Pennsylvania Department of Education

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

Charter Annual Report

Monday, November 10, 2008

Charter School: Crispus Attucks Youthbuild CS
Address: 605 S Duke St.
York, PA 17403
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report
Summary Data
2008 - 2009

Name of School: Crispus Attucks Youthbuild CS

Date of Local Chartering School Board/PDE Approval: May 1999

Length of Charter: 9 **Opening Date:** August 11, 2008

Grade Level: 12 **Hours of Operation:** 7:30 A.M - 4:30 P.M.(students: 8:00-3:00)

Percentage of Certified Staff: 77% **Total Instructional Staff:** 7

Student/ Teacher Ratio: 15 **Student Waiting List:** 70

Attendance Rate/Percentage: 87.2

Enrollment: 132 **Per Pupil Subsidy:** 7266.61

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	66
Hispanic:	50
White (Non-Hispanic):	14
Multicultural:	2

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 88.4

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 14

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	0	183	183
Instructional Hours	0	0	0	0	0	1021	1021

SECTION I. EXECUTIVE SUMMARY

Organization Description

What is YouthBuild USA?

The Crispus Attucks YouthBuild Charter School located in York, Pennsylvania is currently associated with the national YouthBuild, USA program and the Bill and Melinda Gates Foundation; (http://www.gatesfoundation.org/default.dam). For almost 25 years, YouthBuild USA has galvanized the positive energy of unemployed young people to rebuild their own

communities and their lives through work, education, responsibility, and family. Currently there are 200 YouthBuild programs across the country and 23 alternative charter schools nationwide. YouthBuild USA is a national nonprofit organization that supports a nationwide network. Since 1994, more than 25,000 YouthBuild USA, young people have helped rebuild their communities, transform their lives and create more than 10,000 units of affordable housing. Strong emphasis is placed on leadership development, community service and the creation of a positive mini-community of adults and youth committed to success.

A Historical Perspective - Crispus Attucks YouthBuild Charter School - York, PA
In 1996, The Crispus Attucks Association in York, Pennsylvania founded a new academic program for Youth who had dropped out of the traditional school. The Crispus Attucks YouthBuild Program began as a GED program for at risk youth between the ages of 17 — 24. This program was modeled after the first National YouthBuild USA program in Harlem New York. The objective of the program was to provide learners with an opportunity to acquire job related skills in the field of construction while simultaneously taking classes to earn a GED. The program offered GED classes one week and construction work the alternate week.

In 1999, the Crispus Attucks YouthBuild Program petitioned the York City School Board and Pennsylvania Department of Education for permission to evolve into the Crispus Attucks YouthBuild Charter School. In 2000, the school became a state approved alternative, public charter high school accessible to all York County youth between the ages of 17 and 21.Most recently, the York City school District renewed the charter for another 5 years up to 2012.

Since 2000, with the assistance of the school's strategic planning team we have strategically and artfully used our infrastructure to systemically cultivated a continuous learning climate that addresses quality teaching, quality leadership and student achievement. Students are encouraged to believe in effort based ability and enhance their resiliency skills. The Crispus Attucks YouthBuild Charter School has evolved into a quality school with a rigorous aligned curriculum where students with potential acquire the opportunity to earn their high school diploma and accessibility to post-secondary opportunities.

Executive Summary
The priority of the Crispus Attucks YouthBuild Charter School is Student Learning. The 2006-2009 Strategic Plan is based on the shared philosophy that all students will learn. The current plan was developed with active participation of the Crispus Attucks YouthBuild administrators, teachers, staff, parents, students, Board members, community leaders, and community representatives. The involvement of the many people enhanced the quality of this Strategic Plan. The committee used the framework established by the Pennsylvania Department of Education to facilitate an alignment of the six components of Pennsylvania's standards-aligned instructional system as defined through PDE's four lenses: quality teaching, quality leadership, artful use of infrastructure, and continuous learning ethics. These components established the foundation of our School's goals.

The 2006 -2009 Strategic Plan demonstrates the School's systemic approach to ensuring a coherent framework for all learners. Through consistent and pervasive practices, this plan will detail how Crispus Attucks YouthBuild Charter School will achieve Adequate Yearly Progress goals for all students. .

It is our purpose to provide instruction that will provide equitable post secondary opportunities for all Crispus Attucks YouthBuild students. The School is committed to this credence and will endeavor to meet and exceed the expectations laid out in our Strategic Plan. The 2006-2009 Plan is a road map of the steps Crispus Attucks YouthBuild Charter School will implement to invoke change relevant to student learning.

