

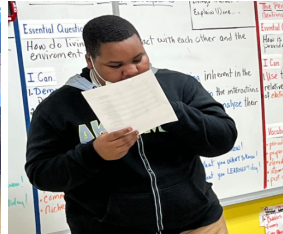
# Hope Community Public Charter School

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## 2021-22 Annual Report



# TABLE OF CONTENTS

Table of Contents	pg. 2
School Leader List	pg. 3
Annual Report Narrative	pg. 4
I. School Description	pg. 4
II. School Performance	pg. 15
III. Data Report	pg. 19
IV. Staff Roster	pg. 21
V. Board Roster	pg. 24
VI. Unaudited Year-End 2021-22 Financial Statement	pg. 26
VII. Approved 2022-23 Budget	pg. 30
VIII. Appendices	pg. 33



## 2021-22 School Leaders



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# ANNUAL REPORT NARRATIVE

## I. School Description

### ***Mission Statement***

Hope Community Public Charter School (Hope Community PCS) is proud to be in partnership with Phalen Leadership Academies. Hope is supported by PLA, by receiving on-going support from the Regional Director, Regional Academic Coaches and National Curriculum Specialist. A PLA school, Hope is committed to a set of shared values that guide the operation of the school, a philosophy of decentralized leadership where those closest to specific tasks or problems are the decision-makers, and Six Measures of Excellence that let us know how we are doing in the areas that are most important to us. We are part of a network of over 50 schools nationwide with a passion to help parents educate their children.

*It is our **mission** to shape the hearts and minds of our scholars positively, by providing them with an academically rigorous, content rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.*

Hope's mission statement is based on the "Three C's" principle. It establishes the foundation for our scholars to demonstrate Hope's vision and model our mission through Content, Character and Community. The "Three C's" principle is defined as follows:

#### **1. Content**

Hope Community PCS is a Core Knowledge school. Hope Community PCS utilizes the Core Knowledge curriculum developed by E.D. Hirsch to teach rigorous content to scholars in grades pre-K 3 through 8<sup>th</sup> grade. Implementation of the Core Knowledge Curriculum requires collaboration between teachers, administrators, and parents. The Core Knowledge's scope and sequence are founded on the belief that literacy depends on shared knowledge. Core Knowledge clearly articulates that content must be sequenced and reflects what scholars are to learn in each subject. Hope Community PCS teachers use the Core Knowledge scope and sequence to guide their planning.

#### **2. Character**

Character is at the core of our daily actions and interactions. We are constantly developing character and enriching minds. This starts with the modeling of appropriate character by our teachers, staff and parents. We believe that scholars must see character enacted in the lives of others so that it can become real to them. Another explicit way that character is nurtured in our scholars is through the context of classroom lessons, whether it is language arts, science, or physical education. In addition to embedding character in our daily actions, we explicitly teach a monthly core virtue and performance character traits that are research based and proven to improve academic achievement.

Hope PCS is also very intentional about the embedded curriculum that shapes the culture of a school. Our major priority here is establishing rituals that make up our daily life, including the way that we begin each day with Monday morning meetings and announcements, the way we share meals together, the way we encourage a sense of stewardship of the building, and the way we celebrate together.

### **3. Community**

Community is an essential part of school life, and it is our hope that through relationships among and between the school, families, and the greater community, the goal of teaching children to be people of character will be reinforced. As we collectively pursue our mission and vision, we commit to:

- *Helping our scholars know that they are members of a particular community in a particular place, and that they are accountable to that community;*
- *Involving ourselves in the local community, as well as inviting our local community members to involve themselves in our work;*
- *Recognizing the strengths rather than the limitations of every member of our community, and modeling relationships of mutual respect;*
- *Prioritizing the needs of our scholars and families;*
- *Developing continuity between home and school, and respecting cultural and educational differences that may exist; and*
- *Treating parents as full partners and active participants in the educational process.*

The formation of a strong community within the school begins with the way we have structured the school into four (4) academies within each campus. Our Early Childhood Program (Pre-K3 & Pre-K4), Elementary (K - 5<sup>th</sup>), and Middle School (6<sup>th</sup>- 8<sup>th</sup>) and arts and athletics grade levels make up our academic community. Each academy works as a team to plan, participate in events and serve as a task force for one of the Measures of Excellence. Our goal is to create a place in which children can build trusting relationships with others, where staff can work closely with scholars and other staff members, and where families and community members can work in a relationship to aid the learning and growth of our scholars.

## ***Hope Community PCS Program***

*Hope Community PCS serves grades pre-K 3 through 8<sup>th</sup> grade*

### **Academic Standards**

Hope Community PCS utilizes the Common Core State Standards (CCSS) to determine the academic levels to which scholars are taught and assessed. At the start of the 2005-2006 school year, the District of Columbia introduced revised, more challenging learning standards throughout the educational system. The academic standards are descriptions of what scholars should comprehend in order to be deemed proficient in a particular area of study. These standards are uniform in order to set high expectations for each scholar and teacher throughout the educational system. Teachers also use the Core Knowledge curriculum, in addition to having strong academic standards, Hope Community PCS utilizes textbooks, which have been aligned to the District of Columbia Academic & CCSS. Curriculum frameworks and curriculum mapping have also been established to translate the knowledge and skills described in the standards into clear, specific guidance for teachers.

Hope Community PCS scholars, along with all District of Columbia Public School scholars, will administer the Partnership for Assessment of Readiness for College and Careers (PARCC) Test. This standardized assessment is the major tool used to measure scholar progress toward achieving proficient performance relative to the District of Columbia's academic content standards. Scholars at Hope Community PCS also use the Star Renaissance Test, four times a year as an additional standardized assessment and academic achievement tool.

### **Curriculum/Academic Resources**

Hope Community PCS uses the Core Knowledge curriculum developed by E.D. Hirsch (from the University of Virginia), Reading Street the Houghton Mifflin Reading program Read 180, as well as Lessons in Literacy accompanying classroom sets to complement our language arts studies in English, literacy, and grammar. Pearson Education publishes all our Core Knowledge History and Geography textbooks and provides supplemental activities. Hope uses the enVision Math Expressions Program for our elementary school and the Holt curriculum for our middle school.

Each teacher has an alignment tool, which helps them to align all curricular components with CCSS in a curriculum scope and sequence so that there are no gaps or overlaps in material covered.

In addition to the core subjects emphasized at Hope Community PCS, the scholars study several special subject areas including Art, Music, and Physical Education/Health and Technology. These special area courses are aligned with CCSS in each respective area of study and instruction.

## **Instructional and Organizational Approach**

Our instructional and organizational approach meets these curriculum goals through a focus on academy leaders, balanced Literacy, CCSS, data driven decisions, differentiated instruction, direct teaching model, learning centers, project-based learning, Multi-Tiered Support System (MTSS) and professional learning communities. The descriptions are as follows:

### **❖ Academy Leaders**

Our school is structured into 4 major academies. Each academy has a designated academy leader to guide and coordinate the efforts of the team. Each academy meets a minimum of once a week, for strategic planning, to analyze data, and to discuss academic initiatives.

