Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
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Charter Annual Report

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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2009 - 2010

Name of School: Centre Learning Community CS

Date of Local Chartering School Board/PDE Approval: 1/23/2006 (2nd 5 year renewal)

Length of Charter: 5 years **Opening Date:** 9/8/1998

Grade Level: 5th through 8th **Hours of Operation:** 7:30 a.m. - 5:30 p.m.

Percentage of Certified Staff: 100% **Total Instructional Staff:** 21 (10 FT, 11 PT)

Student/Teacher Ratio: 13:1 **Student Waiting List:** 2

Attendance Rate/Percentage: Elem = 95.78% Secondary = 94.08%

Summary Data Part II

Enrollment: 103 **Per Pupil Subsidy:** Avg. Reg.Ed.= $9,110.01; Avg. Sp.Ed.=$18,219.25

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black (Non-Hispanic):	2
Hispanic:	4
White (Non-Hispanic):	95
Multicultural:	1

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 32%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 23

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	176	176	0	176
Instructional Hours	0	0	0	1022.5	1022.5	0	1022

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Centre Learning Community Charter School (CLC) was established in 1998 and serves a diverse population of approximately 100 students in grades five through eight, with an emphasis on technology and project-based learning. There is one building which houses the entire school. CLC has a full time staff of 14 and numerous part time employees. It is located in State College, the home of The Pennsylvania State University. CLC is a tuition free, regional charter school, serving students from State College Area School District, Bellefonte Area School District, Bald Eagle Area School District and Penns Valley School District. This is the majority of Centre County and it is comprised mostly of suburban and rural areas. During the 2009-10 school year, approximately 22% of our students required special education support and 32% participated in the Federal Lunch Program.

The planned courses of instruction and assessment are aligned with the state requirements as found in Chapter 4 for elementary and middle school. All benchmarks and local assessments are aligned with the Pennsylvania Academic Standards and Assessment Anchors. CLC employs highly qualified personnel to deliver and monitor the curriculum, instruction and assessment requirements of the state. All personnel who teach and administer CLC's programs have the credentials required by the Commonwealth of Pennsylvania. It is important to note that every

student in our school is provided with a laptop computer which may be used at school and at home.

Mission

The mission of Centre Learning Community Charter School is to create a powerful, safe, secure, active, project-based learning environment in which students develop the necessary skills, knowledge, and attributes to lead a fulfilled and successful life.

Vision

From the beginning, the CLC has been a true partnership among students, parents, and educators to prepare our students to lead fulfilled lives in a dynamic future. At the CLC, we believe that students learn best and benefit most when they:

- are actively engaged
- share the responsibility for learning
- feel both safe and challenged
- are allowed time to explore
- are taught to think deeply
- use powerful, computer-based “thinking tools”
- collaborate with students and adults
- compete with themselves rather than with other students
- form strong relationships with good role models
- have in-depth information about the progress they are making
- are encouraged to be creative
- are supported by parents and/or other adult advocates who have a sincere interest in their progress
- solve complex, real-world problems
- engage in a series of activities prescribed to meet individual needs
- are involved in multi-year relationships with their teachers
- encounter the need for integrated knowledge and skills, rather than fragmented “subject areas”
- have access to a variety of computer-based technologies at home and at school
- are motivated by an intrinsic desire to do good work, not to avoid punishment or gain rewards.

In the end, the vision of CLC is brought to bear through a project-based, technology supported learning environment in which teachers develop real-world, contextualized projects that span the curriculum.

Shared Values

As a result of the above vision and philosophy, the CLC continues to engage students in active learning, using powerful tools to solve real problems. Working together and independently,

students develop important skills, knowledge and attributes that will serve them well in school, at work, and in personal life as they develop strong interpersonal relationships and interact with their families and others in the real world.

Academic Standards

We design our curriculum by creating multidisciplinary modules (projects) of approximately six to nine weeks duration that convey the knowledge contained in the standards in grades 5-8 and that require use of the skills and knowledge defined in the Pennsylvania Standards. Our teachers use the standards as they generate learning experiences so that the work the students do on a daily basis involves the knowledge, the higher-order thinking skills and performances required by the standards. It should be noted that our projects go beyond the standards in terms of the development of cognitive skills and other skills demanded by the Pennsylvania Standards. The standards that are the basis for every project are part of the assessment that are sent to parents at the end of each project.

Strengths and Challenges

The strength of CLC's project-based and technology-supported learning environment lies in the ability to motivate students and ensure that they are actively involved in their learning. Each student at CLC is provided with a laptop computer which may be used both in school and at home. This access to technology allows students to apply their knowledge in powerful ways. Projects are designed so that students will integrate various aspects of science, social studies, language arts and math as they work on 'real world projects'. While completing the various projects throughout the year, students may create such things as museums, educational games, animations, movies and presentations. Finally, all students design websites that showcase their skills and knowledge in powerful ways.

In addition to laptop computers, CLC utilizes a variety of information technologies including SmartBoards, video projectors, digital still and video cameras. CLC is also very proud of the fact a CLC teacher has been been recognized as **"Keystone Technology Integrator"** for five out of the last six years.

CLC provides a small school setting and the individual attention that middle school students need and want. There are two teachers in each classroom and two full time support teachers, which creates a 1:13 teacher-student ratio. Teachers usually work with students over a two-year period which greatly enhances student learning and allows students to form meaningful relationships with their teachers. In addition to the core subjects, CLC offers a variety of "Specials" classes during three 11 week blocks including: *Sculpting, Stained Glass, Digital Photography, Creative Writing, Yoga, Mural Arts, Dance Kinetics, Guitar, Music Production, Family and Consumer Science, Active Games, Babysitting, Yoga, Chess, Keyboarding, Drawing, Swimming and many more.* CLC also offers a variety of after school activities and clubs such as: *Drama Club, Chess Club, Poetry, Cooking Club, Band, Snow Riders Club, Art Club, Active Games, Study/Homework help and others.*

The challenge we face is how we can increase the connection between instruction and the "real world" in order to increase the relevancy of the learning that takes place. Today's students have grown up with video games, cell phones, computers, the World Wide Web, and other digital

wonders that define their world. There has never been a time when these technologies have not existed for them. Since its beginning CLC has provided computers and now laptops to all of our students. However, the mere presence of technology in a school does not increase learning. We strive to provide opportunities for our students to develop higher order thinking skills by understanding the relevancy of what they are learning and the tools being used. It is important for our students to understand not just the content, but also the context of that content and how it is used outside of school.

