
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: Global Leadership Academy CS
Address: 5151 Warren St
Philadelphia, PA 19131
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Global Leadership Academy CS

Date of Local Chartering School Board/PDE Approval: 2004

Length of Charter: 8 years **Opening Date:** September, 2000

Grade Level: K-8 **Hours of Operation:** 8:00 am -3:30 pm

Percentage of Certified Staff: 88% **Total Instructional Staff:** 27

Student/ Teacher Ratio: 1:25 **Student Waiting List:** 41

Attendance Rate/Percentage: 93%

Second Site Address, Phone Number and Site Director:

7101 Pennway Street
Philadelphia, PA 19111
267-236-1157
Mrs. Orrika Blanding-Choice, Academy Director

Enrollment: 508 **Per Pupil Subsidy:** 7708.33

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 0
Black (Non-Hispanic): 98.7%
Hispanic: 2%
White (Non-Hispanic): .3%
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 90%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 36

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	178	184	184	0	184
Instructional Hours	0	0	1155	1194	1286	0	1286

SECTION I. EXECUTIVE SUMMARY

Organization Description

Global Leadership Academy Charter School is a K-8 school with two wonderful small learning communities, located in West and Northeast Philadelphia. Aerospace education, aviation exposure, and leadership development are the instructional goal themes of the GLA Core Curriculum. Aviation and aerospace themes are infused in all academic disciplines. The school's overreaching leadership educational goal is to provide a learning environment which encompasses principle-centered perspectives while nurturing student creativity and sensitivity.

Core Purpose

Mission

Global Leadership Academy Charter School is a holistic teaching and learning environment. Our goal is to provide a solid educational program developed through global studies, aerospace and aviation to develop future leaders of the world.

Vision

Global Leadership Academy Charter School (GLA) will nurture creative leaders who will be globally competitive yet compassionate. As holistic educators, we will not only prepare our students for the 21st century work place but prepare students to bring change to a better world. Completing its eighth year of serving children and families, GLA enrolls more than five hundred twenty-five students in grades kindergarten through eight. Although we have a strong community base of enrollment from the West Philadelphia community composite, our vocational theme of aviation and aerospace attracts students from various other Philadelphia communities including the Southwest Philadelphia, North Philadelphia, Northeast Philadelphia and Northwest Philadelphia communities. It is our goal that students will graduate endowed with nine foundational core virtues. It is this level of emotional intelligence, social intelligence and spiritual intelligence that will propel students to persist through high school and garner the fortitude required to successfully attain life missions and goals.

Shared Values

Global Leadership Academy Charter School Core Principles

The leadership development of students is a vital focus of GLA. "Preparing Future Leaders of the World" is more than our motto. It is what today's society requires of our students in order to be productive citizens. The goals of our leadership theme are:

- to develop in every K-8 student an awareness of his or her own leadership potential
- to assist young people in developing essential leadership skills that enable them to act responsibly in all aspects of their lives
- to develop citizens who possess the leadership abilities to meet present and future challenges in a global society.
- to provide students with opportunities to learn and practice essential leadership skills within a learning community as well as the community at large

The goals will be developed through the following core values and experiences:

- Global Leadership Preparation
- Study of World Cultures through Thematic Learning
- Cultural off-site experiences
- Aerospace and Aviation
- Character Building
- Extended day and year learning
- Principled and Values Centered School
- Family Focused Experiences
- Community Partners
- Standards Based Educational Program

Academic Standards

Global Leadership Academy Charter School curricula incorporates a Reading Language Arts instructional program of comprehensive phonemic awareness training, rich literacy exposure, opportunities of verbal expression, and engaging writing experiences beginning at the Kindergarten level. In 2007-2008, SRA Reading Mastery was initiated in grades 1-6. By grade three, the intensity of phonemic awareness training is decreased as literature, verbal and writing experiences increase. At fourth grade, Literacy Classics are heavily integrated thematically with each reading unit. Formal writing and the Literature Circles are woven into the Language Arts Curriculum. At grade seven, the discipline of English grammar is formally introduced separately from the Reading/Literature program.

