



School Expansion and Facility Charter Agreement Amendment Application

LOCAL EDUCATION AGENCY (LEA) NAME:

EARLY CHILDHOOD ACADEMY PUBLIC CHARTER SCHOOL

SUBMISSION DATE: AUGUST 10, 2026

SUBJECT: School Expansion and Facility Amendment Request

SCHOOL BACKGROUND AND PROPOSAL SUMMARY

Proposal summary:

Early Childhood Academy Public Charter School (ECA) seeks approval to expand its existing campus into an additional facility located at 4025 9th Street SE, immediately adjacent to its current facility at 885 Barnaby Street SE. The newly acquired property, which ECA refers to as the Ninth Street Campus (NSC), is a 15,834-square-foot, two-story building situated on approximately 0.98 acres. ECA anticipates beginning limited use of the facility during SY 2026–27, with full educational use beginning in SY 2027–28 following completion of planned renovations. Because the two properties are directly adjacent, ECA will operate them as an integrated school community with shared leadership, programming, staff collaboration, and family engagement.

The addition of the Ninth Street Campus will provide ECA with the space needed to expand enrollment to a ceiling of 350 students while strengthening programs and services for its students and families. The 350 ceiling will be met with increased enrollment over an eight-year period, from 2027 to 2037. ECA plans to relocate its two third-grade classrooms to the NSC, creating space at the Barnaby Street facility for additional prekindergarten classrooms. The NSC will also increase its capacity to serve special needs students by adding two additional self-contained special education classrooms for students requiring Level 4 services. The new facility will include a dedicated special education pull-out space, a large multipurpose room, administrative and staff space, and dedicated space for community partners to provide wraparound services to students and families. The facility will also include space for an independent infant-and-toddler provider, supporting ECA's longer-term goal of creating a more seamless early childhood pipeline into its prekindergarten program.

Through this expansion, ECA will be able to increase access to high-quality early childhood education, respond to the growing need for specialized services for students with disabilities, and provide more comprehensive supports for children and families while maintaining the small, early-childhood-focused school environment that is central to its model. The project also provides an opportunity to strengthen ECA's connection to the surrounding Washington Highlands community through expanded community partnerships and shared space. ECA has engaged staff, families, ANC 8E commissioners, and community members throughout the planning process and will

continue that engagement as renovations proceed and the Ninth Street Campus prepares for full occupancy.

Year the school plans to implement the proposed changes: 2026-2027 for some facility use; 2027-2028 for full facility use and the implementation of all expanded programming.

When did the school's board approve the proposed changes? *Please attach minutes from the meeting and vote results.*

The ECA Board of Trustees approved this expansion at its meeting on January 19, 2026. Please see January 2026 board minutes link below:

[January 19, 2026 Board Meeting Minutes.pdf](#)

APPLICATION

1. Why is there a need for the proposed expansion? Please reference the definition of “need” in your response.¹

ECA's decision to operate a second facility is driven by the need for additional space to expand enrollment, strengthen services for students with disabilities, and provide more comprehensive supports for students and families. The Ninth Street Campus (NSC), located immediately adjacent to ECA's existing Barnaby Street facility, provides a unique opportunity to expand the school's physical capacity while maintaining a cohesive campus and preserving ECA's identity as a small school focused exclusively on young children. The facility will allow ECA to grow its enrollment ceiling to 350 students by creating dedicated space for programs and services that cannot be fully accommodated within the existing building.

A primary rationale for the expansion is to create additional instructional capacity at both campuses. ECA plans to relocate its two third-grade classrooms to the Ninth Street Campus, freeing space in the existing facility for additional prekindergarten classrooms. At the same time, the NSC will provide two additional self-contained special education classrooms, increasing ECA's capacity to serve students requiring Level 4 services. This expansion responds to growth in ECA's special education program since 2019 as well as a broader need for additional self-contained special education placements in the District of Columbia.

