

SHINING STARS

MONTESSORI ACADEMY

— PUBLIC CHARTER SCHOOL —



ANNUAL REPORT

School Year 2020-2021

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Table of Contents

SCHOOL DESCRIPTION	01
OUR SCHOOL PROGRAM	03
SCHOOL PERFORMANCE	13
PERFORMANCE AND PROGRESS	13
HOW WE MEET OUR MISSION	13
HOW WE ARE MEETING OUR GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS	16
OUR UNIQUE ACCOMPLISHMENTS	21
OUR LIST OF DONORS	23
SCHOOL YEAR DATA REPORT	24
APPENDICES	25
STAFF ROSTER	25
BOARD ROSTER	27
UNAUDITED YEAR-END FINANCIAL STATEMENT	28
APPROVED 2021-2022 BUDGET	33

A Message From the Executive Director

This past school year was undoubtedly challenging for the entire school community, for obvious reasons. Yet, beginning the year in virtual learning offered an unexpected opportunity for our administration, faculty, and staff to reflect and re imagine how Montessori principles and practices might be authentically delivered in a virtual context.

The 100+ year old pedagogy had until last year relied on the traditional Montessori materials as an indication of authentic Montessori pedagogy. Upon deeper reflection, which we did collectively before school started, we reminded ourselves that the Montessori pedagogy relies in principle on relationships; between the guide and the students; between students; and between students and their prepared and natural environments. Most importantly, the Montessori model centers the students far more than the materials. While we did create materials for individual use at home that mimicked the classroom materials, we focused our creative attention on ensuring that our students had authentic Montessori learning experiences that enabled them to conceptualize, make practical applications in their daily lives, take responsibility for their learning and their work products, and express themselves creatively, among other objectives. We were intent on them having these experiences while cultivating those relationships.

We also challenged ourselves to be true to our mission of cultural inclusion, with a baked in equity lens. As we shifted to 100% virtual learning, providing every child with the technology equipment and services needed to participate, we focused on equity. Because of careful stewardship of our limited resources, we had the reserve funds to purchase a Chromebook for every student, and internet hot spots for those families that needed them, well before additional government funds were provided to schools. In addition, we coached and supported parents with technical support and tips on setting up learning environments and daily structure at home. We also offered counseling support to students and parents around the difficulty of the transition to virtual learning and all of its social and emotional impacts. We also provided Chromebooks/laptops to all staff, and provided guides with cameras, tripods, green screen, and projection tools to teach with at home. We facilitated community discussions about concerns, questions, and mutual support during times of great uncertainty. It turned out that our children led the adults by their examples of resiliency and optimism.

We capitalized on the Montessori orientation to be outside in nature during normal times, as we created outdoor classrooms during our hybrid learning time. We have since begun to consider how we can permanently have outdoor learning spaces going forward, just as many other parts of our society have made similar adjustments.

Even as we paused to reflect and adjust, we continued to move forward. We reached several important milestones in the past school year:

- We were granted charter renewal – the DCPSB noted that we met all of our goals and conditions of our charter agreement.
- We purchased our building – after many trials in temporary spaces, we now have a permanent home for our school community. This will have a long-term, positive impact on school finances and educational programming; offering options to invest in upgrades and amenities that will reap returns for the SSMA community of learning for years if not generations to come.
- We established Montessori residency programs for guides and administrators to build our internal pipeline for highly qualified, credentialed Montessori faculty and school leaders.
- Our alumni are thriving in rigorous middle and high schools; students and parents frequently reach out (visited pre-pandemic) to praise SSMA's preparation for rigorous middle and high schools, and to share their successes.

The 2020-2021 School Year certainly presented lemons, and we decided to make a big batch of Montessori-flavored lemonade.



R. Rodriguez-Garcia

School Description



Our Mission

Shining Stars Montessori Academy's (SSMA) mission is to offer a quality Montessori education, infused with culturally-inclusive principles to guide children to develop to their fullest potential.

Dr. Maria Montessori, an Italian scientist and physician was far ahead of her time in 1907 when she developed this method for teaching poor, disadvantaged children in Rome, Italy. Elite society believed these children could not learn. Her method was so successful that observers labeled her students "miracle children." The Montessori Method was then rapidly adopted and duplicated, primarily for the world's most privileged children. Until the last two decades, Montessori education has been offered almost exclusively in private school settings.

Dr. Montessori believed in the concept of a "Cosmic Education," wherein children learn about the many interconnected parts that make a world, and then begin to consider the part they will play in that world. The parts are multi-disciplinary and interdependent; they advance from conceptual to concrete; each individual child develops social, emotional, intellectual, and physical capabilities, at their own self-determined pace. They learn to care for themselves and the people and things in their environment. They are encouraged to ask "why?" as well as "why not?" The idea is that children who grow to confidently choose their own lifelong learning paths, will confidently and skillfully choose their ideal life paths. It is no surprise that the Montessori Method has cultivated some of the world's most renowned innovators, problem-solvers and cultural icons.

The core of SSMA's mission is to provide Washington, DC families with the authentic Montessori education within a school community that is culturally-inclusive and is peace, equity and empathy-centered. By supporting individual student engagement and diverse learning styles, and empowering our students to be collaborative, ethical citizens, we help shape the leaders of tomorrow.



**“THE CHILD HAS A MIND
ABLE TO ABSORB
KNOWLEDGE. HE HAS THE
POWER TO TEACH
HIMSELF.”**

Maria Montessori

School Program - The Montessori Approach

CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

The theory behind Montessori education is impactful: Children yearn for learning. From the time of birth through maturity, the child lives in what appears to be a chaotic world. The child is then able to gradually establish order by learning how to distinguish the senses and develop their inner resources resulting in a secure, self-confident learner.

The purpose of Montessori schools is to offer a cautiously planned, thought-provoking environment, which will help the child develop a foundation for innovative learning. Montessori classrooms provide a prepared environment where children are free to investigate their natural drive to work and learn. Montessori teachers embrace the whole-child approach to teaching. This means that we do not just focus on academics. Skills in grace and courtesy and everyday living are also of extreme importance.

Dr. Maria Montessori developed the methods to enhance opportunities for the child to explore concrete examples of abstract ideas. The learning is a self-correcting one, allowing the child to move through the senses and discern concepts under the direction of a skilled Montessori-trained guide. Each piece of material teaches a single skill and is introduced to the child when he is ready to receive instruction based upon interests and ability levels.

The Montessori approach believes that children are more receptive to learning experiences at specific times or during the “sensitive periods.” Montessori guides are trained to recognize these sensitive periods when the child exhibits a need for a new learning experience. It is then that the guide directs the child toward materials that will compliment his developmental needs. During these critical years, the child moves at his or her own pace, creating an environment for discovery learning.

Today, there are schools throughout the world offering Montessori programs for children beginning at birth and going to three years (Infant/Toddler), 3-6 years of age (The Children’s House), 6-9 years of age (Lower Elementary), 9-12 years of age (Upper Elementary) and 12-18 years of age (Adolescent). According to research, there are almost 5,000 Montessori schools/programs in the U.S. and more than 20,000 in over 100 countries worldwide. (AMI/USA Bulletin 2012).

Developmental Focus

CHILDREN'S HOUSE (PRIMARY) **Ages 3-6, Age of Discovery**

At age 3, children begin developing important skills that are fundamental to all learning: order, concentration, coordination, and independence. Children's House students want to be free to work independently within a structured environment, doing real activities with an intelligent purpose. Focus is on hands-on exploration, children plan out their day to begin learning time management, and we have small groups and one-on-one lessons in core subjects. To develop the critical skill of reading, students read one-on-one with a teacher each day for a minimum of 15 minutes.

LOWER ELEMENTARY **Grades 1-3, Age of Interests**

The elementary child has reached a new level of development. Before, they were interested in things – like working with their hands and learning their names. Now they are interested mainly in what and why – the problem of cause and effect. The Great Lessons provide the unifying theme for the origins of the world around us and spark their imagination. Our program continues to feature small group and one-on-one lessons, and children plan schedules that include multiple days at a time.

