



## **Annual Report 2015-2016**



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## School Description

### A. MISSION STATEMENT

This mission of AppleTree Early Learning Public Charter School (“AELPCS”) is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school.

### B. SCHOOL PROGRAM

#### 1. Summary of Curriculum Design and Instructional Approach:

AppleTree Early Learning Public Charter School (AELPCS) served 653 Preschool and Pre-kindergarten students in 2015-2016.

Recent research in reading has demonstrated that children develop the foundational skills and abilities necessary to begin reading long before they enter kindergarten. Particularly, research has identified vocabulary, letter knowledge, phonological awareness, and print knowledge as important precursors to formal reading. Many children appear to attain these skills without direct instruction. Unfortunately, many young children, particularly those from under-resourced families, never develop one or more of these key skills, often leading to reading failure and low academic achievement. Additionally, research has also demonstrated a strong link between the social-emotional development of young children and academic success. AELPCS was founded in response to the needs identified in both aspects of the research. As a result of this focus, AELPCS has achieved overall alignment among standards, instruction, and assessment.

AELPCS recognizes that not all children learn the same way. To meet the needs of children who do not make expected progress towards achieving key indicators of readiness despite receiving coherent, intentional instruction, AELPCS has adopted a response to intervention instructional model. Implementing a multi-tiered Response to Intervention (RTI) instructional program emphasizes early intervention rather than waiting until children fail. While most commonly used to prevent reading failure and over identification for special education in the early elementary years, NAEYC and the National Center for Learning Disabilities endorse RTI for preschoolers (Recognition & Response, n.d.). Key principles of RTI include 1) Recognizing children’s strengths and needs through systematic screening and progress monitoring, 2) Using multiple tiers of research-based interventions, and 3) Problem-solving with parents and educators to aid in decision-making (Horowitz, 2006). When RTI is implemented well, only 2% to 4% of all children remain poor readers in later grades in contrast with the 30% to 60% we presently see in the general public school population (Torgesen, 2000).

AELPCS’s RTI program has three tiers, or levels of intervention. The first tier is the robust instructional program delivered to all children as part of their everyday classroom experience. AELPCS’s instructional programs is centered around the curriculum, *Every Child Ready*, a unique instructional program in that it provides what to teach, how to teach it, and how to know its being done. Rather than consisting of large curriculum

books, the curriculum is only available online through AppleTree’s web portal. All teachers have access to it through technology that has been provided, including iPads, Macs, and desktop computers. All of the lessons in *Every Child Ready* are explicitly linked to the DC Early Learning Standards and aligned to the Common Core standards. Each unit is three weeks long, and there are expectations for lessons to be taught in order so that concepts can build throughout the unit. Opportunities for higher order thinking questions and problem solving are embedded within the daily schedule, so that teachers know when they should target students’ learning.

The assessments that AppleTree uses are also aligned to the content of *Every Child Ready*. Letter naming, phonological awareness, vocabulary, math concepts, and social emotional development are all part of the curriculum and are embedded in three-week long thematic units. The curriculum also provides daily opportunities to address creative arts and physical development standards. The daily schedule provides time for students to participate in centers (free choice at thematic centers), differentiated small groups, and whole group lessons that include stories, songs, poems, and authentic materials. Access to these lessons and materials provides embedded opportunities for teachers to know how to best support the learning of their students.

Teachers, curriculum specialists, and principals plan and implement Tier 2 lessons using the state-of-the-art resources to develop small group lessons. These lessons are based on individual instructional need, classroom ecologies, developmentally appropriate practices, and child interests. Parents are encouraged to participate in the planning process, during which intervention content, duration, intensity, and methods for determining effectiveness are specified.

Working with three- and four-year olds brings unique challenges, especially to those interested in assessing what young children know and are able to do. Research has demonstrated the importance of language and early literacy skills in supporting children’s later academic success. Therefore, our direct assessment work focuses on these domains, and includes both formative and summative assessments. Additional information regarding our assessments is available below in Chart 1.

*Chart 1 – Assessments*

Domain	Assessment (conducted 5 times/year)
Phonological Awareness, Print Awareness, Narrative comprehension	Every Child Ready – Language and Literacy Assessment
Early Math Skills	Every Child Ready – Math assessment
Letter Identification, sound, name writing	PALS Pre-K
Social-Emotional	Positive Behavior Rating Scale (conducted quarterly)

The academic assessments are administered approximately once every ten weeks. All children receive assessments in all domains. An analysis compiles data across domains for each student, identifies students at risk in each domain, and provides class means. Reports are then shared with the teachers, teaching fellows, teaching assistants, and school administrators through regular professional development sessions and in-class

coaching. These sessions generally occur within about two weeks from the end of the progress monitoring collection in order to ensure instructional relevancy. A curriculum specialist and Principal support teachers in targeting whole group activities and individualizing instruction to meet student's needs through weekly planning and coaching activities. Additionally, all teachers can access their students' data through a Google doc that is sortable by standards and assessments, which assists teachers in planning for differentiation.

Students with disabilities are included in the mainstream classroom as much as possible at AELPCS. When needed, Occupational Therapy, Speech Therapy, Physical Therapy, and any other necessary specialized service, are provided through an individualized, one-on-one or small group setting. Within the general classroom the AELPCS teachers, in conjunction with the Principal and Special Education Coordinators, work to differentiate instruction in order to accommodate each child with special needs so that he/she can gain appropriate access to the curriculum.

