Girls Global Academy
SY 2020-2021 Annual Report

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Max Levasseur
Board Chair
School Year 2020-2021

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Annual Report Narrative

School Description

Mission Statement

Our mission is to *foster pathways to lead and learn.*

School Program

Pathways: Our girls will have the confidence to engage and make decisions that impact the world. Our graduates will be prepared to succeed. Her path will lead her on her personal and intellectual journey.

Lead: Our academic environment, experiential learning, and commitment to action will empower girls to be the voice that inspires change. She will discover complex and challenging issues, create solutions, and demonstrate impact in the community.

Learn: Our approach will allow girls to use their intellect, creativity, and choice to explore the interconnected world. She will recognize perspectives, understand intersectionality and power dynamics, and master academic standards.

Vision

Our vision for Girls Global Academy is to develop leaders influencing change for global benefit. We bring this vision to life by:

1. Staying true to our mission by fostering pathways to lead and learn and
2. By making strategic decisions that will have an impact on how we provide access to education for all high school students that choose GGA

We Achieve our mission by:

- Focusing on a **culture** of belonging, joy, empowerment and confidence that values all people
- Implementing pathways in Engineering and business
- Ensuring **we are effective** by aligning our systems and process with our

Sisterhood, Scholarship, Service, and Safety
● **Access and equity** through service learning projects and relationships

School Program. Curriculum Design

When the GGA team selected standards, the criteria for choosing the standards for the subject is that they must align with our philosophy and approach to teaching and learning to highlight both our *mission and vision.* They must also align with the four pillars of *sisterhood, scholarship, service, and safety*, and have an emphasis on the *global*. Additionally, we want to make materials *accessible* to all learners, take an i*nquiry* stance in its approach, and be *culturally responsive* to the demographic of students we wish to serve. Common Core State Standards, the International Baccalaureate Career Program aims and objectives and College Board's Advanced Placement will ground us at GGA. The CC Standards are rigorous and developed in partnership with state-level leaders ensuring that students are prepared for any post-secondary opportunities. More specifically, the District of Columbia adopted them as they are clear, consistent, informed by other top performing countries, and evidence-based with a scaffolding approach to developing competencies.

At its core, The International Baccalaureate Career Program empowers students to be self-directed learners, challenges students to set and achieve meaningful goals, provides students the skills to navigate ambiguity and unfamiliarity, involves students in authentic learning to develop their capacity, takes students through the cyclical process of learning inquiry (inquiry, action, reflection), and develops both their practical and intellectual skills through the IB learner profile. GGA is an International Baccalaureate Candidate World School and will provide opportunities for students to access Advanced Placement courses through College Board. CCSS, IB & AP are all focused on deeper learning and critical thinking, share a mutual emphasis on college and career readiness, and are guides for curriculum decisions. The aforementioned standards support our girls with both college and career aspirations by decreasing or eliminating the need for remediation. In addition, the IB and College Board conducted crosswalks of their standards of practice with CCSS to ensure alignment. Both exceed Common Core standards.

School Program. Instructional Approaches

Inquiry-Based Learning: GGA is committed to delivering instruction through inquiry as it supports students as the drivers of their own learning and teachers as facilitators of that learning.   We are keenly aware that direct instruction lives in various parts of the inquiry process. Students will use four stages of inquiry that begin with an essential question or a problem to spark curiosity. Students will dive deep through both academic and experiential learning. The driving pedagogical force in all IB World Schools is the cyclical process of inquiry, action, and reflection. The answers to the essential questions are complex and have many perspectives that provide students with opportunities to research, problem-solve, and think critically.

An example of this in practice is when all of our 9th grade students designed sustainable housing for residents who do not have one. Students first started with their perceptions of who experiences housing insecurities and why they experience them. To challenge these perceptions, our team identified speakers through the National Coalition for Homeless to speak at a community meeting [Two of six facets of understanding](#) is to support students through the use of empathy and perspectives. Girls Global Academy is a proud partner and implementer of Project Lead the Way Engineering strand and students completed this project as a part of their introductory course entitled Engineering Essentials.

