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I. SCHOOL DESCRIPTION

A. MISSION STATEMENT

The mission of The Family Place Public Charter School (TFPPCS) is to improve the literacy and workplace skills of low-income, limited English proficient adults in the District so that they and their family are self-sustaining, employable, and engaged in their community.

Our vision is that all adults and families will be literate, self-sufficient, economically viable, and civically connected to the District community.



B. SCHOOL PROGRAMS

1. SUMMARY OF CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

The Family Place Public Charter School (TFPPCS) strives to meet its students where they are educationally and professionally by providing an array of English as a Second Language (ESL) classes, Foundations of Literacy classes, and Child Development Associate training. At TFPPCS, learning is student-centered, student-driven, and always focused on equipping our students with the language and skills that will have a positive and immediate impact on their lives. To that end, TFPPCS supplements its educational pathways with employment support and other support services offered by The Family Place (TFP). These services include case management, early childhood education for students with young children, homework support for families with children 5-12, and brief material support (food, diapers, clothing, etc.).

TFPPCS’s 3 educational pathways range from basic literacy skills to workforce development training and include:



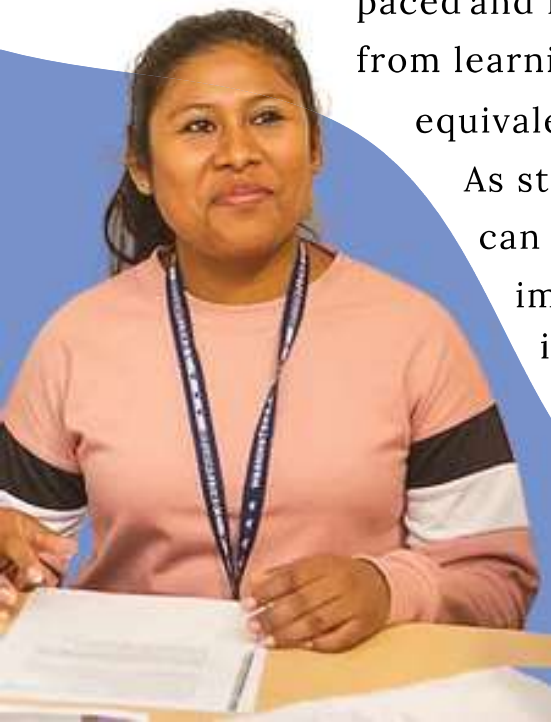
B. SCHOOL PROGRAMS

FOUNDATIONS OF LITERACY CLASSES:

TFPPCS's Foundations of Literacy program is designed to improve adult students' native Spanish literacy skills. The program allows adult learners whose formal education has been interrupted in their native countries to gain literacy and continue their education in their native language. The program is offered through a collaboration with the Consular Section of the Embassy of Mexico and the Mexican National Institute of Adult Education and referred to in Spanish as Plaza Comunitaria. The Modelo de Educación para la Vida y el Trabajo (MEVyT) [Guideline on Education for Life and Work] provides these adult learners with a comprehensive primary to secondary curriculum. As research shows, improving students' ability to read and write in Spanish helps them transition to and be more successful in ESL classes.

The Foundations of Literacy program model is individually paced and meets students at their literacy levels. These range from learning the alphabet to completing specific grade-level equivalencies in science, social studies, and math.

As students pass the benchmarks in this program, they can earn an elementary and/or secondary diploma and improve their job prospects. Foundations of Literacy is offered daily in the morning and evening sessions.



B. SCHOOL PROGRAMS

ENGLISH AS A SECOND LANGUAGE (ESL) CLASSES:

TFPPCS offers ESL classes to students ranging from Beginning ESL Literacy to Advanced ESL. Adult learners will gain fluency and proficiency to read, write, speak, and understand English. Our ESL life and work skills program follows the English Language Proficiency Standards for Adult Education adopted by the U.S. Department of Education. Instruction focuses on the English needs of students in the context of their daily lives and work situations. At the basic literacy and lower proficiency levels, our program focuses on developing the language skills needed for day-to-day activities such as going to the doctor, taking the bus, shopping, and/or managing money. As the students gain English proficiency, instruction shifts to higher-level skills such as job-specific vocabulary, workforce development language, and critical thinking strategies.

TFPPCS uses the sheltered instruction model, which integrates language and content instruction in the classroom. The curriculum is organized into thematic units at each level that align with the CASAS (Comprehensive Adult Student Assessment System) life skills competencies and uses the CASAS Content Standards to identify the underlying language skills students need at each proficiency level. The majority of TFPPCS students are on the ESL pathway.



B. SCHOOL PROGRAMS

CHILD DEVELOPMENT ASSOCIATE (CDA) TRAINING:

TFPPCS' CDA program prepares adult learners for jobs in the early childhood education (ECE) field. The CDA Credential is based on a core set of national competency standards that guide early childcare professionals as they work toward becoming qualified teachers of young children. This is TFPPCS's most advanced program and requires a high school diploma or equivalent (from students' native country). The course is a 600-hour bilingual training program and includes 120 instructional hours, 480 practicum hours, a professional portfolio, and professional observations in an ECE classroom. After completing those requirements, students are ready to take the national credentialing exam and become certified CDAs. CDA graduates enter the labor market at above minimum wage jobs and can pursue a pathway to college or access more advanced training over the course of their careers in child development. CDA training is offered in four areas: infants-toddlers; preschoolers; family childcare, and home visiting.



