

## 2019-2020 Annual Report

# Perry Street Preparatory Public Charter School



Perry Street Prep PCS  
1800 Perry Street NE  
Washington, DC 20019  
PH: 202.529.4400

Board Chair: Cynthia Brown



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**Please Note:** Perry Street Preparatory Public Charter School acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.



## I. School Description

### A. Mission Statement, Core Beliefs and Profile of a Graduate

**Mission** - Perry Street Prep is a community of diverse learners that builds relationships with families and empowers students to be college-ready and to thrive in a global society.

Our mission guides all of our work. It ensures that we remain focused on enabling all our students to learn and achieve at the highest levels, and that we engage parents and families as partners in this process.

#### Perry Street's Core Beliefs and Profile of a Graduate

Perry Street Prep (PSP) Public Charter School received its official letter of accreditation from the Middle States Association Commission on Elementary and Secondary Schools in 2019 and as part of this process, Perry Street Prep school community was given the opportunity to refine its Core Beliefs and in complete a Profile of a PSP Graduate. Our Core Beliefs and Profile of a Graduate bring our mission to life and add meaning to our everyday interactions with students, parents, and families.

#### Core Beliefs

1. We believe it is our duty prepare all students, academically and socially, for success in high school.
2. We believe that *each and every student* should be challenged to learn, grow, and achieve at high levels.
3. We believe in the importance of building relationships with our families and our community.
4. Our school community has PRIDE: Perseverance, Respect, Integrity, Dependability and Excellence.
5. We believe in the importance of providing our students with a safe and nurturing learning environment, and we believe that our students' success is supported by effective leadership, accountability, adult teamwork, consistency, and communication.



**Profile of a Graduate**—By the time students graduate from Perry Street Prep, they will:

1. Be academically and socially ready for high school, and be confident in their abilities.
2. Demonstrate sound organizational and decision-making skills.
3. Have strong reading, writing, critical thinking, and mathematical skills.
4. Be prepared to serve as responsible citizens and effective advocates for themselves and others.
5. Be able to communicate effectively, utilizing strong problem-solving and conflict resolution skills.

## B. School Program

### 2019-2020—Continuous Improvement

During the 2019-2020 school year, the PSP Board continued to take bold steps to implement strategic continuous improvement in line with prior accomplishments. Our continued goal has been to strengthen student learning, achievement, and social-emotional development—and lay the foundation for Perry Street Prep’s continued growth for years to come.



With the support of several different avenues of federal and local funding, including a competitive **SOAR Academic Improvement Grant** and the **Special Education Enhancement Fund** from the Office of the State Superintendent of Education (OSSE), we retained strong teachers and recruited new faculty to address key student academic, social and emotional learning needs. We provided focused instructional coaching to all teachers in grades K-8 to improve teachers’ practice and

boost students’ learning; we continued strengthening our special education program to better meet *all* our students’ needs; and we strengthened our overall curriculum and instructional program with additional data driven supports. Most notably, we continued to implement evidence-based intervention curriculums focused at serving both our students with disabilities and English language learners, as well as students in general education performing below grade level. We continued our use of data to inform these decisions and to continue to improve student achievement.

With a new focus on building internal coaching capacity and ongoing growth, we re-engaged our partnership with TenSquare, a charter support organization with rich expertise in school transformation and educational excellence. In addition to classroom support, TenSquare mentored and coached experienced school leaders at different levels throughout the school. Together, leaders worked closely with TenSquare and the entire Perry Street Prep team to strengthen and assess Perry Street Prep’s curriculum, instruction, and school culture.

#### 1. Curriculum Design and Instructional Approach

##### **Empowering Students to be College-Ready and Thrive in a Global Society—Curriculum Design and Instructional Approach**

We are meeting our mission with the implementation of Perry Street Prep’s curriculum designed to prepare students to be college-ready and to thrive in a global society. The curriculum is aligned to the Common Core and District of Columbia standards for learning, and it has been crafted to be engaging and rigorous. All instruction is tailored to appropriate grade levels and differentiated according to each student’s individualized access point.

In grades K-8, our **Common Core aligned English Language Arts curriculum** has been designed to provide modeling, mini-lecture, small group and guided practice to support students' content acquisition and mastery of skills. Scholars learn routines for using close reading skills and appropriate ways to use the close reading process with both literary and informational texts. Teachers incorporate discussion, writing, and self-reflection into lessons to build critical thinking skills and improve students' abilities to analyze text, make inferences, and devise meaning through and from analogies.

