

2020-2021
annual report



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I. School Description

A. Mission Statement

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

Vision

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

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

Core Values

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

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

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

B. School Program

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

Instructional Strategies

Humanities | Grades K-2

Our Humanities curriculum includes a comprehensive English Language Arts (ELA) curriculum that is deeply rooted in two simple beliefs: first, that students need significant “time in text” and second, that a true love of reading must be at the core of each and every classroom. Driven by these beliefs, we use a curriculum that prioritizes the major shifts in instruction driven by the adaptation of the Common Core State Standards. Center City students spend significant time reading and closely analyzing complex texts as well as identifying evidence from the texts to support strong arguments. In grades K-2, students

secure foundational skills and engage in text-based discussions through the Core Knowledge Language Arts program (CKLA). CKLA also allows students to build background knowledge in history and social studies through thematic units.

Humanities | Grades 3-8

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

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

Mathematics

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

Science

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

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

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

The Arts

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

Physical and Health Education

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

Student Support Services

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

Special Education

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

English as a Second Language Program

The English as a Second Language (ESL) Program supports the development of proficiency in the language domains of listening, speaking, reading and writing for students whose dominant language is not English. In the 2017-18 school year, 229 students were found

eligible for the English as a Second Language Program. At Center City, we focus on ensuring that all students receive instruction tailored to their individual needs. Inclusion teachers work hand-in-hand with general education teachers to adapt grade-level curriculum and incorporate language scaffolds to differentiate instruction and provide individualized support to students. Additionally, Center City offers a variety of supplemental programs for English Learner students and their families. Since 2012, Center City has offered an after-school language development program called ESL After the Bell.

Interventions

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

Enrichment

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

Parent Involvement

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

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

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

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

II. School Performance

A. Performance and Progress

1. Progress in Achieving the Mission

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

2. Progress in Achieving Goals and Achievement Expectations

<u>Goal</u>	<u>Progress</u>
For students in grades 2-8: 70% of students will perform on grade level (above the 40th percentile) or meet fall-to-spring expected growth on the Edmentum Language Arts or Reading assessments.	69.0% (Reading) and 66.8% (Language Arts) of students in grades 2-8 performed on grade level (above the 40th percentile) or met fall-to-spring expected growth on the Edmentum diagnostic assessments.

For PK students: 70% of students will meet end-of-year benchmarks on ECR language or literacy assessments.	ECR did not provide a universal expectation for student growth this year because students' instructional experiences may vary significantly from school to school.
Math	
For all K-8 students: 70% of students will perform on grade level (above the 40th percentile) or meet fall-to-spring expected growth on the Edmentum Math assessment.	63.5% of of students in grades K-8 performed on grade level (above the 40th percentile) or met fall-to-spring expected growth on the Edmentum diagnostic assessments.
For PK students: 70% of students will meet end-of-year benchmarks on ECR math assessments.	ECR did not provide a universal expectation for student growth this year because students' instructional experiences may vary significantly from school to school.
Center City will achieve a daily attendance rate at or above 95%	Our daily attendance rate for 2020-21 was 92.0%, significantly above the charter sector average (86.5%) but below our target.
Students in all subgroups (ELs, non-ELs, SWDs, non-SWDs, at-risk and not at-risk) will achieve an attendance rate above 91.5%, the threshold for receiving Tier 1 points on the attendance metric of the PMF.	SWDs: 90.3% Non-SWDs: 92.2% ELs: 94.6% Non-ELs: 91.4% At-Risk: 89.1% Not-at-risk: 94.8%
For students who were chronically absent in Q1 of the school year (daily attendance rate below 90.0%), 70% of those students will improve their daily attendance rate by the end of the year.	247 students at the end of Q1 were deemed chronically absent. 108 of these students (43.7%) improved their attendance by the end of the year.

Center City PCS will retain 85% or more of our effective/highly effective teachers (teachers promoted into other roles will not be counted).	Formal teacher retention data is captured from Oct 5th to Oct 5th, and will be finalized after Oct 5, 2021. Currently, our teacher retention rate is tracking at 87.2% with our effective/highly effective coming in at 85.7%.
Center City students will have an out-of-school suspension rate at or below 2.0%. • Students with disabilities will have an out-of-school suspension at or below 3.0%.	No students received an out-of-school suspension in the 20-21 school year.

