Pennsylvania Department of Education

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report
Tuesday, October 09, 2007

Charter School: Multi-Cultural Academy CS
Address: 4666-68 N 15th St
Philadelphia, PA 19140
Phone: (215) 457-6666
Contact Name: Vuong Thuy

SECTION I. EXECUTIVE SUMMARY

Organization Description
The Multi-Cultural Academy Charter School (MACS) is located in Logan/Nicetown, one of the poorest sections of Philadelphia. The student body is drawn from many areas of the city, with most residing in the neighborhoods surrounding the school. Most of the students are African American; many are from single-parent or foster homes. More than 85% of the student body

come from low-income families. When the students begin their education at MACS, the majority of them are one to four years below grade level in reading and mathematics and have difficulty adjusting to the strict discipline and well-structured environment of our school. In other words, they are not ready for the academic and behavioral expectations of high school in general and of our school in particular.

Core Purpose

Mission

The Multi-Cultural Academy Charter School is determined to provide a safe environment where students can learn and teachers can teach. It is committed to providing quality and equitable education in a multi-cultural and nurturing environment where young men and women are able to reach their potential academically, behaviorally, and socially. Teachers endeavor to nurture their students' developing skills as well as foster the discovery of hidden talents and leadership potential. To achieve these goals, all students are expected to be sensitive and responsive to the ever-changing needs of society and one another, thus making a positive contribution to the global community. The staff at MACS believes it is necessary to educate the "whole person," emphasizing acceptable behavior, tolerance, respect, pride, dignity, responsibility, and excellence.

Vision

Through creative lessons, a comprehensive curriculum, and team planning, the school staff provides students with opportunities to develop critical thinking, independence of thought, and a lifelong love of learning. By the time our students graduate from MACS they are well prepared for their next endeavor: an institution of higher learning or a trade school or on a career track.

Shared Values

The staff at MACS endeavors to build a sense of school and community spirit through its concern for each student's well-being which in turn fosters student sensitivity and caring for others.Â Because young people must learn the importance and intrinsic rewards of "giving back," MACS endeavors to instill a strong sense of responsibility toward society by requiring our students to perform 20 hours of community service each year.Â In addition, student leadership and service to the school are encouraged through student government activities.Â It is also important to the staff that the students are equipped with the necessary knowledge and skills to make successful choices for their future.Â In addition to academic skills, the staff emphasizes appropriate behavior, character development, self-respect, respect for others, and the appreciation of individual differences.

Academic Standards

In addition to the use of technology in the classroom such as SmartBoards and PVBX system, MACS will continue to utilize School District of Philadelphia, State, and National standards in the curriculum with particular emphasis on core subject knowledge, technology, and writing skills. Student achievement will be greatly enhanced by the use of educational technology and extra instructional time such as enrichment classes and individualized/differentiated instruction.

Strengths and Challenges

The program at MACS has many strengths. All teachers believe in and enforce the strict discipline policy that provides the students with a sense of uniformity and structure. The attendance rate of both the student body and the faculty is very high, with several students

maintaining perfect attendance. The teachers at MACS are extremely dedicated to ensuring the academic success of their students. One example of their dedication is their uncompensated/voluntary attendance at individualized student/parent round table conferences on many Saturdays throughout the school year. In addition, teachers provide remedial instruction after school and on Saturday mornings when needed. The weekly faculty meetings and monthly staff development sessions are forums for sharing ideas and discussing learning styles and teaching strategies. Teachers enjoy excellent communication with the parents of the MACS students. These parents offer much support to their children and the teachers and to the MACS philosophy and policies in general.

One area needing improvement is the physical plant of MACS itself. Because MACS is comprised of two converted warehouses and a trailer, students have to go outside in all kinds of weather to move from one class to another. In addition, some of the classrooms are small which makes it difficult to conduct certain types of lessons. Five of the classrooms are separated with movable partitions sometimes making it difficult for students to concentrate on what their own teachers are saying.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Chief among the school's goals for the 2006-2007 school year was to improve PSSA scores in math and reading in order to meet the AYP. The MACS school improvement team determined that increasing PSSA scores would require a concerted, coordinated effort to identify students' deficiencies in key areas and address them through intensive academic and individualized instruction. MACS modified its academic programs in order to focus on students' needs in a more effective manner.

