WASHINGTON LEADERSHIP ACADEMY

2021-2022
Washington Leadership Academy
3015 4th Street NE
240-580-3371

Annual Report for SY21-22 submitted in accordance with D.C. School Reform Act requirements and guidelines. The Board Chair of Washington Leadership Academy is Tony Williams.

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I. School Description

Mission Statement

The mission of Washington Leadership Academy Public Charter School is to prepare D.C. students to thrive in the world and change it for the better. Our graduates are college-ready, have career-ready tech skills, and lead change in their communities and the world.

School Program

Our mission is to prepare *our* kids to thrive in the world and change it for the better. Our graduates are college ready, have career ready tech skills, and lead positive change in their communities and the world.

Successful execution of "college-ready" means:
- All students are ready for 4-year college upon graduation, and have admissions to 4 year-college
- We offer courses that terminate in Advanced Placement courses in almost every subject (not science, not foreign language)
- We follow our [Academic Vision](#) which includes these four pillars:
  - Students think critically
  - Students utilize academic choice and agency
  - Teachers evaluate students based on growth toward mastery
  - Students engage in authentic, collaborative relationships

Successful execution of "career-ready tech skills" means:
- All students have 4 years of computer science (assuming at WLA for 4 years)
  - All students complete AP Computer Science Principles
  - All students have access to advanced CS courses
  - All students have access to CS Music and CS Art which provide real-world applications of CS
- Students have access to hands-on tech experiences via opportunities including the MakerSpace, Hackathons, certifications, and more

Successful execution of "lead positive change in their communities and the world" means:
- **All students have the opportunity to experience meaningful leadership opportunities in and out of the classroom [as described in much greater detail here](#)**
- All students progress through a pathway that includes Project Studio, and AP Capstone (or similar)
- All students participate in internships

We cultivate a relationship-driven community and utilize restorative practices to achieve our mission:
- Our mission refers to "our kids" because we treat them like we would our own children -

we hold a very high bar for ourselves and our kids because we think of them as we would our own children
- All students participate in a strong house and advisory system that regularly utilizes practices including community-building circles
- WLA biases towards inclusionary and restorative behavior-management strategies and against exclusionary discipline
  - WLA utilizes escalated consequences when restorative practices are not being followed by the student(s) or are not working based on data
  - WLA only expels in egregious circumstances that endanger the larger community

School Leaders make key decisions based on these principles:
- Students' best interests are always the first consideration
- Antiracism and liberation
- Innovation and improvement over existing/old methods and models
- Serving *all kids* including those requiring special education, specialized behavioral supports, significantly behind grade level, etc.
- We backfill at all grade levels
- Against police involvement for kids
- We do not punish students for lack of parent involvement or parent participation
- We bias toward ensuring students achieve a high school degree and adults do additional work to make this possible when necessary

Achievement of our mission requires these mindsets and commitments by staff:
- **The work WLA is undertaking is very challenging, but we are tenacious in pursuit of our mission to prepare our kids to thrive in the world and change it for the better.**
- We are **endeavoring to prepare ALL kids** for both four-year college and computer science-related careers, including those with special education needs, significant behavioral needs, and varied backgrounds.
- We are endeavoring to **utilize restorative discipline practices** even when it is hard because we know that restorative practices are best for kids.
- We have a deep commitment to the **inherent power of our young people** and to school as a place where students are encouraged to grow and nurture that leadership and power.
- We know that **students are deserving of warmth and respect** from adults at all times.
- We know **it is our responsibility to support all students to grow** - acknowledging that students are younger humans without a fully-developed prefrontal cortex, and that we have to meet students where they are developmentally when it comes to growth.
- We know that **the learning environment is a collaboration** between students and teachers, all of whom bring passion, experiences, and curiosity to the classroom.
- We know that grades are the responsibility of both the teacher (for engaging students) and the student (for taking those opportunities to engage), and should be **primarily a reflection of mastery rather than compliance.**
- We believe that **equity, inclusion and empowerment** must always be the center of our work and our culture, specifically around race, gender identity/sexual orientation, and socio-economic status.