The second facility will also enable ECA to better address the needs of the whole child and family. Plans for the NSC include dedicated space for community-based organizations to provide wraparound supports such as health and dental care, counseling, food resources, and out-of-school-time programming. The schematic design reflects these priorities, with dedicated third-grade and special education classrooms, a special education pull-out space, a community room, and a large multipurpose space. These additional spaces will allow ECA to provide services in a

setting designed specifically for those purposes rather than competing with core classroom needs for limited space.

Finally, the Ninth Street Campus supports ECA’s longer-term strategy for serving families from the earliest years. ECA intends to partner with an independent early childhood provider serving infants and toddlers in dedicated space within the new facility, creating a clear feeder school for children to transition from early care into ECA’s prekindergarten program. Together, these elements will allow ECA to increase access to high-quality early childhood education, expand the prekindergarten program and specialized services for students with disabilities, strengthen supports for families, and build a more seamless continuum of services for young children, particularly those residing in the Washington Highlands and Congress Heights communities.

Importantly, the expansion does not require ECA to establish a geographically separate campus. The Ninth Street Campus is directly adjacent to the current school property, allowing the two facilities to operate as an integrated school community.

2. Describe the school’s proposed enrollment matrix, then complete the table below, adding columns if needed.

Proposed Enrollment Schedule					
	SY 2026–27	SY 2027–28	SY 2028–29	SY 2029–30	SY 2030–31
PK3	41	43	43	44	44
PK4	42	43	44	45	45
K	51	52	65	70	75
1	51	52	53	54	54
2	40	45	46	48	48
3	40	40	42	43	43
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
9	-	-	-	-	-
10	-	-	-	-	-
11	-	-	-	-	-
12	-	-	-	-	-
LEA Total	265	275	293	304	309

3. Demonstrate that you will likely meet your proposed enrollment targets by responding to the Enrollment Outlook.² Use the relevant data and supplementary evidence you may have to answer these metrics questions.³

Early Childhood Academy Public Charter School’s proposed expansion responds to a clear need for increasing programming for special needs students and for prekindergarten learners. DC PCSB defines need as “students’ access to quality schools, including unique/relevant models, strong outcomes, and other programmatic elements a community may seek.” Expanding services for prekindergarten and special needs students will allow ECA students to remain within a proven educational program for early childhood education, providing greater academic, social-emotional, and instructional continuity for its special populations.

ECA’s outcomes demonstrate the quality of the program to which the proposed expansion will provide continued access. In DC PCSB’s SY2024–25 ASPIRE evaluation, ECA earned 78% of available framework points and received a Level 1 rating, designated “Exemplary Performance.” Expanding programming will allow ECA to build upon the academic foundations, student supports, and family relationships established while increasing services to its youngest learners as well as special needs students.

Demand—the intention of a sufficient number of students to enroll so that the school will meet its targets is supported by ECA’s enrollment history and its established pipeline of current students. During the completed SY2025–26 cycle, ECA received 301 applications, made 204 offers, and enrolled 88 students through My School DC. Its overall capture rate was 43%, compared with 40% for both the District and Ward 8, and increased from 41% in the prior year. Interest continued after the lottery deadline: ECA received 177 post-lottery applications and enrolled 73 students through post-lottery waitlist offers.

More recent SY2026–27 data show continued family interest. As of July 17, 2026, 166 families had submitted applications ranking ECA, and 89—approximately 54%—ranked ECA among their top three choices. Because the requested enrollment-ceiling increase is limited to 50 students, ECA expects to meet its targets primarily by: expanding its prekindergarten enrollment; increasing its capacity for Level 4 special needs students, and; partnering with an infant and toddler childcare provider on the school grounds that will serve as a feeder school for the prekindergarten program. This will be supplemented as necessary by new students seeking access to ECA’s Level 1 program.

This proposal is therefore a focused extension of an established, high-performing educational program—not the launch of an untested model or entry into a new community. It will continue to provide current students with a complete early childhood experience, expand access to an exemplary program, and respond to family and community need in a measured and sustainable manner.

² See the Enrollment Outlook here: <https://bit.ly/4fJGNys>.

³ Acceptable supplementary evidence must be concrete and demonstrate your ability to meet enrollment targets. Examples include intent-to-enroll forms, LEA-specific MSDC lottery data, and externally validated market research.

a. Are new seats needed by grade band or learners served in the future?

