



PUBLIC CHARTER SCHOOL



**Annual Report
School Year 2021-2022**

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Submitted by:
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I. School Description

A. MISSION STATEMENT

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

B. SCHOOL PROGRAM

1. Summary of Curriculum Design and Instructional Approach:

AppleTree Early Learning served 475 Preschool and Pre-kindergarten students in 2021-2022.

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

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

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

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

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

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

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

Chart 1 – Assessments

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

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

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

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

2. Parent Involvement Efforts:

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

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

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

Each school has a Parents at AppleTree committee ("PAT"), which meets throughout the year and is facilitated by the Principal. This committee is open to all parents and supports school-wide

events like the Book Fair, Teacher Appreciation Week, and family outings. In addition to the activities described above, parents have the opportunity to chaperone field trips and to volunteer in their child's classroom regularly.

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

II. School Performance

A. PERFORMANCE AND PROGRESS

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

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

AppleTree Early Learning Public Charter School educated 475 three- and four-year-olds representing all eight wards of Washington, DC in 2021-2022. The majority of AppleTree Early Learning students across six campuses are children considered at risk for later school failure – African American students, Hispanic or Latino students, and students receiving free or reduced-price lunches.

Gaps in academic performance between students from under-resourced communities and their more advantaged peers are pervasive, and research has demonstrated that closing that gap before students begin kindergarten is critical in preparing students for future success in school and life. AppleTree Early Learning set an ambitious goal to close the achievement gap before children enter kindergarten through a partnership with AppleTree Institute for Education Innovation ("ATI"), a research-and-development institute that has developed, piloted, and implemented a comprehensive, research-based instructional model, *Every Child Ready*. AppleTree Early Learning's six preschool and pre-kindergarten campuses began implementing ATI's high quality, research- and evidence-based early childhood instructional model, *Every Child Ready* (ECR), in August 2011. ECR drives how to teach, what to teach, and how to tell it is being done to increase

teacher effectiveness and children's learning in early childhood classrooms. AppleTree's efforts have been recognized nationally through two federal Early Reading First grants successfully operated in DCPS, DCPCS, and Head Start classrooms. In 2010, the US Department of Education validated ATI's efforts by awarding a highly competitive Investing in Innovation (i3) grant to further develop and codify *Every Child Ready*.

Every Child Ready's foundational activity is to ensure that all schools provide a robust, engaging, and developmentally appropriate instructional program to all children as part of their everyday preschool classroom experience. This partnership between AppleTree Early Learning and ATI provides opportunities for collaboration between the Institute and school leaders and ensures that teachers effectively meet standards in the five *Every Child Ready* Essential

Elements of Effective Preschools are listed below.

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

Social-emotional learning and trauma-informed instruction played an instrumental role in helping AppleTree meet its mission. AppleTree prioritized staffing social workers/clinicians to support all six campuses. AppleTree expanded its continued partnership with the Early Childhood Innovation Network (ECIN) and the Medstar Georgetown Center for Wellness in School Environments (WISE) to implement and evaluate an evidence-based Early Childhood Mental Health Consultation Model (ECMHC). The J. Willard and Alice S. Marriott Foundation, along with the Klingenstein Family Foundation, The Philip Graham Fund, and The Alexander and Margaret Stewart Trust, funded this expansion which now allows for three ECMH consultants, two employed with AppleTree and one with Medstar WISE to support all twelve campuses.

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

The 2020-2021 school year marked the last phase of research and dissemination with ECIN and Georgetown. Starting in 2021-2022, the program management moved to AppleTree Institute, and the consultants were all trained in an updated, nationally normed observation and progress monitoring tool from Yale University, the Climate of Healthy Interactions for Learning and Development (CHILD) tool.

Data from the CHILD tool during this school year continues to suggest that ECMHC can facilitate improvements in classrooms’ mental health climate and social-emotional teaching practices in early childhood classrooms.

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

AppleTree returned to in-person learning for the first time since March of 2020. Upon return, AppleTree found itself facing, perhaps, the most challenging "back to school" period in its history. Throughout the year, quarantines interrupted teaching and learning and tested the patience of parents and educators. Teachers and families experienced the challenges and frustration of teaching and learning while testing, masking, social distancing, and quarantining under competing public health guidelines (OSSE and DPH). Over 50% of AppleTree classrooms experienced interruption due to Covid-19. In addition, the vaccine was unavailable to children under the age of five, and parents were hesitant and often fearful of sending their students to school due to the uncertainty and unpredictability of COVID- 19.

AppleTree saw an increasing number of students needing intense social-emotional support. AppleTree attributes this increase to the fact that students were born during a global pandemic and experienced the majority of their short lives masked and isolated, with limited to no interaction with peers and adults outside their homes.

