



Early Childhood Academy PCS

Early Childhood Academy Public Charter School

Annual Report
SY 2017 – 2018

Dennis Sawyers, President
ECA Board of Trustees

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I. School Description

A. Mission Statement

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

Grade and Age Levels Served

ECA serves children in PK3 through 3rd grade. Students must be three years old by September 30th of the year of enrollment to be eligible for the PK3 program.

1. SUMMARY OF CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

Early Childhood Academy PCS (ECA) offers challenging educational programs for students in grades PK3 through 3rd grade. ECA's instructional program has an emphasis on language and literacy while offering educational experiences that expose students to math, science, social studies, and the arts.

The curriculum at ECA focuses on language and literacy to promote reading fluency, critical thinking, and vocabulary development, ensuring that all ECA students are proficient readers by third grade. ECA adheres to the Common Core State Standards (CCSS) and bases 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.

Curriculum: Teachers plan each unit based on the essential skills identified for their grade levels on the CCSS, as well as instructional resources including 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 Tier 2 students whose data indicate areas of challenge in reading and/or math. Tier 1 students are provided with practice activities to reinforce skills previously taught.

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, as well as weekly thirty-minute periods for physical education and music.

Prekindergarten instruction includes 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 hands-on projects and experiments. Students also receive a daily thirty-minute recess period, twice weekly music, and weekly thirty-minute periods for physical education.

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.
- Computer-based Learning – Teachers utilize NWEA Map practice activities aligned with the school's PMF goals as well as other computer-based tools, including MobyMax, Khan Academy, and Reading Wonders and My Math online tools.
- 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 knows and is able to do 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 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 three times per year 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 through 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.

English Language Arts: 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 appropriately increase their reading levels over the course of the school year, achieving “typical growth”. 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 2017-2018 school year, ECA students in all grade levels study life sciences, earth and space sciences, physical sciences, and engineering, technology, and application of sciences throughout the year, which are aligned to the Next Generation Science Standards. The Houghton Mifflin Science program serves as the primary resource for Next Gen instruction.

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 2017-2018 school year, all students received thirty minutes of organized plan at recess, as well as 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.

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 an appropriate 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 special education 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 snack; physical education and movement time; a homework assistance period; project-based activities in ELA, science, social studies, and math, and recreational activities including games, dance, art, and singing.

The non-academic goals target social emotional competency and emphasize the school's overarching goals of peaceful communication and living where there is a demonstrated respect for self, others and the environment. Critical thinking skills are also key to developing the confidence and competence to be a contributing member of the community.

ECA has implemented the Response to Intervention Model (RtI) and Positive Behavior Facilitation strategies to support maintenance of an emotionally healthy environment for children where they can reach their fullest potential. Part of our expectation for teachers is to provide positive feedback to students, both individually and as a group, to highlight and celebrate on-task behavior. Each teacher has developed a strategy for noticing students following the school rules and often children receive specific praise for their positive behavior. Teachers also use behavior charts to improve classroom-wide behavior, offering an incentive selected by the students at the end of the month.

At ECA, the concept of the school as a Professional Learning Community is an intrinsic value visible in daily operations such as on-site professional development showcasing teachers as students; parent workshops where childcare is provided and students witness their parents attending class; special parent events with administrators; parent volunteers for school events; older students making presentations to younger students; and weekly Professional Learning

Community meetings for all teachers.

ECA has an open-door policy and administrators are present at arrival and dismissal times to greet parents and students. Rarely are administrative office doors closed. Students have informal conversations with the directors, the principal and executive director daily.

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 2017-2018 school year, ECA provided high quality, ongoing, differentiated professional development to all staff members and continued a school culture of adult learning. In summer 2017, ECA provided a one-week period of teacher training, followed by weekly PLC meetings for all teachers. During the school year, ECA 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 for Education Innovation.

2. PARENT INVOLVEMENT

Parental involvement is key to ECA's success. ECA centers around four key goals: supporting students' academic progress; celebrating student work; strengthening families; and building community. ECA's Family Support Coordinator serves as the liaison between home and school.

The primary participation expected of all parents is volunteerism, attendance at the scheduled parent-teacher conferences each quarter AND attendance at special events and workshops organized by teachers, children, and the school administration.

