



ANNUAL REPORT

SCHOOL YEAR 2021-2022

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Board Chair: Taura Smalls
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ANNUAL REPORT NARRATIVE

I. SCHOOL DESCRIPTION

A. MISSION STATEMENT

ABOUT GLOBAL CITIZENS PUBLIC CHARTER SCHOOL

Global Citizens Public Charter School (Global Citizens) is the **first** dual-language immersion public charter elementary school in Washington, DC, to offer language immersion in both Mandarin Chinese and Spanish pathways - exposing students to the top three languages spoken in the world. Paired with a focus on social justice and whole child wellness, Global Citizens equips children to become empathetic, globally competent, and socially-minded leaders who are prepared for a future we cannot yet imagine. We opened Global Citizens in Ward 7 to provide children and their families living east of the Anacostia River with equitable access to dual language immersion programs.

Our children will leave us, after years in our dual language immersion program, as:

- Culturally astute and empathetic bilingual scholars;
- Champions of a more equitable world, with the passion, skills, and tools to redesign it; and,
- Confident, healthy, and happy children with a love for learning and a love for life.

We are raising our children in an interconnected global world where **bilingualism is power** - and frankly a global norm. Dual language immersion programs have been proven to have multiple benefits for all children including increased cognitive development, improved executive functioning, enhanced critical thinking and problem-solving skills, as well as a greater empathy and appreciation for other cultures.

MISSION

Our mission is to inspire and prepare the next generation of global citizens. We will do this by supporting students, ages 3-11, to reach their full academic and leadership potential in a nurturing learning environment. We will immerse them in the Mandarin and Spanish languages, promote the value of diversity, and equip them with the knowledge, skills, and mindsets they need to contribute to a better world.



VISION

We envision academic excellence, language acquisition, and authentic inclusion of a diverse student population. We will build a strong community of learners who are confident in their ability to communicate in the Chinese, Spanish, and English languages. Our children will use language to liberate and advocate for themselves and those most marginalized. All of our children will develop a sense of self and a sense of belonging, build empathy and emotional resilience, learn to understand and appreciate diverse perspectives, and challenge themselves to take action to improve the world.

CORE VALUES

Diversity, Equity, and Inclusion (DEI) are our core values and central to our learning, development, and growth:

- **Diversity:** All children, of all backgrounds, learning abilities, and physical capacities, will thrive and contribute to a positive, inclusive, and supportive learning community.
- **Equity:** All children are capable of reaching high levels of academic excellence and whole-child wellness. Thus, all children will have the opportunity to gain fluency in more than one language/culture and learn from and with each other. All children will be held to high expectations – ensuring equally high outcomes for all and removing the predictability of success or failure that currently correlates with social, cultural, or socio-economic factors.
- **Inclusion:** We will live our core value of diversity by creating an environment of connection, belonging, empowerment, and respect – where the richness of different ideas, backgrounds, and perspectives are harnessed to create value.

The core values live in our Global Citizens PCS educational model through four key pillars: Globally Competent Bilingualism, Academic Excellence, Social Justice, and Whole Child Wellness.

KEY PILLARS

GLOBALLY COMPETENT BILINGUALISM

Our children will leave Global Citizens as globally competent bilinguals (and possibly multilingual) who speak English, Mandarin and/or Spanish - three of the most widely spoken languages in the world.



ACADEMIC EXCELLENCE

Our children will be inquirers and investigators who think critically, challenge assumptions, and problem-solve. They will master rigorous academic content aligned to the Common Core State Standards.

WHOLE CHILD WELLNESS

All of our children will be socially, emotionally, and physically well! They will develop a sense of self and a sense of belonging, empathy, and emotional resilience. They will also develop positive relationships with their peers and adults.

SOCIAL JUSTICE

Our children will pursue social justice as anti-racists - using their voices to disrupt inequity, create new narratives based in justice, and advocate for themselves and others.