Community Norms	Community Values - HUSTLE!
1. Assume the best. 2. Contribute your part to the greater team. 3. Follow through and follow up. 4. Creatively look for solutions. 5. Cultivate laughter and joy.	**Honor** - We joyfully hold ourselves and others accountable to speak, act, and interact in ways that strengthen our community.
	Unity - We work as a team and embrace our unique perspectives to lift each other up.

6. Ask for help and feedback, early and often.	**Self-Advocacy** - We speak up for ourselves and ask for what we need, knowing that our community is there to help us grow and become better.
7. Focus our energies on what we can do. 8. No filler- everything has a purpose.	**Tenacity** - We courageously work hard, through challenges, to achieve our goals.
9. Value every community member equally. 10. Foster relationships and spend time on relationship-building	**Leadership** - We use our voices, skills, and experiences to transform the world around us.
11. Be curious - seek to learn and relish in the learning.	**Empathy** - We create a welcoming community by building strong relationships and understanding and caring about others' feelings and wellbeing.

Rigorous Academics

Curriculum Design

WLA delivers an academic experience that provides all its students with rigorous personalized learning, access to college prep academic coursework, meaningful projects and experiential learning, and a comprehensive computer science education. Additionally, WLA's instructional model intentionally interweaves social emotional learning and social justice themes throughout all coursework.

WLA has invested in cutting-edge curriculum to prepare all students to be college ready. WLA worked with CommonLit throughout SY18-19, piloting its curriculum. WLA students and staff members have provided essential feedback and perspective on the content and design of the curriculum. WLA and CommonLit have continued the partnership through the present. Using CommonLit.org, teachers can access a free digital library of OER for 3rd through 12th grade that includes: primary and secondary source documents, news articles, speeches, and literary texts organized by topic, historical time period, and standard. CommonLit identifies and prepares the texts, negotiates their copyright permissions, identifies their reading levels, and puts everything online for free. Each text and lesson set has text-dependent questions, paired passages, in-text vocabulary, related media, a parent guide, and discussion questions. When students answer questions through the CommonLit platform, the results are auto-graded and displayed in visual formats to teachers so they can use data to plan instructional next steps. The result is a framework for reading, thinking, and discussion that truly drives student engagement and integrates seamlessly into any existing secondary humanities curriculum. CommonLit is the only curriculum provider that could create rigorous, PARCC and SAT-aligned modular content and assessments for a competency-based curriculum that would be able to easily scale to millions of users.

College & Career Readiness

WLA's college and career coursework is underpinned with the following instructional approach:

- *Rigorous College Prep Work:* Access to the most rigorous learning opportunities available to the students for their ability level including AP coursework and materials that prepare students for success on PARCC and the SAT.
- *Project-Based Learning:* In 11th and 12th-grade, students complete internships, AP Seminar, and AP Research courses to complete the Capstone program.
- *Computer Science Education:* Students are offered 4 different computer sciences courses starting in the 9th-grade with exploring computer science, followed by AP Computer Science Principles, a CS Art class, and then a choice between AP CS A (the hardest AP exam there is) or several web design choices.

Joyful Culture

Relationships are core to WLA's work and mission. WLA has a robust advisory model that is dedicated to fostering a sense of belonging and community for our students. Students meet on a daily basis with a small group of students and a staff member that stays with them throughout their four years at WLA. A student's advisor is an anchor for students while they are at school, but also a primary touch point for families outside of school. WLA has found that advisory is a consistent point of joy and community for students and families alike.

WLA also holds regular community meetings, such as a weekly Town Hall, and celebratory events for students with excellent grades, demonstrated growth, or improved attendance.

Family & Community Involvement

Family involvement is prioritized at WLA. Each student is assigned to an adult Advisor who has approximately 10 total students. To the extent possible, advisors loop with the same students through all grades. Advisors stay closely connected with parents, updating them on a weekly basis about student progress. Families are also regularly contacted by members of the administration for both positive and constructive phone calls.

