Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report

Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

Entity: Career Connections CHS
Address: 4412 Butler St
Pittsburgh, PA 15201

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2009 - 2010

Name of School: Career Connections CHS

Date of Local Chartering School Board/PDE Approval: 3/21/2007

Length of Charter: 5 Years **Opening Date:** 8/30/1999

Grade Level: 9-12 **Hours of Operation:** 8:00 - 3:00

Percentage of Certified Staff: 95 **Total Instructional Staff:** 29

Student/Teacher Ratio: 9.1 **Student Waiting List:** 0

Attendance Rate/Percentage: 87.29%

Summary Data Part II

Enrollment: 238 **Per Pupil Subsidy:** Reg Ed - $12,393.71 - Special Ed $16,345.82

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black (Non-Hispanic):	166
Hispanic:	1
White (Non-Hispanic):	74
Multicultural:	4

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 75%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 73

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	188	188
Instructional Hours	0	0	0	0	0	1002.66	1002.66

SECTION I. EXECUTIVE SUMMARY

Educational Community

Career Connections Charter High School (CCCHS) is a charter high school located in the Lawrenceville section of Pittsburgh. The school began operation in 1999 with only the 9th grade. One grade level has been added each year. In 2002 — 2003 grade twelve was added. CCCHS currently serves inner city students in grades 9 — 12. During the 2009-2010 school year approximately 270 students attended in grades 9 to 12. All students qualify as eligible for Title I services. The majority of our students come from low income and poverty-level households. Unemployment is high in the Lawrenceville section of the city, and some students who attend the school were non-attendees prior to admission to the charter school. A high percentage of students are at-risk. ?During the ten years of operation, CCCHS has been able to make an impact on the lives of the students who choose to attend the school. Students who were at-risk for attendance or failing grades come to our school, explore their options for their future careers, experience mentorships and on-site internships and graduate. Parent and student satisfaction surveys indicate a very high level of satisfaction with the school and the educational offerings.

Mission

The mission of Career Connections Charter High School is to provide a safe, learning environment that prepares all students for a productive life. The teaching of skills that help to achieve career goals will be accomplished through a strong teacher-parent-student partnership. Through small classes, an interdisciplinary curriculum, innovative teaching techniques and an internship component, our students will be prepared to make informed vocational choices.

Vision

Career Connections Charter High School will provide students with a safe and structured learning environment. The educational staff will stress the relevance of subject matter by utilizing technology to its fullest, by relating academic content to vocational, post-secondary education opportunities, and career choices, and by implementing alternative methods of instruction and assessment. The school will foster open communication with students, parents, and the community in order to achieve strong reciprocal support. Career Connections Charter High School will graduate students who demonstrate personal and civic responsibility, who make good decisions, and who function productively in a rapidly changing, technological society.

Shared Values

- We believe that all students can learn.
- Safe, healthy and clean school environments enhance learning.
- High expectations are appropriate for all students.
- It is essential to treat all individuals with dignity and respect.
- All students should have equal access to educational opportunities.
- Schools, parents and the community are partners in the educational process.

Academic Standards

Career Connections Charter School has adopted a new and more rigorous curriculum for the 2007-2008 school year. The goal of the new curriculum was to improve student achievement and to integrate career instruction throughout all subject areas. The new curriculum for all core subject areas is based on the foundation of Lincoln Interactive, which has had all courses go through a rigorous accreditation process to ensure that the academic standards stated in chapter 4 are being met.

The University of Pittsburgh's Tri-State Study Council has audited the Lincoln courses. University of Pittsburgh's Tri-State Study Council developed a three-tiered endorsement process. These courses are aligned the Academic Standards in Chapter 4.

Strengths and Challenges

During the 2006-2007 school year Career Connections Charter School has faced a number of challenges. The School District of Pittsburgh initially voted not to renew the charter for Career connection in November 2006. This was based on a number of deficiencies that The School District identified. The majority of the action plans have been created to address these deficiencies. Additionally a number of corrective measures were taken immediately to address the school districts concerns. As a result of the renewal process a leadership change has occurred at Career Connections Charter High School.

The new leadership team conducted three forums to discuss the strengths and the weakness of the school and how those items relate to the school accomplishing its mission. The first forum was with faculty and staff, the second forum was with parents and students and the third forum was with the administration. Below are some of the strengths and weakness that were common to all three forums.

Strengths:

- Clean
- Number of computers
- Diverse staff
- Safe
- Life-long learning
- Caring teachers
- Small class sizes
- Career program
- Job shadowing
- Rapport with students
- Classroom support (special ed support)
- Student diversity
- Teacher flexibility
- Senior internships
- Career fair
- Team building
- Isolated grade levels
- Boys & Girls Club
- Strong school community
- Positive staff

Weaknesses:

- Snow days (no days built in)
- Professional development based on needs of staff
- Keeping quality teachers
- Discipline/dress code
- Image of school
- Electives
- Lack of communication
- Technology (using effectively)
- Attendance/tardies
- No flexibility for class choices
- Out dated technology
- Inconsistent discipline
- Lack of school spirit
- Paperwork (re-do and do again)
- In School Suspension- students abuse
- Student motivation
- Need to focus on mission of school when recruiting students

Based on this assessment and ongoing input from the instructional cabinet and all faculty members the following goals have been established for 2008-2009 and subsequently 2009-2010.

