



2019-2020 Annual Report



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Table of Contents

School Description

Mission Statement	Page 3
School Program	Page 3

School Performance

Performance and Progress	Page 5
Unique Accomplishments	Page 6
List of Donors	Page 6
Response to COVID-19	Page 6
School Year 2019 -2020 Data Report	Page 9

Appendices

A. Staff Roster	Page 11
B. Board Roster	Page 13
C. Unaudited Year End Financial Statement	Page 14
D. Approved Budget	Page 15



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

Learn Today, Lead Tomorrow!

1. SCHOOL DESCRIPTION

A. Mission/Vision Statement

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

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

B. School Program

Curriculum Design and Instructional Approach

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

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

Cedar Tree Academy Goals

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

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

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

Core Academic Programs

Pre-K 3

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

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

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

Kindergarten—Reading Street

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

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

Pearson enVision Math

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

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

Parent Involvement Efforts

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

Activity	Date of Activity	Party Responsible
Open House	August 22, 2019	Principals, Teachers and Staff
New Parent Orientation	August 17, 2019	Principals, Teachers and Staff
Parent Café	September 27 November 21 January 30	Parent Center Director, Teachers and all staff
Joyful Food Market	October 9, 2019 November 13, 2019 December 11, 2019 January 8, 2020 February 12, 2020 March 11, 2020	
Winter Extravaganza	December 9-20, 2019	All Teachers and Staff
Dr. Seuss Celebration	March 2-6, 2020	All Teachers and Staff
PTO Meetings	First Tuesday of each month	Parents Teachers and Staff
Drive up Kindergarten Graduation	June 17, 2020	Kindergarten Teachers and Staff

2. . SCHOOL PERFORMANCE

A. Performance and Progress

1. Extent to Which Our School is Meeting its Mission

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

The staff of Cedar Tree Academy has made great strides in staying true to its mission. We have created a Tier I Early Childhood School for three years in a row in the District of Columbia. We consistently build the foundation for our students to become active learners evidenced by solid performance on the PMF framework

and positive feedback from our teachers and parents as our students attend elementary school from first grade and beyond.

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

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

Cedar Tree Academy Public Charter School adopted the Performance Management Framework (PMF) as its goals and academic achievement expectations. The chartering authority, DC Public Charter School Board will report the academic achievement of Cedar Tree in its annual publication of the PMF results. Due to COVID-19 there is no PMF data.

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

B. Unique Accomplishments

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

C. List of Donors

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

Cedar Tree Academy’s Response to COVID-19

In early March of 2020, Cedar Tree Academy along with all the schools in the District of Columbia began remote learning due to COVID-19. The faculty and staff of Cedar Tree Academy worked remotely. Our instructional program was delivered to our students using instructional packets and recorded video instructional lessons using an online program

called ClassDojo. Cedar Tree Academy used ClassDojo in an effort to allow parents to access the recorded video instructional lessons on their cell phones and other electronic devices. The instructional videos were recorded by each child's homeroom teacher. By using ClassDojo, parents were able to access the recorded instructional videos at a time that was convenient for them and their child. Cedar Tree Academy then purchased an electronic device for every student at our school. Each child was equipped with a laptop, chrome book, or tablet as well as a hotspot for families who needed access to the internet. The school also purchased extra devices in the event of the lost or damage to a device.

Parents and students participated in an orientation to learn about the proper use and care for the new electronic devices. During this orientation, the families were trained on how to operate and access our new online learning portal Google Classroom.

The school moved our instructional program from ClassDojo to Google Classroom for parents and students to access the following:

- Live streamed instruction,
- Live streamed small group instruction,
- One on one live streamed instruction
- Video instruction.

In addition, ABC Mouse, Epic, Splash learning, and Compass Learning was added to our online program to support students' academic growth and development. Parents who were not able to assist their child during the live Google Classroom instruction were given the option to continue with instructional take home packets. The school also provide instructional supplies such as paper, pencils, glue, crayons etc., to every student. In late October, students returned to the building to take their state assessments NWEA MAP and My IDGIS one on one with their classroom teacher.

The school set up a help desk hotline for parents and staff. This hotline was designed to help with all technology issues. The hotline had a live person responding to all calls. The establishment of the help desk hotline proved to be a vital part of the support the school provided to the parents and staff.

Cedar Tree Academy held weekly staff meeting/staff development for our teachers. The school focused on helping teachers to implement effective, engaging virtual instruction. Cedar Tree Academy also ensured that every teacher a had an electronic device. The school purchased needed supplies for staff to help support their virtual instruction.