Discussion-Based Learning: Effective discussion-based learning is fostered by students well-versed in discipline-specific language through modeling, learning, and regular use. DBL stems from students grappling with complex texts rooted in global concerns and tasks to co-create knowledge. While GGA students may have differing perspectives on ambiguous text, the protocols established support our students in building, questioning, and/or disagreeing respectfully which are critical to our pillars of sisterhood, scholarship, and safety.   DBL provides instructional staff with opportunities to execute the ACT phase and formatively assess student understanding and adjust. Academic Discourse supports EL, Special Education students, and students who are below grade level by facilitating the acquisition of discipline-specific discourse oral practice, which supports students in the transfer the use of the discourse to their reading and writing endeavors. Academic discourse highlights the Universal Design for Learning guideline eight checkpoint two emphasizing process. Examples of this include but are not limited to accountable talk, Socratic seminar, think-pair-share, structured academic controversy, and consultancy protocols.

Service Learning: Experiential learning is founded in both interdisciplinary and constructivist approaches, and is based on doing and having experiences.   If learning is to stick, then it must be coupled with meaningful experiences. Through the use of the

LEAD model, both GGA staff and GGA partners will support students in the facilitation of their own learning through service-learning, interning, and *potential* short service abroad opportunities. Students will explore and investigate global issues that matter through both independent and collaborative work. GGA students develop and execute action plans, reflect on successes and challenges, and demonstrate their learning. GGA students as a part of uplifting each other in the school community and in the community at-large celebrate what was accomplished and discuss the next steps. The work will rely on GGA students developing relationships with community partners, contacting and interviewing experts, exchanging information and ideas with students from different countries also vested in the issues, and using their collective voices to advocate to change the issues on which they are working. The LEAD model supports EL students in learning English through a meaningful and purposeful contextual lens and through social interactions working with peers. EL students also get the opportunity to leverage their native language through service-learning projects. With Special Education students, learning through experience is accessible as it is a least restrictive environment. In addition, the service learning model supports special education case managers by providing additional data points to develop successful transition plans for students in relation to their post-secondary endeavors.

Literacy & Numeracy: Reading Plus is a supplemental curriculum that **supports all of our students** in growing their reading abilities to ensure college and career readiness. Reading Plus published its **National Report for 2019 - 2020** and showed students that used the program during the COVID-19 pandemic achieved growth consistent with previous year results. Students that use this online program achieve gains and significantly improve the capacity to comprehend complex text.   This helps students to become more proficient readers, while also improving comprehension, efficiency, independence, and vocabulary. The program is customized to each learner's reading level, and allows for each individual to choose content that is interesting to them. Once they have completed the diagnostic screener, the Reading Plus program will then be tailored to each learner's needs. Girls Global Academy continues to use the Reading Plus supplemental curriculum program to support all students in growing their reading skills to become a better reader, address diversity and equity, and strengthen college and career readiness. Reading Plus helps students develop the skills they need to be proficient readers and lifelong learners. Through regular Reading Plus practice, reading will become easier, comprehension will increase, and students will make meaningful connections between reading and learning.

Advisory. Advisory is defined as "regularly scheduled period of time, typically during the school day, when teachers meet with small groups of students for the purpose of advising them on academic, social, or future-planning issues." The purpose of advisory is to meet with students to develop strong adult-student relationships in order to support

students in all facets of their learning and are actively planning for their future. The GGA team knows from experience that the best advisories are ones where the time is protected and there is an organized approach to teaching and learning. Advisory at Girls Global takes a 3-strand approach to include social-emotional learning, college and career readiness, and support for academic success.

School Program. Parent Involvement

- Consistent and clear communication with students and families is vital for supporting the community of students and families and for maintaining the health and safety of the school community. Communication to students and families will happen across many media: posted signage in the building, access to resources and information on the school website, and on-demand notification through social media channels and individual outreach.
- Girls Global Academy website at all times will be the location for general information about the school as well as specific details on the program offerings, staff, and typical school operations details (menus, activities calendars, FRPM applications). This information will be available to families 24 hours, 7 days a week. Contact Information: Current and prospective students will be able to find all information on how to contact school administration and staff.
- Family Resources: Families will be able to find the Student and Family Hand Book, school enrollment and registration details, links to distance learning resources and additional materials to support families, such as social services resources.
- Girls Global Academy has social media channels including Facebook, Twitter, Instagram, and LinkedIn. These channels will be used 2-3 days a days a week to build broad awareness of Girls Global Academy, engage the broader DC community and country in the achievements of students and staff at Girls Global, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities.

