



COMMUNITY COLLEGE PREPARATORY ACADEMY

2021-2022 Annual Report

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I. School Description

A. Mission Statement

The mission of the Community College Preparatory Academy is to provide an innovative and rigorous education environment for under-credited adults who have aged out of the traditional K-12 public education system, and is supportive of their unique learning needs and successful in preparing them for 21st century employment, higher education and life-long learning.

B. School Program

Curriculum Design and Instructional Approach

For the past nine years, the school has focused on developing and enhancing programming to meet its initially-established outcomes, namely: Successful high school completion via the General Education Diploma (GED), a successful bridge to college as evidenced by “freshman level” placement on the ACUPLACER Examination, and successful completion of nationally-recognized certifications in a range of living-wage-producing career areas such as administrative support, IT, infrastructure and HealthTech.

From its inception, the school has implemented a “blended learning” model that is designed to support positive student movement toward increasingly more independent online learning. The school has used online adaptive curricular software, such as Pearson Vue and GED Ready, to support improved knowledge and skills in reading, language arts and mathematics, as well as introduction to online learning and a range of virtual national certification classes – all of which have embedded curricular frameworks.

In addition to rigorous real-time and online instruction, CC Prep has provided a defined system of “learning pathways” and the support of Student Success Specialists, whose role it is to provide academic counseling, career mapping and connections to social supports and assistance within the community.

The COVID-19 pandemic moved us to a more intentional virtual curriculum to better accommodate virtual learning. All certification classes have pre-determined curriculum frameworks that align to the national assessment requirements. Our hybrid instructional model was adapted to accommodate both in person and virtual students

Additionally, this past year we increased our support to all students through our intervention support plan. In this plan students receive academic support in both Math and English one to two hours per week embedded within their classes. The goal is to improve overall performance as well as to improve student NRS gains on the Test of Adult Basic Education.

Adult Student Involvement

This past year, we continued to support student engagement in community activities. We have an active Student Government Association that co-hosted listening circles where student concerns were voiced as well as recommendations made for improving communication, activities and schoolwide decisions. Our monthly Town Hall sessions were held monthly accommodating both in person and virtual students. Town Hall is an opportunity to celebrate student success around attendance and certifications progress as well as to provide school-wide updates for students. Throughout the year, we hosted self-improvement activities and non-academic personal growth seminars designed to boost confidence and promote engagement. This included paint & sip classes, financial planning, exercise courses, as well as Father's and Mother's Day celebrations.

Post Response to COVID-19

CC Prep continued to monitor and follow local safety guidelines by making available to both students and staff weekly on-site testing as well as the availability of testing kits and personal protection equipment. Students continued to adjust to a blended learning model with many preferring to continue with virtual or asynchronous instruction. Staff members continued to receive intensive training on online lesson plan development and support in order to implement the use of new tools to support student learning. Student progress continued to be monitored daily with built-in touchpoints for both teachers and Student Success Specialists to ensure each student's consistent attendance and capacity to manage their educational pacing.

II. School Performance

A. Performance and Progress

CC Prep continues to embrace its mission and objective to be "innovative" by pivoting our curriculum and programs to support online learning. Our curriculum and protocol adjustments as a result of the global pandemic have required our students to adjust with us. Despite the challenges, we have seen student commitment to their own continued development in education persevere through the innovation creative work of our entire team. The hunger and drive to discover their potential is the foundation for lifelong learning we encouraged all year. It's something

they not only keep for themselves, but can also inspire in others and eventually, hopefully, create a movement – in our community, and beyond.

CCPrep has moved slowly but steadily toward meeting its mission of empowering students to be prepared for post-secondary education, work skills development and lifelong learning. While we have continued to grow in terms of our student progress goals, inconsistent attendance and high dropout rates have directly impacted both GED and ACCUPLACER targets and we are performing at approximately 60% of our target, in terms of attendance.