WLA also engages families through routine whole-school emails and calls, as well as weekly conversations about academic performance and behavior with their student's advisor. WLA parents have access to their student's Canvas Account, WLA's learning management system where its gradebook and coursework is housed. WLA also hosts multiple educational and social events for families, including Family Orientation, Data Night (with a discussion

around assessment at WLA), Family/Teacher Conferences, and celebration BBQs.

Parent involvement

WLA prioritizes excellent relationships with parents, guardians and families at all times. There are many different ways that WLA connects and prioritizes parents and families. WLA sends a weekly newsletter home to all families every Friday. Families are updated on all kinds of school-related activities and events. Families also receive a message from the COVID coordinator each week updating them on everything that has (or hopefully has not) happened with regard to COVID-19. WLA also sends a report home every Friday with each students' grades and behavior and attendance data to families. Every quarter, WLA holds a family-teacher conference day. These occurred virtually during the school year. Advisors at WLA are in touch with families frequently to deliver information about attendance, behavior, and grades.

II. School Performance

Performance and Progress

Meeting the Mission:

WLA is meeting its mission of preparing students to thrive in the world and change it for the better. Through its rigorous college-prep courses and unique four-year computer science pathway, WLA has seen multiple classes graduate and matriculate to college well-prepared for their courses and future careers.

Meeting our Goals

Washington Leadership Academy has selected as its measure of academic achievement expectations for its programming the High School Performance Management Framework. Washington Leadership Academy is proud to have been rated Tier 1 in the years it has been rated.

Unique Accomplishments
- Winner of the XQ Super Schools Grant.
- All WLA students take the AP Computer Science Principles exam, dramatically increasing access to AP Computer Science for DC students of color and girls.
- WLA co-created CommonLit's modular ELA curriculum, currently available for schools to use across the country for free. CommonLit has over 10M users.

Donations

- XQ Super School Project - $2 mil
- CityBridge Foundation - $26,000
- Greater Washington Community Foundation - $5,000
- Ananeya Abebe - $350
- Allison Cramton - $500
- Antonio Williams - $1000
- William McKee - $250
- Simon Rodberg - $250
- Juan Williams - $1000
- Akin Group - $62,967 - donated services

SCHOOL DATA REPORT

School Year (SY) 2021-22 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: Washington Leadership Academy PCS
PCSB	Campus Name: Washington Leadership Academy PCS
PCSB	Grades served: 9--12
PCSB	Overall Audited Enrollment: 409

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	Altern-ative	Adult	SPED*
Student Count	0	0	112	103	109	85	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.
PCSB	Suspension Rate:
PCSB	Expulsion Rate:
PCSB	Instructional Time Lost to Out-of-School Suspensions:
PCSB	In-Seat Attendance:
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:
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA):
PCSB (SY19-20)	Graduation Rate:
School (SY19-20)	College Acceptance Rate:
School (SY19-20)	College Admission Test Score:

Faculty and Staff Data Points

School	Teacher Attrition Rate: 14.85%

School   Number of Teachers: 51
"Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.

School   Teacher Salary:
$ 60,471.30 Min
$ 105,000.00 Max
$ 80,812.30 Average

School   Executive Compensation:
Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over $100,000:

- Stacy Kane - $ 191,226.71
- Eric Collazo - $ 160,000.00
- Mark Deegan - $ 123,000.00
- Chrissy Smith - $ 113,300.00
- Christina Marino - $ 108,150.00

APPENDICES

Appendix A:

