

BREAKTHROUGH MONTESSORI PUBLIC CHARTER SCHOOL
ANNUAL REPORT 2021-22



Breakthrough
MONTESSORI

TAKOMA CAMPUS

6923 Willow St. NW, Washington DC 20012

(202) 864-1979

BOARD CHAIR: Mr. Keith Whitescarver

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Message from the School

In 2021-22, Breakthrough Montessori served 319 children in PK3-grade 4. We offered six primary classrooms (for students in PK3-kindergarten) and five lower elementary classrooms (for students in grades 1-3). For the first year, we offered upper elementary as well and opened two new classrooms for students in grade 4.

In 2021, Breakthrough culminated a 3-year effort to build our school's permanent home in the neighborhood of Takoma. We completed construction on our campus (41,000 sq. ft.), and we enthusiastically welcomed students back to beautiful classrooms.

Breakthrough began the 2021-22 school year in full operational capacity after an extended period of virtual and hybrid learning. Breakthrough faculty members restored our Montessori approach to education, anchoring our School in student-led inquiry, hands-on learning, and multi-age classrooms. Thanks to the dedication of our faculty, students began to bounce back from lost learning time.

Thanks to the generosity of our family community, Breakthrough raised over \$200,000 to create an innovative, inviting, and engaging playground and outdoor classroom. Breakthrough families also worked hard to rebuild the strength of our community after the pandemic, hosting engaging events such as a fall festival, book fair, and field day.

We remain immensely proud of our school community: our families, faculty, and above all our students. In the words of Maria Montessori: "In the child is much knowledge, much wisdom. If we do not profit from it, it is only because of neglect on our part to become humble and to see the wonder of this soul and learn what the child can teach."



School Description

Mission Statement

The mission of Breakthrough Montessori Public Charter School is to provide families of Washington DC with a fully-implemented, public Montessori program designed to enable children to develop within themselves the power to shape their lives and the world around them.

School Program

Breakthrough Montessori implements the time-tested Montessori instructional approach, which builds upon the following core beliefs:

- Every child is unique, with individual strengths and weaknesses, learning style, and learning pace. Each stage of their development requires a specific type of environment and learning experience.
- The early years -- birth to age 6 -- are an intense period of formative development with lasting cognitive, social, and emotional impact.
- From ages 6-12 children move into abstract thought and create mental independence while they deepen their social understanding through a strong connection with their peers.

Our early childhood curriculum (ages 3-6 years) includes standards for the following areas of study:

- Language

- Mathematics
- Practical Life
- Sensorial
- Cultural Studies (includes science and social studies)

Our elementary curriculum includes standards for the following areas of study:

- Math
- Language
- Geometry
- Biology
- Geography
- Art
- History
- Music

Our instructional approach is defined by the following characteristics:

Personalized instruction: Instruction at Breakthrough Montessori is differentiated, individualized, and tailored to the specific needs of each student. Children receive lessons individually or in small groups with their teacher. Students move through the curriculum at their own pace, and the presentation of new concepts follows the child's developmental needs, rather than a predetermined timetable. Students receive assignments that vary in complexity according to their ability levels and/or learning styles, and they are allowed to devote different amounts of time to achieve mastery of tasks.

Self-guided learning: Students work independently with materials that enable them to master concepts in language, mathematics, science, etc. Manipulation of these materials satisfies the young child's developmental need to learn by doing. The materials inherently develop independence, concentration, and control of movement while instilling a love of work and a joy of learning. Materials are sequenced progressively, supporting students as they move toward increasingly complex work.

Observation: Teachers carefully observe students, track progress, and invite them to receive new lessons when they are ready. One of the most important aspects of a teacher's work is gathering data and continuously assessing students' performance in order to make appropriate and timely instructional interventions that ensure every child achieves academic success.

Mixed-age classrooms: Breakthrough's classrooms host students in three year cycles. A child begins as a member of the youngest cohort in the room, benefitting from the example set by older children. Over the course of three years, a child builds trusting relationships with teachers and becomes a leader for younger peers. Likewise, because only a third of a classroom changes each year, Breakthrough's learning communities enjoy stability, with teachers getting to know both students and their families well.

Thanks to this instructional model, children in Montessori schools experience deep learning. The method is a response to a universal plea among children: "I want to learn, but help me to do it myself."

