



COMMUNITY COLLEGE PREPARATORY ACADEMY 2017 -2018 ANNUAL REPORT

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School Description

MISSION STATEMENT

Community College Preparatory Academy Public Charter School (CC Prep) provides the education and skills development to empower and prepare under-credited adults for post-secondary educational success, viable employment and lifelong learning.

VISION

The founders of the Community College Preparatory Academy (CC Prep) envisioned a supportive, wrap-around learning environment where education was customized to each student's needs and knowledge was attained through collaborative work with instructors, lab coaches, a Student Success Specialist and peers.

Specifically, CC Prep combines best practices in academic remediation and andragogy with enriched content and accelerated learning approaches guided by state-of-the-art postsecondary educational and career development strategies.

This powerful instructional combination is packaged for self-directed and group learning opportunities. While most students' primary goal is to earn a GED, our founders' educational plan remains to provide academic and experiential learning opportunities for students to gain critical thinking and problem-solving skills in preparation for postsecondary education, training toward national certification and viable employment.

SCHOOL PROGRAM

CC Prep was designed to respond to the very disparate workforce and economic development challenges of “East End” adult residents by providing remediation in core academic skills, core skills in computer literacy, and on-line learning. Additionally, from its inception, the school was designed to focus on preparation for a range of highly portable, national workforce certifications that also responded to the entry-level workforce talent needs of the city and the region. Finally, as the name implies, CC Prep focuses on preparing residents to become “*freshman ready*” through college ready GED scores and ACCUPLACER scoring at freshman level.

CC Prep’s leadership remains committed to the development of seamless career paths for students. We see our school as a “bridge,” or, “on-ramp,” to advanced certification, post-secondary education, and entry-level employment in our city’s fast-growing job market. We firmly believe that an adult should be able to resolve issues of deficit in the core skills of reading, writing and mathematics while using the computer and the internet as tools to mitigate remediation and support new learning.

Our selection of a blended learning model was the direct result of our analysis of the most current research on adult learners. Additionally, our analysis of the city’s Office of Planning data on average level of education clearly indicates the preponderance of college graduates in the western portion of the city as opposed to concentration of high school drop outs in the east. Our review of workforce data like the U.S. Department of Labor SCANS Report, and our analysis of the District’s Department of Employment Services’ projections regarding emerging careers in the region clearly acknowledges the gap and the need for these skills in the District’s “knowledge-based economy.”

A review of data from the city’s only public post-secondary system (University of the District of Columbia) indicates that, currently, more than 90% of the freshman attending the District’s Community College are enrolled in one or more remedial classes. More than 60% of these students live on the East End of the City in Wards 7 & 8. These students need to enter post-secondary education with the skills, knowledge and behavioral habits that make them more than eligible - they must be “*freshman ready*”. CC Prep seeks to prepare our adult students for twenty-first century learning and work environments by focusing their attention to, and developing their capacity for, life-long learning.

Finally, as we have sought to address the K- 12 challenges for young people on the “east end,” we cannot discount the need to improve both compensation and academic capacity of Early Childhood workers in Wards 7 and 8. We have chosen to address this area by partnering with the Early Childhood Collaborative to offer “bridge-to-college” programming that focuses on building skills and knowledge. We have also determined that it is equally as important to *educate* parent consumers to ensure that they make the best public education choices for their children.

PROGRAM DESIGN

During our fifth year, we have focused on three areas that have impacted our core program design, namely;

- **The Expansion and Redesign of the GED Pathway Program.** CC Prep has chosen to invest additional staffing and research to further develop and refine the GED pathway by working with the National GED program to provide intensive curricular re-design and teacher training. The addition of a Director of Academics and Training, coupled with strategic use of the Office of the State Superintendent’s SOAR grant funding, has led to the development of a comprehensive curriculum map as well as extensive training for both teachers and lab coaches, which resulted in significant movement of our students through the GED pipeline with full completions and increased success on subject test completions.
- **The Expansion of Stackable Certification Options.** In addition to expanding the Microsoft Office Suite training to include ACCESS and SHAREPOINT we have added business writing workshops and we are developing the capacity for Coding apprenticeship training as well as IT Apprenticeship. We have piloted an introductory program in Coding and received favorable responses from our students and we are looking toward piloting the highly successful Launch Code Training model this upcoming school year.
- **The Development of “Life Skills” Curriculum and Classes.** After reviewing extensive student progress data, it was determined that we needed to “test” the efficacy of life skills training for our adult learners. After implementing a twelve-week pilot and reviewing student survey data as well as comparative data on attendance and academic performance, we have begun to offer Life Skills workshops daily. We will continue to evaluate impact.

We have employed state-funded SOAR funds to design workshops that integrate critical thinking and advanced comprehension skills in content areas such as Reading/Language Arts and Social Studies. We have redesigned classroom space to more effectively accommodate a *blended learning model* to build a bridge for the adult student to 21st Century learning, providing high quality academic remediation, both GED and ACCUPLACER preparation, and online/real-time career development training.

The Program Design continues to be based on the four major outcomes expected for CC Prep adult learners:

1. Successful high school completion via the new High School Equivalency Examination (GED);
2. Successful entry into Community College at freshman level as a result of preparation for the ACCUPLACER entry examination;

3. Successful completion of national entry-level employment certifications in the emerging fields for the District of Columbia (i.e., technology, administrative support and health careers); and/or
4. Successful attainment of necessary skills in reasoning, mathematics, computers, and on-line research required for life-long learning in the twenty-first century.

SUMMARY OF CURRICULAR AND INSTRUCTIONAL APPROACH

Community College Prep's instructional approach continues to be based on a blended learning model that uses the computer and "state-of-the-art" web-based software as the primary tools to improve core skills in reading, writing and/or mathematics, using Pearson's "My Lab Foundation" cloud-based software as the primary on-line learning system. Additional academic learning systems, such as GED Essentials and Common Lit have been tested and added to ensure our adult learners have the requisite knowledge, skills and capacity for high school completion, post-secondary readiness and employability. We support on-line learning components with "real time" instruction in language arts, reading and mathematics from fully certified K – 12 teachers. Additionally, all vocational classes are comprised of a combination of "real time" and on-line instruction.

All adult learners are assessed initially and at regular intervals (every 6 to 8 weeks based on initial grade equivalent scores) using the ETABE (Test of Adult Basic Education). The new, revised ETABE was selected as it is closely aligned with My Lab Foundations, the core curriculum and the new GED. The new GED was developed to align with the Common Core Standards and has remained the declared goal for 50% of all enrolled students.

Based on the assessment analysis, students complete an Individual Learning Plan (ILP) with their assigned Student Success Specialist. They also sign off on a learning contract and agree to make every effort to comply with school requirements for attendance, individual bi-weekly academic reviews and semi-annual progress reviews. All students are expected to spend a minimum of three hours a day, five days a week in class. In addition to regularly scheduled ETABE assessments, students are assessed for skill mastery as part of the curricular design.

