

ANNUAL REPORT
FOR
PLEASANT COMMUNITY DIGITAL ACADEMY
2016-2017

Pleasant Community Digital Academy Board of Directors

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Pleasant Community Digital Academy
October, 2017

Pleasant Community Digital Academy Annual Report 2016 – 2017

Welcome to the Pleasant Community Digital Academy (PCA) annual report (a year in review) for the 2016 – 2017 school year. A cooperative venture with the Pleasant Local School District Board of Education, the Pleasant Community Digital Academy has completed another successful and rewarding academic year.

The Pleasant Community Digital Academy officially opened its doors October 1, 2004. The digital academy utilizes a blended approach as the delivery of digital educational services and traditional instruction. The PCA delivers instructional services to resident and open enrolled kindergarten students.

The mission of the PCA is to enhance and facilitate student learning by combining state-of-the-art digital curriculum and instruction with access to local school resources that complement the instruction and prepare students to become lifelong learners and productive citizens.

General School Information

The Pleasant Community Digital Academy is open to students in Kindergarten who reside in the Pleasant Local School District or neighboring school districts. During the 2016- 2017 school year PCA's enrollment averaged 99 students (See Table-1). All kindergarten students enrolled in the PCA were served within the conventional setting of our district's elementary building staffed with 5 state licensed Kindergarten teachers, as well as being provided with a specialized curriculum to enhance their educational experiences. The Pleasant Community Digital Academy's utilization of the delivery of educational services (balancing online and traditional instruction) has been perceived as an effective and viable alternative.

Table 1 Average Daily Membership (ADM)

Month	ADM
July	103
August	103
September	103
October	97
November	96
December	96
January	98

February	96
March	100
April	99
May	99
June	99
Avg.	99

Academic Overview

Kindergarten students did not take proficiency or standardized tests during the 2016-2017 school year. However, they did take several scientific research based assessments during kindergarten. The baseline data gathered for the Pleasant Community Digital Academy at the beginning of the school year, 2016-2017 was from the KRA (state assessment) tests given to kindergarteners. This state required reading readiness test showed a 89% proficient rate of the tested population. Trend data has shown the KRA alone is not a valid indicator of identifying at-risk students. This prompted the teacher team to rely heavily on other vendor tests such as Aimsweb and Fountas and Pinnell (F & P) for accurate baseline data. A combined baseline score of these two assessments showed approximately 30% of the student population were off track and considered at-risk at the beginning of the school year. Progress was monitored 3 times per year with AIMSWEB probes and Fountas & Pinnell (F & P) Reading inventory. These test basic early literacy skills necessary for student success with grade level indicators, as well as provides the teacher with the instructional reading level of each student.

Academic Performance

Pursuant to O.R.C. 3314.03(A), the School and Sponsor recognize that this contract shall specify academic performance standards, "including but not limited to all applicable report card measures set forth in section 3302.03 or 3314.017 of the Revised Code, by which the success of the school will be evaluated by the sponsor."

Since the PCA only serves students in kindergarten, the Sponsor and the School agreed and recognized that, at the time of approval, they are not subject to any of the applicable report card measures set forth in O.R.C. 3302.03. If the report card measures are amended to include measures for which the School is graded, the Parties agree to revise these Performance Standards accordingly.

In the absence of state report card measures, the School and the Sponsor sought to create a clear academic accountability framework. This framework is based on measurable goals

for which the Ohio Department of Education has data. The framework also includes academic and non-academic measures, rigorous measures metrics and targets for school-wide performance. (See Table- 2). Table 3 below highlights the data collected for the SY 2016-17 based on the new framework of Assessment and Performance Accountability for ODE’s Guidance Document for Academic Performance.

Table 2- Metrics and Targets for School-Wide Academic Performance

	Greatly Exceeds Standard	Exceeds Standard	Meets Standard	Does Not Meet Standard	Falls Far Below Standard
Attendance Rate	92% and above	85 to 91.9%	80-84.9%	75-79.9%	74.9% and below
Attendance Rate, Economic Disadvantage	88% and above	83%-87.9%	78-82.9%	73-77.9%	73.9% and below
Attendance Rate, Girls	92% and above	85 to 91.9%	80-84.9%	75-79.9%	74.9% and below
Attendance Rate, Boys	92% and above	85 to 91.9%	80-84.9%	75-79.9%	74.9% and below
Student Discipline, number of occurrences of discipline (suspension and expulsion)	8 occurrences or less	9-11 occurrences	12-14 occurrences	15-19 occurrences	20 occurrences or more
Student to Teacher Ratio	Below 21:1	21:1 – 23:1	23:1 – 25:1	25:1 – 28:1	Above 28:1

