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# Pennsylvania Department of Education

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

**Charter Annual Report**  
**Friday, February 11, 2011**  
**(Last Accepted: Friday, February 11, 2011)**

**Entity:** Folk Arts-Cultural Treasures CS  
**Address:** 1023 Callowhill St  
Philadelphia, PA 19123

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2009 - 2010

**Name of School:** Folk Arts-Cultural Treasures CS

**Date of Local Chartering School Board/PDE Approval:** March 9, 2005

**Length of Charter:** 5 years    **Opening Date:** September 2005

**Grade Level:** Kindergarten - 8    **Hours of Operation:** 8:00 am to 6:00 pm

**Percentage of Certified Staff:** 97%    **Total Instructional Staff:** 36

**Student/Teacher Ratio:** 12:1    **Student Waiting List:** 399 students cumulative for grades K-8

**Attendance Rate/Percentage:** 95.31%

## Summary Data Part II

Enrollment: 451 Per Pupil Subsidy: \$8087.88

### Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	318
Black (Non-Hispanic):	95
Hispanic:	17
White (Non-Hispanic):	6
Multicultural:	18

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
86%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 64

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	164	168	168	0	514
Instructional Hours	0	0	888	910	994	0	2853.5

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

The Folk Arts-Cultural Treasures Charter School opened in September of 2005 with a mission to provide children with an academically strong education that fosters a love of learning and engages students with their own cultures and communities as well as others in our city, country and world. Located in the city of Philadelphia's Chinatown community, FACTS brings to Chinatown a publicly-funded institution dedicated to the children of Philadelphia. FACTS serves a very diverse population of elementary students who come from many different backgrounds. Our student body is comprised of Chinese, Cambodian, Vietnamese, Indonesian, Lao, Dominican, Puerto Rican, Mexican, African, African American and European American students. 86% percent of our students qualify for free or reduced lunch, and 24% qualify for active ESL services and over half speak a language other than English at home. In the 2008-2009 we grew to our maximum capacity as a K-8 school. We currently serve approximately 450 students.

### Mission

The Folk Arts-Cultural Treasures Charter School (FACTS) will provide children with an exemplary education that utilizes traditional arts and cultures found within their own neighboring communities as the catalyst for critical inquiry and community engagement. Based in Philadelphia's Chinatown community, FACTS will provide children with an education which has high academic standards, is truly community based, incorporates and respects the lives of students and their families, engages students in understanding their own cultures and communities, and engages students in understanding their role as active participants in working for a just society.

## **Vision**

FACTS embodies a unique and focused vision of arts-based education centering on folk arts. The arts act as a keystone in the life and culture of the school as they embody the ideals which are most meaningful to the community they represent. Just as children need to be physically healthy, they need to be culturally healthy as well. Folk arts serve as a vehicle to bridge children to their elders, the school to its communities, and members of the school community to one another.

We have high aspirations for all our students. The school seeks to develop our students as whole human beings and contributing citizens. The knowledge they need to be successful is intertwined with and interdependent upon the experiences that our students face in their homes and their communities. FACTS seeks to create a learning environment that embraces these communities and the wisdom they contain. FACTS will build our community;

- by weaving folk arts and folk traditions into the fabric of our school;
- by utilizing place-based learning and actively encouraging participation from parents, artists, and community members in creating the culture and traditions of the school;
- and by modeling life-long learning as we continually assess our work, strive for improvement, and learn from our experiences and the best practices of others.

## **Shared Values**

FACTS believes in providing children with a strong academic program that is marked by high standards, supports inquiry-based learning, and incorporates innovative research-based pedagogy. The FACTS faculty and staff are committed to achieving the academic goals outlined in this report.

## **Academic Standards**

FACTS utilizes the content standards of Pennsylvania as the baseline for content instruction. In addition, FACTS has developed its own set of standards for folk arts which are also incorporated in the curriculum.

For its core academic program FACTS uses Reader's and Writer's Workshop for literacy instruction in grades K-8. Singapore (or International) Math is used in our K-8 math program, all 8th Grade students take Algebra 1. We utilize FOSS science kits and Singapore Science to support inquiry based science education. Nystrom mapping program and teacher made materials are used to support our social studies curriculum. In 6th and 8th grade, the students utilize A History of US. We analyze all our programs to ensure that Pennsylvania standards within the content areas are met. In addition, our school has developed our own set of Folk Arts standards which we also include among the standards our students are expected to meet. We also offer Mandarin Chinese to all children beginning in kindergarten. Children who begin with us are expected to reach intermediate levels of proficiency in Chinese by the time they exit 8th grade. Classes are divided between heritage and non-heritage speakers and we address both the linguistic developmental needs of both groups. Finally, all students receive a minimum of 1 period a week of art, music and physical education.

At FACTS, in order to ensure a high level of teacher quality, all teachers teach a content specialization. For each grade from 1-5, one teacher teaches both classes English Language Arts and another teaches Math and Science. Teams of teachers also loop with their students for 2 years. At least 3 periods of common planning time are rostered into the schedule to allow teachers to meet collaboratively in order to plan and evaluate student progress. In addition, regular meetings with the Special Education and ESL teachers take place in order to maximize both pull-out and push-in instruction. In addition, FACTS hires part-time tutors to work in small group instruction with students who are struggling in the various content areas.

## **Strengths and Challenges**

As we complete our 5th year as a school FACTS has been able to acquire a range of academic and social data on students in order to give us a better handle on our strengths and needs as a school.

Overall, we have been pleased with the growth we have made in the school's performance over time. In general, we have seen a 20% rise in student achievement over the last 5 years in all tested content areas. A particular area of strength for us is Math scores, which continue to grow each year. Another area of strength was our daily attendance rate which was over 95%. Student participation on the PSSA was over 99%.

We hope to make the AYP targets by continuing to make modest and realistic improvements of 5-7% increases in reading and math scores for the whole school including all relevant subgroups. In 2009 we met this goal as overall PSSA Math scores rose from 41% in 2006 to 74% in 2009. PSSA Reading rose from 28% in 2006 to 59% in 2008.

We are, however, concerned about an Achievement Gap which exists between the Asian American and African American subgroups in our school. We have chosen to address this issue in several ways. First, math and reading tutors were hired to work in small groups with students who were struggling in math and reading. 46% of the students receiving additional support showed improvement of at least one achievement level on the PSSA. 35% of the students moved from basic to proficient on the Reading PSSA. In addition, a portion of our professional development has been focusing on issues of race, class and culture in order for our teachers to develop greater understanding of the students we serve.

FACTS is comprised of a large population of ELL students. Our ESL population has shown significant growth with a large number of students able to exit the ESL program this year. ELL students are also a priority group to be serviced in both Reading and Math. ELL students receive pull-out services in small groups based upon their English proficiency and academic needs as well as push-in services and accommodation services from the ESL teachers.

The initial data indicates that the Special Education sub-group needs focused attention as well in order to mirror the progress of the rest of our school. Next year the special education coordinator will be working with the special education and content area teachers in order to better address the needs of these students.

Finally, as a result of our reading scores, FACTS made the decision to implement Readers and Writers Workshop. FACTS has provided intense professional development to staff in order to implement this program. We are also continuing to develop curriculum maps in literacy and math in order to ensure that students are receiving an articulated curriculum which scaffolds appropriately for students' academic development.

We are in the initial stages of developing an articulated K-8 program in Science. A draft of this program should be in place by September 2010.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

The FACTS Board of Trustees knows the importance of long-term strategic planning as we transition out of the start-up stage and into the next phase of organizational development. We have begun the process of implementing tighter administrative procedures and stronger human resource systems. As well, we realize the need to pursue increased funding streams, and to deepen community and family support. The Board also understands that effective strategic planning can only happen under the umbrella of clear and well-communicated mission, vision, and structure.

