The SEED Public Charter School of Washington, D.C.

4300 C Street SE, Washington, DC 20019  
Phone: (202) 248-7773

Fax (202) 204-5766



## Annual Report

## Academic Year 2021-2022

**Presented to**

**The District of Columbia Public Charter School Board**

*Submitted by*

Brian Rahaman, Head of School

*Desa Sealy, Board Chair*

**ANNUAL REPORT NARRATIVE**

## I. School Description

1. Mission Statement………………………………………………….………………….1
2. Belief Statements……………………………………………………………………...1
3. Core Values……………………………………………………………………………3
4. School Program 4
   1. Curriculum…………………………………………………………………………...4
   2. Instructional Approach……………………………………………………………….4
   3. Extent to Which We Met Our Mission………………………………………………4
   4. Grades and Age Levels Served………………………………………………………4
   5. Family and Community Engagement………………………………………………..4

## II. School Performance

1. Performance and Progress 5
2. Unique Accomplishments 6
3. List of Donors 6

School Year 2021-2022 Campus Data Report 7

Appendix A – 2021-2022 Staff Roster 8

Appendix B – 2021-2022 Board Roster 12

Appendix C – Unaudited Year-End 2021-2022 Financial Statement 13

Appendix D – Approved 2021-2022 Budget 14

**ANNUAL REPORT NARRATIVE**

### SCHOOL DESCRIPTION

### Mission and Belief Statements

### The SEED Public Charter School of Washington, D.C. (SEED PCS) is a public college-preparatory boarding school whose primary mission is to prepare students for success in college and beyond.

**SEED PCS achieved its mission for the 2021-2022 school year with a 100% College Acceptance Rate.**

SEED PCS began operating in 1998 under the authorization from DC PCSB and operates one campus in Ward 7. In 2021-2022, the school served scholars in grades 9-12. SEED PCS was founded by The SEED Foundation, a nonprofit organization that provides management and support services to the school. SEED PCS is one of three DC charter schools that operates a boarding program, and it receives additional public funding to operate this residential component. SEED PCS scholars live on campus from Sunday evening through Friday afternoon.

SEED PCS offers a college-preparatory program in small classroom settings during the school day. Then, from approximately 4-10 PM each day, scholars participate in the Student Life Program, where they engage in academic enrichment, social-emotional development, and extra-curricular programs. SEED students take international trips, participate in theater productions across the country, and attend college tours at schools across the country, among other things.

*SEED’S Belief Statements*

*College-Bound Culture*

SEED provides scholars with the academic, organizational, and life skills that enable them to attend and graduate from college.

*A 24-Hour Learning Environment*

SEED commits to keeping every scholar safe and secure, to using the gift of time, and to providing fulfilling academic and life experiences.

*Positive Culture of High Expectations*

SEED scholars and staff are expected to relentlessly pursue excellence and to consistently exhibit the SEED core values

*Integrated & Engaging Program to Foster Love of Learning*

SEED helps each scholar find his or her passion through academics, enrichment programs, social/emotional supports, and authentic experiences.

*Individual Scholar Support*

SEED commits to targeted scholar support and coordinated communication between scholars, parents, and practitioners.

*Focus On Data & Continuous Improvement*

SEED uses assessments and data analysis to show scholars their own progress and to keep practitioners focused and accountable.

*Recruiting & Nurturing Outstanding Educators*

SEED commits to hiring exceptional adults, and to supporting them so that they can better guide the achievement and success of SEED scholars.

*Family & School Partnership*

SEED collaborates with families to support the success of SEED scholars.

*Community Relationships*

SEED is committed to establishing relationships with community organizations to enhance the college readiness process for SEED scholars.



* 1. **School Program**

*Curriculum*

We shifted away from our digital curriculum during school year 2021-2022. Although the digital curriculum provided continuity of learning and instruction during the height of the pandemic, it was not intended to be a permanent solution. We value curriculum that is relevant to our students, engaging, and aligned with what students will experience in college. For this reason, we shifted back to our pre-pandemic curriculum in most subject areas. For example, we used Eureka Math for our math curriculum, which we have used since 2017. The only new curriculum that we adopted was in English Language Arts (ELA) where we used a program called My Perspectives. This curriculum received the highest rating from EdReports.org, a non-profit organization that evaluates curriculum. All curriculum was aligned with the District of Columbia’s content standards, including the Common Core State Standards for ELA and Math.