As a performance measure CC Prep adopted the PMF to measure our goals and academic achievement expectations outlined in our charter. At the close of the 21-22 SY, 56 more students were needed to post-test to meet the 60% threshold for Persistence for the Progress measure to populate. 103 Students increased at least 1 EFL/NRS Level in their lowest scale score area (32 Students in Reading, 71 Students in Math). 74 Students increased at least 1 EFL/NRS Level in Reading, 80 Students increased at least 1 EFL/NRS Level in Math. 143 Students increased at least 1 Scale Score Point in Reading, 155 Students increased at least 1 Scale Score Point in Math.

Although the DCPCSB did not produce scores for SY 21-22, our overall performance on our leading indicators fell short of several of the floors required to earn points towards our PMF rating if we were to have been scored. In the areas of progress, persistence, attendance and career & college readiness zero points were earned as a result of performance falling just below our targets. In the area of student achievement 4.5 points were earned out of 7.5 points. Although our performance data showed less than expected outcomes, there were several programmatic changes that were initiated to improve future performance across the board.

This school year, we tested more than 50% of our program participants using the TABE. Evidence now indicates that the average reading score upon entrance has maintained at an average 8th grade level in reading. We believe this sustained increase results from the recruitment of candidates seeking higher-level IT certifications.

The majority of our students, 52%, continued to identify high school completion via GED Testing as their goal. Approximately 7% indicated that college enrollment is a goal and an increasing number, 29%, are seeking national certifications and/or entry-level employment as a primary or additional goal for themselves.

As previously noted, we completed the process of adjusting both curriculum and instruction to better align with the major changes in the GED Test. The GED Test is now completely computer-based and aligns with the common core standards for high school completion and college readiness. We redesigned both content and instructional strategies. More importantly, we counseled students to fully apprise them of the time commitment required for effective preparation and have provided a Help Desk resource for students who have received CC Prep-issued devices. This Help Desk resource helps students troubleshoot any difficulties they may be having with their CCPrep-issued device, including user error and technical failures of the equipment itself, amongst any other issues a student may encounter.

We also continued the re-design the programming for ACCUPLACER. Less than 30% of our

students identified college entry as their career development pathway and we continued to focus on placing time increments on each stage of the process to ensure successful completion. We continued to offer workshops around the critical behaviors required for academic success.

B. Unique accomplishments

As previously mentioned, the onset of the COVID-19 pandemic has forced all of our schools to make major program and fiscal changes. Our Board and leadership have worked together tirelessly to adjust our budget to accommodate the purchase of both devices and MIFI internet access points for any of our 600 students requiring support. Additionally, we have redesigned the instructional program and provided continuous professional development for all staff – particularly instructional staff – to move toward a lesson plan design that affords both synchronous and asynchronous learning and moves us closer to our vision for a program delivery model that is both flexible and responsive.

C. List of donors

Name	Amount Donated
Thomas Gore	500
Cornelia Spinner	200
DC Government – SOAR Formula Combined	267,726
DC Government – SOAR ESSER Equivalent	274,572
DC Government – SOAR	28,000
DC Government – SOAR	58,353.34
City Works	63,000
Flamboyan	2,500
Tides Foundation-Google	1,000,000
COVID-19 PCR	10,000

School Year 2021-2022 Data Report

General Information	
LEA Name	Community College Preparatory Academy
Campus Name	Community College Preparatory Academy
Ages Served	18+
Enrollment by Grade Level	Adult Ed (AE)

Student Data Points	
Total Number of Instructional Days	212 (192 Regular, 20 Summer)
Suspension Rate	0%
Expulsion Rate	0%
Instructional Time Lost to Discipline	0%
In-Seat Attendance	48.05%
Average Daily Attendance	No Action Necessary - PCSB
Mid-Year Withdrawals	93 (As of Feb 28, 2022)
Mid-Year Entries	3 (As of Feb 28, 2022)
Promotion Rate	N/A
College Acceptance Rates	N/A
College Admission Test Scores	N/A
Graduation Rates	N/A

Teacher/Admin Data Points	
Teacher Attrition Rate	50% Retention Rate
Number of Teachers	13
Teacher Salary	Average: \$63,943.95 Range: \$45,000-76,500
Executive Compensation	\$180,000 \$153,000 \$132,600 \$107,100