Grades K through 8 implemented the Saxon Mathematics Program in September 2006. Saxon Math is unique because the entire program is based on introducing a topic to students and then allowing them to build upon that concept as they learn new ones. Topics are never dropped but are instead increased in complexity and practiced every day, providing the time required for traditional programs, which are "chapter-based." In the traditional texts, students are presented with and expected to learn an entire mathematical concept in one day. Saxon divides into smaller, more easily grasped pieces called increments. A new increment is presented each day and students work only a few problems involving the new material. The remaining homework consists of practice problems involving concepts previously introduced. Thus, every assignment (and every test) is a cumulative review of all material covered up to that point. The Saxon Mathematics Program is a rigorous computational mathematics program. Saxon provides teachers with State standards cross-references. Saxon clearly provides the breadth of math standards for all grade levels. Administration wants to ensure that Saxon also provides the depth of concept practice needed to foster successful student attainment of the new lesson or concept.

Students will be trained on basic study skills strategy for content area disciplines of science, history, and geography, adhering to Pennsylvania State content Standards. The Harcourt Science program was implemented to support science instruction and strengthening of science inquiry through experimental activities. A thematic interdisciplinary approach was used in Social Studies throughout all of the grades incorporating cultural experiences in the instructional delivery.

Strengths and Challenges

STRENGTHS

- Parent involvement reached a wonderful level and continues to thrive. Parent participation in the parent focused groups, field trips, special student events remained at positive levels. Parent attendance in progress report conferences continues to be above

75%. Teachers have also determined that parents are very receptive to home contacts and that parents respond positively to school wide projects and fundraisers.

- Primary students, kindergarten through grade three, demonstrated successful levels of reading and mathematics performance in the classroom. Students at all grade levels experience rich field connection experiences to their instructional program themes. A direct instruction approach to teaching and learning has produced increased reading and math skill levels for students.
- Teacher performance demonstrated marked improvement in staff attendance, classroom management implementation, rigor of lesson plans, and observation evaluations.
- Staff retention continues to be over 90% .
- Our Eagle Cadets participated in Civil Air Patrol activities.
- School climate at both Wings School site and our Friendship Pavilion School Site was outstanding. Teachers worked diligently to support as well as execute innovative and exciting special programs, and student-centered activities.
- Administration, staff members, parents, and community advocates continue to work together to develop a safe, child-centered learning environment.
- Community partnerships continue to increase
- Active support of Board of Trustees

CHALLENGES

- Hiring Middle Years Certified Teachers
- Teacher's consistency and experience in conducting guided reading on a daily basis
- Reading comprehension and analysis for all students
- The achievement gap between our African American males and females
- Facility challenges including lack of space and limited control of properties

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

During the spring, the staff conducted strategic planning sessions with board members, administration, teachers, staff and parents to discuss the academic year, the three year school improvement plan and next steps. These sessions occurred during professional development days, weekly staff meetings, in grade group meetings, and at board meetings. It was during this time that the strategic planning for the 2008-2009 school year was done. Decisions were made based on review of local and state assessment data available. A draft plan was presented to the Board of Trustees at the May, 2008 meeting for their review and approval.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Carol Campbell Orphanidys	Global Leadership Academy	Ed Specialist - School Counselor	Dr. Naomi Johnson Booker
Dr. Naomi Johnson Booker	Global Leadership Academy	Administrator	Dr. Naomi Johnson Booker
Jennifer Applegate	Global Leadership Academy	Special Education Representative	Dr. Naomi Johnson Booker
Jerry Santilli	Global Leadership Academy	Business Representative	Board of Trustees
John Bracey	Global Leadership	Special Education	Dr. Naomi Johnson

	Academy	Representative	Booker
Kim Fuller	Global Leadership Academy	Parent	Dr. Naomi Johnson Booker
Mr. Lorenzo Hough	Global Leadership Academy	Board Member	Board of Trustees
Mrs. Monika Davis	Global Leadership Academy	Board Member	Board of Trustees
Sandra Sharp	Global Leadership Academy	Other	Dr. Naomi Johnson Booker
Tamika Evans	Global Leadership Academy	Administrator	Dr. Naomi Johnson Booker
Elizabeth Perry	Global Leadership Academy	Elementary School Teacher	Dr. Naomi Johnson Booker

Goals, Strategies and Activities

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Attendance Incentives

Description: Students will be given incentive opportunities such as Booker Bucks and Classroom Awards, which will help maintain our high level of attendance. The homes of students not attending consistently will be monitored and contacted by the Student Enrollment Office and/or parent coordinator. The parents of students who become an attendance concern will be called in for a conference to determine if they will need to be placed on a probation period.