B. SCHOOL PROGRAMS

2. PARENT INVOLVEMENT

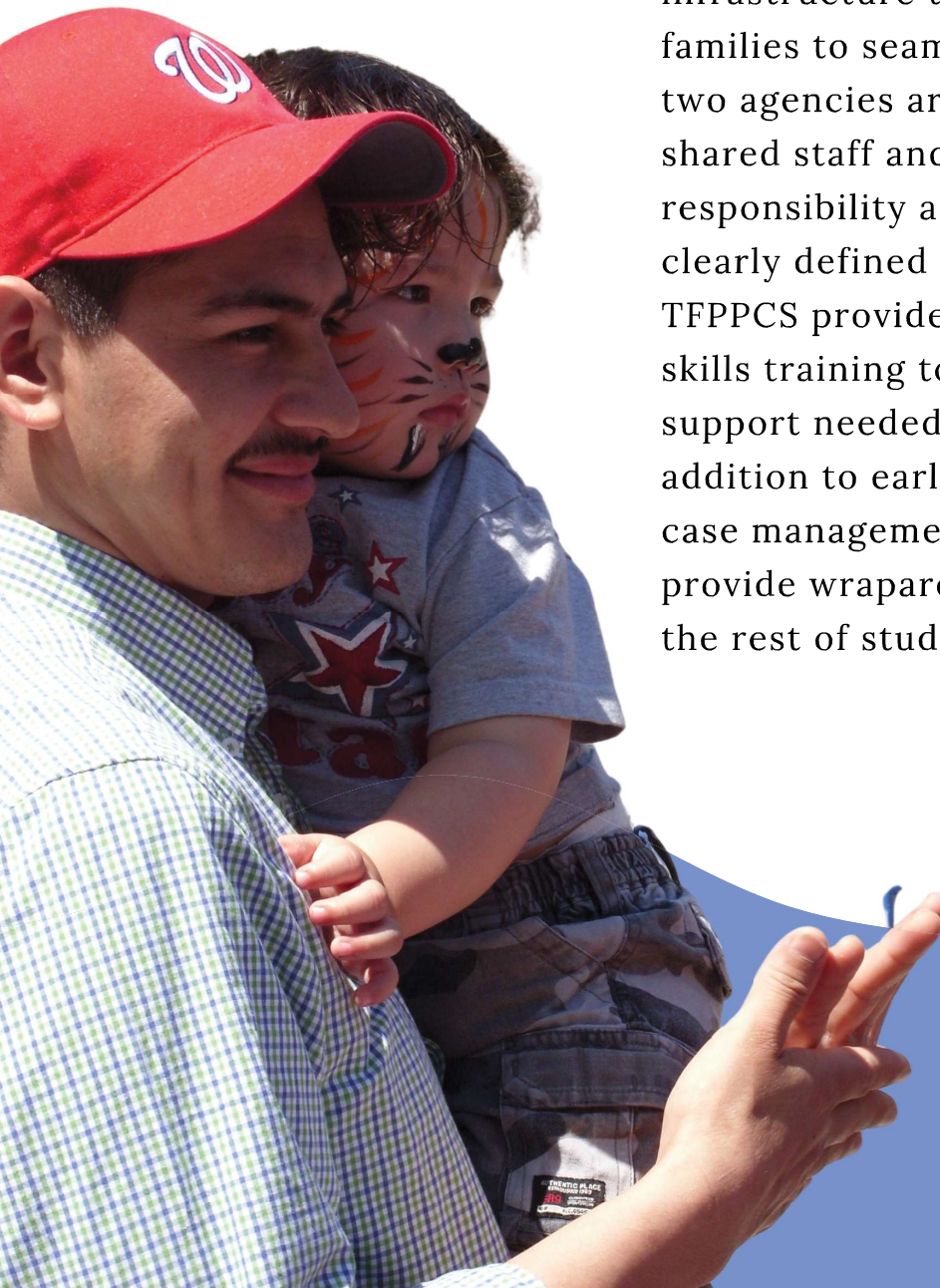
The Family Place Public Charter School (TFPPCS) celebrated the conclusion of its third school year in June 2021; at almost the same time, its founder, The Family Place (TFP), celebrated 41 years of service to low-income DC families. The agencies, together, create a one-of-a-kind learning community. It is a unique holistic approach to education and family support, ensuring success for adults, parents, and their children. Together, TFPPCS and TFP partnered to support 651 low-income DC families to help them achieve their goals. For adult schools, the idea of parent involvement is different; we help our students who are parents know how to best support their children in school.