New seats are needed to accommodate an increased prekindergarten enrollment and an increase in classrooms for Level 4 special education services.

b. Is there excess demand for this school's approach?

Multiple indicators demonstrate that family demand for ECA's educational approach exceeds the school's current capacity and grade configuration.

As of July 17, 2026, 166 families had submitted My School DC applications ranking ECA. Eighty-nine applicants—approximately 54%—ranked ECA among their top three choices, demonstrating that the school was not simply included as a low-priority option but was preferred by a substantial share of applicants. Grade-level demand included:

- 95 applications for PK3, including 50 top-three rankings;
- 29 applications for PK4, including 18 top-three rankings;
- 22 applications for kindergarten, including 10 top-three rankings;
- 10 applications for first grade, including seven top-three rankings;
- seven applications for second grade, including three top-three rankings; and
- three applications for third grade, including one top-three ranking.

These data establish significant demand for ECA's existing program, particularly at its entry grades. That demand is especially meaningful because the school earned a Level 1 "Exemplary Performance" ASPIRE rating. Families are seeking access to a program that DC PCSB has identified as high performing. The proposed expansion converts that demonstrated demand into a longer and more coherent educational pathway.

The requested increase of 50 students is modest relative to ECA's existing demand and enrollment pipeline. The school will not need to recruit 50 entirely new students at once. Rather, the added capacity will support approximately 30 new students in prekindergarten and 20 new Level 4 special education students by SY, with enrollment driven primarily by the progression and retention of existing cohorts. New applicants can supplement those cohorts if seats become available.

c. Is the proposed geographic area in demand?

ECA's facility at 885 Barnaby Street SE is located in Neighborhood Cluster 39, which includes Congress Heights, Bellevue, and Washington Highlands. DC PCSB's Enrollment Outlook identifies Cluster 39 as one of the District's top-quartile neighborhood clusters for the total number of prekindergarten and elementary school students. Each cluster in this group has more than 1,823 PK3–grade 5 students, indicating a substantial elementary-age population in the community surrounding ECA.

ECA's own application data provide direct evidence of demand from this geographic area. During the completed SY2025–26 cycle, 177 applicants resided in Ward 8—by far the largest group from

any ward. The next-largest group consisted of 62 applicants from Ward 7, followed by 18 from Ward 4 and 17 from Ward 6.

The subsequent SY2026–27 demand report shows the same geographic pattern. Of the 165 applicants with an identified District ward, 112—approximately 68%—resided in Ward 8. The next-largest group consisted of 18 Ward 7 applicants. This consistent concentration demonstrates that interest in ECA is rooted primarily in the community surrounding the school rather than dependent on families traveling from distant parts of the District.

The Enrollment Outlook does not identify Cluster 39 as one of the clusters with the highest ratio of elementary students to schools. ECA therefore does not claim that its neighborhood has an unusually low supply of schools. Rather, the evidence shows that Cluster 39 contains one of the District’s largest elementary-age student populations and that Ward 8 families consistently account for the majority of ECA’s applicants.

The geographic case is further strengthened by the limited size and specific purpose of the request. ECA is not proposing a large expansion based solely on neighborhood population forecasts. It is requesting 50 seats to expand a Level 1 program for additional prekindergarten and special needs students requiring more restrictive environments for learning. The size of Cluster 39’s elementary-age population, the concentration of ECA applicants in Ward 8, and the progression of ECA’s existing students support the conclusion that the proposed geographic area can sustain this targeted expansion.

4. Enrollment has declined from SY 2024–25 to SY 2025–26. What specific strategies are you employing or plan to employ to increase enrollment?

ECA recognizes the recent enrollment decline and is implementing strategies that will effectively impact an enrollment increase. A central component of this work is a planned partnership with a birth-to-age-two child care center that will be co-located within ECA’s facility. This partnership will create a natural feeder program for ECA’s prekindergarten program by integrating families in the ECA school community before their children become eligible to enroll in the school.