AppleTree Early Learning has adopted the Performance Management Framework as its goals and academic expectations for the 2021-2022 school year. Not all campuses met or exceeded the goals for Literacy, Math, and Social Emotional Learning. We believe that this change in performance (AELPCS typically meets or exceeds goals at all schools) is due to ongoing challenges associated with the COVID-19 pandemic.

Results, Goal 1: 60% of students will meet or exceed the average growth or achievement goal on the Every Child Ready – Language and Literacy assessment. This goal was achieved at Columbia Heights, Douglas Knoll, Lincoln Park, and Oklahoma Avenue.

Percentage of Children Meeting End of the Year Goals

| Campus | Language & Literacy |
|------------------|--------------------------------|
| Columbia Heights | 68% |
| Douglas Knoll | 75% |
| Lincoln Park | 74% |
| Oklahoma Avenue | 78% |
| Parklands | 39% |
| Southwest | 43% |

Results, Goal 2: 60% of students will meet or exceed the average growth or achievement goal on the Every Child Ready – Math assessment. This goal was achieved at Columbia Heights, Douglas Knoll, Lincoln Park, and Oklahoma Avenue.

| Campus | Math |
|------------------|-------------|
| Columbia Heights | 78% |
| Douglas Knoll | 64% |
| Lincoln Park | 91% |
| Oklahoma Avenue | 67% |
| Parklands | 53% |
| Southwest | 51% |

Results, Goal 3: 60% of students will meet or exceed the average growth or achievement goal on the Every Child Ready – Math assessment. This goal was achieved at Douglas Knoll, Lincoln Park, and Oklahoma Avenue, and Parklands.

| Campus | Social Emotional Learning |
|------------------|----------------------------------|
| Columbia Heights | 47% |
| Douglas Knoll | 85% |
| Lincoln Park | 82% |
| Oklahoma Avenue | 61% |
| Parklands | 66% |
| Southwest | - |

Results, Goal 4: Campuses will maintain an in-seat attendance rate of at least 88%. This goal was not achieved this year.

| Campus | Average in-seat attendance |
|------------------|----------------------------|
| Columbia Heights | 82.58% |
| Douglas Knoll | 77.82% |
| Lincoln Park | 86.43% |
| Oklahoma Avenue | 85.36% |
| Parklands | 74.3% |
| Southwest | 77.8% |

CLASS Scores – AppleTree- Columbia Heights Campus:

| | Emotional Support | Classroom Organization | Instructional Support |
|---------------------------|-------------------|------------------------|-----------------------|
| 2021 | N/A | N/A | N/A |
| 2022 | 5.56 | 5.14 | 3.15 |
| 2022 PMF Weighted Average | N/A | N/A | N/A |

As reported by School Readiness Consulting

CLASS Scores – AppleTree- Douglas Knoll Campus:

| | Emotional Support | Classroom Organization | Instructional Support |
|---------------------------|-------------------|------------------------|-----------------------|
| 2021 | N/A | N/A | N/A |
| 2022 | 5.56 | 5.14 | 3.15 |
| 2022 PMF Weighted Average | N/A | N/A | N/A |

As reported by School Readiness Consulting

CLASS Scores – AppleTree- Lincoln Park Campus:

| | Emotional Support | Classroom Organization | Instructional Support |
|---------------------------|-------------------|------------------------|-----------------------|
| 2021 | | | |
| 2022 | 6.31 | 5.98 | 3.22 |
| 2022 PMF Weighted Average | | | |

As reported by School Readiness Consulting

CLASS Scores – AppleTree- Oklahoma Ave Campus:

| | Emotional Support | Classroom Organization | Instructional Support |
|---------------------------|-------------------|------------------------|-----------------------|
| 2021 | | | |
| 2022 | 6.62 | 6.46 | 2.95 |
| 2022 PMF Weighted Average | | | |

As reported by School Readiness Consulting

CLASS Scores – AppleTree- Parklands Campus:

| | Emotional Support | Classroom Organization | Instructional Support |
|----------------------|-------------------|------------------------|-----------------------|
| 2021 | | | |
| 2022 | 5.59 | 5.32 | 3.41 |
| PMF Weighted Average | | | |

As reported by School Readiness Consulting

C. UNIQUE ACCOMPLISHMENTS

- Allocated resources to support staff mental health through
 - the incorporation of mental health days.
 - the investment in *Burnalong* ~ a digital health and well-being program for staff and their families
- Launched a partnership with LENA Grows to support the language development of students.
- Completed a compensation review and made market and above market salary adjustments for staff

- Earned System of Distinction Award for Cognia (Accreditation)