TFP and TFPPCS are well-integrated to support a Two Agency Two-Generation approach. TFP provides a variety of support for TFPPCS students enabling them to focus on their studies, remain in school throughout the semester, and increase parent involvement. TFP offers parent involvement through three core efforts: 1) Early childhood education (ECE) is offered for children 0-4 while their parents are in class; 2) Home Instruction for Parents with Preschool Youngsters (HIPPI) is a 32-week program for parents with children 2-4 and is delivered via weekly home visits; 3) Homework support is provided for children up to age 12 while their parents attend evening classes. Each program includes time specifically geared toward parent-child learning. TFPPCS students learn about the importance of their role in the educational and developmental success of their children.

B. SCHOOL PROGRAMS

They are empowered to be role models as well as active participants in their child's learning.

TFP and TFPPCS have built an infrastructure that enables students and families to seamlessly access services. The two agencies are co-located and have shared staff and leadership. The responsibility areas of the two agencies are clearly defined but complementary. While TFPPCS provides literacy and employment skills training to adults, TFP provides the support needed for students to succeed. In addition to early learning services, TFP's case management and stability programs provide wraparound services that address the rest of students' needs.



II. SCHOOL PERFORMANCE

A. PERFORMANCE AND PROGRESS

1. MEETING THE MISSION

As was the case for all schools, the 2020-2021 school year was challenging for The Family Place Public Charter School and its students in many ways. All of our regular classes and services were offered remotely throughout the entire year in response to the COVID-19 health emergency. Students and teachers shifted from in-person classes to remote classes, daily meals shifted to monthly food bags, and case management support shifted from face-to-face to phone support. Despite all of the challenges, TFPPCS staff and students were committed to the mission to improve the literacy and workplace skills of low-income limited English proficient adults in the District so that they and their family are self-sustaining, employable and engaged in their community.

TFPPCS is also in the unique position that it has not yet been officially tiered by DCPCSB. In its inaugural year, TFPPCS met all its performance measures and unofficially achieved a Tier 1 ranking (schools are not ranked in their 1st year). In year two, 2019-2020, the school was on track to officially be ranked a Tier 1 school but was derailed by COVID-19. And in year three, schools were not tiered due to the health emergency. Even without an official tier, TFPPCS is proud of the goals and academic achievements it has made over the last 3 years.

The following chart outlines the progress we have made in achieving our goals thus far:

A. PERFORMANCE AND PROGRESS

2. GOALS AND ACADEMIC ACHIEVEMENTS

The Family Place PCS - Goals and Academic Achievement Expectations	Progress toward goals
<p>1. 60% of students enrolled in the Child Development Associate (CDA) track will complete course.</p>	<ul style="list-style-type: none"> • SY 2020 - 2021, 18 of 24 students completed the course work. • CDA Course Completion Rate = 75% for cohorts 4 and 5* <p>*Due to COVID-19, cohort 6 started in SY20-21 but is continuing into SY21-22</p>
<p>2. 65% of students who complete the CDA course pass the credentialing exam.</p>	<ul style="list-style-type: none"> • 18-19 SY - 35 students from Cohorts 1 and 2 completed the CDA coursework; 31 were eligible to take the credentialing exam; of those, 22 passed the exam. • Credentialing pass rate = 70% • 19-20 SY - 17 students from cohort 3 completed the CDA coursework, of those, 7 passed the exam. Others are working on scheduling. • Credentialing pass rate = 41% <p>*Students from cohort 4 continued into SY20-21 and along with cohorts 5 and 6 will be assessed in SY 21-22. **COVID-19 has been particularly disruptive to the CDA program as students must complete a practicum and observations before taking the credentialing exam</p>
<p>3. 63% of students enrolled in ESL pathway who pre- and post-test will advance at least one Educational Functioning Level (EFL) on the Comprehensive Adult Student Assessment Systems (CASAS)</p>	<ul style="list-style-type: none"> • 20-21 SY - 113 students were pre-tested and post-tested of those 66 advanced at least one EFL level. • EFL Completion Rate = 58% <p>*Due to COVID-19 many students could not grow an EFL level, but many increased their score by at least 4 points.</p>
<p>4. 35% of students enrolled in Foundations of Literacy pathway will complete at least one module as measured by the Instituto Nacional para la Educación de los Adultos (INEA) [National Institute for Adult Education] Grade Level Comprehensive Tests.</p>	<ul style="list-style-type: none"> • 20-21 SY - 26 students enrolled in Foundations of Literacy, of those 10 completed at least one module. • Foundation Completion Rate = 38%