School Performance

Performance Progress. Meeting our mission- Four Pillars

Girls Global Academy empowers girls to lead confidently, thrive academically, stand boldly, and live knowing she can make a way. We strive to uphold our four pillars of sisterhood, scholarship, safety, and service in all that we do. We intend to create learning environments that focus on the whole student, that make learning joyful, challenging and fun. Girls Global Academy students are creative, persistent and ready to embrace their journey wherever it may lead.

Our goal is for students to leave Girls Global Academy knowing that she is empowered, that her voice matters, that you are empowered, and that anything is possible.

Sisterhood
Community of girls that support and celebrate each other.

For many of our students, coming to an all girls school helps to build confidence and speak up in classes and with peers. Research suggests that all-girls education positively impacts students' transition to college and enhances self-esteem.

87% of girls school students feel their voices, their opinions are respected and heard compared to 58% of girls at coed schools.

Girls Global Academy focused on creating daily opportunities for students to build relationships with teachers and staff so that they felt connected and supported during their first year in high school. In the spring, weekly Sisterhood Social Events brought together small groups of students at the school, socially distanced and wearing masks, so they could participate in fun activities and create stronger bonds with their peers.

We also hold monthly Community Events for current and prospective students and their families to get to know each other. Over the past year, we had a bike/ walk meet up, ice cream socials, and paint and chat sessions. These events build our community and help to uplift all of our students.

Flor, "When I'm around girls, I just feel comfortable. I feel myself." from What Students Say About Girls Global Academy - YouTube

Nadia McCrimmon, Physical Education teacher - "What would have attracted me to Girls Global? Seeing teachers and students that look and act like me." from Your voice matters

Scholarship

Academically challenging preparation for post-secondary opportunities.

Research shows that all girls' schools can spark young women's interest and ability to succeed in fields where women continue to be under-represented, including STEM and business. Graduates of all girls schools, for example, are six times more likely to major in math or science and three times more likely to enter a STEM field than those who don't.

To equip girls meaningfully to pursue such options, all GGA students will pursue a career pathway in either business or engineering. Students will have both high-caliber academic and real-world preparation to pursue a wide range of careers, and they will have the confidence that can only come from taking on challenges in a supportive environment.

"Miss Swift made sure to challenge us, as students, while also ensuring that we knew just how much faith she had in us to excel. This fine balance is what makes her students grow and stand out. It allows students to excel, despite adversities and moments of self-doubt. Seldom will you find an educator, like Miss Swift, who succeeds at maintaining such an environment."   - Jessica Nolasco, Student

Shaday Edwards, Math Teacher - "What they gain from math can be applied to other areas as well. Because it helps them become better critical thinkers and problem solvers...I hope that our students persevere so that even when things get challenging at first, that's not a reason to stop trying or to give up."

Safety

A place where girls can just be well.

At Girls Global Academy, safety and wellness are our top priorities. We provide a full-time wellness specialist that provides social and emotional support for each of our students' development. We focus on the whole student - who she is and who she wants to be. This allows us to address a student's social emotional needs, and to assess and eliminate barriers that may impact her ability to be present and succeed in school.

Relationships are key to helping our students feel safe. Wellness helps our students to feel more secure in what we ask of them and provides them with skills and abilities that they will use throughout their lives to address their physical and mental wellbeing.

Blake, "I like how they care about the students' input. The other schools I looked at was mostly like the teacher teaches you things and you're just supposed to write notes and learn it. But at this school they put it as if you need help, you can come to us any time." What Students Say About Girls Global Academy - YouTube

Service

Sustained involvement in community development.