Co-location will allow families to become familiar with ECA’s facility, staff, educational philosophy, and family-support resources during their children’s earliest years. It will also reduce the disruption families often experience when transitioning from child care to school by providing continuity within the same location. As children approach PK3 eligibility, ECA and the child care provider will coordinate age-appropriate transition activities, enrollment information sessions, facility tours, and My School DC application support. All recruitment and enrollment activities will comply with open-enrollment and lottery requirements; participation in the child care program will not provide an admissions preference.

ECA will use the partnership as part of a broader enrollment strategy that includes:

- conducting joint outreach with the child care provider to participating and prospective families;
- holding transition events for families of children approaching PK3 eligibility;
- providing timely assistance with My School DC applications and enrollment documentation;

- engaging current families as ambassadors through open houses and community events;
- strengthening outreach to Ward 8 families through neighborhood organizations, early-childhood providers, and community partners; and
- monitoring applications, rankings, offers, capture rates, and enrollment by grade throughout the recruitment cycle so that outreach can be adjusted promptly.

This strategy addresses enrollment at both ends of ECA’s program. The child care partnership will strengthen the pipeline into PK3, while the addition of classrooms for Level 4 students will expand programming for a growing population of students with special needs. Together, these efforts are intended to create a more stable enrollment continuum from early childhood through third grade.

5. Describe how the school has engaged its internal community, including staff and families, in the planning process.

ECA’s leadership and Board of Trustees have engaged staff, families, and other members of the school community throughout the planning process for the new facility. Staff were first informed of the proposed facility acquisition on February 12, 2026, while the property was under contract, and were invited to share ideas and recommendations regarding how the additional space could best support students and the school’s programs.

Families were provided an opportunity to learn about the proposed purchase and provide input during ECA’s Parent Engagement Committee meeting on February 18, 2026. ECA continued and broadened this engagement following the acquisition of the property. At the school’s Fine Arts Festival on June 4, 2026, parents, community members, ANC commissioners, and other stakeholders received an update from the Executive Director and Board President on the new facility, viewed the architect’s initial drawings, and were invited to provide feedback and ideas regarding the use of the space.

Finally, ECA held a public meeting of its Board of Trustees on July 14, 2026, during which school leadership presented the proposed expansion and facility plans. Attendees were again invited to offer ideas and recommendations for the new facility. Through these multiple opportunities for engagement, ECA has kept its internal community informed as plans have developed and has provided staff and families with meaningful opportunities to help shape how the new facility will support ECA’s students and educational program.

a. Summarize the internal community’s concerns, if any, and how the school is responding to them.

No internal community concerns have been expressed.

6. Describe how the school has engaged the surrounding external community, including neighbors, elected officials, and other community groups, in the planning process.

ECA has engaged—and will continue to engage—neighbors, elected officials, and other members of the surrounding community throughout the planning process for the new facility. On May 29, 2026, ECA provided all ANC 8E commissioners with detailed information regarding the facility acquisition and its proposed use. The communication included the proposed programmatic use of the property and schematic designs for the facility and invited commissioners to provide feedback on the plans.

ECA expanded its community outreach through the school's Fine Arts Festival on June 4, 2026, which was open to parents, community members, ANC commissioners, and other stakeholders. During the event, the Executive Director and Board President presented information about the new facility, shared the architect's drawings, and invited attendees to provide feedback and ideas regarding the proposed plans.

ECA also provided an additional opportunity for public engagement at its July 14, 2026 Board of Trustees meeting, which was open to the public. Following a presentation on the school's expansion and facility plans, attendees were invited to share questions, ideas, and recommendations.

ECA's engagement with the surrounding community is ongoing. ANC 8E Commissioner Duane Moody has invited ECA to present its expansion plan at the September 14, 2026 ANC 8E meeting, providing another opportunity to share the proposed plans with neighborhood residents and elected representatives, answer questions, and solicit community feedback. ECA will continue to communicate with ANC representatives, neighbors, and other community stakeholders as the facility plans advance and in preparation for occupancy.

a. Summarize the external community's concerns, if any, and how the school is responding to them.