In 2008-2009, the Board and administration continued on working to resolve issues around our mission and vision clarity. Preliminary organizational charts and revised and updated job descriptions were developed. Throughout that school year, through the diligence, hard work, and input of the school's many stakeholders (teachers, parents, administrators, support staff, artists and community members) preliminary work on the strategic plan was initiated. The Board engaged the services of a private consultant who helped us synthesize all the input and finalize the strategic plan with the goal of reviewing the school's progress and identifying, concentrating, and outlining opportunities for further development.

The resulting plan, completed in December of 2009, expresses the FACTS mission, a vision for the next five years, and broad goals and strategies for advancing that vision. It attempts to provide mission-centered direction to the CEO, the management, and the staff as FACTS fine-tunes its aspirations to be an excellent school and more.

This process came at a critical juncture as FACTS, after its first five years of operation, was selecting a new principal to lead the school. The board wanted the strategic plan to provide a direction and basis for the school community to move forward together, while retaining enough flexibility for a new leader to assess the current situation and devise annual implementation plans. These implementation plans—developed by the Principal and CEO, approved by the board, and communicated to the school community at large—will spell out priorities and the specific tactics that the board, Principal and staff will use to realize the strategic plan’s vision and goals in each fiscal year in the following areas: Student Performance, Curriculum and Program, Diversity, Stakeholder Involvement, Governance and Management, and Resources.

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Bret Flaherty	FACTS Board of Trustees and Parent	Board Member	Board
Deborah Wei	Principal / CEO	Administrator	Board
Germaine Ingram	FACTS Board of Trustees	Board Member	Board
Hao-Li Tai Loh	FACTS Board of Trustees	Board Member	Board
Janeya Hisle	Chief of Staff	Administrator	Board
Kramer, Vicki	Consultant	Other	Board
Nakawatase, Ed	Board Member	Board Member	Board

## Goals, Strategies and Activities

### Goal: Continuing Professional Development

**Description:** Continuing professional development in math, reading, writing, and science.

#### Strategy: Analysis of 2009 PSSA Data

**Description:** Staff will examine and analyze 2009 PSSA Reading and Math Data in relation to subgroup performance and performance indicators. Staff will look at classroom performance trends in reading and math.

#### Activity: Understanding Student Achievement Data

**Description:** Teachers will attend a professional development sessions designed by the Assessment , Intervention, and Accountability Manager that are focused on understanding student achievement data.

Person Responsible	Timeline for	Resources
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### Implementation

Max Klink	Start: 8/26/2009 Finish: 6/25/2010	-
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#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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6.00	3	38
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Folk Arts Cultural Treasures Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>Teachers will gain an understanding about how to interpret student achievement data and how to use it to improve instruction and identify struggling students.</p>	<p>Understanding student achievement data is essential to improving student performance in the classroom.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>
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*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the

ability to access and use appropriate data to inform decision-making.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> </ul>

### Follow-up Activities

### Evaluation Methods

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| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> </ul> |
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**Status:** Complete

### **Strategy:** Math Professional Development

**Description:** Math professional developments will focus on mastering Singapore Math curriculum and instructional delivery.

## Activity: Singapore Math Professional Developments

**Description:** Professional developments will focus on the lesson design and instructional delivery of Singapore math curriculum.

Person Responsible	Timeline for Implementation	Resources
Davidson, William	Start: 10/2/2009 Finish: 4/23/2010	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	6	12
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Folk Arts Cultural Treasures Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn and master the lesson design and instructional delivery of Singapore Math.	It is a best practice to be competent and fluent in the instructional delivery of the school's adopted math curriculum.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum,</li> </ul>

instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> </ul>

**Status:** Complete

**Strategy:** Reading Professional Development

**Description:** Continuing professional development goals for reading include development on Lucy Caulkin's Reader's Workshop model, Benchmark assessments, and instructional strategies.

### **Activity: Reader's Workshop Professional Development**

**Description:** Professional development will focus on the integration and mastery of reader's workshop for teachers in grades K-8.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Whitney, Erin	Start: 8/31/2009 Finish: 3/15/2010	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	6	24

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Folk arts Cultural Treasures Charter School	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Teacher will gain knowledge of the instructional practices and methodology of Reader's Workshop.	It is a best practice to master and understand the delivery of the instructional model in use.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>
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*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> </ul>

**Follow-up Activities                      Evaluation Methods**

<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> </ul>
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mentoring

**Status:** Complete

## **Strategy: Science Professional Development**

**Description:** The professional development in science will focus on refining the science curriculum and providing support for instructional delivery in science.

### **Activity: Science Professional Developments**

**Description:** Teachers will learn best practices for instructional delivery and lesson design of inquiry based science.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Carumbo, Cristobal	Start: 11/2/2009 Finish: 4/23/2010	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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3.00

3

14

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
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Folk Arts Cultural Treasures  
Charter School

- School Entity

Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Teachers will learn about lesson design and delivery strategies for inquiry based science.

It is a best practice to learn about and master the instructional delivery model adopted by the school.

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and

use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

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<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li></ul>	<ul style="list-style-type: none"><li>• Science and Technology</li></ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to</li></ul>	<ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Classroom student assessment data</li><li>• Review of participant lesson plans</li></ul>

- meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

**Status:** Complete

## **Strategy: Writing Professional Development**

**Description:** Writing professional developments will focus on Lucy Caulkin's Writer's Workshop, conferencing with students, and best practices in instructional delivery.

### **Activity: Writer's Workshop Professional Development**

**Description:** Teachers will learn about the Writer's Workshop methodology, lesson design, and student writer conferencing.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Whitney, Erin	Start: 10/2/2009 Finish: 4/23/2010	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	6	18

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Folk Arts cultural Treasures Charter School	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Teachers will learn and master lesson planning and instructional delivery for the Writer's Workshop curricular model.	It is a best practice to learn and master the curriculum that has been adopted by an institution.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to</li> </ul>

interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> </ul>

**Follow-up Activities**                      **Evaluation Methods**

<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> </ul>
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- peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Classroom student assessment data
- Review of participant lesson plans

**Status:** Complete

## **Goal: READING**

**Description:** At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

### **Strategy: Analysis of 2009 PSSA Data**

**Description:** Staff will examine and analyze 2009 PSSA Reading and Math Data in relation to subgroup performance and performance indicators. Staff will look at classroom performance trends in reading and math.

### **Activity: PSSA Reading Data Analysis**

**Description:** Analyzing 2008 PSSA Reading Data in relation to subgroup performance and performance indicators. Analyzing educational trends in reading classrooms.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Max Klink	Start: 8/26/2008 Finish: 8/26/2008	\$3,800.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
7.00	1	34
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

Folk Arts - Cultural Treasures Charter School

- School Entity

Approved

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**Knowledge and Skills**

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**Research and Best Practices**

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**Designed to Accomplish**

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Having just received the 2006-2007 PSSA Data, this session will be the first introduction for FACTS new and returning faculty regarding student performance data. Faculty will participate in activities that focus on data analysis of performance indicators and NCLB subgroup performance. Faculty will also work jointly to develop best practices and strategies for meeting the targeted needs of students. Data will be used to identify at risk students in particular who will be recognized as in need of supplemental instructional services. Teachers will work together to fine tune their Understanding By Design lesson plans to reflect the indicated skill and performance benchmarks.

