PUBLIC CHARTER SCHOOL

EARLY LEARNING

AppleTree

**Annual Report
School Year 2019-2020**

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Submitted by:
Jack McCarthy, Board Chair

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I. School Description

A. MISSION STATEMENT

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

B. SCHOOL PROGRAM

1. Summary of Curriculum Design and Instructional Approach:

AppleTree Early Learning served 544 Preschool and Pre-kindergarten students in 2019-2020.

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

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

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

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

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

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

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

Chart 1 – Assessments

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

The academic assessments are administered approximately once every ten weeks. All children receive assessments in all domains. An analysis compiles data across domains for each student, identifies students at risk in each domain, and provides class means. Reports are then shared with the teachers, teaching fellows, teaching assistants, and school administrators through regular professional development sessions and in-class coaching. These sessions generally occur within about two weeks from the end of the progress monitoring collection in order to ensure

instructional relevancy. Leader coach, instructional coaches and Principal support teachers in targeting whole group activities and individualizing instruction to meet students' needs through weekly planning and coaching activities. Additionally, all teachers can access their students' data through the curriculum platform. The data is sortable by standards and assessments, which assists teachers in planning for differentiation.

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

2. Parent Involvement Efforts:

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

AppleTree Early Learning encourages family literacy. A lending library, filled with unit-themed books and other materials for families to check out and use together at home,is present at each campus. AppleTree Early Learning also hosts events and workshops at all campuses throughout the year. These events help parents engage deeper in our academic program and foster learning and/or healthy practices at home. Several AppleTree campuses also hosted bilingual family sessions in which parents learned more about how to best support their young children in learning two languages.

AppleTree Early Learning also hosts monthly events to deepen family engagement. These events are designed to extend students' learning beyond the classroom and to support families with skills and knowledge to help them be more effective stewards of their children's learning. The school hosted events such as: family cafes, family paint sessions, and coding nights, just to name a few.

Each school has a Parents at AppleTree committee ("PAT"), which meets throughout the year and is facilitated by the Principal. This committee is open to all parents and supports school-wide events, such as the Book Fair, Teacher Appreciation Week, and family outings.   In addition to the activities described above, parents have the opportunity to chaperone field trips 4-5 times per year and to volunteer in their child's classroom regularly.

Additionally, AppleTree's Family Engagement Team leads a series of Kindergarten transition fairs and luncheons at all campuses where high-performing charter schools are invited to set up tables to speak to parents of students transitioning from AppleTree to Kindergarten to help them learn more about their Kindergarten program. Additional sessions are held as needed to help families navigate the enrollment and lottery process.
*These sessions were interrupted due to COVID-19.

3. Response to COVID-19:

In March 2020, AppleTree Early Learning transitioned to 100% virtual instruction in response to COVID-19. During this period, AppleTree's number one priority was ensuring that students and families were cared for, and that their basic needs were met during such an unprecedented time. This included making weekly "family connection" calls to check on families, providing meal/grocery deliveries, and directing families to mental health resources. Through a partnership with Georgetown University's Wellness in School Environments (WISE) Center, AppleTree created parent-facing videos on parenting strategies to use at home with students.

In collaboration with AppleTree's Instructional Quality team, AppleTree created a recommended schedule for families. Families who were seeking structure and wanted their home school schedule to mimic their traditional day were encouraged to implement the agenda in its entirety. Families who needed or wanted less structure could choose what components of the day they would like to implement. Teachers recorded and shared learning videos with families throughout the week and met with each student weekly in an attempt to reinforce academic skills. AppleTree also provided Chromebooks to families who needed technology and work packets filled with age appropriate student-family learning activities. During students' one-on-one check-in time, teachers monitored students' progress through the use of flexible small group lessons which provides teachers with recommended lessons tailored to students' individual needs. However, the age of our students, their limited attention spans, technology learning curves, and availability of parents to help ensure students attend their scheduled session with their teacher, made it difficult to accurately measure students' academic progress. Therefore, wellness of families and responding to their needs was AppleTree's priority.

From this experience AppleTree recognized the need to find a way to use child-facing technology that could be used for instruction and asynchronous learning to mitigate learning loss. AppleTree also needed to find innovative ways to engage parents in their children's learning via technology. This discovery led to working collaboratively with AppleTree's Instructional Quality team to create a curriculum that could be effectively delivered to students virtually.

