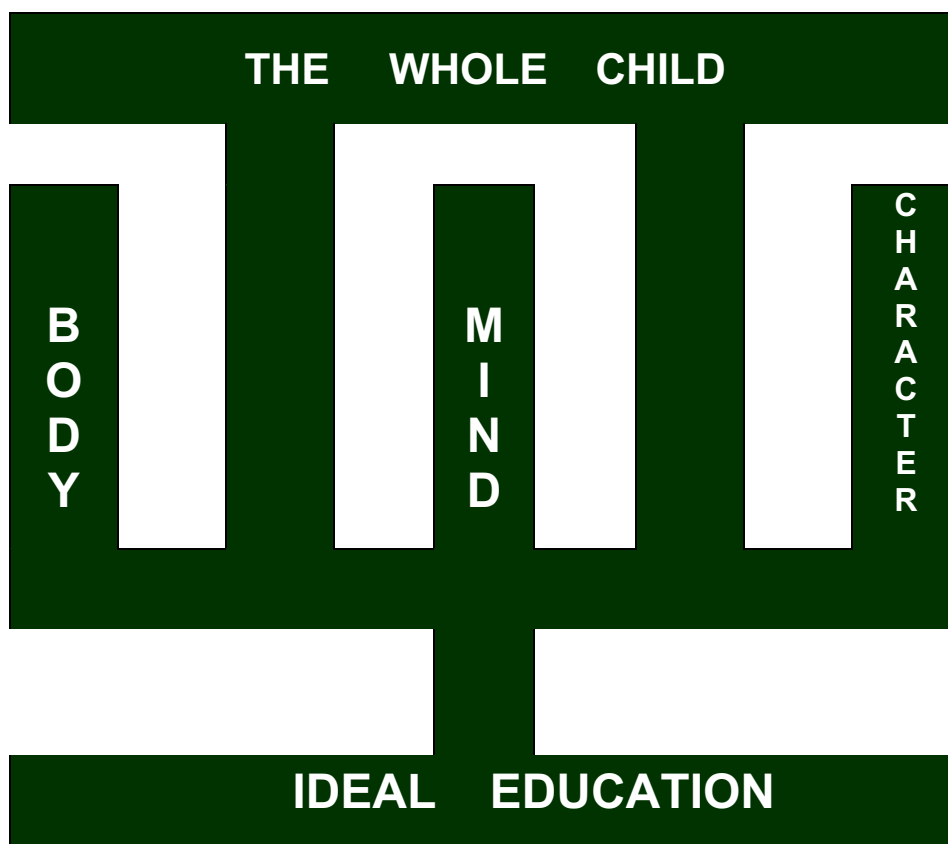


"Together We Make Difference"

Annual Report 2017 - 2018



HWEHWEMUDUA (Searching Rod or Measuring Rod)

This is a symbol of excellence, perfection, knowledge and superior quality.

Respectfully submitted on behalf of the Board of Trustees

by

Percy Wilson

Chairperson

September 1, 2018

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I. School Description

A. Mission Statement

The mission of the Ideal Academy Public Charter –School (IAPCS) is to empower all students to excel in academics, body, and character, enabling them to become competent and contributing global citizens.

At Ideal Academy Public Charter School, we believe:

- As our students are the future and our most important resource, a well educated citizenry is essential for maintaining our democracy and ensuring a competitive position in a global environment. Life-long learning is essential for success in a changing society.
- Well-structured education and learning nurture cognitive development, social, emotional, physical and creative growth.
- With highly qualified teachers and staff committed to excellence, our students have the potential to learn rigorous content and achieve high standards given appropriate time, instruction and access to resources.
- Each and every person has intrinsic worth and must be treated with respect and dignity. Our understanding and appreciation of diversity and multiculturalism are necessary for living in today's society.
- We also believe that the responsibility for education is an active partnership between our school, governing board, students, their families, government and the community at large.
- All children have the right to live, learn and grow in a safe environment.

B. School Program

1. Summary of Curriculum Design and Instructional Approach

IAPCS curriculum consists of the D.C. Public Schools Scope and Sequence, the Common Core State Standards Deconstructed for Classroom Impact. IAPCS uses research-based instructional

strategies such as those studied by Dr. Robert J. Marzano, whose practical translation of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators.

IAPCS serves grades Pre-K 3 through 8. Within these grade levels we address the needs of students with special needs, gifted and talented students, English Language Learners (ELLs), and economically disadvantaged students. To address our students' needs IAPCS uses differentiated instruction. In differentiated instruction students are placed at the center of teaching and learning. Kathy Bigio, a renowned educator and teacher advisor, defines differentiation as "the right of each pupil to be taught in a way specifically tailored to their individual learning needs. Each learner comes to school with a different set of learning needs, for example, differing educational, personal, and communal contexts and varying degrees of academic skill development, differentiated instruction advocates that the educator proactively plans a variety of instructional methods as to best facilitate effective learning experiences which are cited to the various learning needs of the students."

IAPCS provides small classroom environment, with low student-teacher ratios. Students may receive routinely individual or small group instruction designed to empower them to achieve at their maximum capacity and at their own speed throughout the school year.

At Ideal, fine arts are used as a powerful tool to help build positive self-esteem and strong communication skills in students. Students come to IAPCS with histories of academic failure and poor self-images. Too many of them have been told too many times that they cannot or do not do what is expected of them academically. Students need to experience success in their educational journey so that they will know how it feels to be successful in the future. Involvement in the arts gives them a platform on which they can express their creativity which offers personal satisfaction and motivation.

When students are involved in the arts often they become more closely attuned to their inner feelings and more capable of expressing their emotions. Furthermore, students who are involved in the fine arts have the opportunity to appreciate various cultures; they learn how to work together as a team for the common goal of creating a product which reflects the talent and creativity of everyone who contributes to the work; and they have an impact on the lives of each other. At Ideal, the fine arts are used to enhance other subject matter, to teach positive values, and to encourage students to think, explore and express themselves effectively.

2. Parent Involvement Efforts

It benefits the whole school community when our parents work with us on common goals and interests that support student learning. IAPCS sponsors a parent retreat through which topics of interest to parents, retrieved from Parent/Guardian surveys, are discussed. Parent workshops in Literacy and Mathematics are also held twice a year to help parents in supporting their child's learning. Assistance in supporting their child's learning is also offered through parent-teacher

conferences which are scheduled three times throughout the year, and through regular phone and electronic communications made by teachers.

IAPCS featured its Annual Mother/Daughter Tea and Father/Son Breakfast events. These events continue to be successful in bringing together our school family for the purpose of getting to know each other. Parents are encouraged to become members of the Parent-Teacher Organization (PTO) which meets to support the school through the sponsorship of school events and fundraising. Events sponsored during this year included the Annual Thanksgiving Dinner, Popcorn Sales and the annual Picture Day. Through fundraising, the PTO also has raised money to purchase supplies for the classrooms.



All parents of students who matriculate through IAPCS are required to initial and sign a Parent Commitment agreement (signing the Parent Commitment agreement is part of the enrollment process). This agreement covers (I) Areas of Practicality (II) Health and Safety (III) Parent Relationships with Classroom Teachers, Administration and Staff (IV) Home Environment and Providing Academic Support for the Child (V) Other Areas.

I. Areas of practicality include but are not limited to the following:

- Getting the student to school on time.
- Making sure the student is picked up from school on time.
- Ensuring the student comes to school daily rested and alert.
- Making sure the student does not bring items that will distract them from learning.

II. Areas of health and safety include but are not limited to the following:

- Keeping the student at home when he/she contracts a contagious disease (measles, chicken pox, ring worm, etc.).
- Bringing a doctor's note to school when the student returns from an illness.
- Giving permission to the school to make necessary arrangements for the student in case of a medical or other emergency which takes place at school.

III. Areas pertaining to parent relationships with teachers and the administration the school include about are not limited to the following:

- Responding to regular communications with the teacher.

- Attending teacher conferences.
- Attending conferences with the school administration.
- Attending all IEP meetings when their presence is required.

