

Hope Community Public Charter School

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Board Chair: Kerry Smith



2023-24 Annual Report

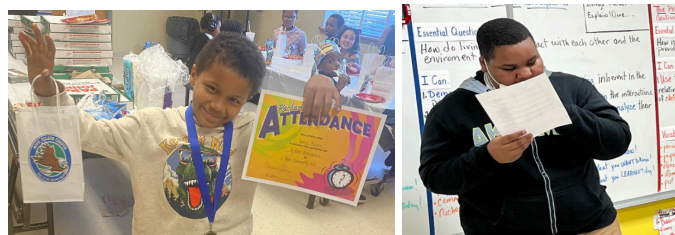


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2023-24 School Leaders



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ANNUAL REPORT NARRATIVE

I. School Description

Mission Statement

The mission of the Hope Community is to provide a Rigorous, Robust, Steam Education where all scholars can be competitive with their peers globally in 21st century learning.

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 5 core values that guide the operation of the school: Children First, Respect, Determination, Continuous Improvement, and Gratitude. We are also guided by 6 priorities that ensure our academic model can be successful: Effective Leadership, Effective Instruction, CLimate and Culture, Collaborative Staff, Curriculum Assessments, and Intervention, and Support Systems. We are part of a network of over 25 schools nationwide with a passion to help parents educate their children.

CORE VALUES:



SIX ACADEMIC PRIORITIES:



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 standards aligned core and supplemental curriculum for reading: Appletree Curriculum (PK-3, PK-4) HMH Into Reading (K-5), HMH Into Literature(6-8). For intervention and in alignment with the Science of Reading research, in grade K-5 we utilize BURST from mCLASS which focuses on phonics, phonemic awareness, fluency and comprehension. For grades 6-8 and as an intervention support for our ELLs, we utilize Leveled Literacy Instruction. Hope Community PCS uses standards aligned core and supplemental curriculum for math: Appletree (PK-3, Pk-4), Eureka (K-8). For intervention, interventionists utilize Zearn which aligns with Eureka. Amplify Science is utilized in K-8. Curriculum maps are utilized to ensure scholars are on pace to learn the essential skills necessary to be successful in the following grade.

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 balance 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:

❖ 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 8th 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 practice that addresses the teaching of the English language according to the level of proficiency of the ELL student. It is taught by certified EL teachers within the scholar's content classes or in small groups outside of their content classes. 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 language development; 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 ELL scholars at Hope Community PCS. ELD is not limited to vague encounters with the English language solely through interactions with English-speaking scholars (i.e., during physical education, music, 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 (Tier 1).

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.

Sheltered Instruction Observation Protocol (SIOP) training has also been made available to general education teachers to make sure that content classes are also integrated with English language learner support. The SIOP training prepares all teachers to make use of instructional materials, learning tasks and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills.

❖ **Special Education**

Hope Community PCS abides by all applicable laws regarding special education in public schools. Hope's staff includes a Special Education Coordinator, Special Education and ELL Teachers, and a Social Worker. 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**

At enrollment, all families are given a Home Language Survey (HLS), which asks questions about the languages spoken in the home. If English is indicated, scholars are assumed to be English proficient and no English learner screening or services are given to the student. When a scholar has a HLS that indicates a language other than English, the EL Coordinator researches the scholar's records to determine if the scholar has already been identified as an English learner. If the scholar has not been previously identified as an English learner, the EL teacher administers an OSSE approved English language screener (WIDA Screener Online). The scholar's score on the screener then indicates if the scholar is qualified to receive ELL services. Scholars who qualify are subsequently indicated as ELL.

❖ **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 teachers, ELL teachers and ELL Coordinator, 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.

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 8th 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' 2023-2024 school year began August 21, 2023 and ended June 6, 2024. The school's hours of operation were from 7:50 am to 3:30 pm, Monday through Friday.

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 two (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
- STEAM Night
- Sweetheart Dance
- Core Virtue/Character Conference
- Science Exploration Night
- Black History Showcase
- PAC (Parent Advisory Council)
- School-wide Fundraisers and 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 *HMH 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 DC CAPE performance. Programming utilized to close gaps in learning include: Eureka Math K-8, Into Reading K-5, HMH K-8, Mclass, 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 8th 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 a Highly Qualified Interventionist who utilizes Amplify mCLASS to support scholars. Math Advantage consists of an interventionist who uses Zearn hands-on lessons, which is the intervention component of Eureka math, to support Tier 2 and Tier 3 scholars.