**Perry Street Prep has focused our mathematics curriculum** to fully-align with the content standards in the Common Core State Standards for Mathematics and ensure more students are reaching proficiency targets each year. We provide various opportunities for students to engage in problem-solving and to learn at the level of rigor required in the standards. Scholars use a variety of learning strategies to become adept at reasoning and applying critical thinking in mathematics, while solving routine and non-routine problems. By practicing effective mathematical discourse and making mathematical connections explicit, scholars build their critical thinking and processing skills.

Learning is supported with curriculum resources including Every Child Ready, Amplify Core Knowledge Language Arts (CKLA), Amplify English Language Arts, locally designed novel studies, Great Mind's Eureka Math, Illustrative Math, Leveled Literacy Intervention by Fountas & Pinell, Wilson's Reading System, Do the Math, and IXL.

**To ensure that students develop the knowledge and skills they need to be successful 21<sup>st</sup> Century citizens, teachers use a variety of instructional strategies**, including direct and indirect instruction; interactive discussion and group work; experiential learning; and independent study.

- The **direct instruction** strategy is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, teacher-led practice, and demonstrations. The direct instruction strategy is effective for providing information or developing step-by-step skills. This strategy also works well for introducing other teaching methods, or actively involving students in knowledge construction.
- **Indirect instruction** is mainly student-centered. Examples of indirect instruction methods include reflective discussion, concept formation, concept attainment, problem solving, and guided inquiry.
- **Interactive instruction** relies heavily on discussion and sharing among participants. The interactive instruction strategy allows for a range of groupings and interactive methods. Methods may include full class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- **Experiential learning** is inductive, learner centered, and activity oriented. The emphasis in experiential learning is on the process of learning and not on the product. Students are usually more motivated when they actively participate and teach one another by describing what they are doing.
- **Independent study** refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Independent study can also include learning in partnership with another individual or as part of a small group.

**Formative assessments are used to support student progress.** To capture student progress in literacy and math, Perry Streep Prep partners with NWEA MAP (North West Education Association – Measures of Academic Progress) to assess student's math and English language arts progress typically three to four

times a year in grades K-8th. Assessment cycles were modeled after rigorous PARCC testing of prior school years. Additionally, students' reading levels were assessed through the year in grades K-8 using the Fountas and Pinnell assessment system with the assistance of web-based testing through Literably. Student outcomes on these key assessments guided student interventions and supports to further improve student math and literacy skills and boost student learning.

**To augment student learning in the core subjects, Perry Street Prep implements a targeted student intervention program.** Students were grouped based on reading and math abilities and received targeted instruction in small groups in reading and math based on diagnosed needs. Supports were provided by classroom teachers, instructional coaches, and leaders throughout the school year. The program targeted all students and ensured supports were tailored to meet individual student needs rather than focusing on a select group of kids. Consequently, emphasis is placed on ensuring that *all* students improve academic skills.

**Focused instructional and leadership coaching ensures that teachers and leaders have the supports they need to continually improve student learning.** During the 2019-2020 school year, Perry Street Prep teachers and leaders worked closely with experienced TenSquare instructional and leadership coaches. Weekly, Coaches conducted structured classroom observations, provided constructive feedback, and helped teachers improve their instructional practice. Coaches worked side-by-side with teachers to ensure fidelity with curriculum implementation and assessment administration. Coaches also provided professional development to teachers through Professional Learning Communities (PLCs). The leadership team met regularly with a TenSquare leadership coach and analyzed student progress, achievement, and non-academic data (attendance, mid-year entry/withdrawal, discipline) and shared these findings regularly with the entire staff community. Leaders developed, implemented, and reviewed weekly dashboards based on observation data to improve instruction and behavior support. The entire Perry Street Prep worked together to improve student learning.

### **Early Learning Matters—AppleTree Partnership**

Perry Street Prep continued its partnership with AppleTree, to ensure that our young learners are engaged and prepared for school age success. Perry Street Prep has partnered with AppleTree Institute—which has a documented history of effectively implementing evidence based early learning programs with substantiated progress of student achievement—since 2015 to operate four PreK3 and PreK4 classrooms. AppleTree early learners participate in a comprehensive preschool instructional model, **Every Child Ready** (ECR), developed by AppleTree Institute through a prestigious i3 grant from the United States Department of Education. ECR includes three tightly integrated elements of curriculum, professional development, and assessment to help children build the cognitive and non-cognitive skills they need to enter the primary grades ready to thrive.