UPPER ELEMENTARY **Grades 4-6, Age of Industry**

The child has moved beyond what and why to how. They move from concrete thinking to abstraction to make sense of the disconnected facts and ideas they are encountering in the world. Social interactions are very important, and we honor this by offering more collaborative group projects. Students are expected to plan their daily schedule in one-week increments.



A close-up photograph of a child's hands holding a globe of the Earth. The globe is positioned centrally, showing the African continent and parts of Europe and Asia. The child's hands are visible on the left and right sides, with fingers resting on the globe. The background is a soft, out-of-focus blue. Overlaid on the top half of the image is a quote in white, bold, sans-serif capital letters.

“PEACE IS WHAT EVERY HUMAN BEING IS CRAVING FOR, AND IT CAN BE BROUGHT ABOUT BY HUMANITY THROUGH THE CHILD.”

MARIA MONTESSORI

The Children's House

Children in the first plane of development, ages 3 through 6, have an amazing ability to absorb all the world around them has to offer through their senses. The rich environment of the Children's House is carefully prepared to expose these absorbent minds to inviting and culturally diverse materials that are sure to captivate the interest of the young explorer. Many of the Montessori materials are designed to promote functional independence as the child gains mastery of self-care and care of their environment. The environment also enables children to develop personal dignity and an awareness of their responsibilities as human beings. Like the home environment, the Children's House provides children with a comfortable and safe space to begin their journey toward maturity. As they choose the materials that appeal to them and are guided in their proper use, children begin to develop the inner discipline and lifetime love of learning that is crucial to their success as human beings.

PRACTICAL LIFE

Through the use of uniquely designed materials, the child learns to perform the basic actions that lead to functional independence through activities that involve care of the self, care of the environment and health and nutrition. The goal is for the child to develop concentration through repetition of these activities in addition to developing independence, coordinated movement, fine motor skills, eye-hand coordination, and a sense of order. This area is the foundation for all the other areas.

LANGUAGE

The materials and activities in this area are designed to give the child a working knowledge of syntax and grammar and enrich his or her vocabulary, as well as practice in public speaking. The idea is always to move from the concrete to the abstract, each activity building upon the next until the child demonstrates through speech and other activities, his or her mastery of the language. Moreover, it helps the child develop speaking, listening, reading, and writing skills. Speaking and listening skills are woven throughout the day. To develop speaking and listening skills, teachers take time to converse with students one on one, and in small and large group settings. Students also learn the proper formation of letters by using a variety of writing equipment and the Montessori metal insets. Once children learn to form a few letters, their passion for writing is stirred. They learn to write before they learn to read. Reading is taught using both a strong phonics program and whole language activities. Students are introduced to the sounds that letters make as early as age 3 and often by the end of Kindergarten they are typically reading simple books.

SENSORIAL

The child's use of the sensorial materials will facilitate a refinement of the child's senses (sight, hearing, touch, smell, and taste); assist the child in classification, gradually developing finer and finer distinctions; and lead to abstract thought, always moving from the tangible and concrete to the abstract as the child learns to record sensory impressions accurately.



The Children's House (Cont.)

MATHEMATICS

The materials in this area are physical representations of mathematical concepts—this includes geometry. It is important for the child to have access to mathematical experiences through sensorial manipulation. Qualities of the other five core areas can be found in the approach to mathematics and the idea is to give the whole concept first and then move on to the details. There are six basic groups of mathematics instruction and each one is presented in a three-step pattern: a concrete experience of the concept, followed by isolation of the concept and finally, a combination of the concrete with the abstract. The Montessori math materials are beautiful, inviting, and functional. These hands-on materials give children concrete experiences with numbers. Students begin by rote counting or reciting the numbers, then move on to associating the number symbol to a quantity. They do this for numbers from zero to ten first. This leads to the introduction of the place value system. Research has shown that working with hands-on materials makes the learning last and concepts easier to grasp. Montessori children explore these concepts with very concrete, hands-on materials. This helps them internalize the correlation between number symbols and their value. Once the concept of place value is solidified, students are shown how to add, subtract, multiply and divide these quantities and they love doing it! As they become comfortable with the operations, they are then introduced to simple math facts.

CULTURAL ACTIVITIES

This area encompasses geography, exploration of our natural world, social justice issues, and corresponding cultures. Children learn about other countries, their flags, customs, clothing, music, art and of course the food. The cultural area provides a platform of interest for all of the other four areas of the Montessori classroom. In science the natural world is presented to the child as they learn the parts of various plants, animals, and minerals. We explore nature firsthand as we plant gardens, take care of classroom pets, and collect rocks. Children at this age are curious about the natural world around them and enjoy naming and classifying the elements. Again, the approach is to give the child a sense of the whole of his or her humanity; then move into the finer details, utilizing storytelling, experiments, and limited field trips, with the child taking on more and more the burden of exploration as her abilities increase. The world is presented as a whole and then the child is encouraged to explore the details individually. This area provides the perfect entrée for the cultural empowerment curriculum. The learning materials used, and subject areas covered with the cultural activities will be inclusive of a wide range of cultures around the world, and will reflect the cultures of the children in the classroom.

CREATIVE ACTIVITIES

This includes art, music, drama, and poetry, in addition to writing. Elements of each of these are interwoven with the other core areas whenever possible and the child is encouraged to engage the imagination in trying to figure out solutions to classroom problems as well as societal problems. As their awareness of these issues increases, the burden of responsibility gradually increases as well.

Lower Elementary

INSPIRED LEARNERS

Our students examine ideas and deepen their understanding by using multiple lenses—writing, experimenting, performing, carving, presenting, painting. They become scientists by doing science, artists by creating art, and lifelong learners by finding joy in challenge and discovery.

At Shining Stars Montessori Academy, Elementary education is student-tailored for each child. It also covers more than just the traditional academic curricula area; it is an education of the whole child: cognitively, socially, emotionally, and spiritually. The curriculum follows the child, instead of forcing the child to follow the curriculum along with every other child at the same time. Only by following and studying the child can teachers match their efforts and provide appropriate jobs and environment tailored to the child's developmental needs.

At Shining Stars, we seek to nurture each child's natural desire to learn so they will develop to their fullest potential. Each day, children in the Elementary classrooms follow a routine that allows them to have confidence in the rhythm of the day and a sense of control in their environment. After arrival, children have time, called "Morning Meetings", where the students discuss their community time for the week and set out the routine of that particular day. Children then move into the uninterrupted work time, when they are allowed to choose from work on which they have had lessons. Each child has a learning plan to complete during the week, and they are responsible, with gentle encouragement and guidance, to make sure they complete the work for which they are responsible. Rather than being in an environment that makes work sound mundane and boring to children, they learn to associate work with things they can accomplish, at the same time creating a sense of achievement and fun.

The Montessori philosophy considers "holistic development of the child to be essential." Work focuses on multiple forms of learning, stressing not only cognitive exercises but also tactile and auditory development. This is a time of high growth for the child, where she or he still rapidly absorbs the sights, sounds, and experiences in the world around her. Outside time in nature is a critical element of the Shining Stars Montessori philosophy as well, and Elementary students will have the benefit of an outdoor classroom and nature to explore. Elementary serves in many ways as a continuation of the foundation built in the Primary classrooms. Some of the same activities remain from the Primary classroom, ones that are "developmentally appropriate and help foster confidence and personal growth across a range of developmental schema. At the same time, new work is added to help the student continue to progress, ensuring growth across the physical, intellectual, social, emotional, and spiritual realms." Montessori materials are laid out in an organized fashion throughout the classroom, at levels that are appropriate for children in this age range. The entire classroom is designed with the children's needs in mind.

A key concept in Montessori education is "freedom with responsibility." Each child has a work plan tailored just for him or her. At the beginning of the year and for younger students, the work is mostly teacher-chosen. As the students gain more skills, they can plan more of their own work. The students will meet with the teachers each Friday to discuss the current work plan and to plan for the week ahead. The children spend most of the mornings with work plans. A teacher checks all work each day. When the work plan is complete for the day, the child may choose any work in the classroom he or she has seen presented as a lesson. The work plan allows children the freedom to make choices. They move freely about the classroom during work time. They may choose to work at a table or on a rug on the carpet. They may choose to work alone or with a friend. They also choose the order in which to complete their tasks. Older children choose which days to complete which tasks. When the work plan is complete, children choose work from the shelves.



