



Mary McLeod Bethune
Day Academy PCS



Annual Report

2021-22



1404 Jackson St. NE
Washington, DC 20017
www.mmbethune.org
(202) 459-4710

Board of Trustees
Patricia Callis, Chair

Narrative

I. School Description

A. Mission Statement

The mission of the Mary McLeod Bethune Day Academy Public Charter School is to implement a high performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.

School Program

Summary of curriculum design

Mary McLeod Bethune Day Academy PCS is an IB World School that was fully authorized in 2017. The IB Primary Years Program (PYP) program provides opportunities for inquiry based learning in each of our classrooms. Beginning in Prekindergarten-3, instruction is led by our Program of Inquiry (POI) in grades Prekindergarten through 6th grade. The PYP POI provides a description of transdisciplinary explorations that are tied to concepts of discovery and activities that are aligned to the Common Core in ELA, Math, Science and Social Studies. Through the POI and transdisciplinary teaching/learning, students engage in the arts and humanities in music, art, foreign language (Spanish), health and PE. are provided to students throughout the week. MMBDA looks to accomplish its mission by creating well-rounded students that are superior in academics, talent, and personal development. All of these aspects are characteristics associated with IB World Schools, which focus on developing students to be inquirers, knowledgeable, and caring people who work towards creating a better and more peaceful world through intercultural understanding and respect.





"The International Baccalaureate aims to develop inquiring, knowledgeable and caring people who help to create a better and more peaceful world through intercultural understanding and respect. A strong component of the IB program is an assurance that as we develop our students, each child develops their sense of "Agency". This means that the student is in the center of their learning and outcomes. MMBDA focuses on student development and awareness and demonstration of the IB Learner Profile: Inquirer, Thinker, Caring, Balanced, Knowledgeable, Open Minded, Risk taker, Communicator, Reflective and Principled.

As a result, MMBDA's two major curricula, Creative Curriculum (Early Childhood Pre Kindergarten 3 year old - 4 year old) and EngageNY (Kindergarten through 8th grade) have been bolstered by the IB curriculum framework as we continue to use inquiry and project based learning while establishing an international mindedness for our students' position in their global community.

IB has helped to further develop units of study using these curricula that center around six major trans-disciplinary themes: Who We Are, How We Express Ourselves, How the World Works, Where We Are In Place and Time, Sharing the Planet, and How We Organize Ourselves that are taught in a transdisciplinary setting where students learn about a given central idea and how that notion can translate into all content areas spanning from ELA, Mathematics, Social Studies, and Science to Art, Music, and Physical Education.

Our Middle School of 7th and 8th graders continue a full liberal arts program of teaching and learning. The curriculum is continued with problem based learning through the utilization of EngageNY and Eureka Math and is fully supported by the development of challenging and rigorous application of the CC, Next Generation Science standards, World Languages standards, and current use of technology standards. The standard ELA, math, science, social studies, health and PE classes are supplemented with a full “whole child-whole curriculum” with classes in art, music, Spanish, Latin, African American History, and Environmental Science.

Social-Emotional learning is critical for positive social, character, and talent development. All students in the school participate daily in our mindfulness program, Move this World, which is a research-based SEL curriculum that teaches individuals social and emotional skills that are necessary for life and academic success. These are otherwise known as social competencies. Social competency skills include responsible decision-making, resiliency, self-awareness, and self-regulation. On a daily basis, teachers, students and others in the school community participate in a computer based interactive exploration of evidence-based social emotional learning programs that are effective ways to promote students’ healthy social and emotional development, increase academic performance, and support young people’s success and well-being in school.

PARENT INVOLVEMENT EFFORTS DESCRIBING THE METHODS AND FREQUENCY OF PARENT INVOLVEMENT

We strongly believe that parental and community involvement are important to the educational process. Mary McLeod Bethune Day Academy commits time and resources to ensure that parents have agency in their child’s education. Knowing that parents have made choices for their child to attend MMBDA, the school fully respects and listens to parent voices as we provide an education community for the child and family. Feedback from annual parent surveys serve to inform adjustments and plans for the upcoming school year. Through partnerships with local businesses, environmental organizations, and government agencies, students’ education is expanded beyond the classroom. Parents are essential to the fulfillment of the Mary McLeod Bethune Day Academy PCS mission. Parents are informed of events, activities, and pertinent school news via our website, newsletters, text messaging, personal phone calls, and meetings. A variety of planned activities are offered during the school year to involve parents and to offer them workshops and training so that they are the best advocates for their child’s well-being and education.

