



St. Coletta Special Education Public Charter School

1901 Independence Ave. SE

Washington, D.C. 20003

202-350-8680

ANNUAL REPORT

2019-2020

Submitted on behalf of the St. Coletta Special Education Public Charter School Board

by Dr. Peggy O'Brien, Board Chair

# Table of Contents

## **ANNUAL REPORT NARRATIVE**

I. School Description

II. School Program

## **DATA REPORT**

### **APPENDICES**

I. Staff Roster

II. Board Roster

III. Unaudited Financial Statement

IV. Approved Budget

V. Other appendices, if applicable



# Annual Report Narrative

## I. School Description

### A. Mission Statement

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

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

Students served are three to twenty-two years of age who may be diagnosed with intellectual disabilities, autism or multiple disabilities. They may also have the following secondary disabling conditions: speech language disorders, vision or

hearing impairments, orthopedic impairments, health impairments and behavior disorders. The program is an extension of the school’s philosophy that stresses the importance of building on strengths rather than remediating weaknesses. The basic program includes functional academics, functional life skills, community based instruction, physical education, arts education, computer skills and vocational training. Graduating students have earned a High School Certificate in recognition of the completion of their IEP.

During the 2019-2020 school year, a strategic school plan committee worked on revising our mission statement that would more accurately reflect the expectations set forth in providing services to those with intellectual disabilities. The program’s focus on meaningful and functional instruction remains unchanged. Our new mission will highlight our dedication for our students to reach their full potential. Our board of trustees voted on and approved our new mission in our February board meeting and a charter amendment application was submitted to the DC PCSB.



## B. School Program

### 1. Summary of Curriculum Design and Instructional Approaches

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

To guide the teaching and instructional process, an expanded functional academic and functional life skills curriculum was completed by the St. Coletta School curriculum Director and instructional leadership staff in 2017. That curriculum provides teachers a more compact scope and sequence of skills to address at each age-group. Within this curriculum, teachers are provided additional resources from *The Syracuse-Community Referenced Curriculum Guide for Students with Moderate to Severe Disabilities* and *The Council for Exceptional Children’s Life-Centered Education Curriculum Model*. Using the curriculum guides, teachers plan instruction for their students in the acquisition of functional academic (adapted literacy and mathematics) and functional life-skills (personal-social development, communication, self-care, adaptive behavior, and community and vocational skills). The District of Columbia *Common Core State Standards* are also referenced and adapted by teachers into weekly lesson plan activities to provide students adapted instruction in general education concepts, as appropriate. In 2018 the daily living skills curriculum was expanded to include the Look, Cook and Eat program, a digital cooking program geared towards individuals with disabilities.



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

Methods of instruction are based on a variety of studied educational approaches such as ABA (Applied Behavior Analysis) and TEACCH (Treatment and Education for Autistic and Related-Communication Handicapped Children). ABA is a systematic, data driven approach to instructing and teaching children by

breaking down skills into small steps. Methods of presenting skill tasks include discrete trial instruction and task analysis. TEACCH focuses on structuring the physical environment, using schedules and work systems and presenting tasks in a structured set up with a clear beginning and end. This method fosters student independence in task completion and assists students as they maneuver within the classroom environment. The program maintains an updated approach to current research in *all* methods of instruction which may be appropriate for individual students. However, no one method is advocated as the IEP team may choose to integrate components of various programming methodologies. In addition, individual student needs as noted on the IEP may drive the method of choice for an individual student.

### **State Standards and Content Areas**

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

### **Functional Academics**

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

Through exploration of our community and neighborhoods and participation in our career-based training program, students are given opportunities to learn both basic science and social studies skills. Students begin learning about community helpers such as firemen, policemen, grocers, and mailmen, and then they visit their work places to learn more about them. They travel by public transportation and develop skills in navigating their community by reading maps, identifying emergency sight words, and locating resources such as the public library, post office, and grocery stores. A strong focus is placed on teaching students how to successfully access and identify needed resources in their communities. In addition, students are exposed



to a variety of recreational activities such as going to performances and sporting events so that they become familiar with different leisure opportunities available to them as they mature.

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



### **Language Development and Communication**

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

### **Social Skills and Interpersonal Relationships**

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

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

### **Vocational Skills and Independent Living**

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

St. Coletta School continues to expand its career-based training program by adding new and exciting career-based training sites, yearly. Students, ages 16-22 years old, comprise our "Senior Program." As these students age up in the program, they are provided with various career-based experiences through participation in the hands-on processes of "learning by doing." Currently, the program is structured into two (2) phases: students who are 16-18 years of age focus on learning pre-

vocational, vocational and employability skills through career-based training activities. Activities include identifying necessary employability skills, seeking job resources and employment, identifying jobs of interest and engaging in discussions related to workplace safety and responsibility. Students in this age group also have the opportunity to participate in school-based pre-vocational activities including tasks



related to office work (e.g. shredding, sorting and collating papers), landscaping, food preparation and stocking supplies.

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

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



### **Assistive Technology**

State-of-the-art technology is present in each classroom including computers and other assistive technology devices. Educational software is available to enhance students' skills in functional academics, such as matching like objects, labeling, number recognition, vocabulary building, and money management. Daily living skills are also addressed by focusing on skills such as identifying items needed for hygiene tasks, recognizing where to go in your community for specific needs such as the doctor or bank, and sequencing the steps of household chores like laundry or setting the table. Classroom activities may be enhanced with computer-based programming, the use of iPads, interactive TVs and various applications. A variety of computer hardware is adapted for students who require the additional support to use the computer successfully from adapted keyboards to touch-screens, head-switches and eye-gaze systems. Students are also taught how to navigate the Internet and to access interactive educational software programs. Students build their own resumes, using adapted templates, and complete applications online as part of our career-



based

training

program.