Appendix I – Staff Roster; 2021-2022 School Year

Staff Member Name	Position Title
Misael Alvarenga	Technology Coordinator
Andrew Anderson	Receptionist
Olutayo Ayodeji	Interventionist
Liam Ball	CTE Coordinator
Terrence Bhegani	Student Support Coordinator
Jazmin Brown	Student Success Specialist
Milbert Brown	Interventionist
Tawana Bostic	Director, Student Enrollment Management Unit
Dimitri Callwood-Jackson	Student Success Specialist
Wayne Carter	Student Success Specialist
Ronald Drummond	Learning Facilitator
Teresa Etienne-Jefferson	Interventionist
Waldo Ford	Learning Facilitator
Lonnie Goode	Social Service Outreach Specialist
Thomas Gore	Interim Director, Student Enrollment Management
Hawanya Harper	Administrative Assistant
Alicia Harris	Learning Facilitator
Wallace Henry III	Director, Academics and Training
Tonya Hyman	Interventionist
Monica Jones	Board Liaison and Governance Administrator
Brittany King	Learning Facilitator
Melvey Lee	Learning Facilitator
Jason Lody	Chief Executive Officer
Jane Michalopoulos	Learning Facilitator
Lakaiya Miller	Administrative Assistant
Daron Newburn	Social Service Outreach Coordinator
Jules Ngangmeni	Interventionist
Norman Nixon	Student Success Specialist
Christian Noble	Employment Specialist
Latasha Owens	Employment Specialist
Denise Parker	Enrollment Manager
Eddie Parker	Executive Assistant to the CEO
Angeli Pollock	Learning Facilitator
Rachael PremDas	Data Analyst
Santana Questa	Communications and Marketing Manager
Jordan Reaves	Student Success Specialist
Andrea Robinson	Operations and Compliance Manager
LaShawn Sias	Assessment Coordinator
Victor Simms	CompTIA Facilitator
Cornelia Spinner	Chief Advocacy Officer
Bria Thomas	Student Success Specialist
Karen Todd	Recruitment and Retention Specialist

Marquita Vaughn	Recruitment and Retention Coordinator
Theresa Watson	Administrative Assistant
Shannon Webster	Student Wellness Manager
Lakeyla Whitaker	Student Success Specialist
Bria Wimbish	Instructional Coach
Tavon Young	Shuttle Bus Driver

The CCPrep staff members have obtained various degrees, diplomas, certifications and qualifications, allowing them to bring a variety of educational backgrounds and experiences for our students to learn from and potentially model after as they complete our programs.

Degree/Qualification Type	Staff Percentage
Doctorate degree	6%
Master's degree	16%
Bachelor's degree	22%
Specialized certifications	20%
High school diploma	20%

Appendix II – Board Roster; 2021-2022 School Year

Role	First Name	Last Name	DC Resident
Board Chair	Monica	Ray	Yes
Vice Chair	Ashley	Mitchell	No
Treasurer	Christopher	Earley	Yes
Member	Clyde	Edwards	Yes
Member	Darya	Davis	Yes
Member	Jovanda	Warren	Yes
Member	Darell	Gaston	Yes
Member	Layvon	Washington	Yes

Appendix III – Year-End Financial Statement; 2021-2022

Community College Preparatory Academy Statement of Financial Position As of June 30, 2022

Balance Sheet	6/30/2021	6/30/2022	6/30/2022
Assets	Last Year	Current	Year End
Assets			
Current Assets			
Cash	6,690,150	9,394,426	9,394,426
Accounts Receivable	798,837	751,359	751,359
Other Current Assets	179,567	141,430	141,430
Intercompany Transfers	0	0	0
Total Current Assets	7,668,553	10,287,215	10,287,215
Noncurrent Assets			
Facilities, Net	433,171	703,306	703,306
Operating Fixed Assets, Net	318,824	222,594	222,594
Total Noncurrent Assets	751,994	925,899	925,899
Total Assets	8,420,547	11,213,114	11,213,114
Liabilities and Equity			
Liabilities and Equity			
Current Liabilities			
Accounts Payable	193,722	165,044	165,044
Other Current Liabilities	822	0	0
Accrued Salaries and Benefits	0	0	0
Total Current Liabilities	194,545	165,044	165,044
Equity			
Unrestricted Net Assets	5,198,149	8,226,002	8,226,002
Net Income	3,027,854	2,822,068	2,822,068
Total Equity	8,226,002	11,048,070	11,048,070
Long-Term Liabilities			
Other Long-Term Liabilities	0	0	0
Total Long-Term Liabilities	0	0	0
Total Liabilities and Equity	8,420,547	11,213,114	11,213,114

