



The Children's Guild DC Public Charter School

2015-16 Annual Report

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Narrative

School Description

SCHOOL MISSION

The Children's Guild Public Charter School is a tuition-free, publicly funded charter school open to all students in Washington, D.C. The campus is located in Ward 3 in Washington DC and serves students in kindergarten through eighth grade.

The Children's Guild District of Columbia Public Charter School's Mission: is to use the philosophy of Transformation Education to prepare all our students for college, career readiness, and citizenship in their community by developing in them critical thinking and creative problem solving skills, self-discipline and a commitment to serve a cause larger than themselves.

Our mission's overall goal is to prepare each student for success in the 21st century, giving them the knowledge, tools and confidence to function in an interconnected, dynamic global economy. The Children's Guild Public Charter provides an enriched curriculum of academic rigor, adventure-based learning, a focus on arts and technology in a school environment that stimulates all the senses. Students are encouraged to think creatively and solve problems with kaleidoscope thinking, i.e., finding more than one answer. Small class sizes and highly qualified, committed faculty allow the school to foster team building, character development and high academic achievement.

TRANSFORMATION EDUCATION

Transformation Education (TranZed) is an organizational philosophy that guides the creation of a school culture designed to transmit the values and life skills necessary for a successful life. The basic premise of this philosophy is that life is a journey of personal growth and enlightenment that comes from the continuous struggle and search for meaningful responses to life's challenges. TranZed embraces the journey experience of the student and incorporates it into the school's culture by aligning the school's beliefs and values with the look of the school building, the school's instructional approach, the mindset and behavior of the teaching staff, and the school's operating system.

The Children's Guild DC Public Charter School's physical environment is designed and equipped to:

- Foster integrated thinking
- Enhance critical thinking and creative problem solving
- Demonstrate connectedness to lifelong learning
- Apply lifelong learning to everyday living
- Emphasize respect for nature and the importance of caring for the physical environment

The Children's Guild DC Public Charter School's physical environment is brain compatible, meaning it meets the human brain's need for contrast, challenge and variety.

TranZed is manifested in the systems that operate throughout the school, throughout the community, and in the instructional program. These systems include:

- Student Support Center (SSC): The SSC is managed by the Director of Student Support and utilizes both support staff and trained clinicians in offered tiered behavioral interventions. The

primary focus is on building teacher capacity to create emotionally safe classroom through the mindset that all children want to succeed, and if they are struggling, it is up the adults to find the pathways to success. The second tier develops self-regulation skills in students through specific coaching. The third tier provides intensive work to mitigate the impact of trauma.

- Classroom communities: Each day includes community building in the classrooms through the use of reflective classroom meetings. All staff engages in daily reflections with groups of students around issues centered on caring, commitment and contribution.
- Culture Card: Each day, the staff engages in reflective dialogue around workplace expectations and the alignment of the culture in the school.
- Environment: The enriched environment is designed to connect the students to their role in the community by looking back at the history of the neighborhood as well as envisioning the future.

PROJECT-BASED LEARNING

Given fundamental levels of health, safety, and love, all people can and want to learn. Project-based learning (PBL) harnesses the natural passion to learn, by presenting learning experiences as expeditions into the unknown. PBL cultivates and fosters greater continuity of relationships between students and teachers, draws on the power of small groups, creates an in-depth and focused curriculum, and builds strategic links between school and community. We are a PBL school because the design offers us a vision that allows us to implement our curriculum in a consistently hands-on, interactive, rigorous and dynamic manner. TCGDC has developed a unique curriculum framework called TranZed Lenses for Teaching and Learning aligning the TranZed philosophy, content standards with Project Based Learning (PBL) to provide an authentic application of the subject and inter-disciplinary concepts. Arts Integration embeds the arts within the core academic subjects to foster engagement, aide in retention and enhance comprehension.

WHOLE BRAIN TEACHING

Whole Brain Teaching is another strategy that is incorporated into daily instruction. This program involves a high level of visual imagery and gesturing to support students in retaining information, repetition of directions and concepts, and an opportunity to build teamwork skills through the use of games.

BALANCED LITERACY

The Children's Guild Public Charter School uses a balanced and integrated approach to teaching literacy. Teaching literacy across the curriculum involves integrating the writing process and essential reading strategies in all subjects and providing consistent feedback to students about the use of writing and reading as thinking and learning tools. Consistent practices, rubrics and processes are developed and implemented across grade levels for supporting and assessing the literacy development of all students. The balanced literacy block is included in each student's schedule on a daily basis. During this time, explicit instruction is provided to students in the form of mini-lessons, guided practice, cooperative learning, independent practice and one-on-one conferencing with the teacher.

Reading instruction during the balanced literacy block uses Reading Workshop and Guided Reading to deliver explicit and differentiated reading instruction, as well as independent reading practice. During this time instruction focuses upon six core comprehension strategies (making connections, asking questions, visualizing, inferring, determining importance and synthesizing information) as well as decoding skills (print conventions, phonemic awareness, and phonological awareness).

In addition to reading leveled texts, students are provided with opportunities to utilize trade books, high interest nonfiction texts, newspapers and magazines and other forms of printed material. Instructional practices that support dialogue and critical thinking (i.e. literature circles, Socratic seminars, learning logs, jigsaws) are encouraged throughout the balanced literacy block.

Students are also provided with numerous opportunities to gain proficiency in writing for various purposes and audiences in Writing Workshop. Students use the writing process (brainstorming/prewriting, multiple drafts, revision with critique, editing and publishing) to create informative, entertaining, or persuasive and literary pieces. Through the use of models and exemplars, students develop an understanding of quality writing and are expected to produce multiple drafts and assess each draft against rubrics and exemplars. Additionally, students use critique protocols to receive feedback and to revise their work.

The core program in English/Language Arts and Math at TCGDC is EngageNY, a curriculum aligned to the Common Core State Standards. The modular structure of EngageNY allows for teachers to build thematic units. The lesson plan template requires the driving question from the thematic unit and the aligned standard from the Common Core. Teachers then differentiate instruction based on data from the iReady Diagnostic along with student work samples. In addition, the teachers utilize the Ready curriculum from Curriculum Associates to provide needed supplemental skills. Small group instruction is a critical aspect of the delivery program. Special educators push into the classroom and do pullout to provide targeted instruction. Teachers implement differentiated instructional practices to meet the needs of students who are substantially below grade level in reading and math. Instructional materials and resources are differentiated to meet the Lexile ranges (iReady) and level readers (Fountas & Pinnell) of the students including articles, novels, journals, close reading, internet articles, websites, remedial reading programs and educational software.

ASSESSMENT IN BALANCED LITERACY

In collaboration with specialists, teachers systematically assess student progress and track the growth of individual students. This is done by utilizing rubrics, keeping running records, conferencing with students, administering standards-based assessments, analyzing standardized test data and using recording forms and reader-response journals to document growth over time.

INTERVENTIONS

TCGDC utilizes a three tiered intervention program. Tier 1 is regular classroom instruction, differentiated as much as possible within the classroom to meet the individual students' needs. Through professional development opportunities, teachers are trained to analyze data from assessments given in class. Teachers work with coaches to plan next steps and utilize instructional resources accordingly. Teacher assistants are fully involved in the planning and collaboration process as possible. TAs assist students when students require remediation and feedback to the teacher to develop an action plan when necessary.

Tier 2 instruction is characterized by small group instruction (composed of three to six students), meeting three to four times each week for 30 to 60 minutes each, for nine to twelve weeks. The needs of these students are identified through the assessment process and instructional interventions are delivered from the focus of the specific targeted needs. Remediation of the targeted skill is provided in the small group setting using supplemental interventions identified for students at risk of not meeting academic standards. Special educators utilize Leveled Literacy and Voyager to address student literacy.

Tier 3 instruction is characterized by one-to-one or small group instruction (for one to three students), meeting daily for 30 to 60 minutes each, for nine to 12 weeks. Tier 3 students are considered to be at high risk for failure and if they are not responsive to an intensive, specific intervention may be candidates for identification as having special education needs. Supplemental interventions for students at high risk are provided at this level. Tier 3 services are provided in self-contained settings as well as pullout sessions with special educators.

LITERACY IN QUESTS

Within learning expeditions students are given opportunities to apply and review writing and reading skills and strategies developed in the balanced literacy block. Teachers integrate reading to teach content and to develop literacy skills. An anchor text(s) is chosen for read-aloud to help teach expedition content and protocols are used for structured discussions on expedition-related articles and texts. Additionally, learning expeditions include written projects and products that are generated through the writing process.

MATHEMATICS

Learning math involves understanding concepts, grasping procedures, and applying them to real-life contexts. In Project-Based Learning (PBL) schools mathematics is taught in an inquiry-based manner as emphasized by the Common Core Standard. The PBL approach focuses on big mathematical ideas, high quality student work, and structures for teaching math within and outside of learning expeditions. TCGDC math teachers invite students to find patterns and relationships, to become flexible problem-solvers, to articulate their reasoning, and to become metacognitive about their strategies. Teachers cultivate mathematical habits of mind: curiosity, risk-taking, perseverance, craftsmanship, and tolerance for ambiguity. Math class is often conducted as a workshop. It begins with a complex problem, and continues with independent or group work, a mini-lesson based on what students are struggling with or have discovered, sharing/comparing problem-solving strategies, and a synthesis of the day's learning. This sequence ensures that students are doing the thinking. We are using Engage NY as the core curriculum resource for Math instruction. The use of manipulatives in mathematics provide students with concrete examples of mathematical concepts and hands-on learning experiences.

SCIENCE AND SOCIAL STUDIES

At The Children's Guild DC Public Charter School, teachers will use learning expeditions and projects, problem-based content, and interactive instructional practices to foster inquiry in science and social studies. These disciplines will primarily be taught through learning expeditions that focus on big ideas rooted in content standards from the Next Generation Standards and the C3 State Social Studies Standards. Science and Social Studies instruction at TCGDC will require students to think, write, and research like social scientists or scientists, and to use the tools of inquiry specific to the disciplines studied. The in-depth investigations of science and social studies expeditions will focus on issues and problems that promote inquiry. Teachers will use instructional practices that invite curiosity and train students in inquiry.

HEALTH AND PHYSICAL EDUCATION

The Children's Guild DC Public Charter School believes that students must be healthy in order to learn and reach their full potential. As a school we consciously promote health and wellness, through nutritious meals that will be provided during breakfast and lunch. The physical education and health curriculum emphasizes developing and practicing strategies for healthy living through interactive participatory lessons. We believe strongly that students, just like adults, need a balance of both physical

and mental activity, and to spend time in outside environments. Students will spend time in outdoor activities throughout the year, unless it is raining or there are extreme temperatures.

