



2015-16 Ten-Year Charter Review Report

St. Coletta Public Charter School

December 14, 2015

DC Public Charter School Board
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KEY FINDINGS AND BOARD VOTE

The District of Columbia Public Charter School Board (“DC PCSB”) staff has conducted a charter review of St. Coletta Special Education Public Charter School (“St. Coletta PCS”) according to the standard required by the School Reform Act (“SRA”), D.C. Code §§ 38-1802 *et seq.*¹ St. Coletta PCS fully met all of its goals and student academic achievement expectations (“academic expectations”), and has neither materially violated the law nor its charter. Based on these findings, on December 14, 2015 the DC PCSB Board voted 5-0 to continue the school’s charter with the conditions described below. DC PCSB commends the school for its fidelity to its mission and its service to District of Columbia students with disabilities.

St. Coletta PCS is the only DC public charter school whose mission is to serve solely students with disabilities, and nearly all of St. Coletta PCS students are classified as having “Level Four” disabilities, and have severe cognitive and secondary disabilities. The school was founded by St. Coletta of Greater Washington (“SCGW”), a non-profit organization that has operated a private school program for children and adults with disabilities since 1959. SCGW manages St. Coletta PCS’s operations according to a management agreement executed by SCGW and the school. Per this management agreement, St. Coletta PCS transfers all revenues to SCGW, which then pays all of the school’s vendors and personnel, and keeps any excess funds as a management fee.

DC PCSB commends the school for its fidelity to its mission and its service to District of Columbia students with disabilities. A review of St. Coletta PCS’s board minutes indicates that the school’s board is active and engaged, and discusses academic, compliance, and fiscal issues related to the school’s operation. Indeed, the SRA requires charter schools to “be responsible for the [school’s] operation, including preparation of a budget and personnel matters,”² and that a charter school’s board of trustees “shall set overall policy for the school.”³ However, while the school’s board may discuss those matters, the management agreement places significant managerial authority of St. Coletta PCS with SCGW, which may conflict with the statutory requirement that a school’s board have ultimate control of a DC charter school.

Another concern is with the level of transparency of the school’s financial statements as reported to DC PCSB. Per the management agreement, all revenues received by the school are immediately transferred to the management organization, which then pays all of the school’s vendors and personnel. Any excess funds are considered a management fee and retained by the management organization. This payment structure creates a lack of transparency regarding the school’s use of public funds. While SCGW has been responsive to DC PCSB’s requests for financial information about the management company, DC PCSB is unable to fully monitor the school’s fiscal performance because its financial transactions are

¹ D.C. Code § 38-1802.12(a)(3).

² D.C. Code § 38-1802.04(b)(7).

³ D.C. Code § 38-1802.05(d).

not reported separately from those of the management company in audited financial statements. St. Coletta PCS's finances are separately audited from those of its management company, but due to the nature of the financial transfers between St. Coletta PCS and SCGW, the school's audits do not provide adequate detail into the school's use of funds. Historically, the school's audits have shown total revenue, and a single expense, comprising all of the school's revenues being transferred to SCGW. However, it should be noted that the school and SCGW have committed to begin reporting the school's financial activities separately from those of the management organization in the annual financial audits. Additionally, because it transfers all funds to its management company, the school has not been required to submit documentation of its procurement contracting, as is required by the SRA. DC PCSB met with the school on October 26, 2015 to discuss the concerns around fiscal transparency. The school assured DC PCSB that it complies with the SRA's procurement requirements and is willing to submit procurement documentation to DC PCSB in the future.

Given these reporting practices, and in light of the pending legislation aimed at increasing the transparency of contracts between public charter schools and management organizations that is currently being considered by the DC Council, DC PCSB staff recommends the school's continuance be conditioned on the school fulfilling the commitments it made at the October 26, 2015 meeting, including:

- **Segregation of the School's Financial Statements.** The school and its management company should revise the format of their financial statements to separate the school from the other parts of the organization. This will enable DC PCSB to effectively monitor the school's financial stability and verify the use public funds.
- **Compliance with Procurement Contract Submission Policy.** The school has not submitted any documentation regarding procurement contracts to DC PCSB. To demonstrate compliance with the SRA's requirements in this area, St. Coletta PCS should submit all procurement contract documents - including solicitations, bids received, executed contracts, and the determinations and findings form – to DC PCSB for the the current fiscal year (FY16) and all future years.
- **Transparent Reporting of the Management Fee.** Currently, the difference between the school's revenues and expenses are retained by SCGW as its management fee. The school should report the management fee separately from all expenditures related to the school's operations.

These change to the school's financial reporting are necessary for St. Coletta PCS to achieve a level of transparency consistent with the rest of the sector. DC PCSB staff appreciates St. Coletta PCS and SCGW's collaboration in developing these new practices to create sufficient transparency without creating undue burden on the school. Finally, PCSB staff recommends further analysis to ensure that the school's governance structure complies with the SRA's requirement that control of the school remain

with the school's board, and that St. Coletta PCS amend its governing documents if necessary to ensure full compliance.

CHARTER REVIEW STANDARD

The SRA provides that DC PCSB "shall review [a school's] charter at least once every [five] years."⁴ As part of this review, DC PCSB must determine whether:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.⁵

If DC PCSB determines that a school has committed a material violation of applicable law, or has not met its goals and expectations, as described above, it may, at its discretion, grant the school a conditional continuance, or revoke the school's charter. Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

St. Coletta PCS began operation as a public charter school in 2006 under authorization from the District of Columbia Board of Education ("DC BOE") to serve students aged 3-22 with intellectual disabilities. The school was founded by SCGW, a non-profit organization that opened a private school for students with disabilities in 1959. SCGW continues to operate a private school, which serves Maryland and Virginia students, along with adult students. The private school operates alongside the DC charter school, which serves eligible DC residents only. In 2008, after the passage of the Public Education Reform Amendment Act dissolved the DC BOE, DC PCSB became the authorizer of the school. The school's mission is:

To serve children and adults with intellectual disabilities, and to support their families.⁶

⁴ D.C. Code § 38-1802.12(a)(3).

⁵ D.C. Code § 38-1802.12(c).

⁶ See St. Coletta PCS 2013-14 annual report, p. 3, attached to this report as Appendix A.

As noted above, nearly all of St. Coletta PCS students have been identified with Level 4 disabilities, the category that requires the most hours of special education support services. The school notes its students are diagnosed with “intellectual disabilities, autism...and secondary disabling conditions [including] speech language disorders, vision or hearing impairments, orthopedic impairments, health impairments and behavioral disorders.”⁷

St. Coletta PCS’s programming includes “functional academics, functional life skills, physical education, arts education, computer skills, and vocational training.”⁸ The school’s facility is divided into several “houses”, in which students are grouped according to age. Each house includes a teaching kitchen and laundry facilities, where students develop life skills necessary for independent living. The school has an on-site garden that is used to teach students about science, nature, and healthy living. St. Coletta PCS provides therapeutic services to students as required by their IEPs, including “speech/language therapy, occupational therapy, physical and hydrotherapy, audiological and vision services, and counseling.”⁹

Students who are aged 16-22 participate in the school’s Senior Program, through which students develop vocational skills and plans for living and working once they graduate from the St. Coletta PCS program. Exiting St. Coletta PCS students earn high school certificates of completion based on completing their Individualized Education Program (“IEP”) objectives.

DC PCSB staff completed a Qualitative Site Review of St. Coletta PCS from September 14 – September 29, 2015. The team observed overwhelming evidence of the school fulfilling its mission and the school scored exceptionally high on the Framework for Teaching rubric. Observers during the unannounced visit scored 97% of the observations as distinguished or proficient using the Charlotte Danielson Framework for Teaching and Learning in the Classroom Environment Domain and another 93% as distinguished or proficient in the Instruction Domain. The evidence was overwhelmingly positive, reflecting an exceptional learning environment for their target population. Below is an expert from the Qualitative Site Review report, which can be found in its totality on DC PCSB’s website or [here](#).

There is evidence of a rich, genuine, progressive academic setting that supports the growth and success of each student. The instruction covers functional life and academic skills. Classroom supports ranged from special education classroom teachers to instructional aides/paraprofessionals, dedicated aides, and therapists...Individualization was evident in each of the observations. There was consistency in the content and themes presented during class instruction and activities. Teachers and adult supports were able to individualize instruction and strategies to ensure they were specific to the individual needs of each student. Both small group

⁷ See 2014-15 Annual report, p. 3, attached to this report as Appendix B.

⁸ See Appendix B, p. 3.

⁹ See Appendix B, p. 7.

and whole group instruction were used regularly, and there were numerous opportunities for one-on-one instruction.¹⁰

The school’s performance has been evaluated according to accountability plans over the past four years. In December 2014, the school amended its charter to align its goals and academic expectations with the targets in these accountability plans.¹¹

2015-16 Grade Levels	2015-16 Student Enrollment	2011-12 Accountability Plan	2012-13 Accountability Plan	2013-14 Accountability Plan	2014-15 Accountability Plan
Ungraded	249	5 of 5 targets met	5 of 6 targets met	6 of 6 targets met	6 of 6 targets met

Prior Charter Review

While St. Coletta PCS’s fifth year in operation was 2010-11, the school was not reviewed until the school’s sixth year in operation. This delay was due to the school transitioning from the authorization of the now defunct DC Board of Education (“BOE”) to DC PCSB. In January 2012, DC PCSB conducted the school’s first charter review, and the DC PCSB Board granted charter continuance to St. Coletta PCS noting that the school met all of its accountability plan targets, had remained in compliance with the law and its charter, and was economically viable, adhered to generally accepted accounting principles, and not had not committed fiscal mismanagement.¹² It was noted by DC PCSB that the school exceeded its attendance goal by 10%, and that it had met its goals related to student proficiency on the DC CAS Alternate Assessment, along with students earning a certificate of high school completion.

¹⁰ See Qualitative Site Review, p. 2, attached to this report as Appendix C.

¹¹ See St. Coletta PCS charter amendment, attached to this report as Appendix D.

¹² See letter from Mr. Brian Jones, DC PCSB Board Chair, to Ms. Elizabeth Pierce, St. Coletta PCS board chair, dated January 25, 2012, attached to this report as appendix E. In this review, DC PCSB did not assess whether the school met its goals and academic achievement expectations as detailed in its charter.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires DC PCSB to review whether a school has met its goals and academic expectations at least once every five years. Goals and expectations are only considered as part of the review analysis if they were included in a school’s charter, charter amendment, or accountability plans approved by the DC PCSB Board (collectively, the “Charter”).

DC PCSB has four ratings that it applies to schools when assessing goal attainment: Fully met, substantially met, partially met, and did not meet. To fully meet a goal, the school has to show that it met the goal’s target each of the years. To substantially meet the goal, the school has to have demonstrated that it met the goal in the majority of the years. To partially meet a goal, the school has to have met the goal at least 40% of the time; and to not meet the goal the school will have needed to miss the target more than 60% of the years under this review. DC PCSB staff generally recommends schools for continuance that meet or substantially meet the majority of their goals, with no goal not being met.

In December 2014, the DC PCSB Board approved a request from the school to amend its charter to adopt the goals in the table below. A detailed analysis of the school’s attainment of its goals and expectations is included in the body of this report, and is organized according to the indicators assessed in the school’s accountability plan.

	Goals and Academic Expectations	Met?
1	In 2011-12, St. Coletta PCS will meet two thirds of the school’s 2011-12 Accountability Plan targets.	Yes
2	In 2012-13, St. Coletta PCS will meet two thirds of the school’s 2012-13 Accountability Plan targets.	Yes
3	In 2013-14, St. Coletta PCS will meet two thirds of the school’s 2012-13 Accountability Plan targets.	Yes
4	In 2014-15, St. Coletta PCS will meet two thirds of the school’s 2012-13 Accountability Plan targets, excluding those measures and targets related to the DC CAS Alternate Assessment due to the test no longer being administered.	Yes

1. Individualized Education Program Outcomes. St. Coletta PCS met this target. Each year, St. Coletta PCS students showed progress in mastering a majority of their student objectives.

Year	Target	Target Met?
2011-12	68% of student objectives will be achieved at Expanding, Progressing, or Mastery Level.	Yes. 68.5% of students achieved at Expanding, Progressing, or Mastery.
2012-13		Yes. The percentage of students who received Expanding, Progressing, or Mastered on their objectives was 79.5%.
2013-14		Yes. The percentage of students who received Expanding, Progressing, or Mastered on their objectives was 81.5%.
2014-15		Yes. The percentage of students who received Expanding, Progressing, or Mastered on their objectives was 74.8%.

Year	Target	Target Met?
2012-13	75% of student objectives upon completion of the fourth quarter of student IEPs will be achieved at Expanding, Progressing, or Mastery Level.	Yes. The percentage of students who received Expanding, Progressing, or Mastered on their objectives was 87.2%.
2013-14		Yes. The percentage of students who received Expanding, Progressing, or Mastered on their objectives was 90.6%.
2014-15		Yes. The percentage of students who received Expanding, Progressing, or Mastered on their objectives was 86.9%.

Qualitative Evidence

In September 2015, DC PCSB staff conducted a Qualitative Site Review (“QSR”) of St. Coletta PCS. In their report, they described the following in support of the goal.

Teachers used specific tools with each student to enhance their mobility, ability to communicate, and understanding of concepts in the classroom.

These tools included Tech Talk (assistive technology that students use to communicate with others), iPads, wheelchairs, and walking devices, depending on the needs of the student. Students had freedom to move around the garden while others took turns pulling vegetables out of the soil. Teachers were attentive to students' need to move and explore. Teachers redirected students' attention in small group work and individual work when needed. Incentives such as toys or iPad time were used to reward students after they finished certain work periods.¹³

2. **Math.** St. Coletta PCS met its target related to math outcomes in two of three years from 2011-12 to 2013-14. In 2014-15, the school transitioned to a new assessment, the outcomes of which are not considered as part of this review assessment.

Year	Target	Target Met?
2011-12	80% of students participating in the DC CAS-Alt will score proficient or advanced in math.	Yes. 91.6% scored proficient.
2012-13		No. 74.1% scored proficient or advanced.
2013-14		Yes. 86.3% scored proficient or advanced.
2014-15		N/A Results from alternative assessment unavailable at time of this report's publication.

¹³ See Appendix C, p. 4.

3. **Reading.** St. Coletta PCS met its target related to reading outcomes from 2011-12 to 2013-14. In 2014-15, the school transitioned to a new assessment, the outcomes of which are not considered as part of this review assessment.

Year	Target	Target Met?
2011-12	80% of students participating in the DC CAS-Alt will score proficient or advanced in reading.	Yes. 96.4% scored proficient.
2012-13		Yes. 85.2% scored proficient or advanced.
2013-14		Yes. 89.5% scored proficient or advanced.
2014-15		N/A Results from alternative assessment unavailable at time of this report's publication.

Qualitative Evidence

DC PCSB staff described the following observations in support of the goal.

- Teachers' classrooms had student work, transition zones, student schedules, and word walls posted.
- A student who entered class immediately began working on her journal, with the assistance of her aide... Teachers worked one-on-one with students in small groups to complete their journal activity through picture cards, that depicted the month, the day of the week, and how they felt that day.
- One teacher asked a student to organize pictures of events in the correct sequence based on a text.¹⁴

4. **Attendance.** St. Coletta PCS met its attendance targets each year since 2011-12.

Year	Target	Target Met?
2011-12	On average, students will attend school 88% of the days.	Yes. The average daily attendance was 97.5%.
2012-13		Yes. The average daily attendance was 97.4%.
2013-14		Yes. The in-seat attendance was 88.9%.
2014-15		Yes. The in-seat attendance was 88.6%.

¹⁴ See Appendix C.

5. IEP Certificate of Completion. Each year since 2011-12, 100% of eligible students graduated with an IEP Certificate of Completion.

Year	Target	Target Met?
2011-12	90% of students who are eligible will graduate with a High School Certificate (IEP Certificate of Completion).	<p style="text-align: center;">Yes.</p> 100% of students graduated with a High School Certificate.
2012-13		<p style="text-align: center;">Yes.</p> 100% of students graduated with a High School Certificate.
2013-14		<p style="text-align: center;">Yes.</p> 100% of students graduated with a High School Certificate.
2014-15		<p style="text-align: center;">Yes.</p> 100% of students graduated with a High School Certificate.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”¹⁵ The SRA contains a non-exhaustive list of applicable laws, and DC PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. The below table discusses the school’s compliance with various requirements from 2011-12 to the time of this report’s publication.

Compliance Item	Description	School’s Compliance Status 2011-12 to present¹⁶
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2011-12
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process ¹⁷ and the school must distribute such policies to students and parents.	Compliant since 2011-12
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students. ¹⁸ To ensure that schools adhere to this clause, DC PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> - have qualified staff members who can administer medications; - conduct background checks for all school employees and volunteers at least once every two years; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations. 	Compliant since 2011-12

¹⁵ D.C. Code § 38.1802.12(c).

¹⁶ See St. Coletta PCS 2010-11 – 2014-15 Compliance Reports, attached to this report as Appendix F.

¹⁷ See *Goss v. Lopez*, 419 U.S. 565 (1975).

¹⁸ D.C. Code § 38.1802.04 (c)(4)(A).

Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2011-12
Insurance As required by the school's charter	A DC charter school must be adequately insured.	In 2011-12, St. Coletta PCS was found to be noncompliant with this indicator. The school has been in compliance in this area since 2012-13.
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2011-12
Highly Qualified Teachers Elementary and Secondary Education Act ("ESEA")	DC charter schools receiving Title I funding must employ "Highly Qualified Teachers" as defined by ESEA.	Compliant since 2011-12
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members, with a minimum of 3 and a maximum of 15; a majority of members who are DC residents; and at least two members who are parents of students attending the school.	Compliant since 2011-12
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2011-12

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at \$25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

St. Coletta PCS has not bid out any contracts according to this process over the past four years because, pursuant to its management contract, the school transfers 100% of its revenues to SCGW, which in turn procures all of the goods and services for the school. And because SCGW is not bound to the SRA's procurement requirements, transparency regarding contracting and adherence to conflicting interest transactions requirements, using public funds, is lacking.

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act¹⁹ ("IDEA") and the Rehabilitation Act of 1973.²⁰ As permitted by the SRA,²¹ St. Coletta PCS elected to operate as a "dependent charter" for federal special education purposes, meaning that DC Public Schools works with St. Coletta PCS to track its compliance with special education laws.

Because of its dependent charter status, the school's special education compliance performance is, for the most part, reported by OSSE as part of DCPS' overall compliance performance. The following section summarizes St. Coletta PCS' special education compliance from 2011 to the present.

On-Site Monitoring Report

OSSE periodically conducts an on-site assessment of an LEA's special education compliance with student-level and LEA-level indicators, and publishes its findings in an On-Site Monitoring Report. At the time, if a school was less than 95% compliant with a student-level and/or LEA-level indicator, it was required to implement corrections and report these corrections to OSSE. (Beginning in 2013, LEA's are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.)²²

In 2015, OSSE published an on-site Compliance Monitoring Report of St. Coletta PCS based on the school's performance in 2010-11.²³ The school was required to implement corrections in the following areas.

¹⁹ 20 U.S.C. § 1413(a)(5).

²⁰ 20 U.S. § 794.

²¹ D.C. Code § 38-1802.10(c).

²² If the school was found to be less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation.

²³ See 2010-11 On-Site Monitoring Report Attachments, attached to this report as Appendix G.

On-Site Monitoring Report – Student-Level Compliance			
Compliance Area	Compliant?	Noncompliant indicators	Corrected?
Initial Evaluation and Reevaluation	3 of 4 indicators compliant	Parent consent for reevaluation	Not correctable at student level
IEP	14 of 14 indicators compliant	N/A	N/A
Least Restrictive Environment	3 of 3 indicators compliant	N/A	N/A

Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education’s Office of Special Education Programs detailing District of Columbia LEAs’ compliance in three areas: (1) Initial and Reevaluation Timelines; (2) Early Childhood Transition Timelines; and (3) Secondary Transition Requirements. St. Coletta PCS is evaluated in areas (1) and (3) only. The school’s compliance in these areas is detailed in the tables below. It has since cured any notices of noncompliance.

Quarterly Findings – April 2012 through March 2013				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant
Secondary Transition	1 of 9 indicators noncompliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2013 through March 2014				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	1 of 1 indicator noncompliant	Compliant	Compliant	Compliant
Secondary Transition	Compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2014 through March 2015				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant
Secondary Transition	Compliant	Compliant	Compliant	Compliant

Blackman Jones Implementation Review

With compliance requirements pursuant to IDEA and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEAs' timely implementation of Hearing Officer Determinations and Settlement Agreements (SAs).

As of October 2015, the Blackman Jones Database shows St. Coletta PCS has one open and untimely SA.

SECTION THREE:
FISCAL MANAGEMENT AND ECONOMIC VIABILITY

INTRODUCTION

The SRA requires DC PCSB to revoke a school’s charter if DC PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles (“GAAP”);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.²⁴

As part of the charter review process, DC PCSB reviewed St. Coletta PCS’s financial records regarding these areas. DC PCSB finds that there are no grounds to revoke the school’s charter based on this standard.

SUMMARY OF FINDINGS

A review of St. Coletta PCS’s fiscal audits from 2011 to 2014 indicates the school has adhered to GAAP. However, DC PCSB has concerns with the school’s fiscal management as it relates to its management agreement with the non-profit organization SCGW. Per this management agreement, St. Coletta PCS transfers all revenues to SCGW, which then pays all of the school’s vendors and personnel, and keeps any excess funds as a management fee. St. Coletta PCS’s finances are audited separately from those of its management company, but due to the nature of the financial transfers between St. Coletta PCS and SCGW, the school’s audits do not provide adequate detail into the school’s use of funds. Historically, the school’s audits have shown total revenue, and a single expense, comprising all of the school’s revenues being transferred to SCGW.

While SCGW has been responsive to DC PCSB’s requests for information, the absence of a clear, audited segregation of expenditures between the charter school and other activities of SCGW (including service to non-charter students at the St. Coletta PCS site), makes it impossible for DC PCSB staff to adequately review the fiscal management or economic viability of St. Coletta PCS as an independent entity. Additionally, the process by which SCGW expends all funds on behalf of St. Coletta PCS means that, historically, the school has not submitted procurement contract documentation, as is required by the SRA. Finally, if St. Coletta PCS were to cease operation for any reason, it would be difficult to determine what remaining public funds and physical property should be returned to the District of Columbia, because the school’s finances are integrated with those of the non-profit. Representatives from the school and management company met with DC PCSB staff in October 2015 to develop changes to the school’s financial reporting that would address these concerns, as discussed above.

²⁴ See D.C. Code § 38-1802.13(b).

FINANCIAL OVERVIEW

The following table provides an overview of St. Coletta PCS’s financial information over the past four fiscal years. Enrollment has grown 11% from 225 students in FY11 to 250 students in FY14. The school’s growing enrollment has resulted in stable annual revenues. However, the school has not generated a surplus over the past four years because the management agreement requires any surpluses to be transferred to the management organization.

	Audit Year			
	2011	2012	2013	2014
Audited Enrollment	225	234	250	250
Total DC Funding Allocation	\$ 14,295,349	\$ 15,086,113	\$ 16,330,522	\$ 16,539,773
Total Federal Entitlements and Funding	\$ 435,644	\$ 324,744	\$ 288,263	\$ 466,302
Unrestricted Cash and Cash Equivalents on 6/30/14	\$ -	\$ 257,950	\$ -	\$ -
Total Assets	\$ 532,850	\$ 1,020,800	\$ 290,824	\$ 988,784
Total Current Assets	\$ 532,850	\$ 1,020,800	\$ 290,824	\$ 988,784
Total Liabilities	\$ 532,850	\$ 1,020,800	\$ 290,824	\$ 988,784
Total Current Liabilities	\$ 532,850	\$ 1,020,800	\$ 290,824	\$ 988,784
Net Asset Position	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 14,755,993	\$ 15,410,857	\$ 16,618,785	\$ 17,006,075
Total Expenses	\$ 14,755,993	\$ 15,410,857	\$ 16,618,785	\$ 17,006,075
Change in Net Assets	\$ -	\$ -	\$ -	\$ -

SPENDING DECISIONS

The following table provides an overview of the school’s spending decisions over the past four years. Due to the school’s management agreement, the school does not report on its spending decisions in its audited financial statements. The school’s financial transactions are embedded in the financial statements of the management company. The below data are estimates supplied by the management organization, but were not included in the audited financial statements of the school or non-profit. These estimates have not been reviewed by an independent, third party.

	Audit Year			
	2011	2012	2013	2014
Total Personnel Salaries and Benefits	\$ 9,860,076	\$ 10,504,070	\$ 11,248,832	\$ 11,376,022
Total Direct Student Costs	\$ 1,268,354	\$ 1,339,425	\$ 1,484,380	\$ 1,522,454
Total Occupancy Expenses	\$ 3,103,819	\$ 2,659,458	\$ 2,791,825	\$ 2,921,955
Total Office Expenses	\$ 130,058	\$ 400,882	\$ 355,639	\$ 353,657
Total General Expenses	\$ 393,686	\$ 507,022	\$ 738,109	\$ 831,987
Operating Surplus/(Deficit)	\$ -	\$ -	\$ -	\$ -
	as a percent of revenue			
Total Personnel Salaries and Benefits	67%	68%	68%	67%
Total Direct Student Costs	9%	9%	9%	9%
Total Occupancy Expenses	21%	17%	17%	17%
Total Office Expenses	1%	3%	2%	2%
Total General Expenses	3%	3%	4%	5%
Operating Surplus/(Deficit)	0%	0%	0%	0%

Per the school's audits, St. Coletta PCS's sole expense is its management fee to SCGW. The school's 2014 audited financial statements included the following note regarding this fee:

Under a management agreement, SCGW provides facilities, equipment, personnel, financial management, operating services, and supplies to the School for a monthly fee equal to the income of the school...During the years ended June 30, 2014 and 2013 the School incurred \$17,006,076 and \$16,617,785, respectively, in management fees...²⁵

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Audits of St. Coletta Special Education PCS establish that the school has adhered to GAAP. The auditor expressed unqualified/unmodified opinions on the financial statements, and the school has not received any audit findings.

²⁵ See St. Coletta PCS FY2014 audit, attached to this report as Appendix I.

	2011	2012	2013	2014
Statement Opinion. Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unqualified	Unmodified
Statement Material Weakness. A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No	No
Statement Non-Compliance. Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	No	No	No	No
Program Opinion (A133). Review of compliance with federal requirements conducted when school receives \$500K+ in federal funds.	Unqualified	Unqualified	Unqualified	Unmodified
Program Material Weakness (A133). Lack of internal control over compliance with applicable laws, regulations, etc.	No	No	No	No
Findings & Questioned Costs. Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0	0
Unresolved Prior Year Findings. Disclosure of prior audit findings that have not been corrected.	0	0	0	0
Going-Concern Issue. Indicates the financial strength of the school is questioned.	No	No	No	No
Debt-Compliance Issue. School was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No	No

FISCAL MANAGEMENT

DC PCSB has concerns with the school’s fiscal management as it relates to its management agreement. Per the management agreement, all revenues received by the school are immediately transferred to the management organization, which then pays all of the school’s vendors and personnel. Any excess funds are considered a management fee and retained by the management organization.

This arrangement prevents transparency and raises concerns about segregation of assets and liabilities between the two organizations. While the school and management company have been forthcoming with DC PCSB regarding their finances, the school’s use of DC public funds is not audited separately and apart from the fiscal activities of SCGW. Additionally, because SCGW enters into procurement contracts on behalf of the school, it is not required to adhere to the SRA’s requirements regarding a competitive bidding process.

Finally, the school’s fiscal arrangement would present difficulties if the school ceased operation for any reason. The SRA’s requires a charter school’s assets to be transferred back to the state if the school is dissolved for any reason. SCGW does not track which of its assets were purchased using St. Coletta PCS’s public funding, which would make it difficult for assets and funds to be returned to the state.

ECONOMIC VIABILITY

Given the structure of the management agreement, it is difficult to determine the economic viability of the school as an independent organization. DC PCSB typically reviews school’s financial results in four key areas: (a) operating performance; (b) liquidity; (c) debt burden; and (d) sustainability. However, given that all of the school’s revenues and assets are absorbed by the management organization, DC PCSB staff cannot determine what, if any, financial weaknesses are present.

Appendix A



ST. COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL

1901 Independence Avenue, SE

Washington, DC 20003

202-350-8680

Annual Report

2013-2014

Respectfully submitted on behalf of the Board of Trustees September 5, 2014

By Peggy O'Brien

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ANNUAL REPORT NARRATIVE

I. SCHOOL DESCRIPTION

A. Mission Statement

The mission of St. Coletta Special Education Charter School, Inc. (“St. Coletta”) is to serve children and adults with intellectual disabilities, and to support their families. At St. Coletta, we believe in the immeasurable value of the individual human spirit and the right of each individual to live as full and independent a life as possible. We respect the dignity of all persons entrusted to our care and our goal is to serve them in an atmosphere that encourages their talents, celebrates their successes and builds their self-esteem.

St. Coletta is a non-sectarian, non-profit organization. The school began in the basement of the St. Charles Borromeo School in Arlington with five students. Following several moves within Arlington, a larger facility was opened in Alexandria in 1996 to allow for growth. A new, state-of-the-art building was opened in September 2006, at 1901 Independence Avenue, SE, in Washington D.C. that houses the charter school program. The charter school serves 250 students.

Students served are three to twenty-two years of age who may be diagnosed with intellectual disabilities, autism or multiple disabilities. They may also have the following secondary disabling conditions: speech language disorders, vision or hearing impairments, orthopedic impairments, health impairments and behavior disorders. The program is an extension of the school’s philosophy that stresses the importance of building on strengths rather than remediating weaknesses. The basic program includes functional academics, functional life skills, physical education, arts education, computer skills and vocational training. Graduating students have earned a High School Certificate in recognition of the completion of their IEP.

B. School Program

1. Summary of Curriculum Design and Instructional Approaches

The basic educational program and curriculum at St. Coletta is driven by the Individuals with Disabilities Improvement Act (IDEIA) and the Individual Education Program (IEP) process. At St. Coletta, we believe that “the child/person informs the curriculum”. The instructional program is strongly based on the theoretical concepts of Reggio Emilia’s theme-based teaching, Howard Gardner’s theories of multiple intelligences, project-based and experiential learning, and positive behavior intervention. These approaches are employed to facilitate an environment for learning that has function, meaning, continuity and support for the individual learner.

To guide the teaching and instructional process, teachers access *The Syracuse-Community Referenced Curriculum Guide for Students with Moderate to Severe Disabilities* and *The Council for Exceptional Children’s Life-Centered Career Education Curriculum Model*. Using the curriculum guides, teachers instruct students ages 3-22 years in the acquisition of functional academic (adapted literacy and mathematics) and functional life-skills (personal-social development, communication, self-care,

adaptive behavior and vocational skills). The District of Columbia *Common Core State Standards* are also referenced and adapted by teachers into weekly lesson plan activities to provide students adapted instruction in general education concepts, as appropriate.

Under a theme-based functional life-skills curriculum, teachers and therapists meet to collaborate and develop hands-on activities that integrate all learners within the classroom using a multi-sensory approach and modifications for all learning levels. Visual strategies and assistive technology are used to provide students with the accommodations they need to be successful in the activities planned for the classroom based on their ability level. The IEP guides individual learning needs and the teachers and therapists work together to focus on individual student goals. Weekly theme planning sheets are completed and maintained to review when planning future theme curriculum.

Methods of instruction are based on a variety of studied educational approaches such as ABA (Applied Behavior Analysis) and TEACCH (Treatment and Education for Autistic and Related-Communication Handicapped Children). ABA is a systematic, data driven approach to instructing and teaching children by breaking down skills into small steps. Methods of presenting skill tasks include discrete trial instruction and task analysis. TEACCH focuses on structuring the physical environment, using schedules and work systems and presenting tasks in a structured set up with a clear beginning and end. This method fosters student independence in task completion and assists students as they maneuver within the classroom environment. The program maintains an updated approach to current research in *all* methods of instruction which may be appropriate for individual students.

State Standards and Content Areas

Throughout the planning process, teachers reference the District of Columbia Common Core State Standards (CCSS) for math and English language arts, and curriculum guides when developing their curriculum activities, lesson plans and IEPs. Teachers use these standards as a guide in determining IEP objectives that link, as appropriate, to the general education curriculum with modifications. Students also participate in the District of Columbia-Comprehensive Assessment System (alternate assessments) and teachers utilize the results of these alternate assessments to track progress in predetermined areas. St. Coletta utilizes a computerized IEP tool to track progress on all goal areas addressed in the students' IEPs. Through these results, teachers are able to develop comprehensive instructional programs that are tailored to the unique and individualized needs of each of our students.

As students progress in age throughout the life skills program at St. Coletta, instruction in functional academics, daily living and community skills evolves to focus on the functional aspects of being successful, productive members of their community. Traditional academic areas such as math and reading are addressed using real life experiences, such as balancing a bank statement, travel training, following visual instructions for a recipe and career-based training.

Functional Academics Exemplified

Functional academic skills are imbedded in all theme activities and individualized as per each student's IEP. Reading and math, for example, will be taught while at the grocery store by identifying food labels, identifying ingredients, using coupons, comparing prices, and determining how much money is needed to make purchases. Younger students focus on pre-academic skills within the same activities at the

grocery store such as the color, shape and size of food items. They learn to categorize, name and describe objects by some of these attributes. Students participating in our vocational program will practice composing cover letters, developing resumes and completing job applications. Theme-related reading material and adapted books are developed by teachers and modified to each student's skill level. Worksheets are created to revisit the key concepts of theme passages and adapted by using visual and auditory supports including symbols, pictures, photographs and other assistive technology devices.

Through exploration of our community, neighborhoods and participation in our career-based training program, students are given opportunities to learn both basic science and social studies skills. Students begin learning about community helpers such as firemen, policemen, grocers and chefs, and then they visit their work places to learn more about them. They travel by public transportation and develop skills in navigating their community by reading maps, identifying emergency sight words, and locating resources such as the public library, hospital and grocery stores. A strong focus is placed on teaching students how to successfully access and identify needed resources in their communities. In addition, students are exposed to a variety of recreational activities such as going to performances and sporting events so that they become familiar with different leisure opportunities available to them as they mature.

The seasons bring ample opportunities for discussion and activity planning on basic science such as weather and temperature changes. They may engage in speculation about why the leaves change color. This leads to functional activities such as selecting the appropriate clothing to wear in different weather conditions. Under the instruction of our horticulture teacher, our students have created a garden featuring a wide variety of fruits and vegetables. They assist in the planting and growing process. In the spring and summer months, students are able to pick the vegetables they planted and use them in cooking activities. This provides a functional activity for students as it relates to their everyday life experiences.

Language Development and Communication

Language development and communication is an underlying focus of all student activities. As many St. Coletta School students communicate non-verbally, they require alternate means of communicating using picture symbols, photographs, objects and various communication devices as stated on their IEPs. Speech/language therapists collaborate with teachers to develop and provide meaningful communication components and supports to all activities. Students learn to functionally communicate by making requests, commenting, expressing a like or dislike and identifying needed materials and preferred items. Vocabulary and language concepts are enforced during every day, real-life experiences, as well as through theme-based social stories and sight words paired with visual pictures. Books related to the theme subject are modified with visuals and textures for students of varying ability levels.

Social Skills and Interpersonal Relationships

St. Coletta's cooperative learning environment features group projects that teach social and interpersonal relationship skills. Hands-on, theme-based group projects such as growing a garden, making a quilt and putting on a fashion show are motivating learning activities that require teamwork to complete. Students share responsibilities and work together, learning to make compromises, share materials, accept different opinions and solve problems. For students with difficulty forming and maintaining friendships social stories are developed to teach them how to carry on a conversation, what to do when they are

upset and how to approach someone and say “hello”. Social groups led by social workers address difficult situations such as peer pressure, conflict resolution and impulse control.

A peer mediation program called “Peer Helping” has been developed by social workers for our students. This program is designed to assist in achieving peaceful agreements to disputes while involving and encouraging positive role models or “peer helpers”. Our behavior team and social workers strive to create programs for students to help manage challenging behaviors and foster self-esteem. For students with more challenging behaviors, such as aggression, self-injury and property destruction, the behavior team provides supports to teach more appropriate, socially acceptable behaviors. Positive behavior supports are utilized to teach skills such as gaining attention, requesting a break, asking for help and expressing when they are upset. Students are given avenues for expressing themselves through art, play and music. Displaying artwork and putting on musical performances provide students with positive opportunities to show their strengths and feel proud of their accomplishments, as well as learning tolerance and acceptance of others.

Vocational Skills and Independent Living

Educating our students and fostering independence through career-based training is another key component of our program. St. Coletta School has formed relationships with local community organizations and companies to create career training opportunities for our students in preparation for post-graduation employment and connections with adult agencies. Starting at ages 14-16, IEP goals and objectives begin to address the pre-vocational skills and interests of students. This is accomplished through creating classroom jobs so students are able to practice a variety of work tasks that you would find out in the larger community.

St. Coletta School continues to expand its career-based training program by adding new and exciting career-based training sites, yearly. Students, ages 16-22 years old, comprise our “Senior Program.” As these students age up in the program, they are provided with various career-based experiences through participation in the hands-on processes of “learning by doing.” Currently, the program is structured into two (2) phases: students who are 16-18 years of age focus on learning pre-vocational, vocational and employability skills through career-based training activities. Activities include identifying necessary employability skills, seeking job resources and employment, identifying jobs of interest and engaging in discussions related to workplace safety and responsibility. Students in this age group also have the opportunity to participate in school-based pre-vocational activities including tasks related to office work (e.g. shredding, sorting and collating papers), landscaping, food preparation and stocking supplies.

Students who are 19-22 years of age develop pre-employment skills in both the school and the community settings. Select school-based career training opportunities are provided to students through an application and interview process. Students are selected to participate in training opportunities within the school setting as assistant helpers under the supervision of teachers in the areas of physical education, music, art or horticulture. Community-based training is offered to all students as an opportunity to gain experience in retail and sales, office work and restaurant services. As students rotate through different training opportunities both in school and in the community, they learn to create resumes and determine work-interests and preferences and assist in their IEP planning for the transitions to occur upon graduation.

St. Coletta designed its program to focus on skills needed for success in living as independently as possible. Each learning environment is equipped with instructional kitchens, one of which is adapted for wheelchair accessibility, so students can begin learning skills in meal preparation and healthy eating. Students plan meals, prepare grocery lists, learn to navigate the grocery store and put away groceries in their kitchens. They then complete simple recipes using a variety of kitchen appliances and utensils capable of being switch operated for students with more significant impairments. Laundry facilities and fully accessible bathrooms and changing areas are located nearby classrooms so that hygiene and personal care skills can be taught throughout the school day. Using the toilet and laundry facilities, brushing teeth and washing hands are skills that increase our students' ability to live independently in the future.

Assistive Technology

State-of-the-art technology is present in each classroom including computers and other assistive technology devices. Educational software is available to enhance students' skills in areas like cause and effect and money management. Classroom activities may be enhanced with computer-based programming such as Intellitools Suite and the use of iPads and various applications. A variety of computer hardware is adapted for students who require the additional support to use the computer successfully from adapted keyboards to touch-screens and head-switches. Students are also taught how to navigate the internet and to access interactive educational software programs. Students build their own resumes and complete applications on line as part of our vocational training.

Self-Determination and Healthy Living

Our adapted Physical Education program, the classroom themes and daily activities emphasize healthy meal planning. Students are encouraged through the use of movement activities to keep active. The adapted PE program focuses on both individual skills and group sports to facilitate active participation for all students. Teachers incorporate movement activities within their classrooms as part of their daily schedule and teach the value of using movement to learn. When planning meals or snacks, students begin by learning "My Plate" to determine healthy and unhealthy foods, proper serving sizes and how to plan a balanced meal according to the USDA.

