

ANNUAL REPORT

2019 – 2020

A MESSAGE FROM THE SUPERINTENDENT

DEAR KCE STAKEHOLDERS,

ON BEHALF OF THE KIDS CARE ELEMENTARY SCHOOL BOARD, SCHOOL STAFF AND STUDENTS, I AM PLEASED TO PRESENT THE 2019-2020 ANNUAL REPORT. IT IS A PLEASURE TO BE THE SUPERINTENDENT FOR SUCH A DISTINGUISHED LEARNING COMMUNITY.

OUR SCHOOL IS AN EXCITING PLACE WHERE EDUCATIONAL EXCELLENCE IS MORE THAN A GOAL; IT IS OUR STANDARD. WE ARE COMMITTED TO CREATING OPPORTUNITIES FOR ALL STUDENTS TO DO THEIR BEST AND TO SUCCEED. WE HAVE HIGH EXPECTATIONS FOR BOTH STUDENTS AND STAFF, AND CONTINUALLY WORK ON OPEN COMMUNICATION, SOUND FISCAL MANAGEMENT, AND STRONG FAMILY AND COMMUNITY INVOLVEMENT.

ALTHOUGH OUR COUNTLESS EFFORTS IN WORKING TOWARDS CLOSING THE ACHIEVEMENT GAP WILL NEVER CEASE, I AM VERY PROUD OF THE PROGRESS WE ARE MAKING AND INVITE YOU TO JOIN US IN REALIZING OUR VISION AND MISSION. I ENCOURAGE ALL KCE SUPPORTERS TO CONTINUE IN YOUR SUPPORT FOR THE SCHOOL BY COMING TO VISIT AND FEEL THE FRIENDLY, INVITING ATMOSPHERE, TALK WITH TEACHERS AND STUDENTS AND BECOME PART OF A DYNAMIC LEARNING COMMUNITY. UNDOUBTEDLY, THE END PRODUCT WILL BE A STRONGER SCHOOL THAT WILL MAKE US ALL PROUD. IT IS IMPERATIVE THAT WE WORK TOGETHER TO BUILD STRONG RELATIONSHIPS AND SUPPORT SYSTEMS IN ORDER FOR OUR CHILDREN TO ACHIEVE AT THE HIGHEST LEVELS POSSIBLE.

I AM CONFIDENT THAT, WORKING TOGETHER, WE CAN PROVIDE THE BEST POSSIBLE EDUCATION FOR EACH CHILD. I AM CONVINCED THAT *TEACHING EVERYONE TAKES EVERYONE!*

GENESIS HENDERSON
SUPERINTENDENT

SCHOOL LEADERSHIP

ONE OF THE MAIN REASONS PUBLIC SCHOOL BOARDS EXIST IS TO ENSURE STUDENT OUTCOMES, SOCIAL JUSTICE, ACCOUNTABILITY TO TAXPAYERS, AND MEANINGFUL CHOICES FOR PARENTS. THE MEMBERS OF THE KIDS CARE ELEMENTARY SCHOOL BOARD SERVE 3 YEAR TERMS WITH SPECIFIC RESPONSIBILITIES INCLUDING, BUT NOT LIMITED TO: PLANNING AND GOAL SETTING; EVALUATING THE SUPERINTENDENT; SETTING SCHOOL POLICY; ADOPTING AN ANNUAL OPERATING BUDGET; AND APPROVING THE INSTRUCTIONAL PROGRAM.

BOARD MEMBERS

KENDREA MOORER, PRESIDENT

MICHELLE ARMOUR

JACQUELIN LEWIS

CHARVELLA MCKAYE

TAWANNA PERSON

LOREN RAGLAND

SCHOOL ADMINISTRATION

MS. GENESIS HENDERSON, SUPERINTENDENT

MR. HOWARD LIPKIN, PRINCIPAL

WHO WE ARE

VISION



Every child who joins the Kids Care Elementary (KCE) family will become a part of a community of learners, working together with the highest expectations of educational achievement. Our school is a place where all students are encouraged to strive for excellence from a holistic approach; academically, socially and emotionally. By applying project-based learning, our staff and students create an atmosphere of student-led learning, based on the importance of connection-making, collaboration and choice. Hands-on learning experiences are facilitated by our instructors in an effort to prepare our students to meet the challenges of the future, adapt to change, and exercise critical judgment; ultimately becoming citizens capable of utilizing tomorrow's resources.

