



**ANNUAL REPORT
2020 – 2021**

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**CAPITAL CITY PUBLIC CHARTER SCHOOL
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Capital City Public Charter School acknowledges that DC PCSB’s review and publication of this annual report does not imply concurrence or disagreement with the content herein.

I. SCHOOL DESCRIPTION

A. Mission Statement

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

B. School Program

1. Grades and Ages Served

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

Lower School: In SY 2020-21, the Lower School campus was operating at full capacity, with 324 students enrolled in grades PK3 through 4. There were four combined PK classes (which serve both PK3 and PK4 students) and two classes each for grades K through 4.

Middle School: In SY 2020-21, the Middle School campus served 332 students in grades 5 through 8. 5th grade had 82 students; 6th grade had 85 students; 7th grade served 82 students; and 8th grade enrolled 83 students.

High School: In SY 2020-21, the High School campus was fully enrolled with 352 students in grades 9 through 12. There were 113 Freshmen, 80 Sophomores, 85 Juniors, and 74 Seniors.

2. Student Characteristics

The total student population at Capital City Public Charter School during SY 2020-21 was 1008 students. The re-enrollment rates were 93% for the Lower School; 97% for the Middle School; and 95% for the High School. Capital City's student body in SY 2020-21 was racially and ethnically diverse - 59% of students were classified as Latino, 30% as African American, 7% as Caucasian, and 1% as Asian. (The remaining students were classified in multiple racial and ethnic categories.) Capital City's racial and ethnic make-up has remained consistent for the last five years.

Approximately 57% of Capital City students were eligible for free or reduced meals in SY 2020-21. This is lower than previous years, but collection of FARMS applications during virtual learning proved more challenging than prior years, so we do not feel this accurately reflects the needs of our community. 32% of students were designated At Risk, which is on par with previous years. 17% of students were identified as requiring special education services; and 34% of students were identified as English Learners.

3. Curriculum Design and Instructional Approach

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

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

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

Capital City delivered instruction virtually for the entirety of SY 2020-21. We prioritized implementing our EL Education instructional model while maximizing student learning and supporting the social and emotional needs of our students. We used lessons learned from spring 2020 to refine and improve our virtual model and we ensured that teachers had the training and support needed to deliver high quality virtual instruction.

Lower School: Capital City Lower School continued utilizing EL Education ELA Modules, a high-quality, standards-aligned curriculum that comprehensively addresses all the literacy standards. These ELA modules are designed like mini expeditions where students learn and practice literacy skills while learning deep content knowledge on one topic. This work is supported by a Knowledge Building Literacy Block, time for students to engage with grade-level, content-rich texts, and tasks such as shared/close reading and writing in response to texts; and Skills Block (grades K – 2) or Additional Language and Literacy (ALL) Block (grades 3 & 4), that provide differentiated and small-group instruction.

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

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

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

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

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

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

culture is the introduction of Crew, small advisory groups that serve as a home base for students.

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

High School: Capital City students in grades 9 through 12 complete an academically rigorous college-preparatory curriculum. Capital City uses DCPS graduation requirements as the minimum expectations for students.

Capital City High School offers an Open Honors option to all students. Students may elect to take courses with honors and complete additional coursework and projects to receive the honors distinction. Students in honors courses are still a part of heterogeneous classes, avoiding the tracking that occurs in many high schools.

In SY 2020-21, Capital City had students enrolled in eight Advanced Placement (AP) courses including: AP English Language and Composition; AP English Literature and Composition; AP Spanish Language and Culture; AP Calculus AB; AP Statistics; AP World History; AP Art: 2-D Design; and AP Art: Drawing. Capital City also offers a robust selection of elective courses including Constitutional Law, Financial Literacy, and a wide range of arts classes.

In addition to the 12th grade courses required by the District of Columbia, seniors develop a senior expedition, in which they engage during the spring of their senior year. Successfully completing the senior expedition and presenting to a panel of judges is a graduation requirement. Students in 10th grade also go through a passage portfolio process. All 10th graders develop and present a portfolio of work to a panel of judges.

4. Senior Leadership Team

Head of School: Karen Dresden has been an educator since 1992, working for eight years as a teacher in D.C. Public Schools before becoming the founding principal of Capital City in 2000. She was involved in all aspects of the start-up of Capital City including developing the curriculum, hiring, and training staff, and developing the school's plan for accountability and assessment. Karen received the Major Achievement in Charters Principal of the Year Award in 2001.

Under Karen's leadership, the school has received Middle States Accreditation and several awards, including the Public Charter School Board Chair's Award for Outstanding Performance and the Mayor's High Performing School Incentive Award in 2005; New Leaders for New Schools' EPIC Silver-Gain award in 2008; and Fight for Children's Quality

Schools Initiative award in 2009, which designated us as the top charter school in Washington.

Karen has presented at many national conferences including the Coalition of Essential School's Fall Forum, EL Education's National Conference, the National Council of Teachers of Mathematics Annual Meeting and Harvard Graduate School of Education's Research Conference. In 2014-2015, she participated in the Leadership Greater Washington Signature Program.

Karen has an M.S. Ed. from Harvard University with a Concentration in Educational Leadership. She also has her M.S. Ed. in Elementary Education from the University of Pennsylvania and her B.A. in Public Policy Studies from Duke University.

Chief Operating Officer: Jonathan Weinstein joined Capital City in June 2014. He received his Master of Business Administration from the University of California, Berkeley with a focus on urban economic development and his Bachelor of Science in Foreign Service from Georgetown University.

Jonathan has more than 20 years of management experience. Prior to Capital City, he was the Deputy COO at Friendship Public Charter School. He also previously worked as the VP for Facilities and Capital Development at Unity Health Care and as the COO and CFO at Jair Lynch Development Partners.

Jonathan is very involved in the community and has served on the boards of GreenSpace and the Mid-City Business Association, as well as the Leadership Committee of affordable housing developer Manna, Inc.

Director of Special Populations: Wanda Pittman-Gregory joined Capital City in 2004. Prior to becoming Director of Special Populations, she was the Director of Student Services at the High School and taught 1st, 2nd, and 5th grades at the Lower School. Wanda holds a Master of Arts in Special Education from Catholic University of America and a Bachelor of Arts in Elementary Education from the University of the District of Columbia. She also studied nursing at Howard University. Wanda has over 18 years of experience working in the education field. Prior to Capital City, Wanda taught for four years at Watkins Elementary in Washington, DC. Wanda has been a member of Capital City's Instructional Leadership Team and has participated on Diversity and Equity Core Committees for the last three years. She was trained at Capital City as a Critical Friends Group Facilitator.

