

Sponsor's Annual Statement

Educational Resource Consultants of Ohio, Inc., (ERCO) sponsor of the school, is legally mandated to provide oversight, monitoring and technical assistance. All community school sponsors are required to submit a written report of the evaluation results of the school's academic, financial, and organizational performance as well as the school's legal compliance to the Ohio Department of Education. This report must be made available to parents of students enrolled in the community school by November 30th of each year (OAC3301-102-05 (A) (3)). An annual report regarding the performance of this school and other schools under the sponsorship of ERCO will be posted on our website www.ercoinc.org no later than November 30th of the current school year. Parents are urged to review this report, as well as other monitoring and evaluation reports concerning the school. These reports are available at the school, or the sponsor's office. The reports are generated to provide you with a full comprehensive understanding of the school's performance.

City Day Community School



Community School Annual Report
2017-2018

Dayton, Ohio

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Synopsis

City Day Community School started operation in 1999 as an alternative to public schools. As the oldest charter school in Dayton, Ohio, City Day currently services more than 150 students in grades kindergarten through seventh grade. The location of the school is 320 South Main Street in downtown Dayton. The school building is three stories tall and is approximately 35,000 square feet. CDCS is sponsored by Educational Resource Consultants of Ohio, Inc. located in Cincinnati, Ohio. City Day Community School has finished 19 years of operation successfully.

CDCS Curriculum and Goals

Curriculum

City Day Community School has adopted Ohio's Learning Standards, which are more rigorous and geared to college and career readiness, to drive learning in its classrooms. CDCS is a school with focus on English Language Arts and Mathematics, as well as also using Ohio's Learning Standards for Science and Social Studies. CDCS purchased new curriculum materials in each of these subjects for each grade level in the 2014-2015 academic year. We have state certified HQ teachers. Our program has adopted McGraw Hill's Wonders Reading and Writing Program, McGraw Hill for science and social studies, and Houghton Mifflin Harcourt's Math in Focus Program for Mathematics. Our school program also includes college-ready technology instruction (with an emphasis on Internet safety), physical and health education.

Goals

Our goals at CDCS are to see that all of our students reach high academic standards, as well as become well-rounded, positive members of society. Our students should, at a minimum, attain proficiency or better in Reading, Language Arts, Mathematics, and other core subjects. Our goal is to show consistent growth among our students throughout the school year in order to obtain the proficiency level of learning. Our goals are to graduate students who are successful lifelong learners and responsible citizens of their school, community, neighborhoods, and world. CDCS provides assessments that are both formative and summative, as well as the 3rd through 7th grade new Ohio English Language Arts, Mathematics, Science, and Social Studies Tests. Our school goals are continually striving for educational excellence.

CDCS Instructional Strategies

CDCS employs instructional practices that yield academic improvement. This includes having a laser-like focus on what kids need to learn by "unpacking" the new learning standards in order to make "I Can" statements for daily instruction, mapping the curriculum before the start of school to ensure all standards are

included in instruction, designing lessons that are aligned with these maps, defining expectations regarding the mastery of a standard or skill, and instructional strategies are as follows: literacy-based reading, choral reading, guided reading, pair-share reading, taped stories, chart stories, and phonics. We use differentiated instruction and data-driven small groups in all subjects. We use hands-on “manipulatives” and multi-modal teaching in a variety of activities in all subjects.

Classroom Management

City Day Community School classroom management is developed by the classroom teachers by using the Positive Behavioral Intervention and Supports (PBIS) model that is based on the Response to Intervention (RTI) program. CDCS has a school counselor that plays a pivotal role in helping with classroom behavior. CDCS has also instituted Restorative Justice of the Arts. This program utilizes restorative conversations and restorative practices so that students are able to express themselves in a positive manner which will lead to restoring positive behaviors. This approach teaches scholars how to examine their behaviors in order to change the behavior. CDCS has one Intervention Specialist, and a School Counselor to assist students with behavior and emotional problems. The support staff also supports in the regular classrooms, as well as performing as hallway and lunchroom monitors.

