PUBLIC CHARTER SCHOOL

EARLY LEARNING

AppleTree

Annual Report
2018-2019

1801 Mississippi Ave, SE
3rd, Floor
Washington, DC 20020
202-526-1503

Submitted by:
Jack McCarthy, Board Chair

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I. School Description

A. MISSION STATEMENT

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

B. SCHOOL PROGRAM
1. Summary of Curriculum Design and Instructional Approach:

AppleTree Early Learning served 644 Preschool and Pre-kindergarten students in 2018-2019.

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

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

AppleTree Early Learning's RTI program has three tiers, or levels of intervention. The first tier is the robust instructional program delivered to all children as part of their everyday classroom experience. AppleTree Early Learning's instructional program is centered around the curriculum, *Every Child Ready*, a unique instructional program in that it provides what to teach, how to teach it, and how to know its being done. Rather than consisting of large curriculum books, the curriculum is only available online through AppleTree's web portal. All teachers have access to it through technology that has been provided, including iPads, Macs, and desktop

computers. All of the lessons in *Every Child Ready* are explicitly linked to the DC Early Learning Standards and aligned to the Common Core standards. Each unit is three weeks long, and there are expectations for lessons to be taught in order so that concepts can build throughout the unit. Opportunities for higher order thinking questions and problem solving are embedded within the daily schedule, so that teachers know when they should target students' learning.

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

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

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

Chart 1 – Assessments

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

The academic assessments are administered approximately once every ten weeks. All children receive assessments in all domains. An analysis compiles data across domains for each student, identifies students at risk in each domain, and provides class means. Reports are then shared with the teachers, teaching fellows, teaching assistants, and school administrators through regular professional development sessions and in-class coaching. These sessions generally occur within about two weeks from the end of the progress monitoring collection in order to ensure instructional relevancy. Leader coach, instructional coaches and Principal support teachers in targeting whole group activities and individualizing instruction to meet students' needs through weekly planning and coaching activities. Additionally, all teachers can access their students'

data through the curriculum platform. The data is sortable by standards and assessments, which assists teachers in planning for differentiation.

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

2. Parent Involvement Efforts:

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

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

AppleTree Early Learning also hosts monthly family engagement events. These events parent/guardian and student events are designed to extend students' learning beyond the classroom. The school hosted events such as: kite flying, trips to the zoo, dinosaurs digs, and coding nights, just to name a few.

Each school also has a Parents at AppleTree committee ("PAT"), which meets throughout the year and is facilitated by the Principal. This committee is open to all parents and supports school-wide events, such as the Book Fair, Teacher Appreciation Week, and family outings.   In

addition to the activities described above, parents have the opportunity to chaperone field trips 4-5 times per year and to volunteer in their child's classroom regularly.

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

Lastly, our Parklands and Douglas Knoll campus is in their fifth year of partnership with the United Planning Organization (UPO) and our Oklahoma Avenue campus is in its second year. UPO allows eligible students to co-enroll as HeadStart students. This enrollment provides for added wrap-around services at school through the provision of a family engagement specialist, who hosts parent workshops, supports families in navigating difficult issues, and acts as a resource for the entire school community. Ninety-eight of our students at the Southeast and Oklahoma Avenue Campus qualified as Head Start students in 2018-2019.

II. School Performance

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

AppleTree's mission and core values drive our work each day. In alignment to the core value of continuous improvement, each year, AppleTree takes time to listen to its employees and gain feedback through listening tours. These tours are designed so that every school-based staff member within the organization is able to sit down with members of AppleTree's Executive Team to share what is working well within the organization and what can be improved upon. The team also spends an immense amount of time analyzing data looking for trends and patterns across campuses, and in turn, uses that data to make data driven, informed decisions.

AppleTree Early Learning Public Charter School educated 644 three- and four-year-olds representing all eight wards of Washington, DC in 2018-2019. The majority of AppleTree Early Learning students across nine campuses are children considered at risk for later school failure – African American students, Hispanic or Latino students, and students receiving free or reduced price lunch.

Gaps in academic performance between students from under-resourced communities and their more advantaged peers are pervasive, and research has demonstrated that closing that gap before students begin kindergarten is critical in preparing students for future success in school and life. AppleTree Early Learning set an ambitious goal to close the achievement gap before children enter kindergarten through a partnership with AppleTree Institute for Education Innovation

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

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

Elements of Effective Preschools listed below.