In addition to exercise and healthy eating, a Family Life Education program led by our social work and nursing staff addresses growth and development, sexuality, dangers of drugs and alcohol and proper hygiene and health care. Social workers provide opportunities for students to come together in structured groups to discuss how to advocate for themselves and make good choices when it comes to their education. They are encouraged and educated on how to participate in the development of their IEP. Students also participate in decisions regarding career-based skills training. Additionally, when nearing transition from St. Coletta students are highly involved in making important decisions regarding their living arrangements and are helped to access programs that are available to adults with disabilities. They also make decisions about future employment and are connected to the appropriate adult agencies. School social workers assist in advocating for the students' preferences.

High School Certificate

Upon graduation, students attending St. Coletta School receive a High School Certificate which is in recognition of IEP completion. Throughout the St. Coletta School Program, students have focused on independent living and vocational skills. Transition planning begins at age 16, and services are identified by the IEP team and resources are made available to assist students in transitioning upon graduation to either an adult program or independent work and living arrangements.

Related Services

In addition to the specialized instruction received from their special education teachers, students also participate in Adapted Physical Education, Horticulture, Music, Art, Computer Lab and receive behavior support as a part of the regular educational program. Therapeutic services such as Speech/Language Therapy, Occupational Therapy, Physical and Hydrotherapy and Counseling are also provided as indicated on a student's IEP.

Adapted Physical Education

Adapted Physical Education is provided to all students as part of St. Coletta's educational program. A variety of gross motor activities, structured sports and individualized movement activities are provided in physical education classes. Many of our students also choose to participate in Special Olympics sports through the physical education program at St. Coletta.

Horticulture

Horticulture provides our students with hands-on activities introducing them to basic science and nature concepts. The horticulture teacher engages students in basic gardening, planting and landscaping activities inside a Horticulture studio and in St. Coletta's outside garden. The goal is to provide students with a better understanding of their environment by providing the real life opportunities of growing their own fruits, vegetables and plants.

Music

Music classes are provided weekly and led by a music teacher or therapist. Incorporating theme concepts and movement during music class provides students a different way to express themselves and learn new skills. Hands-on experiences with a variety of instruments foster group participation and increased leisure skills. Older students may choose to participate in chorus and perform at school events.

Art

Art classes provide additional opportunities for self-expression and to learn new concepts and skills using a multi-sensory approach. Led by an art teacher, students participate in art class weekly. The art teacher incorporates theme lessons into all art activities while introducing students to the world of fine art using a variety of techniques, materials and resources.

2. Parent Involvement Efforts (describing the method and frequency of parent involvement)

Parental involvement is encouraged by the St. Coletta Parental Involvement Policy. Parent satisfaction surveys and feedback forms indicate a strong interest in activities that encourage parental involvement. Our students' parents attend school-wide events, IEP and mid-year conferences, individual teacher/therapist trainings and group trainings. Childcare and transportation stipends are available for families who attend training meetings. Food and snacks are provided at each event. In addition, personal invitations and reminders are extended by phone to families to increase the overall involvement of families in our school-wide events.

We will continue to foster a high attendance rate by parents/guardians at IEP meetings and mid-year conferences, and will continue to focus on increasing the number of parents who attend group and individual training sessions for their child with teachers and therapists. We provide over twenty-five (25) opportunities for school-wide participation by parents including open house, back-to-school night, fall festivals, winter holiday programs, graduation, parent luncheons paired with healthy cooking training, end-of-year family events, class-based presentations and projects, community-based trips and Special Olympics. St Coletta met its 2013-2014 goal, and school-wide family participation in student celebrations and events was maintained at a seventy-two percent (72%) level.

Several different group parent training sessions were held during the 2013 – 2014 school year. Topics for trainings included communication, transitioning into adult services, providing positive behavioral supports and nutrition. On October 26, 2013, training was held on the topic of communication and included four subtopics: Communicating at Home, Communicating While Out and About, Expanding Leisure Skills and Interacting with Peers. On March 1, 2014, training was held for families on transition-age topics including adult programming, services provided by Department of Disability Administration, guardianship, wills and trusts. On April 26, 2014, a parent training that covered topics pertaining to providing behavioral supports at home, as well as a guest presentation by Quality Trust for Individuals with Disabilities on “Alternatives to Guardianship” was conducted. Additional transition age trainings were held on June 2, 2014, and June 9, 2014, on topics pertaining to Summer Youth Employment and services provided by Rehabilitation Services Administration and Social Security Administration. On July 15, 2014, and July 16, 2014, a hands-on parent training on nutrition was provided. Seventy-six different families participated in at least one of the above group training opportunities over the course of the school year representing twenty-nine percent (29%) of families.

Parents were also offered the opportunity to attend individual trainings on their child's educational goals with IEP team members. Teachers in Houses 1, 2, and 3 and therapists in all Houses invited parents in for trainings throughout the school year. During these individual training sessions, parents met with their child's teacher or therapist/s and were trained on how to target a specific IEP goal within the home setting. Parents were provided with materials (e.g., picture symbols) or suggestions on how to continue targeting this goal at home. Therapists conducted 118 parent trainings attended by seventy-six (76) different families or twenty-nine percent (29%) of families. Teachers conducted 117 parent trainings. Overall, teachers trained eighty-four percent (84%) of families within Houses 1, 2, and 3.

Through utilizing these various means of parental training opportunities, 194 different families or seventy-four percent (74%) of families at St. Coletta attended one or more parental trainings during the 2013-2014 school year. This represents an increase of **13.2** percentage points and an overall increase of

twenty-one point seven percent (21.7%), exceeding our goal of an increase of two to five percent (2-5%). Next school year, we hope to continue to increase our parent trainings by two to five percent (2-5%) as individual parent trainings will be conducted throughout the entire school.

Each year, goals are set to maintain and/or increase parent attendance at all venues. Over the years, parents and the school have learned that providing multiple venues and opportunities for parent involvement reaches and meets the needs of more families.

II. SCHOOL PERFORMANCE

A. Evidence of Performance and Progress

1. Programs/Methodologies through which the school pursues and meets its mission

St. Coletta's mission to serve students with cognitive/intellectual and multiple disabilities and their families is the focus of all of the educational programs and services provided at St. Coletta School. The educational programs described above are tailored to the needs of the students with the long-term goal of increasing their independence within their school, work and home communities. To accomplish this mission, we provide an array of programs and services in state-of-the-art facilities. Mission-related programs include the following:

- functional life-skills and functional academic curriculum;
- career-based vocational training;
- related therapeutic services including speech/language, physical and occupational therapies;
- behavior, counseling, vision, autism resource and nursing services;
- hydrotherapy;
- adaptive physical education, horticulture, daily living skills, music and art therapies.

In addition, all student materials are adapted and individualized. Assistive and educational technology is utilized to increase student access to the educational environment. Methods of instruction are also based upon individual student needs and emerge from research-based methods utilized to instruct students with significant disabilities. These services are provided by licensed and credentialed educational, therapeutic and paraprofessional staff. Staff is provided extensive student-centered training and professional development to support students in their work.

Educating our students and fostering independence through career-based training programming is another key component of our program. St. Coletta continues to expand its career-based training program by adding new and exciting vocational training sites yearly. Students ages 16-22 years of age comprise our "Senior Program." Please see summary of "School Program" for details.

Parent training, both group and individual, is also a key program fulfilling the school's mission.

Our belief is that the parent's acquisition of specific skills is central to the success of the child in the home and community environment. St. Coletta's parent trainings are offered on weekends and include childcare, lunch and transportation supports. Our parent training topics have included:

- learning communication systems for children who are non-verbal;
- managing challenging behaviors;
- engaging children in age-appropriate recreation and leisure skill play; and,
- preparing for transition services upon reaching adulthood.

This year we continued offering individual parent training sessions to the parents of students ages 3 through 12. These individual trainings sessions were student specific and focused on educating parents to teach their child to generalize an already mastered skill in the home setting. Moving forward, we will continue to look at ways to increase parent involvement through parent training opportunities during the next school year. Please see parent involvement outcomes detailed in the section “School Program.”

Other

St. Coletta is also committed to training for other individuals who provide or will provide services to our students. To foster development for these individuals, St. Coletta designed a program for student interns. This commitment is focused on sharing knowledge of the most up-to-date-interventions for persons with disabilities. The interns learn from St. Coletta staff, but also bring to the school current research and newly acquired knowledge in their fields. Our intern program also supports the recruitment of therapeutic and teaching staff for the school. St. Coletta has both affiliated and cooperative arrangements with many universities including the **University of Buffalo, Howard University, SUNY Buffalo, George Washington University** and psychiatry interns from Children’s Hospital. We look forward to continued success with the school’s internship programs during the next school year.

St. Coletta of Greater Washington, Inc., the corporate member of St. Coletta Charter School, promotes contacts with numerous community agencies, foundations, governmental entities and individuals to engage them in the promotion of the mission. For example, through shared use of the St. Coletta facility, particularly on weekends, we support K.E.E.N. (Kids Enjoy Exercise Now), a non-profit organization which provides free recreational activities for children with disabilities. We have developed numerous community partnerships as well, including one with the Department of Forestry, and have hosted many community and educational groups. Please see section “Unique Accomplishments” below for an extended list.

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

Accountability for Educational Outcomes/Original Charter 2006

St. Coletta’s initial charter goals date to 2006. Each year, the school updates, modifies or revises its goals for the overall strategic school plan which currently incorporates student achievement goals for the accountability plan, as required for the DCPCSB.

The original goals and updates are detailed below. In the original charter, the school plan projected three core goals with three distinct phases for each goal.

GOAL 1: PARAPROFESSIONAL TRAINING (Phases one through three).

Goal 1 Phase 1

- Teachers will identify and obtain baseline data on skills that they determine are critical for effective paraprofessional interaction with special needs students. A core of ten behaviors will be identified.

Baseline

Teachers/therapists will define ten (10) critical skills that paraprofessionals need for effective interaction with students with cognitive and behavioral challenges.

Completion date: October 2006-completed.

Data Collection: Teachers/therapists will have ninety percent (90%) agreement on critical skills chosen.

Teachers/therapists will define the ten (10) critical skills, including criteria for demonstrated competency for the performance of the skills. An observation checklist will be developed to determine what percentage of staff meet the baseline criteria on the skills chose.

Completion date: December 2006-completed. Baseline was obtained.

Data Collection: Fifty percent (50%) or fewer demonstrate competency as defined.

Following data collection, teachers will reassess and finalize the ten (10) critical skills. If skills need to be removed or added, an additional baseline will be obtained. This procedure will continue until ten (10) critical skills are identified which is demonstrated by less than fifty percent (50%) of staff.

Completion date: April 2007-completed.

Data Collection: Total scores will be obtained to determine percentage of staff that reached criterion for each critical skill.

Goal 1 Phase 2

- Teachers/therapists will develop a training protocol to address each of ten critical skills. Training protocol will be specific to the skill. The first set of trainings will address five of the ten skills.

Completion date of training protocol: November 2007-Completed.

Completion date of skills training: April 2008-Completed.

Data Collection: Ninety percent (90%) of paraprofessionals receiving the training protocol will reach established criterion for each of five (5) defined skills. Observation check sheets/lists will be utilized to collect data on each paraprofessional.

Goal 1 Phase 3

- Teachers/therapists will provide training to paraprofessionals on the remaining five critical skills. Data will be taken to insure that staff has maintained critical skills.

Completion date for critical skills training: December 2008-Completed.

Completion of data regarding maintenance of critical skill acquisition: April 2009-Completed.

Data Collection: Ninety percent (90%) of paraprofessionals receiving the training protocol will reach established criterion for each critical skill. Observation checklists will be utilized to collect data on each paraprofessional. Seventy-five percent (75%) of paraprofessional staff will maintain criterion level performance on all skills taught.

GOAL 1: PARAPROFESSIONAL TRAINING SUMMARY AND UPDATE

Each phase was assessed, as noted above. Currently, and with input from teachers and behavior specialists, paraprofessional training on the competencies was revised to combine some of the competencies and is as follows: 1-engaging groups and individual students, 2-classroom work systems, 3-IEP tasks and 4-delivering praise, prompt and prompt hierarchies. Currently training in the competencies has been incorporated as a routine part of new staff orientation. Follow-up assessment of the competencies of paraprofessionals who have been trained is completed by the behavior department.

GOAL 2: PARENT TRAINING (Phases one through three)

Goal 2 Phase 1

- Baseline data regarding parent training will be gathered from parents.

Background

Success of students with special needs is dependent upon highly individualized planning at the educational level. Equally important is the influence of the home environment. Parents of special needs children are often overwhelmed with care-giving and report having difficulty dealing with the day-to-day needs of their child. This stress affects the family. If the child has significant behavioral challenges, the family is further impacted.

Baseline

A parent survey will be developed with input from parents, teachers/therapists and administrators. The survey will inquire as to previous training opportunities, as well as future training needs.

Completion date: December 2006-Completed.

Data Collection: Parents, teachers/therapists and administrators will develop a parent survey. Parents will respond to the survey.

Completion date: March 2007-Completed.

Data Collection: Staff will obtain response to surveys through the mail, by phone and in person. The goal is a seventy percent (70%) return (for this first survey). Results of the parent surveys will be analyzed to determine: a) percentage of parents feeling a need for training and b) categories of needed training.

Completion date: April 2007-Completed.

Goal 2 Phase 2

- Using the survey results a minimum of six training topics will be identified. Trainings will be developed and conducted throughout the school year. The six training topics will be identified and shared with parents. The trainings will be designed and a schedule for training will be developed.

Completion date: October 2007-Completed.

Trainings will be scheduled through March 2008. Parents, teachers/therapists and administrators will develop feedback surveys.

Completion date: October 2007-Completed.

Data Collection: Following each training session, participating parents will be surveyed on the effectiveness of training with suggestions for improvement. Responses will be assigned a numerical value so that overall response levels can be measured and compared across training sessions.

Goal 2 Phase 3

- Results of parent training surveys will be utilized to plan follow-up training, revision or expansion.
- Revision, follow-up or expansion will be determined based upon surveys.

Completion date: October 2008.

- Revised plan will be initiated: March 2009.

Completion date: March 2009.

Data Collection: Following each training session, participating parents will be surveyed on the effectiveness of the training with suggestions for improvement. Responses will be assigned a numerical value so that overall response levels can be measured and compared across training sessions.

GOAL: 2 PARENT TRAINING SUMMARY AND UPDATE

The above protocol for parent training allows for ongoing analysis and input from parents for their training needs on a yearly basis. This plan will insure that there is continual attention paid to parent training. The long term goal (beyond three (3) years) is to reach more parents and eventually to provide general and individual training as needed to parents of St. Coletta students. Each year, goals are set within the school's strategic plan. Plans for parent involvement and training are revisited yearly with input from staff and parents (see update in this report under [Parent Involvement Methods](#)).

GOAL 3: IEP RESULTS COMPARED TO ALTERNATE ASSESSMENT RESULTS (Phases one through three)

Goal 3 Phase 1

- Overall school progress based upon student achievement on IEP goals will be compared with student progress on DC Alternate Assessments.

Baseline

Baseline on student goals will be obtained during the November progress reporting time.

Completion date: January 2007.

Data Collection: Student codes on all IEPs will be obtained. The percentage of student goals at each code level will be calculated for baseline data. Progress on IEP goals will be reviewed following the March progress student progress report.

Completion date: April 2007.

Data Collection: Follow-up data will be obtained from the March progress reports.

Goal 3 Phase 2

- A percentage of students reaching emergent skill level or above on each of the goals on their progress report will be calculated and a definition of progress will be obtained.

Completion date: July 2007.

Data Collection: Percentages will be obtained for all DC students.

Goal 3 Phase 3

- Progress on IEP goals will be compared to progress on alternate assessments from the 2007-2008 school year.

Completion date: November 2008.

Data Collection: As determined from the results of phases one (1) and two (2), correlation statistics will be utilized to compare the two (2) entities that are intended to measure progress to determine if there is any correlation between the measures. A professional statistician will be engaged to complete these statistics.

It was determined that when data was first available in the tool that we would not seek to correlate the DC-CAS Alternate Assessment results. Although correlation statistics could be calculated, the content of the functional life skills/academic IEPs were discrepant enough from the standards that alignment for statistical purposes was not a basis for hypothesizing. See the following comments for updates and new directions.

GOAL 3: IEP TOOL SUMMARY AND UPDATE

We continued (2007-2012) to utilize the customized IEP tool to examine the possibility of using statistical analysis to predict what percentage of progress the school may expect on student goals/objectives, even though the IEP objectives are different for each student. According to our statistician, the data demonstrated a consistent pattern from year-to-year thus defining a baseline range of progress we should expect for our overall school. More importantly and practically, teachers now obtain quarterly graphs of their students' IEP goals/objectives to utilize to monitor the educational progress of each of their students.

During the 2011-2012 school year, consultation with the original developers of the customized IEP tool ensued and the tool was modified for use for data at the end of the 2012-2013 school year. Based upon our consultation and as planned for the 2012-2013 school year, we have completed the following:

1. Obtained school-wide student progress outcomes on IEP objectives for the 2012-2013 school year.
2. Obtained overall student progress on objectives from the fourth quarter (IEP completion) of student IEPs.
3. Obtained outcomes of the functional academic goals/objectives on student IEPs, such as those for reading or mathematics of the IEP, as aligned to the State Standards from which to establish a baseline for the 2013-2014 school year.
4. Obtained outcomes of related services from which to obtain a baseline for the 2013-2014 school year.

IEP Progress Results and Update 2013-2014

This past school year, eighty-one point two six percent (81.26%) of all student IEP objectives were achieved at expanding, progressing or mastered (% derived across all student objectives regardless of the quarter of the IEP being addressed).

For the first time, outcomes of all IEP objectives completed in the fourth quarter can now be categorized with the upgraded IEP tool (2012-2013). Fourth quarter IEP objectives achieved at expanding, progressing and mastered were as follows:

English/Language Arts/Literacy (objectives aligned to standards)	90.38%
Mathematics	88.65%
Speech/Language	95.22%
Daily Living Skills	88.68%
Gross Motor	79.31%
Fine Motor	94.47%
Social-emotional	92.05%
Vocational	91.89%

Teachers view graphs of student progress on IEP goals/objectives generated by the IEP customized tool, and track student progress to identify student progress. This allows for change in instructional direction, instructional strategy or change in goals, if needed. Teachers utilize this additional data to work with their IEP teams to set appropriate goals for student progress.

As further analyses are completed, the current IEP tool will remain a unique development of the school, allowing teachers and administrators a means to view and track individual student progress on a quarterly basis within one school year, regardless of the overall statistical analysis of all student objectives. Teachers will also have access to detailed data from which to develop IEP goals linked to Common Core State Standards

During the 2014-2015 school year, we are working with the DCPCSB to finalize draft goals for the Alternate Accountability Framework (AAF). These goals will determine which data will be captured utilizing the IEP tool. Thus far, it appears that new data will be captured which measures each student's individual progress from Quarter 1 through Quarter 4 of their overall IEP, therapeutic goals on their IEP, and the number of mastered IEP functional math and reading goals mastered by the fourth quarter. The IEP tool will be modified to capture this type and level of data.

3. Extent to which the school met the targets detailed in the corresponding accountability plan.

Accountability Plan-Ungraded Special Education Program

St. Coletta School had four (4) student achievement goals, an attendance and a graduation goal comprising the current accountability plan. Outcomes are as follows:

Student Achievement Goals

All students are required to take state-wide assessments when they are at the age-equivalent of grades 3 through 8 and grade 10. The academic areas assessed for all grade levels are Reading (English/Language Arts) and Math. Every year, each student's IEP team determines the level of accommodations that can be given for the state-wide testing and whether or not an alternative assessment should be administered. For all of the students tested at St. Coletta for the 2013-14 school year, the IEP team members following the DC CAS-Alt Participation Guidelines determined that the DC CAS-Alt was the appropriate assessment to be given.

Student Achievement Goal #1

Eighty percent (80%) of the students participating in the DC CAS-Alt will score proficient or advanced in reading.

For the 2013-14 school year, the percentage of students tested at St. Coletta who scored at the proficient or advanced level in reading was eighty-nine point five percent (89.5 %). The annual target for this performance objective was met.

Student Achievement Goal #2

Eighty percent (80%) of the students participating in the DC CAS-Alt will score proficient or advanced in math.

For the 2013-14 school year, the percentage of students tested at St. Coletta who scored at the proficient or advanced level in math was eighty-six point three percent (86.3 %). The annual target for this performance objective was met.

Student Achievement Goal #3

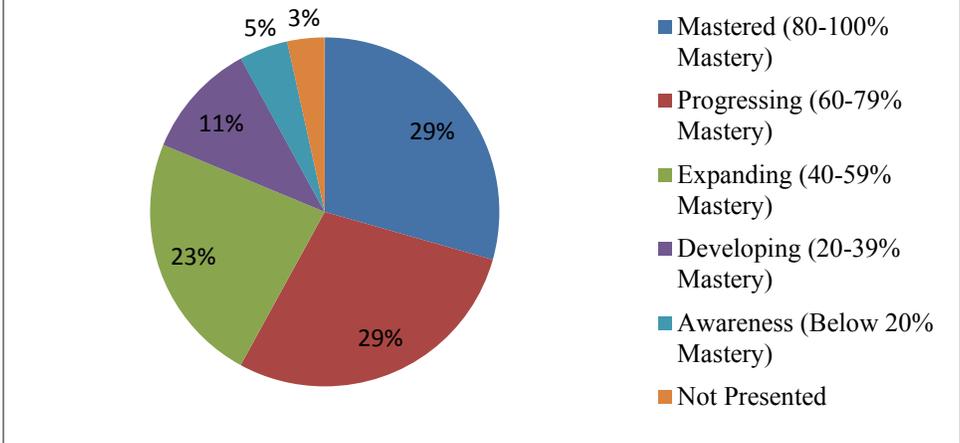
Sixty-eight percent (68%) of student IEP short-term objectives will be achieved at the Expanding, Progressing or Mastered level.

For the 2013-14 school year, the percentage of student IEP objectives that were at the Expanding (40-59% mastery), Progressing (60-79% mastery) or Mastered (80-100% mastery) levels was eighty-one point five seven percent (81.57%). Thus, the annual target for this performance objective was met.

Student Achievement Goal #4

Seventy-five percent (75%) of student objectives upon completion of the fourth quarter of student IEPs will be achieved at the Expanding, Progressing or Mastered level.

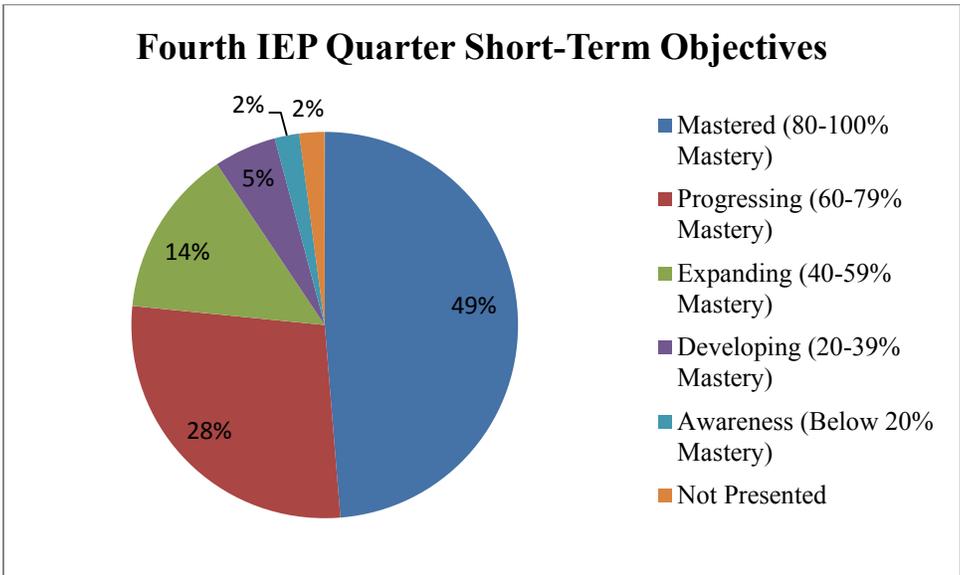
Cumulative Short-Term Objectives SY 2013-2014



Source: St. Coletta IEP Management Tool

For the 2013-14 school year, the percentage of fourth quarter student IEP objectives that were at the Expanding (40-59% mastery), Progressing (60-79% mastery) or Mastered (80-100% mastery) levels was ninety point six zero (90.60%). Thus, the annual target for this performance objective was met.

Fourth IEP Quarter Short-Term Objectives



Source: St. Coletta IEP Management Tool

Attendance

Student in-seat attendance as reported through the DCPCSB proactive attendance system was eighty-nine percent (89%). The annual target for this goal was met.

Graduation

Fifteen (15) eligible students earned their High School Certificates during the 2013-2014 school year. Five (5) eligible students earned their High School Certificates in December 2013 and ten (10) eligible students earned their High School Certificates in July 2014. The annual target was met.

B. Lessons Learned and Actions Taken

IEP Outcomes

This year's IEP outcome achievement goals were met. The modifications made to the St. Coletta IEP Management Tool last year allowed for more in depth analysis of students' progress to be completed by school staff. Individual goal areas can now be examined to give teachers and related service providers a more focused view of a student's performance in a specific area of need. This helps drive instructional decision-making with regard to student progress. Further adaptations are being made to the IEP Management Tool during the 2014-15 school year which will allow school-wide data in terms of individual student progress to be examined.

DC CAS-Alternate Assessments

At St. Coletta School, eighty-nine point five zero percent (89.50%) of students tested achieved proficient or advanced scores in reading, eighty-six point three percent (86.3%) in mathematics. This represented an increase from last year's scores of eighty-five point two zero percent (85.20%) in reading and seventy-four point one zero percent (74.10%) in math. Students taking the alternate assessment in the 2014-15 school year will be utilizing an on-line assessment currently being developed by the National Center and State Collaborative for English/Language Arts and Mathematics. When we receive guidance as to what DCPS' targets will be, targets for St. Coletta Special Education PCS can be established. Concerns regarding access to the content matter and the test have been expressed as a result of the school's direct involvement with the NCSC's work and through a pilot conducted with OSSE utilizing the assessment.

St. Coletta's Strategic School-wide Plan

In alignment with Federal Local Education Agency Title funding requirements, a plan is developed each year addressing multiple areas of growth in areas of student achievement, progress, parent involvement and communication, professional development, healthy and safe schools, career-based training, curriculum or other identified need areas. Please see the outcomes summary for the school's strategic plan in **Section E (Other)** at the end of this document, as well as for additional insight into the extensive training needed for staff to meet the needs of students with multiple and significant disabilities. Lessons learned from all of these areas addressed and from stakeholder input reflect the ongoing evaluation process of the school.

C. Unique Accomplishments

- Designated a “Rewards” school for the 2013-2014 school year by OSSE.
- School tour and meeting with Australian architect on design of school.
- School tour and meeting with Firefly Russian special education educators.
- Rotation site for Children’s National Medical Center psychiatric students.
- Annual art show sponsored by Microsoft Inc. highlighting student art achievement throughout the year.
- Two students received an award for Best Sustainable School essay awarded by OSSE.
- Three students showcased as volunteers of the month at DC Central Kitchen vocational training site in Washington, DC.
- School tour and meeting with Ministry of Education, Special Education Branch of Singapore.
- Continued partnership with U S Forest Services to host Monarch Butterfly Workshop for District of Columbia teachers.
- Expanded Best Buddies Program to include two new partnerships with Washington Yu Ying and William Penn House.
- Staff and students participated in the first pilot test of the next generation alternate assessments for students with disabilities, including participation in test item review meetings for the National Center and State Collaborative for the pilot.
- Students participated in Disability Mentoring Days at the National Institute of Health as offered through the Office of Disability Employment Policy.
- Participated in Summer Youth Program sponsored by the Mayor’s office.
- Hosted Washington Wizards players as part of Special Olympics Unified Basketball League Program.
- St. Coletta physical education teacher selected to coach the District of Columbia’s Special Olympics team for the national Special Olympics competition.
- Principal selected as a Washington Post Distinguished Educator Leadership Awardee.

D. List of Donors

St. Coletta Special Education PCS

- ESEA LEA Title I funding for 2013-2014 school year \$ 135,080.72
- ESEA LEA Title II funding for 2013-2014 school year \$ 35,697.80
- DC Technology Fund (through October 30, 2014) \$ 12,000.00

III. DATA REPORT

Question #	Source	Data Point	School Answers (fill in blank fields)
1	PCSB	LEA Name	St. Coletta Special Education PCS
2	PCSB	Campus Name	St. Coletta Special Education PCS
3	School	Ages served – adult schools only	
4.a	PCSB	All Grades	Ungraded ages 3-22 years
4.b	PCSB	PK3	
4.c	PCSB	PK4	
4.d	PCSB	KG	
4.e	PCSB	1	
4.f	PCSB	2	
4.g	PCSB	3	
4.h	PCSB	4	
4.i	PCSB	5	
4.j	PCSB	6	
4.k	PCSB	7	
4.l	PCSB	8	
4.m	PCSB	9	
4.n	PCSB	10	
4.o	PCSB	11	
4.p	PCSB	12	
4.q	PCSB	PG	
4.r	PCSB	Ungraded	250
5	School	Total number of instructional days 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.	210
6	PCSB	Suspension Rate $\frac{\text{number of students with out of school suspension}}{\text{number of students enrolled as of Oct 2013 audit}} \times 100$	2.00%
7	PCSB	Expulsion Rate $\frac{\text{number of students expelled}}{\text{number of students enrolled as of Oct 2013 audit}} \times 100$	0.40%
8	PCSB	Instructional Time Lost to Discipline $\frac{(\text{sum of suspension days due to out of school suspensions})}{(\text{sum of enrollment days for all students for the entire school year})} \times 100$	0.04%
9	PCSB	Promotion rate $\frac{\text{number of students who advanced } \geq 1 \text{ grade level in the LEA within SY2013 from the audited enrollment count to the end of the school year}}{\text{number of students enrolled as of Oct. 2013 audit}} \times 100$	0.0%
	PCSB	AVERAGE DAILY MEMBERSHIP The SRA requires annual reports to include a school's average daily membership. PCSB will provide this using three data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.	

Question #	Source	Data Point	School Answers (fill in blank fields)
30	School	Extended Academic Time (Yes/No) School has at least 30% more mandatory academic time than the DCPS calendar.	no
31	School	GED Program (Yes/No) School has a program that specifically prepares students for a GED in lieu of a high school diploma. (School can also have a diploma track program.)	no
32	School	Language Immersion Program (Yes/No) School offers a language immersion program or teaches academic content in a language other than English.	no
33	School	Math, Science, Technology Focus (Yes/No) School uses math-, science-, or technology-focused curriculum beyond what is required by the Common Core State Standards.	no
34	School	Montessori Program (Yes/No) School uses a Montessori instructional approach to learning.	no
35	School	Online/Blended Learning Program (Yes/No) School offers an online-only or blended learning program.	no
36	School	Public Policy/Law Program (Yes/No) School integrates law or public policy into the curriculum.	no
37	School	Reggio Emilia Program (Yes/No) School uses the Reggio Emilia inspired curriculum.	yes
38	School	Residential Program (Yes/No) School offers a program for students to stay overnight at the school.	no
39	School	Special Education Focus (Yes/No) A majority of students receive special education services. (Must be more than 50%.)	yes
40	School	Stand-Alone Preschool (Yes/No) A preschool/prekindergarten without any upper grades.	no
41	School	World Culture Focus (Yes/No) School integrates world cultural awareness (such as Multiculturalism or African heritage) into the curriculum.	no
42	School	Dual Enrollment (Yes/ No) School offers dual enrollment with the charter school and a higher education institution.	no
43	School	Career/Technical Program (Yes/No) School offers a Career and Technical Education (CTE) program of study.	no
44	School	Credit Recovery Courses Offered (Yes/No) School offers a mechanism for students to earn credits in courses they did not pass the first time. If Yes: Are credit recovery courses free to the student?	no

Question #	Source	Data Point	School Answers (fill in blank fields)
45	School	<p>Advanced Placement (Yes/No) School offers Advanced Placement course options to all students.</p> <p>If Yes:</p> <ul style="list-style-type: none"> • Name of AP courses offered in SY13-14? • How many students took each course? • How many students took the AP exam? <p>How many students passed with a 3 or higher? (<i>OPTIONAL</i>)</p>	no
46	School	<p>International Baccalaureate Program (Yes/No) School offers International Baccalaureate option to all students.</p> <p>If Yes:</p> <ul style="list-style-type: none"> • Names of IB courses offered in SY13-14? • How many students took each course? • How many students sat for the exams? <p>How many students received an IB diploma?</p>	no

IV. APPENDICES

A. Staff Roster

LAST NAME	FIRST NAME	TITLE
Abrams	Alecia	Classroom Paraprofessional
Acevedo	Judyvette	Attendance Administrator
Acome-Campbell	Britaney	Classroom Paraprofessional
Adams-Fowler	April	Classroom Paraprofessional
Akers	Angela	Classroom Paraprofessional
Akpan	Salihah	Classroom Paraprofessional
Albarillo	Keith	Physical Therapist
Aleem	Inshirah	Teacher
Aleshin	Natalie	Classroom Paraprofessional
Allen	Robert	School Nurse Lead
Anderson	Ashley	Teacher Assistant
Anteneh	Elias	Classroom Paraprofessional
Arnold	Sunny	Classroom Para/LPN
Ball	Shannon	House Manager
Beavers	Marcus	Classroom Paraprofessional
Beckwith	Jonathan	Classroom Paraprofessional
Benton	Ronlyce	Teacher Assistant
Blakney	Ashley	Classroom Paraprofessional
Blessing	Robert	Teacher Assistant
Bocaille	Merline	Classroom Paraprofessional
Booker	Briana	Classroom Paraprofessional
Boyd	Andrea	Classroom Paraprofessional
Boyd	Robyn	Administrative Assistant
Boyer	Jasmine	Classroom Paraprofessional
Brisbane	Loretta	Classroom Paraprofessional
Briscoe	Michael	Adaptive PE Teacher
Brogan	Eileen	Classroom Paraprofessional
Brooks	Kelly	School Nurse
Brown	Demetreus	Classroom Paraprofessional
Brown	Francene	Classroom Paraprofessional
Brown	Shanita	Classroom Paraprofessional
Brown	Stacy	Job Coach
Brown	Tytianna	Classroom Paraprofessional
Bryant	Aisha	Teacher Assistant
Burford	Colessa	Classroom Paraprofessional
Buttera	Kari	Social Worker
Calhoun-Perritt	Sharon	Classroom Paraprofessional
Carter	Julian	Classroom Paraprofessional
Carter	Shanae	Classroom Paraprofessional
Caudle	Mallory	Teacher

LAST NAME	FIRST NAME	TITLE
Chapman	Linda	Glassworks Artistic Facilitator
Chernomorets-Kinder	Olga	House Manager
Chim	Cosal	Teacher Assistant
Chittams	Nicole	Classroom Paraprofessional
Clark	Jennifer	Teacher
Coates	Nikita	Classroom Paraprofessional
Coleman	Michael	House Administrative Assistant
Collins	Dianna	Classroom Paraprofessional
Collins	Tonia	Teacher
Cozell	Alexandra	Teacher
Craighead	Talia	Classroom Paraprofessional
Croker	Michael	Behavior Assistant
Cunningham	Brittany	Classroom Paraprofessional
Dallas	Heather	Speech Language Pathologist
Damato	Leah	Kitchen Assistant
Daniels	Rachael	Classroom Paraprofessional
Dant	Christine	School Nurse
Darby	Ashley	Classroom Paraprofessional
David	Marie	Classroom Paraprofessional
De Armas	Nereyda	Classroom Paraprofessional
Dean	Natasha	House Administrative Assistant
Dean	Sherease	Classroom Paraprofessional
Decker	Catherine	House Manager
Dews	Kristina	Teacher
DiCorleto	Angela	Social Worker
Diggs	Christina	Teacher Assistant
Disabato	Melissa	Classroom Paraprofessional
Douglass	Christina	Classroom Paraprofessional
Douma	Erica	Speech Language Pathologist
Drake	Jessica	Social Worker Lead
Driscoll	Maggie	Teacher
Durant	Karen	Job Coach
Edgerton	Tawana	Classroom Paraprofessional
Eldridge	Alicia	Classroom Paraprofessional
Ellis	Gloria	Teacher Assistant
Ellis	Kamei	Teacher Assistant
Eubanks	Kentina	Classroom Paraprofessional
Fernberg	Lauren	Teacher Assistant
Foley	Daniel Art	Therapy Teacher
Ford	Erika	Classroom Paraprofessional
Fortune	Maria	Teacher Assistant
Fountain	Patricia	Classroom Paraprofessional
Frazier	Shecona	Behavior Assistant

LAST NAME	FIRST NAME	TITLE
Freeman	Ciara	Classroom Paraprofessional
Fuller	Shantelle	Classroom Paraprofessional
Gaines	Shunnon	Classroom Paraprofessional
Garces	Martina	Classroom Paraprofessional
Garcia	Dennis Dindo L.	Teacher
Garey	Keshaun	Teacher Assistant
Gatlin	Kenneth	Job Coach
George	Quinton	Classroom Paraprofessional
Germain	Shanna	Classroom Paraprofessional
Gibson	Natalie	Vocational Coordinator
Gilroy	Allison	Teacher
Gomez	Hubert	Classroom Paraprofessional
Goodloe	Stephanie	Classroom Paraprofessional
Grant	Shariann	Classroom Paraprofessional
Gray	Monique	Job Coach
Green	Gwendolyn	House Administrative Assistant
Green	Gwendolyn	Classroom Paraprofessional
Grier	Lakisha	Classroom Paraprofessional
Guse	Anna	Teacher
Hall	Heather	Classroom Paraprofessional
Ham	Damika	Classroom Paraprofessional
Hardie	Alexus	Classroom Paraprofessional
Harlan	Rochelle	Classroom Paraprofessional
Harris	Catrina	Classroom Paraprofessional
Harris	Morgan	Classroom Paraprofessional
Harris	Parisia	Classroom Paraprofessional
Hawkins	Cassandra	Occupational Therapist
Haywood	Brittney	Classroom Paraprofessional
Hazeltine	Michael	Teacher
Herrera	Jimmy	Classroom Paraprofessional
Hill	Shatara	Classroom Paraprofessional
Howard	Brandon	Classroom Paraprofessional
Howe	Paul	Teacher Assistant
Hunter	Nilka	Job Coach
Hurley	Kristin	Admissions/School Program Asst
Jackson	Alesia	Classroom Paraprofessional
Jackson	Corri	Classroom Paraprofessional
Jackson	Dawn	Classroom Paraprofessional
Jackson	Paisley	Classroom Paraprofessional
Jackson	Stephanie	Classroom Paraprofessional
Jackson	Teddi	Classroom Paraprofessional
Jalloh	Hawanatu	Classroom Paraprofessional
Jamai	Nadia	Behavior Change Specialist
James	Monique	Classroom Paraprofessional