AppleTree also partnered with Noggin and Sparkler to create an innovative program that complements the curriculum and supports at home learning with fun learning games and activities that incorporate the Nick Jr. characters that children love.

II. School Performance

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

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

AppleTree Early Learning Public Charter School educated 544 three- and four-year-olds representing all eight wards of Washington, DC in 2019-2020. The majority of AppleTree Early Learning students across six campuses are children considered at risk for later school failure – African American students, Hispanic or Latino students, and students receiving free or reduced price lunch.

Gaps in academic performance between students from under-resourced communities and their more advantaged peers are pervasive, and research has demonstrated that closing that gap before students begin kindergarten is critical in preparing students for future success in school and life. AppleTree Early Learning set an ambitious goal to close the achievement gap before children enter kindergarten through a partnership with AppleTree Institute for Education Innovation ("ATI"), a research-and-development institute that has developed, piloted, and implemented a comprehensive, research-based instructional model, *Every Child Ready*. AppleTree Early Learning' five preschool and pre-kindergarten campuses began implementing ATI's high quality, research- and evidence-based early childhood instructional model, *Every Child Ready* (ECR), in August 2011. ECR drives how to teach, what to teach, and how to tell it is being done to increase teacher effectiveness and children's learning in early childhood classrooms. AppleTree's efforts have been recognized nationally through two federal Early Reading First grants successfully operated in DCPS, DCPCS, and Head Start classrooms. In 2010, the US Department of Education validated ATI's efforts by awarding a highly competitive Investing in Innovation (i3) grant to further develop and codify *Every Child Ready*.

Every Child Ready's foundational activity is to ensure that all schools provide a robust, engaging, and developmentally appropriate instructional program to all children as part of their everyday preschool classroom experience. This partnership between AppleTree Early Learning

and ATI provides opportunities for collaboration between the Institute and school leaders, and ensures that teachers effectively meet standards in the five *Every Child Ready* Essential

Elements of Effective Preschools listed below.

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

Social emotional learning and trauma informed instruction played an instrumental role in helping AppleTree meet its mission. AppleTree continued to prioritize staffing social workers/clinicians to support all five campuses. AppleTree continued it's partnership with Early Childhood Innovation Network (ECIN) and the Georgetown Center for Wellness in School Environments (WISE) to implement and evaluate an evidence-based Early Childhood Mental Health Consultancy Model (ECMHC). This promising pilot's findings suggest that AppleTree's Early Childhood Mental Health Consultancy Model can facilitate improvements in classrooms' mental health climate and social-emotional teaching practices in early childhood classrooms.

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

In 2018 AppleTree was awarded a grant by the Marriott Foundation to expand its mental health program. This funding empowered AppleTree to hire its own mental health consultant. The

consultant who received training and support from the Georgetown consultant worked closely with AppleTree principals and classroom teachers to provide valuable mental health support.

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

PMF

AppleTree Early Learning has adopted the Performance Management Framework as its goals and academic expectations for the 2019-2020 school year. Due to the COVID-19 global pandemic, AppleTree was unable to complete the approved assessments for 2019-2020 school year. Below is a summary of the last assessment results used to measure students progress toward meeting PM goals. This assessment was completed in March as students/staff were transitioning to virtual instruction. These are not final scores used to determine if AppleTree met their PMF targets.

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

Progress of Preschool Students in Literacy

Campus	% of students who met goal
Columbia Heights	69%
Douglas Knoll	65%
Lincoln Park	93%
Oklahoma Avenue	65%
Parklands	47%

Progress of Prekindergarten Students in Literacy

Campus -Pk	% of students who met goal
Columbia Heights	66%
Douglas Knoll	67%
Lincoln Park	75%
Oklahoma Avenue	67%
Parklands	52%

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

Progress of Preschool Students in Math

Campus (math) -PS	% of students who met goal
Columbia Heights	66%
Douglas Knoll	54%
Lincoln Park	87%
Oklahoma Avenue	57%
Parklands	50%

Progress of Prekindergarten Students in Math

Campus	% of students who met goal
Columbia Heights	78%
Douglas Knoll	86%
Lincoln Park	79%
Oklahoma Avenue	76%
Parklands	69%

Results, Goal 3: Campuses will maintain an in-seat attendance rate of at least 88%.