Director of Development and Outreach: Pamela McKinney first joined Capital City in October 2012 as the Development Associate. She holds a Master's in International Development from the Graduate School of Public and International Affairs at the University of Pittsburgh and a dual Bachelor of Arts in Political Science and International Studies from Wright State University, where she graduated summa cum laude.

Prior to Capital City, Pam worked for Liberty's Promise, a nonprofit that serves immigrant youth, and oversaw two after-school programs while working on the organization's development and outreach initiatives. She has also served on their Board of Directors. She is currently the President of SW Community Gardens in DC.

Director of School Quality: Dominique Coote joined Capital City in September 2015 as an Education Pioneers Data Analyst Fellow. She holds a Bachelor of Science in Mathematical & Computational Sciences from Stanford University.

Prior to Capital City, Dominique worked in Alumni Relations and Direct Marketing at Stanford University, taught high school math for 7 years in Broward County, Florida, and worked in Development and Communications at a D.C. think tank.

Dominique was honored with the Data Impact Award for her work creating a data-driven culture at Capital City at the inaugural DC Public Charter School Board TIERific Awards ceremony in 2017.

Director of Library & Innovation: Chip Chase joined Capital City in April 2011 as the Upper School's Technology Integration Specialist. He has a Master of Science in Library Science, a Certificate in Educational Technology Leadership from George Washington University, and a Bachelor of Arts in English Language and Literature from the University of Maryland College Park.

Before coming to Capital City, Chip was the Instructional Multimedia Coordinator and Web Editor at the National Cathedral School in Washington, DC for six years. Prior to that, he worked as a library assistant in Montgomery County Public Schools for three years.

Chip is a 2016 Citybridge Education Innovation Fellow, a yearlong program that introduces teacher leaders to the most promising practices in personalized learning,

As part of the library team, Chip, including High School Librarian & Technology Teacher, Kishanna Harley, and former Library Assistant, Brandy Goffigan, designed and prepared Capital City's winning CTE Makeover Challenge application for a makerspace that has been a hub of experiential learning in the school's third-floor computer lab since October 2016.

Lower School Principal: Michelle Johnson joined Capital City in July. She holds a Master's in Education and Human Development from the George Washington University and a Bachelor of Arts in Spanish and a Bachelor of Science in Elementary Education from Illinois State University, where she graduated summa cum laude.

With 9 years of experience teaching and leading in public schools, Michelle joins Capital

City with a deep expertise in elementary education and an unwavering commitment to educational equity. Prior to Capital City, Michelle taught in bilingual immersion programs in Illinois and Washington, DC and was both an Assistant Principal and Principal at Mundo Verde Public Charter School. She has received training in Responsive Classrooms, Leading Educators, and Culturally Responsive Pedagogy. She was awarded the "Those Who Excel Award for Early Career Educators" from the Illinois State Board of Education in 2013.

Middle School Principal: Laina Cox joined Capital City in March 2012 as Middle School Principal. She graduated with a Master in Education in Teaching and Curriculum from Harvard University, holds a Bachelor of Arts from Spelman College and completed a principal licensure program at Northeastern University.

Prior to joining Capital City, she worked for two years as a school designer for EL Education 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 EL Education school, also in Boston.

Laina is a member of the National Alumnae Association of Spelman College, where she founded the Blueprint Conference for Middle and High School Girls, a conference now in four cities, including Washington, DC. She is also a proud member of Alpha Kappa Alpha Sorority, Inc., where she enjoys participating in community service activities.

Laina was the recipient of the 2018 EL Education Silverberg Leadership Award, awarded to exemplary school leaders who raise student achievement through deep implementation of EL Education practices. She was also selected to be a part of the 2020 inaugural Superintendent's Principal Advisory Committee for OSSE.

High School Principal: Belicia Reaves joined Capital City in 2010 initially as the Instructional Coach and Curriculum Coordinator. She holds a Master's in Education from Harvard University and a Bachelor of Science in Mathematics from Hampton University. In 2013, Belicia was nationally endorsed as a New Leaders Aspiring Principal. Belicia was named the High School Principal in 2013 after serving as Principal-in-Residence and the retirement of her mentor and founding High School Principal Kathy Byrd.

With over 17 years of experience teaching and leading in schools, this work is her true calling. She has held positions including Grade Dean, Math Instructor and Director of High School Research Program at Georgetown Day School; Admissions Associate, Division III Team Leader, and Math Teacher at Wildwood Secondary School. Additionally, she was a Pre-College Math Instructor at Stanford University.

At Capital City, Belicia has been pivotal in the development of our Tier 1-high school program which goes beyond general DC requirements for graduates. This progress

includes a rigorous Senior Expedition course and presentation and the growth of our Advanced Placement (AP) Program.

In 2018, according to Niche.com, under her leadership, the High School was named one of the top HS in Washington, DC for students. In 2016, Capital City PCS was named a U.S. Department of Education Green Ribbon School with her high school students and Environmental Science teachers completing a strong application. Belicia was named the 2019 DC Public Charter School Board TIERific Best Practices Awardee in the Principal category.

5. Parent Involvement Efforts

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

Capital City expects and requires that all parents attend quarterly parent-teacher conferences. Historically, Capital City has had conference attendance rates approaching 100% each year. Accordingly, teachers and advisors work tirelessly to reach out to families and communicate the expectation that each family will participate. Several teachers even opt to do home visits for families that are unable to make trips to school. As a result, we had nearly 100% of parents attend at least one conference during SY 2020-21.

Capital City has an active Parent School Association (PSA) that partners with the school to plan events and keep parents engaged and informed. The PSA has vice presidents for each campus (Lower School, Middle School, and High School) who collaborate to run the organization. In SY 2020-21, the PSA adapted events such as monthly parent coffees to work in a virtual capacity to maintain a sense of community during a year of distance learning. They continued to work with staff to plan cultural celebrations like the Fiesta Latina celebration in the fall and the Black History month celebration in February, also held virtually in SY 2020-21.

