



Annual Report

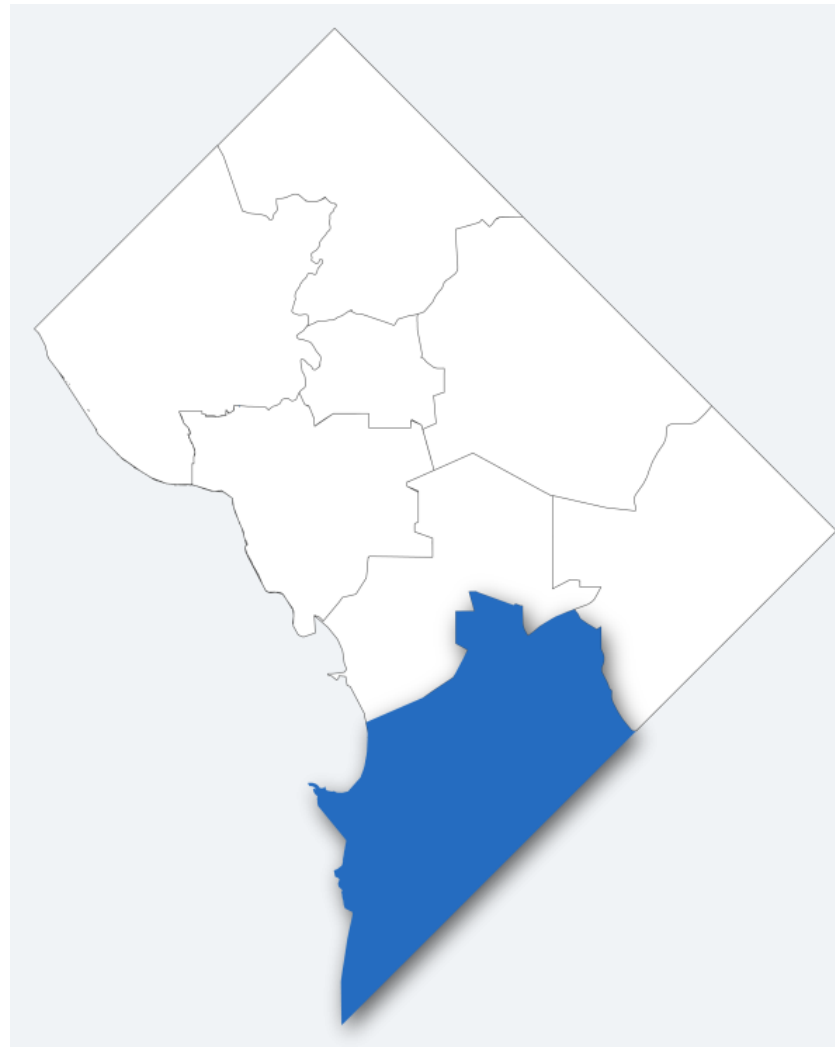
2021-2022  
School Year

Dennis Sawyers  
President  
ECA Board of Trustees

# Early Childhood Academy PCS

OPEN SINCE 2005  
GRADES PK3 - 3

It is the mission of Early Childhood Academy Public Charter School 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.



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## 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) primary focus during the 2021-2022 school year was on accelerated learning in order to mitigate learning loss due to the pandemic. ECA's instructional program for prekindergarten-3 through grade 3 has a strong emphasis on language and literacy integrated with math, science, social studies, and the arts.

The accelerated learning approach is designed to develop reading fluency, critical thinking, vocabulary development, and number sense ensuring that all ECA students are proficient readers and mathematical thinkers 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 the use of ongoing formative assessments, research-based curriculum materials, and data-informed instruction, ECA's emphasis is on high quality teaching and learning for all students in all grades.

To support efforts to mitigate learning loss, a full-time reading interventionist was hired to provide services to students within the general education population who were performing significantly below grade level in reading.

