



Capital Village Public Charter School 2020-2021 Annual Report

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2020-2021 Annual Report

Every student is different. Each child brings with him or her a different set of interests, ambitions, circumstances, and needs. However, many schools educate students as large groups, with little opportunity to meet the unique needs and interests of students as individuals. When the Capital Village team asked middle school students how they would redesign their school, time and time again, they cite the same key issues: They want more authenticity, more skills that are relevant to their everyday lives, and above all, more agency in their own learning experiences. Our active, social and passionate middle schoolers need a way to access learning experiences that are centered around their diverse needs, interests and passions. Born out of the urgent need to rethink the “one size fits all” model of American education, Capital Village is an EL Education school that will empower **all students** to achieve greatness in college, career, and life.

Mission

The mission of Capital Village Public Charter Schools is **to prepare all students, regardless of background or circumstance, to reach their full potential in college, career, and life in order to become agents of change in their communities.** We will achieve this goal by creating a small learning community reflective of the diversity of the city, focused on relevant real-world problems, customized to each student’s individual needs, and centered around the whole child.

Capital Village Public Charter School is an EL Education middle school that will redesign the school experience into one where **all students** are propelled towards greatness. We will do this by combining:

- rigorous instruction that is centered around the unique needs of individual students
- real world learning experiences, grounded in social justice
- an intentionally small village focused on the whole child

The result will be a replicable school model that will be shared with other public schools in order to create lasting change in the lives of students beyond our walls.

School Program

Instructional Approach

The educational philosophy of Capital Village PCS centers around three key principles. These core beliefs anchor every aspect of our model:

Principle #1: Learning is best when it is student-centered and student-driven.

Principle #2: Learning should be relevant and based in the real world.

Principle #3: It takes a whole village working together to lift up the whole child.

Principle #1: Learning is best when it is student-centered and student driven.

Every child brings with him or her a unique set of interests, ambitions, circumstances, needs and intelligences. It is our job to develop a deep understanding of each student and provide an educational environment where he or she can succeed. If given proper support, all students can grow and learn. Some schools are reminiscent of factories where groups of students are pushed through on a conveyor belt path of learning. Treated as one homogeneous group, students are not valued and understood as individuals at these institutions. We believe this is a flaw in design, so we have designed a new, intimate educational setting and a model in which students can be well-known and their strengths and needs can be thoughtfully addressed.

The Individual Learning Plan

Everything at Capital Village starts and ends with the student. We are relentlessly student-centered, and that begins with a deep knowledge and understanding of who the student is. When a student enrolls in Capital Village PCS, they are assigned a mentor. He or she will take the lead in creating and maintaining a learner profile for that student. **This learner profile is a constantly evolving record of the strengths, needs, motivations, goals, and passions of each student as an individual.** Part of that process includes assessing where students are academically via diagnostic assessments and data analysis. But the process cannot stop there. Equally as important are key pieces of information, such as:

- Student interests, ambitions, and passions
- Family and home information and background
- Student learning styles and intelligences
- Student answers to “What works best for you?”
- Parent answers to “How does your child learn best?”
- Student short term, college and career goals

- Student answers to “What do you want to learn?”
- Parent answers to “What excites your child?”
- Positive and negative school experiences thus far

This profile informs the student-centered learning path, or **Individual Learning Plan** at Capital Village PCS. This plan makes use of an understanding of students’ needs, interests, and passions to design the students’ learning experience. All students at Capital Village are held to high expectations and complete meaningful work. However, each student’s experience is customized to adapt to his/her progress, goals and needs.

Student Ownership

With their mentor, students monitor and reflect on their own academic data and set data-driven goals for their learning. This might look like a student reflecting on his teacher’s scoring of a persuasive essay and deciding to use his independent work time to review a video on thesis writing in order to rewrite it. It might also look like a student meeting with her mentor about her formative assessment data from an Imagine Math quiz on linear relationships in algebra and setting a goal to double her score. She might make a plan to complete the lessons again and retake the quiz in a week.

