



# 2015-2016 ANNUAL REPORT

The Next Step Public Charter School  
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Rachel Sussman, Board Chair

# **The Next Step/El Proximo Paso Public Charter School 2014-15 Annual Report**

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## SCHOOL DESCRIPTION

### A. Mission and Vision Statements

The Next Step / El Proximo Paso Public Charter School envisions a world in which all youth receive an excellent education and the support they need to realize their full potential as human beings and contributing members of society.

The mission of The Next Step / El Proximo Paso Public Charter School is to provide students who face extraordinary challenges and who are not supported in traditional high schools, including teen parents, with the opportunity to continue their education. The school enables young immigrants who have never attended school in this country to gain proficiency in the English language and master basic academic skills in English and Spanish. The Next Step provides a nurturing and intimate environment, comprehensive counseling and social services, life and job readiness skills and individualized instruction. The Next Step focuses foremost on preparing students to take the GED examination and attend college.

### B. School Program

#### 1. Grade and age levels served

The Next Step operates an ungraded, alternative program. The school serves students ages 16-24 in its full-time, day program and serves students ages 18-24 in its part-time, evening program. Students are tested upon enrollment in literacy and numeracy in their native language, whether English or Spanish. The average for all incoming students is 4<sup>th</sup>-6<sup>th</sup> grade equivalency in literacy. Placement is in "steps" according to grade-level equivalency and dominant language, not age. Pacing and advancement are flexible and individually determined.

#### 2. Summary of curriculum design and instructional approach

The Next Step students enroll either in the Spanish General Education Development (GED) "track" the English GED "track," or the ESL "track." The choice of track depends on each student's individual goals. Students intending to take the GED choose a track based on their preferred language to prepare for and take the examination--students can take the GED examination in either English or Spanish. Students who opt not to take the GED, and instead focus solely on their English language development, enroll in the ESL track.

The Next Step's program for English Language Learners is based on the District of Columbia Public School standards for English Language Learners (WIDA Access), and on the Test of Adult Basic Education Complete Language Assessment System for English (TABE CLAS-E). The TABE is the standardized examination that TNSPCS uses for testing English proficiency.

The content and academic skills for all courses other than ESL are back-mapped from the GED (General Educational Development) test and build the skills necessary to pass the test. The standards incorporated in the academic program are aligned with the national and state Common Core standards for each subject area. Because many of The Next Step's students require development of basic literacy skills in their native language as well as in English, the school provides classes in Spanish at three different levels. Students in the beginning step commence with basic literacy in English and Spanish to lay the groundwork for the reading, writing, understanding, critical thinking, and problem solving tasks they will encounter on the GED exam. Each consecutive "step" moves toward a set of goals and objectives at increasingly sophisticated academic levels, but always based on GED skills and content. This does not imply that the educational program can be reduced to a "test prep" program. The Next Step's

curriculum is designed to include strategies and activities that address higher order thinking skills, cooperative, hands-on, project-based learning, and interdisciplinary approaches.

The Next Step has a strong English-Spanish bilingual program because the majority of our students are from Spanish speaking countries, and have received little or no prior formal education. Research has shown that such students need to build literacy skills in their native language first to be able to transfer them to English. They also need to develop knowledge in the content areas in their native language in order to be able to more easily learn the content in a second language. Our staff is bilingual and our Spanish teachers are native Spanish speakers.

The curriculum is designed around themes that are interesting and relevant to our students. Beginning English students focus on the essential, everyday vocabulary they need for their jobs and in the neighborhood. By the they reach the intermediate “steps,” students are exploring concepts like integrity and courage through the books they read, by listening to special visitors and by looking to their own lives for examples of these qualities. In the advanced levels, students are very focused on their immediate goal of passing the GED test.

The GED allows students to move on to their “next step” whether it is college, technical school, an apprenticeship program, or the world of work. For older youth with few or no high school credits, the GED becomes a practical and obtainable option. Students who take the GED in Spanish can continue with TNS or another school to take more advanced ESL courses.

### 3. Description of mission-related programs

In addition to academic preparation, The Next Step PCS offers students wrap-around social service support, transitions support to college or career training, and life skills training. The school’s Student Support Services department is overseen by the Director of Student Support Services, and includes six case managers (three each for the day and evening programs), one day and one night social worker, two attendance and transportation monitors, and a resource and enrichment coordinator who attends to housing, childcare (for youth parents), health care, recreation, counseling, sexuality and parenting classes and other student needs. The Director of Student Support Services is a licensed therapist, as are two of the case managers. Two college and career advisors work with students on college and career readiness. These counselors assist students in drafting post-secondary plans, and help students apply for college and/or vocational training, as well as scholarships. They continue to work with alumni as long as those students need support with college and vocational training persistence. The College and Career Readiness Counseling (CCRC) and enrichment program also encompass key life skills such as financial literacy and job readiness skills and organize the dance team, photography workshops and student leadership opportunities.