At Breakthrough Montessori, we take this instructional model and further increase its efficacy by embedding it within an institutional commitment to development, prevention, and engagement.

Development: We support human development through rigorous and uncompromising application of the Montessori method. Our school is staffed with fully-accredited Montessori teachers who receive ongoing coaching.

Prevention: Because instruction at Breakthrough Montessori is tailored to the individual needs of students, our team is effective at addressing development challenges early.

Engagement: Our multifaceted commitment to community is grounded in robust family engagement, which begins with authentic, two-way communication with all Breakthrough families. In addition to monthly family events, parent-teacher conferences, and progress reports, families engage with their child's education by regularly observing the classrooms.



Family Engagement

Breakthrough seeks to serve not only the whole child, but the whole family. In the 2021-22 school year, Breakthrough organized the following opportunities for families to engage with the school.

- **Family Education Seminars:** Throughout the school year, Breakthrough offers family education seminars where parents & guardians engage with educators on topics such as consent and healthy relationships, Montessori curriculum, and literacy development.
- **Monthly family dialogue with school leaders:** Family members and school leaders gather every month to share school updates and hear family feedback.
- **Family Satisfaction Surveys:** Breakthrough circulates a family satisfaction survey twice a year (in the winter and spring) with the aim of continuous improvement. In response to 2021-22 survey results, Breakthrough published learning goals by level to help families understand what students should know and be able to do upon completing primary, lower elementary, and upper elementary. Breakthrough also expanded its use of Transparent Classroom (an online platform that allows families to get a taste of classroom life through photos and descriptions). Finally, Breakthrough redesigned conferences and progress reports to help parents link their student's classroom work to Common Core standards.
- **Classroom Observations:** Breakthrough encourages all parents and guardians to observe their child's classroom twice a year (in the fall and the spring). Unfortunately, Breakthrough could not host fall observations due to COVID-19. However, in the spring, we resumed our practice of observations and welcomed families back into the classrooms.

- **School Home Association:** The School Home Association (SHA) is a volunteer group devoted to supporting the Breakthrough pillar of family and community engagement. Composed of parents and/or guardians of current students as well as Breakthrough staff, the SHA undertakes projects designed to promote robust, reciprocal connections between home and school. Feedback from the SHA informs decisions related to family and community engagement, fundraising, and other areas of the School's life. The SHA also supports the School's ongoing efforts to provide families with opportunities to learn more about Montessori education and how the Montessori philosophy informs the School's decisions. The School-Home Association (SHA) is a vital partner in helping Breakthrough achieve its mission of providing free, high-quality Montessori education to all families.

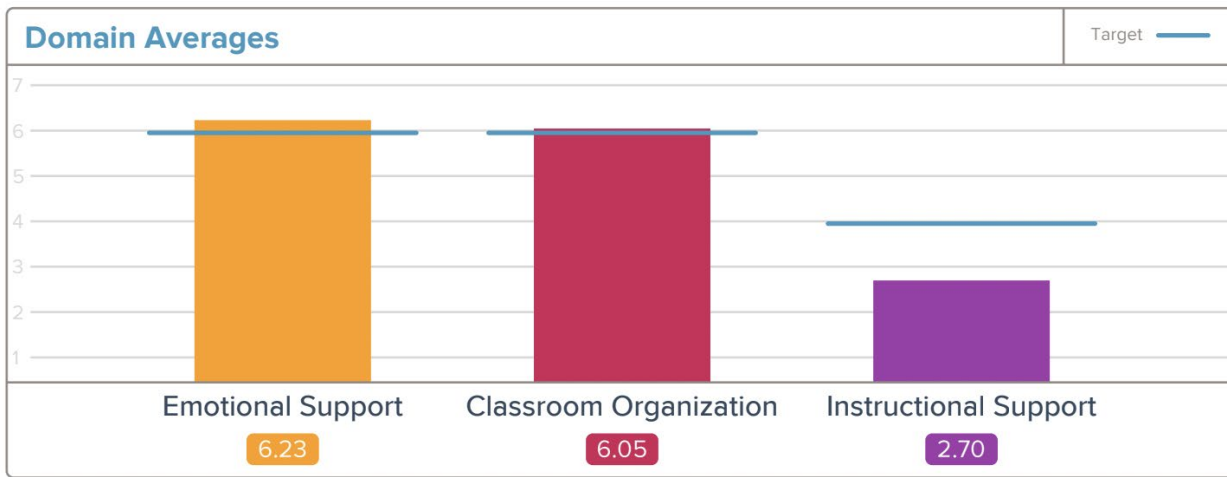


School Performance

Performance and Progress

Breakthrough Montessori uses the Public Charter School Board’s Performance Management Framework (PMF) to establish and monitor our academic achievement expectations and outcomes. Below is a summary of the results of the different assessment tools Breakthrough uses.