Targeted Instruction

In addition to on-grade-level, rigorous core content, students will also benefit from targeted instruction. Frequent assessments using adaptative digital tools will give teachers rich data about each students’ mastery of core content and skills. **Using this data, teachers can assign practice, intervention, or extension activities that will meet students where they are and push them forward.** This might look like a student practicing increasingly-complex multiplication problems on Imagine Math before working with a small group on a reteach lesson on two-step equations. Or an ELL student using first language supports to help her understand key vocabulary words in an article. Rich data would allow the students and teachers to see exactly what students need to provide “just right instruction” that adapts to student progress, fading away scaffolding until students show mastery independently. Students who have mastered grade-level standards might move on to above grade-level standards or apply standards in new, more complex ways. Students set goals for themselves and reflect on their progress in order to create and adjust their Individual Learning Plan.

Flexible Learning Environments

The physical space at Capital Village respects the unique needs of each student. We believe that, given the freedom to choose, students might work independently at a desk, with a partner on a beanbag chair, with a group on the floor, or with a tutor at a board. Different spaces in classrooms provide quiet, collaborative, teacher-directed or independent settings. Small group

spaces provide a flexible learning environment for students to work on a specific skill with a teacher. The use of Canvas and playlists allows students to work on independent assignments and digital tools in class, out of class, or at home. We believe in flexible classrooms where teams of teachers and tutors work together to motivate, monitor, and make progress with students. Students will reflect with their mentor on which learning environment and tools work best for their learning. They use their data and reflection to make effective choices for themselves.

Varied Instructional Methods

Teams of teachers come together twice weekly to look at student data, student work, and student progress to determine the best instructional moves. Because teachers work in teams, they can use various instructional methods to meet student needs. Teachers will work with small groups throughout the day – guided by real-time data and inclusive of one-to-one support. This may look like the math teacher and special educator determining that they should parallel teach a lesson on ratio tables, one teacher using a more visual and concrete approach to the lesson while the other uses a verbal and abstract approach.ⁱ This may also look like a lesson being reassigned to an individual student using Zearn Math. In this way, a student who did not understand material the first time can return to it again in a different way to achieve mastery.

Voice & Choice in Expeditions

Expeditions are in-depth, interdisciplinary, real-world, social-justice focused investigations into Humanities, Science, and Math standards. Students work together with their peers and teachers on real work for real audiences. Although the nature of expeditions is very collaborative, student-centered “pathways” within expeditions give students an opportunity to exercise autonomy.

- Students have voice and choice in how they share their learning in “Exhibition,” a culminating showcase and celebration of learning after each expedition. This might look like a student creating a photo-journal reflecting on her learning, while another student shares using a YouTube video. Both students may have collaborated on the same expedition product but will share their learning in different ways.
- Based on student data and reflection, teachers provide multiple entry points and supports to ensure that all students can access grade-level content and complete high-quality work. This might look like a small group of students working with a teacher in Seminar to practice creating a thesis prior to a whole group lesson on the structure of an argumentative speech. Or it might look like an advanced group of seventh grade students working with a teacher on using counterclaims in their speech, an 8th grade standard. In this example, all students are responsible for presenting an argumentative speech to community leaders, but the supports and entry points are customized to the needs of the student.

Student-Engaged Assessment

As leaders of their own learning, students are active participants in all assessment practices. Mentors help students to track their progress on formative and summative assessments, which includes big tests like the NWEA MAP Assessment and scores on Socratic Seminars and essays. Based on their reflection of their progress, students set long and short-term academic and character goals. They use their portfolio to track their progress towards these goals and present their progress during student-led family conferences, portfolio presentations, and Exhibition. This might look like a student reflecting on her performance on the NWEA Science MAP assessment. Through a conversation with her mentor, she hypothesizes that more exposure to reading informational text might help her continued growth. She sets a goal to choose 10 non-fiction books to read second semester. She tracks each book in a reading log and includes the reading log in her portfolio to present to her mentor and family in the May student-led conference. In the conference, she analyzes her new Science MAP data and reflects on the effectiveness of this strategy.