LAST NAME	FIRST NAME	TITLE
Jeffries-Campbell	Jasmine	Classroom Paraprofessional
Jennifer	Jonee	Teacher Assistant
Jimenez	Lauren	Classroom Paraprofessional
Johnson	Antoniaea	Classroom Paraprofessional
Johnson	Ashley	Classroom Paraprofessional
Johnson	Kendria	Classroom Paraprofessional
Johnson	Michelle	Classroom Paraprofessional
Jones	Antwon	Office Assistant
Jones	Arnitia	Job Coach
Jones	Dionne	Classroom Paraprofessional
Jones	Janae	Classroom Paraprofessional
Jones	Kawan	Classroom Paraprofessional
Jones	Matthew	Classroom Paraprofessional
Jones	Tiffany	Classroom Paraprofessional
Kaplan	Gary	School Nurse
Kinard	Ashley	Classroom Paraprofessional
King	Claudette	Classroom Paraprofessional
King	GaBriana	Speech Language Pathologist
Kirkland	Karlyn	Classroom Paraprofessional
Kittrell	Erica	School Nurse
Knight	David	IEP Coordinator
Lamore	Lauren	Teacher
Lane	Shante	House Manager
Lane	Sharice	Assistive Technology Specialist
Larson	Cassandra	Classroom Paraprofessional
Lawrence	Dana	Classroom Paraprofessional
Lawrence	Michelle	School Nurse
Lawson	Emily	Classroom Paraprofessional
Lazo	Mercedes	Classroom Paraprofessional
Ledbetter	Joshua	Job Coach
Lester	Lisa	Teacher
Lewis	Angel	House Administrative Assistant
Lewis	Steve	Classroom Paraprofessional
Lewis	Whitnee	Classroom Paraprofessional
Licuanan	Lourdes	Occupational Therapy Lead
Lockhart	Ashley	Classroom Paraprofessional
Long	Justin	Teacher Assistant
Long	Patricia	Classroom Paraprofessional
Love	Charvon	Classroom Paraprofessional
Mack	Melette	Classroom Paraprofessional
Mack	Teresita	Classroom Paraprofessional
Makle	Annette	Classroom Paraprofessional
Manning	Alexa	Classroom Paraprofessional
Marcano	Sharon	Classroom Paraprofessional
Marcum	Alyssa	Teacher Assistant

LAST NAME	FIRST NAME	TITLE
Marshall	Nicole	Teacher
Matthews	Shandell	Transportation Coordinator
May	Jessica	Occupational Therapist
McClure	Venus	Classroom Paraprofessional
McFadden	Nicale	Classroom Paraprofessional
McMullin	David	Teacher Assistant
Melbourne-Smith	Lisa	Teacher
Mickey	Ashley	Classroom Paraprofessional
Miller	Kristen	Speech Language Pathologist
Miller	Rebecca	Teacher Assistant
Mitchell	Sonya	Teacher Assistant
Montgomery	Shannon	Classroom Paraprofessional
Moore	Kathleen	Teacher Assistant
Mtewa	Khadija	Classroom Paraprofessional
Mullen	Allison	Teacher Assistant
Myers	Eboney	House Administrative Assistant
Mzee	Fatma	Classroom Paraprofessional
Nash	Jovan	Classroom Paraprofessional
Nataro	Ann-Marie	Autism Resource Specialist/Part Time
Noelke	Carolyn	Speech Language Pathologist
Nuber	Alison	Teacher
O'Meara	Donna	Dir, Admissions
O'Neil	Mary	Teacher
Oshokoya	Vivian	Teacher Assistant
O'Toole	Anna	Teacher
Pappas	Alyson	Speech Language Pathologist
Parker	Melissa	Teacher
Parson	Kenniyia	Classroom Paraprofessional
Pearson	Nakia	Administrative Front Desk Assistant
Perrotta	Catherine	School Nurse
Peters	Jayde	Classroom Paraprofessional
Petty	Arlene	Classroom Paraprofessional
Ponting	Kara	Teacher Assistant
Prioleau	Ashley	Classroom Paraprofessional
Puckett	Elizabeth	Speech Language Pathologist
Randolph	Aisha	Classroom Paraprofessional
Ray	Caniya	Classroom Paraprofessional
Reid	Carlene	Speech Pathology Lead
Rich	Melonique	Classroom Paraprofessional
Richards	Vera	Classroom Paraprofessional
Rivers	Sharonna	Classroom Para/LPN
Robi	Bethelhem	Classroom Paraprofessional
Rosales	Wendi	Classroom Paraprofessional
Rosenberg	Beth	Occupational Therapist
Rowe	Kari	Horticulture Specialist

LAST NAME	FIRST NAME	TITLE
Russell	Sheilia	Teacher Assistant
Ryscavage	Lindsay	Physical Therapist
Sanders	Lekeita	Classroom Paraprofessional
Sandilands	Michelle	Instructional Support Teacher
Schenck	Kendra	Teacher Assistant
Scott	Candice	Classroom Paraprofessional
Scott	LaKisha	Classroom Paraprofessional
Seaborn	Ieshia	Classroom Paraprofessional
Shaw	Tamaira	Classroom Paraprofessional
Sheppard	Yukiea	Classroom Paraprofessional
Sirkot	Nicole	Teacher
Sitcovsky	Jessica	Director of Therapeutic Services
Smith	Ashley	Classroom Paraprofessional
Smith	Jeanna	Teacher Assistant
Smith	Jerre	Classroom Paraprofessional
Smith	Justin	Classroom Paraprofessional
Smith	Sherelle	Speech Language Pathologist
Soper	Amanda	Assistive Technology Specialist
Staton	Quameisha	Classroom Paraprofessional
Steinbach	Kathryn	Classroom Paraprofessional
Stepensky	Marsha	Teacher
Stephens	Audrey	Teacher Assistant
Stewart	Christa	Classroom Paraprofessional
Stewart	Raeven	Adaptive PE Teacher Assistant
Sumner	Michael	Classroom Paraprofessional
Switzer	Jasmine	Classroom Paraprofessional
Talbert	Lakisha	Classroom Paraprofessional
Taylor	Christie	Job Coach
Taylor	Valentina	Teacher Assistant
Tedeschi	Desiree	Teacher
Thompson	Joni	Music Therapy Teacher
Tierney	Michaela	Occupational Therapist
Tran	Christine	Speech Language Pathologist
Van Orden	Morgan	Classroom Paraprofessional
Vincent	Theorn	Classroom Paraprofessional
Voltz	Christie	Assistant Principal
Wainwright	Donnell	Classroom Paraprofessional
Walko	Cassidy	Teacher
Walsh	Keely	Classroom Paraprofessional
Warden	Amy	Assistant Principal
Warner	Jennifer	Classroom Paraprofessional
Warren	Ronica	Classroom Paraprofessional
Washington	Ashley	Teacher Assistant
Watkins	Jonnai	Classroom Paraprofessional
Watson	Jessica	Teacher

LAST NAME	FIRST NAME	TITLE
Weans	Jameela	Classroom Paraprofessional
Wells	Willie	Job Coach
Whyte	Lanika	Classroom Paraprofessional
Wiedl	Megan	Occupational Therapist
Wiggleton	Priscilla	Classroom Paraprofessional
Wilks	Dynasty	Classroom Paraprofessional
Williams	Andrea	Classroom Paraprofessional
Williams	Ashley	Classroom Paraprofessional
Williams	Charles	Classroom Paraprofessional
Williams	James	Classroom Paraprofessional
Williams	LaTasha	Job Coach
Williams	Nicole	Speech Language Pathologist
Williams	Ronnese	Classroom Paraprofessional
Willis	Tawana	Classroom Paraprofessional
Wilson	Danielle	Behavior Assistant
Wood	Rebecca	Occupational Therapist
Wright	Ebony	Classroom Paraprofessional
Yancey	Melissa	Classroom Paraprofessional
Yeager	Paul	Teacher
Young	Dominique	Classroom Paraprofessional
Zimmerman	Ihtishaam	Classroom Paraprofessional

Staff Qualifications

Staff qualifications for the 2013-2014 school year included fifty-three percent (53%) of teachers and therapists who had Bachelor's degrees and forty-seven percent (47%) who earned Master's degrees. All teachers either graduated from a college program with a degree qualifying them for certification in special education or from programs leading to dual certification in special/elementary education. Two teachers with Bachelor's degrees were enrolled in college programs to earn their Master's degrees in special education. All therapists and nurses had required DC licenses. Four nurses (4) were registered nurses, two licensed practical nurses (2) and one (1) a certified nursing assistant.

Fifty-four percent (54%) of paraprofessionals had Bachelor's degrees, ten percent (10%) had 48 or more college credits and .07 percent had Associate's degrees. Nineteen percent (19%) of paraprofessionals had high school diplomas and were assigned to students to provide support with daily physical needs.

B. Board of Trustees Roster

Name	Affiliation(s)	Address	Board Title
Charles Henstenburg	Casey Trees Endowment, organized 110 community volunteers, Active PTO founding member for St. Coletta, Professional background includes National Accounting Manager, Otis Spunkmeyer, Inc., A.T. Kearney Inc. and International Procurement Advisory Corp.	DC Resident	Parent Representative Secretary
Peggy O'Brien	Folger Theatre, Corporation for PBS, Knowledge In, Knowledge Out (KIKO)	DC Resident	President
Rebecca Bill Chavez	United States Naval Academy – Academic Professor	DC Resident	Parent Representative Education Committee Member
Elizabeth Pierce	Fannie Mae	Non-DC Resident	
Donald Denton	Coldwell Banker	DC Resident	Treasurer
Deborah Franklin		DC Resident	Parent Representative
Francis Slaughter	Director and Teacher Capitol Hill Cooperative Nursery School	DC Resident	Education Committee

C. Unaudited Year-End 2013-14 Financial Statement

PCSB Income Statement St. Coletta Special Education Public Charter School June 30, 2014

	Current Quarter			Year to Date		
	Actual	Budget	Variance	Actual	Budget	Variance
REVENUE						
01. Per Pupil Charter Payments	2,060,255	3,384,817	(1,324,562)	13,348,758	13,539,268	(190,511)
02. Per Pupil Facilities Allowance	-	-	-	-	-	-
03. Federal Entitlements	50,743	42,500	8,243	215,107	170,000	45,107
04. Other Government Funding/Grants	1,576,918	824,202	752,717	3,442,212	3,296,808	145,404
05. Private Grants and Donations	-	-	-	-	-	-
06. Activity Fees	-	-	-	-	-	-
07. Other Income (please describe in footnote)	-	-	-	-	-	-
TOTAL REVENUES	3,687,916	4,251,519	(563,603)	17,006,076	17,006,076	0
ORDINARY EXPENSE						
<i>Personnel Salaries and Benefits</i>						
08. Principal/Executive Salary	-	-	-	-	-	-
09. Teachers Salaries	-	-	-	-	-	-
10. Teacher Aides/Assistance Salaries	-	-	-	-	-	-
11. Other Education Professionals Salaries	-	-	-	-	-	-
12. Business/Operations Salaries	-	-	-	-	-	-
13. Clerical Salaries	-	-	-	-	-	-
14. Custodial Salaries	-	-	-	-	-	-
15. Other Staff Salaries	-	-	-	-	-	-
16. Employee Benefits	-	-	-	-	-	-
17. Contracted Staff	-	-	-	-	-	-
18. Staff Development Expense	-	-	-	-	-	-

Subtotal: Personnel Expense	-	-	-	-	-	-
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Direct Student Expense

19. Textbooks	-	-	-	-	-	-
20. Student Supplies and Materials	-	-	-	-	-	-
21. Library and Media Center Materials	-	-	-	-	-	-
22. Student Assessment Materials	-	-	-	-	-	-
23. Contracted Student Services	-	-	-	-	-	-
24. Miscellaneous Student Expense **	-	-	-	-	-	-
Subtotal: Direct Student Expense	-	-	-	-	-	-

Occupancy Expenses

25. Rent	-	-	-	-	-	-
26. Building Maintenance and Repairs	-	-	-	-	-	-
27. Utilities	-	-	-	-	-	-
28. Janitorial Supplies	-	-	-	-	-	-
29. Contracted Building Services	-	-	-	-	-	-
Subtotal: Occupancy Expenses	-	-	-	-	-	-

Office Expenses

30. Office Supplies and Materials	-	-	-	-	-	-
31. Office Equipment Rental and Maintenance	-	-	-	-	-	-
32. Telephone/Telecommunications	-	-	-	-	-	-
33. Legal, Accounting and Payroll Services	-	-	-	-	-	-
34. Printing and Copying	-	-	-	-	-	-
35. Postage and Shipping	-	-	-	-	-	-
36. Other	-	-	-	-	-	-
Subtotal: Office Expenses	-	-	-	-	-	-

General Expenses

37. Insurance	-	-	-	-	-	-
38. Transportation	-	-	-	-	-	-
39. Food Service	-	-	-	-	-	-
40. Administration Fee (to PCSB)	-	-	-	-	-	-
41. Management Fee	4,251,519	4,251,519	(0)	17,006,076	17,006,076	-
42. Other General Expense	-	-	-	-	-	-
43. Unforeseen Expenses	-	-	-	-	-	-

	Subtotal: General Expenses	4,251,519	4,251,519	(0)	17,006,076	17,006,076	-
	TOTAL ORDINARY EXPENSES	4,251,519	4,251,519	(0)	17,006,076	17,006,076	-
NET ORDINARY INCOME		(563,603)	(0)	-	0	-	0
	44. Depreciation Expense	-	-	-	-	-	-
	45. Interest Payments	-	-	-	-	-	-
NET INCOME		(\$563,603)	(\$0)	\$0	\$0	\$0	\$0

D. Approved 2014-2015 Budget

School Name St. Coletta Special
Education Public
Charter School

Contact Kathy Rowland

Fiscal Year FY 2015

Phone # 202-350-8647

Projected Student Enrollment 250

<u>DESCRIPTION</u>	<u>Budget Amounts</u>	<u>Notes</u>
REVENUES		
Per Pupil Charter Payments	13,551,386	Based on FY 15 UPPFF Budget Sheet per S Salimi
Federal Entitlements / Grants	170,000	
Income From Private Grants / Donations		
School Activity Fees		
Other Income	3,539,781	
TOTAL REVENUES:	\$17,261,167	

<u>EXPENSES</u>	<u># Of Full Time Employees</u>	<u># Of Part Time Employees</u>
Personnel Salaries and Benefits		
Administration Salaries		
Custodian Salaries		
Maintenance Salaries		
Security Salaries		
Transportation Salaries		
Food Service Salaries		
Instructional Salaries		
Special Education Salaries		
After School Service Salaries		
Employee Benefits		
Payroll Taxes / Fees		
Subtotal Personnel Costs:	\$0	0

Direct Student Costs	
Staff Development Costs	
Textbooks	
Instructional Supplies / Materials	
Library / Media Center Materials	
Instructional Computers / Materials	
Other Instructional Equipment	
Instructional Furnishings / Supplies	
Student Assessment Materials	
Contracted Instructional / Student Services	
Miscellaneous Student Costs	
Subtotal Direct Student Costs:	\$0

Occupancy Expenses

Rent / Lease
Mortgage Payments
Building Supplies / Materials
Building Equipment Purchase
Building Equipment Rental / Lease
Building Equipment Maintenance / Repairs
Building Maintenance / Repairs
Utilities (Electric / Gas / Water)
Janitorial Supplies
Contracted Building Services

Subtotal Occupancy Expenses: ----- \$0

Office Expenses

Office Supplies / Materials
Office Equipment Purchase
Office Equipment Rental / Lease
Office Equipment Maintenance / Repairs
Telephone / Telecommunications
Legal Fees
Accounting / Auditing Fees
Printing / Copying
Postage / Shipping
Advertising
Other

Subtotal Office Expenses: ----- \$0

General Expenses

Insurance
Licenses / Permits
Bank Fees
Entertainment
Local Travel
Out Of Town Travel
Food Service
After School Service Expense
Management Fee 17,261,167

Administration Fee
Board Of Education Oversight Fee
Other General Expense

Subtotal General Expenses: ----- \$17,261,167

TOTAL EXPENSES: \$17,261,167

EXCESS (OR DEFICIENCY) \$0

St. Coletta Special Education Public Charter School has a Management Agreement in place to operate the Charter School

E. Other

1. School's school-wide strategic plan
2. Narrative detail and graph for Parental Involvement Outcomes (parent training and school-wide involvement)
3. Narrative detail and graph for Assessment of Basic Language and Learning Skills-R
4. Narrative detail for St. Coletta Vocational Task Analysis Assessment outcomes and current career-based training sites
5. Narrative detail for Professional Development Outcomes

1. School-wide Strategic Plan Outcomes Summary

A summary of outcomes of our goals for our strategic school plan for the 2013-2014 school year follows and also includes where Title I and II funds under the Elementary and Secondary Education Act (ESEA) may be applied. Goals of our accountability plan developed for the DCPCSB are embedded within this plan. Mission specific plans in our strategic plan support our efforts to utilize multiple methods for measuring progress in students with significant disabilities, as well. Additional goals also address other areas of focus including parental involvement and professional development.



ST. COLETTA SCHOOL-WIDE STRATEGIC PLAN



Summary 2013-2014

DC-CAS Alternate Assessments

(This section is for DC students taking the alternate assessments.)

Reading/ Language Arts

- 86% of students will score proficient or advanced on the DC CAS-Alternate assessment (from 85.2% for 2012-2013). **89.5% of St. Coletta students participating in DC CAS- Alternate Assessments scored proficient or advanced in English/Language Arts.**

Mathematics

- 80% of students will score proficient or advanced on the DC CAS-Alternate assessment (from 74.1% for 2012-2013). **86.3% of St. Coletta students participating in the DC CAS-Alternate Assessments scored proficient or advanced in mathematics.**

Composition

- 80% of students will score proficient or advanced on the DC CAS-Alternate assessment (80% for 2012-2013 field testing). **7% Of DC students participating in the field testing for Composition scored proficient or advanced. Based upon field testing, composition will not be continued by OSSE, but will incorporated in part with the English/Language Arts literacy testing.**

Science

69% of students will score proficient or advanced on the DC CAS-Alternate assessment (from 67% 2012-2013). **54% of DC students participating in the DC CAS-Alternate Assessments scored proficient or advanced in science.**

IEP Outcomes

IEP Objectives across one school year

70% of all student IEP objectives (% derived across all student objectives regardless of quarter of IEP being addressed) will be achieved at Expanding, Progressing or Mastered levels (from goal set at 68% for 2012-2013). **81.57% of all student IEP objectives were achieved at expanding, progressing or mastered (% derived across all student objectives regardless of the quarter of the IEP being addressed).**

Fourth Quarter Objectives

80% of all fourth quarter student IEP objectives (% derived from each student’s completed IEP which occurs at varying times through the school year) will be achieved at Expanding, Progressing or Mastered levels (from goal set at 75% for 2012-2013).

Fourth quarter IEP objectives can now be categorized with the upgraded IEP tool (2012-2013). Initial outcomes are based upon the first sampling of 56 fourth quarter student IEP. Objectives in fall 2013, as well as the outcomes of all fourth quarter IEPs are as follows:

	Fall 2013	July 2014		Fall 2013	July 2014
English/Language Arts (aligned to standards)	74.54%	90.38%	Gross Motor	72.28%	79.31%
Mathematics (aligned to standards)	74.59%	88.65%	Fine Motor	79.90%	94.47%
Speech/Language	90.75%	95.22%	Social-emotional	81.61%	92.05%
Daily Living Skills	78.08%	88.68%	Vocational	80.52%	91.89%

Assessment of Basic Language and Learning Skills-Revised (ABLLS-R)

Data continues as established each year for students ages 3-15 years. Results of the ABLLS-R assessments are to assist teachers in the delineation of student IEP goals and objectives.

- On average, at least 65% of students new to the program in 2012-2013 will increase their skill acquisition over baseline by 10%. **72% of students increased their skills acquisition above baseline by 10% or greater.**

- On average, at least 60% of students who are in their second year of progress testing (baseline gathered 2011-2012) will increase their skill acquisition by 3% or greater. **86% of students who are in their second year of progress testing increased their skills acquisition by 3% or greater.**
- On average, of students who are in their third and fourth year of progress testing and did not demonstrate progress in 2012-2013, at least 60% of them will increase their skill acquisition above baseline. **Of students who are in their third and fourth year of progress testing and did not demonstrate progress in 2012-2013, 100% of them increased their skills acquisition above baseline.**
- On average, at least 85% of students who are in their third or fourth year of progress testing who achieved a 3% increase or greater, on their skills acquisition during the 2012-2013 school year, will maintain the level of progress achieved or increase progress beyond the maintenance level. **92% of students in their 3rd or 4th year of progress testing who achieved a skill acquisition increase of 3% or greater during the 2012-2013 school year maintained or increased their skill acquisition**
- Baseline data will be gathered for students new to the school. **Baseline data will be gathered for students new to the school.**

Vocational Program

Assessment is intended to obtain information for the development of IEPs and to plan for transition. Assessment is not intended for student-to-student comparisons. It is intended to analyze and work toward increasing competency for students on particular work tasks. Students participate in career-based training (school and community sites) to which they travel on a weekly basis, depending on the age and needs of the students.

*Ongoing as IEPs occur

St. Coletta Vocational Assessment Tool (task/sequence analyses of specific school and community career-based sites) will be used to assess student skills at a designated career-based training site.

- (Group 1) Sixty-eight to seventy-eight percent (68%-78%) of students, who scored 49% or below on baseline, will increase their acquisition of vocational skills by 50% or higher. **96% of students in this group increased their skills acquisition by 50% or higher on the task analysis, thus meeting and exceeding this goal.**
- (Group 2) Sixty-eight to seventy-eight percent (68%-78%) of students, who scored 50% or higher on baseline, will increase their acquisition of vocational skills by 80% or higher. **60% of students increased their skill acquisition by 80% or higher on the task analysis, thus not reaching criterion for the goal of 68% of students increasing their skill acquisition by 80%.**

Transition Assessments

- Each student turning 16 and continuing through graduation will be given the Brigance Transition Skills Inventory (TSI), as required by DCPS, or be given the TTAP (Treatment and Education of Autistic and Related Communication Handicapped Children Transition Assessment Profile), if unable to complete the Brigance. *Completed.

Transportation

- Students will participate in travel training to access career-based training sites and community-based instruction throughout the school-year. *Completed.
LEA Title supplemental funding will be applied for transportation.

Parental Involvement

Parent Training

- The percentage of parents participating in parent training will be maintained **at 60%** (an increase of 16.63% during the 2012-2013 school year) or increased. **74% of families attended one or more parent trainings.**
LEA Title supplemental funding for trainers, childcare, transportation and incentives will be applied.

Parental Involvement

- School-wide family participation in student celebrations and events will increase to a rate of **72% or higher.** **72% of families attended one or more school-wide activities.**

Mid-Year Parent Conferences

- The goal for parent participation in mid-year conferences will be **90% or higher.** **95% of parents participated in mid-year conferences.**

IEP Conferences

- St. Coletta had **99%** parent participation in IEP conferences. Maintain at **95% or higher.** **99% of parents participated in IEP meetings.**

Professional Development

- Applied Behavior Analysis training by school's BCBA staff (Maximum Potential for new teachers) Trained teachers will continue training their paraprofessional staff. **Completed**
LEA Title supplemental funding applied.
- Hanen (James Madison University) literacy/language training will be provided for all teachers and therapists by school staff trained at James Madison University during the 2012-2013 school year. **Completed**
LEA Title supplemental funding applied for materials.
- Norwell Training (adapted literacy) for teachers/therapists. **Completed.** **LEA Title supplemental funding applied.**
- Ongoing training (orientation for new teachers and staff) on subjects of theme-based, experiential teaching, functional life-skills, alignment with Common Core State Standards, Sheltered English Instruction, IEP development, positive behavior intervention, sensory, communication, wheelchair, medication trainings, etc. **Completed**

- Ongoing training for new paraprofessional staff in the following teaching competencies: praise, prompt hierarchy, data collection, individual and group student engagement, work systems, and IEP driven tasks. **Completed**

LEA Title supplemental funding applied for ABA, additional Hanen literacy materials, in-house Norwell Training and additional conferences and instructional materials (test booklets, manuals, etc.) that may be identified during the school year.

Educational Technology

- Teachers will utilize interactive TVs to enlarge and enhance the learning experience for their students. ***Purchased**
- Larger touch screen computer technology for small group instruction for preschool-K level students with significant disabilities will be purchased. **Purchased**
- Teachers and therapists will access and utilize educational “apps” and the “Apple iPad Learning Lab” to transfer instructional programs to the iPads as appropriate for individual student and group instruction. ***Purchased**

LEA Title supplemental funding will be applied.

Curriculum

- Continue to adapt curriculum and materials for students with significant disabilities using various curriculum guides (Syracuse Community-Referenced Curriculum Guide, Council for Exceptional Children (CEC) Life-Centered Skills Curriculum) and reference to the Common Core State Standards, as appropriate, within a life-skills framework. **Continued**
- Map a finite selection of themes for Houses 1 through 5 aligned with the Syracuse Community-Referenced Curriculum Guide and (CEC) Life-Centered Skills Curriculum. **Completed**
- Map theme-based topics across a four-year span for House 4. **Mapped House 1 instead of House 4. Completed**

Communication

Parents/Guardians (Ongoing)

- Teachers will inform parents each time a student engages in school and community career-based training sites for their students. **Ongoing**
- Maintain age-level newsletters with principal’s corner, daily home-school communication notebooks, student classroom portfolios to share progress with parents, Open House, Back-to-School Night, Winter Holiday Celebrations, End-of-Year Family Events, parent, student and staff surveys, IEP meetings, mid-year parent conferences, parent trainings, “Sheltered English Language Instruction” and augmented communication systems for students, computer, intranet and web-based access for professionals. Share with all stakeholders accountability reports from DCPCSB (DCPCSB.org-**click** on *PMF/School Performance Reports*) and OSSE (OSSE.dc.gov-**click** on *Data/No Child Left Behind, Annual Yearly Performance Reports*), feedback on outcomes of the school’s strategic plan, including areas where supplemental LEA Title funding is applied, truancy, discipline and additional school policies and procedures as required by the

Elementary and Secondary Education Act (ESEA) and as appropriate the reauthorized No Child Left Behind Act. **Continue**

Staff (Ongoing)

- Maintain bi-monthly meetings with managers and school administration to include ongoing attention to current staff needs, brainstorming solutions. **Continued**
- Maintain individual meetings of teachers with their paraprofessionals (monthly) tracked by Assistant Principals with focus on improving instruction and data collection. **Continued**

Recruitment and Retention

- As per OSSE, 100% of teachers must have highly qualified status. Maintain highly qualified requirements for paraprofessionals. **100% were highly qualified.**
- Professional development through attendance at trainings, coursework and conferences is offered. **Completed**
- Recruitment and retention plans for job fair attendance will continue including relocation fees, years of service awards, focus awards, in-house kudos and new teacher/therapist mentoring. **Completed**
- Continue paraprofessional focus awards on a **monthly** rather than quarterly basis. **Completed**
LEA Title and supplemental funding applied for HQT recruitment, retention for awards, mentoring, course work reimbursement.

Healthy Schools

- Target math and literacy skills by adapting materials for students to use while grocery shopping and preparing recipes (picture symbols, schedules, recipe sequences).
- Continue previous health schools initiatives by creating "Sweet Greens" group in Houses 3 and 4 to promote healthy menu and cooking developments.
- Increase the variety of fitness opportunities within the school day (continue focus on PE, outside walking/play, Special Olympic sports). Add dance classes to House 3 and Xbox Kinect activities to expand exercise interest and options.
- Provide parent training on healthy cooking ideas.
- Complete yearly "DC Healthy Schools Act" School Health Profile. ***January 2014**
Goal added 2013-2014
- Chef consultant to teach staff, senior age-level and House 3 students (ages 13-22 years of age) to support instruction to target math and literacy/language arts skills through a functional life program.
Completed or continued all healthy schools goals
LEA Title supplemental funding to support consultant, functional academics/instructional supplies for activities.

Safe Schools

Maintain (Ongoing)

- A positive behavior support program.
- Peer mediation as needed and under the direction of social workers.
- Family Life Education.
- Provision of community links and resources for assistance to parents/students, as needed, to support a safe school environment.
- Promotion of an all student/staff approach to the cleanliness of the school environment through a process of checking classrooms.
- Implementation of a discipline policy with attention to the process required by IDEA, utilizing suspension and expulsion only as necessary and appropriate.

Goals added 2013-2014

- Update anti-bullying policy (add policy statement regarding electronic bullying and bullying during school sponsored transportation). ***Completed**
- Implement new truancy guidelines as required. **Continue**

Narrative Summary for Parent Involvement Outcome: School Year 2013-2014

Parent Involvement Annual Goal

School-wide family participation in student celebrations and school-wide events will be either maintained or increased from the seventy-two percent (72%) parental involvement level achieved during the 2012-2013 school year.

St Coletta met its 2013-2014 goal. School-wide family participation in student celebrations and events was maintained at a seventy-two percent (72%) level.

The St. Coletta *Parental Involvement Policy* continues to drive the school's goals for parent involvement. Each year through input from parents, staff and students, via school surveys, feedback forms and the parent compact committee, school events and trainings are identified and planned for the upcoming school year. Goals are prioritized based on areas of need. Parents continue to report a desire for multiple opportunities to participate in school-wide events on a regular basis. The school employs multiple modes of communication to reach parents for events. Through feedback, they indicate they continue to feel welcome at the school and appreciate the multiple opportunities to actively engage with their child's school through various school-wide events.

Narrative Summary for IEP Participation Outcomes: School Year 2013-2014

St. Coletta does not have a goal for IEP participation because the school consistently achieves greater than ninety-nine percent (99%) participation. The high rate of parental participation in IEPs will continue to remain a focus for the school.

Narrative Summary for Parent-Teacher Conferences Outcomes: School Year 2013-2014

Parent Teacher Conference Annual Goal

Parent participation at mid-year conferences will be maintained at or above eighty-five percent (85%).

St. Coletta met its annual goal with a parental participation rate at mid-year parent-teacher conferences of ninety-five percent (95%).

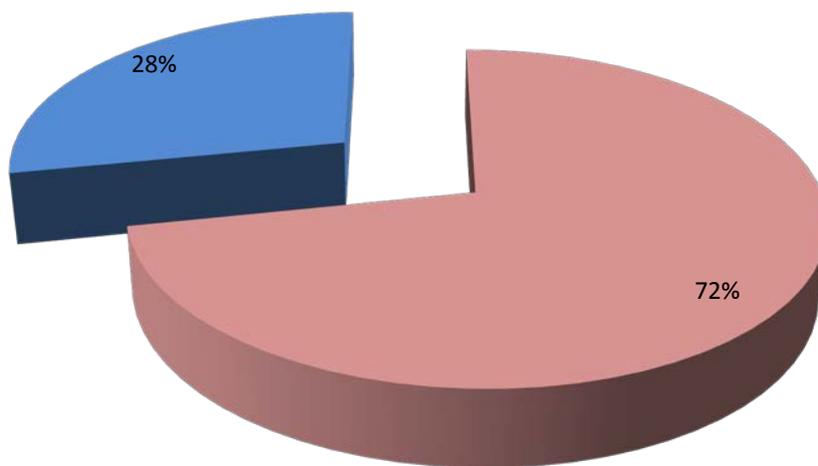
Future Plans 2014-2015:

Parental involvement remains a pivotal link to a strong school/parent-guardian relationship and effective partnership in promoting achievement and growth for the students of St. Coletta. As such, St. Coletta will continue to focus on a strong commitment to maintaining the high levels of parental involvement at the school by offering multiple school-wide events in which parents can be a part of the school community and promote active engagement and commitment to the education of their children and our

students. St. Coletta's plan for the 2014-2015 school year is to maintain or increase all levels of parental involvement at 2013-2014 rates.

Family Attendance at Schoolwide Events - 2013-2014

- FAMILIES ATTENDING AT LEAST ONE OR MORE SCHOOL-WIDE EVENTS 71.82%
- NON-ATTENDING FAMILIES - 28.18%



Participation in parent training will increase by two to five percent (2-5%) (from sixty point eight percent (60.8%).

St. Coletta values the importance of parent participation in a student's educational program. As such, parent trainings are offered through a variety of means including group trainings and individual trainings led by teachers and therapists throughout the school year.

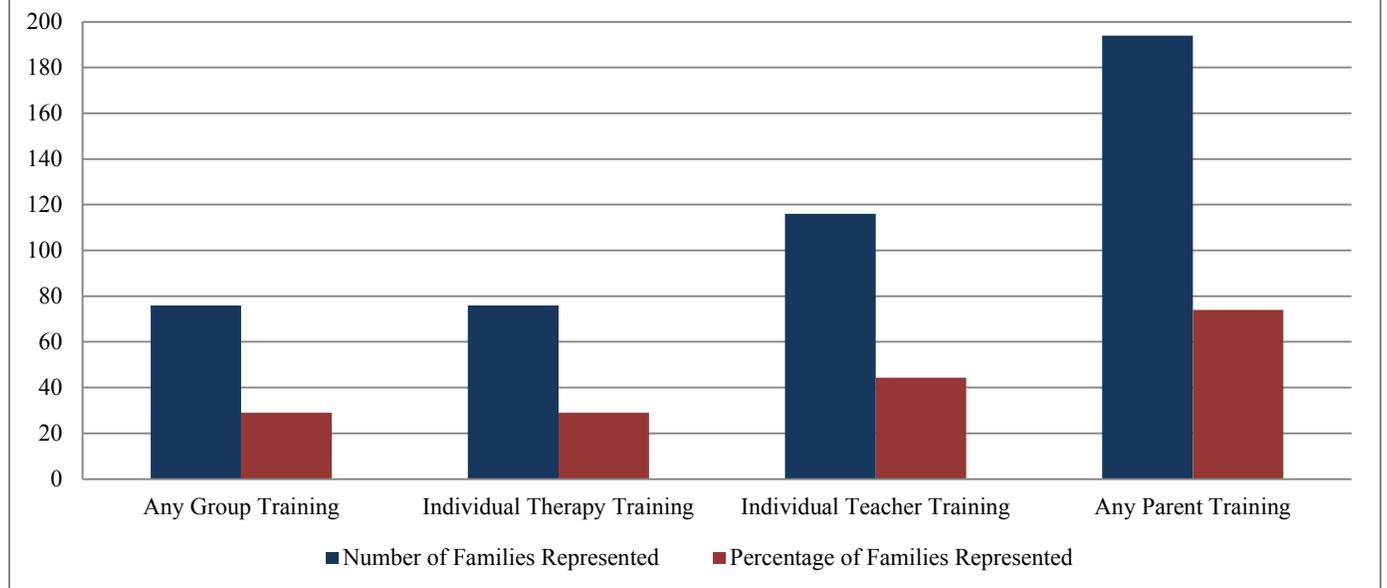
Several different group parent training sessions were held during the 2013 – 2014 school year. Topics for trainings included communication, transitioning into adult services, providing positive behavioral supports and nutrition. On October 26, 2013, communication training was held and included four subtopics: Communicating at Home, Communicating While Out and About, Expanding Leisure Skills, and Interacting with Peers. On March 1, 2014, a training was held for families on transition age topics including: adult programming, services provided by Department of Disability Administration, guardianship, wills and trusts. On April 26, 2014, a parent training that covered topics pertaining to providing behavioral supports at home, as well as a guest presentation by Quality Trust for Individuals with Disabilities on "Alternatives to Guardianship" was conducted. Additional transition age trainings were held on June 2, 2014, and June 9, 2014, on topics pertaining to Summer Youth Employment and

services provided by Rehabilitation Services Administration and Social Security Administration. On July 15, 2014, and July 16, 2014, a hands-on parent training on nutrition was provided. Seventy-six (76) different families participated in at least one of the above group training opportunities over the course of the school year representing twenty-nine percent (29%) of families.

Parents were also offered the opportunity to attend individual trainings on their child’s educational goals with IEP team members. Teachers in Houses 1, 2, and 3 and therapists in all Houses invited parents in for trainings throughout the school year. During these individual training sessions, parents met with their child’s teacher or therapist/s and were trained on how to target a specific IEP goal within the home setting. Parents were provided with materials (e.g., picture symbols) or suggestions on how to continue targeting this goal at home. Therapists conducted 118 parent trainings attended by seventy-six (76) different families or twenty-nine percent (29%) of families. Teachers conducted 117 parent trainings. Overall, teachers trained eighty-four percent (84%) of families within Houses 1, 2, and 3.

Through utilizing these various means of parental training opportunities, 194 different families or seventy-four percent (74%) of families at St. Coletta attended one or more parental trainings during the 2013-2014 school year. This represents an increase of 13.2 percentage points and an overall increase of twenty-one point seven percent (21.7%), exceeding our goal of an increase of two to five percent (2-5%). Next school year, we hope to continue to increase our parent trainings by two to five percent (2-5%) as individual parent trainings will be conducted throughout the entire school.

Participation in Parent Training 2013 - 2014



Narrative Summary for ABLLS-R Assessment: School Year 2013-2014

Annual Goals

Goal 1: On average, at least sixty-five percent (65%) of students new to the program in 2012-2013 will increase their skill acquisition over baseline by ten percent (10%).

Goal 2: On average, at least sixty percent (60%) of students who are in their second year of progress testing (baseline gathered 2011-2012) will increase their skill acquisition by three percent (3%) or greater.

Goal 3: On average, of students who are in their third and fourth year of progress testing and did not demonstrate progress in 2012-2013, at least sixty percent (60%) of them will increase their skill acquisition above baseline.

Goal 4: On average, at least eighty-five percent (85%) of students who are in their third or fourth year of progress testing who achieved a three percent (3%) increase or greater on their skills acquisition during the 2012-2013 school year, will maintain the level of progress achieved or increase progress beyond the maintenance level.

Goal 5: Baseline data will be gathered for students new to the school.

During the 2013-2014 school year, students assessed were as follows:

- All new students entering the program August 2013 to May 2014 were assessed for baseline performance.
- Students who were new to the program during the 2012-2013 school year were assessed for progress this school year (2013-2014).
- Students who were re-assessed for progress in 2012-2013, were again assessed to determine current level of progress compared to last school year's data, including students who did not demonstrate progress or who regressed in skill acquisition during the 2012-2013 school year.