Goals for 2009-2010

1. Continue implementation of a school-wide electronic portfolio system.
2. Disseminate “Reading and Writing Across the Curriculum”
3. Promote differentiated instruction
4 Create Externship program
5. Continue the pilot of innovative models of career education and add leadership program
6. Target practices which impact PSSA scores including academic block.
7. Address school climate issues focused on uniforms and parent service requirement.
8. Continue a schedule which permits professional development within the school day
9. Re-configure after school meetings to include weekly collaboration among teacher leaders to focus on instructional issues
10. Require monthly content area meetings
11. Require monthly grade level meetings
12. Conduct mandatory in-service after school for all staff twice a month (3 hours)
13. Include a minimum of 8 in-service days in the school calendar
14. Use in-house resources to revise curriculum, analyze data, do peer observations, and provide instructional coaching and mentoring
15. Expand a summer remedial and enrichment instructional program
16. Continue Re-designed reading and math labs to respond to identified needs of students
17. Expand electives and higher level courses to challenge students
18. Support faculty participation in graduate course work, conferences, professional collaboration and in-service opportunities from PD and IUs
19. Use consultants to provide specific services

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

During the 2005-2006 school year, the charter for Career Connections Charter School was reviewed. However, the charter renewal was initially denied by the School District of Pittsburgh. The charter was renewed only after an intensive effort was mounted to address the deficiencies and concerns identified by the School District of Pittsburgh. To address these concerns a series of action plans were created. These action plans serve as the core of the strategic plan.

The action plans were reviewed by the Charter School Board of Trustees and Charter School administration. The strategic planning process continued by having three forums — the first with faculty and staff, the second with students and parents, and, finally, one with the board. Each of these forums began with a group process that reviewed the mission of the school.

The mission statements key words and meanings were discussed at length. We then had the group identify the strengths of the school. We discussed these at length. After the strengths were discussed the weaknesses of the school were identified and prioritized. From the strengths and weaknesses came recommendations that are now part of the strategic plan. The process has continued with the administration and management team assessing and prioritizing the information provided at the forum.

The strategic planning process continued during the 2007-2008 school year. The instructional cabinet, management team and parent groups provided ongoing input. As a result of the

strategic plan the merit pay, teacher evaluation system was revised, academic programs such as ACE, HOP and PAR have been created and a leadership academy was started.

During the 2008-2009 school year the strategic planning process continued with a focus on the professional development plan, educational technology plan and a school improvement plan that is focused on the implementation of RTI. During the 2009-2010 school year a school community session was held to explain the RTI process, our success with the process and the full implementation of RTI during the Core period.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Brian White	ALS		CEO
Diane Hughes	ALS		CEO
Erica Fischer	CCCHS	Secondary School Teacher	CEO
Henderson, Terri	Parent	Parent	CEO
Henderson, Tina	Parent	Parent	CAO
Jeff Kelly	CCCHS	Board Member	CEO
Jessica Wenner	CCCHS		CEO
John Osheka	ALS		CEO
Marc DeHart	CCCHS		CEO
Mike Hepler	Boys & Girls Club	Business Representative	CEO
Pete Simpson	CCCHS	Administrator	CEO
Popinski, Claudia	Parent	Parent	CEO
Sharon Zaborowski	CCCHS		CEO
Stanfield, Mort	CEO	Administrator	Board
Timothy McElhone	CCCHS		CEO
Westlyn Davis	ALS		CEO

Goals, Strategies and Activities

Goal: Academic Rigor: Improve Student Achievement

Description: Add Goal Statement here..

Strategy: Engage in remediation of basic skills

Description:

Activity: Create Math and Reading Labs

Description: Completed

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 1/1/2007 Finish: Ongoing	$50,000.00

Status: Complete

Date	Comment
7/28/2008	Completed

Activity: Target practices which impact PSSA scores

Description:

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 1/1/2007 Finish: Ongoing	-

Status: Complete

Strategy: Improve the quality of instruction

Description:

Activity: Continue the school-wide electronic portfolio system

Description: Continue the school-wide electronic portfolio system

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 1/1/2007 Finish: Ongoing	-

Status: Complete

Activity: Disseminate “Reading and Writing Across the Curriculum”

Description: Disseminate “Reading and Writing Across the Curriculum”

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 1/1/2007 Finish: Ongoing	$15,000.00

Status: Complete

Activity: Promote the use of differentiated instruction

Description:

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 1/1/2007 Finish: Ongoing	-

Status: Complete

Activity: Renew Read 180 licenses

Description: Annual renewal of Read 180 licenses

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/2/2010 Finish: 8/1/2012	$54,000.00

Status: Not Started — Overdue

Activity: Start RTI

Description: Start RTI

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/24/2009 Finish: Ongoing	-

Status: Complete

Strategy: Ongoing Assessment of Achievement

Description: Increase PSSA Reading and Math Scores by 5%. demonstrate ongoing growth with Terra Nova, Forsight exam and student portfolios.

Activity: Begin to use the Forsight Assessment tool.

