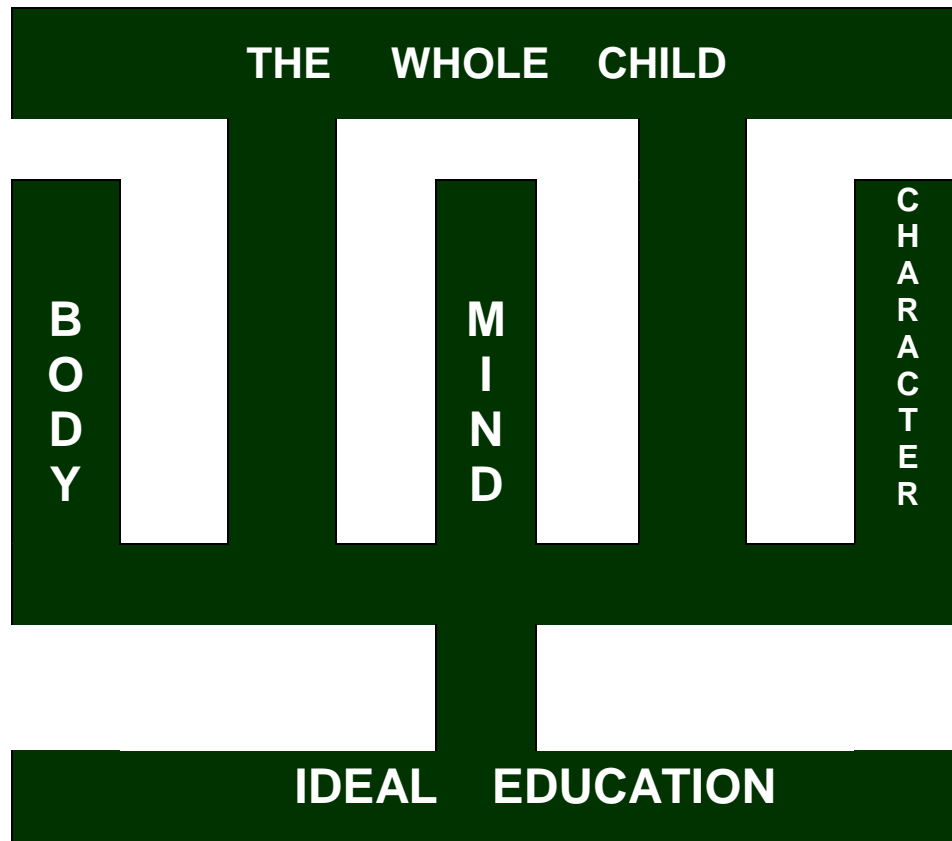


"Together We Make Difference"

## Annual Report 2015 - 2016



**HWEHWEMUDUA (Searching Rod or Measuring Rod)**

This is a symbol of excellence, perfection, knowledge and superior quality.

Respectfully submitted on behalf of the Board of Trustees

by

**Percy Wilson**

**Chairperson**

September 1, 2016

# **TABLE OF CONTENTS**

## **I. School Description**

**A. Mission Statement.....3**

**B. School Program.....3**

## **II. School Performance**

**A. Performance and Progress.....13**

**B. Lessons Learned and Actions Taken.....13**

**C. Unique Accomplishments.....13**

**D. List of Donors.....25**

**Data Report.....25**

## **Appendices**

**a. Staff Roster.....31**

**b. Board Roster.....33**

**c. Unaudited Year-end 2015 - 2016 Financial Statement.....34**

**d. Approved 2015 - 2016 Budget.....42**



## **I. School Description**

### **A. Mission Statement**

The mission of the Ideal Academy Public Charter –School (IAPCS) is to empower all students to excel in academics, body, and character, enabling them to become competent and contributing global citizens.

At Ideal Academy Public Charter School, we believe:

- As our students are the future and our most important resource, a well educated citizenry is essential for maintaining our democracy and ensuring a competitive position in a global environment. Life-long learning is essential for success in a changing society.
- Well-structured education and learning nurture cognitive development, social, emotional, physical and creative growth.
- With highly qualified teachers and staff committed to excellence, our students have the potential to learn rigorous content and achieve high standards given appropriate time, instruction and access to resources.
- Each and every person has intrinsic worth and must be treated with respect and dignity. Our understanding and appreciation of diversity and multiculturalism are necessary for living in today's society.
- We also believe that the responsibility for education is an active partnership between our school, governing board, students, their families, government and the community at large.
- All children have the right to live, learn and grow in a safe environment.

### **B. School Program**

#### **1. Summary of Curriculum Design and Instructional Approach**

IAPCS curriculum consists of the D.C. Public Schools Scope and Sequence, the Common Core State Standards Deconstructed for Classroom Impact. IAPCS uses research-based instructional

strategies such as those studied by Dr. Robert J. Marzano, whose practical translation of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators.

IAPCS serves grades Pre-K 3 through 8. Within these grade levels we address the needs of students with special needs, gifted and talented students, English Language Learners (ELLs), and economically disadvantaged students. To address our students' needs IAPCS uses differentiated instruction. In differentiated instruction students are placed at the center of teaching and learning. Kathy Bigio, a renowned educator and teacher advisor, defines differentiation as "the right of each pupil to be taught in a way specifically tailored to their individual learning needs. Each learner comes to school with a different set of learning needs, for example, differing educational, personal, and communal contexts and varying degrees of academic skill development, differentiated instruction advocates that the educator proactively plans a variety of instructional methods as to best facilitate effective learning experiences which are cited to the various learning needs of the students."

IAPCS provides small classroom environment, with low student-teacher ratios. Students may receive routinely individual or small group instruction designed to empower them to achieve at their maximum capacity and at their own speed throughout the school year.

At Ideal, fine arts are used as a powerful tool to help build positive self-esteem and strong communication skills in students. Students come to IAPCS with histories of academic failure and poor self-images. Too many of them have been told too many times that they cannot or do not do what is expected of them academically. Students need to experience success in their educational journey so that they will know how it feels to be successful in the future. Involvement in the arts gives them a platform on which they can express their creativity which offers personal satisfaction and motivation.

When students are involved in the arts often they become more closely attuned to their inner feelings and more capable of expressing their emotions. Furthermore, students who are involved in the fine arts have the opportunity to appreciate various cultures; they learn how to work together as a team for the common goal of creating a product which reflects the talent and creativity of everyone who contributes to the work; and they have an impact on the lives of each other. At Ideal, the fine arts are used to enhance other subject matter, to teach positive values, and to encourage students to think, explore and express themselves effectively.

## **2. Parent Involvement Efforts**

It benefits the whole school community when our parents work with us on common goals and interests that support student learning. IAPCS sponsors a parent retreat through which topics of interest to parents, retrieved from Parent/Guardian surveys, are discussed. Parent workshops in Literacy and Mathematics are also held twice a year to help parents in supporting their child's learning. Assistance in supporting their child's learning is also offered through parent-teacher conferences which are scheduled three times throughout the year, and through regular phone communications made by teachers.

Tea and Coffee/Dessert with the Principal, a monthly event, provides opportunities for parents to voice their opinions and suggestions, and identify issues that need to be addressed regarding school climate. In September of the 2013 – 2014 school year, IAPCS featured its first Mother/Daughter Tea and Father/Son Breakfast events. These events continue to be successful in bringing together our school family for the purpose of getting to know each other. Parents are encouraged to become a member of the Parent-Teacher Organization (PTO) which meets monthly and supports the school through the sponsorship of school events and fundraising. Events sponsored during this year included the annual Thanksgiving Dinner and the annual Family Fun Field Day. Through fundraising, the PTO also has raised money to purchase supplies for the classrooms.

All parents of students who matriculate through IAPCS are required to initial and sign a Parent Commitment agreement (signing the Parent Commitment agreement is part of the enrollment process). This agreement covers (I) Areas of Practicality (II) Health and Safety (III) Parent Relationships with Classroom Teachers, Administration and Staff (IV) Home Environment and Providing Academic Support for the Child (V) Other Areas.