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

This past year, trauma informed instruction played an instrumental role in helping AppleTree meet its mission. AppleTree hired social workers to support all five campuses. AppleTree also raised funds to partner with the Early Childhood Innovation Network (ECIN) and the Georgetown Center for Wellness in School Environments (WISE) to implement, pilot and evaluate an evidence-based Early Childhood Mental Health Consultancy Model (ECMHC).

The Early Childhood Mental Health Consultation (ECMHC) is a problem-solving and capacity-building intervention in early childhood settings implemented within a collaborative relationship between a professional consultant with mental health expertise and early childhood professionals. The Early Childhood Mental Health Consultant ("the consultant") works to build teacher and school capacity to understand, prevent, and respond to the behavioral health needs of students; improve the emotional well-being, coping skills, general adaptive functioning, and social competence of children; and improve the overall classroom climate. The consultant works closely with principals, school-based clinicians and teachers to provide mental health consultation at the school, classroom and the individual child level.

AppleTree was awarded a grant by the Marriott Foundation to expand its mental health program. This funding empoweredAppleTree to hire its own mental health consultant who receives training and support from the Georgetown consultant. This innovative approach has potential as a scalable solution to early learning classrooms with valuable mental health supports.

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

PMF
AppleTree Early Learning has adopted the Performance Management Framework as its goals and academic expectations for the 2018-2019 school year and we are pleased to report that all campuses exceeded the goals for Literacy and Math.

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

Campus	% of students who met goal
Columbia Heights	79.5%
Douglas Knoll	85.9%
Lincoln Park	95.71%
Oklahoma Avenue	81.04%
Parklands	75.35%
Southwest	79.24%

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

Campus	% of students who met goal
Columbia Heights	84.51%
Douglas Knoll	85.9%
Lincoln Park	95.71%

Oklahoma Avenue	74.09%
Parklands	71.92%
Southwest	72.19%

Results, Goal 3: Campuses will maintain an in-seat attendance rate of at least 88%. This goal was achieved at two campuses.

Campus	Average in-seat attendance
Columbia Heights	87.6
Douglas Knoll	85.9
Lincoln Park	92.4
Oklahoma Avenue	88.2
Parklands	87.1
Southwest	85.5

Classroom Quality Goals and Results

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

CLASS Scores – AppleTree- Columbia Heights Campus:

	Emotional Support	Classroom Organization	Instructional Support
2018	6.13	6.14	3.61
2019	6.21	6.13	3.55
2019 PMF Weighted Average	6.2	6.1	3.6

As reported by School Readiness Consulting

CLASS Scores – AppleTree- Lincoln Park Campus:

	Emotional Support	Classroom Organization	Instructional Support

2018	5.99	5.52	4.07
2019	6.42	6.40	4.29
2019 PMF Weighted Average	6.3	6.1	4.2

As reported by School Readiness Consulting

CLASS Scores – AppleTree- Oklahoma Ave Campus:

	Emotional Support	Classroom Organization	Instructional Support
2018	5.90	5.61	3.16
2019	6.06	6.01	3.29
2019 PMF Weighted Average	6.0	5.9	3.3

As reported by School Readiness Consulting

CLASS Scores – AppleTree- Southwest Campus:

	Emotional Support	Classroom Organization	Instructional Support
2018	6.07	5.93	3.22
2019	5.91	5.47	3.24
2019 PMF Weighted Average	6.0	5.6	3.2

As reported by School Readiness Consulting

CLASS Scores – AppleTree- Parklands:

	Emotional Support	Classroom Organization	Instructional Support
2018			
2019	6.53	6.22	4.51
2019 PMF Weighted Average	6.5	6.2	4.5

As reported by School Readiness Consulting

CLASS Scores – AppleTree- Douglas Knoll:

	Emotional Support	Classroom Organization	Instructional Support
2018	5.38	5.30	2.48
2019	6.05	5.57	3.08
2019 PMF Weighted Average	5.8	5.5	2.9

As reported by School Readiness Consulting

C. UNIQUE ACCOMPLISHMENTS

- **All Campuses Met PMF goals for Student Achievement and Growth**
  As evidenced in the tables above, all AppleTree campuses met the minimum academic goals for student achievement and growth on the *Every Child Ready Math and Literacy* assessments.