## 2. Parent involvement efforts:

AELPCS recognizes the incredible input families have as their child's first teachers, and seeks to support them in understanding important early education skills and concepts. All parents participate in a family interview within the first two weeks of school. This meeting helps teachers gather information to become better acquainted with students and their families. In addition to this first interview, parents also attend four parent teacher conferences a year where they receive a progress report with information about the academic and social development of their child, suggestions for how they can support their child at home, as well as literacy rich activities/games to use with their child. Students take home a homework activity each Monday that they work with their parents or families to complete by the end of the week. The activities are linked to the curriculum and promote language, literacy and math skills through engaging play. Parents are also regularly provided with materials to use at home to support individualized student learning.

AELPCS has several means of encouraging family literacy. A lending library is present at each campus, filled with unit-themed books and other materials for families to check out and use together at home. AELPCS also hosts events and workshops at all campuses. Four literacy-focused events are held each year, in coordination with our Family Literacy Manger. These family literacy nights contain explicit information on developing literacy skills at home and include a fun parent/child activity at the event. Literacy Nights for the past year included Read for the Record (a national reading event), Nutrition Night, and the celebration of Dr. Seuss's Birthday. The workshops are focused on helping parents engage in the academic program and foster learning or healthy practices at home. Several AppleTree campuses also hosted a bilingual family night in which parents learned more about how to best support their young children in learning two languages.

The AppleTree-Southeast and Southwest Campuses hosted Parent Appreciation Banquets in June 2016. These events were designed to increase staff and parents rapport by with an evening dedicated to recognizing the support and diligence of families who went the extra mile to support staff and students. Many families at each campus participated and celebrated together.

Each school also has a Parents at AppleTree committee (“PAT”), which meets throughout the year and is facilitated by the Principal. This committee is open to all parents and supports school-wide events, such as the Book Fair, Teacher Appreciation Week, and family outings. In addition to the activities described above, parents have the opportunity to chaperone field trips 4-5 times per year and to volunteer in their child’s classroom regularly through “stay and play” mornings where parents can help out during centers time.

Additionally, our Admissions and Transition Manager led a series of Kindergarten transition fairs and luncheons at all campuses where high-performing charter schools set up tables and were present to speak to parents of students transitioning from AppleTree to Kindergarten. Following these events, there were several workshops for parents to attend to learn more about how to select a Kindergarten for their child and how to navigate the enrollment and lottery processes. Our Principals also worked with families one-on-one to support them in making informed choices about the school lottery and application process for Kindergarten.

Lastly, our Southeast campus is in our third year of partnership with the United Planning Organization, which allows for eligible students to co-enroll as HeadStart students. This enrollment provides for added wrap-around services at school through the provision of a family engagement specialist, who hosts parent workshops, supports families in navigating difficult issues, and acts as a resource for the entire school community. Ninety-eight of our students at the Southeast Campus qualified as Head Start students in 2015-2016.

## **School Performance**

### **C. PERFORMANCE AND PROGRESS**

*1. Describe the extent to which the school is meeting its mission, detailing programs and/or methodologies through which the school pursues its mission.*

AppleTree Early Learning Public Charter School educated 653 three- and four-year-olds representing all eight wards of Washington, DC in 2015-2016. The majority of AELPCS students across seven campuses are children considered at risk for later school failure – African American students, Hispanic or Latino students, and students receiving free or reduced price lunch.

Gaps in academic performance between students from under-resourced communities and their more advantaged peers are pervasive, and research has demonstrated that closing that gap before students begin kindergarten is critical in preparing students for future

success in school and life. AELPCS set an ambitious goal to close the achievement gap before children enter kindergarten through a partnership with AppleTree Institute for Education Innovation (“ATI”), a research-and-development institute that has developed, piloted, and implemented a comprehensive, research-based instructional model, *Every Child Ready*. AELPCS’ five preschool and pre-kindergarten campuses began implementing ATI’s high quality, research- and evidence-based early childhood instructional model, *Every Child Ready* (ECR), in August 2011. ECR drives how to teach, what to teach, and how to tell it is being done to increase teacher effectiveness and children’s learning in early childhood classrooms. AppleTree’s efforts have been recognized nationally through two federal Early Reading First grants successfully operated in DCPS, DCPCS, and Head Start classrooms. In 2010, the US Department of Education validated ATI’s efforts by awarding a highly competitive Investing in Innovation (i3) grant to further develop and codify *Every Child Ready*.

*Every Child Ready*’s foundational activity is to ensure that all schools provide a robust, engaging, and developmentally appropriate instructional program to all children as part of their everyday preschool classroom experience. This partnership between AELPCS and ATI provides opportunities for collaboration between Institute and school leaders, and ensures that teachers effectively meet standards in the five *Every Child Ready* Essential Elements of Effective Preschools listed below.

- 1. Structure:** Classrooms are appropriately staffed, furnished, and supplied. Time exists for *Every Child Ready* professional development and independent and coach-supported team teacher planning.
- 2. Curriculum:** A thematic curriculum that includes a defined scope and sequence of instructional activities and aligned assessments that support the development of children’s language, early academic, and social-emotional skills is implemented with fidelity.
- 3. Classroom Climate and Management:** Classrooms are warm, safe, and productive. Positive behavior expectations are communicated and upheld consistently. Time is allocated to valuable instructional activities and transitions are minimized.
- 4. Instruction:** High levels of teacher interaction support learning and scaffold understanding. Teachers balance structure with choice and explicit instruction with exploration. Play supports children’s learning. (Instruction refers to quality of content delivery.)
- 5. Parent Engagement:** Teachers actively seek to make connections with their children’s family members and other important people in their children’s lives. Teachers communicate the school’s educational goals for children, how children are progressing toward those goals, and how families can complement and extend classroom learning.