B. SCHOOL PROGRAM

I. CURRICULUM DESIGN + INSTRUCTIONAL APPROACH

CREATIVE CURRICULUM & INTERNATIONAL BACCALAUREATE CURRICULUM

We implement Creative Curriculum® in our program for early childhood because it is comprehensive, research-based, and aligned to the Teaching Strategies GOLD™ Objectives for Development and Learning and Global Citizens' approach to teaching. Creative Curriculum® features exploration and inquiry as a way of learning, enabling children to develop creativity, confidence, and lifelong critical thinking and problem-solving skills. Creative Curriculum® has activities and classroom projects on topics that children can connect to their own everyday experiences. While the curriculum topics provide rich learning experiences for students, Global Citizens will amend, change or replace topics when necessary to support the strengths, needs, and interests of our children. We have created theme-based units, aligned to Creative Curriculum and inspired by the International Baccalaureate (IB) curriculum.

CURRICULUM UNITS

Even though Creative Curriculum serves as the springboard for our curriculum, our curriculum units have been strategically adapted to provide our students with learning experiences that align with our core values. For example, in Pre-K3 and Pre-K4, students will develop a deep appreciation of their identity and the identity of others through an exploration of each other's families and generations in Unit 2: Me and My Family/Exploring Families and Generations.



Students will develop intercultural understanding and appreciation through exploring different neighborhoods and communities where they live and around the world. Our Early Childhood program is not just focused on identity and community but also on the relationships present between human beings and nature. From there, our Pre-K students will then expand their study of natural relationships by exploring healthy lifestyles through the study of exercise and overall wellness. Our unit names are as follows:

Pre-K3:

- Unit 1: Global Citizens Thrive
- Unit 2: Me and My Family/ Exploring Families and Generations
- Unit 3: My Community/ Exploring Our Neighborhoods and Community Partnerships
- Unit 4: Food Clothing/ The Intersection of Culture
- Unit 5: Bugs/ Exploring Connections Between Humans and Nature
- Unit 6: Exercise and Wellness/ Exploring Healthy Lifestyles

Pre-K4:

- Unit 1: Global Citizens Thrive
- Unit 2: Me and My Family/ Exploring Families and Generations
- Unit 3: My Community/ Exploring Our Neighborhoods and Community Partnerships
- Unit 4: Food Clothing/ The Intersection of Culture
- Unit 5: Bugs/ Exploring Connections Between Humans and Nature
- Unit 6: Exercise and Wellness/ Exploring Healthy Lifestyles

INSTRUCTION FOR EARLY CHILDHOOD (PRE-K3 AND PRE-K4)

In Pre-Kindergarten classrooms (Pre-K3 and Pre-K4), we will use a 90/10 model of one-way immersion, in which children will spend the majority of their instructional time in the partner language. Each pre-kindergarten classroom is staffed by one language teacher, one language support teacher, and assigned one English teacher. All content areas (literacy, math, science, and social or cultural studies (via units of inquiry)) are taught in the partner language. The English teacher facilitates read-alouds and small group instruction throughout each day in order to ensure children gain early literacy skills in English.

Teachers foster learning through student-centered play, as well as whole group and small group instruction, from theme-based lessons that incorporate content area standards. It is also important to note that the curriculum is also available in Spanish, which is used by our Spanish language teachers. Although Creative Curriculum® is not available in Mandarin, our Mandarin language teachers teach the same curriculum and provide the translation in their lesson plans



coupled with Mandarin Chinese books, resources, and materials. Our language teachers model authentic language through oral, printed, and audiovisual and multimedia presentations. They use Spanish and Chinese children's books, songs, newspapers, video clips, signs, ads, and objects that represent the partner culture, such as games, posters, currency, etc.

Language teachers do not teach Mandarin or Spanish; they teach *in* Mandarin or Spanish. The language teacher and language support teacher will model speaking the language in order to support children with acquiring vocabulary and language proficiency. Specific language acquisition strategies are utilized throughout daily instruction to ensure that all children can actively participate and feel successful each day. Some of these language acquisition strategies include the use of colorful visuals, [total physical response](#) (TPR), songs, chants, repetition, and anchor charts. Teachers will also foster learning through student-centered play, as well as whole group and small group instruction, from theme-based lessons that incorporate content area standards in the partner language. Since children in preschool still require more explicit guidance, teachers will plan each center activity by considering the needs and interests of students and by identifying the core objectives that students should attain while engaging in the activity, as well as provide support for their acquisition.