Because Cedar Tree Academy is committed to serving meals to our families as long as we are facing this national public health crisis, in August of 2020, Cedar Tree Academy added meal distribution to our location. Parents picked up meals in on Monday, Wednesday, and Fridays of each week. They received a two to three-day supply of food. The school served meals for both breakfast and lunch.

To support parents through this very difficult time Cedar Tree Academy held a number of online parent events. These events focused on helping parents deal with the stress of COVID-19. The school held parent Café' zoom events. The school's Parent Café's provides a safe

space for parents to talk about the events in their life and any challenges they are facing. This is designed to be a community of support for parents.

To ensure that the building would be ready for a safe return the school took a number of steps toward building safety and sanitation:

- All water fountains are now touch free (use of a disposable paper cup or a refillable water bottle)
- All sinks and toilets are touch free
- Hand sanitizing stations are located throughout the building
- Increased the frequency of disinfecting and sanitizing high traffic common surface such as door handles, stair rail, elevator buttons, etc.
- Everyone in the building is required to wear a face covering and practice social distancing
- Classroom sizes will be limited to 12 individuals once in -person instruction resumes
- Parent/Visitors will not be allowed in the building to minimize contact
- Daily Health Screenings including temperature checks will take place before students enter the building
- Students will enter the building at different access points
- Dismissal will take place outside on the field

In additional, Cedar Tree Academy administrators attended weekly zoom meeting with various city leaders to stay informed and update on COVID-19 and its effects on the operations of the school system. The school created a re-open plan that was approved by DCPSCB and OSSE. Prior to the school re-opening, the school will review the official re-opening plan, make any needed adjustments, and move forward with the full implementation of the plan.

School Year 2019-2020 Data Report

SY 2019-20 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Cedar Tree Academy PCS
PCSB	Campus Name: Cedar Tree Academy PCS
PCSB	Grades served: PK3--K
PCSB	Overall Audited Enrollment: 362

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	120	119	123	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

Student Data Points

School	Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school.
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 91.6%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.
PCSB	Midyear Withdrawals: 4.7% (17 students)*
PCSB	Midyear Entries: 1.4% (5 students)*
PCSB	Promotion Rate (LEA): 98.9%
PCSB (SY18-19)	College Acceptance Rates: Not Applicable

Appendix A: Staff Roster

Appendix A: Staff Roster

Last Name	First Name	Role/Responsibility
Adamski	Christine	Teacher
Barnes	Janay	Teacher
Barnhill	Darnell D	Security
Battle-Chan	Ashley	Instructional Assistant
Bingham	Gernae	Instructional Assistant
Blassingame	Shannon	Teacher
Boone	Devon	Dedicated Aid
Breedlove	Christopher	Marketing Assistant
Briscoe	Tawana	After school worker
Brooks	Regina	Instructional Assistant
Brown	Darlene A	Teacher
Bryant	Natasha	Teacher
Butler	Domoniqua	Cafeteria Worker
Campbell	Rodrick	Instructional Assistant
Camacho	Michelle	Teacher
Caroll	Thomas	After School Worker
Cherry	Tiffanie	Associate Teacher
Edison	Celenease G	Principal
Edison	Trinity	Associate Teacher
Faulkner	Wyjean	Associate Teacher
Fitch	Daira	Associate Teacher
Ford	Linda	Teacher
Foo	Stephanie	After Care Coordinator
Foster	Le'Asia	Associate Teacher
Frost	Shannon	Teacher
Frost	Jaqueline	After School Worker
Galloway	Keena	Associate Teacher
Gatling	Danielle	CNA
Gripper	Joseph	After school worker
Harris	Ebony	Teacher/OE
Harris	Mychal	Admin Assistant
Hawkins	Karen	After School Worker
Hayes	Carrie	Teacher
Henderson	Latonya	Chief Executive Officer
Henderson	Tracy	Associate Teacher
Holloway	Alfonzo	Maintenance Supervisor
Jayanthi	Usha	CFO
Johnson	Aminah Hadiyah	Parent Center Coordinator
Jolley	Kolesia P	Instructional Assistant
Jones	Brittany	Teacher
Kelley	Shirl	Art Teacher