Table 3- 2016-17 SY Academic Performance Data

Academic/Performance Area	Ratio	Performance Standard
Attendance of All	94.4	Greatly Exceeds
Attendance- Economically Disadvantaged	92.6	Greatly Exceeds
Attendance- Girls	93.5	Greatly Exceeds
Attendance- Boys	95.2	Greatly Exceeds
Student Discipline	6 Occurrences	Greatly Exceeds

Student/Teacher Ratio	19.92	Greatly Exceeds
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Testing and Assessment

The PCA has implemented Ohio's Learning Standards and transitioned to the Next Generation of Assessments to ensure students become well prepared for college and career. At the Kindergarten level, the state mandated test is the Kindergarten Readiness Assessment (KRA).

In addition, the Kindergarten students will continue to be assessed three (3) times per year with a state approved diagnostic/ benchmarking assessments. The data collected in the fall will serve as a baseline measure of student performance and will identify on track and off track students in reading and math. The off track students will be provided additional services via Reading Intervention Plans (RIMPs) in compliance with the 3rd grade guarantee law and/or tiered interventions to meet individual student needs. Winter test data will serve as a check- point to measure progress and inform mid-course corrections in instruction and interventions. Finally, spring test data will show student-learning growth within the year as well as year-to- year. Disaggregated data will be used to identify specific student groups that may be struggling with growth or proficiency for appropriate intervention plans to be formulated for informed instruction in the classroom or small group settings.

Benchmarking Goals

Teachers will continue to use multiple sources of data, such as formative assessment data, KRA assessment data, diagnostic assessment data, and summative assessment data to identify instructional areas for focus.

In an effort to improve overall student achievement and student ownership of learning, the student's, in collaboration with the teacher, sets individual learning target goals in reading and math based on their individual baseline score. As students progress towards their targeted goals, tracking sheets are shaded by the students in cooperation with their teachers and kept in their data notebooks. These data notebooks are updated with progress data towards goals on a monthly basis. Progress and mastery of learning goals are shared during student led conferences with parents two times per school year in addition to formal semester report cards methods.

Exit Goals

Students, unless exempted by law, will participate in all forms of testing required or recommended for Kindergarten by ODE. The PCA will expect its students to be competent in basic Reading and Math CCSS Kindergarten skills, to be able to apply them to real life situations, to be intelligent decision makers, and ultimately, to be contributing members of society.

Financial Performance

SCHOOL BUDGET

Funding: The SCHOOL'S operational budget is funded through ADM funding and related funding provided by the state pursuant to section 3314.08 of the Ohio Revised Code. The SCHOOL'S base formula amount shall for each year be the maximum formula amount as defined under Section 3317.02 of the Ohio Revised Code, with no percentage or other reduction in any subsidy or other funding the SCHOOL is eligible to receive. Funding from the Ohio Charter SCHOOLS Federal Sub-grant Program (or similar funding program, regardless of name), if awarded, will assist with planning, design, marketing, acquisition of equipment and supplies, initial implementation, professional development, and assessment of the SCHOOL (and other allowable activities.)

For the fiscal year 2016-17, Table 4 below shows Receipt Sources and Table 5 shows expenditures per services rendered. The total per pupil expenditure for the 2016-17 school year based on an average ADM of 99 students would be \$6,101.15. The dollar amounts for expenditure are as follows

Table 4- Receipt Sources/ Amounts for 2016-17

Receipt Sources	Amounts
State	719,464.02
Federal	79,944.75
Other	4,571.24
Total	803,980.01

Table 5- Expenditures/Amounts for 2016-17

Expenditures	Amounts
Instruction	410,849.18
Pupil Support	13,772.57
Staff Support	7,807.25
Administration	38,643.52
Operations	189,579.82
Total	660,652.34

This financial plan complies with section 3314.03(A)15 of the Ohio Revised Code, which requires an estimated SCHOOL budget for each year of the Contract and a total estimated per pupil expenditure amount for each such year. Within the Contract, the Sponsor and the School agreed to track Cash Flow, Ratio of Assets to Liabilities, Predicted vs. Actual Enrollment, and Results of the State Audit. See Table 6 for the Fiscal Performance Standards Rubric. Table 7 below shows the data collected for the SY 2016-17 in relationship to Fiscal Performance.