Lower Elementary (Cont.)

MATHEMATICS

Math concepts at Shining Stars are aligned with the Common Core and presented in a logical sequence, beginning with the concrete, and leading to the abstract. Understanding takes precedence over memorization, which develops through repeated work with the operations. Through student work with the Montessori and other supporting materials, Elementary students are introduced to advanced mathematical concepts. Operations are presented in the following order: addition, multiplication, division, and subtraction. Geometrical concepts that are introduced at the sensorial level in the Primary Program, are explored further through the use of Montessori materials in Elementary. The study of geometric solids, lines, angles, basic shapes, plane figures, polygons, and quadrilaterals form an important foundation for further exploration of geometrical concepts.

LANGUAGE

Language studies include multiple forms of learning in the Montessori Elementary classroom. Reading and writing are widely used forms of language development both through formal activities and daily interactions in all forms of communication. Students also focus on vocabulary development and word study. Through introduction to research, students also learn about paraphrasing, applying appropriate grammar and conceptual analysis, as well as developing oral presentations and performances to share their learning. All language curriculum is an alignment of Montessori standards and specialized materials, with the Common Core standards.

READING

Shining Stars Montessori Academy utilizes the American Reading Company (ARC) Core for reading instruction. ARC Core provides a customized scope and sequence in a flexible framework that complements the Montessori method. Organized into thematic units, ARC Core is a structured project-based learning process that ensures that students are ready to meet the demands of college or career through extensive reading (both as a class and independently), multiple extended writing projects, and daily practice discussing ideas and texts with peers.

SCIENCE & CULTURAL STUDIES INCLUDING THE “GREAT LESSONS”

In the Elementary classrooms, science and cultural studies are a central part of the Shining Stars Montessori Academy students’ learning. Lessons are planned in both history and geography. Science lessons span the areas of geology, botany, zoology, physical science, and the scientific method. The Elementary classroom also includes the “Great Lessons”: the Coming of the Universe, the Coming of Life, the Coming of Humans, the Coming of Language, and the Coming of Numbers.

PEACE EDUCATION

The Peace Curriculum is a central part of Shining Stars Montessori Academy education. The focus of the lessons includes problem-solving among peers (e.g., use of the peace tables), the cause of conflicts and why some conflicts lead to violence, as well as considering alternative solutions and problem-solving techniques.

Upper Elementary

The Upper Elementary Classroom is an extension of the students' world. As such, the emotional aspects of the elementary students play an important role in their development. We help the students understand how to work, fit in and be a part of a community in a positive and productive way. At this level, we do not shy away from difficulties or issues; instead, we work through them in a healthy manner. The classroom is very calm and productive, but at times also lively and exciting, as collaborative activities take place. Character lessons and team building create an ever-changing and engaging environment. Each year, we create a Group Mission Statement, and discuss and make the rules of the classroom. Emphasis is placed on this classroom as the students' community—therefore, they must play an integral role in how it should be experienced.

The Upper Elementary Classroom

The look and feel of an Upper Elementary Montessori classroom are designed to encourage a positive learning environment and to foster independence. Our classroom environment includes:

- Plants, animals, natural light, beautiful materials, and a home-like feel that the students are responsible for taking care of
- Outside and corridor workspace
- “Works” that are arranged to create independence
- Self-paced learning and organization skills-building, using planners and binders

Students create ownership and shared responsibilities of their environment. They also understand how to complete work and have the confidence to ask for help from a peer or a teacher if needed. Within this environment, our job as teachers is to foster a love of learning. We also provide the space and materials that enable students to explore topics and concepts at a deeper level.

UPPER ELEMENTARY CURRICULUM OVERVIEW

As educators, our goal is for the students to reach their fullest potential in all areas, so they can move forward with confidence in who they are and in their individual abilities—especially as they advance into their next level of academia successfully. In Montessori, we explore the academic areas a little differently—and at times, go more in-depth—compared to a more traditional scholastic environment. For example, Montessori places more emphasis on Science and Math during the elementary years. It would not be unusual to have our Upper Elementary students extract DNA from liver or a piece of fruit, learning about the Pythagorean Theorem or the Advanced Decanomial Sequence (based on the European math model), in addition to their regular standards of Science and Math.

A TYPICAL UPPER ELEMENTARY DAY

The social and community building takes place daily in morning meeting. After meeting, students review expectations for the day with their daily planners. The students then start their work time where individualized and small group lessons take place.

FIELD TRIPS OR “GOING OUT”

Maria Montessori called for “going out” to be an integral part of the elementary child's education. Trips to the Anacostia and Potomac Rivers, the Smithsonian museums, Frederick Douglass House, and the National Colonial Farm in Accokeek are just some of the places we plan to visit over the three-year cycle of the Elementary Program.



Upper Elementary (Cont.)

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COMMUNITY SERVICE

Students are encouraged to bring forth areas of need in the community they are interested in making better. This helps to develop an awareness of the needs of others in their community. We began our community service outreach by coordinating a food drive for Martha’s Table and S.O.M.E. (So Others Might Eat).

MUSIC (INSTRUMENTAL & VOICE)

Music is an integral part of the Montessori philosophy. Consistent exposure to musical instruments, musical note work, and rhythm and melody work are a core part of the Shining Stars Academy philosophy of holistic development of the child.

ART

Regular art lessons are included in the Elementary classrooms. Lessons span the scope of visual arts, including drawing, painting, and sculpting.

PHYSICAL EDUCATION/HEALTH AND WELLNESS

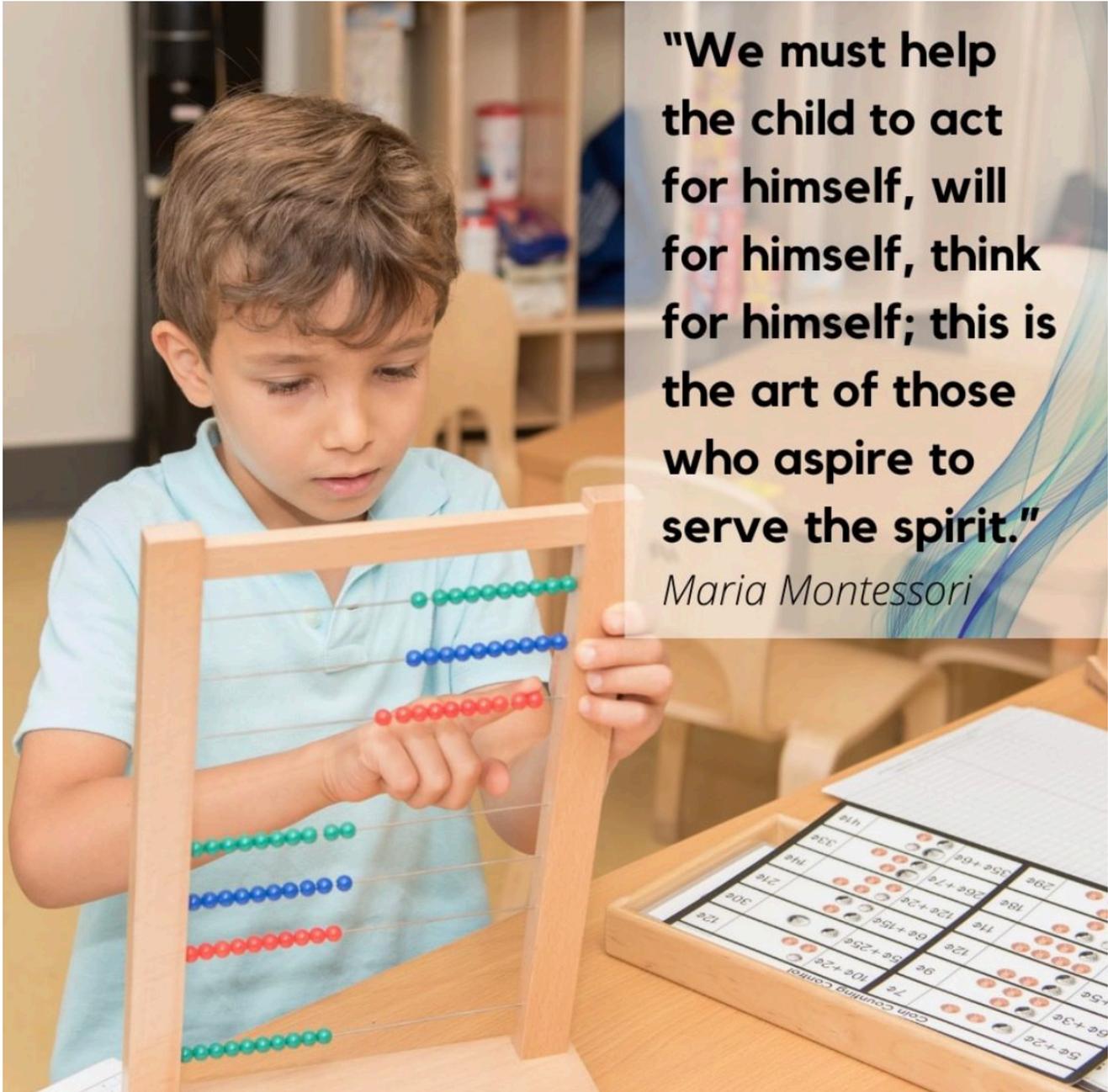
In addition to extracurricular physical education options, regular physical education will be included in the Elementary classroom.