At Girls Global Academy, all students participate in service learning projects. Students select a community issue based on their interests and then work with their peers to develop solutions to issues. During the 2020-2021 school year, students participated in a six week LEADership Academy that included a hack-a-thon where they created social entrepreneur projects and presented them at the end of the Academy. Examples of student projects include a Financial Fitness Project, Environmental Justice through lead, and social entrepreneur projects. Students gained confidence in their entrepreneurial skills, while developing skills in communication, collaboration, emotional intelligence, and operations.

Girls Global Academy also conducted two Get Up, Get Out, Get Moving events where students, staff, and families raised money for a cause selected by our students. In April we walked using the Charity Miles app and donated our steps to the Malala foundation, because the students just finished reading the *I am Malala* book in English class. In May, we participated in a service activity that supported the Leukemia and Lymphoma Society and our team raised $270.

Performance Progress. Our Goals and Academic Achievement

GGA Attendance and ACT growth
Target: By July, 2021 Girls Global Academy will have a 92% in seat attendance rating

	Floor	Target	Exceeds
Attendance	82%	92%	93%
Trimester 1 average			92.97.%
Trimester 2 average			92.84%
Trimester 3 average		92.4%	

Target: By July, 2021 Girls Global Academy students will take the ACT Aspire assessment in English and Math with 30% of students showing subject proficiency for college readiness

	Floor	Target	Status
ACT Aspire English	**26.5%***	**30%**	
Trimester 1	18%		Approaching target goal -Improvement each trimester
Trimester 2	23%		
Trimester 3	29%		
ACT Aspire Math	**15.2%***	**30%**	
Trimester 1	13%		Approaching target goal -Improvement each trimester
Trimester 2	14%		
Trimester 3	29%		

**there was no PARCC testing- GGA used ACT Aspire as the growth metric

*based on the floor from the PMF approaching college and career readiness

Unique Accomplishments

School Opening

Our students started high school during a global pandemic and persevered. This is the testament to the power of our community.

Girls Global Academy provided all of our students with laptops for virtual learning and continually checked in with our students and families through surveys and during regular meetings. Our school shared information about the latest guidance on the pandemic and changing recommendations, where to get vaccinated, and resources to make sure our community was connected and fed.

Girls Global Academy provided pathways for our students to flourish in spite of the pandemic. We focused on addressing students' social needs, giving them tools to help with wellness and safety, and providing hope that the future will be different. One way that we did this was through our classes and enrichment programs where we helped to develop both design and entrepreneurial mindsets. These skills give our students the necessary tools to adapt, flex, and pivot when things like COVID happen.

Sisterhood Summit

Girls Global Academy hosted a Sisterhood Virtual Summit for Women's History month in March. The purpose was to spotlight women that are making a difference in our community, to provide opportunities for dialogue on topics that impact girls and women, and to give students space to share projects they are passionate about.

The Sisterhood Summit showed our students that women do not need to know each other well to show empathy, respect, courage, and camaraderie. Sisterhood and togetherness can be created within a short period of time especially when there are opportunities to stand together. We heard from our speakers that we may need to bring our own seats to the table, failure is a moment that shows you tried, moving on means moving towards something, and others do not define our identities. There was a true demonstration of an inspiration of change and voices that stand for equity and inclusion.

Trailblazers

Trailblazers at Girls Global Academy are women who have blazed a successful path in the arts, business, education, communication, government, law, medicine, service or technology. These are exceptional women who have studied hard, worked hard, and have impacted the world for the better. Trailblazers have demonstrated how girls can make a difference in the world today.

At Girls Global Academy, we believe girls learn by example. Throughout their high school experience, our students will have front-row access to our Girls Global Academy Trailblazers who will provide perspective, motivation, and guidance on maximizing each student's unique potential for achievement. Trailblazers provide leadership, education, and career advice. They also help students develop the skills necessary to succeed in a dynamic and increasingly global world.

The Girls Global Academy Trailblazer partnership will accelerate the development of our future leaders helping them create a unique path to live and learn.

List of Donors

The following donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding $500 during the 2020-2021 school year.