Table 6- Fiscal Performance Standards Rubric

Indicator	Exceeds Standards	Meets Standards	Does Not Meet Standards	Falls Far Below Standards
Cash Flow.	Cash flow is positive for the two most recent years.	Cash flow is positive for at least one of the two most recent years.	Cash flow is not positive for at least one of the two most recent years.	Cash flow is negative for the last three consecutive years.
Ratio of Assets to Liabilities.	Ratio is greater than or equal to 1.1 for at least the two most recent years.	Ratio is between 1.0 and 1.1 for at least the most recent year.	Ratio is below 1.0 for either (A) the most recent year or (B) the two most recent years out of three years.	Ratio is .9 or less (A) for the most recent year or (B) 2 of the 3 most recent years.
Enrollment: Predicted vs. Actual Enrollment.	Enrollment is within 90% of budgeted enrollment.	Enrollment is within 80-89.9% of budgeted enrollment.	Enrollment is within 75-79.9% of budgeted enrollment.	Enrollment is less than 75% of budgeted enrollment.
Results of Audits by the Auditor of State.	No findings for recovery, noncompliance citations, questioned costs, or material weaknesses.	Audit contains a finding for recovery, noncompliance citations, questioned costs, or material weaknesses, but the School resolved the issue timely.	Audit contains multiple findings for recovery, noncompliance citations, questioned costs, or material weaknesses.	Audit contains multiple findings for recovery, noncompliance citations, questioned costs, or material weaknesses for consecutive years.

Table 7- Fiscal Performance Data and Performance Rating for SY 2016-17

Fiscal Performance	Performance Standard	Comments
Cash Flow	Exceeds	positive cash flow
Ratio of Assets to Liabilities	Exceeds	ratio is greater than 1.1
Enrollment Predicted vs. Actual Enrollment	Exceeds	enrollment is within 90% of budget enrollment
State Auditor's Report	Exceeds	no findings for recovery, etc.

Organization and Operations

Within the Contract, the Sponsor and the School agreed to track material compliance with educational programing; material compliance with the number of meetings held where a quorum is met; material compliance with laws relating to admission practices, discipline practices, accommodations for special needs students, and parent conferences. See Table 8 for the Operational Performance Standards Rubric. Table 9 below shows the data collected for the SY 2016-17 in relationship to Organization and Operations Performance.

Table 8- Organization and Operations

Operational Performance Standards

Indicator	Operational Performance			
	Exceeds Standards	Meets Standards	Does Not Meet Standards	Falls Far Below Standards
During the Contract's term, has the School materially complied with the educational program described in the Contract?	The School has complied with the material terms in the educational program.	The School has not complied with all material terms in the educational program, but has remedied deficiencies in a timely manner.	The School has not complied with all material terms in the educational program, has made efforts to remedy deficiencies, but remedies are not timely.	The School has failed to implement the educational program described in the Contract and has not made efforts to remedy deficiencies.
Number of meetings held, where quorum is met.	6 meetings.	5 meetings.	4 meetings.	3 meetings.
Did the School protect students pursuant to Ohio law?	The School materially complies with all applicable laws and the Sponsor Contract regarding: - Policies and practices related to admissions, lottery, and orientation - Policies and practices related to discipline of students -Accommodations for students requiring special education - Conferences with parents / students.	The School materially complies with all applicable laws and the Sponsor Contract regarding: - Policies and practices related to admissions, lottery, and orientation - Policies and practices related to discipline of students -Accommodations for students requiring special education - Conferences with parents / students, <u>but has remedied deficiencies in a timely manner.</u>	The School materially complies with all applicable laws and the Sponsor Contract regarding: - Policies and practices related to admissions, lottery, and orientation - Policies and practices related to discipline of students -Accommodations for students requiring special education - Conferences with parents / students <u>and the School has made efforts to remedy deficiencies, but remedies are not timely and/or effective.</u>	The School materially complies with all applicable laws and the Sponsor Contract regarding: - Policies and practices related to admissions, lottery, and orientation - Policies and practices related to discipline of students -Accommodations for students requiring special education - Conferences with parents / students <u>and the School has not made efforts to remedy deficiencies.</u>

Table 9- Organizations and Operation for SY 2016-17

Operational Performance	Performance Standard	Comments
Material Compliance	Exceeds	Educational Programming is a Priority as noted with Ohio Learning Standards, Pacing Guides, Curriculum and Instruction.

Meetings Held/Quorum	Exceeds	The Governing Board meets bi monthly and the Professional Learning Communities - Teacher Teams meet once a week.
Policies and Practices	Exceeds	The PCA follows policies and practices outlined by NEOLA and the Sponsor.