The assessment period began April 22, 2014, and ended May 30, 2014. During this time, teachers (with support from managers and therapeutic service providers) completed assessments for all students in their class. Data was reviewed and verified by managers and the assistant principal by June 9, 2014. Results were as follows:

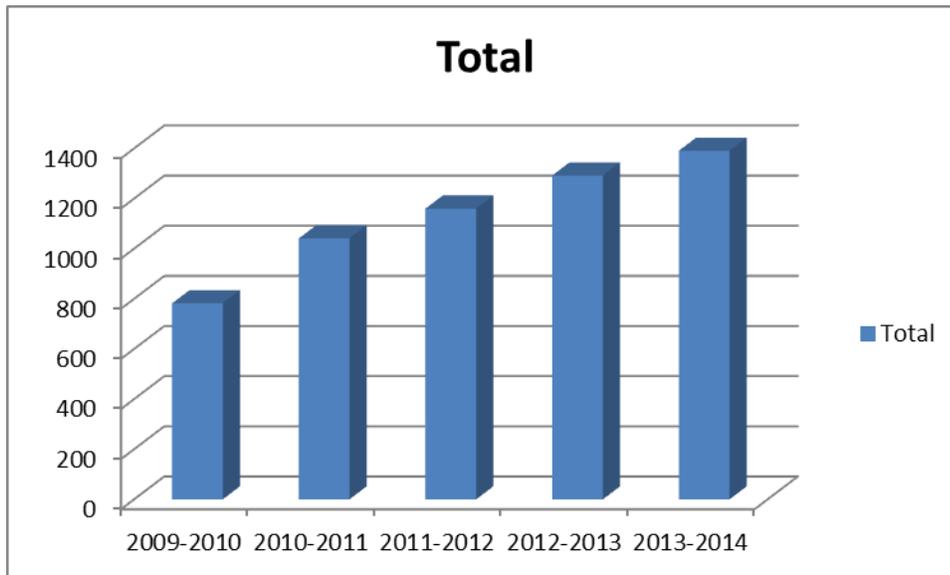
- Goal 1: On average, at least sixty-five percent (65%) of students new to the program in 2012-2013 will increase their skill acquisition over baseline by ten percent (10%). **Seventy-two percent (72%) of students new to the program in 2012-2013 increased their skills acquisition above baseline by ten percent (10%) or greater during the 2013-2014 administration of the ABLLS-R assessment. GOAL MET**
- Goal 2: On average, at least sixty percent (60%) of students who are in their second year of progress testing (baseline gathered 2011-2012) will increase their skill acquisition by three percent (3%) or greater. **Eighty-six percent (86%) of students who are in their second year of progress testing increased their skill acquisition by three percent (3%) or greater during the 2013-2014 administration of the ABLLS-R assessment. GOAL MET**

- Goal 3: On average, of students who are in their third and fourth year of progress testing and did not demonstrate progress in 2012-2013, at least sixty percent (60%) of them will increase their skill acquisition above baseline. **Of students who are in their third and fourth year of progress testing and did not demonstrate progress in 2012-2013, one hundred percent (100%) of them increased their skills acquisition above baseline during the 2013-2014 administration of the ABLLS-R assessment. GOAL MET**
- Goal 4: On average, at least eighty-five percent (85%) of students who are in their third or fourth year of progress testing who achieved a three percent (3%) increase or greater on their skills acquisition during the 2012-2013 school year, will maintain the level of progress achieved or increase progress beyond the maintenance level. **Ninety-two percent (92%) of students in their 3rd or 4th year of progress testing who achieved a skill acquisition increase of three percent (3%) or greater during the 2012-2013 school year maintained or increased their skill acquisition during the 2013-2014 administration of the ABLLS-R assessment. GOAL MET**
- Goal 5: Baseline data will be gathered for students new to the school. **Baseline data was gathered for all students new to the school program during the 2013-2014 school year. GOAL MET**

This year's data indicates that the majority of students tested continue to make progress on the skills identified within the ABLLS-R assessment. This data will continue to be used to facilitate student programming through the development of functional goals and classroom-based lessons. Teachers have indicated that they continue to find the assessment useful for these purposes and find benefit in administering the test to see progress for students in the skills identified within the ABLLS-R assessment. Based on current data, goals for the 2014-2015 school year have been developed to monitor progress and promote skill growth for all students. We will continue to assess students using the ABLLS-R during the upcoming school year.

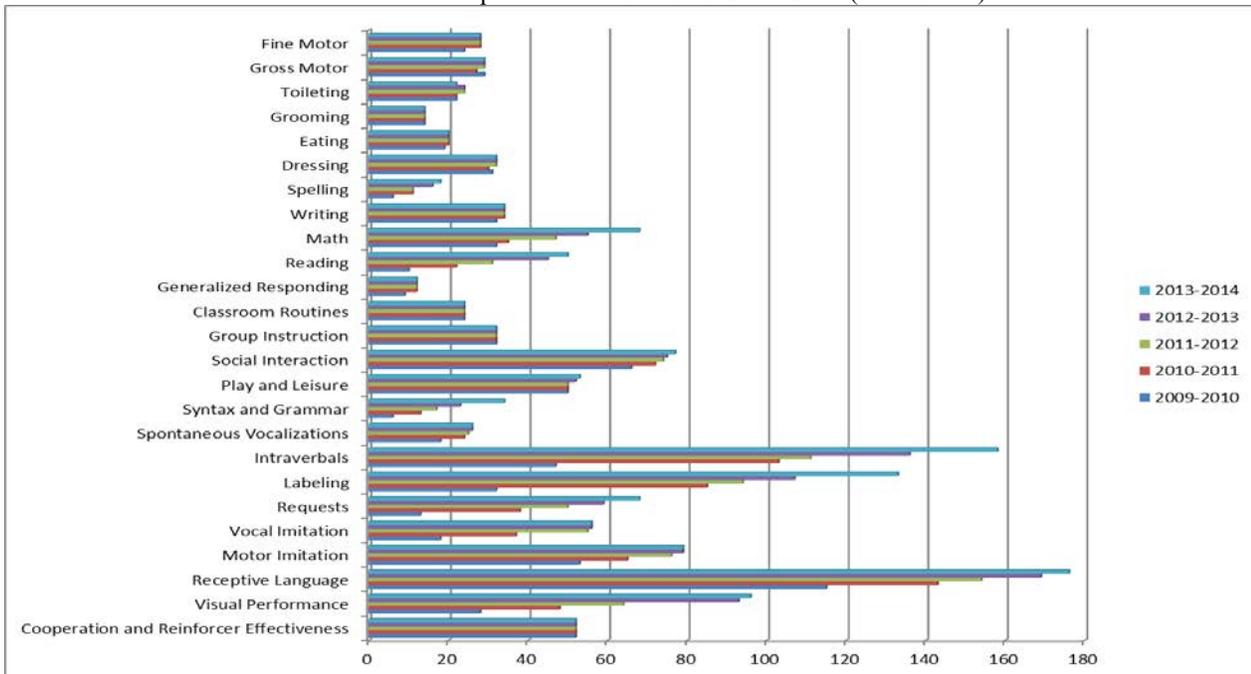
Example of one student's total acquisition of skills from baseline to current school year.

Acquisition of Skills from 2009-2014 (Student SC)



Example of same student's acquisition of skills from baseline to current school year per ABLLS-R area.

Acquisition of Skills from 2009-2014 (Student SC)



Narrative Summary for Career-Based Training Outcomes: School Year 2013-2014

Task Analysis Assessment Goals

Goal #1: (Group 1) Sixty-eight to seventy-eight percent (68%-78%) of students who scored forty-nine percent (49%) or below on baseline will increase their acquisition of vocational skills by fifty percent (50%) or higher.

Goal #2: (Group 2) Sixty-eight to seventy-eight percent (68%-78%) of students who scored fifty percent (50%) or higher on baseline will increase their acquisition of vocational skills by eighty percent (80%) or higher.

Results of the 2013-2014 school year:

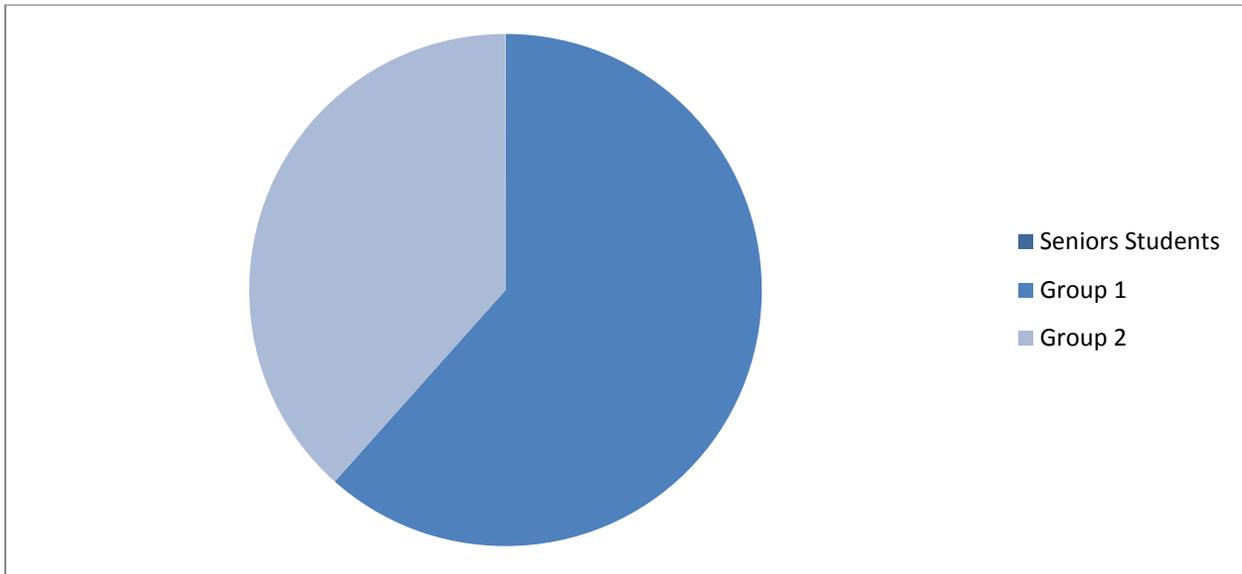
Goal #1 was met with a score of ninety-six percent (96%) of students acquiring their assigned vocational skill.

Goal #2 was not met with a score of sixty percent (60%) of students acquiring their assigned vocational skill.

See graph below

Task Analysis Assessment Goals:

All Seniors



During the 2013-2014 school year, teachers measured student progress on vocational tasks offered at school and community-based training sites. Originally created in July 2009 by a certified behavior consultant in collaboration with St. Coletta behavior specialist, the St. Coletta Vocational Task Analysis Assessment Tool is intended to analyze student progress when completing vocational-based tasks. Teachers administered the *St. Coletta Vocational Task Analysis Assessment Tool* to 111 senior students whose ages range from 16-22. Using task analysis format, students were assessed on one skill at one training site within a fourteen (14) week timeframe to determine acquisition of a vocational task. Inter-rater reliability was established at ninety-five percent (95%).

Overall, eighty-six percent (86%) (N=96) of senior students reached their established target of acquisition of a vocational task across two quarters.

Training Site Locations: School Year 2013-2014

St. Coletta Training Sites 2013-2014

Community Career-Based Training Sites (Group)

1. Department of Labor
2. Food Delivery Service
3. Goodwill (greeters)
4. Martin Luther King, Jr. DCPS Library
5. New York Pizza
6. Park Services
7. U.S. Dining Cafeteria at the U.S.D.A. building
8. DC Central Kitchen
9. Martha's Table: Outfitters
10. Martha's Table: Outfitters (Anacostia location)
11. DC Central Kitchen
12. Fused Glass Assistants

School Career-Based Training Sites (Group)

13. Administrative Helpers
14. Basic Mail Delivery
15. Cafeteria Monitors
16. Janitorial Service
17. Landscapers
18. Laundry
19. Lunch Preparers
20. Lunch Distributors
21. Recyclers
22. Stocking
23. Procurement Assistant
24. Vocational Task Assistant

School Career-Based Training Sites (Individual)

25. Art Assistant (2)
26. Cafeteria Custodian Assistant (3)
27. Cafeteria Ticket Puncher (2)
28. Classroom Assistance (5)
29. Facilities Assistant (1)
30. Front Office Shredding Assistant (3)
31. Fused Glass Assistant (4)
32. H4/5 Kitchen Assistant (2)
33. Landscaping (Horticulture) Assistant (2)
34. Music Assistant (2)
35. Office Assistant (3)
36. Physical Education Assistant (6)
37. Physical Therapy Assistant (2)
38. Recycling Assistant (1)
39. Stocking Assistant (2)
40. Typing Assistant (3)

Narrative Summary for Professional Development/Assessment and Instruction: School Year 2-13-2014

School Year 2013-2014 Review

A variety of professional development trainings were offered to staff during the 2013-2014 school year.

- New teachers and therapists completed a training seminar in ABA (Applied Behavior Analysis) through the online program Maximum Potential Kids, Inc. Under the supervision of our Board Certified Behavior Analyst, data collection continued to be a focus in the first half of the school year, culminating in a data collection video assignment to demonstrate how accurate data collection supports student progress. In addition, teachers continued data collection trainings with staff to support their continued skill development in prompt hierarchy, discrete trials, task analysis, shaping, and errorless teaching.
- Literacy development was also a focus of specific trainings throughout the school year. As a follow-up to the Hanen Program's "The Learning Language and Loving It" Certification Program off-site training attended during the 2012-2013 school year, professional staff that attended this training held three (3) training sessions for teachers and therapists: "Encouraging Language Development", "Let Language Lead the Way to Literacy", and "Fostering Peer Interaction in Educational Settings". In addition, educational specialist, Susan Norwell, M.A., conducted a two day on-site training on Emergent Literacy Training for Students with Autism and Other Severe Disabilities providing strategies to teachers and therapists encouraging literacy skill development. Resources were provided to create adapted books using a variety of applications for tablets, as well as relevant websites catering to developing adapted books for children with severe disabilities.
- Paraprofessional staff participated in teacher-led trainings as part of the data collection training series. Teachers reviewed data collection components and observed staff taking data on a particular skill while working with a student. Feedback was provided and a videotape of the final session was taken to show how a student progressed. Paraprofessional staff also received training on how to adapt books for students with significant disabilities. Training also continued on active engagement and supporting students during group instruction. A focus was placed on encouraging active participation in specials classes such as art, music and PE. Staff was trained in strategies designed to motivate students to engage in the activities and shown how to use modified and adapted materials for students to increase their independence.

- Trainings on the use of technology in the classroom increased this year to support the introduction of large mobile monitors, additional iPads and three large screen interactive monitors mounted in common instructional areas. The trainings allowed for the classroom monitors to be utilized for group literacy lessons and theme-related instructional videos, as well as support cooking instruction in classrooms by showing the sequence of the recipe and ingredients needed on the larger screen. In addition, these trainings allowed staff to use iPads to introduce more sophisticated theme-related functional academic topics in the form of adapted books and instructional activities increasing the level of engagement and participation in group activities. Trainings by a variety of staff continued to be provided to teachers and paraprofessionals to promote an increased level of use of assistive technology in the classroom with switches, adapted computer equipment and communication devices. Two classrooms were provided with and trained on the Functional Skills Systems to trial its use with students.
- Training was provided to new teachers on the Common Core State Standards (CCSS). Teachers attended development training sessions with supervisors, collaborated with mentors, attended teacher tutoring sessions and participated in teacher planning days, allowing them to increase their knowledge in the alignment of state standards and student IEP goals/objectives. Trainings focused on supporting teachers in writing effective, standard-based IEPs and weekly lesson plans integrating the standards. Instructional supervisors held both formal and informal supervisory meetings with teachers to discuss their effectiveness in integrating these standards.
- Teachers in the senior program attended OSSE led trainings on how to shift teaching practices in secondary reading and math to align with CCSS. These teachers then provided information training to their peers in two teacher tutoring sessions. Resources for linking state mathematics and literacy standards are continuously expanded by updating our school resource library, on-line activity sharing and professional networking through information-sharing from professional educational journals and newsletters (Council for Exceptional Children, Edweek, and EdTech), thus allowing for additional on-site training.
- Training on how to utilize formal and informal measures to assess student progress and present levels of performance from which to make data-driven decisions regarding development of IEP goals/objectives and instruction remained an integral component of our staff development. Training for all teachers on Woodcock-Johnson-III Achievement Tests, Brigance Early Development and Transition Skills Inventories, and the Transition Assessment Profile (TTAP) was conducted during a staff development session at the beginning of the school year and were reviewed informally in teacher tutoring sessions throughout the school year. In September 2013, training was held for all teachers scheduled to use the Assessment of Basic Language and Learning Skills (ABLIS-R). Teachers had an opportunity to train with their supervisors to identify areas of focus for each student based on the scores their students received the previous year on the ABLIS-R assessment and develop plans to help those students make

progress on these identified areas during the next assessment period. In addition, during a teacher tutoring session in March, instructional leaders met with all new teachers and House 3 teachers to train on the administration of the ABLLS-R. During a follow-up training, supervisors worked one-on-one with teachers to provide hands-on demonstrations of testing procedures. Teachers scheduled to implement the assessment were trained on testing procedures by instructional leaders one final time before testing began.

- Throughout the school year, trainings were provided on all testing measures to assist in determining assessments to best assess a student's needs. Supervisors maintained a master schedule to ensure all students were assessed within timelines. Teachers also continued to analyze student progress made on IEP goals and objectives through use of the IEP tool during regular teacher planning meetings. Supervisors held regularly scheduled meetings with teachers to review student progress, provide feedback on development of effective instructional strategies to address students requiring intervention and guide and support teachers to amend IEPs to effectively meet student needs. Results of the DC CAS-Alt were reviewed and analyzed in instructional sessions led by supervisors and the IEP and Assessment Coordinator.

- Training on how to accurately complete the DC Easy IEP within designated timelines as required by federal law as per OSSE was provided for new teachers and therapists during August 2013 New Staff Orientation. Teachers and therapists were provided assistance and guidance in preparing IEP schedules to ensure paperwork is submitted for review in advance of meetings and submitted to parents for review in an appropriate amount of time before their scheduled IEP meetings. To date, St. Coletta is at one hundred percent (100%) compliance with IEP timelines for both annual reviews and eligibility meetings. Select teachers and instructional leaders from the senior program attended a training on student-led IEPs conducted by OSSE. Teachers were shown how students could more actively participate in and plan for their IEPs. Through the use of picture communication and computer power point programs, senior students were given the opportunity to present their strengths and interests at their IEP annual review meetings. In addition, St. Coletta staff attended a training led by OSSE for teachers on how to implement effective instructional practices that link to the state literacy and mathematics standards.

- School-wide training continues to focus on how to implement a functional academic and life-skills program in a theme-based experiential framework and link meaningful community-based instructional opportunities to theme-based teaching. In August 2013, new teachers were provided initial training in a variety of instructional methods that support students with significant intellectual disabilities, autism, and secondary disabilities. They were introduced to teaching strategies, functional academics and life skills instruction, Structured Teaching, Theme-based instruction, Project-Based Learning, Multiple Intelligences, and the Reggio Emilia approach to learning. In April 2014, teachers and therapists attended a training conducted by Lauri Triulzi, an employee of Connections Beyond Sight and Sound (DC-Maryland Deaf Blind

Project), focusing on characteristics of students with Cortical Vision Impairment (CVI). Through the use of LEA Title I funds, teachers attended conferences and participated in online courses to further support students with significant disabilities. Two teachers participated in a Positive Behavior Supports webinar held by OSSE, and three teachers attended the Council for Exceptional Children (CEC) conference.

- The “Sheltered English Instructional Approach” training continues to be provided for all teachers with students who speak English as a second language in order to provide appropriate and effective adaptations within the classroom.
- Training of new staff in Critical Competencies continues, though the format was revised given teacher feedback on content and effectiveness. The subject areas are presented in four (4) training sessions. Session one (1) focuses on use of praise, prompts; session two (2) on prompts, prompt hierarchy and data collection; session three (3) on active engagement with individual students and in group settings and session four (4) on creating structured work tasks based on IEP objectives and creating effective work systems. New staff was trained during New Hire Orientation in the critical competencies by behavior specialists and instructional supervisors. Once staff was trained, observations were completed to observe staff putting skills into practice in the classroom setting.

Appendix B



ST. COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL

1901 Independence Avenue, SE

Washington, DC 20003

202-350-8680

Annual Report

2014-2015

Respectfully submitted on behalf of the Board of Trustees September 8, 2015

By Peggy O'Brien

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ANNUAL REPORT NARRATIVE

I. SCHOOL DESCRIPTION

A. Mission Statement

The mission of St. Coletta Special Education Charter School, Inc. (“St. Coletta”) is to serve children and adults with intellectual disabilities, and to support their families. At St. Coletta, we believe in the immeasurable value of the individual human spirit and the right of each individual to live as full and independent a life as possible. We respect the dignity of all persons entrusted to our care and our goal is to serve them in an atmosphere that encourages their talents, celebrates their successes and builds their self-esteem.

St. Coletta is a non-sectarian, non-profit organization. The school began in the basement of the St. Charles Borromeo School in Arlington with five students. Following several moves within Arlington, a larger facility was opened in Alexandria in 1996 to allow for growth. A new, state-of-the-art building was opened in September 2006, at 1901 Independence Avenue, SE, in Washington D.C. that houses the charter school program. The charter school serves 250 students.

Students served are three to twenty-two years of age who may be diagnosed with intellectual disabilities, autism or multiple disabilities. They may also have the following secondary disabling conditions: speech language disorders, vision or hearing impairments, orthopedic impairments, health impairments and behavior disorders. The program is an extension of the school’s philosophy that stresses the importance of building on strengths rather than remediating weaknesses. The basic program includes functional academics, functional life skills, physical education, arts education, computer skills and vocational training. Graduating students have earned a High School Certificate in recognition of the completion of their IEP.

B. School Program

1. Summary of Curriculum Design and Instructional Approaches

The basic educational program and curriculum at St. Coletta is driven by the Individuals with Disabilities Improvement Act (IDEIA) and the Individual Education Program (IEP) process. At St. Coletta, we believe that “the child/person informs the curriculum”. The instructional program is strongly based on the theoretical concepts of Reggio Emilia’s theme-based teaching, Howard Gardner’s theories of multiple intelligences, project-based and experiential learning, and positive behavior intervention. These approaches are employed to facilitate an environment for learning that has function, meaning, continuity and support for the individual learner.

To guide the teaching and instructional process, teachers access *The Syracuse-Community Referenced Curriculum Guide for Students with Moderate to Severe Disabilities* and *The Council for Exceptional Children’s Life-Centered Career Education Curriculum Model*. Using the curriculum guides, teachers plan instruction for their students in the acquisition of functional academic (adapted literacy and mathematics) and functional life-skills (personal-social development, communication, self-care, adaptive behavior and vocational skills). The District of Columbia *Common Core State Standards* are also referenced and adapted by teachers into weekly lesson plan activities to provide students adapted instruction in general education concepts, as appropriate.

Under a theme-based functional life-skills curriculum, teachers and therapists meet to collaborate and develop hands-on activities that integrate all learners within the classroom using a multi-sensory approach and modifications for all learning levels. Visual strategies and assistive technology are used to provide students with the accommodations they need to be successful in the activities planned for the classroom based on their ability level. The IEP is used as a guide by the teachers and therapists who work together to focus on individual student goals. Weekly theme-based planning sheets are completed and maintained to review when planning future theme curriculum.

Methods of instruction are based on a variety of studied educational approaches such as ABA (Applied Behavior Analysis) and TEACCH (Treatment and Education for Autistic and Related-Communication Handicapped Children). ABA is a systematic, data driven approach to instructing and teaching children by breaking down skills into small steps. Methods of presenting skill tasks include discrete trial instruction and task analysis. TEACCH focuses on structuring the physical environment, using schedules and work systems and presenting tasks in a structured set up with a clear beginning and end. This method fosters student independence in task completion and assists students as they maneuver within the classroom environment. The program maintains an updated approach to current research in *all* methods of instruction which may be appropriate for individual students. However, no one method is advocated as the IEP team may choose to integrate components of various programming methodologies. In addition, individual student needs as noted on the IEP may drive the method of choice for an individual student.

State Standards and Content Areas

Teachers reference the District of Columbia Common Core State Standards (CCSS) for math and English/language arts, and curriculum guides when developing their curriculum activities, lesson plans and IEPs. Teachers use these standards as a guide in determining IEP objectives that link, as appropriate, to the general education curriculum with modifications. Students also participate in the new alternate assessments developed by the National Center and State Collaborative (NCSC). Once results are received, teachers will utilize the results of these alternate assessments to track progress in predetermined areas. St. Coletta utilizes a custom-built computerized IEP tool to track progress on all goal areas addressed in the students' IEPs. Through analysis of these results, teachers are able to develop comprehensive instructional programs that are tailored to the unique and individualized needs of each of our students.

As students participate throughout the life skills program at St. Coletta instruction in functional academics, daily living and community skills evolves to focus on the functional aspects of being successful, productive members of their community. Traditional academic areas such as math and literacy are addressed using real life experiences, such as balancing a bank statement, travel training, following visual instructions for a recipe, a daily work schedule and career-based training.

Functional Academics Exemplified

Functional academic skills are embedded in all theme activities and individualized as per each student's IEP. Functional literacy and math, for example, will be taught while at the grocery store by identifying food labels, identifying ingredients, using coupons, comparing prices, and determining how much money is needed to make purchases. Younger students focus on pre-academic skills within the same activities at the grocery store such as the color, shape and size of food items. They learn to categorize, name and describe objects by some of these attributes. Students participating in our vocational program will practice composing cover letters, developing resumes and completing job applications. Theme-related reading material and adapted books are developed by teachers and modified to each student's skill level. Worksheets are created to revisit the key concepts of theme passages and adapted by using visual supports including symbols, pictures, and photographs. Some students utilize individualized forms of assistive technology to increase their accessibility to the educational program.

Through exploration of our community, neighborhoods and participation in our career-based training program, students are given opportunities to learn both basic science and social studies skills. Students begin learning about

community helpers such as firemen, policemen, grocers and chefs, and then they visit their work places to learn more about them. They travel by public transportation and develop skills in navigating their community by reading maps, identifying emergency sight words, and locating resources such as the public library, hospital and grocery stores. A strong focus is placed on teaching students how to successfully access and identify needed resources in their communities. In addition, students are exposed to a variety of recreational activities such as going to performances and sporting events so that they become familiar with different leisure opportunities available to them as they mature.

The seasons bring ample opportunities for discussion and activity planning on basic science such as weather and temperature changes. They may engage in speculation about why the leaves change color. This leads to functional activities such as selecting the appropriate clothing to wear in different weather conditions. Under the instruction of our horticulture teacher, our students have created a garden featuring a wide variety of fruits and vegetables. They assist in the planting and growing process. In the spring and summer months, students are able to pick the vegetables they planted and use them in cooking activities. This provides a functional activity for students as it relates to their everyday life experiences.

Language Development and Communication

Language development and communication is an underlying focus of all student activities. As many St. Coletta School students communicate non-verbally, they require alternate means of communicating using picture symbols, photographs, gestures, facial expressions, basic sign language, objects and various communication devices as stated on their IEPs. Speech/language therapists collaborate with teachers to develop and provide meaningful communication components and supports to all activities. Students learn to functionally communicate by making requests, commenting, expressing a like or dislike and identifying needed materials and preferred items. Vocabulary and language concepts are enforced during every day, real-life experiences, as well as through theme-based social stories and sight words paired with visual pictures. Books related to the theme subject are modified with visuals and textures for students of varying ability levels.

Social Skills and Interpersonal Relationships

St. Coletta's cooperative learning environment features group projects that teach social and interpersonal relationship skills. Hands-on, theme-based group projects such as how to grow a garden, how to make a quilt and how to plan a fashion show are motivating learning activities that require teamwork to complete. Students share responsibilities and work together, learning to make compromises, share materials, accept different opinions and solve problems. For students with difficulty forming and maintaining friendships, social stories are developed to teach them how to carry on a conversation, what to do when they are upset and how to approach someone and say "hello". Social groups led by social workers address difficult situations such as peer pressure, conflict resolution and impulse control.

A peer mediation program called "Peer Helping" has been developed by social workers for our students. This program is designed to assist in achieving peaceful agreements to disputes, while involving and encouraging positive role models or "peer helpers". Our behavior team and social workers strive to create programs for students to help manage challenging behaviors and foster self-esteem. For students with more challenging behaviors, such as aggression, self-injury and property destruction, the behavior team provides supports to teach more appropriate, socially acceptable behaviors. Positive behavior supports are utilized to teach skills, such as gaining attention, requesting a break, asking for help and expressing when they are upset. Students are given avenues for expressing themselves through art, play and music. Displaying artwork and putting on musical performances provide students with positive opportunities to show their strengths and feel proud of their accomplishments, as well as learning tolerance and acceptance of others.

Vocational Skills and Independent Living

Educating our students and fostering independence through career-based training is another key component of our program. St. Coletta School has formed relationships with local community organizations and companies to create career training opportunities for our students in preparation for post-graduation employment and connections with adult agencies. Starting at ages 14-16, IEP goals and objectives begin to address the pre-vocational skills and interests of students. This is accomplished through creating classroom jobs so students are able to practice a variety of work tasks that you would find out in the larger community.

St. Coletta School continues to expand its career-based training program by adding new and exciting career-based training sites, yearly. Students, ages 16-22 years old, comprise our "Senior Program." As these students age up in the program, they are provided with various career-based experiences through participation in the hands-on processes of "learning by doing." Currently, the program is structured into two (2) phases: students who are 16-18 years of age focus on learning pre-vocational, vocational and employability skills through career-based training activities. Activities include identifying necessary employability skills, seeking job resources and employment, identifying jobs of interest and engaging in discussions related to workplace safety and responsibility. Students in this age group also have the opportunity to participate in school-based pre-vocational activities including tasks related to office work (e.g. shredding, sorting and collating papers), landscaping, food preparation and stocking supplies.

Students who are 19-22 years of age develop pre-employment skills in both the school and the community settings. Select school-based career training opportunities are provided to students through an application and interview process. Students are selected to participate in training opportunities within the school setting as assistant helpers under the supervision of teachers in the areas of physical education, music, art or horticulture. Community-based training is offered to all students as an opportunity to gain experience in retail and sales, office work and restaurant services. As students rotate through different training opportunities both in school and in the community, they learn to create resumes and determine work-interests and preferences and assist in their IEP planning for the transitions to occur upon graduation.

St. Coletta designed its program to focus on skills needed for success in living as independently as possible. Each learning environment is equipped with instructional kitchens, one of which is adapted for wheelchair accessibility, so students can begin learning skills in meal preparation and healthy eating. Students plan meals, prepare grocery lists, learn to navigate the grocery store and put away groceries in their kitchens. They then complete simple recipes using a variety of kitchen appliances and utensils capable of being switch operated for students with more significant impairments. Laundry facilities and fully accessible bathrooms and changing areas are located nearby classrooms so that hygiene and personal care skills can be taught throughout the school day. Using the toilet and laundry facilities, brushing teeth and washing hands are skills that increase our students' ability to live independently in the future.

Assistive Technology

State-of-the-art technology is present in each classroom including, computers and other assistive technology devices. Educational software is available to enhance students' skills in areas like cause and effect and money management. Classroom activities may be enhanced with computer-based programming, the use of iPads, interactive TVs and various applications. A variety of computer hardware is adapted for students who require the additional support to use the computer successfully from adapted keyboards to touch-screens, head-switches and eye-gaze systems. Students are also taught how to navigate the Internet and to access interactive educational software programs. Students build their own resumes, using adapted templates as needed, and complete applications online as part of our vocational training.

Self-Determination and Healthy Living

The classroom themes and daily activities within the classrooms emphasize maintaining a healthy lifestyle. Students are encouraged through the use of movement activities to keep active. The adapted physical education program focuses on both individual skills and group sports to facilitate active participation for all students. Many of our students also choose to participate in Special Olympics sports through the physical education program at St. Coletta. When planning meals or snacks, students begin by learning “My Plate” concepts to determine healthy and unhealthy foods, proper serving sizes and how to plan a balanced meal. The older students plan menus, grocery shop and prepare lunches as part of the school program.

In addition to exercise and healthy eating, a Family Life Education program led by our social work and nursing staff addresses growth and development, sexuality, dangers of drugs and alcohol and proper hygiene and health care. Social workers provide opportunities for students to come together in structured groups to discuss how to advocate for themselves and make good choices when it comes to their life choices. They are encouraged and educated on how to participate in the development of their IEP. Students also participate in decisions regarding career-based skills training. Additionally, when nearing transition from St. Coletta students are highly involved in making important decisions regarding their living arrangements and are helped to access programs that are available to adults with disabilities. They also make decisions about future employment and are connected to the appropriate adult agencies. School social workers assist in advocating for the students’ preferences.

High School Certificate

Upon graduation, students attending St. Coletta School receive a High School Certificate which is in recognition of IEP completion. Throughout the St. Coletta School Program, students focus on independent living and vocational skills. Transition planning begins by age 16 (by age 14 beginning in 2016), and services are identified by the IEP team. Resources are made available to assist students in transitioning upon graduation to either an adult program or independent work and living arrangements.

Related Services

In addition to the specialized instruction received from their special education teachers, students also participate in horticulture, music, art, computer lab, adaptive physical education and receive behavior support as a part of the regular educational program. Therapeutic services such as speech/language therapy, occupational therapy, physical and hydrotherapy, audiological and vision services, and counseling are also provided as indicated on a student’s IEP.

Horticulture

Horticulture provides our students with hands-on activities introducing them to basic science and nature concepts. The horticulture teacher engages students in basic gardening, planting and landscaping activities inside a horticulture studio and in St. Coletta’s outside garden. The goal is to provide students with a better understanding of their environment by providing the real-life opportunities of growing their own fruits, vegetables and plants.

Music

Music classes are provided weekly and led by a music therapist. Incorporating theme concepts and movement during music class provides students a different way to express themselves and learn new skills. Hands-on experiences with a variety of instruments foster group participation and increased leisure skills. Older students may choose to participate in the St. Coletta Chorus and perform at school events.

Art

Art classes provide additional opportunities for self-expression and to learn new concepts and skills using a multi-sensory approach. Led by an art teacher, students participate in art class weekly. The art teacher incorporates theme lessons into all art activities while introducing students to the world of fine art using a variety of techniques, materials and resources.

2. Parent Involvement Efforts (describing the method and frequency of parent involvement)

The St. Coletta Parental Involvement Policy encourages parental involvement throughout the school year. Parent surveys and feedback guide the development and implementation of involvement opportunities. Each year, families have the opportunity to attend a variety of school-wide events, IEP meetings, conferences, individual training sessions with therapists/teachers, and group trainings facilitated by St. Coletta professionals. The school offers childcare and transportation stipends for families who attend trainings or meetings. Additionally, food and/or snacks are provided at each event. Personal invitations and reminders to families are extended by phone and student communication books prior to events in an effort to increase overall involvement of families. Annual goals are set to maintain and/or increase parent attendance and participation. Our experiences with planning and implementing involvement efforts suggests that providing a variety of venues and opportunities for parent participation reaches and meets the needs of more families.

St. Coletta continued to promote a high rate of parent/guardian attendance at IEP meetings (99% participation) and mid-year conferences (90% participation) and to evaluate the number of families who attended parent training sessions for their child (in group and individual formats). We offered more than twenty-five (25) opportunities for school-wide participation, including: Open House, Back to School Night, fall festivals, winter holiday programs, graduation, group trainings on selected topics, parent luncheons featuring a healthy cooking training, end-of-year family events, class-based presentations and projects, community-based trips, and Special Olympics. In school year 2014-2015, St. Coletta met its goal (72% or greater) and 76% of families participated in student celebrations and events.

Several different group parent training sessions were held during the 2014- 2015 school year. Topics for trainings included communication, transitioning into adult services, autism and applied behavior analysis. On October 25, 2014, a communication training was held and included three subtopics: understanding your child's communication, how to provide opportunities to practice literacy skills at home, and how to adapt reading materials for your child. On April 25, 2015, a parent training that covered topics pertaining to understanding autism and applied behavioral analysis was held. Parents learned how to provide positive behavior supports at home. On May 30, 2015, a training was held for families on transition age topics including, adult programming, services provided by The Department of Disability Administration, guardianship, wills, and trusts. A portion of the training included a parent forum, whereby parents of previous graduates discussed their experiences with the transition process. On June 8, training for parents on the Summer Youth Employment program was held. On June 30 and July 1, parents of students in our senior program were trained on how to create home gardens and expose their children to a variety of different foods. Sixty-six different families participated in at least one of the above *group* training opportunities over the course of the school year, representing 26% of families.

Parents were also offered the opportunity to attend individual trainings on their child's educational goals with IEP team members. Teachers and therapists in all Houses invited parents in for trainings throughout the school year. During these individual training sessions, parents met with their child's teacher or therapist and were trained on how to target a specific IEP goal within the home setting. Parents were provided with materials (e.g., picture symbols) or suggestions on how to continue targeting this goal at home. Therapists conducted 123 parent trainings attended by 84 different families or 33% of families. Teachers conducted 168 parent trainings representing 66% of families.

Through utilizing these various means of parental training opportunities, 200 different families or seventy-nine percent (79%) of families at St. Coletta attended one or more parental training during the 2014-2015 school year. This represents an increase of 5 percentage points and an overall increase of 6.76%, meeting our goal of an increase of 2-5%. Next school year, we hope to increase parent training participation by an additional 1-2%.

II. SCHOOL PERFORMANCE

A. Evidence of Performance and Progress

1. Programs/Methodologies through which the school pursues and meets its mission

St. Coletta's mission is to serve students with intellectual disabilities, autism and multiple disabilities and to serve their families. Thus the mission drives the focus of all of the educational programs and services provided at St. Coletta School. The educational programs described above are tailored to the needs of the students with the long-term goal of increasing their independence within their school, work and home communities. To accomplish this mission, we provide an array of programs and services in state-of-the-art facilities. Mission-related programs include the following:

- functional life-skills and functional academic curriculum;
- career-based vocational training;
- related therapeutic services including speech/language, physical and occupational therapies;
- behavior, counseling, vision, autism resource and nursing services;
- hydrotherapy;
- adaptive physical education, horticulture, daily living skills, music and art therapies.

In addition, all student materials are adapted and individualized. Assistive and educational technology is utilized to increase student access to the educational environment. Methods of instruction are also based upon individual student needs and emerge from research-based methods utilized to instruct students with significant disabilities. These services are provided by licensed and credentialed educational, therapeutic and paraprofessional staff. Staff is provided extensive student-centered training and professional development to support students in their work.

Educating our students and fostering independence through career-based training programming is another key component of our program. St. Coletta continues to expand its career-based training program by adding new and exciting career-based training sites yearly. Students who are 16-22 years of age comprise our "Senior Program." Please see summary of "School Program" for details.

Parent training, both group and individual, is also a key program fulfilling the school's mission.

Our belief is that the parent's acquisition of specific skills is central to the success of the child in the home and community environment. St. Coletta's parent trainings are offered on weekends and include childcare, lunch and transportation supports. Our parent training topics have included:

- learning communication systems for children who are non-verbal;
- managing challenging behaviors;
- engaging children in age-appropriate recreation and leisure skill play; and,
- preparing for transition services upon reaching adulthood.

This year we offered individual parent training sessions to the parents of students ages 3 through 22 years of age. These individual training sessions were student specific and focused on educating parents to teach their child to generalize an already mastered skill in the home setting. Moving forward, we will continue to look at ways to increase parent involvement through parent training opportunities each year. Please see parent involvement outcomes detailed in the section "School Description, Section I."

Other

St. Coletta is also committed to training for other individuals who provide or will provide services to our students. To foster development for these individuals, St. Coletta designed a program for student interns. This commitment is focused on sharing knowledge of the most up-to-date-interventions for persons with disabilities. The interns learn from St. Coletta staff, but also bring to the school current research and newly acquired knowledge in their fields. Our intern program also supports the recruitment of therapeutic and teaching staff for the school. St. Coletta has both affiliated and cooperative arrangements with many universities. During the 2014-2015 school year, St. Coletta School hosted interns from Gallaudet, George Washington, Howard, and SUNY Buffalo Universities. Each year St. Coletta School hosts psychiatry interns from Children's Hospital. We look forward to continued success with the school's internship programs each year.

St. Coletta of Greater Washington, Inc., the corporate member of St. Coletta Charter School, promotes contacts with numerous community agencies, foundations, governmental entities and individuals to engage them in the promotion of the mission. For example, through shared use of the St. Coletta facility, particularly on weekends, we support K.E.E.N. (Kids Enjoy Exercise Now), a non-profit organization which provides free recreational activities for children with disabilities. We have developed numerous community partnerships as well. This year we collaborated with the organization "Only Make Believe", a non-profit organization, to pilot a theater program and hosted many community and educational groups.

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

St. Coletta's initial charter goals date to 2006. The original charter goals and updates were detailed through the years and in an update for this annual report. Since then, and in conjunction with the DCPCSB, the school applied for and received status as a school which meets the criteria for an Alternate Accountability Framework or AAF (Section Other E7). However, for the 2014-2015 school year, the accountability goals to be evaluated for the purpose of the ten year review will be those included in the accountability plan preceding the AAF. The data for the school's 2014-2015 accountability plan targets follows in the next section. The goals include student IEP progress (2 goals), an attendance and a graduation goal. Targets regarding statewide testing are not established or evaluated for the 2014-2015 school year due to the change in testing implemented by the National Center and State Collaborative for the alternate assessment process.

