

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

**Annual Report  
Academic Year 2020-2021**

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

*Submitted by  
Brian Rahaman, Head of School  
Desa Sealy, Board Chair*

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## ANNUAL REPORT NARRATIVE

### I. SCHOOL DESCRIPTION

#### A. 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 2020-2021 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 2020-2021, 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 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'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.

## OUR CORE VALUES

In our pursuit of excellence, at SEED, we will live by our shared values and beliefs. Our core values and belief statements are essential to our work with students and families, our collaboration as a team, and our partnerships with stakeholders.

These values provide guidance to ensure that SEED and the people who make up the SEED community are working from a shared understanding that best helps us achieve our vision and clearly define our culture and identity.



I show **RESPECT** for all people by being civil, cordial, courteous, and having unconditional appreciation for the value and dignity of all people and things.



I display **RESPONSIBILITY** by taking ownership and being accountable for my words, actions, and results.



I exemplify **PERSEVERANCE** by having steady commitment, persistence, and patience, even when there are obstacles or discouragement.



I act with **INTEGRITY** by being honest and fair and doing the right thing even when no one is looking.



I exhibit **COMPASSION** by showing concern and empathy, being helpful, and supporting others.



I show **GRATITUDE** by extending kindness and expressing appreciation for the gifts, time, and talent of others.



I demonstrate **GROWTH** through my commitment to excellence, continuous improvement, and learning.

## **B. School Program**

### School Operating Status

We opened the 2020-2021 school year in a virtual format. Students attended virtual school each day between 8:30 AM – 3:00 PM. We began each day with a mindfulness routine to help students engage in practices to support their mental and emotional health. While these routines have always been important, they took on additional significance during the pandemic as students confronted myriad challenges in their families and in their communities.

We operated a dual instructional program that included synchronous instruction using Zoom technology between 9 AM – 12 PM coupled with asynchronous instruction through Edgenuity (more about this program in the curriculum section) between 12 PM – 3PM. This dual program ensured that our students had adequate screen breaks and did not burn out from a full day of synchronous online instruction. Then, beginning in December 2020, we launched a hybrid program which provided three days of in-person learning and two days of virtual learning each week. The hybrid program was initially designed for students who required additional academic support. However, we expanded the program to any student who was interested in March 2021.

### Curriculum

We adopted Edgenuity, a fully digital curricular program, for the 2020-2021 school year to ensure that we had a seamless curriculum solution regardless of our school operating status. Edgenuity included instructional videos, assignments, and assessments for all courses. This platform ensured that all students had full access to the curriculum whether they were at home, in person, or in the hybrid program. The Edgenuity curriculum was fully aligned with the Common Core State Standards and the DC standards. Teachers taught virtually (or in-person for the hybrid program) for the first half of the school day, and then students worked independently on Edgenuity during the second half of the day.

### Monitoring Student Progress

We monitored student progress using attendance, course grades, and social-emotional surveys. Because the majority of students learned virtually throughout the school year, our primary challenge was keeping students engaged in learning while at home. We reviewed attendance data every other week to identify students who were frequently absent, and we followed up with personalized support to re-engage students. For example, we conducted home visits during the school year to check on students, build relationships, and provide support. Also, our residential staff were assigned to groups of students and followed up with any student who was not in school. We were able to re-engage the majority of absent students on the same day using this strategy.

In addition to attendance monitoring, we also monitored student academic progress through PowerSchool, our student information system. Teachers were required to submit a minimum of three grades per week in PowerSchool, which could include

assignments, quizzes, participation, or assessments. We analyzed student course grades every other week to identify students who needed additional support. The students who were failing courses were required to participate in the hybrid program so that we could provide extra academic support.

Finally, we monitored students' emotional and mental well-being by administering frequent surveys and conducting weekly phone calls to students and families. The pandemic had a major impact on our students, and we wanted to ensure that students and families were healthy and well. We used the information we collected from families to target specific students and families with additional support.

#### *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, 97 percent of our seniors graduated from high school on time in June 2021, and more than 60 percent of those students enrolled in college for the Fall 2021 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 2020-2021 school year, SEED PCS served 219 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, and uniforms, as well as dormitory supplies (e.g. towels, bedding, and 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**

### **A. Performance and Progress**

The 2020-2021 school year was unlike any other. The majority of our students learned virtually for the entire school year due to the pandemic. The Performance Management Framework (PMF) was not implemented as the Public Charter School Board considered changes to the accountability framework. And the annual standardized assessments were not administered for the second consecutive school year. Given the circumstances, SEED found alternative ways to measure school performance and progress. We focused primarily on two metrics to assess our performance: (1) student attendance and (2) course performance. The rationale for highlighting these measures and a description of how we performed on each metric is provided below.

