



Early Childhood Academy Public Charter School

Annual Report
SY 2018 – 2019



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www.ecapcs.org

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 service 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 2018-2019 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 2018-2019 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 2018-2019 school year, ECA provided high quality, ongoing, differentiated professional development to all staff members and continued a school culture of adult learning. In summer 2018, 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 2018-2019 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 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.

II. School Performance

A. PERFORMANCE AND PROGRESS

Early Childhood Academy Public Charter School (ECA) is meeting part of its mission 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. While our scores have been **Tier 1 Ranking** status for each of the past three years, that is until the 2018-2019 school year where ECA dropped to Tier 2 with a school rank of 59.7. ECA is working diligently to improve the MAP and PARCC test scores of 100% of our students to specifically address the part of our mission that focuses on high-achievement. We believe that both instructional and programming decisions will help regain and maintain our status as a high-achieving school in the future.

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 setbacks in reaching academic and mission targets during the 2018-2019 school year goals. Students in kindergarten through grade 2 performed well on the Measures of Academic Progress assessment for math, but did not show sufficient growth in reading. Grade three demonstrated minimal grade level achievement in both reading and math on the PARCC assessment. However, PK classrooms demonstrated significant achievement in two domains of CLASS.

The continued support of three full-time instructional coaches, targeted teacher training, utilization of the Danielson framework, and increased opportunities for students to build their computer literacy skills are goals for continued support of teachers and students.

B. UNIQUE ACCOMPLISHMENTS

New School Building – After over a decade of searching, ECA’s new facility went under construction, located directly behind our former facility. During the 17-18 school year, ECA secured financing, completed the architectural design, and, in September 2018, closed on the new property, which is across the alley from the old location of the school. The groundbreaking ceremony for the new building was held on Wednesday, October 3, 2018 at ECA and at the site of the new facility. Building completion occurred mid-August 2019. After 13 years housed in two small community centers, we are thrilled that our students at Early Childhood Academy Public Charter School started the 2019-2020 school year in the beautiful and spacious, 38,000 square foot facility that they deserve.

Joyful Markets - ECA was selected for the free Joyful Markets program for the 18-19 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.

Tier 1 Ranking - ECA has been ranked as a Tier 1, “High Performing School” and has maintained that status for each of the three years that the school has been ranked by the DC Public Charter School Board until the 2018-2019 school year. This year, ECA dropped to Tier 2 with a school rank of 59.7.

STAR Rating - ECA has achieved a three-star rating (out of five stars) on the OSSE STAR Framework, which is now used to rate all public and public charter schools in the District of Columbia. ECA was rated based on PARCC achievement scores for third grade, in-seat attendance, re-enrollment, and CLASS assessment for prekindergarten. Because of the structure of OSSE’s rating scale, ECA’s prekindergarten through second grade students are not included in the academic metric and there is no growth rating for any grades.

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 \$750,000 in SOAR Facilities grant funds from OSSE helping us to support our construction of our new facility. These funds were used to pay for the HVAC system in the new school.

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 2018-2019 school year:

Patrick Akers, Ronal Butler, Scholastic Book Fairs, Networking and Engineering Technologies Inc., Dori Shorter-Gooden, and Gary W Shorter.

SY 2018-2019 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: 254								
Enrollment by grade level according to OSSE’s Audited Enrollment Report									
Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	38	50	48	42	43	33	0	0	0
STUDENT DATA POINTS									
School	Total number of instructional days: 181								
PCSB	Suspension Rate: 5.1%								
PCSB	Expulsion Rate: 0.0%								
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.08%								
PCSB	In-Seat Attendance: 93.0%								
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: 4.7% (12 students)								
PCSB	Midyear Entries: 0.0% (0 students)								
PCSB	Promotion Rate: 98.2%								
PCSB (SY18-19)	College Acceptance Rates: Not applicable								
PCSB (SY18-19)	College Admission Test Scores: Not applicable								
PCSB (SY18-19)	Graduation Rates: Not applicable								
TEACHER/ADMIN DATA POINTS									
Source	Data Point								
School	Teacher Attrition Rate: 40%								
School	Number of Teachers: 18								
School	Teacher Salary 1. Average: \$53,927.00 2. Range -- Minimum: \$ 52,000.00								

