELA and Math, and teachers used that data to drive their instructional planning and small group support.

Teachers closely monitored student work and progress. Teachers provided students with feedback on assignments through our learning management platforms: Class Dojo (Grades PS-2) and Google Classroom (Grades 3-8). Teachers administered end of unit and module assessments in accordance with our school curriculum calendar. To ensure that families were aware of their students' progress, DC Scholars teachers provided detailed grade reports with comments, describing each students' engagement in virtual learning as well as the student's academic strengths and areas for improvement.

DC Scholars continued to ensure we were aligned with IDEA and OSSE timelines and provision of services as much as possible during COVID-19 and virtual learning. All timelines for the Eligibility and IEP process, including response to referrals, Analyze Existing Data meeting, IEP meetings, IEP amendment meetings, 30-60 day reviews, and Eligibility meetings continued to be conducted in alignment with IDEA and OSSE guidance and timelines. Meetings were held virtually via phone or video call (zoom platform), and all paperwork was provided via email and/or DocuSign.

Timelines for parent communications, invitations, drafts, and final documents, as well as prior written notice were provided within the IDEA and OSSE timeline policies as well. All evaluations were ordered on time and with parent consent, provided in writing by email or DocuSign. All

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evaluations were completed, as much as possible, within the required timelines. However, for evaluations that required any in-person assessment(s) of a student, we worked to establish a mutually agreed upon timeline with the parent and ensured the assessment occurred safely on school grounds in accordance with health and safety guidelines. We notified parents verbally and in writing (Prior Written Notice) and noted their agreement, as necessary, for updated timelines due to COVID - 19/virtual learning. If the agreed upon timeline could not be met due to changes in health and safety guidelines, we reconvened with the parent/guardian, team, and evaluators to determine best next steps and timelines, documenting on a prior written notice. For evaluations that could be conducted virtually, we continued to maintain federal and OSSE timelines.

DC Scholars used service logs for all related services in SEDs for documentation and logged specialized instruction and implementation of academic services, accommodations, and supplemental aides and services during distance learning in a tracker for each individual student. Related services providers and special education teachers tracked all their sessions, what supports/services/accommodations were provided, and any attempts or communications with families. Special Education case managers connected with each family to understand their preferred mode of communication and best time of day to connect.

All English Language Learners were also able to be instructed through our virtual learning model. All students received language instruction through their ELA block, and our ELL teacher offered push in services and consulted to support language skills throughout learning. Additionally, students that are English Language Learners also received small group instruction with their ELL teacher focused on their language needs and in response to their data. This support plan was built into the master schedule and implemented with fidelity. We provided learning kits to support ELL students with virtual learning that include bilingual texts and flashcards for language.

## I. School Performance

### Performance and Progress

#### Progress in Achieving the Mission

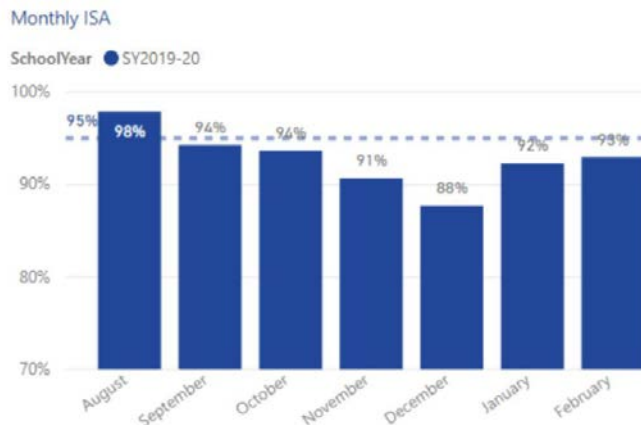
DC Scholars continued to work towards its mission: to prepare students for the path to college and provide students with the foundation of life skills to become productive members of their community. Annually, we utilize our students' results on the Partnership for Assessment of Readiness for College and Careers (PARCC) as an indicator of our effectiveness in preparing student for college readiness. For SY 2018-19, DC Scholars' overall PARCC results for students in 3<sup>rd</sup> – 8<sup>th</sup> were stagnant in reading and the percentage of students meeting college ready expectations decreased in math. To improve our students' readiness for college and careers, DC Scholars changed its coaching model for SY 2019-20 to increase opportunities for teacher and leader growth and to ensure that our team is getting better faster for students. The coaching model shifts will provide frequent and consistent coaching opportunities for all teachers within the school. DC Scholars also improved its structures for teacher development to include weekly content team meetings, weekly culture meetings, weekly grade level team

