Pennsylvania Department of Education

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

Charter Annual Report

Monday, February 14, 2011
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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: Roberto Clemente CS

Date of Local Chartering School Board/PDE Approval: Renewed May 2010

Length of Charter: 10 Years **Opening Date:** 9/2000

Grade Level: 6-12 **Hours of Operation:** 7:30 - 6:00

Percentage of Certified Staff: 90% **Total Instructional Staff:** 22

Student/Teacher Ratio: 14/1 **Student Waiting List:** 750

Attendance Rate/Percentage: 95.21

Summary Data Part II

Enrollment: 320 **Per Pupil Subsidy:** $8,916(regular) $15,302(special education)

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	7%
Hispanic:	92%
White (Non-Hispanic):	1%
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 91%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 22

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	182	182	182
Instructional Hours	0	0	0	0	1019	1019	1019

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Roberto Clemente Charter School is a grade 6 through grade 12 school that served 320 students in the 2009-2010 school year. It successfully completed its ninth year serving students who reside within the Allentown School District boundary. The school has a Board of Trustees composed of nine board members. The school has a Chief Administrative Officer, a CEO/Principal and an Assistant Principal. The school employes 47 professional and support staff members.

Mission

Roberto Clemente Charter School is a small learning community that inspires and educates students to maximize their success. We provide students with a rigorous academic foundation using a holistic approach. We challenge students to excel and to acquire the knowledge and skills that they will need to be successful in college, secondary level study, and as life-long learners.

Vision

What We Envision- An Early College Model Program

· Parents who work cooperatively with the school; support the school's rules, policies and expectations; provide the time and support at home for their child's academic work; promptly inform the teacher/school of any pertinent medical, family, home and learning problems, and ensure that their child attends school daily, on time, in uniform and ready to learn.

· Students who are responsible; abide by all rules and expectations of behavior; treat adults, other students, school property, and others with respect; participate in class, complete and turn in class work and homework; are highly motivated; engage in meaningful activities; are able to work independently and in groups, and engage in the social and political world.

· A professional community that uses reflective dialogue; develops relationships among teachers and are mentors and advisors for students; has professional collaborations; shares norms and values where professionals meet to identify what they have in common; and has a collective focus on students learning where the priority is placed on activities that promote student growth.

· A school community in which students, teachers, administrators, parents and community members are all learners; share common values, ideas and commitments; and embrace a multicultural perspective and a collaborative approach with local resources to maximize student success.

· Curriculum & Instruction that provides for small classroom size, individualized instruction, academic rigor with an emphasis in standards-based learning, emphasis in reading and writing across content areas, proper assessments to verify progress, lively discussions and critical thinking; relevant, real-world context, active problem finding and problem solving, national best practices, and character development and increased social skills.

· A Climate which is safe and supportive; welcoming and caring; collaborative; exciting; multicultural; filled with school pride; respectful; and high in its expectations.

Shared Values

Roberto Clemente is committed to the education of the whole person with the following objectives:

1. To instill a strong sense of responsibility towards themselves and society.
2. To challenge students to possess a positive attitude and to conduct themselves with dignity, respect and responsibility.
3. To address students' emotional and social growth by providing individual and group counseling that develop self-esteem and appropriate socialization skills.
4. To offer a well rounded curriculum that utilizes technology, so that students may meet the challenges of a global community with a solid educational foundation.
5. To prepare students to be successful in college, secondary level of study, and life-long learners.
6. To provide students with opportunities to develop critical thinking, independence of thought, and as life-long love for learning.
7. To equip students with knowledge and skills to make successful choices for their futures and life careers.
8. To offer opportunities for community service and experiences wherein students will learn to be sensitive and caring toward others.
9. To promote character development, respect for others, and self respect.

10. To encourage respect for every student's right to learn and every teacher's right to teach.
11. To encourage respect and appreciation of the individual differences among students and their cultural and linguistic backgrounds.
12. To nurture developing skills as well as foster the discovery of hidden talents and leadership potential.
13. To meet the needs and interests of the students through innovation and technology.
14. To energize school spirit by offering extracurricular activities.

Academic Standards

The Roberto Clemente Charter School offers its students courses in English, Language Arts, Mathematics, Social Studies, Science, Spanish, Music, Arts, Technology, Physical Education and Health. We also offered AP and Dual Enrollment courses. All courses were designed using Pennsylvania Department of Education academic standards. Each course has also been reviewed by the administration of the Allentown School District. Students in grades 6, 8, and 10 are required to complete a multi-disciplinary project for promotion to the next grade. Students in grades 7 and 9 complete a history project/multi-disciplinary project. Seniors must complete a graduation project which includes 10 hours of job shadowing. Seniors must also complete 25 hours of community service.

Strengths and Challenges

Roberto Clemente Charter School has multiple strengths. One of our major strengths is our school and class size. Because we are a small learning community, we know each child and each family by name. Our students and parents constantly comment on the size of the school and how safe they feel in a nurturing environment where students can learn. We are proud of the fact that we have made significant academic progress.

Another major strength is our teaching staff. Teachers are highly qualified, competent, dedicated and committed to meeting the needs of our students. We also developed a comprehensive school improvement plan using the “Getting Results” form. The improvement plan includes instructional strategies to address student needs in the areas of reading, math and writing. We started to implement some of these strategies in 2007 and continue to plan and implement new strategies according to our most recent needs. The professional development provided to our staff improved the quality of instruction and classroom management.

A. We established specific guidelines to create consistency in the instructional approach. This included the use of whiteboards procedures, a specific lesson plan template, and the use of literacy across all academic subject areas, and journals across the curriculum.

B. We instituted late starts and early dismissals to provide time for teachers and departments to meet, develop study groups, and look at student work, progress and needs.

C. We implemented the 21st Century Community Learning Center Program by expanding the Saturday School, After School Programs and Summer School Program. In addition, we expanded the arts program by adding art portfolio, theater and drama, choir, service learning and other clubs and academic programs.

D. After an analysis of the PSSA results, we found that our students are in need of developing academic vocabulary, reading comprehension, interpretation and analysis, and critical thinking skills essential for their progress and the achievement of our vision and mission. In order to improve vocabulary, reading comprehension and higher levels of thinking, we concentrated efforts utilizing the seven steps to vocabulary development, word walls, reciprocal teaching, the Frayer Model and the revised version of Bloom's Taxonomy.

E. We placed emphasis on basic skills in revising and editing.

F. In math, our concentration has been in numbers and operations, measurement, geometry and algebraic concepts. We implemented an aggressive approach to math and reading skills without neglecting methods to cultivate and instill love for each discipline in our students.

G. Other initiatives include the identification of staff development opportunities to prepare teachers to successfully implement the new strategies. We partnered with The National Council of La Raza and John Hopkins University to provide the necessary ESL staff development in reading and writing. We brought nationally recognized speakers in for coaching in the classroom to prepare and aid staff to continue peer mentoring. We brought national speakers to provide staff development and coaching in technology integration, classroom management, theory of choice, development of study skills and techniques to inspire unmotivated students.