**The Every Child Ready Math curriculum-based measure (ECRM)** was created to align closely with DC Early Learning Standards and the Common Core and, most importantly, provide clear and actionable information to teachers and families on areas of strength and challenge in children’s mathematical development. The ECRM assessment measures skills in the areas of: number concepts (such as identifying numbers and counting objects), identifying patterns, measurement, identifying shapes, and reading graphs.

**The ECR Language and Literacy (ECRL) assessment** measures students’ progress on the Every Child Ready Standards for language and literacy. Teachers administer this assessment one-on-one five times per year to measure the language and literacy skills children acquire and that are important for learning to read. Some of these skills include: phonological awareness, understanding the parts of a book, using descriptive language, and narrative comprehension.

The **Classroom Assessment Scoring System (CLASS)** is an observation instrument designed at the University of Virginia and used to measure quality of learning in early childhood classrooms across the country. OSSE adopted CLASS as a classroom quality measure for Pre-K programs in 2015. OSSE early childhood experts conduct the CLASS observation once a year. Classrooms are scored on three domains: emotional support, classroom organization, and instructional support. OSSE sets different floors and targets for each scoring rubric based on the domain. PSP CLASS scores for 201-2020 observations are included in Table I below.



**Table 1 – 201-2020 CLASS DOMAN SCORES**

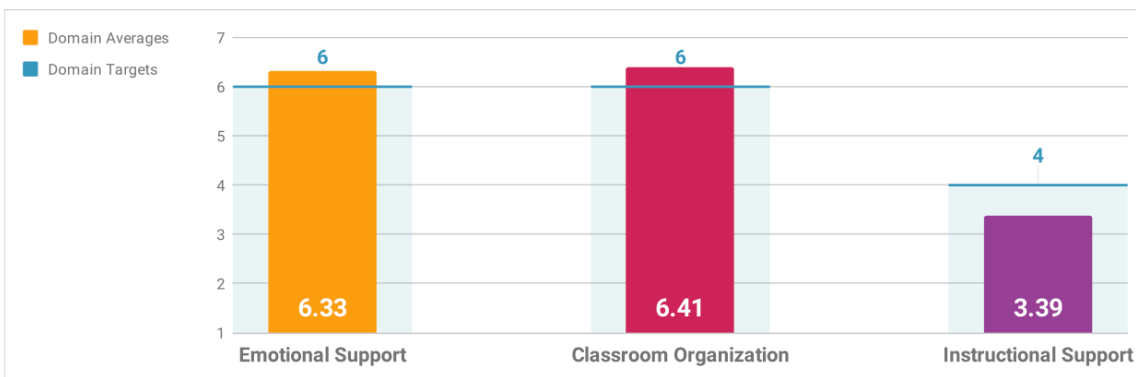
Perry Street Preparatory PCS

## Overall Program Averages

Perry Street Preparatory PCS

	Emotional Support				Classroom Organization			Instructional Support		
Domain Targets	6				6			4		
Domain Averages	6.33				6.41			3.39		
Dimension Averages	PC	NC*	TS	RSP	BM	PR	ILF	CD	QF	LM
	6.00	1.00	6.33	6.00	6.78	6.78	5.67	3.06	3.33	3.78
	Positive Climate (PC) Negative Climate (NC) Teacher Sensitivity (TS) Regard for Student Perspectives (RSP)				Behavior Management (BM) Productivity (PR) Instructional Learning Formats (ILF)			Concept Development (CD) Quality of Feedback (QF) Language Modeling (LM)		

## Domain Averages



As Table I shows, Perry Street Prep Apple Tree classrooms exceeded the targets in Emotional Support and Classroom Organization this year and had scores in all 3 domains in the top quartile of performance for the city.

### Engaging our Students' Minds and Bodies—Before, During and After School

Perry Street Prep is open to students from 6:30 am – 6:00 pm, and beyond some nights. Our goal is to ensure that we provide enriching activities—learning, social, athletic, and wrap-around support activities—to engage students' minds and bodies before, during, and after school.