3. Extent to which the school met the targets detailed in the corresponding accountability plan.

Accountability Plan-Ungraded Special Education Program

St. Coletta School had two (2) student achievement goals, an attendance and a graduation goal comprising the current accountability plan. Narrative outcomes are followed by a chart summarizing the outcomes.

Student Achievement Goals

Given that statewide assessments have changed from DC-CAS Alternate Assessments to the new alternate assessments created by The National Center and State Collaborative (NCSC) and that scores would not be

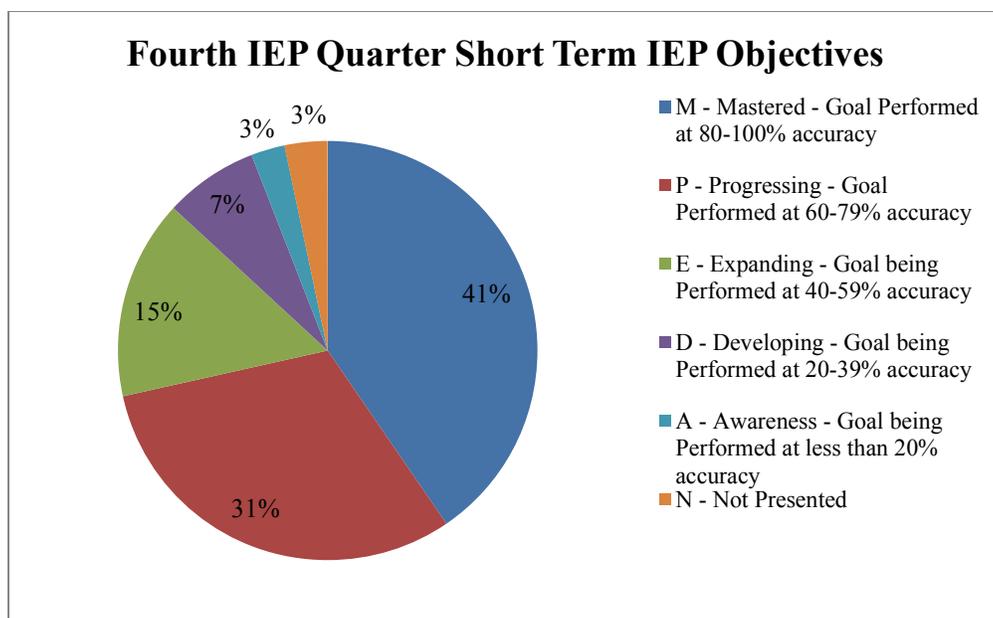
immediately available from the state, the achievement goals of the school's accountability plan were suspended for the 2014-2015 school year. All other goals were measured for the school's accountability plan.

For the 2014-2015 school year, the student achievement goals center around student progress on IEP objectives throughout the school year.

Student Achievement Goal #1

Seventy-five percent (75%) of student objectives upon completion of the fourth quarter of student IEPs will be achieved at the Expanding, Progressing or Mastered level.

For the 2014-2015 school year, the percentage of fourth quarter student IEP objectives that were at the Expanding (40-59% accuracy), Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was eighty-six point eight seven (86.87%). Thus, the annual target for this performance objective was met.



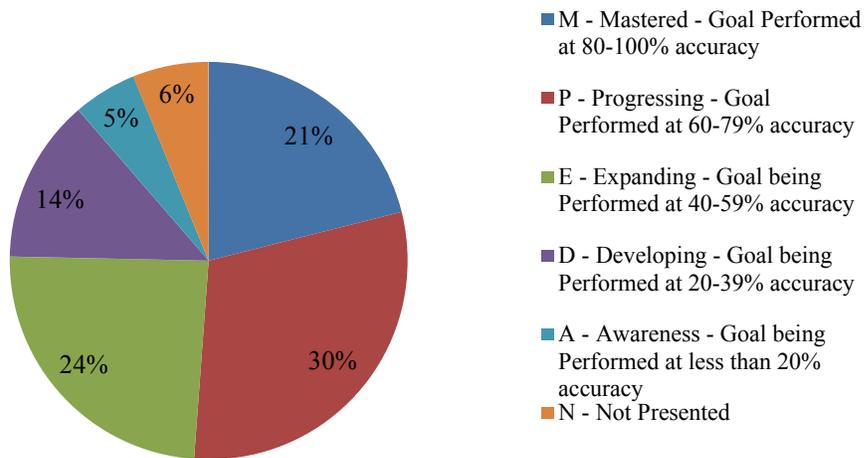
Source: St. Coletta IEP Management Tool

Student Achievement Goal #2

Sixty-eight percent (68%) of student IEP short-term objectives will be achieved at the Expanding, Progressing or Mastered level.

For the 2014-2015 school year, the percentage of student IEP objectives that were at the Expanding (40-59% accuracy), Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was seventy-five point three two percent (75.32%). Thus, the annual target for this performance objective was met.

Cumulative Short Term Objectives SY 2014-2015



Source: St. Coletta IEP Management Tool

Attendance

Student in-seat attendance as reported through the DCPCSB ProActive attendance system was eighty-eight point six-two percent (88.62%). The annual target for this goal was met.

Graduation

Fourteen (14) eligible students earned their High School Certificates during the 2014-2015 school year. Five (5) eligible students earned their High School Certificates in December 2014 and nine (9) eligible students earned their High School Certificates in July 2015. The annual target was met.

St. Coletta PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Note: The school is part of the Alternative Accountability Framework. These goals should be used for the purposes of the school's 2015-16 review, though the school plans to adopt the AAF as its goals after the review is conducted.		
1. 75% of student objectives upon completion of the fourth quarter of student IEPs will be achieved at the Expanding, Progressing or Mastered level.	Goal met.	St. Coletta Special Education PCS met this goal. 86.87% of student objectives upon completion of the fourth quarter of the student IEPs were achieved at the Expanding, Progressing or Mastered level.
2. 68% of student objectives will be achieved at Expanding, Progressing, or Mastery Level.	Goal met.	St. Coletta Special Education PCS met this goal. 75.32% of student objectives were achieved at Expanding, Progressing or Mastery level.

3. Students will attend school 88% of the school days	Goal met.	St. Coletta Special Education PCS met this goal. Students attended 88.62% of the school days.
4. 90% of students who are eligible will graduate with a High School Certificate (IEP Certificate of Completion).	Goal met.	St. Coletta Special Education PCS met this goal. 100% of students who were eligible graduated with a High School Certificate (IEP Certificate of Completion).

B. Lessons Learned and Actions Taken

IEP Outcomes

This year's IEP outcome achievement goals were met. The modifications made to the custom-built St. Coletta IEP Management Tool last year allowed for more in depth analysis of students' progress to be completed by school staff. Student progress can be tracked by teachers and related service providers who can view specific outcomes of the IEP. This helps drive instructional decision-making with regard to student progress. For example, therapeutic outcomes can be viewed separately from functional literacy and math outcomes and overall IEP outcomes.

The IEP Tool has undergone many upgrades since its initial development in 2007 (see annual report 2013-2014 (www.DCPCSB.org) for a summary). During the 2014-2015 school year, the user interface was upgraded, giving teachers and therapists easier access for entering IEPs and creating reports. Functionality is also being added to coincide with the goals St. Coletta is tracking for the Alternate Accountability Framework (Section E7.-Other). Instead of measuring objectives' progress from expanding, progressing and mastered levels, we will measure outcomes for progressing or mastery levels for some goals and mastery for others. We have agreed to gather baseline for the measures and accepted the framework but are not yet certain that this will be the appropriate definition for the metrics involved and/ or the most effective method from which to capture smaller increments of student growth. Going forward we will collaborate with the DCPCSB to continue our focus on innovative and functional ways of promoting and measuring the progress of students with significant disabilities. The goals and academic achievement targets for the AAF will be embedded into the charter during the 2015-2016 school year, the original goals were removed as part of an amendment process (with the exception of the 2014-2015 school year outcomes which included within the ten year charter review process).

Alternate Assessments

Students taking the alternate assessment in the 2014-15 school year utilized an online assessment developed by the National Center and State Collaborative (NCSC) for English/language arts and mathematics. When we receive guidance as to what the state targets will be, targets for St. Coletta Special Education PCS can be established. Concerns regarding access to the content matter and the test were expressed as a result of the school's direct involvement with the NCSC's work and through a pilot conducted with OSSE utilizing the assessment. Concerns have been expressed to the Department of Education and to NCSC regarding the high level of chance for correct/incorrect responses that come from many students who are making a response, but not being available to the content.

Students with significant disabilities are historically tested individually, using measures that focus on developmental acquisition of skills. Many, according to their individual psychological testing, are unable to be formally tested due to their disabilities. While the NCSC seeks to provide a uniform assessment tool for students with significant disabilities, it does not adequately assess this population of students who learn in non-traditional ways.

It is our belief that as educators we are accountable for the progress of each student. However, as the statewide and national approach to evaluation of students with significant disabilities is formulated to promote the idea that all students fit into a current and generalized testing framework, it is our belief that attention to the development of more innovative methods of tracking progress becomes diverted.

St. Coletta educators will continue to follow the state guidelines and collaborate with the DCPCSB regarding assessment and accountability. We will also remain committed to the improvement of methods by which to evaluate and ensure the progress of students with significant disabilities.

C. Unique Accomplishments

- Hosted Urban Educators Tour
- Hosted Meridian International Russian Educators through State Department
- Hosted Queen's University of Charlotte Students
- Staff and students participated in the first pilot test of the next generation alternate assessments for students with disabilities, including participation in test item review meetings for the National Center and State Collaborative for the pilot
- Students participated in Disability Mentoring Days at the Office of Special Olympics
- Students participated in Summer Youth Program at St. Coletta School sponsored by the Mayor's office

D. List of Donors

St. Coletta Special Education PCS

- | | |
|---|---------------|
| • ESEA LEA Title I funding for 2014-2015 school year | \$ 134,949.00 |
| • ESEA LEA Title II funding for 2014-2015 school year | \$ 35,654.70 |
| • DC Technology Fund | \$ 12,292.56 |

III. DATA REPORT

LEA ID	143
LEA Name	St. Coletta Special Education PCS
Campus Name	St. Coletta Special Education PCS
Adult Ages Served	N/A
Total Audited Enrollment	252
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	252
Total number of instructional days 2015-16	210
Student Suspension Rate	2
Student Expulsion Rate	0
Instruction Time Lost to Suspension	0.04
Promotion Rate	
In-Seat Attendance Rate	88.62
Midyear Withdrawal Rate	Not yet validated - Intentionally blank
Midyear Entry Rate	Not yet validated - Intentionally blank
College Acceptance Rate (SY 13-14)	NA
College Admission Test Scores (SY 13-14)	NA
Graduation Rates (SY 13-14)	NA
Teacher Attrition Rate	17.2%
Number of Teachers	29
Average Teacher Salary	55252
Minimum Teacher Salary	50000
Maximum Teacher Salary	69000

IV. APPENDICES

A. Staff Roster

<u>Last Name</u>	<u>First Name</u>	<u>Job Title History</u>	<u>Employment Dates</u>	
Abney	Carolyn	Classroom Paraprofessional	9/8/2014	current
Abrams	Alecia	Classroom Paraprofessional	3/5/2014	current
Acevedo	Judyvette	Attendance Administrator	2/14/2002	current
Adams-Fowler	April	Classroom Paraprofessional	6/19/2006	current
Akpan	Salihah	Classroom Paraprofessional	8/14/2013	current
Akselrod	Margaret	Speech Language Pathologist	2/9/2015	current
Albarillo	Keith	Physical Therapist	8/1/2013	current
Anderson	Ashley	Teacher	3/26/2012	current
Anderson-Hall	Kaifa	Horticulture Specialist	8/18/2014	current
Anteneh	Elias	Teacher Assistant	4/8/2013	current
Arnal	Nicolas	Classroom Paraprofessional	4/20/2015	5/14/2015
Arnold	Sunny	Classroom Para/LPN	4/1/2014	7/31/2015
Ball	Shannon	House Manager	8/21/2006	current
Barnes	Danyelle	Classroom Paraprofessional	9/29/2014	current
Barnes	Rayonna	Classroom Paraprofessional	5/11/2015	current
Beavers	Marcus	Classroom Paraprofessional	12/6/2010	current
Beck	Jacqueline	Classroom Paraprofessional	8/13/2014	current
Beckwith	Jonathan	Classroom Paraprofessional	8/15/2011	current
Bell	Erin	Classroom Paraprofessional	1/12/2015	current
Blakney	Ashley	Classroom Paraprofessional	12/2/2013	current
Blessing	Robert	Teacher	10/1/2012	current
Bocaille	Magalie	Classroom Para/LPN	8/13/2014	current
Bocaille	Merline	Classroom Paraprofessional	9/16/2013	current
Boyd	Tonya	Classroom Paraprofessional	11/3/2014	current
Braxton	Shaun	Classroom Paraprofessional	1/12/2015	6/30/2015
Brisbane	Loretta	Classroom Paraprofessional	12/3/2007	current
Briscoe	Michael	Adaptive PE Teacher	10/6/2008	7/30/2015
Brown	Francene	Classroom Paraprofessional	1/28/2008	current
Brown	Shanita	House Administrative Assistant	8/21/2006	current
Burford	Colessa	Classroom Paraprofessional	11/6/2006	current
Carnemark	Adele	Teacher	8/13/2014	current
Carter	Julian	Classroom Paraprofessional	8/15/2012	6/24/2015
Carter	Shanae	Teacher Assistant	8/15/2012	current
Chapman	Linda	Glassworks Artistic Facilitator	8/27/1997	current
Cheeks	Brittany	Classroom Paraprofessional	9/29/2014	current
Clarkson	Samantha	Classroom Paraprofessional	3/9/2015	current
Collins	Tonia	Teacher	5/29/2007	current
Conteh	Thomas	Classroom Paraprofessional	2/9/2015	current

Corazza	Janice	Principal	7/1/1998	current
Croker	Michael	Behavior Assistant	3/10/2008	current
Dallas	Heather	Speech Language Pathologist	1/6/2014	current
Damato	Leah	Kitchen Assistant	1/6/2004	current
Dandridge	Ryan	Classroom Paraprofessional	3/9/2015	current
David	Marie	Classroom Paraprofessional	9/16/2013	7/30/2015
Davis	Iesha	Classroom Paraprofessional	3/9/2015	current
De Armas	Nereyda	Classroom Paraprofessional	1/2/2001	current
Dean	Natasha	House Administrative Assistant	2/27/2006	current
Dean	Sherease	Classroom Paraprofessional	11/1/2010	current
Decker	Catherine	Assistant Principal - Admissions	8/21/2006	current
Dennis	GaBriana	Therapeutic Services Coord	6/30/2014	current
Dews	Kristina	Teacher	8/20/2007	current
Douma	Erica	Speech Language Pathologist	8/15/2012	current
Dove	Kelley	Classroom Paraprofessional	9/8/2014	current
Drake	Jessica	Social Worker Lead	8/15/2011	current
Driscoll	Maggie	Teacher	8/16/2010	7/30/2015
Durant	Karen	Job Coach	3/9/2009	current
Durant	Kyeisa	Classroom Paraprofessional	11/3/2014	current
Edgerton	Tawana	Classroom Paraprofessional	4/7/2014	current
Ellis	Gloria	Teacher Assistant	2/1/1988	current
Ellis	Kamei	Teacher Assistant	9/6/2005	current
Ewell	Ashley	Classroom Paraprofessional	2/9/2015	current
Fenwick	Ayuna	Classroom Paraprofessional	4/20/2015	current
Fisher	Kara	Teacher Assistant	12/6/2010	current
Fitzgerald	Desiree	Classroom Paraprofessional	3/9/2015	current
Foley	Daniel	Art Therapy Teacher	8/22/2005	current
Fortune	Maria	Teacher Assistant	8/15/2012	current
Fountain	Patricia	Classroom Paraprofessional	8/20/2007	current
Frazier	Shecona	Behavior Assistant	8/17/2000	current
Gailor	Tammy	Classroom Paraprofessional	1/12/2015	current
Garces	Martina	Classroom Paraprofessional	8/17/2009	current
Garcia	Dennis Dindo L.	Teacher	2/22/2005	current
Garey	Keshaun	Teacher	12/3/2012	current
Gatlin	Kenneth	Job Coach	10/4/2004	current
George	Quinton	Classroom Paraprofessional	5/12/2014	current
Gibson	Natalie	Vocational Coordinator	8/21/2006	current
Goldspiel	Sherry	Classroom Paraprofessional	12/8/2014	6/11/2015
Goodloe	Stephanie	Teacher Assistant	3/26/2012	current
Grant	Shariann	Classroom Paraprofessional	4/30/2012	current
Green	Gwendolyn	House Administrative Assistant	3/26/2001	current
Green	Linda	Classroom Paraprofessional	8/13/2014	current
Hall	Heather	Classroom Paraprofessional	6/4/2012	current

Ham	Shunnon	Classroom Paraprofessional	8/14/2013	current
Harlan	Rochelle	Classroom Paraprofessional	10/21/2013	current
Harris	Morgan	Classroom Paraprofessional	4/7/2014	current
Harris	Parisia	Classroom Paraprofessional	8/15/2012	current
Harris	Victoria	Classroom Paraprofessional	9/29/2014	current
Hasnain	Sohail	Classroom Paraprofessional	11/17/2014	current
Hasnain	Sohail	Job Coach	11/17/2014	current
Hawkins	Cassandra	House Manager	8/15/2012	8/14/2015
Hawkins	Tashara	Classroom Paraprofessional	5/11/2015	current
Haywood	Brittney	Teacher Assistant	10/1/2012	current
Hazeltine	Michael	Teacher	9/19/2011	current
Headrick	Lauren	Teacher	8/13/2014	current
Herrera	Jimmy	Classroom Paraprofessional	10/21/2013	current
Hill	Danielle	Classroom Paraprofessional	9/8/2014	current
Howe	Paul	Teacher Assistant	8/13/2008	current
Hudson	Tiara	Classroom Paraprofessional	1/12/2015	current
Hughes	Latrise	Classroom Paraprofessional	12/8/2014	current
Hunter	Nilka	Job Coach	10/24/2000	current
Indyke	Hilary	Teacher	8/13/2014	6/12/2015
Jackson	Alesia	Classroom Paraprofessional	4/30/2012	current
Jackson	Stephanie	Classroom Paraprofessional	9/10/2007	current
James	Monique	Classroom Paraprofessional	8/14/2013	current
Jimenez	Lauren	Classroom Paraprofessional	9/16/2013	7/30/2015
Johnson	Antonia	Classroom Paraprofessional	10/21/2013	current
Johnson	Ara	Classroom Paraprofessional	10/20/2014	current
Johnson	Denise	Classroom Paraprofessional	2/9/2015	current
Johnson	Kendria	Classroom Paraprofessional	9/16/2013	current
Johnson	Michelle	Classroom Paraprofessional	4/11/2011	current
Jones	Dionne	Classroom Para/LPN	10/1/2012	current
Jones	Kawan	Teacher Assistant	8/14/2013	current
Jones	Matthew	Classroom Paraprofessional	5/12/2014	current
Jones	Tiffany	Classroom Paraprofessional	6/5/2006	6/23/2015
Kamara	Kadidja	Classroom Para/LPN	10/24/2011	current
Kaplan	Gary	School Nurse	4/7/2014	current
Kenner	Tonique	Classroom Paraprofessional	4/20/2015	current
King	Claudette	Classroom Paraprofessional	4/20/2009	current
Kirkland	Karlynn	Classroom Paraprofessional	10/15/2007	current
Knight	David	IEP Coordinator	8/27/1997	current
Koger	Amanda	Classroom Paraprofessional	2/9/2015	current
Krause	Jason	Classroom Paraprofessional	12/8/2014	7/30/2015
Lamar	Percy	Classroom Paraprofessional	4/20/2015	6/26/2015
Lamore	Lauren	Instructional Support Teacher	8/15/2011	current
Lane	Shante	House Manager	8/15/2011	current

Larson	Cassandra	Classroom Paraprofessional	2/10/2014	7/31/2015
Lawson	Emily	Classroom Paraprofessional	6/9/2014	current
LeNoir	Storm	Classroom Paraprofessional	4/20/2015	current
Leonard	Olivia	Teacher	4/20/2015	current
Lester	Lisa	Teacher	8/14/2013	7/30/2015
Lewis	Angel	House Administrative Assistant	8/21/2006	5/29/2015
Lewis	Steve	Teacher Assistant	10/19/2009	current
Lewis	Whitnee	Classroom Paraprofessional	4/7/2014	current
Licuanan	Lourdes	Occupational Therapy Lead	8/17/2009	current
Lockhart	Ashley	Classroom Paraprofessional	6/30/2014	6/24/2015
Long	Justin	Behavior Assistant	10/29/2007	current
Long	Patricia	Classroom Paraprofessional	9/8/2002	current
Mack	Melette	Classroom Paraprofessional	9/10/2007	current
Manning	Alexa	Classroom Paraprofessional	3/10/2014	current
Mansaray	Fanta	Classroom Paraprofessional	9/29/2014	current
Marcum	Alyssa	Teacher	12/2/2013	current
Marshall	Nicole	Teacher	11/12/2012	current
Mason	Marcell	Classroom Paraprofessional	4/20/2015	current
Matthews	Shandell	Transportation Coordinator	1/16/2001	current
May	Jessica	Occupational Therapist	8/14/2013	current
McAuliffe	Bronwen	Teacher	8/13/2014	current
McFadden	Nicale	Teacher Assistant	1/30/2012	current
McGee	Sharon	Classroom Paraprofessional	10/24/2011	current
Miley	Zachary	Classroom Paraprofessional	9/29/2014	current
Miller	Kristen	Speech Language Pathologist	9/16/2013	current
Mims	Brittani	Classroom Paraprofessional	4/20/2015	current
Montgomery	Shannon	Teacher Assistant	6/18/2007	current
Moore	Kathleen	House Administrative Assistant	6/2/2008	current
Morse	Brandon	Classroom Paraprofessional	8/13/2014	6/29/2015
Myers	Eboney	Admissions Support	5/28/2007	current
Mzee	Fatma	Classroom Paraprofessional	11/12/2007	current
Nash	Jovan	Classroom Paraprofessional	4/7/2014	current
Newkirk	Kelsey	Teacher	8/13/2014	current
Nickens	Jawaad	Classroom Paraprofessional	5/11/2015	current
Nzeadighibe	Ifeoma	Occupational Therapist	9/2/2014	7/30/2015
Oliver	Ra'Neta	Classroom Paraprofessional	2/9/2015	current
O'Neil	Mary	House Manager	8/14/2013	current
Oshokoya	Vivian	Teacher Assistant	11/12/2012	current
O'Toole	Anna	Teacher	6/3/2013	7/30/2015
Ottenritter	Laura	Social Worker	9/29/2014	current
Pagett	Lauren	Teacher	8/14/2013	current
Palmer	Andrea	Classroom Paraprofessional	1/12/2015	current
Parson	Kenniyia	Teacher Assistant	6/9/2014	current

Pasha	Nur	Classroom Paraprofessional	2/9/2015	current
Pearson	Nakia	Administrative Assistant	9/19/2011	current
Perella	Shayna	Teacher	8/13/2014	current
Petty	Arlene	Classroom Paraprofessional	6/9/2014	current
Porter	Nikki	Classroom Paraprofessional	1/12/2015	current
Prioleau	Ashley	Teacher Assistant	11/19/2013	current
Queen	Eboni	Teacher	10/20/2014	current
Ray	Caniya	Teacher Assistant	1/10/2011	current
Reckner	Theresa	Adaptive PE Teacher	8/13/2014	current
Reid	William	Classroom Paraprofessional	2/9/2015	8/20/2015
Rice	Tiffany	Social Worker	11/24/2014	current
Rivera	Ashley	Classroom Paraprofessional	11/17/2014	7/31/2015
Roberts	Ciara	Classroom Paraprofessional	12/8/2014	current
Robi	Bethlehem	Job Coach	1/6/2014	current
Rosenberg	Beth	Occupational Therapist	10/21/2013	current
Russell	Sheilia	House Administrative Assistant	3/26/2012	7/23/2015
Samuels	Elisheva	Speech Language Pathologist	8/13/2014	current
Sanders	Anissa	School Nurse	9/29/2014	5/7/2015
Sanders	Lekeita	Classroom Paraprofessional	12/3/2007	current
Saucedo	Ashley	Classroom Paraprofessional	9/29/2014	current
Schenck	Kendra	Teacher Assistant	11/1/2004	current
Scott	Candice	Classroom Paraprofessional	11/18/2013	current
Seiler	Sharon	Social Worker	3/16/2015	current
Sitcovsky	Jessica	Director of Therapeutic Services	2/14/2011	current
Smith	Jeanna	Teacher Assistant	1/7/2013	current
Smith	Justin	Classroom Paraprofessional	5/12/2014	current
Smith	Sherelle	Speech Language Pathologist	4/8/2013	current
Soper	Amanda	Assistive Technology Specialist	4/7/2014	current
Steinbach	Kathryn	Teacher Assistant	2/4/2013	current
Stewart	Raeven	Adaptive PE Teacher Assistant	1/7/2013	current
Switzer	Jasmine	Classroom Paraprofessional	2/4/2013	current
Takih	Nkemtaji	School Nurse	5/11/2015	7/14/2015
Taylor	Christie	Job Coach	2/10/2014	current
Thomas	Whitney	Classroom Paraprofessional	9/8/2014	current
Thompson	Joni	Music Therapy Teacher	8/15/2012	current
Thompson	Lisa	Classroom Paraprofessional	10/20/2014	current
Timmons	Kiesha	Classroom Paraprofessional	4/20/2015	current
Vailes	Alexis	Classroom Paraprofessional	3/9/2015	current
Vincent	Theorn	Classroom Paraprofessional	4/7/2014	current
Voltz	Christie	Assistant Principal	8/27/1997	current
Wainwright	Donnell	Job Coach	6/25/2012	current
Walko	Cassidy	Behavior Change Specialist	11/1/2010	current
Waller	Ryan	Classroom Paraprofessional	4/20/2015	current

Walsh	Keely	Classroom Paraprofessional	11/18/2013	6/12/2015
Ward-Armenta	Matia	Classroom Paraprofessional	9/29/2014	current
Warden	Amy	Assistant Principal	8/27/2002	current
Washington	Ashley	Teacher Assistant	5/4/2009	current
Watkins	Jonnai	Classroom Paraprofessional	4/7/2014	current
Watson	Jessica	Teacher	8/14/2013	current
Watson	Kwaneisha	Classroom Paraprofessional	8/13/2014	current
Watt	Melissa	Classroom Paraprofessional	2/9/2015	current
Wells	Willie	Job Coach	9/14/2009	current
Westwood	Jessica	Teacher	8/13/2014	current
Whittenburg	Amanda	Classroom Paraprofessional	4/20/2015	current
Wiggleton	Priscilla	Classroom Paraprofessional	11/27/2006	current
Williams	Andrea	Teacher Assistant	8/14/2013	current
Williams	Jasmine	Classroom Paraprofessional	10/20/2014	current
Williams	LaTasha	Job Coach	6/19/2006	current
Williams	Ronnese	Classroom Paraprofessional	9/16/2013	current
Williams	Shimekia	Classroom Paraprofessional	11/3/2014	current
Willis	Tawana	Classroom Paraprofessional	1/30/2012	current
Wilson-Murphy	Sarah	Classroom Paraprofessional	10/20/2014	current
Windley	Dale	Classroom Paraprofessional	8/13/2014	8/18/2015
Wood	Rahsaan	Classroom Paraprofessional	3/9/2015	current
Wright	Malita	Classroom Paraprofessional	1/12/2015	current
Yancey	Melissa	Classroom Paraprofessional	6/2/2008	current
Yeager	Paul	Teacher	9/10/2012	current
Young	Dominique	Classroom Paraprofessional	2/4/2013	current
Zimmerman	Ihtishaam	Classroom Paraprofessional	2/10/2014	current

Staff Qualifications

Staff qualifications for the 2014-2015 school year included forty-one percent (41%) of teachers and therapists who had Bachelor's degrees and fifty-nine percent (59%) who earned Master's degrees. All teachers either graduated from a college program with a degree qualifying them for certification in special education or from programs leading to dual certification in special/elementary education. Two teachers with Bachelor's degrees were enrolled in college programs to earn their Master's degrees in special education. All therapists and nurses had required DC licenses. Three nurses (3) were registered nurses, four licensed practical nurses (4) and one (1) a certified nursing assistant.

Fifty-four percent (54%) of paraprofessionals had Bachelor's degrees, one percent (1%) had Master's degrees, four percent (4%) had 48 or more college credits and eight percent (8%) percent had Associate's degrees. Twenty-three percent (23%) of paraprofessionals had high school diplomas and were assigned to students to provide support with daily physical needs.

B. Board of Trustees Roster

Name	Affiliation(s)	Address	Board Title	Current Term
Charles Henstenburg	Casey Trees Endowment, organized 110 community volunteers, Active PTO founding member for St. Coletta, Professional background includes National Accounting Manager, Otis Spunkmeyer, Inc., A.T. Kearney Inc. and International Procurement Advisory Corp.	DC Resident	Parent Representative Secretary	November 2013-November 2015
Peggy O'Brien, PhD	Folger Theatre, Corporation for PBS, Knowledge In, Knowledge Out (KIKO)	DC Resident	President	September 2014-September 2017
Rebecca Bill Chavez, PhD	United States Naval Academy – Academic Professor	DC Resident	Education Committee Member	September 2014-September 2016
Ed Ebinger, PhD	Deputy Branch Head, Mine Warfare	DC Resident	Parent Representative	February 2015-February 2018
Donald Denton	Coldwell Banker	DC Resident	Treasurer	September 2014-September 2016
Deborah Franklin		DC Resident	Parent Representative	Deceased/Passed In April, 2015 Additional member will be added by September, 2015
Francis Slaughter	Director and Teacher Capitol Hill Cooperative Nursery School	DC Resident	Education Committee	February 2013-February 2016

C. Unaudited Year-End 2014-15 Financial Statement

PCSB Income Statement

June 30, 2015

St. Coletta Special Education Public Charter School

	Current Quarter			Year to Date		
	Actual	Budget	Variance	Actual	Budget	Variance
01. Per Pupil Charter Payments	3,682,572	3,392,610	289,962	14,380,280	13,570,440	809,839
02. Per Pupil Facilities Allowance	-	-	-	-	-	-
03. Federal Entitlements	65,712	42,500	23,212	176,421	170,000	6,421
04. Other Government Funding/Grants	430,355	880,182	(449,827)	2,704,465	3,520,727	(816,262)
05. Private Grants and Donations	-	-	-	-	-	-
06. Activity Fees	-	-	-	-	-	-
07. Other Income (please describe in footn	-	-	-	-	-	-
TOTAL REVENUES	4,178,639	4,315,292	(136,653)	17,261,166	17,261,167	(1)

ORDINARY EXPENSE

P 08. Principal/Executive Salary	-	-	-	-	-	-
09. Teachers Salaries	-	-	-	-	-	-
10. Teacher Aides/Assistance Salaries	-	-	-	-	-	-
11. Other Education Professionals Salaries	-	-	-	-	-	-
12. Business/Operations Salaries	-	-	-	-	-	-
13. Clerical Salaries	-	-	-	-	-	-
14. Custodial Salaries	-	-	-	-	-	-
15. Other Staff Salaries	-	-	-	-	-	-
16. Employee Benefits	-	-	-	-	-	-
17. Contracted Staff	-	-	-	-	-	-
18. Staff Development Expense	-	-	-	-	-	-
Subtotal: Personnel Expense	-	-	-	-	-	-
D 19. Textbooks	-	-	-	-	-	-
20. Student Supplies and Materials	-	-	-	-	-	-
21. Library and Media Center Materials	-	-	-	-	-	-
22. Student Assessment Materials	-	-	-	-	-	-
23. Contracted Student Services	-	-	-	-	-	-
24. Miscellaneous Student Expense **	-	-	-	-	-	-
Subtotal: Direct Student Expense	-	-	-	-	-	-
O 25. Rent	-	-	-	-	-	-
26. Building Maintenance and Repairs	-	-	-	-	-	-
27. Utilities	-	-	-	-	-	-
28. Janitorial Supplies	-	-	-	-	-	-
29. Contracted Building Services	-	-	-	-	-	-
Subtotal: Occupancy Expenses	-	-	-	-	-	-
O 30. Office Supplies and Materials	-	-	-	-	-	-
31. Office Equipment Rental and Maintenance	-	-	-	-	-	-
32. Telephone/Telecommunications	-	-	-	-	-	-
33. Legal, Accounting and Payroll Services	-	-	-	-	-	-
34. Printing and Copying	-	-	-	-	-	-
35. Postage and Shipping	-	-	-	-	-	-
36. Other	-	-	-	-	-	-
Subtotal: Office Expenses	-	-	-	-	-	-
G 37. Insurance	-	-	-	-	-	-
38. Transportation	-	-	-	-	-	-
39. Food Service	-	-	-	-	-	-
40. Administration Fee (to PCSB)	-	-	-	-	-	-
41. Management Fee	4,315,291	4,315,292	(1)	17,261,166	17,261,167	(1)
42. Other General Expense	-	-	-	-	-	-
43. Unforeseen Expenses	-	-	-	-	-	-
Subtotal: General Expenses	4,315,291	4,315,292	(1)	17,261,166	17,261,167	(1)
TOTAL ORDINARY EXPENSES	4,315,291	4,315,292	(1)	17,261,166	17,261,167	(1)
	(136,652)	-	-	(0)	-	(0)
N 44. Depreciation Expense	-	-	-	-	-	-
45. Interest Payments	-	-	-	-	-	-
NET INCOME	(\$136,652)	\$0	\$0	(\$0)	\$0	(\$0)

PCSB Balance Sheet
As of June 30, 2015

St. Coletta Special Education Public Charter School

ASSETS

Current Assets

Checking/Savings	-
Accounts Receivable	837,747
Other Current Assets	-
Total Current Assets	837,747

Fixed Assets (Net)

Operating Fixed Assets	-
Facilities	-
Total Fixed Assets	-

TOTAL ASSETS **837,747**

LIABILITES

Current Liabilities

Short-Term Debt	
Other Current Liabilities	837,747
Total Current Liabilities	837,747

Long-term liabilities

TOTAL LIABILITIES **837,747**

NET ASSETS

Beginning net assets	-
Net income for the year	(0)
TOTAL NET ASSETS	(0)

TOTAL LIABILITIES AND NET ASSETS **837,747**

D. Approved 2015-2016 Budget

School Name	St. Coletta Sped PCS	Contact	Kathy Rowland
Fiscal Year	FY 2016	Phone #	202-350-8647
Projected Student Enrollment	250		
DESCRIPTION	Budget Amounts	Notes	
REVENUES			
Per Pupil Charter Payments	13,663,461	Based on FY 15 UPPFF Budget Sheet from PCSB	
Federal Entitlements / Grants	170,000		
Income From Private Grants / Donations			
School Activity Fees			
Other Income	3,427,706		
TOTAL REVENUES:	\$17,261,167		

		<u># Of Full Time Employees</u>	<u># Of Part Time Employees</u>				
Personnel Salaries and Benefits							
Administration Salaries							
Custodian Salaries							
Maintenance Salaries							
Security Salaries							
Transportation Salaries							
Food Service Salaries							
Instructional Salaries							
Special Education Salaries							
After School Service Salaries							
Employee Benefits							
Payroll Taxes / Fees							
Subtotal Personnel Costs:	\$0	0	0				
Direct Student Costs							
Staff Development Costs							
Textbooks							
Instructional Supplies / Materials							
Library / Media Center Materials							
Instructional Computers / Materials							
Other Instructional Equipment							
Instructional Furnishings / Supplies							
Student Assessment Materials							
Contracted Instructional / Student Services							
Miscellaneous Student Costs							
Subtotal Direct Student Costs:	\$0						
Occupancy Expenses							
Rent / Lease							
Mortgage Payments							
Building Supplies / Materials							
Building Equipment Purchase							
Building Equipment Rental / Lease							
Building Equipment Maintenance / Repairs							
Building Maintenance / Repairs							
Utilities (Electric / Gas / Water)							
Janitorial Supplies							
Contracted Building Services							
Subtotal Occupancy Expenses:	\$0						
Office Expenses							
Office Supplies / Materials							
Office Equipment Purchase							
Office Equipment Rental / Lease							
Office Equipment Maintenance / Repairs							
Telephone / Telecommunications							
Legal Fees							
Accounting / Auditing Fees							
Printing / Copying							
Postage / Shipping							
Advertising							
Other							
Subtotal Office Expenses:	\$0						

General Expenses								
Insurance								
Licenses / Permits								
Bank Fees								
Entertainment								
Local Travel								
Out Of Town Travel								
Food Service								
After School Service Expense								
Management Fee		17,261,167						
Administration Fee								
Board Of Education Oversight Fee								
Other General Expense								
	Subtotal General Expenses:	\$17,261,167						
	TOTAL EXPENSES:	\$17,261,167						
	EXCESS (OR DEFICIENCY)	\$0						

St. Coletta Special Education Public Charter School has a Management Agreement in place to operate the Charter School

E. Other

1. School's schoolwide strategic (LEA) plan
2. Narrative detail and graph for Parental Involvement Outcomes
3. Narrative detail and graph for Assessment of Basic Language and Learning Skills-R
4. St. Coletta Vocational Task Analysis Assessment outcomes
5. Career-based training sites 2014-2015
6. Narrative detail for Professional Development Outcomes
7. Alternative Accountability Framework (AAF)

1. Schoolwide Strategic (LEA) Plan

A summary of goals for our strategic schoolwide plan for the 2014-2015 school year follows and also includes areas where Title I and II funds under the Elementary and Secondary Education Act (ESEA) may be applied. Goals of our accountability plan, developed for the DCPCSB, are embedded within this plan. Mission specific plans in our strategic plan support our efforts to utilize multiple methods for measuring progress in students with significant disabilities, as well. Additional goals also address other areas of focus including parental involvement and professional development.



ST. COLETTA SCHOOLWIDE STRATEGIC PLAN Summary Outcomes 2014-2015



Alternate Assessments

(This section is for DC students only.)

The National Center and State Collaborative (NCSC) developed new assessments for individuals with disabilities. Students in third through eighth grades and eleventh grade age levels were tested in English/language arts/mathematics skills using the new assessment based upon the Common Core State Standards. Outcomes have not been received and specific targets are not yet set for the testing outcomes. Science was tested utilizing the previous portfolio approach. Results have not been yet been released by The DC Office of the State Superintendent.

IEP Outcomes

(All additional sections are for all students.)

IEP Objectives across one school year

- 75% of all student IEP objectives (% derived across all student objectives regardless of quarter of IEP being addressed) will be achieved at Expanding, Progressing or Mastered levels (from goal set at 70% for 2013-2014).
- Outcome: **75.32%** of all student objectives were achieved.

Fourth Quarter Objectives

- 80% of all fourth quarter student IEP objectives (% derived from each student's completed IEP which occurs at varying times throughout the school year) will be achieved at Expanding, Progressing or Mastered levels.
- Outcome: **86.87%** of all student objectives were achieved.

Quarter 1 through Quarter 4 student progress on IEP goals

- During the 2014-2015 school year, additional data will be gathered which includes the measurement of each individual student's improvement on their overall IEP and therapeutic goals from Quarter 1 through Quarter 4. In addition, the percentage of students achieving mastered levels on adapted literacy and math goals on IEPs that are aligned with Common Core State Standards will also be measured for the Alternate Accountability Plan (AAF). ***LEA funding applied.**
- Outcomes: Baseline data on these measurements was gathered.

Assessment of Basic Language and Learning Skills-Revised (ABLRS-R)

Data continues as established each year for students ages 3-15. Results of the ABLRS-R assessments are to assist teachers in the delineation of student IEP goals and objectives.

