

GIRLS GLOBAL ACADEMY SCHOOL YEAR 21-22

Annual Report



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Board Chair
School Year 2021-2022

Because I Matter

GIRLS GLOBAL ACADEMY SCHOOL YEAR 21-22

ANNUAL REPORT

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I. School Description

Mission Statement and School Program

Fostering pathways to lead and learn

Pathways: We want our students to be exposed to a breadth of insights and opportunities as they seek to build and follow their dreams. As a result, Girls Global Academy (GGA) students will have the confidence to engage and make decisions that impact the world. Our graduates will be prepared to succeed on their personal and intellectual journeys.

Lead: Our academic environment, experiential learning, and commitment to action will empower girls to be the voice that inspires change. Students will discover complex and challenging issues, create solutions, and demonstrate impact in the community. GGA students will experience the value of collaboration, as leadership in today's world is filled with working with others.

Learn: We believe learning should be challenging, meaningful, and joyful. Our approach will allow girls to use their intellect, creativity, and choice to explore the interconnected world. GGA students will recognize perspectives, understand intersectionality and power dynamics, and master academic standards.



Vision

Our vision is leaders influencing change for global benefit. We bring this vision to life by:

- Staying true to our mission of fostering pathways to lead and learn and
- Making strategic decisions that will have an impact on how we provide access to education for all high school students that choose GGA.

We Achieve Our Mission By

- Focusing on a culture of belonging, joy, empowerment and confidence that values all people
- Aligning our systems and processes with our four pillars of sisterhood, scholarship, service and safety
- Ensuring access and equity through service learning projects and relationships

Our Pillars

Our four pillars of sisterhood, scholarship, service and safety guide everything that we do at Girls Global Academy. Our pillars are integrated into the values and vision of our school; our aim is that each member of our community truly feels that the actions we take are in line with our motto “because you matter” along with our four pillars.



We Believe:



- Students and families are partners in education
- Relationships foster trust and open communication
- Learning is challenging, meaningful, and joyful
- Partnerships with the community are intentional and valued
- Growth promotes lifelong learning

Curriculum Design



When the GGA team selected standards, the most important factor was that the standards align with our philosophy and approach to teaching and learning, and exemplify both our mission and vision. The standards must also connect with the four pillars of sisterhood, scholarship, service, and safety, and emphasize the global community. Most importantly, we want to make all educational materials accessible to all learners, take an inquiry stance in our approach, and be culturally responsive to the demographic of students we serve. Common Core State Standards (CCSS), the International Baccalaureate (IB) Career Program aims and objectives and College Board's Advanced Placement (AP) will ground us at GGA. CCSS are rigorous and developed in partnership with state-level leaders ensuring that students are prepared for any post-secondary opportunities. The District of Columbia adopted them as they are clear, consistent, informed by other top performing countries, and evidence-based with a scaffolding approach to developing competencies.

At its core, the International Baccalaureate Career Program empowers students to be self-directed learners, challenges them to set and achieve meaningful goals, and provides opportunities to develop skills needed to navigate ambiguity and unfamiliarity. By involving students in authentic learning, they gain direct experience in the cyclical process of learning inquiry (inquiry, action, reflection), and develop both their practical and intellectual skills through the IB learner profile. During 2021-22, GGA was an International Baccalaureate Candidate World School and received its authorization in August 2022. As an IB school, GGA will provide opportunities for students to access Advanced Placement courses through the College Board. CCSS, IB and AP are all focused on deeper learning and critical thinking, share a mutual emphasis on college and career readiness, and are guides for curriculum decisions. The aforementioned standards support GGA students with both college and career aspirations by decreasing or eliminating the need for remediation. In addition, the IB and College Board conducted crosswalks of their standards of practice with CCSS to ensure alignment. Both exceed Common Core standards.

Instructional Approaches

Inquiry-based Learning: GGA is committed to delivering instruction through inquiry and supporting students as the drivers of their own learning with teachers as facilitators of that learning. We are keenly aware that direct instruction lives in various parts of the inquiry process. Student inquiry processes begin with an essential question or a problem to spark curiosity, and then dive deep through both academic and experiential learning. The driving pedagogical force in all IB World Schools is the cyclical process of inquiry, action, and reflection. The answers to the essential questions are complex and have many perspectives that provide students with opportunities to research, problem- solve, and think critically.