The Next Step adopted *Restorative Justice* practices four years ago to help foster school community, teach students alternative methods of conflict resolution, keep students in school rather than suspend or expel them and provide *dialog circles* on various topics for reflection and sharing. This program has been very successful at TNS, so much so that TNS staff members have been invited to present on the topic at conferences.

### 4. Parent involvement efforts

Only 20% of TNSPCS students live with their parents. In addition, many are young parents themselves—another 20%, approximately. So, at The Next Step, we consider parent involvement and positive parenting as something to instill in our youth parents, in addition to working with the parents who do still house and care for our students.

For parents of minor students, we offer many opportunities to visit school: orientation at the beginning of each trimester, open houses each trimester, heritage celebrations and other special events, and parent-student-teacher conferences each trimester. We have an “open

door” policy, and case managers and the principal talk with parents regularly if their child is having issues at school (including any day the student is absent). We conduct home visits as needed, and we invite parents to school meetings frequently. We sometimes offer workshops for parents on issues of concern to parents of adolescents.

Our student support department also assists students with many supports that other students may receive at home—help in finding health care, housing or other needed services; assistance in accessing college and financing; etc.

For youth parents, we offer parenting workshops and discussion groups during the school day, in addition to sex education workshops and free birth control for all students. We assist students in securing childcare and paying for it, if necessary, and we also help them with other child-centered services such as health care. We offer free, on-site childcare in the evening, as well. We have one full-time case manager who works solely with pregnant and parenting youth. We encourage all youth to remain in school and pursue their education, rather than having additional children before securing decent employment and having a stable family situation.

## SCHOOL PERFORMANCE

### A. Performance and Progress

As charter goals, The Next Step uses the measure of passage of the GED examination for qualified students (those who test adequately on practice exams), TABE scores for grade-level equivalency (English or Spanish, as appropriate) and the TABE CLAS-E exam for gains in English proficiency amongst English Language Learners. The TABE is aligned with the GED so is an appropriate standardized assessment for our school. All students are pre-tested at intake for placement.

Next Step PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Goal 1: Students will show an average increase of at least a grade level equivalent of growth in reading on the Test of Adult Basic Education (TABE).	Goal met.	<b>The Next Step Public Charter School exceeded this goal.</b> During the 2015-2016 school year, students showed an average increase of 1.4 grade levels in reading on the Test of Adult Basic Education (TABE).
Goal 2: Students will show an average increase of at least a grade level equivalent of growth in mathematics on the TABE.	Goal met.	<b>The Next Step Public Charter School exceeded this goal.</b> During the 2015-2016 school year, students showed an average increase of 1.8 grade levels in mathematics on the Test of Adult Basic Education (TABE).
Goal 3: English language learners will show an average increase of at least a grade level equivalent of growth in English language proficiency on the TABE.	Goal met.	<b>The Next Step Public Charter School exceeded this goal.</b> During the 2015-2016 school year, students showed an average increase of 1.1 grade levels in English language proficiency on the Test of Adult Basic Education (TABE).

Goal 4: 70% of eligible students will pass the General Education Development exam.	Goal met.	<b>The Next Step Public Charter School exceeded this goal.</b> During the 2015-2016 school year, 79% of eligible students passed the General Education Development exam.
Goal 5: On average, enrolled students will attend school 69% of the time.	Goal met.	<b>The Next Step Public Charter School exceeded this goal.</b> During the 2015-2016 school year, on average, enrolled students attended school 73% of the time.

Under the rubric of the Adult Education Performance Management Framework, TNSPCS has calculated a preliminary score of 85.5 points out of 100, with all 5 areas weighted equally. . There have, however, been definite improvements in the area of Student Progress/Education Gain: last year's official report showed a Student Progress score of 47.6%, whereas this year's preliminary score for Student Progress is 64%, so that TNS missed tier 1 by just one point. Encouraged by this progress, as well as by the considerable recent and upcoming improvements in our academic programs, we are confident that student achievement will continue to rise.

In 2015-16, 79% of eligible Next Step students passed the GED examination. We are pleased with this result, as it both surpasses our goal of 70%, and is a considerable improvement on last year's rate of 68%. In SY 2015-2016, 41 students graduated from The Next Step. Of these 41, 14 enrolled in community college, 18 enrolled in vocational programs, and 7 elected to continue to improve their English after graduating from The Next Step, by enrolling in ESL programs. The remaining two graduates have joined the workforce. As is their practice with all alumni of the school, The Next Step's CCR counselors will maintain contact with these graduates to assist them with applying to, financing, and enrolling in college, advanced ESL, and/or vocational education programs. Outside of the concrete processes of enrolling in continuing education and launching a career, The Next Step's CCR counselors will also continue to generally coach alumni towards greater academic and life independence.