Curriculum: ECA provides instruction based on the Common Core State Standards, using the HMH Into Reading, Into Math, Into Social Studies, and Into Science programs for students in kindergarten through grade 3. The HMH Into Reading curriculum is based on research in the essential elements of literacy with scaffolds for multilingual learners and a Spanish-English biliteracy solution. With HMH Into Math, students build productive perseverance in problem solving and apply knowledge to higher-level mathematics and beyond. HMH Into Science is an NGSS science curriculum that provides a coherent, phenomenon-driven storyline; delivers three-dimensional learning; and incorporates the claims, evidence, and reasoning model. HMH Into Social Studies is designed to foster participatory citizens and future leaders.

Students in prekindergarten are provided instruction using the Every Child Ready instructional model published by AppleTree Institute. The Every Child Ready instructional model is rooted in seven guiding principles. These guiding principles establish a foundation for development, implementation, and decision making that values the knowledge, needs, and experiences of children, families, teachers, and leaders.

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. In addition, all teachers use the research-based Second Step curriculum, which provides teachers with a holistic approach to building supportive communities for every child through social-emotional learning.

Additionally, ECA utilized the services of a full-time counselor provided by MBI Health, who provided social/emotional and behavioral support to referred students.

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 using the HMH Into Reading program. The block includes a whole group mini-lesson, followed by daily teacher-directed small-group 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" as measured by the Measures of Academic progress assessment. 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: Students participate in whole group and small group math activities for one hour daily using the HMH Into Math program. Math instruction includes developing students' conceptual understanding and procedural skills, encouraging perseverance and practice in grappling with problems, and integrating technology to support learning.

Science: Following the Next Generation Science Standards, ECA students in all grade levels study life sciences, earth and space sciences, physical sciences, and engineering, technology, and application of sciences through implementation of the HMH Into Science curriculum.

Social Studies: Becoming a good citizen extends from the home and neighborhood to the classroom, where students connect with their community, their country, and beyond. They begin to understand what it means to be a contributing member of society. HMH Into Social Studies includes vibrant magazines and hands-on activities that transform classrooms into a world stage. Through an

engaging, flexible curriculum that marries nonfiction content with literacy goals, students develop the strong contextual foundations they need to build knowledge and find their place in the world.

Health and Fitness: Health promotion and wellness at ECA is based on DC standards and in accordance with the Healthy Schools Act. A full-time health and physical education teacher provides weekly classes for all grade levels with targeted focused on building physical fitness and a healthy lifestyle.

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 and growing themselves. In the 2021-2022 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 two-week period of teacher training, followed by weekly Professional Learning Community meetings for all teachers. During the school year, key staff persons received external training through OSSE, the PCSB, HMH Publishers, the DC Charter Alliance, and AppleTree Institute for Education Innovation.

## **2. School Program – Parent Involvement**

Because of the pandemic, all parent meetings and events were virtual during the 2021-2022 school year. Some of the activities traditionally planned to promote parent involvement had to be canceled. However, many events were redesigned to be held virtually. ECA continues to prioritize building strong relationships and a sense of community among our students, their families, and our faculty and staff. The minimum participation expected of all parents is attendance at the parent-teacher conferences held quarterly and scheduled individually.

ECA believes that all stakeholders bring valuable contributions. The Parent Engagement Committee (PEC) provides all parents with a venue in which to meet, share concerns and recommendations, and learn more about the Schoolwide Plan. The PEC meets quarterly via webinar and is open to all parents.

Additionally, virtual parent gatherings were held, including:

**Virtual Back to School Night:** Teachers introduced themselves and outlined the objectives and skills students would be learning for the school year.

**Virtual 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: ECA posted monthly video recordings made by the principal on YouTube with updates about ECA events and important parent information, to ensure that families had the latest ECA news 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.