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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**Educator Groups Which Will Participate in this Activity**

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**Role**

**Grade Level**

**Subject Area**

- Classroom teachers
- Principals / asst. principals
- Other educational specialists
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- Reading, Writing, Speaking & Listening

### Follow-up Activities

### Evaluation Methods

- | Follow-up Activities  | Evaluation Methods   |
|---|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Journaling and reflecting</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul> |

**Status:** Complete

## 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

FACTS incorporates the following in its approach to instructional delivery:

Looping: Looping refers to the practice of keeping groups of students together for two or more years with the *same* teacher. This practice allows children and their parents to develop deep relationships over time with a specific adult or group of adults. It also allows teachers to “hit the ground running” in subsequent years as they are already familiar with the students they are teaching.

Content Specialization: FACTS is committed to allow teachers the chance to specialize in specific content in order to hone their skills within that content area. Looping within a specified content also allows teachers to better understand trajectory in the content area — what students need to know and be able to do across a multi-year span.

Collegial Planning: FACTS structures are designed to support and encourage teachers to meet and to discuss their questions and concerns about both content and students. Common preps are scheduled both across grades and across content in

order for teachers to have time to meet. Special Education and ESL teachers are expected to meet regularly with classroom teachers as well.

Student inter-generational relationships FACTS believes it is healthy for all the students to develop relationships across grades. This allows for older students to develop their roles as role models and allows younger children to feel that they have relationships with older “brothers and sisters” in the school. This also can support academic development among the older students as they may be called on to tutor and support the learning of the younger students.

#### Grades K-6

In FACTS, kindergarten is self-contained. Each class grades 1-6 share 2 teachers — one teacher teaches 2 classes in English language arts. The other teacher teaches 2 classes in math and science. Both teachers teach social studies to their classes. All students also have classes in Health, Music, World Language (Art, and Physical Education).

#### Grades 7 and 8

The middle school students cycle between reading, math, social studies, and science daily. World language (Chinese) classes are taught 3 times a week to each class. All students also have classes in Health, Music, Art, and Physical Education.

### **Literacy Instruction at FACTS**

At the Folk Arts-Cultural Treasures Charter School, we follow the Readers and Writers Workshop model for literacy instruction, out of the Columbia/ Teacher’s College Reading and Writing Project. Within this Balanced Literacy framework, the majority of time in reading class is spent with students reading self-selected trade books at their independent level, while the teacher(s) engage students in individual reading conferences and/or small guided reading or strategy groups. The majority of time in writing class is spent with students writing independently, within a particular genre, and taking their ideas through the writing process from generating ideas through publishing. The teacher(s) engage in writing conferences with students or may run small strategy groups. The workshop period always starts with a mini-lesson to highlight a particular skill or strategy. Outside of the workshop, there are Word Study blocks, during which grades K-2 use the Foundations program, and grades 3-6 use Sitton Spelling to address phonics, spelling, and word study. There are also specific periods for reading aloud to students daily.

At FACTS, we have a large percentage of students who are English-language learners, and also many students with IEPs. With the implementation of the Workshop model for teaching reading and writing, we have implemented close to a full-inclusion program where the majority of instruction takes place within the regular education classroom. We also have a tutoring program which provides intervention and support services.

### ***Key Components***

#### **Classroom Libraries**

Every classroom has a leveled library. Books are leveled using the Fountas and Pinell leveling system. Students are taught how to select “Just Right” books, both by telling

them what color book to choose, and strategies to use if the book level is not indicated.

### **Mini-lesson**

The teacher delivers a short, concise mini-lesson of approximately ten minutes, with a clear teaching point or objective. The mini-lesson contains a Connection, Teaching, Active Engagement, and a Link.

### **Independent Reading**

Students read self-selected, "Just Right" books independently for 10-40 minutes, depending on grade level (***K: 10 minutes, 1<sup>st</sup> -2<sup>nd</sup> :20 minutes, 3<sup>rd</sup>-8<sup>th</sup>: 30-40 minutes***) Students may complete short written responses to their books (sticky notes), and all students complete reading logs. Independent reading takes place daily in the K-5 classrooms, and three days per week in the 6-8<sup>th</sup> grades. At times, students may engage in focused partnership or Book Club conversations about the books they are reading. All students are expected to read at home every night.

### **Independent Writing**

Students engage in a stage of independent writing focused on a particular genre: collecting ideas, free-writing, drafting, revising, editing, or publishing.

### **Conferring and Small Group Instruction**

In addition to monitoring the classroom and ensuring a focused learning environment, the teacher(s) in the classroom conduct 5-10 minute individual reading or writing conferences, and/or conduct small groups, such as Guided Reading or Strategy Groups. ESL and/or Learning Support teachers often work with their students at this time.

### **Interactive Read-Alouds**

Teacher models reading strategies, and gives students opportunities to talk to a partner or within a group about the book. Students listen actively to the read-aloud, and may participate in conversations with a classmate or group. Students may also complete short written responses to the read-aloud (ie. sticky notes). (*see below for scheduling concerns*)

### **Shared Reading**

Teacher models reading strategies using a common text, and gives students opportunities to talk to a partner or within a group

### **Word Study**

In the lower grades, students engage in activities designed to teach phonics, phonemic awareness, and word attack strategies. Skills are reinforced in the Readers Workshop, but devoted time for direct instruction using the Foundations/ Wilson program takes place daily. In grades 3-8, the focus is more on spelling patterns, and direct instruction is delivered using Sitton Spelling.

### **Math Instruction at FACTS**

FACTS utilizes Singapore Math as its curriculum. Singapore Math is a richer Math curriculum than traditional American texts, because it creates a strong foundation of number sense, place value, and part-whole relationships. A typical U.S. text covers approximately 28 topics in a school year, while Singapore Math covers 12 and goes more in depth with them. Singapore Math provides a balance between drill and creative problem solving. The Singapore approach moves along to more abstract math concepts in a highly rational way. The Singapore approach also encourages problem solving skills and creative thinking.

### **Science Instruction at FACTS**

FACTS implements a combination of Singapore Science textbooks and Foss Discovery Science Kits. Students are engaged in science inquiry learning. The curriculum is divided into three broad subject areas: Life Science, Earth - Space Science and Physical

Science. The content for each of these areas is organized around **Enduring Understandings** (also known as Essential ideas) that are foundational to the learning of a given science subject area. The Enduring Understandings are distillations of content knowledge and highlight the ideas that are central to a specific subject area. The Enduring Understandings are supported by the National Science Foundation's Science Education standards, the American Association for the Advancement of Science (AAAS) 2061 Benchmarks, the National Science Teacher's Association (NSTA), and curriculum documents from Delaware DOE, California DOE and Massachusetts DOE. The enduring understandings for the FACTS science curriculum are organized around five broad conceptual themes which structure our national science education standards. The themes are as follows:

Systems Order and Organization  
Evidence, Models and Explanations  
Change Constancy and Measurement  
Evolution and Equilibrium  
Form and Function,

FACTS has identified science instruction as an important area for professional development for the 2010-2011 school year. A science specialist is employed and will continue next year to help deepen the science curriculum and support teachers in developing their ability to teach science.

### **Social Studies at FACTS**

FACTS has 6 school-wide themes which serve as a basis for social studies curriculum exploration throughout the school. In addition, FACTS integrates many of its folk arts standards in to social studies. For geography studies, FACTS utilizes materials from Nystrom. In addition, in 5th and 8th grades, FACTS utilizes *A History of US* by Joy Hakim (Oxford University Press). Sixth grade and 7th grade social studies is devoted to World Cultures and geography. FACTS utilizes teacher created curriculum which make great use of primary sources.