Kent	Jin K	Food Service Supervisor
Knox-Smith	Crystal	Instructional Coach
Lassiter	Robert	Building Service Worker
Lawson	Telia	Instructional Assistant
Lee	Latawsha	Food Service Worker
Lewis	Jessica	Director of Marketing
Lewis Breedlove	Robinette	Director of Operations
Long	Senora	Instructional Assistant
Lowe	Freddie	Behavior Specialist
Madison	Karen	Instructional Assistant
Marlow	Tara	Admin Assistant
McEachin	Germaine	After School Worker
McQueen	Tiffany	Teacher
Meachum	Antonio	After School Worker
Mitchell	Angel	Instructional Assistant
Moore	Brittany	Instructional Assistant
Murphy	Marva	Associate Teacher
Posey	Jerald	Security
Powell	Ida	After School Worker
Powell	Jermaine	Teacher
Pratt	Angelica	Instructional Assistant
Price	Tianna	Instructional Assistant
Ray	Regina	Director of SPED
Reid	Kimberly	Associate Teacher
Roache	Antonio	Associate Teacher
Rhea	Shantana	Teacher
Robinson	Quintin	After School Worker
Rodriguez-Hutado	Saba	Teacher/ Spanish
Rosario	Alexis	Instructional Coach
Russell	Stacy	Associate Teacher
Ross	Vanderleria	After School Worker
Sabb	Jaqi	Teacher
Schmidle	Pamela	Instructional Coach
Smith	Francine Christine	Admin Assistant
Taylor	Michelle	Instructional Assistant
Templeton	Nateia	Associate Teacher
Tolbert-Ford	Khrysten	Associate Teacher
Weatherspoon	Kameka	Teacher
Ward	Bernard	After School Worker
Ward	Christopher	Teacher
Young	Rayana	Teacher

Staff Qualifications

All teachers are highly qualified at Cedar Tree Academy. The minimum qualification for teachers is a bachelor's degree. 30% of the teachers hold master's degrees. All teachers were employed during the 19-20 school year.

Appendix B: Board Roster 2019-2020

Board Member	Position	Residency
Carla Bailey	Board Chair	Non-District of Columbia Resident
Monica Ray	Board Co-Chair	District of Columbia Resident
Tenetta Merritt	Treasurer	District of Columbia Resident
Davon Lessne	Parent Member	District of Columbia Resident
Sandy Allen	Secretary	District of Columbia Resident
Tyron Jones	Member	District of Columbia Resident
Keyonia Duckett	Parent Member	District of Columbia Resident
LaTonya Henderson	Ex-Officio	Non-District of Columbia Resident

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

Appendix C: Unaudited Year End Financial Statement

Income Statement				
Cedar Tree				
July 2019 through June 2020				
Income Statement		Actual	Budget	Variance
Revenue				
	State and Local Revenue	7,587,282	7,484,422	102,860
	Federal Revenue	828,863	574,778	254,086
	Private Grants and Donations	5,691	-	5,691
	Earned Fees	180,924	473,190	(292,266)
	Total Revenue	8,602,760	8,532,390	70,370
Expenses				
	Salaries	4,566,540	4,401,350	(165,190)
	Benefits and Taxes	1,003,537	960,605	(42,932)
	Staff-Related Costs	43,229	69,676	26,447
	Occupancy Service	536,642	604,860	68,218
	Direct Student Expense	988,230	1,047,485	59,254
	Office & Business Expense	676,642	756,096	79,454
	Contingency	-	79,014	79,014
	Total Expenses	7,814,820	7,919,086	104,265
Operating Income		787,939	613,304	174,636
Extraordinary Expenses				
	Interest	135,836	163,923	28,087
	Depreciation and Amortization	277,748	271,753	(5,995)
	Total Extraordinary Expenses	413,584	435,676	22,092
Net Income		374,356	177,628	196,728

Appendix D: Approved Budget

Cedar Tree Approved Budget 2020-21		
Revenue		
	State and Local Revenue	8,416,849
	Federal Revenue	979,446
	Earned Fees	369,414
	Revenue Total	9,765,710
Expenses		
	Salaries	5,149,795
	Benefits and Taxes	1,165,625
	Staff-Related Costs	62,379
	Occupancy Service	749,510
	Direct Student Expense	1,366,627
	Office & Business Expense	751,227
	Expenses Total	9,245,163
	NET ORDINARY INCOME	520,546
	Extraordinary Expenses	
	Depreciation and Amortization	319,375
	Interest	154,687
	Extraordinary Expenses Total	474,062
	TOTAL EXPENSES	9,719,225
	NET INCOME	46,484