### **Self-Determination and Healthy Living**

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

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

### **High School Certificate**

Upon graduation, students attending St. Coletta School receive a High School Certificate which is in recognition of IEP completion. Throughout the St. Coletta School Program, students focus on independent living and vocational skills. Transition planning begins by age 12, and services are identified by the IEP team. Resources are made available to assist students in transitioning upon graduation to either an adult services program or independent work and living arrangements. Students are linked with adult services agencies including the Department of Disabilities Services (DDS) and Rehabilitation Services agencies as part of the transitional process.



### **Special Classes and Related Services**

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

### **Horticulture**

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



### **Music**

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

### **Art**

Art classes provide additional opportunities for self-expression and to learn new concepts and skills using a multi-sensory approach. Led by an art teacher, students

participate in art class weekly. The art teacher incorporates theme lessons into all art activities while introducing students to the world of fine art using a variety of techniques, materials and resources.

### **Behavior Supports**

Our Behavior Team provides positive behavior support strategies designed to help students with challenging behaviors have a safe and successful experience at school. The team, made up of Board Certified Behavior Analysts (BCBAs) and Registered Behavior Technicians (RBTs), conduct Functional Behavior Assessments and from them, develop Positive Behavior Support Plans designed to teach students appropriate and effective alternatives to behaviors of concern. Through the use of the Positive Behavior Training Suite, students may receive additional instructional support through individual work systems focusing on specific IEP objectives which employ the principles of TEACCH and the fundamentals of Applied Behavior Analysis. These systems can then be generalized to the classroom or other settings to further support student instruction.

## 2. Parent involvement efforts, describing the method and frequency of parent involvement

Parent Involvement is an integral piece of the St. Coletta program. St. Coletta supports families and engages them in their child's education in a variety of ways: individual and group training, parent-teacher conferences, school-wide events, and attendance at multi-disciplinary team (MDT) meetings. While some opportunities occur throughout the school year (such as MDT meetings and individual parent trainings), others are scheduled to showcase instructional content through project-based learning (school-wide events) or provide midyear feedback on student progress (parent-teacher conferences). St. Coletta seeks to make opportunities available to as many families as possible by offering flexible scheduling before or after school hours, weekend childcare during group training sessions, and transportation stipends. Each year, the school seeks feedback from families about parent involvement and training opportunities through a survey and in-person meeting. Opportunities to meet with the principal and other school leaders to provide input and suggestions for school programming are also scheduled quarterly. Through these formats, stakeholders can provide input that shapes future opportunities and maximizes parental participation.

School-wide events occur during the school day throughout the year and many occur at the culmination of an instructional unit. These events are teacher planned and student driven, typically involving classroom performances or displays. Examples of these events include Black History Month displays, science fairs, or career exploration events. Other seasonal or celebratory activities are designed to provide St. Coletta families insight into the unique elements of our programming.



As a result of the public health pandemic, data on parent participation in school-wide events in school year 2019-2020 was collected through March 13, 2020. Examples of events in school year 2019-2020 include our annual open house, Back to School Night, fall festivals/Thanksgiving celebrations, graduation ceremonies, and a black history festival. By March 2020, 46% of St. Coletta families had participated in at least one school-wide event. It is expected that this number would have been exponentially higher should the school have been able to host other previously scheduled events. Although a number of events were canceled as a result of the public health crisis, the school continued to explore and offer ways for parental involvement beyond March. The school encouraged families to engage on a broader school level by hosting several virtual town hall style events in addition to smaller virtual meeting sessions with school administrators ("Coffee with the Principals") for the remainder of the school year.

St. Coletta continues to promote the importance of parental involvement with the school community in school year 2020-2021 by exploring virtual options for events when possible (e.g. virtual open house).

Where school-wide events allow parents to engage at the classroom or House level, parent training opportunities are tailored to individual student needs and are tied to student IEP goals. This past school year, St. Coletta planned to hold three group parent training events to focus on the high interest topics of communication, managing challenging behaviors, and transition services, as requested by parents and school team members that work closely with families. On November 16, 2019 parents created and made visuals and communication support materials (such as schedules, choice icons, and visual labels) to be used in the home. Parents received consultation from St. Coletta speech and occupational therapists to identify their needs and draft a template of what they wanted to create. They were given access to specialty software, computers, and physical materials to craft their visual supports. A training led by our Board Certified Behavior Analysts (BCBAs) was originally scheduled for April 18, 2020. That group training was canceled due to COVID-19 school closures. However, the behavior team continued to engage with families and provide training on a case by case basis. Our training on transition age topics, originally scheduled for June 13, 2020, was provided as a virtual training for families in early July 2020. Coordinated by the school's social work team, the training consisted of a series of recorded sessions with representatives from various agencies, including the Department on Disabilities Administration (DDA), the Social Security Administration, and financial planners and lawyers specializing in guardianship and establishing trusts. These recordings were made available to all families on the school's website.



As in previous school years, teachers and therapists developed individualized trainings for families on supporting specific educational goals. The training included a demonstration of instructional methods used at school and also focused on teaching strategies that could be implemented in the home setting. The teachers and therapists provided parents with materials and tips for targeting goals at home. During the 2019-2020 school year, 127 different families or forty-nine percent (49.8%) of St. Coletta families accessed one or more parent training opportunity prior to the COVID-19 related school closure in mid-March 2020.

In light of the national health crisis, St. Coletta will continue to offer individual and group parent training opportunities in a virtual format, both as pre-recorded sessions and live sessions. Doing so will allow us to engage as many families as possible.

### **C. School Program**

### 3. Response to COVID-19

#### **Distance Learning**

During the Spring of the 2019-2020 school year, students moved into Distance Learning instruction due to the worldwide COVID-19 pandemic. Distance Learning was comprised of a combination of synchronous and asynchronous instruction presented via live Zoom sessions and pre-recorded lessons. In addition, individualized materials were sent to parent via work packets as well as the Unique Learning System. The Unique Learning System is an online curriculum that provides differentiated, theme-based instruction for students who have cognitive disabilities. Teachers were able to select and share lessons with students that could be completed at home. Data from these lessons was used to determine progress on individualized education plan goals. Teachers and therapists reached out to families weekly to provide students with individual support as well as resources. In addition, educational resources for literacy, numeracy, daily living, social students and science were shared with families via St. Coletta's Distance Learning Resource page.