- **Family Engagement**
  Family Engagement continues to be a focus across all the AppleTree network.   The Parklands Campus is in partnership with the Flamboyan Foundation for the 4th year. They focused on establishing and maintaining trusting relationships with our families in order to ensure the academic success of all of our students. Parklands was intentional about offering at least one family engagement activity or event each month along with providing ongoing communication to families throughout the school year. On average, 73% of our families attended our academic parent teacher team (APTT) meetings and increased by 3% from last year and 90% of our families received home visits from teachers, and 100% of our families were engaged in some way either through the APTT meetings or home visits.

  We partnered with LIFT DC. LIFT DC strives to provide parents and caregivers with the tools and resources they need to make a better life for themselves and their children. Thirty parents/caregivers participated and 35 of them are on track to meet their financial goals. LIFT recognized AppleTree Early Learning with its Community Partner Leadership Award this year.

  AppleTree is the recipient of funding from PNC Bank and the Smithsonian. AppleTree participated in customized events at the Museum of Natural History. SEEC (Smithsonian's Early Enrichment Center). The grant provided transportation, food and give-aways. The maximum number (30) families attended each event.

  AppleTree also hosted 9 Parent Cafes. An internationally known method that uses structured small group conversation to facility transformation and healing with families.

Attendance at the cafes range from 25-35 families a month. In addition to the transformation conversations, breakfast/brunch and child care was provided. These cafes were made possible through collaboration with Be Strong Families and the Bainum Family Foundation

D. LIST OF DONORS
- There were zero donations of over $500 to report.

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning Center PCS - Columbia Heights
PCSB	Grades served: PK3--PK4
PCSB	Overall Audited Enrollment: 154

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	81	73	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	**Total number of instructional days:** 174 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	**Suspension Rate:** 0.0%
PCSB	**Expulsion Rate:** 0.00%
PCSB	**Instructional Time Lost to Out-of-School Suspension Rate:** 0.00%
PCSB	**In-Seat Attendance:** 87.6%*
PCSB	**Average Daily Attendance:** The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**
PCSB	**Midyear Withdrawals:** 9.1% (14 students)*
PCSB	**Midyear Entries:** 2.6% (4 students)*
PCSB	**Promotion Rate (LEA):** 99.6%
PCSB (SY17-18)	**College Acceptance Rates:** Not Applicable
PCSB (SY17-18)	**College Admission Test Scores:** Not Applicable
PCSB (SY17-18)	**Graduation Rates:** Not Applicable

Faculty and Staff Data Points

School	**Teacher Attrition Rate:** 9%
School	**Number of Teachers:** 22

School	Lead/Mentors - 16 SPED/ELL Teachers - 2 Residents - 0 TA/DA - 4
School	**Teacher Salary** Teaching Fellow: N/A Minimum Lead: $52,000 Maximum Lead: $73,000 Average ~ $56,005

School	**Executive Salaries**
	Salaries of the five most highly-compensated individuals in the organization, if over $100,000 for SY18-19.
	    1.94,860.00
	    2. 86,073.40
	    3. 77,547.41
	    4. 73,868.85
	    5. 62,946.29

*Notes:
- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning Center PCS - Douglas Knoll
PCSB	Grades served: PK3--PK4
PCSB	Overall Audited Enrollment: 90

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	45	45	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	**Total number of instructional days:** 181 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	**Suspension Rate:** 0.0%
PCSB	**Expulsion Rate:** 0.00%
PCSB	**Instructional Time Lost to Out-of-School Suspension Rate:** 0.00%
PCSB	**In-Seat Attendance:** 85.9%*
PCSB	**Average Daily Attendance:** The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**
PCSB	**Midyear Withdrawals:** 13.3% (12 students)*
PCSB	**Midyear Entries:** 1.1% (1 student)*
PCSB	**Promotion Rate (LEA):** 99.6%
PCSB (SY17-18)	**College Acceptance Rates:** Not Applicable
PCSB (SY17-18)	**College Admission Test Scores:** Not Applicable
PCSB (SY17-18)	**Graduation Rates:** Not Applicable

Faculty and Staff Data Points

School	**Teacher Attrition Rate:** 9%

School	**Number of Teachers:** 13 Lead/Mentors - 6 SPED/ELL Teachers - 1 Residents - 3 TA/DA - 3
School	**Teacher Salary** Teaching Fellow: 36K Minimum Lead: $48K Maximum Lead: $71,100 Average ~ $62,350

School	**Executive Salaries**
	Salaries of the five most highly-compensated individuals in the organization, if over $100,000 for SY18-19.
	    1. 94,860.00
	    2. 86,073.40
	    3. 77,547.41
	    4. 73,868.85
	    5. 62,946.29

