



Early Childhood Academy PCS



ANNUAL REPORT 2020-2021

**Dennis Sawyers
President
ECA Board of Trustees**

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Early Childhood Academy Public Charter School

Annual Report Narrative

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

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 service but has a significant impact on one's behavior.

English Language Arts: All children are exposed to a wide variety of books and stories that include an abundance of literary and informational text. ECA's English Language Arts program is implemented in a two-hour morning block. The block includes a whole group mini-lesson, followed by daily teacher-directed guided reading, and differentiated practice activities. All students are given ongoing reading assessments that identify their independent reading levels – the levels at which they can read with deep understanding and fluency. Students are expected to appropriately increase their reading levels over the course of the school year, achieving "typical growth". Information about reading levels will be given to families at each quarterly conference, but caregivers are always welcome to ask their child's teacher for specifics about their children's levels and progress.

Mathematics: The core curricular resource for kindergarten through grades three are the Common Core State Standards for math and the My Math program. My Math is a challenging, standards-based, "spiraled" program. Students learn concepts and skills from all mathematical strands, as well as the connections among these concepts, through multiple exposures to topics and frequent opportunities to review and practice. At every level, teachers use small groups or modified assignments to differentiate instruction for students who are working below or above grade level.

Science: 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.

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 have 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.

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.

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 2020-2021 school year, ECA provided high quality, ongoing, differentiated professional development to all staff members and continued a school culture of adult learning. ECA provided a three-week period of teacher training, followed by weekly PLC meetings for all teachers. During the school year, key staff persons received external training through OSSE, PCSB, FOCUS, ASCD, and AppleTree Institute for Education Innovation.

2. School Program – Parent Involvement Efforts

ECA continues to work hard developing a community among our students, their families, and our faculty. 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, organize afterschool programs, and/or assist with special events, such as virtual: field trips, book fairs, and school celebrations. Volunteer opportunities are available during the day as well as evenings and weekends 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 (virtual). Parents complete a volunteer interest survey 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 several virtual events during the 2020-2021 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 and practices are all examples of the many ways in which parents were involved at ECA during the 2020-2021 school year:

Back to School Night: Families met teachers and learned about the grade level skills students would be learning for the new school year.

Parent-Teacher Conferences: Parent-Teacher conferences offered parents the opportunity to meet individually with teachers to discuss their child's academic progress and receive report cards.

Principal's Desk: During the school closure, ECA held video recorded presentations every week on all things ECA, to ensure that families had the latest information and situational awareness and to foster a continued connection with the school community.

Home School Connection: ECA hosted many opportunities for parents to engage through virtual game nights, and other family events. For example, parent story time, poster contest, poetry slam, spirit week and the school's science fair.

Recruitment Events: These events included tours, Open Houses, EdFest, and others.

Parent Engagement Committee (PEC): The PEC convened quarterly to assist in the planning, review, and evaluation of ECA's schoolwide plan.

II. School Performance

A. Performance and Progress

Early Childhood Academy Public Charter School (ECA) has made significant progress in meeting its mission and goals. Through the use of the Opening the World of Learning instructional program and the Classroom Assessment Scoring System, along with a partnership with AppleTree Institute for the administration of ECR Assess, ECA's prekindergarten program is thriving.

Tier 2 support to struggling learners is implemented through the Response to Intervention model, providing Tier 2 students with an additional 20 minutes of individualized or small group intervention in ELA and/or math daily. Three full-time special education teachers and three special education associate teachers, in addition to contracted service providers for speech services, OT, PT, and counseling, serve our 39 students with disabilities in a push-in, pull-out, or full-time model, based on the student's prescribed needs. Finally, our use of Positive Behavior Facilitation school-wide ensures that responses to students' behavior needs are nurturing, supportive, and developmentally appropriate.

To enable the continuation of a robust and rigorous academic program during virtual learning, ECA continued to ensure students' access to technology by providing Chromebooks for all kindergarten - third grade student, iPads for all prekindergarten students, and hotspots for families without internet access.

Overall spring outcome data for kindergarten through third grade students on the NWEA Measures of Academic Progress indicated that 29% of students in kindergarten through grade 3 performed at or above grade level norms in reading and 18% scored at or above grade level norms in math.