## SCHOOL PERFORMANCE

### A. Performance and Progress

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

St. Coletta School continues to meet its mission to empower children and adults with intellectual disabilities to discover their full potential. This mission drives the focus of all of the educational programs and services provided at St. Coletta School. The educational programs utilized are tailored to the needs of the students with the long-term goal of increasing their independence within their school, work, and home communities. To accomplish this mission, we provide an array of programs and services in state-of-the-art facilities. Mission-related programs include the following:

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

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

Staff is provided extensive student-centered training and professional development to support students in their work. Training in Applied Behavior Analysis (ABA) and structured teaching (the philosophy of TEACCH, Treatment and Education for Autistic and other Communication handicapped Children) is provided to all new teachers and overseen by the BCBA's (Board Certified Behavior Analyst) in our behavior department. Support staff is trained in critical training areas that include ABA strategies for skill acquisition and behavior modification. Training on various philosophies employed by St. Coletta School such as theme-based teaching, project-based learning, use of multiple intelligences and a multisensory approach are also conducted. These teaching strategies are integrated in different ways throughout the day during class instruction and for individual students as determined on their IEP.

Educating our students and fostering independence through our community based instruction and career-based training programming is another key component of our program. Prior to virtual instruction due to the current pandemic, instructional concepts practiced in the classroom were implemented in the natural environment to support generalization of skills, including using money to make purchases and reading store signs to safely navigate neighborhoods. St. Coletta also continues to expand the senior students' career-based training program by adding new and exciting career-based training sites yearly.

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

Our belief is that the parent's acquisition of specific skills is central to the success of the child in the home and community environment. St. Coletta's parent trainings are offered on weekends and include childcare, lunch, and transportation supports. This past school year, as a result of the pandemic a parent training was offered virtually and included recorded sessions that parents could view on demand. Our parent training topics have included:

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

Individual parent training sessions continue to be offered to the parents of students ages 3 through 22 years of age. These individual training sessions were student specific and focused on educating parents to teach their child to generalize an already mastered skill in the home setting. We continue to look at ways to increase parent involvement through parent training opportunities each year, including providing individual parent trainings and group parent trainings virtually through live and pre-recorded sessions. Please see parent involvement outcomes detailed in the section “School Description, Section I.”

### ***Other***

St. Coletta is also committed to training for other individuals who provide or will provide services to our students. To foster development for these individuals, St. Coletta designed a program for student interns. This commitment is focused on sharing knowledge of the most up-to-date-interventions for persons with disabilities. The interns learn from St. Coletta staff, but also bring to the school current research and newly acquired knowledge in their fields. Our intern program also supports the recruitment of therapeutic and teaching staff for the school. St. Coletta has both affiliated and cooperative arrangements with many universities. During the 2019-2020 school year, St. Coletta School hosted therapy interns from Gallaudet and Howard Universities. Each year St. Coletta School hosts psychiatry interns from Children’s Hospital. We look forward to continued success with the school’s internship programs each year.

St. Coletta of Greater Washington, Inc., the corporate member of St. Coletta Charter School, promotes contacts with numerous community agencies and individuals to engage them in the promotion of the mission. For example, through shared use of the St. Coletta facility, particularly on weekends, we support K.E.E.N. (Kids Enjoy Exercise Now), a non-profit organization which provides free recreational activities for children with disabilities. We have developed numerous community partnerships as well. “Only Make Believe”, a non-profit organization, that has been providing a theater program to our students for over 3 years, continued their work with our students in House 1 and House 3. This year we also had an in-house residency with the Revision Dance Company through Artivate. Other organizations with whom we continued partnerships include, Aramark Corporation, Atlas Performing Arts Center, D.C. Central Kitchen, D.C. Department of Public Works (Project SWEEP), D.C. Department on Disability Services (PPTE), D.C. United, The Hill Center, New York Pizza, United State Department of Agriculture, and The United States Holocaust Memorial Museum.



## Student Progress

For the 2019-2020 school year, the student achievement goals continued to focus on student progress on IEP objectives throughout the school year., but they were significantly impacted by the COVID-19 pandemic and the shift to a virtual learning platform for teachers and students. Given this shift, there were subsets of goals that couldn't be addressed in the same manner as they would have been in the typical in-person environment, and as such, anticipated progress trajectories were different than would be expected. Although the goals are not subject to validation by the PCSB for AAF performance, we are reporting out the results for the students for whom four quarters of IEP data existed at the time of the quarantine and school closure.

- *Student Progress Goal #1*

On an annual basis, seventy percent (70%) of IEP goals schoolwide will be mastered or improved in accuracy from Quarter 1 to Quarter 4 of the IEP. For the 2019-2020 school year, the percentage of fourth quarter student IEP objectives that were at the Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was seventy-two point eight percent (**72.8%**). Thus, the annual target for this performance objective was on pace to have been met.

- *Student Progress Goal #2*

On an annual basis, fifty-three point seven percent (53.7%) of therapeutic goals will be mastered or improved in accuracy from Quarter 1 to Quarter 4 of the IEP. For the 2019-2020 school year, the percentage of fourth quarter student IEP objectives that were at the Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was sixty-three point one percent (**63.1%**). Thus, the annual target for this performance objective was on pace to have been met.

## Student Achievement Goal

- *Student Achievement Goal #1*

On an annual basis, 70% of functional reading goals will be mastered or progressing schoolwide by Quarter 4 of students' IEPs. For the 2019-2020 school year, the percentage of fourth quarter student functional reading goals that were Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was seventy-five point six (**75.6%**). Thus, the annual target for this performance objective was on pace to have been met.

- *Student Achievement Goal #2*

On an annual basis, 69% of functional math goals will be mastered or progressing schoolwide by Quarter 4 of students' IEPs. For the 2019-2020 school year, the percentage of fourth quarter student functional math goals that were Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was seventy-four point seven percent (**74.7%**). Thus, the annual target for this performance objective was on pace to have been met.