In addition to volunteering and attending events, parents also support the school financially, supporting the Friends and Family campaign, which raised over \$51,000 in SY 2020-21.

II. SCHOOL PERFORMANCE

A. Performance and Progress

The following outlines how we continued to meet our mission goals in SY 2020-21.

1. Key Mission-Related Programs

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

Learning Expeditions: Learning Expeditions are one of the core components of EL Education and are one of the goals listed in Capital City's charter. Some elements of Learning Expeditions include guiding questions, authentic projects, fieldwork in the community, involvement of outside experts, presentations to a real-world audience, and the building of academic skills in a meaningful context. Learning Expeditions are mindfully organized across all three campuses to ensure that students are receiving a diverse, enriching, and rigorous educational program throughout their time at Capital City Public Charter School. In a culmination of their Capital City experience, each senior designs and completes a senior expedition as a requirement of graduation. Students complete research, meet with experts, and present their work to a panel. While virtual learning in SY 2020-21 presented some challenges, expeditions were still a central part of our program. Fieldwork and expert visits were virtual, and many projects were digital. 100% of graduating seniors presented their senior expeditions.

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

Community Service: Community service is an essential element of EL Education and is often embedded in Learning Expeditions. Students participate in both service to the school and service to the broader Washington, D.C. community. This component of our program looked different in SY2020-21 due to the COVID-19 pandemic, and our virtual learning posture, but students were still encouraged to find opportunities to engage in service and reflect on the experience.

Advisory/Crew: Beginning in the 5th grade and continuing through high school, Capital City features an advisory program (termed Crew in the Middle School) that divides students into groups of ten to twelve. The goal of advisory and crew is to build a community of respectful learners who are able to listen and respond to the thoughts and ideas of others, collaborate successfully, and resolve conflicts in a healthy way. Each student's advisor serves as the main point of contact with their families.

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

These structures were of particular importance during the pandemic and were utilized fully to establish relationships between staff and students, build rapport, and provide support to students and families. Adjustments to the program were made through SY 2020-21 to respond to the changing needs of our students during the pandemic. Examples include changing the timing of Crew/Advisory, so students had a check-in first thing each morning; expanding practices and lessons across all classes, not just during Crew/Advisory; and nurturing skills developed in response to the pandemic, such as self-advocacy.

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

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

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

Unfortunately, we were unable to fully implement this program during SY2020-21 due to the COVID-19 pandemic but look forward to being able to offer these opportunities to students again soon.

Library Program: The Capital City PCS library is the instructional heart of the school, serving all members of our community. Our mission is to develop students who are prepared for the demands of the 21st century and provide teachers with a robust collection of relevant instructional assets. Through the mastery of our Books, Information, and Technology curriculum, students are empowered to become creative & critical thinkers, lifelong readers, and effective collaborators.

Staff and students were not able to take advantage of our two-floor, 5,250 square foot library during SY2020-21, but the program remained an integral part of our distance learning program. Our Library & Innovation Team provided crucial support to teachers and students in finding and utilizing instructional technology to create robust virtual classrooms throughout the year.

After-School Activities: Despite being virtual for all of SY 2020-21, Capital City continued to offer a variety of after-school options for all grade levels to provide enrichment and a way for students to stay engaged with each other outside of the school day. All activities were held virtually, and offerings included art, debate, book discussions, cooking and baking, fitness, music, mindfulness, and creative writing. In the spring of 2021, we offered in-person, outdoor, no-contact sports to our middle and high school students. Students participated in drills and skill building. We were excited to see students in-person for these sports and for students to get moving again. These sports included: cross country, soccer, and volleyball.

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

with a choice of at least three activities per season. Typical offerings include flag football, soccer, cross-country running, volleyball, basketball, swimming, cheerleading, softball, tennis, and track. Teams practice and compete at the school, 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.

Learning Hubs: Starting in February, we were able to offer on-site learning hubs where we prioritized participation for less engaged students. These hubs aimed to provide students with the structure, reliable internet, and social-emotional support that they needed. Our program began with one hub for each of our campuses, serving up to 10 students each. Following Spring Break, we were able to expand that offering to a total of 9 hubs (4 in Lower School; 3 in Middle School; 2 in High School). Attendance rules were applied to ensure invited students were utilizing this resource; after four unexcused absences, spots were rescinded and offered to students on the waitlist.

Summer School: Most of our summer school offerings in SY2020-21 remained virtual due to the COVID-19 pandemic, though we were able to offer Learning Hub support to select students, as well as planned in-person activities for all students in some programs.

The Lower School ran a Summer Intensive program that served approximately 35 English learners or other students who needed additional academic support. Middle School had two programs: (1) the Eagle Summer Institute that served approximately 35 students with below a 2.0 in either English language arts or math; and (2) the Summer STEM Program which served approximately 50 rising Middle School students, focusing on enrichment in the field of Science, Technology, Engineering and Math (STEM). High School continued their Credit Recovery program which allowed students to recover credits in core classes, including English, Algebra and Spanish. High School students also had the opportunity to take an ACT prep class, participate in dual enrollment classes, or participate in the Summer Youth Employment Program (SYEP) this summer.

All three campuses provided Extended School Year services to qualifying students with disabilities, as well as a variety of academic and extracurricular clubs throughout the summer.

Other Key Features: The following features, more beliefs than programs, are also key elements of Capital City's mission:

- Shared Leadership: Leadership at Capital City Public Charter School is widely shared at every level. Teachers have a voice in all decision making related to curriculum and instruction. Students have a voice in determining classroom rules and choosing their activities. Parents and staff work together to advise the

principals on issues and priorities. The Head of School, Chief Operating Office, Directors of Development, Library and Innovation, School Quality and Student Populations, and Principals make up the Senior Leadership Team, which works collaboratively with the Board of Directors to set policy and provide leadership for the school.

- Professional Development: Capital City is committed to establishing a culture of professional development. Teachers are expected to be learners along with their students, and Capital City provides all teachers with opportunities and support to fulfill their individual professional development goals. Time for staff development is built into the weekly schedule, as is time for reflection on instructional practice.
- Educational Equity: Capital City has an intentional focus on educational equity. All staff participate in year-long race and equity sessions held once a month and new staff participate in a two-day orientation to this work. Sessions focus on identity, confronting bias, managing dilemmas, and employing classroom/school-based strategies. Students in our high school also engage in equity work both through their advisories and through two full day student-led sessions devoted to this important work.