**Student Attendance:** The shift to virtual learning during the 2019-2020 school year demonstrated that it would be challenging to keep students engaged in school in a virtual format. Without full engagement in school, we knew that students would likely miss learning opportunities, which would impede their academic progress after the pandemic ended. To prevent learning loss, we focused significant resources on engaging students in school. For example, our Student Life program staff were assigned groups of students to monitor each day. Students who missed their morning classes on Zoom were added to a spreadsheet that was shared with the Student Life staff members. The staff members then followed up with the students during the afternoon and evening to find out why they missed class and to ensure they logged into Edgenuity (the digital curriculum) to complete coursework. This level of accountability and support helped engage many students who would have otherwise disengaged from school while at home. Our 91 percent attendance rate for the school year was an indicator that our efforts paid off and that we were successful at engaging most of our students during virtual learning.



**Course Performance:** The other metric that we monitored closely all year was course performance. When we adopted Edgenuity as our curriculum, we also shifted to a standards-based grading scale, which eliminated virtually all subjectivity from the grading process. Student grades were a reflection of student mastery of course content. For this reason, course grades, more than anything else, reflected the extent to which students were learning the curriculum. We monitored course grades on a bi-weekly basis. We analyzed course grades by grade level, by gender, by teacher, and by the number of courses that were failed. For example, we were able to identify students who were failing multiple courses and target those students with additional intervention and support. Our intensive focus on course performance and our determination to support struggling students helped us achieve high marks. By the end of the year, more than 95 percent of students had passed both ELA and Math, and nearly 90 percent of students had passed all of their courses.

## B. Unique Accomplishments

The global pandemic affected everyone in different ways. Some of our students lost loved ones due to COVID, some of our students struggled with housing stability, and some students assumed child care responsibilities at home, among other impacts. Despite the challenges, SEED was able to maintain the health and safety of all students and staff members who participated in the hybrid program, we maintained greater than 90 percent attendance all year, and we kept students on track academically. These outcomes are unique accomplishments given the extraordinary challenges that we faced during the school year.

## C. List of Donors who gave \$500 or more

DONOR	AMOUNT
Thomas Freidman	\$4,000
Royce Dalby	\$4,000
Susan Helper	\$3,000
Toussaint Crawford	\$2,500
Eric Adler	\$1,000
Eileen Shields West	\$1,000
Desa Sealy	\$1,000
Shields-Werner Charitable Fund	\$500
Meriwether Godsey, Inc.	\$500
Nancy Cunningham	\$500
Richard and Jill Meyer	\$500

**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: 221

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

<b>Grade</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Altern-ative</b>	<b>Adult</b>	<b>SPED*</b>
<b>Student Count</b>	75	72	38	36	0	0	0

<b>Student Data Points</b>	
Total number of instructional days	180
Suspension rate	0.0%
Expulsion rate	0.0%
Instructional time lost due to suspension	0.0%
In-seat attendance	91%
Average daily attendance	91%
Mid-year withdrawals	1.8% (4)
Mid-year entries	0.5% (1)
Promotion rate (LEA)	100%
Graduation rate	80%
College acceptance rate	100%

<b>Faculty and Staff Data</b>	
Teacher attrition rate	22%
Number of teachers	31
Average teacher salary	\$71,512
Minimum teacher salary	\$50,000
Maximum teacher salary	\$98,468

<b>Executive Compensation</b>	
	\$192,492
	\$187,037
	\$142,000
	\$107,000
	\$103,000

**Appendix A**  
**2020-2021 Staff Roster**

LAST NAME	FIRST NAME	TITLE
Alexander	Sharron	Student Life Counselor
Alexander	Terrance	Physical Education Teacher
Alston	Ronald	HVAC Technician
Armstrong	Dianna	Human Resource Manager
Bagley	LaMar	Director of Student Life
Barfield	Keisha	Math Teacher
Bellido	Daniel	Evening Dean of Students
Ben	Bontivia	Part-Time Student Life Assistant
Best	Nichole	SPED Coordinator
Blagmon	Donavan	Student Life Counselor
Broadus-Iwuoha	Robin	Payroll Manager
Brown	LaNeisha	Overnight Morning Student Life Assistant
Brown	Indian	Student Life Coordinator
Cannon	Ellen	History Teacher
Carroll	Janice	Student Life Counselor Cohort Lead
Claytor Jones	Danita	Student Life Counselor Cohort Lead
Cook	Nakeem	Dedicated Aide
Dowd	Brendan	Campus Operations Manager