CENTERS/INTEREST AREAS

Center time will constitute a large portion of the day where children will work in centers that teachers design. Our children will engage in play-based learning in centers/interest areas in both English and the Partner Language that include the following: dramatic play, blocks, a variety of manipulatives (including gears where students can build and design their own unique structures), science/discovery, library, writing, art, music and movement, gross motor, and sensory (with a sand and water table, etc. The thematic-related center activities give children opportunities to practice and master standards. Center time will also allow teachers the opportunity to work one-on-one with children in order to model and monitor language and social-emotional development.

ASSESSING LEARNING FOR PRE-K3 & PRE-K4

Global Citizens utilizes an observation-based assessment system from Teaching Strategies GOLD™ Objectives for Development and Learning. This ongoing observational assessment covers [38 areas of development and learning](#) and is paired with performance tasks for selected predictors of school success in literacy and numeracy. It supports teachers in observing children in the context of everyday experiences, which is an effective way to learn what children know and can do. The curriculum and assessment are structured in a way that allows teachers to



observe their children with the objective in mind, since the development and learning objectives are delineated at the beginning of the lesson.

2. PARENT INVOLVEMENT/FAMILY ENGAGEMENT EFFORTS

At Global Citizens, our parents and families are our partners! Global Citizens is committed to strong family engagement, and we cultivate an inclusive, vibrant learning community. We believe that engagement in our school is critical and will have a positive impact on the academic performance, behavior, and attendance of our children. We are committed to working with teachers and school staff to ensure an understanding of the diverse experiences, lifestyles, and cultures from which our students come. This will help teachers develop strong trusting relationships with children and their families. A child's sense of belonging is connected to his or her family's sense of belonging. We have five core beliefs about family engagement:

- We believe family engagement is vital for children to thrive in school and life because engaging with families leads to “whole child” success.
- We believe it is imperative to meet families where they are and to invite families into our school community, establishing two-way communication with them, because we value their input and support.
- We believe all families want to be involved in their children's education, and we must ensure we eliminate barriers that some families (at the margins) may face.
- We believe all families should have access to opportunities, support, and resources.
- We believe there is value in the culture and home languages of our families.
- We believe effective family engagement is every staff member's job.

Our Family Engagement Goals are as follows:

- We will build positive, trusting relationships with all of our families.
- We will foster two-way communication with all of our families.
- We will establish partnerships with all of our families to ensure the success of all of our children.

Along with including this information in our family handbook, families will attend an orientation at the beginning of the school year, parent-teacher-student conferences in the middle of the quarter (after progress reports are distributed), as well as student support meetings (focused on attendance, academics, and/or social-emotional learning) as needed. We will also offer parent workshops on our dual language model and on language acquisition in general. We want families to be fully informed on what to expect throughout the language acquisition process.

Below, please find a summary of ways in which Global Citizens promotes family engagement.



Thursday Reminders: Each week, the Global Citizens admin team, with input from teachers and staff, sends home a newsletter with opportunities for classroom involvement and ideas for supporting and extending learning at home. The Thursday Reminders also include important announcements, updates, and reminders for upcoming events and/or deadlines.

School Open Houses and School Tours: Open houses occur monthly and school tours happen bi-weekly. Open houses and school tours provide prospective families with opportunities to learn more about our school's dual language immersion programs. New families also have the opportunity to connect with returning families.

School Events/Activities: Our families are an integral part of our community. We invite families to participate during school and community events and activities, such as being Mystery Readers, supporting our Book Fairs, participating in International Days/Nights, Field Days, Community Days, and chaperoning field trips.

Family School Committee (FSC): Families are invited to join and participate in our Family School Committee (FSC). Families support our school by focusing on key goals - student recruitment, fundraising, and community engagement. The FSC meets monthly and in communication with the Director of Student Support & Family Engagement and the Head of School.

School and Teacher Communication: At Global Citizens, our teachers communicate with families on a daily basis via Seesaw. Families are also able to reach out directly to teachers via Seesaw.

EARLY CHILDHOOD (PRE-K) TRANSITION POLICY

Global Citizens provides families with very specific support as children transition to Pre-Kindergarten.