To help ensure that ECA meets its objectives, we rely on parent participation. ECA believes that all stakeholders bring valuable contributions. Parents/guardians are asked to volunteer and must sign a parent contract at the beginning of the school year. Parents assist in the classroom, serve on parent committees, prepare classroom materials, organize afterschool programs, and/or assist with special events, such as field trips, book fairs, and school celebrations. Volunteer opportunities are available during the day as well as evenings and weekends in order to accommodate busy schedules.

We encourage parents to share any hobbies or special interests with their child's class and/or the school. The child's teacher is the point of contact so that arrangements can be made for such visits. Parents complete a volunteer interest survey in order to help facilitate a volunteer role in the school. ECA has a parent liaison to facilitate parent engagement.

To strengthen families, build our community, and ensure the academic success of all ECA students, the school held a number of events during the 2017-2018 school 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 met teachers, viewed classrooms, and learned about the grade level skills students would be learning for the new school year.

Family Fun Nights (Quarterly). Parents were given tools and strategies to use at home to support their children's academic growth. All parents and their children are invited to this free event and dinner is provided for all.

Parent-Teacher Conferences (Quarterly). Parent-Teacher conferences offer parents the

II. School Performance

opportunity to meet individually with teachers to discuss their child’s academic progress and receive report cards.

Field Day. Students, teachers, and parents participated in this all day outside event that supports the school’s focus on building healthy lifestyles. Organized sports activities, along with a healthy meal, were planned for this day of outdoor recreational activities and sports competitions.

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.

A. PERFORMANCE AND PROGRESS

The Partnership for Assessment of Readiness for College and Careers (PARCC) outlines how students in grades 3 through 8 and high school perform on the English Language Arts (ELA) and Math assessments. The PARCC is state mandated and managed by the Office of the State Superintendent of Education (OSSE). Each school is responsible for administering the test. The purpose of the test, as defined by OSSE, is to measure the knowledge and skills that matter most for students — understanding complex texts, evidence-based writing, mathematical problem-solving — all skills that lead to confidence and success in key academic areas. Students in grades 3 through 8 and high school take PARCC assessments in ELA and mathematics online each spring.

ECA demonstrated significant improvement in reaching academic and mission targets during the 2017-2018 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 Every Child Ready Assess, ECA’s prekindergarten program is thriving. The inclusion of three full-time instructional coaches, targeted teacher training, and increased opportunities for students to build their computer literacy skills resulted in kindergarten through grade 2 reading growth on the NWEA MAP assessment from spring 2017 to spring 2018. Most significantly, ECA’s third graders exceeded the state average in reading and math on the PARCC assessment.

B. UNIQUE ACCOMPLISHMENTS

New School Building - After over a decade of searching, ECA's new facility is under construction, located directly behind our current facility. During the 17-18 school year, ECA secured financing, completed the architectural design, and, in September 2018, closed on the new property. The building that is currently on the property is being renovated and a brand new, three-story structure is being added. The groundbreaking is scheduled for October 2018 with completion projected for June 2019. ECA plans to begin the 2018-2019 school year in our new building.

Joyful Markets - ECA was selected for the free Joyful Markets program for the 17-18 school year. At our monthly pop-up markets, families were able to select from fresh, seasonal produce and healthy pantry staples at no cost. In addition, our markets included chef-led culinary demonstrations designed to expose students and parents to delicious and healthy meals.

Mommy, Daddy, & Me Dance - Our First Annual "Mommy, Daddy, & Me Dance" provided ECA families and staff with the opportunity to interact in a friendly and relaxed environment. Over 30 parents and students participated in this event.

Tier 1 Ranking - ECA is a Tier 1, "High Performing School" and has maintained that status for each of the two years that the school has been ranked by the DC Public Charter School Board. Tier 1 ranking based on the 2017 School Quality Report, the PCSB's annual tool for assessing and monitoring charter school performance. For school year 2018, ECA is on target to again be ranked as Tier 1 school, with a total SQR score of 65.8%.

In addition to the Tier 1 ranking, ECA was also recognized by Empower K12 as a 2017 Bold Performance School for exceeding expected achievement.