No external community concerns have been expressed. A past concern that was expressed by some community members about the use of parking spaces on residential streets will be addressed with the addition of a larger parking lot planned for the new facility.

b. When did the school inform the impacted Advisory Neighborhood Commissions (ANC) of its proposed expansion and new facility? Has the school already presented its plans during an ANC meeting? If not, when will it do so?

ECA notified ANC 8E of its proposed facility acquisition and expansion plans on May 29, 2026. The school subsequently invited all ANC 8E commissioners by email to a virtual meeting of ECA's Board of Trustees held on July 14, 2026. The meeting was open to the public and included discussion of the proposed facility and expansion. ECA also sent commissioners a reminder before the meeting.

ECA has continued coordinating with ANC 8E following the Board meeting. School representatives are scheduled to meet with the ANC 8E Executive Committee in late August 2026 to discuss the proposal, respond to initial questions, and prepare for a presentation to the full Commission. ECA is scheduled to present its facility and expansion plans at the full ANC 8E meeting on September 14, 2026.

Through these communications and meetings, ECA is providing ANC commissioners and community members with multiple opportunities to review the proposal, raise questions, and offer feedback before implementation. The school will document the issues raised and its responses and will continue engaging ANC 8E as facility and expansion planning proceeds.

7. Describe how the school's board of trustees have been engaged in the planning process.

The school's board of trustees has been pivotal in all decision-making related to the purchase and use of the new facility. Discussion of the availability of the property and possible purchase began during the fall board meeting on September 23, 2025. One board member, who is a DC realtor assisted the board and school leadership in assessing the benefits and risks of this purchase and provided guidance throughout the purchase process. The board's Education Committee worked with school leadership in developing a design for use of the new facility.

8. Explain how the leadership team has the capacities, commitment, and track record to launch and sustain the proposed expansion.⁴

ECA has the leadership experience, organizational continuity, instructional expertise, and operational capacity necessary to launch and sustain the proposed expansion. The expansion will be led by an established team with deep knowledge of ECA's students, families, educational model, and Ward 8 community, supported by leaders whose responsibilities span academic quality, campus operations, finance, special education, literacy, and mathematics.

Executive Director Wendy Edwards provides exceptional continuity and institutional knowledge. Mrs. Edwards joined ECA as its founding principal in 2005 and served in that role for approximately six years before becoming executive director. She has now led the organization as executive director for approximately 15 years. Before founding ECA, she spent 17 years as a classroom teacher in DC Public Schools and subsequently served as an assistant principal. Her experience therefore encompasses classroom instruction, school-level leadership, and long-term executive management.

Under Mrs. Edwards' leadership, ECA has navigated multiple stages of organizational development and demonstrated the ability to manage significant change. The school transitioned from operating in two smaller facilities to opening and operating a unified 38,000-square-foot campus at 885 Barnaby Street SE. That facility opened shortly before the COVID-19 pandemic, requiring the leadership team to manage a major facilities transition followed by an unprecedented disruption to

⁴ See footnote 7.

school operations. ECA successfully sustained its program through these challenges and has now operated for more than 20 years.

ECA's broader leadership structure provides the specialized capacity required for the expansion. Deputy Executive Director for Academic Quality Thann Ingraham provides LEA-wide oversight of instructional quality and will help ensure that the fourth- and fifth-grade program is aligned with ECA's existing academic model and applicable standards. Principal Pamela Faulcon oversees daily school leadership, including instruction, staff supervision, student culture, and family engagement. Chief Financial Officer Debra Robinson provides the financial planning, budgeting, and monitoring needed to ensure that staffing and other expansion costs remain aligned with enrollment and available resources.

The leadership team also includes specialized academic and student-support expertise. The mathematics director, literacy specialist, prekindergarten instructional coach, and special education director provide internal capacity to provide the instructional leadership that maintains curricular coherence, addresses unfinished learning, and supports students with differing academic and service needs. This distributed structure will allow ECA to plan the expansion across multiple functions rather than placing responsibility for implementation with a single leader.