The McKinney-Vento Homeless Education Assistance Act provides assistance and support to homeless families through transportation, food, SMART cards, school supplies, and clothing.

- Online Parent meetings were instituted in SY 21 to support parent engagement.
- Quarterly Parent-Teacher conferences were convened via Google Classrooms.
- The school convened outdoor “Chat and Chew” meetings with school administrators and the Parent Involvement Coordinator. Coffee and donuts were provided.
- Parent communications were videos, Constant Contact emails, Remind text messages, monthly newsletters, updated web pages, and PTO notices.

- Vibrant PTO that provides teacher support, parental engagement, and opportunities for administration to meet with parents.
- Parents and staff assist in the annual coat, uniform and book bag/school supplies drives and receive and distribute donated coats, uniforms and book bags as needed.
- Washington Capital Food Bank - monthly food distribution at the school for any parent, staff member or community members.
- The McKinney-Vento Homeless Education Assistance Act provides assistance and support to homeless families through transportation, food, SMART cards, school supplies, and clothing.
- Report cards distributed 4 times per year
- Progress reports delivered 3 times per year
- Parent Orientation
- Student Award Programs

II. School Performance

A. Performance and Progress

THE EXTENT TO WHICH THE SCHOOL IS MEETING ITS MISSION, DETAILING PROGRAMS AND/OR METHODOLOGIES THROUGH WHICH THE SCHOOL PURSUES ITS MISSION

The aim of all IB Programmes is to develop internationally -minded people who, recognizing their common humanity and shared guardianship of the planet, have the character to help create a better and more peaceful world. The IB learner profile permeates every aspect of what we do, and it defines what IB learners—both teachers and students—strive to be.

As a means to augment MMBDA's existing character development program, we have incorporated IB World School's IB Learner Profile as a means of bolstering positive academic and citizenship characteristics for all of our students. Each month, we focus on the Learner Profile. Students are recognized daily and weekly when they have demonstrated the highlighted characteristic. At the end of each month, every classroom selects a student that has most embodied that IB Learner Profile and they are recognized with a certificate and picture on the IB Learner Profile in the main hallway. On a daily basis, students can receive Bethune Bucks that can be used in the school store.

MMBDA has diligently worked to increase the academic achievement and the student test scores on the PARCC test, the high stakes test given to all third through eighth grade students. The Covid-19 wreaked havoc on most parts of life, especially schools. As students and teachers returned to the school building, it was necessary to adjust for learning loss, student and teacher absences, staff gaps and attrition and

the social emotional adjustments from the almost two-year absence from a whole school year in a school building. Our efforts to increase teacher quality, curriculum development, instruction, and leadership feedback continued during the virtual teaching/learning experience and were acclimated to a school year that required much more supports but not necessarily having the human resources to provide the full supports. Professional development focused on our curriculum but with emphasis on learning recovery, differentiation, social emotional supports. Students were engaged with and assessed using Edulastic for reading and mathematics while teachers continued the sequence of instruction using EngageNY. In an effort to increase the ELA scores, MMBDA partnered with One World Education, which provides an argumentative writing program with professional development to support writing, expression and critical thinking skills, introduced I-Ready ELA and Math into all classrooms, and other blended learning opportunities that are necessary skills for PARCC ELA success. All students were able to continue I-Ready reading and math support and intervention.

Mary McLeod Bethune Day Academy elected to adopt the PMF as its charter goals.

Teachers consistently use their common planning time to conduct data analysis within their class groups to better differentiate lessons. The school continues the use of Edulastic for benchmark data and to modify curriculum planning. In addition, the school uses I-Ready, an on-line instructional and remediation program for reading and math. I-Ready is built for the Common Core, and combines a valid and reliable growth measure and individualized instruction, which provides student instruction and practice as well as pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

The reading specialist and EL coordinator, along with the principal and assistant principal met with teams to discuss data points and further action. Parents have opportunities to log on to the I-Ready internet to see student progress.