Because the Office of the State Superintendent (OSSE) and the DC Public Charter School Board suspended their testing schedule and school reports, ECA was unable to complete a detailed data analysis, as planned. Instead, the following data was reviewed and assessed:

- Spring 2021 NWEA MAP math data for kindergarten through grade 3
- Spring 2021 NWEA MAP ELA data for kindergarten through grade 3

Spring NWEA MAP Assessment

Percentage of Students Administered Assessment	Reading	Math
Kindergarten	80%	73%
Grade 1	90%	90%
Grade 2	90%	86%
Grade 3	85%	88%

Spring NWEA MAP Assessment

Students Performing At or Above Grade Level	Reading	Math
Kindergarten	29%	31%
Grade 1	24%	16%
Grade 2	20%	16%
Grade 3	30%	11%

B. Unique Accomplishments

Parent Engagement Committee (PEC) – ECA hosted monthly Parent Engagement Committee meetings during the 2020-2021 school year.

Midweek Mindfulness Group – Mental wellness sessions provided by our behavior health therapist, provided staff with ways on learning about how to manage stress. Studies have shown that when we manage stress, we can live healthier and happier lives even in the middle of a pandemic.

C. List of Donors and Grantors

ECA gratefully acknowledges the support of our dedicated donors and grantors, whose contributions ensure high achievement for every ECA student.

Scholarships for Opportunity and Results (SOAR) Grant, OSSE - NCLB Entitlement Grant, Mayor's Public Charter School Reopening Grant, National School Lunch Program Grant, Medicaid Grant, Paycheck Protection Program (PPP) Grant, E-Rate Grant, USDA Donated Commodities, Healthy Schools Act Grant, American Rescue Plan, 2021 (ARP), The American Society of Hematology, PayPal Giving Fund, Eric & Donna Dezenhall, and Paulette Moore Lee

School Year (SY) 2020-21 ANNUAL REPORT: CAMPUS DATA REPORT

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: 287

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	45	51	50	50	51	40	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 85.7%*
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: 0.3% (1 student)*
PCSB	Midyear Entries: 0.0% (0 students)*

APPENDIX A: STAFF ROSTER FOR 2020-2021

Grade	Employee Last Name	Employee First Name	Employee MI	Position
	<u>Administration</u>			
	Edwards	Wendy	S	Executive Director
	Ingraham	Thann		Principal
	Faulcon	Pamela		Assistant Principal
	Johnson	Amia		Instructional Coach
	Edwards	La'Kea		Instructional Coach
	Johnson	Tiffany		SpEd Coordinator
	Robinson-Foster	Debra	F	Financial Manager
	Tucker	Nekesha	A	Senior Accountant
	Davis	Rasheda	M	Financial & HR Specialist
	Menjivar	Yesenia		Program Administrator
	Daniels	Rasheda		Accounting Assistant
	Tibere	Jeff		IT Manager
	Tupa	Ennio		IT Consultant
	Maxwell	Sharon		Operations Manager
	Peterson-Prince	Kathy	M	Data & Assessment Manager
	Shannon	Jasmine		Social Media & Marketing Manager
	Mayfield	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	Davis	Xenia		Teacher
Prekindergarten 4	Goodheart	Lois		Teacher
Prekindergarten 4	Robinson	Stacia		Teacher
Kindergarten	Richards	Dainti		Teacher
Kindergarten	Nixon	Tara	V	Teacher
Grade 1	Sutton	Mary		Teacher
Grade 1	Neal	Antoinette		Teacher
Grade 2	Screen	Tashi		Teacher
Grade 2	Settlemyre	Emma		Teacher
Grade 3	Shoffner	Tiffany		Teacher
Grade 3	Mitchell	Victoriya		Teacher

SpEd Teacher	Hairston	Makazsa		Teacher
SpEd Teacher	Patrick	India		Teacher
SpEd Teacher	Jones	Aurielle		Teacher
Music Teacher	Battle	Gerard	A	Teacher
PE Teacher	Trasada	Kampira		Teacher
	<u>Associate Teachers</u>			
Prekindergarten 3	Mayfield	Dannielle		Associate Teacher
Prekindergarten 3	Foster	Drue		Associate Teacher
Prekindergarten 4	Seabrooks	Aryn		Associate Teacher
Prekindergarten 4	Bullock	Courtney		Associate Teacher
Kindergarten	Reid	Sylvia		Associate Teacher
Kindergarten	Davis	Cheryl		Associate Teacher
Grade 1	Thomas	Donna		Associate Teacher
Grade 1	Hunter	Andrea		Associate Teacher
Grade 2	Robinson	Tyreese		Associate Teacher
Grade 2	Morris	Shellia		Associate Teacher
Grade 3	Gordon	David		Associate Teacher
Grade 3	Sawyers	Jasmine		Associate Teacher
Special Ed	Palmer	Andrea		Associate Teacher
Special Ed	Campbell	Khalil		Associate Teacher
Special Ed	Summers	Ahn'aste		Associate Teacher

All teachers are highly qualified. The minimum qualification for a teacher is a bachelor's degree.