Due to our unique student population, comprehensive student support services are as critical to fulfilling our mission as our academic programs. Our student support services department currently has twelve staff members, including an MSW supervisor, licensed therapists, and case managers. In addition, we are continuing to use Restorative Practices (see Description of Mission Related Programs, above) to build community, communication skills, and conflict-resolution abilities. We continue to teach life skills through classroom practices and specialized workshops.

#### B. Lessons Learned and Actions Taken

In 2015-16, TNSPCS adopted a new coaching model and hired three full-time instructional coaches for the first time. Getting buy-in from teaching staff and developing the model have taken considerable time, as has gaining universal enthusiasm for the academic model. We learned that it was overwhelming for all three coaches to work with both day and evening teachers, so we are adding a fourth coach this year. Once this fourth coach is hired, there will be two coaches each for day and evening. We are now well poised to implement the identified instructional priorities.

We also recognized in 2015-16 that the project of developing our own consistent interim assessments to supplement the flawed adult basic education examination that we use was a task that would require significant staff time—beyond the time coaches and the instructional team could devote. For 2016-17, then, we have promoted one of our assessment coordinators to a director position and freed a good portion of her time to researching and developing interim

assessments, as well as assisting the instructional leadership team with the project of better using granular data to guide instruction.

We placed a particular focus on our ESL program this past school year, and revamped the instructional approach. As part of the revamping process, the TABE CLAS-E test was broken down into its component skills for each level. Each level instructor was then provided a checklist of the skills to complete for each term. The new approach also added pre and post-tests to ESL levels 1-4, as well as a grammar pre and post test for all students. These tests both allow teachers to better tailor their instruction to students' needs, and prepare students for their required standardized tests. Also introduced through the new approach are increased listening exercises in ESL classes, language teaching scaffolding strategies for ESL teachers, CLAS-E aligned support texts, and focused workshops for ELS instructors. While our ESL program is still a work in progress and we aim for even better results, ESL improvement was significantly greater than during the prior year.

In addition to the above-described changes in our academic programs, this past school year has also brought discoveries and changes in our student support services. In 2015-16, we converted some part-time evening student support service staff to full-time roles, which greatly enhanced their ability to serve students comprehensively. Thanks to this change, case managers and the evening social worker are now better able to assist students in accessing needed services that were previously inaccessible during the evening hours.

Through the work and data-tracking of our attendance monitors, we have learned that home visits are far more effective than phone calls in the case of chronic absence. We were also able to determine that early intervention in small groups works well to encourage good attendance. This discovery inspired our attendance monitors to change their approach, and they are now conducting more home visits and small group interventions.

To provide services beyond the scope of our in-house Student Support Services department, we partnered with a number of community agencies. Examples of agencies include the Latin American Youth Center (LAYC), the Central American Resource Center (CARECEN, which has helped the Next Step's students with legal issues), La Clinica del Pueblo, Mary's Center, Creative Ways Therapy, Upper Cardozo health clinic, and Critical Exposure. This year for the first time, we held dental clinics on-site, serving over 100 students and their children. We also hosted sign-up days in order to enroll students in health insurance plans. Other initiatives this year included legal workshops, the formation of therapy groups with a variety of themes, and the provision of mental health services to many students.

The 2015-2016 school year has also brought larger, more macro level lessons and actions. This year, we embarked upon a two-year strategic planning process with Compass, which has provided us with a nine-member team of accomplished professionals. Several of their first-year recommendations have already been implemented, including the creation of a new, senior information and technology position.

We are also working to increase our agility in implementing short-term pilots, with appropriate evaluation criteria determined at the outset. In 2015-16, we will pilot, for example, the City Bikeshare program for students, as well as an automated sign-in system for students. We also piloted the use of paid tutors this school year, particularly to assist "outlier" students and near-GED completers. The pilot seems to have been successful but we plan to better track data for tutors in 2016-17 to determine if it is worth continuing this effort.

### C. Unique Accomplishments

This past school year, The Next Step's Student Support Services (SSS) department began using a new data tracking and measurements system. The old system of student progress notes was reworked to 1) document services provided by the SSS department in

a more efficient and organized manner and 2) track and quantify service outcomes. The new system design uses a strengths-based approach, and also institutes a goal-setting process in which students and SSS staff work together as equal partners towards achieving student goals. Student intake questionnaires, previously filled out with pencil and paper, have now been moved online. This has allowed SSS staff members to reallocate the time that would previously have been spent entering data, towards working with individual students and coordinating group level interventions. The Next Step's staff members are continuing to make edits to this new system, and are looking forward to seeing how its improvements manifest in better outcomes for students.

In 2015-16, demand for our programs continued to be high, but space constraints now prevent us from expanding enrollment. We have had particularly high enrollment amongst ELL students with little or no English and poor academic skills in their native language. We also enrolled an increased number of students from non-Spanish speaking foreign countries this year.

