

Capital City Career Prep High School FKA Life Skills Center of Columbus Southeast



Annual Progress Report 2018-2019

HIGH SCHOOL

OUR MISSION

We Provide Students the Academic & Life Skills Needed for Post-Graduation Success by Incorporating Research-based Best Practices in an Innovative and Safe Learning Environment.

OUR VISION

To insure our students, leave Life Skills High Schools proud of their accomplishments and hopeful about their future; equipped with the academic and practical skills for lifelong success.

We will:

- Identify each student's learning styles, academic placement, and degree progress.
- Deploy multiple teaching strategies that support academic course completion.
- Provide career and academic options after high school.
- Support each student's job-readiness.
- Create an environment that is safe and focused on learning.
- Treat every student as the most important student.

Our Program

Life Skill Center of Columbus Southeast offers its students a standards based, computer assisted learning environment where teachers guide and support our drop out recovery students as they work toward a high school diploma. Our team of Highly Qualified Teachers engage students in the curriculum and provide an engaging classroom where students succeed. Students can work at their pace to accelerate or get critical additional support for credit completion.

As a student enters LSC Columbus Southeast they participate in a critical evaluation of their academic abilities and learning skills designed to create a tailored plan for learning. Past credits are included in the student's learning plan as are NWEA MAP Scores and other pertinent data so they see a clear roadmap to their degree completion.

Our curriculum is mapped to the Ohio's Learning Standards for all core required courses. In addition, Life Skills Columbus Southeast uses supplemental curriculum materials, Ohio Means Jobs, and other career-based curriculum and experiences that support each student's life after graduation.

Instructional Time and Student Volunteer Hours
Our school was open for 184 days equal to 920 hours of instructional time for the 2018-2019 Academic Year. This calendar excludes any co-curricular or extra-curricular activities. These may include job shadowing, community volunteering, or other skill-based programs. Our students logged numerous hours in these activities that include:

- Huckleberry House Homeless Shelter
- Community events at school
- Slice of Heaven Food Truck
- Center for Healthy Families

Special Programs and Activities

- Trip to Washinton D.C.
- Kings and Queens social/emotional groups
- Phlebotomy
- Marketing Club
- Social Work Club
- Artist Development Music Club
- Impact Community Action
- PBIS Field Trips

Additional Instructional Programs

Life Skills Center of Columbus Southeast is committed to providing quality educational services for all students enrolled in our school. The delivery of special education services is aligned with the charter school's mission and goals: The team at Life Skills Center of Columbus Southeast works collaboratively with General Education personnel to prepare each student to reach their fullest potential, and to become a contributing, successful member of their community. We direct students to achieve academic skills while facilitating social and emotional development, with a goal of becoming lifelong learners.

Life Skills Center of Columbus Southeast provides special education staff to meet the individual needs of students with disabilities. Students with disabilities and other special needs are served cross-categorically and in a variety of settings with varying levels of support based on the student's individual need.

Staff development is a priority at Life Skills Center of Columbus Southeast. The Special Education Team

meets on a regular basis to discuss IEP development, district, state and federal policies and procedures, progress monitoring and skill enhancement to best meet the needs of each individual student. In addition, the RTI Team holds training sessions for the entire staff and support services personnel to ensure greater participation and understanding in the intervention and referral process.

We recognize that all of our students with disabilities are general education students first. We strive to work with staff and stakeholders to develop and implement supplementary aids and services in the general education classroom. The majority of students spend the greater part of the school day within the regular classroom. The school is committed to the inclusionary model of special education service delivery.

Collaboration among classroom faculty and Intervention Specialists is an ongoing process. Planning time is made available so that weekly lesson plans, IEP goals modification, teaching strategies and student evaluations can be discussed on a regular and time sensitive basis. The effectiveness of this special education service delivery plan is continuously monitored and evaluated. Data is analyzed to compare student progress and program effectiveness on an on-going basis.

Life Skills goes beyond core curriculum instruction and individualized learning with our vocational programs. The school offers life skills and job readiness training to all students as part of the required coursework and helps connect students with employment and volunteer opportunities. These programs and opportunities offered our students broad experiences including job-seeking techniques, interviewing skills, resume writing, and character education. For the students personal well-being, we help them understand consumer credit and insurance, how to find a place to live, budgeting, buying a car and dealing with employment issues.

The Life Skills experience provides more than a high school diploma. We measure our success not just in terms of academic achievement, but also by our students personal and professional growth. We inspire students to do their best – in the classroom and in the community. The individual achievements of our students become successes for our communities, as our graduates enter the workforce as educated, civic-minded, and productive members of society.