Classroom Assessment Scoring System (CLASS): CLASS is an observation-based assessment of PK environments that focuses on the quality of teacher-child interactions. CLASS assesses three domains: emotional support, classroom organization, and instructional support. During the 2021-22 school year, CLASS observations were conducted in all six primary classrooms serving students in grades PK3 through kindergarten. Breakthrough’s average scores per domain were as follows:



Breakthrough met/exceeded the target in the domains of emotional support and classroom organization.

Breakthrough did not meet the target in the domain of instructional support. In the primary Montessori classroom, educators use a plethora of hands-on learning materials that enable children to explore concepts in language, math, science, and more. As children engage with the materials in a tactical fashion, Montessori educators use verbal explanations less frequently than one might observe in other educational environments. Montessori educators furthermore use observation of student engagement with materials to assess understanding. As the CLASS assessment relies exclusively on verbal interactions to gauge instructional support, Breakthrough’s multi-sensory approach to instructional support is not fully captured by this tool.

Teaching Strategies (TS) Gold: TS Gold is the tool we use to assess the progress of students in PK3 and PK4. This assessment measures growth over time in social-emotional, cognitive, language, literacy, and mathematics.

In spring 2022, results from TS Gold showed that 71% of primary students had reached expectations for kindergarten readiness in literacy, and 69% had reached expectations in math.

iReady: iReady is an adaptive test that identifies the ceiling of a student’s skills in reading and math. Following Breakthrough’s Five Year Charter Review, Breakthrough selected iReady as the externally validated assessment our School will use to measure student growth in reading and math. The School conducted iReady for the first time in spring 2021.

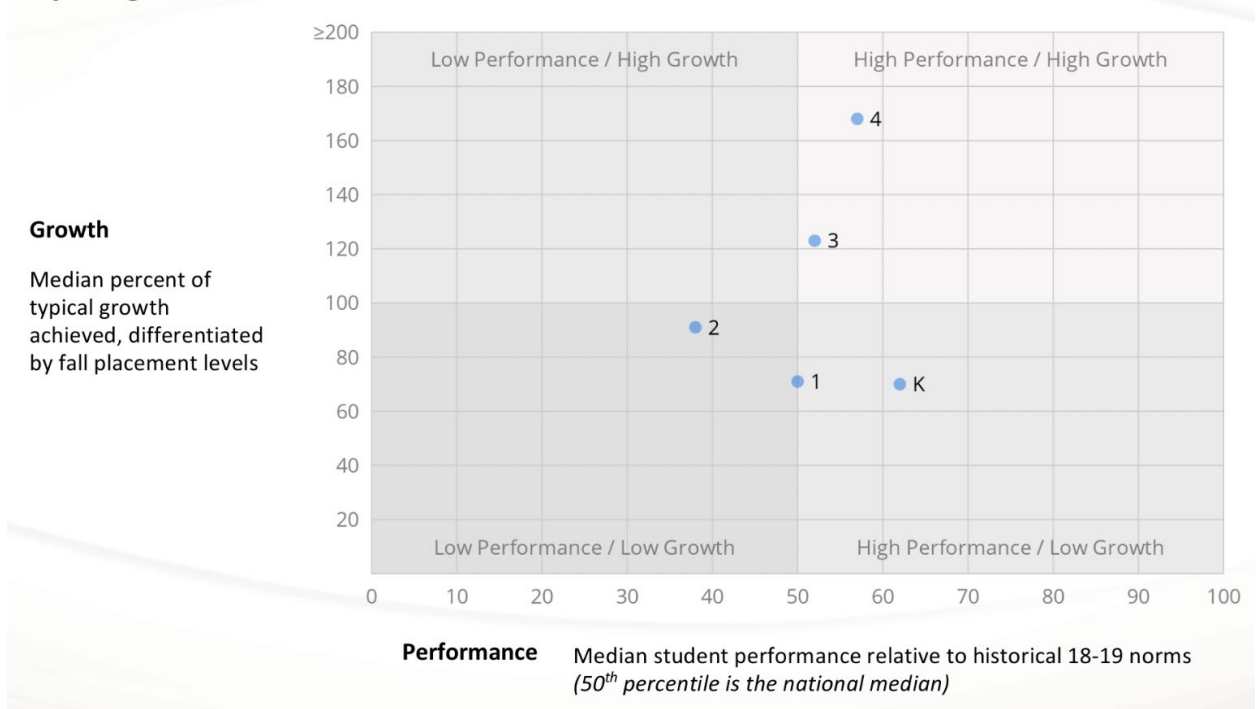
In school year 2021-22, 46% of students in kindergarten through grade 4 met their typical annual growth goal in reading, and 43% of students met their typical annual growth goal in math.