- Global Citizens offers playdates in the summer for Pre-K children to meet their classmates and teachers. While these sessions are optional, they are encouraged to help students get acclimated to their new school environment.
- In August, we hold Parent-Teacher Introductory Meetings. Teachers reach out to families to schedule these individual meetings. The meeting is an opportunity for parents & caregivers to share their hopes and dreams for their children and for the teachers to learn from the children's first teachers (their families). Children attend this conference with their families and get a chance to meet their teachers.



- An Orientation for families is also offered in August. Families have the opportunity to visit their classrooms, learn more about the school day and school curriculum, and ask teachers questions prior to the first day of school.
- Global Citizens offers a Transition Week. During the first week of school, students in our Early Childhood program have the opportunity to attend classes on a half-day schedule. We anticipate that some students will need that time to get acclimated to a full-day schedule.

II. SCHOOL PERFORMANCE

A. PERFORMANCE AND PROGRESS

I. HOW GLOBAL CITIZENS PCS IS MEETING ITS MISSION

Global Citizens is meeting its mission to inspire and prepare the next generation of global citizens. We are doing this by supporting our students to reach their full academic and leadership potential in a nurturing learning environment. We immerse our students in the Mandarin and Spanish languages, promote the value of diversity, and equip them with the knowledge, skills, and mindsets they need to contribute to a better world. Global Citizens continues to enroll students from diverse backgrounds. Our students are acquiring either Mandarin Chinese and English languages or Spanish and English languages, learning about Chinese, Spanish, and/or Latin American culture. Our students have demonstrated the ability to learn languages and matriculate to the next grade-level.

2. HOW GLOBAL CITIZENS PCS IS MEETING ITS GOALS AND EXPECTATIONS

Global Citizens has adopted the DC Public Charter School Board's (DC PCSB) Performance Management Framework (PMF) as goals. Please note that the DC Public Charter School Board (PCSB) did not provide a template that includes the school's goals and academic achievement expectations (or produce PMF scores) for the 2021-2022 school year, as per the school's charter.

B. UNIQUE ACCOMPLISHMENTS

We successfully opened Global Citizens PCS during the pandemic: We opened a school for the first time, serving students in early childhood, some of whom never attended school due to the pandemic. Also, our young students did not yet have access to the COVID-19 vaccine; therefore, we knew that we had to be strategic in our approach. Knowing this, we worked with our families



to ensure we developed a level of trust during the months prior to our school opening our school doors. Then, we implemented systems to ensure our students and staff were safe. This included, but was not limited to:

- 100% of staff were fully vaccinated at the start of the school year.
- We administered saliva-based PCR testing to 100% of students and staff (who did not opt out) each week.
- We administered rapid antigen tests to all staff and students to enter each Monday.
- We implemented risk-mitigations strategies, such as universal and correct use of masks; handwashing and respiratory etiquette; and, cleaning and maintaining healthy facilities.

We are the first dual language immersion public charter school in Washington, DC, public to offer the top three languages in the world: Global Citizens is the first dual language school in the District of Columbia to offer the world's top three languages (Mandarin Chinese, Spanish, and English). We are raising children in an interconnected world where bilingualism is power and a global norm, and our children will be equipped to thrive as global citizens.

We started the school year fully staffed: Before the first day of school, all of our staff members were hired. We knew how important it would be to ensure we opened our school to students with all of the staff members needed for them to succeed. Knowing this, we implemented a rigorous application process and worked hard to recruit the right staff members who had knowledge, experience, skills, and essential mindset that we pre-determined as vital for successfully teaching and serving our students.

More than half of our student population lives in Wards 7 and 8: We intentionally sought a school location in Ward 7. Out of 25 dual language immersion schools in the District, only two (2) were located East of the Anacostia River. We opened Global Citizens to provide equitable access to language immersion programs to students and families who live in Wards 7 and 8. We wanted to ensure that students would not have to travel across the district to have access to a language immersion school.

We implemented a successful distance learning program and Test-to-Stay (when needed): Since we opened Global Citizens during the pandemic, we created a plan for distance learning to ensure learning would not be interrupted due to possible cases of COVID-19. We implemented a 1-to-1 iPad program that allowed students to take the devices home (prior to the first day of school), and we also provided students and families with learning materials. Therefore, if/when we had to pivot to distance learning, we ensured students had everything they needed to



engage in learning. We were also able to implement a successful Test-to-Stay program after we received a CLIA waiver.

We have a school family satisfaction rate of over 100% as indicated by an annual end-of-year survey: All of our families have expressed that they are extremely satisfied with our level of communication with our school community regarding upcoming events, COVID-19 updates, classroom activities, and family requests throughout the school year. Families also love the school culture and positive relationships that we worked diligently to build in our school community. We have created a family-oriented environment, and families have expressed that they appreciate the things we do to ensure students are safe, loved, and engaged in learning each day.

C. LIST OF DONORS

4.0 Schools	Jennifer Dean
CityBridge Foundation	New Schools Venture Fund (NSVF)
Education Forward DC	Roberts Foundation

III. SCHOOL YEAR 2021-2022 DATA REPORT

School Year (SY) 2021-22 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: Global Citizens PCS
PCSB	Campus Name: Global Citizens PCS
PCSB	Grades served: PK3-PK4
PCSB	Overall Audited Enrollment: 60

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
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Student Count	33	27	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternat- ive	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
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: 95.10%
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: 6.70% (4 students)*



PCSB	Midyear Entries: 0.00% (0 students)*
PCSB	Promotion Rate (LEA): Not Applicable
School (SY20-21)	College Acceptance Rate: Not Applicable
School (SY20-21)	College Admission Test Score: Not Applicable
PCSB (SY20-21)	Graduation Rate: N/A

Faculty and Staff Data Points

School	Teacher Attrition Rate: 30.77%
School	Number of Teachers: 13 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows. <i>Please note that this includes 6 support teachers who share classroom and teaching responsibilities in the Pre-K classrooms.</i>
School	Teacher Salary: 1. Average: \$65,890.80 2. Range -- Minimum: \$60,000.00 Maximum: \$81,417.85
School	Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22. 1. Founder + CEO Head of School - \$310,800.05 2. Director of Operations - \$123,583.28

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21-22 Charter Sector Attendance Qlik application as of August 2022. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.



- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

APPENDICES

APPENDIX I: SY2021-2022 STAFF ROSTER WITH QUALIFICATIONS + RESPONSIBILITIES

STAFF LAST NAME	STAFF FIRST NAME	JOB TITLE (RESPONSIBILITIES)	QUALIFICATIONS
Archer	Rebecca	Dedicated Aide	BSW
Burchard	Trevin	Pre-K3 English Lead Teacher	BA
Can Chuc	Maria	Pre-K3 Spanish Support Teacher/Dedicated Aide	BA
Chang	Xue	Pre-K3 Chinese Support Teacher	M.Ed.
Flora	Sean	Director of Operations	MBA
Garzon Patino	Ada	Pre-K3 Spanish Support Teacher	BA
Hall	Courtney	Office & Operations Manager	BA
Huby	Sary	Pre-K4 Spanish Lead Teacher	BA
Jonas	Chloe	Pre-K4 English Lead Teacher	BS
Li	Yaoru	Pre-K4 Chinese Lead Teacher	M.Ed.
Li	Hui	Chinese Instructional Coordinator	M.Ed.
McClaine	Sharne	Extended Learning Coordinator	AA
Moriconi	Larissa	Pre-K3 Spanish Lead Teacher	AA
Ni	Menghao	Pre-K4 Chinese Support Teacher	MS
Pettus	Jasmine	Special Education Teacher	M.Ed.
Rodriguez	Ericka	Pre-K4 Spanish Support Teacher	GED



Sandoval	Irene	Pre-K Spanish Support Teacher/Dedicated Aide/Extended Learning Teacher	Some college
Smith	Natalie	Founder + CEO CFO Head of School Principal	Ph.D.
Song	Jiashu	Pre-K3 Chinese Lead Teacher	MM
Williamson	Shedon	Director of Curriculum & Instruction	MAT