Ohio department of education overall school rating for Columbus Southeast: **Meets Standards.**

Demographics

African American: 68%
Caucasian: 12.3%
Hispanic: NC
Multi Racial: 12.1%

Average Daily Enrollment 115

Attendance Rate: 49.5%

Board Members

Bradley Harshaw
Rick Amato
Travis Cary Jennings
Jonathan Hays
Dr. Ruby Lipscomb
Daniel Brookman

Staff Positions

Certified/Instructional: 9
Administrative/Support Staff: 4

careerprepschool.org

614-863-9175

Graduation Rate

The State of Ohio calculates the number of students who enter the 9th grade for the first time, adjusts for population, and formulates its projection of the number of students who actually earn a diploma four years later in determining a school's graduation rate. Life Skills offers students who are at-risk of dropping out, or who may have already dropped out of traditional high school, the opportunity to re-engage and earn a state-recognized diploma. Students who would otherwise opt for a diploma equivalent have the opportunity to graduate from Life Skills on time. Based on the States calculations Life Skills 4th, 5th, 6th, 7th and 8th year graduation rates for the 2018-2019 school year are shown below. Life Skills continues to strive to increase that percentage every year and is proud of our results considering these students would not have graduated otherwise.

Graduation Rate

4 years.	3.1%
5 years.	9.1%
6 years.	12.6%
7 years.	19.7%
8 years.	13.8%
Weighted Average	12.9%

Fiscal Responsibility

The table below is a summary of the school's financial operations for the year ending June 30, 2019.

Total Assets	\$72,475
Total Liabilities	\$23,240
Total Operating Expenses	\$1,354,643
Total Operating Revenues	\$1,120,429
Total Non-Operating Revenues.	\$223,257

The Ohio Auditor of State has not yet audited the figures presented above. However, the school does receive a regular annual audit performed by the Auditor of State. Released audit reports for the school can be viewed by going to the Auditor's website at <http://www.auditor.state.oh.us> and clicking on "Audit Search."

Testing Ohio Graduation Tests (OGT) Results ~ Passed all 5 tests - 40.9%

NWEA MAP

The NWEA Standard Item Pool measure is the predicted percentage of learning objectives achieved at each grade level. Improvement in reading was the focus this academic year as memory, attention, processing and sequencing critical for reading success must be obtained to lead to success in other subjects.

The chart below reflects only those students who tested at least twice in AY16-17:

Subject	Observed Growth
Reading	4.675
Math	6.3

*Typical yearly expected growth is 2-3 RITs according to NWEA

Community School Sponsor

As the sponsor of the school, St. Aloysius is legally mandated to provide oversight, monitoring and technical assistance. St. Aloysius bases its assessments of school performance on each of the State required indicators. In addition, St. Aloysius is a regular participant in school board meetings which include review and discussion of the results of short cycle assessments of students' academic progress (as well as other financial and organizational issues). St. Aloysius also reviews the school's Ohio Improvement Process (OIP) focused plans and Implementation and Management/Monitoring (IMM) tools, which have significant impact on overall school performance.

This school is substantially compliant with the rules and regulations governing community schools. Though the school is substantially compliant, the sponsor creates and/or monitors a number of reports relative to the schools performance in many areas besides overall compliance. 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 and make the report available to parents of students enrolled in the community school by November 30th of each year [OAC 3301-102-05(A)(3)]. As such, 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, 2019. Parents are urged to review this report as well as other monitoring and evaluative reports available through the school or the sponsor for a full understanding of their school's performance.

Academic Goals

Our goal is to provide all Life Skills students with the supportive academic, employability, and life skills training they need to earn a high school diploma and succeed in life. Life Skills accomplishes this goal by the following:

- Providing development-level-appropriate academic instruction through state-of-the-art, research-based curricula that meet the educational needs of each student and allow each student to begin at the correct academic level and advance at his or her own pace. Fifty percent of students enrolled in a full academic year and who have 60% in-seat attendance will earn four credits per academic year.

- Providing needed social counseling for students who face significant social barriers to attendance and educational advancement.
- Providing flexible scheduling so that each student can attend to his or her responsibilities, such as childcare or work, while obtaining an education at the same time, instead of having to choose between life's necessities and education.
- Teaching valuable life skills courses, job readiness training and employment preparation and placement as well as the required basic academics, in order to prepare our students for success in the workplace and in the classroom. One hundred percent of the School's graduates will have completed an employability skills course.

The Life Skills High School is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter, contact the school administration or the Ohio Department of Education. All information contained in this report was accurate to the best of our knowledge at the time of printing.



HIGH SCHOOL