Per Breakthrough Montessori’s Five Year Charter Review Conditions, the School will specifically report growth measures for students in kindergarten through grade 2.

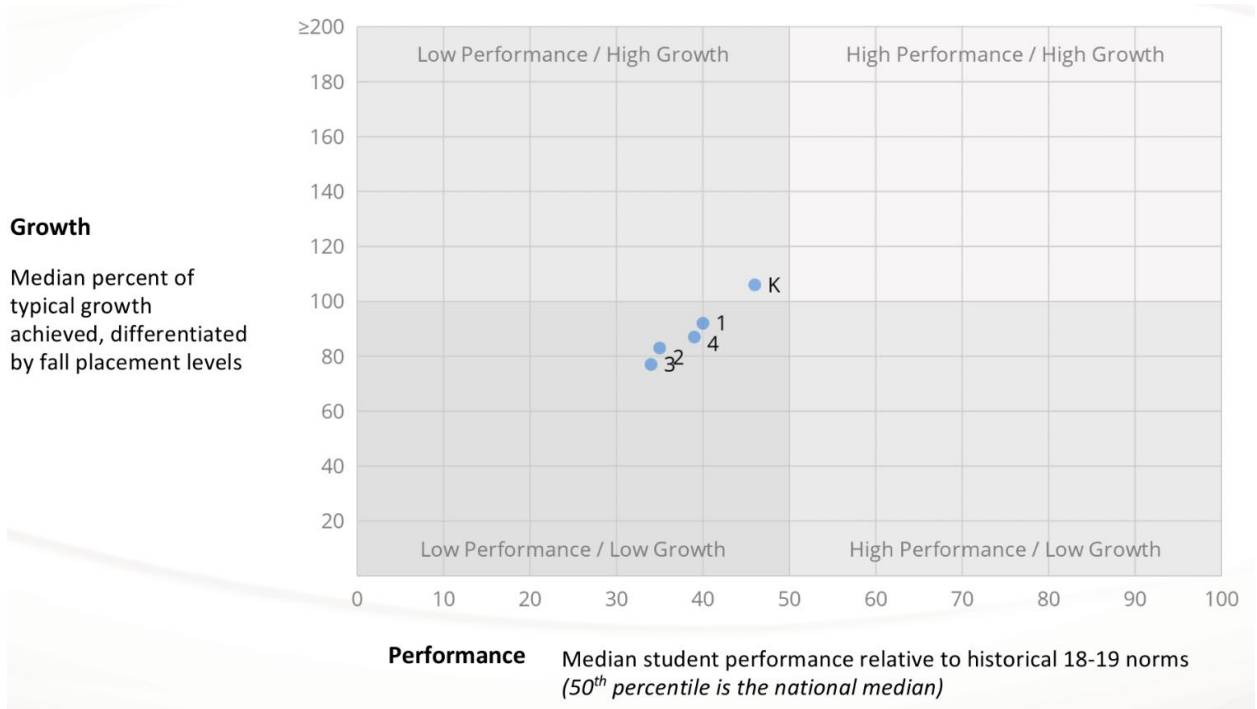
- 38% of K-2 students met their typical annual growth goal in reading in 2021-22.

- 44% of K-2 students met their typical annual growth goal in math in 2021-22.