Discussion-Based Learning (DBL): Effective discussion-based learning is fostered by students well-versed in discipline-specific language through modeling, learning, and regular use. Through DBL, students explore complex texts rooted in global concerns and tasks to co-create knowledge. While GGA students may have differing perspectives, the protocols established support our students in building, questioning, and/or disagreeing respectfully. DBL provides instructional staff with opportunities to execute the ACT phase and formatively assess student understanding and adjust. Academic discourse supports English Learners (EL), Special Education students, and students who are below grade level by facilitating the acquisition of discipline-specific discourse oral practice, which supports students in the transfer and the use of the discourse to their reading and writing endeavors. Discussion-based learning is rooted in a framework called Universal Design for Learning that expands access to the curriculum for all students by incorporating multiple means of engagement, representation of content and student expression. Examples of these approaches include accountable talk where students are guided through an open-ended conversation, Socratic seminar where teachers ask open-ended questions, think-pair-share which is a collaborative learning strategy where students work on problems together, and structured academic controversy where students argue both sides of an issue.



Instructional Approaches



Service Learning: Experiential learning is founded in both interdisciplinary and constructivist approaches and is based on doing and having experiences. GGA couples learning with meaningful experiences through service learning, interning, and potential short service abroad opportunities. To support service learning, GGA adheres to the LEAD model, a four-step process that guides students to learn more about issues they care about, engaging with others in the community to develop a solution, taking action, and sharing the impact of the project. Service learning relies on students developing relationships with community partners, contacting and interviewing experts, exchanging information and ideas with students from different countries also vested in the issues, and using their collective voices to advocate to change the issues on which they are working. The LEAD model supports EL students in learning English through a meaningful and purposeful contextual lens and through social interactions working with peers. EL students also get the opportunity to leverage their native language through service-learning projects. With Special Education students, learning through experience is accessible as it is a less restrictive environment. In addition, service learning supports special education case managers by providing additional data points to develop successful transition plans for students in relation to their post-secondary endeavors

Instructional Approaches

Advisory: Advisory is defined as “regularly scheduled period of time, typically during the school day, when teachers meet with small groups of students for the purpose of advising them on academic, social, or future-planning issues.” The purpose of advisory is to meet with students to develop strong adult-student relationships in order to support students in all facets of their learning and are actively planning for their future. The GGA team knows from experience that the best advisories are ones where the time is protected and there is an organized approach to teaching and learning. Advisory at Girls Global takes a 3-strand approach to include social-emotional learning, college and career readiness, and support for academic success.

Literacy & Numeracy: Reading Plus is a supplemental curriculum that supports our students in growing their reading abilities to ensure college and career readiness. Reading Plus published its National Report for 2019 - 2020 and showed students that used the program during the COVID-19 pandemic achieved growth consistent with previous year results. Students who use this online program achieve gains and significantly improve the capacity to comprehend complex text. This helps students to become more proficient readers, while also improving comprehension, efficiency, independence, and vocabulary. The program is customized to each learner’s reading level, and allows for each individual to choose content that is interesting to them. Once they have completed the diagnostic screener, the Reading Plus program is then tailored to each learner’s needs. GGA continues to use the Reading Plus supplemental curriculum program to support all students in growing their reading skills to become a better reader, address diversity and equity, and strengthen college and career readiness. Reading Plus helps students develop the skills they need to be proficient readers and lifelong learners. Through regular Reading Plus practice, reading will become easier, comprehension will increase, and students will make meaningful connections between reading and learning.



Parent involvement

Girls Global Academy believes our families are our partners in education. GGA uses a framework developed by Dr. Joyce Epstein at Johns Hopkins University to guide parent/family involvement. The framework focuses on:

- Parenting to help all families establish home environments to support children as students. GGA does this by hosting family engagement days, book studies, and parent education initiatives through partnerships with local non-profits focused on helping parents build healthy supportive relationships with their teens.
- Communicating through effective forms of school-to-home and home-to-school communications about school programs and children's progress. GGA is committed to consistent and clear communication, which happens across many media: posted signage in the building, access to resources and information on the school website, and on-demand notification through the social media channels and individual outreach.
- Volunteering opportunities for parents. GGA recruits volunteers to serve as chaperones for field trips and to help with service learning days.
- Learning at Home by providing information and ideas to families about how to help students with homework and other curriculum-related activities, decisions, and planning. GGA staff helps families support their students through online access to academic resources and tools that will guide them through learning.
- Decision-making that includes families as participants in school decisions and develops parent leaders and representatives. GGA holds regular roundtables with the Executive Director to involve parents in school decisions. In addition, parent representatives are recruited for board positions, as well as for our academic and school life committees.
- By coordinating resources and services from the community for families, students, and the school, and providing services to the community, GGA helps to connect students and families with DC area resources to support them in different areas including academics, service learning, skills based learning, and opportunities to have fun and celebrate one another.