## **II. School Performance**

### **A. Performance and Progress**

#### **1. THE EXTENT TO WHICH THE SCHOOL IS MEETING ITS MISSION, DETAILING PROGRAMS AND/OR METHODOLOGIES THROUGH WHICH THE SCHOOL PURSUES ITS MISSION.**

During the 2021-2022 school year, Early Childhood Academy Public Charter School's focus was on rebuilding the foundations in reading and math that many students lost during the pandemic and subsequent shutdown of in person learning. Through the use of the Every Child Ready instructional program and the Classroom Assessment Scoring System for prekindergarten, and the HMH "Into" series for kgn – grade 3, students began to demonstrate increased growth.

Tier 2 support for struggling learners is implemented through the Response to Intervention model, providing Tier 2 students with an additional 15-20 minutes of individualized or small group intervention in ELA and/or math in the classroom each morning. 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, served our 37 students with disabilities in a push-in, pull-out, or full-time model, based on the student's IEP. 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 in the case of the need for virtual learning, ECA continued to ensure students' access to technology by providing a Chromebook for each kindergarten - third grade student, an iPad for each prekindergarten student, and hotspots for families without internet access.

#### **2. DESCRIBE THE EXTENT TO WHICH THE SCHOOL IS MEETING ITS GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS DETAILED IN ITS CHARTER.**

Early Childhood Academy utilizes the DC PCSB's Performance Management Framework (PMF) for its assessments during a normal academic school year; however, for the 21-22 school year, the DCPCSB did not produce PMF scores. 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 2022 NWEA MAP math data for kindergarten through grade 3
- Spring 2022 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**

ECA completed its reaccreditation review and was again recommended for accreditation by the review team for the Middle States Association of Colleges and Schools.

The Joyful Market sponsored by Martha’s Table provided free fresh fruits, vegetables, and protein items to all ECA parents through monthly drop offs.

Operation Warm provided a selection of warm winter jackets for every student. Each child was permitted to select a coat of their choice.

ECA maintained a partnership with MBI Health Services, who provided in-school, individualized and group counseling for students referred because of social/emotional or behavioral challenges.

ECA provided inhouse Hearing and Vision screening intervention administered by our COVID19: PCR grant funded nurse.

Our Girls on the Run team, made of 3rd grade girls that learn social, emotional, physical, and behavioral skills to successfully navigate life experiences received a running shoes scholarship. The program’s intentional curriculum places an emphasis on developing competence, confidence, connection, character, caring, and contribution in young girls through lessons that incorporate running and other physical activities.

ECA invested in social media outreach. Over 995 parents, families and organizations interacted with the school via Facebook, Twitter, and Instagram social media platforms.

Hosted forty-five grandparents of our students to a Grandparent’s Luncheon at ECA.

## 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.

### OVER \$500

- Scholarships for Opportunity and Results (SOAR) Grant, OSSE –
- NCLB Entitlement Grants
- Mayor's Public Charter School Reopening Grant
- National School Lunch Program Grant
- Medicaid Grant
- E-Rate Grant
- USDA Donated Commodities
- Healthy Schools Act Grant
- American Rescue Plan, 2021 (ARP)

2021-2022 DONATIONS Cont.

- Eric & Donna Dezenhall, Kumea Shorter-Gooden, Patrick Akers, Pat Hall-Jaynes, Dennis Sawyers, and Paulette Moore Lee.

COMMUNITY PARTNERS

- Box Tops for Education
- DC Metropolitan Police Department
- Girls on the Run
- Mount Calvary Holy Evangelistic Church
- Pizza Hut, Book It Reading Program
- MBI Health Services
- Barracks Row
- Cap Hill Community Facebook Group
- DC Special Education CoOp
- Operation Warm
- Martha's Table
- Trinity University

School Year (SY) 2021-22 DATA REPORT

Source	Data Point
PCSB	LEA Name: Early Childhood Academy PCS
PCSB	Campus Name: Early Childhood Academy PCS
PCSB	Grades served: PK3 – 3rd
PCSB	Overall Audited Enrollment: 231

