

Mary McLeod Bethune Day Academy PCS

Annual Report

2018 - 2019



1404 Jackson St., N.E., DC 20017
and
5413 16th St., N.E., DC 20011
www.mmbethune.org
(202) 459-4710

Valerie Smith, Chair

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NARRATIVE

SCHOOL DESCRIPTION

Mission Statement The mission of the Mary McLeod Bethune Day Academy Public Charter School is 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.

School Program

Summary of curriculum design and instructional approach

Mary McLeod Bethune Day Academy PCS is an IB World School fully authorized in 2017. MMBDA looks to accomplish its mission by creating well-rounded students that are superior in academics, talent, and personal development. All of these aspects are characteristics associated with IB World Schools, which focus on developing students to be inquirers, knowledgeable, and caring people who work towards creating a better and more peaceful world through intercultural understanding and respect.

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.”¹

As a result, MMBDA's two major curricula, Creative Curriculum (Early Childhood Pre Kindergarten 3 year old - 4 year old) and EngageNY (Kindergarten through 8th grade) have been bolstered by the IB curriculum framework as we continue to use inquiry and project based learning while establishing an international mindedness

¹ IB .org

² IB Candidacy letter, April 2015.

for our students' position in their global community.

IB has helped to further develop units of study using these curricula that center around six major trans-disciplinary themes: *Who We Are, How We Express Ourselves, How the World Works, Where We Are In Place and Time, Sharing the Planet, and How We Organize Ourselves* that are taught in an interdisciplinary setting where students learn about a given central idea and how that notion can translate into all content areas spanning from ELA, Mathematics, Social Studies, and Science to Art, Music, and Physical Education.

In April 2015, the International Baccalaureate Program accepted Mary McLeod Bethune Day Academy PCS as a Candidate School for the IB program.² IB provided the school continued support throughout the candidacy phase. The International Baccalaureate Program (IB) requires that Candidate Schools submit to rigorous training and adhere to performance standards that are evaluated during the candidacy period before it is allowed to apply for full IB authorization.

Pursuant to our IB authorization, all teachers in the PYP section were required to receive IB certification training through IB World staff. Teachers and administration were given access to the IB Online Curriculum Centre (OCC), where teachers obtain electronic versions of IB publications and teaching materials. Access to the OCC also provides teachers the opportunity to participate with IB practitioners worldwide in online forums on

programme related topics. In addition to being an IB World School, Mary McLeod Bethune Day Academy PCS is fully accredited by the American Academy for Liberal Education (AALÉ).

“Educational opportunities for the children attending Mary McLeod Bethune Day Academy PCS Slowe Campus improved in the years 2009-2016. Test scores increased an average of 0.21 grade levels each year from 2009-2016. 93% of students are eligible for the Federal Free & Reduced Price Lunch Program. Average scores have increased by 0.21 grade levels more than those of schools with similar socioeconomic status.” A report created by the Educational Opportunity Project at Stanford University

² IB Candidacy letter, April 2015.



PARENT INVOLVEMENT EFFORTS DESCRIBING THE METHODS AND FREQUENCY OF PARENT INVOLVEMENT

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.

MMBDA has a Parent Involvement Coordinator who assists in the coordination of parent activities and plans events to stimulate and afford opportunities for family engagement. These activities include:

Quarterly parent- teacher conferences are conducted every nine weeks.

Parents are communicated via Constant Contact emails, monthly newsletters, updated web pages, teacher Dojo texts, and PTO notices.

Vibrant PTO that provides teacher support, parental engagement, and opportunities for administration to meet with parents

Parents and staff assist in the annual coat, uniform and book bag/school supplies drives and receive and distribute donated coats, uniforms and book bags 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 provides assistance and support to homeless families through transportation, food, SMART cards, school supplies, and clothing.
- Early Childhood monthly Meet and Greet events.



- Report cards are distributed 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 School Performance

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

As means to augment MMBDA's existing character development program, we have incorporated IB World School's IB Attitudes as a means of bolstering positive academic and citizenship characteristics for all of our students. Each month, we focus on one of the twelve IB Attitudes of Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, and Tolerance for teachers and students to actively hone throughout the school day. Students are recognized daily and weekly when they have demonstrated the highlighted characteristic. At the end of each month, every classroom selects a student that has most embodied that IB Attitude and they are recognized with a certificate and picture on the IB Attitudes Board in the main hallway.

MMBDA has diligently worked to increase the academic achievement and the student test scores on the PARCC test, the high stakes test given to all third through eighth grade students attending schools that receive federal funding. Our efforts to increase teacher quality, curriculum development, instruction, and leadership feedback were made evident in an increase in our student ELA and Math test scores, which was a dramatic increase from SY 2018. In an effort to increase the ELA scores, MMBDA partnered with One World Education, which provides an argumentative writing program with professional development to support writing, expression and critical thinking skills, introduced I-Ready ELA and Math into all classrooms, and other blended learning

“Average student test scores are influenced by opportunities to learn at home, in neighborhoods, in child-care, preschool, and after-school programs, from peers and friends, and in schools. Because of all these influences, average test scores are not a good way to assess how much children learn in schools. But they are a good way to assess the average set of educational opportunities available to children in a community. Where average scores are low, students have fewer opportunities to learn. Schools are better evaluated using learning rates, which measure how much students' scores improve while they are in school.” The Educational Opportunity Project at Stanford University, <https://edopportunity.org>, 2019

opportunities that are necessary skills for PARCC ELA success. MMBDA was very proud that six middle school students, participated in a poster and oratorical competition with DC school students. As a result 2 students placed in the middle school oratory category.

