



Center City
Public Charter Schools

Character, Excellence, Service

Annual Report

SY 2019-20



Center City Public Charter Schools
900 2nd Street NE | Suite 200
Washington, DC 20002
202.589.0202
Board Chair - Lydia Adelfio

TABLE OF CONTENTS

Annual Report Narrative

<u>I. School Description</u>	1
Mission Statement	1
School Program	1
<u>II. School Performance</u>	6
A. Performance and Progress	6
B. Unique Accomplishments	9
C. List of Donors	9
<u>III. SY 2019-20 Campus Data Reports</u>	10
<u>IV. APPENDIX</u>	22
Appendix A: Staff Roster	22
Appendix B: Board Roster	29
Appendix C: Unaudited Year-end 2019-20 Financial Statement	30
Appendix E: Approved 2020-21 Budget	32

I. School Description

A. Mission Statement

Center City Public Charter Schools empowers our students for lifelong success by building strong character, promoting academic excellence, and generating public service throughout Washington, D.C.

Vision

Driven by character, excellence, and service, Center City Public Charter Schools seeks to:

- Foster a community of lifelong learners;
- Graduate students ready to go to and through college; and
- Prepare our alumni to serve and lead others in the 21st century

Core Values

Character: We teach students to demonstrate empathy, understand different perspectives and people, advocate for themselves, and make good decisions.

Excellence: Center City students become critical thinkers who value the learning process. They are able to set personal goals and value achieving them.

Service: We teach students about their role and potential impact within their community and beyond.

B. School Program

Our academic program is designed to prepare students for high school, college, and career. We commit to providing students with a diverse set of experiences that include a rigorous, socially-relevant curriculum and opportunities for service learning. Our curriculum and instructional practices are aligned to the Common Core State Standards for English Language Arts (ELA) and mathematics, the Next Generation Science Standards, and the College, Career, and Civic Life Framework (C3). We believe in providing the most comprehensive education possible while maintaining the integrity of a small school program. Students participate in the core academic programs of mathematics, science, and humanities, which integrates ELA and social studies. Each campus offers enrichment courses, such as physical education (PE), Spanish, art, music, dance, drama, or STEM, as a regular part of their schedule.

Instructional Strategies

Humanities | Grades K-2

Our Humanities curriculum includes a comprehensive English Language Arts (ELA) curriculum that is deeply rooted in two simple beliefs: first, that students need significant “time in text” and second, that a true love of reading must be at the core of each and every classroom. Driven by these beliefs, we use a curriculum that prioritizes the major shifts in instruction driven by the adaptation of the Common Core State Standards. Center City students spend significant time reading and closely analyzing complex texts as well as

identifying evidence from the texts to support strong arguments. In grades K-2, students secure foundational skills and engage in text-based discussions through the Core Knowledge Language Arts program (CKLA). CKLA also allows students to build background knowledge in history and social studies through thematic units.

Humanities | Grades 3-8

Scholars in grades 3-8 will meet the demands of the Common Core through a Humanities block, which combines social studies and ELA content in the study of the human condition. Students engage with authentic, high-interest literature and visual arts through Wit & Wisdom, a research-based ELA curriculum that engages students in four thematic units of study. Each module includes an anchor text, a wide selection of supplemental fiction and non-fiction texts, and visual art.

The curriculum integrates writing instruction at the daily level and each unit ends in a performance task. Students have the opportunity to delve deeper into the historic content of Wit & Wisdom through the reading of complex nonfiction text in primary and secondary sources. The Humanities block incorporates the C3 framework and leads students to build the critical thinking skills necessary to develop and defend historically accurate arguments in both written and verbal formats.

Mathematics

Center City has adopted the Eureka Mathematics curriculum for grades K-8. The Eureka curriculum prioritizes the major work of each grade level, as designated by the PARCC Model Content Framework. Students spend significant time engaging in higher levels of mathematical performance – to persevere in problem solving, to reason using various mathematical strategies, and to reflect on mistakes, processes and solutions. Each unit includes opportunities for students to develop procedural skills and fluency while building a solid, conceptual understanding of foundational mathematics content. With a deep conceptual understanding of the content and daily opportunities to apply the Common Core Standards for Mathematical Practices, students are empowered to engage in mathematical discussions and to build a level of mathematical literacy that will follow them to high school.

Science

Center City adopted the Full Option Science System (FOSS) curriculum for grades 5-8. FOSS is a hand-on curriculum that allows students to learn science through critical thinking and active investigation. FOSS is aligned to the Next Generation Science Standards (NGSS) and integrates Earth, Life, and Physical Science in all grade levels while building students' capacity to learn both scientific and engineering concepts.

In grades 3-4, Center City adopted PhD Science, a Great Minds curriculum that aligns with our Humanities curriculum and with the NGSS. Students investigate scientific phenomena through hands-on exploration, small group collaboration, and nonfiction texts.

