

Annual Report for:

The Next Step Public Charter School

**3047 15th Street, NW
Washington, DC 20009**

John Ingold, Board Chair

Jonathan D. Mathis, PhD, Executive Director

School Year 2018-19

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The Next Step PCS acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.

Annual Report Narrative

I. School Description

A. Mission Statement

Statement of Vision

For over 20 years, The Next Step Public Charter School has articulated the following vision: ***we envision a world in which all youth receive an excellent education and the support they need to realize their full potential as human beings and contributing members of society.*** This vision statement illustrates a resounding commitment to removing barriers and making what is seemingly impossible for students, possible.

Statement of Mission

The mission of The Next Step Public Charter School is as follows: ***Our mission is to provide students who face extraordinary challenges and who are not supported in traditional high schools with the opportunity to continue their education.*** In action, this means that faculty and staff at The Next Step are intentional and purposeful in supporting learners and meeting them where they are—defining, providing, and/or seeking the necessary supports and resources needed to ensure academic achievement. Our professional community is also invested in students’ social-emotional development, wellness, and postsecondary options and outcomes.

Progress towards Mission

For over 20 years, the leadership, faculty, staff and students personify the mission of The Next Step Public Charter School. As seen with our recent charter amendment for age ceiling, and the various innovations described in the lessons learned from this year, The Next Step PCS continuously articulates, executes, and improves the modes of delivery actualizing our mission. For example, our rationale for extending the age ceiling pertained to supporting students who continue to face challenges in continuing their education, thereby offering an opportunity to serve students beyond the age of 24. In addition, as we envision readiness for postsecondary education, The Next Step PCS continues to invest in efforts to offer credit-bearing, college coursework to our students as a means to ensure their success to and through college, hence delivering on the promise of “the opportunity to continue their education”; we often describe this work as ***our relentless pursuit of excellence, beyond the GED.***

B. School Program: Detailed Account of Programs and Methodologies for Pursuing Mission

The Next Step Public Charter School delivers a robust year-round academic experience for all students 16-30 years old, coupled with support services and interventions to assist students in pursuit of achieving their academic aspirations and desired postsecondary outcomes—college, career, and otherwise. For incoming students, 57% arrive, on average, below the 6th grade level, with nearly 32% scoring between 4th and 6th grade. On average, incoming students arrive performing beneath 9th grade literacy levels at nearly 75%. Through direct service to opportunity youth (16-24 years old) and the surrounding peer group (25-30 years old), The Next Step fulfills our commitment to students, as expressed in the mission: *the opportunity to continue their education.*

Our academic program is organized and executed through three tracks—English GED, Spanish GED, and English as a Second Language (ESL). As students enroll, they select an academic track based on their individual academic, personal, and/or career goals. From this selection, students experience a highlight individualized approach to learning and alignment with their future aspirations. Implemented by the instructional team, student learning plans are deeply informed by student performance on TABE, TABE CLAS-E and TABE Español assessments. Student placement is defined in “steps” and are assigned according to grade-level equivalency and dominant language, not age. In addition, pacing and advancement are flexible and individually determined. As such, we use academic performance data to foster a differentiated, 6-level academic program per track, based on developmental areas identified by student need, rather than on grade levels or age. Thus, our individualized instruction is informed by academic class profiles highlighting specific gaps in standards.

Students who intend to complete the GED choose a track based on their preferred language through which they will receive instruction and take the examination—students can take the GED examination in either English or Spanish. The curriculum—content and academic skills—for all GED coursework is back-mapped to the GED test. This intentionality builds the skills necessary to successfully pass the test, while also ensuring alignment with state and national Common Core standards for each subject area. Many of The Next Step PCS’s students require development of basic literacy skills in their native language, which for the majority is Spanish. Therefore, the school provides classes in Spanish at different levels. Students placed in the beginning *step* commence with basic literacy in English and Spanish establishing a foundation for the reading, writing, understanding, critical thinking, and problem-solving objectives they will encounter on the GED exam. Each consecutive *step* advances a set of goals and objectives which become increasingly sophisticated across academic levels, but always based on GED skills and content. This alignment is intentional and extends far beyond any “test prep” program. The Next Step’s curriculum is designed to include strategies and activities that address higher-order and critical thinking skills, as well as cooperative, hands-on, project-based learning experiences, and interdisciplinary approaches.

As stated previously, and supported by demographic data, The Next Step PCS has a strong English-Spanish bilingual program because the majority of our students are from Spanish speaking countries; many students, too, have received little or no prior formal education. Research has shown that such students need to build literacy skills in their native language first to be able to transfer them to English. These students also need to develop the content areas in their native language in order to easily acquire academic content in a second language. A core of the staff at The Next Step PCS are bilingual, and many of our Spanish teachers are native Spanish speakers.

