

Providence Creek Academy Charter School Renewal Application

September 30, 2015



273 W. Duck Creek Rd.
P.O. Box 265
Clayton, DE 19938
Phone: (302) 653-6276
Fax: (302) 653-7850
www.pcasaints.org

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I. Overview

1.1 Fill in the following chart with the school's basic information:

BASIC INFORMATION	
Name of School	Providence Creek Academy Charter School
Year School Opened	2002
Current Enrollment	688
Approved Enrollment	669
School Address(es)	273 W. Duck Creek Road, P. O. Box 265, Clayton, DE 19938
District(s) of Residence	Smyrna
Website Address	www.pcasaints.org
Name of School Leader	Charles Taylor
School Leader Email and Phone Number	chuck.taylor@pca.k12.de.us (302)653-6276, ext. 101
Name of Board President	Amy Santos
Board President Email and Phone Number	akt120@yahoo.com (302)653-7775

1.2 Fill in the following chart with the school's demographics at the time of submission (all information must be verifiable through state reporting tools):

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION	
Total Enrollment	688
# of Students on Waiting List	139
Gender	
# Male	349
# Female	339
Ethnicity/Race	
# White	441
# Black	187
# Hispanic	30
# Asian	16
# Other	14
# Multiracial	0
Special Populations	
# Students with disabilities	35
# English Language Learners	4
# Low-Income	126

II. Academic Framework

2.1 Is the academic program a success?

- a) Discuss the school's academic achievement results over the current charter term. How has the school performed with regard to student growth and proficiency measures over the current charter term? In the absence of expected achievement, identify changes to instructional practices that your school has implemented to improve the school's academic performance and student outcomes.

The following narrative is based on performance data for the years 2010-2011, 2011-2012, 2012-2013 and 2013-2014. At the time that this application was written and approved by the Board of Directors, the 2014-2015 performance data was not available. Over the past four years students at Providence Creek Academy Charter School have consistently met Annual Yearly Progress. Based on the Academic Performance Frameworks (Appendix 2.1a1) PCA students met the standard in several areas and there are several areas in which PCA students have been above the State average. However, the complete analysis indicates that PCA's overall academic school rating for the 2013-2014 was "Does Not Meet". PCA students have strived to keep up with the increasing growth targets over the past two years on DCAS however, we have seen a decline in students reaching the growth targets set by the state.

Providence Creek Academy Charter School

Year	1.a. Growth		1.b. Bottom 25%		1.c. Growth to Prof		2.a. Prof		2.b. Overall Subgroup		2.c. District		2.d. Similar Schools		3.a. AYP	4.a. SAT	4.b. Grad Rate	5.a. Mission Specific	OVERALL RATING/SCORE	
	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA						
10-11	D	D	M	D	D	D	D	M	D	M	D	D	D	D	M	N/A	N/A	N/A	D	58.8%
11-12	D	M	M	M	M	M	M	M	M	M	D	M	D	D	M	N/A	N/A	N/A	M	72.2%
12-13	D	M	M	M	M	M	D	M	D	M	D	M	D	D	M	N/A	N/A	N/A	M	67.8%
13-14	D	D	D	D	M	M	D	M	D	M	D	D	D	D	M	N/A	N/A	N/A	D	61.2%

While meeting instructional growth targets over the years has been a challenge; based on Measure 1c: "Are students making enough annual growth to maintain or achieve proficiency status within 3 years or by 10th grade?" in both Math and ELA PCA students were 10 and 11 percentage points higher than the state target of 63% in 2013-2014. However, our growth has slightly declined each year since the 2011-2012 school year. As a school we have analyzed what we were doing differently in 2011-2012 and worked during the 2014-2015 school year to re-implement the initiatives that we felt contributed to the success in 2011-2012. Based on Section 1 of the Academic Frameworks our students have not made the growth that is expected by the State, however we have seen that our students are making progress toward meeting proficiency expectations (scoring a PL 3 or 4 on DCAS). Appendix 2.1a2 shows our proficiency by grade level on DCAS over the years and PCA in comparison to the State average.

In addition to the required State testing Providence Creek Academy also utilizes a norm-referenced benchmark test to monitor student progress and growth from fall to spring.

In the 2014-2015 our students showed growth at every grade level on this assessment (Appendix 2.1a3). By the end of the school year 70.5% of our students were proficient in Math and 84.9% of our students were proficient in Reading in grades 1-8. This was measured using Renaissance STAR Reading and Math. Kindergarten utilized Renaissance STAR Early Literacy, 81.8% of our students were proficient on that test.