*Notes:
- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

SY 2018-19 Annual Report Campus Data Report

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

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	23	37	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	**Total number of instructional days:** 181 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	**Suspension Rate:** 0.0%
PCSB	**Expulsion Rate:** 0.00%
PCSB	**Instructional Time Lost to Out-of-School Suspension Rate:** 0.00%
PCSB	**In-Seat Attendance:** 92.4%*
PCSB	**Average Daily Attendance:** The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**
PCSB	**Midyear Withdrawals:** 3.3% (2 students)*
PCSB	**Midyear Entries:** 1.7% (1 student)*
PCSB	**Promotion Rate (LEA):** 99.6%
PCSB (SY17-18)	**College Acceptance Rates:** Not Applicable
PCSB (SY17-18)	**College Admission Test Scores:** Not Applicable
PCSB (SY17-18)	**Graduation Rates:** Not Applicable

Faculty and Staff Data Points

School	**Teacher Attrition Rate:** 10%
School	**Number of Teachers:** **Number of Teachers: 10**

School	Lead/Mentors - 5 SPED/ELL Teachers - 0 Residents - 1 TA/DA - 4
School	**Teacher Salary** Teaching Fellow: $36K Minimum Lead: $52,000 Maximum Lead: $60,000 Average ~ $56,320

School	**Executive Salaries**
	Salaries of the five most highly-compensated individuals in the organization, if over $100,000 for SY18-19.
	    1. 94,860.00
	    2. 86,073.40
	    3. 77,547.41
	    4. 73,868.85
	    5. 62,946.29

*Notes:
- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning Center PCS - Oklahoma Avenue
PCSB	Grades served: PK3--PK4
PCSB	Overall Audited Enrollment: 151

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	77	74	0	0	0	0	0	0	0
Grade	**7**	**8**	**9**	**10**	**11**	**12**	**Altern-ative**	**Adult**	**SPED***
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	**Total number of instructional days:** 181 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	**Suspension Rate:** 0.0%
PCSB	**Expulsion Rate:** 0.00%
PCSB	**Instructional Time Lost to Out-of-School Suspension Rate:** 0.00%
PCSB	**In-Seat Attendance:** 88.2%*
PCSB	**Average Daily Attendance:** The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**
PCSB	**Midyear Withdrawals:** 5.3% (8 students)*
PCSB	**Midyear Entries:** 0.0% (0 students)*
PCSB	**Promotion Rate (LEA):** 99.6%
PCSB (SY17-18)	**College Acceptance Rates:** Not Applicable
PCSB (SY17-18)	**College Admission Test Scores:** Not Applicable
PCSB (SY17-18)	**Graduation Rates:** Not Applicable

Faculty and Staff Data Points

School	**Teacher Attrition Rate:** 13%
School	**Number of Teachers 23** *Lead/Mentors - 14* *SPED/ELL Teachers - 1*

School	*Residents - 2* *TA/DA - 6*
School	**Teacher Salary** Teaching Fellow: $36K Minimum Lead: $52,000 Maximum Lead: $66,000 Average ~ $56,600

School	**Executive Salaries** Salaries of the five most highly-compensated individuals in the organization, if over $100,000 for SY18-19. 1. 94,860.00 2. 86,073.40 3. 77,547.41 4. 73,868.85 5. 62,946.29

*Notes:
- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning Center PCS - Parklands at THEARC
PCSB	Grades served: PK3--PK4
PCSB	Overall Audited Enrollment: 92

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	46	46	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	**Total number of instructional days:** 181 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	**Suspension Rate:** 0.0%
PCSB	**Expulsion Rate:** 0.00%
PCSB	**Instructional Time Lost to Out-of-School Suspension Rate:** 0.00%
PCSB	**In-Seat Attendance:** 87.1%*
PCSB	**Average Daily Attendance:** The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**
PCSB	**Midyear Withdrawals:** 3.3% (3 students)*
PCSB	**Midyear Entries:** 0.0% (0 students)*
PCSB	**Promotion Rate (LEA):** 99.6%
PCSB (SY17-18)	**College Acceptance Rates:** Not Applicable
PCSB (SY17-18)	**College Admission Test Scores:** Not Applicable
PCSB (SY17-18)	**Graduation Rates:** Not Applicable

Faculty and Staff Data Points

School	**Teacher Attrition Rate:** 25%
School	**Number of Teachers: 13** *Lead/Mentors - 6*