Goal 1: 70% of students who are in their 2nd year of progress (baseline acquired 2012-2013) will increase their skills acquisition by 3% or greater.

- Outcome: **70%** of students increased their skills acquisition by 3% or greater.

Goal 2: On average, at least 90% of students who were in their third, fourth, or fifth year of progress testing during the 2013-2014 school year will maintain or increase the level of progress achieved.

- Outcome: **90.5%** of students who were in their third, fourth or fifth year of progress testing maintained or increased their level of progress.

Goal 3: On average, 90% of students who were in their third, fourth, or fifth year of progress testing and regressed or did not demonstrate progress in 2013-2014 will increase their skill acquisition above baseline.

- Outcome: **83%** of students who were in their third, fourth or fifth year of progress testing and regressed or did not demonstrate progress in 2013-2014 increased their skill above baseline (5 of the 6 students in this category met this goal).

Goal 4: On average, at least 65% of students new to the program in 2013-2014 will increase their skill acquisition over baseline by 10%.

- Outcome: **70%** of students in their second year of testing and new to the program in 2013-2014 increased their skill acquisition over baseline by 10%.

Goal 5: Baseline data will be gathered for students new to the school.

- Outcome: **Completed**

Vocational Program

Assessment is intended to obtain information for the development of IEPs and to plan for transition.

Assessment is not intended for student-to-student comparisons, but intended to analyze individual student skills and work toward increasing students' performances on particular work tasks. Students participate in career-based training (school and community sites) to which they travel on a weekly basis depending on the age and needs of the students. **Ongoing as IEPs occur**

St. Coletta Vocational Assessment Tool (task/sequence analyses of specific school and community career-based sites) will be used to assess student skills at a designated career-based training site.

Goal 1: 80% of senior students in Group 1 participating in a career-based training site, across two quarters, will perform the vocational task at 50% or higher level.

- Outcome: **88%** of students performed the vocational task at a 50% or higher level.

Goal 2: 68% of senior students in Group 2 participating in a career-based training site, across two quarters, will perform the vocational task at 80% or higher level.

- Outcome: **84%** of students performed their vocational task at an 80% or higher level.

Transition Assessments

- Each student turning 16 and continuing through graduation will be given the Brigance Transition Skills Inventory (TSI), as required by DCPS, or be given the TTAP (Treatment and Education of Autistic and Related Communication Handicapped Children Transition Assessment Profile), if unable to complete the Brigance. **Completed**

Transportation

- Students will participate in travel training to access career-based training sites and community-based instruction throughout the school year. **Completed.**

***LEA Title supplemental funding will be applied for transportation.**

Parental Involvement

Parent Training

- The percentage of parents participating in at least one parent training will be increased by 2-5% during the 2014-2015 school year (74% of families were represented in at least one training within group or individual trainings with teachers or therapists during the 2013-2014 school year).
LEA Title supplemental funding for trainers, childcare, transportation and incentives will be applied.
- Outcome: **79%** of families attended one or more training opportunities.

Parental Involvement

- School-wide family participation in student celebrations and events will be maintained at **72%**, or increased.
- Outcome: **76%** of families participated.

Mid-Year Parent-Teacher Conferences

- The goal for parent participation in mid-year conferences will be **90%** or higher.
- Outcome: **90%** of parents participated in mid-year conferences.

IEP Conferences

- The goal for parent participation in IEP conferences will be 95% or higher.
- Outcome: **99%** of families participated during the 2015-2016 school year.

Professional Development

- Focus on training teachers to implement and increase the collection of accurate data by their paraprofessionals (paraprofessionals trained, implementation needed). Continue using Maximum Potential Kids (Applied Behavioral Analysis) program to train new teachers. Data training will continue on Monday afternoons. ***LEA funding applied. Completed and ongoing**
- Develop and expand BCBA supports to increase the use of Applied Behavior Analysis instructional methodology. ***LEA funding applied. Completed and ongoing**
- Provide additional iPad educational applications at teacher or therapist request. ***LEA funding applied. Purchased and ongoing**
- Train new teachers in Common Core Standards and ways to link them to student instruction and functional life-skills acquisition. **Completed**
- Train new teachers and further develop returning teachers and therapists to utilize formal and informal measures to assess student progress and present levels of performance from which to make data-driven decisions regarding the development of IEP goals/objectives and instruction. **Completed**
- Continue training on the use of ABLLS-R. Bring professional trainers to train teachers in-depth (full day training). **Completed. *LEA funding applied.**
- Teach teachers/therapists to accurately complete and maintain IEPs within designated timelines as required by federal law. **Completed**

- Guide and train teachers to implement effective instructional practices that link to the state literacy and mathematics standards, while maintaining a functional theme and community-based/vocational instructional framework. **Completed**
- Train new teachers to complete vocational assessments of students ages 15 and older. **Completed.**
- Train new teachers to utilize a “Sheltered English Instructional Approach” for students who speak English as a second language, as needed. **Completed**
- Provide teachers/therapists opportunities to attend professional development through coursework and conferences . * **LEA funding applied. Completed**

Educational Technology

- Two additional interactive monitors will be purchased and along with three already purchased will be mounted in kitchens in each house. Teachers will utilize interactive TVs to enlarge and enhance the learning experience for their students. ***Purchased DC Technology Fund**
- Updated (new) laptops will be purchased which have Boardmaker on them so teachers can create Boardmaker lessons outside of the school day, if they so choose. ***Purchased DC Technology Fund**
- Teachers and therapists will continue to access and utilize educational “apps” and the “Apple iPad Learning Lab” to transfer instructional programs to the iPads, as appropriate for individual student and group instruction. **Completed**
- Additional iPads, the *Tap-It* interactive computer, the interactive monitors and a *Tobii Eye Gaze* system were purchased.

Curriculum

Although the current state of programming tied to our curriculum (functional life-skills, functional academic-skills) operates in a very integrated fashion for teachers and therapists, the curriculum is housed in many files. Teachers have created many individually adapted materials and activities for students with significant disabilities. Improved and more efficient access is needed to organize the information and provide teachers and therapists the access to one online system.

- During the 2014-2015 school year, we will create additional materials and collate existing materials that will be included in the first online bank of curriculum information and instructional materials for House 1 (youngest group of students, 3-7 years of age). This will involve the creation of lessons across a three year time frame (4 quarters per year). Professional staff will be identified to assist with the project. ***LEA funding applied.**
- Outcome: A one-year bank of curriculum information and materials was created for Houses 1 through 3. For Houses 4 and 5, a six-month bank of materials and curriculum information has been created thus far.

Communication

Parents/Guardians

- Maintain age-level newsletters with principal’s corner, daily home-school communication notebooks, student classroom portfolios to share progress with parents, Open House, Back-to-School Night, Winter Holiday Celebrations, End-of-Year Family Events, parent, student and staff surveys, IEP meetings, mid-year parent conferences, parent trainings, “Sheltered English Language Instruction” , augmented communication systems for students, and computer, intranet and web-based access for professionals. Therapists will continue with monthly notes in the student communication book and the vocational coordinator will continue to work with the assistant principal of the senior program regarding teacher notes to parents reflecting career-based training experiences. Share with all stakeholders accountability reports from DCPCSB (DCPCSB.org-**click** on PMF/*School Performance Reports*) and OSSE (OSSE.dc.gov-**click** on Data/*No Child Left Behind, Annual Yearly Performance Reports*), feedback on outcomes of the school’s strategic plan, including areas where supplemental LEA Title funding is applied,

and truancy, discipline and additional school policies and procedures, as required by the Elementary and Secondary Education Act (ESEA), reauthorized No Child Left Behind Act.

Staff

- Maintain bi-monthly meetings with managers and school administration to include ongoing attention to current staff needs, and brainstorming solutions.
- Maintain individual meetings of teachers with their paraprofessionals (monthly) tracked by Assistant Principals with focus on improving instruction and data collection.
- Assistant principals will focus on the individual development of managers.

Recruitment and Retention

- Teachers and paraprofessionals must be HQT or have an action plan.
- Parent notification regarding their right to request teacher credentials, as per the ESEA waiver requirement is noted in the parent handbook.
- Teachers or paraprofessionals who take the required Praxis Tests, teachers who take continuing special education courses, or staff becoming certified in behavior services as per the BCBA requirements may request funding when it is available.* **LEA funding applied.**
- Recruitment and retention plans will continue and include job fairs, relocation fees, a teacher mentor program, years of service awards, staff focus awards and in-house *kudos*.* **LEA funding applied.**

Healthy Schools

- Target math and literacy skills by adapting materials for students to use while grocery shopping and preparing recipes (picture symbols, schedules, recipe sequences).
- Increase the variety of fitness opportunities within the school day (continue focus on PE, outside walking/play, Special Olympic sports). Add dance classes to House 3 and Xbox Kinect activities to expand exercise interest and options.
- Provide parent training on healthy cooking ideas.
- Complete yearly DC Healthy Schools Act School Health Profile. *January 2015.
- Continue to implement healthy menu planning, shopping and cooking protocols (Sweet Greens Group) taught by the chef consultant during the 2013-2014 school year.
- Expansion of physical education time, as per the DC Healthy Schools' Act, to 150 minutes for students who are in the age range of K through 5th grade and 225 minutes for students who are in the age range of 6th through 8th grade. Hire a second physical education teacher to meet these requirements.
- Expansion of health lessons to include 75 minutes per week of Health Education for students who are in the age range of K through 8th grade.

Completed

Safe Schools

Maintained and ongoing

- A positive behavior support program;
- Peer mediation as needed and under the direction of social workers;
- Family Life Education;
- Provision of community links and resources to assist parents/students as needed to support a safe school environment;
- Promotion of an all student/staff approach to the cleanliness of the school environment through a process of checking classrooms;
- Implementation of a discipline policy with attention to the process required by IDEA, utilizing suspension and expulsion only as necessary and appropriate (see equity reports published by OSSE for rates of attendance, expulsion and out-of-school suspension at www.OSSE.dc.gov go to services and scroll down to Equity Reports--click on Public Charter Equity Reports).

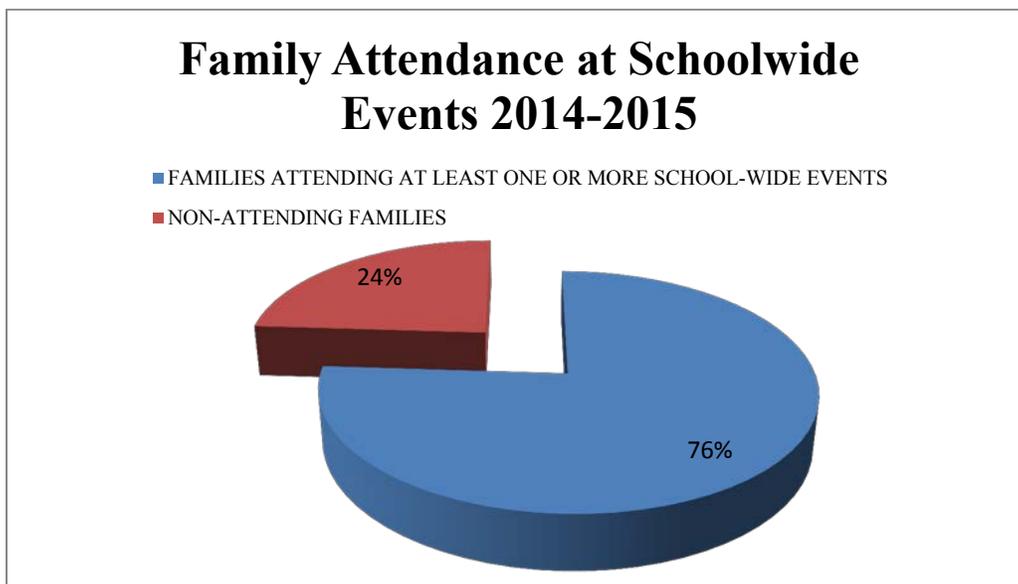
Completed

2. Narrative Summary for Parental Involvement Outcomes: School Year 2014-2015

Parental Involvement Annual Goal

School-wide family participation in student celebrations and school-wide events will be either maintained or increased from the seventy-two percent (72%) parental involvement level achieved during the 2014-2015 school year. St. Coletta met its 2014-2015 goal. School-wide family participation in student celebrations and events was increased to seventy-six percent (76%).

The St. Coletta *Parental Involvement Policy* continues to drive the school's goals for parent involvement. Each year through input from parents, staff and students, via school surveys, feedback forms and the parent compact committee, school events and trainings are identified and planned for the upcoming school year. Goals are prioritized based on areas of need. Parents continue to report a desire for multiple opportunities to participate in school-wide events on a regular basis. The school employs multiple modes of communication to reach parents for events. Through feedback, they indicate they continue to feel welcome at the school and appreciate the multiple opportunities to actively engage with their child's school through various school-wide events.



IEP Participation Outcomes: School Year 2014-2015

IEP Participation Annual Goal

St. Coletta does not have a goal for IEP participation because the school consistently achieves greater than ninety-nine percent (99%) participation. The high rate of parental participation in IEPs will continue to remain a focus for the school.

Parent-Teacher Conferences Outcomes: School Year 2014-2015

Parent Teacher Conference Annual Goal

Parent participation at mid-year conferences will be maintained at or above eighty-five percent (85%).

St. Coletta met its annual goal with a parental participation rate at mid-year parent-teacher conferences of ninety percent (90%).

Parent Training Outcomes will increase by two to five percent (2-5%) from seventy-four percent (74%).

Parent Training Annual Goal

Parent training will increase by two to five percent (2-5%) from seventy-four percent (74%)

St. Coletta values the importance of parent participation in a student's educational program. Parents are provided with a variety of parent trainings to learn how to support their child's educational success in the home environment. To accommodate different topics and learning styles of our parents, parents are given the opportunity to participate in group trainings and individual trainings led by teachers and therapists throughout the school year.

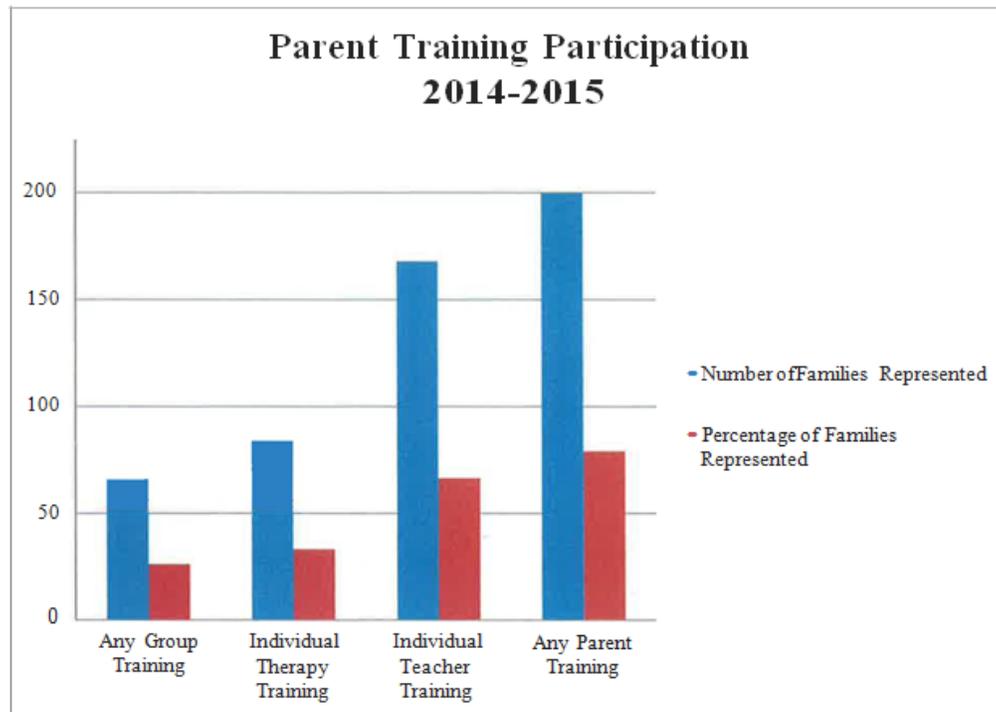
Several different group parent training sessions were held during the 2014-2015 school year. Topics for trainings included communication, transitioning into adult services, autism and applied behavior analysis training. On October 25, 2014, communication training was held and included three subtopics: Understanding your child's communication, how to provide opportunities to practice literacy skills at home, and how to adapt reading materials for your child. On April 25, 2015 a parent training that covered topics pertaining to understanding autism and applied behavioral analysis was held. Parents learned how to provide positive behavior supports at home. On May 30, 2015 a training was held for families on transition age topics including, adult programming, services provided by Department of Disability Administration, guardianship, wills, and trusts. A portion of the training included a parent forum, whereby parents of previous graduates discussed their experiences with the transition process.

On June 8, training for parents on the Summer Youth Employment program was held. On June 30 and July 1, parents of students in our senior program were trained on how to create home gardens and expose their children to a variety of different foods. 66 different families participated in at least one the above group training opportunities over the course of the school year representing twenty-six percent (26%) of families.

Parents were also offered the opportunity to attend individual trainings on their child's educational goals with IEP team members. Teachers and therapists in all Houses invited parents in for trainings throughout the school year. During these individual training sessions, parents met with their child's teacher or therapist and were trained on how to target a specific IEP goal within the home setting. Parents were provided with materials (e.g., picture symbols) or suggestions on how to continue targeting this goal at home. Therapists conducted 123 parent trainings attended by 84 different families or thirty-three percent (33%) of families. Teachers conducted 168 parent trainings representing sixty-six percent (66%) of families.

Through utilizing these various means of parental training opportunities 200 different families or seventy-nine percent (79%) of families at St. Coletta attended one or more parental training during the 2014-2015 school year.

This represents an increase of 5 percentage points and an overall increase of six point seventy-six percent (6.76%), meeting our goal of an increase of two-to-five percent (2-5%). Next school year, we hope to increase parent training participation by one-to-two (1-2%).



3. Narrative Summary for ABLLS-R Assessment: School Year 2014-2015

Annual Goals

Goal 1: Seventy percent (70%) of students who are in their 2nd year of progress (baseline acquired 2012-2013) will increase their skills acquisition by three percent (3%) or greater.

Goal 2: On average, at least ninety percent (90%) of students who were in their third, fourth, or fifth year of progress testing during the 2013-2014 school year will maintain or increase the level of progress achieved.

Goal 3: On average, ninety percent (90%) of students who were in their third, fourth, or fifth year of progress testing and regressed or did not demonstrate progress in 2013-2014 will increase their skill acquisition above baseline.

Goal 4: On average, at least sixty-five percent (65%) of students new to the program in 2013-2014 will increase their skill acquisition over baseline by ten percent (10%).

Goal 5: Baseline data will be gathered for students new to the school.

During the 2014-2015 school year, students assessed were as follows:

- All new students entering the program August 2014 to May 2015 were assessed for baseline performance.
- Students who were new to the program during the 2013-2014 school year were assessed for progress this school year.
- Students who were re-assessed for progress in 2013-2014, were again assessed to determine current level of progress compared to last school year's data, including students who did not demonstrate progress or who regressed in skill acquisition during the 2013-2014 school year.

The assessment period began March 23, 2015 and ended May 29, 2015. During this time, teachers (with support from managers and therapeutic service providers) completed assessments for all students in their class. Data was reviewed and verified by managers and the assistant principal by June 10, 2015. Results were as follows:

- Goal 1: Seventy percent (70%) of students who are in their 2nd year of progress (baseline acquired 2012-2013) increased their skills acquisition by 3% or greater. (Goal Met)
- Goal 2: Ninety percent (90.5%) of students who were in their third, fourth, or fifth year of progress testing during the 2013-2014 school year maintained or increased the level of progress achieved. (Goal Met)
- Goal 3: Eighty three percent (83%) of students who were in their third, fourth, or fifth year of progress testing and regressed or did not demonstrate progress in 2013-2014 increased their skill acquisition above baseline. (Goal Not Met), however, 5 out of 6 students tested in this group did meet the goal)
- Goal 4: Seventy percent (70%) of students new to the program in 2013-2014 increased their skill acquisition over baseline by ten percent (10%). (Goal Met)
- Goal 5: Baseline data was gathered for one-hundred percent (100%) of students new to the school this year (Goal Met)

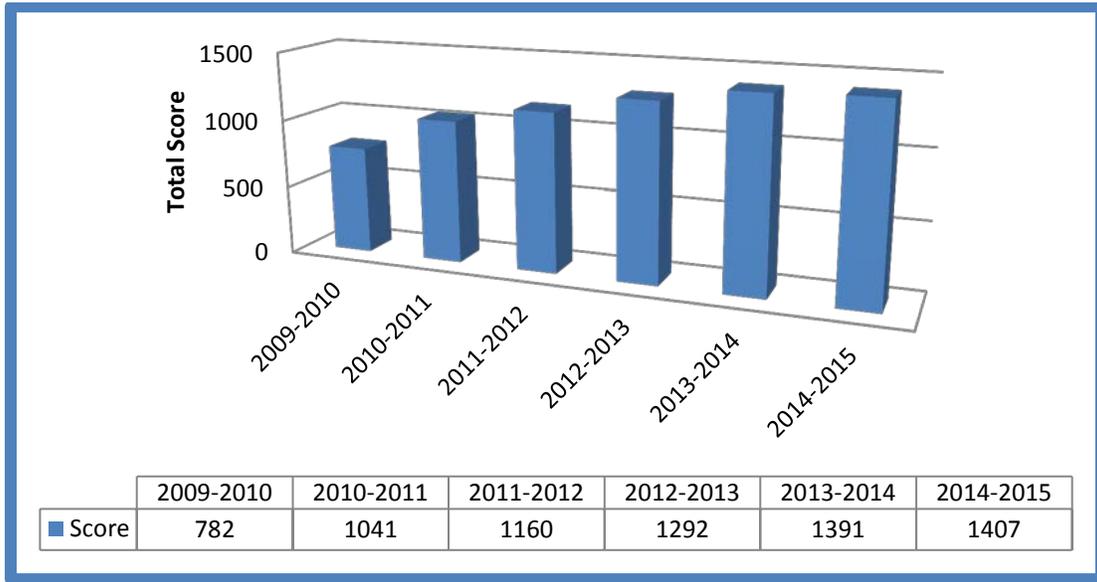
This year, teachers were provided formal training in the administration of the ABLLS-R assessment using Title I LEA grant funds. Dr. Jane Barbin of Behavioral Directions, LLC, provided hands-on training that allowed teachers to practice administration of the assessment which led to more accurate data collection during testing. In addition, ABLLS-R materials kits were purchased using Title I LEA grant funds. These kits allowed for teachers to administer the assessment more efficiently, using standardized materials, therefore ensuring more complete and accurate results.

The data above indicates that overall, students continue to make and/or maintain progress on the skills identified within the ABLLS-R assessment. One subgroup however, did not reach their goal. Given the small data set for this group (6 students) and in order for the goal to be met, 6 out of 6 (100%) of the students in that testing group would have needed to make progress above baseline. The next possible score that this group could achieve was eighty-three percent (83%) or 5 out of 6 students. However, this score does not seem to be an indicator that this group as a whole did not make progress above baseline.

Teachers have indicated that they continue to find the assessment useful for the purpose of program planning and find benefit in administering the test to see progress for students on the skills identified within the ABLLS-R. We will continue to use this tool during the upcoming school year.

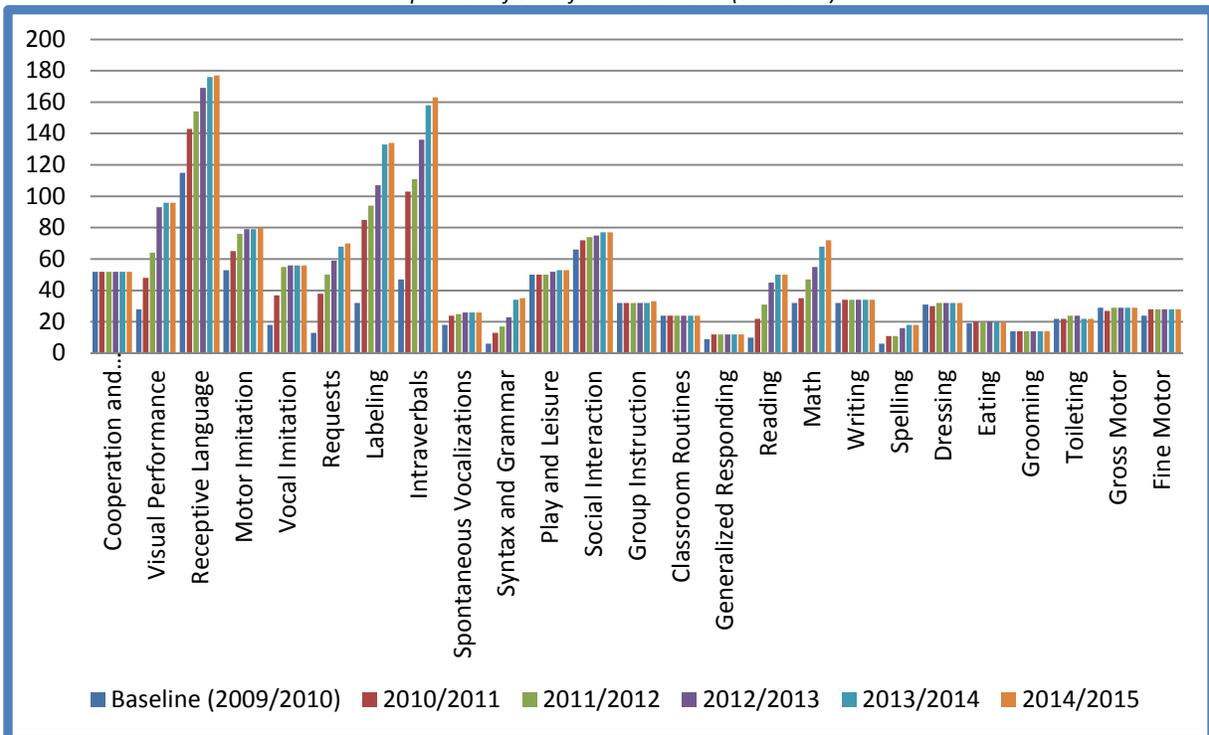
Example of one student's total acquisition of skills from baseline to current school year

Acquisition of Skills from 2009-2015 (Student x)



Same student's acquisition of skills from baseline to current school year across all areas of the ABLLS-R

Acquisition of Skills from 2009-2015 (Student x)



4. Narrative Summary for Career-Based Training Outcomes: School Year 2014-2015

Task Analysis Assessment Goals

Goal #1: Seventy-six percent (76%) of senior students in Group 1 participating in a career-based training site, across two quarters, will perform the vocational task at 50% or higher level.

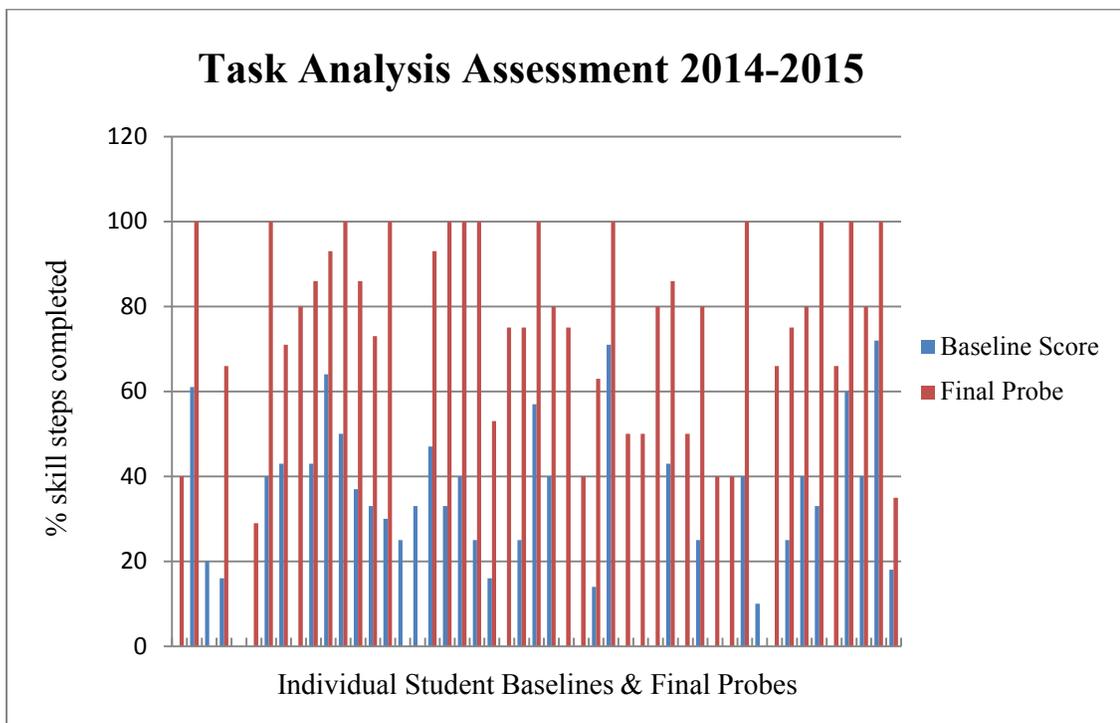
Goal #2: Sixty-eight percent (68%) of senior students in Group 2 participating in a career-based training site, across two quarters, will perform the vocational task at 80% or higher level.

Results of the 2014-2015 school year:

Goal #1 was met with a score of eighty-eight percent (88%) of students acquiring their assigned vocational skill.

Goal #2 was met with a score of eighty-four percent (84%) of students acquiring their assigned vocational skill.

See graph below



During the 2014-2015 school year, teachers measured student progress on vocational tasks offered at school and community-based training sites. Originally created in July 2009 by a Board Certified Behavior Analyst in collaboration with St. Coletta administration, the St. Coletta Vocational Task Analysis Assessment Tool is intended to analyze student progress when completing vocational-based tasks. During the 2014-2015 school-year teachers and therapists administered the St. Coletta Vocational Task Analysis Assessment Tool to 112 senior students whose ages range from 16-22. Using task analysis format, students were assessed on one skill at one

training site within an eighteen (18) week timeframe to determine acquisition of skills for an assigned vocational task. Inter-rater reliability was established at ninety-three percent (93%).

5. Career-based Training Site Locations: School Year 2014-2015

St. Coletta Training Sites 2014-2015

Community Career-Based Training Sites (Group)

1. Department of Labor
2. Food Delivery Service
3. Goodwill (greeters)
4. New York Pizza
5. U.S. Dining Cafeteria at the U.S.D.A. building
6. DC Central Kitchen
7. Martha's Table: Outfitters
8. Martha's Table: Outfitters (Anacostia location)
9. Fused Glass Assistants
10. St. Coletta Mobile Fashion Truck
11. YMCA Anthony Bowen

School Career-Based Training Sites (Group)

12. Administrative Helpers
13. Basic Mail Delivery
14. Cafeteria Monitors
15. Janitorial Service
16. Landscapers
17. Laundry
18. Lunch Preparers
19. Lunch Distributors
20. Recyclers
21. Stocking
22. Procurement Assistant
23. Vocational Task Assistant

School Career-Based Training Sites (Individual)

24. Art Assistant (2)
25. Cafeteria Custodian Assistant (3)
26. Cafeteria Ticket Puncher (2)
27. Classroom Assistance (5)
28. Facilities Assistant (1)
29. Front Office Shredding Assistant (3)
30. Fused Glass Assistant (4)
31. H4/5 Kitchen Assistant (2)
32. Landscaping (Horticulture) Assistant (2)
33. Music Assistant (2)
34. Office Assistant (3)
35. Physical Education Assistant (6)

36. Physical Therapy Assistant (2)
37. Recycling Assistant (1)
38. Stocking Assistant (2)
39. Typing Assistant (3)

6. Narrative Summary for Professional Development/Assessment and Instruction: School Year 2014-2015

- Professional Development Trainings were offered to staff throughout the 2014-2015 school year and continued to focus on data collection and varied instructional supports for students with significant disabilities. New teachers and therapists continued to participate in an online training seminar in ABA (Applied Behavior Analysis), Maximum Potential Kids, Inc. under the supervision of school Board Certified Behavior Analyst staff. They also supported teachers in training paraprofessional staff in specific elements of ABA, such as prompt hierarchy, discrete trials, task analysis, shaping, and errorless teaching, to support accurate data collection in the classroom.
- Literacy development remained a focus of specific trainings throughout the school year. New teachers participated in sessions based on The Hanen Center's "Learning Language and Loving It" Certification Program. Professional staff that attended this original training completed three (3) training sessions for teachers and therapists.
- Teachers continued to lead data collection for paraprofessional staff throughout the 2014-2015 school year. On select Mondays, teachers gave specific training on a topic related to data collection. Training also continued on a variety of instructional supports for students with significant disabilities, such as the use of a multi-sensory approach and multiple intelligences, and how to adapt books for students with significant disabilities. A focus was placed techniques to support students in specials classes such as art, music and PE. Physical Education teachers and nursing staff conducted trainings on Health and Wellness and how to support students with medical needs in the classroom. Staff were given strategies to motivate students to engage in activities and were shown how to use modified and adapted materials for students to increase their independence.
- The Assistive Technology specialist and other related service providers continued to provide training and support to teachers and staff on how to actively engage all students through the use of switches, adapted computer equipment, and communication devices.

During the 2013-2014 school year three large interactive screen monitors were trialed during instructional sessions with teachers and therapists. During the 2014-2015 school year the monitors were used to enhance instructional activities related to theme-based lessons and functional life skills tasks, as well as during cooking and nutrition classes to support visual recipe sequences. Two additional interactive monitors were mounted in other select instructional areas for younger students.

Teachers created adapted books on PowerPoint or Boardmaker and used them to read aloud to students during small groups. One TapIt mobile interactive monitor was also purchased for use in a variety of instructional activities. iPads were used to introduce theme and related functional academic topics in the form of adapted books and instructional activities. These interactive devices led students to be more engaged and participate more readily in group activities. The Functional Skills Systems computer software in two classrooms continued to be used with students to support IEP goals and theme related topics.

- New teachers for the 2014-2015 school year received training during August orientation in the Common Core State Standards (CCSS). All teachers continued to increase their knowledge in the alignment of state

standards and student IEP goals/objectives through on-going development training sessions with supervisors, support through new teacher mentors, teacher tutoring sessions and scheduled teacher planning days.

- Training on how to utilize formal and informal measures to assess student progress and present levels of performance to make data-driven decisions during development of IEP goals/objectives and instruction is an integral component of our staff development focus. New teachers received training in August 2014. The TEACCH Transition Assessment Profile (TTAP) was conducted during a staff development session at the beginning of the school year, and was reviewed informally in teacher tutoring sessions throughout the school year. In September, 2014, a two-day training on the Assessment of Basic Language and Learning Skills (ABLLS-R) was conducted by Jane Barbin, BCBA. Teachers from House 1, House 2, and House 3 reviewed effective techniques for assessing student progress and discussed how to best approach implementing the assessment with their students. Testing procedures and materials were reviewed, required data collection sheets were shared and teachers were shown how to use the ABLLS-R materials kits when administering the assessment.
- Teacher tutoring sessions were provided throughout the school year to provide support on assessing present levels, writing effective goals and objectives and analyzing progress. Supervisors continued to meet with and provide support and feedback to teachers in IEP goal and objective development. Use of student progress graphs generated from the IEP Tool were reviewed and analyzed on a quarterly basis to determine if additional supports or IEP amendments were required to meet the needs of students.
- Training on how to accurately utilize SEDS (EasyIEP) within mandated timelines, is ongoing for teacher and therapists throughout the school year. Teachers and therapists were provided assistance and guidance in preparing IEP schedules to ensure paperwork is submitted for review in accordance with DCPS' guidelines. St. Coletta continues to be at one-hundred percent (100%) for annual review timeliness and ninety-nine (99%) for re-evaluation timeliness. Teachers who attended a session on Student-Led IEPs conducted by OSSE in 2014 provided guidance to other senior teachers in the senior program. The Vocational Coordinator attended an OSSE-led transition training and provided tutoring sessions to senior teachers to support in effective transition plan development.
- Schoolwide training continues to focus on how to implement a functional academic and life skills program in a theme-based experiential framework, and link meaningful community-based instructional opportunities to theme-based teaching. In August 2014, new teachers were provided initial trainings in the variety of instructional methods that support students with significant intellectual disabilities, autism, and secondary disabilities, such as hearing and vision impairments.
- In August 2014, new teachers were introduced to teaching strategies such as an overview of functional academics and life skills instruction, structured teaching, theme-based instruction, project-based learning, Gardner's Theory of Multiple Intelligences, and the Reggio Emilia approach to learning. Through the use of LEA Title I funds, two therapists attended the *Closing the Gap* conference for assistive technology in the classroom and select instructional support teachers attended a training on teaching core literacy skills for students with significant disabilities.
- The "Sheltered English Instructional Approach" training continues to be provided for all teachers with students who speak English as a second language in order to provide appropriate and effective adaptations within the classroom.
- Our training of new staff in critical competencies such as use of prompts, specific verbal praise, data collection, active engagement and creating structured tasks based on IEP objectives continued. New staff

members were trained during each new hire orientation in the critical competencies by behavior specialists and instructional supervisors. Once staff was trained, observations were completed to observe their implementation of skills in the classroom setting.

7. Alternative Accountability Framework (AAF)

Baseline Data results to be posted by the District of Columbia Public Charter School Board (DCPCSB) in Fall 2015.

Proposed Measures and Descriptions

Student Progress Indicator - Academic improvement over time on the statewide assessment	
Student Progress Measures	Description
1. The average percent of IEP goals mastered or improved in accuracy from Quarter 1 to Quarter 4 of the IEP.	The aggregate of each student’s rate of goals mastered or improved from quarter 1 to quarter 4/(The total number of students) *100 Example: If Student A improved 5/10 goals and mastered 1/10 goals (total 6/10), and Student B improved 6/10 goals and mastered 2/10 goals (total 8/10), the average percent of IEP goals mastered or improved in accuracy from Q1 to Q4 would be 70%.
2. The average percent of therapeutic goals mastered or improved in accuracy from Quarter 1 to Quarter 4 of the IEP.	The aggregate of each student’s rate of therapeutic goals mastery or improved from quarter 1 to quarter 4/(The total number of students)* 100 Example: If Student A improved 5/10 therapeutic goals and mastered 1/10 therapeutic goals (total 6/10), and Student B improved 6/10 goals and mastered 2/10 goals (total 8/10), the average percent of IEP goals mastered or improved in accuracy from Q1 to Q4 would be 70%.