IV. Areas related to home environment and supporting academic pursuits of the school include but are not limited to the following:

- Providing a home environment which is conducive to learning, and having high expectations for student performance.
- Attending parent workshops or training sessions designed to assist them in creating a supportive atmosphere and in developing strategies to assist their children in growing academically, socially and physically.
- Assisting the student with his/her homework and initialing homework assignments to acknowledge that they are completed.

V. Other areas include but not limited to the following:

- Signing a commitment to volunteer ten (10) hours of service to the school per academic year.
- Giving permission for the student to go on field trips.
- Giving permission to IAPCS to use pictures of their child for publicity purposes.
- Participating in the Ideal PTO.

II. School Performance

A. Performance and Progress

1. Meeting our Mission

IAPCS will help its students reach their highest academic potential and demonstrate measurable progress through the use of the Common Core State Standards, research-based instructional strategies and summative and formative assessments. The Common Core State Standards have been incorporated into IAPCS Curriculum in order to prepare our students for college and careers of their choice. Common Core State Standards have been developed to help ensure that:

- students are prepared for success in college/career;
- clear and consistent expectations for students and teachers are set; and
- high goals are set for all students.

Language arts and mathematics teachers have augmented our curriculum by including the Common Core State Standards. IAPCS's curriculum, developed by administrators and teachers, focuses on instruction that addresses student needs, interests and character. Teachers have been trained to deconstruct the standards to provide appropriate and relevant strategies aimed at increasing student achievement. The instructional strategies that are implemented are supported by the scientifically-based research of Robert Marzano.

The curriculum provides cross-content collaborative opportunities for teachers as they plan their lessons with the use of the Instructional Planner™, a software program system for planning, monitoring, and analyzing instruction. Instruction Planner™ makes it easier for teachers to plan and archive their units of instruction, correlate them to local and national standards, and then track what was actually taught in the classroom. Teachers use the Instructional Planner™ to:

- input how the Nguzo Saba are integrated into the curriculum;
- use summative assessments to track student progress; and
- adjust instruction as needed.

At Ideal Academy Public Charter School the overall well-being of the students is taken into consideration so that students will achieve their fullest potential. As part of our affective program students utilized positive and productive techniques to cope with challenges and stresses. Each morning from 8:45 a.m. to 9:00 a.m. the whole school participated in Quiet Time to prepare students for a day of being alert, focusing, and learning in their classes. In grades Pre-K 3 through 2 the students participated in quiet, settling activities such as coloring or drawing, looking at books or reading. In grades 3 and 4 students participated in silent reading. In grades 5 through 8 the students practice a meditation technique which is an effective tool that give the mind and body an opportunity for deep rest, releasing stress and fatigue.

Research has shown that at the same time, meditation creates high levels of coherence and orderliness in the functioning of the brain. The result is that students become more alert, focused, calm, peaceful and harmonious in their interactions with others. A natural outcome is

greater academic success. Quiet Time is a great support for teachers who have the responsibility of maintaining an environment where teaching and learning can take place. When students have a tool to manage their own stress levels, discipline issues become less. This period of silence and settling enhances greater efficiency in teaching and greater job satisfaction. At the end of the day from 3:30 p.m. to 3:45 p.m. the students with their teachers once again experience Quiet Time. The mind and body are once again given the opportunity for deep rest to release stress and fatigue and to prepare to have more energy and vitality after school and into the evening hours. Homework can become easier to do. More can be accomplished and enjoyed.

The Ideal Person Program is employed in grades Pre-K 3 through 8 to help students learn the meaning and importance of positive values and internalize them through activity. Students demonstrate care and respect for life. They learn to work with others, regardless of sex, color, or creed, to make positive contributions to the family, community, and ultimately the world. Students learn values in segments which includes families of associated characteristics. Nine families of qualities are studied. Each family is studied and exemplified for a period of one month. All nine of these families are studied and reinforced every year at the Ideal Academy. At each grade level, students study the core concept and the associated family of concepts in direct correlation with the cognitive and developmental level of growth of students. The study, therefore, ranges from simple presentations, evaluations, and awareness to more complex forms.

The nine families of qualities are linked to the Nguzo Saba (The Seven Principles) founded by Dr. Maulana Karenga in 1966. The set of principles are: Umoja (Unity); Kujichaglia (Self-Determination); Ujima (Collective Work and Responsibility); Ujamaa (Cooperative Economics); Nia (Purpose); Kuumba (Creativity) and Imani (Faith). These Seven Principles are essential standards of personal and social excellence directed toward building and sustaining moral community, and strengthening and maintaining the community's capacity to define, defend and develop its interests in the most positive and productive sense. In addition to being standards of excellence, the Nguzo Saba is also categories of priorities and categories of human possibilities. As categories of priorities, they tell us some of the most important things in our lives, identifying a key set of views, values and practices which we should, even must, put first in our personal and social life. And as categories of possibilities, the Nguzo Saba, offer us a set of principles which encourage thought and practice which help define, develop and enhance our humanity in the context of community and the world.

Students will be empowered to value the diversity that exists in the world through the Contributions approach developed by James Banks, a specialist in multicultural education. In the Contributions approach the core curriculum stays relatively intact. The teacher will insert content about ethnic heroes/heroines and specific cultural artifacts such as food, music, celebrations of various ethnic groups. This approach helps teachers to create a multicultural curriculum and provide students with experiences of notable men and women.

IAPCS utilizes Marzano's instructional strategies. Marzano's instructional strategies can be applied to all types of content, all grade levels, and all types of students. According to Marzano, "Based on a survey of thousands of comparisons between experimental and control groups, using a wide range of instructional strategies, across a variety of subject areas, we were able to identify nine categories of instructional strategies in K – 12 classrooms, proven to improve student achievement." These nine strategies are:

- Identifying similarities
- Summarizing and note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Representing knowledge
- Learning groups
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions and advanced organizers

Differentiated instruction is an instructional strategy that applies an approach to teaching and learning that gives students many options for taking in information and making sense of ideas. Differentiated instruction requires teachers to be flexible in their approach to teaching and adapt the curriculum and presentation of information to learners rather than expecting students to modify themselves to the curriculum.

Technology plays a major role in twenty-first century education. With the new model of integrating technology into the instruction, computers are accessible throughout the school day. IAPCS embraces this model through use of computer labs. In addition, each classroom is equipped with a minimum of two (2) computers for student use. The computer is used as a tool which assists in students' academic growth and development. The computers contain educational programs that provide information exercises, materials which are relative to the academic subjects that students are studying. Students on all grade levels, starting in Pre-K 3, are taught how to utilize these programs to support their learning processes.

Each classroom is also equipped with a computer station which is provided for the teacher to create and keep lesson plans; access instructional strategies and resources; acquire and produce assessments; and access and track data. In addition, computers are utilized to record both class and homework assignments given to each student, along with any attending notes deemed appropriate. Parents can remotely access their child's homework and grades via our school dashboard-GoEduStar, which is a comprehensive, easy-to-learn web-based student management solution that meets the needs of teachers, administrators, parents and students.

As a former District-LEA Charter, IAPCS has continued to follow and implement the District of Columbia Public Schools' Special Education Plan for the purpose of Part B of IDEA 2004 and Sections 504 of Rehabilitation of 1993. To the extent possible, Ideal implements the Inclusive Model for the education of students with special needs. In an inclusive school environment the staff actively promotes a commitment to embracing, celebrating, and capitalizing upon differences. As an independent charter school, however, Ideal Academy is aware that all levels of educational levels of educational environments and related services must be considered and provided.

During the school year each student with special needs shall have their Individualized Education Plan (IEP) updated. If the student does not have an IEP, it will be created. A team including the classroom teachers, related service providers, the special education coordinator, parents and even the students' caregiver, will work together to adapt the curriculum and establish the specific

services required, and as indicated in the IEP. This team may schedule meetings throughout the school year to discuss the progress of each student with special needs. It is required to call emergency meetings, as needed, to resolve any crisis situations which may arise regarding students. IEPs must be reviewed annually to comply with federal and local policies/regulations.