The ESL curriculum incorporates “task-based language instruction” which focuses on the use of authentic language and meaningful tasks, as defined by their use of the target language in real-life situations. Examples include: conducting interviews, applying for a job, and scheduling doctor appointments. The ESL curriculum is aligned with the TABE CLAS- E standards and level

descriptors which are also aligned with CEF (Common European Framework). This framework delineates a comprehensive way to describe the levels of proficiency in language development. The CLAS -E is a language proficiency test that covers the four domains: Reading, Writing, Listening, and Speaking. Mastering these four domains helps students successfully transition to the GED program. The CLAS-E Advanced ESL level is aligned to the advanced ESL level of the NRS (National Reporting System).

Ultimate completion of the GED program will enable students to obtain success whether it be in a technical school, apprenticeship program, community college, traditional four-year college, or the workplace. For older youth with few or no high school credits, the GED becomes a practical and attainable option. Students who opt not to take the GED (or not immediately), instead focus on their English language development by enrolling in the ESL track. The Next Step's program for English Language Learners is based on the District of Columbia Public School standards for English Language Learners (WIDA Access), and on the Test of Adult Basic Education Complete Language Assessment System for English (TABE CLAS-E). TABE serves as the standardized examination that The Next Step PCS uses for testing English proficiency.

As students advance to higher "steps" within the GED and ESL tracks, our Career and Life Skills advisors are instrumental in connecting students to Dual Enrollment opportunities prior to the completion of the secondary credential. Largely, our students enroll in courses offered by the University of the District of Columbia Community College, the University of the District of Columbia, as well as Ana G. Mendez University, as supported by the Office of the State Superintendent of Education (OSSE). Where funds have been limited, or where policies leaves a gap in equitable access, The Next Step Public Charter School has self-financed *Early College at The Next Step* which allows our ESL students among others, to engage in credit-bearing college coursework through the University of the District of Columbia Community College at The Next Step PCS. Since the summer of 2018, The Next Step has offered at least two courses for students, with retention rates at or above 80% (more information forthcoming section).

The professional learning community honors the necessity of comprehensive student supports, services, and resources, in order to remove barriers impeding academic achievement. As such, for nearly 8 years, The Next Step PCS has operated a comprehensive approach to student support and engagement efforts. Students are served by the Student Support and Engagement division—the "arms" of student support services, child development and training, career and life skills, as well as mental health resources led by the School Social Worker. This division utilizes an ecosystem framework which envisions a personalized fit for each student and their environment.

Students who attend The Next Step bring with them experiences such as, but not limited to, homelessness, complex trauma, food insecurity, grief and loss, untreated mental health needs, substance dependency, limited exposure to traditional/formal education, and maladaptive behavior presentations—all of which directly and indirectly impact one's ability to be socially, mentally or physically available to learn. Service delivery at The Next Step is not only specific to the particular skillset of the provider, but their individual expertise.

We have 3 licensed, onsite social workers with expertise in clinical supervision, family systems, homelessness and the Expanded School Mental Health Model. Case managers' unique focuses are HIV/AIDS counseling, immigration law and advocacy, substance dependency and abuse, and truancy.

Parent Involvement

Our efforts to support students continues to include the engagement of parents, natural supports—community mentors, extended family members, and other 'fictive kin' relationships contributing to the wellness and well-being of all students—and other caring adults involved in the lives of our students. As we begin the enrollment process and academic year, parents of minors are encouraged to remain active participants in the school community. From the orientation sessions, open houses, monthly heritage, cultural or other special events, parent-teacher-student conferences, as well as support for academic and social-emotional interventions, and other needs, our academic and student support team members actively engage parents in one-on-one, small group, and formal programming and workshops to support student success. Our administrators and staff members maintain an "open door" approach to our parents and natural supports, through which case managers and principals talk with parents regularly if challenges are present for the student. Case Managers, along with other members of our Student Support and Engagement Division, are known to conduct home visits as needed, and invite parents to the school regularly.

As nearly 20% of students at The Next Step are parents themselves, our Student Support and Engagement Division includes intentional supports and programming to support their success. We have dedicated support from our Director of Child Development and Training, as well as our Senior Case Manager, with regard to group counseling sessions, direct support and resource disbursement, including diapers, food, clothing, and other resources for family planning, including free contraception.

Because our students come to us with what can be interpreted as disadvantages: a lack of credits, extensive gaps in formal education experiences, various levels of English and/or native language acquisition, prolonged involvement in the juvenile justice system—the competency and pace of resource connection of our service provides is key in ensuring that every student experience success, however subtle, at the time of enrollment. We know that an educational institution can be a daunting and intimidating place for a student with limited experience in such an environment or for a student whose experience in school over time has felt like failure. Service connection and rapport building must remain swift, genuine and intentional.