All parent/family involvement and activities are tied to GGA's pillars of sisterhood, scholarship, safety, and service. Our families' commitment to these values helps our students to internalize our motto Because You Matter and embrace their dreams.





YEAR 2 BY THE NUMBERS

1 Founding 10th grade class

14 Returning faculty & staff

7 DC wards represented in the student body

1425 Service hours performed

1 Incoming 9th grade class

20 New faculty & staff

4 Inaugural sports seasons

8 New enrichment programs



II. School Performance

Girls Global Academy is Washington, DC's first free, all girls public charter high school. Our school ignites empowerment and develops girl's confidence to lead and succeed in areas like business, global citizenship, and STEM.

Performance and Progress: Meeting our Mission

Girls Global Academy empowers girls to lead confidently, thrive academically, stand boldly, and live knowing she can make a way. We strive to uphold our four pillars of sisterhood, scholarship, safety, and service in all that we do. We create learning environments that focus on the whole student and make learning joyful, challenging and fun. Girls Global Academy students are creative, persistent and ready to embrace their journey wherever it may lead.

Our goal is for students to leave Girls Global Academy knowing that she is empowered, that her voice matters, and that anything is possible. We invite you to learn more about the 2021-2022 school year from the stories, activities, and accomplishments featured in this report.

Sisterhood



For many of our students, coming to an all girls school helps to build their confidence and speak up in classes and with peers. Research suggests that all-girls education positively impacts students' transition to college and enhances self-esteem: 87% of girls school students feel their voices, their opinions are respected and heard compared to 58% of girls at coed schools.

Girls Global Academy focused on creating daily opportunities for students to build relationships with teachers and staff so that they felt connected and supported during their first year in high school. During the 2021-22 school year, Girls Global Academy launched its **Sister to Sister** peer network. This program was designed by 10th grade students to help 9th grade students adjust to life at GGA and support them as they made the transition to high school.

Sisterhood Connect After School Activities were a new series we launched this year provide a safe place for students to learn more about themselves and each other outside of the classroom. The events featured a spectrum of activities that strengthened sisterhood bonds over food, fun, laughter, stories and tears. Supported by the Care Team and staff, members of our community shared advice and perspectives on topics of discussion. The foundation for building relationships with staff and each other was cultivated by developing strong sisterhood bonds through games and icebreakers, team building exercises, art projects, open table discussions, and guest speakers.



All-school talent shows, open mics, sing alongs were led by Ms. Strong-Archer and her choir and musical theater club. Our year featured several all-school performance events, from open-mic, to a holiday sing-a-long and talent show, which allowed our community to celebrate one another's talents and enjoyment of music. These events provided opportunities for students and staff to create together, share their passions, and support each other as they ventured outside of their comfort zones. We are looking forward to continuing this tradition of lighting up our school community and beyond with the talent in our building.

Scholarship



Girls Global Academy offers rigorous courses to help prepare students for their future. Research shows that all girls' schools can spark young women's interest and ability to succeed in fields where women continue to be under-represented, including STEM and business. Graduates of all girls schools, for example, are six times more likely to major in math or science and three times more likely to enter a STEM field than those who don't.

To equip girls meaningfully to pursue such options, all GGA students pursue a career pathway in either business or engineering. Students have both high-caliber academic and real-world preparation to pursue a wide range of careers. As a result of being at GGA, students will have the confidence that can only come from taking on challenges in a supportive environment.

GGA strives to give our students experiences where they are introduced to potential **careers**. This year, students explored nanotechnology at George Washington University where they experienced what it means to create some of the tiny electronic devices that keep the world running. Students learned about nanoengineering and how to build electronic devices, such as resistors, transistors and memristors, using tools in the GW Nanofabrication and Imaging Center's cleanroom, a facility that maintains a very low concentration of airborne particulates and pollutants. In addition, students toured the campus and met professor Gina Adam who shared about her lab's research and the increasing demand in the job market for engineers.

This past year, nine of our students were accepted into a **dual enrollment program** to take classes on college campuses. This program gives high school students the opportunity to experience the academic rigor of college courses and better understand what is required of them to succeed in college. In addition, dual enrollment provides students with a head start on the college experience and is a cost effective way to earn college credits.

GGA also introduces our students to entrepreneurs who serve as role models and inspire our girls to follow their dreams. This year, through a partnership with Executive Leaders Radio, seven of our students interviewed CEOs and business leaders from CB Transportation, ToroTaxes, Strategy4Real, and Tistatech. Through these types of conversations, students learned about challenges faced and how to persevere from these inspiring entrepreneurs as they shared their career pathways.



Service



At Girls Global Academy, all students participate in service learning projects. GGA provides a number of service learning days where students come together with the community to volunteer. Service learning days have included making box lunches for a local food bank, planting gardens at the school, and creating Valentine's cards to spread joy throughout the community. Students also participated in special events like the two highlighted below.

This spring, GGA students joined hundreds of girls from Washington D.C., who gathered at the White House and marched to the Vital Voices Global Headquarters for Women's Leadership. At this event, they heard speeches from Secretary Hillary Clinton, Mayor Muriel Bowser, and many others. They also participated in events including a panel discussion called Rising Voices: The Next Generation of Women Leaders.

GGA students participated in a Hack-a-Thon designed to bring together high schoolers from throughout DC and explore the basics of problem-solving systemic issues in their communities. Students were placed in teams and worked with trained facilitators to go from having a small idea to developing a fully fledged solution to an assigned community issue, which they then pitched to a panel of esteemed judges. Students gained valuable presentation and problem-solving skills, and left feeling empowered to take effective action in their communities.

Safety



At Girls Global Academy, safety and wellness are our top priorities. Relationships are key to helping our students feel safe. Wellness helps our students to feel more secure in what we ask of them and provides them with skills and abilities that they will use throughout their lives to address their physical and mental wellbeing.

This year, we created a CARE team composed of a wellness specialist (LMSW), a licensed clinical social worker (LCSW-C), and a school-based behavioral therapist (LGPC) and is overseen by the Director of Culture, who is a nationally board certified counselor. This team provided social emotional and mental health support to students, families, and staff. For students who were transitioning back to being in-person after remote schooling due to the pandemic, the CARE team was crucial in creating a safe space for students, addressing student's social emotional needs, and working together to assess and eliminate barriers that may impact her ability to be present and succeed in school.

Safety also includes recognizing and acknowledging our students, staff and community through special events. For example, at our End of Year Celebration, our community celebrated 27 students with 95% or higher daily attendance; 10 students recognized for outstanding MAP growth; 36 students recognized in content areas for Goal and Go Getters; 4 students and 4 staff recognized for GGA pillar awards; 2 Staff Pinnacle of Excellence awards; 1 Staff Change Maker Award; 2 student and 1 staff Trailblazer awards; and 10 parent awards.

Performance and Progress: Our Goals and Academic Achievement

Girls Global Academy selected the Performance Management Framework (PMF) as goals as outlined in our charter agreement.

Student Achievement: PARCC Scores

For the Student Achievement category the DC Public Charter School Board (DC PCSB) did not produce PMF scores for SY 2021-2022.

Gateway: 9th Grade on Track

Girls Global Academy selected the Performance Management Framework (PMF) as goals. For the Gateway category 64% of grade 9 students were on track to graduate during this pandemic year.

School Environment: Attendance and Re-Enrollment

Girls Global Academy selected the Performance Management Framework (PMF) as goals. There was re-enrollment rate of 84.8%. The average in seat attendance rate was 83.6%.

NWEA MAP Growth

Target: By July 2022, Girls Global Academy students will take the NWEA MAP assessment in English and Math with 30% of our students showing subject growth from fall administration to spring administration

	Lo	LoAvg	Avg	HiAvg	Hi	Mean RIT score
MAP 10th grade math	28%	31%	26%	15%	0%	220-222-225
MAP 9th grade math	32%	32%	24%	13%	0%	217-219-221
MAP 10th grade reading	68% of students showed subject growth from fall to spring					
MAP 9th grade reading	15%	21%	41%	21%	3%	215-217-220

Unique Accomplishments

The 2021-2022 school year was filled with unique accomplishments that benefited our students and community, while fulfilling our four pillars of sisterhood, scholarship, service, and safety.

Thriving Together

Girls Global Academy opened its physical doors to our students for the first time! Our rising 10th graders had attended school virtually during the 2020-2021 school year, which was our first year open. To have our students together where they could experience and live the four pillars on a daily basis was truly a gift. Many of these students came to school after being apart for a year and the transition allowed them to learn from one another, reset expectations of what school could be, and begin to dream of what their future holds.



Community Meetings

Community Meetings are a crucial forum for students to take on leadership roles, explore topics and activities that are important to them, and gather together to celebrate one another. These weekly events provide an opportunity for GGA's wider community - students, staff, parents, and other stakeholders - to come together. These meetings ranged from team-building activities, mindful movement sessions, community learning, and positive affirmations. By inviting GGA's larger community to these events, students started to build relationships with community members, which allowed them to learn more about the neighborhood and how they can become more involved through service projects, internship opportunities, and more.

**1st year
of in person
athletics**

**31%
student
participation rate**

**4
inaugural seasons:
volleyball, cross
country,
basketball, cheer**

**32
participants on
volleyball, track &
field, cheer, and
basketball teams**



ATHLETICS OVERVIEW



Annual Sisterhood Summit 2022

"I'm Possible:" for the next generation of women innovators, entrepreneurs, and leaders of color

To celebrate Women’s History month in March, Girls Global Academy celebrated female entrepreneurs and leaders which culminated in the 2nd annual Sisterhood Summit. This hybrid event spotlighted women who are making a difference in our community and provided opportunities for dialogue on topics that impact girls and women. The Sisterhood Summit showed our students that women do not need to know each other well to show empathy, respect, courage, and camaraderie. Sisterhood and togetherness can be created within a short period of time especially when there are opportunities to stand together. We heard from our speakers that we may need to bring our own seats to the table, failure is a moment that shows you tried, moving on means moving towards something, and others do not define our identities. The event inspired our students to raise their voices with their sisters and stand for equity and inclusion together.



Donor List

The following donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2021-2022 school year.

228 Accelerator	Hertz Furniture	Marilyn Edmunds
Shalini Benson	Max Levasseur	Trailblazer Consulting
Mary Elizabeth Blaufuss	The MIL Corporation	Karen Venable-Croft
CityBridge	Maureen Colburn	Tommy Venable
EdOps	Jon Croft	Wobble
Bob and Nina Graves	Dynamic Network Solutions, Inc.	Leveling the Playing Field



School Year 2021-2022 Data Points

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

Source	Data Point
PCSB	LEA Name: Girls Global Academy PCS
PCSB	Campus Name: Girls Global Academy PCS
PCSB	Grades served: 9--10
PCSB	Overall Audited Enrollment: 155

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern -ative	Adult	SPED*
Student Count	0	0	89	66	0	0	0	0	0

School Year 2021-2022 Data Points

Student Data Points

School	School Total number of instructional days: instructional days: 176, with 1188 total instructional hours.
PCSB	PCSB Suspension Rate: 23.20%
PCSB	PCSB Expulsion Rate: 1.29%
PCSB	PCSB Instructional Time Lost to Out-of-School Suspensions: 1.12%
PCSB	PCSB In-Seat Attendance: 83.60%
PCSB	<p>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.)</p>
PCSB	Midyear Withdrawals: 16.80% (26 students)*
PCSB	Midyear Entries: 3.20% (5 students)*
PCSB	Promotion Rate (LEA): 90.70%
PCSB (SY 20-21)	College Acceptance Rate: Not Applicable
School (SY20-21)	College Admission Test Score: Not Applicable
School (SY20-21)	Graduation Rate: N/A

School Year 2021-2022 Data Points

Faculty and Staff Data Points

School	Teacher Attrition Rate: 40%
School	Number of Teachers: 20
School	Teacher Salary: Average: \$ 66,615 Range -- Minimum: \$ 57,000 Maximum: \$ 83,000
School	Executive Compensation: \$110,000, \$110,000, \$111,100, \$135,200

Appendix A: Staff Roster for 2021-2022 School Year

Last Name	First Name	Position
Bennette	Nichelle	Dedicated Aide
Bernadel	Rachel	Operations Associate
Boyd	Trisha	Dean of Students
Caisey	Ilesha	Director of Culture and Counseling
Chun	Aileen	World Language teacher
Colon-Emerique	Nate	World History Teacher
Cranke	Monica	Special Education Teacher
Day	Monae	Dedicated Aide
Del Conte	LaVada	Special Education Teacher
Edwards	Shaday	Math Teacher
Ford	Margaret	Dedicated Aide
Forty Casanova	Jamilex	SPED Paraprofessional
Green	Molly	Special Education Teacher
Holsinger	Mary	SPED Paraprofessional
Huss	James	English 9 Teacher
Jefferies/McCrimmon	Nadia	PE Teacher and Athletics Coordinator
Kang	Lydia	English Teacher
King Johns	Maggie	Art
Laguerre	Livy	Social Worker
LeSure	Stacie	Engineering Teacher
McAllister	Montoya	Engineering
Mellen	Jason	Director of Finance and Operations
Mentac	Rhemie	Math Teacher
Miller	Michele	Science Teacher
O'Neal	Shamira	Director of Academics
Olt	Ashley	Business Teacher
Parker	Talisha	Science Teacher
Pope	Cynthia	Operations Associate
Potter	Judith	Science Teacher
Robison	Danika	Social Studies Teacher
Samuels	Patricia	Special Education Teacher
Shepperson	Julie	Admissions Coordinator
Shorter	Jaymes	SPED Paraprofessional
Sinclair	Donnuel	Math Teacher
Strong-Archer	Angel	Music
Swift	Shayne	Principal
Sylvain	Jacquelyn	Wellness Specialist
Taylor	Markeya	Dedicated Aide
Tillman	Shaquita	Student Services Coordinator
Venable-Croft	Karen	Executive Director

Highest Degree held	% of Staff
Doctorate	7%
Master's	63%
Bachelor's	15%
Associate's/ Other	15%

Appendix B: Board Roster for 2021-2022 School Year

Board Member Name	Position	DC Resident
Laura Bartos	Member / Treasurer	Yes
Mary Beth Blaufuss	Member / Audit Chair	Yes
Shalini Benson	Member	No
Kevin Bryant	Development Chair	No
Maureen Colburn	Development Chair	No
Maura Dunn	Finance Chair	No
Marilyn Edmunds Bowser	Member	Yes
Shobha George	Member	No
Elaine Harris	Secretary	Yes
Max Levasseur	Board Chair & Complaint Liaison	No
Christine Miller	Governance Chair	Yes
Lakisha Myrick	Parent Member	Yes
Janice Parker Brown	Parent Member / Governance	Yes
Mary Pendleton	Academic Chair	Yes



Appendix C: Unaudited Year End Financial Statements 21-22

Girls Global Academy Balance Sheet		6/30/2021	6/30/2022	
Assets		Last Year	Year End	Annual Change
Assets				
Current Assets				
Cash		172,050	2,706,211	2,534,161
Accounts Receivable		152,214	151,747	(467)
Other Current Assets		49,912	32,938	(16,974)
Intercompany Transfers		0	0	0
Cash-Restricted		150,255	150,084	(171)
Total Current Assets		524,431	3,040,980	2,516,549
Noncurrent Assets				
Facilities, Net		98,477	291,752	193,276
Operating Fixed Assets, Net		162,071	217,253	55,181
Total Noncurrent Assets		260,548	509,005	248,457
Total Assets		784,980	3,549,986	2,765,006
Liabilities and Equity		Last Year	Year End	Annual Change
Liabilities and Equity				
Current Liabilities				
Accounts Payable		53,597	64,137	10,539
Other Current Liabilities		1,634	1,227	(407)
Accrued Salaries and Benefits		60,190	91,756	31,566
Total Current Liabilities		115,421	157,119	41,698
Equity				
Unrestricted Net Assets		417,960	669,558	251,599
Net Income		251,599	762,133	510,534
Total Equity		669,558	1,431,691	762,133
Long-Term Liabilities				
Senior Debt		0	2,000,000	2,000,000
Other Long-Term Liabilities		0	(38,825)	(38,825)
Total Long-Term Liabilities		0	1,961,175	1,961,175
Total Liabilities and Equity		784,980	3,549,986	2,765,006

Appendix D: Approved 22-23 Budget

Girls Global Academy Budget		SY22-23
Revenue		
State and Local Revenue		4,885,763
Federal Revenue		545,211
Private Grants and Donations		183,540
Earned Fees		3,551
Donated Revenue		-
Total Revenue		5,618,065
Operating Expense		
Salaries		2,889,012
Benefits and Taxes		425,721
Contracted Staff		30,000
Staff-Related Costs		32,455
Rent		829,069
Occupancy Service		285,691
Direct Student Expense		570,676
Office & Business Expense		731,146
Donated Expense		-
Contingency		95,487
Total Operating Expense		5,907,257
Net Operating Income		(289,192)
Interest, Depreciation		
Depreciation and Amortization		196,800
Interest		24,000
Total Expenses		6,128,057
Net Income		(509,992)