During the 2007-08 school year, the focus was on student achievement. NCLB goals were

added to the annual report and highly qualified teachers were monitored. Professional Development activities were planned around standards alignment; anchors; improving math and reading; classroom management; wellness; and the Professional Code of Conduct.

Core Purpose

Mission

Mission Statement

"A Student's success is only dependent upon their efforts, commitment and tenacity rather than factors outside their control. Equal opportunities require equal access to knowledge. However; opportunity without preparation is an empty promise."

It is the mission of the Crispus Attucks YouthBuild Charter School, to put practices into place to ensure every student is prepared to access post high school opportunities and prepared to become productive, self-directed and a contributing member of an ever changing, global society.

This will be accomplished by providing a rigorous education that promotes continuous learning throughout life, responsible decision making, effective communication skills, and respect for self and others.

Vision

The Vision

The vision of the Crispus Attucks YouthBuild Charter School is to improve student learning through the development of a rigorous curriculum that focuses on cultivating independent learners, encourages divergent thinkers, and fosters continual learning for student and staff person.

Shared Values

Student Learning:

WE BELIEVE all students can learn.

WE BELIEVE learning must occur in an academically, emotionally and physically safe and supportive environment.

WE BELIEVE a challenging and diverse educational curriculum aligned with Pennsylvania State Standards supported by high quality resources in conjunction with frequent monitoring will enhance student learning.

WE BELIEVE all students should have equal access to post secondary opportunities.

Professional Practice:

WE BELIEVE the implementation of research based instructional strategies is paramount in ensuring student achievement for all learners.

WE BELIEVE student achievement is enhanced when professional development for administrators, teachers, and staff is continuous, persistent and driven by qualitative and quantitative data.

WE BELIEVE effective school leadership is essential in meeting and exceeding state and national

expectations.

WE BELIEVE to raise standards for students, teachers, and Principals we have to use data to inform instruction and focus on continuous improvement.

Relationship amongst Members:

WE BELIEVE in order to achieve and maintain a secure and conducive educational environment, no individual or group has the right to disrupt the educational process of any learner.

WE BELIEVE cooperation, collaboration, and commitment from the students, parents, community, administration, faculty, and support staff are essential for success in learning.

WE BELIEVE everyone within the school and community must be treated with dignity and respect and recognized for his/her uniqueness.

WE BELIEVE family and community involvement are the backbone of our educational programs.

Academic Standards

Rigorous Instructional Program

Crispus Attucks YouthBuild Charter School's curriculum is aligned with the Pennsylvania Department of Education's academic standards, anchors and eligible content. The Anchors and eligible content guides the curriculum and the curriculum guides the lesson plans. The Charter School has adopted an instructional practice that addresses essential questions, higher order thinking skills, guided practice and effective instructional strategies as identified by the United States Department of Education (Marzano). Each course is coordinated and implemented in a manner designed to result in proficient or advance levels for all students. A copy of our Chapter 4, content standard -aligned curriculum is located in every teacher's classroom and in our Central office.

To continue to meet the developmental and academic needs of all students, we have identified five best practices strategies from www.bestevidence.org, to address our goals for the 2007-2008school year.

Strategy # 1: Assessment anchors and eligible content were identified for each content area. We are focused on students learning.

Strategy # 2: We will used curriculum mapping to measure progress, identify challenges and make adjustments as needed.

Strategy # 3: We used periodic formative and summative benchmark assessments to predict AYP targets. Adjustments will be made to better match the learner's ability with the teacher's instructional practices. Pssa testing will start in 2009 school year.

Strategy # 4: Professional Learning Communities will continue to engage the staff in best practice' data dialogue meetings. Results will be tracked for gaps, strengths and feasible root causes.

Strategy #5: Teachers developed common assessment benchmark exams and standardized rubrics to gauge student's progress towards proficiency.

Special Education

The Crispus Attucks YouthBuild Charter School uses the Procedural Safeguard Notice and other Special Education mandated forms designated by PDE to identify and provide services to students with special needs. To address the developmental and academic needs of all students, the Charter school uses the full inclusion model and services through Lincoln Intermediate Unit 12. Our certified Special Educator and trained Para-professional, travel with designated class sections and co-teaches the lesson with the subject teacher. For those learners with Specific Design Instruction, the Charter School uses differentiated instructional strategies, scaffolding and

previewing techniques to accelerate the student's learning curve.