## Gateway Goals

### Graduation

Sixteen (16) eligible students earned their High School Certificates during the 2019-2020 school year. Four (4) eligible students earned their High School Certificates in December 2019 and 12 (12) eligible students earned their High School Certificates in July 2019. Eighty-seven point five percent (**87.5%**) of the graduates met the threshold of 80% of their goals reaching the Expanded, Progressing, or Mastered level of proficiency. The annual target was met.

### Vocational Task Analysis

Senior students at St. Coletta School participate in vocational training both in the school setting and in the community. The St. Coletta Vocational Task Analysis measures a student's ability to acquire vocational skills over two quarters at an assigned training site. This task analysis assessment takes place during the third and fourth quarter. Given the school closure due to COVID-19, this goal was unable to be measured during the 2019-2020 school year.

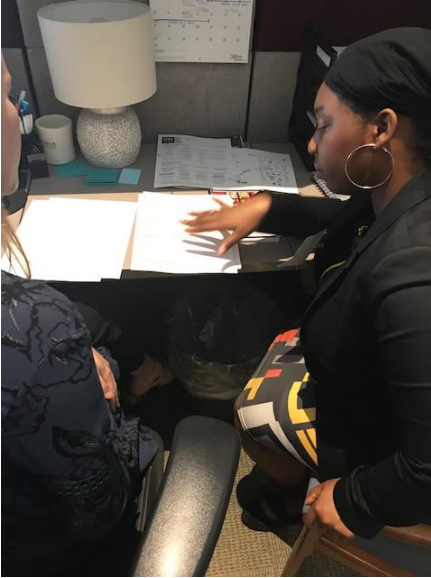
### Attendance

Student in-seat attendance as reported through the DCPCSB attendance system was 86.4% through mid-March. In-seat attendance was not calculated after schools closed due to COVID-19. The annual target for this goal is eighty-two percent (82%).



## B. Unique Accomplishments

1. Established an internship program with the United States Holocaust Memorial Museum.



2. Partnered with the Department of Education during their ED Games 2020 festival and hosted video game developers to run lessons.



3. Continued our partnership with the Department of Employment Services' Marion Barry Summer Youth Employment Program.



4. Competed in Special Olympics throughout the year.



5. Hosted eyemaginED for a professional development session on "Progress Through Play"



6. Reorganized and reinvented our approach to

“Disability Mentor Day” with the United States Holocaust Memorial Museum.



6a. Published article about partnership experiences and guidelines for partnering with museums and students with disabilities.



7. Donated over 600lbs of food to those in need for the holiday season.



8. Worked with world famous artist Patrick Dougherty on his completion of an installation at the United States Botanic Garden.



9. Worked with Brighter Bites and the Capital Area Food Bank to prepare meal kits for students in need throughout the District.



**Donors:**

CARES Act:     \$30,038.89

LEA:

Title 1:         \$116,097.11

Title 2:         \$ 24,980.88



## School Year (SY) 2019-2020 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: St. Coletta Special Education PCS
PCSB	Campus Name: St. Coletta Special Education PCS
PCSB	Grades served: Alternative
PCSB	Overall Audited Enrollment: 250

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

<b>Grade</b>	<b>PK3</b>	<b>PK4</b>	<b>KG</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Student Count</b>	0	0	0	0	0	0	0	0	0
<b>Grade</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Alternative</b>	<b>Adult</b>	<b>SPED*</b>
<b>Student Count</b>	0	0	0	0	0	0	0	0	250

\*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

	<b>Total number of instructional days:</b>
School	<ul style="list-style-type: none"> <li>• Number of Instructional Days in 2019-20 school year Calendar: <u>  183  </u></li> <li>• Number of Instructional Days Completed Before March 16, 2020: <u>  125  </u></li> </ul>
PCSB	<b>Suspension Rate:</b> 0.4%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspensions:</b> 0.00%
PCSB	<b>In-Seat Attendance:</b> 86.4%*
	<b>Average Daily Attendance:</b>
PCSB	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:</b> 2.4% (6 students)*



## Appendices

### A. Staff Roster

<b>Last Name</b>	<b>First Name</b>	<b>Job Title Description</b>	<b>Qualifications (Level of Education)</b>
Reckner	Theresa	Adaptive PE Teacher	Bachelor's Degree
Williams-Tillman	Zakiya	Adaptive PE Teacher Assistant	High School
Mack	Melette	Admin Nurse Asst	Bachelor's Degree
Dangol	Merina	Admin/HR Assistant	Bachelor's Degree
Ham	Shunnon	Admin/HR Assistant	Bachelor's Degree
Boyd	Robyn	Administrative Assistant Administrative Front Desk	N/A
Green	Gwendolyn	Assistant	High School
Pearson	Nakia	Admissions/School Program Asst	Bachelor's Degree
Foley	Daniel	Art Therapy Teacher	Bachelor's Degree
Knight	David	Assistant Principal	Master's Degree
Sitcovsky	Jessica	Assistant Principal	Doctorate
Decker	Catherine	Assistant Principal - Admissions	Bachelor's Degree
Fuller	Janelle	Assistive Tech Admin Asst	High School
Soper	Amanda	Assistive Technology Specialist	Master's Degree
Kingue	Joyce	Asst Controller	Master
Acevedo	Judyvette	Attendance Administrator	Bachelor's Degree
Crawford	Sharae	Behavior Assistant	High School
Frazier	Shecona	Behavior Assistant	High School
Long	Justin	Behavior Assistant	Bachelor's Degree
Mayes	Christopher	Behavior Assistant	Bachelor's Degree
Johnson	Lera	Behavior Change Specialist	Master's Degree
Hill	Rebecca	Chief Development Officer	Master's Degree
Raimo	Sharon	Chief Executive Officer	Master's Degree
Olivarri	Michael	Chief Financial Officer	Master Degree
Rowland	Kathryn	Chief Financial Officer	Bachelor's Degree
Mason	Kaiheem	Chief Operating Officer	Master's Degree
Jones	Dionne	Classroom Para/LPN	High School
Kargbo	Mariama	Classroom Para/LPN	Bachelor's
Abney	Carolyn	Classroom Paraprofessional	Associates Degree
Ackerman	Ardey	Classroom Paraprofessional	High School
Adams	Diamond	Classroom Paraprofessional	High School
Adeyeye	Melissa	Classroom Paraprofessional	High School
Aull	Ronnay	Classroom Paraprofessional	Associates Degree
Austin	Rarketta	Classroom Paraprofessional	High School
Baker	Ashley	Classroom Paraprofessional	High School
Baker	Tequila	Classroom Paraprofessional	High School
Barnes	Katina	Classroom Paraprofessional	High School
Batista	Geneva	Classroom Paraprofessional	Bachelor's Degree
Battle	Qiana	Classroom Paraprofessional	High School
Battle	Shante'	Classroom Paraprofessional	High School