We adopted Restorative Practices four years ago and have continued to provide professional development to staff so as to use this method effectively. One principal and two teachers participated in OSSE's community of practice and The Next Step has gained recognition for its use of RP, giving presentations at various conferences. The project of fully embedding restorative practices in our school's culture has taken time but is proving very effective. We rarely suspend a student, and students are learning to voice their concerns.

The Next Step PCS' salsa dance team continued successfully, performing multiple times. We also had monthly in-house talent shows featuring student singing, dancing and other creative forms of expression. Several students won awards in the annual Finding Gabriela poetry competition, a Spanish language poetry contest honoring Chilean poet Gabriela Mistral, sponsored by the *InSeries*, the Cultural Department of the Embassy of Chile, the Embassy of El Salvador, the DC Humanities Council, DC Commission on the Arts and Humanities, and the Gabriela Mistral Foundation.

The 2015-2016 school year has brought a number of accomplishments and exciting initiatives in the College and Career Readiness department. In the spring, seven of our alumni graduated from the Bard College Program at the Latin American Youth Center in DC. Over the summer, the CCR department brought 14 students on an overnight college tour to visit four institutions: Northern Virginia Community College, Virginia Commonwealth University, Old Dominion University, and Norfolk University. To assist other students in exploring their post-graduation options, our school hosted a post-secondary fair and career day in partnership with LAYC, LAYCCA, and LAYC AmeriCorps. 25 postsecondary institutions attended.

An additional College and Career-related accomplishment is the number of students who won scholarships this year. Scholarships won included the New Futures Scholarship (1 student), the Mayor's Undergraduate Scholar Fund Scholarship (5 students), the District of Columbia College Access Program Scholarship (3 students), the General Educational Development (GED) Scholarship (1 student), and the Herb Block Scholarship (2 students). Finally, we are proud to share that one of our alumni generously donated \$500 to The Next Step to use as a scholarship for one student graduating in 2016.

This year we have maintained partnerships with a diverse group of organizations. Our long-running relationship with UDC has continued to be strong, and staff have worked with UDC administrators to greatly enhance the ESL offerings at UDC. The dual enrollment program at UDC and Trinity College has been very successful, with all enrolled students finishing their courses with excellent grades. We also continue strong partnerships with American University (tutors, mostly) and the InterAmerican Investment Corporation (a member of the InterAmerican Development Bank group), which has provided us with a mentoring program, career readiness days, and financial support.



We continue to participate in the Community Schools initiative with the Latin American Youth Center and two colleague schools, which offers, most importantly, a Spanish-speaking mental health counselor. The College and Career Readiness advisors participate on the C3N network, as well as the Community of Practice on Post-Secondary Partnerships.

TNSPCS' executive director served on several important working groups in the past year, including the Deputy Mayor's Raise DC Disconnected Youth Change Network and OSSE's alternative education policy working group. She also sits on the steering committee of the DC Adult Education and Family Literacy Coalition.

D. List of Donors [see attachment]

The Next Step recently began formally tracking and quantifying in-kind donations in addition to monetary donations. Significant in-kind donations included the countless hours of volunteer tutoring, with a vastly expanded and sophisticated volunteer program, especially for the evening program, and many thousands of dollars worth of pro bono legal services provided by the firm of DLA Piper. American University students donated many hours of service, as well. Our partnership with the InterAmerican Development Bank has continued, despite the Bank's internal restructuring this year. The IDB provided a number of career preparation workshops for both day and night school students this year, and are planning to provide similar workshops, as well as a career panel and mentor programs, in the upcoming school year. Additionally, Microsoft donated over \$40,000 worth of equipment to the school.

**The Next Step Public Charter School**  
**List of Donors (\$500+)**  
**July 2015-June 2016**

<b>Donor</b>	<b>Amount</b>
<b>Eduardo Ferrer</b>	<b>500.00</b>
<b>Celine Fejeran</b>	<b>1000.00</b>
<b>SunTrust Foundation</b>	<b>2500.00</b>

## SY 2015-16 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: The Next Step/El Próximo Paso PCS
PCSB	Campus Name: The Next Step/El Próximo Paso PCS
PCSB	Grades served: Adult
PCSB	Overall Audited Enrollment: 393

### 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	0	0	0	0	393	0	0

STUDENT DATA POINTS	
School	<p><b>Total number of instructional days:</b> 195</p> <p>Number of instructional days, not including holidays or professional development days, for the majority of the school.</p> <p>If your school has certain grades with different calendars, please note it.</p>
PCSB	<p><b>Suspension Rate:</b> 0.5%</p> $\frac{\text{number of students with out of school suspensions and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCSB	<p><b>Expulsion Rate:</b> 0.5%</p> $\frac{\text{number of students expelled and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$

PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.0% $\frac{(\text{sum of all suspension days for all students due to out of school suspensions})}{(\text{sum of enrollment days for all students for the SY 2015 – 16 school year})} \times 100$
PCSB	<b>Average Daily Attendance:</b> <i>No action necessary.</i> The SRA requires annual reports to include a school's average daily membership.  To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment;  (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals:</b> <i>Mobility data are to be validated after the annual report submission due date.</i>  $\frac{\text{number of students in the Oct. 2015 audit count who are not on the school's roster through May 31, 2016}}{\text{number of students enrolled as of Oct 2015 audit}} \times 100$
PCSB	<b>Midyear Entries:</b> <i>Mobility data are to be validated after the annual report submission due date.</i>  $\frac{\text{number of students who enroll after Oct. 2015 audit and remained enrolled through May 31, 2016}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCSB	<b>Promotion Rate:</b> <i>NA</i>  $\frac{\text{number of students who advanced } \geq 1 \text{ grade level in the LEA based on the grade level in the Oct. 2014 and Oct. 2015 audited enrollment files}}{\text{number of students enrolled as of Oct. 2015 audit}}$
PCSB (SY14-15)	<b>College Acceptance Rates:</b> <i>Not applicable</i>  $\frac{\text{number of 12 grade students accepted to a full time college or university}}{\text{number of 12 grade students}} \times 100$

PCSB  (SY14- 15)	<b>College Admission Test Scores:</b> <i>Not applicable</i>  $\frac{\text{number of current grade 12 students scoring at least 800 in SAT \& 16 or higher in ACT}}{\text{number of grade 12 students}} \times$
PCSB (SY14- 15)	<b>Graduation Rates:</b> <i>Not applicable</i>  $\frac{\begin{array}{c} \text{number of students in cohort who graduated by June or August 2015} \\ \text{with a standard diploma} \end{array}}{\begin{array}{c} \text{numer of first time grade 9 students in fall 2011 + transfers in - transfers out -} \\ \text{emigrants - students who pass away} \end{array}} \times 100$
<b>FACULTY AND STAFF DATA POINTS</b>	
School	<b>Teacher Attrition Rate:</b> 9/33=27.27%  $\frac{\begin{array}{c} \text{number of teachers retired/resigned/outplaced} \\ \text{between} \\ \text{October 5, 2015 and first day of school in 2016} \end{array}}{\text{(number of teachers employed as of October 5, 2015)}} \times 100$
School	<b>Number of Teachers:</b> 41  "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	<b>Teacher Salary</b>  1. Average FTE Salary: \$57,344.52  2. Range -- Minimum: \$ 16,272.00                  Maximum: \$ 84,843.00

## Staff Roster with Qualifications and Responsibilities

Last Name	First Name	Staff Title	Highest Degree Earned	Teaching License	Additional Certification	Bilingual	Hire Date	Termination Date	Percentage FTE
Alston	Kia	Lead Social Worker	MA	N		Y	8/24/2015		100%
Alvarez	Alicia	Night Food Services Coordinator		N			09/08/2015	06/20/16	100%
Anderson	Loren	Instructional Coach	MA	y		Y	02/02/15		50%
Anthony	John	Teacher	MA	Y		Y	9/1/2015		100%
Bates	Florenda	Part-Time Night Teacher	MA			N	8/24/15		50%
Bryson	Jill	Teacher	MA	N		Y	7/1/2015		100%
Buckman	Angelica	Security Guard		N			06/29/15		100%
Burnette	Jonathan	Teacher	BA	N		N	08/26/13	6/30/2016	100%
Caballero	Magno	Case Manager		N		Y	08/24/2015		100%
Cabrera Carnero	Iraida	Teacher	PHD	N		Y	08/29/14	08/18/15	100%
Campos	Jessica	Part-Time Night Teacher	BA	N	CELTA (Certificate in Teaching English to Speakers of Other Languages)	Y	02/10/14	01/28/2016	50%
Carias	Luis	Part-Time Night Teacher	MBA	N		Y	8/24/2015		50%
Castaner	Angel	Part-Time Night Teacher	M. ED	y		Y	08/25/14		50%
Conchola	Sesilia	Social Worker	MSW	N		Y	02/10/14		100%
Contreras	Diana	Administrative Assistant	BA	N		N	10/16/14		100%
Cordova	Stevonna	SpED and Compliance Coordinator	MA	N		N	01/12/15	07/31/15	100%
Csoma	Jessica	Part-Time Night Teacher	MA	y		Y	08/25/14		50%
Davila	Yanira	Part-Time Night Teacher	AA	N		Y	06/29/15	01/28/2016	50%
Denny	Gary	Maintenance/Operations		N		N	01/16/15		100%
Dobson	Jarolyn	Enrollment Manager		N			04/21/14		100%
Epperly	Alexander	Teacher	MA	N		Y	08/24/2015		100%
Espinoza	Marcelo	Teacher	AA	y		Y	11/08/04		100%
Eugenio Fernandez	Diego	Teacher	BA	N		Y	01/04/2016		100%