Description: Completed

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 1/1/2007 Finish: Ongoing	$4,000.00

Status: Complete

Date	Comment
7/28/2008	Done

Goal: Close the Alternative Education Program

Description: Completed

Strategy: Focus the resources and efforts of Career Connections Charter High School on the primary mission of the school.

Description:

Activity: Allow no new enrollments in the alternative education program.

Description: Completed

Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start: 8/22/2007 Finish: 6/25/2008	-

Status: Complete

Activity: Close the alternative education program.

Description: Completed

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 6/30/2008 Finish: 6/30/2008	-

Status: Complete

Goal: Data Driven Desicion Making

Description: Add Goal Statement here..

Strategy: Provide a forum for teachers and administration to collaborate on student achievement and curriculum needs.

Description:

Activity: Appoint representatives from each subject content area and grade level.

Description: Completed with training

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 8/30/2007 Finish: 8/30/2007	$8,000.00

Status: Complete

Date	Comment
7/28/2008	Done

Activity: Begin meeting in September and then again each month or on an as needed basis. They will review the results of testing data, curriculum maps and current textbook information. They will determine the effectiveness of the current curriculum materials.

Description:

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/18/2008 Finish: Ongoing	-

Status: Complete

Activity: **Create and train instructional cabinet committee, led by the principal, that will meet to discuss and analyze student data and the academic strengths, weaknesses, and needs within the current curriculum. A trained observer will be assigned to attend and p**

Description: Completed

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 8/29/2007 Finish: 10/10/2007	-

Status: Complete

Date	Comment
7/28/2008	Done

Activity: **Minutes and meeting summaries will be presented to the Leadership/Management team. The minutes will be analyzed for relevance to charter's mission and the focus student achievement, instructional quality and rigor. Maintained for future reviews.**

Description:

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	-

Status: Complete

Date	Comment
7/28/2008	Done

Activity: The principal and the leadership/ management team will conduct walkthroughs and instructional observations to ensure that the recommendations of the instructional cabinet are being executed by the instructional staff.

Description: The principal and the leadership/ management team will conduct walkthroughs and instructional observation

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 7/1/2009 Finish: Ongoing	-

Status: Complete

Date	Comment
7/28/2008	Almost fully implemented

Goal: Profesional Development

Description: Add Goal Statement here..

Strategy: The professional development plan will be revised to meet the needs of the Career Connections Charter High School.

Description:

Activity: 8. Continue the use of a schedule which permits professional development within the school day

Description: Continue the use of a schedule which permits professional development within the school day

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 1/1/2007 Finish: Ongoing	-

Status: Complete

Date	Comment
7/28/2008	Done for 08-09

Activity: The new PD plan will be implemented.

Description: The new PD plan will be implemented.

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 7/2/2007 Finish: 8/31/2007	$100.00

Status: Complete

Date	Comment
7/28/2008	Done

Activity: The professional development committee will be convened

Description:

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 8/1/2007 Finish: 8/31/2007	-

Status: Complete

Activity: The professional development committee will review the existing professional development plan approved by PDE and determine what issues found in the needs assessment must be addressed by professional development activities not currently in the plan.

Description:

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 8/31/2007 Finish: 8/31/2007	-

Status: Complete

Date	Comment
7/28/2008	Instructional Cabinet

Goal: We will engage in a curriculum renewal process

Description: Add Goal Statement here..

Strategy: We will enhance the rigor of the curriculum by renewing our existing academic programs, designing innovative educational opportunities, that clearly fulfill the mission of our charter and meet all Pennsylvania Academic Requirements as described in Chapter

Description: Curriculum tasks completed. However, new tasks are emerging.

Activity: Add a Career Education Column to existing curriculum maps.

Description: Completed

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 4/9/2007 Finish: 5/31/2007	-

Status: Complete

Date	Comment
7/28/2008	Done

Activity: Conduct curriculum training with faculty.

Description: Completed

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 7/16/2007 Finish: 12/31/9999	-

Status: Complete

Date	Comment
7/28/2008	Completed at start of 07-08

Activity: Develop a summer remedial and enrichment instructional program

Description:

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 1/1/2007 Finish: Ongoing	-

Status: Complete

Date	Comment
7/28/2008	Done

Activity: Write curriculum documents for each course.

Description: Completed

Person Responsible	Timeline for Implementation	Resources
Brian White	Start: 7/2/2007 Finish: 8/15/2007	$50,000.00

Status: Complete

Date	Comment
7/28/2008	Done

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Intermediate Unit designee met with and when meeting occurred:

Statement of Quality Assurance - Attachment

- Quality Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

During the 2007-2008 school year Career Connections Charter School adopted a new and more rigorous curriculum. The goal of the new curriculum is to improve student achievement and to integrate career instruction throughout all subject areas. The new curriculum for all core subject areas is based on the foundation of Lincoln Interactive, which has had all courses go through a rigorous accreditation process to ensure that the academic standards stated in chapter 4 are being met.

The University of Pittsburgh's Tri-State Study Council has audited the Lincoln courses. University of Pittsburgh's Tri-State Study Council developed a three-tiered endorsement process. These courses are aligned the Academic Standards in Chapter 4.

Each course has a course manual, which lists academic standards being addressed by unit and lesson plan. Additionally objectives, key concepts, enrichment opportunities and Career connections are listed.