Since our last charter renewal in 2010, our school has revised our entire curriculum to align with the Common Core State Standards. Our teachers have worked diligently to create stellar units of instruction that engage students in authentic learning. In ELA our students have consistently scored above the state average. The data above shows that our work to refine units has been successful. There is always room for improvement, therefore this work is continuing in the 2015-2016 school year with changes and improvements to our classroom assessments. Teachers are working to create more rigorous, application based assessments that require a deeper depth of knowledge. Our teachers are putting the focus on the standard and learning target for the lesson rather than just following what is in the book. It is imperative that the standards drive the instruction.

An analysis of our class level data shows that typically it is our higher level students that are not meeting their growth goals, especially at the 6-8 grade math level. Therefore, in 2014-2015 we purchased IMP (Interactive Mathematics Program) for our Algebra students and Ready Common Core Math for the rest of our upper school students in order to provide a challenging and more rigorous curriculum. For students in grades 7 and 8, in 2014-2015, we moved from 45 minutes of instruction in Math to 90 minutes, and in 2015-2016 we added this 90 minutes for students in grade 6 as well.

With the transition to Smarter Balanced in the 2014-2015 school year, PCA began providing more targeted instruction to all students. During spring break we held an Academy that provided targeted instruction to students in Tier 2 and Tier 3 of RTI. As a result of Spring Break Academy students showed an increased level of confidence, which improved scores on their benchmark assessments. We strengthened our Tier 2 and Tier 3 RTI process and began including more parent meetings to help provide additional guidance and support at home. We are further strengthening the RTI process in the 2015-2016 school year by scheduling specific times in the day when Tier 2 and Tier 3 RTI interventions will occur in each grade. During this time Tier 1 students will engage in enrichment activities, Tier 2 instruction will be given by classroom teachers, and Tier 3 intervention will be conducted by the Reading and Math Specialists.

In order to continue increasing students' depth of knowledge we have enhanced our teacher created curriculum units with supplemental resources that provide rigorous performance tasks and application of knowledge. In the 2014-2015 school year PCA added Ready Common Core Reading to our K-8 ELA classes, these resources are fully aligned to the Common Core and provide application questions and rich informational text at a very high level. We also added the Ready Common Core Math to grades 1-5 in 2015-2016. This resource contains more rigorous application questions, and is used as a supplement in grades 1-5 to the Pearson Envisions that we already use. For writing in the 2015-2106 school year, we added Ready Writing for grades

2-5, Sadlier Grammar for Writing in 6-8 and Handwriting and Keyboarding without Tears for grades K-5 (in grades 3-5 the handwriting will focus on cursive writing). The Ready Common Core additions provide students with rigorous application and practice that is aligned to the Smarter Balanced test. These resources are used in conjunction with our teacher created units of instruction to provide more performance tasks and applications of knowledge. The Ready Writing and Sadlier Grammar for Writing is being used to further strengthen students writing skills. With the shift to Smarter Balanced it is imperative that our students are prepared and able to write relevant essays and writing pieces that incorporate what they have read in a story or explain how they solved a math problem. These resources assist our teachers in actively engaging our students.

Over the years we have noticed that the more technology is used, the less focus students have on their penmanship. PCA recognizes that penmanship is an important part of student success, therefore we implemented the Handwriting without Tears resources into our 1-5 grade curriculum on a weekly basis. We want our students to be able to read and write cursive and be able to print legibly. This resource incorporates grammar and writing within their penmanship practice providing additional reinforcement in these areas. With the shift to Smarter Balanced students are now required to type their essays on the computer. In 2014-2015 this was a struggle for our students because they are not yet proficient at typing. Although we have incorporated typing into their technology class as a special at the lower grade levels it was not enough for students to be proficient in typing. The Keyboarding without Tears program starts the students in Kindergarten learning basic typing skills and strategies, incorporated into fun games. By utilizing this program instead of a free online program we will be able to track student typing proficiency over the years and set clear benchmarks for students to help them become proficient in typing.

Based on the Smarter Balanced test scores that were recently released our changes are having a tremendous positive effect on our students. PCA students were above the State average in both ELA and Math on the Smarter Balanced test, with 66% of students proficient in ELA and 43.3% of students proficient in Math compared to the State average of 51.9% in ELA and 38.8% in Math. We will continue to analyze data and implement changes in order to further increase student proficiency.