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. 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.

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.

PMF

Hope Community PCS uses the following as stated in the Charter Agreement 2.3 (A) The School Corporation has selected as its measure of academic achievement expectations for its PK3 through eighth grade programming the indicators listed in the corresponding Performance Management Framework (PMF).

Goal	Met/Not Met
Hope Community PCS has adopted DC PCSB's Performance Management Framework (PMF) as its goals and academic achievement expectations.	Due to accountability system revisions, DC PCSB did not produce PMF results for SY 2023 – 24.

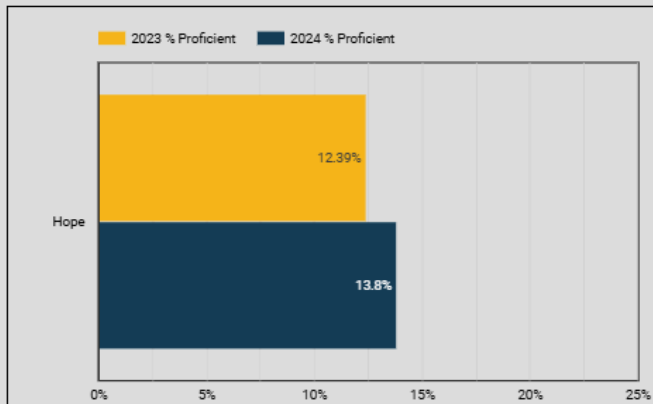


Washington D.C. Regional Dashboard

Final Data

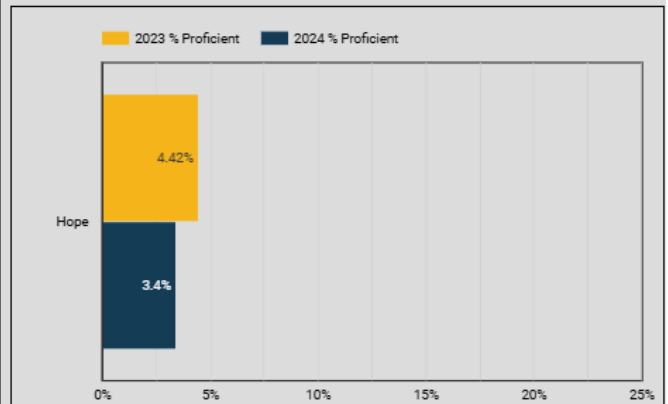


ELA



School	23-24% Change	Diff to Goal	School Avg % Proficient Compared to the Network Goal (7% increase in Proficiency)
Hope	1.41%	-8.59	1.41%

MATH



School	23-24% Change	Diff to Goal	School Avg % Proficient Compared to the Network Goal (7% increase in Proficiency)
Hope	-1.02%	-11.02	-1.02%

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 & math 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:

- PTO (parent teacher organization)
- DC CAPE Assessment (formerly PARCC)
- Liveschool (weekly parent recaps)
- Parent Teacher Conference Days built into the school calendar
- Monthly Family/Community Engagement Activities
- Bi-Weekly family newsletters

Enhanced Culture and Climate initiatives

Hope's unique accomplishments serve as the cornerstone for our scholars' success, providing a strong foundation that supports the demonstration of our vision and the modeling of our mission through content, character, and community. As we continue to build and strengthen our scholars, staff, families, and community as one unified entity, we are committed to integrating tools and practices that enhance our collective growth and well-being.

Central to this effort is the use of LiveSchool, a platform that helps us track, reward, and recognize positive behavior while fostering a culture of accountability and achievement. Through LiveSchool, we are able to engage scholars in real-time, reinforcing behaviors that align with our core values and helping to create an environment where students feel empowered and motivated to excel.

In addition, we are integrating Restorative Justice practices as a way to build and maintain positive relationships within our school community. Restorative Justice emphasizes understanding, accountability, and healing rather than punishment. This approach allows us to address conflicts and challenges in a way that promotes empathy, accountability, and growth, strengthening our scholars' emotional and social intelligence. By incorporating restorative practices, we foster an inclusive environment where all voices are heard, and every individual is supported in their journey toward personal and academic success.