The extent to which the school is meeting the goals and academic achievement expectations

A review of the school's strategic plan, data analysis of 2021 and surveys were used to develop our 2021 Continuous Education Plan and subsequent annual goals for academic growth was conducted with our Board, leadership team, teachers and parents. In addition, data was shared with teachers via Professional Development meetings so that teachers could carefully review data and trends to develop grade level and program level goals. The Administration surveyed teachers to prioritize needs for improving instructional delivery looking at teacher self-assessed need for instructional strategies, Danielson Framework, and technology. Due to all students not having sole use of technology devices available to them daily, academic performance data was skewed so that a growth/needs analysis was not able to be accurately determined.

I-Ready data, based on the September and February data was reviewed. The school was unable to fully conduct an end of the year assessment due to students unable to be assessed in a controlled environment. I-Ready data was provided to each teacher and teachers met in data review meetings to look at student growth and needs. Teachers used this data to determine need and to develop academic goals.

A review of the 2022 PARCC Math data revealed:

Proficiency Level 5: 1.45%
 Proficiency Level 4: 5.10%
 Proficiency Level 3: 9.48%
 Proficiency Level 2: 33.57%
 Proficiency Level 1: 50.36%

A review of the 2022 PARCC ELA data revealed:

Proficiency Level 5: 0%
 Proficiency Level 4: 13.3%
 Proficiency Level 3: 17.51%
 Proficiency Level 2: 32.84%
 Proficiency Level 1: 36.49%

PARCC Statewide test (Level 3, 4, and 5)	ELA SY15	ELA SY16	ELA SY17	ELA SY18	ELA SY19	ELA SY22	Math SY15	Math SY16	Math SY17	Math SY18	Math SY19	Math SY22
Approaching College and Career Ready	35%	53.4%	44.8%	53%	49%	17.5%	29%	36.2%	36.6%	49%	48%	9.5%
College and Career Ready and Above	15%	20.2%	13.4%	25%	24.5%	13.1%	9%	11%	12.8%	20%	22%	6.6%

I-Ready Data

i-Ready	Reading	Math
Tier 1	9%	7%
Tier 2	49%	38%
At Risk for Tier 3	43%	65%

Correlation between i-Ready Diagnostic and PARCC

ERIA collected data from approximately 38,000 students across seven districts in Washington, DC, New Jersey, and New Mexico. These districts were selected for participation in the study specifically to be representative of the consortium in terms of factors such as urbanity, race/ethnicity, and socioeconomic status (using National School Lunch Program as a proxy). The research study found a strong correlation between I-Ready Diagnostic scores and scores on the PARCC test administered during the 2017–2018 school year. Correlations are one of the most commonly used and widely accepted forms of validity evidence. Correlations demonstrate that when students score high on one assessment, they also tend to score high on the other, and similarly, when students score low on one assessment, they also tend to score low on the other. A high correlation between two assessments provides evidence that the two assessments are measuring similar constructs.



Unique Accomplishments

- On February 15, 2022 the Board of Trustees of the American Academy for Liberal Education (AALE) reviewed the report on the required site visit conducted on November 8, 2021 at Mary McLeod Bethune Day Academy PCS – Brookland (MMBDA-Brookland) and Mary McLeod Bethune Day Academy PCS – 16th Street (MMBDA- 16th Street) in fulfillment of a requirement set by the Board at the time of the schools’ renewals of PK-12 accreditation on July 26, 2021. The AALE Board found sufficient evidence in the site visit report to affirm that accreditation for each school has been renewed through July 31, 2026.
- Seven students applied, auditioned, and were accepted to the Duke Ellington School of the Arts High School, a highly competitive specialty school. All seven students were members of the MMBDA Drumline and auditioned for the drumming program at Duke Ellington School of the Arts.
- Mary McLeod Bethune Day Academy provided free food to over 100 families through the Capital Area Food Bank’s Family Markets, which provides food (non-perishable items and fresh produce) to school families free of charge once a month. The Capital Area Food Bank brings the food to the school one day a month.
- The school Garden Club and Environmental Science program re-established partnership with the DC Youth Garden Program.
- The school partnered with NSBE to provide STEM activities for students on the weekends and afterschool programs.
- Tutors were hired to provide one-on-one high quality tutoring to identified students during the day. Students received a minimum of 2 half hour sessions per week in reading and/or math.

List of Donors

Donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2021-22 school year.

