



# St. Coletta Special Education Public Charter School

## 2021-2022 Annual Report

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Submitted on behalf of the St. Coletta Special Education Public Charter School Board

by Dr. Peggy O'Brien, Board Chair

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## St. Coletta School Description

### A. Mission Statement



The mission of St. Coletta Special Education Charter School, Inc. (“St. Coletta”) is to empower children and adults with intellectual disabilities to discover their full potential. At St. Coletta, we believe in the immeasurable value of the individual human spirit and the right of each individual to live as full and independent a life as possible. We respect the dignity of all persons entrusted to our care and our goal is to serve them in an atmosphere that encourages their talents, celebrates their successes and builds their self-esteem.

St. Coletta is a non-sectarian, non-profit organization. The school began in the basement of the St. Charles Borromeo School in Arlington with five students.

Following several moves within Arlington, a larger facility was opened in Alexandria in 1996 to allow for growth. A new, state-of-the-art building was opened in September 2006, at 1901 Independence Avenue, SE, in Washington D.C. that houses the charter school program. The charter school serves 250 students.

Students served are three to twenty-two years of age who may be diagnosed with intellectual disabilities, autism or multiple disabilities. They may also have the following secondary disabling conditions: speech language disorders, vision or hearing impairments, orthopedic impairments, health impairments and behavior disorders. The program is an extension of the school’s philosophy that stresses the importance of building on strengths rather than remediating weaknesses. The basic program includes functional academics, functional life skills, community-based instruction, physical education, arts education, computer skills and vocational training. In 2017 St. Coletta developed its own functional life skills curriculum in response to the lack of curriculums on the market that effectively addressed the needs of students with significant disabilities. With more available research on strategies for teaching literacy and math to students with significant cognitive disabilities, we included two new curriculum guides to provide a more robust instructional focus on literacy and math skills, which were piloted in 2020 and were fully implemented starting in school year 2021. Graduating students have earned a High School Certificate in recognition of the completion of their IEP.

### B. School Program

#### 1. Summary of Curriculum Design and Instructional Approaches

The basic educational program and curriculum at St. Coletta has been developed in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the Individual

Education Program (IEP) process. At St. Coletta, we believe that “the child/person informs the curriculum”. The instructional program is strongly based on the theoretical concepts of Reggio Emilia’s theme-based teaching, Howard Gardner’s theories of multiple intelligences, project-based and experiential learning and positive behavior intervention. These approaches are employed to facilitate an environment for learning that has function, meaning, continuity and support for the individual learner.

To guide the teaching and instructional process, an expanded functional academic and functional life skills curriculum was completed by the St. Coletta School Curriculum Director and instructional leadership staff in 2017. The St. Coletta Functional Academic and Functional Life Skills Curriculum provides teachers a more comprehensive scope and sequence of skills to address at each age-group. Using the curriculum guides, teachers plan instruction for their students in the acquisition of functional academic (literacy, numeracy, social studies and science) and functional life-skills (personal-social development, communication, self-care, adaptive behavior, and community and vocational skills). The District of Columbia *Common Core State Standards* are also adapted by teachers and referenced within weekly lesson plan activities to provide students adapted instruction in general education concepts, as appropriate. In 2018 the daily living skills curriculum was expanded to include the Look, Cook and Eat program, a digital cooking program geared towards individuals with disabilities. In 2021, the school piloted two supplementary instructional programs, *TouchMath* and *Readtopia*, with select groups of students.

Under a theme-based functional life-skills curriculum, teachers and therapists meet to collaborate and develop hands-on activities that integrate all learners within the classroom using a multi-sensory approach and modifications for all learning levels. Visual strategies and assistive technology are used to provide students with the accommodations they need to be successful in the activities planned for the classroom based on their ability level. The IEP is used as a guide by the teachers and therapists who work together to focus on individual student goals. Weekly theme-based planning sheets are completed and maintained to review when planning future theme curriculum.



Individual student programs may also be developed using research-based educational approaches such as ABA (Applied Behavior Analysis) and TEACCH (Treatment and Education for Autistic and Related-Communication Handicapped Children). ABA is a systematic, data driven approach to instructing and teaching children by breaking down skills into small steps, providing errorless instruction through and reinforcing correct responses. Methods of presenting skill tasks include discrete trial instruction and task analysis. TEACCH focuses on structuring the physical environment, using schedules and work systems and presenting tasks in a structured set up with a clear beginning and end. This method fosters student independence in task completion and assists students as they maneuver within the classroom environment. The program maintains an updated approach to current research in *all* methods of instruction which may be appropriate for individual students. However, no one method is advocated as the IEP team may choose to integrate components of various programming methodologies. In addition, individual student needs as noted on the IEP may drive the method of choice for an individual student.



### State Standards and Content Areas

Teachers reference the *Common Core State Standards* (CCSS) for Math and English/Language arts, and curriculum guides when developing their curriculum activities, lesson plans and IEPs. Teachers use these standards as a guide in determining IEP objectives that link, as appropriate, to the general education curriculum with modifications. Students also participate in the alternate assessments developed by the *National Center and State Collaborative* (NCSC). These assessments are the *Multi-State Alternate Assessments*. St. Coletta utilizes a custom-built computerized IEP tool to track progress on all goal areas addressed in the students' IEPs. Through analysis of these results, teachers are able to develop comprehensive instructional programs that are tailored to the unique and individualized needs of each of our students.

### Functional Academics

Functional academic skills are embedded in all theme activities and individualized as per each student's IEP. Functional literacy and math, for example, will be taught while at the grocery store by identifying food labels, identifying ingredients, using coupons, comparing prices, and determining how much money is needed to make purchases. Younger students focus on pre-academic skills within the same activities at the grocery store such as the color, shape and size of food items. They learn to categorize, name and describe objects by some of these attributes. Students participating in our vocational program will practice composing cover letters, developing resumes and completing job applications. A comprehensive literacy approach is incorporated that addresses the five components of literacy: phonemic awareness, phonological awareness, vocabulary, comprehension and writing skills. Theme-related reading material and adapted books are developed by teachers and modified to each student's skill level. Materials are created to revisit the key concepts of theme passages by using visual supports including symbols, pictures, and photographs. Some students utilize individualized forms of assistive technology and to increase their accessibility to the educational program.



Through exploration of our community and neighborhoods and participation in our career-based training program, students are given opportunities to learn both basic science and social studies skills. Students begin learning about community helpers such as firemen, policemen, grocers, and mailmen, and then they visit their work places to learn more about them. They travel by public transportation and develop skills in navigating their community by reading maps, identifying emergency sight words, and locating resources such as the public library, post office, and grocery stores. A strong focus is placed on teaching students how to successfully access and identify needed resources in their communities. In addition, students are exposed to a variety of recreational activities such as going to performances and sporting events so that they become familiar with different leisure opportunities available to them as they mature.