ECA scored above the DC state average in reading and math during the 2017-2018 school year, based on PARCC scores.

Instrumental Music - Our instrumental music program, including instruction in violin, viola, cello, drums, & xylophone, continues with the support of ECA's music instructor. Children participate in weekly lessons and present their skills during the school's Winter Program, Black History month program and various year-end programs.

SOAR Grant - ECA received \$375,000 in SOAR grant funds from OSSE helping us to:

- Implement a year-round school model; and
- Support our free STEAM camps that serve students during the school intersession periods. ECA STEAM Camp gives 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. STEAM Camp immerses our students in science and gives them rich experiences that they would not otherwise have. **C.**

C. LIST OF DONORS

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 during the 2017-2018 school year:

Rock Solid District Group, Deborah Hall, Debra Robinson-Foster, James Williams, Elaine Gordon, Patrick Akers, Wendy Edwards, Lydia Carlis, Kumea Shorter-Gooden, Gary Shorter, Ronal Butler

Early Childhood Academy PCS
List of Donors
July 2017 through June 2018

	<u>Jul '17 - Jun 18</u>
4200 - Grants	
4230 - Grant - NCLB Entitlement	138,063.58
4275 - Grant-Marriott Foundation	20,000.00
4277 - Grant - SOAR	246,794.41
4290 - Grant - HSA	9,593.55
4300 - Grants-NSLP	228,324.87
4330 - Grant - Donated Commodities	16,795.96
4350 - Medicaid Income	8,681.05
4200 - Grants - Other	<u>91,010.35</u>
Total 4200 - Grants	759,263.77

SY 2017-2018 ANNUAL REPORT CAMPUS DATA REPORT

Source	Data Point
GENERAL INFORMATION	
PCSB	LEA Name: Early Childhood Academy PCS
PCSB	Campus Name: Early Childhood Academy PCS
PCSB	Grades served: PK3-3
PCSB	Overall Audited Enrollment: 246

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	51	41	48	38	40	28	0	0	0

STUDENT DATA POINTS

School	Total number of instructional days: 181
PCSB	Suspension Rate: 3.7%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.06%
PCSB	In-Seat Attendance: 93.4%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 7.7% (19 students)
PCSB	Midyear Entries: 0.0% (0 students)
PCSB	Promotion Rate: 94.4%
PCSB (SY16-17)	College Acceptance Rates: Not applicable
PCSB (SY16-17)	College Admission Test Scores: Not applicable
PCSB (SY16-17)	Graduation Rates: Not applicable

FACULTY AND STAFF DATA POINTS

School	Teacher Attrition Rate: 33.33%
School	Number of Teachers: 16
School	Teacher Salary 1. Average: \$52,716 2. Range -- Minimum: \$ 50,000.00 Maximum: \$68,331

APPENDIX A: STAFF ROSTER FOR 2017-2018

Grade	Employee Last Name	Employee First Name	Employee MI	Position	Qualifications
	Administration				
	Edwards	Wendy	S	Executive Director	M.Ed.
	Ingraham	Thann		Principal	MA/MS
	Robinson-Foster	Debra	N	Financial Manager	CPA
	Faulcon	Pamela		Director of Curriculum	M.Ed.
	Edwards	La'Kea		Instructional Coach	MS
	Johnson	Amia		Instructional Coach	MAT
	Schultz	Rebecca		SpED Coordinator	M.Ed.
	Menjivar	Yesenia		Program Administrator	BA
	Davis	Rasheda	M	Financial & HR Specialist	BBA
	Tucker	Nekesha	A	Staff Accountant	MBA
	Peterson-Prince	Kathy	M	Assessment Manager	
	Wiggins	Cortney	K	Family Support Coordinator	
	Maxwell	Sharon		Administrative Assistant	
	Shannon	Jasmine		Receptionist	BA
	Crawley	Cynthia	M	Food Service Staff	
	Johnson	Lashell		Food Service Staff	
	Torrence	Nataya	V	Food Service Staff	
	Anderson	Charles		Custodian	
	Teachers				
Prekindergarten 3	Heath	Katrice		Teacher	BA
Prekindergarten 3	Patrick	India		Teacher	MS
Prekindergarten 3	James	Charity		Teacher	BS
Prekindergarten 4	Cook	Jennifer		Teacher	BS
Prekindergarten 4	Lindo	Gineaa		Teacher	BA
Kindergarten	Nixon	Tara	V	Teacher	MA
Kindergarten	Proctor	Robin		Teacher	BA
Grade 1	Young	Nikole	H	Teacher	BA
Grade 1	Screen	Tashi		Teacher	BS
Grade 2	Lowe	Ashley	N	Teacher	BA
Grade 2	Gentry	Ashley		Teacher	BA
Grade 3	Miller	Kamilli		Teacher	BA
Music Teacher	Battle	Gerard	A	Teacher	BA
SpEd Teacher	Johnson	Tiffany		Teacher	BS
SpEd Teacher	Thomas	Angel		Teacher	BS
PE Teacher	Trasada	Kampira		Teacher	

