



## **2020-2021 Annual Report**

IDEA Public Charter School

1027 45th Street NE

Washington, DC 20019

202-399-4750

**Dr. Calvin Snowden**

Board Chair

# Table of Contents

<b>Title</b>	<b>Page</b>
<b>ANNUAL REPORT NARRATIVE</b>	<b>3</b>
<hr/>	
<b>I. SCHOOL DESCRIPTION</b>	<b>3</b>
A. MISSION STATEMENT	3
B. SCHOOL PROGRAM	3
2. PARENT INVOLVEMENT EFFORT	7
<b>II. SCHOOL PERFORMANCE</b>	<b>8</b>
A. PERFORMANCE AND PROGRESS	8
B. UNIQUE ACCOMPLISHMENTS	10
C. LIST OF DONORS	11
<b>APPENDICES</b>	<b>13</b>
<hr/>	
DATA REPORT	12
STAFF ROSTER 2020-2021	13
BOARD ROSTER 2020-2021	15
UNAUDITED YEAR 2020 - 2021 FINANCIAL STATEMENT	16
APPROVED 2021 - 2022 BUDGET	18

# Annual Report Narrative

## I. School Description

### A. Mission Statement

Include the mission statement from the school's charter agreement. Note, if the mission has changed, the school must submit a charter amendment to update its charter.

### Vision & Mission Statement

To develop a results-driven learning environment that includes all stakeholders to refine practice through productive effort, collaboration, critical thinking, continuous growth and reflection in order to prepare scholars for college & career opportunities.

The mission of IDEA Public Charter School is to prepare students with the academic, social, leadership, and occupational skills for post-secondary opportunities and to be responsible citizens who contribute to the community.

### B. School Program

In addition to any school-specific descriptions, include the following:

1. Summary of curriculum design and instructional approach;
2. Parent involvement efforts,<sup>s</sup> describing the methods and frequency of parent involvement; and
3. 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

Multi-campus LEAs may provide separate information for campuses with different programs and for different grade spans. For example, the school may choose to describe its early childhood program separately from its middle school program.

### Curriculum Design

IDEA's curriculum is designed to challenge, motivate, and strengthen the intellect of all of our students. We provide courses and opportunities to ensure our young adults are able to overcome obstacles that will prepare them to enter a college or career plan post graduation.

Academic offerings include instruction in core subjects that enables students to meet or exceed Common Core standards. IDEA provides career and technical education including opportunities for certification and leadership development. In addition to the standard offerings of English, Math, Science, Social Studies, Foreign Language, and Physical Education, IDEA also offers

- Career and Technical Education Courses
  - Introduction to Careers
  - Business Management
    - Principles of Business, Marketing, and Finance
    - Business Management I

- Child Development
  - Principles of Education and Training
  - Human Growth and Development
  - Instructional Practices
  - Practicum in Education and Training: CDA
- Computer Science
  - Fundamentals of Computer Science
  - Computer Science II
  - AP Computer Science
  - Computer Science III
- Construction Technology
  - Principles of Construction
  - Carpentry I
  - Carpentry II
  - Practicum in Construction
- Dual enrollment courses
- Health
- Math and Reading Resource
- Print Design Entrepreneurship
- Senior Seminar
- Yearbook

Students enrolled in the Career & Technical Education (CTE) courses are eligible to study for and earn workforce related certifications and volunteer in the community to practice and develop their professional workforce skills. Through IDEA's agreement with the University of the District of Columbia Community College (UDCCC), BARD college and Trinity University, IDEA students, with qualifying scholars are able to engage dually in college courses earning college level credits.

During Covid-19, IDEA ensured that all scholars had access to digital tools and resources to access the online learning experience. The distance learning program included synchronous learning sessions daily. Teachers realigned their practice to implement Canvas, our learning management system to engage scholars in learning activities and connected with scholars through a virtual advisory model approach named Pathways. Scholars gained access to five days of virtual support, live interaction with instructors, and social and emotional tools to manage through the day-to-day effects of isolation.

Student progress was monitored through NWEA MAP testing for growth and retention and also through online intervention programs such as Read 180 and iXL. Scholar growth was also monitored through teacher developed assessments and standards based tracking through Mastery Connect. IDEA scholars also demonstrated growth through a reflective portfolio process that allowed scholars the opportunity to reflect on their performance in their core courses and their college and career goal progression.