A. PERFORMANCE AND PROGRESS

2. GOALS AND ACADEMIC ACHIEVEMENTS

The Family Place PCS - Goals and Academic Achievement Expectations	Progress toward goals
<p>5. 30% of students who are in the labor force but enter the program without a job will obtain employment or postsecondary as defined by the PMF Policy and Technical Guide</p>	<ul style="list-style-type: none"> • 20-21 SY - 72 students entered the program unemployed, 23 exited our program in Quarters 1, 2, and 3, and 16 obtained employment. Employment Gain Rate = 69% <p>*Covid-19 made it very difficult for many of our students to meet employer requirements to work during the pandemic.</p>
<p>6. 60% of students who enter with a job remain employed in the third quarter after exit or enroll in training or postsecondary programs.</p>	<ul style="list-style-type: none"> • In SY 20-21, we contacted 15 students out of 37 who exited our program and were eligible for follow up. Of those, 12 remained employed. • Contact rate: 40% • Employment retention rate: 64% <p>*The COVID-19 impact was felt by all our students, and it made it very difficult to collect accurate data.</p>
<p>7. In-seat attendance will be at least 60%.</p>	<ul style="list-style-type: none"> • 20-21 SY - In-seat Attendance Rate = 81.14%
<p>8. 60% of enrolled ESL, Foundations of Literacy, and CDA students will both pre-and post-test during the program year (INEA modules, CASAS tests, or CDA portfolio).</p>	<ul style="list-style-type: none"> • 20-21 SY - 197 students enrolled in ESL, Foundations of Literacy, and CDA classes; of those, 146 were pre-tested and post-tested. Pre and post-test rate = 74% <p>*Due to COVID-19 many students were not post-tested.</p>

B. UNIQUE ACCOMPLISHMENTS

1. COVID-19 SUPPORT

The Covid-19 pandemic continues to negatively impact TFPPCS's families. Especially hard hit are our students who work in the restaurant and hospitality industries, a majority of our student population. Though many restaurants and hospitality businesses have reopened, most operate with greatly reduced hours. Our students who have returned to jobs in those sectors feel these effects daily. These students may work fewer hours, juggle more than one part-time job, and/or have inconsistent weekly work schedules. This uncertain job market combined with linguistic and cultural barriers and an ineligibility for Care Act benefits, employment assistance, or federal food support are added stressors in our students' lives. While concentrating on their immediate survival needs, families are unable to devote time and resources to their educational success.

TFPPCS and TFP have been able to support our students and families during this difficult time by providing them with food bags, gift cards, and limited rental support.