Educational Staff Qualifications		
	Bachelors	Masters
Associate Teachers	13%	0%
Lead Teachers	94%	29%
School Administrators	100%	100%

Non-Instructional Staff Qualifications		
	Bachelors	Masters
Administration & Support	47%	24%

APPENDIX B: BOARD ROSTER

Early Childhood Academy Public Charter School

Board of Trustees

2020 – 2021

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, 2021

	<u>Jun 30, 21</u>
ASSETS	
Current Assets	
Checking/Savings	6,971,690
Accounts Receivable	235,335
Other Current Assets	<u>250,956</u>
Total Current Assets	7,457,981
Fixed Assets	
1405 · Furniture & Fixtures	126,696
1415 · Musical Equipment	33,104
1420 · Computer Equipment	462,034
1425 · Software	16,844
1450 · Equipment & Other Fixed Assets	109,205
1480 · Accumulated Depreciation	-1,151,498
1620 · Land	1,642,489
1630 · Building	<u>15,243,709</u>
Total Fixed Assets	16,482,582
Other Assets	
1700 · Loan Acquisition Fees	<u>365,544</u>
Total Other Assets	<u>365,544</u>
TOTAL ASSETS	<u><u>24,306,107</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 · Accounts Payable	<u>32,831</u>
Total Accounts Payable	32,831
Other Current Liabilities	<u>254,018</u>
Total Current Liabilities	286,849
Long Term Liabilities	
2600 · Facility Note Payable-	<u>17,466,464</u>
Total Long Term Liabilities	<u>17,466,464</u>
Total Liabilities	17,753,312
Equity	
3900 · Retained Earnings	6,225,028
Net Income	<u>327,767</u>
Total Equity	<u>6,552,795</u>
TOTAL LIABILITIES & EQUITY	<u><u>24,306,107</u></u>

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

	Jul '20 - Jun 21
Income	
4000 · Per Pupil Funding	
4001 · Per Pupil General Ed	3,772,722
4002 · Per Pupil SPED	824,475
4004 · Per pupil Facilities Allowance	978,099
4005 · Per Pupil At Risk Income	546,028
Total 4000 · Per Pupil Funding	6,121,324
4010 · State Fiscal Stabilization Fund	76,323
4200 · Grants	
4230 · Grant - NCLB Entitlement	209,085
4256 · Grant - PPP	18,049
4277 · Grant - SOAR	263,727
4290 · Grant - HSA	5,868
4300 · Grants-NSLP	76,969
4330 · Grant - Donated Commodities	6,217
4340 · E-Rate Revenues	17,336
4350 · Medicaid Income	24,050
4200 · Grants - Other	95,201
Total 4200 · Grants	716,501
4400 · Contributions	1,340
4700 · Fundraiser Income	4,786
4800 · Other Income	10,169
4920 · Interest Income	11,592
Total Income	6,942,035
Gross Profit	6,942,035
Expense	
1. Salaries Expense	3,184,581
2. Fringe Benefits	667,696
3. Contracted Staff	
6120 · Legal	8,000
Total 3. Contracted Staff	8,000
4. Staff Training & Development	
6060 · Staff Development Costs	9,878
6065 · Staff Dev. (Non Training)	5,133
Total 4. Staff Training & Development	15,011
5. Direct Student Costs	
5100 · Textbooks, Subscriptions	85,492
5105 · Students Supplies and Materials	8,922
5115 · Computers and Materials	16,484
5125 · Classroom Furnishing & Supplies	9,544
5130 · Student Assessment Materials	7,525
5135 · Contracted Student Services	263,845
5140 · Other Student Costs	
5155 · Student Events	4,054
5140 · Other Student Costs - Other	400
Total 5140 · Other Student Costs	4,454
6215 · Food Service	89,964
Total 5. Direct Student Costs	486,229