*Instructional Approach*

Our instructional approach focused on effective instructional design across classrooms. The centerpiece of our instructional design is a clear learning goal. Once that is established, teachers model new skills and provide students with multiple opportunities to practice those skills. We also check for student understanding and provide effective feedback so that students know what they need to do next to improve. In addition to this shared instructional model, we also aim to get students involved in solving problems, discussing ideas, and collaborating with their peers. Learning is an active and shared experience, and we want our students to be active learners in all content areas. Our instructional program focuses on both conceptual understanding as well as the application of knowledge and skills to authentic learning tasks. The interplay between conceptual knowledge and application is a critical element within our program.

*Extent to Which We Met Our Mission*

Despite the drastic change to school life, we were able to continue our mission of preparing students for success in college. In fact, 100 percent of our seniors graduated from high school on time in June 2022, and more than 60 percent of those students enrolled in college for the Fall 2022 term. We continue to provide our students with a rigorous academic program, including a variety of Advanced Placement courses, as well as intensive college advising throughout their high school and college career.

*Grades and Age Levels Served*

During the 2021-2022 school year, SEED PCS served approximately 236 students in Grades 9-12. Student ages ranged from 14-19.

*Family and Community Engagement (FACE)*

SEED PCS recognizes families as full partners in their scholars’ education and welcomes their active involvement. To this end, families had access to their scholars’ academic progress at any time via the PowerSchool Parent Portal.

Parents and guardians were encouraged to contact staff members whenever they had a question or needed support. Staff members were required to reach out to families and caregivers on a regular basis via phone calls, Zoom meetings, and home visits. The FACE Office also coordinated quarterly listening sessions and conducted surveys with families to gain feedback about the program. Parent-teacher conferences were held on a quarterly basis.

SEED PCS allocated funding towards family engagement activities through the Office of Family and Community Engagement (FACE). The FACE Office created a Family Engagement Plan as required by Title 1. We facilitated monthly family events/celebrations and shared a weekly newsletter to provide families with important updates and information.

The FACE Office managed the school’s website, social media accounts, and Blackboard [messaging] program. The FACE Office created the Parent Action Team to promote educational excellence. The team included family representatives to plan celebrations, family networking events, marketing and community engagement, educational opportunities, and to help build a strong school culture.

The Director of the FACE office is the McKinney-Vento liaison for homeless, migrant, and runaway scholars. The goal was to provide services for these students to ensure that their family circumstances did not impede their academic development. Upon request, the FACE Office also provided transportation assistance to families in need. SEED PCS also had programs in place via the McKinney-Vento Act that provided scholars with educational supplies, such as backpacks, books, school supplies, field trip and activity funds, uniforms, and dormitory supplies (e.g. towels, bedding, personal toiletries).

SEED PCS had two-parents who served on the school Board of Trustees and represented the parent voice in an official capacity.

The FACE Office increased its outreach and support to scholars and their families during the onset of the global pandemic. Wellness checks became a weekly action step to ensure that all members of the SEED community were healthy and safe.

**II. SCHOOL PERFORMANCE**

1. **Performance and Progress**

SEED adopted the Performance Management Framework (PMF) as the academic goals in our charter. The DC Public Charter School Board did not produce PMF scores for school year 2021-2022. However, SEED used other key data to monitor performance and progress.

First, we administer MAP [interim] assessments in math and reading three times during each school year. The MAP assessments allow us to measure student growth across the school year and across multiple school years. It also allows us to compare our achievement and growth to other schools across the country. During the 2021-2022 school year, our students achieved above average growth in both math and reading. On average, our students were at the 55th growth percentile in math and the 62nd growth percentile in reading (the 50th percentile is the average).