Community College Preparatory Academy
Statement of Activities - FYE 2022 Actual vs. FYE 2022 Budget
July 2021 through June 2022

Income Statement	Year-To-Date		Variance
	Actual	Budget	
Revenue			
State and Local Revenue	7,965,831	8,250,117	(284,286)
Federal Revenue	649,170	352,852	296,318
Private Grants and Donations	1,044,562	0	1,044,562
Earned Fees	84,697	0	84,697
Total Revenue	9,744,260	8,602,968	1,141,292
Expenses			
Salaries	3,167,681	3,911,796	744,115
Benefits and Taxes	964,628	1,015,763	51,135
Contracted Staff	133,434	111,000	(22,434)
Staff-Related Costs	43,415	61,300	17,885
Rent	965,941	984,144	18,203
Occupancy Service	502,075	447,000	(55,075)
Direct Student Expense	387,478	454,500	67,022
Office & Business Expense	613,060	626,427	13,367
Contingency	0	825,011	825,011
Total Expenses	6,777,713	8,436,941	1,659,228
Operating Income	2,966,547	166,028	2,800,519
Extraordinary Expenses			
Depreciation and Amortization	144,479	165,437	20,958
Total Extraordinary Expenses	144,479	165,437	20,958
Net Income	2,822,068	591	2,821,477

Appendix IV – Approved Budget; 2022-2023

Community College Preparatory Academy FY 2022 -2023 Budget

Revenue	
State and Local Revenue	8,444,282
Federal Revenue	600,000
Private Grants and Donations	-
Earned Fees	-
Donated Revenue	-
Total Revenue	9,044,282
Operating Expense	
Salaries	4,097,616
Benefits and Taxes	1,140,839
Contracted Staff	165,000
Staff-Related Costs	157,500
Rent	684,504
Occupancy Service	315,000
Direct Student Expense	555,275
Office & Business Expense	775,916
Donated Expense	-
Contingency	862,136
Total Operating Expense	8,753,786
Net Operating Income	290,496
Interest, Depreciation and Amortization	165,437
Interest	-
Total Expenses	8,919,223
Net Income	125,059

FUNCTIONAL EXPENSES***Personnel Salaries and Benefits***

Principal/Executive Salary	691,409
Teachers Salaries	1,223,225
Special Education Salaries	
Other Education	
Professionals Salaries	1,266,406
Business/Operations Salaries	578,199
Administrative/Other Staff Salaries	125,000
Employee Benefits and Payroll Taxes	1,066,169
Subtotal: Personnel Expense	4,950,409

Direct Student Expense

Educational Supplies and Textbooks	87,550
Student Assessment	
Materials/Program Evaluation	118,000
Contracted Student Services	274,745
Food Service	
Other Direct Student Expense	162,933
Subtotal: Direct Student Expense	643,228

Occupancy Expenses

Rent	986,923
Depreciation (facilities only)	
Interest (facilities only)	
Building Maintenance and Repairs	50,000
Contracted Building Services	369,435
Other Occupancy Expenses	92,000
Subtotal: Occupancy Expenses	1,498,358

General and Administrative Expenses

Office Supplies and Materials	54,914
Office Equipment Rental and Maintenance	35,000
Telephone/Telecommunications	55,000
Legal, Accounting and Payroll	115,000

Services	
Insurance	10,450
Transportation	
Professional Development	115,000
PCSB Administrative Fee	83,239
Management Fee	
Interest Expense (non-facility)	
Depreciation and Amortization (non-facility)	165,437
Other General Expense	1,065,794
Subtotal: General Expenses	1,699,833
TOTAL EXPENSES	8,791,827