Special Education IEP progress reports are entered into EasyIEP at the end of each advisory. All Special Education students participate in the designated interim, and state wide assessment at their appropriate levels. Students with disabilities are expected and supported to make progress in the general education curriculum in addition to progress towards their annual IEP goals. Students will be graded based on their level of achievement and progress they have made toward meeting the curriculum standards.

Academic Support Services are available and provided for all students with special needs and are provided based on the student's IEP. These services are conducted by contracted persons and may include speech therapy, psychology counseling, self-esteem building, stress management, art, music, and drama therapy. In addition, Home Visit Plans were implemented so that staff members could initiate home visits with parents of students with special needs. During these home visits, challenges that the child is experiencing are discussed, along with a variety of options which can be employed in the home to assist in the academic and personal growth of students.

Students who give evidence of high achievement capability in areas such as intellectual, creative, artistic or leadership capacity or in specific academic field as compared to other students with similar age, experience, or environment will be identified as gifted students. After examining the results of the summative tests given in the fall, those students who score in the top five percent of the test will be considered.

Ideal teachers will use differentiated instruction within the classroom to address the needs of the gifted students. IAPCS' academic curriculum will be modified to accommodate their specific needs. This will include changing the content/ability level of the material. The progress will be measured in the core subject areas, especially Language Arts and Mathematics, by the designated benchmark test. The state-wide assessment was used to measure achievement.

Ideal is guided by the requirements of OSSE for providing instruction to English Language Learners (ELLs). The goals of the program are to:

- increase the English proficiency of limited English proficient children by providing high quality language instruction and educational programs that are based on scientifically based research. The instruction and programs should also demonstrate effectiveness in increasing English proficiency and student achievement in the core academic subjects.
- increase annually the number of students making progress in learning English (as measured by the English Proficiency assessment approved for use by OSSE).
- increase the number of ELL students attaining proficiency on the state assessment in reading/language and mathematics.

IAPCS identifies English Language Learners by reviewing their Home Language Survey which is part of the enrollment application. Students who indicate that either they, or their parent speak another language at home are interviewed and then assessed using the WIDA (World-Class Instructional

Design and Assessment): ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners). ACCESS scores are used to monitor student progress on an annual basis; establish when ELLs have attained English language proficiency according to state criteria; inform classroom instruction and assessment; and aid in programmatic decision-making. IAPCS implements the pull-out model for the education of ELLs. ELLs can place between an English Language Proficiency (ELP) level of 1 (entering) and 6 (reaching). To ensure effective communication with families who are not English speakers, all school correspondences are bilingual. Interpreters are provided on an as need basis. Translations of the ACCESS for ELLs testing information (Parent/Guardian Report and Letter) make results more accessible to students' family members. Translated reports accompany the official report in English.

In order to maximize the achievement of all students, IAPCS consistently works to provide students with high quality support programs. Students who are experiencing difficulty in reading and mathematics receive research- and standards-based academic support as needed throughout the school year to improve their scholastic level. IAPCS employs resource teachers who use the pull-out model to offer individualized and teacher-led small group differentiated instruction to struggling students.

The school offers volunteer tutoring services to assist struggling students in the areas of reading and mathematics. These services help students improve their achievement and work habits. The tutoring helps children improve achievement by building on the learning that takes place during the school day. The program provides students with a safe, nurturing environment and offers children a chance to succeed. In addition, IAPCS offers a Summer Academy in which students receive additional support.

Our school based Student Support Team (SST) provides assistance to staff as they work with students who are struggling academically. When a teacher refers a student to the SST, the team members (guidance counselors, general education teachers, administrators, other support staff, and parents) use a collaborative process to discuss the student's needs and identify academic interventions and supports that the teacher may implement to help the student achieve. The SST process is data-driven. SST members consider evidence that the teacher collects to document the concern; they also design an implementation plan that includes a monitoring and evaluation component to determine the effectiveness of the intervention.

To pursue our school's mission and offer support to our students IAPCS explored and utilized a variety of resources. One of the useful resources used was MAP, a web based assessment/diagnostic tool to measure growth and performance. It is designed to personalize assessment experiences to pinpoint specific areas that our students are ready to take.

Achieve 3000 Solutions are designed and built upon decades of scientific research into how children learn to read, including studies from the National Writing Commission, the National Reading Panel, Carol Anne Tomlinson, and more. In addition, they utilize accepted and proven benchmarks for assessment and instruction – from the Lexile Framework to the principles of the National Assessment of Education Progress. Achieve 3000 pedagogy has enabled differentiated language arts

instruction. Independent research has linked Achieve 3000 Solutions to improved student performance on high-stake tests.

2. Meeting our Goals and Academic Achievement

Goal #1: Each student will achieve his/her highest academic potential in mathematics and literacy, which would be integrated into social studies, science, foreign language and the fine arts through curriculum integration.

Performance Measurement	Target Met?	School Results
At least of Pre-Kindergarten 3 and Pre-Kindergarten 4 students will Meet and Exceed Expectation on CL-PAT.	Yes-Reading No-Mathematics	This target was met in Reading 50% of the students met their expectation in CK-PAT. While only 47.7% of the students exceeded their expectation or maintained competent/ready on CK-PAT in Mathematics.
65% of all students in grades K-8 will meet their individual comparative growth target as defined by NWEA(MAP) Benchmark Assessment	No	In the school year, 2017-2018 Ideal Academy Public Charter switched from the Discovery Education Interim Assessment in both Mathematics and Reading. the data shows that the overall Mathematics (K-8) students met or Exceeded Expectation. Only 34.4% of the student met or exceeded. As well as in Reading 52.6% did not meet or exceed expectations. Going forward for the school year 2018 -2019 Ideal Academy Public Charter implementing I-ready, an on-line instructional as an additional support for English and Mathematics, including a targeted support for English learners. Most of the individual students made gains although they did not meet the expected results.

Performance Measurement for ELL Students

All non-native English speaking students are advancing to the Bridging Proficiency levels of speaking, writing, reading and listening comprehension. As outlined in the WIDA-ACCESS for ELL the number of students at or above the expanding proficiency level is as follows:

- 80% in listening;
- 80% in speaking;
- 80% in reading; and
- 40% in writing.

Goal #2: Each student will learn to handle challenges and stresses.

Performance Measurement	Target Met?	School Results
10% decrease in the number of referrals for behavior.	No	There was a increase of 7.5% in the number of referrals for behavior.
10% decrease in the number of suspensions.	No	There was a increase of 6.5% in the number of suspensions.
10% increase in academic growth.	Not Comparable	

B. Lessons Learned and Actions Taken

IAPCS is continuing to move toward Tier 1 - our ultimate target. To achieve this status we will continue to make the following modifications:

- Continue to provide training for students in the operations of the PARCC testing software i.e. tools, enlargements, use of calculator, bookmarks.
- Continue test prep use of past PARCC exams for our students i.e. engaging post PARCC exams.
- Continue training of teachers in teaching the Common Core Standards.
- Augment our strategies for providing intensive academic support to students.
- Use the results of the teacher evaluation to retain effective teachers and dismiss ineffective teachers.
- Improve our school's culture of discipline.
- Transcendental Meditation through the Quiet Time Program will be continued for students and staff as appropriate.

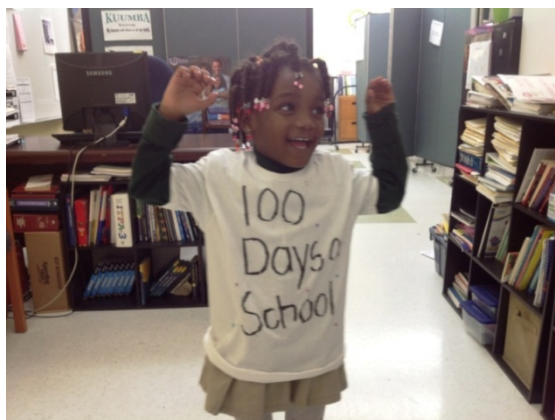
C. Unique Accomplishments

Five Senses Exploration

Pre-K 4 classes explored their five senses. The culmination of the Unit was followed up by a trip to pumpkin farm during their annual Pumpkin Festival. The sights, sounds, smells, tastes, and feelings of the farm gave rise to a new awareness of the five senses that the children were to explore first hand. The children spent the day climbing through hay mazes, milking a cow, taking a hay ride through Pumpkin Land, tasting apples, apple cider and kettle corn, observing animals in their natural habitat, and finally picking out a special pumpkin to bring home.