In addition to our MAP growth, we also participated in the first administration of the PARCC exam since 2019. The average proficiency (Levels 4 & 5) in our school was 12 percent in ELA and 4 percent in math. The performance from the 2021-2022 school year is largely considered a baseline for schools given the fact that schools have been disrupted by the global pandemic for more than two full school years. We look forward to making significant academic progress on the PARCC exam during the 2022-2023 school year.

The other important metric we use to monitor school performance is course performance. We want our students to achieve good grades in their classes since high school grade point average (GPA) is the single best predictor of how students will perform in high school. For the second year in a row, approximately 90 percent of our students achieved passing grades in *all* of their classes.

**Student Attendance:** Our average daily attendance for the year was approximately 84 percent. Student attendance was affected by the global pandemic throughout the 2021-2022 school year. Nearly 40 percent of our students were affected by COVID at some point during the school year. Students with COVID missed as much as two weeks or more of in-person school, which significantly impacted our overall attendance rate. However, even when students were out of school, we were able to keep them engaged in learning using our digital curriculum and other technology.

1. **Unique Accomplishments**

For the first time since before the pandemic began, we took students on a multi-state college tour and to Greece. These sorts of exposure opportunities are rare for high school students, and they are part of what makes SEED a unique school. We believe that these experiences build aspirations and character, and the fact that we resumed this part of our school program was a unique accomplishment during a very challenging school year.

1. **List of Donors who gave $500 or more**

|  |  |
| --- | --- |
| **DONOR** | **AMOUNT** |
| Ezra and LaVerne Naughton Charitable Fund | $500 |
| Smith Richardson Foundation, Inc. | $1,000 |
| Gerald Bruce Lee | $1,000 |
| Chris Niemczewski | $1,000 |
| Toussaint Crawford | $3,000 |
| Sargent Charles Woodard (IN KIND) | $1,500 |
| The Pinkhouse Group Foundation (IN KIND) | $2,000 |

**School Year (SY) 2020-21 Annual Report: Campus Data Report**

|  |  |
| --- | --- |
| **Source** | **Data Point** |
| PCSB | LEA Name: SEED PCS |
| PCSB | Campus Name: The SEED PCS of Washington DC |
| PCSB | Grades served: 9 - 12 |
| PCSB | Overall Audited Enrollment: 236 |

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **9** | **10** | **11** | **12** | **Altern-ative** | **Adult** | **SPED\*** |
| **Student Count** | 66 | 73 | 66 | 35 | 0 | 0 | 0 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  |  | | --- | --- | | **Student** **Data** **Points** | | | Total number of instructional days | 180 | | Suspension rate | 12% | | Expulsion rate | 3% | | Instructional time lost due to suspension | 0.0% | | In-seat attendance | 84% | | Average daily attendance | 84% | | Mid-year withdrawals | 10% (24) | | Mid-year entries | 2% (5) | | Promotion rate (LEA) | 100% | | Graduation rate | 100% | | College acceptance rate | 100% | |

|  |  |
| --- | --- |
| **Faculty and Staff Data** | |
| Teacher attrition rate | 16% |
| Number of teachers | 31 |
| Average teacher salary | $71,150 |
| Minimum teacher salary | $62,000 |
| Maximum teacher salary | $98,468 |

|  |
| --- |
| **Executive** **Compensation** |
| $217,000 |
| $145,000 |
| $125,000 |
| $104,000 |
| $101,000 |

|  |  |
| --- | --- |
|  |  |
|  |  |

**Appendix A**

**2021-2022 Staff Roster**

SEED is proud to have an exceptionally qualified staff. Given our mission of college degree attainment for all students, we strive to hire staff members who embody a college-going mentality. In SY 2021-2022, 100% of teachers had a bachelor’s degree and 20% also held a master’s degree or higher. Among our non-instructional staff, over 90% had some post-secondary degree.