Mary McLeod Bethune Day Academy elected to adopt the PMF as its charter goals. The assessments listed below are those beyond the CLASS assessment that are used to measure the progress of the school’s Early Childhood program on the PK-8 Performance Management Framework for school year 2018-19.

PARCC Statewide Test (Level 3, 4, and 5)	ELA SY15	ELA SY16	ELA SY17	ELA SY18	ELA SY19	Math SY 15	Math SY 16	Math SY17	Math SY18	Math SY19
Approaching College and Career Ready	35%	53.4%	44.8%	53%	49%	29%	36.2%	36.6%	49%	48%
College and Career Ready and Above	15%	20.2%	13.4%	25%	24.5%	9%	11%	12.8%	20%	22%

PARCC Scores over time.

“Educational opportunities for the children attending Mary McLeod Bethune Day Academy PCS Slowe Campus improved in the years 2009-2016.

Average scores have improved by 0.21 grade levels more than schools with similar free/reduced-price lunch percentage.”

Educational Opportunity Project at Stanford University

<https://edopportunity.org/explorer/#/split/dc/schools/coh/fri/all/15.5/38.93/-76.99/2400630,38.76,-76.09+240021000532,39.58,-77.18+110003000275,38.93,-76.99>

[76.09+240021000532,39.58,-77.18+110003000275,38.93,-76.99](https://edopportunity.org/explorer/#/split/dc/schools/coh/fri/all/15.5/38.93/-76.99/2400630,38.76,-76.09+240021000532,39.58,-77.18+110003000275,38.93,-76.99)

CLASS Overall Program Averages for Prekindergarten Classrooms

Using national data of state-funded pre-k, some research has shown that “threshold” scores of five or more in Emotional Support and Classroom Organization and three or more in Instructional Support are associated with better social and academic gains for children (Burchinal, Vandergrift, Pianta, & Mashburn, 2010). These threshold scores were the minimum scores that research has shown are associated with positive child outcomes for each CLASS domain. In the District’s efforts to continuously improve the quality of pre-K programs throughout the District, the District has adopted “targets” for each CLASS domain.

	Program Averages 2018	Program Average 2019	Threshold for Quality/Target
Emotional Support	6.30	5.99	5 /6
Positive Climate	6.44	6.22	
Negative Climate*	1.00	1.11	
Teacher Sensitivity	6.02	5.72	
Regard for Student Perspective	5.73	5.16	
Classroom Organization	6.13	5.74	5 /6
Behavior Management	6.42	5.75	
Productivity	6.27	5.71	
Instructional Learning Formats	5.71	5.75	
Instructional Support	3.45	3.13	3 /4
Concept Development	3.08	2.58	
Quality of Feedback	3.29	3.20	
Language Modeling	3.98	3.60	

¹Negative Climate is scaled opposite, with higher scores indicating lower quality.

Teachers consistently use their common planning time to conduct data analysis within their class groups to better differentiate lessons. The school continues the use of Achievement Network for benchmark data and to modify curriculum

planning. In addition, the school uses I-Ready, an on-line instructional and remediation program for reading and math. I-Ready is built for the Common Core, and combines a valid and reliable growth measure and individualized instruction, which provides student instruction and practice as well as pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

The reading specialist and EL coordinator, along with the principal and assistant principal meet with teams to discuss data points and further action. Parents have opportunities to log on to the I-Ready internet to see student progress.

UNIQUE ACCOMPLISHMENTS

Unique accomplishments achieved, awards earned, and/or other recognition.



Middle School Students Placed in One World Education Writing

Competition MMBDA students participated and won in the 2019 One World Program. Of six middle school awardees, three students from MMBDA were 2019 winners.

On March 26, our school had

seven scholars that participated in the challenge, which included delivering presentations and creating displays about their personal perspectives on social justice issues. Forty-one DC students from ten public charter schools delivered presentations to a packed crowd around issues that feel strongly about. Jodi-Symone Gudger received a certificate and a Samsung Galaxy table for having the most creative and informative display on Bullying. Nikko Webb received 2nd place in the presentation category for Gender Equality and received an Acer laptop. Congratulations to our winners and all of our participants for their hard work. Here is the list of our students that participated and their topics:

- **Junior National Honor Society inaugurated our membership** - On May 22nd .9 students in grades 6 – 8 were inducted into the Junior National Honor Society. The students inducted were:
 - Michael Celestine 8th
 - Monroe McPherson 7th
 - Wayne Lin 7th
 - Yenner Rengifo 7th
 - Mery Jans Verga Sanchez 6th
 - Jodi Symone Gudger 6th
 - Taylor Terrell 6th
 - Ny'mira Williams 6th
 - Chris Nelson 6th
- From June 8-16, 8th grade students went on their experiential learning trip to Costa Rica. Scholars visited historic landmarks, volunteered in community service projects, and learned about the Costa Rica's rich culture.
- On May 23rd 7th grade students participated in their graduation ceremony with our partners The Grassroots Project. Students were given the opportunity to show what they learned about their health throughout the semester at the annual graduation ceremony at American University.
- On Thursday, January 31, MMBDA hosted our school spelling bee. Our top three winners went on to compete at the cluster bee held at Langley Elementary on February 8. Jodi-Symone Gudger represented MMBDA on March 9, 2019 at the DC City Wide Spelling Bee. Jodi placed 6th overall in the cluster bee and participated in the City-wide spelling bee.
- **In a partnership with the US Chess Center**, students met weekly to develop skills that correlate to academic achievement; creativity, memorization, cognitive thinking, analysis, patience, and determination; all skills needed in a 21st Century classroom.
- Mary McLeod Bethune Day Academy provided free food to over 100 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.