Student Achievement Indicator- Academic proficiency on the statewide assessment and additional assessments	
Student Achievement Measures	Description
1. Percentage of students proficient or advanced on statewide Alternate Assessment in English Language Arts	Number of students proficient or advanced on the statewide Alternative Assessment for English Language Arts/ Total number of Alternative Assessment test-takers

2. Percentage of students proficient or advanced on statewide Alternate Assessment in mathematics	Number of students proficient or advanced on the statewide Alternative Assessment for mathematics/ Total number of Alternative Assessment test-takers
3. On a school-wide basis, the annual percentage of functional reading goals that are at the mastered level by Quarter 4 of the student's IEP.	Number of functional reading goals school-wide at the mastered level/total number of functional reading goals
4. On a school-wide basis, the annual percentage of functional math goals that are at the mastered level by Quarter 4 of the student's IEP.	Number of functional math goals school-wide at the mastered level/total number of functional math goals

Gateway Indicator - Outcomes in key subjects that indicate future success or that are aligned to college and career readiness

Gateway Measures	Description
1. Percentage of students that graduate with a certificate of IEP completion	<p>Numerator: [Total number of students who are 22 during the school year that graduate with a high school certificate by meeting 80% of their IEP goals at the expanding, progressing, or mastered levels] + [Total number of students (18 or over) who declare through the IEP process that they will graduate that school year, who graduate with a high school certificate by meeting 80% of IEP goals at the expanding, progressing, or mastered levels]</p> <p>Denominator: [Total number of students who turn or are 22 between the first day of school and July 31] + [Students who choose through the IEP process to graduate that school year]</p>

<p>2. The average percent of therapeutic goals mastered or improved in accuracy from Quarter 1 to Quarter 4 of the IEP.</p>	<p>The aggregate of each student's rate of therapeutic goals mastery or improved from quarter 1 to quarter 4/(The total number of students)* 100</p> <p>Example: If Student A improved 5/10 therapeutic goals and mastered 1/10 therapeutic goals (total 6/10), and Student B improved 6/10 goals and mastered 2/10 goals (total 8/10), the average percent of IEP goals mastered or improved in accuracy from Q1 to Q4 would be 70%.</p>
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Student Engagement Indicator – Outcomes aligned to student and family engagement aligned to promoting academic success	
Student Engagement Measures	Description
<p>1. In-seat attendance</p>	<p># days present/# days enrolled</p>
<p>2. The percent of families of students that participate in at least one parent training during the school year.</p>	<p># of families of students that participate in at least one parent training during the school year/total number of families</p>

*Note: Students are placed in groups according to how they perform on a task analysis for the particular job task. For example, students performing 49% or fewer of the steps of the job task are in Group 1. Students performing 50% or more of the steps of the job task are in Group 2.

Appendix C

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

<p>Charter Actions Requiring a Vote</p> <ul style="list-style-type: none"><input type="checkbox"/> Approve a Charter Application (15 yrs)<input type="checkbox"/> Approve a Charter Renewal (15 yrs)<input type="checkbox"/> Approve Charter Continuance (5 or 10 yrs)<input checked="" type="checkbox"/> Approve a Charter Amendment Request<input type="checkbox"/> Give a Charter Notice of Concern<input type="checkbox"/> Lift the Charter Notice of Concern<input type="checkbox"/> Commence Charter Revocation Proceedings<input type="checkbox"/> Revoke a Charter<input type="checkbox"/> Board Action, Other _____ <p>Policies</p> <ul style="list-style-type: none"><input type="checkbox"/> Open a New Policy or Changes to a Policy for Public Comment<input type="checkbox"/> Approve a New Policy<input type="checkbox"/> Approve an Amendment to an Existing Policy	<p>Non-Voting Board Items</p> <ul style="list-style-type: none"><input type="checkbox"/> Public Hearing Item<input type="checkbox"/> Discussion Item<input type="checkbox"/> Read into Record
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PREPARED BY: Laterica Quinn, Equity and Fidelity Specialist

SUBJECT: Charter Amendment: St. Coletta Special Education Public Charter School, Goals and Student Academic Achievement Expectations

DATE: December 15, 2014

A hearing on the following Board Action occurred at the Public Charter School Board's November 17, 2014 meeting. The proposal was opened for public comment from September 29, 2014 to November 17, 2014. PCSB did not receive any public comment.

Recommendation

The DC Public Charter School Board (“PCSB”) staff recommends that the Board approve the charter amendment request of St. Coletta Special Education Public Charter School (“St. Coletta PCS”), and approve the PCSB Board Chair John H. “Skip” McKoy to sign the amendment on behalf of the Board. This amendment recognizes St. Coletta PCS’s goals and student academic achievement expectations (“academic expectations”) as its Accountability Plan measures. The school also submitted a notification to PCSB on September 25, 2014 that it intends to expand its current curriculum, the Functional Life Skills/Functional Academic Curriculum, by adding the Syracuse Community-referenced Curriculum Guide and the Life Centered Career Education Curriculum. St. Coletta PCS needs to amend its goals and update its curriculum because the school is currently preparing for its 10-Year Charter Review, which is scheduled to be held during school year (“SY”) 2015-2016, and “the formal adoption of its accountability plan as its charter goals will align the way the school assesses its performance with how PCSB has historically measured the school’s performance.”

The table below outlines the school’s proposed goals.

Student Achievement	
<i>Must assess ages 3-22 ungraded for level 4 special education students.</i>	
Performance Indicator & Assessment Tool	Target
Percent of student objectives achieved at the Expanding, Progressing or Mastering levels on the IEP Assessment Tool upon completion of the fourth quarter of their IEP	75% of student objectives upon completion of the fourth quarter of student IEPs will be achieved at the Expanding, Progressing or Mastered level.
Percent of student objectives achieved at the Expanding, Progressing or Mastering levels on the IEP Assessment Tool.	68% of student objectives will be achieved at Expanding, Progressing, or Mastery Level.
Leading Indicators	
Performance Indicator & Assessment Tool	Target
Attendance Rate	Students will attend school 88% of the school days
Gateway Targets	
High School Certificate (IEP Certificate of Completion)	90% of students who are eligible will graduate with a High School Certificate (IEP Certificate of Completion).

To assess the school’s performance during school year 2014-2015, PCSB will consider meeting the targets in the school’s 2013-2014 accountability plan as its goals, with the exception of the goals related to the DC CAS Alternate Assessment. PCSB is excluding these assessments from the school’s goals in 2014-2015 because DC is transitioning from the DC CAS Alt assessment to *the National Center and State Collaborative (NCSC) Assessment System*, alternate assessments for English language arts and mathematics. Like many schools, St. Coletta PCS has many questions related to this transition, and is concerned about tying its accountability, prior to the school’s 10-Year Charter Review, to an assessment with which no one has experience. While this assessment will not be part of the school’s goals, St. Coletta PCS will continue to track student academic performance through IEP completion, and PCSB will monitor the school’s performance on the DC CAS Alt for the 2013-2014 school year and the NCSC assessment for the 2014-2105 school year, through the school’s adoption of the Alternative Accountability Framework (“AAF”) measures. The measures and goals in the AAF will be incorporated into the school’s charter agreement through a charter amendment after the school’s 10-Year Charter Review.

Regarding the school’s curriculum expansion, the *Syracuse Community-referenced Curriculum Guide for Students with Moderate to Severe Disabilities* will be used for students between the ages of three and twenty-two, and *The Life Centered Career Education Curriculum* will primarily be used for students between the ages of fourteen and twenty-two. Because the school’s charter goals are focused on increasing functional life, daily living, and functional academic performance for students at St. Coletta PCS, the school believes the new curriculum will help to enhance the teaching staff’s ability to integrate the scope and sequence of a functional life skills and academic skills program

with the students' IEP goals and adapted state educational standards.

Notification

PCSB notified relevant elected officials and ANCs, as well as publishing the proposed amendment on its website and the DC Register. Notifications in their entirety may be found at: <http://bit.ly/1vVfp1s>.

Background

St. Coletta PCS was granted a charter on July 1, 2006. The school currently serves a target population of students between the ages of three and twenty-two with intellectual disabilities and autism, and the school also provides services for its students' families. Given its target population of students with disabilities, the educational program at St. Coletta PCS is ungraded and focuses primarily on teaching students functional life and academic skills.

According to the 2013 PCSB School Performance Report, St. Coletta PCS met five of its six achievement targets. The school did not meet its target for the mathematics goal that was set based on students' achievement on the DC CAS Alternate Assessment. The school also met five out of its six targets in SY 2012-2013, in which it missed its math goal of 80% achievement by a small margin. In SY 2011-2012, the school met all of its five targets.

St. Coletta PCS has been in frequent communication with PCSB regarding its intent to amend its goals and curriculum, and PCSB staff supports this course of action.

St. Coletta PCS will have its ten year review in school year 2015-2016. For the purposes of the school's review in school year 2015-2016, PCSB will assess the school's performance against the measures outlined in the school's approved Accountability Plans. For school year 2011-2012, performance will be based on the school's Accountability Plan for that year. For school years 2012-2013 through school year 2015-2016, the school's performance will be based on meeting the goals outlined in its 2012-2013 Accountability Plan. The school will be considered to have met its charter goals and academic achievement expectations if it has met at least two-thirds of the goals for each year.

Attachment(s) to this Proposal

- Attachment A: Charter Amendment Petition to Amend Goals
- Attachment B: Charter Amendment Petition to Amend Curriculum
- Attachment C: Charter Agreement Amendment

Date: _____
PCSB Action: ____ Approved ____ Approved with Changes ____ Rejected
Changes to the Original Proposal: _____ _____

ATTACHMENT A

Charter Amendment Petition to Amend Goals

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

SUBMITTED BY: Janice Corazzo, Principal, St. Coletta Special Education Public Charter School
SUBJECT: Petition to Amend Goals and Academic Achievement Expectations
DATE: September 8, 2014

REQUEST

St. Coletta Special Education Public Charter School (St. Coletta PCS) submits to the DC Public Charter School Board (“PCSB”) this petition to amend the goals and student academic achievement expectations ("academic expectations") included in its charter by **selecting its prior Accountability Plan measures as its goals and academic achievement expectations in preparation for its ten year review during school year 2015-16.**

BACKGROUND

Please address the following questions and requests for information in narrative form. This information provides helpful background to the PCSB Board as it reviews these requests.

Overview of School Performance

1. Provide the following information about your school: (1) number of years in operation; (2) grade levels served; and (3) the expiration date of the school’s charter agreement.

St. Coletta PCS opened during school year 2006-07. The school’s mission is to serve students with intellectual disabilities and autism and to support their families. The school serves students with disabilities in grades PK-3 through age 22. The school’s charter agreement expires June 30, 2021.

2. Summarize the school’s academic performance history, including PMF scores and/or accountability plan results for the past three years.

St. Coletta PCS met all of the targets on its accountability plan during school year 2013-14. In school year 2012-13, the school met five out of six targets. In school year 2011-12, the school met all of its five targets.

Proposed Goals and Academic Achievement Expectations

1. Explain the school’s rationale for amending its goals and academic expectations.

St. Coletta PCS would like to amend its goals and academic achievement expectations in order to be fully aligned with its accountability plans for assessing the school’s performance in preparation for its ten year review during school year 2015-16.

2. How will the new goals and academic expectations support or enhance the school's mission?

Our school has been in frequent communication with staff members at PCSB regarding our goals, and staff members support this course of action. The formal adoption of goals from our Accountability Plan as charter goals will align the assessment of our school's performance with how we assess ourselves and how PCSB has historically done so.

In school years 2011-12, 2012-13, and 2013-14, PCSB will consider the attainment of the associated year's accountability plan targets as the school's goals.

To assess the school's performance during school years 2014-15 and 2015-16, PCSB will consider the attainment of the targets in the school's 2013-14 accountability plan as its goals, with the exception of the goals related to the DC CAS Alt assessment. The reason PCSB is excluding these assessments from the school's goals in 2014-15 and 2015-16 is that DC is transitioning from the DC CAS Alt to the National Center and State Collaborative (NCSC) Assessment system. Like many schools, St. Coletta PCS has many questions related to this transition, and is concerned about tying accountability pre-review to an assessment with which no one has familiarity. While this assessment will not be part of the school's goals, St. Coletta PCS will continue to track student academic performance through IEP completion, and PCSB will monitor the school's performance on the DC CAS Alt through our adoption of the Alternative Accountability Framework measures.

3. If proposing goals and/or academic expectations aside from adopting the PMF indicators, describe how the school will monitor its progress towards the goal, and what it will report in its Annual Report to show goal attainment.

These goals are consistent with our Accountability Plans, thus we have been tracking and reporting on this data historically.

ATTACHMENT B

Charter Amendment Petition to Amend Curriculum

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

SUBMITTED BY: Janice Corazza, Principal

SUBJECT: Notification of Curriculum Change

DATE: September 25, 2014

NOTIFICATION

St. Coletta Special Education Public Charter School submits to the District of Columbia Public Charter School Board this notification of its intent to implement (expand) the current Functional Life Skills/Functional Academic Curriculum by adding the *Syracuse Community-referenced Curriculum Guide* (Ford et. al., 1989) and the *Life Centered Career Education Curriculum* (Council for Exceptional Children publication, 1997). The updates were captured in the DCPCSB report of our charter review in 2011-2012 but are not included as resources in our original charter. There is no replacement of curriculum per se.

BACKGROUND

Please address all questions and requests for information in narrative form. This information provides helpful background to the PCSB Board as it reviews these notifications.

Overview of School Performance

1. Provide the following information about your school: (a) number of years in operation; (b) grade levels served; (c) and the expiration date of the school's charter agreement.

St. Coletta Special Education PCS serves students with intellectual disabilities, autism and their families. St. Coletta serves students ages 3-22 years in an ungraded functional life/functional academic educational program.

2. Summarize the school's academic performance history, including PMF scores and/or accountability plan results for the past three years.

All accountability goals were met with exception of the mathematics goal set for the DC CAS alternate assessment for the 2012-2013 school year.

New Curriculum Expanded

4. Explain the rationale for implementing a new curriculum, as well as why this curriculum was selected.

Our teachers needed better guidelines regarding scope and sequence for a functional life/functional academic program.

5. If your school has multiple campuses, which of them will implement the new curriculum? In what grade levels will the new curriculum be used?

The *Syracuse Community-referenced Curriculum Guide for Students with Moderate to Severe Disabilities* is utilized for students 3-22 years of age. *The Life Centered Career Education Curriculum* is primarily utilized for students 14 through 22 years of age.

6. How will the new curriculum support or enhance the school's mission? How will it support the school in meeting its charter goals?

Charter goals are focused on increasing functional life, daily living and functional academic performance for students at St. Coletta School. The curricula guides enhance the teaching staff's ability to integrate the scope and sequence of a functional life/academic skills program with student IEP goals and adapted state educational standards.

7. How will the new curriculum benefit teachers and students (including special education students and English language learners)?

The curricula guidelines provide a stronger foundation from which the staff can better articulate their educational philosophy and implement an organized instructional program of benefit to their students.

8. What professional development will be offered to ensure effective implementation of the new curriculum?

Extensive professional development was offered when first adapting these resources (2008-2009). There continues to be a focus on the integration of the curricula (LCCE, Syracuse) and the creation of adaptations and links to state standards (currently Common Core State Standards). Development also includes instruction in the Reggio Emilia-inspired approach to project-based teaching (*The Hundred Languages of Children*, Loris Malaguzzi, 1998) and the theory of multiple intelligences (Howard Gardner's *Frames of Mind*, 1983), included as resources framing the program's approach in the original charter.

Each year during new hire orientation and throughout the school year, teachers receive training and development regarding the curricula. They also learn to create student IEPs linked to Common Core State Standards (adapted literacy and

mathematics) and to include instruction in the areas of communication, daily living skills, career-based training and personal-social development.

9. How will the school evaluate the effectiveness of the new curriculum?

Formal and informal feedback is sought (feedback forms following professional development sessions, staff surveys, teacher discussions) on an ongoing basis. From the feedback gathered thus far, the approach appears to maintain relevance and has led to a plan for the development of a St. Coletta online curriculum resource for staff.

10. Provide a timeline for implementing the new curriculum.

N/A as the curricula is utilized currently.

11. How will the proposed change impact the school's operations and finances? Provide a proposed budget and budget narrative.

At the time we added the curricula guidelines the cost applied to purchase books and curriculum guides was approximately \$1800.00. Training was conducted by experienced staff. Funding was supported with LEA Title 1 funds.

Please note that we also plan (2014-2015) to create an online resource of the extensive collections of lessons we have created at St. Coletta School. The resource will include additional scope and sequence guidance and theme and project-based lessons with universally designed accommodations (adapted instructional materials such as adapted books, technology supports, and individualized instructional materials with links to Common Core State Standards). The project begins this school year. We have requested LEA Title funding (\$16,000) for teachers/therapists to support the project after school hours and it also includes funding for an IT specialist (\$16,000) to assist with creating the online framework. We await our final application approval. Regardless, the project will be implemented with those who would like to work on the project as volunteers with a timeline of approximately 2-3 years.

12. Has the school informed stakeholders (including staff and parents) of the new curriculum? If so, how were stakeholders notified? Please describe any concerns raised by stakeholders.

Yes, a functional life skills brochure as well as informational sessions were and are conducted at each Back-to-School night. Multiple parent trainings are held each year addressing the functional living and functional academic curriculum approach.

ATTACHMENT C

Charter Agreement Amendment

FIRST AMENDMENT TO THE 2006 CONTRACT BETWEEN DISTRICT OF COLUMBIA BOARD OF EDUCATION AND THE ST. COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL

This Amendment (the “Amendment”) is entered into by and between St. Coletta Special Education Public Charter School, a District of Columbia nonprofit corporation (the “School Corporation”) and the D.C. Public Charter School Board (“PCSB” or the “Charter Board”); collectively, the “Parties”). It is effective as of the date it is fully executed.

WHEREAS, the School Corporation and the District of Columbia Board of Education entered into a contract on or before July 17, 2006 (the “Charter Agreement”), wherein the School Corporation agreed, among other things, to operate a public charter school (the “School”) in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the “Act”). This agreement became effective July 1, 2006.

WHEREAS, in 2007, the Board of Education assigned the Charter Agreement to the DC Public Charter School Board (the “Charter Board”).

In consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and PCSB agree to amend the Charter Agreement as follows:

1.1 The first sentence of Subsection A of Section VIII of the Charter Agreement is amended to insert “no longer” after the “The School Corporation.”

1.2 The first sentence of Subsection B of Section VII of the Charter Agreement is amended to strike “shall” and insert “may” after the “The Board.”

1.3 The following language is added at the end of Section A – Education Plan; Subsection 3 Academic Design; Instructional Methods (the “Teaching Functional Academics/Methods” subsection), which is found on pages eight and nine of the Charter Application attached to the Charter Agreement:

Syracuse Community-referenced Curriculum Guide for Students with Moderate to Severe Disabilities – will be used for students between the ages of three and twenty-two.

The Life Centered Career Education Curriculum – will primarily be used for students between the ages of fourteen and twenty-two.

1.4 The “Accountability for Educational Outcomes” subsection, located in Section C – Accountability and Compliance; Subsection 1 – Accountability of the Charter Application (located on pages 2 through 6) attached to the Charter Agreement is struck in its entirety and replaced with the following:

The Parties agree that since at least 2011, the School Corporation has submitted Accountability Plans to PCSB in accordance with Section VIII of the Charter Agreement.

10-Year Charter Review

For the purposes of the School Corporation’s 10-year charter review in school year 2015-2016, the School Corporation’s goals and academic achievement expectations are the measures and targets stated in the School Corporation’s Accountability Plans approved by PCSB as follows:

For school year 2011-2012, the School Corporation’s goals and academic achievement expectations are the measures and targets in the Accountability Plan for that year;

For school years 2012-2013 through 2013-2014, the School Corporation’s goals and academic achievement expectations are the measures and targets in its 2012-2013 Accountability Plan.

For the 2014-2015 school year, the School Corporation’s goals and academic achievement expectations are the measures and targets in its 2012-2013 Accountability Plan, excluding those measures and targets related to the DC CAS Alternate Assessment (“DC CAS Alt”).

The School Corporation shall continue to track student academic performance through IEP completion. PCSB will monitor the School Corporation’s performance on the DC CAS Alt for the 2013-2014 school year and the National Center and State Collaborative Assessment System for the 2014-2105 school year.

PCSB shall consider the School Corporation to have met its charter goals and academic achievement expectations if it has met at least two-thirds of the goals for each year, as defined in the Accountability Plans stated above.

2014-2015 and 2015-2016 School Year Goals and Academic Achievement Expectations

The Parties agree that the chart below defines the School Corporation’s goals and academic achievement expectations for the 2014-2015 and 2015-2016 school years.

Student Achievement <i>Must assess ages 3-22 ungraded for level 4 special education students.</i>	
Performance Indicator & Assessment Tool	Target
Percent of student objectives achieved at the Expanding, Progressing or Mastering levels on the IEP Assessment Tool upon completion of the fourth quarter of their IEP	75% of student objectives upon completion of the fourth quarter of student IEPs will be achieved at the Expanding, Progressing or Mastered level.

Percent of student objectives achieved at the Expanding, Progressing or Mastering levels on the IEP Assessment Tool.	68% of student objectives will be achieved at Expanding, Progressing, or Mastery Level.
Leading Indicators	
Performance Indicator & Assessment Tool	Target
Attendance Rate	Students will attend school 88% of the school days
Gateway Targets	
High School Certificate (IEP Certificate of Completion)	90% of students who are eligible will graduate with a High School Certificate (IEP Certificate of Completion).

Adoption of the Alternative Accountability Framework

By the end of the 2015-2016 school year, the School Corporation will adopt PCSB’s Alternative Accountability Framework as its goals and academic achievement expectations.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

2.4 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

2.5 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the

remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

2.6 Assignment. This Amendment shall not be assignable by either Party; except that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 No Third Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Agreement. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke, not renew, or terminate the Charter Agreement pursuant to D.C. Code § 38-1802.13.

2.11 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spears@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

St. Coletta Special Education Public Charter School
1901 Independence Avenue, SE

Washington, D.C. 20003
Attention: Sharon Raimo
Email: sraimo@stcoletta.org
Telephone: (202) 350-8699

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

**ST. COLETTA SPECIAL
EDUCATION PUBLIC CHARTER
SCHOOL**

**DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD**

By: _____

By: _____

Peggy O'Brien

John H. "Skip" McKoy

St. Coletta PCS Board Chair

PCSB Board Chair

Date:

Date:

Appendix D



January 25, 2012

Ms. Elizabeth Pierce
Board Chair
St. Coletta Special Education Public Charter School
1901 Independence Ave., SE
Washington, DC 20003

Dear Ms. Peirce,

This letter serves to inform you that in its public meeting held on January 23, 2012, the District of Columbia Public Charter School Board (PCSB) granted charter continuance to St. Coletta Special Education Public Charter School as it met the PMF academic standard and the non-academic criteria stated in §38-1802.13(a)(b) of the School Reform Act.

The PCSB takes seriously its role in providing oversight of the schools under its authority, and sees the charter review process as one that assesses a school's ability to meet high standards for providing quality education. We appreciate the efforts of your Board of Trustees, teachers, administrators and staff in serving students of Washington, D.C.

Sincerely,



Brian Jones
Chair

cc: Sharon Raimo, Chief Executive Officer

Appendix E



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

October 27, 2015

Elizabeth Pierce, Board Chair
St. Coletta PCS
1901 Independence Ave SE
Washington, DC 20003

Dear Ms. Pierce:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2015-16 school year for the following reason:

- School eligible for 10-year Charter Review during 2015-16 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of St. Coletta Public Charter School (St. Coletta PCS) between September 14 and September 29, 2015. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at St. Coletta PCS.

Sincerely,

A solid black rectangular box redacting the signature of Naomi DeVeaux.

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

Qualitative Site Review Report

Date: October 27, 2015

Campus Name: St. Coletta Public Charter School

Ward: 7

Grade levels: St. Coletta serves non-graded students ages three to 22

Enrollment: 249

Reason for visit: 10-year review

Two-week window: September 14 – September 29, 2015

Team: Two PCSB staff members including the SPED specialist and two SPED specialist consultants

Number of observations: 24

Summary

The mission of St. Coletta Public Charter School is to serve children and adults with intellectual disabilities, and to support their families. “At St. Coletta, we believe in the immeasurable value of the individual human spirit and the right of each individual to live as full and independent a life as possible. We respect the dignity of all persons entrusted to our care and our goal is to serve them in an atmosphere that encourages their talents, celebrates their successes and builds their self-esteem.”

St. Coletta is a unique school in which all of the students are receiving level 4 special education services. There is evidence of a rich, genuine, progressive academic setting that supports the growth and success of each student. The instruction covers functional life and academic skills. Classroom supports ranged from special education classroom teachers to instructional aides/paraprofessionals, dedicated aides, and therapists.

The QSR team scored 97% of the observations as distinguished or proficient in the Classroom Environment domain. Collaboration among the school staff translated into smooth procedures in each of the class settings. With the low student to teacher ratio, students appeared to benefit greatly in terms of the level of individualization, differentiation, attention, and support. The QSR team scored 93% of the observations as distinguished or proficient in the Instruction domain. Individualization was evident in each of the observations. There was consistency in the content and themes presented during class instruction and activities. Teachers and adult supports were able to individualize instruction and strategies to ensure they were specific to the individual needs of each student. Both small group and whole group instruction were used regularly, and there were numerous opportunities for one-on-one instruction.

Prior to the two-week window, St. Coletta PCS provided answers to specific questions posed by PCSB regarding the provision of instruction to students with disabilities. The reviewers who conducted special education-specific observations noted the following based on the answers provided by the school. Supplemental supports that were seen regularly in each of the observations included: visual schedules, the use of communication devices for students who are nonverbal or limited in verbal communication skills, and the use of positive behavior supports such as incentive charts. Instructional supports such as repetition, visual cues, regular prompting and redirection, and visual organizers were also seen in each observation. Adults appeared very

knowledgeable and attuned to the unique needs of each of their students, and many of the students appeared comfortable with their relationships and interactions with both peers and adults.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes St. Coletta’s mission, goals, and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission: The mission of St. Coletta Special Education Charter School, Inc. (“St. Coletta”) is to serve children and adults with intellectual disabilities, and to support their families. At St. Coletta, we believe in the immeasurable value of the individual human spirit and the right of each individual to live as full and independent a life as possible. We respect the dignity of all persons entrusted to our care and our goal is to serve them in an atmosphere that encourages their talents, celebrates their successes and builds their self-esteem.</p>	<p>St. Coletta is working to meet its mission. Staff members demonstrated their respect for the dignity and talents of the students with whom they were working. In one observation two aides helped a nonverbal student transition from a standing desk device with straps to a wheel chair. The staff members carefully held the student’s legs, arms, and body as they moved him into the wheelchair and soothed him when he gestured and moaned his discomfort, saying to him, “It’s ok, buddy. We got you.”</p> <p>During one observation the teachers reviewed the week’s content through an interactive Jeopardy game with the following content areas: cooking, CBI (Community-Based Interventions), “Where do I live?”, and DC transportation. Students discussed a recent trip they had made on the metro system, which teachers referenced. In another observation students participated in a cooking lesson where small groups were preparing turkey burgers, rice, and strawberry desserts.</p> <p>Teachers and support staff worked with students to understand how to follow a recipe. They used interactive assistive technology devices to help students who are immobile, and essentially enabled every student access to the classroom lesson through either a task, a discussion, or by physically participating in the lesson. Students were smiling, giving high-fives, giving positive praise to their</p>

Mission and Goals	Evidence
	classmates, and overall were encouraged by the adult staff members to persevere when they appeared frustrated with a particular task or assignment.
Goals:	
75% of student objectives upon completion of the fourth quarter of student IEPs will be achieved at the Expanding, Progressing or Mastered level.	PCSB will analyze quantitative data to assess these goals in the 10-year charter review report. Teachers used specific tools with each student to enhance their mobility, ability to communicate, and understanding of concepts in the classroom. These tools included Tech Talk (assistive technology that students use to communicate with others), iPads, wheelchairs, and walking devices, depending on the needs of the student.
68% of student objectives will be achieved at Expanding, Progressing, or Mastery Level.	Students had freedom to move around the garden while others took turns pulling vegetables out of the soil. Teachers were attentive to students' need to move and explore. Teachers redirected students' attention in small group work and individual work when needed. Incentives such as toys or iPad time were used to reward students after they finished certain work periods.
Students will attend school 88% of the school days.	PCSB will analyze quantitative data to assess this goal for the 10-year charter review report. The QSR observed classrooms that appeared to be full.
90% of students who are eligible will graduate with a High School Certificate (IEP Certificate of Completion).	PCSB will analyze quantitative data to assess this goal for the 10-year charter review report. The high school curriculum included home life, cooking, and academic subjects. Teachers worked with students to complete tasks and encouraged students to try new things.
Governance:	A PCSB staff member attended the St. Coletta PCS Board of Trustees meeting on September 15, 2015. A quorum was present. The school's principal shared an overview of PCSB's 10-year charter review process. The CFO gave an update on the school's fourth quarter financial reports, shared updates PCSB is making

Mission and Goals	Evidence
	<p>to its financial reporting, and reviewed the current year budget projections. The board discussed the school's budget and teacher retention strategies. The principal gave an update on enrollment for the 2015-16 school year, school discipline actions from the previous school year, the annual report submission, and the National Center and State Collaborative assessment for students with disabilities.</p>

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 97% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team scored 100% of the observations as distinguished or proficient with over half of the observations earning a distinguished rating. Teachers asked students about their lives outside of the classroom with questions such as, “What movie are you going to watch this weekend?” In another observation one teacher motivated a student to continue working by saying, “You’re happy today. I’m so glad you’re happy!”</p> <p>In a distinguished observation a teacher called on a student to participate while another teacher clapped for him. After he finished his part, the entire class clapped for him in recognition of his contribution.</p>	Distinguished	54%
		Proficient	46%
	<p>The QSR team rated none of the observations as basic in this component.</p>	Basic	0%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Establishing a Culture for Learning	<p>The QSR team scored 96% of the observations as distinguished or proficient in this component. Teachers’ classrooms had student work, transition zones, student schedules, and word walls posted. A student who entered class immediately began working on her journal, with the assistance of her aide. Teachers encouraged students to keep trying especially if they were attempting a challenging task. Teachers exuded positivity and excitement when presenting material and working with students on activities.</p>	Distinguished	25%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Proficient	71%
		Basic	4%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 96% of the observations as distinguished or proficient in this component. Teachers and students orchestrated smooth transitions with ample instructions and time to end and start new activities. In a distinguished observation a student assisted another student with a visual impairment in finding his seat by tapping the chair and providing verbal directions.	Distinguished	17%
	Aides helped students clean up their workstations after they completed their activities. The students used their student schedules to move to the next activity. Students who were not working with an adult worked independently with minimal prompting or direction. Students also appeared to be responsible for determining what they needed to be working on and then initiated that task with little direction.	Proficient	79%
	The QSR team rated less than 10% of the observations as basic in this component.	Basic	4%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored 96% of the observations as distinguished or proficient in this component. Overall students' behaviors were generally appropriate with students being redirected immediately if they got off task. Teachers provided positive praise for appropriate behavior, "It's great to have a quiet voice. Thanks!"	Distinguished	29%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>When a student begins to have a meltdown during a one-on-one activity, the teacher asked him if he needed a break. She then walked him over to the corner of the room and allowed him to take a break with another adult in the room.</p> <p>Teachers used proximity to help manage student behavior. The instructional aide provided sensory “squeezes” to one student in response to appropriate behavior and responses.</p>	Proficient	67%
	The QSR team rated less than 10% of the observations as basic in this component.	Basic	4%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 93% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored 96% of the observations as distinguished or proficient in this component. Teachers worked one-on-one with students in small groups to complete their journal activity through picture cards, that depicted the month, the day of the week, and how they felt that day.</p>	Distinguished	21%
	<p>Teachers used visual tools to communicate steps and expectations for lessons. In one observation a teacher used a flat screen TV to display a pictorial chart of a turkey burger recipe. Teachers also previewed material and gave clear instructions before students started work. In one observation a teacher explained to students that they were going to learn about personal space. She used social stories to assist students in understanding concepts behind this theme.</p>	Proficient	67%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	4%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p>Using Questioning/Prompts and Discussion Techniques</p>	<p>The QSR team scored 87% of the observations as distinguished or proficient in this component. In these observations teachers asked questions, encouraged discussion, and used prompts and communication devices to aid students in participating in the discussion. One teacher asked a student to organize pictures of events in the correct sequence based on a text.</p>	Distinguished	4%
		Proficient	83%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 13% of the observations as basic in this component. In one observation a whole group discussion provided few opportunities for students to discuss the topic, ask questions, or respond. In another observation the teacher solicited student responses from specific students who were assigned to answer questions while others were not encouraged to participate. The teacher attempted to promote student thinking, but only a few students were involved in responding.</p>	Basic	13%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Engaging Students in Learning	<p>The QSR team scored 96% of the observations as distinguished or proficient. In some observations students determined their own tasks and demonstrated their completion of the task by removing the picture of their assigned tasks from their individualized picture schedules.</p>	Distinguished	13%
	<p>In all the observations teachers and support staff worked with students in a whole group, small group, and one-on-one settings using multiple accommodations: adapted online libraries, picture communication symbols, iPads, programs on computers, and adapted equipment. In one observation a student used a switch device to participate in her cooking class. The student pressed her cheek against the switch, which caused the contents of a measuring cup to pour into a bowl. Teachers and aides encouraged students to use assistive technology throughout multiple observations when students had difficulty communicating (e.g., during times of frustration, confusion, or clarification).</p>	Proficient	83%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	4%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	The QSR team score 92% of the observations as distinguished or proficient. Teachers worked to constantly take a pulse of understanding of the class in most observations. Teachers used numerous methods of gauging student-understanding including: finished work samples, student participation and responses to questions asked and/or student demonstration of a task during instruction and throughout the day. In one observation the teachers created a cumulative Jeopardy game with the week's lesson objectives as categories and had students review them in teams and debrief the main takeaways from each days' lesson.	Distinguished	4%
		Proficient	88%
	The QSR team rated less than 10% of the observations as basic in this component.	Basic	8%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student

struction	Unsatisfactory	Basic	Proficient	Distinguished
				reflection and closure.
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix F



St. Coletta PCS
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.		
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.		
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff .	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
	Option 2: Copy of staff certificate to administer medications.			
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Compliant	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Compliant	
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Non-Compliant	



St. Coletta PCS
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Compliant	
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Compliant	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Compliant	
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	Compliant	
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Compliant	
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.		



**St. Coletta Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



St. Coletta Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



St. Coletta Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



St. Coletta Special Education PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Discipline Policy and Due Process	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	



**St. Coletta Special Education PCS
COMPLIANCE REVIEW REPORT
2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	COMPLIANT	



**St. Coletta Special Education PCS
COMPLIANCE REVIEW REPORT
2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *St. Coletta Special Education PCS*

February 18, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	Compliant	7/25/14	✓
Fire Drills	Compliant	7/25/14	✓
School Calendar	Compliant	7/25/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/15/14	✓
Auditor Engagement Letter	Compliant	8/15/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✓
Annual Report SY2013-2014	Compliant	9/5/14	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/14	✓
Accreditation	Compliant	10/10/14	✓
Basic Business License	Compliant	10/10/14	✓
Board Meeting Approved Minutes	Compliant	10/10/14	✓
Board Roster	Compliant	10/10/14	✓
Certificate of Insurance	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Child Find Policy	Compliant	10/10/14	✓
Employee Handbook: Employment Policies	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
Litigation Proceedings Calendar	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	✓
SPED-Continuum of Services	Compliant	10/10/14	✓
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	10/10/14	✓

Student Handbook	Compliant	10/10/14	✓
Quarterly Financial Statements - 1st	Compliant	10/31/14	✓
Audited Financial Statements	Compliant	11/3/14	✓
Audited Financial Statements - FAR Data Entry Form	Compliant	3/16/15	✓
Fire Drills	Compliant	12/5/14	✓

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	<p>Calendar must include the following:</p> <ul style="list-style-type: none"> -minimum 180 days of school (6+ hours) -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable <p>*If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p>
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	<p><u>Fire drill schedule</u></p> <ul style="list-style-type: none"> -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	<p><u>2013-14 Annual Report includes:</u></p> <ul style="list-style-type: none"> -Narrative (description of performance and progress; goal attainment; school program) -Data Report -Appendices (staff roster; board roster; financials)
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

2014-15 Compliance Review Requirements

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	<p>Board makeup must include:</p> <ul style="list-style-type: none"> -Odd number of voting members (odd number of voting members/ doesn't include ex-officio) -Greater than 3 but no more than 15 -Majority of members residing in DC (include address or city of residence) -2 parent members (voting members) * <p><i>*Adult schools may use alumnae or adult students to satisfy the parent requirement</i></p>
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. OR , an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members <i>*Should confirm staff's understanding of their obligation for reporting sexual abuse of student.</i>

2014-15 Compliance Review Requirements

Requirement	Description
Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: <ul style="list-style-type: none"> • Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment • Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment
Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past TWO years <i>*All volunteers working more than 10 hrs/ week must have background checks</i>
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: <ul style="list-style-type: none"> *sexual harassment *equal opportunity *drug-free workplace *complaint Resolution Process *Whistle blower Policy (best practice, not mandatory)
Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process
SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)
Student Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	<p>Discipline Policy</p> <ul style="list-style-type: none"> -clear explanation of infractions -clear explanation of consequences (basis for suspensions/ expulsions) -manifestation determination process for students with disabilities -due process and appeals procedures for student/ parents for disciplinary incidents <p>Attendance Policy</p> <ul style="list-style-type: none"> -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) <p>Safeguard of Student Information Policy--aligns with FERPA regulations</p>
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

2014-15 Compliance Review Requirements

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year

Appendix G

LEA Onsite Visit: Student Compliance

Agency: **St. Coletta Special Education PCS**
 Initial Release Date: **6/3/2015**
 Days Remaining: **-46**
 Expected Date of Submission: **6/15/2015**

The percent compliant = $\#C / (\#C + \#NC)$ Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Initial Evaluation and Reevaluation						
16) Parent Consent for Reevaluation §300.300(c)(1)	2	1	1	0	50.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
17) Consent Form Signature Prior to Reevaluation §300.300(c)(1)	1	1	0	0	100.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
18) IEP Team Review of Existing Data §300.305	2	2	0	0	100.00%	Provide evidence that existing data was used to determine eligibility. If no evidence can be provided, then reconvene the IEP team to re-determine eligibility and the educational needs of the student. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
19) Variety of Sources Used to Determine Continued Eligibility §300.306(c)	2	2	0	0	100.00%	Provide evidence that multiple and appropriate sources were used to determine eligibility. If no evidence can be provided, then reconvene the IEP team to re-determine eligibility and the educational needs of the student. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
Individual Education Program (IEP)						
20) Parent/Student Invited to IEP Meeting §300.322(a)(1)	2	2	0	0	100.00%	Provide evidence that the parent/student attended the meeting or refused to attend the meeting. If parent/ student was not invited, reconvene IEP meeting with invitation to the parent/student. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
21) Parent/Student Notified of Meeting §300.322(a)(1)	2	2	0	0	100.00%	Reconvene IEP team and notify parent early enough to ensure an opportunity to attend. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
22) 'Parent' Meets Definition in IDEA Regulations §300.30	2	2	0	0	100.00%	If no parent can be located, promptly contact the OSSE for appointment of a surrogate parent and reconvene IEP meeting with invitation to surrogate parent. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
23) General Education Teacher Attended IEP Meeting §§300.321(a), 300.321(e)	2	2	0	0	100.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.