H. We participated in grant competition and were successful in obtaining several. The most recent one is with the Gates Foundation and is geared to improve math performance. The grant includes staff development, coaching and curriculum development in high school. Additionally, we are currently implementing two 21st Century Community Learning Center grants to support our before school, after schoool, summer school, and Saturday school programs.

I. Changes to peer mentoring, the induction program, and the mentoring program have strengthened all of our programs.

J. Other initiatives such as the Spelling Bee contest, reading incentives and silent reading during lunch periods have increased motivation to read.

This comprehensive reform had an impact in all areas of schooling, and we are happy to report very positive results from our school improvement plan.

RCCS fully participates in the PSSA program. Our students take exams in 6th, 7th, 8th, and 11th grades as prescribed by legislation. Roberto Clemente in 2008-2009 met 13 targets out of 13 and met AYP. We achieved AYP in Math through the growth model which means that 58.3% of our students demonstrated higher level of achievement in comparison with the level of achievement they had when they enrolled in RCCS. We made AYP in Reading through safe harbor and the growth model showed that 70.2% of our students showed higher level of achievement in comparison with the level achievement when they enrolled in RCCS. We received preliminary information on PSSA scores from 2009-2010. The overall impact seems very positive with an increase of almost 13.6% in math and 4.5% in reading across all grades. We have not received the final notification from PDE. We believe we made significant progress on the PSSA scores.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Roberto Clemente Charter School followed a strategic planning process when it designed its "school improvement plan." Students, parents, staff members, Board of Trustee members,

colleges/universities, and members of the business community were involved. The "school improvement plan" and the process followed has yielded positive results. The school made progress in 2004 - 2005 and met adequately yearly progress in school years 2005 thru 2007. The school year 2007-2008 brought new challenges to Roberto Clemente. We had an increase of 40 % in our student population and we had a school year of transition. We also increased significantly the number of special education and ELL students. We identified reading and math strategies, staff development opportunities, improved our induction plan as well as updated the curriculum through mapping. We made AYP during the 2008-2009 school year and based on our needs we developed a school improvement plan.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alyssa Newman	Administratior	Administrator	Administration
Anabel Corton	Community Services	Administrator	Administration
Caroline Mihalopoulos	Teacher	Middle School Teacher	Board of Trustees
Cathy Meinhart, Esq.	Board Member	Board Member	Administration
Charles Dunlap	Administrator	Administrator	Administration
Damian Romero	Vice-Principal	Administrator	Administration
Joan Martin	Board Member	Board Member	Administration
Jose Molina	Administration- Technology Director	Administrator	Administration
Lisa Pluchinsky	Teacher	Middle School Teacher	Board of Trustees
Maria Bermudez	Parent	Parent	Administration
Maritza Robert	CEO/Principal	Administrator	Board of Trustees
Meghan Smith	Teacher	Secondary School Teacher	Administration
Samuel Polanco	Board President	Community Representative	Administration
Theodore Fisher	Teacher	Middle School Teacher	Board of Trustees
Wanda Gonzalez	Parent	Parent	Administration
William Petiprin	Teacher	Secondary School Teacher	Administration

Goals, Strategies and Activities

Goal: Continually improve communication capabilities

Description: The communication capabilities of our staff are critical and essential in the everyday safe and efficient operation of our school.

Strategy: Our school requires an efficient, trustworthy, and accessible communication system.

Description: The safety and security of our school requires an efficient, trustworthy, and accessible communication system.

Activity: Staff Email Accounts

Description: In today's more technologically intense world most teachers will have a personal e-mail address. Tracking and updating personal email addresses is time consuming and tedious. As a solution we have issued staff with school email addresses that allow us to separate their work email from their personal email. This also allows teachers to maintain a separation of their work/professional lives and their personal lives. This also provides us with the facility of having a central staff email directory that we manage internally.

Person Responsible	Timeline for Implementation	Resources
Jose Molina	Start: 1/1/2009 Finish: Ongoing	$3,000.00

Status: In Progress — Upcoming

Goal: Continue the use of computers in creating policies, procedures, and curriculum

Description: We will continue to use computers to facilitate the structure, planning and understanding inherent in creating policies, procedures, and curriculum. Information accessed from the internet adds background and comprehension to isolated passages in a textbook. Vital and exciting images enhance the printed text, and adjunct information broadens isolated facts. Adding reports or projects using PowerPoint, SmartBoards and Promethean Boards can create memorable and exciting learning from base information. Through the organized collection of information available through Excel, Word, Access, Study Island, Plato and other programs we can efficiently analyze and react to the needs of our students. Thus, the individualized needs of a student can be recognized and attended in a prompt and effective manner. All recording and reporting functions will be accelerated and made increasingly accurate through technology. Computers are used as a tool for problem solving and decision making. Computers are used to store data and for information management. Staff are informed of methods to retrieve and store data. All staff know how to use a data base. Strategy - RCCS will have adequate number of computers to allow computer access for each student and staff member. Eventually we plan to have a 1 to 1 ratio of students to laptops. These computers are loaded with the most up-to-date appropriate educational/administrative/student management software.

Strategy: Providing technologically advanced hardware

Description: RCCS will continue its practice of providing technologically advanced hardware and

software for its staff and students to cover administrative, class and student management, and curriculum.

Activity: Maintain a high level of technology availability

Description: Improving our technology integration requires that we dedicate resources to the maintenance of that equipment. Up-Time is critical to user acceptance of technology resources. For this reason we employ 1 part-time IT Personnel and 1 full time, who maintain our systems. Also we have instituted an Inventory and Helpdesk Tracking Data Collection and Reporting System. This allows us to identify maintenance issues earlier and more efficiently leading to greater over all Up-Time.

Person Responsible	Timeline for Implementation	Resources
Jose Molina	Start: 1/1/2009 Finish: Ongoing	$150,000.00

Status: In Progress — Upcoming

Goal: Dual Enrollment

Description: Continue to encourage Roberto Clemente Charter School students to complete dual enrollment courses. For the upcoming school year, we have added two more dual enrollment courses, one English course and one Art course.

Strategy: Dual Enrollment Interventions

Description: Meet with the parents of all eligible students and encourage the students to take advantage of this program through the Lehigh Carbon Community College.

Activity: Dual Enrollment Indicators

Description: Enrollment in Dual Enrollment courses will be monitored, and students encouraged to both enroll and maintain the criteria for continued involvement in the program.

Person Responsible	Timeline for Implementation	Resources
Maritza Robert	Start: 9/2/2008 Finish: Ongoing	$25,000.00

Status: In Progress — Upcoming

Goal: Encourage and promote community involvement

Description: The Roberto Clemente Charter School will encourage and promote community involvement and collaborative partnerships.