Campus	Average in-seat attendance
Columbia Heights	87.6%
Douglas Knoll	87.4%
Lincoln Park	91.2%
Oklahoma Avenue	89.6%
Parklands	86.7%

Classroom Quality Goals and Results

The PMF goal for the Classroom Assessment Scoring System (CLASS) Instructional Support domains is a score of 4 or above. The goal for CLASS Emotional Support and Classroom Organization domains is a score of 6 or above. Due to the COVID-19 global pandemic, observations were not conducted by OSSE for the 2019-2020 school year.

C. UNIQUE ACCOMPLISHMENTS

AppleTree hosted monthly Parent Cafes prior to COVID and quickly transitioned to hosting these events virtually for their families during the 2nd half of the school year. Parent Cafes is an internationally known method that uses structured small group conversation to facility transformation and healing with families. Attendance at the cafes range from 20-30 families a month. In addition to the transformation conversations, breakfast/brunch and child care was provided when the sessions were held in person. These cafes were made possible through collaboration with Be Strong Families and the Bainum Family Foundation.

AppleTree continued it's partnership with Early Childhood Innovation Network (ECIN) and the Georgetown Center for Wellness in School Environments (WISE) to implement and evaluate an evidence-based Early Childhood Mental Health Consultancy Model (ECMHC). During the transition to virtual instruction, there was a swift move to offer the same program via telehealth to families and staff. Close to 70 families and staff members took advantage of the resources during the 2019-2020 school year.

On November 8, 2019, Megan Berkowitz, Positive Behavior Support Manager, and Ariel Dickinson, social worker at AppleTree, presented a session titled "Utilizing Social Work and Behavior Consultation within a Multi-Tiered PBS Framework" at the Advancing School Mental Health Conference in Austin, TX.

On December 6, 2019, Aisha Bryant, AppleTree's Early Childhood Mental Health Consultant (ECMH) presented alongside Georgetown Center for Wellness in School Environment ECMH consultant, Brenda Terry-Leonard, at the DC Early Childhood Summit.

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

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

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

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning Center PCS - Columbia Heights
PCSB	Grades served: PK3--PK4
PCSB	Overall Audited Enrollment: 147

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	75	72	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

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

Student Data Points

School	**Total number of instructional days:** Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it. *Note: The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.*
PCSB	**Suspension Rate:** 0.0%
PCSB	**Expulsion Rate:** 0.00%
PCSB	**Instructional Time Lost to Out-of-School Suspensions:** 0.00%
PCSB	**In-Seat Attendance:** 87.1%*
PCSB	**Average Daily Attendance:** The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**
PCSB	**Midyear Withdrawals:** 0.0% (0 students)*

PCSB	**Midyear Entries:** 0.0% (0 students)*
PCSB	**Promotion Rate (LEA):** 99.5%
PCSB (SY18-19)	**College Acceptance Rate:** Not Applicable
PCSB (SY18-19)	**College Admission Test Score:** Not Applicable
PCSB (SY18-19)	**Graduation Rate:** Not Applicable

Faculty and Staff Data Points

School	**Teacher Attrition Rate: 4.5%**
School	**Number of Teachers: 21** "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	**Teacher Salary:** Average: $54,088 Range -- Minimum: $28,560 Maximum: $65,250
School	**Executive Compensation:** Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over $100,000, for SY 2019-20. 1. 94,860.00 2. 86,073.40 3. 77,547.41 4. 73,868.85 5. 62,946.29

*Notes:
- The provided in-seat attendance rates align to the in-seat attendance rates 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.

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

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Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning Center PCS - Douglas Knoll
PCSB	Grades served: PK3--PK4
PCSB	Overall Audited Enrollment: 89

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	44	45	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

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

Student Data Points

School	**Total number of instructional days:** Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it. *Note:* The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.
PCSB	**Suspension Rate:** 0.0%
PCSB	**Expulsion Rate:** 0.00%
PCSB	**Instructional Time Lost to Out-of-School Suspensions:** 0.00%
PCSB	**In-Seat Attendance:** 86.8%*
PCSB	**Average Daily Attendance:** The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**
PCSB	**Midyear Withdrawals:** 0.0% (0 students)*

PCSB	**Midyear Entries:** 1.1% (1 student)*
PCSB	**Promotion Rate (LEA):** 99.5%
PCSB (SY18-19)	**College Acceptance Rate:** Not Applicable
PCSB (SY18-19)	**College Admission Test Score:** Not Applicable
PCSB (SY18-19)	**Graduation Rate:** Not Applicable

Faculty and Staff Data Points

School	**Teacher Attrition Rate: 8.3%**
School	**Number of Teachers: 8** "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	**Teacher Salary:** Average: $45,285 Range -- Minimum: $29,600 Maximum: $74,600
School	**Executive Compensation:** Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over $100,000, for SY 2019-20. 1. 94,860.00 2. 86,073.40 3. 77,547.41 4. 73,868.85 5. 62,946.29

*Notes:
- The provided in-seat attendance rates align to the in-seat attendance rates 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.