100th Day Celebration

During the month of February the Pre-Kindergarten classes celebrated Black History Month and the 100th Day of School. There were daily discussions about important Black History facts. The children were exposed to various non-fictional books about famous Black historians. The Pre-K 3 classes dressed up as elderly citizens for their 100 years old. The Pre-K 4 classes made various graphs counting by 1's and 10's to 100 with mixed media.



Dr. Seuss' Birthday

The Pre-Kindergarten classes celebrated Dr. Seuss's birthday. The Pre-K 3 students made hats like "The Cat in the Hat" and wore them around school to remind the other students of the special day. Children were treated to several of the works of Dr. Seuss throughout the week to enhance the concept of rhyming words.

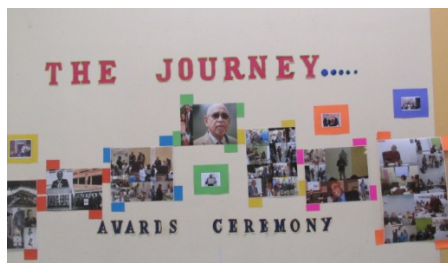


Earth Day

The Pre-Kindergarten classes discussed ways in which we could help keep our planet clean. We decided to work around our school on Earth to clean up the parking lots and our playground. The children were armed with gloves and trash bags picking up debris around the school. The afternoon session was all about how to beautify our surroundings. We planted flowers and bulbs in containers on our back patio. The children had been studying about the Life Cycle of a Plant. We planted various vegetable and flower seeds in different mediums. The children would later observe the germination process in water, cotton, paper, and or soil and record their findings. Their plants would be taken home to transplant and grown into a mature plant.

Year-round Awards Celebrations

All classes participated in advisory and an end-of-the-year celebration. The children recited the Ideal Power Statement and sang several songs. Certificates were presented to the children by their teachers for their accomplishments throughout the school year. Many parents and family members attended this program to witness the recognition of their children's achievements.



The principal was honored for his outstanding years of educational dedication during an awards ceremony.



Middle School Honor Roll student



Open House

At the February 2018 Open House, prospective parents obtain information on enrolling their children through the My School DC process.



Parents discuss progress with Kindergarten Teacher.

Related Services



Throughout the school year, students with special needs received Speech & Language Therapy, Behavioral Support, Occupational and Physical Therapy services as required by their Individualized Education Programs (IEPs).

Professional Development

Ideal staff members get pointers on strict discipline policy changes during Staff Development Day.



Baba Epps, Technology Coordinator, Baba Malik, Data Manager and Mama Toni, Special Education Coordinator attend OSSE workshop sponsored by OSSE at Gallaudet University's Kellogg Center in May 2018.

Teachers review data for improved instruction during Professional Development session





Special Education staff participate a Transition Workshop with trainer from the state office.

Thanksgiving Feast 2017



At Thanksgiving, the administration and staff promote strong feelings of being grateful for our families, our school and our many blessings.



Guests were served great food and wonderful entertainment.



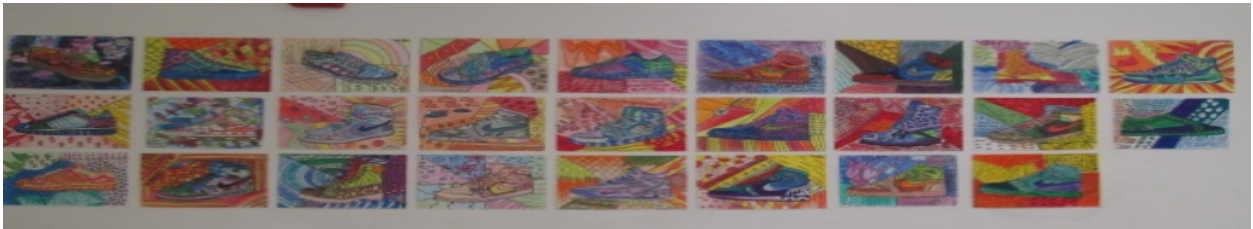
Strong families are our strength.





Families and community guests turn out in huge numbers to celebrate the season and to give thanks during the Annual Thanksgiving Feast.

Artwork at Ideal Academy



Mama Smith instructed students on techniques to produce works of art worthy of displaying.



Afternoon Supper



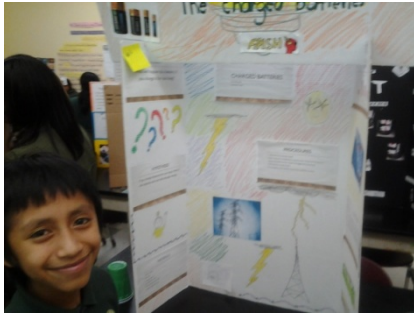
Students received an afternoon meal, through a grant, to have a healthy meal at the end of the school day. The pre-schoolers really enjoyed it!

Ice Cream Social

One of the activities to celebrate student progress during the school year was the ice cream social.



Science Class & Fair Projects



Science Fair Projects



Middle School students dissect frogs

Resource Room



During the 2017-2018 School Year we had a full-time Mathematics Resource teacher and she provided mathematics assistance for students who were struggling with their mathematics proficiency. The resource teacher also provided assistance for students who were proficient in order to move those students to the advanced category.

Quiet Time Activities



Ideal Quiet Time Ambassador Program

At Ideal Academy Public Charter School, Quiet Time is one of our foundational programs that support the Mission statement of our school. The Mission states that: "At Ideal Academy Public Charter School we empower all students to excel in academics, body, and character enabling them to become competent and contributing global citizens." We begin and end the day with Quiet Time to prepare students to maximize their progress and success in the learning environment. In grades 5 through 8 the students practice the Transcendental Meditation technique which has been scientifically validated to develop the brain allowing the mind to be focused and alert. During TM the body also becomes calm and relaxed. This promotes students being calm and relaxed in the classroom. The Quiet Time program minimizes stress and increases productivity for both teachers and students in our educational setting.

At the end of every advisory we celebrate student success in both Quiet Time and citizenship. Those students who receive an "A" or "B" in both Quiet Time and citizenship receive the Quiet Time Ambassador Award. This award is presented to them at a Middle School assembly. Those students who receive this award are eligible to go on a special fieldtrip to further celebrate their success. Again, this school year the trips included the students' favorites: Roller Skating, Sky Zone, Dave and Busters and Six Flags. These awards and trips are an incentive for students to do their best. It increases their self-esteem and good behavior, helping them to become competent and contributing global citizens. Each year guests travel to Ideal Academy to learn of the program from Quiet Time Ambassadors.

This spring Rena Boone, Ideal Academy's Quiet Time Director and Principal, Dr. Rutherford presented the positive effects of Transcendental Meditation on middle schoolers as guest panelists at American University. The panel of esteemed experts in related fields was assembled and sponsored by the David Lynch Foundation.

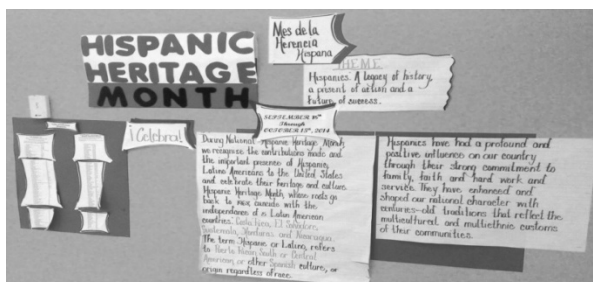
Black History Program



This February as in years past, Ideal Academy students and staff members paid special honor to a living legend, a Tuskegee Airman. In addition, this year's program focused on highlighting current and past unsung heroes for their contributions to uplifting people of color. Students performed and recited poems. Projects during this month were designed to display the students' understanding of the importance of the accomplishments of African Americans in all career areas.