### **Chinese at FACTS**

All students in grades K-8 receive a minimum of 1 period a week in Chinese language instruction. Each class is divided into two subgroups - heritage Chinese and non-heritage Chinese. heritage students are students who speak Chinese at home and they receive instruction to develop their Chinese languages skills. Non-heritage students speak a language other than Chinese at home and receive instruction in Chinese as a world language.

### **Arts and Physical Education at FACTS**

Every student in grades K-8 receive 1 period of art, 1 period of music and 1 period of physical education each week. In addition, every student in grades K-5 sing in a choir. We also have additional artistic residencies and ensembles in a wide range of art forms.

### Support for students performing significantly below standards in literacy and math skills

This year, FACTS continued a program of tutoring so that instruction targeting specific needs can be delivered either to individuals or in small groups. FACTS serves

as a site for student teacher placements from a number of area colleges and universities and these student teachers also often help take on small groups. FACTS has a CSAP process that requires the CSAP teams for each grade to meet once a week and to provide timely recommendation for struggling students. Accommodations are implemented in Tiers 1 and 2 with testing for special needs available at Tier 3. Students who are found eligible for an IEP or NOREP are provided services as recommended.

## **Rigorous Instructional Program - Attachments**

- Induction Approval
- ACT48 Approval Letter 2010-2015

## **English Language Learners**

### ESL Guidelines

Students are tested for entry into ESL services based on the result of the home language survey.

### W-APT

The W-APT is the primary criteria for entering ESL services, but is not the sole determining factor. The W-APT tests students across four domains -listening, speaking, reading and writing- at the appropriate grade level. The results of the W-APT indicate the English proficiency level of the student: entering, bridging, developing, expanding, bridging, and reaching.

Students will be entered into the ESL program if the overall composite score is less than 5.0. The students' backgrounds are also taken into account before final determinations are made regarding placement into the program. Background information is collected from parents or guardians.

All students enrolled in the ESL program must participate in the annual state English language proficiency test. Currently, the state of Pennsylvania is using the WIDA. Results from WIDA help the ESL program evaluate individual student progress and the evaluation of the program as a whole to determine the success of the program and possible improvement plans.

### Reassessment, Exiting and Monitoring of ESL Students

Exiting of ESL services will be based on multiple criteria set by the Pennsylvania Department of Education:

(Excepts taken from Pennsylvania Department of Education rev. 12-26-07)

The exit criteria provided below for English Language Learners (ELLs) represent valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program. FACTS utilizes the Pennsylvania State exit criteria for ELL's as the criteria to determine exiting from the ESL program.

In order to meet the required state exit criteria for Pennsylvania's English language instructional programs for ELLs, FACTS uses both of the required exit criteria listed below. In addition, FACTS ensures that students meet one of the two additional exit criteria provided below to exit from an English language instructional program:

Required Exit Criteria:

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

**SPECIAL CIRCUMSTANCES:**

- 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.

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

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.

NOTE: The W-APT may ONLY be administered to a student once in any school year.

Grade Level	ACCESS Score	Required W-APT Scores*
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K-5	4.6-4.9	5.5 in each domain
6-8	4.7-4.9	5.5 in each domain
9-12	4.8-4.9	5.5 in each domain

\* A student must score 5.5 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.

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).
2. Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA.
3. Teacher observation and anecdotal records
4. Portfolio evaluation

Monitoring:

Students who exit ESL services will be monitored for two years and can reenter the program at any time based on the multiple criteria listed above.

An ESL student with an IEP may be exited based on the criteria set forth under the Pennsylvania Department of Education with conjunction of reasonable accommodations written into the IEP. After exiting, students will be monitored to ensure their needs are not based on English language issues.

Other:

ESL students cannot be categorically excluded from gifted/talented or other specialized programs.

ESL students can qualify for multiple services, for example an ESL student with special education needs would receive both services. ESL services will be written into IEPs. ESL teachers will also participate in all IEP meetings.

## English Language Learners - Attachment

- 2009-10 ELL Report

## Graduation Requirements

This is Not Applicable. The Folk Arts Cultural Treasures Charter School is a K-8 school.

## Special Education

In 2009-2010, FACTS employed a Special Education Coordinator and three special education teachers, all were full time. Additionally a school psychologist worked part time evaluating students, and two assistants provided resource room and push-in support for students in accordance to their IEPs as well as support for teachers in differentiation of instruction. FACTS has also successfully implemented a CSAP process to identify students with special needs, with psychological testing carried out by our licensed school psychologist. Speech services, Occupational Therapy, and Physical Therapy were contracted out this year. Additionally FACTS also continued to develop our early intervening services to check students' response to interventions before they are recommended for evaluation.

## Special Education - Attachment

- Special Education Policies and Procedures

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Danielle Pindell	1.0	Supervisor	Folk-Arts Cultural Treasures Charter School	0	Learning Support K-8
Caroline Gregg	1.0	Learning Support	Folk-Arts Cultural Treasures Charter School	24	Learning Support 3-5
Sean Whitney	1.0	Learning Support	Folk-Arts Cultural Treasures Charter School	12	Learning Support 6-8
Galen Fitzpatrick	1.0	Learning Support	Folk Arts Cultural Treasures Charter School	14	Learning Support K-2
Sofia Ginzburg	0.5	Psychologist	Folk Arts Cultural Treasures Charter School	0	Learning Support K-8

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Pediatric Therapeutic Services	.30	Speech Therapy	Folk-Arts Cultural Treasures Charter School	30	Dorothy Kogan
Pediatric Therapeutic Services	.2	Occupational Therapy	Folk-Arts Cultural Treasures Charter School	11	Cecile Lefebvre-Burgert
Pediatric Therapeutic Services	.025	Physical Therapy	Folk-Arts Cultural Treasures Charter School	1	Kristy Hack

### Special Education Program Profile - Chart III

Title	Location	FTE
Learning Support Teacher	Folk Arts Cultural Treasures Charter School	1.0
Learning Support Teacher	Folk Arts Cultural Treasures Charter School	1.0
Learning Support Teacher	Folk Arts Cultural Treasures Charter School	1.0
School Psychologist	Folk Arts Cultural Treasures Charter School	0.5
Dean of Students -- Guidance	Folk Arts Cultural Treasures Charter School	0.2
Social Worker	Folk Arts Cultural Treasures Charter School	0.5
Learning Support Supervisor	Folk Arts Cultural Treasures Charter School	1.0
Learning Support Assistant	Folk Arts Cultural Treasures Charter School	1.0
Learning Support Assistant	Folk Arts Cultural Treasures Charter School	1.0

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Pediatric Therapeutic Services	Speech Therapy	16 hours per week
Pediatric Therapeutic Services	Occupational Therapy	6 hours per week
Pediatric Therapeutic Services	Physical Therapy	1 hour per week
Pacific Interpreters	Translation	1 hour per week

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Reading	No	No	No	Yes	Yes	Yes
PSSA Math	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
PSSA Science	No	No	No	No	Yes	No

Terra Nova Reading	No	Yes	Yes	No	No	No
Terra Nove Math	No	No	Yes	No	No	No

## Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA Reading	Yes	Yes	Yes	No	No	No	No
PSSA Math	Yes	Yes	Yes	No	No	No	No
PSSA Writing	No	No	Yes	No	No	No	No
PSSA Science	No	No	Yes	No	No	No	No

## Student Assessment

A.)

The data analysis of the PSSA revealed that the Folk Arts Cultural Treasures Charter School is making progress towards achieving AYP benchmark goals in reading and math. The school made AYP for 2009 through Safe Harbor and Confidence Interval accommodations.