MISSION



Kids Care Elementary (KCE) aims to provide high quality academic and personal development opportunities through project-based learning, with the intent to become a model of educational excellence. The Kids Care Elementary team aligns with Kids Care Academy, the parents, and community in partnership to empower the students to develop skills in becoming independent and self-sufficient individuals, who will succeed and contribute responsibly to their community. KCE strives to create and maintain opportunities to actively engage its families and partners within the community.

KIDS CARE ELEMENTARY

- EST. 2017 • GRADES SERVED • K-5
- ENROLLMENT • 158
- ATTENDANCE RATE • 92%
- HIGHLY QUALIFIED TEACHERS • 90%

• STUDENT DEMOGRAPHICS

- 63.5% AFRICAN-AMERICAN
- 23.5% HISPANIC
- 11.3% CAUCASIAN
- 7.7% STUDENTS WITH DISABILITIES
- 94.4% ECONOMIC DISADVANTAGE

OUR APPROACH

“ Education is the passport to the future, for tomorrow belongs to those who prepare for it today. ”

- Malcom X

OUR APPROACH

Kids Care Elementary is committed to a standards-based approach for the development of the whole child through Individualized Learning Plans. The “how” of this approach is accomplished through the delivery of instruction that meets students where they are and moves them forward in an ever-increasing mastery of academic content. The “what” of this approach is determined by a prescribed scope and sequence that organizes instruction into broad, integrated thematic units and identifies an appropriate order of instruction for each unit of study. A prescribed scope and sequence allows for a coordinated use of resources and a common platform for data analysis while supporting a flexible and varied menu of activities aligned to individual student profiles.

Additionally, we strive for our students to be active participants in the learning process and this is done through project based learning. Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills. Project Based Learning unleashes a contagious, creative energy among students and teachers. Students demonstrate their knowledge and skills by creating a public product or presentation for a real audience.



4th graders measuring for the school garden as part of PBL project.

HOLISTIC EDUCATION

THE WHOLE CHILD

We know that children learn best when they are engaged and motivated. They must be before they can ever apply what they have learned. At Kids Care Elementary, we pride ourselves in educating the whole child. We encourage students to creatively meet challenges, collaborate, and apply critical thinking skills through the following school offered programs:

- Project-Based Learning
- Spanish
- Physical Education
- Student Leadership Activities

A COMMITMENT TO HOLISTIC EDUCATION

Kids Care Elementary seeks to meet the health and nutritional needs of our children given that a high percentage are considered economically disadvantaged. The basic need for health and safety, and other provisions and sources of stability are often lacking. We must do all that we can, whatever it takes, to offer educational and holistic efficacy for our students that supersedes traditional schools.

Extra-Curriculars as a Component of Holistic Education

Sports can help provide the necessary opportunity for students to build skills in leadership, teamwork, responsibility and self-discipline to help them succeed in life. Historically, culturally, and legally, public funding of extracurricular activities in Ohio is limited.

Traditionally, students have relied upon parental support; however, since we serve an inner-city population where 100% of the students are on free and reduced lunch, it is hard for our students and families to fund such events and activities.

A U.S. Department of Health and Human Services study found that by their senior year, students who did not participate in extra-curricular activities versus those who spent a minimum of 4 hours/week engaged in extracurricular activities were:

- 57% more likely to drop out of school
- 49% more likely to use illegal drugs
- 37% more likely to become teen parents
- 27% more likely to be arrested

Kids Care Elementary has partnered with Kids Care Academy to offer after school programming that engages students in activities that enrich their experience by providing opportunities in the sports, arts, and additional project based learning opportunities.

PROJECT BASED LEARNING

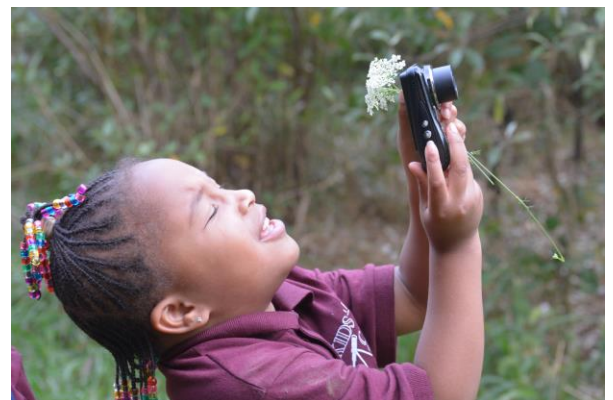
In Project Based Learning (PBL), teachers make learning come alive for students.

Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. Through rigorous cross-curricular research, experimentation, and learning from experts, students gain the information they need. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills. Students of all backgrounds and skill levels successfully contribute to the group project. Project Based Learning unleashes a contagious, creative energy among students and teachers.



PBL: Kindergartener planting in the school garden.



PBL: Kindergartener capturing the change of fall leaves.

STUDENT SERVICES

“THE DESIRE TO REACH FOR THE STARS IS AMBITIOUS. THE DESIRE TO REACH HEARTS IS WISE.”

- DR. MAYA ANGELOU



RECEIVE SPECIAL
EDUCATION SERVICES

We are proud to provide student instruction tailored to individual needs by a variety of highly qualified educators:

- Teachers
- Intervention Specialists
- Occupational Therapist
- Speech and Language Pathologist

Research-based, tiered levels of intervention and enrichment provide opportunities for students of all ability levels to participate in rich, meaningful learning, in a variety of settings.



EXCEPTIONAL LEARNING GROWTH



NWEA ASSESSMENT

All students are assessed three times per year using the Northwest Evaluation Association’s (NWEA) MAP: Measures of Academic Progress. MAP is a computerized assessment that assesses Reading, Mathematics and Science. MAP is adaptive, meaning that the difficulty of the questions adjust to the student’s response, thus gauging what a student knows and is able to do in multiple strands and content areas. Teachers love MAP because they can access student results within 24 hours and create individualized plans for each student, based upon the breakdown of student data.

“Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle.”

- Christian D. Larson

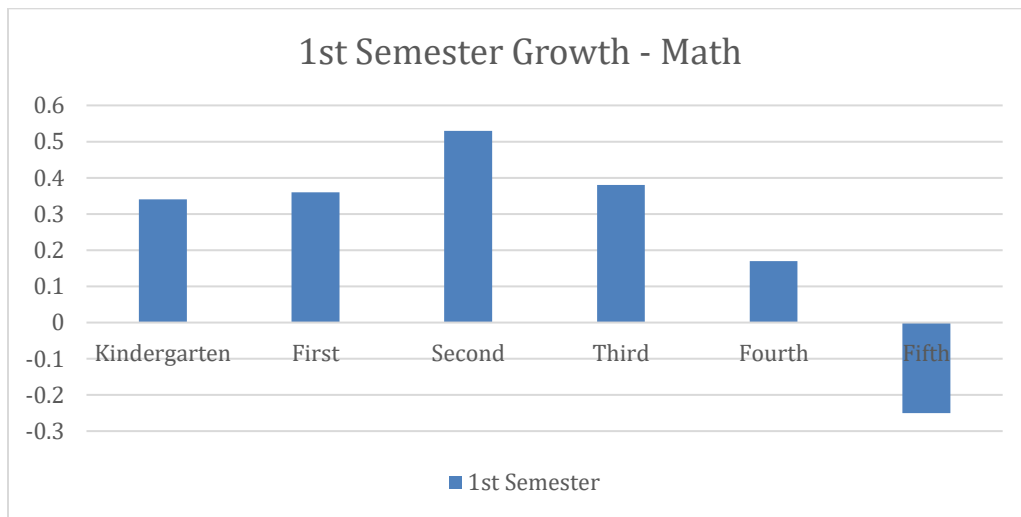


Third grader working on PBL project where students had to design their own board game.