II. School Performance

A. Performance and Progress

Next Step PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
<p>EXAMPLE:</p> <p>At least 75% of Pre-Kindergarten students will meet or exceed widely held expectations of growth from the Fall to the Spring administration of the GOLD assessment.</p>	Goal met.	ABC PCS met this goal. 80% of pre-kindergarten students met or exceeded widely held expectations of growth from the fall to spring administrations of the GOLD literacy assessment.
Students will show an average increase of at least a grade level equivalent of growth in reading on the Test of Adult Basic Education (TABE).	Goal Met	Students showed average growth of 1.5 grade level equivalent in reading on the TABE assessment.
Students will show an average increase of at least a grade level equivalent of growth in mathematics on the TABE.	Goal Met	Students showed average growth of 1.5 grade level equivalent in mathematics on the TABE assessment.
70% of English language learners will increase at least one National Reporting System ("NRS") Educational Functioning Level ("EFL") by the end of the program year, as demonstrated in at least one domain on the TABE CLAS-E.	Goal Met	80.6% of English learners show an increase of at least one NRS EFL level in at least one domain on the TABE CLAS-E assessment.
70% of eligible students will pass the General Education Development exam.	Goal Not Met	68.6% Percent of eligible students were able to pass the GED exam.
On average, enrolled students will attend school 69% of the time.	Goal Not Met	The Next Step has a 67.3% ISA rate for the 18-19 school year.
Students will show an average increase of at least one grade level equivalent of growth in reading on the TABE Español assessment.	Goal Met	Students showed average growth of 2.3 grade level equivalent in reading on the TABE Español assessment.
Students will show an average increase of at least one grade level equivalent of growth in math on the TABE Español assessment.	Goal Met	Students showed average growth of 2.0 grade level equivalent in mathematics on the TABE Español assessment.

B. Unique Accomplishments: An Extension of Strategy to Accelerate Mission

In addition to ensuring extraordinary achievement outcomes for students who experience extraordinary challenges, the leadership of The Next Step Public Charter School highlights the following five examples as evidence of significant accomplishments for our learning and professional community: cultivating charter amendments for mission, academic accountability, and ages of students served; developing and implementing relevant, rigorous, and robust career advancement and compensation efforts across the organization; piloting supplemental interest, and project-based instructional experiences on Saturdays; advancing Early College at The Next Step PCS; and preparing for reaccreditation efforts through the design of strategic working groups focused on continuous improvement.

Successful Charter Amendments

As we celebrated our 20th anniversary of serving the District, faculty, staff and students began discussing efforts to advance our mission and vision, including the potential of increasing our age ceiling. Of the three charter amendments, the first acknowledged the adaptation of a revised mission statement, which reads: *Our mission is to provide students who face extraordinary challenges and who are not supported in traditional high schools with the opportunity to continue their education.* Members of The Next Step PCS community confirmed that this mission statement speaks to our commitment to exemplary outcomes for all students who have not experienced success in traditional school experiences and those who require additional supports to prepare for their future aspirations—college, career, and otherwise.

Second, we worked to align our achievement measures with the business rules required to ensure consistency and accuracy across peer LEAs. Our amendment continues our commitment to rigor, while also allowing us to honor students' academic goals and celebrate progress toward increased Educational Functioning Levels (EFLs). We also included two mission-specific goals regarding student achievement on TABE Español, which had not previously been included in our charter goals. Each of the revised goals supports our commitment to an individualized approach to the academic experience for students.

Our final amendment underscored the significant, but essential shift, for our organization: to extend the age ceiling for student enrollment from 24 years of age, to 30 years of age. We acknowledged that the very presence of and investment in Adult Education in the District addresses the needs of learners who, due to life circumstances, needed to step away from school as “life” happens; The Next Step desires to remain flexible, responsive, innovative and intentional in eliminating the barriers that exist as challenges and obstacles for degree completion. With the age ceiling amendment, we now have extended the runway for our learners.

Delivered Human Capital Improvements

With the leadership of our board and the consultation of EdFuel, The Next Step Public Charter School successfully completed our own Career Pathways and Compensation Study. As we engaged our professional community in interviews and reviewed other sources of

data, we learned of a few key opportunities in our development of our faculty and staff. There was: (1) confusion about advancement opportunities; (2) inconsistency in performance evaluation structures, particularly for non-instructional staff; (3) inconsistency in management structures, practice, and skill; as well as (4) general satisfaction with benefits, but less satisfaction with compensation. From these themes, the leadership of The Next Step PCS worked to establish consistent management practices and enhance management skills and staff development; we also created transparent and equitable policies for advancement and compensation across the organization.

With this work, we have been able to reiterate and demonstrate across our entire organization the importance and our dependency on our ability to recruit, develop and retain highly invested and effective team members. There are significant structures and implementation of policies that staff have been extremely responsive to, for which we can focus on serving students and growing organizational capacity.