Activities:

Activity	Description	
Booker Bucks	Student Attendance Incentive Program	
Person Responsible	Timeline for Implementation	Resources
Trina Jones	Ongoing	\$0.00

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachment

- Statement of Quality Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

- All instructional materials for mathematics, reading and language arts are cross-referenced with Pennsylvania’s Content Standards. A pacing schedule was designed so that each standard is fully engaged as part of the sequence of concept presentations. The instructional materials and programs selected for implementation at Global Leadership Academy Charter School demonstrates close alignment with national and state content standards.

- As a result of intense investigation of research based literacy programs, the curriculum committee selected SRA's Reading Mastery. The SRA literacy curriculum clearly encompasses rich language and literature experience at all grade levels, a strong phonemic training at early grades and a seamless integration of vocabulary development, language mechanics and writing skill development. Teachers, parents and administrators strongly attest that all of the above components are part of the SRA Reading Program. Teachers and administrators attend SRA Reading Mastery Training workshops which fostered the school's expansion of language arts curriculum to include many of SRA's new instructional initiatives and language materials.
- Grades kindergarten through eight implemented the Saxon Math Program. Saxon Math is unique because the entire program is based on introducing a topic to students and then allowing them to build upon that concept as they learn new ones. Topics are never dropped but are instead increased in complexity and practiced every day, providing the time required for traditional programs, which are "chapter-based." In the traditional texts, students are presented with and expected to learn an entire mathematical concept in one day. Saxon divides into smaller, more easily grasped pieces called increments. A new increment is presented each day and students work only a few problems involving the new material. The remaining homework consists of practice problems involving concepts previously introduced. Thus, every assignment (and every test) is a cumulative review of all material covered up to that point. The Saxon Mathematics Program is a rigorous computational mathematics program. Saxon provides teachers with State standards cross-references. Saxon clearly provides the breadth of math standards for all grade levels, four through eight. Administration wants to ensure that Saxon also provides the depth of concept practice needed to foster successful student attainment of the new lesson or concept. Therefore, supplemental practice is provided where needed. In addition, a standards-driven integrated program was developed for grades three through six.
- GLA Charter School curricula incorporates a Reading Language Arts instructional program of comprehensive phonemic awareness training, rich literacy exposure, opportunities of verbal expression, and engaging writing experiences beginning at the Kindergarten level. By grade three, the intensity of phonemic awareness training is decreased as literature, verbal and writing experiences increase. At fourth grade, Literacy Classics are heavily integrated thematically with each reading unit. Formal writing and the Literature Circles are woven into the Language Arts Curriculum. Students will be trained on basic study skills strategy for content area disciplines of science, history, and geography. At grade seven, the discipline of English grammar is formally introduced separately from the Reading/Literature program.
- At GLA, content areas of science, history and geography are the disciplines that mirror the pacing of Pennsylvania State standards. These disciplines provide the greatest level of rigor, creative thought and discovery learning occurs. Integrating these content areas into thematic units generated many wonderful project-based learning experiences in the classrooms.
- Each September, all students are given a diagnostic assessment Grade A+ and G Made in both reading and math. The results provide vital information for identifying students needing remedial and/or advance placement services. Children performing at two levels or more below appropriate grade level performance are given specialized instructional services ranging from individualized resource room instruction, small group instruction, direct instruction methodology through the corrective reading program, academic coaching, after school academic supports, and/or referral for special education services.
- In most cases, we found that appropriately implemented direct instruction for literacy and math to be the most effective pedagogy for children having significant reading and math challenges. It is our core belief that the student's emotional health is the greatest link to motivating a will to improve performance and the confidence that he or she can improve.

Rigorous Instructional Program - Attachments

- Rigorous Instructional Program
- Rigorous Instructional Program

English Language Learners

Parents of all new students are given an English Language Learner survey to complete at the time of enrollment. Surveys are reviewed by the CSAP team and children needing ELL services are identified through the review of the survey's responses. Level of service and types of interventions and ELL strategies will be determined by the CSAP Team or student's IEP team. To date GLA has three students in need of ELL services.

Graduation Requirements

Not applicable.