D. LIST OF DONORS

- The Andrew and Julie Klingenstein Family Fund \$20,000
- The Bainum Family Foundation \$75,000
- Flamboyan \$2,500
- University of Maryland Do Good Institute \$1,000
- AppleTree Institute for Education and Innovation \$500,000

School Year (SY) 2021-22 Annual Report: Campus Data Report

| Source | Data Point |
|--------|---|
| PCSB | LEA Name: AppleTree Early Learning PCS |
| PCSB | Campus Name: AppleTree Early Learning Center PCS - Columbia Heights |
| PCSB | Grades served: PK3--PK4 |
| PCSB | Overall Audited Enrollment: 114 |

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

| Grade | PK3 | PK4 | KG | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------|-----|-----|----|----|----|----|-------------|-------|-------|
| Student Count | 57 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade | 7 | 8 | 9 | 10 | 11 | 12 | Alternative | Adult | SPED* |
| Student Count | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Student Data Points

| | |
|--------|--|
| School | <p>Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</p> |
| PCSB | <p>Suspension Rate: 0.00%</p> |
| PCSB | <p>Expulsion Rate: 0.00%</p> |
| PCSB | <p>Instructional Time Lost to Out-of-School Suspensions: 0.00%</p> |
| PCSB | <p>In-Seat Attendance: 77.40%</p> |
| PCSB | <p>Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p> |

| | |
|---------------------|---|
| PCSB | Midyear Withdrawals: 10.50% (12 students)* |
| PCSB | Midyear Entries: 1.80% (2 students)* |
| PCSB | Promotion Rate (LEA): 100.00% |
| School (SY20-21) | College Acceptance Rate: N/A |

| | |
|---------------------|--|
| School (SY20-21) | College Admission Test Score: N/A |
| PCSB (SY20-21) | Graduation Rate: N/A |

Faculty and Staff Data Points

| | |
|----------|---|
| School | Teacher Attrition Rate: 23.5% |
| School | Number of Teachers: 17 (this includes those who left the school but stayed with the organization) "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. |
| School1. | Teacher Salary: Average: \$ 50,065 2. Range -- Minimum: \$31,200 Maximum: \$ 68,931 |
| School | Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22. \$123,900, \$110,00, \$108,698, \$101,413 |

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21-22 Charter Sector Attendance Qlik application as of August 2022. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

School Year (SY) 2021-22 Annual Report: Campus Data Report

| Source | Data Point |
|--------|--|
| PCSB | LEA Name: AppleTree Early Learning PCS |
| PCSB | Campus Name: AppleTree Early Learning Center PCS - Douglas Knoll |
| PCSB | Grades served: PK3--PK4 |
| PCSB | Overall Audited Enrollment: 52 |

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

| Grade | PK3 | PK4 | KG | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------|-----|-----|----|----|----|----|-----------------|-------|-------|
| Student Count | 29 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade | 7 | 8 | 9 | 10 | 11 | 12 | Altern ative | Adult | SPED* |
| Student Count | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Student Data Points

| | |
|--------|---|
| School | <p>Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</p> |
| PCSB | <p>Suspension Rate: 0.00%</p> |
| PCSB | <p>Expulsion Rate: 0.00%</p> |
| PCSB | <p>Instructional Time Lost to Out-of-School Suspensions: 0.00%</p> |
| PCSB | <p>In-Seat Attendance: 77.70%</p> |
| PCSB | <p>Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p> |
| PCSB | <p>Midyear Withdrawals: 7.70% (4 students)*</p> |

| | |
|------------------|---|
| PCSB | Midyear Entries: 0.00% (0 students)* |
| PCSB | Promotion Rate (LEA): 100.00% |
| School (SY20-21) | College Acceptance Rate: N/A |

| | |
|------------------|--|
| School (SY20-21) | College Admission Test Score: N/A |
| PCSB (SY20-21) | Graduation Rate: N/A |

Faculty and Staff Data Points

| | |
|----------|---|
| School | Teacher Attrition Rate: 12% (this includes those who left the school but stayed with the organization) |
| School | Number of Teachers: 8 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows. |
| School1. | Teacher Salary: Average: \$ 52,756 2. Range -- Minimum: \$31,200Maximum: \$ \$74,312 |
| School | Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22. \$123,900, \$110,00, \$108,698, \$101,413 |

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21-22 Charter Sector Attendance Qlik application as of August 2022. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

School Year (SY) 2021-22 Annual Report: Campus Data Report

| Source | Data Point |
|--------|---|
| PCSB | LEA Name: AppleTree Early Learning PCS |
| PCSB | Campus Name: AppleTree Early Learning Center PCS - Lincoln Park |
| PCSB | Grades served: PK3--PK4 |
| PCSB | Overall Audited Enrollment: 58 |