	Assistant Teachers				
Prekindergarten 3	Mayfield	Dannielle		Associate Teacher	
Prekindergarten 3	Alphonso	Amariah		Associate Teacher	
Prekindergarten 3	Sawyers	Jasmine		Associate Teacher	
Prekindergarten 4	Drake	Felicia	N	Associate Teacher	
Prekindergarten 4	Freeman	Ciara	N	Associate Teacher	BA
Kindergarten	Davis	Cheryl		Associate Teacher	AA
Kindergarten	Brooks	Regina		Associate Teacher	AA
Grade 1	Robinson	Stacia		Associate Teacher	BA
Grade 1	Hunter	Andrea		Associate Teacher	AA
Grade 2	Butler	Ronet		Associate Teacher	BA
Grade 2	Damper	Charmae		Associate Teacher	BA
Grade 3	Gordon	David		Associate Teacher	
	Before & Aftercare				
	Dailey	Delores		Substitute Teacher	
	Gordon	Angel		After Care Teacher	
	Sinclair	Lisa	A	After Care Teacher	

APPENDIX B: BOARD ROSTER

Early Childhood Academy Public Charter School

Board of Trustees

SY 2017 - 2018

Dennis Sawyers, President – Non-DC Resident

David A. DeSchryver, Secretary - DC Resident

Eric Bellamy, Treasurer – Non-DC Resident

Arleta Fleet, Board Member – DC Resident

Deborah A. Hall, Board Member– Non-DC Resident

Gerald D. Jaynes, Board Member– Non-DC Resident

James C. Williams, Board Member – DC Resident

La’Kea Edwards, Parent Board Member– DC Resident

Pat Hall Jaynes, Board Member – Non-DC Resident

Patrick Akers, Board Member– DC Resident

Rasheda Davis, Parent Board Member– DC Resident

APPENDIX C: UNAUDITED YEAR-END FINANCIAL STATEMENT

Early Childhood Academy PCS
Statement of Financial Position
As of June 30, 2018

	<u>Jun 30, 18</u>
ASSETS	
Current Assets	
Checking/Savings	
1050 · Cash-Citibank5487	669.29
1060 · Cash-Operating Citibank	247,344.63
1070 · Cash-BOA	167,652.62
1080 · MM & Short-term CDs (United)	
1089 · Money Market	3,583,445.35
Total 1080 · MM & Short-term CDs (United)	<u>3,583,445.35</u>
1090 · Petty Cash	500.00
Total Checking/Savings	<u>3,999,611.89</u>
Accounts Receivable	
1100 · Grants receivable	201,968.04
1120 · Accounts receivable	291.00
Total Accounts Receivable	<u>202,259.04</u>
Other Current Assets	
1499 · Undeposited Funds	20.00
1500 · Prepaid Expenses	35,787.90
1505 · Deposits	57,516.68
2120 · Other Receivables	4,995.50
Total Other Current Assets	<u>98,320.08</u>
Total Current Assets	<u>4,300,191.01</u>
Fixed Assets	
1405 · Furniture & Fixtures	66,836.21
1415 · Musical Equipment	31,809.19
1420 · Computer Equipment	278,911.84
1425 · Software	22,631.26
1430 · Leased Equipment	13,498.92
1450 · Equipment & Other Fixed Assets	62,281.57
1460 · Leasehold improvements	75,234.50
1480 · Accumulated Depreciation	-492,193.11
1600 · Construction in Progress	1,393,841.07
Total Fixed Assets	<u>1,452,851.45</u>
TOTAL ASSETS	<u><u>5,753,020.36</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	