2.2 Is the school meeting its mission?

- a) State the mission of the school as it appears in your charter application. How does your school measure and track mission accomplishment?

Providence Creek Academy Charter School's present mission statement is to provide a dynamic educational experience for children to realize success in Academics, Athletics, and The Arts. Academics at PCA is hands-on, child-centered, and aligned with the State of Delaware Standards as a minimum educational requirement with high expectations to exceed beyond the minimum. Parents enjoy an active and collaborative role in the effort to integrate foundational skills with a broad scope of diverse and global knowledge.

During this renewal process we are requesting to change our mission statement to the following: *"The mission of PCA is to provide a safe, nurturing, and diverse campus environment*

allowing our K - 8 students to learn from experiences beyond the traditional classroom setting. Our students are empowered with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences."

Providence Creek Academy measures and tracks accomplishment in Academics, Athletics and The Arts. We review annual test scores, promotion/retention rates and student growth toward college and career readiness as the measures for Academics. Athletics is measured by participation numbers on the school sports teams, the number of competitive events, and creation of courses to teach healthy lifestyles. The Arts is tracked through the number of students participating in and the expansion of music and creative arts offerings. Participation in competitions is also included.

III. Organizational Framework

3.1 Is the school organizationally sound?

- a) Discuss the school's organizational performance over the current charter term. How has the school performed with regard to organizational measures over the current charter term? In the absence of expected achievement, identify changes to organizational practices that your school has implemented to improve the school's organizational outcomes.

Providence Creek Academy Charter School has earned the rating of "Meets Standard" for the school's organizational performance for the 2011-2012, the 2012-2013, and the 2013-2014 school years. For the 2011-2012 school year, PCA did not meet only one indicator, which measures whether the school is complying with governance requirements, and this area of non-compliance was quickly corrected (Appendix 3.1a1). In addition the entire Board of Directors and the School Administration received Board Excellence Training (Appendix 3.1a2) in January 2015 from the Delaware Alliance for Nonprofit Advancement (DANA) . On August 9, 2015 the Board of Directors, the Administration, and selected Teaching Staff participated in a Board Retreat at Belmont Hall in Smyrna facilitated by Kendall Massett of the Delaware Charter School Network. The purpose of the retreat was to revisit the mission statement and review the outcomes of the last charter term.

In October 2014, the Board of Directors, in conjunction with the Delaware Charter School Network, worked with a consultant from the Network to advise the Board of Directors on the management of the school. During this time period the consultant provided guidance to the Board, and the Board made various changes to the Board structure as well as the Administration of the school. The Treasurer as well as the Teacher Member/Secretary of the Board resigned from the Board, and in December a new Teacher Member was selected after 3 interviews. A new Treasurer was appointed from the current members of the Board. A new Organizational Chart was approved in November 2014 which separated the position of Head of School/Principal into two different roles and created the position of Director of Curriculum. Job responsibilities were then re-aligned between all three administrative roles. In December 2014 a further change was made which required the hiring of a new Human Resource/Finance Manager, this position replaced the Director of Personnel and Finance.

From December 2014 through February 2015 the Board conducted interviews for Head of School. The candidate that was hired fell ill and could not fill the position therefore, The Board

appointed an Interim Head of School in February 2015 and that person presently serves as the current Head of School.

In April 2015 the Board of Directors created a permanent Board Oversight Compliance Committee (Appendix 3.1a4) that meets on a quarterly basis to review the operations of the School to ensure the School is complying with all Policies, Procedures, Regulations, State of Delaware and Federal Law. The Committee reports its findings at the next regularly scheduled Board of Directors' meeting. Corrective action is taken immediately if compliance issues are found. In July 2015 the Board of Directors modified the Organizational Chart to add a Student Services Department (Appendix 3.1a3).

3.2 Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?

- a) Provide specific examples of how your educational program is in compliance with instructional days/minutes requirements, the use of state assessments, Delaware content standards requirements, and providing an education and accommodations for at-risk students.

Our school calendar is approved for 1342.5 hours annually, with 37.5 additional hours for weather emergencies. These hours are accomplished in 179, 7.5 hour instructional days. This exceeds the minimum required number of hours by 282.5 (Appendix 3.2a1).

Providence Creek Academy administers the DCAS and Smarter Balanced Assessment as required. An assessment calendar (Appendix 3.2a2) is created yearly for mandated State testing. It is designed to provide students with the optimum amount of testing time and allotting several days for makeup testing. Our testing schedule structure has helped us ensure that we have exceed the 95% participation goal in each of the last four years. Students entering Kindergarten also participate in Child Find and Kindergarten teachers conduct the Early Learner Survey within the first 30 days of school.