The result of project-based learning supported by technology is that students have high expectations for themselves because they have been able to successfully meet the high expectations of adults with whom they have formed meaningful and close relationships.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Since we are a charter school, our strategic planning process is done yearly and presented in the Annual Report which is required by the State.

As a teacher led school that successfully practices shared decision-making, strategic planning begins with teachers reviewing and analyzing how well CLCCS students have done utilizing a variety of assessments. Based on this review, teachers identify the areas of learning, instruction, assessment, and school environment that need to be improved. Having identified areas of need, teachers work with members of the CLCCS community, including Board Members, Parents, Students and at-large community members to establish appropriate and measurable goals. Based on the nature of the goals, strategies and interventions are developed that will allow teachers, staff, students and parents to achieve those goals. This process does not happen just once a year but it is an on going process which continually spirals and leads to renewal and continuous improvement.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Brian Rowan	Centre Learning Community Charter School	Middle School Teacher	Staff
Douglas Baxter	Centre Learning Community Charter School	Business Representative	Board
Kosta Dussias	Centre Learning Community Charter School	Administrator	Administration
Lori Tavish	Centre Learning Community Charter School	Community Representative	Board
Mark Toci	Centre Learning Community Charter School	Middle School Teacher	Staff
Pat Hunt	Centre Learning Community Charter School	Special Education Representative	Staff

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: At least 67% of all students will be proficient or above in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Small Classes - Individualized Instruction

Description: Small math classes — individualized instruction — one-on-one instruction — after school tutoring.

Activity: After-school Tutoring

Description: The school provides a free extended day program. As part of this program students may go to a special room where extra academic help is available. This room is staffed by CLC staff members and/or Penn State student volunteers.

Person Responsible	Timeline for Implementation	Resources
Kosta Dussias	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Student Grouping

Description: At the beginning of the year, students are provided math review and then tested to assess their skills and level. Using this data and test data such as the PSSA test results students are placed in appropriate groupings of approximately 10 ranging from 4th grade to high school mathematics. These groupings are continually assessed and monitored throughout the school year.

Person Responsible	Timeline for Implementation	Resources
Mark Toci	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: READING

Description: At least 72% of all students will be proficient or above in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Project Based Learning Enviornment

Description: A project-based learning environment through which reading is integrated into the projects and contextualized. Supported reading development through reading workshops/literature circles and one-on-one/small group instruction using researched based programs and strategies

Activity: Reading across the curriculum

Description: Content area reading is taught and supported in every area of the project-based curriculum. All students participate in structured literature circles, and students who need further help participate in such programs as: Quick Reads III, The Rewards Program and Words Their Way Spelling program.

Person Responsible	Timeline for Implementation	Resources
Mark Toci	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

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

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

Strategy: Group and Individual Intervention

Description: Hold parent meeting-contact parents when a child is absent 10 days, then 15 days—require doctor's note when indicated—rigorously enforce attendance policy.

Activity: Student Motivation

Description: Through relatively small classes, innovative projects, exciting technology and individualized nurturing interaction with students, teachers build rapport, understand student needs and are able to motivate students to want to be in school and do well in their studies.

Person Responsible	Timeline for Implementation	Resources
Mark Toci	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: School Culture

Description: Contacted parents — tested in the middle of the week. Yearly school calendar contains dates of PSSA testing for parent planning purposes.

Activity: Student Motivation

Description: See Student Attendance. Testing dates are published well in advance, students and parents are encouraged to participate and help our school perform well.

Person Responsible	Timeline for Implementation	Resources
Mark Toci	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your school utilize?

We design our curriculum by creating multidisciplinary modules (projects) of approximately six to nine weeks duration that convey the knowledge contained in the standards in grades 5-8 and that require use of the skills and knowledge defined in the Pennsylvania Standards. Our teachers use the standards as they generate learning experiences so that the work the students do on a daily basis involves the knowledge, the higher-order thinking skills and performances required by the standards. It should be noted that our projects go beyond the standards in terms of the development of cognitive skills and other skills demanded by the Pennsylvania Standards. The standards that are the basis for every project are part of the assessment that are sent to parents at the end of each project.

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

Yes, as each module is designed, the standards that apply are documented within the curriculum design. A summary, framework, or outline of each project is posted to the web for access by students, parents, and educators. In addition, documentation is kept in the school office that all requirements of Chapter 4 are met. Finally, CLC has met AYP since 2003.

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

Our mission calls for important accomplishments that go far beyond the knowledge measured by standardized tests and the PSSA. Our curriculum is designed to deliver on our promise of developing crucial skills, which include teamwork, research skills, creativity, problem solving, independence, intrinsic motivation and confidence. Our students learn through being actively engaged in our project-based, multidisciplinary, technology rich curriculum centered on real-life tasks and problems. Rather than learning to recall facts taught to them, our students take what they have learned and apply the learning to new and novel situations. The exciting thing about this method of teaching and learning is that it fosters learners who are responsible for their own learning and excited by it. By teaching in this way, learning can easily be and is adapted for learners of various skill levels, meeting individual needs in a challenging way for each student.

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

Project-based learning, cooperative learning, context-based learning, and authentic assessment, combined with powerful learning technologies, are designed to (and do) promote motivated, creative thinkers who can work effectively both in teams or independently. Students are given opportunities to develop, "minds that think, hearts that care, and the confidence to make things happen." Project-based learning by its very nature encourages students to delve into a project in an in-depth manner. Students become ‘experts’ in their part of a project and present to various student, parent and/or community audiences about their area of expertise. Project-based learning, as it is presented at CLCCS, is inquiry-based. Our students are expected to take what they have learned and apply it creatively to unique situations. That is the essence of our teaching philosophy.