- All instructional staff completed **Category I IB training**.
- Our students worked on and off campus with instructors from Dance Place as a part of the school's arts enrichment program.

Cross Country Charity Runners Place in Race



Our cross country team participated in the Race to Empower MoCo 5K/1K.

- Jay Padgett, Cydney LaCore, Maddison Crosby, and Nikko Webb participated in the race. Jay and Nikko made first place in their age group!
- Our acclaimed Eagle Drumline participated in numerous parades and programs in SY 2018. The drumline, led by our music teacher (and Redskins band member) Roland Little, performed at the Emancipation Day parade, the People's Action Conference, and local events.



**LIST OF DONORS GRANTORS THAT HAVE CONTRIBUTED MONETARY OR
IN-KIND DONATIONS HAVING A VALUE EQUAL TO OR EXCEEDING \$500
DURING THE 2018-19 SCHOOL YEAR**

City Redeemer Church
Washington, DC

People's Action Institute
Washington, DC

Valleydale Church
Birmingham, AZ

Valerie Smith
Washington, DC

Patricia Callis
Washington, DC

Pamela Cole
Upper Marlboro, MD

SCHOOL DATA REPORT

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Mary McLeod Bethune Day Academy PCS
PCSB	Campus Name: Mary McLeod Bethune Day Academy PCS
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 413

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	74	55	57	34	32	30	28	28	27
Grade	7	8							
Student Count	26	22							

*Note: This field is only filled in for St.Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

Total number of instructional days:

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.

Suspension Rate: 3.4%

Expulsion Rate: 0.00%

Instructional Time Lost to Out-of-School Suspension Rate: 0.03%

In-Seat Attendance: 90.9%*

Average Daily Attendance:

The SRA requires annual reports to include a school's average daily membership.

To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; 91.9%

(2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**

Midyear Withdrawals: 4.4% (18 students)*

Midyear Entries: 4.1% (17 students)*

Promotion Rate (LEA): 99.7%

College Acceptance Rates: Not Applicable

College Admission Test Scores: Not Applicable

Graduation Rates: Not Applicable

Faculty and Staff Data Points

Teacher Attrition Rate: 40%

Number of Teachers: 54 Teachers

“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.

Teacher Salary:

1. Average: \$56,000
2. Range -- Minimum: \$47,000 , \$40K (teacher fellow)
Maximum: \$82,610

Executive Compensation

Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY18-19.

1. Executive Director, Linda McKay, EdD - \$156,511.44
2. Principal, Richard Austin, - \$112,000
3. Assistant Principal, Sanje Singh - \$100,959.43
4. Finance Manager, Stacii Bryson – \$103,854.36
5. NA

APPENDICES

STAFF ROSTER FOR 2018-19 SCHOOL YEAR THAT DETAILS ALL STAFFS' QUALIFICATIONS AND RESPONSIBILITIES

Name	Position	Year	Educational Attainment	
Alba	Isbel	ECE Teacher	2015	Master's
Allen	Jeannee	Elementary Teacher	2011	Master's
Anderson-	Julia	ECE Teacher	2015	Bachelor's
Belt	Shaia	Elementary Teacher	2012	Bachelor's
Birchette	Gertrude	Elementary Teacher	2017	Bachelor's
Brown	Melvy	Elementary Teacher	2016	Master's
Bryson	Stacii	Finance Manager	2008	Bachelor's
Bunn	Mary	Executive Assistant	2015	Bachelor's
Butler	Tiffany	Elementary Teacher	2008	Master's
Cabrera	Maria	ECE Teacher	2016	Bachelor's
Caleb	Samuel	Maintenance	2012	Associates
Ceppi	Racquel	Teacher	2017	Bachelor's
Chen	Tina	ECE Teacher	2016	Master's
Cole	Don	Facilities Mgr.	2004	Bachelor's
Cook	Tempest	Teacher Assistant	2017	Bachelor's
Cooks	Tonnette	Data Mgr.	2016	Associates
Coran	Jonna	Teacher	2017	Bachelor's
Cordoba	Euclides	Teacher Asst.	2016	Bachelor's
Cortez	Elena	Teacher	2018	Bachelor's
Davis	Allison	Counselor	2017	Master's
DeBado	Blanca	ECE Teacher	2004	Bachelor's
Dew-Crawford	Nevada	Music Teacher	2014	Master's
Edwards	Imani	Librarian/En.Sci	2018	Bachelor's
Edwards	Lisa	Librarian Asst.	2014	High School
Fernanda	Maria	Environmental Science	2018	Master's
Gonzalez	Santos	Teacher Asst.	2007	Bachelor's
Grandes	Judith	ECE Teacher	2017	Master's
Gregory	Johnny	Maintenance	2018	High School