Instruction is differentiated to address the needs of the learners. In addition to differentiating instruction math and reading labs are being created to address the individual needs of students who have performed significantly below proficient in reading and math.

To improve and provide a more consistent level of rigorous instruction an instructional cabinet will be formed to have professional dialogue regarding teaching and learning. To support this process teachers will be engaged in an instructional coaching model for individual improvement.

In addition to the activities described above the RTI process has been fully implemented at Career Connections.

Rigorous Instructional Program - Attachments

- Grad Requirements
- Induction/PD

English Language Learners

ENGLISH LANGUAGE LEARNERS NARRATIVE

PROGRAM OUTLINE

1. Goals and Objectives
   Provide site based instruction for ESL learners and comply with the directives of PASCH.

2. Student and parent orientation procedures.
   Students and parents will be oriented at the initial meeting at the school unless an interpreter is needed. If an interpreter is needed, a follow-up meeting will be scheduled. At the orientation our curriculum as well as school policies, procedures and programs will be explained. The manner in which the ELL student will be serviced will also be explained.

3. Identification and Placement
   a. Before entering Career Connections Charter High School each parent and student is required to participate in an individual family orientation. During the orientation parents and student complete the Home Language Survey. If it became apparent that the parent was not proficient in English, we would request interpretation services. However, if needed we would utilize the services of Allegheny County Center for English as a Second Language.

If any answers on the survey indicate that English is the second language, the student will be provided with additional assessments. The Woodcock Johnston Reading Inventory will be utilized to identify the level of reading decoding and comprehension. The student will be asked to provide a writing sample from a picture prompt and will read orally a list of age appropriate vocabulary words.

b. Students will be evaluated as to progress by utilizing classroom based assessments, as well as the norm referenced exams: Terra Nova. The PSSA will be given level and demonstrate a youngsters progress in each academic area.

4. Instructional Program
   a. Description

The ESL program as well as all academic program are standards based. The type of program will be dependent on the needs of the individual student. In most cases, a push in program utilizing ESL personnel from Intermediate Unit 3 would be implemented. If warranted, students will be provided with daily direct instructional time.

b. In order to achieve academic standards, students will be scheduled in content area classes with support from and ESL teachers, peers, and regular academic staff.

c. The following amounts of daily instructional time will be utilized: for non-English speaking students 2 to 3 hours; beginner — 2 hours; intermediate — 1 to 1 hours; and advanced — 1 hour. The remainder of the time will be spent in content classes. After exiting the program the student's progress will be monitored for at least one year.

5. Student participation in related and extracurricular activities.

ELL students will be permitted to participate in all programs available within Career Connections Charter High School for which they qualify. Students will have access and will be encouraged to participate in all aspects of the academic and extracurricular opportunities at the school. All of our students are involved in two club activities during each week as these clubs take place in the middle of the day. We do not have sports activities.

6. Pupil personnel services.
   a. Counseling — All students at Career Connections Charter High School are assigned to a mentor teacher, who has the responsibility of assisting that student educationally, emotionally and socially throughout their time at Career Connections Charter High School.
   b. ELL students will be eligible for special education services once it is determined that a disability exists and this disability is not solely due to lack of instruction or proficiency in the English language.
   c. All of our students are provided with business mentors who help students understand the expectations of the workplace and provide them with 11th grade internships.

7. Staff development related to program
   a. ESL/Bilingual Staff
   b. Content Area Staff
   c. Support Staff

The staff members at Career Connections Charter High School are involved in professional development sessions for at least one four hour session per month. In addition funding is available for staff members to participate in sessions away from the school site and at conferences. If we do have ELL students at the school, staff development will be targeted to the needs of the students. We will utilize staff from IU3 to provide the sessions.

8. Community Involvement

a. Parents will be involved in planning on an as needed basis. If a family enrolls an ELL student, that family will have input into developing an individual plan for their child.

b. Communication with the student and the family will be provided in a language or mode preferred by the parents. This will be accomplished by utilizing the translation services provided by staff and by the Allegheny County Center for English as a Second Language.

c. The advisory committee will consist of one Career Connections Charter High School administrator, two teachers, an ESL teacher and a parent.

d. Complaints will be handled through the advisory committee.

9. Program evaluation procedures.

The program will be evaluated annually. Data will be collected comparing the language skills of the student at the entry to Career Connections Charter High School and the skills at the end of the school year. ELL parents will complete a satisfaction survey each year. Documentation will be made of dates for the initiation and implementation of individual student programs. Data will be collected and maintained on the student data base.

English Language Learners - Attachment

- 0809 LEP

Graduation Requirements

Graduation Requirements:

Course Offerings and Credits Awarded

The graduation requirements for Career Connections Charter High School (CCCHS) are aligned with the Chapter 4 Regulations for high school graduation as referenced under Section 4.2422 Pa. School Code. Students are enrolled in a program of studies that encompasses an integrated academic and career education curricula which meets the instructional and assessment standards required by the Pennsylvania Department of Education and the school officials.

Courses at CCCHS will be offered on a semester basis within the subject areas listed below and awarded credits as designated upon successful completion. Graduation requirements at CCCHS are being increased to exceed state requirements and prepare students for the 21st century workforce. The graduation/promotion matrix details the graduation reqiurements which were approved in June 2008. The matric can be found as an attachement in the academic rigor section. (Attachements can not be made in this section of the software.)

