



## **2019-2020 Community School Annual Report**



**Submitted by:  
Anthony Pallija  
Executive Director**



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**Board of Directors Roster Schnee Learning Center**

Paul	Colavecchio	Chairman
Jeff	Iula	Board Member
Jessica	McCoy	Board Member
Gary	Miller	Board Member
Susan	Spinner	Board Member

**School Leadership**

Anthony Pallija, Executive Director

**Mission and Vision of the School**

The Schnee Learning Center seeks to provide a safe and positive environment where diverse at-risk students are empowered to make life choices that positively impact their futures while they gain academic, technological, and social skills. Stakeholder and community communication and engagement is sought and valued. Utilizing proven evidence-based teaching strategies and purposeful data-based decision-making, the staff of Schnee Learning Center considers the unique abilities and needs of each partner student when offering varied opportunities for individual academic growth and social-emotional skill and character development. Schnee Learning Center aims to provide meaningful professional development experiences to staff that benefit both the staff members and our students while remaining fiscally responsible.



Schnee Learning Center continued to update and implement its Positive Behavior Interventions Support (PBIS) program, a school-wide proactive, team-based framework for creating and sustaining a safe and effective environment. This program has continually increased consistency in recognizing when students do or do not meet Schnee Learning Center's behavioral expectations as described in the **SHARK (Safety, Honesty, Accountability, Respect, Kindness) Code**.

## **Our Philosophy and Program**

Every student can learn! Each deserves to be supported, both academically and emotionally, by adults who build respectful and professional individual relationships. Every student should have the opportunity to learn in a physically and emotionally-safe environment, grow academically and socially, and achieve a quality of life they desire. Alternative schooling should not be an option, it should be an absolute requirement in every community. Dropout Prevention and Recovery schooling opportunities are needed to accommodate the educational needs of our youth because the traditional school system, and particularly the traditional high school, can no longer serve the needs of the students in Ohio and their family lifestyles. The SLC offers: a blocked schedule allowing continuous enrollment with credits awarded after each semester (allowing students to meet graduation requirements in December), credit recovery, free summer school (allowing for same school year graduation), a 172- day school year, with a 370-minute day, and flexible scheduling for working students. No other school in the area offers these opportunities to students! We are different by design.

SLC continued to serve 9<sup>th</sup> through 12<sup>th</sup> grade students (typically 16 to 22 years of age) who were interested in pursuing an alternative or non-traditional schooling option.

The school provided a continuum of services/comprehensive strategies to increase graduation rates and reduce dropouts, truancy, absenteeism, disruptive behavior, and juvenile crime, all of which define the “at-risk” student.

Student learning opportunities combined academics, life and social skills preparation, workplace training, and personal/social growth programs. Online electives and credit recovery classes were taken in a supervised computer lab on Chromebooks utilizing Plato software.

Schnee Learning Center delivered a comprehensive educational program that was tied to state and national standards for at-risk students in grade 9 through grade 12. It was operated under a contract with the Sponsor (Office of School Sponsorship at the Ohio Department of Education) to provide an innovative and cost-effective solution to the special needs of disabled students, students removed from school for disciplinary reasons, students needing advanced or specialized courses and caring mentors which were not available locally, and also served previously home-schooled students who were not currently enrolled in any public school.

SLC does not discriminate on the basis of race, creed, color, handicapping condition, or gender in the administration of its educational policies, admission policies, or any other school practice. We have an open enrollment policy and follow all Board and State requirements.

### **A message from the Ohio Department of Education, Office of Ohio School Sponsorship**

Ohio Revised Code (ORC)3314.03(D)(2) specifies that the sponsor of school the must “monitor and evaluate the academic and fiscal performance and the organization and operation of the community school on at least an annual basis.”

All Ohio community school sponsors must evaluate each school and submit a written report of school academic, financial, organizational performance, and legal compliance to the Ohio Department of Education and make the report available to the parents of students enrolled in the community school.