Together, these tools—LiveSchool and Restorative Justice—work in tandem with our existing efforts to create a community where scholars thrive academically, socially, and emotionally. By continuing to strengthen these pillars, we ensure that our school is not just a place of learning, but a true community that uplifts and supports every individual, helping them to realize their full potential.

III. Data Report

LEA Name: Hope Community PCS
Ages Served: Ages 3 - 14
Grades Served: PK-3 - 8
Overall Audited Enrollment: 225
Enrollment by Grade Level: <ul style="list-style-type: none"> ❖ PK-3: 14 ❖ PK-4: 22 ❖ KG: 27 ❖ Grade 1: 18 ❖ Grade 2: 24 ❖ Grade 3: 16 ❖ Grade 4: 24 ❖ Grade 5: 19 ❖ Grade 6: 19 ❖ Grade 7: 25 ❖ Grade 8: 17
Total Number of Instructional Days: 180
Suspension Rate: 10.22%
Expulsion Rate: 0%
Instructional Time Lost to Discipline: 0.28%
In-Seat Attendance: 84.22%
Average Daily Attendance: 194
Midyear Withdrawals: 12.89%
Midyear Entries: 28.44%
Promotion Rate: 100%
Teacher Attrition Rate – 52.63%
Number of Teachers -25
Teacher Salary: <ol style="list-style-type: none"> 1. Average: \$ 75,339.68 2. Range – Minimum: \$42,000.00 - Maximum: 159,650.00
Executive Compensation: <ol style="list-style-type: none"> 1. \$101,250.15 2. \$103,073.15 3. \$103,238.12 4. \$121,611.96 5. \$190,027.14

Student Demographics

227 Enrolled Scholars

%	Demographics
59%	African American (non-Hispanic)
41%	Hispanic
0%	Asian Pacific Islander
0.4%	Caucasian (non-Hispanic)
0%	American Indian/Alaskan Native
0%	Other
12%	Special Education
43%	English Language Learners

LEA Three (3) Year Data Trends

Student Attendance Rates

2021-2022	2022-2023	2023-2024
81.27%	86.63%	84.22%

Student Retention Rates

2021-2022	2022-2023	2023-2024
1.7%	0.9%	0.6%

Number of Suspensions

2021-2022	2022-2023	2023-2024
57	36	23

Number of Expulsions

2021-2022	2022-2023	2023-2024
0	0	0

IV. Staff Roster

Last Name	First Name	Title	Qualifications
Albert	Alexis	Paraprofessional	HS
Allen	Ehlehna	Reading Interventionist	BA
Blunt	Marcus	Art Teacher	HS
Bradford	Jumanne	STEAM Teacher	MS
Burrell	Joy	Special Ed. Teacher	BA
Burwell	Roquell	Preschool Teacher	BA
Carter	LaTisha	Special Ed. Teacher	BA
Christian	Joshua	Instructional Coach	HS
Dunston	Faye	Reading Interventionist	MS
Ernst	Benjamin	Reading Interventionist	BA
Evans	Simone	Math Interventionist	MS
Flores	Fidelicia	Substitute Teacher	HS
Garcia	Zuyapa	Parent Liaison	HS
Gowie	Shelitia	Special Ed. Teacher	MS
Graham	Nicole	PE Teacher	MS
Gregory	Jennipha	Social Worker	HS
Hopkins	Tolisha	Assistant Principal	MS
Johnson	Marcus	MS Math Teacher	MS
Johnson	Shayla	MS Building Sub	HS
Jones	Teairai	ELL Testing Coordinator	HS

Lancaster	Bobbie	Special Ed. Teacher	MS
McDowell	Myciah	Paraprofessional	HS
Moore	Donald	MS Science Teacher	BA
Nicome	Nefertari	2nd Grade Teacher	MS
Nolasco	Ana	TA	HS
Norwood	Rodney	Special Ed. Teacher	MS
Oliver	Monet	Kindergarten Teacher	BA
Owens	Clifford	Principal	Doctorate
Parra	Jessica	ELL Teacher	MS
Proctor	Sandria	Paraprofessional	HS
Ramirez	Gladys	Food Service	HS
Ransom	Gracie	4th Grade Teacher	HS
Rodriguez	Reynaldo	Food Service	HS
Savoy	Tamiko	Operations Manager	HS
Sims	Demetria	Paraprofessional	BA
Smith-Bynum	Wilberta	3rd Grade Teacher	MS
Tepper	Michael	MS Social Studies Teacher	BA
Tolliver	Barrington	Enrollment Coordinator	HS
Upshur	Andrea	Preschool Teacher	HS
Warren	Daija	1st Grade Teacher	BA
Young-Myrie	Kinya	Music Teacher	BA

Teacher Demographics

Racial Identity	Gender	Years of Teaching Experience
African American - 77%	Male - 27%	0-3 Years - 34%
Hispanic - 4%	Female - 73%	4-5 Years - 5%
White - 11%		6-10 Years - 15%
Other -8%		10+ Years - 46%

Regional Support

Last Name	First Name	Title	Qualifications
Johnson	Ladonna	Executive Director	MS
Kendrick	Cathy	Manager, Human Resources	BS
Page	Adrienne	Sped director	MS

V. Board Roster

Name	Board Title	DC Resident (yes/no)
Kerry Smith	Board Chair	Yes
Shereefat Balogun	Member	No
Lorraine Oyetubo	Member	Yes
Allison Barr	Member	Yes
Anisa Bailey	Member	Yes
Eric Johnson	Member	Yes

List of Donors

Hope Community did not receive any monetary and/or in-kind donations during the 23-24 SY.

VI. Unaudited Year-End 2023-24 Financial Statement

Hope Community Public Charter School Statement of Activity

July 2023 - June 2024

	Total
Revenue	
04 State and Local Revenue	
400 Per-Pupil Operating Revenue	
4000 Per-pupil alloc	3,252,889.64
4010 Per-pupil SpEd alloc	569,862.08
4011 Per-pupil SpEd ESY	-783.20
4020 Per-pupil LEP/NEP alloc	707,745.50
4040 Per-pupil At Risk	587,069.40
4050 Per-pupil adjustment	-0.04
4060 Pandemic Supplemental Funding	44,124.21
Total 400 Per-Pupil Operating Revenue	\$ 5,160,907.59
410 Per-Pupil Facility Revenue	
4100 Per-pupil facility alloc	814,950.00
Total 410 Per-Pupil Facility Revenue	\$ 814,950.00
420 Other Local Revenue	
4201 Teacher Funding	434,616.89
4210 Local programs	14,138.60
Total 420 Other Local Revenue	\$ 448,755.49
Total 04 State and Local Revenue	\$ 6,424,613.08
05 Federal Revenue	
500 Federal Grants	
5000 ESEA Title 1	191,944.73
5001 ESEA Title 2	29,993.51
5003 IDEA 611	40,224.22
5004 IDEA 619	147.81
5005 ESEA Title 4	31,099.58
5007 ESSER II	141,656.07
5008 ESSER III	1,578,993.00
5013 ARP Homeless II	11,835.35
5030 Competitive federal grants	139,206.47
Total 500 Federal Grants	\$ 2,165,100.74
510 Federal Programs	
5100 National school lunch prog	240,716.02
5103 Donated Federal Commodities	4,025.50
5110 E-rate program	13,446.00
Total 510 Federal Programs	\$ 258,187.52
Total 05 Federal Revenue	\$ 2,423,288.26

06 Private Revenue		
620 Private Contributions		
6220 Foundation Contributions		43,148.00
Total 620 Private Contributions	\$	43,148.00
630 Activity Fees		
6300 Before care after care fees		13,336.00
6305 Student Payments for Other Programs		2,235.65
6310 Field trip fees		85.00
Total 630 Activity Fees	\$	15,656.65
640 School Sales		
6420 Student/parent fundraising		5,795.91
Total 640 School Sales	\$	5,795.91
650 Additional Revenue		
6500 Short-term investments		51.98
6530 Realized gains/losses		4,000.00
6560 Miscellaneous revenue		353.11
Total 650 Additional Revenue	\$	4,405.09
Total 06 Private Revenue	\$	69,005.65
Total Revenue	\$	8,916,906.99
Gross Profit	\$	8,916,906.99
Expenditures		
07 Staff-Related Expense		
700 Curricular Salaries		
7000 Leadership salaries		310,583.73
7010 Teacher salaries		987,201.52
7011 SpEd salaries		467,676.74
7012 ELL teacher salaries		185,385.08
7013 Specials salaries		331,114.45
7020 Teacher aides salaries		57,406.54
7090 Curricular stipends		79,749.83
Total 700 Curricular Salaries	\$	2,419,117.89
710 Supplemental Service Salaries		
7100 Student support salaries		542,788.41
7120 Clerical salaries		116,041.32
7130 Business, operations salaries		78,965.15
Total 710 Supplemental Service Salaries	\$	737,794.88
720 Supplemental Program Salaries		
7211 Before care after care salaries		6,357.77
7212 Summer school salaries		60,336.50
7280 Program stipends		7,400.00
Total 720 Supplemental Program Salaries	\$	74,094.27

740 Employee Benefits		
7400 Retirement plan contrib		15,387.84
7410 Health insurance		281,173.09
7420 Life and disability insurance		2,724.20
7460 Workers' comp insurance		16,659.83
Total 740 Employee Benefits	\$	315,944.96
750 Payroll Taxes		
7500 Social security & medicare		240,080.27
7510 State unemployment tax		25,008.02
7520 Universal paid leave tax		8,381.81
Total 750 Payroll Taxes	\$	273,470.10
760 Professional Development		
7600 Staff development non-travel		30,262.28
7610 Staff development travel		14,396.91
Total 760 Professional Development	\$	44,659.19
770 Contracted Staff		
7712 Sup service contract staff		119,710.28
Total 770 Contracted Staff	\$	119,710.28
780 Other Staff Expense		
7820 Staff meals, events, & awards		8,252.08
7830 Staff Travel non-development		2,131.56
Total 780 Other Staff Expense	\$	10,383.64
Total 07 Staff-Related Expense	\$	3,995,175.21
08 Occupancy Expense		
800 Occupancy Rent Expense		
8000 Rent		1,661,525.64
8010 Supplemental rent		14,404.40
8020 Real estate taxes		0.00
Total 800 Occupancy Rent Expense	\$	1,675,930.04
810 Occupancy Service Expense		
8100 Utilities & garbage removal		180,710.65
8110 Contracted building services		290,692.00
8120 Maintenance and repairs		97,532.04
8130 Janitorial supplies		16,546.92
Total 810 Occupancy Service Expense	\$	585,481.61
Total 08 Occupancy Expense	\$	2,261,411.65

09 Additional Expense

900 Direct Student Expense

9000 Student supplies, snacks	109,475.76
9010 Student assessment materials	24,127.72
9020 Student textbooks	100,606.86
9050 Contracted instruction fees	2,240.86
9051 Contracted SpEd instruction	56,667.85
9060 Food service fees	255,535.55
9070 Student field trips	3,064.32
9080 Student recruiting	14,162.95
9085 Student events	11,361.98

Total 900 Direct Student Expense	\$	577,243.85
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910 Office Expense

9100 Office supplies	5,799.60
9110 Copier rental & services	17,354.88
9120 Telephone & telecommunications	21,190.76
9130 Postage, shipping, delivery	313.36
9150 Non-capitalized technology	28,523.08

Total 910 Office Expense	\$	73,181.68
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920 Business Expense

9200 Business insurance	49,598.82
9210 Authorizer fees	68,582.39
9220 Management fees	888,655.27
9230 Accounting, auditing, payroll	171,639.09
9260 Computer support fees	73,353.35
9280 Other professional fees	125,824.94

Total 920 Business Expense	\$	1,377,653.86
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930 Dues, Fees & Losses

9300 Dues, fees, and fines	19,947.52
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Total 930 Dues, Fees & Losses	\$	19,947.52
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Total 09 Additional Expense	\$	2,048,026.91
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11000 Operating asset depreciation	9,079.17
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11010 Facility asset amortization & depreciation	13,083.61
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Total Expenditures	\$	8,326,776.55
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Net Operating Revenue	\$	590,130.44
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Net Revenue	\$	590,130.44
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Monday, Nov 04, 2024 10:13:35 AM GMT-8 - Accrual Basis

VII. Approved 2023-24 Budget

SY24/25 Budget Draft

Hope Community

Account	SY23-24	SY24-25
Revenue		
State and Local Revenue		
4000 - Per-pupil alloc	3,287,853	4,087,625
4010 - Per-pupil SpEd alloc	558,447	630,910
4011 - Per-pupil SpEd ESY	-	1,808
4020 - Per-pupil LEP/NEP alloc	701,222	861,036
4040 - Per-pupil At Risk	529,015	789,130
4060 - Pandemic Supplemental Funding	31,181	-
4100 - Per-pupil facility alloc	822,194	948,508
4201 - Teacher Funding	434,617	-
4210 - Local programs	13,714	16,113
State and Local Revenue Total	6,378,244	7,335,129
Federal Revenue		
5000 - ESEA Title 1	246,685	227,771
5001 - ESEA Title 2	38,521	27,050
5002 - ESEA Title 3		11,074
5003 - IDEA 611	40,224	50,579
5004 - IDEA 619	148	379
5005 - ESEA Title 4	41,398	36,550
5007 - CARES ESSER-II	141,656	-
5008 - CARES ESSER-III	2,205,746	350,000
5013 - ARP Homeless II	11,835	-
5030 - Competitive federal grants	120,857	139,189
5100 - National school lunch prog	225,000	264,350
5110 - E-rate program	13,446	13,446
Federal Revenue Total	3,085,515	1,120,388
Earned Fees		
6300 - Before care after care fees	10,000	-
6310 - Field trip fees	3,000	3,000
6410 - School store sales	21	-
6420 - Student/parent fundraising	10,000	10,000
6500 - Short-term investments	450	450
6560 - Miscellaneous revenue	76	-
Earned Fees Total	23,547	13,450
Revenue Total	9,487,306	8,468,967

Expenses		
Salaries		
7000 - Leadership salaries	307,969	190,190
7010 - Teacher salaries	1,110,464	1,033,497
7011 - SpEd salaries	468,311	429,932
7012 - ELL teacher salaries	185,560	191,127
7013 - Specials salaries	323,674	325,760
7020 - Teacher aides salaries	81,060	139,191
7090 - Curricular bonuses	174,460	88,024
7100 - Student support salaries	545,918	503,449
7120 - Clerical salaries	145,572	167,936
7130 - Business, operations salaries	103,305	127,885
7211 - Before care after care salaries	23,804	-
7212 - Summer school salaries	123,120	49,257
7280 - Program stipends	61,800	63,654
Salaries Total	3,655,017	3,309,903
Benefits and Taxes		
7400 - Retirement plan contrib	20,000	18,112
7410 - Health insurance	240,000	265,176
7420 - Life and disability insurance	3,153	3,417
7460 - Workers' comp insurance	16,000	15,938
7500 - Social security & medicare	262,872	253,208
7510 - State unemployment tax	27,306	16,301
7520 - Universal paid leave tax	9,459	8,606
7600 - Staff development (non-travel)	30,000	10,000
Benefits and Taxes Total	608,790	590,758
Contracted Staff		
7712 - Sup service contract staff	140,000	85,000
Contracted Staff Total	140,000	85,000
Staff-Related Costs		
7820 - Staff meals, events, & awards	18,700	12,075
7830 - Staff travel (non-development)	1,435	1,585
Staff-Related Costs Total	20,135	13,660
Rent		
8000 - Rent	1,661,526	1,736,288
8010 - Supplemental rent	13,777	13,980
Rent Total	1,675,303	1,750,268
Occupancy Service		
8100 - Utilities & garbage removal	161,154	169,212
8110 - Contracted building services	248,730	224,755
8120 - Maintenance and repairs	100,000	105,000
8130 - Janitorial supplies	15,000	15,750
Occupancy Service Total	524,884	514,717

