



Early Childhood Academy PCS

ANNUAL REPORT SY 2019-2020

**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. School Program - 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 are 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 using 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 2019-2020 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 2019-2020 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 2019-2020 school year, ECA provided high quality, ongoing, differentiated professional development to all staff members and continued a school culture of adult learning. In summer 2019, 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. School Program – 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 2019-2020 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. The following events are all examples of the many ways in which parents were involved at ECA during the 2019-20 school year:

Back to School Night (October). 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.

3. School Program - ECA’s response to COVID 19, distance learning program offered and monitoring student progress during the pandemic.

In response to the COVID-19 pandemic, LEAs were required to implement Instructional

Contingency Plans to ensure students would have access to learning at home. Schools shared initial information about their plans with DC PCSB on March 17. Our Instructional Contingency Plan since the initial March 17 was to continue to provide practice in essential ELA and math standards using a virtual format. ECA printed hard copy skills packets developed by the classroom teachers for each grade level from pk3 to grade 3, to include one ELA activity and one math activity for each school day during school closure. Teachers aligned skills packets with the standards that had been taught at that grade level to provide continued practice and review of grade level concepts and skills. Tier 2 packets were developed by classroom teachers for students within the general education population who were performing below grade level. Differentiated packets were developed by the special education teachers for students with disabilities, based on skills that had been taught or introduced on each child's IEP. Each packet was labeled with the child's name to ensure our ability to track each parent's receipt of the work. Packets were distributed from 12:00 to 1:00 daily during the school's grab and go lunch distribution. Parents were informed about skills packet pickup through the school website, the school's social media pages, robotexts, robocalls, and the Class Dojo app.

For digital learning, MobyMax digital reading and math activities were assigned for each student, prekindergarten through grade 3. Students were assigned one digital reading activity and one digital math activity for each school day. ECA's data manager provided each parent with instructions on how to navigate through ECA's MobyMax site, using a computer, tablet, or smart phone with internet access. Parents received information about MobyMax access through the school website, the school's social media pages, robotexts, robocalls, and the Class Dojo app. Parents who indicated a need to borrow a Chromebook were provided with one.

Teachers received immediate electronic feedback on students' MobyMax activities, which provides teachers with notification of how students have performed on each skill. Hard copy activities were collected upon the reopening of the school building for teacher review and assessment.

II. School Performance

A. Performance and Progress

Early Childhood Academy Public Charter School (ECA) is striving every day to fulfill our 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. 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.

Grade 3

Above State Average ELA: 58.6%

2019 PARCC English Language Arts/Literacy Results										
Overall Performance by School										
OVERALL										
					Percent of valid test takers at each performance level					
School Ward	LEA Name	School Name	% 4+	% 3+	1	2	3	4	5	Total Valid Test Takers
Ward 8	Early Childhood Academy PCS	Early Childhood Academy PCS	24.1%	34.5%	37.9%	27.6%	10.3%	24.1%	0.0%	29

Above State Average Math: 48.8%

2019 PARCC Mathematics Results										
Overall Performance by School										
OVERALL										
					Percent of valid test takers at each performance level					
School Ward	LEA Name	School Name	% 4+	% 3+	1	2	3	4	5	Total Valid Test Takers
Ward 8	Early Childhood Academy PCS	Early Childhood Academy PCS	17.2%	27.6%	27.6%	44.8%	10.3%	17.2%	0.0%	29

ECA scored above the floor but below the target on all academic components of the 2018-2019 School Performance Report. (Because of the COVID-19 shut down, no end of year data is available for 2020.) Based on these data, ECA has identified a need to continue its Response to Intervention (RtI) process, a structured and systemic approach to include ongoing support to strugglers and tiered instruction for students. Instructional coaches will be provided for all grade levels. Each coach will be responsible for the support of no more than three grade levels to ensure weekly opportunities to observe, model, and coach in the classroom. In addition, NWEA Measures of Academic Progress (MAP) will again be used for kindergarten through grade three students to provide baseline, progress monitoring, and outcome data that will support teachers in data-driven instructional planning and maintaining an appropriate level of rigor for each grade level. ECA continues to increase students' access to technology with the addition of Chromebooks for use by each kindergarten - third grade students and iPads for all prekindergarten students. The continued support of two 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 – We were 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. This newly constructed building is literally across the alley from the school’s former location, making it easily accessible to all current parents.