Once a student has reached the 7th grade 5th month equivalent level in Reading, they are eligible to begin Microsoft Word training, which is now recommended for all students. When students reach the 9th grade level in Reading and Mathematics, students participate in either GED or ACCUPLACER Boot Camps (weekly Intensive Workshops focusing specifically on test taking skills), in addition to their weekly classes.

A strong academic counseling system is a unique and essential component of the program. At CC Prep, the Student Success Specialist to student ratio is 1:50. Adult learners are not just learning new skills and information. Research clearly indicated the need for students to develop new and different behaviors for studying, negotiating and successfully navigating new rules and

requirements. The Student Success Specialists assist our adult learners in developing and practicing these new behaviors and attitudes.

The Student Success Specialists, instructors and lab coaches track and dashboard student progress using an internally-developed student data management system in QuickBase. Use of the system serves to inform individual bi-weekly progress meetings. At CC Prep, both the number of school days and school breaks generally align with the K-12 calendar; however, we have shorter winter and spring breaks to afford adults more continuity.

The Adults who are served at CC Prep have a broad range of barriers that stand to impede their success. Our students' lives are complex and ambiguous. Many of our students live in poverty and their resources and options are severely constrained. CC Prep continues to retain case management capability in order to connect students to the essential social service supports required for school to be a viable option in their lives.

While we fully understand that our mission is education, we have come to better appreciate the critical role that social service supports play in our students' success. We are building a strong network of social service support partners to meet our students' needs and our staff assist students with accessing these services and supports daily.

As a result of an emerging partnership with the Department of Employment Services (DOES), we have expanded options in the IT career area beginning with CompTIA+ Help Desk Certification. We have also explored program offerings in Coding. This past year, we successfully provided HVAC CFC certification and bench classes. We continued to provide national customer service training for students in conjunction with the Congress Heights CDC. Our experiences with students confirmed that a combination of strong core skills in reading and mathematics, coupled with on-line learning skills and work readiness, were the essential prerequisites for effective career development training.

School Performance

PERFORMANCE AND PROGRESS

In year five, we successfully completed, both, international accreditation with AdvancEd and our fifth-year-review with the Public Charter School Board (PCSB). We are most proud of our Qualitative site review and the observation feedback. We were rated highly in most sections however, the results have informed our instructional change priorities.

This past school year, we tested more than 700 program participants using the ETABE. Evidence now indicates that the average reading score upon entrance is grade level 6.0-8.9 in Reading. We believe this sustained increase is the result of continued recruitment of candidates who are seeking higher level IT certifications. These students tend to be younger and better prepared in academic skills.

The majority of our students (64%) are seeking national certification and/or entry-level employment as a primary or additional goal. Twenty-nine percent (29%) identify high school completion via GED study as their goal. Four and a half percent (4.5 %) indicated their interest in academic enhancement and college enrollment as a goal.

During the fifth year, we completed a redesign of the GED curriculum and instituted a set of protocols for informal assessment that drove an increase in, both, reading and mathematics. The redesign also informed the pacing of students for formal testing. As a result, we increased the number of subject tests taken by 38% and decreased the number of subject tests taken with below pass results by 13%. Further, our GED students' attendance rates showed a marked increase in the months following implementation of protocols and facilitation of student academic prescriptions with fidelity.

During this same period, we also began to work with the Early Childhood Learning Collaborative to address the need to fill the gap for this group of workers who require upgrading of credentialing.

MEETING THE MISSION

Progress Toward PMF goals

When CC Prep applied for a charter, the founding Board established both student performance and organizational development goals and benchmarks. As a result of our applying for and receiving Charter adjustments, we are now held accountable for the Performance Management Framework (PMF) requirements, however, we continue to also measure our capability in terms numbers of students actually attaining the goals for which they entered our school.

The following bullets outline our progress toward the PMF Goals:

- CC Prep has demonstrated tier one performance in the PROGRESS indicator for three consecutive program years with 2017-2018 resulting in our highest rate, to date;
- CC Prep implemented rigorous improvements in its GED pathway that led to a 26% increase in the ACHIEVEMENT indicator within one program year, resulting in tier one status in the category in 2017-18;
- CC Prep has demonstrated tier one performance in the COLLEGE & CAREER READINESS indicator area since its first year of being tiered;
- As is common in the adult education landscape, CC Prep has experienced significant fluctuation in yearly Attendance averages. However, our performance in the Retention measure in the SCHOOL ENVIRONMENT indicator has maintained tier one status since our first year of being tiered;
- Within the last three program years, eighty (80) CC Prep students earned CompTIA+ certifications;
- In program year 2017-2018, one hundred thirty-three (133) CC Prep students earned certifications in CompTIA IT Fundamentals;
- Within the last three program years, CC Prep students have earned 424 individual HVAC certifications (608 series), including 31 certifications that led to Hands-On certification (609 series);
- In program year 2017-2018, CC Prep achieved #1 status in the city for Microsoft Office Suite (MOS) certifications among all schools who provide MOS training;
- Within the last three program years, CC Prep students have earned 630 MOS certifications;
- Fifty-one (51) CC Prep students have earned NRF Customer Service certifications within the last three program years; and
- Fifteen (15) CC Prep students have earned Security+ certifications.
- This past year we began intensive analysis into our attendance data and have initiated a multi-faceted, integrated strategy to monitor and improve baseline attendance.

During SY'17 – 18 students also met the performance outcomes listed below. These outcomes reflect the three major areas of measurement that are also reflected in the Performance Management Framework (PMF). Student goals fall into three categories, namely: successful GED completion; successful ACCUPLACER completion (at freshman level); national certification in living wage employment areas. We are pleased with our increased performance in the areas of college placement and GED completion and look forward to even more impressive numbers as a direct result of our fifth year changes.

Overall, in our fifth year of operation we continued to grow in our capacity to enable students to meet their goals. We continued to increase the number of national certifications in both the administrative and IT areas.

STUDENT PERFORMANCE OUTCOMES

Outcome Category	Totals
Total National Credentials Earned for School Year	728
Students Earning One Credential	158
Students Earning Two or More Credentials	202
Earned CompTIA+ Credentials	41
Earned Microsoft Credentials	270
Earned HVAC Credentials	228
Earned Customer Service Credentials	18
Students Gaining Employment/Paid Internships	94
Students Entering Post-Secondary Education	4
Students completing the GED	14

ORGANIZATIONAL PERFORMANCE GOALS

SY'2016 - 17	Goal	Actual
Quarterly Updates on Progress for "Friends" and Constituents	Four updates a year will be prepared and disseminated	100%
Monthly Program Updates to the Board	The Board will receive monthly progress updates	100%
Compliance with the PCSB requirements	All Compliance requirements will be met.	100%

LESSONS LEARNED/ACTIONS TAKEN

During School Year 2017- 18, staff and leadership were much more internally focused and we did not spend nearly enough time connecting to the greater community that we serve. We were enmeshed in the redesign and updating of the MC Terrell site. We also began the process of connecting to other service providers by planning to place single classroom sites at Hope Village and the DC Infrastructure Academy.