- Shalini Benson
- Beth Blaufuss
- Tommy Venable
- Caroline Hill
- Jon Croft
- John Burke
- Christine Miller
- Bob and Nina Graves
- Karen Venable-Croft
- Tenton Allen
- MILS Corporation

- Latham & Watkins LLC
- Education Forward
- DCTV
- Truist Foundation
- Huawei
- CityBridge Education
- EdOps
- High Tech High
- MITRE- Michelle Rogers
- WGirls
- Girls on the Run-DC

Data Report

School Year (SY) 2020-21 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: Girls Global Academy PCS
PCSB	Campus Name: Girls Global Academy PCS
PCSB	Grades served: 9--9
PCSB	Overall Audited Enrollment: 65

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	O	O	O	O	O	O	O	O	O
Grade	**7**	**8**	**9**	**10**	**11**	**12**	**Altern-ative**	**Adult**	**SPED***

Student Count	0	0	65	0	0	0	0	0	0

Student Data Points

School	**Total number of instructional days: 180**
PCSB	**Suspension Rate:** 0.0%
PCSB	**Expulsion Rate:** 0.00%
PCSB	**Instructional Time Lost to Out-of-School Suspensions:** 0.00%
PCSB	**In-Seat Attendance:** 92.3%*
PCSB	**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; (2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**
PCSB	**Midyear Withdrawals:** 4.6% (3 students)*
PCSB	**Midyear Entries:** 7.7% (5 students)*
PCSB	**Promotion Rate (LEA):** Not Applicable
PCSB (SY19-20)	**Graduation Rate:** Not Applicable

School (SY19-20)	**College Acceptance Rate:** Not Applicable
School (SY19-20)	**College Admission Test Score:** Not Applicable

Faculty and Staff Data Points

School	**Teacher Attrition Rate: 21%**
School	**Number of Teachers: 14**
School	**Teacher Salary:** 1. Average: $ 59,857 2. Range -- Minimum: $ 45,000 Maximum: $ 73,000
School	**Executive Compensation:** 1. Shayne Swift $111,949.92 2. Karen Venable-Croft $132,600.08

Appendices

Appendix A: Staff Roster 2020-2021 School Year

Last Name	First Name	Role
Del Conte	LaVada	Special Education Teacher
Edwards	Shaday	Math Teacher
Fryer	Paige	Student Support Services Coordinator
Holsinger	Mary	SPED Paraprofessional
Janovetz	Jeff	Science Teacher
Kang	Lydia	English Teacher
LeSure	Stacie	Engineering Teacher
McAllister	Montoya	SPED Paraprofessional
McCrimmon	Nadia	PE Teacher and Athletics Coordinator
Mellen	Jason	Director of Finance and Operations
Olt	Ashley	Business Teacher
Penaranda Llanos	Carol	Spanish Teacher
Pope	Cynthia	Operations Associate
Potter	Judith	Science Teacher
Robison	Danika	Social Studies Teacher
Samuels	Patricia	Special Education Teacher
Shepperson	Julie	Admissions Coordinator
Shorter	Jaymes	SPED Paraprofessional
Swift	Shayne	Principal
Sylvain	Jacquelyn	Wellness Specialist
Venable-Croft	Karen	Executive Director

Staff member Education Summary:

- 24% Bachelors Degrees
- 47% Master's Degrees
- 14% Doctorates

Appendix B: Board Roster 2020 - 2021

Name	Role	State of Residence
Max Levasseur	Board Chair	Washington, DC
Christine Miller	Board Vice Chair, Governance Committee Chair	Washington, DC
Maura Dunn	Board Treasurer Finance Committee Chair	Rhode Island
Elaine Harris	Secretary	Washington, DC
Mary Beth Blaufuss	Audit Committee Chair	Washington, DC
Shalini Benson	Board Member	Maryland
Janice Parker Brown	Parent Board Member	Washington, DC
Kevin Bryant	Development Committee Chair	Maryland
Maureen Colburn	Board Member	Maryland
Marilyn Edmunds Bowser	Board Member	Washington, DC
Scott Ganske	Recruitment Committee Chair	Maryland
Lakisha Myrick	Parent Board Member	Washington, DC
Mary Pendleton	Academic Committee Chair	Washington, DC