APPENDIX II: SY2021-2022 BOARD ROSTER

NAME	ROLE/MEMBERSHIP	DC RESIDENT?
Taura Smalls	Board Chair	Yes
Robin Roopnarine, Esq.	Board Treasurer	No
Robert Crosby	Board Secretary	Yes
'Iolani L. Bullock	Board Trustee	Yes
Dora Currea	Board Trustee	Yes
Malanda Daniel-Worrell	Parent Board Trustee	Yes
Kristal Quarker Hartsfield	Parent Board Trustee	Yes
Jenifer Moore	Board Trustee	No
Bisi Oyedele	Board Trustee	Yes
Lisa Gail Rucker	Board Trustee	Yes
Natalie Smith, Ph.D.	Board Trustee	No

APPENDIX III: UNAUDITED YEAR-END 2021-2022 FINANCIAL STATEMENT

Balance Sheet		SY21-22
Copy		
Current Assets		
Cash and Cash Equivalents		160,549
Accounts Receivable		110,617
Other Current Assets		29,510
Current Assets Total		300,676
Noncurrent Assets		
Operating Fixed Assets, Net		777,886
Noncurrent Assets Total		777,886
TOTAL ASSETS		1,078,562
LIABILITIES		
Current Liabilities		
Accounts Payable		45,708
Credit Accounts		717
Other Current Liabilities		51,547
Current Liabilities Total		97,972
Long-Term Liabilities		
Long-Term Debt		686,964
Loan costs, Net		(12,129)
Long-Term Liabilities Total		674,835
TOTAL LIABILITIES		772,807
EQUITY		
Retained Earnings		3,473
Net Revenue		302,282
TOTAL EQUITY		305,755
TOTAL LIABILITIES AND EQUITY		1,078,562

Income Statement		Actuals
Revenue		
State and Local Revenue		1,402,686
Federal Revenue		740,587
Private Grants and Donations		842,521
Earned Fees		81,416
Donated Revenue		-
Total Revenue		3,067,210
Expenses		
Salaries		1,533,732
Benefits and Taxes		336,572
Contracted Staff		-
Staff-Related Costs		31,748
Rent		10,603
Occupancy Service		35,391
Direct Student Expense		232,479
Office & Business Expense		282,098
Donated Expense		-
Contingency		-
Total Ordinary Expenses		2,462,621
Net Operating Income		604,589
Extraordinary Expenses		
Interest		11,107
Depreciation and Amortization		277,910
Total Extraordinary Expenses		289,018
Total Expenses		2,751,639
Net Income		315,571



APPENDIX IV: FY23 BUDGET

Global Citizens Public Charter School FY23 Budget			
Income Statement			SY22-23
Revenue			
	State and Local Revenue		3,010,929
	Federal Revenue		229,370
	Private Grants and Donations		260,000
	Earned Fees		224,560
	Donated Revenue		-
Total Revenue			3,724,859
Operating Expense			
	Salaries		2,084,790
	Benefits and Taxes		493,688
	Contracted Staff		-
	Staff-Related Costs		49,486
	Rent		10,603
	Occupancy Service		36,017
	Direct Student Expense		373,146
	Office & Business Expense		356,403
	Donated Expense		-
	Contingency		37,249
Total Operating Expense			3,441,382
Net Operating Income			283,477
Interest, Depreciation			
	Depreciation and Amortization		621,436
	Interest		9,862
Total Expenses			4,072,680
Net Income			(347,820)
Adjustments To Cash Flow			SY22-23
Net Income			(347,820)
Add Depreciation			621,436
Operating Fixed Assets			(79,432)
Other Operating Activities			51,338
Facilities Project Adjustments			(26,320)
Total Cash Flow Adjustments			567,022
Net cash increase for year			219,202



Analysis			SY22-23
	Beginning Cash Balance		261,073
		Net cash increase	219,202
	Ending Cash Balance		480,274
	Available for Debt Service		
		Net Income	(347,820)
		+ Deferred rent	10,603
		+ Deprecation and Amortization	621,436
		+ Interest	9,862
	Total Available for Debt Service		294,080
	Debt Service		
		Interest	6,733
		Principal	29,449
	Total Debt Service		36,182
	Debt Service Coverage Ratio (DSCR)		8.13
	Daily Expense		9,455
	Days of Cash		51