In grades K-2, we have designed a science curriculum that is aligned with the Next Generation Science Standards and embodies the dual nature of science: a body of deep content knowledge and the processes and practices used to add to that body of knowledge. Scholars learn early about the scientific process and are asked to apply this process of disciplined inquiry and experimentation to a science project of their choosing.

The Arts

Arts offerings vary across the Center City campuses. As such, students may have the opportunity to engage in visual arts, music, dance, drama, Spanish, or STEM enrichment offerings multiple times a week. There are multiple opportunities throughout the school year where students are able to participate in school and district level performances where they display their talent or work.

Physical and Health Education

Students will have at least one period of physical education (PE) per week. At certain grade levels, health is also a part of the PE curriculum. Our PE program includes basic calisthenics and aerobics, as well as team and individual sports. We emphasize the importance of exercise, fitness, and healthy habits to help students develop a positive body image. We build teamwork and good sportsmanship and stress this in the context of several core values, including collaboration, compassion, cooperation, discipline, and respect.

Student Support Services

At Center City Public Charter Schools, we ensure a Free Appropriate Public Education to all students. Our programming is inclusive of services for English Language Learners, students with disabilities, and response to intervention services for students struggling academically.

Special Education

Special education is defined as a specially designed set of services in combination with best practices and methodologies to meet students' needs related to their disability. Our special education program educates students, to the extent possible, using inclusive, co-teaching models, ensuring all students are integrated into the general education setting. Student needs are met through varying levels of services as indicated on their Individualized Education Plan. Services may include: specialized instruction in reading, written expression, and mathematics; adaptive physical education; support for vision, hearing, or orientation/mobility; related services in speech/language therapy, occupational therapy, counseling, behavior support, and/or physical therapy.

English as a Second Language Program

The English as a Second Language (ESL) Program supports the development of proficiency in the language domains of listening, speaking, reading and writing for students whose

dominant language is not English. In the 2017-18 school year, 229 students were found eligible for the English as a Second Language Program. At Center City, we focus on ensuring that all students receive instruction tailored to their individual needs. Inclusion teachers work hand-in-hand with general education teachers to adapt grade-level curriculum and incorporate language scaffolds to differentiate instruction and provide individualized support to students. Additionally, Center City offers a variety of supplemental programs for English Learner students and their families. Since 2012, Center City has offered an after-school language development program called ESL After the Bell.

Interventions

At Center City PCS we have a myriad of interventions that are infused into the core content blocks for our K-5 students. Our middle school students have a dedicated intervention/conferencing block in which we've allocated 45-60 minutes per day toward academic interventions. For the 2017-18 school year, all six of our campuses had an onsite interventionist who led the intervention program and supported students requiring additional academic intervention. All of our schools have access to Ten Marks, Lexia, Wilson, Foundations, Just Words, and LLI. Each campus assesses the needs of their students by analyzing MAP, DIBELS/TRC, AIMS Web progress monitoring data, as well as work samples and curriculum-based measures. Students are provided with additional intervention resources as needed such as IXL, ST MATH, Mastery Connect, Exact Path, and Curriculet.

Enrichment

Center City believes in nurturing the whole child. Therefore students at Center City have access to a wide variety of enrichment opportunities both during and after the school day, including music, chorus, visual arts, dance, and drama. The Enrichment Department integrates the development of communication, body awareness, teamwork, and creativity into enrichment programming to develop students' lifelong skills. In addition to classroom instruction, students have various opportunities to demonstrate their mastery of arts content through campus and district-based performances and showcases of talent.

Parent Involvement

At Center City PCS, we believe that families are integral to student success and that effective family engagement will increase parent satisfaction as well as support the culture of the school community. The foundation of student success is relationship building.

Campuses use whole-class or individual goal setting quarterly parent data meetings to discuss academic progress and conduct relationship building home/community visits to increase home-school communication. At in-school workshops, teachers facilitate modeling strategies to address critical skills needed for mastery within a 45-60 day period of time. These skills are often related to reading and mathematical fluency, math computation, and problem solving. Center City uses these strategies to ensure that parents understand grade-level expectations and that the events are well attended and

effectual, benefitting both the parents and the students while slowly facilitating the process by which students and families become partners in student progress.

The campus-level leadership teams, which include the principal, the assistant principal, a school counselor and family engagement lead teacher, work with classroom teachers to provide full support and encouragement to the parents in becoming involved in their child's academic progress and in attending all important events. Families are also encouraged to provide their suggestions and support to the school, its operations and Center City PCS as a whole through an annual family survey and district and campus focus groups. Parents are further engaged through district-wide academic events for their children, back-to-school nights, inclusive morning meetings and assemblies, as well as, parent data meetings where parents are taught how to interpret their child's academic and behavioral data and how to best support their child's learning. Each campus hosts unique events that are specific to the campus communities that they serve. Center City PCS is in constant communication with parents through campus notifications and newsletters. Center City's Director of Student and Family Engagement leads multiple partnerships that support family engagement and ensures consistent implementation across the LEA.