Completed Saturday Lab Pilot

We piloted *Saturday Lab* to provide students with another opportunity to master academic content, while also advancing elements of their future aspirations—college, career, or otherwise. This program was purposefully different from the traditional academic experience at The Next Step; it incentivized attendance during the week, while also serving as an academic intervention for students who needed the most support. As we advanced, in total, 15 weeks of programming, *Saturday Lab* fostered an alignment between students' Individualized Life Plans (ILPs), and their immediate academic needs. Through *Saturday Lab*, we enhanced our professional community and engaged industry experts, offered students another opportunity to fall in love with learning, provided exposure and mentorship for student interests, and offered support and intentional development of a sense of agency among our students. Our construct of agency included a demonstrated growth within or change of mindset and/or perspective as it pertains to students' academic skill level and interests and/or career opportunities.

Advanced Incorporation of Early College at The Next Step PCS Pilot

The Career and Life Skills department continues to engage our entire learning community with the possibilities and experiences to support college enrollment and success. Following the success of *TNS College* in the summer of 2018, the leadership of The Next Step PCS committed to ensuring financial resources in support of an *Early College* at The Next Step. With the support of the CARE Program at the University of the District of Columbia Community College, The Next Step PCS was able to offer three different courses, on-site, over the course of the 2018-19 academic year: First Year Seminar; Public Speaking; and Personal Finance. In the fall, spring, and summer semesters, students at The Next Step received tremendous support for academic success and social-emotional development as they completed their coursework. Overall, our students continue to engage and are retained in the *Early College* efforts at retention levels at or above 80%.

Selected Protocol and Launched Reaccreditation Self-Study

The Next Step Public Charter School began the process for reaccreditation with Middle States Association Commission on Elementary and Secondary Schools in the spring of 2019 by selecting the *Excellence by Design* self-study protocol. With *Excellence by Design*, the professional community begins an iterative journey of continuous improvement focused on student achievement and organizational capacity. As stated in the second achievement, leaders of The Next Step PCS remain intentional in the cultivation of leadership competencies, and in the reaccreditation process, this commitment is paramount. In the spring of 2019, the leadership designed and introduced the TNS Community Leadership Portfolios—designed to advance organizational strategy, innovation and leadership development. The focus for the five portfolios are as follows: **Community Impact: Partnerships and Engagement; Development: Grants, Research, and Events; Early College and Supplemental Instruction; Electives and ILP Exposure Opportunities; TNS as National Exemplar.** The staff who have joined these efforts are leading innovative efforts to advance our self-study and strategic direction. We expect, in the 2019-20 annual report, to share significant contributions and outcomes as a result of this work.

C. List of Donors

The following represents funders over \$500 in FY 19:

Funder/Donor Name	Amount
OSSE (as defined by the following grant programs: IDEA, SOAR, NCLB, NSLP, HAS and CACPF)	\$224,912
Benevity Fund	\$3,000
John Ingold	\$2,700
John E Smith	\$2,100
The Morrison & Foerster Foundation	\$2,000
Tona Boyd and Steven Cartwright	\$1,500
Jonathan D. Mathis	\$1,000
TD Charitable Foundation	\$1,000

Source	Data Point
GENERAL INFORMATION	
PCSB	LEA Name: The Next Step Public Charter School
PCSB	Campus Name: The Next Step Public Charter School
PCSB	Ages served: Adult
PCSB	Overall Audited Enrollment: 379
STUDENT DATA POINTS	
School	Total number of instructional days: Day School-198; Night School-150
PCSB	Suspension Rate: 0.00%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Discipline: 0.00%
PCSB	In-Seat Attendance: 66.6%
PCSB	Average Daily Attendance: N/A
PCSB	Midyear Withdrawals: N/A
PCSB	Midyear Entries: N/A
PCSB	Promotion Rate: N/A
PCSB (SY16-17)	College Acceptance Rate: N/A
PCSB (SY16-17)	College Admission Test Scores: N/A
PCSB (SY16-17)	Graduation Rates: N/A
School	Teacher Attrition Rate: Teacher attrition rate for SY 18-19 was 0.055%. 2 out of 36 teachers from last year did not return this year.
School	Number of Teachers: 36
School	Teacher Salary (full-time): 1. Average: \$65,856.98 2. Range—Minimum: \$46,283.00 Maximum: \$93,710.00

Appendices:

- 1. Staff Roster, School Year 2018-19**
- 2. Board Roster, School Year 2018-19**
- 3. Unaudited Year-end 2018-19 Financial Statement**
- 4. Approved 2019-20 Budget**