Providence Creek Academy began aligning curriculum with the Common Core State Standards during the 2011-2012 school year. School implementation of the CCSS in Math and ELA began in the 2012-13 school year. PCA uses Delaware Content Standards for all other subjects and is a member of both the Delaware Science Coalition and Delaware Social Studies Coalition.

Providence Creek Academy has complied with all state and Federal statutes and regulations with regard to the education and accommodations for at-risk students. Compliance has been demonstrated through regular DOE compliance monitoring visits and desk audits. Our most recent review was conducted in October 2012. The one item of non-compliance was corrected as verified in a January 2013 communication with DOE (Appendix 3.2a3). To ensure continued compliance, systems were designed and implemented to ensure that all needs are met and supports are in place to ensure the success of special education students and those who are at-risk.

- b) As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:
- Math Unit with Summative Assessment (Appendix 3.2b1)
 - ELA Unit with Summative Assessment (Appendix 3.2b2)
 - Science Coalition MOU (Appendix 3.2b3)
 - Social Studies Coalition MOU (Appendix 3.2b4)

3.3 Is the school protecting the rights of at-risk students, students with disabilities, and English language Learners?

- a) Describe the process by which at-risk students are identified and evidence that the school is effective in providing the right resources and services for these students.

Providence Creek Academy Charter School adheres to Title 14 DE Administrative Code Section 12: Response to Intervention Procedures, Subsection 12.1.0 through 12.11.0 Each public agency shall establish and implement procedures to determine whether a child responds to scientific, research-based interventions (RTI) for reading and mathematics. (Appendix 3.3a1)

- b) Describe the process by which students with disabilities are identified and evidence that the school is effective in providing the right resources and services for these students.

Providence Creek Academy Charter School adheres to Title 14 DE Administrative Code Section 900: Special Populations, Subsection 922.1.0 through 929.3.0 when identifying, evaluating, servicing, and monitoring a student suspected of having a disability. A "Child with a Disability" means a child evaluated in accordance with 14 DE Admin. Code 925.4.0 through 925.12.0 as having intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in these regulations as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an Other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services. (Appendix 3.3b1)

- c) Describe the process by which students English language learners are identified and evidence that the school is effective in providing the right resources and services for these students.

Providence Creek Academy Charter School adheres to Title 14 DE Administrative Code Section 920: Educational Programs for English Language Learners, Subsection 1.0.0-8.0.0. The regulation shall apply to any district or charter school applying for or receiving funds to provide services or programs for English Language Learners. PCA has a Board approved policy and procedure manual entitled ELL Handbook that is used for identification of English Language Learners and provides guidelines for implementation. (Appendix 3.3c1)

- d) Provide a summary of findings from any audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners. Describe how the school developed and implemented a corrective action plan in response to audit findings (If applicable, evidence may be attached as clearly-labeled documents in the Appendix.)

Providence Creek Academy has complied with all state and Federal statutes and regulations with regard to the education and accommodations for at-risk students. Compliance has been demonstrated through regular DOE compliance monitoring visits and desk audits. Our most recent review was conducted in October 2012. The one item of non-compliance was corrected as verified in a January 2013 communication with DOE (Appendix 3.2a3). To ensure continued compliance, systems were designed and put in place to ensure that all needs are met and supports are put in place to ensure the success of all special education students and those who are at-risk.

Providence Creek Academy received a Administrative complaint in September 2013. After review of the complaint the matter was settled between parties.

3.4 Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?

- a) Fill in the following chart with the appropriate enrollment information over the last 4 years (3 years if this is the school's first renewal):

School Enrollment Trends									
	2011-2012		2012-2013		2013-2014		2014-2015		
	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Current Wait list for the 2015-2016 school year
K	72	76	72	77	72	80	72	80	11
Grade 1	72	80	72	79	72	79	72	80	19
Grade 2	75	76	75	77	75	80	75	77	24
Grade 3	75	78	75	76	75	79	75	78	18
Grade 4	75	79	75	78	75	78	75	79	27
Grade 5	75	79	75	79	75	79	75	78	29
Grade 6	75	77	75	77	75	77	75	79	41
Grade 7	75	78	75	77	75	73	75	67	23
Grade 8	75	65	75	75	75	72	75	70	8
Grade 9	0	0	0	0	0	0	0	0	0

Grade 10	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0
Grade 12	0	0	0	0	0	0	0	0	0
Total	669	688	669	695	669	697	669	688	200

b) How does the school both monitor and plan to minimize attrition rates? (*Attrition rate is calculated by the number of students leaving the school during the school year over number of students enrolled in the school on September 30.*) Provide a summary of why students left your school.