During the 2006-2007 school year, MACS added additional daily courses, English Enrichment and Math Enrichment, to the rosters of all 9th, 10th, and 11th grade students. These classes were designed to supplement the traditional English and mathematics classes by focusing on basic skills and targeting students' academic deficiencies. For the 2007-2008 school year, the enrichment classes will continue, with an increased emphasis on those basic skills necessary for academic success. The mathematics and English departments have created a comprehensive schedule for the enrichment classes that will ensure that all these skill areas will be taught. Also, an enrichment class in science will be added to student rosters during the 2007-2008 school year.

MACS will also continue to offer its Extended School Day (ESD) program from 3:30-5:00 P.M., Monday through Thursday, for students in grades 9-11. ESD provides additional instruction for students in math, English and science. ESD classes will focus on improving students' science knowledge, basic math and writing skills, reading levels, and test-taking skills in order to bolster students' confidence and improve their performance in these areas.

Additional instructional time for students will be provided through MACS's Saturday remedial instruction program. These three-hour classes offered every Saturday will focus on English and mathematics only for those students who need them. These classes will provide opportunities for students to receive individualized attention and remedial instruction.

All of these instructional programs will be closely monitored and evaluated by the teaching staff and school administration in order to ensure accountability and to gauge the programs' effectiveness. The students will be frequently assessed in order to determine whether goals are being met. Using student and teacher feedback, the faculty and administration will work together to make any necessary changes or improvements to the programs in a timely manner.

MACS's teaching staff will continue to work as a unified team in an effort to address the needs of the students during the 2007-2008 school year. Teachers will teach across the curriculum so that basic skills are addressed in more than just the science, English, and math classrooms. Teachers will coordinate lesson plans so that the content and skills taught in one subject will be supplemented in other subject areas. Weekly staff meetings, monthly staff development sessions, departmental meetings, and grade level team meetings will provide frequent opportunities for the teaching staff to share methods and develop strategies for increased student success.

In order to ensure that all students' needs are being adequately assessed, MACS will also continue its series of Round Table Conferences that bring together each student, his or her parents/guardians, and all of his or her teachers in a comprehensive discussion of the student's academic, behavioral, and emotional needs. The conferences are held on Saturday mornings and begin early in the school year. Students are scheduled for the conferences in order of priority, based on a list developed collectively by the teaching staff. The goal is to meet with every student and his or her parents/guardians during the school year. These conferences have been extremely effective in improving student achievement and increasing communication between the school and parents, as well as increasing parental involvement in the school.

In addition to the required standardized tests, all MACS students take the Iowa Tests of Educational Development at the beginning and end of each school year with the cost assumed by the school. This test serves as a valuable measurement of students' deficiencies and knowledge. Initial Iowa test data will enable MACS to target students' weak areas and address these needs in the classroom. A post-test is administered in June.

As a result of the 2006-2007 school year strategic planning, MACS met the AYP for 2006-2007. The staff and administration of MACS believe that these programs will again enable the school to meet the AYP goals for the 2007-2008 school year.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Vuong Thuy	Multi-Cultural Academy Charter School	Administrator	Board of Trustrees
Donna Warshaw	Multi-Cultural Academy Charter School	Other	Vuong Thuy
Daniel Waters	Multi-Cultural Academy Charter School	Special Education Representative	Vuong Thuy
Daniel Larkin	Multi-Cultural Academy Charter School	Secondary School Teacher	Vuong Thuy
Quyen Vu	Indochinese-American Council	Community Representative	Vuong Thuy

Goals, Strategies and Activities

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your charter school utilize?

The Multi-Cultural Academy Charter School uses the Pennsylvania state content standards to develop and implement curricula to ensure the academic development of all students. Each program is designed to elevate the levels of achievement of individual students. Compliance with PA standards is required of all teachers. Teachers MUST be familiar with state standards and ensure that every child is instructed according to those standards.

Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

Chapter 4 content standards and requirements are published in the school's Student and Parent Handbook and are explained to parents and students at annual orientation meetings.

How is the curriculum organized to meet the developmental and academic needs of students?

The curriculum is designed so that students systematically proceed through the various levels of each field of study: Mathematics, Language Arts, Science, Social Studies, etc. Sequential advancement through the levels in each subject area ensures that each child fulfills pre-requisites prior to moving on to more complex materials or higher levels of instruction. This process also ensures that previous concepts are reinforced and further developed through the students' academic careers.