2. Describe the extent to which the school is meeting its goals and academic achievement expectations detailed in its charter.

AELPCS has adopted the Performance Management Framework as its goals and academic expectations for the 2015-2016 school year and we are pleased to report that all campuses exceeded the goals for Literacy and Math.

*Results, Goal 1: 60% of students will meet or exceed the average growth or achievement goal on the Every Child Ready – Language and Literacy assessment. This goal was achieved at all campuses.*

<b>Campus</b>	<b>% of student who met goal</b>
Columbia Heights	91.0%
Lincoln Park	89.1%
Oklahoma Avenue	79.4%
Southeast	80.5%
Southwest	78.9%

*Results, Goal 2: 60% of students will meet or exceed the average growth or achievement goal on the Every Child Ready - Math assessment. This goal was achieved at all campuses.*

<b>Campus</b>	<b>% of student who met goal</b>
Columbia Heights	90.3%
Lincoln Park	90.9%
Oklahoma Avenue	82.3%
Southeast	82.5%
Southwest	83.2%

*Results, Goal 3: Campuses will maintain an in-seat attendance rate of at least 88%. This goal was achieved at two campuses. Two campuses exceeded the 88% goal; two were within 2 percentage points of the goal and the Southeast fell short by 6.8 percentage points*

<b>Campus</b>	<b>Average in-seat attendance</b>
Columbia Heights	89.0%
Lincoln Park	91.1%
Oklahoma Avenue	85.6%
Southeast	81.2%
Southwest	87.7%

### Classroom Quality Goals and Results

The PMF goal for the Classroom Assessment Scoring System (CLASS) Instructional Support domains is a score of 4 or above. The goal for CLASS Emotional Support and Classroom Organization domains is a score of 6 or above. All observations were conducted by OSSE and the results below indicate the scores from one observation per classroom. AppleTree's campuses did not meet the targets for these domains, except for at the Lincoln Park Campus.

#### CLASS Scores – AppleTree- Columbia Heights Campus:

	Emotional Support	Classroom Organization	Instructional Support
2015	5.7	5.4	2.3
2016	5.9	5.8	3.8
2016 PMF Weighted Average	5.9	5.7	3.4

***As reported by School Readiness Consulting***

#### CLASS Scores – AppleTree- Lincoln Park Campus:

	Emotional Support	Classroom Organization	Instructional Support
2015	6.0	5.7	2.6
2016	5.94	5.87	2.98
2016 PMF Weighted Average	6.0	5.8	2.9

***As reported by School Readiness Consulting***

#### CLASS Scores – AppleTree- Oklahoma Ave Campus:

	Emotional Support	Classroom Organization	Instructional Support
2015	5.7	5.4	2.8
2016	5.93	5.94	2.97
2015 PMF Weighted Average	5.9	5.8	2.9

***As reported by School Readiness Consulting***

CLASS Scores – AppleTree- Southwest Campus:

	Emotional Support	Classroom Organization	Instructional Support
2015	5.7	4.8	2.3
2016	5.76	5.53	2.89
2015 PMF Weighted Average	5.7	5.3	2.7

*As reported by School Readiness Consulting*

CLASS Scores – AppleTree- Southeast Campus:

	Emotional Support	Classroom Organization	Instructional Support
2015	5.6	5.6	2.6
2016	5.65	5.6	3.3
2015 PMF Weighted Average	5.6	5.6	3.1

*As reported by School Readiness Consulting*

**D. LESSONS LEARNED AND ACTIONS TAKEN**

In alignment with AppleTree’s core value of continuous improvement, we are seeking to improve the following processes and procedures for the 2016-2017 school year:

- **Revision of Teaching Fellows Program:** AppleTree has developed and refined our Teaching Fellows model over the past ten years. Now that we have our Manager of Programs and Partnerships solely focused on the Fellows program, we are making some significant changes based on data and feedback from 2015-16. First, our fellows used to follow a two-semester practicum in which they would switch campuses and grade levels in January. Data and feedback have demonstrated that these changes are actually more disruptive to the classroom environment and students’ emotional attachment to their teachers. For these reasons, fellows will remain in the same classroom for the entire school year in 2016-17. Paired with the same setting, Teaching Fellows will also be provided with increased and improved professional development focused on their unique needs. They will meet as a cohort twice per month and receive content from the Manager of Programs and coursework guided through the RELAY graduate school. We are eager to see the changes in fellows’ development this year.
- **Family Engagement** – This year many of our teachers participated in the professional learning community offered through the Flamboyant Foundation and

benefited from learning about how to conduct home visits and build partnerships with families. Based on feedback from our parents, we know that parent engagement is an area that we need to continue to improve on. We are making a few additions to our typical programming to improve this:

- AppleTree's Parklands Campus won a full partnership with the Flamboyant Foundation this year. Our teachers have developed a Family Engagement Leadership Team who will work in collaboration with Flamboyant to apply best practices in working with families.
- We are making improvements to resources provided to families at parent teacher conferences. A few of our teachers have collaborated to create targeted, standards-based materials that will be shared with parents at each conference period to support learning at home. These are differentiated based on the child's unique needs.
- We will expand our Language Diversity night to all campuses. Parents have indicated that many are interested in learning strategies to support their children's language levels, in both English and other languages.
- **Added capacity:**
  - **Instructional Coaching** - As our campuses have grown, we recognize that some classrooms, particularly those led by first year teachers, need extra support. For this reason, we have added two instructional coaches to work side-by-side with Principals to support classrooms we have identified through baseline data to be "priority." These coaches will follow a progression and use data to drive their day-to-day work with teachers.
  - **Data Specialist** – AELPCS also recognized the need for greater support with data management, both from the operations and academic sides. To meet this need, we have hired a data specialist who will be our main point of contact for all data compliance pieces. We hope that the addition of this role will lead to greater efficiencies in both operations and academics.
  - **Principal Effectiveness Team** – New principals need added supports in both leadership and instructional leadership. We have adjusted our organizational chart to accommodate these needs, and two positions dedicated to providing specific, data-driven support and development to our Principals. Our Director of Leadership leads our Resident Principal program and provides ongoing training on best practices for leaders. Our Director of Instructional Leadership is a former coach and provides targeted guidance on navigating the instructional program to both new Principals and coaches. This team, combined with our Chief Academic Officer, possess a wealth of knowledge on best practices in instruction and leadership and we feel confident that this new structure will lead to improved outcomes for students.

## **E. UNIQUE ACCOMPLISHMENTS**

- **Washington Post Principal of the Year** – Ryan Tauriainen, our Principal at the Columbia Heights Campus, was nominated by his staff and earned the distinction of the Washington Post Principal of the Year in June 2016.
- **Zero Exceptions during the Enrollment Audit** – AppleTree’s Southeast campus of Douglas Knoll maintained excellent files this year and had zero exceptions found during the enrollment audit.
- **All Campuses Met PMF goals for Student Achievement and Growth** – As evidenced in the tables above, all AppleTree campuses met the academic goals for student achievement and growth on the *Every Child Ready Math and Literacy* assessments.

## **F. LIST OF DONORS**

- There were zero donations of over \$500 to report.



## Data Reports

### SY 2015-16 Annual Report Campus Data Report – COLUMBIA HEIGHTS

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning PCS - Columbia Heights
PCSB	Grades served: PK3-PK4
PCSB	Overall Audited Enrollment: 158

### Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	92	66	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	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	<b>Total number of instructional days: 177</b> 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	<b>Suspension Rate:</b> 0.0%
PCSB	<b>Expulsion Rate:</b> 0.0%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.0%
PCSB	<b>Average Daily Attendance:</b> 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>Validated in mid-August</i>
PCSB	<b>Midyear Entries:</b> <i>Validated in mid-August</i>
PCSB	<b>Promotion Rate:</b> 98.2%
PCSB (SY14-15)	<b>College Acceptance Rates:</b> <i>Not applicable</i>
PCSB (SY14)	<b>College Admission Test Scores:</b> <i>Not applicable</i>





### SY 2015-16 Annual Report Campus Data Report – LINCOLN PARK

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning PCS - Lincoln Park
PCSB	Grades served: PK3-PK4
PCSB	Overall Audited Enrollment: 60

### Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	43	17	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	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	<b>Total number of instructional days: 177</b> 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	<b>Suspension Rate:</b> 0.0%
PCSB	<b>Expulsion Rate:</b> 0.0%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.0%
PCSB	<b>Average Daily Attendance:</b> 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>Validated in mid-August</i>
PCSB	<b>Midyear Entries:</b> <i>Validated in mid-August</i>
PCSB	<b>Promotion Rate:</b> 98.2%
PCSB (SY14-15)	<b>College Acceptance Rates:</b> <i>Not applicable</i>
PCSB	<b>College Admission Test Scores:</b> <i>Not applicable</i>

(SY14-15)	
PCSB (SY14-15)	<b>Graduation Rates:</b> <i>Not applicable</i>
<b>FACULTY AND STAFF DATA POINTS</b>	
School	<b>Teacher Attrition Rate: 28%</b>
School	<b>Number of Teachers: 7</b> "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: \$40,667 2. Range -- Minimum: \$ 32,000                      Maximum: \$50,000

### SY 2015-16 Annual Report Campus Data Report – OKLAHOMA AVENUE

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning PCS - Oklahoma Avenue
PCSB	Grades served: PK3-PK4
PCSB	Overall Audited Enrollment: 156

### Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	75	81	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	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	<b>Total number of instructional days: 177</b> 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	<b>Suspension Rate:</b> 0.0%
PCSB	<b>Expulsion Rate:</b> 0.0%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.0%
PCSB	<b>Average Daily Attendance:</b> 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>Validated in mid-August</i>
PCSB	<b>Midyear Entries:</b> <i>Validated in mid-August</i>
PCSB	<b>Promotion Rate:</b> 98.2%
PCSB (SY14-15)	<b>College Acceptance Rates:</b> <i>Not applicable</i>
PCSB	<b>College Admission Test Scores:</b> <i>Not applicable</i>

(SY14 -15)	
PCSB (SY14 -15)	<b>Graduation Rates:</b> <i>Not applicable</i>
<b>FACULTY AND STAFF DATA POINTS</b>	
School I	<b>Teacher Attrition Rate: 29%</b>
School I	<b>Number of Teachers: 17</b> "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 I	<b>Teacher Salary</b> 1. Average: \$40,125 2. Range -- Minimum: \$32,000                      Maximum: \$58,000