Middle School Black History Program

IDEAL ACADEMY PUBLIC CHARTER SCHOOL 1515 North Capitol Street, NE • Washington, DC 20011 • Phone 202-725-6664 or 202-725-6677 "TOGETHER WE MAKE A DIFFERENCE"	
Arts in Our History Celebration Wednesday, February 28, 2018	
Music Processional	Shilhem Bates
Welcoming	6th Grade
Lift Every Voice and Sing	Markel Robinson
Introducing Langston Hughes	Aniyah Davis
I Too by Langston Hughes	Baba H
Introducing Michael Jackson	Relijah Lovett
Smooth Criminal by Michael Jackson	Jasmine McCain
Introducing Maya Angelou	Jalaya Harris and Alexa Cruz
Phenomenal Woman by Maya Angelou	Angelo Holloway, Ismini Watson, Emani Robinson, Chloe Smith, Ranyiah Patterson, Aniyah Davis and Brianna Fikewerme
Just My Imagination by Temptation	Janiyah Kease
Introducing Ntozake Shange	Destiny Mumble, Janiyah Kease and Ciara Robinson
For Colored Girls Choro-poem	Jayden Credit
Brenda's Got A Baby by Tupac	Anthony Flores
Root It by Michael Jackson	



Hispanic Heritage

Ideal Academy celebrates diversity and honors the accomplishments of Hispanic Americans in the Arts and Sciences during 2018.

International Day



As in previous years, Ideal preschoolers proudly display costumes and artifacts that honor diverse cultures and nationalities.

Student Helping Students



The Middle School students and Third Grade students read to each other for enrichment and enjoyment.

Spirit Days



One of the monthly "theme" days allows students to sport their favorite outfits. No uniforms for many!



Positive relationships result in former students returning to seek out teachers!

Edfest

Ideal Academy staff members signed up in shifts to participate in the city-wide charter school fair, Edfest held on Saturday, December 9, 2017 at the DC Armory.



Ideal Academy celebrates Historically Black Colleges and Universities



As in years past, Baba Epps relates true stories of his experiences at Hampton Institute, an HBCU in Virginia. Baba Epps devoted several sessions to delivering information and answering questions that sparked interest and appreciation of the advantages of attending HBCU's.

Again, this school year the trips included the students' favorites:

Physical Education



Baba Chambers leads students in sportsmanship, team building and health practices.

Safety



Safety drills were practiced all through the year with all grades. Staff and students received direct instruction on newly instituted plans for evacuations, sheltering-in-place and weather-related strategies to ensure safety for the students and the staff.



Metropolitan Police Resource officers are assigned to the school. Their regular visits are directed at regular contacts with the staff and the students. The officers reinforce anti-bullying policies.

8th Grade Promotion

Once again, parents, staff and friends gathered at Bus Boys & Poets in Takoma Park, Md. to celebrate the 8th graders ascension to high school.



Faculty Retreat

Ideal staff experienced wellness and rejuvenation at two scheduled retreats With guest speakers with Transcendental Meditation expertise.



Tutorial Program

The Tutorial program provided enrichment and test-taking skills in preparation for the upcoming state wide assessment - PARCC.



Parents attended sessions with the staff and administration to hear welcoming information on the school policies and activities for the school year.



Parents collaborate regularly with Ideal staff on curriculum, activities and budgetary matter throughout the school year.



Parent involvement

To encourage greater parental involvement, Ideal held parent-teacher conferences to discuss test scores, progress, upcoming events and school policies.



Back to School Night

Concerned Ideal Academy parents signed in and attended sessions with the staff and administration to hear welcoming information on the school policies and activities for the school year.





Dental Care Program

In school Dental Care Program was made available for students from Pre-Kindergarten 3 to the eighth grade.



Mother -Daughter Tea



Father-Son-Grandfather Breakfast



Ideal male staff members cook, serve and share with the fathers, uncles and mentors of male students (September 2017). The guest speaker gave an inspirational speech on the origins of racial pride and the need to embrace the history of ancestry.



Hat and Glove Distribution

Ideal students received warm, seasonal wraps from concerned citizens from local charitable organizations. The school counselor, Mama Law (far left) coordinated the distributions to Ideal Academy students. Dr. Rutherford, the principal expressed appreciation for their donations.



Staff Appreciation



A special day was dedicated to the expression of appreciation for the tireless efforts and dedication of the Ideal Academy staff.



Field Trips

At Ideal Academy carefully planned field trips were implemented in conjunction with curricular targets.

Air & Space Museum
Pumpkin Patch
Medieval Times
Howard University College Tour
Public Library
National African American Museum
Museum of Natural History
National Zoo

D. List of Donors

The following have contributed monetary or in-kind donations.

Donor/Grantor	Amount	Use
David Lynch Foundation	\$22,323.00	stress release training for students /staff
National Institutes of Health	\$6,292.00	computer, printers, and technology supplies
Amanda Collado	\$5,000.00	Private Donation
Scholarships for Opportunities & Results (SOAR) Act Grant	\$83,039.00	Increasing student achievement in mathematics and reading
ESEA Consolidated Grant	\$202,736.00	Increasing student achievement in mathematics and reading
IDEA	\$40,885.00	Assist students with IEPs
School Technology Fund	\$6,712.00	Incorporate technology in classroom
School Based HIV-STD	\$15,434.00	Health & Physical Education Safety
Special Education Enhancement Fund	\$10,323.00	Assist with IEPs services
	\$336,723.15	
TOTAL	\$464,878.00	

4. Data Report

Question #	Source	Data Point	School Answers (fill in blank fields)
1	PCSB	LEA Name	Ideal Academy PCS
2	PCSB	Campus Name	Ideal Academy PCS
3	School	Ages served – <i>adult schools only</i>	
4.a	PCSB	All Grades	280
4.b	PCSB	PK3	24
4.c	PCSB	PK4	41
4.d	PCSB	KG	29
4.e	PCSB	1	41
4.f	PCSB	2	22
4.g	PCSB	3	27
4.h	PCSB	4	23
4.i	PCSB	5	16
4.j	PCSB	6	18
4.k	PCSB	7	25
4.l	PCSB	8	14
4.m	PCSB	9	0
4.n	PCSB	10	0
4.o	PCSB	11	0
4.p	PCSB	12	0
4.q	PCSB	PG	0
4.r	PCSB	Ungraded	0
5	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.	183
6	PCSB	Suspension Rate	11.8%
7	PCSB	Expulsion Rate	.36%
8	PCSB	Instructional Time Lost to Discipline	0.68%

Question #	Source	Data Point	School Answers (fill in blank fields)
9	PCSB	Promotion rate	99.5%
	PCSB	AVERAGE DAILY MEMBERSHIP The SRA requires annual reports to include a school's average daily membership. PCSB will provide this using three data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.	
10	PCSB	Mid-Year Withdrawals Rate	8.6%
11	PCSB	Mid-Year Entries	4.3%
12	School	Teacher Attrition Rate	10%
13	School	Number of Teachers "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.	33
14	School	Teacher Salary Average: \$45,000.00 Range -- Minimum: \$42,000.00 Maximum: \$55,000.00	
15	School	Square footage for entire building (list separate facilities separately)	60,000 SQ FT
16	School	Square footage for entire classroom space	24x5 SQ FT
17	School	Cafeteria (Yes/No)	YES
18	School	Theater/Performing Arts Space (Yes/No)	NO
19	School	Art Room (Yes/No)	YES
20	School	Library (Yes/No)	YES
21	School	Music Room (Yes/No)	YES
22	School	Playground (Yes/No)	YES
23	School	Gym (Yes/No)	NO