The Next Step Public Charter School
Faculty and Staff Roster, SY 18-19

<u>First Name</u>	<u>Last Name</u>	<u>Job Title</u>	<u>Position</u>	<u>Credentials</u>
Paula	Alcazar (Neseth)	Teacher	ESL Teacher	Masters Degree
Javier	Alvarado Duran	Part-Time Teacher	ESL/GED Teacher	Bachelors Degree
John	Anthony Lugo	Teacher	GED Science Teacher	Masters Degree
Nicole	Ball	Part-Time Teacher	ESL Teacher	Masters Degree
Paula	Barney-Underwood	Sr. Specialist Enroll Mking Com	Specialist Enroll Mking Com	Bachelors Degree
Dalia	Bethke	Case Manager	Case Manager	Bachelors Degree
Thomas	Boswick	Data Analyst	Data Analyst	Bachelors Degree
Joshua	Brown	Director of Administration	Director of Administration	Masters Degree
Jill	Bryson	Teacher	GED Teacher	Masters Degree
Angelica	Buckman	Security	Security	High School Diploma/GED
Luis	Carias	Instructional Aide	Instructional Aide	Bachelors Degree
Angel	Castaner	Teacher	GED Teacher	Masters Degree
Yanira	Castaner	Teacher	GED Teacher	Masters Degree
Noraixa	Castro-Ortiz	Case Manager	Case Manager	Masters Degree
Michael	Cuellar	Curriculum & Instructional Coordinator	Curriculum & Instructional Coordinator	Masters Degree
Sesilia	Conchola	Student Support Coordinator	Student Support Coordinator	Masters Degree
Jorgelino	Cordoba Mosquera	Part-Time Teacher	ESL/GED Teacher	Bachelor's Degree
Jessica	Csoma	Teacher	ESL/ELA Teacher	Masters Degree
Gary	Denny	Custodian	Custodian	High School Diploma/GED
Claudia	Diaz	Resource & Enrichment Coordinator	Resource & Enrichment Coordinator`	High School Diploma/GED
Jarolyn	Dobson (Alvarez)	Enrollment Manager	Enrollment Manager	Bachelors Degree
Alexander	Epperly	Teacher	ESL Teacher	Masters Degree
Marcelo	Espinoza	Teacher	GED/ESL Teacher	Bachelors Degree
Miguel Angel	Espinoza Joa	IT Assistant	IT Assistant	High School Diploma/GED

The Next Step Public Charter School
Faculty and Staff Roster, SY 18-19

Diego	Eugenio Fernandez	Teacher	Computer Literacy Teacher	Bachelors Degree
Sahira	Fernandez	Student Support Coordinator	Student Support Coordinator	Masters Degree
Rosa Elsa	Flores	Assessment Coordinator	Assessment Coordinator	Bachelors Degree
Erick	Fonseca	Head Custodian	Head Custodian	High School Diploma/GED
Melissa	Ford	Part-Time Teacher	Special Ed Teacher	Bachelors Degree
LaShaun	Franklin	Teacher	ESL/ELA Teacher	Bachelors Degree
Annette	Garcia	Case Manager	Case Manager	Bachelors Degree
Maria Paz	Gattica Riquelme	Instructional Coach	Instructional Coach	Masters Degree
Edson	Gonzalez-Chavez	Data Systems Specialist	Data Systems Specialist	Bachelors Degree
Edouard (Teddy)	Gusman	Instructional Coach	Instructional Coach	Masters Degree
Ana	Gutierrez	Evening Registrar	Evening Registrar	High School Diploma/GED
Lily	Harris	Director of Assessments	Director of Assessments	Bachelors Degree
Phyllis	Henderson	Teacher	ESL/GED Teacher	Bachelors Degree
Denise	Hill	Part-time Teacher	GED Teacher	Masters Degree
Miguel	Jimenez	Teacher	GED Spanish Teacher	Masters Degree
Katia	Jimenez Amaya	Part-Time Teacher	ESL Teacher	Masters Degree
Carlos	Juarez	Attendance and Transportation Coordinator	Attendance and Transportation Coordinator	High School Diploma/GED
Kenneth	Killiany	Part-time Teacher	ESL Teacher	Bachelors Degree
Adama	Konteh	Case Manager	Case Manager	Bachelors Degree
Ryan	Korn	Part-Time Teacher	ESL Teacher	Masters Degree
Mary	Lane	Teacher	ESL Teacher	Bachelors Degree
Pedro	Luna- Valencia	Assessment Coordinator	Assessment Coordinator	Bachelors Degree
Bethesda	Manrique	Curriculum and Instruction Coordinator	Curriculum and Instruction Coordinator	Masters Degree
Mario	Marquez	Career & Life Skills Advisor	Career & Life Skills Advisor	Bachelors Degree