### SY 2015-16 Annual Report Campus Data Report - SOUTHEAST

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: Appletree Early Learning PCS - Southeast
PCSB	Grades served: PK3-PK4
PCSB	Overall Audited Enrollment: 177

### Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	88	89	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	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	<b>Total number of instructional days: 177</b> 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	<b>Suspension Rate:</b> 0.0%
PCSB	<b>Expulsion Rate:</b> 0.0%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.0%
PCSB	<b>Average Daily Attendance:</b> 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>Validated in mid-August</i>
PCSB	<b>Midyear Entries:</b> <i>Validated in mid-August</i>
PCSB	<b>Promotion Rate:</b> 98.2%
PCSB (SY14-15)	<b>College Acceptance Rates:</b> <i>Not applicable</i>
PCSB	<b>College Admission Test Scores:</b> <i>Not applicable</i>

(SY14 -15)	
PCSB (SY14 -15)	<b>Graduation Rates:</b> <i>Not applicable</i>
<b>FACULTY AND STAFF DATA POINTS</b>	
School I	<b>Teacher Attrition Rate: 12%</b>
School I	<b>Number of Teachers: 17</b> "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 I	<b>Teacher Salary</b> 1. Average: \$61,469 2. Range -- Minimum: \$56,000                      Maximum: \$66,000

### SY 2015-16 Annual Report Campus Data Report - SOUTHWEST

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning PCS - Southwest
PCSB	Grades served: PK3-PK4
PCSB	Overall Audited Enrollment: 102

### Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	51	51	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	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	<b>Total number of instructional days: 176</b> 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	<b>Suspension Rate:</b> 0.0%
PCSB	<b>Expulsion Rate:</b> 0.0%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.0%
PCSB	<b>Average Daily Attendance:</b> 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>Validated in mid-August</i>
PCSB	<b>Midyear Entries:</b> <i>Validated in mid-August</i>
PCSB	<b>Promotion Rate:</b> 98.2%
PCSB (SY14 -15)	<b>College Acceptance Rates:</b> <i>Not applicable</i>

PCSB (SY14 -15)	<b>College Admission Test Scores:</b> <i>Not applicable</i>
PCSB (SY14 -15)	<b>Graduation Rates:</b> <i>Not applicable</i>
<b>FACULTY AND STAFF DATA POINTS</b>	
School	<b>Teacher Attrition Rate: 27%</b>
School	<b>Number of Teachers: 11</b> "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: \$40,950 2. Range -- Minimum: \$32,000                      Maximum: \$50,000

## Appendices

### APPENDIX A – STAFF ROSTER

Instructional Leader / Principal - Responsibilities and Qualifications			
<p><b>Responsibilities:</b> The Instructional Leader/Principal oversees the daily instructional program of an AELPCS campus and works with other AppleTree leaders to help close the achievement gap before students enter kindergarten. The Instructional Leader/Principal supervises the school-based instructional staff and provides general and targeted instructional supports, provides teacher and classroom quality supports, manages individuals and relationships, and contributes to a community of practice.</p>			
<p><b>Qualifications:</b> The Instructional Leader/Principal must be committed to ensuring the best possible educational outcomes for all students. A firm grasp of response to intervention (RTI) models and a commitment to data-driven instruction, academic and personal excellence, and the school's unique vision is required for all candidates.</p> <ul style="list-style-type: none"> <li>100% of Principal Instructional Leaders hold Masters Degrees in Education.</li> </ul>			
Instructional Leaders / Principals 2015-2016			
Last Name	First Name	Campus	Dates of Employment
Waddy	Alison	Lincoln Park	August 2015-current
Wilson	Michael	Southeast	November 2014-current
Tauriainen	Ryan	Columbia Heights	August 2012-July 2016
Wellington	Ntaka	Oklahoma Ave	August 2013-July 2016
Mills	Aja	Southwest	August 2014-current

School Operations Team - Responsibilities and Qualifications				
<p><b>Responsibilities:</b> The School Operations team consists of Operations Managers and Coordinators who work together to manage the day-to-day operations at all of our campuses, including enrollment, facilities management, ordering, and more.</p>				
<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>80% of Managers on the Operations team hold a Bachelors Degree</li> <li>100% of Operations Team members have prior experience support school operations prior to joining AppleTree</li> </ul>				
School Operations Team				
Last Name	First Name	Campus	Role	Dates of Employment
Jones	Danielle	Lincoln Park Southwest	School Operations Coordinator	August 2015-current
Montgomery	Ashley	Columbia Heights	School Operations Coordinator	August 2011 – current
Powell	Teria	Douglas Knoll	Admin Asst.	April 2013-Current
Gjoni	Nikoletta	Oklahoma Ave	School Operations coordinator	July 2012-current

Tolliver	Sequitita	Parklands	School Operations Coordinator	August 2013-current
Taylor	Tony	Central Office	Operations and Compliance Manager	May 2012-current
Hayes	Tazzley	Southweset	School Operations Coordinator	August 2013-current
White	Juanita	Central office	Admissions and Transition Manager	July 2013-current

### **Lead Teacher - Responsibilities and Qualifications**

Responsibilities: The lead teacher directs a minimum of a 3-person instructional team consisting of the lead teacher, a teaching fellow and a teaching assistant. The lead teacher is responsible for supporting the professional development and growth of her/his team, including mentoring and guiding the teaching fellow and assistant. Lead teacher uses knowledge of the development of young children, the ways in which young children learn and scientifically based practice to support the social, emotional and cognitive development of young children.