A Place for Interests & Passions

Through intentional scheduling, students at Capital Village have space and time to explore their individual interests and passions. Through community partnerships, we are able to offer varied enrichment courses. Our Studio courses present an opportunity for teachers and students to explore their interests in specially-designed interest-based courses that develop the strengths and talents of each student. This might look like a group of students and a teacher interested in journalism creating a school newspaper. Students are practicing writing, editing, and publishing while pursuing their interests. An entrepreneurship studio is another example of a chance for students and teachers to apply skills in a meaningful, interest-based way.

This is what we mean by student-centered learning. It is what students and parents ask for when asked what they need from school.

Principle #2: Learning should be relevant and based in the real world.

We envision a small village in a big city of opportunity where teachers and students collaborate within authentic learning experiences. EL Education schools are well-known for engaging students in real-world instruction and high-quality student work. The students in these schools outperform their peers in all subgroups and in both reading and math. As an EL Education school, our teachers will guide students through interdisciplinary projects that pique the curiosity, stimulate the imaginations, and fuel the passions of our students. Each day, students will work on collaborative, engaging, and project-based applications of their learning. The daily schedule allows longer periods of work time, so students can dig deep into standards-based concepts and apply them to solve real problems, developing each student as a change agent in their community. Students will use collaborative skills to yield products of their learning that are

presented to real-world audiences in elaborate presentations, competitions, performances, and celebrations.

We envision a culture in which learning is never confined to the four walls of the classroom. Frequent field experiences will allow students to use the Washington, D.C. metropolitan area as an extension of their classrooms. Through local and national partnerships, these expeditions allow students to explore and develop talents in the arts, STEM, and many other areas. Engagement with community partnerships is a key feature of the Capital Village model, as we believe that education is a partnership between the school, families, and the greater community.

As an EL Education School, Capital Village Public Charter School aims to connect the city of D.C. with our school to provide real-world applications for student work. For example, students may conduct research for a biology case study at the Smithsonian Museum of Natural History or study rare books at the Folger Shakespeare Library for a presentation. By integrating D.C.'s historical and cultural resources into the curriculum, Capital Village will enrich students' academic lives and foster lasting bonds between students and the community.

Principle #3: It takes a whole village working together to lift up the whole child.

School is not just a place for academic growth. The Capital Village community will work together to address the whole child, including character, social-emotional wellness, physical fitness, healthy eating, and life skills.

The Village

We envision a school where the entire community comes together to teach students to pursue their passions, be self-directed learners, and facilitate their own success in life. The spirit of Crew "impels all members of a school community to work together as a team, to pitch in, to help others."ⁱⁱ Parents, teachers, service providers, and community organizations will unite strategically to support each child and family with wrap-around support, ensuring that unmet basic needs never impede learning. Crew embodies the spirit of the whole village working together for each child's success.

We envision an environment where relationship-building is a catalyst to student success. Using the EL Education model of Crew, each student is matched to an adult who will get to know the student and their family well. Students will form close bonds with a small group of peers and a mentor, or Crew leader. Trust and safety, especially during the delicate middle years is critical for learning and growth. In Crew, students learn essential soft skills such as goal-setting, time management, strategy-shifting, communication strategies, etc. Students will have a weekly one-on-one meeting with their Crew leader where they receive mentoring that guides them to set long and short-term academic goals - connecting their daily achievements and habits to the college they want to attend or the career path they plan to follow. College and career

awareness, success strategies, and socio-emotional learning are essential components of the core curriculum, because students need to be proficient in these skills as well as in their academic skills. We will discuss later how building social-emotional competencies supports students' academic performance.