Direct Student Expense		
9000 - Student supplies, snacks	110,000	129,238
9010 - Student assessment materials	43,934	25,460
9020 - Student textbooks	190,386	85,000
9050 - Contracted instruction fees	31,520	-
9051 - Contracted SpEd instruction	124,562	134,153
9060 - Food service fees	196,222	230,539
9070 - Student field trips	6,004	10,160
9074 - Student buses	-	44,450
9080 - Student recruiting	3,500	-
9085 - Student events	51,806	12,700
9090 - Other student expenses	18,012	12,700
Direct Student Expense Total	775,945	684,400
Office & Business Expense		
9100 - Office supplies	12,000	14,099
9110 - Copier rental & services	19,371	22,759
9120 - Telephone & telecommunications	21,266	27,940
9130 - Postage, shipping, delivery	3,122	1,270
9150 - Non-capitalized technology	25,000	30,480
9200 - Business insurance	49,601	52,779
9210 - Authorizer fees	82,251	80,455
9220 - Management fees	861,129	827,251
9230 - Accounting, auditing, payroll	172,000	178,644
9240 - Legal fees	10,000	11,749
9260 - Computer support fees	80,000	59,260
9270 - Fundraising fees	2,520	2,961
9280 - Other professional fees	139,557	143,900
9290 - Other expenses	18,900	-
9300 - Dues, fees, and fines	14,575	19,050
Office & Business Expense Total	1,511,292	1,472,596
Depreciation and Amortization		
11000 - Operating asset depreciation	9,079	29,558
11010 - Facility asset amortization & depreciation	13,154	15,091
Depreciation and Amortization Total	22,233	44,649
Expenses Total	8,933,600	8,465,952
NET ORDINARY INCOME	553,707	3,016
TOTAL EXPENSES	8,933,600	8,465,952
NET INCOME	553,707	3,016

Cash Flow Adjustments		
Add Depreciation		
1700 - Accum depr FF&E	6,616	11,835
1720 - Accum depr computers	2,463	17,723
1910 - Accum amort lease imp	13,154	15,091
Add Depreciation Total	22,233	44,649
Operating Fixed Assets		
1600 - FF&E	(44,192)	(32,500)
1620 - Computers	(78,000)	(50,000)
Operating Fixed Assets Total	(122,192)	(82,500)
Other Operating Activities		
1100 - Accounts receivable	1,000,000	-
2000 - Current payable	(0)	-
2200 - Accrued salaries	63,676	(63,731)
Other Operating Activities Total	1,063,676	(63,731)
Financing Activities		
1950 - Right of Use (ROU) Asset Buildings Depreciation	645,632	1,026,000
Financing Activities Total	645,632	1,026,000
Facilities Project Adjustments		
1750 - Right of Use (ROU) Asset Equipment Depreciation	9,300	9,840
1830 - Leasehold improvements	(25,000)	(25,000)
2660 - Operating Lease Liability Buildings	(645,631)	(1,026,000)
2665 - Operating Lease Liability - Non Buildings	(9,300)	(9,840)
Facilities Project Adjustments Total	(670,631)	(1,051,000)
Cash Flow Adjustments Total	938,717	(126,582)
CHANGE IN CASH	1,492,424	(123,566)
Starting Cash Balance	2,091,212	3,583,636
Change In Cash	1,492,424	(123,566)
ENDING CASH BALANCE	3,583,636	3,460,069

VIII. Appendices

Acronym Table

Acronym Name Definition		
CCSS	Common Core State Standards	<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">• Development of textbooks, digital media, and other teaching materials• 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• Development of tools and other supports to help educators and schools ensure all scholars are able to learn the new standards
DC Cape	District of Columbia Comprehensive Assessments of Progress in Education	<p>DC CAPE assessments are computer-based assessments that allow for the use of a variety of innovative item types where students can apply critical-thinking skills to demonstrate their understanding of the CCSS and NGSS.</p>

PARCC	Partnership for Assessment of Readiness for College and Careers (PARCC)	<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>
ELL	English Language Learners	Scholars who speak a language other than English at home and score below proficient on English assessments when they enter the school system.
FOSS	Full Option Science System	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.
HOUSSE	High, Objective, Uniform State Standards of Evaluation	Demonstrates subject matter competency for certain categories of teachers.
HQT	Highly Qualified Teacher	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.
IDEA	Individuals with Disabilities Education Act	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.
IEP	Individualized Education Plan	A written educational program plan designed to meet a child's individual needs.
LEA	Local Education Agency	The LEA is the sponsor of the charter school.
NCLB	No Child Left Behind	A 2001 federal law that states that a teacher must be highly qualified to teach the demonstrated subject matter.

OSSE	Office of the State Superintendent of Education	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.
PCSB	Public Charter School Board	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.
PLC	Professional Learning Committee	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.
PMF	Performance Management Framework	Is a measure used by elementary and middle schools to reflect the academic performance standards of scholars.
RTI	Response to Intervention	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.
SST	Student Support Team	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.