Unique Accomplishments

Due to the global pandemic we are unfortunately unable to provide any unique accomplishments. Our students learned virtually during the school year in which standardized tests and activities were canceled. We look forward to reporting these accomplishments in the future.

List of Donors

All donors and grants that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2020-21 school year.

<u>Donor</u>	<u>Donation Amount</u>
Thomas O'Hara	\$500.00
Erik Heyer	\$5,000.00
Jennifer Loi	\$500.00
Cristine Doran	\$500.00
Cynthia McKee	\$1,000.00
Jerenze Campbell	\$1,000.00
Meghan Quinn	\$500.00
Building Hope	\$1,000.00
Lydia Adelfio	\$1,100.00
Lydia Adelfio	\$1,000.00
Betsy Hanlon	\$500.00
Scholastic	\$1,853.82
Urban Teacher Center Inc.	\$61,000.00

School Year (SY) 2020-21 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Brightwood
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 257

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	19	20	22	21	25	26	27	26	23
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	27	21	0	0	0	0	0	0	0

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

Student Data Points

School	Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
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: 97.7%*
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: 1.9% (5 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 99.8%
PCSB (SY19-20)	Graduation Rate: Not Applicable

School Year (SY) 2020-21 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Capitol Hill
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 261

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	20	21	23	22	22	22	26	23	29
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	28	25	0	0	0	0	0	0	0

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

Student Data Points

School	Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
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: 86.5%*
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: 3.1% (8 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 99.8%
PCSB (SY19-20)	Graduation Rate: Not Applicable

School Year (SY) 2020-21 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Congress Heights
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 248

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	19	19	25	25	24	25	27	26	24
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	21	13	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: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
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: 94.2%*
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: 4.0% (10 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 99.8%
PCSB (SY19-20)	Graduation Rate: Not Applicable

School Year (SY) 2020-21 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Petworth
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 254

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	19	24	26	15	23	24	20	25	27
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	27	24	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: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
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: 92.0%*
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: 1.2% (3 students)*
PCSB	Midyear Entries: 0.4% (1 student)*
PCSB	Promotion Rate (LEA): 99.8%
PCSB (SY19-20)	Graduation Rate: Not Applicable

School Year (SY) 2020-21 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Shaw
PCSB	Grades served: PK4--8
PCSB	Overall Audited Enrollment: 215

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	17	16	17	23	24	19	22	25
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	28	24	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: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
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: 90.6%*
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: 0.5% (1 student)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 99.8%
PCSB (SY19-20)	Graduation Rate: Not Applicable

School Year (SY) 2020-21 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Trinidad
PCSB	Grades served: PK4--8
PCSB	Overall Audited Enrollment: 215

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	15	21	17	16	15	28	24	28
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	26	25	0	0	0	0	0	0	0

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

Student Data Points

School	Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
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: 90.7%*
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: 0.9% (2 students)*
PCSB	Midyear Entries: 0.5% (1 student)*
PCSB	Promotion Rate (LEA): 99.8%
PCSB (SY19-20)	Graduation Rate: Not Applicable

IV. APPENDICES

Appendix A: Staff Roster

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

Qualifications as an aggregate: BA: 50%, MA: 43%, PhD: 1%, High School: 5%

<u>First Name</u>	<u>Last Name</u>	<u>Position</u>
AYESHA	ABDUL-RAHIM	Principal
STANLEY	ABSHER	Teacher, 7/8 Humanities
DANIELLE	ALAIMO	Teacher, Inclusion-ESL
ELIZABETH	ALEXANDER	Specialist, Math
ALIA	ALLEN	Teacher, 7/8 Humanities
RACHELLE	ALLEN	Substitute, Long-Term
ROSA	AMAYA	Administrative Assistant
THERESA	ANSBROW	Teacher, 1st Grade
JUSTIN	AO	Teacher, 7/8 Math
LISA	APPLE	Teacher, Inclusion-SPED
MOET	ARCHER	Teacher, Inclusion-SPED
MIAKODA	ATKINS-MOSE	Director, SPED
KIESHA	BAILEY	Teacher, Physical Education
NIA	BARGE	Teacher, Theater
BEVERLY	BENN	Teacher, PK3
VALERIA	BENTON	After Care, Instructor
MELANIE	BERRY	Interventionist
AMELIA	BLACK	Teacher, Kindergarten
LAURA	BLACKERBY	Teacher, 2nd Grade
CAROLINE	BORDERS	Teacher, 1st Grade
KAREN	BOWLES	Interventionist
KUWANDA	BRATHWAITE	Counselor
TANDACE	BROOKS	After Care, Instructor
APRYLE	BROWN	Teacher, PK4
NIEMAH	BROWN	Teacher, Inclusion-SPED