In 2019-2020 PSP expanded this programming significantly serving over 50% of the student body outside of school times through the support of 21<sup>st</sup> Century Community Learning Center funding. Students participated in extended day tutoring, peer mentoring, performing arts, step, dance, photography, choral, art and special interest clubs including cooking and reading. Students were offered daily sport participation options through Charter League regulated teams as well as a partnership with HoopED LLC, including girls' and boys' basketball, cheerleading, dance, flag football, Soccer and Cross Country. Providing meaningful activities free of charge to students and families beyond the traditional school day has given our students access to enrichment opportunities that supported academic and social emotional learning continuously through their extended day.



## 2. Parent Involvement Efforts -- Building Relationships with Families

PSP is meeting parent relationship aspect of its school mission with Perry Street Prep's parent engagement commitment that encourages participation, communication, and collaboration between parents, staff, students, and community members.

The research is clear that when schools and families support each other, students of all backgrounds and abilities achieve at higher levels. **The goal of the parent engagement at PSP is to increase student achievement by engaging and empowering parents to become actively involved in their children's education across all grade levels.** Never has this before been as necessary as the end of the 2019-2020 school year when schools closed to in-person learning and we began leaning so extensively on our family connections to continue learning remotely.

To achieve this goal, during the 2019-2020 school year, Perry Street Prep:

- **Created PSP's Family Resource Room** which provides a space for families to retrieve necessary resources (food, clothing, school uniforms, supplies, toiletries) and utilize a computer and printer to ensure families can print documents, email teachers, and meet personal needs like applying for jobs, housing or research. This new opportunity was a direct response to the feedback received from families about how they wanted to be supported by the school in different ways.
- Continued partnerships that allowed for additional parent education opportunities, home visits and supports for families struggling with regular school attendance.
- Held an annual stake holder conversation at Back to School night ensuring families are up to date on Title I programs, curriculum, assessments and other school policies and their input is included in schoolwide planning.
- Provided after-hour Parent-Teacher Conferences where report cards were disseminated, and assessment data was reviewed to best meet the needs of all family schedules.
- Shared monthly newsletters, sent to each parent's email address and phone numbers and posted on Class Dojo, highlighting key events and providing information on the ways in which

Perry Street Prep continues to strengthen our educational program and opportunities to engage families.

- Coordinated Thanksgiving, Latinx Heritage, Winter Holiday, and Black History Month celebrations with student performances and potluck family meals.
- Surveyed parents on a regular basis to gain feedback about student progress, needed programming and areas of success and concern for the school.

Perry Street Prep offers numerous opportunities for parental involvement in academics and well as social activities, which are aligned with the school's mission and related to raising student achievement. These opportunities include providing support in the classroom and on field trips as well as helping to recruit students and families and providing outreach to and connection with community partners.

### **3. COVID19 Response**

The most noteworthy event of the 2019-2020 school year was the COVID19 global pandemic and its impact on every aspect of learning and daily life for our students, staff, and families. The unprecedented closure of schools for in-person learning due to COVID19 changed the entire construction of Perry Street Prep's education community.

Perry Street Prep closed for in-person instruction on March 13<sup>th</sup> and began a fully virtual remote learning model for all students on March 17<sup>th</sup>. Instructional days were not lost due to a swift response in the days preceding shutdown focused on deploying home learning infrastructure. This included a Chromebook for every home surveyed without a device, internet access via hotspots and data enabled devices, as well as school supplies and textbooks. In the immediate days and weeks following shut down School Administrators, Support Staff, and the IT associate deployed additional devices as needed, provided tech support, delivered necessary supplies, and created an instructional framework as quickly as possible leveraging tools already in place including Class Dojo, online curriculums and intervention platforms, Google Apps for Education and 1 to 1 Chromebooks.

Perry Street Prep focused its response to COVID19 on the following values:

1. Health and Safety of our Students, Staff, and Families
2. Providing a rich academic experience for *all* students with foundation in Common Core State Standards (CCSS) and ensuring needs of all of our learners, including SPED and ELL were met;
3. Recognizing that social-emotional and academic needs of our students vary by age and development stage;
4. Building a home-school connection for our families and students through a virtual model;
5. Developing and growing our entire community to succeed in new instructional models.

Throughout the delivery of virtual instruction 98% of students participated with a wide range of engagement in addition to countless hours of tech support via phone, facetime, WhatsApp, email, and text. Both synchronous and asynchronous learning opportunities were provided to students attempting to optimize access to education.

Perry Street Prep's families, in line with global trends, faced loss of family income, housing instability, food insecurity, loss of family members to coronavirus and mental health concerns through this challenging time compacting obvious barriers to student learning. Academically, the school faced



challenges included assessing student learning, unpredictable planning capacity, distance learning fatigue from students and staff.