In addition to fulfilling the course and credit requirements, students must successfully complete a Senior Graduation Project and Senior Wellness Portfolio.

During the senior year, students also have the opportunity to earn additional elective credits through an extensive range of on-line course offerings in language arts, social sciences, humanities, fine arts, and other selected areas of study.

PSSA State Assessment of Academic Standards

As students acquire the course requirements towards graduation, they are gaining knowledge and skills that will be measured on the PSSA state assessments. Students will not receive a

diploma or graduate without demonstrating proficiency on the PSSA exams and/or proficiency on the local school assessment in reading, writing, and mathematics administered in the eleventh and twelfth grades. Students will also be assessed using the Terra Nova Achievement exam/

Students who qualify for special education services may meet graduation and assessment standards based on their Individual Education Plan (IEP) where applicable.

Special Education

Since CCCHS houses only grades nine to twelve, most of our students with special needs (eligible students and gifted students) have already been identified prior to entrance. The in-house screening includes a complete review of all records by the guidance counselors prior to admission. Referrals by the classroom teachers who have students that experience difficulty in the classroom are forwarded through the guidance counselors for SAP intervention. Students who have been referred for SAP intervention are staffed by the SAP team. If SAP intervention is not successful, a formal special education referral is made. Also, parents may request an evaluation of their child, which will trigger a formal referral.

The instructional strategies are determined at the IEP meeting. All classroom teachers attend the IEP meetings and there is a sharing of information. Teacher and appropriate staff discuss what might work in the classroom as well as areas of need. Staff development training was provided in differentiating instruction for gifted and special needs students. Staff evaluations consist of classroom observations, session reviews and end of the year portfolio reviews. Accommodations for advanced and students with special needs are reviewed. The use of differentiated instruction in all classrooms supports both students with disabilities and gifted students. Charter schools are not required to provide gifted instruction but every attempt is made to challenge the students in the general education setting.

Special Education - Attachments

- Alt Assessment Policy
- Behavioral Support Obligations Policy
- Child Find and Screening Policy
- Section 504
- Special Education
- Student Records

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Melanie Karpinski	1	learning support	CCCHS	10	n/a
Melanie Karpinski	1	emotional support	CCCHS	5	n/a
Paula Fredland	1	emotional support	CCCHS	3	n/a
Paula Fredland	1	learning support	CCCHS	12	n/a
Kate Johnson	1	emotional support	CCCHS	4	n/a
Kate Johnson	1	learning support\	CCCHS	10	n/a
Rebecca Udon	1	emotional support	CCCHS	2	n/a
Rebecca Udon	1	learning support	CCCHS	13	n/a
Amy Polinsky	1	emotional support	CCCHS	4	n/a

Amy Polinsky	1	Learning Support	CCCHS 10	n/a

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Mt. Oliver Intermediate Unit	.10 (as needed for reevals)	.10 (1xper week, 30 min each student	CCCHS	25	n/a
Mt. Oliver Intermediate Unit	.10 (1xper week, 30 min each student	Speech Services	CCCHS	1	n/a

Special Education Program Profile - Chart III

Title	Location	FTE
Robert McCloy	Supervisor of Special Education	1
Jason Cappa	Instructional Aide	1
Tracey Ebaugh	Instructional Aide	1
Brenda Sheffey	Social Worker	1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Public Agency	OVR	As needed for OVR meetings and IEP conferences
IU	Mount Oliver IU, Speech Therapist	once a week, 30 min per each student
IU	Mount Oliver IU, Licensed Psychologist	as needed throughout the 2009-2010 school year for Reevaluations or Initial Evaluations
Individual	social worker, group therapist	twice a month
Organization	Craig Academy, Approved Private Placement	Full time
Organization	Holy Family, Alternative Academic Placement	Full time
Public Agency	LifesWork	3 days per week
Organization	Wesley Academy, Approved Private Placement	Full Time

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
None	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	No	No	No	Yes	No
TERRA NOVA	No	No	No	Yes	Yes	Yes	Yes
4sight	No	No	No	Yes	Yes	Yes	No

Student Assessment

Currently the Career Connections Charter High School uses the PSSA in the 11th grade, the Terra Nova in the fall to all grades and the 4Sight Assessment which was scheduled to be given four times throughout the year to each grade level. In addition to these three assessments the teacher designed formal assessments are utilized in each of the content areas. These teacher developed assessments are tied to and link to the State's Standards Aligned System. During the 2009-2010 school year the administration recommends that the school continue this assessment model. In addition, the administration recommends that content teachers across grade levels meet on a weekly basis to continue to design both formal and informal assessments based upon the state standards and content anchors.
Finally, building administrators will conduct formal and informal observations with follow up conferences to insure that classroom lessons and instruction are focused upon teaching to the standards and content anchors.