The seasons bring ample opportunities for discussion and activity planning on basic science such as weather and temperature changes. They may engage in speculation about why the leaves change color. This leads to functional activities such as selecting the appropriate clothing to wear in

different weather conditions. Under the instruction of our horticulture teacher, our students have created a garden featuring a wide variety of fruits and vegetables. They assist in the planting and growing process. In the spring and summer months, students are able to pick the vegetables they planted and use them in cooking activities. This provides a functional activity for students as it relates to their everyday life experiences.

### **Language Development and Communication**

Language development and communication is an underlying focus of all student activities. As many St. Coletta School students communicate non-verbally, they require alternate means of communicating using picture symbols, photographs, gestures, facial expressions, basic sign language, objects and various Augmentative and Alternative Communication (AAC) devices as stated on their IEPs. Speech/language therapists collaborate with teachers to develop and provide meaningful communication components and supports to all activities. Students learn to functionally communicate by making requests, commenting, expressing a like or dislike and identifying needed materials and preferred items. Vocabulary and language concepts are enforced during every day, real-life experiences, as well as through theme-based social stories and sight words paired with visual pictures. Books related to the theme subject are modified with visuals and textures for students of varying ability levels.

### **Social Skills and Interpersonal Relationships**

St. Coletta's cooperative learning environment features group projects that teach social and interpersonal relationship skills. Hands-on, theme-based group projects such as running classroom stores, presenting on Black History Month, and planning a science fair are motivating learning activities that require teamwork to complete. Students share responsibilities and work together, learning to make compromises, share materials, accept different opinions, and solve problems. For students with difficulty forming and maintaining friendships, social stories are developed to teach them how to carry on a conversation, what to do when they are upset, and how to approach someone and say "hello". Social groups led by social workers address difficult situations such as peer pressure, conflict resolution, and impulse control. This past year, social workers introduced daily "Calm Classroom" lessons; a series of videos that are viewed each morning to help students calm their minds and bodies and regulate their emotional state before beginning daily instruction. In addition, social workers have begun making daily visits to classrooms to check on students' social and emotional well-being.



A peer mediation program called "Peer Helping" has been developed by social workers for our students. This program is designed to assist in achieving peaceful agreements to disputes, while involving and encouraging positive role models or "peer helpers". Our behavior team and social workers strive to create programs for students to help manage challenging behaviors and foster self-esteem. For students with more challenging behaviors, such as aggression, self-injury and property destruction, the behavior team provides supports to teach more appropriate, socially

acceptable behaviors. Positive behavior supports are utilized to teach skills, such as gaining attention, requesting a break, asking for help, and expressing when they are upset. Students are given avenues for expressing themselves through art, play, and music. Displaying artwork and putting on musical performances provide students with positive opportunities to show their strengths and feel proud of their accomplishments, as well as learning tolerance and acceptance of others.

### **Vocational Skills and Independent Living**

Educating our students and fostering independence through career-based training is another key component of our program. St. Coletta School has formed relationships with local community organizations and companies to create career training opportunities for our students in preparation for post-graduation employment and connections with adult agencies. Starting at ages 12-16, IEP goals and objectives begin to address the pre-vocational skills and interests of students. This is accomplished through creating classroom jobs so students are able to practice a variety of work tasks that you would find out in the larger community.

St. Coletta School continues to expand its career-based training program by adding new and exciting career-based training sites, yearly. Students, ages 16-22 years old, comprise our “Senior Program.” As these students age up in the program, they are provided with various career-based experiences through participation in the hands-on processes of “learning by doing.” Currently, the program is structured into two (2) phases: students who are 16-18 years of age focus on learning pre-vocational, vocational and employability skills through career-based training activities. Activities include identifying necessary employability skills, seeking job resources and employment, identifying jobs of interest and engaging in discussions related to workplace safety and responsibility. Students in this age group also have the opportunity to participate in school-based pre-vocational activities including tasks related to office work (e.g. shredding, sorting and collating papers), landscaping, food preparation and stocking supplies.

Students who are 19-22 years of age develop pre-employment skills in both the school and the community settings. Given the pandemic, community experiences were unavailable, though specific skills found in work settings were implemented in the classroom and through virtual instruction. Select school-based career training opportunities are provided to students through an application and interview process. Students are selected to participate in training opportunities within the school setting as assistant helpers under the supervision of teachers in the areas of physical education, music, art, or horticulture. Community-based training is offered to all students as an opportunity to gain experience in retail and sales, office work, and restaurant services. As students rotate through different training opportunities both in school and in the community, they learn to create resumes and determine work-interests and preferences and assist in their IEP planning for the transitions to occur upon graduation.

St. Coletta designed its program to focus on skills needed for success in living as independently as possible. Each learning environment is equipped with instructional kitchens, one of which is adapted for wheelchair accessibility, so students can begin learning skills for meal preparation and healthy eating. Students plan meals, prepare grocery lists, learn to navigate the grocery store and put away groceries in their kitchens. They then complete simple recipes using a variety of kitchen appliances and utensils capable of being switch operated for students with more significant impairments. Laundry facilities and fully accessible bathrooms and changing areas are located nearby classrooms so that hygiene and personal care skills can be taught throughout the school day. Using the restroom, brushing teeth and washing hands are skills that increase our students' ability to live independently in the future.



### **Assistive Technology**

State-of-the-art technology is present in each classroom including computers and other assistive technology devices. Educational software is available to enhance students' skills in functional academics, such as matching like objects, labeling, number recognition, vocabulary building, and money management. Daily living skills are also addressed by focusing on skills such as identifying items needed for hygiene tasks, recognizing where to go in your community for specific needs such as the doctor or bank, and sequencing the steps of household chores like laundry or setting the table. Classroom activities may be enhanced with computer-based programming, the use of iPads, interactive TVs and various applications. A variety of computer hardware is adapted for students who require the additional support to use the computer successfully from adapted keyboards to touch-screens, head-switches and eye-gaze systems. Students are also taught how to navigate the Internet and to access interactive educational software programs. Students build their own resumes, using adapted templates, and complete applications online as part of our career-based training our students' ability to live independently in the future. program.

### **Self-Determination and Healthy Living**

The classroom themes and daily activities within the classrooms emphasize maintaining a healthy lifestyle. Students are encouraged through the use of movement activities to keep active. The adapted physical education program focuses on both individual skills and group sports to facilitate active participation for all students. Many of our students also choose to participate in Special Olympics sports through the physical education program at St. Coletta. When planning meals or snacks, students begin by learning "My Plate" concepts to determine healthy and unhealthy foods, proper serving sizes and how to plan a balanced meal. The older students plan menus, grocery shop and prepare lunches as part of the school program.