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

Students who enroll performing significantly below standards in literacy and mathematics skills are not uncommon at CLCCS; in fact approximately 20% of our students in 2009-10 had an IEP. Where literacy is concerned, those students needing help work on an individual/small group basis with a teacher to develop reading skills such as fluency, accuracy, and comprehension. Projects are specifically designed to meet the needs of these students. Very often the scope and focus of a project is changed in order to require these students to practice and develop reading and writing skills in a challenging and developmentally appropriate way. Teachers also work with these students to develop individualized goals and learning strategies for reading and writing. We are cognizant that learning for these students must be accelerated as much as possible without frustrating the student. They must make great progress each year and our goal is that they achieve as close to grade level as possible.

Students who are performing well below standards and expectations are able to take advantage of smaller math classes in which they receive individualized attention. All of our students are appropriately grouped on the basis of performance and assessment. Teachers also employ many different curricula and resources in order to meet the needs of these and all students.

It is important to note that poor literacy skills will have a direct impact on a student's ability to learn and acquire math skills. As math curricula become more problem-based, students are required to do more and more reading in math. Only by providing support and scaffolding goals for those students who struggle with reading, will they be able to make academic progress in math. Our continued success in meeting AYP, among other measures, demonstrates the power of our approach to learning and teaching.

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

The CLCCS Charter School is a cutting-edge, project-based, technology-rich learning environment in which students are actively engaged in working on multidisciplinary modules developed by our faculty. These modules are based on an understanding of what students are expected to learn in school and what they will need in order to succeed after school. Our students develop lifelong skills including teamwork, research skills, problem solving and confidence. Other strategies used include flexible grouping, cooperative learning, and inquiry-based learning. Our students are encouraged to be responsible for their own learning and to be self-motivated rather than externally motivated.

Rigorous Instructional Program - Attachments

- Professional Development Plan Approval Letter
- Teacher Induction Approval Letter

English Language Learners

English as a Second Language (ESL)
Narrative Description

The goal of the ESL Program is to provide an instructional English language communication program for language minority students with limited proficiency in English. Migrant worker's

children who have limited proficiency in English are also eligible. The ESL program will enable them to participate fully in their educational experience.

In accordance with the standards set forth by the TESPL to ensure access to quality education for language minority students, the ESL program provides the Limited English Proficient (LEP) or English Language Learner (ELL) student population with access to a positive learning environment.

For 2009-2010 there were 10 students in the program, six of whom were monitored. We provided an appropriate curriculum and equitable assessment of academic achievement for these students.

Objectives of the Program:

1. To provide a certificated ESL teacher for all ELL students.

2. To provide an instructional program that supports English language development necessary to participate in the full range of activities offered to the mainstream students.

3. To develop both conversational competence and academic cognitive competence in English.

4. To develop effective cultural communication skills that will foster an understanding and sensitivity to the complexities of intercultural interactions.

5. To provide the LEP student population with the opportunity to share their language, history, and culture with their peers from the majority population.

6. To continue to participate in the ESL Consortium supported by the Intermediate Unit 10 (IU 10).

Entry Assessment:

Elementary School Level (grade 5)

At CLC, the student eligibility for the Elementary program (grade 5) begins with a Home Language Survey and an oral interview conducted by the ESL teacher. The purpose of this interview is to evaluate the student's oral language proficiency through conversation. The ESL teacher then administers and scores the Woodcock-Munoz to determine what stage of English Language Development at which the student is performing. Because these students are new to the school, they are also given the World Class Instructional Design and Assessment (WIDA) ACCESS placement test at the beginning of the school year.

Middle School Level (grades 6-8):

The Woodcock-Munoz is one tool used to assess students' English Language proficiency. In addition, the World Class Instructional Design and Assessment (WIDA) ACCESS placement test is administered to any incoming students who attended a school other than CLC in the previous school year. Informal oral/aural interviews are also given with each individual student.

Exit Assessment:

A student is exited from the ESL program when they meet both of the required exit criteria and one of the two additional exit criteria, per the PDE updated exit criteria (updated December 26, 2007, and summarized here):

*R**equired Exit Criteria**:*

1. *Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA).*

** For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to BASIC on the PSSA.*

** For students that are in a grade that is not assessed with the PSSA, LEA's must use each of the remaining criteria listed below to exit students.*

Scores of 5.0 on a Tier C ACCESS for ELLs assessment (see Items A and B below for cutoff score flexibility)

2.
    a. *Following the scoring criteria in the table below, the W-APT may be administered between April and June to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit. (The W-APT may only be administered to a student once in any school year, however).*

Grade Level	***ACCESS Score***	***Required W-APT Score***
K-5	*4.6 — 4.9*	*5.5 in each domain*
6 — 8	*4. 7 — 4.9*	*5.5 in each domain*

    b. *A score of PROFICIENT on the reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.*

Additional Exit Criteria

1. *Final grades of C or better in core subject areas (Mathematics, Language Arts, Science, and Social Studies).*

** CLC does not have grades in these academic subjects, therefore Additional Exit Criteria #2, as stated below, must be met.*

2. *Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA.*

The student must also meet the proficient level in their projects as decided jointly by the team teachers and the ESL teacher.

Exit Policy:

Once the student meets the exit criteria as explained in the exit assessment section of this document, his or her parents or guardians are notified, and notification of exit is placed in their student file. Once the student is exited from the program, the student will be monitored for the remainder of the time they attend CLC. They should be monitored for at least two years beyond exit, which may require monitoring to continue when they leave CLC.

Program Description:

CLC provided an appropriate ESL education for the English Language Learners. Each student received at least 1 to 2 hours of instruction by the ESL teacher that was dedicated to ESL activities. The instruction involved listening, speaking, reading, and writing components. The English Language Learners also received support in their classrooms during project time to facilitate their content area English learning.

Instruction time focuses on the student's needs through direct individual instruction, as well as small or large group instruction. At times, independent work during project time was also provided. Large group activities involved having conversations and participating in cultural activities. Small group instruction targeted each student's specific interests and needs.

The ELL student is grouped with English-speaking students to work on reading, writing, and conversational skills during project time. At times, the ELL student can independently work on the computer or work on an adapted project.

The lead and assistant teacher make special provisions for the student throughout the day. The ESL teacher supports the student and the team teachers in developing appropriate curriculum.