Character Development

In order to ensure that students are successful in college, career, and life, students must have academic and non-academic skills. Brooke Stafford-Brizzard asserts that engaging students in school and in life is dependent upon both “cognitive and social-emotional skills and mindsets, which are not represented by academic standards” alone.ⁱⁱⁱ She further states that the achievement gap in K-12 education exists because the students are unable to process the vast amount of instruction that they receive daily because they lack the skills necessary to engage in learning. **As an EL Education school, character development is an essential part of the instructional program.** As a school, we will teach Village Values that include Self-Awareness, Self-Efficacy, Responsibility, Growth Mindset and Social Awareness.

- **Explicit Instruction:** Time is consistently set aside at the beginning of the day for an advisory period called “Crew.” Crew leaders lead groups of about 10 students in activities that foster a sense of belonging, self-efficacy, and reflection. The Village Values are explicitly discussed, reflected upon and positive habits are celebrated.
- **Reinforcing Skills:** Some call these teachable moments. Adults are trained to coach students through using Village Values the moment. In planning, teachers will anticipate times in the day where a habit might be needed and remind students to use the habit. Teachers then reinforce the use of Village Values with positive language, while offering students time to reflect. For example, a teacher may ask a group to rate their Growth Mindset after a challenging problem-solving task and lead students in brainstorm strategies to improve their perseverance next time.

Because each child's needs are at the center, this model is dynamic for supporting middle school-aged students, who are at a critical stage in their identity development, moving toward more autonomy. The three principles are actualized through our partnership with EL Education and our commitment to a small, inclusive community.

Family Engagement

Capital Village believes that parental involvement/engagement is the binding factor to a student's overall progress and success in school. Our goal is for 100% family engagement in the school's and students' learning process. "When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home."^{iv} Continued parental engagement with teachers and involvement in the school's learning process, as well as maintaining a meaningful and regular line of communication with their child/student, builds cohesive relationships and understanding of what the child is learning. Likewise, when relationships with teachers and educators within the school are strong, parents will feel that they are a part of the learning process and that their opinions and voices are heard. They will also learn that they have the support of the school's education team and will know where and when to seek this support when their child encounters obstacles in their learning process.

In the EL Education model, staff members welcome families, leverage their strengths and recognize that families intensely care about their children's education and bring expertise and value to the learning community. Because of these beliefs, staff at EL Education schools maintain open lines of communication and empower families with multiple ways to contribute to the academic and social life of the school.

Plans to Promote This Philosophy

Capital Village PCS promotes this philosophy by empowering our parents and students to have an authentic voice in the school. There is two family members of students on the Board of Directors and these parents have a voice in the governing of the school and its future development. There is a Parent Advisory Committee that can advocate for parent concerns and aid in managing certain projects. Capital Village understands the need for parents to be a part of the school community and to feel that their skills and talents are valuable to the school.

As the link between our parents, teachers, students and administration, our staff keep lines of communication open about issues that are important to families via newsletters and email and other communication measures.^v Capital Village PCS can use a call-in translation service such as to help with parents who do not speak English and we hire hourly contracted translators to serve as translators at conferences, meetings, and events.

Parent Orientation and Trainings: Our goal of 100% family engagement in the Capital Village PCS learning process will be achieved by hosting a series of orientation sessions (open houses, pre- and post-enrollment orientation sessions), informative workshops, and meetings throughout the year. The topics for discussion will be developed from the needs survey that is distributed during orientation sessions, workshops and meetings of the PAC.

Open House - Open houses, information and outreach sessions are held to inform the community about our school.

Pre-Enrollment Orientation - This orientation will be dedicated to assisting families with the registration process and to finalizing student enrollment. In subsequent years, parent volunteers will assist.

Post Enrollment Orientation (strongly encouraged) - Once students are enrolled, this orientation session elaborates on the Mission of Capital Village PCS School and our Core Values.

Back to School Night - During this time, families will have an opportunity to meet Capital Village PCS leaders and staff. They also meet with their teachers inside the classroom and meet other parents and students.