I. Areas of practicality include but are not limited to the following:

- Getting the student to school on time.
- Making sure the student is picked up from school on time.
- Ensuring the student comes to school daily rested and alert.
- Making sure the student does not bring items that will distract them from learning.

II. Areas of health and safety include but are not limited to the following:

- Keeping the student at home when he/she contracts a contagious disease (measles, chicken pox, ring worm, etc.).
- Bringing a doctor's note to school when the student returns from an illness.
- Giving permission to the school to make necessary arrangements for the student in case of a medical or other emergency which takes place at school.

III. Areas pertaining to parent relationships with teachers and the administration the school include about are not limited to the following:

- Responding to regular communications with the teacher.
- Attending teacher conferences.
- Attending conferences with the school administration.
- Attending all IEP meetings when their presence is required.

IV. Areas related to home environment and supporting academic pursuits of the school include but are not limited to the following:

- Providing a home environment which is conducive to learning, and having high expectations for student performance.
- Attending parent workshops or training sessions designed to assist them in creating a supportive atmosphere and in developing strategies to assist their children in growing academically, socially and physically.
- Assisting the student with his/her homework and initialing homework assignments to acknowledge that they are completed.

V. Other areas include but not limited to the following:

- Making a commitment to volunteer ten (10) hours of service to the school per academic year.
- Giving permission for the student to go on field trips.
- Giving permission to IAPCS to use pictures of their child for publicity purposes.
- Participating in the Ideal PTO.

## **II. School Performance**

### **A. Performance and Progress**

#### **1. Meeting our Mission**

IAPCS will help its students reach their highest academic potential and demonstrate measurable progress through the use of the Common Core State Standards, research-based instructional strategies and summative and formative assessments. The Common Core State Standards have been incorporated into IAPCS Curriculum in order to prepare our students for college and careers of their choice. Common Core State Standards have been developed to help ensure that:

- students are prepared for success in college/career;
- clear and consistent expectations for students and teachers are set; and
- high goals are set for all students.

Language arts and mathematics teachers have augmented our curriculum by including the Common Core State Standards. IAPCS's curriculum, developed by administrators and teachers, focuses on instruction that addresses student needs, interests and character. Teachers have been trained to deconstruct the standards to provide appropriate and relevant strategies aimed at increasing student achievement. The instructional strategies that are implemented are supported by the scientifically-based research of Robert Marzano.

The curriculum provides cross-content collaborative opportunities for teachers as they plan their lessons with the use of the Instructional Planner™, a software program system for planning, monitoring, and analyzing instruction. Instruction Planner™ makes it easier for teachers to plan and archive their units of instruction, correlate them to local and national standards, and then track what was actually taught in the classroom. Teachers use the Instruction Planner™ to:

- input how the Nguzo Saba are integrated into the curriculum;
- use summative assessments to track student progress; and
- adjust instruction as needed.

At Ideal Academy Public Charter School the overall well-being of the students is taken into consideration so that students will achieve their fullest potential. As part of our affective program students utilize positive and productive techniques to cope with challenges and stresses. Each morning from 8:15 a.m. to 8:30 a.m. the whole school participates in Quiet Time to prepare students for a day of being alert, focusing, and learning in their classes. In grades Pre-K 3 through 2 the students participate in quiet, settling activities such as coloring or drawing, looking at books or reading. In grades 3 and 4 students participate in silent reading. In grades 5 through 8 the students practice a meditation technique which is an effective tool that give the mind and body an opportunity for deep rest, releasing stress and fatigue.

Research has shown that at the same time, meditation creates high levels of coherence and orderliness in the functioning of the brain. The result is that students become more alert, focused, calm, peaceful and harmonious in their interactions with others. A natural outcome is

greater academic success. Quiet Time is a great support for teachers who have the responsibility of maintaining an environment where teaching and learning can take place. When students have a tool to manage their own stress levels, discipline issues become less. This period of silence and settling enhances greater efficiency in teaching and greater job satisfaction. At the end of the day from 3:30 p.m. to 3:45 p.m. the students with their teachers once again experience Quiet Time. The mind and body are once again given the opportunity for deep rest to release stress and fatigue and to prepare to have more energy and vitality after school and into the evening hours. Homework can become easier to do. More can be accomplished and enjoyed.

The Ideal Person Program is employed in grades Pre-K 3 through 8 to help students learn the meaning and importance of positive values and internalize them through activity. Students demonstrate care and respect for life. They learn to work with others, regardless of sex, color, or creed, to make positive contributions to the family, community, and ultimately the world. Students learn values in segments which includes families of associated characteristics. Nine families of qualities are studied. Each family is studied and exemplified for a period of one month. All nine of these families are studied and reinforced every year at the Ideal Academy. At each grade level, students study the core concept and the associated family of concepts in direct correlation with the cognitive and developmental level of growth of students. The study, therefore, ranges from simple presentations, evaluations, and awareness to more complex forms.

The nine families of qualities are linked to the Nguzo Saba (The Seven Principles) founded by Dr. Maulana Karenga in 1966. The set of principles are: Umoja (Unity); Kujichaglia (Self-Determination); Ujima (Collective Work and Responsibility); Ujamaa (Cooperative Economics); Nia (Purpose); Kuumba (Creativity) and Imani (Faith). These Seven Principles are essential standards of personal and social excellence directed toward building and sustaining moral community, and strengthening and maintaining the community's capacity to define, defend and develop its interests in the most positive and productive sense. In addition to being standards of excellence, the Nguzo Saba is also categories of priorities and categories of human possibilities. As categories of priorities, they tell us some of the most important things in our lives, identifying a key set of views, values and practices which we should, even must, put first in our personal and social life. And as categories of possibilities, the Nguzo Saba, offer us a set of principles which encourage thought and practice which help define, develop and enhance our humanity in the context of community and the world.

Students will be empowered to value the diversity that exists in the world through the Contributions approach developed by James Banks, a specialist in multicultural education. In the Contributions approach the core curriculum stays relatively intact. The teacher will insert content about ethnic heroes/heroines and specific cultural artifacts such as food, music, celebrations of various ethnic groups. This approach helps teachers to create a multicultural curriculum and provide students with experiences of notable men and women.

IAPCS utilizes Marzano's instructional strategies. Marzano's instructional strategies can be applied to all types of content, all grade levels, and all types of students. According to Marzano, "Based on a survey of thousands of comparisons between experimental and control groups, using a wide range of instructional strategies, across a variety of subject areas, we were able to



identify nine categories of instructional strategies in K – 12 classrooms, proven to improve student achievement." These nine strategies are:

- Identifying similarities
- Summarizing and note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Representing knowledge
- Learning groups
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions and advanced organizers

Differentiated instruction is an instructional strategy that applies an approach to teaching and learning that gives students many options for taking in information and making sense of ideas. Differentiated instruction requires teachers to be flexible in their approach to teaching and adapt the curriculum and presentation of information to learners rather than expecting students to modify themselves to the curriculum.

Technology plays a major role in twenty-first century education. With the new model of integrating technology into the instruction, computers are accessible throughout the school day. IAPCS embraces this model through use of computer labs. In addition, each classroom is equipped with a minimum of two (2) computers for student use. The computer is used as a tool which assists in students' academic growth and development. The computers contain educational programs that provide information exercises, materials which are relative to the academic subjects that students are studying. Students on all grade levels, starting in Pre-K 3, are taught how to utilize these programs to support their learning processes.

Each classroom is also equipped with a computer station which is provided for the teacher to create and keep lesson plans; access instructional strategies and resources; acquire and produce assessments; and access and track data. In addition, computers are utilized to record both class and homework assignments given to each student, along with any attending notes deemed appropriate. Parents can remotely access their child's homework and grades via our school dashboard.

As a District-LEA Charter, IAPCS has elected to follow and implement the District of Columbia Public Schools' Special Education Plan for the purpose of Part B of IDEA 2004 and Sections 504 of Rehabilitation of 1993. As a District - LEA Charter, Ideal implements the Inclusive Model for the education of students with special needs. In an inclusive school environment the staff actively promotes a commitment to embracing, celebrating, and capitalizing upon differences.

During the school year each student with special needs shall have their Individualized Education Plan (IEP) updated. If the student does not have an IEP, it will be created. A team including the classroom teachers, service providers, special education coordinator, and the students caregiver, will work together to adapt the curriculum and establish the special services which each student with special needs requires, and as indicated in the IEP. This team has regularly scheduled meetings throughout the school year to discuss the progress of each student with

special needs. It is required to call emergency meetings, as needed, to resolve any crisis situations which may arise regarding students.

Special Education IEP progress reports are entered into EasyIEP at the end of each advisory. All Special Education students participate in the interim, and state wide assessment at their appropriate levels. Students with disabilities are expected to make progress in the general education curriculum in addition to progress towards their annual IEP goals. Students will be graded based on their level of achievement and progress they have made toward meeting the curriculum standards.

Academic Support Services are available for all students with special needs and are provided based on the student's IEP. These services are conducted by contracted persons and may include speech therapy, psychology counseling, self-esteem building, stress management, art, music, and drama therapy. In addition, a Home Visit Plan is implemented so that staff can make home visits with parents of students with special needs. During these home visits, challenges that the child is experiencing are discussed, along with a variety of options which can be employed in the home to assist in the academic and personal growth of students.

Students who give evidence of high achievement capability in areas such as intellectual, creative, artistic or leadership capacity or in specific academic field as compared to other students with similar age, experience, or environment will be identified as gifted students. After examining the results of the summative tests given in the fall, those students who score in the top five percent of the test will be considered.

Ideal teachers will use differentiated instruction within the classroom to address the needs of the gifted students. IAPCS' academic curriculum will be modified to accommodate their specific needs. This will include changing the content/ability level of the material. The progress will be measured in the core subject areas, especially Language Arts and Mathematics, by the Discovery Benchmark test. The state assessment will be used to measure achievement.

Ideal is guided by the requirements of OSSE for providing instruction to English Language Learners (ELLs). The goals of the program are to:

- increase the English proficiency of limited English proficient children by providing high quality language instruction and educational programs that are based on scientifically based research. The instruction and programs should also demonstrate effectiveness in increasing English proficiency and student achievement in the core academic subjects.
- increase annually the number of students making progress in learning English (as measured by the English Proficiency assessment approved for use by OSSE).
- increase the number of ELL students attaining proficiency on the state assessment in reading/language and mathematics.

IAPCS identifies English Language Learners by reviewing their Home Language Survey which is part of the enrollment application. Students who indicate that either they, or their parent speak another language at home are interviewed and then assessed using the WIDA (World-Class Instructional Design and Assessment): ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners). ACCESS scores are used to monitor student progress on an annual basis; establish when ELLs have attained English language proficiency according to state criteria; inform classroom instruction and assessment;

and aid in programmatic decision-making. IAPCS implements the pull-out model for the education of ELLs. ELLs can place between an English Language Proficiency (ELP) level of 1 (entering) and 6 (reaching). To ensure effective communication with families who are not English speakers, all school correspondences are bilingual. Interpreters are provided on an as need basis. Translations of the ACCESS for ELLs testing information (Parent/Guardian Report and Letter) make results more accessible to students' family members. Translated reports accompany the official report in English.

In order to maximize the achievement of all students, IAPCS consistently works to provide students with high quality support programs. Students who are experiencing difficulty in reading and mathematics receive research- and standards-based academic support as needed throughout the school year to improve their scholastic level. IAPCS employs resource teachers who use the pull-out model to offer individualized and teacher-led small group differentiated instruction to struggling students.

The school offers volunteer tutoring services to assist struggling students in the areas of reading and mathematics. These services help students improve their achievement and work habits. The tutoring helps children improve achievement by building on the learning that takes place during the school day. The program provides students with a safe, nurturing environment and offers children a chance to succeed. In addition, IAPCS offers a Summer Academy in which students receive additional support.

Our school based Student Support Team (SST) provides assistance to staff as they work with students who are struggling academically. When a teacher refers a student to the SST, the team members (guidance counselors, general education teachers, administrators, other support staff, and parents) use a collaborative process to discuss the student's needs and identify academic interventions and supports that the teacher may implement to help the student achieve. The SST process is data-driven. SST members consider evidence that the teacher collects to document the concern; they also design an implementation plan that includes a monitoring and evaluation component to determine the effectiveness of the intervention.

To pursue our school's mission and offer support to our students IAPCS uses different computer based programs. Waterford Early Learning is a digital program tailored to the academic needs of individual students. The program provides a rich multimedia environment with songs, stories, and games from around the world.

Assessment and Learning in Knowledge Spaces (ALEKS) is a web-based, artificially intelligent assessment and learning system that uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics he/she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course he/she is taking. ALEKS also provides the advantages of one-on-one instruction, 24/7 from virtually any web-based computer.

Achieve 3000 Solutions are designed and built upon decades of scientific research into how children learn to read, including studies from the National Writing Commission, the National Reading Panel, Carol Anne Tomlinson, and more. In addition, they utilize accepted and proven benchmarks for assessment and instruction – from the Lexile Framework to the principles of the National Assessment of Education Progress. Achieve 3000 pedagogy has enabled differentiated language arts instruction. Independent research has linked Achieve 3000 Solutions to improved student performance on high-stake tests.

## 2. Meeting our Goals and Academic Achievement

Goal #1: Each student will achieve his/her highest academic potential in mathematics and literacy, which would be integrated into social studies, science, foreign language and the fine arts through curriculum integration.

Performance Measurement	Target Met?	School Results
60% of Pre-Kindergarten 3 and Pre-Kindergarten 4 students will advance 1 level on all skills in domain or maintain "competent/ready" on CK PAT.	Yes	This target was exceeded 84.1 of all students in grades Pre-Kindergarten 3 and Pre-K 4 advanced level on all skills in domain or maintained "competent/ready" on CKPAT mathematics. 65.2% of all students in grades Pre-Kindergarten 3 and Pre-Kindergarten 4. Students advanced 1 level on all skills in domain or maintained "competent/ready" on CKPAT Literacy.
70% of all students in grades K-8 will meet their individual comparative growth target as defined by Discovery Education Interim Benchmark Assessment.	Yes	This target was exceed in all grade levels tested from Kindergarten to 8th Grade in both Reading and Math. 86% of all students from K-8 met their individual comparative growth target. A total of 2.5% increase compared to the previous year (2014-2015). In Mathematics 85.3% of all students in Grade K-8 also met their individual comparative growth target as defined by the Discovery Assessment Benchmark. A total increase in growth of 5.5% compared to the previous school year.

### Performance Measurement for ELL Students

All non-native English speaking students are advancing to the Bridging Proficiency levels of speaking, writing, reading and listening comprehension. As outlined in the WIDA-ACCESS for ELL the number of students at or above the expanding proficiency level is as follows:

- 80% in listening;
- 80% in speaking;
- 80% in reading; and
- 40% in writing.

Goal #2: Each student will learn to handle challenges and stresses.

Performance Measurement	Target Met?	School Results
10% decrease in the number of referrals for behavior.	Yes	There was a decrease of 37.37.1% in the number of referrals for behavior.
10% decrease in the number of suspensions.	Yes	There was a decrease of 14.6% in the number of suspensions.
10% increase in academic growth.	Not Comparable	

#### **B. Lessons Learned and Actions Taken**

IAPCS is continuing to move toward Tier 1 - our ultimate target. To achieve this status we will continue to make the following modifications:

- Continue to provide training for students in the operations of the PARCC testing software i.e. tools, enlargements, use of calculator, bookmarks.
- Continue test prep use of past PARCC exams for our students i.e. engaging post PARCC exams.
- Continue training of teachers in teaching the Common Core Standards.
- Augment our strategies for providing intensive academic support to students.
- Use the results of the teacher evaluation to retain effective teachers and dismiss ineffective teachers.
- Improve our school's culture of discipline.

#### **C. Unique Accomplishments**

##### **Five Senses Exploration**

Pre-K 4 classes explored their five senses. The culmination of the Unit was followed up by a trip to Cox's Farm during their annual Pumpkin Festival. The sights, sounds, smells, tastes, and feelings of the farm gave rise to a new awareness of the five senses that the children were to explore first hand. The children spent the day climbing through hay mazes, milking a cow, taking a hay ride through Pumpkin Land, tasting apples, apple cider and kettle corn, observing animals in their natural habitat, and finally picking out a special pumpkin to bring home.

##### **100th Day Celebration**

During the month of February the Pre-Kindergarten classes celebrated Black History Month and the 100<sup>th</sup> Day of School. There were daily discussions about important Black History facts. The children were exposed to various non-fictional books about famous Black historians. The Pre-K 3 classes dressed up as elderly citizens for their 100 years old. The Pre-K 4 classes made various graphs counting by 1's and 10's to 100 with mixed mediums.

### **Dr. Seuss' Birthday**

The Pre-Kindergarten classes celebrated Dr. Seuss's birthday. The Pre-K 3 students made hats like "The Cat in the Hat" and wore them around school to remind the other students of the special day. Children were treated to several of the works of Dr. Seuss throughout the week to enhance the concept of rhyming words.



### **Earth Day**

The Pre-Kindergarten classes discussed ways in which we could help keep our planet clean. We decided to work around our school on Earth to clean up the parking lots and our playground. The children were armed with gloves and trash bags picking up debris around the school. The afternoon session was all about how to beautify our surroundings. We planted flowers and bulbs in containers on our back patio. The children had been studying about the Life Cycle of a Plant. We planted various vegetable and flower seeds in different mediums. The children would later observe the germination process in water, cotton, paper, and or soil and record their findings. Their plants would be taken home to transplant and grown into a mature plant.

### **End of the Year Award Celebration**

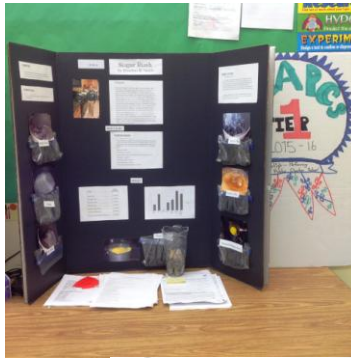
All classes participated in an end of the year celebration. The children recited the Ideal Power Statement and sang several songs. Certificates were presented to the children by their teachers for their accomplishments throughout the school year. Many parents and family members attended this program to witness the recognition of their children's achievements.



## Science Fair Citywide Awards

1. Certificate of Excellent from DC Public Health Services - (Meritorious Achievement Award)
2. A medal from DC Public Health Services
3. Certificate of Achievement - Smithsonian National Museum of Natural History
4. Honorable Mention - Environmental & Health Category DC Science Fair
5. Certificate of Participation - DC Citywide Science Fair

Award - Certificate of Excellent from DC Public Health Services - (Meritorious Achievement Award)





**Photosynthesis Project** - partnership with American University where cameras are used to take pictures of everyday life determine similarities and differences between a group of sixth grades class from Ideal Academy Public Charter School. Technology and Literacy Standards consistent with the Common Core Standards are essential parts of the program. Our students met once per week with a representative from American University and our Art Teacher, Mama Smith who served as facilitators for the program.

**Mathematics and Science Partnership Event Program** with The American University to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Program began this summer and is being implemented in SY 2015-2016, with Mama Green's class, Mama Hilliard's class, Baba Brown and Mama Christina's sixth grade class.

A grant was secured from OSSE to teach Sexual Health and HIV prevention in middle school by purchasing needed supplies and equipment.

The school purchased Curriculum Guides for all teachers in grades K-8 entitled "Common Core Standards Deconstructed for Classroom Impact" which gave teachers a reference for teaching the Common Core Standard in reading, language arts and mathematics.

The school purchased IXL, an online software program in mathematics to replace ALEKS, an online software program; grades K-8.

The Middle School implemented a project called "Sister to Sister" for 6<sup>th</sup> & 7<sup>th</sup> grade girls to assist in improving self-esteem and inspiring confidence to raise academic achievement of Ideal's girl. Vivian Claypoole, the Girls' Coordinator was the sponsor. Girls met every Thursday during the lunch period.





American University Professor works with Middle School Science teacher to enhance strategies and techniques for improved instruction.

### **Related Services**



Throughout the school year, students with special needs received Speech & Language Therapy, Behavioral Support, Occupational and Physical Therapy services as required by their Individualized Education Programs (IEPs).

### **Hearing Screening**

Howard University Department of Speech Pathology & Audiology agreed to provide free hearing screenings for the Ideal Academy students. Howard students in training spent two days with state-of-the-art equipment testing students from Preschool through 8th grade.

## Staff Development

Ideal staff members were certified in CPR during Staff Development Day.



## 2015 Thanksgiving Feast



Families and community guests turn out in huge numbers to celebrate the season and to give thanks during the Annual Thanksgiving Feast.



### **Ideal Quiet Time Ambassador Program**

At Ideal Academy Public Charter School, Quiet Time is one of our foundational programs that support the Mission statement of our school. The Mission states that: "At Ideal Academy Public Charter School we empower all students to excel in academics, body, and character enabling them to become competent and contributing global citizens." We begin and end the day with Quiet Time to prepare students to maximize their progress and success in the learning environment. In grades 5 through 8 the students practice the Transcendental Meditation technique which has been scientifically validated to develop the brain allowing the mind to be focused and alert. During TM the body also becomes calm and relaxed. This promotes students being calm and relaxed in the classroom. The Quiet Time program minimizes stress and increases productivity for both teachers and students in our educational setting.

At the end of every advisory we celebrate student success in both Quiet Time and citizenship. Those students who receive an "A" or "B" in both Quiet Time and citizenship receive the Quiet Time Ambassador Award. This award is presented to them at a Middle School assembly. Those students who receive this award are eligible go on a special fieldtrip to further celebrate their success. Last school year the trips included: Roller Skating, Sky Zone, Dave and Busters and Six Flags. These awards and trips are an incentive for students to do their best. It increases their self-esteem and good behavior, helping them to become competent and contributing global citizens.

For the first advisory 46% (25 out of 56 students) of our middle school students won the Ambassador award. At the end of the school year 60% (31 out of 52 students) of our middle school students received the award.



Guests learn of program from Quiet Time Ambassadors.

### Concerned Black Men

Concerned Black Men National accomplishes its mission of providing guidance, support and encouragement to children while stabilizing families through three service divisions – Youth & Prevention Services, Parent & Family Services and Volunteer & Mentoring Services. At IAPCS they provide Volunteer & Mentoring services. Below they are showing Ideal boys how to make “Apple Turnovers.”



### Black History Program



In February, Ideal Academy students and staff members paid honor to a living legend, a Tuskegee Airman and unsung heroes for their contributions to uplifting people of color.



## International Day



Ideal preschoolers proudly display costumes and artifacts that honor diverse cultures and nationalities.

## Dress-Up Day



One of the monthly "theme" days allows students to sport their finest-Dress Up Day!

## Spirit Day



On Spirit Day, students are able to show support for their favorite team, or interest.

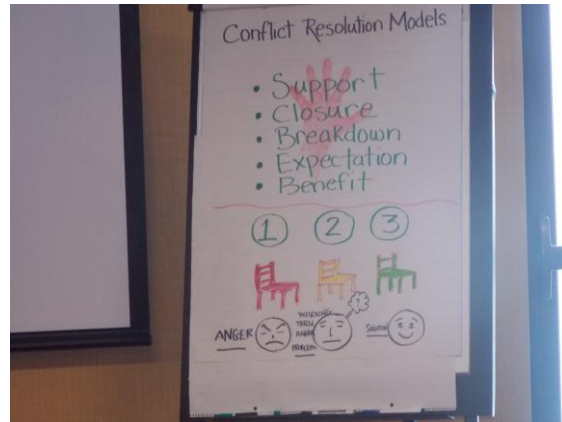
## 8th Grade Promotions



Parents, staff and friends gathered at Bus Boys & Poets in Takoma Park, Md. to celebrate the 8th graders ascension to high school.

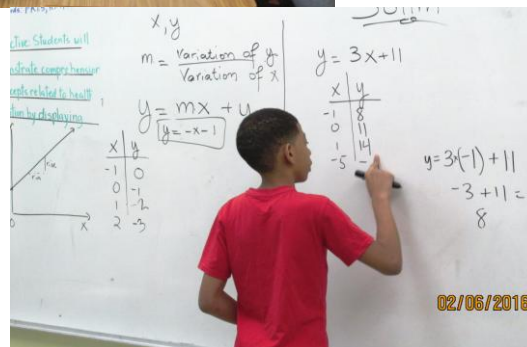
## Faculty Retreat

Ideal staff worked on plans for upcoming school year at a two-day retreat away from campus.



## Saturday Tutorial Program

Ideal teachers and students devote Saturday mornings to preparation for PARCC test.





## Parent Retreat



To encourage greater parental involvement, Ideal held parent-teacher conferences at the Kenilworth Community Center for families who live in that community.

## Back to School Night





## Mathematics Resource Room - Elementary

During the 2015-2016 School Year we had a full-time Mathematics Resource teacher and she provided mathematics assistance for students who were struggling with their mathematics proficiency. The resource teacher also provided assistance for students who were proficient in order to move those students to the advanced category.



## Dental Care Program

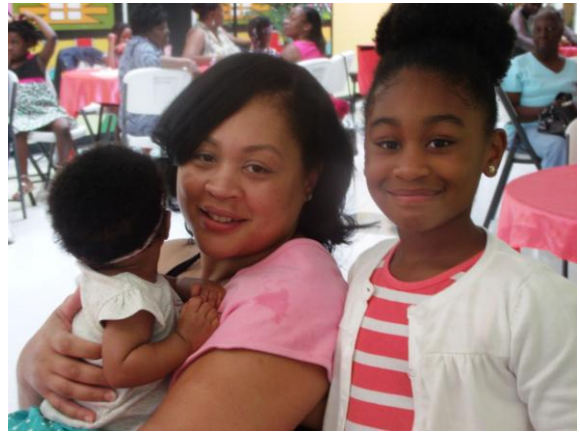
In school Dental Care Program was made available for students from Pre-Kindergarten 3 to the eighth grade.



## Parent- Teacher Organization

Parents collaborate with Ideal staff on curriculum, activities and budgetary matters.

## Mother -Daughter Tea



## Father-Son-Grandfather Breakfast





Ideal male staff members cook, serve and share with the fathers, uncles and mentors of male students (September 2015).



## Game Day

Fun, games and appropriate socialization are the themes of this day!





## Hat and Glove Distribution

Ideal students received warm, seasonal wraps from Daughters of the King organization.



## Community Partnership

In a joint effort with Alpha Kappa Alpha Sorority, Inc., Ideal Academy provided a venue for the community to “go green”, enjoy treats and refreshments, as well as receive information on the benefits of environmental ownership.





After the lengthy preparation period, the Ideal team leaders were ready for the Middle States Team visits, in January and March 2016.



Students were selected randomly to participate in the Middle States interview process.



The Middle States Team members conducted a thorough, tedious review of the standards for reaccreditation. We were pleased with the results.



## Open House



## Career Day



#### D. List of Donors

The following have contributed monetary or in-kind donations.

Donor/Grantor	Amount	Use
David Lynch Foundation	\$22,323.00	stress release training for students /staff
National Institutes of Health	\$158,725.97	computer, printers, and technology supplies
E Rate Funding	\$15,674.18	telephone bills (landline and wireless), web hosting, and internet access
Scholarships for Opportunities & Results (SOAR) Act Grant	\$139,000.00	Increasing student achievement in mathematics and reading
Alpha Kappa Alpha Sorority, Inc.	\$1,000.00	purchase copy paper
<b>TOTAL</b>	\$336,723.15	

#### 4. Data Report 7024

Question #	Source	Data Point	School Answers (fill in blank fields)
1	PCSB	LEA Name	Ideal Academy PCS
2	PCSB	Campus Name	Ideal Academy PCS
3	School	Ages served – adult schools only	
4.a	PCSB	All Grades	280
4.b	PCSB	PK3	24
4.c	PCSB	PK4	41
4.d	PCSB	KG	29
4.e	PCSB	1	41
4.f	PCSB	2	22
4.g	PCSB	3	27
4.h	PCSB	4	23
4.i	PCSB	5	16
4.j	PCSB	6	18
4.k	PCSB	7	25
4.l	PCSB	8	14
4.m	PCSB	9	0
4.n	PCSB	10	0
4.o	PCSB	11	0
4.p	PCSB	12	0
4.q	PCSB	PG	0
4.r	PCSB	Ungraded	0
5	School	Total number of instructional days	183



Question #	Source	Data Point	School Answers (fill in blank fields)
		Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.	
6	PCSB	<b>Suspension Rate</b>	<b>7.50%</b>
7	PCSB	<b>Expulsion Rate</b>	<b>0.00%</b>
8	PCSB	<b>Instructional Time Lost to Discipline</b>	<b>0.10%</b>
9	PCSB	<b>Promotion rate</b>	<b>93.4%</b>
	PCSB	<b>AVERAGE DAILY MEMBERSHIP</b> The SRA requires annual reports to include a school's average daily membership.  PCSB will provide this using three data points:  (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.	
10	PCSB	<b>Mid-Year Withdrawals Rate</b>	<b>4.3%</b>
11	PCSB	<b>Mid-Year Entries</b>	<b>4.3%</b>
12	School	<b>Teacher Attrition Rate</b>	<b>10%</b>
13	School	<b>Number of Teachers</b> "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.	<b>33</b>
14	School	<b>Teacher Salary</b>	

Question #	Source	Data Point	School Answers (fill in blank fields)
		Average: <b>\$45,000.00</b> Range -- Minimum: <b>\$42,000.00</b> Maximum: <b>\$55,000.00</b>	
15	School	<b>Square footage for entire building (list separate facilities separately)</b>	<b>60,000 SQ FT</b>
16	School	<b>Square footage for entire classroom space</b>	<b>24x5 SQ FT</b>
17	School	<b>Cafeteria (Yes/No)</b>	<b>YES</b>
18	School	<b>Theater/Performing Arts Space (Yes/No)</b>	<b>NO</b>
19	School	<b>Art Room (Yes/No)</b>	<b>YES</b>
20	School	<b>Library (Yes/No)</b>	<b>YES</b>
21	School	<b>Music Room (Yes/No)</b>	<b>YES</b>
22	School	<b>Playground (Yes/No)</b>	<b>YES</b>
23	School	<b>Gym (Yes/No)</b>	<b>NO</b>
24	School	<b>Playing field large enough to hold outdoor sports competitions (Yes/ No)</b>	<b>NO</b>
25	School	<b>Integrated/Infused Arts Program (Yes/No)</b>  School integrates arts into academic curriculum beyond dedicated art periods.	<b>YES</b>
26	School	<b>Classical Education School (Yes/No)</b>  School integrates classical texts in the Greek and Roman tradition into the curriculum.	<b>NO</b>
27	School	<b>College Prep Program (Yes/No)</b>  School uses a college preparatory curriculum.	<b>NO</b>
28	School	<b>Expeditionary Learning Program (Yes/No)</b>  School uses the expeditionary learning curriculum as its primary academic focus.	<b>NO</b>
29	School	<b>Evening Program (Yes/No)</b>  School offers a course schedule that allows students to attend classes exclusively  in the evening hours. (School may also offer a separate day-time program.)	<b>NO</b>
30	School	<b>Extended Academic Time (Yes/No)</b>  School has at least 30% more mandatory academic time than the DCPS calendar.	<b>NO</b>
31	School	<b>GED Program (Yes/No)</b>  School has a program that specifically prepares students  for a GED in lieu of a high school diploma. (School can also have a diploma track program.)	<b>NO</b>
32	School	<b>Language Immersion Program (Yes/No)</b>  School offers a language immersion program or  teaches academic content in a language other than English.	<b>NO</b>

Question #	Source	Data Point	School Answers (fill in blank fields)
33	School	<b>Math, Science, Technology Focus</b> (Yes/No)  School uses math-, science-, or technology-focused curriculum beyond what is required by the Common Core State Standards.	<b>NO</b>
34	School	<b>Montessori Program</b> (Yes/No)  School uses a Montessori instructional approach to learning.	<b>NO</b>
35	School	<b>Online/Blended Learning Program</b> (Yes/No)  School offers an online-only or blended learning program.	<b>NO</b>
36	School	<b>Public Policy/Law Program</b> (Yes/No)  School integrates law or public policy into the curriculum.	<b>NO</b>
37	School	<b>Reggio Emilia Program</b> (Yes/No)  School uses the Reggio Emilia inspired curriculum.	<b>NO</b>
38	School	<b>Residential Program</b> (Yes/No)  School offers a program for students to stay overnight at the school.	<b>NO</b>
39	School	<b>Special Education Focus</b> (Yes/No)  A majority of students receive special education services. (Must be more than 50%.)	<b>NO</b>
40	School	<b>Stand-Alone Preschool</b> (Yes/No)  A preschool/prekindergarten without any upper grades.	<b>NO</b>
41	School	<b>World Culture Focus</b> (Yes/No)  School integrates world cultural awareness  (such as Multiculturalism or African heritage) into the curriculum.	<b>YES</b>
42	School	<b>Dual Enrollment</b> (Yes/ No)  School offers dual enrollment with the charter school and a higher education institution.	<b>NO</b>
43	School	<b>Career/Technical Program</b> (Yes/No)  School offers a Career and Technical Education (CTE) program of study.	<b>NO</b>
44	School	<b>Credit Recovery Courses Offered</b> (Yes/No)  School offers a mechanism for students to earn credits in courses they did not pass the first time.  If Yes: Are credit recovery courses free to the student?	<b>NO</b>
45	School	<b>Advanced Placement</b> (Yes/No)  School offers Advanced Placement course options to all students.  If Yes:  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Name of AP courses offered in SY13-14?	<b>NO</b>

Question #	Source	Data Point	School Answers (fill in blank fields)
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> How many students took each course?  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> How many students took the AP exam?  How many students passed with a 3 or higher? ( <i>OPTIONAL</i> )	
46	School	<b>International Baccalaureate Program</b> (Yes/No)  School offers International Baccalaureate option to all students.  If Yes:  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Names of IB courses offered in SY13-14?  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> How many students took each course?  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> How many students sat for the exams?  How many students received an IB diploma?	<b>NO</b>

# Appendices

# IDEAL ACADEMY PUBLIC CHARTER SCHOOL

6130 North Capitol Street, NW \* Washington, DC 20011 \*Phone (202) 729-6660\* Fax (202) 729-6677

## 2015 – 2016 Employee Directory

NAME	TITLE
<b>ADMINISTRATION</b>	
George H. Rutherford II, Ph.D.	Principal
Gloria Dobbins	Assistant Principal/ Instructional Coordinator – Elementary
Alicia Luke-Smith	Instructional Coordinator - Early Childhood
William Lipscomb	Instructional Coordinator – Middle School
Dr. Vanessa Watson	Executive Assistant to the Principal
Antonia Reynolds	Special Education Coordinator
Louis Jones	Behavioral Specialist
Rena Boone	Quiet Time Coordinator
Zuella Evans	Business Manager
<b>RESOURCE</b>	
Charles Epps	Community Resource/Technology Coordinator
Migel Abreu	Assistant Business Manager
Malik Lendzondzo	Data Analyst
Keith Jenkins	Technology Assistant
Tamara Shell	Data Entry Clerk
Regina Dennis	Office Assistant
Jeaniece B. Johnson	Federal Grant Assistant
<b>COUNSELING</b>	
Beverly Law	Preschool – 8 <sup>th</sup> Grade Counselor
<b>SPECIAL EDUCATION</b>	
Charlene Boarman	Preschool – 5 <sup>th</sup> Grade Teacher
Alfred Ainooson	6 <sup>th</sup> – 8 <sup>th</sup> Grade Teacher
Quiana Ridley	Elementary & Middles School Teacher
Louise Boone	Data Entry Clerk
<b>TEACHERS – EARLY CHILDHOOD/ELEMENTARY</b>	
Sarah Wills	Preschool
Teresa Price	Preschool
Merasol Mahmod	Pre-Kindergarten
Saundrea Birkett	Pre-Kindergarten
Lilian Brantuo	Pre-Kindergarten
Jennifer Tordecilla	Pre-Kindergarten
Womi Edith Neal	Kindergarten
Courtney Green	1 <sup>st</sup> Grade
Mariam Gilliam	1 <sup>st</sup> Grade
Zanita Hillard	1 <sup>st</sup> Grade
Sandra Gourdine	2 <sup>nd</sup> Grade
Delfina Gatinao	2 <sup>nd</sup> Grade
Rickey Brown	3 <sup>rd</sup> Grade
Monique Edghill	3 <sup>rd</sup> Grade
Zandra Nash	4 <sup>th</sup> Grade
Dawn Person	4 <sup>th</sup> Grade
Trina Ratchford	5 <sup>th</sup> Grade
Cheryl Brown	Preschool – 5 <sup>th</sup> Grade Physical Education
Kymbely Caldwell-Jackson	Elementary Resource - Mathematics
Mollene M. Fowlkes	Preschool – 5 <sup>th</sup> Grade Music
Adrian Blount	K – 5 <sup>th</sup> Grade Reading Resource

NAME	TITLE
<b>TEACHERS – MIDDLE SCHOOL</b>	
Ruby Moigula	6 <sup>th</sup> – 8 <sup>th</sup> Grade Mathematics
Arthur Jenkins	6 <sup>th</sup> – 8 <sup>th</sup> Grade Mathematics Resource
Yusuf Saleem	6 <sup>th</sup> – 8 <sup>th</sup> Grade English/Language Arts Resource
Christina Jones	6 <sup>th</sup> – 8 <sup>th</sup> Grade Social Studies
Gladys Okugbeni	6 <sup>th</sup> – 8 <sup>th</sup> Grade Science
Patricia Smith	6 <sup>th</sup> – 8 <sup>th</sup> Grade Art
Vincent Chambers	6 <sup>th</sup> – 8 <sup>th</sup> Grade Physical Education
<b>PARAPROFESSIONALS</b>	
Letia Anderson	Preschool
Erica Horsley	Preschool
Jeannette Johnson	Preschool
Milagros Garcia	Pre-Kindergarten
Geniece Riddick	Pre-Kindergarten
Joyce Watkins	Pre-Kindergarten
Yonary Victoriano	
<b>SECURITY</b>	
Katrina Brown	Security
<b>JANITORIAL</b>	
Belgica Alvarez	Custodian
Ramona Liriano	Custodian
Ernest Brandon	Custodian
Jose Luis Flores	Custodian
<b>CAFETERIA</b>	
Tasha Jenkins	Manager
<b>TRANSPORTATION</b>	
Sean Jenkin	Driver
Carolyn Porter	Driver
Sandra Faison	Driver
Rochelle Dennis	Bus Attendant
Ebonie Watson	Bus Attendant

All teachers and paraprofessionals are **Highly Qualified** in the areas in which they work.

All other members of staff are certified to carry out their duties as assigned.

# **IDEAL ACADEMY PCS BOARD OF TRUSTEE**

6130 North Capitol Street, NW \* Washington, DC 20011 \*Phone (202) 729-6660\* Fax (202) 729-6677

"Together We Make a Difference"

## **Board Roster 2015 – 2016**

Percy Wilson  
**Chairperson**

Dr. Earnest Devoe  
**Treasurer/Chair of Finance Committee**

Tiffany Lowery  
**Chairperson**

Kariba H. Tillman  
**Member**

Nathan Evans, CPA  
**Treasurer/Chair of Finance Committee**

La'Keisha Cook  
**Member/Academic Committee**

William Newsome  
**Member/Academic Committee**

Member  
**Vacancy**

Kevin Ajenifuja, CFO  
**Member/Finance Committee**

Dr. George H. Rutherford II, Principal, Ex Officio [grutherford52085@aol.com](mailto:grutherford52085@aol.com)

---



**Ideal Academy Public Charter School**  
**Profit and Loss**  
**July 2015 - June 2016**

	<u><b>Total</b></u>
<b>Income</b>	
<b>Activity Fees</b>	
41520 Before/Aftercare	7,417.50
41525 Uniforms	3,431.36
<b>Total Activity Fees</b>	<b>\$ 10,848.86</b>
<b>E-Rate</b>	37.50
<b>Other Government Funding/Grants</b>	
40200 Miscellaneous Government Grants	
40205 SWP Title I	120,982.12
40206 NonSWP Title I	14,390.95
40225 School Improvement 1003(a)	14,419.40
40237 DC Pay Grant	10,000.00
<b>Total 40200 Miscellaneous Government Grants</b>	<b>\$ 159,792.47</b>
40231 SOAR Grant	46,324.88
41800 USDA Reimbursements	169,081.10
<b>Total Other Government Funding/Grants</b>	<b>\$ 375,198.45</b>
<b>Other Income</b>	
41500 Miscellaneous Income	121,412.10
41505 Earned Interest	1,639.20
41900 Reimbursed Expenses	292.50
<b>Total Other Income</b>	<b>\$ 123,343.80</b>
<b>Per Pupil Charter Payments</b>	
40110 Base Per Pupil	3,598,379.00
40120 Special Needs	305,395.00
40130 Per Pupil Facilities Allotment	956,747.00
<b>Total Per Pupil Charter Payments</b>	<b>\$ 4,860,521.00</b>
<b>Pledges</b>	100,000.00
<b>Private Grants and Donations</b>	
Individual Donations	
41045 Bldg Fund	37,865.00
41510 Misc. Individual Donations	853.24
<b>Total Individual Donations</b>	<b>\$ 38,718.24</b>
Special Events	
41041 Claire's Gourmet	3,953.65
<b>Total Special Events</b>	<b>\$ 3,953.65</b>
<b>Total Private Grants and Donations</b>	<b>\$ 42,671.89</b>
<b>Services</b>	91,572.22
to be verified income	5,350.00
Uncategorized Income	105.00
<b>Total Income</b>	<b>\$ 5,609,648.72</b>
<b>Gross Profit</b>	<b>\$ 5,609,648.72</b>

## Expenses

### Direct Student Expenses

68009 Textbooks/Workbooks	5,105.43
68010 Educational Material & Supplies	10,914.80
68011 Student Furniture/Equipment	2,911.09
68016 Food Service	184,421.50
68017 Field Trips	1,874.50
68018 Uniforms	12,762.00
68019 Temporary Labor	4,338.00
68020 Student Assessment Materials	24,307.29
68022 Transportation	132,311.81
68025 Contracted Ed/Student Services	
68026 IEP Service Providers	84,384.52
68027 Other Contracted Student Services	75,110.00

Total 68025 Contracted Ed/Student Services	<b>\$ 159,494.52</b>
--	----------------------

Total Direct Student Expenses	<b>\$ 538,440.94</b>
-------------------------------	----------------------

### General Expense

60200 Advertising and Marketing	12,618.06
60500 Administrative Fees	55,167.91
61400 Contributions and Gifts	92.42
61500 Depreciation Expense	432,490.38
61600 Dues and Subscriptions	7,127.98
61800 Business Insurance	71,465.38
62100 General Interest	1,074.25
62300 Licenses and Permits	40.00
62400 Miscellaneous	7,406.52
62850 Consulting & Professional Fees	38,772.42
63500 Travel & Entertainment	4,847.22
63890 Fundraising Expense	2,655.25

Total General Expense	<b>\$ 633,757.79</b>
-----------------------	----------------------

### Occupancy Expense

62000 Mortgage Interest	386,496.01
63000 Maintenance and Repairs	15,417.42
63900 Utilities	156,995.72
67975 Janitorial	12,596.41
67980 Contracted Building Services	61,026.04
Miscellaneous-Occupancy	87,814.20

Total Occupancy Expense	<b>\$ 720,345.80</b>
-------------------------	----------------------

### Office Expense

61200 Bank & Payroll Fees	20,767.96
61700 Office Equipment/Maintenance	31,282.28
62500 Postage and Delivery	3,615.29
62600 Printing and Reproduction	1,511.42
62800 Legal Fees	8,932.97
62825 Accounting and Audit	37,608.76
67900 Office Supplies	9,504.30

Telephone and Communications	870.84
63400 Telephone	1,605.03
63450 Internet/Communication	10,375.09
<b>Total Telephone and Communications</b>	<b>\$ 12,850.96</b>
<b>Total Office Expense</b>	<b>\$ 126,073.94</b>
<b>Personnel Expense</b>	
61935 Employee Benefits	149,622.50
65600 Payroll Taxes	258,314.33
65604 Unemployment and Workers Comp	71,370.82
66700 Staff Development	18,385.53
66750 Recruitment Expense	6,333.04
<b>Gross Wages</b>	
65005 Principal/Executive	106,731.75
65010 Teachers	1,649,321.98
65011 SOAR Grant - Personnel	41,184.00
65020 Teachers Aides	195,231.96
65025 Clerical	54,645.07
65026 Administrative	322,357.63
65030 Custodian	185,867.90
65035 Other Staff	7,870.29
65036 Cafeteria Aide	4,448.16
65040 Special Education Teacher	157,670.01
65045 Security	15,633.79
65603 Employee Bonuses	8,000.00
<b>Total Gross Wages</b>	<b>\$ 2,748,962.54</b>
<b>Total Personnel Expense</b>	<b>\$ 3,252,988.76</b>
<b>Total Expenses</b>	<b>\$ 5,271,607.23</b>
<b>Net Operating Income</b>	<b>\$ 338,041.49</b>
<b>Net Income</b>	<b>\$ 338,041.49</b>

# Ideal Academy Public Charter School

## Balance Sheet

As of June 30, 2016

	<u>Total</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Bank Accounts</b>	
10200 Building Funds - Industrial 1011774	5,959.92
10230 Other Revenue Acct.- Industrial 1011782	22,565.61
10345 Escrow Account - Adams	902.07
10346 United Bank - Corp. Trust	532.89
10347 Premier Bank Debt Reserve OSSE 5415	542,575.41
10751 Premier Bank - Operating 43953301	838.97
10800 Premier Bank- Payroll Acct. 43915001	54,427.77
10950 Bill.com Money Out Clearing	16,088.12
	<b>\$</b>
<b>Total Bank Accounts</b>	<b>643,890.76</b>
<b>Accounts Receivable</b>	
11002 Grant Receivables	164,501.17
	<b>\$</b>
<b>Total Accounts Receivable</b>	<b>164,501.17</b>
<b>Other current assets</b>	
14100 Employee Advances	1,200.00
14200 Security Deposit	16,701.91
Prepaid Expenses	2,805.41
	<b>\$</b>
<b>Total Other current assets</b>	<b>20,707.32</b>
	<b>\$</b>
<b>Total Current Assets</b>	<b>829,099.25</b>
<b>Fixed Assets</b>	
<b>Accumulated Depreciation</b>	
17000 Accum. Deprec-Furniture	-81,519.42
17100 Accum. Depre-Equipment	-391,574.67
17400 Accum. Depre-Buildings	-1,960,123.30
17405 Accum. Depre-Van	-70,119.00
17500 Accum. Depre-Bldg. Improvements	-1,145,176.84
	<b>-\$</b>
<b>Total Accumulated Depreciation</b>	<b>3,648,513.23</b>
<b>Fixed Assets</b>	
15000 Furniture and Fixtures	
15010 Office	97,237.66
15020 Classrooms	65,664.01
	<b>\$</b>
<b>Total 15000 Furniture and Fixtures</b>	<b>162,901.67</b>
15028 VAN	70,119.00
15030 Renovation	
15033 Equipment	999.00
	<b>\$</b>
<b>Total 15030 Renovation</b>	<b>999.00</b>
15040 Technology Funds	
15042 Equipment	41,893.09
	<b>\$</b>
<b>Total 15040 Technology Funds</b>	<b>41,893.09</b>
15060 Class Size Reduction	
15062 Equipment	1,062.60
	<b>\$</b>
<b>Total 15060 Class Size Reduction</b>	<b>1,062.60</b>
15065 Title X Assets	
15070 Furniture & Fixtures	5,965.90
15076 Computer Softwares	2,640.00
	<b>\$</b>
<b>Total 15065 Title X Assets</b>	<b>8,605.90</b>
15078 Title I Assests	

15081 Furniture & Fixtures	1,588.72
	\$
Total 15078 Title I Assests	<b>1,588.72</b>
15080 Computers	92,561.26
15200 Equipment	370,407.46
15203 Playground Equipment	30,901.00
16000 Property, Plant, & Equipment	0.00
16105 Land - at cost	858,280.00
16110 Buildings - at cost	8,711,092.66
16115 Equipment - at cost	6,000.00
16120 Building Improvements	4,319,883.47
16125 Legal Fees	247,500.00
16130 Capital Interest	722,677.14
	\$
Total 16000 Property, Plant, & Equipment	<b>14,865,433.27</b>
	\$
Total Fixed Assets	<b>15,646,472.97</b>
	\$
Total Fixed Assets	<b>11,997,959.74</b>
Other Assets	
14004 L/T Pledge Receivable	24,000.00
14002 Discount on pledges	-2,175.00
14003 Allowance for uncollect pledges	-21,825.00
	\$
Total 14004 L/T Pledge Receivable	<b>0.00</b>
	\$
Total Other Assets	<b>0.00</b>
	\$
<b>TOTAL ASSETS</b>	<b>12,827,058.99</b>
<b>LIABILITIES AND EQUITY</b>	
Liabilities	
Current Liabilities	
Accounts Payable	
20000 Accounts Payable	143,033.92
	\$
Total Accounts Payable	<b>143,033.92</b>
Credit Cards	
20510 Sam's Club Discover	10,750.55
	\$
Total Credit Cards	<b>10,750.55</b>
Other Current Liabilities	
20605 Mortgage Payable - short term	357,979.12
20606 Capital Lease short term	18,094.82
20615 OSSE Loan - short term	181,678.47
23070 Medical Ins Payable	1,453.35
23080 Disabilities Insur. Payable	193.20
23100 Accrued Wages	190,604.28
23205 Wage Garnishment Payable	261.75
23300 403(B) GREAT AMERICAN	-0.02
24740 Accrued Interest	36,087.79
24752 Accrued Expenses	17,268.29
Premier Loan 7091	200,000.00
	\$
Total Other Current Liabilities	<b>1,003,621.05</b>
	\$
Total Current Liabilities	<b>1,157,405.52</b>
Long-Term Liabilities	
24901 Capital Lease	67,763.90
26000 Long-term Debt	
26021 DC Revenue Bond	8,106,813.72
26025 Loan - Financing & Support	1,435,043.84
	\$
Total 26000 Long-term Debt	<b>9,541,857.56</b>
	\$
Total Long-Term Liabilities	<b>9,609,621.46</b>

Total Liabilities	\$ 10,767,026.98
Equity	
11100 Retained Earnings	1,795,793.52
30000 Opening Bal Equity	-73,803.00
Net Income	338,041.49
	\$
Total Equity	<u>2,060,032.01</u>
	\$
TOTAL LIABILITIES AND EQUITY	12,827,058.99

# Ideal Academy Public Charter School

## 2016 Budget

### Income

#### Activity Fees

41520 Before/Aftercare 10,000.00

41525 Uniforms 10,000.00

---

Total Activity Fees 20,000.00

#### Other Government Funding/Grants

40200 · Miscellaneous Government Grants 300,000.00

41800 USDA Rimbursements 144,000.00

---

Total Other Government Funding/Grants 444,000.00

#### Other Income

41505 Earned Interest 1,000.00

---

Total Other Income 1,000.00

#### Per Pupil Charter Payments

40110 Base Per Pupil 3,193,488.00

40130 - Facility Allotment 921,480.00

40120 Special Needs 468,715.00

40125 - Students at Risk 388,773.00

---

Total Per Pupil Charter Payments 4,972,456.00

#### Private Grants and Donations

Special Events 6,700.00

#### Individual Donations

41045 Bldg Fund 41,700.00

41510 Misc. Individual Donations 2,500.00

---

Total Individual Donations 44,200.00

#### Total Private Grants and Donations

Total Income 5,488,356.00

Gross Profit 5,488,356.00

### Expenses

#### Direct Student Expenses

68010 Textbooks/Ed Material & Supplies 20,000.00

68011 Student Furniture/Equipment 10,000.00

68020 Student Assessment Materials 25,000.00

68025 Contracted Ed/Student Services 100,000.00

---

Total Direct Student Expenses 155,000.00

#### General Expense

60200 Advertising and Marketing 20,000.00

60500 Admin Fee 60,000.00

61100 Transportation 130,000.00

61600 Dues and Subscriptions	1,500.00
61800 Business Insurance	75,000.00
62300 License and Permits	1,500.00
61500 Depreciation	455,000.00
62850 Consulting & Professional Fees	26,480.00
63500 Travel	5,000.00
63875 Food Service	185,000.00
63885 Field Trips	1,000.00
63890 Fundraising Expense	50,000.00
63895 Uniforms	15,000.00
64500 Temporary Labor	25,000.00
66705 Board Expenses	10,000.00
<b>Total General Expense</b>	<b>1,060,480.00</b>
<b>Occupancy Expense</b>	
62000 Mortgage Interest	368,000.00
63000 Maintenance and Repairs	10,000.00
63399 Security System	1,600.00
63900 Utilities	135,000.00
67975 Janitorial	10,000.00
67980 Contracted Building Services	50,000.00
<b>Total Occupancy Expense</b>	<b>574,600.00</b>
<b>Office Expense</b>	
61200 Bank & Payroll Fees	8,000.00
61700 Office Equipment/Maintenance	25,000.00
62500 Postage and Delivery	4,000.00
62600 Printing and Reproduction	2,000.00
62800 Legal Fees	7,000.00
62825 Accounting and Audit	43,000.00
67900 Office Supplies	10,000.00
<b>Telephone and Communications</b>	
63400 Telephone	1,000.00
63450 Internet/Communication	10,200.00
<b>Total Office Expense</b>	<b>110,200.00</b>
<b>Personnel Expense</b>	
61935 Employee Benefits	85,000.00
65600 Payroll Taxes	280,000.00
65604 Unemployment and Workers Comp	55,000.00
66700 Staff Development	35,000.00
66750 Recruitment Expense	10,000.00
<b>Gross Wages</b>	
65005 Principal/Executive	105,000.00
65010 Teachers	1,369,403.00
65020 Teachers Aides	152,919.00
65025 Clerical	65,000.00
65026 Administrative	390,000.00



65030 Custodian	213,000.00
65040 Special Education Teacher	205,000.00
65045 Security	22,500.00
65603 Employee Bonuses	15,000.00
Total Gross Wages	2,537,822.00
Total Personnel Expense	3,002,822.00
Total Expenses	4,903,102.00
Net Operating Income	585,254.00
Net Income/Loss	585,254.00