### **Instructional Approach**

IDEA teachers developed a personalized learning plan with each of our scholars enrolled. Our small class sizes enable teachers to give students intensive individual attention and our

schedule is designed with interventions included for all students who need them. Despite the fact that many of our students arrive at IDEA performing significantly below grade level, and 30% of our student population receives special education services, we are still collectively making meaningful academic gains.

IDEA continues to remain among the top 10 of non-selective high schools district wide. This success is largely due to intervention and assessment approaches that teachers and school leadership have implemented. Our multi-level outreach support programs include home visit cycles and parent resource support programs to address basic needs of IDEA families during the Covid-19 pandemic.

IDEA also offered various in-person support programming for scholars during the pandemic in order to meet the learning and social emotional support needs of IDEA scholars.

Highlights from this program included:

- Over 57% of IDEA's student population participated in at least one in-person learning or social and emotional activity on campus from October 2020-June 2021.
- Over one-third of IDEA's scholar population attended and engaged in multiple in-person events throughout the pandemic year
- IDEA successfully implemented more than 14 cycled events and activities to support scholars' social, emotional, and academic needs during the pandemic year.

Programs included:

- APEX online in person instructional support courses
- "Buy One - Get One" BOGO class assignment credit recovery courses
- Exceptional Learning Student in-person support resource sessions
- Fall in-person SAT test administration
- NWEA testing administration in-person learning pods
- Hybrid learning teacher instructional sessions
- Learning at IDEA in-person learning sessions
- Spring break course recovery learning sessions

Students met learning objectives by instructors' consistent use of implementing elements from Charlotte Danielson's framework and by modeling IDEA's Guiding Five Instructional Principles that included:

*We use data to inform our instruction.*

- Instructor collects evidence frequently enough that sufficient information is available to inform instructional decision making, but not so often that learning progress is impeded
- Instructor checks with all or a representative sample of students (e.g., volunteers and non-volunteers, students with varying levels of proficiency, whole class)
- Instructor monitors student progress toward the objective during individual or group work by asking questions, listening, using technology, and observing student work products (e.g., student writing, whiteboards)

- Instructor also monitors scholars engagement through the Canvas learning management system to include interactive monitoring through a variety of digital tools: (e.g., Nearpod, Mastery Connect, iXL, etc)

*We integrate and apply literacy anchor standards in our curricular planning.*

- Setting Objectives and Providing Feedback

Sometimes students set their own learning objectives when an instructor asks students to finish the sentence, “Today, I want to learn more about \_\_\_\_\_.” This learning approach engaged students and enabled them to offer feedback and review on what they learned.

*We incorporate collaborative critical thinking learning practices in our lessons.*

- Cooperative Learning

IDEA instructors divided students into small groups to yield a positive effect on overall learning. When applying cooperative learning strategies, students supported each other through dialogue, questions and answers, and critical thinking. Instructors also provided interactive digital discussion based groups through Canvas and online discussion boards such as Padlet, Noodletools, and Mentimeter.

- Blended Instruction

IDEA instructors integrated several types of software as instructional and learning tools in the classroom. The following software and hardware technologies enabled accelerated learning and assessment by finding individual and classroom-wide areas for improvement. These programs are also used as part of oral and written learning tools:

- **Read 180-** a program which provides complex nonfiction articles that assess scholars lexile levels
- **iXL-**which provides online math problems and drills and video lectures to supplement in-class work assignments
- **Canvas** - learning management system that allows scholars to engage with digital content and interact with their coursework and classmates. This platform includes comprehensive videos and extended response opportunities for scholars to showcase their writing skills.
- **Padlet** - online discussion-based tool that allows scholars to interact with various groups to share thoughts and views on inquiry-based questions and collaborative discussions
- **Virtual Job Shadow:** online tool that allows for a career-based survey to determine scholar’s interests and assesses potential future career alignment
- **Nepri:** online platform that allows for the real world to enter the classroom through a digital framework to include virtual guest speakers and workplace tours.

*We give meaningful feedback (verbal & written) to scholars to enhance learning and student achievement.*

- Setting Objectives and Providing Feedback

Sometimes students set their own learning objectives when an instructor asks students to finish the sentence, “Today, I want to learn more about \_\_\_\_\_.” This learning approach engaged students and enabled them to offer feedback and review on what they learned.