The subject that continues to require the most improvement is Reading. Improvement is evident in the overall rise of student proficiency from 29% in 2006 to 59% in 2009. All sub-groups showed improvement in reading proficiency. Despite this growth the achievement gap between Asian and black students grew by 6% from 2008 with 65% of Asian students and 39% of black students scoring proficient on the reading PSSA. Our analysis revealed that all grades and subgroups showed a need for improvement in fundamental comprehension and reading skills in fiction and non-fiction text. As such, the most important instructional priority lies in improving the reading content area with an emphasis on improving the black subgroup, which was the lowest scoring subgroup.

Additionally the Developmental Reading Assessment (DRA) is used in evaluation of reading levels. This is done three times a year in grades K-2 and twice a year in grades 3-7. The reading levels from the DRA mirrored the results from the PSSA Reading test in a whole school and subgroups. In short all test data points to the same areas and subgroups that were of academic concern on the PSSA.

To address achieving improving reading proficiency focused Professional Development in Literacy were conducted throughout the 2009-2010 school year. This included in-house literacy development and teacher study groups to develop instructional practices to utilize with Readers and Writers Workshop. In addition, our literacy teachers attended a workshops and classes at the Columbia University Teacher's College for focused training on implementing Reader's and Writer's Workshop in August 2009.

The achievement gap analysis made evident that there was a gap between Asian and African American students and also Asian and ELL students. We recognized that the large number of ELL students in our school require additional ESL support in order to ensure that modifications and adaptations as well as specific ESL services are in place for our ELL students.

We were awarded a competitive Title IID EETT grant and purchased and installed six Promethean interactive whiteboards in our middle school content area classrooms. Additionally three mobile Promethean Interactive Whiteboards were purchased for use in the ESL pull out

classrooms. Teachers were provided professional development on how to use this technology in August 2009.

Six tutors were hired to continue the interventions with struggling students in reading and math. Student achievement was monitored throughout the year to measure the effectiveness of the tutors.

Math proficiency continued to rise from 45% in 2006 to 72% in 2009. The school made the 2009 AYP Math target in grade 3, 4, 5, 6, 7 and 8. All subgroups showed improvement in math proficiency. In a similar manner to reading the achievement gap between Asian and black students widened by 7% from 2008. 86% of Asian students and 43% of Black students scoring proficient on the 2009 PSSA from 2008. The areas requiring improvement in Math were computation and data analysis. The data analysis problems are directly linked to the issues in reading skills. As such, the instructional issues we strive to improve in both Math and Reading correspond with one another. Comprehension and Data Analysis were chosen as areas targeted for instruction to increase student achievement. There were curriculum meetings to address these problems and better embed the areas of weakness into instructional focus. A part-time Math Coordinator was added to the staff for the 2009-10 school year. This coordinator pushed into classrooms to help struggling teachers best implement the Singapore Math curriculum and also supported the placement of tutors for small group intervention.

The Terra Nova was given to students in Grades 1 and 2 in April of 2009. Grade 1 took the Reading Assessment. 73% of the students were projected to be Proficient or Advanced on the Reading PSSA. Help with Fundamentals was cited as the most common need area for struggling students. Grade 2 took the Reading and the Math sections. 73% of the students were projected to be Proficient or Advanced on the Reading PSSA. 89% of the students were projected to be Proficient or Advanced on the Math PSSA.

Curriculum mapping of the reading and math content areas in grades K-8 continued during the 2009-10 school year. Teachers met during the summer of 2009 to create master maps for the content areas. Throughout the school years teachers continued to record diary maps of what was taught. These diary maps will be compared the master maps during the summer of 2010 to determine if any adjustments need to be made in the master maps. Teachers will be continuing this process through the 2010-11 school year.

B.)

Our students are monitored through regular classroom assessments and teacher observation. The classroom structure allows for every student to be seen every day by two different content teachers — a reading and social studies teacher and a math and science teacher. In the middle school program the math, ELA, science, and social studies teachers monitor students progress in each of their respective classes and students. The teachers on each grade span (K-2, 3-5, 6-8) have a common preparatory period and a common lunch period in order to discuss student progress and content area planning. Our ESL and Special Education teachers also have regular meetings with each cluster to provide support and advice on accommodations and differentiated instruction.

## **Student Assessment - Attachment**

- Terra Nova Scores 2009

## **Teacher Evaluation**

a.) The school evaluates teachers in a number of ways. This year there was one formal announced evaluation for every teacher. There was a post-conference for every teacher once the observation had taken place. There were also 2 unannounced walk throughs and a full unannounced observation for all new teachers. A final piece of teacher evaluation comes in the form of a teacher made portfolio which includes samples of work and reflections. 4 areas of professional practice are evaluated: planning and preparation, instruction, classroom environment and professional responsibilities. After reviewing the portfolio, the principal meets with each teacher regarding their personal professional development goals for the following year as well as the principal's recommendation for areas of improvement. In addition to the classroom observations, other factors are considered in teacher evaluation including relationships with students and parents, attendance and punctuality, record keeping, activity on various committees, involvement in community, collegiality, belief in the mission of the school and support for its programs, and pursuit of professional growth.

b.) Currently Deborah Wei, who is the principal/CEO is the chief evaluator on our staff for teachers. We hired a retired principal (Steven Dash) this year to conduct the announced observations in order to provide a 2nd opinion in the teacher evaluation process.

c.) Deborah Wei has had over 15 years supervisory experience prior to coming to FACTS and has a long professional career in professional development. As a founding member of the school, she has been integrally involved with the development and implementation of curriculum in all areas. As a former ESL teacher, she is also well versed in differentiation for English language learners.

## **Teacher Evaluation - Attachments**

- FACTS Teacher Evaluation Rubric
- Teacher Evaluation Policy
- FACTS Classroom Observation Form
- FACTS Professional Portfolio Contents
- FACTS Teacher Evaluation Form

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

While there were no changes in the administrative staff of the Folk Arts - Cultural Treasures Charter School during the 2009-2010 fiscal year, our Principal/CEO announced in the Spring of 2009 that she would resign her position effective June 2010. An executive search was held in the fall, an offer was extended to a new Principal, and the leadership transition and handover has begun. The new Principal/CEO will begin working at FACTS in July of 2010.

All Trustees of the Board continue their terms and Sue Mack was elected to the position of Secretary in April of 2010.

### **Board of Trustees**

Name of Trustee    Office (if any)

Michael Chow    none

Bret P. Flaherty	Vice Chair
Germaine Ingram	none
Debora Kodish	none
Xin Sheng Liu	none
Hao-Li Tai Loh	Chair
Susan Mack	Secretary
Everett Gillison	Treasurer
Ed Nakawatase	none

## **Professional Development (Governance)**

During our pilot year FACTS Board members had undergone training that was conducted by Foundations Inc. that encompassed an overview of Act 22, the Sunshine Law, the Ethics Act, and other legal obligations of public officials. Subsequent training through Foundations Inc. helped the Board transition into their second year of operations in the first quarter of the new year. The Board of Trustees Handbook outlines the duties and responsibilities of Board members as set forth in the By-Laws and also highlights the Sunshine Act and the Public Officials Act. All new members to the Board have been presented with these materials and provided with a brief orientation by the Board President at the beginning of their term of service.