2. Evidence of Performance and Progress

Due to the COVID-19 pandemic and related school closures, state summative assessments were again cancelled in Spring 2021. As a result, we have limited or no data on PARCC, ACCESS for ELLs 2.0, or CLASS for SY 2020-21.

Capital City remained committed to implementing our full instructional program, including benchmark assessments for students, despite operating in a distance learning posture for SY 2020-21. We administered MAP Growth benchmark assessments in Reading, Math and Science in the Fall, Winter and Spring. NWEA provided guidance on how best to administer these assessments in a remote environment, and we worked as an LEA to determine the best path forward.

Additionally, teachers utilized online tools to administer formative unit assessments remotely, including our learning management systems (SeeSaw/Google Classroom/Canvas), Nearpod, and online curriculum platforms. These tools and assessments allowed for regular formative assessments to check for understanding on an ongoing basis.

At the conclusion of the school year, we reviewed Fall-to-Spring MAP growth data in Reading, Math and Science. NWEA uses student growth norms to assign a growth target to each student based on their grade and Fall score. The table below shows results for our campuses based on typically tested grades (3rd - 8th, and HS). Overall, 33% of

students met their growth goal in Reading; 29% in Math; and 41% in Science. It is impossible to evaluate these results since we have no way of knowing what to expect during a pandemic, a year-and-a-half of learning virtually, and the impact of virtual administration on performance, but the student-level data will give us a starting point for SY 2021-22.

Assessment	Campus	% of Students with Fall-to-Spring data	% of Students Meeting Fall-to-Spring Growth target
ELA	LS	99.0%	26.7%
	MS	97.9%	32.5%
	HS	82.5%	30.2%
Mathematics	LS	99.0%	31.4%
	MS	97.9%	26.1%
	HS	80.2%	25.0%
Science	MS	97.5%	39.5%
	HS	63.1%	--*

**NWEA does not have 2020 norms for HS Biology assessment.*

We were also able to collect data on certain School Environment and Gateway metrics in SY2020-21.

School Environment Indicator: Our re-enrollment rates were 93% at the Lower School, 97% at the Middle School, and 95% at the High School. These rates are either on par with or an increase over SY 2019-20 rates.

Our ISA rates were 94.8% in the Lower School, 94.4% in the Middle School, and 92.2% in the High School. It would not be appropriate to compare these rates to SY 2019-20 due to the differences in days reported.

Gateway Indicator: We were able to track many of the High School gateway metrics internally throughout the school year. However, student opportunities for some of these assessments or programs were impacted by the COVID-19 pandemic. For example, we typically host a PSAT/SAT test day at school where all students have the opportunity to take the PSAT (9th - 11th) or SAT (12th) for free. We were unable to do this during SY 2020-21.

However, our students were able to participate in Advanced Placement courses and examinations, and we saw our participation increase in SY 2020-21. Students successfully completed 76 assessments, across eight subjects. Our performance rate (scores of 3 or higher) was 39.5%.

The Adjusted Cohort Graduation Rates (ACGR) for the High School are still being validated, but we are looking at a 4-year rate of around 82.9%, down a little from SY 2019-20, but a 5-year rate of 93.5% which is up compared to SY 2019-20. Finally, we are proud to report that, for the 11th year in a row, 100% of our graduating seniors were accepted to college.

B. Unique Accomplishments

During SY 2020-21, Capital City Public Charter School student and staff efforts yielded a number of unique accomplishments and achievements.

Supporting Families with Technology Access: Capital City provided Chromebooks or tablets for every student to use at home to access virtual learning. We also provided internet hotspots for families who did not have reliable internet to help close the digital divide. We provided training for families on technology and the platforms we use and had dedicated staff to support with access through email and a hotline.

Out of School Time Programs: We received an Out of School Time Grant from Learn24 and the Out-of-School Time office of the Deputy Mayor for Education, which allowed us to continue to provide high quality after-school arts, sports, and enrichment activities to our middle and high school students virtually.

We were awarded a Summer Strong grant for a Middle School STEM summer program. We were able to offer this innovative program virtually with in-person components and a learning hub for students to join virtually from the school building. 4th-7th grade students were able to take courses in engineering, math, science, and science-themed literacy. All courses and activities were hands-on with students receiving home kits to support their learning. Students had the opportunity to meet with experts and participate in virtual fieldwork as well.

Pandemic Support to Families: With the pandemic, many of our families struggled due to illness and loss of income. We formed a Families-in-Need team to check in with families and connect them with resources. We offered support like providing meals and delivering school supplies. We also raised nearly \$9,000 to support 54 families with urgent needs.

Continued Debate Team Success: Our debate team again experienced success. Middle School students Kaylin and Simone represented Capital City at the Middle School

Nationals Debate Tournament while High School students Clarke and Liv represented Capital City at the High School Nationals Debate Tournament in May 2021.

Disseminating Best Practices: Capital City continued to disseminate best practices and be a leader for other schools. Highlights from SY 2020-21 include:

- Serving again as an EL Education Mentor School, one of just 10 around the country. We worked to support the new EL schools in DC.
- Middle School Principal Laina Cox and 7th Grade Science Teacher Justin Lopez-Cardoze presented a “Den Talk - Leading School Staff in Work to Address Equity and Racism” for the Deeper Learning Conference.
- 7th Grade Science Teacher and the DC 2020 Teacher of the Year, Justin Lopez-Cardoze, discussed how to engage with students after the election in a guest blog post for Education Week in November 2020.
- Middle School Principal Laina Cox joined Ron Berger, Chief Academic Officer at EL Education for a two-part podcast episode, “When the Building is Closed but School is Open” for the 180 Podcast to discuss how EL schools support students socially and emotionally during distance learning
- Hosted a virtual school visit and panel discussion for the Diverse Charter Schools Coalition.
- 17 staff members attended the EL Virtual National Conference in October 2020; 3 of these staff presented. Sessions shared included our school’s equity work, library program, teacher professional support, social justice arts expeditions, and leadership.

Class of 2021 Success: Even with the pandemic, the class of 2021 finished strong. Each senior completed their senior expedition, which included a 50-minute original, virtual presentation to a panel of judges. 100% of seniors were accepted to college and as a class they earned over \$5 million in scholarships.