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

| Grade | PK3 | PK4 | KG | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------|-----|-----|----|----|----|----|-----------------|-------|-------|
| Student Count | 41 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade | 7 | 8 | 9 | 10 | 11 | 12 | Altern ative | Adult | SPED* |
| Student Count | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Student Data Points

| | |
|--------|--|
| School | <p>Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</p> |
| PCSB | <p>Suspension Rate: 0.00%</p> |
| PCSB | <p>Expulsion Rate: 0.00%</p> |
| PCSB | <p>Instructional Time Lost to Out-of-School Suspensions: 0.00%</p> |
| PCSB | <p>In-Seat Attendance: 85.20%</p> |
| PCSB | <p>Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p> |

| | |
|------------------|---|
| PCSB | Midyear Withdrawals: 5.20% (3 students)* |
| PCSB | Midyear Entries: 0.00% (0 students)* |
| PCSB | Promotion Rate (LEA): 100.00% |
| School (SY20-21) | College Acceptance Rate: N/A |

| | |
|------------------|--|
| School (SY20-21) | College Admission Test Score: N/A |
| PCSB (SY20-21) | Graduation Rate: N/A |

Faculty and Staff Data Points

| | |
|----------|---|
| School | Teacher Attrition Rate: 44% (this includes those who left the school but stayed with the organization) |
| School | Number of Teachers: 9 "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. |
| School1. | Teacher Salary: Average: \$ 43,300 2. Range -- Minimum: \$31,200 Maximum: \$55,401 |
| School | Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22. \$123,900, \$110,00, \$108,698, \$101,413 |

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21-22 Charter Sector Attendance Qlik application as of August 2022. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

School Year (SY) 2021-22 Annual Report: Campus Data Report

| Source | Data Point |
|--------|--|
| PCSB | LEA Name: AppleTree Early Learning PCS |
| PCSB | Campus Name: AppleTree Early Learning Center PCS - Oklahoma Avenue |
| PCSB | Grades served: PK3--PK4 |
| PCSB | Overall Audited Enrollment: 78 |

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

| Grade | PK3 | PK4 | KG | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------|-----|-----|----|----|----|----|-----------------|-------|-------|
| Student Count | 41 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade | 7 | 8 | 9 | 10 | 11 | 12 | Altern ative | Adult | SPED* |
| Student Count | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Student Data Points

| | |
|--------|--|
| School | <p>Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</p> |
| PCSB | <p>Suspension Rate: 0.00%</p> |
| PCSB | <p>Expulsion Rate: 0.00%</p> |
| PCSB | <p>Instructional Time Lost to Out-of-School Suspensions: 0.00%</p> |
| PCSB | <p>In-Seat Attendance: 79.40%</p> |
| PCSB | <p>Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p> |

| | |
|------------------|---|
| PCSB | Midyear Withdrawals: 7.70% (6 students)* |
| PCSB | Midyear Entries: 0.00% (0 students)* |
| PCSB | Promotion Rate (LEA): 100.00% |
| School (SY20-21) | College Acceptance Rate: N/A |

| | |
|------------------|--|
| School (SY20-21) | College Admission Test Score: N/A |
| PCSB (SY20-21) | Graduation Rate: N/A |

Faculty and Staff Data Points

| | |
|----------|--|
| School | Teacher Attrition Rate: 43.2% (this includes those who left the school but stayed with the organization) |
| School | Number of Teachers: 14 "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. |
| School1. | Teacher Salary: Average: \$ 44,325 2. Range -- Minimum: \$31,200 Maximum: \$57,451 |
| School | Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22. \$123,900, \$110,00, \$108,698, \$101,413 |

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21-22 Charter Sector Attendance Qlik application as of August 2022. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

School Year (SY) 2021-22 Annual Report: Campus Data Report

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

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

| Grade | PK3 | PK4 | KG | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------|-----|-----|----|----|----|----|-----------------|-------|-------|
| Student Count | 48 | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade | 7 | 8 | 9 | 10 | 11 | 12 | Altern ative | Adult | SPED* |
| Student Count | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Student Data Points

| | |
|--------|---|
| School | <p>Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</p> |
| PCSB | <p>Suspension Rate: 0.00%</p> |
| PCSB | <p>Expulsion Rate: 0.00%</p> |
| PCSB | <p>Instructional Time Lost to Out-of-School Suspensions: 0.00%</p> |
| PCSB | <p>In-Seat Attendance: 73.60%</p> |
| PCSB | <p>Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p> |

| | |
|------------------|---|
| PCSB | Midyear Withdrawals: 4.00% (4 students)* |
| PCSB | Midyear Entries: 0.00% (0 students)* |
| PCSB | Promotion Rate (LEA): 100.00% |
| School (SY20-21) | College Acceptance Rate: N/A |

| | |
|------------------|--|
| School (SY20-21) | College Admission Test Score: N/A |
| PCSB (SY20-21) | Graduation Rate: N/A |