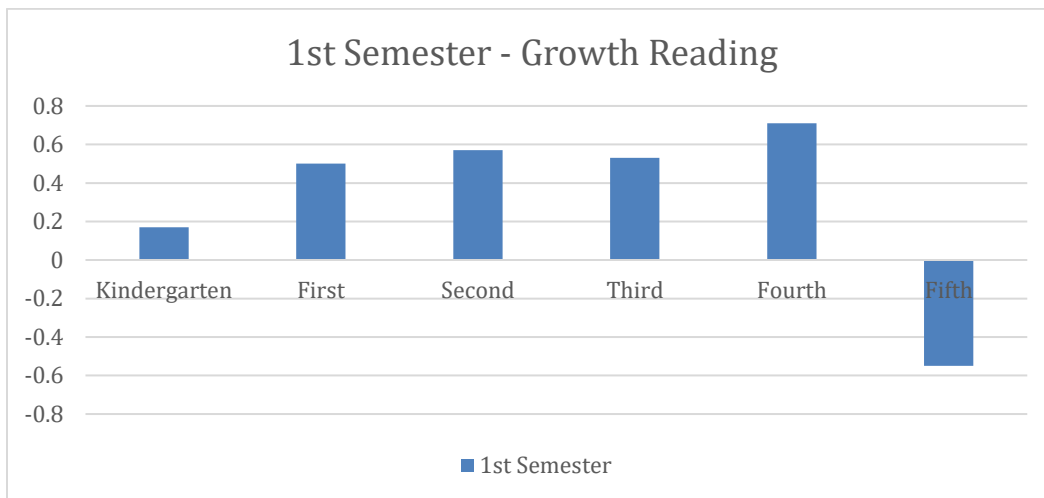
NWEA RESULTS

Due to the Governor's mandated school shutdown there is not a full school year's worth of data to review. However, below you will find an overview of student growth during 1st semester.

The table below shows the breakdown of the entire student body where 44% of the students achieved at least half a year's growth in Math. Collectively, the school achieved an average of 0.26 years of growth in Math during the 1st semester.



The table below shows the breakdown of the entire student body where 41.6% of the students achieved at least half a year's growth in Reading. Collectively, the school achieved an average of 0.32 years of growth in Reading during the 1st semester.



STATE ASSESSMENT RESULTS

Due to the Governor's mandated school shutdown, no statewide testing took place in FY20; and therefore, there is no state test data to provide. We look forward to sharing this data in future reports.



SAFE AND WARM ENVIRONMENT



Children cannot learn without safe, warm and inviting environments. We pride ourselves on not only providing a clean facility for our students, but also the conscious efforts to make updates and accommodations during the year.

We are dedicated to a staff that is caring and welcoming. Additionally, our buildings are clean, warm, dry, organized, and well maintained. We also recognize the importance of having no safety compliance issues.

GOAL FOR IMPROVEMENT:

Create a Positive Behavior Interventions and Supports (PBIS) committee that will devise a PBIS plan and analyze student discipline data with the goal of at least 10% reduction in office referrals.



STRONG FAMILY CONNECTIONS



We value our relationships with parents, families and community members. We strive to achieve an atmosphere where our students and families feel valued. Further, all stakeholders recognize the importance of actively supporting student growth. Our goal is to have a minimum of 80% participation in all family connection activities. We recognize that parent satisfaction is a factor in student retention and enrollment. That being said, we work toward 90% student enrollment retention and 40 kindergarteners along with 25% enrollment growth in all other grades by the start of every school year.

GOAL FOR IMPROVEMENT

100% The school addresses my child's academic and social emotional needs.

100% I would recommend KCE to other families.

PARENT SATISFACTION

99% The school addresses my child's holistic needs.

98% I would recommend KCE to other families.

FISCAL RESPONSIBILITY

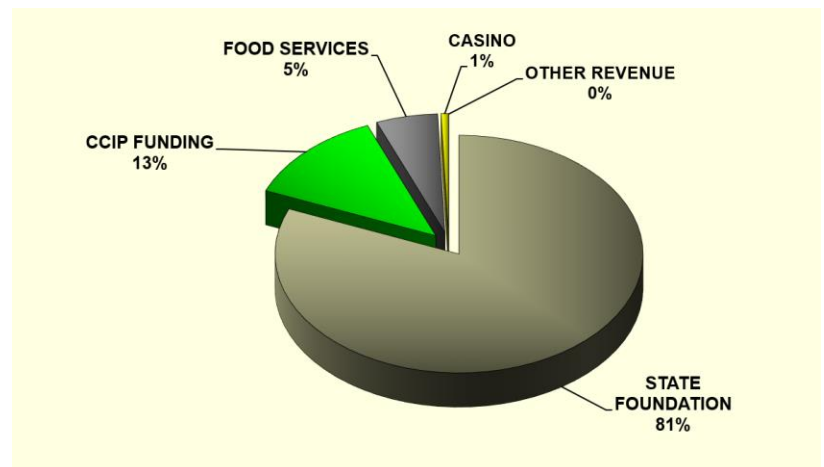


We recognize the importance of fiscal health to our success. We boast several Auditor of State awards and we monitor cash flow and project expenses. Lastly, we continuously work toward an improved balance sheet.