Providence Creek Academy receives immediate notice of student withdrawals and requests the reason for withdrawal on our student withdrawal form. The school uses parent/family satisfaction surveys, student achievement results, and interviews with students and parents to monitor stakeholder satisfaction of the quality of our program. Over the last four years, we have seen that 95% of our attrition was due to family relocation.

3.5 Is the school complying with governance and reporting requirements?

a) Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).

The Board of Directors evaluates the Head of School and the Head of School evaluates the other Administrators on an annual basis. If the Head of School holds a Delaware Administrative Certificate then the Head of School will be evaluated using DPAS II. If the Head of School does not hold an Administrative Certificate, then the Board will use the Head of School Job Description and Rubric to determine the performance of the Head of School (Appendix 3.5a1). All other staff evaluations are conducted according to Board Policy (Appendix 3.5a2).

b) Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.

The Board of Directors is an active participant in all Board functions and meetings. Each month the Administration provides a detailed report concerning academics, financials, student affairs, and operations. These reports provide interaction between the Administration and Board Members. Each month the Board evaluates the reports and directs the Administration for corrective action and/or provides any necessary guidance. In addition the Board Oversight Compliance Committee reports to the Board any non-compliance issues. During the committee meeting each Department Head provides documentation and interacts with the Board Members to either solve issues or collaborate to ensure high quality standards are met. (Appendix 3.1a3) This process provides an opportunity for self-evaluation as well as a mechanism to evaluate how the Board provides governance.

- c) Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

The Board of Directors is actively involved in the school by participating in Board Committees and School Committees. Five out of seven Members of the Board of Directors have been trained by the Department of Education as far as the CBOC/Financial requirements and attends training sessions provided by the Department and the Delaware Charter School Network. The remaining 2 new members are scheduled to attend CBOC Training as soon as the training date has been established by the Charter School Office. At each monthly meeting of the Board of Directors the Administration provides monthly reports concerning Academics, Operations, Financials, After School Programs, and Athletics. Each new Board Member receives a complete Board Policy Manual along with past Board Meeting Minutes. In addition each new member is given a Board Excellence Handbook provided by the Delaware Alliance for Nonprofit Advancement and pertinent information from the Highbar, and Board Smart Savvy.

- d) Describe the school's process for succession planning including identification, development and retention of school leaders.

The Board of Directors has approved the Organizational Chart as a tool to identify the hierarchy of leadership in the school. The areas of responsibility are divided to ensure that duties are not totally assigned to one school leader. Duties cross areas of responsibilities; for example, scheduling is completed by a team and each person on the team learns how to complete scheduling. This eliminates sole responsibility for completion of duties while empowering staff members. In order to provide leadership succession, both the Principal and the Director of Curriculum are participating in the University of Delaware's *Delaware Academy for School Leaders', Executive Leadership Academy*. The key topics addressed during the ELA sessions pertain to government, law, human resources, collective bargaining, education and leadership. This program is designed to prepare school leaders to successfully lead districts and charter schools. In addition, PCA has Team Leaders that are selected members of the staff across all instructional areas. If there are openings in the Administrative areas, the school uses many search engines to advertise for leaders; for example, Join Delaware Schools, Charter School Job Board, and National Association of Independent Schools. These search engines are nationwide and provide a broad perspective of leadership. As members of the Delaware Charter School Network the school has the capability of networking.

- e) As an appendix, please provide the following document:

- Current Organizational Chart
(Appendix 3.1a3)

3.6 Is the school complying with closure requirements?

- a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:
- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the

2015-16 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.

Providence Creek Academy had an unencumbered balance of \$2,796,629.79 in appropriation 98000 and \$8,536.58 in appropriation 05213, FY 15 as of June 30, 2015 (Appendix 3.6a1). These two appropriations will be adequate to cover the summer pay obligations which were estimated to be \$526,294.69 for salaries and OEC's. During the current fiscal year FY 2016, we had \$44,011.89 in June, 2015 non-salary expenses which were paid in July, 2015 and there is an adequate balance to cover these obligations.