The Technology that is available at CLC (each student has his/her own laptop) has been a great tool to deliver instruction to the ELL student. Initially, websites can be used to provide simple translations for the students. As students progress in their English proficiency, they may be asked go to other websites that provide fun and interesting English practice and Math practice. Word processing software programs also are used to improve writing skills. Students also use software to improve their reading skills and fluency.

School-Wide Efforts:

One of the strengths of CLC's ESL program is the cross-cultural experiences it provides. Students with a variety of national and cultural backgrounds attend CLC and have many opportunities to share their cultures throughout the school year. Projects often include an opportunity for this.

The mission statement of CLC clearly states its commitment to multicultural learning through accepting diversity within the CLC student and teacher community culture. The ESL student is a great source for addressing this commitment.

Student Services:

A full range of health and counseling services are made available to the ESL students and these services are provided as needed. Videotape orientations, standard school forms, and any other CLC forms (translated through the available websites) can be accessed in seven languages through Intermediate Unit 10 (IU 10) and PaTTAN. They are made available to the parents of the

ESL students as needed. Other forms that are sent home to parents are also translated into the parent's native language, upon request.

Special Education Services for ELL Students:

A regular ongoing review of the bias-free assessment procedures is used in order to identify ELL students who may qualify for special education services. The decision to assess is made with the consideration that a disability may exist and not because the student lacks appropriate instruction or hasn't become proficient in the English Language. The parents of any ELL student who is being screened for Special Education services will be informed using clear wording and in the parents' native language (if they have indicated this request on school-related correspondence) The ESL team will make a determination on which language the assessments should be administered, taking into account the student's dominant language. The assessment will then be provided in that language. Should the student be determined to be eligible for special education services, he/she will continue to receive ESL instruction unless it is determined that the Special Education services would be more beneficial.

Professional Development for CLC Staff:

CLC contracted a certified ESL Program Specialist to work with our ELL Students. Additionally, the fifth and sixth grade students were placed in a classroom with a co-teacher who has also obtained an ESL Program Specialist certification. This team of teachers makes resources available for the other staff in the school. Additionally, professional development activities related specifically to the needs of the English Language Learner, have been planned throughout the year. The ESL Program Specialist resigned in December 2010 due to family obligations. We hired a certified elementary K-6 teacher and obtained a Program Specialist ESL Emergency Permit (effective December 1, 2009) for the remainder of the school year.

Activities for Non-English Dominant Students with English Speaking Peers:

*ESL students are placed in cooperative working groups with their peers on their teams for most of the year. There is ample opportunity for interaction in social, educational and athletic activities with the CLC Community. The project-based approach at CLC ensures that all CLC students must interact with and participate with one another. ESL students have equal access to all activities (curricular and extra-curricular)***.**

Community Involvement:

Parent involvement is a large part of CLC's curriculum. Teachers and other staff members are in contact with student's parents. Native speakers of various languages are made available to translate on as-needed basis. Students have completed many service projects for the communities in the surrounding areas. The ESL students have been equally involved with these projects.

The school regularly includes students and faculty associated with the Pennsylvania State University. All of our students benefit from these resources.

Evaluation:

Student progress is tracked quarterly with the use of quarterly progress reports, WIDA test results, regular meetings with the regular classroom teachers. The evaluation of the ESL program includes careful tracking of the students' participation in their teams without the need for

ESL support. Other data that is used include surveys (teacher/parent), review of student records, and a review of students' scores on state mandated tests.

Census of the ESL Staff by Language Competence Certification:

ESL Staff	*Certification*	*Language Dominance*	*FTE*
1 teacher	*ESL Program Specialist*	*English*	*.4*

English Language Learners - Attachment

- 2009-10 LEP Report

Graduation Requirements

NA. CLCCS serves grades five through eight only.

Special Education

Most of the special education students that attend Centre Learning Community Charter School (CLCCS) have been identified in their home school district and come with an Individual Education Plan (IEP) in place. Most have been rewritten to meet the needs of the student within CLCCS's unique curriculum. Some students are identified while attending CLCCS.

The process begins with the parent or teacher requesting evaluation. The learning support teacher or the classroom teacher conduct initial informal assessments in the academic areas of math or language arts and reports to the Screening Team (ST). If emotional or social issues need to be addressed, the mental health counselor observes and reports to the ST.

The Screening Team is made up of the teacher, the parent, the learning support teacher, the education compliance officer and any other specialist that has worked with the student to determine if further evaluation is needed. If further evaluation is required or if the parent requests, and the team agrees, the parent is sent a "Permission to Evaluate" form. This starts the formal process for identification. At this time, the screening team members become the Multi Disciplinary Team (MDT). The certified school psychologist makes arrangements with the parents for psychological testing. After the formal testing occurs, an Evaluation Report with results from the psychological testing is shared at an MDT meeting which the parent(s) is invited to attend. All efforts to accommodate the parents' schedules are made. At that meeting, initial plans are made to work out the IEP, if needed, to fit the student's needs. Another meeting is held with the parent and members of the IEP Team to finalize the annual goals and objectives to meet those goals and complete the IEP. If further additions are to be made to the IEP, then meetings are held until it is felt by all parties that the IEP meets the needs of the student.

Once the IEP is in place, then the appropriate strategies are implemented and accommodations are made in the classroom. The Learning Support teacher gathers information concerning the

student's progress from those persons working to help the student complete the objectives to meet the goals as outlined in their IEP. If the Learning Support Teacher or any other party finds minimal progress being made, the strategies used and implemented are changed along with the IEP with the expectation that the student will make progress. Progress reports for the goals and objectives are sent to parents four times per year. CLCCS follows all federal and state regulations for charter schools. In addition, the school follows the special education policies of Central Intermediate Unit 10.

Special Education - Attachments

- Special Education Policy
- Positive Behavioral Support Plan
- Discipline Flowchart

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Deb Swartz	1.0	Learning Support	CLCCS	8	Special Education Teacher
Andrea Kennedy	1.0	Learning Support	CLCCS	15	Special Education Teacher

Special Education Program Profile - Chart II

Organization	**FTE**	**Type of class or support**	**Location**	**# of Students**	**Other Information**
CIU 10	.035 1 hour per week	Physical Therapy	CLCCS	1	Saw one student for one-half hour every three weeks.
CIU 10	.035	Vision	CLCCS	1	Saw one student one-half hour twice per week.