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

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	32	28	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

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

Student Data Points

School	**Total number of instructional days:** Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it. *Note:* *The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.*
PCSB	**Suspension Rate:** 0.0%
PCSB	**Expulsion Rate:** 0.00%
PCSB	**Instructional Time Lost to Out-of-School Suspensions:** 0.00%
PCSB	**In-Seat Attendance:** 92.6%*
PCSB	**Average Daily Attendance:** The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**
PCSB	**Midyear Withdrawals:** 0.0% (0 students)*

PCSB	**Midyear Entries:** 0.0% (0 students)*
PCSB	**Promotion Rate (LEA):** 99.5%
PCSB (SY18-19)	**College Acceptance Rate:** Not Applicable
PCSB (SY18-19)	**College Admission Test Score:** Not Applicable
PCSB (SY18-19)	**Graduation Rate:** Not Applicable

Faculty and Staff Data Points

School	**Teacher Attrition Rate: 11%**
School	**Number of Teachers: 8** "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	**Teacher Salary:** Average: $50,043 Range -- Minimum: $29,600 Maximum: $67,250
School	**Executive Compensation:** Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over $100,000, for SY 2019-20. 1. 94,860.00 2. 86,073.40 3. 77,547.41 4. 73,868.85 5. 62,946.29

*Notes:
- The provided in-seat attendance rates align to the in-seat attendance rates 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.

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Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning Center PCS - Oklahoma Avenue
PCSB	Grades served: PK3--PK4
PCSB	Overall Audited Enrollment: 149

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	82	67	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

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

Student Data Points

School	**Total number of instructional days:** Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it. *Note:* *The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.*
PCSB	**Suspension Rate:** 0.0%
PCSB	**Expulsion Rate:** 0.00%
PCSB	**Instructional Time Lost to Out-of-School Suspensions:** 0.00%
PCSB	**In-Seat Attendance:** 89.4%*
PCSB	**Average Daily Attendance:** The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**
PCSB	**Midyear Withdrawals:** 2.0% (3 students)*

PCSB	**Midyear Entries:** 0.0% (0 students)*
PCSB	**Promotion Rate (LEA):** 99.5%
PCSB (SY18-19)	**College Acceptance Rate:** Not Applicable
PCSB (SY18-19)	**College Admission Test Score:** Not Applicable
PCSB (SY18-19)	**Graduation Rate:** Not Applicable

Faculty and Staff Data Points

School	**Teacher Attrition Rate: 8.7%**
School	**Number of Teachers: 19** "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	**Teacher Salary:** Average: $49,930 Range -- Minimum: $31,500 Maximum: $65,250
School	**Executive Compensation:** Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over $100,000, for SY 2019-20. 1. 94,860.00 2. 86,073.40 3. 77,547.41 4. 73,868.85 5. 62,946.29

*Notes:
- The provided in-seat attendance rates align to the in-seat attendance rates 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.

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

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

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning Center PCS - Parklands at THEARC
PCSB	Grades served: PK3--PK4
PCSB	Overall Audited Enrollment: 99

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	54	45	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

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

Student Data Points

School	**Total number of instructional days:** Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it. *Note:* *The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.*
PCSB	**Suspension Rate:** 0.0%
PCSB	**Expulsion Rate:** 0.00%
PCSB	**Instructional Time Lost to Out-of-School Suspensions:** 0.00%
PCSB	**In-Seat Attendance:** 85.5%*
PCSB	**Average Daily Attendance:** The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**
PCSB	**Midyear Withdrawals:** 1.0% (1 student)*

PCSB	**Midyear Entries:** 0.0% (0 students)*
PCSB	**Promotion Rate (LEA):** 99.5%
PCSB (SY18-19)	**College Acceptance Rate:** Not Applicable
PCSB (SY18-19)	**College Admission Test Score:** Not Applicable
PCSB (SY18-19)	**Graduation Rate:** Not Applicable

Faculty and Staff Data Points

School	**Teacher Attrition Rate: 14.2%**
School	**Number of Teachers: 13** "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	**Teacher Salary:** Average: $57,115 Range -- Minimum: $31,500 Maximum: $74,600
School	**Executive Compensation:** Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over $100,000, for SY 2019-20. 1. 94,860.00 2. 86,073.40 3. 77,547.41 4. 73,868.85 5. 62,946.29

*Notes:
- The provided in-seat attendance rates align to the in-seat attendance rates 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.