Qualifications:

- 100% of Lead teachers held Bachelors' Degrees
- 10 % of Lead teachers held Masters' Degrees
- 100% of Lead teachers received a passing score on the Praxis Elementary Education Content Knowledge test 10014

<b>Lead Teacher Name</b>	<b>Campus</b>	<b>Dates of Employment</b>
Alexandra Bellamy-Cesar	Columbia Heights	August 2015-current
Aneesah Blount	Southwest	August 2013-current
Brianna Bourne	Southeast	August 2015-current
Carly Jacob	Lincoln Park	August 2015-current
Catherine Ramirez	Oklahoma Ave	August 2013-current
Colleen Shea	Columbia Heights	August 2012-current
Dana Boston	Southeast	August 2015-current
Eve Hage	Lincoln Park	January 2012-current
Gwladys Mezence	Columbia Heights	April 2013-current
Jennifer Carvey	Oklahoma Ave	August 2014-current
Jennifer Hatton	Columbia Heights	August 2011-current
Jilana Booker	Lincoln Park	August 2013-current
Keisha Harris	Southeast	August 2013-Current
Kristie Dennis	Lincoln Park	August 2015-current
Lindsay Houser	Southeast	August 2015-current

Mardi Adams	Southeast	August 2011-current
Markeytta Harrison	Oklahoma Ave	August 2013-current
Michelle Vinson	Southeast	August 2015-current
Monique Copelin	Southeast	August 2015-current
Paige Williams	Southeast	August 2015-current
Pamela Egbuniwe	Southwest	August 2014-current
Pamela Foster	Southeast	August 2012-current
Quentin Hairston	Southeast	August 2015-June 2016
Rose Frumkin	Columbia Heights	August 2015-current
Roseanna Silva	Southeast	August 2015-current
Sam Hood	Columbia Heights	August 2014-current
Sarah Amour	Southwest	March 2011-current
Sheralyn Saunders	Oklahoma Ave	August 2015-June 2016
Sherrel Lewis	Columbia Heights	August 2014-current
Shivelle Legister	Oklahoma Ave	August 2014-current
Shontice McKenzie	Southwest	August 2014-current
Sonja Harris	Oklahoma Ave	August 2013-current
Sylvia Boyle (ELL)	Columbia Heights	August 2013-current
Taylor McTootle	Columbia Heights	November 2014-current
Tenea Harris-Nance	Southeast	January 2013-current
Teresa Butler	Oklahoma Ave	August 2014-current
Tsion Teckle	Columbia Heights	August 2011-current
Ty'Nae Harrison	Southeast	August 2013-current
Valerie Carroll	Southeast	September 2015-current
Vianca Smith	Southeast	August 2015-current
Whitni Richardson	Southwest	August 2015-current
Yashica Valentine-Kearse	Oklahoma Ave	August 2015-current



<b>Teaching Fellow - Responsibilities and Qualifications</b>	
<b>Responsibilities:</b> The teaching fellow is part of a minimum of a 3-person instructional team consisting of the lead teacher, a teaching fellow and a teaching assistant. Teaching Fellows support the lead teacher in all facets of instructional planning and implementation. Teaching fellowships are apprenticeships during which fellows gain teaching competencies in preparation for becoming lead teachers, culminating with the opportunity to lead a class during summer school.	
<b>Qualifications:</b> <ul style="list-style-type: none"> <li>100% of Teaching Fellows held a Bachelor's Degree</li> </ul>	

<b>Teaching Fellow Name</b>	<b>Campuses</b>	<b>Dates of Employment</b>
Vanessa Newton	Columbia Heights/Southwest	August 2015--current
Amber Winfree	Columbia Heights/Southwest	August 2015--current
Briana Faison	Oklahoma Ave/Lincoln Park	August 2015-July 2016
Rachel Underwood	Columbia Heights/Oklahoma Ave	August 2015--current
Emily Herder	Lincoln Park/Columbia Heights	August 2015--current
Alison Mayer	Columbia Heights/Oklahoma Ave	August 2015--current
Shante McKnight	Southwest/Oklahoma Ave	August 2015--current
Tiffani Tomlinson	Southwest/Oklahoma Ave	August 2015-June 2016
Ashley Hughes	Southwest/Oklahoma Ave	August 2015--current
Jayde Peters	Southwest/Columbia Heights	August 2015--current
Denni Johnson	Southwest/Columbia heights	August 2015-May 2016
David Richardson	Columbia Heights/Oklahoma Ave	August 2013-current
Drake Anthony	Southwest/Oklahoma Ave	September 2015-current
Mary Kirsch	Columbia Heights/Oklahoma Ave	August 2015--current
Morgan Harding	Oklahoma Ave/Southwest	August 2015-July 2016
Danielle Shea	Southwest/Oklahoma Ave	August 2015--current
Donne' Hawkins	Lincoln Park/Oklahoma Ave	August 2015-current

### **Teaching Assistant - Responsibilities and Qualifications**

**Responsibilities:** The teaching assistant works with a 3-person instructional team consisting of the lead teacher, a teaching fellow, and/or co-lead and a teaching assistant. The teaching assistant uses his/her knowledge of the development of young children, the ways in which young children learn and scientifically based practice to support the social, emotional and cognitive development of young children. Teaching assistants plan for and provide instruction to students enrolled in Before Care and/or Extended Day programming in collaboration with their fellow teaching assistants, following the scope and sequence outlined in the extended day curriculum.