Staff Development

CDCS staff members have been trained in Response to Intervention (RTI), Using Data to Drive Instruction, and in-services from the textbook publishers in the core subjects. CDCS staff members have been trained in blood borne pathogens and child abuse training. CDCS reimburses 100% of the tuition cost for individual professional development programs (that are aligned with the individuals PD goals) up to a maximum of \$600 per year for each full time staff member who desires to enhance his/her skills in a relevant subject area.

Managing Behavior Problems

CDCS currently enforces a set school-wide discipline policy. The gym and cafeteria rules are obeyed by all students. Each classroom has its own set of classroom rules, which are enforced. If students have difficulty obeying school rules, we work with the students and involve them in a character education program and an incentive program. They are also placed on an individual behavior plan, listing interventions based on the RTI model. The Restorative Justice of the Arts utilizes restorative conversations to help assist students in overcoming behavioral and academic issues.

Following is the number of expulsions, suspensions, and detentions during the 2017-2018 academic year:

Number of students expelled	0
Number of students who served in-school suspension	0
Number of students who served out of school suspension	55

Staff Demographics

City Day Community School staff members are diverse in background, education, and experience. Following reflects the number of administrators, teaching staff, and support personnel as well as their racial composition:

Composition of Staff	
Classroom Teachers	9
Specials Teachers/Support Staff	2
Clerical Staff	1
Administration	3
Technology Support	1
Intervention Specialists	1
Building Assistant/Substitute	1
Total	18

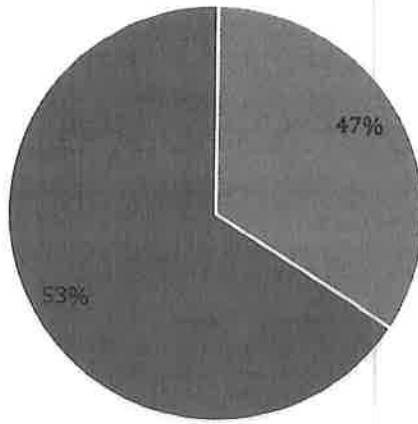
Racial Composition of Staff:

- American Indian and Alaskan Native 0%
- Asian 0%
- Black or African American 53%
- Hispanic or Latino 0%
- Native Hawaiian or Other Pacific Islander 0%
- White 47%

Staff with Specialties:

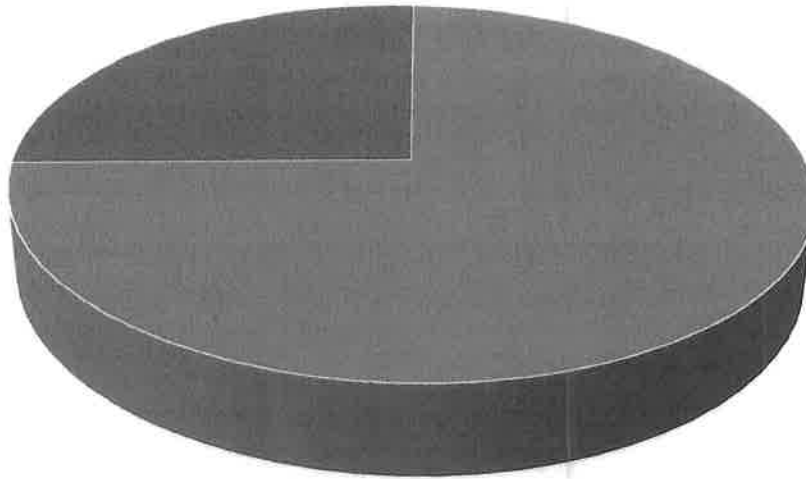
- Reading Endorsement 2
- Special Education 1
- Master's Degree 6

Staff Racial Composition



■ Black/African American ■ White

STAFF EDUCATION



▪ DEGREE ▪ HIGHER DEGREE ▪

Financial Report

Income:

Following shows the income and expenditures for the 2013-2014 academic year:

Income	\$ Amount
State Foundation	1,135,832.35
Fed Grants	202,092.14
Food Service	86,004.97
Transportation	0
Misc.	63,637.82
Total	1,487,567.28

Expenditure:

Expense	\$ Amount
Salaries and Wages	670,926.62
Retirement and Benefits	190,230.42
Purchased Services	576,118.94
Supplies and Materials	39,634.35
Building Operations	45,528.95
Capital Outlay	0
Total	1,497,079

Attendance

The enrollment status at the end of 2016-2017 academic year was 117 students. The enrollment status at the beginning of the 2017-2018 academic year was 133 students. This number steadily increased to 148 students at year end.

Absence Rate:

In 2017-2018 academic year, the average absence rate is 14.5% of the total enrollment.

Assessment Results

CDCS uses Renaissance Star 360 to progress monitor student proficiency and growth monthly and quarterly. The state achievement tests were administered in October and March as required by the Department of Education. The overall Performance Index was 44.2%. The Progress component grade on the Ohio report card was a C.

Sponsor's Role

As the sponsor of City Day Community School, ERCO provides guidance, board assistance, compliance monitoring, and oversight of statutory and contractual requirements. Through this ongoing analysis, CDCS administration affirms that students are being educated in a manner that is consistent with the school's mission. The administration is pleased to report that the school was substantially compliant in its operational and academic requirements for the 2017-2018 school year.

Strategic Planning

CDCS Board Goals

CDCS goal is to remove barriers to equal access to education.

CDCS goal is to meet the academic and character development needs of a diverse group of students. The students' needs will be met through the well-developed academic and character education plan. CDCS current educational plan encourages participation of parents and the community. The plan has helped the school to integrate with the community and agencies.

Administrative Goals

- CDCS administrative goals are to provide procedures, curriculum, and materials to staff and students.
- CDCS administrative team will work to enhance and promote student activities and family participation in school activities and parent information. Their focus is to help cultivate the best possible environment conducive to

learning and the character development of our students. CDCS administrative staff is dedicated and committed to ensuring that the learning environment is conducive for teachers to teach and students can learn.

- CDCS administrative goal is to ensure that school safety is a priority. Their focus is ensuring that students are participating in a learning environment that is bully-free.

Educator Goals

CDCS educator goals are:

- To teach, align and support Common Core State Standards and CDCS curriculum
- To work with the Professional Development Committee to develop and document Individual Professional Development Plans for individual teachers
- To increase technology in the classroom
- To learn and apply new ways of evaluating student performance as tied to instruction
- To keep certifications and licensure current and updated
- To attend workshops, in-services, and classes to improve skills and keep credentials current.

Student Goals

CDCS student goals are to become proficient in language arts, math, science, and social studies. Students are to learn and apply knowledge in all content areas, as well as citizenship.

Support Staff Goals

CDCS support staff goals are to increase job knowledge (seek, enhance, and develop skills in working with students).

CDCS support staff goals are to develop strategies to work with students and colleagues, other support staff and parents.

CDCS support staff goals are to develop behavior modification techniques and feedback with students.

CDCS support staff goals are to further improve their own education by attending classes for professional development and certification.

Parent/Family Goals

CDCS parent/family goals are to develop an active partnership with the school, staff, and administration to support their students' success in learning.

Conclusion

Our hard work has laid a solid foundation for a stable community school. We are committed to strive to be on a continuous improvement trend. We are committed to nurture our diverse student body and to meet all of the goals articulated in our contract with ERCO, our sponsor.



City Day Community School

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2017-2018 City Day Community School Annual Report Resolution

After discussion the Board passed the following Resolution:

“Resolved that the Board of Education at City Day Community School has accepted the City Day Community School 2017-2018 Annual report that was presented at the Board Meeting held on *Wednesday, November 28, 2018*.

Resolved further the annual report will be posted on the City Day Community School website.

Board Signature: _____ Date: _____

Board Signature: _____ Date: _____

Board Signature: _____ Date: _____

Board Signature: _____ Date: _____