



**INGENUITYPREP**

# **Annual Report**

**School Year 2019-20**

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Peter Winik, Board Chair

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# Annual Report Narrative

## I. SCHOOL DESCRIPTION

### **A. Mission Statement**

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.

### **B. Curriculum Design and School Program**

With more learning time and increased efficiency in its model, Ingenuity Prep offers an educational program that prepares students for mastery of 1) rigorous core content and 2) a broader set of 21st century civic leadership competencies.

Ingenuity Prep's model offers an extended-day providing increased opportunities to deliver rigorous instruction, enrichment, and remediation. Over the course of a school year, students at Ingenuity Prep benefit from almost 30% more learning time than their peers at neighboring District schools.

Ingenuity Prep has an innovative teacher career ladder that 1) leverages a co-teaching model to scaffold and support the growth of new teachers and 2) provides highly-effective teachers the opportunity to earn highly-competitive levels of compensation and mentor new teachers.

Ingenuity Prep's teachers engage in over 300 hours a year of training -- led by some of the best instructional leaders in the city. Teachers received a dedicated coach who met with them weekly to ensure that they were receiving feedback critical to improving their work with students.

Through its model, Ingenuity Prep leverages high-quality online learning programs to provide adaptive, independent practice opportunities targeted at students' individual needs and respective zones of proximal development. Utilizing this digital content and multiple qualified teachers in each classroom, Ingenuity Prep is able to consistently provide accountable, personalized, independent and small-group learning experiences. With a teacher-student ratio unparalleled by most other schools in the city, at Ingenuity Prep, each classroom is supported by between 2-3 highly-qualified teachers -- from PreK through middle school.

With the belief that mastery of rigorous core content – while necessary – is not sufficient to prepare students for the demands of 21st century leadership, Ingenuity Prep is building its own civic leadership program around four pillars: social-emotional literacy, collaborative problem-solving, a social-justice-focused social studies and science curriculum, and service learning.

Ingenuity Prep sees parent involvement as a critical component of the school's success - both in guiding and supporting the work of the school. The school's approach to parent involvement for the 2019-20 school year involved three key strategies:

### ***Build Relationships***

- **Home Visits.** Prior to the start of the school year, Ingenuity Prep teachers and staff conducted multiple home visits. A major focus of these orientations was the cultivation of relationships amongst parents and between parents and school staff.
- **Relationship-Building Events.** On a regular basis, the school hosted events such as family potlucks, game nights, and morning coffees - explicitly designed to cultivate parent-staff relationships.

### ***Cultivate Parent Voice***

- **Family Forums.** On a regular basis, the school hosted Family Forums aimed at providing families the opportunity to share their perspectives on and suggestions for the educational and operational practices of the school directly with Executive Team members and Principals.
- **Family Surveys.** The school administered bi-annual surveys that provided families the opportunity to share their perspective on and satisfaction with the school.

### ***Communicate & Collaborate to Support Students***

- **Report Cards and Family-Teacher Data Conferences.** Each term - approximately once every 6-8 weeks - parents gathered for Data Conferences to review key metrics for their child's academic and social-emotional performance. At these conferences, teachers shared key strategies parents could engage in outside of school to support students' academic and social emotional growth.

## **C. An explanation of how the LEA responded to COVID 19, including a description of the distance learning program it offered and how it monitored student progress.**

Ingenuity Prep developed robust plans for distance learning differentiated by academy level. They included a mix of methods of delivery, including both digital and paper-based materials. Each academy's distance learning plan can be found below:

- [Early Childhood Academy](#)
- [Elementary Academy](#)
- [Middle School Academy](#)

As we worked to continue to provide high-quality learning opportunities for students, all teachers created lesson plans and associated materials, communicated with families, engaged in virtual coaching and fulfilled other job duties as asked by their managers. Please see below for specifics on our plan for

distance learning for students.