ELL
The Crispus Attucks YouthBuild Charter School's ELL program meets the three part test mandated by federal law. All students are given the Home Language Survey. Based on the results from the survey, selected students were given the Woodcock Munoz Language Survey and the Hartcourt Educational Measurement assessments. The results from both exams are used to determine the appropriate level of instruction for the limited English language learners. The assessments reflect the Code of Fair Testing Practices in Education.

Graduation Requirements
All Crispus Attucks YouthBuild Charter School students must adhere to the following requirements prior to earning the right to receive a high school diploma:
• All students must successfully complete all courses with an average of 70% or above in each course.
• 2) All students must successfully complete the Senior Technology portfolio and culminating project. The purpose of the project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.
• 3) All students must demonstrate adequate yearly progress in reading and math, as indicated by two years of grade level growth from the State approved formative assessment.

Strengths and Challenges

Strengths:

Concern	Strengths	Challenges	Comments
	X		Most Staff and Students feel there is an effacious, collaborative school culture.
		X	Some students indicated the curriculum was not challenging enough.
		X	Crispus Attucks YouthBuild Charter School is a small learning community based program. 77% of our staff are Highly Qualified. All students have equal access to every Educator at our school. The students who have been identified as "at risk" have two Educators per classroom.
	X		Our School uses a site based system to collect, analyze and disseminate data efficiently and expeditiously for use by the school data team.
C	X		Results from formative assessments and benchmark exams are share regularly with the staff during the bi weekly data dialogue meetings and quarterly with the parents and students. Students are kept abreast of their weekly course averages. The community is kept informed of the schools results via a monthly disseminated newsletter.
C	X		The CAYBCS staff participate in weekly Professional Learning community meetings every Wednesday from 3:00 pm to 4:30 pm . The sole purpose of these weekly meetings is to examine student work and assess the fidelity of instructional practice.
	X		In addition to collaborating with local University services, the Crispus Attucks YouthBuild Charter School has subcontracted with an independent consultant to provide technical assistance to facilitate school based improvement planning efforts and support the successful implementation of those improvement plans.
	X		Crispus Attucks YouthBuild Charter School is a small school with a total of 7 teachers. Our data indicates our Educators

			have more years teaching experience than other Educators in Pennsylvania.
		X	The data from these documents indicate an decrease in enrollment for African American students. This is a root cause that is worthy of extensive dialogue. We discovered because there are a limited amount of slots for our Charter School and with the recent increase of enrollments from other York County students, the available slots were divided equally amongst all applicants.
C		X	The teaching staff needs to identify best practice strategies for ALL students in math and monitor the progress of the Latino Subgroup. Perhaps review the fiction and non-fiction text to ensure students are reading a diverse selection of high interest novels where their culture is reflected.
			2) Why did the white males and females demonstrate more gains in math than any other gender/subgroup?

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

A Clear Goal: THE FOCUS IS ON STUDENT LEARNING

The strategic planning process generated discussions around shifting from focusing on teaching to focusing on student learning. The committee used the “Getting Results Template” designed for Pennsylvania School Districts to address the following components as it relates to student learning.
This strategic plan is our roadmap for a coordinated, systemic effort emphasizing comprehensive instructional practices that will make a real difference. This blue print emphasizes accountability for every student, teacher, administrator, staff member, parent, and the rest of our entire community of learners. It will be implemented with fidelity with the School's enduring commitment to STUDENTS FIRST.

The Four Lenses Components

I. Strengthening Quality Teaching
II.Practicing Artful Use of Infrastructure
III. Building Quality Leadership at all levels
IV. Sustaining a Continuous Learning Ethic

The Six “PDE” assessments

i. Clear Standards
ii. Fair
iii. Curriculum
iv. Resources
v. Instruction
vi. Interventions

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Bonnie Hastings	Teacher	Secondary School Teacher	other teachers
Cathy Bellone	Teacher	Special Education Representative	other teachers
Donna Williams	Business Manager	Administrator	other adm.
George Dotzel	Business Owner	Business Representative	Board
Jacqueline A. Martino-Miller	CEO	Administrator	self adm. assignment
Jerry Hall	Technology	Ed Specialist - Instructional Technology	board
Lakiesha Jenkins	Alumni	Community Representative	Board
Michael D. Jefferson	Assistant CEO	Administrator	Board
Michael Newsome	Business Leader	Business Representative	Board
Michele Kelly-Shirey	Teacher	Secondary School Teacher	Board
Robert Lambert	Board President	Community Representative	Board
TBN	Parent	Parent	Board
TBN	Parent	Parent	Board
Valerie Forman	case manager	Ed Specialist - Social Restoration	Board