In addition to exercise and healthy eating, a Family Life Education program led by our social work and nursing staff addresses growth and development, sexuality, dangers of drugs and alcohol and proper hygiene and health care. Social workers provide opportunities for students to come together in structured groups to discuss how to advocate for themselves and make good choices when it comes to their life choices. They are encouraged and educated on how to participate in the development of their IEP. Students also participate in decisions regarding career-based skills



training. Additionally, when nearing transition from St. Coletta students are highly involved in making important decisions regarding their living arrangements and are helped to access programs that are available to adults with disabilities. They also make decisions about future employment and are connected to the appropriate adult agencies. School social workers assist in advocating for the students' preferences.

### **High School Certificate**

Upon graduation, students attending St. Coletta School receive a High School Certificate which is in recognition of their completion of a special education program of study. Throughout the St. Coletta School Program, coursework is focused on ELA for Employment, Job/Life Skills Numeracy, Science, Social Studies, Daily Living Skills, and Adapted Physical Education. Individual Transition Plans are developed as a part of the IEP process. Resources are made available to assist students in transitioning upon graduation to either an adult services program or independent work and living arrangements. Students are linked with adult services agencies including the Department of Disabilities Services (DDS) and Rehabilitation Services agencies as part of the transitional process.



### **Special Classes and Related Services**

In addition to the specialized instruction received from their special education teachers, students also participate in horticulture, music, art, computer lab, adaptive physical education and receive behavior support as a part of the regular educational program. Therapeutic services such as speech/language therapy, occupational therapy, physical and hydrotherapy, audiological and vision services, and counseling are also provided as indicated on a student's IEP.

### **Horticulture**



Horticulture provides our students with hands-on activities introducing them to basic science and nature concepts. The horticulture teacher engages students in basic gardening, planting and landscaping activities inside a horticulture studio and outside in St. Coletta's teaching garden. The goal is to provide students with a better understanding of their environment by providing the real-life opportunities of growing their own fruits, vegetables and plants.

### **Music**

Music classes are provided weekly and led by a music therapist. Incorporating theme concepts and movement during music class provides students a different way to express themselves and learn new skills. Hands-on experiences with a variety of instruments foster group participation and increased leisure skills. Older students may choose to participate in the St. Coletta Chorus and perform at school events.

## Art

Art classes provide additional opportunities for self-expression and to learn new concepts and skills using a multi-sensory approach. Led by an art teacher, students participate in art class weekly. The art teacher incorporates theme lessons into all art activities while introducing students to the world of fine art using a variety of techniques, materials and resources.



## Behavior Supports

Our Behavior Team provides positive behavior support strategies designed to help students with challenging behaviors have a safe and successful experience at school. The team, made up of Board-Certified Behavior Analysts (BCBAs) and Registered Behavior Technicians (RBTs), conduct Functional Behavior Assessments and from them, develop Positive Behavior Support Plans designed to teach students appropriate and effective alternatives to behaviors of concern. Through the use of the Positive Behavior Training Suite, students may receive additional instructional support through individual work systems focusing on specific IEP objectives which employ the principles of TEACCH and the fundamentals of Applied Behavior Analysis. These systems can then be generalized to the classroom or other settings to further support student instruction.

## 2. Parent involvement efforts, describing the method and frequency of parent involvement

Parent Involvement is an integral piece of the St. Coletta program. St. Coletta seeks to make involvement and engagement opportunities available to as many families as possible by offering flexible scheduling before or after school hours and technical support (for troubleshooting device and connectivity issues). St. Coletta decreases barriers for those needing in person training by providing flexible scheduling, child-care, and transportation stipends. Each year, the school seeks feedback from families about parent involvement and training opportunities through a survey and stakeholder meeting. Opportunities to meet with the principal and other school leaders to provide input and suggestions for school programming are scheduled throughout the school year. Through these formats, stakeholders can provide input that shapes future opportunities and maximizes parental participation.



Parent involvement was integral to transitioning back to full in-person instruction during the 2021-2022 school year. St. Coletta engaged families in the education process in a variety of ways: individual and group training, parent-teacher conferences, school-wide events, and attendance at multi-disciplinary team (MDT) meetings. Of those offered during the school year, individual parent training, parent-teacher conferences, and multidisciplinary team meetings carried the

heaviest focus on connecting and supporting parents with their child's unique IEP goals and associated teaching strategies. School-wide events were important for fostering each student's larger learning community and for showcasing the projects and programming within the classrooms.

As in previous school years, teachers and therapists developed individualized trainings for families on supporting specific educational goals. The training included a demonstration of instructional methods used at school and also focused on teaching strategies that could be implemented in the home setting. The teachers and therapists provided parents with materials and tips for targeting goals at home. Individual trainings were offered both during and outside of school hours. While large format parent trainings were limited due to continued COVID-19 health and safety measures, St. Coletta School was able to offer a virtual group training on transition age topics. The training was hosted and organized by our school social workers and provided information from agencies such as the Department on Disabilities Administration (DDA), the Social Security Administration, and financial planners and lawyers specializing in guardianship and establishing trusts. During the 2021-2022 school year, 74 different families accessed one or more parent training opportunity.

This school year, the program was excited to be able to extend in person attendance to parents for a selection of school-wide events. Parents enjoyed participating with students during water day and field day events. Organized by the Adapted PE team and supported by the multi-disciplinary therapeutic services, these events encouraged gross motor play, exercise, sensory exploration, and social-emotional skills. As in previous years, graduation was a special event for both students and their families. Overall, 33 different families attended one or more school-wide event.



St. Coletta is optimistic about increased opportunities for parent engagement in the coming year.

## SCHOOL PERFORMANCE

### A. Performance and Progress

#### 1. Programs/Methodologies through which the school pursues and meets its mission

St. Coletta School continues to meet its mission to empower children and adults with intellectual disabilities to discover their full potential. This mission drives the focus of all of the educational programs and services provided at St. Coletta School. The educational programs utilized are tailored to the needs of the students with the long-term goal of increasing their independence within their school, work, and home communities. To accomplish this mission, we provide an array of programs and services in state-of-the-art facilities. Mission-related programs include the following:

- functional life-skills and functional academic curriculum
- career-based vocational training
- related therapeutic services including speech/language, physical and occupational therapies
- behavior, counseling, vision, autism resource and nursing services
- adaptive physical education, horticulture, music, and art classes

In addition, all student materials are adapted and individualized. Assistive and educational technology is utilized to increase student access to the educational environment. Methods of instruction are also based upon individual student needs and emerge from research-based methods utilized to instruct students with significant disabilities. These services are provided by educational, therapeutic, and paraprofessional staff.

Staff is provided extensive student-centered training and professional development to support students in their work. Training in Applied Behavior Analysis (ABA) and structured teaching (the philosophy of TEACCH, Treatment and Education for Autistic and other Communication handicapped Children) is provided to all new teachers and overseen by the BCBAs (Board Certified Behavior Analyst) in our behavior department. Support staff is trained in critical training areas that include ABA strategies for skill acquisition and behavior modification. Training on various philosophies employed by St. Coletta School such as theme-based teaching, project-based learning, use of multiple intelligences, and a multisensory approach is also conducted. Training on our St. Coletta Functional Life Skills Curriculum is updated regularly to include new resources, such as the literacy and math curriculum guides piloted during school year 2019-2020. These teaching strategies are integrated in different ways throughout the day during class instruction and for individual students as determined on their IEP.

Educating our students and fostering independence through our community-based instruction and career-based training programming is another key component of our program. Prior to virtual instruction due to the current pandemic, instructional concepts practiced in the classroom were implemented in the natural environment to support generalization of skills, including using money to make purchases and reading store signs to safely navigate neighborhoods. St. Coletta also continues to expand the senior students' career-based training program by adding new and exciting career-based training sites yearly.



**Parent training, both group and individual, is also a key program fulfilling the school's mission.**

Our belief is that the parent's acquisition of specific skills is central to the success of the child in the home and community environment. St. Coletta's parent trainings are offered on weekends and include childcare, lunch, and transportation supports. This past school year, as a result of the pandemic a parent training was offered virtually and included recorded sessions that parents could view on demand. Our parent training topics have included:

- learning communication systems for children who are non-verbal;
- managing challenging behaviors;
- engaging children in age-appropriate recreation and leisure skill play; and,
- preparing for transition services upon reaching adulthood.

Individual parent training sessions continue to be offered to the parents of students ages 3 through 22 years of age. These individual training sessions were student specific and focused on educating parents to teach their child to generalize an already mastered skill in the home setting. We continue to look at ways to increase parent involvement through parent training opportunities each year, including providing individual parent trainings and group parent trainings virtually through live and pre-recorded sessions. Please see parent involvement outcomes detailed in the section "School Description, Section I."

### ***Other***

St. Coletta is also committed to training for other individuals who provide or will provide services to our students. To foster development for these individuals, St. Coletta designed a program for student interns. This commitment is focused on sharing knowledge of the most up-to-date-interventions for persons with disabilities. The interns learn from St. Coletta staff, but also bring to the school current research and newly acquired knowledge in their fields. Our intern program also supports the recruitment of therapeutic and teaching staff for the school. St. Coletta has both affiliated and cooperative arrangements with many universities.

St. Coletta of Greater Washington, Inc., the corporate member of St. Coletta Charter School, promotes contacts with numerous community agencies and individuals to engage them in the promotion of the mission. For example, through shared use of the St. Coletta facility, particularly on weekends, we support K.E.E.N. (Kids Enjoy Exercise Now), a non-profit organization which provides free recreational activities for children with disabilities. We have developed numerous community partnerships as well, including Aramark Corporation, Atlas Performing Arts Center, D.C. Central Kitchen, D.C. Department of Public Works (Project SWEEP), D.C. Department on Disability Services (PPTE), D.C. United, The Hill Center, New York Pizza, United State Department of Agriculture, and The United States Holocaust Memorial Museum.

### 3. Goals and academic achievement

#### St. Coletta Special Education PCS Alternate Accountability Framework 2021-2022 SY Outcomes

Student Progress	Outcome	Goal met/unmet
1. On an annual basis, 70% of IEP goals schoolwide will be mastered or improved in accuracy from Quarter 1 to Quarter 4 of the IEP.	59.7%	Unmet
2. On an annual basis, 53.7% of therapeutic goals will be mastered or improved in accuracy from Quarter 1 to Quarter 4 of the IEP.	68.5%	Met
Student Achievement		
3. On an annual basis, 70% of functional reading goals will be mastered or progressing schoolwide by Quarter 4 of students' IEPs.	32.8%	Unmet
4. On an annual basis, 69% of functional math goals will be mastered or progressing schoolwide by Quarter 4 of students' IEPs.	33.0%	Unmet
Gateway Measures		
5. On an annual basis, 70% of eligible students will graduate with an IEP certificate of completion.	50.0%	Unmet
6. A. 70% of students in Group 1 <sup>1</sup> will grow in job performance by at least 30% across two quarters.	67.6%	Unmet
6. B. 70% of students in Group 2 will grow in job performance by at least 10% across two quarters.	90.9%	Met
Student Engagement		
7. The school will achieve an annual in-seat attendance rate of 82%.	76.0%	Unmet
8. On an annual basis, at least 70% of students' families will participate in at least one parent training during the school year.	49.8%	Unmet

<sup>1</sup> Note: Students are placed in groups according to how they perform on a task analysis for the particular job task. For example, students performing 49% or fewer of the steps of the job task are in Group 1. Students performing 50% or more of the steps of the job task are in Group 2.

## Student Progress

St. Coletta's student achievement goals focus on student progress on IEP objectives throughout the school year. For the 2021-2022 school year, the sustained effects of the COVID-19 pandemic and the return from a virtual learning platform back to an in-person model for most of the teachers and students continued to impact student progress and achievement measures. There were IEPs and subsequent QPRs that may not have had a full four quarters of every goal being able to be addressed as written. As these goals can't be addressed in the same manner as they would have been in the typical in-person environment, their anticipated progress trajectories are different than would be expected had the students been in person for the entire school year. Although the goals are not subject to validation by the PCSB for AAF performance, we are reporting out the results for all students for whom four quarters of IEP data was captured during both virtual and hybrid instruction.

### Student Progress Goals

- *Student Progress Goal #1*

On an annual basis, seventy percent (70%) of IEP goals schoolwide will be mastered or improved in accuracy from Quarter 1 to Quarter 4 of the IEP. For the 2021-2022 school year, the percentage of fourth quarter student IEP objectives that were at the Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was fifty-nine-point seven percent (**59.7%**). Thus, the annual target for this performance objective was not met.

- *Student Progress Goal #2*

On an annual basis, fifty-three-point seven percent (53.7%) of therapeutic goals will be mastered or improved in accuracy from Quarter 1 to Quarter 4 of the IEP. For the 2021-2022 school year, the percentage of fourth quarter student IEP objectives that were at the Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was sixty-five-point five percent (**65.5%**). Thus, the annual target for this performance objective was not met.

### Student Achievement Goals

- *Student Achievement Goal #1*

On an annual basis, seventy percent (70%) of functional reading goals will be mastered or progressing schoolwide by Quarter 4 of students' IEPs. For the 2021-2022 school year, the percentage of fourth quarter student functional reading goals that were Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was thirty-two point eight (**32.8%**). Thus, the annual target for this performance objective was not met.

- *Student Achievement Goal #2*

On an annual basis, 69% of functional math goals will be mastered or progressing schoolwide by Quarter 4 of students' IEPs. For the 2021-2022 school year, the percentage of fourth quarter student functional math goals that were Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was thirty-three percent (**33.0%**). Thus, the annual target for this performance objective was not met.

## Gateway Goals

- **Graduation**

Ten (10) eligible students earned their High School Certificates during the 2021-2022 school year. Fifty percent (**50.0%**) of the graduates met the threshold of 80% of their goals reaching the Expanded, Progressing, or Mastered level of proficiency for their final quarterly progress report. This does not meet the target of 70% of graduates meeting these criteria. The number of goals that could not be addressed and thus coded as N/A impacted the individual percentages of the graduates.

- **Vocational Task Analysis**

Senior students at St. Coletta School participate in vocational training both in the school setting and in the community. The St. Coletta Vocational Task Analysis project measures a student's ability to acquire vocational skills over two quarters at an assigned training site. Students are placed in one of two groups based on their individual baseline performance of their assigned vocational task. Students performing 49% or fewer of the steps in a job task are placed in Group 1. Students performing 50% or more of the steps in a job task are placed in Group 2.

- *Career Skill Development Goal #1*

Seventy percent (70%) of students in Group 1 will grow in job performance by at least 30% over two quarters. Sixty-four-point seven percent (**64.7%**) of students in Group 1 showed at least 30% growth over two quarters. This annual goal was not met.

- *Career Skill Development Goal #2*

Seventy percent (70%) of students in Group 2 will grow in job performance by at least 10% over two quarters. Ninety-point nine percent (**90.9%**) of students in Group 2 showed at least 10% growth over two quarters. This annual goal was met.

## Student Engagement

### Attendance

Student in-seat attendance as reported through the DCPCSB attendance system was **75.2%** through mid-June. The annual target for this goal is eighty-two percent (82%). As in years prior, the school continued to engage students by making attendance calls to follow up on student absences, holding Student Support Team Meetings to navigate obstacles to instruction, and providing flexibility with attendance criteria (in accordance with guidance from the Office of the State Superintendent of Education) when possible. Parents cited a number of obstacles to attending, most of which related to continued concerns about COVID/illness. Transportation services and implementation of quarantine protocols also negatively impacted attendance in school year 2021-2022.



## Parent Involvement

Due to the continued COVID-19 concerns of the 2021-2022 school year, St. Coletta trialed the use of a virtual platform to conduct individual and group parent trainings. St. Coletta's target for parent training involve is that on an annual basis, at least 70% of students' families will participate in in at least one parent raining during the school year. Suring the 2021-2022 school year forty-nine point either percent (**49.8%**) of families participated in at least one parent training. Given the impact of the COVID-19 response on in-person activities, we were not able to meet our goal. However, we are hopeful that we will be able to provide more opportunities for individual and group parent trainings during the upcoming school year.

## B. Unique Accomplishments

- Fully implemented Readtopia.
- SECs participated in the mentoring and induction program through OSSE.
- Teachers and administrators attended the CEC conference in FL.
- Schoolwide organizational project was launched. The team created a material inventory and established a system for distributing.
- Reintroduced in person parent attended events (water day and field day).
- Parent training on guardianship and trusts.
- The cafeteria was open for lunch.
- Participated in the People Planning Together for Employment training.
- Participated in Disability Mentoring Day with the United States Holocaust Memorial Museum.

## C. Donors

### ESSER Funds

- ESSER CARES II      354,291.89
- ESSER CARES III      524,208.93 (preliminary grant)      787,813.40 (total grant)

## LEA 2021-2022

- Title 1      108,736.64 (without rollover)      142,761.90 (with rollover)
- Title 2      20,973.62 (without rollover)      47,234.41 (with rollover)
- Title 4      14,980.71 (without rollover)      18,079.79 (with rollover)

## School Year (SY) 2021-2022 Annual Report: Campus Data Report

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

Source	Data Point
PCSB	LEA Name: St. Coletta Special Education PCS
PCSB	Campus Name: St. Coletta Special Education PCS
PCSB	Grades served: Alternative
PCSB	Overall Audited Enrollment: 238

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	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	238

\*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	<b>Total number of instructional days:</b> Number of instructional days, not including holidays or professional development days, for the majority of the school. <del>If your school has certain grades with different calendars please note it</del>
PCSB	<b>Suspension Rate:</b> 0.40%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspensions:</b> 0.00%
PCSB	<b>In-Seat Attendance:</b> 75.20%

PCSB	<b>Average Daily Attendance:</b> 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; <del>(2) mid-year withdrawals; and (2) mid-year entries (No action necessary)</del>
PCSB	<b>Midyear Withdrawals:</b> 3.80% (9 students)*
PCSB	<b>Midyear Entries:</b> 3.80% (9 students)*
PCSB	<b>Promotion Rate (LEA):</b> Not Applicable
School (SY20-21)	<b>College Acceptance Rate:</b>

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

#### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate:</b> 45.7%
School	<b>Number of Teachers:</b> 39
School	<b>Teacher Salary:</b> Average: \$ 65,388.55 Range -- Minimum: \$55, 0000    Maximum: \$78,0000
School	<b>Executive Compensation:</b> \$300,000 \$210,000 \$195,000 \$187,754 \$165,000

\*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

### A. Staff Roster

Last Name	First Name	Job Title	Education
Aaron	Nicole	Special Education Coord	BS
Abney	Carolyn	Classroom Paraprofessional	HS
Acevedo	Judyvette	Attendance Administrator	BA
Ackerman	Ardey	Registered Behavior Tech Trainee	HS
Adams	Diamond	Classroom Paraprofessional	HS
Adams-Fowler	April	Lead House Administrative Assistant	HS
Albarillo	Keith	Physical Therapist	BS
Allen	Shant'e	Interim SpEd Teacher	BA
Anderson	Janic	Classroom Paraprofessional	HS
Atkinson	Eric	Classroom Paraprofessional	HS
Aull	Ronnay	Classroom Paraprofessional	AB
Badger	Terez	Teacher	MS
Bailey	Jimeisha	Dir, Nursing	MS
Ball	Shannon	Director of IEP & Assessmnet	MSA
Banks	Sharmarte	House Administrative Assistant	AB
Barnes	Katina	Classroom Paraprofessional	HS
Battle	Chell	Classroom Paraprofessional	HS
Battle	Qiana	Classroom Paraprofessional	HS



Beach	Zykeira	Classroom Paraprofessional	HS
Benjamin	Mercedes	Classroom Paraprofessional	HS
Berger	Alyssa	Assistive Technology Specialist	BS
Bittle	Geral	Classroom Paraprofessional	HS
Blake	Diamond	Classroom Paraprofessional	HS
Bland	Felicia	Classroom Paraprofessional	HS
Blango	LaShawn	Teacher	MA
Blessing	Robert	Special Education Coord	BA
Bolden	Francis	Teacher	MA
Boone	Zakeya	Classroom Paraprofessional	HS
Boseman	Bria	Classroom Paraprofessional	HS
Bowie	Donesha	Classroom Paraprofessional	HS
Bowman	Shaylene	Classroom Paraprofessional	HS
Boyd	Courtney	Classroom Paraprofessional	HS
Boyd	Robyn	Administrative Assistant	HS
Bozarth	Katherine	Instructional Support Teacher	MA
Brandon	Emma	Teacher Assistant	BS
Brinkley	Shanetta	Classroom Paraprofessional	HS
Brisbane	Loretta	Classroom Paraprofessional	HS
Brown	Jazmine	Classroom Paraprofessional	HS
Brown	Caitlin	Teacher	BS
Brown	Kelsey	Speech Language Pathologist	MS
Brown	Precious	Classroom Paraprofessional	HS
Bruce	Montaya	Classroom Paraprofessional	HS
Buford	Karen	Classroom Paraprofessional	HS
Bullock	Ashley	Classroom Paraprofessional	HS
Bulluck-Thomas	Amy-Lee	Teacher	BA
Bupp	Gloria	Occupational Therapist P/T	MS

Burton	Ayanna	Registered Behavior Tech Trainee	HS
Burts	Shavonne	Classroom Paraprofessional	HS
Burwell	Tracy	Classroom Paraprofessional	HS
Bush	Iyana	Classroom Paraprofessional	HS
Butler	Marcus	Classroom Paraprofessional	HS
Butler	Danielle	Classroom Paraprofessional	HS
Camacho	Miriam	Classroom Paraprofessional	HS
Carter	Shanae	House Administrative Assistant	BA
Chapman	Linda	Glassworks Artistic Facilitator	HS
Chappell	Katherine	Therapeutic Services Coord	MS
Clark	Jordan	Registered Behavior Tech Trainee	HS
Clark	Evelyn	Classroom Paraprofessional	HS
Cleckley	Tyneer	Classroom Paraprofessional	HS
Clemons	Aisha	Classroom Paraprofessional	HS
Coleman	Brittany	Classroom Paraprofessional	HS
Coleman	Tracey	Classroom Paraprofessional	HS
Colter	Jada	Classroom Paraprofessional	HS
Cooper	Jocelyn	Classroom Paraprofessional	HS
Cox	Lavette	Classroom Paraprofessional	HS
Crews	Sheila	Classroom Paraprofessional	HS
Crouch	Danielle	Classroom Paraprofessional	HS
Dahn	Pabel	Teacher	BA
Davis	Donetta	Classroom Paraprofessional	HS
Davis	Diamond	Classroom Paraprofessional	HS
DeCarlo	Jenna	Speech Language Pathologist	MA
Decker	Catherine	Director of Admissions	MA
Deterville	Melinda	Classroom Paraprofessional	HS
Dews	Kristina	Special Education Coord	MA

Dixon	Julian	House Administrative Assistant	AB
Dove	Kelley	Teacher	BA
Drawhorn	Aja	Classroom Paraprofessional	HS
Drumgold	Dorrian	Classroom Paraprofessional	HS
Dyson	Tyonna	Classroom Paraprofessional	HS
Ellermeier	Taylor	Classroom Paraprofessional	HS
Ellis	Gloria	Interim SpEd Teacher	BA
Estep	Jakiyah	Classroom Paraprofessional	HS
Fayson	Lynda	Classroom Paraprofessional	HS
Foley	Daniel	Art Therapy Teacher	BA
Ford	Dontrese	Classroom Paraprofessional	HS
Foster	Indahasia	Classroom Paraprofessional	HS
Fox	Amara	Classroom Paraprofessional	HS
Frankel	Jillian	Teacher	BA
Franklin	Chanel	Classroom Paraprofessional	HS
Frazier	Shecona	Behavior Assistant	HS
Freeman	Duane	Classroom Paraprofessional	HS
Fuller	Evelyn	Teacher Assistant	BA
Fuller	Janelle	Contact Tracing COVID-19 Administrator	HS
Gadson	Tosha	Classroom Paraprofessional	AB
Gant	Verna	Classroom Paraprofessional	HS
Garces	Martina	Interim SpEd Teacher	BA
Gerard-Reed	Georgia	Teacher	BA
Giallella	Rebecca	Occupational Therapist	MS
Gibson	Destini	Teacher	MA
Gilbert	Samuel	Classroom Paraprofessional	HS
Goodwin	Kiley	Teacher	BA

Grasty	Chekeea	Classroom Paraprofessional	HS
Graves	Ariel	Classroom Paraprofessional	HS
Green	Gwendolyn	Administrative Front Desk Assistant	HS
Greene	Jeremy	Classroom Paraprofessional	HS
Guerrero	Geizel	Teacher Assistant	BA
Haigler	Cierra	Classroom Paraprofessional	HS
Harden	Charlene	Classroom Paraprofessional	HS
Harlan	Rochelle	Classroom Paraprofessional	HS
Hawkins	Kamaya	Classroom Paraprofessional	HS
Hawkins	Sierra	Classroom Paraprofessional	HS
Hawthorne	Kristan	Classroom Paraprofessional	HS
Hazer	Hope	Classroom Paraprofessional	HS
Hazer	Yorel	Classroom Paraprofessional	HS
Hearn	Nicole	Speech Language Pathologist	MS
Henriquez	Laiza	Admin Nurse Asst	HS
Henry	Taviona	Classroom Paraprofessional	HS
Hightower	Shandell	Classroom Paraprofessional	HS
Hornsby	Terrye	Teacher	BA
Howard	Mark	Classroom Paraprofessional	HS
Howe	Paul	Vocational Site Manager	BA
Huai	Li	Instructional Support Teacher	MA
Hunter	Dashawn	Classroom Paraprofessional	HS
Hunter	Ke'Naja	Classroom Paraprofessional	HS
Hunter	Nilka	Job Coach	HS
Janardhana	Apoorva	Teacher	MA
Jennings	Sheierra	Classroom Paraprofessional	HS
Johnson	Anon	Classroom Paraprofessional	HS