|  |  |  |
| --- | --- | --- |
| **Last Name** | **First Name** | **Job Title - Current** |
| Alexander | Jan'Michael | SPED-English Teacher |
| Alexander | Terrance | Student Engagement Specialist |
| Alexander | Sharron | Youth Develpment Educator |
| Allen | Darahrose | Youth Develpment Educator |
| Alston | Ronald | HVAC Technician |
| Bagley | LaMar | Director of School Culture |
| Barfield | Keisha | Math Teacher |
| Ben | Bontivia | Overnight Morning Manager |
| Berry | JonEverette | Youth Develpment Educator |
| Best | Nichole | SPED Coordinator |
| Blagmon | Donavan | Youth Develpment Educator |
| Blue | Demetrius | Assistant Principal |
| Broadus-Iwuoha | Robin | Payroll Manager |
| Brown | Harold | Overnight Morning Manager |
| Brown | LaNeisha | SLA Student Life Assistant |
| Brown | Indian | Student Life Coordinator |
| Butler | Monica | Overnight Morning Student Life Assistant |
| Butler | Karen | Student Engagement Specialist |
| Cannon | Ellen | History Teacher |
| Carroll | Janice | Assistant Evening Dean of Students |
| Chambers | Rakyiah | Dedicated Aide |
| Chisley | Sean | Campus Safety and Security Officer |
| Cruz | Francisco | Campus Operations Techn |
| Dowd | Brendan | Campus Operations Manager |
| Durham | Curtis | Principal |
| Elder | Crystal | Overnight Morning Student Life Assistant |
| Eubanks | Crystal | African American History Teacher |
| Faison | Deborah L. | Registered Medical Assistant |
| Fassett | Jasmine | School Psychologist |
| Fickling-Finley | Howard | Overnight Morning Student Life Assistant |
| Gagas | Jonathan | English Teacher |
| Gage | Raemeisha | Youth Develpment Educator |
| Glover | Delonte | Systems Administrator 1 |
| Graham | Asia | School Social Worker |
| Grant | Randee | Youth Development Coordinator |
| Graves | Borche | Overnight Morning Student Life Assistant |
| Greenaway | Kerwin | Science Teacher |
| Grizzle | Desiree | Youth Develpment Educator |
| Harris | Jerry | Math Teacher |
| Harrod | Dayvon | Data Adminstrator |
| Hill | Alicia | Sub- Student Life Assistant |
| Holloway | Alexis | Attendance Coordinator & Enrollment Support |
| Holman-Jones | Rashida | Director of Family and Communi |
| Howard | Marjorie | Compliance and Grants Manager |
| Jackson | Julian | ELA-Teacher |
| Keller | Nicole | History Teacher |
| Lake Montero | Rosalyn | Spanish Teacher |
| Lewis | Mark | Health Teacher |
| Manuelpillai | Clement | Math Teacher |
| Marsh | Jacob | Youth Develpment Educator |
| Massanier | Thomas | Art Teacher |
| McCamley | Andrew | History Teacher |
| Mewborn | Frank | Youth Development Coordinator |
| Miller | Kenyattia | School Receptionist |
| Moore | LaBreonna | Student Support Services Aide |
| Morgan | Janita | Evening Student Life Assistant |
| Morris | Cleavon | Student Engagement Specialist |
| Moseley | Desja | Overnight Morning Student Life Assistant |
| Murphy | Sean-Michael | Evening Dean of Students |
| Nedd | Mateo | Overnight Morning Student Life Assistant |
| Normil-Novelo | Ciara | Youth Development Educator |
| Ososanya | Carlette | Overnight Morning Student Life Assistant |
| Parke | Clifford | Youth Development Educator |
| Pittman | Otelia | Overnight Morning Student Life Assistant |
| Platt | Grace | Youth Development Educator |
| Rahaman | Brian | Head of School |
| Rana Magar | Seli | Youth Development Educator |
| Reed | David | Youth Development Educator |
| Roberto | Maria | Speacial Education Math Teacher |
| Rooks | Christopher | Director of Student Life |
| Roper | Shatarah | Science Teacher |