SY21-22 iReady Growth & Performance by Grade in Reading



SY21-22 iReady Growth & Performance by Grade in Math



PARCC: Students at Breakthrough Montessori took the PARCC exam for the first time in 2021-22. Our school community set the internal goal for 50% of students to achieve a score of 3 or higher in both English Language Arts (ELA) and mathematics. Breakthrough exceeded its goal with 55% of students achieving a score of 3 or higher in ELA and math. The table below shows the percentage of students in each grade scoring 3 (approaching expectations) or higher in math/ELA, as well as the percentage of students scoring 4 (meeting expectations) or higher in math/ELA.

Grade 3	Scoring 4-5	3-5
ELA	20%	46%
Math	26%	50%

Grade 4	Scoring 4-5	3-5
ELA	47%	67%
Math	33%	60%

Developmental Environmental Rating Scale (DERS): The DERS is an environment rating scale designed for environments such as Montessori (and others) which support the development of executive function, linguistic and cultural fluency, and social fluency and emotional flexibility. The DERS measures qualities such as patience and persistence in children, precision and clarity in lessons, and order in the environment. Trained observers use the DERS iPad app to rate 60 research-based environmental attributes over a one hour observation. The DERS allows schools to classify classroom environments as optimal, high functioning, developing or low functioning.

In spring 2022, implementation of the DERS showed the following:

- 100% of primary classrooms (PK3-kindergarten) are high functioning or optimal across all domains.
- 33% of primary classrooms are optimal in most or all domains.

Essential Elements Rubric: Breakthrough Montessori engages in a periodic evaluation based on the Essential Elements Rubric of Montessori in the Public Sector. The rubric rates schools in five domains: Montessori Adults, Montessori Learning Environments, Family Engagement, Leadership and Organizational Development, and Assessment. Due to ongoing challenges related to the pandemic, Breakthrough did not conduct a spring assessment using the Essential Elements Rubric. The School plans to return to this practice by the 2023-24 school year. Data

collected with the rubric from previous years indicate that the majority of Breakthrough's classrooms are high-functioning Montessori environments.

Attendance and Re-enrollment: In addition to assessments, Breakthrough looks at attendance and re-enrollment as indicators of our School's success. Breakthrough's In Seat Attendance for school year 2021-22 was 88.6 percent (a significant increase from 2020-21 when In Seat Attendance was 81.36 percent). According to data certified as part of OSSE Metric Calculation process, re-enrollment for SY21-22 was 88.06 percent.

Progress Towards Mission: When reviewed comprehensively, these results (CLASS, TSGold, iReady, PARCC, DERS, attendance, and re-enrollment) show progress towards the School's mission to "provide families of Washington DC with a fully-implemented, public Montessori program designed to enable children to develop within themselves the power to shape their lives and the world around them." Results from the DERS, as well as past results from the Essential Elements Rubric, demonstrate that Breakthrough Montessori offers a full-implemented, public Montessori program that promotes holistic human development through student-led exploration, individual and small group lessons, and hands-on learning learning with progressively-sequenced materials. Results from CLASS show our environments (especially early childhood environments) show strong emotional support and classroom organization, which are necessary for an educational experience that empowers students to drive their own learning process. Finally, PARCC scores in particular show progress towards rigorous academic learning.

To ensure our mission is robustly supported, Breakthrough builds an ecosystem of support around students. For example:

- Breakthrough ensure all students have access to evidence-based literacy instruction by coupling Montessori literacy curriculum with the Orton Gillingham Approach, which is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to students.
- In 2021-22, Breakthrough embarked on a new partnership to fuel student learning. Guided by the growing research on the efficacy of high-dosage tutoring, Breakthrough worked with Reading Partners to provide reading tutoring to 41 students in kindergarten through grade 4.
- Breakthrough ensures students with disabilities and English Language Learners can fully access the Montessori curriculum by fostering a student support team with professionals who are deeply knowledgeable in both Montessori teaching practice and other evidence-based interventions to support students with disabilities as well as English learners. As a result, a greater percentage of Breakthrough students in these special populations achieved proficiency on the PARCC exam than throughout the city of DC. At the city level, 19% of English Learners achieved proficiency on PARCC ELA and 14% in math. At Breakthrough, 42% of English Language Learners achieved proficiency in ELA, and 33% in math. Among

students in disabilities, 8% achieved proficiency in PARCC citywide and 6% in math. At Breakthrough, 15% of students with disability scored proficient in ELA and 20% did so in math.

