

PUBLIC CHARTER SCHOOL

EARLY LEARNING



AppleTree

**Annual Report
School Year 2020-2021**



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I. School Description

A. MISSION STATEMENT

The 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 492 Preschool and Pre-kindergarten students in 2020-2021.

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 typically 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, resident teacher, 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. The School Leadership 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 assist 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.

3. Response to COVID-19:

AppleTree Early Learning was 100% virtual during the 2020-2021 school year. Our school community inventoried the lessons learned during the end of the 2020-21 school year and worked in collaboration with AppleTree's Instructional Quality team to build a robust instructional model to accommodate the needs of teachers, students, and their families.

During the first part of the school year, AppleTree prioritized engagement and wellness. The goal was to build strong relationships with families virtually and work to make sure their needs were met. All students received iPads, hotspots as needed, and food delivered to their homes upon request. Families were also provided with mental health support and received an array of learning resources so students can engage in learning at home. 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.

The year started strong, with over 80% of students actively engaged in synchronous and asynchronous learning throughout the week. Students participated in asynchronous morning meetings, read aloud, and small group instruction. They also had the opportunity to engage in asynchronous and synchronous STEM lessons and physical activities.

In January, AppleTree began to notice a decline in student engagement and participation. AppleTree attributes this decline in engagement to virtual fatigue and parents' increased need to find in-person care for their children as more and more businesses began to reopen. By the end of January, AppleTree's average daily attendance rate dropped to 80% and continued to decline to about 75% by the end of the school year. AppleTree's two Southeast campuses (Douglas Knoll and Parklands) experienced the greatest decline. Pre Covid the average daily attendance rate at the two campuses was 85%. This year the average dropped to 63%.

In response to the decline, AppleTree implemented a variety of interventions. AppleTree provided virtual instruction to students in a variety of different settings and communicated

regularly with several local daycares in an attempt to keep families engaged while they desperately sought care for their students. Many families moved during this time and had to rely on others to support their child's virtual learning. AppleTree also offered limited in-person seats to families with the goal of increasing participation and attendance. AppleTree assigned staff members a caseload of disengaged students. The staff member's job was to call the family weekly, listen, respond to their needs, and extend learning opportunities to them. Finally, AppleTree hosted family virtual engagement events that extended learning beyond the virtual classroom and provided families with other ways they can be involved and connected to learning. During the 2020-2021 school year, AppleTree worked with 11 different partners and hosted the following engagement events:

- **Dance/Movement Classes** - Washington School of Ballet and Dance Institute of Washington
- **Family Art Lessons** -The Phillips Collection
- **Computer Coding**-Code in schools/Code.org
- **Language Classes** (American Sign Language, French and Spanish)-various independent vendors
- **Karate**- Aikido Martial Arts
- **Family Yoga/Zumba** (various independent vendors)
- **Literacy through Puppetry and Move:** WolfTrap
- **Outdoor Exploration**-Free Forest School
- **Learn and Play - AppleTree Institute for Education and Innovation**
- **Parent Cafes**-Bainum Foundation
-

The average participation rate in these events was 84.5% and 80% of the families attended these sessions 100% of the time. AppleTree used attendance outcomes from these virtual programs as supporting evidence of our virtual learning success

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 with 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 492 three- and four-year-olds representing all eight wards of Washington, DC in 2020-2021. 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’s 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 are 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 the 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 six campuses. AppleTree continued its partnership with the 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 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.

AppleTree Early Learning has adopted the Performance Management Framework as its goals and academic expectations. It uses the Every Child Ready (ECR) standards-based curriculum centered around essential early learning standards for three-and-four-year-old children (PK3 and PK4).

During SY2021, AppleTree rapidly pivoted the Every Child Ready instructional model to accommodate virtual learning for teachers, children, and families.

During a traditional school year, AppleTree engages in multiple progress monitoring windows to track student-level progress toward PCSB approved early learning benchmarks. In between formal progress monitoring windows, AppleTree teachers historically administer brief checks for

understanding after small group instruction. The combination of these data sources informs differentiated instruction for children over the course of the school year.