MONIQUE	BROWN	Teacher, Art
CHARLES	BROWN	Teacher, 7/8 Math
MILLICENT	BROWN	Instructional Assistant- PK3
DEAZEHIA	BRYANT	After Care, Director
BRENDA	BUNTING	Resident Teacher
AUDREY	CAMPBELL	Interventionist
CANDICE	CARDWELL	Teacher, Inclusion-SPED
JENNIFER	CARVEY	Teacher, PK3
KERRY	CASSIDY	Teacher, 2nd Grade
TRISHLA	CHADHURY	Teacher, Inclusion-ESL
AUBRIE	CHAILLET	Teacher, MS Science
KATHERINE	CLARK	Teacher, Kindergarten
DARION	CLARK	Dedicated Aide
EMILY	CLARKE	Teacher, 3/4 Humanities
JEROME	CLEMONS JR	Teacher, 5/6 Humanities
MARK	CLOHERTY	Dedicated Aide
JUANITA	COLBERT	Teacher, PK3
KATHRYN	COLLINS	Teacher, 7/8 Humanities
JERRY	COLO	Teacher, Spanish
TAIRRAH	CONTEE	Instructional Assistant - 2nd Grade
YONE	COORE	Teacher, 3/4 Humanities
LAUREN	CORBOY	Teacher, Kindergarten
AMANDA	CROMER-SNOW	Instructional Assistant- PK4
AMIE	CROSS	Instructional Assistant-1st Grade
SEAN	CROWE	Teacher , 5/6 Math/Science
CHRYSAL	DALEY	Teacher, PK4
SAMANTHA	DANIEL	Teacher, Physical Education
BAHCIL	DARGAN	After Care, Instructor
JORDAN	DAUGHERTY	Teacher, Dance
TASIA	DAWES	Teacher, PK4
CHRISTOPHER	DETURRIS	Interventionist

CHRISHAUNDA	DICKENS	Dedicated Aide
EMILY	DOLIN	Teacher, Inclusion-SPED
PETER	DORCHAK	Teacher , 5/6 Math/Science
TERRENCE	DUGGAN	Teacher, 1st Grade
AARON	DUKES	Principal
FAYE	DUNSTON	Interventionist
SINDY	DURAN	Administrative Assistant
MALCOLM	EDMUNDS	Instructional Assistant-Kindergarten
NAELA	EL-HINNAWY	Teacher, Inclusion-ESL
DANIELLE	ETHERIDGE	Instructional Assistant- PK3
NIADIQUAY	EVERETTE	Teacher, 7/8 Humanities
LORI	FARRAR	Counselor
JUNE	FELIX	Instructional Assistant-Kindergarten
BRITTANY	FELLS	Teacher, PK4
JAYME	FERGUSON	Teacher, Inclusion-SPED
AVANTI	FERNANDEZ	Teacher, 3/4 Humanities
CATHERINE	FISHER	Teacher, PK3
SHAYLYSEA	FISHER	Teacher, 7/8 Math
BETHANY	FLEMING	Specialist, Curriculum and Instruction
EMELY	FLORES-MORENO	After Care, Door Monitor
KIMBERLY	FULLER	Assistant Principal
DANIELLE	GARDNER	Teacher, 3/4 Humanities
KAMARI	GOFF	After Care, Door Monitor
MARICARMEN	GOMEZ	Resident Teacher
CHANEL	GRANDISON	Teacher, 1st Grade
FRANCES	GRAVES	Instructional Assistant-Interventionist
CHANTYA	GREENWELL	Teacher, PK4
MICHAEL	GRIFFIN	Teacher, Inclusion-SPED
HANNAH	GROFF	Coordinator - Language Access
DEANTE	HAGGERTY-WILLIS	Teacher, Music
KAYLA	HARDIE	After Care, Door Monitor