Goals, Strategies and Activities

***Goal:* curriculum alignment**

Description: Add Goal Statement here..professional development action plan
we do not use PSSA test scores since we are only a 12th grade school-we use pre and post scores in reading and math for student benchmarks and have teachers use the data for professional development activities

additional professional activites include:
using anchors
cultural diversity
crisis management
curriculum mapping

***Strategy:* professional development action plan**

Description: develop a comprehensive prpofessional development plan for assessing teacher performance in improving student achievement achievement

pre/post test analysis in math and reading
initiating research program to enhance reading skills
developing TIP program -Tailored Individualized Program meeting student needs in developing academic skills and professional development programs to match

Activities:

Activity	Description
workshops	workshops are planned for all staff on curriculum alighment;anchors; testing; rasing student achievement; wellness; classroom management; curriculum

	mapping;educational initiatives.	
Person Responsible	**Timeline for Implementation**	**Resources**
Donna Williams	Ongoing	$0.00

Goal: **TECHNOLOGY PLAN**
Description: Add Goal Statement here..

Our goals are as follows:
1. To utilize our new software package to better manage our student data, including administrative reports, class schedules, student grades, and attendance.
2. To upgrade our telephone communication system to accomodate the expansion of our charter school.
3. To upgrade our file server to accomodate the expansion of our charter school.
4. To utilize our distance learning equipment.

Strategy: **Technology Plan Implementation**
Description: Improve and expand our technology tools to improve the quality of the Charter School and provide more accurate and timely information.
Activities:

Activity	**Description**	
Technology Activities	Install and utilize new software package, RenWeb	
Person Responsible	**Timeline for Implementation**	**Resources**
Not Currently Assigned	Ongoing	$82,098.00

Statement of Quality Assurance

Charter school has met AYP.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

During the 2007-2008 school year, the Crispus Attucks Youtbuild Charter School used a targets curriculum aligned with PA Academic Standards and Assessment anchors to meet academic targets. .

Crispus Attucks YouthBuild Charter School's curriculum is aligned with the Pennsylvania Department of Education's academic standards, anchors and eligible content. The Anchors and eligible content guides the curriculum and the curriculum guides the lesson plans. The Charter School has adopted an instructional practice that addresses essential questions, higher order thinking skills, guided practice and effective instructional strategies as identified by the United States Department of Education (Marzano). Each course is coordinated and implemented in a manner designed to result in proficient or advance levels for all students. A copy of our Chapter 4, content standard -aligned curriculum is located in every teacher's classroom and in our Central office.

To continue to meet the developmental and academic needs of all students, we have identified

five best practices strategies from www.bestevidence.org, to address our goals for the 2007 - 2009 school year.

Strategy # 1: Assessment anchors and eligible content were identified for each content area. We are focused on students learning.
Strategy # 2: We will used curriculum mapping to measure progress, identify challenges and make adjustments as needed.
Strategy # 3: We used periodic formative and summative benchmark assessments to predict AYP targets. Adjustments will be made to better match the learner's ability with the teacher's instructional practices.
Strategy # 4: Professional Learning Communities will continue to engage the staff in best practice' data dialogue meetings. Results will be tracked for gaps, strengths and feasible root causes.
Strategy #5: Teachers developed common assessment benchmark exams and standardized rubrics to gauge student's progress towards proficiency.

In addition, we continued monitoring the use of our adopted instructional procedures to ensure adequate growth for each student.
The CAYBCS instructional model is designed to help students become self-directed learners through active inquiry. The lessons are designed to assist students in linking prior knowledge, life experiences and external events to new information. Individual student progress is monitored and Teacher lesson plans are adjusted to meet the learner's needs.

To accelerate academic skill development, content knowledge and learning strategies of students performing below standards in reading, CAYBCS has implemented Project Read/Language Circle Balanced Reading Strategies. One on one tutoring was delivered to students who did not fair well in math.

The following teaching strategies were used to actively engage students in the learning process.