Guidi	Linda	Elementary Teacher	2014	Master's
Hall	Quinton	Teacher Asst.	2013	Bachelor's
Hall	Truth	Math Teacher	2019	Bachelor's
Hampton	Erina	ECE Teacher	2015	Master's
Harris	Nikki	Elementary Teacher	2015	Bachelor's
Hernandez	Nuris	ECE Teacher	2006	Bachelor's
Holmes	T'Alfra	MS Teacher	2016	Bachelor's
Hopkins	Jessica	Art Teacher	2015	Bachelor's
Hughes	Reginald	Elementary Teacher	2016	Master's
Javois	Courtney	African Am. History	2018	Master's
Jonas	Chloe	ECE Teacher	2015	Bachelor's
Kim	Gyu	Teacher	2017	Bachelor's
Lester	Marivn	Health/PE Teacher	2015	Bachelor's
Martinez	Netxy	ECE Teacher	2014	Bachelor's
McKay	Linda	Executive Director	2004	Doctorate
McKay	Marcus	Business Mgr.	2009	Bachelor's
Mebane	Avia	Teacher Asst.	2016	2 yrs.
Mendez	Emma	Teacher Asst.	2010	CDA
Mohamoud	Asma	ECE Teacher	2017	Bachelor's
Morales	Katherine	ECE Teacher	2018	Bachelor's
Morconi	Larissa	ECE Teacher Asst.	2015	CDA
Muhammad	Khadijah	Teacher Asst.	2015	Bachelor's
Nash	Allanah	Spanish Teacher	2014	Bachelor's
Orellana	Elenilson	Teacher Asst.	2016	2 yrs.
Otunba	Peter	Elementary Teacher	2018	Bachelor's
Padilla	Hernan	EL Coordinator/Teacher	2015	Bachelor's
Austin	Richard	Principal	2017	Master's
Randall	Sandra	Assistant Teacher	2017	CDA
Richards	Sacha	Reading Teacher	2009	Master's
Roberts	Faith	Teacher Assistant	2016	2 yrs.
Romana	Geiler	ECE Teacher	2016	Bachelor's

Sanchez	Marina	Food Handler	2004	Food Handlers Lic.
Simms	Lyric	Latin Teacher	2017	Bachelor's
Singh	Sanjay	Assistant Principal	2015	Master's
Smith	Nikki	Elementary Teacher	2017	Master's
Sotomayor	Luis	MS Teacher	2015	Bachelor's
Stockert	Thomas	Teacher Assistant	2017	Bachelor's
Sturdivant	Melody	Teacher	2018	Master's
Sayyed	Khalil	Food Services Mgr.	2013	Food Handlers Cert.
Wellington	Inez	MS Teacher	2015	Master's
Williams	Alexandra	ECE Teacher	2014	Bachelor's
Wooten	Jamia	ECE Teacher	2017	Bachelor's
Williams	Jimia	ECE Teacher	2004	Master's
Shivers	Brian	Behavioral Specialist	2009	Bachelor's
Mosqueda	Ramon	Intervention Specialist	2017	Bachelor's
Boxley	Marlinda	SPED Coordinator	2018	JD
Davis	Allison	Counselor	2018	Masters
Shivers	Brian	Elementary Teacher	2009	Bachelor's
Taylor	Phelicia	Instructional Coach	2018	Edd
Mayberry	Jestine	Technology Coordinator	2018	Edd
Ingram	Willie	Dean of Students	2018	Bachelor's
Simms	Lyric	Latin Teacher	2018	Bachelor's
Hinton	Christine	Dedicated Aide	2018	High School
Naranjo	Jasmin	Dedicated Aide	2018	CDA
McKay	Claude	Principal	2006	Bachelor's
Vasquez	Gladys	Food Service Worker	2015	Food Handlers Lic.
Velasquez	Silvia	Food Services Worker	2004	Food Handlers Lic.
Zwedded	Dawit	Science Teacher	2018	Master's

BOARD ROSTER FOR 2018-19 SCHOOL YEAR

Name	DC Resident	Role on Board	Date of Appointment	Appointment Expires
Valerie Smith	Yes	Chair	May 2017	June 2019
Patricia Callis	Yes	Community Rep	May 2017	June 2019
Azura Mason	No	Rep.	November 2017	May 2019
Pamela Cole	No	Rep	November 2017	May 2019
Jamia Williams	Yes	Teacher Rep	May 2018	May 2020
Camina Lane	Yes	Parent Rep.	November 2018	May 2019
Magdalena Acevedo	Yes	Parent Rep.	November 2018	May 2020
LindaMcKay	No	Ex Oficio		

Approved 2019-20 Budget

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

Annual Operating Budget

School Name	Mary McLeod Bethune	Contact	Stacii S. Bryson
Fiscal Year	SY 2019-2020	Phone #	202-459-4710 ext 3646

Student Enrollment 430

<u>DESCRIPTION</u>	<u>Budget Amounts</u>
REVENUES	
Per Pupil Charter Payments	6,648,461
Facilities Allowance	1,403,090
Federal Entitlements	360,555
Other Federal Funding	450,000
Activity Fees	0
Other Income	52,000
TOTAL REVENUES:	\$8,914,106

<u>EXPENSES</u>	<u>Number of Employees</u>
Personnel Salaries and Benefits	
Administration Salaries	11.00
Instructional Salaries	55.00
Instructional Support Salaries	12.00
Special Education Salaries	7.00
Food Service Salaries	4.00
Transportation Salaries	5.00
Support Services Salaries	4.00
Instructional Salaries - Contracted	-
After School Service Salaries (Tutoring/Cl)	-
Bonus/Merit Pay	-
Employee Benefits	-
Payroll Taxes / Fees	98.00
Subtotal Personnel Costs:	\$ 6,699,039

Direct Student Costs	
Staff Development Costs	32,500
Textbooks	5,000
Instructional Supplies / Materials	49,250
Library / Media Center Materials	3,000
Instructional Furnishings/Computers/Mater	31,350
Student Assessment Materials	40,000
Contracted Instructional / Student Services	191,400
Lunch	360,000
Student Field Trip	22,000
Student Activities	24,000
Miscellaneous Student Costs	4,000
Student Bus/Transportaion	105,500
Subtotal Direct Student Costs:	\$868,000

Occupancy Expenses	
Rent / Lease	425,100
Building Supplies / Materials	20,000
Building Equipment Maintenance / Repair	13,000
Building Maintenance / Repairs	17,000
Utilities (Electric / Gas / Water)	163,200
Janitorial Supplies	4,000
Contracted Building Services	303,100
Leasehold Improvements	51,361

Financial Audit

**MARY MCLEOD BETHUNE DAY ACADEMY
PUBLIC CHARTER SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2018
*(Together With Independent Auditor's Report)***



MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2018

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INDEPENDENT AUDITOR'S REPORT

1090 Vermont Ave., NW
Suite 920
Washington, DC 20005
P.O. Box 2478
Kingshill, VI 00851

111 South Calvert St.
Suite 2700
Baltimore, MD 21202

The Board of Trustees
Mary McLeod Bethune Day Academy Public Charter School
Washington, D.C.