Special Education

Special Education

- If a parent, teacher or staff member has a concern about a student, whether, personal, social, emotional or academic that child is referred to the Comprehensive Student Assistance Process (CSAP). This process is designed to assist teachers and parents of children who have barriers to learning or demonstrate academic excellence. The process begins in the classroom with the teacher making modifications and accommodations, including an individual learning plan for the student. If the student requires more support, the teacher meets with the CSAP committee to develop a student support plan, which details the supports needed to help the student. It is our desire that once interventions have been effectively implemented the barriers to learning will be reduced or eliminated or the advanced skills of the student will be further developed so that the student can be successful.

Screening

- The process includes systematic screening activities when areas of concern are identified.
- Review of student data of newly enrolled students (cumulative records, enrollment records, health records)
- Hearing screening
- Vision screening
- Motor screening
- Speech and language screening
- Academic screening

Evaluation

When the screening is reviewed through the CSAP and it indicates that a student may be in need of specialized instruction, GLA will issue Permission to Evaluate (PTE) to seek parental consent to conduct an evaluation. Once parental consent for an evaluation is obtained, the school follows timelines and procedures as specified by law. The Evaluation will include measures to determine whether a student has a disability and requires specialized instruction or is in need of any related services. The evaluation must be conducted in accordance with specific timelines under the protection of the procedural safeguards. The evaluation process results in a written evaluation report called an Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education services based on the presence of a disability and the need for specially designed instruction.

When screening through the CSAP indicates that a student exhibits characteristics associated with superior intellectual potential a gifted PTE (Permission to Evaluate) will be issued. An evaluation will be completed which includes measures to determine a student's cognitive ability and their advanced academic achievement. The evaluation process results in a (GWR) Gifted Written Report. This report makes recommendations about a student's eligibility for gifted education services.

Educational Placement

An Individualized Education Program (IEP) team makes the determination of whether **or not** a student is eligible for special education. A single test or procedure may not be the sole factor in determining that a child is exceptional. The IEP team must include at least three members in addition to the parents. Other required members include at least one regular education teacher familiar with the child, at least one special education teacher, and a representative from GLA. If the student **meets the two pronged criteria for special education services**, the IEP team develops an Individualized Educational Plan (IEP) and Notice of Recommended Educational Placement (NOREP). **When** the IEP team decides that the student is not eligible for special education services, recommendations for educational programming in **the** regular education **classroom** may be **included in** the ER.

A (GIEP) Gifted Education program team makes the determination as to whether or not a student is eligible for gifted education services. A single test or procedure may not be the sole factor in determining that a child is exceptional. If the student is deemed eligible for gifted services the GIEP team develops a (GIEP) Gifted Individualized Education Program and a (NORA) Notice of Recommended Assignment. If the GIEP team determines that the student is not eligible for gifted education services their recommendations for educational programming in the regular education classroom may be recommended.

Instructional Strategies

The CSAP requires educational interventions to be implemented in the general education classroom. Educating special **education** students and gifted students necessitates that teachers be able to utilize strategies that are appropriate for a variety of learning styles, needs, and characteristics represented in their general education classrooms. Effective accommodations will benefit all students. The following are instructional strategies used in educating our student population in all content areas at GLA:

- 1) Combine modes of presentation, verbal directions combined with visual cues
- 2) Provide visual demonstration of new techniques
- 3) Use verbal prompts
- 4) Preview major concepts and help students relate them to concepts and terms that are already familiar to the student
- 5) Adjust language level so that concepts match the developmental and intellectual level of students
- 6) Limit number and length of directions
- 7) Cooperative learning
- 8) Small group or skill group instruction with flexible grouping
- 9) Supplemental instruction in or out of the classroom
- 10) Peer coaching/tutoring

Technology/ computer assisted learning

Special Education - Attachments

- Special Education
- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
John Bracey	1.00	Inclusion model and pull out	Friendship Site	15	Students also recieved speech and language support and/or OT support as directed by IEP
Jennifer Applegate	1.00	Inclusion model and pull out program	Wings Site	31	Students also recieved speech and language support and/or OT support as directed by IEP

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
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Special Education Program Profile - Chart III