## II. School Performance

### 1. Performance and Progress Overview

Our mission ensures that PSP remains focused on enabling our diverse students to learn and achieve at the highest levels, and that we engage parents and families as partners in this process. This two-fold mission of student success and parent partnership is being met through intensive individualized focus on student achievement in coordination with families. Pursuing success for all students with keen attention to disaggregated subgroup data allows for meaningful collaboration with parents and intentional intervention focus.

#### Noteworthy Year

During the 2019-2020 school year Perry Street Prep PCS continued to see evidence of the success of its comprehensive improvement initiative building on a noteworthy year after year improvement.

Due to the in-person learning shutdowns due to COVID19, students across the district did not participate in statewide testing on the PARCC assessment. Additionally, due to the immediacy of the shut down and the immediate limitations of virtual testing capacity and/or guidelines from NWEAP, spring assessments were not taken. School year 2020-2021 will commence with universal virtual screening to assess learning loss and the pathway to achievement and ongoing growth.

#### Goals and Academic Achievement Expectations – Met

Perry Street Prep adopted the Public Charter School Board's (PCSB's) Performance Management Framework (PMF) as the school's charter goals, with modifications. **In addition to the PMF, Perry Street Prep has adopted one other mission specific goal, which was met in SY 2019-2020, as is indicated in the table below.**

Goal	Met/Not Met	Evidence
The School Corporation will remain compliant with PCSB's attendance and discipline data submission policy as evidenced by the absence of any notices of concern in these areas.	Met	Perry Street Prep did not receive any notices of concern with regard to the submission of attendance and discipline data during SY 19-20.

To make these gains, we have continued to focus on several key initiatives in and out of the classroom:

- **Strengthening our college preparatory curriculum**—adding new resources and supports; better aligning the curriculum to Common Core and PARCC expectations of rigor; and, implementing intervention groups in grades K-8 to meet students' individual learning needs.

- **Improving supports and services to nurture each student’s social, cultural, and physical development**—hosting community meetings; providing weekly structured social emotional learning through schoolwide implementation of Second Step; strengthening connections with families and community partners; engaging parents in formal and informal interactions with teachers and leaders.
- **Consistently setting clear school culture expectations for students and staff year after year**—building on the ongoing success of implementing an updated PBIS (positive behavior interventions and supports) system in SY 2016-17 with Class Dojo; continuing to create schoolwide rewards and incentives for students; and providing classroom management support to teachers and strong communication between parents and school.
- **Updating curriculum resources and supports and training teachers**—throughout the year, Perry Street Prep teachers learned new systems and techniques to support instruction and practiced adapting and using new curriculum resources in the classroom during weekly professional development sessions.
- **Year after year coaching support to all teachers increasing capacity**—Perry Street Prep teachers benefitted from weekly hands-on coaching, where they received direct, one-on-one support for improving instructional practice.
- **Building a robust continuum of services** – Perry street Prep utilized SEEF funding to maintain a full time Licensed Clinical Social Worker, Contracted Behavior Analyst providing ABA therapy, regular professional development on ABA implementation, and multiple small multi age classrooms with experienced special education teachers to support our students with the greatest needs with focus.

## B. Unique Accomplishments

### Bold Improvement School Award

Perry Street Prep was a recipient of a **2020 Bold Improvement Award** among 13 other DC schools where At Risk student performance is improving 10 times faster than at other schools. To be determined a Bold Improvement School indicates that Perry Street Prep PCS’s outcomes for at-risk students exceed the STAR scores of non-at-risk students at low-poverty schools. This award measures focuses on the growth for the students who need the most support. The Bold Improvement Award asserts that if sustained, we would be able to close the achievement gap for at-risk students in fewer than five years.



### Launched 21<sup>st</sup> Century Community Learning Century

With the newly awarded competitive 21<sup>st</sup> Century Community Learning Center Grant from the Office of the State Superintendent of Education (OSSE) Perry Street Prep was able to offer expansive out-of-school time programming for over 200 families free of charge. The program was established with the key tenants being accessibility to all students, even those with the most severe special needs, and

opportunity to experience the enrichment opportunities too often only afforded to our scholars' higher income peers. Open to student enrolled in PK – 8<sup>th</sup> grade, programming was offered every single school day from 6:30am – 6pm and days of school break and parent teacher conferences. The calendar was built to support students needs in addition to supporting family work schedules. The creation of this program made a space for students who did not previously have meaningful before or after school activities that they could afford, and/or additional academic needs that were not easily met during the typical school day.