meetings and monthly all-day Professional Development opportunities for teachers. The addition of a Director of Culture and Family Engagement as well as a Director of Academic Support now allows the school to benefit from consistent and aligned support for both culture and academics, which we believe will have a solid impact on teacher development and student achievement.

In SY 2019-20, our school took great strides to further provide our students with the foundation of life skills to become productive members of their community. DC Scholars Elementary and Middle school teachers and leaders prioritized integrating social-emotional learning programs, such as Second Step, Restorative Justice, and Responsive Classroom, into their daily interactions with and lessons for students. Additionally, DC Scholars Middle School teachers implemented systematic family engagement strategies for all students. Our Middle School teachers and families achieved 98% home visits and 98% participation in student-led conferences. It is crucial for our staff to ensure that our middle school students and their families are engaged in their academic success and take ownership for their progress. These remarkable participation rates demonstrate how our staff cultivated relationships as well as their eagerness to ensure students have the foundation of life skills to become productive members of their community.

## In-Seat Attendance

In-seat attendance at DC Scholars grew from 92.7% in SY 2015-16 to 94.4% in SY 2016-17. Then, in-seat attendance fell almost 5% in SY 2017-18, to an average in-seat attendance of 89.7%. In SY 2018-19, we increased in-seat attendance back to 92.3%, a 2.6% increase. Throughout SY 2018-19, members of our leadership team worked to implement attendance initiatives and regularly review student attendance data. We had especially strong attendance in 1<sup>st</sup> and 3<sup>rd</sup> grade in SY 2018-19. In SY 2019-20 attendance averaged above 90% with 98% attendance at the start of the year, and 93% attendance in February prior to the school building closing in March.



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## ★ Suspension Data

The schoolwide suspension rate at DC Scholars decreased from 13% in SY 2018-19 to 5.4% in SY 2019-20.

We believe that equipping our teachers with responsive classroom practices and ensuring that curriculum and instruction at all grades is student-centered, targeted, and rigorous for every scholar reduced the amount of manifestations of Tier 3 and 4 student behaviors and encouraged academic growth.

## Unique Accomplishments

### Progress in Achieving the Mission

Among the unique accomplishments achieved by DC Scholars staff and students during SY 2019-20, highlights include:

- **Community Schools Incentive Initiative Grant:** DC Scholars PCS received a continuation grant award of the OSSE Community Schools Incentive Grant to increase community partnerships and community programming at DC Scholars for 2019-20.
- **Partner School with the Bainum Foundation:** DC Scholars PCS was selected as a partner school by the Bainum Foundation for SY 2018-19 and laid a strong foundation for technical assistance in SY 2019-20.
- **RestoreDC Technical Assistant Grant:** DC Scholars PCS Elementary and Middle School programs were selected as recipients of the OSSE RestoreDC Technical Assistance grant to implement a disciplinary program rooted in the Restorative Justice practices and approaches at DC Scholars for SY 2018-19. This grant provided technical assistance to school leaders to support the design and dissemination of our disciplinary program.
- **2019 DC All-STAR School:** Selected by Office of the State Superintendent of Education as one of ten schools across the district for yielding outstanding results for students.