Title	Location	FTE
Paraprofessionals	Wings	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Premier Health Inc.	Psychological services	.5 day per week
Special Ed Solutions	Special Education support services	.25 per week
Therapy Solutions	Speech services, Occupational therapy	2 days per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
Terra Nova	No	Yes	Yes	No	No	No
G-Math	Yes	Yes	Yes	Yes	Yes	Yes
G-Grade A+	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
Terra Nova	No	No	No	No	No	No	No
G-Math	Yes	Yes	Yes	No	No	No	No

G-Grade A+	Yes	Yes	Yes	No	No	No	No
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Student Assessment

After reviewing the data by grades, it was determined that the students demonstrated significant gains in both reading and math. All grades in the area of math achieved double digit gains. All grades, with the exception of 5th and 7th, made significant gains in the area of reading. As a school, we are Making Progress in School Improvement II and achieved AYP through Safe Harbor. Students who performed below advanced or proficient will be given extra support. Each student will have an individual learning plan developed for them for the year. A basic skills teacher will support them during the day through pullout sessions and extra tutoring will be available after school and on Saturday. Paraprofessionals will provide in-class direct support. Class size will be lowered during the reading block with the support of the specialist being assigned to a class with a high number of students at risk. The GMATH and GREAD assessments will be used to determine individual strengths and weaknesses of the students. Students will be using the Study Island computer skills program to enhance their skill deficiencies. Student work will be monitored and strategies adjusted to strengthen their learning.

Student Assessment - Attachment

- Student Assessment

Teacher Evaluation

- Teachers are evaluated in major areas: Knowledge of Subject Matter, Instructional Skills, Assessment Skills, Student Achievement, Parent Satisfaction, Classroom Behavior Management, Professionalism, and Service to School
- The CEO and Assistant Principal formally observe and evaluate teachers. Academy Directors and Teacher Mentors observe teachers for purposes of support and feedback only, the Director of Operations evaluates administrative support staff, school operations staff and environmental care staff.
- The school CEO and Assistant Principal will participate in ongoing professional development addressing evaluative procedures and special education compliance. The Director of Special Education and assistant will attend on-going State and private trainings regarding Special Education Law, policies and procedures. All members of the instructional leadership team will participate in numerous seminars and training.

Teacher Evaluation - Attachments

- Teacher Classroom Environment Checklist
- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The President of the Board, Dr. William Swain, took a leave of absence during the 2007-2008 school year due to health reasons and then resigned in June 2008.

Board of Trustees

Name of Trustee	Office (if any)
Thomas Brady	Vice President

J. Holland Brown	
Monika Davis	Secretary
Diane Holliday	
Lorenzo Hough	President
Diane Hathaway	Treasurer
Victoria Dixon	
Rev. Harvey Quarles	

Professional Development (Governance)

All members participate in several professional development activities in any calendar year. Newly recruited members receive an orientation session and appropriate materials to provide the basic organizational profile along with specific proprietary documents to insure their understanding of the operational detail necessary to function in the position. Participation in national, state and local charter school conferences is done on a rotating basis to concretize our aggregate development and expansion of our knowledge base. An annual strategic planning retreat and periodic workshops by qualified consultants compliments the other professional development components.

Effective governance and management is coordinated through monthly public meetings held at the school where parents, community partners, staff and the general public are invited. These meeting are currently scheduled on the fourth Monday of each month, except in May and July, and are advertised in advance in compliance with current law. The conduct of these meetings is guided by Robert’s Rules. When appropriate, closed Executive Sessions are called to discuss matters of confidentiality. Relevant committees are structured to process and recommend items for deliberation to the full Board, ever mindful of compliance with The Sunshine Act and other governing principles.

Coordination of the Governance and Management of the School

- The Board of Trustees meet monthly to coordinate the governance and management of the school. There are twelve official board meetings held in each calendar year. Six of the meetings are public meetings, where parents, community partners, teachers, and the general public are invited to attend. It is only during public meetings that resolutions are voted on. The other six meetings are closed executive meetings. It is during these sessions when confidential matters are brought before the board for discussion. The board has met with the charter granting Board of School Directors as needed. The board meetings occurred the fourth Monday of each month, with the exception of the month of May, at the site location designated.