Special Education Program Profile - Chart III

Title	**Location**	**FTE**
Special Education Supervisor	CLCCS	.15

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	**Title/Service**	**Amount of Time Per Week**
Kim Rimmey	Consultant/Counselor	10 hours per week
Dan Duffy	Psychologist	8 hours per month
Shelly Scarpino	Speech Therapist	3 hours per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	No	No	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No

Student Assessment

a.) The Centre Learning Community Charter School is a unique learning environment serving a population of students who do not necessarily follow traditional demographic patterns. CLCCS students in 2009-2010 were from five different school districts. These students presented a very broad range of academic and socioeconomic levels. Because we are small in size, the number of students in each grade is very small. This makes it statistically difficult to draw conclusions about our students within classes and from class to class and/or between other school entities.

Our results on the PSSA have a great influence on the formulation of our annual measurable goals, especially reading and mathematics. Our preliminary results on the PSSA for 2009-2010 show that we exceed the state requirements for adequate yearly progress in all areas. We also note that some of our special education students are achieving lower than our regular education students. Of course, we look at individual students and when we see that they are not achieving at the proficient level, we design an individualized program for that student—either in mathematics or reading. We believe that we can increase our scores yearly and that it is our challenge to work to do so. We also work on these needs within our project-based curriculum. We check our students' progress continuously and make corrections as needed to improve performance. We meet as a staff weekly and discuss student progress and how to improve it. The synergy of the entire staff coming together on a regular basis to work on student progress makes a real difference.

For our students who are making outstanding progress, we have the ability to challenge them to even greater achievement since our projects allow us to individualize and to have even higher expectations for these students. In math, our students can have the opportunity to take a class that contains elements of algebra, geometry, and calculus. These students have the opportunity to excel at extremely high levels.

Teachers keep portfolios of student work, especially in the areas of writing, mathematics and project work. How exciting it is for students to present these portfolios to their parents at the end of the year and talk about the progress they have made! We feel that our group test data shows that these strategies work. These results show that our methods of individualization and targeting those students in need combined with continuous assessment and group staff discussions about students and their progress does work and produces tangible results for our students now and in the future.

b.) When we find students who need extra help, we also are able to support them, as they need it. We believe that students who are not performing at a proficient level should have multiple

opportunities to accelerate and become proficient. For those students who qualify, we have special education services. We also offer other support services such as remedial reading and writing and individualized support in the regular classroom. Two of our classroom teachers also have a special education certificate. We offer individual services and small group services according to each student's needs. Teachers continually observe individual and group work. Our teachers report that while students come to us who have been struggling academically, they find that after a year at CLCCS many of those same students no longer struggle. It is safe to say that much of the gain came from interventions and the teaching/learning process.

We will continue to refine our methods and check to make sure that they are working. The challenge for us is to reach every one of our students so that each can find success.

Student Assessment - Attachment

- 2009-10 PSSA Comparison

Teacher Evaluation

A Summary of the Centre Learning Community Peer Assessment System

The Centre Learning Community Peer Assessment System is multifaceted and comprehensive. It is also uniquely suited to meet the needs of our teacher-lead school. There are three components to the assessment system; **a weekly curriculum meeting, peer observations, mid-year and year-end staff presentations and ratings**. Each of these components is designed to assist the CLC staff in assessing the overall performance of individual teachers. What follows is a brief summary of the system.

Weekly Curriculum Meetings

Each Monday, the instructional staff meets from 3:00 to 4:30 in order to review and discuss instructional methodology, issues that impact the learning environment, and technology implementation. Each teacher is expected to present on a regular basis, contribute to these discussions, develop and implement instructional methods that come out of these discussions, and assess the effectiveness of these instructional methods. In the end, these meetings become a cyclical process of discussion, development, implementation, assessment, and discussion.

Peer Observations

CLC teachers participate in peer observations during the year. The observation may occur over several days, and it is designed to be a cooperative effort in which the teacher being observed and the teacher doing the observation work together in order to assess and improve performance. The teacher being observed receives meaningful feedback. The teacher doing the observation is able to observe new instructional techniques that he or she may implement in their classroom. Following the observation, the participating teachers meet to discuss the observation and complete an observation report that details what each teacher learned from the observation. This report is then made available to all members of the CLC staff.

Mid-year and Year-end Staff Presentations

In January of each year, each instructional staff member is responsible for giving a presentation that documents what that teacher and his/her students have achieved up to that point in the year. One can think of this as a living portfolio. Teachers are encouraged to provide curriculum

examples, test results and student work as evidence of student progress. The teacher also provides evidence of contributions to the community as a whole. In summary, the teacher is to demonstrate how the instructional environment that he/she has created has enabled his/her students to acquire important skills, knowledge and attributes and how each has supported the overall learning community of the school. The presenting teacher self-evaluates on each of the categories contained in the rating rubric and listed below. The staff member then leaves the room and the rest of the instructional staff then has an in-depth conversation and takes into account the information presented, peer observations and weekly meetings. The group then rates the staff member with a comprehensive rubric developed by the staff. The staff member returns to the room and is given an opportunity to read the completed rubric and to ask questions. Within the completed rubric maybe suggestions for areas of improvement and/or specific improvement that the group would like to see by the end of the year. The teacher will have many opportunities to seek help from professionals, within or outside CLCCS, or seek professional development.

In April, the process is repeated. The staff looks for improvement in certain areas and/or increased skills in all areas. The rating then becomes the final rating for the year. It is generally agreed that this method of rating is extremely helpful for each teacher and also for the school community. Given ample evidence that the teacher is unable to correct the problem, negligent in their duties, and/or, more importantly, unable to carry out their responsibilities, the staff may decide not to renew the teacher's contract.

The staff continually reviews and reassesses this process in order to be sure that they have designed the most beneficial process for each teacher and for the school.