**Enrollment by grade level according to OSSE’s Audited Enrollment Report**

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	32	37	45	36	41	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	<p><b>Total number of instructional days: 181</b>                      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.</p>
PCSB	<p><b>Suspension Rate: 0.40%</b></p>
PCSB	<p><b>Expulsion Rate: 0.00%</b></p>
PCSB	<p><b>Instructional Time Lost to Out-of-School Suspensions: 0.02%</b></p>
PCSB	<p><b>In-Seat Attendance: 83.40%*</b></p>
PCSB	<p><b>Average Daily Attendance: 188</b>                      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;</p>

	(2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals:</b> 5.60% (13 student)*
PCSB	<b>Midyear Entries:</b> 0.0% (0 students)*
PCSB	<b>Promotion Rate (LEA):</b> 98.10%
PCSB (SY20-21)	<b>Graduation Rate:</b> Not Applicable
School (SY20-21)	<b>College Acceptance Rate:</b> Not applicable
School (SY20-21)	<b>College Admission Test Score:</b> Not applicable

**TEACHER/ADMIN DATA POINTS**

Source	Data Point
School	<b>Teacher Attrition Rate:</b> 41.17%
School	<b>Number of Teachers:</b> 17 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	<b>Teacher Salary:</b> 1. Average: \$ 61,273 2. Range -- Minimum: \$ 52,212                      Maximum: \$79,021
School	<b>Executive Compensation:</b> Salaries (including bonuses) of the five most highly compensated individuals in the organization, if over \$100,000, for SY 2021-22.  1. \$168,496 2. \$150,488 3. \$131,713 4. \$115,081 5. \$113,981

## STAFF ROSTER 2021-2022

### STAFF ROSTER – Teaching Team

Last Name	First Name	Job Title	Degree	Last Name	First Name	Job Title	Degree
Battle	Gerard	ART TEACHER	BA	Bullock	Courtney	PREK4 Associate Teacher	HS
Batts	Skylar	PREK3 TEACHER	BA	Campbell	Khalil	Special Ed Associate Teacher	HS
Bauman	Marlene	3RD GRADE TEACHER	BA	Davis	Cheryl	Kindergarten Associate Teacher	AA
Davis	Xenia	PREK3 TEACHER	BA	Gordon	David	1ST GRADE Associate Teacher	HS+
Hairston	Makazsa	SPED TEACHER	BA	Heard	Ashley	Special Ed Associate Teacher	HS
Hunter	Andrea	PREK4 TEACHER	BA	Mayfield	Dannielle	PREK3 Associate Teacher	HS+ Praxis
Iodjinou	Abla	2ND GRADE TEACHER	BS	Morris	Shellia	2nd GRADE Associate Teacher	HS+
Mann	Airiona	PREK4 TEACHER	BA	Nix	David	PREK4 Associate Teacher	HS
Neal	Antoinette	1ST GRADE TEACHER	BS	Reid	Sylvia	Special Ed Associate Teacher	BA
Nixon	Tara	KINDERGARTEN TEACHER	M.Ed. + Praxis	Robinson	Tyreese	2nd GRADE Associate Teacher	HS+
Patrick	India	SPED TEACHER	MS+ Praxis	Sawyers	Jasmine	3rd GRADE Associate Teacher	HS
Prince	Dominique	3RD GRADE TEACHER	BS	Seabrooks	Aryn	Kindergarten Associate Teacher	HS
Robinson	Stacia	KINDERGARTEN TEACHER	MAT	Thomas	Donna	1ST GRADE Associate Teacher	HS+
Settlemyre	Emma	2ND GRADE TEACHER	BS	Turner	Eliza	3rd GRADE Associate Teacher	HS+
Summers	Ahn'aste	SPED TEACHER	BA	Wofford	Iyanna	PREK3 Associate Teacher	HS+
Sutton	Mary	1ST GRADE TEACHER	MS				
Trasada	Kampira	PHYSICAL EDUCATION TEACHER	BS/Heads Up Concussion Certified				