The Next Step Public Charter School
Faculty and Staff Roster, SY 18-19

Arturo	Martinez	Principal - Day School Chief of Talent and	Principal - Day School Chief of Talent and	Masters Degree
Juan Carlos	Martinez	Outcomes	Outcomes	Masters Degree
Ericka	Martinez- Navarro	Child Development Associate	CDA	CDA Certificate
Maria	Mata	Food Service Specialist	Food Service Specialist	High School Diploma/GED
Jonathan	Mathis	Executive Director Attendance and	Executive Director Attendance and	Doctorate Degree
Josue	Melgar	Transportation Coordinator	Transportation Coordinator	Associates Degree
Taunya	Melvin	Chief Operating Officer	Chief Operating Officer	Masters Degree
Jane	Michalopoulos	Instructional Aide	Instructional Aide	Bachelors Degree
Scott	Minter	Teacher	ESL /GED Teacher	Masters Degree
Lila	Morris	Teacher	Math/Science Teacher	Bachelors Degree
Ana	Moya	Part-time Teacher	GED/ESL Teacher	Bachelors Degree
Gregory	Newbold	Teacher SPED	Special Education Teacher	Masters Degree
Jason	Nichols	Senior Manager-Special Projects-Strategy- Partnerships	Senior Manager-Special Projects-Strategy- Partnerships	Masters Degree
Emanuel	Nieves	Volunteer Coordinator Attendance and	Volunteer Coordinator Attendance and	Bachelors Degree
Betzaida	Nolasco	Transportation Coordinator	Transportation Coordinator	Bachelors Degree
Rosa Maribel	Ochoa	Child Development Associate	CDA	CDA Certificate
Kanaya	Oke	Attendance and Transportation	Attendance and Transportation	Bachelors Degree
Ana	Ortega	Part Time Teacher	ESL Teacher	Bachelors Degree
Ana	Ortez-Rivera	Career & Life Skills Advisor	Career & Life Skills Advisor	Bachelors Degree

Shira	Oz-Sinai	Part-time Teacher	GED/RLA Teacher	Bachelors Degree
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The Next Step Public Charter School
Faculty and Staff Roster, SY 18-19

Kathleen	Patton	Instructional Coach	Instructional Coach	Masters Degree
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The Next Step Public Charter School
Faculty and Staff Roster, SY 18-19

Steve	Pajares	Executive Assistant	Executive Assistant	Bachelors Degree
Roxana E	Perez-Labastida	College and Career Advisor	College and Career Advisor	Bachelors Degree
Licarmen	Perez-Santiago	Teacher	GED Math/Science Techer	Bachelor's Degree
Alexandra	Pineda-Puerta	Part-Time ESL Teacher	ESL Teacher	Masters Degree
Ronald	Portillo	Instructional Coach	Instructional Coach	Masters Degree
Carlos Ruben	Ramirez	Teacher	GED Teacher, Day School	Bachelors Degree
Oscar	Ramirez	Night School Principal	Night School Principal	Masters Degree
Elizabeth	Reed	Part-Time Teacher	ESL Teacher	Masters Degree
Douglas	Reyes	Temporary GED/ESL Teacher	Temporary GED/ESL Teacher	Masters Degree
Jacqueline	Reyes	ESL Teacher	ESL Teacher	Masters Degree
Jose	Reyes	Building Manager	Building Manager	High School Diploma/GED
Chinita	Richardson	Teacher SPED	Special Ed Teacher & Coordinator	Masters Degree
Jackson	Rios	Part-Time Teacher	GED Teacher	Bachelors Degree
Dora	Rivera	Child Development Associate	CDA	CDA Certificate
Santos Isabella	Rios	Custodian	Custodian	High School Diploma/GED
Raymond	Sanchez	Part-Time Security	Part-Time Security	High School Diploma/GED
Anthony	Sessoms	Special Assistant to the Executive Director	Special Assistant to the Executive Director	Bachelors Degree
Frederick	Shelton	ESL Teacher	ESL Teacher	Bachelors Degree
Brandi	Shelton	Director of Student Support and Engagement	Division Chair and Senior Director of Student Support and Engagement	Masters Degree
Teandra	Shelton	Security	Security	High School Diploma/GED

The Next Step Public Charter School
Faculty and Staff Roster, SY 18-19

Omar	Sillah	Teacher SPED	Special Education Teacher and Coordinator	Masters Degree
Kisha	Steadman	Food Service Specialist	Food Service Specialist	High School Diploma/GED
Vita	Soto	Director of CLS	Director of CLS	Bachelors Degree
Maria	Suber-Anderson	Director of HR	Director of HR	Bachelors Degree
Homer	Thomas	Part-Time Teacher	GED Teacher	Masters Degree
Josue	Torres	Teacher	ESL/GED Teacher	Masters Degree
Lita	Trejo	Case Manager	Case Manager	High School Diploma/GED
Glenda	Velasquez	Child Development Associate	CDA	CDA Certificate
Iris	Ventura- Flores	Operations Specialist	Operations Specialist	High School Diploma/GED
Erick	Verastegui	Teacher	ESL/GED Teacher	Bachelors Degree
Erik	Wesley	Part-Time Teacher	GED Teacher	Bachelors Degree
Eugenia	Williams	Part-Time Teacher	ESL Teacher	Masters Degree
Fidelina	Zelaya	Child Development Associate	CDA	CDA Certificate