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

Instructional Leaders / Principals 2019-20 SY

Last Name	First Name	Campus	
Alleyne	Terica	Oklahoma Ave	
Cumberbatch	Niesha	Parklands	
Crabtree	Charlie	Douglas Knoll	
Smith	Shirvon	Lincoln Park	
Stona	Karen	Columbia Heights	

School Operations Team - Responsibilities and Qualifications
Responsibilities: The School Operations team consists of Operations Managers and Coordinators who work together to manage the day-to-day operations at all of our campuses, including enrollment, facilities management, ordering, and more.
Qualifications: o 60% of Managers on the Operations team hold a Bachelor's Degree o 100% of Operations Team members have prior experience support school operations prior to joining AppleTree

School Operations Team

Last Name	First Name	Campus	Role	
Hudgins	Lesly	Columbia Heights	School Operations Coordinator	
Anthony	Drake	Douglas Knoll	School Operations Coordinator	
Irby	Latricia	Lincoln Park	School Operations coordinator	
Jones	Danielle	Oklahoma Ave	School Operations coordinator	
Dawson	Sherika	Parklands	School Operations Coordinator	

Taylor	Tony	Central Office	Operations and Compliance Manager	
White	Juanita	Central office	Admissions and Transition Manager	
Powell	Teria	Central Office	Parent Engagement Coordinator	
Tucker	DeVon	Central Office	School Operations Specialist	
Porchia	Lakheitha	Central Office	School Operations Specialist	

Lead Teacher - Responsibilities and Qualifications
Responsibilities: The lead teacher directs a minimum of a 3-person instructional team consisting of the lead teacher, a teaching fellow and a teaching assistant. The lead teacher is responsible for supporting the professional development and growth of her/his team, including mentoring and guiding the teaching fellow and assistant. Lead teacher uses knowledge of the development of young children, the ways in which young children learn and scientifically based practice to support the social, emotional and cognitive development of young children. Qualifications: ● 100% of Lead teachers held Bachelors' Degrees   ● 29% of Lead teachers held Masters' Degrees   ● 71% of Lead teachers received a passing score on the Praxis Elementary Education Content Knowledge test 10014

Lead Teacher Name	**Campus**
Hahn, Ashley	Columbia Heights
Bernard, Brittany	Columbia Heights
Bradford-Gray, Kimberlee	Columbia Heights
Butler, Ronet	Columbia Heights
Conley, Martina	Columbia Heights
Falck-Bados, Marcela	Columbia Heights
Gaye, Janelle	Columbia Heights
Hood, Sam	Columbia Heights
Legge-Lopez, Ana	Columbia Heights
Moore, Adriana	Columbia Heights
Moore, Jahlynn	Columbia Heights
Nelson, Brianna	Columbia Heights

Richardson, LaToya	Columbia Heights
Speller, Mikela	Columbia Heights
Teckle, Tsion	Columbia Heights
Valentine-Kearse, Yashica	Columbia Heights
Lester, Paige	Douglas Knoll
Williams, Mardi	Douglas Knoll
Carroll, Valerie	Douglas Knoll
Darlington, Jennifer	Douglas Knoll
Foster, Pamela	Douglas Knoll
Lyles, Tashira	Lincoln Park
Harris, De'Laney	Lincoln Park
Jefferies, Charlotterose	Lincoln Park
Jordan, Lanisha	Lincoln Park
McLendon, Ameera	Lincoln Park
Foster, Whitney	Oklahoma Avenue
Laudato-Hufalar, Jasmine	Oklahoma Avenue
Brevard, Monique	Oklahoma Avenue
Collins, Maya	Oklahoma Avenue
Gaines, Arielle	Oklahoma Avenue
Johnson, Jakeira	Oklahoma Avenue
Johnson, Tamra	Oklahoma Avenue
Lamar, Ruby	Oklahoma Avenue
Long, Larry	Oklahoma Avenue
Lynn, Kamisha	Oklahoma Avenue
Miranda, Samantha	Oklahoma Avenue
Rowe, Kadeja	Oklahoma Avenue
Stevens, Lauren	Oklahoma Avenue
Tunnermann, Patricia	Oklahoma Avenue
Boston, Dana	Parklands