Scholars are also granted the opportunity to engage in peer to peer feedback reviews using the rubric based model within Canvas.

Instructors engaged in departmental data analysis sessions that allowed for cross-collaboration amongst grade levels to review scholar progress and regression on grade level standards. As a result, instructors developed instructional corrective action plans to support targeted objective goal setting for tiered groups.

*We make real world connections by applying cross cutting concepts and cultural themes to lessons in each quarter.*

Instructor makes instructional moves that promote student-centered learning such as opportunities for inquiry or seminar discussion

Instructors also provided opportunities for scholars to engage in college and career exploration through the instructional course using tools such as Virtual Job Shadow and Nepris.

Scholars also participated in a series of career expos virtually and in person to gain job interviewing skills and networking opportunities.

## 1. Parent Involvement Effort

IDEA’s board of trustees includes two parent representatives. These individuals provide frequent feedback to the board about student and parent perspectives regarding the school. In addition, IDEA consistently seeks to involve our parents in everything from orientations to parent-teacher conferences through consistent messaging via phone, email, and letters. In addition, IDEA holds weekly parent townhall virtual calls to ensure that the families are well informed on school wide initiatives. Before Covid, we held monthly parent-oriented events and sessions throughout the year such as a Harvest Dinner and workforce events, which allowed for participation, feedback, and involvement in a more organic way.

During Covid, parent engagement consisted of the following:

- Participating in bi-monthly Board of Trustees meetings
- Supporting various cultural community events (e.g., *Fall Festival, Harvest dinner basket giveaways, Christmas box stuffing, parent conferences, senior bonfire, scholar meet and greet activities*)
- Parent survey distribution and participation
- Bimonthly strategic planning sessions

- Biweekly re-opening committee planning sessions

IDEA provided a variety of resources and in-person learning supports for scholars during the Covid-19 pandemic year. Scholars had the opportunity to engage in a menu of specialized programming to suit their individual needs. Programs included:

- APEX online and in-person instructional support courses
- “Buy One - Get One” BOGO class assignment credit recovery courses
- Exceptional Learning Student in-person support resource sessions
- Fall in-person SAT test administration
- NWEA testing administration in-person learning pods
- Hybrid learning teacher instructional sessions
- Learning at IDEA in-person learning sessions
- Spring break course recovery learning sessions

In addition to academic programming, a series of wellness intervention supports were developed to assist scholars with social emotional needs. Various interventions included:

- Daily personal calls to ensure academic engagement and attendance
- Incentive-based programs for truant scholars to encourage increased participation in school
- Personalized home visits and wellness checks led by IDEA administrators, teachers and clinicians (80+)
- Door-to-door transportation service for in-person learning
- Socially distanced cultural events (*e.g., Fall festivals, grade level community activities, Pi-Day instructional event, outdoor poetry slam, senior bonfire, outdoor senior prom, career workforce expo*)

## II. School Performance

### A. Performance and Progress

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

IDEA is meeting its mission of preparing scholars to become responsible citizens to the community by ensuring implementation of their personalized learning plan that encompasses their academic and career based goals. Additionally, IDEA ensures that the mission is attained through the building of meaningful relationships with scholars and families and community partners. As a result of the building of CTE committees, IDEA has secured partnerships with BARD college and Trinity University to offer increased college access courses along with partnering with city organizations to ensure college and career aligned internship opportunities.

IDEA has expanded to provide scholars with a job readiness program - Independent Electrical Contractors of Chesapeake (IEC) that allows scholars the opportunity to train as



an apprentice to then earn credentialing for a paid job placement upon completion of the program. This career technical program aligns to our cadre of CTE programs that provides scholars the window to showcase their job readiness skills upon graduation. In addition to this program, IDEA has partnered with various credible industry partners to provide increased access to internships and career entry level positions for IDEA scholars. A few of our partners are listed below:

<b>Construction</b>	<b>Computer Science</b>	<b>Child Development</b>	<b>Business Management</b>
Garrett Dev. Group LLC PG Community College DC Department of Transportation MC Dean Stoiber & Associates Impact Built Doyle Construction IEC Chesapeake	T.A.G. Labs WMATA Mason Technologies Philosplay Coding Temple	AppleTree Institute PCS Educare DC Office of the State Superintendent of Education Southeast Children's Fund	BUILD Metro DC Deloitte Hickman Rose Strategies Bearded Kingz *More being developed