Faculty and Staff Data Points

| | |
|----------|--|
| School | Teacher Attrition Rate: 54.5% (this includes those who left the school but stayed with the organization) |
| School | Number of Teachers: 11 "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. |
| School1. | Teacher Salary: Average: \$ 53,832 2. Range -- Minimum: \$31,200 Maximum: \$ 76,465 |
| School | Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22. \$123,900, \$110,00, \$108,698, \$101,413 |

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21-22 Charter Sector Attendance Qlik application as of August 2022. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

School Year (SY) 2021-22 Annual Report: Campus Data Report

| Source | Data Point |
|--------|--|
| PCSB | LEA Name: AppleTree Early Learning PCS |
| PCSB | Campus Name: AppleTree Early Learning Center PCS - Southwest |
| PCSB | Grades served: PK3--PK4 |
| PCSB | Overall Audited Enrollment: 77 |

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

| Grade | PK3 | PK4 | KG | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------------|-----|-----|----|----|----|----|-----------------|-------|-------|
| Student Count | 41 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade | 7 | 8 | 9 | 10 | 11 | 12 | Altern ative | Adult | SPED* |
| Student Count | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Student Data Points

| | |
|--------|---|
| School | Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it. |
| PCSB | Suspension Rate: 0.00% |
| PCSB | Expulsion Rate: 0.00% |
| PCSB | Instructional Time Lost to Out-of-School Suspensions: 0.00% |
| PCSB | In-Seat Attendance: 73.20% |
| PCSB | Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.) |

| | |
|---------------------|---|
| PCSB | Midyear Withdrawals: 3.90% (3 students)* |
| PCSB | Midyear Entries: 0.00% (0 students)* |
| PCSB | Promotion Rate (LEA): 100.00% |
| School (SY20-21) | College Acceptance Rate: N/A |

| | |
|---------------------|--|
| School (SY20-21) | College Admission Test Score: N/A |
| PCSB (SY20-21) | Graduation Rate: N/A |

Faculty and Staff Data Points

| | |
|----------|--|
| School | Teacher Attrition Rate: 63% (this includes those who left the school but stayed with the organization) |
| School | Number of Teachers: 11 "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. |
| School1. | Teacher Salary: Average: \$ 50,065 2. Range -- Minimum: \$31,200 Maximum: \$ 68,931 |
| School | Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22. \$123,900, \$110,00, \$108,698, \$101,413 |

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21-22 Charter Sector Attendance Qlik application as of August 2022. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

Appendices

APPENDIX A – STAFF ROSTER

| Instructional Leader / Principal - Responsibilities and Qualifications | | | |
|---|------------|------------------|--|
| <p>Responsibilities: The Instructional Leader/Principal oversees the daily instructional program of an AppleTree Early Learning campus and works with other AppleTree leaders to close achievement gaps before students enter kindergarten. The Instructional Leader/Principal supervises the school-based instructional staff and provides general and targeted instructional supports, provides teacher and classroom quality supports, manages individuals and relationships, and contributes to a community of practice.</p> | | | |
| <p>Qualifications: The Instructional Leader/Principal must be committed to ensuring the best possible educational outcomes for all students. A firm grasp of response to intervention (RTI) models and a commitment to data-driven instruction, academic and personal excellence, and the school’s unique vision is required for all candidates.</p> <ul style="list-style-type: none"> ● 100% of Principal Instructional Leaders hold Masters Degrees in Education. | | | |
| Instructional Leaders / Principals 2021-22 SY | | | |
| Last Name | First Name | Campus | |
| Alleyne | Terica | Oklahoma Ave | |
| Cumberbatch | Niesha | Parklands | |
| Crabtree | Charlie | Douglas Knoll | |
| Smith | Shirvon | Southwest | |
| Jacobs | Mike | Columbia Heights | |
| Wise | Daisha | Lincoln Park | |

| School Operations Team - Responsibilities and Qualifications | | | | |
|---|------------|------------------|-------------------------------|--|
| <p>Responsibilities: The School Operations team consists of Operations Managers and Coordinators who work together to manage the day-to-day operations at all of our campuses, including enrollment, facilities management, ordering, and more.</p> | | | | |
| <p>Qualifications:</p> <ul style="list-style-type: none"> o 60% of Managers on the Operations team hold a Bachelor's Degree o 100% of Operations Team members have prior experience support school operations prior to joining AppleTree | | | | |
| School Operations Team | | | | |
| Last Name | First Name | Campus | Role | |
| Hudgins | Lesly | Columbia Heights | School Operations Coordinator | |
| Scott | Winifred | Douglas Knoll | School Operations Coordinator | |
| Irby | Latricia | Lincoln Park | School Operations coordinator | |
| Jones | Danielle | Oklahoma Ave | School Operations coordinator | |

| | | | | |
|----------------|-----------|----------------|-----------------------------------|--|
| Dawson | Sherika | Parklands | School Operations Coordinator | |
| Creighton-Wade | Sade | Central Office | Operations and Compliance Manager | |
| Seaward | Nicole | Central office | Enrollment Manager | |
| Powell | Teria | Central Office | Parent Engagement Coordinator | |
| Tucker | DeVon | Central Office | Compliance Manager | |
| Porchia | Lakheitha | Central Office | School Operations Specialist | |