Benjamin	Mercedes	Classroom Paraprofessional	High School
Bennett	Briona	Classroom Paraprofessional	High School
Bittle	Geral	Classroom Paraprofessional	High School
Black	Andrew	Classroom Paraprofessional	High School
Blake	Diamond	Classroom Paraprofessional	High School
Blake	leisha	Classroom Paraprofessional	High School
Bowie	Donesha	Classroom Paraprofessional	High School
Bowman	Shaylene	Classroom Paraprofessional	High School
Boyd	Pamishia	Classroom Paraprofessional	High School
Bradshaw	Rayonna	Classroom Paraprofessional	High School
Brinkley	Shanetta	Classroom Paraprofessional	High School
Brisbane	Loretta	Classroom Paraprofessional	High School
Brown	Nyiesha	Classroom Paraprofessional	High School
Brown	Precious	Classroom Paraprofessional	High School
Brown	Tamika	Classroom Paraprofessional	High School
Bruce	Montaya	Classroom Paraprofessional	High School
Buford	Karen	Classroom Paraprofessional	High School
Bullock	Ashley	Classroom Paraprofessional	High School
Burton	Ayanna	Classroom Paraprofessional	High School
Burts	Shavonne	Classroom Paraprofessional	High School
Butler	Danielle	Classroom Paraprofessional	High School
Camacho	Miriam	Classroom Paraprofessional	Bachelor's Degree
Carson	Dakesha	Classroom Paraprofessional	High School
Cato	Rashaun	Classroom Paraprofessional	High School
Cave	Erin	Classroom Paraprofessional	High School
Cayard	Courtney	Classroom Paraprofessional	High School
Cayol	Natalie	Classroom Paraprofessional	High School
Clark	Evelyn	Classroom Paraprofessional	High School
Clark	Jordan	Classroom Paraprofessional	High School
Cleckley	Tyneer	Classroom Paraprofessional	High School
Clemonts	Aisha	Classroom Paraprofessional	High School
Coleman	Dorothy	Classroom Paraprofessional	High School
Coleman	Tracey	Classroom Paraprofessional	High School
Cooper	Jocelyn	Classroom Paraprofessional	High School
Cox	Lavette	Classroom Paraprofessional	High School
Crews	Sheila	Classroom Paraprofessional	High School
Davis	James	Classroom Paraprofessional	High School
De Armas	Nereyda	Classroom Paraprofessional	Bachelor's Degree
Deterville	Melinda	Classroom Paraprofessional	High School
Dillard	Katrina	Classroom Paraprofessional	High School
Drawhorn	Aja	Classroom Paraprofessional	High School
Edwards	Cortez	Classroom Paraprofessional	High School
Ellermeier	Taylor	Classroom Paraprofessional	High School
Estep	Jakiyah	Classroom Paraprofessional	High School
Fayson	Janay	Classroom Paraprofessional	High School
Fayson	Lynda	Classroom Paraprofessional	High School
Ferguson	Tiffani	Classroom Paraprofessional	High School
Ford	Savannah	Classroom Paraprofessional	High School
Fortune	Lakira	Classroom Paraprofessional	High School
Gadson	Tosha	Classroom Paraprofessional	Associates Degree



Gallagher	Tina	Classroom Paraprofessional	High School
Gamble	Markayla	Classroom Paraprofessional	Bachelor's Degree
Gant	Verna	Classroom Paraprofessional	High School
Gates	Markita	Classroom Paraprofessional	High School
Gibson	Kia	Classroom Paraprofessional	High School
Graham	Marshay	Classroom Paraprofessional	High School
Graves	Ariel	Classroom Paraprofessional	High School
Green	Natori	Classroom Paraprofessional	High School
Gunn	Bakisha	Classroom Paraprofessional	High School
Haigler	Cierra	Classroom Paraprofessional	High School
Harlan	Rochelle	Classroom Paraprofessional	48 + College Credits
Hazer	Yorel	Classroom Paraprofessional	High School
Henry	Taviona	Classroom Paraprofessional	High School
Hightower	Shandell	Classroom Paraprofessional	High School
Hines	Tyyonna	Classroom Paraprofessional	High School
Holcomb	India	Classroom Paraprofessional	High School
Howard	Mark	Classroom Paraprofessional	High School
Hunter	Deja	Classroom Paraprofessional	High School
Hunter	Ke'Naja	Classroom Paraprofessional	High School
Ingram	Saiswan	Classroom Paraprofessional	High School
Jackson	Amari	Classroom Paraprofessional	High School
Jackson	Shamika	Classroom Paraprofessional	Bachelor's Degree
Jenkins	Carrie	Classroom Paraprofessional	High School
Jennings	Sheierra	Classroom Paraprofessional	High School
Johnson	Lenora	Classroom Paraprofessional	High School
Johnson	Meloney	Classroom Paraprofessional	High School
Johnson	ShaQuitta	Classroom Paraprofessional	High School
Jones	Hattie	Classroom Paraprofessional	High School
Jones	Hope	Classroom Paraprofessional	Associates Degree
Jones	Joan	Classroom Paraprofessional	High School
Jones	Krystle	Classroom Paraprofessional	High School
Jones	Talitha	Classroom Paraprofessional	High School
Jones	Tamika	Classroom Paraprofessional	High School
Kamara	Abdul-Aziz	Classroom Paraprofessional	High School
Kelly	Tamika	Classroom Paraprofessional	High School
King	Claudette	Classroom Paraprofessional	High School
Lawrence	London	Classroom Paraprofessional	Associates Degree
Lawrence	Niru	Classroom Paraprofessional	High School
Leonard	LaQuia	Classroom Paraprofessional	High School
Lewis	Leila	Classroom Paraprofessional	High School
Lofty	Cherita	Classroom Paraprofessional	High School
Lomax	Marc	Classroom Paraprofessional	High School
Long	Michael	Classroom Paraprofessional	Associates Degree
Lopez	Nicole	Classroom Paraprofessional	High School
Lopez	TaVaughn	Classroom Paraprofessional	High School
Lucas	Sharmain	Classroom Paraprofessional	High School
Mack	Mia	Classroom Paraprofessional	High School
Marion	Renita	Classroom Paraprofessional	High School
Marsh	Deitrich	Classroom Paraprofessional	High School
Martin	Ashley	Classroom Paraprofessional	High School