WORLD LANGUAGE EXPLORATION AT SSMA

Spanish continues to be offered as part of the regular day with children in Primary through Upper Elementary.

COMMON CORE AND MONTESSORI STANDARDS CURRICULUM ALIGNMENT

Shining Stars has aligned the Montessori Curriculum with the Common Core Standards to ensure students are meeting state learning standards. To assess academic progress throughout the year, every student will be evaluated using the NWEA MAP, based on Common Core Standards. Based on classroom work and observations as well as individualized standardized assessment data, students’ instruction will be tailored accordingly.



"We must help the child to act for himself, will for himself, think for himself; this is the art of those who aspire to serve the spirit."

Maria Montessori

School Performance

Meeting Our Mission

Creating a “culturally-inclusive and equity “centered” school means that Shining Stars staff will be intentional about our environmental design, educational practices, and behavior modeling to ensure a true cultural competency and equity-driven focus within the community. Materials will be familiar to students, while also expanding their exposure to cultures around the world. Books on the shelves of the in-class libraries reflect the ethnicities and cultures of our families, while also presenting children from a variety of backgrounds as heroes and heroines of their own stories.

A culturally-inclusive Montessori school across all classrooms is one where Shining Stars Montessori Academy PCS students, staff and the parent community recognize, appreciate and capitalize on diversity so as to enrich the overall learning experience. Fostering a culturally-inclusive learning environment encourages all individuals – regardless of age, gender, ethnicity, religious affiliation, socioeconomic status, sexual orientation, or political beliefs – to develop personal contacts and effective intercultural skills. Cognitive development, perspective-taking, critical thinking skills, academic achievement, and problem-solving skills are among the outcomes that researchers have consistently noted in studies about the effects of inclusive pedagogy and curricula. Accordingly, engaging in meaningful discussions about racial/ethnic, gender, religious, and socioeconomic differences, as well as privilege in all its forms, affords students opportunities to think critically about topics to which they previously had not been exposed. When faculty interweave multicultural perspectives into classroom discourse, students can challenge preconceived notions and learn about the unique knowledge that their peers of diverse backgrounds hold and bring to the classroom.

These principles are further supported through our peace curriculum and grace and courtesy lessons. Shining Stars Montessori School includes ‘peace’ as a major part of how we live our everyday lives. Creating a culture that promotes respecting yourself and the others around you further strengthens the peaceful classroom. When children are responsible for caring for their environment, themselves, and each other, they take more pride and ownership in creating and maintaining peace in the classroom. Many of these foci can be introduced as small and large group Grace and Courtesy Lessons and are practiced throughout the child’s daily classroom experiences.

Aligned with other aspects of the curriculum, each month has been assigned a ‘peace focus’ or virtue to be highlighted and discussed in more detail throughout that month. For example, a ‘friendship focus’ in September helps children gain the skills needed to ‘get to know others’ and establish friendships as the year progresses. December is ‘generosity’ where children experience the ‘joy of giving’ at a personal level as most families participate in celebrations that include the act of giving. The other months also have similar areas of focus which are meaningful and relate to the child’s everyday life.

The Grace and Courtesy lessons are the glue that holds the Montessori Primary (3-6) environment together and lays the foundation for success in the Montessori Elementary (6-12) environment. The lessons are formal and designed to preserve the harmony in the environment. In this context, “grace” can be defined as “harmony between the mind and the body”; and “courtesy” can be defined as “harmony between the self and other people.” In both instances, we are talking about our social interactions with each other and how we move about in the prepared environment. It is extremely important that we are careful with our movements, adults as well as children, because of the direct social interactions in which we are all involved.

Grace deals primarily with efficiency and control of movement. The focus in a Montessori environment is on control of movement, so becoming a graceful person should be a natural outcome of all movement experiences in a Montessori prepared environment. We are also taking advantage of the 3 to 4 ½ year old child’s sensitive period for movement and the fact that they are especially enthralled and interested in refining their movements.



Meeting Our Mission (Cont.)

Courtesy is what we use to help establish and maintain our social relationships in the environment. This does not necessarily mean that you have to make friends with everyone, but more so it pertains to the development of the ability to communicate what you need to do so that you could live in harmony with those around you. We also need to remember that the primary child is in a sensitive period for social relations and grace and courtesy are very important issues to them.

Ideally, through Grace and Courtesy, the Guide/adult may be able to prevent some things from happening. Children can be spared feelings of awkwardness, confusion, embarrassment, and total dependence on adults in the environment with regard to what to say or do in a given situation. The lessons can go a long way towards avoiding those feelings and also serve to counteract the negative impacts of adults who are not fully aware of how children learn.

Grace and Courtesy lessons allow the avoidance of commanding and directing and explaining to children what they need to do or correcting them when they do something. The idea is to demonstrate what needs to be done before the child is faced with a situation so that the child has all the information needed to function when actually faced with the situation. This allows the child to feel oriented and comfortable and able to function within the environment. We are not expecting that the child behave in exactly the way that we demonstrate. We give the lessons knowing that the children will find their own ways. Some suggested lessons that can be taught at home include:

- How to sit in a chair
- How to close/open a door
- How to carry a book; how to read a book
- How to greet someone
- How to say goodbye
- How to interrupt someone
- How to offer/refuse help
- How to know when the bathroom is occupied
- How to talk softly
- How to honor and negotiate your and/or classmate's 'personal space'

Additional Conflict Resolution Strategies Children need to be taught how to handle conflicts. They also need to be given the opportunity to practice how to handle conflict situations. The adults in the environment need to be aware of this and always be ready to demonstrate appropriate conflict resolution strategies when the situation warrants it. A good rule of thumb to follow when helping children resolve conflicts is to first observe the situation before you step in. The only exception to this would be in the event that someone may be hurt if you do not intervene.

As much as possible, we want to encourage the children to solve their conflicts on their own with as much support from us as they need, in order to do so safely. At neutral times, we give grace and courtesy lessons on what to say and do in certain situations so that children are able to handle conflicts independently. At other times, we may need to be more involved in the resolution process, offering comfort and/or re-direction as children attempt to resolve issues and come to some resolution. Use of the 'peace table' (located in every room) will be among those behavioral strategies used to calm difficult situations.



*" Only through freedom
and environmental
experience is it practically
possible for human
development to occur. "*

Maria Montessori

How We Are Meeting Our Goals and Academic Achievement Expectations

SSMA offered the Northwest Evaluation Assessment (NWEA) and Every Child Ready (ECR) summative assessments to students this 2020-21 school year. The NWEA, a summative assessment, was conducted in the Fall, Winter, and Spring. The ECR, also a summative assessment, was conducted in the Winter and Spring.