### STAFF ROSTER – Administration & Support Team

Last Name	First Name	Job Title	Degree	Last Name	First Name	Job Title	Degree
Ardagh	Megan	Counselor Consultant	Bachelors	Maxwell	Sharon	Operations Manager	HS+
Anderson	Charles	Custodian	HS	Menjivar	Yesenia	Program Administrator	BA
Butcher	Eric	Custodian	HS	Musa	Ikmatu	Staff Accountant	BBA
Crawley	Cynthia	Food Service Staff	HS	Parker	Francesca	Administrative Assistant	M.Ed.+
Davis	Rasheda	Financial & HR Specialist	BA	Peterson-Prince	Kathy	Data & Assessment Manager	HS+
Doye	Aiyana	Prekindergarten Instructional Coach	M.Ed	Robinson-Foster	Debra	Chief Financial Officer	CPA/MS
Edwards	Wendy	Executive Director	M.Ed.	Rodgers	Dominique	Payroll Accountant	AA
Edwards	La'Kea	Reading Interventionist	MS	Seabrooks	Anreace	Receptionist	HS
Faulcon	Pamela	Principal	M.Ed./MS	Shannon	Jasmine	Social Media & Marketing Manager	BA
Foster	Drue	Health and Safety Administrator	MPA	Tibere	Jeff	IT Manager	BS
Ingraham	Thann	Deputy Executive Director	MA/MS	Torrence	Nataya	Food Service Staff	HS
Johnson	Amia	Instructional Coach	MAT	Tucker	Nekesha	Senior Accountant	MBA/MS
Johnson	Tiffany	SpEd Coordinator	MS	Tupa	Ennio	IT Consultant	MS
Johnson	Lashell	Food Service Staff	HS	Wiggins	Cortney	Family Support Coordinator	HS+

APPENDIX B: BOARD ROSTER

**2021 – 2022 Board of Trustees**

Dennis Sawyers, President – Non-DC Resident

David A. DeSchryver, Secretary - DC Resident

Eric Bellamy, Treasurer – Non-DC Resident

Arleta Fleet, Trustee– DC Resident

Deborah A. Hall, Trustee– Non-DC Resident

Gerald D. Jaynes, Trustee– Non-DC Resident

James C. Williams, Trustee– DC Resident

Pat Hall Jaynes, Trustee– Non-DC Resident

Patrick Akers, Trustee– DC Resident

Chanielle Lancaster, Parent Representative – DC Resident

Kevin Speed, Parent Representative – DC Resident

Renesha Alphonso, Trustee – Non-DC Resident

DaNa Carlis, Trustee – DC Resident

## APPENDIX C: UNAUDITED YEAR-END FINANCIAL STATEMENT

## Unaudited Statement of Financial Position

## ACCRUAL BASIS

	<u>Jun 30, 22</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
Checking/Savings	7,848,203
Accounts Receivable	
1100 · Grants receivable	739,354
1120 · Accounts receivable	93,260
<b>Total Accounts Receivable</b>	<u>832,614</u>
<b>Total Other Current Assets</b>	<u>117,189</u>
<b>Total Current Assets</b>	8,798,006
<b>Fixed Assets</b>	
1405 · Furniture & Fixtures	140,906
1415 · Musical Equipment	33,104
1420 · Computer Equipment	464,205
1425 · Software	11,507
1450 · Equipment & Other Fixed Assets	124,209
1480 · Accumulated Depreciation	-1,618,669
1620 · Land	1,642,489
1630 · Building	15,226,232
1635 · Building Improvements	18,267
<b>Total Fixed Assets</b>	<u>16,042,250</u>
<b>Other Assets</b>	
1700 · Loan Acquisition Fees	277,414
<b>Total Other Assets</b>	<u>277,414</u>
<b>TOTAL ASSETS</b>	<u><u>25,117,670</u></u>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
Accounts Payable	
2000 · Accounts Payable	73,210
<b>Total Accounts Payable</b>	<u>73,210</u>
Other Current Liabilities	277,634
<b>Total Current Liabilities</b>	350,844
<b>Long Term Liabilities</b>	
2600 · Facility Note Payable-	17,419,839
<b>Total Long Term Liabilities</b>	<u>17,419,839</u>
<b>Total Liabilities</b>	17,770,683
<b>Equity</b>	
3900 · Retained Earnings	7,246,263
Net Income	100,723
<b>Total Equity</b>	<u>7,346,986</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><u>25,117,669</u></u>