Lead Teacher - Responsibilities and Qualifications

Responsibilities: The lead teacher directs a minimum of a 3-person instructional team consisting of the lead teacher, a teaching fellow and a teaching assistant. The lead teacher is responsible for supporting the professional development and growth of her/his team, including mentoring and guiding the teaching fellow and assistant. Lead teacher uses knowledge of the development of young children, the ways in which young children learn and scientifically based practice to support the social, emotional and cognitive development of young children.

Qualifications:

- 100% of Lead teachers held Bachelors' Degrees
- 29% of Lead teachers held Masters' Degrees
- 71% of Lead teachers received a passing score on the Praxis Elementary Education Content Knowledge test 10014

| Lead Teacher Name | Campus |
|--------------------------|------------------|
| Hahn, Ashley | Columbia Heights |
| Bradford-Gray, Kimberlee | Columbia Heights |
| Gaye, Janelle | Columbia Heights |
| Hood, Sam | Columbia Heights |
| Kelly Jennifer | Columbia Heights |
| Legge-Lopez, Ana | Columbia Heights |
| Adams, Tonique | Columbia Heights |
| Richardson, LaToyan | Columbia Heights |
| Henry, Faith | Columbia Heights |
| Legge, Estefani | Columbia Heights |
| Logie, Andrea | Douglas Knoll |
| Williams, Mardi | Douglas Knoll |

| | |
|--------------------------|-----------------|
| Carroll, Valerie | Douglas Knoll |
| | |
| Foster, Pamela | Douglas Knoll |
| | |
| Hudson, Tiara | Lincoln Park |
| Keller, Sarah | Lincoln Park |
| Williams, Verica | Lincoln Park |
| Kear, Jasmine | Lincoln Park |
| Foster, Whitney | Oklahoma Avenue |
| Laudato-Hufalar, Jasmine | Oklahoma Avenue |
| Brevard, Monique | Oklahoma Avenue |
| Collins, Maya | Oklahoma Avenue |
| Gaines, Arielle | Oklahoma Avenue |
| Johnson, Jakeira | Oklahoma Avenue |
| Collins, Maya | Oklahoma Avenue |
| Lamar, Ruby | Oklahoma Avenue |
| Long, Larry | Oklahoma Avenue |
| Johnson, Jakeira | Oklahoma Avenue |
| Hill, Gary | Oklahoma Avenue |
| Rowe, Kadeja | Oklahoma Avenue |
| Tyler, Khadijah | Oklahoma Avenue |
| Brevard, Monique | Oklahoma Avenue |
| Boston, Dana | Parklands |
| Willie, Jessica | Parklands |
| Fields, Lolita | Parklands |
| Batts, Daisha | Parklands |
| McBride, Meghan | Parklands |
| Johnson, Tamra | Southwest |
| Lyles, Tashira | Southwest |

| | |
|--------------------------|-----------|
| Jefferies, Charlotterose | Southwest |
| Rowe, Kadeja | Southwest |
| Wise, Heather | Southwest |
| Jones, Antonia | Southwest |
| Kyler, Jerome | Southwest |

| Teaching Fellow - Responsibilities and Qualifications |
|--|
| <p><u>Responsibilities:</u> The teaching fellow is part of a minimum of a 3-person instructional team consisting of the lead teacher, a teaching fellow and a teaching assistant. Teaching Fellows support the lead teacher in all facets of instructional planning and implementation. Teaching fellowships are apprenticeships during which fellows gain teaching competencies in preparation for becoming lead teachers, culminating with the opportunity to lead a class during summer school.</p> |
| <p><u>Qualifications:</u></p> <ul style="list-style-type: none"> o 100% of Teaching Fellows held a Bachelor’s Degree |

| Teaching Fellow Name | Campus |
|-----------------------------|-----------------|
| Spriggs, Cierra | Oklahoma Avenue |
| Redmond, Le’Tiger | Oklahoma Avenue |
| Crawford, Jacqueline | Oklahoma Avenue |
| Keels, Elexis | Douglas Knoll |
| Buttram, Sam | Lincoln Park |
| Smith, Kierra | Lincoln Park |
| Rankins, Geraldine | Parklands |
| Singleton, Taylor | Parklands |
| Wheeler, Tamiya | Southwest |
| Washington, Tiffany | Southwest |