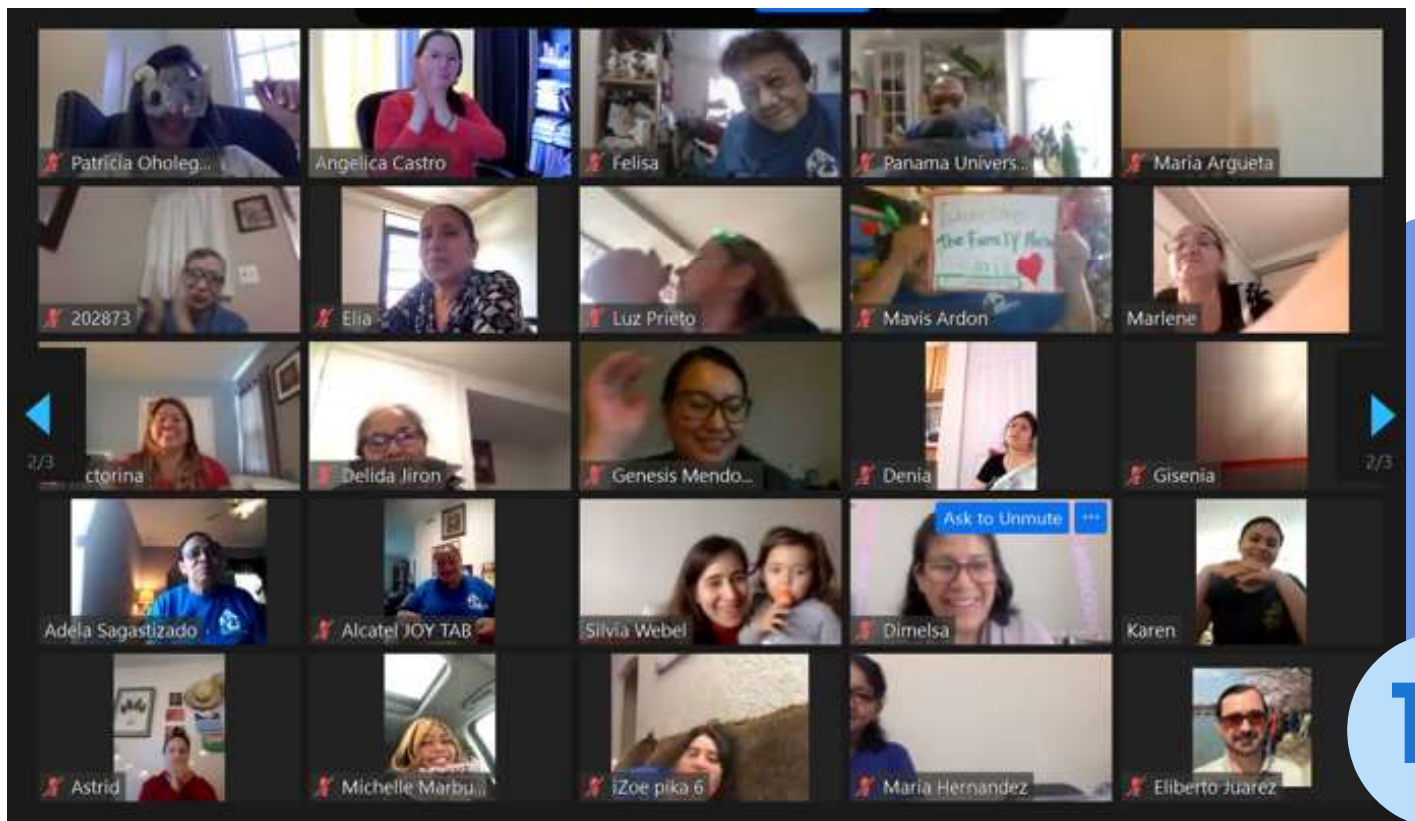


B. UNIQUE ACCOMPLISHMENTS

To date TFPPCS has held 16 large supply giveaways supporting approximately 200 families each month

- Over 3200 food bags.
- 3200 \$50 gift cards for students to purchase additional goods.
- \$40,500 in rental assistance (\$500 each),
- 323 toys during our Toy Giveaway in December
- 5300 diapers.

Our goal is to continue this effort as long as it is needed.



B. UNIQUE ACCOMPLISHMENTS

COVID-19 VACCINE:

TFPPCS strongly encourages all students to be vaccinated (and requires all staff to be vaccinated). To achieve this goal, we have provided opportunities and support to help students get the vaccine and counter misinformation about the vaccine. TFP held an informative Q&A session about the vaccine for our students with Dr. Audrey Escobedo, a local physician who has received multiple awards for her contributions to the Hispanic community in DC. Dr. Escobedo has won two Emmy awards for her health TV program on Telemundo and is the recipient of a Community Service Award in DC. After the information session, many students expressed more confidence in registering and getting the vaccine. Since January 2021, case managers have helped 42 participants make vaccine appointments.



B. UNIQUE ACCOMPLISHMENTS

2. TWO-AGENCIES - TWO-GENERATIONAL INFRASTRUCTURE:

The Family Place Public Charter School offers an array of additional support and services to its adult students and their families with its partner The Family Place. Together, the two agencies provide a unique holistic approach to education and family support services. For students who are parents, TFPPCS provides adult education classes while TFP provides early education and parenting support. TFPPCS’s employment specialist provides job related case management while TFP’s case management team provides wrap-around support services for other family needs. Students who enroll in the school are automatically eligible to receive all of these additional educational and support services.



The Two-Generation Graphic

B. UNIQUE ACCOMPLISHMENTS

2.1. EDUCATIONAL SERVICES

ENGLISH CONVERSATION CLUB:

During SY 20-21, TFP launched a new extracurricular enrichment activity, the English Conversation Club, to give students and participants an opportunity to practice speaking skills in a casual setting whenever they wish. The purpose of the club is to improve oral skills and not offer instruction or correction. The English Conversation Club started remotely and met Thursdays from 6:30 – 7:30 p.m. The club was supervised by the Director of Family Services of TFP and supported with the help of two volunteers. Average attendance was seven participants per week. TFP plans to restart the English Conversation Club in the fall of SY 21-22.

CPR AND FIRST AID CERTIFICATION:

TFPPCS expanded its CPR and First Aid certification training classes in SY 20-21. In the past, this training was provided exclusively to students in TFPPCS's Child Development Associate program to meet the CDA program requirements, but this year the training was open to all interested students and participants. TFPPCS scheduled two sessions during the school year; overall, 29 participants received their CPR and First-

Aid certification. TFPPCS's instructors are highly trained professionals who provide Heartsaver CPR/AED and First-Aid training, pursuant to the terms and conditions of the American Heart Association.



B. UNIQUE ACCOMPLISHMENTS

SERVSAFE:

In SY 20-21, TFPPCS offered The ServSafe® Food Safety Course for the first time. This course provides food service workers, i.e., managers, cooks, chefs, wait staff, supervisors, owners, and all other food handlers, with a basic knowledge of food safety best practices. All food businesses (stationary and mobile- food truck) must have at least one (1) employee certified in food safety on the premises at all times. This training is also extremely important for CDA students and others working in childcare centers. At the end of the training, participants in the training course take a comprehensive written examination; upon successful completion of the exam, students receive the National Restaurant Association Solutions ServSafe certificate. With this certificate, the students can apply for Certified Food Protection Manager identification cards (CFPM- ID Cards are valid for three (3) years from the date of the exam) with the Department of Health (DoH) of the District of Columbia. Twelve students from ESL and CDA classes completed the class in May 2021 and received their certificates during the SY 2020-21.



B. UNIQUE ACCOMPLISHMENTS

2.2. SUPPORT SERVICES

HOUSING SUPPORT:

During the SY 2020-2021, The Family Place provided direct rental assistance to students who were most affected by the coronavirus pandemic. TFP provided rental assistance to 54 families who were experiencing economic hardship and/or in vulnerable situations and ineligible to benefit from any of the programs offered by the government at that time. Case Manager provided additional assistance to eight participants with their STAY DC applications and other housing and financial assistance programs.