Question #	Source	Data Point	School Answers (fill in blank fields)
24	School	Playing field large enough to hold outdoor sports competitions (Yes/ No)	NO
25	School	Integrated/Infused Arts Program (Yes/No) School integrates arts into academic curriculum beyond dedicated art periods.	YES
26	School	Classical Education School (Yes/No) School integrates classical texts in the Greek and Roman tradition into the curriculum.	NO
27	School	College Prep Program (Yes/No) School uses a college preparatory curriculum.	NO
28	School	Expeditionary Learning Program (Yes/No) School uses the expeditionary learning curriculum as its primary academic focus.	NO
29	School	Evening Program (Yes/No) School offers a course schedule that allows students to attend classes exclusively in the evening hours. (School may also offer a separate day-time program.)	NO
30	School	Extended Academic Time (Yes/No) School has at least 30% more mandatory academic time than the DCPS calendar.	NO
31	School	GED Program (Yes/No) School has a program that specifically prepares students for a GED in lieu of a high school diploma. (School can also have a diploma track program.)	NO
32	School	Language Immersion Program (Yes/No) School offers a language immersion program or teaches academic content in a language other than English.	NO
33	School	Math, Science, Technology Focus (Yes/No) School uses math-, science-, or technology-focused curriculum beyond what is required by the Common Core State Standards.	NO
34	School	Montessori Program (Yes/No) School uses a Montessori instructional approach to learning.	NO
35	School	Online/Blended Learning Program (Yes/No) School offers an online-only or blended learning program.	NO

Question #	Source	Data Point	School Answers (fill in blank fields)
36	School	Public Policy/Law Program (Yes/No) School integrates law or public policy into the curriculum.	NO
37	School	Reggio Emilia Program (Yes/No) School uses the Reggio Emilia inspired curriculum.	NO
38	School	Residential Program (Yes/No) School offers a program for students to stay overnight at the school.	NO
39	School	Special Education Focus (Yes/No) A majority of students receive special education services. (Must be more than 50%.)	NO
40	School	Stand-Alone Preschool (Yes/No) A preschool/prekindergarten without any upper grades.	NO
41	School	World Culture Focus (Yes/No) School integrates world cultural awareness (such as Multiculturalism or African heritage) into the curriculum.	YES
42	School	Dual Enrollment (Yes/ No) School offers dual enrollment with the charter school and a higher education institution.	NO
43	School	Career/Technical Program (Yes/No) School offers a Career and Technical Education (CTE) program of study.	NO
44	School	Credit Recovery Courses Offered (Yes/No) School offers a mechanism for students to earn credits in courses they did not pass the first time. If Yes: Are credit recovery courses free to the student?	NO
45	School	Advanced Placement (Yes/No) School offers Advanced Placement course options to all students. If Yes: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Name of AP courses offered in SY13-14? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> How many students took each course? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> How many students took the AP exam? How many students passed with a 3 or higher? (OPTIONAL)	NO
46	School	International Baccalaureate Program (Yes/No) School offers International Baccalaureate option to all students. If Yes:	NO

Question #	Source	Data Point	School Answers (fill in blank fields)
		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Names of IB courses offered in SY13-14? <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> How many students took each course? <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> How many students sat for the exams? How many students received an IB diploma?	

Appendices

IDEAL ACADEMY PUBLIC CHARTER SCHOOL

6130 North Capitol Street, NW * Washington, DC 20011 * Phone (202) 729-6660* Fax (202) 729-6677

2017 – 2018 Staff Roster

NAME	RESPONSIBILITIES
	ADMINISTRATION
George H. Rutherford II, Ph.D.	Principal
William Lipscomb	Instructional Coordinator – Middle School
Antonia Reynolds	Special Education Coordinator
Louis Jones	Behavioral Specialist
Rena Boone	Quiet Time Coordinator
Zuella Evans	Business Manager
Arian Lendzondzo	Data and Assessment Analyst
Charles Epps	Community Resource/Technology Coordinator
Vivian Claypoole	Girl's Coordinator
Roberta Epps	Executive Assistant
Dr. Vanessa Watson	Consultant
	OFFICE STAFF
Keith Jenkins	Technology Assistant
Regina Dennis	Office Assistant
Tamara Shell	Office Manager
Jeaniece B. Johnson	Assistant Federal Grant Coordinator
David Walker	Business Manager Assistant
	COUNSELING SERVICES
Beverly Law	Preschool – 8 th Grade Counselor
	SPECIAL EDUCATION
Alfred Ainooson	6 th – 8 th Grade Teacher
Quiana Ridley	Elementary & Middle School Teacher
	TEACHERS – EARLY CHILDHOOD/ELEMENTARY
Lilian Brantuo	Pre-Kindergarten - 3 ²
Teresa Price	Pre-Kindergarten - 3 ¹
Saundrea Birckett	Pre-Kindergarten - 4 ²
Erica Iweanage	Pre-Kindergarten - 4 ¹
LaNora Ali	Kindergarten
Womi Edith Neal	Kindergarten
Edwin Recto	Kindergarten
Sarah Willis	1 st Grade
Dawn Person	1 st Grade
Alexis Willisams-Lee	1 st Grade
Delfina Gatinao	2 nd Grade
Chanae Norvell	2 nd Grade
Zanita Hillard	3 rd Grade
Rickey Brown	3 rd Grade
Zandra Nash	4 th Grade
Sheryl Eaton	4 th Grade
Cheryl Brown	Pre-K 3 – 4 th Grade Physical Education/Health
Lester Harsley	Preschool – 4 th Grade Music
Sandra Gourdine	K – 4 th Grade Reading Resource
Kimberly-Caldwell-Jackson	K-4 th Grade Mathematics Resource

NAME	TITLE
	TEACHERS – MIDDLE SCHOOL
Caela Renee Bernecker	6 th - 8 th Grade Mathematics
Jordon Meredith	5 th -8 th Grade English/Language
Karen James	5 th -8 th Grade English/Language Resource
Arthur Jenkins	5 th – 8 th Grade Mathematics Resource
Yusuf Saleem	5 th – 8 th Grade Computer Technology Resource
Patricia Harris	5 th – 8 th Grade Social Studies
Michael Lesesne Jr.	5 th – 8 th Grade Science
Patricia Smith	5 th – 8 th Grade Art
Vincent Chambers	5 th - 8 th Physical Education/K-4 Health
	INSTRUCTIONAL SUPPORT
Jeanette Johnson	Paraprofessional
Candace Greenwell	Paraprofessional
Connie Britt	Paraprofessional
Geniece Riddick	Paraprofessional
Joyce Watkins	Paraprofessional
Yonary Victoriano	Paraprofessional
Joyce Herring	Paraprofessional
Ivelisse Jones	Paraprofessional
Katrina Brown	Paraprofessional
Edna Diouf	Paraprofessional
	SECURITY
Jerry Blue	Guard
	JANITORIAL
Belgica Alvarez	Custodian
Ramona Liriano	Custodian
Ernest Brandon	Custodian
Luis Flores	Custodian
Brigida Garcis	Custodian
	CAFETERIA
Tasha Jenkins	Manager
	TRANSPORTATION
Carolyn Porter	Driver
Sean Jenkins	Driver
Sandra Denise Faison	Driver
Rochelle Dennis	Bus Attendant
Ebonie Watson	Bus Attendant
Tonya Reed	Driver

The qualifications of Ideal Academy Public Charter School staff are as follows:

4% - Ph.D. (Administrators)
30% - Masters (Teachers and Administrators)
47% - Bachelors (Teachers)
19% - Some College (Program Assistants)

IDEAL ACADEMY PCS BOARD OF TRUSTEES

6130 North Capitol Street, NW * Washington, DC 20011 * Phone (202) 729-6660 * Fax (202) 729-6677

"Together We Make A Difference"

SY 2017-2018

Percy Wilson
Chairperson
pcwilso@gmail.com

La'Keisha Cook
Parent Member/Academic Committee
lakeishacook78@gmail.com

Dr. Earnest Devoe
Vice Chair
Chair/Academic Committee
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Tiffany Lowery
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Nathan Evans, CPA
Finance Treasurer/Chair of
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Jeaniece Johnson
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Member/Academic
wbilln9@aol.com

Vincent McKie
Committee Member
vincentmckie@yahoo.com

Vacancy
Member

* All of the Board of Trustees members of Ideal Academy are residents of the District of Columbia.