KIMBERLY	HARPER	After Care, Instructor
TERESA	HARRIS	Interventionist
PARISIA	HARRIS	Instructional Assistant-SPED
ASHLEY	HARRIS	Counselor
CHARLES	HAWES	Substitute, Long-Term
ISIAH	HAWES	Instructional Assistant - 2nd Grade
WAYNE	HENDERSON	Teacher, MS Science
DENISE	HERRERA DE GOMEZ	Instructional Assistant- PK3
LANAE	HILL	Instructional Assistant- PK4
TAMIA	HINNANT	Teacher, Inclusion-SPED
JULIA	HOFFMAN	Teacher, Inclusion-ESL
DESIA	HOUSTON	After Care, Instructor
RIA-RENEE	HYATT-SHELTON	Counselor
ANDREA	IBLE	Teacher, 7/8 Humanities
BRIANNA	JACKSON	Teacher, Inclusion-SPED
TURALLOY	JACKSON	Interventionist
STEPHANIE	JACKSON	Instructional Assistant - 2nd Grade
DAWN	JACKSON	Dedicated Aide
MIKE	JACOBS	Assistant Principal
NANETTE	JAMES	Teacher, Art
DEVIN	JAMES	Teacher, 5/6 Humanities
CINDY	JEAN-LOUIS	Teacher, 3/4 Math/Science
PAUL	JEFFERSON	Instructional Assistant- PK4
ANTHONYC	JENKINS	Teacher, 3/4 Math/Science
JASHAE	JOHNSON	Teacher, 7/8 Humanities
JOSHUA	JOHNSON	Specialist, Curriculum and Instruction
SAPHIRE	JOHNSON	Instructional Assistant - 2nd Grade
SADIQA	JOHNSON-CAUTHERN	Interventionist
QUIANA	JOHNSON-FLEMING	Assistant Principal
CAMILLE	JONES	Teacher, Music
JAMILLE	JONES	Teacher, Art

DEREK	JONES	Teacher, 3/4 Math/Science
ZELLEE	JONES	Resident Teacher
PATRICE	JONES	Assistant Principal
ANNA	KAPLAN	Assistant Principal
DIANA	KELLY	Instructional Assistant-1st Grade
LINDA	KIM	Teacher, 1st Grade
JENNIFER	KIRBY	Teacher, 7/8 Humanities
STACIE	LAMPKINS	Instructional Assistant-1st Grade
ARRINGTON	LASSITER	After Care, Instructor
KEENA	LEE	Teacher, Theater
EMMA	LEPORE	Interventionist
DANIEL	LEVIEN	Teacher, Inclusion-SPED
CAMERON	LEWIS	Teacher, 3/4 Math/Science
CHRISTOPHER	LINDSAY	Teacher, 7/8 Humanities
SHANKIA	LITTLE	Teacher, 5/6 Humanities
AYSHA	LONGSHORE	Administrative Assistant
RENATA	LOUIS	Teacher, Kindergarten
ARIEL	LOVE	Teacher, Inclusion-SPED
COURTNEY	LUCAS	Instructional Assistant- PK4
KARLA	LUETZOW	Teacher, 3/4 Humanities
JAMES	LYLES	Dedicated Aide
MARISELA	MALDONADO	Teacher, Inclusion-ESL
SHARON	MALONEY	Teacher, Inclusion-ESL
BRANDYN	MARSHALL	Teacher, 7/8 Math
BRIEL	MARTIN	After Care, Instructor
LEONARD	MARTIN II	Teacher, 2nd Grade
ISABEL	MARTINEZ	Teacher, Inclusion-ESL
STEPHANIE	MASSARO	Coordinator - Special Education
ELIZABETH	MASSUCCI	Resident Teacher
DENISHA	MATHENY	Administrative Assistant
ALEXIS	MAYS-FIELDS	Manager, SPED Coach