APPENDIX A: STAFF ROSTER FOR 2018-2019

Grade	Employee Last Name	Employee First Name	Employee MI	Position	Qualifications
	<u>Administration</u>				
	Edwards	Wendy	S	Executive Director	M.Ed.
	Ingraham	Thann		Principal	MA/MS
	Robinson-Foster	Debra	F	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	Data & Assessment Manager	
	Wiggins	Cortney	K	Family Support Coordinator	
	Maxwell	Sharon		Administrative Assistant	
	Shannon	Jasmine		Social Media & Marketing Manager	BA
	Seabrooks	Anreace		Receptionist	
	Crawley	Cynthia	M	Food Service Staff	
	Johnson	Lashell		Food Service Staff	
	Torrence	Nataya	V	Food Service Staff	
	Anderson	Charles		Custodian	
	<u>Teachers</u>				
Prekindergarten 3	Heath	Katrice		Teacher	BA
Prekindergarten 3	Patrick	India		Teacher	MS
Prekindergarten 3	James	Charity		Teacher	BS
Prekindergarten 4	Robinson	Stacia		Teacher	BA
Prekindergarten 4	Lindo	Gineaa		Teacher	BA
Kindergarten	Nixon	Tara	V	Teacher	MA
Kindergarten	Jordan	Jennifer		Teacher	BA
Grade 1	Young	Nikole	H	Teacher	BA
Grade 1	Screen	Tashi		Teacher	BS
Grade 2	Damper	Charmae		Teacher	BA
Grade 2	Evans	Davon		Teacher	BA
Grade 3	Lewis	Cameron		Teacher	MA
Music Teacher	Battle	Gerard	A	Teacher	BA
SpEd Teacher	Johnson	Tiffany		Teacher	MS
SpEd Teacher	McGlone	Waleska		Teacher	BA
PE Teacher	Trasada	Kampira		Teacher	
	<u>Assistant Teachers</u>				

Prekindergarten 3	Mayfield	Dannielle		Associate Teacher	
Prekindergarten 3	Bullock	Courtney		Associate Teacher	
Prekindergarten 3	Davis	Xenia		Associate Teacher	
Prekindergarten 4	Brooks	Regina		Associate Teacher	AA
Prekindergarten 4	Sinclair	Lisa		Associate Teacher	
Kindergarten	Davis	Cheryl		Associate Teacher	
Kindergarten	Thomas	Donna		Associate Teacher	
Grade 1	Jackson	Donice		Associate Teacher	
Grade 1	Hunter	Andrea		Associate Teacher	
Grade 2	Robinson	Tyrese		Associate Teacher	
Grade 2	Palmer	Andrea		Associate Teacher	
Grade 3	Gordon	David		Associate Teacher	
Grade 3	Sawyers	Jasmine		Associate Teacher	
	Before & Aftercare				
	Dailey	Delores		After Care & Substitute Teacher	
	Gordon	Angel		After Care & Substitute Teacher	

APPENDIX B: BOARD ROSTER

Early Childhood Academy Public Charter School

Board of Trustees

SY 2018 - 2019

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, 2019

	<u>Jun 30, 19</u>
ASSETS	
Current Assets	
Total Checking/Savings	6,404,095
Accounts Receivable	
1100 · Grants receivable	225,262
1120 · Accounts receivable	50,694
Total Accounts Receivable	275,956
Other Current Assets	
1150 · Due From ECA Support Corp	1,538,363
1500 · Prepaid Expenses	21,648
1505 · Deposits	58,190
Total Other Current Assets	1,618,201
Total Current Assets	8,298,252
Fixed Assets	
1405 · Furniture & Fixtures	119,122
1415 · Musical Equipment	31,742
1420 · Computer Equipment	269,761
1425 · Software	22,835
1430 · Leased Equipment	17,964
1450 · Equipment & Other Fixed Assets	64,223
1460 · Leasehold improvements	75,235
1480 · Accumulated Depreciation	-492,101
1600 · Construction in Progress	16,258,273
1610 · Capitalized Interest	779,547
Total Fixed Assets	17,146,601
TOTAL ASSETS	<u><u>\$ 25,444,853</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
2000 · Accounts Payable	761,613
2050 · Accrued Salaries and Wages	195,784
2500 · Loan/Lease Payable	14,375
Total Current Liabilities	971,772
Long Term Liabilities	
2600 · Facility Note Payable-	17,560,499
Total Long Term Liabilities	17,560,499
Total Liabilities	18,532,271
Equity	
3900 · Retained Earnings	5,563,723
Net Income	1,348,859
Total Equity	6,912,582
TOTAL LIABILITIES & EQUITY	<u><u>\$ 25,444,853</u></u>