| Sena | Toussaint | Student Engagement Specialist |
| Sheffield | Tommy | English Teacher/Writing |
| Shorter | Kani | Overnight Morning Student Life Assistant |
| Sifford | Erin | Youth Development Educator |
| Stith | Jamilah | SPED-ELA |
| Street | Michael | Information Technology Manager |
| Streete | Mickardo | Math Teacher |
| Taylor | Tina | Youth Development Educator |
| Templeton | Tammy | Accounting Manager |
| Thompson | Darryl | Assistant Dean of Students |
| Thompson | Joseph | Athletic Director |
| Tibbs | Kaisha | Dedicated Aide |
| Tyson | Angela | Dean of Students |
| TYSON | CHERE' | Registrar |
| Vasquez | Fidel | Campus Operations Techn |
| Wallace | Sherita | Director of Student Support Services |
| Watkins | Ta' Wane | Social Worker |
| Webb | Jessie | Mental health Counselor |
| White | Priya | Overnight Morning Student Life Assistant |
| Williams | Michelle | Family Engagement Specialist |
| Wise | Johnathan | Teacher |
| Armstrong | Dianna | Human Resource Manager |
| Haynes | Nicole | O/M Student Life Assistant |
| Bryant | Temyka | School Support Specialist |
| Taylor | Jason | Student Engagement Specialist |
| Spalding | Mariam | Assistant Principal |
| Temoney | Tyrell | Student Life Counselor |
| Jones | Camelia | License Practical Nurse |
| Appenteng | Richard | SLA Student Life Assistant-Overnight |
| Bellido | Daniel | Evening Dean of Students |
| Andrade | Kekoa | Substitute Teacher |
| Guzman | Evelia | Spanish Teacher |
| Lippencott | LaDeja | SLA Student Life Assistant-Overnight |
| Marshall | Brandon | SLA Student Life Assistant |
| Udodi | Christina | Part-Time Student Life Assistant |
| Brown | Selina | Sub- Student Life Assistant |
| Claytor Jones | Danita | Student Life Counselor |
| Dominique | Marlena | Sub- Student Life Assistant |
| Farvez | Fauzia | English Teacher |
| Lewis | Henry | School Support Specialist |
| Marsh | Melody | History Teacher |
| Maynard (Kornish-Messer) | Carrie | English Teacher |
| Rodrigues De Souza | Fabiano | Science Teacher |
| Singleton | Ashley | Sub- Student Life Assistant |
| Sommerville | Joshua | Fine Arts/Music Teacher |
| Wang | Yuanjing | Data Analyst |
| Williams | Morgan | Public Speaking |
| Williamson | Lynn | Speacial Education Math Teacher |
| Galloway | Danielle | College Counselor |
| Baker II | Therion | Elective Teacher |
| Dorsey | Joanie | Instructional Classroom Coordinator |
| Sinclair | Roberta | Student Life Counselor |
| Shaw | Ryan | SLA Student Life Assistant |
| Hall | Kathaline | English/ELA Teacher |
| Holloway | Randall | Art Teacher |
| Nelson-Wilder | Hakim | Art/Music Teacher |
| Terry | Carolyn | Overnight Morning Student Life Assistant |
| Elzie | Nicolette | English Teacher/Writing |
| Kirkpatrick | Steven | SPED-ELA |
| White | Sonia | Student Life Counselor |
| McKoy | Anikka | SLA Student Life Assistant |
| Niezgoda | Joshua | English/Writing Teacher |
| Makle | Vita | Assistant to the Office of the |
| Andrade | Lauren | Substitute Teacher |
| Tucker | Dejon | English Teacher |
| Cruz | Tori | Overnight Morning Student Life Assistant |
| Oliver | John | Instructional Coach |
| Galicia | Ismael | Math Teacher |
| Brooks | Kevin | History Teacher |
| Schriefer | Michelle | English Teacher |
| Cook | Nakeem | Student Support Services Aide |
| Leon | Marco | Math Teacher |
| Talkington | Justin | English Teacher |
| Honore | Shnydine | Student Life Counselor |
| Hill | Jasmine | School Support Specialist |
| White | Shauntia | Student Life Counselor-Youth Development Educator |
| White | Kevin | Englsih Teacher |