Legal Compliance

Within the Contract, the Sponsor and the School agreed to legal compliance with educational programing; material compliance with the number of meetings held where a quorum is met; material compliance with laws relating to admission practices, discipline practices, accommodations for special needs students, and parent conferences. See Table 11 for the Legal Compliance Rubric. Table 12 below shows the data collected for the SY 2016-17 in relationship to Organization and Operations Performance.

Table 11- Legal Compliance Rubric

Operational Performance Standards

Operational Performance				
Indicator	Exceeds Standards	Meets Standards	Does Not Meet Standards	Falls Far Below Standards
During the Contract's term, has the School materially complied with the educational program described in the Contract?	The School has complied with the material terms in the educational program.	The School has not complied with all material terms in the educational program, but has remedied deficiencies in a timely manner.	The School has not complied with all material terms in the educational program, has made efforts to remedy deficiencies, but remedies are not timely.	The School has failed to implement the educational program described in the Contract and has not made efforts to remedy deficiencies.
Number of meetings held, where quorum is met.	6 meetings.	5 meetings.	4 meetings.	3 meetings.
Did the School protect students pursuant to Ohio law?	The School materially complies with all applicable laws and the Sponsor Contract regarding: - Policies and practices related to admissions, lottery, and orientation - Policies and practices related to discipline of students -Accommodations for students requiring special education - Conferences with parents / students.	The School materially complies with all applicable laws and the Sponsor Contract regarding: - Policies and practices related to admissions, lottery, and orientation - Policies and practices related to discipline of students -Accommodations for students requiring special education - Conferences with parents / students, <u>but has remedied deficiencies in a timely manner.</u>	The School materially complies with all applicable laws and the Sponsor Contract regarding: - Policies and practices related to admissions, lottery, and orientation - Policies and practices related to discipline of students -Accommodations for students requiring special education - Conferences with parents / students <u>and the School has made efforts to remedy deficiencies, but remedies are not timely and/or effective.</u>	The School materially complies with all applicable laws and the Sponsor Contract regarding: - Policies and practices related to admissions, lottery, and orientation - Policies and practices related to discipline of students -Accommodations for students requiring special education - Conferences with parents / students <u>and the School has not made efforts to remedy deficiencies.</u>

Table 12- Legal Compliance SY 2016-17

Operational Performance	Performance Standard	Comments
Material Compliance	Exceeds	Educational Programming is a Priority as noted with Ohio Learning Standards, Pacing Guides, Curriculum and Instruction.
Meetings Held/Quorum	Exceeds	The Governing Board meets bi monthly and the Professional Learning

		Communities - Teacher Teams meet once a week.
Policies and Practices	Exceeds	The PCA follows policies and practices outlined by NEOLA and the Sponsor.

Governing Authority Training Reporting

Pursuant to O.R.C. §3314.037 and effective February 1, 2017, the members of the governing authority of a community school are required to complete training on an annual basis on the public records and open meetings laws. See Table 13 for the Governing Authority Rubric. Table 14 below shows the data collected for the SY 2016-17 in relationship to Governing Authority Performance.

Table 13- Governing Authority Rubric

Indicator	Exceeds Standards	Meets Standards	Does Not Meet Standards	Falls Far Below Standards
Did the Governing Authority participate in trainings required by law and/or Contract?	The School's Governing Authority participated in training required by law and in additional professional development and/or other training sessions.	The School's Governing Authority participated in training required by law.	The School's Governing Authority did not participate in training required by law for the most recent year, but did participate in training in the prior year.	The School's Governing Authority did not participate in training required by law for the two most recent years.

Table 14- Governing Authority Data for SY 2016-17

Governing Authority Performance	Performance Standard	Comments
Required Trainings	Meets	The Treasurer participates in the trainings required by law.

Present and Future Outlook

The Pleasant Community Digital Academy is being marketed throughout the community by using our building administrators, and staff. The PCA's executive director has also developed marketing strategies that include a web site, which provides information to the Pleasant community.

We remain confident that with the innovative programs being offered, the PCA can sustain enrollment figures around 100 students; and, on an annual basis, demonstrate a steady increase in enrollment. For the present school year 2017-2018, we estimate enrollment in the PCA to be approximately 115 students.

The goal of the Pleasant Community Academy's is to continue utilizing a mixed approach in the delivery of educational services. Use of this approach to the delivery of educational services will provide the optimum balance between online and traditional instruction for each student. The PCA will continue to meet the needs of all students no matter how diverse their needs by providing opportunities for both at risk and high achieving students' to participate in intervention or accelerated and/or independent study programs. As well as continuing to provide both gifted and at-risk kindergarten students enrolled in the brick and mortar school with remedial and enrichment materials and instructions as needed.