How does the charter school promote in-depth and inquiry-based teaching and learning?

The school promotes in-depth learning via the forward movement through the various fields of study, utilizing serial texts, curriculum-referenced materials, team-teaching strategies, and technology including hand-held computers and SmartBoards. Frequent staff meetings are held to assess every child's academic progress. MACS has invested substantially in technology including SmartBoards and educational software such as Plato and Encyclopedia. In addition to the state standards and in order to better prepare our students for the world of work or post-high school education, computer and competent writing skills are requirements for graduation from MACS. Reading and writing across the curricula are emphasized, with each teacher bringing his/her expertise in the subject area while consulting with the English department for input on instructional/learning methods. Teachers are encouraged to be facilitators rather than lecturers. Within each classroom, students are assigned short-term and long-term projects to be completed individually or in cooperative learning groups to solve problems or accomplish goals. Each year, MACS seniors are required to fulfill an interdisciplinary research project that is evaluated by staff from all subject areas, and is graded on content and standard research format.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

Students performing significantly below standards in mathematics, science, and literacy receive extra assistance through after-school academic programs from 3:30 PM to 5:00 PM, Monday to Thursday, where certified teachers work with individual students and where students can work with college tutors or retired teachers. Below-standard students are also referred to the Plato computer program for remediation in basic skills. Saturday academic sessions have also been implemented with the specific goal of improving the academic/standards performance of these at-risk students. Enrichment classes in math and reading have been established between 2:30 PM and 3:30 PM to help these students overcome their deficiencies in math and reading.

What types of teaching strategies are used to actively engage students in the learning process?

Active teaching strategies used to engage all students include open discussion in class, individual and group research projects, individual and group oral presentations, as well as independent study and research. Students also utilize the school's computer room to access the Internet in order to enhance their understanding of global studies and macro-social concerns.

English Language Learners

The school's ELL plan includes the following:

1. **Check students' documentations including report cards to determine ELL eligibility**
2. **Oral interview and administation of SELP test to determine the need for, and level of, ELL instruction**
3. **Providing instructions based on the SELP test scores and oral interview**
4. **If necessary and in addition to ELL classes, students will be provided with additional instructions including enrichment classes and individualized after-school instruction.**
5. **Core subject performances and SELP post-test will determine if and when a student will be allowed to exit from the ELL program.**

Although we had a number of foreign-born students among the 155 students enrolled at our school during the school year 2006-2007, *none* of these students was limited English proficient. We do not expect to have ELL students during the school year 2007-2008.

Graduation Requirements

The graduation requirements at MACS are equal to or superior to most public school requirements. In addition to the high school graduation requirements set forth in Chapter 4 under Section 4.24 of 22 Pa. Code, MACS graduates must possess computer and writing skills. A grade scale where A=94-100%, B=86-93%, C=78-85%, and D=73-77% ensures that all students fulfill higher percentages of required material than their public and private school counterparts. The completion of a senior research project allows students to demonstrate their proficiency in integrating diverse materials into a cohesive presentation. All students including seniors are required to perform at least 20 hours of community service each school year.

Special Education

Our school is very concerned for our students with special needs, and school staff including school administartors, school counselor, school nurse, and classroom teachers work together to make sure that these students get the necessary accommodations in the least restrictive environment. The following are some of the services offered at our school:

1. A daily resource room has been established at the start and at the end of each day to ensure that the students with special needs are getting the help they require.

2. At the weekly faculty meetings teachers have the opportunity to identify the students who may need to be evaluated for an IEP and to discuss strategies to reach out to the special education population at our school.

3. Regular teachers are required to review IEPs of special education students to familiarize themselves with their needs and accommodations.

4. Regular teachers are given observation forms to fill out in order to identify possible students with special needs.

5. Parents are asked to fill out a survey about their child.

6. If the staff suspects that a child may need to be evaluated, a Permission to Evaluate form is sent home to the parents. If they agree, the school will have a school psychologist perform an evaluation.