(All Voting Members)

Dr. George H. Rutherford II, Principal, Ex Officio grutherford52085@aol.com
Ideal Academy Public Charter School, 6130 North Capitol Street, NW, Washington, DC 20011

FINANCIAL STATEMENTS

Ideal Academy Public Charter School

PROFIT AND LOSS

July 2017 - June 2018

	TOTAL
Income	
Activity Fees	
41048 Field Trips	286.00
41520 Before/Aftercare	4,854.00
41525 Uniforms	2,215.90
Total Activity Fees	7,355.90
Other Government Funding/Grants	
40205 SWP Title I	211,563.95
40206 NonSWP Title I	15,913.59
40231 SOAR Grant	72,133.59
40232 Schools Technology Grant	6,711.63
41800 USDA Reimbursements	161,437.02
IDEA	40,866.25
National Student Breakfast	55,149.38
Total Other Government Funding/Grants	563,775.41
Other Income	
41500 Miscellaneous Income	9,630.00
Rental Income	37,736.00
Total 41500 Miscellaneous Income	47,366.00
41900 Reimbursed Expenses	53,485.38
Total Other Income	100,851.38
Per Pupil Charter Payments	1,855,415.72
40110 Base Per Pupil	2,299,032.67
40120 Special Needs	223,390.62
40130 Per Pupil Facilities Allotment	538,240.73
Total Per Pupil Charter Payments	4,916,079.74
Private Grants and Donations	
Individual Donations	
41045 Bldg Fund	1,292.00
41510 Misc. Individual Donations	5,770.98
Total Individual Donations	7,062.98
Special Events	5,983.40
41042 Chocolate	3,820.40
41049 Picture Day	379.00
Total Special Events	10,182.80
Total Private Grants and Donations	17,245.78
Total Income	\$5,605,308.21
GROSS PROFIT	\$5,605,308.21
Expenses	
62201 Interest expense - leases	6,246.24
Amortization	9,317.00
Direct Student Expenses	500.00

Accrual Basis Tuesday, September 25, 2018 03:22 PM GMT-7

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	TOTAL
68009 Textbooks/Workbooks	15,488.56
68010 Educational Material & Supplies	21,724.42
68011 Student Furniture/Equipment	3,603.27
68016 Food Service	199,395.65
68017 Field Trips	3,099.89
68018 Uniforms	14,360.00
68019 Temporary Labor	12,250.00
68020 Student Assessment Materials	18,987.00
68022 Transportation	148,489.83
68025 Contracted Ed/Student Services	9,675.00
68026 IEP Service Providers	65,513.75
68027 Other Contracted Student Services	36,074.39
Total 68025 Contracted Ed/Student Services	111,263.14
68999 Other Miscellaneous Service Cost	3,668.40
Total Direct Student Expenses	552,830.16
General Expense	
60200 Advertising and Marketing	1,063.38
60500 Administrative Fees	51,254.64
61500 Depreciation Expense	421,000.10
61600 Dues and Subscriptions	9,737.08
61800 Business Insurance	38,040.96
62100 General Interest	3,095.23
62300 Licenses and Permits	2,503.90
62400 Miscellaneous	4,189.27
Uncategorized Expense	8,210.35
Total 62400 Miscellaneous	12,399.62
62850 Consulting & Professional Fees	5,540.00
63500 Travel & Entertainment	4,112.24
63890 Fundraising Expense	8,721.00
Total General Expense	557,468.15
Occupancy Expense	
62000 Mortgage Interest	256,503.83
63000 Maintenance and Repairs	40,119.08
63399 Security System	6,869.02
63900 Utilities	147,743.64
67975 Janitorial	14,850.67
67980 Contracted Building Services	29,950.96
Miscellaneous-Occupancy	89,128.71
Total Occupancy Expense	585,165.91
Office Expense	
61200 Bank & Payroll Fees	11,193.16
61700 Office Equipment/Maintenance	18,404.60
62500 Postage and Delivery	2,736.10
62600 Printing and Reproduction	1,243.37
62800 Legal Fees	51,504.90
62825 Accounting and Audit	88,267.50
67900 Office Supplies	18,427.99
Telephone and Communications	1,048.33

Accrual Basis Tuesday, September 25, 2018 03:22 PM GMT-7

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	TOTAL
63400 Telephone	2,283.00
63431 E-Rate Telephone	190.31
63450 Internet/Communication	22,532.97
Total Telephone and Communications	26,054.61
Total Office Expense	217,832.23
Personnel Expense	
61935 Employee Benefits	149,600.04
65600 Payroll Taxes	262,525.18
65604 Unemployment and Workers Comp	23,186.00
66700 Staff Development	6,535.85
Gross Wages	
65005 Principal/Executive	115,490.90
65010 Teachers	1,691,701.59
65011 SOAR Grant - Personnel	13,959.53
65020 Teachers Aides	241,925.40
65025 Clerical	36,014.78
65026 Administrative	433,270.42
65030 Custodian	209,820.42
65035 Other Staff	981.01
65050 Aftercare	60,955.66
65603 Employee Bonuses	17,572.54
Total Gross Wages	2,821,692.25
Total Personnel Expense	3,263,539.32
Summer School Expenses	
67010 Wages	4,300.30
Total Summer School Expenses	4,300.30
Total Expenses	\$5,196,699.31
NET OPERATING INCOME	\$408,608.90
Other Income	
70100 Interest Income	1,469.71
70300 Miscellaneous Other Income	12.63
Total Other Income	\$1,482.34
NET OTHER INCOME	\$1,482.34
NET INCOME	\$410,091.24

Ideal Academy Public Charter School

BALANCE SHEET

As of June 30, 2018

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
1 Unrestricted Cash	0.00
10200 Building Funds - Industrial	23,232.30
1011774	
10230 Other Revenue Acct.- Industrial	14,672.30
1011782	
10751 Premier Bank - Operating	14,684.69
43953301	
10800 Premier Bank- Payroll Acct.	10,976.15
43915001	
10950 Bill.com Money Out Clearing	27,722.67
Premier Bank 5007	411,183.00
Total 1 Unrestricted Cash	502,471.11
Restricted Cash	
Premier Bank 7271	70,972.69
Total Restricted Cash	70,972.69
Total Bank Accounts	\$573,443.80
Accounts Receivable	
11000 Accounts Receivable	411.65
11002 Grant Receivables	143,164.76
11031 IDEAL, PART B	35,861.00
Total Accounts Receivable	\$179,437.41
Other Current Assets	
1499 Undeposited Funds	14,936.00
Prepaid Expenses	2,449.18
Total Other Current Assets	\$17,385.18
Total Current Assets	\$770,266.39
Fixed Assets	
Accumulated Depreciation	
17000 Accum. Deprec-Furniture	-116,370.36
17100 Accum. Depre-Equipment	-549,362.31
17400 Accum. Depre-Buildings	-2,400,181.74
17405 Accum. Depre-Van	-75,691.00
17500 Accum. Depre-Bldg.	-1,413,616.13
Improvements	
Accumulated Amortization	-9,317.00
Total Accumulated Depreciation	-4,564,538.54
Fixed Assets	
15000 Furniture and Fixtures	
15010 Office	98,987.66
15020 Classrooms	69,712.01