Board of Directors

Annual Roster

2018-19

(October 2018)

Chair:	John Ingold (2016)	(DC Resident)
Vice Chair:	Celine Fejeran (2015)	(DC Resident)
Treasurer:	Carlyle Schrouter (2018)	(VA Resident)
Secretary:	Steve Cartwright (2018)	(DC Resident)

Directors:	Kim R. Ford (2018)	(DC Resident)
	Shawn Richardson (2018)	(DC Resident)
	Eleonor Velásquez (2016)	(DC Resident)
<i>Staff Liaison:</i>	Michael Cuellar (2018)	(VA Resident)
<i>Staff Liaison:</i>	Sahira Fernandez (2018)	(DC Resident)
<i>Student:</i>	Misael Berrios (2018)	(DC Resident)
<i>Student:</i>	Hikma Yasin (2018)	(DC Resident)

<i>Ex-officio</i>	Jonathan D. Mathis, PhD, Executive Director	(VA Resident)
	Arturo Martinez, Principal, Day School	(DC Resident)
	Oscar Ramirez, Principal, Night School	(VA Resident)

The Next Step Public Charter School

Statement of Financial Position

As of June 30, 2019

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	
100 Cash	0.00
1000 IBW-808598 closed 10/31/10	0.00
1001 IBW - 1175173 Oper closed 5/12	0.00
1006 M&T - Operating 9851901356	0.00
1007 M&T - Debt Service Reserve	0.00
1008 M&T- Lease Service Guarantee	0.00
1009 M&T - Deposit 9851901364	0.00
1012 M&T-Lender's Additional Deposit	0.00
1013 M&T- Lease Security Deposit	0.00
1016 SunTrust - Operating (x4387)	11,158,669.38
1017 SunTrust CD 6566	250,996.84
1018 SunTrust - Reserve Account (x9184)	300,501.04
1019 SunTrust - Lease Deposit Account (x9192)	600.57
1020 SunTrust - Operating (x0336)_Scholarship	161,491.13
1080 Paypal	0.00
1099 Bill.com Money Out Clearing	980.00
Total 100 Cash	\$ 11,873,238.96
Total Bank Accounts	\$ 11,873,238.96
Accounts Receivable	
120 Federal Receivable	
1200 NCLB Receivable	0.00
1230 Comp federal grants receivable	0.00
1240 National food prog receivable	0.00
Total 120 Federal Receivable	\$ 0.00
1380 Accounts receivable	30,229.33
Total Accounts Receivable	\$ 30,229.33
Other Current Assets	
1205 Allowance for doubtful accounts	0.00
1220 LAMB Recievable	0.00
1391 Accounts receivable - OLD	0.00
1399 Undeposited Funds	0.00
140 Other Current Assets	
1400 Prepaid expenses	57,315.68
1402 Prepaid dues and subscriptions	0.00
1410 Deposits	3,141.32
1430 Employee Advances	1,500.00
Total 140 Other Current Assets	\$ 61,957.00
150 Intracompany Transfers	

1510 Deposits - New Building Escrow	0.00
Total 150 Intracompany Transfers	\$ 0.00
Total Other Current Assets	\$ 61,957.00
Total Current Assets	\$ 11,965,425.29
Fixed Assets	
160 Operating Fixed Assets	
1600 FF&E	1,030,335.74
1660 Software	0.00
Total 160 Operating Fixed Assets	\$ 1,030,335.74
170 Accum Depr and Amortization	
1700 Accumulated depr'n	-2,951,304.25
1920 Accumulated Amortization	0.00
Total 170 Accum Depr and Amortization	-\$ 2,951,304.25
180 Facilities	
1800 Land	1,027,230.00
1810 New Building Appraised Value	7,172,770.00
1811 New Building Dev/Purchase Costs	444,466.27
1820 Construction in Progress	0.00
1830 Building Improvements	1,441,365.44
1840 Amortizable Loan & Bond Fees	0.00
Total 180 Facilities	\$ 10,085,831.71
Total Fixed Assets	\$ 8,164,863.20
TOTAL ASSETS	\$ 20,130,288.49
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts payable	101,714.10
Total Accounts Payable	\$ 101,714.10
Credit Cards	
210 Credit Accounts	
2100 SunTrust	6,342.89
2101 Amazon.com	2,677.67
2103 Chase	0.00
2106 Capital One	0.00
Total 210 Credit Accounts	\$ 9,020.56
Total Credit Cards	\$ 9,020.56
Other Current Liabilities	
220 Accrued Expenses	
1520 WSC dues withholding	0.00
2000* A/P	0.00
2130 Parking	0.00
2200 Accrued salaries payable	237,288.83
2201 Accrued taxes payable	352.02
2210 Accrued annual leave	170,212.48
2220 Accr emp benefits/Healthcare	0.00
2221 Accr emp benefits/Metrocheck	0.00