Supporting Student Progress @ Home - First, parents will work together with the Crew Leader to design their student's Individual Learning Plan. During a subsequent meeting, parents will provide relevant anecdotal information about the students, and learn about how to interact with our learning management system (LMS) to stay in touch with their child's progress.

On this LMS, parents will have their own log-in information. This login provides access to student's long-term and short-term goals, grades, classes, assignments, assignment scores and teacher comments. They will be able to email teachers through this portal and stay in contact with each staff member that their child is in contact with. When a student completes their weekly goals with the Crew Leader, this action plan is shared with the parent, along with notes and updates from weekly one-on-one Office Hours. Other ways parents will be able to obtain information about their child's progress in school include:

- Student-led conferences (twice a year and as requested by parent or teacher)
- Celebrations of Learning, where students present products from expeditions
- Written (signed/returned) communications and telephone calls (if needed)
- End of grading period report cards
- Emails, calendars, newsletters regarding school announcements, policies, updates and programs.^{vi} All printed material will be translated according to the needs/language of the families and students.

School Performance and Progress: Meeting Our Mission

LAB

On Wednesdays, students are on campus for a half day and spend the majority of their day in a Lab setting in their Crew classrooms. Every Wednesday is “WIN (Whatever I Need) Wednesdays” and the format of LAB is similar but extended. Students are working independently or in groups on Math, Literacy, Science, or expedition work. Lab Coaches and Inclusion Teachers are available, if students need 1-on-1 support.

Crew Leaders use this time on Wednesdays for individual conferences with students. Dedicated time for “Office Hours” provides structure for teachers to meet with students individually about their progress. These scheduled one-on-one weekly mentoring sessions allow teachers to use real-time data to help students meet their academic goals. Teachers mentor students who are in their Crew. Teachers are able to log onto students’ Individual Learning Plans and see their progress towards long-term and short-term goals.

Expeditions

As an EL school, students learn many of their core contents standards within the context of thematic and social-justice focused expeditions. **Expeditions are in-depth, interdisciplinary, real-world, social-justice focused investigations into Humanities, Science, and Math standards.** They are long-term, in-depth studies connected to real-world topics and community issues that inspire students to produce authentic, relevant, and high-quality work for real audiences.

With two expeditions per year, students take deep dives into standards through the context of a real-world problem and work towards a solution. **The EL Education Literacy Modules, which is the core curriculum in Humanities, provides the foundation and anchor texts for each expedition.** Supplemental text from the EL Education modules in Humanities, themes, texts and assignments in Math and Science class, and independent work in Lab courses all directly connect to the current expedition.

Performance and Progress: Meeting Our Goals

Capital Village PCS has accepted the Performance Management Framework (PMF) as its adopted goals and metrics. Capital Village acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.

Unique Accomplishments

Opening this year in a pandemic was a great accomplishment. It took much more effort to make connections and to build community than we envisioned. Our staff, however, is top-notch. They took lemons and made organic, cold-pressed lemonade. Watching our school leaders solve technology issues, coach teachers on how to increase student engagement in virtual learning and make decisions around reopening was nothing short of watching miracles. Popping into Zoom classrooms to see teachers build relationships, push students, use tech tools to better support students and adjust their teaching craft for a virtual world was an honor. Our Board of Directors made high-stakes decisions with inclusion, clarity and grace.

When we ask our parents how we are doing, one parent said, "I have put my kids in private school, public school, homeschool, all of the above. This is the best school I have ever experienced." The grandmother of one of our fifth-graders said "It's because the staff cares about the kids. They notice when something is wrong, and they reach out to support you." A six-grade parent joked about how she found the school by accident from a yard sign and that she only wished Capital Village had been around for her older son. Some specific accomplishments we are proud of

- Our sixth-grade student rocked their NWEA MAP growth goals, with 67% of our scholar achieving their growth goals (R.I.T) in reading and 77% in Math!
- Our Debate team, when competing for the first time ever, brought home five trophies!
- Our teacher retention was stellar, retaining all but two teachers from our first year.
- Our Head of School won the 2020 Stellar Educator Award, completed High Tech High's School Creation Fellowship (along with our Director of Operation), as well as the 4.0 Schools New Normal Fellowship.