### ***General Requirements***

1. Each teacher was available by phone or video conference call during working hours 7:30 a.m. - 4:00 p.m.
2. Each classroom team communicated with every family every day and logs communication in DeansList. Teachers also held Family-Teacher Conferences for Quarter 3 data.
3. Teachers posted lesson plans by date specified by managers who provided feedback.
4. Teachers posted all teaching videos as outlined to Classroom Google Folder
5. Teachers communicated with Teaching Teams about who was responsible for what and made sure it was reflected in modified planning grids, including who was responsible for which families.
6. Provide synchronous instruction for some core classes and office hours.

### ***Materials/Assignments Distribution***

Across academies, information and materials were available to students and families via a combination of the following:

- Pre-recorded lessons uploaded to youtube, google classroom and instagram
- Digital materials were available via google drive
- Zoom Meeting for discussion of material and/or support completing assignments (6th only)
- Learning kits for Pre-K (sent home on the last day school was in session)
- Paper-packets with comparable assignments for families that the school was still working with to get computer or internet access. Packets were available for daily pick-up (8am-2pm M-F)

Chromebooks for students who needed computer access became available for pick-up starting March 19 (less than a week after closing our doors for in-person instruction). We also worked with families to support getting to 100% internet access by sharing information on Comcast options and distributing T-mobile hotspots.

### ***Family Communication***

Each academy had specific expectations for teacher communication with students/families and details can be found in the plans linked above. School wide communication plans included regular updates via SignalKit and the creation of a School Closure Info page on our website ([www.ingenuityprep.org/coronavirus](http://www.ingenuityprep.org/coronavirus)). We also staffed the answering of our main telephone line from 8am-2pm on weekdays.

### ***Monitoring Student Progress***

Within our K-2 & 3-5 Academy, student learning was measured through the work that students submitted. In K-5 mathematics, students with computers submitted lessons each day through the Zearn learning platform. This platform provided students with in-the-moment feedback on their problem-solving and skill implementation. Students without computers submitted a picture of their

work via text to their classroom teacher, who provided feedback. In literacy, students submitted work through our Nearpod app. This included writing and multiple choice answers. Students were given immediate feedback on their multiple choice answers and teachers provided feedback on their writing in the next day's check-in. Students without computers sent a picture of their work to their teacher for feedback. Additionally, teachers assessed learning during zoom read-alouds in K-2, using oral answers to build a better understanding of students' ability to implement the day's focus skill.

Within our middle school academy, our students continued to expand their intellectual bandwidth per our curricula scope and sequence. On Mondays and Wednesdays, students saw videos posted to Google Classroom sites and to our academy's ELA IG page (@ip\_ela\_scholars) and Math IG page (@ip\_mathstars). Tuesdays and Thursdays, students participated in Zoom help sessions before completing exit tickets on their Google Classroom site. On Fridays, students completed below-grade level assignments and quizzes on ReadTheory and MobyMax. Finally, every three weeks, students took the STAR assessment to gauge lexile growth.

Special Education students received 1-hour of services delivered through Zoom in ELA and Math each, weekly.

### ***SPED Support for Students & Families***

For all academies, all of our related services continued for any family who was able to engage in tele-services. Every family who had a student with related services was contacted weekly and the service providers attempted to schedule a meeting via Zoom to conduct their "pull out" services. Service providers were able to provide consult services to both parents and teachers in order to help students with academic support to help where traditional "push in" services would take place. Related services providers provided weekly support to families with ways to implement additional strategies in helping parents provide their accommodations at home. All attempts at communication are logged in the SEDS communication log and any services rendered are tracked in the SEDs service tracking system.

We continued to hold IEP, MDT and Eligibility meetings (if testing was already completed) within their IDEA timeline through conference calls. All documents were signed through DocuSign and uploaded into SEDs. We did, however, pause the testing process for students whose testing still needed to occur and that information was documented in our SEDs communication log.