In the previous two sections, you indicated which state and national testing programs are used per grade level. For this section, please complete a narrative based upon the following Information:
A)
The school has set into practice a plan that actively engages both the student and the staff in an active assessment process. This plan will include the following:
1. In the development of the "Getting Results Document", the team will establish bench mark goals to be achieved throughout the year quarterly. This team of professionals will assess the progress made on the 4Sight Assessment and make recommendations for instructional modification throughout the curriculum.
2. Using the Terra Nova results as baseline data, the staff will make modifications to their instructional practices based upon student individual needs. Teachers will also develop content level assessments based upon the State's Standards Aligned System. The Getting Results Team will meet quarterly to insure that this process is in place and being followed.
3. During the 2009 — 2010 school years, the staff will continue to be trained in the skills needed to conduct efficient and effective learning walks. The focus for the learning walks during this year will be differentiated instruction as designed to meet the needs of the individual student in a Standard Aligned System.
4. The school has successfully implemented both, Adopt and Anchor and a PSSA Mentoring Programs. Once again the staff across the curriculum will integrate specific anchors into their instruction for the purpose of focusing student learning for success. The entire staff will continue to mentor 11th graders throughout the year to insure that they are prepared for the PSSA. This mentoring program not only focuses upon the specific content, but also is aimed at helping students through issues as test anxiety and frustration.

5. The staff will continue to receive ongoing professional development as needed to insure student success. The staff has been exposed to the concept of differentiated instruction during the 2007 — 2008 school years. Differentiated instruction will continue to be a focus for the upcoming school year and will be a major target for the school's learning walks. Other topics for professional development will be Teacher Leadership, Reading and Writing across the Curriculum, Student Assessment and other topics as identified by both the administration and the teacher leaders.
B)
The school will continue its efforts to insure the success of students at risk for not making reasonable or adequate progress. As explained above, the school will continue to implement its PSSA mentoring program. In addition to this intervention, the staff will monitor individual achievement based upon content assessments that are aligned to the State's Standards Aligned Assessment System as well as having each staff member adopt specific anchors in their content area. The staff as in the past will continue to provide before and after school tutoring. The final check for providing individual success for students not making reasonable progress will be both the "Getting Results Team" and the Individual Teacher. Individual students progress will be monitored by both throughout the year.

In addition to these activities all staff took an e-embedded course on differentiated instruction during the 2009-2010 school year.

Student Assessment - Attachment

- 0809 Local Test Data

Teacher Evaluation

A) Career Connections Charter High School uses a multifaceted evaluation system to evaluate all staff members, including teachers. Staff evaluation forms will be modified to reflect student performance. A merit pay system is used to determine pay increases. Areas that are incorporated into the teacher evaluation system include:

- Classroom Observations
- School Activity Involvement
- Classroom Management
- Student Evaluations
- Professionalism
- Annual Portfolio Review
- Annual Individual Professional Improvement Goals
- School-wide Goals Related to PSSA Performance (merit pay only)

The first phase of revieiwing the Teacher Evaluation plan occured during the 2007-2008 school year. As a result the merit pay system was revised and a individulized professional goal setting system was adopted.

B)

Internal:

Mr. Pete Simpson, Principal
Mr. Dave Palmer, Assistant Principal

Mr. George Ferguson
Mr. Marc Dehart

External:

Academic Leadership Services
Dr. Brian White
Dr. Westlynn Davis
Dr. John Osheka
Mrs. Diane Hughes

Teacher Evaluation - Attachment

- Teacher Eval Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Mort Stanfield continues to be the CEO of Career Connection Charter High School.

Board of Trustees

Name of Trustee	Office (if any)
Gary Roberson	none
Mike Hepler	none
Jeff Kelly	President
Lawrence Rosen	none
Sr. Gregory Schessler	none
Edward Seifert	none

Professional Development (Governance)

Each board meeting has a CEO report. During that segment of each meeting the board is provided professional development. Most of this professional has been focused on student achievement, how we measure student achievement and how to interpret data. The solicitor for the school is responsible for providing training on legal matters and important changes to the school code.

Coordination of the Governance and Management of the School

The Board of Trustees has chosen to
govern and lead the charter school by hiring Academic Leadership Services to provide leadership, professional development and executive officer services to the charter school. The board is committed to being active in the improvement of the school and ensuring that the school is true to it's mission statement. The board has made a visible effort to work collaboratively with the Pittsburgh Public Schools. Upon being notified that the charter would not be reviewed the board, being represented by Mike Hepler, met with Mark Roosevelt, Superintendent of the

Pittsburgh Public Schools, and arranged for an educational response and working relationship that eventually led to the renewal of the charter. All action plans are now in the implementation stage or have been completed.

Coordination of the Governance and Management of the School - Attachment

- Board Dates 2010

Community and Parent Engagement

The parents of students have had numerous opportunities to be involved in the school. The Title I , Special Education departments and our Wellness program sponsored some of the most popular evening programs. Additionally a parent student forum was conducted as part of the strategic planning effort. A list of some programs is below.