In retrospect, this year showcased not only how talented our teachers and leaders are, but how we took care of each other. We could not have gotten through without the support of our families and the larger community around Capital Village. Capital Village is a community school. We are a partnership of many like-minded organizations, including EL Education, CityBridge Education, Education Forward, Washington Improv Theater, NeoSoul Arts, Washington Urban Debate League, 4.0 Schools and many more. We could not have done this without our Village.

List of Donors

We appreciate all the following donors for contributing more than \$5,000 to support our school.

Donor Name	Comment	Amount
4.0 Schools	Grant	\$ 4,000.00
705 Edgewood Associates, LLC	Reimbursement for tenant improvements	\$ 175,000.00
Caroline Hill	Individual donation	\$ 1,500.00
Charles Moore	Individual donation	\$ 500.00
City Bridge Education	Grants	\$ 20,200.00
Creative Minds International PCS	Donated items (14 projector carts)	\$ 1,400.00
Education Forward	Grant	\$ 85,000.00
High Tech High	Grant	\$ 3,378.87
Huawei USA_FY21	STEM Grant	\$ 2,000.00
Isaac Pretter	Individual donation	\$ 1,000.00
Katherine Bradley	Katherine Bradley Family Foundation gift	\$ 50,000.00

Data Report

LEA Name: Capital Village PCS	
Campus Name: Capital Village PCS	
Grades served: 5--6	
Overall Audited Enrollment: 51	
Audited Enrollment by Grade Level	5 th – 19 6 th - 32

Student Data Points

Total number of instructional days: 183
Suspension Rate: 0.0%
Expulsion Rate: 0.00%
Instructional Time Lost to Out-of-School Suspensions: 0.00%
In-Seat Attendance: 89.4%*
Average Daily Attendance: Data Not Available
Midyear Withdrawals: 5.9% (3 students)*
Midyear Entries: 0.0% (0 students)*
Promotion Rate (LEA): Not Applicable
Graduation Rate: Not Applicable
College Acceptance Rate: Not Applicable
College Admission Test Score: Not Applicable

Faculty and Staff Data Points

Teacher Attrition Rate: 81% (kept 9 out of 11 teachers)

Number of Teachers: 11

Teacher Salary:

Range -- Minimum: \$57,000

Maximum: \$88,684

Executive Compensation:

Executive Director & Head of School Salary - \$130,000

Appendices

Staff Roster

52% of our staff have a Master's degree and 5% a Doctorate for highest degree attained. 31% of our staff have a Bachelor's degree as highest degree attained.

First Name	Last Name	Role
Paulina	Barney	External Relations Associate
Aja	Bogan	Front Office Coordinator
Daryl	Campbell	5th and 6th Mathematics
Daralyne	Davis	5th and 6th Grade Science
Danielle	Duncan	Operations and Student Recruitment Associate
Tameika	Freeman	Director of Curriculum and Instruction
Roy	Green	5th and 6th Grade Humanities Lab
Monica	Green	Head of School
Keina	Hodge	Director of Operations
Jacqueline	Johnson	Humanities Special Education
Tyi-Sanna	Jones	Special Educator
Jared	Kyaw	Urban Teachers Fellow
Michale	Lindon	Director of Student Support
Elizabeth	Miguel	Counselor
Raymond	Mullings	Humanities Teacher
Claire	Monyak	Urban Teachers Fellow
Emily	Sturtevant	Urban Teachers Fellow
Devin	Waters	Classroom Assistant
Illeana	Zeissner	Urban Teachers Fellow