Capital Area Food Bank
Lauren Beecher
Linda Guidi
Martin L. Severe
Brookland Union Baptist Church
Redeemer City Church
Mary McLeod Bethune Day Academy PCS PTO
One Common Unity Social Services

SCHOOL YEAR 2021-2022 DATA REPORT

The data points listed below will be included in each campus's Data Report.

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

Source	Data Point
PCSB	LEA Name: Mary McLeod Bethune Day Academy PCS
PCSB	Campus Name: Mary McLeod Bethune Day Academy PCS
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 342

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	26	35	50	43	28	30	30	27	27
Grade	7	8	9	10	11	12	Altern ative	Adult	SPED*
Student Count	15	31	0	0	0	0	0	0	0

Student Data Points

School	Total number of instructional days: 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: 1.20%
PCSB	Expulsion Rate: 0.29%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.04%
PCSB	In-Seat Attendance: 86.20%

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: 11.40% (39 students)*
PCSB	Midyear Entries: 1.80% (6 students)*
PCSB	Promotion Rate (LEA): 100.00%
School (SY20-21)	College Acceptance Rate:

School (SY20-21)	College Admission Test Score:
PCSB (SY20-21)	Graduation Rate: N/A

Faculty and Staff Data Points

School	Teacher Attrition Rate:
School	Number of Teachers: "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.
School	Teacher Salary: Average: \$ Range -- Minimum: \$ Maximum: \$
School	Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22.

TEACHER/ADMIN DATA POINTS

Source	Data Point
School	Teacher Attrition Rate 43.75%
School	Number of Teachers "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.

School	Teacher Salary 1. Average: \$ \$59,867 Minimum: \$ \$52,299 Maximum: \$ \$97,856
School	Executive Compensation Executive Director -\$172,482 Principal - \$130,000 Finance Manager -\$116,000 Assistant Principal - \$120,000 Special Education Coordinator - \$100, 786

Appendices



STAFF ROSTER FOR SY 2021-22 SCHOOL YEAR THAT DETAILS ALL STAFFS QUALIFICATIONS AND RESPONSIBILITIES

Name		Position	Educational Attainment
Aleem	Inshirah	SPED Coordinator	Master's
Anderson	Julia	ECE Teacher	Bachelor's
Belt	Shaia	MS Teacher	Bachelor's
Blanco	Sonia	Food Service Worker	High School
Boxley	Marlinda	SPED Coordinator	JD
Brockenberry	Devan	Teacher Asst.	2 yrs.college
Bryant	Malika	Art Teacher	Bachelor's
Bryson	Stacii	Finance Manager	Bachelor's
Bunn	Mary	Executive Assistant	Bachelor's
Butler	Tiffany	Elementary Teacher	Master's
Cabrera	Maria	Elementary Teacher	Bachelor's
Caleb	Samuel	Maintenance	Associates
Chitty	Crystal	ELA Teacher	Bachelor's
Coats	Ivelisse	Dedicated Aide	High School
Cole	Don	Facilities Mgr.	Bachelor's
Cooks	Tonette	Data Manager	Associates
Cornwell	Keaira	Admin. Assistant	High School
Cortes	Elena	Elementary Teacher	Bachelor's
Cotton	Ernest	ELL Coordinator	Master's
Crawford	Douglas	Af-American History	Master's
Crestwell	Carlese	Elementary Teacher	Bachelor's
Davenport	Denisha	School Counselor (Davis)	Master's
Debado	Blanca	ECE Teacher	Bachelor's
Diamod	Erin	Af-American History	Master's
Durant	James	Security	High School
Ecleo	MaFilipina	ECE Teacher	Bachelor's