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Daniel Waters	.5	Learning support	Multi-Cultural Academy Charter School	16	no unique situation

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information

Special Education Program Profile - Chart III

Title	Location	FTE
Daniel Waters	Multi-Cultural Academy Charter School	.5
Donna Warshaw	Multi-Cultural Academy Charter School	As needed
Sandra Walker	Multi-Cultural Academy Charter School	As needed

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Donna Warshaw	Educational consultant	As needed
Sandra Walker	Guidance Counselor	As needed
Daniel Waters	Special Education Teacher	As neede

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	No	No	No	Yes	No
Terra Nova	No	No	No	Yes	Yes	No	No
IOWA Educational	No	No	No	Yes	Yes	Yes	Yes

Development							

Student Assessment

In 2004-05 and 2005-06, MACS failed to meet the AYP goals for math. In 2007 MACS was able to meet the AYP goals in all areas. The reason for this improvement stems from the development of the PSSA after-school program and the development of enrichment classes in both English and math that concentrate on the development of the fundamental skills that our students are lacking from their former school experiences. Teachers are encouraged to quiz and test students on a regular basis and to develop challenging homework assignments that help to prepare them for the standardized testing required by the state. Terra Nova and IOWA tests are also used to help determine the deficiencies of individual students for the purpose of scheduling them more effectively into the enrichment classes as well as into their regular math and English classes. A peer mentoring lunch program was also instituted that addresses not only math and English deficiencies but also deficiencies in other curriculum areas as well. Starting in the 9th grade and continuing until they take the PSSA tests in the 11th grade, students who are at risk of failure are immediately enrolled into the Extended School Day (after school program) to help raise their reading and math levels. This program was instituted during the 2004-05 school year and has led to MACS's meeting the AYP goals after the second full year of the program. Students are tested in the after-school program to ensure that they are making progress; if progress is not being made, students are then placed in a remedial program designed by the staff to address their specific deficiencies. The fact that MACS has met the AYP goals for the 2006-07 school year proves that the program is currently working well. MACS is continuing to look at improving the structure of the program to fit the specific needs of our student population; however, at the current time we feel that this program has been a success and will continue to be successful in the future.

Teacher Evaluation

a.) *List the main features of the school's teacher evaluation plan.*

The sole purpose of teacher evaluation is to ensure that the teacher has the necessary skills and knowledge in order to perform his/her duties professionally and satisfactorily and ***not*** to punish him/her, and also to identify the teacher's necessary skills to help him/her perform a professional job. To achieve this goal, teacher evaluation must be an on-going process and include the following:

Classroom Observations

The Headmaster conducted at least one classroom observation of each teacher during the school year 2006-2007, using the evaluation form prepared by the Pennsylvania Department of Education (PDE-426) and/or the MACS Teacher Evaluation form. Both forms contain specific evaluation criteria to help measure different professional requirements such as classroom climate and management, instruction methods, and professional capabilities.

Informal Conferences With Teachers

After each classroom observation, the Headmaster held an informal conference with the teacher to discuss his/her strengths and weaknesses in order to develop a mutually acceptable plan of action for improvement, if necessary, and to help the teacher acquire the essential skills and knowledge for professional growth.

Input from Students and Their Parents

Input from students and parents was sought to help the Headmaster evaluate each teacher during the school year 2006-2007. In addition, direct student input was received during a three-day retreat at the end of June 2007.

Teacher Certification and School Administrator's Support

Teacher evaluations by the school administrator provide valuable feedback that can assist novice teachers in their efforts to obtain professional certification and skills Teacher evaluations also provide support for struggling teachers.

Teachers who did not take the Praxis test in their teaching field are required to take this test as soon as possible.

b.) *List entities/individuals who are responsible for teacher and staff evaluation.*

The individual who is responsible for teacher and staff evaluation is **Dr. Vuong G. Thuy, Headmaster.**

c.) *Describe professional development for the evaluators, particularly in the areas of Special Education and instructional techniques, that is unique to the mission of the charter school and support student supportl.*

No outside evaluators were used to assess the school's performance; the evaluation was done in-house by the school staff and also by a school psychologist, when necessary. A form of self-evaluation in Special Education, instructional techniques, classroom management and other areas, were conducted throughout the school year as well as at the three-day, end-of-the-school-year retreat in June 2007. Guest speakers were invited to conduct professional development for staff.

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the school year 2006-20076, the Vice-President of the Board of Trustees, Sharon Powell Lee, resigned from this position because of the increasing demands of her job and her family. She was promptly replaced by Huyen Tran, MD, who was a member of the board. A new board member was elected to fill in the position vacated by Dr. Tran.