- During the 2007-2008 school year, the CAYBCS continued with the constructivist problem based learning strategies.
- To encourage students to use higher order thinking skill, teachers replaced objectives with Essential Questions.
- Teachers framed tasks around cognitive activates such as analysis, interpretation, and prediction to foster construction of new meanings.
- Students were provided additional wait time to construct mew meanings and develop their prior knowledge.
- Teachers used graphic organizers to encourage students to write about their own understanding of concepts prior to teaching the desire skills
- Teachers spent more time in developing vocabulary in context via graphic organizer

Rigorous Instructional Program - Attachment

- Teacher Induction Plan and Professional Development Plan

English Language Learners

The Crispus Attucks YouthBuild Charter School's ELL program meets the three part test mandated by federal law. All students are given the Home Language Survey. Based on the results from the survey, selected students are given the Woodcock Munoz Language Survey and the Hartcourt Educational Measurement assessments. The results from both exams are used to determine the appropriate level of instruction for the limited English language learners. The assessments is based on sound educational and language learning theory, implemented with sufficient resources, staffed by appropriately prepared personnel and periodically evaluated. The

students in our ELL program are learners whose primary language is not English and are integrated into the regular educational program with support services from the spanish teacher.

Graduation Requirements

Graduation Requirements
All Crispus Attucks YouthBuild Charter School students must adhere to the following requirements prior to earning the right to receive a high school diploma:

1) All students must successfully complete all courses with an average of 70% or above in each course.

2) All students must successfully complete the Senior Technology portfolio and culminating project. The purpose of the project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.

3) All students must demonstrate adequate yearly progress in reading and math, as indicated by two years of grade level growth from the State approved formative assessment.

4) All students must complete the Research Program including the prescribed number of articles and books per year.

5) Selected students must take the SAT , PSSA or ACT test or the Vocational Aptitude Test

Special Education

Special Education
The Crispus Attucks YouthBuild Charter School uses the Procedural Safeguard Notice and other Special Education mandated forms designated by PDE to identify and provide services to students with special needs. To address the developmental and academic needs of all students, the Charter school uses the full inclusion model and services through Lincoln Intermediate Unit 12. Our certified Special Educator and trained Para-professional, travel with designated class sections and co-teaches the lesson with the subject teacher. For those learners with Specific Design Instruction, the Charter School uses differentiated instructional strategies, scaffolding and previewing techniques to accelerate the student's learning curve.

For the school year 2007-08, the Charter School did not have a trained Para-professional; we have already hired a Para-professional to work with our certified Special Educator for the 2008-2009 school year.

Special Education - Attachment

- SPECIAL EDUCATION

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Cathy Bellone	1.00	Learning Support	Crispus Attucks YouthBuild Charter School	12	n/a
Cathy Bellone	1.00	Emotional Support	Crispus Attucks YouthBuild	4	n/a
Cathy Bellone	1.00	Mental	Crispus Attucks	1	n/a

		Retardation	YouthBuild		

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Lincolin Intermediate Unit 12	.25	School Psychologist	Crispus Attucks YouthBuild Charter School	15	They conduct Psychological Evaluation testing require to update student's IEP
Office of Vocational Rehabiliation	.25	Career Exploartion Counselor	Crispus Attucks YouthBuild Charter School	5	They provided transitional services for students with IEPs who are schedule to gradduate

Special Education Program Profile - Chart III

Title	Location	FTE
none	YBCS	.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
LIU 12	Psychologist Services - testing	5
OVR	Career Counseling Exploration	4

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Not Applicable	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
iii. Gates McGinnities	No	No	No	No	No	No	Yes

Student Assessment

Our local state approved standardized assessment is used as a diagnostic toll and a benchmark assessment for incoming Charter School students. The results from the school year 2007 - 2008 standardized Gates McGinitie assessment indicated growth for all graduates. CAYBCS students demonstrated more growth in reading than math. Current data indicates not all subgroups demonstrated adequate growth in math. These results has led the school to implement intensive math acceleration tutoring sessions and data dialogue meetings. Staff will be trained in analyzing data to make informed decisions and adjust instructional practices.

There are many strategies in place to ensure all students are making adequate yearly progress.

Students take the Gates McGinitie Diagnostic Exam at the beginning, mid-term, and end of the year. The results of this test are shared with the students and parents in mandatory conferences. Communication with students, parents or guardians is made throughout the year via conferences, phone calls, home visits, and or email. Any student at risk are encouraged to attend tutorial sessions and seek resiliency assistance from their case managers.

PSSA tests will be given to all students not having taken the tests at their sending schools prior to enrolling in CAYBCS.