Due to the fact that both assessments were given virtually, this created some barriers and obstacles that resulted in what we deemed as skewed results. Having to test virtually disabled our ability to effectively monitor that the child was independently completing the assessment even though parents were asked not to assist. It also prevented us from refocusing students and ensuring an optimum testing environment. As a result, the Fall scores rose tremendously from the Spring leading us to believe that these scores were inflated. We did reiterate to families the importance of not assisting before the winter assessment. In the Spring we were conducting Hybrid Learning so we were able to test each Cohort in person which we believe yielded more accurate results. However, we only had 100 out of 270 students participating in the two-day, in-person program which meant more than half of our students tested virtually in the Spring. From the yearly data we did discover that:

- Our overall schoolwide Math and ELA performance increased from Winter 2021 to Spring 2021.
- 74% of Kindergarten students performed at or above the national median.

SUPPORTING STUDENTS WITH DISABILITIES

English Language Learners and Students with Disabilities were supported during the SY2020-2021 through a variety of methods. During virtual learning, students were provided with access to Google Classrooms, Zoom and other online meeting options. Students were supported according to their services stipulated in their IEPs. Students received one-on-one and small group support within and outside the classroom. Students were also provided with accommodations and modifications to help provide access to the general education curriculum. For students who returned to in-person learning in March, they were provided with hybrid services. Some services were delivered in person while some remained virtual.

Students continued to receive support from related service providers such as speech, occupational therapy and behavior supports as well as specialized instruction both virtually and in person. In considering the mitigation of regression, goals focused on reading, writing and math, which were prioritized and delivered in conjunction with service session support as well as supplemental activities, using platforms such as Reading A-Z, IXL and other learning software.

Service providers, teachers and parents consistently collaborated throughout the course of virtual and hybrid learning. On a weekly basis, team members utilized planning time to review student progress and discuss challenges. Some of the major challenges included student attendance and participation. Team members devised plans to help support students with modified workloads, establishing accountability partners and working with parents to find the solutions to barriers preventing students from accessing instruction. Team members also adjusted their approach to instruction when necessary. Annual and triennial meetings continued to be held virtually and consisted of all team members when possible. During virtual learning, clinicians continued to provide evaluations virtually, using Zoom, Google Meets and Doxy. Materials were adapted for use on a virtual platform. If materials could not be converted to virtual platforms, they were delivered to parents via mail or staff drop off.

Once evaluations were finished, reports were provided to all team members electronically for review and discussion. For families who required translation, an interpreter accompanied meetings and documents were translated as needed.

SUPPORT FOR STUDENTS AND FAMILIES WITH LIMITED ENGLISH PROFICIENCY

SSMA's weekly News & Notes provided information and guidance regarding the school's e-learning program, which was translated into Spanish. Native Spanish speakers on staff field Spanish-speaking parent inquiries and provided support on an as-needed basis. Staff ensured that all non-English speaking parents had access to what they needed to support their students' learning.

Dual Language Immersion

Spanish continues to be offered as part of the regular day with children in Primary through Upper Elementary. Based on federal law, English Language programs must be: (1) based on a sound educational theory; (2) adequately supported so that the program has a realistic chance of success; and (3) periodically evaluated and revised, if necessary. Shining Stars implements two English Language Models: Dual Language Immersion and Sheltered Instruction Observation Protocol (SIOP).

Three years ago, SSMA began piloting a dual language immersion program (Spanish/English) with Primary students (PK3, PK4, K). The dual language program guides students who are English-dominant and non-English dominant toward acquiring two languages by learning a variety of skills in two languages in a Montessori environment. For all students in the immersion program, the goals are:

- To become bicultural, bilingual and biliterate in English and Spanish; that is, to develop proficiency in reading, writing, listening, and speaking in two languages as well as cross-cultural communication;
- To meet or exceed grade-level academic content standards and benchmarks in all subject areas, as defined by the Montessori Learning and Common Core State Standards;

The dual language immersion (DLI) program at SSMA is expanding to accommodate students as they grow from primary to lower and upper elementary. There is a Spanish language dominant Guide and an English language dominant Guide for each cohort of students. As part of accelerated learning and remediation regarding students in the dual language immersion program, there is intentional instruction on literacy which offers students metacognitive flexibility and closes the achievement gap that research has proven many times over. Emergent bilingual learners and dual language immersion students learn how to read differently than monolingual, English-speaking students. Research has shown that bilingual/biliterate students are able to use the same orthographic mapping process but with their full linguistic resources and codes within and across languages (Van Hell and Dijkstra, 2002; Dijkstra et al., 1998).

Our dual language immersion program model has had to make creative adjustments, and was able to achieve reading interest and success, despite more than 60% of our Lower Elementary student population being virtual throughout the entire 20-21 school year. All students were able to access and improve biliteracy skills, improve reading fluency or begin to decode at varying levels, record themselves and even become published authors and illustrators. Here are a few examples of our dual language immersion students' achievements:

"Yo soy suficiente/ I am enough" by Grace Byers, read by Menchú Stars students (1st and 2nd graders)

"Un día de nieve/ The snowy day" by Ezra Jack Keats, read by Menchú Stars students (1st and 2nd graders) and teachers.

The Menchú Libro de Poemas (book of poems) is available for anyone with this information to order, for up to a year after publishing, with this link (<http://studenttreasures/ordercopies>). The book PIN is 7190965. Student information is protected, and the book is under the teacher's name: Ms. Sonija Parson Díaz.

Students in Kindergarten through 3rd grade will be assessed in September of 2021 for their English & Spanish language proficiency using the assessment called the Pre-IPT. This assessment will identify dual language learners so teachers can provide extra support in proficiency development. Pre-IPT diagnostic reports inform teachers on how to provide individualized scaffolds to accelerate students' language proficiency development and strengthen their skills in preparation for literacy development in the second language. This assessment will also enable the program to identify areas for growth as well as areas of success, ensuring that we maintain accurate records and data for the DLI Program.

Parental Engagement

PARENT ENGAGEMENT

Partnership with parents is a critical component for the academic success and social-emotional development of the children. SSMA implemented a comprehensive approach to communicating and engaging with parents for collaboration and mutual support, which included a diversity of methods.

STUDENT AND FAMILY HANDBOOK

Within the Student and Family Handbook parents are able to find all of the school's policies and procedures, school enrollment and registration details, distance learning and social services resources [see II. Family Engagement In Continuous Learning section below] and additional information to help students and families succeed in the SSMA community.

ONE-CALL, TEXT AND SWIFT K12

Parents received calls and texts to their phones for any time-sensitive matters, such as unexpected school closures, COVID-19 notifications, and important reminders, high priorities, sensitive student-related information, and to schedule ways to connect in-person or via phone/video. Families received direct communication from the school at least twice weekly and more frequently with students with higher needs.

WEBSITE

SSMA's website, shiningstarspcs.org, was the location for general information about the school as well as specific details on typical school operations details (menus, activities calendars, Free Reduced Price Meal applications). This information was available to families 24 hours a day, 7 days a week. A parent portal was established to provide information to parents about school activities that, for safety and security reasons, was not available to the general public. The school's operating status (open, closed, weather delay, et al) was communicated on the main page of the website. When the school needed to close due to COVID-19 or for any other health or safety related reason, families were advised on the homepage.

SOCIAL MEDIA CHANNELS

SSMA staff consistently used Facebook and Instagram to communicate the school's values, Montessori method, student, staff, parent and whole school achievements and activities within the school; suggestions for home book libraries, outdoor and other enrichment activities; school-wide announcements such as closures and open houses. Parents are encouraged to engage with posts, including commenting, answering questions and sharing family experiences and photos. Staff post on Facebook and Instagram accounts five days per week.