**Appendix B**

**2021-2022 Board Roster**

**Brian Rahaman**

*Ex-Officio*

*Head of School*

**Angelita Buckman**

*Parent Trustee*

City of Residence: Washington, DC

**Vasco Fernandes**

*Chairman of the Board/PC Liaison*

City of Residence, McLean, VA

**Huck O’Connor**

*Finance Committee Chair*

City of Residence: Washington, DC

**Lesley Poole**

*Trustee*

City of Residence: Washington, DC

**Desa Sealy**

*Board Chair*

City of Residence: Washington, DC

**David Steinberg**

*Development Committee Chair*

City of Residence: Washington, DC

**Rajiv Vinnakota**

*Co-Founder*

City of Residence: Washington, DC

**Eric Vinson**

*Parent Trustee*

City of Residence: Washington, DC

**Trameece Jeffries**

*Parent Trustee*

City of Residence: Washington, DC

|  |
| --- |
| **Appendix C** |

|  |  |  |  |
| --- | --- | --- | --- |
| SEED DC | | | |
| Unaudited Budget vs Actual Board Financials | | | |
| For the 12 Months Ending | | | |
| 6/30/2022 | | | |
|  |  |  |  |
|  |  |  |  |
|  | Actual | Budget | Variance |
|  | YTD | YTD | YTD |
|  |  |  |  |
| OPERATING REVENUE: |  |  |  |
| Per Pupil Allocations | 12,405,215 | 12,158,113 | 247,102 |
| Federal Entitlements | 1,689,576 | 3,004,805 | (1,315,229) |
| Income from Grants and Donations | 10,592 | 175,000 | (164,408) |
| Restricted Grants | - | - | - |
| Released from Restrictions | - | - | - |
| In-Kind Donations | - | - | - |
| Interest Income | (181,935) | 60,000 | (241,935) |
| Other Income | 151,996 | 140,000 | 11,996 |
| TOTAL OPERATING REVENUE | 14,075,444 | 15,537,918 | (1,462,474) |
|  |  |  |  |
|  |  |  |  |
| OPERATING EXPENSES: |  |  |  |
|  |  |  |  |
| Total Supplies and Services | 4,814,381 | 4,270,999 | (543,382) |
| Total Personnel | 7,970,461 | 10,006,243 | 2,035,782 |
| TOTAL OPERATING EXPENSES | 12,784,842 | 14,277,242 | 1,492,400 |
| NET OPERATING INCOME/(LOSS) | 1,290,602 | 1,260,676 | 29,926 |
| Depreciation and Amortization | 1,100,000 | 1,100,000 | - |
| TOTAL EXPENSES | 13,884,842 | 15,377,242 | 1,492,400 |
| NET OPERATING INCOME/(LOSS) AFTER D&A | 190,602 | 160,676 | 29,926 |

**Appendix D**

**Approved 2022-2023 Budget**

|  |  |  |
| --- | --- | --- |
| SEED DC | | |
| 2023 to 2022 Budget | | |
|  |  |  |
|  |  |  |
|  |  |  |
| Enrollment | 230 | 247 |
| SPED Enrollment | 47 | 49 |
|  |  |  |
|  | 2022 | 2023 |
|  |  |  |
| OPERATING REVENUE: |  |  |
| Per Pupil Allocations | 12,158,113 | 13,924,618 |
| Federal Entitlements | 3,004,805 | 1,402,739 |
| Income from Grants and Donations | 175,000 | 125,000 |
| Interest Income | 60,000 | 60,000 |
| Other Income | 140,000 | 130,000 |
| TOTAL OPERATING REVENUE | 15,537,918 | 15,642,357 |
|  |  |  |
|  |  |  |
| OPERATING EXPENSES: |  |  |
|  |  |  |
| Total Supplies and Services | 4,270,999 | 4,757,523 |
| Total Personnel | 10,006,243 | 9,571,849 |
| TOTAL OPERATING EXPENSES | 14,277,243 | 14,329,372 |
| NET OPERATING INCOME/(LOSS) | 1,260,676 | 1,312,985 |
| Depreciation and Amortization | 1,100,000 | 1,200,000 |
| TOTAL EXPENSES | 15,377,243 | 15,529,372 |
| NET OPERATING INCOME/(LOSS) AFTER D&A | 160,676 | 112,985 |