Leadership Retention: Per the conditions set forth by the DC Public Charter School Board during the school's Five Year Review, Breakthrough Montessori designed a leadership retention plan. This plan was submitted to the DC Public Charter School and was approved on March 8, 2021. The plan articulates Breakthrough's strategy for comprehensive staff development and retention, including leadership. Leadership development must be embedded within a comprehensive strategy for developing the talent pipeline for all roles necessary to operate a high-fidelity, high-quality public Montessori program. Likewise, leadership retention is inextricably linked to overall staff satisfaction and retention.

The plan articulates the following strategies for leadership retention:

- Professional development for leadership team
- Professional development for administrative team
- Leadership coaching
- Leadership review
- Flexibility and autonomy

The plan furthermore sets the following goals for leadership professional development in 2021-22:

The executive director and director of curriculum and instruction shall develop and exhibit the ability to organize and track student assessment data, classroom observational data, behavior data, and attendance data; identify school-wide trends; maintain an up-to-date list of students who are not meeting growth targets; determine correlation (if any) between academic outcomes and demographic information; and make data-informed decisions and goals.

- During the 2021-22 school year, the executive director and director of curriculum and instruction met regularly to discuss and review student outcome data.
- The executive director and director of curriculum and instruction met with the Academic Committee of the Board of Trustees to review student outcome data in February 2022 and reported to the Board of Trustees on student outcomes during every board meeting of the 2021-22 school year.
- Breakthrough Montessori embarked on a collaboration with Schoolytics to create a data dashboard to facilitate the continuous assessment of student outcome data.

The executive director shall develop a plan for raising the revenue necessary to complete the Takoma Campus, including the playspace, by SY24-25.

- During the 2021-22 school year, the executive director worked with FundEd Strategies to develop an engaging fundraising plan to raise the funds necessary to build the School's playground. This work focused on building the School's internal capacity to plan and executive a successful campaign in order to continue meeting the school's fundraising needs in the future.

The Breakthrough leadership team satisfactorily met each of the goals set forth in the retention plan for the 2021-22 school year.

The leadership retention plan also looks to data on leadership retention to judge the efficacy of these investments with a goal of, on average, an annual leadership retention of 75% or higher, with average years of service of departing leaders 5 or more. By the end of the 2021-22 school year, the current executive director had served at the school for 6 years (4 years in the position of executive director). The founding director of curriculum and instruction departed Breakthrough Montessori at the end of SY21-22 after serving in that capacity of 6 years.

Finally, the leadership plan looks at student outcome data to evaluate the efficacy of leaders, as well as the impact of their retention on the School. While the School fell short of the retention plan's goal of 65% of students meeting growth targets in reading and math in SY21-22, we are working toward this benchmark. In school year 2021-22, 46% of students in kindergarten through grade 4 met their typical annual growth goal in reading, and 43% of students met their typical annual growth goal in math. For SY22-23, Breakthrough's goal is for 55% of students to meet their typical annual growth goal in both subjects.



Unique Accomplishments

In 2021-22, Breakthrough embarked on a new partnership to fuel student learning. Guided by the growing research on the efficacy of high-dosage tutoring, Breakthrough worked with Reading Partners to provide reading tutoring to 41 students in kindergarten through grade 4.

Thanks in part to this program (as well as work done by our faculty, student support team, and literacy specialist), Breakthrough began to move the dial on reading after the pandemic. Students in kindergarten through grade 4 showed a median percent progress towards typical growth in reading of 96 percent with 46 percent of students reaching 100 percent of their growth goal. We also saw an improvement in the percentage of student reading at grade level. In spring 2022, 66 percent of Breakthrough students were reading on grade level (compared with 41 percent in fall of 2022).

Breakthrough also saw notable progress in mathematics where the media percent progress towards typical growth was 91 percent. Forty-three percent of students met or exceeded their typical growth goal. In spring 2022, 54 percent of students were performing on grade level in math, compared with 23 percent in fall of 2022).