Farricker	Tracy	Part-Time Night Teacher	M. ED		TESOL K-12, TESOL and Remedial Reading and Language Arts, TESOL and Reading K-12	N	02/08/2016	6/30/2016	50%
Fernandez	Sahira	Case Manager - Evening	BS	N		Y	11/02/2015		100%
Flores	Rosa	Assessments Coordinator	BA	N		Y	07/16/2015		100%
Freeman	Melvin	Director of Data and Analytics	BA	N		N	08/26/13		100%
Gage	Michael	Security Guard	HS	N		N	09/01/14		100%
Glenski	Jennifer	Data Analyst	BS	N		Y	08/25/14		100%
Gonzalez	Veronica	Instructional Coach	MA (In Progress)	Y		Y	09/01/12	11/10/2015	100%
Gonzalez Chavez	Edson	Case Manager/Student Support Services	BA	N		Y	05/18/15		100%
Grimaldo	Tracy	Teacher	BA	y		Y	02/02/15	07/31/15	50%
Guerrero	Angelica	Instructional Coach	MA	y		Y	09/01/11		100%
Guevara	Karen J	Case Manager	MA (In Progress)	N		Y	02/20/08	07/30/15	50%
Hardy-Gerena	Giulianni	Case Manager	BA (Incomplete)	N		Y	03/04/13		100%
Harris	Lily	Assessments Coordinator	BA	N		Y	08/25/14		100%
Harris	Charles	Maintenance Manager	HS	N	Food Safety	N	10/16/12		100%
Henderson	Phyllis	Teacher	BS	N		N	08/25/14		100%
Hernandez	Ingrid	Receptionist/Administrative Assistant	HS/GED	N		Y	03/11/15		100%
Horneman	Julianna	Part-Time Assistant Teacher	BA	N		Y	08/24/2015	04/15/2016	50%
Ingalls	Jennifer	Instructional Aide		N		N	10/26/2015		100%
Jimenez Amaya	Katia	Instructional Aide	BA	y		Y	02/03/14		100%
Konteh	Adama	Case Manager - Day		N			07/01/2015		100%
Lester	Tasliym	Business Manager	BA	N		N	07/27/2015		100%
Martinez	Arturo	Director of Curriculum and Instruction	MA	N		y	06/01/11		100%
Martinez	Erika	Part-Time CDA					03/07/2016		50%
Martinez	Juan Carlos	Principal	MA	N		Y	11/29/06		100%
Melgar	Josue	Attendance and Transportation Coordinator		N			08/24/2015		100%
Melvin	Taunya	Chief Operating Officer	MA	N		N	10/14/14		100%

Meyer	Julie	Executive Director	BA	N		Y	07/11/05		100%
Miller	Margie	Teacher	BA	N		Y	06/29/15	6/30/2016	50%
Minter	Scott	Teacher	BA	N	TEFL	Y	08/25/14		100%
Moya	Ana	Part-Time Night Teacher	BA	y		Y	07/01/13		50%
Neseth	Paula	Teacher	MA	Y		Y	08/25/14		100%
Newbold	Gregory	SpEd Teacher	MA	Y		N	03/02/15		100%
Nieves	Emanuel	Volunteer Coordinator	BA	N		Y	08/26/13		50%
Nunez	Yarisa S	CDA	HS	N		Y	09/13/12	02/15/2016	50%
Ochoa	Rosa M	Child Care Coordinator	HS	N	Food Safety	Y	10/01/05		100%
Ortiiz	Maria	Teacher	BA	N		Y	09/08/14	06/30/16	50%
Osses	Alvaro	Teacher				Y	06/29/15	07/30/15	50%
Oz-Sinai	Shira	Teacher	MA	y		Y	07/30/09		50%
Pajares	Steve	Executive Assistant		N		N	02/16/2016		100%
Perez-Labastida	Roxana	Transitions Coordinator	BA	N		y	10/03/11		100%
Pineda	Douglas A	Part-Time Night Teacher				Y	09/01/12		50%
Ramirez	Carlos Ruben	Teacher	BA/MA	y		Y	10/06/14		100%
Reyes	Jacqueline	Instructional Aide				Y	03/21/2016		
Reyes	Jose	Maintenance Specialist	HS	N		Y	07/01/14		100%
Rios	Santos	Custodian	Middle School	N		Y	08/31/10		100%
Rivera	Dora	CDA	HS	N		Y	12/09/13		50%
Sassuman	Julieta	Part Time Night Teacher	MS	Y	Secondary English, Special Education	N	06/29/2015		50%
Shelton	Brandi	Director of Student Support Services	MA	N	Med Admin	N	07/16/12		100%
Shelton	Frederick	Instructional Aide		N			11/25/14		100%
Shelton	Brandi	Director of Student Support Services	MA	N	Med Admin	N	07/16/12		100%
Shelton	Teandra	Security Guard		N		N	06/29/15		50%
Sillah	Omar	Teacher	M.ED(2)	y		N	08/25/14		50%
Soto	Vita	Transitions Coordinator	BA	N		Y	07/22/10		100%
Steadman	Kisha	Food Service Specialist	HS	N	Food Safety	N	09/01/14		50%
Thomas	Homer	Part-Time Night Teacher	<u>M.ED</u>	Y		Y	02/08/2016		50%
Torres	Josue	Teacher	MA	y		y	09/01/04		100%
Trejo	Lita	Case Manager	BA	N	Med Admin	y	09/01/03		100%
Ulmer	Stacy	Teacher	BA	y		y	01/16/13		100%