Student Assessment - Attachment

- Student Assessment

Teacher Evaluation

The Crispus Attucks YouthBuild Charter School uses PDE 426, PDE 427 and the PDE 428 to evaluate teachers. Our primary concern is "Are the students learning?" and "What does the data say?"
The main features of the school's teacher evaluation plan are:

1) Category I - Planning and Preparation
2) Category II - Classroom Environment
3) Category III - Instructional Delivery
4) Category IV - Professionalism
5) Category V - Student progress

The individual responsible for teacher evaluations was Dr. Dale Baker. He conducted formal and informal teacher observations, provided feedback and recommended strategies to improve student performances. Exit conferences were held with each teacher and signed evaluations are on file for the school year.

Teachers are encouraged to use planning to collaborate with the Special Education Teacher to map out the curriculum so that previewing and acceleration instructional techniques can assist the learners demonstrating academic proficiency. The planning periods are inextricably linked to staff development that will lead to student achievement.

Teacher Evaluation - Attachments

- Organization Overview
- The Mission and Vision Statements
- TEACHER EVALUATIONS, PDE FORM 426
- TEACHER EVALUATIONS, PDE FORM 428
- TEACHER EVALUATIONS, PDE FORM 426A
- TEACHER EVALUATIONS, PDE FORM 427

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Jacquie Martino-Miller continues as CEO. Dr. Dale Baker was hired as an independent counsultant to advise the Charter School on renewal and compliance issues while interviewing for a replacement of the principalship.

Board of Trustees

Name of Trustee	Office (if any)
Robert Lambert	President

Robert Redman	Secretary
Gary Beattie	
Anita E. Mitchell	
George Dotzel, CPA	Treasurer
Michael Newsome	
Darcel Kimbel	
Adrienne McNeil	

Professional Development (Governance)

In accordance with the Public Officals Act and the Sunshine Law, the Crispus Attucks YouthBuild Charter School conducted School Board Meetings (open to the public) on a monthly basis. Professional Development was provided to the Board as follows:

October 16, 2007 at 6:00 pm. in Conference Room 201; Topic covered was an informational session covering various charter school issues. The information was provided to the Board by the CEO & the Board President.

January 14, 2008 at 6:00 pm in Conference Room 201; Presentation was from Charles (Chris) Woodard and Jason Phillips, Case Managers, who discussed the duties of the case managers and their observations of the students.

In addition, at each Board meeting both the Board Treasurer and the Business Manager spend time reviewing the financial statements and providing additional financial information so that the Board members become more familiar with the financial transactions for the Charter School, including the budgeting process, audits, and reporting compliance issues.

Coordination of the Governance and Management of the School

The School Board of Trustees manages the charter school and follows the charter approved by the Board of Directors of the York City School District.. Crispus Attucks YouthBuild Charter School is a small learning community program. The Board collaborates with the CEO and the staff to encourage continuous parental involvement. Two designated Board members were appointed to our Title I parental involvement team. Meeting notes are kept to document and gauge progress regarding our parental involvement policy.

Our Board is an active member of PSBA Association.

In accordance with the Public Officals Act and the Sunshine Law, the Crispus Attucks YouthBuild Charter School conducted School Board Meetings (open to the public) during the following dates: Board of Trustees meetings are held the second Monday of each month at 6:00 pm. All meetings are held at CAYCS in the conference room.

Coordination of the Governance and Management of the School - Attachment

- Coordination of the Governance and Management of the School

Community and Parent Engagement

The School Board of Trustees is an active partner in the community. Crispus Attucks YouthBuild Charter School is a small learning community program. The Board collaborates with the CEO and the staff to encourage continuous parental involvement. Two designated Board members were appointed to our Title I parental involvement team. Meeting notes are kept to document and gauge progress regarding our parental involvement policy. Many activities are planned to promote community and parent involvement.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Several fundraisers were conducted by the students and faculty. The activities are as follows:

- Valentine's day flower sale;
- Talent show; and
- Two Alumni vs. Current Students basketball games.

Because these fundraisers were very popular with the students, it is anticipated they will be continued and expanded for next year. In addition, the Board of Trustees is in the initial stages of a marketing & development plan for the School that will create some additional funds for the future.

Fiscal Solvency Policies

The Charter School follows Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting the Annual Financial Report. The accounting system is maintained on an accrual basis using the Pennsylvania State Chart of Accounts for Pennsylvania's Public Schools.