## List of Donors

Donor List (Monetary or In-Kind)	
Source	Amount
Perkins Malo Hunter Foundation	\$90,000.00
Robert Weinberg	\$30,500.00
Bainum Family Foundation	\$25,000.00
Jennifer Leonard (in-kind services)	\$15,937.00
Equinix Inc.	\$15,250.00
Greater Washington Community Foundation	\$7,580.00
Committee for Children (in-kind Second Step materials)	\$6,153.00
Peter Kolker	\$5,500.00
Brandi Morandi	\$5,000.00
<i>Anonymous*</i>	\$2,100.00
Sarah Friar	\$2,000.00
Alison Borland	\$1,200.00
Salesforce Matching (Borland)	\$1,200.00
Tracy Layney	\$1,000.00
Andrew Ellenbogen	\$1,000.00
<i>Anonymous*</i>	\$1,000.00
<i>Anonymous*</i>	\$1,000.00
Evan Piekara	\$800.00
Anna Morfit	\$600.00
Julie Danna	\$600.00
Thomas Vaccari	\$600.00
Albert Stoll	\$500.00
Russell Green	\$500.00
<i>Anonymous*</i>	\$500.00

*\*All donors listed as "Anonymous" are anonymous to DC Scholars PCS.*

## Data Report

### SY2019-20 Annual Report Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

#### GENERAL INFORMATION

Source	Data Point
PCSB	<b>LEA Name:</b> DC Scholars PCS
PCSB	<b>Campus Name:</b> DC Scholars PCS
PCSB	<b>Ages served:</b> PK3-8
PCSB	<b>Overall Audited Enrollment:</b> 554

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Student Count</b>	64	69	51	66	57	46	44	50	45
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
<b>Student Count</b>	40	22	0	0	0	0	0	0	0

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

#### STUDENT DATA POINTS

Source	Data Point
School	<b>Total number of instructional days:</b> 169
PCSB	<b>Suspension Rate:</b> 5.4%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.11%
PCSB	<b>In-Seat Attendance:</b> 92.3%*

PCSB	<b>Average Daily Attendance:</b> The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b>
<b>STUDENT DATA POINTS</b>	
Source	Data Point
PCSB	<b>Midyear Withdrawals:</b> 2.0% (11 students) *
PCSB	<b>Midyear Entries:</b> 0.0% (0 Students) *
PCSB	<b>Promotion Rate (LEA):</b> 96.7%
PCSB (SY18-19)	<b>College Acceptance Rates:</b> Not applicable
PCSB (SY18-19)	<b>College Admission Test Scores:</b> Not applicable
PCSB (SY17-18)	<b>Graduation Rates:</b> Not applicable

### TEACHER/ADMIN DATA POINTS

Source	Data Point
School	<b>Teacher Attrition Rate:</b> 33%
School	<b>Number of Teachers:</b> 42
School	<b>Teacher Salary</b> 1. Average: \$67,144 2. Range: a. Minimum: \$39,348                      Maximum: \$90,924
School	<b>Executive Compensation:</b> <ul style="list-style-type: none"> <li>• Interim Head of School: \$322,400.00</li> <li>• Executive Director: \$180,000.00 (Contractor)</li> <li>• School Director: \$118,244</li> <li>• Director of Finance &amp; Operations: \$115,000</li> <li>• Director of Math/ELA: \$107,887</li> </ul>

\*Notes:

The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020 available in OSSE's SY19-20 Authoritative Attendance Olik application as of August 2020. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

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Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 3/13 in SY 2019-20, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

# APPENDICES

- A. Staff Roster for SY 2019-20**
- B. Board Roster for SY 2019-20**
- C. Unaudited Year-end 2019-20 Financial Statement**
- D. Approved SY 2020-21 Budget**