Title 1 Events for 2008-2009

September 17, 2008 Parent Involvement Committee Meeting- Right to Know, Parent-Student Compact
September 30, 2008 Back to School Night- How to Prepare Your Student for the School Year!
October 8, 2008 Professional Development Committee- Review Goals of 2008-2009 school year and ACT 48 Rewrite
October 10, 2008 Staff Technology Training
October 16, 2008 Title 1 and the Technology Committee- Microsoft Office Training
November 7, 2008 Staff Technology Training
November 11, 2008 Conference Day- Title 1 Open House, Parent Involvement Committee
November 24, 2008 PSSA Partners- Staff Training
December 4, 2008 PSSA Kick-Off Event
January 5, 2009 PSSA Tutoring Begins (Mon-Thurs)
January 9, 2009 Staff Technology Training
January 14, 2009 Professional Development Committee- ACT 48 Rewrite
January 22, 2009 Parent Involvement Committee- Study Skills
February 10-12, 2009 Writing PSSA
February 17, 2009 PSSA Partners- Status Meeting
February 20, 2009 Staff Technology Training
March 13, 2009 Staff Technology Training
March 17-19, 2009 PSSA Reading and Math
March 26, 2009 Title 1 and the Technology Committee- Educational Uses for the Internet
April 1, 2009 Professional Development Committee- How Can We Improve Teacher Training?
April 17, 2009 Staff Technology Training
April 23, 2009 Family Game Night
May 8, 2009 Staff Technology Training
May 15, 2009 Pay It Forward
May 29, 2009 Staff Technology Training
June 10, 2009 Professional Development Committee- Review Goals for 2009-2010 school year.

The following list represents the major Community Events that were attended and the outreach efforts of the Admissions Department, including our Parent Representative: (most recent 2009 events listed first, going backwards toward Fall/Spring of 2008)

- Stanton Heights Community Days
- WAMO Radio: Ads to air in August
- Do Dah Days in Lawrenceville
- Am Vets Community Day Parade
- Venture Outdoors Frisbee Tournament (North Side)
- Expo Smart at CCCHS
- Career Expo at CCCHS
- Boys & Girls Club Outreach at all Clubs: Lawrenceville, Shadyside, Millvale, Duquesne, McKees Rocks
- Young Writers Fair at CCCHS (parochial school outreach)
- Lawrenceville Community Days
- Friendship Community Event
- Manchester Charter Open House
- Coordinated RAM Project (Recruitment Activities in Marketing -Staff Outreach into the Community
  - -school "facelift"
  - -ultimate Frisbee Team-competetion
  - -morning at Highmark (students)
  - -recreational/computer camp outreach (CMU)
  - -Hosanna House Summer Camp
  - -Play it Forward Project
  - -Website "redo"
  - -brochure touting Science Dept, Science Olympiad, Robotics
  - -flag project, grounds beautification
  - -outreach to Parents in Special Education Dept.
  - -outreach to Summit Academy (adjudicated youth)
- National Retail Graphics (signs and banners)
- 4 Imprints (table covers, ccchs pens etc)
- Manchester Charter Open House
- Lamar Companies Outreach/Contact
- Parent Magazine Educational Expo: Ross Park Mall
- New Brochure Publication
- Mailer Project (2)
- 10th Anniversary Activities (new seal etc)
- WISH Radio/Science Center — 2 days (Spring-2008)

- School Choice Expo: Fall, 2009
- Training/Orientation of Parent Facilitators:09/10
- Kiss Radio 91.5 Advertisements: Summer 2010
- Ed Expo Open House: May, 2010
- Young Writers Fair 2010
- Health & Wellness Fair 2010
- Recruit a Friend Program : 2010

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Approximately 93% of school income came from the per student subsidy earned for each student served. The vast majority of students are from the Pittsburgh School District, but students from the Wilkinsburg, Woodland Hills, Penn Hills, and Shaler were also served. Because student subsidies are such a significant part of the school budget, a great emphasis is placed on satisfying the needs of students which results in the attainment of enrollment goals. Students and

parents have to make a conscious decision to choose Career Connections Charter High School so a market driven approach is required.

The school has also generated income from a variety of other sources including:

- Social Security Reimbursement
- Retirement Reimbursement
- Rent Subsidy
- Title I Funding
- Title II Funding

The Heinz foundation has awarded Career Connections Charter High School a grant to expand our career programs.

Fiscal Solvency Policies

In developing the school budget and addressing fiscal solvency issues an assessment of key strategic initiatives is undertaken. This gives the school a basis for allocating resources in a way that provides the best opportunity to achieve the desired results. This enhances school quality and better positions the school for recruiting students and stabilizing enrollment. For Career Connections enrollment is, by far, the key factor in generating revenues.

Throughout its history the school has developed spending plans based on the strategic plan and has a strong track record in having actual expenditures closely match planned expenditures. A conservative approach is taken in projecting revenues and in aggregate, actual income has exceeded budgeted income. This has provided the school with a reasonable unrestricted fund surplus.

Accounting System

The school uses an accounting software product called Blackbaud. The Pennsylvania State Chart of Accounts is used and generally accepted accounting principles are followed. The accounting system is maintained on an accrual basis and includes cash receipts and disbursement journals, a payroll system, a monthly trial balance and a monthly general ledger. An income and expense statement comparing actual results to budget and prior year results is prepared each month. A balance sheet is prepared quarterly and detailed lists of expenditures are presented at each Board meeting.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Rev and expenses 2009-2010
- Expen Signature 2009-2010

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

Audit Firm:

Love, Scherle, Bauer, P.C.
Certified Public Acountants
Suite 1020
The Grant Building
310 Grant Street
Pittsburgh, PA 15219

Date of Last Audit:
The date of the last audit was October 15, 2009 and covered the 2008-2009 school year. There were no findings from the audit.