Coordination of the Governance and Management of the School - Attachment

- Coordination of the Governance and Management of the School

Community and Parent Engagement

Global Leadership Academy prides itself in affording parents the opportunity to partner with us in making their child’s educational experience successful. We achieve this by actively engaging our

parents in many aspects of the daily learning process. Parent events are held at least three times a month. The goal of the events is to achieve and/or improve parent/guardian interaction with teachers and administrators, the community, but most importantly with their child or children. We also invite community members and partners to come and interact with us.

We believe in keeping the lines of communication open between the teaching staff and parents. When parents enroll their children in GLA, they are required to sign a Family Compact as part of the enrollment packet. Two verbal and two written communications are conducted each month which keeps parents informed of their child's progress. Parents are also encouraged and required to attend at least one event per month. The events include, but are not limited to, Board of Trustees meeting, breakfast with the principal, Global Night, and class trips.

We have two parents who are members of the Board of Trustees and have an active Parent Teacher Organization.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The School conducted a small amount of fundraising throughout the year and the school expects to continue the practice during the upcoming school year.

Fiscal Solvency Policies

The Board of Trustees has adopted financial policies and procedures which include the topics - budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The business office provides interim financial reporting for the board of trustees and CEO on a monthly basis. The business manager meets with the school administrative team regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget.

Accounting System

The accounting system is Quickbooks and is loaded with the State Chart of Accounts. Transactions are posted by the Business Manager's Office staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Charter Annual Report Section: Preliminary Statements of Revenues, Expenditures & Fund Balances
- Charter Annual Report Section: Preliminary Statements of Revenues, Expenditures & Fund Balances
- Charter Annual Report Section: Preliminary Statements of Revenues, Expenditures & Fund Balances

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

The school's auditing firm is St. Clair CPA's. The last audit is dated May 9, 2008 for fiscal year 2006-2007 and has a clean unqualified opinion. Findings are detailed in the attachment. Management's responses to the findings are also included.. It is impossible to submit an audit for 2007-2008 by August 1, 2008. The audit for 2007-2008 is expected to be available by December 31, 2008

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

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

Citations and follow-up actions for any State Audit Report

The school has not been audited by the State Comptrollers Office.

SECTION VII. FACILITY RESPONSIBILITIES

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

Global Leadership Academy Charter School leased two facilities at 5151 Warren Street and 7101 Pennway Street.

All furniture and equipment was purchased after obtaining quotations from various vendors.

The school purchased classroom furniture totaling \$ 62,252, computers totaling \$72,640 and a van for student transportation costing \$36,967.

Future Facility Plans and Other Capital Needs

The Finance/Facility committee of the school's Board of Trustees explored various options for consolidation of the current two sites into one site in West Philadelphia. The school and its affiliated non-profit, The Global Foundation, have entered into an agreement of sale for a property at 4601 Girard Ave in Philadelphia. The school/foundation expects to renovate this site for a school use by August, 2009. The existing leases expire one year from now.

These actions are in conformance with the school's long term goals and multi-year financial plan.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Global Leadership Academy complies with all health and safety requirements which include fire prevention, fire drills, shelter in place, evacuation, and intruder drills. The school has an Emergency Planning Committee that is comprised of the school's Compliance Officer, Behavior Intervention Specialist, Health & Physical Education teacher, a grade level teacher, and the Technology teacher. The committee is responsible for writing all emergency plans and implementing them, overseeing fire drill training, and monthly fire drill execution. A designated member of the committee meets with safety inspectors from the City of Philadelphia Fire Department and the Department of License & Inspection at both sites and the committee is responsible for following up on any recommendations and requirements provided during the inspections. A booklet of Emergency Guidelines for Schools is located at each site in the main office as well as Emergency Response Charts and fire evacuation plans are posted in each classroom and other areas of the school buildings.

The Mid-Atlantic Consortium of Charter Schools (MAACS) is the school nurse service provider. The nurses monitor student health and immunization records to ensure compliance with federal laws. The school nurse communicates with parents to provide updated immunizations where required. If the parent/guardian does not comply, students are removed from school attendance until the matter is resolved and evidence of required immunizations is provided. The school nurse is the caretaker of health and immunization records for students. No new student may enter Global Leadership Academy without complete medical records.