### **❖ Balanced Literacy**

Balanced Literacy is an instructional approach that integrates various modalities into literacy instruction. Assessment based planning is at the core of this approach. The Balanced Literacy approach is characterized by explicit skill instruction and the use of authentic text. We have adopted the Balanced Literacy approach in our Kindergarten through 8<sup>th</sup> grade classrooms where scholars are spending 90 uninterrupted minutes in the reading block. The components of our literacy block include a read aloud, a phonics lesson (K-2), a whole group lesson focusing on the priority standard(s), small group instruction, and then ending with a literacy wrap up to assess scholars on that day's objective. Teachers are likewise utilizing their academy assigned paraprofessionals to meet intensely with small intervention groups.

### **❖ Common Core State Standards**

Learning tasks are centered and guided by the CCSS and Core Knowledge. Hope Community PCS' teachers will design activities that focus student use of time on academic content. Attention is directed to the content outlined by Core Knowledge at specific grade level and ages. Learners who are actively engaged in learning tasks that focus on explicit instructional objectives make more progress toward achieving those objectives.

### **❖ Data Driven Decisions**

Teachers use data to make informed decisions about the instructional needs of scholars. Benchmark and Common Formative assessments allow teachers to plan meaningful and engaging lessons for scholars based on data. Also, between the benchmark assessments our teachers progress-monitor their scholars to ensure that each student is making adequate progress towards mastery. The frequent progress monitoring also provides more opportunities for teachers to re-teach standards and differentiate instruction at a high level. Teachers collaborate every month to analyze student data from benchmark assessments, progress monitoring, teacher observations, attendance, formative, and summative assessments and character data in order to:

- Determine strengths and weaknesses
- Create flexible learning groups and re-teach
- Develop differentiated lesson plans base on the diverse individual needs of scholars

### ❖ **Differentiated Instruction**

Through data driven decisions, teachers at Hope Community PCS strive to effectively teach scholars of varying readiness, interests, and experiences in the world. In our classrooms, teachers begin instruction where scholars are. They accept it and build upon the premise that learners differ in important ways.

### ❖ **Direct Teaching**

Hope Community PCS' instructional approach to learning requires that scholars develop deep content knowledge in order to create meaning. This requires a balance of student inquiry and direct teaching. Hope Community PCS' teachers will use direct teaching to enhance student ability to develop content knowledge and make content connections. These include:

- Daily review of essential concepts, homework, and re-teaching
- Engagement with new content/skills, but in small steps
- Guided student practice with careful teacher monitoring
- Clarifying feedback and reinforcement of success
- Individual practice
- Weekly and monthly reviews of key content/skills
- Differentiated small group instruction

### ❖ **Learning Centers**

A learning center is typically a designated area within the classroom that provides scholars with exciting and interesting experiences to practice, enrich, reteach, and enhance their learning. Our centers will focus on important learning concepts and contain materials that promote individual student growth. Our centers are filled with manipulatives, books, and other instructional tools. Scholars visit the centers to complete an assignment or learn through different activities.

Our centers are designed for scholars to participate in activities that help them see curriculum subjects in real-time, hands-on ways. Working both independently and in small groups, scholars are provided with time and space to complete a project or learn about a subject in a more in-depth fashion. A learning center is governed by rules that scholars are aware of and requires scholars to be responsible and accountable for their own learning. The power of learning centers lies in the fact that scholars who "didn't get it the first time" or need information presented in a different light receive a more individualized lesson than a whole-class lesson could ever provide. This allows our teachers to provide more time with scholars individually or in small groups, helping scholars learn curriculum materials in their own way and style.



### ❖ **Eagle Time**

We meet the diverse learning needs of our scholars by providing them with “Eagle Time.” The designated block of time embeds Tier II plans into the student’s daily instructional program. The “Eagle Time” block is scheduled for thirty minutes in the morning and thirty minutes in the afternoon. The primary focus is reading and math. During this time, scholars are provided with Tier II interventions. The targeted intervention is planned and delivered by the classroom teacher and interventionists. If scholars are not progressing and are struggling, then we begin the Multi-Tiered System of Support (MTSS) process to determine Tier III interventions. This well-documented process includes various stakeholders to determine what is in the best interest of the student.

## **English Language Learners and Special Education**

### **English Language Development Program**

English Language Development (ELD) is a component of a total program designed to serve the needs of English Language Learners (ELL). ELD is a specific curriculum that addresses the teaching of the English language according to the level of proficiency of the ELL student. All learners acquire English faster and easier if the curriculum they receive, and the methodologies utilized to deliver the curriculum are finely tuned to their evolving fluency. The ELD curriculum is essential to the success of all ELL scholars and is closely linked to the first goal of bilingual education; English language proficiency. All ELL scholars must, by law, receive ELD instruction in addition to the core curriculum.

ELD is a part of the daily program for every ELL student at Hope Community PCS. It is neither relegated to a nonspecific exposure to the English language through activities with English only scholars (i.e., during Physical Education, Music and Art etc.) nor is it the only instruction ELL scholars receive. It is a vital, planned, specific component of the total education that is offered to all scholars.

To maximize comprehension, retention and speed in acquiring English language proficiency, research shows that ELD must be taught in real-life settings where the language is used in context and the atmosphere of the classroom is free of anxiety. Thematic instruction connects the ELD curriculum, which can be student or teacher generated. Examples of Thematic Instruction concepts are safety, personal information, ecology, immigration, etc. A short unit on dinosaurs or apples does not constitute thematic instruction. Themes can move from concrete to abstract as scholars build background knowledge and vocabulary. The curriculum standards for Hope Community PCS English Language Development include thematic instruction units that are recommended for each level of English language acquisition.

### ❖ **Special Education**

Hope Community PCS abides by all applicable laws regarding special education in public schools. Hope’s staff includes a Special Education Director, Special Education and ELL Teachers, Social Worker and a School Psychologist. Hope Community Charter PCS currently has the following programming to support those students with special needs; One Self-Contained Non-Categorical Program, Intermediate. We also have two Special Education Resource Classes and two EL Resource classes to support those scholars who need services in and outside of the classroom.

We have additional support from Paraprofessionals and Dedicated Aide support where appropriate. Our devoted Mental Health Team and Culture Team provide our scholars with character building through the SEL curriculum that reaches beyond the school walls into the community. Our collaborative approach assures that we are meeting the needs of all students in all settings.

### ❖ ***ELL Scholar Placement***

All parents at enrollment are given a Home Language Survey to indicate the primary language spoken in the home. If English is indicated, scholars are assumed to be English proficient. If any language other than English is checked, the scholar's name will be submitted to the Office of Bilingual Education in order to check the status of previous testing. If this office has testing information, they will send it to the school to become a part of the scholar's permanent file. All other scholars are assessed at the school level using OSSE approved programs to determine their English proficiency level by the ELL Coordinator. English Language Development Program.

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### ❖ **Special Education/ELL**

Hope Community PCS abides by all applicable laws regarding special education in public schools. Hope's staff includes Special Education Directors, Student Support Coordinators, Special Education and ELL Teachers, Social Workers and a School Psychologist, as well as General Education Teachers to meet the needs of special education scholars and assist in proper placement. Paraprofessionals and D.A's are assigned to support teachers and students where needed. Hope's teachers and Mental Health Team also provide support to families through office hours where they assist with counseling and or needed access to resources for parents. Our Synchronous and Asynchronous instruction provides families with flexibility in student learning and student study or remediation support. Our chosen virtual platforms are uniform which makes parent access easy to navigate.

### ❖ **ELL Scholar Placement**

All scholars are given a home language survey for parents to indicate the primary language spoken in the home. When English is indicated, scholars are presumed English proficient. If any language other than English is checked, the scholar's name is submitted to the Office of Bilingual Education to check the status of previous testing. If the Office of Bilingual Education has testing information, it forwarded to Hope to become a part of the scholar's permanent file. Scholars where there was no information are tested at the school level to determine their English Proficiency level by the ELL Coordinator or assigned EL Teacher. Assessment data is shared with the family and when appropriate prescriptive EL plans are created by the EL team. For optimum success the plans are shared with all content teachers directly serving the EL scholar.

### **Brief Description of Key Mission-Related Programs**

The after school and before school programs support Hope Community PCS' commitment to academic content, character, and building community through academic support for our most at-risk scholars, excellent staff role models and hands-on learning clubs wherein scholars gain confidence and skills. The out-of-school, on-site programming is directly tied to Hope's Core Knowledge curriculum and D.C. Standards objectives through staff training and the curriculum materials used.

Busy parents can rest assured that the after-school program provides tons of fun and learning, all in a safe, convenient place. Our after before and after school programming delivers high-quality educational programs and is committed to better student outcomes. Our after-school program operates between the hours of 3:30pm and 6:00pm.

### **COVID-19 Distance Learning**

Currently we are In-Person so there is no Distance Learning at this time in DC. However in response to COVID-19, Hope leadership has a prepared comprehensive online plan and training for teachers, to ensure continued instruction. Teachers utilize Zoom and Google Classroom as the instructional delivery platform. In the event of Distance Learning, teachers will provide live virtual instruction for scholars in Pre-K through 8<sup>th</sup> grade.

During our remote Distant Learning, Hope school also provided packets for scholars and parents to complete in the event that virtual instruction was not the best option.

To monitor progress, teachers used a combination of Google Classroom and Class DoJo to collect assignments. In addition, teachers administered virtual assessments through the use of the MAP platform, in which teachers were provided formative and summative data.

### **School Year and Hours of Operation**

Hope Community PCS' 2022-2023 school year began August 22, 2022 and will end June 16, 2023. The school's hours of operation were from 7:50 am to 3:30 pm, Monday through Friday. The Early Riser Program was not offered due to the COVID-19 pandemic.

### **Parent Involvement Efforts**

There is strong parent involvement and partnerships at Hope Community PCS. The activities that bring parent involvement include but are not limited to: Open House, Back-to School Night, Curriculum Nights, Parent Workshops, Parent Data Meetings, and Parent/Teacher conferences are scheduled at least three (2) times a year. Our parents also participate in many field trips, fundraisers, as well as various activities held when allowed due to Covid and proper safety documentation. They are as follows:

- Breast Cancer Awareness Day – Paint the School Pink Casual for A Cause
- We are Buddies, Not Bullies – Bully Prevention Kick Off
- Hispanic Heritage Program
- Middle School Character Conference Week
- Black History Showcase
- Family Fall Night
- Science Fair
- Sweetheart Dance
- Core Virtue/Character Conference
- Quarterly Parent Engagement Events
- Parent of the Month Award Holiday Gala
- Science Exploration Night
- Black History Showcase
- PAC (Parent Advisory Council)
- School-wide Fundraisers Monthly Parent Engagement Exploratory Field Trips

Because of these efforts, we have been able to build a strong cohesive relationship with our parents. This has allowed us to develop a clear understanding that success of our scholars is only achieved through home school partnerships and collaborations. The support and cooperation of parents are vital to helping each scholar reach his or her full potential.

### **Early Childhood**

Hope Community PCS is an Apple Tree Partnership school. Early Childhood utilizes the Apple Tree Preschool Sequence to reach each of our scholars' needs. Our teachers also utilize data from ASQs, ECRs, CLASS observations and other assessments to drive instruction within each of the classes to ensure each of our scholars are prepared and ready for kindergarten.

### **Elementary**

Hope Community PCS utilizes *Houghton Mifflin Into Reading* and *Eureka math* curriculum to build students conceptual understanding, word recognition, and language comprehension. Our classroom teachers utilize Amplify Science Kits to support Science and BH365 with NEWSELA to support Social Studies instruction.

### **Middle School**

Hope Community PCS implements the Houghton Mifflin Collections program in the Middle School ELA classroom and Eureka Math in the Middle School Math classroom to meet the needs of diverse learners while fostering mastery of the CCSS. Middle School Social Studies instruction is aligned with Core Knowledge and uses NEWSELA and BH365 as a resource in teaching the standards and thematic units. In support of the Next Generation Science Standards, our Science classroom uses Amplify Science, aligned with the Core Knowledge units. We also continue to provide additional language arts support through our Close Reading Program, which focuses on scholarly responses to a literary text.

Each Hope Community PCS teacher has a scope sequence that aligns the CCSS with each curricular component to ensure a cohesive instructional program. In addition to the core subjects emphasized at Hope Community PCS, the scholars, participate in Art, Music, Physical education, and Technology. Hope Community PCS is transitioning into an Expeditionary Learning school where each content area is closely aligned to the rigors and hands-on approach of Expeditionary Learning. These specialized content areas are aligned with the respective standards for the area of study and instruction.

### **Athletics and Activities Department**

Extra-curricular activities are essential to providing scholars with a well-rounded education. The Athletics and Activities Department of Hope is committed to engaging as many scholars as possible by providing them with an array of quality extra-curricular programs that foster positive character development, promote teamwork, teach healthy living habits, and build scholars' self-esteem. Currently we offer basketball, soccer, cheerleading, BeatZone and Expression's Girl Club.

The Department will operate with four guiding principles listed below with a brief description of what each means. They are as follows:

#### **❖ Structure**

Because Hope offers its scholars multiple extra-curricular activities, it is necessary for the Department to develop, implement, and evaluate policies that govern all its extra-curricular programs. These policies will set clear expectations with the goal of improving every program and positively contributing to the school's culture and operation.

❖ **Quality**

We want scholars to be excited to join and remain a part of an extracurricular program. For this to be possible, the programs offered by the Department need to be quality programs that teach appropriate skills and knowledge, push scholars to improve themselves, and make participating fun in our Arts and Athletics Department.

❖ **Increased Participation**

The Department wants to see as many scholars as possible participating in its programs. The effect on a student who participates in a sport or club is remarkable. Scholars learn valuable life-skills; gain a greater appreciation for their education; develop pride in themselves, their team/club, and their school. The impact on the school is equally positive. Its culture will strengthen, parent satisfaction will improve, scholars will show greater academic growth, and the number of behavior incidents will decrease.

❖ **Connecting to the Classroom**

The Department understands the positive impact its programs can have on scholars, especially when it comes to their behavioral and academic development. These extra-curricular programs and the policies of the Department will support the expectations set within the classroom and throughout the school, as well as promote the idea of "Academics First, Activities Second."

## II. School Performance

### Meeting our Mission

Hope Community PCS continues to move positively in its mission to provide scholars with a content rich and rigorous learning environment that provides opportunities for character development and academic enrichment.

Hope Community PCS has maintained high performance in the areas of attendance, CLASS and re enrollment. With a change of leadership, strong academic initiatives have been implemented to tackle the challenge of building up academic deficits of scholars and moving them to grade level standards mastery, resulting in an increase in future PARCC performance. Programming utilized to close gaps in learning include: Eureka Math K-8, Into Reading K-5, Collections 6-8, Orton Gillingham K-2, Guided Reading K-8, and Amplify Science. Hope Community PCS provides a purposeful and personalized educational program focused on accelerating achievement of scholars in pre-K3 through 8<sup>th</sup> grade. We utilize a differentiated approach, based on ongoing Checks For Understanding and Common Formative Assessments. Teachers utilize the data to support scholars during Small Group Instruction and differentiated Independent Work. This data also allows us to best support scholars with our Reading Advantage Program designed for scholars identified as Tier 2 or Tier 3. Reading Advantage is made up of 2 Highly Qualified Interventionists who utilize Orton Gillingham and Leveled Literacy Instruction by Fountas and Pinnell to support scholars. We will add a Math Advantage Program in the 2022-2023 School Year. The 2021-2022 school year was primarily focused on the improvement cycle and identifying evidence-based practices that will promote growth over time. While under new leadership, Hope Community PCS sought to improve from the previous two years of decline through intentional planning and additional academic support.

Hope Community PCS sees steady increase in scholar performance from beginning of year to end of year on the NWEA assessment in both ELA and Math. The Instructional Leadership Team, made up of teacher leaders, conducted a need assessment and looked at common trends in the data. In addition, each scholar's data is tracked to identify their growth with Hope Community PCS. This data shows that the majority of scholars who received consistent delivery of instruction at the Hope Community PCS show growth each year. The instructional staff worked collaboratively during in-service to conduct a root cause analysis and established a growth plan for the 2021-2022 school year, which included a specialized focus on achievement of our Latinx population. Outlined in this school excellence plan were opportunities for weekly data disaggregation and development of instructional action steps. These steps included practices such as monthly data dives by the classroom teachers where scholars' data was analyzed after each lesson to determine the effectiveness of the lesson and the level of understanding for each scholar. The instructional action steps also included small group tiered instruction, which aimed to provide intentionally planned, personalized instruction at each scholar based on his/her performance level according to the most recent NWEA data. This time was utilized to provide research based instructional strategies for all scholars as a type of school-wide acceleration, meeting scholars where they are and moving them forward. The learning opportunities for staff included providing guided planning for small group differentiated instruction based on student data; a professional development led by the instructional specialist. Through our multi-tiered approach, we are confident that student growth will continue to rise on the NWEA assessment.

DCPCSB did not provide PMF scores for the 2021-2022 School Year.

## **At-Risk Funding**

We support McKinney-Vento families, and families in need to purchase uniforms, toiletries, coats, school supplies, field trips, after school activities, gas cards and program fees. As well as, tutoring and sports activities and clubs to name a few.

## ***Lessons Learned and Actions Taken***

When analyzing all data points around academic performance of scholars we have identified the following as areas of focus moving forward:

- Bridging the gap between skill deficit and proficiency expectations in our scholars with the greatest academic challenges; specifically, our ELL and SPED scholars.
- Increasing classroom discourse, and depth of knowledge delivered through instructional practices. Monthly “Coffee and Conversations” with School Leaders and families.
- Implementation of restorative practices and Social Emotional Learning for scholars and families (restorative circles when conflicts arise and quarterly SEL sessions for families led by professional school counselors).

*Increased Academic Growth with an emphasis on robust student engagement and differentiated instruction:*

- Inclusion of Differentiated Small Group Time to provide opportunities for intentional and personalized skill development
- Adjusted instructional schedule to provide extended time for vertical grade team planning
- Year Long Professional Development Calendar focused on areas of need for instructional staff – literacy and problem-solving strategies
- Interventionist provided academic support and enrichment
- Literacy focused PLC meetings
- Implementation of technology throughout school
- School-wide Walkthrough Data focusing on teacher evaluation indicators and school wide initiatives
- Parent Advisory Committee
- Response to Intervention model and implementation of the Multi Tiered Systems of Support (MTSS) Team to monitor the progress of our scholars in need of academic support
- Implementation of the School Enrichment Model for scholars in need of academic enrichment

*Improved Parent involvement by providing interactive activities and multiple avenues for involvement:*

- Implemented our Promising Practice program – Caught Being Good, JIF Jars, Conflict Carpet
- Continued Implementation of Parent Advisory Council
- Parent Volunteer Hours – “Got 20” program tracking parent volunteer hours outside each classroom and included on school-wide data dashboard



- Curriculum, CCSS, PARCC Assessment, Kickboard (discipline report), Reading an IEP, Advocating for the Child Effectively and High School Application Process and Transitions
- Parent Teacher Conference Days built into the school calendar
- Monthly Family/Community Engagement Activities

## *Unique Accomplishments*

Hope’s unique accomplishments support the foundation for our scholars to demonstrate our vision and model our mission through content, character and community. As we continue to strengthen and support our scholars, staff, families, and community as one unit.

Hope Community PCS adopted the “House System”. Implementing the House System at Hope Community PCS will provide benefits that will deeply impact students and teachers alike. The purpose of the House System:

**CULTURE OF BELONGING:** Houses provide students with a culture of belonging.

**SCHOOL-WIDE COMMUNITY:** The House System is a unique and creative cross age group approach to building a community that will strengthen the social and academic lives of students.

**CHARACTER BUILDING:** The House System builds character with a reward system that goes beyond something like earning a piece of candy from a candy jar for doing something good.

**HEALTHY COMPETITION:** It’s important for the House System to promote a sense of healthy competition — this encourages students to learn how to be team players, contribute their efforts toward a group, and learn that those who work hard and stick with it are often the ones rewarded.

The Houses are as follows, listed in no particular order:

**Zulu** – Power, strength, character, courage, tiger (symbol - crossed arms or z arm)

Color: Green

History: The Kingdom of Zulu, sometimes referred to as the Zulu Empire or the Kingdom of Zululand, was a monarchy in Southern Africa that extended along the coast of the Indian Ocean from the Tugela River in the south to Pongola River in the north 1816-1879. Shaka Zulu used his strength, courage, and unique fighting methods to become one of the fiercest warriors in the clan. He was soon a commander in the army.

**Mali** – Education, wealth, community uplifting, generosity, lion (symbol - diamond) Color: Black

History: The Mali Empire was an empire in West Africa from c. 1235 to 1670. The empire was founded by Sundiata Keita and became renowned for the wealth of its rulers, especially Mansa Musa. As well as the education of Timbuktu.

**Aztec** – Spirituality, friendship, responsibly, eagle (symbol- eagle’s claws)

Color: Red

The Aztec Empire was an alliance of three city/states: Mexico-Tenochtitlan. These three city states ruled the area in and around the Valley of Mexico from 1428 until the combined forces of the Spanish conquistadors and their native allies under Hernán Cortés defeated them in 1521 - Famous leader Moctezuma known for wealth, spirituality, science/calendar and floating gardens.

**Gaul** – Honor, trust, respect, dreamers – Wolf (G-phi symbol)

Color: Blue

Gaul (Latin: Gallia) was a historical region of Western Europe during the Iron Age that was inhabited by Celtic tribes, encompassing present day France, Luxembourg, Belgium, most of Switzerland, and parts of Northern Italy, Netherlands, and Germany, particularly the west bank of the Rhine. Known for bravery, strength and highly respected for defeating the Roman Empire.

Hope Community PCS is proud to serve in the Washington, DC community. Our awards and distinctions continue to highlight the achievements of our scholars, staff, and community who have worked vigorously to showcase our successes.

### III. Data Report

LEA Name: Hope Community PCS
Ages Served: Ages 3: 14
Grades Served: PK-3: 8
Overall Audited Enrollment: 282
Enrollment by Grade Level: <ul style="list-style-type: none"> <li>❖ PK-3: 17</li> <li>❖ PK-4: 19</li> <li>❖ KG: 31</li> <li>❖ Grade 1: 23</li> <li>❖ Grade 2: 14</li> <li>❖ Grade 3: 32</li> <li>❖ Grade 4: 24</li> <li>❖ Grade 5: 33</li> <li>❖ Grade 6: 24</li> <li>❖ Grade 7: 28</li> <li>❖ Grade 8: 37</li> </ul>
Total Number of Instructional Days: 180
Suspension Rate: 13.28%
Expulsion Rate: 0%
Instructional Time Lost to Discipline: 167 student days
In-Seat Attendance: 81.27%
Mid-Year Withdrawals: 8.20% (enter # of students: 21 students)
Mid-Year Entries: 1%
Teacher Attrition Rate – 81.6%
Number of Teachers – 28
Teacher Salary: <ol style="list-style-type: none"> <li>1. Average: \$70,783.92</li> <li>2. Range – Minimum: \$54,000.00 Maximum: \$101,708.00</li> </ol>
Executive Compensation: <ol style="list-style-type: none"> <li>1. \$138,000.00</li> <li>2. \$127,500.00</li> <li>3. \$114,330.00</li> <li>4. \$104,708.00</li> <li>5. \$101,708.00</li> </ol>

## Student Demographics:

### 282 Enrolled Scholars

%	Demographics
87.94%	African American (non-Hispanic)
11.35%	Hispanic
0%	Asian Pacific Islander
0.71%	Caucasian (non-Hispanic)
0%	American Indian/Alaskan Native
0%	Other
23	Special Education
28	English Language Learners

### LEA Three (3) Year Data Trends

#### Student Attendance Rates

2019 – 2020	2020-2021	2021-2022
90.6%	80.9%	81.27%

#### Student Retention Rates

2019 – 2020	2020-2021	2021-2022
85%	79%	1.7%

#### Number of Suspensions

2019 – 2020	2020-2021	2021-2022
16	0	57

#### Number of Expulsions

2019 – 2020	2020 – 2021	2021-2022
0	0	0

## IV. Staff Roster

<b>Last Name</b>	<b>First Name</b>	<b>Title</b>	<b>Qualifications</b>
Allen	Angela	Special Education Director	MS
Baker	Carl	Teacher	MS
Baylor	Kandice	SPED Support	HS
Brown	Shanai	Academic Coach	MS
Burton	Karen	Teacher	BS
Burwell	Roquel	Teacher	HS
Cabot	Chase	Teacher	BS
Carter	Latisha	Teacher	BS
Chigbue	Kenneth	TA	HS
Coston	Nathaniel	Teacher	BS
Daniels	Kimberly	Academic	BS
Dickens	Clinton	Teacher	BS
Dixon	Antonio	Teacher	BS
Dunn	Richard	Teacher	BS
Ernst	Benjamin	Reading Interventional	BS
Fennell	April	Front Office	HS
Fennell	Nicholas	Reading Interventional	BS
Foster	Monique	Teacher	MS
Garcia	Zuyapa	Parent liaison	HS

Gillum	Donna	RA	MS
Goodson	Carlette	1st Grade Teacher	BS
Haley	Timothy	Behavior Tech	BS
Hamilton	Christen	2nd Grade Teacher	BS
Hayes	Shonnese	Facilities	HS
Henry	Bryce	Exploratory Teacher	BS
Hinds	Kevin	MS Math Teacher	BS
Holland	Teraesa	Guidance Counselor	MS
Jackson	Fametta	Academic Coach	BS
Jenkins	Kierra	Student Engagement Coord.	BS
Johnson	Kaitlyn	MS ELAR	BS
Jones	Keisha	SPED Lead Teacher	MS
Jones	Teairai	Teacher	HS
Long	Nelson	Custodian	HS
Lovelace	Jenne	SPED TA	HS
McCay	Chaeli	Kindergarten Teacher	BS
McCollough	Dannie	RA-Intervention	BS
McCray	Tremayne	EL Teacher	BS
Mcdowell	Mycah	PK TA	HS
McNeil Sr.	Curtis	Facilities	HS
Moore	Donald	MS Science Teacher	BS
Nolasco	Ana	EL Teacher	BS
Nolle	Eric	PK4	MS

Parquet	Rayla	Exploratory Teacher	BS
Payton	Aaliyah	PK3	BS
Pela	Okiemute	Principal	BS
Ramirez	Gladys	Food Service	HS
Rodriguez	Reynaldo	Food Service	HS
Smith	Ebony	PK	HS
Stone	Ashley	Asst Principal	MS
Thompson	Desirae	Student Support Staff	HS
Upshur	Andrea	PK	HS
Van Mouwerik	Heather	MS Social Studies Teacher	MS
Washington	Iania	Facilities	HS
Willis	Jacob	MS Math Teacher	BS
Young-Myrie	Kinya	Exploratory Teacher	BS

## Regional Support

Last Name	First Name	Title	Qualifications
Brown	Alysha	Operations Manager	BS
Morris	Melissa	Regional Director	MS
McClough	Julia	Regional Operations Director	MS
Thompson	Tahirah	Regional Operations Director	MS
Kendrick	Cathy	Manager, Human Resources	BS

## V. Board Roster

<b>Name</b>	<b>Board Title</b>	<b>DC Resident (yes/no)</b>
Rebecca Doherty	Board Chair	Yes
Neha Patel	Secretary	Yes
Shereefat Balogun	Member	No
Austin Alderdice	Member	No
Allison Barr	Member	Yes
Anisa Bailey	Member	Yes



## List of Donors

**Hope Community did not receive any monetary and/or in-kind donations during the 21-22 SY.**

# VI. Unaudited Year-End 2021-22 Financial Statement

Hope Community Public Charter School  
Statement of Activity  
July 2021 - June 2022

	<b>Total</b>
<b>Revenue</b>	
<b>04 State and Local Revenue</b>	
<b>400 Per-Pupil Operating Revenue</b>	
4000 Per-pupil alloc	3,619,878.00
4010 Per-pupil SpEd alloc	698,493.52
4011 Per-pupil SpEd ESY	12,764.00
4020 Per-pupil LEP/NEP alloc	243,397.50
4040 Per-pupil At Risk	570,919.40
4050 Per-pupil adjustment	-0.42
<b>Total 400 Per-Pupil Operating Revenue</b>	<b>\$ 5,145,452.00</b>
<b>410 Per-Pupil Facility Revenue</b>	
4100 Per-pupil facility alloc	957,648.00
<b>Total 410 Per-Pupil Facility Revenue</b>	<b>\$ 957,648.00</b>
<b>420 Other Local Revenue</b>	
4200 Local grants	14,052.97
4210 Local programs	14,098.69
<b>Total 420 Other Local Revenue</b>	<b>\$ 28,151.66</b>
<b>Total 04 State and Local Revenue</b>	<b>\$ 6,131,251.66</b>
<b>05 Federal Revenue</b>	
<b>500 Federal Grants</b>	
5000 ESEA Title 1	310,101.74
5001 ESEA Title 2	59,809.62
5003 IDEA 611	74,491.29
5005 ESEA Title 4	40,427.56
5006 ESSER I	19,017.70
5007 ESSER II	566,247.04
5009 ARP Facilities Grant	90,909.09
5030 Competitive federal grants	230,316.07
<b>Total 500 Federal Grants</b>	<b>\$ 1,391,320.11</b>
<b>510 Federal Programs</b>	
5100 National school lunch prog	236,310.38
5101 Federal Covid-19 Food Grants	614.00
5103 Donated Federal Commodities	19,220.10
5110 E-rate program	13,446.00
<b>Total 510 Federal Programs</b>	<b>\$ 269,590.48</b>
<b>Total 05 Federal Revenue</b>	<b>\$ 1,660,910.59</b>
<b>06 Private Revenue</b>	
<b>630 Activity Fees</b>	
6300 Before care after care fees	8,300.00
<b>Total 630 Activity Fees</b>	<b>\$ 8,300.00</b>
<b>640 School Sales</b>	

6420 Student/parent fundraising	127.00
6430 Student uniform sales	4,273.00
<b>Total 640 School Sales</b>	<b>\$ 4,400.00</b>
650 Additional Revenue	
6500 Short-term investments	525.61
6560 Miscellaneous revenue	9,383.31
<b>Total 650 Additional Revenue</b>	<b>\$ 9,908.92</b>
<b>Total 06 Private Revenue</b>	<b>\$ 22,608.92</b>
<b>Total Revenue</b>	<b>\$ 7,814,771.17</b>
<b>Gross Profit</b>	<b>\$ 7,814,771.17</b>
<b>Expenditures</b>	
<b>07 Staff-Related Expense</b>	
<b>700 Curricular Salaries</b>	
7000 Leadership salaries	234,162.02
7010 Teacher salaries	1,063,628.26
7011 SpEd salaries	484,938.18
7012 ELL teacher salaries	167,283.08
7013 Specials salaries	250,806.28
7020 Teacher aides salaries	177,416.92
7090 Curricular stipends	0.00
<b>Total 700 Curricular Salaries</b>	<b>\$ 2,378,234.74</b>
<b>710 Supplemental Service Salaries</b>	
7100 Student support salaries	822,204.15
7120 Clerical salaries	140,514.99
7130 Business, operations salaries	67,588.24
7140 Maintenance/custodial salaries	181,651.17
<b>Total 710 Supplemental Service Salaries</b>	<b>\$ 1,211,958.55</b>
<b>740 Employee Benefits</b>	
7400 Retirement plan contrib	3,682.11
7410 Health insurance	280,902.63
7420 Life and disability insurance	3,602.60
7460 Workers' comp insurance	20,993.87
<b>Total 740 Employee Benefits</b>	<b>\$ 309,181.21</b>
<b>750 Payroll Taxes</b>	
7500 Social security & medicare	268,228.65
7510 State unemployment tax	37,960.94
7520 Universal paid leave tax	21,085.75
<b>Total 750 Payroll Taxes</b>	<b>\$ 327,275.34</b>
<b>760 Professional Development</b>	
7600 Staff development non-travel	15,720.95
<b>Total 760 Professional Development</b>	<b>\$ 15,720.95</b>
<b>770 Contracted Staff</b>	
7700 Substitute contract staff	11,660.00
7712 Sup service contract staff	95,873.94
<b>Total 770 Contracted Staff</b>	<b>\$ 107,533.94</b>
<b>780 Other Staff Expense</b>	

7820 Staff meals, events, & awards	1,023.54
7830 Staff Travel non-development	30.91
<b>Total 780 Other Staff Expense</b>	<b>\$ 1,054.45</b>
<b>Total 07 Staff-Related Expense</b>	<b>\$ 4,350,959.18</b>
<b>08 Occupancy Expense</b>	
800 Occupancy Rent Expense	
8000 Rent	2,663,013.88
8010 Supplemental rent	23,034.59
8020 Real estate taxes	-71.35
<b>Total 800 Occupancy Rent Expense</b>	<b>\$ 2,685,977.12</b>
810 Occupancy Service Expense	
8100 Utilities & garbage removal	144,471.73
8110 Contracted building services	61,769.55
8120 Maintenance and repairs	78,541.85
8130 Janitorial supplies	15,494.81
<b>Total 810 Occupancy Service Expense</b>	<b>\$ 300,277.94</b>
<b>Total 08 Occupancy Expense</b>	<b>\$ 2,986,255.06</b>
<b>09 Additional Expense</b>	
900 Direct Student Expense	
9000 Student supplies, snacks	42,258.15
9010 Student assessment materials	30,945.60
9020 Student textbooks	188,335.78
9050 Contracted instruction fees	11,520.00
9051 Contracted SpEd instruction	51,586.87
9060 Food service fees	226,754.43
9085 Student events	1,314.56
9090 Other student expenses	9,199.90
<b>Total 900 Direct Student Expense</b>	<b>\$ 561,915.29</b>
910 Office Expense	
9100 Office supplies	42,961.42
9110 Copier rental & services	28,053.02
9120 Telephone & telecommunications	31,403.90
9130 Postage, shipping, delivery	1,056.82
9150 Non-capitalized technology	73,856.12
<b>Total 910 Office Expense</b>	<b>\$ 177,331.28</b>
920 Business Expense	
9200 Business insurance	39,474.70
9210 Authorizer fees	65,851.37
9220 Management fees	737,360.03
9230 Accounting, auditing, payroll	145,835.66
9240 Legal fees	12,158.50
9260 Computer support fees	40,211.94
9280 Other professional fees	98,520.00
9290 Other expenses	12,000.00
<b>Total 920 Business Expense</b>	<b>\$ 1,151,412.20</b>
930 Dues, Fees & Losses	

9300 Dues, fees, and fines		18,151.87
9320 Bad debts, pledges		883.84
<b>Total 930 Dues, Fees &amp; Losses</b>	<b>\$</b>	<b>19,035.71</b>
<b>Total 09 Additional Expense</b>	<b>\$</b>	<b>1,909,694.48</b>
11000 Operating asset depreciation		9,435.33
11010 Facility asset amortization & depreciation		27,195.85
<b>Total Expenditures</b>	<b>\$</b>	<b>9,283,539.90</b>
<b>Net Operating Revenue</b>	<b>-\$</b>	<b>1,468,768.73</b>
<b>Net Revenue</b>	<b>-\$</b>	<b>1,468,768.73</b>

# VII. Approved 2022-23 Budget

## FY23 Budget

### Hope Community

Account	SY21-22	SY22-23	Variance
<b>Revenue</b>			
State and Local Revenue			
4000 · Per-pupil alloc	3,619,878	3,768,037	148,159
4010 · Per-pupil SpEd alloc	562,149	578,203	16,054
4011 · Per-pupil SpEd ESY	66,639	28,363	(38,275)
4020 · Per-pupil LEP/NEP alloc	243,398	251,476	8,078
4040 · Per-pupil At Risk	540,518	555,871	15,352
4050 · Per-pupil adjustment	75,705	-	(75,705)
4100 · Per-pupil facility alloc	957,648	950,852	(6,796)
4200 · Local grants	14,053	-	(14,053)
4210 · Local programs	11,250	11,422	172
State and Local Revenue Total	6,091,237	6,144,223	52,986
Federal Revenue			
5000 · ESEA Title 1	455,412	318,541	(136,871)
5001 · ESEA Title 2	89,457	55,251	(34,206)
5003 · IDEA 611	102,043	55,556	(46,487)
5004 · IDEA 619	1,193	675	(518)
5005 · ESEA Title 4	58,610	38,274	(20,336)
5030 · Competitive federal grants	1,964,190	2,197,170	232,980
5100 · National school lunch prog	166,151	168,685	2,534
5104 · Fresh fruit & vegetables prog	-	9,555	9,555
5110 · E-rate program	12,960	12,960	0
Federal Revenue Total	2,850,017	2,856,668	6,651
Earned Fees			
6300 · Before care after care fees	2,700	2,700	-
6420 · Student/parent fundraising	10,000	10,000	0
6430 · Student uniform sales	10,000	10,000	0
6500 · Short-term investments	595	595	-
Earned Fees Total	23,295	23,295	0
Revenue Total	8,964,549	9,024,187	59,638
<b>Expenses</b>			
Salaries			
7000 · Leadership salaries	233,192	263,685	30,493
7010 · Teacher salaries	1,133,641	1,169,429	35,788
7011 · SpEd salaries	502,671	396,597	(106,074)
7012 · ELL teacher salaries	179,416	125,442	(53,974)
7013 · Specials salaries	244,455	282,383	37,928
7020 · Teacher aides salaries	176,523	183,142	6,620
7090 · Curricular bonuses	122,500	126,175	3,675
7100 · Student support salaries	808,797	766,788	(42,010)
7120 · Clerical salaries	133,927	151,422	17,494
7130 · Business, operations salaries	67,750	67,925	175
7140 · Maintenance/custodial salaries	191,601	150,709	(40,892)
7212 · Summer school salaries	105,000	-	(105,000)
7280 · Program stipends	60,000	62,700	2,700
Salaries Total	3,959,473	3,746,397	(213,076)
Benefits and Taxes			
7400 · Retirement plan contrib	45,791	43,327	(2,464)
7410 · Health insurance	291,573	304,694	13,121

7420 · Life and disability insurance	3,798	3,912	114
7460 · Workers' comp insurance	20,960	21,815	855
7500 · Social security & medicare	287,874	286,599	(1,275)
7510 · State unemployment tax	51,840	32,400	(19,440)
7520 · Universal paid leave tax	23,537	9,741	(13,796)
7600 · Staff development (non-travel)	13,000	15,000	2,000
<b>Benefits and Taxes Total</b>	<b>738,373</b>	<b>717,488</b>	<b>(20,885)</b>
<b>Contracted Staff</b>			-
7700 · Substitute contract staff	12,000	12,000	-
7712 · Sup service contract staff	78,615	191,120	112,505
<b>Contracted Staff Total</b>	<b>90,615</b>	<b>203,120</b>	<b>112,505</b>
<b>Staff-Related Costs</b>			-
7820 · Staff meals, events, & awards	26,000	26,000	(0)
7830 · Staff travel (non-development)	1,300	1,300	0
<b>Staff-Related Costs Total</b>	<b>27,300</b>	<b>27,300</b>	<b>0</b>
<b>Rent</b>			-
8000 · Rent	2,663,014	1,559,983	(1,103,031)
8010 · Supplemental rent	28,511	12,000	(16,511)
8020 · Real estate taxes	149	-	(149)
<b>Rent Total</b>	<b>2,691,674</b>	<b>1,571,983</b>	<b>(1,119,690)</b>
<b>Occupancy Service</b>			-
8100 · Utilities & garbage removal	157,215	153,775	(3,440)
8110 · Contracted building services	63,500	52,237	(11,263)
8120 · Maintenance and repairs	75,000	64,665	(10,335)
8130 · Janitorial supplies	22,750	19,939	(2,811)
<b>Occupancy Service Total</b>	<b>318,465</b>	<b>290,617</b>	<b>(27,848)</b>
<b>Direct Student Expense</b>			-
9000 · Student supplies, snacks	57,615	54,684	(2,931)
9010 · Student assessment materials	30,820	32,206	1,386
9020 · Student textbooks	167,074	137,949	(29,125)
9050 · Contracted instruction fees	121,520	100,000	(21,520)
9051 · Contracted SpEd instruction	103,236	104,810	1,574
9060 · Food service fees	208,260	211,436	3,176
9070 · Student field trips	39,000	19,595	(19,405)
9080 · Student recruiting	10,000	9,715	(285)
9085 · Student events	43,145	43,145	(0)
9090 · Other student expenses	15,000	15,000	0
<b>Direct Student Expense Total</b>	<b>795,670</b>	<b>728,541</b>	<b>(67,129)</b>
<b>Office &amp; Business Expense</b>			-
9100 · Office supplies	49,001	47,332	(1,668)
9110 · Copier rental & services	27,840	29,198	1,358
9120 · Telephone & telecommunications	24,293	23,591	(702)
9130 · Postage, shipping, delivery	2,600	2,600	(0)
9150 · Non-capitalized technology	100,000	85,000	(15,000)
9200 · Business insurance	39,474	49,784	10,310
9210 · Authorizer fees	68,508	85,730	17,222
9220 · Management fees	881,218	888,067	6,849
9230 · Accounting, auditing, payroll	161,955	153,343	(8,612)
9240 · Legal fees	50,000	25,000	(25,000)
9260 · Computer support fees	46,000	47,600	1,600
9270 · Fundraising fees	5,000	5,000	-
9280 · Other professional fees	128,520	134,340	5,820
9290 · Other expenses	18,250	18,250	0
9300 · Dues, fees, and fines	31,100	14,787	(16,313)
<b>Office &amp; Business Expense Total</b>	<b>1,633,758</b>	<b>1,609,622</b>	<b>(24,136)</b>