Partnerships: Over the years, strategic partnerships have been critical to our school’s success. Capital City again partnered with CityYear to host six corps members who provided individualized support and mentorship to students during the school day, and before and after school. We also partnered with Mary’s Center through the city’s behavioral health initiative to have a bilingual clinician in each campus. In addition to these new partnerships, Capital City continued to deepen already strong partnerships with DC College Access Program, DC Scores, Capital Partners for Education, and Teen Trendsetters.

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

Students:

- Senior Bessie was awarded the Trachtenberg Scholarship, full tuition to George Washington University.
- Senior Camille won the North Carolina A&T State University February One Scholarship, a full-ride scholarship. Camille was one of only 15 scholars chosen to participate in this national program.
- One of only 6 students nationally, 6th grader Moses was selected to serve on the EL Education Student Advisory Council.
- 10th grader Corinne won 2nd place in the Mosaic Theater Company of DC playwriting contest for her play, Gun to the Body.
- 11th grader William was accepted to the Office of the State Superintendent of Education Scholars Program with Brown University
- 12th grader India won 1st place in the Illustration category in the Pepco, DC Public Library Foundation and DC Public Library contest, Know Your Power.

School:

- Received an ACAC School of Excellence Award for helping more students apply to college in 2019

C. List of Donors

The following individuals and organizations donated \$500.00 or more to Capital City Public Charter School between July 1, 2020 and June 30, 2021.

Adrian Washington and Donna Rattley Washington

Alison Arnold

Amanda Sweet and Matt Hiester

Ariana Quinones

Beverly Minnigh

Brandon Green, Sr.

Brett Howe and Claudia Weinmann

Bridget Jackson

Carly and John Partridge

Carol Collins and Andrew Hackett

Cindy and Chris Runyan

DC Share Fund

Deirdre Cohalan

Donna Coleman

Emily and Gregory Flowers

Gabriel Soll and Julia Bogolin

Galo Pazmino

Harold Rosen and Susan Wedlan

Hiram Puig-Lugo and Sarah Gaudreau

Irwin Silverberg

Jennifer Jackson
Joanna and Christopher Lewton
John Campbell and Jacob Petersen
Jonathan Weinstein
Karen Dresden
Kathryn and James Byrd
Kathryn and Jay Shalaty
Kelly Shuy
Kristen Dobbs
Laura and Ryan Brogan
Leslie Pace and Michael Casson
Maggie Boland and John Hance
Matthew and Simmons Hanson
Melissa Baker
Mizmun Kusairi
Munsat-Greenwood Family Fund
Nancy Chapman Colb and Andrew Colb
Office of the Deputy Mayor for Education
Peter Scheff and Deb Rosenberg
Philipia Hillman
Rochanda Hiligh-Thomas
Rona Marech and Joshua Shannon
Shelly and Neal Pratt
Stacy and Scott Murphy
Susan and Charlie Bell
Susan W. Agger Family Fund
Teresa Crawford and Michael Hess
Walter Holemans
Xiomara Santos

DATA REPORTS

A. Lower School

SY 2020-21 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Capital City PCS
PCSB	Campus Name: Capital City PCS - Lower School
PCSB	Grades served: PK3-4
PCSB	Overall Audited Enrollment: 324

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	32	44	46	50	50	50	52	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

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

STUDENT DATA POINTS	
School	<p>Total number of instructional days:</p> <ul style="list-style-type: none"> • Grades PK3 and PK4 = 178 • Grades K – 4 = 180 <p>Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</p>
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 91.9%*
PCSB	<p>Average Daily Attendance:</p> <p>The SRA requires annual reports to include a school’s average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>

B. Middle School

SY 2020-21 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Capital City PCS
PCSB	Campus Name: Capital City PCS - Middle School
PCSB	Grades served: 5-8
PCSB	Overall Audited Enrollment: 332

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	82	85
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	82	83	0	0	0	0	0	0	0

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

STUDENT DATA POINTS	
School	Total number of instructional days: 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. <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180-day waiver process in SY 2019-20.</i>
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 94.4%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school’s average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 0.9% (3 students)*
PCSB	Midyear Entries: 0.0% (0 students)*

C. High School

SY 2020-21 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Capital City PCS
PCSB	Campus Name: Capital City PCS - High School
PCSB	Grades served: 9-12
PCSB	Overall Audited Enrollment: 352

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	113	80	85	74	0	0	0

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

STUDENT DATA POINTS	
School	<p>Total number of instructional days: 180</p> <p>Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it. <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180-day waiver process in SY 2019-20.</i></p>
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 92.2%*
PCSB	<p>Average Daily Attendance:</p> <p>The SRA requires annual reports to include a school’s average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>
PCSB	Midyear Withdrawals: 1.1% (4 students)*
PCSB	Midyear Entries: 0.0% (0 students)*

APPENDICES

A. Staff Roster: SY 2020-21

Capital City is proud to have an exceptionally qualified staff. In SY 2020-21, 100% of teachers had a bachelor’s degree and 74% also held a master’s degree or higher. Among our campus staff—those who work directly with students—93% had some post-secondary degree; 89% had at least a bachelor’s degree; 59% also had a master’s degree or higher. 89% of our Senior Leadership Team held a master’s degree.

Last	First	Campus	Position Title
Accad	Cleofre	LS	Fitness Teacher
Addison	Gloria	LS	Learning Hub Supervisor (started mid-year)
Aguiao	Lavinia	HS	ELA/History Inclusion Teacher
Aguirre Lazo	Maria	LS	After School Teacher
Alfuth	Teresa	HS	Math Teacher
Alvarado	Evelin	LS	PK 3/4 Classroom Teacher
Amaya	Carlos	LEA	Operations Associate
Anderson	Jeffrey	LEA	Maintenance Technician
Andrews	Claire	LS	2nd Grade Classroom Teacher
Andrusik	Katryna	HS	Instructional Coach & Curriculum Coordinator
Ashley	Alana	HS	Distance Learning Coordinator
Bailey	Jared	LS	Music Teacher
Bare	Catherine	MS	Visual Arts Teacher
Barnes	Alisha	MS	Dedicated Aide (left mid-year)
Barnette	Charles	LEA	Security Officer
Barrett	Julia	LS	PK 3/4 Classroom Teacher
Baum	Nicole	HS	Social Studies Teacher
Benjamin	Everett	MS	7th Grade Humanities Teacher