DAMION	MCDUFFIE JR	Teacher , 5/6 Math/Science
YEABSER	MENGISTU	Teacher, 5/6 Humanities
KATE	MERRILL	Director, Curriculum and Instruction
BRITTANY	MOODY	Administrative Assistant
SHANTE	MOORE	Teacher, Theater
ROBERT	MOORE	Dedicated Aide
BERNY	MORALES	After Care, Door Monitor
MICHELE	MORRISSEY	Speech Pathologist
SOPHAREST	MOTEN	Instructional Assistant- PK3
CECILIA	MUKIRA	Interventionist
BRIDGET	MYERS	Specialist, Reading
RANJINI	NARAYAN	Teacher, Inclusion-SPED
SAMANTHA	NOVAK	Teacher, MS Science
MARY	NUNES	Occupational Therapist
CHELSEA	ODONKOR	Teacher, 3/4 Math/Science
WENDY	OFTEDAHL	Teacher, 7/8 Humanities
DAVONTE	PALMER	Instructional Assistant - 2nd Grade
NARRWE	PARK	Teacher, MS Science
SHERRI	PARKER	Instructional Assistant-Kindergarten
CHARITY	PARKS	Dedicated Aide
CHRISTINE	PARRISH	Interventionist
JUSTIN	PATTON	Teacher, Inclusion-SPED
BRIANA	PEEBLES	Teacher , 5/6 Math/Science
MICHAEL MARIA	PETERSON	After Care, Instructor
DEREK	PIERCE	Teacher, Inclusion-SPED
BRIAN	PIERCE	Teacher, Inclusion-SPED
LAURA	POWELL	Teacher, Inclusion-ESL
BIJONE	PRICE	Teacher, Inclusion-SPED
ERIC	PRICE	Dedicated Aide
ANNE	PRIDE	Teacher, Inclusion-SPED
ALFONS	PRINCE	Teacher, 7/8 Math

AMORITA	PROCTOR PATTERSON	Teacher, 5/6 Humanities
AISHAH	PROPHET	Teacher, Inclusion-SPED
DARRYL	PRUE	Teacher, Physical Education
IVANI	PURVIS	School Social Worker
ELISHA	PURVIS	Occupational Therapy Assistant
ALISANDRA	RAVENEL	Assistant Principal
JESSICA	REED	Interventionist
CRYSTAL	REESE	Teacher, 5/6 Humanities
DASHAWN	RODDEY	Instructional Assistant-Kindergarten
GABRIEL	RODRIGUEZ	Teacher, Inclusion-ESL
CHANTAL	ROSS	Teacher, Inclusion-ESL
JERMAR	ROUNTREE	Teacher, Physical Education
BLAIR	RUTLEDGE	Teacher, Physical Education
KATHY	RUTLEDGE	Instructional Assistant- PK4
DESIREE	SAMUEL	Teacher, 3/4 Humanities
NAEOMI	SAMUEL	Teacher, 2nd Grade
RICARDO	SARAVIA-GARCIA	Instructional Assistant-1st Grade
KYLE	SCADLOCK	Teacher, Art
MICHAEL	SCHUSTER	Teacher, Inclusion-ESL
HATTIE	SHAW	Teacher, 2nd Grade
CHARLIE	SHAW	Teacher , 5/6 Math/Science
BRANDI	SISTRUN	Instructional Assistant-1st Grade
JOANNA	SLINKERT	Teacher , 5/6 Math/Science
AARON	SNOWDEN	Dedicated Aide
DANIEL	SPRUILL	Teacher, Music
MELVIN	STALLINGS	Teacher, MS Science
EMILY	STROHBECK	Specialist, Curriculum and Instruction
JAMIL	SUTTON	Teacher, Physical Education
DEVON	SWANN	Instructional Assistant- PK4
ASHLEIGH	TALBERT	Teacher, Kindergarten
JAMES	TANDARIC	Teacher, Inclusion-ESL