	SPED/ELL Teachers - 1 *Residents - 2* *TA/DA - 4*
School	**Teacher Salary** Teaching Fellow: $36K Minimum Lead:$52,500 Maximum Lead: $79,250 Average ~ $60,387

School	**Executive Salaries** Salaries of the five most highly-compensated individuals in the organization, if over $100,000 for SY18-19. 1. 94,860.00 2. 86,073.40 3. 77,547.41 4. 73,868.85 5. 62,946.29

*Notes:
- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning Center PCS - Southwest
PCSB	Grades served: PK3--PK4
PCSB	Overall Audited Enrollment: 97

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	48	49	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	**Total number of instructional days:** 181 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	**Suspension Rate:** 0.0%
PCSB	**Expulsion Rate:** 0.00%
PCSB	**Instructional Time Lost to Out-of-School Suspension Rate:** 0.00%
PCSB	**In-Seat Attendance:** 85.5%*
PCSB	**Average Daily Attendance:** The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**
PCSB	**Midyear Withdrawals:** 3.1% (3 students)*
PCSB	**Midyear Entries:** 1.0% (1 student)*
PCSB	**Promotion Rate (LEA):** 99.6%
PCSB (SY17-18)	**College Acceptance Rates:** Not Applicable
PCSB (SY17-18)	**College Admission Test Scores:** Not Applicable
PCSB (SY17-18)	**Graduation Rates:** Not Applicable

Faculty and Staff Data Points

School	**Teacher Attrition Rate:** 33%

School	**Number of Teachers: 14** Lead/Mentors - 8 SPED/ELL Teachers - 0 Residents - 2 TA/DA - 4
School	**Teacher Salary** Teaching Fellow: $36K Minimum Lead: $52,000 Maximum Lead: $66,000 Average ~ $56,525

School	**Executive Salaries** Salaries of the five most highly-compensated individuals in the organization, if over $100,000 for SY18-19. 1. 94,860.00 2. 86,073.40 3. 77,547.41 4. 73,868.85 5. 62,946.29

*Notes:
- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

Appendices

APPENDIX A – STAFF ROSTER

Instructional Leader / Principal - Responsibilities and Qualifications
Responsibilities: The Instructional Leader/Principal oversees the daily instructional program of an AppleTree Early Learning campus and works with other AppleTree leaders to help close the achievement gap before students enter kindergarten. The Instructional Leader/Principal supervises the school-based instructional staff and provides general and targeted instructional supports, provides teacher and classroom quality supports, manages individuals and relationships, and contributes to a community of practice.
Qualifications: The Instructional Leader/Principal must be committed to ensuring the best possible educational outcomes for all students. A firm grasp of response to intervention (RTI) models and a commitment to data-driven instruction, academic and personal excellence, and the school's unique vision is required for all candidates. ● 100% of Principal Instructional Leaders hold Masters Degrees in Education.

Instructional Leaders / Principals 2018-19 SY			
Last Name	**First Name**	**Campus**	
Alleyne	Terica	Oklahoma Ave	
Cumberbatch	Niesha	Parklands	
Crabtree	Charlie	Douglas Knoll	
Marrinan	Megan	Lincoln Park	
Smth	Shirvon	Southwest	
Stona	Karen	Columbia Heights	

School Operations Team - Responsibilities and Qualifications
Responsibilities: The School Operations team consists of Operations Managers and Coordinators who work together to manage the day-to-day operations at all of our campuses, including enrollment, facilities management, ordering, and more.
Qualifications: o 80% of Managers on the Operations team hold a Bachelor's Degree o 100% of Operations Team members have prior experience support school operations prior to joining AppleTree

School Operations Team				
Last Name	**First Name**	**Campus**	**Role**	
Jennings	Anasa	Lincoln Park	School Operations Coordinator	
Montgomery	Ashley	Columbia Heights	School Operations Coordinator	
Anthony	Drake	Douglas Knoll	School Operations coordinator	
Jones	Danielle	Oklahoma Ave	School Operations coordinator	
Dawson	Sherika	Parklands	School Operations Coordinator	
Taylor	Tony	Central Office	Operations and Compliance Manager	

Irby	Laricia	Southwest	School Operations Coordinator	
White	Juanita	Central office	Admissions and Transition Manager	
Powell	Teria	Central Office	Parent Engagement Coordinator	