## Unaudited Statement of Activities

## ACCRUAL BASIS

	<u>Jul '21 - Jun 22</u>
<b>Income</b>	
<b>4000 - Per Pupil Funding</b>	
4001 - Per Pupil General Ed	3,488,002
4002 - Per Pupil SPED	728,451
4004 - Per pupil Facilities Allowance	787,248
4005 - Per Pupil At Risk Income	<u>489,846</u>
<b>Total 4000 - Per Pupil Funding</b>	5,493,547
4200 - Grants	1,889,595
4310 - Student Co-pays	52,989
4400 - Contributions	2,085
4700 - Fundraiser Income	5,748
4800 - Other Income	13,466
4920 - Interest Income	<u>11,537</u>
<b>Total Income</b>	<u>7,468,967</u>
<b>Gross Profit</b>	7,468,967
<b>Expense</b>	
1. Salaries Expense	3,845,962
2. Fringe Benefits	810,080
3. Contracted Staff	6,000
4. Staff Training & Development	42,194
5. Direct Student Costs	
5100 - Textbooks, Subscriptions	73,116
5105 - Students Supplies and Materials	18,314
5115 - Computers and Materials	22,892
5120 - Other Instructional Equipment	595
5125 - Classroom Furnishing & Supplies	48,333
5130 - Student Assessment Materials	9,481
5135 - Contracted Student Services	328,183
5140 - Other Student Costs	
5150 - Student Transportation & Travel	3,206
5155 - Student Events	10,733
5160 - Equipment Rental & Maintenance	656
5140 - Other Student Costs - Other	<u>52</u>
<b>Total 5140 - Other Student Costs</b>	14,647
6215 - Food Service	<u>212,305</u>

<b>Total 5. Direct Student Costs</b>	727,865
<b>Total 6. Occupancy Expenses</b>	307,021
<b>7. Office Expenses</b>	
<b>6100 - Office Supplies and Materials</b>	
6102 - Kitchen	277
6100 - Office Supplies and Materials - Other	6,844
<b>Total 6100 - Office Supplies and Materials</b>	7,121
6105 - Office Furnishings	4,895
6110 - Office Equipment and Rental	4,041
6115 - Telephone	8,760
6122 - Consulting	18,934
6123 - Payroll Service Fees	50,402
6125 - Printing and Copying	18,179
6130 - Postage and Shipping	616
6135 - Advertising & Recruiting	8,278
6140 - Retirement & Flex Fees	5,798
6240 - Bank Service & Wire Charges	2,069
6270 - Business Licenses & Fees	430
6950 - Misc expenses	0
<b>Total 7. Office Expenses</b>	129,523
<b>8. General Expenses</b>	
6121 - Legal & Accounting	37,616
6200 - Corporate Insurance	37,607
6210 - Transportation & Travel-Admin	1,874
6220 - Administrative Fee	68,280
6230 - Other General Expense	500
6235 - Meeting Expenses	1,849
6250 - Marketing and Promotion	311
6260 - Dues & Subscription	32,197
6410 - Depreciation & Amortization	214,052
6450 - Contributions	1,550
<b>Total 8. General Expenses</b>	395,835
<b>Total 9. Other Expenses</b>	711,671
5360 - Depreciation Expense-Building	381,093
6480 - Loan Fees and Expenses	11,000
<b>Total Expense</b>	7,368,243
<b>Net Income</b>	<b>100,723</b>