COVID-19 Response

Instructional Delivery During Virtual Learning

Center City will be providing 100% virtual instruction through Quarter 2 (January 27, 2021).

Students in K-8 will receive synchronous instruction via Zoom, and asynchronous assignments will be posted daily in Google Classrooms, where teachers will also be monitoring for work completion.

In PreK3 and PreK4, students will receive synchronous instruction via Zoom daily and will receive asynchronous work via the Seesaw platform.

During asynchronous learning, students will also have access to a variety of online learning platforms, including Great Minds' InSync Platform for Eureka Math and Wit & Wisdom, Edmentum Exact Path for grades 3-8, Edmentum Reading Eggs in K-2, Newsela, IXL Math, and Learning A to Z.

All students will be equipped with appropriate devices to complete virtual learning. In PreK, students will receive iPads. In grades K-1, students will receive Lenovo tablets with a detachable keyboard. In grades 2-8, all students will receive Chromebooks. Additionally, students will receive all workbooks and texts needed to complete curriculum-related work. This includes workbooks for Eureka Math in K-8, readers, text sets, and workbooks for CKLA in K-2, and text sets for Wit & Wisdom in grades 3-8.

II. School Performance

A. Performance and Progress

1. Progress in Achieving the Mission

Center City Public Charter Schools' mission is to empower our students for lifelong success by building strong character, promoting academic excellence, and generating public service throughout Washington, D.C. We continue to make significant progress in achieving the mission by implementing a rigorous academic program, engaging in character education, and ensuring that all campuses participate in community service projects. In addition, we ensure that students are exposed to career options through career awareness activities and we provide them with guidance through the high school application process.

2. School Improvement Plan Progress

Reflection on the efficacy of the evidence-based interventions identified in the SIP:

Students participated in evidenced-based interventions in both reading/ELA and math. For reading and math, formative and curriculum-based assessment data was used to determine what interventions each student would receive and determine goals for each student. Teachers also used standards-based checklists for math. Biweekly data meetings were held to review data and determine what intervention activities were utilized for each student. Reading intervention programs used were Wilson, Foundations and Wordly Wise. Math intervention programs that were used were Edmentum, Zearn, and XtraMath. Interventionists also used dashboards to track meeting notes, action steps, and data reviewed.

Summary of the progress achieving the short-term goals articulated in the SIP:

After the 2017-18 school year, our Trinidad campus was identified as requiring targeted support based on the performance of the Black/African American subgroup in the elementary framework. We significantly improved our student group score for this subgroup from 17-18 (13.97%) to 18-19 (39.92%) and met several of our goals. We increased our in-seat attendance rate for this subgroup from 92.34% (17-18) to 93.03% (19-20). Our re-enrollment rate also increased significantly from 61.90% (17-18) to 81.80% (19-20) for the elementary Black/African American subgroup. And lastly, our growth-to-proficiency rates significantly improved from the 17-18 to the 18-19 school year in both ELA (48.17% to 59.64%) and math (19.2% to 42.0%) on the PARCC assessments.

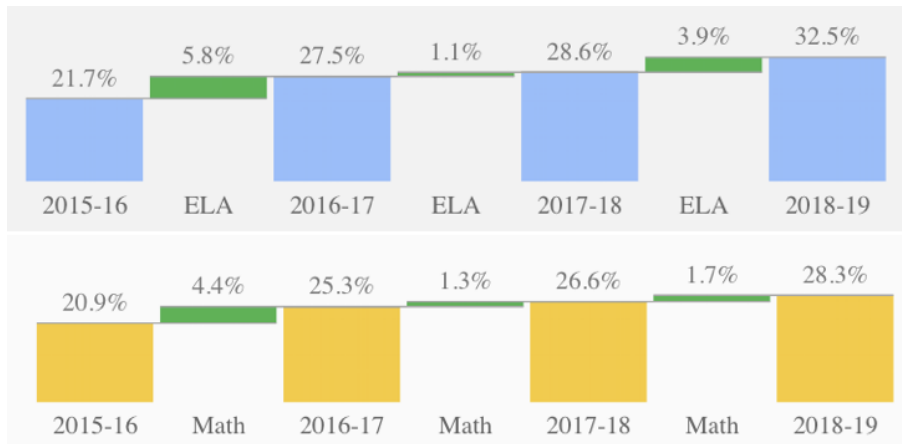
3. Progress in Achieving Goals and Achievement Expectations

Because of COVID-19 school closures, students did not participate in Spring 2020 PARCC testing. The following graphs are the most recent available performance scores that provide an overview of Center City campuses' performance on the PARCC in English/Language Arts (ELA) and mathematics.