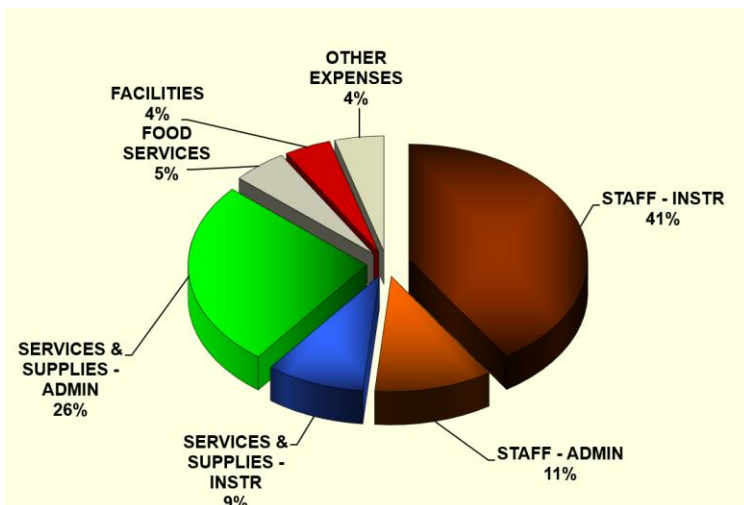
Federal grant funding supports:

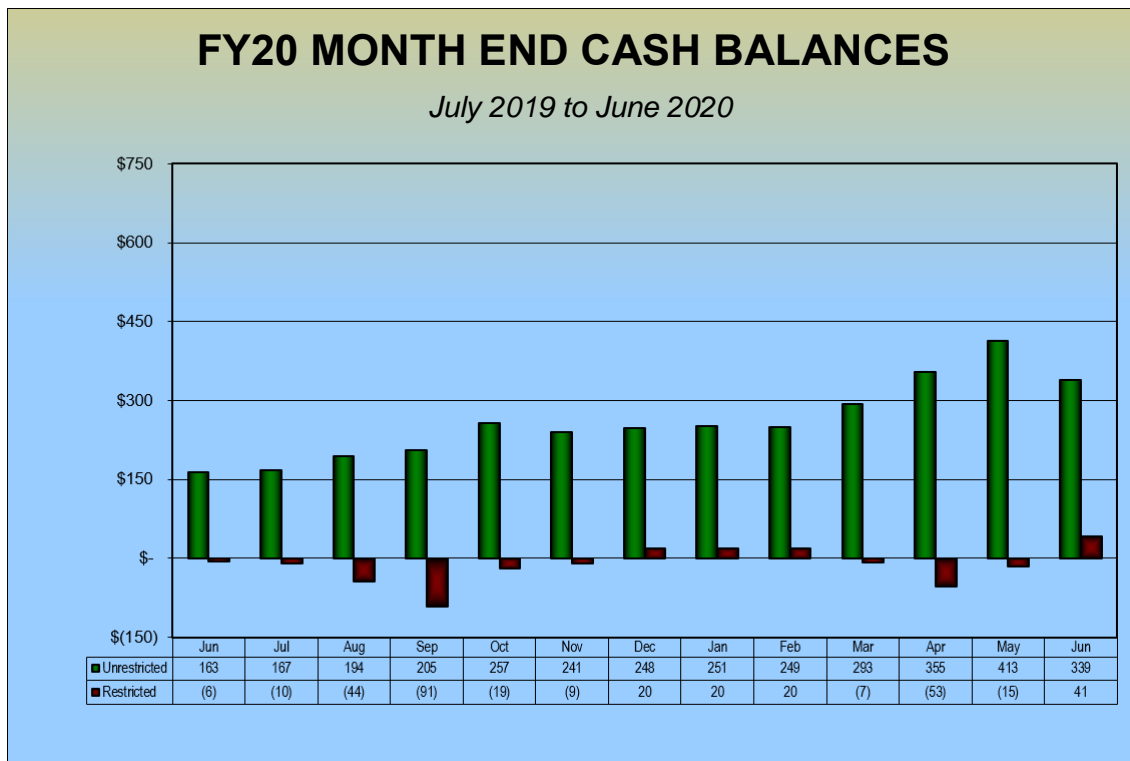
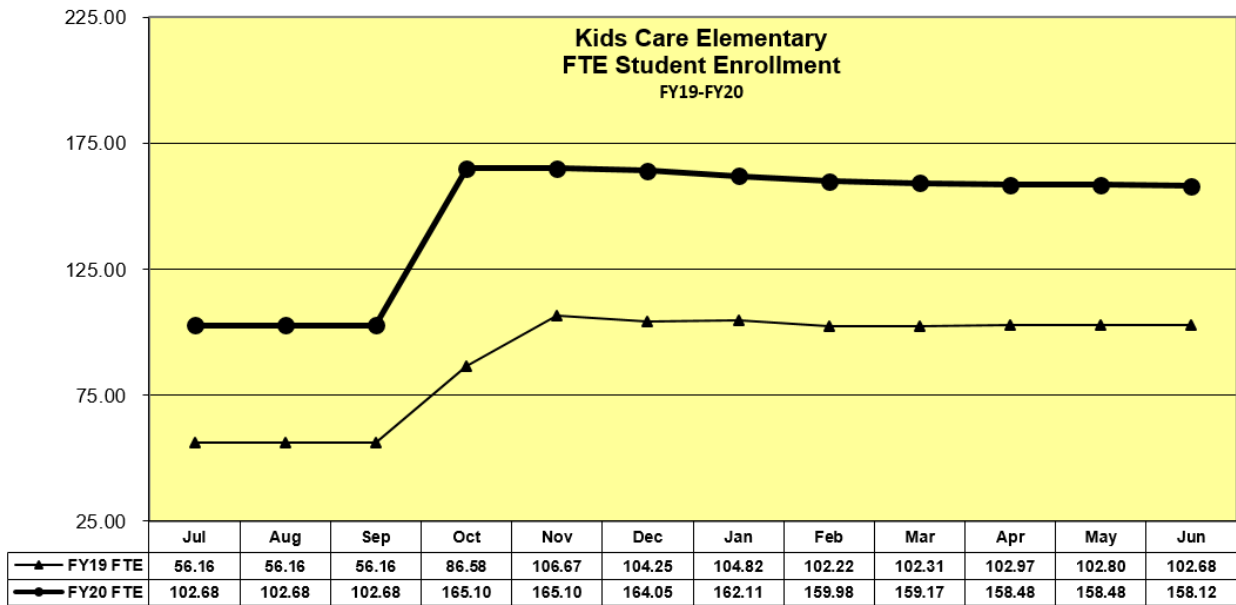
- Intervention for students with disabilities
- Early literacy intervention K-3
- Tutoring for English Language Learners
- High quality professional development for staff

FY20 Actual Receipts



FY20 Actual Disbursements





The Ending Cash Balances chart details the monthly ending cash balances for both restricted and unrestricted funds in FY20. To request a more detailed set of financial statements please call 614-754-4095.

SPONSOR'S MESSAGE

St. Aloysius, as the sponsor of this school, is legally mandated to provide oversight, monitoring, and technical assistance. As part of the monitoring process, the performance of the school on each of the required Ohio School Report Card components is assessed and evaluated. Additionally, St. Aloysius has a regular presence at school board meetings where student performance indicators such as attendance, behavior, and academic achievement are tracked and financial and organizational issues that impact student success are reviewed and discussed. Keys to oversight, monitoring, and support is St. Aloysius's review of the school's Ohio Improvement Process (OIP) plan development and implementation. As a result of our thorough oversight and monitoring, St. Aloysius has determined that this school is substantially compliant with the rules and regulations governing community schools.

All community school sponsors are required to submit a written report of the evaluation results of the school's academic (State prescribed academic data not available for SY2020), 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 (OAC 3301-102-05 (A) (3)). An Annual Report regarding the performance of this school and other schools under the sponsorship of St. Aloysius will be posted on our website www.charterschoolspec.com no later than November 30, 2020. Parents are urged to review this report, in addition to other monitoring and evaluation reports available through the school or the sponsor for a full understanding of the school's performance.