Underwood	Paulina	Registrar - Night School		N		Y	01/04/2016		100%
Unger	Charlin	Registrar	HS	N		Y	06/03/13	12/10/2015	100%
Valentine	Aurelio	Teacher	BA	N		Y	8/24/2015	10/9/2015	100%
Velasquez	Glenda	CDA	HS	N	CDA	Y	09/09/13		50%
Verastegui	Erick	Teacher	BA	y		y	02/10/14		100%
Watley	Raulanda	Part-Time Night Teacher	BA	N		N	08/24/2015		50%
Weissburg	Ariel	Teacher	MA	Y		Y	08/25/14		100%
Wesley	Erik	Part-Time Night Teacher	BA	N		N	08/24/2015		50%
Wildermuth	Jessica	Teacher	MA	y		Y	08/25/14	07/31/15	50%
Williams	Eugenia	Part-Time Night Teacher	MA	N		Y	08/24/2015		50%
Zelaya	Fidelina	CDA	HS	N	CDA	Y	09/10/12		50%

**The Next Step Public Charter School  
Board of Trustees  
2015-2016**

**Chair**

**Rachel Sussman** (2011)

Vice Principal, DC International School  
[educator and administrator]  
DC resident

**Vice-Chair**

**Tom Adkins** (2010)

Principal, Open Organize  
[education technology specialist]  
DC resident

**Treasurer**

**Jorge Estrada, CPA** (2012)

Gelman, Rosenberg and Freedman  
Audit/Tax Manager  
[accountant]  
Not DC resident

**Secretary**

**Karen E. Burkes** (2014)

Director of Operations/Chief of Staff for  
Privacy, Transparency and Records,  
Department of Treasury  
[strategy and business operations expert]  
DC resident

**Natalie C. Eckford** (2012)

Cambridge Associates  
Managing Director  
[finance and investment expert]  
DC resident

**Ritija Gupta** (2014)

Strategy Lead, OST Global  
[strategic planning expert]  
DC resident

**Will Ragland** (2014)

Campaign Director, Education Policy  
Center for American Progress  
Not DC resident

**Celine Fejeran** (2015)

Deputy Director, Raise DC  
[youth empowerment and education  
specialist]  
DC resident

**Jeff Noel** (2016)

Consultant, EDPerform  
[education data expert]  
DC resident

**Eleanor Velasquez** (2016)

Director of Legal Services, CARECEN  
Latino Resource and Justice Center  
[immigration attorney]  
DC resident

**Roxana Perez** (2014)

Staff Representative  
DC resident

**Tonita Galloway**

Parent Representative  
DC resident

**Gilbert Fuentes**

Alumnus Representative  
DC resident

[Note: Trustees serve three-year terms with  
a maximum of two terms or six years. Staff  
representative serves for two years.  
Executive Director and two Principals serve  
ex-officio.]

June 30, 2016 Unaudited Financial Statement

## The Next Step Public Charter School Statement of Financial Position

As of June 30, 2016

	Jul 2014 - Jun 2015	Jul 2015 - Jun 2016
<b>ASSETS</b>		
<b>Current Assets</b>		
<b>Bank Accounts</b>		
100 Cash	7,289,250	9,443,478
<b>Total Bank Accounts</b>	<b>7,289,250</b>	<b>9,443,478</b>
<b>Accounts Receivable</b>		
120 Federal Receivable	66,409	42,439
1380 Accounts receivable	257,993	218,638
<b>Total Accounts Receivable</b>	<b>324,402</b>	<b>261,078</b>
<b>Other current assets</b>		
140 Other Current Assets	123,274	134,809
<b>Total Other current assets</b>	<b>123,274</b>	<b>134,809</b>
<b>Total Current Assets</b>	<b>7,736,925</b>	<b>9,839,365</b>
<b>Fixed Assets</b>		
160 Operating Fixed Assets	879,134	1,033,809
170 Accum Depr and Amortization	(1,459,070)	(1,983,388)
180 Facilities	10,050,074	10,283,101
<b>Total Fixed Assets</b>	<b>9,470,139</b>	<b>9,333,522</b>
<b>TOTAL ASSETS</b>	<b>17,207,064</b>	<b>19,172,887</b>
<b>LIABILITIES AND EQUITY</b>		
<b>Liabilities</b>		
<b>Current Liabilities</b>		
<b>Accounts Payable</b>		
200 Accounts payable	92,132	83,885
<b>Total Accounts Payable</b>	<b>92,132</b>	<b>83,885</b>
<b>Credit Cards</b>		
210 Credit Accounts	32,462	2,671
<b>Total Credit Cards</b>	<b>32,462</b>	<b>2,671</b>
<b>Other Current Liabilities</b>		
220 Accrued Expenses	169,825	208,452
230 Payroll Liabilities	41,571	13,951
240 Unearned Revenue	76,667	70,000
<b>Total Other Current Liabilities</b>	<b>288,062</b>	<b>292,403</b>
<b>Total Current Liabilities</b>	<b>412,657</b>	<b>378,960</b>
<b>Long-Term Liabilities</b>		
260 Long-Term Debt	7,901,861	7,732,735
<b>Total Long-Term Liabilities</b>	<b>7,901,861</b>	<b>7,732,735</b>
<b>Total Liabilities</b>	<b>8,314,517</b>	<b>8,111,695</b>