Strategy: Develop a website to Increase our outreach to the community

Description: Communications technology in the 21st century allows for more outreach and collaboration than ever before. The community, parents, and auxiliary organizations supporting the school can be informed of performance, accomplishments and upcoming events. A web-site allows public access to the life of RCCS. Technology is used to create a positive image of RCCS, within the school and the community. Outside observation of our state of the art computer technology will show that we have the ability to reach our stated goals. In the future, the site will include news, student input, menus, and links to our student calendar, activities, announcements, individualized teacher sections for messages and homework, and a parent access area.

Activity: Staff Training and Education

Description: Prepare training materials and sessions to facilitate staff and teacher authoring of website content. Including, but not limited to, Training Manuals, Handouts, brochures, one-on-one sessions, and group sessions.

Person Responsible	Timeline for Implementation	Resources
Jose Molina	Start: 1/1/2009 Finish: Ongoing	$15,000.00

Status: In Progress — Upcoming

Goal: Graduation Rate

Description: Maintain a graduation rate of more than 90%.

Strategy: Graduation Interventions

Description: We improved the counseling program by hiring a full-time counselor and a part-time advisor. Our graduation rate was 95% this school year and 89% of the graduating students went to a post-secondary school, college or university.

Activity: Graduation Indicators

Description: Students will meet all graduation requirement by the end of the academic year.

Person Responsible	Timeline for Implementation	Resources
Maritza Robert	Start: 9/2/2008 Finish: Ongoing	$50,000.00

Status: In Progress — Upcoming

Goal: Increase integration of technology in the classroom

Description: Roberto Clemente would like to assist teachers in increasing their knowledge in technology strategies they can integrate in their classroom.

Strategy: Incorporate technology into the daily educational life of our students.

Description:

Activity: Assure access to updated and relevant technologies.

Description: We strive to improve our technology inventory at every opportunity. By implementing 3 desktop labs and 2 mobile laptop labs, each comprised of a minimum of 24 computers, we provide our students with a 2 to 1 student to computer ratio. Constant improvement in our inventory does not always mean more computers. We continue to utilize interactive smart boards and digital presentation systems which radically increase the options teachers have in developing interesting and engaging lessons.

Person Responsible	Timeline for Implementation	Resources
Jose Molina	Start: 1/1/2009 Finish: Ongoing	$210,000.00

Status: In Progress — Upcoming

Strategy: Subject area certified staff

Description: Technology has touched most of all subject areas today. For that reason educating and motivating uncertified subject area staff to gain certification, through financial resources such as tuition reimbursement for required coursework, and by providing information on state

certification requirements/procedures, may essentially guarantee that those staff persons will encounter new and technologically inclusive methodologies and techniques. Especially as applied to their subject areas.

Activity: Ceritified staff indicators

Description: Have 100% of subject area teachers certified

Person Responsible	Timeline for Implementation	Resources
Maritza Robert	Start: 1/1/2009 Finish: Ongoing	$30,000.00

Status: In Progress — Upcoming

Activity: Tuition Reinbursement

Description: Tuition reimbursement allows us to provide financial motivation to our teachers to further improve their skill-sets and technology acceptance. It also removes a barrier to otherwise eager to learn educators, and rewards initiative in real-world ways.

Person Responsible	Timeline for Implementation	Resources
Maritza Robert	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: Parental Involvement

Description: Have 70% of parents complete an average of at least 10 volunteer hours.

Strategy: Parental Interventions

Description: Parent workshops, extensive communication with parents, as well as providing opportunities for volunteering and special projects.

Activity: Parent Indicators

Description: School and Home Association meetings, parent volunteer programs, open house attendance and fund raisers.

Person Responsible	Timeline for Implementation	Resources
Maritza Robert	Start: 9/2/2008 Finish: Ongoing	$5,000.00

Status: In Progress — Upcoming

Goal: Provide training for teaching staff in differentiated instruction

Description: Students at Roberto Clemente are grouped by class and attend all classes together. There are various academic ability levels within each class, requiring that instruction is differentiated for effective learning.

Strategy: Differentiated instruction

Description: We continue to provide our teachers with new and relevant staff development in differentiated instruction. I.U. and resource specialists assist in conducting and designing trainings, resources and materials.

Activity: Differentiated instruction indicators

Description: Formal and informal staff development in differentiated instruction, administrative observation, professional coaching, peer observations/coaching, PSSA and classroom assessments.

Person Responsible	Timeline for Implementation	Resources
Maritza Robert	Start: 9/2/2008 Finish: Ongoing	$50,000.00

Status: In Progress — Upcoming

Goal: Provide training in project-based learning

Description: Staff has expressed an interest and a need for training in project-based learning

Strategy: Project based-learning

Description: Staff will receive training in the effective implementation of project-based learning. This training will include when and how to most effectively use this technique through professional presenters, workshops, resources, and materials.

Activity: Project-based learning indicators

Description: Staff development, formal and informal observation, coaching, peer observation and coaching, and a multidisciplinary projects will indicate results

Person Responsible	Timeline for Implementation	Resources
Maritza Robert	Start: 1/1/2009 Finish: Ongoing	$6,000.00

Status: In Progress — Upcoming

Goal: Provide training in rigorous teaching and learning

Description: Roberto Clemente is in the process of transitioning to an early college program. There is a need for training in rigorous teaching and learning.

Strategy: Rigorous teaching and learning

Description: Staff will receive training in the characteristics and implementation of rigorous teaching and learning through school and outside resource personnel and resource materials

Activity: Rigorous teaching and learning indicators

Description: Formal and informal staff development, discussions in department meetings, coaching, formal observations, peer observation/coaching, use of the revise Bloom's Taxonomy to increase higher level of thinking, and student engagement in learning will indicate progress an results

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	$6,000.00

Status: In Progress — Upcoming

Goal: Provide training to support positive interventions in the social and emotional development of the students

Description: An evaluation of student discipline records indicates the need for training in activities that support prosocial behavior among students

Strategy: Social and emotional interventions

Description: We will continue to provide staff development in anti-bullying interventions, anger management, non-violent crisis intervention, classroom management techniques, choice theory, advisories, and character development through professional presenters and training from in-house presenters. We will provide resources and materials.

Activity: Staff development, advisories and character development during homeroom, group therapy in anger management and anti-bullying, discussion of disciplinary incidents, meetings with parents, and referrals to appropriate agencies

Description: A reduction of incidents related to aggressive student behavior and a reduction of disciplinary referrals will indicate results and progress

Person Responsible	Timeline for Implementation	Resources
Maritza Robert	Start: 1/1/2009 Finish: Ongoing	$7,500.00

Status: In Progress — Upcoming

Goal: Student Achievement - Mathematics

Description: The school will make adequate yearly progress by reducing the number of non-proficient students by 10%.

Strategy: Student Achievement - Mathematics Interventions

Description: PSSA preparation classes, revise curriculum for better adherence to state standards, and additional staff training.

Activity: Student Achievement- Mathematics Indicators

Description: School assesment, PSSA practice exercises, 4sight tests, teacher generated exams, and extended learning opportunities.