Appendix C - Unaudited Year End 2020-2021 Financial Statement

Income Statement

Girls Global Academy
July 2020 through June 2021

	Year-To-Date		
Statement	**Actual**	**Budget**	**Variance**
Revenue			
State and Local Revenue	1,652,285	1,625,363	26,922
Federal Revenue	803,002	757,448	45,554
Private Grants and Donations	296,064	251,450	44,614
Earned Fees	431	245	186
Donated Revenue	184,943	0	184,943
Total Revenue	2,936,726	2,634,507	302,219
Expenses			
Salaries	1,200,822	1,175,304	(25,518)
Benefits and Taxes	205,964	223,576	17,612
Contracted Staff	15,984	18,000	2,016
Staff-Related Costs	12,030	24,016	11,986
Rent	260,652	260,740	88
Occupancy Service	7,990	47,388	39,398
Direct Student Expense	387,626	364,007	(23,620)
Office & Business Expense	542,469	308,381	(234,088)
Donated Expense	7,742	0	(7,742)
Contingency	0	16,250	16,250
Total Expenses	2,641,281	2,437,663	(203,618)
Operating Income	295,445	196,844	98,601
Extraordinary Expenses			
Depreciation and Amortization	43,910	41,440	(2,470)
Total Extraordinary Expenses	43,910	41,440	(2,470)
Net Income	251,535	155,405	96,131

Cash Flow Statement	**Actual**	**Budget**	**Variance**
Net Income	251,535	155,405	96,131
Cash Flow Adjustments			
Add Depreciation	43,910	41,440	2,470
Operating Fixed Assets	(193,651)	(152,819)	(40,832)
Other Operating Activities	92,097	191,689	(99,592)
Per-Pupil Adjustments	0	0	(0)
Suspense	0	0	0
Facilities Project Adjustments	(106,528)	(96,893)	(9,635)
Total Cash Flow Adjustments	(164,172)	(16,583)	(147,589)
Change in Cash	87,363	138,821	(51,458)

Balance Sheet

Girls Global Academy
As of June 30, 2021

Balance Sheet	6/30/2020	6/30/2021	
Assets	**Last Year**	**Current**	**Annual Change**
Assets			
Current Assets			
Cash	234,942	322,305	87,363
Accounts Receivable	199,694	152,214	(47,480)
Other Current Assets	24,274	50,607	26,334
Intercompany Transfers	0	0	0
Total Current Assets	458,909	525,126	66,217
Noncurrent Assets			
Facilities, Net	0	98,477	98,477
Operating Fixed Assets, Net	6,233	162,071	155,838
Total Noncurrent Assets	6,233	260,548	254,315
Total Assets	465,143	785,675	320,532

Liabilities and Equity	Last Year	Current	Annual Change
Liabilities and Equity			
Current Liabilities			
Accounts Payable	28,538	54,292	25,755
Other Current Liabilities	0	1,698	1,698
Accrued Salaries and Benefits	16,692	60,190	43,498
Total Current Liabilities	45,229	116,180	70,951
Equity			
Unrestricted Net Assets	0	417,960	417,960
Net Income	417,960	251,535	(166,424)
Total Equity	417,960	669,495	251,535
Long-Term Liabilities			
Senior Debt	1,954	0	(1,954)
Total Long-Term Liabilities	1,954	0	(1,954)
Total Liabilities and Equity	465,143	785,675	320,532

FY22 Budget Revision

Girls Global Academy

Account	Approved SY21-22
Revenue	
State and Local Revenue	
4000 · Per-pupil alloc	2,187,125
4010 · Per-pupil SpEd alloc	760,303
4020 · Per-pupil LEP/NEP alloc	34,448
4040 · Per-pupil At Risk	227,772
4090 · Per-pupil shortfall contingency	(37,311)
4100 · Per-pupil facility alloc	521,424
4210 · Local programs	6,253
State and Local Revenue Total	**3,700,014**
Federal Revenue	
5000 · ESEA Title 1	76,880
5001 · ESEA Title 2	16,844
5003 · IDEA 611	38,804
5005 · ESEA Title 4	10,000
5006 · CARES Act	530,969
5010 · Title Vb grants	110,888
5030 · Competitive federal grants	50,000
5100 · National school lunch prog	91,776
5105 · Child & Adult Care Food Program	2,552
5110 · E-rate program	10,000
Federal Revenue Total	**938,713**
Private Grants and Donations	
6020 · Foundation grants	142,500
6200 · Individual contributions	35,000
6210 · Corporate contributions	30,000