Accounts Payable	
2000 · Accounts Payable	39,640.54
Total Accounts Payable	<u>39,640.54</u>
Other Current Liabilities	
2005 · Accounts Payable - Audit	1,533.92
2050 · Accrued Salaries and Wages	104,166.76
2060 · Accrued Vacation	35,386.93
2100 · Payroll Liabilities	
2104 · Federal Taxes Withheld	22.05
2105 · Fica Taxes Withheld	49.74
2160 · State Unemployment Payable	27.00
2205 · Health Insurance Withheld	7,629.04
2210 · Aflac Withholding Payable	977.13
2215 · FSA Withholding	15,217.39
2220 · Retirement Withholding	2,992.05
2222 · 401 (k) Withholding	439.69
2230 · Garnishments	192.50
2100 · Payroll Liabilities - Other	-831.52
Total 2100 · Payroll Liabilities	<u>26,715.07</u>
2500 · Loan/Lease Payable	2,088.40
Total Other Current Liabilities	<u>169,891.08</u>
Total Current Liabilities	<u>209,531.62</u>
Total Liabilities	209,531.62
Equity	
3900 · Retained Earnings	5,009,077.65
Net Income	534,411.09
Total Equity	<u>5,543,488.74</u>
TOTAL LIABILITIES & EQUITY	<u><u>5,753,020.36</u></u>

Early Childhood Academy PCS
Statement of Activities
July 2017 through June 2018

	Jul '17 - Jun 18
Income	
4000 · Per Pupil Funding	
4001 · Per Pupil General Ed	4,614,292.00
Total 4000 · Per Pupil Funding	4,614,292.00
4200 · Grants	
4230 · Grant - NCLB Entitlement	138,063.58
4275 · Grant-Marriott Foundation	20,000.00
4277 · Grant - SOAR	246,794.41
4290 · Grant - HSA	9,593.55
4300 · Grants-NSLP	228,324.87
4330 · Grant - Donated Commodities	16,795.96
4350 · Medicaid Income	8,681.05
4200 · Grants - Other	91,010.35
Total 4200 · Grants	759,263.77
4310 · Student Co-pays	59,303.00
4400 · Contributions	504.28
4700 · Fundraiser Income	30,381.52
4800 · Other Income	1,665.30
4920 · Interest Income	5,257.19
Total Income	5,470,667.06
Gross Profit	5,470,667.06
Expense	
1. Salaries Expense	
5000 · Principal/Executive Salaries	287,256.20
5005 · Teachers Salary	937,103.56
5010 · Teachers Aides/Assist. Salary	448,798.25
5015 · Other Educational Prof. Salary	257,568.73
5020 · Substitute Teacher Salaries	18,254.42
5035 · Intersession Teachers Salaries	43,942.50
5070 · Contracted Food Staff	72,622.29
5075 · Salaries Before & After Care	109,189.35
6000 · Business Operations/Salaries	289,729.00
6005 · Clerical Salaries	182,201.73
6010 · Custodial Salaries	40,635.73
1. Salaries Expense - Other	0.00
Total 1. Salaries Expense	2,687,301.76
2. Fringe Benefits	
5078 · Workers Comp Insurance	17,082.00