Report on Financial Statements

We have audited the accompanying financial statements of the Mary McLeod Bethune Day Academy Public Charter School (the School) which comprise the statement of financial position as of June 30, 2018 and the related statements of activities and changes in net assets and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

T: 202.393.5600
TF: 1.855.479.0548
F: 202.393.5608

bertsmithco.com
bsmith@bertsmithco.com



Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2018 and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Report on Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplemental schedules of functional expenses and vendor paid over \$25,000 on pages 11 and 12 and the schedule of expenditures of federal awards on page 18, as required by Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements*, are presented for the purpose of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Report on Comparative Information

We have previously audited the School's 2017 financial statements. We expressed an unmodified audit opinion on those audited financial statements in our report dated November 17, 2017. In our opinion, the comparative information presented herein, as of and for the year ended June 30, 2017 is consistent in all material respects with audited financial statements from which it was derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 30, 2018, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Bert Smith & Co

Washington, D.C.
November 30, 2018

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2018
(With Comparative Totals for 2017)

	2018	2017
ASSETS		
Current Assets		
Cash	\$ 940,497	\$ 454,809
Due from District	321,117	207,800
Other Receivables	67,634	14,890
Prepaid Expenses	1,674	1,896
Total Current Assets	1,330,922	679,395
Noncurrent Assets		
Security Deposit	12,595	8,595
Property and Equipment, net	1,996,784	2,048,752
Total Noncurrent Assets	2,009,379	2,057,347
Total Assets	\$3,340,301	\$ 2,736,742
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts Payable	\$ 120,450	\$ 106,264
Accrued Payroll and Taxes	390,708	461,526
Total Current Liabilities	511,158	567,790
Noncurrent Liabilities		
Deferred Rent	767,834	592,657
Total Liabilities	1,278,992	1,160,447
Unrestricted Net Assets	2,061,309	1,576,295
TOTAL LIABILITIES AND NET ASSETS	\$ 3,340,301	\$ 2,736,742

The accompanying notes are an integral part of these financial statements.

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2018
(With Comparative Totals for 2017)

	2018	2017
Revenue and Support		
Per Pupil Allotment	\$ 8,388,222	\$ 6,665,332
Federal Funds	784,273	702,933
Before and After Care	55,387	-
Other	41,423	11,403
Total Revenue and Support	9,269,305	7,379,668
 Expenses		
Program Services	7,480,179	6,959,300
Management and General	1,304,112	1,170,073
Total Expenses	8,784,291	8,129,373
 Changes In Net Assets	485,014	(749,705)
Net Assets, Beginning of Year	1,576,295	2,326,000
Net Assets, End of Year	\$ 2,061,309	\$ 1,576,295

The accompanying notes are an integral part of these financial statements.

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2018
(With Comparative Totals for 2017)

	2018	2017
Cash Flows from Operating Activities		
Changes in Net Assets	\$ 485,014	\$ (749,705)
<i>Adjustments to Reconcile Change in Net Assets to Net Cash Provided by (Used in) Operating Activities:</i>		
Provision for Doubtful Accounts	1,877	4,099
Loss on Disposal of Assets	10,556	-
Theft Loss	-	1,399
Depreciation Expense	163,744	168,718
<i>(Increase) Decrease in Assets:</i>		
Receivables	(167,938)	(46,086)
Prepaid Expenses	222	5,232
Other Assets	(4,000)	
<i>Increase (Decrease) in Liabilities:</i>		
Accounts Payable	14,185	(17,475)
Accrued Expenses	(70,818)	26,591
Deferred Rent	175,177	195,845
Net Cash Provided (Used in) by Operating Activities	608,019	(411,382)
Cash Flows from Investing Activities		
Purchases of Property and Equipment	(122,331)	(62,411)
Net Cash Used in Investing Activities	(122,331)	(62,411)
Net Increase (Decrease) in Cash	485,688	(473,793)
Cash, Beginning of Year	454,809	928,602
Cash, End of Year	\$ 940,497	\$ 454,809

The accompanying notes are an integral part of these financial statements.

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Operations: Mary McLeod Bethune Day Academy Public Charter School (the School) was organized in 2004 to operate a charter school pursuant to Section 2203 of the District of Columbia Education Law and in accordance with related charter agreements with the District of Columbia Public Charter School Board (DCPCSB).

The mission of the School is to operate a high performing day school providing a challenging academic program in a supportive, parentally involved, and diverse learning environment thus enabling each student to achieve academic success, talent, and positive social development. The School's major source of funding is an annual per pupil allotment from the Government of the District of Columbia (District). The School also receives funding from the federal government, student fees, and activities.

• **Program Services:**

– *Academics*

The School's mission is accomplished by engaging children in powerful learning experiences based on world-class educational methods and standards, providing strong community and parental involvement, and fostering and energetic and highly motivated staff, respecting the abilities and potential of what each child can achieve. The entire school community works cooperatively to create a safe and caring learning environment nurturing and empowering students, their parents and the teaching staff. At present, the program supports pre-school through eighth grade students.