Lead Teacher - Responsibilities and Qualifications

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

Qualifications:
- o   100% of Lead teachers held Bachelors' Degrees
- o   22 % of Lead teachers held Masters' Degrees
- o   100% of Lead teachers received a passing score on the Praxis Elementary Education Content Knowledge test 10014

Lead Teacher Name	Campus
Nelson, Brianna	Columbia Heights
Richardson, LaToya	Columbia Heights
Speller, Mikela	Columbia Heights
Gaye, Janelle	Columbia Heights
Hood, Sam	Columbia Heights
Teckle, Tsion	Columbia Heights
Mezence, Gwladys	Columbia Heights
Legge-Lopez, Ana	Columbia Heights
Bradford-Gray, Kimberlee	Columbia Heights
Valentine-Kearse, Yashica	Columbia Heights
Gibbs, Sabrina	Douglas Knoll
Foster, Pamela	Douglas Knoll
Williams, Mardi	Douglas Knoll
Darlington, Jennifer	Douglas Knoll
Carroll, Valerie	Douglas Knoll
Williams, Paige	Douglas Knoll
Conley, Martina	Lincoln Park

Grandison, Chanel	Lincoln Park
Jefferies, Charlotterose	Lincoln Park
Mattila, Nichole	Lincoln Park
McLendon, Ameera	Lincoln Park
Laudato-Hufalar, Jasmine	Oklahoma Avenue
Richardson, David	Oklahoma Avenue
Lamar, Ruby	Oklahoma Avenue
Johnson, Tamra	Oklahoma Avenue
Long, Larry	Oklahoma Avenue
Tunnermann, Patricia	Oklahoma Avenue
Gaines, Arielle	Oklahoma Avenue
Stevens, Lauren	Oklahoma Avenue
Miranda, Samantha	Oklahoma Avenue
Foster, Whitney	Oklahoma Avenue
Collins, Maya	Oklahoma Avenue
Kennedy, Khadija	Oklahoma Avenue
Cash, Tiffany	Oklahoma Avenue
Blount, Kamisha	Oklahoma Avenue

Allen-Thompson, Noreen	Parklands
Tomlinson, Daffney	Parklands
Boston, Dana	Parklands
Vinson, Michelle	Parklands
Rappaport, Miriam	Parklands
Caputo, Alexandria	Parklands
Williams, Crystal	Parklands
Moore, Adriana	Southwest
Floyd, Elizabeth	Southwest
Lamb, Abigail	Southwest
Howard, Maya	Southwest
Vacancy	Southwest

Vacancy	Southwest
Wille, Jessica	Southwest
Lyles, Tashira	Southwest

Teaching Fellow - Responsibilities and Qualifications
Responsibilities: The teaching fellow is part of a minimum of a 3-person instructional team consisting of the lead teacher, a teaching fellow and a teaching assistant. Teaching Fellows support the lead teacher in all facets of instructional planning and implementation. Teaching fellowships are apprenticeships during which fellows gain teaching competencies in preparation for becoming lead teachers, culminating with the opportunity to lead a class during summer school.
Qualifications: o   100% of Teaching Fellows held a Bachelor's Degree

Teaching Fellow Name	Campuses
Butler, Ronet	Columbia Heights
Falck-Bados, Marcela	Columbia Heights
Mallory, Darshan	Douglas Knoll
Wiley, Jeralyn	Douglas Knoll
Harris, De'Laney	Lincoln Park
Johnson, Jakeira	Oklahoma Avenue
Brevard, Monique	Oklahoma Avenue
Gilyard, Ashley	Parklands
Abdush-Shahid, Asia	Southwest
Rowe, Kadeja	Southwest

Teaching Assistant - Responsibilities and Qualifications

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

Qualifications:
- 100% of Teaching Assistants are considered highly qualified paraprofessionals
- 24% of Teaching Assistants held Bachelor's Degrees
- 48% of Teaching Assistants held Associate's Degrees
- 24% of Teaching Assistants successfully passed the Parapro

Teaching Assistant	Campus
Wye, Andrea	Columbia Heights
Split with	Columbia Heights
Johnson, Kiantay	Columbia Heights
Connelly, Kyler	Columbia Heights
Benitez, Xenia	Columbia Heights
Vacancy	Columbia Heights
Holden, Jamil	Columbia Heights
Hill, Daunte	Columbia Heights
Walker, Leya	Douglas Knoll
Asomugha, Judah	Douglas Knoll
Law, Teresa	Douglas Knoll
Baxter, Stephanie	Lincoln Park
Split with .	Lincoln Park
Perkins, Maya	Lincoln Park
Da'Costa, Ashley	Lincoln Park