Breakthrough also took strides to support outdoor learning. When Breakthrough acquired its campus in the Takoma neighborhood, the facility included a 2,500 square foot loading dock and garage. While many might have seen an unsightly parking area, the Breakthrough community saw a world of possibility for the children of our school. Led by a family committee, and supported by the generosity of donors and a grant from the Cafritz Foundation, we renovated the loading dock to include play equipment, a school garden, and a pergola for outdoor learning.



List of Donors

- Angie & David De Groot
- Antoinette Capaccion & Joshua Miller
- Building Hope
- Busy Bee
- Cafritz Foundation
- Damiana Astudillo & Paul Montesano
- Douglas Development Corporation
- Dynamic Network Solutions
- EdOps
- Emily Hedin & Adam Thomas
- FundED Strategies
- Gartner, Inc.
- Google, Inc.
- Jessica Salisbury & Nick Hahn
- John & Allison Cabaniss
- Julia Ames & Jason Treat
- Katarzyna Kusmierz
- Katie Brown & Andrew Gluckman
- Kids and Culture Camp
- Luke McCloud & Maryam Trowell-McCloud
- Maggie & Phillip Kash
- MCN Build
- Mea Geizhals & Charles Plummer
- Rachel Kimboko
- Studio27
- Suzanne & Niklas Munck af Rosenschold
- Vivek Swaminathan
- Young & Well



SY21-22 Data Report

Source	Data Point
PCSB	LEA Name: Breakthrough Montessori Public Charter School
PCSB	Campus Name: Breakthrough Montessori Public Charter School
PCSB	Grades Served: PK3-4th
PCSB	Overall Audited Enrollment: 319

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	64	53	50	40	40	38	34	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: 181
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: 88.60%
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.
PCSB	Midyear Withdrawals: 3.80% (12 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 98.10%
PCSB (SY19-20)	College Acceptance Rate: Not Applicable
PCSB (SY19-20)	College Admission Test Score: Not Applicable
PCSB (SY19-20)	Graduation Rate: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 30%
School	Number of Teachers: 20

	<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:</p> <ol style="list-style-type: none"> 1. Average: \$68,496 2. Range -- Minimum: \$55,500 Maximum: \$86,390
School	<p>Executive Compensation:</p> <p>Hannah Richardson, Director of Curriculum and Instruction: \$127,969</p> <p>Katherine Park, Director of Operations: \$111,180</p> <p>Emily Hedin, Executive Director: \$102,000</p>

Appendix A: Staff Roster

Administration

Emily Hedin, Executive Director
Hannah Richardson, Director of Curriculum and Instruction
Katherine Park, Director of Operations
Ashley Anderson, Director of Student Support
Kate Lechner, Elementary Coach
Zareena Mohamed, Primary Coach
Terrill Coles, Social Worker
Desmond Rudd, Coordinator of Equity and Engagement

Faculty

Primary Guides

Sasikala Venkataraman, primary teacher (PK3-PK4)
Grace Lim, primary teacher (PK3-K)
Carolina Gil Jiménez, primary teacher (PK3-K)
Bernadette O'Sullivan, primary teacher PK3-K)
Marissa Howser, primary teacher (PK3-K)
Ashley Kareithi, primary teacher (PK3-K)

Elementary Guides

Alex Guyton, elementary teacher (grades 1-3)
Susan Shaw, elementary teacher (grades 1-3)
Rachel Wilson, elementary teacher (grades 1-3)
Pradipa Lenora, elementary teacher (grades 1-3)
Evan Cook, elementary teacher (grades 1-3)
Menen Stroud, elementary teacher (grades 1-3)
Matt Hirsch, elementary teacher (grades 1-3)
Margarita Diaz, elementary teacher (grade 4)
Alden Kendall, elementary teacher (grade 4)

Virtual Guide

Olivia Smith, virtual teacher (grades PK3-4)

Assistants

Shahad Al Samarrai, primary assistant
Jonathan Miot, primary assistant
Kevin Kelly, primary assistant

Jessica Roy, primary assistant
Sarah Magno, elementary assistant
Monae Jenkins, elementary assistant
Israa al Humarai, primary assistant
Genet Woldeyes, primary assistant
Hoandi Seibes, primary assistant
Samuel McKinley, primary assistant
Michael Sesay, primary assistant
Heba Almostafa, primary assistant
Olivia Scotland, primary assistant
Paola Nunez, primary assistant
Maira Miranda, primary assistant
Rachel Kuchinsky, primary/elementary assistant
Sa'Mone Bailey, elementary assistant
Fadhila Khettab, elementary assistant
Andrea Solay, floating assistant
Lloyd Bryan, elementary assistant
Marda Hailu, elementary assistant
Chandrika Vidanaarachchige, primary assistant
Suhair Yaseen, primary assistant