**Qualifications:**

- 100% of Teaching Assistants are considered highly qualified paraprofessionals
- 23% of Teaching Assistants held Bachelor's Degrees
- 13% of Teaching Assistants held Associate's Degrees
- 77% of Teaching Assistants successfully passed the Parapro

<b>Teaching Assistant</b>	<b>Campus</b>	<b>Dates of Employment</b>
Adria Brown	Oklahoma Ave	August 2015-current
Amber Allen	Southwest	October 2012-current
Anasa Jennings	Columbia Heights	August 2013-current
Andrea Wright	Southeast	November 2014-current
Ashley Hughes	Southwest	August 2013-current
Bettie Hewitt	Southeast	August 2012-current
Candace Evans	Oklahoma Ave	August 2013-current
Capriko Robinson	Lincoln Park	August 2010-current
Danielle Etheridge	Oklahoma Ave	August 2010-current
Janae Pasteur	Lincoln Park	August 2015-August 2016
Jolie Carr	Southwest	August 2014-current
Joseph Golub	Columbia Heights	March 2016-July 2016
Judah Asomugha	Columbia Heights	August 2013-current
Katherine Vargas-Gonzales	Columbia Heights	August 2014-current
Kiara Spurgeon	Oklahoma Ave	August 2015-August 2016
Lamar Richardson	Oklahoma Ave	August 2015-current
Latricia Irby	Columbia Heights	March 2016-current
Leyonna Wright	Southeast	September 2008-current
Lindsey Henson	Southwest	March 2015-current

Maya Perkins	Lincoln Park	August 2011-current
Re'Jeanne Johnson	Oklahoma Ave	August 2014-June 2016
Ron Waller	Lincoln Park	August 2010-current
Shakeia Hawkins	Columbia Heights	August 2015-current
Shaneka McCray	Southwest	August 2014-current
Shannon Youngblood	Columbia Heights	August 2013-current
Shaunice Alston-Gaskins	Southeast	August 2010-current
Sherika Dawson	Columbia Heights	August 2014-current
Trina Faison	Columbia Heights	August 2007-current
Tyler Warner	Southwest	August 2015-current
Xenia Benitez	Columbia Heights	Dec 2011-current

<b>Extended Day Team Member</b>
Responsibilities: Extended Day Team members support the implementation of the Extended Day program at all AELPCS campuses. The Extended Day program runs from 3:30-6pm daily.

<b>Extended Day Name</b>	<b>Campus</b>
Kayana Hewitt	Southeast
Kara Oneyeuku	Southeast
Lolita Fields	Southeast
Konovia Meekins	Southeast
Calvin Mainor	Southeast
Teresa Law	Southeast
Leya Walker	Southeast
Keisha Hewitt	Southeast
Denise Deal	Lincoln Park
Lakeisha Young	Lincoln Park
David Richardson	Columbia Heights
Gabrielle Estevez	Columbia Heights
Daunte Hill	Columbia Heights
Catherine Claros Cruz	Columbia Heights

Jahlynn Moore	Columbia Heights
Jauron Wright	Southwest
Nicole Thomas	Southwest
Davonna Smith	Oklahoma Ave
Markerra Rinfrow	Oklahoma Ave
Nicole Moore	Oklahoma Ave

<b>Special Education Team - Responsibilities and Qualifications</b>				
<p><b>Responsibilities:</b> Under direction of the Special Education Manager and/or designee, the Special Education Team collaborates to implement student IEPs in inclusion and pullout settings. This position will serve to support the Special Education Manager with administrative tasks including compliance, chairing multidisciplinary (MDT) meetings and ensuring academic progress for students participating in special education programs.</p>				
<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>100% of Special Education Coordinators and Managers had Bachelor's Degrees and Special Education Certification. One coordinator and the Special Education Manager held a Masters in Special Education.</li> <li>100% of Dedicated Aides were highly qualified Paraprofessionals</li> </ul>				
<b>Special Education Team</b>				
<b>Last Name</b>	<b>First Name</b>	<b>Campus</b>	<b>Role</b>	<b>Dates of Employment</b>
Beckles	Melanney	Columbia Heights	SPED Coordinator	August 2015-current
Ucles	Juan	Oklahoma Ave/Lincoln Park/Southwest	SPED Coordinator	August 2015-current
Fields	Andrea	Southeast	SPED Coordinator	Sept 2015-current
Scarborough	Kendra	Southwest	Dedicated Aide	August 2015-June 2016
Umansky	Jenna	All Campuses	SPED Manager	July 2015-current
Scott	Kendra	All Campuses	Speech Language Pathologist	July 2015-current

<b>School Aide - Responsibilities and Qualifications</b>			
<b>Responsibilities:</b> The early childhood school aide supports both instruction and other school operations.			
<b>Qualifications:</b> <ul style="list-style-type: none"> <li>○ 50% of School Aides held Bachelor's Degrees</li> <li>○ 100% of School Aides had prior experience supporting school operations</li> </ul>			
<b>School Aides</b>			
<b>Last Name</b>	<b>First Name</b>	<b>Campus</b>	<b>Dates of Employment</b>
Curry	Rondel	Oklahoma Ave	Aug 2015-July 2016
Mitchell	Shanita	Southeast	August 2015-current
Prather	Saundra	Southeast	August 2013-current
Stocks	Sameerah	Columbia Heights	June 2014-current