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

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

Current School Insurance Coverage Policies and Programs

For medical insurance the school offers the following plans in accordance with Act 22 to employees:

- Personal Choice,
- Keystone Health Plan,
- United Concordia Dental Plan
- Wage Continuation
- Life Insurance

Please see attached certificate for other liability insurances:

- Worker's Compensation
- General Liability
- Corporate Officers Error and Omissions
- Contents Insurance

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Certificate

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There were 28 Professional Staff members during the 2007-2008 school year. All 28 staff members remained for the entire school year. Of the 28 professional staff members 25 are returning for the 2008-2009 school year. One staff member has decided to explore another professional path. Two staff members were not asked back due to non compliance of state and school district certification requirements. We are extremely happy with our teacher retention rate, which can be attributed to a good overall climate, supportive administrative team and a teacher's ability to teach in a small school setting.

Quality of Teaching and Other Staff - Attachment

- Administrative Needs - Quality of Teaching Staff

Student Enrollment

Admissions Policy

Global Leadership Academy Charter School (GLACS) is a public school operating under a charter granted by the Commonwealth of Pennsylvania. Admission to the school is open to all eligible students who are residents within the limits of the City of Philadelphia and the state of Pennsylvania in grades K through 8.

GLACS does not discriminate on the basis of race, color, national origin, creed, gender, ethnicity, mental or physical disability, proficiency in English, or prior academic achievement when recruiting or admitting students.

Children applying for Kindergarten must be five years of age by September 1 of the current year in order to be accepted into the school. If the child is not five by the deadline, their name will be placed on the waiting list for possible admission for the following school year.

Children applying for First Grade must be six years of age by September 1 of the current year in order to be accepted into the school. If the child is not six by the deadline, their name will be placed on the waiting list for possible admission for the following school year.

Our marketing strategies for recruiting students include:

- flyers
- posters
- sibling preference
- brochures
- displays in school lobby
- radio/television/newspaper advertisements
- parent incentives
- visit to daycare centers
- open houses
- community meetings and/or events
- community partners/contacts
- outside banner advertisement

A lottery is conducted each year at the close of the enrollment period.

Enrollment Procedures

Global Leadership Academy CS - Charter Annual Report

- Parents/Guardians are notified of re-enrollment for all currently enrolled students in grades K-7
- During the designated timeframe, parents/guardians come to the school to complete the re-enrollment process
- Once the re-enrollment period has ended, acceptance letters are sent to each re-enrolled student's home and a signed acceptance letter is required to be returned by the parent/guardian by the designated deadline
- Once all acceptances have been received for re-enrollment, open enrollment begins for new students (*Note: any student who does not officially accept re-enrollment by the deadline date is notified in writing and must wait until open enrollment is complete to reapply for an open space)
- Students whose names are on the waiting list for the current school year are contacted, advised to submit a letter of intent and update application documents
- If a new applicant is a sibling of a currently enrolled student, a notation is placed on the application with the current student's name and grade
- Once open enrollment has ended, the number of applications is reviewed and spaces are filled according to openings in each grade level by lottery.
- Remaining applications are placed on a waiting list according to grade
- Students who are accepted and those placed on the waiting list will be notified in writing
- In the event an opening occurs in any grade until February 1 of that school year, a student on the waiting list of that grade is contacted by telephone and mail
- The parent has three days to respond to the contact. After three days the next student on the waiting list is contacted.
- If contact is not made because of incorrect information, a notation is made. The school will contact the next student.

We began the 2007-2008 school year with a total of 573 students. Our enrollment breakdown was as follows:

K- 81
1 - 82
2 - 75
3 - 59
4 - 66
5 - 82
6 - 54
7 - 55
8 - 19

Of the 573 enrolled students, 66 students were dropped from the school roster as no-shows. From the current year's waiting list, we added 9 new students. Our school year ended with 509 students. Four hundred seventy-seven students have re-registered and we are expecting to add 63 new students to the school's roster for the 2008-2009 school year. We had a total of 19 students withdraw from the school due to the family moving to a neighborhood not within distance of the school and some out of state. Thirty-two students will not be returning to Global Leadership; twenty-one have not re-registered and 11 have not been invited back to the school.

Because we anticipate students leaving the school for various reasons, we begin building our waiting list immediately following the last day of open enrollment. By doing so, we are able to fill student vacancies in order to retain our charter number for student enrollment. However as the school year progresses into the third and fourth quarters, we do not fill vacancies left by students unless it is an emergency situation which will be determined by school administration.