DC CARES:

TFP Case Managers helped 71 participants apply for and receive support from the DC Cares program. This program, offered in partnership with the Executive Office of the Mayor and the Greater Washington Community Foundation provides financial support to families experiencing financial hardship and ineligible for other supports due to the COVID-19.



B. UNIQUE ACCOMPLISHMENTS

TECHNOLOGY SUPPORT:

Many students and participants at TFPPCS lack any type of internet access and are unable to access remote classes and services without support. TFPPCS helped its students overcome this barrier in two ways. 23 participants enrolled in the Internet for All initiative during the SY 2020-21. This program provides free internet for low-income students and families.

For students who did not qualify for this program, TFPPCS purchased hotspots to provide internet access at home and loaned 41 hotspots to students during the school year. In addition, TFPPCS purchased more Chromebook computers and loaned 65 of those devices to students to access Zoom and Google Classroom. TFPPCS also hired a dedicated technology/digital literacy instructor to teach students the skills needed to participate in remote classes.



B. UNIQUE ACCOMPLISHMENTS

3. HEAR FROM OUR STUDENTS!

LUZ MARROW

I am extremely grateful for all the big help. I am going through a difficult time as everybody, but for me, the food and money card have been of great help. Now I am able to make ends meet since I had to move to a smaller place due to my husband's job loss and health condition. God bless you!



**FLOR DELGADO
& EDSON ABREGO**

Hello! As a family we are deeply grateful with the help you provided to us. Thanks to you, we have a roof over our heads. We thank you heartedly. God bless you! And any help during these times is welcome...

**THANK
YOU**

B. UNIQUE ACCOMPLISHMENTS

JAQUELINE

Almost immediately after starting the Advanced ESL class, the teacher noticed that Jaqueline was always willing to help her classmates improve their skills. By the end of the program, she had created an online chat group for her classmates to practice what they had learned and to continue to get to know each other better.

MARISELA

Marisela lost her job at the beginning of the pandemic. After working with one of our Case Managers she was able to land a new job.

CATARINO

With the help of our case management team, he was able to get health insurance for the first time since he came to U.S 17 years ago.

JAMILETH

Due to technology challenges, Jamileth had to drop from the CDA program. She was able to enroll again in when the pandemic restrictions eased. She finished her coursework in 2021 and worked with our employment specialist to apply for a paid practicum with a local daycare center. After interviewing, she secured the practicum and began working at the daycare center.

C. DONORS



DC MAYOR'S OFFICE ON LATINO AFFAIRS

\$ 5 K



DC EDUCATION EQUITY FUND

\$ 10 K

DATA REPORT

SCHOOL YEAR (SY) 2020-21 ANNUAL REPORT: CAMPUS DATA REPORT

Source	Data Point
PCSB	LEA Name: The Family Place PCS
PCSB	LEA Name: The Family Place PCS
PCSB	Grades served: Adult
PCSB	Overall Audited Enrollment: 146

ENROLLMENT BY GRADE LEVEL ACCORDING TO OSSE'S AUDITED ENROLLMENT REPORT

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	146	0

SCHOOL YEAR (SY) 2020-21 ANNUAL REPORT:
CAMPUS DATA REPORT

STUDENT DATA POINTS

School	Total number of instructional days:	182
PCSB	Suspension Rate:	0.00%
PCSB	Expulsion Rate:	0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions:	0.00%
PCSB	In-Seat Attendance:	81.2%*
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:	Not Applicable
PCSB	Midyear Entries	Not Applicable
PCSB	Promotion Rate (LEA):	Not Applicable
PCSB (SY19-20)	Graduation Rate:	Not Applicable
School (SY19-20)	College Acceptance Rate:	-
School (SY19-20)	College Admission Test Score:	-

FACULTY AND STAFF DATA POINTS

School	Teacher Attrition Rate:	0%
School	Number of Teachers:	
School	Teacher Salary:	1.Average: \$54,264 2.Range -- Minimum: \$ 36,795 Maximum: \$77,112
School	Executive Compensation:	The Family Place PCS does not have any employees with compensation over \$100,000 per year.