Johnson	Daynesha	Classroom Paraprofessional	HS
Johnson	Meloney	Classroom Paraprofessional	HS
Jones	Jehan	Lead School Nurse	BS
Jones	Lindsey	Classroom Paraprofessional	HS
Jones	Joan	Classroom Paraprofessional	HS
Jones	Tamika	Classroom Paraprofessional	HS
Jones	Talitha	Classroom Paraprofessional	HS
Jones	Hattie	Classroom Paraprofessional	HS
Jones	Matthew	Teacher	BA
Kelly	Tamika	Classroom Paraprofessional	HS
Khatami	Maryam	Social Worker	MA
King	Claudette	Classroom Paraprofessional	HS
Knight	David	Director of IEP	MEd
LaFaver	Lucas	Vocational Coordinator	MA
Lane	Elliott	Social Worker	MA
Lawrence	London	Classroom Paraprofessional	HS
Lee	Yerin	Teacher Assistant	MA
Lee	Wayne	Job Coach	HS
Lemons	Myte'	Classroom Paraprofessional	HS
Lemons	Mytika	Classroom Paraprofessional	HS
Leos	Johanna	Horticulture Specialist	MS
Letkiewicz	Kristen	Speech Language Pathologist	MA
Levy	Julie	Teacher Assistant	BS
Lew	Samantha	Speech Language Pathologist	MS
Lewis	Kayla	Classroom Paraprofessional	HS
Lewis	Steve	Curriculum Development Asst	BA
Licuanan	Lourdes	Dir., Therapeutic Services	MS
Lillia	McKenzie	Physical Therapist	PhD

Logan	Dashai	Classroom Paraprofessional	HS
Long	Justin	Classroom Paraprofessional	HS
Lopez	TaVaughn	Classroom Paraprofessional	HS
Louis	Alexa	Teacher	BA
Lucas	Sharmain	Classroom Paraprofessional	HS
Mackey	Tayla	Classroom Paraprofessional	HS
Manago	Amber	Classroom Paraprofessional	HS
Marion	Renita	Classroom Paraprofessional	HS
Marshall	Aleethia	Classroom Paraprofessional	HS
Martin	Kailah	Teacher	BA
Mason	Marcell	Teacher	BA
Mathis	Asia	Classroom Paraprofessional	HS
Matthews	Shandell	Transportation Coordinator	HS
Mayes	Christopher	Crisis Intervention Specialist	BA
McGrath	Devin	Special Education Coord	BA
Meadows	Cheris	Classroom Paraprofessional	HS
Melbourne-Smith	Lisa	Special Education Coord	MA
Mendoza	Stephanie	Classroom Paraprofessional	HS
Miller	Lasandra	Classroom Paraprofessional	HS
Misbah	Mecca	Classroom Paraprofessional	HS
Misbah	Fatima	Classroom Paraprofessional	HS
Mitchell	Sonya	Occupational Therapist	MS
Monroe	Keviette	Classroom Paraprofessional	HS
Moore	Shanell	Classroom Paraprofessional	HS
Moore	Trateyonda	Classroom Paraprofessional	HS
Moore	Jacqueline	Classroom Paraprofessional	HS
Morgan	LaShaun	Teacher Assistant	BA
Moses	Angel	Classroom Paraprofessional	HS

Muhammad	Aadiyah	Classroom Paraprofessional	HS
Muhammad	Aaliyah	Classroom Paraprofessional	HS
Murray	Cathy	Classroom Paraprofessional	HS
Newton	Joyce	Classroom Paraprofessional	HS
Osekre	Adjorkor	Teacher Assistant	BA
Ottenritter	Laura	Social Worker	MA
Outlaw	Alaysha	Teacher	BA
Padgett	Joy	Teacher Assistant	BS
Patel	Preema	School Nurse	BS
Payne	Chiquita	Classroom Paraprofessional	HS
Payne	LaKeesha	Classroom Paraprofessional	HS
Pearson	Nakia	Admissions/School Program Asst	BA
Pelham	Quinton	Adaptive PE Teacher Assistant	HS
Perkins	Brittany	Classroom Paraprofessional	HS
Perry	Sakelia	Classroom Paraprofessional	HS
Plunkett	Regina	Job Coach	HS
Powell	Waverly	Assistant Principal	MA
Powell	Keysha	Classroom Paraprofessional	HS
Proctor	Miracle	Teacher	BA
Pumphrey	Alexis	Registered Behavior Assitant	BS
Queen	Michelle	Classroom Paraprofessional	HS
Reckner	Theresa	Adapted PE Teacher	BA
Reese	Nia	Classroom Paraprofessional	HS
Reese	Christoper	Classroom Paraprofessional	HS
Reese	Bernadine	Classroom Paraprofessional	HS
Richardson	Michelle	Classroom Paraprofessional	HS
Richardson	Jazmine	Classroom Paraprofessional	HS
Richardson	Shauntia	Classroom Paraprofessional	HS

Rivera	Angel	Teacher	MA
Rodriguez	Diamante	Classroom Paraprofessional	HS
Rose	Tashana	House Administrative Assistant	HS
Roseboro	Teressa	Classroom Paraprofessional	HS
Rowell	Machela	Classroom Paraprofessional	HS
Sams	Randy	Classroom Paraprofessional	HS
Sanders	Lekeita	Classroom Paraprofessional	HS
Segears	Genae'	Classroom Paraprofessional	HS
Sherrill	Leslie	Classroom Paraprofessional	HS
Shields	Diamond	Classroom Paraprofessional	HS
Shorts	Tiera	Classroom Paraprofessional	HS
Singh	Sonika	Speech Language Pathologist	MS
Sinnett	Lacey	Physical Therapist	PhD
Smart	Toni	Classroom Paraprofessional	HS
Smith	Morgan	Occupational Therapist	MA
Smith	Asia	Classroom Paraprofessional	HS
Soper	Amanda	SLP and Assistive Technology Specialist	MS
Stamper	Patricia	Teacher	MA
Stanard	Jada	Classroom Paraprofessional	HS
Stancil	Marcus	Classroom Paraprofessional	HS
Stone	Fayethea	Classroom Paraprofessional	HS
Switzer	Jasmine	Behavior Assistant	BS
Tanks	Marry	Job Coach	AB
Tate	Tierra	Classroom Paraprofessional	HS
Taylor	Kimberly	Classroom Paraprofessional	HS
Thomas	April	Classroom Paraprofessional	HS
Thomas	Tanya	Classroom Paraprofessional	HS