Implementation will occur through a coordinated, phased process. The executive director will maintain overall accountability for the expansion and report to the Board of Trustees on major academic, financial, enrollment, staffing, and facility milestones. Academic leaders will oversee the prekindergarten to third grade and special education curricula, assessment, instructional expectations, and student supports. The principal will lead teacher recruitment, onboarding, supervision, school culture, and family transition planning, while the chief financial officer will monitor enrollment assumptions, staffing costs, facility expenses, cash flow, and budget-to-actual performance.

The proposed expansion is also closely aligned with ECA's longstanding mission and program. Increasing prekindergarten and the enrollment of Level 4 students with special needs does not require the leadership team to create a new school or implement an unrelated educational model. It extends ECA's existing approach, allowing the team to build upon established curricula, instructional systems, family relationships, and student supports.

Collectively, ECA's leadership team brings decades of experience in instruction, school administration, executive leadership, finance, facilities, and student services. Its record of opening and operating a major facility, navigating organizational disruption, securing charter continuance, and achieving Level 1 performance demonstrates both the commitment and execution capacity necessary to implement the proposed expansion while preserving educational quality and long-term sustainability.

9. Describe how the staffing plan will change to accommodate the expansion.

a. How will the proposed expansion affect student-teacher ratios?

Student-teacher ratios will remain the same, with a maximum of 25:3 in prekindergarten, 25:2 in kindergarten through grade 3, and 10:3 in Level 4 self-contained classrooms. All classrooms will include one lead teacher, with two full-time associate teachers in each prekindergarten classroom

and three full-time associate teachers in each kindergarten through grade 3. Level 4 classrooms will have a minimum of 3 teaching staff, with the addition of dedicated aides as required per students' IEPs.

b. What impact will the expansion have on the school's leadership team and reporting structure?

The school's leadership team has the capacity to continue to provide effective support to all teachers and staff. The leadership team currently includes three persons who serve in a supervisory capacity, three instructional coaches, and one full-time special education director. The increase in special education self-contained classrooms and in prekindergarten enrollment are within the scope of expertise of the current prekindergarten instructional coach, and special education director. Because the second facility is located directly across the alley from the existing school, members of the leadership team will be able to easily move back and forth between the facilities to attend meetings, observe, monitor instruction, and provide coaching support to teachers.

10. Identify the curriculum you will use for every new grade served and explain why and how you selected them.

ECA currently implements Every Child Ready for prekindergarten-3 and prekindergarten-4 students, HMH Into Reading and HMH Into Math for kindergarten through grade 3, and the Unique Learning System for self-contained special education. Every Child Ready is a comprehensive curriculum for preschool and Pre-K classrooms that blends purposeful play, targeted instruction, and family engagement. Available in English and Spanish and designed to be flexible and customizable, Every Child Ready gives educators everything they need to launch, teach, and measure success—so every child enters kindergarten prepared to thrive. Into Reading provides a comprehensive approach to literacy to cultivate readers, writers, and lifelong learners. Into Math deepens students' mathematical understanding through hands-on learning and real-world connections. The Unique Learning System is a cloud-based, standards-aligned special education curriculum. It is built explicitly for students with moderate-to-severe disabilities from prekindergarten through transition age who learn via alternate achievement standards.

These curricula will continue to provide the basis for instruction for all students.

11. Beyond what you have previously detailed, what other challenges do you anticipate with expanding your school and operating a new facility? How will you address these challenges?

Responding to the social/emotional needs of Level 4 students will be a primary goal for ongoing professional development in this expansion. Continued training in addressing the social/emotional needs of special needs students with autism spectrum disorder, as well as students who are non-speaking will be critical for the success of the expanded program for special needs students. Teachers will continue to receive training and professional development in the use of Positive

Behavior Facilitation (PBF), the approach currently used with prekindergarten through third grade students. The use of PBF will provide the philosophical foundation for providing all students with a child-centered and healing environment.