## Appendix A: SY 2019-20 Staff Roster

Name	Position Title	Highest Degree Earned	Start Date
Adrienne Beal	Early Childhood Teacher Assistant	Bachelors	2/7/2018
Alegra Anderson	Behavior Technician	High School Diploma	7/1/2014
Alexis Redeemer	Director of ELA	Masters	2/14/2020
Amber Cumberbatch	Teacher Assistant	Bachelors	8/9/2018
Angel Christmas	Elementary Teacher	Masters	7/5/2016
Ashley Dorsey	Special Education Teacher	Bachelors	8/2/2017
Ashley Lewis-Morosco	Teacher Assistant	High School Diploma	8/9/2013
Breonna Rowe	Early Childhood Teacher	Bachelors	8/6/2014
Boakum Vital	Finance Intern	High School Diploma	2/3/2020
Brittany Love	Behavior Technician	High School Diploma	9/30/2016
Brittany Whitby	Director of Math	Masters	1/3/2020
Bruce Holmes	School Counselor	Masters	8/2/2017
Capri Coleman	Elementary Teacher	Bachelors	8/5/2019
Carmella Gonzalez	Operations Coordinator	Bachelors	6/19/2017
Casey Bryant	Teacher Assistant	High School Diploma	8/29/2016
Chauncey Terrell	Building Porter	High School Diploma	8/13/2015
Charles Williams	Middle School ELA Teacher	Bachelors	8/5/2019
Chelsea Brewer	Middle School ELA Instructional Coach	Masters	8/6/2015
Chimire Owsley	K-1 <sup>st</sup> Instructional Coach	Masters	8/15/2012
Chimiere Weaver	Middle School Teacher	Masters	12/3/2019
Cori Cryer	Middle School Math Instructional Coach	Bachelors	9/30/2016
Danielle Harris	Special Education Teacher	Masters	8/3/2018
Danyelle Smith	Special Education Teacher	Bachelors	8/3/2018
Dennis Jones	Physical Education & Health Teacher	Bachelors	8/2/2017
Desmond Goodloe	Elementary Teacher	Masters	8/6/2015
Destine Davis	Afterschool Coordinator	High School Diploma	8/29/2016
Devon Crawford	Elementary English Teacher	Bachelors	8/5/2019
Diamond Young	Attendance Associate	High School Diploma	8/29/2016
Emily Jefferies	Special Education Coordinator (Temporary)	Masters	1/30/2020
Emily Stone	Business Manager	Masters	7/01/2019
Ezekiel Leeds	Special Education Teacher	Masters	8/3/2018
Gwendolyn Majette	Elementary Teacher	Bachelors	8/3/2016
Ilanna Brookins-Jones	Middle School Counselor	Masters	8/2/2017

Name	Position Title	Highest Degree Earned	Start Date
Izabela Miller	Head of School	Masters	4/20/2020
Jacqueline Mosley	Data Manager	Masters	12/11/2017
Jade McKenzie	Middle School ELA Teacher	Bachelors	8/2/2017
Jahlita Williams	Physical Education/Health Teacher	Bachelors	3/6/2017
Jamil Modafarri	5th Grade ELA Teacher	Bachelors	12/16/2019
Ja-Naia Adams	Elementary Teacher	Masters	8/7/2017
Jason McNeil	Math Teacher	Masters	8/3/2018
Jeanine Davis	Middle School Special Education Teacher	Bachelors	9/23/2019
Jenina Johnson	Teacher Assistant	High School Diploma	8/31/2018
Jennifer Boone	Middle School Humanities Teacher	Bachelors	8/9/2016
Jennifer Speight	Early Childhood Teacher	Bachelors	8/15/2012
Jessica Hiltabidel	Elementary School Principal	Masters	7/5/2017
Jessica Booker	Elementary Teacher	Bachelors	8/3/2018
Jessica Turnquest	Recruitment Manager	Masters	1/3/2020
Khalia Janifer	Early Childhood Teacher	Bachelors	12/1/2016
Kimberly Harris	Elementary ELA Teacher	Bachelors	9/28/2016
Kushtrim Miftari	Elementary Teacher	Masters	7/5/2017
LaChuna Johnson	Afterschool Coordinator	High School Diploma	3/20/2017
LaShondra Wilson	Teacher Assistant	Bachelors	9/17/2018
LaTasha Grant	Early Childhood Teacher	Masters	6/26/2017
LaVita DeLoatch	Teacher Assistant	High School Diploma	2/27/2017
Leala Bowers	Elementary Dean of Culture	Masters	8/2/2017
LeAngelo Emperor	Director of Family and Community Engagement; Resident School Director (Elementary)	Bachelors	8/30/2012
Lola Brown	Early Childhood Teacher	Bachelors	8/5/2019
Margaret Arthur	Middle School Science Teacher	Bachelors	9/9/2019
Marilyn Edmunds	Director of Talent	Masters	7/16/2019
Maura Druhan	Elementary Interventionist	Bachelors	12/2/2013
Melanie Seabrooks	Teacher Assistant	High School Diploma	8/3/2016
Melissa Smith	Elementary Math Teacher	Masters	8/2/2017
Michael Brewington	Dedicated Aide; Behavior Technician	Associates	3/23/2016
Michele Gray	Manager of Student Support	Masters	10/1/2018
Miche'lyn Carter	Elementary Teacher	Bachelors	2/24/2016
Monique Marshall	Special Education Teacher	Bachelors	9/23/2019
Mujihad Muhammed	Teacher Assistant	Bachelors	8/7/2017