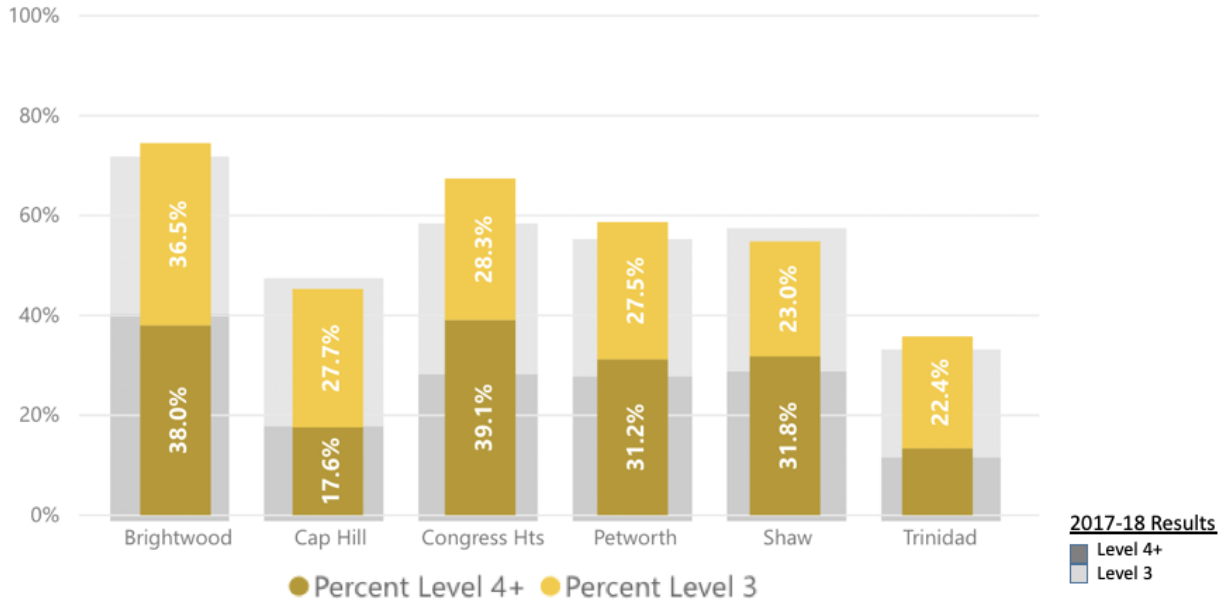
Spring 2019 PARCC Performance Trends

	ELA 1-yr Chg	ELA 4-yr Chg	Math 1-yr Chg	Math 4-yr Chg
All CCPCS	3.9%	15.1%	1.7%	9.7%
Charter	2.7%	9.3%	0.2%	4.8%
DCPS	4.9%	15.0%	1.9%	11.5%
DC	3.8%	12.3%	1.1%	8.4%

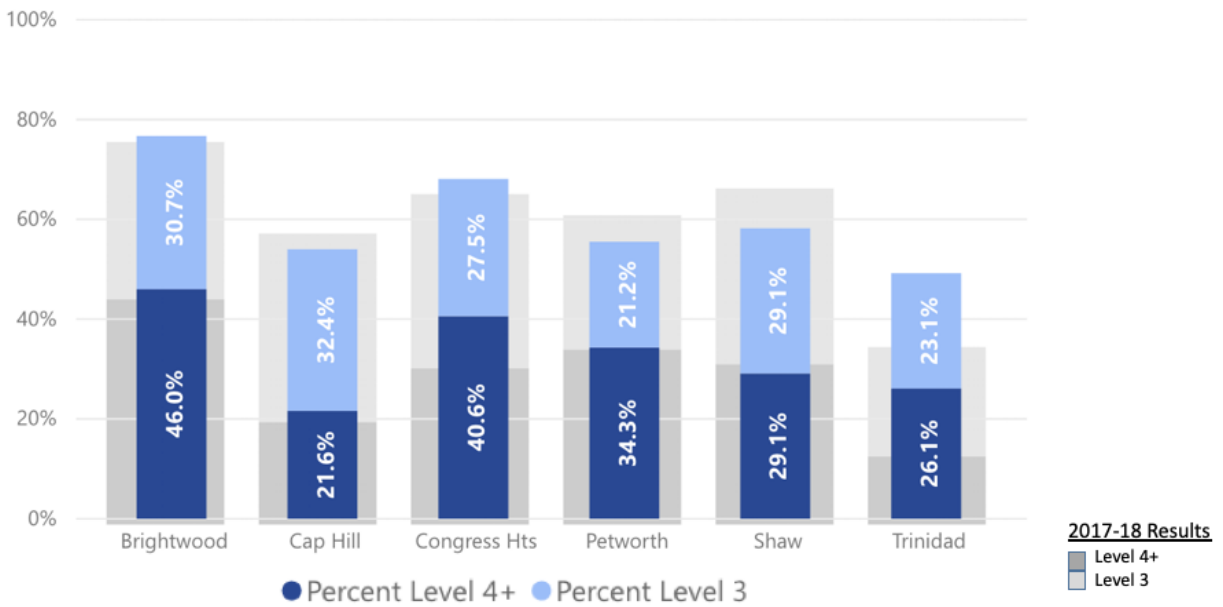
Center City PCS PARCC Performance Trends



**2019 Center City PCS - Percent Meeting Level 3 & Level 4+ by Campus in ELA
Compared to 2018**



**2019 Center City PCS - Percent Meeting Level 3 & Level 4+ by Campus in Math
Compared to 2018**



B. Unique Accomplishments

Center City Congress Heights was recognized again as a Bold Improvement School by EmpowerK12. Bold Improvement Schools are classified as “on track to meet or exceed the test scores of the nation’s more affluent students within the next five years.”