Mathis	Asia	Classroom Paraprofessional	High School
Mattox	Evan	Classroom Paraprofessional	High School
Meadows	Cheris	Classroom Paraprofessional	High School
Meadows	Cornelia	Classroom Paraprofessional	High School
Mercer	Quanisha	Classroom Paraprofessional	High School
Merkerson	Tymisha	Classroom Paraprofessional	High School
Miles	Victoria	Classroom Paraprofessional	High School
Moore	Jacqueline	Classroom Paraprofessional	High School
Moore	Trateyonda	Classroom Paraprofessional	High School
Morgan	Tatiana	Classroom Paraprofessional	High School
Muhammad	Aaliyah	Classroom Paraprofessional	High School
Murray	Cathy	Classroom Paraprofessional	High School
Newton	Joyce	Classroom Paraprofessional	High School
Obasi	Ozioma	Classroom Paraprofessional	High School
Olaloye	Omobisola	Classroom Paraprofessional	Associates Degree
Patterson	Michael	Classroom Paraprofessional	High School
Payne	Chiquita	Classroom Paraprofessional	High School
Payne	LaKeesha	Classroom Paraprofessional	High School
Pelham	Quinton	Classroom Paraprofessional	High School
Perkins	Brittany	Classroom Paraprofessional	Associates Degree
Perry	Sakelia	Classroom Paraprofessional	High School
Pindell	Lakisha	Classroom Paraprofessional	High School
Polk	Jazmin	Classroom Paraprofessional	High School
Pough	Roben	Classroom Paraprofessional	High School
Powell	Keysha	Classroom Paraprofessional	High School
Queen	Michelle	Classroom Paraprofessional	High School
Reese	Bernadine	Classroom Paraprofessional	High School
Richardson			
Banks	Danielle	Classroom Paraprofessional	High School
Richardson	Shauntia	Classroom Paraprofessional	High School
Rose	Tashana	Classroom Paraprofessional	High School
Roseboro	Teressa	Classroom Paraprofessional	High School
Rowell	Machela	Classroom Paraprofessional	High School
Sanders	Lekeita	Classroom Paraprofessional	High School
Segears	Genae'	Classroom Paraprofessional	High School
Shade	Ineatha	Classroom Paraprofessional	High School
Shields	Ashley	Classroom Paraprofessional	High School
Shields	Diamond	Classroom Paraprofessional	High School
Shorter	Shamiyah	Classroom Paraprofessional	High School
Simmons	Brittani	Classroom Paraprofessional	High School
Skeen	LaTisha	Classroom Paraprofessional	High School
Smith	Asia	Classroom Paraprofessional	High School
Smith	Savonya	Classroom Paraprofessional	High School
Stanard	Jada	Classroom Paraprofessional	High School
Stevenson	Aesha	Classroom Paraprofessional	High School
Stone	Fayethea	Classroom Paraprofessional	High School
Switzer	Jasmine	Classroom Paraprofessional	High School
Tate	Tierra	Classroom Paraprofessional	High School
Taylor	Kimberly	Classroom Paraprofessional	High School
Terry	Tiffany	Classroom Paraprofessional	High School
Thomas	Antonio	Classroom Paraprofessional	High School