Board of Trustees

Name of Trustee	Office (if any)
Bernard Shapiro, MD	President
Huyen Tran, MD	Vice-President
Alan Klein, Esq.	Secretary
Vuong G. Thuy	Treasurer, Ex-Officio
Andrew Wright	Member
Tae-Ock Kauh	Member

Professional Development (Governance)

Board members have been regularly informed of federal and state policies and laws including the Sunshine Law. Board members have attended staff development and self-evaluation at the school's three-day retreat in June every year. Board members are well-versed on the Sunshine Law and the Public Officials Act as well as other educational laws and regulations.

Coordination of the Governance and Management of the School

The Board of Trustees coordinates the governance and management of the school through regular and special board meetings, staff reports, school visits, as well as through meetings with staff, students, parents, etc. During the school year 2005-2006, the President of the Board and one board member attended a three-day retreat for staff development, staff self-evaluation and long-term planning. The Board of Trustees has limited or practically no working relationship with the charter-granting School District's Board of School Directors unless there is an issue between the two entities.

Community and Parent Engagement

As in previous years, during the school year 2006-2007, board members worked closely with the CEO/Headmaster, school staff, and parents to resolve issues affecting students and their parents, as well as to attempt to secure a new and more suitable school building. One board member served as a hearing officer at expulsion hearings.

Because four out of six members of our school's Board of Trustees are leaders in their own right in their respective communities, they have been quite active in advocating and soliciting support for the school. Within their own associations, they have been promoting opportunities for their membership to volunteer to help the school and its students. Our board members have worked closely with the Home and School Association and have encouraged parents to take a more active role in the education of their children as well as in various activities and aspects in the operation of the school. They have also been successful in obtaining the support from the Indochinese-American Council, a community-based non-profit organization, and businesses such as Comcast Cablevision and U-Combination Technology, Inc..

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

None. Applying for State and Federal Grants is the only fund-raising activity for the school. The school did receive small grants to defray bus costs for student trips and activities from Comcast Cablevision and Health Partners.

Fiscal Solvency Policies

The Board has set aside $500,000 to meet any future unforseeable emergency expenditures or shortfalls in revenues.

Accounting System

The school uses Cougar Mountain Fund Accounting Software. The chart of accounts is set up based on the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

The audit firm that we use is Larson Allen LLC, 18 Sentry Park West, Blue Bell, PA 19422-2327, Tel. 215-643-3900. The 20042005 and 2005-2006 audits were completed in August 2007. No findings so far.

Citations and follow-up actions for any State Audit Report

None.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

Minimum.

Future Facility Plans and Other Capital Needs

Our board members and staff have been looking for a more suitable facility without success. We will continue to look for a new facility until we find it.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

In an expeditious and timely manner, the school nurse and office staff have maintained complete and up-to-date health and immunization records for students in their general files. These records are available for inspection any time. The school buildings have been inspected virtually every year by the City of Philadelphia's L&I and Fire Departments for safety purposes and violations. A fire drill has been conducted practically every month and a record of the drills has been kept in the office of the Headmaster. The City of Philadelphia's Fire Department observed two fire drills during the school year 2006-2007. Parents were informed of the school's emergency practices and policies.

The Request for Reimbursement and Report of School Health Services was submitted during the month of August 2007.

Current School Insurance Coverage Policies and Programs

We have the following insurance policies currently in force: General Liabilities, Property, Automobile, Workers' Compensation and Employers' Liability, Educator's Legal Liability, Commercial Crime and Umbrella Liability.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Nine *out of fourteen peofessional staff members* employed in September 2005 returned in September 2006. Five left because of different reasons: better paid job, increasing family duties, relocation, non-certification, or non-renewal of contract.

Ten out of twelve teachers employed in September 2005 served the whole school year. During the school year 2006-2007, one was fired and another left at mutual agreement.

Quality of Teaching and Other Staff - Attachment

- PDE-414

Student Enrollment

a) All school-age children eligible, in terms of educational promotion, for a high school education (9-12) can apply for admission to our school without discrimination of any kind. The admission procedure includes the following steps:

1. Filling out an Application of Intent

2. Required attendance at one of the scheduled 1.5 hour Pre-Enrollment Orientation meetings for prospective students and their parents. These meetings are announced and scheduled in May and June.