EMAIL

Parents receive a weekly newsletter, News & Notes, which is a communication from the Executive Director that shares timely information from each of the school departments, such as Teaching and Learning, School Counselor, Dual Language Immersion, School Librarian, School Operations, Tech Support, and COVID-19 policy and procedure updates. The News & Notes conveyed messages from DC agencies such as the DC Department of Health, OSSE, and Office of the Mayor. In addition, parents were informed of other resources for family support, academic and cultural enrichment. Data analysis of the Mailchimp software indicates very high open rates of the News & Notes.

Classroom guides also sent classroom-specific newsletters which included family encouragement, learning goals, lessons, and classroom progress, among other news.



Parental Engagement (Cont.)

BUILDING SIGNAGE

Building signage, especially for COVID-19 safety, was posted throughout the building to maintain the health and safety of the school community.

FOOD ASSISTANCE

SSMA families were invited monthly to come to the building to receive groceries and prepared meals. Staff also delivered food to parents who did not have transportation and/or were not comfortable using public transportation during the COVID-19 pandemic.

VIRTUAL AND IN-PERSON TRAININGS AND COMMUNITY DISCUSSIONS/MEETINGS

During the summer of 2020, and at regular intervals over the course of the school year, SSMA provided virtual and in-person training and community discussions to support families and teachers/staff in navigating SSMA's continuous learning plan. These gatherings included:

- Virtual Back to School Night
- Home visits to provide technical support to parents struggling to help their children access virtual learning;
- Virtual sessions to help parents and students understand and access SSMA's distance learning platform, materials, and the learning management system
- Mandated reporter training (including internet safety for kids);
- Positive Discipline in the Montessori Classroom for teachers (8.13-14.2020; 12 hours)
- Social Emotional Learning (8.18.2020; 1.2 hours)
- Sexual Abuse Awareness/Prevention (8.19.2020; 2 hours)
- Building Trauma Informed Classrooms & Schools (8.14.2020)
- Staff Self-Care Strategies (9.28.2020)
- Bullying Behavior (10.27.2020)
- Discussion with Parents/Guardians Who Chose Not to Allow Their Child(ren) to Participate in In-Person Learning (5.13.2021)
- Montessori Mondays for Parents (5 sessions)
- Positive Discipline in the Montessori Classroom for Parents (6 2-hour sessions)
- Chat and Chew community discussions with the executive director

Grading & Promotion Policies

During distance learning, all SSMA students were expected to participate in live (synchronous) and recorded lessons (asynchronous), receive feedback from teachers, and complete new assignments. Decisions about student promotion and progress included, but were not limited to, completion of assignments, meeting individual student performance expectations, student attendance, teacher check-ins, and teacher professional judgment/observations. SSMA communicated its grading policies and promotion decisions to families by the last day of school for students.

Governance

SSMA's Board of Trustees increased its meeting frequency during the pandemic to stay abreast of ever-changing circumstances that affected the SSMA community, to be able to support school operations and student and family needs unique to virtual learning. The Board met virtually with the Executive Director every Friday to analyze data, review health guidance, discuss community implications and make policy decisions as they arose.

Additionally, the Board of Trustees endorsed an equity statement for the school, whereby the school pledges continued inclusivity, diversity and equity in the workplace and education. The notion of equity within the SSMA community has been an integral part of the SSMA culture and values since the school's inception. The Board and leadership team felt it was important to intentionally state these values, share the language and engage consultant support to fully examine the meaning and applications of the statement with all of our community stakeholders. The pandemic shutdown experience was one opportunity for the community to examine and address equity as staff, faculty, parents, and students had to quickly adjust to the new learning format. Understanding access to and capacity for virtual teaching and learning; social-emotional coping efficacy; technical skills and equipment acquisition; meal/grocery distribution; and deciding on who should and could come into the building for hybrid learning, were among the many factors the board supported the leadership team to consider with an equity lens. The SSMA Board has fully embraced an Anti-Bias/Anti-Racism approach to governance and school culture.

Our Unique Accomplishments

REMOTE LEARNING AND HYBRID LEARNING

Our desire during our time of virtual learning was to ensure that our Montessori program was carried out with as much fidelity as possible (even virtually). We created digital and physical Montessori materials that the children could use at home, in lieu of the shared materials that are normally used in the classroom. These toolkits were provided to students at the beginning of the school year. We also gave parents suggestions and tips on how to create an environment at home that mirrored the Montessori environment at school. Children had access to these materials throughout the day and this helped to maintain their knowledge of how to use the materials as well as provided a means to practice and engage in any new materials or lessons that were taught virtually. Each month parents came to the school to pick up additional materials to add to or replenish their child's existing kit.

ONE-ON-ONE INSTRUCTION

One-on-one instruction for our primary students was conducted for each child. Each Pre-K and Kindergarten student was afforded two weekly sessions between 20 and 30 minutes long (the time was based on the age and virtual stamina of the child). This individualized and personalized instruction provided the younger students a virtual learning environment where they could be more focused and attentive (free from the distraction of other students on the screen). This was done during the afternoon work cycle with small group instruction being conducted during our morning work cycle.

MONTESSORI RESIDENCY PROGRAMS

SSMA has established its own Montessori Residency programs, to build pipelines of highly qualified, credentialed Montessori guides and administrators. The guide program is a two-year program, funded by SSMA to help experienced, non-Montessori teachers become certified as Montessori educators; the administrator program similarly trains traditional school leaders, or guides who are being promoted into leadership roles, to become certified Montessori school administrators.

PUBLISHED AUTHORS

Our students from Menchu Stars published their first book of poems in Spanish, titled "Poemas de Estrellas Menchú 2021". Menchu Stars is one of our Dual Language Immersion classes.

FOOD PROGRAM FOR FAMILIES

SSMA partnered with Capital Food Bank to serve as a resource to families facing food insecurity. SSMA families were invited monthly to come to the building to receive groceries and prepared meals. Staff also delivered food to parents who did not have transportation and/or were not comfortable using public transportation during the COVID-19 pandemic.

CHILDREN'S COMMUNITY GARDEN

Our students continued to maintain and improve the organic vegetable garden that they built in previous years. Students participate in the process of growing plant-life and food, from seeds to harvest. As in the Montessori philosophy, it is an additional way that children may see their connection to and collaboration with the natural world around them.



Our Unique Accomplishments (Cont.)

SPIRIT WEEK

SSMA students took part in the school's annual spirit week, with students dressing as their favorite book character or essential worker (police, fireman, grocery store workers, media reporters, truck drivers, etc.) Spirit Week builds a sense of community, encourages imagination and creativity and supports fun ways for children to express themselves with and among their peers. Students showed up to virtual learning in their creative outfits and shared photos for SSMA's social media channels.

VIRTUAL BOOK FAIR

The school held its virtual book fair, with 15 percent of the proceeds going to SSMA's Dubois library. Since the school was unable to have an in-person book fair, due to the pandemic, we created a virtual option again, to allow our families to participate and to keep the tradition going.

CHARTER RENEWAL

SSMA was recognized by the DC PCSB for having met all of the conditions of its original charter and was granted charter renewal for an additional 5 years.

TECHNOLOGY FOR ALL STUDENTS AND STAFF

SSMA provided a Chromebook for every student, and internet hot spots for those families that needed them. Staff also received Chromebooks/laptops, guides were outfitted with cameras, tripods, green screen and projection tools to teach from home.

TECHNICAL SUPPORT FOR FAMILIES TO ACCESS VIRTUAL LEARNING

SSMA leadership invested in a dedicated tech support team to ensure that 100% of SSMA students had access to virtual learning, and that barriers such as equipment, internet access and technical know-how were eliminated. Staff conducted virtual trainings on the on-line learning platform, Google Meet applications, Chromebook use, and internet connectivity. In special cases, particularly for grandparents and other family members who had no technology skills, tech staff made home visits to ensure that students could participate in virtual learning, complete and upload assignments; and parents could access progress reports and communicate with SSMA staff and the whole community.

PURCHASED PERMANENT HOME

After many challenging years of temporary facilities, SSMA purchased a permanent home for the school community. This will have a long-term, positive impact on school finances and educational programming; offering options to invest in upgrades and amenities that will reap returns for the SSMA community of learning for years, if not generations, to come.