Center City Congress Heights was also recognized as a Bold Performance School which is defined as a school that “serves a high at-risk student population and has combined math and English language arts proficiency rates dramatically higher than schools with similar demographics.”

Center City PCS Congress Heights and Brightwood campuses were both named 5 Star schools on the DC Report Card as commissioned by the DC Office of the State Superintendent.

C. List of Donors

All donors and grants that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2019-20 school year.

<u>Donor</u>	<u>Donation Amount</u>
Lydia and Marco Adelfio	\$1,400.00
Roneal Josephs	\$750.00
Leslie and Erik Heyer	\$5,000.00
Lance M. Wray	\$1,010.50
Scott E.	\$1,000.00
Jennifer Loi	\$500.00
Building Hope	\$1,000.00
HEP Construction	\$1,500.00
Cynthia McKee	\$500.00
Reginald Herndon	\$1,000.00
Michael Mancuso	\$500.00
Tressa Smallwood	\$1,000.00
Chris D.	\$650.00

School Year (SY) 2019-20 Annual Report: Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Brightwood
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 258

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	19	22	22	26	26	27	26	24	27
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	21	18	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	<p>Total number of instructional days: 180 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. <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.</i></p>
PCSB	Suspension Rate: 0.4%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.02%
PCSB	In-Seat Attendance: 97.4%*
PCSB	<p>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.)</p>
PCSB	Midyear Withdrawals: 1.2% (3 students)*

School Year (SY) 2019-20 Annual Report: Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Capitol Hill
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 260

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	20	26	22	18	25	25	21	26	29
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	26	22	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	<p>Total number of instructional days: 180 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. <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.</i></p>
PCSB	Suspension Rate: 2.7%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.08%
PCSB	In-Seat Attendance: 92.7%*
PCSB	<p>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.)</p>
PCSB	Midyear Withdrawals: 3.5% (9 students)*

School Year (SY) 2019-20 Annual Report: Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Congress Heights
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 252

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	15	24	24	23	26	26	26	24	24
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	15	25	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	<p>Total number of instructional days: 180 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. <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.</i></p>
PCSB	Suspension Rate: 1.2%
PCSB	Expulsion Rate: 0.40%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.02%
PCSB	In-Seat Attendance: 94.6%*
PCSB	<p>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.)</p>
PCSB	Midyear Withdrawals: 2.0% (5 students)*

School Year (SY) 2019-20 Annual Report: Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Petworth
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 255

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	21	23	21	26	24	20	25	25	24
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	25	21	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	<p>Total number of instructional days: 180 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. <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.</i></p>
PCSB	Suspension Rate: 1.6%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.02%
PCSB	In-Seat Attendance: 94.6%*
PCSB	<p>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.)</p>
PCSB	Midyear Withdrawals: 4.7% (12 students)*

School Year (SY) 2019-20 Annual Report: Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Shaw
PCSB	Grades served: PK4--8
PCSB	Overall Audited Enrollment: 231

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	14	20	24	24	23	23	24	30
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	24	25	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	<p>Total number of instructional days: 180 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. <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.</i></p>
PCSB	Suspension Rate: 4.8%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.07%
PCSB	In-Seat Attendance: 93.5%*
PCSB	<p>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.)</p>
PCSB	Midyear Withdrawals: 2.6% (6 students)*

School Year (SY) 2019-20 Annual Report: Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Trinidad
PCSB	Grades served: PK4--8
PCSB	Overall Audited Enrollment: 219

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	20	16	14	16	26	23	28	29
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	25	22	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	<p>Total number of instructional days: 180 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. <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.</i></p>
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 92.7%*
PCSB	<p>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.)</p>
PCSB	Midyear Withdrawals: 3.7% (8 students)*

IV. APPENDICES

Appendix A: Staff Roster

Each Center City PCS teacher and administrator has, at a minimum, a bachelor's degree.