Thomas	Keaira	Classroom Paraprofessional	High School
Thompson	Alexis	Classroom Paraprofessional	High School
Thompson	Shelby	Classroom Paraprofessional	High School
Tucker-Allen	Denise	Classroom Paraprofessional	High School
Turner	Niesha	Classroom Paraprofessional	High School
Vasquez	Nancy	Classroom Paraprofessional	High School
Wainwright	Chasity	Classroom Paraprofessional	High School
Wallace	Trezure'	Classroom Paraprofessional	High School
Washington	Chantel	Classroom Paraprofessional	High School
Welch	Robin	Classroom Paraprofessional	High School
Wells	Randy	Classroom Paraprofessional	High School
West	Kim	Classroom Paraprofessional	High School
White	Kenneth	Classroom Paraprofessional	High School
White	Tatiana	Classroom Paraprofessional	High School
Wilkins	Marquita	Classroom Paraprofessional	High School
Williams	Kenisha	Classroom Paraprofessional	High School
Williams	N'kyra	Classroom Paraprofessional	High School
Wilson-Murphy	Sarah	Classroom Paraprofessional	Associates Degree
Winston	Shakita	Classroom Paraprofessional	High School
Woodall	Sonia	Classroom Paraprofessional	High School
Wright	Shanika	Classroom Paraprofessional	High School
Zimmerman	Iesha	Classroom Paraprofessional	High School
Wills	Chanea	Classroom Paraprofessional Part time	High School
Sherman	Christina	Curriculum Development Asst	Master's Degree
Newsom	Renee	Development Associate	Bachelor's Degree
Winter	Janet	Dir, Compensation Programs Dir, Foundation/Corporate	Bachelor's Degree
Benson	Tiane	Relations	Bachelor's Degree
Hardy	Kendra	Dir, Human Resources	Bachelor's Degree
Warden	Amy	Dir, Instruction and Curriculum	Master's Degree
Mandeville	Brian	Dir., Information Technology	Bachelor's Degree
Licuanan	Lourdes	Dir., Therapeutic Services	Master's Degree
Riggs	Francis	Facilities Assistant	Bachelor's Degree
Washington	Tyrell	Facilities Assistant	Bachelor's Degree
Reese	Daniel	Facilities Assistant/Day Porter	N/A
Myers	Eboney	Facilities Coordinator	Bachelor's Degree
Surratt	Jamar	Facilities Manager	High School
Chapman	Linda	Glassworks Artistic Facilitator	High School
Odom	Zoe	HR Assistant/Recruiter	Bachelor's
Leos	Johanna	Horticulture Specialist	Master's Degree
Adams-Fowler	April	House Administrative Assistant	High School
Banks	Sharmarte	House Administrative Assistant	Associates Degree
Carter	Shanae	House Administrative Assistant	Bachelor's Degree
Dixon	Julian	House Administrative Assistant	High School
Watson	Devin	House Administrative Assistant	High School
Duke	Tenisha	Human Resource Generalist	Master's Degree
Wilson	Denitra	Human Resource Generalist	Master's Degree
Ball	Shannon	IEP Coordinator	Bachelor's Degree
Hollins	Deonte	IT Computer Specialist	High School
Bozarth	Katherine	Instructional Support Teacher	Master's Degree

Headrick	Logan	Instructional Support Teacher	Master's Degree
Marcum	Alyssa	Instructional Support Teacher	Master's Degree
Durant	Karen	Job Coach	High School
Gatlin	Kenny	Job Coach	High School
Hunter	Nilka	Job Coach	High School
Lee	Wayne	Job Coach	High School
McMullen	Daphne	Job Coach	High School
Plunkett	Regina	Job Coach	High School
Tanks	Marry	Job Coach	Associates Degree
Watson	Johnnie	Job Coach	High School
Williams	LaTasha	Job Coach	Bachelor's Degree
Woodward	Judyann	Job Coach	Bachelor's Degree
Barbour	LaDonna	Jr. Staff Accountant	Associates Degree
Bruce	Stephanie	Jr. Staff Accountant	Bachelor's Degree
Damato	Leah	Kitchen Assistant	N/A
Thompson	Joni	Music Therapy Teacher	Master's Degree
Bupp	Gloria	Occupational Therapist	Master's Degree
Mitchell	Sonya	Occupational Therapist	Master's Degree
Skievaski	Elizabeth	Occupational Therapist	Master's Degree
Harrell	Chloe	Operations Manager	Bachelor's Degree
Albarillo	Keith	Physical Therapist	Bachelor's Degree
O'Connell	Lauren	Physical Therapist	Master's Degree
Voltz	Christie	Principal	Master's Degree
Ledbetter	Joshua	Procurement Specialist	High School
Cowdrey	Caroline	School Nurse	Bachelor's Degree
Hair-Saunders	Frankie	School Nurse	Bachelor's Degree
Turner	Candice	School Nurse Lead	Bachelor's Degree
Khatami	Maryam	Social Worker	Master's Degree
Lane	Elliott	Social Worker	Master's Degree
Ottenritter	Laura	Social Worker	Master's Degree
Drake	Jessica	Social Worker Lead	Master's Degree
Blessing	Robert	Special Education Coord	Bachelor's Degree
Dews	Kristina	Special Education Coord	Master's Degree
Dumond	Megan	Special Education Coord	Master's Degree
Lester	Lisa	Special Education Coord	Bachelor's Degree
Melbourne-Smith	Lisa	Special Education Coord	Master's Degree
Berger	Alyssa	Speech Language Pathologist	Master's Degree
Eskin	Nora	Speech Language Pathologist	Master's Degree
Feldmann	Emma	Speech Language Pathologist	Master's Degree
Hearn	Nicole	Speech Language Pathologist	Master's Degree
Letkiewicz	Kristen	Speech Language Pathologist	Master's Degree
Pillion	Rachel	Speech Language Pathologist	Master's Degree
Reber	Jacqueline	Speech Language Pathologist	Master's Degree
Weisenberger	Erin	Speech Language Pathologist	Master's Degree
		Staff Accountant/Payroll	
Williams	Paulette	Administrator	Bachelor's Degree
Anderson	Jakiyah	Teacher	Bachelor's Degree
Ballard	Natalie	Teacher	Master's Degree
Barnes	Danyelle	Teacher	Bachelor's Degree
Coleman	Tyrone	Teacher	Master's Degree