Name	Position Title	Highest Degree Earned	Start Date
Nancy Nwogu	Afterschool Coordinator	Masters	8/14/2017
Nekeshiea Johnson	Elementary Music Teacher	Bachelors	12/15/2016
Nicole Bennett	Elementary Assistant Teacher	High School Diploma	8/15/2019
Nicole Wiley	Community Manager	High School Diploma	10/7/2013
Ondrae Jackson	Middle School Teacher	Masters	8/2/2017
Paul Harmon	Middle School Math Teacher	Bachelors	8/13/2019
Philip Mayer	Middle School Special Education Teacher	Bachelors	10/10/2019
Pushaen Gunasinghe	Special Education Teacher	Bachelors	8/5/2019
Quiana Carter	Middle School Special Education Teacher	Bachelors	8/5/2019
Rashida Bragg	Teacher Assistant	High School Diploma	8/2/2017
Raven Wiley	Teacher Assistant	High School Diploma	10/5/2015
Robert Earle	Elementary Special Education Coordinator	Bachelors	8/6/2015
Ronald Page	Special Education Teacher	Bachelors	8/19/2019
Rebeccah Brooking	Director of Academic Support	Masters	8/13/2018
Sarah Pessagno	2 <sup>nd</sup> -4 <sup>th</sup> Math Instructional Coach	Masters	8/12/2014
Shadonna Best	Teacher Assistant	High School Diploma	12/13/2016
Shar-da Hammett	Special Education Teacher	Bachelors	8/2/2017
Sharneise Jones	Early Childhood Director of Curriculum and Instruction	Masters	8/15/2012
Sharnita Williams	Elementary Art Teacher	Bachelors	8/5/2019
Sharon Gilchrist	Dedicated Aide	High School Diploma	8/5/2019
Sharonda Mann	Director of Finance and Operations	Bachelors	7/01/2019
Shertoni Pimble	Kitchen Staff: Food Service Aide	High School Diploma	7/25/2014
Stephanie Jackson	Dedicated Aide	High School Diploma	8/5/2019
Sylvia Rushing	Intervention Manager	Bachelors	3/13/2020
Tameka Ricketts	Teacher Assistant	High School Diploma	8/16/2017
Tanisha Dixon	Middle School Director	Masters	7/1/2016
Terrell Branch	Teacher Assistant	High School Diploma	9/27/2018
Tiesha Greenleaf	Early Childhood Teacher	Masters	8/15/2012
Tiffany Green	Operations Manager	Bachelors	6/3/2019
Tiffany Harrison	Registrar	High School Diploma	2/23/2015
Tiffany Hawkins	Elementary Math Teacher	Bachelors	8/5/2019
Tiffany Smith	Science Teacher	Bachelors	8/2/2019
Tony Gallemore	Middle School Dean of Culture	Bachelors	7/1/2019
Tracie Simmons	Middle School ELA Teacher	Masters	8/3/2018