Qualifications as an aggregate: BA: 39%, MA: 45%, PhD: 1%, High School: 15%

<u>First Name</u>	<u>Last Name</u>	<u>Position</u>
Ayesha	Abdul-Rahim	Assistant Principal
Stanley Kinney	Absher	Teacher, 7/8 Humanities
Danielle	Alaimo	Teacher, Inclusion-SPED
Lindsey	Allen	Teacher, Inclusion-ESL
Rosa	Amaya	Administrative Assistant
Lisa	Apple	Teacher, Inclusion-SPED
Michael	Bailey	Teacher, 1st Grade
Nia	Barge	Teacher, Theater
Beverly	Benn	Teacher, PK3
Lindsay	Black	Teacher , 5/6 Math/Science
Amelia	Black	Teacher, 5/6 Humanities
Laura	Blackerby	Teacher, Kindergarten
Caroline	Borders	Teacher, 2nd Grade
Latia	Bowles	Teacher, PK4
Arnetta	Boyd	Teacher, PK4
Kuwanda	Brathwaite	Counselor
Martellus	Braxton	Instructional Assistant - Behavior
Monique	Brown	Teacher, Art
Charles	Brown	Teacher, 7/8 Math

Devonne	Brown	Teacher, MS Science
Kaniya	Brown	Teacher, Inclusion-SPED
Nazo	Burgy	Principal
Audrey	Campbell	Interventionist
Candice	Cardwell	Teacher, Inclusion-SPED
Jennifer	Carvey	Teacher, PK3
Kerry	Cassidy	Teacher, 2nd Grade
Trishla	Chadhury	Teacher, Inclusion-ESL
Justin	Chinn	Administrative Assistant
Warren	Christopher	Teacher, STEM
Ashley	Chu	Teacher, Kindergarten
Darion	Clark	Dedicated Aide
Katherine	Clark	Teacher, Inclusion-ESL
Emily	Clarke	Teacher, 3/4 Humanities
Jerome	Clemons Jr.	Teacher, 7/8 Humanities
Mark	Cloherty	Dedicated Aide
Jerry	Colo	Teacher, Spanish
Lauren	Corboy	Teacher, Kindergarten
Amanda	Cromer-Snow	Instructional Assistant- PK4
Amie	Cross	Instructional Assistant-1st Grade
Chrystal	Daley	Teacher, PK4
Samantha	Daniel	Teacher, Physical Education
Jordan	Daugherty	Teacher, Dance
Tiffany	Dean	Teacher, Art
Christopher	Deturris	Interventionist
Delinda	Dixon	Instructional Assistant-Interventionist
Emily	Dolin	Teacher, Inclusion-SPED
Peter	Dorchak	Teacher , 5/6 Math/Science
Alyse L.	Dowdy	Teacher, 1st Grade

Aaron	Dukes	Principal
Faye	Dunston	Interventionist
Sindy	Duran	Administrative Assistant
Malcolm	Edmunds	Instructional Assistant-1st Grade
Christine	Edwards	Manager, Operations
Naela	El-Hinnawy	Teacher, 1st Grade
Angelica	Escalante	Interventionist
Danielle	Etheridge	Instructional Assistant- PK3
Alisha	Fairfax	Teacher, 7/8 Humanities
Lori	Farrar	Counselor
June	Felix	Instructional Assistant-Kindergarten
Brittany	Fells	Teacher, PK4
Jayme	Ferguson	Teacher , 5/6 Math/Science
Avanti	Fernandez	Teacher, 3/4 Humanities
Catherine	Fisher	Teacher, PK3
Shaylysea	Fisher	Teacher, 7/8 Math
Camelia	Fox	Manager, Operations
Kimberly	Fuller	Interventionist
Frances	Graves	Dedicated Aide
Chantya	Greenwell	Instructional Assistant- PK4
Brandon	Grier	Teacher, 5/6 Humanities
Michael	Griffin	Teacher, Inclusion-SPED
Syeda	Habib	Teacher, 1st Grade
Deante	Haggerty-Willis	Teacher, Music
Parisia	Harris	Instructional Assistant-SPED
Teresa	Harris	Interventionist
Ashley	Harris	Counselor
Robin Wheeler	Harvey	Teacher, 7/8 Humanities
Robert	Henderson	Teacher, 3/4 Humanities

Marquisha	Henderson	Dedicated Aide
Denise	Herrera De Gomez	Instructional Assistant- PK3
Kelly	Hiden	Teacher, Inclusion-SPED
Kevin	Hinds	Teacher, 7/8 Math
Chanda	Hutcherson	Manager, Operations
Janna	Huynh	Teacher, 3/4 Math/Science
Andrea	Ible	Teacher, 5/6 Humanities
Dawn	Jackson	Dedicated Aide
Brianna	Jackson	Teacher, Inclusion-SPED
Mike	Jacobs	Assistant Principal
Nanette	James	Teacher, Art
Cindy	Jean-Louis	Teacher, 3/4 Math/Science
Paul	Jefferson	Instructional Assistant-1st Grade
Apryle	Johnson	Teacher, PK4
Sadiqa	Johnson-Cauthern	Interventionist
Quiana	Johnson-Fleming	Assistant Principal
Camille M.	Jones	Teacher, Music
Jamille	Jones	Teacher, Art
Patrice	Jones	Teacher, Inclusion-SPED
Mark	Joyner	Teacher, MS Science
Anna O.	Kaplan	Interventionist
Diana	Kelly	Instructional Assistant-Kindergarten
Linda	Kim	Teacher, 1st Grade
Stacie	Lampkins	Instructional Assistant-1st Grade
Precious	Layne	Teacher, 5/6 Humanities
Emma	Lepore	Interventionist
Daniel Jacob	Levien	Teacher, Inclusion-SPED
Cameron	Lewis	Teacher, 3/4 Math/Science
Randal	Littlefield	Teacher, 7/8 Humanities