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Durham	Curtis	Principal
Faison	Deborah L.	Registered Medical Assistant
Fassett	Jasmine	School Psychologist
Glover	Delonte	Systems Administrator 1
Graham	Asia	School Social Worker
Grant	Randee	Overnight Morning Manager
Greenaway	Kerwin	Science Teacher
Guzman	Evelia	Spanish Teacher
Harris	Jerry	Math Teacher
Harrod	Dayvon	Data Administrator
Holloway	Alexis	School Receptionist Attendance Support
Holman-Jones	Rashida	Director of Family and Community
Honore	Shnydine	Student Life Counselor & Advisor
Howard	Marjorie	Grants Coordinator
Jones	Camelia	School Nurse
Keller	Nicole	History Teacher
Lake Montero	Rosalyn	Spanish Teacher
Lewis	Mark	Health Teacher
Makle	Vita	Executive Assistant
Marsh	Jacob	Student Life Counselor
Marsh	Melody	History Teacher
Marshall	Brandon	SLA Student Life Assistant

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Maynard (Kornish- Messer)	Carrie	English Teacher
McCamley	Andrew	History Teacher
Mewborn	Frank	Student Life Counselor
Miller	Kenyattia	Student Life Counselor
Moore	LaBreonna	Student Support Services Aide
Morgan	Janita	SLA Student Life Assistant
Murphy	Sean-Michael	Student Life Counselor
Nedd	Mateo	SLA Student Life Assistant
Parke	Clifford	Student Life Counselor
Rahaman	Brian	Head of School
Roberto	Maria	Special Education Math Teacher
Rodrigues De Souza	Fabiano	Science Teacher
Rooks	Christopher	Assistant Principal
Roper	Shatarah	Science Teacher
Stith	Jamilah	SPED-ELA
Street	Michael	Technical Support Manager
Streete	Mickardo	Math Teacher
Taylor	Jason	Student Engagement Specialist
Taylor	Tina	Student Life Counselor
Templeton	Tammy	Accounting Manager
Thompson	Darryl	Assistant Dean of Students
Thompson	Joseph	Athletic Director

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Tibbs	Kaisha	Dedicated Aide
Tyson	Chere	Attendance Coordinator/Registrar
Tyson	Angela	Dean of Students
Vasquez	Fidel	Campus Operations Techn
Wallace	Sherita	Director of Student Support Services
Wang	Yuanjing	Data Analyst
Watkins	Ta' Wane	School Psychologist
Williams	Michelle	Family Engagement Specialist
Williamson	Lynn	Speacial Education Math Teacher
Gray	Charmaine	Instructional Classroom Coordinator
Meyer	Samantha	Elective Teacher
Bouknight	Kevin	Middle School SPED Teacher
Lee	Davon	High School Teacher
Braxton	Ahmed	Student Life Counselor
Childress	Anthony	Campus Operation Technician
Jackson	Bri'Aryn	Part-Time Student Life Assistant
Lwanga	Ambrose	SLA Student Life Assistant
Terrell	Rapheal	Facilities Assistant
Washington	Davonntae	Part-Time Student Life Assistant

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Watson	Michael	SLA Student Life Assistant
Alexander	Delita	Part-Time Student Life Assistant
Arndt	Kenneth	Managing Director
Chenier	Felicia	English Teacher
Frasier	Jordan	College Counselor
Goshay	Yolanda	High School English Teacher
Gudger	Ricky	Overnight Morning Student Life Assistant
Henderson	Chante'	Part-Time Student Life Assistant
Huggins III	Romia	Student Life Counselor&RJC
Jefferson	Sonja	SLA Student Life Assistant
Jones (Burley)	Yelva	Middle School ELA Teacher
Pasley	Virginia	SPED-ELA
Sheffield	Monae	Student Life Counselor
Thompson	Cheina	Part-Time Student Life Assistant
Thompson	Lesli	Director of Social and Emotional Learning
Udodi	Christina	Part-Time Student Life Assistant
Baker II	Therion	Elective Teacher

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Dorsey	Joanie	Instructional Classroom Coordinator
Sinclair	Roberta	Student Life Counselor
Nelson-Wilder	Hakim	Art/Music Teacher
Terry	Carolyn	Overnight Morning Student Life Assistant
White	Sonia	Student Life Counselor
Walker	Nakeda	Student Support Services Aide
Smallwood	Barrington	Part-Time Student Life Assistant
Becerril Ortiz	Jonathan	Spanish Teacher