Joyful Markets - ECA was selected for the free Joyful Markets program for the 19-20 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.

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.

Parent Engagement Committee (PEC) –The PEC was started during the 2019-2020 school year. The PEC is a group of parents that will be working to help promote student success, support school staff, and assist in efforts to solve school needs through volunteering and funding. The PEC will also ensure that our consolidated school funds are used in accordance with our student needs.

ECA Intramural Basketball – The ECA Intramural Basketball started its season during the 2019-2020 school year. This was done to expand our sports options for both boys and girls.

Girls on the Run – During the 2019-2020 school year, registration numbers doubled compared to the last 4 years of our participation. Our girls successfully completed a 5K race in November 2019. Our girls learned lessons promoting strong mental, physical, and emotional health along with self-love and positive social interactions. The team also participated in a community service activity creating posters to encourage the community and their families to engage in exercise.

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 2019-2020 school year:

Wendy Hupperich, Scholastic Book Fairs, Claire's Gourmet, Joe Corbi, Ronal Butler

SY 2019-2020 ANNUAL REPORT: CAMPUS DATA REPORT

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source	Data Point
PCSB	LEA Name: Early Childhood Academy PCS
PCSB	Campus Name: Early Childhood Academy PCS
PCSB	Grades served: PK3-3
PCSB	Overall Audited Enrollment: 285

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	49	50	50	50	47	39	0	0	0

Student Data Points

School	Total number of instructional days: 180
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.0%
PCSB	In-Seat Attendance: 93.9%
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: 2.1% (6 students)
PCSB	Midyear Entries: 0.0% (0 students)
PCSB	Promotion Rate: 97.3%
PCSB (SY18-19)	College Acceptance Rates: Not applicable
PCSB (SY18-19)	College Admission Test Scores: Not applicable
PCSB (SY18-19)	Graduation Rates: Not applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 29.41%
School	Number of Teachers: 17
School	Teacher Salary

	<ol style="list-style-type: none"> 1. Average: \$59,115 2. Range -- Minimum: \$ 52,212 Maximum: \$77,472
School	<p>Executive Salaries Salaries of the five most highly compensated individuals in the organization, if over \$100,000 for SY19-20.</p> <ol style="list-style-type: none"> 1. \$159,936 2. \$141,480

APPENDIX A: STAFF ROSTER FOR 2019-2020

Grade	Employee Last Name	Employee First Name	Employee MI	Position
	<u>Administration</u>			
	Edwards	Wendy	S	Executive Director
	Ingraham	Thann		Principal
	Faulcon	Pamela		Director of Curriculum
	Johnson	Amia		Instructional Coach
	Edwards	La'Kea		Instructional Coach
	Johnson	Tiffany		SpEd Coordinator
	Robinson-Foster	Debra	F	Financial Manager
	Tucker	Nekesha	A	Staff Accountant
	Davis	Rasheda	M	Financial & HR Specialist
	Menjivar	Yesenia		Program Administrator
	Tupa	Ennio		IT Manager
	Maxwell	Sharon		Administrative Assistant
	Peterson-Prince	Kathy	M	Data & Assessment Manager
	Shannon	Jasmine		Social Media & Marketing Manager
	Wiggins	Cortney	K	Family Support Coordinator
	Parker	Franchesca		Administrative Assistant
	Seabrooks	Anreace		Receptionist
	Anderson	Charles		Custodian
	Eric	Butcher		Custodian
	Crawley	Cynthia	M	Food Service Staff
	Johnson	Lashell		Food Service Staff
	Torrence	Nataya	V	Food Service Staff
	<u>Teachers</u>			
Prekindergarten 3	Heath	Katrice		Teacher
Prekindergarten 3	James	Charity		Teacher
Prekindergarten 4	Goodheart	Lois		Teacher
Prekindergarten 4	Robinson	Stacia		Teacher
Kindergarten	Neal	Antoinette		Teacher
Kindergarten	Nixon	Tara	V	Teacher
Grade 1	Young	Nikole	H	Teacher
Grade 1	Screen	Tashi		Teacher
Grade 2	Damper	Charmae		Teacher
Grade 2	Richards	Dainti		Teacher
Grade 3	Settlemyre	Emma		Teacher
Grade 3	Mitchell	Victoriya		Teacher
SpEd Teacher	Lawrence	Lauren		Teacher
SpEd Teacher	Patrick	India		Teacher
SpEd Teacher	Stokes	Devin		Teacher