The assessment rubric is made up of the following categories:

- Assessment Strategies
- Building Relationships with Kids
- Classroom Management
- Student Progress
- Extracurricular Duties
- Mentorship
- Curriculum Development and Implementation
- Parent Communication
- Participation in Staff Meetings
- Professional Goals
- Staff Communication
- Use of Technology
- Unique Contributions

The Centre Learning Community Peer Assessment System is a multifaceted, comprehensive teacher assessment system that is unique in that it is based upon peer review and peer assessment. Through weekly meetings, peer observations, and year-end presentations (living-portfolios), CLC teachers are able to assess each other's performance and provide meaningful feedback and professional development.

By June 30, teachers will be rated by the Educational Compliance Officer using PDE form 5501. This rating will be based upon the above data.

Teacher Evaluation - Attachments

- Peer Review

- Admin Review

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The terms of three board members expired at the end of June 2008, and three new Board members were elected, duties began July 2008. During the 2009-10 school year the board became aware of a situation which brought into doubt the validity of the Board election. One or more trustees serving CLCCS raised a concern about the fact that, during the last few years, elections of the board of trustees have not proceeded according to the process set forth in the by-laws. During the course of the year it became clear that the election process described in the by-laws were in fact not followed to the letter. An attorney's opinion was sought and recommendations were followed. The election process to select the 2010-11 board of trustees was followed and a new board was seated at the June 16,2010 board meeting.

Board of Trustees

Name of Trustee	Office (if any)
Jackie Dillon-Fast	President
Brian Rowan	Vice President
Katherine Watt	Secretary
Tonya Daher	Treasurer
Andrea Kennedy	
Amanda Dietrick	
Lisa Maras	
Carl Cotner	
Gail Boldt	
Ron Boyles	Alternate
Patricia Webb	Alternate

Professional Development (Governance)

CLCCS personnel have attended meetings and workshops offered by the Pennsylvania Department of Education and the Intermediate Units. Staff members have attended conferences on behavioral strategies for parents and teachers, reading and math for reluctant learners and other workshops to develop critical understandings. The administration strives to work with the board so that all understand state regulations, local By-laws, and Robert's Rules of Order.

Coordination of the Governance and Management of the School

Teachers and staff members are encouraged to attend all meetings of the Board of Trustees. Parents are invited and encouraged to attend as well. Communication is direct and regular. The Board seeks to gather information about an issue from all parties and make careful decisions. Parents and students are surveyed during the year, providing them with opportunities to express any concerns, as well as comment on the direction of the school. The 2010-11 Board of Trustees has indicated that they would like to have a larger role in the governance of the school than previous boards.

Our CEO, Education Compliance Officer and Head Teacher have attended a State College Area School District Board meeting to present and answer questions about the Annual Report. The CEO attends a monthly meeting with the other area Charter School CEOs and a representative from the District.

All Board meetings are publicly announced and adhere to the Sunshine Law.

Coordination of the Governance and Management of the School - Attachment

- 2009-10 and 2010-11 Board Meeting Dates

Community and Parent Engagement

Monthly meetings, weekly newsletters, and numerous gatherings during the school year and summer provide opportunities for the board and parent and community representatives to meet.

All parties have an opportunity to voice their thoughts in person and through electronic means of communication. We have recently introduced a Community Advisory Council whose stated goal is to provide a forum for the discussion of issues as they relate to the mission of the school. A formal parent organization was started in the fall of 2004, which has been active. In addition, parents are encouraged to give at least 10 hours of service to the school. Several open house opportunities are available to enable the community to visit.

Means of communication include:

1. Administration

Directly, during face-to-face meetings, via telephone and via email.

2. Teachers

Directly, during face-to-face meetings, via telephone and via email.

3. Students

Through their representatives who should attend regular meetings.

4. Parents

Directly, during monthly face-to-face meetings, via telephone, via email and via the school's web site.

5. Community

Interested members of the community are invited to visit the school, to attend the regularly scheduled meetings and to view the wealth of information about our school posted on the school's web site.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

For the 2009-10 year we did not undertake any major fund-raising activities. Modest fund-raising (less than $8,000) by the 8th grade classes for the annual 8th grade trip where the students played a major role in all aspects of the fund raising. This year, the 8th grade students experienced a one-day trip to New York.

Fiscal Solvency Policies

We typically maintain a balance in our main account of one month's expenditures. We have established an interest-bearing account to hold set-aside funds that will provide funds in the case of emergency building repairs, unanticipated equipment replacement needs, the anticipated increase in the employer's PSERS contribution, and other related expenses.

Accounting System

Quickbooks Pro for Non-Profits accounting software is used and has been modified to classify revenue and expenses to conform to the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. We contract with Keystone Payroll to process payroll and provide tax calculations.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2009-10 Revenues and Expenditures - Unaudited

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

We contract with the accounting firm of Parente Beard (formerly Parente Randolph) for our annual audit. The last audit was completed on November 13, 2009 for the fiscal year July 1, 2008 to June 30, 2009. No major findings were found. The 2009-10 fiscal year audit will begin in August 2010 with an anticipated completion date of September 30, 2010. Due to the commitments of our Auditor, the bank statement cycles and availability of CLC staff, the 2009-10 audit will not be completed prior to August 1, 2010. Upon completion, the audit will be made available to PDE, chartering districts and public.

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

- 2008-09 Audit

Citations and follow-up actions for any State Audit Report

We underwent a cyclical monitoring of our Special Education program during the 2006-07 school year. There were no findings in the Facilitated Self Assesment (FSA) and there were some findings having to do with individual student's documentation of the indentification and IEP process. Some of the these findings stemmed from paperwork received from other districts. A staff training was held and we underwent a final file review in early September 2007 and were found to be in compliance in all areas. The comments from the reviewer were positive concerning our program, our staff and the overwhelming majority of our documentation.

No other current State Audit Reports to comment on.

SECTION VII. FACILITY RESPONSIBILITIES

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

In December 2007, we completed the refinancing of the first mortgage and interim financing of our building with a Ferguson Township Industrial and Commercial Development Authority Bond and Omega Bank first mortgage of $709,000. CLC originally purchased its current building in September 2001 with a Ferguson Township Industrial and Commercial Development Authority Bond through Mellon/Citizen's Bank first mortgage of $825,000 with a 5 year balloon payment. Omega Bank provided an interim loan in January 2007 of $715,000 while the Bond process proceeded.

During the summer of 2007, we completed a remodeling project which provided us with an additional classroom, a smaller classroom, and office space for the afterschool coordinator, and expanded library space, using reserve funds.