Within our PreK Academy, teachers provided differentiated distance learning videos to go alongside daily lessons posted by general education teachers. Every Friday, the special education teachers hosted a live virtual experience where each student and family could access checks for understanding of concepts and applicable IEP goals. This served as a time to collaborate with parents to support the facilitation of lessons. Accommodations and supports included the following:

- Visual supports- intentionally chosen gifs, stickers, animations, etc.
- Audio supports- intentionally chosen sound effects, changes in volume, pauses, etc
- TPR= Total Physical Response- a kind of physical movement that corresponds to verbal input. EX: call and response, sign language paired w/ a vocabulary concept, etc

- Social and Emotional Supports- positive narration, joy factor, naming emotions, etc

Within our K-2 and 3-5 Academy, special education teachers reviewed IEP accommodations and created modifications for each individual student on their caseload with their family. Supports provided included the following:

- SpED teachers provided a 1-page handout to go along with every lesson for families to help understand and break down the lesson, as well as helped scaffold and provide accommodations to students.
- SpED teachers called / FaceTimed / Zoom students and families on caseload daily to provide ongoing support to students
- SpED teachers scaffolded / modified general education work for students on caseload to ensure they had access to all content, including SpED teachers working with grade level and content teams to add additional supports to already existing digital learning platforms / work packets. SpED teachers also sent home specific additional content to families via work packets / digital content to individual families (as necessary)
- SpED teachers uploaded a video of themselves reading aloud the text, the directions and, all multiple choice and open response questions for students with that accommodation to access lesson(s)

Within our Middle School Academy, students received 2 hours of SpED intensive one-on-one services per week via Zoom, scaffolded classwork, content level zooms with special educator support, and leveled literacy and math intervention supports which students could access daily, daily check ins with advisors and weekly progress updates. Families were contacted through multiple modalities including Zoom, conference calls, Signal Kit, one on one calls with parents which were logged into Dean's list, and packets for students with directions for parent assistance. SpEd teachers consulted with families every day via phone call / Facetime / Zoom and provide additional support as necessary.

## **II. SCHOOL PERFORMANCE**

### **A. Performance and Progress**

Ingenuity Prep adopted the PCSB's Performance Management Framework (PMF) for its goals and academic achievement. While the 2019-2020 PMF scorecard will not be published this fall, you can access detailed information on how Ingenuity Prep measured performance and progress toward goals this past year.

#### ***Meeting Our Mission***

Core to the performance and progress of the school is the extent to which the school is achieving its mission of preparing students to succeed in college and beyond as impactful civic leaders. While students at Ingenuity Prep are many years from college (and beyond), the extent to which the school is achieving its mission can be demonstrated through the review of key data that indicates students are on their way to that goal. In reviewing the key data (included below), the school has continued to show

progress towards achieving its mission. As reflected in the school’s academic performance in core subject areas of Literacy and Math (central to achievement of the school’s mission), an increasing number of students are achieving at levels necessary to be prepared to succeed in college and beyond.

While academic performance in Literacy and Math are key components in evaluating mission achievement, the extent to which students are prepared to be successful in a range of other 21<sup>st</sup> century skills is essential to achieving the school’s mission. Through the school’s Social Emotional Literacy class that all students participate in on a daily basis, the school is committed to preparing students with the skills and competencies necessary to understand and process their emotions, work successfully with others, and proactively problem-solve among a range of other skills. All skills that are necessary to being impactful civic leaders.

Outlined below are metrics of performance and progress achieved before remote learning that go beyond the scope of the PMF.