Early Childhood Academy PCS
Statement of Activities
July 2018 through June 2019

	<u>Jul '18 - Jun 19</u>
Income	
4000 - Per Pupil Funding	
4001 - Per Pupil General Ed	5,113,880
Total 4000 - Per Pupil Funding	5,113,880
4200 - Grants	
4230 - Grant - NCLB Entitlement	161,058
4277 - Grant - SOAR	787,651
4290 - Grant - HSA	9,638
4300 - Grants-NSLP	246,191
4330 - Grant - Donated Commodities	9,902
4340 - E-Rate Revenues	3,004
4350 - Medicaid Income	86,253
4200 - Grants - Other	54,751
Total 4200 - Grants	1,358,448
4310 - Student Co-pays	81,257
4400 - Contributions	50,690
4700 - Fundraiser Income	22,344
4800 - Other Income	3,552
4920 - Interest Income	48,440
Total Income	<u>\$ 6,678,611</u>
Gross Profit	6,678,611
Expense	
Total 1. Salaries Expense	2,854,988
Total 2. Fringe Benefits	613,465
Total 3. Contracted Staff	6,583
Total 4. Staff Training & Development	51,562
5. Direct Student Costs	
5100 - Textbooks, Subscriptions	9,317
5105 - Students Supplies and Materials	13,839
5115 - Computers and Materials	5,773
5120 - Other Instructional Equipment	216
5125 - Classroom Furnishing & Supplies	8,595
5130 - Student Assessment Materials	10,125
5135 - Contracted Student Services	255,577
5140 - Other Student Costs	
5145 - Student Field Trips	2,859
5150 - Student Transportation & Travel	15,807
5155 - Student Events	8,670
5160 - Equipment Rental & Maintenance	1,979
5140 - Other Student Costs - Other	377
Total 5140 - Other Student Costs	29,692
6215 - Food Service	<u>273,174</u>

Total 5. Direct Student Costs	606,308
6. Occupancy Expenses	
5300 · Rent	612,627
5320 · Building Maintenance and Repair	9,275
5330 · Utilities	46,615
5335 · Janitorial Supplies	3,970
5340 · Equipment Rental & Maintenance	78
5345 · Contracted Building Services	84,521
5350 · Internet/Cable Service Expense	18,845
5355 · Storage Rental	3,967
Total 6. Occupancy Expenses	779,898
7. Office Expenses	
6100 · Office Supplies and Materials	22,698
6105 · Office Furnishings	5,687
6110 · Office Equipment and Rental	3,090
6115 · Telephone	5,392
6122 · Consulting	34,565
6123 · Payroll Service Fees	28,088
6125 · Printing and Copying	12,407
6130 · Postage and Shipping	881
6135 · Advertising & Recruiting	15,318
6140 · Retirement & Flex Fees	5,374
6240 · Bank Service & Wire Charges	1,093
6270 · Business Licenses & Fees	830
6950 · Misc expenses	66
Total 7. Office Expenses	135,489
8. General Expenses	
6121 · Legal & Accounting	25,777
6200 · Corporate Insurance	30,080
6210 · Transportation & Travel-Admin	1,290
6220 · Administrative Fee	51,789
6230 · Other General Expense	12,743
6235 · Meeting Expenses	4,088
6260 · Dues & Subscription	21,744
6280 · Temporary Help	72
6410 · Depreciation & Amortization	57,600
6450 · Contributions	5,234
Total 8. General Expenses	210,417
9. Other Expenses	
6460 · Interest Expense	60,751
6470 · Income Tax Expense	473
9290 · Fundraising Expense	9,818
Total 9. Other Expenses	71,042
Total Expense	5,329,752
Net Income	\$ 1,348,859