I. APPENDICES

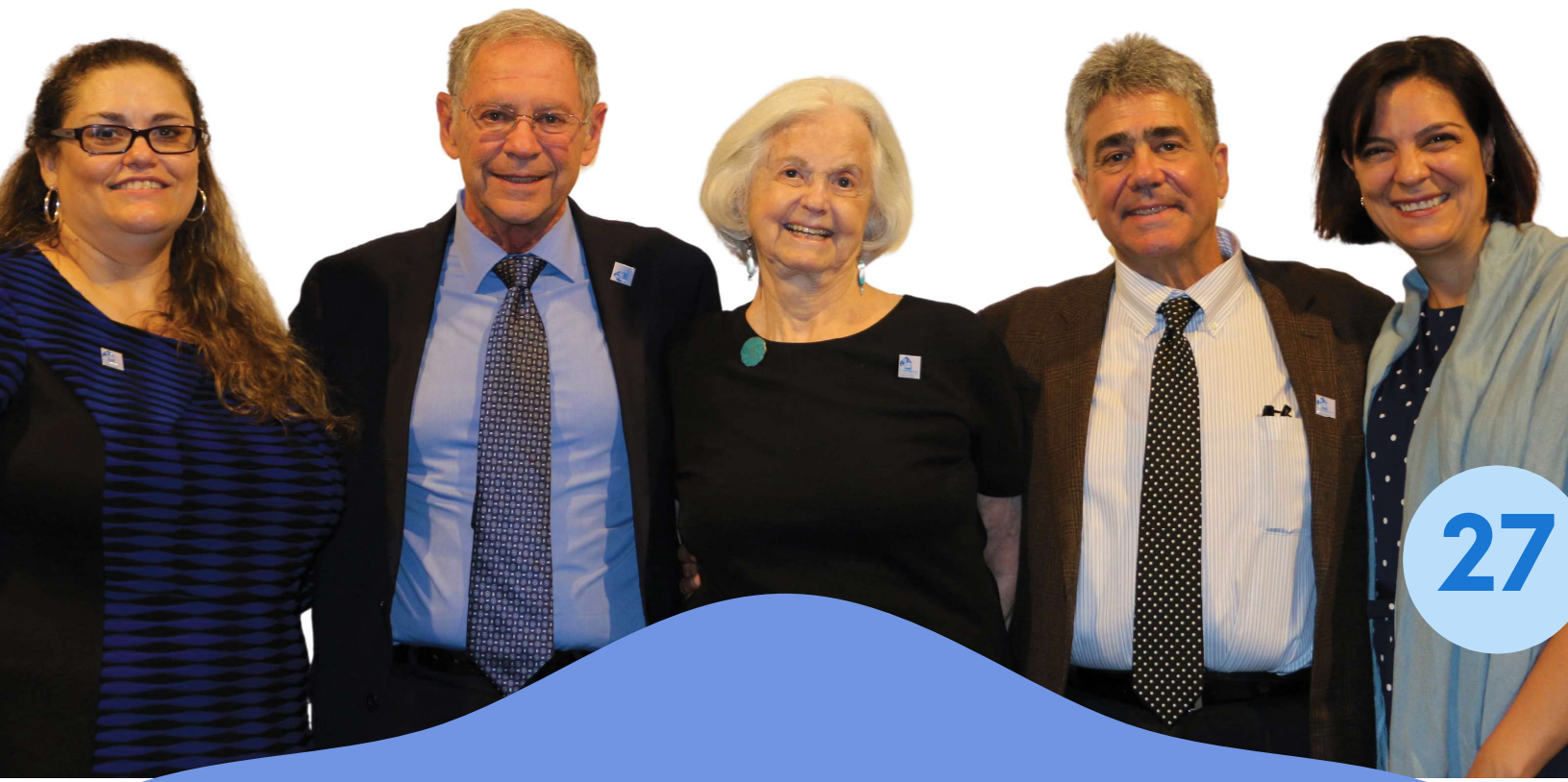
A. STAFF ROSTER 2020 - 2021

NAME	TITLE	EDUCATION
Ana Acevedo	Manager of Operations and Communications	BS Psychology
Miryam Acosta	Director of Operations and Human Resources	MA Educational Technology
Tomasa Bonilla	Bilingual Receptionist	AA Early Childhood Education
Allyson Brazil	Digital Literacy Instructor	BS Education
Tony Brun	Foundations of Literacy Instructor	Doctorate Ministry and Mission
Lawrence Bussey (Consultant)	Program Evaluation Specialist	EdD Education Management
Lidia Fleitas	Registrar	HS Diploma
Dwayne Jeffrey	ESL Instructor (Beginning)	BA International Relations
Eliberto Juarez	Instructional Coach (Foundations and ESL)	MA Teaching Pastoral Tools
Laurel Kircher	Chief Academic Officer (Advanced ESL Instructor)	MA TESOL
Michelle Marbury (Consultant)	CDA	BS Elementary Education
Debora Namovicz	ESL Instructor (Beginning and Intermediate)	BA Secondary Education
Evelyn Renshaw	ESL Instructor	MA TESOL
Fernando Saldana	Chief Compliance Officer	MA Management Leadership Development
Sara Shenk Moreno	Employment Specialist	BA of Social Work
Alejandro Marcano	Math Instructor	BA in Mathematics
Carlye Stevens	Instructional Coach	MA TESOL
Gillian Stoodley	ESL Instructor (High Intermediate/Advanced)	MA TESOL
Eileen Suffian (Consultant)	Offsite Chief Financial Officer	MA Taxation
Silvia Webel	Foundations of Literacy Instructor	MA Mental Health and Social Behavior
Haley Wiggins	Executive Director	MA TESOL