Transportation

The School District of Philadelphia provides transportation for students attending Global Leadership Academy Charter School. Students in grades one through six who live more than 1.5 miles away from the school are provided with bus service. Seventh and eighth grade students are given weekly Septa transpasses if they live at least 1.5 miles away from the school. We currently do not have any students with disabilities that need any further accommodations.

All elementary Special Education students in grades one through six are eligible for transportation if they live at least 1.5 miles away from the school. Seventh and eighth grade students or students who live less than 1.5 miles away that require transportation accommodations based on the nature or severity of their disability are also eligible for transportation services.

Food Service Program

The School District of Philadelphia's Division of Food Services is proud to contribute to the educational process by providing healthy meals to Philadelphia students daily. Their program and services prepare students for a quality education by providing them with nutritious fuel necessary for learning. Students at the Wings location participate in the free and reduced lunch program through the school district's Food Service Division. A private food vendor, CBS, provides free and reduced school lunches for students at the Friendship Pavilion School Site. The school is in compliance with all of the policies and procedures that are required by the program.

Student Conduct

Global Leadership Academy Charter School fosters its Discipline with Dignity Framework as a key thrust toward our holistic schooling mission. Proactive measures of Core Virtues Education, Leadership Development, addressing the social intelligence and spiritual intelligence as well as the cognitive intelligence of children are crucial in order to improve school climate. The Board of Trustees recognizes that exclusion from the educational program of the school, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student at GLACS and one that cannot be imposed without due process. The CEO may, after a proper hearing, suspend a child for such time as he/she deems it necessary or recommend permanent expulsion by the Board of Trustees.

We had 15 students involved in 48 incidents that violated the school's code of conduct. We had no expulsions.

DISCIPLINE POLICY & PROCEDURE:

In the beginning of the school year the student behavior code of character/conduct will be reviewed with the student and parents. This code forbids fighting, weapons, offensive use of language, damage or theft to school property, drugs, assault on school personnel, disrespect of staff members and disregard of classroom rules. In addition students are expected to follow

additional school rules. These rules help to ensure a safe and conducive learning environment for all students and staff members and also help to make a successful program.

- **Students are expected to:**
 - Wear the appropriate uniform daily
 - Speak respectfully to peers and adults
 - Strive diligently to excel
 - Arrive to school and class everyday on time and on task with the appropriate tools for learning
 - Practice good manners, self control and good citizenship
 - Respect adults and follow directions the first time given
 - Respect the personal space and property of others
 - Keep our school building and grounds clean at all times
 - Not eat in class or chew gum in the building
 - Not bring CD players, ipods, electronic devices or toys of any kind to school
 - Not use cell phones during the course of the day*

*Cell phone use is prohibited during the school day and during any school sponsored event or activity. If a cell phone is misused on school property, it will be confiscated until a parent meets with Administration for a conference. At that time, the cell phone will be returned to the parent not the student. Continued misuse of cell phones or other devices can result in suspension or expulsion.

A variety of steps may be taken as the result of poor behavior. Suspension may occur the first time for some violations. Repeated violations of any item of the behavior code may result in expulsion from the charter school.

Act 26

Pennsylvania law (Act 26 of 1995) now requires that any student, regardless of age or grade level, found to be in possession of a weapon on school property, in a school program or event, or while traveling to and from school or a school event including school buses and public transportation, be subject to arrest and expulsion from the School District for at least one year.

Students must be warned against carrying any weapon device or any instrument or device that can be construed as a weapon. Teachers must document that students are completely aware of this rule by having parents/guardians and students sign ACT 26 Awareness Notice. Parents/Guardians must speak with children regarding the consequences of bringing any sharp item or weapon-like item to school. This includes jewelry with sharp edges, pocket knives, nail files, toy guns, etc. Consequences of non-compliance to this mandate will lead to possible arrest and/or expulsion from the school.

Student Conduct - Attachment

- Student Conduct

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Global Leadership 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

2008 - 2009 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Naomi Johnson Booker

Title Dr.

Phone 2154776672

Fax 2154776674

E-mail drbooker@glacharter.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name Lorenzo Hough

Title Mr.

Phone 2154776672

Fax 2154776674

E-mail lhough@glacharter.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Jennifer Applegate

Title Ms.

Phone 2154776672

Fax 2154776674

E-mail japplegate@glacharter.org

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature