

# Mary McLeod Bethune Day Academy Public Charter School

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## Annual Report 2015-2016

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Board of Trustees  
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## ANNUAL REPORT NARRATIVE

### I. School Description

The Mary McLeod Bethune Day Academy PCS Mission Statement is as follows: *to implement a high performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.*

The mission statement was developed in 2003 by the founding Board of Trustees. Our mission speaks to the lessons our namesake taught during her lifetime and the lessons that her legacy continues to teach today: the importance of education in enabling our students to retain their dignity even in the face of challenge, to develop confidence in themselves and each other, to have a thirst for education and knowledge, to use power with intelligence and respect and to live harmoniously with others. The faculty and staff of our school believe Bethune's philosophy that the world around us belongs to youth and it is our job to prepare our students to lead their communities and our country in the future.

Our mission and philosophy guide our educators, students and parents in meeting our learning goals and in emphasizing the core elements of liberal education, including inquiry, debate and thoughtful exchange of ideas, in an environment free from indoctrination. M.M. Bethune PCS students internalize the values of personal responsibility, individual freedom, and respect for others. We have cultivated a holistic curriculum based on scholastic, character and social development. Our primary resources have influenced lesson plans and out of classroom activities for a wide range of skills. The Second Step and Character First curriculum incorporate alternative media that engages and initiates the process of critical thinking and self-discovery. Our students also participate in local community service initiatives on a monthly basis. We have partnered with

Little Sisters of the Poor at the Jeanne Jugan Residence to provide assistance and volunteers for scheduled activities.

Our mission statement speaks to our goal of providing a challenging academic program to help our students develop the academic abilities, personal talent and social responsibility. Our challenging academic program aligns with AALE's emphasis on core elements of liberal education in that we have strong foundational courses in mathematics, English and language arts, science, social studies, foreign language, art, music, physical education. Through our commitment to group activities as well as our language immersion programs, we teach our students the importance of thoughtful exchange of ideas, including those from other parts of the world and other cultures. Through our Socratic method cooperative learning and other instructional strategies that promote dialogue and inquiry, we help our students develop the ability to participate in constructive debate.

The demographics of our school population depict a student body comprised of 95% African American, 3.7% Hispanic, and 1.3% other. The languages spoken within the student population are English, Spanish, French, and Arabic, with the majority of our students having English as their primary language. Students' nationality represents the United States, Haiti, Ivory Coast, El Salvador, Cameroon, and Jamaica. The faculty and staff at MMBDA are also very diverse nationally and linguistically. The school staff has national and cultural representation from the following nations: United States, Jamaica, Ivory Coast, El Salvador, Peru, Bolivia, England, Philippines, Cuba, Paraguay, Ethiopia, Lebanon, Colombia, Guyana, Dominican Republic, India, and Senegal.



## SCHOOL PROGRAM

### CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

Our educational program provides for whole child development. The standards-based curriculum provides the foundation for academic rigor in reading/language arts, mathematics, science and social studies. Music, art, health and physical education provide experiences to broaden curiosity, intellectual development, personal awareness and expression.

In addition, MMBDA implements a half-day Spanish immersion program for preschool through 2<sup>nd</sup> grade. Our Spanish Immersion Program continues to be a prominent, mission-related hallmark of the school's instructional design. The Spanish curriculum supports our mission in that it teaches students about other cultures and it prepares students to speak a second language that many in the U.S. speak. This cultural diversity is also reflected in our staff who are from at least sixteen countries worldwide.

We believe that foreign language, art and music are critical subjects for developing well- rounded, creative, thoughtful and intelligent children. We also believe that students should be taught to accept responsibility, to think independently, and to approach school and life with a positive attitude. Our educational program provides opportunities for each child to develop emotionally, physically, socially and intellectually at his/her own pace. We value each child as an individual capable of great talent and learning. At MMBDA we recognize that each child is an individual with varied learning styles. It is the policy of the school that all academic staff members differentiate their lessons to ensure that all learners are successful.

Serving students in grades PreK-3 through 8<sup>th</sup> grade, MMBDA has robust course offerings and experiences that are challenging, varied, age and developmentally appropriate, while remaining harmonious to its mission. MMBDA has three curriculum foci that are unique for Early Childhood, Elementary and Middle School programs that all foster critical thinking

skills, inquiry within an interdisciplinary manner and intellectual curiosity. Each curriculum area empowers learners and teachers to make connections across all subject areas to the outside world. Teachers collaborate and integrate subjects in thematic units across disciplines. For example, while fourth graders were exploring decomposition in math, they were studying decomposition in studio art: breaking complex compositions into simpler component shapes.

In 2015, the Board of Trustees voted to adopt the EngageNY Curriculum-Assessment system as our chief guide to implement our Common Core standards and International Baccalaureate program of education.

EngageNY bases its curriculum content from the Core Knowledge curriculum sequence. The Core Knowledge Sequence is a detailed outline of specific content and skills to be taught in language arts, history, geography, mathematics, science, and the fine arts. As the core of a school's curriculum, it is intended to provide a coherent, content specific foundation of learning, designed to encourage cumulative academic progress as children build their knowledge and skills from one year to the next. The Sequence provides a solid foundation on which to build instruction. Moreover, because the Sequence offers a coherent plan that builds year by year, it helps prevent the many repetitions and gaps in instruction that often result from vague curricular guidelines.

#### *Teaching The Core Knowledge Sequence*

*"Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others, using prior knowledge to extend reading ability and comprehension."*

**Early Childhood.** The Creative Curriculum for Preschool is a curriculum that provides thirty-eight objectives for development and learning. The curriculum presents knowledge- building volumes and daily practice resources in tandem, giving every educator the “what,” “why” and “how” of early childhood education. It offers daily opportunities to individualize instruction, helping teachers meet the needs of every type of learner and addresses all the important areas of learning, from social-emotional and math to technology and the arts, and incorporates them throughout every part of every day.

The Creative Curriculum offers daily, built-in opportunities for observation, which helps teachers clearly see the strong relationship between curriculum and assessment. The Creative Curriculum is supported by the Teaching Strategies Assessment, which is formally administered to students three times per year. It allows the teacher to obtain rich data to plan ahead, track progress, and inform decisions that meet the needs of each child, every step of the way.

**Elementary School.** A classroom teacher provides core instruction in ELA, math, social studies and science. Teachers use the entire classroom for center-based instruction. At least one grade level teacher moves with students into the art, music and physical education class to support, and to offer opportunities for curricular and instructional overlap.

**Middle School.** Students attend and participate in different classes for each subject. Every core subject is taught by a teacher who is highly qualified in their discipline. Through our scheduled collaboration, middle school teachers are able to develop and implement synergetic trans-disciplinary units of study to increase student awareness and experience of the interrelated nature of what they are learning.

**The following is MMBDA’s philosophy within each discipline of the Early Childhood, Elementary and Middle School curriculum framework:**

**Reading Language Arts** The curriculum is designed to build students’

decoding, vocabulary, fluency and comprehension in reading and writing. In 1st - 4th grade, students use Harcourt Trophies sequence and pacing guides. MMBDA ELA curriculum promotes student comprehension, writing and speech at the highest level of proficiencies. Teachers develop lessons in alignment with the suggested curriculum guide, supplemental integrated unit activities and instructions supported. Teachers also develop lessons in alignment with the arts.

**Mathematics** EnageNY uses Eureka Math, which connects math to the real world in ways that take the fear out of math and build student confidence—while helping students achieve true understanding lesson by lesson and year after year. It provides a cohesive approach to the ultimate goal: students who are not merely literate, but fluent, in mathematics.

**Social Studies / History** The goal in teaching and learning in social studies and history is not for students to merely learn events from the past, but to use the acquired knowledge to better shape their future. Students are exposed to US History, Ancient Civilizations, Geography and Culture. Examples of learning activities and experiences are as follows: Fords Theatre Oratorical Festival, USA Today electronic subscription, Washington Post, discussion of current events, field trips that align with our curriculum and standards.

**Science** Students learn science through discovery-based lessons in which they interact with each other and with teachers to solve problems and to answer questions. Science is explored through laboratory experience, field exercises, and in class to encourage student interest. Students study both biological and physical sciences including general, earth and life sciences. All students participate in Environmental Science classes beginning in PreK3.

**World Language** At MMBDA, World Language is structured around an intensive study of Spanish in a half- day immersion setting for Pre-K through second grade. Instruction through immersion is effective because the whole curriculum is taught in Spanish.

In third through eighth grade, Spanish instruction includes reading, writing, listening, speaking, and vocabulary development. Proper use of intonation, appropriate facial expressions, gestures, and culture to native speakers are emphasized along with the use of new set of vocabulary and grammatical structures. In fifth through eighth grade, students are engaged in Latin instruction to strengthen their understanding of the English language through phonemic awareness. Latin also provides students with a deep dive in grammatical structures such as parts of speech, agreement and verb conjugations.

**Studio Art** At MMBDA visual arts provides a learning environment that stimulates and maximizes the creative and artistic potential of each student. Students explore a variety of media to express themselves and express the joy and beauty found in their world. Students learn skills in art appreciation through art history, display and critique.

**Music** Music is an integral part of the curriculum as it develops students' musical acumen through theory and practice. Students will engage in music composition, notation, and vocal and instrumental performance. Students also gain an appreciation for music through choral performances, community service, and an exploration of music history.

**Physical Education / Movement / Health** Developing fitness and health consciousness is our goal for every student at MMBDA. Through physical education, students develop sportsmanship, team collaboration, strategic thinking, healthy competition, and fitness. Health and physical education also fosters an overall wellness lifestyle for students to adopt in their lives beyond the school doors.

In addition to the daytime instructional program, MMBDA offers a rich extracurricular/ afterschool program that enhances the student experience. In support of the school's mission, some activities are required while others are based on student choice. Tutoring is provided during the enrichment hours of 4-6pm for all students. Transportation is provided to all students to make this possible. In contrast, DC public schools do not provide bus service for their students.

**Required Extracurricular Activities**

- Winter and Spring Extravaganza
- Hispanic Heritage Celebration
- African-American Heritage Celebration
- International Day
- Community Service Learning (World Vision, Thanksgiving Basket Giveaway, Pennies for Patients, Walk for the Homeless)
- Science Fair
- World Food Day
- Field Trips

**Interscholastic Activities and Competitions (Voluntary)**

- Math Counts
- Black History Quiz Bowl
- Academic Vocabulary Bee
- Read Across America Day
- Oratorical Contest (Ford's Theatre)

**Athletic Activities (Voluntary)**

- Flag Football (Co-ed)
- Basketball (Girls and Boys)
- Volleyball
- Cheerleading
- Baseball
- Soccer
- Track and Field

**Clubs and Activities**

- Art Club
- STEM Club
- Chess Club



- Music and Drama
- Gardening Club
- Lego Robotics
- Intramurals

Character education is integrated into the school program. Annually students are provided opportunities to listen to and interact with “History Makers,” outstanding African American civil rights, human rights and business leaders. MMBDA prioritizes the value of character and habits of honor, thus having a Character Education curriculum that includes Character First, Second Step, an alternatives-to-violence strategy development curriculum and the administration of the Bryant Empathy Scale. Our code of honor and character education program promotes ethical values such as fairness, honesty, compassion, responsibility and respect for self and others. The Second Step Curriculum helps develop students’ critical thinking, emotional intelligence and corresponding social skills, thus addressing the “head, heart and hand” of character education. The Bryant Empathy Scale complements the Character Education program as it assesses students’ level of empathy at the beginning and end of the year.

### PARENT INVOLVEMENT EFFORTS

We strongly believe that parental and community involvement are important to the educational process. Feedback from annual parent surveys serve to inform adjustments and plans for the upcoming school year. Through partnerships with local businesses, environmental organizations, and government agencies, students’ education is expanded beyond the classroom. Parents are essential to the fulfillment of the Mary McLeod Bethune Day Academy PCS mission. Parents are informed of events, activities, and pertinent school news via our web site, newsletters, text messaging, personal phone calls, and meetings. A variety of planned activities are offered during the school year to involve parents and to offer them workshops and trainings so that they are the best advocates for their child’s well-being and education.

A remarkable accomplishment of our school is the high level of fidelity among our student population.

MMBDA offers additional student services that are consistent with its mission and reflect the needs of its students. These services are offered to all students who qualify and the qualification criteria are published and distributed to all students and families in the Student/Parent Handbook. As needed, the Parent Involvement Coordinator distributes flyers, email messages and social media to publicize opportunities. These include:

- Coat, uniform and book bag/school supplies drives - donated coats, uniforms and book bags are distributed as needed
- Washington Capital Food Bank - monthly food distribution at the school for any parent, staff member or community members.
- Parent workshops - a variety of workshops that support families, students, academics, housing and other social services
- The McKinney-Vento Homeless Education Assistance Act - a federal law that requires support to homeless families
- Garden - Families and students facilitate maintenance of the school garden
- Alumni scholarship - a \$1,000 scholarship given to one former student who will enter an accredited university in the fall of the year.
- Report cards distributes 4 times per year
- Progress reports delivered 3 times per year
- Parent Orientation
- Parent/Teacher Conference, 3 times per year
- Awards Programs
- Garden Day /Clean-up Day
- Walk for the Homeless
- Thanksgiving Dinner at School
- Winter Extravaganza
- Parent Survey
- Annual Mother's Tea
- Annual Father's Breakfast

- International Day Field Day

The MMBDA Parent Teacher Organization (MMBDA PTO) is dedicated to serving the needs of the students, school and parent community. It fosters parent involvement and allows for resources, talents & communication to be shared across all volunteer efforts, parent-driven activities, and fundraising. The MMBDA PTO sponsors activities, including monthly meetings, Adopt a Block workdays, parent volunteering and sponsors eighth grade graduation and other special events.





## SCHOOL PERFORMANCE

### A. PERFORMANCE AND PROGRESS\*

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

MMBDA Curriculum is aligned specifically to the CCSS in reading and mathematics using EngageNY as our implementation guide.. In addition to the CCSS, MMBDA has a curriculum offering that promotes liberal education in its full course of studies in humanities, science and math. The school also develops the whole child through the incorporation of community service and character education.

The curriculum guides instruction through the alignment of objectives, instructional activities and assessment. The Curriculum is supported with professional development and resources. Curriculum components of our Elementary and Middle School programs emphasize critical and analytical skills while fostering independence in thought. We believe that the teacher who knows his/her students' learning needs well will continually modify the classroom environment in response to those needs. EngageNY curriculum guides, textbooks, and other exemplar curricula materials are used as a reference library that teachers use to support instruction after formative analysis of students' work. This allows teachers to be creative and to become acquainted with new ideas. Neither the curriculum nor teacher can fully anticipate the complex and idiosyncratic nature of the thinking that might go on among twenty students in a single classroom during any one mathematics class. However, both teacher and curriculum contribute to a repertoire of knowledge about student thinking that leads to better mathematics teaching and learning. Therefore, using the CCSS, EngageNY (Core Knowledge and problem based curriculum) and the Achievement Network Schedule of Assessed Standards, which provides(our ELA and mathematics pacing guides), teachers develop lessons and assessments that authentically align with student need, progress and pacing.

Further instructional enrichment, in the form of Project Based Learning (PBL), enables students to become global and active learners. PBL allows our teachers and students to be creative as they guide their own learning in an integrated learning experience. An example of student problem solving involved a 2<sup>nd</sup> grade class identifying the problem of too much garbage accumulation in their school. The students came up with creative ways they could reduce waste in their classroom. Through hands-on and active engagement, students created pulp paper and other recycled useable products and gained an appreciation of the benefits of recycling. Students utilized a number of media as they presented their topic of interest. These included video recordings, PowerPoint presentations, dramatic excerpts as well as Socratic seminars. This integrated unit of study allowed students to gain and apply knowledge and skills in ELA,

math, art, social studies and science. PBL allows all students to contribute to the presentation of their study.

Assessment informs our instruction, as teachers assess student growth and development through formal, informal, formative and summative assessments. Tools that assist in determining mastering of curriculum standards and objectives include Teaching Strategies Gold (PreK ), Discovery Education (Gr. Kgn, 1, and 2) Achievement Network (Grs. 3 -8). Standardized assessments and the assessment data they generate are an integral measure of success in American schools today. Assessment data helps drive the instructional program, provide focus for intervention strategies, and measures teacher effectiveness. Assessing students from Pre-K through 8th grade allows the school to gauge the quality of instruction provided by the teachers and ensure that students have mastered the information that has been provided. We use this data to inform our decisions on curriculum, professional development and assessment needs. An assessment calendar is developed with consideration of instructional timeframes (units, quarter and semesters) and in conjunction with the state administered high stakes test.

**Formative assessments** (checks for understanding) are developed by teachers. Formative assessment is part of the instructional process at MMBDA. It provides the information needed to adjust teaching and learning while it is happening. This process is used and developed to mirror the PARCC test items, inform both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve, targeted standards-based learning goals prior to the next administration of the ANet. In our checks for understanding teachers use exit slips, warm up exercises, think-pair-share, turn and talk and critical thinking questions, to name but a few.

**Summative assessments** focus on the outcome of instruction. This assessment is given at the end of a unit of study to evaluate student performance of a defined set of content, goals or standards. Examples of summative assessments used by MMBDA teachers are mid-terms, final



exams, performance tasks or written projects.

**Achievement Network (ANet)** is our interim assessment tool administered to students in grades two through. ANET's network includes over 500 schools and provides the assessment, data analysis, coaching and re-teaching tools. The assessment is aligned to the CCSS and is used to complement PARCC and provide additional information to monitor curriculum, instruction and schools.

The **Stanford10** test is our internal assessment measure. The test measures foundation skills to critical thinking processes. The reporting system provides specific actions to aid teachers, administrators, and parents in charting a course for their student's success. Stanford10 measures the spectrum of important reading components, from recognizing sounds to word identification, from vocabulary skills to comprehension. The Reading Vocabulary test at all levels measures student knowledge of grade-appropriate general and content-area vocabulary, as well as vocabulary strategies. This test is used to assist the school and teachers in developing and modifying the curriculum map for each grade level and to assist in differentiation of instruction.

**Teaching Strategies Gold Assessment** is a formal, validated observational tool that is administered in the beginning of the school year to establish a baseline of our three and four year olds' developmental level in gross motor, fine motor, cognitive, social, and language domains. It is used to monitor development and assists the teacher in preparing the environment for optimal learning. The observational tool is used throughout the year with formal administration to students three times per year. It allows the teacher to obtain rich data to plan ahead, track progress, and inform decisions that meet the needs of each child, every step of the way.

**Discovery Education Assessment.** Students in grades (Kindergarten-2nd grade) take the Discovery Education Assessment, which produces multiple standard report formats for each interim assessment. Interactive

reports are linked to recommended digital remediation selected from Discovery Education's streaming service. Discovery Education Assessment reports provide teachers with easy-to-read reports that allow all stakeholders, including students, parents, teachers, and administrators to determine how learning is progressing. Reports are available immediately upon completion of student test administration.



**1. The extent to which the school is meeting its goals and academic achievement expectations detailed in its charter. Using the PCSB-provided template that includes each school's goals and academic achievement expectations for school year 2014-15, as per the school's charter, as amended, schools must report whether each goal was met or not met, and cite the evidence used to make the determination. placed in the annual report in the form of a narrative or chart.**

On May 28, 2015, the DC Public Charter School Board approved a M.M. Bethune PCS charter agreement amendment application requesting to revise its existing goals and academic achievement expectations by adopting the Early Childhood, Elementary, and Middle School Performance Management Framework ("EC/ES/MS PMF"). In addition to adopting the EC/ES/MS PMF, the school also proposed to add the following mission-specific goal: On an annual basis, the percentage of students in the proficient range of the Stanford Spanish Language Proficiency Test at the end of 2<sup>nd</sup> grade will increase until the school maintains a threshold of 65% proficiency. In addition, per PCSB PCSB's [policy](#), the EC/ES/MS PMF will be considered to have been adopted by the School Corporation in SY 2014-2015 as its goals and student academic expectations for its early childhood, elementary and middle school programs (grades prekindergarten-3 through eighth). PCSB will hold MM Bethune PCS accountable to the EC/ES/MS PMF as its goals and academic expectations, including the recently approved Hold Harmless Clause<sup>1</sup> for the following school years: 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19.

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<sup>1</sup> Hold Harmless Provision: PCSB will not tier any schools eligible for the EC/ES/MS PMF. PCSB will not conduct the following actions towards schools if they earn less than 35.0% of the possible points on the 2015 EC/ES/MS or HS PMF: 1) Commence a QSR for EC/ES/MS or HS schools if the only trigger is that they earned less than 35.0% of the possible points on the 2014-15 PMF; or 2) Publicly label the HS school as Tier 3.



Goal	Met/ Not Met	Evidence
PK Literacy – 85.4% mastery PK Math – 82.5% mastery	Met Met	Teaching Strategies Gold
65% of kindergarten through second-grade students will demonstrate average or above average growth in reading by the Spring administration on the Discovery Education Predictive Assessment	61.1%	Discovery Education scores showing student growth per testing period
65% of kindergarten through second-grade students will demonstrate average or above average growth in math by the spring administration on the Discovery Education Predictive Assessment	51.6% mastery	Discovery Education scores showing student growth per testing period
Emotional Support Classroom Organization Instructional Support	6.30 6.23 3.52	CLASS reports from School Readiness Consulting (SRC)

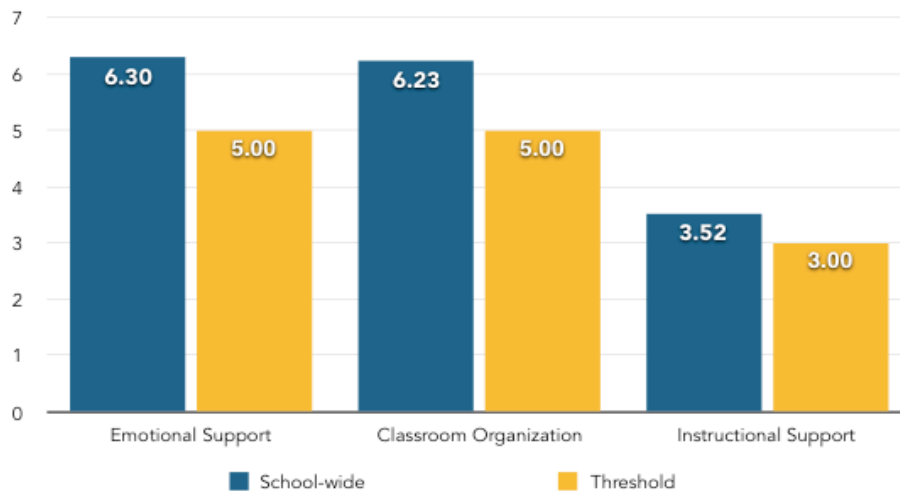
## DC Pre-k Quality Evaluation CLASS Observation Report

**Mary McLeod Bethune Day Academy Public  
Charter School  
SY 2015-2016**



The Classroom Assessment Scoring System (CLASS) is a tool that measures the daily interactions between teachers and students and among students. The CLASS measures interactions in three domains, emotional support, classroom organization, and instructional support, as described below. The CLASS is based on research that suggests student-teacher interaction is the foundation of student development. The dimensions examined by the CLASS are derived from constructs used in child care research, effective teaching practice literature, focus groups, and pilot studies. The CLASS is scored by specifically assessing observed interactions, as opposed to physical environment or adoption of a curriculum. In addition, using national data of state pre-k programs, researchers have found threshold scores that are associated with increased child outcomes. Scores of five or more in Emotional Support and Classroom Organization, and three or more in Instructional Support have been associated with higher child social and academic gains (Burchinal, Vandergrift, Pianta, & Mashburn, 2010).

**CLASS Domain Scores**





	ELA	MATH
Approaching College and Career Ready and Above	53.4%	36.2%
College and Career Ready and Above	20.2%	11%
Gateway Grade 3 College and Career Ready and Above	8.0%	
Gateway Grade 8 College and Career Ready and Above		5.3%

PARCC Scores- Grades 3 – 8

## LESSONS LEARNED AND ACTIONS TAKEN

MMBDA is actively seeking to strengthen its curriculum framework to increase quality and rigor. To that end, the Board of Trustees adopted the Engage, NY this is the effort underway to adopt the International Baccalaureate program.

- An instructional coach visited classrooms to provide support to classroom teachers to augment administrator monitoring , observation, and evaluation.
- The School purchased a new laptop cart to support the administration of PARCC testing. Funding for the purchase is made by a grant from OSSE Technology fund.
- The Professional Development Institute – August 15 – 25, 2016 will include PYP IB training. PYP Category 1 In-School Workshops An Introduction to the PYP Curriculum Model (2 sessions, 2 leaders, 40 total participants) to be held at Mary McLeod Bethune Day Academy Public Charter School from 23-25 August 2016 (Half day on Thursday, 25 August). IB Consultant Visit showed that the school is “in progress” for its application and authorization process. The consultant, Dr. Gen Davis, on a two-day visit, visited both campuses and interviewed and/or had roundtable discussions with administrators, teachers and parents. She then observed classrooms to see our alignment of instructional delivery to the IB philosophy and practice. She provided an in-depth IB report, which shows that MMBDA is on track to receive its authorization in two years.
- Beginning in grades 7 and continuing in grade 8, the middle school structure was created for the English Language Arts teacher and the Social Studies teacher to co-teach in the same classroom during consecutive learning blocks. The same configuration was made for the Math and Science. This configuration allows the teachers to plan and deliver instruction in a better-integrated fashion.
- A new structure for “Professional Learning Community (PLC)” was established to ensure greater accountability to learning,

professional development and planning. Each administrator will now be accountable to a cadre of teachers/classrooms, whereby the administrator will participate in planning and data analysis to ensure teaching to high standards, differentiation, and rigorous and critical thinking, problem solving, writing, and mathematical thinking.

- The School has researched mathematical professional development and instructional approaches and will implement new professional development to enable our students to be better mathematical thinkers. Mathematical Assessment Project (MAP) is the tool for PD and classroom support for formative and summative assessment that exposes students' mathematical knowledge and reasoning, helping teachers guide them towards improvement and monitor progress. The tools will assist and deepen students' understanding of mathematical concepts and develop their ability to apply that knowledge to non-routine problems.

### UNIQUE ACCOMPLISHMENTS

- MMBDA acquired the SEED classroom, a first for Washington, DC schools and for elementary schools on the East Coast, U.S. The SEED building is a self-sustaining building that provides hands-on experiential learning opportunities for the children and teachers in a hand-on sustainable learning space built to Living Building Challenge standards. The classroom is net-zero energy, net-zero water, is made of non-toxic materials, includes daylighting, urban agriculture and equity components and creates a space that fosters inspiration, education and beauty. It is built to last 100 years and is designed on a foundation system that allows it to have little impact on its site and makes it easy to move it one or more times during its lifetime.
- MMBDA partnered with Common Threads, a national nonprofit, to fight childhood obesity and empower children to eat healthy, make sustainable behavior changes, and celebrate culture through food. The Common Threads partnership kicked off began in the summer

with a 6-week after school Family Cooking Class that engaged families in the art of eating well through hands-on learning in the kitchen. Families learned how to cook healthy and economic meals, enjoy an interactive grocery store tour, and lessons from Cooking For Life Handbook.

- Natalie Webb, a former MMBDA student who recently graduated from high school this year won the 2016 Bright Futures Scholarship Essay Contest. As a winner, Natalie was awarded a \$1,000 scholarship and a spoke at the 2016 MMBDA 8th Grade Commencement. She will attend the University of DC. As a student with an IEP, Natalie spoke to the audience of the benefits of attending Mary McLeod Bethune Day Academy PCS.
- In June 2016 MMBDA was informed the two of our teachers were selected to become a member of the 2015 Leading Educators regional development cohort.
- Isbel Alba, a prekindergarten teacher received certification from the National Geographic Society as a guide and docent.
- Twenty 8<sup>th</sup> grade middle school students culminated their studies at Mary McLeod Bethune Day Academy by touring Canada where they participated in cultural, community service and environmental activities and projects.
- Mary McLeod Bethune Day Academy provided free food to over 75 families through the Capital Area Food Bank's Family Markets, which provides food (non-perishable items and fresh produce) to school families free of charge once a month. The Capital Area Food Bank brings the food to the school one day a month.
- Antonissa James, (grade 7) and Nya Person (grade 8) were *First Place* winners in the Junior League of Washington 17<sup>th</sup> Annual JLW "Find Your Words" Poetry Contest! The Junior League of Washington invited DCPS and public charter school students in grades 4-8 to participate in their 17<sup>th</sup> Annual JLW "Find Your Words" Poetry Contest. The purpose of the contest was to encourage young people to explore reading and writing poetry by submitting up to two poems on any topics of significance or

interest to them. Entries were judged on the basis of content, originality, creativity, and clarity. Each winner received literacy-focused prizes, (value of \$50 for first place and \$25 each for honorable mention), and were published in a JLW booklet, and invited to read their poems at a JLW event in the spring.

- [Code.org](#). MMBDAMMBDA students in grades kindergarten – 8 increased their knowledge in computer science while having great fun! Three teachers at MMBDA have launched Code.org® as an after-school project. Ms. Fernandez, Mrs. Guidi, and Ms. Garland received training and certification in order to sponsor a Code.org club at MMBDA. Code.org is an independent non-profit dedicated to expanding access to computer science, and increasing participation by women and underrepresented students of color. Code.org increases diversity in computer science by reaching students of all backgrounds where they are — at their skill-level.
- Unicef Kid Power has partnered with Let's Move! Active Schools to bring the UNICEF Kid Power school program to schools and students across the country in the 2016-2017 school year. The students of MMBDA in the 3rd through 5th grades received a fit band and are tracking their movements to support their good health and to help severely malnourished children throughout the world! UNICEF Kid Power and Let's Move! Active Schools worked together to support our active school environment at MMBDA. We ensure that all of our children receive at least 60 minutes of physical activity during the school day. Along with lunchtime recess, P.E. classes, creative movement classes, and extracurricular activities, MMBDA partnered with UNICEF and Let's Move! MMBDA was selected to participate in a full-year program for school-year 2016-2017 school year calendar. classrooms in grades 3 – 5 received their own classroom kit, which included a Kid Power Band for every student, a LTE enabled tablet for the class, online curricular media and materials, and setting up and implementation materials.
- On July 25, 2015, The DC Public Charter School Board ("PCSB")

approved the charter amendment request of Mary McLeod Bethune Day Academy Public Charter School ("M.M. Bethune PCS"), operate at a second facility located in Ward 4 beginning in School Year ("SY") 2015-2016 for grades PreK3 – grade 2. .

#### LIST OF DONORS

There were no donors and grantors that contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2015-16 school year.



## DATA REPORT

Source	Data Point
<b>GENERAL INFORMATION</b>	
PCSB	Mary McLeod Bethune Day Academy PCS
PCSB	Grades Served: PK3-8
PCSB	Overall Audited Enrollment: 420
PCSB	Enrollment by grade level PreK3 51 Prek4 58 Kgn 51 Grade 1 37 Grade 2 47 Grade 3 40 Grade 4 26 Grade 5 34 Grade 6 28 Grade 7 28 Grade 8 20
<b>STUDENT DATA POINTS</b>	
School	Total number of instructional days 180
PCSB	Suspension Rate 7.8%

PCSB	<b>Expulsion Rate</b> 0%
PCSB	<b>Instructional Time Lost to Discipline</b> 0.2%
PCSB	<b>Average Daily Attendance</b>

Source	Data Point
PCSB	<b>Mid-Year Withdrawals</b>
PCSB	<b>Mid-Year Entries</b>
PCSB (SY 13-14)	<b>College Acceptance Rates</b> NA
PCSB (SY 13-14)	<b>College Admission Test Scores</b> NA
PCSB (SY 13-14)	<b>Graduation Rates</b> NA
<b>FACULTY AND STAFF DATA POINTS</b>	
School	<b>Teacher Attrition Rate</b> 28%
School	<b>Number of Teachers</b> 71
School	<b>Teacher Salary</b> 2. Average: \$ 48,000 3. Range -- Minimum: \$44.00 Maximum: \$ 72,000

## APPENDICES

## STAFF ROSTER FOR 2015-16 SCHOOL YEAR

**Staff roster for 2015-16 school year that details all staff's qualifications support staff, administration, and any other staff who work directly with students.**

Name	Position	Yr.	Educational Attainment
Alba, Isbel	Teacher	2015	Masters
Allen, Jeannee	Teacher	2011	Masters
Alston, Delvon	Tchr. Asst.	2015	2 yrs.
Belt, Shia	Teacher	2012	Bachelor's
Brown, Jamia	Teacher	2014	Master's
Coore, Yone	Teacher	2015	Master's
David-Hampton, Erina	Teacher	2015	Bachelor's
DeBado, Blanca	Teacher	2004	Bachelors
Dew-Crawford, Nevada	Teacher	2014	Master's
Fernandez, Veronica	Teacher	2014	Master's
Gaylor, Rodney	Teacher	2015	Master's
Gizaw, Hailu	Teacher	2005	Doctorate
Gonzalez, Santos	Tchr. Asst.	2007	Bachelor's
Granado, Linette	Tchr. Asst.	2008	2 yrs.
Green, Georgia	Teacher	2009	Master's
Guerra, Carlos	Tchr. Asst.	2015	2 yrs.
Guidi, Linda	Teacher	2014	Master's
Gusain, Shaline	Tchr. Asst.	2015	Bachelor's
Hall, Quinton	Tchr. Asst.	2013	Bachelor's
Harris, Nikki	Teacher	2015	Bachelor's
Herbert, Kenede	Teacher	2015	Bachelor's
Hernandez, Nuris	Teacher	2006	Bachelor's
Hopkins, Jessica	Teacher	2015	Bachelor's
Jonas, Chloe	Tchr. Asst.	2015	Bachelor's

Lane, Lia	Teacher	2013	Master's
Lester, Marvin	Teacher	2015	Bachelor's
Martinez, Nexty	Teacher	2014	Bachelor's
McKay, Claude	Teacher	2006	Bachelor's
McKenzie, Clarence	Tchr. Asst.	2016	Bachelor's
Mendez, Emma	Tchr. Asst.	2010	CDA
Merriam, Eshalla	Teacher	2015	Bachelor's
Moriconi, Larissa	Tchr. Asst.	2015	CDA
Muhammad, Khadijah	Tchr. Asst.	2015	Bachelor's
Nash, Allanah	Teacher	2014	Bachelor's
Orellana, Elenilson	Tchr. Asst.	2016	2 yr.s
Padilla, Hernan	Teacher	2015	Bachelor's
Philpott, Julia Anderson	Teacher	2015	Master's
Richards, Sacha	Teacher	2009	Master's
Sanchez, Sammy	Teacher	2015	Bachelors
Sotomayor, Luis	Teacher	2015	Master's
Walker, Deyanna	Tchr. Asst.	2015	Master's
Wellington, Inez	Teacher	2015	Master's
Williams, Tuere	Tchr. Asst.	2014	Bachelor's
Williams, Alexandra	Teacher	2014	Bachelor's
Wilson, Jimia	Teacher	2004	Master's
<b>Teaching Staff not Returning Name</b>	<b>Position</b>	<b>Yr.</b>	<b>Educational Attainment</b>
Albuequerque, Dante	Tchr. Asst.	2009	2 yr.s
Baker, Jeremy	Tchr. Asst.	2015	Bachelor's
Zarou, Richard	Teacher	2009	Doctorate
Buffington, Crystal	Teacher	2014	Bachelor's
Cheshire, Betsy	Teacher	2015	Bachelor's
Crump, Arielle	Teacher	2015	Bachelor's
Garland, Domonique	Teacher	2014	Bachelor's
Jackson, Aaron	Teacher	2015	Bachelor's
Manasala. Ellen	Teacher	2013	Bachelor's

Mosher, Jill	Teacher	2015	Master's
Neverson, Bernitha	Teacher	2014	Bachelor's
Orr, Ailene	Teacher	2015	Bachelor's
Orr, Rachel	Teacher	2015	Bachelor's
Perry, Latasha	Teacher	2015	Bachelor's
Richardson, William	Teacher	2015	Bachelor's
Robinson, Jamal	Teacher	2015	Bachelor's
Senkowski, Ashley	Teacher	2014	Master's
Southerland, Karen	Teacher	2016	Bachelor's
Tasco, Deitra	Teacher	2015	Master's
Webne, Theodore	Teacher	2009	Bachelor's

**BOARD ROSTER FOR 2015-16 SCHOOL YEAR**

Valerie Smith, Chair  
Parent Complaint Liaison  
2004 – 2017  
DC Resident

Kofi Onumah ,  
Parent Representative  
2015- 2016  
DC Resident

Donna Burriss  
Parent Representative  
2015 – 2016  
DC Resident

Santos Gonzalez  
Teacher Representative  
2015 – 2017  
DC Resident

Azura Mason  
2015 – 2017

Pamela Cole  
Treasurer  
2004 – 2017

Patricia Callis  
2013- 2018  
DC Resident

Linda McKay  
Executive Director  
ExOficio

## UNAUDITED YEAR-END 2015-16 FINANCIAL STATEMENT



Mary McLeod Bethune Day Academy  
FY16 Fourth Quarter Financials

	2014-2015																	Year to Date		
	Actuals	Jul-15	Aug-15	Sep-15	Q1 2016	Oct-15	Nov-15	Dec-15	Q2 2016	Jan-16	Feb-16	Mar-16	Q3 2016	Apr-16	May-16	Jun-16	Q4 2016	Actual	Budget	Variance
REVENUE																				
Per Pupil Charter Payments	5,475,719	1,572,785			1,572,785	993,729			993,729	1,351,360		21,379	1,372,739	968,409	16,502		984,911	4,924,164	5,032,411	(108,247)
Per Pupil Facilities Allowance	1,170,432	362,696			362,696	1,400,208			1,400,208				-	79,767			79,767	1,842,671	1,170,432	672,239
Federal Entitlements	279,479				-	53,560	21,883		75,443	33,937	124,252	21,055	179,244		69,308	32,944	102,252	356,939	312,113	44,827
Other Government Funding/Grants	359,238			34,571	34,571	30,956	28,647		59,603	20,307	21,494	61,904	103,705	47,380	49,982		97,362	295,241	238,500	56,741
Private Grants and Donations	11,505				-				-		11,159		11,159				-	11,159	-	11,159
Activity Fees					-				-				-				-	-	-	-
Other Income	3,155	54	83	79	216	589	42	64	695	258	69	898	1,225	(1,235)	6,427	808	6,000	8,135	-	8,135
TOTAL REVENUES	7,299,527	1,935,535	83	34,650	1,970,268	2,479,042	50,572	64	2,529,678	1,405,862	156,974	105,236	1,668,072	1,094,321	142,219	33,751	1,270,292	7,438,310	6,753,456	684,854
ORDINARY EXPENSE																				
Personnel Salaries and Benefits																				
Principal/Executive/Clerical Salary	732,027	59,708	62,461	65,689	187,858	65,690	65,690	65,690	197,069	65,690	65,690	65,690	197,070	65,690	65,690	65,690	197,069	779,066	788,775	9,709
Teachers Salaries (incl Aides/Assistants)	2,063,595		98,149	219,643	317,792	223,908	226,526	225,742	676,176	224,682	227,386	230,636	682,704	230,700	226,752	534,845	992,297	2,668,969	2,096,620	(572,349)
Special Education Salaries	453,004		13,792	21,679	35,471	21,593	20,493	17,870	59,956	17,000	24,616	15,579	57,195	18,172	21,162	61,427	100,761	253,383	413,320	159,937
Summer School Salaries	95,562	71,319	505		71,824				-				-				-	71,824	110,000	38,176
Teacher Aides/Assistants Salaries					-				-				-				-	-	-	-
Before/After Care Salaries					-				-				-				-	-	-	-
Other Education Professionals Salaries	324,686	11,780	20,199	45,669	77,648	38,674	38,932	38,185	115,791	37,049	36,971	41,242	115,262	35,245	32,295	66,048	133,588	442,289	507,407	65,118
Business/Operations Salaries					-				-				-				-	-	-	-
Clerical Salaries					-				-				-				-	-	-	-
Custodial Salaries (incl. security)	174,335	8,462		19,706	28,168	12,821	13,665	12,397	38,883	10,825	9,240	14,211	34,276	9,564	10,192	15,779	35,535	136,861	128,367	(8,494)
Other Staff Salaries	229,123	13,752	25,214	25,308	64,274	22,324	23,430	21,119	66,873	20,299	19,882	70,295	110,476	19,669	20,000	28,566	68,235	309,858	263,000	(46,858)
Employee Benefits	815,543	58,014	80,190	39,961	178,165	118,747	80,843	87,838	287,428	79,609	136,700	85,374	301,683	39,504	60,953	40,143	140,600	907,876	978,861	70,985
Contracted Staff	14,934				-		5,843	7,014	12,857	4,766	5,068	6,377	16,211	5,340	2,295	1,748	9,383	38,450	23,000	(15,450)
Staff Development Expense	52,905	21,291	13,100	9,500	43,891	2,260	833		3,094	5,060		160	5,220	218	2,000	13,669	15,886	68,091	90,000	21,909
Subtotal: Personnel Expense	4,955,712	244,326	313,610	447,155	1,005,091	506,017	476,254	475,854	1,458,125	464,980	525,553	529,564	1,520,097	424,100	441,338	827,915	1,693,353	5,676,666	5,399,350	(277,316)
Direct Student Expense																				
Textbooks	773				-				-				-				-	-	30,000	30,000
Student Supplies and Materials	53,652	14,906	94,092	16,416	125,414	1,723	2,826	3,761	8,310	7,639	18,971	1,953	28,563	1,922	573	109	2,603	164,890	36,500	(128,390)
Library and Media Center Materials	27,761	13,828	698	3,860	18,386	3,706	512	6,172	10,390	74	6,792	37	6,903	37			37	35,716	21,000	(14,716)
Student Assessment Materials	54,404	45,009	662	5,569	51,240	4,288		769	5,057			562	562		2,812		2,812	59,670	52,500	(7,170)
Contracted Student Services	184,653	17,533	6,098	7,047	30,677	1,221	13,925	22,054	37,200	8,188	13,935	21,023	43,146	5,868	23,777	14,354	43,999	155,021	160,000	4,979
Miscellaneous Student Expense	443,558	19,421	36,924	47,974	104,319	91,633	39,469	32,116	163,218	36,445	37,899	75,099	149,443	62,581	64,937	33,571	161,089	578,069	421,500	(156,569)
Subtotal: Direct Student Expense	764,800	110,696	138,473	80,866	330,035	102,571	56,732	64,872	224,175	52,346	77,597	98,674	228,617	70,407	92,099	48,034	210,540	993,367	721,500	(271,867)
Occupancy Expenses																				
Rent	213,832	18,676	27,549	19,983	66,208	28,856	28,856	28,856	86,567	37,728	48,839		86,567	57,711	28,856		86,567	325,908	230,000	(95,908)
Building Maintenance and Repairs	89,914	5,001	44,253	15,277	64,531	4,109	4,814	5,805	14,728	5,125	12,061	2,478	19,664	50,529	832	28	51,388	150,311	50,000	(100,311)
Utilities	98,204	9,776	8,750	8,039	26,564	14,497	30,191	12,898	57,586	11,418	16,824	12,501	40,743	8,948	12,314	9,767	31,030	155,923	190,000	34,077
Janitorial Supplies	21,031	1,562	5,304	4,802	11,668	1,720	1,678		3,398		1,703		1,703	1,288			1,288	18,057	10,000	(8,057)
Contracted Building Services	166,268	40,941	74,148	42,729	157,817	36,053	498,095	382,824	916,972	23,549	17,901	16,633	58,083	15,825	12,758	22,388	50,970	1,183,843	752,600	(431,243)
Subtotal: Occupancy Expenses	589,249	75,956	160,003	90,830	326,788	85,234	563,633	430,383	1,079,250	77,820	97,328	31,612	206,760	134,301	54,759	32,183	221,243	1,834,042	1,232,600	(601,442)
Office Expenses																				
Office Supplies and Materials	19,422	2,750	2,266	1,982	6,998	839	580	469	1,889	975	637	1,027	2,639	268	132	957	1,357	12,882	12,000	(882)
Office Equipment Rental and Maintenance	18,227	1,843	2,016	8,718	12,577	6,406	4,520	1,865	12,791	939	1,856	898	3,693	1,746	3,059		4,804	33,866	32,500	(1,366)
Telephone/Telecommunications	21,832	1,844	1,593	2,682	6,119	1,909	1,841	1,856	5,606	4,058	2,486	2,171	8,715	5,784	1,898	1,914	9,596	30,036	20,000	(10,036)
Legal, Accounting and Payroll Services	26,175	22,000			22,000				-			2,000	2,000	155			155	24,155	48,000	23,845
Printing and Copying	2,314	-	433		433		535		535				-		157		157	1,125	4,000	2,875
Postage and Shipping	1,975	285	-	114	399			245	-				-	164		156	320	964	1,500	536
Other	4,127	647	7,592	204	8,444	217	1,211	1,036	2,464	470	247	199	916	186		180	366	12,190	3,000	(9,190)
Subtotal: Office Expenses	94,072	29,370	13,900	13,700	56,970	9,371	8,687	5,472	23,530	6,442	5,226	6,295	17,963	8,303	5,246	3,208	16,756	115,219	121,000	5,781
General Expenses																				
Insurance	49,626	29,392	28,939		58,331	4,049		5,677	9,726				-	20,922		(9,585)	11,337	79,394	51,500	(27,894)
Transportation	212	12	8	12	32	6		20	26				-	20		20	40	97	-	(97)
Food Service					-				-				-				-	-	-	-
Administrative Fee (to PCSB)	72,956	75,954			75,954			2,970	2,970				-				-	78,924	75,000	(3,924)
Management Fee					-				-				-				-	-	-	-
Interest Expense					-				-				-				-	-	-	-
Other General Expense	62,574	7,696	4,949	2,988	15,633	4,785	5,870	12,360	23,015	2,591	2,762	10,076	15,429	1,774	4,990	8,582	15,346	69,423	41,700	(27,723)
Subtotal: General Expenses	185,368	113,054	33,896	3,000	149,950	8,840	5,870	21,027	35,737	2,591	2,762	10,076	15,429	22,716	4,990	(982)	26,723	227,838	168,200	-59,638
TOTAL ORDINARY EXPENSES	6,589,201	573,400	659,883	635,550	1,868,833	712,032	1,111,177	997,607	2,820,817	604,179	708,466	676,221	1,988,866	659,828	598,431	910,357	2,168,616	8,847,132	7,642,650	(1,204,482)
NET ORDINARY INCOME	710,326	1,362,135	(659,800)	(600,900)	101,435	1,767,010	(1,060,605)	(997,543)	(291,139)	801,683	(551,492)	(570,985)	(320,794)	434,493	(456,212)	(876,605)	(898,324)	(1,408,822)	(889,195)	519,627
Depreciation Expense	127,329				-				-				-				-	0	0	0
NET INCOME	582,997	1,362,135	(659,800)	(600,900)	101,435	1,767,010	(1,060,605)	(997,543)	(291,139)	801,683	(551,492)	(570,985)	(320,794)	434,493	(456,212)	(876,605)	(898,324)	(1,408,822)	(889,195)	519,627