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

- Audit Letter 2009-2010

Citations and follow-up actions for any State Audit Report

A state audit was conducted in the Fall 2007. One citation was received was received for not having all ethic forms on file. However, as noted on the management reply all forms for proceeding and subsequent years were filed by the same board members. The solicitor is drafting a policy to address this issue.

SECTION VII. FACILITY RESPONSIBILITIES

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

During 2009-2010 school year Career Connections committed to lease a building that will house a new career training center and the administrative offices.

Future Facility Plans and Other Capital Needs

John Walluk and his associates conducted a safety inspection and facilities assessment of the school. The results are helping the management team and the board prioritize future upgrades. The main office and entrance was redesigned for increased security.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Career Connections Charter High School complies with all regulations regarding fire prevention and fire safety. Monthly fire drills are conducted. Escape routes are posted in every

classroom. The school has all appropriate occupancy permits.

Career Connections Charter High School has a full time nurse to manage the health and immunization needs of the student body. The nurse maintains the hard copies of the health and immunization records. During the 2007-2008 school year Career Connections Charter High School began to implement an electronic records system.

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

- Wellness Policy
- Health Report Verification

Current School Insurance Coverage Policies and Programs

	Coverage	Policy Number	Company
1.	General Liability	PHPK550392	Philadelphia
2.	Property Inc EDP & Crime	PHPK550392	Philadelphia
3.	Automobile	PHPK303183	Philadelphia
4.	Workers' Compensation	10000012630110	Amerihealth
5.	Umbrella	PHUB266596	Philadelphia
6.	Fiduciary Liability	105098004	Travelers
7.	Directors and Officers	103615948	Travelers
8.	Club Unemployment Bond	929338854	Western Surety
9.	Club Accident	SRG9105288	Nat'l Un Fire-AIG
10.	Camp Accident	AIA0025576	Nat'l Un Fire-AIG
11.	Educators Professional	81609485	Federal
12.	School Accident	SRG9106299	National Union Fire
13.	School Unemployment Bond	104394021	Travelrs

Current School Insurance Coverage Policies and Programs - Attachments

- insurance Report
- More Ins
- More Ins
- More Ins

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

For the 2009-2010 school year 94.5% of the faculty were certified or highly qualified by the Commonwealth of Pennsylvania.

Quality of Teaching and Other Staff - Attachment

- 2009-2010 414

Student Enrollment

Career Connections has enjoyed a steadily increasing student population despite local trends. Next year's(10-11) enrollment continues to be rebounding; the school will not be at complete capacity but certain grade levels will. This is due to positive public relations and new programs for students. The school age population of all surrounding districts will continue to decline, so maintaining enrollment will be a great affirmation of the school's acceptance and importance to the community.

Students required to leave- 18
Voluntarily- 41

2009-2010 (as of 6-24-10)

9 - 72

10-75

11-52

12-51

_____
250

2010-2011 school year

9th - 60 (applicants) 60 (possible total enrollment)

10th - 71 (current students) 23 (applicants) 94 (possible total enrollment)

11th - 74 (current students) 21 (applicants) 95 (possible total enrollment)

12th - 50 (current students) 6 (applicants) 56 (possible total enrollment)

current enrollment: 195
applicants: 110
total possible enrollment: 305

Student Enrollment - Attachment

- Procedures

Transportation

Students who attend Career Connections Charter High School receive the same transportation that is available to them in their home district. Special Education students that need adapted transportation or transportation to an outside placement are provided with that transportation.

Food Service Program

CCCHS has not participated in the FRL Program. Students purchase lunch from local vendors and also purchase lunch from an entrepreneurial in house operated restaurant. Students who qualify for the Free and Reduced Lunches are subsidized by the Boys & Girls Clubs. CCCHS is in the process of selecting a food service management service for 2009-2010. The hope is to become authorized to participate in the FRL program.

Student Conduct

The Board of Trustees of the Charter School has the authority to make reasonable and necessary rules governing the conduct of students in school. The Board of Trustees of the Charter School is committed to creating a safe and positive learning environment wherein students recognize their rights and responsibilities, as well as those of other students, teachers, parents, administrators, and members of the school community.

1 student was expelled in the 2009-2010 school year.
58 students were involved in 112 suspension incidents.

Student Conduct - Attachment

- Student Code of Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Career Connections CHS within Pittsburgh-Mt Oliver IU 2 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**

2009 - 2010 Annual Report for Pennsylvania Charter Schools

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

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Career Connections CHS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: http://www.ethics.state.pa.us/ethics/site/

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.
Name: Mort Stanfield **Title:** CEO
Phone: 412.682.1816 **Fax:** 412.682.6559
E-mail: .

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Jeff Kelly **Title:** President
Phone: 412.682.1816 **Fax:** 412.682.6559
E-mail: .

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

Identify the charter school's Special Education Contact Person.
Name: Robert McCloy **Title:** Acting Director of Special Education
Phone: 412.682.1816 **Fax:** 412.682.6559
E-mail: .

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Sig Page 2009-2010 SY
- Assurance 2009-2010