Account	Amount
6230 · Special event contributions	10,000
Private Grants and Donations Total	217,500
Earned Fees	
6500 · Short-term investments	545
Earned Fees Total	**545**
Revenue Total	**4,856,773**

Expenses

Salaries

Account	Amount
7000 · Leadership salaries	111,100
7010 · Teacher salaries	652,230
7011 · SpEd salaries	469,230
7013 · Specials salaries	169,480
7020 · Teacher aides salaries	
7080 · Curricular stipends	33,600
7100 · Student support salaries	207,720
7110 · Instr staff support salaries	75,000
7120 · Clerical salaries	58,580
7130 · Business, operations salaries	218,570
7300 · Executive salaries	131,300
Salaries Total	**2,126,810**

Benefits and Taxes

Account	Amount
7400 · Retirement plan contrib	42,536
7410 · Health insurance	74,248
7420 · Life and disability insurance	11,554
7460 · Workers' comp insurance	11,697
7500 · Social security & medicare	162,701
7510 · State unemployment tax	15,817
7520 · Universal paid leave tax	13,186
7600 · Staff development (non-travel)	48,442
Benefits and Taxes Total	**380,182**

Contracted Staff

7700 · Substitute contract staff	28,798
Contracted Staff Total	**28,798**
Staff-Related Costs	
7800 · Staff recruiting	6,060
7810 · Staff background checks	1,364
7820 · Staff meals, events, & awards	15,635
7830 · Staff travel (non-development)	2,454
Staff-Related Costs Total	**25,513**
Rent	
8000 · Rent	521,424
Rent Total	**521,424**
Occupancy Service	
8110 · Contracted building services	80,000
8120 · Maintenance and repairs	6,704
8140 · Facility consulting fees	15,000
Occupancy Service Total	**101,704**
Direct Student Expense	
9000 · Student supplies, snacks	30,600
9010 · Student assessment materials	19,968
9020 · Student textbooks	101,548
9030 · Student uniforms	9,792
9050 · Contracted instruction fees	52,746
9051 · Contracted SpEd instruction	187,442
9060 · Food service fees	126,715
9070 · Student field trips	15,300
9080 · Student recruiting	80,000
9085 · Student events	9,180
9090 · Other student expenses	11,769
9091 · Translation services	7,650
Direct Student Expense Total	**652,710**
Office & Business Expense	

9100 · Office supplies	18,180
9110 · Copier rental & services	7,312
9120 · Telephone & telecommunications	28,265
9130 · Postage, shipping, delivery	3,060
9140 · External printing	3,060
9150 · Non-capitalized technology	1,530
9160 · Non-capitalized FF&E	10,000
9200 · Business insurance	17,136
9210 · Authorizer fees	41,753
9230 · Accounting, auditing, payroll	95,346
9240 · Legal fees	23,160
9260 · Computer support fees	68,484
9270 · Fundraising fees	40,250
9280 · Other professional fees	75,785
9290 · Other expenses	5,049
9300 · Dues, fees, and fines	15,300
Office & Business Expense Total	**453,671**
Contingency	
9900 · Unforeseen expenses	38,250
Contingency Total	**38,250**
Expenses Total	**4,329,062**
NET ORDINARY INCOME	527,710
Extraordinary Expenses	
Depreciation and Amortization	
11000 · Operating asset depreciation	66,562
11010 · Facility asset amortization & depreciation	15,605
Depreciation and Amortization Total	82,167
Extraordinary Expenses Total	82,167
TOTAL EXPENSES	**4,411,230**
NET INCOME	**445,543**