NATASHA	TAYLOR	Specialist, Curriculum and Instruction
SHERVON	THOMPSON	Teacher, PK4
SHELONDA	TILLMAN	Teacher, MS Science
RACHEL	TOMMELLEO	Principal
FELIX	TOXEY	Analyst, Culture and Behavior
EILEEN	TULLOCH	Teacher, Kindergarten
LATRICE	TURK	Interventionist
BRANDY	TYSON	Principal
LYDIA	VANDERBILT	Teacher, 7/8 Math
LIGIA	VELASQUEZ	Administrative Assistant
DANA	VENEY	Instructional Assistant-1st Grade
TANYA	WAGSTAFFE	Teacher, 7/8 Humanities
LENEE	WASHINGTON	Teacher, 3/4 Math/Science
EUNIQUEA	WASHINGTON	Instructional Assistant-Interventionist
CRYSTAL	WATTS	Teacher, 2nd Grade
PAUL	WAYNE	Dedicated Aide
HANNAH	WEISSLER	Teacher, Dance
ERICA	WERTHING	Teacher, Inclusion-SPED
MICAH	WESTERMAN	Principal
NIYA	WHITE	Principal
COLBY	WHITTINGTON	Counselor
CHERYL	WIGFALL	Teacher, Inclusion-ESL
KENYA	WIGGINS	After Care, Instructor
TORY	WILBURN	Counselor
BRITTNEY	WILLIAMS	Teacher, Inclusion-ESL
KYVONNE	WILLIAMS	Teacher, 7/8 Humanities
ANGEL	WILLIAMS	Instructional Assistant-Kindergarten
CORNEISHA	WILLIAMS	After Care, Director
ETONDRA	WILLIS	Teacher, 1st Grade
ADRIAN	WISE	Instructional Assistant-Kindergarten
JOE	YOUNG	After Care, Director

Appendix B: Board Roster for SY 2020-21

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

Appendix C: Unaudited Year-end 20-21 Financial Statement

CENTER CITY PUBLIC CHARTER SCHOOLS	
STATEMENT OF ACTIVITIES	
YEAR ENDED JUNE 30, 2021	
<i>(unaudited)</i>	
REVENUE	
State and Local Revenue	29,227,423
Federal Revenue	6,695,740
Private Grants and Donations	94,183
Other Revenue	88,673
Total Revenue	36,106,019
EXPENSES	
Salaries & Wages	18,612,959
Employee Benefits & Taxes	4,081,952
Direct Student Expense	1,251,258
Occupancy Expenses	4,651,040
General Expenses	1,714,784
Total Ordinary Expenses	30,311,993
NET OPERATING INCOME	5,794,026
Depreciation/Amortization	1,071,765
NET INCOME AFTER DEPRECIATION/AMORTIZATION	<u>4,722,261</u>

CENTER CITY PUBLIC CHARTER SCHOOLS
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2021
(unaudited)

ASSETS

Current Assets	
Cash and Cash Equivalents	14,200,067
Investments	3,023,100
Receivables	1,493,678
Prepaid Expenses and Other Assets	800,636
Total Current Assets	<u>19,517,481</u>

Fixed Assets	
Furniture and Equipment	2,966,867
Construction in Progress	42,862
Leasehold Improvements	7,410,009
	<u>10,419,738</u>
Less: Accumulated Depreciation/Amortization	<u>(8,182,111.00)</u>
Total Fixed Assets	2,237,627

Deferred Compensation Investment	83,560
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TOTAL ASSETS	<u><u>21,838,668</u></u>
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LIABILITIES AND NET ASSETS

Current Liabilities	
Accounts Payable and Accrued Expenses	208,593
Accrued Payroll and Benefits	2,044,070
Contributions Refundable	-
Total Current Liabilities	<u>2,252,663</u>

Deferred Revenue	1,139
Deferred Rent	227,135
Deferred Compensation Payable	83,560

TOTAL LIABILITIES	<u>2,564,497</u>
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NET ASSETS

Unrestricted	16,253,102
Unrestricted - Board Designated Reserve	3,000,000
Temporarily Restricted	21,069

TOTAL NET ASSETS	<u>19,274,171</u>
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TOTAL LIABILITIES AND NET ASSETS	<u><u>21,838,668</u></u>
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