2230 ERate 90%	0.00
2236 Accrued Interest - M&T Loan	0.00
2237 Accrued Interest - OSSE Loan	0.00
2238 Accrued Interest- Building Hope	0.00
2240 Other Accrued Expenses	16,239.33
2290 Accrued Interest - SunTrust	19,973.97
2297 Accrued Vacations/Sick	0.00
2299 Garnishments	0.00
Total 220 Accrued Expenses	\$ 444,066.63
230 Payroll Liabilities	
2110 ee FICA w/h	0.00
2115 er FICA accrued	0.00
2120 FIT w/h	0.00
2331 SIT w/h - DC	0.00
2332 SIT w/h - MD	0.00
2333 SIT w/h - VA	0.00
2340 Rsrv - estm futur unemp clms	0.00
2360 Retirement employee w/h	0.00
2370 Retirement - company paid	0.00
2380 Flexible Spending Account (FSA)	-162.89
2381 AFLAC withholdings	-68.88
2382 Legal & Credit Protection Withholdings	240.72
2390 Manual Checks	0.00
2395 Direct Deposit Liabilities	0.00
Total 230 Payroll Liabilities	\$ 8.95
240 Unearned Revenue	0.00
2305 Refundable advances - DCPS	0.00
2306 Deferred Rental Income	0.00
2400 Unearned Per-Pupil Revenue	0.00
2405 Unearned Per-Pupil Facilities	0.00
2406 Unearned PPF Facilities - CA	0.00
2410 Unearned local revenue	0.00
2415 Unearned Bond Revenue	0.00
2420 Unearned private revenue	0.00
2430 Unearned federal revenue	0.00
2450 Refundable Deposit - New Bldg	0.00
2451 Refundable Security Deposit	0.00
Total 240 Unearned Revenue	\$ 0.00
24000 *Payroll Liabilities	0.00
250 Short Term Debt	
2510 Loan - M&T Bank (principal)	0.00
2515 Loan - OSSE (principal)	0.00
2520 Loan - Building Hope(principal)	0.00
Total 250 Short Term Debt	\$ 0.00
Total Other Current Liabilities	\$ 444,075.58
Total Current Liabilities	\$ 554,810.24
Long-Term Liabilities	

260 Long-Term Debt		
2600 Senior Debt		5,618,554.23
2630 Other Long-Term Liabilities		85,406.86
Total 260 Long-Term Debt	\$	5,703,961.09
2610 Loan - M&T Bank		0.00
2615 Loan - OSSE		0.00
2620 Loan - Building Hope		0.00
270 Long-Term Debt Cost		
2700 Senior debt cost		-102,077.52
Total 270 Long-Term Debt Cost	-\$	102,077.52
29 Suspense		0.00
Total Long-Term Liabilities	\$	5,601,883.57
Total Liabilities	\$	6,156,693.81
Equity		
300 Unrestricted Net Assets		
3010 Unrestricted net assets		12,725,691.26
3020 Board-Designated		402,978.42
Total 300 Unrestricted Net Assets	\$	13,128,669.68
310 Temporarily restrict net asset		
3100 Use restricted		101,242.63
Total 310 Temporarily restrict net asset	\$	101,242.63
3900 Retained Earnings		1,328,315.95
3901 Opening bal equity		0.00
3902 Prior Period Adjustment		0.00
Net Revenue		-584,633.58
Total Equity	\$	13,973,594.68
TOTAL LIABILITIES AND EQUITY	\$	20,130,288.49

Budget		SY19-20
Revenue		
	State and Local Revenue	9,559,697
	Federal Revenue	225,876
	Private Grants and Donations	14,000
	Earned Fees	76,470
	Revenue Total	9,876,042
Expenses		
	Salaries	5,708,624
	Benefits and Taxes	1,401,033
	Contracted Staff	38,500
	Staff-Related Costs	63,288
	Occupancy Service	191,193
	Direct Student Expense	989,472
	Office & Business Expense	898,781
	Contingency	40,000
	Expenses Total	9,330,892
	NET ORDINARY INCOME	545,150
Extraordinary Expenses		
	Depreciation and Amortization	402,900
	Interest	284,857
	Extraordinary Expenses Total	687,757
	TOTAL EXPENSES	10,018,649
	NET INCOME	(142,606)