## APPROVED 2016-17 BUDGET

**DISTRICT OF COLUMBIA  
BOARD OF EDUCATION CHARTER SCHOOL OVERSIGHT**

**Annual Operating Budget**

<b>School Name</b>	Mary McLeod Bethune	<b>Contact</b>	Stacii S. Bryson
<b>Fiscal Year</b>	SY 2016-2017	<b>Phone #</b>	202-459-4710 ext 3646
<b>Actual Student Enrollment</b>	458		

<u>DESCRIPTION</u>	<u>Budget Amounts</u>
<b>REVENUES</b>	
Per Pupil Charter Payments	5,870,837
Facilities Allowance	1,428,480
Federal Entitlements	436,500
Other Federal Funding	310,000
Activity Fees	0
Other Income	0
	-----
<b>TOTAL REVENUES:</b>	<b>\$8,045,817</b>

<u>EXPENSES</u>		<u># Of Full Time Employees</u>	<u># Of Part Time Employees</u>
<b>Personnel Salaries and Benefits</b>			
Administration Salaries	788,275	10.00	
Instructional Salaries	3,012,414	62.00	
Instructional Support Salaries	484,908	7.00	2
Special Education Salaries	227,107	4.00	0
Food Service Salaries	124,488	4.00	0
Transportation Salaries	133,920	3.00	2
Support Services Salaries	127,525	4.00	0
Instructional Salaries - Contracted	100,000	-	0
After School Service Salaries (Tutoring/Clubs)	13,000	-	0
Bonus/Merit Pay	7,000		
Employee Benefits	593,000	-	0
Payroll Taxes / Fees	400,000	94.00	4
	-----		
<b>Subtotal Personnel Costs:</b>	<b>\$ 6,011,637</b>		

<b>Direct Student Costs</b>	
Staff Development Costs	43,700
Textbooks	10,000
Instructional Supplies / Materials	33,500
Library / Media Center Materials	3,000
Instructional Furnishings/Computers/Materials	41,000
Student Assessment Materials	51,500
Contracted Instructional / Student Services	119,000
Lunch	309,000
Student Field Trip	37,000
Student Activities	21,750
Miscellaneous Student Costs	9,000
Student Bus/Transportaion	84,000
	-----
<b>Subtotal Direct Student Costs:</b>	<b>\$762,450</b>

**DISTRICT OF COLUMBIA  
BOARD OF EDUCATION CHARTER SCHOOL OVERSIGHT**

**Annual Operating Budget**

<b><u>DESCRIPTION</u></b>	<b><u>Budget Amounts</u></b>
<b><i>Occupancy Expenses</i></b>	
Rent / Lease	350,270
Building Supplies / Materials	25,000
Building Equipment Maintenance / Repairs	20,000
Building Maintenance / Repairs	27,000
Utilities (Electric / Gas / Water)	195,000
Janitorial Supplies	20,000
Contracted Building Services	143,400
Leasehold Improvements	400,000
	-----
<b>Subtotal Occupancy Expenses:</b>	<b>\$1,180,670</b>
<b><i>Office Expenses</i></b>	
Office Supplies / Materials	14,000
Office Equipment Purchase	10,000
Office Equipment Rental / Lease	15,000
Office Equipment Maintenance / Repairs	12,000
Telephone / Telecommunications	29,200
Accounting/Legal Fees	44,000
Printing / Copying	4,000
Postage / Shipping	1,500
Advertising	5,000
Other	4,500
	-----
<b>Subtotal Office Expenses:</b>	<b>\$139,200</b>
<b><i>General Expenses</i></b>	
Insurance	124,300
Bank Fees	1,200
Meeting/Entertainment	15,000
Travel	500
Consultant	5,000
DCPCSB Oversight Fee	85,000
Moving Expenses	3,500
Other General Expense	33,500
	<b>\$268,000</b>
<b>TOTAL EXPENSES:</b>	=====
	<b>\$8,361,957</b>
<b>EXCESS (OR DEFICIENCY)</b>	<b>(\$316,140)</b>