Accounting System

The Charter School receives the majority of its funding through several grants, contracts with numerous School Districts and York County Children & Youth, various subsidies from the PA Dept. of Education and contributions from the community.

Monthly financial statements are prepared and reviewed by the Business Manager, Finance Committee, Executive Staff and Board of DIrectors. In addition, a six month cash flow is prepared and reviewed regularly to ensure that any unbudgeted items can be handled promptly. The Charter School also maintains a Line of Credit with a local bank. A three year strategic plan to pay down the debt has been implemented.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- PRELIMINARY STATEMENTS OF REVENUES, EXPENDITURES & FUND BALANCES--EXPENDITURES
- PRELIMINARY STATEMENTS OF REVENUES, EXPENDITURES & FUND BALANCES--REVENUES

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

For the fiscal year ending June 30, 2008, the Charter School has retained the audit firm of SF& Co., formerly Seligman, Friedman & Co., CPA's. This firm also performed the audit for the June 30, 2007 year end. The June 30, 2008 audit will begin the week of July 28, 2008 and it is anticipated the final audit report will be issued by September 30, 2008. Based on preliminary discussions with the auditors, it is expected that an unqualified audit opinion will be issued.

For the fiscal year ending June 30, 2007, the Charter School's audit was issued August 24, 2007 in accordance with Government Auditing Standards and the requirements of U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Nonprofit Organizations. The audit was issued with an unqualified opinion and there were no findings or questioned costs. A copy of the June 30, 2007 audit is attached.

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

- June 30, 2007 Audit Report

Citations and follow-up actions for any State Audit Report

There were no citations or follow up actions required.

SECTION VII. FACILITY RESPONSIBILITIES

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

1. During the 2007-2008 fiscal year, the Charter School did not purchase any furniture, fixtures or equipment. The Charter School rents its classroom and office space from Crispus Attucks Association.
2. The Charter School is working on a plan to increase its capacity of students over the next few years. In order to do this, the Charter School will need to obtain and / or acquire additional space and services. The Board and management are currently in discussions with the Board and management of Crispus Attucks Association concerning these future plans.

Future Facility Plans and Other Capital Needs

The Charter School is working on a long term facility strategic plan to increase its capacity for expanding the school to accommodate additional students.
The long term facility strategic plan process is in the preliminary stages and is expected to be finalized by December, 2008. The outcome of this process will provide direction for the future expansion of the Charter School.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

- The Charter School has complied with Pennsylvani Department of Welfare's 3800 regulations regarding health and safety requirements. (e.g. fire prevention, safety standards, requirements to hold fire drills) The Charter school passed the yearly audit without any findings.

- Every potential student must provide health and immunizations recorss prior to being granted permisson to physically enroll.
- In compliance with the new Chaper 12 wellness requirements and in collaboration with the Food Service Director, the CAYBCS's wellness policy was revised and implemented accordingly.
- We do not receive reimbursement for School Health Services due to the granting of a waiver received from the PA Department of Health dated March 6, 2008 for the school year 2007-08 and beyond.

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

- Compliance with Health and Safety Requirements

Current School Insurance Coverage Policies and Programs

The Charter School has the following employee insurance coverage in place:

- Health insurance through Capital Blue Cross; Dental Insurance through Eastern Life Health; Vision insurance through Vision Benefits of America. Coverage is available to all employees at a shared-cost. Employees may obtain dependent coverage for health, dental and vision at their cost. Effective July 1, 2008, Geisinger Health Services will be the new group health insurance plan.
- Life insurance , equivalent to an employee's salary is provided by Jefferson Pilot at no cost to the employee.
- Business insurance is through the Glatfelter Agency as follows: (a certificate for this insurance coverage is attached).
    - Business property insurance for the contents of the Charter School. Insurance coverage on the building is maintained b Crispus Attucks Association. This policy is combined with the policy for the Crispus Attucks Association
    - Crime Insurance for Employee dishonesty and money and securities, both inside and outside the premises. Also includes non-compensated officers as employees.
    - Commercial General Liability Insurance with a General Aggregate Limit of Liability of $2,000,000.00
    - Business Auto Insurance for Non-Owned and Hired Auto with a 1,000,000 limit
- Directors' and Officers' Liability Insurance with a Limit of Liability of $2,000,000
- Commercial Excess Liability Insurance with w Per Occurrence Limit of $10,000,00. This policy is combined with the policy for Crispus Attucks Association
- Workers Compensation insurance is provided by the Pennsylvania State Insurance Fund and has limits of $100,000/$500,000/$100,000; we have requested an insurance certificate from SWIF, but have not received it as of yet.