### **Zero Suspensions and Expulsions**

With a keen focus on academic achievement and growth, Perry Street Prep intentionally increased instructional time for every student ensuring consistent access to education as a non-negotiable. PSP reports a second consecutive year without any suspensions or expulsions. This was achieved with an ongoing focus on analyzing root and proximate causes of disruptive behaviors/incidents and alternative options for restoration.

### **Secured Funding for Accessibility Improvements**

With the support of a competitive **SOAR Facilities Grant** from the Office of the State Superintendent of Education (OSSE) Perry Street Prep was able to kick off in 2019-2020 a \$500,000 accessibility project. This new handicap ramp, parking lot and updated bathrooms expanded the work of the FY19 SOAR Facilities Grant updating the security and entry way ensuring that families and all students are welcomed into a school that is accessible, safe and secure.

### **C. List of Donors**

Donor	Description	Amount
Cynthia G Brown	Contribution	\$1,000.00
Ballard Sphar, LLP	In Kind Services	\$18,786.00

### III. Data Report

#### Perry Street Prep PCS

#### SY 2019-2020 Annual Report Campus Data Report

*A note from PCSB 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: Perry Street Preparatory PCS
PCSB	Campus Name: Perry Street Preparatory PCS
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 402

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	41	41	52	38	44	36	25	24	38
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	43	20	0	0	0	0	0	0	

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

#### Student Data Points

School	<b>Total number of instructional days: 180</b>
PCSB	<b>Suspension Rate: 0.00%</b>
PCSB	<b>Expulsion Rate: 0.00%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate: 0%</b>
PCSB	<b>In-Seat Attendance: 93.1%</b>
PCSB	<b>Average Daily Attendance:</b> The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals: 1.5% (6 students)*</b>

PCSB	<b>Midyear Entries:</b> .2% (1 students)*
PCSB	<b>Promotion Rate (LEA):</b> 99.2%

#### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate:</b> 5.4%
School	<b>Number of Teachers: 32</b> “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	<b>Teacher Salary</b> 1. Average: \$ 73,535 2. Range: Minimum: \$ 56,313      Maximum: \$ 104,199 <b>Executive Compensation</b> Salaries (Including Bonuses) of the five most highly -compensated individuals in the organization, if over \$100,000, for the SY19-20. Principal: \$130,000 Director of Operations: \$130,000
School	

#### \*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020 available in OSSE’s SY19-20 Authoritative Attendance Qlik application as of August 2020. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 3/13 in SY 2019-20, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

## Appendix A: Perry Street Prep Staff Roster

Last Name	First Name	Responsibilities	Qualifications
Alston	Jamal	Dedicated Aide	Diploma
Bell	Cheryl	Student Information Manager	BS
Bean	Wayneisha	SPED Teacher	MS
Bingham	Susanne	HR Manager	MS
Brantley	Antoine	Dedicated Aide	Diploma
Cave	Felicia	6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> Grade Math Teacher	MEd
Coale	William	School Counselor	MA
Coleman	Niyesha	5th and 6th Grade Math and Science	BS
Crouch	Rachel	Principal	MS
DeFilippis	Nicole	SPED Teacher	BA
Dyson	Thea	SPED Teacher	MEd
Elliott	Erin	Teacher	JD
Greatheart	Omar	Dedicated Aide	Diploma
Gueory	Rhonda	Office Manager	Diploma
Harris	Kymberly	SPED Coordinator	MA
Horan	Morgan	Resident Teacher	BA
Horne	Tanaja	Dedicated Aide	MA
Jeanty	Verola	Teacher	MA
Johnson	Kisha	SPED Teacher	BS
Knight	Ashley	Teacher	BS
Lewis	Jessica	Kindergarten Teacher	BA
McCaskill	Danielle	Kindergarten Teacher	BS
Moye	Cherrie	6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> Grade Teacher	MEd
Murphy	Brandy	K-8th Grade Art Teacher	BA
Nickens	Desiree	Math Teacher	BS
Parker	Unique	Kindergarten Teacher	BA
Perry	Valencia	Kindergarten TA	Diploma
Pyne	Melanie	1st Grade Teacher	MA
Sellars	Wallace	Dean of Culture	MA
Seagears	Raquel	Resident Teacher	BA
Short	Michele	Operations Associate	Diploma
Smith	Kelly	Director of Operations	MEd
Thomas	Tiana	Performing Arts Teacher	MEd
Valant	Ivy	Academic Dean	BA
Wascow	Allison	2 <sup>nd</sup> Grade Teacher	BA