Last	First	Campus	Position Title
Bennett-Foy	Cynthia	LS	After School Teacher
Bierenfeld	Marisa	LS	Speech and Language Pathologist
Blakey	Monet	MS	Learning Hub Supervisor <i>(started mid-year)</i>
Bodrick	Angel	HS	Learning Hub Supervisor <i>(started mid-year)</i>
Bolden	Antoinette	MS	Learning Hub Supervisor <i>(started mid-year)</i>
Bounds	Joel	MS	Fitness & Health Teacher
Brasil	Margo	LS	PK 3/4 Inclusion Teacher
Braswell	Stephan	LS	Spanish Teacher
Brown	Cerissa	LS	PK 3/4 Classroom Teacher
Burke	Christina	HS	Geometry Teacher
Butler	A'Leighsha	MS	Drama Teacher
Caraway	Ashia	MS	8th Grade Humanities Teacher
Carson	Taiese	MS	Math Specialist
Carter	Maiba	HS	12th Grade English Teacher
Carter II	Thomas	HS	Learning Hub Supervisor <i>(started mid-year)</i>
Celestin	Haajar	HS	Transition Coordinator
Chadda	Bandana	HS	Math Interventions Teacher
Chase	Steven	LEA	Director of Library & Innovation
Clark	Samantha	MS	6th Grade Math Teacher
Claros-Nava	Josybett	HS	Dedicated Aide
Clay	Brittany	MS	6th Grade Humanities Inclusion Teacher
Cole	Sarah	MS	5th Grade Humanities Teacher
Coleman	Joseph	LEA	Custodian
Collins	Tiffany	HS	ELA Inclusion Teacher
Coote	Dominique	LEA	Director of School Quality
Corcoran	Leila	HS	Internship Coordinator
Cortez	Victoria	LEA	Family Engagement Associate <i>(started mid-year)</i>

Last	First	Campus	Position Title
Cox	Laina	MS	Principal
Crawford	Oni	MS	6th Grade Humanities Teacher <i>(left mid-year)</i>
Cruz	Deborah	HS	Spanish Teacher
Cruz	Justino	LEA	IT Director
Cuellar	Yanira	HS	Office Manager
Cuevas	Jose	HS	Visual Arts Teacher
Curry	Jessica	LS	Instructional Coach & Curriculum Coordinator
Cushner	Grace	LEA	Social Media & Communications Intern <i>(left mid-year)</i>
Damon	Lindsay	MS	Counselor
Davis	Cassandra	MS	5th Grade Math Inclusion Teacher
Davis	Eleanor	MS	English Learner Specialist
Davis	Morgan	MS	Fitness & Health Teacher
Davis-Johnson	Ramu	HS	Dedicated Aide
Degraffinreaidt	Victor	HS	Athletic Director/Fitness & Health Teacher
Desir	Alyssa	MS	6th Grade Humanities Teacher <i>(started mid-year)</i>
Diaz-Francis	Janeth	HS	Spanish Teacher
Dickerson	Rachel	LS	Early Childhood Arts Teacher
Donnelly	Germaine	LS	Dedicated Aide
Dorsey	Cynthia	LS	Drama Teacher
Douglas	Michelle	LEA	Security Officer
Dow	Nakia	MS	Director of Student Services
Dresden	Karen	LEA	Head of School
Duchemin	Chelsea	MS	Dedicated Aide
Duque	Carlos	LS	Librarian & Technology Teacher
Ellis	Avery	LS	2nd Grade Classroom Teacher
Ellis	Deirdre	LS	Director of Student Services
Escorcía Soza	Ariel	LS	PK 3/4 Associate Teacher

Last	First	Campus	Position Title
Fadare	Danielle	MS	7th Grade Math Inclusion Teacher
Feliciano	Alexis	LS	4th Grade Inclusion Teacher
Fiore	Sarah	HS	English Learner Specialist
Forys	John	MS	5th Grade Math/Science Teacher
Frazier	Traveon	LS	Dedicated Aide
Funes	Jose	MS	Dedicated Aide
Furr	Eboni	HS	ELA Inclusion Teacher
Gabriel-Martínez	Jessica	HS	Spanish Teacher
Gaffney	Samantha	LEA	Special Projects Coordinator
Gallant	Ayanna	MS	Music Teacher
Garcia	Andrea	LS	Office Manager
Garcia	Brenda	LS	Kindergarten Associate Teacher
George	Patricia	MS	5th Grade Inclusion Teacher
Glass	Reginald	HS	Fitness & Health Teacher
Goles	Gregory	MS	7th Grade Math Teacher
Grubbs	Morgan	LS	1st Grade Classroom Teacher
Hagins	Kenneth	MS	Learning Hub Supervisor (<i>started mid-year</i>)
Hardy	Chavala	MS	8th Grade Science Teacher
Harley	Kishanna	HS	10th Grade English Teacher
Harris	Lily	MS	8th Grade Math Teacher
Harrod	Cherita	HS	Director of Student Services
Hassan	Aisha	LEA	Director of Operations
Hawk	William	LEA	Director of School Information Systems
Hayes	Jeffery	LEA	Head Security Officer
Henderson-Fiestas	Brittney	LS	Literacy Specialist
Hiester	Matthew	LS	3rd Grade Classroom Teacher
Higginbotham	Maria	LEA	Language Access Associate