Lesson #1: Learning is Changing As our mission states, we are preparing and empowering our students to become lifelong learners. And as we move to an information technology-driven society, mastery of online learning emerges as a major requirement. Reading, writing and mathematics proficiency are the new basics. However, computer literacy is also an essential. Everyone entering college or a career requires basic office suite skills.

Everyone entering college or a career requires well-developed critical thinking, problem solving and analysis skills. As we seek to continuously enhance, both, our core curriculum and our blended learning programs, we are also forced to look at how individual learners learn. As social media and online communication tools become more and more the order of the day, we are

forced to grapple with how we bridge that gap to highly effective online learning skills and tools for our students.

Lesson #2: Self-Analysis Supports Improvement The importance of academic enhancement for our Career & Technical Education (CTE) students. As previously noted, 21st century learners, whether through former postsecondary programs or on-the-job training, must be equipped with strong core skills in reading and mathematics.

At a time when the average high-school graduate in the District of Columbia is reading at the 8th grade, fifth month level, we are compelled to increase core reading proficiency, to at least 11th grade level, in order to ensure that our students can fully benefit from the training that we offer. More importantly, enhanced reading, mathematics and critical thinking skills make it possible for students to learn more independently. Mastery of these basic skills expands the postsecondary options for our students. Whether it is a stackable certification program or an associate's degree, our students have to be able to learn independently.

Lesson #3: CCPrep's Unique Role as a Community Anchor When CCPrep opened its doors in 2013, our commitment to increasing opportunity for the residents of the East end was the core of our mission. Since then, the median income in the District of Columbia has grown to \$100k, annually. In order for an individual to live in the District with one child, a salary of between \$45k-\$65k, annually, is required.

This does not necessarily mean that our residents have to be college graduates. However, it does mean that they must be aware of and choose from the broadest array of postsecondary career options possible. Whether it is HVAC or any number of infrastructure-related occupations, it is our responsibility to identify opportunities to expand the workforce development options for our students.

This reality has led to a unique series of partnership efforts with the DC Department of Employment Services. Whether it is providing Microsoft certifications for Project Empowerment students, or piloting IT apprenticeship or coding classes, together, we are attempting to provide new bridges to careers via the certification route.

UNIQUE ACCOMPLISHMENTS

- 1) HVAC as Leverage to Increase Male Participation:** Over the past year, we have increased programming in both HVAC and Help Desk in order to recruit more male participants. HVAC was particularly helpful in providing a viable pathway for returning citizens. We doubled the number of male participants over the past two years.
- 2) Strategic Use of Social Media:** CC Prep began last year to use a variety of social media platforms to access potential students and create awareness of our various career and college services. This creative action, spurred by our Board, has led to a steady ten percent increase in our student population.

- 3) Life Skills for All:** Last year we piloted a series of “Life Skills” Workshops that focused on critical thinking, time management and persistence. Based upon that feedback, we have expanded this pilot to a full curriculum and morning and afternoon sessions. We have already seen the impact reflected in student social behavior and attendance.
- 4) Connecting Early Childhood to Adult Education:** As a result of our sharing space with the Early Childhood Collaborative and having the Community College represented on our Board, we have begun to purposely expand our college connection programming to include a tailored program for Early Childhood workers to support their seamless entrance to college at freshman level.

DONOR LIST

Bozzuto Construction Company	1,000.00
Building Hope	1,000.00
Building_HOPE	5,000.00
Central Community Development Corp.	500.00
Earnest Lyles	250.00
Ellissa Price	25.00
Hope Village	1,000.00
Karen Griffin	50.00
Long & Foster Real Estate	750.00
Mary's Center	2,000.00
Mary's Center	400.00
MCN Build	5,000.00
MED Developers	1,000.00
Network For Good	25.00
Network For Good	25.00
Network For Good	25.00
New Life Ministries	500.00
Phinis Jones	4,400.00
Studio Twenty Seven Architecture	1,000.00
The Keystone Plus Construction	1,000.00
Thomas Gore	250.00
Unique Morris	100.00
Vanella Crawford	100.00
Vestry of Rock Creek	2,500.00
Wadna Lockridge	100.00
WINMAR Construction	1,000.00

STUDENT DATA POINTS

**Community College Preparatory Academy
SY 2015-16 ANNUAL REPORT DATA SHEET**

Source	Data Point	Answers
GENERAL INFORMATION		
PCSB	LEA NAME	Community College Preparatory Academy PCS
PCSB	CAMPUS NAME	Community College Preparatory Academy PCS
SCHOOL	Ages Served - adult schools only	18+
STUDENT DATA POINTS		
SCHOOL	Total number of instructional days <i>Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</i>	181
SCHOOL	Suspension Rate	0.00%
PCSB	Expulsion Rate	0.00%
PCSB	Instructional Time Lost to Discipline	0.00%
PCSB	Promotion Rate	N/A
PCSB	AVERAGE DAILY ATTENDANCE <i>The SRA requires annual reports to include a school's average daily membership. PCSB will provide this using three data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries</i>	65.5%
PCSB	Mid-Year Withdrawals Rate	N/A
PCSB	Mid-Year Entries Rate	N/A
FACULTY AND STAFF DATA POINTS		
SCHOOL	Teacher Attrition Rate <i># of teachers retired/resigned/outplaced between October 7, 2013 and first day of school 2014 DIVIDED BY the # of teachers employed as of October 7, 2013 MULTIPLIED BY 100</i>	0%
SCHOOL	Number of Teachers <i>"Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</i>	4

SCHOOL	Teacher Salary 1. Average: _____ Range -- Minimum: \$ _____ Maximum: \$ _____	Average: \$59,000.00 annually Minimum: \$55,000.00 - Maximum: \$63,000.00
SCHOOL	Square footage for entire building (<i>list separate facilities separately</i>)	11,000 sq. ft. - MLK 25,000 sq. ft. - MCT
OTHER INFORMATION		
SCHOOL	College Prep Program (Yes/No) <i>School uses a college preparatory curriculum</i>	YES
SCHOOL	Expeditionary Learning Program (Yes/No) <i>School uses the expeditionary learning curriculum as its primary academic focus</i>	NO
SCHOOL	Evening Program (Yes/No) <i>School offers a course schedule that allows students to attend classes exclusively in the evening hours (school may also offer a separate day-time program)</i>	YES
SCHOOL	Extended Academic Time (Yes/No) <i>School has at least 30% more mandatory academic time than the DCPS calendar</i>	YES
SCHOOL	GED Program (Yes/No) <i>School has a program that specifically prepares students for a GED in lieu of a high school diploma (school can also have a diploma track program)</i>	YES
SCHOOL	Language Immersion Program (Yes/No) <i>School offers a language immersion program or teaches academic content in a language other than English</i>	NO
SCHOOL	Math, Science, Technology Focus (Yes/No) <i>School uses math-, science-, or technology-focused curriculum beyond what is required by the Common Core State Standards</i>	NO
SCHOOL	Montessori Program (Yes/No) <i>School uses a Montessori instructional approach to learning.</i>	NO
SCHOOL	Online/Blended Learning Program (Yes/No) <i>School offers an on-line only or blended learning program.</i>	YES
SCHOOL	Public Policy/Law Program (Yes/No) <i>School integrates law or public policy into the curriculum.</i>	NO
SCHOOL	Reggio Emilia Program (Yes/No) <i>School uses the Reggio Emilia-inspired program.</i>	NO
SCHOOL	Residential Program (Yes/No) <i>School offers a program for students to stay overnight at the school.</i>	NO
SCHOOL	Special Education Focus (Yes/No) <i>A majority of students receive special education services (must be more than 50%).</i>	NO

SCHOOL	Stand-Alone PreSchool (Yes/No) <i>preschool/prekindergarten without any upper grades.</i>	A	NO
SCHOOL	World Culture Focus (Yes/No) <i>School integrates world cultural awareness (such as Multiculturalism or African heritage) into the curriculum.</i>		NO
SCHOOL	Dual Enrollment (Yes/No) <i>School offers dual enrollment with the charter school and a higher education institution.</i>		YES
SCHOOL	Career/Technical Program (Yes/No) <i>School offers a Career and Technical Education (CTE) program of study.</i>		NO
SCHOOL	Credit Recovery Courses Offered (Yes/No) <i>School offers a mechanism for students to earn credits in courses they did not pass the first time. If yes, are credit recovery courses free to the student?</i>		NO
SCHOOL	Advanced Placement (Yes/No) <i>offers Advanced Placement course options to all students.</i>	School	NO
SCHOOL	International Baccalaureate Program (Yes/No) <i>offers International Baccalaureate options to all students.</i>	School	NO

APPENDICES

APPENDIX A

STAFF ROSTER FOR 2016 – 2017 School Year

Connie Spinner, Executive Director/ Head of School

C Vanessa (Connie) Spinner serves as the instructional and organizational leader for the school. She has a BA in English/ Speech and an MA in Administration as well as over 30 years of experience in adult education and workforce development and has sought to provide an opportunity for adult learners, living in Wards 5, 7 and 8, to access to the skills and knowledge that will allow them to develop the capacity to compete in the 21st Century workforce.

Monica Jones, Director of Operations

Ms. Jones is Community College Preparatory Academy's Director of Operations. Ms. Jones facilitates Human Resources operations, oversees management of the school's physical plant, and expedites all fiscal and budgetary matters regarding CC-Prep Academy. Ms. Jones is a passionate leader who takes pride in her work and in ensuring that the needs of students and staff are met daily and in a timely manner.

Thomas Gore, Director of Student Support Services

In his role as Outreach/ Retention Coordinator, Mr. Gore is responsible for representing the school at a variety of community activities in order to recruit potential students and provide the community with information about CC Prep. Additionally, he works closely with the Data/ Enrollment Manager and the Student Success Specialists to monitor and report on recruitment and retention issues.

Shannon Webster, Data/Enrollment Manager

Mrs. Webster supports the school's operations by providing data and enrollment processing of all student data upon entry into and exit out of school. She is responsible for managing all student attendance, discipline, demographic and academic data, and presenting it to school leadership to drive decision making regarding response to student needs. Mrs. Webster also participates as a member of the Public Charter School Board's Performance Management Framework (PMF) Task Force for Adult Education and she is our school's Lead Data Administrator who responds to the Office of the State Superintendent for Education (OSSE) and the PCSB regarding any data concerns.

Lonnie Goode, Attendance Coordinator

Mr. Goode is the primary outreach worker for the school. He serves as the major support for the Director for Recruitment and Retention. He maintains records and tracks the progress of students about attendance.

Denise Parker, Enrollment Specialist

Ms. Parker supports the school's operations by providing enrollment processing of all student data upon entry into and exit out of school. As the Enrollment Specialist, she is responsible for creating and maintaining up-to-date files on all students. She reviews and updates student files for those who re-enter, and she is responsible for working closely with the recruitment team to ensure that accurate data is collected and maintained on all students.

Maria Flowers, Attendance Coordinator

Ms. Flowers supports the enrollment management process year-round. She is the person responsible for entering all attendance daily. She ensures that all instructors attendance sheets are collected and recorded.

Aree Plunkett, Administrative Assistant

Ms. Plunkett manages the front desk and provides the initial customer experience for students and visitors. She assists with tracking student's time.

Shawn Smith, Administrative Assistant

Ms. Smith services as administrative support for the operations team.

Hawanya Harper, Administrative Assistant

Ms. Harper has several years of experience in administrative support. In addition to supporting the CEO, she provides administrative support and coordination to the MLK Site and serves on several administrative support teams.

Renesha Alphonso, Finance and Procurement Associate

Ms. Alphonso performs various tasks in finance and procurement in supports of the Operations Division of CC Prep.

Yvonne Hollis, TABE Testing Coordinator

In the position as the Student Success Specialist Ms. Yvonne Hollis coordinates the academic advisory function with those of the instructional team. She assists students to establish educational and workforce development goals and develop an Individual Learning Plan (ILP). Once goals are set and an ILP developed, Ms. Hollis monitors students' progress towards their goals and meets with assigned students bi-weekly to discuss their progress and attendance. She calls and/or emails when students are absent more than one day and assists in resolving any issue or concerns the student may have.

Rachel PremDas, Student Success Specialist

Ms. PremDas assists students to establish educational and workforce development goals and develop an Individual Learning Plan (ILP). Once goals are set and an ILP developed, Ms. PremDas monitors the student's progress towards their goals and meets with assigned students biweekly to discuss their progress and attendance. She calls and/or emails when students are

absent more than one day and assists in resolving any issue or concerns the student may have. Ms. PremDas also serves as the liaison to the GED team.

Tawana Bostic, Student Success Specialist

Ms. Bostic assists students to establish educational and workforce development goals and develop an Individual Learning Plan (ILP). Once goals are set and an ILP developed, Ms. Bostic monitors the student's progress towards their goals and meets with assigned students biweekly to discuss their progress and attendance. She calls and/or emails when students are absent more than one day and assists in resolving any issue or concerns the student may have.

Wayne Carter, Student Success Specialist Mr. Carter assists students to establish educational and workforce development goals and develop an Individual Learning Plan (ILP). Once goals are set and an ILP developed, Mr. Carter monitors the student's progress towards their goals and meets with assigned students biweekly to discuss their progress and attendance. He calls and/or emails when students are absent more than one day and assists in resolving any issue or concerns the student may have. Mr. Carter also serves on the Recruitment/Outreach Team.

Courtney Cowan, Student Success Specialist

Ms. Cowan assists students to establish educational and workforce development goals and develop an Individual Learning Plan (ILP). Once goals are set and an ILP developed, Ms. Cowan monitors the student's progress towards their goals and meets with assigned students biweekly to discuss their progress and attendance. She calls and/or emails when students are absent more than one day and assists in resolving any issue or concerns the student may have. Ms. Cowan also services on the Freestyle Friday team.

Dedria Harrod, Student Success Specialist

Ms. Harrod assists students to establish educational and workforce development goals and develop an Individual Learning Plan (ILP). Once goals are set and an ILP developed, Ms. Harrod monitors the student's progress towards their goals and meets with assigned students biweekly to discuss their progress and attendance. She calls and/or emails when students are absent more than one day and assists in resolving any issue or concerns the student may have. Ms. Harrod plays a large role with Student Orientation.

Tameka Jones, Student Success Specialist

Ms. Jones assists students to establish educational and workforce development goals and develop an Individual Learning Plan (ILP). Once goals are set and an ILP developed, Ms. Jones monitors the student's progress towards their goals and meets with assigned students biweekly to discuss their progress and attendance. She calls and/or emails when students are absent more than one day and assists in resolving any issue or concerns the student may have.

Anthony Wilson, Student Success Specialist

Mr. Wilson assists students to establish educational and workforce development goals and develop an Individual Learning Plan (ILP). Once goals are set and an ILP developed, Mr. Wilson monitors the student's progress towards their goals and meets with assigned students biweekly to discuss their progress and attendance. He calls and/or emails when students are absent more than one day and assists in resolving any issue or concerns the student may have.

Antoine Kirby, College Bridge Program Instructor

Dr. Kirby serves as the primary instructor for the College Bridge Program and he employs a Blended Learning model to support students in becoming "Freshman Ready". Additionally, Dr. Kirby serves as the program Liaison to the Community College for the Bridge Program.

Sylvia Long, Reading/ Language Arts Instructor

Ms. Long serves as the full- time Reading Language Arts Instructor and is also fully certified in her area. Additionally, she has served as the curriculum mapping specialist in her area and serves as a liaison to the GED and Instructional Teams.

Tamara Blake, Reading/Language Arts Instructor

Dr. Blake serves as the full- time Reading Language Arts Instructor and is also fully certified in her area. She has served on the curriculum mapping and GED teams.

David Burks, Math Instructor

Mr. Burks is responsible for developing and implementing strategies to ensure student success in both GED and vocational mathematics. He monitors students' academic progress and provides computer literacy and on- line learning support. He works with the Student Success Specialists to keep each student on track towards meeting his/her goal in a timely and individualized manner. Additionally, he serves as his team's liaison to the Student Success and Instructional Teams.

Aaron Sutherland, Part-Time, Math Instructor

Mr. Sutherland is responsible for developing and implementing strategies to ensure student success in both GED and vocational mathematics. He monitors students' academic progress and provides computer literacy and on- line learning support.

Velisa Knatt, Part- time Reading/ Language Arts Instructor

Ms. Knatt received a Bachelor's Degree in Mass Communications from Towson State University. Prior to teaching for DCPS, Ms. Knatt worked for the U.S Office of Personnel. As part of the Reading / Language Arts team, she serves as a Writing Adjunct for the evening session on two evenings a week.

Liam Ball, Senior Lab Manager

Liam Ball is the Senior Lab Manager at CC Prep. He works with one section of students and coordinates with the lab managers to make sure learning lab resources are being used effectively. In addition to assisting students to develop their IT and academic skills, Mr. Ball serves as liaison to the UDC Community College for ACUPLACER readiness and does first-level technology troubleshooting.

Albert Williams, Lab Manager

Mr. Williams is responsible for developing and implementing strategies to ensure student success in learning lab functions. He monitors students' academic progress and provides computer literacy and on- line learning support. He works with the Student Success Specialists to keep each student on track towards meeting his/her goal in a timely and individualized manner. Additionally, he serves as his team's liaison to the GED team.

Stefan Lockridge, Lab Manager

Mr. Lockridge is responsible for developing and implementing strategies to ensure student success in learning lab functions. He monitors students' academic progress and provides computer literacy and on- line learning support. He works with the Student Success Specialists to keep each student on track towards meeting his/her goal in a timely and individualized manner.

Conchita Mays, Lab Manager

Ms. Mays is responsible for developing and implementing strategies to ensure student success in learning lab functions. She monitors students' academic progress and provides computer literacy and on- line learning support. She works with the Student Success Specialists to keep each student on track towards meeting his/her goal in a timely and individualized manner

Rayonna Jeffries, Microsoft Trainer (full- time)

Ms. Jeffries serves as a full- time Microsoft Trainer. She provides instruction in the complete Microsoft Suite. She also proctors the external assessment. She adapts curriculum form Microsoft and supports the implementation of curricular changes as the product evolves.

Danielle Carpenter, Microsoft Trainer (full- time)

Ms. Carpenter serves as a full- time Microsoft Trainer. She provides instruction in the complete Microsoft Suite. She also proctors the external assessment. She adapts curriculum form Microsoft and supports the implementation of curricular changes as the product evolves.

Anoa N'diaye, Case Manager

As a Case Manager Ms. N'diaye assists students who are in need based on challenges and barriers that they face such as physical and/or mental health, any form of abuse or addiction, problems related to family instability, financial literacy and poverty issues, etc. Ms. N'Diaye has

an advanced Degree in social services and has developed a network of social services supports for students to access.

Norman Nixon, Employment Specialist

Mr. Nixon is also the Co-Coordinator of the CC Prep Life Skills component. Mr. Nixon is responsible for preparing students for employment opportunities and coordinating the school's Co-op Work Experience Program. Mr. Nixon was employed with the DC Department of Employment Services for twenty-five years.

In terms of degree status one hundred percent (100%) of the instructional and lab management and counseling staff have a bachelor's degree in their area of Instruction. Eighty percent of the Training staff have at least a Bachelor's Degree and one hundred percent have advanced trainer certification in their technical areas. Forty five percent (45%) of the staff have an advanced degree in their area of work.

Board Roster for 2016-2017 School Year

The development and oversight of the Community College Preparatory Academy Public Charter School was accomplished by an enterprising group of talented, highly experienced individuals with diverse backgrounds and close ties to education and the community CC Prep serves.

Monica Ray, Board Chair - Elected in 2015, Term Ends 2018

CEO- Congress Heights Community Development and Training Corporation

Ms. Ray, a Ward 8 resident, has strong ties to the business community and a history of advocacy for adult learners. As Chief Executive Officer for one of the most productive and effective adult training programs in the Ward, she is well aware of the special challenges of under-credited adults. Her daily experiences with adult learners have been instrumental in establishing an educational plan for the Community College Preparatory Academy that supports our attracting, engaging and retaining adult students and effectively addressing their needs.

Philip Pannell, Vice Chair - Re-Elected 2016, Term Ends Fall 2019

Executive Director, Anacostia Coordinating Council

Director of Community Affairs, ADA, Inc.

Mr. Pannell, a Ward 8 resident, has over 35 years of professional service to his community, starting with his service as ANC SMD 4C08 in 1977. Since then, he has held a variety of positions that have kept him in touch with the community, including Executive Assistant to the President of the School Board, Community Outreach Specialist, Special Assistant to the Mayor, and Community Relations Liaison. His broad array of community experiences serve as a major resource and asset for the Board of the new Community College Preparatory Academy. He provides a particular focus on Community Outreach and Marketing.

Debra Santos, CPA Treasurer - Elected 2015, Term Ends Fall 2018

Interim Controller, Howard University

Debra, a DC resident, started with Community College Prep as its outsourced accountant with the firm of Raffa PC. Debra currently serves as Treasurer. Debra brings to the board prior charter CFO/COO experience, focusing on scale able financial systems and facilities financing and construction for high growth charter management organizations, as well as over 25 years of senior level financial and operational experience in various industries. Debra currently serves as Chief Administrator for Moore Educational Group, a non profit organization focused on both online learning as well as empowerment retreats for both women and youth. Debra holds a Bachelors of Science in Professional Accounting, a Masters of Science in Business Administration (MBA), a Masters of Science in Technology and Telecommunications Management and is pursuing a PhD in Organizational Management. Debra also holds a CPA license and continues to provide financial consulting services both locally and throughout the United States. As a mom and grandma, equal access to quality education and empowerment of youth and their parents, is a passion of Debra's.

Thomas Stewart, PhD - Elected 2013, Term Ends Fall 2016
Vice President Strategic Partnerships
University NOW

Thomas Stewart is a senior policy analysis with deep experience both locally and nationally in the processes of building strategic relationships among local, state and national organizations that serve low wealth and non-traditional communities. He actively participates in national efforts to improve and expand educational opportunity for non-traditional students. Dr. Stewart brings not only his deep commitment to supporting non-traditional students and his personal experience with changing life outcomes but he also brings a willingness to share a vast network of resources in the areas of educational research, national philanthropy and organizational and Board development.

John A. Stokes - Elected 2015, Term Ends Fall 2018
Chief of Staff, DC Department of Parks and Recreation

As Chief of Staff in the DC Department of Parks and Recreation (DPR), Mr. Stokes directs all facets of the daily operations to ensure compliance with local and federal laws, policies, rules and regulations. He is a seasoned leader with professional strengths in marketing, communication, public relations, negotiation and strategic management. Prior to his current position as Chief of Staff, Mr. Stokes was DPR's Director of Communications and Public Affairs Officer for the Office of the State Superintendent of Education. Mr. Stokes earned his Bachelor of Science in Marketing from St. Joseph's University and studied abroad in France during his senior year at the Universite de Strasbourg in 1986. He also was voted one of six Washington "Hot Shots" by Channel 9 news in 1991.

Dr. Marilyn Hamilton, Member – Elected 2015, Term Ends Fall 2018
Acting Dean of Academic Affairs, University of the District of Columbia

Dr. Hamilton services as the Acting Dean of Academic Affairs. She has over 30 years in postsecondary education. Her major responsibilities consist of overseeing academic planning and programs, academic services and academic policy. Faculty appointments, evaluations, governance and budget are also part of her responsibilities. She played a role in the implementation of an ACCUPLACER preparation course and the development of a comprehensive assessment system for the College. She brings great knowledge around technology, postsecondary education and college preparedness to Community College Preparatory Academy.

Keyonna Jones, Member – Elected 2015, Term Ends Fall 2018
Executive Director, Congress Heights Arts and Cultural Center

Born and raised in Washington, D.C., Keyonna graduated from St. John's College High School in 2006 and started her collegiate career as a student of Psychology at North Carolina State University in Raleigh, N.C. Looking for a more challenging path, she transferred to Philip Merrill's College of Journalism at the University of Maryland, College Park. Keyonna received her Bachelor's of Arts in Broadcast Journalism with a concentration in Education and is pursuing

her Master's in Science Management with a specialization in Public Relations. Keyonna is a two-time Edward Murrow Award winning producer for News Radio station WNEW, 99.1. Returning to one of her original passions, in August 2015, Keyonna opened Congress Heights Arts and Culture Center located at 3200 MLK Ave. SE, with a mission to bring something new and necessary to Ward 8. She also serves on the board of Community College Preparatory Academy, the first adult charter school East of the River. Keyonna is happily married and a mother to her daughter five year old daughter, Kayla, and five month old son, Keon.

Hayden Williams – Re-Elected 2017, Term Ends Fall 2018

Student Member

Mr. Williams is a third year student who is nearing the completion of his High School Equivalency Examination. He has served as an active link between students and staff. He serves as the student "voice" on the Board.

Nadirah Majied - Elected 2017, Term Ends Fall 2018

Student Member

Ms. Majied is a two-year student who has completed the Microsoft Suite and currently in the CompTIA A+ class. She has served as an active link between students and staff. He serves as the student "voice" on the Board.

C. Vanessa (Connie) Spinner

Executive Director, Community College Preparatory Academy

As Executive Director, Ms. Spinner also serves as an Ex Officio member of the Board. She is a life time resident of the District of Columbia with extensive experience in both Education and Workforce Development. Ms. Spinner is the founder of the school and has served as the State Director for Adult Education for the District of Columbia and the Executive Director for the State Education Office for the District of Columbia.

Unaudited Year-End 2016-2017 Financial Statements

Community College Preparatory Academy Public Charter School
Statement of Financial Position
As of June 30, 2018

ASSETS		
	Current Assets	
	Checking/Savings	
	Cash & Cash Equivalents	\$ 1,918,371
	Accounts Receivable	
	Accounts Receivable	1,288
	Total Accounts Receivable	1,288
	Other Current Assets	
	Prepaid Expenses	10,321
	Deposits	27,277
	Total Other Current Assets	37,598
	Total Current Assets	1,957,257
	Fixed Assets	
	Computers, Software, Equipment	407,243
	Leasehold Improvements	36,594
	Furniture & Fixtures	235,158
	Accumulated Depreciation	(442,920)
	Total Fixed Assets	236,074
TOTAL ASSETS		2,193,331
LIABILITIES & NET ASSETS		
	Liabilities	
	Current Liabilities	
	Accounts Payable	-7,596
	Other Current Liabilities	
	Payroll Liabilities	1,867
	Deferred Revenue	137,100
	Accrued Expenses	263,677
	Capital Lease Liability	7,910
	Total Other Current Liabilities	410,554
	Total Current Liabilities	402,958
	Total Liabilities	402,958
	Net Assets	
	Unrestricted Net Assets	1,243,142
	Change in Net Assets	547,231
	Total Net Assets	1,790,373
TOTAL LIABILITIES & NET ASSETS		\$ 2,193,331

The financial statements have not been subjected to an audit, review, or compilation engagement, and no assurance is provided on them. The accompanying note is an integral part of these financial statements.

Community College Preparatory Academy Public Charter School
Statement of Activities
For the Year Ended June 30, 2018

Revenue	June 18	YTD
4000 · Per Pupil Revenue		
4001 · Per Pupil Charter Pymts	\$ 456,437	\$ 5,477,239
4002 · Per Pupil Facilities Allowance	159,636	1,915,637
4100 · Per Pupil Rev Special Education	-	-
Total 4000 · Per Pupil Revenue	616,073	7,392,876
4215 · Contracts Revenue	-	229,669
4230 · Private Grants & Donations	-	29,000
4231 · Restricted Grants & Donations	-	10,250
4800 · Misc Income	500	5,052
4850 · Interest Income	82	1,314
Total Revenue	616,655	7,668,160
Expense		
5000 · Salaries		
5001 · Principal/Executive Sal	18,653	207,171
5002 · Other Support Staff	21,498	343,349
5003 · Teacher Aid/Assistants	14,341	40,732
5004 · Student Specialists	40,502	414,752
5005 · Learning Lab Managers	26,756	294,341
5006 · Content Specialist	26,838	356,449
5007 · Business/Ops Salaries	133,222	505,885
5008 · Admin Asst	19,669	169,364
5011 · Payroll Expenses	659	659
5012 · Intern	2,678	46,694
Total 5000 · Salaries	304,816	2,379,397
5100 · Payroll Taxes	23,118	185,825
5200 · Employee Benefits		
5201 · Fringe Benefits Worker's Comp	2,893	14,855
5202 · Fringe Benefits - DeMinimus	852	8,548
5203 · Fringe Benefits - Retirement	(4,910)	19,589
5200 · Employee Benefits - Other	34,768	273,075
Total 5200 · Employee Benefits	33,603	316,067
5300 · Other Personnel Expenses		
5301 · Staff Development Costs	11,007	95,911
Total 5300 · Other Personnel Expenses	11,007	95,911
5400 · Contractors	7,025	152,337
6100 · Direct Student Expenses		
6101 · Computers, Software, Materials	57,878	690,800
6102 · Classroom Furnishings&Supplies	(1,601)	(150)
6103 · Student Assessment Materials	11,396	70,075
6104 · Contracted Student Service	89,000	1,200,335
6105 · Miscellaneous Student Cost	6,555	20,891
6106 · Textbooks	-	18,070
6107 · Student Supplies and Mat	11,443	31,321
Total 6100 · Direct Student Expenses	174,671	2,031,343
6200 · Occupancy Expenses		
6201 · Utilities	13,653	52,748
6202 · Building Maint & Repairs	5,455	26,358
6203 · Contracted Bldg Services	11,015	116,615
6204 · Janitorial Supplies	328	13,416
Total 6200 · Occupancy Expenses	30,451	209,137
6210 · Rent	72,531	1,189,819
6290 · Depreciation	13,520	146,563
6300 · Office Expenses		
6301 · Office Supplies&Material	4,264	31,543
63022 · Office Computers	-	1,360
6302 · Office Furnishings & Equip - Other	(2,161)	1,379
6304 · Telephone/Telecommunications	1,234	22,335
6305 · Printing and Copying	6,471	41,128
6306 · Postage and Shipping	434	1,006
6307 · Equipment Rental & Maintenance	(614)	8,652
6308 · Other	(16,275)	-
Total 6300 · Office Expenses	(6,648)	107,402

The financial statements have not been subjected to an audit, review, or compilation engagement, and no assurance is provided on them. The accompanying note is an integral part of these financial statements.

Community College Preparatory Academy Public Charter School
Statement of Activities
For the Year Ended June 30, 2018

	June 18	YTD
6400 · Professional Fees		
6401 · Legal Accounting&Payroll	7,901	92,662
6402 · IT Fees	7,776	87,330
6403 · Membership Fees	1,156	10,432
6405 · Advertising	(5,250)	11,906
Total 6400 · Professional Fees	11,582	202,330
6500 · General Expense		
6501 · Insurance	123	1,715
6502 · Interest Expense	(119)	875
6503 · Transportation	667	4,169
6505 · Administration Fee to PCSB	1,798	42,595
6507 · Other General Expense	-	800
6508 · Recruitment	2,186	6,000
6509 · Bank Service Fee	126	1,757
6510 · Fundraising	(708)	13,339
Total 6500 · General Expense	4,074	71,249
6600 · Web Design and Content	736	2,943
6700 · Bad Debt	11,900	30,605
Total Expense	692,386	7,120,929
Change in Net Assets	(75,731)	547,231
Beginning Net Assets	1,866,104	1,243,142
Ending Net Assets	\$ 1,790,373	\$ 1,790,373

The financial statements have not been subjected to an audit, review, or compilation engagement, and no assurance is provided on them. The accompanying note is an integral part of these financial statements.

Community College Preparatory Academy Public Charter School
Statement of Cash Flows
For the Year Ended June 30, 2018

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	547,231
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:	
Depreciation	146,563
Changes in assets and liabilities:	
Accounts Receivable	233,646
Prepaid Expenses	5,627
Deposits	296
Accounts Payable	(143,934)
Deferred Revenue	(14,506)
Accrued Expenses	184,907
Accrued Interest Payable	-
Accrued Payroll	(5,532)
Accrued Leave	3,445
Total Adjustments to Change in Net Assets	<u>410,513</u>
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	<u>957,744</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchases of property and equipment	<u>(67,080)</u>
NET CASH PROVIDED BY (USED IN) INVESTING ACTIVITIES	<u>(67,080)</u>
CASH FLOWS FROM FINANCING ACTIVITIES	
Payment for Capital Lease	<u>7,346</u>
NET CASH PROVIDED BY (USED IN) FINANCING ACTIVITIES	<u>7,346</u>
NET INCREASE (DECREASE) IN CASH FOR THE PERIOD	898,011
CASH AT BEGINNING OF YEAR	1,020,360
CASH AT END OF THE MONTH	<u><u>1,918,371</u></u>

The financial statements have not been subjected to an audit, review, or compilation engagement, and no assurance is provided on them. The accompanying note is an integral part of these financial statements.