Music Teacher	Battle	Gerard	A	Teacher
PE Teacher	Trasada	Kampira		Teacher
	<u>Assistant Teachers</u>			
Prekindergarten 3	Farr	Hannah		Resident Teacher
Prekindergarten 3	Mayfield	Dannielle		Associate Teacher
Prekindergarten 3	Bullock	Courtney		Associate Teacher
Prekindergarten 3	Foster	Drue		Associate Teacher
Prekindergarten 4	Davis	Xenia		Associate Teacher
Prekindergarten 4	Hunter	Andrea		Associate Teacher
Kindergarten	Hairston	Makasza		Associate Teacher
Kindergarten	Davis	Cheryl		Associate Teacher
Grade 1	Robinson	Tyrese		Associate Teacher
Grade 1	McDonald	Kevin		Resident Teacher
Grade 2	Thomas	Donna		Associate Teacher
Grade 2	Seabrooks	Aryn		Associate Teacher
Grade 3	Gordon	David		Associate Teacher
Grade 3	Sawyers	Jasmine		Associate Teacher
Special Ed	Palmer	Andrea		Associate Teacher
Special Ed	Cotton	Victoria		Resident Teacher
	Before & Aftercare			
	Daniels	Rasheda		Aftercare Coordinator
	Campbell	Khalil		After Care & Substitute Teacher
	Gordon	Angel		After Care & Substitute Teacher
	Brown	Antoniae		After Care Teacher
	Dailey	Delores		After Care & Substitute Teacher
	Askins	Iantha		After Care & Substitute Teacher
	Mitchell	Rhonia		After Care Teacher

70% of teachers have a bachelor's degree
30% have a master's degree

APPENDIX B: BOARD ROSTER

Early Childhood Academy Public Charter School

Board of Trustees

SY 2019 - 2020

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

Pat Hall Jaynes, Board Member – Non-DC Resident

Patrick Akers, Board Member– DC Resident

Chanielle Lancaster, Parent Board Member– DC Resident

Kevin Speed, Parent Board Member– DC Resident

Renesha Alphonso, Board Member – Non-DC Resident

DaNa Carlis, Board Member– DC Resident

APPENDIX C: UNAUDITED YEAR-END FINANCIAL STATEMENT

Early Childhood Academy PCS
Statement of Financial Position
As of June 30, 2020

	<u>Jun 30, 20</u>
ASSETS	
Current Assets	
Checking/Savings	6,180,884
Accounts Receivable	
1100 · Grants receivable	47,408
1120 · Accounts receivable	75,024
Total Accounts Receivable	<u>122,432</u>
Other Current Assets	
1150 · Due From ECA Support Corp	139,487
1500 · Prepaid Expenses	34,488
1505 · Deposits	23,603
1510 · Escrow-Fee Reserve	224,000
Total Other Current Assets	<u>421,578</u>
Total Current Assets	6,724,894
Fixed Assets	
1405 · Furniture & Fixtures	228,088
1415 · Musical Equipment	31,742
1420 · Computer Equipment	312,381
1425 · Software	22,631
1450 · Equipment & Other Fixed Assets	102,723
1460 · Leasehold improvements	75,235
1480 · Accumulated Depreciation	-565,130
1620 · Land	1,592,489
1630 · Building	16,132,331
Total Fixed Assets	<u>17,932,490</u>
TOTAL ASSETS	<u>24,657,384</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	553,975
Other Current Liabilities	
2050 · Accrued Salaries and Vacation	147,806
2100 · Payroll Liabilities	87,779
2260 · Accrued Interest Payable	7,367
2270 · Accrued Taxes Payable	36,704
Total Other Current Liabilities	<u>279,657</u>
Total Current Liabilities	833,632
Long Term Liabilities	
2600 · Facility Note Payable	17,949,283
Total Long Term Liabilities	<u>17,949,283</u>
Total Liabilities	18,782,915
Equity	
3900 · Retained Earnings	5,222,897
Net Income	651,572
Total Equity	<u>5,874,469</u>
TOTAL LIABILITIES & EQUITY	<u>24,657,384</u>