– *Before/Aftercare*

Before/after-care is provided to all students desiring to participate for a weekly or daily fee. Hours of operations are structured so as to be in congruence with the typical workday of parent of the students. Both programs offer food service to students.

Basis of Accounting: The accompanying financial statements of the School have been prepared on the accrual basis of accounting.

Basis of Presentation: The School reports information regarding its financial position and activities in two classes of net assets: unrestricted net assets and temporarily restricted net assets.

... Unrestricted Net Assets - net assets that are not subject to donor-imposed stipulations.

... Temporarily Restricted Net Assets - net assets subject to donor-imposed stipulations that will be met either by actions of the School and/or the passage of time. The School did not have any temporarily restricted net assets at June 30, 2018.

Revenues are reported and recorded as unrestricted or temporarily restricted depending on the existence and/or nature of any donor restrictions. All donor-restricted contributions are reported as an increase in temporarily restricted. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished) temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. If a donor restriction expires in the same reporting period, the School reports the contributions as unrestricted.

Revenue Recognition: The School records revenue when earned. Amounts received that have not been earned are recorded as deferred revenue.

Cash and Cash Equivalents: The School considers all highly liquid investments with maturities of three months or less to be cash equivalents.

Property and Equipment: The School capitalizes all property and equipment with a unit cost of \$1,000 or more. Depreciation expense is recorded using the straight-line method over the property and equipment's estimated useful lives. Leasehold improvements are depreciated over the life of the lease. Maintenance and repairs are expensed. The estimated useful lives are as follows:

Building	25 Years
Equipment and Furniture	5-10 Years
Vehicle	5 Years

Deferred Rent: Deferred rent represents the difference between the total minimum lease payments amortized over the lease term and actual rent paid each fiscal year.

Income Taxes: The School, a nonprofit organization operating under Section 501(c)(3) of the Internal Revenue Code, is generally exempt from federal, state and local income taxes, and, accordingly, no provision for income taxes is included in the financial statements.

Financial Accounting Standards Board (FASB), Accounting Standards Codification 740, *Income Taxes* (ASC 740) requires that a tax position be recognized or derecognized based on a "more-likely-than-not" threshold. This applies to positions taken or expected to be taken in a tax return. As of June 30, 2018, management has assessed its various tax positions and it believes there are no liabilities for uncertain tax positions.

The School's tax returns are subject to examination by the Internal Revenue Service, generally for three years after they are filed.

Use of Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain amounts of assets and liabilities. These estimates also affect the disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the period. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses: The costs of providing the various programs and other activities have been summarized as additional information on a functional basis in the schedule of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Accounting Pronouncement to be Adopted: Financial Accounting Standards Board (FASB) issued Topic 842, “Lease.” Under the pronouncement, lessees with an operating lease will be required to recognize (a) a right-of-use asset and a lease liability, initially measured at the present value of the lease payments in the statement of financial position and (b) single lease cost, calculated so that the cost of the lease is allocated over the lease term on a generally straight line basis. The pronouncement is effective for fiscal years beginning after December 15, 2019, and interim periods within fiscal years beginning after December 15, 2020. Early implementation of the standard is permitted. The School has elected not to early implement.

Pronouncement to be Adopted: FASB 958, “Presentation of Financial Statements of Not-for-Profit Entities”. This standard enhances disclosure amends the requirements for financial statements and notes for non-profit organizations to require the presentation of the financial statements in two classes of net assets rather than for the currently required three classes. In addition, the amendment no longer requires the presentation or disclosure of the indirect method (reconciliation) if using the direct method. The amendments in this update are effective for annual financial statements issued for fiscal years beginning after December 15, 2017. Early implementation of the standard is permitted. The School has elected not to early implement.

NOTE 2 CONCENTRATION OF CREDIT RISK

The School maintains its cash in two financial institutions. Accounts at each financial institution are insured by the Federal Deposit Insurance Corporation up to \$250,000. At June 30, 2018, the uninsured cash balances totaled \$528,475.

NOTE 3 DUE FROM DISTRICT

The School receives an annual per pupil allotment and federal and local funds as a pass-through from the District. At June 30, 2018, the amount due from the District was \$321,117.

NOTE 4 PROPERTY AND EQUIPMENT

Nondepreciable	
Land	\$ 267,750
Building	198,336
Depreciable	
Building	385,038
Leasehold Improvements	1,359,874
Equipment and Furniture	488,715
Vehicles	125,136
Total Property and Equipment	<u>2,824,849</u>
Less: Accumulated Depreciation	<u>(828,065)</u>
Net Property and Equipment	<u>\$ 1,996,784</u>

Depreciation expense during fiscal year 2018 was \$163,744.

NOTE 5 PER PUPIL ALLOTMENT

The School receives an annual per pupil allotment from the District that is based on its student enrollment. The pupil allotment represented about 90% of the School's total revenue.

The per pupil allotment consist of the following for the fiscal year ended:

Education	\$6,929,145
Facilities	<u>1,459,077</u>
	<u>\$8,388,222</u>

NOTE 6 RETIREMENT PLAN

The School maintains a defined contribution plan (the Plan) under section 401(k) of the Internal Revenue Code (the Code), under which all staff employed for at least one month of service are eligible to participate. The Plan allows for discretionary employer matching contributions equal to a percentage of eligible employee's salary deferrals, as determined each year. In Fiscal Year 2018, the School matched up to five percent of employees' contributions. The School's matching contributions for the fiscal year ended June 30, 2018 totaled \$105,250.