Employee Name	Category	Title
Adams, Daniel	Teacher salaries	Science Teacher
Barnes, Michael	Teacher salaries	Science Teacher
Berger, Jamie	Teacher salaries	Computer Science Teacher
Boone, Carlos	SpEd salaries	Special Education Teacher
Brown, Ashley	Teacher salaries	English Teacher
Browning, Adam	Teacher salaries	Seminar/Research Teacher & Project
Butler, Jessica	SpEd salaries	Special Education Teacher
Christian, Andrew	Teacher salaries	Science Teacher
Cottington, Steven	Teacher salaries	Computer Science Teacher & Coach
Darden-Smith, Marshon	SpEd salaries	Special Education Teacher
Dilworth, Elizabeth	Teacher salaries	Government & DC History Teacher
Dorn, Angela	SpEd salaries	Special Education Teacher
Drake, Shelina	SpEd salaries	Special Education Teacher
Emory, Angela	SpEd salaries	Special Education Teacher
Felder, Shaquiall	Teacher salaries	History Teacher
Gallimore (Braxton), Akila	Teacher salaries	English Teacher
George, Sayyah (Patricia)	SpEd salaries	Special Education Teacher
Glickman, Hannah	SpEd salaries	Special Education Coordinator
Gunn, Lauren	SpEd salaries	SpEd Teacher
Holmes, T'Alfra	Teacher salaries	World Language Teacher
Huber, Elizabeth	SpEd salaries	Special Education Teacher
Kerr, Andrew	Teacher salaries	AP/Research Teacher
Laguna, Chanel	Teacher salaries	English Teacher
Leach, Justin	SpEd salaries	Special Education Teacher
Lee, Russell	Teacher salaries	Math Teacher
Leonard, Katherine	Teacher salaries	World Language Teacher

Lockhart, Adrienne	Teacher salaries	Computer Science Teacher
Love, Khallid	Teacher salaries	Math Teacher
Megarry, Tatiana	Teacher salaries	World Language Teacher
Merrick, Vaughan (Daniel)	SpEd salaries	Special Education Teacher
Munson, Terrell	Teacher salaries	Science Teacher
Otto, Robert	SpEd salaries	Special Education Teacher
Pasley, Virginia	Teacher salaries	Teacher
Proctor, Myles	Teacher salaries	Computer Science Teacher
Randolph, Royale	Teacher salaries	Math Teacher
Reed, Niomi	SpEd salaries	SpEd Coordinator
Sessoms, Anthony	Teacher salaries	Computer Science Teacher
Shahid, Sadaf	Teacher salaries	English Teacher
Smith, Cecily	Teacher salaries	SpEd Math Teacher
Starobin, Rosemary	Teacher salaries	Math Teacher
Stevens Buchanan, Jamila	Teacher salaries	History Teacher
Suber, Olivia	Teacher salaries	English Teacher
Thomas, Javon	Teacher salaries	History Teacher
Tietze, Caelen	SpEd salaries	Special Education Teacher
Ward, Anthony	SpEd salaries	Special Education Teacher
Williamson, April	Teacher salaries	Math Teacher & Coach
Wilson, Melody	Teacher salaries	ELA and Seminar Teacher

Qualifications:
- 62% of WLA's staff have Master's degrees.
- 47 staff members have 5 years or more of teaching experience

Appendix B: Board Roster

WLA Board of Directors

Name and Rose	Residence	Start	End of Term
Simon Rodberg	D.C.	9/11/2018	9/11/2024
Jim Doyle	D.C.	12/11/2018	12/11/2024
Mashea Ashton - **Vice Chair**	Virginia	1/28/2020	1/28/2023
Bisi Oyedele	D.C.	1/28/2020	1/28/2023
Tony Williams - **Board Chair**	D.C.	4/29/2020	4/29/2023
Arthur McKee - **Secretary**	Maryland	4/29/2020	4/29/2023
Nona Richardson	D.C.	9/27/22	6/20/2023
Allison Cramton	Maryland	3/9/2021	6/9/2024
Ananeya Abebe - **Treasurer**	Virginia	9/28/2021	9/28/2024
Audrey Walker	D.C.	11/20/21	7/1/2023
Talisha Holmes	Maryland	06/07/22	06/07/25
Maquita Alexander	D.C.	9/27/22	9/27/25
Saba Bireda	D.C.	9/27/22	9/27/25