B. BOARD OF DIRECTORS ROSTER

2020 - 2021

NAME	ROLE	DC RESIDENCY
Mavis Ardon	Student Member	Yes
Ann B. Barnet	Member	Yes
Michael D. Barnet	Board Chair	No
Shawn Chakrabarti	Treasurer	No
Dania Diaz Amaya	Student Member	Yes
Barbara J. Finkelstein	Member	Yes
Sara Friedman	Member	Yes
Marcia Harrington	Member	No
Natalia Isaza Brando	Member	No
Domminick McParland	Member	Yes, Left 01/2021
Oralia Puente	Member	Yes
Elaine Weiss	Member	No



APPENDICES

C. UNAUDITED YEAR-END 2020-2021
FINANCIAL STATEMENTS

**BALANCE SHEET
AS OF JUNE 30, 2021**

Balance Sheet	6/30/2020	6/30/2021	
Assets	Last Year	Year End	Annual Change
Assets			
Current Assets			
Cash	717,263	1,348,526	631,262
Accounts Receivable	2,375	146,699	144,324
Other Current Assets	16,402	20,055	3,654
Intercompany Transfers	0	0	0
Total Current Assets	736,040	1,515,280	779,240
Noncurrent Assets			
Facilities, Net	111,119	181,204	70,084
Operating Fixed Assets, Net	1,793	26,862	25,069
Total Noncurrent Assets	112,913	208,066	95,153
Total Assets	848,953	1,723,346	874,394
Liabilities and Equity			
	Last Year	Current	Annual Change
Liabilities and Equity			
Current Liabilities			
Accounts Payable	78,001	60,034	(17,967)
Other Current Liabilities	9,061	13,532	4,471
Accrued Salaries and Benefits	0	33,643	33,643
Total Current Liabilities	87,062	107,209	20,147
Equity			
Unrestricted Net Assets	459,602	761,890	302,288
Net Income	302,288	854,247	551,958
Total Equity	761,890	1,616,137	854,247
Total Liabilities and Equity	848,953	1,723,346	874,394

APPENDICES

C. UNAUDITED YEAR-END 2020-2021
FINANCIAL STATEMENTS

INCOME STATEMENT
JULY 2020 THROUGH JUNE 2021

	FY21 Summary		
Income Statement	Actual	Budget	Variance
Revenue			
State and Local Revenue	2,115,955	1,901,414	214,541
Federal Revenue	323,902	0	323,902
Private Grants and Donations	10,000	0	10,000
Earned Fees	388	8,904	(8,516)
Total Revenue	2,450,244	1,910,318	539,927
Expenses			
Benefits and Taxes	56,974	67,185	10,211
Contracted Staff	843,278	937,827	94,550
Staff-Related Costs	1,474	8,901	7,427
Rent	115,882	126,732	10,850
Occupancy Service	52,170	80,348	28,177
Direct Student Expense	264,003	269,218	5,215
Office & Business Expense	215,590	241,733	26,143
Contingency	0	12,000	12,000
Total Expenses	1,549,372	1,743,944	194,573
Operating Income	900,873	166,373	734,499
Extraordinary Expenses			
Depreciation and Amortization	46,626	73,642	27,016
Total Extraordinary Expenses	46,626	73,642	27,016
Net Income	854,247	92,731	761,516
Cash Flow Statement	Actual	Budget	Variance
Net Income	854,247	92,731	761,516
Cash Flow Adjustments			
Add Depreciation	46,626	73,642	(27,016)
Operating Fixed Assets	(34,655)	(20,000)	(14,655)
Other Operating Activities	(127,831)	90	(127,921)
Per-Pupil Adjustments	0	(0)	0
Suspense	0	0	0
Unrestricted Equity	0	0	0
Facilities Project Adjustments	(107,124)	(100,000)	(7,124)
Total Cash Flow Adjustments	(222,984)	(46,268)	(176,716)
Change in Cash	631,262	46,463	584,799

D. APPROVED SY21-22 BUDGET

APPROVED SY21 -22 BUDGET

TFPPCS Approved FY22 Budget	SY21-22
Revenue	
State and Local Revenue	2,013,593
Federal Revenue	167,800
Earned Fees	735
Revenue Total	2,182,128
Expenses	
Salaries	32,508
Benefits and Taxes	80,491
Contracted Staff	1,109,733
Staff-Related Costs	8,900
Rent	116,163
Occupancy Service	111,870
Direct Student Expense	300,899
Office & Business Expense	232,084
Contingency	12,000
Expenses Total	2,004,648
NET ORDINARY INCOME	177,480
Extraordinary Expenses	
Depreciation and Amortization	129,408
Extraordinary Expenses Total	129,408
TOTAL EXPENSES	2,134,056
NET INCOME	48,072
Cash Flow Adjustments	
Add Depreciation	129,408
Operating Fixed Assets	(22,060)
Other Operating Activities	10,506
Facilities Project Adjustments	(50,000)
Cash Flow Adjustments Total	67,854
CHANGE IN CASH	115,925
Starting Cash Balance	1,192,621
Change In Cash	115,925
ENDING CASH BALANCE	1,308,546



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2020-2021

ANNUAL REPORT

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