EARLY CHILDHOOD ACADEMY, PCS

BUDGET YEAR: 2019-2020

DESCRIPTION		BUDGETED AMOUNTS		
		Column A	Column B	Column C
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source
REVENUES				
1	Per Pupil Charter Payments	4,246,497		4,246,497
2	Per Pupil Facilities Allowance	815,750		815,750
3	Federal Entitlements	150,685		150,685
4	Federal Entitlements- NSLP	269,599		269,599
5	Other Govt Funding/Grants	331,955		331,955
	Total Public Funding	5,814,486		5,814,486
7	Private Grants and Donations	250,000		250,000
8	Activity Fees (Summer School Co-pays)	75,000		75,000
9	Other Income (Before and After Care Income)	86,831		86,831
10	Other Income (Grants, Interest, Fundraising & Misc.)	5,340		5,340
11	Total Non-Public Funding	417,171	0	417,171
12	EMO Management Fee (= line 73, col. G)			
13				
14	TOTAL REVENUES	\$6,231,657	\$0	\$6,231,657
EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total
15	Personnel Salaries and Benefits			
16	Executives Salary (Principal & V. Principal)	301,379		301,379
17	Administrative Salaries	735,267		735,267
18	Teachers Salaries	1,564,714		1,564,714
19	Teacher Aides/Assistance Salaries	486,065		486,065
20	Custodial Salaries	37,545		37,545
21	Food Staff Salaries	78,283		78,283
22	Before & After Care Salaries	202,673		202,673
23	Summer School Salaries	0		0
24	Subtotal Salaries	3,405,926		3,405,926
25	Employee Benefits	660,151		660,151

26	Total Salaries & Benefits	4,066,077	4,066,077
27	Staff Development Costs	107,708	107,708
28	Subtotal: Personnel Costs	\$4,173,785	\$0 \$4,173,785
29			
30	Direct Student Costs		
31	Textbooks	72,473	72,473
32	Classroom Materials, Supplies & Consumables	75,000	75,000
33	Computers, Materials & Technology	75,000	75,000
34	Other Instructional Equipment	13,500	13,500
35	Classroom Furnishings	50,000	50,000
36	Student Assessment Materials	20,250	20,250
37	Student Field Trips & Other Student Costs	54,309	54,309
38	Food Service (Subsidized by NSLP Grant)	236,058	236,058
39	Contracted Student Services	145,934	145,934
40	Other: Grant Expenses	0	0
41	Subtotal: Direct Student Costs	\$742,524	\$0 \$742,524
42			
43	Occupancy Expenses		
44	Rent	50,000	50,000
45	E-rate Grant Expense	0	0
46	Building Maintenance and Repairs	9,500	9,500
47	Renovation/Leasehold Improvements	0	0
48	Utilities	60,000	60,000
49	Janitorial Supplies	34,500	34,500
50	Equipment Rental and Maintenance	0	0
51	Contracted Building Services	120,000	120,000
52	Interest Expense on Loan	621,345	621,345
53	Subtotal: Occupancy Expenses	\$895,345	\$0 \$895,345
54			
55	Office Expenses		
56	Office Supplies and Materials	13,080	13,080
57	Office Furnishings and Equipment	-	0
58	Office Equipment Rental and Maintenance	1,100	1,100
59	Telephone/Telecommunications (See Occupancy)	36,120	36,120
60	Printing and Copying	9,468	9,468
61	Postage and Shipping	531	531
62	Advertising & Recruiting	10,000	10,000

63	Bank Services & Other Charges	100		100
64	Business licenses & Fees	2,403		2,403
65	Financial Audit	40,000		40,000
66	Legal, Accounting and Payroll Services	31,500		31,500
67	Operating Copier Lease	-		0
68	Other Office Expenses	-		0
69	Subtotal: Office Expenses	<u>\$144,302</u>	<u>\$0</u>	<u>\$144,302</u>
70				
71	General Expenses			
72	Insurance	40,000		40,000
73	Transportation	500		500
74	Administration Fee (to PCSB)	42,762		42,762
75	Meetings & General	15,000		15,000
76	Dues & Subscriptions	12,763		12,763
77	Depreciation & Amortization	125,000		125,000
78	Contributions & Donations	0		0
79	Interest & Finance Charges	0		0
80	Fundraising Expenses	5,365		5,365
81	Marketing & Promotion	10,713		10,713
82	Temporary Help	-		0
83	Subtotal: General Expenses	<u>\$252,103</u>	<u>\$0</u>	<u>\$252,103</u>
84				
85	TOTAL EXPENSES	<u>\$6,208,059</u>	<u>\$0</u>	<u>\$6,208,059</u>
86				
87	CHANGES IN NET ASSETS	<u>\$23,598</u>	<u>\$0</u>	<u>\$23,598</u>
88				
89	Restricted for Facility Procurement (0% of Public Funding)	<u>\$0</u>		<u>\$-</u>
90	Balance as Unrestricted	<u>\$23,598</u>		<u>\$23,598</u>