**CLASS**

	<b>Emotional Support</b>	<b>Classroom Environment</b>	<b>Instructional Support</b>
<b>SY19-20</b>	5.48	5.28	3.21

*Note: Classroom Assessment Scoring System (CLASS) is a district-wide , research-based, classroom evaluation tool that provides a common lens, metric and language to identify and describe the classroom interactions that promote children’s development and learning. The CLASS Pre-K® tool is used for students three to five years of age in pre-K (CLASS Pre-K®). CLASS Pre-K® has three domains and 10 dimensions to assess classroom quality emotional support, classroom organization, and instructional support.*

**Literacy Outcomes**

In our Elementary School Academy, 52% of students had met the EOY benchmark goal for their grade level, with 40% of students reading above the grade level benchmark. Of the students that were still working on achieving the EOY benchmark, 22% of them were only 1-2 reading levels behind.

In our Middle School Academy, 87% of our students had grown since their BOY STAR assessment-- with 58% having grown a year or more and 17% having grown two years or more.

- 40% of our students were reading at a G6 level or higher
- 19% of our students were reading at a G7 level or higher



## **ANet Achievement**

### ***Math***

3rd:

- SY19-20 performance: 67%
- Difference from the network: +16%
- SY18-19 performance: 56%

4th::

- SY19-20 performance: 47%%
- Difference from the network: +8%
- SY18-19 performance: 53%

5th:

- SY19-20 performance: 49%
- Difference from the network: +10%
- SY18-19 performance: 42%

6th:

- SY19-20 performance: 39%
- Difference from the network: +2%
- SY18-19 performance: n/a (1st year with 6th grade)

### ***ELA***

3rd:

- SY19-20 performance: 37%
- Difference from the network: +1%
- SY18-19 performance: 40%

4th:

- SY19-20 performance: 43%
- Difference from the network: +4%
- SY18-19 performance: 44%

5th:

- SY19-20 performance: 38%
- Difference from the network: +4%
- SY18-19 performance: 35%
- 

6th:

- SY19-20 performance: 31%
- Difference from the network: -8%
- SY18-19 performance: n/a (1st year with 6th grade)

## **B. Unique Accomplishments**

2019-20 School Year Highlight: In 2019, EmpowerK12 named Ingenuity Prep a Bold Performance school for proficiency rates dramatically higher than schools with similar demographics.

## **C. List of Donors**

Below is a listing of all donors and grantors that have contributed monetary or in-kind donations equal to or exceeding \$500. Thank you to those individuals and foundations that generously donated to support the mission of Ingenuity Prep.

### *Individuals*

- Peter Winik
- Vinice Davis

### Foundations/Corporations

- Rales Foundation
- Latham & Watkins (in-kind)
- DC Education Equity Fund

## Data Report

General Information	
LEA Name	Ingenuity Prep PCS
Campus Name	Ingenuity Prep PCS
Ages Served	PK3--6
Enrollment by Grade Level	637
Student Data Points	
Total Number of Instructional Days	125
Suspension Rate	6.8%
Expulsion Rate	0.00%
Instructional Time Lost to Discipline	0.08%
In-Seat Attendance	91.4%
Average Daily Attendance	-
Mid-Year Withdrawals	4.1% (26 students)
Mid-Year Entries	0.2% (1 student)
Promotion Rate	94.4
College Acceptance Rates	Not Applicable
College Admission Test Scores	Not Applicable
Graduation Rates	Not Applicable
Teacher/Admin Data Points	
Teacher Attrition Rate	46%
Number of Teachers	86
Teacher Salary	<ul style="list-style-type: none"> <li>● Average- \$68,526</li> <li>● Minimum - \$51,500</li> <li>● Maximum- \$93,018</li> </ul>
Executive Compensation	<ul style="list-style-type: none"> <li>● Will Stoetzer - \$163,770</li> <li>● Jennifer Hampton - \$150,075</li> <li>● Darryl Clay - \$132,080</li> <li>● Hilary Stathes - \$133,900</li> <li>● LaShawndra Thornton - \$125,000</li> </ul>

## Appendix A: Staff Roster

### Qualifications:

- 1.92% of staff had a Doctorate Degree
- 34.62% of staff had a Master's Degree
- 50.64% of staff had a Bachelor's Degree
- .56% of staff have an Associate's Degree