Current School Insurance Coverage Policies and Programs - Attachment

- Business Insurance Certificate

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Teacher	Area of Certification	Years Teaching	Highly Qualified Teacher	Returning Staff	Completed entire School Year
Cathy Bellone	Special Education	4	Yes	Yes	Yes
tbn	Science Educator	1	Yes	No	new
Barbara Gonzalez	Spanish	27	No	Yes	Yes
Bonnie Hastings	Social Studies	17	Yes	Yes	Yes
Michelle Kelly-Shirey	Math	12	Yes	Yes	Yes
Anna Szot	Art Educator	13	Yes	Yes	Yes

The Crispus Attucks YouthBuild Charter School lost two teachers : one in math and one in

science and will add a teacher in Language Arts.also we will be applying for emergency certification for spanish and vocational for construction manager.

Quality of Teaching and Other Staff - Attachments

- QUALITY OF TEACHING & OTHER STAFF
- QUALITY OF TEACHING & OTHER STAFF; SUBMISSION OF PROFESSIONAL PERSONNEL REPORT

Student Enrollment

The Charter School Application provided by PDE is the form our students complete upon enrollment. The applicants are required to bring proof of residency documents, birth certificate, photo identification and social security cards, and school records.. They must have a recent physical examination by a doctor completed within the past six months and prospective students must complete the application in full before enrollment can commence. The policy of the school is to keep the enrollment between between 100-110 students. The number of applicants on the waiting list is currently 74. The projected enrollment for the 2008 - 2009school year ranges from 100-110. If full capacity is reached by the beginning of our school year, applicants will be placed on a waiting list until vacancies become available. A new cohort of students are enrolled at the beginning of semesters 1,2, and 3.

Enrollment History:

- The only grade level at the Crispus Attucks YouthBuild Charter School is 12th grade.
- The total number of students enrolled for the 2007 - 2008 school year was 132
- The number of students who transferred was 0
- The number of students who left voluntarily or other was 57
- The number of students who graduated 45
- The number of students who are scheduled to return 30

Transportation

As in accordance with PA School Code Laws, the students' home district is responsible for arranging transportation for the learner. Parents or Guardians are required to contact the home school district to arrange transportation to and from school. In regards to inclement weather closings or delays, students follow the home school district's schedule. Each school district's transportation company is given a copy of the Charter School's policies and school calendar. A list of all bus students and pertinent data is kept in the main office.

Food Service Program

Crispus Attucks YouthBuild Charter School utilizes the free and reduced lunch program by having all students complete the required meal application for free and reduced price meals. This form is included in the initial application. All Students are offered breakfast and lunch.

Student Conduct

The Crispus Attucks YouthBuild Charter School believes the development of self-discipline and acceptance of individual responsibility is one of the important goals of our school. Our Student Discipline Code is aligned with PA School Code Laws and adheres to all Chapter 12 regulations. The Student Discipline Code is intended and designed to make students accountable for any and all actions deemed inappropriate by school authorities.

In accordance with Chapter 12 of PA School Code Laws, the CAYBCS' student discipline policy balances the student privacy rights and its responsibility to provide student, faculty and

authorized visitors with a safe, orderly and drug free learning environment. The CAYBCS adheres to two types of due processes: substantive and procedural. The substantive due process is implicated by rules and regulations written in the discipline policy handbook. Whereas, the procedural due process follows a prescribed constitutional procedure for more severe behavioral situations. All CAYBCS students are given proper notice, an opportunity to be heard, and a hearing that is conducted fairly.

Suspensions: 31

Expulsions: 1

Student Conduct - Attachment

- STUDENT CONDUCT

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Crispus Attucks Youthbuild CS within Lincoln IU 12 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**

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

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.
Name Jacquie Martino-Miller
Title CEO
Phone 717.848.3610 **Fax** 717.843.3914
E-mail jmartino@crispusattucks.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name Robert Lambert
Title President of the Board of Trustees
Phone 717.848.3610 **Fax** 717.843.3914
E-mail jmartino@crispusattucks.org

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

Identify the charter school's Special Education Contact Person.
Name Cathy Bellone
Title Special Education Director
Phone 717.848.3610 **Fax** 717.843.3914
E-mail cbellone@crispusattucks.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- SIGNATURE PAGE