Given the unprecedented conditions of teaching and learning over the 2021 school year, AppleTree made the following adjustments:

- Progress monitoring assessments were modified to be delivered via virtual instruction. Modifications include:
 - Virtual assessments are designed to be broken up into smaller sections
 - Fewer assessment items, targeting core essential Every Child Ready skills across four domains of learning (Social Emotional Learning, Language, Literacy, and Math). Core essential skills are a scaled-down version of learning priorities (the most essential skills).
 - Traditionally, data are collected via direct assessment (teacher-child). Virtual measurement provided direct assessment (virtual, teacher-child), teacher observations, and family report options
 - Skills were considered mastered when children demonstrated knowledge through direct assessment (at baseline, outcome, or during the year through CFUs), teacher observation, or family observations shared with teachers.

These adjustments created the necessary resources to monitor the progress of students who were actively engaged in learning during the 2021-2022 school year.

Literacy

Early literacy represents the area of greatest opportunity for skills mastery. On average, children began the school year with very few skills mastered (8-10%) and ended the year with less than 75% of skills mastered, regardless of the number of domain-specific small group lessons a child received throughout the year. That said, the greatest gains were observed within the literacy domain, which was especially true for three-year-olds who grew about 50% across core essential literacy skills.¹

¹ Data for three year-olds with BOY and EOY data

**Percentage of Core Essential Skills Mastered in Literacy
Preschool**

Campus	% of Skills Mastered
Columbia Heights	46%
Douglas Knoll	25%
Lincoln Park	78%
Oklahoma Avenue	47%
Parklands	43%
Southwest	32%

**Percentage of Core Essential Skills Mastered in Literacy
Pre-Kindergarten**

Campus -Pk	% of skills mastered
Columbia Heights	54%
Douglas Knoll	23%
Lincoln Park	55%
Oklahoma Avenue	47%
Parklands	33%
Southwest	26%

Math

Performance across math standards is commensurate with dosage. On average, children began the school year with mastery levels ranging from 34-39%. Children who participated in 0-5 math lessons presented with negligible improvements, whereas children who experienced six or more math lessons ended the year with mastery levels ranging from 67-85%.

**Percentage of Core Essential Skills Mastered in Math
Preschool**

Campus (math) -PS	% of skills mastered
Columbia Heights	63%
Douglas Knoll	54%
Lincoln Park	66%
Oklahoma Avenue	58%
Parklands	46%
Southwest	34%

**Percentage of Core Essential Skills Mastered in Math
Pre-Kindergarten**

Campus	% of skills mastered
Columbia Heights	65%
Douglas Knoll	34%
Lincoln Park	76%
Oklahoma Avenue	69%
Parklands	50%
Southwest	51%

Social Emotional Learning

On average, children began the school year with higher levels of social-emotional learning skills (compared to other domains of learning). Children who participated in at least six social-emotional small group lessons achieved mastery on at least 80% of social-emotional learning core essential standards.

**Percentage of Core Essential Skills Mastered in Social-Emotional Learning
Preschool**

Campus	% of skills mastered
Columbia Heights	64%
Douglas Knoll	36%
Lincoln Park	87%
Oklahoma Avenue	58%
Parklands	54%
Southwest	48%

**Percentage of Core Essential Skills Mastered in Social-Emotional Learning
Pre-Kindergarten**

Campus	% of skills mastered
Columbia Heights	77%
Douglas Knoll	45%
Lincoln Park	83%
Oklahoma Avenue	61%
Parklands	50%
Southwest	65%

Attendance

Campus	Average in-seat attendance
Columbia Heights	78.8%
Douglas Knoll	58.2%
Lincoln Park	95.7%
Oklahoma Avenue	73.8%
Parklands	67.8%
Southwest	87.8%

Classroom Quality Goals and Results

Due to the COVID-19 global pandemic, observations were not conducted by OSSE for the 2020-2021 school year.

C. UNIQUE ACCOMPLISHMENTS

AppleTree partnered with Nick Junior’s education team, Noggin, and Sparkler Early Learning to provide an innovative blended learning experience for children, families and teachers.

AppleTree’s Residency program shifted to 100% virtual during the 20-21 school year, secured funding to support program sustainability, and 100% of the residents completed year 1 of their residency and were eligible to serve as lead teachers for the 21-22 school year. The AppleTree Early Learning Teacher Residency provides new teachers with the appropriate training, education and knowledge in order to be successful during their residency year and the following years as a Lead Teacher. The Resident is part of a 3-person instructional team, under the leadership of a Lead Teacher. The Resident supports the Lead Teacher in all facets of instructional planning and implementation. Through a gradual release model, the Resident takes on more responsibilities as the year progresses.