Person Responsible	Timeline for Implementation	Resources
Maritza Robert	Start: 9/2/2008 Finish: Ongoing	$6,000.00

Status: In Progress — Upcoming

Goal: Student Achievement - Reading

Description: The school will continue to make adequate yearly progress by reducing the number of non-proficient students in reading by 10% as measured by the PSSA.

Strategy: Student Achievement-Reading Intervention

Description: PSSA preparation classes, tutoring, alignment of class and curriculum with state standards,and mentoring.

Activity: Student Achievement-Reading Indicators

Description: School Assesment, PSSA practice exercises, 4sight tests, teacher generated exams, and extended learning opportunities.

Person Responsible	Timeline for Implementation	Resources
Maritza Robert	Start: 9/2/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: To strengthen students' technology skills

Description: To strengthen students' technology skills so that technology becomes a natural part of daily living and the educational process

Strategy: Incorporate technology into the daily educational lives of the students

Description: Incorporate technology into the daily educational lives of the students by making it a part of each academic discipline.

Activity: Multi-diciplinary project

Description: Students will create a multi-disciplinary project in every grade. This will include internet research, a PowerPoint presentation, a physical visual presentation, and an essay created using Microsoft Word. Students will learn how interconnecting technology with divergent disciplines enhances understanding and comprehension.

Person Responsible	Timeline for Implementation	Resources
Jose Molina	Start: 1/1/2009 Finish: Ongoing	$6,000.00

Status: In Progress — Upcoming

Strategy: Introduce students to technologies other than computers

Description:

Activity: Maintain and operate an internal television station

Description: The school has acquired a television studio through a generous donation. Another source has provided the televisions and distribution network. Together these tools allow us to operate a fully functional internal TV station. This facility allows us to show students different forms of technology than what they have experienced before. Fully operational TV studio grade cameras, a video switch board and a video distribution network allow for creative and fun presentations. Also they foster a sense of team work as it takes a whole crew to operate the many systems involved in TV production. Maintenance of those systems does require considerable effort from various staff members and has proven a difficult but worthwhile endeavor.

Person Responsible	Timeline for Implementation	Resources
Jose Molina	Start: 1/1/2009 Finish: Ongoing	$9,000.00

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachment

- 2009-2010 School Improvement Plan

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Academic rigor means the consistent expectation of excellence and the aspiration to significant achievement. Excellence pervades in the entire atmosphere of our school, in the teaching and learning, curriculum resources and materials, evaluation of students and faculty, outreach efforts, consistency of policies and procedures, enrollment process, career and emotional counseling, and the school environment. Staff at Roberto Clemente encourage and support all students.

RCCS uses a curriculum which mirrors classes and courses taught in the Allentown School District. The curriculum taught was reviewed by and approved by the Allentown School District and the Pennsylvania Department of Education. The curriculum is designed to meet or exceed Pennsylvania standards for grades 6 through 12. Last school year, the curriculum was updated using curriculum mapping. Local and state assessments are used to make modifications to the curriculum and instructional strategies. Students must also complete a graduation project in 12th grade.

Teachers are required to utilize critical thinking skills as part of their lesson plans. We have provided resources that assist teachers in developing questions to help students think critically. Students are encouraged to ask questions, do independent computer research and be inquisitive. Positive reinforcement for questions and answers is given. Staff skills are augmented by staff development sessions. All students are required to complete a multidisciplinary project each year. Roberto Clemente Charter School employs a variety of strategies to accelerate skill development, content knowledge and the learning of students who are performing significantly below standards. The low teacher/pupil ratios permit more attention to be given to both performing students and under achieving students. Summer and Saturday School remediation programs are also available. After school extended learning opportunities and during school extended learning opportunities are also available through our 21st Century Community Learning Center Program.

Our teachers use various strategies to actively engage students in the learning process. Peer grouping, hands- on instruction, cooperative learning, after school extended learning opportunities and academic reward incentives are all used to actively engage students. Students are also given counseling in issues pertaining to self-pride, cultural esteem, resisting negative peer pressure and planning for success. These activities serve to actively engage the students in the learning process.

Rigorous Instructional Program - Attachments

- Professional Development Plan
- Induction Plan
- Teacher Evaluation Plan

English Language Learners

There were 48 students in the ELL program and 14 being monitored to exit the program.

- Students were identified with a Home Language Survey.
- Students were tested for program entry using W-APT.

- Students were schedule into appropriate classes.
- A plan was created to increase student success with the classroom teachers.
- Students were assessed and reassessed when needed.

Type of Instruction Provided:

1. Sheltered English Instruction
2. Specially designed academic instruction delivered in English (SDAIE)
3. Content-Based ESL
4. Pull-out ESL

English Language Learners - Attachments

- ELL 2009
- ESL Policy and Procedures

Graduation Requirements

Students graduating with a high school diploma are required to meet the PA requirements for graduation that include:

English 4.0 units

Social Studies 3.5 units

Mathematics 4.0 units

Science 3.0 units

Arts & Humanities 2.0 units

Health .5 unit

Physical Education .8 unit

Graduation Project .2 unit

Electives 5.0 units

Total Minimum Credits 23.00 units

RCCS Graduation requirements include attaining a minimum of 23 credits as per state requirements with a minimum grade of C, completion of a graduation project including written, oral and shadowing components, at least 25 community service hours and a proficient/advance score on math, reading, and writing on PSSA assessment.

If the student does not attain proficiency on the 11th grade PSSA test in reading, writing and math, the alternatives are:

Take the 4Sight Achievement Test to demonstrate proficiency in English and Math.

Retake the PSSA in the senior year content area(s) where proficiency has not been demonstrated and attain proficiency.

Take the SAT Test and score at least 900 as a combined total of the verbal and mathematics sections.

Obtain a senior year grade point average (GPA) OF AT LEAST 2.50.

Policy as it Pertains to Graduation Requirements

Arts/Humanities-any courses offered in the following departments may be used to satisfy the Arts/Humanities requirements: Art, Music (including chorus and instrumental classes), Theatre, English, Family and Consumer Science, Social Studies, Any Foreign Language, Technology Education, Clubs

Electives- any courses offered in the following departments may be used to satisfy the electives: Art, Music, Theatre, English, Math, Science, Technology Education, World Language, Clubs, General Elective

Students not demonstrating proficiency on the state administered PSSA assessment in 11th grade will be required to take the 12th grade PSSA retest or local assessment.

As part of the 12 grade courses they will receive remediation to prepare them to retake the PSSA or local assessment in 12th grade.

Students transferring into Roberto Clemente Charter School who are in jeopardy of not satisfying our graduation requirements due to differences between the Roberto Clemente Charter School and the previous school(s) attended and/or students enrolled in approved differentiated academic programs are entitled to an adjustment in the graduation requirements according to procedures established by the CEO/Principal and approved by the Board of Directors.

Honor Graduates

Honor Graduates Students are those with a career cumulative GPA of 3.5 or more at the conclusion of the third quarter. A final cumulative GPA will be calculated after the final exam. A preliminary list of seniors who has a 3.5 or more cumulative average at this time will be added to the group, which was determined after the third quarter.