**APPENDIX D: APPROVED 2022-23 BUDGET**

<p style="text-align: center;"><b>Early Childhood Academy PCS</b></p>	<p style="text-align: center;"><b>Annual Fiscal Year 2023</b></p>
General Education, DC Funding Allocation	\$3,446,440
Categorical Enhancements, DC Funding Allocation	\$1,314,269
Facilities Allowance, DC Funding Allocation	\$843,120
Federal Entitlements and Other Federal Funds	\$2,447,737
State and Local Government Contributions and Grants	\$273,000
Private Contributions, Donations, and Grants	\$25,000
Other Income	\$33,200
<b>Operating Revenues</b>	<b>\$8,382,766</b>
Instructional Staff	\$2,071,381
Student Supports Staff	\$1,009,114
School Administrators	\$990,341
<b>Education Personnel Salaries and Benefits Subtotal</b>	<b>\$4,070,836</b>
Business/Operations Salaries and Benefits	\$210,095
Administrative/Other Staff Salaries and Benefits	\$479,812
<b>Personnel Salaries and Benefits Subtotal</b>	<b>\$4,760,743</b>
Instructional Supports	\$123,834
Educational Materials	\$151,365
Food Service	\$296,967
<b>Direct Student Expenses Subtotal</b>	<b>\$572,166</b>
Rent Expense	-
Depreciation, Owned Facilities	\$468,000
Amortization, Leased Facilities	-
Interest Expense, Owned Facilities	\$1,268,508
Interest Expense, Leased Facilities	-
Other Occupancy Expenses, Owned Facilities	\$366,460
Other Occupancy Expenses, Leased Facilities	-
<b>Occupancy Expenses Subtotal, Owned Facilities</b>	<b>\$2,102,968</b>
<b>Occupancy Expenses Subtotal, Leased Facilities</b>	<b>-</b>
<b>Occupancy Expenses Subtotal</b>	<b>\$2,102,968</b>
Depreciation and Amortization, Non-Facilities	\$127,644

Interest Expense, Non-Facilities	-
Management Organization Fee	-
Other General Expenses	\$282,281
<b>General Expenses Subtotal</b>	<b>\$409,925</b>
<b>Operating Expenses</b>	<b>\$7,845,802</b>
<b>Operating Income (Loss)</b>	<b>\$536,964</b>
<b>Change in Net Assets</b>	<b>\$536,964</b>
<b>Net Assets</b>	<b>\$536,964</b>
Enrollment	240
<b>Per Pupil Education Personnel Salaries and Benefits</b>	<b>16,962</b>
<b>Per Pupil Facilities Allowance</b>	<b>3,513</b>
<b>Per Pupil Occupancy Expenses</b>	<b>8,762</b>
Average Usable Square Footage, Owned Facilities	38,000
Average Usable Square Footage, Leased Facilities	-
<b>Average Usable Square Footage, Combined Facilities</b>	<b>38,000</b>
<b>Average Usable Square Footage per Student</b>	<b>158</b>
<b>Occupancy Expenses per Average Usable Square Foot, Owned Facilities</b>	<b>\$55</b>
<b>Occupancy Expenses per Average Usable Square Foot, Leased Facilities</b>	<b>-</b>
<b>Occupancy Expenses per Average Usable Square Foot, Combined Facilities</b>	<b>\$55</b>
<b>Occupancy Expenses as % of Facilities Allowance</b>	<b>249%</b>
<b>Change in Net Assets Margin</b>	<b>6%</b>
<b>Cash Flow from Operations Margin</b>	<b>-</b>
<b>Days of Cash on Hand</b>	<b>0 days</b>
<b>Personnel Salaries and Benefits as % of Operating Expenses</b>	<b>61%</b>
<b>Direct Student Expenses as % of Operating Expenses</b>	<b>7%</b>
<b>Occupancy Expenses as % of Operating Expenses</b>	<b>27%</b>
<b>General Expenses as % of Operating Expenses</b>	<b>72%</b>
<b>Primary Reserve Ratio</b>	<b>0.1</b>