Allen-Thompson, Noreen	Parklands
Fields, Lolita	Parklands
Gilyard, Ashley	Parklands
Moss-Covington, Aleah	Parklands
Rappaport-Gow, Miriam	Parklands
Tomlinson, Daffney	Parklands
Vinson, Michelle	Parklands
Williams, Crystal	Parklands

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

Teaching Fellow Name	Campus
Jones, Aria	Douglas Knoll
Logie, Andrea	Douglas Knoll
Powell, DeAndra	Douglas Knoll
DeMitchell, Caroline	Lincoln Park
Price, Jasmine	Oklahoma Avenue
Tyler, Khadijah	Oklahoma Avenue
Allen Lester	Parklands

Teaching Assistant - Responsibilities and Qualifications
Responsibilities: The teaching assistant works with a 3-person instructional team consisting of the lead teacher, a teaching fellow, and/or co-lead and a teaching assistant. The teaching assistant uses his/her knowledge of the development of young children, the ways in which young children learn and scientifically based practice to support the social, emotional and cognitive development of young children. Teaching assistants plan for and provide instruction to students enrolled in Before Care and/or Extended Day programming in collaboration with their fellow teaching assistants, following the scope and sequence outlined in the extended day curriculum.
Qualifications: o   100% of Teaching Assistants are considered highly qualified paraprofessionals   o   20% of Teaching Assistants held Bachelor's Degrees   o   20% of Teaching Assistants held Associate's Degrees   o   60% of Teaching Assistants successfully passed the Parapro

Teaching Assistant	Campus
Benitez, Xenia	Columbia Heights
Hill, Daunte	Columbia Heights
Johnson, Kiantay	Columbia Heights
Wye, Andrea	Columbia Heights
Asomugha, Judah	Douglas Knoll
Law, Teresa	Douglas Knoll
Walker, Leya	Douglas Knoll
Da'Costa, Ashley	Lincoln Park
Perkins, Maya	Lincoln Park
Connelly, Kyler	Oklahoma Avenue
Hill, Gary	Oklahoma Avenue
Jones, Lamarra	Oklahoma Avenue
Moore, Nicole	Oklahoma Avenue
McCoy, Lawren	Parklands
Yamah, Kalima	Parklands

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

Extended Day Name	**Campus**
Francisco, Katherine	Columbia Heights
Estevez, Gabriella	Columbia Heights
Hawkins, Shakeia	Columbia Heights
Wilson, Fantasia	Columbia Heights
Powell, Samantha	Douglas Knoll
Stith, Tiara	Douglas Knoll
Ruffin, Unique	Douglas Knoll
Verner, Miracle	Lincoln Park
Graves, Lakenya	Lincoln Park
Merritt, Jasmine	Oklahoma Avenue
Turner, Andrea	Oklahoma Avenue
Coram, Dajanette	Oklahoma Avenue
Albert, Alexis	Oklahoma Avenue
Jacobs, Tiara	Oklahoma Avenue
Palmore, Carroneca	Oklahoma Avenue
Peters, Anaya	Oklahoma Avenue
Onyeukwu, Kara	Parklands
Daugett, N'Adiya	Parklands
Barber, Jamia	Parklands

Special Education Team - Responsibilities and Qualifications

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

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

Special Education Team

Last Name	First Name	Campus	Role
Singleton	Kenyetta	All Campuses	SPED Manager
Bowen	Carolyn	Lincoln Park, Parklands	SPED Coordinator
Sims	Leigh	Columbia Heights	SPED Coordinator
Simmons	Tyriq	Oklahoma Avenue, Douglas Knoll	SPED Coordinator
Smith	Kelli	All Campuses	SPED Instructional Coach
Scott	Kendra	Columbia Heights, Oklahoma Avenue, Lincoln Park	Speech Language Pathologist
Bland	Taylor	Douglas Knoll	SPED Teacher
Thomas	Joy	Oklahoma Avenue	SPED Teacher
Meredith	Paul	Oklahoma Avenue	SPED Teacher
Ucles	Juan	Columbia Heights, Lincoln Park	SPED Teacher
Herder	Emily	Parklands	SPED Teacher
Kibler,	Porchia	Columbia Heights	Dedicated Aide
Green	Sabrina	Lincoln Park	Dedicated Aide
Marrow	Deon	Oklahoma Avenue	Dedicated Aide
Aboduah,	Akua	Parklands	Dedicated Aide
Rogers	Tana'e	Parklands	Dedicated Aide