Board members are always encouraged to go to trainings and conferences to keep abreast of the law and to learn about practices and policies that could aid them in performing their duties. During the 2009-2010 school year, FACTS Board of Trustees continued working with consultants on organizational issues participating in a strategic planning retreat in September 2009 and a decision making training in May 2010. Meanwhile, the Board of Trustees continues to engage the law firm of Latsha Davis Yohe & McKenna, P.C. to serve as legal counsel and to keep the Board abreast of any changes in Act 22 or other rules and policies pertaining to charter schools. Board members took advantage of Education Policy and Leadership Center meetings and various relevant webinars. Board Member Germaine Ingram continues her involvement as a founder and participant in the Education First Compact, an education advocacy group that is the civic engagement arm of the Philadelphia Education Fund that focuses on education equity and reform issues.

## **Coordination of the Governance and Management of the School**

FACTS is governed by a Board of Trustees who are aware that they safeguard the public trust and possess the ultimate responsibility for ensuring that FACTS is operating in compliance with its charter and all ensuing local, state, and federal

laws and regulations. Although the Board works to define policy, maintain fiscal accountability, and to develop a long term plan to ensure that the mission of the school is carried out, it is the School's Principal/CEO who was hired by the Board and is charged with upholding policies, meeting performance benchmarks, and all other necessary standards involved in operating a public school.

As the Chief Administrative and Academic Officer of the School, the Principal/CEO is responsible for all aspects of school management and pedagogical delivery, provides leadership and coordination within the school, manages personnel including faculty, administrative and other support personnel, and supervises the general administration, accountability, and business affairs of the school. The Principal/CEO is responsible for reporting ongoing progress to the Board and is empowered to implement and communicate all policies established by the Board to the school community. In addition to the Principal/CEO, FACTS employs a leadership team consisting of a Chief of Staff, Chief Operations Officer, a Chief Financial Officer, an Assessment, Intervention and Accountability Manager, and a Dean of Students to manage the school. This leadership team supports the work of 33.5 teachers, 3 teaching assistants, 1 reading specialist, 1 special education supervisor, 1 social worker, .5 school psychologist, 1 building substitute teacher, 6 part-time tutors, .5 grant project coordinator, 3 secretaries, 1 community and family outreach coordinator, 1 transportation manager, 2 full time and 4 part time food service employees, 1 facility and technology manager, and 1 custodian.

FACTS' Board of Trustees meets monthly to execute their duties and make decisions regarding policy and oversight. The Board and School management maintain their distinct job roles and responsibilities as defined in the school's by-laws. Board agendas are set in consultation between the Principal and Board Chair. The Chief of Staff and Board Secretary ensure that all tenets of the Sunshine Act are followed. In December of 2007, the Board began preliminary planning and consultant work for a second training retreat with founding Board members and administrative staff to clarify mission and vision and begin to develop the goals and priorities for a long term strategic plan. That strategic plan was completed in December of 2009, shared with the FACTS community in February of 2010, and will serve as a guide for annual implementation planning over the next five years.

The Board of Trustees and the Principal/CEO and/or her designee have continued to work closely with the School District of Philadelphia's Charter School Office and various School District Departments as needed. The Board has been in compliance with all assurances required by the District and has maintained open communications with allied School Reform Commission members in regards to small changes to the Charter agreement. The Board of Trustees sends representatives to appropriate Philadelphia School Reform Commission hearings and meetings as warranted. Conversely, various School District officials have been invited and have visited the school.

## **Coordination of the Governance and Management of the School - Attachments**

- Board Meetings 2009-10
- 2010-11 School Board Meeting Calendar
- 2010-11 BOT

## **Community and Parent Engagement**

FACTS Board of Trustees promotes a school vision and culture that respects elders and parents and that provides for linguistically accessible services to the school so that community members and parents are able to engage in school activities. Towards this end the Board has organized special events such as a Founders Day celebration, and a series of Honor Our Elders days with the express purpose of inviting community members and parents into the school. Teachers host publishing parties at the end of each writing unit in which community members and parents are invited to listen to and comment on student writing. The middle school also hosts Round tables as a form of performance assessment in which students explain the contents of their portfolios. Again, parents and community members are encouraged to serve on the round table panels.

The staff and board of FACTS have also represented the school at numerous public events, ranging from community meetings to community banquets, in order to build solid community and parent relationships. The school serves as a co-sponsor for the annual Mid-Autumn Festival in Chinatown, where they provide volunteers support as well as performances. The school also actively participates in community clean-ups and attends the neighborhood Town Watch meetings.

The Teacher Action Group used FACTS to house their first “Education for Liberation” conference. In addition, the Philadelphia Student Union used FACTS as the location for their annual fundraiser. FACTS served as a polling place for the local neighborhood community.

FACTS Home School Association met monthly and hosted a wide range of programs for parents this year which were all very well attended. Three parent representative participated as part of the search committee for hiring the new Executive Director.

FACTS seeks to respond to the linguistic diversity of its student body in several ways. Written notices to homes are routinely translated in to 4 languages: Chinese, Indonesian, Spanish and Vietnamese. The school subscribes to a telephonic translation service so that teachers can call parents and always have a translator available. The school also maintains simultaneous translation equipment to use at all school functions in which parents may be present.

FACTS maintains healthy partnerships with a number of community agencies and educational institutions. Tutors and student teachers are placed at FACTS by: Bryn Mawr College, Drexel University, Eastern University, Immaculata College, Haverford College, Swarthmore College, Temple University and the University of Pennsylvania. In addition, professors at Saint Joseph's University and the University of Pennsylvania have utilized our school as a site for action research. FACTS is engaged in partnerships or serve on committees with: the Southeast Asian Mutual Assistance Association Coalition, Migrant Education, the Philadelphia Chinese Opera Society, and student associations from Bryn Mawr College and University of Pennsylvania as well as Central High School, Girls High School and Bodine High School. 2 different Chinese language schools also rent our school every Sunday during the school year for classroom space for their schools.

FACTS Home School Association met monthly and hosted a wide range of programs for parents this year which were all very well attended.

Our partnership with The Philadelphia Folklore Project (PFP) and Asian Americans United (AAU) brought more than a dozen folk artists residencies, ensembles to the school this year. Additionally PFP and AAU have coordinated oral history projects and community folklife documentation efforts, contribute to professional development for teachers and organize after school and summer programs for students.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

The Board Development Committee works together to define long-term resource needs for the school, identify sources of funding and cultivate relationships with potential donors and funders, and plan and execute fund raising activities.

In previous years, our entire school community has participated in major fund-raising activities such as an annual appeal soliciting general individual donations to the school, a Silent Auction fund raiser to raise earmarked funds for our wellness programs, and a Chinatown community banquet to raise funds for general operation of our school. The 2009-10 school year, however, brought several major projects for the Board and administration of FACTS, including the completion of a strategic plan, charter renewal audits, and a search for a new Principal. Therefore, many of our school-based fund-raising activities were not held in this school year.

In Year 2009-10, major gifts and grants included:

- An individual appeal resulting in an earmarked donation in support of our math program.
- Continued support from the Intergenerational Program Grant in consortium with Southeast Asian Mutual Assistance Associations Coalition in Philadelphia
- Continued support from the Foreign Language in the Elementary School Program Grant funded by the US Department of Education. This is a 3-year grant that was extended for an additional year through September of 2010.

- Federal Entitlement Grants (Title I,II, and III) and American Reinvestment Recovery Act Funds
  - Presser Foundation multi-year grant to support the FACTS music program
- FACTS is working with other education organizations to advocate for increased funding to support ESL education. We plan to resume our internal fund raising efforts next year (Silent Auction, annual appeal). We are also looking forward to developing our Board and organizational capacity over the next five years to do fund raising and development on a larger scale.