<b>Equity</b>		
<b>3000 Net Assets - beg of year</b>	5,885,065	8,606,590
<b>3002 Prior Period Adjustment</b>	(2,515)	(2,515)
<b>3020 Board-Designated</b>	208,017	288,471
<b>Net Revenue</b>	2,801,979	2,168,646
<b>Total Equity</b>	<b>8,892,546</b>	<b>11,061,192</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>17,207,064</b>	<b>19,172,887</b>

## 2016-2017 Approved Budget

### **PCSB Financials (ISP), v1.0**

#### **The Next Step Public Charter School**

Income Statement		SY16-17
Account		Future
Event		-
<b>Revenue</b>		
Per Pupil Charter Payments		5,659,307
Per Pupil Facilities Allowance		1,237,104
Federal Entitlements		164,147
Other Government Funding/Grants		419,535
Private Grants and Donations		6,100
Activity Fees		-
Other Income		549,749
<b>Total Revenue</b>		<b>8,035,941</b>
<b>Operating Expense</b>		
Personnel Salaries and Benefits		
Principal/Executive Salary		481,460
Teachers Salaries		1,271,531
Special Education Salaries		155,723
Summer School Salaries		-
Teacher Aides/Assistants Salaries		232,967
Before/After Care Salaries		-
Other Education Professionals Salaries		1,481,940
Business/Operations Salaries		89,919
Clerical Salaries		179,619
Custodial Salaries		111,951
Other Staff Salaries		201,373
Employee Benefits		891,913
Contracted Staff		98,663
Staff Development Expense		73,880
<b>Total Personnel Salaries and Benefits</b>		<b>5,270,939</b>
Direct Student Expense		
Textbooks		129,808
Student Supplies and Materials		95,929
Library and Media Center Materials		-
Student Assessment Materials		14,556
Contracted Student Services		84,700
Miscellaneous Student Expense		154,300
<b>Total Direct Student Expense</b>		<b>479,293</b>

Occupancy Expenses	
Rent	177,020
Building Maintenance and Repairs	96,807
Utilities	105,275
Janitorial Supplies	18,800
Contracted Building Services	11,200
<b>Total Occupancy Expenses</b>	<b>409,102</b>
Office Expenses	
Office Supplies and Materials	28,400
Office Equipment Rental and Maintenance	56,321
Telephone/Telecommunications	184,879
Legal, Accounting and Payroll Services	116,645
Printing and Copying	361
Postage and Shipping	618
Other	-
<b>Total Office Expenses</b>	<b>387,224</b>
General Expenses	
Insurance	56,515
Transportation	106,500
Food Service	136,879
Administration Fee (to PCSB)	80,359
Management Fee	-
Interest Expense	262,322
Other General Expense	250,754
<b>Total General Expenses</b>	<b>893,329</b>
<b>Total Ordinary Expenses</b>	<b>7,439,887</b>
Depreciation	
Depreciation Expense	525,014
<b>Total Depreciation</b>	<b>525,014</b>
<b>Total Expenses</b>	<b>7,964,901</b>
<b>Net Income</b>	<b>71,040</b>
<b>Cash Flows</b>	
Net Income	71,040
Operating Activities	
Add Depreciation	525,014
(Increase)/Decrease in Current Assets	-
Increase/(Decrease) in Current Liabilities	-
Cash Flows from Operations	596,053
Investing Activities	
Purchase of property, plant and equipment	(163,880)

Purchase of investment securities	-
Other investing activities	-
Cash Flows from Investing	(163,880)
Financing Activities	
Proceeds from loans / Repayment of loans	(210,958)
Repayment of loans	-
Other financing activities	-
Cash Flows from Financing	(210,958)
<b>Net cash increase for year</b>	<b>221,215</b>