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	TOTAL
Total 15000 Furniture and Fixtures	168,699.67
15028 VAN	97,980.15
15030 Renovation	
15033 Equipment	1,538.13
Total 15030 Renovation	1,538.13
15040 Technology Funds	
15042 Equipment	41,893.09
Total 15040 Technology Funds	41,893.09
15060 Class Size Reduction	
15062 Equipment	1,062.60
Total 15060 Class-Size Reduction	1,062.60
15065 Title X Assets	
15070 Furniture & Fixtures	5,965.90
15076 Computer Softwares	2,640.00
Total 15065 Title X Assets	8,605.90
15078 Title I Assets	
15081 Furniture & Fixtures	1,588.72
Total 15078 Title I Assets	1,588.72
15080 Computers	111,174.24
15200 Equipment	383,236.21
15203 Playground Equipment	30,901.00
16000 Property, Plant, & Equipment	0.00
16105 Land - at cost	858,280.00
16110 Buildings - at cost	8,711,092.66
16115 Equipment - at cost	6,000.00
16120 Building Improvements	4,319,883.47
16125 Legal Fees	247,500.00
16130 Capital Interest	722,677.14
Total 16000 Property, Plant, & Equipment	14,865,433.27
16200 Loan Closing Cost	55,904.11
Total Fixed Assets	15,768,017.09
Total Fixed Assets	\$11,203,478.55
Other Assets	
14004 L/T Pledge Receivable	104,000.00
14003 Allowance for uncollect pledges	-104,000.00
Total 14004 L/T Pledge Receivable	0.00
14200 Security Deposit	23,437.05
Total Other Assets	\$23,437.05
TOTAL ASSETS	\$11,997,181.99
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
20000 Accounts Payable	84,451.50
Total Accounts Payable	\$84,451.50
Credit Cards	
20510 Sam's Club Discover	12,972.93

Accrual Basis Tuesday, September 25, 2018 03:20 PM GMT-7

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	TOTAL
Total Credit Cards	\$12,972.93
Other Current Liabilities	
20605 Mortgage Payable - short term	381,991.08
20606 Capital Lease short term	9,811.40
20607 Ford Credit Van	23,992.84
20616 2nd Mortgage ST	221,899.84
23100 Accrued Wages	124,486.44
Total Other Current Liabilities	\$762,181.60
Total Current Liabilities	\$859,606.03
Long-Term Liabilities	
24901 Capital Lease	45,961.74
26000 Long-term Debt	
26021 DC Revenue Bond	7,259,012.59
Premier Bank 2nd Mortgage	871,204.93
Total 26000 Long-term Debt	8,130,217.52
Total Long-Term Liabilities	\$8,176,179.26
Total Liabilities	\$9,035,785.29
Equity	
11100 Retained Earnings	2,551,305.46
Net Income	410,091.24
Total Equity	\$2,961,396.70
TOTAL LIABILITIES AND EQUITY	\$11,997,181.99

IDEAL ACADEMY PCS
FY2014-15 Annual Budget
255 Salaries

	Year	Jan	Feb	Mar	Apr	May	Jun	Q3	Q4	Current Year
	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Actual
REVENUE										
Per Pupil Charter Payments - General Education	3,624,111	336,720	336,720	336,720	336,720	336,720	336,720	336,720	336,720	1,010,190
Per Pupil Charter Payments - Categorical Enhancements	300,000	75,827	75,827	75,827	75,827	75,827	75,827	75,827	75,827	227,482
Per Pupil Facilities Allowance	233,000	87,125	87,125	87,125	87,125	87,125	87,125	87,125	87,125	274,482
Other Government Funding Grants	150,000	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	112,500
Private Grants and Donations	10,000	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	4,615
Activity Fees	39,150	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	18,000
In-kind revenue	110,500	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	9,501
TOTAL REVENUES	6,435,000	448,744.5	448,744.5	448,744.5	448,744.5	448,744.5	448,744.5	448,744.5	448,744.5	1,330,337.5
FUNCTIONAL EXPENSES										
Personnel Salaries and Benefits										
Principal/Executive Salary	135,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	30,000
Executive Salaries	120,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	30,000
Teacher Salaries	1,830,000	16,550	16,550	16,550	16,550	16,550	16,550	16,550	16,550	50,550
Other Education Professionals Salaries	288,125	42,979	42,979	42,979	42,979	42,979	42,979	42,979	42,979	128,937
Business Operations Salaries	1,029,665	57,029	57,029	57,029	57,029	57,029	57,029	57,029	57,029	171,117
Administrative/Other Staff Salaries	224,146	40,047	40,047	40,047	40,047	40,047	40,047	40,047	40,047	120,141
Employee Benefits and Payroll Taxes	3,438,566.00	35,313	35,313	35,313	35,313	35,313	35,313	35,313	35,313	105,939
Subtotal Personnel Expense		353,140.00	353,140.00	353,140.00	353,140.00	353,140.00	353,140.00	353,140.00	353,140.00	1,063,673.00
Other Student Expense										
Educational Supplies and Textbooks	60,000	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	33,750
Student Assessment Materials Program Evaluation	30,000	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	22,500
Contracted Student Services	115,000	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	22,500
Food Service	17,500	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	51,125
Other Direct Student Expense	2,500									
Subtotal Direct Student Expense		48,750	48,750	48,750	48,750	48,750	48,750	48,750	48,750	144,375
Occupancy Expense										
Rent	420,000	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	99,999
Depreciation (facilities only)	30,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	9,999
Interest (facilities only)	30,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	9,999
Utilities	30,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	9,999
Other Occupancy Expense	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	9,999
Subtotal Occupancy Expense		140,000	140,000	140,000	140,000	140,000	140,000	140,000	140,000	429,996
General and Administrative Expenses										
Office Supplies and Materials	11,500	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	6,249
Telephone	31,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	6,249
Telephone Telecommunications	30,000	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	4,626
Legal, Accounting and Payroll Services	105,000	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	33,750
Insurance	70,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	12,501
Transportation	140,000	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	37,500
Professional Development	60,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	75,000
Travel and Administrative Fee	10,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	6,000
Interest Expense (non-facility)	10,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	6,000
Depreciation and Amortization (non-facility)	10,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	6,000
Other General Expense	20,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	6,000
Subtotal General Expense		140,000	140,000	140,000	140,000	140,000	140,000	140,000	140,000	420,000
TOTAL EXPENSES		648,890	648,890	648,890	648,890	648,890	648,890	648,890	648,890	1,958,044.00
Operating Revenue/Expense										
NET INCOME										

1,330,337.5

PARCC (Met Expectation / Exceeded Expectation)

Math

	2017	2017
	Met Expectation	Exceeded Expectation
Overall	8.6%	0.8%

PARCC (Met Expectation / Exceed Expectation)

Math

	2018	2018
	Met Expectation	Exceeded Expectation
Overall	6.1%	0.8%
Grade 3	15.4%	0%
Grade 4	0%	3.2%
Grade 5	4.5%	0%
Grade 6	13%	0%
Grade 7	0%	0%
Grade 8	0%	0%

PARCC (Met Expectation / Exceed Expectation)

Reading

	2016	2016
	Met Expectation	Exceeded Expectation
Overall	7.1%	0%

PARCC (Met Expectation / Exceed Expectation)

Reading

	2017	2017
	Met Expectation	Exceeded Expectation
Overall	7.8%	0%

PARCC (Met Expectation / Exceed Expectation)

Reading

	2018	2018
	Met Expectation	Exceeded Expectation
Overall	7.6%	1.5%
Grade 3	11.5%	0%
Grade 4	3.2%	3.2%

Grade 5	4.5%	0%
Grade 6	13%	4.3%
Grade 7	0%	0%
Grade 8	11.8%	0%

Levels of PARCC Performance and Progress (SY 2017-18)

Performance Measurement	Target Met ?	School Results
65 % of all students in grade 3-8 will meet or exceed expectation in Reading and Mathematics and projected to be on track for the next grade level to leave high school college and career ready.	NO	<p>2017-2018 Ideal Academy Public Charter School PARCC English Language Art Literacy Results overall performance by level: 40.2% of the students scored at the lowest level 1.</p> <p>31.1% of the students performed at the level 2.</p> <p>19.7% of the students scored at the level 3.</p> <p>7.6% of the students scored at the level 4.</p> <p>Only 1.5% of the student scored at the level 5</p> <p>Mathematics Results overall performance by level:</p> <p>38% of the students performed on the Level 1</p> <p>36.4% of the students performed on the level 2.</p> <p>18.2% of the students scored at the Level 3</p> <p>6.1% of the students performed at the level 4</p> <p>And only 0.8% of the students performed at the level 5</p> <p>The overall performance by Grade from 3-8 in Mathematics is 6.8% and 9.1% in Reading</p>