## **Fiscal Solvency Policies**

- Establishing an annual operating budget at the beginning of the school year and revising this operating budget from time to time to reflect any fiscal changes through out the year.
- Monitoring actual number of students on a monthly basis to ensure 100% student enrollment and 100% of per pupil allocation from the School District.
- Tracking all the approved expenses by the School Board of Trustees to ensure no overspending. In addition monthly Revenue/Expenses reports were provided by the financial manager to the School Board and senior management for review and questions.
- Setting up a procurement procedure for purchasing to ensure the school follows the fiscal guidelines of GAAP and PDE. All purchase orders were closely reviewed by senior management and compared with budget before approval.
- To strengthen communication and internal management, the Board decided to hire an in-house financial manager to replace Foundations, Inc. in the provision of financial and accounting functions. Alex Wong was hired in July 2006 as the in-house financial manager.
- In addition the Chief of Staff has responsibilities related to fiscal solvency and internal controls.

## **Accounting System**

The School's chart of accounts mirrors that of the Pennsylvania State Chart of Accounts for public schools. GAAP is followed for accrual based accounts.

## **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Expenditures 2010

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

The firm of Larson Allen, LLP conducted our 2008-2009 audit which occurred in August to October of 2009 with Joyce Miller as chief auditor.

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

- 2008-2009 Audit

## **Citations and follow-up actions for any State Audit Report**

There were no citations or required follow-up actions from the State Audit Report.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

FACTS remains in our permanent home at 1023 Callowhill Street which is a free-standing 5 story building with access to outdoor space in the Chinatown North neighborhood and approximately 11,500 square feet per floor. FACTS fully utilizes floors two through five and has created a multi-purpose resource room that utilizes about a quarter of the first floor.

FACTS had acquired the bulk of our furniture and equipment during our first year of operations with funding received from an implementation grant from Pennsylvania Department of Education and used that funding to purchase equipment and furnishings needed for all grades K-8. Most of our facility, furniture, fixtures, and equipment expenses this year went towards making improvements to the existing premises. In the past year we have:

- Purchased nine interactive white boards to be installed in each of our 6 Middle School homerooms and 3 other mobile interactive white boards to be used in the rest of the school in accordance with our technology plan and funded by Title 2 EETT funding;
- Installed telecommunication drops in the first floor, and purchased replacement computers, memory upgrades, and printers to ensure that our technological infrastructure is adequate;
- Switched our phone system to a new off site Voice Over Internet Phone service;
- Purchase and installation of a dishwasher system in our kitchen to reduce cafeteria waste funded by a Food Service Equipment Grant;
- Installed an outdoor plumbing line and water fountain to be used in the school yard;
- Made upgrades to our security system to accommodate the new first floor expansion and improve our existing system;
- Purchased and installed a permanent outdoor sign to identify our school;
- Completion of a green roof prospectus and feasibility study;
- Purchased replacement classroom furniture as needed as well as purchased some additional file cabinets, bookshelves, and desks to accommodate all of our staff needs.

### **Future Facility Plans and Other Capital Needs**

FACTS intends to reside at our facility at 1023 Callowhill Street, the building that was identified in our charter application and that has been custom designed to meet our needs and specifications. FACTS completed a strategic plan for the next five years in which long term goals for our facility

were determined. All of these projects are contingent upon the acquisition of adequate funding to complete them. They include:

- Repave Shamokin Street, the street which is used for loading and unloading our buses;
- Make HVAC improvements to the existing system to increase the number of vents in certain areas;
- Improve lighting to the back emergency stairwell to make it more child friendly;
- Replace the laptop computers in our mobile laptop cart;
- Purchase and install more permanent outdoor signage to identify our school;
- Identify and install energy efficient equipment to reduce energy consumption in accordance with LEEDS certification guidelines;

In addition, FACTS intends to work with the City of Philadelphia, neighborhood civic associations, and local business groups to improve the conditions of our local surroundings. Although significant, these projects require assistance, authorization and/or funding from additional sources in order to be implemented.

- Identification of greening projects;
- Lighting and sidewalk improvements to the school surroundings.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

FACTS has developed new safety and security systems for our new facility located at 1023 Callowhill Street. Towards this end, FACTS has conducted a Risk / Hazard Analysis; installed magnetic locks and buzzer announcer for the front door, installed a security system complete with cameras and monitors at all exits; installed fire extinguishers, safety cases, and emergency evacuation procedures signage (with updates as needed) in all rooms; assembled shelter-in-place kits; and trained all teaching and support staff in CPR and first aid conducted by trainers from the American Heart Association. FACTS conducted fire drills as required and had our first drill overseen by the local fire company. FACTS also conducted shelter-in-place and lockdown drills throughout the year. FACTS is currently fine tuning our safety and emergency plans to improve the depth of our prevention, preparedness, response and recovery protocols.

FACTS contracted with the Mid Atlantic Coalition of Charter Schools (MACCS) to provide nursing services, medical services, and dental services to our students. Our school nurse ensured that all appropriate immunization, health, and dental records were kept and filed.

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

- Wellness Policy rev. 2009

## **Current School Insurance Coverage Policies and Programs**

**FACTS contracts with Hartford Insurance Company to provide general liability and property insurance encompassing:**

- **Commercial General Liability (including personal, property, fire, medical and automobile coverage)**
- **Professional Liability/Educators Liability/ including Director's and Officer's Insurance**
- **Excess Umbrella Coverage**

**AUI Holding Company to provide:**

- **Worker's Compensation**

**Star Indemnity & Liability Company to provide:**

- **Students Accidental Death & Accident Medical Benefits-for School Activities**

**CAN Surety to provide:**

- **Treasurer's Surety Bond**

## **Current School Insurance Coverage Policies and Programs - Attachments**

- **Commercial Liability 2009-2010**
- **Student Accident 2009-2010**
- **Treasurers Bond 2009-2010**
- **Umbrella Liability 2009-2010**
- **Worker's Comp 2009-2010**
- **Accord 2009-2010**
- **2010-11 ACCORD**

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

In 2009 we hired \_\_\_ new full time staff last year and \_\_\_ part-time staff to increase our total personnel count to \_\_\_ full and part time staff which was comprised of:

- 1 Principal / CEO
- 1 Executive Assistant
- 2 School Secretaries
- 1 Community Outreach Worker
- 1 Dean of Students / Guidance
- 1 Accountability, Intervention and Assessment Manager

- 1 Chief of Staff
- 1 Chief Financial Officer
- 1 Chief Operations Officer
- 1 Facility Manager/Technology Coordinator
- 1 Building Custodian
- 1 FLAP Grant Coordinator
- 1 Accounting Clerk (*part time*)

- 6 Primary (K-2) Teachers
- 6 Intermediate (3-5) Teachers
- 7 Middle School Teachers

- 3 6th Grade teachers
  - 1 Math
  - 1 Language Arts
  - 1 Science
  - 1 Social Studies

- 1 Art Teacher
- 1 Music Teacher
- 1 Physical Education Teacher
- 2 Mandarin Teachers
- 5 ELL Program Specialist Teachers
- 3 Learning Support Teachers
- 2 Instructional Aides

- 1 Special Education Supervisor

- 1 Reading Coordinator

- 1 Non-Teaching Aides
- 1 School Psychologist (*part time*)

- 1 Social Worker
- 8 Tutors (*part time*)
  - 1 ELL
  - 5 Reading

- 2 Math

- 1 Food Service Manager
- 1 Food Service Assistant
- 3 Food Service Aide
- 3 Aftercare Staff - Part Time

Of our 64 staff from last year, the majority returned. Of the two full time teachers who did not return for the 09-10 School Year, one teacher moved to another state and one was not offered a contract. All full time teaching positions were replaced.