2. Describe the extent to which the school is meeting the goals and academic achievement expectations detailed in its charter. DC PCSB recognizes that, due to the public health emergency, schools may not be able to report on the attainment of all goals. However, DC PCSB requests that schools report on the goals they are able to measure and discuss how they are working toward achieving goals they are not able to measure. For schools that have adopted the PMF as goals, please report on progress toward the indicators in the framework(s) relevant to your LEA. Templates for reporting annual goal attainment (known as “Goals Assurance”) will be available in the Hub by the end of June. At that time, DC PCSB staff will provide additional guidance about how to access them.

DC PCSB will not collect goals and academic achievement expectation data for SY 2019-20 in accordance with the COVID-19 Impact Policy and will resume collection in SY 2020-21. Additionally, schools are not required to report on SY 2019-20 state assessment results.

As always, DC PCSB’s acceptance of and publication of a school’s annual report does not imply DC PCSB’s concurrence or disagreement with the school’s self-assessment of its goal attainment.

Due to COVID-19, IDEA was not able to report on schoolwide goals. However, IDEA was able to report the following:

**Data attainment for SY 20-21:**

- IDEA remained consistent in college acceptance rate of 100% for the past 6 years consecutively.

- IDEA ensured that 54% of 9th grade scholars remained on track status post-Covid (SY20-21 only).
- IDEA's increased seat attendance metrics from SY 18-19 to 19-20 from 85.5% to 87.82%.
- Re-enrollment rate for IDEA ended in 83.7%
- IDEA increased four-year graduation rates from 55% in SY18-19 to 80% in SY19-20
- IDEA's 4 year graduation rate in 20-21 was 67.8%, down from 80.3% the year prior. The 5 year graduation rate in 20-21 was 86.1%, down from 93.8% the year prior.
- PSAT performance rate from SY 18-19 to 19-20 from 17% to 38% scoring 850 or higher on the standardized assessment.

**B. Unique Accomplishments**

Describe unique accomplishments achieved, awards earned, and/or other recognition.  
(Amelia will support with notable accomplishments )

- IDEA secured a 20-year partnership with Educare DC providing access to affordable early childhood education for the Deanwood community and direct access to CDA credentialing opportunities for IDEA's child development CTE courses.
- IDEA graduates completed the IEC Electrical Pre-Apprenticeship program, securing job placement for scholars with the following companies: Power Design and Helix.
- IDEA scholars earned second place in BUILD's DC city wide business pitch competition.
- IDEA received a \$75,000 grant from The Philip Graham fund which provided increased technology for all scholars for the 2020-2021 school year.

## LIST OF DONORS

<b>DONOR NAME</b>	<b>TOTAL AMOUNT</b>
Amanda Dillon	\$ 500.00
TIAA Charitable	\$ 1,000.00
Karen L Stroman-Traves	\$ 2,000.00
Sydney Stein	\$ 500.00
Kelly Nakamoto	\$ 500.00
Friends of Deanwood Library	\$ 760.00
Calvin Snowden	\$ 2,000.00
William Dexter	\$ 1,000.00
David Owens	\$ 7,000.00
Edward Dunson	\$ 1,000.00
Lakeshia Highsmith	\$ 1,000.00
Pricewaterhouse Coopers	\$ 5,000.00
Share Fund	\$ 5,000.00

## DATA REPORT

<b>GENERAL INFORMATION</b>
LEA Name: <b>IDEA Public Charter School</b>
Campus Name: <b>IDEA Public Charter School</b>
Grades Served : <b>9 - 12</b>
Enrollment by grade level:
- Grade 9: <b>123</b>
- Grade 10: <b>81</b>
- Grade 11: <b>57</b>
- Grade 12: <b>55</b>
<b>STUDENT POINTS</b>
Total number of instructional days: <b>180</b>
Suspension Rate: <b>0</b>
Expulsion Rate: <b>0</b>
Instructional Time Lost to Discipline: <b>0</b>
Average Daily Attendance: <b>N/A</b>
Midyear Withdrawals: <b>2.2% (7 students)</b>
Midyear Entries: <b>0.3% (1 student)</b>
Promotion Rate: <b>89.7%</b>
College Acceptance Rates: <b>100</b>
College Admission Test Scores: <b>46.55</b>
Graduation Rates: <b>80.3%</b>
<b>FACULTY AND STAFF DATA POINTS</b>
Teacher Attrition Rate: <b>18.5%</b>
Number of Teachers: <b>27</b>
<b>TEACHER SALARIES</b> Average: <b>\$80,364</b> Minimum: <b>\$56,313</b> Maximum: <b>\$113,617</b>
<b>EXECUTIVE COMPENSATION</b>
<b>1)\$165,100 2)\$142,767 3)\$119,780 4)\$119,703 5)118,234</b>