Board of Directors

Position	2020 - 2021 Board Member	Committee
Chair	Christopher Purdy	Finance
Clerk	Martrice Gandy	School Performance
Treasurer	Latoya Tolbert	Finance
Director	Katrina Floyd**	Governance
Director	Rhonda Humphries**	School Performance
Director	Matthew Hare	Finance
Vice Chair	Rian Reed**	Governance
Director	Sarah Hawley	School Performance
Director	Michael Braeuninger**	Development
Director	Courtney Kasuboski**	Governance
Executive Director	Monica Green**	
Parent	Jennifer Massey**	School Performance
Parent	Tracy Clark**	Governance
Director	Giselle Pole	Development
**DC Resident		

Unaudited Year-End 2020-2021 Financial Statement

		Year-To-Date
Income Statement	Actual	
Revenue		
	State and Local Revenue	1,447,761
	Federal Revenue	853,386
	Private Grants and Donations	346,067
	Earned Fees	10
	Donated Revenue	1,400
	Total Revenue	2,648,624
Expenses		
	Salaries	1,018,652
	Benefits and Taxes	188,132
	Contracted Staff	41,279
	Staff-Related Costs	21,090
	Rent	661,470
	Occupancy Service	104,021
	Direct Student Expense	204,913
	Office & Business Expense	243,273
	Donated Expense	1,400
	Contingency	0
	Total Expenses	2,484,229
Operating Income		164,395
Extraordinary Expenses		
	Interest	6,625
	Depreciation and Amortization	27,107
	Total Extraordinary Expenses	33,732
Net Income		130,663

Balance Sheet

6/30/2021

Assets	Current
Assets	
Current Assets	
Cash	310,446
Accounts Receivable	143,711
Other Current Assets	61,487
Intercompany Transfers	0
Total Current Assets	515,645
Noncurrent Assets	
Facilities, Net	195,062
Operating Fixed Assets, Net	78,001
Total Noncurrent Assets	273,063
Total Assets	788,708
Liabilities and Equity	Current
Liabilities and Equity	
Current Liabilities	
Accounts Payable	63,929
Other Current Liabilities	315,374
Accrued Salaries and Benefits	98,942
Total Current Liabilities	478,245
Equity	
Unrestricted Net Assets	179,800
Net Income	130,663
Total Equity	310,464
Long-Term Liabilities	
Subdebt	0
Total Long-Term Liabilities	0
Total Liabilities and Equity	788,708

FY 2022 Budget		SY21-22
Revenue		
	State and Local Revenue	2,526,930
	Federal Revenue	780,814
	Private Grants and Donations	95,000
	Revenue Total	3,402,744
Expenses		
	Salaries	1,471,482
	Benefits and Taxes	286,601
	Contracted Staff	-
	Staff-Related Costs	18,760
	Rent	694,346
	Occupancy Service	148,083
	Direct Student Expense	361,240
	Office & Business Expense	271,130
	Contingency	25,000
	Expenses Total	3,276,643
NET ORDINARY INCOME		126,101
Extraordinary Expenses		
	Depreciation and Amortization	54,059
	Interest	4,000
	Extraordinary Expenses Total	58,059
TOTAL EXPENSES		3,334,702
NET INCOME		68,042
Cash Flow Adjustments		
	Add Depreciation	54,059
	Operating Fixed Assets	(80,000)
	Other Operating Activities	211,710
	Per-Pupil Adjustments	-
	Facilities Project Adjustments	(20,000)
	Cash Flow Adjustments Total	165,769
CHANGE IN CASH		233,810
	Starting Cash Balance	296,851
	Change In Cash	233,810
ENDING CASH BALANCE		530,662

ⁱ <https://goalbookapp.com/toolkit/strategy/parallel-teaching>

ⁱⁱ www.eeducation.org

ⁱⁱⁱ K. Stafford-Brizard

^{iv} Excerpt from Home-School Relations: Working Successfully with Parents and Families, by G. Olsen, M.L. Fuller, 2008 edition, p. 129-130.

^v Joyce L. Epstein, Ph.D., et al.

^{vi} Joyce L. Epstein, Ph.D., et al.