5079 · ERISA Insurance Expense	52.32
5082 · Health Insurance	250,542.95
5086 · Life	4,092.53
5087 · ST Disability Ins.	14,933.26
5088 · LT Disability	5,712.10
5090 · Retirement Expense	76,948.86
5094 · Federal Unemployment Tax	10.48
5095 · Social Security	191,064.43
5096 · State Unemployment	18,598.68
6080 · Employee Benefits (Not Pension)	4,012.82
6560 · Payroll Expenses	1,419.99
Total 2. Fringe Benefits	584,470.42
3. Contracted Staff	
6120 · Legal	5,500.00
Total 3. Contracted Staff	5,500.00
4. Staff Training & Development	
6060 · Staff Development Costs	56,063.44
6065 · Staff Dev. (Non Training)	7,855.95
Total 4. Staff Training & Development	63,919.39
5. Direct Student Costs	
5100 · Textbooks, Subscriptions	8,497.08
5105 · Students Supplies and Materials	
5105a · Programs	710.97
5105 · Students Supplies and Materials - Other	16,038.25
Total 5105 · Students Supplies and Materials	16,749.22
5115 · Computers and Materials	15,201.72
5125 · Classroom Furnishing & Supplies	4,474.77
5130 · Student Assessment Materials	8,100.00
5135 · Contracted Student Services	152,755.37
5140 · Other Student Costs	
5145 · Student Field Trips	2,797.24
5150 · Student Transportation & Travel	20,173.63
5155 · Student Events	11,445.18
5160 · Equipment Rental & Maintenance	4,212.10
5140 · Other Student Costs - Other	69.99
Total 5140 · Other Student Costs	38,698.14
6215 · Food Service	253,635.81
Total 5. Direct Student Costs	498,112.11
6. Occupancy Expenses	
5300 · Rent	
5310 · Security Monitoring	563.18
5300 · Rent - Other	594,375.60
Total 5300 · Rent	594,938.78
5320 · Building Maintenance and Repair	6,136.21

5330 · Utilities	46,705.52
5335 · Janitorial Supplies	7,883.81
5340 · Equipment Rental & Maintenance	60.05
5345 · Contracted Building Services	79,229.76
5350 · Internet/Cable Service Expense	28,074.43
5355 · Storage Rental	1,432.00
Total 6. Occupancy Expenses	764,460.56
7. Office Expenses	
6100 · Office Supplies and Materials	
6102 · Kitchen	724.44
6100 · Office Supplies and Materials - Other	8,831.10
Total 6100 · Office Supplies and Materials	9,555.54
6105 · Office Furnishings	1,363.97
6110 · Office Equipment and Rental	5,539.90
6115 · Telephone	4,314.34
6122 · Consulting	65,773.38
6123 · Payroll Service Fees	22,498.90
6125 · Printing and Copying	12,569.88
6130 · Postage and Shipping	826.14
6135 · Advertising & Recruiting	12,350.69
6140 · Retirement & Flex Fees	4,713.51
6240 · Bank Service Charges	275.69
6270 · Business Licenses & Fees	1,478.51
6950 · Misc expenses	363.99
Total 7. Office Expenses	141,624.44
8. General Expenses	
6121 · Legal & Accounting	23,806.25
6200 · Corporate Insurance	19,711.50
6210 · Transportation & Travel-Admin	711.97
6220 · Administrative Fee	50,258.10
6230 · Other General Expense	216.18
6235 · Meeting Expenses	5,572.57
6260 · Dues & Subscription	17,213.13
6410 · Depreciation & Amortization	60,000.00
6450 · Contributions	2,531.86
Total 8. General Expenses	180,021.56
9. Other Expenses	
9290 · Fundraising Expense	10,845.73
Total 9. Other Expenses	10,845.73
Total Expense	4,936,255.97
Net Income	534,411.09