Independent Study

Independent study programs are available in the very unusual circumstance, when it is determined that a course is a necessary part of a student's program, but it cannot be scheduled. The program must be a part of our graduation requirements. Courses taken in this manner will receive a grade and assigned course value, but the grade will not be included in the GPA calculations. Independent study arrangements must be approved by the teacher, parent, counselor, and principal in writing. The teacher will supervise the independent study. Credit will be granted for the independent study program only if an approved contract(signed by the student) is on file in the principal or his/her designee office.

Exempting Courses By Exam

The purpose of this exemption shall be to allow a student, in a very unusual circumstance, to be exempt from a particular course because of an existing knowledge base. The principal or his/her

designee must approve all arrangements. The program must be a part of our graduation requirements. Courses taken in this manner will receive a grade and assigned course value, but the grade will not be included in the GPA calculations.

Credit Recovery and Enrichment Courses

It is important that students are successful in Roberto Clemente Charter School. Regular student attendance, following the code of conduct and active participation in classes are important. When the students don't pass courses, they are not able to receive credit. In addition, some students lack credits. The Roberto Clemente Charter School provides opportunities for students to participate in credit recovery classes or enrichment classes. These classes are offered during the school year and the summer. Students and parents will be expected to sign a contract that lists expectations for participation in these classes. It is important to us that students remain in school so they may graduate.

Transfer Credit Acceptance Policy

All policies related to transfer credit acceptance are non-retroactive and are in effect from the date of policy enactment onward. In the past credits were earned on a yearly basis. This means that the final average grade for a year was the only factor deciding credit acquisition. From the enactment of this policy on, the policy will be as follows. There exists a quarter transition time window of 2 weeks after the beginning of a quarter where students may enroll after this quarter transition window will instead receive credit for their first full quarter of enrollment. In the situation where this leads to a credit shortage a state of "special circumstances" exists and policies related to credit resolution will then be in effect such as credit recovery, credit enrichment, independent studies and exempted courses by exam. Students enrolling within the quarter transition window will have their transfer credits combined with their earned credits based on core subject. In the situation were a combination of transfer and earned credits leads to a credit shortage a state of "special circumstances" exists and policies related to credit resolution will then be in effect.

Special Education

At the Roberto Clemente Charter School, special education students are included in the general education classroom at the advice of the school psychologist and based on their skill levels as obtained through state and local assessments. When included in the general education setting, the regular education and special education teacher work collaboratively to ensure that the students' IEP goals are met along with appropriate grade level goals. The students whom require additional services receive them from personnel from the Carbon Lehigh IU #21 (i.e. school psychologist, speech therapist, etc.). All students with special needs at the Roberto Clemente are offered the same opportunities as regular education students. The special education staff work diligently and effectively to ensure that all students are serviced and fully supported academically and emotionally.

Special Education - Attachment

- Special Education Policies

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Ms. Ehlinger	1	Learning Support	RCCS	22	Language Arts instruction

Ms. Glaser	1	Learning Support	RCCS	22	Math instruction

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
IU 21	.40	Speech Therapy	RCCS	2	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Paraprofessional	RCCS	3

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
IU 21	School Psychologist	As needed
IU 21	Speech Therapy	0.5

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
n/a	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
4Sight Test	Yes	Yes	Yes	Yes	Yes	Yes	No

Student Assessment

A) To improve student achievement is the main goal of our academic program. 4Sight Test and classroom exams are used to monitor the progress of the individual students. These exams indicate both progress and areas where remediation is required. The PSSAs and the 4Sights help to pinpoint the areas of student needs and assist in developing a strategic plan to increase student achievement. Teacher observations are used to determine the pace, direction and what best practices need to be utilized. Grades, state and local tests are recorded and used to monitor student progress. Individual strengths and weak areas are identified and extended learning opportunities are provided as needed. RCCS is constantly redesigning the curriculum and analyzing what classroom techniques work for our student population. Individual teacher observations are also used to provide feedback and develop staff in their specific needs.

B)

- We incorporate reading and writing across all core subject areas
- We have implemented vocabulary development strategies such as word walls, the Frayer Model, and the 7 steps to vocabulary development
- There are weekly middle school and high school staff meetings in which student needs are discussed
- We provide extended learning opportunities, saturday programs, academic electives, and summer programs
- We developed a school improvement plan considering areas of need
- Mid-quarter progress reports are sent to parents four times a year
- On a monthly basis we are sending satisfactory and unsatisfactory progress reports
- Monthly student assistance program meetings are held
- Report cards are sent home every quarter
- Teachers meet with parents regularly
- We are constantly analyzing student performance in order to modify educational strategies

Student Assessment - Attachments

- 2009- 2010 Reading 4Sight Results
- 2009-2010 Math 4Sight Results

Teacher Evaluation

a) RCCS follows PDE 426, PDE 427 and PDE 428 procedures to evaluate teacher performance. The plan focuses on student/teacher interaction, teacher planning and preparation, classroom environment, instructional delivery, teacher subject knowledge and professionalism. The teacher evaluation forms allows for specific points in short and narrative form. Teachers who are new are evaluated at least two times a year. We also conduct peer observations and walk throughs as an informal method for assessing teacher performance.

b) A Principal with administrative certificates is responsible for formal observations and teacher evaluation.

c) Professional development for the evaluator are:
national conferences, PDE conferences, IU 21 trainings and activities, PATTAN Courses and lectures, evaluation training includes conferences, IU forums and staff development activities.

Teacher Evaluation - Attachment

- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There were no leadership changes during the year 2009-2010.

Board of Trustees

Name of Trustee	Office (if any)
Dr. Samuel Polanco	President
Mr. John Bassler	Treasurer
Ms. Joan Martin	Secretary
Dr. Alex Rolon	
Dr. Lynn Columba	
Ms. Linny Fowler	
Ms. Cathy Meinhart	
Rev. Francisco Franceschi	
Ms. Denise Spence	

Professional Development (Governance)

Foundations has been the source of training and information for the school. Foundations, the Pennsylvania Coalition of Charter Schools, IU 21 and the National Council of La Raza have acted as advisors, along with readily accessible information and support from the Allentown School District and consultants in different subject areas. In addition, we have contracted Dr. Margarita Calderon and associates from John Hopkins University to develop and improve our ELL Program. In addition, we concentrated in classroom management and the Choice Theory to assist staff to deal with difficult students and to improve classroom instruction.

Coordination of the Governance and Management of the School

The Board conducts monthly meetings in which they perform the required governance function of the charter school. Policy is discussed, formulated and implemented. The CEO/Principal is responsible for seeing that the school management is in compliance with Board rulings. The CEO/Principal and CAO of the charter school frequently interact with administrators of the Allentown School District. There is a positive working relationship. The Allentown School District administrative team visits the charter school on a regular basis. The charter school was renewed for an additional five years in May of 2010.