Rinfrow, Markerra	Oklahoma Avenue
Moore, Nicole	Oklahoma Avenue
Jones, Lamarra	Oklahoma Avenue
Hill, Gary	Oklahoma Avenue
Yamah, Kalima	Parklands
Gooby, Krystal	Parklands
Hines, Karla	Southwest
Split with	Southwest
Moss-Covington, Aleah	Southwest
Taylor, Rezan	Southwest
Hewitt, Bettie	Southwest

Extended Day Team Member
Responsibilities: Extended Day Team members support the implementation of the Extended Day program at all AppleTree Early Learning campuses. The Extended Day program runs from 3:30-6pm daily.

Extended Day Name	**Campus**
Catherine Claros Cruz	Columbia Heights
Dwayne Scott	Columbia Heights
Gabriella Estevez	Columbia Heights
Timmia May	Southwest
Kintay Johnson	Southwest
Tyshia Jackson	Oklahoma Avenue
Desirra Howell	Oklahoma Avenue
Kharenton Coleman	Oklahoma Avenue
Carroneca Palmore	Oklahoma Avenue
Kelly Brown	Oklahoma Avenue
Shaika Rush	Oklahoma Avenue
China McFarland	Oklahoma Avenue
Darshan Mallory	Southeast
Shanell Jordan	Southeast

Kara Onyeukwu	Southeast
Chekyra Ford	Southeast

Special Education Team - Responsibilities and Qualifications
Responsibilities: Under the direction of the Special Education Manager and/or designee, the Special Education Team collaborates to implement student IEPs in inclusion and pullout settings. This position will serve to support the Special Education Manager with administrative tasks including compliance, chairing multidisciplinary (MDT) meetings and ensuring academic progress for students participating in special education programs.

Qualifications:
    o 100% of Special Education Coordinators and Managers had Bachelor's Degrees and Special Education Certification. One coordinator and the Special Education Manager held a Masters in Special Education.
    o 100% of Dedicated Aides were highly qualified Paraprofessionals

Special Education Team				
Last Name	**First Name**	**Campus**	**Role**	
Beckles	Melanney	OK/Southwest/Rocketship Rise	Asst Mgr/SPED Coordinator	
Ucles	Juan	Southwest, Columbia Heights	SPED Teacher	
Leigh	Sims	Douglas Knolls/Parklands	SPED Coordinator	
Sheehan	June	Oklahoma Ave/Douglas Knolls/Parklands	SPED Teacher	
SIngleton	Kenyetta	All Campuses	SPED Manager	
Scott	Kendra	Parklands/OK/Southwest/Columbia Heights	Speech Language Pathologist	

School Aide - Responsibilities and Qualifications
Responsibilities: The early childhood school aide supports both instruction and other school operations.

Qualifications:
- o   50% of School Aides held Bachelor's Degrees
- o   100% of School Aides had prior experience supporting school operations

School Aides			
Last Name	**First Name**	**Campus**	
Deal	Denise	Oklahoma Ave	
Farland	China	Parklands	
Prather	Saundra	Douglas Knoll	
Brown	Patrice	Columbia Heights	

Social Worker - Responsibilities and Qualifications
Responsibilities: The Social Worker supports teachers, administrators, families and staff in ensuring that AppleTree Early Learning Public Charter School (AppleTree Early Learning) provides optimal support to all children, especially those who need extra support in developing social competencies and those with challenging home situations.
Qualifications: - o   100% of Social Workers held Masters Degrees in Social Work - o   100% held at least a LGSW licensure (most have LICSWs)

Social Worker			
Last Name	**First Name**	**Campuses**	
Heller	Laura	Columbia Heights/Southwest	
Brantley	Logan	Douglas Knolls/Parklands	
Perez	Allie	Lincoln Park/Oklahoma Ave	

AppleTree Early Learning Home Office Leadership Team - Responsibilities and Qualifications
Responsibilities: The school's home office leadership team is responsible for supervising the implementation of the many programs that support the school. The team is led and supervised by the Chief of Schools.
Qualifications: - o   90% of the School's Leadership team hold Masters Degrees

AppleTree Early Learning Home Office Leadership Team			
Last Name	**First Name**	**Role**	
Miles	Jamie	Chief of Schools	
Black	Kathleen	Chief Academic Officer	