**List of Donors*

**NATIONAL CHARTER
COLLABORATIVE
\$30,000.00**

**NEW SCHOOLS VENTURE FUND
\$1,000.00**

**NETWORK FOR GOODS
\$615.00**

*Contributions of \$500 or more

School Year Data Report

ENROLLMENT BY GRADE LEVEL ACCORDING TO OSSE'S AUDITED ENROLLMENT REPORT

Grade	PK3	PK4	Kindergarten	1	2	3	4	5	6
Student Count	48	55	44	32	36	24	31	12	5
Grade	7	8	9	10	11	12	Alternative	Adult	*SPED
Student Count	0	0	0	0	0	0	0	0	0

STUDENT DATA POINTS

School	Total Number of Instructional Days: 182
PSCB	Suspension Rate: 0.0%
PSCB	Expulsion Rate: 0.0%
PSCB	Instructional Time Lost to Discipline: 0.00%
PSCB	In-Seat Attendance: 91.2%*
PSCB	Average Daily Attendance: Not Applicable
PSCB	Midyear Withdrawals: 4.9% (14 students)*
PSCB	Midyear Entries: 0.0% (0 students)*
PSCB	Promotion Rate (LEA): 99.5%
PSCB (SY19-20)	Graduation Rate: Not Applicable
PSCB	College Acceptance Rate: Not Applicable
PSCB (SY19-20)	College Admission Test Score: Not Applicable

STUDENT & FACULTY DATA POINTS

School	Teacher Attrition Rate: 26.6%
School	Number of Teachers: 15
School	Teacher Salary: Average: \$58,973 Range: Minimum: \$46,818 Maximum: \$81,600
School	Executive Compensation: Executive Director: \$147,084 Principal: \$115,000 Assistant Principal: \$100,000

Appendices

Staff Roster

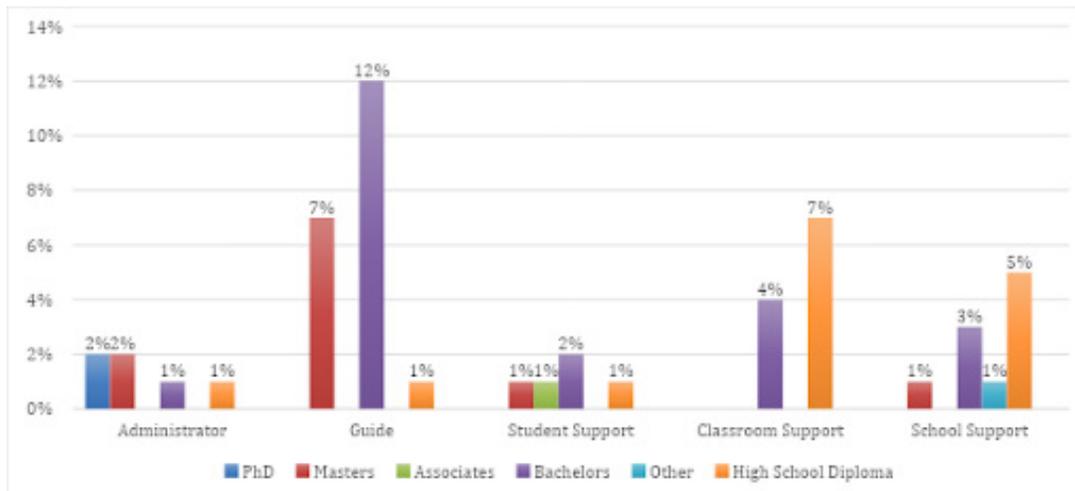
First Name	Last Name	Title
Cynthia	Allen	Classroom Assistant
Nicole	Austin	Primary Lead Guide
Marelis	Barrios-Florez	Bilingual Teacher
Bettina N	Brown	Primary Lead Guide
Julius T	Brown	Dedicated Aide
Ronelda	Brown	Upper Elementary Guide
Marcus	Browning	Custodian
Shaneka	Bush	Classroom Assistant
Darryl	Buxton	Special Education Director/ELL Services
Aja	Campbell	Librarian
Rokhaya	Cisse	Dedicated Aide
Raquel	Clark	Program Assistant
Aldith	Coleman	Kitchen Manager
Diane	Cottman	Executive Assistant
Ansia-Rene	Dial	Physical Education Teacher
Delton C	Fontroy	Lead Elementary Guide
Barbara	Giordano	Part-time Evening Receptionist
Harry	Gray	Special Education Teacher
Shaka	Greene	Upper Elementary Guide
Vanessa	Guardado	Bilingual Teacher
Antonio C	Hagans	Custodian
Bessie Chiquita	Hubbard	Classroom Assistant
Maurice K	Jackson Jr.	Lead Primary Guide
Elizabeth	Jean	Classroom Assistant
Gail	Jenkins	Principal
Natasha	Johnson	Program Assistant
Willa Denise	Jones	Director of Student Support
Vyjayanthi	Kadambi	Assistant Principal
Lauren	Karchefsky	Special Education Teacher
Louise P	Kelley	Reading Specialist
Tonya Louise	Kornegay	Classroom Assistant
Sandra Y	Larios	Classroom Assistant
Kathryn	Lechner	Lead Lower Elementary Guide/Coach
James	McGriff	Program Assistant
Kenon	Mitchell	Program Assistant
Kerry-Ann C	Mohammed-Espinoza	Classroom Assistant

Staff Roster (Cont.)

Erma	Molina	Lead Primary Guide
Cherita	Moore-Gause	Director of Operations
Jose Jr.	Muniz	Classroom Assistant
Ilisha	Nelson	Special Education Teacher
Aminat	Onafuwa	Lead Lower Elementary Guide
Nina G	Ouzounova	Lead Primary Guide
Sonija	Parson	Spanish Teacher/Bilingual Coordinator
Allison B	Petrone (Cooper)	Classroom Assistant
Zufan (Zizi)	Reddae	Classroom Assistant
Tamala	Reynolds	Lead Primary Guide
Regina	Rodriguez-Mitchell	Executive Director
Dilara	Schulman	Lead Primary Guide
Susan	Shaw	Lead Lower Elementary Guide
Sandra A.	Simpson	Classroom Assistant
Tais	Taylor	School Performance Manager / Title IX Coordinator
Jemia	Terry	ELL Teacher

Staff Qualifications for 2020-2021

Shining Stars prides itself on the quality and dedication of its teaching and support staff. All staff members are carefully selected. Our teachers are American Montessori Society (AMS) and/or Association Montessori International (AMI) trained and certified or are in the final stage of certification. SSMA teachers and student support staff continue their learning with ongoing professional development and study. We select our faculty for their love of learning, and their caring for and understanding of children.



Board of Directors for 2020-2021

Name	Role
Anthony King, Esq.	Chair & Treasurer
Kamal Wright-Cunningham	Vice Chair
Aldel Brown, Esq.	Member
Willa Golden*	Member
Shawn Samuels*	Member
Teicha Harris (parent)*	Member
Tatiana LaBorde*	Member
Regina Rodriguez*	Ex- Officio

*D.C. Residents

Unaudited Year-End 2020-21 Financial Statement

INCOME	TOTAL
04 State and Local Income	
400 Per-Pupil Operating Income	
4000 Per-pupil alloc	\$3,770,980.02
4010 Per-pupil SpEd alloc	\$452,807.16
4011 Per-pupil SpEd ESY	\$8,323.00
4020 Per-pupil LEP/NEP alloc	\$421,184.40
4040 Per-pupil At Risk	\$206,674.60
4050 Per-pupil adjustment	\$65,911.00
Total 400 Per-Pupil Operating Income	\$4,925,880.18
410 Per-Pupil Facility Income	
4100 Per-pupil facility alloc	\$978,095.82
Total 410 Per-Pupil Facility Income	\$978,095.82
420 Other Local Income	
4200 Local grants	\$106,884.93
4210 Local programs	\$1,558.33
Total 420 Other Local Income	\$108,443.26
Total 04 State and Local Income	\$6,012,419.26
05 Federal Income	
500 Federal Grants Income	
5000 ESEA Title 1	\$63,724.69
5001 ESEA Title 2	\$27,548.92
5002 ESEA Title 3	\$11,174.00
5003 IDEA 611	\$36,327.65
5005 ESEA Title 4	\$8,709.82
5006 CARES Act Funds	\$7,602.12
5030 Competitive federal grants	\$277,600.98
5031 Paycheck Protection Program	\$625,427.00
Total 500 Federal Grants Income	\$1,058,115.18
510 Federal Program Income	
5100 National school lunch prog	\$10,989.24
Total 510 Federal Program Income	\$10,989.24
Total 05 Federal Income	\$1,069,104.42
06 Private Income	
620 Private Contributions	
6200 Individual contributions	\$16,398.16