Beginning with the 2009-2010 fiscal year, we have entered into a 3 year lease-purchase agreement for 115 laptops through Apple, and financed by First National Bank. We found that every year we were purchasing a number of new laptops, however, there were always a few students who did not have hardware comparable with the rest of the school. Therefore, we decided to lease a sufficient amount of laptops to provide every student with an identical laptop.

Utilizing ARRA (American Recovery and Reinvestment Act) we purchased three (3) additional SmartBoards for our Special Education classrooms as well as an interactive response system. Each of the four regular ed classrooms and the two instructional resource classrooms now has a SmartBoard with an additional SmartBoard available for use in any area that it might be needed. In additon, we purchased a PC, math software and instructional resources for our special education students.

During the summer of 2009, we completed a remodeling project which entailed the removal of all the carpeted areas in the classrooms and office spaces and replacement with a floating and glue-less locking-plank flooring system.

Future Facility Plans and Other Capital Needs

As part of our long range plans, we budget for a surplus in order to create annual reserves sufficient to allow for the lease of 115 laptops for three year periods in the event that the operating budget is insufficient to meet this need, as well as the anticipated increase in the employer's PSERS contribution.

We continue to assess our facility needs and plan for necessary upgrades, renovations, and remodeling including upgrading the heating and cooling systems, upgrading current security

systems, and roof repairs. We completed remodeling several areas of our building in order to create more adequate classroom spaces and improved security. Reserve funds will be maintained for emergency and unanticipated repairs and renovations, and we will continue to budget for planned expenditures as well as opportunistic events. We will be establishing a new fund-raising committee charged with various fund-raising projects which include pursuing other sources of funding for larger remodeling projects.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Building and safety inspections are done at the required periods; all permits and licenses are kept on file. Fire drills are conducted at the required intervals, record of drills are kept on file. CLCCS contracts with the State College Area School District for the review of health and immunization records as well as student health screening.

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

- Report of Health Services 2008-09
- Wellness Policy

Current School Insurance Coverage Policies and Programs

Commercial Package Policy: 2010-2011

Property		
Building ($1,000 deductible)	$	1,622,282
Business Personal Property ($1,000 deductible)	$	52,000
Inland Marine		
Computer Hardware ($500 Deductible)	$	300,000
Extra Expense	$	10,000
General Liability Including Abuse and Molestation		
Per Occurrence	$	1,000,000
Damage to Rented Premises	$	100,000
Medical Exp (Any one person)	$	5,000
Personal & Adver Injury		
Abuse and Molestation		
Per Occurrence	$	1,000,000
Aggregate	$	1,000,000

School Board Legal Liability ($2,500 deductible)

Per Occurrence	$	1,000,000
Aggregate	$	1,000,000
This coverage includes Employment Practices Liability and Educators Legal Liability		
Commercial Umbrella (No Deductible)		
Per Occurrence	$	2,000,000
Aggregate	$	1,000,000
Crime Coverage		
Employee Theft	$	100,000
Deductible	$	1,000
Business Auto		
Liability Limit	$	1,000,000
Hired/Non-owned Liability limit	$	1,000,000

Employee Dental, Life and optional Loss of Income Insurance policies through the State College Area School District for all full-time employees. Effective May 1, 2009 we discontinued the purchase of Health Insurance through Health Assurance and contracted with Geisinger Quality Options, Inc. for similar health care benefits.

Current School Insurance Coverage Policies and Programs - Attachments

- 2009-2010 Insurance Binder
- 2010-2011 Insurance Binder

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

We continue to look for ways to improve the environment within which our students learn and our teachers lead. During the summer and fall of 2005, we reviewed our staffing structure. This internal examination resulted in the refining of the job descriptions of the Lead and Assistant Teacher positions as well as the Education Compliance Officer. These new job descriptions were approved by our School Directors at our October 19, 2005 Board meeting.

Teacher, staff and board member turnover has been an issue in the past. Due to the rigorous nature of our program, great demands are placed on everyone's time and resources. With one exception, all teachers and staff have been invited to return during the last five years. In all cases, individuals have made personal decisions that best reflect their needs, as well as the needs of the CLCCS community. We are pleased in the fact that for the past six years, we have experienced minimal staff turnover, which has enabled staff to become very effective and collaborative colleagues.

During the second half of the 2009-10 school year our ESL teacher left CLC for family reasons and was replaced by a substitute teacher for whom we requested and received an Emergency Program Specialist Certification for the remainder of the school year.

To date we have had five CLC teachers selected as a "Keystone Technology Integrator", and being recognized for their innovative and creative use of technology in the classroom.

Instructional Staffing Structure

Lead Teachers

As professionals with expertise in learning and teaching, as well as a broad knowledge base and a commitment to providing the best possible educational program, the Lead Teachers bear full responsibility for the planning and implementation of the instructional program. In addition, they participate fully in the shared decision-making through which the program is administered. Lead Teachers have specific responsibilities in the areas of: curriculum and instruction, student services, parent communications, program implementation, organizational/administrative duties, and professional development.

The basic organization of teaching responsibilities in the classroom has not changed. In review, a Lead Teacher directs work in each classroom (team). Each Lead Teacher will be supported in the classroom by a full-time Assistant Teacher. Assistant Teachers will have full teaching responsibility in the classroom and are expected to provide small group and individual instruction under the direction of the Lead Teacher. However, they will not be responsible for curriculum planning or assessments.

Working together with other Lead Teachers and grade appropriate teams, the Lead Teachers will design the interdisciplinary projects (the core of CLCCS's instructional program) which are designed based on the knowledge and skills identified in our charter school application and the Pennsylvania State Standards.

Co-Lead Teachers

Co-Lead Teachers at the Centre Learning Community enhance the instructional program by working directly with students and supporting the operation of the school in ways that have allowed Lead Teachers to meet their responsibilities outside the classroom. Fully qualified and experienced teachers, Co-Lead Teachers work with another Co-Lead within a team each taking equal responsibility for curriculum planning and student assessment for specific components of the instructional program. They also participate in shared decision-making affecting the operation of the school program. Co-Lead Teachers have responsibilities in the areas of instruction, assessment, communications, program implementation, and professional development.