First Name	Last Name	Job Title
Abria	Cain	PreK Teacher
Addie	Hulme	3-5 Teacher
Adriel	Wallace	Food Services Associate
Aiesha	Marshall	Art Teacher
Aiyana	Belguda	K-2 SPED Vice Principal
Alex	Dagher	K-2 Teacher
Alexandria	Caputo	PreK Teacher
Aliya	Yancey	PreK Teacher
Allisa	Queen	PreK Vice Principal
Alyssa	Lederman	PreK Teacher
Amanda	Lumnah	Director of Data
Amber	Morales	K-2 Teacher
Aquayla	Covington	Dedicated Aide (2nd)
Arissa	Morrell	PreK Teacher
Ashanti	Edwards	PreK Teacher
Ashanti	Gordon	K-2 Teacher
Ashley	Shaw	Pr-K Teacher
Ashley	Hughes	K-2 Teacher
Aspen	Mason	3-5 Teacher
Aviana	Worrell	3-5 Teacher
Benjamin	Johnson	3-5 Principal

Beverly	McClure	Dedicated Aide
Brandon	Fitzgerald-Holley	SpEd Teacher (K-2)
Brandon	Wood	6-8 Dean of Culture
Breanna	Robertson	After School Teaching Associate
Brian	Coxton	Physical Education Teacher
Briana	Brooks	1st Grade Math Teacher
Britney	Roberts	3-5 Teacher
Brittany	Hullinger	Director of Ops
Brittany	Williams	Teacher
Brittany	Wood	3-5 Teacher
Candace	Davis	K-2 Vice Principal
Cedric	Knight	Art Teacher
Celena	Jenkins	Talent Recruiter
Chanice	Demosthene	After School Teaching Associate
Charles	Williams	6-8 SpEd Inclusion Teacher
Chimere	Weaver	3-5 Teacher
Christopher	Meehan	Data Manager
Ciera	Scott	2nd Grade Teacher
Crystal	Barnes	Specials Teaching Assistant
Dana	Livingston	3-5 SpEd Self-contained Teacher
Daniel	Grimsley	School Social Worker
Danielle	Harrington	School Culture Support Specialist
Darnita	Towles	Food Services Manager
Darryl	Clay	Chief Operating Officer
Davian	Morgan	3-5 ELA Vice Principal
Dayna	Hudson	PreK Teacher
Deborah	Fajuyigbe	K-2 Dean of Culture
DeShawn	Green	Dedicated Aide

Diamond	Berry	After School Teaching Associate
Donice	Jackson	Dedicated Aide
DuJour	Willis	PreK Resident Teacher
Elizabeth	Schwartz	3-5 Teacher
Emoni	Smith	3-5 Teacher
Erica	Mitchell	PreK Teacher
Fatoumatta	Jallow	K-2 Teacher
Frewini	Haile	K-2 Teacher
Gabrielle	Cicio	PreK Resident Teacher
Ghylian	Ruffin	K-2 Teacher
Glenn	Huang	3-5 Teacher
Heather	DeBruler	PreK Special Education Coordinator (RTI)
Hilary	Stathes	Chief Talent Officer
Imani	Evans	Speech Language Pathologist
Ja'Naie	Sinclair	K-2 SpEd Self-contained Teacher
Jackie	Leonard	K-2 Teacher
Jacque'lyn	Flot	2nd Grade Math Teacher
JaQuan	Bryant	K-2 Principal
Jasmine	Everett	Self-Contained Teacher
Jasmine	Hardy	Kindergarten Teacher
Jason	Johnson	Custodial Manager
Jazmine	Allen	6-8 Principal
Jennifer	Hampton	Chief Academic Officer
Jennifer	Lopez	PreK Teaching Assistant
Jennifer	Parisi	K-2 Teacher
Jerrilyn	Montgomery-Lane	Social Worker
Johnathan	Pannell	Talent and HR Manager
Johnnette	Garris	K-2 Teacher