- If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the time-frame for meeting this requirement.

Funds have been set aside for these expenses in State/Local Appropriations Code 98000.

- Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).

The Close-Out Team, if ever required, would consist of the following: Head of School, Principal, Human Resource/Finance Manager, Board President, and Board Treasurer.

IV. Financial Framework

4.1 Is the school financially viable?

- a) Discuss the results of your Financial Performance Reports over the current charter term. Discuss any trends and provide explanations for each individual measure for which you received a "Does Not Meet Standard" or "Falls Far Below Standard" rating, including your plans and strategies for improving the individual measures and, if applicable, overall ratings.

Providence Creek Academy Charter School has met the overall Financial Performance Standards for the last 4 years, however we have not met the debt to asset ratio. PCA has consistently remained between .94 and .98. A debt to ratio less than .90 results in a "Meets Standard" rating. This rating is the result of the financial arrangement between the school and its lenders for the cost of acquiring the campus and construction of the school buildings. The financial health remains strong, with PCA meeting all its obligations and maintaining a reserve that currently totals more than 2.7 million dollars (Appendix 4.1a1).

The school reorganized the Human Resource/Finance Department in late 2014 and early 2015. The position of Director of Personnel and Finance was eliminated and replaced by a Human Resource/Finance Manager. The school has always had policies and procedures in place for efficiency, as well as a checks and balance system for greater accountability. To strengthen our performance the Board Oversight Compliance Committee was established to ensure proper accountability of each department within the school (Appendix 3.1a4).

- b) Provide a summary of findings from independent audits and, where applicable, how the school developed and implemented a corrective action plan in response to audit

findings (If applicable, evidence may be attached as clearly labeled documents in the Appendix.)

A review was completed of all independent audits back to the 2010-2011 fiscal year and there were no findings in any of the previous audit reports. The FY 2014 2015 Audit was conducted and presented to the CBOC and the Board of Directors on September 17 and September 22 respectively. The report indicated that there were four areas of Material Weakness; two of the areas were due to Management override of controls, and one area was lack of experience. The final area was incorrect reporting from the previous Audit Company and reliance on said Auditor to maintain the detailed capital asset listing. Each area has been addressed, rectified and policies have been implemented (Appendix 4.1b1).

c) As appendices, please provide the following documents:

- Final Fiscal Year 2015 Revenue & Expenditure Budget Report in the prescribed Department format (Appendix 3.6a1)
- Approved preliminary Fiscal Year 2016 Budget in the prescribed Department format (Appendix 4.1c1)
- Fiscal Year 2015 Audited Financial Statements (Appendix 4.1c2)

V. Five-Year Planning

5.1 Projected Enrollment

- a) Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

Projected Enrollment					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	72	72	72	72	72
Grade 1	72	72	72	72	72
Grade 2	75	75	75	75	75
Grade 3	75	75	75	75	75
Grade 4	75	75	75	75	75
Grade 5	75	75	75	75	75
Grade 6	75	75	75	75	75
Grade 7	75	75	75	75	75
Grade 8	75	75	75	75	75
Grade 9	0	0	0	0	0
Grade 10	0	0	0	0	0

Grade 11	0	0	0	0	0
Grade 12	0	0	0	0	0
TOTAL*	669	669	669	669	669

5.2 What are the school's plans for the next five years of the charter?

- a) Describe what changes and improvements the school will undertake in the next five years in **all** core content areas based on the school's examination of student performance outcomes.

Providence Creek Academy has been in contact with The International Baccalaureate (IB). The International Baccalaureate offers a continuum of international education. The programmes encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development. PCA is researching whether this programme will be appropriate for the goals and mission of Providence Creek Academy.

Currently we are taking steps to expand our Learning Enrichment After-school Program (LEAP), and Science Technology Engineering and Math program (STEM). These offerings will be held after-school hours and free transportation will be provided for students to encourage participation. PCA will evaluate the student interest in expanding the offerings of the Academics, Athletics and The Arts programs.

- b) Provide goals and performance outcomes, including assessment tools and measures to be used. Provide a rationale for the identified goals and assessment measures. Provide any mission-specific goals that you will include in your Performance Agreement.

Providence Creek Academy utilizes a norm-referenced assessment tool to measure student growth toward college and career readiness. The assessment is administered in equivalent intervals throughout the school year. Administration and teachers utilize the information from these assessments to determine the need for further differentiation in instruction.

- c) Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

There are no plans for changes or improvement to the school's facility at the present time.