**Appendix B**  
**2020-2021 Board Roster**

**Brian Rahaman**

*Ex-Officio*

*Head of School*

[brahaman@seedschooldc.org](mailto:brahaman@seedschooldc.org)

**Angelita Buckman**

*Parent Trustee*

[monlep@aol.com](mailto:monlep@aol.com)

City of Residence: Washington, DC

**Vasco Fernandes**

*Chairman of the Board/PC Liaison*

[Vasco.f.r.fernandes@gmail.com](mailto:Vasco.f.r.fernandes@gmail.com)

City of Residence, McLean, VA

**Huck O'Connor**

*Finance Committee Chair*

[heoconnor@comcast.net](mailto:heoconnor@comcast.net)

City of Residence: Washington, DC

**Lesley Poole**

*Trustee*

[lesley@seedfoundation.com](mailto:lesley@seedfoundation.com)

City of Residence: Washington, DC

**Desa Sealy**

*Board Chair*

[Desasealy@gmail.com](mailto:Desasealy@gmail.com)

City of Residence: Washington, DC

**David Steinberg**

*Development Committee Chair*

[steinberg@steinberg36.com](mailto:steinberg@steinberg36.com)

City of Residence: Washington, DC

**Rajiv Vinnakota**

*Co-Founder*

[Rajiv.Vinnakota@aspeninstitute.org](mailto:Rajiv.Vinnakota@aspeninstitute.org)

City of Residence: Washington, DC

**Eric Vinson**

*Parent Trustee*

[cirecommunications@usa.net](mailto:cirecommunications@usa.net)

City of Residence: Washington, DC

**Appendix C**  
**Unaudited Budget vs Actual Board Financials**  
**For the 12 Months Ending**  
**June 30, 2021**

	Actual YTD	Budget YTD	Variance YTD
<b>OPERATING REVENUE:</b>			
Per Pupil Allocations	11,092,056	11,247,069	(155,013)
Federal Entitlements	703,055	670,000	33,055
Income from Grants and Donations	22,464	200,000	(177,536)
Restricted Grants	-	-	-
Released from Restrictions	-	-	-
In-Kind Donations	-	-	-
PPP Loan Forgiveness	1,491,600	-	1,491,600
Interest Income	396,204	100,000	296,204
Other Income	46,411	190,000	(143,589)
<b>TOTAL OPERATING REVENUE</b>	<b>13,751,790</b>	<b>12,407,069</b>	<b>1,344,721</b>
<b>OPERATING EXPENSES:</b>			
Total Supplies and Services	3,205,389	4,071,220	865,831
Total Personnel	7,092,995	7,327,836	234,841
<b>TOTAL OPERATING EXPENSES</b>	<b>10,298,384</b>	<b>11,399,056</b>	<b>1,100,672</b>
<b>NET OPERATING INCOME/(LOSS)</b>	<b>3,453,406</b>	<b>1,008,013</b>	<b>2,445,393</b>
Depreciation and Amortization	1,014,546	1,000,000	(14,546)
<b>TOTAL EXPENSES</b>	<b>11,312,930</b>	<b>12,399,056</b>	<b>1,086,126</b>
<b>NET OPERATING INCOME/(LOSS) AFTER D&amp;A</b>	<b>2,438,860</b>	<b>8,013</b>	<b>2,430,847</b>

**Appendix D**  
**Approved 2021-2022 Budget**

	<b>2021-2022</b>
Enrollment	230
SPED	47
<b>OPERATING REVENUE:</b>	
Per Pupil Allocations	12,158,113
Federal Entitlements	740,133
CARES Dollars	2,264,672
Income from Grants and Donations	175,000
Interest Income	100,000
Other Income	100,000
<b>TOTAL OPERATING REVENUE</b>	<b>15,537,918</b>
<b>OPERATING EXPENSES:</b>	
Total Supplies and Services	4,270,999
Total Personnel	10,006,243
<b>TOTAL OPERATING EXPENSES</b>	<b>14,277,243</b>
<b>NET OPERATING INCOME/(LOSS)</b>	<b>1,260,676</b>
Depreciation and Amortization	1,100,000
<b>TOTAL EXPENSES</b>	<b>15,377,243</b>
<b>NET OPERATING INCOME/(LOSS) AFTER D&amp;A</b>	<b>160,676</b>