The Ohio Department of Education, Office of Ohio School Sponsorship evaluates its sponsored schools on the performance of Ohio School Report Card indicators and on performance measures as listed in the school’s community school Contract. It is noted that the Ohio School Report Card data is not available for this school year due to the Coronavirus State of Emergency Order as declared by Ohio’s Governor, Mike DeWine.

The Office of Ohio School Sponsorship monitors the performance of its sponsored community schools through attendance at governing board meetings, on-site visits and through review of compliance assessments, monthly financial reports, and other reports related to the school’s academic, financial and operational performance to ensure compliance with rule and law.

### **State Report Card**

Ohio’s ordered school-building closure and subsequent emergency legislation (House Bill 197 of the 133<sup>rd</sup> General Assembly) had substantial impacts on the state’s accountability system and Ohio School Report Cards. As a result, Schnee Learning Center had no grades assigned or rankings issued. Measures primarily based on the spring state tests (Progress Measures) had no data available for school year 2019-2020. Gap Closing Components also had no data available for school year 2019-2020.

Graduation Rate looks at the percentage of students who earn a diploma in 4 years. (Entered grade 9 in the fall of 2015 and graduated by the summer of 2019). Using this criteria, the 4-year graduation rate for Schnee Learning Center was 30.3%, and the 5-year graduation rate was 59.1%.

### **Enrollment/Demographics**

The Schnee Learning Center is a public conversion community school, sponsored by the Ohio Department of Education's Office of Ohio School Sponsorship, and in its 15th year of operation.

The student enrollment fluctuated throughout the 2019-2020 school year, and the Schnee Learning Center served 85 students.

Daily average attendance was 75%

During the 2019-2020 school year, 19% received special education services and 7% had 504 plans in place.

### **Thirty-five students (41%) Schnee Learning Center students received their high school diplomas during the 2019-2020 school year!**

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Student learning opportunities combined academics, life and social skills preparation, workplace training, leadership training, and personal/social growth programs. Online electives and credit recovery classes are taken in a supervised computer lab on Chromebooks utilizing Plato software.

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### **Activities and Progress In Meeting Contract Goals**

All academic contract goals were tied to measures based on the Spring state tests and standardized NWEA (reading and math) spring tests. Neither test was given in the Spring of the 2019-2020 year, thus no data was available for school year 2019-2020. Gap Closing Components also had no data available for school year 2019-2020.

However, our instructors, intervention specialists, and Title 1 ESEA Certified Aide differentiated instruction utilizing reading strategies from the Reading Apprenticeship evidence-based training program, Newsela non-fiction online reading program, and provided 1-on-1 and/or small-group tutoring to students determined to be not on track (per instructor

assessments) with stated goals. The Title I and Special Needs Programs focused on academic interventions designed to supplement services to students using a variety of models: • Limited pullout, in which students were removed from their classrooms (usually on a daily basis) for a limited period of time for intensive instruction; • In-class, in which Title I students received extra assistance in the same setting and time period as their regular class.

Non-academic goal: Schnee Learning Center significantly decreased documented office referrals and suspensions for all students as measured by a reduction in discipline referrals and suspensions (there were no expulsions). Because of Ohio’s ordered school-building closure, we feel this data is skewed. However, student identified as at-risk for poor decision making met, on a regular basis, one-on-one with the School Counselor or Child and Family Guidance Counselor who worked to identify root causes of negative behaviors and provided students with one-on-one individually-tailored counseling and self-control strategies. These services continued remotely after the ordered school closings, including during the summer.

**Fiscal Performance**

SLC consistently performed sound fiscally, within the context of declining enrollment. The school adheres to a personnel structure which ties allocations to enrollment. This serves to ensure the organization is fiscally responsible.

**Schnee Learning Center  
Annual Report Summary  
For The Year Ending June 30, 2020**

**REVENUES**

State Sources	737,588
Federal Sources	139,587
Local Sources	1,977
<b>TOTAL REVENUES</b>	<b>879,152</b>

**EXPENSES**

Purchased Services	864,067
Supplies & Materials	44,799
Capital Outlay	6,970
Other Expenses	12,221
<b>TOTAL EXPENSES</b>	<b>928,057</b>