**Early Childhood Academy PCS
Statement of Activities
July 2019 through June 2020**

	Jul '19 - Jun 20
Income	
4000 · Per Pupil Funding	6,000,688
4200 · Grants	543,486
4310 · Student Co-pays	65,874
4400 · Contributions	1,631
4700 · Fundraiser Income	17,493
4800 · Other Income	19,456
4920 · Interest Income	16,606
Total Income	6,665,234
Gross Profit	6,665,234
Expense	
1. Salaries Expense	3,123,363
2. Fringe Benefits	654,169
3. Contracted Staff	
6120 · Legal	11,750
Total 3. Contracted Staff	11,750
4. Staff Training & Development	73,301
5. Direct Student Costs	
5100 · Textbooks, Subscriptions	1,216
5105 · Students Supplies and Materials	
5105a · Programs	100
5105 · Students Supplies and Materials - Other	13,530
Total 5105 · Students Supplies and Materials	13,630
5115 · Computers and Materials	10,190
5120 · Other Instructional Equipment	3,383
5125 · Classroom Furnishing & Supplies	12,890
5130 · Student Assessment Materials	9,925
5135 · Contracted Student Services	354,280
5140 · Other Student Costs	
5145 · Student Field Trips	200
5150 · Student Transportation & Travel	8,120
5155 · Student Events	3,213
Total 5140 · Other Student Costs	11,533
6215 · Food Service	204,588
Total 5. Direct Student Costs	621,635
6. Occupancy Expenses	
5300 · Rent	
5310 · Security Monitoring	2,419
5300 · Rent - Other	49,814
Total 5300 · Rent	52,233
5320 · Building Maintenance and Repair	18,803

5330 · Utilities	51,689
5335 · Janitorial Supplies	6,531
5340 · Equipment Rental & Maintenance	467
5345 · Contracted Building Services	77,411
5350 · Internet/Cable Service Expense	20,244
5355 · Storage Rental	1,345
Total 6. Occupancy Expenses	228,723
7. Office Expenses	
6100 · Office Supplies and Materials	
6102 · Kitchen	192
6100 · Office Supplies and Materials - Other	13,105
Total 6100 · Office Supplies and Materials	13,297
6105 · Office Furnishings	6,758
6110 · Office Equipment and Rental	7,127
6115 · Telephone	10,331
6122 · Consulting	32,016
6123 · Payroll Service Fees	17,313
6125 · Printing and Copying	10,703
6130 · Postage and Shipping	802
6135 · Advertising & Recruiting	8,745
6140 · Retirement & Flex Fees	8,164
6240 · Bank Service & Wire Charges	3,258
6270 · Business Licenses & Fees	245
6950 · Misc expenses	0
Total 7. Office Expenses	118,759
8. General Expenses	
6121 · Legal & Accounting	31,463
6200 · Corporate Insurance	32,373
6210 · Transportation & Travel-Admin	4,804
6220 · Administrative Fee	60,762
6230 · Other General Expense	60,680
6235 · Meeting Expenses	8,169
6260 · Dues & Subscription	27,055
6410 · Depreciation & Amortization	110,000
6450 · Contributions	3,767
Total 8. General Expenses	339,073
9. Other Expenses	
6460 · Interest Expense	823,576
6470 · Income Tax Expense	341
9290 · Fundraising Expense	10,724
Total 9. Other Expenses	834,641
6480 · Loan Fees and Expenses	8,250
Total Expense	6,013,664
Net Income	651,570