Aysha	Longshore	Administrative Assistant
Ariel	Love	Teacher, Inclusion-SPED
Courtney	Lucas	Instructional Assistant- PK4
Karla	Luetzow	Teacher, 3/4 Humanities
Marisela	Maldonado	Teacher, Inclusion-ESL
Ashley	Malloy	Teacher, Dance
Sharon	Maloney	Teacher, Inclusion-ESL
Brandyn	Marshall	Teacher, 7/8 Math
Leonard	Martin II	Teacher, 2nd Grade
Denisha	Matheny	Instructional Assistant-Kindergarten
Damion	Mcduffie Jr.	Teacher, Inclusion-SPED
Rashida	Melvin	Assistant Principal
Michele	Miller	Teacher, MS Science
Tashell	Mitchell	Teacher, 2nd Grade
Brittany	Moody	Administrative Assistant
Sopharest	Moten	Instructional Assistant- PK3
Cecilia	Mukira	Interventionist
Samantha	Novak	Teacher, MS Science
Ashley	Nussbaum	Teacher, 2nd Grade
Shannon	Nuzzelillo	Teacher, 5/6 Humanities
Chelsea R.	Odonkor	Teacher, 3/4 Math/Science
Wendy	Oftedahl	Teacher, 7/8 Humanities
Ria-Renee	Owens	Counselor
Sherri	Parker	Dedicated Aide
Charity	Parks	Dedicated Aide
Christine	Parrish	Interventionist
Megan	Patterson	Teacher, 3/4 Humanities
Justin	Patton	Teacher, Inclusion-SPED
Amiracle	Peterson	Instructional Assistant-1st Grade

Derek E.	Pierce	Teacher, Inclusion-SPED
Brian	Pierce	Teacher, Inclusion-SPED
Paige	Powers	Teacher , 5/6 Math/Science
Bijone	Price	Teacher, 3/4 Math/Science
Anne	Pride	Teacher, 2nd Grade
Alfons	Prince	Teacher, 7/8 Math
Aishah	Prophet	Teacher, Inclusion-SPED
Darryl	Prue	Teacher, Physical Education
Alisandra	Ravenel	Assistant Principal
Jessica	Reed	Teacher, Inclusion-SPED
Crystal	Reese	Teacher, 7/8 Humanities
Lynette	Riley	Manager, Operations
Dashawn	Roddey	Instructional Assistant-Interventionist
Heidi	Romero	Manager, Operations
Abigail	Rosenberg	Teacher, Inclusion-ESL
Chantal	Ross	Teacher, Inclusion-ESL
Jermar	Rountree	Teacher, Physical Education
Kathy	Rutledge	Instructional Assistant- PK4
Blair	Rutledge	Teacher, 7/8 Humanities
Nia	Samuel	Manager, Operations
Andre	Samuels	Principal
Crystal	Sanguenette	Teacher , 5/6 Math/Science
Ricardo	Saravia-Garcia	Instructional Assistant-1st Grade
Alfonso	Sasieta	Teacher, 7/8 Humanities
Michael	Schuster	Teacher, Inclusion-ESL
Juliana	Sesay	Teacher, 7/8 Humanities
Braxton	Shelton-Epps	Instructional Assistant- PK4
Tyresa	Shepherd	Instructional Assistant-Kindergarten
Jasha	Smith	Instructional Assistant- PK3

Sharnita	Smith	Teacher, PK3
Desiree	Smith	Interventionist
Daniel	Spruill	Teacher, Music
Jamil	Sutton	Teacher, Physical Education
Devon	Swann	Instructional Assistant- PK4
James	Tandaric	Teacher, Inclusion-ESL
Rachel C.	Taylor	Teacher, 3/4 Humanities
Kellie	Thomas	Teacher, Inclusion-ESL
Shervon	Thompson	Teacher, PK4
Shelonda	Tillman	Teacher, MS Science
Rachel	Tommelleo	Principal
Felix	Toxey	Teacher, Physical Education
Hychia	Troutt	Teacher, Kindergarten
Eileen	Tulloch	Teacher, Kindergarten
Tyronne	Turner	Teacher, Physical Education
Brandy	Tyson	Principal
Dewayne	Vanager	Teacher , 5/6 Math/Science
Lydia	Vanderbilt	Teacher, 7/8 Math
Ligia	Velasquez	Administrative Assistant
Dana	Veney	Dedicated Aide
Tanya	Wagstaffe	Teacher, 7/8 Humanities
Alex	Walton	Teacher, 7/8 Humanities
Ashley	Walton	Teacher, Inclusion-SPED
Lenee	Washington	Teacher, 3/4 Math/Science
Crystal	Watts	Teacher, Kindergarten
Paul	Wayne	Dedicated Aide
Hannah	Weissler	Teacher, Dance
Leah Rose	Welsh	Teacher, Inclusion-ESL
Erica	Werthing	Teacher, Inclusion-SPED