NOTE 7 COMMITMENTS AND CONTINGENCIES

Occupancy Lease

The School has two operating occupancy leases. It has a 25 year lease with the District for the property at 1404 Jackson Street, NE and a 5 year lease with Sixth Presbyterian Church for the property at 5413 16th Street, N.W. The future minimum lease payments under the leases are as follows:

2019	\$ 404,989
2020	426,674
2021	340,937
2022	337,784
2023	355,748
Thereafter	<u>8,542,280</u>
Total	<u>\$10,408,412</u>

Rent expense for fiscal year 2018 was \$559,077. The actual rent paid during the fiscal year was \$383,899.

Contingencies

The School asserts that there have been no material claims, suits, or complaints filed nor any pending against the organization. In the opinion of legal counsel, all other matters which are asserted or unasserted are without merit and would not have a significant effect on the financial position or results of operations of the organization if disposed of favorably.

NOTE 8 SUBSEQUENT EVENTS

The School has evaluated subsequent events through November 30, 2018, which is the date the financial statements were available to issue. This review and evaluation revealed no additional material events that would require disclosure or have an effect on the financial statements.

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
SUPPLEMENTAL SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2018
(With Comparative Totals for 2017)

	Program Services	General Administration	2018	2017
Personnel, Salaries, and Benefits				
Salaries and Wages	\$4,164,676	\$ 870,425	\$ 5,035,101	\$ 4,769,144
Payroll Taxes	334,366	69,883	404,249	383,613
Employee Benefits	597,225	124,821	722,046	671,597
Total Personnel, Salaries, and Benefits	5,096,267	1,065,129	6,161,396	5,824,354
Direct Student Costs				
Staff Development	64,124	-	64,124	56,558
Student Supplies	94,603	-	94,603	76,362
Contracted Services	215,213	-	215,213	96,260
Student Lunch	400,999	-	400,999	372,639
Activities/Field Trips	39,376	-	39,376	53,339
Transportation/Bus Expenses	142,487	-	142,487	114,323
Other Student Costs	26,472	-	26,472	20,805
Total Direct Student Costs	983,274	-	983,274	790,286
Occupancy Expenses				
Rent (including utilities)	633,051	76,270	709,321	700,051
Building Supplies/Materials	23,453	2,826	26,279	21,287
Building Maintenance and Repairs	11,182	1,347	12,529	15,203
Contracted Building Services	289,587	34,890	324,477	241,750
Total Occupancy Expenses	957,273	115,333	1,072,606	978,291
Office Expenses				
Office Supplies	6,320	761	7,081	7,537
Office Equipment Rental and Maintenance	20,339	9,554	29,893	21,113
Communications	34,655	16,103	50,758	32,961
Professional Services	21,382	21,382	42,764	18,000
Printing, Copying and Postage	1,706	1,706	3,412	2,190
Payroll Processing Expenses	2,391	288	2,679	2,711
Other Office Expense	7,543	909	8,452	19,151
Total Office Expenses	94,336	50,703	145,039	103,663
General Expenses				
Depreciation Expense	135,437	28,307	163,744	168,718
Administrative Fees	81,293	16,990	98,283	57,136
Provision for Doubtful Accounts	1,552	324	1,876	4,099
Insurance	85,200	17,807	103,007	146,997
Consultants	703	147	850	24,250
Other General Expenses	44,844	9,372	54,216	31,579
Total General Expenses	349,029	72,947	421,976	432,779
Total Expenses	\$7,480,179	\$ 1,304,112	\$ 8,784,291	\$ 8,129,373

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
SUPPLEMENTAL SCHEDULE OF VENDORS PAID OVER \$25,000
FOR THE YEAR ENDED JUNE 30, 2018

Name	Type of Service	Amount
AAS, LLC	Contracted SPED services	\$56,523
Benefit Design Group	Carefirst health insurance	\$500,983
CJ Maintenance	Facilities janitorial services	\$173,448
DC Government	Rent	\$269,392
DC Public Charter School Board	Oversight fee	\$98,283
DC Water and Sewer Authority	Water	\$41,609
Explorica Inc.	8 th Grade Educational Trip	\$28,569
Glass Geeks, LLC	Exterior & Interiors Doors	\$70,234
Great West	Retirement – employer match	\$105,250
International Baccalaureate	IB Annual fee and staff trainings for accreditation	\$30,676
Kaiser Permanente	Health insurance	\$95,183
Lincoln National	Life insurance	\$30,266
Pepco	Electricity	\$80,964
Philadelphia Insurance	General Liability/Auto Insurance	\$59,815
Revolution Food, Inc.	Food services	\$371,270
Sixth Presbyterian Church	Rent	\$74,255
Sysco Food	Fresh fruit & Vegetables	\$25,067
The Achievement Network	Annual Student Assessment Subscription	\$27,550
The Hartford	Worker’s Compensation Insurance	\$66,674
Unimpeachable Transportation	School Transportation services	\$27,275
Urban Teachers	Contracted teachers	\$95,000
Washington Gas	Gas	\$25,908
Waste Management	Trash/Waste removal services	\$44,024



1090 Vermont Ave., NW
Suite 920
Washington, DC 20005
P.O. Box 2478
Kingshill, VI 00851
111 South Calvert St
Suite 2700
Baltimore, MD 21202

**INDEPENDENT AUDITOR'S REPORT
ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH GOVERNMENT AUDITING STANDARDS**

The Board of Trustees
Mary McLeod Bethune Day Academy Public Charter School
Washington, D.C.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Mary McLeod Bethune Day Academy Public Charter School (the School), as of and for the year ended June 30, 2018, and the related notes to the financial statements, and have issued our report thereon dated November 30, 2018.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to material weaknesses. However, material weaknesses may exist that have not been identified.

T: 202.393.5600
TF: 1.855.479.0548
F: 202.393.5608

bertsmithco.com
bsmith@bertsmithco.com

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Bert Smith & Co.