24) LEA Designee Attended IEP Meeting §§300.321(a), 300.321(e)	2	2	0	0	100.00%	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
25) PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities §300.320(a)(1)	2	2	0	0	100.00%	<p>Convene an IEP meeting or amend the student's IEP so that it includes a PLAAF that demonstrates how disability affects involvement and progress in general curriculum.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
26) IEP Contains Measurable Annual Goals §300.320(a)(2)(i)	2	2	0	0	100.00%	<p>Convene an IEP meeting or amend the student's IEP so that it includes measurable goals.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
27) IEP Statement of Measurable Annual Related Services Goal(s) §300.320(a)(2)(i)(B)	2	2	0	0	100.00%	<p>Convene an IEP meeting or amend the student's IEP so it includes measurable related services goals.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
28) IEP Team Considered Strategies to Address Behavior §300.324(a)(2)	2	0	0	2	0.00%	<p>Provide evidence that the IEP team considered the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing an FBA and BIP if necessary.</p> <p>If no evidence is available, reconvene the IEP team or amend the IEP to document consideration of the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing an FBA and BIP if necessary.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
29) ESY Determined on Individual Basis §300.106(a)(2)	2	2	0	0	100.00%	<p>Provide evidence that ESY was determined on an individual basis.</p> <p>If no evidence can be provided, the IEP team must convene or amend the IEP to complete the ESY criteria worksheet and determine the appropriate amount of compensatory education if the student requires compensatory education.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
31) Alternate Assessment Statement of Participation §300.320(a)(6)(ii)(A)	1	1	0	0	100.00%	<p>Convene an IEP Team meeting or amend the student's IEP to include a statement of why the student cannot participate in the regular assessment.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
32) IEP Contains Benchmarks or Short-term Objectives §300.320(a)(2)(ii)	1	1	0	0	100.00%	<p>Convene an IEP Team meeting or amend the student's IEP to include a description of benchmarks or short-term objectives.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
34A) Implementation of Related Services (LEA) §300.323(c)(2)	2	2	0	0	100.00%	<p>Develop a plan that addresses missed related services or specialized instruction hours.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

35) Annual IEP Review §300.324(b)(1)(i)	2	2	0	0	100.00%	<p>Convene the IEP Team to review and renew the student's IEP.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
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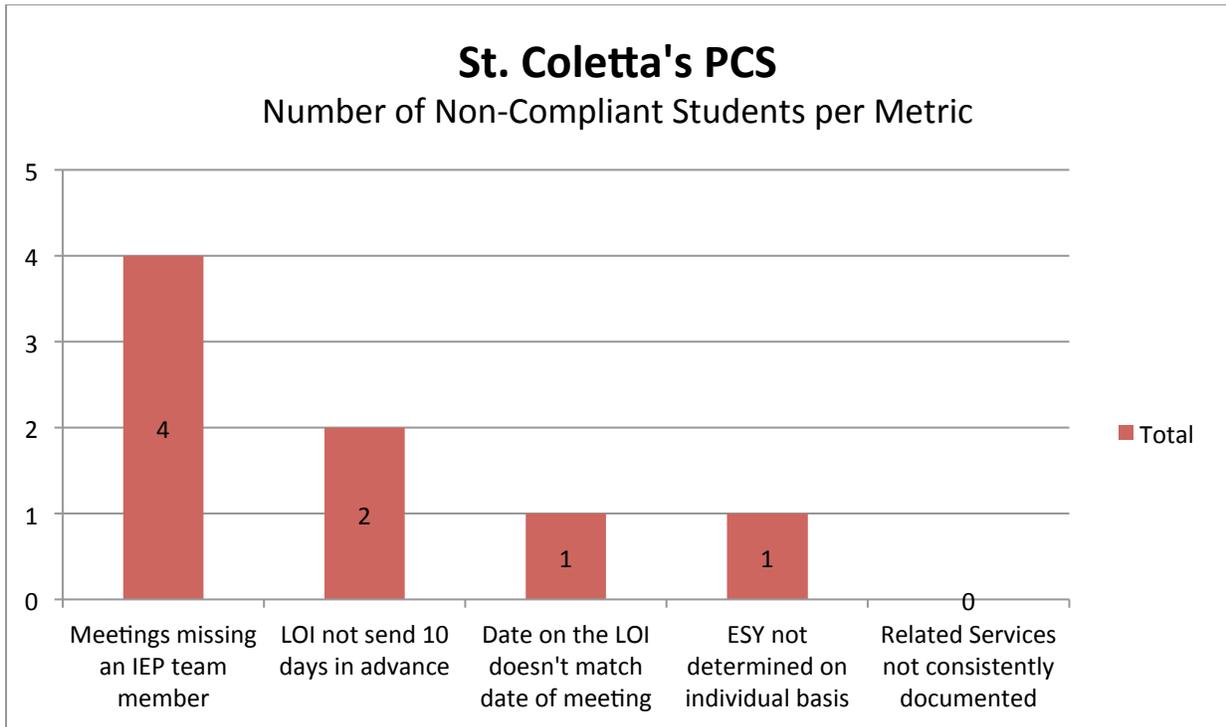
Least Restrictive Environment (LRE)

37) Consideration of Harmful Effects §300.116(d)	2	2	0	0	100.00%	<p>Reconvene IEP team or amend IEP to include documentation in the justification section of the IEP that harmful effects were considered by the IEP team.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
38) Supplemental Aids/Services Used Before Removal From Regular Education §300.114(a)(2)(ii)	2	1	0	1	100.00%	<p>Reconvene IEP team or amend IEP to include documentation that education in the regular education environment cannot be achieved satisfactorily with the use of supplementary aids and services.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
39) Student Placement Based on IEP §300.116(b)(2)	2	2	0	0	100.00%	<p>Reconvene the IEP Team to determine the student's placement.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

Appendix H

St. Coletta's PCS, MSST Desk Audit
July 3, 2014

Overview: For this Audit, the Monitoring and School Support Team examined the records of five special education students from St. Coletta's PCS's roster utilizing methodology analogous to OSSE's yearly monitoring process.



Metric 1: Required IEP Team Members Present (*DCPS metric* – includes OSSE metrics *IEP 23 – General Education Teacher Attended IEP Meeting* and *IEP 24 – LEA Designee Attended IEP Meeting*)

This metric examines whether the required IEP team members were present at a student's IEP meeting. Required IEP team members include: the parent, the general education teacher, the special education teacher, the LEA Representative and the Related Service Providers, if applicable. St. Coletta's PCS was missing an IEP team member from 4 of the 5 meetings reviewed. All four meetings did not include the LEA Representative.

Metric 2: Letter of Invitation (LOI) in SEDs 10 or More Days in Advance of Meeting Date (*DCPS metric*)

The second metric measures whether schools are following the DCPS best practice of having a LOI documented in SEDs 10 or more days prior to the meeting date. St. Coletta's PCS did not send LOIs 10 days in advance for 2 of the 5 students reviewed.

Metric 3: Date of Meeting on LOI Matches the Date of IEP Meeting (DCPS Metric).

The third metric examines whether the date on the LOI matches the date the school held the IEP Meeting. This occurs when Dependent Charter Schools reschedule meetings without creating a new LOI. St. Coletta's had 1 student out of 5 with mismatched dates.

Metric 4: Extended School Year (ESY) is Determined on Individual Basis (OSSE Metric IEP 31)

The fourth metric examines whether the student's SEDs file contains evidence that Extended School Year (ESY) was determined on an individual basis. St. Coletta's PCS was missing the ESY Criteria Worksheet for 1 of the 5 students reviewed.

Metric 5: Related Services Documented Consistently in SEDs based on Dates Indicated in IEP (OSSE Metric IEP 36)

The fifth metric examines whether related services is documented consistently in SEDs based on the dates indicated in the IEP. This metric was a reoccurring problem during the 2012-2013 OSSE Monitoring Review of the Dependent Charter Schools. Only students receiving related services were relevant for this metric. St. Coletta's was 100% compliant on this metric.

Appendix I

SAINT COLETTA SPECIAL EDUCATION
PUBLIC CHARTER SCHOOL, INC.

FINANCIAL STATEMENTS AND
AUDITORS' REPORT

JUNE 30, 2011 AND 2010

STANFIELD & PHILLIPS, LLC

CERTIFIED PUBLIC ACCOUNTANTS

SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.

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INDEPENDENT AUDITORS' REPORT

The Board of Trustees

SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.

We have audited the accompanying statements of financial position of SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC. (School) as of June 30, 2011 and 2010 and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the management of the School. Our responsibility is to express an opinion on the financial statements based on our audits.

We conducted our audits in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2011 and 2010 and the changes in net assets and its cash flows for the years then ended, in conformity with U.S. generally accepted accounting principles.

In accordance with *Government Auditing Standards*, we have also issued our report dated August 15, 2011 on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audits.



Rockville, Maryland
August 15, 2011

ST. COLETTA PUBLIC CHARTER SCHOOL
 STATEMENTS OF FINANCIAL POSITION
 JUNE 30, 2011 AND 2010

ASSETS		
	2011	2010
Cash and cash equivalents	\$ -	\$ -
Accounts receivable	532,850	851
Prepaid expenses, related party (NOTE 3)	-	1,039,423
TOTAL ASSETS	\$ 532,850	\$ 1,040,274
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable, related party (NOTE3)	\$ 197,397	\$ -
Deferred revenue	335,453	1,040,274
Total Liabilities	532,850	1,040,274
NET ASSETS		
Unrestricted	-	-
TOTAL LIABILITIES AND NET ASSETS	\$ 532,850	\$ 1,040,274

The accompanying notes are an integral part
of these financial statements

ST. COLETTA PUBLIC CHARTER SCHOOL
 STATEMENTS OF ACTIVITIES
 FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

	Unrestricted	
	2011	2010
REVENUE AND OTHER SUPPORT		
Per pupil allocation	\$ 9,833,309	\$ 9,136,852
DCPS supplemental funding	4,462,040	4,737,653
Federal ARRA Funding	190,696	723,131
Federal facilities grant	38,301	41,444
Federal entitlements	206,647	82,328
Other grants	25,000	-
 TOTAL REVENUE AND OTHER SUPPORT	 14,755,993	 14,721,408
 EXPENSES		
Management and operating services, related party (NOTE 3)	14,755,993	14,721,408
 NET INCREASE IN NET ASSETS	 -	 -
 NET ASSETS, BEGINNING OF YEAR	 -	 -
 NET ASSETS, END OF YEAR	 \$ -	 \$ -

The accompanying notes are an integral part
of these financial statements.

ST. COLETTA PUBLIC CHARTER SCHOOL
 STATEMENTS OF CASH FLOWS
 FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

	2011	2010
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from grantors	\$ 13,519,173	\$ 15,658,649
Cash paid to suppliers	(13,519,173)	(15,658,649)
Cash Provided By Operating Activities	-	-
NET INCREASE IN CASH	-	-
CASH		
Beginning of year	-	-
End of year	\$ -	\$ -
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Change in net assets	\$ -	\$ -
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
(Increase) decrease in current assets:		
Accounts receivable	(531,999)	314,770
Prepaid expenses	1,039,423	(937,241)
Increase (decrease) in current liabilities:		
Accounts payable	197,397	-
Deferred income	(704,821)	622,471
Net Cash Provided By Operating Activities	\$ -	\$ -

The accompanying notes are an integral part
of these financial statements.

SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2011 AND 2010

1. ORGANIZATION AND PURPOSE

SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC. (School) was incorporated as a non-stock and not-for-profit organization on July 14, 2004 under the laws of the District of Columbia. The School was chartered by the District of Columbia Board of Education and began operations on July 1, 2006. During the years ended June 30, 2011 and 2010 the School served 225 charter students.

The mission of the School is to serve children and adults with cognitive disabilities and to support their families. At St. Coletta we believe in the immeasurable value of the individual human spirit and the right of each individual to live as full and independent a life as possible. We respect the dignity of all persons entrusted to our care and our goal is to serve them in an atmosphere that encourages their talents, celebrates their successes and builds their self-esteem. The School serves children living in the District of Columbia between the ages of 3 and 22.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The School's financial statements are prepared on the accrual basis of accounting. Therefore, revenue and related assets are recognized when earned and expenses and related liabilities are recognized as the obligations are incurred.

Basis of Presentation

The School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The School also reports expenses as a decrease in unrestricted net assets whether they are incurred to satisfy a donor's restrictions or not. The school has no temporarily or permanently restricted net assets.

Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Grants

Grants received are recorded as unrestricted, temporarily restricted or permanently restricted support, depending on the existence and/or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or the purpose of the restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Cash and Cash Equivalents

The term cash as used in the accompanying financial statements includes demand deposits. As of June 30, 2011 and 2010 the School had no cash that exceeded federally insured limits.

SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
 NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
 JUNE 30, 2011 AND 2010

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Accounts Receivable

Accounts receivable are shown without an allowance for doubtful accounts. It is management's opinion that all receivables are fully collectible.

Income Taxes

The School is exempt from federal income taxes on related income under Section 501(c)(3) of the Internal Revenue Code and has not been classified as a private foundation by the IRS. The School adopted the provisions of FASB Interpretation No 48, Accounting for Uncertainty in Income Taxes (FIN 48). FIN 48 requires that a tax position be recognized on a 'more-likely-than-not' threshold. This applies to positions taken or expected to be taken in a tax return. The implementation of FIN 48 had no impact on the School's financial statements. The School does not believe its financial statements include (or reflect) any uncertain tax positions.

3. RELATED PARTY TRANSACTIONS

The School was established by Saint Coletta of Greater Washington, Inc. (SCGW), a not for profit organization. Under a management agreement SCGW provides facilities, equipment, personnel, financial management, operating services and supplies to the School for a monthly fee equal to the income of the School. The initial term of the agreement was from May 22, 2006 until June 30, 2008, and renews automatically for successive terms of one year unless either party provides notice of at least ninety days prior to the next anniversary date. During the years ended June 30, 2011 and 2010 the School incurred \$14,755,993 and \$14,721,408, respectively, in management fees, of which \$197,397 was payable at June 30, 2011 and \$1,039,423 was prepaid at June 30, 2010.

4. CONCENTRATIONS

The School is supported primarily through local and federal appropriations and grants. For the years ended June 30, 2011 and 2010, approximately 97% and 94%, respectively, of total revenue was provided from the District of Columbia.

5. CONTRACTS OVER \$25,000

In accordance with requirements of the District of Columbia Public Charter School Board, the following is the listing of contracts in excess of \$25,000 entered into by the School during the years ended June 30:

	<u>2011</u>	<u>2010</u>
Saint Coletta of Greater Washington, Inc.	\$14,755,993	\$14,721,408

SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
JUNE 30, 2011 AND 2010

6. AVERAGE COST PER STUDENT

For the years ended June 30, 2011 and 2010, the average cost per student was approximately \$65,600 and \$65,400, respectively. This is calculated by dividing total noncapital expenditures by the school's full-time student enrollment.

7. SUBSEQUENT EVENTS

In accordance with FASB ASC 855, the School evaluated subsequent events through August 15, 2011, the date these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

STANFIELD & PHILLIPS, LLC

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Trustees
SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.

We have audited the financial statements of SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC. (School) as of and for the year ended June 30, 2011 and have issued our report thereon dated August 15, 2011. We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of management, others within the entity, the Board of Trustees, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

At 1:00 PM
Rockville, MD
August 15, 2011

**SAINT COLETTA SPECIAL EDUCATION
PUBLIC CHARTER SCHOOL, INC.**

**FINANCIAL STATEMENTS AND
AUDITORS' REPORT**

June 30, 2012 and 2011

SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
AUDITED FINANCIAL STATEMENTS
June 30, 2012 and 2011

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McQuade.Brennan.LLP

Certified Public Accountants and Consultants
1730 Rhode Island Avenue, NW
Suite 800
Washington, DC 20036

Independent Auditors' Report

The Board of Trustees
Saint Coletta Special Education Public Charter School, Inc.

We have audited the accompanying statement of financial position of Saint Coletta Special Education Public Charter School (School) as of June 30, 2012 and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the management of the School. Our responsibility is to express an opinion on the financial statements based on our audit. The prior year comparative information has been derived from the School's 2011 financial statements. The 2011 financial statements were audited by Stanfield & Phillips, LLC, who merged with McQuade Brennan, LLP as of January 1, 2012, and whose report dated August 15, 2011, expressed an unqualified opinion on those statements.

We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2012 and 2011 and the changes in net assets and its cash flows for the years then ended, in conformity with U.S. generally accepted accounting principles.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 8, 2012 on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audits.



Washington, DC
October 8, 2012

**ST. COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF FINANCIAL POSITION**

<i>As of June 30,</i>	2012	2011
CURRENT ASSETS		
Cash and cash equivalents	\$ 257,950	\$ -
Accounts receivable	248,448	532,850
Prepaid expenses, related party	514,402	-
TOTAL CURRENT ASSETS	\$ 1,020,800	\$ 532,850
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable, related party	\$ -	\$ 197,397
Deferred revenue	1,020,800	335,453
TOTAL CURRENT LIABILITIES	1,020,800	532,850
NET ASSETS		
Unrestricted	-	-
TOTAL LIABILITIES AND NET ASSETS	\$ 1,020,800	\$ 532,850

ST. COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF ACTIVITIES

<i>For the Years Ended June 30,</i>	2012	2011
	Unrestricted	
REVENUE AND OTHER SUPPORT		
Per pupil allocation	\$ 12,095,237	\$ 9,833,309
DCPS supplemental funding	2,990,876	4,261,587
Federal ARRA funding	27,416	190,696
Federal grants and contracts	157,442	238,754
Federal entitlements	139,886	206,647
Other grants	-	25,000
TOTAL REVENUE AND OTHER SUPPORT	15,410,857	14,755,993
EXPENSES		
Management and operating services, related party	15,410,857	14,755,993
CHANGE IN NET ASSETS	-	-
NET ASSETS, BEGINNING OF YEAR	-	-
NET ASSETS, END OF YEAR	\$ -	\$ -

See Independent Auditors' Report and Accompanying Notes

**ST. COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF CASH FLOWS**

<i>For the Years Ended June 30,</i>	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from grantors	\$ 16,380,606	\$ 15,658,649
Cash paid to suppliers	(16,122,656)	(15,658,649)
CASH PROVIDED BY OPERATING ACTIVITIES	257,950	-
NET INCREASE IN CASH	257,950	-
CASH, BEGINNING OF YEAR	-	-
CASH, END OF YEAR	\$ 257,950	\$ -
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Change in net assets	\$ -	\$ -
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Decrease (increase) in current assets:		
Accounts receivable	284,402	314,770
Prepaid expenses	(514,402)	(937,241)
(Decrease) increase in current liabilities:		
Accounts payable	(197,397)	-
Deferred income	685,347	622,471
NET CASH PROVIDED BY OPERATING ACTIVITIES	\$ 257,950	\$ -

SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2012 and 2011

NOTE A- ORGANIZATION AND PURPOSE

Saint Coletta Special Education Public Charter School, Inc (School) was incorporated as a non-stock and not-for-profit organization on July 14, 2004 under the laws of the District of Columbia. The School was chartered by the District of Columbia Board of Education and began operations on July 1, 2006. During the years ended June 30, 2012 and 2011, the School served 234 and 225 charter students, respectively.

The mission of the School is to serve children and adults with cognitive disabilities and to support their families. At Saint Coletta, we believe in the immeasurable value of the individual human spirit and the right of each individual to live as full and independent a life as possible. We respect the dignity of all persons entrusted to our care and our goal is to serve them in an atmosphere that encourages their talents, celebrates their successes and builds their self-esteem. The School serves children living in the District of Columbia between the ages of 3 and 22.

NOTE B- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The School's financial statements are prepared on the accrual basis of accounting. Therefore, revenue and related assets are recognized when earned and expenses and related liabilities are recognized as the obligations are incurred.

Basis of Presentation

The School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The School also reports expenses as a decrease in unrestricted net assets whether they are incurred to satisfy a donor's restrictions or not. The school has no temporarily or permanently restricted net assets.

Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Grants

Grants received are recorded as unrestricted, temporarily restricted or permanently restricted support, depending on the existence and/or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or the purpose of the restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Cash and Cash Equivalents

The term cash as used in the accompanying financial statements includes demand deposits. As of June 30, 2012 and 2011 the School had no cash that exceeded federally insured limits.

SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
June 30, 2012 and 2011

NOTE B- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Accounts

Receivable Accounts receivable are shown without an allowance for doubtful accounts. It is management's opinion that all receivables are fully collectible.

Income Taxes

The School qualifies as a tax exempt organization under Section 501(c)(3) of the Internal Revenue Code. In addition, the School is classified as an entity that is not a private foundation under Section 509(a)(1).

The School has adopted the accounting for uncertainty in income taxes as required by the Income Taxes topic (Topic 740) of the Financial Accounting Standards Board Accounting Standards Codification. Topic 740 requires the School to determine whether a tax position is more likely than not to be sustained upon examination by the applicable taxing authority, including resolution of any related appeals or litigation processes, based on the technical merits of the position. The tax benefit to be recognized is measured as the largest amount of benefit that is more than fifty percent likely of being realized upon the ultimate settlement which could result in the School recording a tax liability that would reduce its net assets.

The School has analyzed its tax positions, and has concluded that no liability for unrecognized tax benefits should be recorded related to any uncertain tax positions taken on returns filed for open tax years (2008-2010), or expected to be taken in its 2011 tax return. The School is not aware of any tax positions for which it believes that there is a reasonable possibility that the total amounts of unrecognized tax benefits will change materially in the next twelve months.

NOTE C- RELATED PARTY TRANSACTIONS

The School was established by Saint Coletta of Greater Washington, Inc. (SCGW), a not for profit organization. Under a management agreement, SCGW provides facilities, equipment, personnel, financial management, operating services and supplies to the School for a monthly fee equal to the income of the School. The initial term of the agreement was from May 22, 2006 until June 30, 2008, and renews automatically for successive terms of one year unless either party provides notice of at least ninety days prior to the next anniversary date. During the years ended June 30, 2012 and 2011 the School incurred \$15,410,857 and \$14,755,992, respectively, in management fees, of which \$514,402 was due to the School at June 30, 2012 and \$197,397 was due from the School at June 30, 2011.

NOTE D- CONCENTRATIONS

The School is supported primarily through local and federal appropriations and grants. For the years ended June 30, 2012 and 2011, approximately 99% and 97%, respectively, of total revenue was provided from the District of Columbia.

SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
June 30, 2012 and 2011

NOTE E- AVERAGE COST PER STUDENT

For the years ended June 30, 2012 and 2011, the average cost per student was approximately \$65,800 and \$65,600, respectively. This is calculated by dividing total noncapital expenditures by the school's full-time student enrollment.

NOTE F- SUBSEQUENT EVENTS

In accordance with FASB ASC 855, the School evaluated subsequent events through the date of the financial statements, which is the date these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

McQuade.Brennan.LLP

Certified Public Accountants and Consultants
1730 Rhode Island Avenue, NW
Suite 800
Washington, DC 20036

Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Board of Trustees
Saint Coletta Special Education Public Charter School, Inc.

We have audited the financial statements of Saint Coletta Special Education Public Charter School, Inc. (School) as of and for the year ended June 30, 2012 and have issued our report thereon dated October 8, 2012. We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of management, others within the entity, the Board of Trustees, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.



Washington, DC
October 8, 2012

**SAINT COLETTA SPECIAL EDUCATION
PUBLIC CHARTER SCHOOL, INC.**

**Financial Statements and Reports Required
by Government Auditing Standards**

June 30, 2013 and 2012

SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
AUDITED FINANCIAL STATEMENTS
June 30, 2013 and 2012

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McQuade.Brennan.LLP

Certified Public Accountants and Consultants
1730 Rhode Island Avenue, NW
Suite 800
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Independent Auditors' Report

The Board of Trustees
Saint Coletta Special Education Public Charter School, Inc.
Washington, DC

Report of the Financial Statements

We have audited the accompanying statement of financial statements of Saint Coletta Special Education Public Charter School (School), which comprise the statements of financial position as of June 30, 2013 and 2012, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial statements based on our audit. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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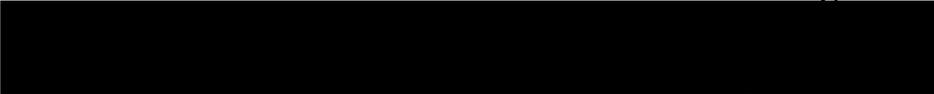
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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Saint Coletta Special Education Public Charter School as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with Government Auditing Standards, we have also issued our report dated October 22, 2013 on our consideration of the School's internal control over financial reporting and our test of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control over financial reporting and compliance.



Washington, DC
October 22, 2013

**ST. COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF FINANCIAL POSITION**

<i>As of June 30,</i>	2013	2012
CURRENT ASSETS		
Cash and cash equivalents	\$ -	\$ 257,950
Accounts receivable	146,625	248,448
Prepaid expenses, related party	144,199	514,402
TOTAL CURRENT ASSETS	\$ 290,824	\$ 1,020,800
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Deferred revenue	\$ 290,824	\$ 1,020,800
TOTAL CURRENT LIABILITIES	290,824	1,020,800
NET ASSETS		
Unrestricted	-	-
TOTAL LIABILITIES AND NET ASSETS	\$ 290,824	\$ 1,020,800

ST. COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF ACTIVITIES

<i>For the Years Ended June 30,</i>	2013	2012
	Unrestricted	
REVENUE AND OTHER SUPPORT		
Per pupil allocation	\$ 13,728,599	\$ 12,095,237
DCPS supplemental funding	2,601,923	2,990,876
Federal ARRA funding	36,289	27,416
Federal grants and contracts	115,147	157,442
Federal entitlements	136,827	139,886
TOTAL REVENUE AND OTHER SUPPORT	16,618,785	15,410,857
EXPENSES		
Management and operating services, related party	16,618,785	15,410,857
CHANGE IN NET ASSETS	-	-
NET ASSETS, BEGINNING OF YEAR	-	-
NET ASSETS, END OF YEAR	\$ -	\$ -

See Independent Auditors' Report and Accompanying Notes

ST. COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF CASH FLOWS

<i>For the Years Ended June 30,</i>	2013	2012
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from grantors	\$ 15,990,632	\$ 16,380,606
Cash paid to suppliers	(16,248,582)	(16,122,656)
CASH PROVIDED BY OPERATING ACTIVITIES	(257,950)	257,950
NET INCREASE (DECREASE) IN CASH	(257,950)	257,950
CASH, BEGINNING OF YEAR	257,950	-
CASH, END OF YEAR	\$ -	\$ 257,950
 RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Change in net assets	\$ -	\$ -
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Decrease (increase) in current assets:		
Accounts receivable	101,823	284,402
Prepaid expenses	370,203	(514,402)
(Decrease) increase in current liabilities:		
Accounts payable	-	(197,397)
Deferred income	(729,976)	685,347
NET CASH PROVIDED BY OPERATING ACTIVITIES	\$ (257,950)	\$ 257,950

SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2013 and 2012

NOTE A- ORGANIZATION AND PURPOSE

Saint Coletta Special Education Public Charter School, Inc (School) was incorporated as a non-stock and not-for-profit organization on July 14, 2004 under the laws of the District of Columbia. The School was chartered by the District of Columbia Board of Education and began operations on July 1, 2006. During the years ended June 30, 2013 and 2012, the School served 250 and 234 charter students, respectively.

The mission of the School is to serve children and adults with cognitive disabilities and to support their families. At Saint Coletta, we believe in the immeasurable value of the individual human spirit and the right of each individual to live as full and independent a life as possible. We respect the dignity of all persons entrusted to our care and our goal is to serve them in an atmosphere that encourages their talents, celebrates their successes and builds their self-esteem. The School serves children living in the District of Columbia between the ages of 3 and 22.

NOTE B- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting	The School's financial statements are prepared on the accrual basis of accounting. Therefore, revenue and related assets are recognized when earned and expenses and related liabilities are recognized as the obligations are incurred.
Basis of Presentation	The School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The School also reports expenses as a decrease in unrestricted net assets whether they are incurred to satisfy a donor's restrictions or not. The school has no temporarily or permanently restricted net assets.
Use of Estimates	The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.
Grants	Grants received are recorded as unrestricted, temporarily restricted or permanently restricted support, depending on the existence and/or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or the purpose of the restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.
Cash and Cash Equivalents	The term cash as used in the accompanying financial statements includes demand deposits. As of June 30, 2013 and 2012 the School had no cash that exceeded federally insured limits.

SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
June 30, 2013 and 2012

NOTE B- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Accounts

Receivable

Accounts receivable are shown without an allowance for doubtful accounts. It is management's opinion that all receivables are fully collectible.

Deferred

Revenues

Deferred revenues result from the School recognizing grant income in the period in which the work is performed. Accordingly, grant income which is awarded in the current fiscal year is deferred until the fiscal year in which the work is performed.

Income Taxes

The School qualifies as a tax exempt organization under Section 501(c)(3) of the Internal Revenue Code. In addition, the School is classified as an entity that is not a private foundation under Section 509(a)(1).

The School has adopted the accounting for uncertainty in income taxes as required by the Income Taxes topic (Topic 740) of the Financial Accounting Standards Board Accounting Standards Codification. Topic 740 requires the School to determine whether a tax position is more likely than not to be sustained upon examination by the applicable taxing authority, including resolution of any related appeals or litigation processes, based on the technical merits of the position. The tax benefit to be recognized is measured as the largest amount of benefit that is more than fifty percent likely of being realized upon the ultimate settlement which could result in the School recording a tax liability that would reduce its net assets.

The School has analyzed its tax positions, and has concluded that no liability for unrecognized tax benefits should be recorded related to any uncertain tax positions taken on returns filed for open tax years (2009-2011), or expected to be taken in its 2012 tax return. The School is not aware of any tax positions for which it believes that there is a reasonable possibility that the total amounts of unrecognized tax benefits will change materially in the next twelve months.

Reclassifications

Certain amounts for June 30, 2012 have been reclassified to conform to the current year presentation.

NOTE C- RELATED PARTY TRANSACTIONS

The School was established by Saint Coletta of Greater Washington, Inc. (SCGW), a not for profit organization. Under a management agreement, SCGW provides facilities, equipment, personnel, financial management, operating services and supplies to the School for a monthly fee equal to the income of the School. The initial term of the agreement was from May 22, 2006 until June 30, 2008, and renews automatically for successive terms of one year unless either party provides notice of at least ninety days prior to the next anniversary date. During the years ended June 30, 2013 and 2012 the School incurred \$16,618,785 and \$15,410,857, respectively, in management fees, of which \$144,199 was due to the School at June 30, 2013 and \$514,402 was due to the School at June 30, 2012.

SAINT COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
June 30, 2013 and 2012

NOTE D- CONCENTRATIONS

The School is supported primarily through local and federal appropriations and grants. For the years ended June 30, 2013 and 2012, approximately 99.78% and 99.82%, respectively, of total revenue was provided from the District of Columbia.

NOTE E- AVERAGE COST PER STUDENT

For the years ended June 30, 2013 and 2012, the average cost per student was approximately \$66,500 and \$65,800, respectively. This is calculated by dividing total noncapital expenditures by the school's full-time student enrollment.

NOTE F- SUBSEQUENT EVENTS

In accordance with FASB ASC 855, the School evaluated subsequent events through the date of the financial statements, which is the date these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Trustees
Saint Coletta Special Education Public Charter School, Inc.
Washington, DC

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to the financial audits contained in the *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Saint Coletta Special Education Public Charter School, Inc. (School), which comprise the statements of financial position as of June 30, 2013 and the related statements of activities, and cash flows, for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 22, 2013.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but nor for the purpose of expressing an opinion on effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies.

Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



McQuade Brennan, LLP
Washington, DC
October 22, 2013

**ST COLETTA SPECIAL EDUCATION
PUBLIC CHARTER SCHOOL, INC.**

**Financial Statements and Reports Required
by Government Auditing Standards**

June 30, 2014 and 2013

ST COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
AUDITED FINANCIAL STATEMENTS
June 30, 2014 and 2013

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Independent Auditors' Report

The Board of Trustees
St Coletta Special Education Public Charter School, Inc.
Washington, DC

Report of the Financial Statements

We have audited the accompanying financial statements of St Coletta Special Education Public Charter School (School), which comprise the statements of financial position as of June 30, 2014 and 2013, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial statements based on our audit. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of St Coletta Special Education Public Charter School as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 30, 2014 on our consideration of the School's internal control over financial reporting and our test of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control over financial reporting and compliance.



Washington, DC
October 30, 2014

**ST. COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF FINANCIAL POSITION**

<i>June 30,</i>	2014	2013
CURRENT ASSETS		
Cash	\$ -	\$ -
Accounts receivable	988,784	146,625
Prepaid expenses, related party	-	144,199
TOTAL CURRENT ASSETS	\$ 988,784	\$ 290,824
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Due to related Party	\$ 135,673	\$ -
Deferred revenue	853,111	290,824
TOTAL CURRENT LIABILITIES	988,784	290,824
NET ASSETS		
Unrestricted	-	-
TOTAL LIABILITIES AND NET ASSETS	\$ 988,784	\$ 290,824

The Accompanying Notes Are an Integral Part of These Financial Statements

ST. COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF ACTIVITIES

<i>For the Years Ended June 30,</i>	2014	2013
REVENUE AND OTHER SUPPORT		
Per pupil allocation	\$ 12,909,509	\$ 12,978,599
Per pupil facilities allowance	750,000	\$ 750,000
DCPS supplemental funding	2,880,264	2,601,923
Federal ARRA funding	-	36,289
Federal grants and contracts	223,113	115,147
Federal entitlements	243,189	136,827
TOTAL REVENUE AND OTHER SUPPORT	17,006,075	16,618,785
EXPENSES		
Programs	15,256,150	15,040,000
Support Services	1,224,437	1,130,077
Development	525,488	448,707
TOTAL EXPENSES	17,006,075	16,618,785
CHANGE IN NET ASSETS	-	-
NET ASSETS, BEGINNING OF YEAR	-	-
NET ASSETS, END OF YEAR	\$ -	\$ -

The Accompanying Notes Are an Integral Part of These Financial Statements

ST. COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF CASH FLOWS

<i>For the Years Ended June 30,</i>	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from grantors	\$ 16,861,876	\$ 15,990,632
Cash paid to suppliers	(16,861,876)	(16,248,582)
CASH PROVIDED BY OPERATING ACTIVITIES	-	(257,950)
NET INCREASE (DECREASE) IN CASH	-	(257,950)
CASH, BEGINNING OF YEAR	-	257,950
CASH, END OF YEAR	\$ -	\$ -
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Change in net assets	\$ -	\$ -
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Decrease (increase) in current assets:		
Accounts receivable	(842,159)	101,823
Prepaid expenses	144,199	370,203
(Decrease) increase in current liabilities:		
Due to related party	135,673	-
Deferred revenue	562,287	(729,976)
NET CASH PROVIDED BY OPERATING ACTIVITIES	\$ -	\$ (257,950)

ST COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2014 and 2013

NOTE A- ORGANIZATION AND PURPOSE

St Coletta Special Education Public Charter School, Inc (School) was incorporated as a non-stock and not-for-profit organization on July 14, 2004 under the laws of the District of Columbia. The School was chartered by the District of Columbia Board of Education and began operations on July 1, 2006. During the years ended June 30, 2014 and 2013, the School served 250 charter students, in both years.

The mission of the School is to serve children and adults with cognitive disabilities and to support their families. At St Coletta, we believe in the immeasurable value of the individual human spirit and the right of each individual to live as full and independent a life as possible. We respect the dignity of all persons entrusted to our care and our goal is to serve them in an atmosphere that encourages their talents, celebrates their successes and builds their self-esteem. The School serves children living in the District of Columbia between the ages of 3 and 22.

NOTE B- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of

Accounting

The School's financial statements are prepared on the accrual basis of accounting. Therefore, revenue and related assets are recognized when earned and expenses and related liabilities are recognized as the obligations are incurred.

Basis of

Presentation

The School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The School also reports expenses as a decrease in unrestricted net assets whether they are incurred to satisfy a donor's restrictions or not. The school has no temporarily or permanently restricted net assets.

Cash

The term cash as used in the accompanying financial statements includes demand deposits.

Accounts

Receivable

Accounts receivable are recorded when billed or accrued and represent claims against third parties that will be settled in cash. Accounts receivable are reported net of allowance for doubtful accounts, if any. The allowance for doubtful accounts, if any, is estimated based on historical collection trends, the age of the outstanding receivable and existing economic conditions. If actual experience changes, revisions to the allowance may be necessary. Past due accounts receivable are written off when internal collection efforts have been unsuccessful in collecting the amount due. As of June 30, 2014 and 2013, the receivables are due from a governmental agency. Therefore, no allowance for doubtful accounts has been provided.

ST COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
June 30, 2014 and 2013

NOTE B- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

**Due To
Related Party**

The School was established by St Coletta of Greater Washington, Inc (SCGW), a nonprofit organization. Pursuant to management agreement SCGW would manage the program and provide operational assistance to the school. This includes SCGW having exclusive authority over the management responsibilities and accounting, financial reporting, and record keeping of the School. As of June 30, 2014 and 2013, the School has a balance of due to SCGW of \$135,673 , and \$0, respectively.

**Deferred
Revenue**

Deferred revenue results from the School recognizing grant income in the period in which the work is performed. Accordingly, grant income which is received in the current fiscal year is deferred until the fiscal year in which the work is performed.

Grants

Grants received are recorded as unrestricted, temporarily restricted or permanently restricted support, depending on the existence and/or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or the purpose of the restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Concentration

The School places its cash and cash equivalents with financial institutions which at times, may exceed the Federal Deposit Insurance Corporation's insurance limit of \$250,000. As of June 30, 2014 and 2013, the School had no bank balances that exceeded the federal insured limit.

The School is supported primarily through local and federal appropriations and grants. For the years ended June 30, 2014 and 2013, approximately 98.69% and 99.78%, respectively, of total revenue was provided from the District of Columbia.

At June 30, 2014 and 2013, 100% of the School expenses are paid to SCGW as management fees.

**Use of
Estimates**

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

ST COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
June 30, 2014 and 2013

NOTE B- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Income Taxes The School qualifies as a tax exempt organization under Section 501(c)(3) of the Internal Revenue Code. In addition, the School is classified as an entity that is not a private foundation under Section 509(a)(1).

The School has adopted the accounting for uncertainty in income taxes as required by the Income Taxes topic of the Financial Accounting Standards Board Accounting Standards Codification. The Topic requires the School to determine whether a tax position is more likely than not to be sustained upon examination by the applicable taxing authority, including resolution of any related appeals or litigation processes, based on the technical merits of the position. The tax benefit to be recognized is measured as the largest amount of benefit that is more than fifty percent likely of being realized upon the ultimate settlement which could result in the School recording a tax liability that would reduce its net assets.

The School has analyzed its tax positions, and has concluded that no liability for unrecognized tax benefits should be recorded related to any uncertain tax positions taken on returns filed for open tax years (2011-2012), or expected to be taken in its 2013 tax return. The School is not aware of any tax positions for which it believes that there is a reasonable possibility that the total amounts of unrecognized tax benefits will change materially in the next twelve months.

Reclassifications Certain amounts for June 30, 2013 have been reclassified to conform to the current year presentation. The reclassification had no effect on the previously reported net assets of change in net assets.

NOTE C- RELATED PARTY TRANSACTIONS

Under a management agreement, SCGW provides facilities, equipment, personnel, financial management, operating services and supplies to the School for a monthly fee equal to the income of the School. The initial term of the agreement was from May 22, 2006 until June 30, 2008, and renews automatically for successive terms of one year unless either party provides notice of at least ninety days prior to the next anniversary date. During the years ended June 30, 2014 and 2013 the School incurred \$17,006,076 and \$16,618,785, respectively, in management fees, of which (\$135,673) was due from the School at June 30, 2014 and \$144,199 was prepaid for management expenses to SCGW as of June 30, 2013.

ST COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL, INC.
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
June 30, 2014 and 2013

NOTE D- AVERAGE COST PER STUDENT

For the years ended June 30, 2014 and 2013, the average cost per student was approximately \$68,000 and \$66,500, respectively. This is calculated by dividing total noncapital expenditures by the school's full-time student enrollment.

NOTE E- SUBSEQUENT EVENTS

As required by the Subsequent Events topic of the FASB ASC, the School has evaluated the impact on its financial statements and disclosures of certain transactions occurring subsequent to its year end through the date of the auditors' report, which is the date the School's financial statements were available to be issued. Management has determined that there are no subsequent events that require disclosure pursuant to the subsequent event topic.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Trustees
St Coletta Special Education Public Charter School, Inc.
Washington, DC

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to the financial audits contained in the *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of St Coletta Special Education Public Charter School, Inc. (School), which comprise the statements of financial position as of June 30, 2014 and the related statements of activities, and cash flows, for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2014.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



McQuade Brennan, LLP
Washington, DC
October 30, 2014