Instructional & Student Support Staff

Dustin Tamsen, Literacy Specialist
Jade Schuster, EL support
Di'Andra Price, Montessori Support Specialist
Sharae Crawford, Montessori Support Specialist
Shecona Frazier, Montessori Support Specialist
Angel Barber, Resource Room Lead
Phebe Simpson, dedicated aide
Chiquita Carpenter, dedicated aide
Shaneil Smith, dedicated aide
Juana Bendana, dedicated aide
Michelle Ball, dedicated aide

Operations Staff

Landy Cervantes, Operations Associate
José Guevara, Operations Associate
Deontae Byrd, Custodian
Anthony Toyos, Family Technology Assistant
Emunah Ammi, School Nurse

Qualifications

- 100% of administrators hold a graduate degree.
- 88% of lead teachers are fully certified Montessori educators (having completed a year-long, full-time training course by an institute accredited by either the Association Montessori Internationale or the American Montessori Society). In 2021-22, the remaining 12% of lead teachers were actively participating in a Montessori training program.
- 100% of teachers hold a Bachelor's Degree.
- 75% of teachers hold a Master's Degree.
- 100% of faculty, classroom assistants, and instructional support staff participate in professional development and in-service training specific to their role and responsibilities with children.
- Breakthrough faculty dedicated 130 hours to professional development at minimum in SY 2021-22.

Appendix B: Board Roster

- David Bagnoli* (*Principal, Studio MB*), Trustee
- Rachel Kimboko* (*Executive Director, DC Wildflower*), Trustee
- Christopher Lohse (*Senior Vice President and Managing Director, Education Practice, Software and Information Industry Association*), Trustee
- Sara Suchman (*Acting Executive Director, National Center for Montessori in the Public Sector*), Trustee
- Keith Whitescarver (*Director of Innovation, National Center for Montessori in the Public Sector*), Board Chair
- Katie Brown (*DC Regional Coordinator, National Center for Montessori in the Public Sector*), Secretary
- Vivek Swaminathan* Trustee and Parent Representative
- Michael Bing* Treasurer and Parent Representative
- Kendra Harpster* Trustee and Parent Representative
- Juliette Berg* Trustee and Parent Representative
- Maggie Kash* Trustee and Parent Representative

*DC resident

Appendix C: Unaudited Year-End 2021-22

Financial Statement

Income Statement	Actual
Revenue	
State and Local Revenue	601,394
Federal Revenue	259,000
Private Grants and Donations	40,754
Earned Fees	2,709
Donated Revenue	0
Total Revenue	903,858
Expenses	
Salaries	702,191
Benefits and Taxes	101,558
Contracted Staff	8,140
Staff-Related Costs	16,566
Rent	(36,090)
Occupancy Service	79,760
Direct Student Expense	225,335
Office & Business Expense	32,505
Donated Expense	0
Contingency	0
Total Expenses	1,129,965
Operating Income	(226,108)
Extraordinary Expenses	
Interest	182,595
Depreciation and Amortization	174,521
Total Extraordinary Expenses	357,116
Net Income	(583,224)

Appendix D: Approved 2022-23 Budget

Income Statement	SY22-23
Revenue	
State and Local Revenue	7,798,069
Federal Revenue	456,639
Private Grants and Donations	60,038
Earned Fees	191,641
Donated Revenue	36,793
Total Revenue	8,543,180
Operating Expense	
Salaries	4,362,901
Benefits and Taxes	847,151
Contracted Staff	51,030
Staff-Related Costs	40,779
Rent	850,575
Occupancy Service	328,184
Direct Student Expense	1,049,361
Office & Business Expense	708,613
Donated Expense	36,793
Contingency	50,000
Total Operating Expense	8,325,389
Net Operating Income	217,791
Interest, Depreciation	
Depreciation and Amortization	302,585
Interest	316,537
Total Expenses	8,944,510
Net Income	(401,331)