Last	First	Campus	Position Title
Hincapie	Sebastian	MS	5th Grade Associate Teacher <i>(started mid-year)</i>
Hogue	Jonathan	MS	8th Grade Humanities Teacher
Hollins	Hannah	HS	11th Grade English Teacher
Holton	Christol	LEA	Security Officer
Honemond	Christopher	LEA	Facilities Manager
Honemond	C. Brandon	LEA	Front Office Manager
Hope-Griffith	Taliah	LS	1st Grade Inclusion Teacher
Huskey	Gloria	LS	PK 3/4 Assistant Teacher
Hutcheson	Gabriella	LS	Kindergarten Classroom Teacher
Hyman	Tatiana	HS	College Counseling & Alumni Associate
Irondi	Ogechi	LS	Math Specialist
Jackson	Bridget	HS	Director of College Counseling & Alumni Affairs
Jackson	Rachel	MS	Technology & Digital Literacy Instructor
Jackson	Tyra	HS	Fitness/Dance Teacher
Jaquez	Justine	LS	PK 3/4 Associate Teacher
Jaquez Peralta	Fausto	LEA	Food Service Aide/Custodian
Jester	Thomas	LS	2nd Grade Associate Teacher
Johnson	Calvin	HS	US History Teacher
Johnson	Denise	LEA	School Nutrition Program Manager
Johnson	Michelle	LS	Principal
Johnson	Morgan	MS	Literacy Specialist
Johnson-Nouri	Jasmine	HS	Librarian & Technology Teacher
Jordan	Pamela	HS	Counselor
Joyner	Mark	MS	6th Grade Science Teacher
Karsh	Molly	LS	PK 3/4 Classroom Teacher <i>(started mid-year)</i>
Keler	Nicole	LS	3rd Grade Inclusion Teacher
Kenney	Kymbree	LS	After School Teacher

Last	First	Campus	Position Title
King	Amber	LS	Kindergarten Inclusion Teacher
Kutyla	Todd	HS	Fitness & Health Teacher/Adventure Coordinator
LeBoo	Steven	LS	Director of Out of School Time Programs
Lei	Suiru	LEA	Student Performance Data Associate <i>(started mid-year)</i>
Lewis	Alexander	HS	Math Inclusion Teacher
Lewis	Myron	LEA	Registrar
Lewton	Joanna	LEA	Arts Director
Lineberry	Jacob	HS	Physics Teacher
Lopez	Justin	MS	7th Grade Science Teacher
Lopez Cruz	Isayana	LS	Learning Hub Supervisor (started mid-year)
Loyd	Kristi	LEA	Compliance Manager
Lucas	Dawanda	HS	Learning Hub Supervisor (started mid-year)
Macko	Kendra	HS	Math/Science Instructional Coach
Marks	Jeffrey	HS	ELA Inclusion Teacher
Marshall	Monique	MS	7th Grade Humanities Inclusion Teacher
Martin	Gregory	HS	Music Teacher
Mayer	Philip	MS	6th Grade Math Inclusion Teacher <i>(left mid-year)</i>
McKay	Tatisha	LS	4th Grade Classroom Teacher
McKinney	Pamela	LEA	Director of Development & Outreach
McLaughlin	ZsaZsa	LEA	Security Officer
Meer	Meredith	LS	Visual Arts Teacher
Miller	Liane	HS	Chemistry Teacher
Mitchem	Aaron	MS	Coordinator of School Culture
Monroy-Escobar	Mateo	LEA	School Information Systems Manager
Montero	Baleriana	LEA	Food Service Aide
Montero	Eufemia	LEA	Food Service Aide
Morenoff	Lisa	LS	2nd Grade Inclusion Teacher

Last	First	Campus	Position Title
Mudarris	Randa	HS	Math Inclusion Teacher (<i>left mid-year</i>)
Murphy	Stephanie	LS	4th Grade Inclusion Teacher
Nogues	Melissa	LEA	Library Associate
Norris	Yanesia	LEA	Student Performance Data Associate (<i>left mid-year</i>)
Nugent	Nicole	LS	4th Grade Classroom Teacher
Nutridge	Davette	HS	ELA Inclusion Teacher
Opara	Patience	HS	Dedicated Aide
Pace	Alex	MS	7th Grade Humanities Teacher
Paniagua	Gerson	LEA	Assistant Director of Family Engagement
Parker	Celia	LEA	Director of Communications
Pettigrew	Graham	MS	5th Grade Humanities Inclusion Teacher
Pick	Katharine	MS	Instructional Coach & Curriculum Coordinator
Pittman-Gregory	Wanda	LEA	LEA Director of Special Populations
Ponce	Sandra	LS	1st Grade Classroom Teacher
Raines	Abigail	MS	5th Grade Humanities Teacher
Ramirez	Veronica	MS	Office Manager
Ramos	Liliana	LEA	Food Service Aide
Ramsey-Macomber	Trevor	LS	English Learner Specialist
Ray	G. Christopher	LS	Counselor
Reaves	Belicia	HS	Principal
Reed	Chattel	MS	Dedicated Aide
Renzi	Richard	MS	Fitness & Heath Teacher
Reyes Escobar	Jocelyn	LS	1st Grade Associate Teacher
Rivera	Ashley	MS	Dedicated Aide
Rivera	Manuel	HS	Dedicated Aide
Robertson	Haley	MS	Spanish Teacher
Robles	Linda	LEA	Business & Human Resources Manager

Last	First	Campus	Position Title
Rodegast	Emily	LEA	Business & Human Resources Director
Rogers	Keonie	LS	PK 3/4 Teaching Assistant Teacher
Rojas Moreno	Claudia	MS	Spanish Teacher
Romero Melendez	Maira	LS	PK 3/4 Associate Teacher
Royse	Ellen	HS	Environmental Science Teacher
Salvador	Glenda	LEA	Development and Communications Manager
Sanchez	Christian	LS	PK 3/4 Teaching Assistant
Sanchez	Jonathan	LS	PK 3/4 Teaching Assistant
Sanchez	Keila	LS	After School Teacher
Sanchez	Miguel	LEA	IT Associate (<i>started mid-year</i>)
Sanchez Carrasco	Maria	LEA	Front Office Manager
Schroeter	Atiyah	HS	Biology Teacher
Scott	Makaya	MS	Dedicated Aide
Shaw	Timothy	HS	Senior Expedition Teacher
Shiple	Olivia	MS	8th Grade Math Inclusion Teacher
Simpson	Angelique	HS	Dedicated Aide
Smith	Jordan	HS	Science Inclusion Teacher
Smith	Makeda	LS	3rd Grade Inclusion Teacher
Solis	Tiffany	HS	Alumni Coordinator
Solomon	Lapeta	MS	8th Grade Humanities Inclusion Teacher
Southall	Nicole	LS	2nd Grade Associate Teacher
Stamy	Nataly	LEA	Family Engagement Associate (<i>left mid-year</i>)
Stanley	Jemila	LEA	Speech and Language Pathologist
Stewart	Gregory	HS	9th Grade English Teacher
Summers	Kevin	HS	Restorative Justice Coordinator
Tatum-Gormes	Tonica	HS	Math Teacher
Tovar	Israel	HS	10th Grade Social Studies Teacher