Community College Preparatory Academy Public Charter School
Note to Financial Statements
For the Year End June 30, 2018

Management has determined that the additional cost to prepare fully GAAP compliant interim financial reports outweighs the benefits and prefers to use the savings to support programmatic and operational expenditures. As a result, certain GAAP requirements are not incorporated in the financial statements. This is an acceptable and common practice for nonprofit organizations. The following lists the significant departures from GAAP for this set of financial statements:

1. Substantially all disclosures have been omitted
2. Expenses are not presented on a functional basis

If the above departures from U.S. GAAP were included in the financial statements, they might influence the users' conclusions about Community College Preparatory Academy Public Charter School's financial position, changes in net assets and cash flows. Accordingly, these financial statements are not designed for those who are not informed about such matters.

The financial statements have not been subjected to an audit, review, or compilation engagement, and no assurance is provided on them. The accompanying note is an integral part of these financial statements.

APPROVED 2018 – 2019 BUDGET

Community College Preparatory Academy			
FY19 BUDGET			
Ref #			FY19 Budget
	Revenues		
1	4000 - Per Pupil Charter Revenue		Based on 600 students
2	4001	Base Per Pupil Allocation	5,691,372.00
3	4002	Per Pupil Rev.--Facility Alloc	1,957,800.00
4	4003	Per Pupil Rev.--Summer School	0.00
5	4100	Per Pupil Rev.--Special Education	
6		Total Per Pupil Charter Revenue	7,649,172.00
7			
8	4212	Other Government Funding	5,500.00
9	4215	Contracts Revenue	
10	4230	Private Grants & Donations	25,000.00
11	4231	Restricted Grants & Donations	
12	4800	Misc. Income	
13	4850	Interest Income	
14	4300	In-Kind Donations	
15	4999	Grants	25,000.00
16			
17		Total Revenues	7,704,672.00
18			
19			
20	Expenses		
21	2260	Loan Payable	0.00
22	Total - 2260 Loan Payable		0.00
23			
24			
25			
26	5000 - Salaries		
27	5001	Principal & Exec. Dir Salaries	221,441.00
28	5002	Other Support Staff	539,301.00
29	5004	Student Success Specialists	445,987.00
30	5005	Learning Lab Managers	197,682.00
31	5006	Support Staff	750,971.00
32	5007	Business/Operations	468,666.00
33	5008	Administrative Assistant	179,869.00
34	5009	Custodial Salaries	

Community College Preparatory Academy

FY19 BUDGET

Ref #			FY19 Budget
35	5010	Other Staff Salaries	
36	5012	Interns	75,000.00
37	Total - 5000 Salaries		2,878,917.00
38			
39	5100 - Payroll Taxes		220,237.15
40	5200 - Employee Benefits		
41	5200	Fringe Benefits - Other	365,101.00
42	5201	Fringe Benefits - Worker's Comp	
43	5202	Fringe Benefits - DeMinimus	
44	5203	Fringe Benefits - Retirement	48,000.00
45	Total - 5200 Employee Benefits		413,101.00
46			
47	5300 - Other Personnel Expenses		
48	5300	Other Personnel Expenses	
49	5301	Staff Development Costs	50,000.00
50	Total 5300 - Other Personnel Expenses		50,000.00
51			
52	5400 - Contractors		58,000.00
53			
54	6100 - Direct Student Expenses		
55	6100	Direct Student Expenses - Other	
56	6101	Computers and Materials	630,000.00
57	6102	Classroom Furnishings & Supplies	0.00
58	6103	Student Assessment Materials	65,000.00
59	6104	Contracted Student Service	1,052,000.00
60	6105	Miscellaneous Student Cost	15,000.00
61	6106	Textbooks	26,250.00
62	6107	Student Supplies & Materials	40,000.00
63	6108	Library & Media Ctr Materials	0.00
64	Total 6100 - Direct Student Expenses		1,788,250.00
65			
66	6200 - Occupancy Expenses		
67	6201	Utilities	51,540.00
68	6202	Building Maintenance & Repairs	10,000.00
69	6203	Contracted Building Services	105,300.00
70	6204	Janitorial Supplies	16,800.00
71	Total 6200 - Occupancy Expenses		183,640.00

Community College Preparatory Academy

FY19 BUDGET

Ref #			FY19 Budget
72			
73	6210 - Rent		1,266,900.00
74	6290 - Depreciation		64,000.00
75			
76	6300 - Office Expenses		
77	6300	Office Supplies - Other	0.00
78	6301	Office Supplies & Materials	36,000.00
79	6302	Office Furnishings & Equipment	
80	63022	Office Computers	10,000.00
81	6302	Office Furnishings & Equip - Other	14,000.00
82	Total 6302 - Office Furnishings & Equip		24,000.00
83			
84	6303	Office Equipment Rental & Maintenance	0.00
85	6304	Telephone/Telecommunications	26,220.00
86	6305	Printing and Copying	35,000.00
87	6306	Postage and Shipping	35,000.00
88	6307	Equipment Rental & Maintenance	12,720.00
89	6308	Other	20,000.00
90	Total 6300 - Office Expenses		188,940.00
91			
92	6400 - Professional Fees		
93	6401	Legal, Accounting & Payroll	69,600.00
94	6402	IT Fees	117,600.00
95	6403	Membership Fees	8,400.00
96	6404	Start Up Fees	0.00
97	6405	Advertising	0.00
98	6406	Tuition Reimbursement	
99	6400	Professional Fees - Other	
100	Total 6400 - Professional Fees		195,600.00
101			

Community College Preparatory Academy

FY19 BUDGET

Ref #			FY19 Budget
102	6500 - General Expense		
103	6501	Insurance	9,000.00
104	6502	Interest Expense	0.00
105	6503	Transportation	4,000.00
106	6504	Food Service	
107	6505	Administration Fee to PCSB	68,842.55
108	6506	EMO Management Fee	
109	6507	Other General Expense	0.00
110	6508	Recruitment	20,000.00
111	6509	Bank Service Fee	
112	6510	Fundraising	15,000.00
113	Total 6500 - General Expense		116,842.55
114	6600 - Web Design		10,000.00
115	6700 - Bad Debt		
116	6800 - Contingency		20,000.00
117		Total Expenses	7,454,427.70
118			
119		Total Revenues	7,704,672.00
120			
121		Change in Net Assets	250,244.30

