



CEDAR TREE

— ACADEMY —

LEARN TODAY. LEAD TOMORROW.



2018-2019 Annual Report

“Our teachers are breaking barriers and bridging gaps ensuring that every student who attends Cedar Tree Academy has the knowledge to excel in all endeavors and ultimately become leaders of tomorrow! Learn Today. Lead Tomorrow.”

--Dr. Carla Bailey, CTA Board President



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Cedar Tree Academy is committed to academic excellence for all students. We will build the foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development while preparing students to become active independent learners. – No exception, No excuses!

Learn Today, Lead Tomorrow!

1. SCHOOL DESCRIPTION

A. Mission/Vision Statement

Cedar Tree Academy (CTA) is committed to academic excellence for all students. We will build the foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development while preparing students to become active independent learners. – No exception, No excuses!

Cedar Tree Academy believes all children have the right to be respected, accepted and embraced as having capable, young minds. We are committed to academic excellence for all students and achieve this by building a foundation for lifelong learning, in a safe, nurturing learning environment.

B. School Program

Curriculum Design and Instructional Approach

CTA is an early childhood learning center for 3, 4 and 5-year-old children in grades pre-school, pre-kindergarten, and Kindergarten. Our curriculum is designed to enhance the social and emotional growth as well as cognitive and creative development while preparing students to become active independent learners. We set high expectations for our young students and inspire a genuine love of learning.

All children can achieve bright futures – at Cedar Tree Academy we nurture them so they may *learn today* and *lead tomorrow*.

Cedar Tree Academy Goals

- We aim to build a solid foundation for future success for every student.
- We stimulate and nurture every child in our care to develop physical, cognitive, social and emotional skills.
- We provide experiences that offer each child the ability to tap in to his or her potential as an individual and as a contributing member of the community.
- We support parents as their children's first teachers. CTA provides parent-child experiences and interactions, which enables the development of each child as a unique individual, ready to succeed in school and life.

In Classrooms, you will see children working on the following:

- learning the letters of the alphabet
- learning to hear the individual sounds in words
- learning new words and how to use them
- learning early writing skills
- learning about written language by looking at books and by listening to stories
- becoming familiar with math and science

Core Academic Programs

Pre-K 3

Mother Goose Time creatively weaves together art projects, music, storytelling, math games and science experiments around a monthly theme. Each month, our activities enable skilled teachers to balance teaching preschool skills and learning objectives. Mother Goose Time is a professionally designed preschool curriculum that nurtures the whole child and supports the child's social, emotional and intellectual growth. Our curriculum materials are complete with a detailed lesson plan guidebook as well as an array of supporting hands-on materials that supports the diverse learning styles of students.

Pre-K 4—Opening the World of Learning (OWL)

Our pre-k 4 students will follow the comprehensive pre-K curriculum, ***Opening the World of Learning (OWL)***. OWL prepares children for Kindergarten with ongoing assessment of research-based success predictors and playful, purposeful, and personalized instruction. OWL is based upon the belief that immersion in a learning-rich, pre-K environment is critical but not sufficient. OWL prepares children for Kindergarten with ongoing assessment based on research.

Kindergarten—Reading Street

Scott Foresman Reading Street is a comprehensive Reading and Language Arts series for the 21st Century. Reading Street delivers classic and soon-to-be classic literature, scientifically research-based instruction, and a wealth of groundbreaking online experiences for high student engagement. *Reading Street Common Core* helps to prioritize instruction to support higher levels of reading and writing.

- Increase text complexity in reading
- Provide accessible rigor
- Balance fiction and informational texts
- Build content-area knowledge
- Emphasize close reading
- Focus on informative/explanatory, argumentative/opinion, and narrative writing
- Implement performance assessments
- Integrate media and 21st century skills

Pearson enVision Math

Pearson enVision Math engages our students as it strengthens their understanding of math. enVision MATH uses problem based interactive learning and visual learning to deepen conceptual understanding. It incorporates bar diagram visual tools to help students be better problem solvers, and it provides data-driven differentiated instruction to ensure success for every student. *enVisionMATH Common Core* was built from the ground up to meet the

Common Core State Standards. Mathematical Practices are deeply rooted in the curriculum. These practices promote student success in mathematics.