Name	Position Title	Highest Degree Earned	Start Date
Trametria Iroegbu	Kitchen Manager	High School Diploma	9/16/2015
Tyrell Hudley	Dedicated Aide	High School Diploma	10/16/2014
Xiomara Williams	Elementary Teacher	Bachelors	8/5/2019
Zaria George	Early Childhood Teacher	Masters	8/3/2016

## Appendix B: SY 2019-20 Board Roster

Name	DC Resident	Board Positions	Date of Appointment	Renewal Date	Expiration of Term
Andrew Ellenbogen	Yes	<b>Treasurer, Finance Committee Chair</b>	9/2016	9/2019	9/2022
Erica Jackson	Yes	<b>Academic Committee Chair</b> (as of May 2020)	03/2020		03/2023
Michael Jones	Yes	Governance Committee Member	11/2013	11/2016	11/2019 <b>Resigned 10/2019</b>
Peter Kolker	Yes	Governance Committee Chair (until May 2020)	9/2017		9/2020
Jacquelyn Lendsey	No	Head of School Support Committee	03/2020		03/2023
Maegan Marcano	Yes	<b>Development Committee Chair</b>	1/2019		1/2022
Tameka Martin	Yes	<b>Secretary, Parent Representative</b>	11/2013	11/2019	11/2022 <b>Resigned 06/2020</b>
Evan Piekara	Yes	Finance & Development Committee Member	1/2019		1/2022
Janelle Suggs	Yes	Academic Committee Chair (until May 2020)	9/2017		9/2020
Robert Weinberg	Yes	<b>Board Chair</b>	9/2013	9/2019	9/2022
Crystal Williams	No	<b>Governance Committee Chair</b> (as of May 2020)	10/2019		10/2021
Timmecca Wilson	Yes	Parent Representative	9/2018		9/2021



## Appendix C: Unaudited Year-End 2019-20 Financial Statement

### DC Scholars Public Charter School

#### FY19 Unaudited Financials

July 2019 through June 2020

<b>Income Statement</b>		<b>Actual</b>
Revenue		
	State and Local Revenue	11,351,285
	Federal Revenue	949,697
	Private Grants and Donations	1,014,096
	Earned Fees	1,032,147
	Donated Revenue	27,987
	<b>Total Revenue</b>	<b>14,375,212</b>
Expenses		
	Salaries	5,748,075
	Benefits and Taxes	1,073,341
	Contracted Staff	82,373
	Staff-Related Costs	65,957
	Rent	1,747,084
	Occupancy Service	67,391
	Direct Student Expense	769,963
	Office & Business Expense	1,413,307
	Donated Expense	22,090
	<b>Total Expenses</b>	<b>10,989,582</b>
	Operating Income	3,385,630
Extraordinary Expenses		
	Interest	68,791
	Depreciation and Amortization	271,315
	<b>Total Extraordinary Expenses</b>	<b>340,106</b>
	<b>Net Income</b>	<b>3,045,524</b>

## Appendix D: Approved SY 2020-21 Budget

### DC Scholars Public Charter School

SY20-21 Approved Budget

July 2020 through June 2021

Income Statement		Annual Budget
Revenue		
	State and Local Revenue	11,299,058
	Federal Revenue	2,433,532
	Private Grants and Donations	50,000
	Earned Fees	5,000
	<b>Total Revenue</b>	<b>13,787,590</b>
Expenses		
	Salaries	6,487,234
	Benefits and Taxes	1,229,162
	Contracted Staff	120,000
	Staff-Related Costs	84,036
	Occupancy Service	733,870
	Direct Student Expense	933,114
	Office & Business Expense	1,613,632
	Contingency	1,000,000
	<b>Total Expenses</b>	<b>12,201,048</b>
	Operating Income	1,586,541
Extraordinary Expenses		
	Interest	399,457
	Depreciation and Amortization	1,196,663
	<b>Total Extraordinary Expenses</b>	<b>1,596,120</b>
	<b>Net Income</b>	<b>(9,578)</b>