Edmonds	Alexandra	Teacher Asst.	2 yrs.college
Edmonds	Sandra	Instructional Coach	Master's
Edwards	Lisa	Admin Assistant	High School
Escobar	Maria	Envir Science	Bachelor's
Evans	Simone	MS Teacher	Bachelor's
Ezell	Taria	Before/Aftercare Coordinator	High School
Fredericks	Lauren	Elementary Teacher	Master's
Garcia	Monica	Elementary Teacher	Bachelor's
Gonzales	Santos	Elementary Teacher	Bachelor's
Gourdine	Sandra	Teacher Asst.	Bachelor's
Grandes	Judith	Elementary Teacher	Master's
Green	John	School Driver	High School
Gregory	Johnnie	Food Service Worker	High School
Guerrero	Cecilia	Elementary Teacher	Bachelor's
Guidi	Linda	Elementary Teacher	Bachelor's
Guzman	Sulma	Elementary Teacher	Bachelor's
Hazel	Tianie	ECE Teacher	Bachelor's
Hazell	JohnWayne	Science	Bachelor's
Hernandez	Nuris	ECE Teacher	Bachelor's
Hinton	Christina	Dedicated Aide	High School
Hopkins	Tolisha	Asst. Principal	Master's
Hopkins	Jessica	Art	Bachelor's
Houston	Irlean	Elementary Teacher	Master's
Jafari	Sharon	Elementary Teacher	Bachelor's
Jones	Jessica	Instructiona Coach	Bachelor's
Joya	Yesenia	Dedicated Aide	High School
Kolb	Kent	SPED Case Manager	Master's
Little	Rolanda	School Support Services Coord	Master's
Mamiam	Johanna	Principal	Master's
Martinez	Jenny	ECE Teacher	Master's
McCune	David	EC Music	Bachelor's
McKay	Linda	Executive Director	Doctorate

McKay	Marcus	Business Manager	Bachelor's
Mendez	Emma	Teacher Asst.	CDA
Menendez	Bryan	EC Teacher Asst.	2 yrs.college
Miji	Joao	EC Movement	Bachelor's
Mohamoud	Asma	ECE Teacher	Bachelor's
Mora- Mendez	Dora	ECE Teacher	Master's
Morton	Natalie	Latin Teacher	Master's
Ordonez	Victoria	EC Teacher Asst.	Master's
Otunba	Peter	Elementary Teacher	Bachelor's
Owens	Clifford	Principal	Master's
Padilla	Hernan	Health/PE	Bachelor's
Powell	Jermal	Instructiona Coach	Master's
Randall	Sandra	EC Teacher Asst.	CDA
Regnifo	Vilma	Elementary Teacher	Master's
Roberts	Faith	Teacher Asst.	2 yrs.college
Russell	Giovanni	IT Specialist	Bachelor's
Sanchez	Marina	Food Service Worker	Food Handler's License
Sayyad	Khalil	Food Service - Manager	Food Handler's License
Shivers	Brian	Behavioral Specialist	Bachelor's
Singh	Sanjay	Asst. Principal	Master's
Smith	Dedra	Elementary Teacher	Bachelor's
Sotomayor	Luis	MS Teacher	Bachelor's
Spruill	Robyn	Music	Master's
Taylor	Felicia	ELA/Social Studies	Bachelor's
Tisdale	Vanessa	MS Teacher	Master's
Tolliver	Barrington	Parent Involvement	Master's
Vasquez	Gladys	Food Service Worker	Food Handler's License
Velasquez	Silvia	Food Service Worker	Food Handler's License
Wellington	Inez	Social Studies	Master's
Williams	Jimia	Elementary Teacher	Master's
Williams	Alexandra	ECE Teacher	Bachelor's
Williams-Lee	Alexis	Spanish	Bachelor's
Wise	Ethan	Envir Science	Bachelor's

Board roster for 2021-22 school year:



BOARD ROSTER

SY 2021-2022

Patricia Callis, Chair/Community

Chief, Equal Employment Opportunity Div.
US Department of Interior
Washington, DC 20017
Email: p.callis@mmbethune.org

Jasmine Tucker, Parent Rep.

Nutritionist
TERRIFIC, Inc.
Washington, DC 20018
j.tucker@mmbethune.org

Pamela Cole

Realtor
Tri Star Realty
Upper Marlboro, MD
Email: p.cole@mmbethune.org

Delmar Parks - Treasurer

Senior Budget Officer
US House of Representative
Washington, DC
Email: d.parks@mmbethune.org

Azura Mason, Esq.

Litigation Analyst
Barclay Bank
New York, NY
Email: a.mason@mmbethune.org

Aminata Ahmadu - Parent Rep.

Vice President of Public Relations
Toastmasters International
Washington, DC 20009
a.ahmadu@mmbethune.org

Jimia Williams – Teacher Rep.

Teacher
Mary McLeod Bethune Day Academy PCS
Academy PCS
Washington, DC 20017
Email: j.williams@mmbethune.org

Linda McKay, Ed.D. – Ex-Oficio

Founder and Executive Director
Mary McLeod Bethune Day
Washington, DC 20017
Email: l.mckay@mmbethune.org

Unaudited Year-end 2021-22 Financial Statement

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10/26/22

Accrual Basis

Mary McLeod Bethune Day Academy PCS
Income Statement
 July 2021 through June 2022

	Jul '21 - Jun 22
Income	
41000 - Per Pupil Funding	7,868,646.00
42000 - Federal Entitlements	408,674.21
42500 - Federal Grants	1,106,494.07
43000 - Grants	11,112.17
45100 - Food Reimbursements	385,302.32
45200 - Before & After Care	84,790.00
45300 - Fundraising	2,775.35
46000 - Misc. Income	8,388.93
49999 - Suspense Income	22.74
Total Income	9,876,205.79
Gross Profit	9,876,205.79
Expense	
50100 - Administrative	1,008,462.60
50200 - Instructional	2,822,317.84
50208 - Student Support	763,532.35
50210 - Special Education	80,360.13
50220 - Summer School	90,609.04
50300 - Food Services	217,727.39
50400 - Transportation	25,409.96
50500 - Support Staff	115,094.45
50800 - Salaries Other	118,132.95
51000 - Payroll Taxes	447,036.98
52000 - Employee Benefits	811,665.56
60100 - Staff Development	27,882.80
60150 - Textbooks	4,672.32
60200 - Supplies (Instruct)	42,020.07
60350 - Instr. Comptrs/Software	213,609.57
60400 - Instruct Furn/Equip	131,258.33
60500 - Student Assment Matl	20,043.63
60600 - Contracted Services	408,332.46
60700 - Student Lunch	278,771.47
60750 - Lunch Other	18,641.04
60800 - Misc. Student Cost	32,326.41
60810 - Activities	12,355.72
60830 - Transportation	220,200.00
60900 - Bus Expense	36,223.90
70000 -Occupancy Expense	30,562.34
70100 - Rent/Lease	724,296.04
70200 - Bldg Supplies/Materials	88,595.30
70300 - Building Equipment	38,539.82

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Accrual Basis

Mary McLeod Bethune Day Academy PCS

Income Statement

July 2021 through June 2022

	Jul '21 - Jun 22
70400 - Bldg Maint/Repairs	12,621.95
70600 - Janitorial Supplies	1,528.48
70700 - Contracted Bldg Svcs	419,027.30
70800 - Leasehold Improvements	112,744.45
80000 - Office Expenses	86,036.52
90000 - General Expenses	301,254.82
90100 - Insurance	121,219.32
90300 - Bank Service Fees	2,118.92
90700 - Auto/Bus Expenses	819.00
99995 - Suspense	4,041.63
99999 - Voided Checks	0.00
Total Expense	9,890,092.86
Net Income	-13,887.07

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Accrual Basis

Mary McLeod Bethune Day Academy PCS
Balance Sheet
 As of June 30, 2022

	Jun 30, 22
ASSETS	
Current Assets	
Checking/Savings	
10100 - Bank of America #3042	110,552.38
10120 - B of A Checking #3055	301,941.77
10140 - B of A Savings #4674	2,159,651.38
10160 - PNC Checking	24,060.21
10170 - PNC Money Market	15,001.78
10320 - Suntrust #8916	20,210.21
10330 - Suntrust #3209	485,006.44
Total Checking/Savings	3,116,424.17
Accounts Receivable	
12000 - Grants Receivable	1,185,929.58
12100 - Accounts Receivable	211,518.11
12200 - Acct Receivable - Other	5,744.76
Total Accounts Receivable	1,403,192.45
Other Current Assets	
12999 - Prepaid Expenses	417.31
Total Other Current Assets	417.31
Total Current Assets	4,520,033.93
Fixed Assets	
13200 - Computers/Printers	141,950.45
13300 - Furniture/Equipment	74,679.26
13400 - Automobiles	26,622.96
13500 - Leasehold Improvements	853,607.77
13600 - Property	764,894.08
Total Fixed Assets	1,861,754.52
Other Assets	
16000 - Security Deposits Asset	12,595.00
Total Other Assets	12,595.00
TOTAL ASSETS	6,394,383.45
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
20000 - Accounts Payable	203,970.55
Total Accounts Payable	203,970.55
Credit Cards	
10201 - PNC	6,085.24
Total Credit Cards	6,085.24
Other Current Liabilities	
21000 - Payroll Liability	447,269.79
22000 - Payroll Withholdings	(256.71)
Total Other Current Liabilities	447,013.08
Total Current Liabilities	657,068.87

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Accrual Basis

Mary McLeod Bethune Day Academy PCS

Balance Sheet

As of June 30, 2022

	Jun 30, 22
Long Term Liabilities	
24000 - Deferred Rent	1,174,553.86
Total Long Term Liabilities	1,174,553.86
Total Liabilities	1,831,622.73
Equity	
30000 - Opening Balance Equity	335,825.06
31000 - Unrestricted Net Assets	4,240,822.73
Net Income	(13,887.07)
Total Equity	4,562,760.72
TOTAL LIABILITIES & EQUITY	6,394,383.45

Approved 2022-23 Budget

Annual Operating Budget

School Name Mary McLeod Bethune
 Fiscal Year SY 2022-2023
 Student Enrollment 390

Contact Stacii S. Bryson
 Phone # 202-459-4710 ext 3646

<u>DESCRIPTION</u>	<u>Budget Amounts</u>
REVENUES	
Per Pupil Charter Payments	7,025,034
Facilities Allowance	1,208,472
Federal Entitlements	467,171
Other Federal Funding	1,937,517
Activity Fees	0
Other Income	87,500
TOTAL REVENUES:	\$10,725,694

EXPENSES	
<i>Personnel Salaries and Benefits</i>	
Administration Salaries	1,131,253
Instructional Salaries	3,368,496
Instructional Support Salaries	984,812
Special Education Salaries	369,430
Food Service Salaries	229,669
Transportation Salaries	29,311
Support Services Salaries	140,930
Instructional Salaries - Contracted	97,487
After School Service Salaries (Tutoring/CI	24,300
Bonus/Merit Pay	11,500
Employee Benefits	855,400
Payroll Taxes / Fees	531,536
Subtotal Personnel Costs:	\$ 7,774,124

*Number of
Employees*

12.00
57.00
11.00
4.00
6.00
1.00
5.00
-
-
-
96.00

<i>Direct Student Costs</i>	
Staff Development Costs	66,000
Textbooks	35,000
Instructional Supplies / Materials	63,200
Library / Media Center Materials	2,500
Instructional Furnishings/Computers/Mater	100,600
Student Assessment Materials	23,500
Contracted Instructional / Student Services	346,600
Lunch	293,500
Student Field Trip	0
Student Activities	41,500
Miscellaneous Student Costs	11,500
Student Bus/Transportaion	199,501
Subtotal Direct Student Costs:	\$1,183,401

<i>Occupancy Expenses</i>	
Rent / Lease	708,544
Building Supplies / Materials	20,000
Building Equipment Maintenance / Repair	12,500
Building Maintenance / Repairs	10,000
Utilities (Electric/Gas/Water/Internet)	187,500
Janitorial Supplies	5,000
Contracted Building Services	372,750

Annual Operating Budget

<u>DESCRIPTION</u>	<u>Budget Amounts</u>
Other Occupancy	132,850
Leasehold Improvements	0
Subtotal Occupancy Expenses:	\$1,449,144
<i>Office Expenses</i>	
Office Supplies / Materials	7,500
Office Equipment Purchase	5,000
Office Equipment Maintenance / Repairs	5,000
Telecommunications/website	18,500
Accounting/Legal Fees	50,000
Printing / Copying	1,500
Postage / Shipping	5,000
Advertising	5,000
Other	8,500
Subtotal Office Expenses:	\$106,000
<i>General Expenses</i>	
Insurance	107,000
Bank Fees	3,500
Meeting/Entertainment	6,500
Travel	500
Food Service	0
Consultant	1,000
DCPCSB Oversight Fee	107,257
Moving Expenses	8,000
Other General Expense	114,500
	\$348,257
TOTAL EXPENSES:	\$10,860,926
EXCESS (OR DEFICIENCY)	(\$135,232)

* *Cash on hand at the beginning of the year will be used to cover the current deficit.
In addition, we will still continue to diligently work towards reducing the deficit during the school year.*