Jomaesia	Paylay	K-2 Teacher
Jordan	Marshall	3-5 Teacher
Joseph	Carter	Middle School SPED Coordinator
Julian	Romero	K-2 Teacher
Justine	Cameron	PreK Teacher
Kailla	Rowell	Social Worker
Kamree	Moore	After School Teaching Associate
Karimah	Smiley	K-2 Teacher
Karmyjia	Bradford	Dedicated Aide (K)
Katherine	O'Connor	3-5 Math Vice Principal
Kelly	Smith	6-8 Teacher
Kemia	Edwards	PreK Teacher
Kenneth	Walker	3-5 School Support Associate
Kiana	Collins	Kindergarten Teacher
Kimberly	Battle	2nd Grade Math Teacher
Kishaun	Bethel	PreK Teacher
Kitrece	Carr	1st Grade ELA Teacher
Kiyahna	Bullock	Teaching Associate
LaKeyetta	Reed	School Psychologist
LaShawndra	Thornton	Chief of Staff
Latrise	Hughes	3-5 History Teacher
Laura	Webb	PreK Teacher
Lauren	Hollowell	PreK Principal
Leah	Huggins	School Ops Associate
Loylita	Ennis	2nd Grade Teacher
Mackenzie	Meixner	3rd Grade Teacher
Marcus	Allen	Ops Associate
Mariah	McMullen	3-5 Teacher

Mary	Clements	K-2 ELA Teacher
Maud	Cooke-Nesme	K-2 Teacher
Mawira	Nyamete	Special Education Dedicated Aide
Maya	Landau	PreK Teacher
Melinda	Golden	1st Grade Teacher
Mike	Connolly	5th Grade Teacher
Molly	Karsh	PreK Teacher
Monrika	Lender	3rd Grade SpEd Inclusion Teacher
Morgan	Frye	K-2 Teacher
Morgan	Worcester	3-5 Math Intervention Teacher
Naomi	Stanway	3-5 Teacher
Natalie	Chertoff	3-5 Grade Teacher
Natalie	Powell	K-2 Vice Principal of Math
Natasha	Bailey	Operations Manager
Natasha	Lee	6-8 Science Teacher
Nekole	Smith	6-8 Teacher
Ngozi	Agbara	Kindergarten Teacher
Nicholas	Moses	3-5 Teaching Assistant
Nicole	Thorpe	Director of Student Support (outgoing)
Nihesha	Browning	Student Recruitment Associate
Nitza	Deane	3-5 Student Support Specialist
Olivia	Mackell	PreK School Culture Associate
Paige	Parker	3-5 Teacher
Patricia	Osborne	K-2 SPED Teacher
Patrick	Bentley	6th Grade Resident Teacher
Pax	Wade	Director of Family Engagement
Priyadarshini	Das	3rd Grade Teacher
Quenna	Chaplin	Student Enrollment & Records Coordinator



Quintin	Nwaebo	Kindergarten Teacher
Rachel	Ainsworth	PreK4 Resident Teacher
Raven	Magruder	Pre-K Teacher
Sapna	Singh	3-5 Teacher
Sean	Roberts	Music Teacher
Sha'Nai	Hairston	School Psychologist
Shaina	Whyte	6-8 Teacher
Sharon	Michaels	6-8 Vice Principal
Shataya	Gilstrap	4th Grade Teacher
Sierre	Allen	Food Services Associate
Skyla	Wright	K-2 Teacher
Stephanie	Miller	K-2 Teacher
Stephanie	Moore	Director of Student Support
Stephon	Locke-Brown	Dedicated Aide
Tamara	Copeland	Speech & Language Pathologist
Tania	Bridges	After School Teaching Associate
Taylor	Gilbertson	3-5 SPED Teacher
Terrell	Hawkins	PE Teacher
Tiffany	Bryant	K-2 Dean of Culture/Afterschool Program Manager
Tiffany	Ryles-Ouarid	6-8 School Support
Tom	Downey	3-5 Math Teacher
William	Leach	3-5 SPED Vice Principal
William	Stoetzer	CEO