Assistant Teachers

Assistant Teachers at the Centre Learning Community play a vital role in the implementation of the instructional program. Their professional responsibilities require their full participation in supporting the work of the lead teacher and students in the classroom in which they work. In the classroom, they are key members of the teaching team. As assistants, however, they do not have primary responsibility for curriculum planning, student assessment, or decision-making affecting the operation of the school program. In addition, the assistant teachers are required to pass the Middle School Math Praxis exam, and obtain the HOUSSE HQT Designation.

Specialist Teachers

The CLCCS is committed to providing a full and rich curriculum with a variety of instructional opportunities to its students. The full-time faculty relies on our subject area experts to enrich our program. Twice each week, students are given the opportunity to participate in a series of

“special” subjects. This program is intended to provide students with additional learning experiences that enrich and supplement the core curriculum of interdisciplinary projects. Art, Music, Spanish, Chinese, Health, Family and Consumer Science and Physical Education classes are provided to allow students to experience these disciplines in an exploratory manner appropriate to middle school students.

Administrative Support Staff

The School Secretary supports the mission of the Centre Learning Community by filling a range of supportive roles. The School Secretary’s primary task is to facilitate the smooth operation of the school on a daily basis. In addition to managing specific support services, the School Secretary facilitates communications among faculty, students, parents, and the community. In addition, the Business Manager/CEO oversees the financial and facility administration of the school, and along with the Education Compliance Officer, provide administrative and technical assistance to the teaching staff. The Business Manager/CEO and Education Compliance Officer attend all Board meetings and provide parents and the community an additional channel of communicating the school's mission.

Quality of Teaching and Other Staff - Attachment

- Addendum_C_-_PDE-414_-_Verification_Form_2009-2010

Student Enrollment

According to our by-laws any student entering 5thor 6th grade may enter the program. There are no prerequisites for admission and no tuition. CLCCS will serve students regardless of race,color, gender, creed, disability, national or ethnic origin.

Section III - Students and Parents (excerpt from CLCCS by-laws)

CLC will accept students normally entering the 5th and 6th grade into an educational program that extends to 8th grade. The CLC will require no prerequisites for admission, and as the CLC is a public school, there will be no tuition. The CLC will serve students without regard to race, color, gender, creed, disability, or national or ethnic origin. CLC currently caps enrollment at 100 students, however, depending on the class configurations we may exceed that number.

The CLC will determine its minimum and maximum number of students, based on its academic goals and its cost to operate. All students will be allowed to apply for these openings, based on the procedure described below.

1) An application period will be advertised during which students from school districts that have approved the charter may apply.

2) At the end of the application period, a lottery will be held during which applicants are randomly selected to fill the openings.

3) If openings remain at the end of this application/lottery period, a second application period will be advertised, during which students from other school districts may also apply.

4) At the end of this period a second lottery will be held to fill remaining openings.

If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.

NOT APPLICABLE

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

GRADE	INITIALLY ENROLLED	NUMBER DROPPED	NUMBER ADDED	RETURNING FOR 2010-11
5TH	24	4	0	19
6TH	26	0	1	21
7TH	28	0	0	26
8TH	24	1	0	0
TOTAL	102	5	1	76

Provide the number of students who completed the 2009-10 year who are currently enrolled to return in September.

75 - See table above.

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

GRADE	LEFT AT SCHOOLS REQUEST	LEFT VOLUNTARILY	GRADUATED	2010-11 NEW STUDENTS As of 7/30/10	2010-11 EXPECTED ENROLLMENT
5TH	0	4	0	22	25 new
6TH	0	0	0	6	19 returning 5th + 6 new
7TH	0	0	0	1	21 returning 6th + 3 new
8TH	0	1	23	0	26 returning 7th + 0 new
TOTAL	0	5	23	29	100

See Table: Five students left voluntarily during the school year, as well as eight students who completed the 2009-10 school year but will not be returning for the 2010-11, due to family relocation, desire to be in a larger school environment and parental decision to home school.

b.)Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

As can be seen from the above tables, CLC both lost and gained students. CLCCS enjoyed modest new student enrollment throughout the 2009-10 school year at the 6th grade level. We expect to begin the 2010-11 school year at our enrollment goal of 100 students. We are particularly pleased in the fact that the 6th, 7th and 8th grades are filled with mostly returning

students and we have had tremendous interest for our 5th grade. Based on exit interviews most students choose to stay at CLC based on its dynamic and challenging technology-supported, project-based learning environment. Students that have elected not to return often state that they and their families are interested in a larger school environment.

There are currently no supporting documents selected for this section.

Transportation

Transportation is provided by the school districts in which our students reside. Special Education students are currently accommodated on the regular transportation of the respective districts. Special accommodations will be made by each district per individual IEPs.

Food Service Program

Beginning 2007-08, CLC became a sponsor for the NSLP and contracted with the State College Area School District to purchase sack lunches. During the 2009-10 school year CLC served 3,219 free, 437 reduced and 3,761 paid lunches for an average of 42 served lunches per day.

Student Conduct

A copy of the Student Code /Discipline Policy is attached which clearly describes our expectations for student behavior and discipline. The basis for CLCCS's Code of Conduct is "Respect yourself, each other and our school." Possession of weapons, drugs, or explosives, and any assault will result in suspension or expulsion (as required by law). Teachers can recommend expulsion, but this decision must be reviewed by the Board of Trustees, and should only follow actions that jeopardize the safety of other students.

Student Conduct - Attachment

- 2009-10 Student Conduct Code

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Centre Learning Community CS within Central IU 10 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 Centre Learning Community CS 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: Kosta Dussias **Title:** Business Manager/CEO
Phone: 814-861-7980 **Fax:** 814-861-8030
E-mail: kosta@clccharter.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Jackie Dillon-Fast **Title:** Board President
Phone: 814-861-7980 **Fax:** 814-861-8030
E-mail: jdillonfast@gmail.com

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

Identify the charter school's Special Education Contact Person.
Name: Patricia Hunt **Title:** Education Compliance Officer
Phone: 814-861-7980 **Fax:** 814-861-8030
E-mail: pat@clccharter.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- 2009-10 Signature Pages