Coordination of the Governance and Management of the School - Attachment

- 2009 2010 Board of Trustees Meetings

Community and Parent Engagement

The Board and CEO/Principal have publicly advertised meetings open to the public. Parents are encouraged to attend. Board members attend parent and school functions whenever possible. Parents are very supportive of the charter school.

RCCS understands the importance of parental involvement in the success of all students and fulfillment of our mission. RCCS currently has and directly works with a Home and School Association who serves as a committee responsible for sharing information and reviewing the parent involvement policy to ensure strong parental involvement in all school areas. In addition, HASA serves to enhance a sense of community among parents, faculty, students, and to identify and work to meet the needs of the school, and to raise funds to support school activities.

RCCS' parent involvement plan for the upcoming years consists of the reinforcement and improvement of our present plan and parent involvement activities. This plan provides full opportunities to increase and sustain active participation including those with limited English proficiency or with disabilities. RCCS will continue to have quarterly parent-teacher conferences, open house meetings to provide an opportunity to ask questions, share concerns, and to discuss the school's overall programs and activities. In addition, we will continue to arrange teacher-parent meetings as requested by parents, or deemed necessary by teachers in order to address students' academic progress and needs. Also, there will be HASA meetings during the year with parents, staff, and administrative level representation. RCCS will encourage the participation of at least one representative from each class to attend Home and School Association meetings. Every year the effectiveness of the parent involvement plan will be reviewed to ensure progress and full participation.

RCCS will maintain constant contact with parents regarding student progress through monthly progress reports, mid-quarter progress reports, quarterly report cards, PSSA results, 4Sight benchmark test results, phone calls, and written communication. The counseling department in collaboration with the administration will specifically monitor and address Seniors' progress by sending progress notification and graduation information to parents. Teachers are required and encouraged to communicate with parents on a regular basis to communicate progress achievement and discipline concerns. RCCS will continue to enforce the school-parent compact that outlines how parents, school staff, and students will share responsibility for improved student achievement.

Roberto Clemente will also strengthen the parent volunteer program. RCCS will encourage all parents to fill out volunteer forms at the beginning of the school year to determine volunteer needs and help recruit and coordinate parents. We will keep volunteer lists and track volunteer activities annually. Parents will be provided opportunities to volunteer during and after the school day in order to promote parent participation and involvement in extracurricular activities and/or educational activities such as field trips and others. RCCS will also continue to offer adult education opportunities in math, English, and GED prep to parents and the community through the 21st Community Learning Center Program. Parents will consistently continue to receive communications of public School Board meetings, and will be encouraged to participate in such meetings as a medium to express concerns, share information and ideas, and follow complaint/compliance procedures. Finally, RCCS will expand its home visit program in order to promote stronger teacher-parent relationships that may result in increased student performance.

Administrative meetings will serve as a tool to analyze and evaluate the parent involvement plan throughout the following years. This analysis and evaluation will promote changes and/or modifications to the plan in order to meet the school's mission and goals.

RCCS recognizes that creating positive home, school, and community partnerships is essential to carrying out its shared responsibility successfully. RCCS plans to involve the community comprises in the continuation of the development of our vision. In the next five years, RCCS will seek a stronger relationship with colleges, universities, and other educational institutions in order to be able to deliver clear and concrete information to students about their opportunities and options after high school graduation. This will be achieved through our counseling department which is currently directed by Ms. Bethan Hankin, M.Ed. In collaboration with Ms. Hankin, Mr. Peter Licona will serve as a college advisor, and they will both coordinate college visits and college partnerships with RCCS. The Counseling Department will also establish high levels of cooperation and coordination with other community agencies that provide services to children and families.

RCCS will also seek partnerships with community representatives through HASA and the advertisement of the school programs. RCCS will continue to develop its monthly newsletter, and we plan to make it available to the public in order to deliver and advertise the school's programs and opportunities for the community and students. This will serve to help community groups to

recognize that investment in education is an investment in the community. Additionally, through the RCCS newsletter, community groups will be encouraged to help develop and implement innovative programs that promote the school's mission and vision, as well as, support high academic expectations for all students.

RCCS will maintain an open door policy for the community, encouraging the community to visit and use RCCS' facilities and resources, as long as it complies with school code regulations, and it does not interfere with the educational environment and instructional time.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Most fund-raising activities are organized and implemented by the Home and School Association to sponsor student activities.

Fiscal Solvency Policies

Actual financial occurrences are monitored and analyzed through monthly, quarterly, and annual reports. Adjustments necessary to concur with current needs and projections are implemented as needed.

Expenditure lists are reviewed and approved by the board on a monthly basis. Revenues are projected conservatively and are used to build a reserve for unexpected expenses.

Accounting System

The Roberto Clemente Charter School accounting system follows the Chart of Accounts required by the Commonwealth of Pennsylvania and employs a fund-accounting system (accrual basis) utilizing *generally accepted accounting principles*.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2009-2010 Revenues, Expenses, Fund Balance

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

Siegal and Drossner
300 Yorktown Plaza
Elkins Park, PA 19027

The Roberto Clemente Charter School's audit for FYE 6/30/2010 is scheduled for August 10-13, 2010.

Auditors Annual Report Summary attached.

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

- 2008-2009 Audited Financial Statement
- 2006 Corrective Action Plan

Citations and follow-up actions for any State Audit Report

September/2006 (FYE: 2004, 2005, 2006)

Failure To File Statements of Financial Interest-Immediately after the findings of the auditor performance report, RCCS developed a corrective action plan informing the board members of the importance of filing the Statement of Financial Interest and the fines involved in not submitting the forms. A new procedure was developed that every February the forms are distributed and the Human Resources Director is responsible for distributing, making sure the public officials and public employees in administrative positions complete the forms. The forms are collected and filed before or by May.

Auditor General's Performance Audit Report

Corrective Action Plan

Description of the findings

The results of the audit indicate that, with respect to the audit objectives and items tested, the Roberto Clemente Charter School complied with most applicable state laws, regulations, contracts, grant requirements, and administrative procedures falling within the scope of the audit. However, the Roberto Clemente Charter School did not comply with certain items identified in the Finding.

Objectives Met

Specifically, Roberto Clemente Charter School complied with the following audit objectives:

The charter school demonstrated that at least 75 percent of the charter school's professional staff members, including administrators and teachers, were properly certified and, if applicable, teaching in their areas of certification in accordance with Section 1724-A(a) of the Charter School Law (Law);8

The charter school satisfied instructional time requirements of a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level pursuant to Section 1715-A(9) of the Law;9

The charter school complied with the compulsory attendance provisions in accordance with both Section 1327 of the Public School Code of 194910 (Public School Code) and. Chapter 11 of the State Board of Education Regulations; 11 and

The charter school is in compliance with Section 1724-A(c) of the Law 12 requiring that all employees be enrolled in the Public School Employees' Retirement System unless at the time of filing the charter school application the sponsoring school district or the board of trustees of the charter school has a retirement plan that covers the employees or the employees are currently enrolled in another retirement program.