ARTS INTEGRATION

The arts will be fully integrated into the scholastic program with the goal of encouraging creative expression, arts appreciation, and a positive sense of self. Classroom teachers will use the arts in workshops and learning expeditions as a means for helping students learn about society, culture, history, science and the human experience. Many of our projects ask students to work in an artistic medium such as drawing or painting, drama, architectural rendering, etc. Every student is involved in arts and music during their time at our school. This work in the arts often inspires students to care about their work, and helps them see their growth over time. We believe that the arts are for everyone. We intergrate the arts into almost all of the work we do.

TEACCH

TEACCH (Training and Education of Autistic and Related Communication Handicapped Children) provides the foundational structures that enable every student to succeed: environmental organization, schedules/routines, work systems and visual structures.

FIELDWORK

Fieldwork is a scheduled academic experience that takes students out into the world to do studies and investigations at various sites around the county, city, and state. Fieldwork is an integral part of the educational program at TCGDC. Field studies are carefully structured to address the learning goals of the expedition, and afford students rich opportunities to “learn on location.” Students interview experts, examine artifacts, conduct research, make observations, and gather data through note-taking, sketching, and photography. Fieldwork deepens and extends students’ understanding of the content and nurtures their skills as life-long learners. Quality work is the expectation during field study activities, just as it is during in-school activities.

Most fieldwork takes place at local museums, parks, nature centers, businesses, and historic sites, and lasts from one to five hours. At times, field studies to locations outside Washington, D.C. are planned when distant resources are central to our students’ understanding of the content of an expedition.

SERVICE LEARNING

The Children’s Guild DC Public Charter School is deeply committed to contributing to the wider community. Many of our learning expeditions will have a service component, in which students learn the value of giving back to others.

MORNING MEETING

Each morning every student in the building is involved in a Morning Meeting structure. This structure is designed to provide students with a daily opportunity to interact with grade-level peers and faculty in a way that promotes positive relationships, creates a sense of belonging, teaches students to value differences, and helps the group work together creatively. In addition to developing community, the Morning Meeting structure helps students understand and set realistic and rigorous character and academic goals while providing them ample opportunities to grow towards those goals. It is expected that all students attend their Morning Meeting, as they are seen as a vital component to the overall program at TCGDC.

PARENT ENGAGEMENT

Families are vital partners in their children's education and in the life of the school. We count on our student's families to attend all school conferences and exhibitions of student work. Caretakers are also counted on to check homework, go over all progress reports, and make sure students are reading at least 20 minutes each night. Families have a voice in school governance and are strongly encouraged to get involved by attending The Children's Guild DC Public Charter School board meetings the second Monday of the month, joining us on trips into the community, offering their expertise to enrich our lessons, or come and check-in with their child during the day. The school administration and faculty maintain communication through a number of different venues including Living Tree, newsletters, E-mail, personal phone calls and individual conferences.

Family members are encouraged to participate in the daily life of their child's classroom. The Children's Guild DC Public Charter School welcomes family members as volunteers to work with individual students or small groups under the direction of the classroom teacher. Parents will be encouraged to assist with lunch, class projects, reading with students, and/or sharing personal strengths, hobbies, jobs, etc.

School Performance

The Children’s Guild DC Public Charter is committed to high achievement for all students. In addition, it is the mission of TCGDC to prepare students to be productive members of society. This is achieved through the deliberate application of proven methods to reach all students. TCGDC purposefully addresses students across the spectrum of academic and behavioral gifts and challenges.

TCGDC understands that systems must be in place to achieve desired outcomes. These systems include a supportive culture for students and families, a stable and experienced staff, processes for utilizing data, instructional accountability and deep professional development.

STUDENT ENROLLMENT

The Children’s Guild DC Public Charter recruited students across the district with a special emphasis on Wards 7 and 8. The school, while located in Ward 3, drew a majority of students from Wards 7 and 8 (54%). In addition, the school attracted many students with special needs (40% of the students were identified with a disability, 11% homelessness, 100% community eligible for Free and Reduced Lunch) and poor academic performance (6% of students entering the school were proficient in the PARCC exams).

Student enrollment was volatile in the first three months of the school year and then stabilized. Student withdrawals after the first three months were related to transient housing and placement in out of state housing.

Student enrollment for the 16-17 school year has exceeded the enrollment from the 15-16 school year. Growth in enrollment peaks in the late elementary grades (3, 4 and 5).

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

Audited October 5 enrollment: 326

Grade	PK3	PK4	KG	1	2	3	4	5	6	7	8
Student Count	0	0	37	36	41	49	49	34	36	20	24

Total number of instructional days: 178 instructional days

	Full days 7 hours	Early dismissals 4 hours instruction	Late openings 5 hours instruction	Total hours
September	14			98
October	20			140
November	15			105
December	16			112
January	12		3	99
February	19	1		137
March	20	1		144
April	19	1		137
May	21			147
June	16			112
Total	178			1231

The Children’s Guild DC Public Charter School Goals and Academic Achievement Expectations

The School Corporation has selected the following as its academic achievement expectations and goals:

1. To ensure that all students receive the support necessary to meet or exceed the curriculum standards and acquire the life skills necessary to be college and career ready, as evidenced by:

iReady Assessment Reading

Reading

Annually, 50% of students at each grade level will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the iReady reading assessment.

Not Met: 42.1%

Annually, 50% of special education students at each grade level will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the iReady reading assessment.

Not Met: 36.8%

Progress towards Goals

iReady is a computer-adapted assessment that determines both grade level performance, based on a correlation with PARCC. In addition, iReady projects a growth based on a national sample by grade. As a whole, students did not meet the target of 50% of the students meeting their target. Students with disabilities also did not meet the target. A closer look reveals that the higher intensity of special education services, the smaller the number of students meeting the target.

Students did make progress over the course of the year, moving from 2 or more grade levels below to one grade level below. In addition, grades 4-7 demonstrated a higher growth than the national average.

TCGDC is committed to providing high quality interventions to students in regular and special education. This demands a high level of accountability to the instructional program.

Reading Target Met Count							
Level of Special Education Service	1	2	3	4	General Ed	Total Spec Ed	Grand Total
No	7	9	1	19	70	36	106
Yes	5	5	1	10	56	21	77
Grand Total	12	14	2	29	126	57	183

Reading Target Met Percentage							
Levels of Special Education	1	2	3	4	General Ed	Total Spec Ed	Grand Total
No	58.3%	64.3%	50.0%	65.5%	55.6%	63.2%	57.9%
Yes	41.7%	35.7%	50.0%	34.5%	44.4%	36.8%	42.1%
Grand Total	12	14	2	29	205	1	262

Proficiency Level	Above Level	On Level	1 Level Below	2 or More Levels Below	Total Below
THE CHILDREN'S GUILD – DC		54	92	151	243

Proficiency Level	Above Level	On Level	1 Level Below	2 or More Levels Below	Total Below
THE CHILDREN'S GUILD – DC	0.0%	18.2%	31.0%	50.8%	81.8%

Average of Diagnostic Gain					
Proficiency Level	Above Level	On Level	1 Level Below	2 or More Levels Below	Grand Total
THE CHILDREN'S GUILD – DC		39.24	34.77	15.46	26.12

Average of Diagnostic Gain								
Grade Level	1	2	3	4	5	6	7	8
One year's growth National Median	46	39	30	19	19	15	15	15
THE CHILDREN'S GUILD - DC	30.6	38.0	26.6	22.1	20.7	17.0	24.7	14.9

- Highlighted growth exceeded the national average.

iReady Math

Annually, 50% of students at each grade level will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the iReady math assessment.

Not Met: 38.9%

Annually, 50% of special education students at each grade level will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the iReady math assessment.

Met: 51.9%

Progress towards the goals:

Performance in math is tightly aligned to the Common Core State Standards. Teachers employ the EngageNY curriculum, but supplement with the Ready materials as a tier one intervention. In addition, students utilized the iReady instructional program to reinforce skills. While high intensity special education students met their targets, much work is needed to move students to proficiency. TCGDC was able to move students from two grade levels below at the beginning of the year to one grade level below. In addition, we saw an increase in the number of students at proficiency on iReady. Diagnostic gains were approaching the national median and exceeded the national median in fifth grade. Recruiting qualified math teachers was a goal for the coming year. In addition, there is a renewed focus on mathematics proficiency.

Count of Target Met							
Levels of Special Education	1	2	3	4	Gen Ed	spec ed total	Grand Total
No	6	8		11	69	25	94
Yes	5	7	2	13	44	27	71
Grand Total	11	15	2	24	113	52	165

Count of Target Met							
Levels of Special Education	1	2	3	4	Gen Ed	spec ed total	Grand Total
No	54.5%	53.3%	0.0%	45.8%	61.1%	48.1%	57.0%
Yes	45.5%	46.7%	100.0%	54.2%	38.9%	51.9%	43.0%
Grand Total	11	15	2	24	113	52	165

Math Count						
Proficiency Level	Above Level	On Level	1 Level Below	2 or More Levels Below	Total Below	Grand Total
THE CHILDREN'S GUILD - DC		55	88	150	238	293

Math Percentage					
Proficiency Level	Above Level	On Level	1 Level Below	2 or More Levels Below	Total Below
THE CHILDREN'S GUILD - DC	0.0%	18.8%	30.0%	51.2%	81.2%

Average Diagnostic Gain by Proficiency					
Proficiency Level	Level Above	On Level	1 Level Below	2 or More Levels Below	Grand Total
THE CHILDREN'S GUILD - DC		34.2	28.8	14.4	22.8
Grand Total	46.2	32.4	21.6	11.2	22.9

Math Average Diagnostic Gain by Grade Level								
Grade	1	2	3	4	5	6	7	8
Projected National Growth	32	32	30	28	22	22	13	13
THE CHILDREN'S GUILD – DC	29.3	29.5	17.9	26.6	22.9	18.6	6.9	11.0

- Highlighted data indicates growth higher than the national average

State Assessment

English/Language Arts

Annually, the percent of special education students in grades 3 through 11 scoring proficient or advanced on the state assessment in reading will exceed the state average for special education students for the reading assessment.

Not Met: TCGDC: 0% Charter Sector: 6.6%

Annually, the percent of non-special education students in grades 3 through 11 scoring proficient or advanced on the state assessment in reading will meet or exceed the charter sector average for non-special education students for the reading assessment.

Not Met: TCGDC: 5.7% Charter Sector: 33.6%

Progress towards the goals:

For students entering TCGDC for the first time in 2015, 126 students participated in the state assessment. Of those students, 6.8% of the students were proficient. Performance in ELA did not match the leading indicator from iReady, which is a reliable predictor of success. This requires a closer examination of the formatting of the state assessment in regards to how material is assessed in daily classroom instruction. Upon a closer examination, when looking at students who had two years of data, a majority of students did not change in proficiency levels. This requires an acceleration of learning to move students at least one level. TCGDC remains committed to moving students up in proficiency levels.

LEA Name	Subject	Percent Meeting or Exceeding Expectations	Percent Level 3+	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4	Percent Level 5
The Children's Guild PCS	ELA	3.2%	21.2%	51.3%	27.6%	17.9%	3.2%	0.0%

Change in Reading levels	Grades						Grand Total
	04	05	06	07	08		
-2		2			1	3	
-1	3	4	4	1	1	13	
0	25	17	17	9	7	75	
1	4	2	7	1	3	17	
2	4					4	
3					2	2	
Grand Total	36	25	28	11	14	114	

Math

Annually, the percent of special education students in grades 3 through 11 scoring proficient or advanced on the state assessment in math will exceed the state average for special education students for the math assessment.

Not Met: TCGDC: 0% Charter Sector: 7.6%

Annually, the percent of non-special education students in grades 3 through 11 scoring proficient or advanced on the state assessment in math will meet or exceed the charter sector average for non-special education students for the math assessment.

Not Met: TCGDC: 2.3% Charter Sector: 30.7%

Progress towards the goal:

Much work has to be done in grades four, five and six to achieve proficiency levels. The leading indicator, iReady, predicted a higher percentage of students scoring at the proficient level. This suggests that there is poor alignment between classroom instruction and the expectations of the state assessment. Teachers will plan appropriate rigor in collaborative planning to address the issue.

Subject	Percent Meeting or Exceeding Expectations	Percent Level 3+	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4	Percent Level 5
Math	1.3%	13.5%	47.7%	38.7%	12.3%	1.3%	0.0%

Change in Math levels	Grades					Grand Total
	04	05	06	07	08	
-2	2	1	2			5
-1	12	9	11	2	6	40
0	19	12	12	6	4	53
1	2	3	3	3	2	13
2	1				2	3
Grand Total	36	25	28	11	14	114

Attendance

Annually, the in-seat attendance rate will meet or exceed 90%.

Not Met: Daily attendance was 88.32%

Progress towards the goal:

TCGDC has convened a Care Team which will examine data weekly, including attendance issues. Each family will be contacted to ensure excellent attendance. Most students travel a distance via transportation provided by the school. Many students are in transient housing, so it is critical to keep the transportation provider of changes in residence. In addition, families need support in ensuring that their children arrive to school daily and on time.

TCGDC has aligned the school calendar to match the District of Columbia Public School Calendar, which we believe will provide more consistency in student attendance.

Month	Attendance
September	94.80%
October	88.30%
November	82.50%
December	76.60%
January	82.26%
February	90.07%
March	85.23%
April	89.4%
May	90.5%
June	83.26%
Total	88.32%

2. To create a safe, academically and socially-rich environment that enables students to utilize creative expression, be self-disciplined and make learning a life-long process as evidenced by:

Student Discipline

Annually, the school's rate for suspensions, long-term suspensions and expulsions will be lower than the rates for the state in the following categories: general education students and special education students.

Not Met: Suspension Rate: 23.3%; Charter Sector: 9.1%

Instructional Time Lost to Out-of-School Suspension Rate: 0.8%

Met: Expulsion Rate: 0.0%

Progress towards the goal:

Student suspensions peaked in October as the school implemented systems to manage student behavior. December saw a significant decrease in suspensions and that rate remained constant through the spring. Student discipline referrals also saw a decline in the winter months as the systems to manage student behavior became more effective. The use of the Student Support Center became institutionalized as teachers and support staff worked together to manage student issues. As the new school year starts, all systems are operating at efficiency and effectiveness.

Month	Suspensions
September	7
October	23
November	19
December	11
January	13
February	10
March	13
April	8
May	12
June	10
Total	126

3. To partner with parents, guardians, and the community as learning resources, as evidenced by:

The National School Climate Survey for Parents

Annually, the mean score on (the domains of Connectedness and Engagement will be 4.0 or higher on a scale of 1 (Strongly disagree) to 5 (strongly agree).

Not Met: 3.21 on a scale of 1 to 5.

Progress towards the goal:

The number of parent respondents was very low despite significant attempts to do outreach. The school is searching for ways to make the survey more accessible. There were several events in the spring that were highly regarded by the parents in terms of attendance and connectedness, but the administration of the survey was not successful. Parents are very receptive to text messaging but the access to a browser appears to be one if the issues. Connectedness was one of the higher parent scores, placing third out of 11 scores.

Gallup Poll

Annually, the grandmean of students will meet or exceed the national grandmean on the “Hopeful” domain on a scale of 1 (strongly disagree) to 5 (strongly agree) on the Gallup Student Poll. Hope is defined as the ideas and energy students have for the future.

Met: 4.29 National Grandmean: 4.24

Annually, the grandmean of students will meet or exceed the national grandmean on the “Engagement” domain on a scale of 1 (strongly disagree) to 5 (strongly agree) on the Gallup Student Poll. Engagement is defined as the involvement in and enthusiasm for school.

Not Met: 3.81 National Grandmean: 3.88

Progress Towards the Goal:

The overall survey results were strong. In addition to outperforming the national grandmean in Hope, the TCGDC students also outperformed the national sample in Entrepreneurial Aspiration and Financial Literacy. The continually works to develop a sense of identity and community within the school with multiple events and tactics that enhance student well-being.

Lessons Learned and Actions Taken

The Children’s Guild DC Public Charter has a mission to serve all students in the district including students with unique needs. As the school assessed the acuity level of the incoming students, we recognized that developing systems to ensure a strong culture was necessary. In addition, it quickly became evident that the quality, experience and mindset of the staff were crucial in developing that culture. Staff needed to be nurtured and developed and they needed to trust that the systems in place would provide the supports needed to address student and family issues.

First, the staff was accountable to the fidelity of the systems and structures. These structures included fidelity to Positive Behavior Intervention System (PBIS) and to a crisis response team protocol. As the systems took hold in how students were managed and supported, the next phase was the development of teacher capacity in managing students. The school began to implement Whole Brain Teaching, which provided not only a common language among the staff and students, but consistent protocols that were melded with solid instructional practice. In addition, it was evident that the staff needed to be supported both emotionally and instructionally. The staff implemented several protocols in which a feeling of shared responsibility and mission, as well as continued support at a personal level resulted in a collaborative and supportive environment. In effect, the school had to create a supportive environment for both children and staff.

Teacher Capacity

The key to student success is teacher capacity. This includes developing a growth mindset for children, creating a supportive environment, employing instructional practices that are effective with the identified population and a deep knowledge of the content and standards. This capacity is developed through instructional coaching. TCGDC has an aggressive three part development plan for teachers. The parts include practices that are developed for the whole staff, practices that are specific to the content at a grade level and practices specific to individual teachers.

The whole staff focus for the year includes the development of a classroom and school culture that is brain-based and effective. TCGDC is implementing Whole Brain Teaching throughout the school. This is a process that allows students to be ready to learn and takes into account the brain chemistry of the students. Another whole staff focus is the use of data in instructional planning. The school utilizes iReady as a diagnostic and intervention tool. Teachers must cite data in their planning process. A third staff focus is the use of student support protocols. The staff meets weekly on Wednesdays to hone

these practices. Professional development is led by the administrative team, outside consultants and teacher leaders.

The grade group meetings focus on content knowledge, interpreting the standards and instructional moves that are appropriate to student data. These meetings are led by the instructional coach and the academic dean. Grade groups meet weekly to plan lessons that are rigorous and tied to the grade level standards. In addition, the lessons include differentiation for students with specific needs.

The administrative team does structured learning walks in classrooms and then debrief. The debriefing drives the agenda for the weekly grade group meetings. However, specific teacher weaknesses are identified. The staff is divided into three groups: those requiring substantial assistance, those requiring some assistance and those who are master teachers and can serve in leadership roles. The instructional coach and the academic dean will then meet with individual teachers to hone their practice.

Highly effective teaching is the result of the recruitment, development, and retention of staff. TCGDC utilizes multiple sources to recruit highly effective teachers. The school advertised on national websites. In addition, the school participates in job fairs in the mid-Atlantic region. The school also hosted its own job fair in the spring. The school has established relationships with local colleges and universities. In addition, the school utilizes its network in the metropolitan area to attract teachers. Specifically, the school seeks candidates with experience in urban settings, with high academic performance and expertise in managing students with disabilities.

The development of staff is achieved through both a robust professional development plan and a teacher evaluation system. The school holds professional development every Wednesday afternoon on school-wide initiatives. In addition, coaches work with grade group teams twice a week. These sessions are specific the content and to instructional moves directly impacting students based on best practices and student data. Teachers identified as needing additional support meet one on one with the assistant principal and the academic coach.

TCGDC adopted a teacher evaluation model based on the Danielson Teaching and Learning Framework. Domains include: Planning and Preparation, Instruction, Classroom Environment, and Professional Responsibilities. In addition, the teacher evaluation model includes student progress and data from surveys and discipline referrals. The administrative team does regular classroom visitations, recording data and providing feedback to teachers. Teachers are identified as needing support or intensive support. Support is provided by the administrative team and the coaches. Formal observations follow the classroom visits, and teacher progress is documented. Under-performing teachers are dismissed from their positions if they are not making sufficient progress to their goals.

As the school has started and is growing, it is essential to get highly effective teachers, but also teachers who buy into the school mission and work ethic. The administration understands that selecting and retaining the right teachers is critical to mission success. TCGDC offers competitive salaries but more importantly, it offers opportunities for growth and innovation in the instructional space. The school team openly shares responsibility and opportunities for growth, allowing teachers distributed leadership opportunities. In addition, the school has created a support climate for the adults with daily engagement in the mission and purpose of the school. Attracting and retaining highly effective teachers remains a critical aspect to the success of the school.

Student Support

The school employs three systems for the identification of students with needs in a tiered approach. The first level is at the grade group level, which is chaired by the assistant principal and includes grade level teachers and special educators. Lessons are developed to differentiate for students. The grade group team also tracks response to intervention data that is specific to each child. Many of the students at TCGDC require substantial interventions for academic and behavioral support. Initial assessment requires a census administration of iReady, which is a computer adapted program that provides diagnostic information. In addition, state assessment scores and student work samples are examined. In addition, teachers and support staff collect information on student behavior including their emotional stability. Teachers collect anecdotal notes on students. Teacher assistants and therapeutic behavior aides also document student behavior. Teacher lesson plans require the citation of data prior to developing a lesson.

Students requiring additional assistance are referred to the Student Support Team (SST), which serves as a second tier of identification and response. The team requires data on academic performance, behavior, organizational skills and mental health observations. At this meeting, the team determines specific intervention plans for specific students. The interventions are tailored to the students with regular cycles of data review for efficacy the team can mobilize resources from the school and deploy and schedule students for interventions. The deployment of resources and changes in staff schedule to accommodate students requires a systemic approach, with approval from the principal. The SST can also refer students directly to the IEP team if a disability is suspected. If the student already has a disability, then there is an immediate referral to the IEP team for a review of the child's program.

The third tier of review and identification occurs with the CARE Team. The CARE Team looks at aggregate data including attendance, discipline referrals, family crisis, counseling notes, and data sheets compiled by Therapeutic Behavior Assistants (TBAs). These data sheets track individual student performance and behavior on a regular time interval. This level of data scrutiny allows for the providers of service to look at both individual students and families. In addition, this systemic look at aggregated data can identify teachers who may need additional support. The CARE Team can also mobilize school resources to support a child, a family or a teacher.

Parents may also present concerns to the teacher or to student support personnel. Parent concerns are addresses immediately by the teacher. However, requests for additional support are automatically sent to the SST agenda.

Unique Accomplishments

The Children's Guild DC Public Charter has established a unique and supportive environment for students. This environment begins with the creation of a visual impact throughout the school that honors the hopes and dreams of children. Children can see themselves in the murals and art work and it allows them to envision hope and purpose. Coupled with this is the development of a mindset of the staff that is truly committed to the well-being of each child. Teachers calibrate their commitment daily through a creative concept called Culture Card. Each day the staff reviews a "wisdom principle" that hones the mindset of the staff. Staff then shares anecdotes that highlight the wisdom principle in their interactions with students. The staff draws energy and support from the group, developing a resolve

and commitment to the work. In addition, the principal uses daily communication to reinforce systems that ensure student success.

These efforts have created an atmosphere in which students feel as part of a community. Each class has a community meeting daily, in which students participate in the active construction of the concept of community. Community is also reinforced with many activities designed to highlight accomplishments and involve parents in the school culture. These include honor roll assemblies, holiday events, choral concerts, days at the park and breakfast with parents. Instructionally, the theme of community is reinforced through project-based learning. Students grapple with issues of the environment and supporting others. In addition, the staff provides multiple opportunities for the students to engage with learning outside of the school, including participation in events that highlight student thinking and engagement with the greater community.

TCGDC has also created a haven to address student and family issues. Staff is trained in de-escalation and mediation protocols. A student support center allows students the opportunity to debrief and regroup. In addition, multiple social workers are assigned to address mental health issues. The school maintains a supply of coats and clothing for families and provides food for homeless families. This sense of support does not reside with one or two staff members, but is an integral part of the fabric of the school.

Appendix

Staff Roster 2015-16

Last Name	First Name	Position	Grade(s)	Degree
Abney	Ryian	Therapeutic Behavior Aide	K-8	N/A
Adams	Thomas	Teacher	K-8	Master's
Allen	Robert	Teacher	6-8	Master's
Armstrong	Michael	Therapeutic Behavior Aide	K-8	Bachelor's
Asare	Richard	Teacher, Secondary	6-8	Master's
Bartley	Michele	Teacher	Kindergarten	Bachelor's
Beasley	Janae	Teacher	6-8	Bachelor's
Booker	Alexis	Social Worker	K-8	Master's
Braxton	Jenica	Teacher	2	Bachelor's
Bright	Demetria	Occupational Therapy Assistant	K-8	Bachelor's
Brown	Jessica	Teacher	K-5	Master's
Bullock	Toni	Secretary/Receptionist	N/A	N/A
Butler	Nemahun	Teacher	6-8	Master's
Carter	Franchesca	Teacher	K-8	Bachelor's
Clark	Ebonnie	Teacher	2-6	Master's
Cook	Darrin	Therapeutic Behavior Aide	K-8	HS Diploma
Dade	Bianca	Teacher	3	Bachelor's
Daniels	Bryan	Assistant Principal	N/A	Master's
Day	Mary	Food Service Worker	N/A	HS Diploma
Dillard	Dashawn	School Security	N/A	N/A
Dolan	Mary	Teacher	N/A	Master's
Duff	Nicole	Social Worker	K-8	Master's
Estep	Ronesha	Business Manager	N/A	Bachelor's
Evans	Charles	Therapeutic Behavior Aide	K-8	N/A
Ford	Margaret	Therapeutic Behavior Aide	K-8	HS Diploma
Ford	Precious	Therapeutic Behavior Aide	K-8	N/A
Ford	Ronnel	Therapeutic Behavior Aide	K-8	HS Diploma
Frenel	Armstrong	Therapeutic Behavior Aide	K-8	HS Diploma
Frye	Jacqueline	Dean of Family Life	N/A	Master's
Fullington	Esan	Teacher	5	Master's
Gross	BreAnna	Therapeutic Behavior Aide	K-8	Associate's
Guitierrez	Leslie	Therapeutic Behavior Aide	K-8	HS Diploma
Hale	Shanae	Occupational Therapist	K-8	Master's
Hansley	Ann	Student Support Coordinator	N/A	Master's
Harrington	Aiesha	Therapeutic Behavior Aide	K-8	HS Diploma
Hawkins	Jarin	Speech-Language Pathologist	K-8	Master's

Howard	Edwina	Teacher	4	Bachelor's
Jackson	Tanna	IEP Coordinator	N/A	Ed. S.
Johnson	Brandon	Therapeutic Behavior Aide	K-8	N/A
Johnson	Daryl	Teacher	K-8	Bachelor's
Kelly	Akeesha	Teacher	6-8	Doctorate
Kimbrough	Gregory	Therapeutic Behavior Aide	K-8	HS Diploma
Lawrence	Renae	Teacher	5	Associate's
Marryshow	Malika	Teacher	K-2	Master's
McCord	Rubena	Teacher Assistant	K-8	HS Credits
Morgan	Quatika	Teacher	2	Associate's
Morton	Calonny	Therapeutic Behavior Aide	K-8	HS Diploma
Morton	Jessica	Therapeutic Behavior Aide	K-8	HS Credits
Nicholson	Nakia	Principal	N/A	Master's
Nicholson	Diray	Therapeutic Behavior Aide	K-8	Master's
Origer	Elizabeth	Teacher	3	Bachelor's
Phillips	Gregory	Behavior Coach	N/A	Bachelor's
Pickett	Terrell	Teacher Assistant	K-8	N/A
Plunkett	Natasha	Teacher	Kindergarten	Master's
Porter	Kenneth	Teacher	K-5	Bachelor's
Pugh	Kendel	Psychologist	K-8	Doctorate
Reece	Peter	Therapeutic Behavior Aide	K-8	N/A
Roy	Rosita	Teacher	2	Master's
Simms	Geoshele	Teacher	1	HS Diploma
Simpson-Marcus	Angelique	Teacher	6-8	Doctorate
Smith	Danielle	Instructional Coach	N/A	Bachelor's
Smith	Tracey	Dean of Instruction	N/A	Master's
St. Denis	Danielle	Teacher	5	Master's
Suber	Dominic	Therapeutic Behavior Aide	K-8	HS Diploma
Taylor	Shanay	Therapeutic Behavior Aide	K-8	HS Diploma
Toomer	Shaneia	Therapeutic Behavior Aide	K-8	N/A
Van Noy	Jermaine	Teacher Assistant	K-8	HS Diploma
Von Stitt	Catherine	Physical Therapist	K-8	Doctorate
Ward	Daphne	Teacher	4	Bachelor's
Wells	Samuel	TranZed School Culture Assistant	N/A	Bachelor's
Williams	Porscha	Teacher Assistant	K-8	HS Diploma
Williams	Shon	Teacher, Elementary	K-8	Bachelor's
Williams	William	Maintenance	N/A	N/A
Wynn	Kapria	Teacher	4	Bachelor's

DC PUBLIC CHARTER SCHOOL BOARD

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Regular Education Parent Representative*
District of Columbia Resident – Joined 2016
11. Cleopatra Green-Clark
202-213-2418
Special Education Parent Representative*
District of Columbia Resident – Joined 2016

2015 - 2016	2015 – 2017	2015 – 2018	2016 - 2019
<ul style="list-style-type: none"> ▪ <i>Eligible for renomination</i> ▪ <i>in 2016</i> 	<ul style="list-style-type: none"> ▪ <i>Eligible for renomination</i> ▪ <i>in 2017</i> 	<ul style="list-style-type: none"> ▪ <i>Eligible for renomination</i> ▪ <i>in 2018</i> 	<ul style="list-style-type: none"> ▪ <i>Eligible for renomination</i> ▪ <i>in 2018</i>
John Ferguson (1)	Jawauna Greene (1)	Dana Baughns (1)	Justin Reaves (1)
Lesley Nesmith (1)	Michelle Musgrove (1)	Ross Litkenhous (1)	Melody Giles Parent Rep - Regular Ed
	Chris Zimmerman (1)	Cleo Green Parent Rep – Special Ed	



PCSB Quarterly Interim Financials Reporting Template

Enter School Name Childrens Guild PCS

Enter School Contact Name Stephen Baldwin

Enter School Contact Email Baldwins@childrensguild.org

Enter School Contact Phone Number 410-444-3800

FY16

Third Quarter

Enter School Name **Children's Guild PCS**
 FY16 Enrollment Data

General Education	Previous Year's Enrollment	Budgeted Enrollment	Audited Enrollment
Pre-Kindergarten 3	0	0	0
Pre-Kindergarten 4	0	0	0
Kindergarten	0	63	37
Grades 1	0	66	37
Grades 2	0	66	43
Grades 3	0	46	48
Grades 4	0	46	54
Grades 5	0	46	38
Grades 6	0	46	37
Grades 7	0	46	20
Grades 8	0	25	29
Grades 9	0	0	0
Grades 10	0	0	0
Grades 11	0	0	0
Grades 12	0	0	0
Alternative	0	0	0
Special Ed Schools	0	0	0
Adult	0	0	0
Subtotal General Education	0	450	343

Special Education	Previous Year's Enrollment	Budgeted Enrollment	Audited Enrollment
Level 1	0	66	44
Level 2	0	58	34
Level 3	0	22	8
Level 4	0	36	18
Subtotal for Special Ed	0	182	104

English Language Learners	Previous Year's Enrollment	Budgeted Enrollment	Audited Enrollment
Subtotal – ELL	0	27	0

Special Education-Residential	Previous Year's Enrollment	Budgeted Enrollment	Audited Enrollment
Level 1 Residential	0	0	0
Level 2 Residential	0	0	0
Level 3 Residential	0	0	0
Level 4 Residential	0	0	0
<i>Subtotal for Special Ed Residential</i>	0	0	0

English as a Second Language Residential	Previous Year's Enrollment	Budgeted Enrollment	Audited Enrollment
LEP/NEP Residential	0	0	0

Residential	Previous Year's Enrollment	Budgeted Enrollment	Audited Enrollment
Residential	0	0	0

At-Risk Students	Previous Year's Enrollment	Budgeted Enrollment	Audited Enrollment
At-Risk	0	0	81

Special Education Add-ons (ESY)	Previous Year's Enrollment	Budgeted Enrollment	Audited Enrollment
Level 1 ESY	0	0	9
Level 2 ESY	0	0	7
Level 3 ESY	0	0	3
Level 4 ESY	0	0	4
<i>Subtotal for Special Ed – ESY</i>	0	0	23

Enter School Name **Childrens Guild PCS**
 FY16 Annual Budget

	2014-2015		Jul-15	Aug-15	Sep-15	Q1 2015	Oct-15	Nov-15	Dec-15
	Budget		Budget	Budget	Budget	Budget	Budget	Budget	Budget
REVENUE									
Per Pupil Charter Payments					823,991	823,991	823,991	823,991	823,991
Per Pupil Summer School					-	-	-	-	-
Per Pupil Facilities Allowance					142,361	142,361	142,361	142,361	142,361
Federal Entitlements					108,583	108,583	108,583	108,583	108,583
Other Government Funding/Grants					41,551	41,551	41,551	41,551	41,551
Private Grants and Donations					-	-	-	-	-
Activity Fees					949	949	949	949	949
Other Income					3,389	3,389	3,389	3,389	3,389
TOTAL REVENUES	-		-	-	1,120,824	1,120,824	1,120,824	1,120,824	1,120,824
ORDINARY EXPENSE									
<i>Personnel Salaries and Benefits</i>									
		No. of Positions							
Principal/Executive Salary			25,500	25,500	25,500	76,500	25,500	25,500	25,500
Teachers Salaries				90,000	256,036	346,036	251,885	251,885	251,885
Special Education Salaries						-			
Summer School Salaries						-			
Teacher Aides/Assistants Salaries					54,124	54,124	54,124	54,124	54,124
Before/After Care Salaries						-			
Other Education Professionals Salaries						-			
Business/Operations Salaries						-			
Clerical Salaries				9,000	14,761	23,761	14,761	14,761	14,761
Custodial Salaries					10,444	10,444	10,444	10,444	10,444
Other Staff Salaries			88,455	88,455	88,455	265,366	88,455	88,455	88,455
Employee Benefits			80,407	80,407	80,407	241,221	80,407	80,407	80,407
Contracted Staff					6,037	6,037	6,037	6,037	6,037
Staff Development Expense					6,042	6,042	6,042	6,042	6,042
Subtotal: Personnel Expense	-	-	194,362	293,362	541,807	1,029,532	537,656	537,656	537,656
<i>Direct Student Expense</i>									
Textbooks				6,750	60,750	67,500			
Student Supplies and Materials					17,000	17,000	17,000	17,000	17,000
Library and Media Center Materials				4,500	4,500	9,000	4,500	4,500	4,500
Student Assessment Materials					1,750	1,750	1,750	1,750	1,750
Contracted Student Services					8,333	8,333	8,333	8,333	8,333
Miscellaneous Student Expense					3,700	3,700	3,700	3,700	3,700
Subtotal: Direct Student Expense	-	-	-	11,250	96,033	107,283	35,283	35,283	35,283
<i>Occupancy Expenses</i>									
Rent			92,500	92,500	92,500	277,500	92,500	92,500	92,500
Building Maintenance and Repairs					2,000	2,000	2,000	2,000	2,000
Utilities			13,333	13,333	13,333	40,000	13,333	13,333	13,333
Janitorial Supplies			4,583	4,583	4,583	13,750	4,583	4,583	4,583
Contracted Building Services			8,333	8,333	8,333	24,999	8,333	8,333	8,333
Subtotal: Occupancy Expenses	-	-	118,750	118,750	120,750	358,249	120,750	120,750	120,750
<i>Office Expenses</i>									
Office Supplies and Materials				2,813	5,625	8,438	5,625	5,625	5,625
Office Equipment Rental and Maintenance				1,750	3,500	5,250	3,500	3,500	3,500
Telephone/Telecommunications				1,800	3,600	5,400	3,600	3,600	3,600
Legal, Accounting and Payroll Services			1,792	1,792	1,792	5,375	1,792	1,792	1,792
Printing and Copying				450	900	1,350	900	900	900
Postage and Shipping				225	450	675	450	450	450
Other				954	2,510	3,464	2,510	2,510	2,510
Subtotal: Office Expenses	-	-	1,792	9,783	18,377	29,952	18,377	18,377	18,377
<i>General Expenses</i>									
Insurance			1,250	1,250	1,250	3,750	1,250	1,250	1,250
Transportation					25,167	25,167	25,167	25,167	25,167
Food Service				24,022	48,044	72,065	48,044	48,044	48,044
Administration Fee (to PCSB)			8,857	8,857	8,857	26,572	8,857	8,857	8,857
Management Fee			116,874	116,874	116,874	350,623	116,874	116,874	116,874
Interest Expense			71	71	71	213	71	71	71
Other General Expense			13,369	13,369	13,369	40,107	13,369	13,369	13,369
Subtotal: General Expenses	-	-	140,422	164,443	213,632	518,497	213,632	213,632	213,632
TOTAL ORDINARY EXPENSES	-	-	455,325	597,589	990,599	2,043,512	925,698	925,698	925,698
NET ORDINARY INCOME	-	-	(455,325)	(597,589)	130,225	(922,689)	195,126	195,126	195,126
Depreciation Expense			6,032	6,032	6,032	18,096	6,032	6,032	6,032
NET INCOME	\$ -		\$ (461,357)	\$ (603,621)	\$ 124,193	\$ (940,785)	\$ 189,094	\$ 189,094	\$ 189,094

Q2 2015	Jan-16	Feb-16	Mar-16	Q3 2015	Apr-16	May-16	Jun-16	Q4 2015	2015-2016
Budget	Budget	Annual Budget							
2,471,974	823,991	823,991	823,991	2,471,974	823,991	823,991	397,928	2,045,911	7,813,851
-				-				-	-
427,083	142,361	142,361	142,361	427,083	142,361	142,361	68,750	353,472	1,350,000
325,749	108,583	108,583	108,583	325,749	108,583	108,583	52,438	269,604	1,029,685
124,652	41,551	41,551	41,551	124,652	41,551	41,551	20,066	103,168	394,023
-				-				-	-
2,847	949	949	949	2,847	949	949	458	2,357	9,000
10,166	3,389	3,389	3,389	10,166	3,389	3,389	1,636	8,413	32,133
3,362,472	1,120,824	1,120,824	1,120,824	3,362,472	1,120,824	1,120,824	541,276	2,782,924	10,628,692
76,500	25,500	25,500	25,500	76,500	25,500	25,500	25,500	76,500	306,000
755,655	251,885	251,885	251,885	755,655	251,885	251,885	90,000	593,770	2,451,116
-				-				-	-
-				-				-	-
162,372	54,124	54,124	54,124	162,372	54,124	54,124		108,248	487,116
-				-				-	-
-				-				-	-
-				-				-	-
44,284	14,761	14,761	14,761	44,284	14,761	14,761	9,000	38,523	150,853
31,333	10,444	10,444	10,444	31,333	10,444	10,444		20,889	94,000
265,366	88,455	88,455	88,455	265,366	88,455	88,455	88,455	265,366	1,061,463
241,221	80,407	80,407	80,407	241,221	80,407	80,407	80,407	241,221	964,886
18,112	6,037	6,037	6,037	18,112	6,037	6,037	6,037	18,112	60,372
18,125	6,042	6,042	6,042	18,125	6,042	6,042		12,083	54,375
1,612,968	537,656	537,656	537,656	1,612,968	537,656	537,656	299,399	1,374,712	5,630,180
-				-				-	67,500
51,000	17,000	17,000	17,000	51,000	17,000	17,000		34,000	153,000
13,500	4,500	4,500	4,500	13,500	4,500	4,500		9,000	45,000
5,250	1,750	1,750	1,750	5,250	1,750	1,750		3,500	15,750
25,000	8,333	8,333	8,333	25,000	8,333	8,333		16,667	75,000
11,100	3,700	3,700	3,700	11,100	3,700	3,700	3,700	11,100	37,000
105,850	35,283	35,283	35,283	105,850	35,283	35,283	3,700	74,267	393,250
277,500	92,500	92,500	92,500	277,500	92,500	92,500	92,500	277,500	1,110,000
6,000	2,000	2,000	2,000	6,000	2,000	2,000	2,000	6,000	20,000
40,000	13,333	13,333	13,333	40,000	13,333	13,333	13,333	40,000	160,000
13,750	4,583	4,583	4,583	13,750	4,583	4,583	4,583	13,750	55,000
24,999	8,333	8,333	8,333	24,999	8,333	8,333	8,333	24,999	99,996
362,249	120,750	120,750	120,750	362,249	120,750	120,750	120,750	362,249	1,444,996
16,875	5,625	5,625	5,625	16,875	5,625	5,625	2,813	14,063	56,250
10,500	3,500	3,500	3,500	10,500	3,500	3,500	1,750	8,750	35,000
10,800	3,600	3,600	3,600	10,800	3,600	3,600	1,800	9,000	36,000
5,375	1,792	1,792	1,792	5,375	1,792	1,792	1,792	5,375	21,500
2,700	900	900	900	2,700	900	900	450	2,250	9,000
1,350	450	450	450	1,350	450	450	225	1,125	4,500
7,531	2,510	2,510	2,510	7,531	2,510	2,510	954	5,974	24,500
55,131	18,377	18,377	18,377	55,131	18,377	18,377	9,783	46,537	186,750
3,750	1,250	1,250	1,250	3,750	1,250	1,250	1,250	3,750	15,000
75,500	25,167	25,167	25,167	75,500	25,167	25,167		50,333	226,500
144,131	48,044	48,044	48,044	144,131	48,044	48,044	24,022	120,109	480,435
26,572	8,857	8,857	8,857	26,572	8,857	8,857	8,857	26,572	106,287
350,623	116,874	116,874	116,874	350,623	116,874	116,874	116,874	350,623	1,402,491
213	71	71	71	213	71	70	70	211	850
40,107	13,369	13,369	13,369	40,107	13,369	13,369	13,369	40,107	160,430
640,895	213,632	213,632	213,632	640,895	213,632	213,631	164,442	591,705	2,391,993
2,777,093	925,698	925,698	925,698	2,777,093	925,698	925,697	598,075	2,449,469	10,047,169
585,378	195,126	195,126	195,126	585,378	195,126	195,127	(56,799)	333,455	581,523
18,096	6,032	6,032	6,032	18,096	6,032	6,032	6,032	18,096	72,384
\$ 567,282	\$ 189,094	\$ 189,094	\$ 189,094	\$ 567,282	\$ 189,094	\$ 189,095	\$ (62,831)	\$ 315,359	\$ 509,139

Enter School Name **Childrens Guild PCS**
 FY16 Third Quarter Financials

	2015-2016	Jul-15	Aug-15	Sep-15	Q1 2015	Oct-15	Nov-15	Dec-15
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals
REVENUE								
Per Pupil Charter Payments				862,740	862,740	17,519	359,482	199,221
Per Pupil Facilities Allowance		89,294	89,294	89,294	267,882	89,294	89,294	107,006
Federal Entitlements					-			
Other Government Funding/Grants	215,000					42,283	186,341	849,337
Private Grants and Donations					-			
Activity Fees					-			
Other Income					-			
TOTAL REVENUES	215,000	89,294	89,294	952,034	1,130,622	149,096	635,118	1,155,565
ORDINARY EXPENSE								
<i>Personnel Salaries and Benefits</i>								
Principal/Executive Salary	142,396	20,038	35,047	35,508	90,593	25,505	35,032	39,962
Teachers Salaries		-	67,599	104,465	172,065	105,341	120,761	126,114
Special Education Salaries	10,248	8,277	22,156	36,652	67,086	57,333	65,934	62,264
Summer School Salaries					-			
Teacher Aides/Assistants Salaries		21,453	2,445	4,889	28,787	12,693	14,876	(6,581)
Before/After Care Salaries					-			
Other Education Professionals Salaries					-			
Business/Operations Salaries	45,386	4,475	7,265	7,001	18,741	2,031	339	11,898
Clerical Salaries	4,723	4,623	8,459	8,265	21,347	5,779	5,493	6,422
Custodial Salaries			400	7,294	7,694	12,495	12,493	13,148
Other Staff Salaries	2,500	15,071	23,103	71,762	109,935	106,154	75,953	44,732
Employee Benefits	45,145	4,040	10,336	21,640	36,016	28,856	28,590	98,711
Contracted Staff	7,902		5,369	12,021	17,390	57,132	105,789	117,006
Staff Development Expense	5,823		1,444	16,259	17,703		(17,421)	
Subtotal: Personnel Expense	264,122	77,977	183,622	325,757	587,356	413,319	447,840	513,675
<i>Direct Student Expense</i>								
Textbooks			31,043	-	31,043		37,351	-
Student Supplies and Materials	3,839		1,461	26,684	28,145	9,614	8,324	21,051
Library and Media Center Materials					-			-
Student Assessment Materials					-			-
Contracted Student Services					-			-
Miscellaneous Student Expense					-	25	1,439	-
Subtotal: Direct Student Expense	3,839	-	32,504	26,684	59,188	9,639	47,115	21,051
<i>Occupancy Expenses</i>								
Rent	2,400	92,500	92,500	92,500	277,500	92,500	109,158	85,837
Building Maintenance and Repairs	14			6,636	6,636	816	8,979	4,712
Utilities	3,608		2,418	36,824	39,241	18,177	23,536	2,086
Janitorial Supplies	3,180	652	6,560	5,711	12,923	5,709	8,606	4,109
Contracted Building Services	2,019	880	2,643	12,861	16,385	975	17,674	8,120
Subtotal: Occupancy Expenses	11,221	94,032	104,121	154,533	352,685	118,178	167,952	104,864
<i>Office Expenses</i>								
Office Supplies and Materials	13,348	934	30,945	29,570	61,449	6,286	(785)	19,027
Office Equipment Rental and Maintenance				2,743	2,743	1,203	2,582	(32)
Telephone/Telecommunications			2,312	873	3,185	873	1,174	348
Legal, Accounting and Payroll Services				287	287	371	457	2,017
Printing and Copying					-			
Postage and Shipping	1,654				-		586	1,629
Other	249	41	13,552	826	14,419		20,954	1,875
Subtotal: Office Expenses	15,251	975	46,809	34,299	82,083	8,733	24,969	24,864
<i>General Expenses</i>								
Insurance	1,997		7,107		7,107			
Transportation				108,244	108,244	100,211	79,662	60,133
Food Service				22,150	22,150	28,999		39,486
Administrative Fee (to PCSB)			55,562	-	55,562		(31,873)	6,909
Management Fee					-			-
Interest Expense					-			
Other General Expense	342,954	13,749	14,009	1,640	29,398	1,542	26,368	33,218
Subtotal: General Expenses	344,951	13,749	76,678	132,034	222,460	130,752	74,157	139,746
TOTAL ORDINARY EXPENSES	639,385	186,733	443,733	673,307	1,303,774	680,620	762,032	804,200
NET ORDINARY INCOME	(424,385)	(97,439)	(354,439)	278,727	(173,151)	(531,525)	(126,915)	351,365
Depreciation Expense			4,917	4,917	9,833	4,724	7,020	123,759
NET INCOME	(424,385)	(97,439)	(359,356)	273,811	(182,984)	(536,249)	(133,935)	227,606
CASH FLOW ADJUSTMENTS								
Operating Activities		2,798,090	76,013	(698,565)	2,175,538	896,815	(1,000,623)	(199,093)
Investing Activities		94,234	195,760	(937,887)	(647,893)	(319,881)	(57,917)	(12,679)
Financing Activities					-			
NET CASH FLOW	(424,385)	2,794,884	(87,582)	(1,362,641)	1,344,661	40,685	(1,192,474)	15,833

Q2 2015	Jan-16	Feb-16	Mar-16	Q3 2015	Apr-16	May-16	Jun-16	Q4 2015	Year to Date		
									Actual	Budget	Variance
Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals			
576,223	359,482	359,482	197,037	916,001	597,696	378,291	382,460	1,358,448	3,713,411	5,767,940	(2,054,529)
285,595	89,295	89,295	89,294	267,884	11,706	83,307	101,019	196,031	1,017,392	996,528	20,864
-	-	-	-	-	-	-	-	-	-	760,081	(760,081)
1,077,961	182,537	186,144	151,254	519,935	186,762	538,085	172,095	896,942	2,494,838	290,855	2,203,983
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	6,644	(6,644)
-	-	-	-	-	-	-	-	-	-	23,720	(23,720)
1,939,778	631,313	634,921	437,586	1,703,820	796,164	999,682	655,574	2,451,421	7,225,641	7,845,768	(620,127)
100,499	33,459	33,459	33,459	100,376	33,459	33,459	33,459	100,377	391,846	229,500	(162,346)
352,217	89,234	98,588	88,614	276,437	81,057	86,123	83,590	250,770	1,051,488	1,857,346	805,858
185,530	60,638	64,009	59,872	184,519	47,125	52,576	49,851	149,551	586,686	-	(586,686)
-	-	-	-	-	-	-	-	-	-	-	-
20,988	14,876	16,212	16,248	47,336	20,102	21,571	20,837	62,511	159,622	378,868	219,246
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
14,268	5,255	4,500	4,048	13,803	6,160	3,822	4,991	14,972	61,785	-	(61,785)
17,695	7,680	4,793	3,671	16,144	6,274	5,568	5,921	17,763	72,949	112,330	39,381
38,135	11,478	11,195	13,010	35,683	12,458	12,465	12,462	37,384	118,896	73,111	(45,785)
226,838	59,827	70,033	75,486	205,346	75,479	77,652	76,566	229,697	771,816	796,097	24,281
156,157	42,381	31,273	67,407	141,061	41,655	51,252	42,363	135,270	468,504	723,664	255,160
279,927	56,972	62,573	84,519	204,065	35,810	100,419	42,790	179,020	680,401	42,260	(638,141)
(17,421)	-	-	9,000	9,000	56	250	2,761	3,067	12,349	42,292	29,943
1,374,834	381,801	396,635	455,335	1,233,771	359,635	445,158	375,589	1,180,382	4,376,342	4,255,468	(120,874)
37,351	-	-	-	-	126	(16,664)	-	(16,538)	51,856	67,500	15,644
38,989	1,469	2,293	3,863	7,625	2,578	20,507	4,398	27,483	102,243	119,000	16,757
-	-	1,067	-	1,067	194	-	852	1,046	2,112	36,000	33,888
-	-	-	-	-	-	-	-	-	-	12,250	12,250
-	-	-	-	-	-	-	-	-	-	58,333	58,333
1,465	-	-	-	-	-	2,687	-	2,687	4,152	25,900	21,748
77,805	1,469	3,360	3,863	8,692	2,898	6,530	5,250	14,678	160,363	318,983	158,620
287,495	92,658	92,658	92,658	277,974	94,067	94,019	94,039	282,125	1,125,094	832,500	(292,594)
14,506	-	-	-	-	4,698	-	-	4,698	25,840	14,000	(11,840)
43,800	16,529	8,913	13,844	39,287	16,655	14,664	16,475	47,794	170,122	120,000	(50,122)
18,424	8,698	13,278	3,334	25,310	2,941	27,368	5,017	35,327	91,984	41,250	(50,734)
26,769	11,898	14,770	7,397	34,065	15,215	8,062	8,233	31,509	108,728	74,997	(33,731)
390,994	129,782	129,620	117,234	376,637	133,575	144,113	123,764	401,452	1,521,769	1,082,747	(439,022)
24,528	159	150	89	397	2,409	586	259	3,254	89,629	42,188	(47,441)
3,753	3,162	2,484	1,857	7,503	734	1,350	1,546	3,630	17,628	26,250	8,622
2,395	749	717	783	2,249	290	628	1,101	2,018	9,847	27,000	17,153
2,846	10,752	39,995	9,672	60,419	6,541	27,035	15,051	48,628	112,180	16,125	(96,055)
-	-	-	-	-	620	1,350	(1,350)	620	620	6,750	6,130
2,215	-	-	635	635	70	-	586	656	3,506	3,375	(131)
22,829	-	582	-	582	611	203	(215)	598	38,428	18,526	(19,902)
58,565	14,822	43,928	13,035	71,784	11,275	31,152	16,978	59,405	271,837	140,213	(131,624)
-	-	-	-	-	-	-	2,078	2,078	9,185	11,250	2,065
240,006	57,244	72,741	71,671	201,657	58,099	44,993	37,542	140,634	690,541	176,167	(514,374)
68,485	14,544	16,195	15,919	46,658	14,585	16,720	12,331	43,636	180,929	360,326	179,397
(24,964)	6,909	6,909	6,909	20,728	6,909	6,909	6,909	20,728	72,053	79,715	7,663
-	-	-	-	-	-	-	-	-	-	1,051,868	1,051,868
-	-	-	-	-	-	-	-	-	-	639	639
61,128	10,326	4,785	7,193	22,304	18,431	11,559	17,818	47,808	160,638	120,322	(40,315)
344,655	89,023	100,630	101,693	291,347	98,024	80,181	76,678	254,883	1,113,345	1,800,288	686,943
2,246,853	616,897	674,173	691,160	1,982,230	605,406	707,134	598,259	1,910,799	7,443,656	7,597,699	154,043
(307,075)	14,416	(39,252)	(253,574)	(278,410)	190,758	292,549	57,315	540,621	(218,015)	248,068	466,083
135,503	26,678	26,997	27,054	80,728	27,075	27,130	19,444	73,650	299,715	58,478	(241,237)
(442,578)	(12,262)	(66,249)	(280,628)	(359,139)	163,683	265,418	37,870	466,972	(517,730)	189,591	707,320.49
(302,901)	(1,242,247)	1,269,503	215,832	243,088	(15,764)	25,355	(324,745)	(315,155)	-	-	-
(390,477)	(28,865)	(44,120)	(9,850)	(82,835)	(22,893)	(16,066)	-	(38,959)	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
(1,135,956)	(1,283,374)	1,159,135	(74,646)	(198,885)	125,026	274,707	(286,875)	112,858	-	-	-

Enter School Name Childrens Guild PCS
 FY16 Third Quarter Balance Sheet

	FY 2014-15	Q1 As of 9/30	Q2 As of 12/31	Q3 As of 3/31	Q4 As of 6/30
ASSETS					
Current Assets					
Cash and cash equivalents	-	1,344,661	209,205	10,335	123,193
Accounts receivables	215,000	17,847	31,915	34,153	33,111
Prepaid expenses	92,500	148,000	960,724	324,929	25,634
Other current assets	185,000	185,000	185,000	185,000	185,000
TOTAL CURRENT ASSETS	\$ 492,500	\$ 1,695,508	\$ 1,386,845	\$ 554,416	\$ 366,938
PROPERTY, BUILDING AND EQUIPMENT, net	40,080	464,350	3,855,670	3,857,775	3,823,084
OTHER ASSETS	-	-	-	-	-
TOTAL ASSETS	\$ 532,580	\$ 2,159,858	\$ 5,242,514	\$ 4,412,192	\$ 4,190,022
LIABILITIES AND NET ASSETS					
Current Liabilities					
Accrued payroll and benefits	-	-	70,621	123,304	338,158
Accounts payable and accrued expenses	57,134	267,289	170,131	21,224	238,158
Deferred Revenue	-	1,752,540	1,329,125	996,750	0
Current maturities of long-term debt	-	-	-	-	-
Other current liabilities	899,832	1,064,427	1,230,772	1,192,281	1,072,194
TOTAL CURRENT LIABILITIES	\$ 956,966	\$ 3,084,257	\$ 2,800,649	\$ 2,333,559	\$ 1,648,511
Long-term Liabilities					
Long-term debt, net of current portion	-	-	-	-	-
Other long-term liabilities	-	-	3,491,815	3,487,722	3,483,629
TOTAL LONG-TERM LIABILITIES	\$ -	\$ -	\$ 3,491,815	\$ 3,487,722	\$ 3,483,629
TOTAL LIABILITIES	\$ 956,966	\$ 3,084,257	\$ 6,292,463	\$ 5,821,281	\$ 5,132,140
Net Assets					
Unrestricted	(424,385)	(924,398)	(1,049,949)	(1,409,089)	(942,118)
Temporarily restricted	-	-	-	-	-
Permanently restricted	-	-	-	-	-
TOTAL NET ASSETS	\$ (424,385)	\$ (924,398)	\$ (1,049,949)	\$ (1,409,089)	\$ (942,118)
TOTAL LIABILITIES AND NET ASSETS	\$ 532,580	\$ 2,159,858	\$ 5,242,514	\$ 4,412,192	\$ 4,190,022

DC PCSB Interim Financials Reporting Template

The Children's Guild DC Campus

Amanda Henck

hencka@childrensguild.org

410-444-3800

FY17

Enter Period

The Children's Guild DC Campus
 FY17 Enrollment Data

General Education	Previous Year's Enrollment	Budgeted Enrollment	Audited Enrollment
Pre-Kindergarten 3	-	-	
Pre-Kindergarten 4	-	-	
Kindergarten	36	25	
Grades 1	33	75	
Grades 2	41	50	
Grades 3	48	50	
Grades 4	49	50	
Grades 5	34	50	
Grades 6	35	50	
Grades 7	20	50	
Grades 8	24	50	
Grades 9	-	-	
Grades 10	-	-	
Grades 11	-	-	
Grades 12	-	-	
Alternative	-	-	
Special Ed Schools	-	-	
Adult	-	-	
Subtotal General Education	320	450	0

Special Education	Previous Year's Enrollment	Budgeted Enrollment	Audited Enrollment
Level 1	34	45	
Level 2	33	27	
Level 3	13	18	
Level 4	17	90	
Subtotal for Special Ed	97	180	0

English Language Learners	Previous Year's Enrollment	Budgeted Enrollment	Audited Enrollment
Subtotal - ELL	3	5	

Special Education-Residential	Previous Year's Enrollment	Budgeted	Audited
Level 1 Residential	-	-	
Level 2 Residential	-	-	
Level 3 Residential	-	-	
Level 4 Residential	-	-	
<i>Subtotal for Special Ed Residential</i>	-	-	0

English as a Second Language Residential	Previous Year's Enrollment	Budgeted Enrollment	Audited Enrollment
LEP/NEP Residential	-	-	

Residential	Previous Year's Enrollment	Budgeted	Audited
Residential	-	-	

At-Risk Students	Previous Year's Enrollment	Budgeted	Audited
At-Risk	236	333	

Special Education Add-ons (ESY)	Previous Year's Enrollment	Budgeted Enrollment	Audited Enrollment
Level 1 ESY	9	4	
Level 2 ESY	7	7	
Level 3 ESY	3	8	
Level 4 ESY	4	33	
<i>Subtotal for Special Ed - ESY</i>	23	52	0

The Children's Guild DC Campus
FY17 Annual Budget

	Prior Year Budget		July Budget	August Budget	September Budget	Q1 Budget	October Budget	November Budget	December Budget	Q2 Budget
REVENUE										
Per Pupil Charter Payments	7,813,851		-	903,035	903,035	1,806,070	903,035	903,035	903,035	2,709,105
Per Pupil Summer School	-		166,345	-	-	166,345	-	-	-	-
Per Pupil Facilities Allowance	1,350,000		117,150	117,150	117,150	351,450	117,150	117,150	117,150	351,450
Federal Entitlements	1,029,685		-	51,509	51,509	103,018	51,509	51,509	51,509	154,527
Other Government Funding/Grants	394,023		-	28,123	28,123	56,246	28,123	28,123	28,123	84,369
Private Grants and Donations	-		-	-	-	-	-	-	-	-
Activity Fees	9,000		-	-	-	-	-	-	-	-
Other Income	32,133		-	-	-	-	-	-	-	-
TOTAL REVENUES	10,628,692		283,495	1,099,817	1,099,817	2,483,130	1,099,817	1,099,817	1,099,817	3,299,451
ORDINARY EXPENSE										
<i>Personnel Salaries and Benefits</i>										
		No. of Positions								
Principal/Executive Salary	306,000	3	20,198	20,198	20,198	60,594	20,198	20,198	20,198	60,594
Teachers Salaries	2,451,116	23	-	131,477	131,477	262,954	131,477	131,477	131,477	394,430
Special Education Salaries	-	15	-	90,506	90,506	181,011	90,506	90,506	90,506	271,517
Summer School Salaries	-	-	43,766	-	-	43,766	-	-	-	-
Teacher Aides/Assistants Salaries	487,116	35	-	85,231	85,231	170,462	85,231	85,231	85,231	255,694
Before/After Care Salaries	-	-	-	-	-	-	-	-	-	-
Other Education Professionals Salaries	-	15	-	86,159	86,159	172,319	86,159	86,159	86,159	258,478
Business/Operations Salaries	-	1	4,475	4,475	4,475	13,424	4,475	4,475	4,475	13,424
Clerical Salaries	150,853	3	8,750	8,750	8,750	26,250	8,750	8,750	8,750	26,250
Custodial Salaries	94,000	3	7,865	7,865	7,865	23,595	7,865	7,865	7,865	23,595
Other Staff Salaries	1,061,463	3	-	5,993	5,993	11,986	5,993	5,993	5,993	17,979
Employee Benefits	964,886		10,262	97,692	97,692	205,647	97,692	97,692	97,692	293,077
Contracted Staff	60,372		-	5,716	5,716	11,433	5,716	5,716	5,716	17,149
Staff Development Expense	54,375		-	25,000	4,700	29,700	4,700	4,700	4,700	14,100
Subtotal: Personnel Expense	5,630,180	101	95,316	569,062	548,762	1,213,141	548,762	548,762	548,762	1,646,287
<i>Direct Student Expense</i>										
Textbooks	67,500		35,000	15,000	-	50,000	-	-	-	-
Student Supplies and Materials	153,000		5,000	22,000	13,040	40,040	13,040	13,040	13,040	39,120
Library and Media Center Materials	45,000		10,000	15,000	875	25,875	875	875	875	2,625
Student Assessment Materials	15,750		32,000	1,182	1,182	34,364	1,182	1,182	1,182	3,545
Contracted Student Services	75,000		-	16,190	16,190	32,381	16,190	16,190	16,190	48,571
Miscellaneous Student Expense	37,000		-	11,905	11,905	23,810	11,905	11,905	11,905	35,714
Subtotal: Direct Student Expense	393,250		82,000	81,277	43,192	206,469	43,192	43,192	43,192	129,576
<i>Occupancy Expenses</i>										
Rent	1,110,000		135,109	135,109	135,109	405,328	135,109	135,109	135,109	405,328
Building Maintenance and Repairs	20,000		3,750	3,750	3,750	11,250	3,750	3,750	3,750	11,250
Utilities	160,000		14,000	14,000	14,000	42,000	14,000	14,000	14,000	42,000
Janitorial Supplies	55,000		7,000	7,000	7,000	21,000	7,000	7,000	7,000	21,000
Contracted Building Services	99,996		8,380	8,380	8,380	25,140	8,380	8,380	8,380	25,140
Subtotal: Occupancy Expenses	1,444,996		168,239	168,239	168,239	504,718	168,239	168,239	168,239	504,718
<i>Office Expenses</i>										
Office Supplies and Materials	56,250		4,167	4,167	4,167	12,500	4,167	4,167	4,167	12,500
Office Equipment Rental and Maintenance	35,000		3,500	3,500	3,500	10,500	3,500	3,500	3,500	10,500
Telephone/Telecommunications	36,000		2,000	2,000	2,000	6,000	2,000	2,000	2,000	6,000
Legal, Accounting and Payroll Services	21,500		10,417	10,417	10,417	31,250	10,417	10,417	10,417	31,250
Printing and Copying	9,000		208	208	208	625	208	208	208	625
Postage and Shipping	4,500		300	300	300	900	300	300	300	900
Other	24,500		7,167	7,167	7,167	21,500	7,167	7,167	7,167	21,500
Subtotal: Office Expenses	186,750		27,758	27,758	27,758	83,275	27,758	27,758	27,758	83,275
<i>General Expenses</i>										
Insurance	15,000		2,083	2,083	2,083	6,250	2,083	2,083	2,083	6,250
Transportation	226,500		-	69,979	69,979	139,958	69,979	69,979	69,979	209,938
Food Service	480,435		-	37,504	37,504	75,008	37,504	37,504	37,504	112,512
Administration Fee (to PCSB)	106,287		-	59,451	-	59,451	59,451	-	-	59,451
Management Fee	1,402,491		72,769	72,769	72,769	218,307	72,769	72,769	72,769	218,307
Interest Expense	850		-	-	-	-	-	-	-	-
Other General Expense	160,430		9,908	9,908	9,908	29,725	9,908	9,908	9,908	29,725
Subtotal: General Expenses	2,391,993		84,761	251,695	192,244	528,700	251,695	192,244	192,244	636,183
TOTAL ORDINARY EXPENSES	10,047,169		458,074	1,098,032	980,196	2,536,302	1,039,647	980,196	980,196	3,000,039
NET ORDINARY INCOME	581,523		(174,579)	1,785	119,621	(53,173)	60,170	119,621	119,621	299,412
Depreciation Expense	72,384		28,200	28,200	28,200	84,601	28,200	28,200	28,200	84,601
NET INCOME	509,139		(202,779)	(26,415)	91,420	(137,774)	31,970	91,420	91,420	214,811

January	February	March	Q3	April	May	June	Q4	Current Year
Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Annual Budget
903,035	903,035	903,035	2,709,105	903,035	903,035	451,518	2,257,588	9,481,868
			-				-	166,345
117,150	117,150	117,150	351,450	117,150	117,150	117,150	351,450	1,405,800
51,509	51,509	51,509	154,527	51,509	51,509	25,755	128,773	540,845
28,123	28,123	28,123	84,369	28,123	28,123	14,062	70,308	295,292
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1,099,817	1,099,817	1,099,817	3,299,451	1,099,817	1,099,817	608,485	2,808,119	11,890,151
20,198	20,198	20,198	60,594	20,198	20,198	20,198	60,594	242,375
131,477	131,477	131,477	394,430	131,477	131,477	65,738	328,692	1,380,506
90,506	90,506	90,506	271,517	90,506	90,506	45,253	226,264	950,308
-	-	-	-	-	-	-	-	43,766
85,231	85,231	85,231	255,694	85,231	85,231	42,616	213,078	894,928
-	-	-	-	-	-	-	-	-
86,159	86,159	86,159	258,478	86,159	86,159	43,080	215,399	904,674
4,475	4,475	4,475	13,424	4,475	4,475	4,475	13,424	53,696
8,750	8,750	8,750	26,250	8,750	8,750	8,750	26,250	105,000
7,865	7,865	7,865	23,595	7,865	7,865	7,865	23,595	94,379
5,993	5,993	5,993	17,979	5,993	5,993	2,997	14,983	62,928
97,692	97,692	97,692	293,077	97,692	97,692	53,977	249,362	1,041,163
5,716	5,716	5,716	17,149	5,716	5,716	2,858	14,291	60,022
4,700	4,700	4,700	14,100	4,700	4,700	4,700	14,100	72,000
548,762	548,762	548,762	1,646,287	548,762	548,762	302,506	1,400,031	5,905,746
22,000	-	-	22,000	-	-	-	-	72,000
13,040	13,040	13,040	39,120	13,040	13,040	13,040	39,120	157,400
875	875	875	2,625	875	875	875	2,625	33,750
1,182	1,182	1,182	3,545	1,182	1,182	1,182	3,545	45,000
16,190	16,190	16,190	48,571	16,190	16,190	8,095	40,476	170,000
11,905	11,905	11,905	35,714	11,905	11,905	5,952	29,762	125,000
65,192	43,192	43,192	151,576	43,192	43,192	29,144	115,529	603,150
135,109	135,109	135,109	405,328	135,109	135,109	135,109	405,328	1,621,311
3,750	3,750	3,750	11,250	3,750	3,750	3,750	11,250	45,000
14,000	14,000	14,000	42,000	14,000	14,000	14,000	42,000	168,000
7,000	7,000	7,000	21,000	7,000	7,000	7,000	21,000	84,000
8,380	8,380	8,380	25,140	8,380	8,380	8,380	25,140	100,560
168,239	168,239	168,239	504,718	168,239	168,239	168,239	504,718	2,018,871
4,167	4,167	4,167	12,500	4,167	4,167	4,167	12,500	50,000
3,500	3,500	3,500	10,500	3,500	3,500	3,500	10,500	42,000
2,000	2,000	2,000	6,000	2,000	2,000	2,000	6,000	24,000
10,417	10,417	10,417	31,250	10,417	10,417	10,417	31,250	125,000
208	208	208	625	208	208	208	625	2,500
300	300	300	900	300	300	300	900	3,600
7,167	7,167	7,167	21,500	7,167	7,167	7,167	21,500	86,000
27,758	27,758	27,758	83,275	27,758	27,758	27,758	83,275	333,100
2,083	2,083	2,083	6,250	2,083	2,083	2,083	6,250	25,000
69,979	69,979	69,979	209,938	69,979	69,979	34,990	174,948	734,782
37,504	37,504	37,504	112,512	37,504	37,504	18,752	93,760	393,792
-	-	-	-	-	-	-	-	118,902
72,769	72,769	72,769	218,307	72,769	72,769	72,769	218,307	873,229
-	-	-	-	-	-	-	-	-
9,908	9,908	9,908	29,725	9,908	9,908	9,908	29,725	118,902
192,244	192,244	192,244	576,732	192,244	192,244	138,503	522,991	2,264,606
1,002,196	980,196	980,196	2,962,589	980,196	980,196	666,151	2,626,543	11,125,473
97,621	119,621	119,621	336,863	119,621	119,621	(57,666)	181,576	764,678
28,200	28,200	28,200	84,601	28,200	28,200	28,200	84,601	338,406
69,420	91,420	91,420	252,261	91,420	91,420	(85,867)	96,974	426,272

The Children's Guild DC Campus
FY17 Enter Period Financials

	Prior Year	July	August	September	Q1	October	November	December	Q2
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals
REVENUE									
Per Pupil Charter Payments		117,746			117,746				-
Per Pupil Facilities Allowance		97,625			97,625				-
Federal Entitlements					-				-
Other Government Funding/Grants					-				-
Private Grants and Donations					-				-
Activity Fees					-				-
Other Income					-				-
TOTAL REVENUES	-	215,371	-	-	215,371	-	-	-	-
ORDINARY EXPENSE									
<i>Personnel Salaries and Benefits</i>									
Principal/Executive Salary					-				-
Teachers Salaries					-				-
Special Education Salaries					-				-
Summer School Salaries					-				-
Teacher Aides/Assistants Salaries					-				-
Before/After Care Salaries					-				-
Other Education Professionals Salaries					-				-
Business/Operations Salaries					-				-
Clerical Salaries					-				-
Custodial Salaries					-				-
Other Staff Salaries					-				-
Employee Benefits					-				-
Contracted Staff		11,762			11,762				-
Staff Development Expense		7,037			7,037				-
Subtotal: Personnel Expense	-	18,799	-	-	18,799	-	-	-	-
<i>Direct Student Expense</i>									
Textbooks		4,400			4,400				-
Student Supplies and Materials		11,196			11,196				-
Library and Media Center Materials					-				-
Student Assessment Materials		11,966			11,966				-
Contracted Student Services					-				-
Food Service					-				-
Miscellaneous Student Expense					-				-
Subtotal: Direct Student Expense	-	27,562	-	-	27,562	-	-	-	-
<i>Occupancy Expenses</i>									
Rent		94,046			94,046				-
Building Maintenance and Repairs					-				-
Utilities		6,795			6,795				-
Janitorial Supplies		2,865			2,865				-
Contracted Building Services		11,007			11,007				-
Subtotal: Occupancy Expenses	-	114,713	-	-	114,713	-	-	-	-
<i>Office Expenses</i>									
Office Supplies and Materials		1,464			1,464				-
Office Equipment Rental and Maintenance		1,363			1,363				-
Telephone/Telecommunications					-				-
Legal, Accounting and Payroll Services					-				-
Printing and Copying					-				-
Postage and Shipping		16			16				-
Other		22,250			22,250				-
Subtotal: Office Expenses	-	25,093	-	-	25,093	-	-	-	-
<i>General Expenses</i>									
Insurance		3,156			3,156				-
Transportation		7,424			7,424				-
Administrative Fee (to PCSB)		42,279			42,279				-
Management Fee		17,416			17,416				-
Interest Expense					-				-
Other General Expense		22,735			22,735				-
Subtotal: General Expenses	-	93,010	-	-	93,010	-	-	-	-
TOTAL ORDINARY EXPENSES	-	279,178	-	-	279,178	-	-	-	-
NET ORDINARY INCOME	-	(63,807)	-	-	(63,807)	-	-	-	-
Depreciation (Facility)					-				-
Depreciation Expense					-				-
NET INCOME	-	(63,807)	-	-	(63,807)	-	-	-	-
CASH FLOW ADJUSTMENTS									
Operating Activities		2,285,506			2,285,506				-
Investing Activities		(34,218)			(34,218)				-
Financing Activities					-				-
NET CASH FLOW	-	2,187,481	-	-	2,187,481	-	-	-	-

The Children's Guild DC Campus
FY17 Enter Period Balance Sheet

	FY Prior Year	Q1 As of 9/30	Q2 As of 12/31	Q3 As of 3/31	Q4 As of 6/30
ASSETS					
Current Assets					
Cash and cash equivalents	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid expenses	-	-	-	-	-
Other current assets	-	-	-	-	-
TOTAL CURRENT ASSETS	\$ -	\$ -	\$ -	\$ -	\$ -
PROPERTY, BUILDING AND EQUIPMENT, net	-	-	-	-	-
OTHER ASSETS	-	-	-	-	-
TOTAL ASSETS	\$ -	\$ -	\$ -	\$ -	\$ -
LIABILITIES AND NET ASSETS					
Current Liabilities					
Accrued payroll and benefits	-	-	-	-	-
Accounts payable and accrued expenses	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Other current liabilities	-	-	-	-	-
TOTAL CURRENT LIABILITIES	\$ -	\$ -	\$ -	\$ -	\$ -
Long-term Liabilities					
Long-term debt, net of current portion	-	-	-	-	-
Other long-term liabilities	-	-	-	-	-
TOTAL LONG-TERM LIABILITIES	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL LIABILITIES	\$ -	\$ -	\$ -	\$ -	\$ -
Net Assets					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
Permanently restricted	-	-	-	-	-
TOTAL NET ASSETS	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL LIABILITIES AND NET ASSETS	\$ -	\$ -	\$ -	\$ -	\$ -