6. Occupancy Expenses	
5300 · Rent	
5310 · Security Monitoring	2,712
Total 5300 · Rent	<u>2,712</u>
5320 · Building Maintenance and Repair	37,354
5330 · Utilities	45,635
5335 · Janitorial Supplies	8,616
5340 · Equipment Rental & Maintenance	60
5345 · Contracted Building Services	25,430
5350 · Internet/Cable Service Expense	23,452
Total 6. Occupancy Expenses	<u>143,259</u>
7. Office Expenses	
6100 · Office Supplies and Materials	
6102 · Kitchen	118
6100 · Office Supplies and Materials - Other	4,093
Total 6100 · Office Supplies and Materials	<u>4,211</u>
6105 · Office Furnishings	1,562
6110 · Office Equipment and Rental	6,421
6115 · Telephone	9,171
6122 · Consulting	12,870
6123 · Payroll Service Fees	39,243
6125 · Printing and Copying	3,189
6130 · Postage and Shipping	267
6135 · Advertising & Recruiting	8,128
6140 · Retirement & Flex Fees	9,725
6240 · Bank Service & Wire Charges	
6245 · Merchant Service Charges	631
6240 · Bank Service & Wire Charges - Other	412
Total 6240 · Bank Service & Wire Charges	<u>1,043</u>
6950 · Misc expenses	220
Total 7. Office Expenses	<u>96,050</u>
8. General Expenses	
6121 · Legal & Accounting	30,111
6200 · Corporate Insurance	35,299
6210 · Transportation & Travel-Admin	360
6220 · Administrative Fee	69,663
6230 · Other General Expense	847
6235 · Meeting Expenses	945
6260 · Dues & Subscription	27,719
6410 · Depreciation & Amortization	
6465 · Amortization Exp-Loan Cost	84,720
6410 · Depreciation & Amortization - Other	103,514
Total 6410 · Depreciation & Amortization	<u>188,234</u>
6450 · Contributions	54
Total 8. General Expenses	<u>353,232</u>
9. Other Expenses	
6460 · Interest Expense	1,295,001
9290 · Fundraising Expense	125
Total 9. Other Expenses	<u>1,295,126</u>
5360 · Depreciation Expense-Building	365,083
Total Expense	<u>6,614,268</u>
Net Income	<u><u>327,767</u></u>

APPENDIX D: APPROVED 2021-22 BUDGET

**EARLY CHILDHOOD ACADEMY, PCS
BUDGET YEAR: 2021-2022**

DESCRIPTION		BUDGETED AMOUNTS		
		Column A 501(c)3 School Applicant	Column B Education Management Organization	Column C Total Revenues by Funding
REVENUES				
1	Per Pupil Charter Payments	4,621,140		4,621,140
2	Per Pupil Facilities Allowance	834,960		834,960
3	Federal Entitlements	1,714,634		1,714,634
4	Federal Entitlements-NSLP	181,096		181,096
5	Other Govt Funding/Grants	0		0
6	Total Public Funding	7,351,830		7,351,830
7	Private Grants and Donations	0		0
8	Activity Fees (Summer School Co-pays)	0		0
9	Other Income (Before and After Care Income)	63,750		63,750
10	Other Income (Grants, Interest, Fundraising & M	59,020		59,020
11	Total Non-Public Funding	122,770	0	122,770
12	EMO Management Fee (= line 73, col. G)			
13				
14	TOTAL REVENUES	\$7,474,600	\$0	\$7,474,600
EXPENSES				
		501(c)3 School Applicant	Education Management Organization	Combined Total
15	Personnel Salaries and Benefits			
16	Executives Salary (ED, Principal & Deputy ED)	446,798		446,798
17	Administrative Salaries	1,063,452		1,063,452
18	Teachers Salaries	1,162,375		1,162,375
19	Teacher Aides/Assistance Salaries	791,979		791,979
20	Custodial Salaries	84,507		84,507
21	Food Staff Salaries	66,253		66,253
22	Before & After Care Salaries	133,128		133,128
23	Summer School Salaries	15,916		15,916
24	Subtotal Salaries	3,764,408		3,764,408
25	Employee Benefits	765,908		765,908
26	Total Salaries & Benefits	4,530,316		4,530,316
27	Staff Development Costs	76,123		76,123
28	Subtotal: Personnel Costs	\$4,606,439	\$0	\$4,606,439
29				
30	Direct Student Costs			
31	Textbooks	36,650		36,650
32	Classroom Materials, Supplies & Consumables	14,843		14,843
33	Computers, Materials & Technology	128,021		128,021
34	Other Instructional Equipment	3,383		3,383
35	Classroom Furnishings	9,735		9,735

36	Student Assessment Materials	9,925		9,925
37	Student Field Trips & Other Student Costs	0		0
38	Food Service (Subsidized by NSLP Grant)	181,096		181,096
39	Contracted Student Services	267,500		267,500
40	Other: Direct Expenses	0		0
41	Subtotal: Direct Student Costs	<u>\$651,153</u>	<u>\$0</u>	<u>\$651,153</u>