Last	First	Campus	Position Title
Townsend	Monica	HS	Math Teacher
Triana-Pacheco	Aura	LEA	Language Access Manager
Vaky	Matthew	HS	Drama Teacher
Van Horne	William	LEA	IT Associate
Vann	Deloris	HS	Math Inclusion Teacher (<i>started mid-year</i>)
Villaflor	Brittain	MS	5th Grade Math/Science Teacher
Wade	John	LEA	Custodian
Wanyeme	Kamla-Kay	LS	1st Grade Associate Teacher
Weinstein	Jonathan	LEA	Chief Operating Officer
Wellington	Ntaka	LS	Early Childhood Director
Welsh	Leslie	HS	9th Grade Social Studies Teacher
White	Antonio	HS	Coordinator of School Culture
Williams	Benjamin	HS	12th Grade Social Studies Teacher
Williams	Caitlin	LS	PK 3/4 Classroom Teacher (<i>left mid-year</i>)
Williams	Jessica	MS	6th Grade Inclusion Teacher
Wimbish	Antoinette	HS	Learning Hub Supervisor (<i>started mid-year</i>)
Wollack	Alison	HS	ELA Inclusion Teacher
Wu	Liwen	HS	Dedicated Aide
Wynott	Patrick	MS	6th Grade Humanities Teacher
Yamamoto	Ryoko	LEA	Garden Coordinator
Yang	Ah-Rheum	LS	Kindergarten Classroom Teacher
Yates	Tiyonna	LS	Kindergarten Associate Teacher
Zara	Angelina	LS	3rd Grade Classroom Teacher

B. Board Roster: SY 2020-21

Name	DC Resident?	Role	Committee	Date of Appointment	Date Appointment Ends
Alison Arnold	N	Board Chair	All Committees	07/01/2013	06/30/2021
John Campbell	Y	Committee Member	Development	07/01/2020	06/30/2021
Sarah Dillard	Y	Committee Chair	School Performance	07/01/2016	06/30/2021
Quameice Harris	Y	Parent Trustee/ Committee Chair	Development	11/01/2018	06/30/2021
Anne Herr	Y	Committee Member	School Performance	07/01/2017	06/30/2021
Rochanda Hiligh-Thomas	Y	Parent Trustee/ Committee Chair	Governance	07/01/2014	06/30/2021
Mizmun Kusairi	Y	Committee Member	Finance	07/01/2017	06/30/2021
Galo Pazmino	N	Treasurer/ Committee Chair	Finance	07/01/2017	06/30/2021
Hiram Puig-Lugo	Y	Parent Trustee/ Committee Member	Governance	01/01/2020	06/30/2021
Xiomara Santos	Y	Committee Member	Development	01/01/2020	06/30/2021
Nitika Tolani	Y	Board Vice Chair/ Committee Member	Governance	07/01/2017	06/30/2021
Karen Dresden	Y	Non-voting Member	All Committees Ex Officio	07/01/2000	06/30/2021

C. Unaudited Year-end 2020-21 Financial Statement

Capital City PCS
FY21 Financials

Income Statement		FY21
Revenue		
	State and Local Revenue	23,779,165
	Federal Revenue	2,040,919
	Private Grants and Donations	201,915
	Earned Fees	(136,058)
	Donated Revenue	1,165
	Total Revenue	25,887,107
Expenses		
	Salaries	14,586,420
	Benefits and Taxes	3,639,545
	Contracted Staff	110,106
	Staff-Related Costs	92,055
	Rent	108,450
	Occupancy Service	423,709
	Direct Student Expense	1,081,497
	Office & Business Expense	1,029,784
	Donated Expense	1,165
	Contingency	0
	Total Expenses	21,072,732
Operating Income		4,814,375
Extraordinary Expenses		
	Interest	513,602
	Depreciation and Amortization	1,570,595
	Total Extraordinary Expenses	2,084,197
Net Income		2,730,178

D. Approved 2021-22 Budget

**Capital City
FY22 Budget**

		SY21-22
Revenue		
	Per Pupil Charter Payments - General Education	13,310,928
	Per Pupil Charter Payments - Categorical Enhancements	7,285,389
	Per Pupil Facilities Allowance	3,418,224
	Federal Funding	2,732,696
	Other Government Funding/Grants	655,364
	Private Grants and Donations	150,000
	Activity Fees	202,000
	In-kind revenue	-
	Other Income	43,500
	Revenue Total	27,798,101
Expenses		
	Principal/Executive Salary	423,299
	Teachers Salaries	7,183,675
	Special Education Salaries	4,215,024
	Other Education Professionals Salaries	2,216,650
	Business/Operations Salaries	2,483,251
	Administrative/Other Staff Salaries	592,763
	Employee Benefits and Payroll Taxes	4,048,791
	Educational Supplies and Textbooks	274,575
	Student Assessment Materials/Program Evaluation	50,000
	Contracted Student Services	604,761
	Food Service	500,000
	Other Direct Student Expense	154,733
	Rent	108,450
	Depreciation (facilities only)	1,301,341
	Interest (facilities only)	587,615
	Building Maintenance and Repairs	205,000
	Contracted Building Services	380,000
	Other Occupancy Expenses	368,612
	Office Supplies and Materials	60,000
	Office Equipment Rental and Maintenance	35,000
	Telephone/Telecommunications	70,787
	Legal, Accounting and Payroll Services	256,509
	Insurance	77,394
	Professional Development	200,000
	PCSB Administrative Fee	248,833
	Depreciation and Amortization (non-facility)	266,073
	Other General Expense	693,614
	Expenses Total	27,606,751
NET ORDINARY INCOME		191,350
TOTAL EXPENSES		27,606,751
NET INCOME		191,350
Cash Flow Adjustments		

Add Depreciation	1,551,978
Operating Fixed Assets	(200,364)
Other Operating Activities	342,522
Per-Pupil Adjustments	-
Facilities Project Adjustments	(707,142)
Cash Flow Adjustments Total	986,994
CHANGE IN CASH	1,178,344
Starting Cash Balance	19,385,378
Change In Cash	1,178,344
ENDING CASH BALANCE	20,563,722