## Appendix B: Board Roster

<b>Name</b>	<b>Board Role</b>	<b>DC Resident</b>
Peter Winik	Board Chair	No
Derrick Mashore	Vice-Chair	No
Debra Santos	Treasurer	Yes
Nicole Johnson-Douglas	Parent Member	Yes
Tracey London	Parent Member	Yes
Maura Marino	Member	Yes
Cecilia Kang	Member	No
Josh Rales	Member	No
Kaya Stone	Member	No
Lisa Mallory	Member	Yes
Patricia Martin	Member	Yes
Vinice Davis	Member	Yes

Appendix C: Unaudited Year End Financial Statement

**Ingenuity Prep**  
**FY2020 Income Statement (un-audited)**

<b>Income Statement</b>	<b>Actual</b>
Revenue	
State and Local Revenue	13,730,255
Federal Revenue	1,411,550
Private Grants and Donations	170,354
Earned Fees	76,373
Donated Revenue	118,488
<b>Total Revenue</b>	<b>15,507,020</b>
Expenses	
Salaries	8,089,656
Benefits and Taxes	1,993,546
Contracted Staff	239,563
Staff-Related Costs	223,256
Rent	1,869,956
Occupancy Service	179,346
Direct Student Expense	1,375,432
Office & Business Expense	1,047,621
Contingency	0
<b>Total Expenses</b>	<b>15,018,376</b>
<b>Operating Income</b>	<b>488,643</b>
Extraordinary Expenses	
Depreciation and Amortization	288,160
<b>Total Extraordinary Expenses</b>	<b>288,160</b>
<b>Net Income</b>	<b>200,484</b>

# Ingenuity Prep

## Balance Sheet, as of June 30, 2020 (un-audited)

<b>Balance Sheet</b>	<b>6/30/20</b>
<b>Assets</b>	<b>Year End</b>
Assets	
Current Assets	
Cash	2,540,454
Accounts Receivable	271,987
Other Current Assets	203,511
Total Current Assets	3,015,953
Noncurrent Assets	
Facilities, Net	963,804
Operating Fixed Assets, Net	646,101
Total Noncurrent Assets	1,609,906
Total Assets	4,625,858
<b>Liabilities and Equity</b>	<b>Year End</b>
Liabilities and Equity	
Current Liabilities	
Other Current Liabilities	67,767
Accrued Salaries and Benefits	513,004
Accounts Payable	195,636
Total Current Liabilities	776,407
Equity	
Unrestricted Net Assets	3,648,968
Net Income	200,484
Total Equity	3,849,452
Total Liabilities and Equity	4,625,859

Appendix D: Approved 20-21 Budget

**Ingenuity Prep**  
**FY2021 Budget**

	SY20-21
Revenue	
State and Local Revenue	15,447,327
Federal Revenue	2,001,436
Private Grants and Donations	276,133
Earned Fees	120,468
Revenue Total	17,845,364
Expenses	
Salaries	9,975,975
Benefits and Taxes	2,408,103
Contracted Staff	75,000
Staff-Related Costs	233,220
Rent	2,276,109
Occupancy Service	106,803
Direct Student Expense	1,286,899
Office & Business Expense	919,769
Contingency	89,227
Expenses Total	17,371,105
<b>NET ORDINARY INCOME</b>	<b>474,259</b>
Extraordinary Expenses	
Depreciation and Amortization	354,403
Extraordinary Expenses Total	354,403
<b>TOTAL EXPENSES</b>	<b>17,725,507</b>
<b>NET INCOME</b>	<b>119,857</b>