## Appendix B: Board of Trustees Roster

### Perry Street Preparatory Public Charter School 2019-2020 Board of Trustees

Cynthia (Cindy) Brown, Board Chair  
*DC Resident*  
*Appointed 1998*

Consuelo Nelson, Vice Chair  
*Not DC Resident*  
*Appointed 2015*

Harold Bardonille, Treasurer  
*DC Resident*  
*Appointed 2012*

Vinette E. Brown, Secretary  
*DC Resident*  
*Appointed 2010*

Darwin K. Bagley, Parent Member  
*DC Resident*  
*Appointed 2014*

Martinique Martin, Board Member  
*DC Resident*  
*Appointed 2018*

Katherine Noonan, Board Member  
*Not DC Resident*  
*Appointed 2015*

John Poindextor, Parent Member  
*DC Resident*  
*Appointed 2019*

Catherine Randall, Parent Member  
*DC Resident*  
*Appointed 2018*

Bruce Newby  
*DC Resident*  
*Appointed 2019*

Appendix C: Unaudited Year-end 2019-2020 Financial Statement

<b>Unaudited Year End Financials FY20</b>	
<b>Income Statement</b>	<b>Total</b>
Revenue	
State and Local Revenue	8,646,698
Federal Revenue	1,478,964
Private Grants and Donations	8,007
Earned Fees	360,109
Donated Revenue	18,786
Total Revenue	10,512,564
Expenses	
Salaries	3,845,532
Benefits and Taxes	828,184
Contracted Staff	3,336
Staff-Related Costs	27,214
Rent	291,593
Occupancy Service	794,159
Direct Student Expense	1,145,165
Office & Business Expense	1,851,043
Donated Expense	18,786
Contingency	0
Total Expenses	8,805,012
Operating Income	1,707,552
Extraordinary Expenses	
Interest	89,727
Depreciation and Amortization	799,768
Total Extraordinary Expenses	889,495
Net Income	818,057



<b>Balance Sheet</b>		6/30/20
<b>Assets</b>		<b>Year End</b>
Assets		
Current Assets		
Cash		
Total Cash		3,492,737
Accounts Receivable		
Total Accounts Receivable		277,384
Other Current Assets		
Total Other Current Assets		67,035
Intercompany Transfers		
Total Intercompany Transfers		0
Restricted Cash		
Total Restricted Cash		8,926,822
Total Current Assets		12,763,978
Noncurrent Assets		
Total Facilities, Net		11,614,519
Operating Fixed Assets, Net		
Total Operating Fixed Assets, Net		195,962
Total Noncurrent Assets		11,810,481
Total Assets		24,574,459
<b>Liabilities and Equity</b>		<b>Year End</b>
Liabilities and Equity		
Current Liabilities		
Total Current Liabilities		4,221,890
Equity		
Total Unrestricted Net Assets		7,275,980
Total Net Income		894,401
Total Temporarily Restricted Net Assets		194,956
Total Equity		8,365,337
Long-Term Liabilities		
Total Long-Term Liabilities		11,987,233
Total Liabilities and Equity		24,574,459

Appendix D: Approved 2020-2021 Budget

<b>Income Statement</b>		<b>SY20-21</b>
		-
Revenue		
State and Local Revenue		9,424,841
Federal Revenue		2,040,535
Private Grants and Donations		1,157
Earned Fees		606,685
Donated Revenue		35,401
<b>Total Revenue</b>		<b>12,108,619</b>
Operating Expense		
Salaries		4,428,084
Benefits and Taxes		831,363
Contracted Staff		5,000
Staff-Related Costs		46,545
Rent		291,593
Occupancy Service		875,622
Direct Student Expense		1,565,710
Office & Business Expense		2,044,004
Donated Expense		35,401
Contingency		150,000
<b>Total Operating Expense</b>		<b>10,273,324</b>
<b>Net Operating Income</b>		<b>1,835,295</b>
Interest, Depreciation		
Depreciation and Amortization		901,381
Interest		68,173
<b>Total Expenses</b>		<b>11,242,878</b>
<b>Net Income</b>		<b>865,741</b>