APPENDIX D: APPROVED 2018-19 BUDGET

EARLY CHILDHOOD ACADEMY, PCS
BUDGET YEAR: 2018-2019

DESCRIPTION		BUDGETED AMOUNTS		
		Column A	Column B	Column C
REVENUES		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source
1	Per Pupil Charter Payments	4,122,699		4,122,699
2	Per Pupil Facilities Allowance	815,750		815,750
3	Federal Entitlements	145,995		145,995
4	Federal Entitlements-NSLP	254,218		254,218
5	Other Govt Funding/Grants	146,243		146,243
	Total Public Funding	5,484,905		5,484,905
7	Private Grants and Donations	50,000		50,000
8	Activity Fees (Summer School Co-pays)	0		0
9	Other Income (Before and After Care Income)	88,610		88,610
10	Other Income (Grants, Interest, Fundraising & Misc.)	55,593		55,593
	Total Non-Public Funding	194,203	0	194,203
12	EMO Management Fee (= line 73, col. G)			
13				
14	TOTAL REVENUES	\$5,679,108	\$0	\$5,679,108
EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total
15	Personnel Salaries and Benefits			
16	Executives Salary (Principal & V. Principal)	295,470		295,470
17	Administrative Salaries	572,432		572,432
18	Teachers Salaries	1,331,654		1,331,654
19	Teacher Aides/Assistance Salaries	425,554		425,554
20	Custodial Salaries	42,910		42,910
21	Food Staff Salaries	64,946		64,946
22	Before & After Care Salaries	205,000		205,000
23	Summer School Salaries	0		0
24	Subtotal Salaries	2,937,966		2,937,966
25	Employee Benefits	614,195		614,195
26	Total Salaries & Benefits	3,552,161		3,552,161
27	Staff Development Costs	105,596		105,596
28	Subtotal: Personnel Costs	\$3,657,757	\$0	\$3,657,757
29				
30	Direct Student Costs			
31	Textbooks	48,315		48,315
32	Classroom Materials, Supplies & Consumables	33,225		33,225
33	Computers, Materials & Technology	26,045		26,045

34	Other Instructional Equipment	2,344		2,344
35	Classroom Furnishings	7,500		7,500
36	Student Assessment Materials	11,331		11,331
37	Student Field Trips & Other Student Costs	57,400		57,400
38	Food Service (Subsidized by NSLP Grant)	251,973		251,973
39	Contracted Student Services	143,073		143,073
40	Other: Grant Expenses	0		0
41	Subtotal: Direct Student Costs	<u>\$581,206</u>	<u>\$0</u>	<u>\$581,206</u>
42				
43	Occupancy Expenses			
44	Rent	613,328		613,328
45	E-rate Grant Expense	0		0
46	Building Maintenance and Repairs	7,410		7,410
47	Renovation/Leasehold Improvements	1,200		1,200
48	Utilities	38,683		38,683
49	Janitorial Supplies	17,208		17,208
50	Equipment Rental and Maintenance	376		376
51	Contracted Building Services	74,218		74,218
52				
53	Subtotal: Occupancy Expenses	<u>\$752,423</u>	<u>\$0</u>	<u>\$752,423</u>
54				
55	Office Expenses			
56	Office Supplies and Materials	10,535		10,535
57	Office Furnishings and Equipment	10,945		10,945
58	Office Equipment Rental and Maintenance	376		376
59	Telephone/Telecommunications (See Occupancy)	34,965		34,965
60	Printing and Copying	9,192		9,192
61	Postage and Shipping	418		418
62	Advertising & Recruiting	15,073		15,073
	Retirement & Flex Fees	4,100		4,100
63	Bank Services & Other Charges	25		25
64	Business licenses & Fees	2,289		2,289
65	Financial Audit	25,200		25,200
66	Legal, Accounting and Payroll Services	14,400		14,400
67	Operating Copier Lease	-		0
68	Other Office Expenses	21,943		21,943
69	Subtotal: Office Expenses	<u>\$149,461</u>	<u>\$0</u>	<u>\$149,461</u>
70				
71	General Expenses			

72	Insurance	19,609		19,609
73	Transportation	500		500
74	Administration Fee (to PCSB)	49,676		49,676
75	Meetings & General	500		500
76	Dues & Subscriptions	14,791		14,791
77	Depreciation & Amortization	70,988		70,988
78	Contributions & Donations	2,000		2,000
79	Interest & Finance Charges	0		0
80	Fundraising Expenses	7,621		7,621
81	Marketing & Promotion	5,000		5,000
82	Temporary Help	-		0
83	Subtotal: General Expenses	<u>\$170,685</u>	<u>\$0</u>	<u>\$170,685</u>
84				
85	TOTAL EXPENSES	\$5,311,532	\$0	\$5,311,532
86				
87	CHANGES IN NET ASSETS	<u>\$367,576</u>	<u>\$0</u>	<u>\$367,576</u>
88				
	Restricted for Facility Procurement (0% of Public			\$
89	Funding)	<u>\$54,849</u>		<u>54,849</u>
90	Balance as Unrestricted	<u>\$312,727</u>		<u>\$312,727</u>