## APPENDICES

### a. Staff roster for 2020-21

<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>Position</b>	<b>BACHELOR'S ?</b>	<b>MASTER'S</b>
ASHTON	ARIANNA	Teacher - English	yes	yes
BELL	FRANK	Teacher - Special Education	yes	no
BELL	MICHELLE	Student Aide	no	no
BELL	NANCY	Food Service Assistant	no	no
BENGOECHEA	ULISES	Dean Of Student Support	no	no
BOWDEN	ANTHONY	Special Education Coordinator	yes	yes
BRISCOE	LORI	Dean Of Student Support	yes	yes
BROWN-SANDERS	YVETTE	Social Worker	yes	yes
BURTON	MARECYA	Teacher - History	yes	no
CAMACHO	PETER	Teacher - PE	yes	no
CASEY	TIFFANY	Social Worker	yes	no
CHRISTIAN	ANDREW	Teacher - Science	yes	yes
COFIELD	ADRIANNA	Teacher- Social Studies	yes	yes
COFIELD	ANDREA	Teacher - History	yes	yes
CRUDUP	REGINA	Teacher - Special Education	yes	yes
DANEY-CUFFIE	NICHOLAS	Teacher - Math	yes	yes
DELEON	WALTER	Operations Associate	no	no
EICHELBERGER	TRACY	Operations Maintenance	yes	yes
GABRIEL	AUTUMN	Teacher - Math	yes	no
GARMON	KARISSA	Summer Teacher	yes	no
GHEBRETINSAE	YODIT	Teacher - Math	yes	no
GILBERT	ADAM	Operations Maintenance	yes	yes
GRAHAM	ROBERT	Teacher - Science	yes	no
GREEN	TIFFANY	Teacher - Math	yes	yes
GREENE	TERI	Teacher - Art	yes	no
GREGORIO	KESTER	Facillities Manager	no	no
GUDINO	AMADEO	Operations Associate	no	no
HINDS	NATALIE	Teacher - English	yes	yes
JENNINGS	SHOMARI	Assistant Principal	yes	yes

JONES	MARQUISE	Special Education Coordinator	no	no
JOSEPH	MALIKA	Operations manager - food service	no	no
LIBURD	NATHALIE	Operations Manager - HR	yes	no
MADERO ACOSTA	GREGORIA	Ops Associate - Janitor	no	no
MCCRAE	NICOLE	Principal	yes	yes
MILNE	IAN	Teacher - Autocad	yes	yes
MOORE-PORTER	DAVONIA	Ops Associate - Office	no	no
NORFLEET	LAUREN	Teacher - English	yes	no
PAYNE	JULIE	Teacher - Special Education	yes	no
PERNELL	SYBIL	Special Education Coordinator	yes	yes
RAY	TAYLOR	School Outreach and Resource Coordinator	yes	yes
ROMERO	EDGARD	Ops Associate - Office	no	no
RYDSTROM	JUSTIN	Executive Director	yes	yes
SEWARD	NICOLE	Chief Operations Officer	yes	yes
SHARPE	SARA	Academic Counselor	yes	yes
SHEEHAN	TERENCE	Teacher - English	yes	yes
SIFFORD	STEPHANIE	Teacher - Special Education	yes	no
SIMONSEN	HEIDI	Teacher - Math	yes	yes
SIZER	RENESHA	Summer Teacher	yes	no
SMITH	JENNIFER	School Psychologist	yes	yes
SNEED	SHARON	Operations Supervisor - Security	no	no
STEVENS	WILLIAM	Teacher - History	yes	yes
SWEET	TRINA	Food Service Assistant	no	no
TUMMINGS	TREVOR	Teacher - Math	yes	no
WANZER	NAOMI	Teacher - English	yes	no
WASHINGTON	KIANA	Student Aide	yes	no
WASHINGTON	MELODY	Social Worker	yes	yes
WASHINGTON	STEVEN	Ops Associate - Janitor	no	no
WEAVER	TIFFANI	Teacher - Science	yes	yes
WHITLEY	ALTON	Student Aide	yes	no
WILSON	SHANA	Teacher - Spanish	yes	yes
WOOD	SHAWN	Ops Associate - Security	no	no