Trentman	Allison	Director of Student Support Services	
Wilder	ChaQuan	Language Acquisition and Family Literacy Manager	
Nkansah	Amponsah	Director of Instructional Leadership	
Kimport	Rebecca	Director of Professional Development and Data	
Lane	Jess	Instructional Coach – Oklahoma Ave	
Hindes	Erin	Instructional Coach – Southwest and Columbia Heights	
Wilson	Michael	Director of School Leadership	
Tucker	DeVon	Operations Coordinator	

APPENDIX B: BOARD ROSTER 2018-2019

AppleTree Early Learning PCS Board Members				
Name	Committee	DC Resident?	Date of Appt	Date Appt Expires
Karen Davenport	Governance	Yes	2008	2019
Matthew Downs	Governance	Yes	2008	2019
Bridget Bradley Gray	Finance	No	2008	2019
Celia Martin	Finance	No	2005	2019
Jack McCarthy	Board Chair	No	2005	2019
Andrea Montgomery	Parent	Yes	2017	2019
Ty Wright	Parent	Yes	2018	2019
Skylé Pearson	Governance	Yes	2009	2019
Paula Young Shelton	Governance	Yes	2005	2019

APPENDIX C: USE OF AT-RISK FUNDS

AppleTree used funding from the at-risk funds in several ways to support the overall academic program, including;

- Funding the cost of breakfast/lunch and snacks that are not covered by the NSLP reimbursements or payments from parents.
- Funding for the additional costs of before care and aftercare (starting at 7:30 am and ending at 6:00pm) for all parents who choose it
- Funding to provide 24 Teaching Fellows with one-year on on-site coaching and
professional development.

APPENDIX D: UNAUDITED FINANCIAL STATEMENT, YEAR-END 2018-2019

		FY 19
Income Statement		**Actual**
Revenue		
	State and Local Revenue	12,782,266
	Federal Revenue	1,283,632
	Private Grants and Donations	355,746
	Earned Fees	314,204
	Donated Revenue	4,946
	Total Revenue	14,740,793
Expenses		
	Salaries	8,692,026
	Benefits and Taxes	2,222,266
	Contracted Staff	(775,671)
	Staff-Related Costs	140,982
	Rent	1,001,123
	Occupancy Service	542,632
	Direct Student Expense	1,018,312
	Office & Business Expense	768,790
	Donated Expense	2,909
	Total Expenses	13,613,370
Operating Income		1,127,424
Extraordinary Expenses		

		Interest		134,269
		Depreciation and Amortization		524,628
		Total Extraordinary Expenses		658,898
Net Income				468,526

Balance Sheet				
Assets				**Current**
Assets				
	Current Assets			
		Accounts Receivable		556,353
		Other Current Assets		120,705
		Intercompany Transfers		0
		Cash		2,325,780
		Total Current Assets		3,002,837
	Noncurrent Assets			
		Facilities, Net		10,950,133
		Operating Fixed Assets, Net		168,658
		Total Noncurrent Assets		11,118,792
	Total Assets			14,121,629
Liabilities and Equity				**Current**
Liabilities and Equity				
	Current Liabilities			
		Accounts Payable		565,919
		Other Current Liabilities		129,332
		Accrued Salaries and Benefits		762,018
		Total Current Liabilities		1,457,269
	Equity			
		Net Income		500,433
		Unrestricted Net Assets		6,447,289
		Total Equity		6,947,721
	Long-Term			

		Liabilities		
		Senior Debt		3,535,000
		Other Long-Term Liabilities		(161,409)
		Capital Lease		10,094
		Subdebt		2,332,954
		Total Long-Term Liabilities		5,716,638
	Total Liabilities and Equity			14,121,629

APPENDIX D: APPROVED 2018-2019 BUDGET

AppleTree Early Learning
FY19 Budget

	SY18-19
Revenue	
State and Local Revenue	12,838,748
Federal Revenue	1,035,404
Private Grants and Donations	450,600
Earned Fees	339,591
Revenue Total	14,664,343
Expenses	
Salaries	8,902,896
Benefits and Taxes	2,212,203
Contracted Staff	(679,163)
Staff-Related Costs	77,441
Rent	815,917
Occupancy Service	464,034
Direct Student Expense	852,982
Office & Business Expense	718,687
Expenses Total	13,364,998
NET ORDINARY INCOME	1,299,345
Extraordinary Expenses	
Depreciation and Amortization	569,506
Interest	143,330
Extraordinary Expenses Total	712,836
TOTAL EXPENSES	14,077,834
NET INCOME	586,509