APPENDIX D: APPROVED 2020-21 BUDGET

EARLY CHILDHOOD ACADEMY, PCS						
BUDGET YEAR: 2020-2021						
DESCRIPTION				BUDGETED AMOUNTS		
REVENUES				Column A	Column B	Column C
				501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source
1	Per Pupil Charter Payments			4,617,146		4,617,146
2	Per Pupil Facilities Allowance			850,425		850,425
3	Federal Entitlements			471,623		471,623
4	Federal Entitlements-NSLP			184,792		184,792
5	Other Govt Funding/Grants					0
6	Total Public Funding			6,123,986		6,123,986
7	Private Grants and Donations			0		0
8	Activity Fees (Summer School Co-pays)			0		0
9	Other Income (Before and After Care Income)			11,500		11,500
10	Other Income (Grants, Interest, Fundraising & Misc.)			81,189		81,189
11	Total Non-Public Funding			92,689	0	92,689
12	EMO Management Fee (= line 73, col. G)					
13						
14	TOTAL REVENUES			\$6,216,675	\$0	\$6,216,675
EXPENSES				501(c)3 School Applicant	Education Management Organization	Combined Total
15	Personnel Salaries and Benefits					
16	Executives Salary (Principal & V. Principal)			307,444		307,444
17	Administrative Salaries			1,029,565		1,029,565
18	Teachers Salaries			1,124,972		1,124,972
19	Teacher Aides/Assistance Salaries			479,763		479,763
20	Custodial Salaries			72,903		72,903
21	Food Staff Salaries			66,253		66,253
22	Before & After Care Salaries			133,128		133,128
23	Summer School Salaries			7500		7500
24	Subtotal Salaries			3,221,529		3,221,529
25	Employee Benefits			692,715		692,715
26	Total Salaries & Benefits			3,914,244		3,914,244
27	Staff Development Costs			16,500		16,500
28	Subtotal: Personnel Costs			\$3,930,744	\$0	\$3,930,744
29						
30	Direct Student Costs					
31	Textbooks			0		0
32	Classroom Materials, Supplies & Consumables			14,662		14,662
33	Computers, Materials & Technology			109,990		109,990
34	Other Instructional Equipment			3,484		3,484
35	Classroom Furnishings			13,761		13,761
36	Student Assessment Materials			9,925		9,925
37	Student Field Trips & Other Student Costs			0		0
38	Food Service (Subsidized by NSLP Grant)			184,792		184,792
39	Contracted Student Services			372,500		372,500
40	Other: Direct Expenses			0		0
41	Subtotal: Direct Student Costs			\$709,114	\$0	\$709,114

42						
43	Occupancy Expenses					
44	Rent-Parking Spaces		3,500			3,500
45	E-rate Grant Expense		1800			1,800
46	Building Maintenance and Repairs		37,730			37,730
47	COVID19 Building Expenses		20,000			20,000
48	Utilities		94,860			94,860
49	Janitorial Supplies		5,000			5,000
50	Equipment Rental and Maintenance		791			791
51	Contracted Building Services		108,000			108,000
52	Debt Service-Interest Expense		966,024			966,024
53	Subtotal: Occupancy Expenses		\$1,237,705	\$0		\$1,237,705
54						
55	Office Expenses					
56	Office Supplies and Materials		13,697			13,697
57	Office Furnishings and Equipment		6961			6,961
58	Office Equipment Rental and Maintenance		2,746			2,746
59	Telephone/Telecommunications (See Occupancy)		4,200			4,200
60	Printing and Copying		4,000			4,000
61	Postage and Shipping		826			826
62	Advertising & Recruiting		8,000			8,000
	Retirement & Flex Fees		7,299			7,299
63	Bank Services & Other Charges		100			100
64	Business licenses & Fees		100			100
65	Financial Audit		25,400			25,400
66	Legal, Accounting and Payroll Services		40,000			40,000
67	Operating Copier Lease		-			-
68	Other Office Expenses		-			-
69	Subtotal: Office Expenses		\$113,328	\$0		\$113,328
70						
71	General Expenses					
72	Insurance		33,992			33,992
73	Transportation		1,200			1,200
74	Administration Fee (to PCSB)		55,950			55,950
75	Meetings & General		2,500			2,500
76	Dues & Subscriptions		21,355			21,355
77	Depreciation & Amortization		72,000			72,000
78	Contributions & Donations		2,000			2,000
79	Interest & Finance Charges		0			0
80	Fundraising Expenses		1,000			1,000
81	Marketing & Promotion		0			0
82	Temporary Help		10,800			10800
83	Subtotal: General Expenses		\$200,797	\$0		\$200,797
84						
85	TOTAL EXPENSES		\$6,191,688	\$0		\$6,191,688
86						
87	CHANGES IN NET ASSETS		\$24,987	\$0		\$24,987
88						
89	Restricted for Facility Procurement (0% of Public Fundi		\$0			\$0
90	Balance as Unrestricted		\$24,987			\$24,987