Teaching Assistant - Responsibilities and Qualifications

Responsibilities: The teaching assistant works with a 3-person instructional team consisting of the lead teacher, a teaching fellow, and/or co-lead and a teaching assistant. The teaching assistant uses his/her knowledge of the development of young children, the ways in which young children learn and scientifically based practice to support the social, emotional and cognitive development of young children. Teaching assistants plan for and provide instruction to students enrolled in Before Care and/or Extended Day programming in collaboration with their fellow teaching assistants, following the scope and sequence outlined in the extended day curriculum.

Qualifications:

- o 100% of Teaching Assistants are considered highly qualified paraprofessionals
- o 20% of Teaching Assistants held Bachelor's Degrees
- o 20% of Teaching Assistants held Associate's Degrees
- o 60% of Teaching Assistants successfully passed the Parapro

| Teaching Assistant | Campus |
|---------------------|------------------|
| Benitez, Xenia | Columbia Heights |
| Hill, Daunte | Columbia Heights |
| Johnson, Kiantay | Columbia Heights |
| Wye, Andrea | Columbia Heights |
| Asomugha, Judah | Douglas Knoll |
| Law, Teresa | Douglas Knoll |
| Johnson, Monique | Douglas Knoll |
| Da'Costa, Ashley | Lincoln Park |
| Perkins, Maya | Lincoln Park |
| Connelly, Kyler | Oklahoma Avenue |
| Jones, Lamarra | Oklahoma Avenue |
| Moore, Nicole | Oklahoma Avenue |
| McCoy, Lawren | Parklands |
| Yamah, Kalima | Parklands |
| Whittenberg, Amanda | Parklands |
| Wright, Cailane | Southwest |
| Graves, Lakenyai | Southwest |

Extended Day Team Member

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

| Extended Day Name | Campus |
|--------------------------|------------------|
| Francisco, Katherine | Columbia Heights |
| Johnson, Alicia | Columbia Heights |
| Freeman, Amber | Columbia Heights |
| | |
| Savoy, Angel | Douglas Knoll |
| Davis, Destinee | Douglas Knoll |
| Law, Teresa | Douglas Knoll |
| Plummer, Ariana | Lincoln Park |
| McLaughlin, Jamiyah | Lincoln Park |
| Merritt, Jasmine | Oklahoma Avenue |
| Turner, Andrea | Oklahoma Avenue |
| Coram, Dajanette | Oklahoma Avenue |
| Albert, Alexis | Oklahoma Avenue |
| Jacobs, Tiara | Oklahoma Avenue |
| Palmore, Carroneca | Oklahoma Avenue |
| Peters, Anaya | Oklahoma Avenue |
| Onyeukwu, Kara | Parklands |
| Watts, Taylor | Parklands |
| Reese, Serena | Parklands |

| Special Education Team - Responsibilities and Qualifications | | | |
|--|-------------------|---|--------------------------|
| <u>Responsibilities:</u> Under the direction of the Special Education Manager and/or designee, the Special Education Team collaborates to implement student IEPs in inclusion and resource settings. This position will serve to support the Special Education Manager with administrative tasks including compliance, coordinating and facilitating special education meetings and ensuring academic progress for students with disabilities. | | | |
| <u>Qualifications:</u> | | | |
| <ul style="list-style-type: none"> o 100% of Special Education Coordinators and Managers had Bachelor’s Degrees.. o 100% Special Education Coordinators, Special Education Manager, and Special Education Instructional Coach held a Master's Degree. o 100% of Special Education Teachers hold a Bachelor's Degree with 1 in Special Education. | | | |
| Special Education Team | | | |
| Last Name | First Name | Campus | Role |
| Singleton | Kenyetta | All Campuses | SPED Manager |
| Smith | Kelli | All Campuses | SPED Instructional Coach |
| Taylor-Mason | Somona | Parkland, Oklahoma, SouthWest | SPED Coordinator |
| Julius | Jazzmyn | Douglas KNoll, Parkland | SPED Teacher |
| Ucles | Juan | Columbia Heights, Oklahoma, Lincoln Park, SouthWest | SPED Teacher |
| Tunnermann | Patricia | Oklahoma, Lincoln Park, SouthWest | SPED Teacher |
| Wilkens-Latham | Sierra | Parkland | Dedicated Aide |

| School Aide - Responsibilities and Qualifications | | |
|--|-------------------|-----------------|
| <u>Responsibilities:</u> The early childhood school aide supports both instruction and other school operations. | | |
| <u>Qualifications:</u> | | |
| <ul style="list-style-type: none"> o 100% of School Aides had prior experience supporting school operations | | |
| School Aides | | |
| Last Name | First Name | Campus |
| Prather | Saundra | Douglas Knoll |
| Deal | Denise | Oklahoma Avenue |
| McFarland | China | Parklands |

Social Worker - Responsibilities and Qualifications

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

Qualifications:

- o 100% of Social Workers held Masters Degrees in Social Work
- o 100% held at least a LGSW licensure
- o 60% held a LICSW licensure

Social Worker

| Last Name | First Name | Campuses |
|------------------|-------------------|-------------------------|
| Morales | Magee | Columbia Heights |
| Evans | Molly | Douglas Knoll |
| Burt | Lara | Lincoln Park, Southwest |
| Perez | Alexandra | Oklahoma Avenue |
| Harris | Justice | Parklands |

AppleTree Early Learning Home Office Leadership Team - Responsibilities and Qualifications

Responsibilities: The school’s home office leadership team is responsible for supervising the implementation of the many programs that support the school. The team is led and supervised by the Chief of Schools.

Qualifications:

- o 100% of the School’s Leadership team hold Masters Degrees

AppleTree Early Learning Home Office Leadership Team

| Last Name | First Name | Role |
|------------------|-------------------|---|
| Kimport | Rebecca | Director of Professional Development and Data |
| Mills | Aja | Director of School Leadership |
| White | Juanita | Director of Family & Community Engagement |
| Creighton-Wade | Sade | Director of Operations & Compliance |

APPENDIX B: BOARD ROSTER 2021-2022

| AppleTree Early Learning PCS Board Members | | |
|---|------------------|---------------------|
| Name | Committee | DC Resident? |
| Karen Davenport | Governance | Yes |
| Matthew Downs | Governance | Yes |
| Emily Jane Sylak-Glassman | Parent | Yes |
| Sara Glenn | Finance | No |
| Bridget Bradley Gray | Finance | No |
| Celia Martin | Finance | No |
| Jack McCarthy | Board Chair | No |
| Jennifer McKinney | Development | No |
| Skylé Pearson | Governance | Yes |
| Joi Robins | Parent | Yes |
| Paula Young Shelton | Governance | Yes |

APPENDIX C: USE OF AT-RISK FUNDS

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

- Funding to provide students additional social-emotional support by employing Positive Behavior Specialist, Speech Language Pathologist, language manager, and social workers.
- Funding to provide instructional coaches to improve student outcomes.

APPENDIX D: UNAUDITED FINANCIAL STATEMENT, YEAR-END 2021-2022

| Income Statement | Unaudited |
|------------------------------|------------|
| Revenue | |
| State and Local Revenue | 11,013,519 |
| Federal Revenue | 1,870,950 |
| Private Grants and Donations | 610,525 |
| Earned Fees | 197,134 |
| Total Revenue | 13,692,129 |
| Expenses | |
| Salaries | 7,786,568 |
| Benefits and Taxes | 1,870,404 |
| Contracted Staff | (741,071) |
| Staff-Related Costs | 80,884 |
| Rent | 1,299,140 |
| Other Occupancy Costs | 537,526 |
| Direct Student Expense | 922,170 |
| Office & Business Expense | 1,144,487 |
| Total Expenses | 12,900,109 |

| | |
|-------------------------------|---------|
| Operating Income | 792,020 |
| Extraordinary Expenses | |
| Interest | 42,401 |
| Depreciation and Amortization | 507,602 |
| Total Extraordinary Expenses | 550,003 |
| Net Income | 242,017 |

APPENDIX E: APPROVED 2022-2023 BUDGET

| Income Statement | | SY 2022 - 2023 |
|------------------------------|--|-----------------------|
| Revenue | | |
| State and Local Revenue | | 12,936,988 |
| Federal Revenue | | 1,121,069 |
| Private Grants and Donations | | 30,000 |
| Earned Fees | | 234,000 |
| TOTAL REVENUE | | 14,322,057 |
| Expenses | | |
| Salaries | | 9,548,213 |
| Benefits and Taxes | | 2,351,119 |
| Contracted Staff | | (836,597) |

| | |
|--------------------------------------|--------------------|
| Staff-related Costs | 76,474 |
| Rent | 1,446,410 |
| Other Occupancy Expenses | 510,111 |
| Direct Student Expenses | 811,325 |
| Office and Business Expenses | 1,005,391 |
| TOTAL EXPENSES | 14,912,46 |
| Operating Income | (590,388) |
| Extraordinary Expenses | |
| Interest | 41,946 |
| Depreciation and Amortization | 584,232 |
| TOTAL EXTRAORDINARY EXPENSES | 626,177 |
| Net Income | (1,216,566) |