Of our 73 staff for the 2009-10 School Year one teacher and one tutor left during the year, both were replaced. FACTS has not experienced a significant turnover rate, and continues to have over a 95% retention rate.

## **Quality of Teaching and Other Staff - Attachment**

- PDE 414 School Year 2009-2010

## **Student Enrollment**

FACTS student enrollment procedures and admission policy comply with all Pennsylvania Charter School laws and regulations. All interested students are required to complete an Intent to Enroll form that asks for student name, date of birth, address, school currently attending, entering grade, sibling information, and parent/guardian contact information. The FACTS Intent to Enroll form is available in 5 languages: English, Chinese, Indonesian, Spanish and Vietnamese. The Intent to Enroll information is used to determine admission into the school. Although the school is open to all Pennsylvania residents, Philadelphia students are given priority. Other preference is given to children of Founding members, siblings of existing students, and family members of current staff. If there are more students who submit an Intent to Enroll Form than open spaces at FACTS, students will be selected by lottery in order of priority status. Non-resident students may be admitted if space permits. If students apply after the lottery is held, they are added to the bottom of the waiting list. If a space opens up during the school year, students are invited to enroll in order from the waiting list. The lottery for admission for the 2009-2010 School Year was held on March 5, 2010 with several prospective parents in attendance. For the 2010-11 Academic Year we have a wait list for every grade with a cumulative waiting list of 399 students. As in past years, the lower grades having higher numbers than the older grades.

FACTS runs a full time Kindergarten and first grade. We follow these same procedures for kindergarten and first grade. All children enrolling in kindergarten must be 5 on or before September 1 of the enrollment year. All children enrolling in 1st grade must be 6 on or before September 1 of the enrolling year. Students who are not yet 6 but who demonstrate proof that they have completed a kindergarten may be enrolled in 1st grade at the discretion of the principal/CEO.

FACTS admitted 82 new students for the 2009-10 school year. This included 48 new kindergarten students were admitted. 73 students were withdrew including 47 students who graduated from 8<sup>th</sup> grade in June 2008. A total of 26 students withdrew in grades K-8 over the course of the year. FACTS had an overall enrollment of 451 students for the 2009-10 school year. Of the students who withdrew, none were expelled. Students withdrew for various reasons: The majority of our students left the school because their families moved out of the country or state other students chose to enroll in different programs that were a better fit for them.

Since our first year of operations, FACTS has been fully enrolled and maintains an extensive waiting list for each grade. Our student retention rate has been stable with the school meeting all enrollment goals outlined in our charter agreement. However we recognize that there are many forces out of our control that impact family stability and that many families are going to continue to move for family support reasons beyond our control.

There are currently no supporting documents selected for this section.

## **Transportation**

Transportation for FACTS students was provided by the School District of Philadelphia's Transportation Department (SDP). They continued their 5 year contract with Atlantic Express Transportation Corporation which commenced September 2006 and provided FACTS with eight (8) different bus routes during the 2009-2010 Academic Year.

Transportation services have much improved this year since the drivers assigned to our school have all been dependable and reliable and have for the most part been drivers for the school for more than two years. However, we remain concerned as to the maintenance and repair of the buses assigned to FACTS. Two routes in particular experienced unnecessary lateness due to bus break down issues.

In terms of route construction, as was the case last year, this year our longest Route was two hours in duration and it's first stop was at 6:00 am, the second longest route started at 6:15 am. For students on those buses, the average commute was two hours. On days when there is a substitute driver, bad weather, or traffic, the commute can be even longer. While FACTS is aware that 2 hours is the accepted threshold for maximum bus routes time, we believe that a 2 hour commute is excessively long for elementary school students and would like to see more streamlined bus routes even if that means creating an extra Route.

This year we had three students who required transportation accommodations as identified by their IEPs. In one of those cases, the IEPs for a student who currently attends FACTS was forwarded to the SDP Transportation Department and the accommodations was processed and provided by the SDP Transportation Department. In the other two cases, the students were referred to a specialized school that better met their needs. For those students the services were also provided by the SDP Transportation Department. The costs of all those services were paid by FACTS through deductions in our monthly school district allotment.

## **Food Service Program**

FACTS was an approved site for the federal National School Lunch Program and provided breakfast, lunch, and after school snacks to all of our students. Of our year end total student body of 450 students, 86% qualified for free and reduced lunch.

FACTS remains a "satellite plus" facility and we act as our own Food Service Management Company. Specifically, all applications, verification, beneficiary lists and point of service meal counts were maintained by the FACTS food service team which consisted of two full time staff — a Food Service Manager and a Food Service Assistant -- and four part time Lunch Room Aides. FACTS full time staff are both HACCP certified.

We purchased pre-plated meals on a daily basis from two different vendors. From September 2009 to April 2010 we purchased meals from Davenmark Inc. and from May through June 2010, we purchased meals from a new vendor, Linton's Managed. Both vendors provided the school with menus to our specifications, production records, recipes, and nutritional information as required. FACTS also served cold breakfast to all eligible students in all K-8 homerooms as well as after school snacks to all students who participated in our after school programs. All meals and serving sizes met the nutritional guidelines of the National School Lunch Program's traditional meal pattern.

FACTS was the recipient of one of the Commonwealth's Food Service Equipment Grants last year and was able to purchase and install a dishwasher for school use. In addition, FACTS continued to meet the Year 2 implementation goals of the Competitive Food Standards and the state's revised Nutritional Policy. FACTS' Local Wellness Policy has been reviewed and approved by Division of Food and Nutrition staff in the Pennsylvania Department of Education and meets the requirements of the Child Nutrition and WIC Re-authorization Act.

## Student Conduct

- a) Every student who attends FACTS is expected to honor the Code of Conduct which states that all human beings are expected to be treated with respect and compassion. At the beginning of each school year, the entire student body is assembled to review appropriate behavior expectations. A notice is sent to parents to review behavior expectations at home with their children. The stages of consequences are reviewed step by step so that students know what to expect if rules are broken. The final stage of consequence may lead to an expulsion, in which case the student's file is turned over to the Board of Trustees, who will review the case and determine whether the student will be expelled (parents are invited to actively participate in this process). All students are granted due process when accused of inappropriate conduct and students with identified or suspected of having special needs will receive a manifestation determination hearing prior to issuing long term suspension or expulsion recommendations.
- b) There were a total of eleven out of school suspensions for the 2009-10 school year.

Gender
Boys-7
Girls-4
Race
Asian-5
Black-5
White-0
Latino-1

## Student Conduct - Attachment

- Discipline Policies

## Signature Page

## Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Folk Arts-Cultural Treasures CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

**This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.**

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer  
2009 - 2010 Annual Report for Pennsylvania Charter Schools

\_\_\_\_\_  
Date

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 Folk Arts-Cultural Treasures 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:** Deborah Wei   **Title:** Principal/CEO  
**Phone:** 215-569-2600   **Fax:** 215-569-3985  
**E-mail:** dwei@factschool.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Ho-Li Tai-Lo   **Title:** Board President  
**Phone:** 215-569-2600   **Fax:** 215-569-3985  
**E-mail:** tai-lo@msn.com

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

*Identify the charter school's Special Education Contact Person.*

**Name:** Danielle Pindell   **Title:** Special Education Supervisor  
**Phone:** 215-569-2600   **Fax:** 215-569-3985  
**E-mail:** dplewa@factschool.org

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*Signature of the Special Education Contact Person and Date*

### Signature Page - Attachment

- Signature Page 2010