3. After the orientation meeting, a full Application for Admission must be submitted.

The deadline for submitting an application for admission is the date of the last scheduled orientation meeting. Acceptance letters or telephone calls are made roughly 5-15 days after the full Admission Application is received.

Applications of Intent will continue to be accepted even after the deadline, and these applicants will be placed on a waiting list based on the date of the application. Acceptances after the deadline are made from the waiting list and depend upon available space. For the past 8 years MACS has been in existence, somehow just enough students were admitted before the deadlines; therefore, no lottery was necessary.

Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

Grade levels: 9th Grade: **59**; 10th Grade: **41**; 11th Grade: **23** and 12th Grade: **31**, including

Number Dropped: **30** - Number Added: **3**, added after 9/3/05.

Most of the students who transferred out returned to their neighborhood schools.

Provide the number of students who completed the 2005-2006 year who are currently enrolled to return in September.

At the time of the completion of this report, 79 students who completed the 2005-2006 school year have indicated that they will return to school in September.

Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.

*A student is requested to be voluntarily withdrawn from our school **only** if the following two conditions are met: 1/ documented records of repeated serious violations of the school rules and regulations and ignoring repeated warnings; 2/ necessary measures fail to produce results, i.e. counseling by the school counselor and/or outside professionals,*

A student is requested to be voluntarily withdrawn from our school ***only*** if the following two conditions are met: 1/ documented records of repeated serious violations of the school rules and regulations and ignoring repeated warnings; 2/ necessary measures fail to produce results, i.e. counseling by the school counselor and/or outside professionals,peer and staff assistance, and numerous meetings with students and parents, resulting in lack of cooperation by parents. No students have ever been asked to be withdrawn because of poor academic performance.

Expulsion: **1**

Voluntary withdrawals: **29**

Transportation

Because our school is a high school there are no school buses transporting students to schools. However, the school sold subsidized tokens to students according to the instructions and policies issued by the School District of Philadelphia. No special education students at our school needed transportation accommodations.

Food Service Program

Although the school does not participate in the Free and Reduced Lunch Program, it has been providing ***free*** snacks to the students who participate in our After-School Program, from 3:30 PM to 5:00 PM, Tuesday to Friday. These snacks have been provided by the Archdiocese of Philadelphia.

Student Conduct

We expect our students to strictly follow the school rules and regulations published in our Student and Parent Handbook. Our discipline policy is in compliance with Chapters 12 of the Public School Code, particularly with respect to due process.

Because our school does not have a suspension policy, in serious cases of behavioral problems, students are asked to stay home until their parents meet with the school staff to discuss these problems. By working together, the parents and the school staff are usually able to develop mutually acceptable remedial measures. In addition, it should be noted that as soon as their parents arrive for the meeting with the staff, the students are immediately and unconditionally reinstated. In most cases and during the school year 2006-2007, parents arrived on the same day of the school violation or undesirable behavior; therefore, suspension was not necessary.

One student was expelled during the school year 2006-2007.

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report
Summary Data
2007 - 2008

Name of School: Multi-Cultural Academy CS

Date of Local Chartering School Board/PDE Approval: April 18, 2007

Length of Charter: 5 years **Opening Date:** September 1998

Grade Level: 9-12 **Hours of Operation:** 7:30 AM - 5:00 PM

Percentage of Certified Staff: 78 **Total Instructional Staff:** 11.5

Student/ Teacher Ratio: 13-1 **Student Waiting List:** 15

Attendance Rate/Percentage: 94
Enrollment: 155 **Per Pupil Subsidy:** $7,247.92 (reg.) $15,346 (Spec. Ed.)

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	5
Black (Non-Hispanic):	145
Hispanic:	5
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 87

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 16

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	None	None	None	None	None	187	187
Instructional Hours	None	None	None	None	None	1171	1171

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Multi-Cultural Academy CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

Verify that all DATA reports to PDE are complete **YES** _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.
Name Vuong G. Thuy, Ph.D.
Title CEO/Headmaster
Phone 215-457-6666 **Fax** 215-457-2982
E-mail thuyv@macs.k12.pa.us

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name Bernard Shapiro, MD
Title President
Phone 215-839-3037 **Fax** 215-839-3037
E-mail bernardshapiro@earthlink.net

_____ _____
Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.
Name Daniel Waters
Title Spec. Ed. Teacher
Phone 215-457-6666 **Fax** 215-457-457-2982
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Signature of the Special Education Contact Person and Date