School Aide - Responsibilities and Qualifications
Responsibilities: The early childhood school aide supports both instruction and other school operations.
Qualifications: o   100% of School Aides had prior experience supporting school operations

School Aides

Last Name	First Name	Campus
Prather	Saundra	Douglas Knoll
Deal	Denise	Oklahoma Avenue
McFarland	China	Parklands

Social Worker - Responsibilities and Qualifications
Responsibilities: The Social Worker supports teachers, administrators, families and staff in ensuring that AppleTree Early Learning Public Charter School (AppleTree Early Learning) provides optimal support to all children, especially those who need extra support in developing social competencies and those with challenging home situations.

Qualifications:
    o   100% of Social Workers held Masters Degrees in Social Work
    o   100% held at least a LGSW licensure (most have LICSWs)

Social Worker

Last Name	First Name	Campuses
Heller	Laura	Columbia Heights
Martin	Kimberly	Douglas Knoll
Burt	Lara	Lincoln Park
Perez	Alexandra	Oklahoma Avenue
Dickinson	Ariel	Parklands

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

AppleTree Early Learning Home Office Leadership Team		
Last Name	**First Name**	**Role**
Miles	Jamie	Chief of Schools
Trentman	Allison	Director of Student Support Services
Kimport	Rebecca	Director of Professional Development and Data
Melton	Sharday	Director of Instructional Leadership
Mills	Aja	School Leadership Coach
White	Juanita	Director of Family & Community Engagement
Taylor	Tony	Director of Operations & Compliance

AppleTree Early Learning PCS Board Members		
Name	**Committee**	**DC Resident?**
Karen Davenport	Governance	Yes
Matthew Downs	Governance	Yes
Bridget Bradley Gray	Finance	No
Celia Martin	Finance	No
Jack McCarthy	Board Chair	No
Jennifer McKinney	Development	No
Andrea Montgomery	Parent	Yes
Skylé Pearson	Governance	Yes
Paula Young Shelton	Governance	Yes
Nancie Suzuki	Development	Yes
Ty Wright	Parent	Yes

APPENDIX C: USE OF AT-RISK FUNDS

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

- Funding for the additional costs of before care and aftercare (starting at 7:30 am and ending at 6:00pm) for all parents who choose it.
- Funding to provide students additional social-emotional support by employing Positive Behavior Specialist, Speech Language Pathologist, language manager, and social workers.
- Funding to provide instructional coaches to improve student outcomes.

Income Statement		FY 20 Actual
Revenue		
	State and Local Revenue	11,280,397
	Federal Revenue	2,872,248
	Private Grants and Donations	370,198
	Earned Fees	219,338
	Total Revenue	14,742,181
Expenses		
	Salaries	7,652,605
	Benefits and Taxes	2,124,542
	Contracted Staff	(660,392)
	Staff-Related Costs	83,298
	Rent	988,508
	Occupancy Service	370,702
	Direct Student Expense	646,850
	Office & Business Expense	780,920
	Contingency	0
	Total Expenses	11,987,032
Operating Income		2,755,149
Extraordinary Expenses		
	Interest	131,213
	Depreciation and Amortization	444,416
	Total Extraordinary Expenses	575,629
Net Income		2,179,520

Expenses		
	Salaries	9,128,075
	Benefits and Taxes	2,364,077
	Contracted Staff	(1,342,353)
	Staff-Related Costs	115,391
	Rent	1,448,486
	Occupancy Service	496,007
	Direct Student Expense	911,678
	Office & Business Expense	868,034
	Expenses Total	13,989,394
NET ORDINARY INCOME		**816,507**
Extraordinary Expenses		
	Depreciation and Amortization	413,814
	Interest	119,381
	Extraordinary Expenses Total	533,195
TOTAL EXPENSES		**14,522,589**
NET INCOME		**283,311**