Parent Involvement Efforts

Cedar Tree Academy has embarked upon a renewed vision to collaborate with parents in an effort to increase student achievement and create a positive school climate. The table below outlines our Parental Involvement Calendar:

Activity	Date of Activity	Party Responsible
Open Houses	January 5, 2019 January 16, 2019 January 26,, 2019 February 9, 2019 February 27, 2019	Principals, Teachers and Staff
New Parent Orientation	August 17, 2018	Principals. Teachers and Staff
Fall Harvest Festival	October 24, 2018	Parent Center Director, Teachers and all staff
Winter Extravaganza	December 7-20, 2018	All Teachers and Staff
Dr. Seuss Celebration	February 25 March 2, 2019	All Teachers and Staff
PTO Meetings	First Tuesday of each month	Parents Teachers and Staff
Planting of the School Garden	April 28 – May 2, 2019	All Parents and Staff
STEM Project Fair	May 15-17, 2019	All Teachers and Students
Multi- Cultural Week	May 20-24, 2019	All Teachers, Staff, Parents and Students
Kindergarten Graduation	June 12, 2019	Kindergarten Teachers and Staff

2. SCHOOL PERFORMANCE

A. Performance and Progress

1. Extent to Which Our School is Meeting its Mission

Our mission is to build the foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development while preparing students to become active independent learners. – No exception, No excuses!

The staff of Cedar Tree Academy has made great strides in staying true to its mission. We have created a Tier I Early Childhood School for three years in a row in the District of Columbia. We consistently build the foundation for our students to become active learners evidenced by solid performance on the PMF framework and positive feedback from our teachers and parents as our students attend elementary school from first grade and beyond.

2. Extent to which our school is meeting its goals and academic achievement expectations detailed in our charter

Cedar Tree Academy is committed to academic excellence for all students. We will achieve individual measurable academic outcomes through a rigorous, engaging, and safe learning environment designed to build a strong foundation in all areas of development.

Cedar Tree Academy Public Charter School adopted the Performance Management Framework (PMF) as its goals and academic achievement expectations. The chartering authority, DC Public Charter School Board will report the academic achievement of Cedar Tree in its annual publication of the PMF results.

“Cedar Tree Academy PCS acknowledges that DC PCSB’s review and publication of this annual report does not imply concurrence or disagreement with the content herein”

B. Unique Accomplishments

- Approved to grow to grade three over the next three years.
- Continued partnership with JumpStart through Howard University.
- Continued our partnership with Martha Table to host the Joyful Food Market where food is provided to families in need of nutritional food items.
- Continued our partnership with the Southeast Tennis and Learning Center where students learned the game of tennis from professional tennis players.
- Continued our partnership with Primary Project and the Department of Behavioral Health.
- Operating a full-service parent center to educate our parents on topics such as positive parenting, budgeting, college savings etc.

C. List of Donors

Cedar Tree Academy does NOT have any donors over \$500.

School Year 2018-2019 Data Report

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Cedar Tree Academy PCS
PCSB	Campus Name: Cedar Tree Academy PCS
PCSB	Grades served: PK3--K
PCSB	Overall Audited Enrollment: 359

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	116	136	107	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

Student Data Points

School	Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school.
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 92.8%
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.
PCSB	Midyear Withdrawals: 3.6% (13 students)*
PCSB	Midyear Entries: 1.1% (4 students)*
PCSB	Promotion Rate (LEA): 98.4%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable

PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Teacher/Admin Data Points

School	Teacher Attrition Rate: 10%
School	Number of Teachers: 21 "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	Teacher Salary 1. Average: \$ 59840.16 2. Range -- Minimum: 52,787.52 Maximum: \$ 66,892.81
School	Executive Salaries 1. 162,389.27 2. 108,031.88 3. 107,158.83

Appendix A: Staff Roster

Last Name	First Name	Role/Responsibility
Adamski	Christine	Teacher
Barnes	Janay	Instructional Assistant
Barnhill	Darnell D	Security
Battle-Chan	Ashley	Instructional Assistant
Bingham	Gernae	Instructional Assistant
Boone	Devon	Dedicated Aid
Briscoe	Tawana	After school worker
Brown	Darlene A	Teacher
Bryant	Natasha	Teacher
Campbell	Rodrick	Instructional Assistant
Cherry	Tiffanie	Associate Teacher
Edison	Celenease G	Director of Curriculum
Edison	Trinity	Associate Teacher
Faulkner	Wyjean	Associate Teacher
Fitch	Daira	Associate Teacher
Foo	Stephanie	After Care Coordinator
Foster	Le'Asia	Associate Teacher
Frost	Shannon	Teacher
Galloway	Keena	Associate Teacher
Gatling	Danielle	CNA
Gripper	Joseph	After school worker
Harris	Mychal	Admin Assistant
Henderson	Latonya	Principal
Henderson	Tracy	Associate Teacher
Holloway	Alfonzo	Maintenance Supervisor
Jayanthi	Usha	Director of Finance
Johnson	Aminah Hadiyah	Teacher
Jolley	Kolesia P	Instructional Assistant
Jones	Brittany	Instructional Assistant
Kelley	Shirl	Co Teacher
Kent	Jin K	Food Service Supervisor
Knox-Smith	Crystal	Teacher
Lassiter	Robert	Building Service Worker
Lawson	Telia	Instructional Assistant
Lee	Latawsha	Food Service Worker
Lewis	Jessica	Director of Marketing
Lewis Breedlove	Robinette	Director of Operations
Long	Senora	Instructional Assistant
Lowe	Freddie	Behavior Specialist
McEachin	Germaine	After School Worker
McQueen	Tiffany	Teacher
Meachum	Antonio	After School Worker
Mitchell	Angel	Instructional Assistant