12. Please check the box that best describes the school's proposed facility change.

- ☐ The LEA or a campus within the LEA is relocating from its current facility to a new facility.
- ☒ The LEA or a campus within the LEA is staying in its current facility *and* expanding into an additional facility (i.e., some students will attend the current facility while some will attend the proposed facility).
- ☐ The LEA seeks to open a new campus to be housed in a new facility. (Also complete the Expansion and/or Replication Amendment Application.)

13. In the table below, list the facility/facilities the school seeks to operate (i.e., the facility/facilities the school will continue operating along with the facility the school proposes operating). For each entry, report the facility name, the campus(es) and grades served within, and the address.

Proposed Facility/Facilities		
Facility Name	Campus Name(s); Grades Served	Address
Barnaby St Campus	PK through 2nd grade	885 Barnaby St SE WDC 20032
Ninth St Campus	3rd grade, self-contained classrooms for Level 4 special ed, special education pullout space, multipurpose space	4025 9th St SE WDC 20032

14. Describe the proposed facility. Detail features like square footage; number of classrooms, offices, and multipurpose spaces; and intended renovations (if needed).

The ECA Ninth Street Campus (NSC) is located at 4025 9th Street SE, immediately adjacent to ECA's current facility at the corner of 9th and Barnaby Streets. The property includes a 15,834-square-foot, two-story building situated on approximately 0.98 acres (42,900 square feet), with at-grade access to both floors, off-street parking, and outdoor play space. Because the NSC is directly beside the existing campus, ECA will be able to expand its physical footprint and programming while continuing to operate as a cohesive school community.

The NSC will undergo substantial interior renovations to create instructional, student-support, administrative, community, and multipurpose spaces. Current plans include four ECA classrooms on the lower level—two third-grade general education classrooms and two self-contained special education classrooms—as well as a dedicated special education pull-out room, staff lounge,

administrative office, student and staff restrooms, and a community room. The first floor will include a large multipurpose room with a stage, additional ECA office space, and a separate area designed for an independent early childhood provider serving infants and toddlers, including dedicated classrooms, restrooms, administrative space, and a shared kitchen. The architectural plans also include a new elevator and secure entrances to improve accessibility and support the different uses within the facility.

The renovated facility is intentionally designed to address several programmatic priorities. Moving ECA's two third-grade classrooms to the NSC will create space in the existing building for an additional prekindergarten classroom. Two new self-contained special education classrooms will increase ECA's capacity to serve students requiring Level 4 services, while dedicated community space will allow partner organizations to provide wraparound services to ECA students and families. The planned infant-and-toddler program will also create an opportunity to establish an early childhood pipeline into ECA's prekindergarten program.

Exterior improvements will include an expanded parking area intended to reduce reliance on neighborhood street parking, while maintaining outdoor play space.

Together, the two adjacent facilities will provide ECA with the space needed to expand its prekindergarten through third-grade program, strengthen specialized services for students with disabilities, and provide additional resources and supports for students and families.

15. Complete and submit DC PCSB's [5-Year Operating Budget](#) template in accordance with its instructions in the [Instructions](#) tab. If you have any remaining questions on how to complete the template, please contact DC PCSB's School Finance Team.

Please see budget link below:

[PCSB 5-Yr Budget -Early Childhood Academy PCS.xlsx](#)

16. Provide the facility purchase/renovation costs and related financing sources below. Enter \$0 for any fields that do not apply to your facility amendment or add rows as needed.

Element	Amount
Purchase Cost	2,950,735
Renovation Cost	5,049,475
Total Cost	8,000,210
LEA's Own Cash Reserves	3,938,735
Loans	4,061,475
Rent abatements or other lease incentives	0
Total Funding	8,000,210

17. Please provide the applicable document for the new facility:

- **Lease: Signed or draft Lease Agreement**
- **Purchase: Final or draft Purchase and Sale Agreement**

See Purchase and Sale Agreement link below:

[Executed Purchase and Sale Agreement.pdf](#)

18. If financing the purchase and/or renovations with new loan(s), please provide the term sheet(s) and a brief update on the status of the loan approval.

See Pinnacle Bank Term Sheet link below:

[Pinnacle ECA Term Sheet \(\\$4.1mm\).pdf](#)