Washington, D.C.
November 30, 2018



1090 Vermont Ave., NW
Suite 920
Washington, DC 20005
P.O. Box 2478
Kingshill, VI 00851
111 South Calvert St.
Suite 2700
Baltimore, MD 21202

**INDEPENDENT AUDITOR'S REPORT
ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND
REPORT ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED
BY THE UNIFORM GUIDANCE**

The Board of Directors
Mary McLeod Bethune Day Academy Public Charter School
Washington, D.C.

Report on Compliance for Each Major Federal Program

We have audited the Mary McLeod Bethune Day Academy Public Charter School (School) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on the School's major federal programs for the year ended June 30, 2018. The School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance on the School's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2018.

Other Matters

The results of our auditing procedure disclosed an instance of noncompliance, which is required to be reported in accordance with the Uniform Guidance and which is described in the accompanying schedule of findings and questioned costs as item 2018-01. Our opinion on the School's major federal program is not modified with respect to this matter.

The School's response to the noncompliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of the compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material non-compliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified a certain deficiency in internal control over compliance as described in the accompanying schedule of findings and questioned costs as item 2018-01.

The School's response to the internal control over compliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Bert Smith & Co

Washington, D.C.
November 30, 2018

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2018

Grantor Program or Cluster Title	Federal CFDA Number	Federal Expenditures
U.S. Department of Education:		
<i>Pass-Through Programs From:</i>		
<i>District of Columbia Office of State Superintendent of Education</i>		
Title I Part A		
Title I Part A (FY17)	84.010A	\$ 31,788
Title I Part A (FY18)		163,307
Total Title I Part A		<u>195,095</u>
Title II Part A		
Title II Part A FY18	84.367A	44,223
Total Title II		<u>44,223</u>
Title IV		
Title IV-A FY18	84.424A	10,000
Total Title II Cluster		<u>10,000</u>
Special Education Cluster (IDEA)		
IDEA Part B, Section 611	84.027A	53,580
IDEA Part B, Section 619	84.173A	123
Total Special Education (IDEA) Cluster		<u>53,703</u>
SOAR Act Funding		
Academic Quality Grants for Charters (FY17)	84.370C	58,269
Academic Quality Grants for Charters (FY18)	84.370C	7,660
Total SOAR Act Funding		<u>65,929</u>
<i>Total U.S. Department of Education</i>		<u>368,950</u>
U.S. Department of Agriculture:		
<i>Pass-through Programs from District of Columbia</i>		
<i>Office of State Superintendent of Education</i>		
Child Nutrition Cluster		
National School Breakfast and Lunch Program	10.553/10.555	391,116
Fresh Fruits and Vegetables	10.589	24,207
Total Child Nutrition Cluster		<u>415,323</u>
Total Expenditures of Federal Awards		<u>\$ 784,273</u>

The accompanying notes are an integral part of this Schedule.

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2018

NOTE 1 BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of the Mary McLeod Bethune Day Academy Public Charter School (School) under programs of the federal government for the year June 30, 2018. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE 3 INDIRECT COST RATE

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2018

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
• Material weakness(es) identified?	No
• Significant deficiency(ies) identified?	None reported
• Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major federal programs:	
• Material weakness(es) identified?	No
• Significant deficiency(ies) identified?	Yes
Type of auditor's report issued on compliance for major federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516 (a)?	Yes
Identification of Major Federal Programs:	
10.553/10.555 National School Breakfast and Lunch Program	
Dollar threshold used to distinguish between Type A and Type B programs:	\$750,000
Auditee qualified as a low risk auditee:	No

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2018

Section II: Financial Statement Findings

No matters were noted.

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2018

Section III: Federal Award Findings

Finding No: 2018-01
Federal Program: National School Breakfast and Lunch Program
CFDA No: 10.553/10.555

Condition: The School's meal reimbursements requests for (4) months did not agree with its daily tally forms. For some months, the School underreported the number of meals served.

Criteria: Under its agreement with the District for the National School Breakfast and Lunch program, the School is required to complete on a monthly basis a reimbursement claim form of the number of meals served for lunch, breakfast, and snacks.

Context: The School submitted 12 monthly reimbursements requests during the fiscal year.

Effect: The School over and under reported the number of meals served for the months tested.

Cause: The School used a manual process of counting and compiling the meals served each month.

Recommendation: We recommend the School evaluate the feasibility of using an automated system for counting and compiling the meals served each month.

Questioned Costs: The question costs were below the threshold under the Uniform Guidance.

Views of Responsible Officials and Planned Corrective Action: To address deficiencies with regards to the number of meals served, effective December 1, 2018, the Food Service Supervisor will record and report on a daily basis all meals served to Mr. Cole, Facilities Manager. Mr. Cole will review the daily calculations and enter the information onto an Excel spreadsheet on a weekly basis. At the end of each month, the Excel file will be reconciled against the daily/weekly records prior to the submission of reimbursement request.

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2018

Section IV-Corrective Action Plan

Finding No: 2018-01

Finding: The School's meal reimbursement requests for four (4) months did not agree with its daily tally forms.

Name of Contact Person: Don Cole, School Facility Manager

Corrective Action Plan: To address deficiencies with regards to the number of meals served, effective December 1, 2018, the Food Service Supervisor will record and report on a daily basis all meals served to Mr. Cole, Facilities Manager. Mr. Cole will review the daily calculations and enter the information onto an Excel spreadsheet on a weekly basis. At the end of each month, the Excel file will be reconciled against the daily/weekly records prior to the submission of reimbursement request.

Anticipated Completion Date: December 1, 2018