6210 Corporate contributions	\$950.81
6220 Foundation contributions	\$31,440.00
Total 620 Private Contributions	\$48,788.97
640 School Sales	
6400 Paid meal sales	\$51.00
6410 School store sales	\$20.00
Total 640 School Sales	\$71.00
650 Additional Income	
6500 Short-term investments	\$7.81
6520 Rental revenue	\$750.00
6560 Miscellaneous revenue	\$142.95
Total 650 Additional Income	\$900.76
Total 06 Private Income	\$49,760.73
Total Income	\$7,131,284.41
Gross Profit	\$7,131,284.41

EXPENSES	TOTAL
07 Staff-Related Expense	
700 Curricular Salaries	
7000 Leadership salaries	\$620,888.82
7010 Teacher salaries	\$825,638.91
7011 SpEd teacher salaries	\$235,474.30
7020 Teacher aides salaries	\$411,287.82
7080 Curricular stipends	\$2,695.00
7090 Curricular bonuses	\$3,000.00
Total 700 Curricular Salaries	\$2,098,984.85
710 Supplemental Service Salaries	
7100 Student support salaries	\$117,854.34
7110 Instr staff support salaries	\$156,098.53
7130 Business, operations salaries	\$254,127.78
7190 Supplemental service bonuses	\$4,500.00
Total 710 Supplemental Service Salaries	\$532,580.65
720 Supplemental Program Salaries	
7211 Before care after care salaries	\$6,875.00
Total 720 Supplemental Program Salaries	\$6,875.00
740 Employee Benefits	
7400 Retirement plan contrib	\$25,647.36
7410 Health insurance	\$220,054.34
7460 Workers' comp insurance	\$9,943.00
Total 740 Employee Benefits	\$255,644.70
750 Payroll Taxes	
7500 Social security & medicare	\$191,743.73
7510 State unemployment tax	\$15,529.96
7520 Universal paid leave tax	\$16,357.32
Total 750 Payroll Taxes	\$223,631.01
760 Professional Development	
7600 Staff development (non-travel)	\$30,286.48
Total 760 Professional Development	\$30,286.48
770 Contracted Staff	
7700 Substitute contract staff	\$1,080.00
Total 770 Contracted Staff	\$1,080.00

780 Other Staff Expense	
7800 Staff recruiting	\$10,134.35
7810 Staff background checks	\$42.00
7820 Staff meals, events, & awards	\$7,497.19
7830 Staff travel (non-development)	\$22.00
Total 780 Other Staff Expense	\$17,695.54
Total 07 Staff-Related Expense	\$3,166,778.23
08 Occupancy Expense	
800 Occupancy Rent Expense	
8000 Rent	\$445,602.66
Total 800 Occupancy Rent Expense	\$445,602.66
810 Occupancy Service Expense	
8100 Utilities & garbage removal	\$80,627.75
8110 Contracted building services	\$27,874.09
8120 Maintenance and repairs	\$69,411.86
8130 Janitorial supplies	\$1,250.39
8140 Facility consulting fees	\$5,025.00
Total 810 Occupancy Service Expense	\$184,189.09
Total 08 Occupancy Expense	\$629,791.75
09 Additional Expense	
900 Direct Student Expense	
9000 Student supplies, snacks	\$49,799.42
9010 Student assessment materials	\$13,427.33
9020 Student textbooks	\$6,875.39
9050 Contracted instruction fees	\$12,573.23
9051 Contracted SpEd instruction	\$195,150.04
9060 Food service fees	\$35,542.20
9070 Student field trips	\$400.00
9080 Student recruiting	\$2,653.06
9085 Student events	\$14,912.98
9094 Covid19	\$85,935.64
Total 900 Direct Student Expense	\$417,269.29
910 Office Expense	
9100 Office supplies	\$23,805.11

9110 Copier rental & services	\$53,239.81
9120 Telephone & telecommunications	\$24,096.03
9130 Postage, shipping, delivery	\$1,285.63
9140 External printing	\$1,374.10
Total 910 Office Expense	\$103,800.68
920 Business Expense	
9200 Business insurance	\$51,547.85
9210 Authorizer fees	\$51,031.20
9230 Accounting, auditing, payroll	\$95,036.08
9240 Legal fees	\$82,749.50
9260 Computer support fees	\$118,265.22
9280 Other professional fees	\$176,947.54
Total 920 Business Expense	\$575,577.39
930 Dues, Fees & Losses	
9300 Dues, fees, and fines	\$23,454.26
Total 930 Dues, Fees & Losses	\$23,454.26
Total 09 Additional Expense	\$1,120,101.62
11000 Operating asset depreciation	\$61,856.12
11010 Facility asset amortization & depreciation	\$111,885.38
12000 Interest payments	\$144,398.69
12020 Amortization of Deferred Financing	\$3,795.00
TOTAL EXPENSES	\$5,238,606.79
NET OPERATING INCOME	\$1,892,677.62
NET INCOME	\$1,892,677.62

Approved 2021-2022 Budget

REVENUE		FY22
	Per Pupil Charter Payments - General Education	\$3,795,096
	Per Pupil Charter Payments - Categorical Enhancements	\$1,312,311
	Per Pupil Facilities Allowance	\$995,136
	Federal Funding	\$385,978
	Other Government Funding/ Grants	\$200,599
	Private Grants and Donations	\$35,302
	Activity Fees	\$150,000
	In-kind revenue	-
	Other Income	-
	Total Revenue	\$6,874,422
FUNCTIONAL EXPENSES		
PERSONAL SALARIES AND BENEFITS	Principal/Executive Salary	\$589,803
	Teachers Salaries	\$1,834,026
	Special Education Salaries	\$363,661
	Other Education Professionals Salaries	\$308,581
	Business/Operations Salaries	\$295,294
	Administrative/Other Staff Salaries	-
	Employee Benefits and Payroll Taxes	\$651,347
	Subtotal: Personnel Expense	\$4,042,711

DIRECT STUDENT EXPENSE	Educational Supplies and Textbooks	234,095
	Student Assessment Materials/Program Evaluation	10,000
	Contracted Student Services	221,040
	Food Service	252,147
	Other Direct Student Expense	131,303
	Subtotal: Direct Student Expense	848,585
OCCUPANCY EXPENSES	Rent	35,000
	Depreciation (facilities only)	272,487
	Interest (facilities only)	380,634
	Building Maintenance and Repairs	72,075
	Contracted Building Services	26,840
	Other Occupancy Expenses	103,000
	Subtotal: Occupancy Expenses	890,038
GENERAL AND ADMINISTRATIVE EXPENSES	Office Supplies and Materials	\$65,000
	Office Equipment Rental and Maintenance	\$55,000
	Telephone/Telecommunications	\$30,000
	Legal, Accounting and Payroll Services	\$175,900
	Insurance	\$53,323
	Transportation	-
	Professional Development	\$35,892
	PCSB Administrative Fee	\$61,552
	Management Fee	-
	Interest Expense (non-facility)	\$172,455
	Depreciation and Amortization (non-facility)	\$58,197
	Other General Expense	\$313,747
	Subtotal: General Expenses	\$1,021,067
	TOTAL EXPENSES	\$6,802,401
OPERATING INCOME (LOSS)		\$72,021
CHANGE IN NET ASSETS		\$72,021