



# **2015–2016 Annual Report**

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Dennis Sawyers, President  
ECA Board of Trustees

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# I. SCHOOL DESCRIPTION

## A. MISSION STATEMENT

### Our Mission

Early Childhood Academy Public Charter School's mission is to foster the academic and social/emotional growth and development of each student in a safe and holistic learning environment that will equip all students with the knowledge and tools to become high achievers, proficient readers, and critical thinkers who will thrive for a lifetime as productive and caring citizens.

## B. SCHOOL PROGRAM

Include the following:

1) Summary of curriculum design and instructional approach; and 2) Parent involvement efforts,<sup>5</sup> describing the methods and frequency of parent involvement.

### 1. SUMMARY OF CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

The curriculum at Early Childhood Academy Public Charter School (ECA) focuses on language and literacy to promote reading fluency, critical thinking, and vocabulary development, and to encourage appropriate social interaction. ECA adheres to the Common Core State Standards (CCSS) and during 2015-2016, it based all instruction for kindergarten through grade three on these standards. Through its data-driven instruction, ECA's emphasis is on high quality teaching and learning for all students in all grades. Although language and literacy is at the forefront of its instructional program, ECA provides all students with an educational experience that also focuses on math, science, social studies, the arts, and the diverse resources of the metropolitan area. The school expects students to:

- ✓ Become high achievers
- ✓ Become passionate and skillful life-long readers and writers
- ✓ Develop mathematical and scientific thinking, problem solving and inquiry skills
- ✓ Actively engage with real-life problems and questions
- ✓ Build strong interpersonal, communication and collaborative skills

**Curriculum:** Teachers plan each unit based on the essential skills identified for their grade levels on the CCSS, as well as instructional support provided by the McGraw Hill Reading Wonders and My Math series (kindergarten through grade 3) and the Pearson Opening the World of Learning series (prekindergarten). Using these standards and resources, teachers determine what every student should know and be able to do by the end of each unit, and administer weekly formative assessments and monthly unit assessments. Data from these assessments are used to determine student outcomes and plan for continued instruction.

Daily instruction begins with a one-hour Response to Intervention block in every classroom. During the RTI block, teachers work individually or in very small groups with students whose data indicate areas of challenge in reading and/or math.

Kindergarten through grade three instruction continues with a whole group ELA mini-lesson, followed by small group guided reading periods. Math is also implemented through a whole group mini-lesson and small group guided math. Social studies and science are rotated and taught weekly. Students also receive a daily thirty-minute recess period, and weekly thirty-minute periods for physical education, Spanish, and music.

Prekindergarten instruction continues with a whole group read-aloud, followed by small group guided ELA instruction. Math is also implemented through small group guided instruction. Social studies and science are integrated through daily center rotations. Students also receive a daily thirty-minute recess period, twice weekly music, and weekly thirty-minute periods for physical education and Spanish.

**Classrooms:** Teachers utilize research-based strategies to enhance their daily instruction. Common strategies include:

- Small group teaching/individual conferences – After teaching a whole group mini-lesson on a critical concept or skill, teachers meet with small groups for guided reading and more targeted instruction in a skill or standard.
- Formative Assessment – Teachers administer weekly formative assessments to monitor student understanding of that which has been taught. This feedback allows the teachers to make instructional decisions that support each student.
- Unit Assessments – Teachers administer unit assessments at the conclusion of each unit period to gauge student growth and achievement and plan for continued instruction.
- Text-Dependent Questions – A major focus for all grade levels in supporting students' reading proficiency is supporting them in asking and answering questions based on the text read. These questions and responses move students to a deeper understanding of the text.
- Close Reading – Teachers utilize the “close reading” strategy to ensure that students have carefully analyzed and synthesized text, identified and clarified unknown meanings and concepts.
- Response to Intervention – RTI provides an additional layer of daily, targeted support to students who are below level in specific ELA or math skills areas.

**Ongoing Assessment:** At ECA, students at all grade levels are assessed throughout the year. The goals of assessment are:

- to give the teacher(s) information throughout the year about what a student does and does not know to inform instruction;

- to help teachers analyze and evaluate the effectiveness of their own instructional strategies;
- to support appropriate decision making for individual students; and
- to give the school and our stakeholders information about the effectiveness of our program.

All teachers administer weekly formative assessments based upon their differentiated instruction, to determine the success and challenges students have had during the week and inform subsequent planning. Teachers administer unit assessments monthly. Unit assessments are based upon the essential Common Core State Standards for each grade level. Additionally, all grade levels are administered interim/benchmark assessments throughout the school year. Prekindergarten students take the Every Child Ready Assessment for reading and math; prekindergarten classrooms are also assessed using the Classroom Assessment Scoring System (CLASS). Kindergarten through grade three students are assessed using the NWEA Measures of Academic Progress. The Partnership for Assessment of Readiness for College and Careers (PARCC) is administered to grade three in the spring.

**Social Development:** ECA’s instructional program is supported by the use of Positive Behavior Facilitation (PBF), which guides teachers’ responses to student behavior. ECA recognizes that academic achievement is directly aligned with social/emotional well-being. Positive Behavior Facilitation is an approach to student interaction that fosters safe, responsive, and nurturing classrooms and schools. PBF is based on the beliefs that teachers must respond rather than react to student needs; that teachers must recognize that their own belief systems affect their responses to students; and that both teachers and students have “icebergs”, that which lies beneath the surface but has a significant impact on one’s behavior.

**Literacy:** All children are exposed to a wide variety of books and stories that include an abundance of literary and informational text. ECA’s English Language Arts program is implemented in a two-hour morning block. The block includes a whole group mini-lesson, followed by daily teacher-directed guided reading and differentiated practice activities. All students are given ongoing reading assessments that identify their independent reading levels – the levels at which they can read with deep understanding and fluency. Students are expected to significantly increase their reading levels over the course of the school year. Information about reading levels will be given to families at each quarterly conference, but caregivers are always welcome to ask their child’s teacher for specifics about their children’s levels and progress.

**Mathematics:** The core curricular resource for kindergarten through grades three are the Common Core State Standards for math and the My Math program. My Math is a challenging, standards-based, “spiraled” program. Students learn concepts and skills from all mathematical strands, as well as the connections among these concepts, through multiple exposures to topics and frequent opportunities to review and practice. At every level, teachers use small groups or modified assignments to differentiate instruction for students who are working below or above grade level.

**Science:** During the 2015-2016 school year, ECA students in all grade levels study life, earth, and physical science throughout the year, aligned to the Next Generation Science Standards. The Houghton Mifflin Science program serves as the primary resource for Next Gen instruction.

**Social Studies:** During the 2015-2016 school year, ECA adopted the DC state standards for social studies. Students at ECA are challenged to discuss, think and write about important events, people, places and ideas. Teachers give students background knowledge through direct instruction, using reference texts, primary documents, maps, atlases, etc. Social studies units are often integrated with literacy units. Students simultaneously gain skills in reading or writing about a particular genre and knowledge of a particular historical period or social studies topic. The Houghton Mifflin Social Studies program serves as the major resource for social studies instruction.

**Health and Fitness:** Health promotion and wellness at ECA is based on DC standards and in accordance with the Healthy Schools Act. During the 2015-2016 school year, all students receive thirty minutes of structured physical education weekly with a qualified physical education teacher. Physical education classes at ECA include instruction in team sports, fitness activities, health, and nutrition. Students are provided with daily opportunities for exercise and other healthy recreation culminating with an annual Field Day in June. All students also received 30 minutes daily of organized and free play during their recess period.

**Music:** ECA provides a robust music program that includes weekly general music instruction for all ECA classes, as well as instrumental music for identified students in kindergarten through grade three. All students are exposed to a wide variety of music genres, introduced to the different instruments and their groups, and taught rhythm and beat. Students receiving instrumental music instruction learn to play the violin, viola, cello, xylophone, and drums, and participate in our string and percussion orchestras.

**Foreign Language Instruction:** All students at ECA receive Spanish instruction once a week for 30 minutes. Spanish instruction focuses on speaking practice, development of vocabulary and learning beginning reading and writing skills. Students participate in age-appropriate activities and games in Spanish. The Spanish teacher works closely with the classroom teachers to teach vocabulary words and support other academic areas.

**Inclusion Program:** ECA values diversity of all kinds in our community. Our strong belief is that all students, including those with disabilities, can achieve at high levels. We also believe that all students benefit from the inclusion of students with disabilities in the general education classroom. Both research and our own experience demonstrate that students with disabilities perform better with greater access to the general education curriculum and non-disabled peers. Our special education program is designed to provide access to our students with disabilities through Individualized Education Programs (IEPs).

The inclusion program and team has two main priorities: to

- identify students with disabilities in accordance with IDEA, through a rigorous and timely referral, evaluation, and eligibility process that includes the use of the RTI process before referral; and to
- provide effective support to students with disabilities so that they may meet their IEP goals.

At ECA, students with exceptionalities receive many of their services within the regular education setting through the collaborative efforts of therapists, inclusion teachers, and general education teachers. General education teachers and special educators share teaching responsibilities in the general education

classroom in a variety of ways: one teaching/one supporting, leading small groups, parallel teaching, alternative teaching, and team teaching. In addition, both teachers provide environmental and lesson-specific modifications and accommodations to support students' success throughout the day.

As IEPs dictate, therapists and inclusion teachers work with students individually or in small groups outside of the regular education classroom. This instruction is specific to the child's IEP and may also provide additional practice in skills that have been taught in the general education classroom.

The Special Education Coordinator manages the evaluation, eligibility and IEP process and meets weekly with special education teachers, social workers, and related service providers to coordinate and schedule MDT meetings and assessments, monitor the success of the push-in and pull-out programs, and to assess school-wide professional development needs pertaining to students with disabilities.

## **KEY MISSION-RELATED PROGRAMS**

**Extended Day Program.** The Extended Day Program, which consisted of a Before School and After School Program, incorporates the philosophies and activities of the classroom, carrying them over into the before and after school hours. The Before School Program begins at 7:00 AM. Students in before care are engaged in educational games, reading, or drawing until 8:05 am, when the breakfast program begins for all students. The After School Program begins when the students are dismissed from their classes at 3:00 pm and ends at 6:00 pm. The program is offered Monday through Friday when school is in session. The program consists of an afternoon meeting with a snack; physical education and movement time; a homework assistance period; project-based activities in ELA, science, social studies, and math, and Fun Friday with games, cheerleading, dance, art, and singing.

**Professional Development:** ECA's core beliefs are that learning is a lifelong endeavor and that students succeed when teachers, administrators, and school staff are continually learning themselves. In the 2015-2016 school year, ECA provided high quality, ongoing, differentiated professional development to all staff members and developed a professional learning community and culture of adult learning. In summer 2015, ECA provided a one-week period of teacher training and during the school year provided all-day, monthly professional development and training for instructional staff. In addition, key staff persons received external training through OSSE, PCSB, FOCUS, ASCD, and AppleTree Institute.

## 2. PARENT INVOLVEMENT

Parent engagement at ECA centers around four key goals: supporting students' academic progress; celebrating student work; strengthening families; and building community.

To strengthen families, build our community, and ensure the academic success of all ECA students, the school holds a number of events each year to provide opportunities for teachers, parents, and caregivers to meet, interact, and have conversations about student expectations and the school's curriculum and program.

**Back to School Night (September).** Families meet teachers, view classrooms, and learn about the grade level skills students will learn for the new school year.

**Family Fun Nights (Quarterly).** Parents are given tools to support their students at home in a relaxed setting that includes activities for students and dinner for all. During this time, parents are encouraged to have conversations with teaching staff about the school programs.

**Parent-Teacher Conferences (Quarterly).** Parent-Teacher conferences offer parents the opportunity to meet individually with teachers to discuss their child's academic progress.

**Field Day.** Students, teachers, and parents participate in this all day outside event that supports the school's focus on building healthy lifestyles. Organized sports activities, along with a healthy meal, are planned for this day in the park.

ECA hosts ongoing special activities to celebrate student accomplishments and achievements with families. Student performances are held three times a year for the entire school. In addition to the classroom presentations, the performances include presentations by the ECA choir and the ECA string and percussion orchestras.



## II. SCHOOL PERFORMANCE

### A. PERFORMANCE AND PROGRESS

1. Describe the extent to which the school is meeting its mission, detailing programs and/or methodologies through which the school pursues its mission.<sup>6</sup>
2. Describe the extent to which the school is meeting its goals and academic achievement expectations detailed in its charter.<sup>7</sup> Schools will receive a template from PCSB that includes their current goals and academic achievement expectations, extracted from the school's charter and subsequent amendments. Schools should report on all of the goals in this template, exactly as they are written. This may be placed in the annual report in the form of a narrative or chart.

For schools that have adopted the PMF as its goals and academic achievement expectations, the school need not report on PMF progress, as PCSB will do so in its annual publication of the PMF results. If the school has adopted additional goals and academic achievement expectations beyond the PMF, the school should describe progress towards meeting them in the annual report. All schools should report their progress and performance on the DC CAS, regardless of their goals.

ECA demonstrated significant improvement in reaching academic and mission targets during the 2015-2016 school year goals. Through the use of the Opening the World of Learning instructional program, along with a partnership with AppleTree Institute for the administration of ECR Assess, ECA's prekindergarten program is thriving. The inclusion of a full-time Instructional Coach, targeted teacher training, and increased opportunities for students to build their computer literacy skills resulted in growth on the NWEA MAP assessment from spring 2015 to spring 2016. Most significantly, ECA made major gains and exceeded the state average in all areas on the third grade PARCC administered in 2016 (see below).

PARCC Results 2015 & 2016

|         | <b>2015</b> <b>3+</b>                | <b>2016</b> <b>3+</b>                | <b>2015</b> <b>4+</b>                | <b>2016</b> <b>4+</b>                |
|---------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Reading | ECA - 48.6<br>(state average - 44.2) | ECA - 60.0<br>(state average - 49.8) | ECA - 21.6<br>(state average - 24.5) | ECA - 28.6<br>(state average - 26.7) |
| Math    | ECA - 64.9<br>(state average - 56.4) | ECA - 82.9<br>(state average - 48.4) | ECA - 21.6<br>(state average - 30.2) | ECA - 48.6<br>(state average - 24.8) |

### B. LESSONS LEARNED AND ACTIONS TAKEN

Describe lessons learned and/or actions taken or planned based on the school's performance and progress described above. This may include modifications made to instructional programming, parent involvement, professional development, human capital, and/or supplemental programming.

Our LEA leadership team (Executive Director, Principal, Director of Curriculum and Instruction, Special Education Coordinator) evaluates literacy and math outcome data on a monthly basis to inform instructional shifts necessary throughout the year. At the end of the school year the leadership team plans a retreat to analyze and evaluate final summative assessment data, including state data when it is available. These outcome data inform the needs assessment and professional development planning for the coming school year.

This data driven needs assessment extends beyond academic achievement data to include information about student discipline; student attendance rates; parent survey data; teacher evaluation data; and professional development evaluations.

The leadership team had the following major take-aways from the data analysis: 1) The data show that significant growth and achievement occurred during the 2015-2016 school year, especially in ECA's third grade PARCC scores. The leadership team believes this is due to increased focus on teacher training and professional development, the inclusion of a full time coach, and ongoing data analysis. Although ECA exceeded the state average on the 2016 PARCC, we will continue to strive for improved reading and math proficiency through continued use of strategies begun in the 2015-2016 school year.

## C. UNIQUE ACCOMPLISHMENTS

Describe unique accomplishments achieved, awards earned, and/or other recognition.

DC PAY Grant - ECA was awarded a \$10,000.00 DC PAY grant for the second time. Through this grant, ECA was able to implement Every Body Move! which provided additional structured physical activity to all ECA students, prekindergarten-3 through grade 3. Every Body Move! provided all students with additional opportunities for movement during physical education periods, which are outside of the recess time. Every Body Move! provided the school with additional tricycles for our prekindergarten-3, prekindergarten-4, and kindergarten students and provided weekly yoga instruction to our first, second, and third grade students. These activities were implemented during weekly thirty-minute physical education periods, which are a part of the regular school day. They also were implemented during monthly Family Fitness nights for students and families; and during ECA's annual Field Day.

DC Trust Grant - During 2015 and 2016, ECA received a total of \$71,150 from the DC Trust. This grant funding supported our summer program and Summer STEM camp that served 75 students. ECA STEM Camp gave our students an extended opportunity to explore, experiment, and discover science. During the regular school year, science instruction is limited to about 30 minutes daily every other week. These limitations make it difficult for teachers to provide robust instruction that includes opportunities to research, form hypotheses, experiment, and analyze outcomes. STEM Camp immersed our students in science and gave them rich experiences that they would not have otherwise had.

PARCC Assessments – As designated by the PCSB ECA is among the “Top Performing Schools”, with PARCC averages in both reading and math above the state average. ECA is among the “Most Improved Citywide Schools”, with significant gains in both reading and math on PARCC.

## D. LIST OF DONORS

Detail all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2015-16 school year.<sup>8</sup>

ECA gratefully acknowledges the support of our dedicated donors, whose generous contributions ensure high achievement for every ECA student. The following individuals, foundations, corporations, and organizations supported ECA with gifts of \$500 or more:

### Early Childhood Academy PCS List of Donors

July 2015 through June 2016

|                                    | <u>Jul '15 - Jun 16</u>  |
|------------------------------------|--------------------------|
| <b>4200 • Grants</b>               |                          |
| 4230 • Grant - NCLB Entitlement    | 145,995.66               |
| 4254 • DC PAY Grant                | 10,000.00                |
| 4255 • Grant - Technology          | 12,574.49                |
| 4275 • Grant-Marriott Foundation   | 25,000.00                |
| 4280 • Grant - Facility Allowance  | 28,017.00                |
| 4290 • Grant - HSA                 | 9,582.40                 |
| 4300 • Grants-NSLP                 | 209,879.82               |
| 4330 • Grant - Donated Commodities | 11,856.82                |
| 4200 • Grants - Other              | <u>30,650.00</u>         |
| <b>Total 4200 • Grants</b>         | <u><u>483,556.19</u></u> |

**LEA ANNUAL DATA REPORT  
2013-2014 SCHOOL YEAR**

**DATA COMPONENT**

**SY 2015-16 Annual Report Campus Data Report**

| Source | Data Point                               |
|--------|--|
| PCSB   | LEA Name: Early Childhood Academy PCS    |
| PCSB   | Campus Name: Early Childhood Academy PCS |
| PCSB   | Grades served: PK3-3                     |
| PCSB   | Overall Audited Enrollment: 262          |

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

| Grade         | PK3 | PK4 | KG | 1  | 2  | 3  | 4           | 5     | 6     |
|---------------|-----|-----|----|----|----|----|-------------|-------|-------|
| Student Count | 39  | 48  | 54 | 46 | 35 | 40 | 0           | 0     | 0     |
| Grade         | 7   | 8   | 9  | 10 | 11 | 12 | Alternative | Adult | SPED* |
| Student Count | 0   | 0   | 0  | 0  | 0  | 0  | 0           | 0     | 0     |

\*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

| STUDENT DATA POINTS |   |
|---------------------|---|
| School              | <b>Total number of instructional days: 180</b><br>Number of instructional days, not including holidays or professional development days, for the majority of the school.<br>If your school has certain grades with different calendars, please note it.               |
| PCSB                | <b>Suspension Rate: 0.8%</b><br>$\frac{\text{number of students with out of school suspensions and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$   |
| PCSB                | <b>Expulsion Rate: 0.0%</b><br>$\frac{\text{number of students expelled and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$  |
| PCSB                | <b>Instructional Time Lost to Out-of-School Suspension Rate: 0.0%</b><br>$\frac{(\text{sum of all suspension days for all students due to out of school suspensions})}{(\text{sum of enrollment days for all students for the SY 2015 – 16 school year})} \times 100$ |
| PCSB                | <b>Average Daily Attendance: 93.3%</b><br>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. <b>(No action necessary.)</b>   |
| PCSB                                 | <b>Midyear Withdrawals:</b> <i>Validated after annual report submission date.</i><br>$\frac{\text{number of students in the Oct.2015 audit count who are not on the school's roster through May 31, 2016}}{\text{number of students enrolled as of Oct 2015 audit}} \times 100$                       |
| PCSB                                 | <b>Midyear Entries:</b> <i>Validated after Annual Report submission date.</i><br>$\frac{\text{number of students who enroll after Oct.2015 audit and remained enrolled through May 31, 2016}}{\text{number of students enrolled as of Oct.2015 audit}} \times 100$                                    |
| PCSB                                 | <b>Promotion Rate:</b> 94.6%<br>$\frac{\text{number of students who advanced } \geq 1 \text{ grade level in the LEA based on the grade level in the Oct. 2014 and Oct. 2015 audited enrollment files}}{\text{number of students enrolled as of Oct.2015 audit}}$                                      |
| PCSB<br>(SY14-15)                    | <b>College Acceptance Rates:</b> <i>Not applicable</i><br>$\frac{\text{number of 12 grade students accepted to a full time college or university}}{\text{number of 12 grade students}} \times 100$  |
| PCSB<br>(SY14-15)                    | <b>College Admission Test Scores:</b> <i>Not applicable</i><br>$\frac{\text{number of current grade 12 students scoring at least 800 in SAT \& 16 or higher in ACT}}{\text{number of grade 12 students}} \times 100$  |
| PCSB<br>(SY14-15)                    | <b>Graduation Rates:</b> <i>Not applicable</i><br>$\frac{\text{number of students in cohort who graduated by June or August 2015 with a standard diploma}}{\text{number of first time grade 9 students in fall 2011 + transfers in - transfers out - emigrants - students who pass away}} \times 100$ |
| <b>FACULTY AND STAFF DATA POINTS</b> |   |
| School I                             | <b>Teacher Attrition Rate: 47.05%</b><br>$\frac{\text{number of teachers retired/resigned/outplaced between October 5, 2015 and first day of school in 2016}}{(\text{number of teachers employed as of October 5, 2015})} \times 100$   |

|            |  |
|------------|--|
| School<br> | <b>Number of Teachers: 18</b><br>"Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows. |
| School<br> | <b>Teacher Salary</b><br>1. Average: \$63,667<br>2. Range -- Minimum: \$ 50,000.00                      Maximum: \$77,334.00   |

**A. STAFF ROSTER FOR 2015-2016**

Currently 60% of our teaching staff have Bachelor's degrees and 40% have a Master's degree.

| <b>ECAPCS Staff Roster</b> |                           |                            |                    |                           |
|----------------------------|---------------------------|----------------------------|--------------------|---------------------------|
| <b>Grade</b>               | <b>Employee Last Name</b> | <b>Employee First Name</b> | <b>Employee MI</b> | <b>Position</b>           |
|                            |                           |                            |                    |                           |
|                            | <b>Administration</b>     |                            |                    |                           |
|                            | Edwards                   | Wendy                      | S                  | Executive Director        |
|                            | Ingraham                  | Thann                      |                    | Principal                 |
|                            | Robinson-Foster           | Debra                      | N                  | Financial Manager         |
|                            | Faulcon                   | Pamela                     |                    | Director of Curriculum    |
|                            | Johnson                   | Amia                       |                    | Instructional Coach       |
|                            | Schultz                   | Rebecca                    |                    | SpED Coordinator          |
|                            | Scott                     | Rayvon                     |                    | IT Manager                |
|                            | Menjivar                  | Yessenia                   |                    | Program Administrator     |
|                            | Davis                     | Rasheda                    | M                  | Financial & HR Specialist |
|                            | Peterson-Prince           | Kathy                      | M                  | Assessment Coordinator    |
|                            | Melvin                    | Minowa                     |                    | Staff Accountant          |
|                            | Wiggins                   | Cortney                    | K                  | Attendance Coordinator    |
|                            | Maxwell                   | Sharon                     |                    | Administrative Assistant  |
|                            | Shannon                   | Jasmine                    |                    | Receptionist              |
|                            | Crawley                   | Cynthia                    | M                  | Food Service Staff        |
|                            | Johnson                   | Lashell                    |                    | Food Service Staff        |
|                            | Torrence                  | Nataya                     | V                  | Food Service Staff        |
|                            | John                      | Charles                    | R                  | Custodian                 |
|                            | Meachum                   | Lonise                     |                    | Crossing Guard            |
|                            |                           |                            |                    |                           |
|                            | <b>Teachers</b>           |                            |                    |                           |
| Kindergarten 3             | Bailey                    | SaShawna                   |                    | Teacher                   |
| Music Teacher              | Battle                    | Gerard                     | A                  | Teacher                   |
| Grade 3                    | Bevill                    | Stacy                      |                    | Teacher                   |
| Prekindergarten 4          | Cook                      | Jennifer                   |                    | Teacher                   |
| Kindergarten               | Edwards                   | Lakea                      | D                  | Teacher                   |
| Kindergarten               | Fisher                    | Nikole                     | H                  | Teacher                   |
| Grade 2                    | Lindo                     | Gineaa                     |                    | Teacher                   |
| Grade 2                    | Lowe                      | Ashley                     | N                  | Teacher                   |
| Kindergarten               | McCleod                   | Meisha                     |                    | Teacher                   |
| Grade 1                    | Midland                   | Alexandra                  |                    | Teacher                   |



|                   |                               |           |   |                    |
|-------------------|-------------------------------|-----------|---|--------------------|
| Grade 3           | Miller                        | Kamilli   |   | Teacher            |
| Prekindergarten 3 | Myers                         | Nina      |   | Teacher            |
| Kindergarten      | Nichols                       | Emily     |   | Teacher            |
| Prekindergarten 4 | Nixon                         | Tara      | V | Teacher            |
| SpEd Teacher      | Nwude                         | Selena    |   | Teacher            |
| Grade 1           | Proctor                       | Robin     | S | Teacher            |
| SpEd Teacher      | Spence                        | Kristen   |   | Teacher            |
| PE Teacher        | Trasada                       | Kampira   |   | Teacher            |
|                   |                               |           |   |                    |
|                   | <b>Assistant Teachers</b>     |           |   |                    |
| Grade 2           | Calhoun                       | Ayrika    |   | Associate Teacher  |
| Grade 1           | McGill                        | Asia      |   | Associate Teacher  |
| Grade 1           | Alphonso                      | Renesha   |   | Associate Teacher  |
| Kindergarten      | Bethea                        | Ulan      |   | Associate Teacher  |
| Grade 1           | Butler                        | Ronet     | E | Associate Teacher  |
| Prekindergarten 4 | Davis                         | Cheryl    |   | Associate Teacher  |
| Prekindergarten 3 | Drake                         | Felicia   | N | Associate Teacher  |
| Prekindergarten 3 | Fountain                      | Brittany  |   | Associate Teacher  |
| Grade 2           | Freeman                       | Ciara     |   | Associate Teacher  |
| Grade 3           | Gordon                        | David     |   | Associate Teacher  |
| Prekindergarten 4 | Hazel                         | Ericka    |   | Associate Teacher  |
| Kindergarten      | Hazel                         | Germaine  |   | Associate Teacher  |
| Prekindergarten 3 | Mayfield                      | Dannielle |   | Associate Teacher  |
|                   |                               |           |   |                    |
|                   | <b>Before &amp; Aftercare</b> |           |   |                    |
|                   | Dailey                        | Delores   |   | Substitute Teacher |
|                   | Gordon                        | Angel     |   | After Care Teacher |
|                   | Morgan                        | Jessica   |   | Substitute Teacher |
|                   | Robinson                      | Stacia    |   | Substitute Teacher |
|                   | Sawyers                       | Jasmine   |   | Substitute Teacher |
|                   | Sinclair                      | Lisa      | A | After Care Teacher |
|                   | Wright                        | William   | R | After Care Teacher |

**B. BOARD ROSTER FOR 2015-2016**

**Early Childhood Academy Public Charter School**

**Board of Trustees**

**SY 2015 - 2016**

**Dennis Sawyers, President**

**David A. DeSchryver, Secretary**

**Eric Bellamey, Treasurer**

**Arleta Fleet, Board Member**

**Deborah A. Hall, Board Member**

**Gerald D. Jaynes, Board Member**

**James C. Williams, Board Member**

**La'Kea Edwards, Parent Board Member**

**Pat Hall Jaynes, Board Member**

**Patrick Akers, Board Member**

**Rasheda Simon, Parent Board Member**

## **C. UNAUDITED YEAR-END FINANCIAL STATEMENT**

EARLY CHILDHOOD ACADEMY  
PUBLIC CHARTER SCHOOL  
COMPARATIVE STATEMENTS OF FINANCIAL POSITION  
JUNE 30, 2016 AND 2015

**DRAFT**

|   | <u>June 30, 2016</u> | <u>June 30, 2015</u> |
|---|----------------------|----------------------|
| <u>ASSETS</u>                                   |                      |                      |
| <u>Current Assets:</u>                          |                      |                      |
| Cash and Cash Equivalents                       | \$ 4,667,227         | \$ 2,324,005         |
| Certificates of Deposit                         | -                    | 2,000,000            |
| Accounts Receivable                             | 62                   | 35,817               |
| Grants Receivable                               | 84,517               | 99,312               |
| Promises Receivable                             | 45,000               | -                    |
| Prepaid Expenses                                | <u>12,952</u>        | <u>10,905</u>        |
| Total Current Assets                            | <u>\$ 4,809,758</u>  | <u>\$ 4,470,039</u>  |
| <u>Fixed Assets:</u>                            |                      |                      |
| Furniture and Equipment                         | \$ 164,614           | \$ 161,433           |
| Computer Equipment                              | 287,440              | 226,829              |
| Leasehold Improvements                          | 69,916               | 117,785              |
| Less: Accumulated Depreciation and Amortization | <u>(410,004)</u>     | <u>(386,885)</u>     |
| Total Fixed Assets                              | <u>\$ 111,966</u>    | <u>\$ 119,162</u>    |
| <u>Other Assets:</u>                            |                      |                      |
| Deposits  | <u>\$ 80,772</u>     | <u>\$ 29,882</u>     |
| Total Other Assets                              | <u>\$ 80,772</u>     | <u>\$ 29,882</u>     |
| TOTAL ASSETS                                    | <u>\$ 5,002,496</u>  | <u>\$ 4,619,083</u>  |
| <u>LIABILITIES AND NET ASSETS</u>               |                      |                      |
| <u>Current Liabilities:</u>                     |                      |                      |
| Accounts Payable                                | \$ 22,693            | \$ 52,575            |
| Accrued Salary and Vacation                     | 139,890              | 141,358              |
| Payroll Withholdings and Related Liabilities    | 15,468               | (447)                |
| Refundable Advances                             | -                    | 4,550                |
| Deferred Revenues                               | 2,795                | 11,902               |
| Current Portion: Long-Term Debt                 | <u>3,750</u>         | <u>4,500</u>         |
| Total Current Liabilities                       | <u>\$ 184,596</u>    | <u>\$ 214,438</u>    |
| <u>Long Term Liabilities:</u>                   |                      |                      |
| Capital Lease Payable                           | \$ 3,750             | \$ 8,250             |
| Less: Current Portion                           | <u>(3,750)</u>       | <u>(4,500)</u>       |
| Total Long Term Liabilities                     | <u>\$ -</u>          | <u>\$ 3,750</u>      |
| Total Liabilities                               | <u>\$ 184,596</u>    | <u>\$ 218,188</u>    |
| <u>Net Assets:</u>                              |                      |                      |
| Unrestricted                                    | \$ 4,781,837         | \$ 4,400,895         |
| Temporarily Restricted                          | <u>36,063</u>        | <u>-</u>             |
| Total Net Assets                                | <u>\$ 4,817,900</u>  | <u>\$ 4,400,895</u>  |
| TOTAL LIABILITIES AND NET ASSETS                | <u>\$ 5,002,496</u>  | <u>\$ 4,619,083</u>  |

(See Accompanying Notes and Auditor's Report)

## **D. APPROVED 2015-16 BUDGET**

**EARLY CHILDHOOD ACADEMY, PCS**  
**BUDGET YEAR: 2016-2017**

| DESCRIPTION     |  | BUDGETED AMOUNTS            |   |  |
|-----------------|--|-----------------------------|---|--|
|                 |  | Column A                    | Column B                                | Column C                               |
|                 |  | 501(c)3<br>School Applicant | Education<br>Management<br>Organization | Total Revenues<br>by Funding<br>Source |
| <b>REVENUES</b> |  |                             |   |  |
| 1               | Per Pupil Charter Payments                           | 3,547,091                   |   | 3,547,091                              |
| 2               | Per Pupil Facilities Allowance                       | 815,364                     |   | 815,364                                |
| 3               | Federal Entitlements                                 | 257,574                     |   | 257,574                                |
| 4               | Federal Entitlements-NSLP                            | 210,471                     |   | 210,471                                |
| 5               | Other Govt Funding/Grants                            |                             |   | 0                                      |
| 6               | <b>Total Public Funding</b>                          | <b>4,830,500</b>            |   | <b>4,830,500</b>                       |
| 7               | Private Grants and Donations                         | 0                           |   | 0                                      |
| 8               | Activity Fees (Summer School Co-pays)                | 3,746                       |   | 3,746                                  |
| 9               | Other Income (Before and After Care Income)          | 85,000                      |   | 85,000                                 |
| 10              | Other Income (Grants, Interest, Fundraising & Misc.) | 51,644                      |   | 51,644                                 |
| 11              | <b>Total Non-Public Funding</b>                      | <b>140,390</b>              | <b>0</b>                                | <b>140,390</b>                         |
| 12              | EMO Management Fee (= line 73, col. G)               |                             |   |  |
| 13              |  |                             |   |  |
| 14              | <b>TOTAL REVENUES</b>                                | <b>\$4,970,890</b>          | <b>\$0</b>                              | <b>\$4,970,890</b>                     |
|                 |  | 501(c)3<br>School Applicant | Education<br>Management<br>Organization | Combined Total                         |
| <b>EXPENSES</b> |  |                             |   |  |
| 15              | <b>Personnel Salaries and Benefits</b>               |                             |   |  |
| 16              | Executives Salary (Principal & V. Principal)         | 278,535                     |   | 278,535                                |
| 17              | Administrative Salaries                              | 649,407                     |   | 649,407                                |
| 18              | Teachers Salaries                                    | 1,002,326                   |   | 1,002,326                              |
| 19              | Teacher Aides/Assistance Salaries                    | 318,638                     |   | 318,638                                |
| 20              | Custodial Salaries                                   | 46,361                      |   | 46,361                                 |
| 21              | Food Staff Salaries                                  | 63,707                      |   | 63,707                                 |
| 22              | Before & After Care Salaries                         | 172,620                     |   | 172,620                                |
| 23              | Summer School Salaries                               | 67,330                      |   | 67,330                                 |
| 24              | <b>Subtotal Salaries</b>                             | <b>2,598,923</b>            |   | <b>2,598,923</b>                       |
| 25              | Employee Benefits                                    | 502,659                     |   | 502,659                                |
| 26              | <b>Total Salaries &amp; Benefits</b>                 | <b>3,101,582</b>            |   | <b>3,101,582</b>                       |
| 27              | Staff Development Costs                              | 41,433                      |   | 41,433                                 |
| 28              | <b>Subtotal: Personnel Costs</b>                     | <b>\$3,143,015</b>          | <b>\$0</b>                              | <b>\$3,143,015</b>                     |
| 29              |  |                             |   |  |
| 30              | <b>Direct Student Costs</b>                          |                             |   |  |
| 31              | Textbooks  | 4,100                       |   | 4,100                                  |
| 32              | Classroom Materials, Supplies & Consumables          | 24,511                      |   | 24,511                                 |
| 33              | Computers, Materials & Technology                    | 29,676                      |   | 29,676                                 |
| 34              | Other Instructional Equipment                        | 3,200                       |   | 3,200                                  |
| 35              | Classroom Furnishings                                | 5,500                       |   | 5,500                                  |
| 36              | Student Assessment Materials                         | 18,000                      |   | 18,000                                 |
| 37              | Student Field Trips & Other Student Costs            | 39,513                      |   | 39,513                                 |
| 38              | Food Service (Subsidized by NSLP Grant)              | 230,000                     |   | 230,000                                |
| 39              | Contracted Student Services                          | 200,400                     |   | 200,400                                |
| 40              | Other: Grant Expenses                                | 0                           |   | 0                                      |
| 41              | <b>Subtotal: Direct Student Costs</b>                | <b>\$554,900</b>            | <b>\$0</b>                              | <b>\$554,900</b>                       |

|    |  |                    |            |                    |
|----|--|--------------------|------------|--------------------|
| 42 |  |                    |            |                    |
| 43 | <b>Occupancy Expenses</b>                                  |                    |            |                    |
| 44 | Rent   | 578,415            |            | 578,415            |
| 45 | E-rate Grant Expense                                       | 1,800              |            | 1,800              |
| 46 | Building Maintenance and Repairs                           | 29,600             |            | 29,600             |
| 47 | Renovation/Leasehold Improvements                          | 10,860             |            | 10,860             |
| 48 | Utilities  | 81,255             |            | 81,255             |
| 49 | Janitorial Supplies  | 12,120             |            | 12,120             |
| 50 | Equipment Rental and Maintenance                           | 2,000              |            | 2,000              |
| 51 | Contracted Building Services                               | 66,399             |            | 66,399             |
| 52 |  |                    |            |                    |
| 53 | <b>Subtotal: Occupancy Expenses</b>                        | <b>\$782,449</b>   | <b>\$0</b> | <b>\$782,449</b>   |
| 54 |  |                    |            |                    |
| 55 | <b>Office Expenses</b>                                     |                    |            |                    |
| 56 | Office Supplies and Materials                              | 8,001              |            | 8,001              |
| 57 | Office Furnishings and Equipment                           | 2,923              |            | 2,923              |
| 58 | Office Equipment Rental and Maintenance                    | 899                |            | 899                |
| 59 | Telephone/Telecommunications (See Occupancy)               | 2,485              |            | 2,485              |
| 60 | Printing and Copying                                       | 8,905              |            | 8,905              |
| 61 | Postage and Shipping                                       | 564                |            | 564                |
| 62 | Advertising & Recruiting                                   | 8,294              |            | 8,294              |
|    | Retirement & Flex Fees                                     | 4,167              |            | 4,167              |
| 63 | Bank Services & Other Charges                              | 100                |            | 100                |
| 64 | Business licenses & Fees                                   | 938                |            | 938                |
| 65 | Financial Audit  | 20,000             |            | 20,000             |
| 66 | Legal, Accounting and Payroll Services                     | 40,000             |            | 40,000             |
| 67 | Operating Copier Lease                                     | -                  |            | 0                  |
| 68 | Other Office Expenses                                      | 50,000             |            | 50,000             |
| 69 | <b>Subtotal: Office Expenses</b>                           | <b>\$147,275</b>   | <b>\$0</b> | <b>\$147,275</b>   |
| 70 |  |                    |            |                    |
| 71 | <b>General Expenses</b>                                    |                    |            |                    |
| 72 | Insurance  | 16,410             |            | 16,410             |
| 73 | Transportation   | 561                |            | 561                |
| 74 | Administration Fee (to PCSB)                               | 51,301             |            | 51,301             |
| 75 | Meetings & General   | 5,270              |            | 5,270              |
| 76 | Dues & Subscriptions                                       | 14,322             |            | 14,322             |
| 77 | Depreciation & Amortization                                | 72,000             |            | 72,000             |
| 78 | Contributions & Donations                                  | 3,263              |            | 3,263              |
| 79 | Interest & Finance Charges                                 | 0                  |            | 0                  |
| 80 | Fundraising Expenses                                       | 7,635              |            | 7,635              |
| 81 | Marketing & Promotion                                      | 0                  |            | 0                  |
| 82 | Temporary Help   | -                  |            | 0                  |
| 83 | <b>Subtotal: General Expenses</b>                          | <b>\$170,762</b>   | <b>\$0</b> | <b>\$170,762</b>   |
| 84 |  |                    |            |                    |
| 85 | <b>TOTAL EXPENSES</b>                                      | <b>\$4,798,401</b> | <b>\$0</b> | <b>\$4,798,401</b> |
| 86 |  |                    |            |                    |
| 87 | <b>CHANGES IN NET ASSETS</b>                               | <b>\$172,489</b>   | <b>\$0</b> | <b>\$172,489</b>   |
| 88 |  |                    |            |                    |
| 89 | Restricted for Facility Procurement (0% of Public Funding) | \$48,305           | \$         | 48,305             |
| 90 | Balance as Unrestricted                                    | \$124,184          |            | \$124,184          |