Micah	Westerman	Assistant Principal
Niya	White	Principal
Colby	Whittington	Counselor
Cheryl	Wigfall	Teacher, Inclusion-ESL
Careather Deneah	Wiggins	Instructional Assistant-SPED
Tory	Wilburn	Counselor
Kyvonne	Williams	Teacher, 5/6 Humanities
Etondra	Willis	Teacher, 1st Grade
Katarina Hope	Wilson	Teacher, MS Science
Adrian	Wise	Instructional Assistant-Kindergarten
Rashida	Young	Teacher, Art
Joe	Young	Dedicated Aide

Appendix B: Board Roster for SY 2019-20

BOARD MEMBER	BOARD TITLE	DC RESIDENT?
Lydia Adelfio	Chair	No
F. John Duncan	Member	Yes
Janet "Betsy" Hanlon	Vice Chair, Treasurer	Yes
Thomas O'Hara	Member	Yes
Roneal Josephs	Member	Yes
Margaret Horn	Member	Yes
Art Moran	Member	Yes
Gretchen Guffy	Member	Yes
Nasir Qadree	Member	Yes
Neville Waters	Secretary	Yes
JD Wilde	Member	No
Chantal Eldridge	Parent Member	Yes
Jerenze Campbell	Member	Yes

Appendix C: Unaudited Year-end 2019-20 Financial Statement

CENTER CITY PUBLIC CHARTER SCHOOLS	
STATEMENT OF ACTIVITIES	
YEAR ENDED JUNE 30, 2020	
<i>(unaudited)</i>	
REVENUE	
State and Local Revenue	29,131,350
Federal Revenue	1,814,923
Private Grants and Donations	91,388
Other Revenue	570,560
Total Revenue	<u>31,608,221</u>
EXPENSES	
Salaries & Wages	18,546,295
Employee Benefits & Taxes	4,069,418
Direct Student Expense	1,573,416
Occupancy Expenses	4,840,054
General Expenses	1,369,529
Total Ordinary Expenses	<u>30,398,712</u>
NET OPERATING INCOME	<u>1,209,509</u>
Depreciation/Amortization	739,721
NET INCOME AFTER DEPRECIATION/AMORTIZATION	<u>469,788</u>

CENTER CITY PUBLIC CHARTER SCHOOLS
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2020
(unaudited)

ASSETS

Current Assets	
Cash and Cash Equivalents	14,146,237
Investments	2,490,000
Receivables	275,078
Prepaid Expenses and Other Assets	408,139
Total Current Assets	<u>17,319,454</u>

Fixed Assets	
Furniture and Equipment	2,747,011
Construction in Progress	321,931
Leasehold Improvements	6,877,715
	<u>9,946,657</u>
Less: Accumulated Depreciation/Amortization	<u>(7,110,346)</u>
Total Fixed Assets	2,836,311

Deferred Compensation Investment	35,234
----------------------------------	--------

TOTAL ASSETS	<u><u>20,190,999</u></u>
---------------------	--------------------------

LIABILITIES AND NET ASSETS

Current Liabilities	
Accounts Payable and Accrued Expenses	104,659
Accrued Payroll and Benefits	1,860,393
Contributions Refundable	3,412,000
Total Current Liabilities	<u>5,377,052</u>

Deferred Rent	226,803
Deferred Compensation Payable	35,234

TOTAL LIABILITIES	<u>5,639,089</u>
--------------------------	------------------

NET ASSETS

Unrestricted	11,527,552
Unrestricted - Board Designated Reserve	3,000,000
Temporarily Restricted	24,358

TOTAL NET ASSETS	<u>14,551,910</u>
-------------------------	-------------------

TOTAL LIABILITIES AND NET ASSETS	<u><u>20,190,999</u></u>
---	--------------------------

Appendix D: Approved 2020-21 Budget

CENTER CITY PUBLIC CHARTER SCHOOLS		
BUDGET		
YEAR ENDED JUNE 30, 2021		
REVENUE		
	State and Local Revenue	29,056,915
	Federal Revenue	3,465,558
	Private Grants and Donations	25,000
	Other Revenue	418,989
	Total Revenue	32,966,462
EXPENSES		
	Salaries & Wages	18,697,465
	Employee Benefits & Taxes	4,306,990
	Direct Student Expense	2,207,440
	Occupancy Expenses	4,535,129
	General Expenses	2,073,603
	Total Ordinary Expenses	31,820,627
	NET OPERATING INCOME	1,145,835
	Depreciation/Amortization	1,145,835
	NET INCOME AFTER DEPRECIATION/AMORTIZATION	0