<b>Social Worker - Responsibilities and Qualifications</b>			
<b>Responsibilities:</b> The Social Worker supports teachers, administrators, families and staff in ensuring that AppleTree Early Learning Public Charter School (AELPCS) provides optimal support to all children, especially those who need extra support in developing social competencies and those with challenging home situations.			
<b>Qualifications:</b> <ul style="list-style-type: none"> <li>○ 100% of Social Workers held Masters Degrees in Social Work</li> </ul>			
<b>Social Worker</b>			
<b>Last Name</b>	<b>First Name</b>	<b>Dates of Employment</b>	<b>Campuses</b>
Vyas	Sonal	October 2014-June 2016	Columbia Heights/Southwest
Clark	Meaghan	August 2015-current	Oklahoma Ave
Mitchell	Chelante'	October 2014-current	Southeast/Lincoln Park

<b>AELPCS Home Office Leadership Team - Responsibilities and Qualifications</b>			
<b>Responsibilities:</b> The school's home office leadership team is responsible for supervising the implementation of the many programs that support the school. The team is led and supervised by the Chief of Schools.			
<b>Qualifications:</b> <ul style="list-style-type: none"> <li>100% of the School's Leadership team hold Masters Degrees</li> </ul>			
<b>AELPCS Home Office Leadership Team</b>			
<b>Last Name</b>	<b>First Name</b>	<b>Role</b>	<b>Dates of Employment</b>
Zummo Malone	Anne	Chief of Schools	August 2007-current
Miles	Jamie	Chief Academic Officer	July 2015-current
Dorvil	Judith	Director of Student Support Services	July 2015-current
Wilder	ChaQuan	Language Acquisition and Family Literacy Manager	July 2014-current
Nkansah	Amponsah	School Leader Data Specialist	July 2015-current
Kimport	Rebecca	Manager – Professional Development and Data	July 2014-current

## **APPENDIX B: BOARD ROSTER 2015-2016**

<b>AELPCS Board Members</b>				
<b>Name</b>	<b>Committee</b>	<b>DC Resident?</b>	<b>Date of Appt</b>	<b>Date Appt Expires</b>
Karen Davenport	Governance	Yes	2008	2017
Matthew Downs	Governance	Yes	2008	2017
Bridget Bradley Gray	Finance	No	2008	2017
Celia Martin	Finance	No	2005	2017
Jack McCarthy	Board Chair	No	2005	2017
Brian Oliver	Development	Yes	2013	2017
Skylé Pearson	Governance	Yes	2009	2017
Tiffany Quivers	Parent	Yes	2014	2017
Paula Young Shelton	Governance	Yes	2005	2017
Negest Hayes-Rucker	Parent	Yes	2014	2017
Chris Barraza	Parent	Yes	2015	2016
LaJoy Johnson-Law	Parent	Yes	2015	2017
Nancie Suzuki	Development	Yes	2015	2017

## APPENDIX C: UNAUDITED FINANCIAL STATEMENT, YEAR-END 2015-2016:

### Income and Cash Flow Statements

AppleTree Early Learning PCS

		Annual
Income Statement		Actual
Revenue		
	State and Local Revenue	11,922,206
	Federal Revenue	1,108,196
	Private Grants and Donations	209,651
	Earned Fees	337,615
	Total Revenue	13,577,669
Expenses		
	Salaries	6,782,111
	Benefits and Taxes	1,807,010
	Contracted Staff	272,497
	Staff-Related Costs	94,662
	Rent	1,342,296
	Occupancy Service	434,723
	Direct Student Expense	954,321
	Office & Business Expense	670,352
	Depreciation and Amortization	474,921
	Total Expenses	12,832,893
Net Income		744,775

## Balance Sheet

AppleTree Early Learning PCS

Balance Sheet	
Assets	Amount
Assets	
Current Assets	
Cash	3,778,459
Accounts Receivable	566,825
Other Current Assets	60,131
Total Current Assets	4,405,415
Noncurrent Assets	
Operating Fixed Assets, Net	150,670
Facilities, Net	4,306,017
Total Noncurrent Assets	4,456,687
Total Assets	8,862,101
Liabilities and Equity	Amount
Liabilities and Equity	
Current Liabilities	
Accounts Payable	380,065
Other Current Liabilities	623,044
Total Current Liabilities	1,003,109
Long-Term Liabilities	
Other Long-Term Liabilities	2,527,620
Total Long-Term Liabilities	2,527,620
Equity	
Unrestricted Net Assets	4,586,598
Temporarily Restricted Net Assets	0
Net Income	744,775
Total Equity	5,331,373
Total Liabilities and Equity	8,862,101



## APPENDIX D: APPROVED BUDGET FOR SY 2016-2017:

**FY17 Budget (Approved)**  
**AppleTree Early Learning PCS**

<b>Revenue</b>		
	State and Local Revenue	11,810,009.31
	Federal Revenue	819,269.32
	Private Revenue	590,813.71
<b>Total Revenue</b>		<b>13,220,092.34</b>
<b>Operating Expense</b>		
	Staff-Related Expense	9,399,837.32
	Occupancy Expense	1,732,421.70
	Student Expense	860,252.34
	General & Admin	661,683.64
<b>Total Operating Expense</b>		<b>12,654,195.00</b>
<b>Net Operating Income</b>		<b>565,897.34</b>
<b>Interest, Depreciation</b>		
	Depreciation, Amortization	474,305.45
<b>Total Expenses</b>		<b>13,128,500.45</b>
<b>Net Income</b>		<b>91,591.89</b>