Objective not met

Public office is a public trust sustained by assuring the people of the impartiality and honesty of public officials and public employees. Accordingly, the Public Official and Employee Ethics Act (Ethics Act) requires all candidates for public office, public officials, and certain public employees to complete a Statement of Financial Interests for the preceding calendar year annually, no later than May V' of each year they hold their positions and of the year after leaving such positions.

The Ethics Act specifically requires public officials and certain public employees to disclose matters on the Statement of Financial Interests that currently or potentially create conflicts of interest with their public duties. When a public official does not properly file a required disclosure, the public cannot examine the disclosure in order to determine whether conflicts of interest exist. This in turn erodes the public's trust. In addition, the board members' failure to file the Statement of Financial Interests constitutes a violation of the Ethics Act.

Section 1104(d) of the Ethics Act, which pertains to the failure to file the required Statement of Financial Interests, provides, in pertinent part, as follows:

No public official shall be allowed to take the oath of office or enter or continue upon his duties, nor shall he receive compensation from public funds, unless he has filed a statement of financial interests.

Section 1109(b) provides, in pertinent part, that any person who is required to file a Statement of Financial Interests but fails to do so may be found guilty of a misdemeanor and may be fined not more than $1,000 or imprisoned for not more than one year.

Section 1109(f) provides, in pertinent part, that any person who is required to file a Statement of Financial Interests but fails to do so in a timely manner or who files a deficient Statement of Financial Interests may be subject to a civil penalty, at a rate of not more than $25 for each day such statement remains delinquent or deficient, with a maximum penalty under this chapter of $250.

The errors occurred in part because the charter school personnel were either not aware that principals and board members of their board of trustees are required to file, or that the board members had missed the filing deadline.

A copy of this finding was forwarded to the State Ethics Commission for additional review and investigation, as deemed necessary.

Observation No. 1

Roberto Clemente Charter School met annual measurable goals and the school's own assessment of its success in meeting the goals, as listed in the charter school's original application19 and its annual reports, the charter school's goals were listed as follows:

• maintain a graduation rate of 90 percent — this goal was met at a rate of 100 percent for all years;

We want to emphasize that this observation is based upon existing elements of the Charter School Law (Law), and not caused by any specific policy of the Roberto Clemente Charter School or the Allentown City School District, both of which are merely complying with the requirements of state law. Similarly, our recommendations are directed primarily at the Governor and the General

Assembly, in consultation with DE, to amend the existing tuition formula set by the Charter School Law.

As shown in the table below, for school year 2005-06, Allentown City School District paid the Roberto Clemente Charter School a net amount of $159,598 more than actual costs. For 2004-05, the amount paid over costs was $163,433. For 2003-04, the amount paid over costs was $151,857. These figures were derived as follows. First, we divided the Roberto Clemente Charter School's expenditures, as detailed in the local auditor's reports, by its average daily membership (ADM) to derive an average cost per student. We then compared the average cost per student with the amounts actually paid to the Roberto Clemente Charter School by the Allentown City School District (sending district), or by DE on behalf of the sending district.

In addition, while the Roberto Clemente Charter School only has one sending school district, in the case of other charter schools that have multiple sending school districts, different sending districts may pay different tuition rates to the charter school for the same service. As a result, some sending districts may pay more than the actual cost of instruction, and some may pay less, which leads to some school districts subsidizing other school districts' charter school students.

We must question the rationale of this statutory formula. In the non-charter school context, school districts must conduct annual reconciliations of the actual cost of educating their students. In addition, school districts that provide educational services to students from other districts are paid by the sending districts based on the actual cost of educating a student in the receiving district.24 Yet charter school funding is just the opposite. No reconciliations must be conducted and the amount charged per student is not related to the actual cost of educating the student at the charter school, but rather reflects the cost of educating the student as if he/she were still being educated in the sending district.

Recommendations

The Governor and the Pennsylvania General Assembly, in consultation with DE as well as the affected charter schools and school districts, should review the current formula for calculating tuition at charter schools and amend the Law as follows:

require the Commonwealth and sending school districts to make tuition payments based only on the actual cost of educating students at the charter school;

and require charter schools to perform reconciliation at the end of each school year and return any overpayments to the sending school district or collect any underpayments from the sending districts.

Response of Management

Management disagreed with the observation and stated the following: The school is reimbursed based on the PDE — 363 Funding for Charter Schools Calculations of Selected Expenditures Per Average Daily Membership submitted by the Allentown School District to the charter school.A Statement Indicating the Concurrence or Noncurrence with the Audit Report's

Findings/Observations and Recommendations

1. Failure to file Statements of Financial Interest- We concur with the findings of the performance audit report in this area. The administration reported at that time that errors occurred in part because the charter school personnel were either not aware that principals and board members were supposed to file, or that the board members missed the filing deadline. Since then the president of the board and the principal have been distributing and collecting Statement of Financial Interest yearly.

2. Failure to meet two of the annual measurable goals- Roberto Charter School met most of the annual goals, as listed in the original charter. We concur with the recommendation that we needed to increase parental participation and increase the number of students who are able to score proficient on the PSSA writing. Since then we developed a parental involvement plan for the next five years and we have made adequate yearly progress 3 out of the last 4 school years.

3. Recommendation to review the current formula for calculating tuition at charter schools and amend the law- The administration and the board of trustees disagreed because the school is reimbursed based on the PDE -363 Funding for Charter School Calculations of Selected Expenditures Per Average Daily Membership submitted by the Allentown School District to the Charter School.

Specific Steps to Correct the Situation or specific reasons why corrective action is not necessary and timetable for the implementation of each corrective action

1. Failure to file Statements of Financial Interest- Immediately after the findings of the auditor performance report, RRCS developed a corrective action plan informing the board members of the importance of filing the Statement of Financial Interest and the fines involved in not submitting the forms. A new procedure was developed that every February the forms are distributed and the Human Resources Director is responsible for distributing, making sure the public officials and public employees in administrative positions complete the forms. The forms are collected and filed before or by May.

2. Failure to meet two of the annual measurable goals- Roberto Clemente Charter School met most of the annual goals, as listed in the original charter. We have been working in increasing parental involvement participation. We also have increased the number of students who are able to score proficient on the PSSA writing. Since then, we developed a parental involvement plan for the next five years that includes quarterly parent-teacher conferences, open house meetings, parent-teacher meetings as requested by parents or teachers, HASA meetings, board meetings in which parents can participate, established volunteer hours and developed a list of specific activities in which parents can participate, adult education opportunities in GED practice, and ESL, direct communication through mail/phone and school web site, and enforcing the school parent compact. We developed a school improvement plan that has been effective. We have made adequate yearly progress 3 out of the last 4 school years in reading and math. In writing we have exceeded our original expectation of 50%.