Expenses Total	10,255,328	8,895,067	(1,360,260)
<b>NET ORDINARY INCOME</b>	<b>(1,290,779)</b>	<b>129,119</b>	<b>1,419,898</b>
Extraordinary Expenses			
Depreciation and Amortization			
11000 · Operating asset depreciation	8,028	38,240	30,212
11010 · Facility asset amortization & depreciation	18,399	17,159	(1,240)
Depreciation and Amortization Total	26,428	55,399	28,971
Extraordinary Expenses Total	26,428	55,399	28,971
<b>TOTAL EXPENSES</b>	<b>10,281,756</b>	<b>8,950,466</b>	<b>(1,331,289)</b>
<b>NET INCOME</b>	<b>(1,317,207)</b>	<b>73,720</b>	<b>1,390,927</b>
Cash Flow Adjustments			
Add Depreciation			
1700 · Accum depr FF&E	6,678	10,899	
1720 · Accum depr computers	1,351	26,113	
1760 · Accum depr other oper assets	-	1,229	
1910 · Accum amort lease imp	18,399	17,159	
Add Depreciation Total	26,428	55,399	
Operating Fixed Assets			
1600 · FF&E	(32,500)	(32,500)	
1620 · Computers	(78,000)	(78,000)	
Operating Fixed Assets Total	(110,500)	(110,500)	
Other Operating Activities			
1100 · Accounts receivable	(0)	-	
2000 · Current payable	0	-	
2200 · Accrued salaries	243,190	40,258	
Other Operating Activities Total	243,190	40,258	
Per-Pupil Adjustments			
2400 · Unearned per-pupil revenue	(0)	-	
Per-Pupil Adjustments Total	(0)	-	
Facilities Project Adjustments			
1830 · Leasehold improvements	(25,000)	(25,000)	
Facilities Project Adjustments Total	(25,000)	(25,000)	
Cash Flow Adjustments Total	134,117	(39,843)	
<b>CHANGE IN CASH</b>	<b>(1,183,089)</b>	<b>33,878</b>	
Starting Cash Balance	4,794,396	3,611,307	
Change In Cash	(1,183,089)	33,878	
<b>ENDING CASH BALANCE</b>	<b>3,611,307</b>	<b>3,645,184</b>	



# VIII. Appendices

## Acronym Table

Acronym Name Definition		
<b>CCSS</b>	<b>Common Core State Standards</b>	<p>State education chiefs and governors in 48 states collaborated to develop the Common Core, a set of clear college and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. The standards promote equity by ensuring all scholars are well prepared to collaborate and compete with their peers in the United States and abroad. Unlike previous state standards, which varied widely from state to state, the Common Core enables collaboration among states on a range of tools and policies, including the:</p> <ul style="list-style-type: none"> <li>• Development of textbooks, digital media, and other teaching materials</li> <li>• Development and implementation of common comprehensive assessment systems that replace existing state testing systems in order to measure student performance annually and provide teachers with specific feedback to help ensure scholars are on the path to success</li> <li>• Development of tools and other supports to help educators and schools ensure all scholars are able to learn the new standards</li> </ul>
<b>PARCC</b>	<b>Partnership for Assessment of Readiness for College and Careers (PARCC)</b>	<p>The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states working together to develop a set of assessments that measure whether scholars are on track to be successful in college and their careers.</p> <p>These high-quality K–12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, scholars, and parents better information on whether scholars are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs.</p>
<b>ELL</b>	<b>English Language Learners</b>	<p>Scholars who speak a language other than English at home and score below proficient on English assessments when they enter the school system.</p>

<b>FOSS</b>	<b>Full Option Science System</b>	FOSS bridges research and practice by providing tools and strategies to engage scholars and teachers in enduring experiences that lead to deeper understanding of the natural and designed world.
<b>HOUSSE</b>	<b>High, Objective, Uniform State Standards of Evaluation</b>	Demonstrates subject matter competency for certain categories of teachers.
<b>HQT</b>	<b>Highly Qualified Teacher</b>	A highly qualified teacher or paraprofessional must hold a bachelor's degree, be fully licensed and demonstrate subject matter competency in the core academic areas in which the person teaches.
<b>IDEA</b>	<b>Individuals with Disabilities Education Act</b>	IDEA was originally enacted by Congress in 1975 to ensure that children with disabilities have the opportunity to receive a free appropriate public education, just like other children. The law has been revised many times over the years.
<b>IEP</b>	<b>Individualized Education Plan</b>	A written educational program plan designed to meet a child's individual needs.
<b>LEA</b>	<b>Local Education Agency</b>	The LEA is the sponsor of the charter school.
<b>NCLB</b>	<b>No Child Left Behind</b>	A 2001 federal law that states that a teacher must be highly qualified to teach the demonstrated subject matter.
<b>OSSE</b>	<b>Office of the State Superintendent of Education</b>	The Office of the State Superintendent of Education (OSSE) is the State Education Agency for the District of Columbia charged with raising the quality of education for all DC residents. OSSE serves as the district's liaison to the U.S. Department of Education and works closely with the district's traditional and public charter schools to achieve its key dedicated tasks.
<b>PCSB</b>	<b>Public Charter School Board</b>	PCSB regularly evaluates DC public charter schools for academic results, compliance with applicable local and federal laws and fiscal management and holds them accountable for results.

<b>PLC</b>	<b>Professional Learning Committee</b>	Teachers have an opportunity to collaborate with their colleagues on an on-going basis to design meaningful lessons and to improve the teaching and learning process that are designed to provide timely assistance to all teachers.
<b>PMF</b>	<b>Performance Management Framework</b>	Is a measure used by elementary and middle schools to reflect the academic performance standards of scholars.
<b>RTI</b>	<b>Response to Intervention</b>	Three-Tiered method of academic and behavioral intervention used in the United States to provide early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress monitoring, and increasingly intensive research based instructional interventions for children who continually have difficulty.
<b>SST</b>	<b>Student Support Team</b>	A collaborative group of individuals such as the principals, teachers, and support staff members and family that provide student level data and documentation in the specific area of needs for the student. The collaborative group or team collectively works to develop an appropriate intervention to support the needs and goals for that student. The teacher and school officials will carry out the team's desired intervention plan for the following 6-8 weeks. The team will reconvene after the 6-8 weeks of intervention to review all student level data for progress.