YOUNG	JABARI	Ops Associate - Office	yes	no
ZIMMERMANN	ANDREA	Director Of CTE	yes	yes

## B. Board Roster

LAST NAME	FIRSTNAME	ROLE ON THE BOARD	DC RESIDENT?
Andargeh	Gizachew	Governance Chair	Yes
Andorful	Tiffini	Academic Chair	No
Black	Kathleen	Member	No
Dunston	Edward	Facilities Chair	DC
Durham	Candice	Member	Yes
Highsmith	Lakeshia	Vice Chair & Fundraising Chair	No
Johnson	Tawanda	Member	Yes
Myles	Charron	IDEA Parent	Yes
Nakamoto	Kelly	Finance Chair	No
Owens	David	Chair Emeritus	Yes
Snowden	Calvin	Chair	Yes
Stein	Sydney	Member	Yes

## C. Unaudited Year-end 2020-21 Financial Statement

	Year-To-Date
Income Statement	Actual

### Revenue

State and Local Revenue	8,226,378
Federal Revenue	1,837,841
Private Grants and Donations	28,552
Earned Fees	319,476
Total Revenue	10,412,247

### Expenses

Salaries	4,460,080
Benefits and Taxes	928,641
Contracted Staff	278,644
Staff-Related Costs	110,496
Rent	68,975
Occupancy Service	482,887
Direct Student Expense	1,012,735



	Office & Business Expense	803,427
	<u>Total Expenses</u>	<u>8,145,885</u>
Operating Income		2,266,362
Extraordinary Expenses		
	Interest	242,301
	Depreciation and Amortization	1,800,125
	<u>Total Extraordinary Expenses</u>	<u>2,042,426</u>
Net Income		223,936

Cash Flow Statement	<b>Actual</b>
---------------------	---------------

Net Income	223,936
------------	---------

Cash Flow Adjustments

Add Depreciation	1,800,125
Operating Fixed Assets	(340,580)
Buildings	(121,902)
Other Operating Activities	(869,756)
Per-Pupil Adjustments	(60)
Suspense	686
Restricted Equity	(60,856)

	Unrestricted Equity	60,856
	Facilities Project Adjustments	(370,173)
	<hr/>	<hr/>
	Total Cash Flow Adjustments	98,339
<hr/>		
Change in Cash		322,275

## D. Approved 2021 - 2022 Budget

SY21-22

### Revenue

State and Local Revenue	7,977,465
Federal Revenue	2,132,607
Private Grants and Donations	506,483
Earned Fees	366,052

---

Revenue Total	10,982,607
---------------	------------

### Expenses

Salaries	4,931,129
Benefits and Taxes	1,364,432
Contracted Staff	257,759
Staff-Related Costs	115,282
Rent	24,000

Occupancy Service	558,483
Direct Student Expense	854,462
Office & Business Expense	789,679
<hr/>	
Expenses Total	8,895,226
<hr/>	
<b>NET ORDINARY INCOME</b>	<b>2,087,381</b>
Extraordinary Expenses	
Depreciation and Amortization	651,640
Interest	234,952
<hr/>	
Extraordinary Expenses Total	886,592
<hr/>	
<b>TOTAL EXPENSES</b>	<b>9,781,818</b>
<hr/>	
<b>NET INCOME</b>	<b>1,200,788</b>
Cash Flow Adjustments	
Add Depreciation	651,640
Operating Fixed Assets	(174,233)
Buildings	(2,900,000)
Other Operating Activities	27,049
Financing Activities	(225,989)
<hr/>	
Cash Flow Adjustments Total	(2,621,533)
<hr/>	
<b>CHANGE IN CASH</b>	<b>(1,420,745)</b>
Starting Cash Balance	3,044,458

Change In Cash

(1,420,745)

---

**ENDING CASH BALANCE**

**1,623,713**