Thomas	Keaira	Classroom Paraprofessional	HS
Thompson	Cynthia	Classroom Paraprofessional	HS
Thompson	Alexis	Classroom Paraprofessional	HS
Thompson	Joni	Music Therapy Teacher	MS
Threadgill	Xia	Interim SpEd Teacher	BS
Tirado	Shannon	Classroom Paraprofessional	HS
Tolliver	Mi'Janah	Behavior Change Specialist	BS
Turay	LaShan	Admissions/School Program Asst	HS
Venglarcik	Jessica	Social Worker Lead	MA
Vest	Marcellus	Classroom Paraprofessional	HS
Walker	Anthony	Classroom Paraprofessional	HS
Walters	David	Teacher	BA
Warden	Amy	Dir, Instruction and Curriculum	MA
Washington	Chantel	Classroom Paraprofessional	BS
Washington	Laura	Teacher	BS
Watson	Heaven	Classroom Paraprofessional	HS
Watson	Devin	Interim SpEd Teacher	HS
Weekman	Colleen	Teacher	BA
Welch	Robin	Classroom Paraprofessional	HS
Wells	Randy	Classroom Paraprofessional	HS
West	Dominique	Classroom Paraprofessional	HS
West	Kim	Classroom Paraprofessional	HS
White	Verneshia	Classroom Paraprofessional	HS
Whitehead	Dyiamond	Classroom Paraprofessional	HS
Whitfield	Diamond	Classroom Paraprofessional	HS
Wilkins	Marquita	Classroom Paraprofessional	HS
Williams	Pamela	Classroom Paraprofessional	HS
Williams	Latori	Classroom Paraprofessional	HS

Williams	Delonte	Classroom Paraprofessional	HS
Williams	India	Teacher	BS
Williams	LaTasha	Job Coach	BS
Williams-Tillman	Zakiya	Registered Behavior Tech Trainee	AB
Wills	Chanea	Classroom Paraprofessional Part time	HS
Wilson-Murphy	Sarah	Classroom Paraprofessional	HS
Winderbaum	Casey	Teacher	BA
Woodall	Sonia	Classroom Paraprofessional	HS
Woodson	SeNae	Classroom Paraprofessional	HS
Woodward	Judyann	Job Coach	BA
Wright	Shanice	Classroom Paraprofessional	HS
Wright	Shanika	Classroom Paraprofessional	HS
Young	Tobias	Classroom Paraprofessional	HS
Young	Tameka	Classroom Paraprofessional	HS
Zhao	Shuting	Teacher	MA
Zimmerman	Iesha	Classroom Paraprofessional	HS

## B. Board Roster

<b>Name</b>	<b>DC Resident?</b>	<b>Role</b>
Shanta Bryant	Yes	<ul style="list-style-type: none"> <li>- Committee Member: Nominating and Governance</li> <li>- Sibling of former student</li> </ul>
Francis Campbell	Yes	<ul style="list-style-type: none"> <li>- Board Treasurer</li> </ul>
Charles Henstenburg	Yes	<ul style="list-style-type: none"> <li>- Parent of former student</li> </ul>
Josh Lewis	Yes	<ul style="list-style-type: none"> <li>- Board Vice Chair</li> <li>- Parent Member</li> </ul>
Peggy O'Brien	Yes	<ul style="list-style-type: none"> <li>- Board Chair</li> </ul>



Adele Robey	Yes	- Committee Member: Nominating and Governance
Frances Slaughter	Yes	
Carla Ware- Easterling	Yes	- Board Secretary - Parent member

### **C. Unaudited Year-end 2021-2022 Financial Statement**

**ST. COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL**  
**STATEMENT OF ACTIVITIES**  
**For The Year Ended June 30, 2022**

**REVENUE**

**Uniform Per-Student Funding-Formula**

General Education	\$ 3,266,336
Special Education	9,484,643
Special Education-Compliance	516,026
English Language Learners	167,153
At-Risk Students	394,897
Extended School Year	1,232,994
Facilities Allowance	<u>811,104</u>

**Total UPSFF** 15,873,153

**Contribution - SCGW**

-

**Medicaid Reimbursement**

1,078,671

**Grant Revenue**

Local Education Agency (LEA) Title I & II	97,134
Reopening Grant	122,307
CARES Esser II	46,669
CARES Esser III	<u>28,548</u>

**TOTAL REVENUE**

**17,246,482**

**EXPENSES**

Salaries	9,960,758
Benefits	1,142,532
Payroll Taxes	879,935
Contract Services	2,061,982
Depreciation & Amortization	1,132,185
Supplies	631,959
Maintenance	684,198
Food & Beverage	508,510
Utilities	395,017
Dues & Subscriptions	189,441
Insurance	138,937
Communications	112,812
Legal & Accounting	86,379
LEA	169,005
Printing	75,922
Equipment Rental	30,267
Rent	8,281
Bank Fees	10,640
Postage/Freight	11,093
Training	8,212
Travel	9,564
Interest Expense	527
Advertising	<u>1,231</u>

**TOTAL EXPENSES**

**18,249,387**

**CHANGE IN NET ASSETS WITHOUT DONOR RESTIRCTIONS**

**\$ (1,002,905)**

## D. Approved 2021-22 Budget



St. Coletta Special Education Public Charter School

1901 Independence Avenue SE, Washington, DC 20003

### APPROVED BUDGET

For the Fiscal Year Ending June 30, 2023

#### REVENUE

##### Uniform Per-Student Funding-Formula

General Education	\$ 3,633,000
Special Education	10,300,000
Special Education-Compliance	560,000
English Language Learners	206,000
At-Risk Students	372,000
Extended School Year	1,416,000
Facilities Allowance	864,000

**Subtotal UPSFF** 17,351,000

**Medicaid Reimbursement** 980,000

**Contribution from St. Coletta of Greater Washington, Inc.** 790,195

##### Grant Revenue

Local Education Agency (LEA) Title I & II	175,000
CARES-Esser	350,000

**TOTAL REVENUE** 19,646,195

#### EXPENSES

Salaries	11,585,744
Benefits	1,312,015
Payroll Taxes	981,664
Contract Services	1,717,670
Depreciation & Amortization	1,153,125
Supplies	624,347
Maintenance	567,300
Food & Beverage	705,509
Utilities	327,488
Dues & Subscriptions	183,535
Insurance	140,225
Communications	63,336
Legal & Accounting	66,633
LEA	67,804
Printing	50,719
Equipment Rental	15,683
Rent	23,063
Bank Fees	9,862
Postage/Freight	11,490
Training	14,668
Travel	3,608
Vocational Training - TEACCH	1,384
Interest Expense	2,306
Advertising	15,172
Program Activities	1,845

**TOTAL EXPENSES** 19,646,195

**CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS** \$ -