D. LIST OF DONORS

- The Andrew and Julie Klingenstein Family Fund \$100,000
- NewSchools Venture Fund Diverse Teachers \$75,800
- The Bainum Family Foundation \$40,000
- Flamboyant \$12,055
- Albertsons/Safeway \$7,200
- Far SE Family Strengthening Collaborative \$2,500

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

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: 106

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	50	56	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	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.
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: 78.8%*
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: 2.8% (3 students)*
PCSB	Midyear Entries: 2.8% (3 students)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB (SY19-20)	Graduation Rate: Not Applicable
School	College Acceptance Rate:

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

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: 61

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	19	42	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.
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: 58.2%*
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: 0.0% (0 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB (SY19-20)	Graduation Rate: Not Applicable

School (SY19-20)	College Acceptance Rate:
School (SY19-20)	College Admission Test Score:

Faculty and Staff Data Points

School	Teacher Attrition Rate: 33.33%
School	Number of Teachers: "Lead/Mentors - 3 SPED/ELL Teachers - 1 Residents - 1 TA/DA - 3
School	Teacher Salary: \$ Average: \$51,117 Range -- Minimum: \$ 31,200 Maximum: \$ 72,500
School	Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2020-21. \$106,047 \$101,413 \$100,900 \$100,000

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY20-21 Charter Sector Attendance Qlik application as of August 2021. 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 5/31 in SY 2020-21, 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) 2020-21 Annual Report: Campus Data Report

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: 55

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	19	36	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.
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: 95.7%*
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: 0.0% (0 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB (SY19-20)	Graduation Rate: Not Applicable

School (SY19-20)	College Acceptance Rate:
School (SY19-20)	College Admission Test Score:

Faculty and Staff Data Points

School	Teacher Attrition Rate: 0%
School	Number of Teachers: 10 Lead/Mentors - 6 SPED/ELL Teachers - 1 Residents - 0 TA/DA - 3
School	Teacher Salary: Average: \$44,889 Range -- Minimum: \$ 31,200 Maximum: \$ 59,700
School	Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2020-21. \$106,047 \$101,413 \$100,900 \$100,000

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY20-21 Charter Sector Attendance Qlik application as of August 2021. 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 5/31 in SY 2020-21, 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) 2020-21 Annual Report: Campus Data Report

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: 113

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	55	58	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.
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: 73.8%*
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: 0.9% (1 student)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB	Graduation Rate: Not Applicable

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

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: 94

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	40	54	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.
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: 67.8%*
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: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB	Graduation Rate: Not Applicable

(SY19-20)	
School (SY19-20)	College Acceptance Rate:
School (SY19-20)	College Admission Test Score:

Faculty and Staff Data Points

School	Teacher Attrition Rate: 0.00%
School	<p>Number of Teachers: 15 Lead/Mentors - 8 SPED/ELL Teachers - 1 Residents - 1 TA/DA - 5</p> <p>"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.</p>
School	<p>Teacher Salary: Average: \$48,927 Range -- Minimum: \$ 31,200 Maximum: \$ 74,600</p>
School	<p>Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2020-21. \$106,047 \$101,413 \$100,900 \$100,000</p>

***Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY20-21 Charter Sector Attendance Qlik application as of August 2021. 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 5/31 in SY 2020-21, 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) 2020-21 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning Center PCS - Southwest
PCSB	Grades served: PK3--PK4
PCSB	Overall Audited Enrollment: 63

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	43	20	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.
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: 83.8%*
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: 3.2% (2 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB (SY19-20)	Graduation Rate: Not Applicable

Appendices

APPENDIX A – STAFF ROSTER

Instructional Leader / Principal - Responsibilities and Qualifications			
<p>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.</p>			
<p>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.</p> <ul style="list-style-type: none"> ● 100% of Principal Instructional Leaders hold Masters Degrees in Education. 			
Instructional Leaders / Principals 2020-21 SY			
Last Name	First Name	Campus	
Alleyne	Terica	Oklahoma Ave	
Cumberbatch	Niesha	Parklands	
Crabtree	Charlie	Douglas Knoll	
Smith	Shirvon	Southwest	
Stona	Karen	Columbia Heights	
Wise	Daisha	Lincoln Park	

School Operations Team - Responsibilities and Qualifications				
<p>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.</p>				
<p>Qualifications:</p> <ul style="list-style-type: none"> 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
Tunnersmann, Patricia	Oklahoma Avenue

Boston, Dana	Parklands
Allen-Thompson, Noreen	Parklands
Fields, Lolita	Parklands
Gilyard, Ashley	Parklands
Rappaport-Gow, Miriam	Parklands
Tomlinson, Daffney	Parklands
Vinson, Michelle	Parklands
Williams, Crystal	Parklands
Holder, Ahotep	Southwest
Johnson, Tamra	Southwest
Lyles, Tashira	Southwest
Moss-Covington, Aleah	Southwest
Rowe, Kadeja	Southwest
Wise, Heather	Southwest

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
Davis, Latausha	Oklahoma Avenue
Kyler, Jerome	Southwest
McBride, Meghan	Parklands
Nielsen, Daniel	Columbia Heights

Rhea, Sakeitha	Columbia Heights
Rush, Shanika	Douglas Knoll

Teaching Assistant - Responsibilities and Qualifications
<p>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.</p>
<p><u>Qualifications:</u></p> <ul style="list-style-type: none"> 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
Watkins, Monique	Southwest
Woodward, Ugochi	Southwest

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

Social Worker

Last Name	First Name	Campuses
Morales	Magee	Columbia Heights
Martin	Kimberly	Douglas Knoll
Burt	Lara	Lincoln Park, Southwest
Perez	Alexandra	Oklahoma Avenue
Harris	Justice	Parklands

AppleTree Early Learning Home Office Leadership Team - Responsibilities and Qualifications		
<u>Responsibilities:</u> 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.		
<u>Qualifications:</u>		
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
Adon	Parie	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
Tony	Taylor	Director of Operations & Compliance

APPENDIX B: BOARD ROSTER 2020-2021

AppleTree Early Learning PCS Board Members		
Name	Committee	DC Resident?
Karen Davenport	Governance	Yes
Matthew Downs	Governance	Yes
Sara Glenn	Finance	No
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
Jacek Pruski	Pruski	Yes
Paula Young Shelton	Governance	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 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.

APPENDIX D: UNAUDITED FINANCIAL STATEMENT, YEAR-END 2020-2021

Income Statement		Unaudited
Revenue		
	State and Local Revenue	10,589,154
	Federal Revenue	3,843,903
	Private Grants and Donations	237,596
	Earned Fees	3,852
	<hr/>	
	Total Revenue	14,674,505
Expenses		
	Salaries	7,487,008
	Benefits and Taxes	1,912,194
	Contracted Staff	(1,072,538)
	Staff-Related Costs	25,910
	Rent	1,376,323
	Other Occupancy Costs	280,809
	Direct Student Expense	613,182
	Office & Business Expense	807,006
	<hr/>	
	Total Expenses	11,429,893
	<hr/>	
	Operating Income	3,244,612
Extraordinary Expenses		
	Interest	117,601
	Depreciation and Amortization	498,289
	<hr/>	
	Total Extraordinary Expenses	615,889
	<hr/>	
	Net Income	2,628,723

APPENDIX E: APPROVED 2021-2022 BUDGET

Income Statement	SY 2021 - 2022
Revenue	
State and Local Revenue	10,924,442
Federal Revenue	1,458,912
Private Grants and Donations	0
Earned Fees	150,603
TOTAL REVENUE	12,533,957
Expenses	
Salaries	7,632,087
Benefits and Taxes	2,062,320
Contracted Staff	(938,887)
Staff-related Costs	73,500
Rent	1,551,945
Other Occupancy Expenses	414,616
Direct Student Expenses	704,412
Office and Business Expenses	872,491
Contingency/Cost Savings to be identified	(150,000)
TOTAL EXPENSES	12,222,484

Operating Income	311,473
Extraordinary Expenses	
Interest	18,974
Depreciation and Amortization	545,011
TOTAL EXTRAORDINARY EXPENSES	563,985
Net Income	(252,512)