Dahn	Pabel	Teacher	Bachelor's Degree
Dove	Kelley	Teacher	Master's Degree
Dziwura	Bethany	Teacher	Master's Degree
Flood	Antoinette	Teacher	Master's Degree
Fortune	Maria	Teacher	Bachelor's Degree
Frankel	Jillian	Teacher	Bachelor's Degree
Gibson	Destini	Teacher	Bachelor's Degree
Goodwin	Kiley	Teacher	Bachelor's Degree
Hall	Virginia	Teacher	Master's Degree
Howe	Paul	Teacher	Bachelor's Degree
Huai	Li	Teacher	Master's Degree
Janardhana	Apoorva	Teacher	Master's Degree
Jones	Matthew	Teacher	Bachelor's Degree
Jordan	Jeremy	Teacher	Master's Degree
Lefkow	Elizabeth	Teacher	Bachelor's Degree
Marshall	Nicole	Teacher	Bachelor's Degree
Martin	Kyerra	Teacher	Bachelor's Degree
Mason	Marcell	Teacher	Bachelor's Degree
McGrath	Devin	Teacher	Bachelor's Degree
Passaglia	Martha	Teacher	Bachelor's Degree
Rivera	Angel	Teacher	Master's Degree
Sanford	Yameka	Teacher	Master's Degree
Shaw	Beth	Teacher	Master's Degree
Sorrell	Amanda	Teacher	Bachelor's Degree
Szymczak	Kelly	Teacher	Master's Degree
Tyree	Le'Mia	Teacher	Master's Degree
Washington	Laura	Teacher	Bachelor's Degree
Allen	Shant'e	Teacher Assistant	Bachelor's Degree
Borden	Nichelle	Teacher Assistant	Bachelor's Degree
Boyle	Maddy	Teacher Assistant	Bachelor's Degree
Carter	Aaliyah	Teacher Assistant	Bachelor's Degree
Cline	Keila	Teacher Assistant	Bachelor's Degree
Ellis	Gloria	Teacher Assistant	Bachelor's Degree
Fuller	Evelyn	Teacher Assistant	Bachelor's Degree
Garces	Martina	Teacher Assistant	Bachelor's Degree
Guerrero	Geizel	Teacher Assistant	Bachelor's Degree
Harris	Aliah	Teacher Assistant	Bachelor's Degree
Jackson	Frances	Teacher Assistant	Bachelor's Degree
Lewis	Steve	Teacher Assistant	Bachelor's Degree
Ofon	Bangi	Teacher Assistant	Bachelor's Degree
Prewitt	Kasmir	Teacher Assistant	Bachelor's Degree
Proctor	Miracle	Teacher Assistant	High School
Robinson-Davis	Pamela	Teacher Assistant	Master's Degree
Walters	David	Teacher Assistant	Bachelor's Degree
Watts-Turner	Tykaria	Teacher Assistant	Bachelor's Degree
Weekman	Colleen	Teacher Assistant	Bachelor's Degree
West	Peyton	Teacher Assistant	Bachelor's Degree
Whittenburg	Amanda	Teacher Assistant	Bachelor's Degree
Williams	Ashley	Teacher Assistant	Bachelor's Degree
Williams	Shaneice	Teacher Assistant	Bachelor's Degree

Zhao	Shuting	Teacher Assistant	Bachelor's Degree
Short	Katherine	Therapeutic Services Coord	Master's Degree
Matthews	Shandell	Transportation Coordinator	Associates Degree
LaFaver	Lucas	Vocational Coordinator	Master's Degree
Zarabia	Maria	Web Designer	Bachelor's Degree
Grand Totals			
Distinct			

## B. Board Roster

<b>Name</b>	<b>Term Dates</b>	<b>Address</b>	<b>Board Title</b>
Peggy O'Brien, PhD	Initiation: September 2011 Current Term: Sep. 2017 – Sep. 2020	DC Resident	President
Donald Denton (stepped down 12/2019)	Initiation: September 2008 Current Term: Sep. 2019 – Dec. 2019	DC Resident	Member
Josh Lewis	Initiation: December 2017 Current Term: Dec. 2017 – Dec. 2020	DC Resident	Parent Representative
Francis Slaughter	Initiation: February 2013 Current Term: Feb. 2019 – Feb. 2022	DC Resident	Member
Charles Henstenburg	Initiation: November 2007 Current Term: Nov. 2017 – Nov. 2019	DC Resident	Secretary
Francis Campbell	Initiation: May 2016 Current Term: May 2019 – May 2022	DC Resident	Treasurer
Carla Ware Easterling	Initiation: Sep. 2018 Current Term: Sep. 2018 – Sep. 2021	DC Resident	Parent Representative

C. Unaudited Year-end 2019-20 Financial Statement

**SAINT COLETTA PUBLIC CHARTER  
SCHOOL  
STATEMENT OF ACTIVITIES -  
UNAUDITED  
For The Twelve Months Ended June 30,  
2020**

	FYE 6/30/2020		
	<u>Actual</u>	<u>Budget</u>	<u>Variance</u>
<b>REVENUES</b>			
<b>Program Revenues</b>			
Charter Revenue			
UPSFF	14,527,881	14,548,389	(20,508)
GAP Funding	1,800,000	1,800,000	-
Extended School Year	1,535,239	1,294,040	241,199
Medicaid Reimbursement	979,545	917,295	62,250
Other	136,599	-	136,599
LEA	<u>50,131</u>	<u>180,000</u>	<u>(129,869)</u>
<b>TOTAL REVENUES</b>	<u>19,029,395</u>	<u>18,739,724</u>	<u>289,671</u>
<b>EXPENSES</b>			
Salaries	10,568,560	10,930,027	(361,467)
Benefits	1,174,023	1,346,154	(172,131)
Payroll Taxes	866,079	983,702	(117,623)



Contract Services	1,723,915	931,299	792,616
Depreciation & Amortization	1,158,682	1,147,500	11,182
Management Fee	900,412	376,396	524,016
Maintenance	554,691	682,000	(127,309)
Food & Beverage	509,571	705,701	(196,130)
Supplies	385,996	347,243	38,753
Dues & Subscriptions	376,104	203,501	172,603
Utilities	286,488	410,755	(124,267)
Legal & Accounting	80,887	89,043	(8,156)
Insurance	80,210	121,500	(41,290)
Equipment Rental	67,138	72,000	(4,862)
Communications	62,772	72,725	(9,953)
LEA	50,131	180,000	(129,869)
Interest Expense	47,330	-	47,330
Bank Fees	34,270	40,050	(5,780)
Rent	24,317	10,800	13,517
Advertising	20,089	20,419	(330)
Postage/Freight	17,529	9,543	7,986
Training	13,948	6,955	6,993
Travel	13,119	40,771	(27,652)
Vocational Training-TEACCH	7,229	-	7,229
Program Activities	4,852	9,000	(4,148)
Printing	1,053	2,640	(1,587)
<b>TOTAL EXPENSES</b>	<b>19,029,395</b>	<b>18,739,724</b>	<b>289,671</b>
<b>CHANGE IN NET ASSETS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>