3. Recommendation to review the current formula for calculating tuition at charter schools and amend the law- The administration and the board of trustees disagreed with the need to review the current formula because the school is reimbursed based on the PDE -363 Funding for Charter School Calculations of Selected Expenditures Per Average Daily Membership submitted by the Allentown School District to the Charter School.

4. A description of monitoring procedures performed to ensure implementation of the corrective action steps-Roberto Clemente Charter School Board and Administration have an internal monitoring system to evaluate all of RCCS programs and general policies and procedures. As part of the effort of correcting the findings of the auditor performance report. In September of 2006, we established a yearly monitoring procedure to ensure compliance with the filing of Statements of Financial Interests by public officials and the school administrator required reports. We monitor the success of meeting annual measurable goals by analyzing data quarterly and developing plans to close the identified gaps and needs.

SECTION VII. FACILITY RESPONSIBILITIES

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

$16,190 Spent on computers/upgrades.

$17,636 Spent on instructional equipment other than computers.

$14,841 Spent on building equipment including classroom furniture and security equipment/upgrades.

$2,448 Spent on software, licenses/upgrades.

Future Facility Plans and Other Capital Needs

Due to the current economic status of the state and nation, plans to expand Roberto Clemente Charter School are currently postponed.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The Roberto Clemente Charter School has complied with health and safety requirements by implementing and conducting the following activities and practices:

The Administrative staff conducted a detailed seminar for all new and existing teachers during staff orientation week in August of 2009. Both fire prevention and fire drill procedures were reviewed in detail by the Mentoring Director and Security Guard. Additional Safety and Security procedures were reviewed as part of the required Student Handbook and RCCS Policies and Procedures group reading. A detailed question and answer period followed this designated reading to ensure all safety standards for RCCS were covered. Health and Safety areas were reviewed with students during the first week of school and documentation was placed in student files to verify they had been instructed on safety issues.

Monthly fire drills were conducted and all necessary records were maintained including date, time, time for total evacuation, accountability of all students and staff (attendance books were required for staff to complete during all drills), and documentation was completed if any disciplinary issues transpired during the drill.

Two seminars were conducted by the Mentoring Coordinator to review fire extinguisher usage, and emergency evacuation procedures. In February of 2008, we developed a safe school (crisis response plan) for 2/29/08 threat. We conducted a drill for the whole school day and we were successful in our procedures All students were required to attend this seminar.

All staff was instructed on how to handle inclement weather issues. A detailed plan was introduced and given to staff members for review and implementation guidelines in the case of a weather emergency were clearly outlined.

All RCCS students completed two BMI tests and results were reviewed by Nurse's Aid to prepare our students for future mandated BMI programs from the state of Pennsylvania. We received physicals for 6th and 11th graders. We also request health update forms for all students from 6th to 12th grade.

Prior to entering the building each morning, all students were scanned by a metal detector to verify that weapons were not being brought into the school. This exercise was conducted by the

full time security guard at RCCS. Other administrative members assist in the process of security.

The Roberto Clemente Charter School contracts with the Allentown School District to provide nursing services. RCCS follows the policies and procedures of the Allentown School District. We employ a registered nurse who is on site full time. The following records are evidence of maintaining health and immunization records as well as providing evidence that the Request for Reimbursement and Report of School Health Services has been submitted.

The Immunization Health Records are kept under lock and key by the RCCS Nurse. The records are alphabetized and segregated by grade to ensure highly organized and accessible files. A copy of the Immunization Law Report is included with this response to serve as evidence.

The Request for Reimbursement and Report of Health Services has been submitted and a copy of that report is is included with this response as evidence.

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

- Wellness Policy and Program
- 2009-20010 HEALTH REIMBURSEMENT REQUEST

Current School Insurance Coverage Policies and Programs

Capital Blue Cross (#005004170000)-Health/Vision Insurance

Delta Dental (#7414-1021)-Dental Insurance

North American Benefits (#8546000001)-Life Insurance, Short-term/Long-term Disability Insurance

Fort Dearborn (#F410H20)-Additional Life Insurance

Certificate of Liability Insurance is attached.

Current School Insurance Coverage Policies and Programs - Attachment

- 2009-2010 Certificate of Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2009-2010 school year, Dr. Maritza Robert was the CEO/Principal of Roberto Clemente and Damian Romero was the Assistant Principal. There were 22 teachers, 6 teacher aids, one certified nurse, two technology administrators, two fiscal administrators, one after-school program coordinator, one staff member in the area of student services, two staff members

in the area of security, one mentoring director, and one administrative assistant. Of the 47 staff members, 45 will be returning for the 2010-2011 school year.

Quality of Teaching and Other Staff - Attachment

- 414: 2009-2010

Student Enrollment

A child may be enrolled in the Roberto Clemente Charter School based on one of the following criteria:
A. A student is promoted from the previous year;
B. Receipt of a transfer card from the previous school within the state; or
C. Documentation from another state that the student is transferring.

If the number of requests to attend exceeds the number of available slots at a given grade level, a lottery will be conducted to distribute the spaces among all eligible applicants in a fair and impartial manner. Preference should be given to siblings of students currently enrolled at the school. Students will be admitted as their name are drawn. Names should continue to be drawn even after all spaces are filled to establish a waiting list, with students being placed on the waiting list in the order in which their names are drawn.

Student Enrollment - Attachment

- 2009 Enrollment Procedures

Transportation

The charter school uses the Allentown School District policy. Students must live 1.5 miles or farther to qualify for transportation. Currently, there are no accommodations needed for special education students.

Food Service Program

RCCS participates in the National School Breakfast and Lunch Program, and participates in the Free and Reduced Lunch Breakfast and Lunch Program. 91% of students qualify for free or reduced lunch.

Student Conduct

Any disciplinary action taken by the school is intended to benefit the student by improving attitude and subsequent behavior. The disciplinary options available to the school are regulated by law and school policy. The disciplinary option chosen depends on (1) the nature of the offense, (2) the nature of the student's previous behavior, and (3) stated policy or precedent based on previous actions. Potential disciplinary actions included: detention, in school suspensions, Saturday detentions, out of school suspensions and expulsions.

At the beginning of each school year, teachers are required to create and implement a classroom management plan to address student behavior and
expectations.

Student Conduct - Attachments

- Disciplinary Actions
- 2009 2010 Disciplinary Guidelines
- 2009-2010 Safe Schools Report

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Roberto Clemente CS within Carbon-Lehigh IU 21 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 Roberto Clemente 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: Maritza Robert **Title:** Dr.
Phone: 610- 439- 5181 **Fax:** 610- 435- 4731
E-mail: MaritzaRobert@AOL.COM

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Samuel Polanco **Title:** Dr.
Phone: 610- 439- 5181 **Fax:** 610- 435- 4731
E-mail: MaritzaRobert@AOL.COM

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

Identify the charter school's Special Education Contact Person.
Name: Crystal Ehlinger **Title:** Ms.
Phone: 610-439-5181 **Fax:** 610-435-4731
E-mail: MaritzaRobert@AOL.COM

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- 2009 - 2010 Signature Page