Moore	Brittany	Instructional Assistant
Murphy	Marva	Associate Teacher
Payne	Glyneice	Instructional Assistant
Powell	Ida	After School Worker
Powell	Jermaine	Teacher
Ray	Regina	Director of SPED
Reeves	Nicco	After School Worker
Reid	Kimberly	Associate Teacher
Roache	Antonio	Associate Teacher
Robinson	Quintin	After School Worker
Rosario	Alexis	Teacher
Russell	Stacy	Associate Teacher
Schmidle	Pamela	Teaching Coach
Simpson-Sheppard	Michelle	Co Teacher
Small	Imani	After School Worker
Smith	Francine Christine	Admin Asstant
Templeton	Nateaia	Associate Teacher
Tolbert-Ford	Khrysten	Associate Teacher
Tolliver	Tameka	Associate Teacher
Watson	I'yana	After School Worker
Weatherspoon	Kameka	Teacher
Webb	Robert	HR Finance Admin
Young	Rayana	Teacher

Staff Qualifications

All teachers are highly qualified at Cedar Tree Academy. The minimum qualification for teachers is a bachelor's degree. Thirty -percent of the teachers hold master's degrees. All teachers were employed during the 18-19 school year.

Appendix B: Board Roster 2018-2019

Board Member	Position	Residency
Carla Bailey	Board Chair	Non-District of Columbia Resident
Monica Ray	Board Co-Chair	District of Columbia Resident
Vaun Cleveland	Treasurer	District of Columbia Resident
Keyonia Duckett	Parent Member	District of Columbia Resident
Sandy Allen	Secretary	District of Columbia Resident
Tyron Jones	Member	District of Columbia Resident
Devon Lesesne	Parent Member	District of Columbia Resident
LaTonya Henderson	Ex-Officio	Non-District of Columbia Resident

All Cedar Tree Board members were elected in August 2018. The term for Trustees shall be 5 years. Trustees shall serve no more than three (3) consecutive terms. Each term will expire August 2023.

Appendix C: Unaudited Year End Financial Statement

Income Statement				
Cedar Tree Academy				
July 2018 through June 2019				
Income Statement				
		Actual	Budget	Variance
Revenue				
	State and Local Revenue	7,194,570	7,007,267	187,304
	Federal Revenue	689,696	654,820	34,876
	Private Grants and Donations	384	0	384
	Earned Fees	209,216	389,872	(180,656)
	Total Revenue	8,093,866	8,051,959	41,907
Expenses				
	Salaries	3,880,093	3,904,556	24,463
	Benefits and Taxes	780,735	866,822	86,086
	Contracted Staff	0	6,717	6,717
	Staff-Related Costs	55,888	63,072	7,185
	Occupancy Service	545,908	631,186	85,278
	Direct Student Expense	1,015,210	1,041,372	26,162
	Office & Business Expense	602,168	919,033	316,865
	Contingency	0	72,789	72,789
	Total Expenses	6,880,001	7,505,547	625,546
	Operating Income	1,213,865	546,412	667,453
Extraordinary Expenses				
	Interest	14,724	0	(14,724)
	Depreciation and Amortization	455,998	429,514	(26,484)
	Total Extraordinary Expenses	470,722	429,514	(41,208)
	Net Income	743,143	116,898	626,245

Appendix D: Approved Budget

Cedar Tree Approved Budget SY19-20		
Revenue		
	State and Local Revenue	7,484,422
	Federal Revenue	574,778
	Earned Fees	473,190
	Revenue Total	8,532,389
Expenses		
	Salaries	4,401,350
	Benefits and Taxes	961,175
	Staff-Related Costs	69,676
	Occupancy Service	604,860
	Direct Student Expense	1,047,485
	Office & Business Expense	756,096
	Contingency	79,014
	Expenses Total	7,919,656
NET ORDINARY INCOME		612,734
Extraordinary Expenses		
	Depreciation and Amortization	271,753
	Interest	163,923
	Extraordinary Expenses Total	435,676
TOTAL EXPENSES		8,355,331
NET INCOME		177,058