Committee	Members
Governance	**Tony Williams, Chair** Mashea Ashton Stacy Kane (Staff) Arthur McKee Jim Doyle Simon Rodberg
Finance	**Ananeya Abebe, Chair** Casey Sears (Staff) Leigh Carey (EdOps)
Development, Partnerships, & Communications	**Arthur McKee, Chair** Tony Williams Jim Doyle Alison Cramton Talisha Holmes
Stakeholder Engagement	**Bisi Oyedele, Chair** Audrey Walker
Academic	**Simon Rodberg, Chair** Bisi Oyedele Audrey Walker Eric Collazo (Staff) Chrissy Smith (Staff) G.N. (Student)

Appendix C: Unaudited Year-End 2021-22 Financial Statements/ Financials

Income Statement	Annual Budget
Revenue	
State and Local Revenue	10,243,202
Federal Revenue	1,435,872
Private Grants and Donations	2,671,869
Earned Fees	25,037
Total Revenue	14,375,979
Expenses	
Salaries	7,575,207
Benefits and Taxes	1,581,300
Contracted Staff	10,000
Staff-Related Costs	132,371
Rent	1,493,618
Occupancy Service	105,900
Direct Student Expense	1,416,169
Office & Business Expense	916,002
Contingency	109,085
Total Expenses	13,339,651
Operating Income	1,036,328
Extraordinary Expenses	
Depreciation and Amortization	210,413
Total Extraordinary Expenses	210,413
Net Income	825,916

Balance Sheet	6/30/2022
Assets	**Current**
Assets	
Current Assets	
Cash	5,904,859
Accounts Receivable	975,438
Other Current Assets	98,374
Total Current Assets	6,978,671
Noncurrent Assets	
Facilities, Net	358,087
Operating Fixed Assets, Net	304,922
Total Noncurrent Assets	663,010
Total Assets	7,641,681
Liabilities and Equity	**Current**
Liabilities and Equity	
Current Liabilities	
Accounts Payable	197,904
Other Current Liabilities	42,224
Accrued Salaries and Benefits	359,420
Total Current Liabilities	599,548
Equity	
Unrestricted Net Assets	5,301,878
Net Income	1,740,255
Total Equity	7,042,133
Long-Term Liabilities	
Other Long-Term Liabilities	0
Senior Debt	0
Total Long-Term Liabilities	0
Total Liabilities and Equity	7,641,681

FY23 Budget:

	SY22-23
Revenue	
General Education, DC Funding Allocation	5,976,607
Categorical Enhancements, DC Funding Allocation	2,905,562
Facilities Allowance, DC Funding Allocation	1,358,361
Federal Entitlements and Other Federal Funds	1,253,090
State Grants	185,455
Private Grants	2,671,869
Cash Contributions	20,000
Other Income	5,037
Revenue Total	14,375,979
Expenses	
Principal/Executive Salary	726,964
Teachers Salaries	3,845,535
Special Education Salaries	1,586,670
Other Education Professionals Salaries	624,099
Business/Operations Salaries	791,941
Employee Benefits and Payroll Taxes	1,561,859
Educational Supplies and Textbooks	257,980
Student Assessment Materials/Program Evaluation	52,612
Contracted Student Services	528,492
Food Service	216,000
Other Direct Student Expense	371,085
Rent	1,493,618
Depreciation and Amortization, Facility	86,493
Other Occupancy Expenses	105,900
Depreciation and Amortization, Non-Facility	123,920
Other General Expenses	1,176,899
Expenses Total	13,550,064
NET ORDINARY INCOME	**825,916**
TOTAL EXPENSES	**13,550,064**
NET INCOME	**825,916**

Cash Flow Adjustments		
	Add Depreciation	210,413
	Operating Fixed Assets	(72,000)
	Other Operating Activities	32,268
	Cash Flow Adjustments Total	170,681
CHANGE IN CASH		**996,596**
Starting Cash Balance		6,070,127
Change In Cash		996,596
ENDING CASH BALANCE		**7,066,724**